

Understanding By Design Unit Template

Title of Unit	Character Unit	Grade Level	KG/1st
Curriculum Area	Islamic Studies	Time Frame	3-5 Sunday Sessions
Developed By	Asma Akhras		
Identify Desired Results (Stage 1)			
Transfer Statement (Big picture statement)			
Students will be able to independently use their learning in new situations to: - display and uphold the following character attributes: - Honesty - Respect - Kindness - Fairness - Caring - Generosity - Love			
Meaning			
Understandings		Essential Questions	
Overarching Understanding		Overarching Questions	
Students will understand that: - In order to trust each other, people must be honest with each other. - Showing kindness and care is a way to show love to others. - Caring for others creates happiness to Allah, the cosmos, and to ourselves. - Treating others fairly helps us understand our role as humans in treating others justly. - Respecting others allows us to learn from others experiences and wisdoms. - Thanking God for our blessings shows our love to Him. - Behaving like the Prophet shows our love to him.		Students will explore and address these recurring questions: - Why is important to be honest? - How do we show kindness, care, and love to others? - What would happen if we did not care and treat others kindly? - Why do we treat others fairly? - How do you feel when you are not treated fairly or not cared for? - How does our behavior affect our parents, friends, grandparents, teachers, siblings? [respect] - How do we show our love of one another, God and Prophet Mohammed?	
Acquisition			
Knowledge		Skills	

Students will know how to: 1. be honest 2. be kind, caring, and loving 3. apply rules fairly 4. respect parents, grandparents, friends, siblings, teachers 5. narrate stores from the Islamic tradition that illustrate these characteristics	Students will be skilled at: 1. telling the difference between a lie and truth 2. showing pictures of people showing care, kindness, and love to others. 3. sharing examples of treating others kindly and fairly. 4. learning the rules of a game and what makes the rules fair 5. listing ways they treat parents, grandparents, friends, siblings, teachers with respect 6. defining honest, kindness, respect, fairness, caring, generous, love 7. sharing stories of the Islamic tradition that illustrate these characteristics
Assessment Evidence (Stage 2)	
Performance Task Description	
Evidence of Understanding	Students will write/draw a picture to create an acrostic poem choosing one of the characteristics they studied describing themselves. http://character.org/lessons/lesson-plans/elementary/apollo-beach-elementary-school/
Other Evidence	
Learning Plan (Stage 3)	
Questions to consider as you plan your lessons: 1. How will you hook students at the beginning of the unit? 2. What activities will help students experience and explore the big idea and questions in the unit? 3. How will you guide students to reflect on what they are learning? 4. How will you optimize the engagement of ALL students? 5. How will you organize and sequence the learning activities in your unit? 6. What materials/resources do you need?	

**Webb Foundation
Sunday School
Lesson Plan #1**

Subject: Islamic Studies

Grade Level: KG/1st

Unit Title: Character

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to display and uphold the following character attributes: ○ Honesty ○ Respect ○ Kindness ○ Fairness ○ Caring ○ Generosity ○ Love
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Why is important to be honest? 2. How do we show kindness, care, and love to others? 3. What would happen if we did not care and treat others kindly? 4. Why do we treat others fairly? 5. How do you feel when you are not treated fairly or not cared for? 6. How does our behavior affect our parents, friends, grandparents, teachers, siblings? [respect] 7. How do we show our love of one another, God and Prophet Mohammed?
Background Knowledge:	The prophet  stated: 1. “The best amongst you are those who have best manners and character. “ 2. “God has sent me to perfect good manners and to do good deeds.”

Objective/ Learning Target:	Learning Target for students: 1. I can identify examples of acts of honesty, respect, kindness, fairness, caring, generosity and love in stories. 2. I can provide my own examples of one (or more) of these character traits in the form of an acrostic poem. 3. I can give examples of ways I can behave honestly, respectfully, kindly, fairly, caringly, generously, and lovingly.
Materials:	1. <i>We Know How to Share</i> book by Nur Kutlu 2. <i>We Share Our Love</i> book by Nur Kutlu 3. <i>Zak and His Good Intentions</i> book by J. Samia Mair 4. <i>A Picnic of Poems in Allah's Green Garden</i> book and CD by Dawud Wharnsby Ali 5. Butcher paper 6. Markers 7. Construction paper cut into 2"x12" strips 8. A bag of lollipops 9. Enough copies of the "Lolli-flowers" 1 for each student from this PDF https://dl.dropboxusercontent.com/u/1592852/KindOverMatter_LolliFlowers.pdf 10. Large pieces of paper (11x18) for acrostic poems/pictures
Procedure	1. Teacher introduces the Character Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Teacher introduces the transfer statement of the Character Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 3. Teacher will write the "I can" statements for the students on the board and read with the student. 4. Teacher introduces unit vocabulary words by asking the students to define the words themselves. S/he will write the words on the board for the students to see: a. Honesty b. Respect c. Kindness d. Fairness e. Caring f. Generosity g. Love 1. Teacher will begin by reading the story <i>Zak and His Good Intentions</i> with the class. a. After reading the story, the teacher will refer back to the lesson's vocabulary words and ask the students to come up with examples of each of the words from the story.

	1. Teacher will introduce the "Good Deeds Chain" activity to the students (http://sugarspiceandglitter.com/paper-chain-kindness/) a. This chain will be a visual representation of all of the students' good deeds/acts of kindness - both ones they do and ones that others do for them. b. For the next three weeks, each student will receive 5-10 paper construction strips to write some of the good deeds that either they have done or someone else has done for them. The teacher will begin by making the chain from the strips the students complete that day and show it to them each week (adding to it each time). Any strips students do not write on that day, they can take home to bring back the following week. c. At the end of three weeks, the KG/1 good deeds chain will be shared with the entire school during morning assembly.
Closure:	Teacher will review the essential questions and ask students to reflect on the questions using what they did that day: 1. Why is important to be honest? 2. How do we show kindness, care, and love to others? 3. What would happen if we did not care and treat others kindly? 4. Why do we treat others fairly? 5. How do you feel when you are not treated fairly or not cared for? 6. How does our behavior affect our parents, friends, grandparents, teachers, siblings? [respect] 7. How do we show our love of one another, God and Prophet Mohammed?
Resources:	1. http://sugarspiceandglitter.com/paper-chain-kindness/ 2. http://character.org/lessons/lesson-plans/elementary/apollo-beach-elementary-school/ 3. http://www.kindovermatter.com/2010/05/freebie-printable-alert-kind-over.html 4. <i>We Know How to Share</i> book by Nur Kutlu 5. <i>We Share Our Love</i> book by Nur Kutlu 6. <i>Zak and His Good Intentions</i> book by J. Samia Mair 7. <i>A Picnic of Poems in Allah's Green Garden</i> book and CD by Dawud Wharnsby Ali

Webb Foundation
Sunday School
Lesson Plan #2

Subject: Islamic Studies

Grade Level: KG/1st

Unit Title: Character

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to display and uphold the following character attributes: ○ Honesty ○ Respect ○ Kindness ○ Fairness ○ Caring ○ Generosity ○ Love
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Why is important to be honest? 2. How do we show kindness, care, and love to others? 3. What would happen if we did not care and treat others kindly? 4. Why do we treat others fairly? 5. How do you feel when you are not treated fairly or not cared for? 6. How does our behavior affect our parents, friends, grandparents, teachers, siblings? [respect] 7. How do we show our love of one another, God and Prophet Mohammed?

Background Knowledge:	The prophet  stated: 1. "The best amongst you are those who have best manners and character." 2. "God has sent me to perfect good manners and to do good deeds."
Objective/ Learning Target:	Learning Target for students: 1. I can identify examples of acts of honesty, respect, kindness, fairness, caring, generosity and love in stories. 2. I can provide my own examples of one (or more) of these character traits in the form of an acrostic poem. 3. I can give examples of ways I can behave honestly, respectfully, kindly, fairly, caringly, generously, and lovingly.
Materials:	1. <i>We Know How to Share</i> book by Nur Kutlu 2. <i>We Share Our Love</i> book by Nur Kutlu 3. <i>Zak and His Good Intentions</i> book by J. Samia Mair 4. <i>A Picnic of Poems in Allah's Green Garden</i> book and CD by Dawud Wharnsby Ali 5. Butcher paper 6. Markers 7. Construction paper cut into 2"x12" strips 8. A bag of lollipops 9. Enough copies of the "Lolli-flowers" 1 for each student from this PDF https://dl.dropboxusercontent.com/u/1592852/KindOverMatter_LolliFlowers.pdf 10. Large pieces of paper (11x18) for acrostic poems/pictures
Procedure	1. Teacher will play the song <i>Wee Willie Wheezer Wharnsby</i> by Dawud Wharnsby Ali for the students as the very first thing in class. a. The teacher will ask the students: i. Why was Willie Wheezer Wharnsby's mom upset with him? ii. What happened when Willie Wheezer Wharnsby went to school? iii. What are some of the character traits in the story that we are studying? (honesty, respect, love) 2. The teacher will ask the students to complete a few of the strips for the good chain (and give her any they brought from home). b. The students who would like to can share 1-2 of their good deeds with the class. c. The teacher will show the students the chain and how much it's grown.

	3. The teacher will read the story <i>We Share Our Love</i> to the class. d. The teacher will then ask the students: 1. What are some of the character traits in the story that we are studying? (Love, kindness, caring, generosity, respect) 2. What are some examples of these character traits in the story? 3. How did Zainab start to feel after she and friends shared their love for each other? 4. The teacher will then discuss with the students how Allah loves for us to be kind with one another. Just like in the story how Zainab learned that the Prophet ﷺ taught us to show our love for one another, today they will show their friends their love too. e. Each student will receive one "Lolli-flower" to give to one of their friends in the class. (https://www.pinterest.com/pin/148337381445994889/) f. Each student can only give and receive one "lolli-flower" so that everyone has one at the end. g. When they give the "lolli-flower" to their friend, they must give them one reason why s/he loves him or her, just as Allah and the Prophet ﷺ taught us.
Closure:	Teacher will review the essential questions and ask students to reflect on the questions using the acrostic poems they made: 1. Why is important to be honest? 2. How do we show kindness, care, and love to others? 3. What would happen if we did not care and treat others kindly? 4. Why do we treat others fairly? 5. How do you feel when you are not treated fairly or not cared for? 6. How does our behavior affect our parents, friends, grandparents, teachers, siblings? [respect] 7. How do we show our love of one another, God and Prophet Mohammed?
Resources:	1. http://sugarspiceandglitter.com/paper-chain-kindness/ 2. http://character.org/lessons/lesson-plans/elementary/apollo-beach-elementary-school/ 3. http://www.kindovermatter.com/2010/05/freebie-printable-alert-kind-over.html 4. <i>We Know How to Share</i> book by Nur Kutlu 5. <i>We Share Our Love</i> book by Nur Kutlu 6. <i>Zak and His Good Intentions</i> book by J. Samia Mair 7. <i>A Picnic of Poems in Allah's Green Garden</i> book and CD by Dawud Wharnsby Ali

**Webb Foundation
Sunday School
Lesson Plan #3**

Subject: Islamic Studies

Grade Level: KG/1st

Unit Title: Character

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to display and uphold the following character attributes: ○ Honesty ○ Respect ○ Kindness ○ Fairness ○ Caring ○ Generosity ○ Love
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Unit Essential Questions:	Students will explore and address these recurring questions: 1. Why is important to be honest? 2. How do we show kindness, care, and love to others? 3. What would happen if we did not care and treat others kindly? 4. Why do we treat others fairly? 5. How do you feel when you are not treated fairly or not cared for? 6. How does our behavior affect our parents, friends, grandparents, teachers, siblings? [respect] 7. How do we show our love of one another, God and Prophet Mohammed?
Background Knowledge:	The prophet  stated: 1. "The best amongst you are those who have best manners and character. " 2. "God has sent me to perfect good manners and to do good deeds."
Objective/ Learning Target:	Learning Target for students: 1. I can identify examples of acts of honesty, respect, kindness, fairness, caring, generosity and love in stories. 2. I can provide my own examples of one (or more) of these character traits in the form of an acrostic poem. 3. I can give examples of ways I can behave honestly, respectfully, kindly, fairly, caringly, generously, and lovingly.
Materials:	1. <i>We Know How to Share</i> book by Nur Kutlu 2. <i>We Share Our Love</i> book by Nur Kutlu 3. <i>Zak and His Good Intentions</i> book by J. Samia Mair 4. <i>A Picnic of Poems in Allah's Green Garden</i> book and CD by Dawud Wharnsby Ali 5. Butcher paper 6. Markers 7. Construction paper cut into 2"x12" strips 8. A bag of lollipops 9. Enough copies of the "Lolli-flowers" 1 for each student from this PDF https://dl.dropboxusercontent.com/u/1592852/KindOverMatter_LolliFlowers.pdf 10. Large pieces of paper (11x18) for acrostic poems/pictures

Procedure	1. Teacher will play the song <i>Prayer</i> by Dawud Wharnsby Ali for the students as the very first thing in class. a. The teacher will ask the students: i. What is the very special thing that the child in the song is describing? (prayer) ii. How did the child feel after finishing prayer with his mom and dad? (the cozy feeling of Allah's love) iii. Why is [prayer] so important? (it gives us a chance to show our love for Allah and feel His love for us) 2. The teacher will ask the students to complete a few of the strips for the good chain (and give her any they brought from home). b. The students who would like to can share 1-2 of their good deeds with the class. c. The teacher will show the students the chain and how much it's grown. 3. The teacher will read the story <i>We Share Our Love</i> to the class. d. The teacher will then ask the students: 1. What are some of the character traits in the story that we are studying? (Fairness, love, kindness, caring, generosity, respect) 2. What are some examples of these character traits in the story? 3. How did Zainab sharing with Aatifa make her friend feel? 4. Tariq's teacher had a great idea of giving books to their sister school. What are some examples of how his one good deed gave so many other people a chance to do more good deeds? 5. What are some examples of ways you can share with others? 4. Students will write/draw a picture to create an acrostic poem choosing one of the characteristics they studied describing themselves. e. The teacher will show students some examples of what this could look like to help them understand.
Closure:	Teacher will review the essential questions and ask students to reflect on the questions using the acrostic poems they made: 1. Why is important to be honest? 2. How do we show kindness, care, and love to others? 3. What would happen if we did not care and treat others kindly? 4. Why do we treat others fairly? 5. How do you feel when you are not treated fairly or not cared for? 6. How does our behavior affect our parents, friends, grandparents, teachers, siblings? [respect] 7. How do we show our love of one another, God and Prophet Mohammed?
Resources:	1. http://sugarspiceandglitter.com/paper-chain-kindness/ 2. http://character.org/lessons/lesson-plans/elementary/apollo-beach-elementary-school/ 3. http://www.kindovermatter.com/2010/05/freebie-printable-alert-kind-over.html 4. <i>We Know How to Share</i> book by Nur Kutlu 5. <i>We Share Our Love</i> book by Nur Kutlu

	6. <i>Zak and His Good Intentions</i> book by J. Samia Mair 7. <i>A Picnic of Poems in Allah's Green Garden</i> book and CD by Dawud Wharnsby Ali
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Webb Foundation
Sunday School
Lesson Plan #4

Subject: Islamic Studies

Grade Level: KG/1st

Unit Title: Character

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to display and uphold the following character attributes: ○ Honesty ○ Respect ○ Kindness ○ Fairness ○ Caring ○ Generosity ○ Love
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Why is important to be honest? 2. How do we show kindness, care, and love to others? 3. What would happen if we did not care and treat others kindly? 4. Why do we treat others fairly? 5. How do you feel when you are not treated fairly or not cared for? 6. How does our behavior affect our parents, friends, grandparents, teachers, siblings? [respect] 7. How do we show our love of one another, God and Prophet Mohammed?
Background Knowledge:	The prophet ﷺ stated: 1. “The best amongst you are those who have best manners and character. “ 2. “God has sent me to perfect good manners and to do good deeds.”
Objective/ Learning Target:	Learning Target for students: 1. I can identify things I do and say as “bucket fillers.” 2. I can identify things I do and say as “bucket dippers.” 3. I can identify why it’s important to be a “bucket filler.” 4. I can fill other friends’ and family members’ buckets.
Materials:	1. <i>Have You Filled a Bucket Today?</i> By Carol McCloud. 2. Bucket Template for each student 3. Bucket Coloring Page 4. Bucket message cards

Procedure	1. Teacher will begin a discussion by introducing the essential questions pertaining to the lesson. 2. Teacher will review the "I can" statements with students. 3. Teacher will read the book <i>Have You Filled a Bucket Today?</i> By Carol McCloud. 4. Teacher will facilitate the following discussion: 1. What can you do to fill someone's bucket? 2. What can you do if you see someone dipping into someone else's bucket? 3. What could you do if someone dipped into your bucket? 4. What could you do if someone told you that you dipped into their bucket? 5. Have students color "I am a bucket filler." 6. Have students decorate their buckets. 7. Have students write a message on a bucket filling note and give it to other students. 8. Closure and Reflection: 1. How did it feel to be a bucket filler? 2. How did it feel to fill others' buckets?
Closure:	Teacher will review the essential questions and ask students to reflect on the I can statements
Resources:	1. https://peacefulschools.com/index.php/download_file/view/246/335/ 2. http://www.bucketfillers101.com/pdfs/ColoringPg1.pdf 3. http://www.bucketfillers101.com/pdfs/PaperBucket.pdf 4. http://www.bucketfillers101.com/pdfs/BucketfillingNotes1Color.pdf

Webb Foundation
Sunday School
Lesson Plan #5

Subject: Islamic Studies

Grade Level: KG/1st

Unit Title: Character

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to display and uphold the following character attributes: ○ Honesty ○ Respect ○ Kindness ○ Fairness ○ Caring ○ Generosity ○ Love
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Why is important to be honest? 2. How do we show kindness, care, and love to others? 3. What would happen if we did not care and treat others kindly? 4. Why do we treat others fairly? 5. How do you feel when you are not treated fairly or not cared for? 6. How does our behavior affect our parents, friends, grandparents, teachers, siblings? [respect] 7. How do we show our love of one another, God and Prophet Mohammed? 8. How do we become generous? 9. Why is being generous important? 10. How do we show our gratitude?
Background Knowledge:	The prophet  stated: 1. "The best amongst you are those who have best manners and character. " 2. "God has sent me to perfect good manners and to do good deeds." 3. "Whoever believes in Allah and the Last Day, let him be generous to his guest". 4. "Every person will be under the shade of his own charity on the Day of Resurrection until judgement is rendered among people." 5. "Charity never causes one's level of wealth to decrease."

