

Leadership and Legacy: Muslim Women Remembered

A Teaching Packet about Muslim Women in History



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Middle School and Secondary Packet

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

Overview:

The following material is assembled in hopes of “giving rise to women’s voices.” Its intent is to demonstrate a way that teachers and students can work together to promote awareness of both historic and contemporary Muslim women.

Overall Learning 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, diversity, acceptance of differences, empathy and civil courage.

Common Core Language Arts Standards

<u>High School Common Core Standards</u>	<u>Middle School Common Core Standards</u>
<p><i>Reading Informational Text: Key Ideas and Details</i></p> <p>CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.2</u> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><i>Reading Informational Text: Key Ideas and Details</i></p> <p>CCSS.ELA-LITERACY.RI.8.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.8.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RI.8.2</u> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>
<p><i>Writing:</i></p> <p>CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine</p>	<p><i>Writing:</i></p> <p>CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine and</p>

and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
<p><i>Vocabulary Acquisition and Usage:</i></p> <p>CCSS.ELA-LITERACY.L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><i>Vocabulary Acquisition and Usage:</i></p> <p>CCSS.ELA-LITERACY.L.8.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p><i>Speaking and Listening:</i></p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p><i>Speaking and Listening:</i></p> <p>CCSS.ELA-LITERACY.SL.8.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.SL.8.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

National Social Studies Standards (NCSS)

<u>High School NCSS</u>	<u>Middle School NCSS</u>
<p>Prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors; guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.</p> <p>Encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.</p> <p>Support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern._____ _____</p>	<p>Guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world.</p> <p>Assist learners in understanding the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.</p>

Lesson Plan

Enduring Understandings:

- Geography influences needs, culture, opportunities, choices, interests, and skills.
- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- History involves interpretation; historians can and do disagree.

Lesson Plan Objectives:

Time: 100 minutes

Activities:

Day 1: Developing Background and Context

- Pre-Activity: Have students use active reading strategies (Questioning, Monitoring and Summarizing) to read the background information on Andalusia.
- Warm Up: Ask the question, “How did the geography of Andalusia pave the way for explorers to travel to the land of Spain?”
- Group Activity: Pose the question: “Why do you think conflict is inevitable? Desirable? Avoidable? And then have each group do a preliminary research investigation on a specific group of explorers. Have them report their findings at the end of class.

Day 2: Developing an appreciation for how one woman influenced society.

Essential Question: How does what is written or not written influence us?

- Pre-Activity: Distribute Lubna article to the class. Have students use active reading strategies of questioning, monitoring, and summarizing as they read it. Perhaps use this as a homework assignment
- Warm Up: Gallery Walk: Have students look at the pictures and place sticky notes in designated places about their observations. Then hold large group discussion.
- Now distribute the last paragraph of the article.
- Pose the question:
 - Do you feel differently about the article after reading the last paragraph?
 - Do you think that the last paragraph should be removed or kept?

Activities:

- Pretend the article on Lubna was found in a recent newspaper. Write a letter to the editor persuading the editor to add the last paragraph of the article. State clear and logical reasons for your opinion.
- Now write a second letter persuading the editor to remove the last paragraph. State clear and logical reasons for your opinion.
- Hold a debate discussing whether historians should speculate on other opinions or should only report known facts.
- Ask the students to write an expository essay on the following topic: How does what is written or not written influence us?

Extension activities

Essential Question: How does what is written or not written influence us?

- Distribute Lubna Part A article to half the class and Lubna Part B article to the other half.
- The Part A article eliminates the speculation that there may be more than one individual who was part of the intellectual movement in Cordoba.
- The Part B article addresses the notion that there may have been two female intellectuals in Cordoba who were amalgamated into one.
- Have the students jot down ideas about their article. Tell them to pay particular attention to the last paragraph.
- Without telling the students that the articles are different, pair them up (One Part A person with one Part B person) and have them share their insights for five minutes.
- Ask the students “What did you notice about each other’s insights?” “Was there a difference in how you perceived the article?” Why?
- Ask them to swap papers and re-read the last paragraphs of the articles. Pose the following questions:
 - Do you feel differently about the article after reading the last paragraph? Why or why not?
 - Do you think that the last paragraph should be removed or kept?
 - Is it more sexist to believe that a woman cannot have carried many duties or to believe that no more than one woman could have been influential? Which way of thinking is more problematic? Is either problematic?

