

Unit: Encountering Islam: Living in Peace?

About this unit: this unit is intended for year 8 this unit develops on work already covered on the basic beliefs of Islam at KS 2. Some students will have studied Islam as Major focus, many only as a minor focus. It is assumed that students have already done some introductory work on the main beliefs of Islam but the extent will vary greatly. This unit looks focuses on a request from small, but established Muslim community in a Wiltshire town to open a Mosque, not just as a building but also as community centre. The students are suggested to take the role of a local newspaper covering this story. This unit is intended to challenge some student's 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.

Skills	Attitudes
Investigation: I can search for answers Synthesis: I can link ideas to make the bigger picture	Respect Open mindedness

Assessment: This unit may not be suitable for a formal assessment but the following approach could be used to assess learning.

Set up a scenario that the Muslim community in has applied for planning permission to open a Mosque in your town. You are a journalist for the local paper you have been hastily appointed religious affairs correspondent for the paper and been commissioned to research a series of articles for the local paper as background to the controversy. Research basic Muslim beliefs and what happens in a Mosque. Consider a range of points of view from the local community, the life of Khadijah as a role model for women, the concepts of Greater and lesser Jihad.

If a Formal assessment task is needed require the learners to write a letter to the newspaper commenting on the coverage of the newspaper on this issue starting

Dear Editor

When I first heard that a Mosque was to open in out town I didn't know what to think now I feel that.....

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 Qu'ran • 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 • Khadijah • Greater Jihad • Lesser Jihad 	<p>This is RE! Book 2 <i>Cath Large, Julia Ingham, Andrea Parker. John Murray isbn 07195 75214</i></p> <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. They can also provide speakers to visit schools www.ukim.org a useful website with downloadable booklets on Issues. Teacher background. 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 <u>OUP</u> <u>Islam Photopack and teachers guide: PCET</u> www.pcet.co.uk</p>

Expectations based on national average.	At the end of this unit
<p><i>Core learners will:</i></p> <p><i>(Level 4/5)</i></p>	<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 Qu'ran 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 • 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 Qu'ran 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
<p><i>Reinforcement :</i></p> <p><i>(level 3)</i></p>	<ul style="list-style-type: none"> • Be able to describe the importance of the Mosque to the Ummah • Be able to make links between key Islamic teachings to beliefs • Be able to identify the impact of Islamic belief on Muslims everyday lives • Be able to ask important questions about the Muslim faith • Be able to make a link between their values and commitments and their own attitudes towards i.e the role of women
<p><i>Enrichment:</i></p> <p><i>(level 6)</i></p>	<ul style="list-style-type: none"> • Be able to evaluate the importance of the Mosque to the Ummah • Be able to offer critical analysis of the teachings in the Qur'an in relation to Muslim lifestyle in the UK • Be able to consider the challenges of being a practising Muslim in the UK • Be able to express insights on the own values an attitudes in the light of Muslim belief and practice.

Learning Objectives	Possible Teaching Activities	Learning outcomes	Contribution to other Curriculum Areas
<p>Learners should: -</p> <ul style="list-style-type: none"> • Research using a range of books • 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>What do we already know about Islam?</p> <ul style="list-style-type: none"> • Set up the scenario that the Muslim community in has applied for planning permission to open a Mosque in your town. You are a journalist for the local paper you have to research the first of several articles for the local paper. Research basic Muslim beliefs and what happens in a Mosque. Consider a range of points of view from the local community. (This covered very effectively in This is RE! 2) • How important is the Mosque to the Muslim community. <p>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.</p> <p>Note don't get too bogged down in this, avoid labelling features of the Mosque etc as this will produce low level work</p>	<p>Prior learning on Islam should be re-enforced.</p> <p><u>Reinforcement:</u> be able to describe why prayer is important to Muslim</p> <p><u>Core:</u> Be able to understand the call to prayer in Islam Explain why prayer is important to Muslims</p> <p><u>Enrichment:</u> Be able to interpret the significance of forms of Muslim religious expression.</p>	<p>Research skills ie</p> <ul style="list-style-type: none"> • Ask appropriate questions • Gather evidence from different sources • Not jumping to conclusions

