

Year 5	Unit 6:	ISLAM	Week 1
Title: Mosques			
<p>Learning Intentions:</p> <p>AT1: To know and understand the purpose of the key features of a mosque. To compare and contrast this with your parish church.</p> <p>AT2: From the story of Bilal, make links between values and commitments by thinking about the message pupils would like to proclaim.</p>			
<p>Assessment:</p> <p>AT1 L3: I can use the correct Islamic words to describe the key features of a mosque. I can recognise some similarities and differences between a mosque and a church.</p> <p>AT1 L4: I can show understanding of the key features of a mosque. I can compare and contrast a mosque with a church building.</p> <p>AT2 L3: I can think of an important message I would like to proclaim on a banner.</p> <p>AT2 L4: I can write out the message I would like to proclaim in a speech.</p>			
<p>Key Words:</p> <p>imam (prayer leader, <u>not</u> a priest)</p> <p>masjid (Arabic for mosque)</p> <p>mosque (mn. place of prostration)</p> <p>mihrab (indicating direction of Makkah)</p> <p>minaret (tall tower)</p> <p>minbar (preaching platform)</p> <p>muezzin (person who calls to prayer)</p> <p>qiblah (direction of Makka)</p>		<p>Resources:</p> <p>BBC Active Whiteboard resources: <i>Worship and Sacred Places</i> (Islam and mosques)</p> <p>The story of Bilal eg. from <i>Developing Primary RE: Faith Stories</i> (pub. RE Today)</p> <p><i>Places of Worship Photopack: Islam</i>, from Religion in Evidence catalogue, written by Jan Thompson</p> <p>Information Sheet on features of a mosque</p> <p>http://www.hitchams.suffolk.sch.uk/mosque/default.htm</p> <p><i>Virtual tour of a mosque</i></p>	

NB A mosque is ‘a place of prostration’ and doesn’t have to be a building at all - just as open space with the essential features.

Activities:

- Using the resources available to you, teach pupils the outside features of a mosque (minaret, dome) and the inside features (shoe rack, wash room, women's area, carpeted space for prostration in prayer, mihrab and minbar). Explain all their practical purposes. (AT1)
- To consolidate learning, you could create a mosque in your school hall, thinking of what you would need to take away or cover up and what you would need to add. (AT1)
- If possible, visit a mosque. (AT1)
- You may wish to point out that, like churches, mosques have different architectural designs, especially in different countries and in different ages. (AT1)
- Help pupils to go through each feature of a mosque and to compare and contrast with the (parish) church they know best. Record in columns. (AT1)
- Tell the story of Bilal, the first muezzin at the time of Muhammad. He stood on the roof of the mosque and made the first call to prayer. We sometimes see people today on the TV news who have climbed to the top of a high building to unfurl a banner with a message they want to get across to people. Ask pupils to think about a message they would like to proclaim to the world and to consider how this should affect their own behaviour and that of others. They can write out a slogan to go on a banner eg. 'Save the whales', 'Buy Fairtrade' or a fuller speech explaining their concerns. (AT2)

TEACHER'S INFORMATION SHEET

ISLAM: The mosque – key features

NB: Like all buildings, mosques differ from each other. Some are purpose-built, while some mosques in non-Muslim countries have utilized other buildings. Some are large and grand, while others are small and simple. Some are very old, while others are modern buildings. They also reflect cultural differences in different countries eg. mosques in Saudi-Arabia and Africa are very stark, while those in Iran and Jordan and intricately decorated.

External features:

Minaret: a tall tower for the muezzin to climb and call people to prayer.

Dome: to allow air to circulate in the prayer hall and to amplify the imam's voice

Internal features:

Place to leave shoes, to keep the place clean.

Place to wash before prayer (called wudu).

Carpeting or prayer mats on which to keep clean during prayer (especially as their foreheads touch the ground).

Mihrab: alcove to indicate the direction (qiblah) of prayer towards the Ka'bah in Makkah.

Minbar: a raised platform of at least 3 steps from where the sermon is preached at the Friday midday prayers.

Other rooms:

In a big mosque, there would also be offices; meeting rooms; a library; school-rooms for boys and girls (separately) to learn the Qur'an as well as Muslim beliefs and practices; a mortuary for preparation of the dead bodies before burial; and perhaps a shop selling Islamic books and artefacts.

Decorations:

Islam forbids figurative art and particularly the portrayal of living creatures, to prevent people sliding back into idolatry. Therefore Islamic art has developed in three ways: intricate geometric patterns; calligraphy (beautiful Arabic writing); and architecture (particularly the design of mosques).

