

# Part II

Student Text



Student Text



## MEET THE CLASS

**STUDENT NARRATOR:** Welcome to our classroom. This year, we have begun to study **geography**. In geography we study different places on the Earth. We study the continents.<sup>o</sup> We learn about features of the land and water. We learn about the **climate**, or weather throughout the year. We study the people living on Earth. We learn how people use the land and its **resources**. We study how a place and its people change over time.

The class has studied many different countries. Our textbook describes North America and the United States. It also has chapters on South America, Africa, Asia and the other continents. One day, Zaid asked a question.



**Zaid:** In our book, there are many pictures of people from different countries. In a few pictures, there were Muslims. Sometimes, we could tell by their clothes. Most of the chapters, like South America, North America and Europe, didn't show any pictures of Muslims. Does that mean they don't live there?

**Abla Amina:** Who knows whether Muslims live in those places?



**Muhammad:** We know there are Muslims in North America because we live here!

<sup>o</sup> See Worksheets #1a-c.



**Fatima:** My uncle lives in France. That's in Europe.

**Amele:** My country is Bosnia. That is in Europe, too.  
We just came here last year.



**Abla Amina:** Who else has relatives or friends in other countries?



**Nada:** My uncle and cousins live in Germany. I have another uncle in Australia.

**Rahma:** My parents are from Senegal, in Africa. Most of our family lives there now.



**Omar:** My family is Palestinian. Some of my uncles used to live in Kuwait, but now they are in Jordan.

**Nabil:** My father and mother came here from Afghanistan.



**Nur:** My mother's family is in China. We have pictures of them.

**Abla Amina:** Now we know that there are Muslims in North America, Europe, Africa and Asia. Is that all?

**Zaid [frowning]:** I know that there are lots of kids in this school from different places. But why don't we read much about Muslims in our books? Are there a lot of Muslims in the world, or not very many? Where in the world do Muslims live?

**STUDENT NARRATOR:** Abla Amina started asking more questions. She does that all the time. But this time, we didn't know that it would take more than a month to find the answers!

**Abla Amina:** How can we find out where Muslims live? How can we find out how many there are?

**Muhammad:** My father told me that there are about 1 billion Muslims!

**Abla Amina:** That is what I have heard. The world **population (number of people)** is about 5 billion, so how many Muslims is that?

**Fatima:** That means one out of every five persons in the world is Muslim. Is that many or few?

**Nur:** China has about one billion people, my mom said, but they're not all Muslims.

**Abla Amina:** Let me show you how many that is. I have something in the science center that will help us understand. *[She takes out a bag of white beans and a bag of red beans. She measures four jars of white beans and one jar of red beans. She lines them up on the desk.]* Which jar represents the Muslim population of the world?

**Zaid:** The red jar.

**Abla Amina:** Correct. This helps us understand how many, but it does not tell us very much. It doesn't tell us whether the Muslims live all together in one part of the world, or whether they live scattered and mixed among the other people.

**Zaid:** What do you mean?

**Abla Amina** [*pours the white, then red beans into a bowl*]: Here, the red beans are not mixed in with the others. They are all close to each other. That is like having a neighborhood where many Muslim families live together. Now, someone mix the beans. [*Zaid stirs them with his hand*] Here, Muslims live scattered in many places. How would that affect the lives of each? Now, class, how can we find out whether Muslims live close together or far apart in the world today?

**Khadija:** We have a map at home that shows all of the Muslim countries in green.

**Abla Amina:** Can you bring it in tomorrow, in sha' Allah?

**Khadija:** I will ask my parents to let us borrow it, in sha' Allah (SWT).



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### Thinking About Section 1:

1. Why do people who share a common way of life often live close together?
2. What is the total world population? Write it in numbers. Write the Muslim population of the world in numbers. How many zeros does the number have?



## MAPS, COLORS AND BIG NUMBERS\*

**STUDENT NARRATOR:** Next day, Khadija brought in the map. It was large, and showed the whole world. Some of the countries were colored dark green. Others were light green. Some were yellow. Other countries were red or tan. The rest of the map was blue, for the water.

**Abla Amina:** Let's look carefully at the map. How can we find out what the colors mean?

**Omar [going to the map]:** The map has a **key**. This one says "Percent of Muslims in each country's population." Dark green means over 50%.

**Abla Amina:** Does everyone know what "**percent**" means? It means "**how many out of every hundred**" people are Muslims. Look at the countries colored dark green. What percent of the people there are Muslims?

**Fatima:** More than half of the people are Muslims!

**Abla Amina:** Where are many of those countries located?

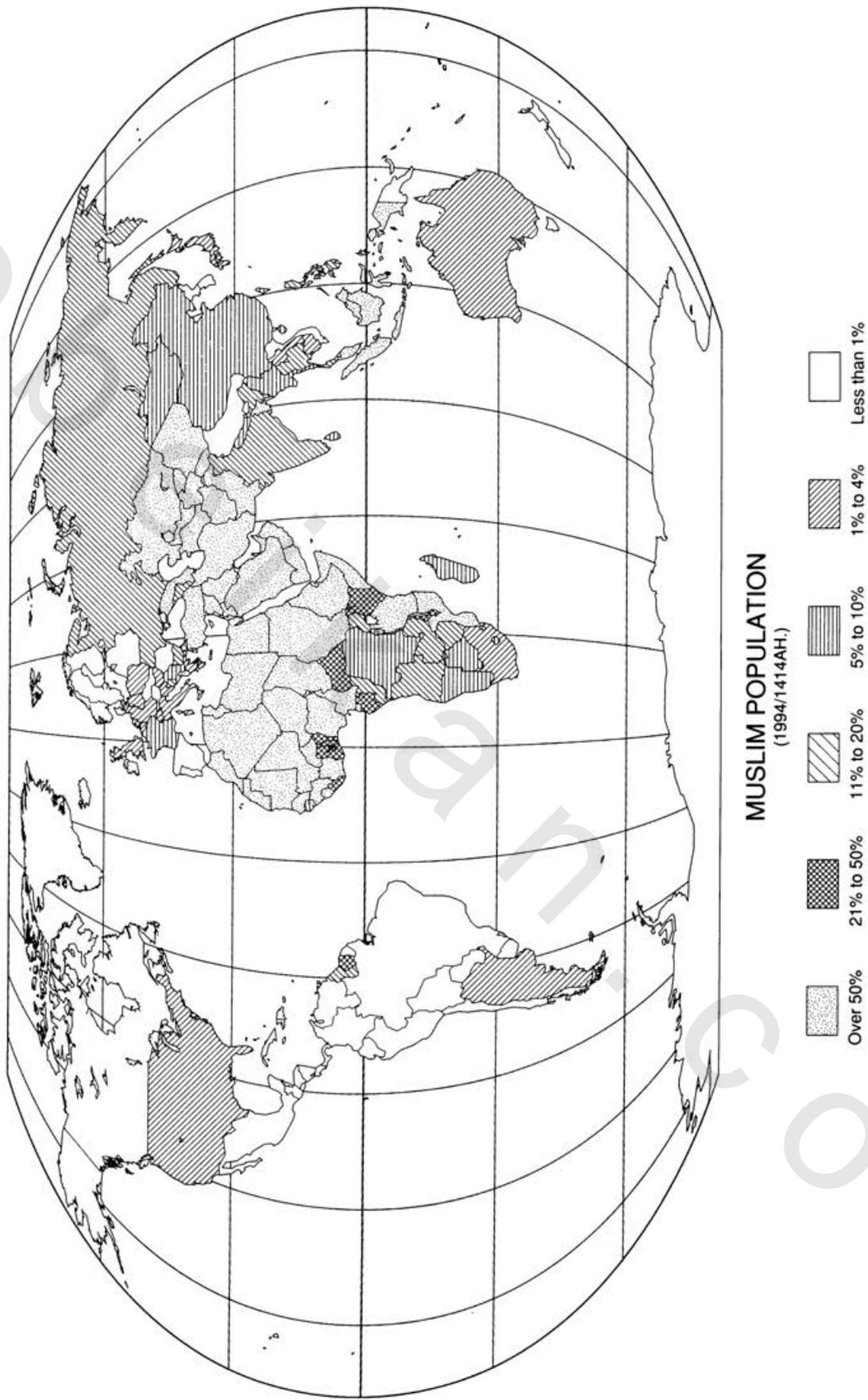
**Khadija:** They're in the middle of the map, almost. Some are in Africa, and some are in [points to Arabian Peninsula] . . . is that Asia or what?

**Abla Amina [laughing]:** You mean the Arabian Peninsula, where the city of Makkah is located? That is part of Asia. Geographers call it Southwest Asia, because it is a special region.

Omar, trace the green countries from West to East. What shape do they make?

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\* While you read this section, use the map *The Muslim World*, from the Islamic Foundation, Leicester, England, which is included in the binder with this unit.



*This map shows the countries of the world. Each country is shaded to show the percentage of Muslims in its population. The map helps us to understand where in the world Muslims live.*

**Omar:** They are a big mass of countries across Africa and into Asia. There are some in the ocean, too.

**Muhammad:** That's Indonesia! It has a lot of islands. My father went there once. He showed me on the map.

**Abla Amina:** That's right, Muhammad. What does the medium green color on the map mean?

**Anas [going up to the map]:** On the key it says "21% to 50%." That means between one quarter and one half of the people in the country are Muslim. One quarter is 25%, but 21% is close to it.

**Abla Amina:** Good, Anas. Where are those countries?

**Zaid:** Medium green countries are next to the dark green countries. I see some in Africa, one in Europe and one in South America.

**Abla Amina:** What is the next lightest color?

**Fatima:** It is light green. The key says "11% to 20%." That is a smaller amount.

**Abla Amina:** That means 1 out of every 10 people to 2 out of 10. Who can tell us where they are?

**Khadija:** There are light green countries in Africa and in Asia. After that comes yellow-colored countries. They have only 5% to 10% Muslims.

**Abla Amina:** Then comes red. Look at the United States. What color is it?

**Zaid:** It is colored red. That means "1% to 4%" Muslim. That isn't very much, is it?

**Abla Amina:** It can still mean that millions of Muslims live in the country.

**Zaid:** How could that be?

**Abla Amina:** Let's look at an example. Algeria, a large country, is dark green. It has about 26 million people, almost all Muslims. Who can find Algeria on the map?

**Fatima [pointing]:** Here it is, in Africa.

**Abla Amina:** China is another very large country. Who can find it, and what color is it?

**Nur [pointing]:** It is this big country in Asia. It is colored yellow.

**Abla Amina:** That color means 5% to 10% percent of the people in China are Muslims. There are more than twice as many Muslims in China—about 60 million—as in Algeria! So less than 10% of the people in China equals more people than 90% of the people in Algeria!

**Zaid:** Really?! This idea of percent (%) is not so easy!

**Abla Amina:** I will explain. China, with almost 1 billion people, has a larger population than Algeria. Let's look at it this way. We have a very big pie and a very small one. *[draws two pies on the board]*<sup>o</sup> Which is more pie, a big piece of the small one, or a small piece of the big one?

**Zaid:** I want a piece of that big one.

**Abla Amina:** Me, too. Let's look at another example of countries on our map. Libya is next to Algeria. What color is it?

**Fatima:** It's dark green. How many people live in Libya?

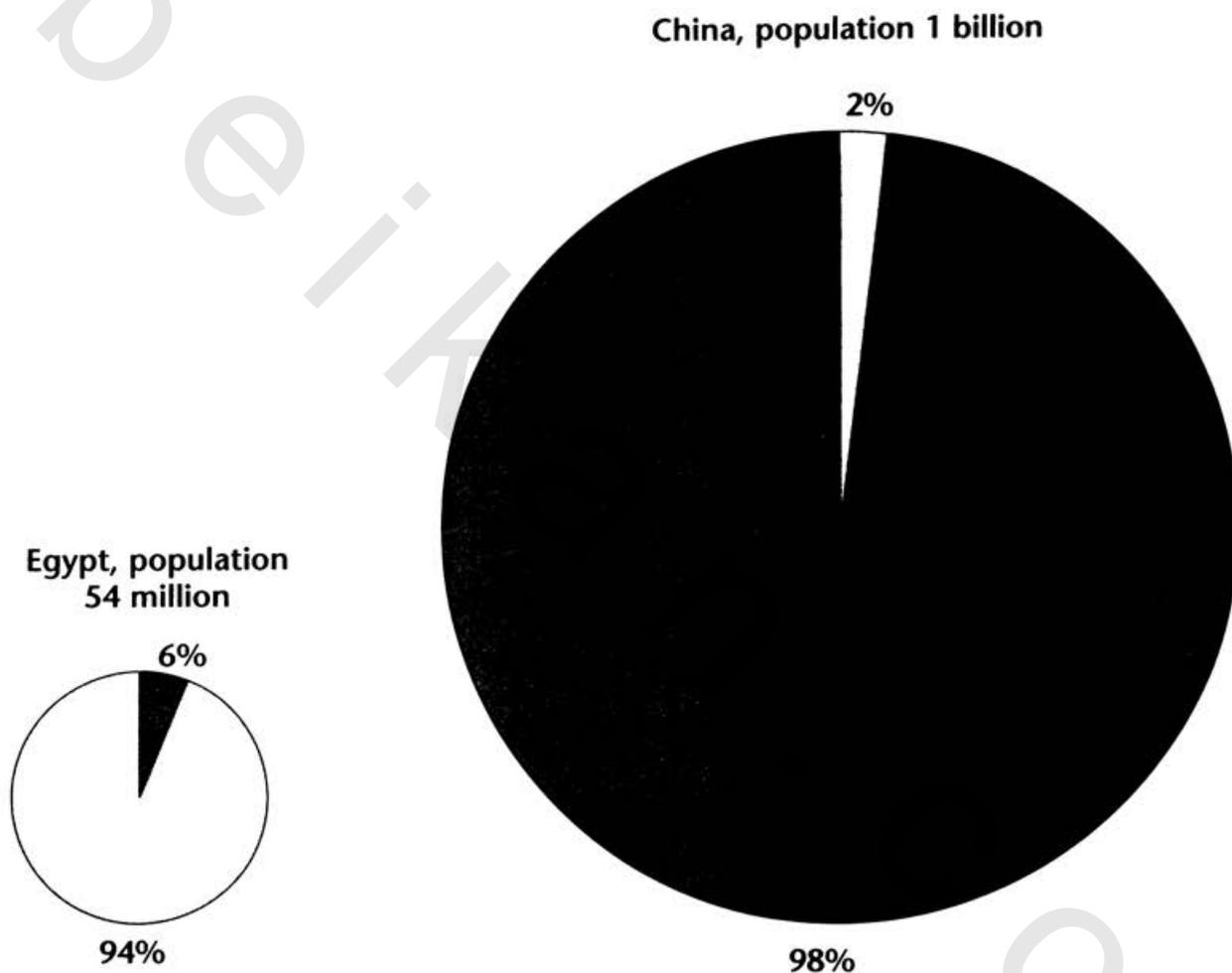
**Abla Amina:** I've read that the whole population is about 5 million. We don't know for sure, but there might be more than 6 million Muslims here in the United States! But the U.S. has over 250 million people. It is red colored on the map. Only about 2% of the population here is as many as almost 100% in Libya!

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<sup>o</sup> See Worksheet #2.

The bell rings to end the class: BBBRRRRRINGGG!

**Abla Amina:** *Jazakum Allahu khairan!* Thank you for bringing in the map, Khadija. Let's keep it on the wall for a while. I think we still have a lot more work to do.



*These two circles, or pie charts, show us how much of the population of China and Egypt is Muslim. The percent of Muslims in Egypt (94%) is much larger than in China (2%–4%). However, the pie that represents China's population (1 billion) is much larger than the pie for Egypt (54 million). Which is larger, a small piece of a big pie, or a large piece of a smaller pie?*

**STUDENT NARRATOR:** After class, some students stayed to talk to the teacher.

### **TAKING A "CENSUS" MEANS COUNTING PEOPLE**

**Zaid:** Why did you say that there "might be" 6 million Muslims in the US? Aren't they sure how many are here? How do countries count people?

**Abla Amina:** How can we find that out? Who can help?

**Anas:** We read about counting people in our Social Studies book. *[looks it up]* Here it is! It says, "*The government takes a census every 10 years.*"

**Abla Amina:** Good, Anas. Do they just count people?

**Fatima:** No, they ask lots of questions. You showed us the questions they mailed to everyone's house. They asked about jobs, people's ages, how many bathrooms are in the house, and lots of other things.

**Zaid:** Do all countries take a—census?

**Abla Amina:** Yes, governments need to know how many people there are, to build enough schools, hospitals and other things. They mail questions to each home. They send people to ask questions, or ask at work and schools. They want to know how many people live in cities, and how many on farms. They try to find out whether there are more old people or young people. *Some governments ask about religion, but others do not. That's why we don't always know how many Muslims are in the population.*

**Muhammad:** Can they really count every single person and answer everything?

**Fatima:** What if someone went to another country on a trip? What if they didn't tell the truth?

**Abla Amina:** The government can't get the information exactly right. It is difficult, and it costs a lot of money. Sometimes they have to be like detectives. They try to make a good guess.

**Zaid:** What does all that have to do with how many Muslims there are?

**Khadija:** It means that it's impossible to know exactly how many. *Allahu 'alam.* God knows!



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## Thinking About Section 2:

1. What does the map key show?
2. What does *percent* mean?
3. In what library resources can you find out about the population of each country in the world? Pick three countries. Write the name of each and its population.
4. How can you use the *Map of the Muslim World* to estimate, or guess, how many Muslims are in each country, if you know the total population?
5. CALCULATOR ACTIVITY: What is the highest and the lowest possible number of Muslims in Nigeria? Try some other countries.



## PLACES WHERE MANY MUSLIMS LIVE

**STUDENT NARRATOR:** After we talked about the map, more students caught Zaid's question fever. Fatima wanted to know what Chinese Muslims eat. Nabil asked if there were any Eskimo Muslims. Muhammad asked, "Why do we always see camels and sand and palm trees in books about Muslims?" As usual, Abla Amina asked more questions. Now, we really started working!

**Abla Amina:** You are asking **geography** questions now. You are asking about the places where Muslims live. Let us start a class project. We can try to gather information about Muslims in the world.

