

## Units 1-4



## Unit 5

### Elementary/Middle Level Teaching Packet



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"History looks different when the contributions of women are included."  
-- The National Women's History Project

## Teaching Packet

### Overview:

The following material is assembled in hopes of “giving rise to women’s voices.” Its intent is to offer a way that teachers and students can work together to further awareness of both historic and contemporary Muslim women. This guide can be used as individual lessons or to integrate themes and ideas.

### Overall Objective of Teaching Packet:

To acquire attitudes which are essential for citizens of democratic pluralist societies, in particular intellectual honesty, open-mindedness, respect for truth, tolerance, acceptance of differences, empathy, and civil courage.

### Standards

Common Core Language Arts Standards	National Social Studies Standards
<p><b>Reading Informational Text:</b> <b>Key Ideas and Details</b> CCSS.ELA-LITERACY.RI.5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.5.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CCSS.ELA-LITERACY.RI.5.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <b>Integration of Knowledge &amp; Ideas:</b> CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text. CCSS.ELA-LITERACY.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p><b>Culture &amp; Diversity</b></p> <ul style="list-style-type: none"> <li>Assist learners to explore, comprehend, and apply critical information, ideas, and concepts that are common across societies, social institutions, cultures, and cultural perspectives.</li> <li>Help learners comprehend cultural universals, such as norms, folkways, sanctions, social institutions, arts, and taboos and use them to analyze their own and other cultures.</li> <li>Utilize comparisons of cultures or subcultures and their perspectives, whether they exist in the present or past, to highlight contextual understanding.</li> </ul> <p><b>Time, Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Help learners apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.</li> <li>Enable learners to identify and describe significant historical periods</li> </ul>
<p><b>Writing:</b></p>	

<p><a href="#">CCSS.ELA-LITERACY.W.5.1</a> Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.4</a> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.7</a> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.8</a> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><a href="#">CCSS.ELA-LITERACY.W.5.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions.</p> <ul style="list-style-type: none"> <li>• Guide learners in using such processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, searching for causality, and distinguishing between events and developments that are significant and those that are inconsequential.</li> </ul> <p><b>People, Places and Environment</b></p> <ul style="list-style-type: none"> <li>• Have learners describe how people create places that reflect culture, human needs, current values and ideals, and government policies.</li> </ul> <p><b>Individuals, Groups &amp; Institutions</b></p> <ul style="list-style-type: none"> <li>• Provide learners with opportunities to examine various institutions that affect their lives and influence their thinking.</li> <li>• Help learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical societies.</li> </ul>
<p><b>Language:</b></p> <p><a href="#">CCSS.ELA-LITERACY.L.5.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-LITERACY.L.5.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><a href="#">CCSS.ELA-LITERACY.L.5.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	<p><b>Individual Development and Identity</b></p> <ul style="list-style-type: none"> <li>• Assist learners in articulating personal connections to time, place, and social/cultural systems.</li> <li>• Help learners to appreciate and describe the influence of cultures, past and present, upon the daily lives of individuals.</li> <li>• Assist learners to describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.</li> </ul>

***Speaking and Listening:***

**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.5.5**

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- Have learners apply concepts, inquiry, methods, and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality.
- Help learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and their effects upon human behavior.
- Have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups.
- Help learners understand how individual perceptions develop, vary, and can lead to conflict.
- Assist learners as they work independently and cooperatively within groups and institutions to accomplish goals.

**Power, Authority, and Governance**

- Enable learners to examine the rights and responsibilities of the individual in relation to their families, their social groups, their community, and their nation.
- Enable learners to describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.
- Have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- Challenge learners to apply concepts such as power, role, status, justice, democratic values, and influence to the examination of persistent issues and social problems.

**Global Connections**

- Enable learners to explain how interactions among language, art, music, belief systems, and other

	<p>cultural elements can facilitate global understanding or cause misunderstanding.</p> <ul style="list-style-type: none"> <li>• Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.</li> <li>• Have learners analyze or formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights.</li> </ul>
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### **Conceptual Essential Understandings:**

- Connections between events of the past and present help us understand our world.
- Global societies are diverse, creating varied perspectives, contributions, and challenges.
- People respond to and resolve conflicts in a variety of ways.
- Analyzing multiple points of view allows the ideas and actions of individuals or groups to be more fully understood.

