

BLM Tuesday, 8th Grade- Diversity and Globalism

Before You Begin

- This lesson is using a resource from Teaching for Change called *Black Muslims in the United States*.
- The following articles are background information about Muslims and Black Muslims in the United States.
- Vox article about Islam in the United States [A brief history of Islam in America](#)
- PEW data about Black Muslims in the US [Black Muslims account for a fifth of all U.S. Muslims, and about half are converts to Islam](#)

Content/Goal

Diversity 7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Diversity 9 I know I am connected to other people and can relate to them even when we are different or when we disagree

Students will: Demonstrate understanding of the diversity and experience of Muslims and Black Muslims in the United States from the county's origin.

Standards

https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_o.pdf

Materials

[BLM Tuesday, 8th Grade- Diversity and Globalism-Black Muslims in the United States](#)
[Black Muslims in the United States: An Introductory Activity By Alison Kysia](#)

Vocabulary

Islamophobia

Learning Plan The learning plan is outlined in Kysia's lesson plan well. The Best way to access the lesson plan and materials for it are to click on the link in "Materials" and download the lesson plan. If printing, it is best to print it from the PDF because converting it into a Google Doc destroys the format.

Slides 1-3 introduce the purpose of the lesson.

Slide 4 asks students how many Black Muslims they can name and as a gauge and to start to build a list on the board or paper.

Next, (no slide) Give each participant one meet-and-greet role. Ask them to read their roles quietly for a few minutes.

Give each participant a meet-and-greet worksheet. Read the questions out loud together as a group. Explain the following: The worksheet is a tool you can use to gather important information as you meet each other. Later, we will talk more about how the information you collected can help us define key themes in our study of Black Muslims (again, no slide since students have the questions).

Next, ask each participant to use the back of the meet-and-greet half-sheet biography to summarize, in five bullet points, the most important information they want to share about their character (slide 5).

Model or have two students model what an interaction between students should look like. After the meet-and-greet is completed (about 25 minutes), hand out the small group discussion questions. Have participants individually reflect on the activity for 2-3 minutes. Then, break participants into groups of 3-4. Participants can use the information they gathered on the worksheet to help answer the discussion questions. Allow small groups to meet for 10-15 minutes.

- If remote, move these groups to break out groups in zoom
- If in school, have them talk in groups that are socially distant

Bring the group back together as a whole to review the discussion questions and allow some participants to share their answers within the time remaining.

Revisit the learning goal (slide 6) and submit papers completed in class.

Reflection/Circle Question(s) + Taking Action

Exit Slip/Project/Performance: Students should submit reflection and Discussion sheet.

Parent Resources - Questions to send home

Homework: [A brief history of Islam in America](#), [Black Muslims account for a fifth of all U.S. Muslims, and about half are converts to Islam](#)

Homework SPANISH