

Part III

Teaching Suggestions and Enrichment Activities





SECTION 1: MEET THE CLASS

PRE-READING:

1. Flip through the pages of the student text. Ask students to notice some unusual things about the book [written like a play; all the pictures show students].
2. Discuss the title. What is the main idea? Think of different ways to divide lands and people of the world into groups in order to study them.

COMPREHENSION:

3. What is a Muslim school? How is it different from a public school? Do other religious groups have their own schools? Why?
4. How do questions help us to learn? How can students work together to learn about a big subject? Where can we look for information on the subject of this book?

LEARNING NEW CONCEPTS:

5. Think about the word GEOGRAPHY. What places have you already studied? What do we learn about a place from studying geography?
6. Review **climate** and **resources** or introduce and define if unfamiliar to students.
7. DEMONSTRATING PROPORTION WITH COLORED BEANS (math crossover): Repeat the demonstration that Abla Amina does for the class on page 18. Illustrate the proportion of Muslims in the total world population by using quantities of two different colored beads, beans or candies. Take one double handful or large cup measure and place in a heap on the table. Repeat until five equal heaps are displayed in a row. State that this "represents," or stands for, the total world population, "all of the people in the world." Measure out a quantity of contrasting color equal to one of the heaps. Tell the students that this quantity is approximately equal to the number of Muslims in the world population. To show a proportion of the total, tell the students that you will replace one of the five original heaps with the contrasting one. This will show how many of the world's people are Muslim. The teacher may reinforce and manipulate the concept by varying the proportion of each kind. For example, you may demonstrate the proportion of male vs. female, which is roughly 50:50, or use a criterion derived from the students in the class.

ACQUIRING SKILLS:

8. Review the names of the continents and have students point to them on a map or play the identification and puzzle game. Make transparencies or colored, enlarged cutouts of the continents on Worksheets #1a–c. Practice shape and name identification by holding up each cut-out in various sequences and at various speeds. When they have mastered this, have each student make a world map, as follows:
9. MAPPING FROM MEMORY: Use Worksheets #1a–c to make a map from memory. Color and cut out each of the continent outlines. Using a sheet of blue or white 11" x 17"

paper (or other large paper from a roll), fold it in half lengthwise and draw a line in the fold for the equator. Have students arrange the continents on the map from memory. Then have them check their placement with a world map. Check each student's map for correct placement, then have them glue down the continents and decorate their maps with ships, compass rose, borders, etc.

10. Look at some books about Islam and Muslims in the library, and your textbook. Talk about the pictures used. What do these pictures show about the author's ideas about Islam and Muslims?

ENRICHMENT:

11. Take a poll of your class to find out which countries students' families come from. Write the results on a chart. If there are several students from one country, you can make a bar graph to show which country has the most students in the class population. This could be done with the total school population with help from the central office.
12. Plan to visit a Muslim or other private school to discuss the school with a class like yours. What other topics would be interesting to discuss with the students?

SECTION 2: MAPS, COLORS AND BIG NUMBERS

PRE-READING:

1. Review the terms **key**, **population**, **census**.

COMPREHENSION:

2. Refer to the poster map *The Muslim World* (Islamic Foundation, Leicester, England, 1994) in the binder pocket as the class reads the section. The map included defines a Muslim country as one where a **majority** (over 50%) of the population is Muslim. Have students locate the map key and read the percentage range for each color used. Practice identifying countries by color used and by percentage.

For an excellent study of Muslim minorities with regard to numbers, history, living conditions, level of organization attained, and prospects, see Ali Kettani, *Muslim Minorities in the World Today* (Mansell, 1986). Though exact population figures are no longer accurate, his projections have proven durable, and the book remains a unique and valuable study that has not been superseded.

LEARNING NEW CONCEPTS:

3. Discuss the large numbers "million" and "billion." Write them as words and numbers on the board. Count the zeros to find out how many millions it takes to make a billion. A good book on understanding big numbers is David M. Schwartz, *How Much Is a Million?*, illustrated by Steven Kellog (Scholastic Inc, 1985).
4. Define the terms **majority** and **minority** using the map, key and Worksheet #2.

ACQUIRING SKILLS:

5. **PERCENTAGE AND PROPORTION:** Review or introduce the concept of **percent** as telling how many out of one hundred. Build upon the demonstration of proportion (beans demonstration) by asking what fraction of the world population is Muslim. Convert this to a percentage, or fraction whose denominator is 100. Thus, 20 out of 100 people in

the world are Muslim, or 20%. Another common way of expressing the proportion is "how many out of ten." Practice working with percentages to make comparisons, using familiar objects in the room. Possibilities include the number of students having a certain color of clothing or book bag, types of shoes, kinds of food in their lunches. Think of other useful ideas for using percentages to compare things, like the amount of time spent in school, sleeping, eating, doing homework, playing and watching TV.

6. PERCENTAGE VS. ABSOLUTE NUMBER (math crossover): Use Worksheet #2 to accompany the discussion on page 23 about small countries with large percentages vs. large countries with small percentages. The object of the lesson is to explain graphically that small percentages of population can, in a large country, amount to substantial numbers of people.

ENRICHMENT:

7. An interesting demographic map in the *Rand McNally Picture Atlas of the World* (Brian Delf, 1991), entitled "Where People Live" (p. 12), shows pictographs of people stacked to compare the population of each continent. Asia has by far the largest. Statistically, the demographic center of the Muslim world is said to be Lahore, Pakistan, there being an equal number of Muslims living to the east as to the west of that city.
8. Look up information about how governments collect and process census data using computers today.
9. Look up the population of selected countries in the atlas or other sources. Do the calculator activity in the section questions, #5, using the percentage range and population figures to arrive at the lowest and highest numbers for Muslim population.

SECTION 3: PLACES WHERE MANY MUSLIMS LIVE

NOTE: It is essential that the students follow along on a map as they read the students' reports in the student text dialogue. A classroom wall map, individual classroom atlases, or small-group sessions with a large reference atlas are good possibilities.

Acquire a PHYSICAL MAP, which is the closest type of map to what you would see if you took a photo from outer space. The advantage of a physical relief map is that it gives an indication of desert, forest, grassland and tundra that helps students to visualize the relationship between topography, climate and the kinds of human activity that are possible. These maps can be compared to climate and vegetation maps. An excellent set of physical relief maps is in the *National Geographic Atlas of the World*, and some classroom wall maps and laminated desk maps are also of this type. Elevation maps are probably the least useful, since the earth tone colors used often cause confusion in students, who imagine that the colors represent the situation on the ground.

Comprehension may be enhanced by using laminated desk maps with erasable markers. Students may be asked to outline each region under discussion, to identify topographical features mentioned in the text, and the teacher can check for comprehension. The teacher may build upon the text by discussing additional features not mentioned in the text.