### **Content Understandings: Language Arts**

- An author's style and voice are revealed through diction, syntax, imagery, mood, and tone.
- Writing records experiences, clarifies thoughts, structures ideas and enables communication for a variety of purposes.

### **Content Understandings: Social Studies**

- Civilizations leave an enduring legacy through ideas, traditions, knowledge, and discoveries that provide a foundation for advancement.
- History reflects the tension between the wants and needs of the individual vs. the wants and needs of the society.
- Religion is an institution that influences a nation's priorities by providing guidelines about how human beings should morally and ethically interact.

**Essential Questions:**

- How can challenges make one stronger?
- Where can one find strength to get through challenges?
- What can we learn from challenges?
- How does a writer use word choice and imagery to get across ideas, affect our perspective, or affect our mood?
- How does the style differ between nonfiction and fiction writing?
- What can I learn from the past?
- In what ways am I connected to the past?
- How can studying the past help me?
- How has the world changed and how might it change in the future?
- What does it mean to be civilized?
- How are all religions similar?
- How does belief influence action?
- How do our personal stories reflect varying points of view and inform contemporary ideas and actions?
- How has communication changed over time? How have these different methods shaped a culture?
- What would motivate a person to help other people?
- Why do some people become leaders and others don't, even though they may have the qualities of a leader?
- Why do people migrate?
- How does migration affect people and the places they move to?



## Units 1-4

### Unit One: Aminah Assilmi

(1945-2010)

**American Pioneer**

**North America**

**Historical Significance:** Aminah Assilmi was a popular speaker and community activist and a powerful Muslim woman. Her social justice activism spanned US divorce courts and Bosnian war crimes. She brought the Eid stamp to the US Postal Service and, with it, the first official recognition of American Muslims' holidays.



### Unit Two: Nana Asmā'u

(1793-1864)

**Leader, Educator, and Poet**

**Africa**

**Historical Significance:** Nana Asmā'u was a leading scholar and educational activist of the nineteenth century in Africa. She was a prolific writer and creative thinker, building an educational system of enormous import and impact. Her father was the Caliph (leader) of the Sokoto Caliphate, and both supported and promoted his daughter in her work. Nana Asmā'u cared deeply for the future of the people of Africa and worked hard during her life to ensure that women were educated so that succeeding generations would be educated as well.



### Unit Three: Razia Sultan

(1205-1240)

**Courageous and Intelligent Ruler**

**Indian Subcontinent**

**Historical Significance:** Razia Sultan was leader of the Delhi Sultanate in the thirteenth century. The Sultanate was the beginning of Muslim sovereignty in India, and it is thought that the Urdu language emerged during this time as a result of Persian, Turkic and Arabic influences. The fusion of Hindu and Muslim cultures expressed itself in architecture, literature, music and clothing. The Delhi Sultanate remained in control until 1398, one hundred years after Razia's death.





**Unit Four: Fatima al-Fihri**  
**(unknown-880 CE)**  
**Philanthropist and Activist**  
**Arabs/ North Africa/ Morocco**

**Historical Significance:** Fatima al-Fihri is the founder of al-Qarawiyyin, the oldest existing and continually operating educational institution in the world. The Guinness Book of World Records lists it as the first and longest running university. The mosque and university are still open and operational today, with students attending from all over the world.



Available at <http://bit.ly/WHM1-4>

## Unit Five: Sr. Clara Muhammad (1899-1972) Courage, Conviction and Care North America

**Historical Significance:** Sister Clara Muhammad was an inspiring educator and courageous leader. She was instrumental in the development of the Muslim American community, fought for the right to homeschool her children, opened her own private school system, and was a source of hope and strength for people concerned about justice, clean living, and faith-based education.



