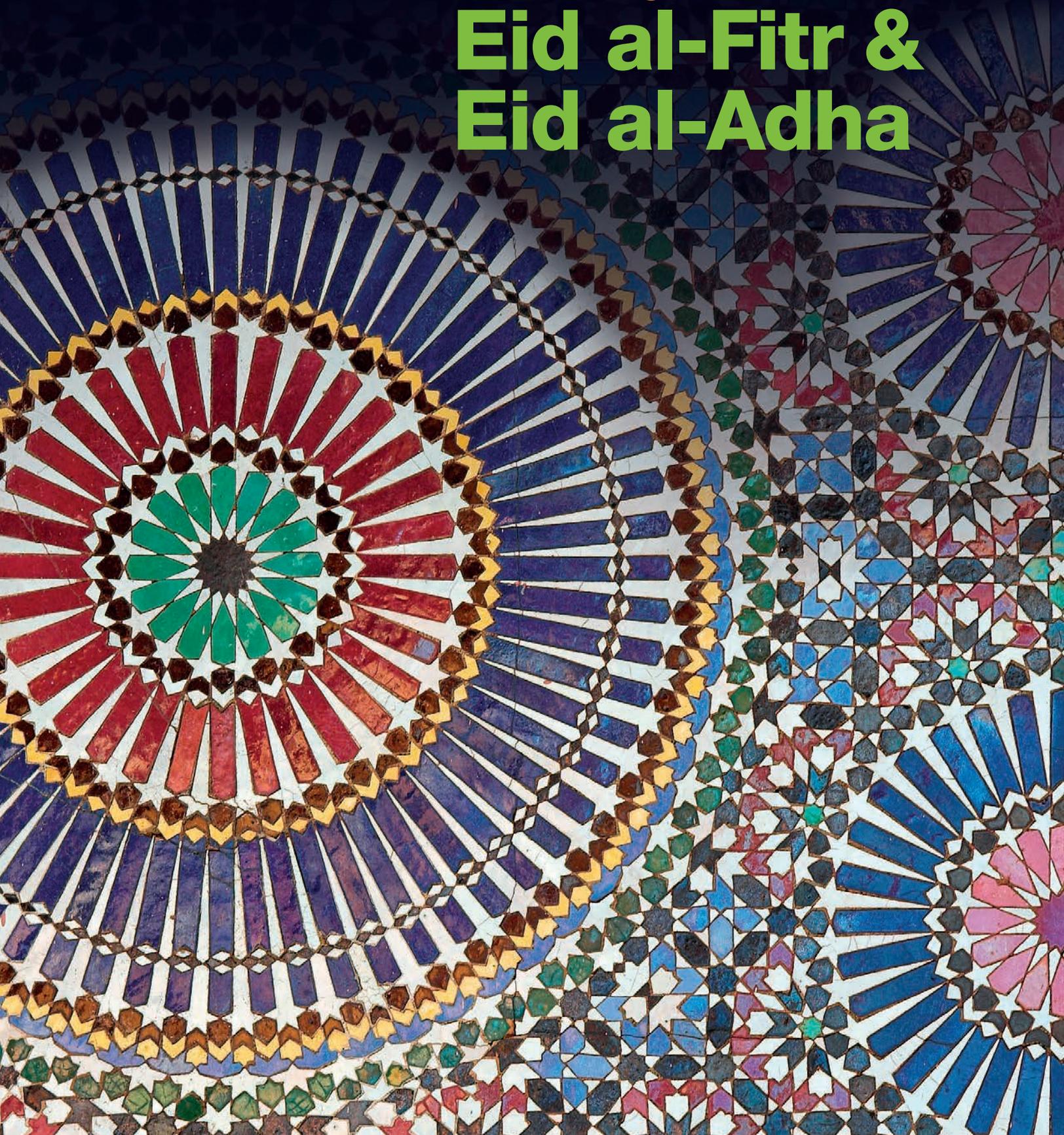




Department of
Education

Carmen Fariña, Chancellor

Learning About **Eid al-Fitr & Eid al-Adha**





Why Do We Study Different Cultures?

As our city becomes more and more diverse, the likelihood of interacting with people of other cultures is very high. Because of this, it is increasingly important that we learn to respect and show empathy toward other cultures and to understand their beliefs and ways of doing things.

Appreciation of other cultures requires nurturing our sense of tolerance and acceptance. The more we understand and appreciate each other, the more we strengthen the social fabric of our city and our schools.

Connection to NYC Social Studies Curriculum/NYS Framework for Social Studies

Of the ten unifying social studies themes identified within the NYSED Social Studies Standards and Curriculum Guide, there are two that reference culture:

- Individual Development and Cultural Identity.
- Development, Movement, and Interaction of Cultures.

These themes reinforce culture as essential to the study of social studies and history. They include learning about aspects of culture, such as belief systems, religious faith, or political ideals as influences on other parts of a culture.¹ Only through the study of culture can students come to understand the beliefs, values, institutions, behaviors, traditions, and way of life of a group of people. Most importantly, in a multicultural, democratic society and an increasingly interconnected

world, students are served well if they understand the multiple perspectives and complexities of cultural systems.

All students are enriched by studying culture. Young learners can explore cultural groups through social studies as they interact with class members and discover culturally based likenesses and differences. They can identify the celebrations and ways of life in their community and in examples from across the world. In the later grades, students can explore the nature and development of various cultures and cultural identity throughout history.

Teaching about Religion and Culture in Public School

The First Amendment protects students' rights to practice religion. In following the First Amendment, schools should be "neutral among religions" and should not "restrict religious freedom."² Therefore, when teaching about religion and religious practices in school, teachers should be careful not to denigrate

¹ New York State K-12 Social Studies Framework (November 2014) <http://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>.

² C. Whittaker, S. J. Salend, and H. Elhoweris, "Religious diversity in schools: Addressing the issues." *Intervention in School and Clinic*, (2009) 44(5), 314-319.

a particular religion or promote another faith. It is important to present lessons about cultural practices and religious traditions that are supported by factual information, are free from bias, and demonstrate understanding and inclusiveness. It is equally important to incorporate lessons about all faiths, particularly those represented by the students taught in New York City schools. Children's book author Fawzia Gilani-Williams cautions, "By leaving out some children's heritage while others are

visible presents youngsters with an image of being undervalued or unimportant."³ Also, while comparison can be a useful strategy to develop understanding about diverse faiths, teachers should avoid presenting simple equivalencies and stereotypes.

Teachers should present holidays and other religious practices to students in sensitive and developmentally appropriate ways.

