



ISLAMIC

HERITAGE MONTH

RESOURCE GUIDEBOOK FOR EDUCATORS



PRIME MINISTER · PREMIER MINISTRE

Ontario Islamic Heritage Month

It is with great pleasure that I welcome you to the Launch of Ontario Islamic Heritage Month hosted by the Aga Khan Museum.

This month, events have been organized by the Toronto District School Board and the Islamic Heritage Month Planning Committee in effort to recognize and celebrate the accomplishments of Canadian Muslims across the country.

In Canada, our Muslim community has made, and continues to make, significant contributions to our society. As we gather here today, we celebrate and reflect on the diversity that is a source of strength for Canadians. In our country, we have the opportunity to not only live in harmony with those of every faith and culture imaginable, but flourish together in an open and inclusive society.

I would like to thank all the organizers of this event, and those attending tonight's Launch of Ontario Islamic Heritage Month. I offer my best wishes for a memorable evening, month, and future success.

A handwritten signature in blue ink, appearing to read "Justin Trudeau".

Ottawa
2017



Premier of Ontario - Première ministre de l'Ontario

September 25, 2017

A PERSONAL MESSAGE FROM THE PREMIER

On behalf of the Government of Ontario, I am delighted to extend warm wishes to everyone attending the Toronto District School Board (TDSB) Islamic Heritage Month Inaugural Event and Launch. I want to thank the TDSB for hosting this event.

In Ontario, we know that our diversity is our strength, and we want our province to be a place where every person, of every faith and background, can feel welcome and secure.

Muslims have been contributing to all aspects of Ontario's prosperity and diverse heritage for generations. Islamic history and culture has contributed greatly to literature, math, science, art and history. The Province of Ontario recognizes and wishes to affirm the important contributions that Muslims make in Ontario.

Proclaiming a month to be Islamic Heritage Month in Ontario will provide all Ontarians, both today and in future generations, with an opportunity to reflect, celebrate and learn about the rich and longstanding Islamic history in the province and the diverse roles and contributions of Muslim people in communities across Ontario. This new understanding will in turn help combat Islamophobia and other forms of hatred and bigotry.

This celebration of Muslim history, culture and religion will be a time for all of us to reflect on the many ways Muslim people have helped to shape Ontario into the beautiful province we are so fortunate to call home.

Please accept my sincere best wishes for a joyous and meaningful celebration.

A handwritten signature in black ink that reads "Kathleen Wynne".

Kathleen Wynne
Premier



Office of the Director of Education
5050 Yonge Street, Toronto, Ontario M2N 5N8

September 21, 2017

On behalf of the Toronto District School Board, we invite educators, students, families and community members across our system to join us this October in celebrating ***Islamic Heritage Month 2017***.

Muslims have been a valued part of the Canadian mosaic for over a century and a half. Since before Confederation, their contributions in the areas of sport, entrepreneurship, medicine, engineering, civic engagement, the arts and much more, have enriched all facets of our society.

As one of the many annual Heritage/History Months on the TDSB calendar, *Islamic Heritage Month* is a wonderful opportunity for everyone in our schools and communities to reflect, celebrate and learn about these contributions together. The Toronto District School Board is committed to promoting equity and inclusion in every one of our schools and workplaces, and we believe that honouring and sharing the rich cultural diversity within all our schools and communities in this way helps to dispel harmful biases and enlightens our understanding of each other.

We would like to thank those TDSB parents and educators who dedicated their time and energy to producing resources and planning activities for *Islamic Heritage Month*. Congratulations for creating an October filled with so many exciting events and engaging learning opportunities for our students, educators, parents and families!

We encourage every member of our TDSB community to take part in celebrating this wonderful *Islamic Heritage Month 2017* with us.

Sincerely,

A handwritten signature in black ink, appearing to read "John Malloy".

John Malloy, Ed.D.
Director of Education

A handwritten signature in black ink, appearing to read "Robin Pilkey".

Robin Pilkey
Chair of the Board

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LINKS TO THIRD-PARTY WEBSITES

Some pages refer to third-party websites. These links are provided for your information and convenience only. Given the ever changing nature of online resources, the presence of a link does not imply that the Toronto District School Board (TDSB) or the Toronto District School Board Islamic Heritage Month (TDSB IHM) Committee necessarily endorses the organization responsible for creating the website or agrees with the views expressed therein.

The IHM Resource Guidebook was originally released in 2017.

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A SPECIAL THANKS

Thank you to all of the parents, educators, and community members who provided advice, contributed, or reviewed the IHM resources, especially the following (in alphabetical order): **Ahmad Talal Ahdab, Aneesa Patel, Bernie Farber, Bilqees Quick, Farheen Syed, Ihsaan Gardee, Irwin Elman, Jeewan Chanicka, Karen Rojan, Madiha Bhatti, Rizwana Akram, Rownak Chowdhury, Tazeen Alam, Tina Khan, and Unaiza Karim.**

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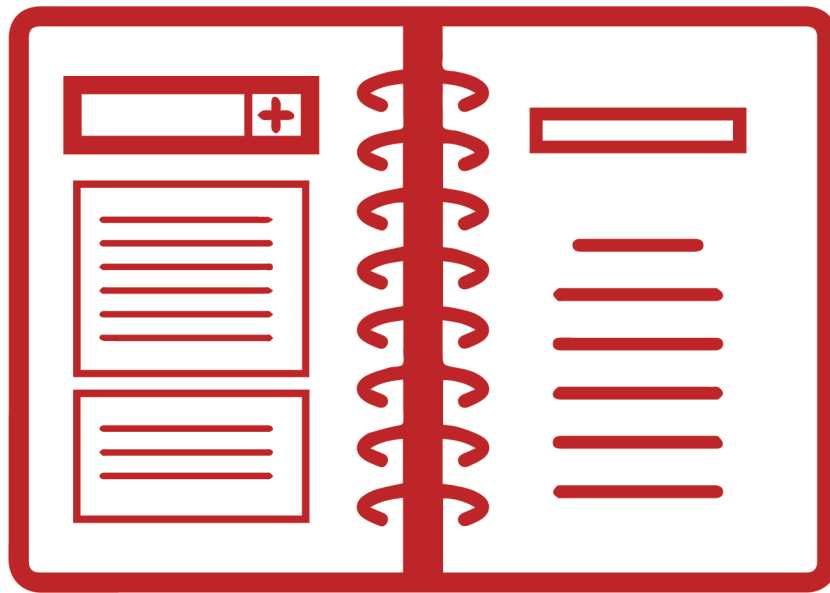
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USER GUIDE



A QUICK THANK YOU!

Dear Educators,

Thank you for your interest in and enthusiasm for celebrating Islamic Heritage Month (IHM). The IHM Resource Guidebook includes over 400 items: an educator’s primer; daily morning announcements; books and publications; films and documentaries; curriculum and study guides; writing assignments; art projects; musicians; and a list of speakers, artists and entertainers. The overall objectives of the IHM Resource Guidebook are to showcase “the important contributions of Canadian Muslims to Canadian society, the cultural diversity of the Canadian Muslim community and the importance of Canadians learning about each other to foster greater social cohesion” (TDSB IHM Press Release, 2016). We hope that you and your students find the information useful and engaging.

Respectfully,

Haniya Sheikh

Nazerah Shaikh

Qaiser Ahmad

TDSB Islamic Heritage Month Planning Committee Co-Chairs



10 KEY THEMES

The following 10 key themes are used to identify educational resources in the IHM Resource Guidebook. These themes reflect the culture, history and contributions of Muslims and Islam throughout the world and specifically in Canada. The thematic icons are designed to assist you as they will appear throughout the document. For example, if you are discussing “Veterans”, then you can quickly review the book or film list for relevant works to complement your lessons.

- | | | | |
|--|-------------------------------|--|--------------------------------------|
| | ART & ARCHITECTURE | | KNOWLEDGE & EDUCATION |
| | ARTISTS | | SOCIAL ADVOCACY |
| | ATHLETES | | TRADITIONS & CELEBRATIONS |
| | HISTORY | | VETERANS & SOLDIERS |
| | ISLAMOPHOBIA | | WOMEN |



FAQ

Q1. Why are we celebrating Islamic Heritage Month?

As a publicly-elected body representing all citizens of Toronto, the Toronto District School Board officially recognizes a number of History/Heritage Months for specific cultural groups and/or occasions of special cultural significance. This designation of a History/Heritage Month is similar to a Proclamation issued by the City or the Province, and most are celebrated concurrently. Such months provide additional tools to support equitable and inclusive teaching and learning practices in every classroom, and support all schools in achieving their equity goals. (Please refer to the TDSB Guidelines for Planning Celebrations in Recognition of TDSB History/Heritage Months).

Cultural and creed-based heritage months have now become a regular feature of the celebration of diversity within Canada. The Federal Government of Canada and the Provincial Government of Ontario have both made proclamations to celebrate specific History/Heritage Months over the years. The Toronto District School Board has also made similar proclamations, and Islamic Heritage Month was added in 2016, joining Sikh Heritage Month (April) and Jewish Heritage Month (May) and Hindu Heritage Month (November) as creed-based heritage months.

Q2. When was IHM proclaimed federally and provincially?

In 2007, the Federal government of Canada proclaimed October as Islamic History Month.

In 2016, the Provincial government of Ontario proclaimed October as Islamic Heritage Month pursuant to the Islamic Heritage Month Act, S.O. 2016, c. 20. It was the 4th addition to creed based heritage months, which, to date, include Sikh, Hindu, and Jewish heritage months.

Q3. Does my school have to do something for IHM?

The Toronto District School Board's core commitment is to improve well-being and achievement for all our students through engaging, equitable learning environments, inclusive curriculum and culturally rich learning opportunities. The board is also committed to ensuring that all students and staff gain knowledge and appreciation of the heritages, histories and achievements of the Board's many diverse communities. Under the Integrated Equity Framework, this work would not be limited to designated History/Heritage Months. Rather, the goal is to embed this learning within every classroom, across the curriculum, and throughout the school year.

The Board maintains a list of Days of Significance and Heritage Months which can be found at:

<http://www.tdsb.on.ca/About-Us/Calendar/schoolyearcalendar>



FAQ

Q4. What is the overall theme of IHM?

The overall theme of IHM is “Reflect. Celebrate. Learn.” The theme was identified from the provincial IHM proclamation, with the ultimate goal being that this new understanding will help combat Islamophobia and anti-Muslim sentiment that has, unfortunately, been on the rise across Canada.

Q5. Do we have to follow only what is in the IHM Resource Guidebook?

No. The IHM Resource Guidebook is not meant to be comprehensive or exhaustive, but rather a selected representation of significant resources as a starting point for educators. It is also not intended to inhibit the creativity of our educational professionals. There are many other things that can be done to celebrate IHM, including displays, student murals, school/community events which highlight food from different regions, field trips to Toronto museums that have an Islamic art collection, student video competitions, and so much more. Make it fun!

Q6. Should the number of Muslim children in the school have an impact on the level of participation?

No. This month and these resources are intended to be a fun way for all students to reflect, celebrate, and learn about IHM and contributions by Muslims to our society. The self-contained materials enable teachers and administrators to incorporate exercises without having to seek further assistance or support.

Q7. Am I supposed to teach students about Islam?

No. This month (similar to other creed and cultural heritage months) is about learning the heritage and contributions of the Muslim community to Canadian society and celebrating diversity. The “Basic Beliefs and Practices: An Educator’s Primer” (Section 1.0) is one of many resources available to our staff to provide them with an understanding of Islam and to get a better understanding of Muslim students in their classrooms.

Q8. Can parents participate or support activities?

Yes. The TDSB welcomes parent engagement and volunteerism. Like most TDSB initiatives, any parent involvement would have to be approved by the school principal. If a school decides to organize an IHM community event, it would be under the discretion of the school principal.



FAST FACTS FROM THE CANADIAN MUSLIM VOTE



Muslims represented 3% of the Canadian population in 2015. Over 1 million Canadian Muslims add to the mosaic that makes Canada the True North Strong and Free.



The fastest growing subgroup of this population is of Canadian born Muslims.



In the Greater Toronto Area (GTA), 7.7% of the population is Muslim.



Some of the important issues that Canadian Muslims care about include: Human Rights/Civil Liberties; Foreign Policy; Healthcare; and Education.



USE THE FOLLOWING LIST AS A LAUNCHING POINT FOR YOUR JOURNEY TO REFLECT, CELEBRATE, AND LEARN ABOUT ISLAMIC HERITAGE

- Display the IHM poster in a visible location.
- Read one pre-written morning announcement per day for the month of October.
- Screen a documentary and use an accompanying study guide for guided discussions.
- Play a song by one of the artists before the morning and/or lunch bell.
- Integrate a critical writing assignment into an appropriate course.
- Incorporate an art project into an appropriate course.
- Use photos from the school display cases as inspiration to create your own IHM display.
- Tie it all together and invite a speaker from the list to speak in an assembly or to a class.



IHM POSTER



The IHM 2018 poster celebrates the historical journey of Canadian Muslims. The Muslim narrative begins pre-Confederation, with the pioneering spirit of James and Agnes Love, and continues with many Muslims who found a home out west, particularly Alberta and Saskatchewan, and engaged in farming, entrepreneurial endeavours, and fur trade.

Ali Abouchadi (later known as Alexander Hamilton) settled in Lac La Biche, Alberta, and exchanged furs and goods with the local indigenous population and learned the Cree language as a result of this relationship. He later owned other businesses such as the largest department store in Lac La Biche and was an active member of the Edmonton Muslim community. A park outside Lac La Biche is dedicated to Alexander Hamilton who said “I am proud of being Canadian”.

The poster also celebrates the academic, artistic, entrepreneurial, judicial, Olympic, philanthropic, and scientific contributions that Muslims have made in Canada throughout the years. As Muslims were part of Canada upon Confederation, their stories and achievements serve as part of the diverse foundation of our country.



The IHM poster will be delivered to all schools in the 2018-2019 school year. Please post it in a high traffic area of the school, so that it is easily visible and accessible to students, staff and visitors who pass by. Please share pictures of it on Twitter and remember to tag us: @tdsb_ihm!

FIND US ON    @tdsb_ihm


1.0



**AN EDUCATOR'S
PRIMER ON ISLAM**



The educator's primer is intended to help teachers and administrators gain a better understanding of the beliefs and practices of their Muslim students, colleagues and parent communities. The primer includes a list of references for further information.



1

What does “Allah” mean?

Allah is the Arabic name for God. Literally meaning “The God”, the Arabic name Allah is used by Muslims around the world, irrespective of languages spoken. Other faiths and traditions address God using names such as Dieu, Jehovah, Ya’hweh, and Elohim.

2

Who are Muslims?

The word *Muslim* is derived from the same Arabic root as the word Islam, and literally means, “one who willfully submits (to God)” (Shaikh, 1995). The common definition of a Muslim is one who follows or adheres to Islam.

3

Do Muslims believe God is a male?

No. Muslim scholars of all ages - male and female - have agreed that “God, as the Creator of all beings, is the author of gender but is not gendered. While English translations of Arabic texts generally refer to Allah as ‘He’, this only reflects the absence of a neutral pronoun in Arabic, and does not indicate that God is ‘masculine’” (Winter & Williams, 2002). God describes Himself in the Qur’an as being unlike any of His creation, indicating that nothing in creation resembles Him.

4

What is the Qur’an?

The word *Qur’an* literally means “the reading” or “the recitation” (Shaikh, 1995), and refers to the exact words revealed by God through the Angel Gabriel to the Prophet Muhammad¹ (Winter & Williams, 2002). Muslims believe the Qur’an to be the final revelation from God to humanity, following revelations given to previous Messengers, including the Gospel of Prophet Jesus, the Psalms of Prophet David, the Torah of Prophet Moses, and the Scrolls of Prophet Abraham.

5

Who was Muhammad?

A descendent of Prophet Abraham, Muhammad was born in Makkah (modern day, Saudi Arabia) in the year 570 C.E. At the age of 40, he was chosen by God to be His last Prophet and Messenger to convey the message of Islam to humanity over a period of 23 years. According to the Islamic worldview, God sent Messengers and Prophets to guide humanity over time, beginning with Adam, Noah, Abraham, Moses, and Jesus - to name a few.

6

What is the meaning of Islam?

Islam is the name of the religion revealed to the Prophet Muhammad. The term Islam derives from an Arabic root that generates words with interrelated meanings, including “submission,” “commitment,” and “peace” (Shaikh, 195). In a religious context, Islam refers to the voluntary submission and commitment

¹ Note: Whenever the names of Prophets are mentioned, Muslims say “peace and blessings be upon them”, out of love, respect and reverence.

of living in accordance with God's will (Tarsin, 2015). Islam is both a religion and a complete way of life that leads one on a path towards peace, mercy and forgiveness (Winter & Williams, 2002).

The use of the term "Muhammadanism" or "Mohammedan" is a misnomer that should not be used in place of the term Islam, as it suggests Muslims worship Muhammad rather than God.

7

Is the religion of Islam considered an Abrahamic Faith?

Islam is considered as one of the three monotheistic Abrahamic faiths, alongside Christianity and Judaism. Three Prophets that are integral to these Abrahamic faiths are Moses, Jesus, and Muhammad as their lineages are traced to Prophet Abraham. According to Islam, all of the Prophets brought a common, monotheistic message to humanity. Many are surprised to learn that more similarities than differences exist between the three faiths, and by extension, all faiths.

8

What are the "Five Pillars" of Islam?

The five pillars of Islam outline the outward acts of worship - what Muslims *do* as part of their faith:

- 1) Testimony of Faith - to bear witness that there is no god but God, and that Muhammad is the Messenger of God.
- 2) Performance of the daily five ritual prayers.
- 3) Paying the alms tax annually (which is a fixed percentage of an adult's savings).
- 4) Fasting during the month of Ramadan.
- 5) Performing the Hajj, or pilgrimage, to the Ka`bah once in a lifetime, if one is able.

9

What is the Ka`bah?

The Ka`bah is a cube-like structure located in the Grand Mosque in Makkah, Saudi Arabia. Muslims believe the Ka`bah was built by the Prophet Abraham and his son, Prophet Ishmael, on the same site where the Prophet Adam had first constructed a house of worship (Lumbard, 2008). The Ka`bah itself is not worshipped, but serves as a unified focal point for the direction of prayer. In the Greater Toronto Area, the direction Muslims face is North-East, or approximately 55° North towards East (clockwise).

10

What do Muslims believe?

Muslims believe in the absolute Oneness and Uniqueness of God; in His Angels; in His Prophets, who were human beings chosen by God; in His Books, in which revelations were brought to humankind; the Day of Judgement and accountability for one's actions; and, in the Divine decree. Belief in these tenets of faith is referred to as *Iman* in Arabic.

11

How are the five pillars of Islam and beliefs (Iman) connected?

Islam and *Iman* are connected by *Ihsan*, which means to “make beautiful or good.” In this regard, a tradition of the Prophet Muhammad states that *Ihsan* is, “to adore/ worship God as if you see Him, and if you do not see Him, He nevertheless sees you”, referring to beautifying the internal spiritual state of being (Tarsin, 2015).

12

What are the major sects in Islam?

According to a survey conducted by the Pew Research Center in 2010, there were 1.6 billion Muslims worldwide (Pew Research Center, 2015). Often thought of as an “Arab religion”, approximately 62% of the Muslim population lives in the Asia-Pacific region, whereas approximately 20% live in the Middle East-North Africa region. Based on the same survey, 0.2% of the Muslim population resides in North America.

Islam consists of two major sects – the Sunni and the Shia. Based on 2009 figures, the majority of Muslims worldwide adhere to Sunni Islam (87 – 90% of the Muslim population), while Shia Islam is a smaller community (10 – 13%) (Pew Research Center, 2015). Additional branches exist within Shia Islam, most notably the Ismailis, whose spiritual leader is Prince Shah Karim Al-Husseini Aga Khan, commonly referred to as Aga Khan (approximately 15 million followers, or less than 1%). Islamic movements also exist, such as the Ahmadiyya movement, founded in 1889 during the British rule of India, and the Nation of Islam, founded in the United States of America in 1930.

13

How long have Muslims been in Canada?

The earliest documented account of Canadian Muslims were James and Agnes Love, who immigrated from Scotland and settled in Ontario in 1854. They gave birth to the first Muslim born in the territory that was to become Canada, named ‘James’ after his father. “Their youngest son, Alexander, was born in 1868, one year after Confederation, and secured his spot in history as the first recorded Muslim born in Canada as we know it today” (Munir, 2015). According to a 2016 Environics Survey, the Muslim population of Canada is over 1 million, or just over 3 percent of the total population.

14

What is the “Muslim” experience in Canada?

Muslims have been contributing to all aspects of Canadian society since their arrival in 1854, prior to Confederation (Elghawaby & Munir, 2017). A 2016 study conducted by [Environics](#) found that a greater percentage of Canadian Muslims identify as being proud Canadians than the overall Canadian population at large. The study also found that an increasing majority of Muslims also believe that non-Muslim opinions of Islam are generally positive rather than negative.

15

Are Canadian Muslims monolithic in practice?

The diversity of the Canadian Muslim community is most evident in the Greater Toronto Area. Muslims from all over the world, including those born

in Canada, reside here. It is important to note that Muslims are not monolithic in many outward practices of Islam, similar to other faith-based communities from various parts of the world. A common recurring stereotype is constantly promoted in public discourse: “Muslims are seen as all being much the same as each other, regardless of their nationality, social class and political outlook, and regardless of whether they are observant in their beliefs and practice” (Organization for Security and Co-operation in Europe, 2011). This stereotype negates the rich diversity present amongst the Canadian Muslim community, promoting further stereotypes and misconceptions that impact how Canadians of other faiths and traditions view their fellow citizens.

16

How do we understand the diversity within a Muslim community?

The way Islam is understood and practiced differs somewhat amongst the sects and movements in the global Muslim community - including in the Canadian Muslim community. To add to the complexity of practices, differences may also exist within a sect. Similar observations can be made in other faiths like Christianity, Judaism and Hinduism, where one’s practice and approach may differ between various geographic regions.

17

How is modesty understood in Islam?

The concept of modesty is emphasized in the daily life of Muslims, and is understood as a means of enhancing human dignity. How modesty is understood generally defines the way some Muslims interact in society with respect to language, physical appearance and gender interactions, to name a few areas. Like many faiths, there is a vast diversity of practice related to modest dress and interaction. Similar practices are seen amongst traditional Christian communities, Orthodox Jews, some Indigenous communities, and others. For example, some Muslims may avoid physical contact between genders based on their understanding of modesty and faith. In particular, some men and women do not usually greet each other with a handshake or a hug unless they are immediate family. Greetings between men and women are done with a kind smile and perhaps placing the right hand over the heart as a gesture of respect and love.

18

What is Hijab?

The *hijab* is a headscarf worn by some Muslim women who have reached adulthood as defined by the onset of puberty. The hijab is a piece of cloth that covers the hair, ears and neck, exposing only the face. The Arabic word *khimar*, as mentioned in the Qur’an, is a more traditional term used to denote the hijab. A minute sub-segment of Muslim women in Canada (estimated at less than a few hundred) choose to wear the *niqab*, which is a face covering in addition to the hijab. Women who choose to cover their heads are not exclusive to Islam; some Christian, Jewish, Sikh, Hindu, and Rastafarian women also wear a form of head covering as part of their religious or cultural practices. This theme is captured in the children’s book, *Hats of Faith* by Medeia Cohan-Petrolino.

19

Do all Muslim girls/women wear the Hijab?

Female Muslim students may or may not wear the hijab, based on individual choice. Sometimes, they may wear the hijab regularly for a period of time, and then decide not to wear it. Many identity and societal factors are at play with regards to wearing the hijab - including parental pressure. In a popular Marvel comic titled, “Ms. Marvel”, one of the Muslim characters expresses her frustration when asked if her father forced her to wear the hijab, stating, “Actually, my dad wants me to take it off. He thinks it’s a phase” - an experience shared by some Canadian Muslim women (Wilson, 2014).

20

What is the ritual prayer, and what does it involve?

Salah is the Arabic term for the ritual or canonical prayers. One of the five pillars of Islam, Muslims perform the *Salah* five times a day, throughout their lives. The prayer consists of a particular sequence of actions that make up a “unit” of prayer. Each unit of prayer includes standing, bowing, prostrating, and sitting, repeated multiple times throughout the prayer, depending on the number of units per prayer (Tarsin, 2015). In the Ismaili sect, in most cases, the prayer is performed in a sitting position with occasional standing at particular times. During the *Salah*, Muslims quietly recite verses from the Qur’an and say certain Arabic supplications in a particular order. Muslims also make *du'a* (personal supplications/prayers) anytime one feels the need.

21

When do Muslims pray?

The timings for *Salah* are determined by the position of the sun in the course of the day. The following chart shows the simplified timings of the five daily prayers according to the two major sects of Islam:

SALAH	SUNNI	SHIA
<i>Fajr</i> or <i>Subh</i> (early morning prayer)	From the start of dawn until sunrise.	From the start of dawn until sunrise.
<i>Dhuhr</i> (mid-day ² prayer)	From mid-day until mid-afternoon.	Combined; from mid-day until sunset.
<i>‘Asr</i> (mid-afternoon prayer)	Mid-afternoon until sunset.	
<i>Maghrib</i> (after sunset prayer)	From sunset until it gets dark.	Combined; from sunset until midnight. If missed, it can be prayed until dawn.
<i>Isha</i> (night prayer)	From when it gets dark until dawn (some jurists prefer it to be prayed before midnight ³).	

A range of time is available in which the daily prayers can be performed; however, it is encouraged to pray closer to the beginning of the time than to be delayed. Muslims often use a daily worship timetable based on astronomical calculations, which is easily accessible online (i.e. [Islamic Finder](#)) or through various mobile apps (i.e. [Google’s Qibla Finder](#), [alQibla](#)).

² Note: Mid-day is defined as the time “immediately after the sun has passed its meridian” (Du Pasquier 81).

³ Note: Midnight is defined as the midpoint between sunset and dawn.

22

What is the Friday Prayer?

Similar to the other faith traditions where a spiritual leader provides a sermon and prayer, the Friday prayer takes place at the same time as the mid-day prayer every Friday (hence, the term “Friday prayer”), and includes a *khutbah* (Arabic for sermon) delivered by the *Imam* (prayer leader) to the congregation prior to the prayer. The *khutbah* consists of lessons to draw one closer to God, to encourage Muslims to reinvigorate their love and practice of Islam in their daily lives, and to encourage one to do acts of goodness in society.

23

How are congregational prayers setup with respect to gender?

Muslims try to emulate what the Prophet Muhammad did during his time. The setup of the prayer is a reflection of this, where men stood in the front rows and women stood in the back rows, and this format is common amongst the majority of Muslims around the world today. In most cases in Canada, the women’s section is located on a floor above the men’s section. In other mosques, the prayer setup may be organized with men and women praying side by side, separated by a space in between, such as in the Ismaili community.

Gender separation was and is a way for men and women to feel comfortable in their own space and not feel self-conscious about certain movements required for prayer. It is significant to note that male and female scholars of Islam never considered where women and men perform their prayer in terms of gender superiority/inferiority, and as such, it should not be perceived in this manner. Scholars of Islam focused on gender equality and distinctiveness and did not attempt to view prayer arrangements as a statement of women’s value in relation to men.

24

What is Ramadan?

Fasting is an act of worship common across many faiths and traditions. In Islam, fasting can be optional or an obligation upon Muslims, depending on the time of year. The obligatory fast (*Sawm* in Arabic) takes place daily during the month of Ramadan, the ninth month of the Islamic lunar calendar. Many Muslims typically commence fasting after the onset of puberty during the daylight hours, refraining from eating, drinking, and marital relations from dawn (i.e. the first appearance of light on the horizon) to sunset. Younger children may choose to fast alongside their families if they wish and some may fast ‘half days’ or between meals as a way to feel a part of the broader community.

Fasting during this month is an opportunity for Muslims to focus on their spiritual state, exerting themselves to develop discipline in oneself and increased inner and outer consciousness of God. One of the ways these are achieved is through self-purification; that is, improving qualities of good character, increasing in acts of worship and getting involved in charitable acts and giving. The experience also allows one to become more sympathetic to those in need and to develop empathy for those who may not have the luxury of knowing from where their next meal is coming or if they can even access clean drinking water. Fasting is

also an intensely personal form of worship since, unless one is with the person all day, no one would necessarily know that the person was fasting.

Since Muslims follow the lunar calendar, the month of Ramadan begins approximately 11 days earlier every year in relation to the Gregorian/solar calendar. As the month moves forward annually, “it moves through all the seasons in every geographic region of the earth, which has the effect of dividing fairly the rigours of the fast between the Muslim populations living north and south of the equator” (Du Pasquier, 84).

Unique to the month of Ramadan are late night prayers in which, often, the entire Qur’an is recited for the duration of the month. The length of the night prayers in congregation ranges from 20 minutes to approximately 90 minutes. Muslim students attending the prayers are advised to organize their time more wisely to ensure academic responsibilities are met.

25

Why do Muslims perform the Hajj?

The Hajj refers to the pilgrimage one makes to the Ka`bah located in the Grand Mosque⁴ in Makkah, Saudi Arabia. The Hajj is the fifth “pillar” of Islam, an act of worship that one is encouraged to perform at least once in their lifetime, if one is physically and financially able to do so. The Hajj takes place during Dhu al-Hijjah (or Dhul Hijjah, translated as the Month of Hajj), the 12th lunar month of the Islamic calendar, and the various rites it includes takes several days to complete. According to the Islamic worldview, “the rites of the Hajj commemorate the trials and sacrifices of Prophet Abraham, his wife Hajar, and their son, Prophet Ishmael” (Shaikh, 25), and was re-established by the Prophet Muhammad over fourteen centuries ago. The rites of the Hajj have been performed by pilgrims in the same manner as prescribed by the Prophet Muhammad. Many Muslims who embark on the Hajj also try to visit the Grand Mosque in Madinah known as The Prophet Muhammad’s Mosque.⁵

26

What makes food Halal?

The Qur’an requires Muslims to eat food that is halal and pure. The Arabic term *Halal* generally means “lawful”. Two aspects of food need to be looked at: Halal meat, and food that is Halal (i.e. cheese containing no animal-derived rennet).

Halal meat follows the same slaughtering process as Kosher meat; that is, a healthy animal is alive prior to its slaughter, and a prayer is made before cutting the animal. Once cut, the blood must drain from an animal before one can use it for consumption. Food and drinks that are Halal means that no form of non-

⁴Note: The Grand Mosque in Makkah, Saudi Arabia, is one of three holy sanctuaries in Islam; the other two being the Prophet Muhammad’s Mosque in Madinah, and the al-Aqsa Mosque in Jerusalem (Tarsin, 2015).

⁵For resource materials on the Hajj, see sections 3.0 and 4.0 in the Guidebook. For quick reference, an excellent website on the Hajj is PBS: [Sacred Journeys](#)

-Halal meat (in particular, derived from pigs)⁶ or any kind of intoxicating substances (i.e. alcohol) are present in the ingredients. In essence, it is believed “that your body has rights over you”, and the consumption of wholesome food and the leading of a healthy lifestyle are seen as religious obligations” (Winter & Williams, 2002).

27

What are some common Islamic festivals and observances?

Two main festivals are celebrated by Muslims: *Eid al-Fitr*, the festival of the breaking of the fast, marking the end of the lunar month of Ramadan, and *Eid al-Adha*, the festival that commemorates the completion of the Hajj and celebrates the story of the Abrahamic sacrifices, as mentioned in the Bible and Qur’an. The celebrations include an additional congregational prayer in the morning, followed by gatherings of family and friends, celebrated in any way one wishes. The manner in which Eid is celebrated can also be a reflection of some cultural practices of the country where people reside. It is important to note that both Eids are celebrated based on the sighting of the new moon. Since the lunar calendar is approximately 11 days shorter than the Gregorian/solar calendar, the Eid days occur earlier each year.

Related to Eid al-Adha is the Day of ‘Arafah (also known as the Day of Atonement), which takes place on the 9th day of Dhu al-Hijjah, the day before this Eid festival. Muslims who are not participating in the pilgrimage may spend the Day of ‘Arafah by fasting, performing additional acts of worship, and reciting personal supplications as a way of partaking in spiritual self-purification in solidarity with those performing the Hajj (Lumbard, 2008).

Another major observance amongst the Sunni and Shia is the *Ashura* of Muharram, although the observances differ in meaning amongst the sects. Ashura means the 10th day of the lunar month of *Muharram* (the first month of 12 lunar months). On Ashura, Sunni Muslims are encouraged to fast as an act of gratitude to God, as they believe Moses and his people were saved from Pharaoh and his army on this day. This is similar to the day of Passover in the Jewish tradition. The Shia Muslims observe this day in a state of sadness, as it is when Imam Hussain, the grandson of the Prophet Muhammad, was killed. Shia Muslims spend this day in prayer and remembrance. Some Sunnis also observe this day in a solemn manner, similar to how Remembrance Day is commemorated. Additional festivals may take place amongst Muslim communities, based on traditional and cultural practices. For example, Ismaili Muslims may observe Khushali, which celebrates the Imam (religious leadership) of the Aga Khan.

⁶ Note: If meat derivatives, such as mono- and diglycerides, are derived from a Halal or Kosher source, then that food is generally acceptable for consumption.

28

What social duties does Islam encourage?

Similar to other faiths and traditions, Islam places great emphasis on family, neighbours, and community. Muslims are required to treat their families with love, respect, graciousness and forgiveness. Parents and the elderly are to be honoured and taken care of in times of need.⁷ Neighbours are to be respected and looked after, ensuring that none goes hungry while the other has enough food. Muslims are to forgive those who offended or wronged them, comfort the brokenhearted, treat the weak and the needy with gentleness, fulfill the needs of those in hardship, and continue to contribute positively in all aspects of society with excellence.

⁷ Note: Pensions for the elderly were established in the Muslim world shortly after the death of the Prophet Muhammad, peace be upon him.


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2.0




**MORNING
ANNOUNCEMENTS**



The following list of over 25 daily morning announcements, organized by grade level (Elementary, Middle, and Secondary) are based on the 10 IHM key themes listed in the User Guide section. Each announcement can be read in one minute or less.

The references for the morning announcements are included as endnotes. This format allows for announcements to be read aloud, preventing unintended errors and/or confusion from in-text citations.

The end of this section also includes special celebratory announcements that can be read at the beginning of Ramadan, and the days preceding Eid-al-Fitr and Eid-al-Adha. Sharing morning announcements with students and staff is an easy way to celebrate the month and promote cultural understanding.



1

A Muslim person is somebody who follows the religion of Islam. Muslim people live in many different countries around the world. They also speak many different languages. But, whenever one Muslim person greets another Muslim, they say “**As-salamu alaykum**”. This is an Arabic phrase that means “Peace be upon you”.



2

Did you know some **current music artists** are also Muslim? The list includes Lupe Fiasco, Mos Def, T-Pain, Busta Rhymes, Akon, Cat Stevens, Yuna and Zayn Malik. Can you think of some other Muslim musicians?



3

Tim Hortons, or Starbucks? Do you like to start your day, like millions of humans around the globe, with a cup of coffee? The word **coffee** has its roots in different languages, including Arabic. For example, “qahwah” was a popular drink made by the Arab people of Yemen around the 10th century. Coffee was discovered and used by Muslims, as an aid to stay up at night to pray. Through trade, Europeans were introduced to coffee and started using it around the 16th century.¹



4

You may have already heard about the the famous explorer Marco Polo, but did you know that **Ibn Battuta**, another famous explorer from the Arab world, actually travelled longer distances than Marco? He left his home at the age of 21 to perform the Hajj pilgrimage in Mecca and didn’t return for 30 years! His travels, which he wrote about, took him all over the world: from the Middle East to South Asia, all the way to China - and this was all done before cars and planes!²



5

The **first mosque** in Canada was built in Edmonton, Alberta in 1938, and is now seen as a historical building. The mosque has been replaced by a new one, which currently serves a Muslim community of 60,000.³



6

Malcolm X, also known as El-Hajj al-Malik el-Shabaaz, was an African-American Muslim who was one of the greatest champions for American civil rights in the 1960s. He encouraged Black Americans to be proud of who they are.



7

Did you know that you can visit a mosque in Canada? Currently, every province and territory has a notable Muslim community, with the largest existing in Toronto, with over 250,000 Muslims residing in the city and over 20 mosques! Many mosques participate in the **Doors Open** event, inviting the public to visit their community's place of worship, and learn more about Islam in general. Even though these events are scheduled, visits are welcome any time of year.



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Nazem Kadri is a Canadian professional ice hockey player. Currently, he plays centre for the Toronto Maple Leafs of the National Hockey League. He is the third Muslim to ever play in the NHL.



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Many of you have heard of the schoolgirl, **Malala Yousafzai**. From the young age of 11, she was involved in the struggle for girls' education in Northern Pakistan. This brave young girl survived an attack by those who didn't support education of girls. Malala used this difficult experience to champion education rights for all girls around the world. She won the Nobel Peace Prize in 2014 at the age of 17. She is now the youngest Nobel Prize laureate, and has been named one of Time magazine's "100 Most Influential People in the World" - for three years in a row (2013, 2014 and 2015).⁴



10

Timbuktu is not a make-believe place. It is a city located in the West African country of Mali, and is home to one of the world's oldest universities, established in the 13th century! This centre of Islamic learning educated about 25 000 students! Institutions like this encourage their students to pursue knowledge without limits. Students were told to "travel to seek knowledge even if it is in China", which in those days was pretty far from the Muslim world.⁵



11

"Float like a butterfly, sting like a bee," famous words of the world famous heavyweight boxing champion and Olympic champion - Muhammad Ali. He was born Cassius Clay, and converted to Islam in 1965. **Muhammad Ali** opposed the United States' war in Vietnam. He opposed the war and the killing of innocent people, and for these beliefs he was stripped of his titles and lost millions of dollars and his reputation. However, after this setback, he eventually regained the title stripped from him.



