

# **Leadership and Legacy: Muslim Women Remembered**

A Teaching Packet about Muslim Women in History



**Elementary Packet: Unit Plans**

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*"History looks different when the contributions of women are included."  
-- The National Women's History Project*

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**Overview:**

The following material is assembled in hopes of “giving rise to women’s voices.” Its intent is to demonstrate a way that teachers and students can work together to forward awareness of both historic and contemporary Muslim women.

**Overall Objective of Digital Books and Worksheets:**

To acquire attitudes which are essential for citizens of democratic pluralist societies, in particular intellectual honesty, open-mindedness, respect for truth, tolerance, acceptance of differences, empathy and civil courage.

This packet includes activities for English Language Arts and Social Studies.

**Interdisciplinary Conceptual Understanding:**

- Intentionally studying our past empowers us to view the present with a more diverse perspective.

**Language Arts Essential Questions**

- **Reading: Informational text:** *How is information organized?*
- **Writing:** *What is the importance of sharing writing?*
- **Vocabulary:** *What is the purpose of communication?*
- **Listening and Speaking:** *How do we listen and speak effectively?*

**Language Arts Objectives:**

- Students will be able to define key vocabulary words in Malay
- Students will be able to present in detail on a given topic about Malaysia
- Students will be able to write and speak expressively about given topics about Malaysia

## **English Language Arts: Grade 1 Common Core Standards**

### **Reading: Informational Text**

CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.

### **Vocabulary Acquisition and Usage:**

CCSS.ELA-LITERACY.L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

### **Speaking and Listening:**

CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### **Writing**

CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

## **English Language Arts: Common Core Standards Grade 2**

### **Reading: Informational Text**

- CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### **Vocabulary Acquisition and Usage:**

- CCSS.ELA-LITERACY.L.2.4. A Use sentence-level context as a clue to the meaning of a word or phrase.
- CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

### **Writing:**

- CCSS.ELA-LITERACY.W.2.2: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.2.2: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.2.2.A: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

### **Speaking and Listening:**

- CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## **English Language Arts: Grade 3 Common Core Standards**

### **Reading: Informational Text:**

- CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### **Speaking and Listening:**

- CCSS.ELA-LITERACY.SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion

### **Writing**

- CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.
- CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Vocabulary Acquisition and Usage:**

- CCSS.ELA-LITERACY.L.3.4. A Use sentence-level context as a clue to the meaning of a word or phrase.
- CCSS.ELA-LITERACY.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

**English Language Arts Grade 4 Common Core Standards****Reading: Informational Text**

- CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**Writing:**

- CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Vocabulary Acquisition and Usage:**

- CCSS.ELA-LITERACY.L.4.4. A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

- CCSS.ELA-LITERACY.L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Speaking and Listening:**

- CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

## **English Language Arts Grade 5 Common Core Standards**

**Reading: Informational Text:**

- CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**Speaking and Listening:**

- CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**Writing:**

- CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**Vocabulary Acquisition and Usage:**

- CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**English Language Arts Grade 6 Common Core Standards****Reading: Informational Text:**

- CCSS.ELA-LITERACY.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- CCSS.ELA-LITERACY.RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- CCSS.ELA-LITERACY.RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text

**Writing:**

- CCSS.ELA-LITERACY.W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.6.3.A: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- CCSS.ELA-LITERACY.W.6.3.B: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- CCSS.ELA-LITERACY.W.6.3.C: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- CCSS.ELA-LITERACY.W.6.3.D: Use precise words and phrases, relevant describe details, and sensory language to convey experiences and events.
- CCSS.ELA-LITERACY.W.6.3.E: Provide a conclusion that follows from the narrated experiences or events.

## Social Studies Essential Questions:

### Malaysia Lessons:

- *How do geography, climate, and natural resources affect the way people live and work?*
- *What story do maps and globes tell?*
- *What makes places unique and different?*

### Tun Fatimah Hashim Lessons

- *How can citizens improve their countries?*
- *What does 'equal' mean when discussing the rights of people?*
- *What are the responsibilities of a country's citizens?*

### Social Studies/History Objectives:

- Students will be able to identify Malaysia on maps and globes
- Students will be able to describe unique components of Malaysian culture
- Students will be able to understand and explain the importance of advocating for each other
- Students will be able to describe role Tun Fatimah Hashim played in her country's government

<u>National Social Studies Standards (NCSS)</u>
Human beings create, learn, share, and adapt to culture.
Studying the past makes it possible for us to understand the human story across time.
Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

## Background Reading for the Teacher/Read Aloud

# Tun Fatimah Hashim: An Inspirational Leader

One of the most important and prominent figures in modern Malaysian history is Fatimah binti Hashim. Fatimah was born in Johor on December 25, 1924, to a large family; she had fifteen brothers and sisters and nine half-siblings.