Mayor De Blasio and Chancellor Fariña Designate Eid Al-Fitr and Eid Al-Adha Official School Holidays



³ Fawzia Gilani-Williams, "Say the Word Again? Eid." *School Library Journal*, December 1, 2007. http://www.slj.com/2007/12/opinion/say-the-word-again-eid-up-for-discussion/#_

Teacher Background

Eid al-Fitr and Eid al-Adha

Eid al-Fitr translates to the “Festival of Breaking the Fast” and is celebrated starting on the first day of *Shawwal* following the month of *Ramadan*. For Muslims, Ramadan is a month that marks the initial revelation of the Quran to Prophet Muhammad. During this month,⁴ Muslims are also required to fast from dawn to sunset for each day of the month. They attend special prayers each night, and the Quran is read from beginning to end over the course of the month. *Laylatul Qadr* (The Night of Power) is a special observance during the month which marks the initial revelation of the Quran. Interestingly, the first word of the revelation is a command to “read!”. Ramadan is not considered a celebration, but rather a period of religious observance, and during the observance of Ramadan, Muslims fast from dawn to sunset. Eid al-Fitr is a grand celebration and a day of special prayers and charity to mark the end of this spiritual month. Cultural festivities last three days in many Muslim countries and cultures.

Eid al-Fitr celebrations can vary from region to region and are often as diverse as the practitioners across the world who celebrate. For many Muslims, Eid al-Fitr begins with attending prayer at a local mosque. Gift-giving and festive meals are also part of Eid al-Fitr celebrations. Muslims will greet each other by saying “Eid mubarak” (blessed holiday) or “Eid sa’eed” (happy holiday). While celebrations

reflect local traditions and customs, “most celebrations include gift-giving and family visits or other communal activities.”⁵ While Eid al-Fitr is celebrated in a variety of ways across cultures around the world, all Muslims begin this holiday with a congregational Eid al-Fitr prayer service. Visiting family and friends, sharing festive meals, and giving gifts are also practiced in many communities. The practice of *zakat* is also emphasized during this holiday. Zakat, a financial offering to the poor and destitute, links the practices observed during Ramadan to the celebrations of Eid al-Fitr.

Because the day of Eid al-Fitr is based on the lunar, or *Hijri*, calendar the holiday falls at different times each year, roughly 11 days before the previous year. Here is a schedule for the Eid al-Fitr holidays:

- **In 2016, Eid al-Fitr is on July 7.**
- **In 2017, Eid al-Fitr is on June 26.**
- **In 2018, Eid al-Fitr is on June 15.**

Eid al-Adha is the second of two major holidays observed by Muslims across the world. Celebrated on the tenth month of *Dhu al-Hijja*, Eid al-Adha coincides with the last day of Hajj. Both Eid al-Adha and Hajj commemorate the life story of Prophet Abraham, who is a shared figure in Christianity, Judaism, and Islam. Eid al-Adha commemorates the tradition of sacrifice and is celebrated by all Muslims, including if they are at Hajj. “Muslims on the day of Eid sacrifice a sheep, goat, or cow” (*Gilani-Williams, 2007*).

⁴ The months of the Islamic calendar are demarcated by the lunar cycle. The first year of the Islamic calendar is the year that Prophet Muhammad emigrated from Mecca to Medina, in the year 622 C.E. (Each numbered year is designated either “H” for Hijra or “AH.” We are currently in the year 1436 AH)

⁵ AANM Educational Series, “Islam and Muslim Americans” Arab American National Museum. Web. Accessed August 15, 2015.

The meat is divided into thirds, with one-third given to the poor, one-third given to friends, and the final third kept for the family to eat in celebration.

In addition, Eid al-Adha coincides with the last day of the hajj for the roughly three million people who take part in the pilgrimage to Mecca each year. When discussing this with students, it is important to note the focus on spiritual rejuvenation, new beginnings, and principles of sacrifice.

There is also an important communal aspect to Eid al-Adha. Some ways to celebrate Eid al-Adha include prayer, family and community gatherings, and the exchange of food and gifts.⁶

Eid al-Adha is also based on the lunar calendar. Here is a schedule for the Eid al-Adha holidays:

- **In 2015, Eid al-Adha is on September 24.**
- **In 2016, Eid al-Adha is on September 13.**
- **In 2017, Eid al-Adha is on September 2.**

Eid Holidays in America

Eid festivals and celebrations take place throughout New York City's five boroughs. In addition to visits to family and friends, Muslims will often celebrate with feasting, dressing in fine clothes, and during the celebration of Eid al-Fitr, decorating their homes with lights. Additionally, in the United States, Muslims focus on humanitarian efforts as part of their celebrations. Echoing this sentiment, in 2015 President Barack Obama said this about the Eid al-Fitr celebrations, "During the past month, Muslims have honored their faith through prayer and service, fasting, and time spent with loved ones... Many of us have had the opportunity to break fast with our Muslim friends and colleagues—a tradition that reminds us to be grateful for our blessings and to show compassion to the less fortunate among us." He continued, "For millions of Americans, Eid is part of a great tapestry of America's many traditions, and I wish all Muslims a blessed and joyful celebration. Eid mubarak."⁷



⁶ BBC, "Eid-ul-Adha—04 October 2014, ". Accessed August 15, 2015. http://www.bbc.co.uk/schools/religion/islam/eid_haj.shtml

⁷ Barack Obama, "Statement of the President on the Occasion of Eid-ul-Fitr," The White House, July 16, 2015. Accessed August 15, 2015. <https://www.whitehouse.gov/the-press-office/2015/07/16/statement-president-occasion-eid-ul-fitr>

Sample Lessons and Suggested Activities

The following lessons and activities provide an opportunity to recognize and celebrate Eid al-Fitr and Eid al-Adha with students. The lessons can be modified to meet the individual needs of students. In addition to lessons, there are other resources ranging from suggested books and websites to museum exhibits that allow for greater exploration of the Eid holidays and Islamic culture.

Vocabulary

Vocabulary is an essential component to understanding new areas of study. The vocabulary list below contains key words. Some suggestions for incorporating these words into instruction include:

- creating a visual glossary.
- completing an open sort of the words, where students put related words together and create a title for their categories.
- searching slide shows and labeling examples of each new term.

Arabic: the language of the Quran, a book that teaches Muslims what to believe and how to practice their religion. Muslims believe the Quran was revealed to Prophet Muhammad

Culture: the beliefs, customs, arts, etc. of a particular society, group, place, or time

Cultural diffusion: the spread of cultural beliefs, features, and social activities from one culture to another

Deen: an Arabic word that translates to “religion” or “way of life”

Eid al-Adha: a Muslim holiday marking the end of the annual pilgrimage to Mecca and observing the tradition of sacrifice

Eid al-Fitr: a Muslim holiday marking the end of Ramadan

Eid mubarak: a greeting during the Eid holidays

Festival: a day or time of celebration marked by feasting, ceremonies, or other observances

Five Pillars of Islam: Belief, prayer (*Sal ‘at*), fasting (Ramadan), almsgiving (zakat), and pilgrimage to Mecca (hajj)

Hijab: a head covering that many Muslim women wear that signifies modesty. Women practice head covering, or hijab, in many different ways across cultures

Islam: a monotheistic religion that began in Arabia. The followers of Islam are known as Muslims. Allah is the Arabic word for “God.”