Activities:

- Ask the students to write an expository essay on the following question: “Why might a historian erase an individual from the analogs of time?” Or
- Why might a historian emphasize one historical person and their accomplishments? How do historians choose what to study and what to write about?

Teaching plans for the essay:

Good Expository writing includes

1. A strong thesis
2. Clear details and good sequence
3. Descriptive words

Activities:

1. "Would you rather?":
 - a. Teach students a strategy for making choices using a table on the board with a "pro" column and a "con" column. Ask a simple and fun question. Would you rather text your friend or talk on the phone?
 - b. Ask students to list reasons. Write them on the board in the appropriate pro or con space.
 - c. Discuss "many reasons" and "compelling reasons" – students may have many reasons for telephoning instead of texting, but a compelling reason like "my friend is deaf" is a deal breaker.
 - d. Have them write a thesis statement: "I would rather text than telephone my friends because one, two, three."
2. Details matter:
 - a. Practice details by asking the students to write a paragraph giving instructions for making a peanut butter sandwich.

- b. Ask three students to read their paragraph outloud while the teacher does exactly what the instructions say and no more. So if the paragraph says “put peanut butter on the bread” the teacher would place the jar of peanut butter on the loaf of bread, etc.
 - c. Rewrite the paragraph with enough detail to get a sandwich made and served.
 3. Descriptive details
 - a. Divide students into pairs. Give them a simple sentence like “the cat meowed.”
 - b. Students should add adjectives, adverbs, and figurative language until the sentence is alive.
 - c. Read their sentences to the class.

Brief History of Andalucía

Andalucía, with its extensive coast and close proximity to Africa, was often one of the first regions to be explored and settled by new tribes. In fact, many groups from North Africa and Western Europe invaded and inhabited this area. Because of this, the people did not have a single shared culture, nor did they share a single language. In 8,000 BCE, North African Tribes (known as Iberians) established farming settlements. By 4,000 BCE, a complex society with a rich urban culture had developed. Phoenicians (from present-day Lebanon) also settled along the seaboard, established a trading industry, and founded the seaport of Cadiz, the oldest city in Europe.

The Phoenicians were followed by the Celts in 800 BCE, who moved south across Europe into Andalucía. By 700 BCE, the Tartessus Kingdom was flourishing in Andalucía, and a century later Greek sailors founded trading ports along its shore. Beginning in the 6th century BCE, the Phoenicians and Greeks were pushed out of the western Mediterranean by Carthage, a former Phoenician colony in modern Tunisia, which promptly colonized Spain. Inevitably, another power rose in the Mediterranean area -- Rome. The Punic Wars then ensued, with Rome setting its sights on conquering Spain. In 152 BCE, the Roman colony of Córdoba, became capital of Baetica province, covering most of today's Andalucía. Next, came the Visigoths, a Germanic people who ousted Rome in 410 CE. By 700 CE, famine and disease in the Visigoth capital of Toledo caused the kingdom to fall apart, paving the way for Muslims to arrive.

In the 8th century, Arab and Berber Muslims crossed the waterway between Africa and Europe. They landed on a mountain of stone that juts out from Spain. When the settled people met the explorers, they named them Moors, a term that means “dark skinned.”

For the next eight hundred years, Spain was known by its Arabic name, Al-Andalus. The Moors brought innovative ideas such as astronomy, art, mathematics, enhanced architectural techniques, and a new religion: Islam. Soon after, Abd Al-Rahman became the emir of Al-Andalus. The Muslims succeeded in unifying most of Spain. Hence, in 929 a period of peace ensued and paved the way for a civilization of knowledge and refinement to emerge allowing for one woman -- Lubna of Córdoba -- to emerge as a prominent figure in history.



Article A

Lubna of Córdoba: An Andalusian Intellectual

10th Century A.D.

Little is known about Lubna of Córdoba, yet what is known is quite remarkable.

Lubna lived in the 10th century A.D. and was raised in Córdoba at the court of Sultan Abd Al-Rahman III, who was directly descended from Abd Al-Rahman, the first emir of Córdoba. Some say Lubna was a slave of Spanish descent who rose to power in the Andalusian court - a remarkable accomplishment for anyone, but quite extraordinary for a slave and a woman. At a time when men predominated in positions of authority, Lubna's numerous roles in court society were quite an achievement. She was known as an eloquent poet, prolific scribe, renowned court member, and avid polymath.

