

Units 1-4



Unit 5

Upper Level Teaching Packet



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

Middle & Secondary Level
7th – 12th Grade
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 forward 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.

Common Core Language Arts Standards

High School Common Core Standards	Middle School Common Core Standards
<p><i>Reading Informational Text: Key Ideas and Details</i> 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. <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. <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> 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. <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. <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> CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and</p>	<p><i>Writing:</i> CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and</p>

<p>information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p><i>Vocabulary Acquisition and Usage:</i> 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. 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> 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. 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> 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. <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> 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. <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>

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 does conflict inspire change?
- What can we learn from challenges?
- How do challenges affect our perspective?
- How do specific words affect our mood or opinion of an article?
- How do diction, syntax, and imagery reveal an author's style and voice?
- To what extent do mood and tone reveal an author's style and voice?
- What can we learn from word choice?
- What can we learn from the past?
- In what ways are we connected to the past?
- How can studying the past help us?
- What causes change?
- What remains the same?
- 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 and why do beliefs change?
- How do our personal stories reflect varying points of view and inform contemporary ideas and actions?

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 analyze and interpret success
- Students will write a letter using professional conventions and mechanics

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, and 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 – both as a healthy alternative to sweet potato pie and as 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. Read and Learn: Read the Article attached (**handout 5.1**)
- II. Vocabulary: See tips in Appendix 1 (part of the original collection of units 1-4) and student **handout 5.2**
- III. Activities:
 1. **Discuss:** Success! Students listen to this lecture (or another about success) <https://www.youtube.com/watch?v=AhTMpxred2Y> and take notes. Sit in groups and consider the lecture, the article about Sr. Clara Muhammad, and their own experiences. Draw a group mind map that depicts *Success*. Students could use this software: <https://mindnode.com/> or draw it freehand.
 - a. Read the article in Student **5.1**: Underline indicators of success.
 2. **Think, create and share:** How important is social media to personal and organizational success? Using Handout 5.3, students create social media accounts for Sr. Clara Muhammad. What might she tweet? How do you think she would have used Facebook? What about Instagram? Create a week of possible posts. Present to the class as posters. Do a gallery walk and listen to students explain why they chose the posts/tweets that they chose.
 3. **Write a letter:** In order to join the NOI in the early days, members had to write mistake-free letters of acceptance. Use Handout 5.4 for format.
 - a. Write a cover letter for employment – explain why you will be a successful employee.
 - b. Alternatively, write yourself a pledge of success.
 - c. Alternatively, write citizenship letters – describe what it means to be a successful citizen, pledge to do your best to be successful.
 - i. During the NOI, members also had to use their best penmanship. Today we use computers to format and type our letters. Write your letter in your best handwriting.
 - d. Share your letters, mail them to yourself, or send them to your principal, etc..
 4. **Wrap up and exit ticket:** Snowstorm
 - a. Students free-write what they've learned about Sr. Clara Muhammad and success. They can include any new thoughts or ideas that occurred to them during this lesson period. Then given a signal, they scrunch them up into a ball and throw them 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:

- Have students copy a model letter in decent penmanship, and then write a letter based on the model.

On level: See activities and lesson plan

Extension: Students create a multi-media presentation about success

High level learners:

1. Sr. Clara Muhammad's husband was not always faithful, yet she remained faithful to the cause and loyal to him. Design a talk show where the interviewer asks this 'tough' question. Work in a group to imagine what Sr. Clara might have said. Do your best to be true to her ethic.
 - Questions for consideration:
 - Was part of her success the lack of victimhood? Do you think she would have been as successful as she was if she self-identified as a victim? Was she a victim?

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 computer generated image.

3. Find quotes about success from other famous women and publish a book of quotes about success.

Sr. Clara Muhammad
Courage, Conviction, & Care
(1899-1972 C.E.)

20th Century

North America: United States



Student Handout 5.1

Sr. Clara Muhammad: Courage, Conviction, and Care (1899-1972)



A boot was boiling on top of the stove. The steam and heavy leather smell lulled Clara Evans Poole’s hungry children to sleep. All day she had searched for food but, returning empty handed, she found another way to comfort her family.

Young Clara was a problem solver and a creative caretaker of her people. Though her hardship was palpable, she held on to her dignity, her morals, and her faith.

In 1930, at the age of 29, Clara attended a meeting with a man called Fard Muhammad. He preached that black people were the original people, and that the Christian faith had duped black people into continuous enslavement to white rule and white privilege. She found his talk inspiring and full of hope. Filled with the realization of the reality of her condition, and the condition of her people, she encouraged her husband, Elijah Poole, to attend his meeting and learn about his organization. The rest was history. They changed their names to Elijah Muhammad and Clara Muhammad, and led a Muslim movement that would challenge racism, oppression, and the status quo throughout North America.



