



**ISLAMIC  
MUSEUM  
OF AUSTRALIA**  
ART HERITAGE DISCOVERY

**Multicultural Museums Victoria**

**MULTICULTURAL SNAPSHOTS TOOLKIT:  
TEACHING AND LEARNING UNITS**

**ISLAMIC MUSEUM OF AUSTRALIA**

**UNIT 2: OBSERVANCE**

**YEAR 7-8**

## UNIT 2: ISLAMIC MUSEUM OF AUSTRALIA

### Curriculum alignment: Humanities and Intercultural Capability

#### Victorian Curriculum – Levels 7 and 8 content descriptions

Levels 7-8	Levels 7-8	Levels 7-8
HISTORY	INTERCULTURAL CAPABILITY	CIVICS AND CITERZENSHIP
<b>Historical Knowledge</b> Personal histories <i>(The Australian colonies)</i>	<b>Cultural Practices</b>	<b>Citizenship, Diversity and Identity</b>
<b>Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE)</b> <ul style="list-style-type: none"> <li>• Greece</li> <li>• Rome</li> </ul> China	Analyse the dynamic nature of own and others cultural practices in a range of contexts (VCICCB013)	Describe how Australia is a secular nation and a multi-faith society. (VCCCC024)
<b>Historical Knowledge</b> Community histories <i>(Australia as a Nation)</i>	Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VCICCB014)	Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others’ perception of them. (VCCCC026)
<b>The significance and importance of conserving the remains and heritage of the past. (VCHHK115)</b>	<b>Cultural Diversity</b>	Examine how national identity can shape a sense of belonging and examine different perspectives about <b>Australia’s national identity</b> , including Aboriginal and Torres Strait Islander peoples’ perspectives. (VCCCC027)
<b>History concepts and skills</b> Using historical sources as evidence	Identify the challenges and benefits of living and working in a culturally diverse society (VCICCD015)	
<b>Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability. (VCHHC099)</b>	Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing	



	<b>of cultural diversity is important to the community (VICCCD016)</b>	
<b>Analyse the different perspectives of people in the past. (VCHHC100)</b>		
<b>Explain different historical interpretations and contested debates about the past, (VCHHC101)</b>		
<b>History concepts and skills</b> Continuity and change		
<b>Identify and explain patterns of continuity and change in society to the way of life. (VCHHC102)</b>		
<b>History concepts and skills</b> Historical significance		
<b>Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress. (VCHHC104)</b>		

## UNIT 2: OBSERVANCE

### Rationale:

This learning sequence encourages students to enhance their understanding of the historical, cultural, and social significance of selected artefacts found in the Islamic Museum of Australia collection. The museum artefacts are examined for their significance both in ancient times and how they relate to a contemporary Australian context. Examining the relationship between the past and present provides students with an understanding of continuity and change as seen through personal and community contributions to civic life.

### Objectives:

Have students engage with the interactive Multicultural Snapshots Toolkit: The Summit Induction page (<https://mmv.org.au/multicultural-snapshots-summit-induction/>) and Multicultural Snapshots Summit page (<https://mmv.org.au/multicultural-snapshots-summit/>). Here, students can source information provided by multicultural representatives from each of the five museums about the selected cultural artefacts and their significance, past and present. Listen to the Islamic Museum of Australia multicultural representative Azmeena Hussain share how Muslim history, customs and enterprise have helped shape Australia's identity in the world.

Teaching and Learning cycle		Student activity
<b>Engagement</b>	<p>Invite students to work in pairs to complete the '<i>I see, I Think, I Wonder</i>' worksheet in respect to the artefact and related images. Once students complete all sections, have each pair share their responses with another pair, and then with the class.</p> <p>As a class, revisit the artefact, and collate feedback from the students about their responses to the questions highlighted for the activity, e.g.,</p> <p>Describe what you <i>see</i>.</p> <ul style="list-style-type: none"> <li>• What is noticeable about the shape, colour, texture, and special features of the artefact and images?</li> <li>• What material/s is the artefact made from?</li> <li>• What writing or decorations appear on the artefact?</li> </ul> <p>Explain what you <i>think</i>.</p> <ul style="list-style-type: none"> <li>• How was the artefact made?</li> <li>• When were they produced?</li> <li>• What is it used for?</li> <li>• Who would use this artefact, and why?</li> </ul> <p>Clarify what you <i>wonder</i>.</p>	<ul style="list-style-type: none"> <li>• I see, I Think, I Wonder</li> <li>• WebQuest – history and symbolism of the Kiswa</li> </ul>