## **Lesson Plan: Sr. Clara Muhammad Courage, Conviction, and Care**

### **Historical context:**

Nineteenth and twentieth century America was a turbulent place for African-Americans. In addition to Jim Crow segregation, terror, violence, and unequal access to justice, many struggled with poor education and systemic poverty. The Great Migration was the mass exodus of Black Americans from the South to the North looking for better lives and more opportunity. Sr. Clara Muhammad and her husband joined the Great Migration in 1923 by moving to Detroit. At that time, there were already rumblings of movements to better the lives of African Americans: Marcus Garvey and his Back to Africa movement was one and Fard Muhammad and his Nation of Islam was another. Sr. Clara Muhammad and her husband Elijah Muhammad became the catalysts for the success of the Nation.

### **Muslim Context:**

The Nation of Islam was a forerunner for the large Black American Muslim population in the United States. At the death of Elijah Muhammad, his son, Warith Deen, gently moved the movement into mainstream Islam. This process had already been begun during the life of Elijah Muhammad when he sent his son Akbar to Egypt to study and other members of the Nation overseas to learn more about Islam. Muhammad Ali and Malcolm X are two famous Muslim Americans who began with the Nation of Islam and moved into mainstream Islam during their lives.

### **Lesson Plan Objectives:**

- Students will apply biographical events to historical events
- Students will develop, apply and assess a plan to sell baked goods in order to raise money for a project
- Students will perform a role-play and analyze the effects of dinner parties on social movements

### **Further objectives:**

- Students will read and understand vocabulary in context
- Students will interpret and draw further conclusions from an article

## Discussion Points and Curriculum Connections

1. **History:** Sr. Clara's life spans a number of important historical events. Create a timeline of her life and connect world events such as the Great Depression, World War II, the Cold War era, the Civil Rights Movement, the Korean war, the Vietnam war.
2. **Sociology and education:** History of schooling in the USA. When did the first public school open and what was the goal of schooling? What were schools like for young black children in the mid-twentieth century? What was Brown vs. Board of Education in 1954 about, and how do you think all of this affected Sr. Clara's decision to pull her children from public schools?
3. **Literacy and power:** In order to join the NOI, each member had to write a flawless letter of acceptance. The letter was to be written in careful handwriting and be free of grammatical and spelling errors. Many young black people were illiterate at this time, and their desire to join the NOI was their motivation to learn reading and writing.
  - a. How is literacy connected to power?
  - b. How is illiteracy connected to oppression?
4. **Economics:** The NOI recognized the need to build Muslim businesses and used many tools to raise money and become a sustainable movement. Why do you think this was an important part of their success?
5. **Culture and food:** The NOI created the bean pie – as both a healthy alternative to sweet potato pie, and a way to raise money. Sr. Clara Muhammad preached the importance of homemade whole wheat bread and made it daily. How is food connected to culture and why do you think it was important for the NOI to discuss things like diet and encourage members to make their own healthy food?

## Activity Suggestions/Lesson Plan

- I. **Warm up:** Watch this video about bean pies  
[https://www.youtube.com/watch?v=A\\_3SiKw2Z5o](https://www.youtube.com/watch?v=A_3SiKw2Z5o)  
 Order and serve bean pie as well.  
 Ask questions:
  1. Why do you think they invented and sold a new pie?
  2. Do you think selling pie and cake could raise money to support activities?
  3. Do you think bean pie would taste good?
 Read the Article attached (handout 5.1). Discuss the article.  
 See the recipe attached (handout 5.2).
- II. **Vocabulary:** See tips in Appendix 1 (part of the original collection of units 1-4) and student handout 5.3 and 5.4
- III. **Activities:**

### Bake Sale!:

- a. Understand and follow the directions in baking.
  - b. Bake using the right measuring tools and baking equipment.
  - c. Work together as a group to accomplish the desired goal.
  - d. Use technology to design a print advertisement for the bake sale.
  - e. Organize and interpret data on sold items by using a tally chart.
  - f. Use math to determine price points and costs of goods sold.
  - g. Write a journal about their experience in baking and selling the goods.
- **Integration of Other Functional/ Academic Skills:**  
 In completing the task, the students will be able to make use of skills in other subjects:
 

**Mathematics:** Use math skills to choose and use the appropriate tools in measuring, reading the clock, and interpreting data in a chart as necessary in completing the project.