**Fatima, Muhammad, Omar:** That sounds like a lot of work.

**Abla Amina:** It will be, but it can be fun. It is an important job. Muslims should learn about their community.

**Anas:** We have a Muslim community here. We have a masjid and a school.

**Abla Amina:** Yes, but who knows what the biggest Muslim community is called?

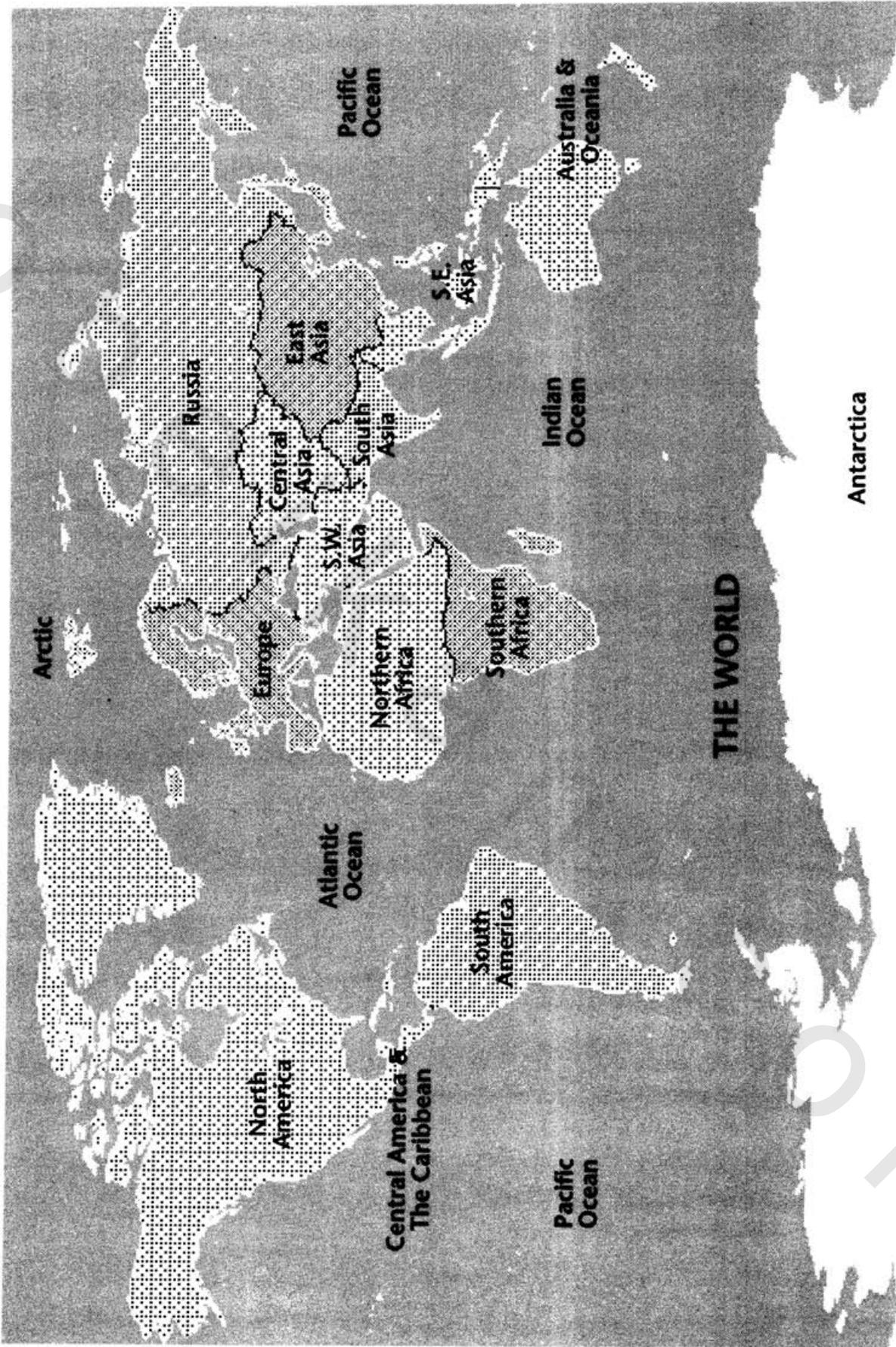
**Muhammad:** It is all the Muslims in the world. In Arabic it means *ummah*.<sup>o</sup>

**Abla Amina:** Who knows a *hadith* about the *ummah*?

**Rahma:** I do. The Prophet said that *the believers have mercy to each other and show each other love and kindness. They are like one body, so that if any part of the body is not well, the whole body shares the fever with it and cannot sleep.* <sup>☆</sup>

<sup>o</sup> See Worksheet #3.

<sup>☆</sup> Meaning of the hadith from *Sahih al-Bukhari* 8:40



*This world map shows the continents divided into parts, or regions. By studying each region one by one, it is easier to study Allah's very big world.*

**Abla Amina:** So why is it important for us to learn about Muslims all over the world? What should we find out about them?

**Khadija:** We want to know how they live, what jobs they do, if they are rich or poor.

**Abla Amina:** What have we learned about the *ummah* so far?

**Nabil:** We already saw on the map where Muslim countries are. We found out that the percent doesn't tell us if there are many or few. We can use a calculator to figure out how many from the population.

**Abla Amina:** We looked at where the countries are. How can we find out what those places are like? What other kinds of maps help us?

**Muhammad:** Some maps show the shape of the land, whether it is high or low, and they show rivers and cities.

**Anas:** Our book has a map about the climate, too.

**Zaid:** I saw some books in the library about different countries.

**Nur:** We can ask our families. We come from many different places.

**STUDENT NARRATOR:** So the class decided to share the job. We looked at the map and each of us found our family's country. Abla Amina helped to divide the class into groups. Each group took a part of the world from which their family came. Abla Amina said that each group would study a different part of the world where many Muslims live. One group studied Africa. We divided Asia into three parts. One group studied the part called Southwest Asia. The second group studied Central Asia. Another group looked at the southern parts of Asia. The last group studied Muslims who live in other parts of the world.

First, we looked at a **physical map**, which shows the shape of the land and the kinds of things that grow on it. We also looked at books that showed animals and things that grow in those places. We found out about the resources they have. We studied different jobs that Muslims do. Each group of students looked up informa-

tion in the library. Then the class listened to each group's report. Here is what the class learned:

## **Africa**

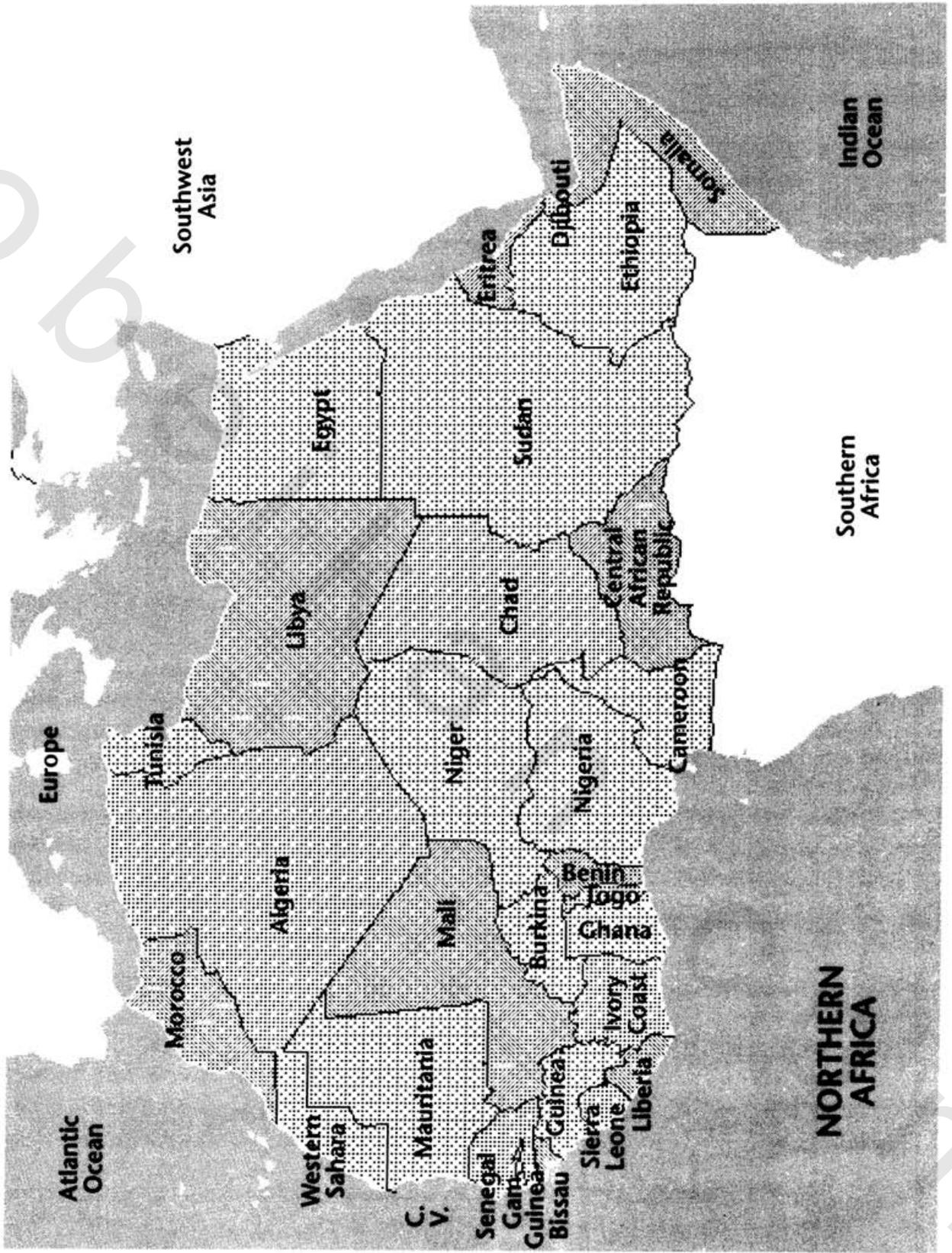
**Rahma (Senegal):** We studied Africa. Most of the Muslim countries are in the wide part of Africa. That is northern Africa. Almost all of the countries in northern Africa are Muslim countries. The narrow part of Africa is southern Africa. In southern Africa, there are fewer Muslim countries. There, Muslims live together with many other groups of people.

**Anas (Egypt):** Most of northern Africa is covered by the Sahara Desert. It is the largest desert in the world. Even though the countries in the Sahara Desert are very large, few people can live there. Between the desert and the Mediterranean coast of Africa are farm lands. South of the Sahara are grasslands. South of the grasslands are forests. Most of the Muslim countries are in the drier parts. In eastern Africa, there are more grasslands and forests, but parts of it, like Somalia, are also very dry.

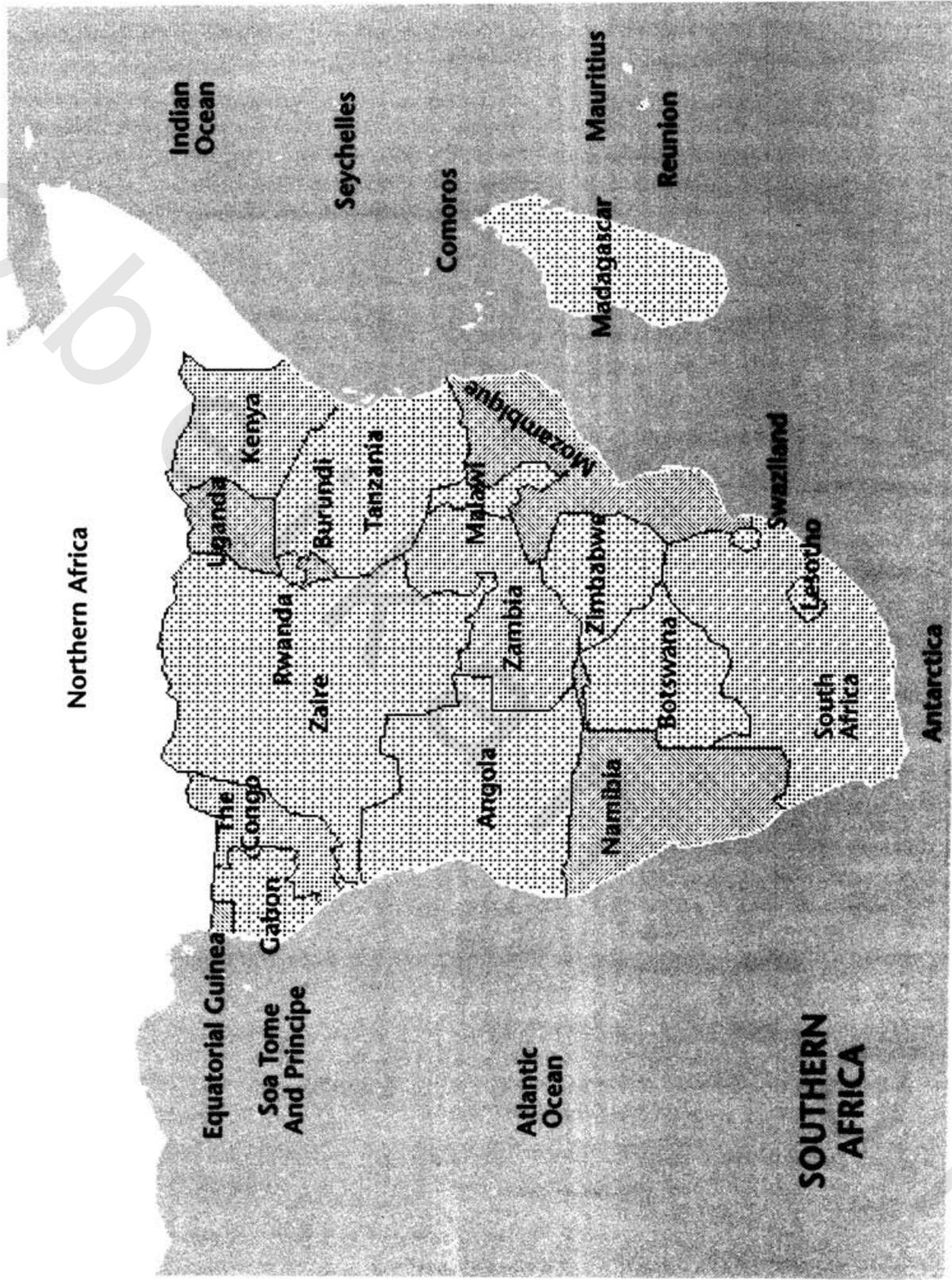
**Ali (Kenya):** We found some books that showed people crossing the Sahara with camels. People raise camels in Somalia and Ethiopia, too. Cars and trucks also transport people and things. Each year, a famous car race crosses the Sahara Desert.

**Fatima (Algeria):** In northern Africa, there are some important rivers. The Nile River is the longest one in the world. It starts in Uganda and Ethiopia, and goes through Sudan and Egypt. Another important river is the Niger River. It is shaped like a rainbow. It starts in Guinea, then it goes north through Mali. In the middle of Mali, it turns to go south through Niger and Nigeria. In East Africa, there are many small rivers. The Zambezi is another large river. It goes east, through Mozambique.

**Ali:** There are some high mountains in Africa. The highest one is Mt. Kilimanjaro, between Kenya and Tanzania. I visited it one



Map of Northern Africa



Map of Southern Africa

summer with my parents. We saw lots of wild animals in Kenya. Part of Lake Victoria is in Kenya, too. It is one of the biggest lakes in the world. There are also lots of mountains in Ethiopia. There are mountains all over the Sahara Desert. Mountains divide the desert from the coast in North Africa, especially in Morocco and Algeria. Central Africa is a **plateau**. That is high, flat land.

**Abla Amina:** Thank you for telling us about the geography of Muslim parts of Africa. The next group to report has studied Arabia and Southwest Asia. Since Asia is so large, geographers divide it into parts. There are three parts where many Muslims live. They are Southwest Asia, South Asia and Central Asia [*shows them these parts on the map*].

## **Southwest Asia**

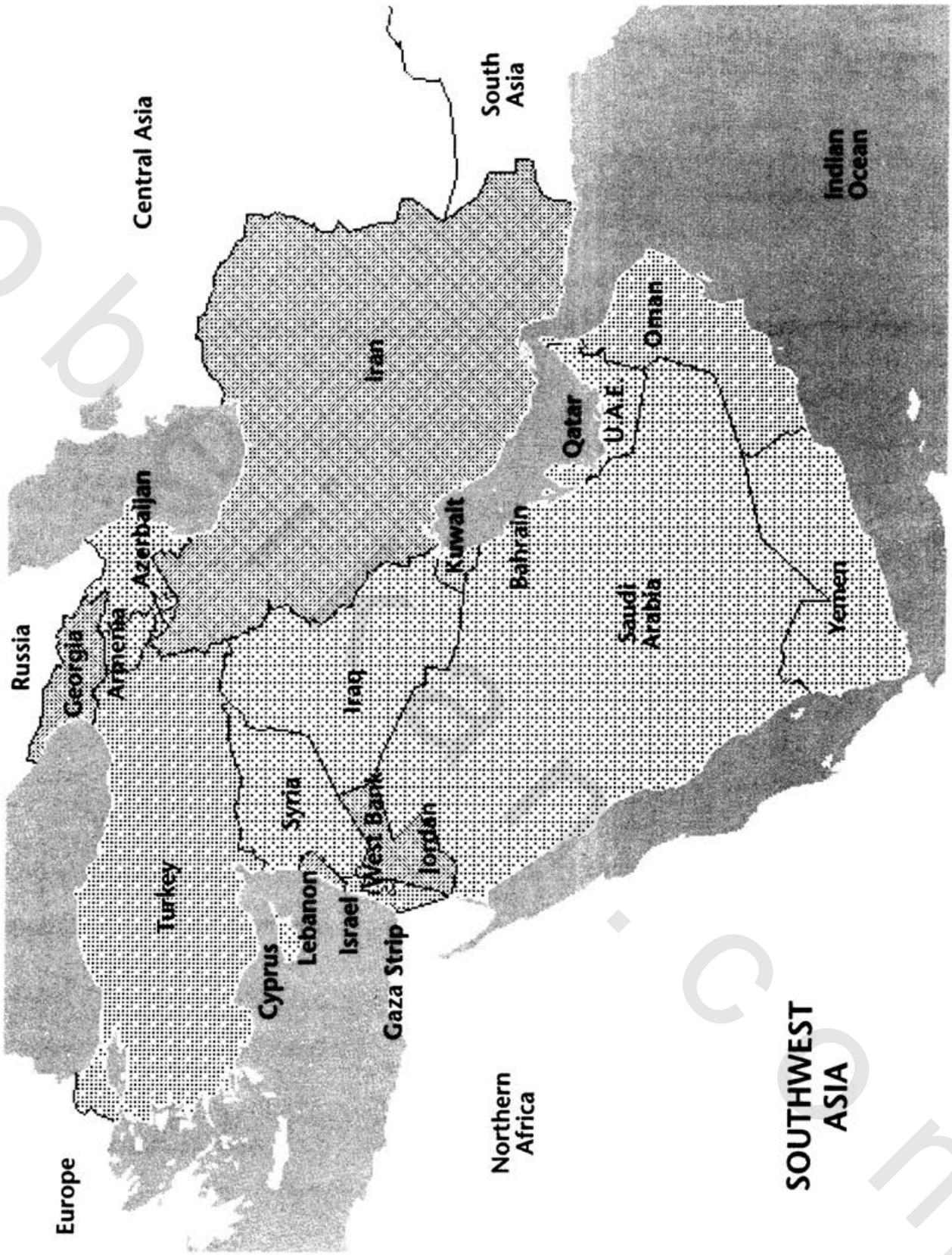
**Omar (Palestine):** The biggest part of Southwest Asia is the Arabian Peninsula. It looks like a big boot that is kicking Asia. It is called a **peninsula** because it is surrounded by water on three sides. The Arabian Peninsula is even surrounded on four sides, but it is attached to the land at the top of the boot, front and back.