Year 5 Title: Prayer	Unit 6:	ISLAM	Week 2
<p>Learning Intentions: AT1: To know and understand the reasons for Muslim prayer practices. AT 2: To consider the value of regular prayer times.</p>			
<p>Assessment: AT1 L3: I can describe how Muslims pray and begin to see its impact on their lives. AT1 L4: I can describe the impact of prayer on Muslims' lives.</p> <p>AT2 L3: I can identify the importance of regular times of prayer or quiet reflection in my own life and the lives of others. AT2 L4: I can describe the importance of regular times of prayer or quiet reflection in my own life and the lives of others.</p>			
<p>Key Words: salat (five daily prayers) wudu (washing before prayer) imam (prayer leader, not a priest) mosque (mn. place of prostration) mihrab (indicating direction of Makkah) prayer-mat qiblah (direction of Makkah)</p>		<p>Resources: BBC <i>Active Worship and Sacred Places: Daily Worship of Allah and Where else can Muslims Pray?</i> Places of Worship Photopack: Islam, from Religion in Evidence catalogue, written by Jan Thompson Prayer artefacts (see below) Activity Sheet on Prayer</p>	

Activities:

- Organise the class into 6 groups, each with different artefacts to focus on: (AT1)
 - 1) Alarm clock and clock-face with hands that can be moved
 - 2) Soap and towel
 - 3) Prayer-cap and scarf
 - 4) Muslim compass
 - 5) Prayer-mat

6) Prayer beads

- Using books and other resources, each group should find out as much as possible about their aspect of Muslim prayer ie
 - 1) Times of the five daily prayers
 - 2) Wudu: washing before prayer
 - 3) Dress for prayer
 - 4) Qiblah: the direction of prayer
 - 5) Prayer positions, especially prostration
 - 6) Private prayer and use of prayer-beads

- Share their findings with the class, drawing out the significance in terms of its impact on the worshipper, rather than concentrating too much on minutiae of details (AT1) eg.
 - 1) importance of regular times to remember God each day
 - 2) important to be refreshed and ready for prayer
 - 3) important to dress modestly so as not to disturb others
 - 4) importance of the unity of Muslims as they all prayer facing towards the Ka'bah in Makkah
 - 5) significance of prostration to indicate submission to God in all things
 - 6) important to bring one's own concerns to God in prayer

- Discuss together how often prayer is used during the day at school, and the value of regular times of prayer and reflection. Complete Activity Sheet on prayer. (AT2)

Questions on Prayer

SALAH: 5 daily prayers in Islam Muslim prayer-times

- 1 Between dawn and sunrise
- 2 Early afternoon
- 3 Late afternoon
- 4 Just after sunset
- 5 At night

CHRISTIAN PRAYER TIMES

What time(s) are daily prayers in school?

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What are the advantages and disadvantages of these times?

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What other times are popular times for Christians to pray?

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What are the advantages of having regular prayer times or quiet times of reflection each day?

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Year 5 Title: Zakah	Unit 6:	ISLAM	Week 3
Learning Intentions: AT1: To know how much money Muslims are obliged to give to charity and to understand their attitude to wealth. AT 2: To consider our own attitudes to wealth and giving to charity.			
Assessment: AT1 L3: I can begin to identify the impact of zakah on Muslims' lives. AT1 L4: I can describe the impact of zakah on Muslims' lives. AT2 L3: I can make links between my attitudes to money and what I do with it – and compare my attitude with others. AT2 L4: I can say what inspires people to give to charity and my own view on it.			
Key Words: zakah (zakat before a vowel) tithe = tenth		Resources: Internet research	

Information:

Zakah is the 3rd of the Five Pillars. Muslims must give 2.5% of their wealth each year for 'zakah' – a charity tax. In some Islamic countries it is collected by the government, in others it is regarded as a private matter. Sometimes it is collected at the mosque. The money is used to support the Muslim community and the poor. Muslims in the West often send their contributions home or to poor Muslim countries like Bangladesh. The word 'zakah' means 'purification' because it is a means of purifying the rest of your wealth to use as you see fit. Muslims believe that wealth should be earned honestly.

Activities:

- Explain to pupils what zakah means for Muslims. (AT1)
- Help pupils to work out how much zakah a Muslim must give who has £10,000 in savings by the end of a year. (AT1)

Contd.