PRE-READING:

1. Introduce or review various types of maps. Show examples of elevation maps, climate maps, resource maps, population maps. Show some satellite images of parts of the globe. Tell how to use the key to distinguish among them and discuss what each is used for.

COMPREHENSION / LEARNING NEW CONCEPTS:

2. Define the word *ummah* and write it in Arabic, using Worksheet #3. Discuss several Qur'an verses on the topic of the Muslim *ummah*, its meaning and application. Discuss the concept of local, regional, national and international levels of Muslim community. Use the Qur'an verses to illuminate the meaning of the *ummah* to all Muslims, and our responsibilities to it.
3. Discuss the term **region** as a way of dividing up large areas of land and water so that we can study it more easily. Explain that these divisions are convenient, but artificial. Ask the students to consider a world map and give ideas for logical divisions. They might mention ideas like division into hemispheres and continents.
4. Follow each section of the text, having some students read the parts of the students in the play aloud while others point to the features they describe on a physical relief wall map, if possible, or laminated maps, as discussed.
5. Define **landforms** as the shape and features of the land. Check for comprehension of vocabulary words in the text, such as **desert, grasslands (savanna and steppe), plateau, peninsula, mountain chain, sea, coast, river valley, tropical**.
6. Define and explain **majority** and **minority**, using the map key, and build upon the activities in Section 1, #7 and Section 2, #6. Use examples from students in the classroom (hair color, shoe style, male/female), or use different colored objects in a jar like beads or beans (See Section 1, #5). Transfer the concept to populations, and finally apply to Muslims in the total population of a given country. Locate countries on the map where Muslims form the majority and minorities of various sizes.

ACQUIRING SKILLS:

7. **MAP CONCENTRATION GAME:** To reinforce the information given in this lesson, a kind of "Concentration" can later be played in small groups. Practice locating physical features like rivers, mountain ranges, deserts and bodies of water. Then study the map carefully. Using the eastern hemisphere of a large physical map as a base, cover each continent with numbered 3"-4" (10 cm) squares of cardboard. Use the list of "Places to Remember" at the end of the student text, and have the students add to it. Then, one student or the teacher calls out the name of a geographic feature, and the student must lift the correct cardboard square. First try gets 10 points, second try 5 points, third 1 point. After three tries, another student gets to try. The one with the highest score after 10 rounds wins.

ENRICHMENT:

8. It is a good idea to purchase a large, physical relief poster map for this unit, and to make transparency overlays, icons, and labels showing the areas studied. The project can begin with this unit by marking out the boundaries of Muslim majority countries and Muslim regions within large countries like China and the former Soviet Union. This

ongoing class project will save the time required to prepare individual maps, or supplement the effort. Most important, it will help the students to connect information from the various sections of the text, and to reinforce the relationship between place, location and human use of the environment.

9. Write a poem using Worksheet #3, draw pictures or make posters illustrating the meaning of the Muslim *ummah* and the ways Muslims connect with and cooperate with one another locally, regionally and on a global basis. Posters might also illustrate the concept of diversity and unity.

SECTION 4: USING RESOURCES IN PLACES WHERE MUSLIMS LIVE

PRE-READING / COMPREHENSION:

1. Review **resource**. Have students brainstorm a list of resources. On the chalkboard, make categories for the resources listed (plants, minerals, animals, fuels, land, water, etc.).

LEARNING NEW CONCEPTS:

2. Define **urban** and **rural**. Discuss the meaning of the chart of urban/rural population proportion in the text, page 50. Ask students why this information is considered important to know about a country. Use an atlas or a gazetteer like the *Dorling Kindersley World Reference Atlas* (see bibliography) to study the proportion of urban and rural population in various countries. Encourage students to make generalizations and look for patterns regarding this information.
3. **FARMING, IRRIGATION AND WATER USE:** These three related topics are merely sketched out in the text. The topic of agricultural products is introduced from the beginning in relation to availability of water. Draw attention to the fact that apart from a few crops and agricultural products that can be grown in fairly dry conditions (livestock grazing [camels, goats, sheep, cattle and horses], date palms [on oases], olives, incense), most require irrigation if rainfall is insufficient (fruits and vegetables, grains, peanuts, beans and cotton). Some require a great deal of rainfall, usually in a tropical wet or moist mountain climate (bananas, pineapple, sugar cane, tea and coffee, spices, rubber, rice).
Define **irrigation**. Discuss the two ways of watering crops (rainfall and irrigation). Illustrate the various means of irrigating crops shown and discussed in the text, asking students what conditions are required for each (presence of a river, presence of underground water supplies, presence of mountain snow runoff). In discussing the various types of irrigation pictured and mentioned in the text, ask students which ones need the most organization and the most workers to complete (building canals from a river, building and maintaining qanat, building dams, building desalinization plants).
4. Define **industry**. The discussion of industries contains a number of concepts that may be new to some students. They include **textiles, petroleum, natural gas, processing, consumer, export goods**. The questions within the text and at the end of Section 4 help to define and clarify these concepts. Have the students give examples of each item.

ACQUIRING SKILLS:

5. **MAKING MODEL HOUSES:** Do the activity described in the text by having the students research homes in various Muslim regions. *Aramco World Magazine* back issues are very useful, as are the country studies listed among the books for student reading in

the bibliography of this unit. Using cardboard bases, mailing tubes, plastic bottles and tin cans, students may build up details using construction paper, fabrics, clay, aluminum foil, wooden craft sticks and natural materials. Alternatively, students may make posters or drawings of the houses for display.

6. **ASSESSING ENVIRONMENTAL IMPACT:** Make a chart discussing the costs and benefits, and giving examples of each type of water use mentioned. Helpful reading for the teachers is the *National Geographic* article "The Middle East's Water: Critical Resource" (183:5 [May 1993]). Discuss relevant verses from Qur'an about different ways Allah (SWT) supplied water to us. In discussing the environmental impact of water use, it is important to weave into the discussion Islamic values relevant to human custodianship of the earth, the need to take care of finite resources, and avoidance of pollution. A sample chart, like a cost/benefit analysis, is given below. Students may be asked for their views evaluating the results of the analysis.

Type of Water Project	Benefits	Costs	Example
1. dam	water for farming, electric power, controls floods from natural river	big lake floods land, people moved, less water for countries downstream, often disturbs fishing	Aswan Dam, Ataturk Dam
2. canals from river	water for farming, factories, cities	less water flow, sea dries up, salty land	Amu and Syr Darya, Aral Sea disaster
3. sea water desalinization	can build cities and farms in desert, big supply	uses a lot of energy, costs much money, needs pipelines	Kuwait, Saudi Arabia
4. qanats	crops in dry places, uses ready supply	difficult to build and keep up	Iran, North Africa, Western China
5. deep wells	crops in desert, pure water, big, nearby supply	expensive to drill, can't replace supply	all over Middle East

7. **UNDERGROUND RESOURCES:** Study the chart on page 63 showing the most important minerals and other underground resources in Muslim regions. Draw students' attention to the fact that the most prominent resources in the Muslim lands are petroleum and gas, and that other minerals are not so abundant. However, it is important to note that desert conditions make exploration and extraction difficult, so new resources may yet be discovered. Resources listed in various sources may be only those currently being extracted, or known reserves (encyclopedia entries tend to be more inclusive).