**Muhammad (Oman):** At the top of the boot, to the north, are Turkey, Iran, and Iraq. North of these countries are two large seas, the Black Sea and the Caspian Sea. Between the Arabian Peninsula and Iran is a body of water. On maps, it is called the Persian Gulf. Some people like to call it the Arabian Gulf.

**Abla Amina:** What are the land and climate like in Southwest Asia?

**Muhammad:** The Arabian Peninsula is almost all desert. Land around the edges gets some rain. There are mountains on three sides, and some in the middle of the desert. The land is flatter along the Persian Gulf.

**Omar:** The Arabian Peninsula is separated from the rest of Asia by three bodies of water. They are the Mediterranean Sea, the Persian Gulf and two rivers, called the Tigris and Euphrates. The rivers



Map of Southwest Asia



*Muhammad has drawn pictures and made a map of some interesting animals that live on the Arabian Peninsula. There are many more, as well as beautiful plants, trees and landscapes.*

and the seacoast form a shape like a crescent moon. The land along this crescent is very good farmland. It is called the **Fertile Crescent**. People have farmed there for thousands of years. It is also the land of many prophets, like Ibrahim, Yusuf, Dawud, Sulaiman and Issa.

**Nada (Turkey):** Prophet Muhammad ﷺ was born in the Arabian Peninsula, in Makkah.

**Muhammad:** In Oman, where we come from, and in Yemen, there are also some farmlands. It doesn't rain much, though. I drew a picture of an animal that is found in Arabia. It is called an ORYX. We also drew a picture of a snake, and a camel and rider and some birds. These are some of the unusual animals that live in Arabia.

**Nada:** The other parts of Southwest Asia are nearly all mountains. In between the mountains are deserts. Turkey is on a peninsula called Asia Minor. That means "little" Asia. It has mountains, rivers and farmlands. It rains there in the winter, but not much in summer. The biggest river is the Euphrates. There are many smaller rivers and some large and small lakes.

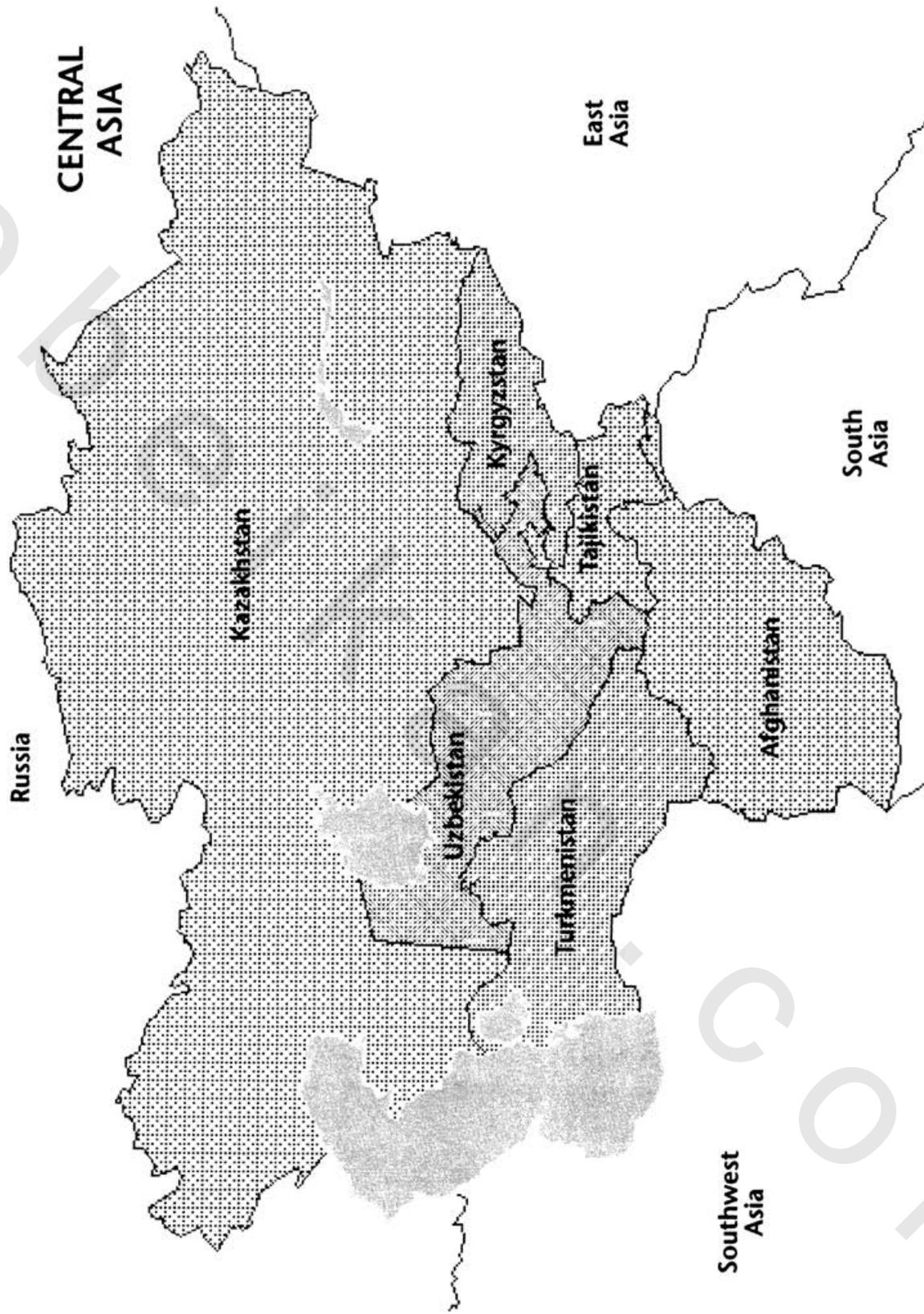
**Omar:** Between the Caspian and the Black Seas, there is a line of mountains. It is called the Caucasus. Mountains stretch down all the way through the eastern part of Iraq and into Iran.

**Abla Amina:** You did a good job on a difficult geography subject. Thank you. Now we will look at Central Asia.

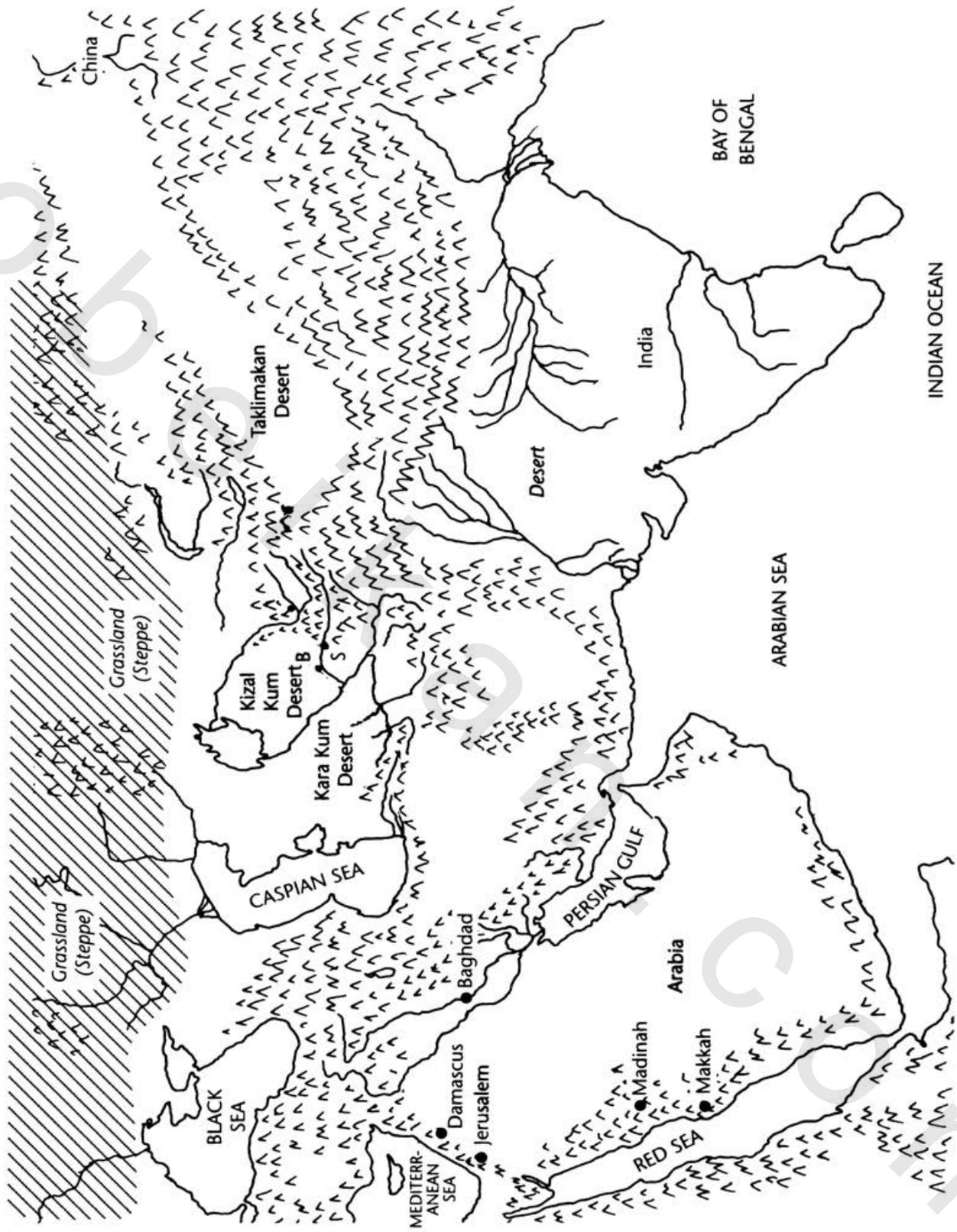
## **Central Asia**

**Burhan (Uzbekistan):** Nur and I studied the part of the world from which our families came. It is a large region that contains many new countries. They used to be part of a large country called the Soviet Union. Now they are six **independent** countries.

**Nur (China):** The part of Central Asia that I come from is still part of China. It is not independent. It is a region called Xinjiang.



Map of Central Asia



Central Asia, South Asia and the Silk Road

**Abla Amina:** That is important information. Many people didn't know much about Central Asia before it broke away from the Soviet Union. Now, people want to learn more about it. Tell us about its geography.

**Burhan:** Central Asia means "the middle of Asia." Central Asia is a large part of Asia where mostly Muslims live. There are many mountains in Central Asia. The biggest group of mountains is called the Himalayas. This huge **mountain range** stretches from India to China. Mountains and hills run crosswise through Central Asia, from Afghanistan to Mongolia. Nur will describe other kinds of land in Central Asia.

**Nur:** On each side of the mountains are big deserts. One of the deserts is named Taklamakan. The name means, "If you go in, you won't come out." It is a very terrible desert. Travelers tell about hearing howling winds that seem to talk. Some said voices told them to leave their companions and walk into the desert, never to come back.\* Nearby is the great Gobi Desert. On the western side of the mountain ranges are two other deserts. They are called Kizil Kum meaning "Black Sand," and Kara Kum, meaning "Red Sand." *[passes out maps to color in mountains and deserts]* Color in the mountains brown and the deserts yellow.

**Burhan:** North of the mountains and deserts are grasslands. This is part of the biggest grassland in the world. It is called the Steppe. Many herds of wild animals live there. People use the grasslands to raise animals, too. There are two large rivers, named Amu Dar'ya and Syr Dar'ya. They begin in the mountains, flow across the desert and meet in the Aral Sea. There are also many smaller rivers. They run through mountain valleys and across the Steppe. There are good farmlands near these rivers. You can see some large lakes on the map, too.

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\* You can read more about this in *Land of Yesterday, Land of Tomorrow*, by Peter Conklin and Brent Aschebranner (Cobblehill Books, 1992).

**Abla Amina:** Thank you for bringing in the maps. Please, everyone, color in the Steppe in light green, and the rivers and lakes in blue.

## **South and Southeast Asia**

**Abla Amina:** The last Muslim region we will study is Southern Asia. You will see that it has very different geography from the regions we have studied so far.

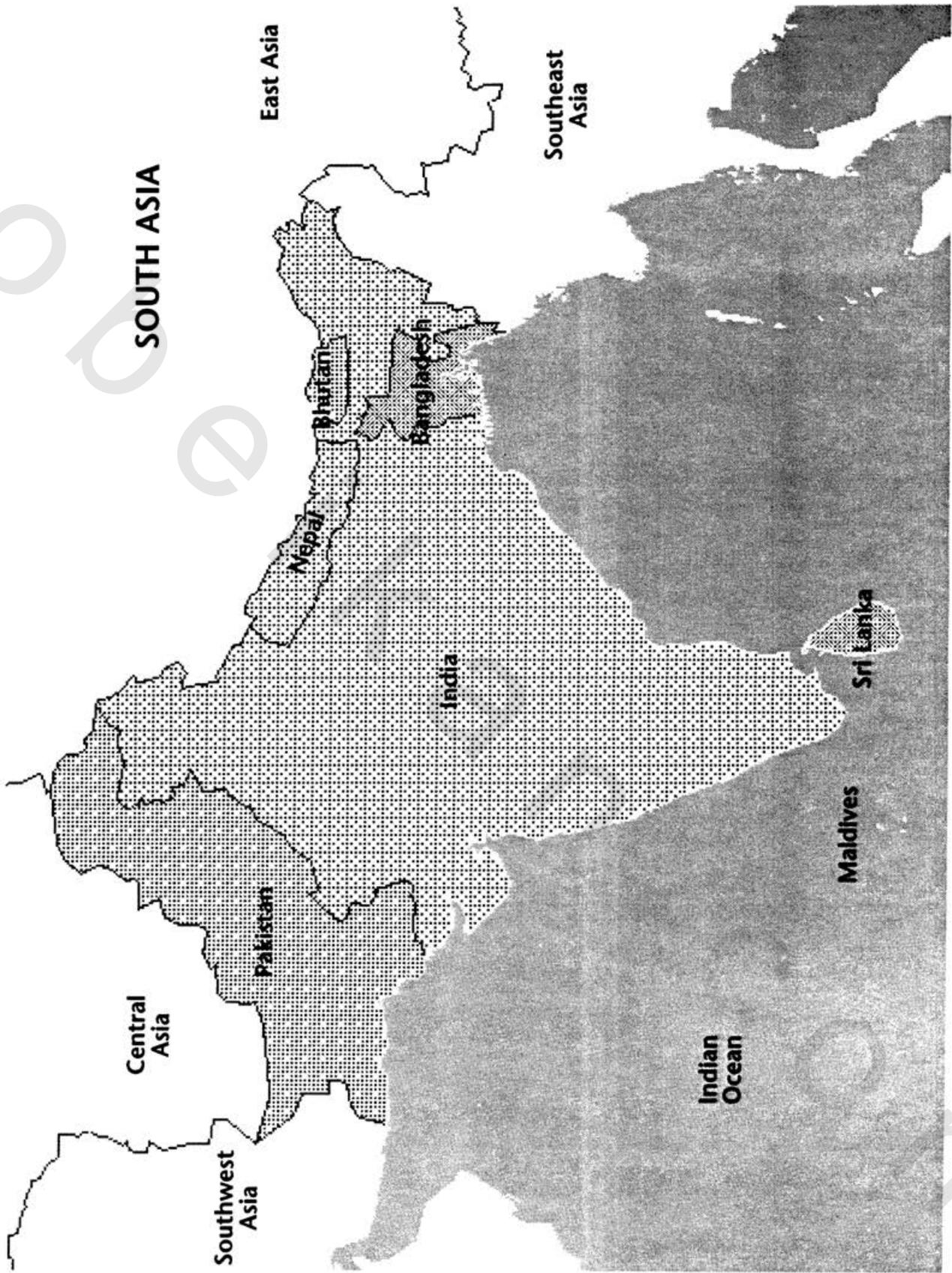
**Nabil (Pakistan):** We studied a part of Asia where many, many Muslims live. There are a few Muslim countries, but in most parts, Muslims live mixed with other groups of people.

**Sayyid (Kashmir):** Our part of Asia is divided into two parts, South Asia and Southeast Asia. South Asia is a large peninsula shaped like an upside-down triangle. One country, called India, covers most of the peninsula. The peninsula of South Asia sticks out into the Indian Ocean. To the west is the Arabian Sea. To the east is a large body of water called the Bay of Bengal. The peninsula has many different kinds of **landforms**. There are hills and flat land. There are many rivers and valleys. There are some mountains, too.

**Nabil:** In northern part of the peninsula, the Himalayan mountains and the Hindu Kush mountains begin. Kashmir and Pakistan are two places where most of the people are Muslims. Many Muslims live in India, too.

**Sayyid:** That's true, Nabil. Much of Pakistan and all of Kashmir are in the mountains. Two large rivers begin in these mountains. The Indus River flows through Pakistan and part of India. It empties into the Arabian Sea. The Ganges River flows east into the Bay of Bengal. At the mouth of the Ganges River is a small country called Bangladesh. All along the rivers are important farmlands. Farmers there grow food for their people. In most of South Asia, it rains a lot for part of the year and it is dry part of the year.