	Reflect on every day we recite "Surah Al-Fatiha" beginning with Praise and Gratitude
Objective/ Learning Target:	Learning Target for students: 1. I can define generosity and gratitude. 2. I can share examples of someone being generous. 3. I can show gratitude.
Materials:	1. <i>The Giving Tree</i> by Shel Silverstein 2. White Stock Paper 3. Water Paint 4. Green Paper 5. Scissors 6. Glue
Procedure	1. Teacher will begin a discussion by introducing the essential questions pertaining to the lesson. 2. Teacher will review the "I can" statements with students. 3. Teacher will read <i>The Giving Tree</i> 4. Facilitate a discussion: 1. What did the tree give the boy? 2. What did the boy give the tree? 3. Who was showing gratitude? Being thankful? 4. Who was being generous? 5. How do you show being generous? 5. Pass out stock paper. 6. Have students trace their hands with their arms 7. Fingers are branches and arm is the trunk 8. Have students paint the tree trunk 9. While drying, have students cut leaves and write something they are grateful for? 10. Have students glue the leaves onto their tree.
Closure:	Teacher will review the essential questions and ask students to reflect on the "I can statements" Have students share about their tree.
Resources:	1. http://waddleeahchaa.com/2011/11/22/giving-thanks-this-thanksgiving-with-the-giving-tree/

**Webb Foundation
Sunday School
Lesson Plan #6**

Subject: Islamic Studies

Grade Level: KG/1st

Unit Title: Character

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to display and uphold the following character attributes: ○ Honesty ○ Respect ○ Kindness ○ Fairness ○ Caring ○ Generosity ○ Love
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Why is important to be honest? 2. How do we show kindness, care, and love to others? 3. What would happen if we did not care and treat others kindly? 4. Why do we treat others fairly? 5. How do you feel when you are not treated fairly or not cared for? 6. How does our behavior affect our parents, friends, grandparents, teachers, siblings? [respect] 7. How do we show our love of one another, God and Prophet Mohammed? 8. How do we become generous? 9. Why is being generous important? 10. How do we show our gratitude?
Background Knowledge:	The prophet  stated: 1. “The best amongst you are those who have best manners and character. “

	2. “God has sent me to perfect good manners and to do good deeds.” Abu Sufyan. Even though he was, at that time, a dire enemy of Islam, he spoke the truth about Prophet Mohammad when he said, “He neither tells lies nor betrays others, he bids people to worship God Alone and orders us to observe prayer, honesty and abstinence”.^[1]
Objective/ Learning Target:	Learning Target for students: 1. I can give reasons why it's important to be honest. 2. I can give examples of me being honest.
Materials:	1. Story of the successor of the emperor 2. “What is honesty” scenarios 3. Journal Template 4. Story Graphic Organizer
Procedure	1. Teacher will begin a discussion by introducing the essential questions pertaining to the lesson. 2. Teacher will review the “I can” statements with students. 3. Teacher will share story about the successor of the emperor. 4. Teacher will facilitate a discussion about the story: 1. What did all the children do with their seed? 2. How do you think Ling felt when the seed did not grow? 3. How do you think Ling felt when he went with all the other children? 4. What would you do if you were Ling? 5. Pass out “What is honesty?” 6. Have students work in pairs to circle the correct answer 7. Have students discuss the different scenarios 8. Whole Class discussion on the different scenarios. 9. Pass out journal template. 10. Have students write about a time they were not honest. 11. Share the journal with another student. 12. Have student create a story about the incident.
Closure:	Teacher will review the essential questions and ask students to reflect “I can” statements.
Resources:	1. https://haqislam.org/the-fruits-of-honesty/ 2. https://talkingtreebooks.com/docs/worksheet/character-ed-kindergarten-worksheets-what-is-honesty.pdf 3. http://www.character.org/wp-content/uploads/2012/03/Walnut-Street-Addition-Liar-Liar-Pants-on-Fire.pdf

	4. http://www.character.org/wp-content/uploads/2012/03/Walnut-Street-Addition-Story-Plan.pdf
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Understanding By Design Unit Template

Title of Unit	Role Models Unit	Grade Level	KG/1st
Subject	Islamic Studies	Time Frame	3-5 Sunday Sessions
Developed By	Asma Akhras		
Identify Desired Results (Stage 1)			
Transfer Statement (Big picture statement)			
Students will be able to independently use their learning in new situations to emulate the lives of the following prophets and other key figures within the Islamic tradition: Yunus, Nuh, Mohammed, Balqis (??) Sulieman, Khadija			
Meaning			
Understandings		Essential Questions	
Students will understand that: - Learning stories about other people teaches us about them. - People who are important to them are people who have responsibilities and care for others. - Important people have key characteristics and have made hard decisions. - We learn about others stories through sharing with each other in our community, schools, and society.		Students will explore and address these recurring questions: - Why do we learn stories of other people? - Who is important to you in your life? - What makes someone important? - How do we learn about other people?	

5. Role models have various qualities that make them important.	5. What qualities do role models have?
Acquisition	
Knowledge	Skills
Students will know how to: 1. Identify the stories of Yunus, Nuh, Mohammed, Sulayman, Balqis ???, and Khadija. 1. Develop an awareness that each individual had unique characteristics that makes each prophet/key individual unique. 2. Use various terminologies when talking about prophets/key individuals. 3. Apply key attributes/characteristics to real life scenarios.	Students will be skilled at: 1. Sharing stories about prophets and key individuals. 2. Finding similarities and differences between prophets and key individuals. 3. Telling the difference between past and present. 4. Problem solving for different conflicts shared with them based on the story of the prophet/key individual. 5. Recognizing patterns and characteristics in prophets and key individuals. 6. Analyzing the attributes and characteristics the prophets/key individuals exemplified.
Assessment Evidence (Stage 2)	
Performance Task Description	
Evidence of Understanding	Create a book of pictures/narration about each of the prophets/key individuals.
Situation	
Product/Performance	
Standards	
Other Evidence	
Learning Plan (Stage 3)	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	1. My love is Grand 2. Princess Series: Aziza, Haleema, Karima, Adila

	3.
How will you hook students at the beginning of the unit?	
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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**Webb Foundation
Sunday School
Lesson Plan #1**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Role Models: Lesson 1

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to emulate the lives of the following prophets and other key figures within the Islamic tradition: • Yunus • Nuh • Mohammed • Bilqis • Sulieman • Khadijah
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Unit Essential Questions:	1. Why do we learn stories of other people? 2. Who is important to you in your life? 3. What makes someone important? 4. How do we learn about other people? 5. What qualities do role models have?
Background Knowledge :	1. Review the stories of Prophets Yunus, Noah and Noble Woman Khadijah. 2. Why do we need role models? http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-and-Role-Models-099.aspx
Objective/ Learning Target:	Learning Target for students: 1. I can give examples of role models around me. 2. I can provide my own examples of why the people we study are good role models. 3. I can give explain why we learn about other people.
Materials:	1. All of the Prophets Song, Yusuf Islam/Cat Stevens: https://www.youtube.com/watch?v=i50hZO2uKBU 2. Pictures of role models to be hung around the room
Procedure	1. Teacher introduces the Role Models Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Teacher introduces the transfer statement of the Character Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 3. Teacher will write the “I can” statements for the students on the board and read with the student. 4. Teacher will introduce the unit by asking the students to define what a role model is? 1. Students will then give examples of some of their role models - parents, teachers, siblings, or others. 2. Teacher will then ask, “What do you think makes these people good role models?” 3. S/he will then ask “What does it mean to you to have a role model?” S/he should make sure that students understand that a role model provides them with examples of who they may want to be like or learn from.

	1. The teacher will then show the kids the pictures that s/he has hung around the room. 1. The teacher will say “each of these pictures is of someone real or pretend that you may know. After I am done talking, I would like you to take two minutes to walk around and look closely at each of these pictures. Then, you will choose one of these individuals who you feel is a good <i>role model</i> for you and stand underneath that picture. When you are ready, put your finger on your nose to show me that you’ve chosen your role model. It will be important for you to think about why you chose this individual because I will be asking each of you to tell your friends your reason(s). Any questions? You may begin.” 1. Students will have between 2-5 minutes to walk around and decide on their favorite role model. The teacher may need to walk around and read to the children any of the names emerging readers may not recognize. 1. The pictures that will be hanging on the wall should be a mix of 6-8 of the characters listed below. They should be between genders, real and pretend, and cultural background. <i>Barack Obama, Michelle Obama, Your Parents, Superman, Police officer, Ms. Frizzle (Magic School Bus), Daniel Tiger, Malala Yousufzi, Mulan, Peppa Pig, Wordgirl, Olivia (the pig), Chase (Paw Patrol), Doc McStuffins, Sophia the First, Miles from Tomorrowland, Princess Elena of Avalor, Mohammed Ali</i> d. After about 2-5 minutes, the teacher will ask each child to share with the class why s/he chose who they did as a role model. The teacher may need to ask probing questions to get the students to think about why these individuals can be considered role models. 1. For example: 1. What does this individual do? 2. How do they treat others? 3. What do you think is important to them? 4. How do you think they spend their time? 1. The teacher will ask the students to return to their seats and begin a conversation about what was the common thread between all of the reasons the students chose these role models. 1. The teacher will ask the students: 1. “Are these individuals all perfect? Do they never make mistakes?” 1. The correct answer is No. 1. The teacher needs to make sure that students can recognize that perfection is something that only Allah has and that people make mistakes. What makes each of these individuals good role models is how they react to their mistakes and try to correct or learn from them. 1. The teacher will then explain to the students that role models are also found in history. They can teach us how to behave in different situations and they can show us what it means to have and practice good character. 1. S/he will explain to the students that “over the two few weeks, we will be studying three different role models who also happened to be prophets. Prophet Nuh (Noah), Prophet Yunus (Jonah), and Noble Woman Khadija .
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	1. Students should understand that some of the best role models they can find are Prophets and the people who were close to them. That is why we will be learning about some prophets and their stories. 1. The teacher will end with the song, <i>All of the Prophets</i> by Yusuf Islam. The students can dance along with it.
Closure:	Teacher will review the essential questions and ask students to reflect on the questions using what they did that day: 1. Why do we learn stories of other people? 2. Who is important to you in your life? 3. What makes someone important? 4. How do we learn about other people? 5. What qualities do role models have?
Resources:	1. <i>I love Islam: Level 2</i>; Islamic Services Foundation; Prophet Nuh p. A38-A47 2. <i>I love Islam: Level 2</i>; Islamic Services Foundation; Prophet Yunus p. A48-A61 3. <i>I love Islam: Level 2</i>; Islamic Services Foundation; Unit B: I love Muhammad; p.B2-B70 4. Khadijah's story: http://www.islamswomen.com/articles/khadijah_bint_khuwaylid.php

Pictures of Role Models:

Barack Obama



https://upload.wikimedia.org/wikipedia/commons/8/8d/President_Barack_Obama.jpg
Michelle Obama



https://upload.wikimedia.org/wikipedia/commons/0/05/Michelle_Obama_official_portrait.jpg
Your Parents



http://az616578.vo.msecnd.net/files/2016/07/09/636036227530695649-398413829_story_image_parents.jpg

Superman



WWW.TUCOO.COM

[http://hdcartoonphoto.com/var/albums/Superman-HD-Photos/Superman%20HD%20Cartoon%20Photo%20\(2\).png?m=1457970993](http://hdcartoonphoto.com/var/albums/Superman-HD-Photos/Superman%20HD%20Cartoon%20Photo%20(2).png?m=1457970993)

Police officer



<http://www.clipartkid.com/images/32/police-officers-clip-art-images-police-officers-stock-photos-clipart-8BurgF-clipart.jpg>

Ms. Frizzle (Magic School Bus)



<https://s-media-cache-ak0.pinimg.com/originals/c1/79/fa/c179fa39f11a3b175cbcd228c13f3807.gif>

Daniel Tiger



<https://s-media-cache-ak0.pinimg.com/originals/a3/b0/b8/a3b0b8edaced83a9cc5b352168320740.jpg>

Malala Yousafzi



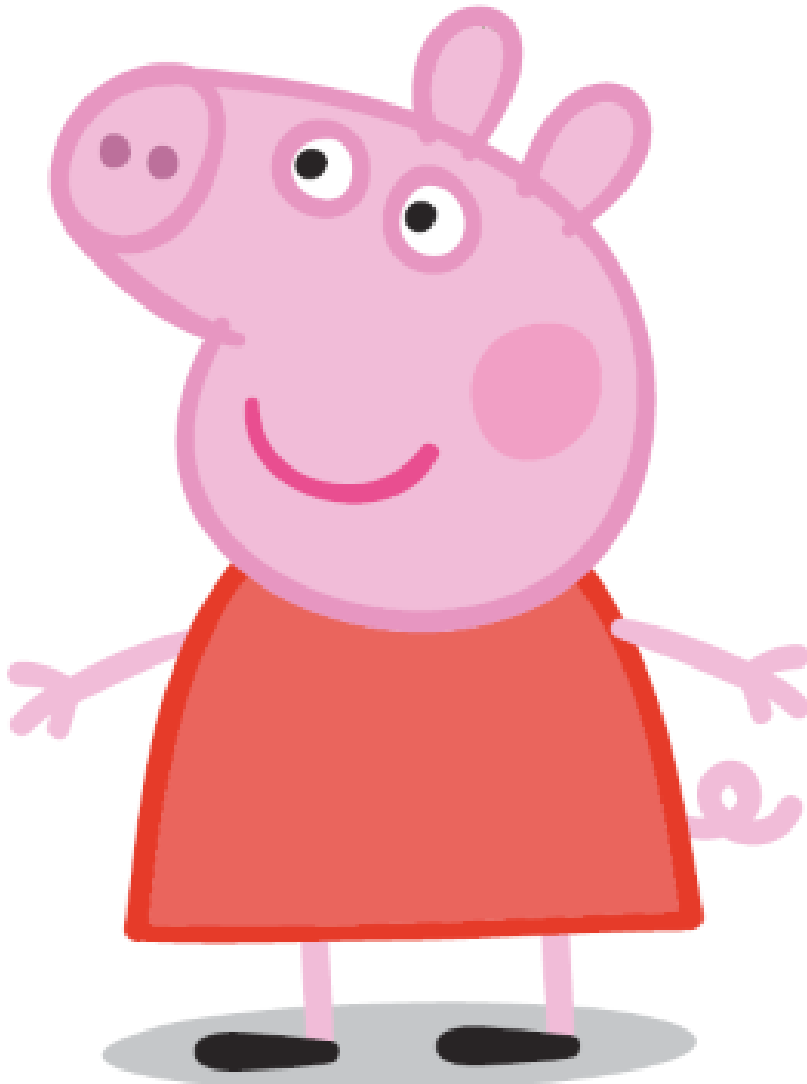
http://live.worldbank.org/sites/default/files/Malala-Yousafzai_Antonio-Olmos.jpg

Mulan



<http://www.lyricsmode.com/i/bpictures/big/18096.jpg>

Peppa Pig



https://upload.wikimedia.org/wikipedia/en/5/52/Animated_character_Peppa_Pig.png

Wordgirl



<http://www-tc.pbskids.org/go/media/show-thumbs/wordgirl.png>

Olivia (the pig)



http://vignette4.wikia.nocookie.net/olivia/images/f/fa/Olivia_hr_09.jpg/revision/latest?cb=20100118023050

Chase (Paw Patrol)



http://vignette2.wikia.nocookie.net/paw-patrol/images/7/71/Chase_PNG.png/revision/latest?cb=20150520174204

Doc McStuffins



http://img.lum.dolimg.com/v1/images/home_docmcstuffins_petvet_6031fa0c.png?region=0%2C0%2C300%2C300

Sophia the First



https://lumiere-a.akamaihd.net/v1/images/open-uri20150422-12561-1ck00tk_b6891dd7.png?region=0%2C0%2C300%2C300

Miles from Tomorrowland



https://advancedgraphics.com/wp-content/uploads/2015/09/2049_MilesandMERC_46.jpg

Princess Elena of Avalor



http://media.vogue.com/r/w_570/2016/07/22/00-holding-elena.jpg

Mohammed Ali



<http://img2-2.timeinc.net/people/i/2015/news/150105/muhammad-ali-768.jpg>

**Webb Foundation
Sunday School
Lesson Plan #2**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Role Models: Lesson 2

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to emulate the lives of the following prophets and other key figures within the Islamic tradition: • Yunus: his dua; tawakkul • Nuh • Mohammed • Balqis • Sulieman • Khadijah
Unit Essential Questions:	1. Why do we learn stories of other people? 2. Who is important to you in your life? 3. What makes someone important? 4. How do we learn about other people? 5. What qualities do role models have?
Background Knowledge:	1. Review the stories of Prophets Yunus, Noah and Noble Woman Khadijah. 2. Why do we need role models? http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FF-Guide/Children-and-Role-Models-099.aspx 3. Khadijah's story http://www.islamswomen.com/articles/khadijah_bint_khuwaylid.php
Objective/ Learning Target:	Learning Target for students: 1. I can give examples of role models around me. 2. I can provide my own examples of why the people we study are good role models. 3. I can give explain why we learn about other people.

Materials:	1. Yunus song Zaki video: https://www.youtube.com/watch?v=CSOcd1Q-z_8 2. A paper plate that can be folded in half (not the foam kind) 3. Construction paper: Orange yellow, brown, white 4. Noah's Ark template 5. Crayons or markers 6. Glue 7. Google eyes 8. Scissors 9. Paper and printer to print animal memory game cards 10. Paper (cardstock) to print Nuh story cards 11. Craft foam or cardstock 12. Pipecleaners 13. Party favor blow out toy 14. Stapler 15. Blindfold scarf 16. Plain paper 17. Three boxes of crayons 18. Three sheets of stickers
Procedure	1. Teacher introduces the Role Models Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Teacher introduces the transfer statement of the Character Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 3. Teacher will write the "I can" statements for the students on the board and read with the students. 4. Students will participate in a carousel activity about three role models - Nuh, Yunus, and Khadijah. The teacher will set up multiple stations around the room that students will rotate between for two and a half Sunday School sessions. Divide the class up into six small groups. Please view the end of the lesson plan for each station's materials and directions. Three of those stations will include a storytelling component. NOTE: It is recommended that the teacher have at least 4 additional helpers (parent volunteers or others) on this day and the following day to be at each of the story stations and the trade station so that s/he can mingle and answer questions at other stations. 1. <u>Station 1 - Prophet Nuh: Story</u>; students arrange events in order; animal memory game 2. <u>Station 2 - Prophet Nuh: make arc</u> 3. <u>Station 3 - Prophet Yunus: Story</u>, students listen to Yunus song 4. <u>Station 4 - Prophet Yunus: Whale craft</u> 5. <u>Station 5 - Noble Woman Khadijah: story</u>; activity with chair and blindfold 6. <u>Station 6 - Noble Woman Khadijah: trade activity</u> 1. After completing the carousel, students will return to their desks and the teacher will check for understanding.