Students may research some other important minerals used today that are NOT found in Muslim regions in order to determine what raw materials Muslim countries must import for their industries. Another important component of the discussion of resources is their environmental impact at the site of extraction, manufacture and post-consumer. Discuss recycling and conservation.

8. **INDUSTRY:** Define industry. Discuss the relationship between natural resources and industries. Study the chart on page 62 made by Omar and Anas to avoid listing the same industries repeatedly for all the Muslim countries.
- COMPUTER PROJECT:** With the assistance of a computer teacher and students, consider alternative ways to set up the database so that the information can be sorted. What criteria might be used to sort? (Countries with the most industries to those with least, the most common industries in Muslim countries, number of countries with a certain industry.) How does sorting data add to our understanding? A similar database chart might be made to list underground resources such as metals, fossil fuels, and other minerals. Students may decide which graphic form of the information—map or chart—is most useful.
9. **DEVELOPMENT:** Discuss the importance of developing industries in a country, in order to meet the basic needs of the population, to help the economy and to create jobs. The latter subject receives extensive discussion in Section 5.
10. Discuss **EXPORT GOODS**, particularly those that use the skills of workers rather than the natural resources of a country to make money. Have the children name some products that are made of many parts. (Consider cars, video games, a computer, television or refrigerator.) Tell them that the parts are often manufactured in many different places, and put together, or **assembled** at yet another location. Nowadays, countries that want to increase manufacturing offer advantages to companies that bring in all the parts and have them put together. There are many examples in Muslim countries: North Africa and Southeast Asia manufacture clothing, small appliances; Malaysian workers, especially women, make computer chips and other parts, and put together electronic equipment.

ENRICHMENT:

11. Look at the agricultural and animal products of selected Muslim countries, using a resource map, encyclopedia, or atlas. Make a list of processed foods that might be made in the country's food processing factories. Which countries are likely to have fishing industries? Dairy products? Leather, meat and wool? Preserved fruits? Peanuts and cooking oils? Find recipes in a cookbook that use these products, and prepare some for the class.

SECTION 5: GOOD LOCATION CAN BE A RESOURCE!

PRE-READING:

1. Define **location** and ask students why a good location might be important. Ask in what type of location the students would most like to live. Conversely, what sorts of amenities would they like to have located near their house. (Distinguish between needs and wants.)
2. Review or introduce vocabulary words: **port, service job, tourist, skills**. Introduce the idea that being in a good location helps people to earn a living.

COMPREHENSION / LEARNING NEW CONCEPTS:

3. Discuss the importance of **LOCATION** relative to geographic features (**landforms**), to resources, to transport and to climate. For example, Antarctica is very rich in resources, but it has no permanent population. Have students use a map to fill in the graphic

organizer in the text page 67, or use Worksheet #8, identifying and locating cities and associating them with geographic features (rivers, coastlines, harbors, etc.). Locate places where many cities are grouped together. Do clusters of cities seem to have anything to do with transportation? Are there rivers, lakes, **coasts** or **harbors** nearby? Why are cities often located near the narrow places between two bodies of water? Discuss how changes in transportation have changed the importance of certain locations. For example, caravan cities mentioned in the text are less important since people no longer use overland transport.

4. **TOURISM:** Explain that many countries depend upon **tourists**, or visitors from other countries, as a kind of industry. It can bring in millions of dollars each year. Have students list things that tourists might need or want to spend money on (hotels, food, transportation, entertainment, shopping, local arts and crafts, etc.). See enrichment activity #10, this section, below.

ACQUIRING SKILLS / ENRICHMENT:

5. Use *The Muslim World Map* or an atlas to learn the names and location of important cities. The teacher may make a memory game by covering the names of important cities on the map with paper or removable correction tape and asking students to name them from memory. A blank outline map may also be used for this purpose. Accurately place dots for 5–10 (or more) prominent cities in Muslim countries and have a contest to see who can name the most.
6. Use Worksheet #4 as a guide for individual or group research on cities in Muslim regions. Make an info-cube showing the following information on each of the six sides. The cubes, which can be reproduced in any size, will make a nice classroom display or exhibit. Suggested topics for research from the worksheet are as follows:

- | |
|--|
| <ol style="list-style-type: none">1. Name of city, country, important river or other location2. Population, area, whether it is a capital3. Important jobs or functions of the city4. A short, famous story about the city5. One or more famous buildings or places6. Facts about a famous Muslim from the city |
|--|

7. Look up **TOURIST ATTRACTIONS** in your city or state or selected Muslim countries. Make short reports or bulletin board displays. Embassies and travel agencies often have illustrated brochures. Make a chart of reasons people like to visit these countries, and place the examples of tourist attractions in the correct categories: good climate in winter/summer; beaches for swimming, mountains for hiking and skiing; historic buildings and ruins; beautiful scenery; etc.

SECTION 6: PEOPLE ARE THE MOST IMPORTANT RESOURCE FOR A COUNTRY

PRE-READING:

1. Consider the section title by discussing the difference between natural and human resources. List ways in which people are important resources.

COMPREHENSION / LEARNING NEW CONCEPTS:

2. Review the importance of LOCATION in helping people to make a good living, and relate it to earning a living. Use an analogy like two students selling lemonade on a hot day. Which one will make more money, the one next to the busy playground, or the one on a quiet, shady street two blocks away? Review definitions of **service workers** and **producers**.
3. **WORKERS, SKILLS AND EDUCATION:** Ask students why many people today feel it is so important to go to school. How does education help people earn a living? How do countries help educate citizens (build schools, hire teachers, buy books and equipment, and pass laws that children must go to school). Why is education important to a country's economy? What would happen if a country had no workers who knew how to tell time, read, write, or use numbers?

