

Leadership and Legacy: Muslim Women Remembered



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Elementary Teaching Packet





Table of Contents

Overview and Overall Objectives	4
Standards	4
Essential Understandings & Questions	8
Unit One: Aminah Assilmi: A Modern American Muslim Pioneer North America - 20 th -21 st century	9
Unit One Student Handout Packet	13
Unit Two: Nana Asmā'u: Leader, Educator and Poet West Africa - 19 th century	24
Unit Two Student Handout Packet	29
Unit Three: Razia Sultan: The First Female Muslim Head of State South Asia - 13 th century	36
Unit Three Student Handout Packet	40
Unit four: Fatimah Al-Fihri: Founder of the Oldest University Arab North Africa - 9 th century	52
Unit Four Student Handout Packet	56
Appendix I: Reading Observation Handout	64
Appendix II: Activity Signs	65
Appendix III Comparative Religion Chart	70
Additional Resources	74
Authors and contributors	75
Rabata and its Projects	76

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

Teaching Packet

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 further awareness of both historic and contemporary Muslim women. This guide can be used as four individual lessons, or it can be utilized to integrate themes and ideas.

Overall Objective of Teaching Packet:

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.

Standards

Common Core Language Arts Standards	National Social Studies Standards
<p>Reading Informational Text: Key Ideas and Details CCSS.ELA-LITERACY.RI.5.1 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.5.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CCSS.ELA-LITERACY.RI.5.3 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. Integration of Knowledge & Ideas: CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a</p>	<p>Culture & Diversity</p> <ul style="list-style-type: none"> • Assist learners to explore, comprehend, and apply critical information, ideas, and concepts that are common across societies, social institutions, cultures, and cultural perspectives. • Help learners comprehend cultural universals, such as norms, folkways, sanctions, social institutions, arts, and taboos and use them to analyze their own and other cultures. • Utilize comparisons of cultures or subcultures and their perspectives, whether they exist in the present or past, to highlight contextual understanding. <p>Time, Continuity and Change</p>

text.

CCSS.ELA-LITERACY.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Writing:

[CCSS.ELA-LITERACY.W.5.1](#)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information

[CCSS.ELA-LITERACY.W.5.2](#)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly

[CCSS.ELA-LITERACY.W.5.4](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.W.5.7](#)

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

[CCSS.ELA-LITERACY.W.5.8](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

[CCSS.ELA-LITERACY.W.5.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.W.5.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific

- Help learners apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- Enable learners to identify and describe significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions.
- Guide learners in using such processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, searching for causality, and distinguishing between events and developments that are significant and those that are inconsequential.

People, Places and Environment

- Have learners describe how people create places that reflect culture, human needs, current values and ideals, and government policies.

Individuals, Groups & Institutions

- Provide learners with opportunities to examine various institutions that affect their lives and influence their thinking.
- Help learners to describe and examine belief systems basic to

<p>tasks, purposes, and audiences</p>	<p>specific traditions and laws in contemporary and historical societies.</p>
<p>Language: CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	<p>Individual Development and Identity</p>
<p>Speaking and Listening: CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> • Assist learners in articulating personal connections to time, place, and social/cultural systems. • Help learners to appreciate and describe the influence of cultures, past and present, upon the daily lives of individuals. • Assist learners to describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self. • Have learners apply concepts, inquiry, methods, and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality. • Help learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and their effects upon human behavior. • Have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups. • Help learners understand how individual perceptions develop, vary, and can lead to conflict. • Assist learners as they work independently and cooperatively within groups and institutions to accomplish goals.

Power, Authority, and Governance

- Enable learners to examine the rights and responsibilities of the individual in relation to their families, their social groups, their community, and their nation.
- Enable learners to describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.
- Have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- Challenge learners to apply concepts such as power, role, status, justice, democratic values, and influence to the examination of persistent issues and social problems.

Global Connections

- Enable learners to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- Have learners analyze or formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights.

Conceptual Essential Understandings:

- Connections between events of the past and present help us understand our world.
- Global societies are diverse, creating varied perspectives, contributions, and challenges.
- People respond to and resolve conflicts in a variety of ways.
- Analyzing multiple points of view allows the ideas and actions of individuals or groups to be more fully understood.

Content Understandings: Language Arts

- An author's style and voice are revealed through diction, syntax, imagery, mood, and tone.
- Writing records experiences, clarifies thoughts, structures ideas and enables communication for a variety of purposes.

Content Understandings: Social Studies

- Civilizations leave an enduring legacy through ideas, traditions, knowledge, and discoveries that provide a foundation for advancement.
- History reflects the tension between the wants and needs of the individual vs. the wants and needs of the society.
- Religion is an institution that influences a nation's priorities by providing guidelines about how human beings should morally and ethically interact.

Essential Questions:

- How can challenges make one stronger?
- Where can one find strength to get through challenges?
- What can we learn from challenges?
- How does a writer use word choice and imagery to get across ideas, affect our perspective, or affect our mood?
- How does the style differ between nonfiction and fiction writing?
- What can I learn from the past?
- In what ways am I connected to the past?
- How can studying the past help me?
- How has the world changed and how might it change in the future?
- What does it mean to be civilized?
- How are all religions similar?
- How does belief influence action?
- How do our personal stories reflect varying points of view and inform contemporary ideas and actions?
- How has communication changed over time? How have these different methods shaped a culture?
- What would motivate a person to help other people?
- Why do some people become leaders and others don't, even though they may have the qualities of a leader?

**Unit One: Aminah Assilmi
(1945-2010)
American Pioneer
North America**

Historical Significance: Aminah Assilmi was a popular speaker, community activist and a powerful Muslim woman. Her social justice activism spanned US divorce courts and Bosnian war crimes. She brought the Eid stamp to the US Postal Service and with it the first official recognition of American Muslims' holidays.



Lesson Plan: Aminah Assilmi An American Pioneer

Historical Context:

Civil rights movements for labor workers, Black Americans and women characterized the early twentieth century. Laws and amendments were passed that led to change and reform; however, much work remained to be done.

By the mid-twentieth century, women still did not have the same rights as men. At work, women had fewer opportunities than men, and when they had the same job as a man, they did not receive the same pay. The court system favored men over women in cases of divorce and custody, and banks would not open accounts for a woman without approval from her husband. The Feminist Movement rose out of this framework, and women organized to fight for political, social, and economic equality with men. Aminah Assilmi was a product of this movement, and her life's work reflected her commitment to women's rights and equality.

Lesson Plan Objectives:

- To understand how personal trials can help a person grow in ways they may not foresee.
- To define and understand the various meanings of the vocabulary words.
- To read, comprehend, and summarize the important events in Aminah Assilmi's life.

Activities:

1. Warm Up

What tools allow you to deal with hardships or disappointments? (Brainstorm strategies on the board.)

2. Activities

- a. **Discussion:** What is a pioneer? What would one have to do to be considered a pioneer today?
- b. **Read** the article "Aminah Assilmi: A Modern American Muslim Pioneer", Student handout A1, either as a class, in small groups, or in pairs. Use the comprehension strategies of retelling and questioning OR the student observation strips (attached) while reading.
- c. **Center Activities**
 - Activity A: Vocabulary station with dictionaries
 - Activity B: Individual: Complete the text-to-text, text-to-self, text-to-world chart.
 - Activity C: Design your own postage stamp.
 - Activity D: Answer Guided Questions.



