



**Religious Worlds of New York • Curriculum Development Project**

## Engaging Islam as a Modern, Lived Religion

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### Abstract

The unit will address key background information about Islam in order to understand Islam as a lived, diverse religion and to prepare students to complete fieldwork (both independent and class site visits) and to discuss the factors that shape contemporary understandings of Islam. This unit is designed for a public high school senior course in their second year of a 2-year IB World Religions sequence. The unit is approximately 3 ½ weeks with 45 minute classes that meet daily. Students will be assessed with a vocabulary quiz, IB Paper 1 document-based quiz, fieldwork in their portfolios, participation in Socratic Seminar, and the writing of an IB Paper 2 essay exam.

### Stage 1 – Desired Results

<p><b>Understandings/Big Ideas</b></p> <ul style="list-style-type: none"> <li>-Establishment of the religion</li> <li>-Beliefs of Islam and teachings of the Quran</li> <li>-Diversity of Islam as a religious tradition</li> <li>-Islamophobia in modern times</li> </ul>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. To what do you attribute the spread of Islam beginning in the 7<sup>th</sup> century? In modern times?</li> <li>2. How has the media shaped contemporary Islam as a diverse, lived religion? Other factors?</li> <li>3. Based on our understanding of the creation of pan-Arabism in the early 20<sup>th</sup> century, predict ahead 50 years, how might Islamophobia impact US-Muslim relations?</li> <li>4. So what? What are the larger takeaways that you have from our study of Islam as a lived religion?</li> </ol>
<p><b>Students Will Know</b></p> <ul style="list-style-type: none"> <li>-Historical context for establishment and spread of Islam in the 7<sup>th</sup> and 8<sup>th</sup> centuries CE</li> <li>-Life and teachings of Muhammad</li> <li>-Five Pillars of Islam</li> <li>-Quran, Hadith, rituals, and holidays</li> <li>-Islamic empire</li> <li>-Spread of Islam in 20<sup>th</sup> and 21<sup>st</sup> century (Arab nationalism, Arab unity, and responses to colonialism)</li> <li>-Increase of Islamophobia in modern times and especially since 2008</li> </ul>	<p><b>SWBAT (Skills)</b></p> <ol style="list-style-type: none"> <li>1. Fieldwork observation and reflection of diversity within the tradition</li> <li>2. IB Paper 1 exam on excerpts from the Quran</li> <li>3. Socratic Seminar</li> <li>4. IB Paper 2 exam on key content</li> </ol>

## Stage 2 – Assessment Evidence

<b>Assessment Evidence</b>
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Vocabulary quizzes

Fieldwork from mosque, Islamic Cultural Center, and videotape of panelists (possibly panel visit from Faiza Ali)

IB Paper 1 exam from the Quran 2:2-4

Socratic Seminar on the essential questions

IB Paper 2 exam on the Five Pillars

### Secondary Sources for EQ #1 and for IB Questions:

*The World's Religions*, Huston Smith pgs. 221-249; *God is Not One*, Stephen Prothero excerpts from pgs. 27-63;

Pluralism Project Case Study: Call to Prayer

### Secondary Sources for EQ #2:

Excerpts from Ali Asani's video recorded lecture "Introduction to Islam and Muslim Communities," youtube video:

"Hate Comes to Orange County," Excerpts from panel discussion with Faiza N. Ali and Sahar Alsahlani;

### Primary Sources for EQ #1 and for IB Questions:

Excerpts from the Quran (English interpretation): 1:1-7, 2:2-4, 4:136, 49:14, 59:23, 76:8, 89:27, 112:1-4

### Site Visits:

Mosque of the Islamic Brotherhood and Islamic Cultural Center (same day, both in Harlem); Independent field work to site or interview of the student's choosing

## Stage 3 – Learning Plan: Lesson Plans /Daily Activities

### Materials/Resources:

### Objectives and Assessments:

Week 1	
HW/Reading: Background reading from H. Smith and Prothero; Assign independent field work	Complete graphic organizer sections: describe the life of Muhammad and his teachings and explain the significance to the spread of Islam; Review expectations of independent field work
HW/Reading: Background reading from H. Smith and Prothero	Complete graphic organizer sections: describe the role of prayer and the Five Pillars and explain the significance to the spread of Islam
HW/Reading: Background reading from H. Smith and Prothero, Excerpts from the Quran	Complete graphic organizer sections: describe the role of the Quran in Islam and explain the significance to the spread of Islam
HW/Reading: Background reading from H. Smith and Prothero; Excerpts from the Quran	Complete graphic organizer sections: describe the nature of Allah in Islam and explain the significance to the spread of Islam
Vocab Quiz; Lecture on the spread and split of Islam	Vocabulary Quiz on key content; Complete graphic organizer sections on the spread of Islam and explain the differences between Sunni and Shia

<b>Week 2</b>	
Fieldwork assignment for class site visits; Portfolio checks	Check portfolios for independent site visit pre-fieldwork completion; Assign field work for site visit to Mosque of the Islamic Brotherhood and the Islamic Cultural Center; time in class to research sites and begin pre-fieldwork
Ali Asani's "Introduction to Islam and Muslim Communities," YouTube video: "Hate Comes to Orange County"	Complete graphic organizer sections: describe contemporary Muslim communities in the US and analyze the role of the media in shaping modern opinions on Islam
Excerpts from panel discussion with Faiza N. Ali and Sahar Alsahlani	Complete graphic organizer sections: describe contemporary Muslim communities in the US and analyze the role of the media in shaping modern opinions on Islam
IB Paper 1 Quiz; Class Discussion and pre-fieldwork	IB Paper 1 Quiz; Class discussion of the Asani lecture and panelists; Prepare three questions to the panelist(s) as exit ticket
Panel visit from Faiza N. Ali (and possibly from a Muslim alum)	Complete graphic organizer sections: describe the experiences of the panelist(s) as a Muslim in the US and analyze the diversity with the tradition of Islam
<b>Week 3</b>	
Class Discussion and pre-fieldwork	Debrief the panelists' presentations and discuss diversity within the religious tradition; Portfolio checks of pre-fieldwork and framing expectations for class site visit
Class site visit to Mosque of the Islamic Brotherhood and the Islamic Cultural Center of Harlem	Take field notes of experiences at both sites and analyze both the diversity within the tradition and the factors that have shaped our understanding of contemporary Islam
Debrief and field work reflections; Assign seminar	Debrief major takeaways from the class site visits and small group shares of independent field work; Time in class to work on portfolio reflections
Socratic Seminar Day 1	1. To what do you attribute the spread of Islam beginning in the 7 <sup>th</sup> century? In modern times?
Socratic Seminar Day 2	2. How has the media shaped contemporary Islam as a diverse, lived religion? Other factors?
<b>Week 4</b>	
Socratic Seminar Day 3	3. Based on our understanding of the creation of pan-Arabism in the early 20 <sup>th</sup> century, predict ahead 50 years, how might Islamophobia impact US-Muslim relations? 4. So what? What are the larger takeaways that you have from our study of Islam as a lived religion?
IB Paper 2 Exam	Significance of the Five Pillars

***For information about the Religious Worlds of New York summer institute for teachers, and more resources to enrich your teaching on religious diversity, see: [www.religiousworldsnyc.org](http://www.religiousworldsnyc.org).***