**Language Arts:** Understand and follow directions, compose a simple advertisement, and write a journal about the project.

**Technology:** Use the computer in designing a print advertisement for the project.

### DAY 1: Designing a Print Advertisement and a plan for the Bake Sale

#### Materials:

- Computers
- Printers

**Procedure:**

1. Present to the class a sample of an advertisement for a bake sale. See handout 5.3. Have them identify the important parts of the advertisement (time, place, picture, reason for the bake sale).
2. Students may use Power Point ® , canva.com or any other software to help them create their advertisement.
3. Use peer evaluation to evaluate the ads before printing. Have students decide where to advertise. They may also choose to post on the school website or social media platforms.

**DAY 2: Plan:**

In groups of four – have children decide how many baked goods they will need, the ingredients necessary, the cost of each ingredient, and the price of each baked good. Assign groups to cookies, cakes, pies, breads, etc.

(Depending on the type of school, you will either be able to provide the ingredients and the space to mix and bake, or you will have to assign it as homework. In either case, be clear about expectations.)

**DAY 3: Bake Sale!**

- Prepare the booths and put up the signs and price labels. Assign roles to each student so expectations are clear.
- You may want to role play the bake sale before actually dealing with customers.
- Teach food safety.
- Have students tally sales, collect money, and give change.

**DAY 4: Evaluation**

- In groups:
  1. Students interpret the data in the tally chart – creating a bar chart.
  2. Students add the money, subtract the cost of the goods sold, and determine profit.
  3. Students present on their item, the experience, goods sold, and profit.

- As a class:

**Discuss:** profit and the benefits and difficulties of using bake sales for fundraising.

## History: Great Migration

**Intro :**Teacher will project the image of an African American family migrating north from 1915-1920. Students will consider the following questions as they view the image.

- Who do you think the people the in the photo are? Where do they come from?
- When do you think this photo was taken? What evidence helps you determine a date?
- How do you think the people in the photo feel?
- Why do you think these people moved to Chicago?

Students will select 2 questions. They will copy and answer them on a sheet of paper. Class will discuss.

- A. **Input:** Teacher may present a film about the great migration:  
<https://www.youtube.com/watch?v=Ak1Uk8-3EE8>
- B. **Discuss:** Model and guide the discussion about why African Americans moved north – list three reasons.
- C. **Maps:** Students will mark the cities in the North where many African Americans moved. They will note population growth and discuss what this might have meant.
- D. **Sr Clara:** Sr. Clara and her husband still faced poverty – discuss why this may have been true.
- E. **Question** – If you were an African American living in the South during 1915-1920, would you have moved to the North? Explain your answer.
- F. **Make a T-chart** listing the benefits and challenges faced by African Americans who moved to northern cities. Teacher can choose to write as students share answers or students can break up into small groups (2-3) and come up with 1 benefit and 1 challenge and share out. See Handout 5.6 The following video is also helpful and has more details:

<https://www.youtube.com/watch?v=DcEPxlGGn-Y>

## Host a dinner and a meeting: roleplay

- a. Hand out script 5.7
- b. Have students set up a formal table using props
- c. Students work in groups of 7 to practice the roleplay and then perform it for the class
- d. **Closure:** Discuss the importance of hosting and manners – how do manners and ‘knowing the right thing to do’ affect meetings?

## Wrap up and exit ticket: Snowstorm

- a. Students free write what they’ve learned about Sr. Clara Muhammad. They can include any new thoughts or ideas that occurred to them during this lesson period. Then, given a signal, they scrunch their papers up into a ball and throw into the air. Everyone picks up a snowball and reads aloud what they find.



