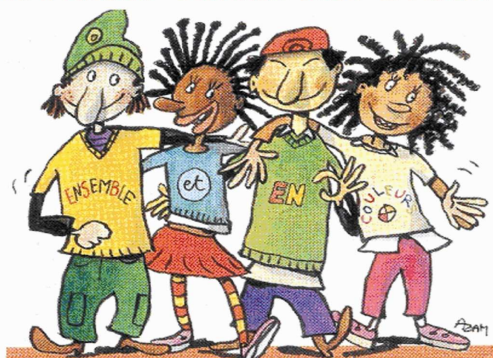


TEACHER'S GUIDE

KHADIJA: A FRIEND UNLIKE ANY OTHER



Suggested Level	Secondary 1-2 (7 th -8 th grade)
Length	Approximately 55 minutes (1 period)
Subjects	English, language of instruction
Broad Areas of Learning	Citizenship and community life
Focuses of Development	Culture of peace
Educational Aim	Encourage the student to become aware of the meeting and exchange of cultures.
Subject-Specific Competencies	To read and listen to literary, popular and information-based texts
Cross-Curricular Competencies	To use information



Background Information

Immigrants form an important and increasing proportion of Canada's population. In 2001, they represented 18.4% of the population or about 5.4 million, which means nearly 1 in 5 citizens. The meeting of two cultures is an enriching experience when each is ready to show openness and understanding. People of other cultures, although different, deserve most of all our respect.



Instructions

The student must first read the presented story, and then respond to the questions in order to verify his or her comprehension of the text.



Answers to the Questions

1. Numerous answers are possible. A few include: Mary realises that she likes Khadija's differences; she discovers why Khadija fasts during Ramada; she becomes aware of what it feels like to be hungry, or to fast; she tastes new dishes.

2. Most likely five people attended the meal: Mary, Khadija and her two parents, and of course Khadija's brother, Karim. Even though Karim is not directly mentioned during the meal, we can assume that as Khadija's brother he also participates in the fast and would eat with the family. Khadija's uncle and his wife did not come for the meal, but only for tea and dessert afterwards.

3. She needs to be in her house at 5 pm to have dinner with her family.

4. The Ramadan fast means that Khadija can neither eat nor drink between sunrise and sunset for a period of one month.

5. Khadija comes from another country, and practices a different religion, in addition to eating different dishes. She is muslim and fasts during Ramadan.

6. Paragraphs 1, 2, 6, and 7. (The first two and the last two)

7. Personal response of the student.

▶▶▶ You may wish to consult the following sources and offer them to your students to learn more about the subject:

Canadian Heritage: www.pch.gc.ca/index_e.cfm

In-Terre-Actif Network (Section *Library*: multiculturalism folders): www.in-terre-actif.com/english

AN INITIATIVE OF THE
In-Terre-Actif Network of the Comité de Solidarité/Trois-Rivières



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