Closure:	Teacher will check for understanding by asking the students: 1. What are some of the lessons from these stories? 2. Why are these individuals role models? 3. What qualities does each person you learned about today have that makes them a role model?
Resources :	1. <i>I love Islam: Level 2</i>; Islamic Services Foundation; Prophet Nuh p. A38-A47 2. <i>I love Islam: Level 2</i>; Islamic Services Foundation; Prophet Yunus p. A48-A61 3. <i>I love Islam: Level 2</i>; Islamic Services Foundation; Unit B: I love Muhammad; p.B2-B70 4. Khadijah's Story: http://www.islamswomen.com/articles/khadijah_bint_khuwaylid.php 5. Noah's Ark Craft: http://www.allkidsnetwork.com/crafts/bible/noahs-ark-craft.asp?utm_campaign=Newsletter_Creative1_Send-8-8-15+-+Monday+Send&utm_medium=Email&utm_source=EmailDirect.com 6. Whale Craft: www.kidssundayschool.com/114/gradeschool/jonah-and-the-big-fish.php 7. Faith Activity (not exactly the same): http://betterbibleteachers.com/2014/11/how-to-explain-faith-to-sunday-school-kids/ 8. Trade Activity: http://www.vrml.k12.la.us/1st/ss/SS_By_Unit_1st/unit4_SS/act10/Un4Act10.htm

Carousel Station Details

1. **Station 1 - Prophet Nuh:**
 - a. **Story:** summarize the story of Prophet Nuh into a short 5 minute tale.
 1. When discussing the story some important points to be sure to include are:
 1. All of Allah's prophets were given the task of teaching people about the One true God, Allah, and guiding them towards worshipping him alone
 2. This was never an easy job and most people did not listen to the Prophets
 3. The people during Nuh's time worshipped idols (statues). This means that they bowed down to them and asked them for help. *Note: this is an opportunity to ask talk with students about how statues are inanimate objects without the ability to do anything for us.*
 4. Prophet Nuh turned to Allah to ask him for help because he was frustrated. *Note: this is an opportunity to discuss with students how they think Prophet Nuh felt after working so hard to teach people who weren't listening. Also, very important to discuss that he turned to Allah for help - the power of dua.*

5. Allah asked Nuh to build an Ark, but did not tell him why. This was strange to the people there since they lived in a place that was far away from any water.

6. One of the key lessons in this story is that of tawwakul, having faith in Allah. Be sure to emphasize that when the people who worshipped idols saw him building the ark, they laughed at him and made fun of him. But Prophet Nuh just did as Allah asked him and did not stop. He trusted that Allah knew what was best and followed his commands.

7. Allah then told him to gather pairs of each animal that lived there - a male and a female.

8. A torrential rain then happened, and Nuh boarded the Ark with all of the animal pairs and all of the people who believed in Allah and then waited.

9. The rain filled the land and after many days and nights the rain stopped and the earth began to swallow the water. The ark stopped on a mountain called Judy and Nuh and the people who were with him were saved.

b. **Chronological Story:** Students will then work together to arrange the attached pictures in chronological order. (Use the attached PDF with Prophet Nuh poster images but please **do not** use the text included there. It is important that children do not see the Muslims as the only "good people" out there and so refraining from calling those who did not follow Prophet Nuh as "bad people" is critical here.)

b. **animal memory game:**

ii. http://www.activityvillage.co.uk/sites/default/files/downloads/farm_animal_snap_cards.pdf

ii. <http://lifeovercs.com/wp-content/uploads/2015/10/Forest-Animal-Matching-Pack.pdf>

ii. Print the attached memory cards and play with students

1. **Station 2 - Prophet Nuh:**

a. **Noah's Ark Craft:** Use the attached Noah's ark template to prepare enough materials for each student to make an ark

a. How to make your Noah's Ark craft:

(http://www.allkidsnetwork.com/crafts/bible/noahs-ark-craft.asp?utm_campaign=Newsletter_Creative1_Send-8-8-15+-+Monday+Send&utm_medium=Email&utm_source=EmailDirect.com)



i. Fold paper plate evenly in half

i. Draw waves onto bottom and add brown for wood effect

i. Cut out templates and rainbow

i. Trace shapes onto construction paper and cut out

i. For the ark fold paper in two so roof is along fold for extra sturdiness

i. Color animals, ark and rainbow as you like

i. Glue on google eyes and let dry

- i. Glue top of ark onto paper plate and rainbow above roof
- i. Glue giraffes in middle for balance
- i. Glue bears and tigers on either side
- i. Ark should gently rock back and forth with a gentle touch

1. **Station 3 - Prophet Yunus:**

- a. **Story:** summarize the story of Prophet Yunus into a short 5 minute tale.

1. When discussing the story some important points to be sure to include are:

a. All of Allah's prophets were given the task of teaching people about the One true God, Allah, and guiding them towards worshipping him alone

a. This was never an easy job and most people did not listen to the Prophets

a. Allah asked Yunus to teach his people about Allah and Islam. He did this but became very frustrated with his people because they did not want to listen. *Note: this is an opportunity to discuss with students how they think Prophet Nuh felt after working so hard to teach people who weren't listening. Also, very important to discuss that he turned to Allah for help - the power of dua.*

a. The people laughed at him and Prophet Yunus became so upset that he left the village without asking Allah for permission first. *Note: this is an opportunity to talk about keeping promises and how Prophet Yunus did not keep his promise to Allah by leaving like this.*

a. Yunus went on a ship and sailed away. A strong storm came and the ship was going to sink. The people he was on the ship with knew that they needed one person to get off the ship in order for it to stay floating. They drew straws many times and each time it was Prophet Yunus whose name was chosen. He had to jump into the sea.

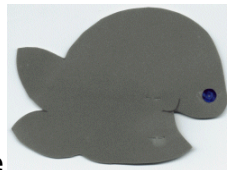
a. A big whale came up and swallowed Prophet Yunus. Allah protected the prophet and asked the whale not to harm him. Prophet Yunus remained in the whale's stomach for days. *Note: this is an opportunity to help students connect with Prophet Yunus and how he may have been feeling. Ask them to imagine what would feel like to be inside a whale by covering and closing their eyes. "how do you feel? What would you do?"*

a. This gave Prophet Yunus a chance to reflect on what he did and he realized that he should have been more patient. He asked Allah for ***forgiveness*** and Allah forgave him. Yunus made the dua "La Illaha Illah Anta, subhanaka Inni Kunto min Al Thalimeen." (There is no God but You (Allah), exalted are You, Indeed I have been of the wrongdoers)

a. Prophet Yunus went back to his people and taught them about Allah. The people began to listen and became Muslims, asking Allah for forgiveness.

- b. **Song:** Students will listen to the Yunus song
https://www.youtube.com/watch?v=CSOcd1Q-z_8

1. **Station 4 - Prophet Yunus:**



- a. **Whale craft:** use attached template

1. use the template attached to trace and cut a piece of craft foam or cardstock the shape of the large fish

1. glue a googly craft eye to the front of the foam fish

1. Attach a party favor blowout to the back of the whale so that the blowout part sticks out of the back of the mouth to look like the tongue of the fish



1. Use the strip on the page to make a foam strip to attach the blowout on the back by stapling both sides of the strip over the blowout

1. Last, fold a colored pipe cleaner to look like the shape of a man. Stick the man in the curl of the tongue and blow. It looks like the man goes flying out!

1. **Station 5 - Noble Woman Khadijah: story; activity with chair and blindfolded to understand faith faith, strong, hard work;**

1. Story: summarize the story of Noble Woman Khadijah into a short 5 minute tale.

1. When discussing the story some important points to be sure to include are:
 1. Khadijah was one of the most amazing women who ever lived. She is one of the people that Allah has promised Jannah to.
 2. She was the first person to become Muslim after the Prophet Muhammad (PBUH) received the revelation.
 3. She had one of the biggest trading companies at the time she lived in Arabia. She managed it herself and was more successful than anyone else then. She would hire people to go and do the trading for her and her success was because she hired only the most honest and hard working people.
 4. She heard from others about a man who was honest, trustworthy, and loved by everyone named Muhammad (PBUH) and she sent for him to come and work for her. That is how she met him. She became so impressed with him and his work, she noticed something special about him and the blessings that came through him. She decided to ask him to marry her and he accepted.
 5. They had six children together, first two sons, Qasim and 'Abdullah; then four daughters, Zaynab, Ruqayyah, Umm Kulthum and Fatimah.
 6. When Muhammad (PBUH) received the message from Allah, it was a very difficult time for him. He needed someone strong to stand with him and support him. Khadijah (RA) was that person. She was his support. She was strong. She was the best example of what it means to have faith (iman) in Allah and trying hard to be the best Muslim she could be.
 7. Khadijah passed away three years before the hijra (migration to Madinah). This was one of the saddest times for the Prophet (PBUH) as he loved Khadijah very much.

2. Faith Activity:

1. To teach the kids about Khadijah's unwavering faith in Allah and support of the Prophet (PBUH) each child will participate in this activity, followed by some discussion questions.
2. To begin, set aside a chair and then ask the children to come up one by one for this activity.
3. Blindfold the child and then spin him/her around a few times to disorient them. Then ask them to trust you and sit down. **Make sure that the chair is close by and they are able to safely sit down.**
4. Repeat this for every student in the small group, then ask the following questions:
 1. How did you feel after spinning around? Were you nervous? Scared? Worried?
 2. Did you trust that there would be somewhere to sit down?
 3. Do you think that the person who went first was more or less scared than the person who went last?
 4. How do you think this can explain how Khadijah (RA) felt when the Prophet (PBUH) told her about Islam?

5. Do you think it was easy for her to support the Prophet (PBUH) when no one else was Muslim yet and when people were treating him badly?

1. **Station 6 - Noble Woman Khadijah:**

1. The goal of this activity is to help the children understand what trading is and how it worked. The follow-up questions will focus on how this felt and what it may feel like to manage something like this on a large scale, like Khadijah (RA).

1. Procedure:

1. Divide the small group into three teams
1. Tell each team up to the front of the room that they will be making a project with drawing paper
1. Give one team three pieces of drawing paper, the second team three boxes of crayons, and the third team three sets of stickers.
1. Ask the three teams how they will get the project made with only one of the needed items.
1. When they suggest sharing the items among the three groups, let all the students know that they are suggesting a voluntary exchange/trade, because all the groups will benefit from exchanging the extra items for other items that they need.
1. Have three students make the exchanges while the others watch. Then, have the students with the supplies join their groups.

1. Follow-up questions:

1. Why did you have to trade items with the other teams?
1. Did everyone start off with the same items?
1. Which items did you **need** to do the activity?
1. Which items did you **want**, but did not **need**, to do the activity?
1. How did you solve the problem you had?
1. Did you have a team leader in your group? What did he or she do?
1. Khadijah (RA) was the leader of a trading business. How is that similar to what you were doing?
1. Do you think it was easy or hard to manage a very big trading company?
1. What kind of person would someone need to be to manage a business like this?

**Webb Foundation
Sunday School
Lesson Plan**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Role Models: Lesson 3

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to emulate the lives of the following prophets and other key figures within the Islamic tradition: • Yunus: his dua; tawakkul • Nuh • Mohammed • Bilqis • Sulieman • Khadijah
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Unit Essential Questions:	1. Why do we learn stories of other people? 2. Who is important to you in your life? 3. What makes someone important? 4. How do we learn about other people? 5. What qualities do role models have?
Background Knowledge :	1. Review the stories of Prophets Yunus, Noah and Yacub. 2. Why do we need role models? http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-and-Role-Models-099.aspx
Objective/ Learning Target:	Learning Target for students: 1. I can give examples of role models around me. 2. I can provide my own examples of why the people we study are good role models. 3. I can give explain why we learn about other people.
Materials:	1. Yunus song Zaki video: https://www.youtube.com/watch?v=CSOcd1Q-z_8 2. All of the Prophets Song, Yusuf Islam/Cat Stevens: https://www.youtube.com/watch?v=i50hZO2uKBU 3. A paper plate that can be folded in half (not the foam kind) 4. Construction paper: Orange yellow, brown, white 5. Noah's Ark template 6. Crayons or markers 7. Glue 8. Google eyes 9. Scissors 10. Paper and printer to print animal memory game cards 11. Paper (cardstock) to print Nuh story cards 12. Craft foam or cardstock 13. Pipecleaners 14. Party favor blow out toy 15. Stapler 16. Blindfold scarf 17. Plain paper 18. Three boxes of crayons 19. Three sheets of stickers
Procedure	1. Teacher introduces the Role Models Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students.

	2. Teacher introduces the transfer statement of the Character Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 3. Teacher will write the “I can” statements for the students on the board and read with the students. 4. Students will complete the final station in the carousel activity from last week about the three role models - Nuh, Yunus, and Khadijah. NOTE: It is recommended that the teacher have at least 3 additional helpers (parent volunteers or others) on this day and the following day to be at each of the story stations and the trade station so that s/he can mingle and answer questions at other stations. 1. <u>Station 1 - Prophet Nuh: Story; students arrange events in order; animal memory game</u> 2. <u>Station 2 - Prophet Nuh: make arc</u> 3. <u>Station 3 - Prophet Yunus: Story, students listen to Yunus song</u> 4. <u>Station 4 - Prophet Yunus: Whale craft</u> 5. <u>Station 5 - Noble Woman Khadijah: story; activity with chair and blindfold</u> 6. <u>Station 6 - Noble Woman Khadijah: trade activity</u> 1. After completing the carousel, students will return to their desks and the teacher will introduce the final activity. 1. Final Assessment: 1. Each student will receive a blank sheet of paper and some markers/crayons. 1. The teacher will ask the students to draw three pictures - one for each of the three role models they discussed. 1. Pick one thing that you remember about him or her and write a sentence (or have your teacher help you write) what that is under the picture. 1. The teacher will wrap up the lesson by asking the students to reflect on the essential questions with a focus on the role models they studied.
Closure:	Teacher will review the essential questions and ask students to reflect on the questions using what they did that day: 1. Why do we learn stories of other people? 2. Who is important to you in your life? 3. What makes someone important? 4. How do we learn about other people? 5. What qualities do role models have?
Resources:	1. <i>I love Islam: Level 2</i>; Islamic Services Foundation; Prophet Nuh p. A38-A47 2. <i>I love Islam: Level 2</i>; Islamic Services Foundation; Prophet Yunus p. A48-A61 3. <i>I love Islam: Level 2</i>; Islamic Services Foundation; Unit B: I love Muhammad; p.B2-B70

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**Webb Foundation
Sunday School
Lesson Plan #4**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Role Models: Lesson 4

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to emulate the lives of the following prophets and other key figures within the Islamic tradition: • Yunus: his dua; tawakkul
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	• Nuh • Mohammed • Bilqis • Sulieman • Khadijah
Unit Essential Questions:	1. Why do we learn stories of other people? 2. Who is important to you in your life? 3. What makes someone important? 4. How do we learn about other people? 5. What qualities do role models have?
Background Knowledge:	Muhammad ^(PBUH) was a honest man in his business dealings, and eventually people started to call him “Al-Ameen” (The Trustworthy). If anyone wanted to entrust money to someone, the people would tell him, “You should only go to Al-Ameen.”
Objective/ Learning Target:	Learning Target for students: 1. I can provide my own examples of why the people we study are good role models. 2. I can give explain why we learn about other people. 3. I can explain the importance of being honest.
Materials:	1. LCD Projector 2. Honesty Worksheet 3. “I am Honest” Flower 4. Crayons/Markers
Procedure	1. Review and discuss unit essential questions 2. Review and discuss the transfer statement of the Role Model Unit 3. Write and explain the “I can” statements for the students 4. Have students listen to the audio portion “A Man of Good Trust” 1. Discuss how Prophet Mohammed was honest in his work? 2. What was his nickname. 3. What happened as more and more people knew the qualities of Prophet Mohammad? 5. Show the youtube clip of “the boy who cried wolf” 6. Discuss the clip: 1. Why was the boy calling out for help? 2. What was the boy’s response when the villagers? 3. How did the villagers feel with the response of the boys? 4. What did the boy do wrong? 7. Hand out the Honesty Sheet 8. Have students discuss each scenario 9. Have students work with their partner to chose “honest” or “dishonest” 10. Discuss the solutions with the students 11. Have students complete the “I am Honest” Flower” by coloring the flower and adding words to describe how they are honest.