## Childhood

Fatimah's father, Enick Hashim, earned his living as a teacher and was the sole breadwinner in the family, which meant that making ends meet was very difficult. Because of this, when Fatimah was 7 months old, she was sent to live with her paternal uncle and his wife, who would raise her as their own daughter.

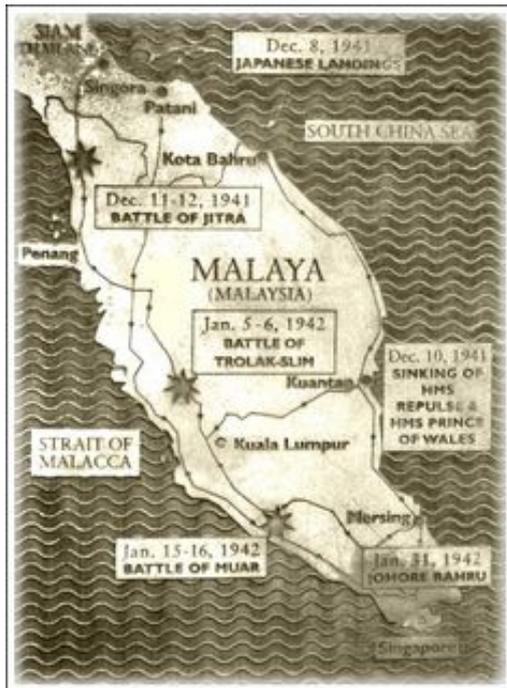


Her uncle, Enick Marwi, was a deeply religious man and the muezzin at the local mosque. He ensured that Fatimah learned the fundamentals of Islam from an early age. Enick Marwi also insisted that Fatimah have a strong secular education, but there were no girls schools or mixed gender schools in their area at that time. So when Fatimah became old enough to attend classes, he enrolled her in the local all boys school. As a religious man, he understood the importance of education for both boys and girls, and remarkably, his insistence was accepted at the school. Thus began an important stage in Fatimah's life.

## Education

When Fatimah was 13 years old, her aunt and adopted mother, Puan Habsah, died, and so Fatimah was sent back to live with her birth family. Her father, being a teacher himself, ensured that Fatimah continued with her studies, and this further nurtured a love of education in the young girl. All throughout her school years, Fatimah was active in various student roles and worked hard to be at the top of her class. She decided early on that she wanted to become a teacher and follow in the footsteps of her father. Just as she was about to start a teacher's training program, the Second World War interrupted her plans, and Fatimah's formal education ended.

## Challenges



This period ushered Malaysia into military rule. For a very long time Malaysia had been under the colonial rule of the British and, in Fatimah's time, the country and its people were under the military rule of the occupying Japanese. These were very difficult years for the people of Malaysia. Food was scarce, and there were very few jobs. Those people who did have some form of employment earned very little money and, because of the war, the prices of food and other goods continued to rise, making life even more challenging. It was in these troubled times that many people, including young Fatimah, with her hopes of becoming a teacher interrupted, started to dream of a free Malaysia - a free and independent nation governed by the people rather than a foreign force.

## Marriage and New Ideas

In 1943, during these hard years, Fatimah married a young government officer named Abdul Kadir. Life was hard for the young couple, and like many people of their generation, they had to work in the fields to grow their own food. This would prove to be another life-changing experience for Fatimah.



Men and women didn't have equal pay, as was unfortunately common all over the world. While working in the rice fields, Fatimah saw that the women worked alongside the men, doing the same jobs, and working just as hard to make a life for their families. The thought came to her that men and women were equal and should be treated as equals. We can say that during her youth and the difficult years under foreign military occupation, three seeds were sown in Fatimah's heart:

the value and love of education, the dream of a free and independent Malaysia, and the burning desire for women to achieve equality. And it is from these three seeds that her life's work grew.