12

Did you know that Muslims lived in Canada even before **Confederation**, in 1867? The first Muslims recorded were immigrants, but not from a traditionally Muslim country. Agnes and James Love were of Scottish origin. James Jr., born in 1854, was the first Muslim born in Ontario. John and Martha Simon, another Muslim couple, migrated to Canada from the United States around 1871. The first Canadian Census in 1871 recorded the presence of 13 Muslims.



13

The concept of gardens in cities came from Muslim architects and designers who had made it central to city design. The **Alhambra**, a palace in Granada, Spain, is a great example of how architectural beauty and water irrigation systems were brought into cities. We enjoy gardens in most cities today.



14

Muslims fast for 30 days every year in the month of Ramadan. It is one of the five pillars of Islam. Muslims don't eat or drink from sunrise to sunset to experience what it feels like to be poor and hungry, and to focus on self-control in order to be a better person. Once the month is over Muslims celebrate with family and friends for up to three days. This celebration is called **Eid-al-Fitr**.



15

Did you know that there are over **1 billion Muslims** in the world? This means that at least one in every six people in the world is a Muslim person. Although Muslims speak all different languages, the language of the Qur'an is Arabic and the daily prayers are offered in Arabic.



16

Did you know that our green thumb has roots in Islamic culture from India to Spain? In the early 8th century, the art of planting ornate **gardens** with flowers such as irises, carnations and tulips spread to Europe and beyond.



17

Did you know that **Ibtihaj Muhammad** was the first American Olympian to compete in an event wearing hijab, a scarf covering her hair? She won a bronze medal in fencing in the 2016 Rio de Janeiro Olympics.



18

The Aga Khan Museum in Toronto is a great architectural addition to the Toronto art scene. It holds stunning Islamic artifacts from around the world. The Aga Khan, leader of 15 million Ismaili Muslims worldwide, became an honorary Canadian citizen in 2009. The Aga Khan is involved in humanitarian and development projects in Asia and Africa.



19

Do you think that books are a precious part of our day-to-day life? Well, **Alia Muhammad Baker**, a librarian in Basra, Iraq sure thought so. During the American war in Iraq in the 1990s, Alia was scared that precious library books would be destroyed if the library was attacked. So, she moved thousands of books and hid them in people's homes. Sadly, her instincts were right and the library was destroyed. However, this brave librarian showed the world that the love of literature and the respect for knowledge has no bounds.⁶



20

Muslims live in many parts of the world, including countries such as Argentina, Canada, Ethiopia, China, Russia and the U.S.A.



21

In 1492, the King of Spain issued a decree banning all Jews from Spain. The **Ottomans**, who were Muslims, sent their navy to Spain to rescue many Jews from being persecuted in Spain.



22

One of the most interesting and influential explorers of all time was a Muslim from China whose name was **Zheng He**. Zheng He became one of China's greatest admirals, explorers, and diplomats. Back in 1433, he commanded thousands of ships, and is credited with being the first to sail from China to Africa and then on to Europe. There are many cities and buildings in South-East Asia named after this great explorer.⁷



23

It is estimated that at least 89,000 Muslim soldiers died fighting for the **British Army** during World War I. These soldiers are also part of the honoured dead that we remember on November 11th.⁸



24

During WW1, in addition to Indian Muslims that fought for the British, there were also 280,000 soldiers that fought for the other Allied forces. Many of these WW1 soldiers were from Algeria and Tunisia and fought for France.⁹



25

Remembrance Day is around the corner. India sent 1.3 million soldiers to fight for the British Empire and part of the Allied Forces during World War 1. Out of 1.3 million Indian soldiers, 400,000 were Muslims.¹⁰



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13

Beauty has always been an integral part of Islamic culture. Because of this, developments in the visual arts such as architecture, calligraphy, painting, textiles and metalwork, have always been very important and encouraged in Islamic culture. The **Alhambra Mosque** from the era of Muslim Spain is one of the most exquisite examples of Muslim architecture. It is one of Spain's most visited tourist attractions.



14

Although Muslims are often associated with the Arab world, more than 85% of Muslims are **non-Arab**. From the eastern provinces of China to the western coast of Africa in Senegal, to the European country of Albania, Muslims live among virtually all ethnic groups, nationalities, and countries. The largest populations of Muslims are in Indonesia and India.



15

Muslim women have had the **right to vote** since the beginning of Islam in the 7th century. Female politicians have been heads of state and well represented in government and political positions in many Muslim-majority countries. In fact, several Islamic countries have also had female heads of state, including Pakistan, Indonesia, Bangladesh and Turkey.



16

Do you know who won UK's most prestigious architectural prize in both 2010, and 2011? It was a Muslim woman! Her name is **Zaha Hadid**, she was born in Iraq and is one of the most famous architects of the United Kingdom. She is the founder of the Zaha Hadid Architects British International Company, and has designed projects such as an opera house in China, a cultural center in Azerbaijan, and the London Aquatics Centre for the Olympics.



17

In 872 in Cairo, Egypt, the **Ahmad ibn Tulun Hospital** was created and equipped with an elaborate building and a range of functions. Like other Islamic hospitals that soon followed, Tulun Hospital was open to both men and women of all ages, religions and economic status. Tulun is also the earliest hospital to give care to the mentally ill.⁵



18

Did you know that while the Chinese invented **paper** sometime before the 2nd century BCE, Muslims were the first to mass-produce paper on an intercontinental scale, developing a culture dependent on its abundance? As the price of paper dropped, literacy rose and booksellers and libraries became integral parts of many Islamic cities.⁶



19

Fatima al-Fihri, in the year 859 C.E., was a wealthy Muslim woman who donated her money to found the world's oldest library and university in Fez, Morocco. Al-Qarawiyyin University is still in use today, and houses 4000 manuscripts and a 9th century Qur'an.⁷



20

Believe it or not, many of the modern instruments surgeons use today are of exactly the same design as those invented in the 10th century by a Muslim surgeon named **al-Zahrawi** from Spain.⁸



21

Women were active members of the military since the early days of Islam in the 7th century. Women such as **Khawlah bin Azwar**, **Nusaybah** and **Sumayyah** fought alongside men in important battles.⁹



22

The House of Wisdom in **Baghdad**, was a major intellectual learning centre from the 9th to 13th century. Scholars and thinkers from every religion would gather to study and translate into Arabic, books from vast disciplines of philosophy, math, science and literature. By the mid 9th century the House of Wisdom had the largest selection of books in the world.¹⁰



23

Do you know what **Besa** is? It is a Muslim Albanian cultural concept which means "faith", "hospitable", or "word of honour". During World War II, Albanians saved over 2000 Jews from Nazi persecution. Rather than hiding the Jewish people in attics or the woods, like in France, the Netherlands and other European countries, Albanians gave them clothes, Albanian names, and treated them as part of the family so they could live in the open during World War II. This concept of besa is an important part of Albanian culture.¹¹



24

Noor-un-Nisa Inayat Khan was World War II hero and was awarded the George Cross, the highest civilian decoration in the United Kingdom. She was a Special Agent for the Allied forces during the Second World War, and became the first female radio operator to be sent from Britain into German occupied France to aid the French Resistance. Although all of the other operators were captured by the Nazis, Noor Inayat Khan refused to return to the United Kingdom, and continued to transmit messages even though she was the most wanted British agent in Paris. However, she was captured and sent to Dachau Concentration Camp where she, along with three other agents, were executed. Her life story is the subject of the film *Enemy of the Reich: the Noor Inayat Khan Story*.¹²



25

During World War II, the **Paris Mosque** played an important part in the French Resistance against the Nazis in France. Si Kaddour Benghabrit, the founder and rector of the Mosque, along with some of his congregants, helped many Jews escape the Holocaust by hiding them in the underground caverns of the Mosque, and by providing them with fake certificates of Muslim identity. This has been characterized as the “forgotten resistance” but there are many who have shared stories of their families who were saved by Mr. Benghabrit and his community.¹³



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ENDNOTES

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Did you know that Muslims lived in Canada even before **Confederation**, in 1867? The first Muslims recorded were immigrants, but not from a traditional Muslim country. Agnes and James Love were of Scottish origin. James Jr., born in 1854, was the first Muslim born in Ontario. John and Martha Simon, another Muslim couple, migrated to Canada from the United States around 1871.



2

A Muslim person is somebody who follows the religion of Islam. Muslim people live in many different countries around the world. They also speak many different languages. But, whenever one Muslim person greets another Muslim, they say “**As-salamu alaykum**”. This is an Arabic phrase that means “Peace be upon you”.



3

Tim Hortons, or Starbucks? Do you like to start your day, like millions of humans around the globe, with a cup of coffee? The word **coffee** has its roots in different languages, including Arabic. For example, “qahwah” was a popular drink made by the Arab people of Yemen around the 10th century. Coffee was discovered and used by Muslims, as an aid to stay up at night to pray. Through trade, Europe was introduced to coffee and started using it around the 16th century.¹



4

You may have already heard about the famous explorer Marco Polo, but did you know that **Ibn Battuta**, another famous explorer from the Arab world, that actually travelled longer distances than Marco? He left his home at the age of 21 to perform the Hajj pilgrimage in Mecca and didn't return for 30 years! His travels, which he wrote about, took him all over the world: from the Middle East to South Asia, all the way to China - and this was all done before cars and planes!²



5

The **first mosque** in Canada was built in Edmonton, Alberta in 1938, and is now seen as a historical building, which currently serves a Muslim community of 60,000.³



6

Nazem Kadri is a Canadian professional ice hockey player. Currently, he plays centre for the Toronto Maple Leafs of the National Hockey League. He is the third Muslim to ever play in the NHL.



7

Many of you have heard of the schoolgirl, **Malala Yousafzai**. From the young age of 11, she was involved in the struggle for girls' education in Northern Pakistan. This brave young girl survived an attack by those who didn't support education of girls. Malala used this difficult experience to champion education rights for all girls around the world. She won the Nobel Peace Prize in 2014 at the age of 17. She is now the youngest Nobel Prize laureate, and has been named one of Time Magazines's "100 Most Influential People in the World" - for three years in a row (2013, 2014 and 2015).⁴



8

Did you know that you can visit a mosque in Canada? Currently, every province and territory has a notable Muslim community, with the largest existing in Toronto, with over 250,000 Muslims residing in the city and over 20 mosques! Many mosques participate in the **Doors Open** event, inviting the public to visit their community's place of worship and learn more about Islam in general. Even though these events are scheduled, visits are welcome any time of year.



9

You may enjoy the poems of the famous Muslim poet and scholar **Rumi**. Rumi was from Iran and born over 800 years ago. Did you know that Rumi is the most read poet in North America? One of his famous quotes is, "Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself."



10

Timbuktu is not a make-believe place. It is a city located in the West African country of Mali, and is home to one of the world's oldest universities, established in the 13th century! This centre of Islamic learning educated about 25 000 students! Institutions like this encourage their students to pursue knowledge without limits. Students were told to "travel to seek knowledge even if it is in China", which in those days, without cars and planes, was pretty far from the Muslim world.⁵



11

For those of you who have their head in the stars, you may be interested in this famous Muslim, **Ibn al-Haytham** (Alhazen) - this brilliant man formulated the scientific method, and has been referred to as "the world's first true scientist." He is also often regarded as the first theoretical physicist. Additionally, he developed what is called celestial mechanics, which lead to the eventual work of Europeans such as Copernicus, Galileo, Kepler and Newton.⁶



12

“Float like a butterfly, sting like a bee,” are famous words of the world famous heavyweight boxing champion and Olympic champion - Muhammad Ali. He was born Cassius Clay, and converted to Islam in 1965. **Muhammad Ali** opposed the United States’ war in Vietnam. He opposed the war and the killing of innocent people, and for these beliefs he was stripped of his titles and lost millions of dollars, and his reputation. However, after this setback, he eventually regained the title stripped from him. He passed away in July 2016, and his burial was attended by thousands of people of all different faiths, ages and backgrounds. At his funeral, his wife Lonnie said, “Muhammad was compelled by his faith to use his name and his authority to support victims of poverty and strife.”



13

Did you know that our green thumb has roots in Islamic culture from India to Spain? In the early 8th century, the art of planting ornate **gardens** with flowers such as irises, carnations and tulips spread to Europe and beyond.



14

According to the Ontario Human Rights Commission’s *Policy on Preventing Discrimination Based on Creed*, “**Islamophobia** includes racism, stereotypes, prejudice, fear or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a greater security threat on an institutional, systemic and societal level”.



15

Muslim women have had the **right to vote** since the beginning of Islam in the 7th century. Female politicians have been heads of state, and well represented in government and political positions in many Muslim-majority countries. In fact, several Islamic countries have also had female heads of state, including Pakistan, Indonesia, Bangladesh and Turkey.



16

Do you know who won UK’s most prestigious architectural prize in both 2010, and 2011? It was a Muslim woman! Her name is **Zaha Hadid**, she was born in Iraq and is one of the most famous architects of the United Kingdom. She is the founder of the Zaha Hadid Architects British International Company and has designed projects such as an opera house in China, cultural centre in Azerbaijan and the London Aquatics Centre for the Olympics.



17

Did you know that the concept of a **university** degree comes from Fez, Morocco? Two Muslim women, Fatima and Miriam al-Firhi, created the world's first university, Al-Qarawiyyin in Fez, Morocco, in 859 CE. For several years, students were schooled here in a variety of subjects. At the end of their education, teachers evaluated students and awarded degrees based on satisfactory performances. This concept of awarding degrees would spread from Morocco to Spain, and later to the Universities of Bologna in Italy, and Oxford in England.



18

The Aga Khan Museum in Toronto is a great architectural addition to the Toronto art scene. It holds stunning Islamic artifacts from around the world. The Aga Khan, leader of 15 million Ismaili Muslims worldwide, became an honorary Canadian citizen in 2009. The Aga Khan is involved in humanitarian and development projects in Asia and Africa.



19

Ibn Khaldun is an important Muslim thinker and philosopher in history. He is recognized as one of the greatest historians, and the founder of sociological sciences in the 14th and 15th centuries. Khaldun created one of the earliest nonreligious philosophies. He also paved the way for our expectations of modern-day presidents and prime ministers by creating a framework for evaluating “effective rulers”.⁷



20

Did you know that many things you use today have come from Islamic civilizations or Muslim **inventors**? Just a few examples include the discovery of citric acid, arabesque architecture, the vertical-axle windmill, teaching hospitals, marching bands, the guitar, the lute, the water pipe (hookah or shisha), early attempts at gliding, algebra, the pinhole camera, the laws of refraction, coffee, and so much more!



21

Aasif Mandvi, Aziz Ansari, Dave Chapelle, Hasan Minhaj, Dean Obeidallah and Maysoon Zayid are some of the **funniest American Muslims** who are combatting ignorance with laughter. Mandvi's and Minhaj's work with The Daily Show have given them a space to explore their identities as Indian-American Muslims. Ansari's iconic performance as Tom Haverford on the comedy show, Parks and Recreation, has quite aptly solidified him as a household name.



22

So for all you chemistry buffs out there - you can thank the founder of modern-day chemistry, **Jabir Ibn Hayyan**. He transformed alchemy into chemistry through distillation, or separating liquids through differences in their boiling points. In addition to developing the processes of crystallization, evaporation and filtration, he also discovered sulphuric and nitric acids.



23

Did you ever wonder where the term “Chair” (meaning the head) comes from when talking about colleges or universities? In the Islamic tradition, the teacher would sit on a CHAIR and the students would sit on the ground. This act of having the teacher on a CHAIR, and the students in a lower position, is a way of honouring those who possess and transmit knowledge.



24

Noor-un-Nisa Inayat Khan was a World War II hero, and was awarded the George Cross, the highest civilian decoration in the United Kingdom. She was a Special Agent for the Allied forces during the Second World War, and became the first female radio operator to be sent from Britain into German occupied France to aid the French Resistance. Although all of the other operators were captured by the Nazis, Noor Inayat Khan refused to return to the United Kingdom and continued to transmit messages even though she was the most wanted British Agent in Paris. However, she was captured and sent to Dachau Concentration Camp where she, along with three other agents, was executed. Her life story is the subject of the film *Enemy of the Reich: the Noor Inayat Khan Story*.



25

During World War II, the **Paris Mosque** played an important part in the French Resistance against the Nazis in France. Si Kaddour Benghabrit, the founder and rector of the Mosque, along with some of his congregants helped many Jews escape the Holocaust by hiding them in the underground caverns of the Mosque, and by providing them with fake certificates of Muslim identity. This has been characterized as the “forgotten resistance” but there are many who have shared stories of their families who were saved by Mr. Benghabrit and his community.



26

With **Remembrance Day** memorials just weeks away, did you know that during World War 1 there were 400,000 Muslims, among the 1.3 million soldiers of the Indian Army that fought for the British Allied forces during the Great War? There were also 280,000 Muslim soldiers that were part of the French colonial troops from North Africa. These soldiers are also part of the honoured dead that we remember on November 11th.⁸



27

Do you know what **Besa** is? It is a Muslim Albanian cultural concept, which means “faith”, “hospitable”, or “word of honor”. During World War II, Albanians saved over 2000 Jews from Nazi persecution. Rather than hiding the Jewish people in attics or the woods, like in France, the Netherlands and other European countries, Albanians gave them clothes, Albanian names, and treated them as part of the family so they could live in the open during World War II. This concept of besa is an important part of Albanian culture.⁹



28

The Muslim man known in the West as Abulcasis (Al-Zahrawi) wrote a medical encyclopedia which included a section titled “**On Surgery**”. In his writings he illustrated over two hundred different surgical tools which laid the foundations for surgery in Europe.



ENDNOTES

- ¹ McHugo, John. “Coffee and qahwa: How a drink for Arab mystics went global.” *BBC News*. BBC, 18 Apr. 2013. Web. <<http://www.bbc.com/news/magazine-22190802>>.
- ² Hrbec, Ivan. “Ibn Battutah.” *Encyclopædia Britannica*. Encyclopædia Britannica, inc., n.d. Web. <<https://www.britannica.com/biography/Ibn-Battutah>>.
- ³ “History.” *Al Rashid Mosque*. N.p. Web. <<http://alrashidmosque.ca/history/>>.
- ⁴ The Malala Fund. *Malala's Story* | Malala Fund. N.p. Web. <<https://www.malala.org/malalas-story>>.
- ⁵ Rainier, Chris. “Reclaiming the Ancient Manuscripts of Timbuktu”. *National Geographic*. National Geographic Society, 27 May 2003. Web. <http://news.nationalgeographic.com/news/2003/05/0522_030527_timbuktu.html>.
- ⁶ “Who was Ibn al-Haytham.” *Ibn Al-Haytham*. UNESCO, n.d. Web. <<http://www.ibnalhaytham.com/discover/who-was-ibn-al-haytham/>>.
- ⁷ Hozien, Muhammad. “Ibn Khaldun: His Life and Works.” *Ibn Khaldun: His Life and Works* | *Muslim Heritage*. Foundation for Science Technology & Civilization, n.d. Web. <<http://muslimheritage.com/article/ibn-khaldun-his-life-and-works>>.
- ⁸ Atkinson, Mary. “Britain’s forgotten army of Muslims fighting in WWI.” *Middle East Eye*. N.p., 13 Mar. 2016. Web. <<http://www.middleeasteye.net/news/muslim-soldiers-world-war-i-allies-533439783>>.
- ⁹ “The Muslims Who Saved The Jews.” *NPR*. NPR, 30 Aug. 2009. Web. <<http://www.npr.org/templates/story/story.php?storyId=112384539>>.





SPECIAL CELEBRATORY ANNOUNCEMENTS

1

Muslims fast for 29 to 30 days every year in the month of **Ramadan**. Fasting is one of the five pillars of Islam. Muslims don't eat or drink from sunrise to sunset to experience what it feels like to be poor and hungry, and to focus on self-control in order to be a better person. Once the month is over, Muslims celebrate Eid al-Fitr, the festival of breaking the fast, with family and friends, wearing fancy clothes and sharing gifts, for up to three days.



2

Eid-al-Fitr marks the end of the month of fasting in Ramadan. This festival is three days long and begins with Muslims gathering for prayer at mosques the morning of the first day. It is a celebration with lots of food, gifts, new clothes, and visits with family and friends. If you want to give someone Eid greetings, you can say 'Eid Mubarak'!



3

Eid-al-Adha means the 'festival of sacrifice' and celebrates the story of Prophet Abraham and his obedience to God. It also marks the end of Hajj, the pilgrimage to the holy city of Makkah. They celebrate by feasting on meat and sharing it with their neighbours and the poor. During the four days of this festival, there are special prayers at the mosque, presents, family parties, and new clothes. If you want to give someone Eid greetings, you can say "Eid Mubarak"!



1

Muslims fast for 29 to 30 days every year in the month of **Ramadan**. Fasting is one of the five pillars of Islam. Muslims don't eat or drink from sunrise to sunset to experience what it feels like to be poor and hungry, and to focus on self-control in order to be a better people. Once the month is over, Muslims celebrate Eid al-Fitr, the festival of breaking the fast, with family and friends, wearing fancy clothes and sharing gifts, for up to three days.



2

Eid-al-Fitr, or the 'Festival of the Breaking of the Fast', marks the end of the month of fasting in Ramadan. This festival is three days long, and begins with Muslims gathering for prayer at mosques the morning of the first day. It is a celebration with lots of food, gifts, new clothes and visits with family and friends. If you want to give someone Eid greetings, you can say "Eid Mubarak"!



3

Eid-al-Adha means the 'festival of sacrifice', and celebrates the story of prophet Abraham's willingness to give what he valued most to God, as a demonstration of his faith. A similar story of Abraham's submission to God is told in the Bible and Torah. Muslims celebrate by feasting on meat, and sharing it with their neighbours and the poor. Eid-al-Adha also marks the end of Hajj. During Hajj the uniformity of dress, regardless of social status or culture, is a reminder of the importance of equality as pilgrims perform the pilgrimage to the holy city of Makkah. During the four days of this festival there are special prayers at the mosque, presents, family parties and new clothes. If you want to give someone Eid greetings, you can say "Eid Mubarak"!



1

Ramadan Mubarak! Muslims fast for 29-30 days every year in the month of **Ramadan**. Fasting is one of the five pillars of Islam or part of the framework of Muslim life. Muslims don't eat or drink from sunrise to sunset to experience what it feels like to be poor and hungry, and to focus on self-control in order to be a better people. Each evening, Muslims break their fast with a communal dinner called an iftar. During Ramadan, Muslims make every effort to recite the Quran, as well as perform extra prayers, engage in charity, and perform good deeds in order to reach a higher level of spirituality. Once the month is over, Muslims celebrate Eid al-Fitr, the festival of breaking the fast, with family and friends, wearing fancy clothes and sharing gifts, for up to three days.



2

Eid-al-Fitr, or the 'Festival of the Breaking of the Fast', marks the end of the month of fasting, Ramadan. This festival is three days long and begins with Muslims gathering for prayer at mosques the morning of the first day. It is a celebration with lots of food, gifts, new clothes, charity and visits with family and friends. As Muslims use a lunar calendar, the date of that day is determined by the sighting of the new moon the night before (or by astronomical calculation). If you want to give someone Eid greetings, you can say 'Eid Mubarak'!



3

Eid-al-Adha means the 'Festival of Sacrifice', and remembers the Prophet Abraham's obedience to God when he was told to sacrifice his son Ishmael, in a test of his faith. Having proved the strength of his belief, Abraham was instead allowed to sacrifice a ram. A similar story of Abraham's sacrifice is also recounted in the Torah and the Bible. Today, Muslims around the world slaughter goats, cows or lambs to honour this event. The meat is shared among family, friends, neighbours and the poor and the meat is served at a feast to mark the occasion. In addition, Eid-al-Adha marks the end of the Hajj. During the Hajj uniformity found in the clothing of the pilgrims strips the social status, cultural differences, wealth and pride of the pilgrims so that Muslims remember the importance of equality as they perform this pilgrimage with others from around the globe in the holy city of Makkah. During the four days of Eid, there are special prayers at the mosque, presents, and new clothes. If you want to give someone Eid greetings, you can say "Eid Mubarak".



3.0



**BOOKS AND
PUBLICATIONS**

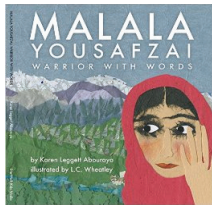


The books included in this section have been categorized according to school levels (elementary, middle, & secondary) and alphabetized by author's last name. The elementary level books have been further identified by grade, where applicable. The secondary level books have been organized by fiction and nonfiction.

Books that have additional resources (i.e., study guide, film, website, etc.) are noted. The IHM thematic icons can be used to quickly identify a book that is relevant or compliments a specific lesson throughout the school year.

Although many of these titles are available for use through the TDSB Professional Library at the [Tippett Centre](#), these books are excellent suggestions for school libraries to order to enhance existing collections. A selection of these books can also be included in an IHM display.





Malala Yousafzai, Warrior with Words

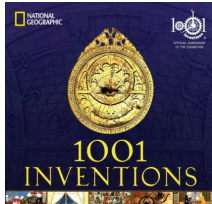
2014

Abouraya, K.

The inspiring, true story of Nobel Peace Prize winner Malala Yousafzai, a young Pakistani girl who stands up and speaks out for every child's right to education. (Google Books)



GRADE 3 - 7



1001 Inventions: Enduring Legacy of Muslim Civilization

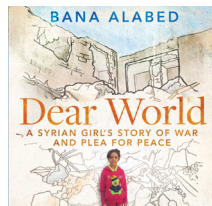
2012

Al-Hassani, S.T.S.

1001 Inventions: The Enduring Legacy of Muslim Civilization takes readers on a journey through years of forgotten Islamic history to discover one thousand fascinating scientific and technological inventions still being used throughout the world today. (Google Books)



GRADE 3 - 7



Dear World: A Syrian Girl's Story of War and Plea for Peace

2017

Alabed, B.

In Bana's own words, and featuring short, affecting chapters by her mother, Fatemah, *Dear World* is not just a gripping account of a family endangered by war; it offers a uniquely intimate, child's perspective on one of the biggest humanitarian crises ... (Amazon)



GRADE 4 - 7



The 99 (Comic Series)

2015

Al-Mutawa, N.

Enter the 99. Drawing on the strong-men and -women archetypes in the Marvel and DC universes, and now in their 10th year, Al-Mutawa's comic books have their own fleet of superheroes: an all-Islamic cast gifted with special powers embodying the 99 attributes of God ... (The Independent)



GRADE 4 - 6



The Case of the Missing Museum Archives

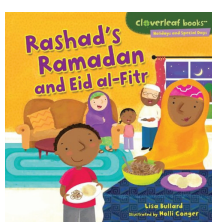
2015

Brezenoff, S.

When the plans for the prototype of a failed flying machine go missing from the Air and Space Museum's archives, Amal's father, the assistant archivist, is blamed. No one suspects a crime has been committed - except Amal and her friends ... (Amazon)



GRADE 4 - 6



Rashad's First Ramadan and Eid-ul-Fitr

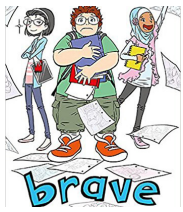
2012

Bullard, L.

Explains the history of the holiday, discussing the customs and the celebration Eid al-Fitr. (Google Books)



GRADE KG - 2



Brave

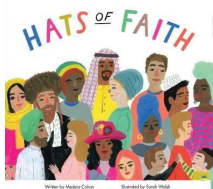
2017

Chmakova, S.

In his daydreams, Jensen is the biggest hero that ever was, saving the world and his friends on a daily basis. But his middle school reality is VERY different - math is hard, getting along with friends is hard...Even finding a partner for the class ... (Goodreads)



GRADE 5 - 8



Hats of Faith

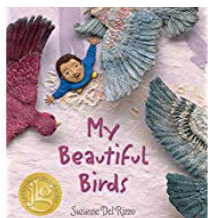
2017

Cohan-Petrolino, M.

The first mainstream illustrated children's board book about the shared custom of head covering. "Hats of Faith" features Christian, Jewish, Muslim, Sikh and Rastafarian head coverings in 9 beautiful illustrations; 9 different head coverings ... (Hatsoffaith.com)



GRADE KG - 1



My Beautiful Birds

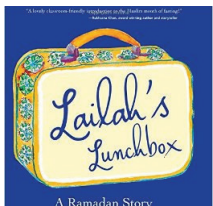
2017

Del Rizzo, S.

A gentle yet moving story of refugees of the Syrian civil war, My Beautiful Birds illuminates the ongoing crisis as it affects its children. It shows the reality of the refugee camps, where people attempt to pick up their lives and carry on ... (Amazon)



GRADE 1-4



Lailah's Lunchbox, A Ramadan Story

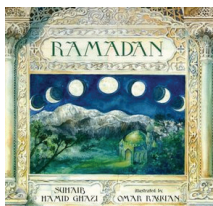
2015

Faruqi, R.

Laila has to explain to her new classmates why she will not join them for lunch during the month of Ramadan. She learns that her new friends respect her beliefs. (Tayyiba Publishers)



GRADE 2 - 6



Ramadan

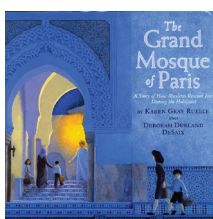
1996

Ghazi, S. H.

Hakeem and his family observe Ramadan together—the holiest month of the Islamic calendar. They fast, they pray, all according to beliefs mentioned in the Qur'an, the Muslim sacred book, which was revealed over 1400 years ago. It is a time to reflect on one's actions, to. (Good Reads)



GRADE 3 +



The Grand Mosque of Paris

2010

Gray Ruelle, K.

When the Nazis occupied Paris, no Jew was safe from arrest and deportation. Few Parisians were willing to risk their own lives to help. Yet during that perilous time, many Jews found refuge in an unlikely place—the sprawling complex of the Grand Mosque of Paris ... (Amazon)



GRADE 3 +



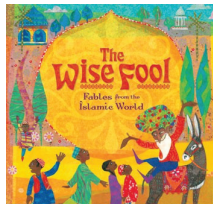
Painting Heaven: Polishing the Mirror of the Heart

2015

Hunt, D. & Barks, C.

This enchanting tale illustrates how the human heart is like a rusty mirror which, when polished through beautiful doings, is able to reflect the real essence of all things. In addition to this story is a poem by the renowned poet, Coleman Barks. (Amazon)

 **GRADE** **KG - 5**



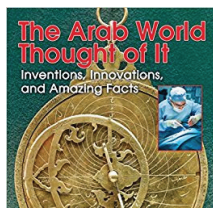
The Wise Fool

2015

Husain, S.

The riotous adventures and misadventures of Mulla Nasruddin introduce a new generation to one of the most-loved characters in the Muslim world. Nasruddin always has a twinkle in his eye, a sliver of wisdom in his ramblings, and a few good surprises up his sleeve! (Amazon)

 **GRADE** **2 - 5**



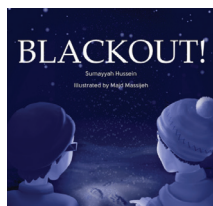
The Arab World Thought of It: Inventions, Innovations and Amazing Facts

2013

Hussain, S.S.

As in the other titles in this series, *The Arab World Thought of It* uses stunning photos and well-researched information to provide an overview of contributions made in the fields of medicine, architecture, food, and education ... (Amazon)

  **GRADE** **4 - 7**



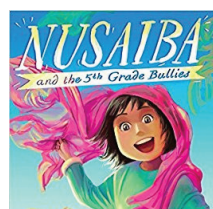
Blackout!

2017

Hussein, A.

Yusuf's cousin Ahmed is a Syrian refugee. After the death of Ahmed's father, Yusuf's parents work hard to bring Ahmed and his mom to Canada. When the paperwork finally goes through and they're on their way to Toronto, Yusuf is excited! (Ruqaya's Bookshelf)

 **GRADE** **3 - 6**



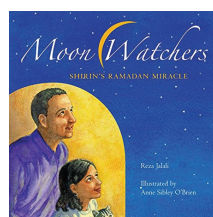
Nusaiba and the 5th Grade Bullies

2016

Hussein, A.

Nusaiba is excited about school - especially show and tell! But after hearing a mean comment in the school hallway about what her mother is wearing, Nusaiba slumps at her desk all day. Through a fantastical journey of self-discovery, Nusaiba gains self confidence ... (Amazon)

  **GRADE** **KG - 3**



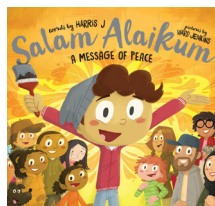
Moon Watchers: Shirin's Ramadan Miracle

2010

Jalali, R.

Moon Watchers could promote conversations about: sibling rivalry, making ethical decisions, food, culture, and religious holidays, lessons that can be learned from the experience of fasting, the role of the lunar calendar in Islam and other religions ... (Goodreads)

 **GRADE** **1 - 5**



Salam Alaikum: A Message of Peace

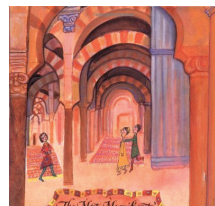
2017

Jung, H.

From “the Muslim Justin Bieber” (NPR) Harris J comes a picture book that celebrates spreading peace, love, and happiness throughout the world, using the lyrics of his international YouTube hit of the same name.



GRADE **KG - 5**



The Most Magnificent Mosque

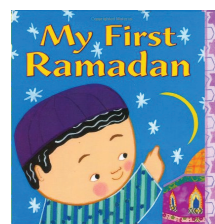
2007

Jungman, A.

Visitors to the mosque at Cordoba are plagued by the tricks of three naughty boys: Muslim Rashid, Jewish Samuel, and Christian Miguel. As punishment, the boys are forced to work in the mosque gardens, where they develop a deep sense of the building’s beauty ... (GoodReads)



GRADE **1 - 5**



My First Ramadan

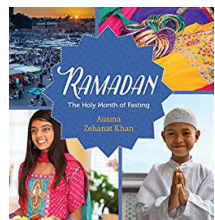
2015

Katz, K.

It’s time for Ramadan to begin. Follow along with one young boy as he observes the Muslim holy month with his family. This year, the narrator is finally old enough to fast, and readers of all ages will be interested as he shares his experiences of this special holiday. (Amazon)



GRADE **KG - 1**



Ramadan: The Holy Month of Fasting

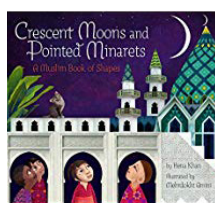
2018

Khan, A.Z.

The month of Ramadan offers the opportunity to improve one’s personal and spiritual behavior. By focusing on positive thoughts and actions, Muslims build a closer connection with God and come away from the month feeling ... (GoodReads)



GRADE **4 - 7**



Crescent Moons and Pointed Minarets: A Muslim Book of Shapes

2018

Khan, H

From a crescent moon to a square garden to an octagonal fountain, this breathtaking picture book celebrates the shapes—and traditions—of the Muslim world. Sure to inspire questions and observations about world religions ... (Google Books)



GRADE **KG - 1**



Golden Domes and Silver Lanterns: A Muslim Book of Colors

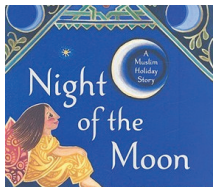
2012

Khan, H.

Magnificently capturing the colorful world of Islam for the youngest readers, this breathtaking and informative picture book celebrates Islam’s beauty and traditions. From a red prayer rug to a blue hijab, everyday colors are given special meaning ... (Amazon)



GRADE **KG - 3**



Night of the Moon: A Muslim Holiday Story

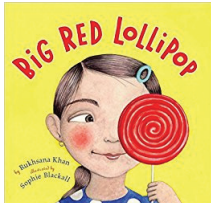
2008

Khan, H.

Yasmeen, a seven year-old Pakistani-American girl, celebrates the Muslim holidays of Ramadan, The Night of the Moon (Chaand Raat), and Eid. With lush illustrations that evoke Islamic art, this beautiful story offers a window into modern Muslim culture. (Amazon)



GRADE 1 - 4



Big Red Lollipop

2010

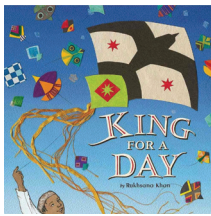
Khan, R.

Rubina has been invited to her first birthday party, and her mother, Ami, insists that she bring her little sister along. Rubina is mortified, but she can't convince Ami that you just don't bring your younger sister to your friend's party. (GoodReads)



See section 5.0 "Curriculum and Study Guides" for teacher's guide and activities

GRADE KG - 3



King for a Day

2014

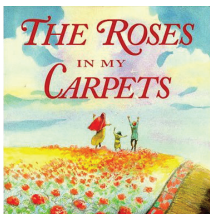
Khan, R.

This lively, contemporary story introduces readers to a centuries-old festival and the traditional sport of kite fighting, and to a spirited, determined young boy who masters the sport while finding his own way to face and overcome life's challenges. (GoodReads)



See section 5.0 "Curriculum and Study Guides" for teacher's guide and activities

GRADE 1 - 4



Roses in My Carpet

1998

Khan, R.

This realistic story follows a day in the life of a young Afghan refugee who takes solace in the beautiful carpets he weaves. Readers will appreciate the candor of author and artist in their depiction of refugee life and the family's hope in the midst of conflict. (Amazon)



See section 5.0 "Curriculum and Study Guides" for teacher's guide and activities

GRADE 3 - 6



Ruler of the Courtyard

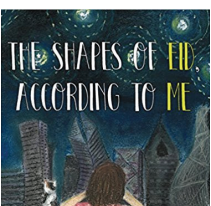
2003

Khan, R.

