

## Title: Five Pillars of Islam

### Student Learning Objective:

Students will learn the five pillars of Islam and be able to explain their meaning in simple terms. To do this, they will engage in an art project using a crayon/watercolor relief.

### Background Information:

#### Learning about the five pillars of Islam

1. Faith
2. Prayer
3. Charity
4. Fasting
5. Pilgrimage

To understand each pillar, reference these websites for easy and accurate explanations:

<http://www.islamicity.com/mosque/pillars.shtml>

[http://www.whyislam.org/877/Introduction/Five\\_Pillars.asp](http://www.whyislam.org/877/Introduction/Five_Pillars.asp)

### Assessment:

- When students finish with their hands, allow them to turn to a partner and explain what each pillar of Islam means in simple terms. You may also ask them to tell their partner about the pillar they like the most and why. Allow partners to discuss and self-correct. Monitor understanding by circulating throughout the room and listening to student conversation.

### Materials/Resources:

- Overhead machine
- “Roof and Pillars” transparency and copies for students (attached)
- Paper plates (must be paper, not the wax or plastic type)
- Black crayons (or other colors that are very dark)
- Water colors
- Paint brushes
- Plastic containers for water
- Paper towels for easy clean up

## Learning Activities:

### Initiation:

1. Tell students that today they will be learning about the five pillars of Islam. Explain that these are the basic and most important things that all Muslims believe and it is the framework for their life.
2. Pass out the “Roof and Pillars” sheet to the students and put your copy on the overhead. Let the students know when we learn about the main parts of Islam we can compare it to a house- the five basic beliefs are the pillars that hold up the religion, which is the roof. These pillars are the framework for the house.

### Lesson Development:

1. Ask students if they know any of the five pillars. With the students’ help, if possible, come up with one of the pillars. Write it in the first pillar-box on the transparency and have the students do the same on their own sheet.
2. With the students, agree on a short and easy to understand explanation for that pillar. Have the students write this information on their copies as well. Continue this way through the rest of the pillars.
3. When everyone is finished, explain to the students that they will be working on an art project to help remember the five pillars they just learned.
4. Demonstrate how to trace your hand with a pencil on the front of the paper plate. Then with the pencil, write the name of a different pillar in each finger. Make sure students know it is important to use a pencil first in case they need to erase.
5. Next, show the students how to use a dark (black is best) crayon to carefully trace over the pencil. Tell them to make hard, thick lines- this is important for the relief to work. Once they have traced over all the pencil, they can use the crayon to make designs of their choice all over the paper plate (in or around the hand). Explain to them it is important to leave white area on the plate and not to color it in entirely.
6. Finally, ask the students what crayons are made of. They should tell you wax. Ask them if water is able to go through or wash away wax. You may get a variety of answers, so tell the students you will test this out together and see what happens.
7. Demonstrating how to properly use watercolor paints, show them that if we paint over the wax crayon with watercolors, the crayon will still show though- this is called a relief.
8. Describe to students how they can use the watercolors to paint over their plate, being creative with color and design. Explain to them that it is a good idea to use enough water with the paints so that the color is lighter and it is easier to see the hand and words.

## Closure:

1. When students finish with their hands, allow them to turn to a partner and explain what each pillar of Islam means to them. You may also ask them to tell their partner about the pillar they like the most and why. Allow partners to discuss and self-correct. Monitor understanding by circulating throughout the room and listening to student conversation.
2. Also, it may be beneficial for students to explain to each other about the colors and designs they chose in creating their relief.
3. Hang the hands on the wall in for a colorful, celebratory collage!

## Extensions

### Language Arts:

#### Go farther

Read about how crayons are made in the following book:

*Wax to Crayons* by Inez Snyder

#### Writing Directions

Ask students to individually write directions for the art project they just completed. You may have them write a sentence of two for each step and then number them or in paragraph form using transitional words like “first”, “next” and “last”.

#### Writing Lists

As a whole class or in groups, ask students to write a list of other things that come (or could come) in groups of five. For instance, five toes on your feet, five kittens in a litter, etc. Be creative!

### Social Studies:

#### Articles of Faith

What are the articles of faith in Islam? Have the students do an Internet quest to find out what these are (there are six).

### Science:

There are many interesting experiments using crayons and wax. Your students can test what surfaces crayons can and cannot write on, the darkness of the writing on a specific surface, whether or not it can be washed off or other variables and record the results. In addition, there are many experiments online that may match with your science curriculum.

