

# The Best Eid Ever by Asma Mobin-Uddin, illustrated by Laura Jacobsen

## Identities & Themes

- South Asian/Middle Eastern American
- Socioeconomic status
- Religion/Faith (Islam)
- Multigenerational relationships
- Families separated
- Kindness
- Community

## Teacher Reflection Questions

1. When you were young, what were you taught about different religions? How has your understanding of religious differences grown?
2. Think about the students in your classroom. What do you know about their understanding of multiple religions/belief systems?
3. What else do you need to learn about different religions in order to support the religious/faith identities of your students?

## Background Information for Teacher

Religion/faith is a part of cultural identity and daily life for many children. Intolerance to religious differences is often based on a lack of understanding. Including books that share different religious/faith practices and beliefs, especially those in non-dominant religions, exposes children to another area of diversity in our world. Unpacking the tenets of a religion and looking at similarities and differences between religions can help go beyond the tourism (heroes and holidays) approach to diversity and allows children to develop understanding and acceptance of differences. Books that share stories about people from varying religions help children connect to the similarities and the humanity we all share.

Refer to the **Author's Note** and **Glossary** in the back of the book. See also the **Religion/Faith Primer** for more information.

## Anti-Bias Education Tenets

- Empathy & Understanding
- Healthy Complex Identities
- Respect Across Differences
- Notice, Name, & Reject Bias
- Responsiveness & Action

## Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

## Read this to the students before reading the book:

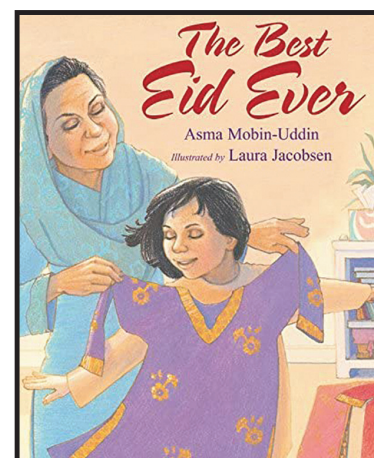
*Aneesa and her grandmother are celebrating Eid alone this year because Aneesa's parents are in Saudi Arabia for the Hajj pilgrimage. Grandmother prepares Aneesa's favorite meal and presents her with beautiful clothing from Pakistan. Aneesa meets two girls who are recent war refugees and notices that they are struggling, so she shares her Eid with them.*

## Discussion Questions (essential questions bolded)

1. Why is Aneesa sad at the beginning of the book?
2. There are two different Eid holidays: one at the end of the month of Ramadan where Muslim people fast during daylight hours and the other at the end of the Hajj pilgrimage. This story is about the Eid following Hajj.
  - What are some other religious holidays in this faith or other faiths you know of?
  - What is similar about them? (food, rituals, music, etc.)
  - What is different?
3. In this story, Aneesa meets two girls who are recent refugees and left their home country because of war. What are some of the challenges families may face when they must leave everything and everyone they know in a hurry?
4. How do you think Aneesa felt when Mariam told her about their house burning down? How can you tell?
5. Zaynab and Mariam's father did not initially accept the gifts left by Aneesa and her grandmother. Why? Why do you think he changed his mind and let them keep the food and clothes?
6. What were some things you already knew about the Muslim faith? What did you learn? What are you curious about?
7. What messages does the book give about kindness, generosity, and integrity?

## Journal Prompts & Extension Activities

1. Write or draw about a time when a holiday or event did not turn out the way you planned. How did you or others make the best of it?
2. Select four characters in this book who showed empathy or generosity. Tell what they did and how it impacted other characters in the story.
3. When have you missed someone you love so much you could cry? What did you do to feel connected to them?



## Literacy Connections

- Realistic fiction
- Identify details in the text
- Compare and contrast events
- Compare and contrast characters
- Identify theme or main message
- Describe setting
- Describe characters/  
Character development
- Character point of view
- Use illustrations/pictures/  
photos to gain information
- Make predictions
- Make inferences
- Make text connections (to  
self, text, the world)
- Sequence events
- Vocabulary in context