## Differentiation: Scaffolding learning

- Pre-reading activity
- Vocabulary handout
- Choice of activities
- Grouping strategies

### Lower level learners and ESL learners:

- Bake sale: Use one recipe and make together as a class. And/or diversity groups
- Sr. Clara Muhammad once wrote,

Hush! There's a voice from the Far-Away!  
Listen and learn for it seems to say  
Allah is with you by day and by night  
Trust Him and He will lead you into The Light

Memorize and recite the poem to the class

**On level:** See activities and lesson plans

**Extension:** Students create a multi-media presentation about the bake sale for a larger audience. Make connections to the NOI and their attempts at supporting the movement.

### High level learners:

1. Budget: Plan a budget for a project, determine the funds needed and plan bake sales and other fund raising events. Predict the time it would take to raise the necessary money. Discuss and present the plan.
2. Sr. Clara Muhammad once wrote,

Hush! There's a voice from the Far-Away!  
Listen and learn for it seems to say  
Allah is with you by day and by night  
Trust Him and He will lead you into The Light!

Depict the meaning of her poem in a painting or put the poem to music.

# **Sr. Clara Muhammad**

## **Courage, Conviction, & Care**

### **(1899-1972 C.E.)**

**20<sup>th</sup> Century**

**North America: United States**



**Student Handout 5.1**  
**Sr. Clara Muhammad: Courage, Conviction, and Care**  
**(1899-1972)**



The freezer was full of homemade cakes, pies, casseroles and other delicious food. Sr. Clara had been cooking for weeks, getting ready for a family reunion. She had eight children and each child had many children. She was ready for a huge reunion. One day she called them all on the telephone and said that today was the day! They all gathered at her home, ate her good food, and honored their mother and grandmother – a truly ‘grand woman’ who had loved them and all their brothers and sisters in faith in both her heart and her deeds, every day of her life.



Sr. Clara Muhammad was the First Lady of the Nation of Islam. She spent her life building the movement and helping people.

Clara met her husband Elijah when she was 17 years old. They fell in love and soon married. They lived in Georgia and had their first two children, Emanuel and Ethel. It was a very hard life. Living in the South in the 1910s and 1920s was very difficult for African Americans. They decided to move north during the Great Migration.



Soon after they moved, the Depression hit, and life was still very hard. Sr. Clara worked hard to feed her children. Her husband Elijah was very frustrated by how hard life was.

One day Sr. Clara listened to a speaker talk about black people in a whole new way. He said that people of color were the original people and they were once kings and queens. He said that a system of racism and oppression had

changed things. Sr. Clara was inspired. She invited her husband to listen to the speaker. He was inspired, too. They both became followers of the speaker, Fard Muhammad, and when he was deported by the US government, they began to lead the new movement; Nation of Islam.

Sr. Clara worked hard to build the movement. She soon realized that her children needed a better education. They needed to learn about the history of African Americans and learn to be proud of their heritage. She began to homeschool them. It was illegal to homeschool children then, so it took a lot of courage. One day the truant officer came to her door and demanded that her children return to school. She refused and said that she would rather die than send her children to public school. She then opened a private school for her children and other children of the Nation in her home. The children learned to be proud of their heritage; they learned reading, writing and arithmetic along with Arabic and Islamic studies. It was a whole new school experience.



Sr. Clara also taught workshops and classes to adults. She taught women to make whole wheat bread and to manage a household. She believed in healthy food and good living.



Sr. Clara hosted many meetings in her home. Some important guests included Malcolm X and Muhammad Ali. They came to her home to meet and plan. Sr. Clara certainly influenced them and encouraged their good faith and kind growth.

Pie and cake were specialties of Sr. Clara Muhammad. She would be sure to donate her homemade baked goods at every bake sale. Her breakfast homemade whole wheat toast was well known, as was her layer cake. Whenever Sr. Clara's treats sat on a table at a bake sale, they would be sold very quickly. She helped support Nation projects by donating lots of baked goods.



Sr. Clara died in August, 1972. Hundreds of people came to pay their respects and remember the woman of courage and care, the woman who had led them and believed in them. She was a grand woman. They loved her and she left a legacy of luminary leadership.





