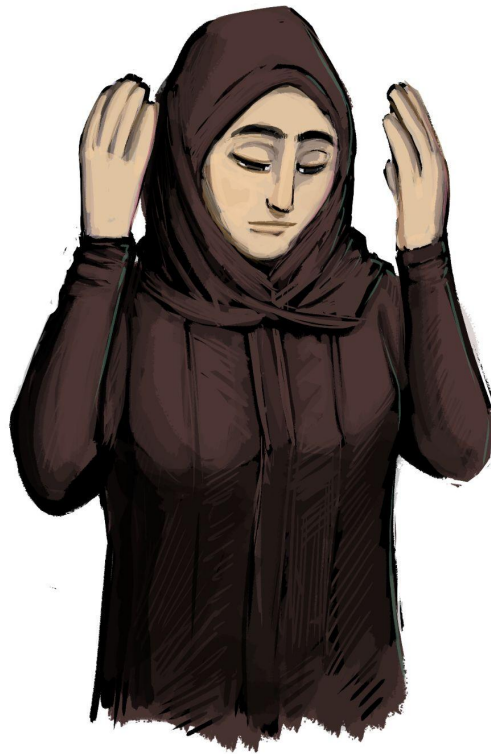


Leadership and Legacy: Muslim Women Remembered

A Teaching Packet about Muslim Women in History



Nafisa al-Tahira

Teaching Units

A Curriculum Project of Rabata

Rabata creates positive cultural change through creative educational experiences.

Published by Daybreak Press

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

Nafisa al-Tahira Unit Table of Contents

Overview	5
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Nafisa al-Tahira

Lower Level Biography Digital Book and Activities	6
Middle/High School Biographical Article with KWL Chart.....	6-11
Advanced Upper Level Biography Articles.....	12

Egypt

Lower/Middle Level 'Egypt' Digital Book.....	13
Advanced Upper Level Article on Egyptian History.....	14

Timeline

Lower Level Timeline Activity.....	15
Upper Level Timeline Lesson/Activity.....	15

Food, Art, and Culture

Lower Level Art Activity.....	16
Upper Level Food History Project.....	16

Arabic Language

Lower/Middle/Upper Level Arabic Language Activity.....	17
--	----

Research and Writing

Lower/Middle Level Letter Activity.....	18
Upper Level Writing Activity.....	18

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, Fine Arts, and Social Studies.

Interdisciplinary Conceptual Understanding:

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

Lower Level Biography Digital Book

[Link to Lower Level Biography Digital Book](#) (Slides Preview Below)



NAFISA AL-TAHIRA
The Pious Scholar

1


WHO WAS NAFISA AL-TAHIRA?

Sayyida Nafisa al-Tahira was a scholar.

She was also a descendant of Prophet Muhammad (ﷺ).

She was born in Mecca, on the 10th of Rabi' al Awwal in the year 702 CE.

Her father was appointed as the governor of Mecca in the year 707 CE. They moved to Mecca, and she began on her path of learning.




2

A WONDERFUL FATHER

In Mecca, Sayyida Nafisa's father took her to the masjid with him for the five daily prayers.

He recognized how intelligent she was and reported her as she memorized the Quran.

He encouraged her to learn more about the Quran, law, and other fields of study.




A month later she completed it in one month's time. As a result of her father's support and love.

3

MARRIAGE AND KIDS

When Sayyida Nafisa was 15 years old, she got married. Nafisa and her husband had two children, a son and a daughter named Qasim and Umm al-Khair.

Sayyida Nafisa raised her children while continuing her studies. She learned more and more over time, she became well known for her beautiful knowledge.




A woman in a blue headscarf looking down.

4

RECEPTION IN CAIRO

Sayyida Nafisa moved to Cairo, Egypt when she was 44 years old. On her way, she passed through the city of Asyut (Assiut). When the local people found out she was on her way, they rushed to meet her in big groups!

Historians say that many people of Egypt went in a huge procession to welcome her. They came riding on horses, camels, donkeys, and on foot. They stayed overnight in tents, greeting her in the morning with joyful expressions of "Wa'ala-hi-salam" and "Wa'ala-hi-salam" and then they accompanied her from Asyut to Cairo.




