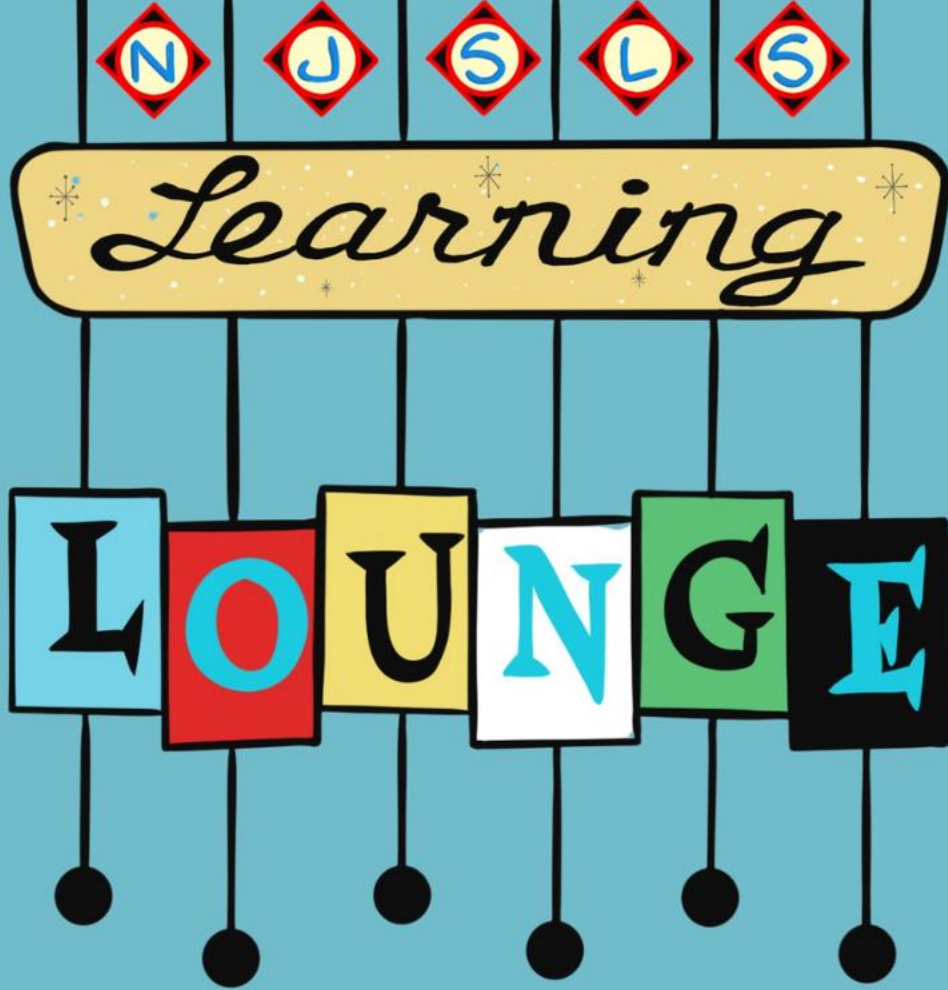


As we wait for our  
Learning Lounge to begin,  
please use the chat to share the  
subject you teach, the grade  
level(s), and what brings you  
joy in your current teaching  
assignment.

Division of Teaching and Learning  
Services

Office of Standards





# **More Than Just a Month:**

*Integrating  
Muslim American  
History  
into the K-12 Social  
Studies Curriculum*

**Division of Teaching and Learning  
Services**

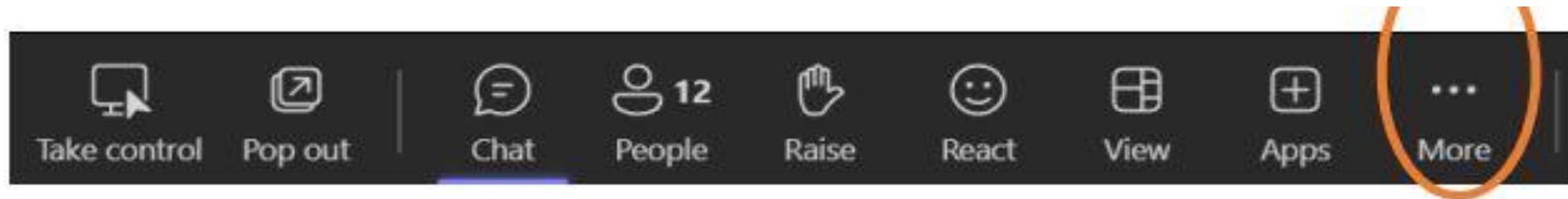
Office of Standards



# To turn on live captions:



- Once you enter a Teams meeting or webinar, at the top of your screen, find the three dots with “more” written underneath.