	<ul style="list-style-type: none"> <li>• What is the significance of this artefact? Consider their significance within historical, religious, and social contexts -</li> <li>• Where would you find this artefact today?</li> <li>• Is the artefact important, and still used today?</li> </ul> <p>As a class, visit the Islamic Museum of Australia (either as a virtual discovery, or an excursion) and locate other historical artefacts related to Islamic beliefs Visit the interactive Multicultural Snapshots Summit (<a href="https://mmv.org.au/multicultural-snapshots-summit/">https://mmv.org.au/multicultural-snapshots-summit/</a>). to hear Azmeena speak about the Kiswa, its importance as an artefact relating to Islamic history and beliefs. Establish that the Kiswa is a black cloth covering Islam's holiest shrine, the Kaaba, and that the Kaaba is a cube-shaped shrine in Mecca, Saudi Arabia.</p> <p>Have students work in pairs to complete a WebQuest to investigate the significance of the Kiswa in relation to Islamic beliefs, ceremony, and customs. Explore its origins, meaning, symbolism, construction, materials and decoration and significance in Islamic beliefs. Particularly, focus on the pilgrimage to Mecca, which is one of the five pillars of Islam. Muslim males and females are required to perform pilgrimage at least once in a lifetime. During the pilgrimage Muslims wear very basic clothing showing that everyone is equal in the eyes of God. The rituals Muslims perform in Haj are in honour of Prophet Ibrahim (Abraham). The Kiswa is made of black silk decorated with gold embroidery of Arabic calligraphy (as depicted in the image). It is changed annually for the Hajj pilgrimage.</p>	
<p><b>Building knowledge</b></p>	<p>Invite students investigate the history of Muslim people in Australia. Divide the class into three (3) groups. Each group is responsible for developing part of a class timeline outlining Muslim-Australian history. This timeline should include events that influenced immigration to Australia:</p> <p>Group 1: prior to 1770 – 1901 Group 2: 1902 – 1980 Group 3: 1981 – current</p> <p>Develop an <i>Immigration Timeline</i> with information from each period related to the following questions:</p> <ol style="list-style-type: none"> <li>1. When did Muslim people first arrive in Australia, who came, and where did they come from and where did they settle?</li> <li>2. Why did Muslim people migrate to Australia? What was happening in the world during this period?</li> <li>3. What assistance or restrictions were placed on Muslim people migrating to Australia? How were their living conditions in Australia different from where they had arrived from?</li> <li>4. Who are some notable Muslim people who migrated to Australia? What are they noted for, and how did they contribute to Australian history and society?</li> </ol> <p>Students should access the Islamic Museum of Australia and websites for information and artefacts to support their inquiry. Students can choose to develop a virtual timeline using software to complete the task, e.g., Sutori (<a href="https://www.sutori.com/">https://www.sutori.com/</a>); TimeToast (<a href="https://www.timetoast.com/">https://www.timetoast.com/</a>) or use a Timeline/chart. Websites that can assist</p>	<ul style="list-style-type: none"> <li>• Timeline Muslim-Australians</li> <li>• Quizlet or True/False</li> </ul>

	<p>students to gather reliable information from primary and secondary sources and introduce students to the stories of Muslim immigrants are listed in the unit Reference Directory at the end of this Teaching and Learning unit. Each story and artefact make up the whole story about the establishment of the Muslim community in Melbourne.</p> <p>As a class, join each group’s timeline into one, and invite each group to share their findings with the class. Have each group suggest a response to the inquiry question: How does the inclusion of Muslim people better Australia? Display the completed timeline. Invite students to test their knowledge as a Quizlet or use the True/False worksheet.</p> <p>Visit the interactive Multicultural Snapshots Summit (<a href="https://mmv.org.au/multicultural-snapshots-summit/">https://mmv.org.au/multicultural-snapshots-summit/</a>) to hear Azmeena speak about Muslim communities in Australia. Invite a member of the Muslim-Australian community to visit the class and speak about their story of immigration and how observance has been maintained.</p>	
<p><b>Transformation</b></p>	<p>Discuss the term ‘diaspora’ and its meaning: a group of people who live outside the area in which they had lived for a long time or in which their ancestors lived. Have students consider the decisions made by people migrating to Australia. As a class, discuss the reasons why members of students’ families may have migrated to Australia, and when they arrived. Access stories of Muslim-Australian migrants. For example:</p> <ul style="list-style-type: none"> <li>• Islamic Museum of Australian, Education Portal, Year 7 Civics and Citizenship: Muslims and their Diversity in Australia: <a href="http://education.islamicmuseum.org.au/Search/SearchCategoryByString">http://education.islamicmuseum.org.au/Search/SearchCategoryByString</a></li> <li>• Muslims in Australia – A brief history into the trade, migration, and settlement of Muslims in Australia: <a href="https://crescentwealth.com.au/articles/muslims-in-australia-a-brief-history-into-the-trade-migration-and-settlement-of-muslims-in-australia/">https://crescentwealth.com.au/articles/muslims-in-australia-a-brief-history-into-the-trade-migration-and-settlement-of-muslims-in-australia/</a></li> <li>• When Islam came to Australia: <a href="https://www.bbc.com/news/magazine-27260027">https://www.bbc.com/news/magazine-27260027</a></li> </ul> <p>Question the class about their ideas of cultural stereotypes. Explain how a stereotype of Muslim migrants has been perceived and enculturated in Australia through the media. Have students work in groups of three to complete a <i>Thinking Hat analysis</i> on the topic of Stereotyping cultures, and issues that confront Muslim communities in Australia today.</p> <p>Discuss how language can alienate or include people. Identify how all Australians, except for the Indigenous peoples of Australia, migrated from another part of the world. Discuss what issues of ethnic integration are current in the news and use a Pros and Cons diagram so students can develop a better understanding of the value of ethnic diversity to an Australian culture and identity.</p> <p>Access the “Learning from One Another: Bringing Muslim Perspectives into Australian Schools” (pdf): <a href="https://arts.unimelb.edu.au/_data/assets/pdf_file/0009/1882566/LFOA.pdf">https://arts.unimelb.edu.au/_data/assets/pdf_file/0009/1882566/LFOA.pdf</a></p>	<ul style="list-style-type: none"> <li>• Thinking Hat analysis</li> <li>• Pros and Cons diagram</li> </ul>

