



✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify Islam as a monotheistic religion
- ✓ Explain that Islam originated in Arabia
- ✓ Explain that followers of Islam are called Muslims
- ✓ Identify the crescent and star as symbols of Islam
- ✓ Identify the Qur'an as the holy book of Islam, containing laws for daily living and many stories that appear in Jewish and Christian holy books
- ✓ Identify that a Muslim place of worship is called a mosque
- ✓ Identify that Muslims believe that Moses and Jesus were prophets but believe that Muhammad was the last and greatest of the prophets
- ✓ Identify important Muslim holidays, such as Ramadan and Eid-ul-fitr

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between prayer and Islam (RI.1.3)
- ✓ With assistance, categorize and organize facts and information from “Islam” to answer questions (W.1.8)

- ✓ Ask and answer *where* questions orally, requiring literal recall and understanding of the details or facts of “Islam” (SL.1.2)
- ✓ Prior to listening to “Islam,” make predictions about whether the religion of Islam had a key figure, and then compare the actual outcomes to predictions

Core Vocabulary

fast, v. To refrain from eating for a certain period of time, often for religious reasons

Example: Followers of many different religions fast during some of the religion’s holy days.

Variation(s): fasts, fasted, fasting

mosque, n. A house of worship for Muslims

Example: Men and women often pray separately in the Muslim mosque.

Variation(s): mosques

Muslim, n. One who practices the religion of Islam

Example: The Muslim people bow in the direction of Mecca, the birthplace of Muhammad.

Variation(s): Muslims

prayer, n. Spoken or silent conversations with God


Example: People of most world religions participate in prayer.

Variation(s): prayers

similarities, n. Things in common with one another

Example: It is easy to spot the similarities between bicycles and tricycles.

Variation(s): similarity

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Essential Background Information or Terms	Three-Column Chart: Three World Religions	10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
Presenting the Read-Aloud	Islam		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Similarities		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Three-Column Chart: Three World Religions	Instructional Master 13B-1; chart	20
	Domain-Related Trade Book	trade book	



Islam

16_A

Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

It is recommended that you start out with a review of Judaism and Christianity and what you have filled in thus far on the chart about the three major religions.

Tell students that the religion they will hear about today is called Islam. Tell them that Islam, like Judaism and Christianity, began in the Middle East and that the people who practice Islam also believe in one God. Ask if they recall the word used to describe belief in one God. (*monotheistic; monotheism*) Tell students that the Islamic word for God is *Allah*, which is in Arabic, a language spoken in various countries.

Explain that like the other two religions already introduced, Islam is also practiced around the world by millions of people today.

Making Predictions About the Read-Aloud

Remind students that both Judaism and Christianity have key figures and ask them to name each. (Judaism: Moses; Christianity: Jesus) Ask them to predict whether or not they think Islam has a key figure.

Purpose for Listening

Tell students to listen to hear if their predictions are correct.



Islam

◀ Show image 16A-1: Maira

Hi. My name is Maira [mah-EE-rah]. That means *moon* in Arabic, my native language. I like that my name matches the symbol of my religion, a crescent moon and a star.



◀ Show image 16A-2: Crescent and Star¹

I am **Muslim** and my religion is Islam. It has a lot in common with Judaism and Christianity. My friends, Miriam and Peter, shared their important holidays with you, and I want to do the same.²

1 You learned that the symbol for Judaism is the Star of David, and that the symbol for Christianity is the cross. This is the symbol for Islam.

2 We call a person who follows Judaism a "Jew" and a person who follows Christianity a "Christian." What is a person called who follows Islam?



◀ Show image 16A-3: Cups, dates, and traditional sweet, cheese-filled pastries

Today we are celebrating Eid-ul-Fitr [EED-el FOOT-er], the end of Ramadan [rah-mah-DAH-N], a month-long period during which we **fast**. That means that we do not eat or drink anything from sunup to sundown every day for a month.³ Ramadan is the holiest month of the year for Muslims. But you need to know the story of my faith in order to understand why.

3 Muslims have a big celebration at the end of Ramadan. [Point to the illustration, and explain that these are some of the foods that might be found at such a celebration.]