ACQUIRING SKILLS:

4. Use the dictionary to look up DEVELOPMENT. Make a WORD WEB or SEMANTIC MAP to explain the kinds of activities that people and governments engage in to build the country. Begin with categories like "factories," "transportation," "communication," "education," "trade," "standard of living" and "community and government," then fill in specific examples and details. Some categories may intersect with others. Each class will come up with a different structure and content. The most important element is student participation.
5. **WORKERS ON THE MOVE:** Use the chart that Abla Amina put on the blackboard to help understand why countries bring in and send out workers. For comprehension, have the students explain what other reasons for travel by workers are mentioned in the text (training, teaching, Islamic work, businessmen travel to get new products and ideas, etc.). In addition to the examples in the text (Saudi Arabia, Algeria, Turkey), the teacher can add to the examples for case #1, the Gulf States, Iraq (before the war); and for #2, Egypt, Tunisia, the Philippines, Pakistan, and numerous other countries whose emigration for economic reasons is high. The teacher can also enhance the necessarily sketchy information in the text by explaining that some Muslims from the #2 countries migrate to non-Muslim countries in Europe (Italy, France, Germany, etc., or in the special case of Israel), while others migrate to Arab countries that are #1 cases. Note that increasingly, the #1 case Arab countries are bringing in laborers from South and Southeast Asia, both Muslim and non-Muslim. It is also worthy of note that Palestinians were among the first group of Muslim workers from a #2 country (occupied by the Israelis and hence lacking development and jobs for Muslims) who became highly educated as a group and fulfilled the need of oil-producing states for skilled labor. Many have also taken jobs and built businesses in the United States, South America and West Africa, as have groups of Lebanese.

ENRICHMENT:

6. Have students bring in LETTERS AND PHOTOS OF RELATIVES and/or acquaintances who are working far from their home countries. Look at the stamps on the letters and the background in photos and try to get clues about the countries. Find out what work they do in the country, why they went there, and how they enjoy their lives there.
7. Bring in one or several GUEST SPEAKERS who could be described as emigrant workers, whether just starting out in a menial job or a professional or professor. Many of the Islamic teachers employed by masajid and other institutions qualify. Have the students prepare questions to ask about why they came, whether they find life easier here or in their home country, what advantages and disadvantages they experience, etc. Students may also CONDUCT INTERVIEWS in lieu of a guest speaker. The class could use a uniform questionnaire for the interviews and then compare the results.

SECTION 7: WHAT MAKES A MUSLIM COMMUNITY DIFFERENT FROM OTHERS?

PRE-READING:

1. Review the sorts of information that the class has gathered so far. Are these things common to every community? (Products, resources, landforms, climate, jobs, cities, etc.)
2. Ask what makes it apparent that a place is inhabited by Muslims (dress, presence of masajid, sound of *athan* and Qur'an in streets, Islamic expressions in the languages, etc.).

COMPREHENSION:

3. FEATURES OF MUSLIM COMMUNITIES: Read aloud the conversation that introduces the section. What points are the students raising with their questions and ideas?
 - How can a Muslim community be distinguished from any other?
 - What features of everyday life do all Muslims share?
 - Is the number of masajid in a place important in telling about the community's life?
 - How does government disapproval of Islam affect the community?
 - Think of some other groups in history who were not allowed to live according to their beliefs and culture.
4. ISLAMIC EDUCATION: Ask students to name educational settings where they have learned about Islam, recited Qur'an and met with other Muslim children. What activities do their parents engage in, either educational or service for the Muslim community? Do they take place close to home or do they sometimes require travel to other states or countries? Why are these activities important? How do they help to build the community? Discuss daily, weekly and annual events in which Muslims from various communities participate. How do local, national and international activities differ? What kinds of people participate in each?

LEARNING NEW CONCEPTS:

5. Discuss the implications of LIVING AS MEMBERS OF A MAJORITY OR A MINORITY. How is a Muslim community affected by its relative numbers? Guide the students to think about the ways communities make decisions about laws, education and important

projects needed by the community. Make a list of examples on how being in the minority can be more difficult.

6. With reference to the above discussion, introduce the concept of TOLERANCE. What does it mean to tolerate others' beliefs, ways of life and values? Which countries mentioned in the text have not seemed tolerant toward Muslim majorities and minorities? (China, the former Soviet Union and Yugoslavia, etc.) What sorts of problems exist for Muslims who must live in a situation of intolerance? How is intolerance communicated to people? (Person-to-person, in schools, on TV and radio, by laws.) How are adults and children affected?
7. Discuss the ATTITUDES MUSLIMS SHOULD DISPLAY, according to the Qur'an and Sunnah towards citizens with other beliefs, and how they should react to intolerance. Why did Prophet Muhammad ﷺ teach tolerance? Does it make a difference in how Muslims treat others whether they are themselves a minority or a majority? Why or why not?
8. CONFLICTS IN MUSLIM REGIONS: Discuss the examples mentioned in the text (Bosnia, Central and South Asia, Palestine). The amount of additional information beyond the brief sketches given by the students will depend upon teachers' judgment of the class' ability and interest. Students may undertake individual or group study on some other flash-points of difficulty or long-standing situations of persecution and intolerance. An interesting grade-level source on the conflict in Lebanon is *A Time of Troubles*, by F. P. Heide and J. H. Gilliland (Clarion Books, 1992). On Palestine, *Sitti and the Cats* (Roberts Reinhard, 1993) and *Sitti's Secrets* (Four Winds Press, 1994) are good stories for this age level. Uthman Hutchinson has written a collection of stories for various grade levels, among which *The Cave* and *Great Grandpa's Story (I and II)* discuss the theme of living through colonialism, war and conflict (Amana Publications, 1995).

ACQUIRING SKILLS:

9. Use the map poster *Muslims in the United States* (American Muslim Council, 1995) to discuss how a minority community builds to meet its needs. Use the map colors and bar graph to see where the largest populations of Muslims in the U.S. are located. Count the number of Islamic centers and schools in various states. The teacher will need to assist the students to understand the graphs included with the map.
USING THE KEY TO ADD INFORMATION TO A MAP (*Muslims in the United States*, American Muslim Council, 1995): In addition to numerous masajid in Michigan, there are twelve (12) schools. These have been left off of the map. Have the students make copies of the symbol for an Islamic school, and paste them on the map. Alternatively, use one symbol, and place a small number "12" above it. The geographic distribution of the schools corresponds approximately to the distribution of masajid.
10. Examine the masajid pictured in the students' drawings and on *The Muslim World Map* Poster. What materials have been used in construction? How do the styles differ from region to region?
11. Use newspapers, interviews with parents and library resources to find out information on places where Muslims are currently experiencing hardship because of war, natural disaster or poverty. Make posters or bulletin board displays using newspaper and magazine clippings and maps. Community leaders can be invited as guest speakers to give information about Muslim charities that help out in these areas. (See follow-up activity on a classroom charity project, #13 this section.)