	The section, Misconceptions and Stereotypes (pages 100-101) can be used as discussion starters for evaluating any stereotypical perspectives students may have.	
<b>Presentation</b>	<p>Muslim people have historically been highly inventive and continue to be. Divide the class into six groups. Ask each group to research two inventions associated with Muslim civilizations (a list is available in the teacher resources). Have each group complete an information report on their two inventions, including images.</p> <p>Host an auction where the class can bid for each invention. Prior to the auction, the groups will present to their class a convincing argument as to why their invention is the most worthwhile for future generations and propose how the invention has changed the world for the better. Once all presentations have been held, have the class host a 'silent auction' where individual students can bid to purchase any or all the inventions. Each member of the class will have \$1000 (faux dollars) to spend. They can work with other students to purchase a particular invention.</p> <p>Once the inventions have been purchased, the purchasers will suggest a name for the company and design a company logo that contains appropriate calligraphic Arabic script and language. Students can upload their designs and justifications to an online exhibition website.</p>	<ul style="list-style-type: none"> <li>• Information report</li> <li>• Logo and company name</li> </ul>
<b>Reflection</b>	<p>Evaluate student knowledge by using Quizlet to generate multiple-choice questions about Muslim-Australian history and beliefs, and their contribution to enterprise in Victoria, and to Australia.</p> <p>Have students review their prior knowledge about Muslim-Australian history, beliefs, immigration history and enterprises, and use the <i>I used to think – Now I think</i>, to assess their current knowledge.</p> <p>Take students on excursion to the Islamic Museum of Australia, or a cultural museum in their town or region that features artefacts from Muslim-Australian culture. Direct students to further resources on this topic.</p>	<ul style="list-style-type: none"> <li>• Quizlet</li> <li>• I used to think – Now I think</li> </ul>

**Reference Directory – OBSERVANCE:** (F) denotes that the resource is available in FUSE (DET Victoria)

- **10 Things You Use Every Day That Are Invented by Muslims:** <https://mvslim.com/10-things-you-use-every-day-that-are-invented-by-muslims/>
- **20 Muslim Inventions that Shaped Our World:** <https://www.goodnewsnetwork.org/muslim-inventions/>
- **BBC, What is the Hajj pilgrimage?:** <https://www.bbc.co.uk/newsround/24566691>
- **Cameleers: The original Ghan trains:** <https://education.abc.net.au/home?sf225791989=1&fbclid=IwAR1JbnpocGLQ-MBfYyRkpJRTUhsq2roQBggDlqU4AyiQkRpkAttXi8dg0tk#!/media/4169863/cameleers-the-original-ghan-trains>
- **Hajj: 7 things you don't know about the Muslim Pilgrimage - BBC News:** <https://www.youtube.com/watch?v=VMWgeSuHKhs>
- **History in Place project, Culture Victoria:** <https://cv.vic.gov.au/stories/a-diverse-state/history-in-place>
- **Immigration Museum, Key moments in Victoria's immigration history:** <https://museumsvictoria.com.au/immigrationmuseum/resources/immigration-to-victoria/>
- **Information sourced from, Muslim inventions that shaped the modern world By Olivia Sterns for CNN,** <http://edition.cnn.com/2010/WORLD/meast/01/29/muslim.inventions/index.html#:~:text=Among%20many%20instruments%20that%20arrived,derive%20from%20the%20Arabic%20alphabet.&text=According%20to%20Hassani%2C%20the%20Prophet,first%20toothbrush%20in%20around%20600.>
- **Islamic Museum of Australia, Education Portal, Year 7 Civics and Citizenship: Muslims and their Diversity in Australia:** <http://education.islamicmuseum.org.au/Search/SearchCategoryByString>
- **Learning from One Another: Bringing Muslim Perspectives into Australian Schools (pdf):** [https://arts.unimelb.edu.au/\\_data/assets/pdf\\_file/0009/1882566/LFOA.pdf](https://arts.unimelb.edu.au/_data/assets/pdf_file/0009/1882566/LFOA.pdf)
- **List of inventions in the medieval Islamic world:** [https://en.wikipedia.org/wiki/List\\_of\\_inventions\\_in\\_the\\_medieval\\_Islamic\\_world](https://en.wikipedia.org/wiki/List_of_inventions_in_the_medieval_Islamic_world)
- **Multicultural Tasmania:** <https://education.abc.net.au/home#!/media/3385514/multicultural-tasmania>
- **Muslim inventions that shaped the modern world:** <http://edition.cnn.com/2010/WORLD/meast/01/29/muslim.inventions/index.html>
- **Muslims in Australia – A brief history into the trade, migration and settlement of Muslims in Australia:** <https://crescentwealth.com.au/articles/muslims-in-australia-a-brief-history-into-the-trade-migration-and-settlement-of-muslims-in-australia/>
- **NAA60: Migration and multiculturalism:** <https://www.naa.gov.au/learn/learning-resources/learning-resource-themes/society-and-culture/migration-and-multiculturalism>
- **NFSA, Australian Screen, Islam:** <https://aso.gov.au/search/?q=Islam&x=17&y=23>
- **NFSA, Australian Screen, Mid-East:** <https://aso.gov.au/titles/documentaries/mid-east/clip1/>
- **NMA, Australia's defining moments\_ Digital Classroom, Australian Journey Episode 05: Multicultural Mosaic:** <https://digital-classroom.nma.gov.au/videos/australian-journey-episode-05-multicultural-mosaic>
- **NMA, Australia's defining moments\_ Digital Classroom, Australian Journey Episode 06: Captivity Narratives interview:** <https://digital-classroom.nma.gov.au/videos/australian-journey-episode-06-captivity-narratives-interview>
- **NMA, Australia's defining moments\_ Digital Classroom, Migration experiences Defining Moments, 1945–present:** <https://digital-classroom.nma.gov.au/learning-modules/migration-experiences-defining-moments-1945-present>
- **NMA, Australia's defining moments\_ Digital Classroom:** <https://digital-classroom.nma.gov.au/> (Post-war migration (1953 and 1951); Migration experiences, Defining moments 1945-present)
- **Six great inventions from the Muslim world (SBS):** <https://www.sbs.com.au/topics/science/fundamentals/article/2016/07/12/six-great-inventions-muslim-world>
- **WA Migration Stories, Afghan Cameleers:** <https://slwa.wa.gov.au/exhibitions/s/migration/page/afghan>
- **When Islam came to Australia:** <https://www.bbc.com/news/magazine-27260027>