Is it just Saba, or do chickens scare everyone? The chickens in her yard are especially mean, chasing her and pecking at her toes. But when she sees a snake in the bathhouse, Saba realizes that chickens aren't her only problem. She has to act fast to protect herself. (Google Books)



GRADE 1 - 3



The Shapes of Eid, According to Me

2016

Khan, S.

From curvy crescents and swirly swirls to ovals, triangles and spheres, Eid is filled with shapes that are your very own. Follow this rhyming story of the many shapes of this special day. (Amazon)



GRADE JK - 1



Ilyas & Duck: Fantastic Festival Eid-ul-Fitr

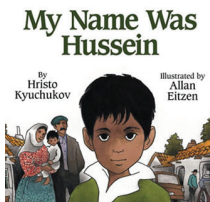
2014

Khwaja, O.

Eid-al-Fitr is here! It's time to celebrate! But what is Eid all about? Join Ilyas & Duck in this fantastically delightful story as they explore the fun and excitement of Eid and learn about the charitable nature of it all. Eid has never been so much fun! (Amazon)



GRADE **KG-1**



My Name Was Hussein

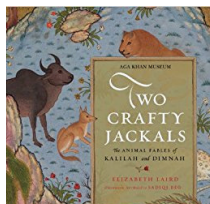
2004

Kyuchukov, H.

My Name Was Hussein is about the way of life in a Roma family and is told in the voice of Hussein, a 10 year old, who lives with his parents in Bulgaria. Communists invade Bulgaria and the government decrees that only ethnic Bulgarians are accepted ... (Saffron Tree)



GRADE **3 - 7**



Two Crafty Jackals

2013

Laird, E.

This beautifully illustrated book published by the Aga Khan Museum consists of lovely stories, all wrapped up in one another so that sometimes one begins before the last has ended. They tell the tale of Dimnah, a crafty jackal who sets out to get the better of the mighty ... (Amazon)



GRADE **1 - 5**



For The Right to Learn: Malala Yousafzai's Story

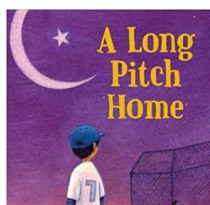
2015

Langston-George, R.

She grew up in a world where women were supposed to be quiet. But Malala Yousafzai refused to be silent. Discover Malala's story through this powerful narrative telling, and come to see how one brave girl named Malala changed the world. (Amazon)



GRADE **1 - 6**



A Long Pitch Home

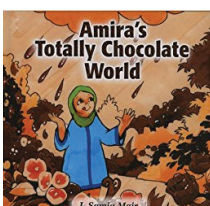
2016

Lorenzi, N.D

Ten-year-old Bilal liked his life back home in Pakistan. He was a star on his cricket team. But when his father suddenly sends the family to live with their aunt and uncle in America, nothing is familiar. An endearing novel about family, friends, and ... (Amazon)



GRADE **4 - 6**



Amira's Totally Chocolate World

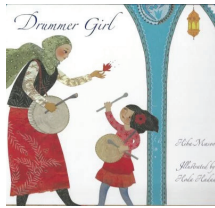
2009

Mair, J.S.

Amira loves chocolate so much that every night before she goes to sleep, she asks God to make everything chocolate. On Eid ul-Fitr, she wakes up to find a totally chocolate world! At first she loves her new world, but then ... (Amazon)



GRADE **KG - 2**



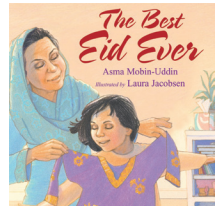
Drummer Girl

Masood, H.

2016

Year after year, in the blessed month of Ramadan, little Najma has happily arisen to the drum beat of her neighborhood's musaharati. She walks through the streets of her small Turkish village, waking each family for the pre-dawn meal before the long day of fasting ... (Amazon)

 GRADE 1 - 5



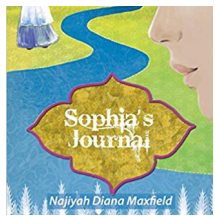
The Best Eid Ever

Masood, H.

2008

This Eid, Aneesa should be happy. But her parents are thousands of miles away for the Hajj pilgrimage. Aneesa comes up with a plan to help make it the best Eid holiday ever - especially for those who are less fortunate than herself. (Amazon)

 GRADE 2 - 4



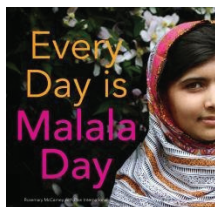
Sophia's Journal

Maxfield, N. D.

2014

Sophia's Journal is a fresh take on a pivotal moment in American history. Filled with adventure, romance and self-discovery, it offers a glimpse into a world half-forgotten, from a vantage point like no other. (Amazon)

  GRADE 5 - 8



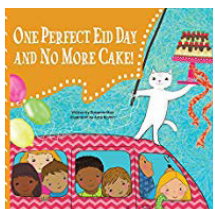
Everyday Is Malala Day

McCarney, R.

2014

This is a letter of sisterhood to Malala Yousafzai, written from the perspective of girls around the world who share her belief that every girl has the right to go to school, and who represent the many barriers a girl can face when trying to get an education. (Amazon)

  GRADE KG - 3



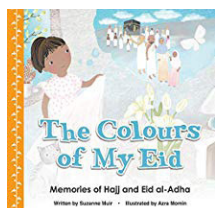
One Perfect Day and No More Cake

Muir, S.

2007

One Perfect Eid Day and No More Cake! is a counting book about the Muslim holiday of Eid-ul-Fitr at the end of Ramadan. (Amazon)

 GRADE 1-4



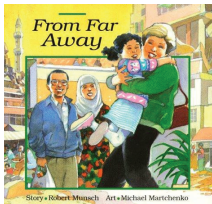
The Colours of My Eid

Muir, S.

2018

The Colours of My Eid opens a window to the Muslim holiday of Eid al-Adha and the Hajj pilgrimage from a child's perspective. Eid is a colourful holiday and every colour encountered evokes beautiful memories of the Hajj trip from the year before. (Amazon)

 GRADE 1 - 6



From Far Away

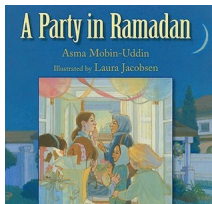
1995

Munsch, R.

Saoussan tells the true story of her family’s flight from war-ridden Lebanon. She wrote a letter to Robert Munsch, and together they made her letter into this book.



GRADE **KG - 3**



A Party In Ramadan

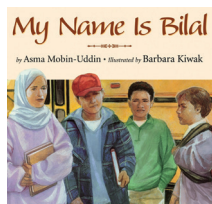
2009

Mobin-Uddin, A.

Ramadan is coming and Leena is excited. Although she is too young to fast every day during the Muslim religious festival, Leena decides to fast each Friday instead. When Leena receives an invitation to a party which happens to fall on Friday, she has a dilemma. (Amazon)



GRADE **KG - 3**



My Name Is Bilal

2004

Mobin-Uddin, A.

When Bilal and his sister Ayesha move with their family, they have to attend a new school. They soon find out that they may be the only Muslim students there. When Bilal sees his sister bullied on their first day, he worries about being teased himself, and ... (Amazon)



GRADE **2 - 4**



1001 Inventions and Awesome Facts from Muslim Civilization

2012

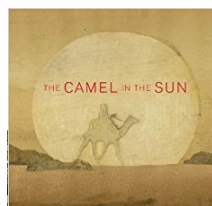
National Geographic

We often think that people from a thousand years ago were living in the Dark Ages. But from the 7th Century onward in Muslim civilization there were amazing advances and inventions that still influence our everyday lives. (Amazon)



See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities

GRADE **3 - 8**



The Camel in the Sun

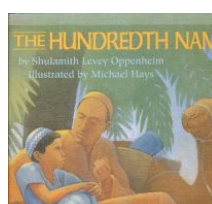
2013

Ondaatje, G.

This is the story of a camel whose cruel owner only realizes what suffering he has caused when the Prohpet appears and shows love to the animal.(Amazon)



GRADE **1 - 4**



The Hundredth Name

1997

Oppenheim, S. L.

Set in a Muslim village in Egypt, this tale of friendship and faith is warm and satisfying... told with sincerity and dignity, this tale skillfully weaves together cultural and religious images... Hays’s handsome acrylic-on-linen illustrations create a strong sense of place ... (Amazon)



GRADE **KG - 3**



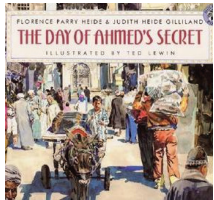
A Tale of Highly Unusual Magic

2015

Papademetriou, L.

Two girls on opposite sides of the world have a shared adventure through the pages of a magical book. This fantasy tale combines issues of belonging and finding oneself with humor and shows us how we are more alike than different.

♀ GRADE 4 - 6



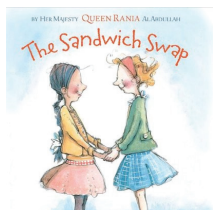
The Day of Ahmed's Secret

1995

Parry, F.H.

As young Ahmed delivers butane gas to customers all over the city of Cairo, he thinks, I have a secret. All day long, as he maneuvers his donkey cart through crowded streets, Ahmed keeps his secret safe inside because it's so special he can only reveal it to his family. (Amazon)

🕌 GRADE 1 +



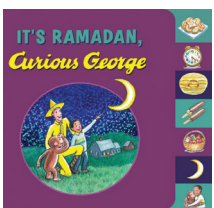
The Sandwich Swap

2010

Rania, Q.

The smallest things can pull us apart - until we learn that friendship is far more powerful than difference. In a glorious three-page gatefold at the end of the book, Salma, Lily, and all their classmates come together in the true spirit of tolerance and acceptance. (Amazon)

🚫 GRADE KG - 2



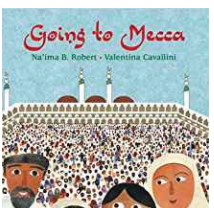
It's Ramadan, Curious George

2016

Rey H.A. & Khan, H.

It's the first day of Ramadan, and George is celebrating with his friend Kareem and his family. George helps Kareem with his first fast and joins in the evening celebration of tasting treats and enjoying a special meal. Then, George helps make gift baskets to donate to ... (Amazon)

🕌 GRADE KG - 2



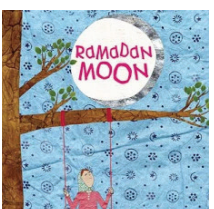
Going to Mecca

2014

Robert, N.

This is a window into a sacred journey for Muslims the world over - beautifully described and illustrated for younger children. (Amazon)

🕌 GRADE KG - 3



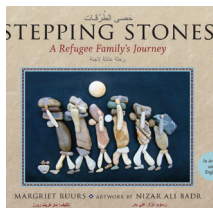
Ramadan Moon

2009

Robert, N.

This lyrical and inspiring picture book captures the wonder and joy of this great annual event, from the perspective of a child. Accompanied by Iranian inspired illustrations, the story follows the waxing of the moon from the first new crescent to full moon and waning until ... (Amazon)

🕌 GRADE KG - 3



Stepping Stones: A Refugee Family's Journey

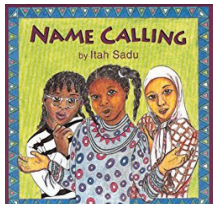
2016

Ruurs, M.

Stepping Stones tells the story of Rama and her family, who are forced to flee their once-peaceful village to escape the ravages of the civil war raging ever closer to their home. With only what they can carry on their backs, Rama and her mother, father, grandfather ... (Amazon)



GRADE 1 - 4



Name Calling

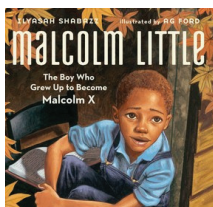
2005

Sadu, I.

Written with attention to rhythm, like traditional African and Caribbean spoken word, this is an effective and compassionate look at the power of language and how words can be used to hurt or heal. (Amazon)



GRADE 1 - 7



Malcolm Little: The Boy Who Grew Up To Be Malcolm X

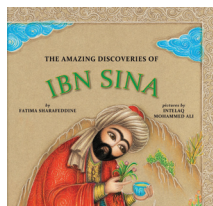
2014

Shabazz, I.

Malcolm X grew to be one of America's most influential figures. But first, he was a boy named Malcolm Little. Written by his daughter, this inspiring picture book biography celebrates a vision of freedom and justice. (Amazon)



GRADE 3 - 5



The Amazing Discoveries of Ibn Sina

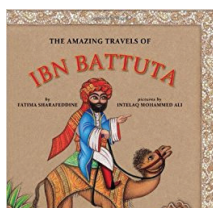
2015

Sharafedinne, F.

Ibn Sina's story, told in the first person and beautifully illustrated, provides a fascinating glimpse into the life of one of the great intellects of the past. (Amazon)



GRADE 4 - 8



The Amazing Discoveries of Ibn Battuta

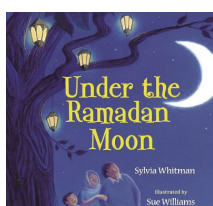
2014

Sharafedinne, F.

In 1325, when Ibn Battuta was just 21, he bid farewell to his parents in Tangier, Morocco, and embarked on a pilgrimage to Mecca. It was 30 years before he returned home, having seen much of the world. In this book he recalls his amazing journey. (Google Books)



GRADE 4 - 8



Under the Ramadan Moon

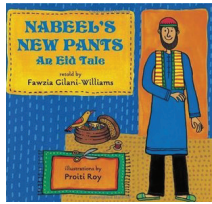
2011

Whitman, S.

Ramadan is one of the most special months of the Islamic year, when Muslims pray, fast, and help those in need. This lyrical story serves as an introduction to Ramadan - a time for reflection and ritual with family and friends. (Amazon)



GRADE KG - 2



Nabeel's New Pants: An Eid Tale

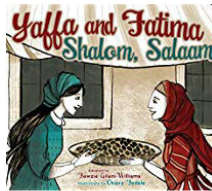
2007

Williams-Gilani, F.

A Muslim tale with a universal feel, this book is perfect for any public library collection. It will fit in well with story times or units about clothing or celebrations. (GoodReads)



GRADE **KG - 3**



Yaffa and Fatima: Shalom, Salaam

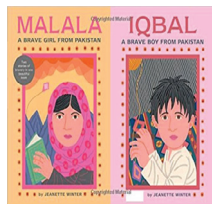
2017

Williams, F G.

Two neighbors - one Jewish, one Muslim - have always been best friends. When they both fall on hard times, can they find a way to help each other? Yaffa and Fatima...“ Differences are not always causes for conflict and friendship can overcome any obstacle. (Amazon)



GRADE **1 - 5**



Two Stories of Bravery

2014

Winter, J.

One country: Pakistan. Two children: Iqbal Masih and Malala Yousafzai. Each was unafraid to speak out. He, against inhumane child slavery in the carpet trade. She, for the right of girls to attend school. (Amazon)



GRADE **2 - 5**



Nasreen's Secret School

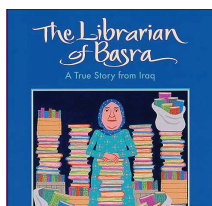
2009

Winter, J.

Young Nasreen has not spoken a word to anyone since her parents disappeared. In despair, her grandmother risks everything to enroll Nasreen in a secret school for girls. Will a devoted teacher, a new friend, and the worlds she discovers in books be enough to draw ... (Amazon)



GRADE **KG - 3**



The Librarian of Basra: A True Story from Iraq

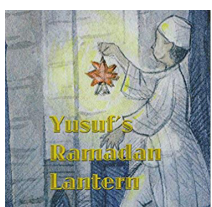
2005

Winter, J.

True story of the amazing people of Iraq who worked together to save all the books of a library during the war in Iraq.



GRADE **KG - 3**



Yusuf's Ramadan Lantern

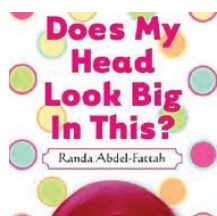
2014

Zine, J.

This book is about a grandfather passing on the Ramadan traditions of Egypt to his American born grandson. ... (Islamicbookstore.com)



GRADE **K - 2**

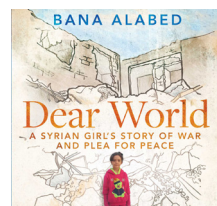


Does My Head Look Big in This?

2007

Abdel-Fattah, R.

An engaging Young Adult (YA) novel that deals with an Australian-Palestinian teen's choice to wear the hijab. This novelist has a number of YA novels portraying modern Muslim youth.

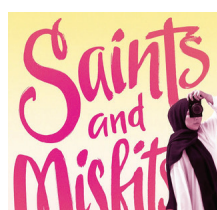


Dear World: A Syrian Girl's Story of War and Plea for Peace

2017

Alabed, B.

In Bana's own words, and featuring short, affecting chapters by her mother, Fatemah, *Dear World* is not just a gripping account of a family endangered by war; it offers a uniquely intimate, child's perspective on one of the biggest humanitarian crises ... (Amazon)

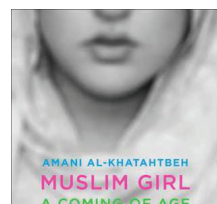


Saints, Misfits, Monsters, and Mayhem

2017

Ali, S.

Janna Yusuf knows a lot of people can't figure out what to make of her...an Arab Indian-American hijabi teenager who is a Flannery O'Connor obsessed book nerd, aspiring photographer and sometime graphic novelist is not exactly easy to put into a box. (CBCBooks)



Muslim Girl: A Coming of Age

2016

Al-Khatathbeh, A.

This is the extraordinary account of Amani's journey through adolescence as a Muslim girl, from the Islamophobia she's faced on a daily basis, to the website she launched that became a cultural phenomenon, to the nation's political climate in the 2016 election cycle with ... (Amazon)

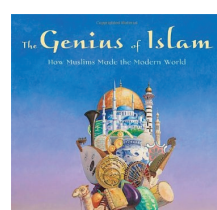


The 99 (Comic Series)

2006

Al-Mutawa, N.

Enter the 99. Drawing on the strong-men and -women archetypes in the Marvel and DC universes, and now in their 10th year, Al-Mutawa's comic books have their own fleet of superheroes: an all-Muslim cast gifted with special powers embodying the 99 attributes of God. (The Independent)



The Genius of Islam

2011

Barnard, B.

The Muslim world has often been a bridge between East and West, but many of Islam's crucial innovations are hidden within the folds of history. In this important book, Bryn Barnard uses short, engaging text and gorgeous full-color artwork to show Islam's contributions ... (Amazon)



2016

Nine, Ten: A September 11 Story

Baskin, N.R.

From the critically acclaimed author of *Anything but Typical* comes a touching look at the days leading up to the tragic events of September 11, 2001, and how that day impacted the lives of four middle schoolers. (Amazon)



2017

Brave

Chmakova, S.

In his daydreams, Jensen is the biggest hero that ever was, saving the world and his friends on a daily basis. But his middle school reality is VERY different - math is hard, getting along with friends is hard...Even finding a partner for the class ... (Goodreads)



2015

Al Ghazali

Hunt, D.

This book, an illustrated biography for both adults and children—with adjacent text for both—presents the inspiring life of Al-Ghazali with exquisite miniatures in the Persian style. (Amazon)



2018

Ayesha at Last

Jalaluddin, U.

Though Ayesha is lonely, she doesn't want an arranged marriage. Then she meets Khalid who is just as smart and handsome as he is conservative and judgmental. She is irritatingly attracted to someone who looks down on her choices and dresses like he ... (Amazon)



2018

The Map of Salt and Stars

Joukhadar, J. Z.

This rich, moving, and lyrical debut novel is to Syria what *The Kite Runner* was to Afghanistan; the story of two girls living eight hundred years apart—a modern-day Syrian refugee seeking safety and a medieval adventurer apprenticed to a ... (Amazon)

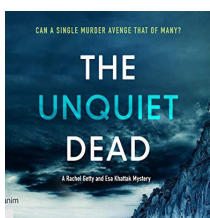
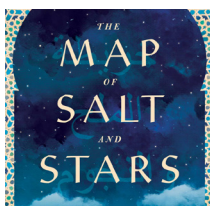
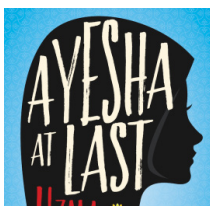
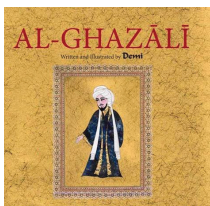
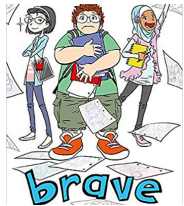


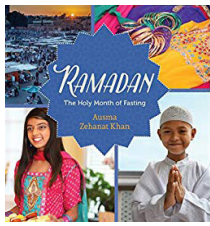
2018

Rachel Getty and Esa Khattak Mystery (Series)

Khan, A.Z.

Detectives Esa Khattak and Rachel Getty are dedicated to solving crimes in some of Canada's most vulnerable communities. As a Muslim, Esa is used to suspicion himself, but he knows he can count on ... (Macmillan Publishers Website)



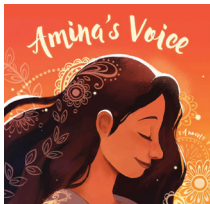


Ramadan: The Holy Month of Fasting.

2018

Khan, A.Z.

The month of Ramadan offers the opportunity to improve one’s personal and spiritual behavior. By focusing on positive thoughts and actions, Muslims build a closer connection with God and come away from the month feeling ... (GoodReads)

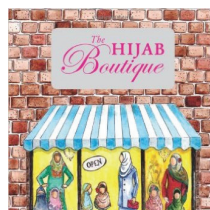


Amina's Voice

2016

Khan, H.

Amina has never been comfortable in the spotlight. She is happy just hanging out with her best friend, Soojin. Except now that she’s in middle school everything feels different. Soojin is suddenly hanging out with Emily, one of the “cool” girls in the class, and even talking about ... (GoodReads)

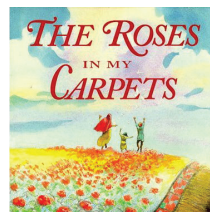


The Hijab Boutique

2011

Khan, M.

A book that illuminates individual choice around the wearing of a headscarf or hijab. Written from the perspective of a young girl, her transformation and realization that what is different about us makes her unique.



The Roses in My Carpet

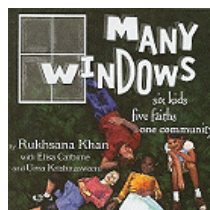
1998

Khan, R.

This realistic story follows a day in the life of a young Afghan refugee who takes solace in the beautiful carpets he weaves. Readers will appreciate the candor of author and artist in their depiction of refugee life and the family’s hope in the midst of conflict ... (Amazon)



See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities



Many Windows: Six Kids, Five Faiths, One Community

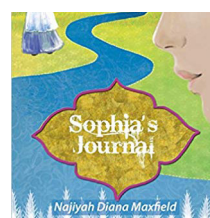
2008

Khan, R.

Many Windows is a book about young people who are friends despite their religious differences. It’s a book about celebrations, that ultimately celebrates community. *Many Windows* is a collection of seven stories about six children who are in the same class at school. (Dundurn Publishers)



See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities



Sophia's Journal

2010

Maxfield, N. D.

Sophia's Journal is a fresh take on a pivotal moment in American history. Filled with adventure, romance and self-discovery, it offers a glimpse into a world half-forgotten, from a vantage point like no other. (Amazon)



GRADE

5 - 8



1001 Inventions and Awesome Facts from Muslim Civilization

2012

National Geographic.

We often think that people from a thousand years ago were living in the Dark Ages. But from the 7th Century onward in Muslim civilization there were amazing advances and inventions that still influence our everyday lives. (Amazon)



See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities

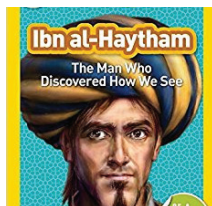


She Wore Red Trainers

2014

Robert, N.B.

When Ali first meets Amirah, he notices everything about her—her hijab, her long eyelashes and her red trainers—in the time it takes to have one look, before lowering his gaze. And, although Ali is still coming to terms with the loss of his mother and exploring his ... (GoodReads)



Ibn Al Haytham: The Man Who Discovered How We See

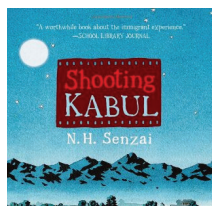
2016

Romero, L.

During the golden age of science, knowledge, and invention in Muslim civilization—also known as the “Dark Ages” in Western Europe—this incredible scholar discovered how we see and set the stage for the methods we now know as the scientific process. (National Geographic Store)



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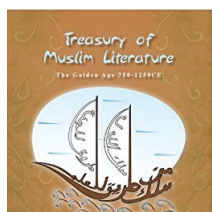


Shooting Kabul

2011

Senzai, N.

Written with an eye for realistic detail, and an authentic portrayal of Afghan Pashtun culture, *Shooting Kabul* manages to educate readers on Afghan history, the Taliban and Islam while skillfully telling us a universal story about family, love and belonging.

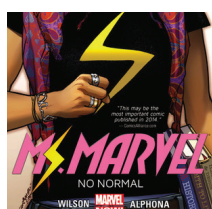


Treasury of Muslim Literature - The Golden Age 750 - 1250 CE

2013

Shamma, F.

This book includes genres from various Muslim regions and points in history. Frequent appearances of Joha, the folk character, also known as Goha, Hodja, or Nasreddin, lightens the mood and provides timeless examples of oral storytelling. (Ann El-moslimany - Amazon)



Ms. Marvel Collection

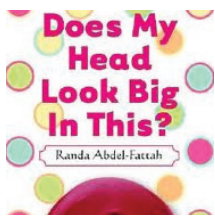
2014

Wilson, G.W.

Marvel Comics presents the all-new Ms. Marvel, the groundbreaking heroine that has become an international sensation! Kamala Khan is an ordinary girl from Jersey City - until she is suddenly empowered with extraordinary gifts. But who truly is the all-new Ms. Marvel? ... (Runaways)



BOOKS: SECONDARY (FICTION)



Does My Head Look Big in This?

2007

Abdel-Fattah, R.

An engaging Young Adult (YA) novel that deals with an Australian-Palestinian teen's choice to wear the hijab. This novelist has a number of YA novels portraying modern Muslim youth.

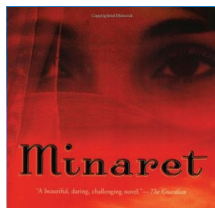


When Michael Met Mina

2016

Abdel-Fattah, R.

When Michael meets Mina, they are at a rally for refugees - standing on opposite sides. Mina fled Afghanistan with her mother via a refugee camp, a leaky boat and a detention centre. Michael's parents have founded a new political party called Aussie Values ... (GoodReads)

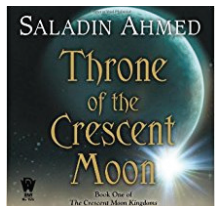


Minaret

2005

Aboulela, L.

Twenty years ago, Najwa, then at university in Khartoum, would never have imagined that one day she would be a maid. An upper-class Westernized Sudanese, her dreams were to marry well and raise a family. But a coup forces the young woman and her family into exile. (GoodReads)



Throne of the Crescent Moon

2012

Ahmed, S.

The Crescent Moon Kingdoms, home to djenn and ghuls, holy warriors and heretics, are at the boiling point of a power struggle between the iron-fisted Khalif and the mysterious master thief known as the Falcon Prince. In the midst of this brewing rebellion a series ... (Amazon)

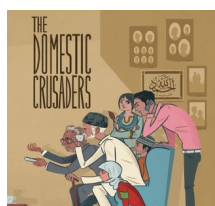


Saints, Misfits, Monsters, and Mayhem

2017

Ali, S.

Janna Yusuf knows a lot of people can't figure out what to make of her...an Arab Indian-American hijabi teenager who is a Flannery O'Connor obsessed book nerd, aspiring photographer and sometime graphic novelist is not exactly easy to put into a box. (CBCBooks)



The Domestic Crusaders

2011

Ali, W.

With a background of 9-11 and the scapegoating of Muslim Americans, the tensions and sparks fly among three generations, culminating in an intense family battle as each "crusader" struggles to assert and impose their respective voices and opinions, while still attempting to ... (GoodReads)





Muslim Girl: A Coming of Age

2016

Al-Khatathbeh, A.

This is the extraordinary account of Amani’s journey through adolescence as a Muslim girl, from the Islamophobia she’s faced on a daily basis, to the website she launched that became a cultural phenomenon, to the nation’s political climate in the 2016 election cycle with ... (Amazon)

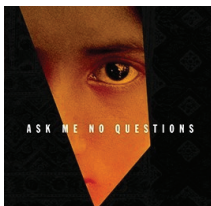


The 99 (Comic Series)

2006

Al-Mutawa, N.

Enter the 99. Drawing on the strong-men and -women archetypes in the Marvel and DC universes, and now in their 10th year, Al-Mutawa’s comic books have their own fleet of superheroes: an all-Muslim cast gifted with special powers embodying the 99 attributes of God. (The Independent)

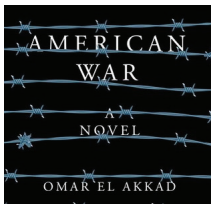


Ask Me No Questions

2008

Budhos, M.

Since emigrating from Bangladesh, fourteen-year-old Nadira and her family have been living in New York City on expired visas, hoping to realize their dream of becoming legal U.S. citizens. But after 9/11, everything changes. Suddenly being Muslim means you are ... (Amazon)

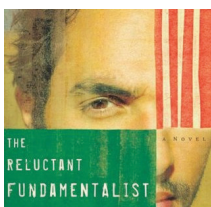


American War

2017

El Akkad, O.

An audacious and powerful debut novel: a second American Civil War, a devastating plague, and one family caught deep in the middle of a story that asks what might happen if America were to turn its most devastating policies and deadly weapons upon itself .

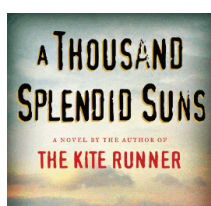


The Reluctant Fundamentalist

2007

Hamid, M.

Changez is living an immigrant’s dream of America. But in the wake of September 11, Changez finds his position in his adopted city suddenly overturned. Changez’s own identity is in seismic shifts as well, unearthing allegiances more fundamental than money, power, and ... (GoodReads)



A Thousand Splendid Suns

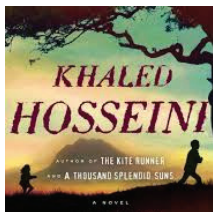
2007

Hosseini, K.

A Thousand Splendid Suns is at once an incredible chronicle of thirty years of Afghan history and a deeply moving story of family, friendship, faith, and the salvation to be found in love. (Google Books)



BOOKS: SECONDARY (FICTION)

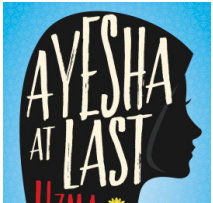


And the Mountains Echoed

2013

Hosseini, K.

A multigenerational-family story revolving around brothers and sisters, it is an emotional, provocative, and unforgettable novel about how we love, how we take care of one another, and how the choices we make resonate through generations. (Google Books)

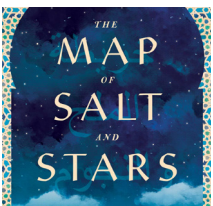


Ayesha at Last.

2018

Jalaluddin, U.

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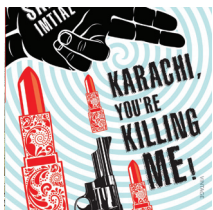


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This rich, moving, and lyrical debut novel is to Syria what *The Kite Runner* was to Afghanistan; the story of two girls living eight hundred years apart—a modern-day Syrian refugee seeking safety and a medieval adventurer apprenticed to a ... (Amazon). [Social Advocacy and History]

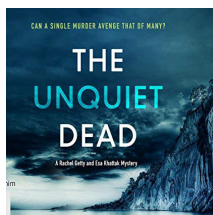


Karachi, You're Killing Me!

2014

Imtiaz, S.

Ayesha is a twenty-something reporter in one of the world's most dangerous cities. The novel is *Bridget Jones' Dairy* meets *The Diary of a Social Butterfly* - a comedy of manners in a city with none. (Goodreads)



Rachel Getty and Esa Khattak Mystery (Series)

2018

Khan, A.Z.

Detectives Esa Khattak and Rachel Getty are dedicated to solving crimes in some of Canada's most vulnerable communities. As a Muslim, Esa is used to suspicion himself, but he knows he can count on ... Martin's Press. 2015-2019 (Macmillan Publishers Website)



The Other Half of Happiness

2017

Malik, A.

A book to make you smile, laugh and cry, this is the story of a mixed-race marriage and a mixed-up family, for anyone who's ever struggled to balance their pride with their principles, or stuck around to try to mend a broken heart. (GoodReads)



2002

“Dust” New X-Men Marvel Comics

Morrison, G., Quitely, F., & Van Sciver, E.

Meet “Dust,” or Sooraya Qadir, a burqa-garbed adolescent Afghan girl who has the ability, to shape into sandstorms and tear the skin off her enemies. She has been a member of Marvel Comic’s X-Men since her first appearance in 2002 and ... (Patheos)



2014

She Wore Red Trainers

Robert, N.B.

When Ali first meets Amirah, he notices everything about her—her hijab, her long eyelashes and her red trainers—in the time it takes to have one look, before lowering his gaze. And, although Ali is still coming to terms with the loss of his mother and exploring his ... (GoodReads)

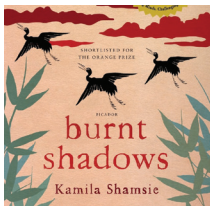


2009

Burnt Shadows

Shamsie, K.

In the devastating aftermath of the atomic bomb, Hiroko leaves Japan in search of new beginnings. From Delhi, amid India’s cry for independence from British colonial rule, to New York City in the immediate wake of 9/11, to the novel’s astonishing climax in ... (Amazon)

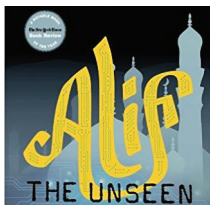


2012

Alif the Unseen

Wilson, W.G.

Alif is a brilliant young super hacker in an unnamed Gulf state, and his computer has just been breached. While he scrambles to protect his clients (dissidents, outlaws, Alif doesn’t discriminate), he and his friends realize that they’ve been found by ‘the Hand’ – ... (Amazon)

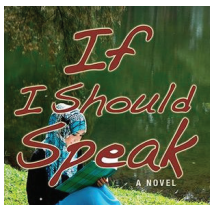


2001

If I Should Speak: A Novel

Zakiyyah, U.

A story about three college students, one Christian and the others Muslim, who find themselves unlikely roommates at a small, private American university. Tamika, the main character of this novel, is a sophomore in college who dreams of becoming a famous singer. (Amazon)



2013

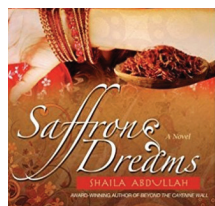
Painted Hands

Zobair, J.

Muslim bad girl Zainab Mir has just landed a job working for a post-feminist, Republican Senate candidate. Her best friend Amra Abbas is about to make partner at a top Boston law firm. Together they’ve thwarted proposal-slinging aunties, cultural expectations, and the occasional ... (Amazon)



BOOKS: SECONDARY (NON FICTION)

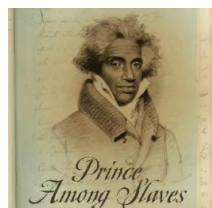


Saffron Dreams

2009

Abdullah, S.

Saffron Dreams is a tale of love, tragedy, and redemption from the award-winning author of "Beyond the Cayenne Wall.".. You don't know you're a misfit until you are marked as an outcast. From the darkest hour of American history emerges a mesmerizing tale of ... (Google Books)

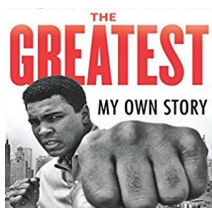


Prince Among Slaves

1977

Alford, T.

This book tells the little-known story of Abd al-Rahman Ibrahim, a Fulbe Muslim of elite ancestry who was captured in an ambush, sold to English slavers, and enslaved in the United States in 1788. After forty years he wins his freedom and returns to Africa. (Bridging Cultures Bookshelf)

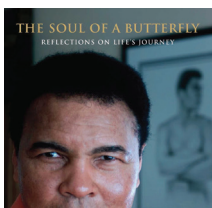


The Greatest: My Own Story

2015

Ali, M.

In his own words, the heavyweight champion of the world chronicles the battles he faced in and out of the ring in this memoir edited by Nobel Prize-winning novelist, Toni Morrison. (Google Books)

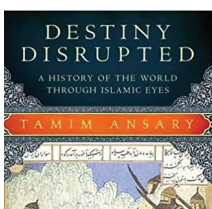


The Soul of A Butterfly: Reflections On Life's Journey

2013

Ali, M. and Ali, H.Y.

Former boxing legend Muhammad Ali, one of the best-known and best-loved celebrities and an international good-will ambassador, offers inspiration and hope as he describes the spiritual philosophy that sustains him. (Google Books)

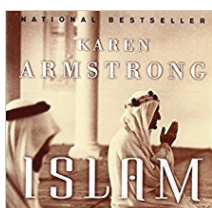


Destiny Disrupted: A History of The World Through Islamic Eyes

2010

Ansary, T.

Ansary tells the rich story of world history as the Islamic world saw it, from the time of Mohammed to the fall of the Ottoman Empire and beyond. He clarifies why our civilizations grew up oblivious to each other, what happened when they intersected, and how. (Google Books)



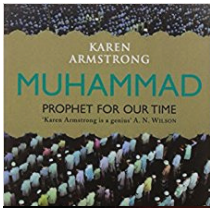
Islam: A Short History

2007

Armstrong, K.

