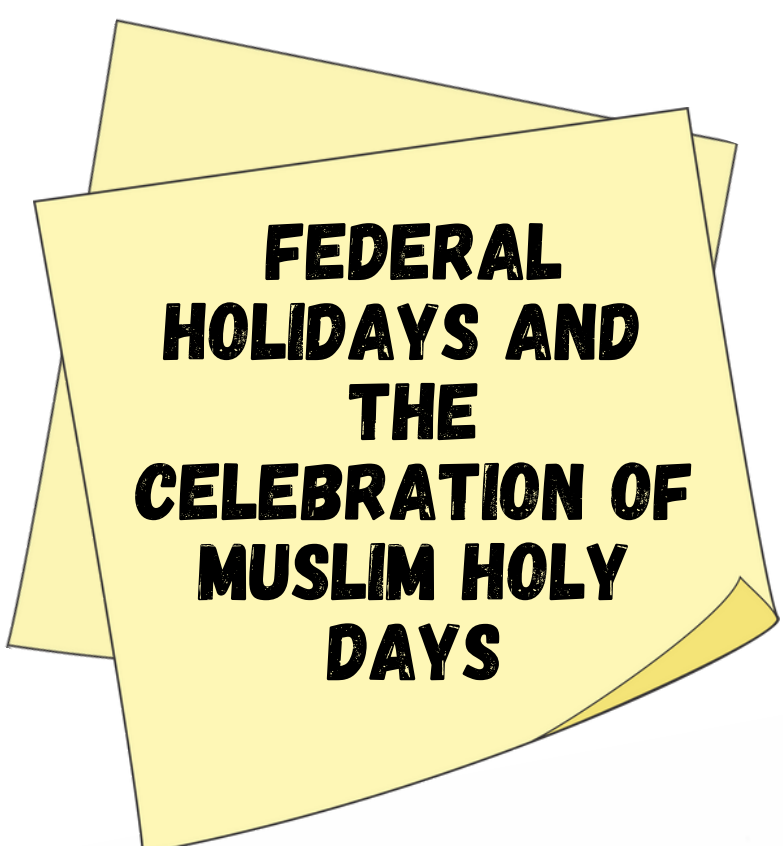
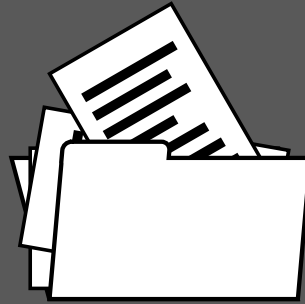
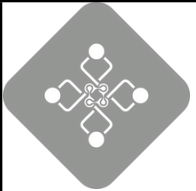


UNIT PLAN



**FEDERAL
HOLIDAYS AND
THE
CELEBRATION OF
MUSLIM HOLY
DAYS**



TEACHING AGAINST ISLAMOPHOBIA

Title of Unit
Federal holidays and the celebration of Muslim holy days

TAI Topic/theme
Holy Days and Statutory Holidays

BC Subject/Course/Cross Curricular

- Explorations in Social Studies 11
- Law Studies 12
- Political Science 12
- Social Justice 12

Grade Level(s)

- Grade 11
- Grade 12

Developed By
Cassidy Centre for Educational Justice
RA: Cari Zall and Jenice Boland

Big Idea / Key Questions Being Addressed

- What are statutory holidays? How are they similar or different from holy days?
- How do laws maintain the status quo and can also be a force for change?
- How can awareness and inclusion of Islamic holy days challenge Islamophobia in Canadian society?
- How can society organize public holidays in a way that is inclusive and does not require anyone to need accommodation?

CORE COMPETENCIES

Communication
Collaborating to better understand concepts ([British Columbia's Curriculum, n.d.](#))

Thinking
"Questioning and investigating" ([British Columbia's Curriculum, n.d., para. 4.](#))

Personal & Social
"Valuing diversity" ([British Columbia's Curriculum, n.d., para. 7.](#))

LEARNING STANDARDS

Curricular Competency

All subjects:

- "Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions."
- "Make reasoned ethical judgements."
- Consider "continuity and change" over time.

