



Exploring Palestinian Places

↗ Lesson Overview

↗ Objectives

This lesson introduces young students to significant Palestinian Islamic and historical landmarks in Palestine, with a focus on the Islamic significance of sites like Al-Aqsa Compound especially the Umari Mosque and Al Qibli Mosque. Through interactive and dialogic activities, students explore these landmarks and their importance in Islamic history.

- Introduce students to key Palestinian landmarks.
- Highlight the Islamic significance of Al-Aqsa compound.
- Foster appreciation for Palestine's cultural and historical heritage.
- Develop observational, critical thinking, and communication skills.

↗ Number of lessons

- 2 lesson (duration 60 minutes)

↗ Learning Outcomes

Students will be able to:

- Identify key landmarks in the Al Aqsa compound.
- Explain the significance of Al-Aqsa Mosque, Umar Mosque and Al Qibli Mosque in Islamic history.
- Relate these landmarks to broader Islamic and historical contexts.

↗ Materials (included in the Materials section)

- World map or globe Google Earth (Sample maps are attached at the end of the document, you can also use earth.google.com)
- Large map of Palestine (Sample maps are attached at the end of the document)
- Craft materials (coloured paper, markers, glue)
- Palestine Journal (for reflection activities)
- Digital, interactive map or a physical map with movable markers (for classes without digital resources)

- L1 Slide Deck

↗ Lesson Sequence

↗ Day 1: Introduction to Palestinian Places

1. Engage: Introducing Maps

- Activity: Discuss what maps are and how they help us understand our world: Maps show us where places are in the world and help us understand how people live in different areas. They help us see things like countries, cities, and natural features like mountains and rivers. A long time ago, there weren't any borders like we have today. Countries and borders, like the ones on maps, are new and can change over time. Think of our classroom: if we built a wall right in the middle of it, we would have two separate rooms. Borders between countries work a bit like that wall, dividing areas where people live, but the land itself stays the same.
- Show a digital world map or globe and point out familiar places. For students without access to a globe, use a large printed or hand-drawn map.
- Alternative to Digital Map: Use a physical map with movable markers (e.g., stickers or cut-outs) to explore Palestinian landmarks interactively.

2. Explore: Discovering Palestinian Landmarks

- Activity: Present images and stories about key Palestinian landmarks, focusing on the Dome of the Rock, Umar Mosque and Al Qibli Mosque
- Islamic Significance:
Dome of the Rock (Al Aqsa Compound): Explain that Al-Aqsa is the third holiest site in Islam, after the Kaaba in Makkah and the Prophet's Mosque in Medina. It is the place where Prophet Muhammad (saw) was taken during the Isra and Mi'raj and ascended to the heavens. Mention that the Prophet (saw) said that praying in Al Aqsa compound is akin to five hundred prayers.

Umar Mosque (Al Aqsa Compound): Discuss its significance as a symbol of the peaceful conquest of

Jerusalem by Muslims under the leadership of Caliph Umar ibn al-Khattab (ra), emphasizing the values of justice and tolerance. This mosque is important because it marks the peaceful entry of Muslims into Al Quds under the leadership of Caliph Umar ibn al-Khattab (ra). When Caliph Umar (ra) came to the city, he showed kindness and fairness to everyone living there, including those of different religions. He ensured that people could continue practicing their faith freely. This mosque helps us remember that Muslims always treat others with justice, respect, and tolerance, just like Caliph Umar (ra) did.

Al Qibli Mosque (Al Aqsa Compound): Explain that Al-Qibli Mosque is very special because it's where Prophet Muhammad (saw) prayed with other prophets during his miraculous night journey to the heavens. Al-Qibli Mosque is special because it is where Prophet Muhammad (saw) led the other prophets in prayer during his miraculous night journey, known as Isra and Mi'raj. This journey took him from Makkah to Al-Aqsa, and then to the heavens, where he spoke to Allah (swt) and received guidance for the Muslim community. This makes the mosque a deeply spiritual place for Muslims, as it connects us to the Prophet (saw) and reminds us of the importance of prayer and following the guidance of Allah (swt).

- Dialogic Approach: Facilitate a discussion where students share what they think these places might be like and why they are important.

3. Explain: Understanding Significance

- Activity: Discuss the importance of each landmark, using open-ended questions to prompt students to think about why these places are significant in Islam and how they compare to local landmarks they are familiar with.
- Why do you think Caliph Umar (ra) was so kind and fair when he entered Al Quds? How can we show kindness and fairness to others in our own lives?
- What do you think makes Umar Mosque so special for Muslims? Can you think of any places in your community that remind people of kindness or fairness?
- Why do you think Prophet Muhammad's (saw) night journey to Al-Qibli Mosque is so important? How do you feel when you visit

a place that has special meaning to you?

- What do you think made Prophet Muhammad's (saw) prayer at Al-Qibli Mosque so special? Why do you think praying together is important?
- How do you think Allah (swt) wants us to treat special places like Al-Aqsa Compound? What should we do when we visit a mosque or another important place?

4. Craft Activity: Creative Exploration

- Activity: Students create a 2D or 3D model of one of the landmarks discussed or of the entire complex. Engage them in conversation about what they learned and ask them to share their thoughts on the landmark.
- Enhancement: Use the "Passport to Palestine" idea, where students receive a "stamp" (sticker or hand-drawn symbol) for each place they explore.

5. Reflection and Sharing: Journaling

- Activity: Students write or draw in their Palestine Journal about what they learned. Encourage them to share their reflections with the class, fostering a sense of community and dialogue.

↗ Day 2: Deepening Understanding

1. Engage: Recap and Connect

Review questions:

- Activity: Review the landmarks from the previous lesson using the physical map and "Passport to Palestine." Ask students to share what they remember.