<p>Pupils should: -</p> <p>Develop communication and presentation skills</p> <p>Research/learn about the wider importance of the Mosque to the Muslim community.</p>	<p>How Important is the Mosque to the Muslim community?</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 and why it is so important from the Muslim point of view to open a Mosque. 	<p><u>Reinforcement:</u> Be able to describe the features and functions of the mosque Be able to make links between faith and practice, identify the impact of religion on lifestyle Be able to ask important questions</p> <p><u>Core :</u> Be able to 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> <p><u>Enrichment:</u> Be able to give an informed account of Muslim religious belief about the role of the Mosque in the Ummah. They consider the challenges of belonging to a religion in a contemporary world</p>	<p>ICT Skills</p> <p>Opportunity for Cultural development.</p> <p>Literacy links: Writing to give information</p>
<p>Pupils should: -</p> <ul style="list-style-type: none"> Consider their values in connection with the role of 	<p>Why might the Local community object?</p> <ul style="list-style-type: none"> One of the objections raised is that the opening of a Mosque might encourage discrimination against women. The Imam 	<p><u>Reinforcement:</u> Be able to identify what influences them Describe Islamic teaching on lifestyle issues. Describe some forms of religious</p>	<p>Opportunity for Moral Development</p> <p>Opportunity for Cultural development</p>

<p>women in society.</p> <ul style="list-style-type: none"> • 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 w • Be challenged to reconsider some media stereotypes of Islamic teaching 	<p>refutes this completely.</p> <p>Research the role of women in Islam. This could be done through looking at the role of women in the mosque community, the life of Khadijah. Alternatively invite a Muslim woman into speak about her life and faith. (Contact IAEP who can provide a suitable speaker).</p>	<p>expression</p> <p>Ask important questions about their own views and those of others</p> <p><u>Core</u> : Be able to describe/explain what influences them</p> <p>Understand/explain Islamic teaching on lifestyle issues.</p> <p>Suggest meanings to forms of religious expression</p> <p>Be able to apply and express their own views and those of others</p> <p><u>Enrichment</u>: Be able to give an informed account of Muslim religious belief about the role of women in the Ummah. They consider the challenges of belonging to a religion in a contemporary world</p>	<p>Attitudes:</p> <ul style="list-style-type: none"> • Willingness to learn from, even those whose views are different from their own • Being prepared to recognise and acknowledge their own bias • Disagree respectfully about religious and moral questions.
<p>Pupils should: -</p> <ul style="list-style-type: none"> • 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 w • Be challenged to reconsider some media stereotypes of Islamic teaching 	<p>Another objection received is that the Mosque might become a centre for terrorist activities. Again the Imam refutes this completely.</p> <ul style="list-style-type: none"> • Investigate the Muslim concept of Jihad (greater and lesser). This will be more difficult to resource but will be covered in GCSE textbooks. Supporting Worksheet from (Islam <p>www.ukim.org provides free download booklets with background information on many topics inc Islam and Terrorist.</p>	<p>Pupils will:-</p> <p><u>Reinforcement</u>: Be able to describe the Muslim beliefs about Jihad.</p> <p>Be able to ask important questions about the Muslim concept of Jihad</p> <p><u>Core</u>: Be able to understand/explain the Muslim concept of Jihad.</p> <p>Be able to raise and suggest answers to questions/express insights in connection with issues related to Jihad</p>	<p>Attitudes:</p> <ul style="list-style-type: none"> • Willingness to learn from, even those whose views are different from their own • Being prepared to recognise and acknowledge their own bias • Disagree respectfully about religious and moral questions.

		<u>Enrichment:</u> Be able to give an informed account of Muslim religious belief about the concept of Jihad in the Ummah. They consider the challenges of belonging to a religion in a contemporary world.	