3. **Wrap Up**

Journal writing: Going back to the brainstorming on the board about tools to deal with hardship, which of these tools did Aminah Assilmi use, if any? Are there any different tools you would have suggested to her? Have you learned any new tools from her?

Differentiation:

Scaffolding Instruction

- Student Article Version A 1.1
- Vocabulary Handout Version A in advance
- Choice of Activities
- Grouping Strategies

Higher-Level Learners

- **Life Road Map:** What things affect our journey? (Stop signs, red lights, green lights, yellow lights, dead ends, speed bumps, detours, highways, tolls, rest stops, bridges, mountains, construction...) Create common traffic signals that represent whether the event moved Aminah Assilmi forward (yellow or green light), yielded her progress (yield sign), stopped her growth (stop sign) or was a challenge (bumpy road sign). Construct life maps or time lines in small groups or individually for Aminah Assilmi.

Map Aminah's journey on a large piece of butcher paper. The journey should represent important decisions and events that have shaped her life. Students should use symbols that were created in the warm up as they are constructing Aminah's Life Road Map.

- **Group Skit/Interview:** Create groups of 4. List some of the important events in Aminah's life. Then choose one pivotal moment and develop a skit or interview around it. Clearly show the problem and your solution. Make sure each person has a speaking role. Remember to use a professional demeanor when presenting the skit – stay in character.

Extensions

Students can add details to their maps about Aminah Assilmi, including factors that may have influenced their decisions such as historical events, important relationships, goals, beliefs, and aspects of human behavior (fear, conformity, prejudice, etc.). As students work on their "map," you might allow them to walk around the room to survey what their peers are doing. This can be a great way for students to generate new ideas about how to represent an individual's life as a journey.

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Aminah Assilmi

An American Pioneer

(1945-2010 C.E.)

Late 20th - Early 21st Century

North America: United States





Student Handout (A1.1)

Aminah Assilmi: An American Pioneer

(1945 - 2010 C.E.)

Aminah Assilmi was born Janice Huff in 1945. Before she became a Muslim, she was a wife, mother, student, business owner and **journalist**. She accidentally signed up for the wrong class in college and ended up in a class with a lot of Arab students. Uncomfortable with her classmates, she knew she had a choice to make: Should she drop the class and lose her **scholarship**? Should she remain in the class? Should she ignore them? Should she try to teach them about Christianity?



Choosing to remain in the class, Aminah decided to speak to her **peers** about Christianity. When her **attempts** failed, she asked a fellow student for a Quran, in hopes of finding **errors** in it. Unable to find **contradictions** in the Quran, Aminah studied other Islamic books. The more knowledge she gained, the more she began to change. After much study and thought, Aminah **converted** to Islam and started wearing the hijab, which in the 1970s was not a common sight!



Aminah is best known for a stamp!



Aminah organized a contest and had children submit their artistic designs. Then the best design was chosen and the “Eid Greetings” stamp became an official stamp of the United States Postal Service!

Aminah fought for better laws for mothers in the United States and fought to help the women of Bosnia during the Bosnian war.

Aminah was also an excellent speaker. She traveled all over to speak about many issues, including women’s rights. She was even invited to speak at a famous conference of world religions in Barcelona, Spain. In 2009 Aminah was recognized as one of the 500 most **influential** Muslims in the world.



Just one year later, on March 5, 2010, Assilmi died at the age of 65 in a car accident near Newport, Tennessee. She was a true modern pioneer.

Student Handout (A1.2)
Aminah Assilmi: A Modern American Muslim Pioneer
 (1945 - 2010 C.E.)



Aminah Assilmi was born Janice Huff in 1945. She grew up in Oklahama and eventually got married and had children. She was a strong Christian and became a preacher in the Southern Baptist church.

When she was in college in 1977, she met some Arab Muslim students in her acting class. This was the first time she had ever met anyone who practiced Islam. Since she believed that Christianity was the only correct religion, she tried to **convert** them. When they kindly turned her down, Ms. Assilmi began a serious study of Islam in order to better convince her new friends of its errors.

Ms. Assilmi read many books about Islam and learned that the students' beliefs were similar to hers. She stopped trying to convert them and kept learning. One day, a *sheikh* knocked on her door and offered to answer her questions. After long conversations and much **self-reflection**, Janice Huff **converted** to Islam. She became Aminah Assilmi, naming herself after the mother of Prophet Muhammad.



Aminah Assilmi became very active in the Muslim community in America. Throughout the 1980s and early 2000s, she traveled all around the world to speak on many issues, including Muslim women's rights. She became very famous

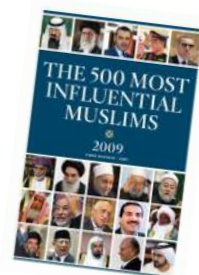


for her gentle yet **impassioned** speeches. Ms. Assilmi was even invited to speak at the very famous **Parliament** of the World's Religions Conference in Spain in 2004.



Aminah met a young boy who wished the United States Postal Service had a postage stamp about the Muslim holiday, Eid. She decided to help make his dream come true. Ms. Assilmi organized a drive for Muslim children to send in their designs for a postage stamp **commemorating Eid**. The best design was chosen and Muslims had a stamp! This was an important milestone for Muslims because it was the first time that an Islamic religious holiday was recognized by the United States Postal Service. In 2011 President Obama made her stamp a 'forever' stamp, meaning it would always be valid for postage.

Because of all these efforts and more, in 2009 the Royal Islamic Strategic Studies Centre named Aminah Assilmi one of the 500 most influential Muslims in the world.



Tragically, Ms. Assilmi died in 2010 at the age of 65 in a car accident. She left behind an amazing **legacy**. Muslims still remember her speeches, her stamp and her happy personality today. She was a real American pioneer.





Student Handout A2.1: Vocabulary

Name: _____ **Date:** _____

Word	Define and Illustrate
Pioneer	
Journalist	
Scholarship	
Peers	
Attempts	
Errors	
Contradictions	
Converted	
Influential	



Student Handout A2.2: Vocabulary

Name: _____

Date: _____



Word	Define and Illustrate
Convert	
Self-reflection	
Custody	
Biological (parent)	
Impassioned	
Parliament	
Broadcaster	
Commemorating	
Influential	
Legacy	



Student Handout A2.3: Terminology

Islamic Terms

- ✓ **Islam:** the religion of Muslims.
 - Core beliefs: There is only One God and Prophet Muhammad was the final Messenger of God;
 - Muslims also believe in the prophets of Judaism and Christianity such as Adam, Noah, Abraham, Moses, and Jesus. “Allah” is the Arabic word for “God”.

 - ✓ **Quran:** the Muslim holy book,
 - It was revealed to Prophet Muhammad by the archangel Gabriel (Jibreel) over a period of 23 years.
- 
- ✓ **Sheikh:** an Islamic scholar (someone who studied the religion in depth)
- ✓ **Hijab:** head covering
- 
- ✓ **Eid:** the word for an Islamic holiday. Eid al-Fitr follows Ramadan (month of fasting) and Eid al-Adha is during Hajj (period of the pilgrimage).