An ancient building in Cairo, Egypt.

5

STAYING AND SERVING

Sayyida Nafisa had many scholars while living in Cairo. People came to her and asked her for knowledge, answers, and advice. Over time, the number of scholars for her grew and knowledge increased her and she devoted her entire life to them.

When the people learned, they informed the Governor of Egypt about her. He ordered that a way be found to honor the demands on her time. She agreed to stay with the Governor after she was able to bring back her focus on worship that she had almost no way reach.




6

WORSHIP

Sayyida Nafisa was devoted to her prayers and her fasting. She fasted so regularly that her niece said "I never saw her eating during the day except the days forbidden to fast - the two Eids and the Days of Tashreeq (10th, 11th, and 12th of Dhul Hijjah)."

Instead of spending her nights sleeping, Sayyida Nafisa spent them worshipping.




A person in a dark setting, possibly praying.

7

MIRACLES

Sayyida Nafisa was a woman of great spiritual qualities that made her a source of inspiration. She had a husband in her room that held food, and whenever she went to get something small to eat, there was always food in the basket! Her niece said "She never ate anything other than food from her husband and that which God sent her as a gift."




A basket of fresh vegetables, including carrots and tomatoes.

8

GENEROSITY AND CHARITY

Royalty, nobility, and ordinary people would often give her gifts, and she regularly gave these gifts to people who were in need and the poor.

She once received a gift of 100,000 dirhams from the governor of Egypt, and she gave it all away in charity!




A small, round object, possibly a coin or a piece of jewelry.

9

A TEACHER OF SCHOLARS

Sayyida Nafisa was an important teacher. She taught her students so well that they too became important scholars and teachers. One of her students was the great Imam al-Shafi'i.

Many other scholars studied under her, and she also helped pay for many of her students' education.




A person sitting at a desk, writing or reading.

10

HER DEATH

Years passed and Sayyida Nafisa felt like her time to pass away was coming near. She had her own grave and spent a lot of time sitting in it, reciting Quran, and praying to it. She was not scared of death, but preparing for it.

When she passed away, her husband worked her to be buried in her grave at night in Mecca, but the people of Egypt again asked her to be buried there and she buried in the very grave she had dug for herself.




The mosque in Sayyida Nafisa.

11

A LASTING LEGACY

Sayyida Nafisa will forever be remembered for her knowledge, generosity, and spirituality. If you go to the city of Cairo in Egypt, you can visit the Sayyida Nafisa Masjid.

You can pray like she did, recite Quran like she did, and you can even visit her grave, sit quietly, and think about what it would be like to meet her.



The mosque in Sayyida Nafisa, Egypt.

12

GLOSSARY OF TERMS

Sayyida
A female title that acknowledges status. A title given to people in a leadership role. This is the feminine form. The masculine form is Sayid.

scholar
A person who is so well versed in a subject matter or field that they can contribute new knowledge to it.


descendant
A person who comes from a specific ancestor. In this case the ancestor is Prophet Muhammad (ﷺ).

encouraged
To give support, confidence, or hope to someone else.

procession
A number of people moving forward in an orderly fashion.

dirham
A unit of money equal in today's currency to about \$0.10 for every 1 dirham.

masjid
mosque, place of worship for Muslims.



A small, round object, possibly a coin or a piece of jewelry.