**Abla Amina:** Let's color our maps to help us find the places that Nabil and Sayyid described. Color the South Asian peninsula red.



Map of South Asia

Remember its triangle shape. Color the mountains brown. Use blue to color the Arabian Sea, the Indian Ocean and the Bay of Bengal.  
[The students color their maps.] Now, let's hear about Southeast Asia.

**Ibrahim (Indonesia):** Southeast Asia is made up of another peninsula and some islands in the Indian Ocean. To find Southeast Asia, look east across the Bay of Bengal from India. There are many countries in Southeast Asia. There are three Muslim countries in Southeast Asia. They are Malaysia, Indonesia and Brunei.

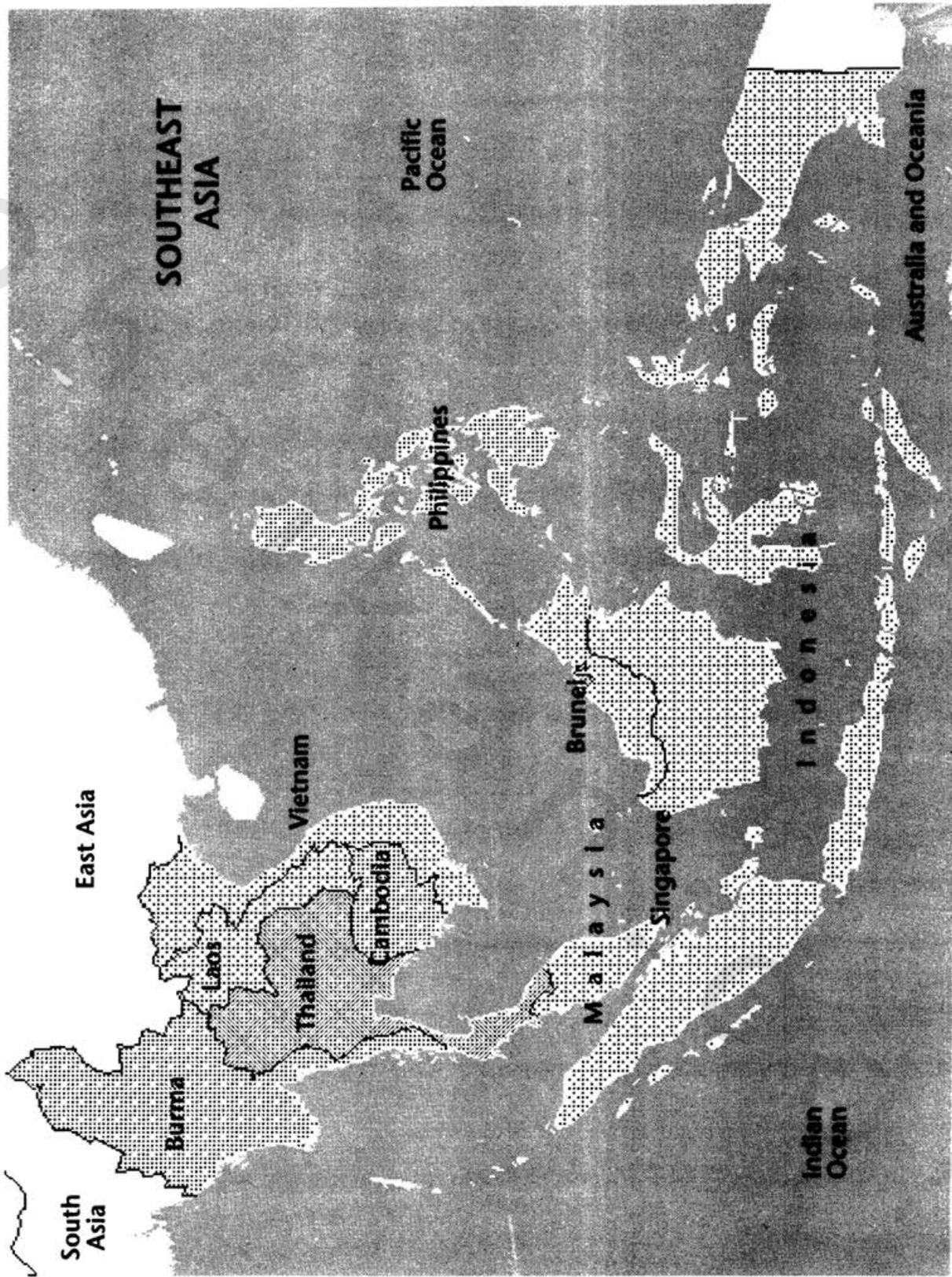
**Nabil:** Most of Southeast Asia has a **tropical wet** climate. That means the weather is usually hot and rainy. These places have some of the world's rain forests. A lot of Southeast Asia's land is hills and mountains. There are many rivers. Around the coasts are flat lands. Off the coast are thousands of islands.

**Ibrahim:** The largest group of islands is my country, Indonesia. In the rain forests are lots of unusual animals and plants. Tigers, elephants, dragon lizards and even rhinos live on the islands. There is a kind of ape called orangutan. In Malay language, the name means "man of the forest." There is a giant flower as big as a dinner table. It is red and smells like rotten meat. The bugs love it, though.

**Abla Amina:** Thanks for those interesting facts, Ibrahim. Indonesia also has the largest Muslim population of any country in the world.

**Ibrahim:** Brunei is another Muslim country on one of Southeast Asia's islands. The Philippines is also a country where many Muslims live. The Philippines is a group of large islands east of Indonesia. Many Muslims also live in the Maldives, a group of tiny islands near the west coast of India.

**Abla Amina:** Now we have looked at some of the places in the world where most of the Muslims live. In many of those places, Muslims live as the **majority**. That means the number of Muslims is larger than the number of people in any other group. In some other countries, Muslims live grouped together in certain parts of the country as a majority. These are called Muslim regions. For



Map of Southeast Asia

example, many Muslims live in western China. Nur's parents came from that part of China. It is called Xinjiang.

In countries like the United States, France and Great Britain, Muslims live as a **minority**. A minority is less than half of the total population of a country. Remember, we learned from the *Map of the Muslim World* that minorities can be large or small. Now, Zaid and Amele will tell us about some parts of the world where Muslims live as minorities.

### **Other Regions: Europe and the Americas**

**Amele (Bosnia):** We studied Europe first. Europe is called a continent, but it is really attached to Asia. Europe is a huge peninsula on the western edge of Asia. West of Europe is the Atlantic Ocean. Europe is north of Africa. There are only two Muslim countries in Europe—Albania and my country, Bosnia. Other countries with large Muslim minorities are nearby. Bulgaria, Romania and Macedonia are three examples. Many Muslims also live in France, Germany, Italy and England.

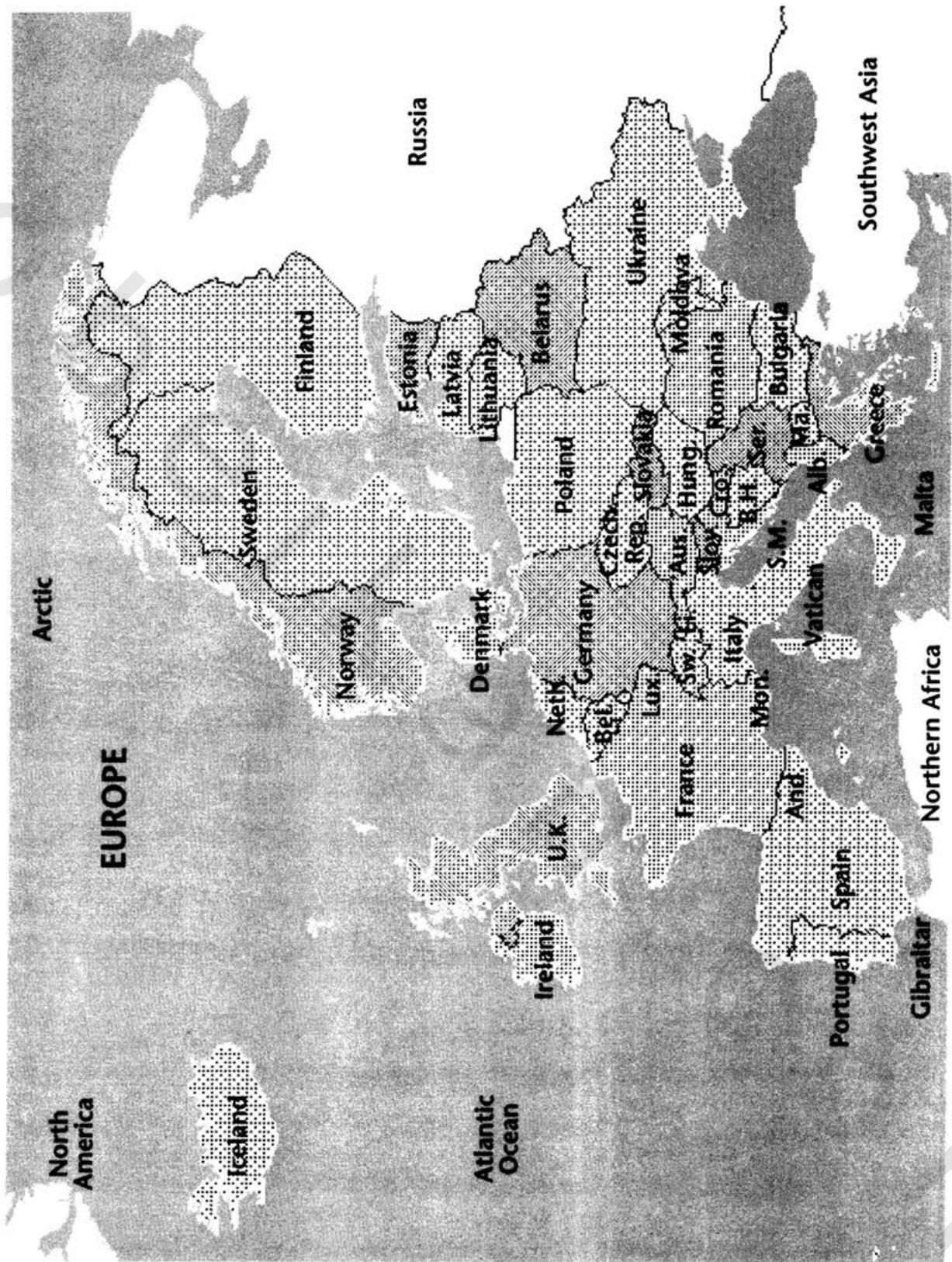
**Abla Amina:** Spain and Portugal used to be a Muslim country called Andalusia long ago.

**Zaid (U.S.):** I studied countries in North and South America where many Muslims live. There are only three countries where more than 1 out of 10 people are Muslim. Trinidad is an island country in the Caribbean Sea. The other two countries are Guyana and Surinam. They are in South America, near the Caribbean Sea. I wonder why so many Muslims live there!

**Abla Amina:** When you study history, you will find out. They were brought there to work.

**Zaid:** Argentina and the U.S. are two other countries with large Muslim minorities. Muslims in Argentina and the U.S. live mostly in cities.

**Abla Amina:** Thank you, class. You did a great job working with the maps.



Map of Europe



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### Thinking About Section 3:

1. Physical maps show mountains, \_\_\_\_\_, \_\_\_\_\_  
and \_\_\_\_\_.
2. Name 3 rivers in Africa and 2 in Asia.
3. Name the bodies of water that surround the Arabian Peninsula.
4. List 5 Muslim countries that are nearly all desert.
5. List 3 Muslim countries that are very mountainous.

### Thinking a little harder . . .

Write a paragraph about the land and climate in Muslim lands. In a few sentences, describe what you learned from the students' reports.



## USING RESOURCES IN PLACES WHERE MUSLIMS LIVE

**Abla Amina:** Let's look at what we have learned. What do we know, and what don't we know yet?

**Zaid:** First, we learned which countries have mostly Muslim populations. There, Muslims are the **majority**. We found out where those countries are located.

**Khadija:** We also saw where large groups of Muslims live in other countries where most people are not Muslim. They are the **minority**.

**Amele:** In our groups, we studied the way the land looks in the countries where many Muslims live.

**Abla Amina:** Fine. Now, what don't we know? What do we still need to learn about?

**Nur:** I've got it! We know where they live, but we don't know how they live. What kind of houses do they live in? What kind of clothes do they wear?

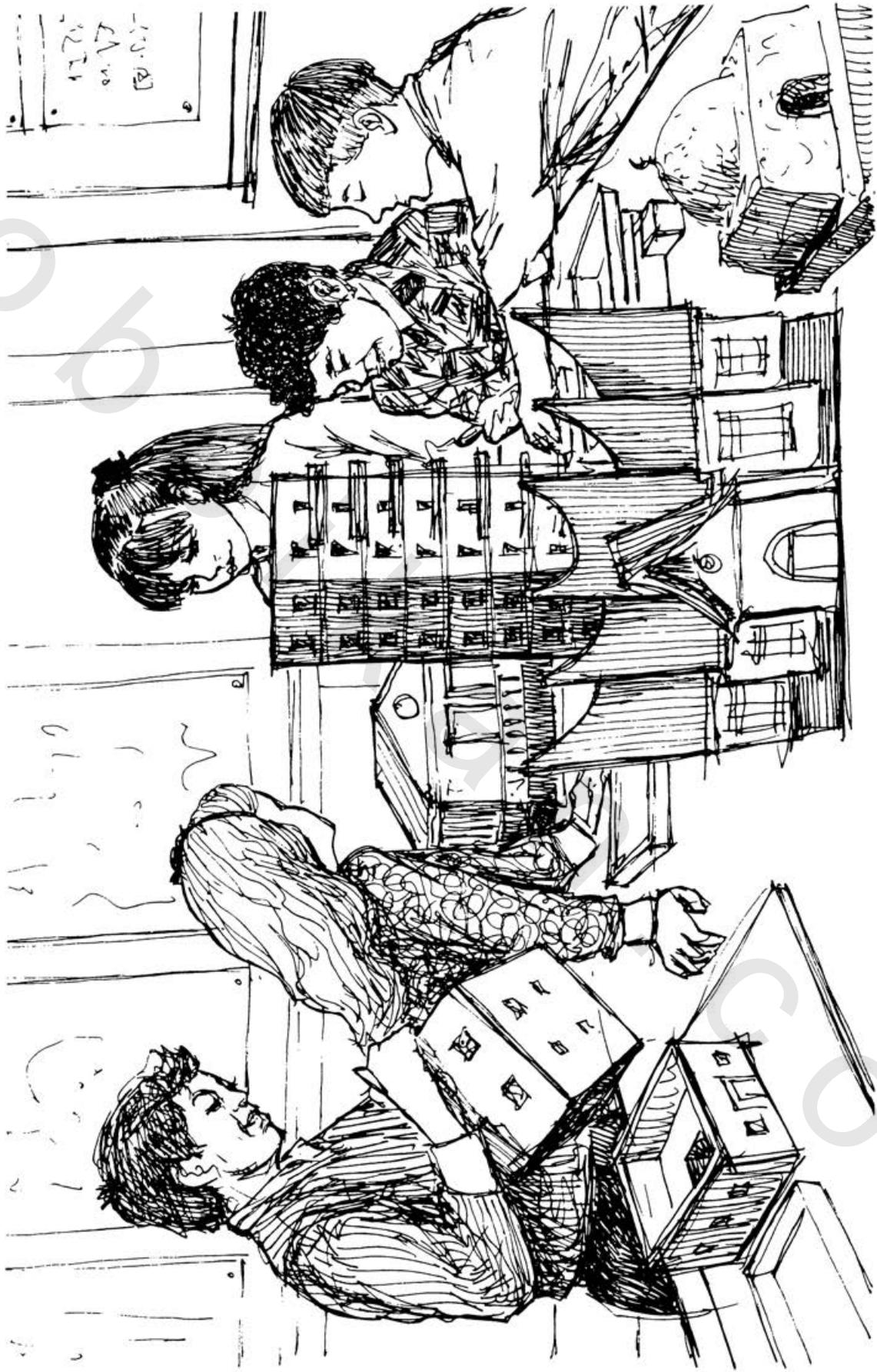
**Khadija:** We don't know what kinds of food they eat.

**Muhammad:** What kind of jobs do the people have?

**Abla Amina:** Good ideas! You are talking about things that people use. Anything that people use to help them live is called a **resource**. Where do resources come from?

**Omar:** The Qur'an teaches Muslims that Allah (SWT) gives people everything that we need.

**Nabil:** Yes! Allah (SWT) gives us trees and stones for building houses.



*These students in Abla Amina's class are making models of homes and other buildings in Muslim regions. The one with the pointed roofs is from Indonesia. The one with the half-round dome is from northern Africa. The tall apartment building might be found in many cities in the world. The one in the background is from Turkey or eastern Europe.*

**Omar:** Some people live in tents. A few people, like the Bedouin in my country, don't live in one place at all. They move about with their animals. They live in tents.

**Nur:** In Central Asia, there are some people like that. They live in houses made out of wool felt, called *yurts*. When it's time to move, they fold up their houses. They keep horses, sheep and sometimes camels with two humps.

**Fatima:** In Algeria there are people like that, too. They know how to live in the desert. They are called Berbers. They keep camels and travel across the Sahara Desert. We are from a city in Algeria. Some of our friends are Berbers. But they have moved to the city. They live in houses made of bricks and cement, just like here.

**Abla Amina:** You seem to have the idea! I think some of you might enjoy building models of different kinds of houses from Muslim regions. Other groups can look up more information about resources.

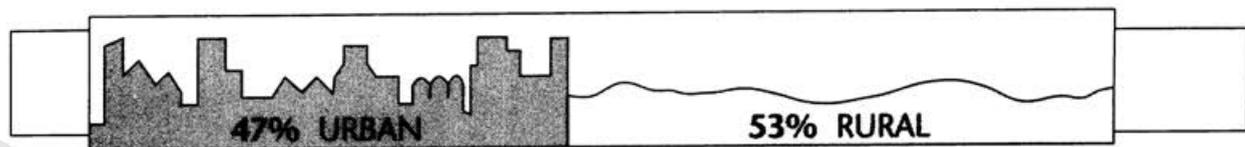
**STUDENT NARRATOR:** For the rest of the project, we used even more kinds of maps. We used books from the library. We used the encyclopedia sets in the library, and we used the CD-ROM encyclopedia on the computer. We interviewed our parents. We took notes of what we were learning. We made models and drew pictures. We hope you like our reports.