Closure:	Have students share the flower they colore and the words they used to describe how they are honest
Resources:	1. https://www.iconetwork.com/muhammad-the-truthful-and-the-honest%E2%80%8B/ 2. https://www.youtube.com/watch?v=uV7e0nSQOnE 3. https://talkingtreebooks.com/docs/worksheet/character-ed-kindergarten-worksheet-what-is-honesty.pdf 4. http://twistynoodle.com/i-am-honest-coloring-page/

Webb Foundation
Sunday School
Lesson Plan #5

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Role Models: Lesson 5

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to emulate the lives of the following prophets and other key figures within the Islamic tradition: • Yunus: his dua; tawakkul • Nuh • Mohammed • Bilqis • Sulieman • Khadijah
Unit Essential Questions:	1. Why do we learn stories of other people? 2. Who is important to you in your life? 3. What makes someone important? 4. How do we learn about other people? 5. What qualities do role models have?
Background Knowledge:	"And Dawud (David) and Sulaiman (Solomon) when they gave judgement concerning the field, when people's sheep had strayed and browsed therein by night; and We were witnesses to their judgement. And We made Sulaiman to understand (the case); and unto each of them We gave judgement and knowledge." (21: 78, 79)
Objective/ Learning Target:	Learning Target for students: 1. I can provide my own examples of why the people we study are good role models. 2. I can give explain why we learn about other people. 3. I can explain how wisdom helps us make good decisions.
Materials:	1. Crayons/Markers 2. Crown Template
Procedure	1. Review and discuss unit essential questions 2. Review and discuss the transfer statement of the Role Model Unit 3. Write and explain the "I can" statements for the students 4. Share the story of Prophet Sulieman. 1. How did he show wisdom? 2. What made him a good king? 3. How did he treat animals? 5. Have students create a crown out of construction paper. 6. Tell students to decorate the crown to show "wisdom"
Closure:	Have students share the crown they created and focus on the description of "wisdom."
Resources:	1. https://www.ummah.com/forum/forum/islam/general-islamic-topics/250882-the-life-of-prophet-sulaiman-peace-be-upon-him 2. http://www.dltk-kids.com/crafts/mcrown.htm

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Webb Foundation
Sunday School
Lesson Plan #6

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Role Models: Lesson 6

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to emulate the lives of the following prophets and other key figures within the Islamic tradition: • Yunus: his dua; tawakkul • Nuh • Mohammed • Bilqis • Sulieman • Khadijah
Unit Essential Questions:	1. Why do we learn stories of other people? 2. Who is important to you in your life? 3. What makes someone important? 4. How do we learn about other people? 5. What qualities do role models have?
Background Knowledge:	"I found a woman ruling over them", she has been given all things that could be possessed by any ruler of the earth, and she has a great throne. (SURAH AL-NAML 27:23) She said: "O chiefs! Verily! Here is delivered to me a noble letter, (An-Naml 27:29) "Verily! It is from Sulaiman (Solomon), and verily! It (reads): In the Name of Allah, the Most Beneficent, the Most Merciful; (An-Naml 27:30)
Objective/ Learning Target:	Learning Target for students: 1. I can provide my own examples of why the people we study are good role models. 2. I can give explain why we learn about other people. 3. I can explain the importance of making good decisions.
Materials:	1. White Paper 2. Crayons/Markers
Procedure	1. Review and discuss unit essential questions 2. Review and discuss the transfer statement of the Role Model Unit 3. Write and explain the "I can" statements for the students 4. Share the story of Balqis with students including Quranic verses 1. Stop and discuss: 1. Who was Balqis? What was her role? 2. Who was Prophet Sulieman? What was his role? 2. Stop and discuss:

	1. What did Prophet Sulieman want from Balqis? Why? 5. Do not share the whole story. Stop at where Balqis consults the ministers to and thinks about her decision. 6. Have students draw an answer to this question: “If you were Queen Balqis, what would you do?” 7. Have students share their drawing and what they would do 8. Finish the story including Quranic verses 9. Discuss what are the characteristics we learn from Queen Balqis?
Closure:	Have students compare what their drawing was to the real conclusion of what Queen Balqis did.
Resources:	1. https://thefatalefeminist.com/2011/08/02/in-islam-and-the-quran-the-queen-of-sheba/ 2. http://islamicmobility.com/pdf/Prophets%20Dauwud%20Sulayman.pdf

Understanding By Design Unit Template

Title of Unit	Pillars of Worship	Grade Level	KG/1st
Curriculum Area	Islamic Studies	Time Frame	3-5 Sunday Sessions
Developed By	Asma Akhras		
Identify Desired Results (Stage 1)			
Transfer Statement (Big picture statement)			
Students will be able to independently use their learning in new situations to: Implement the pillars of worship and Islamic Etiquette in their life.			
Meaning			
Understandings		Essential Questions	
Students will understand that: 1. Like sowing a seed, giving it sun and water, the pillars of worship have the same effect on Muslims. 2. Pillars of worship support and uphold a strong person. 3. Pillars of worship creates an inner peace with individual and happiness through peace. 4. Schools are communities of students who are learners. 5. Certain aspects that make people belong to the same community is doing the same things. 6. We worship Allah through the pillars of worship. 7. Pillars of worship keep us on the straight path towards Allah.		Students will explore and address these recurring questions: 1. What are ways we take care of a flower to make it grow to be healthy and strong? 2. What are some things we do to make us happy? 3. What are some things we do as a community at school? 4. How do people show they are part of a community? 5. What are the ways we worship Allah? 6. Why are the 5 pillars important? 7. What are some etiquette that Muslims apply?	
Acquisition			
Knowledge		Skills	
Students will know: 1. Pillars of worship support and create strong individuals. 2. People of communities share a common space with common behaviors. 3. Pillars of worship have a communal aspect to them that connect Muslims to each other. 4. Communicating to Allah through pillars of worship. 5. Showing gratitude through doing the pillars of worship.		Students will be skilled at: 1. Connecting the metaphor of planting a flower to practicing the pillars of worship. 2. Recognizing attributes and descriptions of a community of school. 3. Define communal aspects of the Muslim community. 4. Explaining how they are part of the community. 5. Communicating the pillars of worship.	

		6. Expressing ways of worship to Allah through the pillars.
Assessment Evidence (Stage 2)		
Performance Task Description		
Goal	Complete a mobile with the five pillars hanging from a hanger with a description of each pillar.	
Role		
Audience		
Situation		
Product/Performance		
Standards		
Other Evidence		
Learning Plan (Stage 3)		
Where are your students headed? Where have they been? How will you make sure the students know where they are going?		
How will you hook students at the beginning of the unit?		
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?		
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?		
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?		
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?		
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?		

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

**Webb Foundation
Sunday School
Lesson Plan #1**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Pillars of Worship

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to: • Implement the pillars of worship and Islamic Etiquette in their life.
Unit Essential Questions:	1. What are ways we take care of a flower to make it grow to be healthy and strong? 2. What are some things we do to make us happy? 3. What are some things we do as a community at school? 4. How do people show they are part of a community? 5. What are the ways we worship Allah? 6. Why are the 5 pillars important? 7. What are some etiquette that Muslims apply?
Background Knowledge:	1. The five pillars
Objective/ Learning Target:	Learning Target for students: 1. I can connect the metaphor of planting a flower to practicing the pillars of worship. 2. I can communicate the pillars of worship. 3. I can express ways of worship to Allah through the pillars. 4. I can describe how being
Materials:	1. "Peep and the Big Wide World: Peep Plants a Seed Video" 2. Empty egg cartons cut into individual "pockets" 3. Finger Paint (Link: http://a.co/2ds7ykC) 4. Paint brushes 5. Craft puff ballsn (Link: http://a.co/2SQJ3HD) 6. Elmers glue 7. Pipe cleaners (green) (Link: http://a.co/93C3CSW) 8. <i>A Picnic of Poems</i>, "Rose" Song by Dawud Wharnsby Ali

Procedure

1. Teacher introduces the Pillars of Worship Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students.
 2. Teacher introduces the transfer statement of the Pillars of Worship Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students.
 3. Teacher will write the "I can" statements for the students on the board and read with the student.
 4. Teacher will introduce the unit by asking the students the question
 1. "What do flowers need to grow?"
 2. Students will answer the question by offering ideas and the teacher will just listen and give them a chance to express themselves.
 3. s/he will then tell the students that they will watch a short video Peep's Big World about flowers.
<https://youtu.be/Yxs7P7LWzDg>
1. After watching the video, the teacher will ask the students to tell him or her about what they saw. Some discussion questions could be:
 1. What did Peep want to do? (have his own sunflower)
 1. What did Peep decide to do with the help of the bird? (plant his own sunflower)
 1. What did Peep do wrong at the very beginning? (he held the seed in his hand and was trying to watch it grow while he held it)
 1. What did Peep learn he needed to do in order for the seed to grow? (He needed to plant the seed in the soil)
 1. What did Peep do wrong next? (He watched it in the soil)
 1. What did Peep learn he needed to do next in order for the seed to grow? (He needs to water the plant)
 1. What value did Peep learn is very important when you are waiting for a seed to grow? (patience!)
 1. What else does a seed need to grow that Peep did not learn about in the video? (sun)
 1. The teacher will then explain to the students that plants need soil, sun, and water to grow. These all work together to be healthy and strong.
 1. The teacher will then ask the students some questions about the five pillars:
 1. what is a pillar? (something that supports or holds something else up; give an example)
 1. Have you ever heard of the five pillars in Islam? What are they? (they are the pillars of worship are the five most important things that make or build a strong and healthy Muslim.)
 1. What are they? (Shahadah, Praying, Fasting, Hajj, Zakat)
 1. How are the five pillars similar to a flower growing from a seed? (Like sowing a seed, giving it sun and water, the pillars of worship have the same effect on Muslims. You need to be strong in your pillars of faith to grow stronger in your belief and be the best Muslim that you can be.)
 1. How are they similar to the stem of a flower? (Like a stem, Pillars of worship support and uphold a strong person.)
 1. The teacher will then explain to the students that they will be making flowers to remind them of the beauty that comes from strength and iman/love for Allah and His Prophet PBUH.

	1. Students will make flowers from empty cardboard egg cartons. Directions for the activity can be found here http://www.skiptomylou.org/welcoming-spring-with-egg-carton-flowers/ (the directions are also printed out in an attachment to this lesson plan) 1. While students are working on their flowers, you can play the song “Rose” from the Dawud Wharnsby Ali <i>Picnic of Poems</i> book and CD.
Closure:	Teacher will end the class by reviewing with the kids how a flower growing from a seed is similar to the pillars of faith.
Resources:	1. http://www.skiptomylou.org/welcoming-spring-with-egg-carton-flowers/ 2. https://youtu.be/Yxs7P7LWzDg

Webb Foundation

Sunday School

Lesson Plan #2

Subject: Islamic Studies **Grade Level:** KG/1

Unit Title: Pillars of Worship

Unit Transfer

Statement:

Students will be able to independently use their learning in new situations to:

- Implement the pillars of worship and Islamic Etiquette in their life.

Unit

Essential

Questions:

1. What are ways we take care of a flower to make it grow to be healthy and strong?
2. What are some things we do to make us happy?
3. What are some things we do as a community at school?
4. How do people show they are part of a community?
5. What are the ways we worship Allah?
6. Why are the 5 pillars important?
7. What are some etiquette that Muslims apply?

Background

Knowledge:

1. The five pillars are shahada, prayer, fasting, hajj, and zakat

Objective/

Learning

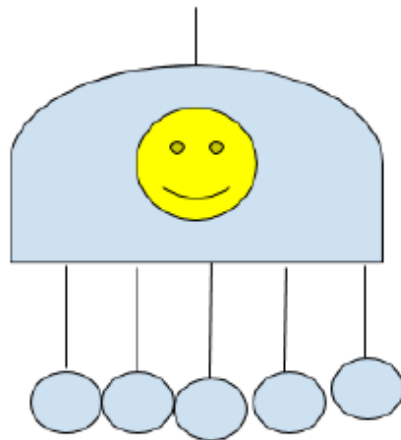
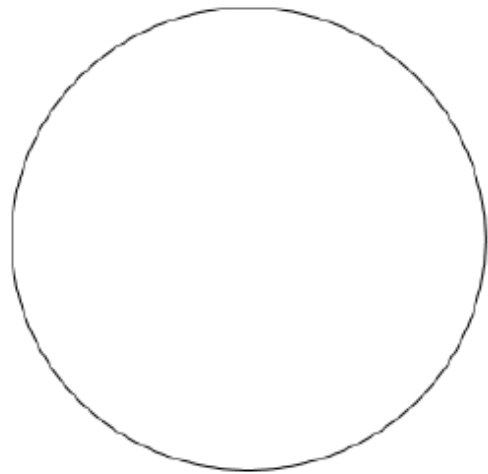
Target:

Learning Target for students:

1. I can connect the metaphor of planting a flower to practicing the pillars of worship.
2. I can recognize attributes and descriptions of a school.
3. I can define communal aspects of the Muslim community.
4. I can explain how I am are part of the community.
5. I can communicate the pillars of worship.
6. I can express ways of worship to Allah through the pillars.

Materials:

1. White paper plates (the light paper kind) folded in half like a semi-circle and stapled along the outside to be held in place (you may choose to punch five holes along the straight edge side and one at the top of the semi-circle for each student in advance to save time)
2. Strong yarn (precut into strips to make it easy to do during class)
3. Cardstock paper pre-cut into circles about 3 inches in diameter (enough so that each child gets five and some extra in case they make mistakes) **see template below**



Webb Foundation
Sunday School
Lesson Plan #3

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Pillars of Worship

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to: • Implement the pillars of worship and Islamic Etiquette in their life.
Unit Essential Questions:	1. What are ways we take care of a flower to make it grow to be healthy and strong? 2. What are some things we do to make us happy? 3. What are the ways we worship Allah? 4. Why are the 5 pillars important?
Background Knowledge:	1. The five pillars
Objective/ Learning Target:	Learning Target for students: 1. I can connect the metaphor of planting a flower to practicing the pillars of worship. 2. I can recognize attributes and descriptions of a school. 3. I can define communal aspects of the Muslim community. 4. I can explain how I am are part of the community. 5. I can communicate the pillars of worship. 6. I can express ways of worship to Allah through the pillars.
Materials:	1. Large piece of butcher paper with green along the bottom for grass 2. Green striped paper straws (Link: http://a.co/h0nO0aF) 3. White cardstock (Link: http://a.co/2ZHwN4K) 4. Finger paint 5. Scissors 6. Scotch tape 7. Large Heart stickers 8. <i>Owl & Cat Islam Is</i> book
Procedure	1. Teacher introduces the Pillars of Worship Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students.

	2. Teacher introduces the transfer statement of the Pillars of Worship Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 3. Teacher will write the "I can" statements for the students on the board and read with the student. 4. Teacher will begin by asking some of the students to share what they did during the past week and how it made them feel. Allow for sufficient time to include as many students who would like to share. 5. Use this as a segway into the story, <i>Owl & Cat Islam Is...</i> 6. After reading the story, ask the students to answer the following discussion questions as a group: a. What were the first five things mentioned in the book? (the five pillars, say them with the kids) b. Why are the pillars important? (They help us to be good people. They teach us how to worship Allah.) c. Why do we worship Allah? (We worship Allah because we love Him and want him to be happy and that makes us happy to please Allah) d. What other things did the book talk about that make Islam what it is? (cleanliness, grateful, controlling your anger, teaching and learning, patience, forgiveness, sharing, being kind, family, respecting parents, honesty, laughter, helping others, giving gifts, respecting differences) e. Why are these also very important to being Muslim even though they aren't one of the five pillars? (Islam teaches us to be the best people that we can be. When we do the five pillars, we are working hard at pleasing Allah and it helps us to be strong and able to do all of the other good things we can.) 7. The teacher will then tell the students that they will be making a "Faith Garden" today. S/he will show the students the butcher paper along the wall with the grass that is waiting to be planted. a. Ask the students what a flower needs to grow again? (soil, sun, water) b. Ask the students how this is similar to the five pillars and their faith? (the five pillars make our faith strong and helps us to grow into the best Muslims and people we can be just like a flower) c. The teacher will show the students a sample hand print flower and demonstrate or explain how to make it. d. Each student will make a five pillars hand print flower to plant
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	in their classes "faith garden." e. See detailed directions after lesson plan f. While the students are waiting for their hand prints to dry, have them color the five pillars worksheet to review what they are. 8. As each student finishes their flower, "plant" it in the class garden. Be sure to check that their names are on it. Help the students who are not writers yet to write the pillars along each finger.
Closure:	Teacher will review the essential questions and ask students to reflect on the questions using what they did that day: 1. What are ways we take care of a flower to make it grow to be healthy and strong? 2. What are some things we do to make us happy? 3. What are the ways we worship Allah? 4. Why are the 5 pillars important?
Resources:	1. http://alittlepinchofperfect.com/handprint-and-footprint-flowers-and-vase-craft-for-mothers-day/ Note: "<i>Ilyas and Duck in a Zakat Tale</i>" book is highly recommended to use for the second year of this class to address community, ways to worship Allah, and the five pillars.

How to Make a Handprint Flower

1. Have the students think about what color they would like to make their flower in advance.
2. Get large paint brushes to paint each student's hand (palm side down) with their chosen color, then have them make a handprint on a piece of white cardstock. Have the students color a five pillar coloring page of your, or their, choice while they wait for their handprints to dry. Wipe their hands down right away with baby wipes.



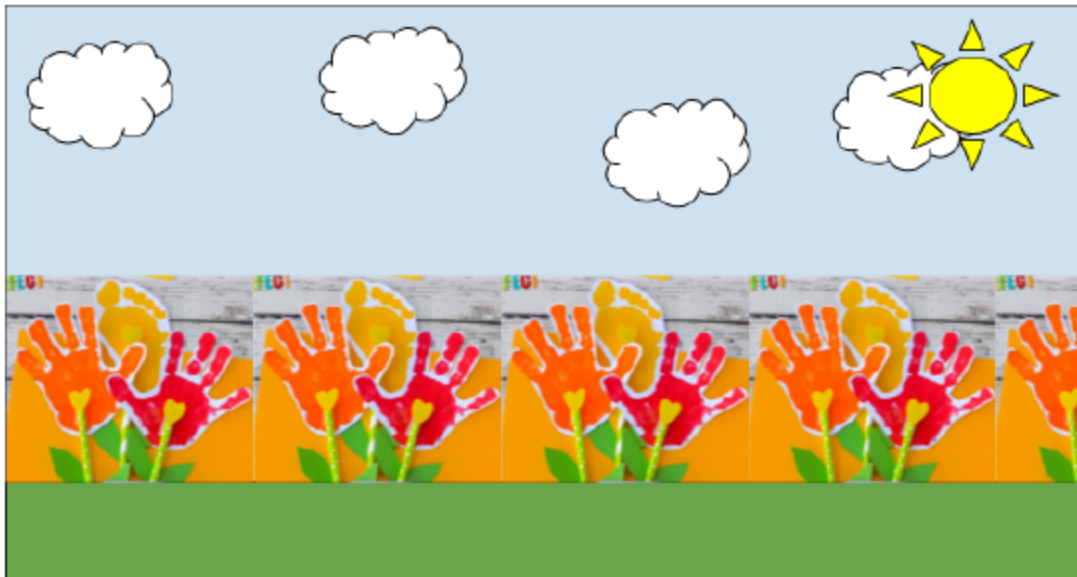
3. After they dry, ask the students to write one of the five pillars names on each finger with a marker or pen. Help those who need help.
4. Have each student, help those who need help, carefully cut around their handprint.



5. Attach a straw to the center of each hand print with scotch tape and cover the part where they meet with a heart sticker.



6. You can choose to make leaves out of construction paper to attached if you'd like.
7. "Plant" each flower in the Faith Garden in the class.



