

## Lesson Plan for The Pilgrimage to Mecca:

**Understanding the Rituals of the Hajj**

**Grade Levels:** 7<sup>th</sup> and 9<sup>th</sup> Grade World History/Social Sciences

**OBJECTIVE**

This lesson explores the religious and historical significance surrounding the various rituals of the *hajj* and the relationship among Islam, Christianity, and Judaism.

The goal of this lesson is to demonstrate how the hajj, the fifth pillar of Islam, reinforces Islamic values and connects Muslims to a worldwide community.

Students will research the pilgrimage to Mecca and the specific rituals of the hajj by using primary and secondary sources, including visuals.

**STANDARDS****History-Social Science Content Standards**

*7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.*

2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

**Common Core Standards: Reading Standards for Literacy in History/Social Studies 6-12:*****Key Ideas and Details***

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

***Integration of Knowledge and Ideas***

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

## MATERIALS

- Asian Art Museum video *Hajj Stories (Bay Area)*, made up of five segments. Search “hajj” at [education.asianart.org](http://education.asianart.org)
- National Geographic video: *Inside Mecca* (2003), a documentary that follows three pilgrims’ journey to Mecca <https://www.youtube.com/watch?v=KFQHgdmJqjo>
- Other videos for the rituals that might be helpful include:
  - A, Irham: - <http://www.youtube.com/watch?v=2zSO70ZgE5o>
  - B, Tawaf: <http://www.youtube.com/watch?v=PaNqcNLPpbk>
  - C, Sa’i: <http://www.youtube.com/watch?v=2y946iWjuQo>
  - D, Wuquf-e-Arafat: <http://www.youtube.com/watch?v=vbC-viNgvfA>
  - E, Kiswa: <https://www.youtube.com/watch?v=YRPWbfbg2lo>
  - F, Jamarat: <https://www.youtube.com/watch?v=ZmxRbXUW-iU>
  - G, Eid Al-Adha: <https://www.youtube.com/watch?v=mS8Qi10h75g>
  - H, Halq/Taqsir: <https://www.youtube.com/watch?v=U9yxUMUEmoQ>
- Colored markers, pencils, crayons, and other art supplies
- Handouts:
  - Rituals of the Hajj information packet
  - Rituals worksheet packet

## PROCEDURE

**Duration:** Three 45-minute class periods (five with the National Geographic documentary)

### Opening Discussion

1. Ask students where in the world they hope to visit in their lifetime. Discuss why.
2. What is a pilgrimage? (Maybe have the students draw from what they know of American history: make a connection to the Pilgrims who came over on the Mayflower—why did they leave England?)
3. Explain that for Muslims, the opportunity to travel to Mecca and perform the hajj is a pilgrimage that most hope to make sometime in their lives.  
Show *About the Hajj* and *Preparing for the Hajj* from the *Hajj Stories* video.

### Groupwork

4. Divide the class into small groups (three-four students) and give each student a copy of **Rituals of the Hajj** to read for background information.
5. Have groups complete the section for the first ritual, *Irham*, by individually writing their answers in the appropriate box in their packet.
6. As a class, review and discuss. Where applicable, make connections to the students’ own experiences. For example, after students learn about *irham*, ask when they’ve needed to wear special clothing--or even a uniform--in their own lives. What effect did wearing this clothing have on them? (Possible answers: helped them to bond/identify with the other people in their group, helped them to focus on the reason for the special

dress, helped them to take the occasion more seriously, etc.)

7. Repeat this procedure for each of the remaining rituals (B-H), allotting 5-10 minutes for group collaboration and another 5-10 minutes for class discussion and review. Steps 1- 5 will take about two class periods.
8. *Optional.* Show the National Geographic video *Inside Mecca*. As a class, discuss the different experiences of the three pilgrims featured in the documentary as well as students' thoughts and reactions.



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