

Living Together:
Muslims in a
Changing World

Curriculum Series
Grade 9
Identity & Connections

Series Editor: Dr. Rahat Naqvi

Islamic History Month Canada
877 Shefford Road
Ottawa, ON K1J 8H9
Tel: 613-680-2867 | Fax: 613-680-2902
Email: adm1@islamichistorymonth.com
Web: www.islamichistorymonth.com

The Project Sponsored by the Canadian Islamic Congress

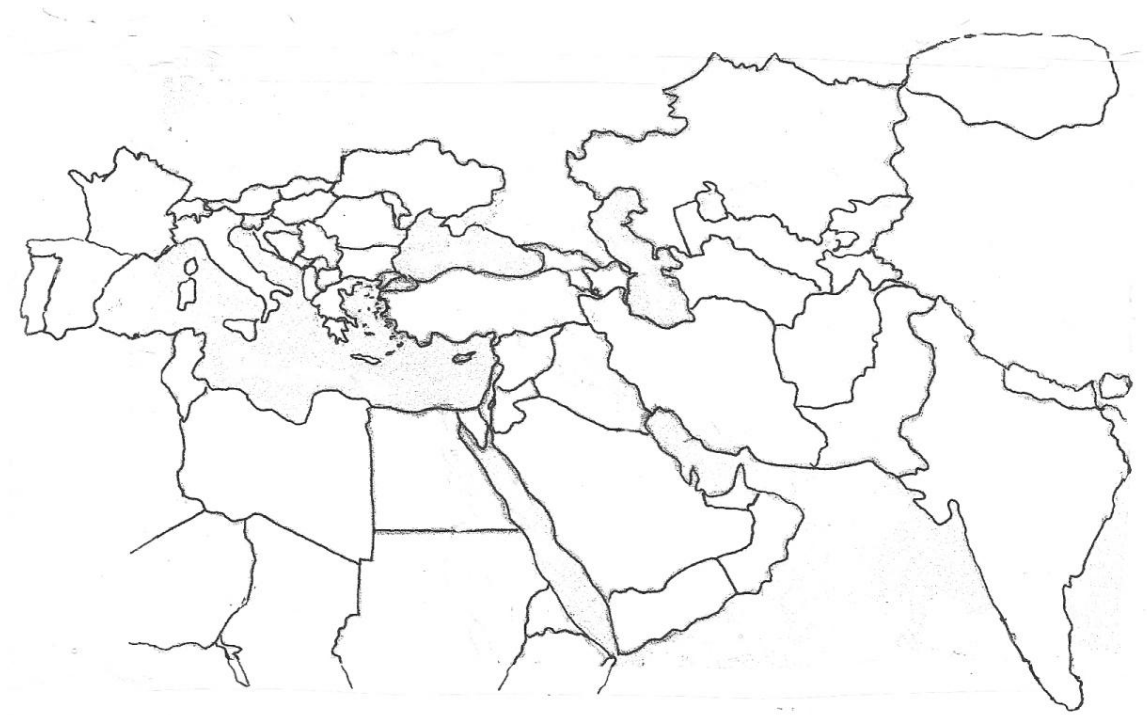
Table of Contents

1. Travel	3
2. Celebrations and festivals	7
Islamic celebrations and festivals	7
Other celebrations and festivals	8
3. Food	9
Imported foods	10
4. Identity	11

1. Travel

PBS: Islam: *Empire of Faith Part 11: The Awakening to 57.50* (about 5 minutes)

In the first two centuries, Islamic rule spread from Spain to India. Borders were open and Muslims traveled freely. Goods as well as ideas traveled to Mecca once a year and were spread to many corners of the world. It took travelers a year to go from west to east. While Mecca remained the spiritual home for Muslims, Baghdad became the intellectual centre of the Islamic world.



a) Locate the following places and mark them on the map.