Student Handout A4: Using a Table

Name: _____

Date: _____

Text to Text	Text to Self	Text to World
<p><i>Does this article make you think of another article? If so, which one?</i></p>	<p><i>Does this article make you think of any experience you have had? If so, what?</i></p>	<p><i>Does this article relate to anything in the world today? If so, what?</i></p>



Student Handout A5: Guided Questions

Name:

Date:

1. Aminah Assilmi became a Muslim at a time in American history when many people did not know what Islam was. Do you think it was easy or difficult for her to pray in front of people? Wear hijab? Say she was a Muslim? Why or why not?

2. Sometimes it is hard to be different. Aminah Assilmi chose to be different. When have you chosen to be different? Was it difficult or easy? Would you do it again? Why or why not?

3. Why do you think Aminah Assilmi is considered a pioneer in the American Muslim community?

4. What are 3 similarities Aminah Assilmi would have found between Christianity and Islam? What are 3 differences? Use the comparison chart.

Similarities	Differences



Student Handout A6: Writing skills

Interview a partner and write his/her biography. Tell details about his/her life and show his/her accomplishments.

Find out and take notes on the following:

- Personal History: Who, when, and where are answered here.
- Experiences that make this person important
- Characteristics this person embodies
- How she/he helps others and works for the community
- Things you admire about this person

Use your computer to write the biography.



**Unit Two: Nana Asmā'u
(1793-1864)
Leader, Educator, and Poet
Africa**

Historical Significance: Nana Asmā'u was a leading scholar and educational activist of the nineteenth century in Africa. She was a prolific writer and creative thinker, building an educational system of enormous import and impact. Her father was the Caliph (leader) of the Sokoto Caliphate, and both supported and promoted his daughter in her work. Nana Asmā'u cared deeply for the future of the people of Africa and worked hard during her life to ensure that women were educated so that the next generations would be educated as well.



Lesson Plan 2: Nana Asmā'u Leader, Educator and Poet

Brief History:

The history of West Africa is rich with culture, but during the 19th century it was also a time of change and upheaval. To bring stability to the region, Shehu Usman Dan Fodio conquered the lands that are today Nigeria and Cameroon and unified them into the Sokoto Caliphate, which lasted until 1903, when the British colonized their land. His goal was to educate and uplift his citizens, and he began with his own family. So in the midst of these great challenges and immense change came a wise and scholarly woman who led an educational revival through poetry and creative pedagogy; Shehu Usman Dan Fodio's daughter, Nana Asmā'u.

Lesson Plan Objectives:

- To promote understanding of how women have made a difference in history.
- To experience how oral traditions have always been a significant source of learning.
- To appreciate cultural diversity by discussing contributions of Muslim women in history.

Activities:

1. Warm Up

Memory Recall: Since birth, we have been taught songs to help us memorize things. Can you think of any? [HINT: Think of songs you learned in nursery school, pre-k, kindergarten, or even early elementary school!]

Sing some of the songs together or have the students perform their rhymes and songs.

2. Activities

- Read and Learn:** Read the article "Nana Asmā'u: Leader, Educator and Poet" as a class, in pairs, or in small groups.
- Vocabulary:** On the vocabulary handout provided, students should write down their predictions of the meanings for the terms provided using context clues. Later, they should look up the actual meanings of the terms using a computer or a dictionary.
- Centers:**

1. **Terms:** Match definitions and terms
 2. **Maps:** Place a map of Africa on the table. Students will use it to complete the blackline map included in the student handout section.
 3. **Reading:** Have a number of nursery rhymes available on the table. Students can sort them into piles of 'memorized', 'sort of remember' and 'don't know it'.
 4. **Phonics:** Place dozens of words on the table that are at level, above level and below level for the students. Have them match words that rhyme.
- d. **Comprehension:** Students answer the guided questions in pairs or individually and discuss the answers with the group.
- e. **Be a Jaji!:** Split the class into different groups and place each in a different area of your classroom. Choose one person from each group to be a jaji and teach him or her a poem. The jaji must then return to his/her group and teach the group the poem. The entire group that memorizes the poem first "wins"!

Use the following poem for the activity. Find more poems like this at:

<http://www.canteach.ca/elementary/songspoems31.html>

Parts of a Sentence

A sentence, sentence, sentence
Is complete, complete, complete
When 5 simple rules it meets, meets, meets.
It has a subject, subject,
And a verb, verb, verb.
It makes sense, sense, sense
With every word, word, word.
Add a capital letter and end mark, mark,
Now our sentence has all its parts.



- f. Acrostic Poems: Nana Asmā'u often wrote acrostic poems. Use the following link to present acrostic poems in the class:

<http://www.readwritethink.org/files/resources/interactives/acrostic/>

Ask students to write their own Acrostic pomes using Student Handout B6.

3. **Wrap up:** Use sticky notes and write one question on each one. Stick the sticky notes on the wall. In a large group – read the questions and discuss.

Differentiation:

Scaffolding Instruction

- Vocabulary Handout in advance
- Choice of Activities
- Grouping Strategies
- Give these students the Be a Jaji poem in advance to memorize, or a written version rather than just learning it orally.

Higher-Level Learners

Becoming Nana Asmā'u: Compose an easy-to-memorize poem about something new you recently learned. Teach that poem to one student. See if they can memorize it and teach it to other students. Keep count of how many students memorized your poem.

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Nana Asmā'u
Leader, Educator, Poet
(1793-1864 C.E.)

19th Century

West Africa: Nigeria



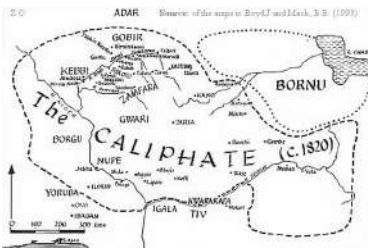
Student Handout B1
Nana Asmā'u: Leader, Educator, and Poet
(1793-1864 C.E.)

Meet Nana Asmā'u [NANA ASMA-OO], the daughter of a famous African leader, Shehu Usman Dan Fodiyo.



Born in West Africa, Nana Asmā'u was well educated and a talented writer. She went on to become a famous poet, teacher, and scholar. She was also very **devout**, spending much of her time in reflection and worship.

When her father **united** Nigeria and Cameroon into the Sokoto Caliphate between 1804 and 1810, she worried about all the women and children who needed an education.



Well versed in literature from around the world and **fluent** in Arabic, Fulfulde, Hausa, and Tamacheq (the languages of West Africa and its deserts), Nana Asmā'u understood the value of learning.



But the African **terrain** made it difficult to reach the **illiterate** public. Villages were far from one another, and the pathways between them were dangerous.



There was also the question of books. She could not send her prized **manuscripts** all over the countryside. She only had one copy of each!



Nana Asmā'u thought creatively and invented a new way of 'going to school.' First she wrote easy-to-memorize poetry that taught history, religion, **admonitions**, and the **principles** of the caliphate.

Then, Nana Asmā'u chose women from all around the caliphate to be leaders and teachers, called *jajis*. She taught these *jajis* her poems.

The *jajis* returned in pairs to their villages to teach the women and children. To mark their leadership role, each *jaji* was given a large straw hat called a *malfa*, with a red cloth tied around it.