Kaaba: a cubic building, also known as the Sacred House and the Ancient House, located in Mecca at the center of Islam’s most sacred mosque. The sacred house of worship in Islam to which all Muslims face when they perform the prayers

Lunar calendar: a calendar that is based on the different phases of the moon

Mosque: a house of worship for Muslim congregational prayers

Qu’ran: the holy book of Islam

Religion: an organized system of beliefs, ceremonies, rules, and practices

Ramadan: the ninth month and most holy month in the Islamic calendar. During Ramadan, Muslims fast from dawn to sundown

Tradition: stories, beliefs, a way of doing things that is passed down from generation to generation

Congressman Keith Ellison, the first-ever Muslim elected to serve in the U.S. Congress, was sworn in to Congress on the Quran once owned by former President Thomas Jefferson



President Obama and First Lady Michelle Obama visit the Istiqlal Mosque in Jakarta, Indonesia in 2010



Sample Lesson: Images and Islam

Suggested Grades: K–2

Materials:

Picture and nonfiction trade books about Muslim holidays, such as:

- *Golden Domes and Silver Lanterns* by Hena Khan
- *Night of the Moon* by Hena Khan

Selected images that represent aspects of Islam

Objective:

Students will understand that Muslims celebrate holidays and traditions that reflect their religious beliefs and practices.

Introduce a book about the Islamic faith. Possible books include: *Golden Domes and Silver Lanterns* and *Night of the Moon*, both by Hena Khan. Explain to the students that Islam is an important religion practiced by many people all over the world, including many people in New York City.

Read aloud the picture book. During the reading, pause periodically to clarify unfamiliar words or phrases, pose questions to check for understanding and comprehension of the text, or prompt students to focus on sections that contain key information or details.

After the reading, engage students in an open discussion to explore specific traditions mentioned in the text. During the discussion, you may want to ask:

- What images did you see as we read this book together?

- Let's work together to make a list of at least three things we learned about the Islamic faith. Share one thing you remember.
- Based on what you heard, how would you explain this religion to someone who has never heard of it before?
- What do you think are the most important parts of the religion that need to be shared with others?

After the discussion, assign student partnerships and tell students that they will work together to analyze an image.

Using one of the images from the book, model for students how to use the *Image Protocol*.

Then, assign a second image (from the ones that follow) and ask students to analyze the image with their partners using the protocol.

Ask students to share their responses as a check for understanding.

Assign additional images depending on time or students' readiness.

After the image analysis, ask students to think of one aspect of Islam that they find most interesting, either from what they remember about the book or from the images.

Students create their own image that represents this aspect of the Islamic religion that they chose to focus on.

Conclude the lesson by having students use evidence from the reading and one of the images to explain their selected aspect of Islam to the class.

Image Protocol

	I See...	This Makes Me Think...
Image 1		
Image 2		

Images and Islam

Qu'ran



Praying



Images and Islam

Islamic Cultural Center, Manhattan



Sweets



Sample Lesson: Eid al-Fitr

Suggested Grades: K–5

Materials:

Picture and nonfiction trade books about Eid al-Fitr, such as:

- *Holidays Around the World: Celebrate Ramadan and Eid al-Fitr* by Deborah Heiligman

Objective:

Students analyze how traditions are started and their role in current religious practices.

Math and Science Connection: Students can also learn about Muslim contributions to math such as algebra, geometry and trigonometry, or Muslim contributions to science such as chemistry, physics, and medicine.

Provide students with context about Eid al-Fitr. Explain that this is a holiday celebrated by Muslims around the world that commemorates the end of Ramadan, a very important month for Muslims when they focus on strengthening their faith and beliefs.

The use of the lunar calendar goes back to ancient China, Babylonia, Greece, and the Middle East. Using the phases of the moon to mark the calendar was particularly important before telescopes were invented. Many cultures around the world, including Asians, Jews, and

Muslims, continue to use the lunar calendar to mark special observances, even while they use the Gregorian calendar that we use every day to mark the days.

Explain that this religion follows traditions that began long ago, and one of these traditions is that Muslim holy days follow a lunar calendar, which is different from the calendar we follow today. The lunar calendar, or Hijri, uses the phases of the moon to determine the timing of important religious events or dates.

Explain that Muslims fast and break the fast each day and then how they end Ramadan (dawn and sunset).

Read aloud about Eid al-Fitr. During the read-aloud, pause periodically to clarify unfamiliar words or phrases, pose questions to check for understanding and comprehension of the text, or prompt students to focus in on sections that contain key information or details.

After the read-aloud, engage students in a discussion about the traditions that are highlighted. Chart student responses. Ask students to identify some of the traditions the author describes in the book.

Sample Lesson: Eid al-Adha

Suggested Grades: 3–5

Materials:

“Who Hid the Eid Lamb?” by Taghreed A. Najjar:⁸
<http://www.thefreelibrary.com/Who+hid+the+Eid+lamb%3F-a0128252838>

Objective:

Students understand that religious traditions and beliefs have meaningful origins and symbolic importance for practitioners.

Ask students to share one tradition that their family follows or a tradition with which they are familiar. (This can be assigned for homework preceding this lesson.) As students share, chart some examples of traditions. Then ask students to look at the list and work together to categorize the traditions the class listed. Possible categories may include food, holidays, and religion.

Explain that people around the world practice different religions and each of those religions has its own traditions. Explain that the class is going to explore some of Islam’s traditions. One of the key beliefs in the Islamic faith is that all Muslims who are able to, go on a pilgrimage, or hajj, to Mecca, which is considered the most sacred city. Mecca is located in Saudi Arabia. People who undertake the pilgrimage do so during the Islamic calendar month of *Dhu al-Hijjah*. To commemorate the conclusion of the hajj, Muslims all over the world celebrate

Eid al-Adha. An important tradition during the celebration of Eid al-Adha is sacrifice. Families that can afford to do so sacrifice a lamb and give part of it to the poor.

Explain that certain animals can represent traditions or beliefs. Ask students to think of animals or objects that represent a belief that they have or they know. Chart a list of student responses.

Explain that the students will listen to a story about a family preparing for Eid al-Adha, “Who Hid the Eid Lamb?”

During the read-aloud, pause periodically to clarify unfamiliar words or phrases, pose questions to check for understanding and comprehension of the text, or prompt students to focus in on sections that contain key information or details.