Lubna's first role, as secretary and scribe to the Sultan and his son (Hakam II Ibn Abdur-Rahman), granted her access to and eventual control over the Royal Library of Córdoba, which was considered the most important library of its time. Some sources claim that she was personally responsible for acquiring new items for the library and that she traveled to Cairo, Damascus, and Baghdad to obtain these valuable books.

Her role as a scribe was an equally important one as well. Rather than simply copying books word for word, she had the enormous task of translating difficult texts, including works from Euclid and Archimedes. In addition, she would provide her own annotations to already existing texts.

Lubna felt that knowledge should be shared. As she was walking to and from the Umayyad palace, she would share her knowledge with local children; helping them recite times tables or giving them equations to solve. Historian and chronicler Ibn Bashkaval referred to her in the following manner: “She excelled in writing, grammar, and poetry. Her knowledge of mathematics was also immense, and she was proficient in other sciences as well. There were none in the Umayyad palace as noble as her.” Truly, Lubna’s legacy to the society of Al-Andalus lives on.

Article B

Lubna of Córdoba: An Andalusian Intellectual

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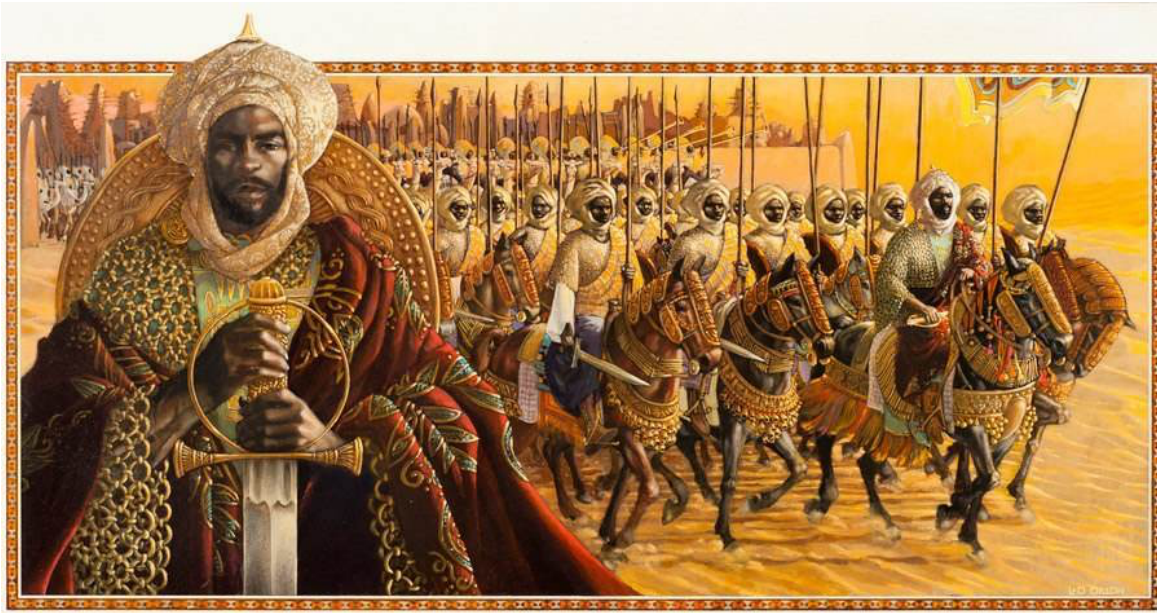
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A researcher named Kamila Shamsie makes the suggestion that the image we have of Lubna today is in fact the amalgamation of two different women. One of them was indeed Lubna, whereas the other was possibly a woman called Fatima. She argues, based on her research, that Lubna was indeed a mathematician, a scribe, a copyist, and a poet. But it was actually Fatima who scoured the book markets of the Arab world in search of works to add to the royal library. Fatima was erased from history because in a society with a multitude of male intellectuals, it was impossible for researchers to grasp the fact that two women intellectuals could co-exist. Regardless of whether Lubna was one woman or in fact two different women, it does not diminish her legacy.