- Help pupils to work out how much 2.5% of their pocket money would be, and discuss whether they would be willing to give this to charity. Discuss people's reasons for supporting charities. (AT2)
- Pupils should find out about some Muslim charities eg Muslim Aid or the Red Crescent (Muslim charities similar to Christian Aid and the Red Cross). In groups, pupils should make a poster advertising their charity and giving reasons why people should give to it. (AT1/2)
- Explain that Judaism and Christianity also encourage giving to charity. Look up Leviticus 27:30 in the Bible, which refers to tithing to support those in need - a tithe is a tenth /10 per cent. Ask your parish priest to explain if Christians in his/her church are encouraged to tithe and what this means. (AT1)

Year 5	Unit 6:	ISLAM	Week 4
Title: Ramadan			
<p>Learning Intentions: AT1: To know and understand the rules of fasting during the month of Ramadan. AT 2: To consider the value of self-discipline and my attitude to food.</p>			
<p>Assessment: AT1 L3: I can begin to identify the impact of fasting on Muslims' lives. AT1 L4: I can describe the benefits of fasting on Muslims' lives. AT2 L3: I can make links between Muslim fasting and my own attitude to food. AT2 L4: I can describe the value of self-discipline in my own and other people's lives.</p>			
<p>Key Words: Ramadan (month of) sawm ('fasting')</p>		<p>Resources: Teacher's Information Sheet Internet research on World Vision's 24 hour fast.</p>	

Activities:

- Explain to pupils about Muslim fasting. (AT1)
- Explain that Muslim fasting isn't so much going without food, as the self-discipline of having to wait for their food. Discuss whether we appreciate things more when we have to wait for them. Can pupils think of times when they have had to wait for something (not just food) and did this make them value it any more? (AT2)
- Fasting helps Muslims appreciate their daily food. Do we take our food for granted? How often do we thank the people who prepare our food? Do we help to clear up afterwards? (AT2)
- Fasting also helps Muslims to understand what it must be like for the poor people who may not have regular meals. Do we ever stop to think of these people? What can we do to help them? A third of all food bought in the UK is

thrown away. What can we do about this? How can we change our own and other people's attitudes and behaviour? (AT2)

- Your class may choose to do a fast of some sort eg. this may be going without sweets for a week and putting the money towards a charity. You could find out about World Vision's 24 hour fast to inspire you, although this full-on fast is more suitable for secondary pupils. (World Vision is a Christian charity that has been running fasts in secondary schools for many years.) NB Whatever you do, remember to get parents' permission and not to put pupils' health at risk.

Teachers' Information Sheet

Fasting during Ramadan

Ramadan is a month in the Muslim calendar. It is known as the month of fasting because Muslims are not allowed to eat or drink during the daylight hours of this month. Muslims get up early to eat something while it is still dark, and they have to wait until night falls before they can eat and drink again. Fasting (called 'sawm' in Arabic) is the 4th Pillar of Islam.

The Islamic calendar is lunar, unlike our solar calendar. Each month starts with the new moon, so the year is about eleven days shorter than ours. Ramadan therefore comes earlier each year and moves back through the seasons. Sometimes it falls in the heat of the long summer days, sometimes in the cold of winter, when people need more food to survive.

Islam doesn't insist on fasting where it's a threat to a person's health eg. pregnant women and nursing mothers mustn't fast, nor soldiers at war or travellers. What about children? There is no 'coming of age' ceremony in Islam. Muslim children gradually get used to Muslim practices. When they reach adulthood (puberty), they are expected to follow the Five Pillars. Some children do mini-fasts, perhaps going without their mid-day snack, or even doing a full day's fasting. They will often do this at home at weekends, when their parents can keep an eye on them. Secondary schools usually have rooms where Muslim students can go during the lunch hour. They may have a room for the boys and another for the girls, where they can pray.

In Muslim countries and communities, there is often a party-atmosphere each evening as they wait for the fast to end for that day. It is traditional to invite friends round and to give money so that the poor can eat.

Why do Muslims fast?

Muslims believe that Allah commands them to do this, in the Qur'an.

Muhammad set the example of fasting.

The month of Ramadan is a very special month for Muslims: they believe it was in this month that Muhammad first received the revelations of the Qur'an.

How does fasting benefit Muslims?

It teaches them self-control.

It helps them to appreciate their daily food, which they might take for granted at other times.

It helps them to sympathise with the poor and hungry.

Year 5	Unit 6:	ISLAM	Week 5
Title: Id-ul-Fitr			
<p>Learning Intentions: AT1: To know and understand the significance of Id-ul-Fitr and how it is celebrated. AT 2: To consider the value of family and community celebrations.</p>			
<p>Assessment: AT1 L3: I can describe some key features of Id-ul-Fitr. AT1 L4: I can describe and show understanding of aspects of Id-ul-Fitr.</p> <p>AT2 L3: I can consider the importance of festivals for me and my family, comparing that with others. AT2 L4: I can describe the importance of festivals for individuals, families and communities.</p>			
<p>Key Words: Id-ul-Fitr ('little festival') Ramadan (month of)</p>		<p>Resources: BBC Active: <i>Celebrations and Special Times</i> Id-ul-Fitr.</p> <p>School books on Islam.</p> <p>Islam resource boxes.</p> <p>Internet sites of large British mosques</p>	

Information:

Id-ul-Fitr is the celebration at the end of Ramadan. There are two main festivals in Islam: this 'little festival' and Id-ul-Adha, the 'greater festival' that comes during the Hajj/pilgrimage.