**Webb Foundation
Sunday School
Lesson Plan #4**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Pillars of Worship

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to: Implement the pillars of worship and Islamic Etiquette in their life.
Unit Essential Questions:	- What are ways we take care of a flower to make it grow to be healthy and strong? - What are some things we do to make us happy? - What are some things we do as a community at school? - How do people show they are part of a community? - What are the ways we worship Allah? - Why are the 5 pillars important? - What are some etiquette that Muslims apply?
Background Knowledge:	This lesson will focus on zakat. Zakat allows Muslims to be accountable to a community supporting and helping those who are poor. On the authority of Abu 'Abd al-Rahman' Abdullah bin 'Umar bin al-Khattab, <i>sallallahu 'alaihi</i>, who said: I heard the Messenger of Allah, <i>sallallahu 'alayhi wasallam</i>, say: “Islam has been built upon five things – on testifying that there is no god save Allah, and that Muhammad is His Messenger; on performing <i>wrong</i>; on giving the <i>zakah</i>; on Hajj to the House; and on fasting during Ramadhan.”
Objective/ Learning Target:	Learning Target for students: - I can define the term zakat. - I can compare and contrast how Ilyas and the Duck agree and disagree on giving zakat. - I can draw a picture of why I am convinced by Ilyas.
Materials:	<i>Ilyas and Duck in a Zakat Tale</i> - a story about giving - Venn Diagram - Drawing Paper - Crayons/Markers

Procedure	1. Discuss and Review essential questions and transfer statement. 2. Share the “I can” statements 3. Introduce the book <i>Ilyas and Duck in a Zakat Tale</i>. 4. Discuss the following questions: 1. Where is the setting of the book? 2. What does Ilyas want to do? 3. What is Duck worried about? 4. What are the main points Ilyas makes to the Duck? 5. How do they come to an agreement? 5. Have students complete Venn Diagram comparing Ilyas and Duck thoughts 6. Have students Think-Pair-Share their Venn Diagram 7. Have students draw a picture of why they agree with Ilyas.
Closure:	Have students share out their pictures to elbow partners.
Resources:	1. https://www.littlebigkids.com/shoppy/jj75abjv28m7wh1ivs8jwmqxybnrn0 2. https://www.studenthandouts.com/00/200811/venn2.pdf 3.

**Webb Foundation
Sunday School
Lesson Plan #5**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Pillars of Worship

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to: • Implement the pillars of worship and Islamic Etiquette in their life.
Unit Essential Questions:	1. What are ways we take care of a flower to make it grow to be healthy and strong? 2. What are some things we do to make us happy? 3. What are some things we do as a community at school? 4. How do people show they are part of a community? 5. What are the ways we worship Allah? 6. Why are the 5 pillars important? 7. What are some etiquette that Muslims apply?
Background Knowledge:	The pillars of Islam are the basic tenets of practice: On the authority of Abu 'Abd al-Rahman' Abdullah bin 'Umar bin al-Khattab, <i>sallallahu 'alaihi</i>, who said: I heard the Messenger of Allah, <i>sallallahu 'alayhi wasallam</i>, say: “Islam has been built upon five things – on testifying that there is no god save Allah, and that Muhammad is His Messenger; on performing <i>wrong</i>; on giving the <i>zakah</i>; on Hajj to the House; and on fasting during Ramadhan.”
Objective/ Learning Target:	Learning Target for students: 1. I can explain the 5 pillars of Islam. 2. I can categorize the 5 pillars of Islam between two categories: Individual and Communal
Materials:	1. Magazine clippings of Muslims performing the five pillars 2. Poster paper 3. Glue
Procedure	1. Begin in session reviewing the essential questions

	2. Review the five pillars of Islam 3. Discuss how some acts of pillars are individual and some are communal 4. Discuss the word community 5. Organize students into 4 students per group 6. Have students sort out clippings according to pillar and individual vs. communal 7. Have students label one poster "Individual" and one poster "Community" 8. Have students glue pictures according to category.
Closure:	. Have students share out the posters and discuss worship as an individual and as a community
Resources:	1.

**Webb Foundation
Sunday School
Lesson Plan #6**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Pillars of Worship

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to: Implement the pillars of worship and Islamic Etiquette in their life.
Unit Essential Questions:	- What are ways we take care of a flower to make it grow to be healthy and strong? - What are some things we do to make us happy? - What are some things we do as a community at school? - How do people show they are part of a community? - What are the ways we worship Allah? - Why are the 5 pillars important? - What are some etiquette that Muslims apply?
Background Knowledge:	The pillars of Islam are the basic tenets of practice: On the authority of Abu 'Abd al-Rahman' Abdullah bin 'Umar bin al-Khattab, <i>sallallahu 'alaihi</i>, who said: I heard the Messenger of Allah, <i>sallallahu 'alayhi wasallam</i>, say: “Islam has been built upon five things – on testifying that there is no god save Allah, and that Muhammad is His Messenger; on performing <i>wrong</i>; on giving the <i>zakah</i>; on Hajj to the House; and on fasting during Ramadhan.”
Objective/ Learning Target:	Learning Target for students: - I can summarize the pillars of Islam. - I can write my own reflections about the pillars of Islam. - I can create a book about the pillars of Islam.
Materials:	- Book Cover - Book pages - Crayons/Markers

	4. Stapler
Procedure	1. Review the essential questions 2. Discuss and summarize the five pillars of Islam. 3. Pass out the pages of the book 1. Title of the pages: 2. Every moment, Muslims believe... Every moment, I believe... 3. Each day, Muslims... Each day, I want to... 4. When their money comes, good Muslims give... If I am being generous, then I... 5. For one month a year, Muslims try to... My hopes for this next year are... 6. Once in a lifetime, Muslim try to... My lifetime's ambition is... 4. Pass out Title Page 5. Color and decorate title page
Closure:	.Have students share out the book they created with a partner
Resources:	https://1.bp.blogspot.com/-YkNs5hnoXXk/T3Ywp_pptvI/AAAAAAAAALU/EL48B4BkAeQ/s1600/0001t6.jpeg (Book Cover) https://2.bp.blogspot.com/-A3gWCrP_GHE/T3YwpZK9yDI/AAAAAAAAALM/zBgRwgxBekM/s1600/0001TL.jpeg (Book Template)

Understanding By Design Unit Template

Title of Unit	Global Citizenship	Grade Level	KG/1st
Curriculum Area	Islamic Studies	Time Frame	3 to 5 Sunday Sessions
Developed By	Asma Akhras		
Identify Desired Results (Stage 1)			
Transfer Statement (Big picture statement)			
Students will be able to independently use their learning in new situations to engage in civic responsibilities and be a global citizen.			
Meaning			
Understandings		Essential Questions	
Overarching Understanding		Overarching Questions	
Students will understand that: 1. I am a Muslim. 2. I have a family that loves and supports me. 3. I have chores that I am responsible for within my family. 4. Sharing, compromising, following rules, and respect of others are important qualities to live in a family and community unit. 5. I live within a community that includes helpers, such as mailman, police officer, teacher, firefighter. 6. Each citizen plays an important role in a community. 7. Rules and laws are important for citizens to live together in peace, harmony, and trust. 8. We honor members in our society by learning about them and celebrating them.		Students will explore and address these recurring questions: 1. Who am I? 2. Who are the people who love me? 3. How do I know who are the people who love me? 4. Why do families have chores? 5. What are some qualities do we need to have in order to live within our family and community? 6. Why are community helpers important to our community? 7. What are the roles that citizens play in a community? 8. Why do we have rules and laws to follow? 9. How do we honor members in our society?	
Acquisition			
Knowledge		Skills	
Students will know: 1. How to identify themselves as a Muslim. 2. The importance of family members and their roles as caretakers. 3. Differences between family, friends, and community members.		Students will be skilled at: 1. Recognizing that the shahada is what makes someone Muslim. 2. Reciting the shahada. 3. Recognizing kinship and naming family members.	

4. Sharing, compromising, following rules within a family, classroom, and a community are vital. 5. Rules and laws are important. 6. Dr. King, Malcolm X, and other honorary members. 7. The importance of celebrating such important figures in our society.	4. Categorizing between family, friends, and community members. 5. Defining and giving examples of sharing, compromising, and following rules. 6. Explaining why rules and laws are important. 7. Identifying 1 or 2 rules within their community. 8. Retelling the story of honorary members. 9. Explaining why we celebrate such important figures.
Assessment Evidence (Stage 2)	
Performance Task Description	
Goal	Students will create a four-square poster depicting the following: a way in which their family interacts with the community, community workers at work in the community, obtaining goods and services within the community, and a way in which they interact within their classroom community
Role	
Audience	
Situation	
Product/Performance	
Standards	
Other Evidence	
http://www.edison.k12.nj.us/cms/lib2/NJ01001623/Centricity/Domain/52/Curriculum%20Guides/Elementary%20Curriculum%20Guides/Social%20Studies%20-%2020Grades%20K-5.pdf	
Learning Plan (Stage 3)	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	http://teacher.scholastic.com/commclub/
How will you hook students at the beginning of the unit?	
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	
How will you help students to exhibit and self-evaluate their growing skills,	

knowledge, and understanding throughout the unit?	
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

**Webb Foundation
Sunday School
Lesson Plan #1**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Global Citizenship

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to engage in civic responsibilities and be a global citizen.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Who am I? 2. Who are the people who love me? 3. How do I know who are the people who love me? 4. Why do families have chores? 5. What are some qualities do we need to have in order to live within our family and community? 6. Why are community helpers important to our community? 7. What are the roles that citizens play in a community? 8. Why do we have rules and laws to follow? 9. How do we honor members in our society?
Background Knowledge:	
Objective/ Learning Target:	Learning Target for students: 1. I can recognize that the shahada is what makes someone Muslim. 2. I can recite the shahada. 3. I can recognize kinship and naming family members. 4. I can categorize between family, friends, and community members. 5. I can define and giving examples of sharing, compromising, and following rules. 6. I can explain why rules and laws are important. 7. I can identify 1 or 2 rules within my community. 8. I can retell the story of honorary members.

	9. I can explain why we celebrate such important figures.
Materials:	1. Video <i>Allah Made Everything</i> by Zain Bhika https://www.youtube.com/watch?v=klZJcX9YtnQ 2. Video <i>The Chosen One</i> by Maher Zain https://www.youtube.com/watch?v=ONpi69f-O6E 3. Sequins (https://www.amazon.com/CRAFT-SEQUINS-MIXED-COLORS-sequins/dp/B00CJDUXTY/ref=sr_1_4?s=arts-crafts&ie=UTF8&qid=1484590126&sr=1-4&keywords=sequins) 4. Glue sticks or elmer's glue
Procedure	1. Teacher introduces the Global Citizenship Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Teacher introduces the transfer statement of the Global Citizenship Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 3. Teacher will write the “I can” statements for the students on the board and read with the student. 4. The teacher will begin by asking the students who knows the “shahada.” 1. Students will practice reciting the arabic and english translation of the sahadah: 2. <i>Ash-hadu Anna La Illaha Illa Allah wa Ash-hadu Annan Muhammadan Rasul Allah</i> 3. <i>I bear witness that there is no God but Allah and that Muhammad is His messenger</i> 5. The teacher will then ask the students what does this mean to them? And Why is the Shahada important? 1. Students should answer showing that they understand that this is what makes someone Muslim. The teacher will then play the video from YouTube, <i>Allah Made Everything</i> by Zain Bhika (you may choose to skip the skit in the beginning and start at 45 seconds) 1. https://www.youtube.com/watch?v=klZJcX9YtnQ 6. After watching the video, the teacher will ask the students now that they’ve watched this video, what do they think it means to believe in One God? 1. The students should discuss that it means to believe that Allah is the One who created everything and everyone. We must believe this in order to be Muslim 2. The teacher will then ask the students what is the second part of the Shahada that we haven’t discussed yet? 1. Students will answer that “Muhammad (PBUH) is the last and final messenger.”

	2. The teacher will play the video for the song <i>The Chosen One</i> by Maher Zain for the students https://www.youtube.com/watch?v=ONpi69f-O6E iii. After watching the video, the teacher will tell the students that all of the good things that people did in this video were things that Prophet Muhammad (PBUH) taught us to do. What are some examples from the video of ways people followed the teachings of the Prophet (PBUH)? iii. The teacher will then ask the students “What do you do when you love someone?” Students should answer that they try to make them happy and be like them. The teacher will then explain that the Shahada is so important because when we say we are saying that we love Allah and His Prophet and are trying our best to learn from them and be like the Prophet (PBUH). 1. The teacher will end the class by giving the students each a print out copy of the arabic calligraphy of Allah and Muhammad PBUH and the students will fill in the calligraphy with sparkly sequins and glue (the ones used for sewing) to take home. Be sure when printing the pages that you adjust it to fit the entire page.
Closure:	Teacher will end the class by review the following discussion questions with the students: 1. Who am I? (a muslim) 2. What is the Shahada?
Resources:	

**Webb Foundation
Sunday School
Lesson Plan #1**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Global Citizenship

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to engage in civic responsibilities and be a global citizen.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Who am I? 2. Who are the people who love me? 3. How do I know who are the people who love me? 4. Why do families have chores? 5. What are some qualities do we need to have in order to live within our family and community? 6. Why are community helpers important to our community? 7. What are the roles that citizens play in a community? 8. Why do we have rules and laws to follow? 9. How do we honor members in our society?
Background Knowledge:	
Objective/	Learning Target for students:

Learning Target:	1. I can recognize that the shahada is what makes someone Muslim. 2. I can recite the shahada. 3. I can recognize kinship and naming family members. 4. I can categorize between family, friends, and community members. 5. I can define and giving examples of sharing, compromising, and following rules. 6. I can explain why rules and laws are important. 7. I can identify 1 or 2 rules within my community. 8. I can retell the story of honorary members. 9. I can explain why we celebrate such important figures.
Materials:	1. Video <i>Allah Made Everything</i> by Zain Bhika https://www.youtube.com/watch?v=klZJcX9YtnQ 2. Video <i>The Chosen One</i> by Maher Zain https://www.youtube.com/watch?v=ONpi69f-O6E 3. Sequins (https://www.amazon.com/CRAFT-SEQUINS-MIXED-COLORS-sequins/dp/B00CJDUXTY/ref=sr_1_4?s=arts-crafts&ie=UTF8&qid=1484590126&sr=1-4&keywords=sequins) 4. Glue sticks or elmer's glue
Procedure	1. Teacher introduces the Global Citizenship Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Teacher introduces the transfer statement of the Global Citizenship Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 3. Teacher will write the “I can” statements for the students on the board and read with the student. 4. The teacher will begin by asking the students who knows the “shahada.” 1. Students will practice reciting the arabic and english translation of the sahadah: 2. <i>Ash-hadu Anna La Illaha Illa Allah wa Ash-hadu Annan Muhammadan Rasul Allah</i> 3. <i>I bear witness that there is no God but Allah and that Muhammad is His messenger</i> 5. The teacher will then ask the students what does this mean to them? And Why is the Shahada important? 1. Students should answer showing that they understand that this is what makes someone Muslim. The teacher will then play the video from YouTube, <i>Allah Made Everything</i> by Zain Bhika (you may choose to skip the skit in the beginning and start at 45 seconds) 1. https://www.youtube.com/watch?v=klZJcX9YtnQ

	6. After watching the video, the teacher will ask the students now that they've watched this video, what do they think it means to believe in One God? 1. The students should discuss that it means to believe that Allah is the One who created everything and everyone. We must believe this in order to be Muslim 2. The teacher will then ask the students what is the second part of the Shahada that we haven't discussed yet? 1. Students will answer that "Muhammad (PBUH) is the last and final messenger." 2. The teacher will play the video for the song <i>The Chosen One</i> by Maher Zain for the students https://www.youtube.com/watch?v=ONpi69f-O6E iii. After watching the video, the teacher will tell the students that all of the good things that people did in this video were things that Prophet Muhammad (PBUH) taught us to do. What are some examples from the video of ways people followed the teachings of the Prophet (PBUH)? iii. The teacher will then ask the students "What do you do when you love someone?" Students should answer that they try to make them happy and be like them. The teacher will then explain that the Shahada is so important because when we say we are saying that we love Allah and His Prophet and are trying our best to learn from them and be like the Prophet (PBUH). 1. The teacher will end the class by giving the students each a print out copy of the arabic calligraphy of Allah and Muhammad PBUH and the students will fill in the calligraphy with sparkly sequins and glue (the ones used for sewing) to take home. Be sure when printing the pages that you adjust it to fit the entire page.
Closure:	Teacher will end the class by review the following discussion questions with the students: 1. Who am I? (a muslim) 2. What is the Shahada?
Resources:	

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**Webb Foundation
Sunday School
Lesson Plan #2**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Global Citizenship

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to engage in civic responsibilities and be a global citizen.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Who am I? 2. Who are the people who love me? 3. How do I know who are the people who love me? 4. Why do families have chores?

	5. What are some qualities do we need to have in order to live within our family and community? 6. Why are community helpers important to our community? 7. What are the roles that citizens play in a community? 8. Why do we have rules and laws to follow? 9. How do we honor members in our society?
Background Knowledge:	
Objective/ Learning Target:	Learning Target for students: 1. I can recognize kinship and naming family members. 2. I can categorize between family, friends, and community members. 3. I can define and giving examples of sharing, compromising, and following rules.
Materials:	1. The book <i>We Run to Help</i> 2. Plain white paper (one for each student) 3. Markers, crayons, or colored pencils
Procedure	1. Teacher introduces the Global Citizenship Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Teacher introduces the transfer statement of the Global Citizenship Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 3. Teacher will write the “I can” statements for the students on the board and read with the student. 4. The teacher will begin the class by reading the book <i>We Run to Help</i> to the students. 1. After reading the book, the teacher will ask the following discussion questions: 1. Who are the people in Zaynab and Tariq's family? 2. How do you know that they are in their family? (they live together. Related to one another. They love each other. They help one another.) 3. Who else did they meet in the story other than their family members? 4. How do you know the difference between family members and others in the community? 5. What was the important lesson that Zaynab and Tariq learned in this story? (that helping others is something that Allah loves) 6. How did Zaynab and Tariq show their mother that they love her? (they helped her when she asked for help) 7. What are the different ways that Zaynab and Tariq helped others during the story?