ENRICHMENT:

12. Examine and color in pages from the *Muslim World Coloring Book*. Take out library books or back issues of *Aramco World Magazine* to find interesting examples of masjid architecture. Another source is *The Book of Mosques*, Luqman Nagy (TaHa Publ., 1993). Students may make short reports on masajid around the world, including a photocopy, postcard or drawing, the country and city where it is found, when it was built (how old it is), and the materials used to build and/or decorate it. This is also a good idea for the info-cube activity as described for Muslim cities in Worksheet #4.
13. MAKE A POSTER ABOUT MUSLIM UNITY OR TOLERANCE IN ISLAM, collecting relevant verses from the Qur'an and Hadith, as well as stories from Islamic history (see stories and other material from IQRA International Education Foundation and the Islamic Foundation) that illustrate examples of these two qualities.
14. DESIGN A CHARITY PROJECT to help in one of the areas identified in #11 this section. This might involve collecting food, clothing or other items for a local community, or it might involve collecting money. If your school is planning a Heritage Day, Community Bazaar, etc., such as the one modeled in Section 7 of this unit, a table for such fund-raising (bake sale, toy sale, display for charity, etc.) could be a part of the activity. Another interesting project that involves no direct transmission of money is to establish contact with Muslim children in one of these areas, sending them letters, drawings or other artwork; copies of the Qur'an; or audio- or videocassette tapes containing stories, songs or personal introductions. Finding out about a school for blind or deaf children, orphans, etc., and establishing contact by such means brings home the reality of children living in other places.

SECTION 8: OUR HERITAGE FAIR—A SCHOOL PARTY

PRE-READING:

1. Explain that the class is about to complete its big project, and in this section, students plan to collect all of their work in a big exhibit for the school. It turns into a party.
2. If your class is following this unit more than passively, the students may wish to put on a similar show and party, inviting other classes, parents, etc. In that case, study of this section would be a good time to gather ideas and begin planning for such an event.

COMPREHENSION:

3. Discuss the points raised in the introductory discussion. What are the differences in ways of life between Muslim countries and non-Muslim, urban and rural in terms of family structure and bonds, types of houses, diet, daily activities, etc. What role does climate play in the differences in our ways of life? How do people's lives change when many family members live nearby or far away?
4. Discuss the differences between village life and city life in Muslim regions. WHAT ACTIVITIES WOULD YOU BE LIKELY TO SEE IF YOU WERE A FLY ON THE WALL IN THOSE PLACES? In order to bring out some of these ideas, you may wish to read *The Day of Ahmed's Secret* (Lothrop, Lee and Shepard, 1990), *Sitti and the Cats* and *Sitti's Secret* (cited above) and other stories about Muslim parts of the world. Perusing *Aramco World Magazine* issues such as those mentioned here also helps to show how others live in rural and urban settings. The books listed in the bibliography under "Books for

Student Reading" also contain many photos and accounts of the way of life in those regions. The *We Live In . . .* series (Bookwright Press) is very well done in this regard, as is the *Then and Now . . .* series (Lerner Publications) on Central Asia. All of the books and articles listed are very useful in giving a picture of life in Muslim regions.

LEARNING NEW CONCEPTS:

5. LITERATURE OF MUSLIM CULTURES: Collect examples of folk tales (Inea Bushnaq's *Arab Folktales*, Pantheon Books, 1986) and other renditions of folktales from Muslim regions, children's books (preferably in Arabic or other languages known to the students), jokes (*Goha*, Denys Johnson-Davies, transl., Hoopoe Books, 1993), and songs (many of which are on cassette tapes) from various Muslim countries and regions. Public libraries have good collections, as do Muslim book sellers. Parents are also a good source of jokes and stories, and they may be encouraged to record one on cassette for the class. Listen to readings and songs, and discuss ways in which the stories and jokes reflect city and country life. What clues does the literature contain about the landscape, plants, animals and climate of the region? What clues do the stories, songs and jokes give about family life? What lessons and values about Islam can you find in the stories? How are they similar and different?

ACQUIRING SKILLS / ENRICHMENT:

6. MAKING DIFFERENT TYPES OF HEADGEAR: Worksheets #9 and #10 contain patterns for making Central Asian embroidered caps and Omani embroidered caps traditionally worn by men. Some of these hats are also adapted for use by women, in which they are worn atop a silk scarf or veil. The hats may be made of synthetic or wool felt, muslin, or even durable paper. They may be decorated with stitchery, glued- or stitched-on appliqué, beads or sequin designs, paint or crayons. The teacher may also help the students make other types of traditional headgear from various Muslim regions, such as the Arab *kuffiyeh* and *agal* (see catalogue of resources from AWAIR, 1865 Euclid Ave., Suite 4, Berkeley CA 94709), the Tuareg head-wrap, or any of the various *hejab* fashions worn by urban or rural women in the Muslim world.
7. ARTS AND CRAFTS FROM MUSLIM LANDS: Collect information, samples and pictures on traditional arts and crafts from Muslim lands. These may include rugs, bric-a-brac, wall plaques, clothing, hats, leather goods, mats, ceramics, etc. Have the students work in groups to ADAPT OR SIMULATE SOME OF THESE CRAFTS to materials found in home or school. Art teachers in the school may be willing to assist on more complicated projects. Detergent bottles may be decorated as ceramics, heavy brown paper may imitate wood or leather, and cardboard boxes may be covered with paper cut-outs to simulate mosaics. Fabric painting or simple stitchery invokes embroidery, though more complex projects are a good skill-enhancing activity. Plastic or fabric scrim, yarn and crochet hooks can be used to simulate the art of rug-knotting. For references on Islamic geometric designs, Dover Publications, Inc., 31 East 2nd St., Mineola, NY 11501 publishes several excellent color design books. CALLIGRAPHY projects can be done in fancy paper. Write an Arabic word, *du'a* or verse in pencil. Trace the writing in white glue. Pour metallic glitter over the glue and shake off excess. The designs may be mounted on paper lace doilies, borders, or framed. The idea of a project to produce craft items for sale is a very ambitious one that might better be taken up as an extracurricular project under the guidance of an interested parent or other volunteer.

8. **PLAN A HERITAGE FAIR, BAZAAR OR PARTY** using some of the ideas modeled on the culminating activity sketched out in this unit. The scale can vary from a simple class activity to a community festival. It may involve fund-raising for the school or for charity. The important feature of the event is its capacity to motivate group and individual activity, to stimulate the desire to excel and to spread the cooperative learning experience to benefit other members of the school and community.

UNIT REVIEW AND EVALUATION ACTIVITIES

Review: This section provides a summary of selected review and enrichment activities that have been described in specific sections of the teaching suggestions, above. They may be more convenient to implement at the end of the unit, where they will help to tie together important aspects of the learning experience. Several additional activities are suggested. An overview of activities and project instructions for the Heritage Fair is given.

Evaluation: A creative teacher will find ways to use and adapt many of the lesson activities described here as assessment tools. A student portfolio of maps, projects, learning logs, and worksheets would best document the student's involvement with and mastery of the unit objectives. At the end of this segment, a test question file is provided. The teacher can select several questions from each section to make a traditional assessment tool based upon the specific text sections, concepts and themes covered in classwork.

Answer Keys: Answers to section questions, worksheets and the test question file begin on page 124.

