

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

A Teaching Packet about Muslim Women in History



**'Amra bint 'Abd al-Rahman  
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.

## Background Reading for the Teacher

### **`Amra bint `Abd al-Rahman: Tabi`iya, Legal Scholar, and Jurist**

The year 650 CE was the beginning of what is called the Middle Ages in Western/European history, yet in the modern Middle East it was a period of rapid growth and development. The leader of the Muslim world was `Uthman ibn<sup>1</sup> `Affan.

In the eighteen years since the death of Prophet Muhammad<sup>2</sup> (peace be upon him<sup>3</sup>), Muslim rule had already spread far and wide<sup>4</sup>. New questions, cultures, and thorny legal problems were cropping up often and the role of the *tabi`een*<sup>5</sup> became critically important.

#### **Generations of the Early Muslims**

**Sahaba: (companion) someone who met and learned directly from Prophet Muhammad**

**Tabi`i pl. Tabi`een: (follower/followers) someone who met and learned directly from a companion/sahaba**

**Tabi` al tabi`een: (follower of the followers) Someone who met and learned directly from a tabi`i.**

For over 29 years, since the Quran<sup>6</sup> was revealed to Prophet Muhammad by the Angel Gabriel, Muslims had been memorizing the Quran in the oral tradition<sup>7</sup> of the time. The Quran was in Arabic, and as non-Arabs entered Islam and learned Quran, variations in pronunciation began to appear. To **counteract** any mistakes in pronunciation and writing, an official Quran was copied and sent to all major metropolises.

<sup>1</sup> ibn: "son of"

<sup>2</sup> Prophet Muhammad was the prophet of Islam, believed to be the last prophet after Adam, Abraham, Moses, Jesus, and other prophets mentioned in the Torah and the Bible.

<sup>3</sup> Muslims say, "peace be upon him" when speaking about all prophets as a term of respect

<sup>4</sup> <http://www.essential-humanities.net/world-history/islamic-middle-east/>

<sup>5</sup> *Tabi`een* generation of people (termed the *tabi`een*) who had met the generation of people who had learned directly from Prophet Muhammad became critically important.

<sup>6</sup> Quran: the holy scripture of the religion of Islam, it is the divine revelation from God to Prophet Muhammad, relayed through Angel Gabriel.

<sup>7</sup> Oral tradition is one in which one person would listen to another person and learn from them, memorize what they learned, and in turn transfer this knowledge to others. There were written accounts of the Quran, to be sure, but for the most part it was an oral tradition.

Scholarship was booming in other areas of study as well. In every major city legal specialists, judges, and teachers of the faith were busy building a system of law<sup>8</sup> and institutions of learning for the present and future generations of Muslims and peoples of other faiths living in Muslim lands.

It was in this time of growth and development that a baby girl was born in Medina<sup>9</sup>.

### Biographical information

`Amra bint<sup>10</sup> `Abd al-Rahman was related to two important members of the early Medinan society. She was the paternal great-niece of As`ad ibn Zurara, who was of the first six delegates from Medina to meet the Prophet in Mecca<sup>11</sup> and become Muslim. Her maternal aunt, Um Hisham bint Haritha, was also a companion, and one of the individuals who took the Pledge of the Tree<sup>12</sup> right before the Treaty of Hudaibiya<sup>13</sup>.

**Names:** Instead of using last names or tribe names on a daily basis, the Arabs would use their fathers' or children's names to identify each other. Some of the terms used for these names are:  
 ibn: son of  
 bint: daughter of  
 abu: father of  
 um: mother of

### Years with Sayidina 'Aisha

`Amra's father died when she was still a young girl, and she was invited to move into the home of Sayidina 'Aisha, who carried the title of 'Mother of the Believers' because she had been married to the Prophet of Islam (peace be upon him). Sayidina 'Aisha's vast knowledge made her the leading authority of the time and a priceless resource for both men and women. Both her brilliance and her **proximity** to the seat of learning offered Sayidina 'Aisha the opportunity to become one of the greatest scholars of early Muslim history.

<sup>8</sup> See "Approaches to Law" article

<sup>9</sup> Medina: a city in the Arabian Peninsula, (modern-day Saudi Arabia) the capital of the Muslim lands at that time.