Moorish Empire



Phoenicians



Phoenicians



Emir of Cordoba





Portrait of a Moor Soldier

Final Paragraph Handout:

A researcher named Kamila Shamsie makes the suggestion that the image we have of Lubna today is in fact the combination of two different women. One of them was indeed Lubna, whereas the other was possibly a woman called Fatima. She argues, based on her research, that Lubna was indeed a mathematician, a scribe, a copyist, and a poet. But it was actually Fatima who scoured the book markets of the Arab world in search of works to add to the royal library. Fatima was erased from history because in a society with a multitude of male intellectuals, it was impossible for researchers to grasp the fact that two women intellectuals could co-exist. Regardless of whether Lubna was one woman or in fact two different women, it does not diminish her legacy.

Letter to the Editor Assignment Instructions

Task 1: You have submitted your article about Lubna to the newspaper. Your article includes the speculation that Lubna might be two individuals. When the newspaper comes out, the editor has removed that paragraph. Write a letter to the editor demanding that she reissues the article with that paragraph.

Task 2: You have submitted your article about Lubna to the newspaper. Your article portrays Lubna as one woman, capable of accomplishing many things. When the newspaper comes out, the editor has added a paragraph that implies that she was two different women. Write a letter to the editor demanding that he reissues the article with that paragraph removed.

Parts of the Letter:

1. Heading: Look up your local newspaper and use the name of that newspaper and the address of that newspaper for your heading.
2. Greeting: Look up the editor of that newspaper and address the letter to him or her.
3. Letter Contents (see instructional letter)
4. Closing
5. Signature

Instructional Letter:

Miss Nancy News
Detroit Free Press
123 Paper Lane
Detroit, Michigan 48202

Dear Miss News:

In this paragraph you reference the article you are talking about and the reason you are writing to the editor. State your main point or thesis clearly in the final sentence of this paragraph.

In this section you are giving concise reasons as to why the editor should grant your request. Clearly state at least three compelling reasons why you believe the editor should do what you ask. Back up each reason with logical arguments and give examples if you can.

In this paragraph, you are making for a call to action. Ask the editor to implement your plan.

Sincerely,

Sign or type your first and last name

Debate Handout:

Terminology and Example:

1. Resolution: topic of debate
 - a. Example: *Including logical speculation in historical articles promotes critical thinking.*
2. Affirmative Side (Proposition): Supports the Resolution
 - a. *We believe including logical speculation in historical articles promotes critical thinking.*
3. Negative Side (Opposition): Rejects the Resolution
 - a. *We believe that including logical speculation in historical articles does not promote critical thinking, rather it promotes confusion.*
4. Constructive Speech: This speech introduces your side passionately by giving a background on the importance of this issue. It also uses Ethos, Pathos, and Logos to garner support. It provides clear evidence, examples and logical reasons.
5. Rebuttal/Refutation: This is the response to the opposing position points.
 - a. Format: My opponent statesbut I disagree because
 - b. Example: *While posing speculation may seem like a good idea, middle school students may not be developed enough in their critical thinking to differentiate between supported information and speculation.*
6. Discrediting: This is a rebuttal strategy used to make someone look bad.
 - a. *My opponent may have good intentions, but she does not understand the full magnitude of the argument.*

Debate Outline:

- I. Resolution:
- II. Constructive Speech
 - A. Background Information and Significance of Issue
 - B. Point, Example, Statistic, Fact (at least 4) to support your side of the issue
- III. Rebuttal
 - A. Research other point of view
 - B. Select the most common arguments
 - C. Look for the flaws in the argument and prepare statements to refute these points.
- IV. Conclusion
 - A. Use discrediting strategy
 - B. Restate main points quickly
 - C. End with "This is why the opposition or proposition has won this debate."

Note: Although you have researched possible points the opposing side may make, your ideas might be different from what is actually presented. Therefore, during the debate, you are required to take notes. This process is called flowing. If your opponent uses one of the points you researched, this makes your job easier. If they use something you did not think of, you need to write it down and think of a way to refute it. Listen carefully and only bring up the points that they articulated.

Debate #2: Set up another debate about women in history. Craft the resolution, and the affirmative and negative statements.

Expository Essay:

Write an essay that responds to one of these questions:

- Why might a historian erase an individual from the analogs of time?
- Why might a historian emphasize one historical person and their accomplishments?
- How do historians choose what to study and what to write about?

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