13

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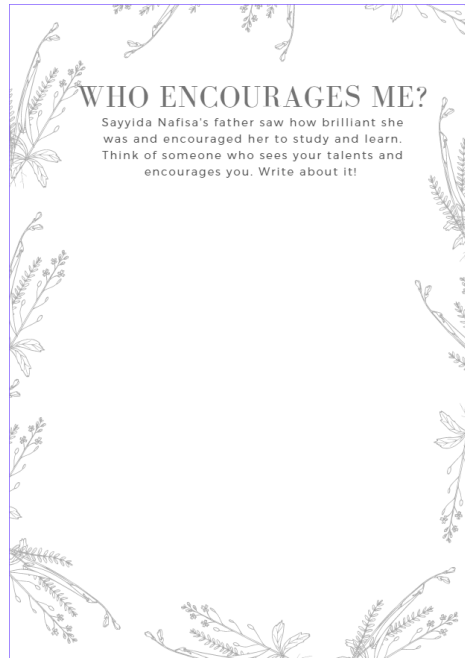
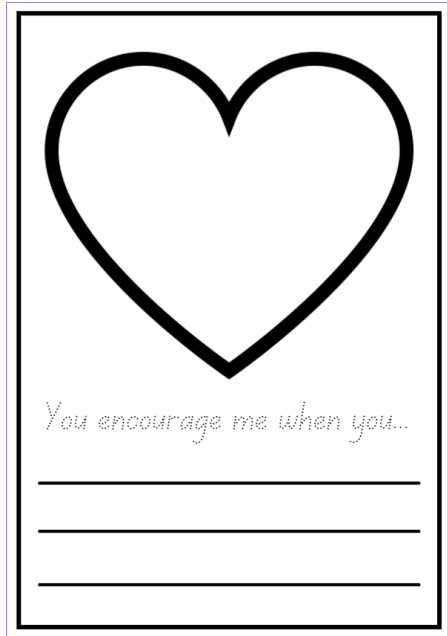


A small, round object, possibly a coin or a piece of jewelry.

14

Lower Level Biography Activities

[Link to Lower Level Activities and Worksheets](#) (Worksheets Preview Below)



MAP ACTIVITY

Sayyida Nafisa traveled to Cairo from Madinah. Trace the route she must have taken



What do you think Sayyida Nafisa took with her on her journey, and why?

INFERENCE

Inferencing means deciding the meaning about something using the knowledge you have and the facts you are given.



Look at the picture of the lamp. This picture is in the digital book, on the page that tells us about Sayyida Nafisa teaching people who grew up to become scholars.

Why do you think the author chose to use this picture?

Talk with your group and explain your thoughts.

What are some other pictures that could be used for that page?

Middle School Level Biography Article

Introduction

Sayyida¹ Nafisa bint al-Hassan was born in Mecca on the 11th night of Rabi`a al-Awwal², the same night that Prophet Muhammad³ (ﷺ)⁴ was born, in the year 145 AH⁵ and was the great granddaughter of al-Hassan, the grandson of Prophet Muhammad (ﷺ). In further detail of her lineage: she was the daughter of al-Hasan al-Anwar, the son of Zaid al-Ablaj, son of al-Imam al-Hassan (r⁶), brother of al-Imam al-Husayn (r), son of the Daughter of the Prophet (s) Sayyida Fatimat al-Zahra (r). Therefore, she was directly related to Prophet Muhammad (ﷺ). Her father was the governor of Medina and she accompanied him there in 150 AH, when she was just five years old. What distinguished her as a great name in history was her piety, profound scholarship and persistent service to society around her. She is also known as the teacher of the famous Imam al-Shafi'i⁷ and other scholars and teachers. Her deep piety was in part, manifested in over 150 well-witnessed and documented miracles. This article explores her incredibly fascinating life as a scholar who dedicated her entire life to preserving and spreading knowledge while actively doing grassroots community work.

Her Early Life

Her father was al-Hasan al-Anwar, the son of Zayd al-Ablaj, the son of al-Hassan, the grandson of the Prophet (ﷺ) from his daughter Fatima . She was born in Mecca⁸, on the Arabian peninsula, in the year A.H. 145 (760 CE) and brought up in Medina. Her father was appointed as the governor of Medina in the year 150 AH and she accompanied her father to his post. In Medina, she memorized the Quran while also extensively studying Islamic jurisprudence. She was remarkably intelligent and was able to memorize and teach the Quran⁹ at a very young age. Her father used to take her to Masjid al-Nabawi¹⁰ to pray the five daily prayers¹¹ with him. This demonstrates the role her father played in her early

¹ Sayyida is an honorific that acknowledges status. A title given to people in a leadership role. This is the feminine form. The masculine form is Sayyid.

² Rabi`a al-Awwal is the third month of the Islamic calendar.

³ 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.