---

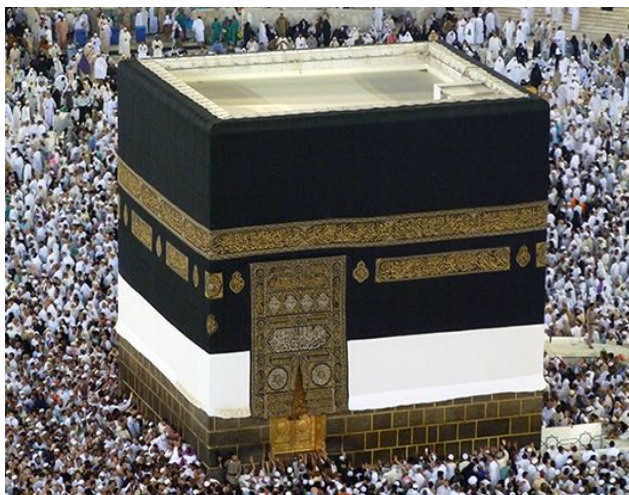
**Web resources – Teaching and Learning support:**

- (F) Graphic organisers: <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=4827b7cf-5fe6-4c9d-85e8-6f7defe1336b&SearchScope=All>
- Best Indesign templates, Art Catalogue: <https://www.bestindesigntemplates.com/brochure/free-art-catalogue-indesign-template/>
- Literacy Ideas, How to write an information report: <https://www.literacyideas.com/information-report>
- How to write an information report: <https://www.youtube.com/watch?v=lfexlif71xA>
- Information report: structure and language features:  
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/exampleslearningcycleinfo-info-report.aspx>
- I See I Think I Wonder: <https://thinkingpathwayz.weebly.com/seethinkwonder.html>
- I used to think – Now I think: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>
- Lucidpress, Template designs: [https://app.lucidpress.com/documents#?folder\\_id=home](https://app.lucidpress.com/documents#?folder_id=home)
- Quizlet: <https://quizlet.com/>
- Sample Timeline Templates for kids: <https://www.sampletemplates.com/business-templates/sample-timeline-for-kids.html>
- Timeline template: <https://www.sampletemplates.com/business-templates/sample-timeline-for-kids.html>
- Visible Thinking, Project Zero: <https://pz.harvard.edu/projects/visible-thinking>
- WebQuest: <https://webquest.org/>

**STUDENT WORKSHEET - Islamic Museum of Australia, OBSERVANCE**

**Visible Thinking Strategy**

- **I see:** Describe what you see – the shape, colour, texture, special features, decoration, and materials used?
- **I think:** What is the object?, What was it used for?, Who made it?, Why, when and how it was made?
- **I wonder:** How does this object represent Islamic beliefs? Why is it important historically and in the present?