UNIT REVIEW

1. **MAPPING FROM MEMORY:** Use Worksheets #1a–c to make a map from memory. Color and cut out each of the continent outlines. Using a sheet of blue or white 11" x 17" paper (or other large paper from a roll), fold it in half lengthwise and draw a line in the fold for the equator. Have students arrange the continents on the map from memory. Then, have them check their placement with a world map. Check each student's map for correct placement, then have them glue down the continents and decorate their maps with ships, compass rose, borders, etc.
2. **MAP CONCENTRATION GAME:** To reinforce the information given in this lesson, a kind of "Concentration" can later be played in small groups. Practice locating physical features like rivers, mountain ranges, deserts and bodies of water. Then study the map carefully. Using the eastern hemisphere of a large physical map as a base, cover each continent with numbered 3"–4" (10 cm) squares of cardboard. Use the list of "Places to Remember" at the end of the student text, and have the students add to it. Then, one student or the teacher calls out the name of a geographic feature, and the student must lift the correct cardboard square. First try gets 10 points, second try 5 points, third 1 point. After three tries, another student gets to try. The one with the highest score after 10 rounds wins.
3. **RIVER RIDDLES:** Use Worksheet #4 to identify major rivers in Muslim regions. It would be very beneficial to have the students locate the rivers (and some additional ones) on an unlabelled outline map, such as those found in teaching aids and supplemental workbooks.

4. **LEARNING LANDFORMS:** Use a standard landforms chart to study, then quiz students on the names and definitions of various landforms. The class might draw a landforms chart or make a model from clay or flour/salt dough and tempera paints.
5. **LOCATING MUSLIM COUNTRIES ON A MAP:** The teacher may use the blank outline map with countries (Worksheet #12) in several ways.
 - a. Ask students to shade in, or otherwise mark, as many majority Muslim countries as they can recall in Africa, Europe and Asia. This is a good evaluation activity. Score the number of correctly identified out of approximately 50 (the sources do not agree on population figures), allowing 1/2 point for including countries with large minorities, if included.
 - b. Instead of shading, or in addition to it, have students label as many majority Muslim countries as they can from memory. They may also develop a key for designating countries with large minorities.
6. **LOCATING AND IDENTIFYING MAJOR CITIES:** After studying the cities on *The Muslim World Map* or atlases, use Worksheet #6 to fill in the blanks. This could be a game or a quiz. The teacher may adjust the level of difficulty by covering some of the cities when photocopying the worksheet.
7. **DEVELOPMENT WORD WEB:** See Teaching Suggestions for Section 6, Activity #4 for suggested categories. It is not expected that students will attain a deep understanding of the concept at this level, but they can obtain an introductory notion. Build upon the students' fund of conceptual knowledge about important activities within a country or a community, starting from simple questions about transportation, communication, acquiring and using natural resources, education, health, products and services. Discuss what roles governments and individuals can play in building a country. Discuss why development is important, and how it is related to citizens' way of life (or, in adult parlance, *standard of living*).
8. **RESOURCES, JOBS AND PRODUCTS:** Use Worksheet #11 to make a graphic organizer, summarizing information about various types of resources and how they affect the economy of a country or region. The activity may be expanded by asking students to choose one resource listed to discuss how its use affects the environment. Students may also choose a resource that is traded internationally, discussing how it affects life in other countries, and/or how its use worldwide affects the environment.
9. **ENERGY ALTERNATIVES (science crossover):** An interesting and important theme that might provide correlations with science lessons is the natural resource **sunshine**, related to the location of most of the majority Muslim countries. The teacher may profitably weave in lessons from earth science about the year-round availability of sunshine and the resulting potential both for solar energy use and for agriculture (if sufficient supplies of water can be found). This theme is important for the entire region. Some students may wish to do science projects on solar energy, agriculture in dry regions (including new methods of irrigation, new *halophyte* crops grown in sea water, and underground water supplies, or *aquifers*).

OVERVIEW—HERITAGE FAIR PROJECTS OR STUDENT PORTFOLIOS

Throughout the student text of this unit, various student projects are described. By Section 8, the model class described in the script has made classroom exhibits and decided to display them for the whole school. Eventually, the class decides to invite guests. The projects mentioned in the text are listed here, with some additional ideas and instructions.

Some of these projects are most suitable for individual or small-group work, while a few can be done by the whole class. Each student may assemble a portfolio of work to be assessed for a final grade on this unit. The teacher will prepare a list of items needed to complete the portfolio. Among these items, students may be asked to do one or more projects of their own choosing, following certain criteria. **Worksheet #9 has been developed to assist students and teachers in organizing these projects step by step.** For example, they may be asked to do three projects, one each related to art, literature and geography, each involving use of readily-available library research materials. The following list provides suggestions and references to the text or teachers' section or worksheet # where instructions are given:

- Make a drawing or model of a house, masjid or other building (Sections 4 and 7).
- Make an info-cube on a famous city in a Muslim country (or a famous person?) (Section 5).
- Collect cooking recipes from Muslim regions and map the origin of the ingredients (Sections 4 and 8, see question #1).
- Make Central Asian hats or other headgear from a specific Muslim culture (Section 8, Worksheet #10).
- Make a drawing or dress a doll in the traditional dress of a Muslim country or region (Section 8; see question #2).
- Make a Resource Map mural with pictographs to represent important products, industries or attractions in a region. This is an expansion of the underground resource map described in Section 4 and Worksheet #7. Individuals or small groups may work on smaller regions, but the result may be a large mural map of Muslim regions in Asia, Africa and Europe. The class will develop a standard key of symbols. Use the outline map of countries, which can be enlarged, or purchase a large poster map.
- Make a poster describing an environmental issue in a Muslim region (Section 4).
- Make a poster describing an area of conflict (Section 7; see illustration in text).
- Make a poster describing an interesting occupation in Muslim countries (Section 6).
- Make a travel brochure or display. Develop an itinerary for a tour of Muslim countries, featuring tourist attractions and points of interest (Section 5).
- Select a short story, joke, poem or other literature to recite or act out or illustrate (Section 8).
- Make a poster about Muslim unity or tolerance in Islam, collecting relevant verses from the Qur'an and Hadith, as well as stories from Islamic history (see stories and other material from IQRA International Education Foundation and the Islamic Foundation) that illustrate examples of these two qualities.

- Make a calligraphy or geometric design in any artistic medium, or make a poster describing the designs in a specific building (Sections 7 and 8).
- Learn about and demonstrate a famous craft from Muslim countries (Section 8; see question #4).
- Design a charity project, collecting food, clothing, money or other items for a local community. If your school is planning a Heritage Fair, Community Bazaar, etc., such as the one modeled in Section 7 of this unit, a table for such fund-raising (bake sale, toy sale, display for charity, etc.) could be a part of the activity. Another interesting project that involves no direct transmission of money is to establish contact with Muslim children in one of these areas, sending them letters, drawings or other artwork; copies of the Qur'an; audio- or videocassette tapes containing stories, songs or personal introductions (Section 7).

TEST QUESTION FILE: Photocopiable questions for selection are placed at the end of the worksheet section, Part IV. Answer key follows this Unit Review section, from page 122.

