

Curriculum Visions

Muslim Mosque

Teacher's Resources
Interactive PDF

Peter Riley

Curriculum Visions

A CVP Teacher's Resources
Interactive PDF

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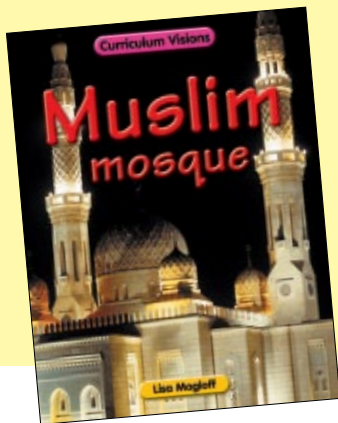
Section 1: Resources

Welcome to the Teacher's Resources for Muslim mosque.

The Muslim resources we provide are in a number of media:

1

You can buy the Muslim mosque book. This is 32 pages long and introduces children to the features of the Muslim mosque and its role in the Muslim community.



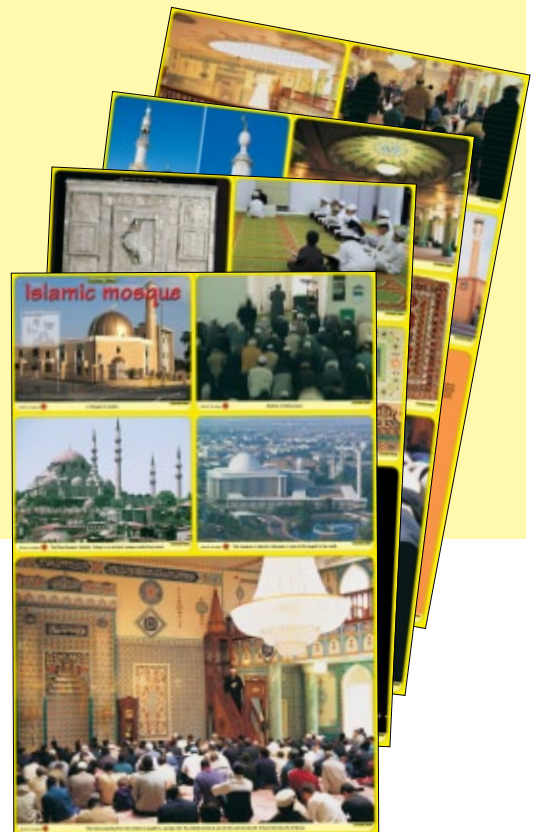
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The Where we pray Picture Gallery covers each of the six main religions in the UK.



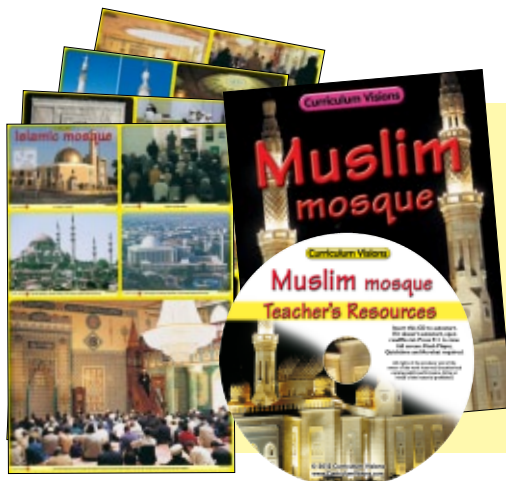
3

You can buy the Islamic mosque PosterCard Portfolio – four posters and a total of 28 A4-sized key diagrams/photographs on two folded, double-sided and laminated sheets.



4

You can buy a pack that contains one copy of the student book and poster, and the Teacher's resources (what you are reading).



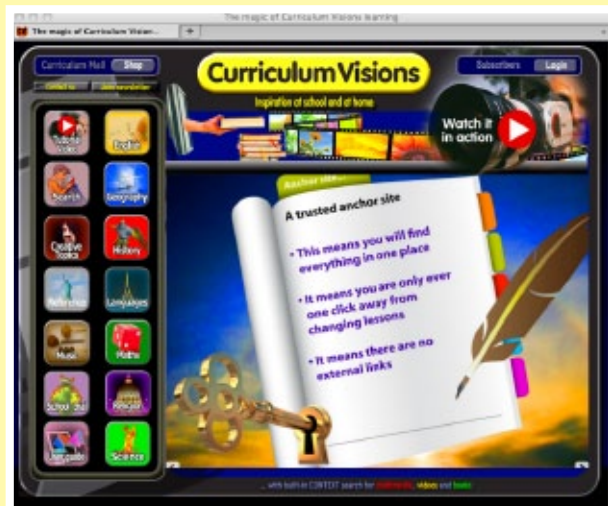
Section 1: The Muslim mosque resources

5

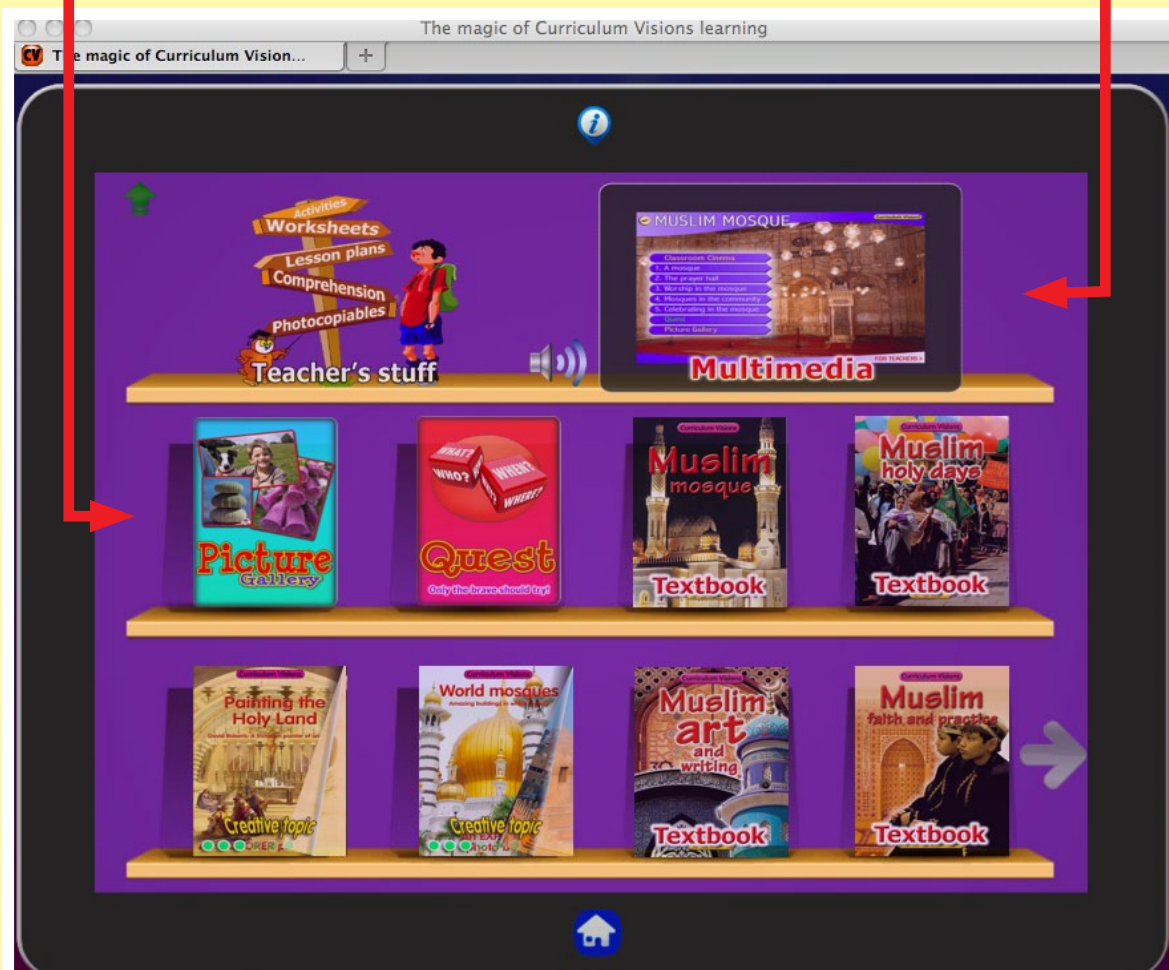
Our Learning Centre at **www.curriculumvisions.com** has almost everything you need to teach your primary curriculum in one convenient Virtual Learning Environment.

You can use support videos, e-books, picture and video galleries, plus additional Creative Topic books, graphic books called Storyboards, and workbooks. Together they cover all major curriculum areas.

All topics are easily accessible, and there is a built-in context search across all media.



You can also use our printed student books online as part of your subscription to the Learning Centre. There page-turning versions of every printed Curriculum Visions book for use on your whiteboard.



Section 1: The Muslim mosque resources

Matching the curriculum

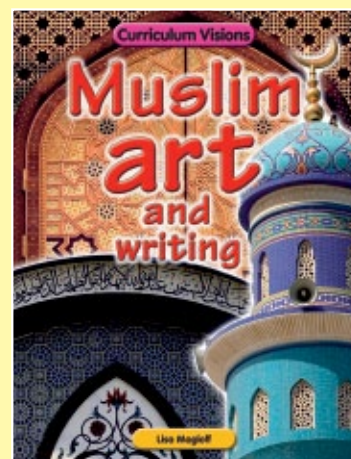
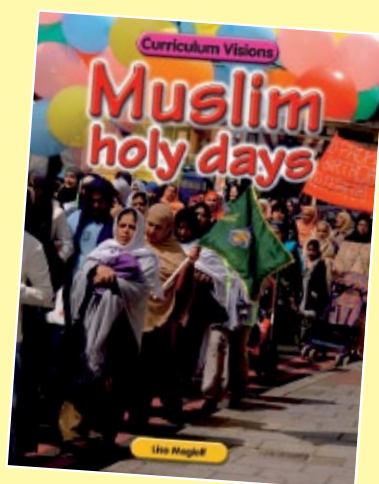
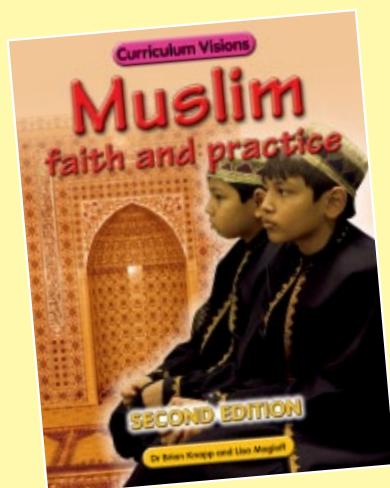
This book covers the study of the mosque and its role in the Muslim community in a way that is highly relevant to work in junior forms at primary school. It is not intended to cover the whole of the requirement of Islamic studies but to provide a carefully structured coverage of part of the subject. A visit to a mosque is a popular activity in many curricula and this pack enables you to prepare the children for their visit, sustain them with activities while they make their visit and then follow up their visit in a variety of ways which will consolidate their learning.

While covering the subject matter of the curriculum, *Muslim mosque* also facilitates the development of a wide range of skills (including ICT) both in the student book and the *Teacher's Resources*.

The learning objectives

No matter which curriculum you follow, your work needs learning objectives and these are provided for each spread of the student book and each supporting activity. They are found at the top of the teacher's sheets. The learning objectives are supported by lesson outcomes to help you plan, record your work and assess your students' progress.

Linked resources

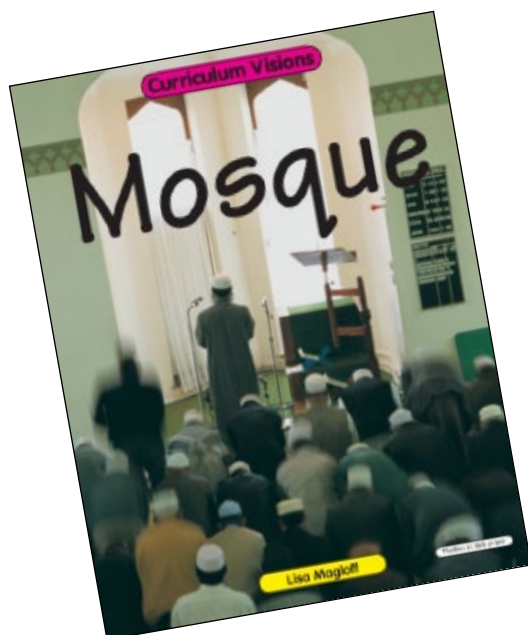


Section 2: The student book explained

Although the student book – *Muslim mosque* – is clear and simple, a great deal of care and thought has been given to the structure and the content of each double-page spread or unit. The worksheets and activities in this *Teacher's Resources* also directly link to the pages in *Muslim mosque*.

It is possible to use *Muslim mosque* and the worksheets and activities, without reading this section, but we would strongly recommend that you take a short time to familiarise yourself with the construction of the student book.

The units are arranged in sequence, to help you with your lesson planning. In this section, a brief description of the content of each unit is given, together with hints on how to start or support it. When you turn to the teacher's sheet for the comprehension activities you will find learning objectives and lesson outcomes which you can use to plan your work and assess student progress. Each supporting activity also has learning objectives and lesson outcomes to further help you with your work.



▲ *Muslim mosque title page.*



▲ *Muslim mosque contents page.*

Contents

The entire contents are shown on page 3. It shows that the book is organised into double page spreads. Each double page spread covers one unit.

You may wish to begin by pointing out the contents and use this as an exercise in literacy. You may let the children use the content list to find something that interests them, then let them find it. A brief discussion may then help to introduce the subject generally.

Section 2: Muslim mosque explained



Word list

The word list is on page 2. It defines words which are highlighted in **BOLD CAPITALS** in the main text and captions of each unit. You may wish the children to turn to page 4 and point out the **PRAYER HALL** on line 3, then let the children find the definition in the word list. You could then let all the children turn to the word list and scan the words in bold type to see if they recognise any. This could be followed by a brief discussion which may help you judge the knowledge and understanding of the children and how best to proceed.