- Go to “Language and Speech” and click on “Turn on live captions”.



# On today's Learning Lounge...

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- Ashley Woolsey-Greene (she/her), Social Studies coordinator, Office of Standards.
- Sylvia Chan-Malik (she/her), Chair of the American Studies Department & Associate Professor of American Studies and Women's, Gender, & Sexuality Studies at Rutgers University, New Brunswick.



# Purpose of today's Learning Lounge



- Present legislation and standards that call for the integration of Muslim American history in K-12 social studies instruction.
- Offer a brief introduction to the history of Muslim Americans.
- Share strategies for inclusive and respectful instruction.
- Provide vetted instructional resources.



# Diversity & Inclusion Legislation



## 18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.





This Joint Resolution designates the month of January of each year as “Muslim Heritage Month” in the State of New Jersey. This designation would allow the State and its residents to respectfully acknowledge and promote awareness and appreciation of Muslim Americans and recognize the many contributions of the State’s Muslim community.



# Discussion

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What people, places or events come to mind when you think about Muslim Americans?



# 2020 New Jersey Student Learning Standards for Social Studies Connections





# 2020 NJSLS-SS: Grades K-2



- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.



# 2020 NJSLS-SS: Grades 3-5



- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.



# 2020 NJSL-SS: Grades 6-8



- 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
- 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights.
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.





# 2020 NJSL-SS: Grades 9-12



- 6.1.12.HistoryCC.5.a: Analyze how demographic trends, cultural diversity, and migration have influenced American life. (1870-1900)
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities. (1945-early 1970s)
- 6.1.12.EconEM.13.a: Explain how individuals and organizations have responded to inequities in the workplace. (1945-early 1970s)
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. (1970-Today)



# 2020 NJSL-SS: Grades 9-12 cont.



- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. (1970-Today)
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. (1970-Today)
- 6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy.
- 6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy.



# Muslim Americans throughout US History

Sylvia Chan-Malik, Ph.D.

Chair, American Studies

Associate Professor,

American Studies and Women's, Gender, & Sexuality Studies

Rutgers University, New Brunswick



Ashley.Woolsey-  
Greene@doe.nj.gov

# ISLAM IN/AND AMERICA: A SELECTIVE HISTORY

Sylvia Khan-Malik  
Department of American  
and Women's and Gender  
Studies  
Rutgers University-New  
Brunswick