	5. The teacher will then ask the students what is the difference between a family and a community? 1. S/he will give the students a chance to respond before clarifying. 1. Community: A place where people live, work, play and go to school. 2. Family: A group of people who are related to each other 2. S/he will then ask them if people have roles within their families? Communities? 1. After waiting for their answers, the teacher will ask the students what are some of their roles or jobs in their families? (chores, following rules, sharing, compromising, etc.) 3. S/he will explain that family members depend on each other to take care of one another. We do this because we love one another and want to first please Allah by helping them to be happy. 6. The teacher will then explain to the students that they will each be drawing a picture of their family. They must draw it using one example of how they each other. S/he will walk around and make sure that all of the students understand the assignment. Give them a few examples before letting them begin - everyone setting the table together, or doing homework together, etc.
Closure:	The teacher will conclude the class by reviewing the following discussion questions: 1. Who are the people who love me? 2. How do I know who are the people who love me? 3. Why do families have chores? 4. What are some qualities do we need to have in order to live within our family?
Resources:	1. Junior Achievement: Our Community

**Webb Foundation
Sunday School
Lesson Plan #3**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Global Citizenship

Unit Transfer Statement :	Students will be able to independently use their learning in new situations to engage in civic responsibilities and be a global citizen.
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Unit Essential Questions :	Students will explore and address these recurring questions: 1. Who am I? 2. Who are the people who love me? 3. How do I know who are the people who love me? 4. Why do families have chores? 5. What are some qualities do we need to have in order to live within our family and community? 6. Why are community helpers important to our community? 7. What are the roles that citizens play in a community? 8. Why do we have rules and laws to follow? 9. How do we honor members in our society?
Background Knowledge:	
Objective/Learning Target:	Learning Target for students: 1. I can categorize between family, friends, and community members. 2. I can define and giving examples of sharing, compromising, and following rules. 3. I can explain why rules and laws are important. 4. I can identify 1 or 2 rules within their community.
Materials:	1. Supplies for helper stations 2. Link for Baba Ali community helpers video https://www.youtube.com/watch?v=zMc3Wadlq3U
Procedure	1. Teacher introduces the Global Citizenship Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Teacher introduces the transfer statement of the Global Citi Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 3. Teacher will write the “I can” statements for the students on the board and read with the student. 4. The teacher will start the class with the Baba Ali Community Helpers video clip https://youtu.be/zMc3Wadlq3U 1. S/he will then ask the students the following discussion questions: 1. Who remembers what a community is? (A place where people live, work, play, and go to school.) 2. Who are different people in a community? 3. What is a community helper? 4. What are some examples of people who are community helpers?

	5. The teacher will then ask the students “Why do we need to have different roles for people in a community?” (students should understand that everyone has a role, just like in a family, and we rely on one another for help and to make our community work.) 1. S/he will then ask the students if everyone in the community can do what they want all the time? (students should respond showing understanding that there are rules that need to be followed, just like at home.) 2. The teacher will ask the students to give some examples of rules or laws that are in the community to protect them: 1. No littering: keeps garbage off of streets and doesn’t harm animals, make the streets dirty or unsafe. 2. No stealing: everyone must pay for what they are buying because if you steal then the shop owner will go out of business and others will not be able to buy what they need. 3. Stand in line/wait your turn at the store, bank, etc.: If people do not wait their turn then it would be very hard to get things done 4. Traffic light laws/stop signs: dangerous if they are not followed 5. There are many other examples the students/teacher can share. 3. Is it always easy to follow rules? (use this as an opportunity to highlight compromise) 6. The teacher will divide the students into small groups and set up give stations with different tools that various community helpers use. The students will take turns rotating and trying to guess which community helper is at each station and then they will go back to their seats to share what they discovered with the class. At each station the students should answer the two questions "Who might use your tool to help them in their job?" and "How might that person use the tool to help others?" (the teacher may choose to change the stations to other community helpers or other materials that are easy to come by) 1. Station 1: chalk, book, notebook, pen (Teacher) 2. Station 2: a canvas bag filled with letters/envelopes, a mail truck toy, a mailman hat (a letter carrier/postoffice employee) 3. Station 3: A hammer, a hardhat, a toolbelt (A construction worker) 4. Station 4: some books, a chair, a library cart (a librarian) 5. Station 5: A police uniform, a police badge (A police officer)
Closure:	The teacher will conclude the unit by asking the students the following questions: 1. Who am I? 2. Who are the people who love me? 3. How do I know who are the people who love me? 4. Why do families have chores? 5. What are some qualities do we need to have in order to live within our family and community?

	6. Why are community helpers important to our community? 7. What are the roles that citizens play in a community? 8. Why do we have rules and laws to follow?
Resources :	1. The teacher may also choose to use the sesame street people in my neighborhood video https://www.youtube.com/watch?v=O_yohVIVbEA 2. http://www.teach-nology.com/lessons/ltn_pln_view_lessons.php?action=view&cat_id=10&ltn_id=572

Webb Foundation
Sunday School
Lesson Plan #4

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Global Citizenship

Unit Transfer	Students will be able to independently use their learning in new situations to engage in civic responsibilities and be a global citizen.
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Statement:	
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Who am I? 2. Who are the people who love me? 3. How do I know who are the people who love me? 4. Why do families have chores? 5. What are some qualities do we need to have in order to live within our family and community? 6. Why are community helpers important to our community? 7. What are the roles that citizens play in a community? 8. Why do we have rules and laws to follow? 9. How do we honor members in our society?
Background Knowledge:	
Objective/ Learning Target:	Learning Target for students: 1. I can explain why rules and laws are important. 2. I can identify 1 or 2 rules within their community.
Materials:	1. Scenarios to each group 2. 4 Scenarios if there are no rules
Procedure	1. Introduce the Global Citizenship Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Introduce and discuss the transfer statement of the Global Citizenship Unit by having the statement written on butcher paper 3. Write and discuss the "I can" statements for the students on the board 4. Start by asking the question: - o Why do we need to have rules in our classroom? - o Why are rules important? - o What are some rules you have in your house? - o What if we went with this saying, "no rules, just fun"? - o What does it mean? What would happen? 5. Today, we are going to see how rules are helpful to make a community safe. 6. Put students in groups of 4. 7. Pass one of the following scenarios to a group: - o You are playing a kickball game, and you play with only this in mind: no rules, just fun. What could happen? - o You are driving a car, and everyone drives with only this in mind: no rules, just fun. What could happen?

	○ You are a doctor, and you perform your job with only this in mind: no rules, just fun. What could happen? ○ You are in school, and you have only this in mind: no rules, just fun. What could happen? 8. Have students within their group draw a picture of what could happen. 9. Have each group present their picture and share what would happen? 10. Wrap up lesson with the following discussion questions: · Do we need rules? · Based on this activity, do we need rules? · Is it better to have rules? Why? · Are activities and situations safer with rules? Why? · Who makes rules? · What is another name for rules that everyone must abide by? (laws) · Who makes laws?
Closure:	Have students think-pair-share with their elbow partner and discuss what is one rule they have in their house and what would happen if that rule was not followed.
Resources:	1. http://youthleadership.net/central/lesson_plans/436?_yli_session=91b2ad253354cf56f872255d173a9076

Webb Foundation
Sunday School
Lesson Plan #5

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Global Citizenship

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to engage in civic responsibilities and be a global citizen.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Who am I? 2. Who are the people who love me? 3. How do I know who are the people who love me? 4. Why do families have chores? 5. What are some qualities do we need to have in order to live within our family and community? 6. Why are community helpers important to our community? 7. What are the roles that citizens play in a community? 8. Why do we have rules and laws to follow? 9. How do we honor members in our society?
Background Knowledge:	
Objective/ Learning Target:	Learning Target for students: 1. I can define the word citizen. 2. I can explain my role as a citizen in a community. 3. I can give examples of being a good citizen.
Materials:	1. Crayons/Markers 2. White Paper 3. Stapler
Procedure	1. Introduce the Global Citizenship Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Introduce and discuss the transfer statement of the Global Citizenship Unit by having the statement written on butcher paper 3. Write and discuss the "I can" statements for the students on the board 4. Ask students: What is a citizen? 5. Help students define the word citizen. 6. Tell students "citizens have roles and responsibilities" 7. Ask students: "What makes someone a good citizen?" 8. Tell students "good citizens" have the following qualities: 1. Tell the truth. 2. Be caring. 3. Respect others. 4. Be responsible for what you do and say. 5. Be brave enough to do the right thing and to ask for help when you need it.

	9. Tell students they will be making a book 10. Students will have a title page of their book 11. Have students color and write the title and author on the title page 12. Have students label each page with the “good citizen” qualities 13. Students will draw a picture showing how they are a good citizen showing each quality
Closure:	Students will share their book with their elbow partner. Teacher facilitate a conversation about “what is a good citizen” and “what the role of a good citizen” using the books students created.
Resources:	1. https://www.uen.org/lessonplan/view/25984 (Responsible Citizen Poster)

Lesson Plan #6

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Global Citizenship

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to engage in civic responsibilities and be a global citizen.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Who am I? 2. Who are the people who love me? 3. How do I know who are the people who love me? 4. Why do families have chores? 5. What are some qualities do we need to have in order to live within our family and community? 6. Why are community helpers important to our community? 7. What are the roles that citizens play in a community? 8. Why do we have rules and laws to follow? 9. How do we honor members in our society?
Background Knowledge:	
Objective/ Learning Target:	Learning Target for students: 1. I can explain how other citizens in other countries have rules. 2. I can share how different communities get their food. 3. I can compare and contrast how I get my food compared to other global children.
Materials:	1. Global Citizenship Packet 2. Glue
Procedure	1. Introduce the Global Citizenship Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Introduce and discuss the transfer statement of the Global Citizenship Unit by having the statement written on butcher paper 3. Write and discuss the “I can” statements for the students on the board 4. Tell students you are going to share two snapshots of two different children from other countries about their life: One from India and one from Mexico 5. Have a discussion with students asking the following questions: 1. Where is India? Mexico? 2. What do you know about those countries?

	3. What rules do you think they follow in their countries? 4. How do they get their food? 6. Read the information about each child and facilitate the discussion with the questions provided 7. Read and share the snapshot about each child 8. Have students think-pair-share what they learned about each child from reading their snapshot. 9. Model completing a snapshot of yourself 10. Ask students to complete a snapshot of themselves 11. Have a conversation regarding the following: 1. Compare and contrast the snapshots of themselves with the snapshots of the two children 2. How do we each get our food? 3. What is different in the way we get our food
Closure:	Have students think-pair-share their snap shot with their elbow partner. Have students compare and contrast their findings.
Resources:	1. https://www.oxfam.org.uk/education/resources/our-food-our-world (Lesson 4: Who Am I?)

Understanding By Design Unit Template

Title of Unit	Spirituality and Connection to God	Grade Level	KG/1st
Curriculum Area	Islamic Studies	Time Frame	3 to 4 Sunday Sessions
Developed By	Asma Akhras		
Identify Desired Results (Stage 1)			
Transfer Statement (Big picture statement)			
Students will be able to independently use their learning in new situations to show their love to Allah and connect creation to the Creator.			
Meaning			
Understandings		Essential Questions	
Students will understand that: 1. Allah is the Creator of the Earth and all creations. 2. Allah created the Earth for people to dwell in it. 3. Allah loves all His creations and showers His mercy to all. 4. We show love to Allah through thankfulness and gratitude. 5. The Prophet showed love and mercy to different creatures. 6. We are sent as stewards on Earth to protect creation and worship Allah. 7. We believe in the Oneness of Allah.		Students will explore and address these recurring questions: 1. Why did Allah create the Earth and other creations? 2. How do we know that Allah loves us? 3. How we show our love to Allah? 4. How did the Prophet show love to different creation? 5. What is our responsibility on Earth and to other creation? 6. How do we show Allah that He is one and the creator?	
Acquisition			
Knowledge		Skills	
Students will know: 1. All of creation was created by Allah. 2. Allah is One. 3. Praying is a way of showing love to Allah. 4. Blessings are a way of Allah showing us His love to us. 5. Stories of the Prophet Mohammed interacting with animals: 1. story of the woman and the cat 2. story of the thirsty dog 3. story of tree crying for Prophet Mohammed 6. Care of other creatures 7. Definitions of the names of Allah: Al-Rahman, Al-Raheem, Al-Wadud, Al-Khaliq		Students will be skilled at: 1. Reflecting on Allah’s creations. 2. Explaining love between Allah and people. 3. Describing ways to show love to Allah. 4. Retelling stories of the Prophet interacting with different creatures. 5. Naming responsible actions towards planet Earth and other creations. 6. Defining the following names of Allah, Al-Rahman, Al-Raheem, Al’Wadud, Al-Khaliq)	
Assessment Evidence (Stage 2)			
Performance Task Description			

Evidence of Understanding	Students will create a collage of pictures showing Allah' s love to humans. https://imanshomeschool.wordpress.com/2011/12/09/allah-the-creator-pizza-book/
Other Evidence	
Learning Plan (Stage 3)	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	
How will you hook students at the beginning of the unit?	
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	

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**Webb Foundation
Sunday School
Lesson Plan #1**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Spirituality and God

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to show their love to Allah and connect creation to the Creator.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Why did Allah create the Earth and other creations? 2. How do we know that Allah loves us? 3. How we show our love to Allah? 4. How did the Prophet show love to different creation? 5. What is our responsibility on Earth and to other creation? 6. How do we show Allah that He is one and the creator?
Background Knowledge:	Verily in the heavens and the Earth, are Signs for those who believe. And in the creation of yourselves and the fact that animals are scattered (through the earth), are Signs for those of assured faith. The Quran: Surah 45 (verses 3 and 4)
Objective/ Learning Target:	I can: 1. Reflect on Allah's creations. 2. Explain love between Allah and people. 3. Describe ways to show love to Allah. 4. Retell stories of the Prophet interacting with different creatures. 5. Name responsible actions towards planet Earth and other creations. 6. Define the following names of Allah: Al-Rahman, Al-Raheem, Al'Wadud, Al-Khaliq)
Materials:	1. <i>Ilyas and Duck Search for Allah</i> by: Omar S. Khawaja 2. Printed Ilyas and Duck wrap for the binoculars (each sheet has 2 wraps) 3. Crayons 4. Whole punch 5. String or ribbon 6. Toilet paper rolls (2 per students - have each student bring them in and prepare for it in advance. You may also purchase some from

	Michaels or Amazon https://www.amazon.com/dp/B005E9MGYU?psc=1)
Procedure	1. Teacher introduces the Spirituality and God Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Teacher introduces the transfer statement of the Spirituality and God Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 3. Teacher will write the “I can” statements for the students on the board and read with the student. 4. Teacher will start the class by asking students “Who is Allah?” and give them a chance to share what they know. Then s/he will ask “How do we know who Allah is?” S/he will also wait for responses to this question. 5. The teacher will explain to the students that today they will be learning about how Allah is the Creator and that we can learn about him by observing the world around us. Teacher will introduce Allah’s name, Al-Khaliq (The Creator) and ask students if they know what that means. 6. The teacher will read the story “Ilyas and Duck Search for Allah” to the students. 7. After reading the story, students will answer the following discussion questions: 1. What were Ilyas and Duck trying to do? 2. Can we see Allah with our eyes? Where is Allah? (Students may say things like “in the sky.” The author suggested the following response to this: “hmm, I don’t see Him up there? How do I know that he is there? Well, how do you know that air is there? You know that is is there but you cannot see it. Is that what you mean?) 3. What did each of the animals say to Ilyas and Duck when they asked them about where to find Allah? 4. What did Ilyas and Duck discover at the end? (That you can see Allah through observing His creation. The author gave the example of relating it to a puzzle you need to solve. You look for the clues to come up with the answer. The clues in this story are the animals and their great abilities that point to Allah creating them. Even the plane that they see is incredible because we recognize that Allah gave us the mind to make something that can fly!) 5. Name some of Allah’s creations in the story? How do we know Allah created them? (Because beauty is in the things He has created - how amazing is it that the anglerfish, for example, is so special and has a light to live where no other fish can survive or see. We can see how great Allah is by looking at His creations like these.)

	1. The teacher will then ask the students to think about some of the amazing things they have seen. Ask a few children to share some of the examples of the amazing things Allah has created around them. 1. The teacher will then explain to the students that they will be making binoculars just like Ilyas and Duck had. 1. An example of the directions can be found here https://www.youtube.com/watch?v=iM-oM8fPduo b. Staple two rolls together and then wrap with Ilyas and Duck paper roll. Each student may decorate his/her binoculars with crayons to personalize. Punch two holes on one end of each tube (same side) and then string with ribbon, yarn, or twine. There are two Ilyas and Duck paper wraps per page and you just cut down the middle. 1. Next, tell the students that they will be taking a field trip to observe Allah's creation. If the weather is conducive take the students outside and have them observe through their binoculars. If it is not nice outside, you can look through windows at the school or maybe have them use their binoculars and play a short nature video for them. 1. Ask some of the students to share their discoveries.
Closure:	The teacher will end the class with the following discussion questions: 1. Why did Allah create the Earth and other creations? 2. How do we know that Allah is there?
Resources:	1. https://www.amazon.com/dp/B005E9MGYU?psc=1

Webb Foundation
Sunday School
Lesson Plan #2

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Spirituality and God

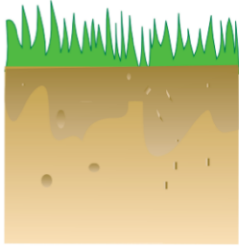
Unit Transfer Statement:	Students will be able to independently use their learning in new situations to show their love to Allah and connect creation to the Creator.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Why did Allah create the Earth and other creations? 2. How do we know that Allah loves us? 3. How we show our love to Allah? 4. How did the Prophet show love to different creation? 5. What is our responsibility on Earth and to other creation? 6. How do we show Allah that He is one and the creator?
Background Knowledge:	“Such is the Creation of Allah: now show Me what is there that others besides Him have created...” (Lugman 31:11) Since man has been created as the vicegerent on earth to whose use all things in the heavens and on earth had been subjected (Lugman 31:20) “It is Allah Who has made for you the earth as a resting place, and the sky as a canopy, and has given you shape – and made your shapes beautiful -, and has provided for you Sustenance...” (Gafir 40:64) “He Who created all things in the best way and He began the creation of man from clay” (al-Sajdah 32:7).
Objective/	I can:

Learning Target:	1. Reflect on Allah's creations. 2. Explain love between Allah and people. 3. Describe ways to show love to Allah. 4. Retell stories of the Prophet interacting with different creatures. 5. Name responsible actions towards planet Earth and other creations. 6. Define the following names of Allah: Al-Rahman, Al-Raheem, Al'Wadud, Al-Khaliq)
Materials:	1. <i>Picnic of Poems in Allah's Green Garden</i> by: Dawud Wharnsby Ali (CD/Book) 2. <i>A Treasure of Trusts</i> by Mehded Maryam Sinclair 3. 34 Paper or foam cups with pictures on them prepared in advance
Procedure	1. Teacher introduces the Spirituality and God Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Teacher introduces the transfer statement of the Spirituality and God Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 3. Teacher will write the "I can" statements for the students on the board and read with the student. 4. The teacher will play the song "Simple Life" from the book <i>Picnic of Poems in Allah's Green Garden</i> twice. The first time the students can dance around and have fun. The second time, s/he will ask the students to pay attention to the different jobs that everyone has in the song. 1. After the second time, the teacher will ask the students the following questions: 1. What are the different jobs that the family members had on the farm? 2. Why are these jobs important? 3. Could these things happen if people didn't do their jobs? (explain after they answer that everyone depends on one another for work to happen and things to get done) 4. What about the different animals and plants? Do you think that they all needed help from each other? Give examples of how you think the people, plants, and animals need each other. 5. The teacher will then discuss with the students how all of Allah's creations - plants, animals, and people - depend on each other to survive. We are all connected. 6. The teacher will read to the story <i>A Treasure of Trusts</i> to the students and then discuss the following discussion questions: 1. The teacher will remind the students about their conversation last week about Allah being AL-Khaliq and how we know Allah through his creation. S/he will ask the students "Do you see any examples in this story of the amazing things Allah has created?"