In the early days, Elijah Muhammad was a conscientious objector to the war, and he was imprisoned for four years. There were also years of death threats when he had to spend his time in hiding. During this time, Sr. Clara Muhammad led the Nation of Islam with grace, devotion, and stupendous organizational skill. The Nation was still small, and her leadership was crucial to sustaining the movement.

While Elijah was in prison, Sr. Clara would visit him in order to plan and report on progress within the Nation. She wore her Muslim dress, a long over garment and headscarf that flowed toward the back, even though it was strange and invoked stares and jeers. Her husband had requested a copy of the Holy Quran to read while incarcerated, but he was refused. Clara, ever the problem solver, set up a committee of scribes. She and other women handwrote chapters of the Quran to be delivered at every visit. Later, the Quran was finally allowed in as a holy book, due to the efforts of Sr. Clara and her women scribes.



As her children grew, she became wary of the public school system. She suspected that it was part of the system that kept black people oppressed. She pulled her children out of school and began to homeschool them. This was illegal and the police came to her door. She stood strong and tall and said, “I would rather die than send my children to the public school system.”

Other parents joined her, and she opened a primary and secondary school called “The University of Islam.” She was the first teacher and principal. The school building was her home. The school offered classes in reading, science, arithmetic, Islamic studies and Arabic. She intended her graduates to be highly educated, full of confidence, and rooted in faith. And they were – for over fifty years the University of Islam, later renamed the Sr. Clara

Muhammad schools, have graduated young people ready to uplift and serve their communities.

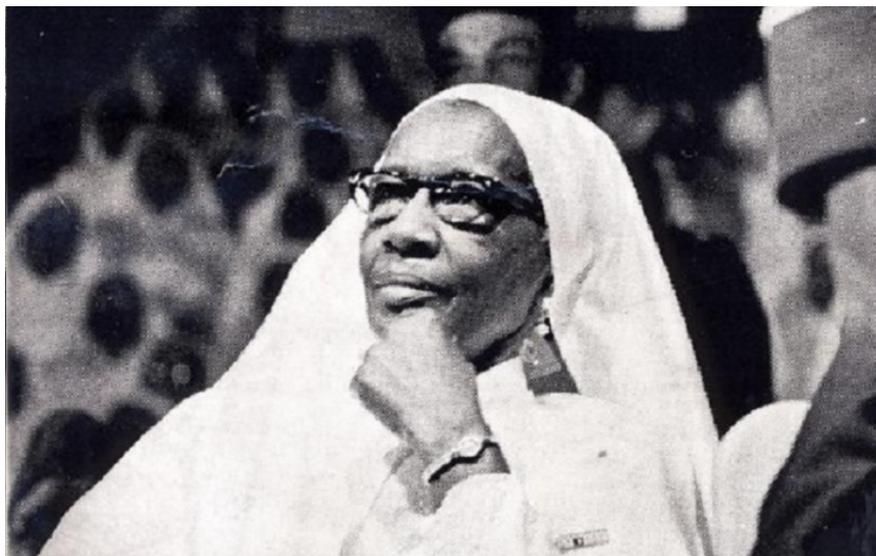
In 1968, Sr. Clara Muhammad attended a graduation and gave a rose to each graduating girl. The boys received a carnation pin. The “Giving of the Rose” became a graduation tradition – a way to remember Sr. Clara Muhammad and honor the work of the students.

Sr. Clara’s daily schedule was demanding. She would wake early for pre-dawn prayers, bathe, dress and pray. She would attend to her eight children, serving homemade whole wheat bread, toasted, every morning. She would teach school, attend to Nation business, and host numerous guests and meetings in her home. In the time in-between, she would shop at local Muslim grocery stores (ever aware of the importance of supporting Muslim businesses), cook meals for the sick, and personally deliver them. She also gave workshops to women around issues of homemaking – believing that strong homemaking built strong community. She baked from scratch and cared for every member of her family and her Nation.

In the 1960s Sr. Clara visited her son Akbar in Egypt, where he was studying at al-Azhar University. She then traveled to New York City where she taught a series of workshops before returning to Chicago and her work there.