<p><b>I See ...</b></p>
<p><b>I Think...</b></p>
<p><b>I Wonder...</b></p>

Images sourced from

The Kiswa: The story behind the covering of the holy Kaaba: <https://www.arabnews.com/node/1708721/saudi-arabia>

The Kaaba: <https://www.khanacademy.org/humanities/ap-art-history/introduction-cultures-religions-apah/islam-apah/a/the-kaaba>

**STUDENT WORKSHEET: Islamic Museum of Australia, OBSERVANCE**

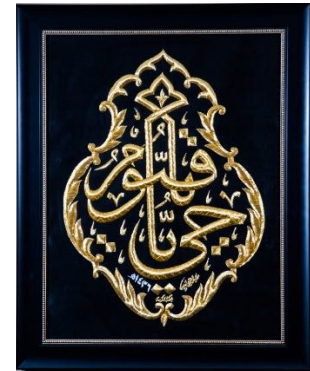
**WebQuest**

Investigate the significance of the *Kiswa* in Islamic beliefs and religious customs. Watch the clips:

- **Steeped in history: The Kaaba’s cover Kiswa:** <https://www.youtube.com/watch?v=04MpsSgM73g>
- **Kaaba Kiswa in the making:** <https://www.youtube.com/watch?v=bMCS7LqKzcU>

And conduct a WebQuest to find information to the questions using the following links:

- **The Kiswa: The story behind the covering of the holy Kaaba:** <https://www.arabnews.com/node/1708721/saudi-arabia>
- **Kiswa:** <https://en.wikipedia.org/wiki/Kiswa>
- **What is written on the Kiswa?** <https://lifeinsaudiarabia.net/do-you-know-what-is-written-on-cover-of/>
- **An interesting and meaningful text written on the Kiswa of Kabaah:** <https://thesaudiexpat.com/an-interesting-meaningful-text-written-on-the-kiswa-of-kabaah/>
- **Secrets of the cover of Ka’aba (KISWA):** <https://islamhashtag.com/secrets-of-the-drape-of-kaaba-kiswa/>
- **NFSA, Australian Screen, Mid-East:** <https://aso.gov.au/titles/documentaries/mid-east/clip1/>



Kiswa  
Silk and gold thread  
67cm x 95cm  
Kiswa — courtesy of Abdul Alameddine (black frame)  
courtesy of Islamic Council of Victoria (gold frame)

1. What is the Kiswa? What is the meaning of the word Kiswa?
2. When did the Kiswa appear in Islamic history?
3. When is the Kiswa used in Islamic rituals? What is the Hajj? How is the Kiswa significant in the Hajj?
4. What materials are used in the Kiswa? What special processes are used to decorate and preserve it?
5. What is written on the Kiswa?
6. How is the decoration placed on the Kiswa?



<b>7. Have the Kiswa colours or designs changed over time?</b>

**TEACHER RESOURCE: Islamic Museum of Australia, OBSERVANCE**  
**Symbolism and spirituality**

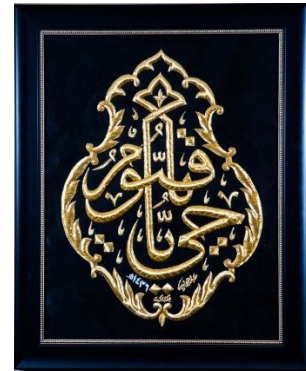
Investigate the significance of the *Kiswa* in Islamic beliefs and religious customs.

Watch the clips:

- **Steeped in history: The Kaaba’s cover Kiswa:**  
<https://www.youtube.com/watch?v=04MpsSgM73g>
- **Kaaba Kiswa in the making:** <https://www.youtube.com/watch?v=bMCS7LqKzcU>

And conduct a WebQuest to find information to the questions using the following links:

- **The Kiswa: The story behind the covering of the holy Kaaba:**  
<https://www.arabnews.com/node/1708721/saudi-arabia>
- **Kiswa:** <https://en.wikipedia.org/wiki/Kiswa>
- **What is written on the Kiswa?** <https://lifeinsaudiarabia.net/do-you-know-what-is-written-on-cover-of/>
- **An interesting and meaningful text written on the Kiswa of Kabaah:**  
<https://thesaudiexpat.com/an-interesting-meaningful-text-written-on-the-kiswa-of-kabaah/>
- **Secrets of the cover of Ka’aba (KISWA):** <https://islamhashtag.com/secrets-of-the-drape-of-kaaba-kiswa/>
- **NFSA, Australian Screen, Mid-East:** <https://aso.gov.au/titles/documentaries/mid-east/clip1/>



Kiswa  
Silk and gold thread  
67cm x 95cm  
Kiswa — courtesy of Abdul Alameddine (black frame)  
courtesy of Islamic Council of Victoria (gold frame)

