

LET'S GO HIJRI LESSON PLAN

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Lesson Plan template from *Streamlining the Curriculum: Using the Storyboard Approach to Frame Compelling Learning Journeys* by Heidi Hayes Jacobs & Allison Zmuda.

ESSENTIAL QUESTIONS:

1. What is the purpose of a calendar?
2. How might learning about the Hijri calendar benefit me as a Muslim?
3. What are some ways to revive the Hijri calendar?



GOALS:

1. Learn about the origin of the Hijri calendar via stories of the Sahaba.
2. Explore different calendars to understand the uniqueness of the Hijri calendar.
3. Experience the Hijri calendar through various activities.
4. Develop a sense of Islamic identity and ownership by learning about the Hijri calendar.



MATERIALS:

- 3 calendars (e.g. digital versions or printouts of Hijri, Gregorian, and Chinese). One set for each group of students.
- Astronomy tools (e.g. binoculars and telescope) for moon observation.
- Art supplies for creative projects.
- Access to apps that track lunar phases.



OVERVIEW: The Hijri calendar is not merely a tool for marking time; it embodies the dynamic and cyclical nature of life and faith, helping us become better servants of Allah (SWT). By incorporating it into our educational frameworks, we can enrich our students' learning experiences in numerous ways.



ADDITIONAL RESOURCE:

GoHijri Campaign For Schools Padlet Page,
https://ngs.padlet.org/j_vanrooy/gohijri_schools



LEARNING TARGET

I can retell the story of how the Hijri calendar was developed.

I can connect significant Islamic events to their Hijri dates.

I can explain the virtues and benefits of the Hijri calendar.

I can use the Hijri calendar in my daily life for spiritual growth.



ENGAGE

CHECK FOR PRIOR UNDERSTANDING: What do you already know about the Hijri calendar?

ROLE-PLAY: Imagine you are one of the Companions during the reign of Khalifa Umar ibn Al-Khattab. What questions would you have about creating a new calendar? What suggestions would you give to Khalifa Umar?

LISTEN TO THE STORY of why and how the Hijri calendar came into existence and learn about the actual questions and suggestions made by the Sahaba.



EXAMINE

In groups of 3 to 4, explore three different calendars: Hijri, Gregorian, and Chinese. Note the following:

- **TYPE OF CALENDAR** (e.g. solar, lunar, lunisolar).
- **LIST THE MAIN FEATURES** of each calendar.
- **IDENTIFY WHAT IS UNIQUE** about the Hijri calendar.



ACT

Find your birthday in Hijri. Calculate the ages of family members using the Hijri calendar (did you note any differences?).

Ask your family members what they know about the Hijri Calendar and share what you have learned.

Set 3 goals (personal, academic, and spiritual) for the end of Muharram.

Observe the phases of the moon for one month and keep a journal of your observations. You can use astronomical tools (e.g. binoculars and/or a telescope) as well as apps that track the lunar phases.

Try to fast on one of the White Days (i.e. 13th, 14th, or 15th).

Write a reflection or create a piece of art that explains the virtues and benefits of the Hijri calendar.

EXTENSION ACTIVITIES: Organize an Astronomy Night—students and families can relate their observations to the Hijri calendar. Explore how lunar phases influence tides and biological cycles.