After the read-aloud, explain that students will write three questions about the story which they will use in their own discussions. Model writing a question based on the key themes in the story that highlight traditions and symbols of beliefs. For each question you model, explain that good discussion questions have more than one answer, but have answers that are supported by evidence from the text.

⁸ “Who Hid the Eid Lamb?” is also available for download at <http://www.jstor.org/stable/40158791>

Students then write their three discussion questions. After they are done writing, organize students into groups and have them engage in a discussion. Some students or groups of students may require additional support with generating discussion questions. Provide these students with one or two questions and ask them to write one or two original questions, or provide them with question stems or model questions that they can use to help frame their questions.

Conclude the lesson by asking students to identify one key tradition or belief practiced by Muslims during Eid al-Adha and explain the origins or importance of the tradition or belief.



Sample Lesson: Religion, Symbolism, and Tradition

Suggested Grades: 5–8

Materials:

Images about the hajj and Eid al-Adha, such as the *Boston Globe* photo essay on the hajj and Eid al-Adha: http://www.boston.com/bigpicture/2008/12/the_hajj_and_eid_aladha.html

Images of Islamic art

Image Analysis Protocol

Selected readings:

- A description of the hajj found in the “Glossary of Terms Related to Islam and Muslim Communities in Inter-Regional Settings,” page 8: <https://cmes.uchicago.edu/sites/cmes.uchicago.edu/files/uploads/Glossary%20of%20Terms.pdf>
- Geometric Design in Islamic Art: <http://www.metmuseum.org/learn/for-educators/publications-for-educators/art-of-the-islamic-world/unit-three/introduction>

Objective:

Students analyze symbols and patterns found in Islamic art and discuss their significance to Islamic belief and culture.

Note:

The *Image Analysis Protocol* that follows is designed to support students in a close read and deep analysis of an image or sets of images. It focuses students’ thinking around an image with a targeted strategy rather

than allowing students to make quick, snap judgments about the meaning of an image. The protocol does not have time stipulations, but providing a clear expectation of a time limit for each section is suggested. The last step provides students with the opportunity to make connections to historical content. At any step in the protocol, pause the process to build discussion about the images and meanings that emerge.

Support different learning needs within the class by providing additional text analysis strategies, such as dividing the image into parts or quadrants to analyze in a targeted order or provide categories of analysis.

Begin the lesson by explaining to students that they will use an *Image Analysis Protocol* to analyze images of Mecca during the hajj. Tell students that they will analyze one image together using the *Image Analysis Protocol*, and then they will analyze some on their own.

Use the image included in the lesson or one from the *Boston Globe* photo essay on the hajj and Eid al-Adha. Model the *Image Analysis Protocol* for the students, using an image of pilgrims during the hajj to Mecca. Ask the class to follow along on their *Image Analysis Protocol* sheet. Use this model to provide context about the photograph.

Following the model image analysis, students complete a brief reading about the hajj and draw connections between the hajj and Eid al-Adha. A reading can be found on page 8 of the “Glossary of Terms Related to Islam and Muslim Communities in Inter-Regional Settings.”

At the conclusion of the reading, have students complete a turn-and-talk about the significance of the hajj to Muslims. Provide students with an image of the Kaaba and have students work with a partner to complete an image protocol for that image. During the analysis, ask students to share some of their responses for each step. Instruct students to record any new ideas that emerge during the share-out.

At the completion of the second image protocol, students read excerpts about geometric design in Islamic art such as can be found at the Metropolitan Museum of Art’s curriculum resource “Art of the Islamic World.” If reading the text aloud, identify key ideas

that students can record about the symbolic role of patterns in Muslim cultures. Provide guided reading questions that address these points if students are reading in partnerships or independently.

Following the reading, provide students with an image of Islamic art. Students complete a third image protocol either independently or with a partner. During this activity, some students may need support answering the questions for Steps 4 and 5. Ask students to incorporate an idea from the reading into their responses to Step 5.

Conclude the lesson with students writing a paragraph that answers the following:

- What is one key symbol or pattern in Islamic art?
- What does it stand for?
- What is the significance of the pattern or symbol to Islamic beliefs and culture?

Mosques in NYC

Al-Khoei Foundation, Queens



Malcolm Shabazz Mosque, Manhattan

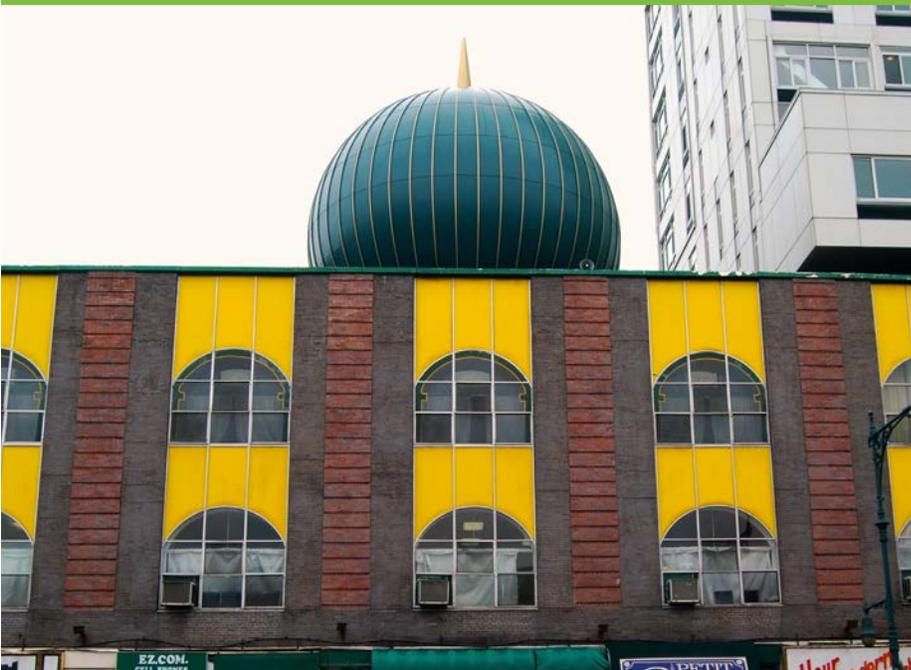


Image Analysis Protocol

Step 1: Objects

What objects do you see in the image?

Write down any objects you see, even if they don't seem important.

Step 2: Big Ideas, Emotions, Trends, “-isms,” and Themes

What big ideas, emotions, or trends do you notice?

What big ideas are found in the image? What inferences can you make about the subject of the image about what the people are feeling, what they are doing, and why they are doing it?