<sup>10</sup> bint: daughter of

<sup>11</sup> Mecca: a major city in the Arabian Peninsula, from which Prophet Muhammad originally hails.

<sup>12</sup> The Pledge of the Tree: an agreement between early Muslims and Prophet Muhammad which was made under a tree on the outskirts of Mecca, wherein those early Muslims pledged their allegiance to the Prophet

<sup>13</sup> The Treaty of Hudaibiya: An peace treaty made between Prophet Muhammad and the Muslims on one side, and the people of Mecca on the other - who had been enemies up to now. This treaty marked a turning point, as it allowed peace to spread so that people were free to learn about the religion of Islam without fear of persecution.

Learning and living with Sayidina 'Aisha was a great opportunity for `Amra. History does not note the reason that Sayidina 'Aisha decided to extend this invitation to `Amra. It could be that Sayidina 'Aisha offered to raise her since she was of the clan of Bani Najjar, the tribe of the Prophet's mother, making `Amra a maternal relative of the Prophet (peace be upon him) himself. However, there must have been other orphans in Medina, and perhaps Sayidina 'Aisha saw in `Amra a brilliant young mind that could help to carry forward legal and **theological** studies to the next generations. `Amra became one of the most **reputable** legal theorists in Islamic history, a devoted student, learning the Quran, the hadith<sup>14</sup>, and the legal opinions of her teacher.

During `Amra's life, the city of Medina was experiencing a period of great political **discord** and difficulty. Leaders were being killed one after the other. The assassination of `Uthman happened when she was six years old, the assassination of `Ali ibn Abi Talib when she was eleven years old, and nine years later, Hasan ibn `Ali was poisoned to death.

During all of this political **strife** and grief, she continued to study with Sayidina 'Aisha bint Abu Bakr. In 678, when `Amra was 28 years old, her patron and teacher Sayidina 'Aisha died, leaving the weighty role of scholar, legal theorist, and spiritual leader in her capable hands.

### **Life in Medina**

But political life did not become simpler. She would witness fighting between the companions `Abdullah ibn Zubair and Mu`awiya, the Shi`a-Sunni **schism**, the Battle of Karbala<sup>15</sup>, and the death of the Prophet's (peace be upon him) second grandson, Husain.

In 658, when `Amra was 35 years old, the Caliph<sup>16</sup> `Abd al-Malik ibn Marwan<sup>17</sup> contained the regional strife and the **nascent** nation began to develop in new ways. He instituted a postal service and replaced the Roman and Greek coins that were being used for money with new coins that declared the maturing status of the Muslim nation<sup>18</sup>.

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<sup>14</sup> hadith: sayings of Prophet Muhammad (peace be upon him), which are used the second main source of deriving Islamic law, after the Quran which is the main source

<sup>15</sup> the Battle of Karbala: a major battle fought in October of 680 CE between the early Muslim Shi`i and sunnis in which a

<sup>16</sup> Caliph: the title given to the leader of the Muslim people

<sup>17</sup> `Abd al-Malik ibn Marwan: The leader of the Muslim nation from 685-705 CE

<sup>18</sup> <https://www.middleeasteye.net/discover/coins-muslims-islam-seventh-century-arabia>



Medina was much more than the politics of the day. It was an agricultural town and most of its residents, whether from Medina or of the Muhajireen<sup>19</sup>, had a piece of land that they farmed. Most importantly, it was a place of immense scholarship and a place of sacred knowledge. Teeming with scholars, students and *tabi`een*, it was a culture of intense learning and teaching. Thriving with scholars and academics, the city was made richer by the presence of `Amra bint `Abd al-Rahman.

### **`Amra as jurist and scholar**

`Amra carried the title of “*Tabi`iyya*” which means one who met and learned from those who met and learned from the Prophet (peace be upon him) himself. Those who bore this title carried authority and legitimacy. It was a noble title offered to both men and women.

She was also a **renowned** legal scholar who had learned from the most knowledgeable Islamic teachers in history. To be a legal scholar at this time was to be someone who understood the principles of goodness and justice that had been taught during the prophetic era, and could bring forth textual evidence for legal rulings, policy making, and cultural development. Intellectual **acumen**, however, was not enough. In order to be considered a leading scholar, one needed to be known for their personal ethics and deep commitment to the moral teachings of Prophet Muhammad (peace be upon him).