The book begins with the flight of Muhammad and his family from Medina in the seventh century and the subsequent founding of the first mosques. It concludes with an assessment of Islam today and its challenges. (Google Books)



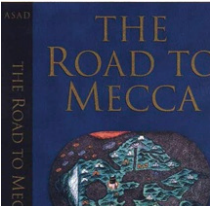


Muhammad: A Prophet of Our Time

2007

Armstrong, K.

A concise, balanced and illuminating portrait of this revered figure. Through comparison with other prophets and mystics, she examines Muhammad's spiritual ideas, and uses the facts of his life to make the tenets of Islam clear and accessible for readers of all faiths. (Google Books)

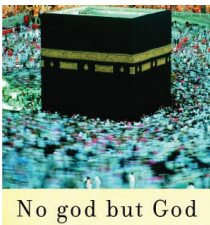


The Road to Mecca

1952

Asad, M.

In this extraordinary and beautifully-written autobiography, Asad tells of his initial rejection of all institutional religions, his entree into Taoism, his fascinating travels as a diplomat, and finally his embrace of Islam.



No god but God: The Origins Evolution, and Future of Islam

2011

Aslan, R.

In *No god but God*, internationally acclaimed scholar Reza Aslan explains Islam in all its beauty and complexity. This updated edition addresses the events of the past decade, analyzing how they have influenced Islam's position in modern culture. (Penguin & Random House)

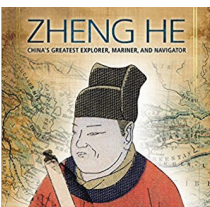


Spy Princess: The Life of Noor Inayat Khan

2007

Bastu, S.

This is the remarkable biography of Noor Inayat Khan, code-named "Madeleine." The first woman wireless transmitter in occupied France during WWII, she was trained by Britain's SOE and assumed the most dangerous resistance post in underground Paris. (Amazon)

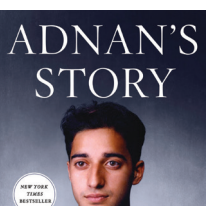


Zheng He: China's Greatest Explorer, Mariner, and Navigator

2016

Brezina, C.

Zheng He was the commander of a vast Chinese fleet known as the treasure fleet. In the early fifteenth century, he led the fleet on seven journeys throughout the South China Sea and Indian Ocean ... (Google Books)



Adnan's Story

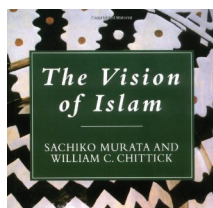
2016

Chaudry, R.

In early 2000, Adnan Syed was convicted and sentenced to life plus thirty years for the murder of his ex-girlfriend Hae Min Lee, a high school senior in Baltimore, Maryland. Syed has maintained his innocence, and Rabia Chaudry, a family friend, has always believed him ... (Google Books)



BOOKS: SECONDARY (NON FICTION)

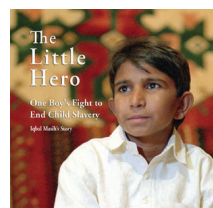


The Vision of Islam

2006

Chittick, W.C. and Murata, S.

This introduction to Islam for Western readers explores the fundamental religious beliefs held by Muslims for nearly 1400 years. It covers the four dimensions of Islam - practice, faith, spirituality and the Islamic view of history. (Google Books)

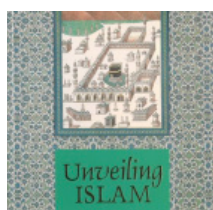


The Little Hero: One Boy's Fight for Freedom - Iqbal Masih's Story

2006

Crofts, A.

The story of a courageous child who died trying to end child slavery. After six years of bonded labour in a Pakistani carpet factory, Iqbal tirelessly worked to spread the word to other children that they could be free too. (Amazon)

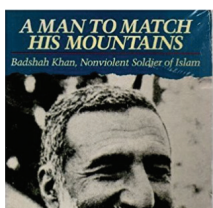


Unveiling Islam

1992

Du Pasquier, R.

This journalist provides a thorough introduction to Muslim belief, history and culture. He deals not only with topical issues, such as 'fundamentalism' and the status of Muslim women, but provides an overview of the Qur'an, the Prophet, Islamic history, and art ... (Google Books)

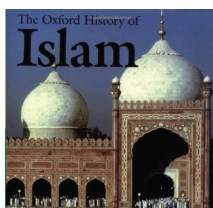


A Man to Match His Mountains

1985

Easwaran, E.

Badshah Khan (Bacha Khan) raised history's first nonviolent army and joined Mahatma Gandhi in civil disobedience to British rule in India. His story of hard-won victory offers inspiration for nonviolent solutions to today's world struggles. (Google Books)

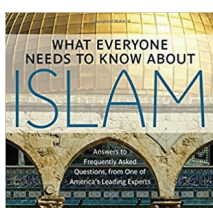


The Oxford History of Islam

2000

Esposito, J.L.

The Oxford History of Islam offers the most wide-ranging and authoritative account available of the second largest—and fastest growing—religion in the world. John L. Esposito is Editor-in-Chief of the four-volume Oxford Encyclopedia of the Modern Islamic World ... (Google Books)



What Everyone Needs to Know About Islam: Second Edition

2011

Esposito, J.L.

This newly updated edition is the best single source for clearly presented, objective information about new developments, and for answers to questions about the origin and traditions of Islam ... (Google Books)



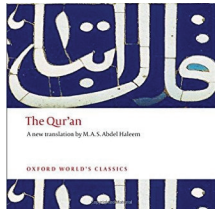


Letter to a Young Muslim

2017

Ghobash, O.S.

In a series of personal letters to his sons, Omar Saif Ghobash offers a short and highly readable manifesto that tackles our current global crisis with the training of an experienced diplomat and the personal responsibility of a father. Today's young Muslims will be tomorrow's leaders ...

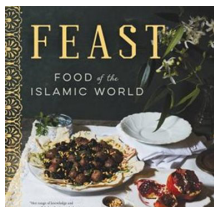


The Qur'an

2004

Haleem, M.A.S. (Translator)

The Qur'an, believed by Muslims to be the word of God, revealed to the Prophet Muhammad 1400 years ago. It is the supreme authority in Islam and the living source of all Islamic teaching; it is a sacred text and a book of guidance. Excellent English translation from the Arabic. (Google Books)

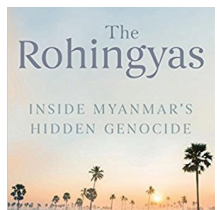


Feast: Food of the Islamic World

2017

Helou, A

Award-winning chef Anissa Helou—an authority on the cooking of North Africa, the Mediterranean, and the Middle East—shares her extraordinary range of beloved, time-tested recipes and stories from cuisines throughout the Muslim world. (Amazon).

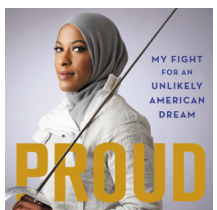


The Rohingyas: Inside Myanmar's Hidden Genocide

2016

Ibrahim, A.

Time and time again, experience has shown that what minorities who live under the threat of annihilation need most is a voice that cannot be ignored. *The Rohingyas* promises to provide desperately needed awareness at a critical turning point in the history of Burma ... (Amazon)

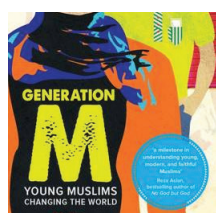


Proud

2018

Muhammad, I.

Proud is a moving coming-of-age story from one of the nation's most influential athletes and illustrates how she rose above it all ... (Google Books)



Generation M: Young Muslims Changing the World

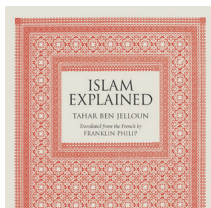
2016

Janmohamed, S.Z.

Young Muslims feel being faithful and living a modern life are complementary. They feel it is their right to be engaged in the world around them. Not only are they adapting to Western consumerism, they're also reclaiming it as their own... (BuzzFeed)



BOOKS: SECONDARY (NON FICTION)

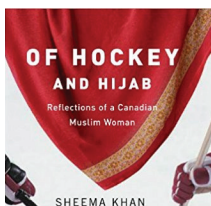


Islam Explained

Jelloun, T.B.

2004

The book focuses on: the main tenets of Islam, the major landmarks in Islamic history, and the current politics of Islamic fundamentalism. It also sheds light on the keywords that have come to dominate the media: terrorist, crusade, jihad, fundamentalist, fatwa offering lucid and ... (Google Books)

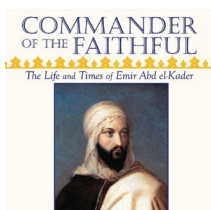


Of Hockey and Hijab: Reflections of a Canadian Muslim Woman

Khan S.

2009

In these thoughtful essays [published originally in the Globe & Mail], Sheema Khan - Canadian hockey mom and Harvard PhD - gives us her own pointed insights on the condition of being modern and liberal, yet practising Muslim, especially in Canada. (Amazon)

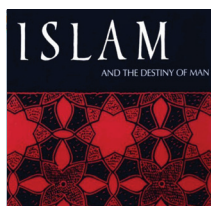


Commander of the Faithful: The Life and Times of Emir Abd El-Kader

Kiser, J.W.

2010

A rousing biography and history of world hero Abd el-Kader's resistance to the French colonization of Algeria. (Goodreads)

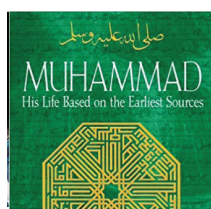


Islam and the Destiny of Man

Le Gai Eaton, C.

1985

After considering the historic confrontation between Islam and Christendom and analysing the difference between the three monotheistic faiths (Judaism, Christianity, and Islam), the author describes the two poles of Muslim belief in terms of 'Truth' and ... (Google Books)

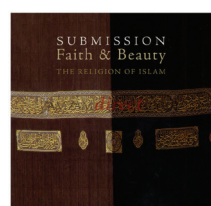


Muhammad: His Life Based on the Earliest Sources

Lings, M

2006

Martin Ling's biography of Muhammad is an internationally acclaimed, comprehensive, and authoritative account of the life of the prophet. It contains original English translation of many important passages that reveal the words of men and women who heard ... (Google Books)



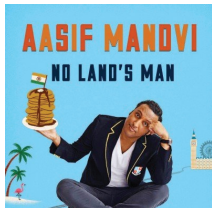
Submission, Faith and Beauty: The Religion Of Islam

Lumbard, J.

2009

Summarizing the core beliefs of the Muslim faith, this eye-opening guide counters widely held Western views of Islam as a fierce and fanatical religion by using classical texts to illustrate the truth about three key Islamic principles. Submission faith and beautification (Amazon)





No Land's Man

2015

Mandvi, A.

Aasif Mandvi—best known for his work as a correspondent on *The Daily Show with Jon Stewart*—has been dealing with identity issues across three continents and 30 years. With wit, smarts, and a good dose of hard-earned perspective, Mandvi explores a range of stories. (Amazon)

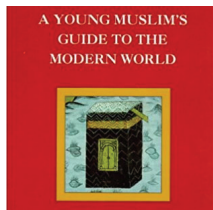


Revelation: The Story of Muhammad

2015

Mohiuddin, M.

The first textbook of its kind in the English-speaking world, *Revelation* draws on the most authoritative sources to present a detailed yet refreshing guide to the life of the Prophet and the story of Qur'anic revelation. (Amazon)

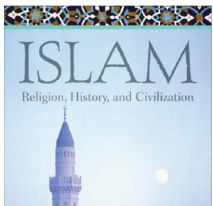


A Young Muslim's Guide to the Modern World

1993

Nasr, S.H.

This work was written specifically for Muslims, and in particular young Muslims, urging them to become familiar with their religion and to gain an understanding of the modern world from the Islamic point of view in order to respond positively to its challenges. (Google Books)

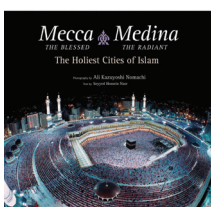


Islam: Religion, History, and Civilization

2009

Nasr, S.H.

Offers a concise introduction to this rich and diverse tradition of 1.2 billion adherents. In this informative and clear introduction to the world of Islam, Nasr explores issues such as what is Islam? The doctrines and beliefs of Islam and Islamic practices and institutions. (Google Books)

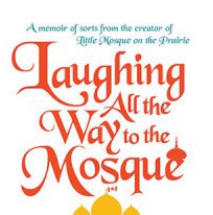


Mecca the Blessed, Medina the Radiant

2015

Nasr, S.H.

This is an unprecedented exploration of Islam's most holy cities and the great pilgrimage, mostly presented in full-color, never-before-seen photographs. Japanese photographer Ali Kazuyoshi Namachi captures over 140 stunning and dynamic images, providing an ... (Google Books)



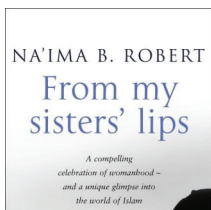
Laughing All the Way to the Mosque

2014

Nawaz, Z.

Zarqa Nawaz has always straddled two cultures. She's just as likely to be agonizing over which sparkly earrings will "pimp out" her hijab as to be flirting with the Walmart meat manager in a futile attempt to secure halal chicken the day before Eid ... (Amazon)



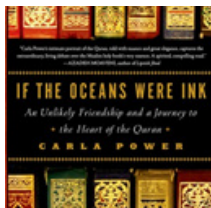


From My Sisters' Lips

Robert, N.B.

2005

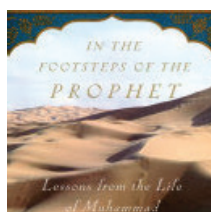
From My Sisters' Lips offers a glimpse into the lives of just some of the extraordinary women who have chosen to live behind the veil. What emerges is a vivid and intimate portrait of a sisterhood; as they speak candidly and with conviction ... (GoodReads)



If the Oceans Were Ink: An Unlikely Freindship and a Journey to The Heart... 2015

Power, C.

If the Oceans Were Ink is Carla Power's eye-opening story of how she and her longtime friend Sheikh Mohammad Akram Nadwi found a way to confront ugly stereotypes and persistent misperceptions that were cleaving their communities ... (Goodreads)

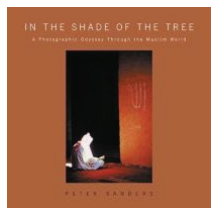


In the Footsteps of the Prophet: Lessons from the Life of Muhammad

2007

Ramadan, T.

Ramadan presents the main events of the Prophet's life in a way that highlights his spiritual and ethical teachings. The book underscored the significance of the Prophet's example for some of today's most controversial issues, such as the treatment of the poor, the role ... (Google Books)

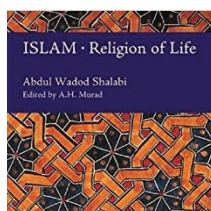


In The Shade Of The Tree: A Photographic....

2002

Sanders, P.

This book offers images of Muslim life around the globe. Sanders use of light and shadow shows him to be a true artist. There are exterior (and even some stunning interior) shots of mosques, including Beijing's 1,000-year-old Niujie Mosque and ... (Google Books)

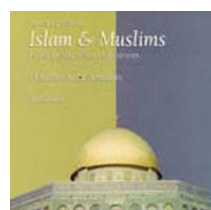


Islam: Religion of Life

1989

Shalabi, A.W.

This concise book is authentic, reliable, and powerfully presented – written by an Islamic scholar, Dr. Abdul Wadod Shalabi, who combines traditional religious training from al-Azhar University and Western education from the University of Cambridge, where ... (Google Books)



Teaching About Muslims and Islam in the Public School Classroom 3rd Ed.

1995

Sheikh, M.

This book includes an expanded and rewritten section on sensitivity-related matters and needs of Muslim students in the public school setting and an annotated list of recommended books, video tapes, teaching resrouces and student reading materials. (Google Books)

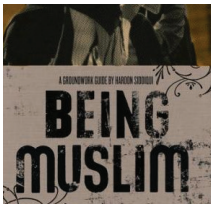


2008

Being Muslim

Siddiqui, H.

An analysis of the varying branches of Islam and how they address political, cultural, and religious issues while sharing historical information about how the faith and some of its more controversial aspects evolved. Written by Haroon Siddiqui: Former Editor of The Toronto Star

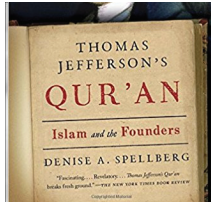


2013

Thomas Jefferson's Qur'an: Islam and The Founders

Spellberg, D.

In 1765, eleven years before composing the Declaration of Independence, Thomas Jefferson bought a Qur'an. This marked only the beginning of his lifelong interest in Islam, and he would go on to acquire numerous books on Middle Eastern languages, history ... (Google Books)

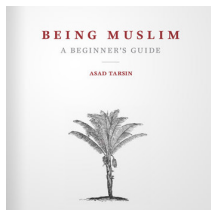


2015

Being Muslim: A Practical Guide

Tarsin, A.

A brief manual designed to help Muslims learn how to live and practice their faith. Different from theoretical treatments of Islam, this book gives readers practical and useful knowledge that can help them understand what it means to be Muslim. (Google Books)

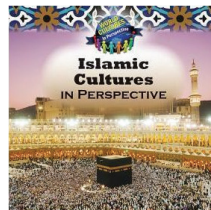


2014

Islamic Cultures in Perspective

Tracy, K.

Islamic Culture in Perspective is an in-depth look at the cultures of Islam, with an emphasis on current culture. Readers are presented with an overview of a variety of regional cultures that developed historically and analyzes how the cultural history shapes the current... (Google Books)

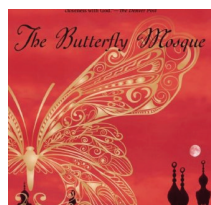


2010

The Butterfly Mosque: A Young Woman's Journey to Love and Islam

Wilson, W.G

The extraordinary story of a young North American's conversion to Islam and her ensuing romance with an Egyptian man, *The Butterfly Mosque* is a stunning articulation of a Westerner embracing the Muslim world ... (Amazon)

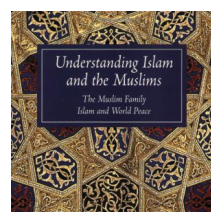


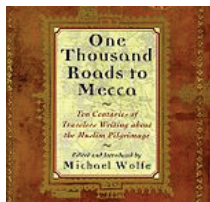
2002

Understanding Islam and the Muslims

Winter, T. J. and Williams, J.A.

This expanded edition of an introduction to Islam offers succinct, and sometimes surprising, answers to frequently-asked questions about the Muslim faith. This version has the endorsement of Al Azhar University of ... (Google Books)



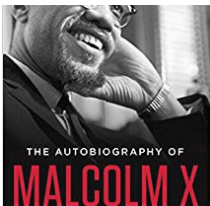


One Thousand Roads to Mecca

1997

Wolfe, M.

Diverse travel accounts of Muslims and non-Muslims to the sacred city of Mecca, chronicled from the early days of Islam to more recent times.



The Autobiography of Malcolm X: As Told to Alex Haley

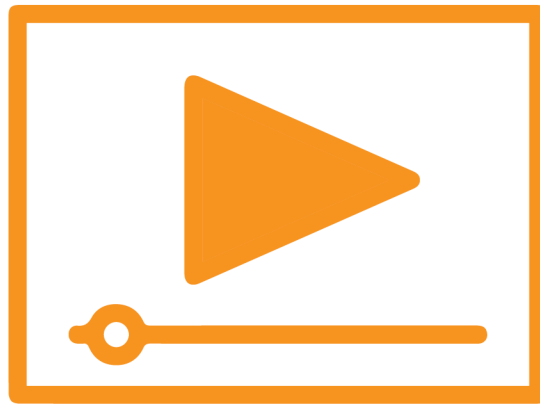
1965

X, M. and Haley, A.



In the searing pages of this classic autobiography, originally published in 1964, Malcolm X, the Muslim leader, firebrand, and anti-integrationist, tells the extraordinary story of his life and the growth of the Black Muslim movement to veteran writer and journalist Alex Haley ... (Amazon)




4.0



**FILMS AND
DOCUMENTARIES**



The films, documentaries and videos in this section have been organized according to grade level (Elementary, Middle, and Secondary) and vary in length and genre. The synopses are taken from the corresponding website, unless otherwise noted. Some of the films may also have an accompanying study guide that can be incorporated into a lesson. Many of the titles are available online or through the TDSB Professional Library (Tippett Centre).





Bilal: A New Breed of Hero

2015

(1hr 47m)

An animated film that describes the life of Bilal ibn Rabah, an important historical figure in Islam. Born in Ethiopia and abducted as a child, he found himself in a strange land far from home. Bilal was eventually freed from slavery and became an honoured leader in his society. The film has links to racial equity and perseverance of the human spirit.

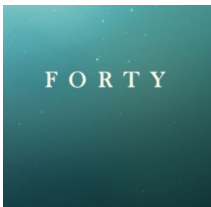


Children of Heaven

1997

(89m)

After a boy loses his sister’s pair of shoes, he goes on a series of adventures in order to find them. When he can’t, he tries a new way to “win” a new pair. [IMDB]

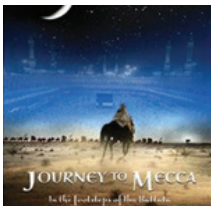


Forty Beautiful Stories

2016

(<5m each)

Forty Beautiful Stories turns its objective towards the beautiful examples we see in life. It directs the spotlight towards the warm stories centered around the human being. Each episode of FORTY consists of self-contained short films. Los Angeles based Tilia Films shoots the short films originally in English. Viewers also have the option of watching with subtitles in over 20 languages.

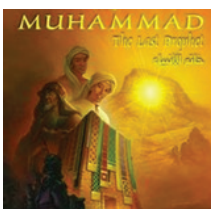


Journey to Mecca: In the Footsteps of Ibn Battuta

2009

(45m)

One of the greatest travelers in human history, 21 year old law student Ibn Battuta sets out alone to Mecca from Tangiers in 1325 and returns to Morocco almost 30 years later. This is the story of his first movie ends with never-before documentary footage of the contemporary Hajj. It was filmed for IMAX for initial presentation and other giant screen cinemas. [IMDB]



Muhammad: The Last Prophet

2004

(1h 35m)

From the creators of *The King and I*, *The Fox and The Hound*, and *The Swan Princess* comes the first animated feature length film about Islam’s Prophet. This groundbreaking film is set around 1400 years ago during the early age of Islam. The film relates the events that unfolded and led to the rise of a renewed religion in the Arabian desert. [Amazon]



Nadia’s Ramadan

2015

(9m)

This nine minute film tells the story of a young American-Muslim girl who describes the Ramadan celebration, in which Muslims fast from dawn to dusk. The young girl also includes in her narration a description of the festive Eid-ul-Fitr holiday that marks the end of Ramadan.

See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities

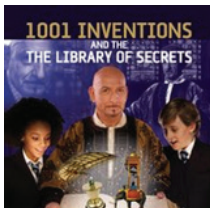


Peg & Cat. The Tree by the Nile Problem; The Eid al-Adha Adventure

2016

(25m)

Season 2, Episode 6. *The Tree By the Nile Problem* - Ancient Egypt. Cat gets stuck in a tree in Egypt - with 3 crocodiles! Will calmness and choreography be enough to save him?/ *The Eid al-Adha Adventure*- Yasmina and Amir's Neighborhood. On Eid al-Adha, a holiday devoted to giving, Cat is asked to give more than he expected. [Amazon]



1001 Inventions and the Library of Secrets

2010

(13m)

Three school children visit a dusty library to research the story of ‘The Dark Ages’. What they find changes their world view dramatically as ingenious inventors and pioneers of science and culture are vividly brought to life.

See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities



14 and Muslim

2018

(12m each)

Muslim teenagers are at a crossroads - remain in Islamic school or enter Catholic or public high school. With the way of the world, it’s an interesting time to grow up as a young Muslim in Canada.

See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities



5 Muslim Inventions That Changed the World

2017

(2m)

Five Muslim inventions that changed the world: (1) coffee, (2) algebra, (3) universities, (4) cameras and (5) flying.



A Land Called Paradise

2007

(4m)

In 2007, over 2,000 American Muslims were asked what they would wish to say to the rest of the world. Kareem Salama provides the acoustics, the film is directed by Lena Khan.

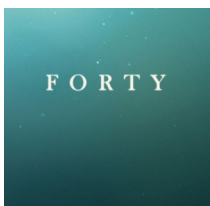


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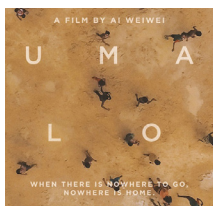


Halal in the Family

2015

(6m each)

Aasif Mandvi’s sitcom/parody web-series (4 episode web series) is about an all-American Muslim family. *Halal in the Family* aims to combat bias and challenge misconceptions about Muslims and communities associated with Muslims.



Human Flow

2017

(58m)

Over 65 million people around the world have been forced from their homes to escape famine, climate change and war in the greatest human displacement since World War II. *Human Flow*, an epic film journey led by the internationally renowned artist Ai Weiwei, gives a powerful visual expression to this massive human migration. [IMDB]

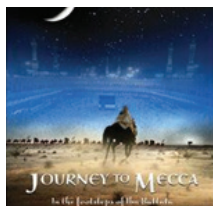


Jerusalem

2013

(45m)

The archaeologist Jodi Magness travels through the city gaining unprecedented access to holy sites and its vast underground network to unravel some of Jerusalem’s greatest mysteries. It is narrated by Benedict Cumberbatch. [Amazon]

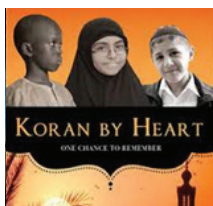


Journey to Mecca: In the Footsteps of Ibn Battuta

2009

(45m)

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Koran by Heart

2011

(90m)

The world’s preeminent Koran-recitation competition takes place each year in Cairo, drawing Muslim children from as far as Tajikistan and the Maldives to perform in front of a panel of prominent judges. This documentary follows these talented youngsters from their intense preparation regimes through the rigorous rounds of the tournament. [HBO.com]

See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities



One American’s Pilgrimage to Hajj

1997

(21m)

This documentary follows writer/producer Michael Wolfe; his second trip on Hajj for ABC News’ Nightline. One of the more than seven million Muslims in the United States, Wolfe is a convert to Islam, born to a Christian mother and a Jewish father. In this video he speaks live from the Ka’ba, the Great Mosque in Mecca, in an interview with ABC News’ Ted Koppel. [Amazon]

2015



Salam Neighbor

(1h 15m)

Two American filmmakers (Zach Ingrasci and Chris Temple) travel to the edge of war to live with 85,000 Syrian refugees in the Za’atari camp. Experience the heartbreak and hope on the frontlines of the refugee crisis in this film. [Amazon]

2016 - 2017



Secret Life of Muslims

(<5m each)

Filmmaker Joshua Seftel, who as a child was taunted by other kids because he was Jewish, created a new documentary series, “The Secret Life of Muslims,” to explore the stories of Muslims in America. also available on www.youtube.com

2014



Yassmin Abdel-Magied: What does my headscarf mean to you?

(14m)

What do you think when you look at this speaker? Well, think again (and then again!) In this funny, honest, empathetic talk, Yassmin Abdel-Magied challenges us to look beyond our initial perceptions, and to open doors to new ways of supporting others.

See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities



10 Inspiring Muslim Women Every Person Should Know

2016

(2m)

Ten inspiring Muslim women every person should know includes: Ambreen Sadiq, Noor Tagouri, Kadra Mohamed, Mona Shindy; and many more.



14 and Muslim

2018

(12m each)

Muslim teenagers are at a crossroads - remain in Islamic school or enter Catholic or public high school. With the way of the world, it's an interesting time to grow up as a young Muslim in Canada.

See section 5.0 "Curriculum and Study Guides" for teacher's guide and activities



5 Muslim Inventions That Changed the World

2017

(2m)

Five Muslim inventions that changed the world: (1) coffee, (2) algebra, (3) universities, (4) cameras and (5) flying.



A New Life, a New Land: The Muslim Experience in Canada

2015

(~45m each)

This is a Canadian made website supported by the Canadian government, and the Saskatchewan School of Arts. It provides accurate and current information about Islam and Muslims in Canada. It has a three part documentary series narrated by Dawud Wharnsby about Muslims in Canada. The series also follows the arrival of the first Muslims in Canada - dating back 150 years

See section 5.0 "Curriculum and Study Guides" for teacher's guide and activities



American Muslims: Facts vs. Fiction

2015

(11m)

This short film by Unity Production Foundation provides answers backed by scientific research to the most frequent questions Americans ask about their Muslim neighbors. Visit www.americanmuslimfacts.com for more videos and to organize a screening.

See section 5.0 "Curriculum and Study Guides" for teacher's guide and activities



Are We Racist? Marketplace Investigation

2018

(44m)

Although this Marketplace investigation looks at racism faced by a variety of racialized groups. There are social experiments done using women who wear the hijab and niqab to see the effects of racism in Canada. [CBC]



Blind Trust Project

(3m)

2015

In response to recent hate crimes and bullying against Muslims due to Islamophobia, we walked the streets of downtown Toronto to see the reactions of Canadians on how Muslims are made to feel because of false media portrayals. The response was touching and inspiring.



Brothers Hypnotic

(1h 27m)

2013

For the eight young men in the Hypnotic Brass Ensemble, “brotherhood” is literal: they’re all sons of anti-establishment jazz legend, Phil Cohran. Cohran and their mothers raised them together on Chicago’s South Side on a strict diet of jazz, funk and Black consciousness. [IMDB]



Dirilis: Ertugru

(1h 15m - 1h 25m)

2014

This Netflix drama series set in the Thirteenth century is based on the historical figure of Ertugrul Ghazi, the father of Osman who founded the Ottoman Empire, It depicts his heroic story and presents Islam in a nuanced and detailed manner.



El Seed: Street Art with a Message of Hope and Peace

(5m)

2015

What does this gorgeous street art say? It’s Arabic poetry, inspired by bold graffiti and placed where a message of hope and peace can do the most good. In this quietly passionate talk, artist and TED Fellow eL Seed describes his ambition: to create art so beautiful it needs no translation.

See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities



Enemy of the Reich: The Noor Inayat Khan Story

(60m)

2014

Noor Inayat Khan grew up in a home that fostered faith and hope. Throughout the 1930s, an unimaginable evil tore through Europe, as Hitler’s Third Reich terrorized its way to domination. During these tumultuous times, a young Muslim woman living in Paris found her calling.

See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities



Fordson: Faith, Fasting, Football

(1h 32m)

2011

This award-winning documentary follows a predominantly Arab-American high school football team from a working - class Detroit suburb as they practice for the big game during the last ten days of Ramadan, revealing a community holding onto its Islamic faith while they struggle for acceptance in post 9/11 America.

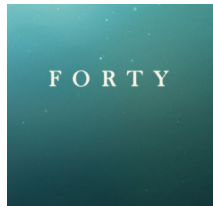


Forgotten Heroes - The Muslim Contribution

2009

(4m)

Inscribed in stone, along with tens of thousands of other missing war dead, are the names of Muhammad Aslam, Abdullah Khan, Ahmad Khan and Muhammad Usman. Visit the Menin Gate at Ypres in Belgium and you will see these and numerous other obviously Muslim names on the memorial that is dedicated to the commemoration of soldiers killed in the Ypres Salient.



Forty Beautiful Stories

2016

(<5m each)

Forty Beautiful Stories turns its objective towards the beautiful examples we see in life. It directs the spotlight towards the warm stories centered around the human being. By recording the virtues that stand on the verge of being forgotten, it shares them with the whole world.



Halal in the Family

2015

(6m each)

Aasif Mandvi's sitcom/parody web-series (4 episode web series) is about an all-American Muslim family. *Halal in the Family* aims to combat bias and challenge misconceptions about Muslims and communities associated with Muslims.

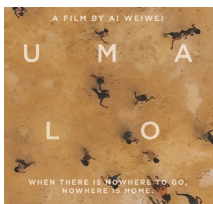


Hasan Minhaj: Homecoming King

2017

(1h 12m)

Hasan Minhaj: Homecoming King, the story of "New Brown America," is based on true events from Minhaj's first generation Indian - American experience. Navigating between two worlds, it follows Minhaj's arrival in the U.S., interracial love, racism and bullying.

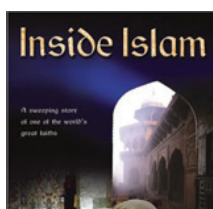


Human Flow

2017

(58m)

Over 65 million people around the world have been forced from their homes to escape famine, climate change and war in the greatest human displacement since World War II. *Human Flow*, an epic film journey led by the internationally renowned artist Ai Weiwei, gives a powerful visual expression to this massive human migration. [IMDB]



Inside Islam

2014

(1h 33m)

Watching this enthralling documentary, one inevitably wonders how Islam, a beautiful religion, could have become synonymous with fear and hatred, even after 9/11. *Inside Islam* explores the historic and poetic wellspring of the Muslim people and illuminates startling commonalities among Islam, Christianity and Judaism. [Amazon]



Inspired by Muhammad

2011

(2-4 m each)

This video series covers the following topics: animal welfare, charity, education, environment, health care, social justice and women’s rights.

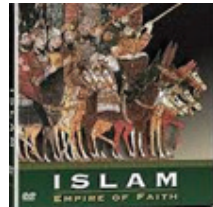


Is History Repeating Itself?

2017

(3m)

Katy Perry is the executive producer of a video telling the story of Haru Kuromiya, who was incarcerated by the American government during World War II.



Islam: Empire of Faith (PBS)

2000

(2h 40m)

PBS documentary on Islamic history that focuses on faith, culture, innovations and profiles.



Lesley Hazleton: On Reading the Koran

2010

(10m)

Lesley Hazleton sat down one day to read the Koran, and what she found — as a non-Muslim, a self-identified “tourist” in the Islamic holy book — wasn’t what she expected. With serious scholarship and warm humor, Hazleton shares the grace, flexibility and mystery she found, in this myth-debunking talk.



Little Mosque on the Prairie

2007 - 2012

(23m each episode)

This Canadian sitcom takes place in the fictional rural prairie town of Mercy, Saskatchewan. It was never the same after a cast of unlikely characters set up shop. See, these folks lean on the Middle East side of things and bring with them a culture that is not only foreign, it also creates wonderfully comedic moments that touch on all aspects of society and religion.

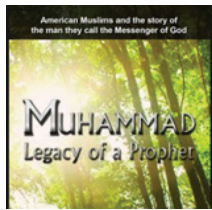


Malcolm X

1992

(3h 22m)

This biographical epic of the controversial and influential Black Nationalist leader chronicles his early life and career as a small-time gangster, to his ministry as a member of the Nation of Islam, to his eventual acceptance of Orthodox Islam. See his transition in this epic movie. [IMDB]



Muhammad: Legacy of a Prophet

2002

(1h 56m)

This PBS documentary tells the story of the seventh century prophet who changed world history in 23 years, and continues to shape the lives of more than 1.2 billion people. The film takes viewers not only to ancient Middle Eastern sites where Muhammad’s story unfolds, but into the homes, mosques and workplaces of some of America’s estimated seven million Muslims.

See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities



Muslims - Frontline, PBS

2015

(1h 56m)

This documentary examines Islam’s worldwide resurgence through the stories of diverse Muslims struggling to define the role of Islam in their lives and societies.



Not Forgotten: Soldiers of Empire

2009

(60m)

Documentary on the diversity of people who joined the British Empire’s cause in Europe during World War I, many with different reasons and expectations.



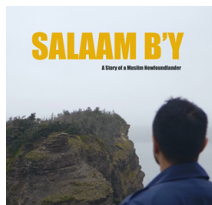
Prince Among Slaves

2008

(60 m)

This is the amazing true story of Abdul Rahman Ibrahima Sori, an African prince enslaved in the American South.

See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities



Salaam B’y - A Story of a Muslim Newfoundlander

2018

(45 m)

A short documentary about a young Muslim Newfoundlander returning to his home province to share a message of hope in a time of great economic uncertainty.



Salam Neighbor

2015

(1h 15m)

Two American filmmakers (Zach Ingrasci and Chris Temple) travel to the edge of war to live with 85,000 Syrian refugees in the Za’atari camp. Experience the heartbreak and hope on the frontlines of the refugee crisis in this film. [Amazon]

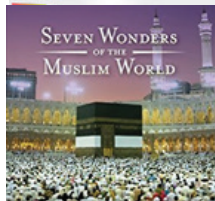
2016 - 2017



Secret Life of Muslims

(<5m each)

Filmmaker Joshua Seftel, who as a child was taunted by other kids because he was Jewish, created a new documentary series, “The Secret Life of Muslims,” to explore the stories of Muslims in America.

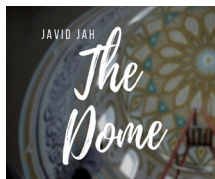


Seven Wonders of the Muslim World

2013

(1h 15m)

A series of intimate, 10-minute portraits, explores the lives and beliefs of six young people whose usual places of worship are beautiful and historic mosques across the Muslim world. The film documents their journeys as they leave their homes and families, follow them as they travel to Saudi Arabia, and share their responses to the culmination of their journeys of a lifetime. [shop.pbs.org]



The Dome

2017

(21m)

Javed Jah is an architect and street artist. He was commissioned to paint the dome of Madina Mosque in Toronto. He ended up painting it by hand over the span of a year. This is how he did it!

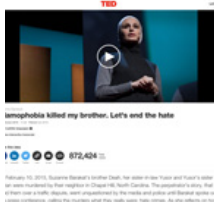


The Sultan and the Saint

2016

(58m)

Two men of faith, one a traveling Christian preacher, the other the ruler of a Muslim Empire, backed by a century of war, distrust, and insidious propaganda search for mutual respect and common ground. It is the story of Francis of Assisi and the Sultan of Egypt, and their meeting on a bloody battlefield during the period of Christian - Muslim conflict known as the Crusades.