The units

Heading and introduction

Each unit has a heading, below which is a sentence that sets the scene and draws out the most important theme of the unit.

Body

The main text of the page then follows in a straightforward, easy-to-follow, double column format.

Words highlighted in **BOLD CAPITALS** in the student book are defined in the word list on page 2.

Word list words are highlighted on the first page on which they occur. They may be highlighted again on subsequent pages if they are regarded as particularly important to that unit.

Captions

These provide additional information by taking up points made in the main text and exploring them in more detail.

Learning objectives

These can be found at the top of the teacher's sheets which support the comprehension.

Lesson outcomes

These can be found at the bottom of the teacher's sheets which support the comprehension.

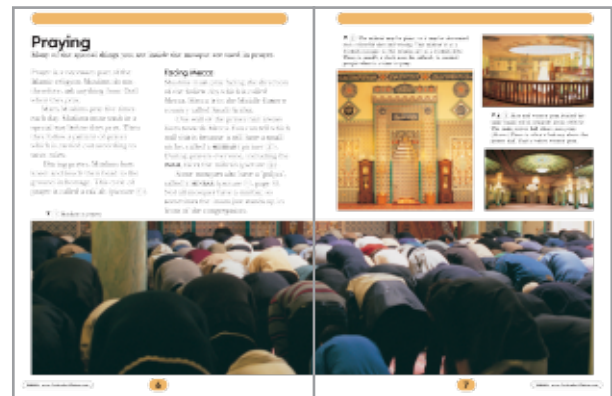


1. What is a mosque for?

This opening unit on the mosque focuses on the mosque as a building in which Muslims pray. The large, clear and colourful photograph on pages 4 and 5 can be used as a trigger to study the Muslim faith. You may like to briefly explore the beautiful architecture and decorative features shown in the picture to introduce the mosque. At a later stage in the book you may like to return to the picture to show the children how some of the different subjects they have studied come together in the prayer hall.

The unit begins by identifying the mosque as the place in which Islamic people pray. The prayer hall is introduced as the room in the mosque where Muslims pray. A brief description of the actions in prayer follows and the need for a clean place to pray is explained. This is supported by a photograph of a prayer mat with a beautiful design. The use of (pbuh) after the name of Mohammed is introduced and it is explained why the prayer hall does not have any statues or paintings of people.

In the supporting activity, the children examine a mihrab and a minbar on a visit to a mosque or by making a virtual tour on a web site. In the complementary work, the children find out about the names and times of prayers. They also use a compass to help them find the direction of Mecca.

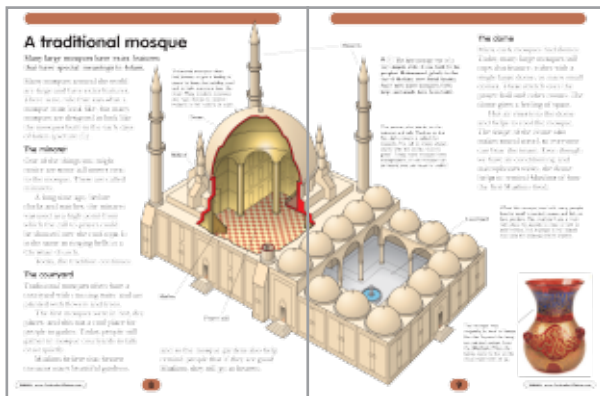


2. Praying

This unit follows closely from Unit 1 to look at the act of prayer and the prayer hall in more detail. You could use the large photograph on this spread and the previous one to make the point that Muslims dress tidily when they enter the mosque. This idea of dressing well for special occasions could be expanded and you could ask the children about how they dress if they go to a birthday party or a wedding. If you are planning to take the children to a mosque you may use this unit to show them that they should dress appropriately.

The unit begins by explaining that the purpose of prayer for Muslims is to adore Allah (God) and not to ask for anything in their prayers. The preparation for prayer and the act of praying is briefly described. The importance of Mecca is emphasised and it is explained how the direction of Mecca is shown by a niche, called a mihrab, in one wall of the prayer hall. The use of a balcony is described and illustrated and the pulpit, called the minbar, is introduced.

In the supporting activity, the children look carefully at the features of the mihrab and minbar on a visit to a mosque. In the complementary work, the children learn the names of the clothes worn by Muslims when they visit the mosque. They also find out how to find the direction of prayer using a compass.



3. A traditional mosque

Having examined prayer in the previous two units, this unit allows you to 'step back' and look at the main features of a traditional mosque. You could introduce it by asking the children to imagine that they lived in a country with a hot climate and it is coming up to time for prayer. Show the children a big picture of a large traditional mosque with minarets, or project one onto a whiteboard. Ask the children where someone might stand to call people to prayer and look for an answer about the top of the 'tower'. Tell the children that many mosques have a courtyard with flowing water. Ask the children how the Muslims may use the flowing water and look for an answer about washing before prayer. Tell the children that when they went into the dome they would find it cooler due to the way the mosque is made.

This unit introduces the architecture of a traditional mosque. It opens by establishing that many mosques are designed to look like the first mosques that were built in the early days of Islam. A fine illustration of a large traditional mosque is featured in the centre of the spread and the main features of the mosque are labelled. The text continues by introducing the minaret from which Muslims are called to prayer by the muezzin. The structure and the function of the courtyard is then described before the unit ends by considering the dome which gives a feeling of space, allows the imam to be clearly heard and helps to keep the mosque cool.

The supporting activity allows the children to make a model mosque. In the complementary work, the children investigate mosque architecture and add Arabic writing to their models.



4. Local mosques

In this unit you can build on the work in Unit 3 to examine the architecture of local mosques. If the children have built a model mosque in Unit 3 you can remind them of it and ask the children what materials may be used to build a mosque in your area. Look for answers such as stone, brick and wood. Pose the question "What could Muslims do if there was not enough money to build a new mosque?" and look for an answer about converting a building which already exists.

The unit begins by looking at the features that might be seen outside a mosque. These include the Crescent Moon – the symbol of Islam, and Arabic writing. The text is supported by three photographs of mosques. Two photographs show local modern mosques while a third shows a building that has been converted into a mosque. The unit moves on to consider what happens in a mosque. The point is well made that although the prime function of the mosque is to provide a place to pray, many other activities take place there. These range from learning about Islam and holding celebrations, to the setting up of volunteer groups to help Muslims both locally and around the world.

In the supporting activity, the children compare the external features of the mosque with other buildings and compare the purpose of the mosque with other buildings. In the complementary work, the children locate the nearest mosque to their school and look for countries which display the Crescent Moon of Islam on their national flags.



5. Learning and celebrating

This unit builds on Unit 2 to show other important activities which take place in a mosque. One of these activities is the learning of Arabic and you could use this to introduce the topic in the following way. Write the word “God” on the board then write the word for God in other languages, such as French or German, which use the same alphabet as English. Now write the word Allah in Arabic using the information in the supporting activity to help you. Ask the children if they notice any similarities and look for an answer that they cannot see any. Tell the children that the Qur’an is written in Arabic and this is one of the subjects that Muslims learn at a mosque.

The unit begins by stating that studying and learning are very important in Islam and that almost every mosque has a school in which children and adults learn about Islam and the Arabic language. Classes may be held in the prayer hall or in special rooms set aside for learning. There may even be a computer room and a library. The role of the imam in providing information and advice about Islam is explained and the unit ends by considering the mosque as a venue for special ceremonies such as weddings, and also explains that the mosque is used to celebrate Muslim holidays.

In the supporting activity, the children learn how to write some words in Arabic. In the complementary work, the children try their hand at calligraphy and find out about the forthcoming celebrations in their local mosque.



6. The mosque and the community

The concept of the community is introduced in this unit and you may like to begin by asking the children about what they think a community is. Look for answers about a group of people living together. Ask the children about the community of people who live in a town and how their different jobs help people in the community. Ask about voluntary organisations and touch on how children can make a contribution to the community.


The unit opens by giving a description of a community which can be matched with the one the children have constructed in the introduction to this work. The mosque is established as the centre of any Islamic community then the text moves on to consider the way that a mosque gives support to the Muslim community. This text is supported by photographs showing a cafeteria and a shop inside a mosque. The umma, the worldwide community of Muslims, is introduced and the role of the mosque in supporting Muslims visiting a foreign country is described. The rights and responsibilities of Muslims at the mosque are explained and the unit ends by describing the benefits Muslims gain from visiting the mosque.

In the supporting activity, the children compare the rights and responsibilities of people at a mosque with people in another community – the children’s school. In the complementary work, the children look at a world map of the Muslim community and make a poster of their responsibilities and rights in class.

Section 2: Muslim mosque explained

One week at a mosque

A mosque has many regular events. Here are some of them.



Daily and Friday prayer

Muslims pray five times a day. They pray at home or in a mosque. On Friday, they pray in a mosque. This is called the Friday prayer. It is the most important prayer of the week.

Evening classes and meetings

After the Friday prayer, there are evening classes and meetings. These are for children and adults. They learn about Islam and the Quran. There are also social events and games.

Children's groups

There are many children's groups in a mosque. They learn about Islam and the Quran. They also have fun and play games. Some groups are for boys and some are for girls.

Table: A week at a mosque

Day	Time	Activity
Monday	10.00 am	Prayer
	1.00 pm	Prayer
Tuesday	10.00 am	Prayer
	1.00 pm	Prayer
Wednesday	10.00 am	Prayer
	1.00 pm	Prayer
Thursday	10.00 am	Prayer
	1.00 pm	Prayer
Friday	10.00 am	Prayer
	1.00 pm	Prayer
Saturday	10.00 am	Prayer
	1.00 pm	Prayer
Sunday	10.00 am	Prayer
	1.00 pm	Prayer

A visit to a mosque

The best way to learn about a mosque is to visit one. Before you can visit a mosque, you should know the rules and something about what you will see and do.

What to expect if you visit a mosque

When you visit a mosque, you will see many things. You will see the prayer hall, the minbar, the mihrab and the place to wash. You will also see the courtyard and the minaret. You will see the dome and the arches. You will see the calligraphy and the art. You will see the people who are praying and the people who are working. You will see the children who are learning and the children who are playing. You will see the people who are helping and the people who are being helped. You will see the people who are giving and the people who are receiving. You will see the people who are loving and the people who are being loved. You will see the people who are helping and the people who are being helped. You will see the people who are giving and the people who are receiving. You will see the people who are loving and the people who are being loved.




7. One week at a mosque

Mosques are busy places and in this unit the children can find out about the activities in a mosque in some detail. To introduce the idea of a time schedule you may like to ask the children about the things that happen at school in a week. The children could begin by looking at the times of lessons and breaks then move onto the subjects that they study each day or at certain times in the week. You could challenge the children to think about other ways that the school is used, such as by toddler groups or by clubs that use the school hall in an evening. You may finish this activity by producing a weekly schedule for these activities.

When the children study this spread they may find a few surprises. For example, they may not expect cooking classes or football clubs to be run from a mosque but they are. The text explains the importance of the mosque for daily prayer and for the Friday prayer and sermon, then moves on to describe the activities in evening classes and meetings. The importance of children's classes is emphasised. The main feature of the spread is a schedule or timetable which shows all the things which go on at the mosque during the course of a week. The unit ends by explaining how different mosques cater for the needs of the Muslims that they serve.

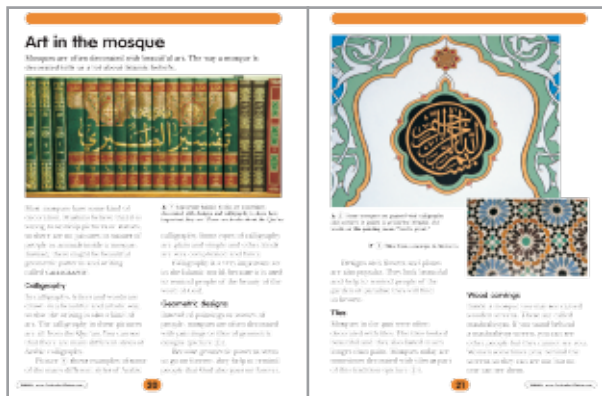
In the supporting activity, the children focus on prayer times and how they were calculated in the past and disseminated by the internet today. In the complementary work, the children use secondary sources to find out about the prayer times at the local mosque and use the internet to compare prayer times around the world.

8. A visit to a mosque

A trip to a mosque is an exciting experience for the class but in order to derive maximum benefit the visit needs to be carefully planned. If you have followed the sequence in the book, the children should have plenty of ideas about the things they hope to see. You could test them on this before you turn to the student book.

This unit builds on all the previous ones and prepares the children for a visit to a mosque. The text begins by reminding the children of the things that they may see inside the mosque, such as the prayer hall, minbar, mihrab and a place to wash. It also reminds them of things that they may see on the outside of a mosque, such as a minaret, dome and courtyard. The children read that they will only be able to visit the mosque when prayers are not being said and are reminded to dress appropriately and remove their shoes when they enter. The children are encouraged to ask questions about how people pray and about the decoration and art that is on the walls. The unit ends by reminding the children to behave with respect.

In the supporting activity, the children make up one or more worksheets to use on their visit to a mosque. In the complementary work, they consider the clothes they will wear, the questions they will ask and how they will record their visit. On their return to school they can write a letter of thanks and include information that they found particularly interesting. This could then be sent through the post or by e-mail if the facility is available.



9. Art in the mosque

Tell the children that they are going to design a front cover for a book on Islam but they must not draw people or animals because they do not occur in Islamic art. Let the children make their design on a piece of paper that will be stuck on the front of the book. When the children have finished let them display their work and decide which they think is similar to Islamic art. Let the children compare their work with the illustrations in this unit.