ANSWER KEYS

SECTION 1

1. Why do people who share a common way of life often live close together? *They like to share community activities and family life with people similar to themselves.*
2. What is the total world population? *Approximately five billion people (actual figure in Dorling Kindersley Reference Atlas is 5.4 billion). Write in numbers. 5,000,000,000. Write the Muslim population of the world in numbers. About 1,000,000,000. How many zeros does the number have? Nine zeros.*

SECTION 2

1. What does the map key show? *It shows what the map's symbols or colors mean.*
2. What does *percent* mean? *It means "how many out of one hundred (100)."*
3. In what library resources can you find out the population of each country in the world? *In an atlas or encyclopedia. Pick three countries. Write the name of each and its population. Answers vary.*
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? *Look at the highest and lowest percent for the color of the country. Multiply the population by both percent figures. That way, you can get the highest and lowest numbers of Muslims.*
5. **CALCULATOR ACTIVITY:** What is the highest and the lowest possible number of Muslims in Nigeria? *Based on a 1994 atlas, population of Nigeria is 90 million. The map shows over 50%. The lowest population is 45 million, the highest is 90 million (or 100%, which is not true, as there are many Christians in Nigeria, and traditional religions). Try some other countries. See above.*

SECTION 3

1. Physical maps show *landforms, bodies of water and kinds of natural vegetation (plants or climate areas).*

- Name two important rivers in Africa and two in Asia. Make a chart listing all of the countries that each flows through. *Answers vary, see text and maps.*
- Name three African countries with many mountains. *Ethiopia, Kenya, Morocco, Algeria, etc.*
- Name the bodies of water that surround the Arabian Peninsula. *Mediterranean Sea, Red Sea, Persian/Arabian Gulf, Arabian Sea.*
- List five Muslim countries that are nearly all desert. *Egypt, Libya, Algeria, Mauritania, Saudi Arabia, Turkmenistan, Uzbekistan, etc.*
- List three Muslim countries that are very mountainous. *Iran, Turkey, Afghanistan, Morocco, Tajikstan, Kyrgyzstan, Azerbaijan, etc.*
- Compare the land and climate in North Africa and Southeast Asia. *North Africa is mostly desert, but Southeast Asia is mostly tropical rain forest. Both areas have some mountains and hills; both are near the sea. Southeast Asia is near the equator, but North Africa is outside the tropics.*

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. *Answers vary.*

SECTION 4

- Why is water the most important resource in many Muslim regions? *Water is scarce in many Muslim regions, and people cannot live without it.*
- Name some important uses for water, and ways to get it. *Drinking, washing and growing food. Water can come as rain, in rivers or from underground, or people can take the salt out of sea water.*
- List some products you use that come from each continent. *Answers vary, based on products listed in text.*
- Make a chart of some minerals named on the map in the section. Draw pictures of things that are made with these minerals. *Answers vary.*
- List some **fresh** foods and **processed** foods that you ate yesterday. *Answers vary.*
- Mark the following products that are consumer goods:

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

SECTION 5

- What is a port city? *A city where ships stop to load or unload. Why do some cities become important ports? Port cities often have good harbors, good location on transportation routes, or both.*
- Name some places in the world that attract tourists. *Answers vary.*
- Write about the place where you live. What is important about its location? (Ask your parents or teacher to help you find out.) *Answers vary; teachers may wish to make this a mini-research project to explore local geography.*

SECTION 6

1. Name four kinds of service workers that help you. *Teachers, bus drivers, restaurant workers, doctors, etc.*
2. What can governments do so that they to have more skilled workers in a country? *They can help improve training and education, or they can help attract workers from overseas, etc.*
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. *Answers vary.*

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? *Answers vary.*
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. *Prayer, wudu', du'a, avoiding haram foods and behavior, etc.* What things do all Muslims do each year in the same way? *Fast during Ramadan, celebrate two 'lds, make hajj, attend prayers at masjid, etc.*
3. What languages are spoken in your home? Are they different from the ones you speak at school? What alphabets do you use to write? *Answers vary.*
4. Why are teachers important in a Muslim community? What subjects do they teach? *Teachers help adults and children to learn about Islam and many other subjects. They might teach Arabic, Qur'an, and other Islamic subjects. They might teach any subject like science, math, art or anything else that is needed.*
5. Make a list of important things that each Muslim community needs to do. Beside each item, suggest how children can help to do them. *Answers vary.*
6. 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. *Answers vary.*

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. *Answers vary.*
2. Find out about the traditional dress of a country not mentioned here. Draw a picture or dress a figure for display. *Answers vary.*
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. *Answers vary.*
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.) *Answers vary.*

TEST QUESTION FILE KEY

MATCHING SECTION:

A. Identifying Countries

Find at least two countries in the list that fit the description. Write the matching letters in the space.

1. b, c, f, m, q [countries that have petroleum]
2. c, f, i, j, m, n, o, q [desert countries]
3. All but China (e) and India (g) [Muslim majority countries]
4. e, g [important Muslim minority countries]
5. a, e, f, g, h, l, m, o, p, q [countries in Asia]
6. c, j, k, n [countries in Africa]
7. b, d [countries in Europe]

B. Words to Remember

Match the words from column 1 to the correct definition in column 2.

1. e
2. c
3. g
4. k
5. h
6. f
7. j
8. d
9. b
10. i
11. l
12. a

FILL IN THE BLANKS SECTION:

1. tropical wet
2. plateau
3. physical map
4. a green place in the desert with water
5. mountain range
6. source; mouth
7. census
8. key
9. majority
10. minority
11. culture

MULTIPLE CHOICE SECTION:

1. b—importing goods
2. c—exporting goods
3. c—majority
4. a—minority
5. a—consumer
6. a—history

