



educating for cultural literacy
and mutual respect

Getting to Know American Muslims and Their Faith



An Interactive Curriculum for Middle and High Schools

Developed by ING

Introduction

This curriculum *Getting to Know American Muslims and Their Faith* was designed to supplement content standards in social studies and world history as it relates to the study of world religions and their contributions to civilization. The curriculum was developed by ING based on our long experience delivering this and other presentations through live speakers. If you live in an area where there is a local Islamic Speakers Bureau (ISB) program, we recommend inviting a live speaker to deliver the presentation, since this provides an opportunity for you and your students to interact face-to-face with a Muslim. Alternatively, the presenter can come in after the presentation to answer student questions. If you live in an area where there is no speakers' bureau, or you prefer to deliver the presentation yourself, we have provided the presentation notes for each slide to accompany the digital presentation.

The curriculum is composed of five lesson plans that center on different parts of the digital presentation *Getting to Know American Muslims and Their Faith*. The curriculum begins with the actual presentation notes that describe each slide in the presentation. In addition to the presentation notes, each lesson includes discussion questions and film clips about topics related to each lesson, as well as discussion questions about each film. The film clips highlight the different topics covered in each lesson to give your students a broad perspective, for your selection as appropriate for your students. These lessons were designed to be used either jointly or independently as stand-alone curriculum depending on the time available and your desired focus.

At Islamic Networks Group (ING) our mission is to promote understanding through education, increase religious literacy and interfaith engagement, and prevent harassment and bullying in schools. It is our hope that through this curriculum we can provide balanced information to educators that will help supplement their curriculum in a manner that is relevant, engaging, and informative.

Curriculum Standards

This curriculum *Getting to Know American Muslims and Their Faith* was designed to support teachers in middle and high schools. The five lessons focus on many themes addressed by the National Curriculum Standards for Social Studies and the National Center for History in the Schools at UCLA. Many of these themes are also addressed in state social studies content standards, including those from the states of California, Texas, and New York, three leaders in this field.

Relevant Themes

Concepts such as beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance – (National Curriculum Standards for Social Studies – 1: Culture)

Different interpretations of key historical periods and patterns of change within and across nations, cultures, and time periods – (National Curriculum Standards for Social Studies – 2: Time, Continuity, and Change)

That complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity (National Curriculum Standards for Social Studies – 4: Individual Development and Identity)

Concepts such as mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender (National Curriculum Standards for Social Studies – 5: Individuals, Groups, and Institutions)

Concepts and ideals such as human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law (National Curriculum Standards for Social Studies – 10: Civic Ideals and Practices)

The origins of Islam and major beliefs (Social Science Content Standards for California Public Schools-7.2; New York Content Standards-Global History and Geography 2.3a, 2.3b; Texas Education Agency Curriculum Standards-Social Studies-World History Studies-113.42.23.A)

The life and teachings of the Prophet Muhammad (Social Science Content Standards for California Public Schools-7.2.2)

The significance of the Qur'an (Social Science Content Standards for California Public Schools-7.2.3)

Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries (National Center for History in the Schools-World History Era 4)

Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the middle ages (Social Science Content Standards for California Public Schools-7.2)

Identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time (Texas Education Agency Curriculum Standards-Social Studies 6.18.D)

The student understands the relationships among religion, philosophy, and culture (Texas Education Agency Curriculum Standards-Social Studies 6.19.A/ 113.43. World Geography Studies)

The development of Islamic law and its impact (New York Content Standards-Human and Physical Geography 2.3a, 2.3b; Texas Education Agency Curriculum Standards-Social Studies-World History Studies-113.42.25.D)

Position of “people of the book” (New York Content Standards-Human and Physical Geography-2.3a, 2.3b)

Islamic teachings on the connection with Judaism and Christianity (Social Science Content Standards for California Public Schools-7.2)

Social class: women and slavery in Muslim society (New York Content Standards-Human and Physical Geography-2.1d, 2.2c, 2.3c)

Origins of American Slavery (Social Science Content Standards for California Public Schools-8.7.2)

Religious pluralism from 20th century immigration (Social Science Content Standards for California Public Schools-11.3.4)

The significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies (Texas Education Agency Curriculum Standards-Social Studies 6.19.B)

Historical Role of Religion (Social Science Content Standards for California Public Schools-12.3.3)

Lesson Topics

This curriculum *Getting to Know American Muslims and Their Faith* is divided into five distinct lesson plans with accompanying presentation notes, discussion questions and supplemental films. Each lesson covers the topics outlined below, which can be used alone or as part of the entire curriculum.

Lesson One: Terminology and Demographics

- Defining the Muslim greeting *salaam* and the words Muslim and Islam.
- Key demographics of Muslims throughout the world, including the total population, major areas where Muslims live, and other differences between Muslims, including nationality, culture, education, and language.

Lesson Two: American Muslims

- Background and demographics of American Muslims
- Muslims in the U.S.
- History of Muslims in America
- Famous American Muslims
- American Muslims in Academia
- American Muslims Serve Our Country

Lesson Three: Beliefs and Practices

- Major Beliefs of Islam
- Five Pillars of Islam
- Major Muslim holidays
- Putting belief into action
- Excellence in character and the Golden Rule

Lesson Four: Addressing Common Misconceptions

- Growing anti-Muslim sentiment
- Islamic teachings about moderation in religion and prohibitions against terrorism
- Gender equity in Islam

Lesson Five: Relations with Other Religions

- Shared Ideals
- Islam and Religious Pluralism
- Relations with Other Religions
- Islam and Judaism: Moses in the Qur'an
- Islam and Christianity: Mary and Jesus in the Qur'an
- Abrahamic Traditions: Shared Beliefs and Practices
- Shared Practices Among Religions