Introduction

This curriculum A History of Muslims in America was designed to supplement content standards in social studies and world history as it relates to the study of American history. 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 to interact face-to-face. If you live in an area where there is no speaker’s bureau, or you prefer to deliver the presentation yourself, we have provided the content for each slide to accompany the digital presentation.

The curriculum is composed of eight lesson plans that each focus on the different parts of the digital presentation, A History of Muslims in America. The curriculum begins with notes for each slide in the presentation. In addition to the presentation notes, each lesson includes discussion questions, activities, and film clips that you can link to as well as discussion questions about the films. While the presentation can be used independently, it is more effective when supplemented by film clips which highlight the different topics addressed in each lesson. Please use the clips that you feel will resonate best with 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. For educators who want a more general overview, we also provide a basic curriculum about Muslim beliefs and practices called Getting to Know American Muslims and Their Faith.

At Islamic Networks Group (ING) our mission is to promote interreligious understanding, tolerance, and harmony through dialogue and religious literacy. 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 addresses many themes created by the National Council for the Social Studies Curriculum Standards 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 of the states of California, Texas, and New York.

Relevant Themes

Concepts such as beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, 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)
Analyze the role religion played in the founding of America, its lasting moral, social, and political impacts and issues regarding religious liberty (National Center for History in the Schools – US History Content Standards – Era 2: Standard 2; Social Science Content Standards for California Public Schools – 12.3.3; New York Content Standards – Social Studies 7-8: United States and New York State History – Unit 2.3.C.2.B; Texas Education Agency Curriculum Standards-Social Studies – US Government – C.1.B)

Contributions of religious groups to American social change (National Center for History in the Schools – US History Content Standards – Era 4: Standard 4; Social Science Content Standards for California Public Schools – 11.3.1)

Religious pluralism from 20th century immigration (Social Science Content Standards for California Public Schools – 11.3.4; New York Content Standards – Social Studies 7-8: United States and New York State History – Unit 7.2.A.2; Texas Education Agency Curriculum Standards-Social Studies – US History – C.24)

Trace the origins and development of American slavery (National Center for History in the Schools – US History Content Standards – Era 2: Standard 3; Social Science Content Standards for California Public Schools – 8.7.2; New York Content Standards – Social Studies 7-8: United States and New York State History – Unit 5.3.F.1-6)

Examples of the lives of freed slaves (Social Science Content Standards for California Public Schools – 8.6.4 )

Examples of leaders of abolition movement (Science Content Standards for California Public Schools – 8.9.1)

Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy (National Center for History in the Schools – US History Content Standards – Social - Era 6: Standard 2; Social Science Content Standards for California Public Schools – 8.12.7; New York Content Standards – Social Studies 7-8: United States and New York State History – Unit 7.2.A.2)

Location and impacts of renewed immigration (Social Science Content Standards for California Public Schools – 8.12.5)

Modern immigration movements (Social Science Content Standards for California Public Schools –11.11.1

Analyze the major social problems and domestic policy issues in contemporary American society (National Center for History in the Schools – US History Content).

Lesson Topics

This curriculum A History of Muslims in America is divided into eight distinct lesson plans with accompanying presentation notes, discussion and test questions, activities, and supplemental films. Each lesson covers the topics outlined below, which can be used alone or as part of the entire curriculum.

Lesson One: Muslims and America: A Long History

• American Muslims: A Diverse Community
• Morocco and American Independence
• The Founding Fathers and Religious Freedom
• A Brief Timeline of American Muslim History
Lesson Two: Before Columbus
- Did Muslims Come Before Columbus?
- Could African Muslims Have Crossed the Ocean?
- Crossing the Western Ocean: A West African Tale
- Traces of African Muslims in Clay Figures from Ancient America (early 1300s)

Lesson Three: Enslaved West African Muslims
- Esteban: The First African American
- Second Old World Faith in the New World
- Job, the Son of Solomon
- Yarrow Mamout
- Prince Abdul Rahman ibn Ibrahim Sori
- Omar ibn Said
- Two Georgian Bilalis: Bilali Muhammad and Salih Bilali
- Descendants of Muslim Slaves

Lesson Four: African American Rediscovery of Muslim Roots
- The Islamic Mission of America
- The Moorish Science Temple
- The Moorish Guide
- The Nation of Islam
- The Legacy of Malcolm X
- The Nation of Islam under Imam W. D. Muhammad
- African American Muslim Celebrities

Lesson Five: White and Latino Muslims
- Early White American Muslims
- Notable White American Muslims
- Notable Latino Muslims

Lesson Six: Muslim Influences on American Culture
- Towns with Arabic Names
- Islamic-Styled Architecture
- Cuisine
- A Piece of Our West African Legacy: Blues and Jazz
- Muslim Rappers
- Five Percenters and Hip hop
- Sufi Influences on American Culture
- American Sufism
Lesson Seven: Muslim Immigrants

• Early Muslim Immigrants
• First Wave: Mid-1800s – Early 1900s
  – Hi Jolly (Hajji Ali) & the 1856 U.S. Camel Corps
  – The Story of the Ice Cream Cone
• Second Wave: After WWI: Early Immigrants of the 1900s
  – Ross, North Dakota
  – Michigan City, Indiana
  – Cedar Rapids, Iowa
• Third Wave: After World War II: 1947–1960
  – Immigrants from Many Nations
• Fourth Wave: 1965–Present
  – Immigration Act of 1965
  – Students and Professionals

Lesson Eight: American Muslims Today

• Muslims in the U.S. Today
• Famous American Muslims
• American Muslims in Academia
• American Muslims Serve Our Country
• Recognizing Muslim Holidays
• American Muslims—our Friends and Neighbors
• American Muslims Tomorrow