Slowly, they were able to change their communities, one person at a time, by teaching the poems that they had learned from Nana Asmā'u.

To this day, the *jajis* still exist, traveling across lands while teaching and sharing the poems and wisdom of Nana Asmā'u.





Student Handout B2: Vocabulary

Name: _____

Date: _____

<i>Word</i>	<i>Prediction of meaning</i>	<i>Dictionary definition</i>
Devout		
United		
Fluent		
Terrain		
Illiterate		
Manuscripts		
Admonitions		
Principles		

Terms

- ✓ **Caliph:** the chief Muslim civil and religious ruler in an Islamic state or government,
- ✓ **Caliphate:** The geographical land and peoples that fall under the governance of a caliph. (Like kingdom)
- ✓ **Jaji:** Teacher leader of the Yan Taru movement
- ✓ **Malfa:** a large straw hat, with a red cloth tied around it that is a symbol of office and leadership



Student Handout B3: Chart or map



- Color Nigeria yellow
- Label the Mediterranean Sea
- Label the Atlantic Ocean
- Label the Indian Ocean
- Color Madagascar orange
- Color Egypt pink
- Color South Africa blue
- Label the three countries around Nigeria



Student Handout B4: Guided Questions

Name: _____ **Date:** _____

1. What kind of poetry did Nana Asmā'u write?
2. Why didn't Nana Asmā'u just make copies of her poems and have them distributed to all the villages? Why did she have to send the jajis to teach it to the people orally?
3. Why did Nana Asmā'u's poetry need to be easy to memorize?
4. How can being fluent in more than one language be useful when trying to spread knowledge?



Student Handout B5: Writing skills
Write an acrostic poem

A _____

F _____

R _____

I _____

C _____

A _____

- 👉 Topic word is written vertically.
- 👉 Describing word, phrase or sentence is written starting with each letter of the topic.
- 👉 Be creative and try to make it rhyme like Nana Asmā'u.

Unit Three: Razia Sultan (1205-1240) Courageous and Intelligent Ruler Indian Subcontinent

Historical Significance: Razia Sultan was leader of the Delhi Sultanate in the thirteenth century. The Sultanate was the beginning of Muslim sovereignty in India and it is thought that the Urdu language emerged during this time as a result of Persian, Turkic and Arabic influences. The fusion of Hindu and Muslim cultures

itself in

music
clothing.

in
until
hundred
Razia's



expressed
buildings,
literature,
and
The Delhi
Sultanate
remained
control
1398, one
years after
death.

Lesson Plan: Razia Sultan The First Muslim Woman Head of State

Brief History:

During the 13th century, the Indian Subcontinent was undergoing numerous changes. It was a time known as the early modern era. Turkic peoples and Afghans invaded parts of Northern India and conquered large areas of northern India. The Delhi Sultanate was established with Razia's father Iltutmish, and the resulting synthesis of Indian and Muslim cultures left lasting monuments in architecture, literature, religion and fashion. Upon her father's death, the first female leader and warrior, Razia Sultan, stepped up to lead her people during a time of immense turmoil.

Lesson Plan Objectives:

- To define and understand the terms; stereotypes and discrimination
- To dispel stereotypes.

Activities:

1. Warm up:

Who Does She Think She Is? (See attached handout)

- Either project the image of the woman in hijab on the board/screen or make copies of the worksheet and distribute to students.
- Ask students the questions on the worksheet and have them write down their answers on a sheet of paper or on the worksheet. Discuss.

2. Activities

- Read** the article "Razia Sultan: The First Muslim Woman Head of State" as a class, in pairs, or in small groups.
- Define and explain** the term "stereotype". Discuss what stereotypes women have to face. Why was there so much conflict about Razia becoming the sultan after her father?
- Stereotyping Activity:** Take about 10 minutes to complete individually or in pairs. Discuss the answers as a class. [Answers: Chinese-Indian-Black-Native American-Arab-Mexican-White]



- d. **Vocabulary handout:** Crossword puzzle. Use the terms in bold in the article and the clues to solve the crossword puzzle. (recommended: www.wordcentral.com)

3. Wrap up

- Go back to the *Who Does She Think She Is?* activity. Reveal Cassidy Herrington's usual way of presenting herself and read her bio (included).
- Explain to the class the social experiment she conducted (read her article on her experience of wearing hijab for a month at the link provided under her bio).
- Discuss how stereotypes do not give a full picture or narrative of who a person really is, and how it actually promote discrimination and make it harder to get to know one another.
- Discuss how students have felt stereotyped.

Differentiation:

Scaffolding Instruction

- Vocabulary Handout in advance
- Choice of Activities
- Grouping Strategies
- Told as a story

Higher-Level Learners

- Research a more modern female head of state or statesperson (eg. Benazir Bhutto, Madeline Albright, Isabel Peron, Maria Corazon Aquino, Angela Merkel, etc.), and compare her experiences with female stereotyping and discrimination, if any, with Razia Sultan's, especially before and during her time as head of state.
- Research how public perception of Muslims, including stereotyping and discrimination, has changed in the United States in recent times. Prepare a multimedia presentation to share with the class.

Extension

Students study the Preamble of the U.S. Constitution, focusing on the themes of equality, freedom and opportunity. Students then draft and sign a manifesto pledging to fight discrimination, call out bullying, and not give in to stereotypes by getting to know people on an individual basis.

References:

Brijbhushan, Jamila. *Sultan Raziya, Her Life and Times: A Reappraisal*. Columbia, Missouri: South Asia Books, 1990. Print.

Pai, Anant, *Sultana Razia*. India: Amar Chitra Katha Comics 1980.

Salman, Asif. *Razia: Warrior Queen of India*. London: Hood Hood Books, Ltd., 1997.

Sultana Raziya. Muslim Heritage, n.d. Web. 02 Feb. 2016.

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Razia Sultan

The First Muslim Woman Head of State (1205 - 1240 C.E.)

13th Century

South Asia: Indian Subcontinent





Student Handout C1 Razia Sultan: The First Muslim Woman Head of State (1205 - 1240 C.E.)

The 13th century was filled with tales of wars and cruel rulers. One story involves a slave who becomes king and his unique daughter who outshines her brothers and becomes the first female sultan.

Once upon a time...

Iltutmish was the slave warrior of the Sultan of Delhi in India. His bravery helped him quickly climb through the ranks in the army and eventually become sultan himself. He had a very stable government. Sultan Iltutmish became known as an excellent leader, especially when he stopped the enemy Mongol forces from entering Delhi.



Razia, daughter of Iltutmish, was also a wise and talented **administrator**. When their father travelled, it was Razia who took care of business while her brothers were busy with other **pursuits**. Iltutmish admired his daughter; her good character, bright mind, and skilled actions. So he **nominated** Razia to become Sultan after him. His advising *wazirs* were angry and did not want the sultan to be a woman. Her brothers were surprised and fought their father's decision. Immediately after Iltutmish's death, Razia's brother seized the throne from her. But he proved himself **incompetent** within seven months, was killed, and Razia took the throne.



