



educating for cultural literacy
and mutual respect

Muslim Women Beyond the Stereotypes



An Interactive Curriculum for Middle and High Schools

Developed by ING

Introduction

This curriculum *Muslim Women Beyond the Stereotypes* was designed to supplement content standards in social studies, world history, and American history. It 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 speakers' bureau, or if you prefer to deliver the presentation yourself, we have provided the notes for each slide to accompany the digital presentation.

The curriculum is composed of seven lesson plans that each focus on the different parts of the digital presentation *Muslim Women Beyond the Stereotypes*. The curriculum begins with notes for each slide in the presentation. In addition to the presentation notes, each lesson includes discussion questions, activities, film clips that you can link to, and 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. ING achieves its mission by providing informative presentations and panel discussions that supplement existing curriculum and cultural diversity programs in public institutions. We 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 seven-part series of lessons and accompanying films for *Muslim Women Beyond the Stereotypes* is designed to support teachers working in middle schools, high schools, and colleges. 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 California, Texas, and New York.

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)

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)

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 and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life. (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)

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 and use of various customs, traditions, and beliefs within families and cultures (Texas Education Agency Curriculum Standards – Social Studies – 9.2k)

The role of families in meeting basic human needs (Texas Education Agency Curriculum Standards – Social Studies – 9.3k)

The concept of culture and the processes of cultural diffusion and exchange (Texas Education Agency Curriculum Standards – Social Studies – 9.9k)

The contributions of people of various racial, ethnic, and religious groups to Texas, the United States, and the world (Texas Education Agency Curriculum Standards – Social Studies – 9.10k)

The effects of race, gender, and socioeconomic class on ways of life in the United States and throughout the world (Texas Education Agency Curriculum Standards – Social Studies – 9.11k)

The various roles of men, women, children, and families in cultures past and present (Texas Education Agency Curriculum Standards – Social Studies – 9.12k)

How people from various groups, including racial, ethnic, and religious groups, adapt to life and contribute to national identity in the United States and in other countries (Texas Education Agency Curriculum Standards – Social Studies – 9.27k)

The history and impact of major religious and philosophical traditions (Texas Education Agency Curriculum Standards – Social Studies – 9.28k)

How the components of culture affect the way people live and shape the characteristics of regions (Texas Education Agency Curriculum Standards – Social Studies – 9.29k)

The distribution, patterns, and characteristics of different cultures and the ways in which cultures change and maintain continuity (Texas Education Agency Curriculum Standards – Social Studies – 9.30k and 9.31k)

The social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that

distinguish different cultures and civilizations (New York Content Standards – Social Studies Intermediate – Standard 2.1)

The social/ cultural, political, economic, and religious norms and values of Western and other world cultures (New York Content Standards – Social Studies Commencement – Standard 2.3)

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)

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)

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

Lesson Topics

This curriculum *Muslim Women Beyond the Stereotypes* is divided into seven distinct lesson plans with accompanying presentation notes, discussion and test questions, activities, and supplemental films. Each lesson covers the topics outlined below and can be used alone or as part of the entire curriculum.

Lesson One: Common Stereotypes about Muslim Women & their Sources

- Common Stereotypes about Muslim Women
- Sources of Stereotypes
- Current Discourse on Role of Muslim Women

Lesson Two: The Status of Muslim Women Today

- A Diverse Population
- Status of Muslim Women Today
- Growing Support for Muslim Women’s Rights
- Women and Education
- Muslim Women and Education
- Women and Work
- Muslim Women and Work
- Education and Occupation of American Muslim Women
- Muslim Women in Political Leadership

Lesson Three: Muslim Women Leaders and Innovators

- Muslim Women Heads of State
- Muslim Women Politicians in Western Nations
- Muslim Women Leaders and Reformers
- Muslim Women and the Arab Spring
- Muslim Women Athletes
- Notable American Muslim Women
- American Muslim Women in Government
- Muslim Women at the Crossroads

Lesson Four: The Rights of Women in the Qur'an and Prophetic Sayings

- Gender Equity
- Spirituality and Religious Obligations
 - Equal Nature and Humanity
 - Shared Responsibility
 - Identical Religious Obligations
 - Equal Accountability
- Rights in Personal and Public Life
 - Right to an Education
 - Right to a Profession
 - Financial Rights
 - Public Affairs and Politics
- Family Life
 - Equal Treatment
 - Marriage
 - Marital Rights
 - Family Rights
 - Rights of Mothers

Lesson Five: Gender Relations and Modest Dress

- Relationship Between Genders
- Gender Relations
- Modest Dress for Men and Women
- Reasons for Wearing *Hijab*
- Freedom to Choose *Hijab*
- Modest Dress for Women in Various Faiths

Lesson Six: Women in the Qur'an and in Islamic History

- Qur'anic Women
- Early Muslim Women
- Female Scholars
- Benefactresses
- Female Rulers

Lesson Seven: Examining Challenging Issues

- Inheritance
- Witnessing
- Divorce
- Polygamy
- Issues Wrongly Associated with Muslims
 - Domestic Violence
 - Honor Killings
 - Female Genital Mutilation
- Muslim Women's Rights Organizations