



GRADES 3-5

Lesson Name: An introduction to Palestine and Masjid al-Aqsa

Lesson Overview

Objectives	<ul style="list-style-type: none"> • Geographical Knowledge – Locating Palestine on the world map and comparing the size of Palestine with an area familiar to the students. Understanding that the entire universe belongs to Allah SWA and that Occupied Palestine is large enough to accommodate Muslims, Jews, and Christians without discriminating against anyone. • Knowledge of Palestine - Exercising curiosity about Palestine, including Masjid Al-Aqsa, and appreciating its importance in Islam. • Cultural Awareness: Exposure to the culture of Palestine through Palestinian songs / nasheeds and visuals. • Critical Thinking: Learning at a basic level about the political situation in Palestine, and that Islam demands Justice for everyone to live in peace. • Historical Awareness: Understanding the historical events related to Palestine, with an introduction to certain significant dates.
Learning Outcomes	<ul style="list-style-type: none"> • Students will identify the location of Palestine and Masjid Al-Aqsa and its centrality to Islam. • Students will have a basic understanding of the political situation in Palestine and some significant historical dates. • Students will learn that Allah SWA has a masterplan for Palestine and Masjid Al-Aqsa, and that they should make Duah for its liberation and the easing of the suffering of their Palestinian brothers and sisters.
Number of lessons	1 lesson (duration 60 minutes)
Values and Skills	Critical thinking, writing, and drawing skills.
Teaching/Learning Materials	<ul style="list-style-type: none"> • Nasheed on Al Aqsa (<i>Allahu Akbar Allahu Akbar Lailaha Ill Allah Wa Lahu Akbar Allahu Akbar Wa Lilla Hil Hamd</i>) • World Map. • Maps of Map of Palestine, South Africa, and Kruger National Park. (Use maps that are applicable to your country.)

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	<ul style="list-style-type: none"> • Worksheet 1 - the KWL Chart for learners to write down their prior knowledge and what they want to know about the subject. • A PowerPoint Presentation. • Worksheet 2 - a list of questions related to the historical and geographical aspects of Palestine. • Nasheed on Palestine (<i>Lailaha Ill Allah Muhammad Rasulullah</i>) • A book for writing, a pencil, and a pen.
<p>Step 1: Warm-up and Writing Activity (15 minutes)</p>	<ul style="list-style-type: none"> • Play a Nasheed on Palestine and ask the students what they liked about the it. (5 min.) • Ask the students to complete the “K” (What you Know about Palestine) part of the KWL Chart (Worksheet 1) then ask some students to state what they wrote (5 min.) This will demonstrate the level of their knowledge and any misconceptions they may have going into the lesson. • Then ask the students to complete the “W” (What you Want to Know about Palestine) part of the KWL Chart (Worksheet 1). Then ask the students to discuss in teams of two’s what they wrote. Thereafter get some of them to share with the class what they wrote. This will demonstrate the gaps in their understanding. (5 min.)
<p>Step 2: Drawing Activity (30 minutes)</p>	<ul style="list-style-type: none"> • Using the PowerPoint presentation, show the students the world map and ask them to identify the different continents. • Then show them the map of Palestine and assist them to identify Gaza, the West Bank, East Jerusalem, the Mediterranean Sea, and the Jordan River. Show them the 1948 boundary of Palestine and Israel. • Show them the maps of South Africa and the Kruger National Park and the size of each of the nine provinces and that of the Kruger National Park and compare it with the size of Palestine. Then ask the students which is bigger, Gauteng, which is the smallest province/the Kruger National Park, or Palestine. (Use maps that are applicable to your country.) Inform them that Occupied Palestine is large enough to accommodate all the Muslims, Jews, and Christians living in it as well as those Palestinians who are refugees in other countries. • Ask the students to mark the position of Palestine on the world map that they have as a hand-out, first using a pencil. • Then, using the PowerPoint presentation, show the students the position of Palestine on the world map and ask them to mark the position of Palestine on the map, using a pen.

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<p>Step 3: Writing Activity and closing (15 minutes)</p>	<ul style="list-style-type: none"> • Ask the students to answer the questions on Worksheet 2. • Tell the students to think about the answer to the last question, “What was the reason for what happened on October 7, 2023” and to complete it at home. • Remind the students that Allah SWA is <i>Maalik ul-Mulk</i>— the Master of the Kingdom, the Dominion's Owner. He alone has power over everything and that we should turn towards Him in sincere Duah for the alleviation of the plight of our Palestinian brothers and sisters. • Conclude the lesson by playing a short video on Palestine and asking the learners what they noticed in the video. (Their response should be that all the people being arrested were smiling. Ask them whether they found this behaviour strange and why were they smiling?)
<p>Assessment</p>	<ul style="list-style-type: none"> • Accuracy of marking the position of Palestine on the world map and comparison of size of Palestine. • Completed forms on prior knowledge and questions about Palestine. • Active participation in discussions and questions during the lesson. • Understanding demonstrated through responses to questions about historical events and cultural significance.
<p>Note to Teachers</p>	<p>Adjust the level of detail and depth based on the students' understanding and sensitivity to the subject. Encourage an open and respectful environment for discussions.</p>

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