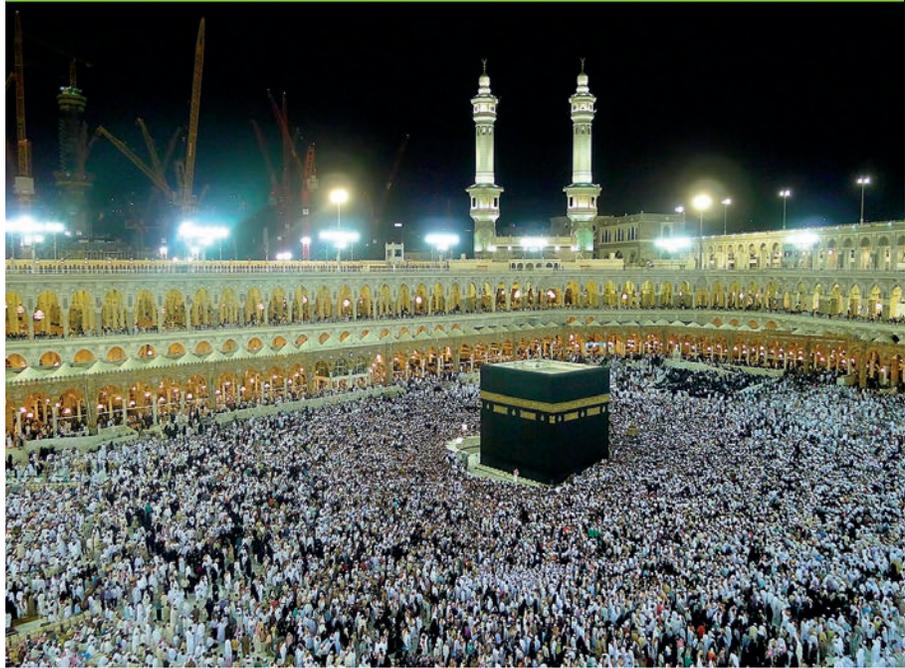
Steps 3, 4 & 5: Analysis

Step 3: Circle the most important objects (from Step 1). Circle the most important emotions (from Step 2). Identify the most important elements of the image.

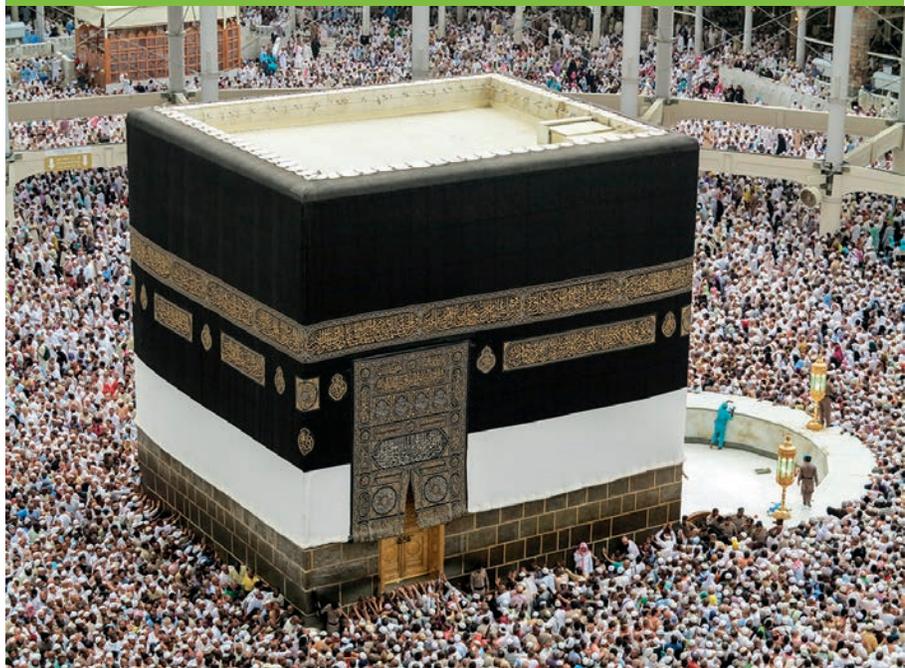
Step 4: Based on analysis from Step 3, what is the main idea or meaning of the image?

Step 5: What connections can you make between what you see in the image and what you learned about history? Explain how and why the image shows the main idea and explains the time period, event, individual, concept, theme, or lens.

Pilgrims at the Masjid al-Haram on Hajj



Kaaba



Islamic Geometric Design



Sample Lesson: Eid al-Fitr Around the World

Suggested Grades: 6–8

Materials:

Images depicting celebrations of Eid al-Fitr from around the world

- *Time* photographs: <http://time.com/3963057/eid-end-of-ramadan-photos/>
- *The Guardian* photographs: <http://www.theguardian.com/world/gallery/2015/jul/17/eid-al-fitr-celebrated-around-the-world-in-pictures>
- PBS photographs: <http://www.pbs.org/newshour/rundown/photos-eid-al-fitr-celebrated-around-world/>

National Geographic Education MapMaker Interactive: <http://mapmaker.education.nationalgeographic.com>

Trade books and texts about Muslim practices and holidays, such as:

- *Growing Up Muslim* by Sumbul Ali-Karamali
- *Holidays Around the World: Celebrate Ramadan and Eid al-Fitr* by Deborah Heiligman

Objective:

Students analyze images and texts about Eid al-Fitr to understand how holidays and cultural practices evolve and change as a result of cultural diffusion.

Provide students with images of celebrations of Eid al-Fitr from around the world and provide background context (this will vary depending on the prior knowledge of the students). Ask students to observe the images and identify the different ways they see people celebrating in the images. Students turn-and-talk and share their observations with a partner.

Explain that the class will work together to create a T-chart in which they will identify the similarities and differences among the different celebrations they observed from the images. Tell students that they will add to the chart throughout the class.

After adding students' observations to the T-chart, generate a map of major religions at National Geographic Education MapMaker Interactive. Find the major religions category when the Culture layer link is clicked (Add Layer/Culture/Major Religions).

Explain to students that this map of world religions shows which religions are predominant in different parts of the world. Ask students to read the map to find the countries where Islam is most practiced.

Explain to students that Muslims have immigrated to different parts of the world and that they bring their culture and traditions with them. Immigrants share their cultural beliefs and social activities from one culture to another through cultural diffusion.

After students have identified the countries on the map, explain to them that Eid al-Fitr is celebrated by large numbers of Muslims in these countries as well as in many others.

Explain that Eid al-Fitr is celebrated by large numbers of Muslims in many countries around the world. It is also important to note that though people often think of Muslims as Arabs, Muslims come from all over the world, with large populations in Asia, Indonesia, the Middle East, and Africa⁹. Possible texts and images include:

- *Holidays Around the World: Celebrate Ramadan and Eid al-Fitr*
- “Holidays: From Turkey Dinner to Baklava,” in *Growing up Muslim* (pp. 62–71)
- Photographs from *Time*, *The Guardian*, and PBS

When reading texts, students can read and annotate the text independently, in pairs, or through the shared reading strategy. For the shared reading strategy, read the beginning of the text aloud to students and model how to take notes. Depending on the needs of the students in the classroom, continue to read and ask students to stop the read-aloud at points when they would take notes. Next, students read the remaining text on their own. At each phase of the shared reading, remind students to read for important facts about Eid al-Fitr.