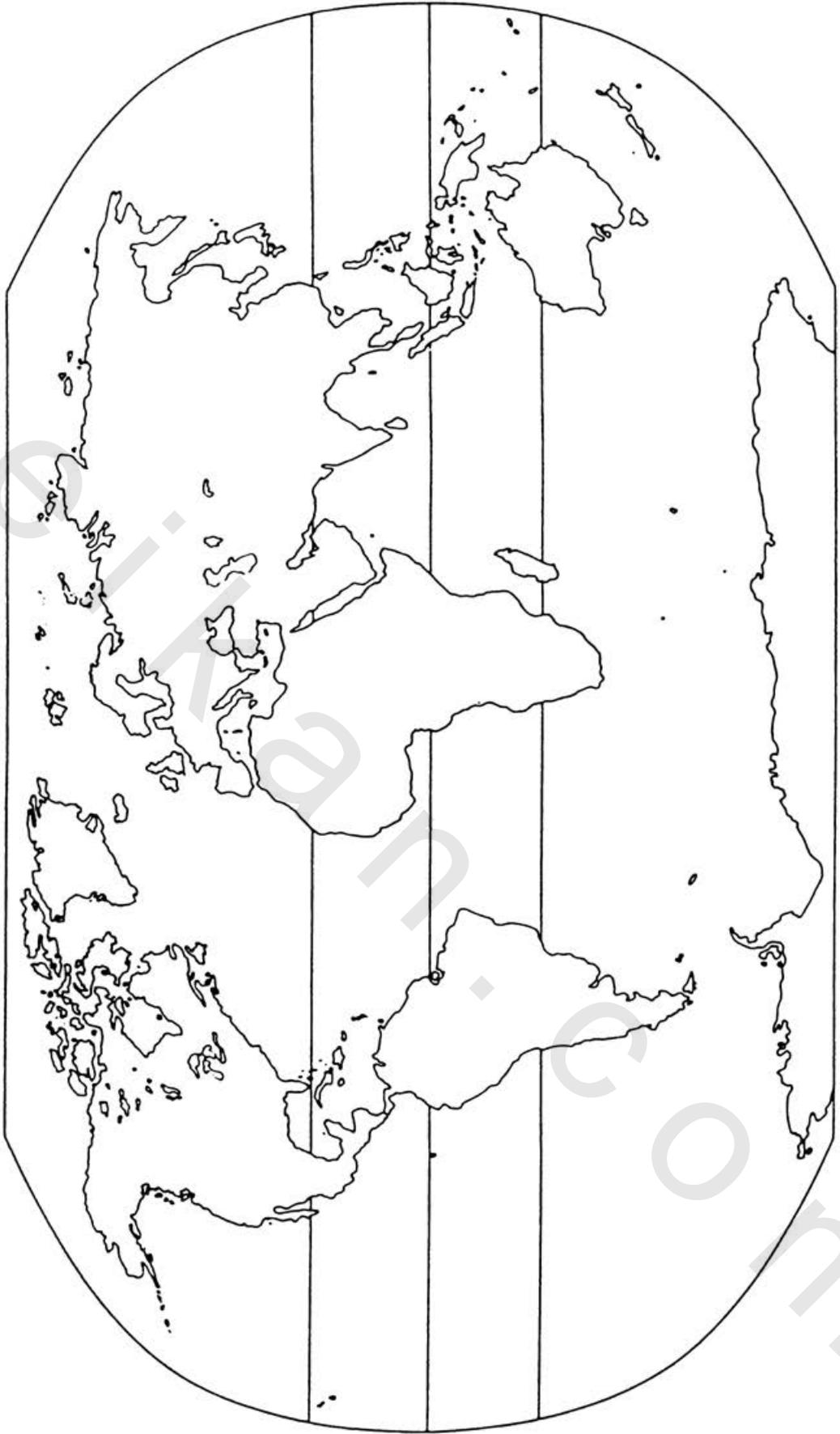
MAP SKILLS SECTION: SEE LABELLED MAPS IN STUDENT TEXT

1. Continent map/Eastern Hemisphere outline map: Shade in the approximate areas of Africa and Asia where Muslims are the majority.
2. Country outline maps of Africa and Asia: Label as many countries as you know, or color and label countries with Muslim majorities.
3. World outline map: Label continents, oceans and other bodies of water.
4. Bonus: Country outline map of Europe—Find two Muslim countries in Europe and label them.

THEME QUESTIONS SECTION:

1. Location: *Answers vary.*
2. Resources: *Answers vary.*
3. Living as minority or majority: *Answers vary.*
4. The Muslim world community (*ummah*): *Answers vary.*
5. Development: *Answers vary.*

WORKSHEET #1A-C KEY

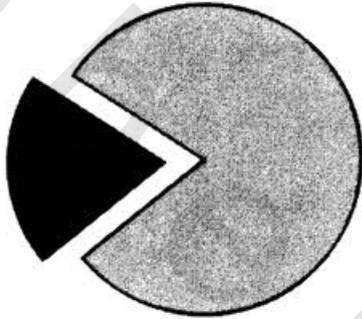


WORKSHEET #2 KEY

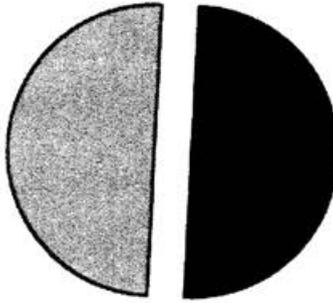
PERCENTS AND NUMBERS

BIG PIE . . . SMALL PIECE . . . or . . . SMALL PIE . . . BIG PIECE

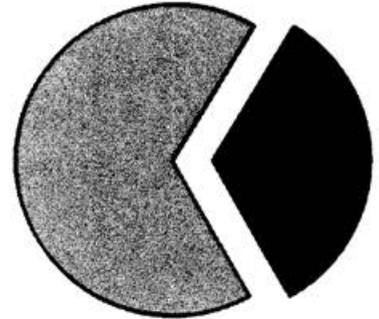
1. Each circle shows a pie with a piece cut. On the lines below each pie graph, write the fraction that shows how much of the pie is cut out.



1/5



1/2



1/3

2. Now, write the fraction for each circle above as a percent number.

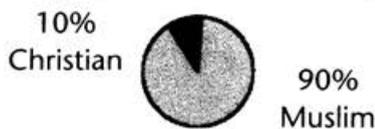
80%

50%

66%

3. India has almost 900 million people. About 12% of the population is Muslim. Are Muslims a majority or minority? minority
4. Malaysia's population is about 19 million. The country has many different religious groups. Christians and Hindus make up 7% each (14% in all). Buddhists are 18%. The Muslim population is 53%. Other religious groups are 15%. Are Muslims in Malaysia a majority or minority?
majority
5. Some atlases contain population pie graphs. They also list the population. You can use these numbers to estimate how many Muslims or other groups live in the country. Try these examples:

Guinea-Bissau, West Africa
(population 1 million)



Uzbekistan
(population 20 million)



How many Muslims total? 900,000 How many Muslims total? 15 million

RIVER RIDDLES

Guess the name of these important rivers in Muslim regions from the clues. In blank A, write the name of the river. In blank B, write the name of the continent where the river is located.

1. The longest river in the world, its name rhymes with "smile."

A Nile River B Africa

2. Two rivers flow into the drying Aral Sea; their names sound like "How are ya!"

A₁ Syr Dar'ya River B Asia

A₂ Amu Dar'ya River

3. A river that flows in a rainbow shape brings water to the desert edge. Its name looks like the cat with stripes.

A Niger River B Africa

4. An ocean, a country and a river all have names whose first three letters are the same.

A Indus River B Asia

5. Twin rivers' source lies in Turkey. They meet before flowing into a gulf that has two names (Persian and Arabian).

A₁ Tigris River B Asia

A₂ Euphrates River

6. A holy river for the Hindu religion, its mouth is in a small Muslim country that begins with a "B."

A Ganges River B Asia