The unit opens by stating that most mosques have some kind of decoration but pictures of people and statues are not among them. They are absent because Muslims believe that it is wrong to worship them. However, several different kinds of art are found in mosques. The first to be described is calligraphy – the writing of words and letters in a beautiful way. This is illustrated by words on the spines of books on a shelf and of the phrase “God is great” in a painting. This is followed by a description of geometric designs which help Muslims remember that God goes on for ever. The use of flowers and plants to remind Muslims of the garden of paradise is also described. The text then moves on to describe the use of tiles and wood carvings. This unit is particularly suited for work after the visit to a mosque where the different kinds of art may have been seen.

In the supporting activity, the children make geometric patterns using squares and intertwining plants. In the complementary work, the children write their names in a flowing style and decorate it and make a large geometric pattern to put on the classroom wall.

10. Mosques around the world

This unit can be used to help you summarise your work on mosques and develop a world view. You could introduce the work by asking the children to make a drawing of a simple mosque that has all the essential features. In their answers look for a mosque with a courtyard, prayer hall with dome and a minaret. Make a large simple drawing of a mosque on the board and tell the children it is made out of stone and brick but ask how it might look if it were built out of wood or dried mud. Look for answers which refer to difficulties with making the dome (the children may have experienced difficulties when making their own domes in the activity in Unit 3) and suggestions that the roof may be flat. Tell the children that the structure of a mosque can depend on the materials from which it is made but all mosques have the same basic features.

The unit begins by stating that there are mosques in every country in the world. However they do not all look alike and this is due to differences in culture and history of the Muslim groups in different areas, and to the availability of local building materials. The unit is illustrated by fine examples of mosques from an ancient mosque in Istanbul to a modern mosque in Jakarta. Further styles of architecture are illustrated by pictures of mosques in Dubai and Xian, China.

In the supporting activity, the children learn how to spot mosques from different areas. In the complementary work, the children use maps to find where different mosques are located.

Section 3: Using the student book and worksheets

Introduction

There is a wealth of material to support the topic of mosques in the student book and in the *Teacher's Resources*. On this and the following page, suggestions are made on how to use the worksheets and their associated teachers sheets on pages 16 to 55, and how to integrate them for lesson planning.

Starting a unit

Each unit in the student book forms the basis for a lesson. You may like to start by reading it with the class. Always begin the unit by reading the introductory sentences in bold type. This helps focus the class on the content of the unit and prepares them for the work.

The first part of the main text introduces the content, which is then developed in the headed sections. The illustrations are closely keyed to the main text and the captions of the illustrations develop the main text content (see 'The units' on page 8).

With less skilled readers, you may prefer to keep to the main text and discuss the illustrations when they are mentioned. With more skilled readers, you may want to let them read the captions for themselves.

You can find the learning objectives for each unit at the top of the teacher's comprehension sheet.

The style and content of the unit also make it suitable for use in literacy work where both the needs of English and religious education are met. You may wish to use the unit as a topic study in literacy work, or you may like to perform an activity in religious education and follow it up with a study of the unit in work on literacy.

Using the comprehension worksheets

Each unit in the student book has one photocopiable comprehension worksheet in this *Teacher's Resources* to provide a test.

The comprehension worksheets begin with simple questions and have harder questions towards the end.

The worksheets may be used singly, after the spread has been studied, or they may be used with other worksheets to extend the study.

The teacher's sheet, which is opposite the comprehension worksheet, shows the learning objectives and lesson outcomes related to using the unit, answers to the comprehension questions and some background information to the unit. This teacher's sheet also carries a section on work complementary to the study topic. This work may feature research using other sources including the internet. It may also have value in literacy work. Resources which are needed for the complementary work are also noted on the sheet.

Using the activity worksheets

The activities are designed to amplify one or more aspects of the unit in the student book and in a sense make the work "come alive".

Each activity section is a double page spread in this *Teacher's Resources*. On the left hand page is a photocopiable activity worksheet to help the children in their work. On the right hand page there are learning objectives and lesson

outcomes plus sections on preparation and resources, introducing the activity brief notes and suggestions on concluding the activity. This teacher's sheet ends with a second piece of complementary work relating to the unit. There is a resource list to accompany this complementary work.

Planning to use a unit

The materials in this pack are very flexible and can be used in a variety of ways. First, look at the unit and the learning objectives and lesson outcomes on the teacher's comprehension and activity sheet. Next, read the unit in the student book and the associated worksheet and activity units in this *Teacher's Resources*. Finally, plan how you will integrate the material to make one or more lessons. You may wish to add more objectives or replace some of the activity objectives with some of your own.

Using some of the units together

You may like to spend some time planning how you could tie in the units to a visit to a mosque. For example, you may like to use Units 1 and 2 for all children, Unit 3 for some children and Unit 8 for all children. Alternatively, you may like to consider trying Units 4 and 9 before you visit a mosque.

Using the extra questions

On pages 58 and 59 there are multiple choice questions. On pages 60 and 61 there are questions which require short answers. You may photocopy, cut and paste to make your own end of topic test. You could use this with either one or both cloze exercises (one featuring the mosque as a building and the other the mosque as a place of many activities). All the answers for this work are on page 64.

Using ICT

In various activities the use of ICT is highlighted. For example, you may like the children to use a digital camera to record examples of Arabic writing. They can use the internet to find the prayer times of mosques all over the world, or access the Curriculum Visions web site for more supporting information. After a visit to a mosque the children could use e-mail to send their letters of thanks.

Cross-curricular links

You may wish to integrate some aspects of your work on religious education work with other parts of the curriculum. Here are some examples that you might like to consider.

History and geography: Unit 10 –

Looking at the development of mosques through time and the types found around the world.

CDT: Unit 3 – Making a model mosque.

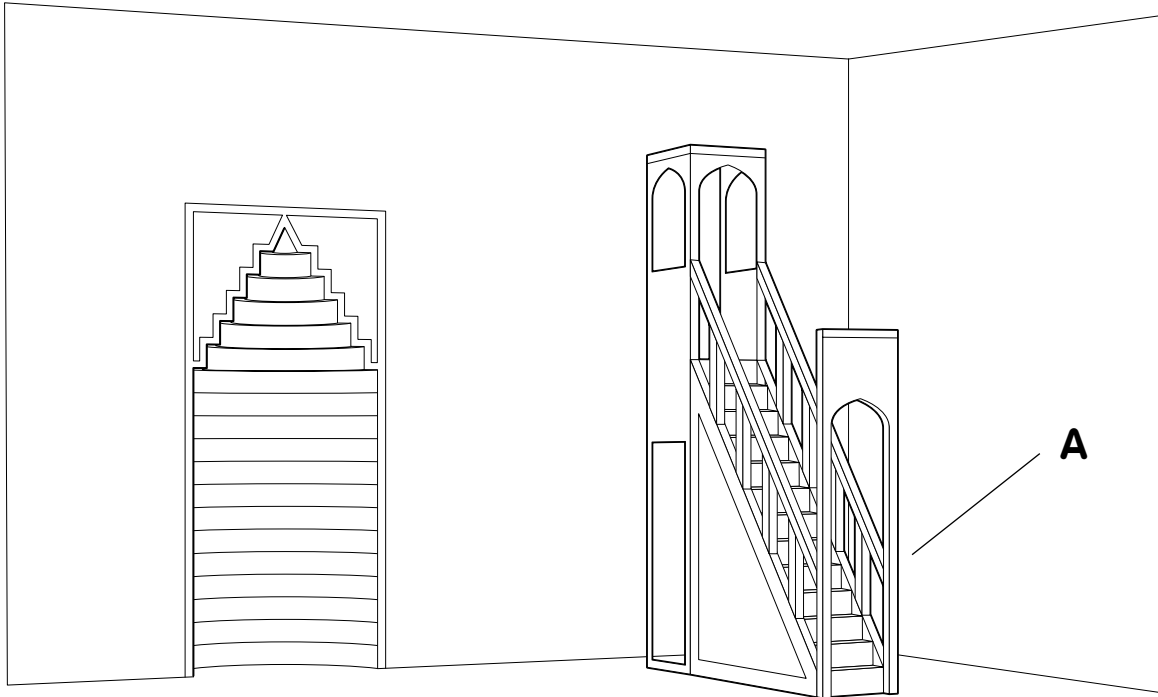
Art: Unit 5 – Writing Arabic letters; Unit 9 – Making geometric designs.

Science: Unit 1 – Using a magnet to find directions; Unit 7 – Measuring time by shadow length.

Citizenship: Unit 4 – Flags of countries in the complementary work; Unit 6 – Responsibilities and rights.

What is a mosque for?

A mosque is a religious building in which Muslims pray.



Q1. What room in the mosque is shown in the picture?

.....

Q2. Shade in the wall that faces the holy city of Mecca.

Q3. Why are there no chairs in this room?

.....

.....

Q4. What is the name of the object labelled A?

Q5. On the diagram mark with an I where the imam stands to preach.

Q6. Why are there no statues or paintings of people in this room?

.....

.....

Answers

- 1. The prayer hall.**
- 2. The wall behind the object marked A should be shaded in.**
- 3. Muslim prayers involve standing, bowing and kneeling.**
- 4. Minbar.**
- 5. The I should be half-way up the minbar.**
- 6. Islam teaches that people must never pray to a statue or image, only to God.**

Lesson objectives

- ▶ To identify the primary function of the mosque as a place of prayer.
- ▶ To introduce some features of the prayer hall.
- ▶ To introduce some features of the way Muslims pray.

Lesson outcomes

- ▶ The children can identify the primary function of the mosque as a place of prayer.
- ▶ The children know that Muslims do not use chairs when they pray but pray on rugs or carpets and do so facing Mecca.

Teaching notes

This opening unit addresses the primary function of a mosque – as a place of prayer. There are many features of a prayer hall shown in the large picture and you may like to refer back to them when you have studied other units in the book. Here are some pages in the student book which further develop the

features shown in the large photograph. On the left is a recess or niche called the mihrab (see pages 6 and 7). It is covered in tiles (see page 21). Near the top of the wall is Arabic writing (page 20).

Prayer hall

The prayer hall may be rectangular or square. It may have a large single dome on the roof or one or more smaller domes. In countries with a warm dry climate there is a courtyard next to the prayer hall which may also be used for worship. One wall of the prayer hall must face Mecca. It is known as the qibla wall.

Minbar

The minbar, or mimbar, is a staircase which can be moved. On a Friday the imam delivers a sermon. He does this by standing on the steps of the minbar so that his voice can be heard clearly.

Arabic writing

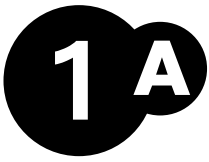
Although pictures and statues are not allowed in the mosque, the written word of Allah is frequently used to decorate the walls. Arabic was the language of the early Muslims and is the language in which the Qur'an is written. The letters often have a modified shape to give them a pleasing appearance. This form of artwork is called calligraphy.

Complementary work

The children could use secondary sources to find out about the names and times of the five prayer sessions which take place each day.

Resources

Secondary sources about Muslim prayers.



Name:..... Form:.....

See **pages 4 and 5** of Muslim mosque

Looking round two rooms

1. Look around the room. Notice what is on the walls and look at the furniture and other items such as sinks and chalkboards in the room.
2. Notice any form of decoration in the room.
3. Now make a drawing of the room and label and annotate the features.

4. Compare your drawing with the picture on pages 4 and 5 of the student book.

Activity objectives

- ▶ To heighten the children's power of observation.
- ▶ To let the children make a comparison.
- ▶ To show how Muslims use decoration to show their love of God.

Preparation and resources

- ▶ The student book pages 4 and 5.

Introducing the activity

You may like to use this activity either after the comprehension exercise or before you begin the unit. If you use it before you begin the unit you could tell the children that we take so many things for granted around us that we do not notice them. Ask the children to look down on a sheet of paper and write down quickly five things which are behind them. Let the children turn round and compare their answers then introduce the worksheet. Tell the children that later they are going to compare their room with the room in which Muslims pray.

Teaching notes

The purpose of this activity is to focus on the use of features in a room. First, the children develop the concept by looking at the features in their own room then they look carefully at the features of the prayer hall on pages 4 and 5 of the student book. They should notice an absence of objects which are not essential to the purpose of the room and the different ways in which the room is decorated.

You may wish to explore the idea of why people decorate things and conclude that the decorations in the prayer hall are to show the Muslim love of God.

Concluding the activity

The children could reflect on how an ordinary room may contain many different things for a variety of purposes and that it may become untidy. They could compare this with the prayer hall which is kept tidy at all times and all the features are for one purpose – the worship of God.

Activity outcomes

- ▶ The children can show their powers of observation.
- ▶ The children can compare two rooms.
- ▶ The children can appreciate the use of decoration in the prayer hall.

Complementary work

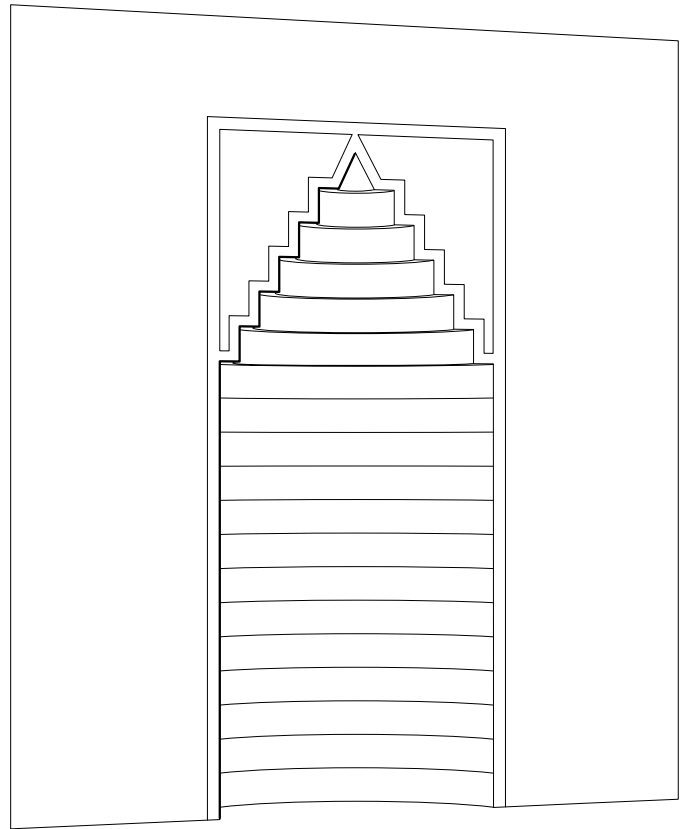
The children could estimate the height of the prayer hall in the picture on pages 4 and 5. They could do this by estimating the size of a person in the picture then seeing how many times the person's height is required to measure from the floor to the ceiling. In a similar way the children can estimate the height of the room they have been using to make a comparison.