Black Sea	Constantinople	Spain
Caspian Sea	Damascus	India
Mediterranean Sea	Cordoba	
Arabian Sea	Kaitouan	
Red Sea	Cairo	
Persian Gulf	Jerusalem	
Arial Sea	Baghdad	
Medina	Mecca	
Indian Ocean	Rome	
Gulf of Aden	Isfahan	
	Samarqand	

- b) One of the most famous Islamic travelers was called Ibn Battuta who kept written accounts of his travels. He began traveling in 1325 when he made his first pilgrimage to Mecca. In the next 29 years he traveled over 120,000 kilometres. Descriptions of his travels are found on the web at [http://www.sfusd.k12.ca.us/schwww/sch618/ibn Battuta/ibn Battuta Rihla.html](http://www.sfusd.k12.ca.us/schwww/sch618/ibn%20Battuta/ibn%20Battuta%20Rihla.html)

Select one chapter from the website and fill in the following chart with the most correct information you can find.

Question	Information
Chapter selected	
How long did this part of the trip take?	
What important people did he see?	
What important places did he visit?	
What excitement/dangers did he face?	
How did he travel?	
Where did he stay?	

- c) All Muslims who are healthy and can afford it are expected to make a journey to Mecca in Saudi Arabia at least once in their lifetime. Mecca is the spiritual centre of the Islamic religion. Muslims from all over the world participate in a pilgrimage; a special journey to Mecca called the hajj.

Using this site < <http://video.google> > and then enter <*national geographic inside mecca*> to discover answers to the following questions. It is a National Geographic film that follows three Muslims on their pilgrimage. It is called *Inside Mecca* and it is 43 minutes.

- i) What do each of the three people expect from their pilgrimage?

The South African:

The American:

The Indonesian:

- ii) One of the commentators said that Mecca was like 20 Superbowls. What did he mean by that?

- iii) Describe three hajj related activities in which the pilgrims participate.

iv) Describe the Feast of the Sacrifice and its importance.

v) Were the lives of the three people changed because of the pilgrimage? How?

The South African:

The American:

The Indonesian:

vi) If possible, talk to a person who has participated in the hajj. Describe their experience.

2. Celebrations and festivals

Celebrations are happy occasions when people come together for a special event. It could be a birthday, an anniversary, or the opening of a store. Festivals are seen by many societies as a day or a time of religious significance or cultural importance which takes place at regular times in the year.

Both festivals and celebrations bring communities of like-minded people together. It could be a family gets together for a birthday or for Christmas. Religious communities get together for important festivals in churches, synagogues, temples, or mosques. These events reinforce the cultural norms of the community and teach the next generation the rituals that are followed. This allows identity to be preserved.

As people move from one country to another, they bring their heritage of festivals and celebrations with them. Often in Canada, we will hear of many of these but not necessarily understand what they are.

Islamic celebrations and festivals

Complete the following organizer using resources that are available to you: the internet, the library, personal interviews.

Festival/celebration	When held	Why important
Hijrah		
Milad an-Nabi		
Ramadan		
Eid ul-Fitr		
Eid al-Adha		
Aqd Nikah		

Other celebrations and festivals

i) Complete the following organizer using a culture/religion other than Islam.

Festival/celebration	When held	Why important

ii) Discuss similarities and differences in celebrations and festivals in the two cultures/religions.

3. Food

Because of the immigration of people from Islamic countries to Canada, Canadians have been introduced to a wide variety of different food. In Muslim restaurants signs on the menus indicate that the meat is halal and no alcohol is served. There are also new foods that are eaten.

a) Using resources available to you, complete the following organizer.

Name of food	What is it?	What is it used for?
tahini		
bulgur wheat		
lentils		
turmeric		
chickpeas		
chard		
basmati		
ghee		

b) Select two of the ingredients and locate a recipe where the ingredients are used. Complete the following information.