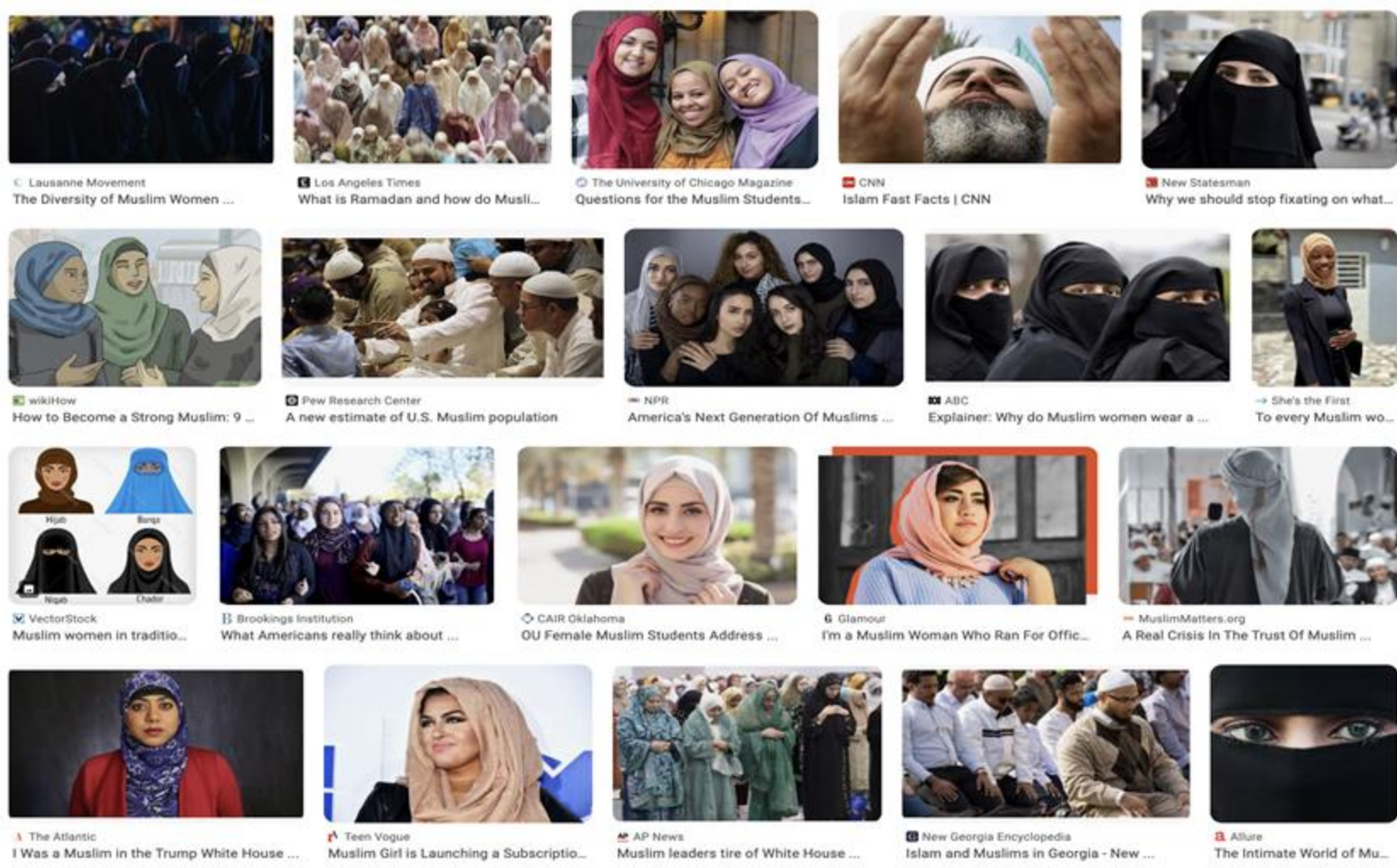


# OVERVIEW

- I. Introduction: Representation vs. Reality
- II. Representations: How America Imagines Islam
- III. Reality: Islam's American Past
- IV. American Muslims: A History Revealed*
- V. Further Reading

# I. REPRESENTATIONS

# GOOGLE SEARCH: "MUSLIM"





# GOOGLE SEARCH: "MUSLIM AMERICAN"



CNN  
American Muslims growing more libe...



Brookings Institution  
What Americans really think about ...



The Conversation  
How Muslim Americans are fighting ...



PBS  
Most U.S. Muslims proud to be Amer...



NBC News  
Hope and Despair: Being Muslim in ...



Brookings Institution  
How foreign policy factors for American ...



National Endowment for the Hum...  
How Americans View Muslims...



Pew Research Center  
Views of Muslims in the U.S., 20 years ...



Council on Foreign Relations  
The U.S., Muslims, and a Turbulent Pos...



WYPR  
What do Muslims think: Th...



The 19th News  
2022 midterms were historic for Muslim ...



NJ School Library Journal  
Representing the Mu...



YouTube  
This Muslim-American Woman Fulfilled ...



ABC News - The Walt Disney Company  
Muslim Americans confront legacy of 9 ...



ISPU  
American Muslim Poll 2022 -...



CNN  
CAIR says it received more than 8,000 ...



The Guardian  
Munira Ahmed: the woman wh...



Center for American Progr...  
The Quintessential (Musl...



ABC News - The Walt D...  
Muslim American spea...



Brookings Institution  
American Culture and the Muslim World



ISPU  
American Muslims ...