⁴ ﷺ - Arabic phrase transliterated as 'Salallahu alaihi wassalam' which means, 'Peace be upon him'. This honorarium is said after referring to the Prophet Muhammad's name as a sign of reverence and respect.

⁵ AH means "After Hijra" which is rooted in the Islamic calendar system.

⁶ The (r) here stands for , RadiyaAllahu'anhu (رضي الله عنه) which, in Arabic, means, "May God be pleased with him and is said when speaking about early Muslims as a note of respect.

⁷ Imam al-Shafi'i is renowned as one of the four major teachers in Sunni Islam

⁸ Mecca is the first holiest city in the religion of Islam and is home to the Kaba, a sacred place of worship that is believed to have been built by Abraham. Muslims are asked to travel to Mecca once in their lives to perform Hajj, the holy pilgrimage and one of the largest religious pilgrimages practiced in the world today.

⁹ The Quran is Islam's holy text and is believed to have been related to Prophet Muhammad through Angel Gabriel from God.

¹⁰ Masjid an-Nabawi means 'Mosque of the Prophet'. Masjid an-Nabawi is in the city of Medina in Saudi Arabia and is regarded as the second most holiest site in Islam.

¹¹ Muslims pray 5 times a day.

childhood where he did not prevent her from going to the masjid but rather encouraged her to pursue scholarship from an early age by facilitating her regular visit to the Masjid of the Prophet (ﷺ).

She got married at the age of 16 on the 5th of Rajab,¹² 778 CE to her cousin Ishaq al-Mu'tamin, son of Ja'far al-Sadiq, also a descendant of the Prophet (ﷺ). They had two children, Qasim and Umm Kulthum. They lived in (Medina?) and Nafisa continued on her path of study and growth.

The level of work she contributed to society is notable along with the level of scholarship she achieved. It is to be appreciated that there existed a system in Egypt, over 1200 years ago, that facilitated and enabled women to pursue scholarship at the highest level at that time, and which was not questioned by the society, all the while, pursuing the rigorous demands of motherhood.

Her Piety and Scholarship

When she was 44 years old, she moved to Cairo on the 26th of Ramadan in the year 193 AH. On her way, she passed through the city of el-Ariiche. When people came to know about her impending arrival, they rushed out to meet her in groups. Historians explain that the people of Egypt, both men and women, went in a huge procession to welcome her. People came riding on horses, camels, donkeys and on foot, staying overnight in tents, greeting her in the morning by joyfully exclaiming, "*la ilaha illa Allah*"¹³ and "*Allahu Akbar*"¹⁴ and then accompanied her from el-Ariiche to Cairo.

News of her pious character and ascetic life preceded her. This bestowed honor and dignity were due to her actions and subsequent reputation. Her lineage as the great granddaughter of Prophet Muhammad (ﷺ) was also very special.

In Egypt, she was hosted by a wealthy merchant named Jamaluddin Abdullah al-Jassas for many months. People were constantly coming in crowds to seek advice and blessings from her. Not wanting to burden her generous hosts with throngs of constant visitors, Sayyida Nafisa moved to a place of her own, in the District of Khalaf, in the Mosque of Shajarat al-Durr. She was a renowned scholar of her time and students continued to come in crowds to visit her and seek her teachings and counsel..

In addition to serving her community, Sayyida Nafisa also taught many scholars and academic contemporaries. These included experts in jurisprudence, hadith, and Quranic explanation. The most notable scholarly gatherings she hosted were for the pious of her time. Among these pillars of tasawwuf (*Aqtab al-tasawwuf*) and fiqh was Imam al-Shafi'i who had moved to Egypt from Baghdad in 109 H. This was five years after Sayyida Nafisa's arrival in Cairo.

¹² *Rajab* (رَجَب) is the seventh month of the Islamic calendar.

¹³ *la ilaha illa Allah* means 'There is no god but God' and inherently rejects the notion of polytheism.

¹⁴ *Allahu Akbar* means, 'God is great' and is often used as an expression of joy and admiration.