Resources

Compass.

Praying

Many of the special things you see inside the mosque are used in prayer.



Q1. What is the feature of the mosque shown in the picture?



.....

Q2. How does this feature help Muslims face Mecca when they pray?



.....



.....

Q3. Why may there be a clock close by?



.....



.....

Q4. What must Muslims do before they pray?



.....

Q5. What is a balcony in a mosque used for?



.....

Q6. If a mosque does not have a minbar, where does the imam stand?



.....

Answers

1. **Mihrab.**
2. **It is in the wall which faces Mecca.**
3. **To remind people when it is time to pray.**
4. **Clean their bodies.**
5. **It is the place where women pray.**
6. **He stands up in front of the congregation.**

Lesson objectives

- To provide a brief and simple introduction to Muslim prayer.

Lesson outcomes

- The children know the purpose of Muslim prayer.
- The children know how Muslims prepare for prayer.
- The children know that men and women pray in separate areas.

Teaching notes

When Muslims go to the mosque they dress tidily to show respect to the mosque. When they enter the mosque they take off their shoes (all visitors must do the same). They enter a special washroom where they perform a ritual wash to prepare themselves for prayer, then they enter the prayer hall.

Clothes

Muslims show their respect for Allah by covering their bodies from head to ankles. The hands and feet do not need to be covered. The hair must also be covered at prayer time.

Washing

The purpose of washing is to purify the body. Washing to purify the body is also found in the Jewish and Christian religions. In Islam,

washing is performed before each session of prayers and is called wudu. There is a sequence of actions in the washing process. This involves washing the hands, face, forearm, head, ear and foot. There are five sessions of prayers each day and washing must precede each one.

Complementary work

The children could use secondary sources to find out about the names of the garments that are worn by Muslims when they visit a mosque.

Resources

Secondary sources about Muslim clothes.

The prayer hall

1. How is the floor of the prayer hall covered?



.....

2. Make a drawing of the mihrab in this space.

3. How is the mihrab decorated?



.....

4. Make a drawing of the minbah in this space.

5. How is the minbah decorated?



.....

Activity objectives

- ▶ To let the children look at the features of the prayer hall.
- ▶ To let the children record what they see in pictures and words.

Preparation and resources

- ▶ Organisation of a mosque visit or checking out a virtual tour of a mosque on a web site.
- ▶ Digital camera and obtaining permission to use it inside the mosque.
- ▶ Pictures of prayer halls in a number of mosques.

Introducing the activity

You may like to use this activity during part of the visit to a mosque or on a virtual tour of a mosque web site. Stand with the children at the entrance to the prayer hall and ask them to point out features that they can remember from studying the student book. Let the children try the activities.

Teaching notes

The purpose of this activity is to build on the work of the previous activity and let the children produce a report of their visit to a mosque. Alternatively you may wish to use this as a differentiated resource for the more able for the activity in Unit 8.

On the ceiling of the mihrab may be muqarnas vaulting. This is widely used in Arabic-Islam architecture. The vaulting has a similar appearance to a honeycomb. It is made up of wedges of material which have a curved outer surface. The purpose of the vaulting is to hide the edges where the walls meet the ceiling and make the object seem less solid and more pleasing on the eye.

You may ask the children to look at the decorations on the walls and on the dome and remind them of this work when they try Units 5 and 9.

Concluding the activity

The children could compare their drawings with pictures that you have taken. Point out any features that they have recorded in their drawings and any features that they may have missed. Let the children compare your photographs with photographs of features in other prayer halls.

Activity outcomes

- ▶ The children can recognise the major features of the prayer hall.
- ▶ The children can describe the appearance of the major features of the prayer hall.

Complementary work

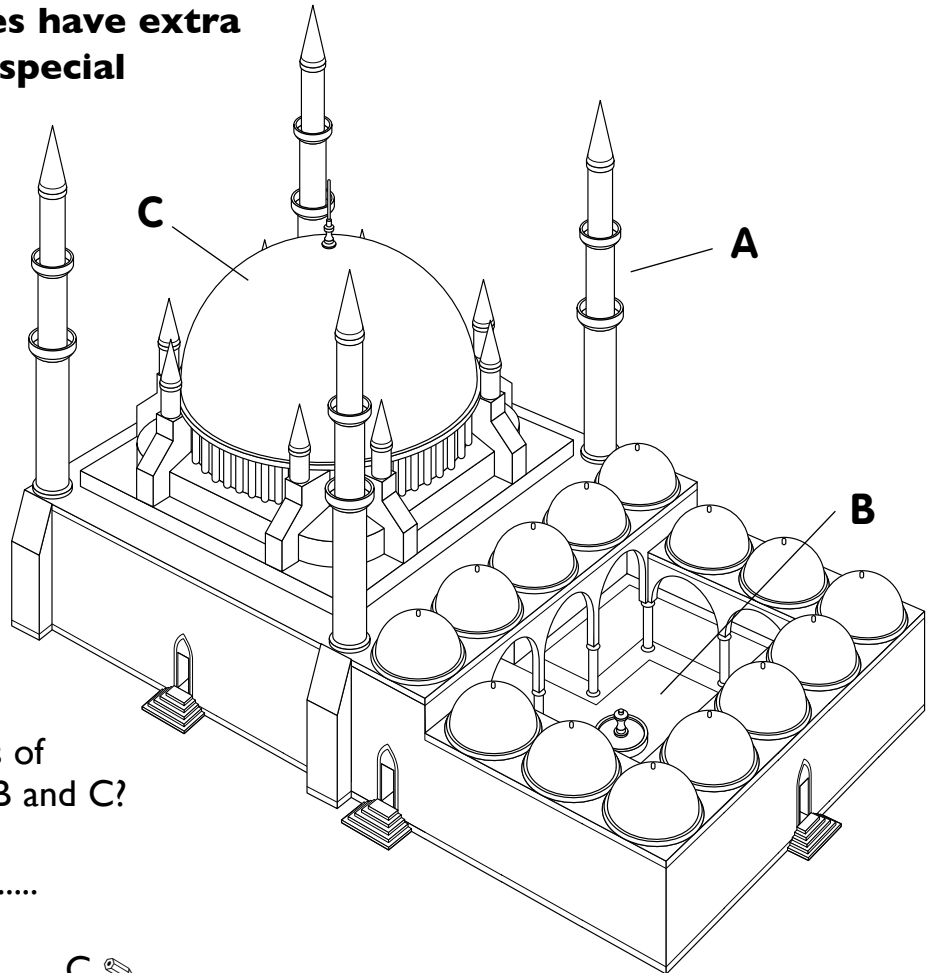
When the children return to the classroom you could ask them how they could find the direction of Mecca using a compass. Let the children use the compass to find north and south then tell you the direction of Mecca (east in Europe and the USA).

Resources

Compass.

A traditional mosque

Many large mosques have extra features that have special meanings in Islam.



Q1. What are the parts of the mosque labelled A, B and C?

A

B C

Q2. What are many mosques designed to look like?

.....

Q3. When was the first mosque built?

Q4. Where were the first mosques built?

Q5. Where does a person stand to call people to prayer?

.....

Q6. How is C in the picture useful?

.....

.....

Answers

1. **A = minaret, B = courtyard, C = dome.**
2. **The mosques built in the early days of Islam.**
3. **619 AD.**
4. **In hot dry places.**
5. **On the minaret.**
6. **It gives a feeling of space. It helps to cool the mosque and helps sound to travel so that everyone can hear the imam.**

Lesson objectives

- ▶ To explore the structure of a large mosque.
- ▶ To understand the function of the minaret, courtyard and dome.

Teaching notes

The word “mosque” originally comes from the Arabic word “masjid”. This word means a place where people prostrate themselves and refers to the way in prayer that Muslims submit to Allah. The word mosque evolved through the Egyptian and French languages.

The first mosque to be built is called the Mosque of Quba. It is also known as the Masjid at-Taqla which means mosque of reverence. When Mohammed came to Medina, many people wanted him to stay with them so he decided to let his camel go and to build his home and first mosque near where the camel stopped to rest.

The call to prayer, made by the muezzin, is called the adhan. It is made about a quarter of an hour before prayer begins. When the people have gathered in the prayer hall a call is made inside the mosque for them to stand up and form rows just before the prayers begin. When prayers are being said, a white flag may

be displayed outside the mosque, or if prayers are said at night a lamp on top of a minaret may be lit.

Lesson outcomes

- ▶ The children can identify the different structures in a large traditional mosque.
- ▶ The children can explain the function of the minaret, courtyard and dome.

Complementary work

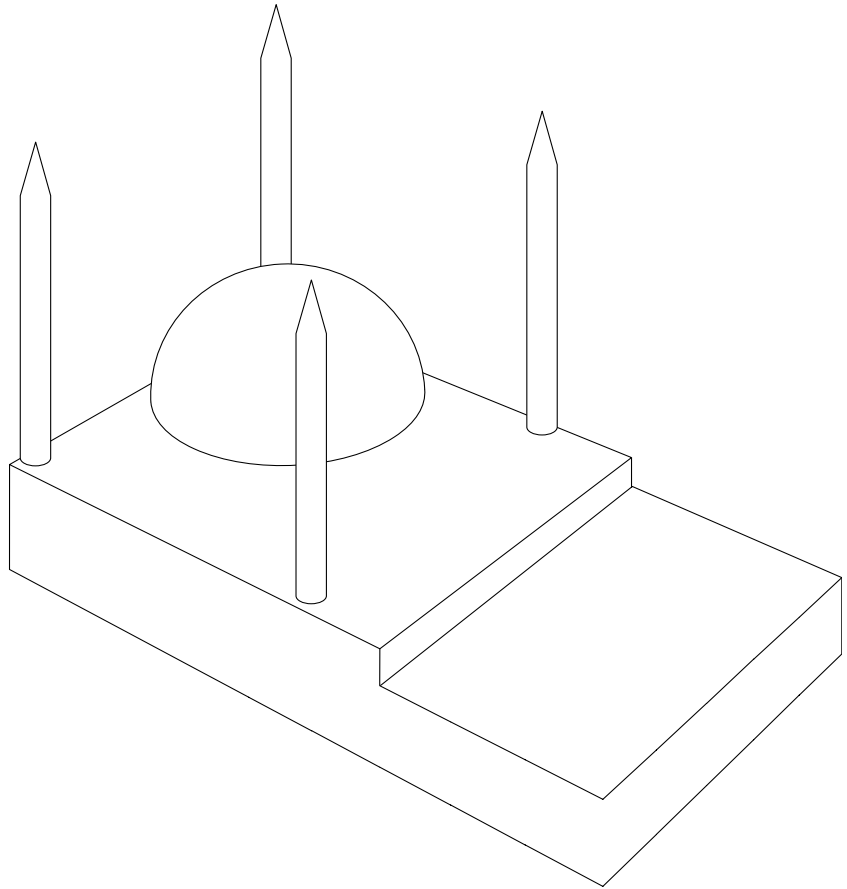
The children use secondary sources to find out about the different shapes of domes and minarets that exist in mosque architecture.

Resources

Secondary sources about mosques from different parts of the world.

Make a model mosque

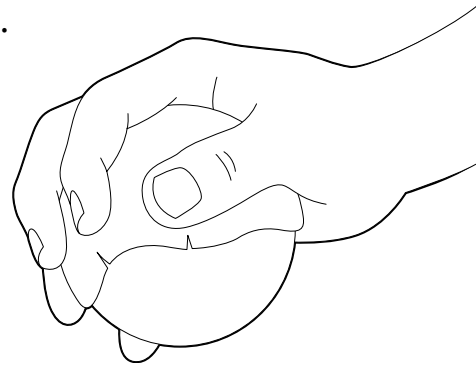
Here is a picture which shows the main features of a mosque.



1. Use the picture to help you make a model mosque. You may wish to add more features like those shown on pages 8 and 9 (or page 10) of your book.

2. Draw your design on a sheet of paper then collect the materials and equipment you need.

3. First make a dome out of Plasticine. You may use a ball to help make the dome shape.



4. When you have finished hold the dome above your head and look into it.

5. Now hold up a flat piece of card over your head and look up at it.

6. How does looking into the dome seem different to looking at the flat card?



.....

7. Use the materials and equipment you have gathered to make your model mosque.

Activity objectives

- ▶ To appreciate the main structures of a mosque by making a model.
- ▶ To discover that the dome gives a sense of space.
- ▶ To give children an opportunity to use materials and equipment in the construction of a model.

Preparation and resources

Plasticine, balls, cardboard, scissors, sticky tape. You may wish some children to make most of the mosque out of pieces of wood by using a saw and glue, brightly coloured shiny paper and aluminium foil.

Introducing the activity

Before you start the activity you may like to show the children the mosques on pages 10 and 11 and pages 22 and 23. You could then look at the picture on the worksheet with the children and tell them that they can develop this basic design to produce a mosque of their own design.

Teaching notes

When the children look at the pictures of the mosques they may comment on the colours used or the texture of the surfaces. You could encourage them to add colour and brightness to their mosques by using brightly coloured shiny paper. Some children may like to use some aluminium foil to cover the dome or cap the minarets.

Make sure that the children follow all school safety regulations in the use of equipment and materials.

A major feature of mosque design is the way materials are used to create a sense of space and of the building being less solid and more ethereal or heavenly. Tiles are used on the outside of real mosques to make the walls shine, patterns are used to break up solid features in the wall. A muqarnas vaulting (see

page 23 of this book) is used in archways to break up the outline.

Concluding the activity

The class could put on a display of their mosques.