## Strategy

Fatimah became interested in politics for these three reasons, and also because she knew that in order to affect change, she needed to have her ideas and voice heard. She joined the national independence movement of Malaysia, called the United Malays National Organization (UMNO), and in 1956 became the head of UMNO's women's wing, originally called *Kaum Ibu*, and then later renamed *Wanita UMNO*. While her official responsibility was to increase women's membership in the organization, Fatimah also had her own goal of bringing about equality for women. For this, Fatimah needed to devise strategies to increase the self-confidence of Malaysian women.



At the time, the general attitude of the Malaysian society was one of self-doubt and low self-confidence. After years of colonial rule, many Malaysians doubted their ability to govern themselves, and many Malaysian women didn't believe that they were capable of being involved in public life or politics. Fatimah worked tirelessly to change these social narratives, especially the one the women were telling themselves. She organized workshops, get-togethers, different social clubs, and cooked food – anything so she could get a chance to talk to women and raise their confidence. Her efforts paid off. Soon, the women's wing of the National Organization had more than 20,000 members. Fatimah remained the head of the women's wing for 16 years.

One of the ways Fatimah was able to reach the hearts of her people was with the Pantun poem. This is a special poem that is unique to the Malay people. In traditional Malay society, the Pantun was used to express emotions and opinions about things that might be sensitive to the audience. It has a unique structure that captures the attention of the listeners, while making a strong statement - all in beauty, rhyme, and delicate sounds. Fatimah would start her public speeches and many of her more private discussions with a Pantun.

## Politics

On the 31st of August 1957, Malaysia won its independence from colonial rule. Finally, the country was free and governed by Malaysians. In 1959, just two years after

independence, Fatimah ran for political office and won a seat in a landslide victory, which was an incredible accomplishment. Though national independence had been achieved, Fatimah had not forgotten her two other dreams; women's equality and education. Fatimah reached out to different women's organizations and women from different political parties in the country, and in 1962, the 25th of August was officially declared Women's Day. This was an enormous achievement and was celebrated by thousands of people in Malaysia.

Fatimah also helped create a national women's organization called National Council of Women's Organizations, which served as a unifying body for over 100 different women's groups in the country. Through this council, Fatimah, along with others, was able to introduce legislation and constitutional amendments that gave women more rights, such as equal wages, property rights, and many other crucial matters linked to women's equality in the law.

### **Position and Power**

In 1969, Fatimah was appointed the Minister of Social Welfare, making her the first woman to ever hold a ministerial position in the Malaysian government. As Minister of Social Welfare, Fatimah made education a priority. She vowed to eradicate illiteracy, and in order to do so she emphasized adult education. Fatimah was instrumental in having adult learning centers built in various areas of the country, and she argued that everyone in the country should have access to secondary education. She had libraries built and was also key in developing the infrastructure of Malaysia, including roads, dams, and irrigation systems, all in an effort to wipe out poverty. Fatimah was successful in taking these initiatives from dreams into realities that still benefit the people of Malaysia today.

### **The Social Change Advocate**

Fatimah lived until the age of 86, and throughout her life relied on her early training in Islam to inform her passion for education, equality, and the eradication of poverty. Before her death, she was honored with the Merdeka Award and granted the title "Tun," which is the highest honor that can be given in Malaysia. She passed away in 2010. She is remembered as a hero of Malaysian culture, a freedom fighter for national independence, and a champion of education and women's rights. From her humble beginnings, one can see the power of sincere intention: Fatimah followed her principles, faith, and values of education, equality, and freedom, and she was fortunate enough to see all of her dreams made into a reality. Tun Fatimah Hashim is an inspirational woman, not only for Malaysia, but for the entire world



## Malaysia

# Map Study



## Summary

1. **Subject(s):** Social Studies
2. **Topic or Unit of Study:** maps
3. **Grade/Level:** 1-5
4. **Objective:** Identify Malaysia on a map and globe
5. **Time Allotment:** 50 minutes
6. **Materials:** Malaysia Digital Book, various maps (political map, topographic map, resource map, etc), globes, **Malaysia on the Map** worksheet

