

EID & RAMADAN IN BROOKLYN

LESSON PLAN

LESSON GOALS

- ◆ **Identify the many ways Muslims in Brooklyn observe Ramadan and celebrate Eid.**
- ◆ **Understand the diversity of religious observance amongst Muslims of different cultural backgrounds.**
- ◆ **Recognize that the American Muslim identity incorporates common religious practices as well as diverse cultural practices.**

MATERIALS

All oral history clips and transcripts mentioned in this lesson are available for streaming or download at muslims.brooklynhistory.org.

- **Graphic Organizer**
Eid and Ramadan in Brooklyn
- Optional*
- **Handout**
Food and Fasting available at muslims.brooklynhistory.org.

MUSLIMS IN BROOKLYN CLIPS

The “Eid and Ramadan in Brooklyn” clips reflect the different ways that these religious traditions have been observed by various Muslims in Brooklyn. This collection is created from oral histories conducted and arranged by Brooklyn Historical Society in 2018 and 2019.

“AMERICAN ISLAMIC IDENTITY” 3:07

Stacey Salimah-Bell describes her years as a troop leader for a diverse group of Muslim Girl Scouts.

muslims.brooklynhistory.org/oral_history_clip/american-islamic-identity-salimah-bell

“EID IN SPANISH AND ENGLISH” 2:17

Faiza Ocasio recounts how her Puerto Rican community celebrated Eid.

muslims.brooklynhistory.org/oral_history_clip/eid-spanish-english-faiza-ocasio

“MESSY MUSLIMS” 3:59

Mohammed Fayaz describes the diverse community of Muslims he met through group chats and social media.

muslims.brooklynhistory.org/oral_history_clip/messy-mohammed-fayaz

“A COMMUNITY AFFAIR” 2:10

Abdul Rasheed Abdullah discusses the uniquely African-American Eids at Masjid Khalifah.

muslims.brooklynhistory.org/oral_history_clip/community-affair-abdul-rasheed-abdullah

“FASTING WITH FAMILY” 3:16

Zeinab Bader describes how moving out of a Muslim society affected her religious practice.

muslims.brooklynhistory.org/oral_history_clip/fasting-family-zeinab-bader

“OUTDOOR EID” 4:41

Nsenga Knight remembers when her community celebrated Eid in Prospect Park.

muslims.brooklynhistory.org/oral_history_clip/outdoor-eid-nsenga-knight

LESSON SEQUENCE

What Holidays Do We Celebrate?

◆ Think-Pair-Share Prompt

What are the holidays and traditions you observe with your families, and how do you celebrate them?

◆ Share

- Ask students to share their answers.
- Ask students to discuss similarities and differences among the traditions they've shared.

◆ Transition

Say, *Today, we're going to discuss the Islamic traditions of Ramadan and Eid, and the different ways they are observed by Muslims in Brooklyn.*

INTRODUCTION

TEACHER'S NOTE



Ramadan

During the ninth month of the Islamic calendar, Muslims observe Ramadan by fasting from sunrise to sunset.

TEACHER'S NOTE



Eid

There are two eids in the Muslim calendar. Eid-ul-Fitr marks the end of the month of fasting in Ramadan. Eid-ul-Adha commemorates the sacrifice of Abraham and the end of the time of the hajji or pilgrimage to Mecca. For more information on Ramadan and Eid, visit the "Additional Resources" section of muslims.brooklynhistory.org.

1 Whole Group Listening

Say, *We are going to listen to oral histories that draw on people's experiences of community and fasting during Ramadan.*

- Pass out the graphic organizer "Eid and Ramadan in Brooklyn." Project an image of the graphic organizer onto a screen or whiteboard.
- Ask students to fill out the column "Before Listening: What I know about Eid and Ramadan."

LISTENING & REFLECTING

LESSON SEQUENCE

2 Listening Protocol

Instruct students to fill out the middle column as they listen to the clip. Play the clip **“American Islamic Identity” by Stacey Salimah-Bell**.

3 Share

Using either think-pair-share or whole group discussion, ask students to share what they wrote in the middle column.

4 Reflect

- Ask students to complete the third column, “How is this similar or different from traditions I observe with my family?”
- Ask students to share what they wrote in the third column.
- Note that according to Stacey Salimah-Bell, all the girls shared that they broke their fast with dates and water. Ask, *Why did Stacey say they had this in common?*
- Ask, *What did you notice about the other foods they ate? Were they the same or different?*
- Ask, *What do you think Stacey Salimah-Bell means when she says that her Girl Scout troop is “establishing an American Islamic identity?”*

5 Extension

Read the “Food and Fasting” hand out found in the “Additional Resources” section of muslims.brooklynhistory.org. After reading, students can return to their graphic organizer to add what they learned about Eid and fasting.

6 Transition

Say, Now, we’re going to listen to more examples of how different Muslims in Brooklyn celebrate Eid and continue thinking about the many ways Muslims in Brooklyn observe Ramadan and Eid.

LESSON SEQUENCE

1 Small Group Listening

Once students have listened to the oral history as a whole group, small groups should choose one of the additional oral histories included in the **Muslims in Brooklyn Clips** section of this lesson.

2 Repeat Listening Protocol

Ask groups to listen to the clip, and return to their Graphic Organizer and add to the second and third column. (“What I Heard” and “How is this similar or different from holidays I celebrate with my family?”)

3 Compare and Contrast

Students should respond to the following prompts:

- How are the traditions around Eid and Ramadan similar to or different from what Stacey Salimah-Bell describes in her oral history clip?
- How are the traditions described by the narrators you listened to similar or different from the holidays you celebrate?

4 Share

Groups should create a short presentation to share:

- How did the narrator celebrate Eid?
- Describe any differences between Stacey Salimah-Bell’s description, the traditions of the narrator they chose, and their own personal holidays.

5 Summary

How do cultural and religious traditions combine in Brooklyn to create an “American Islamic” identity?

CHOOSE YOUR OWN NARRATION

☰ My Gathering: What Would You Eat?

Imagine you are a cook and have to prepare a meal for a group of people who aren’t eating all day. What would you prepare for them? Have students draw a picture of the meal they would prepare.

☰ Poetry

Alternatively, use the *Black Out and Collage Poetry Lesson* available at muslims.brooklynhistory.org. Their work should evoke the themes of the lesson: religious identity, cultural identity, and observing a holiday.

APPLICATION



<p>3 AFTER LISTENING</p>	<p><i>How is this similar or different from traditions I observe with my family?</i></p>	
<p>2 WHILE LISTENING</p>	<p><i>What I heard:</i></p>	
<p>1 BEFORE LISTENING</p>	<p><i>What I know about Eid and Ramadan:</i></p>	

BY STUDENT