Activity outcomes

- ▶ The children can construct models of a mosque.
- ▶ The children can see that a dome gives a sense of space.
- ▶ The children can use materials and equipment safely in the construction of their models.

Complementary work

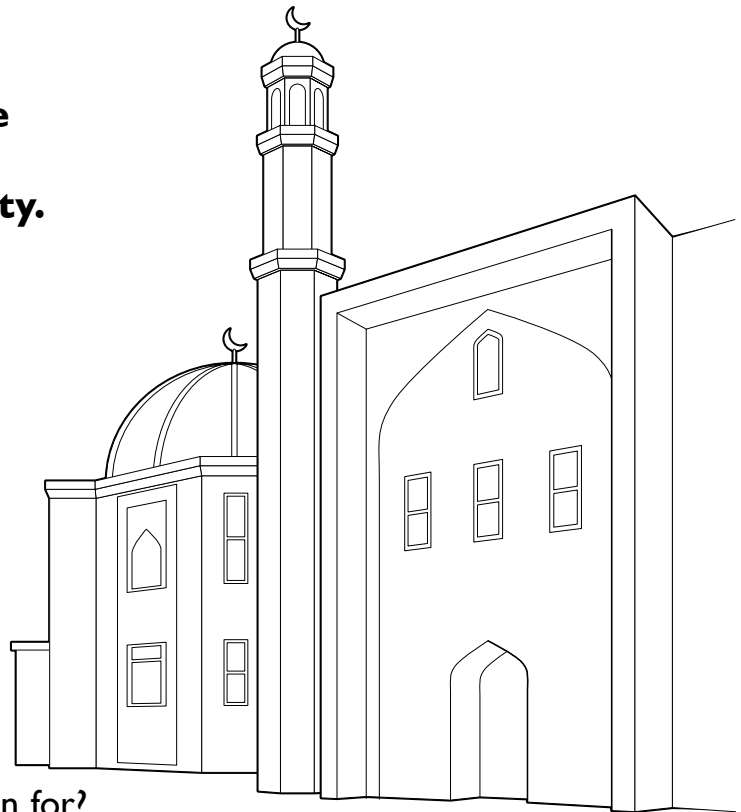
If the children have done Unit 5A they may like to write Arabic words on small strips of paper and stick them to their mosques.

Resources

The worksheet for Unit 5A showing the Arabic words.

Local mosques

A mosque is a building where Muslims go to pray, to learn and to be part of a community.





Q1. The picture shows a mosque.
Shade in the Crescent Moons.

Q2. What do Muslims use the Moon for?



.....

Q3. Which language did the first Muslims speak? 

Q4. What is the holy book of Islam called? 

Q5. Why do some mosques look like ordinary buildings?



.....



.....

Q6. Name five reasons why Muslims may go to a mosque.



.....



.....



.....



.....



.....

Answers

1. **The Crescent Moons on the dome and minaret should be shaded in.**
2. **To find the times of important religious events and holidays.**
3. **Arabic.**
4. **The Qur'an.**
5. **Because they were once ordinary buildings that have been converted into mosques.**
6. **To pray, to learn about Islam, to learn about the Arabic language, to gather for holiday celebrations, weddings, to meet other Muslims, to take part in voluntary work.**

Lesson objectives

- ▶ To help the children recognise a mosque.
- ▶ To introduce the main activities which take place in a mosque.

Lesson objectives

- ▶ The children can recognise a mosque made from an ordinary building or built in the traditional style.
- ▶ The children can describe the activities which take place in a mosque.

Teaching notes

Crescent Moon

The Crescent Moon is the symbol of Islam. It is found on the flags of some countries which have Islam as their major religion. During the course of a month the Moon appears to change shape. These 'changing' shapes are called the phases of the Moon. The crescent shape is one such phase of the Moon. In Islam these stages of change in the Moon can

be compared to the stages of change in a person's life from birth to death. These changes in a person's life can be compared with the state of being of the soul which does not change with time.

The Moon is important in measuring not just months but also years as the Islam calendar is based on the cycles of the Moon and not like the cycles of the Sun which are used in ordinary everyday life.

The Crescent Moon on a mosque is set to point towards the direction of Mecca. In Arabic the Crescent Moon is al-hilal.

Arabic

This is the language which was used by the first Muslims. Mohammed (pbuh) spoke the words he received from God in Arabic. Muslims recited the words in Arabic. Eventually the words were written down in Arabic in a book called the Qur'an. Translations of the Qur'an have been made. These books are known as translations of the Qur'an and not the Qur'an.

The Qur'an

The Qur'an is the sacred book of Islam. Muslims believe it to contain the words of God. The Arabic word for God is Allah. They were revealed to Mohammed (pbuh) from 610 to 632 CE.

Complementary work

The children can look at flags of the countries of the world and identify those which have a Crescent Moon.

Resources

Flags of countries of the world.

The mosque as a building in the community

Here is a picture of a mosque:

1. Write down the activities that take place in the mosque.









2. Make a drawing of your school in this space:

3. Write down the activities that take place in your school.









4. Make a drawing of another building in your area:

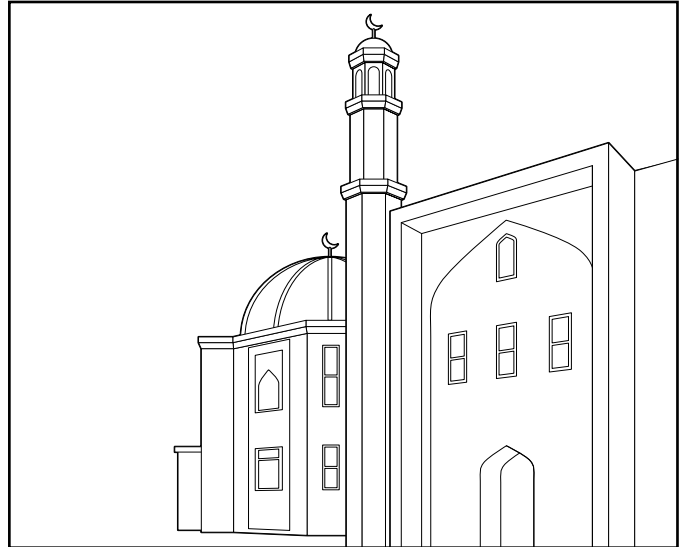
5. Write down the activities that take place in the building.











Activity objectives

- ▶ To set the role of the mosque in context with other buildings in the community.
- ▶ To compare the appearance of the mosque with other buildings.
- ▶ To compare the purposes of the mosque with the purposes of other buildings.

Preparation and resources

You may need to arrange for extra supervision when the children go outside to draw the school and other buildings in the area.

If you wish the children to take digital photographs instead of making drawings you should arrange for the digital camera to be available and for the children to have access to a computer to print off their pictures.

Introducing the activity

You may like to begin by asking the children about the different kinds of buildings that are in the area. Look for answers such as cinema, library, café or homes. Tell the children that each building has one or more purposes and in this activity they are going to compare the mosque with other buildings in the area.

Teaching notes

The activities which take place in a mosque are carried out by Muslims. These activities are prayer, learning about Islam and the Arabic language, holiday celebrations, weddings, funerals and voluntary work.

Try to get the children to identify a wide range of buildings such as cinema, library, bank, different shops, store, town hall, factory and other places of worship. If it is not possible for them to visit each building try to get them

to draw it from memory or arrange for photographs to have been taken previously.

Concluding the activity

Let the children report to the class on the different buildings they have studied. A table could be drawn up using ICT of the different buildings and their purposes in the area. Remind the children that the mosque is the most important building for Muslims.

Activity outcomes

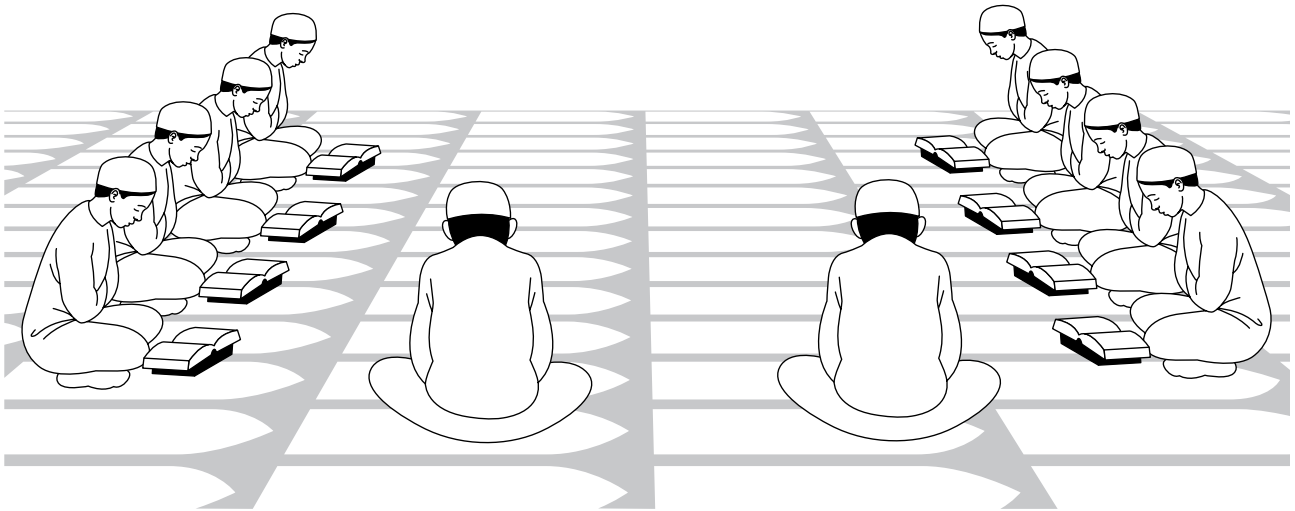
- ▶ The children can recall the purposes of the mosque.
- ▶ The children can compare the appearances of buildings.
- ▶ The children can compare the purposes of buildings.

Complementary work

The children could find out where the nearest mosque is to the school. If the mosque is not far they could work out a route to reach it. If the mosque is some distance away, they could work out what transport they would use to visit it.

Learning and celebration

A mosque is a place to learn about Islam, to celebrate and to meet other Muslims.



Q1. What are the children in this picture doing?



.....



.....

Q2. Why is the Qur'an and books that discuss the Qur'an beautifully decorated?



.....

Q3. What is every Muslim asked to learn?



.....

Q4. Where can classes be held in a mosque?



.....

Q5. What do Muslims do at the mosque on Muslim holidays?



.....



.....

Q6. Who can you ask about Islam at a mosque?



.....

Answers

1. **Studying in a special class at the mosque to memorise the Qur'an in Arabic.**
2. **To show how important they are.**
3. **As much about Islam as they can.**
4. **In the prayer hall or in a separate room or classroom.**
5. **Say special prayers then stay and talk or have a special meal.**
6. **The imam.**

Lesson objectives

- ▶ To show that a mosque is a place for learning.
- ▶ To show that a mosque is a place where ceremonies and celebrations take place.
- ▶ To show that the mosque is a place where advice may be sought.

Lesson outcomes

- ▶ The children can explain that the mosque is a place of learning.
- ▶ The children can describe some of the ceremonies and celebrations that take place at a mosque.
- ▶ The children can explain that the imam gives advice about Islam to Muslims and non-Muslims.

Teaching notes

Learning

When Muslims have lessons about the Qur'an or simply read it they may sit on the floor. They may use a small support called a kursi to hold the Qur'an. It is often made of carved wood and stands about 30cm off the floor. In large mosques the children and adults may sit at desks in a classroom.

Celebrations

At the marriage ceremony the bride and groom sit in different parts of the mosque. The marriage ceremony may also take place in the home or at the office of a Muslim judge. During the marriage ceremony an agreement, called a contract, is made between the bride and groom and the groom gives the bride a sum of money called the dowry.

Holidays

The calendar that is most widely used is based on the Earth's passage round the Sun and begins in January and ends in December and is usually 365 days long. The Muslim calendar is based on the movement of the Moon around the Earth. Twelve passages of the Moon around the Earth only take 354 days so the Islamic year is eleven days shorter than the January to December year. This means that Muslim holidays occur at different times in each January to December year.

Complementary work

Let the children try and find out what is the next holiday to be celebrated at the mosque. Let the children use secondary sources to find out about the holiday.

Resources

Contacting the mosque. Secondary sources about Muslim holidays.

Arabic letters and words

Here are some Arabic letters.

أ A

ج J

غ R

ل L

ب B

س S

ك K

ي Y

They do not look like the letters we use. There are also three different ways of writing them so it is more useful to look at the way they are joined together to make words.

In Islamic calligraphy there are many ways to write the word Allah (God).

Here are some examples.

① الله

② هو

③ إِلَهِ

④ إله

1. On a sheet of paper try and write some Arabic letters.
2. Try and write one or more words for Allah that are shown on this sheet.

Activity objectives

- ▶ To show that Arabic letters are very different from those used to write English.
- ▶ To show that Arabic words look very different from English words.
- ▶ To let the children experience the writing of Arabic words.

Preparation and resources

A copy of the Qur'an, sheets of paper, felt-tip pens or paints and paint brushes.
A person who can read and speak Arabic.

Introducing the activity

This activity may be done before or after a visit to a mosque.

You may like to begin by showing the children a copy of the Qur'an and pointing out that it is written in Arabic. Ask the person who can read and speak Arabic to read a suitable passage from the Qur'an and say what it means in English.

When you turn to the worksheet you could let the children write down the letters in English and Arabic so that they get a feel for the difference in the way of writing. This could prepare them for the writing of the Arabic words later on the worksheet.

Teaching notes

The purpose of this activity is to let the children experience in a very small way the learning of Arabic by Muslims.

The structure of the written Arabic language is very different from English. For example, vowels are not usually written out. They are, however, written out in a newspaper or a textbook. When they are written out they occur as dashes on the top of consonants. Arabic words are written from right to left and not left to right as words in many other languages are.