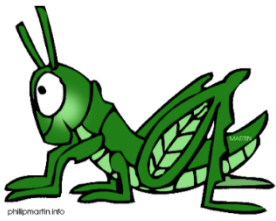
	2. Why did Allah create the Earth and other creations? 3. How do we know that Allah loves us? (because He created everything for us) 4. What are examples in the story of how Allah created plants, animals, and humans to depend on each other? 7. Students will participate in an activity where they will stack cups at different stations that explain how different creations are connected and depend on one another. The teacher will prepare the cups with images and words on them in advance (see after lesson plan for images) and split them up into six small groups to rotate between each station. 1. The teacher will stop and ask the students to explain their choice at each station before rotating to the next one. Each station should take students no more than a couple of minutes at the most. 2. The stations are: Sun → Grass → Grasshopper → Mouse → Snake → Owl Sun → Leaf → caterpillar → bluejay → snake → eagle Water → Mushroom → snail → bird → raccoon → fox Pumpkin → bees → grass → cow → cheese → people Milkweed → Butterfly → frog → blue heron bird → red tailed hawk Algae → Krill → salmon → tuna → people
Closure:	Students will end class by listening to the song "The Fly, the Spider, and I" from <i>A Picnic of Poems in Allah's Green Garden</i>. The teacher will tell the students that just like the activity they just finished, this song talks about how living things that Allah created all depend on each other survive and wouldn't be here without each other. That is why we need to respect all of Allah's creation and be grateful for what He has given us.
Resources:	1. http://rovingfiddlehead.com/kidlit/flannel-friday-food-chain-stacking-cups/ 2. http://www.islamicity.org/8028/the-beauty-of-allahs-creation/ 3. http://www.stemmom.org/2012/10/food-chain-activity-worm-unit.html 4.



**Stacking Cups Images and Text
Sun**



Grass



Grasshopper



Mouse



Snake



Owl



Leaf



caterpillar



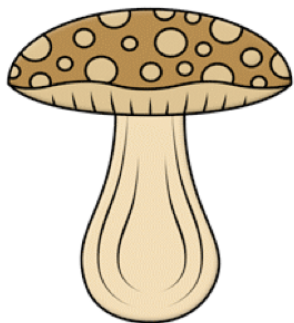
bird



Eagle



Water



Mushroom



snail



raccoon



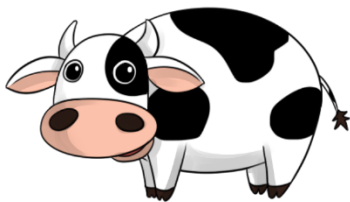
fox



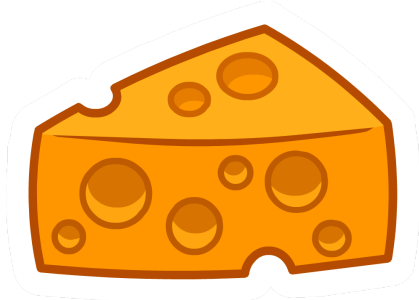
Pumpkin



bees



COW



cheese



people



Milkweed



Butterfly



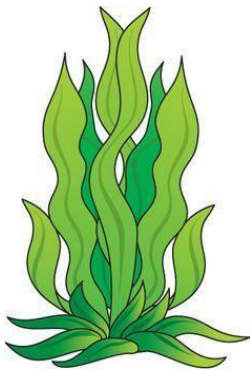
frog



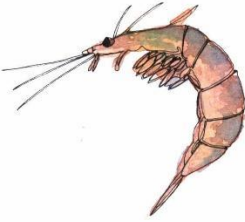
blue heron bird



red tailed hawk



Algae



Krill



salmon



Tuna

**Webb Foundation
Sunday School
Lesson Plan #3**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Spirituality and God

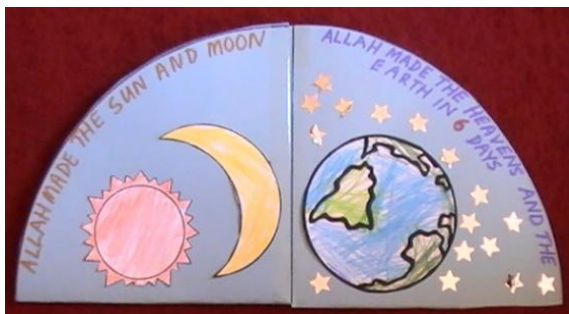
Unit Transfer Statement:	Students will be able to independently use their learning in new situations to show their love to Allah and connect creation to the Creator.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Why did Allah create the Earth and other creations? 2. How do we know that Allah loves us? 3. How we show our love to Allah? 4. How did the Prophet show love to different creation? 5. What is our responsibility on Earth and to other creation? 6. How do we show Allah that He is one and the creator?
Background Knowledge:	"And if My servants ask thee about Me - behold, I am near; I respond to the call of him who calls, whenever he calls unto Me: let them, then, respond unto Me, and believe in Me, so that they might follow the right way." (2:186) "Say: 'Who is it that provides you with sustenance out of heaven and earth, or who is it that has full power over [your] hearing and sight? And who is it that brings forth the living out of that which is dead, and brings forth the dead out of that which is alive? And who is it that governs all that exists?' And they will [surely] answer: '[It is] God.'"(10:31)

	"Allah, it is He Who has made cattle for you, that you may ride on some of them, and of some you eat." (40:79)
Objective/ Learning Target:	I can: 1. Reflect on Allah's creations. 2. Explain love between Allah and people. 3. Describe ways to show love to Allah. 4. Retell stories of the Prophet interacting with different creatures. 5. Name responsible actions towards planet Earth and other creations. 6. Define the following names of Allah: Al-Rahman, Al-Raheem, Al'Wadud, Al-Khaliq)
Materials:	1. <i>Allah Loves Me</i> by: NoorArt 2. Copies of the Pizza Book template for each student on white paper 3. Crayons 4. Pencils 5. White cardstock
Procedure	1. Teacher introduces the Spirituality and God Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. 2. Teacher introduces the transfer statement of the Spirituality and God Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 3. Teacher will write the "I can" statements for the students on the board and read with the student. 4. Teacher will start by reading to the students the book "Allah Loves Me." 1. Ask the students to look at the pictures for each page and note examples of when Allah loves them. 2. After reading the story ask the following discussion questions: 1. When does Allah love you? 2. Why do you think Allah loves you when you do these things? 3. How do we know that Allah loves us? 5. Introduce Allah's names: Ar-Rahman, Ar-Raheem, and review Al-Wadud and Al-Khaliq 1. Explain to the students that Allah, Al-khaliq, created all of the things around us for us because He loves us so much. Remind them of how they explored this in last weeks story, "A Trust of Treasures." Ask them if they remember examples of some of the things Allah made for us. This is why He is Al-Wadud, Ar-Rahman, and Ar-Raheem. 2. Tell them about the verse "Allah, it is He Who has made cattle for you, that you may ride on some of them, and of some you eat." (40:79) 6. Next, tell the students that they will be making a pizza book to remind them of how much Allah loves us and what He has created for us.

1. Templates and directions can be found here (and are also downloaded on the drive)
2. <https://imanshomeschool.wordpress.com/2011/12/09/allah-the-creator-pizza-book/>
3. **Please prepare for this activity in advance so that the class time may be used wisely and students can finish!**
4. Cut two very large circles from cardstock. You can tape together two sheets by creating two semicircles, which is helpful for creating a neat fold along the taped line which runs through the center of the semicircle.
5. Fold each semicircle in half to create quarters. Then unfolded the semicircles which now show 2 equal halves.
6. Slit the semicircle up the length of one half to the centre of the circle to creates a smooth crease that can be taped together. This helps with the neat folding of the finished book.
7. When the circle was prepared, fold it up to prepare the front covers. Write in the titles for each of the sections beforehand.
8. You will find in the template the elements for the pizza book or the students to color and glue down.
9. When the book opens at the first fold it reveals two sections, one on the creation of the Heavens and the Earth and one on the creation of the Sun and the Moon.
10. Show the students a sample book and talk about who created the earth and who lived on the land (*animals and people*) and who lived in the sea (*fish*).
11. The second section shows the Sun and Moon. Show the students the sample book and talk about who created the the Sun and Moon and why they had been created (*for night and day*).
12. When the Sun and Moon section folds down it reveals two further sections. One on the creation of the Seas and one on the creation of Plants and Trees. Ask the students why did Allah create the fish?
13. Show the students the sample book and talk about the flowers and trees that Allah created and why Allah created trees (*to produce fruit*).
14. The final two sections are revealed when the Plants and Trees section is folded down. Both of these sections are dedicated to the creation of Animals.
15. One section is dedicated to animals that we ride on such as camels and horses, and one section is dedicated to animals that we eat. Discuss this with the students and we talk about what each of the animals gives us, i.e. milk from cows, wool from sheep, eggs from hens and the fact that we get meat from all three.
16. **Be sure to look at the website (or look below) to see the stages of how the book looks as it opens up. The front and back of almost each quarter will be used to show pictures. It is important that you create a template for the students in advance.**

	17. Here is a picture of what the pizza book looks like when it's completely opened out. 
Closure:	End the unit by reviewing the following essential questions with your students: 1. Why did Allah create the Earth and other creations? 2. How do we know that Allah loves us? 3. How we show our love to Allah?
Resources:	1. https://imanshomeschool.wordpress.com/2011/12/09/allah-the-creator-pizza-book/

Images for the Pizza Book in Steps:





**Webb Foundation
Sunday School
Lesson Plan #4**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Spirituality and God

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to show their love to Allah and connect creation to the Creator.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Why did Allah create the Earth and other creations? 2. How do we know that Allah loves us? 3. How we show our love to Allah? 4. How did the Prophet show love to different creation? 5. What is our responsibility on Earth and to other creation? 6. How do we show Allah that He is one and the creator?
Background Knowledge:	"And if My servants ask thee about Me - behold, I am near; I respond to the call of him who calls, whenever he calls unto Me: let them, then, respond unto Me, and believe in Me, so that they might follow the right way." (2:186)

	"Say: 'Who is it that provides you with sustenance out of heaven and earth, or who is it that has full power over [your] hearing and sight? And who is it that brings forth the living out of that which is dead, and brings forth the dead out of that which is alive? And who is it that governs all that exists?' And they will [surely] answer: "[It is] God."(10:31) "Allah, it is He Who has made cattle for you, that you may ride on some of them, and of some you eat." (40:79)
Objective/ Learning Target:	I can: 1. Explain love between Allah and people. 2. Describe how I am a special creation of Allah. 3. Define the following names of Allah: Al'Wadud
Materials:	1. <i>Allah Loves Me</i> by: NoorArt 2. Crayons 3. Pencils 4. White cardstock 5. Scissors 6. Glue 7. Hole Puncher 8. Ribbon
Procedure	1. Introduce and review essential questions and transfer statement of the Spirituality and God Unit 2. Write the "I can" statements for the students on the board and read with the student. 3. Read the book "Allah Loves Me." 1. Ask the students to look at the pictures for each page and note examples of when Allah loves them. 2. After reading the story ask the following discussion questions: 1. When does Allah love you? 2. Why do you think Allah loves you when you do these things? 3. How do we know that Allah loves us? 4. Introduce Allah's names: Al-Wadud and Al-Khaliq 5. Ask students the question: What makes them special? 6. Make the connection that Allah Al-Wadud created special qualities in them because of His love for them and to do good things on Earth with their special qualities 7. Pass out Spiral pattern 8. Have students cut out the spiral 9. Have students write on the spiral things that make them special 10. Pass out heart template 11. Have students write on there "Allah Loves Me" 12. Glue the heart to the top of the spiral 13. Punch a hole and thread ribbon through to hang

Closure :	Have students share with their partners their Love of God spiral
Resources:	1. Example: https://docs.google.com/viewer?url=http%3A%2F%2Fwww.truthforkids.com%2Fcrafts-for-bible-lessons%2FLove%2520of%2520God%2520spiral.pdf 2. Spiral Pattern: https://patternuniverse.com/files/downloads/spiral-pattern.pdf 3. Heart Pattern: https://www.dropbox.com/s/nek78eywu6tkv72/X%20Extra%20Large%20Heart%20on%20Single%20Page%20-%20Landscape%20Orientation.png?dl=0

**Webb Foundation
Sunday School
Lesson Plan #5**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Spirituality and God

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to show their love to Allah and connect creation to the Creator.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Why did Allah create the Earth and other creations? 2. How do we know that Allah loves us? 3. How we show our love to Allah? 4. How did the Prophet show love to different creation? 5. What is our responsibility on Earth and to other creation? 6. How do we show Allah that He is one and the creator?

Background Knowledge:	"And if My servants ask thee about Me - behold, I am near; I respond to the call of him who calls, whenever he calls unto Me: let them, then, respond unto Me, and believe in Me, so that they might follow the right way." (2:186) "Say: 'Who is it that provides you with sustenance out of heaven and earth, or who is it that has full power over [your] hearing and sight? And who is it that brings forth the living out of that which is dead, and brings forth the dead out of that which is alive? And who is it that governs all that exists?' And they will [surely] answer: "[It is] God."(10:31) "Allah, it is He Who has made cattle for you, that you may ride on some of them, and of some you eat." (40:79)
Objective/ Learning Target:	I can: 1. Describe the five senses that Allah blessed me with 2. Give examples of how I use the five senses 3. Explain how I could use my five senses to see Allah's Glory 4. Describe how I am a special creation of Allah.
Materials:	1. <i>Allah Gave Me Two Ears To Hear</i> by Amrana Arif 2. Crayons 3. Pencils 4. White cardstock 5. Scissors 6. Stapler
Procedure	1. Introduce and review essential questions and transfer statement of the Spirituality and God Unit 2. Write the "I can" statements for the students on the board and read with the student. 3. Introduce Allah's names: Al-Wadud and Al-Khaliq 4. Read the book <i>Allah Gave Me Two Ear to Hear</i> by Amrana Arif 5. Discuss the book: 1. What sense is the main character using? 2. What are the noises she hears? 3. Where did she get her ears from? 4. Why does she have ears? 5. What are ears for? 6. What would it be like if she didn't have ears? 6. Ask students the question: 1. What helps them see? Hear? Feel? Taste? 2. Why do you think Allah give us these senses? 3. How do you use your senses throughout the day? 7. Help students make the connection that Allah blessed us with the senses to understand our world around us 8. Pass out book template 9. Tell students to draw things that Allah created for them to see, hear, taste, touch, smell 10. Have students color their "Five Senses" book

Closure:	Have students share with their partners their “Five Senses” Book
Resources:	1. Five Senses Book https://drive.google.com/file/d/0B4KZhioronAtU2ItUldTOFhnaTg/view

Webb Foundation
Sunday School
Lesson Plan #6

Subject: Islamic Studies_____

Grade Level: KG/1

Unit Title: Spirituality and God

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to show their love to Allah and connect creation to the Creator.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. Why did Allah create the Earth and other creations? 2. How do we know that Allah loves us? 3. How we show our love to Allah? 4. How did the Prophet show love to different creation? 5. What is our responsibility on Earth and to other creation?

	6. How do we show Allah that He is one and the creator?
Background Knowledge:	"And if My servants ask thee about Me - behold, I am near; I respond to the call of him who calls, whenever he calls unto Me: let them, then, respond unto Me, and believe in Me, so that they might follow the right way." (2:186) "Say: 'Who is it that provides you with sustenance out of heaven and earth, or who is it that has full power over [your] hearing and sight? And who is it that brings forth the living out of that which is dead, and brings forth the dead out of that which is alive? And who is it that governs all that exists?' And they will [surely] answer: '[It is] God.'"(10:31) "Allah, it is He Who has made cattle for you, that you may ride on some of them, and of some you eat." (40:79)
Objective/ Learning Target:	I can: 1. Define the word "Al-Khaliq" or Creator 2. Give examples of creation that Allah created 3. Explain possible reasons of why Allah created so many different types of creation
Materials:	1. <i>Allah Is Al-Khaliq (The Creator)</i> by Saba Ghazi Ameen 2. Crayons 3. Pencils 4. White cardstock 5. Scissors 6. Hole Puncher 7. String
Procedure	1. Introduce and review essential questions and transfer statement of the Spirituality and God Unit 2. Write the "I can" statements for the students on the board and read with the student. 3. Introduce Allah's names: Al-Wadud and Al-Khaliq 4. Read the book <i>Allah Is Al-Khaliq (The Creator)</i> by Saba Ghazi Ameen 5. Discuss the book: 1. What does Al-Khaliq mean? 2. What do the pictures of the book show? 3. What are some examples of Allah's creation shown in the book? 6. Pass out the templates (bird, fish, star, pig, and 2 clouds) to the students one by one 7. Have students cut each template separately 8. Have students align the picture in the middle and fold to show two sides of the image 9. Have students punch holes through each picture 10. Have students connect the holes using string to create their creation mobile

Closure:	Have students share with their partners their creation mobile
Resources:	1. http://www.dltk-bible.com/genesis/creation_mobile.htm

Understanding By Design Unit Template

Title of Unit	Muslims Around the World	Grade Level	KG/1st
Curriculum Area	Islamic Studies	Time Frame	3 to 5 Sunday Sessions
Developed By	Asma Akhras		
Identify Desired Results (Stage 1)			
Transfer Statement (Big picture statement)			
Students will be able to independently use their learning in new situations to recognize that Islam and culture intertwine together.			
Meaning			
Understandings		Essential Questions	
Overarching Understanding		Overarching Questions	

Students will understand that: 1. Islam is a global religion. 2. Islam is one of the 3 Abrahamic faiths founded on the essence of the oneness of God. 3. There are Muslims around the world. 4. Muslims reflect various cultures around the world. 5. Culture is the beliefs, ways of life, food, music, rules, languages people hold in common within their country. 6. American Muslims celebrate Ramadan within their own American culture context.	Students will explore and address these recurring questions: 1. What is religion? 2. Are religions the same for all the people in the world? 3. What other religions are there? How are they the same to Islam? 4. How many Muslims are around the world? 5. What is culture? 6. Do all Muslims have the same culture? 7. How do American Muslims celebrate Ramadan?
Acquisition	
Knowledge	Skills
Students will know: 1. The definition of culture. 2. The definition of Abrahamic faiths. 3. The definition of global religion. 4. How American Muslims celebrate Ramadan. 5. Examples of various cultures celebrating Ramadan.	Students will be skilled at: 1. Defining culture. 2. Defining Abrahamic faith. 3. Describing main characteristic of Abrahamic faith. 4. Recognizing there are Muslims around the world. 5. Identifying Muslims have different cultures around the world. 6. Identifying examples of American Muslim culture celebrating Ramadan.
Assessment Evidence (Stage 2)	
Performance Task Description	
Goal	
Role	
Audience	
Situation	
Product/Performance	
Standards	
Other Evidence	
Resources: 1. http://learnenglishkids.britishcouncil.org/en/songs/ramadan-chant 2. http://www.thelittlebigbookclub.com.au/sites/thelittlebigbookclub.com.au/files/files/title_resource/golden_domes_learningtime_23_august_13.pdf 3. http://ummabdulbasircreativecorner.blogspot.com/2010/08/under-ramadan-moon-tot-book.html 4.	