When analyzing photographs, use the *Image Analysis Protocol Worksheet* explained in the previous lesson.

After reading texts and analyzing photographs, call upon students to share ideas that can be added to the T-chart. Prompt students to focus on discovering similarities and differences of the Eid al-Fitr celebrations.

Conclude the lesson with students writing a response to one of these sample prompts:

- How are the different celebrations of Eid al-Fitr we examined today an example of cultural diffusion?
- Select two different regions that celebrate Eid al-Fitr and compare the two different celebrations. Explain how the differences in the celebrations are a result of the culture or region.

⁹ Pew Research Center, Muslim Population by Country. <http://www.pewforum.org/2011/01/27/table-muslim-population-by-country/>

Celebrating Eid al-Fitr Around the World

Erdine, Turkey



Taj Mahal Mosque, India



Eid fireworks over Doha Bay, Qatar



Lebaran Feast in Indonesia



Sample Lesson: Malcolm X and the Hajj

Suggested Grades: 9–12; can also be adapted for upper elementary grades

Materials:

“Hajj: an American story”:

<http://www.dukechronicle.com/article/2012/10/hajj-american-story#.VcNudvIVhB>

National Archives and Records Administration

Written Document Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

Malcolm X’s “Letter from Mecca”:

<http://islam.uga.edu/malcomx.html>

Objective:

Students will analyze an article and a letter to understand Malcolm X’s reasons for his pilgrimage to Mecca.

Explain to students that they will read and analyze two documents, an article and a letter, to engage in a discussion about both documents at the end of class. Ask students to independently read the first document, an article about Malcolm X’s hajj experience, written by Duke University Chaplin, Imam Abdullah Antepli. Encourage students to annotate the article to establish context for the letter they will read by Malcolm X.

Support students with scaffolding questions as they read:

- What is the occasion or event that prompted the author to write this article?
- Who or what is the subject of his discussion?
- What does the author teach us about the hajj?
- What does the author teach the reader about Eid al-Adha?
- What is the author’s overall purpose in writing this article?

Ask students to use their prior knowledge and what they have learned from the article to describe the hajj and Eid al-Adha. Chart students’ responses so that they can reference them during the reading of Malcolm X’s letter.

Following students’ reading of the Antepli article, explain that they will read and discuss a primary source document, Malcolm X’s “Letter from Mecca.”

Distribute Malcolm X's "Letter from Mecca." Inform students that first they will read the letter as a class through a read-aloud, and then they will read the article a second time, independently and through the lens of a historian. During the read-aloud, tell students that you will model how to annotate the key points of the letter the way a historian would and that you will model "how historians interact with an author as they read...letting the students in on the secret, so to speak, of reading through a historian lens."¹⁰

During the initial reading, highlight some of the following topics:

- Connections to the Antepeli text, including the importance of the hajj and Eid al-Adha.
- Possible reasons Malcolm X wrote certain sections of the letter, particularly those that highlight racial tensions in the United States.
- Important details about traditions about the hajj and principles of Islam that can be gleaned from the letter.

Students will do a second close reading of the letter through the lens of a historian using the *Written Document Analysis Worksheet* from the National Archives. Provide students with the discussion questions prior to the second reading to provide them with a specific focus for a targeted close reading.

Students engage in a discussion about their findings. On the following page are discussion strategies and discussion questions that can be used in this part of the lesson. Note that introducing a new protocol may require additional time and guidance.

¹⁰ Doug Buehl, "Mentoring Students in Disciplinary Literacy," *Developing Readings in the Academic Disciplines*, 2011. Accessed August 17, 2015. <http://www.reading.org/Libraries/books/bk845-1-Buehl.pdf>

Discussion Strategies:

- *One Voice Policy*: In this protocol, students call on one another by name and only “one voice” is heard in the room a time.
- *Text-Based Seminar* and *Final Word* protocols: The guidelines for these text protocols are available from the National School Reform Faculty website at <http://www.nsrffharmony.org/free-resources/protocols/text>. Adaptations can be made to meet the needs of the students and to fit with classroom routines and procedures.
- At what point in Malcolm X’s life was this letter written? How do we know? What does this say about his conversion to Islam?
- What claims is Malcolm X making in this letter? What evidence does he supply to support his claims?
- What does Malcolm X have to say about the Islamic faith?
- What does this letter tell us about the role of the hajj in the cultural practices of Muslims? How does this letter represent some of the basic characteristics of the celebration of Eid al-Adha?
- What evidence might we look for to corroborate or challenge the argument presented in this letter?

Discussion Questions:

- Who, including the author, has been involved in creating this text now in front of us? What do we know of their motives and intentions based on the context given?
- What is Malcolm X’s claim in his letter? What potential bias might he have?
- To whom was this letter written? Why is that important to consider?

Conclude with students writing an objective summary of Malcolm X’s “Letter from Mecca.” The summary should include references to the context of the document based on the citations that are included.



Resources

Museums and Organizations

The Hagop Kevorkian Center for Near Eastern Studies at New York University
<http://neareaststudies.as.nyu.edu/page/home>

The Islam Project
<http://www.islamproject.org/>

The Metropolitan Museum of Art:
 “Art of the Islamic World: A Resource for Educators”: http://www.metmuseum.org/research/metpublications/Art_of_the_Islamic_World_A_Resource_for_Educators

Rubin Museum of Art
<http://rubinmuseum.org>

Malcolm X Collection
 Schomburg Center for Research in Black Culture
<http://www.nypl.org/locations/schomburg>

Books

Elementary School

Golden Domes and Silver Lanterns: A Muslim Book of Colors by Hena Khan
 Chronicle Books 2015
 ISBN-13: 978-1452141213

Rashad's Ramadan and Eid Al-Fitr
 by Lisa Bullard
 Millbrook Press 2012
 ISBN-13: 978-0761385837

Holidays Around the World: Celebrate Ramadan and Eid al-Fitr by Deborah Heiligman
 National Geographic 2009
 ISBN-13 978-1426304767

The Best Eid Ever by Asma Mobin-Uddin
 Boyd Mills Press 2007
 ISBN-13: 978-1590784310

Nabeel's New Pants by Fawzia Gilani-Williams
 Two Lions 2010
 ISBN-13: 978-0761456292

The Perfect Gift by J. Samia Mair
 The Islamic Foundation 2010
 ISBN-13: 978-0860374381

Night of the Moon: A Muslim Holiday Story
 by Hena Khan
 Chronicle Books 2008
 ISBN-13: 978-0811860628

