

### Images of the Orient: 19th Century European Travellers to Muslim Lands

This unit, developed by CIE and co-published by the National Center for History in the Schools at UCLA, provides a first-hand look, through historical primary sources, at the experiences of Europeans traveling to distant lands. Students gain insight into how the works of these travelers influenced the perception of Islam and Muslims in Europe from the nineteenth century onwards. Lesson topics include:

- Pilgrims and Tourists
- Colonial Officials
- Archaeologists and Antiquarians
- Political Figures
- Artists, Architects, and Photographers
- Literary Figures



### The Emergence of Renaissance: Cultural Interactions Between Europeans & Muslims

Here is a collection of teaching resources that links your classroom to the wealth of recent scholarship and historical thinking. From hemispheric trade to the history of science, from art, literature and architecture to luxury consumer goods, and from religious expression to the rise of colleges, The Emergence of Renaissance lets your students hear the voices and see the sights of places, people and fascinating artifacts that contributed to this formative period in Western and world history.



Covering learning standards related to medieval and Renaissance world history from virtually every state and national curriculum document, this flexible teaching tool contains dozens of illustrated texts, activities, literature and primary source readings. Teachers can utilize the materials for lecture preparation, for in-depth exploration of history in cooperative learning settings, and for student reading and classroom activities.

The complete collection can be implemented as a mini-course or teachers can implement one or more of the four segments or just individual texts and activities. A chart keys texts and activities to topics in the world history course, helping the teacher to select the right materials for middle school, high school, or mixed ability students. Useful in science, math, and art classes, too. Includes CD-ROM of 32 slide images.

### The Crusades From Medieval European and Muslim Perspectives

This unit, developed by CIE and co-published by the National Center for History in the Schools at UCLA, provides a first-hand look, through historical primary sources, at the various types of cultural interactions that took place during the Crusades.

Lesson topics include:

- Crusaders Living in Muslim Lands
- Crusader Meets Mujahid: The Military Encounter
- Salah al-Din (Saladin): An Ideal Muslim Leader
- Ideals and Motivations for the Crusades, and the Muslim Response
- Glimpses of Women's Experiences



If purchased from [www.cie.org](http://www.cie.org) you will get a 15% discount when you use CIOGC as a reference.

## UNDERSTANDING YOUR MUSLIM STUDENTS AND THEIR BELIEFS...

### ● LINGUISTICALLY SPEAKING...

The word Islam means submission. The word Muslim means one who submits. The word Salam means peace. All three words come from the same root word slm. Tying it all together, Muslims believe that one may attain a true state of peace through submission to the Great Essence, God, from which we all emanate.

### ● ABRAHAMIC...

Islam is a monotheistic faith and falls under the umbrella of the Abrahamic religions. A Muslim, by definition, must believe in the entire line of prophets and prophetesses including – but not limited to – Adam, Noah, Abraham, Moses, Jesus, Mary, Joseph, Jacob, and Muhammad (God's peace and blessings be upon them all). A Muslim must accept all divinely revealed scriptures as the Word of God, including the Torah, the Bible, the Psalms of David, and the Qur'an.

### ● THE ESSENCE...

Setting the head coverings, kufis, and prayer mats aside, Islam essentially boils down to the concept of God as One, indivisible power, without any partners, to whom no human qualities

may be ascribed; rather that humans are to strive to acquire God's attributes as much as is humanly possible so as to elevate their spirituality.

### ● WHO IS ALLAH...

Allah is the Arabic word for God. Christian Arabs also use the word Allah in referring to God. Though English speaking Muslims use the words Allah and God interchangeably, the word Allah is unique in that it is genderless and cannot be made plural.

### ● A UNIVERSAL FAITH...

Muslims have various racial and ethnic backgrounds. Indonesia has the greatest number of Muslims. Only an estimated 13% of the world's Muslims are from the Arab world. 42% of Muslims in America are African American.

### ● YOU MIGHT LIKE TO VISIT...

[www.catstevens.com](http://www.catstevens.com) or [www.belovedmusika.com](http://www.belovedmusika.com) for an exposure to some Islamic art.

### ● YOU MIGHT LIKE TO VISIT...

[www.cie.org](http://www.cie.org), [www.ing.org](http://www.ing.org) and [www.oismidwest.org](http://www.oismidwest.org) for useful tools in teaching about Islam and the Muslim world in a public school classroom.