## Implementation

### Procedure

- a. Anticipatory Set
  - Set up different map stations in the classroom, with a different type of world map at each one.
  - Review what a map is and what a globe is, discuss the differences.
  - Discuss that maps can show different pieces of information, such as elevation, topography, etc.
  - Tell students you will be studying a country called Malaysia, and you will find it on different maps.
- b. Direct Instruction
  - Begin to read the digital book as a class.
  - Pause at the slide with the map, allow for time to study the image.
  - What do students notice? (surrounded by water, not one contiguous land piece, other observations).
  - Read the text with the class.
- c. Guided Practice
  - Complete the Malaysia on the Map worksheet.
  - Split the class into groups and allow them to rotate through each map station, noting what information each map provides them about Malaysia.

d. Check for Understanding

- Map worksheet
- Discussions at centers
- Regroup and create anchor charts for information learned at each map station.

## Differentiated Instruction

- Allow students who need more time their own iPad or computer to view the digital book.
- Provide magnifying glasses at map stations.
- Provide 3D topographical map

## Assessment

Map worksheet, discussions about maps



## Malaysia

# Malaysian Mosques

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## Summary

1. **Subject(s):** Social Studies
2. **Topic or Unit of Study:** architecture
3. **Grade/Level:** 1-5
4. **Objective:** Identify features of mosques in Malaysia
5. **Time Allotment:** 50 minutes
6. **Materials:** Malaysia Digital Book, Putrajaya virtual mosque tour video (<https://www.youtube.com/watch?v=MfcBsXs6eC00>), various images of Malaysian mosques (at the end of this lesson plan, all from <https://theculturetrip.com/asia/malaysia/articles/the-most-beautiful-mosques-in-malaysia/>), drawing materials, paper, **Malaysian mosques** worksheet

## Implementation

### Procedure

- a. Anticipatory Set
  - Ask students if they have ever seen a mosque.
  - Write down what students know about mosques.
  - Tell students that today, they will be looking closely at some mosques in Malaysia.
- b. Direct Instruction
  - Begin to read the digital book as a class.
  - Pause at the slide with the mosques, allow time to study the image.
- c. Guided Practice
  - Tell students that they will go on a Malaysian Mosque Tour today!
  - Allow time to view the youtube video. Be sure to use the 360 viewing feature.
  - Pause and note any features the students find interesting.
  - Have students take a 'tour' of the mosques by looking at the provided images of other Malaysian mosques.
- d. Check for Understanding
  - Have students take a 'tour' of the mosques by looking at the provided images of other Malaysian mosques.

- Have students list at least three interesting features about each mosque as they go on their tour.
- Allow students time to draw their own mosque design. For older students, have them include what materials they would use and why.

## Differentiated Instruction

- Allow students an iPad to zoom into features of each mosque

## Assessment

List of facts, mosque designs



Sultan Salahuddin Abdul Aziz Shah Mosque, Shah Alam | © Adznee Abas/Flickr

It is Selangor's state mosque located in Shah Alam. This mosque is known as the Blue Mosque due to its magnificent blue dome and blue-stained-glass panels on the windows. It is the biggest mosque in Southeast Asia with the biggest dome and tallest minarets. Its architecture has a magnificent combination of modern and traditional with Middle Eastern and Malay designs. Four minarets stand grandly at each corner. Detailed Arabic calligraphy, done by a well-known Egyptian calligrapher, can be seen on the main dome and walls. The wooden pulpit is carved by Kelantanese craftsmen.



Tengku Tengah Zaharah Mosque, Kuala Terengganu | © pslim/Flickr

Tengku Tengah Zaharah Mosque is the first floating mosque in Malaysia. The mosque is situated in Kuala Ibai, 4 kilometres away from the town centre of Kuala Terengganu. It is built on a platform surrounded by a lake. From afar, you can see the lake's reflection of the beautiful mosque. It has traditional Malay and Moorish architecture, built with marble, ceramics, mosaic works and bomanite paving. The white facet stands out with a balance of boldness and simplicity. Catch its enchanting view in the evenings where you will be able to see a clear reflection of the mosque lit up near the lake.



Sultan Abu Bakar State Mosque, Johor | © mrT HK/Flickr

## Sultan Abu Bakar State Mosque

Sultan Abu Bakar State Mosque is Johor's state mosque situated along Jalan Skudai. It is at the top of the hill that overlooks the city of Johor. It has two unique architectural details with a bit of Malay designs – Victorian and Moorish styles. The materials to build the mosque were imported from Turkey, Czechoslovakia and Italy. The design of the minarets is related to the 19<sup>th</sup> century British clock towers. The Victorian wooden windows are designed with English carvings. The Roman pillars support the majestic prayer hall. The mosque is listed as a protected heritage monument by the Department of Museum and Antiquities.