`Amra bint Abd al-Rahman was a vocal jurist. She was knowledgeable and informed of legal discussions and decisions happening in Medina and did not fail to offer her opinion if she felt justice was not fulfilled. At one point, the official judge of Medina, Ibn Hazm, was holding a prisoner for punishment in a case of theft. The judgement had been made, and the sentence

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<sup>19</sup> those who had emigrated from Mecca to live in Medina

decided, but `Amra disagreed with the result. She sent her messenger in haste to the judge in order to correct his sentence. Ibn Hazm, the judge, heard `Amra's opinion and immediately released the man in custody. Such was the weight of her opinion. He did not call her to argue or discuss the matter; he did not take some time to think about her opinion; he simply listened and responded with immediacy.

### Testimonies to `Amra's influence and impact

In 717, `Umar ibn `Abd al-`Aziz became Caliph. He took up this leadership position amidst much corruption and materialism and made great changes. He was described as just, pious and devout. During his reign, he cleaned up corruption and changed the direction of the government from one that filled its **coffers** with money from the subjects to one that cared for its people and followed the Shari`a (Islamic law). It is said that he benefited greatly from the counsel of `Amra bint `Abd al-Rahman. It is most likely that this counsel occurred while he was the governor of Medina when he would have been in the same geographical space as `Amra. As Caliph, he ruled from Damascus and took her advice with him. It is quite possible that her words in Medina made him the leader that he later became in Damascus.

`Umar ibn `Abd al-`Aziz said about `Amra, "No one is now living who has more knowledge of Sayidina 'Aisha's hadith than `Amra."

`Amra's narrations are quoted by the famous scholar Al-Zuhri<sup>20</sup>, and he tells us how he came to learn from her, "Qasim ibn Muhammad said to me, 'I see, my boy, that you are greedy for knowledge. Should I not inform you of the vessel of knowledge? Go and stick to `Amra, for she was under the guardianship of Sayidina 'Aishah.'" Al-Zuhri then said, "Then I came to her and I found her an ocean; its water never goes."

Her name is found in all six of the greatest collections of hadith, and her rulings about hajj (pilgrimage) are quoted by Imam Malik in his Muwatta<sup>21</sup>.

She died in 727, and upon her deathbed asked her brother to bury her away from other tombs, so that in digging the grave they would not disturb the bones of others. Concerned even in death about taking care of details, `Amra was truly, "a scholar, jurist, proof, and holder of abundance of knowledge" (Al-Dhahabi)<sup>22</sup>.

<sup>20</sup> Al-Zuhri: a *tabi'i* jurist and hadith scholar of the eighth century

<sup>21</sup> The Muwatta of Imam Malik is a compilation of hadith which was collected by Imam Malik, one of the prominent Muslim scholars of the eighth century.

<sup>22</sup> Al-Dhahabi was an Islamic historian and hadith expert of the fourteenth century

**Vocabulary List:**

1. counteract
2. proximity
3. theological
4. reputable
5. discord
6. strife
7. nascent
8. renowned
9. acumen
10. coffers
11. schism

**Glossary**

[Voicenote link to Arabic transliteration alphabet](#)

## Social Studies

# Map Study

## Summary

1. **Subject(s):** Social Studies
2. **Topic or Unit of Study:** maps
3. **Grade/Level:** 1-5
4. **Objective:** Identify KSA and its major cities
5. **Time Allotment:** 50 minutes
6. **Materials:** KSA Digital Book, various maps (political map, topographic map, resource map, etc), globes, **Map Labeling** 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 Kingdom of Saudi Arabia, 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? (discuss, assumptions about weather, land, etc).
  - Read the text with the class.
- c. Guided Practice
  - Complete the Map Labeling worksheet.
  - Split the class into groups and allow them to rotate through each map station, noting what information each map provides them about KSA.
  - Check for Understanding

#### 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

## Geography

# Major Cities

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## Summary

5. **Subject(s):** Social Studies
6. **Topic or Unit of Study:** cities
7. **Grade/Level:** 1-5
8. **Objective:** Learn facts about KSA's major cities
7. **Time Allotment:** 50 minutes
8. **Materials:** KSA Digital Book, various websites, **KSA Major Cities** worksheet

## Implementation

### Procedure

- b. Anticipatory Set
  - Tell students we will learn more about the cities we labeled on the maps yesterday
  - Review the city names and where they are located
- d. Direct Instruction
  - Read the digital book with the class and pause at each city to discuss
- e. Guided Practice
  - Complete the the worksheet as a class by writing three facts in each box
  - Split the class into four groups and assign one city per group
  - Each group does more in-depth research about the city they are assigned and presents 3 more facts to the class
- d. Check for Understanding
  - Worksheet
  - Discussions at in groups, presentations

## Differentiated Instruction

- Allow students who need more time their own iPad or computer to view the digital book.