**Student Handout 5.2**  
**Recipe: Sr. Clara Muhammad: Courage, Conviction, and Care**  
**(1899-1972)**

### Bean Pie Recipe

**Ingredients:**

- Navy beans – 2 cups cooked
- 14 oz of half and half, cream or evaporated milk
- 1 stick of butter – softened
- 1 tsp nutmeg
- 1 tsp cinnamon
- 2 T flour
- 1 cup white sugar
- 1 cup brown sugar
- 4 eggs
- 2 T vanilla flavoring, or pinch of vanilla bean



**Instructions**

- Preheat oven to 350 degrees
- In a blender or food processor, blend beans, cream, eggs, sugars, spices and flour until smooth
- Add vanilla
- Pour into pre-made pie shells
- Bake for one hour or until set

**Crust:**

**Ingredients:**

- 2 cups of sifted flour
- 1tsp salt
- 2.3 cup butter or shortening
- 5-7 T ice water

**Instructions:**

- Cut flour and butter together using a pastry cutter or fork and knife
- Add salt
- Add water 1 T at a time till a dough is formed
- Roll out on a flat surface. Use plastic wrap on the counter and on your rolling pin to avoid sticking.
- Fill and bake



**Student Handout 5.3**  
**Vocabulary: Sr. Clara Muhammad: Courage, Conviction, and Care**  
**(1899-1972)**

Word: \_\_\_\_\_

Have you heard this word before?

Yes                  No

Definition:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

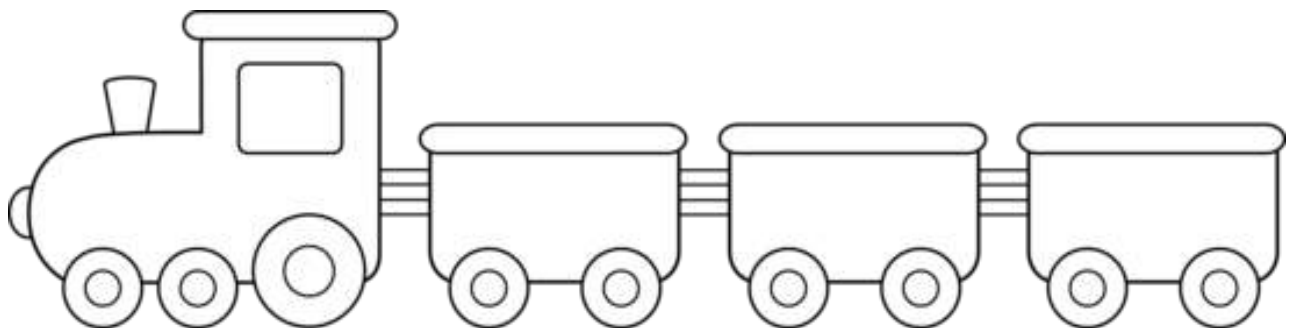
Use the word in a sentence:

\_\_\_\_\_

Write your partner's sentence:

\_\_\_\_\_

The synonym train: What words have similar meanings to your original word?





**Student Handout 5.4**  
**Vocabulary 2: Sr. Clara Muhammad: Courage, Conviction, and Care**  
**(1899-1972)**

Word list:

Word	Part of speech	definition
homemade	adjective	Made at home and not at a store or in a factory
reunion	noun	Two or more people coming together after a period of absence
huge	adjective	Extremely large
grand	adjective	large or important; magnificent
frustrated	adjective	Feeling of distress or annoyance
heritage	noun	Cultural traditions, history, inheritance
proud	adjective	Feeling pleasure at accomplishments
inspired	verb	The urge to do something

Put the words in alphabetical order. Count the syllables:

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_
5. \_\_\_\_
6. \_\_\_\_
7. \_\_\_\_
8. \_\_\_\_

**Student Handout 5.5**  
**Bake Sale Sample Ad**  
**Sr. Clara Muhammad: Courage, Conviction, and Care**



**Student Handout 5.6**  
**T-Chart: Sr. Clara Muhammad: Courage, Conviction, and Care**


**Student Handout 5.7**  
**Role Play: Script**  
**Sr. Clara Muhammad**

**A Dinner with Sr. Clara.**

**Characters:** Br. Malcolm, Mohammad Ali (Cassius Clay), Sr. Clara, Br. Elijah

**Theatre personnel:** Director, Assistant Director (sound and props etc.. )

*Ding dong – the bell rings and Sr. Clara goes to open the door.*

Sr. Clara: Assalamu alaikum, Br. Malcolm! I am so happy you were able to join us for dinner. Please come in.