Kapitan Keling Mosque, Penang | © Ryan McLaughlin/Flickr

## Kapitan Keling Mosque

Kapitan Keling Mosque is built by Penang's first Indian Muslim settlers in 1801. It is the largest mosque in Georgetown. The mosque has its large golden-yellow Mughal-design domes, crescents and stars. You can hear the Muslim prayers from the Indian-Islamic minaret. Archways and an outer passageway lead to the main prayer hall. The polished white marble floor is covered with prayer rugs, and the walls are filled with calligraphy panels. The stained-glass windows are designed with geometrical patterns and floral motifs.



Crystal Mosque, Kuala Terengganu | © Patrick Foto/Shutterstock

Crystal Mosque has the most unique architecture in Malaysia due its stunning exterior. It is located at the Islamic Heritage Park on a man-made island, Wan Man Island. The structure is made with steel, glass and crystal, with Moorish and Gothic elements. The cool and sleek architecture is shown by the river of Kuala Terengganu. The glass domes inside the mosque dazzle; the large crystal chandelier shines brightly in the main prayer hall. The mesmerising lights change the colours of domes and minarets to pink, green, yellow and blue at night.

## Malaysia

# Natural Resources

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## Summary

1. **Subject(s):** Social Studies
2. **Topic or Unit of Study:** natural resources
3. **Grade/Level:** 3-5 (\*research may be overwhelming for grades 1 and 2. Consider selecting one natural resource and researching as a whole class for younger grades.)
4. **Objective:** Identify important natural resources of Malaysia.
5. **Time Allotment:** 50 minutes
6. **Materials:** Malaysia Digital Book, non fiction books or articles about tin, aluminum, copper, and iron, OR access to the internet to research these materials, **Natural Resources** worksheet

## Implementation

### Procedure

- a. Anticipatory Set
  - Ask students if they have heard the words “natural resources” before.
  - Discuss what it may mean.
  - Establish a clear definition for natural resources, and tell students they will learn about natural resources from Malaysia today.
- b. Direct Instruction
  - Begin to read the digital book as a class.
  - Pause at the slide with the natural resources.
- c. Guided Practice
  - Tell students that today, they will each become experts on one of Malaysia’s natural resources!
  - Split the class into four groups: copper, aluminum, tin, and iron
  - Allow each group to study and find the top 5 interesting facts about each material. Some inquiries may be: How much is it worth? What is made with it? Can it be melted easily? Where is it found (under mountains, at the bottom of the ocean, etc?)

d. Check for Understanding

- Have students present their findings to the class. Students record facts on their Natural Resources **idea web** worksheet

## Differentiated Instruction

- Allow additional time for research if needed, try to find “read to me” books or articles online

## Assessment

Lists of facts, idea webs.

## Malaysia

# Malaysian Food

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## Summary

1. **Subject(s):** Social Studies
2. **Topic or Unit of Study:** food, culture
3. **Grade/Level:** 1-5
4. **Objective:** Identify special food dishes, appreciate the diversity in food and eating
5. **Time Allotment:** 40 minutes
6. **Materials:** Malaysia Digital Book, **Malaysian Food** worksheet

## Implementation

### Procedure

- a. Anticipatory Set
  - Ask students their favorite food, allow time for discussion.
  - Tell students that today, they will look at a few special Malaysian food dishes.
- b. Direct Instruction
  - Begin to read the digital book as a class
  - Pause at the slides about foods
- c. Guided Practice
  - Discuss: what are some similarities and differences you see in these Malaysian food dishes that you have seen in other types of foods?
  - Discuss: What might Malaysia's location have to do with the food choices Malaysian people have? (revisit maps from previous lessons)
  - Discuss: What are the manners of trying new things? How might Malaysian food be eaten differently than we typically eat food? What are some things to find out before trying a new food?
- d. Check for Understanding
  - Have students write about the dishes they would like to try and why.
  - Students may also choose to not want to try a dish, but they must respectfully explain why.

## Differentiated Instruction

- Provide printouts from the digital book for students to cut and paste or point at when referring to the dish they would like to try

## Assessment

Discussions, writing.