Missing the city of the Prophet, Sayyida Nafisa decided to return to Medina. On knowing this, thousands of people approached her, asking her to change her decision. In the end, the Governor of Egypt, As-Sirri bin al-Hakam, requested her not to leave Egypt at which she replied, "I am an enervated lady and these people have gathered in the thousands which prevents me from observing my daily recitations. Also, my home is unable to accommodate the crowds who gather daily. I began to feel extreme longing for my grandfather (ﷺ), so my heart is calling me to return to Medina to visit my grandfather's grave." Desperate for her wisdom and knowledge to not leave the city, the governor offered her a home to serve the city through. She pondered over this proposal and finally accepted it saying, "I accept your offer." Then she said, "O governor of Egypt! What am I to do with these huge crowds of people?" To which he replied, "Assign Saturday and Wednesday for people to visit, and dedicate the other days purely for worship." Thus, she moved to larger accommodations and received people on Saturdays and Wednesdays, leaving the other days of the week for her to pursue her own worship and study schedules. This incident manifests her commitment to the community. For people who dedicate their lives to others, it is difficult to strike a balance between selfless service and personal needs. Nafisa's dedication to worshiping, learning, and teaching was a balance she needed to establish in order to be able to give herself to the deep scholarship that was needed at the time and subsequently thereafter. The fruits of her scholarship have been immensely beneficial to generations of succeeding scholars.

From the examples of her piety is also her extreme life of *zuhd*¹⁵ and charity. Her niece Zaynab is reported to have said, "I served my Aunt Sayyida Nafisa for forty years. I never saw her sleeping at night and I never saw her eating during the day except the days forbidden to fast - the two Eids and the Days of Tashriq (11th-13th Dhul Hijjah)." It is reported that Zaynab once said to Sayyida Nafisa, "You must take care of yourself" to which she replied, "How shall I take care of myself before I reach my Lord? Ahead of me are so many barriers which no one can cross except the successful ones (al-faizun)." Zaynab also said with regards to Sayyida Nafisa's meals, "My aunt used to eat very sparingly. She had a basket hanging in her niche. Whenever she wanted something small to eat she would find something in that basket; a gift sent from God. She never ate anything other than food from her husband and that which God sent her as a gift."

She was known to be an extremely charitable and trustworthy person. It has been reported that the governor of Egypt once sent her 100,000 dirhams. Today, this is equivalent to over \$120,000 USD. He said, "Take this money from me. I ask nothing in return... I give this money to you because of your piety." She took the money and distributed all of it to the poor. She often received many gifts from princes, nobles and many ordinary people and she distributed them amongst the poor.

Ibn Kathir¹⁶ reports in *al-Bidayah wan-Nihayah*¹⁷ that, although she was a woman of means, she lived a simple life and was constantly in service of people, especially those paralyzed or

¹⁵ *Zuhd* means asceticism.

¹⁶ Highly erudite historian who published extensive scholarly texts during the Mamluk era.

¹⁷ Ibn Kathir's seminal 8 volume text. *Al-Bidayah wan-Nihayah* translates as, Stories From the Beginning of Creation and the Early Prophets.

severely ill. Ibn Hajar al-Asqalani¹⁸ reported various miracles attributed to her. One of the notable incidents from these miracles is the story of a non-Muslim woman who lived beside her and the daughter of the woman was paralyzed from the waist down. One day, the woman left her daughter with Sayyida Nafisa to be looked after while she went to do some shopping. Before we move further into the story, it is remarkable to note that Sayyida Nafisa, despite being so busy and revered, must have been very easy going and humble. This humility and approachedness made her neighbor comfortable enough to leave her special needs daughter with Nafisa. The daughter was sitting in a corner while Sayyida Nafisa started ablution¹⁹. The water from her ablution dripped off her face and elbows. Some of this water landed on the girl. The girl started taking that water and rubbing it all over her paralyzed feet and legs. Doing so, she suddenly saw her paralysis disappearing. When her mother returned, she described the whole incident to her and exclaimed to her mother that the religion that Sayyida Nafisa followed must be the truth. The woman was overjoyed at this unbelievable miracle and accepted Islam. In fact, this incident led her husband's family, Ayyub Abu Surraya, to become Muslims.