As statues of people and animals are forbidden in the mosque, Arabic words and sentences

are used as a decoration. The parts of the words may be embellished in an art form called calligraphy. The purpose of calligraphy is to show the Muslims' love of the words of Allah and Mohammed.

You could link this activity to Unit 9.

Concluding the activity

The children could display their work on the wall.

Activity outcomes

- ▶ The children can recognise some Arabic words.
- ▶ The children can write some Arabic words and say what they mean.

Complementary work

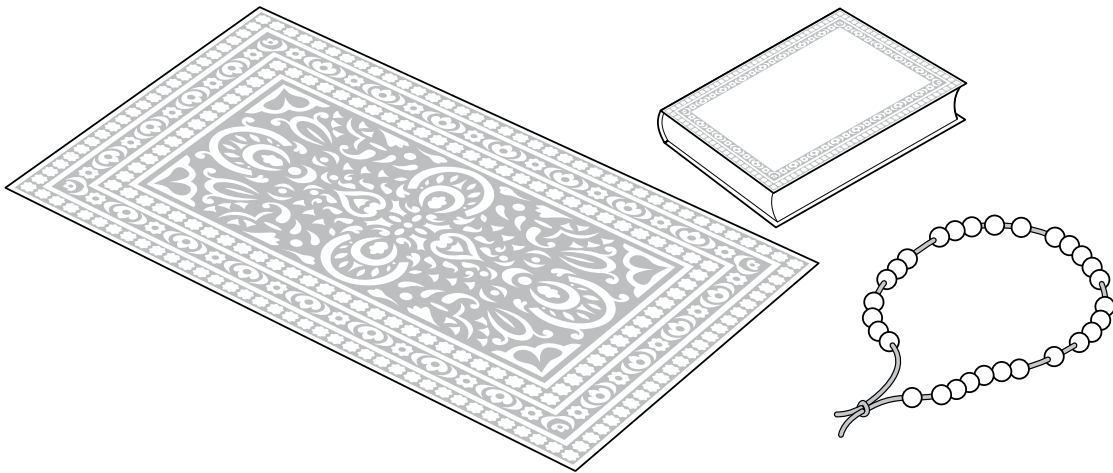
The children are shown some examples of calligraphy. They then write the words on the sheet again but this time embellish them in some way to make them decorative.

Resources

Photographs of examples of Arabic calligraphy in a mosque. These could be photographs from a book or photographs taken on a visit to a mosque.

The mosque and the community

Your community is made up of people who you have something in common with. A mosque is an important part of any Islamic community around the world.



Q1. The picture shows a prayer mat, prayer beads and a book about Islam. Where can Muslims buy such things?

.....

Q2. What is the centre of any Islamic community?

Q3. What is the umma?

Q4. Some mosques have a place where Muslims can get meals. What is it called?

.....

Q5. How is the mosque useful to a Muslim in a foreign country?

.....

Q6. Name four benefits that a Muslim gets from going to a mosque.

.....

.....

.....

.....

Answers

- 1. They can buy such things from a shop inside a large mosque.**
- 2. The mosque.**
- 3. The worldwide community of Muslims.**
- 4. Cafeteria.**
- 5. It is a place which provides help and guidance.**
- 6. A chance to meet and make friends with other Muslims, having a place to celebrate, being able to learn more about Islam and the country your family came from, having a place to pray, having people to talk to about your concerns and problems, having a place to learn.**

Lesson objectives

- ▶ To introduce the concept of a worldwide Islamic community.
- ▶ To show that people in the Islamic community have rights and responsibilities when visiting a mosque.
- ▶ To show that the mosque provides many benefits to the Islamic community it serves.

Lesson outcomes

- ▶ The children know that there is a worldwide Islamic community called the umma.
- ▶ The children recognise that Muslims visiting a mosque have rights and responsibilities.
- ▶ The children recognise that the mosque provides many benefits to the Muslim community.

Teaching notes

You may wish to help the children see that culture is different from each community. You may give a very simple account of the concept of culture such as "In different parts of the world groups of people, which form whole countries, have certain kinds of behaviour (for example it is normal in some countries for two people when they meet to continue holding hands after a handshake as they talk, while in other countries it is not) and a certain set of laws and have developed a particular style of art". The Muslim community also has its own culture but when a group of Muslims set up a community in another country they may adopt some of the culture from the country they are living in. For example the Muslims who live in Egypt celebrate the birth of the prophet Mohammed (pbuh) with huge street carnivals.

Complementary work

The children could look at a world map and identify countries which have a high Muslim population and countries where there is a low Muslim population. You may like to link this work with Activity C in Unit 7A looking at prayer times around the world.

Resources

A world map showing the percentage of Muslims in the population of each country. A map which has a colour code is the easiest for the children to use. The world map which is an appendix to Unit 10 (pages 56 and 57) may help to get the children started in this activity.

Looking at communities

Your school is a community.

1. The largest number of people in this community are the children, but who else forms part of this community?





2. How large is the school community? 

3. People who live in a community have responsibilities, rights and benefits from living in it.

In the table fill in responsibilities, rights and benefits of Muslims when they visit the mosque, and the responsibilities, rights and benefits that you have by being part of the school community.

	At the mosque	At school
Responsibilities		
Rights		
Benefits		

Activity objectives

- ▶ To develop the concept of community.
- ▶ To compare the responsibilities, rights and benefits of people belonging to two different communities.

Preparation and resources

The student book (optional).

Introducing the activity

If you used the introduction to this unit on page 11 you may like to remind the children about it then ask them to apply their ideas to the school by trying steps 1 and 2.

Teaching notes

The purpose of considering the mosque first in the table is to help the children focus on the separate issues of responsibilities, rights and benefits. You may like the children to fill in the table from what they remember of working on pages 14 and 15 of the student book, or you may issue them with the book and let them look for answers in the text. In the mosque the responsibilities are observing rules such as the dress code, praying either with the men or women in the mosque, believing certain things, praying in a special way; the rights are being able to go into a mosque at any time, to have a quiet place to think, to be able to pray freely; benefits – meeting and making friends, having a place to celebrate, being able to learn about Islam or the country you came from, having a place to pray, having people who you can talk to about your problems. In the school the responsibilities could include – to behave in an acceptable way, maybe wear a uniform and keep it clean, keep your work place clean, special responsibilities such as giving books out; rights – the right to learn, to have time to play, to go to the toilet when necessary, to complain if something is unfair; benefits – learning about

different subjects, learning how to get on with people, meeting friends, playing games, joining a sports team or a school band.

Concluding the activity

Let the children compare their answers.

Activity outcomes

- ▶ The children can demonstrate their understanding of the concept of a community.
- ▶ The children can identify all the people in their school community.
- ▶ The children can state their responsibilities, rights and benefits from being in the school community.
- ▶ The children can compare their responsibilities, rights and benefits in school with Muslims who visit a mosque.

Complementary work

Make a class list for responsibilities and rights and make it into a poster to display on the wall.

Resources

Large sheet of paper.

One week at a mosque

A mosque has many regular events. Here are some of them.

Sunday

4.49 a.m.	Prayer
1.23 p.m.	Prayer
10.30 a.m.	Islamic weekend school: classes in
-1.30 p.m.	Urdu, Islamic studies, Arabic and reading the Qur'an for children and adults
2-4 p.m.	Children's club: games and activities
4.30 p.m.	Hajj meeting: planning and lessons
-5.30 p.m.	for people who are going to make pilgrimage to Mecca this year
5.51 p.m.	Prayer
9.57 p.m.	Prayer
11.27 p.m.	Prayer

Q1. How long is the Islamic weekend school?



.....

Q2. How many times are prayers said at the mosque every day?



.....

Q3. Where do Muslims pray if they cannot go to the mosque?



.....

Q4. When is it most important for Muslims to be at a mosque for prayer?



.....

Q5. Why do mosques have football clubs for children?



.....



.....

Q6. Why do different mosques offer different activities and classes?



.....



.....

Answers

- 1. Three hours.**
- 2. Five times.**
- 3. At home, at work or at school.**
- 4. On Friday at midday.**
- 5. So children can go to the mosque and meet and play with other Muslim children.**
- 6. Because each mosque is in a different community.**

Lesson objectives

- ▶ To show that many activities take place at a mosque.
- ▶ To show that the activities which take place at the mosque reflect the needs of the Muslim community.

Lesson outcomes

- ▶ The children know that many activities take place at a mosque.
- ▶ The children know that different mosques may have different activities in their schedules but each day will have five prayer times.

Teaching notes

You may like to use this unit before you visit a mosque and compare it with the schedule of the mosque you visit.

The Punjab is a region in Northern Pakistan.

Urdu is the official language of Pakistan. It is also used in India.

Hajj is the pilgrimage that is made once each year to Mecca. Every adult Muslim is expected to take part in at least one Hajj during their lives if they can afford it and if they are in good health.

Complementary work

The children could use secondary sources to find out about the times of the prayer sessions at the local mosque.

Resources

Information from the local mosque.

Finding prayer times

In the past some of the prayer times were found by measuring the shadow of a vertical stick. Today very complicated calculations are used to work out the times of all the prayers but they are still based on the spinning of the Earth which makes the Sun appear to move across the sky.

Here are three activities which are connected to finding the time for prayer. The first two were used long ago and the last one is the most recent using the internet.

A. In the early days of Islam the prayer time at noon was found in a way similar to this.

- 1.** Set up a vertical stick in a sunny place as the Sun rises to its highest point in the sky. (Never look directly at the Sun. It can damage your eyes.)
- 2.** Look at the shadow made by the stick and measure it at regular intervals. At first it should be seen to be getting shorter and shorter.
- 3.** Look carefully for a sign that the shadow is getting long. When this happens prayers were said.
- 4.** Look back at your measurements of the shadow and find the shortest measurement. You will need this for activity B.

B. In the early days of Islam the late afternoon prayer was found in a way similar to this.

- 1.** Measure the length of the stick in the ground. Add the length of the shadow at midday (from activity A step 4).
- 2.** Measure the length of the stick's shadow regularly in the middle of the afternoon.
- 3.** When the length of the stick's shadow is the same as the sum you made in step 1 the later afternoon prayers were begun.

C. Calculations of prayer times have been made for a huge number of different places in the world. You can find out about the prayer times by visiting an Islamic web site. Your teacher will give you instructions of what to do to find the prayer times for your area. Write the instructions on the back of this sheet.

Activity objectives

- ▶ To show how two prayer times were calculated in the early days of Islam.
- ▶ To show how the calculations of prayer times today can be obtained from the internet.
- ▶ To make simple measurements and calculations.

Preparation and resources

A stick secured vertically in the ground in a sunny place. A metre rule. Testing web sites on Islam to find one that provides prayer times. They can be found on www.islam.org. Computer with internet link.

Introducing the activity

You may like to begin by asking the children how people measured time in the past. Look for answers about sundials and shadow sticks. Tell the children that a simple sundial was once used to find two of the prayer times but all prayer times today are based on complicated calculations on the turning of the Earth, and can be found by using the internet.

Teaching notes

It is important to stress that shadow sticks are not used today but from their early use complicated calculations were developed which are used today.

Remind the children never to look at the Sun in the sky. The children may like to investigate the prayer time in activity B at about 3.30 p.m.

In activity C give the children the web site address and tell them what to do on each web page. For example they should look on the home page for the section on religion and mosques and click on there. When they reach the new web pages they should look for a section on prayer times and click on there. They should then use the buttons to select

where they are on a world map, then a town near to them, or they should type in their own town. They can select other areas of the world where their friends live and find out about prayer times there.

Concluding the activity

The children can compare the prayer times obtained from the internet with those of the mosque on page 17 of the student book to see how prayer times may be different at different times and in different places.

Activity outcomes

- ▶ The children can use an early method of measuring time to identify two prayer times.
- ▶ The children can use the internet to find the prayer times in their area.

Complementary work

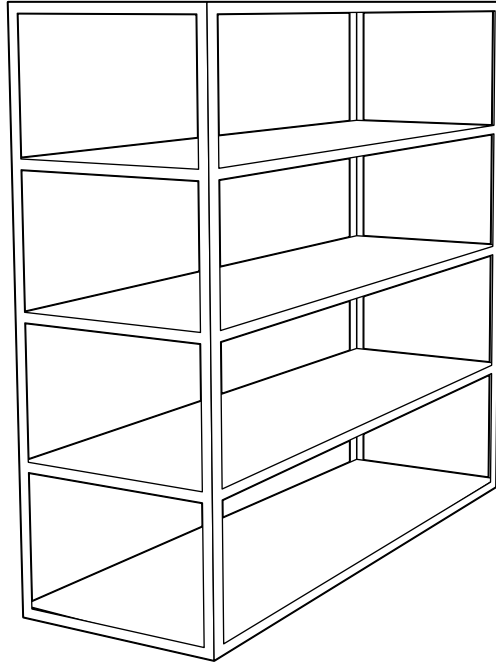
The children can use the web site on the internet to find prayer times in different parts of the world.

Resources

Computer with internet link.

A visit to a mosque

The best way to learn about a mosque is to visit one. Before you can visit a mosque, you should know the rules and something about what you will see and do.



Q1. What is the object in the picture used for?

.....

Q2. Who may pray in a mosque?

Q3. What would you expect to see in a prayer hall?

.....

Q4. Who should wear a scarf over their hair?

.....

Q5. Name three things you should do when you look around inside a mosque.

.....

.....

.....

Answers

- 1. Storing shoes while people are in the mosque.**
- 2. Muslims.**
- 3. A minbar and a mihrab.**
- 4. Girls who are over 12.**
- 5. Look for any features you have learned about. Ask what the Arabic writing says. Notice the kind of decoration and art on the walls.**

Lesson objectives

- ▶ To review the things that may be seen on a visit to a mosque.
- ▶ To review the standard of dress and behaviour that is required for a visit to a mosque.

Lesson outcomes

- ▶ The children can identify the different features in the mosque.
- ▶ The children know how they must dress and behave for their visit to a mosque.