# BARBARY WARS, 1801-1815



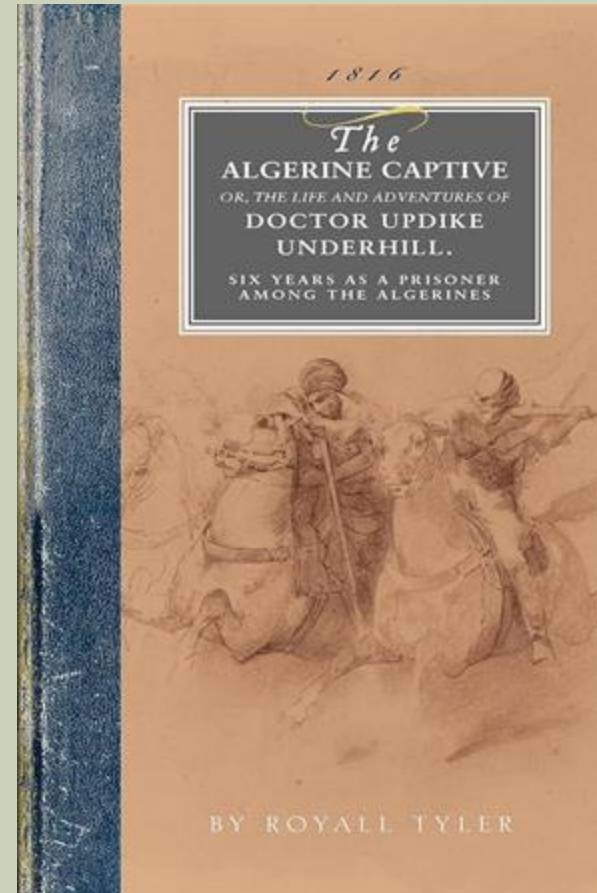
DECATUR'S CONFLICT WITH THE ALGERINES AT TRIPOLI.

"THEY WERE THE FIRST TO SEE US, AND WE SAW THEM FIRST."

From the "Journal" of the "Algerine" in the possession of the "Algerine."

London: J. & J. Partridge, New York.

Published by J. & J. Partridge, New York, at the "Algerine" in the possession of the "Algerine."





# “THE UNVEILED WOMEN OF ISLAM”

The New York  
Globe,





THE SHEIK  
(1921)