<p><b>1. What is the Kiswa? What is the meaning of the word Kiswa?</b></p> <ul style="list-style-type: none"> <li>• <i>Kiswa</i> is the name of the cloth that drapes the Kaaba, located in Mecca, Saudi Arabia. The textile covering of the Kaaba has multiple parts, which are the most sacred objects in Islamic art.</li> <li>• The term, Kiswa is Arabic for 'pall', the cloth draped over a casket.</li> </ul>
<p><b>2. When did the Kiswa appear in Islamic history?</b></p> <ul style="list-style-type: none"> <li>• History books speak of the first man to cover the Kaaba in pre-Islamic times, Tubbaa Al-Humairi, the king of Yemen. They mention that he covered the Kaaba in pre-Islamic times after he visited Makkah and entered it obediently. After the conquest of Makkah in the ninth Hijri year, the Prophet covered the Kaaba in Yemeni clothes as he performed his farewell pilgrimage. The Prophet covered the Kaaba with <i>qubati</i>, which is a thin white cloth made in Egypt and named after the Copts. Historical accounts mention that in the conquest of Makkah, the Prophet kept the old Kiswa used in the era of the polytheists (the worship of many gods) and did not replace it until a woman burned it while trying to scent it with incense. It was then covered with a Yemeni cloth. Muslim kings and sultans then continued to undertake covering the Kaaba and caring for it.</li> </ul>
<p><b>3. When is the Kiswa used in Islamic rituals? What is the Hajj? How is the Kiswa significant in the Hajj?</b></p> <ul style="list-style-type: none"> <li>• The Kiswa is draped annually on the 9th day of the month of Dhu al-Hijjah, the day pilgrims leave for the plains of Mount Arafat during the Hajj pilgrimage. Muslims took over the tradition of the draping the Kaaba in 630 CE / 7 AH. in preparation for receiving worshippers the next morning, which coincides with Eid Al-Adha.</li> <li>• Muslims pray to God, believing the Kaaba was built by Prophet Ibrahim (Abraham) on the site of the first ever temple for the worship of God. Muslims believe Prophet Muhammad is a descendent of Abraham and removed pagan idols from the Kaaba, reestablishing the monotheistic beliefs of Abraham.</li> <li>• The Hajj is a pilgrimage taken by both male and female Muslims to the holy city of Mecca in Saudi Arabia. Every adult Muslim must make at least one pilgrimage to mecca in his or her lifetime. The hajj is the fifth of the fundamental Muslim practices and institutions known as the Five Pillars of Islam. The pilgrimage rite begins on the 7th day of Dhū al-Hijjah (the last month of the Islamic year) and ends on the 12th day.</li> </ul>

<ul style="list-style-type: none"> <li>The celebration of the Muslim festival Eid ul-Adha coincides with the ending of the Haj.</li> </ul>
<p><b>4. What materials are used in the Kiswa? What special processes are used to decorate and preserve it?</b></p>
<ul style="list-style-type: none"> <li>Preparing the Kiswa takes several months and needs large amounts of precious metals and pure silk. Around 170 craftsmen are involved in the process which passes through various stages until the Kiswa is ready. It is made in an exclusive and specialised Kaaba Kiswa Factory.</li> <li>The cover is about 658m<sup>2</sup> and is made from around 670kg of silk thread and 15kg of gold thread. It is comprised of 47 pieces of cloth, with each piece measuring 14m long by 101cm wide. The Kiswa is wrapped around the Kaaba and fixed to the ground with copper rings. The tradition of cutting the cloth into pieces upon completion of Hajj began with Umar ibn Al-Khattab, who distributed pieces of the cloth for pilgrims to use as shade on their return journey.</li> <li>The cotton lining of the Kiswa is washed and the silk is then dyed with black for the outer drape and with green for the inner one,</li> </ul>
<p><b>5. What is written on the Kiswa?</b></p>
<p>CALLIGRAPHY:- Quranic verses are written on it in Ath-Thuluth style of Arabic calligraphy. There are three rows of horizontal text written on Kiswa in Arabic language.</p> <ul style="list-style-type: none"> <li>The first row reads ‘Ya Allah’ along with two of Allah’s many names ‘Ya Hannan’ on the right side and ‘Ya Mannan’ on the left side. The literal meaning of Hannan would be the one who is merciful towards his servants and the meaning of ‘Mannan’ would be the one who is tremendous in giving.</li> <li>The second row has the Testimony of Faith ‘La ilaha ilAllah, Muhammad ur Rasul Allah’ which means that there is no god but Allah, and Muhammad (peace be upon him) is the messenger of Allah.</li> <li>The third row reads ‘Subhan Allahi Wa Bi Hamdahi Subhan Allahil Azeem’. This translates to Allah is free from any imperfection and all praise be to him. Allah is free from all imperfection, the Greatest.</li> </ul>
<p><b>6. How is the decoration placed on the Kiswa?</b></p>
<ul style="list-style-type: none"> <li>Jacquard machines create woven Qur’anic verses and produce black silk engraved with verses and prayers in silver-thread and gold-plated embroidery. Workers use silkscreen printing for the Qur’anic verses with white and yellow ink.</li> </ul>
<p><b>7. Have the Kiswa colours or designs changed over time?</b></p>
<ul style="list-style-type: none"> <li>The colours of the Kaaba’s coverings have seen regular changes through the ages. The Kiswa used by the Prophet Muhammad to cover the Kaaba was white-and-red striped Yemeni cloth. Later Abu Bakr Al-Siddiq, Umar ibn Al-Khattab, and Uthman ibn Affan covered the Kaaba with white, and Ibn Al-Zubayr covered it with red brocade. During the Abbasid era, it was draped once with white and once in red, while the Seljuk Sultan covered it with yellow brocade. The Abbasid Caliph Al-Nassir changed the Kiswa’s colour to green and later to black brocade, and this has remained its color to the present day.</li> </ul>

**STUDENT WORKSHEET: Islamic Museum of Australia, OBSERVANCE**

**True/False**

Based on your research about the origins and history of Muslim-Australians, answer TRUE or FALSE to the 20 statements. If you are unsure of the answers, further research the topic to find the truth.