Social Justice 12: "Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)" ([British Columbia Ministry of Education, 2018d, p. 1.](#))

Content

Explorations in SS 11: "Rights of individuals" ([British Columbia Ministry of Education, 2018a, p. 3.](#))

Law 12: "Canadian Charter of Rights and Freedoms" and "key areas of law" ([British Columbia Ministry of Education, 2018b, p. 1.](#))

Political Science 12: "Current and future public policy" ([British Columbia Ministry of Education, 2018c, p. 1.](#))

Social Justice 12: "Social injustices in Canada and the world affecting individuals, groups, and society" ([British Columbia Ministry of Education, 2018d, p. 1.](#))

LESSON SEQUENCE

**UNIT
PLAN**



	Student Classroom Activities	Teacher Background Information	Resources and Materials
<p>Lesson 1</p> <p>What are statutory holidays? How are they similar or different from holy days?</p>	<p>Read: CRA official list of federal public holidays.</p> <p>Read: Government of BC official list of public holidays.</p> <p>Consider: the origins of official holidays. Which have religious origins? Which religions?</p> <p>Observe:</p> <ul style="list-style-type: none"> • What is the difference between a holy day and a commemoration day? • What are the official secular holidays? • How is employment impacted by statutory holidays? <p>Discuss/Write: a list of religious holy days or commemoration days that are not official holidays at the federal or provincial level.</p>	<p>Preview: Resource Materials.</p> <p>Prepare: handouts or Google Doc to help students reflect.</p>	<p>Government (2023): "Public Holidays"</p> <p>Government (2022): "Statutory holiday pay"</p> <p>Government (2023): "Statutory holidays"</p> <p>Article (2019): "5 Facts about Religion in Canada"</p> <p>Article (2023): "Jewish Holidays 2023: Festivals and Fast Days"</p> <p>News article (2019): "For some Canadians, it isn't easy to celebrate religious holidays"</p> <p>Government (2015): "Specific Cases: Policy on preventing discrimination based on creed"</p> <p>Guide (n.d.): "Hindu Holidays and Observances"</p> <p>Guide (n.d.): "Islamic Holidays and Observances"</p> <p>Graphic Organizer with definitions & observations</p>
<p>Lesson 2</p> <p>How might Islamophobia be perpetuated by the use of the term "jihad"?</p>	<p>Review: Graphic Organizer from Lesson 1.</p> <p>Jigsaw Read & Share: Resource Articles.</p> <p>Create: in groups or individually, using a template such as Google Slides or online calendar templates populate the calendar with statutory holidays as well as Islamic Holy Days.</p> <p>Annotate the statutory holidays and holy days with brief descriptions, information and images - encourage students to include information on how these days are celebrated in Canada.</p>	<p>Preview:</p> <ul style="list-style-type: none"> • "Islamic Holidays and Observances" from previous Day • Resource Links 	<p>Article (n.d.): "6 Things Christians Should Know About Ramadan (and How to Support Muslims)"</p> <p>Article (2022): "Why is Ramadan called Ramadan?"</p> <p>Guide (n.d.): "Our Community: Festivals"</p>

LESSON SEQUENCE

**UNIT
PLAN**



	Student Classroom Activities	Teacher Background Information	Resources and Materials
<p>Lesson 3</p> <p>Consider Perspectives: In a democracy characterized by diversity, how can society organize public holidays in a way that is inclusive and does not require anyone to need accommodation?</p>	<p>Review: Resource Materials.</p> <p>Write: having reviewed the resources materials and the Muslim Holy Day calendar / celebrations students answer the writing prompt. This can be completed in class or at home.</p>	<p>Preview: Resource Materials.</p> <p>Review: school policies for students and staff regarding holy days.</p>	<p>Article (2017): "Holiday roads have different routes"</p>

Assessment

Formative	Summative	Self and/or Peer
<p>Personal/Social</p> <ul style="list-style-type: none"> Competencies should not be graded or completed "for marks"; teacher feedback or, where appropriate, peer feedback can be offered on reflections and stretch activities suggested 	<ul style="list-style-type: none"> Completion of Calendar Completion of Written Response Completion of Reflective Response 	<ul style="list-style-type: none"> Shared feedback and response to Jigsaw Readings activity; provide peer feedback on Written Response



**Federal Holidays and the Celebration of Muslim Holy Days
3-Lesson Unit**

Course: Explorations in SS 11 / Law 12 / Political Studies 12 / Social Justice 12

Unit: Federal holidays and the celebration of Muslim holy days

PREP:

Big Idea / Key Questions:

- What are statutory holidays? How are they similar or different from holy days?
- How do laws maintain the status quo and can also be a force for change?
- How can awareness and inclusion of Islamic holy days challenge Islamophobia in Canadian society?
- How can society organize public holidays in a way that is inclusive and does not require anyone to need accommodation?