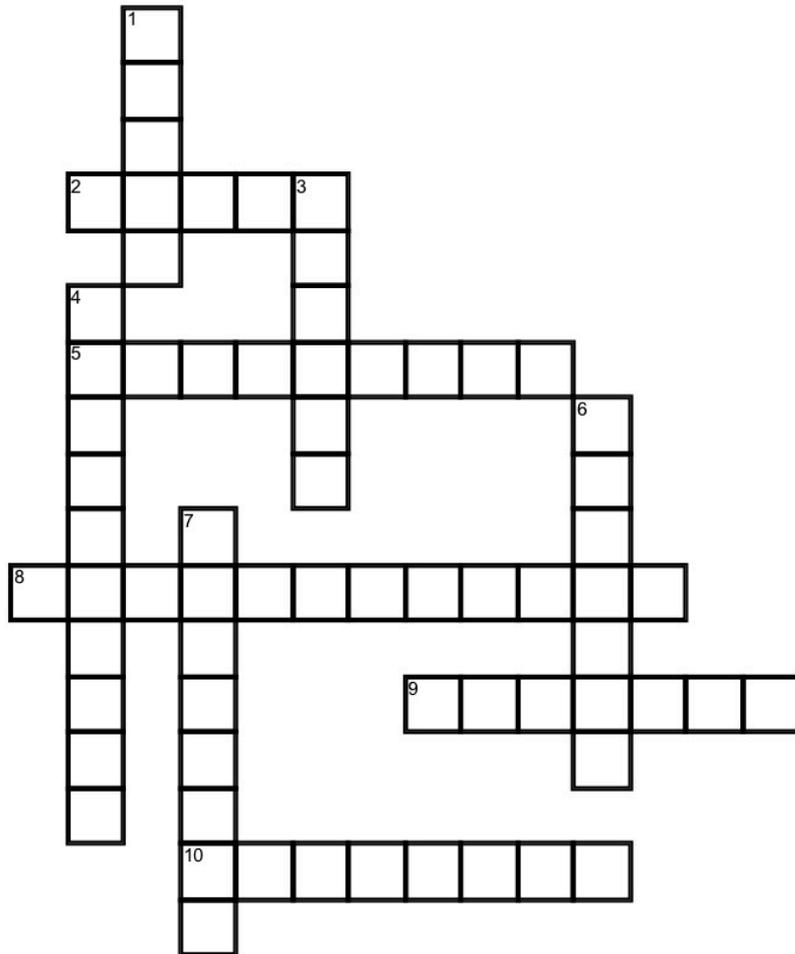
Sr. Clara had eight children. Each carried on her work in his/her own way. The most famous child was her son Warith Deen Muhammad, who renamed her schools the Sr. Clara Muhammad schools in honor of his mother.

Sr. Clara was diagnosed with stomach cancer in 1946. She underwent surgery and the doctors gave her five years to live. In 1972 Sr. Clara Muhammad walked up a red carpet to the brass doors of the new mosque on 73rd and Stony Island in Chicago. She beamed upon her growing community and saw the results of so many years of hard work. On August 12th, 1972, Sr. Clara Muhammad died in her home. She left a legacy of luminary leadership that continues today.



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

Word Work



Across

- 2 Unkind comments
- 5 Something that continues
- 8 In prison
- 9 Using whole ingredients from home
- 10 Inspiring

Down

- 1 Tricked
- 3 Hand write
- 4 Amazing
- 6 Against the law
- 7 Plainly seen or felt

Student Handout 5.3
Social Media: Sr. Clara Muhammad: Courage, Conviction, and Care

Twitter: an online social networking service. Each message is called a ‘tweet’ and is restricted to 280 characters.

Instagram: an online photo-sharing service. Users can share photos or videos either privately or publically.

Facebook: an online social media and networking site. Users share posts via their personal pages. Many public figures have special ‘public figure’ pages as well.

Snapchat, Tumbler, Pinterest and Whatsapp are other social media platforms. There are new places to communicate all the time.

Sr. Clara Muhammad on **social media**:

1. What format do you think she would use? Why?
2. What hashtags might she invent? Support?
3. How many followers would she have?
4. Who would she follow? Like?
5. What might her handle be?

Choose one social media format and create a week of posts. Design them and post them in class. Do a gallery walk to see your classmates’ suggestions.



Student Handout 5.4
Social Media: Sr. Clara Muhammad: Courage, Conviction, and Care

YOUR NAME

Address | Telephone | Email

Date

(insert name, use appropriate honorific)

Title

Company

Street Address

City, ST ZIP Code

Dear (insert name, use appropriate honorific):

Body: Use correct spelling, punctuation, and grammar.

Sincerely,

Your Name

References:

Ali, H.M. 2010, *In Her Spirit USA*: Self published

Hakim, J. 2016, Profile: The Leadership and Legacy of Sister Clara Muhammad, *Sapelo Square* retrieved from <https://sapelosquare.com/2016/02/01/profile-sister-clara-muhammad/>



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Rabata promotes positive cultural change through creative educational experiences.

Some of the projects of **Rabata** include

Ribaat: Online Academic Program that brings traditional Islamic studies learning into women's homes around the world. Sign up at ribaarabat.org

Daybreak Press: Giving rise to women's voices through publication of fiction and nonfiction work. Check out our publications here:
<http://www.rabata.org/daybreak-press/>

Daybreak Book Shop: Combating Islamophobia and building bridges with books about faith, feminism, and social justice, and providing space for formal and informal educational and community gatherings.

Circles of Light: Organized worship projects, programs, and events.

Project Lina: a workshop for converts helping them bring their whole selves to Islam.

Rabata Care: a program of support.

Leadership & Legacy: offering unit plans for teachers, homeschoolers, and administrators in order to bring Muslim women's narratives to light.

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