[After one week . . .]

**Abla Amina:** You have been working for several days on your research projects and models. You have done a very nice job. I see that you have large and small model buildings. Where are these different homes found?

**Khadija:** Some are found in cities. Some are found in the countryside.

**Abla Amina:** In the classroom atlas, there is a chart that shows whether more people live in cities or countryside. It looks like this:



If you study the charts for Muslim regions, you will see that about half of the people in Muslim regions live in cities, and about half in the countryside. Places where cities are located are called **urban**. Land outside of cities is called **rural**. What do people in rural places do?

**Rahma:** Many people in the countryside are farmers. They grow crops of all kinds. They raise animals.

**Abla Amina:** Farming is important for growing food in most countries. Which group of students has information on farming? What did you learn about the resources that farmers use?

## Using Resources in Rural Places

**Khadija:** We learned that farmers use resources and produce resources. They use land and water and seeds, and they produce crops and other things. People eat the food they produce, and people make things out of some crops, too.

**Rahma:** We found out that there are different ways to farm. In some places it rains enough. In other places, it rains only a few months each year. In many places where Muslims live, farmers have to water their own crops. That is called **irrigation**. We found pictures of different kinds of irrigation. Farmers use animals and machines.

**Abla Amina:** What important crops did you learn about?

**Sayyid:** We looked at a picture atlas. It showed pictures of the crops and animals that farmers produce. In Muslim countries of Asia, we found cotton, rubber trees, pepper, coconuts, tea, coffee, and

rice. Jute fiber makes ropes and sacks that are used all over the world. Vegetable oil comes from olives, palms and sunflowers.

**Burhan:** People in Central Asia grow a lot of cotton, too. They grow nuts and fruits like apples, apricots, cherries, melons and grapes. We saw a picture of a house for drying raisins. Important animals are sheep and horses.

**Sayyid:** In Kashmir, Mongolia and China, they raise a special kind of sheep with very soft wool.

**Abla Amina:** They make it into cashmere sweaters. I have a nice one.

**Muhammad:** In Arabia, farmers raise wheat in the desert, and even flowers. Dates are an important crop in many Arab countries.

**Omar:** In Palestine, they grow olives, oranges, lemons and limes.

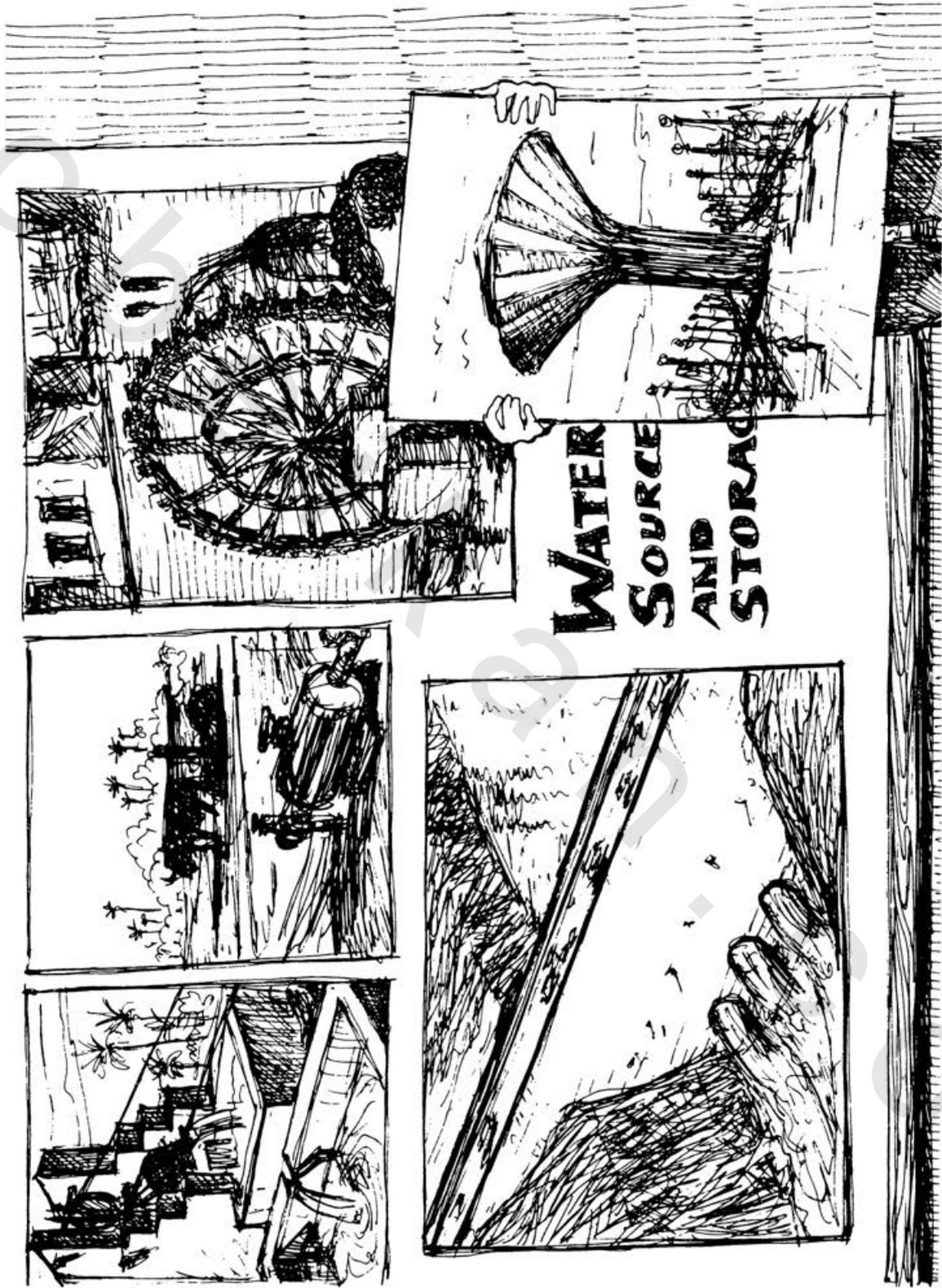
**Fatima:** In North Africa they grow olives and citrus fruits like those, too. Moroccan farmers grow fruits and vegetables. In West Africa, people grow lots of peanuts and cotton.

**Omar:** In Iran, Turkey and Lebanon, people raise silkworms to make silk cloth from the cocoons.

**Muhammad:** Omani people gather incense from a desert tree. It burns with a nice perfume.

**Ali:** In Yemen and East Africa, people grow coffee. Other important crops from Africa are tea, vanilla, cloves and cacao beans, for chocolate. Sugar cane, dates, coconuts, pineapples and bananas, oranges and lemons make a good dessert from Africa. After dinner, chew some gum. Most of the **gum** in the world's bubble gum comes from Sudan.

**Khadija:** In all of those places, people raise food crops that they use for themselves. They sell the fancy products to people in other countries. In places where the land is too dry for farms, they raise animals for meat, milk, wool and leather.



Some students in the class found pictures in library books and magazines. They made posters showing different ways of storing and using water. On the top row, the picture on the left shows a well in the Sahara Desert. The middle poster shows two ways of pumping irrigation water to crops: an animal and a motor. The large poster shows a very old, wooden water wheel in Syria. It is still working after hundreds of years. The two pictures in the first row show a modern dam and water tower.

**Abla Amina:** Some Muslim countries do not grow enough food, so they trade. That is mostly because so much of the land is dry. Speaking of water, we forgot another important resource. Fishing is important in all seas, lakes, rivers and oceans. People use seafood and fish for food and for trade.

**Rahma:** I saw pictures of some “farms” where fish and shrimps are raised. The “farmers” dig out rectangular ponds and fill them with fish. They pump in water and food.

**Abla Amina:** Good thinking! As population grows, people need to find new ways to get nutritious food. This is one new way. Another new way is using sea water to grow crops. Most plants die in salty sea water. Scientists have discovered some nutritious plants that can grow in salt water. These plants produce oil for cooking, vegetables for eating, and animal feed. Farmers on the Persian Gulf and some other places have begun to try out these new crops. We hope it can help to feed many people soon, in sha’ Allah (SWT).

## Using Water Resources

**Abla Amina:** Water is probably the most important resource in most Muslim regions. Some of the world’s largest rivers are found in regions where many Muslims live. That is even more important since most of those lands are dry. What do we mean by a dry land?

**Zaid:** A dry land is one that does not get much rain, or none at all.

**Abla Amina:** That is right. However, some dry lands, like Egypt, for example, have large rivers. The water in these rivers falls as rain in other lands. Let’s play a guessing game to review the names and locations of the important rivers.<sup>o</sup>

**Abla Amina:** The place where a river begins is called its **source**. Most rivers start as mountain snow. The water melts and rainfall is added from smaller streams. Finally, large rivers flow across the land to the sea. The place where a river empties into the sea is called the

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<sup>o</sup> See Worksheet #4.

**mouth.** At the mouth, a river fans out as it empties into the sea. Who knows what sometimes forms at the mouth of large rivers?

**Anas:** I know that one! The river drops a lot of soil, and it makes a *delta*. A delta is a triangle of rich soil. The Nile delta, where my father was born, has many farms and villages.

**Abla Amina:** That's right. Many rivers have deltas. Can you name some important deltas? In which countries are they located?

**Nabil:** The Ganges delta covers most of Bangladesh, and the Indus delta is in Pakistan.

**Rahma:** The Niger River in Africa has two deltas. One is in the middle, where the river bends, in Mali. The other one is at the mouth, in Nigeria.

**Burhan:** The Amu Dar'ya and Syr Dar'ya have deltas. They empty into the Aral Sea in Uzbekistan. But now the Aral Sea is drying up. People take out too much water for farming and cities. This is a big problem in Uzbekistan and nearby countries.

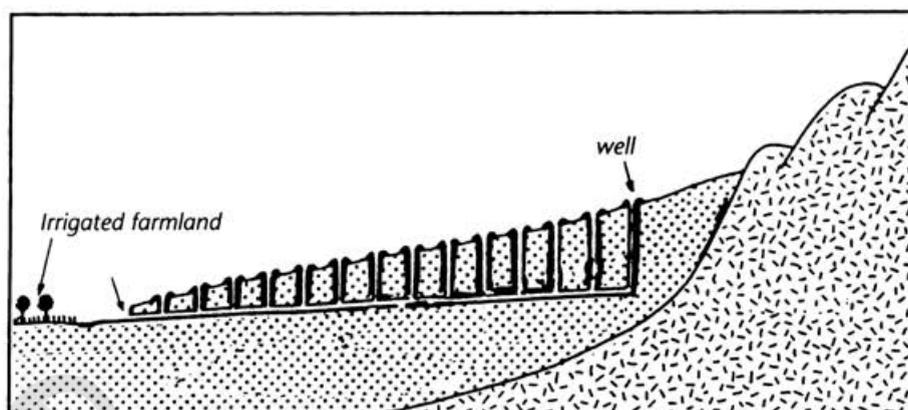
**Zaid:** Why is that a problem?

**Nur:** We read about it in some library books. Fishing boats that used to be in the water are stuck on dry land. There are hardly any more fish. Salt from the sea dries up and blows all over farm land. That is bad for crops and people.

**Abla Amina:** We began to talk about irrigation and other ways to use water. You drew some posters for the bulletin board. Who would like to start explaining the pictures?

**Omar:** I will, in sha' Allah. I worked with Zaid, Nabil, Nur and Nada. Farmers irrigate their crops when there isn't enough rain. That means they bring water from a river, or from underground. A long time ago, most Muslim farmers used animals hooked to water wheels to raise water. Sometimes people even did the work. Now, people mostly use motors to pump water. Anas drew us a picture of the ones he saw in Egypt.

**Zaid:** Sometimes people made ditches or canals to bring the water down by gravity. Nur and I drew a picture of a kind of pipe that brings water from the mountains. It's called a **qanat**.



*Qanat Irrigation*

**Nur:** They use it in China, Iran and North Africa. Many people have to work together to build it and keep it working. Workers dig a small tunnel underground from the mountain to the fields. All along the tunnel they dig holes to the top. Some of the holes are so small that only children can fit inside! The water runs to the fields by itself. It doesn't need a pump.

**Zaid:** The water stays underground all the way. The sun can't evaporate it. The hard part is keeping the tunnel open. It gets filled with mud, and sometimes it collapses. People work hard to keep the qanat open.

**Abla Amina:** What is the striped tower in the picture?

**Nabil:** That is a water tower, a huge tank. Many cities in Arabia use them to store water. This one is in Riyadh. In Kuwait, they have many together. They look like flowers in a vase. They use it to store water for the city. They also have reservoirs. A reservoir is a man-made lake.

**Omar:** The tanks are also used to store sea water. In Saudi Arabia, they make most of their water by taking the salt out of sea water. That takes a lot of energy, but they use their own oil and gas, so it's not expensive.

**Nada:** I drew a picture of the **dam**. A dam is a huge wall built to hold back a river. When they close the dam, a lake fills up behind it. I read about a project to build a big dam in Turkey. It is called the Ataturk Dam. It holds back the Euphrates River.

**Abla Amina:** What does a dam do?

**Nada:** People store water behind a dam. They let the water out when they need it. Farms and cities use the water.

**Omar:** It can keep a river from flooding too much. Another big dam is in Egypt. It holds back the Nile River. Many other rivers have dams. Syria has another dam on the Euphrates River, but it is not as big as the one in Turkey.

**Nabil:** You can also make electricity with a dam. When the water goes through the dam, it turns big wheels hooked up to generators. We couldn't draw those—it was too hard. Anyway, the electricity goes on wires to people all over the country.

**Abla Amina:** Dams are very important for a country. They are also very expensive to build. Do they cause any problems?

**Nada:** Our book said that different countries have problems sharing water. When you hold it back, not so much is left in the river. Farmers also take a lot of the water.

**Burhan:** That's what happened to the Aral Sea! There isn't enough water left to fill it!

**Abla Amina:** I read once that very little water actually reaches the sea from the Nile. People use almost all of it before it gets to the river's mouth.

**Nur:** We read about crops grown in the middle of the desert, in big, round fields. People drill for water deep underground. They pump it into sprinkler pipes that turn around and around. Other crops are grown by dripping water on the roots from plastic tubes, drop by drop.

**Abla Amina:** That's right. They do that to save precious water in dry countries. Underground water is like gold. Allah (SWT) made underground lakes and rivers. It is mentioned in the Qur'an.<sup>3</sup> When people use it up, it is gone, it will take a long time for it to fill again. Water may never fill those underground spaces again. A big problem for Muslim countries and all others, too, is pollution. Big cities, farming and factories put chemicals and waste into seas and rivers.

## **Underground Resources**

**Abla Amina:** Let us look at another kind of resource now. We just learned how farmers work hard to raise food and other products. We learned how people work hard to get water for many uses, even from underground. Who studied resources that Allah (SWT) placed underground as a blessing for Muslims?

### **Petroleum and Natural Gas**

**Ibrahim:** An important resource we found in many Muslim countries is oil, sometimes called **petroleum**. Many countries that have oil also have **natural gas**.

**Abla Amina:** Why are petroleum and natural gas so important?

**Ibrahim:** Everyone in the world needs **energy**. Oil is made into gasoline for cars and trucks, fuel for trains and airplanes, and for all kinds of motors. They use it to heat houses and schools and for running factories. Gas is used for cooking and heating, and for making electricity for homes and factories.

**Amele:** Another important use for oil is making plastic. Toys, bags, computers, cars, and millions of things are made with plastics. Even medicines and other chemicals use oil.

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<sup>3</sup> ". . . Or the water of the garden will run off underground so that you will not be able to find it." (Qur'an 18:41)

"And we send life-giving winds then cause the rain to descend from the sky, providing you with water in plenty, though you are not the guardians of its stores." (Qur'an 15:22)

**Fatima:** Oil makes a country very rich when they have lots of it. The people in the country use what they have, and they sell it to other countries.

**Sayyid:** Oil from Muslim countries around the Persian Gulf is sent all over the world. More oil is found there than in any other part of the world.

**Fatima:** North African countries have oil, too, like Algeria, Tunisia and Libya.

**Sayyid:** Other countries with oil and gas are the new countries in Central Asia, and Nigeria, Indonesia and Albania, a country in Europe.

**Abla Amina:** Allah (SWT) granted a generous blessing to the Muslim countries in this way. But every blessing comes with a responsibility. What can Muslims do with this money to help people in the world?

**Amele:** They use money from selling oil to help build the country. With the money they earn from selling it, they have built schools, hospitals and factories. Some of the money from oil helps to print books and make videos about Islam to send to other countries. Muslim countries should also use some money to help poor people.

**Abla Amina:** Are there any disadvantages to having oil and other rich resources?

**Sayyid:** Oil can make pollution. Oil puts smog in the air when burned. It spills out of wells and ships into water. Chemicals from oil can get into soil and water to cause problems. Some people have been careless. They can't always control it. When it accidentally spills into water, animals and fish die. Even when there isn't a big accident, ships that carry oil sometimes spill some.

**Muhammad:** In the Persian Gulf, they used to find pearls, but now that business is not doing very well. Fishing is still important, but that business is in danger, too.



*Use an encyclopedia or atlas and the pictographs on Worksheet #7 to locate important underground resources in Muslim countries.*

**Abla Amina:** There is another problem I want to mention. What are these countries going to do when the oil is gone? What will they have left to sell? Many oil-producing countries are trying to build factories and start many kinds of work to keep people working when there is no more oil. They are also trying to save some of the money. They also put money into banks and other businesses.

There is another way to use oil to make more money. Instead of selling it just as it comes out of the ground, they keep it and make things out of it, like plastics and chemicals. These can be sold for more money than oil just as it comes out of the ground.

In some countries, the oil is already starting to run out. In other Muslim regions, like Central Asia, they are just starting to bring it out of the ground. Those countries will see many changes in the years ahead.

## **Using Resources in Urban Places**

**Abla Amina:** We just heard Sayyid, Fatima and Amele tell us all about oil. They told us that most of it is loaded into ships for transport to other countries. Some of the oil is used at home. Ibrahim made a map with symbols for other minerals found in Muslim countries.<sup>o</sup> Many of those minerals are transported to other countries, too. Many leaders in these countries want to find ways to make products from these resources. Then they want to sell finished products to others. These products would be made in factories. The factories are mostly in **urban** places, in cities. They would provide jobs for many urban workers. Which group studied factory work and products?