Sample review questions:

- While pointing to the map:
"How do maps help us understand the world and the different places people live? Can you think of an example of how borders, like the wall in a classroom, divide places?"
- While pointing to the Dome of the Rock on the map:
"Why is the Dome of the Rock important in Islam? What special event happened there during Prophet Muhammad's (saw) night journey?"
- While pointing to Umar Mosque on the map:
"What values did Caliph Umar (ra) show when he peacefully entered Al Quds? How can we practice those values of justice

and kindness in our daily lives?"

- Dialogic Approach: Use prompts like "What was your favourite place and why?" to encourage sharing and discussion.

2. Explore

- **Group Story Creation: Collaborative Storytelling**

Activity: In small groups, students create and share a story about a day in the life of a child living near one of the landmarks. Have them present their stories to the class to encourage collaboration and oral communication skills.

- **Field Trip Simulation: Experiential Learning**

Activity: Set up different classroom stations representing the landmarks. Students "travel" between stations, engaging in small, hands-on activities or role-playing exercises related to each place.

Global Context: Encourage students to compare Palestinian landmarks with significant places in their own country or region, and how they relate to the students' cultural or Islamic contexts.

3. Quiz and Discussion: Assessing Understanding

Activity: Conduct a quiz to assess understanding. Follow with a discussion on what students found most interesting and how they see these landmarks in relation to their own cultural and Islamic heritage.

Discussion Prompts:

"Which landmark did you find the most interesting? Why?"

"How do these places connect to our Islamic heritage?"

"Can you think of any local landmarks that have special meaning in our culture or religion, like the ones we discussed?"

4. Conclusion and Home Assignment: Sharing Knowledge

Activity: Summarize the key learnings. Assign students to share what they learned with their families and to explore their own neighbourhoods for interesting places, encouraging them to relate global learning to local contexts.

↗ Summary

Today we learned some really important things together! First, we talked about maps and how they help us see where places are in the world. We looked at how countries, cities, and borders are shown on maps. Remember when we talked about borders being like walls? A long time ago, there weren't borders like we have today.

We also learned about some very special places in Palestine. Do you remember the Dome of the Rock? It's where Prophet Muhammad (saw) was taken during Mi'raj, his night journey to the heavens. And the Al-Qibli Mosque is where he prayed with all the prophets (as)! We also talked about Umar Mosque, which reminds us of how kind and fair Caliph Umar (ra) was when he entered Al Quds peacefully. He treated everyone with respect, no matter who they were, showing us the values of justice and kindness that are part of Islam.

Throughout this lesson, we've seen how these places are important in Islam and why we should respect and protect them. We also talked about how these values can help us in our own lives—taking care of what belongs to us, being fair, kind, and respectful to others, just like Caliph Umar (ra). By thinking about these landmarks and values, we can better understand our Islamic heritage and how it connects to the places we visit and the things we do every day

↗ Assessment

↗ Observation Sheet

Teachers will use an observation sheet during the lesson to monitor the following:

Participation in Activities	Engages with open-ended questions (e.g., discussing the significance of landmarks)	Actively shares thoughts and ideas during group discussions	Shows understanding of how maps work and why borders exist
Understanding of Concepts	Demonstrates knowledge of key landmarks (e.g., Dome of the Rock, Umar Mosque, Al-Qibli Mosque)	Shows ability to connect the lesson's values (justice, fairness, respect) with personal actions.	
Collaboration Skills	Collaborates well with peers during activities (e.g., map exploration, craft creation).	Shows creativity and understanding when working with physical or digital maps	Asks thoughtful questions or contributes meaningful insights
Quiz Responses	Shows understanding in quiz answers (e.g., explaining the importance of Islamic landmarks)	Provides thoughtful and accurate responses in both multiple-choice and open-ended questions	

↗ Summative Assessment

Evaluation of Palestine Journals and Crafts

Palestine Journal	Content Understanding: Student accurately describes key landmarks and their significance in Islam (e.g., Dome of the Rock's connection to Isra and Mi'raj, Umar Mosque's representation of justice).	Reflection: Student shows ability to relate Islamic values (e.g., fairness, respect) to personal experiences or local landmarks.	Creativity: Student uses drawings or writing to express their understanding of the lesson in an original and thoughtful way.
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Craft Activity (Model or Drawing of Landmark)	Accuracy: The craft demonstrates a clear understanding of the landmark's key features (e.g., Dome of the Rock or the Al-Qibli Mosque).	Creativity and Effort: The student shows creativity in the design and effort put into constructing or drawing the model.	Explanation: The student can explain what the craft represents and why the landmark is important in Islamic history.
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Note to volunteer

Differentiation: Modify activities based on the resources available and the cultural context of the students.

Relevance: Encourage students to draw connections between Palestinian landmarks and significant places in their own lives, fostering a global perspective with an appreciation for Islamic heritage.

Sample Questions:

- Think about a place that is very special to you, like your home, a park, or a mosque. How does that place make you feel? Now, compare it to a Palestinian landmark, like the Dome of the Rock or Al-Qibli Mosque. What makes these places special for Muslims, and how do you think people feel when they visit them?
- Why do you think it's important to protect special places like Al-Aqsa Compound or the Dome of the Rock? Who do you think is responsible for taking care of these places? Now, think about a place that is important to you, like a park or a mosque. How can we help take care of it and make sure it stays special for everyone?
- Imagine you are visiting a special place in Palestine, like Al-Aqsa Compound. What do you think you would see, feel, or experience? Now, think of a place you've been to that holds personal or cultural meaning for you. How are these places similar in the way they are important to people?

Extension: For further engagement, students could explore additional landmarks in Palestine or compare them with famous sites from other Islamic countries, enhancing their global and religious awareness.