Activities:

- Organise pupils into groups to explore different aspects of this celebration. Then share this with the whole class. (AT1)
They should explore:

- 1) Food and drink that Muslims might have at Id-ul-Fitr, and which food and drink is forbidden for Muslims.
 - 2) New clothes that Muslims might get for this festival, and Muslim rules governing what they can and cannot wear.
 - 3) How mosques cope with the large numbers of people wanting to worship at Id-ul-Fitr. Compare and contrast this with Churches at Christmas Midnight Mass.
 - 4) The cards Muslims send at Id. Find out why they may open from right to left. Find out about the rules that govern Islamic art.
- Each pupil should make an Id card, with a suitable greeting for this festival and bearing in mind Islamic rules about art. (AT1)
 - Discuss the importance of big family/community festivals, like Id-ul-Fitr for Muslims. List all the festivals that pupils celebrate with their families or the wider community. See how many benefits the class can think of together and record it in a diagram. (AT2)

Year 5 Title: Hajj	Unit 6: ISLAM	Week 6
Learning Intentions: AT1: To know and understand the significance of Makkah for Muslims. AT 2: To consider places of special significance to themselves and others.		
Assessment: AT1 L3: I can describe some key features of Hajj. AT1 L4: I can show understanding of aspects of Hajj. AT2 L3: Making links with Muslims' feelings about Makkah, I can identify a special place of importance to me. AT2 L4: I can describe what inspires me about my special place and compare my ideas with those of others.		
Key Words: Hajj (the Great Pilgrimage) ihram (pilgrim dress) Makkah	Resources: BBC Active: Worship and Sacred Places – Pilgrimage / Hajj, or similar. Teacher's Information Sheet Suitcases with artefacts (see Activities below)	

Activities:

- Show pupils a suitcase with things that you might pack for a typical summer holiday. Discuss the clues for the sort of trip you will be taking. (AT2)
- Then show them a suitcase that a Muslim might pack for Hajj (containing the ihram robes; a passport and visa to get into Makkah; an umbrella for a sunshade and sandals; a water-bottle; a Qur'an; a guide for pilgrims; a thin prayer-mat). Discuss where you might be going and what you might be doing. (AT1)

- Input information about Hajj, preferably through video/DVD. (AT1)
- Pupils should write a postcard from the Hajj, describing some of it and explaining how it makes them feel. (AT1)
- Discuss together places that might have similar significance for Christians and/or for the pupils themselves (eg. are there places where they feel especially close to God, or where they do things with lots of other people?) Pupils should write another postcard, from a place of special significance to themselves. (AT2)

Teacher's Information Sheet
ISLAM
The Hajj

The 5th Pillar of Islam is Hajj: the Great Pilgrimage to Makkah. Muslims are obliged to perform this pilgrimage at least once in their lives, if they can manage it. (About 10% of Muslims actually do it, with about 2 million Muslims converging on Makkah for the Hajj each year.) Makkah is in present day Saudi Arabia, and the Saudi government organizes this great religious event, which takes place over a short period in Dhul Hijja, the month of Hajj. Only Muslims are allowed into Makkah, the holy city, and pilgrims have to have a visa to get in.

During Hajj, pilgrims visit the Great Mosque in Makkah, where the Ka'bah stands. It is in the direction of the Ka'bah that Muslims turn in prayer each day, so this is very special to them. This is now an empty shell of a building that once housed the idols, destroyed by Muhammad.

They visit many places in and around Makkah, like the cave where Muhammad first had his religious experiences. The climax of the Hajj is when pilgrims travel out into the desert to spend a day in prayer on the Mount of Mercy, asking God to forgive their sins. Some go on to Madinah, where Muhammad lived for the last 10 years of his life. Some then go on to Jerusalem, which is sacred for Muslims, Jews and Christians.

The purpose of Hajj is for pilgrims to put aside their everyday lives and concentrate entirely upon God. This is shown by putting off their everyday clothes and dressing in 'ihram' ('consecration'). For men, this is two lengths of white cotton cloth, tied around the waist and thrown over the left shoulder. Women must cover themselves up except for their hands and faces.