## **Factories Make Many Different Products**

**Omar:** We had to learn a new word when we tried to look up this information. We found out that a group of factories making products is called an **industry**. We found a list of the **industries** for each Muslim country in the encyclopedia.

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<sup>o</sup> Use Worksheet #7 and an encyclopedia or resource atlas to make your own map of these resources.

**Anas:** Then we noticed that almost all of the countries had the same kinds of factories. It got boring to write them all down.

**Abla Amina:** So what did you do? How did you solve the problem?

**Anas:** We asked the computer teacher to help us make a list. She showed us how to use software to make a database. We listed all of the industries at the top, and the countries down the side. We just checked the boxes for each industry in the country. You can see our list on the bulletin board. We printed it out from the computer.

**Abla Amina:** Who can tell us what those factories and industries make?

**Omar:** Most of the countries make **textiles**. That means the factories weave and knit cloth, or sew it into clothes. Many countries make shoes. Many make cement. Some have factories for making medicines.

Factories that process food are important in farming countries. **Processing** means making food into grocery store products. For example, if you grow tomatoes, the factory makes tomato sauce. Countries that grow fruit make juice, jelly and canned or dried fruit. Peanuts turn into peanut oil, peanut butter, and animal feed.

**Anas:** Fewer countries make cars, trucks and machines, or things like washing machines and refrigerators. Wood pulp and paper are made from forest lands.\*

**Abla Amina:** Who buys the goods made in these industries? What kind of goods are they?

**Anas:** People living in these countries need to buy clothes, shoes, refrigerators and things like that. People who build things need other goods. Almost all of the big countries have cement factories. Many of them make iron and steel, and some machines. Bigger countries have factories for cars and trucks, or farm machines. They sell some of them to nearby countries.

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\* Guess which countries have forest products and paper industries? Hint—go to section 3.

## INDUSTRIES IN MUSLIM COUNTRIES

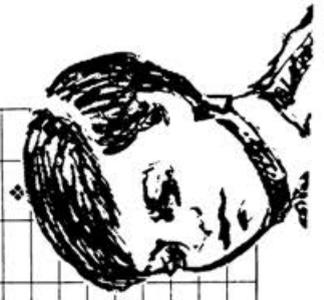
COUNTRY	Textiles	Food Processing	Oil Refining	Metals	Fertilizer	Chemicals	Paper	Machinery	Electronics	Consumer Goods	Cement
ALBANIA	✓		✓	✓							
ALGERIA	✓	✓	✓	✓	✓		✓	✓		✓	✓
AZERBAIJAN	✓	✓	✓			✓				✓	
BAHRAIN			✓	✓							
BANGLADESH	✓			✓	✓						✓
BOSNIA-HERZ.											
BRUNEI			✓								
CHAD											
DIJIBOUTI		✓									✓
EGYPT	✓	✓		✓	✓	✓				✓	
ERITREA		✓								✓	
GAMBIA	✓	✓								✓	
INDONESIA	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
IRAN	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
JORDAN	✓	✓	✓	✓	✓			✓		✓	✓
KAZAKHSTAN	✓	✓	✓	✓	✓	✓				✓	✓
KUWAIT			✓	✓	✓	✓				✓	✓
KYRGYZSTAN		✓									
LEBANON	✓	✓	✓	✓		✓	✓			✓	
LIBYA	✓	✓	✓	✓		✓				✓	
MALAYSIA	✓	✓	✓	✓		✓	✓		✓	✓	
MALDIVES		✓									
MALI		✓								✓	
MAURITANIA		✓		✓							✓
MOROCCO	✓	✓	✓	✓	✓	✓		✓	✓	✓	
NIGERIA	✓	✓	✓	✓			✓	✓		✓	✓
OMAN			✓	✓							
PAKISTAN	✓	✓	✓	✓		✓		✓		✓	
QATAR		✓	✓	✓							✓
SAUDI ARABIA		✓	✓	✓	✓	✓		✓	✓		✓
SENEGAL	✓	✓	✓	✓		✓				✓	
SOMALIA	✓	✓	✓	✓							
SUDAN	✓	✓	✓	✓		✓				✓	✓
SYRIA	✓	✓	✓	✓	✓	✓			✓	✓	
TAIKSTAN	✓	✓	✓	✓				✓			
TUNISIA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
TURKEY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
TURKMENISTAN	✓	✓	✓	✓				✓			
U.A.R.	✓	✓	✓	✓	✓	✓		✓			
UZBEKISTAN	✓	✓	✓	✓	✓	✓		✓			
YEMEN	✓	✓	✓	✓							



Omar and Anas made this chart to make it easier to list industries in Muslim countries. They made it on the computer's database program. Which five countries have the most industries? Find those countries on the map.

COUNTRY	oil	natural gas	coal	copper	chromium	nickel	iron	zinc	manganese	tungsten	silver	gold	lead	uranium	bauxite	tin	salt	potash	phosphates	gypsum	sulfur	mica	silica	
AFGHANISTAN																								
ALBANIA	●	●	●	○	○	○											◆							
ALGERIA	●	●	●	○			○	○		○	○								◆					
AZERBAIJAN	●	●	●	○			○	○																
BAHRAIN	●	●	●																					
BANGLADESH	●	●					○																	
BOSNIA-HERZ.			●																					
BRUNEI	●	●																						
CHAD	●	●												○										
DJIBOUTI														○									◆	
EGYPT	●	●												○										
ERITREA	●	●		○																				◆
GAMBIA																								
GUINEA-BISSAU	●																							
INDONESIA	●	●	●	○		○																		
IRAN	●	●	●	○			○	○																
IRAQ	●	●	●																					
JORDAN																								
KAZAKHSTAN	●	●	●				○																	
KUWAIT	●	●	●																					
KYRGYZSTAN	●	●	●				○	○																
LEBANON			●				○																	
LIBYA	●	●					○																	
MALAYSIA	●	●		○																				
MALDIVES																								
MALI							○																	
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MOROCCO			●	○			○																	
NIGER			●	○			○																	
NIGERIA	●	●	●				○																	
OMAN	●	●	●	○			○																	
PAKISTAN	●	●	●																					
QATAR	●	●	●																					
SAUDI ARABIA	●●●	●	●																					◆
SENEGAL				○			○																	
SOMALIA				○			○																	
SUDAN	●	●		○			○																	
SYRIA	●	●		○			○																	
TAJKISTAN							○																	
TUNISIA	●	●					○																	
TURKEY	●	●			○○○		○																	
TURKMENISTAN																								
U.A.R.	●	●		○																				
UZBEKISTAN	●	●		○																				
YEMEN	●	●		○			○																	

● = fuels ○ = metals ◆ = minerals (3 symbols means world's largest producer)



**Anas:** Egypt makes lots of cotton thread and cloth, like towels, that go to other countries. They make lots of clothes, too.

**Omar:** Sometimes it is hard to tell what they make. The encyclopedia called them just “*consumer goods*.”

**Abla Amina:** What is a **consumer**?

**Khadija:** A **consumer** is someone who buys things to use. Consumer goods must be things that people use in everyday life.

**Abla Amina:** Good, Khadija. They are things people buy for their homes and families. Other kinds of goods are used to make things, like tractors and trucks, that carry products. Machines help to make other things, too. Cement is used to make roads, buildings and houses. It is very important.

**Omar:** There was another kind of factory listed in the encyclopedia. It said that many countries make **export goods**. What does that mean?

**Abla Amina:** That means the workers make things to send out of the country after they are made. Often, the parts come from outside the country, too. Workers in the factories put them together and ship them out. If you look at the labels in clothing, you will often see “Made in Country XXX”. Many companies send cloth, thread and patterns to another country and have it cut and sewn there. In Malaysia, many young women work in factories making computers, televisions and other electronics, like video games. Many products have parts made and put together in several countries.

**Anas:** Some other factories depend on resources, but they don’t make goods that we can buy. They process resources like minerals or oil. The countries with oil refine it into gasoline, chemicals, plastic and other things. Some places have minerals for fertilizer. Many countries that have iron ore make it into steel.



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## Thinking About Section 4:

1. Why is water the most important resource in many Muslim regions?
2. Name some important uses for water, and ways to get it.
3. List some products you use that come from each continent.
4. Make a chart of some minerals named on the map. Draw pictures of things that are made with these minerals.
5. List some **fresh** foods and **processed** foods that you ate yesterday.
6. Put a check beside the products that are consumer goods:  

<input type="checkbox"/> cement mixer	<input type="checkbox"/> pair of jeans	<input type="checkbox"/> dump truck	<input type="checkbox"/> shirt
<input type="checkbox"/> washing machine	<input type="checkbox"/> computer	<input type="checkbox"/> television	<input type="checkbox"/> toy
<input type="checkbox"/> cement	<input type="checkbox"/> hospital bed	<input type="checkbox"/> bicycle	<input type="checkbox"/> tractor
<input type="checkbox"/> pencil			



## GOOD LOCATION CAN BE A RESOURCE!

**Abla Amina:** We have studied resources and products from the land, from underground, and from factories. These things help people to earn a living. Sometimes, however, people can earn a good living just because of their location. Maps can help us find out about some important locations. [*pointing to a world map*] What does this map show?

**Rahma:** It shows the countries in different colors. It has black dots and writing to show where cities are. The biggest black dots show the biggest cities.

### Where Are Cities Located?

**Abla Amina:** Good! Let us look at the countries where we learned that Muslims are the majority. Are there many large cities in each of these countries? Can you find a lot of large, black dots?

**Muhammad:** Some maps only show the capital city. In most countries, that is the largest city. The map shows the capital city as a star. Most of the countries have just a few larger cities. Many smaller dots show towns or small cities.

**Abla Amina:** Let's divide into two groups. Group 1 will study Africa, and Group 2 will take Asia. Look for cities, and discuss what we can learn about their **location**. What seems important about the kinds of places where cities grow up? See what the map can tell you. Share your ideas with the rest of the group. Make a chart like the one on the next page.

Make a chart to organize information about cities' location. List 10 large cities in Africa, and 10 in Asia.°

<i>Continent</i>	<i>Name of City</i>	<i>Nearby Geographic Features</i>

[After some time . . .]

**Abla Amina:** What kinds of land have no cities?

**Nur:** Deserts don't have any cities. In the African Sahara there are no large cities. In Arabia there are a few cities, though, like Riyadh, Makkah and Madinah.

**Muhammad:** They use water from underground. Desert cities have to get water from underground wells or springs.

**Sayyid:** In the mountains there are no large cities, either.

**Ibrahim:** You can't find many cities in the rain forest, either. Too many snakes!

**Abla Amina:** You are right about that! In what kind of places do you find the most cities?

**Omar:** We found the most cities on the biggest rivers.

° You may use Worksheet #8 for this chart as you work with maps in an atlas.



**Fatima:** In North Africa, most of the cities are near the sea.

**Ibrahim:** In Southeast Asia, too.

**Burhan:** In Central Asia, all of the cities are near rivers.

**Abla Amina:** Why do you think that is true?

**Nada:** People in cities use a lot of water, I guess. They also use water for transportation.

**Sayyid:** Ships transport goods in and out of the country. Many of the cities on the coast are port cities.

**Abla Amina:** You are right. What is a **port city**?

**Sayyid:** A **port city** is a place where ships stop. They unload the ships in the port. Goods move from ships to trucks, trains and planes to travel on land.

**Abla Amina:** Yes. This tells us something important about location. A port must have a good, protected place for ships to land. Such a place is a resource, too! For example, ships cannot land at a rocky, mountainous place. You can't unload goods in a swamp, either! Ships need to stop at a place where the waves are not so high. A place like that is called a harbor.

Let us look at the map again. Ships carry products and people around the world. If you wanted to go from the Atlantic Ocean into the Mediterranean Sea, where is the gate?

**Fatima** [*pointing to a world map*]: There is a place where Europe and Africa almost touch.

**Abla Amina:** Good! There is a port city at this location. Its name is Gibraltar. Many ships and goods pass through the ports there.

**Anas:** There is another place like that in Egypt. The Suez Canal cuts between Africa and the Arabian Peninsula. [*points to map*] People dug the canal so ships could pass through. I visited the Suez Canal with my family.

**Abla Amina:** Good thinking, Anas. There are several more places like that in Muslim countries. Look at the Suez Canal. Follow the Red Sea south to its narrow end. Near it are important port cities.

**Muhammad [pointing to map]:** Oman, my country, is right here, at the end of the Persian Gulf. Many tankers and other ships pass by. There are many cities on the Persian Gulf.

**Abla Amina:** Many Arabs call it the Arabian Gulf. On one side is Iran. On the other side are Arab countries. Who can find another important location for ports?

**Ibrahim:** Between Indonesia and Malaysia, many ships pass on their way to and from East Asia. Singapore is an important port city where many Muslims live. It is a tiny country.

**Rahma [pointing to map]:** Dakar, Senegal is an important port city in Africa. It sticks right out into the sea at the widest part of Africa. It has a huge airport, too.

**Abla Amina:** Many important cities in Central Asia were a kind of port city long ago. Who knows about those?

**Burhan:** They were caravan stops. The ships were camels and horses! Samarkand and Tashkent were caravan ports.

**Nada:** Istanbul is a city between the Black Sea and the Mediterranean. Many ships pass by Istanbul.

**Abla Amina:** Very good, class! Ports are one kind of place where people earn a living mostly in **service jobs**. Service workers do things for people, like fixing, driving and supplying ships, planes or trucks. They have restaurants, hotels, markets and banks for keeping and moving money for trade. In those places, many workers can find all sorts of good jobs. **Those jobs are there because of location.**

Let's think about another kind of location. I have a riddle about a kind of place! **WHAT IS OLD AND FALLING APART, BUT MANY PEOPLE PAY MONEY TO SEE IT?**

**Khadija:** Why would anyone do that?

**Abla Amina:** I'll give you another hint. *MANY OF THEM ARE VERY LARGE, AND MADE OF STONES. MILLIONS OF PEOPLE VISIT THEM EACH YEAR.*

**Omar:** I know! Old buildings, like the ones in Jerusalem. People come by busloads to look at the buildings. They take photos and visit shops to buy souvenirs.

**Anas:** And the pyramids in Egypt! I rode a camel there once. It was very high off the ground.

**Abla Amina:** There are many places in Muslim countries that visitors, or **tourists**, like to see. Tourists make jobs for many people. What other kinds of places do tourists like to visit?

**Fatima:** They like to visit warm places when it's winter where they live. They like cool places when it's hot where they live. People from Europe come to visit the beaches in Algeria in the winter.

**Abla Amina:** That's a good reason to travel, if you can afford it. I have another riddle. *NAME A PLACE THAT EVERY MUSLIM WANTS TO GO.*

**Nur:** Makkah! They want to make hajj.

**Abla Amina:** Right! The people who visit Makkah are important for Saudi Arabia. They had to build roads, airports, hotels, hospitals and other buildings for millions of Muslim visitors each year. They must provide many services to take care of them during their visit. Visitors come all year long, to make *'umrah*, not just during the hajj. They bring in lots of income and make jobs. It is also a great challenge to host all those people.



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### **Thinking About Section 5:**

1. What is a port city? Why do some cities become important ports?
2. Name some places in the world that attract tourists.
3. Write about the place where you live. What is important about its location? (Ask your parents or teacher to help you find out.)



# PEOPLE ARE THE MOST IMPORTANT RESOURCE FOR A COUNTRY

**STUDENT NARRATOR:** Abla Amina walked into the class. She wrote on the blackboard in large letters:

## PEOPLE ARE IMPORTANT RESOURCES

**Abla Amina:** What can we add to what we know now about resources in places where Muslims live?

**Zaid:** How can people be a resource? I thought resources are something that people use!

**Khadija:** People need people, too! When you are sick, you need a doctor. We need our teacher, Abla Amina, to help us learn.

**Abla Amina:** Thanks, Khadija. I appreciate that. You are right. All kinds of service workers and producers are important resources for a country. In the past few days we learned about many products and natural resources. People using resources have many different jobs. Who can name some of the jobs that people living in Muslim countries do?

**Nabil:** Farmers, oil workers and factory workers are some jobs.

**Zaid:** You told us about service workers. Some of them serve tourists and other visitors. Bankers, barbers and teachers are also service workers. So are cowboys!

**Nada:** What about the people who build dams and reservoirs? Engineers and construction workers build all kinds of things. My uncle is an engineer.



Fatima, Nabil, Nada and Anas brought letters and photographs of their relatives. Their uncles, cousins and aunts live and work far away from them in other countries. Family members like to stay in touch, so they write letters, send photos and talk to each other on the telephone. Whenever they travel, families try to visit each other.

**Ibrahim:** Truck drivers, pilots and ship captains carry products to different places.

**Abla Amina:** Good thinking, class! People are resources! That is one reason why countries need to educate citizens. There must be enough doctors, teachers, engineers, skilled farmers, builders and other workers for thousands of different jobs. For many poor countries, it is a struggle just to make sure that everyone learns to read and write!

**Zaid:** Why is that so hard to do? Doesn't everyone go to school like us?

**Fatima:** My mother told me that some children living in the Sahara live too far from schools.

**Anas:** My father was a teacher in his village. He said that some children didn't do their homework. He said that they worked hard after school in the fields with their parents every day.

**Nur:** In one library book it said that in China, some parents are too poor to pay for school fees, clothes or books.

## **Workers on the Move**

**Abla Amina:** Some countries don't have enough educated people to fill important jobs. They have to find a way to solve the problem. Let's think about two situations that might happen in a country.  
[writing on the blackboard]

<i>Country</i>	<i>Jobs Problem</i>	<i>People Problem</i>	<i>Solution</i>
#1	too many jobs	not enough people with the right skills and education	
#2	not enough jobs	too many people looking for jobs	

**Abla Amina:** Can anyone think of a country like #1 or #2?

**Fatima:** I heard my parents talking about my uncle. He couldn't find a job in Algeria. Now he lives in France.

**Anas:** My parents want us to move back to Egypt, but they say that it is too hard to find work there. So we still live here in the U.S.

**Abla Amina:** You just figured out the solution to #2! In countries that have too many people without jobs, some of the workers leave. They look for jobs in other countries.

**Zaid:** What if the other countries also don't have enough jobs? Do people fight over jobs?

**Nada:** My parents told me that many Turkish workers live in Germany. They have a hard time there. Many people want them to go back. My cousins were born in Germany. We have a hard time understanding each other. They go to school in Germany.