Sayyida Nafisa was known for her widely respected scholarly services and also her financial assistance to students of knowledge as they pursued academia. When Imam al-Shafi'i arrived in Egypt, he regularly visited Sayyida Nafisa. He used to hear hadith²⁰ and tafsir²¹ of the Quran from her. He used to listen to her lectures and often sought her advice and counsel. When Imam al-Shafi'i fell sick, he wrote a will in which he requested that Sayyida Nafisa would do the honor of participating in his funeral prayer²². When he died, his body was taken to her house because she was so weak from frequent fasting and worship. She prayed extensively for him and offered the eulogy: "May God have mercy on al-Shafi because he performed his ablutions in the most beautiful way."

Imam al-Shafi'i was not the only scholar who studied under Sayyida Nafisa. The likes of al-Imam Uthman bin Sa'eed al-Misri²³, Dhun-Nun al-Masri²⁴, Masri al-Samarkandi²⁵, Imam Abu Bakr al-Adfawi²⁶, Abul Hasan bin Ali bin Ibrahim²⁷ and many others studied under her demonstrating the high level of scholarship she imparted.

Her Death

When she felt death approaching, Sayyida Nafisa dug her own grave and spent long hours within it, reciting the Quran and reflecting. Her husband, Ishaq al-Mu'taman, son, Qasim,

¹⁸ Ibn Hajar al-Asqalani was a 14th century polymath.

¹⁹ These ablutions are called wudu, and are made with water at the start of each prayer.

²⁰ *Hadiths* are sayings and teachings of Prophet Muhammad and extensively frame Islam's moral framework.

²¹ *Tafsir* is commentary on the Quran and requires vast and comprehensive knowledge of the Arabic language.

²² The *janaza*, or funeral prayer, is a special prayer that is recited for a deceased Muslim by their community.

²³ al-Imam Uthman bin Sa'eed al-Misri was a scholar from Egypt.

²⁴ Dhun-Nun al-Masri was an early Egyptian Muslim mystic and ascetic. His surname "al-Misri" means "The Egyptian." The word, *Misr* in Arabic connotes all things Egyptian.

²⁵ Masri al-Samarkandi was a scholar from Central Asia.

²⁶ Imam Abu Bakr al-Adfawi was a renowned scholar from the 10th century (4th century AH). He came from Darb al-Ajurr in western Baghdad.

²⁷ Abul Hasan bin Ali bin Ibrahim was an acclaimed mathematician and astronomer.

and daughter, Umm Kulthoom were with her during this time. Her companions asked her to stop fasting in order to give her physical body some strength, and to this she replied, “I have been asking God to die fasting for thirty years; now you want me to break the fast?”

She died in Cairo in the special, blessed month of Ramadan in the year 208 AH (824 CE). When she died, her husband was preparing to bury her in Jannatul Baqi²⁸, but the people of Egypt requested him to bury her in the grave she dug with her own hands. He buried her there and thousands of people gathered and deeply mourned her death. Today, the legacy of a life spent in devotion and service to God and community through Islamic knowledge and scholarship is reflected back humbly in a grand mosque. The Sayyida Nafisa masjid, stands near her grave and allows others to show their devotion to God through daily prayers and continued scholarship and service.

Conclusion

Nafisa al-Tahira is a profound paradigm of deep knowledge and scholarship. Her life stands as an illuminating beacon of female scholarship at a time when the common notion across the globe was that women had little influence in the world around them. She is an example for all of us not only in scholarship but also how to balance a public and private life, maintaining sincerity and unwavering focus amidst the challenges of the world’s demands. Her example of genius, service and worship is one that transcends time and place.

²⁸ *Jannatul Baqi* is a special burial ground located in the city of Medina reserved for the venerable.

Know **Want to Know** **Learned**

Choose 6 words from the vocabulary chart below to complete the KWL Chart.