1	Muslim people arrived in Australia before Captain Cook.	yes
2	The Makassans were Muslim people from Indonesia.	yes
3	The Afghan cameleers were the first Muslim-Australians.	no
4	The Afghan cameleers arrived the 1860s.	yes
5	The Afghan cameleers were expert in desert tracking and training camels.	yes
6	Burke and Wills refused to use the Afghan cameleers on their expeditions.	No
7	The Afghan cameleers assisted with installing the Overland Telegraph Line from Adelaide to Darwin.	Yes
8	Muslim people worked as Pearl divers in Western Australia.	Yes
9	The White Australia Policy excluded Muslims from working and settling in Australia.	Yes
10	The period from 1900-1940 saw an increase in Muslim migrants.	No
11	From 1961-71, Turkish Muslim families arrived in Sydney and Melbourne under a special agreement.	Yes
12	Muslim-Australians are representative of approximately 20 countries of origin.	No
13	<i>Halal</i> food is a dominant export industry for Australia.	yes
14	The majority of Muslim-Australians live in Victoria.	no
15	Most Muslim-Australians are aged between 25-44 years old.	yes
16	Most Muslim-Australians were born here.	yes
17	Afghanistan is the second largest contributor of Muslim migrants to Australia	no
18	The main language, besides English, spoken by Muslim-Australians is Arabic.	yes
19	The Muslim religion denounces Jesus.	no
20	Muslims worship Muhammad.	no

**TEACHER RESOURCE: Islamic Museum of Australia, OBSERVANCE*****Muslim Inventions that changed the world***

**1. Surgery** - Around the year 1,000, the celebrated doctor Al Zahrawi published a 1,500-page illustrated encyclopaedia of surgery that was used in Europe as a medical reference for the next 500 years. Among his many inventions, Zahrawi discovered the use of dissolving cat gut to stitch wounds -- beforehand a second surgery had to be performed to remove sutures. He also reportedly performed the first caesarean operation and created the first pair of forceps.

**2. Coffee** - Coffee was first brewed in Yemen around the 9th century. In its earliest days, coffee helped Sufis stay up during late nights of devotion. Later brought to Cairo by a group of students, the coffee buzz soon caught on around the empire. By the 13th century it reached Turkey, but not until the 16th century did the beans start boiling in Europe, brought to Italy by a Venetian trader.

**3. Flying machine** - Abbas ibn Firnas was the first person to make a real attempt to construct a flying machine and fly. In the 9th century he designed a winged apparatus, roughly resembling a bird costume. In his most famous trial near Cordoba in Spain, Firnas flew upward for a few moments, before falling to the ground and partially breaking his back. His designs could have been inspiration for artist and inventor, Leonardo da Vinci, hundreds of years later.

**4. University** - In 859 a young princess named Fatima al-Firhi founded the first degree-granting university in Fez, Morocco. Her sister Miriam founded an adjacent mosque. Together the complex became the al-Qarawiyyin Mosque and University, which is still operating almost 1,200 years later.

**5. Algebra** - The word algebra comes from the title of a Persian mathematician's famous 9th century treatise "Kitab al-Jabr Wa I-Mugabala" which translates roughly as "The Book of Reasoning and Balancing." Built on the roots of Greek and Hindu systems, the new algebraic order was a unifying system for rational numbers, irrational numbers, and geometrical magnitudes. The same mathematician, Al-Khwarizmi, was also the first to introduce the concept of raising a number to a power.

**6. Optics** - Camera/magnifying glass - Ibn al-Haitham revolutionized optics, taking the subject from one being discussed philosophically to an actual science based on experiments. He rejected the Greek idea that an invisible light emitting from the eye caused sight, and instead rightly stated that vision was caused by light reflecting off an object and entering the eye. By using a dark room with a pinhole on one side and a white sheet on the other, he provided the evidence for his theory. Light came through the hole and projected an inverted image of the objects outside the room on the sheet opposite. He called this the "qamara". It was the world's first camera obscura.

**7. Music** - Muslim musicians have had a profound impact on Europe, dating back to Charlemagne tried to compete with the music of Baghdad and Cordoba. Among many instruments that arrived in Europe through the Middle East are the lute and the rahab, an ancestor of the violin. Modern musical scales are also said to derive from the Arabic alphabet.

**8. Toothbrush** - The Prophet Mohammed popularized the use of the first toothbrush in around 600. Using a twig from the Meswak tree, he cleaned his teeth and freshened his breath. Substances similar to Meswak are used in modern toothpaste.