**Nabil:** We have relatives in California and New York. They come to visit us. They sit around and talk about their jobs all the time.

**Abla Amina:** You are doing some good thinking. These are all examples of Country #2 on the chart. Jobs are very important. People use the money from jobs to buy food, housing, and even toys for you. So, what can we write in the chart under #2: Solution?

**Ibrahim:** Let me try: "WORKERS FIND JOBS IN OTHER COUNTRIES."

**Fatima:** There is another way. May I write it, Abla Amina? [she nods] "TRY TO MAKE MORE JOBS."

**Abla Amina:** Excellent, Fatima! That is one part of **development**. People try to build more factories and other kinds of jobs. Countries try to use resources to develop jobs and other things that the country needs. Development can bring in money, but it also costs money. Let's look at Country #1 again. Lots of oil-producing countries have this problem.

**Muhammad:** We read about that in our group. Oil countries need lots of workers. They need workers for the oil wells. The country gets money from selling oil. They use the money to build cities and factories and schools.

**Ibrahim:** So in the solution box for #1, I can write, "BRING WORKERS FROM OTHER COUNTRIES."

**Abla Amina:** You are terrific students! We have finished the chart. Many oil countries bring in workers from other Muslim countries. They work as teachers, doctors, office workers. They work in water stations, power plants and construction. Most of them speak Arabic. They are Muslim, and they share a way of life. Of course, they also have their differences. Many workers in oil countries are from other parts of Asia, or from Europe and the U.S. In fact, the U.S. itself has workers from many countries. That has been true for a long time. People from all over the world built U.S. cities, farms and transportation.

**Sayyid:** I hope I will get a good job when I grow up.

**Abla Amina:** To get a good job, you will need a good education. Some Muslim countries have built many schools and large universities. They also send people to other countries for training. Doctors, engineers and scientists are good examples. Such workers need to stay in touch with each other so their knowledge will be up-to-date.



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## Thinking About Section 6:

1. Name four kinds of service workers that help you.
2. What can governments do so that they have skilled workers in a country?
3. Think about, or talk to someone whose job is in a different country. Write a list of advantages and disadvantages of working far from home.



## WHAT MAKES A MUSLIM COMMUNITY DIFFERENT FROM OTHERS?

**STUDENT NARRATOR:** It was Amele's turn to catch question fever now. She wanted to know if Islam is the same everywhere in the world. Her parents said that in her country, which is called Bosnia now, many Muslims had been afraid to show their religion. They were forced into a war when their country—called Yugoslavia—broke up. Amele asked if Muslims in other countries have problems. We learned about problems in many Muslim communities.

**Abla Amina:** Amele is asking some important questions. We have been looking at the land, the resources and the workers in Muslim regions. We still don't know much about how people live as Muslims in those places. How can we tell that a community is Muslim? What makes Muslim communities different from other communities?

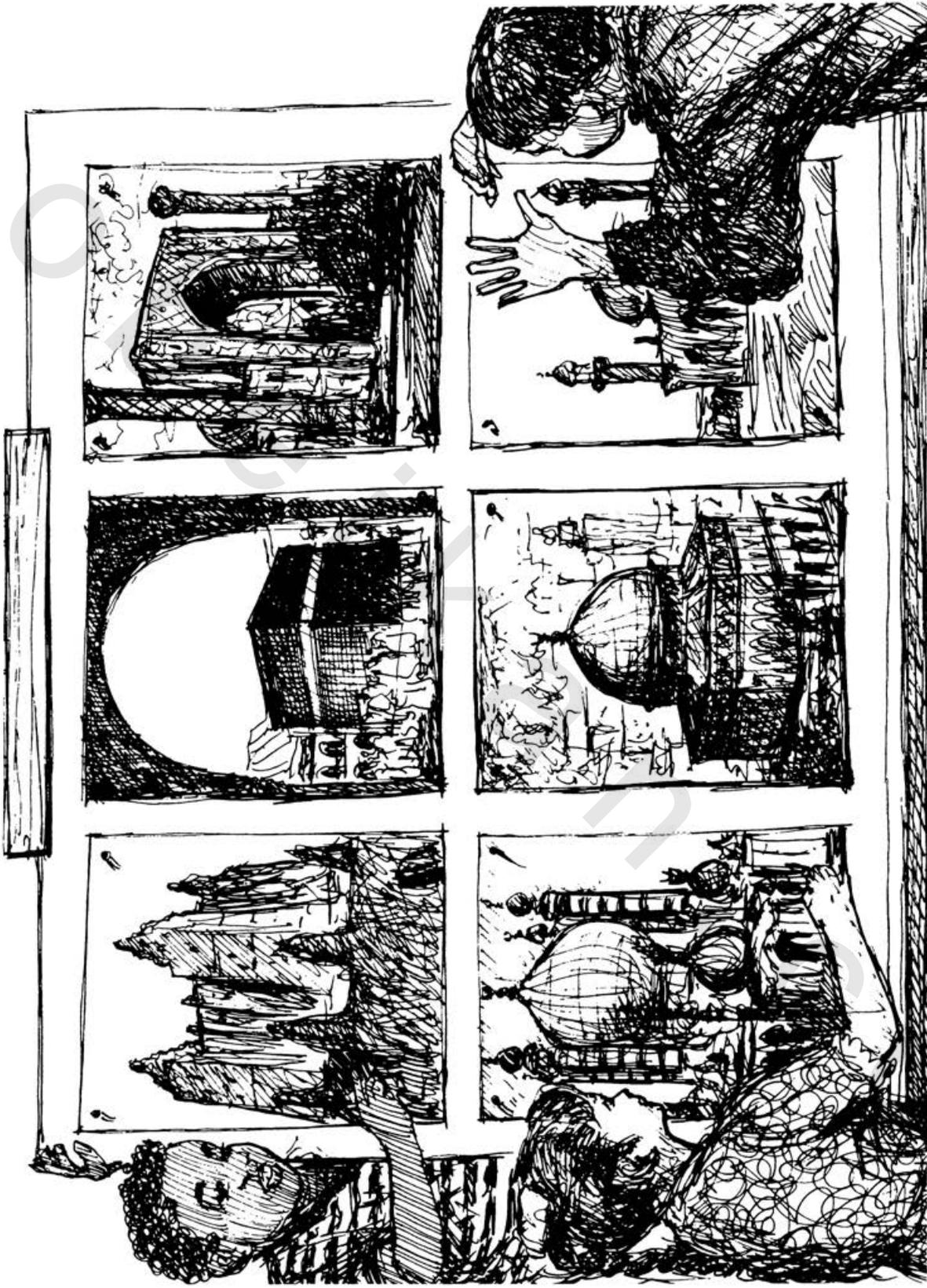
**Nabil:** Every Muslim community has masjid. We saw some information about building new ones and fixing old ones in Central Asia.

**Anas:** I saw so many masjid in Egypt. You can hear the *adhan* all over the cities and villages.

**Abla Amina:** Good thinking! What else shows you how Muslim communities are different? Who else knows where to find information?

**Nada:** Most people in Muslim countries dress in Islamic ways. There are many different kinds of dress for men and women.

**Khadija:** Muslims use Islamic sayings. My friend's mother is from Pakistan. I don't understand her when she talks, but I hear her saying "*al-hamdu lillah*," and "*as-salaamu 'alaikum*" and "*in sha' Allah*." Arabic words are mixed in with Urdu, the language most Pakistanis speak.



Rahma, Nur, and Zaid are tacking their drawings of masjid to the bulletin board for display. These masjid are in several different countries and cities. Can you identify the famous masjid? They are: 1. the Ka'aba, Makkah; 2. the Dome of the Rock, Jerusalem; 3. Jamia Masjid, Kuala Lumpur, Malaysia; 4. a tiled masjid in Samarkand, Uzbekistan; 5. a masjid in Shenzhen, China; 6. a beautiful mud-brick masjid in Timbuktu, Mali. Which is which?

**Abla Amina:** Yes, Khadija. Many languages have adopted Arabic words because of Islam.

**Zaid:** Muslim communities also have Muslim schools and Islamic centers. I saw a map of the United States that shows all of the masjid, Islamic centers and Muslim schools in each state. Do we know how many masjid are in each country?

**Abla Amina:** I have seen it, too. I think we might be able to find out how many masjid there are in some countries, but not all. Many Muslim countries have thousands of them. Other countries have fewer, so people keep count more carefully. Why is it important how many masjid a country has?

**Sayyid:** It might tell how many people go to Juma'a prayers on Friday.

**Burhan:** It can tell you if the government wants people to be Muslim or not. In Uzbekistan, many masjid were closed by the Soviet government. They didn't want people to pray in the masjid. Many people prayed secretly at home.

**Nur:** My parents told me about the same problems in China.

**Abla Amina:** You have brought out some very good points, class. In some places, the number of Muslims is growing. In other places, there have been many Muslims for a long time. In some other places, Islam was present for a long time, but Muslims have had difficulties like those mentioned by Amele, Burhan and Nur. Let us look at how Muslims practice Islam in different regions around the world.

**Fatima:** I have some coloring books that show masjid from different countries.

**Khadija:** We have a calendar at home with many pictures of masjid, too.

**Abla Amina:** We could decorate a bulletin board with pictures like that.

**Muhammad:** I have a poster of the Ka'aba. Omar made a model Ka'aba last year. We could bring them to class, too.

## **Learning About Islam in the Community**

**Abla Amina:** Your display is beautiful! The pictures show that masajid can have many different shapes and colors. They can be large and small, plain or fancy. They are built of so many different materials! You have shown us quite a few, but there are surely many, many more.

**Amele:** Is everything about Islam around the world as different as masajid??

**Anas:** I don't think so. Everyone prays the same way in a masjid, no matter what it looks like.

**Abla Amina:** That's right. What other activities are important to a Muslim community? What are things that everyone does the same way?

**Ali:** Muslims everywhere celebrate Islamic 'id. They don't celebrate holidays like Christmas. Muslims everywhere fast in Ramadan. People who aren't Muslim eat in the daytime when we are fasting. In Muslim communities, all of the people celebrate together. Here, you only feel that it's 'id when you go to the masjid.

**Sayyid:** Muslims everywhere also learn the Qur'an. They all say it in Arabic. Like me, even though I speak Urdu and English, I still have to learn to read the Qur'an in Arabic.

**Abla Amina:** Good! Learning about Islam is a very important part of a Muslim community. We must learn to recite Qur'an, and we must also learn to understand it. There are many other branches of Islamic knowledge, too. What are some of them?

**Omar:** Sunna—we learn about Prophet Muhammad's life, and about his sayings, the Hadith.

**Nada:** We study what Muslims have to do every day, and what laws we are supposed to follow.

**Abla Amina:** That is called *fiqh*. It means understanding. It is one of the Islamic sciences. Knowledge about Islamic law takes many years to learn. Muslim communities need schools and colleges in all of the Muslim regions we studied. Schools have been important in helping the community to keep Islam strong. What workers does a school need?

**Muhammad:** They need teachers and students. Our teachers are from many countries. Is that how all Muslim countries are?

**Abla Amina:** In the U.S., Muslims from many places live in communities together. Muslim teachers that know Arabic and Islamic knowledge often travel to help teach Muslim students in other countries. Malaysia and Indonesia send students to study Islam in Cairo, Makkah and Baghdad, for example. Arabic teachers travel from the Middle East to Africa, Asia and America to teach their language and Islamic knowledge. What are some other ways to learn about Islam?

**Khadija:** We can get books from libraries and book stores. We can read magazines and newspapers. I have lots of stories and magazines for Muslims at home. We can use Islamic computer programs.

**Abla Amina:** Excellent! Are all of your books in Arabic?

**Khadija:** No, I have some in English, too.

**Nabil:** I have some books in Urdu.

**Nur:** My mom gets some magazines in Chinese. I still have trouble reading them, though.

**Nada:** We have Turkish books and some cassettes.

**Ali:** In Kenya, children learn Ki-swahili. I even saw some books about Swahili in our library. I know a book about the alphabet with words in Swahili.

**Abla Amina:** Muslims around the world use many languages to learn and write about Islam. But we all try to learn Arabic, and we must use it for prayers and reciting Qur'an. In each community,

it is important to have many who know Arabic. However, to help everyone understand what the religion says, Muslims use many other languages. Persian and Turkish, Urdu and Swahili, and languages of Asia are used for many Islamic books, magazines and newspapers. Many other languages are used, too, like French, English, Spanish, Chinese and other Asian and African languages.

## **Living in Peace or Not?**

**Amele:** My parents said that in Bosnia, Muslims were not allowed to have their own schools when they were young. My father said he is sad, because he wants to learn more about Islam. When I visited the masjid in Bosnia before we left, there were not very many people praying there. Many of them were older people, like my grandfather. Here, the masjid is always full on Friday.

**Abla Amina:** Amele is bringing an important new idea for our study of Muslims in the world. We started our study by looking at the map that shows where Muslims live. What did the different colors mean?

**Muhammad:** They showed which countries have mostly Muslim populations. They showed other countries that have many Muslims, or half, or fewer.

**Abla Amina:** In many places where most of the people are Muslim, they have many masajid and Islamic schools. People speak and write about Islam in books, magazines and newspapers. Muslims learn and try to practice Islam in their lives.

**Zaid:** We try to do that here, in our school, don't we? In this country, most of the people are not Muslims.

**Abla Amina:** There are laws and rights here that allow people to practice their religion. Not all governments have such laws. In some areas where most of the people are Muslim, Islam was even forbidden. The parents of Burhan and Nur, from Uzbekistan and



*The students made posters about problems in Muslim countries. Amele points to a picture of some of her relatives. Her family was not certain of their safety because of the war. Omar is pinning up a map of Palestine, showing the West Bank and Gaza Strip. The Palestinian flag is displayed on the table. Nabil shows pictures from magazines about the war in Afghanistan. He shows a carpet with a design of helicopters and fighter planes. The Afghani people suffered bombing and loss of their homes and families. Sayyid did a project about Kashmir.*

China, experienced those problems. They spoke about the government closing masajid. Amele told us about that problem in Bosnia. Those governments did not believe that people should care about religion at all! They tried to force people to think as officials in the government did. Could you prepare reports about these problems? We should learn about places where Muslims are suffering.

[Later . . .]

**STUDENT NARRATOR:** Amele, Nabil and Omar collected maps and pictures about the difficulties in their countries. Nur and Burhan reported how people prayed and tried to learn about Islam even though the government tried to stop them. Muslim teachers were sent to prison and even killed. There were only a few masajid and schools left in the country. In government schools, the teachers told students that religion is bad. Someone who showed belief in Islam might lose his job and go hungry. Muslims were not allowed to visit Makkah for hajj.

**Omar:** In Palestine, we have problems, too. Our country has been occupied for a long time by the Israeli army. People have a hard time, not just about Islam, but in everything in their lives. They have a hard time getting work. The Israelis have often closed schools and shops and kept people in their houses. Many Palestinians were forced to leave the country. There has been a lot of fighting for a long time. People are sad and angry. We hope these problems will end soon.

**Amele:** The place on the map called Bosnia used to be part of Yugoslavia. Then the country broke up, and people began to fight over how much land would be in each new part. Some of my family is still in Bosnia. We hope they are still all right. We hope that our country will survive. Soldiers from many countries have come. They say that they tried to help, but they did not stop the Serbian army from destroying and killing and taking land. The war is terrible. Many families lost their homes. Many people have died.

**Nabil:** In Afghanistan, we had to fight against the Russian soldiers for many years. They wanted to take over Afghanistan. The soldiers destroyed many cities and villages. They dropped bombs from the sky that hurt many people. Many families fled the country. That's how my parents came here, to get us away from the fighting.

**Sayyid:** Pakistan, Kashmir and Bangladesh are three Muslim countries. They used to be part of India. India says that Kashmir belongs to it, but most Kashmiris disagree. People there have a lot of trouble with the Indian government. Many people have died or gone to prisons.

**Abla Amina:** There are many other places where Muslims have great difficulties. We should remember them in our *du'a* every day. We Muslims who are fortunate to live in peace should try to help others. What can Muslims do to help each other?

## **Helping Around the World**

**Khadija:** My father travels to other countries for meetings. He says that Muslim writers and scientists talk about their books and other projects. He flies to Malaysia, to Africa and to London sometimes.

**Omar:** My father is a doctor. He has a clinic. He goes there after work at the hospital. Poor people come to him when they get sick and can't pay.

**Fatima:** When the earthquake happened in Egypt, my mother and sisters helped collect money, medicine and clothes to help the people there.

**Abla Amina:** Earthquakes happen in many Muslim regions from Egypt to Turkey, Iran and Central Asia. Floods and storms are another kind of disaster that occurs in some places, like Bangladesh. Lack of rain is another problem. Without rain, crops cannot grow, so people go hungry.

**Nada:** My sister helps with computer work in an office downtown. They collect money to help poor people. My sister said she saw many pictures of hungry children that made her cry. She wishes that more people would help.

**Anas:** My mother is a teacher. She also writes books and stories to teach children about Islam and Muslims.

**Khadija:** We can also help collect food and clothing, and help raise money to help people who are sick or poor, or who have lost their homes.

**Abla Amina:** These are all important ways for Muslims to help others. Muslims should give time, money and effort to help the community. That is called charity. It is an important Islamic duty. Without charity, the community will not grow, or even survive. Governments and individuals that have wealth should share it with less fortunate people.



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### Thinking About Section 7:

1. Draw a picture or write about a masjid you might build. What would it look like? Where would you like to build it? What resources will you use in the building?
2. Write a diary of a Muslim for one day. Mention all of the things that Muslims everywhere do in the same way each day. What things do all Muslims do each year in the same way?
3. What languages are spoken in your home? Are they different from the ones you speak at school? What alphabets do you use?
4. Make a list of important things that each Muslim community needs to do. Beside each item, suggest how children can help to do them.
5. Learn more about a country where Muslims are suffering hardship. Collect newspaper and magazine clippings. Ask your parents to help find television programs about it. Ask your teacher or librarian to help you find books and other sources. Make a report to the class.



## OUR HERITAGE FAIR— A SCHOOL PARTY

**STUDENT NARRATOR:** The last part of our study was the most fun. By this time, our exhibits had already filled the classroom and the hall. Now, we were about to take over the whole school! We had a big party in the cafeteria and a show in the auditorium. We invited the rest of the school, our parents and neighbors of the school. This is how it began.