Tun Fatimah

## No More School

### Summary

1. **Subject(s):** Social Studies, History
2. **Topic or Unit of Study:** education
3. **Grade/Level:** 1-5
4. **Objective:** Discuss the importance of education
5. **Time Allotment:** 40 minutes
6. **Materials:** Malaysia Digital Book, **No More School** worksheet

### Implementation

#### Procedure

- a. Anticipatory Set
  - Ask students what they think is important about school
  - Ask students why school is important
- b. Direct Instruction
  - Explain that not all people, throughout history and in the present, are or were able to go to school.
  - Read the Digital Book about Tun Fatimah's early life and having to go to an all-boys school
  - Read about her having to quit school during the war
  - Have students discuss how their own lives would be affected if the school closed down right now, and they did not know when it would reopen
- c. Guided Practice
  - Have students think about what part of school they would miss the most, or what would affect them the most
  - Discuss with peers
- d. Check for Understanding
  - Write (and draw, for younger students) what they would miss about not being in school

### Assessment

Discussions, writing.

Tun Fatimah

## Inferencing

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### Summary

1. **subject(s):** Social Studies, History
2. **Topic or Unit of Study:** language
3. **Grade/Level:** 1-5
4. **Objective:** understand how to infer the meaning of new words
5. **Time Allotment:** 40 minutes
6. **Materials:** Malaysia Digital Book, **Tough Times** worksheet

### Implementation

#### Procedure

- a. Anticipatory Set
  - Tell students that today they will read a word they may not know and will have to try and define it.
- b. Direct Instruction
  - Explain what it means to infer the meaning of a word. Provide a few written examples of sentences and infer them together.
- c. Guided Practice
  - Have students read the "Tough Times" slide in the Digital Book with a partner.
  - Allow students time to complete the corresponding worksheet with a partner.
- d. Check for Understanding
  - Discuss as a class what everyone inferred.

### Assessment

Discussions, writing.

Tun Fatimah

## Equal Work, Equal Pay

### Summary

1. **Subject(s):** Social Studies, History
2. **Topic or Unit of Study:** equality
3. **Grade/Level:** 1-5
4. **Objective:** Standing up for someone else
5. **Time Allotment:** 50 minutes
6. **Materials:** Malaysia Digital Book, **Equal Work, Equal Pay** worksheet, writing materials, space to perform short skits (for older students, flip the scenario on the worksheet for half the class)

### Implementation

#### Procedure

- a. Anticipatory Set
  - Review the digital book, pausing at the page where Tun Fatimah notices that people in the rice fields are doing the same hard work, but women get paid less.
  - How does the class feel about this? Tell a person near you.
- b. Direct Instruction
  - Tell students that they will be given a scenario and and they have to act out what they would do.
- c. Guided Practice
  - Allow students time to collaborate and create short skits.
  - As you circulate, remind students that they have to be tactful and careful in what they do. What are they risking? What will they gain? What will others gain? What could possibly change for the better? Could things get worse?
- d. Check for Understanding
  - Allow students time to think and write before bringing them back together to perform their skits.
  - Allow time for discussions after each skit.

### Assessment

Discussions, skit scripts and performances.

Tun Fatimah

## Make a Change

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### Summary

1. **Subject(s):** Social Studies
2. **Topic or Unit of Study:** government
3. **Grade/Level:** 1-5
4. **Objective:** criticizing a system to improve it
5. **Time Allotment:** 50 minutes
6. **Materials:** Malaysia Digital Book, **Run for Office** sheet

### Implementation

#### Procedure

- a. Anticipatory Set
  - Review the changes Tun Fatimah was able to make in her country
  - Discuss: people rallied around Tun Fatimah because she understood what people wanted and fought to get those things
- b. Direct Instruction
  - Tell students that they will be making a campaign poster for themselves.
  - What do you think our community needs to make it better for all of us? Younger students: focus on classroom or school (our class needs a new sharpener/new playground equipment/more free reading time, etc). Older students can focus on community (more funding for the library/better facilities at the community center/more opportunities to volunteer/etc)
- c. Guided Practice
  - Allow students time to draw and write about their campaign poster.
  - As you circulate, ask students how their ideas will help everyone.
- d. Check for Understanding
  - Students present their posters

### Assessment

Discussions, posters

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