Because she was an experienced **politician**, Razia was quick to retake control and bring peace back to her land. She insisted people call her Sultan instead of Sultana (the usual form of the word for a woman), because she wanted to display power. She did

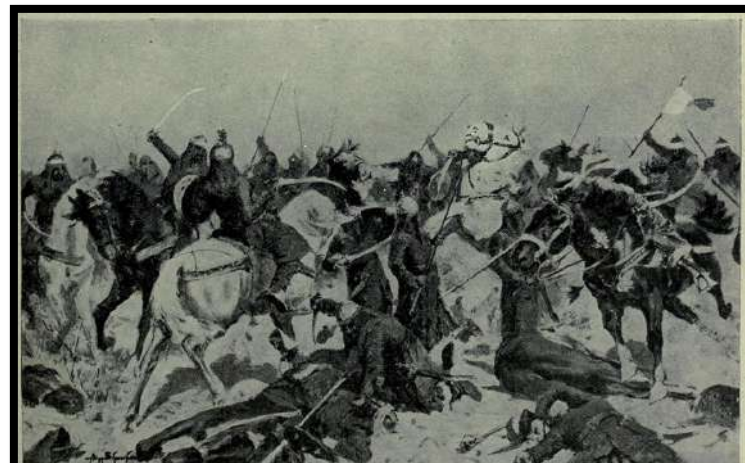
not want her enemies to think she was just the wife of the leader. She wanted them to know she was the leader.

She was skilled in the art of combat and appeared in battle dressed like a soldier. She was able to crush one **rebellion** after another. She began to offer high government positions to anyone who had the skills and was hard working, instead of the old pattern of giving powerful positions only to Turkic nobles. She was careful to judge people by their **merit**, not their race, ethnicity or gender. Of course the nobles were not pleased with these changes.



Razia tried to make things better for the local **minorities**. She met with the common people regularly and listened to their demands with care. She was also able to encourage trade and build **infrastructure**, such as roads and government services. Razia wanted to revoke the *jizya* (tax in exchange for military protection) collected from people of other faiths, but these taxes were a major source of income for the nobles. They felt Razia had gone too far.

Many rebelled against her. First the governor of Lahore started an uprising. But when she marched against him, he fled and quietly apologized. Next Altunia,



the governor of Bhatinda rebelled. This time the Sultan's army was not successful in defeating him and Razia was captured. However, she was able to come to a truce and keep her position by marrying Governor Altunia. Meanwhile, her brother Bahram claimed she was no longer Sultan because of her defeat and seized the throne for himself. Razia and her husband marched toward Delhi to take back the crown. She was again defeated and was forced to flee to North India where she and Altunia were attacked and killed by some local people.

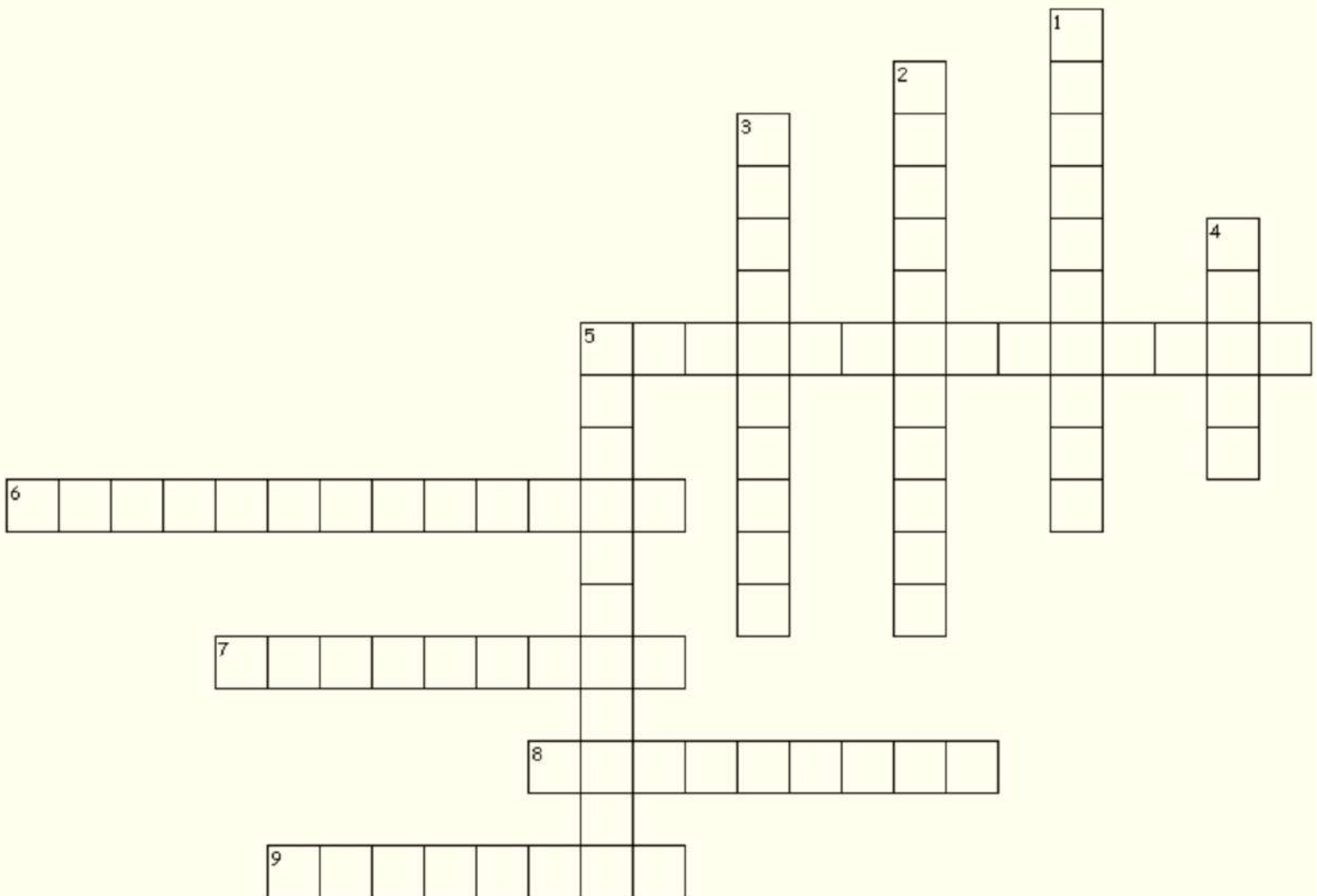
Bahram remained the new king for only two years before he was kicked off the throne for being a bad ruler. Much, much later, India would see other female rulers, but Razia Sultan will always be remembered for being an exceptional leader and for being the first.





Student Handout C2: Vocabulary Crossword

FUN



The crossword puzzle grid consists of the following numbered starting points:

- 1: Down, 10 cells
- 2: Down, 8 cells
- 3: Down, 6 cells
- 4: Down, 3 cells
- 5: Across, 10 cells
- 6: Across, 12 cells
- 7: Across, 8 cells
- 8: Across, 8 cells
- 9: Across, 7 cells

Across

5. The system of public works of a country, state, or region; also the resources (as people, buildings, or equipment) required for an activity
6. A person who directs, especially business, school, or government affairs
7. Chosen as a candidate for election, appointment, or honor; especially proposed for office
8. Open fighting against authority or the government
9. Activities done for specified purpose.