Teaching notes

In addition to the content of pages 18 and 19 you may like to review other units. For example from Unit 5 you may like to remind the children that the mosque may have a library, classrooms and rooms in which to hold celebrations. There may also be a place where Muslims come to get advice from the imam. From Unit 7 you may like to remind the children to look out for information prayer times and the times of other activities. You may like to remind the children that the mosque may serve the community in a special way. For example if the community has a large number of immigrants who do not speak English as their first language they may put on English

classes. The children could table some questions about how the mosque serves the community.

Complementary work

The children could consider the clothes that they will wear for their visit and the girls could consider how they will cover their heads. The children could work in groups to consider how they will prepare a report of their visit and make a list of questions that they may like to ask at the mosque.

Resources

Clipboards for questionnaire. This can also be used in the activity in this unit.

Visiting a mosque

I. Before you visit the mosque enter the features you may see in the left hand column of the table. You may use more than one sheet.

Feature	What it is like

Feature	What it is like

Feature	What it is like

Feature	What it is like

Feature	What it is like

Activity objectives

- ▶ To prepare the children for looking at the features in a mosque.
- ▶ To give the children an opportunity to record what they see at a mosque.

Preparation and resources

Make a preliminary visit then make arrangements for a mosque visit (seek permission for children to take photographs if appropriate), organise transport, check school policies on visits and arrange for extra adult supervision if necessary.

Introducing the activity

You may like to begin by telling the children that when they reach the mosque there will be so much to see that they need to organise their work before they go. Give out the worksheets and ask the children to enter one feature of the mosque in each left hand box. If they can think of more features than five let them have another sheet. Remind the children that they can also write on the back of the sheet.

Teaching notes

The features of the mosque that the children may mention are dome, minaret, courtyard, entrance doorway, shoe rack, washing place, prayer hall, prayer mats, minbar, mihrab, Arabic writing, prayer times, classroom, support of Qur'an – kursi. If the children have one or two empty boxes on their second or third sheet tell them that they can be filled in if they see other features (such as floral decorations) when they visit the mosque.

Concluding the activity

Let the children prepare a report about their visit to the mosque. They can use any photographs that they have taken.

Activity outcomes

- ▶ The children are ready for observing and recording the features they see at a mosque.
- ▶ The children can record the features they observe at the mosque.

Complementary work

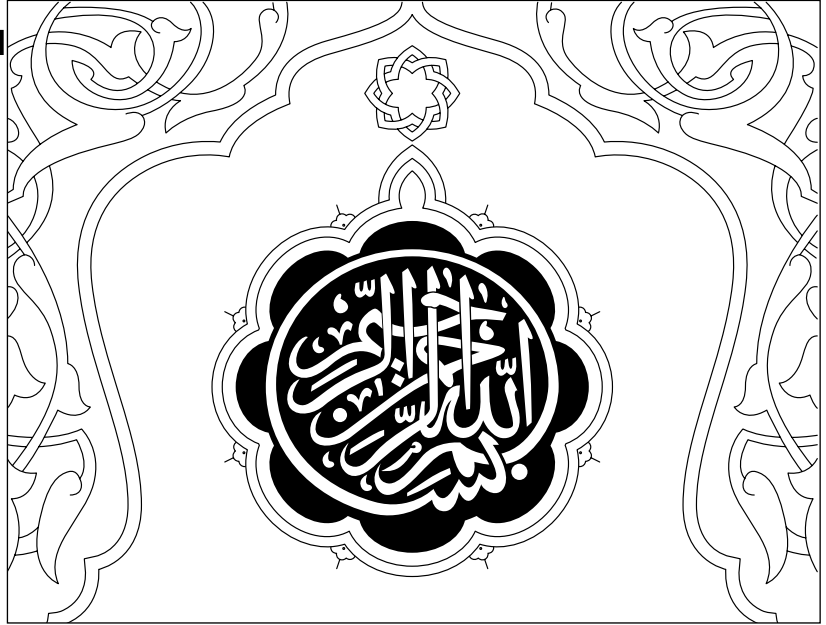
The children can write a letter of thanks after the visit. In the letter they could write about what they found particularly interesting.

Resources

Envelopes, stamps or e-mail facility if appropriate.

Art in the mosque

Mosques are often decorated with beautiful art. The way a mosque is decorated tells us a lot about Islamic beliefs.



Q1. What do the words in the picture mean?



.....

Q2. Why are there no pictures or statues inside a mosque?



.....

Q3. What is calligraphy?



.....

Q4. Why is calligraphy very important art in the Islam world?



.....

Q5. Why are designs with flowers and plants popular in calligraphy?



.....



.....

Q6. What are mashrabiyyas?



.....



.....

Answers

1. **"God is great".**
2. **Muslims believe it is wrong to worship pictures or statues.**
3. **A beautiful form of writing.**
4. **It is used to remind people of the beauty of the word of God.**
5. **They help to remind people of the garden of paradise they will find in heaven.**
6. **Carved wooden screens which allow you to see other people but the other people cannot see you.**

Lesson objectives

- ▶ To discover why paintings, statues and people and animals do not feature in Islamic art.
- ▶ To introduce the children to the different kinds of Islamic art used in the decoration of mosques.

Lesson outcomes

- ▶ The children can understand why paintings, statues and people and animals do not feature in Islamic art.
- ▶ The children can recognise the four kinds of art used in the decoration of mosques.

Teaching notes

If you have done the activity in Unit 5A you may like to follow it by studying this unit. You may also like to use this unit before you make a visit to a mosque so that the children can look out for the different kinds of art. A third option is to let the children record the kinds of decoration they see on their mosque visit and then use this unit to consolidate what they saw.

Complementary work

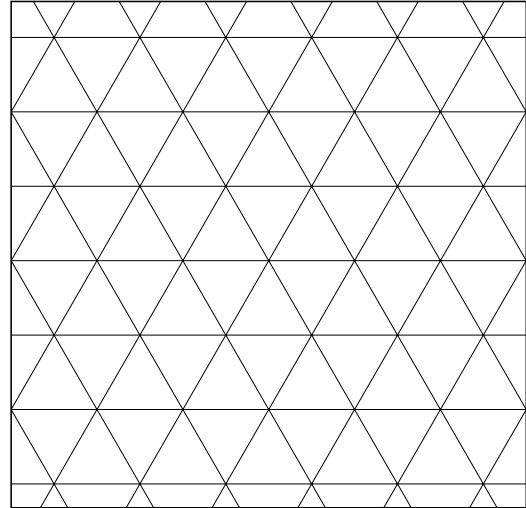
Remind the children that the letters in special Arabic words are written in a flowing style and may be decorated in some way. Ask the children to think of their name and to write it out using English letters in a flowing style that they can decorate. Let the children use their name on a book or on their drawer.

Resources

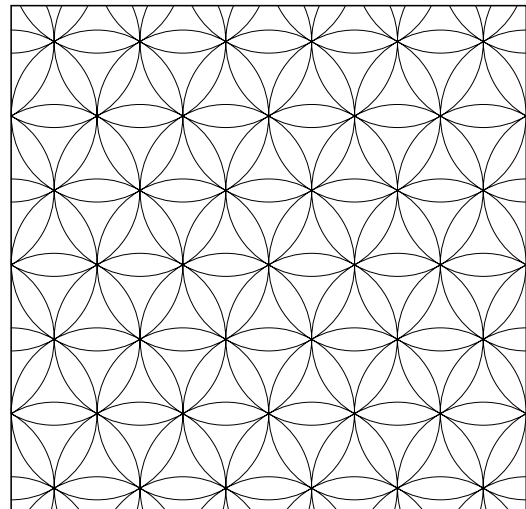
Paper, felt-tip pens or paint and brushes.

Geometric designs

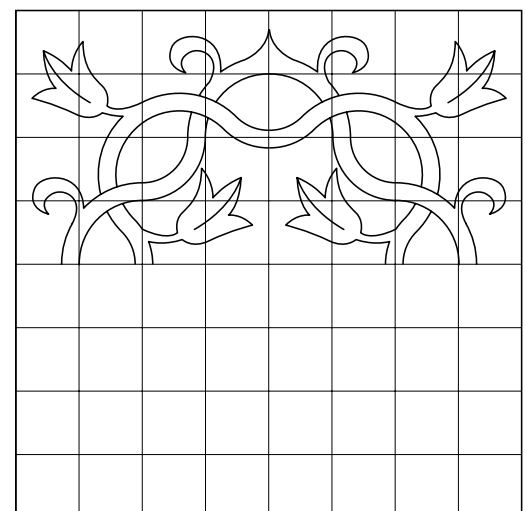
1. This pattern is made from equilateral triangles. Shade in some of them to make a pattern. You may use different colours.



2. This pattern is made from overlapping circles. Shade in some of the parts to make a pattern. You may use different colours.



3. Here is the start of a geometric design using plant stems and leaves. Draw more stems and leaves to make up a geometric design. You can add flowers if you wish.



Activity objectives

- ▶ To let the children produce a geometric pattern suitable for use with tiles.
- ▶ To let the children produce a geometric pattern using plants and flowers.

Preparation and resources

Large pictures of patterns in tiles and of intertwining plants or images projected onto a whiteboard. Coloured pencils.

Introducing the activity

Show the children several examples of patterns in tiles on mosques and geometric patterns in plants. Tell the children that they are going to make their own patterns. Turn to the worksheet and show the children how the pattern was made up by shading in squares. Tell the children they may make their own pattern by shading in or by using coloured pencils. Show them the plants in the lower part of the worksheet and ask them to extend them as they wish (an example of a symmetrical design is shown opposite).

Teaching notes

With less able children it may be better to just shade in the squares using an ordinary pencil. With more able children or children familiar with the technique, let them use coloured pencils but tell them to make sure that they use the colours in a regular way.

You could leave the pictures of mosques around the room so that the children could look at the patterns for inspiration.

Concluding the activity

Let the children make a display of their work.

Activity outcomes

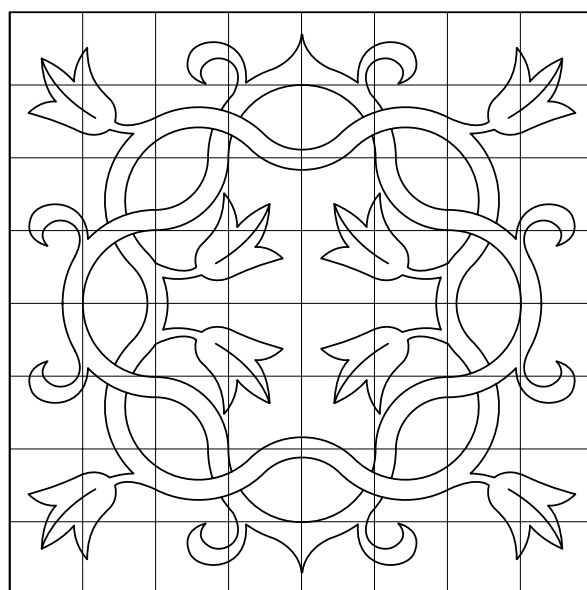
- ▶ The children can produce a geometric pattern suitable for use with tiles.
- ▶ The children can produce a geometric pattern using plants and flowers.

Complementary work

The children could cut out squares of different coloured paper and make a large geometric pattern on a wall of the classroom.

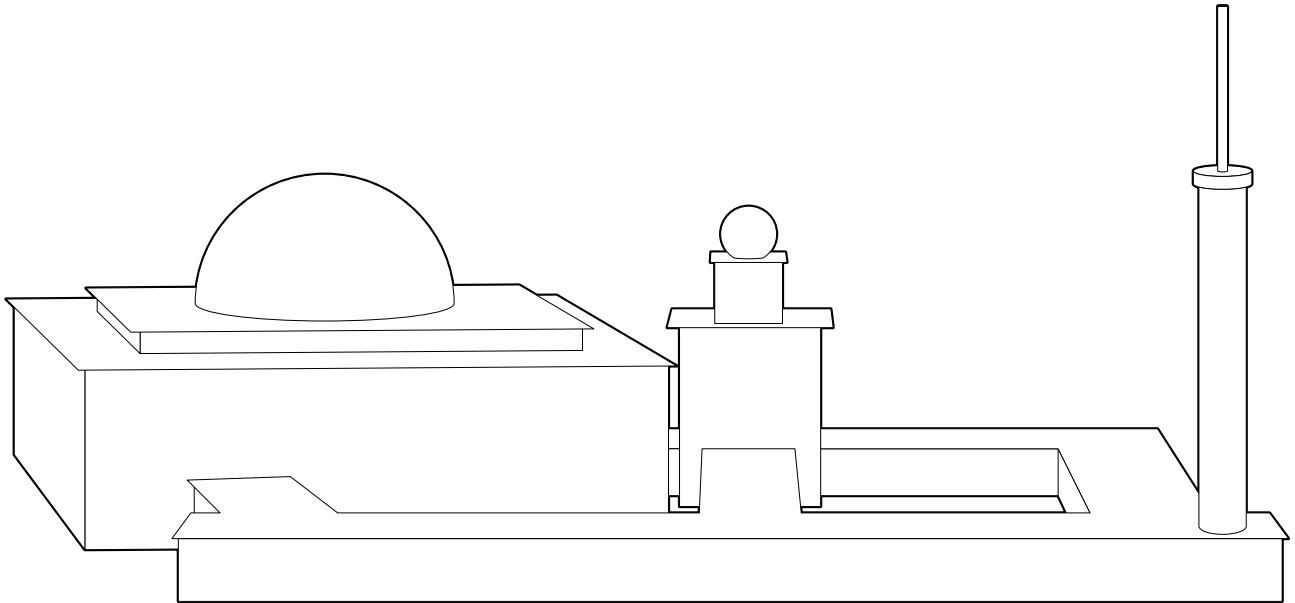
Resources

Coloured paper, scissors, backing paper, glue.



Mosques around the world

There are mosques in every country around the world. They all have some things in common, and some differences. Let's visit some and find out why.



Q1. On this mosque label the minaret, prayer hall and courtyard.

Q2. The mosque in the picture is one of the world's largest mosques. Where is it?



.....

Q3. Why do mosques around the world look different?



.....

Q4. Name four materials that are used to build mosques.



