



Celebrating Around the World

Grade: 5-6

Subject: ELA

Time Frame: 1 class

Materials: Laptop, printed articles, highlighters, pencils, worksheet, projector, white board, white board markers.

Learning Outcomes:

- Deconstruct misinformation about Islam and Muslims, emphasizing the significance of Ramadan.
- Make connections between the world and oneself.
- Normalize diversity and encourage students to seek for similarities among each other.

Behavioural Objective:

- Students will read *Student Essay: Ramadan, A Month of Reflection* by NewsELA and reflect on a set of questions before engaging in a larger conversation, synthesizing ideas from the article while making references to their traditions and special occasions.

Activating:

- Students will read the article collectively. Consider asking for volunteer students to take turns reading the assigned article [here](#).
- Encourage students to highlight things that stood out to them and circle the information that confused and required further clarification.

Applying:

- After debriefing and addressing all the students' question, proceed by providing the class with the following worksheet.
- Once students finish working independently, invite students to turn to their peer nearest to them in order to share their responses.

Student Name: _____

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Write a paragraph that explains the central idea of the article. Then, use at least three details from the article to support your response.

After learning about Ramadan, reflect and report on how you celebrate special occasions. For example, is there a cultural or religious celebration that you observe? What does that look like for you? Are there any similarities between the way Muslims celebrate Eid and your tradition? *(E.g., Dinner between friends and family is often a common way for people to celebrate).*

Assessment:

- Once students have finished reflecting and debriefing with their friends, collect students work for assessment.

Food for Thought:

- Be mindful of your student demographic as some of the cultural traditions explored in this lesson could also be celebrated by them.
- Fostering conversations about inclusive language, politically correct terminology, research ethics, and stereotypes, personal bias, and racism before initiating this activity could also be beneficial. For more information on how to prepare students for Anti-bias Anti-racist work take a look at *Start Here, Start Now: A Guide to Antibias and Antiracist Work in Your School Community* by Liz Kleinrock.
- The following articles could also be used to initiate a similar activity with younger and older grades:
- **Gr: 2-3**
[*"Is this enough?": The Fret of Preparing A Fast-breaking Feast during Ramadan* by NEWSELA](#)
- **Gr: 8-10**
[*Ramadan a time for "togetherness," Dearborn family says* by NEWSELA](#)

ADDITIONAL RESOURCES

Sports:

[*A journey of confidence leads to college scholarship for golfer in hijab* by NEWSELA](#)
[*Opinion: Robert Saleh is far more than the first Muslim coach in NFL*](#)

News:

[*Dolls of children around the world help refugees feel more welcome* by NEWSELA](#)

Ramadan:

[*What is Eid and how do Muslims celebrate it? Six questions answered* by NEWSELA](#)