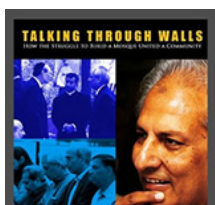


Suzanne Barakat: Islamophobia killed my brother. Let's end the hate.

2016

(15m)

On February 10, 2015, Suzanne Barakat’s brother Deah, her sister-in-law Yusor and Yusor’s sister Razan were murdered by their neighbor in Chapel Hill, North Carolina. The perpetrator’s story, that he killed them over a traffic dispute, went unquestioned by the media and police until Barakat spoke out at a press conference, calling the murders what they really were: hate crimes.

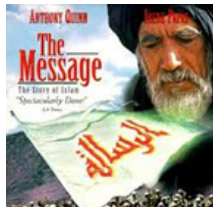


Talking Through Walls: How the Struggle to Build a Mosque United a Community 2009

(57m)

A documentary on how the opposition to building a mosque in New Jersey created friendships between different faith communities.

See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities



The Message

1976

(3h)

In accordance with Islamic law, director Moustapha Akkad’s biopic of Mohammad never actually depicts the prophet himself, but rather outlines his story through the lives of certain cardinal figures in his life. [IMDB]



Things Arab Men Say

2016

(52m)

This documentary paints a picture of Arab men that is vastly different from what we’re accustomed to. In this antidote to mainstream - media depictions of Arabs as terrorists and extremists, we get to meet Jay, Ghassan and their friends, who gather at Jamal’s Eden Barber Shop to discuss politics, religion and family over a cut and a shave.



Turkish Passport

2011

(1h 40m)

The *Turkish Passport* tells the story of diplomats posted to Turkish Embassies and Consulates in several European countries, who saved numerous Jews during the Second World War. Based on the testimonies of witnesses, who traveled to Istanbul to find safety, the Turkish Passport also uses written historical documents and archive footage to tell this story. [IMBD]

English subtitles (film is in French and Turkish)

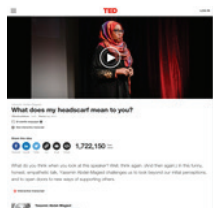


When Moors Ruled The World | 8 Advancements The Moors Brought To Europe

2016

(3m)

Although generations of Spanish rulers have tried to expunge this era from the historical record, recent archeology and scholarship now shed fresh light on the Moors who flourished in Al-Andalus for more than 700 years—from 711 AD until 1492. The Moorish advances in mathematics, astronomy, art and agriculture helped propel Europe out of the Dark Ages and into the Renaissance.



Yassmin Abdel-Magied: What does my headscarf mean to you?

2014

(14m)


What do you think when you look at this speaker? Well, think again (and then again!) In this funny, honest, empathetic talk, Yassmin Abdel - Magied challenges us to look beyond our initial perceptions, and to open doors to new ways of supporting others.

See section 5.0 “Curriculum and Study Guides” for teacher’s guide and activities


5.0



**CURRICULUM AND
STUDY GUIDES**



Curriculum and study guides are user-friendly supplementary tools that can help teachers in their discussions with students and provide exercises that elicit critical thinking among students. For ease of reference, the summary has been taken directly from the resource and all items are available online.





1001 Inventions & Muslim Heritage

<http://www.1001inventions.com/>

1001 Inventions is an award - winning international science and cultural heritage organisation that raises awareness of the creative golden age of Muslim civilisation that stretched from Spain to China. From the 7th century onwards, men and women of different faiths and cultures built on knowledge from ancient civilisations making breakthroughs that have left their mark on our world.



14 & Muslim Educator's Guide

<https://www.14andmuslim.com/educators/>

This guide is created for use with students in grades 7-12 before, during and after the viewing of *14 & Muslim*. Teachers may adapt activities to suit their class needs and are encouraged to engage students in thoughtful dialogue about issues of diversity, Islamophobia and Canadian Muslim identity. The culminating activity encourages student engagement to change their school culture and provide opportunities for community connection through the Living Library model. Additional resources have been provided to assist teachers in their own background knowledge and to enhance student knowledge as well.



A Bystander's Guide to Standing up Against Islamophobic Harassment

<http://www.themarysue.com/bystanders-harassment-guide/>

Tumblr user, Maeril, A Paris - based illustrator and filmmaker has posted a short and helpful illustrated how - to guide for bystanders who want to step in and help someone experiencing Islamophobic harassment in a public place.



A New Life a New Land: The Muslim Experience in Canada

<http://www.anewlife.ca/documentary/>

A Canadian made website supported by the Canadian government, and Saskatchewan School of Arts. It provides accurate and current information about Islam and Muslims in Canada. It has a three part documentary series narrated by Dawud Wharnsby about Muslims in Canada. The documentary series is accompanied by a 100 page education guide. Contact email to request guide can be found on the website.

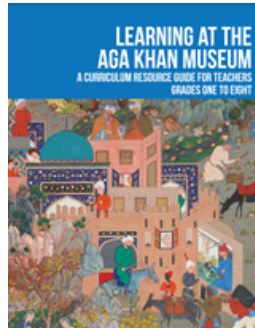




Aga Khan Museum Curriculum Guide

https://www.agakhanmuseum.org/sites/default/files/downloadable/AgaKhanMuseum_FullCurriculumGuide.pdf

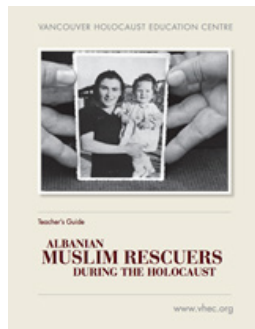
Engage your students and broaden their understanding of the arts of Muslim Civilizations with a multi-disciplinary resource inspired by the Aga Khan Museum’s Permanent Collection! Teachers are provided with ideas and resources to teach core competency skills in arts, sciences, mathematics, literacy, and social studies while fulfilling specific expectations in the Ontario Ministry Curriculum. It featuring lesson plans, a glossary of terms, and strategies for art - based learning, this resource is perfect for classroom use and for teachers’ reference during a class visit to the Aga Khan Museum.



Albanian Muslim Rescuers During the Holocaust

<http://www.vhec.org/images/pdfs/Muslim%20Rescuers%20Teachers%20Guide.pdf>

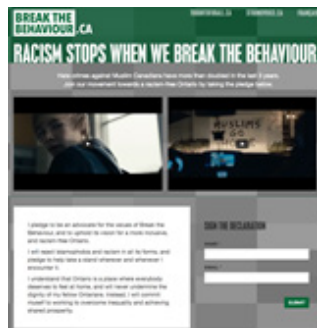
A 26-page Teacher’s Guide created by the Vancouver Holocaust Education Centre produced in 2010. It includes writing prompts & extension activities, videos, rescuer profiles from all over the world, timeline, map, and extended resources.



Break the Behaviour

<http://www.breakthebehaviour.ca/>

Hate crimes against Muslim Canadians have more than doubled in the last 3 years. Join our movement towards a racism-free Ontario by taking the pledge below.



Debunking Stereotypes About Muslims and Islam

<http://www.tolerance.org/lesson/debunking-stereotypes-about-muslims-and-islam>

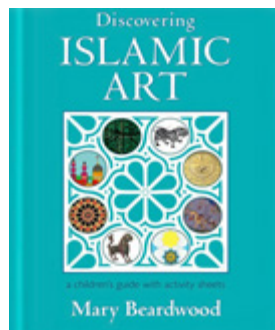
Teaching Tolerance, a project of the Southern Poverty Law Centre, offers comprehensive lessons addressing Islam and issues affecting Muslims.



Discovering Islamic Art by Mary Beardwood

<https://medinapublishing.com/discoveringislamicart/category/landingpage/>

A subject that spans a millennium - and - a - half and covers every walk of life in every corner of the globe. With *Discovering Islamic Art*, Mary Beardwood invites younger children to enter the world of Islamic art – and what a world it is: one of beauty and inventiveness, spiritual depth and exquisite artistry. Ms. Beardwood has graciously provided 11 activity sheets to encourage further engagement and to help children have fun and to remember more. These worksheets are available here in PDF for you to print separately from the book.



McSWEENEY'S

Domestic Crusaders

<https://d3thpuk46ejbu.cloudfront.net/uploads/production/2955/1481843137/original/DomesticCrusaders-1.pdf?1481843137>

Wajahat Ali's *The Domestic Crusaders* focuses on a day in the life of a modern, Muslim Pakistani - American family of six eclectic, unique members, who convene at the family house to celebrate the 21st birthday of the youngest child. With 9/11 in the background and the scapegoating of Muslim Americans, the tensions and sparks fly among the three generations, culminating in an intense family battle as each "crusader" struggles to assert and impose their respective voices and opinions, while still attempting to maintain and understand the unifying thread that makes them part of the same family.



Islam Imagined by Peter Gould (creative ummah)

<http://www.islamimagined.com>

Islam Imagined is a new platform for fun, faith-based activities for children of all ages. Easy to implement activities can be explored under three themes - design, innovation and technology - with Islamic references as a common thread.



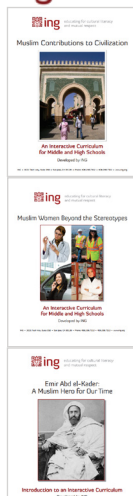
DREAM BIG. BE CREATIVE. DESIGN THE FUTURE.

Click here to learn more

Islamic History Month Canada [IHMC] Database of Events

<http://www.ihmcanada.com>

Islamic History Month Canada (IHMC) in October aims to celebrate, inform, educate, and share with fellow Canadians the rich Muslim heritage and contributions to society. Many contributions have been made in sciences, humanities, medicine, astronomy, and other disciplines that have greatly benefited human progress. IHMC believes that through education and sharing positive stories, all Canadians can grow and connect in the best way possible.



Islamic Networks Group

<https://ing.org/>

ING is pleased to make its content available online to educators in middle and high schools as well as colleges and universities. ING's online curriculum includes its most popular digital presentations related to teaching about Muslims and their faith:

- **Muslim Contributions to Civilization**
- **Muslim Women Beyond the Stereotypes**
- **Shared Values** (multifaith panel presentations); requires registration to access
- **Living the Faith** (topics as they relate to five major world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam); requires registration to access
- **Emir Abd El- Kader** (Muslim heroes series)



Koran by Heart

http://www.hbo.com/assets/pdf/documentaries/koran-by-heart/KoranByHeart_StudyGuide.pdf

Select [HBO.com](http://www.hbo.com) (USA): includes critical thinking Study Guide and accompanying questions.



MOSTResource: A Guided Resource on Muslims for the Entertainment Industry

<http://www.mostresource.org/>

As Muslim themes and characters appear more often in television and film, writers and producers face a complex challenge: presenting multidimensional characters and stories that transcend stereotypes. MOST invites you to use our resources freely.

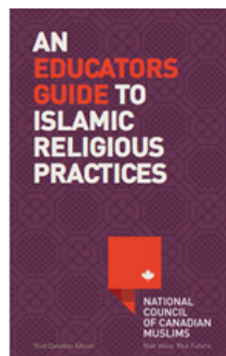


National Council of Canadian Muslims

<http://www.nccm.ca>

- Helping Students Deal with Trauma and Geopolitical Violence and Islamophobia
<https://www.nccm.ca/wp-content/uploads/2016/08/ED-GUIDE-ENGLISH-BOOK.pdf>

- Educators Guide to Islamic Religious Practices
https://issuu.com/amirael/docs/nccm_singlepage_educator
<http://osstfd19.ca/wp-content/uploads/2014/07/NCCM-Educator-2016s.pdf> https://issuu.com/amirael/docs/nccm_singlepage_educator





National Film Board of Canada: The Faith Project

<http://www3.nfb.ca/sg/100764.pdf>

The Faith Project intimately observes the rituals of seven young Canadians from different faith traditions. Each of the project's subjects allowed the creative team access to their personal practice and expressions of faith. The user's experience is enriched by the website and app's capacity to expand on these practices within a Canadian context. And while shuttling between the project's short portraits, one observes striking commonalities between different traditions. These articulate, busy young Canadians weave faith into their daily lives not as an obligation but as something that is essential to their identity and place in the world. This immersive experience will captivate and enlighten people of all faiths, and perhaps provide a deeper understanding to those seeking their own personal form of spiritual expression.



National Film Board of Canada: The Faith Project

<http://tessellateinstitute.com/wp-content/uploads/2016/06/Neglected-Voices-Curriculum-Pack-June-2016-TTI.pdf>

The Tessellate Institute (TTI) produced a series of four short films in 2011 (<http://tessellateinstitute.com/projects/neglected-voices/>) about Muslim youth who are at risk of being marginalized, representing different ethnic groups that face divergent challenges in Canadian society. These short "point of view" style films feature young Muslims explaining what it is like to be a Canadian growing up in a prevailing culture of Islamophobia and negative stereotypes.

TTI has now produced a curriculum pack for grades 7-12 to accompany these videos for use in classrooms. The curriculum pack includes both lesson plans as well as grading rubrics for teachers.



Rukhsana Khan - Teacher Guides for Books

<http://www.rukhsanakhan.com/resources/teacherguides.html>

ING is pleased to make its content available online to educators in middle and high schools as well as colleges and universities. ING's online curriculum includes its most popular digital presentations related to teaching about Muslims and their faith:

- **Big Red Lollipop (Grades KG-3 with Student Activity Sheets)**
- **The Roses in My Carpet (Grades 3-6, 7-8, and 9-12) with Student Activity**

Big Red Lollipop
Teacher's Guide for Grades K-3
With Student Activity Sheet



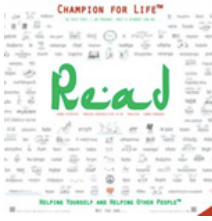
By Rukhsana Khan
www.rukhsanakhan.com

The Roses in My Carpets
Study Guide for Grades 3-6, 7-8,
and 9-12
With Student Activity Sheets



Written and Performed by:
Rukhsana Khan
www.rukhsanakhan.com

For booking information please contact:
1-800-955-4882
The Case Goods Building Local: 416-361-4882
Suite 201 Fax: 416-361-2023



The Champion of Life User Guide

<http://thechampionforlife.info/>

Video: <https://www.youtube.com/watch?v=GK86YwNgvnc>

Bring The Champion for Life (TM) Resource to life. The User Guide helps educators/administrators quickly make use of The Champion for Life(TM) resource as an interactive learning tool. Find over 100 pages of ideas making interaction fun, interesting and progressive. The learning permutations are endless and fascinating promoted through classroom interaction and self-interest. The Champion for Life(TM) Resource is a 21st century learning tool and the companion User Guide facilitates this.



Unity Productions Foundation

<https://www.upf.tv/teachers/>

Social Studies Brochure:

https://www.upf.tv/wp-content/uploads/sites/196/2014/05/8.5x11_SocialStudiesBrochure_Sept2015_LetterSize_1PerPG.pdf

Curriculum Guides

1. *Nadia's Ramadan*

https://www.upf.tv/wp-content/uploads/sites/196/2014/11/Ramadan-UPF-Video-Lessons_Final-Jan-2015.pdf

2. *Enemy of the Reich*

<https://www.upf.tv/wp-content/uploads/sites/196/2015/03/Study-guide-ENEMY-OF-THEREICH.pdf>

3. *Islamic Art: Mirror of the Invisible World*

<http://islamicart.tv/>

4. *Prince Among Slaves*

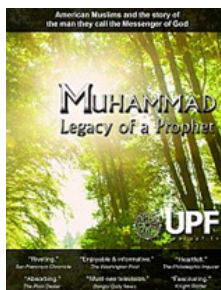
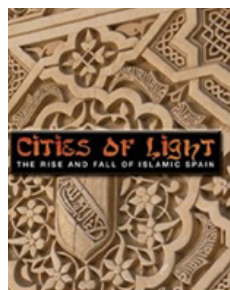
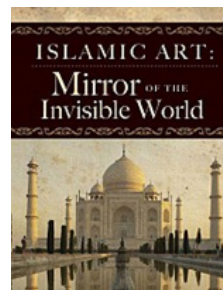
<https://www.upf.tv/wp-content/uploads/sites/196/2014/05/prince-among-slaves-lesson-plan.pdf>

5. *Cities of Light: The Rise And Fall of Islamic Spain*

<http://www.islamicspain.tv/For-Teachers/pdfs.zip>

6. *Muhammad: Legacy of a Prophet*

<http://www.pbs.org/muhammad/learningtools.shtml>







6.0



**WRITING
ASSIGNMENTS**



The writing assignments in this section are a great way to incorporate IHM themes in a Language Arts or English class. The following suggested topics reflect the diverse culture, history, and contributions of Muslims throughout the world, and specifically, in Canada.



6.01 FAMOUS CANADIAN MUSLIMS, THAT'S WHO!

THE LATE Wafa Dabbagh
LIEUTENANT COMMANDER
ROYAL CANADIAN NAVY

Amira Elghawaby
COMMUNICATIONS DIRECTOR
NATIONAL COUNCIL OF CANADIAN MUSLIMS

THE HON. AHMED Husse
MINISTER OF IMMIGRATION,
REFUGEES & CITIZENSHIP

THE HON. Mobina Jaffer
SENATOR

NAZEM Kadri
TORONTO MAPLE LEAFS CENTER

GINELLA Massa
CITYTV NEWS REPORTER

THE HON. MARYAM Monsef
MINISTER OF STATUS OF WOMEN

THE HON. YASIR Naqvi
ATTORNEY GENERAL OF ONTARIO
AND GOVERNMENT HOUSE LEADER

NAHEED NENSHI
MAYOR OF CALGARY

Zaib Shaikh
TORONTO FILM COMMISSIONER &
DIRECTOR OF ENTERTAINMENT INDUSTRIES

MARK STRONG
G98.7 RADIO HOST &
RAPTORS IN HOUSE HOST

DAWUD WHARNSBY
WRITER, MUSICIAN &
ARTIST

Write a newspaper article about a major milestone event during the life of one of the following prominent Canadian Muslims featured in this Islamic Heritage Month poster. Be sure to include: Who? What? When? Where? Why? (and How?).

This is a fun way to get to know some impressive Muslims Canadians.

6.02 MUSLIM SUPERHEROES



1 Select a Muslim hero from one of the following categories and complete a biographical sketch.

- | | | |
|---|---|---|
| <input type="checkbox"/> Activism | <input type="checkbox"/> Education | <input type="checkbox"/> Journalism |
| <input type="checkbox"/> Art | <input type="checkbox"/> Family | <input type="checkbox"/> Military/Navy/Armed Forces |
| <input type="checkbox"/> Author | <input type="checkbox"/> Fashion | <input type="checkbox"/> Music |
| <input type="checkbox"/> Blog | <input type="checkbox"/> Film | <input type="checkbox"/> Philanthropy |
| <input type="checkbox"/> Business | <input type="checkbox"/> Government | <input type="checkbox"/> Science |
| <input type="checkbox"/> Charity | <input type="checkbox"/> Health and Wellnes | <input type="checkbox"/> Social Services |
| <input type="checkbox"/> Civic Engagement | <input type="checkbox"/> Interfaith Dialogue | <input type="checkbox"/> Sports |
| <input type="checkbox"/> Civil Rights/Civil Liberties | <input type="checkbox"/> Islamic Education | <input type="checkbox"/> Women |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Islamic Organization | <input type="checkbox"/> Youth |
| <input type="checkbox"/> Economics/Finance | <input type="checkbox"/> Islamic Scholarship | |

2 Use the information you learned to create a comic with your “Muslim Hero” as the protagonist in the story. In your comic, ensure you include 2+ panels for each plot point: initial action, rising action, climax and resolution.

For an exemplar, see Gavin Aung Than’s comic “Malala Yousafzai” at zenpencils.com
<http://zenpencils.com/comic/104-malala-yousafzai-i-have-the-right/>

6.03 LET'S CELEBRATE



Photo Credit: Syefri Zulkefli (Shah Alam, Malaysia)

Your celebration. My celebration. All celebrations are fun.

Take a close look at the image above. What do you see? Look in more detail; what else do you notice?

A. Use the picture to help you complete five of the writing prompts below:

- I wonder what...
- I wonder how...
- I wonder if...
- I think...
- I recognize...
- I am reminded of ... when...
- I wish...
- I know...
- I feel...
- I like...

B. Think about one of the celebrations that you have participated in, or have seen take place, during the year (e.g. Thanksgiving, Christmas, Hanukkah, New Year, Diwali, Vaisakhi, Kwanzaa, etc.). Write a paragraph about what is the same and what is different between the Eid dinner in the photograph and your celebration dinner.

C. Imagine you are the boy or girl in the picture. Write a journal from his/her perspective about the dinner. The journal can be written about

- the night before Eid
- during dinner
- the day of Eid before everyone arrives
- or at night time when all the guests have left

6.04 A REFUGEE AND A SAFE HOME



#WelcomeRefugees



Photo Credit: Government of Canada, Immigration & Citizenship [<http://www.cic.gc.ca/english/refugees/welcome/>]

According to The Government of Canada:

- Each year, Canada provides asylum to more than 10,000 persecuted persons and welcomes another 12,000 refugees from abroad
- 1971: After decades of being denied adequate political representation in the central Pakistani government, thousands of Bengali Muslims came to Canada at the outbreak of the Bangladesh Liberation War
- 1972-1973: Following Idi Amin’s expulsion of Ugandan Asians, 7,000 Ismaili Muslims fled and were brought to Canada
- 1992: 5,000 Bosnian Muslims were admitted to Canada to escape the ethnic cleansing in the Yugoslav Civil War.
- 1999: Canada airlifted more than 5,000 Kosovars, most of whom were Muslim, to safety
- Present: Syrian Muslims who had to flee their home due to the current war in the Middle East are being provided asylum in Canada

<http://www.cic.gc.ca/english/refugees/timeline.asp>

Imagine you are a doctor, lawyer, teacher, parent or student living in those lands. Write a journal entry about leaving your war-torn homeland and coming to Canada.

6.05 MUSLIMS IN THE MOVIES



Photo Credit: [http://i.vimeocdn.com/video/531997875_1280x720.jpg]

In a small group, make a list of TV shows, movies and web series that portray the antagonist as Middle Eastern, Muslim, or a person with dark skin or a beard.

- This device is used to portray the “other” as very different from the intended viewer, so it is easier to “vilify” them as they are less relatable.

Choose a position below and write a persuasive piece in support of your chosen statement:

- 1 Since the purpose of movies and television shows is to entertain, they are not taken seriously and have no real impact on people’s lives.
- 2 Commonly portraying a specific cultural or religious group as the enemy in movies and on television has a negative impact on real people’s lives

After students finish their persuasive writing, have them discuss both sides as a class, or use their writing as a basis for a small group debate.

6.06 THE EARLY MUSLIMS IN CANADA



Photo Credit: Author Unknown [<http://www.alrashidmosque.ca/site/history>]

James and Agnes Love were the first Muslims to come to Upper Canada. They arrived from Scotland in the early 1850's – before Confederation! By the time the first census after Confederation was held, several Muslim families were living in Canada. Since then, many waves of Muslims have come to Canada, including Lebanese and Turkish Muslims who helped build the Trans-Canada Railway

Source: A New Life in Canada. [<http://www.anewlife.ca/documentary/>]

A) Use the websites below to create an infographic or a timeline to show the arrival and contributions of Muslims in Canada, along with some of Canada's major historical events (e.g. Confederation, building of Trans-Canada Railway, WWII etc.)

B) Use information from the sources below and write a reflection on how Muslims have been an integral part of the building and development of Canada.

- <http://www.anewlife.ca/documentary/>
- <http://www.anewlife.ca/muslim-demographics-in-canada/>
- <http://www.cic.gc.ca/english/refugees/timeline.asp>
- <http://www.ihistory.co/>

6.07 HAPPY HOLIDAYS



Photo Credit: <http://metrowatchonline.com/wp-content/uploads/2015/12/happy-holidaysgn>

There are many different holidays that Canadians celebrate: some are religious and others can be more cultural.

- A) What is your favourite holiday? Describe how you celebrate that holiday. Include details by answering the five W's: "Who? What? When? Where? and Why?"
- B) Have you ever been invited to, or had the opportunity to attend, a celebration of a different holiday than you normally celebrate? If so, describe.

6.08 CULTIVATING EMPATHY THROUGH JOURNALING



Imagine: You spend almost every weekend with your best friend since kindergarten. Whether you are eating and doing homework at each other's house, hanging around the neighbourhood, or going on trips together in the city, you know you can always count on your friend

- Lately, you have noticed that your friend does not want to go out as much. When he does, he seems uncomfortable and wants to go back home.
- After inquiring about the change in his behavior, your friend tells you that since some countries have started saying that Muslims need to register, or should not be allowed in, he has been feeling uncomfortable in public places. He said that he notices people looking at him differently, moving away when he sits down on a bus, and one person even yelled at him to “go back home to your own country”.
- You miss the fun trips with your friend, but most of all you feel bad that he has become so withdrawn

Write a diary or journal entry about this situation. Share your thoughts and provide an outline of how you can help your friend.

6.09 PERCEPTIONS: WHO AM I?



Look at the man in the photo. Based on his appearance, who do you think he is? You may not have met him personally, but you may have seen people who look like him and dress like him. Create a personal narrative for the man in this picture:

- 1 Where do you think he is from?
- 2 Does he have an accent? If yes, what kind?
- 3 Where does he live now?
- 4 What level of education did he complete?
- 5 If you said he went beyond high school, what do you think he studied?
- 6 Does he work? If you said yes, what kind of job does he do?
- 7 Is he involved in community events?
- 8 What is his community? Describe it.
- 9 What groups/organizations is he involved in?
- 10 What might some of his hobbies be?



Photo Credit: TED TALKS [https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you]

Look at the woman in the photo. Who do you think she is? You may not have met her personally, but you may have seen people who look like her and dress like her. Create a personal narrative for the woman in this picture:

- 1 Where do you think she is from?
- 2 Does she have an accent? If yes, what kind?
- 3 Where does she live now?
- 4 What level of education did she complete?
- 5 If you said she went beyond high school, what do you think she studied?
- 6 Does she work? If you said yes, what kind of job does she do?
- 7 Is she involved in community events?
- 8 What is her community? Describe it.
- 9 What groups/organizations is she involved in?
- 10 What might some of her hobbies be?

Watch this TED Talks clip by Yassmin Adbel-Magied about unconscious biases, redefining narratives and challenging initial perceptions. <https://www.youtube.com/watch?v=18zvlz5CxPE>

As you watch the clip, use a different colour pen to fill in the answers to the questions above about her real narrative, next to the answer you already have. After watching the clip and adding to your earlier ideas about Abdel-Magied's identity, respond to the questions below.

What is unconscious bias? _____

How does the narrative you created for Yassmin Adbel-Magied compare to her real narrative?

What are some things that you found surprising or interesting in the clip?

1. _____
2. _____
3. _____
4. _____
5. _____

What are some unconscious biases you found in yourself after watching the video? (These do not have to only be about Yassmin Adbel-Magied. You can also include the examples and studies mentioned.)

6.10 “RIGHTEOUS AMONG THE NATIONS”

Background

“Righteous Among the Nations” is a title used to describe individuals from all the world’s nations who saved Jewish lives in the Holocaust. One person who belonged to this category of people was Oskar Schindler (1908-1974) who was an ethnic German Catholic and a wealthy businessman from Czechoslovakia. Schindler was an unlikely wartime rescuer because he was known to be an opportunist businessman and a member of the Nazi Party. Despite this, he is responsible for rescuing more than 1000 Jews from deportation to Auschwitz, Nazi Germany’s largest “extermination” centre. Schindler would often use his diplomatic skills and even bribery to ensure that the Jewish workers that worked in his factory were not deported. He was responsible for ordering lists of up to 1200 Jewish prisoners needed to work in one of his new factories in 1944. These lists came to be known collectively as, “Schindler’s List.” Schindler eventually died penniless and almost unknown in October 1974. Many of the survivors whom he helped save, and the survivors’ descendents, financed the transfer of his body for burial in Israel. In 1993, Yad Vashem awarded Oskar and his wife at the time of WWII, Emile Schindler, the title of “Righteous Among the Nations.” His story was made into the 1993 award winning film by Steven Spielberg, *Schindler's List* and was based on the 1983 novel of the same name by Thomas Keneally. (Source: “Oskar Schindler. United States Holocaust Memorial Museum. United States Holocaust Memorial Museum. n.d. Web. 30 Apr. 2017)

There are many individuals - Muslims included - who risked their lives during the Holocaust to save the lives of Jews. This assignment will help you familiarize yourself with some of their acts of bravery, despite the extremely dangerous time and place in which they lived. It will also illustrate how important it is to be an upstander, as opposed to a bystander, to stand up to injustice and persecution, especially when meted out against people that are part of a group that is different your own.

Albania was one of the few European Jewish safehouses, where 100% of the Jews that arrived to Albania were saved. The Albanians credit this act of humanity as the foundation of the cultural precept called besa, which means “word of honour”. Little is also known about the Turkish contribution where Kemal Ataturk, the Turkish President, had given instructions to his diplomats to assist Jews during the Holocaust. Ataturk had initially received a letter in 1933 from Albert Einstein requesting that he admit 40 Jewish scientists to work in Turkey which prompted the subsequent Turkish response during the Holocaust. According to the late American researcher Arnold Reisman, Turkey saved a total of about 15,000 Jews in wartime France. This story was told in a recent film, *Turkish Passport*. The last scene of the film ends with the quote, “Whoever saves one life, saves the entire world,” quoting the Talmud and the Qur’an. (Source: Kirshner, Sheldon. “Turkish Diplomats Saved Jews During Holocaust.”)¹

Melissa Chan’s Time article “The Forgotten Stories of Muslims Who Saved Jewish People During the Holocaust” <http://time.com/4651298/holocaust-memorial-day-muslims-jews/> is about an exhibit that debuted in the UN headquarters in Geneva called *I am Your Protector*. It exhibits 15 stories that show how people came to protect one another even during the most extreme instances of violence, hate, and unrest.

¹The Canadian Jewish News - CJN. Jan. 27, 2012. Web. Apr. 30, 2017.) <http://www.cjnews.com/news/canada/turkish-diplomats-saved-jews-holocaust>

UNION DES SOCIÉTÉS "OSE"
 POUR LA PROTECTION DE LA SANTÉ
 DES POPULATIONS JUIVES

COMITÉ D'HONNEUR

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 LITHUANIE.
 POLOGNE (T. O. E.)
 ROUMANIE.



א.ו.ע.

סארכאנד סון די געוועלשאפטן
 סארן יידישן געוונטשן

TEL.:

PARIS (XVII^e). LE 17 September, 1933
 4, Rue Roussel

Maarif v. Kaitani
 3-10-33

Your Excellency,

As Honorary President of the World Union "OSE" I beg to apply to Your Excellency to allow forty professors and doctors from Germany to continue their scientific and medical work in Turkey. The above mentioned cannot practise further in Germany on account of the laws governing there now. The majority of these men possess vast experience, knowledge and scientific merits and could prove very useful when settling in a new country.

Out of a great number of applicants our Union has chosen forty experienced specialists and prominent scholars, and is herewith applying to Your Excellency to permit these men to settle and practise in your country. These scientists are willing to work for a year without any remuneration in any of your institutions, according to the orders of your Government.

In supporting this application, I take the liberty to express my hope, that in granting this request your Government will not only perform an act of high humanity, but will also bring profit to your own country.

I have the honour to be,

Your Excellency's obedient servant,

A. Einstein

(Prof. Albert Einstein)

His Excellency
 The President of the Cabinet of Ministers
 of the Turkish Republic.

Adresse Telegraphique: "OSE" 4, RUE ROUSSEL - PARIS
 3/10/33
 40 rue Roussel

14 Eylül 1933 tarihinde...
2/10/33 tarihinde...

Source: "Einstein's Letter to Ataruk's Turkey." National Geographic. May 22, 2012. Web. April 30, 2017.
[\[http://www.chatelaine.com/wp-content/uploads/2012/06/3d0500d449d58ce655bbb76bf4ff.jpg\]](http://www.chatelaine.com/wp-content/uploads/2012/06/3d0500d449d58ce655bbb76bf4ff.jpg)

1 Research one person from the list below and write a short biography about him/ her. (Remember to include some visuals, e.g. photographs etc.)

- Selahatrin Ulkumen (Turkish Diplomat)
- Necdet Kent (Turkish Diplomat)
- Behic Erkin (Turkish Diplomat)
- Si Kaddour Benghabrit (Founder & Imam, Grand Mosque of Paris)
- Abdul Hussain Sardari (Iranian Diplomat)
- Mohammad Helmy (Egyptian-German Doctor)
- Ali Sheqer Pashkaj (Albanian Muslim)
- Nuro Hoxha (Albanian Muslim Teacher)
- Veseli Brothers (Albanian Muslim Brothers)
- Kadiu Family (Albanian Muslims)
- Servet & Dervis Korkut (Albanian Muslims, librarian)
- Khaled Abdelwahhab (Tunisian Businessman)
- King Mohammed V (Moroccan King)
- Shaykh Abdelhamid Ben Badis and Shaykh Taieb el-Okbi (Algerian Islamic Scholars)
- Mustafa and Zejneba Hardaga (Bosnian Muslim Couple)

2 Research a modern-day upstander, either from your own community or who has done work nationally or internationally, that you admire. Write a short biography about this person.

Some points to consider when writing your biography are:

- What action did the rescuer take?
- What motivated the rescuer to act?
- What obstacle did the rescuer face?
- What choices did they have? Try to think of at least three courses of action open to the rescuer.

3 Please use reliable sources when researching and include embedded citations and a bibliography. Avoid using Wikipedia. Present your information to the class in an organized manner (for example, using PowerPoint, Google Slides, Prezi, etc.)

When: Due Date _____

Name _____

Due Date _____

1 Content of 2 biographies (Knowledge & Understanding)

1 2 3 4 5 6 7 8 9 10

Comment:

2 Research - Embedded Citations & Bibliography (Thinking)

1 2 3 4 5 6 7 8 9 10

Comment:

3 Quality of Presentation Visual e.g. PPT, Prezi etc. (Application)

1 2 3 4 5 6 7 8 9 10

Comment:

4 Quality of Presentation Skills e.g. eye contact, volume, pace etc. (Communication)

1 2 3 4 5 6 7 8 9 10

Comment:



7.0



ART PROJECTS



In this section, you will find suggestions for art projects that expose students to the rich world of Islamic art. Each art project includes the appropriate grade levels, background information, materials, and detailed instructions. The materials are readily available and are not cost prohibitive. Some suggested projects may also include examples of sample works.



7.01 USING PATTERN BLOCKS TO CREATE ISLAMIC ARCHITECTURE FROM AROUND THE WORLD

Background

GRADE K - 2

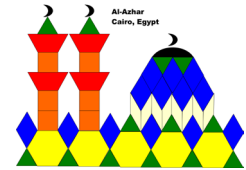
Islamic architecture can be found throughout the world, from Canada to China to Turkey and beyond. In this assignment, students will use pattern blocks (a familiar manipulative available in most elementary schools) to copy designs from cards, first with real blocks and then if they wish, by gluing paper pattern blocks on construction paper. Students may also create their own unique architecture using the templates as guidelines.

Educational Objectives

1. Describe objects in the environment using geometric shape names.
2. Identify shapes in the environment.
3. Identify shapes, regardless of orientation or size.
4. Analyse 2-D shapes.
5. Use informal language to describe the similarities between different 2-D shapes
6. Compose shapes to form larger shapes (i.e., compose triangles to form a rectangle).

Materials

- Pattern Block Designs cards (Teacher Masters 1-10, run 1 copy each on cardstock. Laminate if desired).



- 3 buckets of pattern blocks
- 6 small containers of paper pattern block shapes
- 1 sheet of white (or any solid colour) 6" x 9" construction paper
- 6 small bottles of glue or glue sticks

Activity

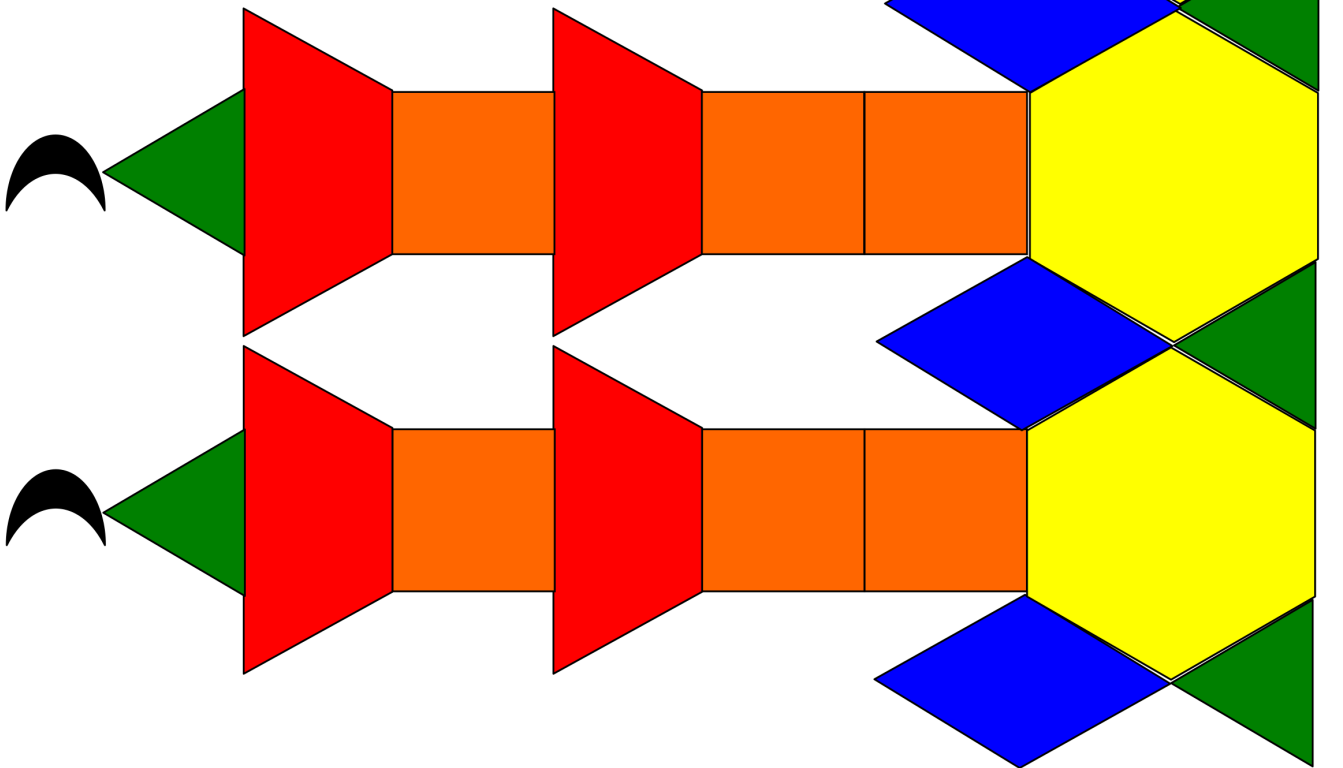
1. Choose the pattern block design card that you would like to copy.
2. What do you notice about the design? Which shapes will you need? How many? How can you make them fit together?
3. Use your pattern blocks to copy. Does your design look just the same?
4. If you would like to make a copy of your work with the paper shapes, find the shape(s) you need. Glue them carefully to the black construction paper to make it look just like the figure you made.
5. Can you use the pattern blocks to create some designs of your own?
6. Would you like to make a copy of one of your original designs?
7. Do you want to take your work home to share with your family or leave it at school for others to see?