**Abla Amina:** You have done some wonderful work. We have learned about the lands, resources, the work, lives and communities of Muslims all over the world. We talked about some of their problems. We have seen how Muslims practice Islam in much the same way, no matter where they live or what language they speak. What else would you like to learn about?

**Zaid:** I guess I started this whole thing, but I still have one more question. Muslims live in many different places. Those places do not always have the same geography or resources, or governments or languages. Islam is Islam no matter where you go. When I visit my friends' houses, they all look about the same. Do they live in the same way everywhere?

**Anas:** Not in Egypt, that's for sure. Our house here looks so different from there. The trees, the way people look, and what they eat are different, too. I had to get used to it, at first.

**Sayyid:** That's true for me, too. Here, my family lives in an apartment. When we go to visit my grandparents, aunts and uncles, they live in big houses with a lot of families together. We have so much fun playing with our cousins.

**Rahma:** It's that way in Senegal, too. We went to visit a village where my mother's uncle lives. The houses looked so different from the ones in the city. Many women cooked together and a lot of families ate together.

**Ibrahim:** When I first came here, I really missed our house in Indonesia. We used to have a pet monkey in the back yard. It was always warm enough to play outside. We never wore heavy jackets there.

## **Different Foods and Dress**

**Abla Amina:** Before we finish our study of Muslims around the world, we should find out about the things that make us different, just like kinds of ice cream. Each one is sweet, but they come in different flavors and colors. What are some of those differences?

**Khadija:** People from different countries wear different kinds of clothes. Some like bright colors, some wear black or white. We could have a parade and a show if everyone wore the dress from their country!

**Fatima:** Great idea! We could invite the other classes, and even our parents. We could put together all of our projects in a big exhibit.

**Zaid:** We could have a party with different kinds of food, too.

**Abla Amina:** Each family could bring a dish from their country and tell its name and what is in it. I'm sure you will find ingredients that show some of the resources and crops we studied earlier. We could even make a recipe book to take home. What else can we have in our show?

**Nur:** My father loves to tell stories. He said that in China, they have contests to see who can tell the best story. We could have jokes, songs and stories from each country.

**Abla Amina:** That is a great idea. There are some books in the library with stories, especially folk tales from many lands. You can also collect some from home. To get permission, and more ideas, we can write a note home to your parents. Then we will begin to prepare.



*Abla Amina's class posed for a photograph wearing traditional costumes. Rahma is wearing West African dress; Burhan is dressed in turban and kaftan. Nabil wears a fur cap and wide pants. Omar and Muhammad wear different kinds of Arab dress. Zaid decided to wear Moroccan dress, even though he is from the United States. He is standing on the top step. The students had a fine parade.*

[Next day . . .]

**STUDENT NARRATOR:** All of the parents wanted to help. The party would be all day, on a Saturday the following month. We decided to have a bazaar. Some of the students and parents made crafts to sell. The money would go to help the school. I guess our question' fever turned into something big! We spent all week getting the exhibits ready.

## The Craft Bazaar

**Zaid:** My father made some wall plaques from wood. They show **calligraphy** designs with Arabic words.

**Abla Amina:** Those are very nice. **Calligraphy**, designs made from Arabic script, is an art found all over the Muslim world. Verses from Qur'an, sayings of Prophet Muhammad ﷺ, and *du'a*, or prayers, are found in many Muslim homes. Zaid brought one in the shape of a boat.



**Omar:** My mother brought some embroidery from Palestine. The designs are stitched on cloth. Some are pillows. Some are pictures for the wall. In Palestine, women have dresses covered in these designs. Each stitch is a tiny "X." When you put the different-colored stitches together, they make a design.

**Burhan:** We brought in some Uzbek hats. Nur has some, too. We can show you how to make them from paper or felt. In our countries, they are made from wool, cotton or silk. They sew fancy designs on the outside. In some places, both men and women wear them. In Uzbekistan, almost all men and boys wear them. My mom gave us some colored silks. She used to work in a factory that makes them. Many women in Central Asia like these bright colors.

**Omar:** I brought in some fancy trays and vases. They are made of brass. In Syria, Iran and Iraq, many markets sell these things. You

can hear the shop before you see it. They hammer the metal— bang! bang! bang!

**Sayyid:** My father brought some wooden designs. There are trays and boxes. He likes to make them as a hobby. He uses a small chisel to cut little chips out of the wood to make the design. Sometimes he puts in small pieces of pearl.

**Nada:** Turkey is famous for ceramics like these. Red, blue, white and green. First they make the vase, dish or tile from white clay. Then they paint on the designs, especially flowers and curvy lines. Then they put it in a very hot fire. The design comes out smooth and hard like glass.



**Abla Amina:** I am sure we will sell many of these things to raise money for the school. These are beautiful examples of Muslim arts and crafts. I'm sure the parents will bring in many more on the day of the exhibit, in sha' Allah.

## The Talent Show

**STUDENT NARRATOR:** For the show, we looked up stories in the library. Burhan found a picture from Uzbekistan. It showed a man named Nasr ad-Din Hoja trying to teach a donkey to read the Qur'an. Burhan told us many jokes about Nasr ad-Din Hoja. Here is one of them:

**Burhan:** *Nasr ad-Din Hoja bought ten donkeys at the market. He wanted to take them to his farm outside the town. He jumped on the back of one to ride it. To make sure he had all of them, he began to count. 1-2-3-4-5-6-7-8-9. Nasr ad-Din jumped down to look for the lost one. He counted again. 1-2-3-4-5-6-7-8-9-10! They were all there! He jumped back up. Just to make sure, he counted again. Only 9 again! He got down and counted. All ten! Nasr ad-Din shrugged his shoulders and decided to walk. "I'd better walk and have all ten, than ride and lose one!"*



Burhan told many jokes about Nasr ad-Din Hoja. You can see this picture in a book about Central Asia. It shows a photo of a statue in an Uzbeki city square. It is based on a story about Nasr ad-Din Hoja trying to teach a donkey to read! We hope you listen to your teacher better than the donkey did to his! Nasr ad-Din Hoja is known in many Muslim countries and languages. He is also called Abu Nuwwas, Juha or Goha.

**Abla Amina:** Ha-ha-ha! Nasr ad-Din Hoja is really silly! He is a character found all over the Muslim countries. In some places he is called Abu Nuwwas. In other places he is known as Juha, or Goha. He is always a funny, foolish figure who shows how we all sometimes act foolish.

**STUDENT NARRATOR:** Then, Nur told a story for the show.

**Nur:** This story is about Central Asian people who live in round felt houses. They keep animals and move with them by folding up their houses. They have to work hard to have food to eat. Here is the story:

### ***How Lazy Subsutai Was Taught to Work***

*Once a woman named Bolgun lived in a small village with her son. His name was Subsutai. He was a very lazy son. All day he lay in bed, eating flatbread and poking around in the ashes, or just sleeping.*

*His mother had no one to help her. She would clean the tent, make the fire, milk the goat. She cooked their meals and did everything else that had to be done. Her back ached, her arms and legs ached from all her work.*

*No matter how much she asked Subsutai to help, he never did. Finally, she thought of a way to make him work.*

*One morning, she got up before dawn and tiptoed out of the tent. She set a pot of butter near the door and went back to bed. Then she began to moan. Subsutai woke up, stretched, and said lazily,*

*"Why are you moaning like that, Mother? You woke me up."*

*"I don't feel well, son."*

*"Hey, I'm hungry," he said, "But I can't do any work."*

*"Don't work," she said, "just look outside and see the weather. Is it cold? I don't want to get worse than I am."*

*Subsutai thought. "What if my mother really got sick? I would go hungry!" So he put on his coat and went outside. There was a pot of butter! "What luck!" He took three steps out of the tent, three steps back, and the pot was in the tent.*

*"Look what I found, Mother! Make a pot of tea!"*

*"Imagine," she said, "first time out, and you found food!"*

*He was very happy, but then got lazy again and slept the rest of the day.*

Next morning, Bolgun put a big piece of meat ten steps from the tent. When Subsutai looked, he felt lucky again. "Just over there was a big piece of mutton!" He took ten steps there, and ten back. "Look at this, Mother. Hurry and cook it!"

They both enjoyed it very much. Subsutai puffed out his chest, "Look what a fine fellow I am! I bring home food. That means I work!"

Well, that is what his mother was waiting to hear. She put the food farther and farther away. Soon, he was going a hundred steps and found a pile of pancakes!

After some time, his mother said, "You're such a lucky person. Why don't you try your luck at hunting? You'll be luckier than any of the neighbors."

So Subsutai put on his quilted jacket, saddled his horse, and off he went. He rode along the steppe, and soon he saw a rabbit. He shot an arrow and missed, and another, and another. He used up all his arrows, got angry and ran after the rabbit. He felt he was a fine worker, and couldn't go home empty-handed. But the rabbit was fast, and ran up and down hills. It leaped over a hole, and Subsutai leaped after it. He couldn't catch it, but Subsutai didn't look like a lazy fellow any more. He was ready to run, but the rabbit was gone.

Subsutai gave up. He looked for his horse, but it was gone, too. He sat on a rock, feeling miserable. He was too hungry and tired even to make it home. As he sat there, he saw something in the grass. He picked it up. It was a golden arrow! No sooner had he tucked it into his jacket, than he saw some men riding toward him. It was the local prince and his men.

"Hey, hunter, have you seen the prince's golden arrow?"

"No," said Subsutai, "But I'm a lucky fellow and I can find it for you. But first, bring me some food and a horse."

As soon as they galloped off, he tossed the arrow under a bush and waited for them. They soon came, and brought him a fine meal. One of the men came leading Subsutai's own horse which he had found.

Subsutai finished eating and wiped his mouth. "Go over to that bush. You'll find the arrow under it."

Sure enough, the men found it. They were amazed at his luck. They thanked him, and the prince gave him many fine gifts. Subsutai returned home with his arms full and showed his mother.

*Ever since then, he would saddle his horse at dawn and go off to the hills. They had plenty of meat and warm furs for the winter. Subsutai returned from the hunt and helped his mother with the chores.*

*He was lazy no more, and happiness had come to their tent.*

**Abla Amina:** Thank you. You told a fine story, Nur. That is a folk tale from the Asian steppe people. They are very good at storytelling. So are you.

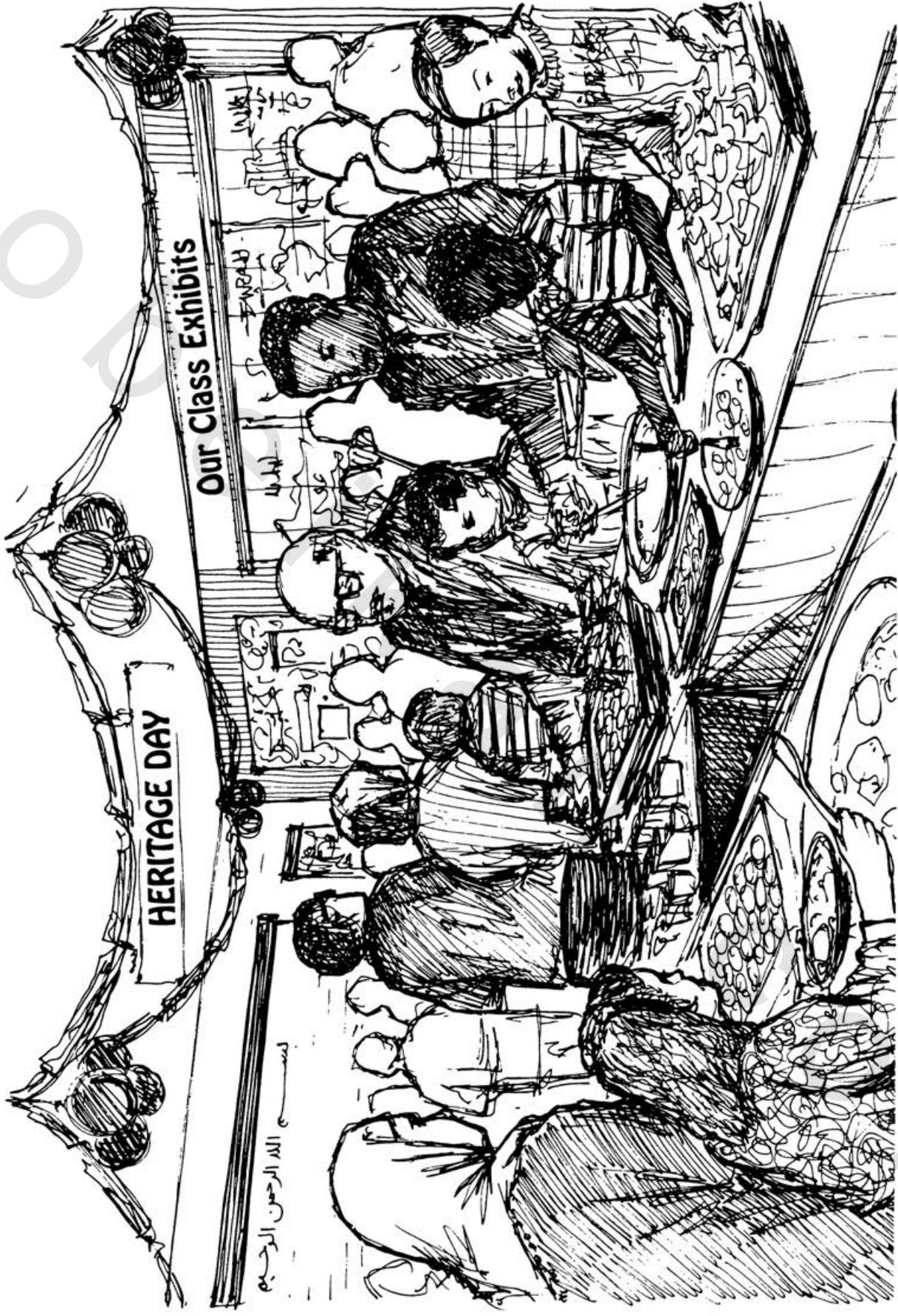
**Ibrahim:** In Indonesia, there are shadow puppet shows. This is how the puppets look. There are monsters, good and bad people. The puppeteers work behind a sheet with a strong light. Drums and bells make sounds in the scary and exciting parts, like thunder and sword fights. I love to watch them! We will show you how they look behind a curtain. They move with sticks.



**Abla Amina:** Language and the music, stories, poems and songs that different groups enjoy vary among Muslim regions. Here, we have shared some of those things.

Another thing that makes us different is history. **History** is the many different things that happened to people over time. Each place has its own history. How and when Islam first came to a place is an important part of that. Whether the people lived in peace, or whether they often suffered from war is also important. Some countries were ruled by other groups for a long period of time. This changed their schools, their cities and often their way of life.

As we have seen, the land, climate and resources make a big difference in the way people live and work. Language and arts are important in expressing feelings and ideas. All of these things together make up a people's **culture**, or way of life. Islam is an important part of our culture, because beliefs shape our everyday lives. Islam shapes our families and communities, our governments



*Our Heritage Fair was a great success! We filled the school with our displays. We had delicious foods from many different places. We showed our parents, teachers and neighbors how much we had learned, and everyone had fun at the talent show. We hope you will try it!*

and our history over a long time. Muslim cultures are many, but they have much in common.

## **Our Party—A Happy Ending**

**STUDENT NARRATOR:** On the Saturday of our big party, everything went as planned. Many people came to visit the school. Even the mayor of the city came, and many people who live in the neighborhood near our school. Abla Amina gave a very nice speech to everyone. We wore special hats and name tags, and gave tours around the exhibits. We had so much food, with balloons and decorations everywhere. The show and the parade were fun, even though some of us got a little nervous. We did fine, though.

Just imagine how one little question could start such a big thing! Some of the work was difficult. We did study very hard, but we all learned some answers to some very new questions. We learned many things about Muslims all around the world. The best part was the party that ended the whole project.

I have told you all of this, and introduced you to our class and our teacher, Abla Amina, so that you can try it. With a little question fever and a lot of work, you could do this in your school. I hope you enjoy the experience as much as we did.



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## Thinking About Section 8:

1. Pick your family's favorite recipe, or a favorite processed food. Make a list of the ingredients in it. Find out where these products are grown.
2. Find out about the traditional dress of a country not mentioned here. Draw a picture or dress a figure for display.
3. Find a joke, a poem or a story to tell to the group. Name the country where it was first recited, and tell whether it is very old or more modern.
4. List some famous crafts from Muslim countries. Bring some examples from home with your parents' permission. Do a report or project on how these crafts are made (examples: leather work, knotting rugs, dyeing cloth, pottery, knitting, embroidery, calligraphy, metalwork, jewelry).

## LIST OF CHARACTERS APPEARING IN EACH SECTION

### Section 1

Student Narrator  
Abla Amina  
Zaid  
Muhammad  
Fatima  
Amele  
Nada  
Rahma  
Omar  
Nabil  
Nur  
Khadija

### Section 2

Student Narrator  
Abla Amina  
Omar  
Fatima  
Khadija  
Muhammad  
Anas  
Zaid  
Nur

### Section 3

Student Narrator  
Abla Amina  
Fatima  
Muhammad  
Omar  
Anas  
Rahma  
Khadija  
Nabil  
Zaid  
Nur  
Ali  
Nada  
Burhan  
Sayyid

Ibrahim  
Amele

### Section 4

Abla Amina  
Zaid  
Khadija  
Amele  
Nur  
Muhammad  
Omar  
Nabil  
Fatima  
Student Narrator  
Rahma  
Sayyid  
Burhan  
Ali  
Anas  
Nada  
Ibrahim

### Section 5

Abla Amina  
Rahma  
Muhammad  
Nur  
Sayyid  
Ibrahim  
Omar  
Fatima  
Burhan  
Anas  
Nada  
Khadija

### Section 6

Student Narrator  
Abla Amina  
Zaid  
Khadija

Nabil  
Nada  
Ibrahim  
Fatima  
Anas  
Nur  
Muhammad  
Sayyid

### Section 7

Student Narrator  
Abla Amina  
Nabil  
Anas  
Nada  
Khadija  
Zaid  
Sayyid  
Burhan  
Nur  
Fatima  
Muhammad  
Amele  
Ali  
Omar

### Section 8

Student Narrator  
Abla Amina  
Zaid  
Anas  
Sayyid  
Rahma  
Ibrahim  
Khadija  
Fatima  
Nur  
Omar  
Burhan  
Nada