'Amra

## Family Tree Names

### Summary

1. **Subject(s):** Social Studies, Culture
2. **Topic or Unit of Study:** Names
3. **Grade/Level:** 1-5
4. **Objective:** Discuss the importance of lineage and names in Arab culture
5. **Time Allotment:** 40 minutes
6. **Materials:** digital book, worksheet

### Implementation

#### Procedure

- a. Anticipatory Set
  - Ask students what their names are, where they got them
  - Discuss first and last names
- b. Direct Instruction
  - Explain that in Arab culture, people referred to each other with “son of” or “daughter of” in their names.
  - Explain that names helped record lineage for families
  - Read 'Amra's name and point out her first name and her father's name
- c. Guided Practice
  - Write your own name on the board using 'bint' or 'ibn'
  - See how far back you can go with your ancestors (if you can)
  - Have students complete their worksheets
- d. Check for Understanding
  - Share student work

### Assessment

Discussions, writing.

'Amra bint 'Abd-al-Rahman

## Family Tree

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### Summary

1. **Subject(s):** Social Studies, family
2. **Topic or Unit of Study:** ancestry
3. **Grade/Level:** 1-5
4. **Objective: completing family tree**
5. **Time Allotment:** 40 minutes
6. **Materials:** digital book, family tree

### Implementation

#### Procedure

- a. Anticipatory Set
  - 'Amra was an orphan, but she was familiar with her family and her ancestry
  - Discuss and review how the Arab culture used names to preserve a record of people's ancestry
- b. Direct Instruction
  - Discuss family trees, what are they?
- c. Guided Practice
  - Show students how to complete a family tree
  - Complete a sample tree
  - Students complete their own with as much information is available to them
- d. Check for Understanding
  - Discuss as a class what everyone inferred.

### Assessment

Discussions, assignment

'Amra bint 'Abd al-Rahman

## Metaphors

### Summary

1. **Subject(s):** ELA
2. **Topic or Unit of Study:** metaphor
3. **Grade/Level:** 1-5
4. **Objective:** define, identify and write metaphors
5. **Time Allotment:** 40 minutes
6. **Materials:** digital book, metaphor worksheet

### Implementation

#### Procedure

- a. Anticipatory Set
  - Review the digital book, and discuss what 'Amra was referred to as "an ocean of knowledge"
- b. Direct Instruction
  - Explain that this use of language is called a metaphor
  - Define metaphor
  - Identify metaphors used commonly
- c. Guided Practice
  - Read the metaphors on the worksheet
  - Have students discuss what these metaphors mean
  - Ask students to illustrate the metaphors
- d. Check for Understanding
  - Share student work
  - Draw their own metaphor on the back of the paper

### Assessment

Discussions, worksheet

'Amra bint 'Abd al-Rahman

## Biography Snapshot

### Summary

7. **Subject(s):** ELA
8. **Topic or Unit of Study:** biographies
9. **Grade/Level:** 1-5
10. **Objective:** determine key events and facts in a person's life
11. **Time Allotment:** 40 minutes
12. **Materials:** digital book, snapshot worksheet

### Implementation

#### Procedure

- e. Anticipatory Set
  - Review the digital book, along with any class notes about 'Amra
- f. Direct Instruction
  - Discuss the main events in her life and important facts that we learned about her
- g. Guided Practice
  - Have students complete the biography snap shot worksheet
- h. Check for Understanding
  - Share student work

### Assessment

Discussions, worksheet

## 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
- Students will be able to present in detail on a given topic about KSA
- Students will be able to write and speak expressively about given topics about KSA

### 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:

### Social Studies Geography KSA Lessons:

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### 'Amra 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.

Rabata is a 501c3 organization that promotes positive cultural change through creative educational experiences.

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