Sources

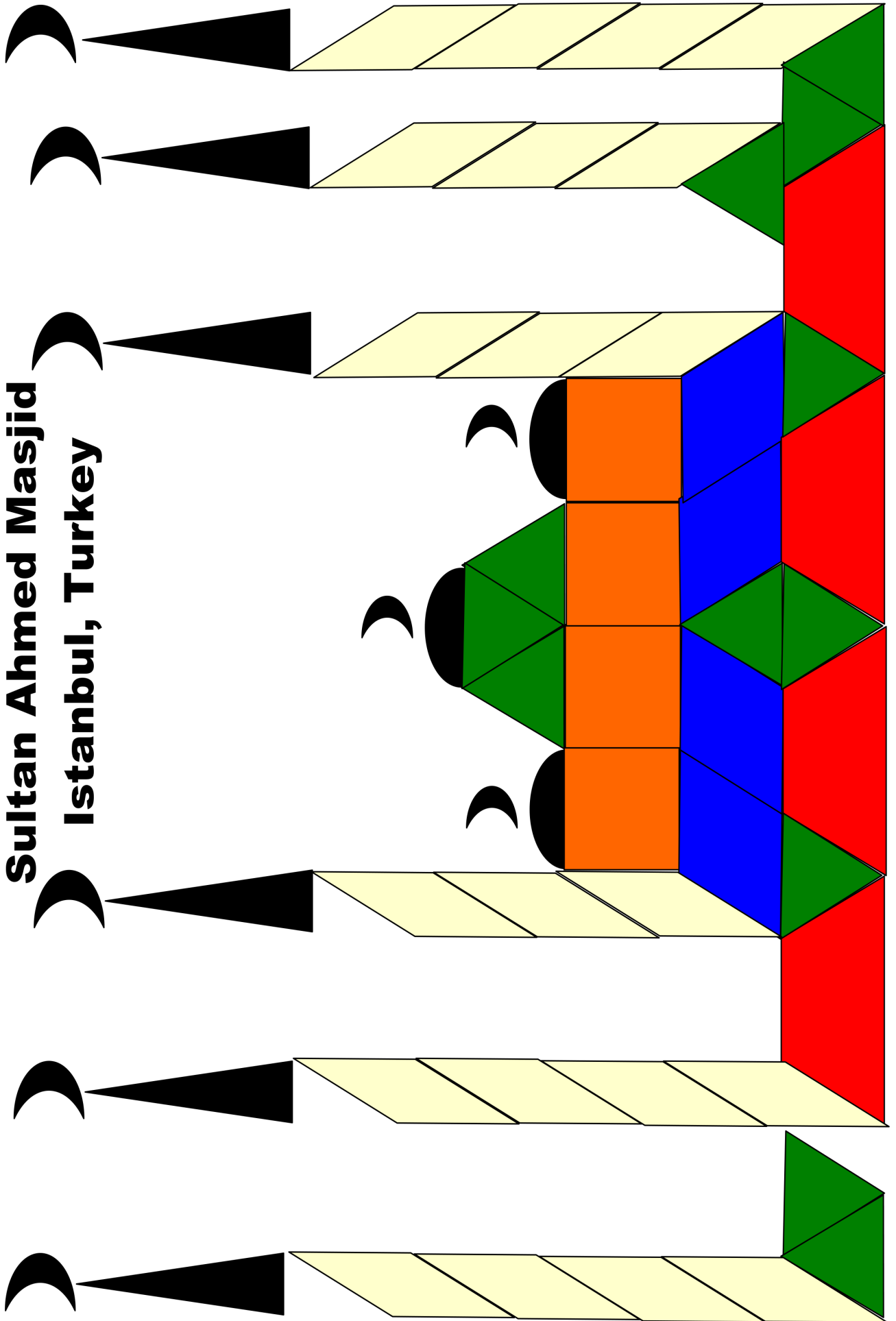
Scribd (Designs based on famous masjids/mosques, for use with pattern blocks)
<https://www.scribd.com/document/21335679/pattern-blocks-masjids>

Pattern Block Lessons to Meet Common Core State Standards Grades K–2
<https://www.mathlearningcenter.org/sites/default/files/pdfs/PBLCCSSK2-0412w.pdf>

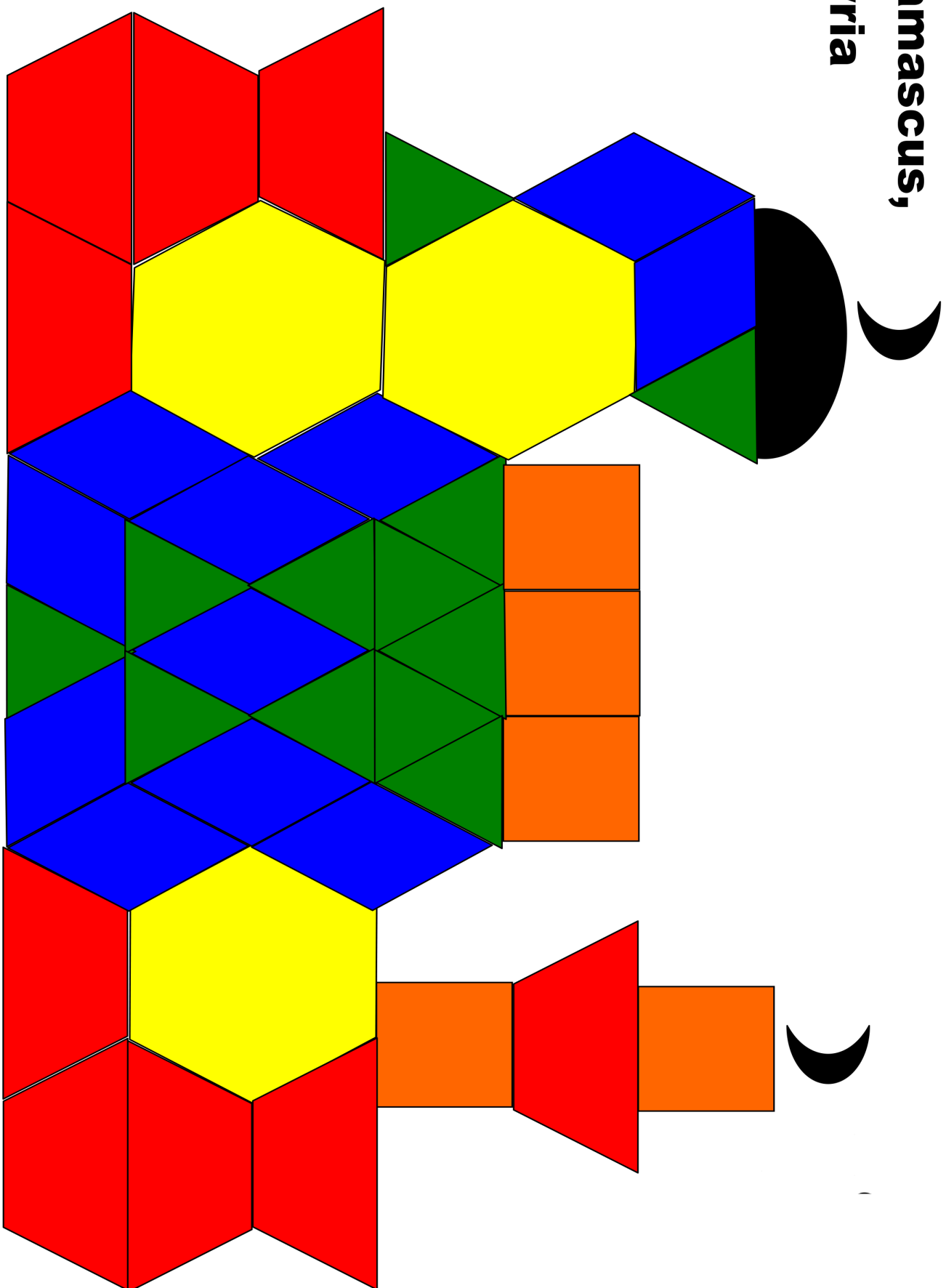
**Al-Azhar
Cairo, Egypt**



**Sultan Ahmed Masjid
Istanbul, Turkey**

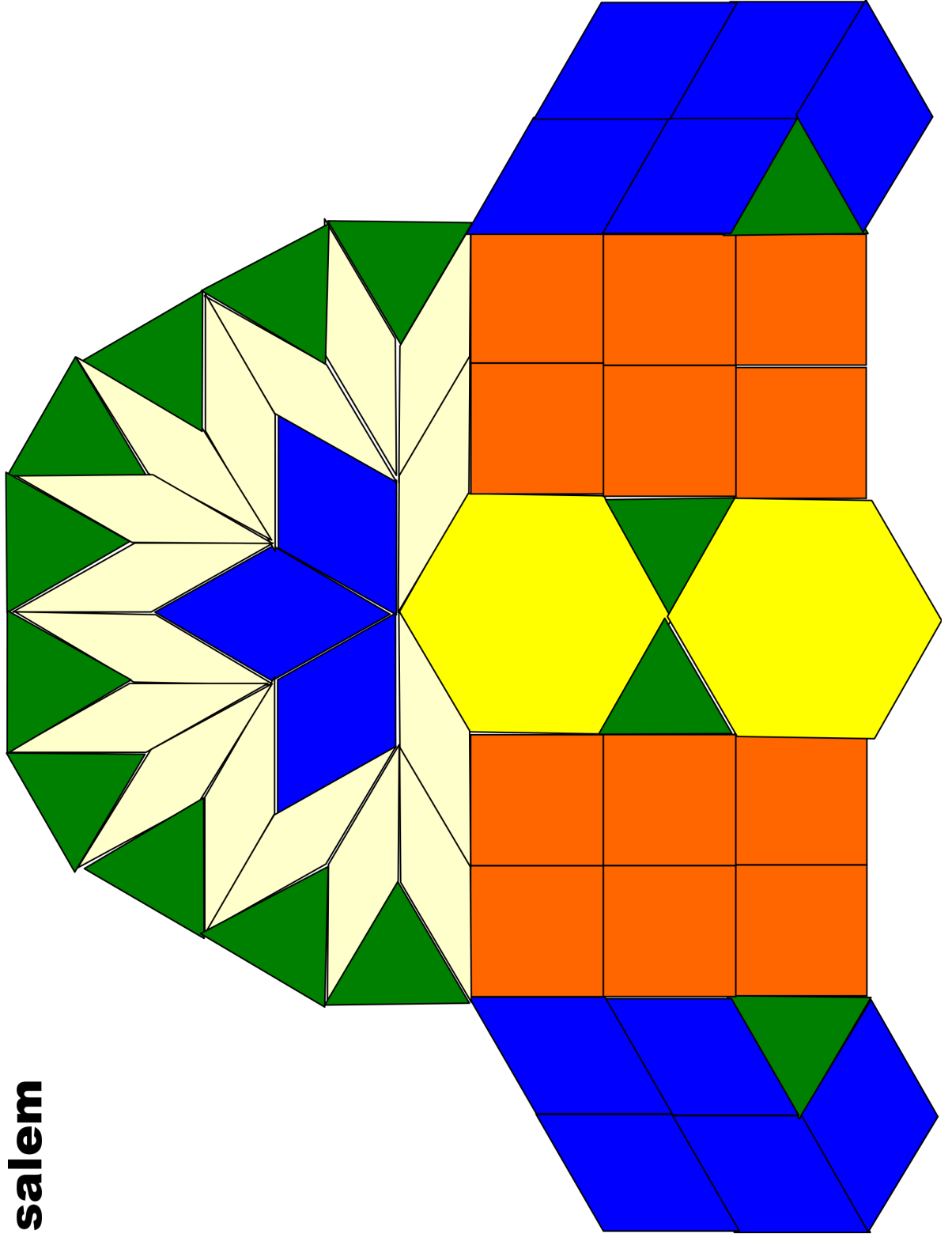


**Umayyad Masjid
Damascus,
Syria**



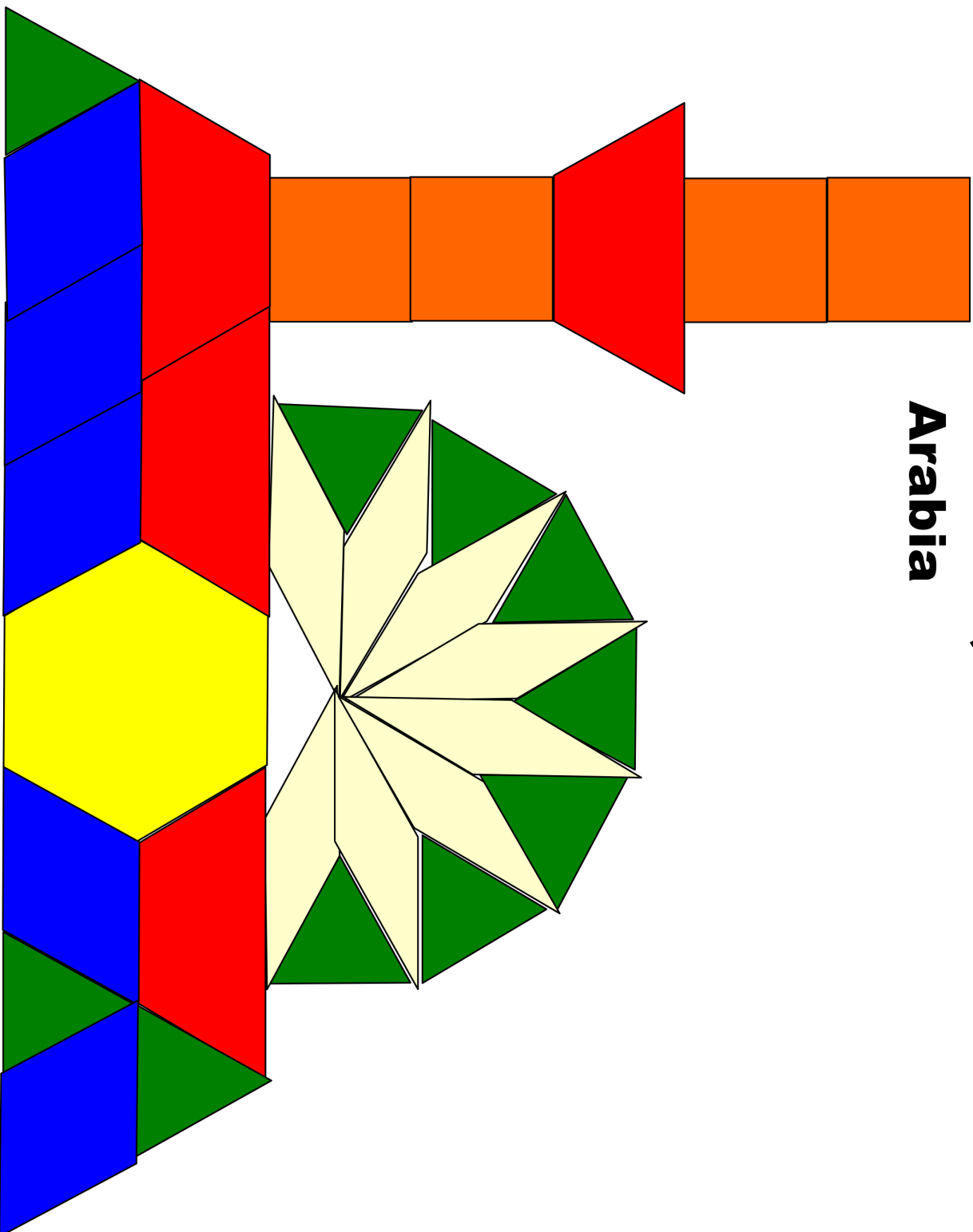


Dome of the Rock Jerusalem

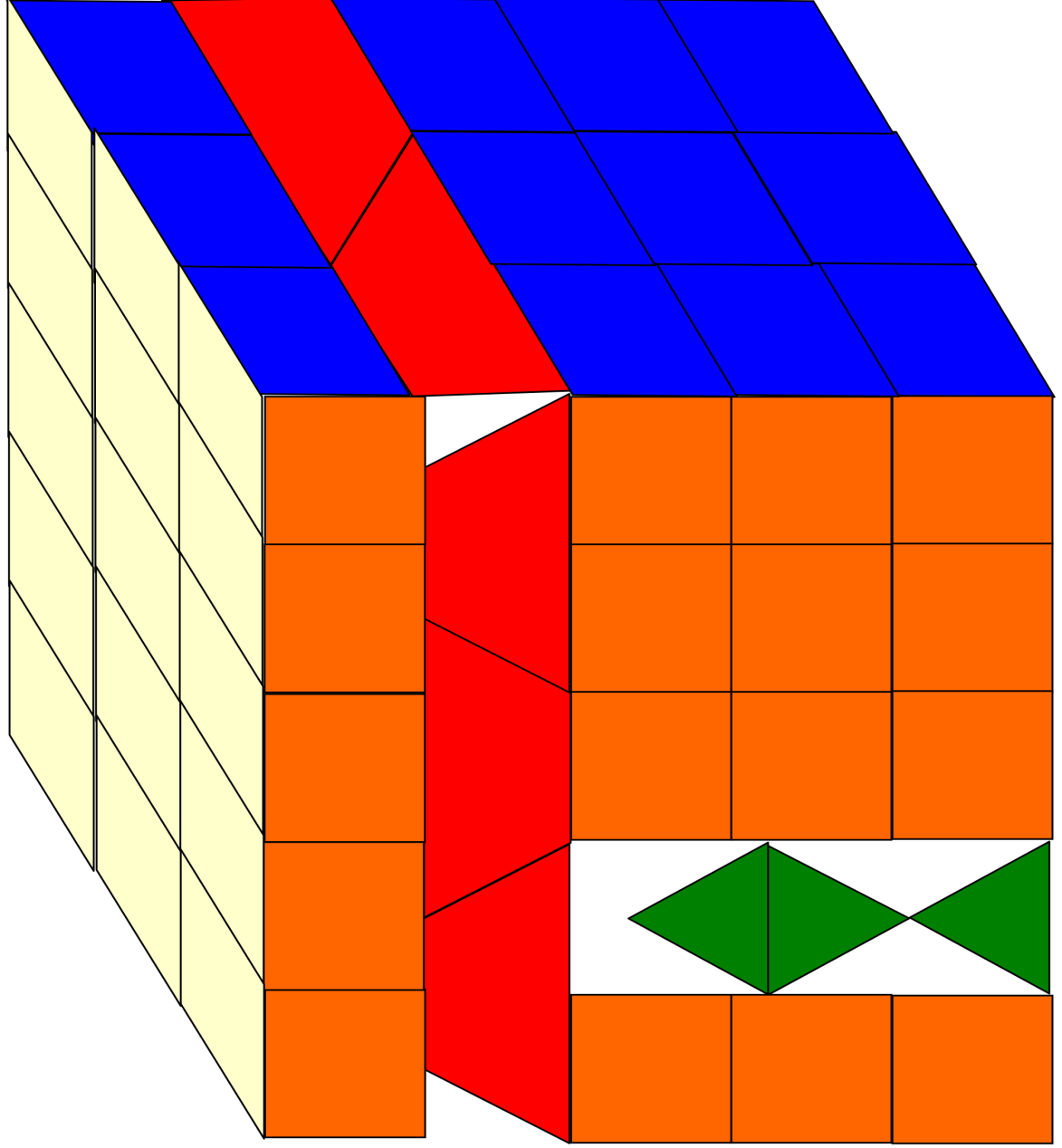




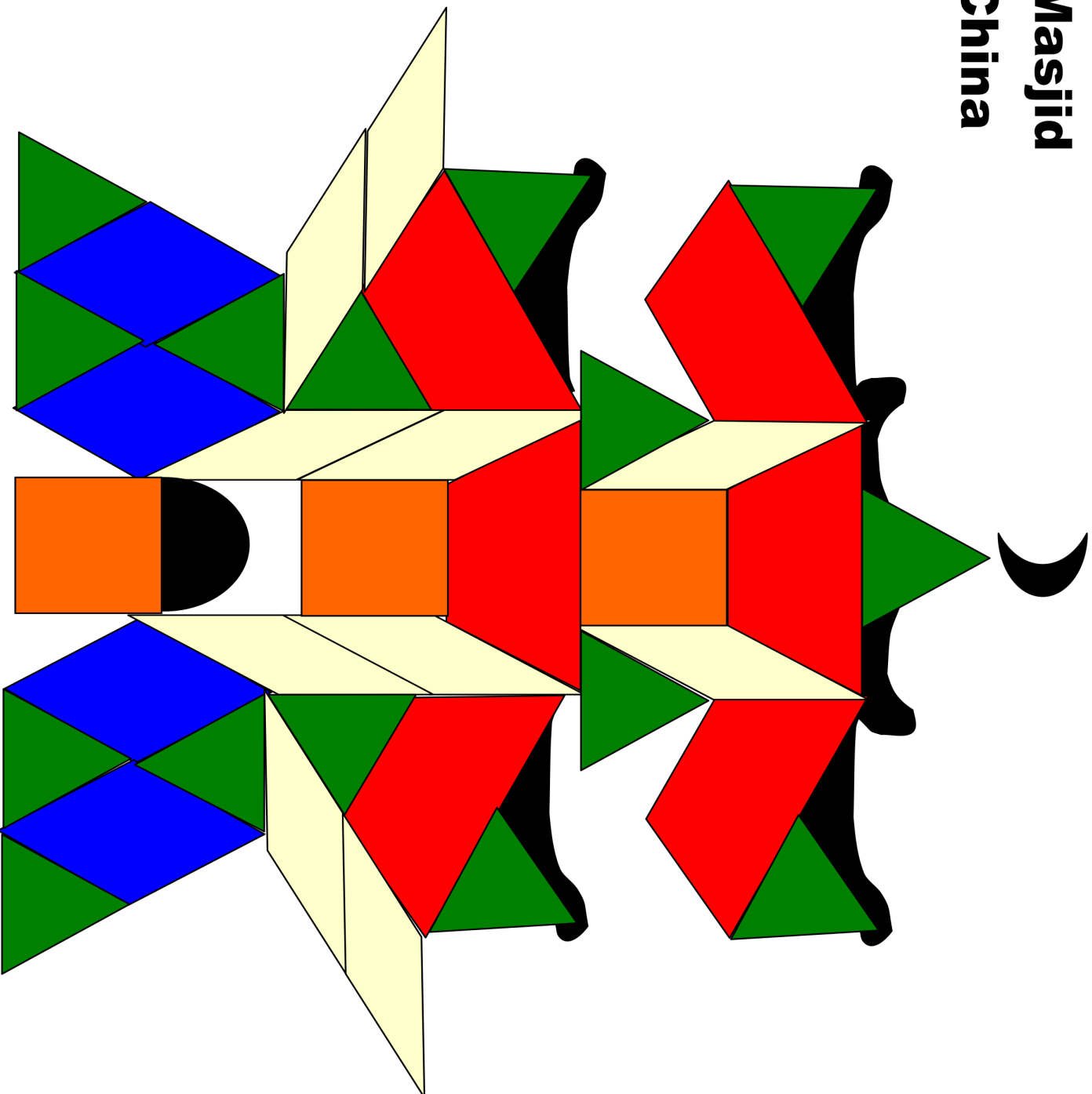
**The Prophet's Masjid
Madinah, Saudi
Arabia**



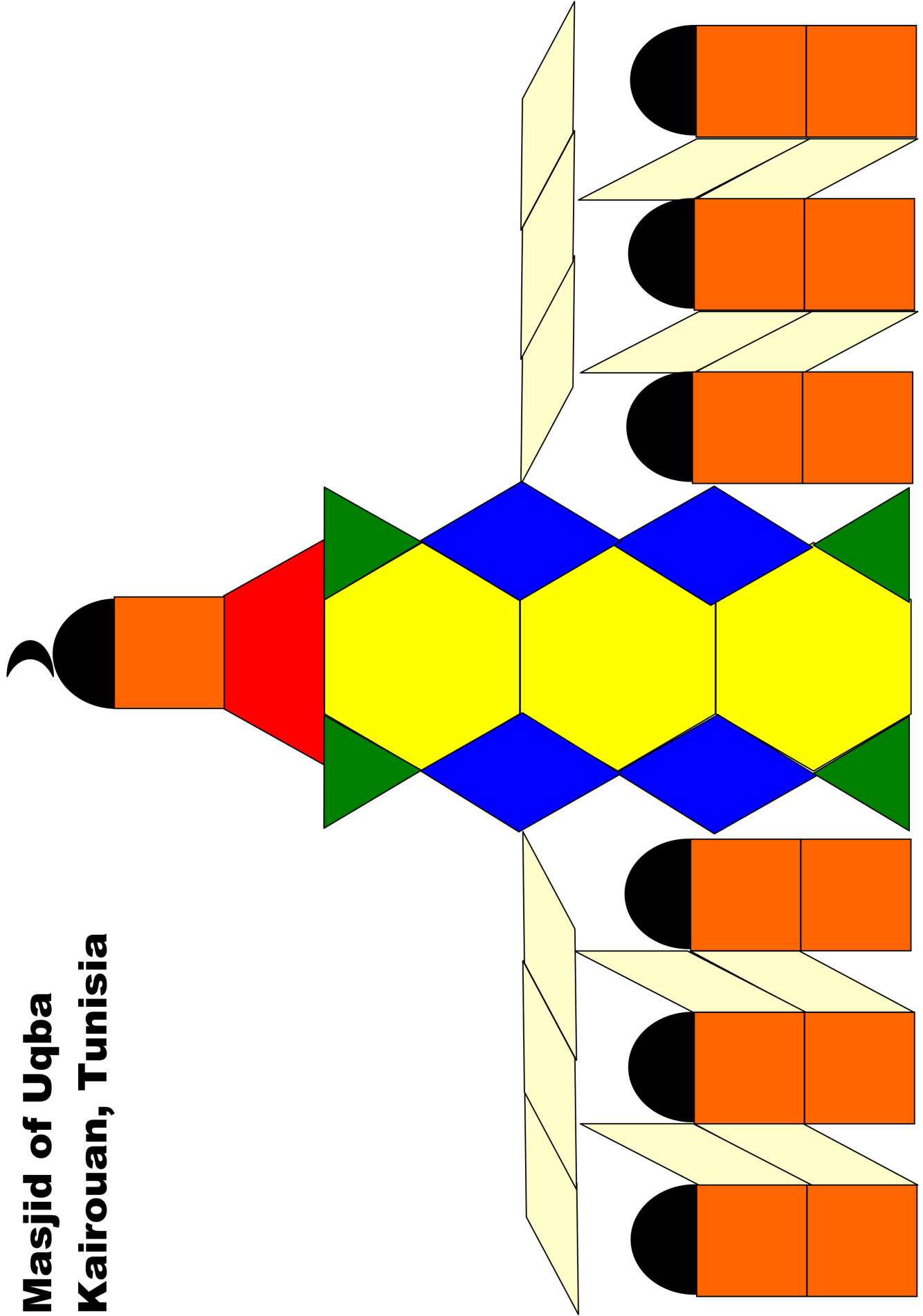
The Ka'ba Makkah, Saudi Arabia



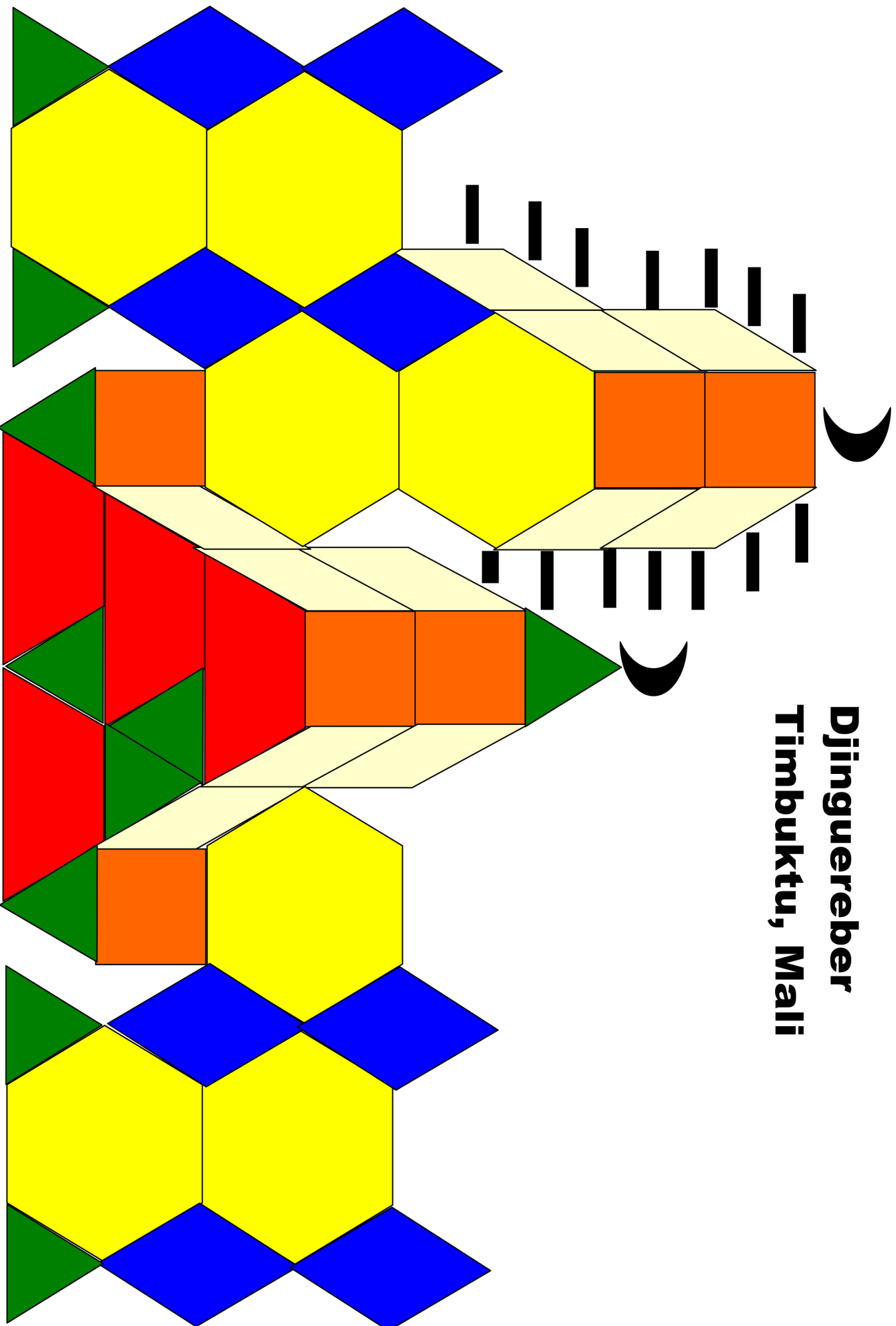
Great Masjid Xi'an, China



Masjid of Uqba Kairouan, Tunisia



Djinguereber Timbuktu, Mali



7.02 INTRODUCTION TO ARABIC CALLIGRAPHY

Background

GRADE 7 - 12

Beautiful Arabic calligraphy has been in the Islamic tradition for over 1,400 years. You might think that Islamic calligraphy is an ancient art form and no longer exists - but that's not true! Arabic calligraphy is constantly growing and being used in Islamic projects worldwide.

Amazing and popular Muslim artists like eL Seed are still creating fresh new designs today - and you can even find them colouring everyday street walls— 'calligraffiti'. Your task is to learn a little about the history, traditions and styles of Arabic calligraphy and try some lettering of your own.

Educational Objectives

Design skills, creative thinking skills, introduction to modern Arabic design and calligraphy.

Materials

- Pen and paper
- Coloured markers

Activity

1. Watch the 7-minute video: Introduction to Arabic, Ottoman and Persian Calligraphy from Elisabeth Kvernan on calligraphyqalam.com



2. Ask students to consider and discuss the difference between handwriting and calligraphy (cultural, religious and aesthetic significance).
3. Share a brief snippet of the 5-minute video: "Arabic Modern Calligraphy Compilation x AlifCalligraphy" for colourful, live action calligraphy creation (available under that title YouTube; channel: Calligraphy Masters).



4. Students work in small groups to examine ideas from the 3-page handout "The Arabic Alphabet" adapted from a lesson by calligraphy artist Joumana Medlej.
5. Students choose from letter guide sheets that allow them to practice writing particular Arabic letters, and the words for 'friend', 'love', or 'Arabic' available on <https://www.education.com/worksheets/arabic/>
6. Once students have mastered their letter and word, they can write this word on a separate piece of paper, using the colours, size and positioning of their choice, for display on a calligraphy wall.

Sources

calligraphyqalam.com/index.html

www.education.com/worksheets/arabic/

'Creative Arabic Calligraphy for Beginners: Introduction' by Joumana Medlej
<https://design.tutsplus.com/tutorials/creative-arabic-calligraphy-for-beginners-introduction-cms-22116>

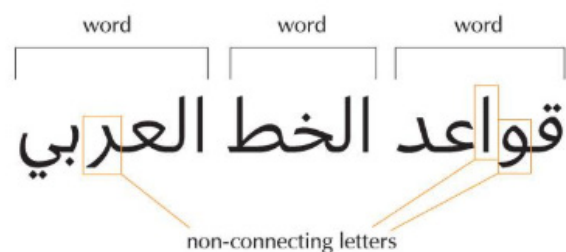
For more on calligraffiti artist eL-Seed:
<https://www.npr.org/2017/11/10/562880267/el-seed-can-the-beauty-of-arabic-calligraphy-shift-perspectives>

The Arabic Alphabet

By Joumana Medlej (from 'Creative Arabic Calligraphy for Beginners: Introduction)

You don't have to speak Arabic to work with khatt, and in fact this script is used for a number of languages including Persian and Urdu. But you do need a certain intimacy with the letters, so in this first tutorial, before starting to learn calligraphy or "beautiful writing", we need to learn writing itself. The Arabic and Latin alphabets originate in the same, Phoenician alphabet. They therefore have similarities (by and large the letters match, for instance), but they are also very different in other respects. Here are the features to be aware of, that a Western user may find most challenging:

- Arabic is written from right to left.
- There are 28 letters, but many of them are differentiated by dots, so there are in fact only 18 letterforms (morphemes) for the 28 sounds (phonemes). That's a lot less to learn when we look at the letters in detail.
- There are no vowels; vowel sounds are indicated by a system of diacritics I will detail in a later lesson. This is entirely optional! Most of the time we don't indicate these sounds at all. In khatt, they can be added for extra ornamental effect, or ignored altogether.
- Hyphenation does not exist. A word has to end on the same line it begins.
- Letters have no capital forms. Instead, their form changes depending on their position in the word (initial, medial, final, or isolated). This sounds more complicated than it actually is, because few letters change dramatically. Several only really have one form. The real point to pay attention to is whether they connect or not (see next point).
- In Latin scripts (for instance in English), letters are connected in handwriting or calligraphy, and disconnected when they are printed. In Arabic, it depends on the letters. All letters can connect on the right, but some letters won't connect on the left. A poetic tradition says these are angelic letters because they are attached to their origin (God) but detached from what follows (the world). When I speak of non-connecting letters, I refer to those that don't connect on the left.



Here are the letters, arranged to group similar shapes together, in a sequence known as **the graphic sequence** (used in modern dictionaries). This chart shows the letters' isolated form only, and how groups of letters share the same **letterform**. It also gives you their names, which are useful to know, and the sounds they correspond to, which is not so important for our purposes.

Name	Sound	Letter (= isolated position)	Letterform
alif	various a	ا	ا
bâ'	bad	ب	ب
tâ'	tea	ت	
thâ'	thin	ث	
jîm	beige	ج	ج
ḥâ'	hard h	ح	
khâ	loch	خ	
dâl	damp	د	د
dhâl	this	ذ	
râ'	trilled r	ر	ر
zâ'	zoo	ز	
sîn	seen	س	س
shîn	shin	ش	
ṣâd	deep s	ص	ص
ḍâd	deep d	ض	
ṭâ'	deep t	ط	ط
ẓâd	deep z	ظ	
ayn	'	ع	ع
ghayn	french r	غ	
fâ'	fan	ف	ف
qâf	deep k	ق	
kâf	kick	ك	ك
lâm	lamb	ل	
mîm	mine	م	م
nûn	noon	ن	
hâ'	hope	ه	ه
wâw	w or oo	و	
yâ'	yarn	ي	ي

This next chart shows you the 18 letterforms only, in their final, medial and initial forms, and the non-connecting letters, marked with red crosses. The forms in black are the ones that are actually different, and the greyed-out ones are there just to give a complete picture.