Br. Malcolm: Wa alaikum assalam! Thank you, my dear Sister. I am happy to be here, too.

Br. Elijah: Assalamu alaikum Br. Malcolm. Come over here and have a seat. We have a lot to talk about. I'm hoping we can open a new Temple in Detroit.

Br. Malcolm: Wa alaikum assalam Br. Elijah. I am at your service and happy to do what I can to help.

Sr. Clara: Now Br. Elijah, let's have our dinner before we start talking about your plans.

*The bell rings again*

Sr. Clara: Assalamu alaikum Br. Cassius! Welcome to our home.

Mohammad Ali: Wa alaikum assalam Sister. I am pleased to be here! Assalamu alaikum my brothers!

*All: Walaikum assalam Brother!*

Sr. Clara: Dinner is served. Please join me.

[All the men sit down. They don't start eating until Sr. Clara has sat. They all say "bismillah" (in the name of God) and when she begins to eat, they start. The conversation continues.]

Br. Malcolm: Br Elijah – what do you need me to do?

Br. Elijah: Well, Br. Malcolm, I was hoping you could speak down there next weekend. Get the folks excited about our new project. Maybe get some financial help.

Sr. Clara: We will be having a bake sale on Sunday. He could speak then.

Br. Elijah: Yes, good idea.

Mohammad Ali: Bring me over there and I can sting like a bee and make everyone pay up!

*Everyone laughs*

Br. Elijah: Br Cassius – tell us again how you got interested in Islam. I do love to hear that story.

Mohammad Ali: One night at a skating rink in Louisville (I was on my way home), the skating rink was located at 9th and Broadway St., while I was standing outside the building in a crowd of about 400 people, all black people, like most boys I was looking for a pretty girl to say something to. A black brother dressed in a black Mohair suit, white shirt and a black bowtie was selling some newspapers called Muhammad Speaks. At that time, it was the first time I had seen a Muhammad Speaks newspaper. The brother walked up to me and said, ‘My brother, do you want to buy a Muhammad Speaks newspaper, so that you can read about your own kind, read the real truth of your history, your true religion, your true name before you were given the White Man’s name in slavery?’

One thing in the paper made me keep it, and that was a cartoon. The cartoon was about the first slaves that arrived in America, and the cartoon was showing how the black slaves were slipping off at the plantation to pray in the Arabic language, facing east. And the white slave master would run up behind the slave with a whip and hit the poor slave on the back with a whip and say, ‘what are you doing praying in that language, you know what I told you to speak,’ and the slave said, ‘Yes sir, yes sir, Master. I will pray to Jesus, sir, Jesus.’ And I liked that cartoon. It did something to me. And it made sense.

Br. Malcolm: mmm hmmm – yes sir. Be peaceful, be courteous, obey the law, respect everyone; but if someone puts his hand on you, send him to the cemetery. And I know you can do that Br. Cassius.

Sr. Clara: Brother Malcolm and Br. Cassius – I want to remind you that we are at the dinner table. Let us save such rhetoric for the microphone.

Br. Elijah. Br. Cassius – I am going to give you a better name. I am going to call you Mohammad – after the great Prophet Mohammad – a name I carry and my wife carries as well. And I am going to give you the name Ali. He was a strong man as you are. You will do great things and you need a great name.

Mohammad Ali: Mohammad Ali.... I like it. I am a Muslim and this is my new Muslim name. Tell me what I can do to help build this movement.

Sr. Clara: Right now, you can eat your pie and place your napkin on your lap.

Mohammad Ali: Yes, ma’am.

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