Under the Ramadan Moon by Sylvia Whitman
 Albert Whitman and Company 2011
 ISBN-13: 978-0807583050

Ilyas & Duck: Fantastic Festival of Eid-al-Fitr
 by Omar Khawaja
 Little Big Kids, 2014
 ISBN-13 978-0985072841

Ramadhan and Eid-ul-Fitr
 by Azra Jessa
 Tahrike Tarsile Qur'an, 2008
 ISBN-13: 978-1879402232

Noor Kids Go to Hajj
 By Amin and Mohammed Aaser
 Noor Kids, 2012
 ISBN-13: 978-0984707300

Middle School

Growing Up Muslim: Understanding the Beliefs and Practices of Islam by Sumbul Ali-Karamali
 Ember Publishing 2013
 ISBN-13: 978-0385740968

The Genius of Islam: How Muslims Made the Modern World by Bryn Barnard
 Knopf Books for Young Readers 2011
 ISBN-13: 978-0375840722

High School

“Are You Listening: Voices from the Middle East”
The Outreach Center, the Center for Middle
Eastern Studies Harvard University
[http://cmes.fas.harvard.edu/files/cmes/files/
are_you_listening_anthology.pdf](http://cmes.fas.harvard.edu/files/cmes/files/are_you_listening_anthology.pdf)

X: A Novel

By Ilyasah Shabazz with Kekla Magoon
Candlewick Press, 2015
ISBN: 978-0763669676

Websites with Lessons and Activities for Eid

Elementary School

The Somali Literacy Project:
[http://thesomaliliteracyproject.com/2013/12/09/
childrens-books-on-ramadhan-and-the-holidays-
of-eid-ul-fitr-and-eid-ul-adha/](http://thesomaliliteracyproject.com/2013/12/09/childrens-books-on-ramadhan-and-the-holidays-of-eid-ul-fitr-and-eid-ul-adha/)

Tucson Children’s Museum:
[http://www.childrensmuseumtucson.org/_pdf/_
educational%20guides/Eid%20AI-Fitr.pdf](http://www.childrensmuseumtucson.org/_pdf/_educational%20guides/Eid%20AI-Fitr.pdf)

PBS Learning Media:
[http://www.pbslearningmedia.org/resource/
islam08.socst.world.glob.islamceleb/islamic-
celebrations/](http://www.pbslearningmedia.org/resource/islam08.socst.world.glob.islamceleb/islamic-celebrations/)

Middle School

Al-Bab: [http://www.al-bab.com/arab/
background/hajj.htm](http://www.al-bab.com/arab/background/hajj.htm)

Access Islam: [http://www.thirteen.org/edonline/
accessislam/lessonplan4.html](http://www.thirteen.org/edonline/accessislam/lessonplan4.html)

High School

TeachMideast: <http://www.teachmideast.org/>

Access Islam: [http://www.thirteen.org/edonline/
accessislam/lessonplan6.html](http://www.thirteen.org/edonline/accessislam/lessonplan6.html)

PBS/WGBH Educational Foundation: [http://www.
pbs.org/wgbh/pages/frontline/shows/muslims](http://www.pbs.org/wgbh/pages/frontline/shows/muslims)
[http://www.pbs.org/wgbh/pages/frontline/teach/
muslims/](http://www.pbs.org/wgbh/pages/frontline/teach/muslims/)

[http://www.pbs.org/wgbh/pages/frontline/shows/
muslims/themes/beliefs.html](http://www.pbs.org/wgbh/pages/frontline/shows/muslims/themes/beliefs.html)

Islam Project: [http://www.islamproject.org/
education/United_States.html](http://www.islamproject.org/education/United_States.html)

Additional

American Academy of Religion: [https://www.
aarweb.org/sites/default/files/pdfs/Publications/
epublications/AARK-12CurriculumGuidelines.pdf](https://www.aarweb.org/sites/default/files/pdfs/Publications/epublications/AARK-12CurriculumGuidelines.pdf)

Council on American-Islamic Relations: [http://
www.cair.com/images/pdf/educators_guide.pdf](http://www.cair.com/images/pdf/educators_guide.pdf)

Harvard University, The Center For Middle
Eastern Studies: [http://cmes.fas.harvard.edu/k-
12-resources](http://cmes.fas.harvard.edu/k-12-resources)

National Geographic Education: [http://mapmaker.
education.nationalgeographic.com/](http://mapmaker.education.nationalgeographic.com/)

University of Pennsylvania, Middle East Center:
[http://www.sas.upenn.edu/mec/resources/useful-
links](http://www.sas.upenn.edu/mec/resources/useful-links)

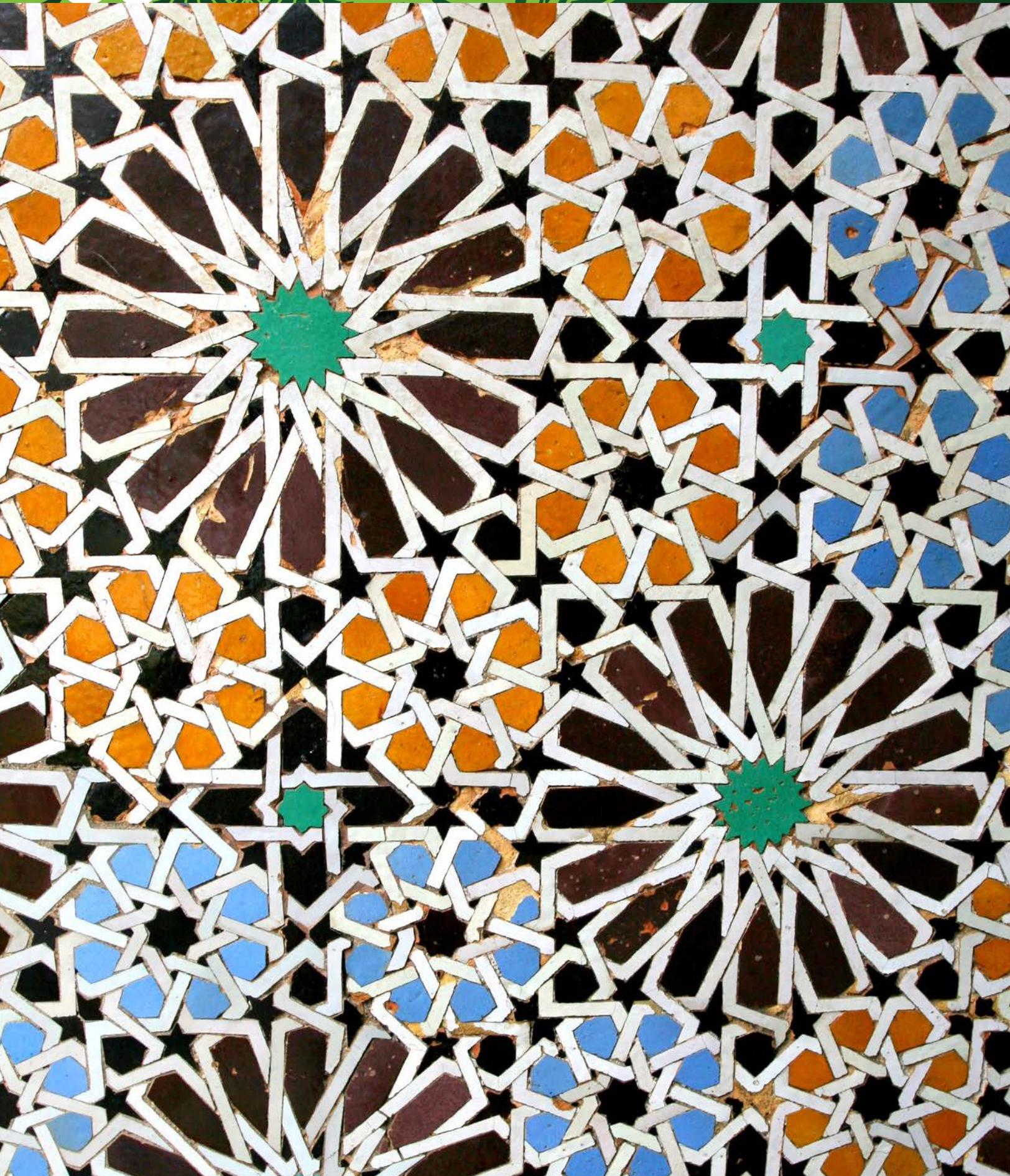
Ahlul Bayt Digital Islamic Library Project
www.al-islam.org