**9. The crank** - Many of the basics of modern automatics were first put to use in the Muslim world, including the revolutionary crank-connecting rod system. By converting rotary motion to linear motion, the crank enables the lifting of heavy objects with relative ease. This technology, discovered by Al-Jazari in the 12th century, exploded across the globe, leading to everything from the bicycle to the internal combustion engine.

**10. Hospitals** - Hospitals as we know them today, with wards and teaching centres, came from 9th century Egypt. The first such medical centre was the Ahmad ibn Tulun Hospital, founded in 872 in Cairo. Tulun hospital provided free care for anyone who needed it -- a policy based on the Muslim tradition of caring for all who are sick. From Cairo, such hospitals spread around the Muslim world.

**11. Clocks** - Al-Jazari from Diyarbakir in South-East Turkey was a pious Muslim and a highly skilled engineer who gave birth to the concept of automatic machines. By 1206, al-Jazari had made numerous clocks of all shapes and sizes. Just as we need time today to structure our lives, so did Muslims over seven hundred years ago. Al-Jazari was sticking to the long Muslim tradition of clock-making. They knew it was important to know the time so it could be used well through doing good deeds: knowing when to pray at the right time each day and announce the call to prayer in mosques.

**12. Maps** - Maps have helped people find their way for about 3,500 years, the earliest ones being on clay tablets. The introduction of paper was a huge leap forward in the art of map making. Modern technology uses a system of satellites and other receiving devices to compute positions on the earth. Back in history, maps were made from travellers' and pilgrims'



accounts. The bug of traveling had bitten the 7th century Muslims, and they soon began to leave their homes for trade and for religious reasons, to explore the world they lived in. They walked routes, sometimes simply gathering knowledge about new places, and when they returned, they gave accounts of the ways they had trodden and the people and sights they had encountered. First this was by word of mouth, but with the introduction of paper in Baghdad in the 8th century, the first maps and travel guides could be produced.

**Suggested references:**

- **20 Muslim Inventions that Shaped Our World:** <https://www.goodnewsnetwork.org/muslim-inventions/>
- **10 Things You Use Every Day That Are Invented by Muslims:** <https://muslim.com/10-things-you-use-every-day-that-are-invented-by-muslims/>
- **List of inventions in the medieval Islamic world:** [https://en.wikipedia.org/wiki/List\\_of\\_inventions\\_in\\_the\\_medieval\\_Islamic\\_world](https://en.wikipedia.org/wiki/List_of_inventions_in_the_medieval_Islamic_world)
- **Muslim inventions that shaped the modern world:** <http://edition.cnn.com/2010/WORLD/meast/01/29/muslim.inventions/index.html> **Six great inventions from the Muslim world (SBS):** <https://www.sbs.com.au/topics/science/fundamentals/article/2016/07/12/six-great-inventions-muslim-world>

**STUDENT WORKSHEET: Islamic Museum of Australia, Observance**  
**Six Thinking Hats analysis – Stereotyping**

 <b>The Facts</b>	<p style="text-align: center;"><b>WHITE HAT</b></p> <ul style="list-style-type: none"> <li>•What are the facts?</li> <li>•What information do you have?</li> <li>•What further information is needed?</li> </ul>	
 <b>Feelings</b>	<p style="text-align: center;"><b>RED HAT</b></p> <ul style="list-style-type: none"> <li>•How do I feel about the issue?</li> <li>•What make me feel positive about the issue?</li> <li>•What make me feel negative about the issue?</li> </ul>	
 <b>Negatives</b>	<p style="text-align: center;"><b>BLACK HAT</b></p> <ul style="list-style-type: none"> <li>• What problems could have arisen?</li> <li>• What are the disadvantages?</li> </ul>	
 <b>Positives</b>	<p style="text-align: center;"><b>YELLOW HAT</b></p> <ul style="list-style-type: none"> <li>• Why is this the best idea?</li> <li>• What are the advantages?</li> </ul>	
 <b>Creativity</b>	<p style="text-align: center;"><b>GREEN HAT</b></p> <ul style="list-style-type: none"> <li>• What is a different way of thinking about this issue?</li> <li>• How do I perceive the situation?</li> <li>• How could the situation be changed or improved?</li> </ul>	
 <b>The big picture</b>	<p style="text-align: center;"><b>BLUE HAT</b></p> <ul style="list-style-type: none"> <li>• What are some fresh perspectives?</li> <li>• How can we move forward as a people and/or a country?</li> <li>• What decisions need to be made and acted upon?</li> </ul>	

Template and explanation can be sourced from “The Hats We Wear: Teaching Critical Thinking (w/ Free Printable)” : <https://www.classcrown.com/blog/the-hats-we-wear-teaching-critical-thinking-w-free-printable/>

**STUDENT WORKSHEET: Islamic Museum of Australia – Observance**

*Pros & Cons Diagram*

Consider the reasons why migrants leave their native homeland and settle in a different country. What reasons can you think of would be positive for this decision (PROs) and what reasons could be negative for this decision (CONS). Write your reason in the appropriate column.

PROs		CONs
	<p style="text-align: center;"><b>ETHNIC INTEGRATION in Australia</b></p> 