Down

1. A person who takes an active part in party politics or in government business
2. Better than average
3. Parts of a population that differ from other groups in some characteristics and often suffer unfair treatment
4. The qualities or actions that determine one's worthiness for reward or punishment
5. Lacking qualities (such as knowledge, skill, or ability) needed to do something well

Foreign Language Terms

- *wazir*: advisor; minister
- *jizya*: a tax levied on non-Muslims living in Muslim lands. It functioned as a normal citizen's fee as well as payment in exchange for being exempt from military service



Student Handout C3: Who Does She Think She Is???



- Where do you think she came from originally?
- What kinds of foods does she like?
- Do you think she went to college?
- How many kids does she have?
- Can she speak English fluently?
- What other language does she speak?
- What kind of job does she have?
- Did she chose or was she forced to wear the hijab?

Companion to Student Handout C3



Cassidy Herrington is an anchor and news producer for WCBU Public Radio. Previously, she reported for Tri-State Public Media in Evansville, Ind. where she covered local news and hosted a weekly news magazine. Herrington has filed stories for NPR's Weekend Edition and for statewide circulation in Indiana, Illinois, and Kentucky.

A Kentucky native, Herrington graduated cum laude from the University of Kentucky with a degree in journalism, international studies and Spanish. During her junior year, she studied in Buenos Aires, Argentina, where she also interned for the Associated Press. When she's not reporting, she enjoys rock climbing, traveling and cooking.

Read about her hijab experiment when she was still a student at the University of Kentucky at

<http://muslimvillage.com/2010/11/05/7120/non-muslim-woman-goes-undercover-in-hijab-for-one-month/>



Student Handout C4: Stereotyping Activity

Stereotypes can hurt us. Investigate stereotypes below. Read the words on the left and discuss in pairs whether or not they make a stereotype of any of the ethnicities above. Write it in the column on the right. Fill in the chart then answer the questions below.

Indian- Mexican- Chinese - Native American- Arab - Black - White

Stereotype	Race/Ethnicity
Noodles, brainy, Kung Fu	
Spicy food, smelly, computer techs	
Fried Chicken, Rap Music, Basketball players	
Casinos, poor, teepee dwellers	
Terrorists, women have no rights	
Greasy food, lazy, housekeepers/gardeners	
Racist, overweight, arrogant	

- What made you connect those descriptions to each ethnicity?

- Do you think stereotypes apply to ALL people of a specific background?



- Have you ever been unfairly stereotyped because of your gender, race, ethnicity or the religion you follow? Describe one incident and how you felt. (Use the back of the sheet if needed)

- Do you think people should be given more rights or fewer rights based on their gender, religion or race? Would that be fair according to the laws written in the Constitution?



Student Handout C5: Writing Skills



Hello! My name is _____

and I am running for class president. I am

_____ years old. The most important

things to me are _____ and

_____. My three best traits are that I am

_____, _____, and

_____. I'm very good at

_____.

As class president, the most important thing I would do is

_____.

You should vote for me because

_____.

Let's work together to make (name of school) a better place to

_____.

Student Handout: Vocabulary Crossword (Answers)

Across

5. **INFRASTRUCTURE** - the system of public works of a country, state, or region; also the resources (as people, buildings, or equipment) required for an activity
6. **ADMINISTRATOR** - a person who directs, especially business, school, or government affairs
7. **NOMINATED** - chose as a candidate for election, appointment, or honor; especially proposed for office
8. **REBELLION** - open fighting against authority or the government
9. **PURSUIITS** - activities of a specified kind

Down

1. **POLITICIAN** - a person who takes an active part in party politics or in government business
2. **EXCEPTIONAL** - better than average
3. **MINORITIES** - parts of a population that differ from other groups in some characteristics and are often suffer unfair treatment
4. **MERIT** - the qualities or actions that determine one's worthiness for reward or punishment
5. **INCOMPETENT** - lacking qualities (such as knowledge, skill, or ability) needed to do something well

**Unit Four: Fatima al-Fihri
(unknown-880 CE)
Philanthropist and Activist
Arabs/ North Africa/ Morocco**

Historical Significance: Fatima al-Fihri is the founder of al-Qarawiyyin, the oldest existing and continually operating educational institution in the world. Some claim it is the first and longest running university. The mosque and university are still open and operational today with students attending from all over the world.



Lesson Plan: Fatima Al-Fihri Founder of the Oldest University in the World

Brief History:

At this time, North Africa had just recently come under Arab and Muslim rule. The al-Fihri family settled in Northern Morocco where Fatima would have a significant impact on the development of the city of Fes. Fatima's new mosque and university would prove to be an important center of learning for Christian Europe and the Muslim world.

Objectives:

- To have students take a stance and justify it.
- To challenge students to think of solutions to problems by examining how individuals handle similar situations and apply strategies.
- To make students more aware of societal issues.

Activities:

1. Warm Up

- a. Brainstorm a list of issues society faces on the board (education, homelessness, veteran needs, mental health, unemployment, hunger, pollution, health care, etc.).

2. Activities

- a. Read the article "Fatimah Al-Fihri: Founder of the Oldest University in the World" as a class, in groups or individually.
- b. Vocabulary Handout
- c. Either in the class or outside on the playground, set up a continuum of opinions: Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree. (See attached sheets) Looking at each of the issues brainstormed on the board, ask students which of these they would support financially if they were given a large amount of money by going to the appropriate paper representing their views. Ask a few students to justify their stance each round.
- d. Design your dream school: If you were given a chance to design the best school ever, what would you put into it? Make a list then create a blueprint of your design. Be sure to include classrooms, special features, earth-



friendly ideas for energy, outdoor classroom space, etc. Don't forget to name your school, as well!

3. *Wrap up: Discussion*

- a. What skills or talents must Fatima al-Fihri have possessed to take on the huge task of building a university?
- b. What talents do you have?
- c. What are you passionate about?
- d. What can you offer with your own talents to make a change in society and help others?

Differentiation:

Scaffolding Instruction

- Vocabulary Handout in advance
- Grouping Strategies
- Reading Comprehension Questions:
 1. Where was Fatima al-Fihri's family originally from?
 2. What is a mosque?
 3. How was Fatima able to pay for the construction of the mosque?
 4. What is al-Qarawiyin?
 5. Why was the university so important?

Higher-Level Learners

Design Your Dream School Activity- Part 2:

- *Math Connection.* Ratio/Proportions: Choose an appropriate scale to translate your ideas onto your blueprint (and later, a model). Make the dimensions of your blueprint according to the scale you chose. Calculate the area needed to build your school.
- *Art Connection.* Build a model of your school design OR create a sculpture for the school lobby that represents a value evident in Fatima Al-Fihri's life.

References:

1001 Inventions & Awesome Facts From Muslim Civilization. National Geographic Kids, n.d. Web. 3 Feb. 2013.

Glacier, Osire. *Political Women in Morocco: Then and Now*. Trans. Valerie Martin. Trenton, NJ: Red Sea Press, 2013.17-20. Print.

Khan, Sumara. "Fatimah: The Founder of the World's First University." *Message International*, 5 June 2012. Web. 1 Feb. 2016.

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Fatima al-Fihri

Founder of the Oldest University in the World
(b. unknown - d. 880 C.E.)