From 'Creative Arabic Calligraphy for Beginners: Introduction' by Joumana Medlej

Isolated	Final	Medial	Initial
ا	ا	x ا	x ا
ب	ب	ب	ب
ج	ج	ج	ج
د	د	x د	x د
ر	ر	x ر	x ر
س	س	س	س
ص	ص	ص	ص
ط	ط	ط	ط
ع	ع	ع	ع
ف	ف	ف	ف
ق	ق	ق	ق
ك	ك	ك	ك
ل	ل	ل	ل
م	م	م	م
ن	ن	ن	ن
ه	ه	ه	ه
و	و	x و	x و
ي	ي	ي	ي

If you look at them closely you'll notice they are not different forms of those letters at all, just a preview of how they look with a connection on the right, so it's safe to ignore them. But the black ones actually change altogether, and we're going to look at this "letter anatomy" closely in our next lesson.

From 'Creative Arabic Calligraphy for Beginners: Introduction' by Joumana Medlej

7.03 THE GREAT MOSQUE OF CORDABA & ISLAMIC GEOMETRIC ART IN WATERCOLOURS

Background

GRADE 5 - 8

Students will learn to construct a geometric pattern found in the Great Mosque of Cordoba in Spain using a template. They will recreate the pattern on watercolour paper and then tessellate it to make a larger class composition.

*Educational Objectives***Visual Art**

1. Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view.
2. Use elements of design in art works to communicate ideas, messages, and understandings.
3. Use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges.
4. Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places.

Mathematics:**Geometry**

Create designs by reflecting, translating, and/or rotating a shape, or shapes, by 90° or 180°

Patterning

Extend and create repeating patterns that result from rotations, through investigation using a variety of tools

Materials

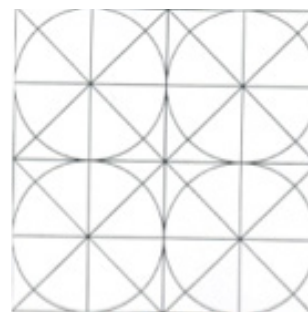
- Ruler Math compass Pencils Coloured markers
 Watercolour paints Watercolour paint brushes Erasers Watercolour paper

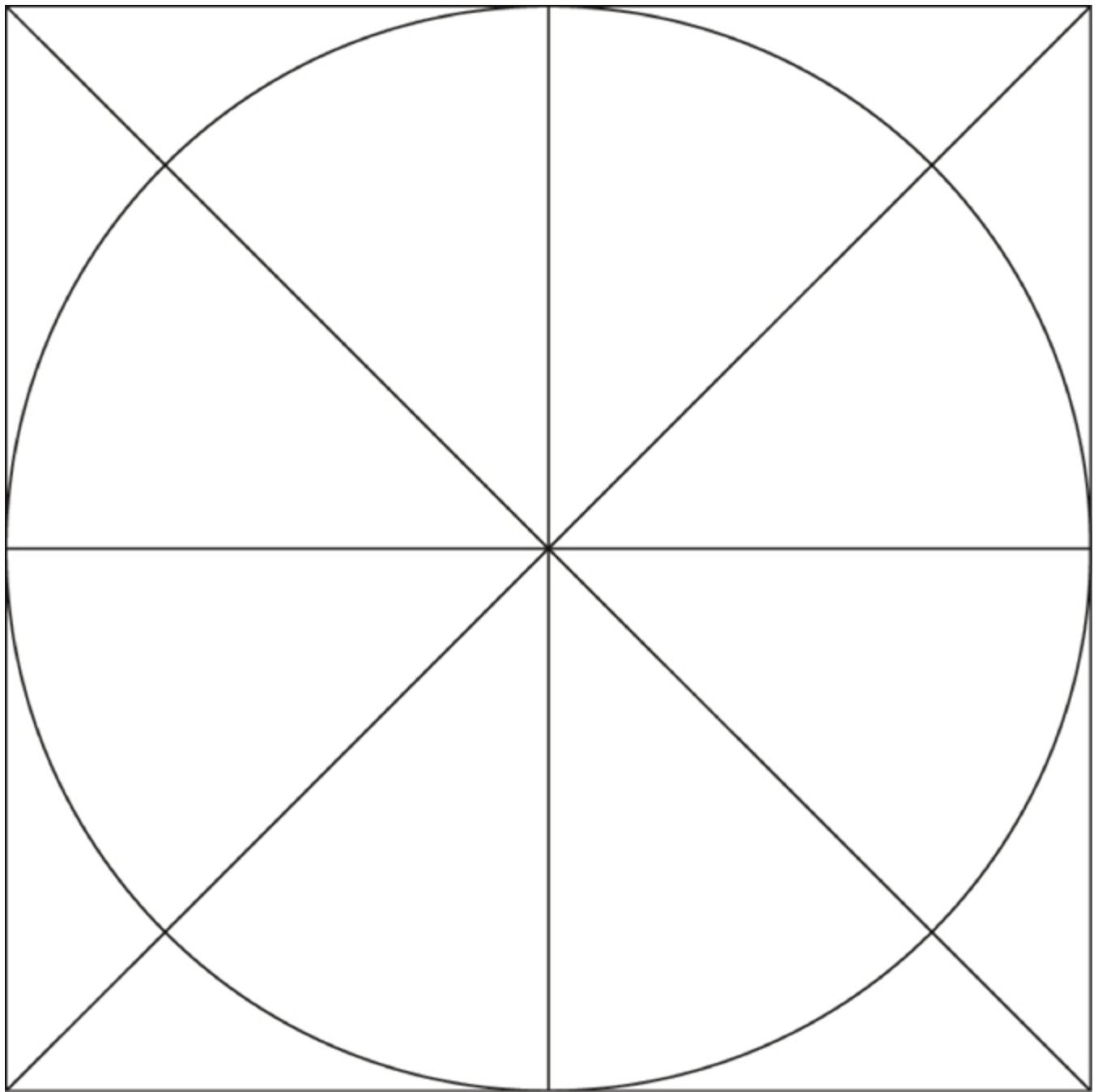
Activity

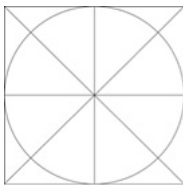
1. Read and discuss children's book:
"The Most Magnificent Mosque by Ann Jungman" make a larger class composition. Students paint the tiles in their choice of colours.
2. Watch YouTube video to introduce the Great Mosque of Cordoba/Mesquita:
"Historic Centre of Cordoba (UNESCO)"
<https://www.youtube.com/watch?v=ULptVmaMjYw>
5. For intermediate students and/or students looking for an additional challenge, have them create a watercolour painting on a square grid (which they draw) such as this:

3. Students learn to construct a geometric pattern found in the Great Mosque of Cordoba in Spain using the template and steps provided by Eric Broug. Additional patterns with templates and steps are available here:
<http://www.sigd.org/resources/pattern/>

4. Students recreate the pattern on watercolour paper, without a template. Be sure to provide the dimensions of the circle so that the pattern can be tessellated to

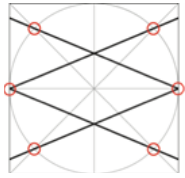






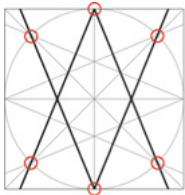
Step 1

Start with a circle in a square, divided into eight equal sections (you can use the template provided).



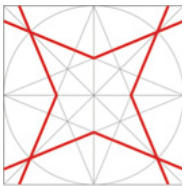
Step 2

Draw four lines that pass through the intersections indicated with red circles. Consider the lines as two opposing V-shapes. The lines do not end in the corners of the square. with a circle in a square, divided into eight equal sections (you can use the template provided).



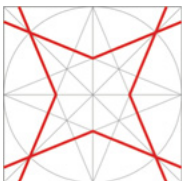
Step 3

Draw another two opposing V-shapes, using the same intersections as in the previous step.



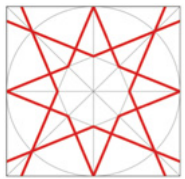
Step 4

All the construction lines have now been drawn. Take a different colour pen or pencil and draw the red lines, tracing parts of lines you have drawn in the previous steps.



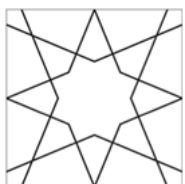
Step 5

Still using a different colour pen or pencil, draw the four-pointed star, as indicated.



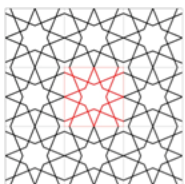
Step 6

All the lines have been drawn; your pattern is complete.



Step 7

Your pattern without the construction lines.



Step 8

Now you can tessellate your pattern in a grid of squares to make a bigger composition. If you're working in a group, tessellate all the patterns together.

7.04 MOROCCAN MOTIF IN WATERCOLOURS

Background

GRADE 9-12

Students will create their own Moroccan motif. They will learn about Maurits Cornelis Escher (commonly known as MC Escher) and the Alhambra Palace and Fortress (in Spain), which inspired his own creations. Students will create their final product using watercolour and various techniques to create different effects.

Educational Objectives

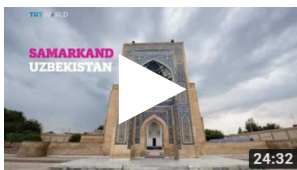
1. Explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works.
2. Demonstrate an understanding of some techniques that artists use to achieve specific effects.
3. Interpret a variety of historical and/or contemporary art works.

Materials

- Rulers
- Steady math compasses
- Pencils
- Erasers
- Carbon Paper
- Graph Paper
- Tape
- Watercolour paper
- Watercolour paints
- Watercolour paint brushes

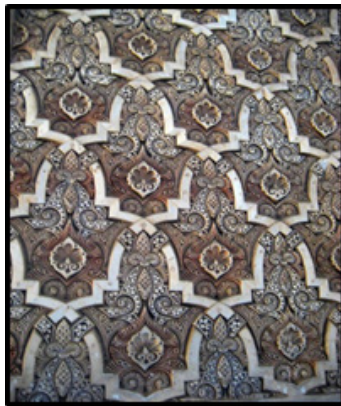
Activity

1. Watch YouTube video: [Showcase: Islamic geometric patterns - The possibility of infinite expansion](#)



2. Answer the questions found on the handout [Showcase: Islamic Geometric Patterns](#).
3. Students will learn that artist MC Escher was deeply inspired by the Alhambra. Students will learn to create a Moroccan motif found in the Alhambra, a pattern that inspired Escher to create his bilaterally symmetric beetle.

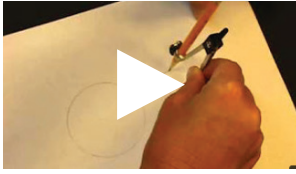
Moroccan Motif in the Alhambra



Escher's bilaterally symmetric beetle repeated on the plane in the same way as above



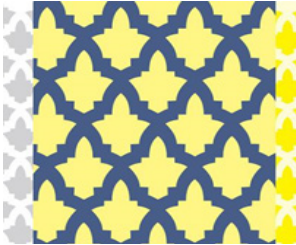
a) Review how to use a math compass



How To Use A Compass

- Make sure you have a SHARP pencil.
- Make sure the pencil point and the point of the compass are aligned.
- Tighten the screw so that the pencil does not move.
- When you open the compass, that is the radius or half size of the circle you are going to draw.
- Hold the compass at the top and never by its legs.

b) Instructions on creating this Moroccan motif:



- Tape down carbon paper to cover the watercolour paper. The shiny side should face down.
- Tape down the graph paper to cover the carbon paper.

c) Follow Samira Mian as she constructs the pattern in this video:



Samira uses tracing paper, but carbon paper will allow students to draw the pattern onto watercolour paper and paint their designs. Be sure students press firmly with their pencils! When the pattern is complete, remove the carbon paper and start painting.

d) Review basic watercolour techniques:

WET on wet:

Dip your brush in water (no paint) and brush it over the area you would like to create a watercolour wash. Once you have wet the area, dip the brush in paint and paint lines of color within the wet area. The paint will blend together into one luminous wash of color.

WET on dry:

Load up an absorbent brush with a very wet mixture of paint. Use the brush to create lines of paint. If desired, you can go over the paint with water to smooth any edges.



Wet on wet is a little softer and dreamier. The colours spread into one another, producing soft edges and blending. Wet on dry looks more precise with sharp edges.

e) Final Touches

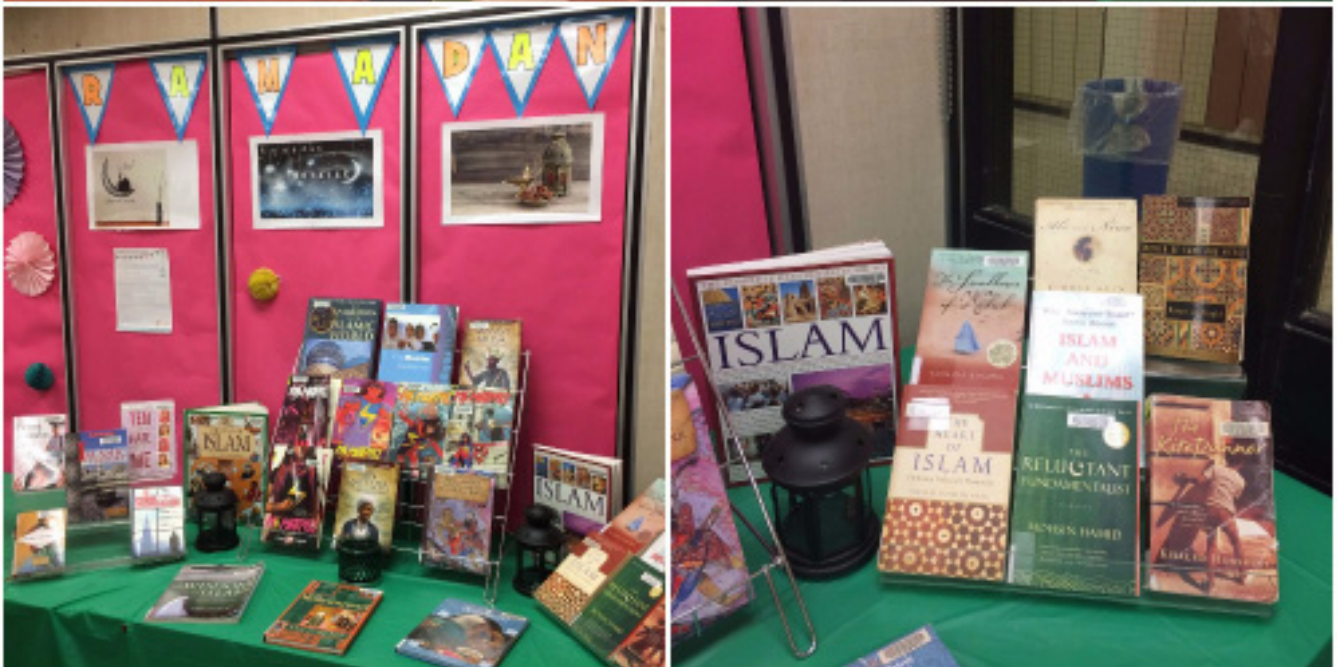
Once the painting is complete and dry, use black Sharpies to colour in the weave.

- 1 What are the three types of Islamic art that adorn mosques, palaces, and private homes?
- 2 These three types of art are not figurative. Why?
- 3 Islamic geometric art uses two main tools. What are they?
- 4 Masterpieces of this art stretch from _____ to _____.
- 5 Far from being mere forms of decoration, these repetitive geometric designs are meant to connect the viewer to a higher state of _____.
- 6 Which famous Dutch artist was inspired by Islamic geometric art?
- 7 Which monument in Spain inspired MC Escher most?
- 8 Who was Mimar Sinan Turbesi (1490-1588)? Name one of his masterpieces.
- 9 Name one of the great mosques that one of Sinan's students designed.
- 10 Only a few preserved scrolls remain. Name where one of these famous scrolls can be found. Where is it believed to have originated?
- 11 Eric Broug focuses on the _____ aspects of how the patterns were created rather than the philosophical aspects.
- 12 Adam Williamson's Islamic art studio, Art of Islamic Pattern, is located in _____, UK.
- 13 The studio's 1000 year old Islamic art techniques facilitate a very modern cultural exchange. Would you agree? Why or why not?

- 1 *Geometric patterns, botanical images, and calligraphy*
- 2 *As a monotheistic religion, Islam discards all other deities and avoids depiction of humans and animal figures.*
- 3 *Ruler and math compass*
- 4 *Spain, Uzbekistan*
- 5 *Consciousness*
- 6 *MC Escher*
- 7 *The Alhambra Palace*
- 8 *Sinan was the mastermind behind over 300 classical Ottoman structures. Suleiman Mosque is one of his masterpieces.*
- 9 *The Blue Mosque*
- 10 *A scroll is found in the Topkapi Palace and it is believed to have originated in Iran.*
- 11 *Practical*
- 12 *London*

7.05 PHOTOS OF SCHOOL DISPLAY CASES

A.Y. Jackson Secondary School



Fraser Mustard Early Learning Academy



Lester B. Pearson Collegiate Institute



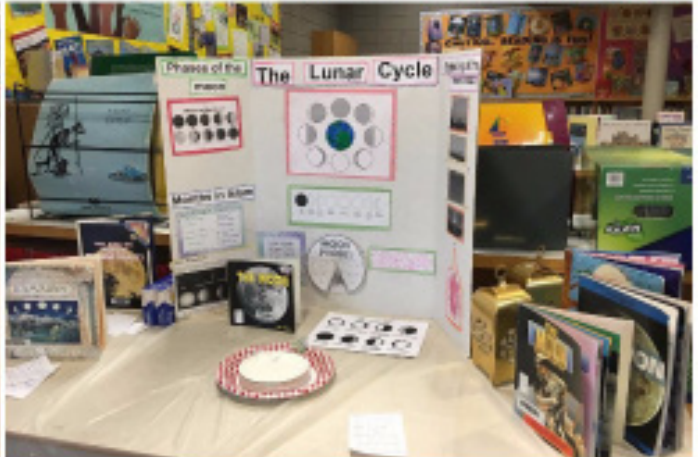
Victoria Park Collegiate Institute



Macklin Public School



Thorncliffe Park Public School



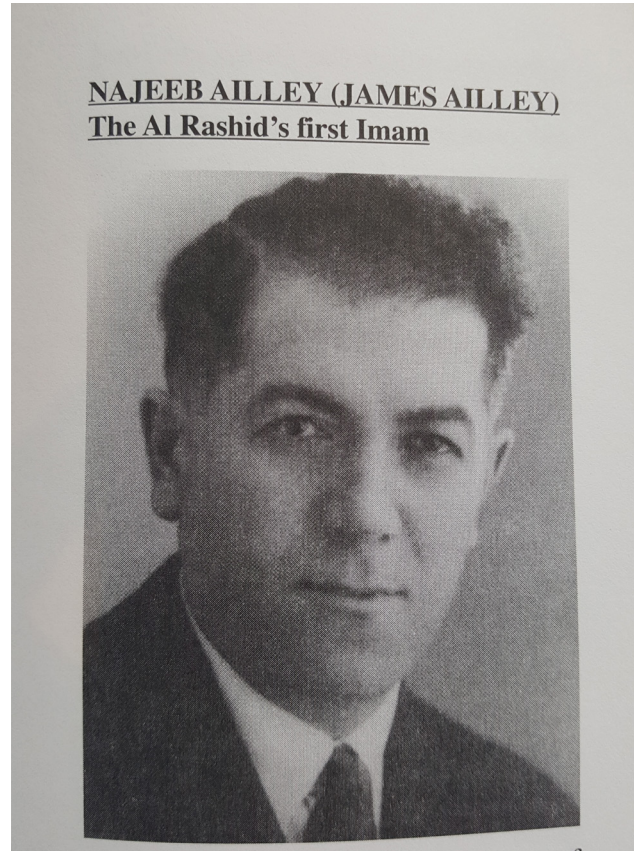
7.06 HISTORICAL PHOTOS

Historical photos courtesy of:

- *Through The Eyes of the Son: A Factual History about Canadian Arabs*
- *Muslims in Canada: A Century of Achievement*



**ON THE STEPS OF THE FIRST
MOSQUE ON CANADA**



**NAJEEB AILLEY
(JAMES AILLEY)**

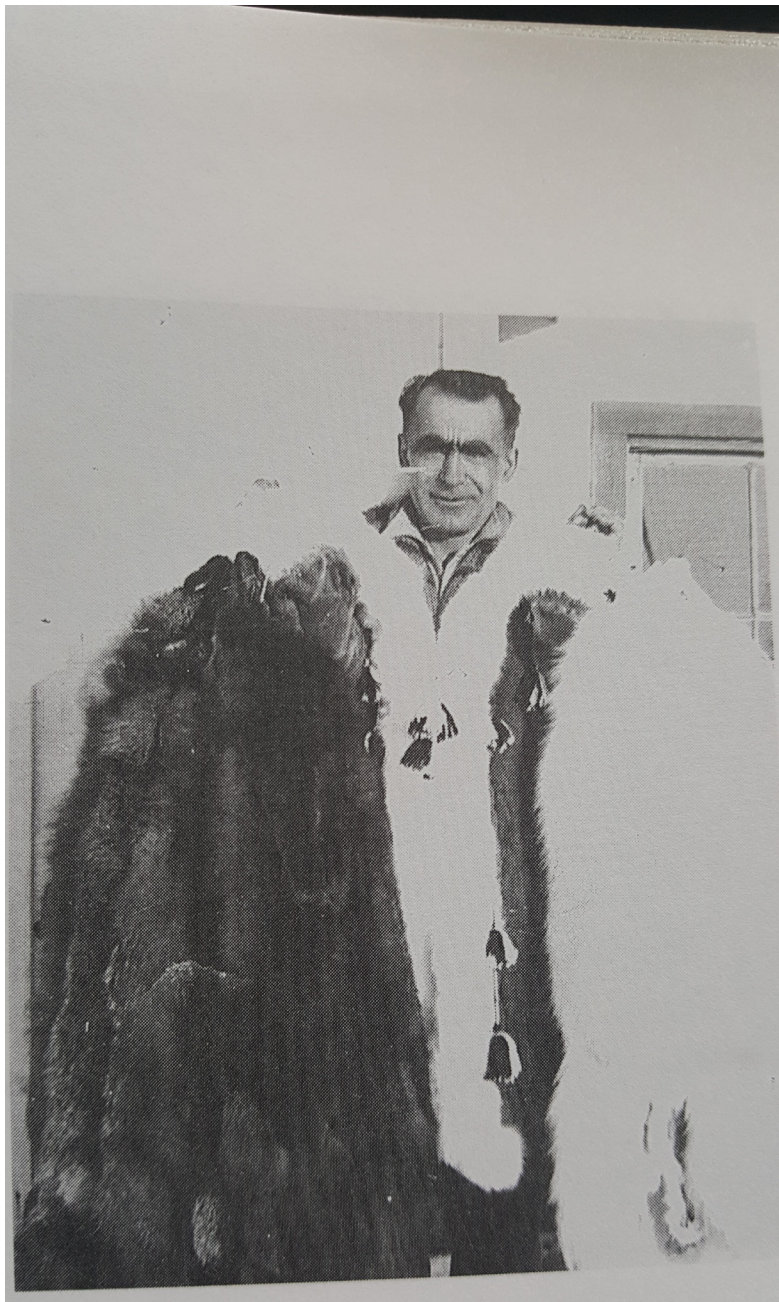
The Al Rashid Mosque's First Imam

Najeeb Ailley arrived to Canada in 1904 and first settled in Ontario and later moved West and made his home in Edmonton. The old Rashid mosque was completed in 1938 and Najeeb served as the first Imam.



ARAB PIONEERS POSING FOR A PICTURE

Kasim Amerey, Ahmed Awid, and Sid Amerey



MOHAMMED HAMDON WITH FUR PELTS

aka Andy Hamdon

He arrived to Canada in 1924 and began selling goods with his horse and buggy. He later moved to the Northwest Territories and established a relationship with the indigenous peoples. Mohammed continued his business in Fort Chipewyan and Stoney Rapids Saskatchewan where he simply traded for furs with the Chipewyan people. Later, his business was bought by a manager of the Hudson Bay Company.



ALI AND HILWIE HAMDON

Ali Hamdon made his home in Canada in 1901 where he and his friend Sine Alley, another Lebanese businessman, established a fur trading post called Hamdon and Alley Ltd. in Fort Chipewyan on the northwest tip of Lake Athabasca. Ali later married Hilwie. Hilwie was presented with a silver fox skin by the chief when they decided to leave Fort Chipewyan in for Edmonton. She is quoted as remembering the loyalty and kindness of her Indigenous friends with affection. Hillary also organized the Ladies Muslim Society and was among the founders of the Al Rashid Mosque.

MAHAMAUD ABUALI GOTMI
(FRANK ALEX COUTNEY)

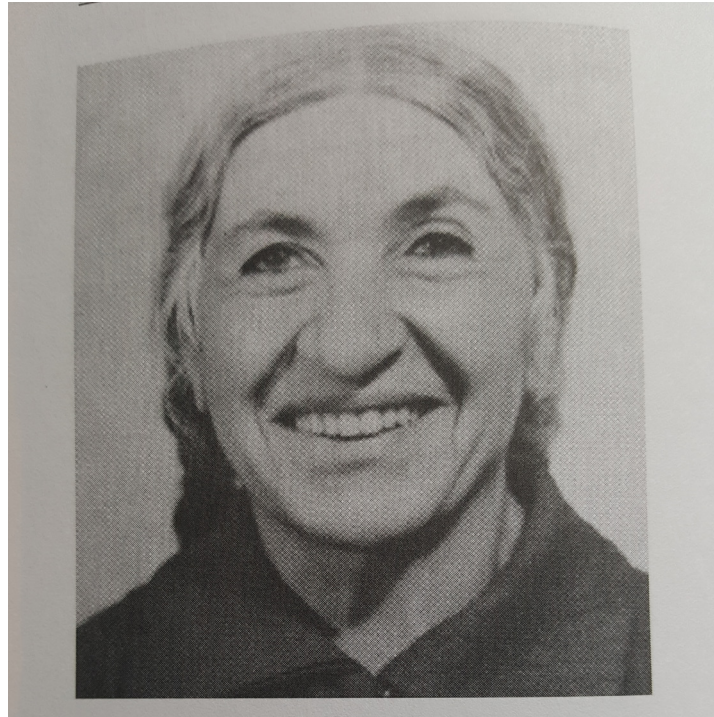


FRANK AND BEATRICE COUTNEY

MAHAMAUD ABUALI GOTMI

aka Frank Alex Coutney

He arrived in Canada in 1907. He made his home in Alberta where he traded furs for goods and later opened stores in Saskatchewan. His wife Beatrice (aka Rose) oversaw the store and Frank would concentrate his efforts on buying furs.




LILA TARRABAIN

Lila and Frank both came from Lebanon. Frank Tarrabain came to Canada in 1909. He and Lila were married in Edmonton in 1949.

8.0



MUSICIANS



The following list is a sampling of Muslim musicians (including Twitter/Instagram handles, if available) and is intended to diversify student exposure and understanding of world music. Music is a wonderful way to share and learn about different cultures. Given the diversity of Muslims around the world, songs are shared in many languages and styles. Artists who sing nasheeds (devotional songs, similar to Christian gospel, Jewish pizmonim and Hindu bhajans) have traditionally been popular; however, music has evolved over time and includes contemporary styles that are popular in the western world, such as spoken word and hip hop.

How music is understood in Islam varies, and is dependent upon complex cultural, generational and interpretive textual differences that exist within the Canadian Muslim community. Administrators and educators may encounter some Muslim parents who would prefer not to have their children listen to music or participate in music classes. Keeping open communication with parents on this issue and sharing this document may help them understand the purpose of the lesson/activity planned.



DISCLAIMER

The lyrics and views of the artists in this section are solely their own and do not necessarily reflect the official opinion of the Toronto District School Board. Neither the Toronto District School Board, its employees, partner institutions nor any person acting on their behalf may be held responsible for artistic opinions or information contained therein. Educators are strongly encouraged to use their discretion and professional judgement when selecting songs by the artists featured in this section.

8.01 COUNTRY



KAREEM SALAMA
@kareemsalama

[Profile](#)



8.02 FOLK



DAWUD WHARNSBY
@dawudwharmsby

[Profile](#)



ILYAS MAO
@ilyasnasheed

[Profile](#)



IRFAN MAKKI
@IrfanMakki_awk

[Profile](#)



NADER KHAN
@nader_khan

[Profile](#)



NUSRAT FATEH ALI KHAN
@rfakofficial

[Profile](#)



RAIHAN NASHEED
@raihanmalaysia

[Profile](#)



SAMI YUSUF
@SamiYusuf

[Profile](#)



YUSUF ISLAM
@YusufCatStevens

[Profile](#)



8.03 HIP HOP/R&B/POP



A.R. RAHMAN
@arrahman

[Profile](#)



BARAKAH BLUE
@BarakaBlue

[Profile](#)



8.03 HIP HOP/R&B/POP



DEEN SQUAD
@DEENSQUAD7

[Profile](#)



HARRIS J
@HarrisJOfficial

[Profile](#)



HYPNOTIC BRASS ENSEMBLE
@hypnoticbrass

[Profile](#)



ISAM BACHIRI
@IsamBachiri

[Profile](#)



K'NAAN
@KNAAN

[Profile](#)



KHALIL ISMAIL
@khalilismail

[Profile](#)



MAHER ZAIN
@MaherZain

[Profile](#)



MAIMOUNA YOUSSEF
@maimounayoussef

[Profile](#)



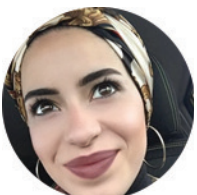
MANNY
@varsity_2017

[Profile](#)



MO SABRI
@TheMoSabri

[Profile](#)



MONA HAYDAR
@mona_haydar

[Profile](#)



MUSTAQEEM
@mustaqeemm3

[Profile](#)



N.A.R.C.Y.
@TheNarcicyst

[Profile](#)



NATIVE DEEN
@NativeDeen

[Profile](#)



8.03 HIP HOP/R&B/POP



OUTLANDISH
@outlandishDK

[Profile](#)



SAFE ADAM
@iamsafeadam

[Profile](#)



SOUND OF REASON
@SoundofReason

[Profile](#)



THE BROTHAHOOD
@TheBrothahood

[Profile](#)



THE REMINDERS
@TheReminders

[Profile](#)



YASIIN BEY (formerly known as Mos Def)
@yasiinbeyy

[Profile](#)



YUNA
@yunamusic

[Profile](#)

8.04 INSTRUMENTAL



ANDALUSIA/SPAIN
Youtube

[View](#)



MOROCCO
Youtube

[View](#)



PAKISTAN
Youtube

[View](#)



TURKEY
Youtube

[View](#)

8.05 SPOKEN WORD



ALIA GABRES
@aliagabres

[Profile](#)



ALIA SHARRIEF
@AliaSharrief

[Profile](#)



AMIR SULAIMAN
@amirsulaiman

[Profile](#)



BOONAA MOHAMMED
@boonaamohammed

[Profile](#)



KAMAL SALEH
@KamalSaleh

[Profile](#)



MARK GONZALES
@wagebeauty

[Profile](#)



POETIC PILGRIMAGE
@PoeticPilgrim

[Profile](#)



TYSON AMIR
@Tysonamir

[Profile](#)



REFERENCES

“15 Amazing Muslim Hip Hop and Spoken Word Artists.” Creative Ummah. N.p., 08 Sept. 2015. Web. 13 Aug. 2017.

<<http://creativeummah.com/15-amazing-muslim-hip-hop-and-spoken-word-artists/>>.

Petersen, Kierran. “10 Muslim musicians you should already be listening to.” Public Radio International. N.p., 16 Dec. 2015. Web. 13 Aug. 2017.



<<https://www.pri.org/stories/2015-12-16/10-muslim-musicians-you-should-already-be-listening>>.




9.0



**SPEAKERS, ARTISTS
AND ENTERTAINERS**



This section contains a contact list and short bios of over 40 local speakers, artists and entertainers who are willing to come to schools and/or classrooms to discuss a relevant topic or facilitate a workshop. The names are listed in alphabetical order by first name. Inviting guest speakers or performers is a powerful way for students and staff to engage in IHM. It provides students and staff an opportunity to ask questions and create a healthy dialogue in order to build bridges between communities.





1. MR. ALI HASSAN

(Comedian) Bookings: Aaron Schubert aarom@paquinartistsagency.com

Ali Hassan is a stand-up comic, actor and chef who has performed on stages across Canada, in the US and twice in the Middle East, at the Amman Stand-Up Comedy Festival. In 2012, Ali was invited to perform at the Just for Laughs Festival in Montreal, and Toronto's JFL42. In 2014, Ali performed at the Winnipeg Comedy Festival that aired on CBC television. He had been nominated for a Canadian Comedy Award for 'Best Breakout Artist,' and was awarded 'Comedian of the Year' by Anokhi Media in 2015. In the summer of 2016, Ali took his new solo show 'Muslim Interrupted' to Scotland, to perform at the world's largest comedy festival, the Edinburgh Fringe Festival. Ali is the host of Laugh Out Loud on CBC Radio and SiriusXM, a show with a base of over one million listeners. He was also the lead comedy panelist on CBC television's George Stroumboulopoulos Tonight, recording over 160 episodes between 2012 and 2014.



2. MS. AMIRA ELGHAWABY @AmiraElghawaby

(Canadian Labour Congress Digital Communications, National Representative)

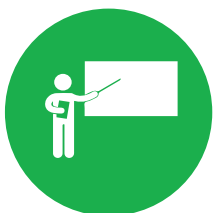
Amira Elghawaby is an award-winning journalist and human rights advocate. Along with frequent appearances on Canadian and international news networks Amira has written and produced stories for CBC Radio, the Ottawa Citizen, the Toronto Star and the Globe and Mail. In 2016, she led a project with New Canadian Media creating Canada's first Ethnic Media and Diversity Style Guide. She is the former Director of Communications at the National Council of Canadian Muslims (NCCM). Amira obtained an honours degree in Journalism and Law from Carleton University in 2001.



3. MR. AMJAD TARSIN

(Muslim Chaplain, University of Toronto) amjad@mcuoft.com

Amjad Tarsin was born and raised in Ann Arbor, Michigan. He obtained his Bachelors of Arts at the University of Michigan in English Literature and Islamic Studies, and obtained his Masters from Hartford Seminary's Islamic Chaplaincy program. In 2012, he was hired by the Muslim Chaplaincy of Toronto as Canada's first full-time Muslim Chaplain serving the University of Toronto. Follow him on Twitter: [@AmjadTarsin](https://twitter.com/AmjadTarsin)



4. MS. ANEESA PATEL

(Artist/Teacher) artsyaneesa@gmail.com

Aneesa Patel is certified by the Ontario College of Teachers (OCT). She graduated from the Ontario Institute for Studies in Education at the University

of Toronto. She specializes in conducting hands-on geometric art workshops for students. Information about her workshops can be found here:

<https://www.facebook.com/tilesinfinity>



5. MS. ASMAA HUSSEIN

(Author) asmaa.ali.hussein@gmail.com

Asmaa Hussein is a writer, registered social worker and mother. She has authored several children’s books, and is the creator of <http://www.ruqayasbookshelf.com>, a website about the Islamic parenting experience.



6. MS. AUSMA MALIK

(TDSB Trustee Ward 10, Trinity-Spadina) ausma.malik@tdsb.on.ca

Ausma Malik was elected to the TDSB Board of Trustees in 2014, and brings expertise and experience in education policy and community organizing to represent her vibrant downtown community. Ausma is the first hijab wearing Muslim woman elected to public office in Canada. She serves on the Board of the Toronto Environmental Alliance, the city’s only social justice environmental organization. She also volunteers with youth in Toronto’s high needs communities. She’s experienced in organizing and leading labour and equity initiatives at various universities. Ausma is a committed human rights and social justice activist.



7. MR. BOONA MOHAMMED

(Writer, Performer, Activist, Entrepreneur) boonaamohammed@gmail.com

Boona Mohammed, dubbed the “voice of a generation,” is a critically acclaimed and award winning writer and performer. He has many accolades including a playwright residency at Theatre Passe Muraille, a short story published in a Penguin Canada anthology called “Piece by Piece,” and various slam poetry title credits including winner of the 2007 CBC Poetry Face-Off “Best New Artist” award.



8. MR. DAVID PAUL ALEXANDERSON

(Public Speaker) davidpaul.alexanderson@gmail.com

David Paul Alexanderson is of Indigenous, Cree First Nation heritage. He was born and raised in Saskatchewan. David converted to Islam approximately 9 years ago. Before embracing Islam, David suffered from drug and alcohol addiction but was able to overcome great adversity through his faith and community. Along with a small group of volunteers, David has helped a growing number of Muslims and Indigenous people who identify as being new Muslims, with addiction issues through addiction and faith-based counselling.

Presently, David is the Executive Manager of Volunteer Services at Dawah to the North. David resides in Brampton and is the proud father of five children.



