

Unit: How important is the Mosque to the Muslim community?

Key focus areas of enquiry

- C Forms of expressing meaning
- D Identity, diversity and belonging

About this unit: this unit develops on work already covered on the basic beliefs of Islam. It assumes that students have already done some introductory work on the main beliefs of Islam. It looks at the Mosque, not just as a building but also its community role. This unit is intended to challenge some students media influenced perceptions of Muslims in the UK and in doing so challenge Islamophobic attitudes

The unit should also encourage students to develop the skills and values needed to challenge attitudes based on myths and ignorance.

Prior learning	Technical Vocabulary	Resources
<p>It would be helpful if had studied: -</p> <ul style="list-style-type: none">• The life of Muhammad (pbuh)• The Qur'an• The 5 Pillars	<p>In this unit children will have an opportunity to use words and phrases related to: -</p> <ul style="list-style-type: none">• Ummah• Mosque• Prayer Hall• Wadu• Maddrasah• Minbar• Muezzin• Mihrab• Imam• Salah• Zakat• Halal• Haram	<p>Places of Worship: Islam CDROM Birchfield Interactive plc (available through REMP £39.95) www.iccuk.org the website of the Islamic Cultural Centre and London Central Mosque. Useful for teachers www.islam4schools.com A website developed by a Muslim educational project working in schools in Wiltshire, pupil friendly with 'ask Hassan' feature www.reonline.org.uk offers gateways to virtual tours of Mosques in Bradford and Hackney Teacher access to several information books on Islam e.g. 'Islam for Today' Angela Wood OUP Islam Photopack and teachers guide: PCET</p>

		www.pcet.co.uk Pictures of Muslim women in a range of cultural styles Recipe books
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<http://www.truetube.co.uk/ethics-and-religion/religious-traditions/holy-cribs-the-mosque> This is a great clip of a cool young man showing you around a mosque.

Expectations At the end of this unit	
<i>Most children will:</i> (Level 4)	<ul style="list-style-type: none"> • Be able to describe and show understanding of the importance of the Mosque to Ummah (Muslim community) • Be able to describe the impact of teachings from the Qur'an on a Muslim Lifestyle in the UK • Be able to suggest meanings to a range of expressions of Islamic faith • Be able to raise and suggest answers to questions related to the difficulties Muslims face living in UK and be able to apply their own ideas to these issues • Be able to describe what influences and inspires their own beliefs and lifestyles
<i>some children will not have made so much progress and will:</i> (level 3)	<ul style="list-style-type: none"> • Be able to describe some of the key features of a Mosque • Make links between and identify the impact of teachings in the Qur'an and the lifestyle of Muslim sin the UK and ask important questions related to a Muslim lifestyle • Be able to makes links between their personal values and their behaviour and be able to identify what influences them.
<i>Some children will have progressed further and will:</i> (level 5)	<ul style="list-style-type: none"> • Be able to explain and show understanding of the importance of the Mosque to Ummah (Muslim community) • Be able to explain the impact of teachings from the Qur'an on ethical issues related to a Muslim Lifestyle in the UK • Be able to suggest meanings to a range of expressions of Islamic faith • Be able to ask and suggest answers to questions related to the difficulties Muslims face living in UK and be able to apply their own ideas to these issues • Be able to explain what influences and inspires their own beliefs and lifestyles • Be able to express their own views and those of others on the challenges of belonging to a religion in the UK

Learning Objectives	Possible Teaching Activities	Learning outcomes	Contribution to other Curriculum Areas
<p>Pupils should: -</p> <ul style="list-style-type: none"> Research using a range of books 	<p>What do we already know about Islam?</p> <ul style="list-style-type: none"> <i>'I am sorry year 6 I was going to give you a test on Islam today but unfortunately I left the test papers at home. All I have is the answers...so I am going to give you the answers and let you write the questions'</i> This can then be developed by researching answers and be groups testing each other. 	<p>Prior learning on Islam should be re-enforced.</p>	<p>Research skills</p>
<p>Pupils should: -</p> <ul style="list-style-type: none"> Learn about the main features of a mosque and the meanings and symbolism connected to these features the meaning of key words relating to a mosque Consider what makes a place special Consider what it means to belong to a community About the importance of the mosque as community centre at the centre of the life of the Muslim community 	<p>How Important is the Mosque to the Muslim community?</p> <ul style="list-style-type: none"> Using Interactive CD Rom Places of Worship: Islam (Birchfield Interactive Plc) or suitable VCR showing a Mosque e.g. 'Believe it or Not' or virtual tour from a website www.reonline.org.uk explore the layout and functions of the Mosque. Recap on the important features of sacred places drawing on work done in past on Churches or Synagogues etc. Produce a 'guide to the Mosque for visitors' What does it mean to belong to a community? Discuss communities they are familiar with. What are the benefits and responsibilities of belonging to a community? 	<ul style="list-style-type: none"> Be able to describe/explain/show understanding of the features and functions of the mosque Be able to make links between faith and practice/describe the impact of religion on lifestyle Be able to explain why people belong to a religion Be able to ask/raise questions and suggest answers 	<p>ICT Skills</p> <p>Opportunity for Cultural development</p> <p>Literacy links: Writing to give information</p>

	<ul style="list-style-type: none"> Look at the wider role of the mosque in supporting the Muslim community. www.iccuk.org is the website of the Islamic Cultural centre and London Central mosque www.islam4schools.com is a website based in Swindon. Design a poster or leaflet or presentation explaining the role of the mosque in the community. 		
<p>Pupils should: -</p> <ul style="list-style-type: none"> Consider their values in connection to the clothing they wear Reflect on their attitudes to the cultures and practices of other parts of the world Begin to investigate the issues and arguments around the treatment of women in Islam with a focus on women's dress Begin to investigate the issues and arguments connected to Halal food laws Be challenged to reconsider some media 	<p>How does a Muslim's beliefs effect their actions?</p> <ul style="list-style-type: none"> Discuss the way in which the clothing that you wear reflects what you think is important, design your personal ideal outfit. Discuss the values that this outfit suggests, who has influenced your choices? If appropriate hold a fashion show in your class. Contrast this with a picture of a Muslim Woman wearing Hijab. What values do they think this clothing suggests. Using a suitable textbook explain Muslim teaching on the way women should dress. (Sura 24:30) Make sure that you use a range of pictures of different Muslim dress styles for women. 	<ul style="list-style-type: none"> Be able to identify/describe/explain what influences them Describe/understand/explain Islamic teaching on lifestyle issues. Suggest meanings to forms of religious expression Suggest reason for similarity and difference Be able to apply and express their own views and those of others 	<p>Opportunity for Moral Development</p> <p>Opportunity for Cultural development</p>

stereotypes of Islamic teaching	<p>Design a school uniform that would be suitable for Muslim pupils to wear at your school.</p> <ul style="list-style-type: none"> Consider what rules they would have for the preparation of food. Look at unusual foods people eat in different parts of the world. What food would they allow to be eaten in UK? What food would they prohibit? Look at Muslim Halal food laws. Imagine they are running a hotel/Bed and Breakfast and they know a Muslim family are coming to stay. Design a menu they could offer..remember to look carefully at the recipes 		

Suggested Assessment Task:

Using a floor plan of a building known to the pupils in the village/town i.e. an old shop, disused hall, church, fire station, etc.

Re-design this building for use as a mosque.

Produce a labelled floor plan with explanations for the use of the rooms.

Produce a leaflet to explain and reassure the local community about the work of the mosque