Scholarship	Egypt	Fasting	Community	Hadith
Service	Mecca	Prayer	Masjid al- Nabawi	Quran
Grassroots Level	Medina	Mosque	Cairo	Honorific
Asceticism	Saudi Arabia	Islam	Ahl al-Bayt	Dedicate
Inspiration	Charity	Miracles	Knowledge	Student

Nafisa Al-Tahira Biography Article: KWL Chart			
	<i>Important Word</i>	<i>Why is the word important? How is it related to the essential understanding?</i>	<i>What I think the word means contextually.</i>
I already know these words			
Words I want to Know			
Learned			

Advanced Upper Level Biography Articles

 **Sayyida-Nafisa-at-Tahira**

 **Lady Nafisa-The-Jewel-of-Knowledge**

Biography Activities

Reference the tutorial below on 'how to write a biography.' Then write a biography about a pious woman you know.

 **Writing a Biographical Essay**


Answer these questions to get started:

1. When did she live. What historical things happened during this time?
2. Where was she from?
3. What were some of her personal qualities?
4. What is she a scholar of?
5. What impact did she impart?
6. Who were her students?

Lower/Middle Level 'Egypt' Digital Book

'Egypt' Digital Book (Digital Book Preview Below)


THE ARAB REPUBLIC OF EGYPT



1

INTRODUCTION


The Arab Republic of Egypt is located in northeastern Africa with part of its land down located in the Asian Continent. It is strategically located in the Gulf of Suez with the Mediterranean Sea to the west and the Red Sea to the east. The Nile River flows through its entire length. Egypt covers about 1,000,000 square kilometers with a population of about 100 million people. It is one of the most populous nations in Africa.



2

FACT FILE


Language: Arabic
Religion: Islam, Christianity
Majority: Arab, Egyptian blood
Population: 100 million people
Continent: Africa
Area: 1,000,000 square miles



3

FLORA AND FAUNA


National Bird: Scorpion Eagle
National Flower: White Egyptian Lotus
National Drink: Tea



4


MAPS: CONTINENT GEOGRAPHY

Continents: Africa
• North Africa
• Nile River
• The Mediterranean Sea
• The Red Sea
• Libya
• Somalia




5

MAPS: REGIONAL GEOGRAPHY



6


MAPS: REGIONAL GEOGRAPHY



7

WHERE'S WHAT?

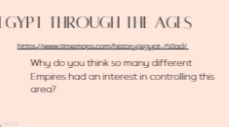
See if you can label these countries:
1. Sudan
2. Jordan
3. Iraq
4. Libya
5. The Nile River



8

EGYPT THROUGH THE AGES

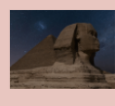
Why do you think so many different Empires had an interest in controlling this area?



9

WHAT IS EGYPTOLOGY?

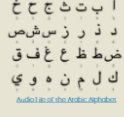
Egyptology is the study of ancient Egypt and by default, ignores the contemporary development of Egypt. Egypt is a country with a long history and a rich culture. It is a country that has been a center of civilization for thousands of years. It is a country that has been a source of inspiration for many other cultures. It is a country that has been a part of the world's heritage.



10

ARABIC


Did you know?
• Arabic is written from right to left.
• There are 28 letters.
• The Quran is in Arabic.
• I learned Arabic in school and I still have it in my head.
• I have a book in Arabic that I use in my home and in my work.



11

CAIRO


It is famous for many of its ancient monuments and is the capital of Egypt. It is the largest city in Egypt and one of the largest cities in Africa. It is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



12

ALEXANDRIA

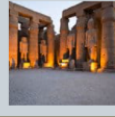
It is located on the Mediterranean Sea. It is one of Egypt's largest cities. It is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



13

LUXOR

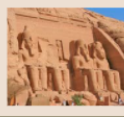
Known as the world's greatest open-air museum, Luxor is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



14

ASWAN


Aswan is the southernmost city in Egypt and is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



15

AL-AZHAR MOSQUE AND UNIVERSITY


It is a mosque and a university. It is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



16

NAFSA AL TAIBRA MOSQUE


The Nafsa Al Taibra Mosque was built in the 19th century. It is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



17

SAHAH AL DIN CHADEI & MOHAMMED ALI MOSQUE


It is a mosque and a university. It is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



18

SULTAN HASSAN MOSQUE & SCHOOL


The Sultan Hassan Mosque is a mosque and a school. It is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



19

FAMOUS PLACES


Pyramids of Giza & Sphinx
The Pyramids of Giza were built by the ancient Egyptians. They are a city that has been a center of civilization for thousands of years. They are a city that has been a source of inspiration for many other cultures. They are a city that has been a part of the world's heritage.