9th Century

Arab North Africa: Morocco





Student Handout D1
Fatimah Al-Fihri: Founder of the Oldest University in the World
(born early 9th century – 880 C.E.)

In the early 800's, a noble family migrated west from Tunisia to the city of Fes, Morocco. Hoping to become successful in the big city, the al-Fihri family joined a large migration to this promising foreign land. Mohammed al-Fihri soon became a respected and wealthy merchant there. He made sure his children had excellent educational opportunities, including his two daughters Fatimah and Mariam. These two sisters became women of deep thought and faith as they grew up in this exciting time under what was called the Idrisid monarchy.



Islam was only a couple centuries old during their remarkable era. They were ahead of their time, looking for ways to advance their people and community for the good of society.

Then on a very sad day, their father died. A few days later, the sisters learned that he had left them with a sizeable **inheritance**. Instead of using the money on themselves, they decided to spend the money in a way that would benefit others for years and years to come.



Mariam used her money to build the grand al-Andalus mosque.

Fatima **initiated** a great project to build the largest mosque in the world. She employed local workers and used local materials. Fatima had a well dug next to the construction project so the workers would have plenty of water to drink. She directly oversaw the process of construction and showed great interest and **zeal** in the building's **intricate** architectural design.



The project started in Ramadan, the Muslim fasting month, and Fatima kept on fasting every day until the project was complete - more than two years!

After construction began, Fatima decided to expand her vision and add an institute of learning. Like wildfire, Fatima's selfless intention sparked an educational revolution. Al-Qarawiyyin became so popular that students had to pass an entrance exam to earn a place in the university. It began by teaching religion but then included other subjects such as grammar, rhetoric, logic, medicine, mathematics, astronomy, chemistry and **humanities**.



The university also holds a great library, which is considered to be one of the oldest in the world. It holds many valuable Islamic **manuscripts**, preserved for over a 1,000 years.

The University of Al-Qarawiyyin helped transform Fes into a major intellectual, cultural, and spiritual center for the Muslim world and the Christian West.

Thanks to the sacrifice, efforts, and diligence of Fatima al-Fihri, the University of Al-Qarawiyyin is still thriving and functioning more than a **millennium** later. We can also take a lesson from her selfless giving and **meticulous** planning. Hers is an ongoing legacy, that we all continue to benefit from today.





Student Handout D2: Vocabulary

Match the term to its meaning:

- | | |
|----------------|---|
| 1. inhabitants | • eager desire in going for a goal |
| 2. inheritance | • not enough or not good enough |
| 3. inadequate | • people who live permanently in a place |
| 4. initiate | • studies concerned primarily with human culture (such as literature, history, and art) |
| 5. zeal | • something received by legal right from a person at the person's death |
| 6. intricate | • to begin something new |
| 7. humanities | • extremely or overly careful in thinking about or dealing with small details |
| 8. manuscripts | • written or typewritten compositions or documents |
| 9. millennium | • having many complexly interrelating parts, elements, or considerations |
| 10. meticulous | • a period of a thousand years |

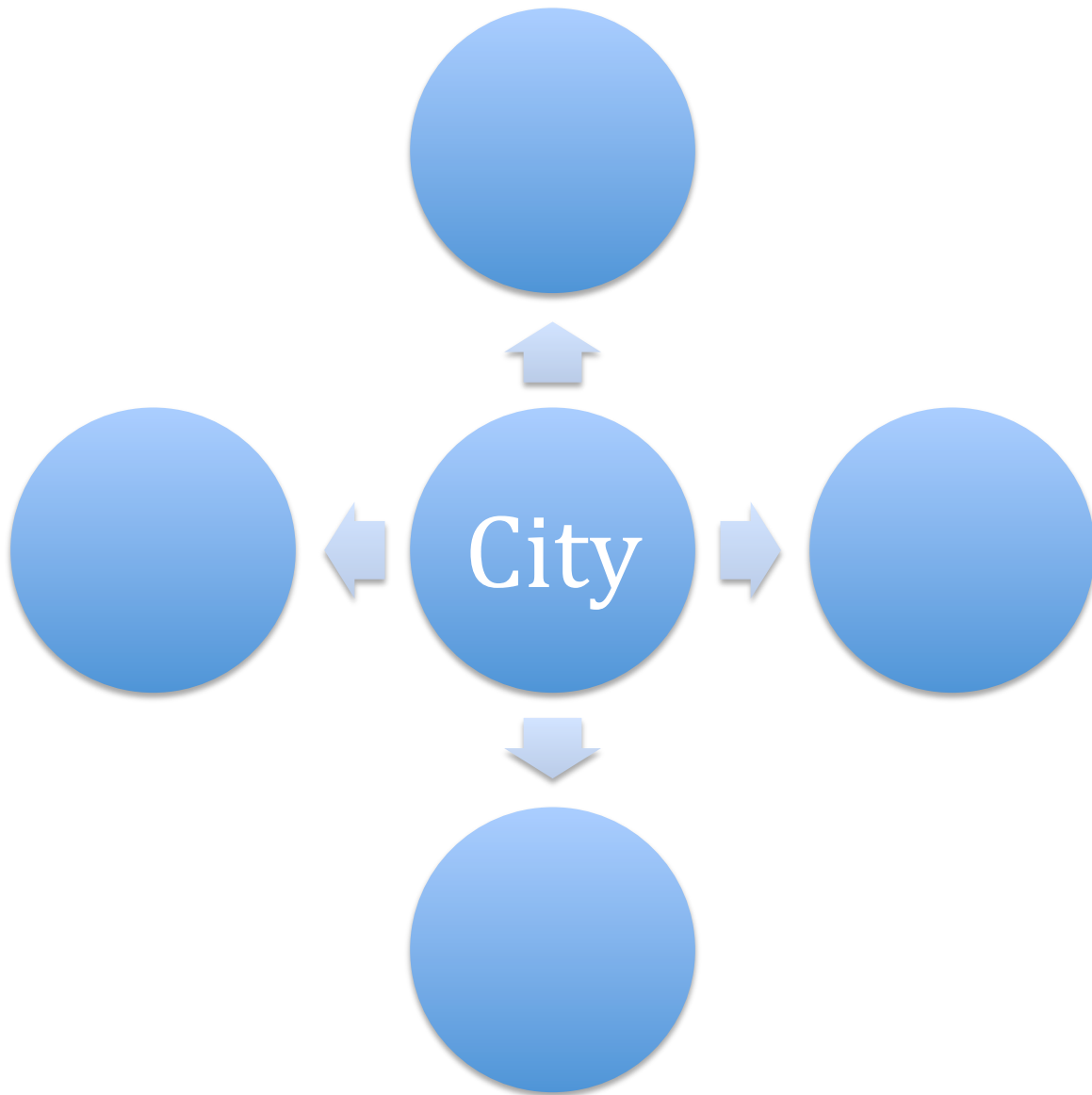
Terms

- **Idrisid Monarchy:** Ruling dynasty of Morocco from 788 to 974. Named after the founder Idriss I, it is traditionally regarded as the founding dynasty of the Moroccan state.
- **Mosque (*masjid*):** Muslim house of worship, equivalent to a church or synagogue.



Student Handout D3: Mind Map

What are the institutions found in cities? Add more circles as you think of more institutions.