References

- "An Educator's Guide to Islamic Religious Practices." The Council on American-Islamic Relations. (2005). Accessed March 1, 2014. www.cair.com/images/pdf/educators_guide.pdf
- "Eid-ul-Adha- 04 October 2014." BBC. Accessed August 15, 2015. http://www.bbc.co.uk/schools/religion/islam/eid_haj.shtml
- Gilani-Williams, Fawzia. "Say the Word Again? Eid." *School Library Journal*. December 1, 2007. Accessed August 6, 2015. <http://www.slj.com/2007/12/opinion/say-the-word-again-eid-up-for-discussion/#>
- Hill, Margaret. "Religion and Public Schools: What Every New Teacher Should Know." *The Social Studies Review*, (2008): 14-20.
- Hossain, K. I. "Understanding Islam in the U.S. Classroom: A Guide for Elementary School Teachers." *Multicultural Education*, Winter (2013): 49-52.
- "Islam and Muslim Americans." *AANM Educational Series*. Arab American Museum. Web. Accessed August 15, 2015. http://www.arabamericanmuseum.org/umages/pdfs/resource_booklets/AANM-IslamBooklet-v6.pdf
- Najjar, Taghreed A. "Who hid the Eid Lamb?" *World Literature Today*, 2005, 75-77. Accessed August 17, 2015.
- Shaikh, M. A. "What Teachers Need to Know About Islam." *Phi Delta Kappa Fastbacks*, Educational Foundation (2005): 1-50. *The Free Library*. 2005. Web. Accessed August 17, 2015. <http://www.thefreelibrary.com/Who+hid+the+Eid+lamb%3F-a0128252838>
- "The Glossary of Terms Related to Islam and Muslim Communities in Inter-Regional Settings." Center for Middle Eastern Studies. Harvard University. Web. Accessed August 17, 2015. <https://cmes.uchicago.edu/sites/cmes.uchicago.edu/files/uploads/Glossary%20of%20Terms.pdf>
- Whittaker, Catherine, et al. "Religious Diversity in Schools: Addressing the Issues." *Intervention in School and Clinic*, vol. 44 no. 5 (2009): 314-319.
- Whittaker, C., Salend, S. J., and Elhoweris, H. (2009). Religious Diversity in Schools: Addressing the issues. *Intervention in School and Clinic*. 44(5), 314-319.

Photo Credits

- Cover: Jörg Reuter, CC BY 2.0
 Inside Cover: A Katz/Shutterstock
 Page 2: Mayor DiBlasio and Chancellor Fariña/City Hall
 Page 4: Latino Muslims: On Being/Flickr
 Page 6: Congressman Ellison's Swearing/Michaela McNichol
 Page 6: President and First Lady Visiting a Mosque /The White House
 Page 9: (top): Kamomeen/Shutterstock
 Page 9: (bottom): Preston Rhea, CC BY-SA 2.0
 Page 10 (top): Islamic Cultural Center, New York City/istock
 Page 10 (bottom): JOAT/Shutterstock
 Page 14: DecemberDah/Shutterstock
 Page 16: Al-Khoei Foundation/Jim Henderson, CCO 1.0
 Page 16: Malcolm Shabazz Mosque/Paul Lowry, CC BY 2.0
 Page 18 (top): Shahreen/Shutterstock
 Page 18 (bottom): Zurijeta/Shutterstock
 Page 19 (top): Konstantin Yolshin/Shutterstock
 Page 19 (bottom): Jörg Reuter, CC BY 2.0
 Page 22: (top): FGorgun/istock
 Page 22: (bottom): Jeremy Richards/istock
 Page 23 (top): Paul Cowan/Shutterstock
 Page 23 (bottom): Daniel Gilbey Photography/Shutterstock
 Page 30): Islamic tiles/Shutterstock



NYC Department of Education

Carmen Fariña

Chancellor

Phil Weinberg

Deputy Chancellor

Division of Teaching & Learning

Anna Commitante

Senior Executive Director

Office of Curriculum, Instruction & Professional Learning

Acknowledgments

Content Development

Joseph Schmidt

Editing

AnnMarie Dull, Norah Lovett, and Christine Sugrue

Production Support

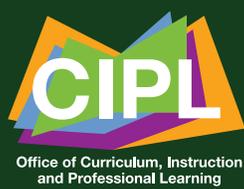
Kim Wittmer and Ronald Stockwell

Graphic Design

Vanguard Direct

Special thanks to Nadya Awadallah (DOE), Latchmi Sutram (DOE), Sarah Sayeed, Ph.D. (Mayor's Community Affairs Unit), Cheikh Ahmed Mbarek, Ph.D. and Abdelhafid Djemil, Ph.D. (the Islamic Leadership Council), Aisha Al Adawiya (Women In Islam, Inc.), Debbie Almontaser (NYC Educator and President of Muslim Community Network), and Mohammad Ali Naquvi (Mohsena Memorial Foundation) for providing critical feedback.

52 Chambers Street
New York, New York 10007



Learning About
**Eid al-Fitr &
Eid al-Adha**