◀ Show image 16A-4: Map of Saudi Arabia⁴

About six hundred years after Jesus was born, the prophet Muhammad was born in the land that we now call Saudi Arabia. In those days, while Christians and Jewish people already believed in one, all-powerful God, the people living in Saudi Arabia still believed in many gods and goddesses. Muhammad believed that he heard the voice of God, sending him messages of how to lead a better life, a life of helping others. According to our religious

4 [Ask students to identify the location where Judaism began, where the Jews lived as slaves, where the Jews returned to as "the promised land," and where Christianity began. Also point out the country we now call Saudi Arabia, and say that Islam began in Arabia.]

teachings, Muhammad became a prophet and began to spread God's message throughout the land. Muhammad taught that the rich should share their wealth with the poor. During Muhammad's lifetime, the stories that he received from Allah, the Arabic word for God, were never written down because Muhammad could neither read nor write. But later they were written and collected into the Muslim holy book, the Qur'an [kooor-AHN].



← **Show image 16A-5: Qur'an**⁵

5 [Point to the language on the page and explain that the Qur'an is written in Arabic, the language spoken by Muhammad.]

6 or when Muhammad learned the stories of the Qur'an

7 which means spoken or silent conversations with God

8 [Remind students that followers of all three monotheistic religions they have learned about take part in prayer.]

The Qur'an has some stories that are the same as the stories told in both the Hebrew Torah and Christian Bible. The Qur'an also contains laws about how to live a good life. The month of Ramadan celebrates the time that the Qur'an was revealed to Muhammad.⁶ One reason Muslims fast at this time of year is because Muhammad fasted in the desert before he received God's messages. Another reason is to help us remember the poor and the hungry. It is a month of close family activities and much praying. Speaking of **prayer**,⁷ let me show you my **mosque**.⁸



← **Show image 16A-6: Mosque**

9 [Point to the towers that are part of the mosque.]

10 We call a Jewish house of worship a *synagogue*, and a Christian house of worship a *church*. What do we call a Muslim place of worship?

A mosque is the Muslim place of worship, the spiritual center of the Islamic community. Sometimes mosques are very fancy like the Dome of the Rock in Jerusalem. Ours is not quite so fancy as that, but it is a place I love to go, especially at night during Ramadan. Usually, a mosque has one or two towers known as minarets,⁹ and it is from there that the holy man calls us to prayer.¹⁰



← **Show image 16A-7: Inside a mosque**

Inside the mosque, you will not find rows of seats like there are in churches and synagogues. Instead, we remove our shoes outside the mosque and gather on prayer rugs. Often women and men pray in different areas, but all of them listen to the Imam

11 A Jewish worship leader is called a *rabbi*. A Christian worship leader may be called a *priest*, *minister*, or *pastor*. What is a Muslim worship leader called? [Have students repeat the word *Imam* after you.]

12 What do you think “break the fast” means?



◀ **Show image 16A-8: Family praying**

13 [Have a discussion about the word *pillars* meaning duties. Ask one or two students to list some duties they are expected to do at home. Reiterate that the five pillars are five duties Muslims are expected to do.]

14 [Point to the illustration.]

15 What does *fasting* means?



◀ **Show image 16A-9: Ka'ba in Mecca**¹⁶

16 [Point to the illustration, and explain that this is a shrine in the most holy city of Islam called Mecca, where Muhammad was born.] Every Muslim hopes to make a pilgrimage there at least once during his or her lifetime.



◀ **Show image 16A-10: Maira**

[ee-*MAHM*], the man who leads the prayers.¹¹ Tonight, Muslims will gather together under the crescent moon “to surrender,” or give control of our lives over, to God. That is, after all, what the word *Islam* means—“surrender to God.” Then we will break the fast together, first with a date and some water as we always do, and then with a marvelous feast. Yum!¹²

All Muslims must follow the Five Pillars of Islam, the five most important duties we should do to be good Muslims.¹³ Praying five times each day in the direction of Mecca, Muhammad’s birthplace, is one of the five pillars, or duties, we must perform.¹⁴ Another pillar is fasting during Ramadan.¹⁵ Other pillars include: helping the poor and needy and making a pilgrimage, or visit, to Mecca at least once in our lifetimes.

The most important pillar, the *shahada*, is declaring our faith in one God. We say, “There is no God but God, and Muhammad is his prophet.” Muslims believe that Abraham, Moses, and Jesus were all great prophets, but Muslims believe that the greatest of the prophets is Muhammad. Likewise, while we believe in some of the teachings of both the Hebrew and the Christian Bibles, all of our beliefs are in the poetic book known as the Qur’an.