# Resource Guide

## on Muslim Cultural Sensitivity and Education in Public Schools

## 2008-2009

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Chicago, IL 60604  
Tel: 312-506-0070, Fax: 312-506-0077  
[www.ciogc.org](http://www.ciogc.org)



**THE COUNCIL**  
OF ISLAMIC ORGANIZATIONS  
OF GREATER CHICAGO

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**THE COUNCIL**  
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Dear school administrators,

September 2<sup>nd</sup> through October 3<sup>rd</sup> marks the Holy Month of Ramadan for students of the Islamic Faith. Many Muslim students will be fasting from dawn until sunset, abstaining from food and drink. This religious ritual is to develop God-consciousness and discipline regarding the physical and spiritual being. We would like you to inform the teachers to keep a few things in mind as many of your Muslim students fast and participate in the month's activities:

1. Students might feel tired, especially the first few days of their fast.
2. Students might request to sit separately from other students at lunch time.
3. Students might request to do an alternative assignment for physical education classes.
4. Students may attend the daily evening prayer service at the mosque (prayer center) which lasts approximately 1-2 hours. Students may become tired with repeated attendance. This may affect daily homework time.
5. During this month there is a higher level of socializing within the Muslim community due to dinners offered by friends and family. Once the daily fast is completed, a time of great festivity is often felt. (This may be correlated with the feeling of festivity during the month of December for Christians.)

We understand that this month should not hinder the educational learning of the student, but we ask that teachers be supportive of their students during this time. If you would like more information, please do not hesitate to contact us. We would be very happy to arrange for a presentation to either your staff or your students about the month of Ramadan and its implications for Muslim students.

Sincerely,



Dr. Malik Mujahid

Chairman,  
Council of Islamic Organizations of Greater Chicago

### Vision of the Council

Our aim is to be the unifying federation of Islamic organizations of Greater Chicago, the leading advocate of Muslim community interests, and a catalyst for enriching American society.

## Useful Websites for Social Studies Instructors

**Visit** [www.cie.org](http://www.cie.org) for FREE DOWNLOADS including

- Teaching Units
- Lesson Plans Accompanying Documentary Films
- Resource Collections
- Useful Websites
- Glossaries
- Thematic & Topical Lesson Plans
- Suggested Activities
- Discussion Questions
- Literary Materials
- Student Handouts
- And More!

**Visit** <http://cie.org/pdfs/smplholi.pdf> for a Teachers' Guide on Muslim Holidays and Cultural Sensitivities.

**Visit** <http://cie.org/pdfs/smplteac.pdf> for a Guide on Teaching about Islam and Muslims in the Public School Classroom.

**Visit** [www.oismidwest.org](http://www.oismidwest.org) to schedule a Global Perspectives Project for your classroom. This includes a 40 minute power point and discussion with a guest speaker, Islamic artifacts, lesson plans that correlate with your curriculum and Social Studies IL - Learning Standards, and other resources.

**Visit** [www.ing.org](http://www.ing.org) for a School Program to Prevent Hate, a Ramadan/Eid Arts and Crafts Kit, a Resource Kit on Teaching about Islam and the Muslim World, and more.

## Recieve CPDUs

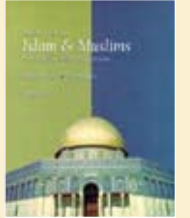
Register for a workshop on Cultural Sensitivity & Muslim Students and earn CPDUs. Contact [youth@ciogc.org](mailto:youth@ciogc.org) for more information.

## Useful Materials For Social Studies Instructors

### Teaching About Islam and Muslims in the Public School Classroom (3rd Edition)

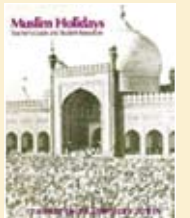
The third edition of this popular publication helps teachers with the challenging task of teaching about Islam and Muslims with clear, descriptive language. This resource contains:

- Information on beliefs and practices of Muslims, including glossary of terms, charts and graphics
- Section on sensitivity regarding Muslim students in public schools and their needs
- Annotated list of recommended books, teaching tools, video tapes and computer resources, grouped by topic



### Muslim Holidays (2nd Edition): Teacher's Guide and Student Resources

This new resource contains a teachers guide covering sensitivity issues pertaining to the needs of Muslim students in the public schools, especially in regards to the two major Muslim holidays. Also included are background readings, short stories, discussion questions and suggested activities for students. Students learn why Ramadan and the Hajj are important to Muslims, and how they celebrate the associated holidays: Eid al-Fitr, the festival of breaking the fast, and Eid al-Adha, the festival of sacrifice. Students also learn about the importance of Friday as a day congregational worship and community interaction, and about other important dates in the Islamic calendar.



### The Crusades From Medieval European and Muslim Perspectives

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### Muslim Women Through the Centuries

This unit, developed by CIE and co-published by the National Center for History in the Schools at UCLA, provides a first hand look, through historical primary sources, at the rights accorded to women by Islam, at how gender issues were actually addressed in classical Muslim society, and at the diverse roles that Muslim women played historically. Lesson topics include: Women's Rights and Protections in Islam, Gender Roles and Women's Identities in Muslim Society, Muslim Women Leaders Through the Centuries, Famous Muslim Women as Role Models.