Student Handout D4: Guided Questions

1. What are some other ways that Maryam and Fatima might have spent their money?

2. How did Fatima's ideas grow and develop? Have you ever allowed your good ideas to grow and become big projects?

3. What subjects do universities teach today?

4. How many years do each of these words indicate?

Decade:
Century:
Millennium:

5. Do you plan your homework and study time meticulously?



Student Handout D5: Writing Skills

Write a blog about your city! Tell the world about the special institutions in your city.





**Appendix I:
Student Handout: Reading Observations**

Observations
Name: _____ Date: _____
I read about:
This made me think ...
I still would like to know:

Observations
Name: _____ Date: _____
I read about:
This made me think ...
I still would like to know:



**Strongly
Agree**

Agree

Neutral

Disagree

**Strongly
Disagree**

Appendix III: Islam/Christianity/Judaism Comparison Chart

Belief	Islam	Christianity	Judaism
God	One God who is eternal and sees everything, knows everything and created everything	One God that is comprised of 3 parts: God the Father, God the Son (Jesus), God the Holy Spirit	One God who is creator and guide of everything.
Leader/Founder	Prophet Muhammad in Arabia in the sixth century. He is considered the last prophet sent to mankind, with a universal message for all nations. But he follows a long line of prophets including Adam, Abraham, Moses, and Jesus, among others.	Jesus, son of Mary; considered divine and born to the Virgin Mary with no father. His birth year is the beginning of the Gregorian calendar and the modern Christian Era (also known as the Common Era or Current Era).	Moses is considered the greatest Jewish prophet; he is descended from Abraham who taught the same faith. Moses was given special commandments and covenants from God.
Holy Places	The Ka'ba in Mecca and the Prophet's mosque in Medina, both in modern day Saudi Arabia, and Masjid al-Aqsa in Jerusalem.	Various sites in the cities of Nazareth, Bethlehem, and Jerusalem in Palestine/Israel and other sites in modern day Jordan and Syria. The Catholics consider the Vatican a holy place.	The Temple Mount in Jerusalem, as well as the cities of Jerusalem, Hebron, Tiberias, and Safed in modern day Israel/Palestine
Holy Book	The Quran. It is believed to be the literal word of God revealed in Arabic but has been translated into many languages. Muslims memorize verses in Arabic	The Bible or New Testament. Western Christian scholars believe that the original NT books were written in Greek 50-100 after Jesus' ascension.	The Torah or Old Testament. It is the word of God revealed in Hebrew. There are other texts and oral traditions as well. The Torah, or Pentateuch, is

	and recite them in their prayers.		technically the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy).
Death and Afterlife	Muslims believe there is a Day of Judgment after death. How one lived his or her life, whether more good or more bad, and if he or she believed in One God will determine whether he or she goes to Heaven or Hell.	Christians believe in a Day of Judgment, as well as Heaven and Hell after death. What determines salvation differs between denominations, but many emphasize reliance on believing in Jesus as the Lord and savior as a requirement for getting into Heaven.	Jews believe in an afterlife called Olam Ha-Ba (the World to Come) but it is not heavily emphasized. How one lives life on Earth is the greater focus.
Place of Worship	The mosque, or <i>masjid</i> in Arabic	The church	The temple or synagogue
Religious leader	The <i>imam</i> leads prayers in the mosque A learned scholar is called a <i>sheikh</i> or <i>mufti</i>	Priest, bishop, Pope, reverend, pastor, minister, etc. based on denomination	Rabbi who is a learned scholar and may lead services and teach
Holy Day and Holidays	Friday (<i>Jum'aa</i>)– Observant Muslims go to the mosque for prayers, read a special chapter of the Quran, and listen to the imam give a sermon. Muslims have two special holidays: <i>Eid al-Fitr</i> which celebrates the end of fasting the Holy month of Ramadan; and <i>Eid</i>	Sunday- Many Christians go to church to pray, sing, listen to a sermon and partake in rituals special to their denomination. Christians have various other holidays based on denomination, which include Christmas to celebrate the birth of Jesus, Lent and Easter to commemorate his	Saturday (Sabbath)- Jews go to the temple to pray, read special sections of the Torah, eat 3 meals a day with special rituals, and may recite other special prayers. Some denominations forbid work on the Sabbath. There are many holidays in Judaism. Some

	<i>al-Adha</i> which celebrates the pilgrimage season called <i>Hajj</i> .	crucifixion and resurrection and other holy days.	of the more familiar ones are Rosh Hashanah, Yom Kippur, Hanukkah , and Passover.
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Appendix IV:
Student Handout: Vocabulary (Answers)

Match the term to its meaning:

- | | | |
|-----------------|---|--|
| 11. inhabitants | • | eager desire in going for a goal |
| 12. inheritance | • | not enough or not good enough |
| 13. inadequate | • | one who lives permanently in a place |
| 14. initiate | • | studies (as literature, history, and art) concerned primarily with human culture |
| 15. zeal | • | the act of receiving by legal right from a person at the person's death |
| 16. intricate | • | to begin something new |
| 17. humanities | • | extremely or overly careful in thinking about or dealing with small details |
| 18. manuscripts | • | a written or typewritten composition or document |
| 19. millennium | • | having many complexly interrelating parts, elements, or considerations |
| 20. meticulous | • | a period of a thousand years |

Appendix V: Additional Resources:

Books:

- <http://daybreak.rabata.org/products/a-chorus-for-peace-a-global-anthology-of-poetry-by-women>
 - A Chorus for Peace: A Global Anthology of Poetry by Women
- Gray, Tamara. *Joy Jots: Exercises for a Happy Heart*. Minneapolis, MN: Daybreak Press. 2014.

Websites

- Feminism in the 20th Century
 - <http://www.enotes.com/topics/feminism/critical-essays/feminist-movement-20th-century>
- Islam in America
- <http://www.pbs.org/opb/historydetectives/feature/islam-in-america/>
 - Women and Veiling: Two Admiring Views
- <http://www.womeninworldhistory.com/lesson19.html>
 - Historic Perspectives on Islamic Dress
- <http://www.womeninworldhistory.com/essay-01.html>
 - Ways to Use Primary Sources: Suggestions for Teachers
- <http://www.womeninworldhistory.com/lesson15.html>
 - Understanding Islam and Muslims
- <http://www.islamicity.org/8304/understanding-islam-and-muslims/>
 - Discovery Education: Understanding Stereotypes Free Lesson Plans
- <https://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm>
 - Ted Talk: Sociology Project - High School Stereotypes - Laura Greybill
- <http://ed.ted.com/on/sZrnKnFD>

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Rabata promotes positive cultural change through individual empowerment, spiritual upbringing of women by women, and the revival of the female voice in scholarship.

Some of the projects of **Rabata** include:

Ribaat Online Academic Program: bringing traditional Islamic studies learning into women’s homes around the world.

Daybreak Press: Giving rise to women’s voices through the publication of fiction and nonfiction work.

Daybreak Bookshop: Combating Islamophobia and building bridges with books about faith, feminism, and social justice and space for formal and informal education and community get-togethers.

Circles of Light: Organized worship projects, programs and events.

www.rabata.org

www.rabata.org/ribaat

www.daybreak.rabata.org



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