Miriam, Peter, and I belong to three different religions, but I hope that you have learned how many **similarities** we share. I have the same wish for the world as Peter and Miriam. Assalamu Alaikum [ah-sah-*LAHM*-oo ah-*LAYK*-koom]. Peace be unto you.

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about whether Islam has a key figure correct? (Answers may vary.)
2. *Literal* Is there a prophet for Islam? (yes) What is his/her name? (Muhammad)
3. *Inferential* Where did the religion of Islam begin? (Saudi Arabia) Why did it begin in Saudi Arabia? (Muhammad was born in Saudi Arabia.)
4. *Literal* What are the followers of Islam called? (Muslims)
5. *Inferential* What practice do Muslims observe during Ramadan, the holiest month of the year for Muslims? (fasting from sunup to sunset) Why do Muslims fast during this time? (to remember what Muhammad did before he received God's message)
6. What is the name of another Muslim holiday, which occurs at the end of Ramadan? (Eid-ul-Fitr)
7. *Inferential* Prayer is important to all three religions you have learned about. What is different about prayer time for Muslims? (Prayer is more specified. They must pray five times per day and face the direction of Mecca, Muhammad's birthplace.)
8. *Evaluative* Many Muslim children grow up memorizing parts of the Qur'an, the holy book of Islam. Why do you think they do that? (Answers may vary.)
9. *Inferential* How would you describe the setting inside a mosque? (People go barefoot in a mosque and pray on prayer rugs.)
10. *Literal* What is the symbol of the religion of Islam? (the crescent and the star)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

11. *Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of

a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, “Where did Islam begin?” Turn to your neighbor and ask your *where* question. Listen to your neighbor’s response. Then your neighbor will ask a new *where* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

Word Work: Similarities

5 minutes

1. In the read-aloud you heard, “I hope that you have learned how many *similarities* we share.”
2. Say the word *similarities* with me.
3. Similarities are things that people or objects have in common with one another, or things that are the same.
4. All birds are different, but they have certain similarities. For example, they all have wings.
5. Look around the room and find two things or people that have similarities. Then tell us what they are. Try to use the word *similarities* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Ralph and Raoul have similarities. They are both boys in the first grade, and both of their names begin with the letter ‘R.’”]
6. What’s the word we’ve been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. I am going to name two objects. If you think the objects have more similarities, say “They have more similarities.” If you think they have more differences, say “They have fewer similarities.”

(Answers may vary for all.)

1. coats and sweaters
2. elephants and ants
3. apples and bananas
4. schools and churches
5. moms and dads



Complete Remainder of the Lesson Later in the Day



Islam

16_B

Extensions

20 minutes

Three-Column Chart: Three World Religions (Instructional Master 13B-1)

Display the incomplete three-column chart like the one shown.

Explain to students that you are going to use this chart to talk about today's read-aloud. Tell them that you are going to write down what they say on the chart, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.

Ask students to help you in filling in the spaces under the Islam column to complete the chart. If students have trouble recalling facts, you may wish to use images from the Flip Book to remind them of relevant details. If students are able, you may want to have them continue filling in their own charts using Instructional Master 13B-1.

	JUDAISM	CHRISTIANITY	ISLAM
NUMBER OF GODS	one	one	one
NAME OF MAIN SHRINE IN JERUSALEM	The Western Wall or The Wailing Wall	Church of the Holy Sepulchre	Dome of the Rock
NAME OF KEY FIGURE(S)	Abraham, Moses	Jesus	Muhammad
NAME OF FOLLOWERS	Jewish people	Christians	Muslims
SYMBOL OF FAITH	Star of David	Cross	Crescent Moon and Star
BUILDING OF WORSHIP	synagogue/temple	church/chapel/cathedral	mosque
WORSHIP LEADER	rabbi	priest/pastor/minister	imam
NAME OF HOLY BOOK	Torah	Bible	Qur'an
IMPORTANT HOLIDAY	Passover	Easter, Christmas	Ramadan
INTERESTING FACT	Answers may vary.	Answers may vary.	Answers may vary.

Domain-Related Trade Book

Refer to the list of recommended trade books in the domain introduction at the front of this Anthology, and choose a book about Islam to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-aloud in this lesson.