9. MR. DAWUD WHARNSBY ALI

(Musician, Song Writer, Poet) <https://wharnsby.com/>

Dawud Wharnsby Ali is a musician, song writer and poet. His workshops are comprised of interactive dialogue, writing exercises, drumming and songs inspiring students to explore the world's natural rhythms, while also encouraging participants to reflect upon their own individuality and roles as 'neighbours' in the global village. The major themes he is interested in include the celebration of one's uniqueness, tolerance and acceptance of differences, assessing inner strengths and weaknesses, social awareness, promotion of community activism, preservation of ecology and overcoming struggles. He also looks at music as a tool for social change, and the contributions to modern music by past Muslim civilizations. Please contact Dawud through his website listed above.



10. DEEN SQUAD

(Musicians) <http://deensquad.com>

Deen Squad are a Muslim musical duo from Ottawa, Canada. Together they combine the raw essence of the urban hip-hop genre with core tenants of spirituality and socially conscious values in the effort to rouse appreciation of the contemporary Muslim identity in today's youth. Currently, they are an independent label and have over 100,000,000 views collectively on their videos via the internet. Please contact Deen Squad through their website listed above.



11. MS. DEVON SPIER

(Rabbinical Student) Devon.Spier@gmail.com

Devon Spier spends half her week studying at the Academy for Jewish Religion in New York and the other half creating rituals and programs for the Jews of Kitchener, Waterloo. Devon was the first Program Coordinator of the University of Waterloo Peace Camp. She currently serves on the board of JSpace Canada, a group that is pro-Israel, pro-Palestine and pro-Peace. She is passionate about Jewish and Muslim civil societies, and believes in the power of ordinary people transforming the world.



12. MS. EMAN IDIL BARE

(Journalist, Teen Vouge) Eman.bare@gmail.com

Eman Idil Bare is an award-winning journalist with bylines in Teen Vogue, Allure, Muslim Girl and Flare. She currently works for CBC News in Toronto as a reporter and associate producer. As a journalist, she tries to tell stories that make people think, and question the world around them. Eman also designs clothing for her company Eman Idil.



13. MS. FADUMA MOHAMED

(Spoken Word Poet) faduma.moe@gmail.com

Faduma Mohamed is a spoken word poet, storyteller and artist educator who started writing at the age of eight, and performing at the age of thirteen. In 2006, she graduated from a two year residency at Watah Theatre where she produced her play “Oughtism.” She studied English and Women and Gender Studies at the University of Toronto. She completed a year long autism awareness challenge of carrying a box, every single day to challenge the stigma around autism. Through #OughtTheBox campaign she raised over \$4000 for families affected by autism. She was awarded the Yinnergy Good Samaritan Award for 2015/2016 for her work around autism and her funding efforts.



14. MS. HANIYA SHEIKH

(Ward 12 Representative, Parent Involvement Advisory Committee, TDSB) haniyasheikh@yahoo.com

In addition to volunteering at the Parent Involvement Advisory Committee (PIAC), Haniya actively participates as a School Council member for seven years, and served as Chair from 2013-2015. In November 2016, Haniyah Sheikh and Nazerah Shaikh initiated work on the IHM Resource Guide, leading a team of 50 parents and educators across Toronto, primarily over social media and digital communication. They recruited parent volunteers and experts to complete the IHM Resource Guidebook, poster and numerous events held during Islamic Heritage Month. Haniya has spoken on issues relating to parent engagement in the school system and also engagement in the Muslim community. Haniya is currently a lawyer, working in the area of civil litigation (including regulatory and commercial law) in Toronto.



15. MR. HASSAM MUNIR

(Chief Editor, iHistory) ihistoryco@gmail.com

Hassam Munir is a journalist and an independent researcher of Islamic history. He is the founder and editor-in-chief of iHistory (www.ihistory.co), a multimedia project that aims to engage Muslims and non-Muslims with the history of Islamic civilization through rigorous academic research and creative forms of presentation. His work has been published in a variety of outlets, including the *Ottawa Citizen*, *Excalibur*, *Muslim*, *Egypt Today*, *The Muslim Vibe*, and more. Since 2015, he has done extensive research into the history of Muslim communities in Canada, and has presented about this topic on various occasions.



16. MR. IRFAN MAKKI

(Musician) irfanmakki@hotmail.com

Irfan Makki is an international singer and nasheed writer. He has performed around the world, including Malaysia, South Africa, Trinidad, UK, USA and

Indonesia for audiences as large as 70 000 people. His nasheeds have touched millions of people's hearts around the world. "I Believe" a nasheed written and composed by Irfan has surpassed 17 000 000 views on YouTube. Recently Irfan was collaborating with Canadian Muslim artists to produce a children's educational program. He is on Twitter [@IrfanMakki_awk](#)



17. MR. JAVID JAH

(Visual Art, Architecture, Graphic Design, & Community Programming) javid.jah@gmail.com

Javid Jah is a street artist and an emerging architect based in Toronto, Canada. Developing a studio with projects migrating between public art murals and contemporary architecture, Javid is focused on how graffiti pushes the limits of spatial design. His paintings are influenced by three-dimensional representations, experimenting with the anamorphic in letter and figure. Inspired by Sufism, Javid has been developing a practice that addresses issues facing secularized Muslim communities through esoteric Islamic art and design. Recent public interdisciplinary installations include the Dome of Madinah Masjid on Danforth Avenue in Toronto and Stac'd, a multi-container exhibition during Nuit Blanche 2017 at Trinity Bellwoods Park.



18. MR. JEEWAN CHANICKA

(Superintendent of Equity, Anti-Racism and Anti-Oppression, TDSB) jeewan.chanicka@tdsb.on.ca

Jeewan Chanicka is the Superintendent of Equity, Anti-Racism and Anti-Oppression with the Toronto District School Board. He was also at the Ministry of Education in Ontario, and prior to that, a principal in York Region. Jeewan has consulted with the United Nations University of Peace to develop curriculum on Peace Education implemented in various parts of the world. Jeewan has also been a public speaker in North America and Europe on a variety of issues around equity, inclusion, anti-oppression, at risk youth and resiliency and has written articles for newspapers, books and publications.



19. MS. MADIHA BHATTI

(Artist/Teacher) madiha.b@gmail.com

Madiha Bhatti was born and raised in Toronto, Canada. She is a graduate from the University of Toronto and is currently a teacher of visual arts. Growing up in a Muslim household, Madiha was well acquainted with the Qur'an, which allowed her to develop a strong inclination towards the Arabic language. She assimilates her long-time passion for art and religion. She has been practicing the Art of Calligraphy for the past 4 years and hopes to one day receive her Ijaza (certificate in Arabic Calligraphy). <http://www.facebook.com/artbymadiha>



20. MR. MARK STRONG

(Host, G98.7 Radio & Toronto Raptors) [@strizzly](#)

One of the country's most in-demand voiceover talents, Mark Strong has been the live voice of The Juno Awards for the past 12 years, and Canada's Walk of Fame for 6 years. He was the permanent host of NBAXL on NBATV Canada and was an official Ambassador for the PanAm/ParaPanAm Games 2015 in Toronto. He can also be found at Toronto Raptors home games as an in-stadium host and hype man. Mark has returned to morning radio on Toronto G987FM, an old school/new school home for soul, groove, hip hop, R&B, Soca and Reggae.



21. DR. MOHAMED SHAHEEN

(Executive Director and Board Chair, Silk Road Institute) mohamed@silkroadinstitute.ca

Mohamed Shaheen completed his Bachelor's degree at Dalhousie University, Halifax, before moving to Montreal to complete his Masters and Ph.D. degrees in Electrical Engineering at McGill University. He has been involved over the past decade in several community organizations, where his focus has been on civic engagement, advocacy, cross-cultural exchange and civil liberties. In 2013, he founded the Silk Road Institute and serves as the organization's Founding Executive Director. The Silk Road Institute is dedicated to strengthening the artistic and cultural contributions of Canadian Muslims, Canada's diverse underrepresented communities and to promote cross-cultural dialogue. The Silk Road Institute's programming includes diverse artistic and cultural events, workshops, as well as financial programs that support emerging artists. By connecting Canada's diverse communities and empowering them to share their narratives through the arts, the Silk Road Institute envisions a more inclusive, pluralistic and vibrant Canada.



22. THE HONOURABLE MOBINA JAFFER

(Senator for British Columbia) Mobina.jaffer@sen.parl.gc.ca

Senator Mobina Jaffer represents the province of British Columbia in the Senate of Canada, where she is deputy-chair of the Standing Senate Committee on National Security and Defence. Appointed to the Senate on June 13, 2001 by Prime Minister Jean Chrétien, she is the first Muslim senator, the first African-born senator, and the first senator of South Asian descent.



23. MUSTAQEEM

(Musicians) mustaqeemm3@gmail.com

Mustaqeem is a contemporary acappella nasheed group comprised of two brothers. Brothers Jibreel and Bilal write and produce all their original songs. More info can be found on their Facebook page: <https://goo.gl/6HFfqy>



24. MR. NADER KHAN

(Musician) Contact: Vilayath Ali (Vilayath@naderkhan.com)

Nader Khan performs songs written and inspired by classical and contemporary teachers in the Islamic spiritual tradition, and conveys them in musical styles that transcend genres. As an arts educator, he teaches drumming techniques for hand drums from around the world. He is also a member of the First Spring Arts / drumming circle and on October 24, 2016 he was joined by Wexford CI students for the first Islamic Heritage Month celebration at the TDSB. More information can be found on his website: <http://naderkhan.com/>



25. NASEEHA

(Youth Helpline) info@naseeha.com

Naseeha is a Muslim Youth Helpline which provides confidential counselling for youth and young Muslims to receive immediate, anonymous, and confidential support over the phone from 6 – 9 pm, Monday to Friday (Eastern Standard Time). Launched in 2006, Naseeha is a telephone support line for young Muslims in North America, to talk about, and work through their issues with trained counsellors. If you want to talk, you can call Naseeha, 24 hours a day, 365 days a year at 1.866.627.3342.



26. MS. NASIM ASGARI

(Poet) nasim.asgari97@gmail.com

Nasim Asgari is a young Muslim thinker, dreamer, seeker and student of the truth who passionately writes and performs poetry. Nasim began writing at the age of 10 when she decided to use her voice and written words to express herself and bring awareness to issues that are often undermined in today's world. Nasim has shared her poems at many events and poetry slams. Her poems will soon be available in her upcoming book, titled "What Was Swept Under The Persian Rug".



27. NATIONAL COUNCIL OF CANADIAN MUSLIMS

The National Council of Canadian Muslims (NCCM) is an independent, non-partisan and non-profit organization dedicated to protecting the human rights & civil liberties of Canadian Muslims, and by extension, all Canadians, promoting their public interests and challenging Islamophobia and other forms of xenophobia. The NCCM delivers workshops for educators and for students on a variety of issues including: Islamophobia, racism & stereotypes, cyberbullying, and online hate. A full list is available on the website ww.nccm.ca, and in Appendix C.



28. MS. NAZERAH SHAIKH

(Ward 12 Representative, Parent Involvement Advisory Committee, TDSB) ward13.piac@gmail.com

Prior to joining the Parent Involvement Advisory Committee (PIAC) in 2016, Nazerah Shaikh served on the Gateway PS School Council from 2008-2016, and as Chair from 2010-2016. She has presented parent workshops on navigating social media and using technology as an effective communication tool in a variety of settings, including schools, ward forums and conferences. In November 2016, Haniya Sheikh and Nazerah initiated work on the IHM Resources, leading a team of over 50 parents and educators across Toronto, primarily over social media and digital communication to complete the IHM Resource Guidebook and poster.



29. MR. OMAR ZIA

(Peel DSB Teacher, Parenting Educator & Speaker) info@dawanet.ca

Omar Zia is a Peel District School Board teacher for over 15 years and has served as a guidance counsellor and high school administrator in the past. He is a well-known parenting educator in the Muslim community and a board member of DawaNet.



30. MR. QAISER AHMAD

(Toronto District School Board, Guidance) Qaiser.Ahmad@tdsb.on.ca

Qaiser Ahmad is a TDSB teacher since 2005, and is currently the Curriculum Leader of Guidance in a north Scarborough high school. He has been conducting workshops and presentations on Muslims and Islam to a variety of audiences since 1998, including the TDSB, OISE/UT and the Ministry of Education. Qaiser is on the Education Committee as an advisor for National Council of Canadian Muslims. Qaiser is also a co-chair of the IHM Committee.



31. MS. RABIA KHEDR

Contact Number: 905-270-9679
(Ontario Human Rights Commissioner, Executive Director, Muslim Council of Peel) rkhedr@diversityworx.com

Rabia Khedr is a dedicated volunteer and advocate for diverse communities, women and individuals with disabilities. She is a human rights consultant with diversityworX, founder of the Canadian Association of Muslims with Disabilities and a member of the Mississauga Accessibility Advisory Committee, which she chaired for eight years. Commissioner Khedr has also been on the board of directors for the Ontario Women's Health Network and is a member of the Region of Peel Accessibility Advisory Committee. More information can be found at <http://www.ohrc.on.ca/en/about-commission/meet-our-commissioners>



32. MS. RANIA MIRZA

(Teacher, York Region DSB; NCCM Education Committee Chair; special writer to the Toronto Star) raniamirza@hotmail.com

Rania obtained a Masters in Education from the Ontario Institute for Studies in Education at the University of Toronto. She is a teacher in the public education system in Ontario. Rania has taken a lead role in building strong school/community partnerships, and integrating students' cultural and linguistic identities into the school curriculum. She has presented at international conferences on topics relating to equity in the education system and has both academic and non-academic publications. Rania travels provincially presenting to public school boards about addressing Islamophobia in the school system. She is also the Education Advisor for the National Council of Canadian Muslims (NCCM).



33. MS. RUKHSANA KHAN

(Author & Storyteller) rukhsana@rukhsanakhan.com

Rukhsana Khan is an award-winning author and storyteller. She has thirteen books published (one of which was chosen by the New York Public Library as one of the 100 greatest children's books in the last 100 years). She includes valuable teacher resources to complement her books on her website: <http://www.rukhsanakhan.com>. You can watch her speak about herself and her books on her YouTube channels: [MsRukhsanaKhan](#) and [Rukhsana Speaks](#).



34. DR. RYHANA DAWOOD

(Martial SMARTS Founder and Instructor) martialsmarts.toronto@gmail.com

Ryhana Dawood is a strong advocate for female empowerment through self-defense. She has worked with hundreds of women across the GTA and overseas leading self-defense workshops for many underprivileged groups, schools and universities. Ryhana created Martial Smarts, a non-profit organization based out of Toronto, that aims to teach proactive and reactive self-defense and situational awareness based on the principles of Karate and Taekwondo.



35. MS. SABREENA GHAFFAR-SIDDIQUI

(PhD Candidate and Researcher at McMaster University) siddis27@mcmaster.ca

Sabreena Ghaffar-Siddiqui is a PhD candidate and researcher at McMaster University and holder of several scholarships and awards. Her research areas are migration, race/ethnicity and identity. Sabreena's current research focuses on the racialized/ethnic/religious and national identity related experiences and perceptions of Muslims in Canada, as well as the role of community organizations in fostering their positive integration and overall well being. Sabreena recently became a Board Member at the Canadian Council of Muslim Women's - Toronto Chapter.



36. MS. SAMIYA ABDI

(Consultant, Community Animator & Public Speaker) Samiya.63@gmail.com

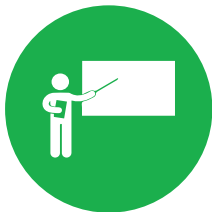
Samiya Abdi is currently a Health Promotion Consultant & Program Planning and Evaluation Specialist. She has over 10 years of experience in program development, management, implementation and evaluation working within the non-profit, corporate and government sectors. Within the past 6 years, Samiya has delivered large scale, complex projects involving internal and external teams across Canada with budgets of over \$8 million. Samiya is a mother, teacher, community advocate, youth councillor, avid public speaker and a change agent. She is passionate about creating safe, nonjudgmental spaces that foster growth, failure, and transformational learning. Through her community work, Samiya engages in critical thinking and reflexivity to build equitable and collaborative working relationships that promote empowerment and self-determination. Samiya holds a Master's degree in Public Health and a Graduate diploma in Social Innovation and Systems Thinking from the University of Waterloo.



37. MS. SALMA HINDY

(Comedian) salmahindy@gmail.com

Salma Hindy is a Clinical Engineering Masters Student at the University of Toronto. She is a recent graduate of Stand Up Comedy from Second City in Toronto. She has been performing at various comedy venues and events since November 2016. Her comedy ranges from politics to her experiences as the child of immigrant parents. She hopes to combat Islamophobia with humour and by shooting down stereotypes on stage.



38. DR. SHELINA KASSAM

(Professor) shelinakassam99@gmail.com

Shelina Kassam is a lecturer at the University of Toronto, on the Mississauga campus with the Department of Historical Studies. This critical race scholar received her PhD from the Ontario Institute for Studies in Education (OISE), at the University of Toronto in January 2018. Her research focuses on Muslims in contemporary Western multicultural nation-states, using postcolonial, critical race and feminist theories in her analysis. She has taught at the University of Toronto at the Mississauga campus (Division of Women and Gender Studies) since 2007 specializing in race, ethnicity, representation, media and Muslims, identity-formation for Muslims in the post 9/11 world, post-colonial studies and popular culture. Shelina has a long history of professional and volunteer work with educational, not-for-profit, and social justice organizations, in Canada and internationally. She was a member of the Canadian Non-Governmental Organization Election Observer Delegation to monitor the first all-race elections in South Africa in 1994.



39. MS. SHIREEN AHMED

(Writer) www.shireenahmed.com

Shireen Ahmed is a writer, public speaker and sports activist focusing on Muslim women in sports. She is an athlete, advocate, community organizer, and works with youth of colour on empowerment projects and is an avid sports coach and mentor. Her work has been featured and discussed in various media outlets including the CBC.



40. MR. TAHA GHAYYUR

(Writer, Speaker, Trainer) tghayyur@gmail.com

Taha Ghayyur is a writer, public speaker, community organizer, and leadership trainer in Toronto, Canada. Director of Communications, and Producer of Adam's World videos at Sound Vision, Leadership and Communications Trainer for World Matters Institute, Board Member of DawaNet, Board Member of MuslimFest, and an Advisory Committee Member of the Muslim Studies Program at Emmanuel College.



41. THE CANADIAN MUSLIM VOTE

(Organization) info@canadianmuslimvote.ca

The Canadian Muslim Vote is a national, non-profit, non-partisan organization with the aim of increasing the participation of Canadian Muslims within the democratic process. Please contact Ms. Muneeza Sheikh (Director of Communications and Board Member at The Canadian Muslim Vote) at muneeza@canadianmuslimvote.ca and Mr. Turab Ibrahim (Board Member, The Canadian Muslim Vote) turab@canadianmuslimvote.ca



42. MR. TIMOTHY GIANOTTI

(Associate Professor, University of Waterloo) timothy.gianotti@waterloo.ca

Timothy Gianotti is an Associate Professor of Studies in Islam at Renison College, University of Waterloo. Timothy is a Catholic-educated Muslim scholar of Islamic intellectual and spiritual traditions. He has written two books, an array of publications and has over two decades of teaching experience in Canada and the U.S. Timothy is a socially-engaged theologian who promotes interfaith understanding and engagement. He speaks English, Arabic, French, and Cantonese.



43. MS. UNAIZA KARIM

(Artist & Teacher) karimunaiza@gmail.com

Unaiza Karim is a qualified teacher and an award-winning British artist specializing in traditional visual arts. Unaiza offers consultancy on arts education, curriculum development and community outreach projects. She has experience in devising and delivering innovative programmes, workshops and courses to suit audiences of all skills and abilities, in a broad range of settings from corporate to grassroots community based initiatives. She tailors programmes to meet the artistic appreciation needs of individuals requiring training or mentorship. Unaiza specializes in decorative arts from the Islamic tradition. She holds a Masters Degree in Visual Islamic and traditional Arts from The Prince's School of Traditional Art, London. Her work has been exhibited in the UK and abroad, and she has contributed to online teaching and learning resources for the Jameel Gallery of Islamic Art at the Victoria and Albert Museum. Her passion for art and education are brought together in an ongoing programme of workshops being delivered both locally, nationally and internationally. For more information visit the website: <http://unaizakarimarts.com/>



44. IMAM YASIN DWYER

(Muslim Chaplain, Ryerson University) ydwyer@gmail.com

Imam Yasin Dwyer was born in Winnipeg, Manitoba to parents of Jamaican heritage. Before joining the Muslim Chaplaincy at Ryerson University, Imam Yasin was a part of the multi-faith chaplaincy team at Queen's University in Kingston, Ontario. He has lectured extensively on topics such as interfaith dialogue, Black Canadian culture and the history of Muslims in the West.



45. MR. YASIN OSMAN

(Photographer) <http://yescene.com/>

Yasin Osman is a photographer based in Toronto who specializes in evocative images of the living world. Raised in Regent Park, he felt the urge to document everyday life in his changing neighbourhood. With his first DSLR camera he was able to capture emotion and depth. He has worked with organizations such as UNICEF, Macleans Magazine and Vice. Yasin has recently come back from Somalia where he shot stills for #LoveArmyForSomalia an organization started by Jerome Jarre, Casey Neistat, Ben Stiller & Chaka. Yasin is especially proud of #ShootForPeace. Yasin is also a registered early childhood educator. He found a way to mix both his love of children and photography by starting a photo program in the fall of 2015 in Regent Park. After one year the program was sponsored by CANON and has been widely featured in many news articles such as Upworthy, American Photo Mag, and recently CNN. Through social media platforms such as Instagram, Yasin has accumulated over 200,000 followers. Yasin is currently working on a long term photography project that solely focuses on the Regent Park community.



46. MR. ZAIB SHAIKH

(Film Commissioner and Director of Entertainment Industries, City of Toronto) zshaikh2@toronto.ca

Zaib Shaikh is currently Toronto's new Film Commissioner and Director of Entertainment Industries. He is probably best known for his starring role as Imam Amaar Rashid on CBC's international hit comedy "Little Mosque on the Prairie." In addition to acting, he has co-produced and co-written various projects. He has also served on juries and committees for the Gemini Awards, ACTRA Awards, Ontario Arts Council and Theatre and the Ontario Youth Theatre Program. Currently, Shaikh is a board member for the Canadian Centre for Diversity and the Institute for Canadian Citizenship. He also serves as an ambassador for CAMH and Amnesty International in Canada.

TDSB ISLAMIC HERITAGE MONTH RESOLUTION (2016)

June 22, 2016 - October as Islamic Heritage Month Trustee Malik, seconded by Trustee Ford, moved:

Whereas, in 2007 the Government of Canada declared the month of October in each year as Islamic Heritage Month; and

Whereas, Islamic Heritage encompasses a broad range of individual and cultural experiences, as well as contributions to the development of math, science, art and history, relevant to our student learning; and

Whereas, Muslim Canadians have contributed to civic life in Canada for decades, and are a vibrant part of the growth and prosperity of both the City of Toronto and Canada; and

Whereas, celebrations such as Ramadan and Eid are shared by people across Canada; and

Whereas, by proclaiming the month of October as Islamic Heritage Month, the Toronto District School Board recognizes the important contributions that Canadians of Islamic Heritage have made to Ontario's social, economic, political and cultural fabric; and

Whereas, Islamic Heritage Month is an opportunity to remember, celebrate and educate all our students and school communities about the rich and diverse Islamic Heritage and the important role that Muslim Canadians have, and continue to make, to the City of Toronto and Canada;

Therefore, be it resolved that the month of October, in each year be declared as Islamic Heritage Month.

<http://www.tdsb.on.ca/leadership/boardroom/agendaminutes.aspx?type=m&year=2016&filename=160622.pdf>

TDSB ISLAMIC HERITAGE MONTH RESOLUTION (2016)

September 30, 2016 - October is Islamic Heritage Month

In recognition of "the important contributions of Canadian Muslims to Canadian society, the cultural diversity of the Canadian Muslim community and the importance of Canadians learning about each other to foster greater social cohesion," the Government of Canada officially declared October as Islamic History Month in 2007.

And in June 2016, the TDSB Board of Trustees resolved that the month of October, in each year be declared as Islamic Heritage Month. The TDSB affirms our commitment to celebrating Islamic Heritage Month, and encourages students and staff to take this opportunity to learn about the history, heritage and diversity of our Muslim fellow Canadians. Islamic Heritage Month is an occasion to improve our knowledge about the many contributions of Muslim Canadians to the building of Canada's democratic society through their work in the areas of political and social justice.

PROVINCIAL ISLAMIC HERITAGE MONTH ACT (2016)

ISLAMIC HERITAGE MONTH ACT, S.O. 2016, C. 20 An Act to proclaim the month of October Islamic Heritage Month

Assented to November 2, 2016

Preamble

Muslims have been contributing to all aspects of Ontario's prosperity and diverse heritage for generations.

Islamic history and culture encompass a broad range of individual and collective experiences, as well as important contributions to literature, math, science, art and history.

In 2007 the Government of Canada declared the month of October in each year as Canadian Islamic History Month.

The Province of Ontario recognizes and wishes to affirm the important contributions that Muslims make in Ontario as part of the vibrant social, economic, political and cultural fabric of our province.

Proclaiming a month to be Islamic Heritage Month in Ontario will provide all Ontarians, both today and in future generations, with an opportunity to reflect, celebrate and learn about the rich and longstanding Islamic history in the Province and the diverse roles and contributions of Muslim people in communities across Ontario. This new understanding will in turn help combat anti-Islamic sentiment.

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Islamic Heritage Month

1. The month of October in each year is proclaimed as Islamic Heritage Month.

Commencement

2. This Act comes into force on the day it receives Royal Assent.

Short title

3. The short title of this Act is the Islamic Heritage Month Act, 2016.

FEDERAL ISLAMIC HISTORY MONTH MOTION (2007)

HOUSE OF COMMONS OF CANADA
39th PARLIAMENT, 2nd SESSION
Journals

No. 8
Thursday, October 25, 2007
10:00 a.m.

MOTION

By unanimous consent, it was resolved, — That, in the opinion of the House, due to the important contributions of Canadian Muslims to Canadian Society, the cultural diversity of the Canadian Muslim community, the importance of Canadians learning about each other to foster greater social cohesion, and the important effort now underway in many Canadian communities in organizing public activities to achieve better understanding of Islamic history, the month of October should be designated Canadian Islamic History Month.⁵

<http://www.ourcommons.ca/Content/House/392/Journals/008/Journal008.PDF>

Islamic History Month Canada (IHMC) was launched on October 25, 2007, with a motion in Canada's Parliament by the Honourable Mauril Belanger. October was then proclaimed as "Islamic History Month in Canada".

⁵ "Journals No. 8 - October 25, 2007 (39-2) - House of Commons of"

<http://www.ourcommons.ca/DocumentViewer/en/39-2/house/sitting-8/journals>. Accessed 23 Jun. 2017.

WORKSHOP BROCHURE: AGA KHAN MUSEUM



Photo by Janet Kimber.

LEARNING AT THE AGA KHAN MUSEUM

Teachers, bring your students to the Aga Khan Museum for a fun, Ontario Curriculum-driven session of exploring and creating!

The diverse arts of Muslim civilizations reveal numerous connections between art, science, and mathematics. Exploring these connections leads not only to a greater understanding of these disciplines, but also to a greater appreciation of the bridges between many cultures across the world. The Aga Khan Museum's school programs have been developed with these specific goals in mind.

Customize your own visit, or choose from a roster of Aga Khan Museum school programs. Explore the galleries on a guided or self-directed tour, or take part in one of our hands-on workshop programs. Each workshop includes discovery in the Museum's exhibitions and an activity in the Education Centre. Students have the chance to experiment with materials and processes, learn new skills, explore cross-curricular connections, and create their very own works of art to take home. School performances expose

students to diverse cultural expression through the arts, including theatre, music, film, and more.

Prepare your students in advance using our Ontario Curriculum-based teacher resource guide, *Learning at the Aga Khan Museum: A Curriculum Guide for Teachers Grades One to Eight*. Download the full guide at agakhanmuseum.org/learn.

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All visits and programs are available throughout the school year for pre-booking between Tuesdays and Fridays with morning and afternoon options between 10 am and 3 pm. Please inquire about full-day programs and the flexibility of visit times. Confirm your school program is booked two weeks before your visit.

Cost per program: \$8 per student.

Looking for professional development?

Ask us about booking your next professional development session at the Museum, and how we can help plan learning for your group.

CONTINUED ON NEXT PAGE



AGA KHAN MUSEUM

SCHOOL PROGRAMS

Explore the Aga Khan Museum

All ages

Curriculum links : Visual Arts, Language, Math, Social Studies, History, Geography, Canada and World Studies, World Religions

Discover the art and architecture of the Aga Khan Museum! Students explore our Collection of manuscripts, ceramics, architecture, and more. This program highlights the diversity of our world, and the many ways the arts of Muslim civilizations have contributed to it.

Pattern Play in Art and Math

Grades 1–8, 9–12

Curriculum links : Visual Arts, Language, Math, Social Studies

Students put on their detective hats and search the Museum and galleries for geometric shapes and arabesque designs. Then, they take their discoveries to the Education Centre, where they create colourful patterns through printmaking, drawing, and clay exploration.

Colours in Islamic Art

Grades 7–12

Curriculum links : Visual Arts, Language, English, Math, Media Literacy, Social Studies, History, Geography

What are the colours of the pre-modern world? How did artists create and use these vibrant pigments, which have survived for centuries? Exploring our galleries, students investigate colours in the arts of Muslim civilizations. Then, they create their own pigments from natural materials in a fun, hands-on session.

School Performances

All ages; seasonal

The Aga Khan Museum presents live performances and films tailored for school audiences. Prepare your students for new sights and sounds – and a new understanding of world cultures. For details, visit agakhanmuseum.org/learn.

Visual Storytelling

All ages

Curriculum links : Visual Arts, Language, English, Math, Media Literacy, Social Studies, History, Geography, Religious Studies, World Studies

Travel through Iran, India, Central Asia, and beyond during this fascinating exploration of our Collection and exhibitions. Students investigate storytelling techniques and see how artists narrate cultural histories through traditional and contemporary contexts. They then apply what they've learned to create their own visual and literary narratives using a variety of media.

Silk Route Adventures

Grades 3–8, 9–12

Curriculum links : Social Studies, Arts, Geography, World History, Visual Literacy, English




Through a discovery of our Permanent Collection and special exhibitions, students adventure over land and sea, exploring the many ways that the Silk Routes encouraged the diffusion of goods, ideas, peoples, and cultures across Europe and Asia. Students tour the galleries, and explore narrative storytelling with hands-on activities and sketching.

To learn more about our programs or to join our mailing list, email learn@agakhanmuseum.org.

For the latest updates on workshops, classes, performances, and school programs, visit agakhanmuseum.org/learn.

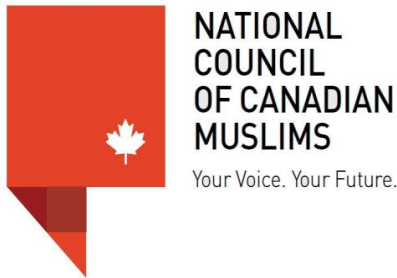
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WORKSHOP BROCHURE: NATIONAL COUNCIL OF CANADIAN MUSLIMS



NCCM WORKSHOPS FOR SCHOOLS

At NCCM we realize every school is unique and we would be happy to work with you to find the perfect workshop module to address your school's specific needs. Here is a suggested module that could be presented to build fully on each individual topic and how they intersect. This well-rounded module would empower educators/ parents/ and others in the school setting with the knowledge they need to continue to create safe and welcoming spaces for all:

Title	Description	Hours	Target Audience
Islam 101 or Islam Awareness	This workshop is a basic introduction to Islam and Islamic religious practices for individuals with limited knowledge of the religion, or for those looking for a refresher on the topic. It addresses both basic tenets of faith and also discusses and challenges prevalent stereotypes about Islam and Muslims.	2 hours	Any Group Interested in Islam, Ideal for religious groups, workplaces, schools, community organizations ...
A Teachable Moment on Islamophobia	This workshop explores how Islamophobia may be impacting our classrooms. Beginning with an overview of the term Islamophobia and an exploration of some common myths about Islam and Muslims, the workshop examines how Muslim students are impacted by the negative public discourses surrounding their faith. The workshop offers suggestions to educators on how to work to ensure their classrooms remain safe environments for all.	1.5 – 2 hours	Educators / Parents / Parent Councils
Inclusive Schools	This workshop examines the legal and pedagogical foundation for creating schools which are welcoming and inclusive to everyone. It can be combined or merged with Islam 101 or information on Muslim religious practices.	2 hours	Ideal for school councils, teacher training, school trustees or school board officials, parents ...
Engaging the Media 101	In this workshop, participants learn the basics of how the media works, tools and tactics for engaging the media, dealing with controversial questions, generating positive coverage and more.	2 hours	Any Group

How to talk to children about Online Hate	This workshop provides learning about how websites and other online portals, blogs, and social media can carry hateful messages. This workshop helps participants understand how to identify such content, and how to avoid it.	1.5 hour	Educators / Parents / Parent Councils
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General NCCM Workshops for External Organizations: Schools, Employers, Government, Service Providers:

Title	Description	Hours	Target Audience
A Teachable Moment on Islamophobia	This workshop explores how Islamophobia may be impacting our classrooms. Beginning with an overview of the term Islamophobia and an exploration of some common myths about Islam and Muslims, the workshop examines how Muslim students are impacted by the negative public discourses surrounding their faith. The workshop offers suggestions to educators on how to work to ensure their classrooms remain safe environments for all.	1.5 – 2 hours	Educators / Parents / Parent Councils
Islam in the Workplace	Based on NCCM’s Employers Guide on Islamic Religious Practices & My Rights at Work Guide, this workshop explores common issues around reasonable accommodation of Canadian Muslim employees in the workplace. The workshop also examines how Islamophobia can impact the workplace.	1.5 – 2 hours	Unions, Employers, Staff
Islam 101 or Islam Awareness	This workshop is a basic introduction to Islam and Islamic religious practices for individuals with limited knowledge of the religion, or for those looking for a refresher on the topic. It addresses both basic tenets of faith and also discusses and challenges prevalent stereotypes about Islam and Muslims.	2 hours	Any Group Interested in Islam, Ideal for religious groups, workplaces, schools, community organizations...
Inclusive Schools	This workshop examines the legal and pedagogical foundation for creating schools which are welcoming and inclusive to everyone. It can be combined or merged with Islam 101 or information on Muslim religious practices.	2 hours	Ideal for school councils, teacher training, school trustees or school board officials, parents ...
Muslims, Diversity and the Law	In this workshop you will learn about the role of Muslims in the justice system. Special emphasis on issues both civil and criminal that have affected Muslims in particular.	2 hours	Members of the Criminal Justice System, Community Groups, Legal Groups, Public Service Providers
Racial Profiling	In this workshop attendees will get a succinct introduction to the construction, use and impact of racial profiling. There is special reference to the Ottawa Police Pilot project.	2 hours	Members of the Criminal Justice System, Community Groups, Legal Groups...
Hate Crimes	In this workshop, participants examine hate crimes, their treatment in law, the tension between free expression and hate speech, and reporting practices.	2 hours	Members of the Criminal Justice System, Community Groups, Legal Groups, Public Service

Title	Description	Hours	Target Audience Providers
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NCCM Workshops for Children and Teenagers:

Title	Description	Hours	Target Audience
Stereotypes & Diversity In The Media: How Do We Fit In?	This workshop invites young people to critically examine the messages in the media with a special focus on cultural diversity and religious diversity.	1-2 hours	Ages 12 - 18
Cybersmarts – Staying Safe, Smart And Tech-Savvy!	This workshop combines basic Internet skills with safe practices and general awareness.	1-2 hours	Ages 9 - 12
Mind Your Ads – What’s Really For Sale?	This workshop aims to sensitize young people to the messages in advertising and the affect they have on us and society.	1-2 hours	Ages 9 - 12
Be Your Own Boss! A How-To On Blogging!	This workshop is both an invitation and introduction to safe blogging.	1-2 hours	Ages 9 - 12
The Writer & Speaker’s Toolbox: Making Every Word Count!	This fun and interactive workshop helps provide the participants with the skills to write effectively in a variety of contexts.	1-2 hours	Teens & Young Adults
Police & Community – Understanding our roles	This workshop aims to help young people understand the role of police officers. The focus is creating a positive relationship to improve communities.	1-2 hours	Teens & Young Adults
Extreme Dialogue	This workshop is based on a series of short documentary films which tell the personal stories of Canadians profoundly affected by violent extremism; a former member of the extreme far-right and a mother whose son was killed fighting in Syria. The films are accompanied by a set of educational resources that can be used with youth in classrooms or community settings and are intended to build resilience to extremism through active discussion and enhanced critical thinking.	1-2 hours	Teens & Young Adults

Please visit nccm.ca/connect/training for more information on our workshops.

Thank you.

WORKSHOP BROCHURE: MARTIAL SMARTS



WHO WE ARE

Martial Smarts is a non-profit organization based out of Toronto, Ontario that aims to teach proactive and reactive self-defense and situational awareness based on the principles of Karate and Taekwondo.

WHAT WE DO

Since 2008, Martial Smarts has operated across the Greater Toronto Area teaching self-defense and principles of healthy living to individuals from vulnerable populations - particularly women, children, and the elderly. To ensure accessibility, workshops are held at nominal rates or no cost and held in safe spaces such as schools, community centres, mosques, etc.

WORKSHOPS

Sessions consist of warm-ups, full body workouts, various strikes and essential self defense mechanisms. Our primary teachings focus on de-escalating and safely getting away from dangerous situations. We encourage women to use the strongest weapon they have - their voice!

It is our goal to empower one vulnerable individual at a time and remain accessible to all. We hope you will decide to join us on this journey!

INTERNATIONAL WORK

Martial Smarts has worked with over 1000 women and children internationally. Workshops have been held in United States, India, Tanzania and Sri Lanka. We hope to expand and continue to serve communities worldwide.



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