20

TRANSPORTATION


Transportation in Egypt is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



21

DRESS


The traditional dress of Egypt is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



22

EGYPTIAN FOOD


Due to the country's varied many, Egyptian cuisine has many flavors. It is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



23

A RECIPE TO BATHE THE HEAT


It is a recipe to bathe the heat. It is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



24

ABOUT THE PROJECT

This project was created by the Ministry of Education and Higher Education. It is a city that has been a center of civilization for thousands of years. It is a city that has been a source of inspiration for many other cultures. It is a city that has been a part of the world's heritage.



25

Advanced Upper Level Articles on Egyptian History

History of Egypt

['Al-Fustat' Egyptian History Article](#)

['Al-Khaira' Egyptian History Article](#)

Timeline

Below, you'll find a link to a general Islamic civilization timeline.

[Islamic Civilization Timeline](#)

Lower Level Timeline Activity

Create a timeline of your life thus far. Include milestones. Create a vision for your future. What do you wish to accomplish? How will the world remember you?

Middle School

Work in groups to create a detailed timeline of your country, state, or city, from inception to modern day. Include as many milestone events as you can. Draw it out on long piece of paper. Bonus points for illustrations!

Upper Level Timeline Activity

Work in groups to create a detailed timeline of the world, from inception to modern day. Include as many empires as you can. Draw it out on long paper (It might wrap around the whole classroom!). Bonus points for illustrations!

Food, Art, and Culture

Lower Level Art Activity

Architect and Designer for a day! Look at pictures of mosques in Egypt. Design and draw out your own mosque. What would make this a mosque that has your unique style? Think about the spaces you'd like to include (i.e. a garden) and what would make it a peaceful place.

Upper Level Food History Project


Food historian for a day: Delve into the fascinating world of food history. Create a powerpoint presentation detailing the origins of famous Egyptian foods like, *koshari*, *musakan*, and *karkade*, to name a few. How exactly did these foods come about? Who were the main influences? How did the Egyptians make it their own? Extra points for cooking and eating an Egyptian dish!

Arabic Language

Lower/Middle/Upper Level Arabic Language Activity

Practice writing the Arabic letters (from right to left). Learn 3 Arabic phrases. Challenge yourself to see if you can pronounce the letters and the phrases correctly.

 [Learn to Write Arabic - Alphabet](#)

 [Easy Arabic - Most Common Phrases](#)

Research and Writing

Lower Level Letter Activity

Write a letter to Nafisa al-Tahira. Identify and describe a problem that you are experiencing in detail. The problem can be a real problem or a fictional one. Now swap letters with someone in your class and respond to the letter as if you were Nafisa al-Tahira. What is your sage advice? How would you solve the problem? Would the solution take a few steps to solve? Would it need any resources?

 Letter Writing for Kids

Upper Level Writing Activity

1. Venn Diagram and compare - contrast article
 - a. Think about the social impact, miracles, education, etc. of Nafisa al-Tahira. Choose another person famous for a similar type of impact and spiritual acumen from another time in history or another geographical origin (ie: Joan of Arc).
 - b. Create a venn diagram that compares and contrasts the two significant historical figures. What are the similarities? What are the differences? Think about social impact and history as well as personal qualities.
 - c. Write a compare-contrast essay about the two historical figures.

(link instructions on how to write a compare and contrast essay)
2. Create a series of social media posts that highlight Nafisa al-Tahira's life. Be sure to include your sources. All sources should be verified.
 - a. Choose a platform or platforms (Twitter? TikTok?)
 - b. Write and/or create the posts (create a script if necessary)
 - c. Take pictures/ film/ write and edit as necessary
 - d. Review the posts, include sources, art etc...
 - e. Schedule the posts
 - f. Write a summary paragraph of the intended impact of your posts.

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