**Assessments / Tasks /
Evidence**

Lesson One:

Summative: Graphic Organizer completion
Formative: discussion participation

Lesson Two:

Summative: Jigsaw Readings / Calendar completion
Formative: collaborative learning participation

Lesson Three:

Summative: individual written response (essay/proposal)
Formative / peer: proposal feedback



Federal Holidays and the Celebration of Muslim Holy Days

Lesson 1 of 3

LESSONS / ACTIVITY PLAN

Lesson One Preview:

What do students need to know prior to this lesson?

What skills do students need to have to do this lesson?

Students should have some awareness of statutory holidays recognized in Canada

Inference, bias detection & collaboration

Lesson One

1. **Review:** Resource Materials on statutory holidays in Canada as well as holy days recognized by various religions in Canada.

2. Handout/Graphic Organizer should help students respond to:

- a. How do holidays differ at the federal and provincial level?
- b. Who determines when a statutory holiday occurs?
- c. What is the reasoning behind statutory holidays?
- d. Who do they include? Who do they leave out?
- e. What are holy days?
- f. What are days of commemoration?
- g. What are the differences and similarities between the concepts of holy days in religions practiced?

3. **Discuss/Share:** students can share their notes/organizers with each other to generate discussion.



Federal Holidays and the Celebration of Muslim Holy Days
Lesson 2 of 3

LESSONS / ACTIVITY PLAN

**Lesson Two
Preview:**

What do students need to know prior to this lesson?

What skills do students need to have to do this lesson?

Lesson 1 activities

Close reading; Jigsaw
Reading sharing; use of search engines

Lesson Two

1. **Review:** Lesson 1 responses.
 2. **Jigsaw Readings/Share:** divide students into small groups of 3. Within each group, give each student a different reading from the list Six Things Christians Should Know About Ramadan; Why is Ramadan called Ramadan; and the Festivals write up. Each student should complete a graphic organizer that summarizes the article, and share their summaries with the two others, with students completing their graphic organizers with the shared information.
 3. **Group Collaboration:** groups create a calendar using a tool such as Google Slides, PPT, or a calendar template. All statutory holidays are included and annotated with a description of the holiday, how it is recognized, if laws exist regarding wages on that day; if the day has secular, religious or commemorative origins. Next, include all Muslim holy days with an annotation as to the history of the holy day and emphasis on recognition/celebration in Canada.
- Annotated calendars can be shared with younger students, other classes, or at an assembly.



**Federal Holidays and the Celebration of Muslim Holy Days
Lesson 3 of 3**

LESSONS / ACTIVITY PLAN

**Lesson Three
Preview:**

What do students need to know prior to this lesson?

What skills do students need to have to do this lesson?

Review materials from previous lesson

Summarizing information, persuasive writing, perspective taking

Lesson Three

1. Students return to their groups and complete a collaborative outline that responds to this question: How can the legal principle of duty to accommodate religious practices of employees be implemented in schools for students and teachers?
2. The outline should help students form a perspective on ways in which students and teachers who observe Muslim holy days can participate in these celebrations fully with adjustments made to the school calendar or alternate times for assessments/lessons based on the evidence they've collected in the previous lessons.
3. From their outline, each students should write a 3-4 paragraph proposal outlining the lack of statutory holidays recognizing or commemorating Muslim traditions or history; the example of accommodation in the labour force for non-Christian holidays; and the student's proposal they would give to their principal that uses evidence to persuade the school to make similar accommodations for staff and students in the academic calendar.
4. Write & Reflect: students write an independent written reflection on the process of investigating official holidays in Canada, who is included, who is left out, equity and diversity, how Islamic holy days and commemoration are not currently recognized by statutory holidays; and reflect on their own growth in knowledge based on this unit.



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This Unit Plan was developed by Cari Zall and Jenice Boland