.....

Q5. What building material has been used to make the Blue Mosque in Istanbul?



.....

Q6. Where would you find a mosque built like a pagoda? Why is it built in this way?



.....



.....

Answers

- 1. The tower should be labelled minaret, the enclosed space on the right of the building should be labelled courtyard, the building under the dome should be labelled prayer hall.**
- 2. Jakarta, Indonesia.**
- 3. Because every Muslim community has a different culture and history.**
- 4. Stone, brick, mud, wood and cement.**
- 5. Stone.**
- 6. China. Pagodas are traditional Chinese buildings.**

Lesson objectives

- ▶ To show that mosques are made out of a range of materials.
- ▶ To show that some mosques are built in the style of local buildings.
- ▶ To show that mosques in use today may have been made centuries ago or in the last hundred years.

Lesson outcomes

- ▶ The children can identify the materials from which mosques are made.
- ▶ The children know that mosques can be designed in many styles.
- ▶ The children know that mosques have been built at different times and in different places around the world.

Teaching notes

The simplest style of mosque is the style used in the Arabian peninsular, North Africa and Spain. It has a flat top with one or two domes and a courtyard and minaret.

The most famous design of mosque is the design used in the Ottoman Empire which was centrally based in Turkey. This design featured a large prayer hall with a huge dome which is supported by a number of half domes close by. Other buildings around the courtyard often have domes too.

The mosques made of dried mud have flat roofs without a dome. They are found in Africa, south of the Sahara Desert.

Complementary work

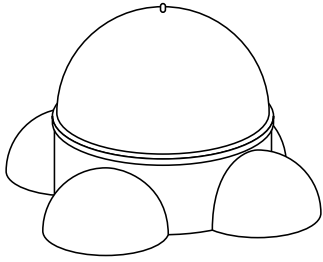
The children should look at the picture of the mosques in this unit and find out where they are in the world using maps.

Resources

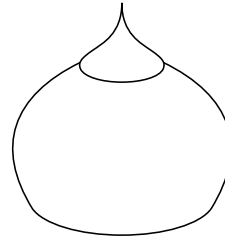
Student book, maps of the world.

Spotting where mosques come from

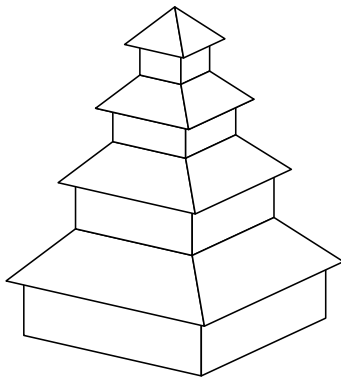
Here are some features of mosques from different parts of the world:



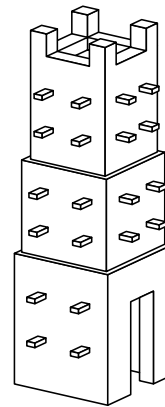
**Dome supported by half domes
(Ottoman Empire, Turkey)**



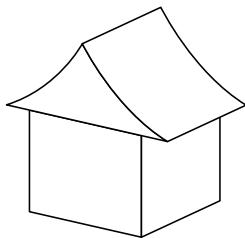
**Bulbous dome with point
(India)**



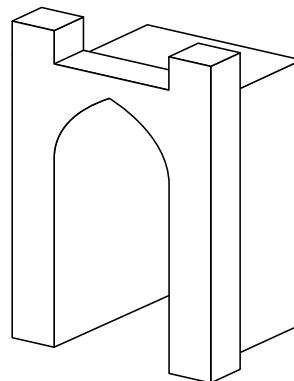
**Tiered roof
(South East Asia)**



**Tower with flat walls with
wooden platforms sticking
out of it (West Africa)**



**Pagoda roof
(China)**



**Huge gateways
(Iran and central Asia)**

Look at pictures of different mosques and use these features to try and find out where the mosque was built.

Activity objectives

- ▶ To show that features of a mosque can be used to tell where the mosque was built.
- ▶ To help children identify where different mosques were built.

Preparation and resources

Collect a number of photographs of mosques from different parts of the world. Make sure that each mosque shows a feature which is shown on the worksheet. You could also have a mosque from the Arabian peninsula where the first mosques were built that do not have the features shown on the worksheet. All the photographs should be numbered and you should keep a list of where the mosques are from.

Introducing the activity

You may like to begin by saying that many things that we use have different designs. For example cars have many different designs and we can use the design to identify the make of car. In a similar way people in different parts of the world design their buildings in different ways and some features are so distinctive that we can use them to help us tell where the building was built.

Show the children the worksheet and give them some pictures of mosques. Ask them if they can work out where the mosques are from.

Teaching notes

The features shown on the worksheet give a rough guide to where a building was built but there are exceptions. The purpose of the activity is to let the children compare the designs of the mosques and try and link them with a region of the world.

Concluding the activity

The children can compare their results before you give the answers.

Activity outcomes

- ▶ The children can recognise that mosques from different parts of the world have different features.
- ▶ The children can identify the region in which some mosques are built.

Complementary work

The children can write down the towns or cities in which the mosques in the pictures are found and locate them on maps.

The major Muslim countries

This map shows 84 countries of the world. The key shows how many Muslims are living in each of these countries.

You may like to use this map with the activities in Unit 10. It can also be used as a starting point for the complementary work in Unit 6.

- | | | | |
|--------------------------|-------------------|---------------------------|---------------------------------|
| 1. Afghanistan | 24. Georgia | 47. Malawi | 69. Surinam |
| 2. Albania | 25. Germany | 48. Malaysia | 70. Syria |
| 3. Algeria | 26. Ghana | 49. Mali | 71. Tajikistan |
| 4. Armenia | 27. Greece | 50. Mauritania | 72. Tanzania |
| 5. Australia | 28. Guinea | 51. Mongolia | 73. Tunisia |
| 6. Azerbaijan | 29. Guinea Bissau | 52. Morocco | 74. Turkey |
| 7. Bangladesh | 30. Guyana | 53. Mozambique | 75. Turkmenistan |
| 8. Benin | 31. India | 54. Nepal | 76. Uganda |
| 9. Bosnia
Herzegovina | 32. Indonesia | 55. Niger | 77. Ukraine |
| 10. Brazil | 33. Iran | 56. Nigeria | 78. United Arab
Emirates |
| 11. Brunei | 34. Iraq | 57. Oman | 79. United Kingdom |
| 12. Bulgaria | 35. Israel | 58. Pakistan | 80. United States
of America |
| 13. Burkina Faso | 36. Italy | 59. Papua New
Guinea | 81. Uzbekistan |
| 14. Cameroon | 37. Ivory Coast | 60. Poland | 82. Western Sahara |
| 15. Canada | 38. Jordan | 61. Qatar | 83. Yemen |
| 16. Chad | 39. Kazakhstan | 62. Russian
Federation | 84. Yugoslavia |
| 17. China | 40. Kenya | 63. Saudi Arabia | |
| 18. Cyprus | 41. Kirghizstan | 64. Senegal | |
| 19. Egypt | 42. Kuwait | 65. Sierra Leone | |
| 20. Eritrea | 43. Lebanon | 66. Somalia | |
| 21. Ethiopia | 44. Liberia | 67. Spain | |
| 22. France | 45. Libya | 68. Sudan | |
| 23. Gambia | 46. Madagascar | | |

KEY

- Over 50 million
- 10 million to 50 million
- 1 million to 10 million
- 100,000 to 1 million
- Under 100,000



Under 100,000

Multiple choice questions

Q1. Which of the following is a symbol of Islam?

Tick one box

☐

a Full Moon

☐

a Half Moon

☐

a Crescent Moon

☐

the Sun

Q2. What was the language that the first Muslims spoke?

Tick one box

☐

Arabic

☐

Urdu

☐

Turkish

☐

Spanish

Q3. Which way do Muslims face when they pray?

Tick one box

☐

east

☐

towards Mecca

☐

towards Jerusalem

☐

west

Q4. Which item of clothing should be removed when you enter a mosque?

Tick one box

☐

socks

☐

shoes

☐

hat

☐

jacket

Q5. Which of these items will you not find in a prayer hall?

Tick two boxes

☐

Arabic writing

☐

statues

☐

lights

☐

paintings of people

Q6. If a mosque has a balcony, who prays on it?

Tick one box

☐

men

☐

women

☐

children

☐

old people

Q7. What is the name of the niche in a wall which shows Muslims which way to pray in a prayer hall?

Tick one box:

☐

mihrab

☐

minbar

☐

minaret

☐

Crescent Moon

Q8. On what day of the week does the imam deliver his sermon?

Tick one box

☐

Sunday

☐

Thursday

☐

Friday

☐

Saturday

Q9. From which part of a mosque are Muslims called to prayer by the muezzin?

Tick one box

☐

minaret

☐

minbar

☐

mihrab

☐

courtyard

Q10. How many times a day are prayers said in a mosque?

Tick one box

☐

three

☐

four

☐

five

☐

six

Short answer questions

Q1. Why does learning Arabic help Muslims?



Q2. (i) What is the name of the room in a mosque where prayers are said?



(ii) Name three other kinds of room which may be found in a large mosque.

Q3. When women enter a mosque what must they do to their hair?



Q4. When everyone visits a mosque what must they do with their shoes?



Q5. (i) Which feature in the mosque would show you the direction of Mecca?



(ii) In which room of the mosque would you find this feature?



Q6. Sometimes you may see the name of Mohammed with the letters (pbuh) after it.

(i) What do the letters stand for?



(ii) Why are the letters used?



Q7. Name two things that Muslims may celebrate in a mosque.

Q8. What may you find in the courtyard of a traditional mosque?



Q9. What do people do in the courtyard of a traditional mosque?



Q10. What are painted on the side of oil lamps used in the mosque?



Q11. (i) Who is the person who calls Muslims to prayer?



(ii) Where does the person stand to make these calls?



(iii) What words does the call to prayer always start with?



Q12. (i) Who stands or sits on the steps of a minbar?



(ii) What does the person do as he is standing or sitting there?



(iii) Who is the top step of the minbar reserved for?



Q13. Name three countries in which the Arabic language is spoken.

Q14. What does the word Muslim mean?



Cloze questions

Q1. Visiting a mosque.

Here is a passage about visiting a mosque but there are some gaps in the text. Fill the gaps from the word list. You may use some words more than once.

Imagine that you are standing outside a traditional mosque. There is a tall tower called a times a day a man called the climbs the tower and calls Muslims to There are words on the outside of the mosque. They are written in the language.

You go through a door and enter the mosque. All people entering a mosque remove their and put them in a Women and girls cover their As you move into the mosque you see a room with stools and taps in it. This is the place where Muslims before they pray.

A little further on you come to the prayer hall. At the far end of the room is a niche in the wall called the It shows the direction of Muslims face in this direction when they pray. There is a small staircase next to the niche. This is called the At midday prayers on Friday the stands or sits on the to give his sermon. This is a talk or lecture about a subject and may be about anything to do with

You stand in the middle of the prayer hall and look up at the ceiling. You see a It gives the room a feeling of space. In hot countries the acts to keep the prayer hall Hot air from the prayer hall and collects in the dome.

Word list: shoes, dome, Arabic, minbar, hair, rises, Friday, wash, Islam, muezzin, religious, cool, mihrab, Mecca, five, minaret, prayer, rack, imam.

Q2. The mosque is a busy place.

Here is a passage about the things that go on at the mosque during a week but there are some gaps in the text. Fill the gaps from the word list. You may use some words more than once.

Every morning at about 6.00 a.m. are called to the mosque to

..... . They come again to at 9.00 a.m. and at noon.

On Friday at noon the gives a sermon.

Every afternoon through the week there is a creche for When

..... children finish school on Mondays and Wednesdays they come to the mosque for an hour's study. During this time they learn about and

the language. On Tuesday, Thursday and Sunday children come to play games and take part in activities at the children's On Saturday there are clubs both for and girls.

There are two more times every day. They are in the afternoon at 4.00 p.m. and in the evening at 9.00 p.m.

There are also activities for adults in the evening. There are classes on reading from the holy book of Islam. This book is called the It is written in Groups meet to raise for victims of famine and earthquakes.

There are also meetings to consider the worldwide community of Muslims called the and on a Sunday there is a meeting for those who are taking part in a pilgrimage to This pilgrimage is called the

At other times the mosque can be busy with people preparing for celebrations, studying in the , meeting with the to seek advice or simply meeting for a chat.

Word list: Islam, Mecca, football, Qur'an, library, pray, Umma, Muslim, friends, club, Arabic, boys, Hajj, infants, funds, prayer Muslims, imam.

Answers

Answers to multiple choice questions

1. Crescent Moon.
2. Arabic.
3. Towards Mecca.
4. Shoes.
5. Statues, paintings of people.
6. Women.
7. Mihrab.
8. Friday.
9. Minaret.
10. Five.

Answers to short answer questions

1. It helps then to understand Islam better.
2. (i) Prayer hall, (ii) Classrooms, conference rooms, apartments, restaurant, library.
3. They must cover it up.
4. Take them off and put them in a rack.
5. (i) Mihrab, (ii) Prayer hall.
6. (i) Peace be unto him, (ii) To show respect.
7. Holidays and weddings.
8. Running water, flowers and trees.
9. Gather to talk or sit quietly.
10. Sayings from the Qur'an.
11. (i) Muezzin, (ii) Minaret, (iii) God is great.
12. (i) Imam, (ii) gives a sermon on Friday at the midday prayer, (iii) Mohammed (pbuh).
13. Saudi Arabia, Yemen, Egypt, Morocco.
14. A person who obeys God.

Answers to cloze questions

1. Minaret, five, muezzin, prayer, Arabic, shoes, rack, hair, wash, mihrab, Mecca, minbar, Friday, imam, minbar, religious, Islam, dome, dome, cool, rises.
2. Muslims, pray, pray, imam, infants, Muslim, Islam, Arabic, club, football, boys, prayer, Qur'an, Arabic, funds, umma, Muslims, Mecca, Hajj, library, imam, friends.