Learning Plan (Stage 3)	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	
How will you hook students at the beginning of the unit?	
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Webb Foundation
Sunday School
Lesson Plan #1

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Muslims Around the World

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to recognize that Islam and culture intertwine together.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. What is religion? 2. Are religions the same for all the people in the world? 3. What other religions are there? How are they the same to Islam? 4. How many Muslims are around the world? 5. What is culture? 6. Do all Muslims have the same culture? 7. How do American Muslims celebrate Ramadan?
Background Knowledge:	
Objective/Learning Target:	Learning Target for Students: 1. I can define religion. 2. I can define culture. 3. I can define Abrahamic faith 4. I can describe main characteristic of Abrahamic faith. 5. I can recognize there are Muslims around the world. 6. I can identify Muslims have different cultures around the world. 7. I can identify examples of American Muslims culture celebrating Ramadan.
Materials:	1. Enough 8x10 sheets of paper for each student to have one 2. Markers, colored pencils, crayons 3. A computer and projector for PowerPoint slideshow 4. Butcher paper
Procedure	1. Teacher introduces the Muslims Around the World Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. Muslims Around the World Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 2. Teacher will write the "I can" statements for the students on the board and read with the student. 3. The teacher will begin by asking the students the following discussion questions: 1. what are some religions that you have heard about?

	1. Islam, Christianity, Judaism, Hinduism, Buddhism, etc. 2. what do you think religion is? 1. Religion is believing that there is some power that is bigger than any human being that controls everything - a God. 3. Do most religions believe that they can see God? How do they know that He exists? 1. No. Think back to the Ilyas and Duck Search for Allah book we read earlier in the year. We know Allah is there because we see everything that He made around us. Do you feel the air around you? No. How do you know that it is there? We know that it is there because we see the wind blowing things around. Scientists have studied it and taught us about it. In the same way, people believe in God because they see the world around them and study their Religious books and believe the prophets who have come with messages from God. 4. The teacher will then start the PowerPoint with the students. S/he will first pose the questions and give students a chance to answer on their own. 1. Be sure to emphasize similarities between religions and that at their core, all religions encourage humans to be good people and treat others well 5. After completing the PowerPoint, the students will participate in a craft that focuses on highlighting this key similarity between all religions - they teach us to be good people. 1. The teacher will have made a central circle to look like the earth with a slogan on it saying "Together we make the world wonderful." 2. Each student will trace their arm and hand on a sheet of 8x11 paper 3. Each student will decorate their arm/hand drawing to reflect how people of all religions make the world a better place. 4. The teacher may choose to display the finished product and take a picture similar to the one at the end of the lesson plan below.
Closure:	The teacher will end the class by asking some students to share their designs and why they chose to reflect their feelings that way.
Resources:	1. https://learning.blogs.nytimes.com/2010/09/10/resources-world-religions/ 2. http://www.uri.org/kids/world_chri.htm 3. https://www.youtube.com/watch?v=9hW3hH9_7pI 4. www.educationworld.com/a_lesson/world-religions-multicultural-diversity.shtml 5. http://www.tolerance.org/lesson/taking-closer-look-religions-around-world

- | | |
|--|---|
| | <ol style="list-style-type: none">6. http://www.pbs.org/wgbh/globalconnections/mideast/themes/religion/#top7. http://theharmonyinstitute.org/ten/ten.pdf8. http://christianityinview.com/xncomparison.html9. |
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**Webb Foundation
Sunday School
Lesson Plan #2**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Muslims Around the World

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to recognize that Islam and culture intertwine together.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. What is religion? 2. Are religions the same for all the people in the world? 3. What other religions are there? How are they the same to Islam? 4. How many Muslims are around the world? 5. What is culture? 6. Do all Muslims have the same culture? 7. How do American Muslims celebrate Ramadan?
Background Knowledge:	
Objective/ Learning Target:	Learning Target for Students: 1. I can define culture. 2. I can define Abrahamic faith 3. I can describe main characteristic of Abrahamic faith. 4. I can recognize there are Muslims around the world. 5. I can identify Muslims have different cultures around the world. 6. I can identify examples of American Muslims culture celebrating Ramadan.
Materials:	1. Computer and projector with speaker 2. The book "What does a Muslim Look Like?"
Procedure	1. Teacher introduces the Muslims Around the World Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. Muslims Around the World Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 2. Teacher will write the "I can" statements for the students on the board and read with the student. 3. The teacher will start by asking the kids how many people they think are in the world? 7.5 billion people 1. How many people in the world are Muslim? 1.6 Billion (second largest religion in the world) 4. To help students understand these numbers, s/he will show the video for the book "How Big is a Million," by David M. Schwartz, until 4:20 (after that it goes into 1 trillion) https://www.youtube.com/watch?v=MKkK87E46I4 1. The teacher will follow up with questions to ensure that students understood some of the comparisons and have a general idea of just how that relates to how many people are Muslim around the world.

	5. The teacher will then ask the students if they think that all Muslims around the world are the same? 1. S/he will then read the book "What does a Muslim look like?" with the students. 2. After reading the book, the teacher will ask the students the following questions: 1. What does a Muslim look like? 2. Do they all look the same? 3. What are some countries that were mentioned in the book where Muslims live? 4. Are Muslims different from other people who aren't Muslim? 6. The teacher will then tell the students that Islam is a religion, and Muslims who practice the religion have different cultures. 1. s/he will then ask the students if they know what a culture is? 2. Culture is the beliefs, ways of life, food, music, rules, languages people hold in common within their country. 3. The teacher will show the students the video "The World's Family." https://youtu.be/ni_at59TzMA 4. S/he will then ask the children to describe what are some differences in cultures that they saw? 7. The teacher will then ask the students what are some cultures that their families come from and to share some things about that culture? (food, language, clothing, etc.) 1. The teacher will then tell the kids that something that makes them even more special is that they have so many cultures to be proud of, including being American and other cultures their families come from. 2. What are some things that they can describe about American culture? (games, food, clothing, language, etc.) 3. S/he will emphasize that being Muslim is a very important part of who they are. Their cultural background does not change that about them, no matter where they live or their family may come from. 8. The teacher will tell students that games are a big part of culture for children around the world.
Closure:	1. The teacher will end the class by playing an American game together either outside or in the gym. They will play Red Light/Green Light 1. One child is the designated "stop light" and everyone else stands some distance away behind a starting line. The "stop light" begins with his back turned to the others, calling out "green light," allowing the competitors to move forward. But when they shout "red light" and turn around—as they can anytime during the game—players need to freeze. Anyone still moving is out. The game ends either when the "stop light" gets everyone out, or a player manages to reach the "stop light." 1. After playing the game, the teacher will tell the students that their "HW" for the week is to ask their parents about what cultures are in their family so they can share some of it with their friends next week. Send home

	the All About me and my family worksheet to complete before coming back the following week.
Resources:	1. http://www.worldstopmost.com/2017-2018-2019-2020/news/largest-regions-world-top-10-fastest-growing-list/ 2. http://www.worldometers.info/world-population/ 3. https://www.youtube.com/watch?v=IN0CvYWW47c

**Webb Foundation
Sunday School
Lesson Plan #3**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Muslims Around the World

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to recognize that Islam and culture intertwine together.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. What is religion? 2. Are religions the same for all the people in the world? 3. What other religions are there? How are they the same to Islam? 4. How many Muslims are around the world? 5. What is culture? 6. Do all Muslims have the same culture? 7. How do American Muslims celebrate Ramadan?
Background Knowledge:	
Objective/ Learning Target:	Learning Target for Students: 1. I can define culture. 2. I can define Abrahamic faith 3. I can describe main characteristic of Abrahamic faith. 4. I can recognize there are Muslims around the world. 5. I can identify Muslims have different cultures around the world. 6. I can identify examples of American Muslims culture celebrating Ramadan.
Materials:	1. The video of the song “hello song” https://youtu.be/kjwkMmdqmH4 2. Globe or map
Procedure	1. Teacher introduces the Muslims Around the World Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. Muslims Around the World Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 2. Teacher will write the “I can” statements for the students on the board and read with the student. 3. The teacher will start the class by asking the students to share their all about me worksheets from the week before. 1. Each student will take a turn to share about their families and what special cultural things they do.

	2. The teacher will use this opportunity to highlight how Muslims come from all different backgrounds, including American - which they all are! The teacher will also use this opportunity to emphasize that although everyone may have different cultural roots, they are all Muslim and that Muslims live everywhere in the world! 3. The teacher will use the globe or map to show the different countries the students families have originated from. 4. The teacher will then play the video of the hello song https://youtu.be/kjwkMmdqmH4 1. S/he will use this as an opportunity to highlight how all of these different cultures exist all around the world and that Muslims come from all of these backgrounds, too.
Closure:	1. To end the class, the teacher will ask the students to stand in a large circle 1. Each student will make note of one way they are similar and one way they are different from the person to their right until everyone in the circle gets a chance to take a turn. 1. After completing this, the teacher will then ask the students to look around the room and say some ways they are ALL similar. 1. S/he should ensure that all of the students understand that the biggest similarity is that they all believe in Allah and Muhammad SAWS as the final messenger - they are all brothers and sisters in Islam. 1. S/he will end by sharing the hadith “None of you has faith until he loves for his brother what he loves for himself.” S/he will explain that this means that we must want the best for all of our Muslim brothers and sisters around the world, not matter how different or similar we may be.
Resources:	1. http://www.afsusa.org/educators/teachers-toolbox/lesson-plans/chain-of-diversity/

**Webb Foundation
Sunday School
Lesson Plan #4**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Muslims Around the World

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to recognize that Islam and culture intertwine together.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. What is religion? 2. Are religions the same for all the people in the world? 3. What other religions are there? How are they the same to Islam? 4. How many Muslims are around the world? 5. What is culture? 6. Do all Muslims have the same culture? 7. How do American Muslims celebrate Ramadan?
Background Knowledge:	
Objective/ Learning Target:	Learning Target for Students: 1. I can define culture. 2. I can recognize there are Muslims around the world. 3. I can identify Muslims have different cultures around the world. 4. I can identify examples of American Muslims culture celebrating Ramadan.
Materials:	1. <i>Under the Ramadan Moon</i> by Sylvia Whitman 2. Three to four pictures of Muslims breaking fast 3. Paper 4. Crayons
Procedure	1. Introduce the Muslims Around the World Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. Muslims Around the World Unit by having the

	statement written on butcher paper. Teacher will discuss the statement with the students. - Write the “I can” statements for the students on the board and read with the student. - Read the book <i>Under the Ramadan Moon</i> by Sylvia Whitman - Discuss the book by asking the following questions: - Who are the main characters in the book? - What are they celebrating? - How are they celebrating Ramadan? - What are some things that show their culture? (clothes, food, music, home) - Discuss the following: - How does your family celebrate Ramadan? - Do we all celebrate Ramadan the same way? - How do you think other families celebrate Ramadan in other parts of the world? - Help students focus on describing culture. - Define culture for students as: People’s way of life. The way groups do things. - Share the video clip about Nadia’s Ramadan: https://www.upf.tv/films/nadias-ramadan/watch/ - Discuss the following: - Tell me more about Nadia. - How is she celebrating Ramadan? - How does her family celebrate Ramadan? - Focus on the breaking of the fast and the meal. - Show pictures of the way Muslims break their fast around the world. Choose 3 to 4 pictures from https://www.pinterest.com/pin/312437292872510157/?lp=true - Draw a t-chart on the board labeling one column “Same” and another column “Different” - Have students share what are the same and what are different about the way Muslims break their fast - Have students draw a picture of how they break their fast with their family
Closure:	Have students share and tell about their drawing to their partner
Resources:	https://www.upf.tv/films/nadias-ramadan/watch/ https://www.pinterest.com/pin/312437292872510157/?lp=true

**Webb Foundation
Sunday School
Lesson Plan #5**

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Muslims Around the World

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to recognize that Islam and culture intertwine together.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. What is religion? 2. Are religions the same for all the people in the world? 3. What other religions are there? How are they the same to Islam? 4. How many Muslims are around the world? 5. What is culture? 6. Do all Muslims have the same culture? 7. How do American Muslims celebrate Ramadan?
Background Knowledge:	
Objective/ Learning Target:	Learning Target for Students: 1. I can define culture. 2. I can recognize there are Muslims around the world. 3. I can identify Muslims have different cultures around the world. 4. I can identify examples of Mosques around the world.
Materials:	1. <i>Golden Domes and Silver Lanterns</i> by Hena Khan 2. Scissors 3. Water Paint 4. Glue 5. White construction paper

Procedure	1. Introduce the Muslims Around the World Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. Muslims Around the World Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 2. Write the “I can” statements for the students on the board and read with the student. 3. Read the book <i>Golden Domes and Silver Lanterns</i> by Hena Khan 4. Discuss the book by asking the following questions: 1. Who are the main characters in the book? 2. What are the same things the family does together? 3. Describe the culture of the family. (food, clothes, customs) 4. Describe the mosque 5. Discuss the following: 1. Have you ever visited a mosque? Where was it? 2. What did you notice about it? 3. How could you describe it? 4. Are all the mosques the same around the world? 5. Help students focus on describing culture. 6. Define culture for students as: People’s way of life. The way groups do things. 6. Share the video clip about 5 mosques and some sample pictures 1. https://www.youtube.com/watch?v=Q6xG5mu9Y34 2. http://hiconsumption.com/2014/08/20-of-the-worlds-most-amazing-mosques/ 7. Have students make the “Watercolour Silhouette Picture Mosque” a. Pass out white paper a. Have students use water paint to paint a background a. Leave to dry a. Pass out mosque silhouette for students to cut a. Glue silhouette on dried painting
Closure:	Have students share and tell about their mosque to their partner
Resources:	a. https://www.youtube.com/watch?v=Q6xG5mu9Y34 a. http://hiconsumption.com/2014/08/20-of-the-worlds-most-amazing-mosques/ a. http://intheplayroom.co.uk/2015/05/06/watercolour-mosque-silhouette-pictures/

Webb Foundation
Sunday School
Lesson Plan #6

Subject: Islamic Studies

Grade Level: KG/1

Unit Title: Muslims Around the World

Unit Transfer Statement:	Students will be able to independently use their learning in new situations to recognize that Islam and culture intertwine together.
Unit Essential Questions:	Students will explore and address these recurring questions: 1. What is religion? 2. Are religions the same for all the people in the world? 3. What other religions are there? How are they the same to Islam? 4. How many Muslims are around the world? 5. What is culture? 6. Do all Muslims have the same culture? 7. How do American Muslims celebrate Ramadan?
Background Knowledge :	
Objective/ Learning Target:	Learning Target for Students: 1. I can define culture. 2. I can recognize there are Muslims around the world. 3. I can identify famous American Muslims and what they were known for.
Materials:	1. Character Map 2. Crayons

Procedure	1. Introduce the Muslims Around the World Unit by having essential questions on butcher paper and reviews the essential questions of the unit with the students. Muslims Around the World Unit by having the statement written on butcher paper. Teacher will discuss the statement with the students. 2. Write the "I can" statements for the students on the board and read with the student. 3. Begin the class with reviewing some of the Muslim cultures discussed in previous lessons (mosques, breaking of fast, Muslim countries) 4. Describe what a Muslim in _____, _____, _____? Choose 3 different random countries and have students describe in their own words a description. 5. Ask students if there are Muslims in America? Have students describe an American Muslim. 6. Share with students that they will be learning about 3 different famous American Muslims 7. Split students into 3 groups. 8. Each group will go to a center and do an activity about the person. 9. Students will complete a character map about the person 10. A. Center 1: Malcolm X: 1. Preview Brain Pop Video https://www.brainpop.com/socialstudies/famoushistoricalfigures/malcolm/x/ 2. Complete Character map B. Center 2: Muhammad ali a. Preview Brain Pop Video https://www.brainpop.com/socialstudies/ushistory/muhammadali/ a. Complete Character map C. Center 3: Ibtihaj Muhammad a. Read Scholastic Article https://sn56.scholastic.com/issues/2017-18/010818/barbie-s-new-look.html a. Complete Character Map 11. Bring class together. 12. Discuss similarities and differences between the 3 people 13. Discuss how they show American Muslim culture
Closure:	Have students share and tell about their character map to their partner
Resources:	a. https://cdn-educators.brainpop.com/wp-content/uploads/2018/02/character_map.pdf a. https://www.brainpop.com/socialstudies/ushistory/muhammadali/ a. https://www.brainpop.com/socialstudies/famoushistoricalfigures/malcolm/x/ a. https://sn56.scholastic.com/issues/2017-18/010818/barbie-s-new-look.html