Daher/

African American History

World Culture/History

US History

**PA US History Standards**

Grade 9

8.1.9.A:

Compare patterns of continuity and change over time, applying context of events.

Materials & Resources

8.1.9.B:

Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

Materials & Resources

8.1.9.C:

Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

8.1.12.A:

Evaluate patterns of continuity and rates of change over time, applying context of events.

Materials & Resources

8.1.12.B:

Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

**Websites:**

Muslim Roots, U.S. Blues

<http://www.saudiaramcoworld.com/issue/200604/muslim.roots.u.s.blues.htm>

Triangular Trade Interactive Map

<http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html#top>

**Objectives:**

Students will be able to:

* Explain the importance of Islam to the development of African-American music and culture.
* Discuss the impact that Islam has on American music.
* Develop an appreciation of the role that Muslims have played in shaping U.S. History.

**Muslim Roots/US Blues**

*Notes to teachers: The following lesson can be used in several social studies classes and modified to meet the needs of the class. One suggested lesson is as follows:*

**Warm- Up (1)**

**Word Splash:**

* Write the following words on the chalkboard or overhead projector and have the students write 5-lines in a short story with an attempt to use all the words

*Muslim Roots Blues Drumming Culture*

*Westerners Qur’an fez washboards*

*Africa bridges shaykls (leaders)*

**Warm-Up (2)**

Play the two pieces of music and have students do a quick write response to the prompt:

*What are the similarities and differences in the two pieces of music, if any.*

* Using the interactive map (or handout) to discuss Triangular Trade with the students. (Directed teaching model or review)
* Hand out a copy of the article and have students read silently as you read aloud, or place the students into pairs (think/pair/share) and respond to the student handout questions or the KWL model. (Stop and take questions or comments during the reading).

Student Handout:

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

**KWL Chart**

Before you begin your reading, list details in the first two columns. Fill in the last column after reading the article.

**Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **What I Know** | **What I Want to Know** | **What I Learned** |
|  |  |  |

Student Handout:

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: After reading Muslim Roots, US Blues answer the following questions:

1. Why do you think we know so little about the history of Islam in early African-American or American History?
2. Why do historians draw a connection between the Islamic African world and the New World? Cite examples.
3. How or in what ways has this article changed your knowledge or understanding of the relationship between Islam and America?

Student Handout: Triangular Trade