Name of dish: _____

County of origin: _____

All ingredients:

Recipe for the dish:

If possible, make your recipe and bring it to class and let your classmates share it.

Imported foods

i) What foods are imported to Canada from these countries?

Iran _____

Turkey _____

Indonesia _____

Pakistan _____

ii) What do you think the living conditions are of the people who produce the food?

iii) Which helps a country change: buying their exports or boycotting their exports? Explain your answer.

4. Identity

a) What is your definition of identity?

b) There are two distinct ways we define our identity. One is culturally, and the other is personally.

How do you define your cultural identity? What object would you pick to represent this definition?

c) How do you define your personal identity? What object would you pick to represent this definition?

d) Because of the multicultural nature of Canadian society, Muslim Canadians often feel themselves in danger of losing their identity. Their children go to public schools and pick up the language, the clothing, and the education of the dominant society. There can be friction in families as they deal with school issues as well as issues of being Muslim.

An Australian writer, Randa Abdel-Fattah is the author of *Does My Head Look Big In This?*— an Australian story about Amal, a girl who thought deeply about whether to wear her hijab back to high school after a semester break. Both her parents are Muslim and her mother wears the hijab.

At dinner I tell my parents that I'm thinking about wearing the hijab and to my disbelief they look at each other nervously. I was expecting a cheerleader routine around the family room. Not two faces staring anxiously at me.

"Hmm, would you prefer I get a tongue ring?"

My dad rolls his eyes at me and my mum sips on her soda water, her eyes fixed

intently on my face, as though trying to work out if I'm joking.

"Wow, bring the enthusiasm on." I slam some mashed potato onto my plate and proceed to make a potato castle, scraping the fork against the plate until my mum raises her eyebrows at me, daring me to ruin her dinner set. I proceed to throw a tantrum instead.

"I can't believe you guys aren't even a little happy for me! I thought you'd be ecstatic! Sheez! A little support would be nice! You're always encouraging me to pray more and talking to me about finding spirituality and all that, so why aren't you happy that I'm taking the extra step? Like you did, Mum? Huh?"

My dad looks away awkwardly, scratching his head. My mum sighs and then leans over and takes my hand in hers.

"We're proud of you. But it's a big decision, honey, and you're not at Hiddaya (the Muslim private school) any more. It's a different environment at McCleans (the public high school). It might not even be allowed."

"Yeah right! How can they stop me? It's up to me whether I want to or not!" I haven't, but the thought that somebody else might take that choice away from me is energizing something inside me. Call it what you want. Defiance. Pigheadedness. It's burning me to think I might not have the right to choose.

Scholastic Books: Does my head look big in this? by Randa Abdel-Fattah (2006) pp 23 24

i) Why do you think Amal wanted to wear the hijab?

ii) Why do you think her parents were not pleased about the idea?

iii) Have you ever worn anything to school that either (or both) the school and your parents were against? Why did you do it? What happened?

iv) How did facing obstacles affect Amal's decision to wear the hijab?

v) After these classroom discussions, how has your concept of identity changed?

Living Together: Muslims in a Changing World

Curriculum Series Grade 7-9

Canada's multicultural population means that in every community, diversity is a reality: understanding one another, appreciating similarities even within the apparent differences, is the goal of this curriculum. It is designed to engage students in critical and creative thinking, leading to an appreciation of differing points of view and perspectives. Topics range from scientific to artistic contributions and histories, to cultural traditions in food, dress and spiritual practice. Each graded module represents approximately 4-6 hours of instructional time, divided into four (4) weeks of instruction, inspired by 'Islamic History Month Canada' (October), and a Teacher's Guide that supplies keys and further discussion for classroom teachers. Activities are included throughout, with a wide range of engaging and thought-provoking, grade-appropriate tasks, many of which can be individual or group-based.

Each module has full-colour images, is fully-referenced, and learner materials are reproducible.

ISBN 978-0-9811268-3-8

Global Living Global Learning Publishing