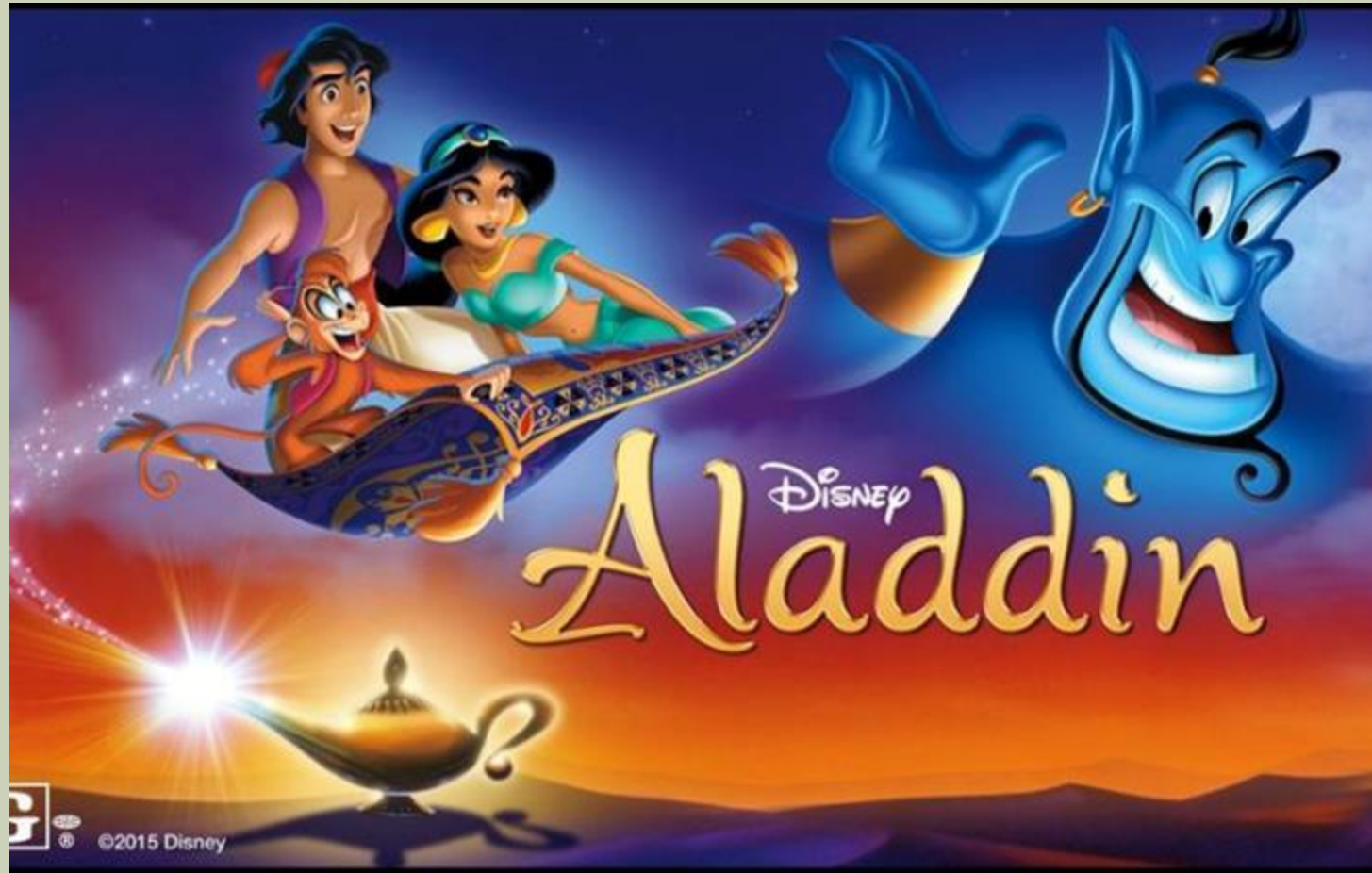




“I DREAM  
OF  
JEANNIE”  
(1955-  
1970)



# DISNEY'S ALADDIN (1992)



# HOMELAND

(SHOWTIME, 2011-2020)

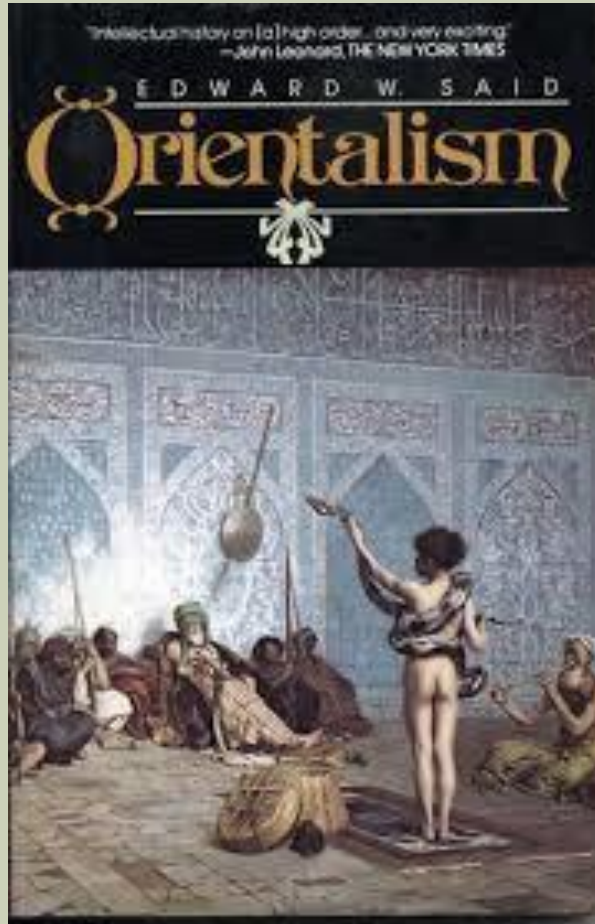


“POST-9/11”  
“JIHAD”  
“TERROR”





# EDWARD SAID, *ORIENTALISM*



“The sense of Islam as a threatening Other - with Muslims depicted as fanatical, violent, lustful, irrational - develops during the colonial period in what I called Orientalism. The study of the Other has a lot to do with the control and dominance of Europe and the West generally in the Islamic world. And it has persisted because it's based very, very deeply in religious roots, where Islam is seen as a kind of competitor of Christianity.”

- Edward Said, 2001

## II. REALITY

# SNAPSHOT: U.S. MUSLIMS

3.45 million Muslims in the U.S. (1.1% of total pop.)

By 2040, Muslims expected to replace Jews as nation's second largest religious group after Christians; by 2050, US Muslims will total 8.1 million (2.1% of pop.)

41% White / 20% Black / 28% Asian / 8% Hispanic / 3% Other

Three-quarters of U.S. Muslims are immigrants or the children of immigrants

About 40% attend religious services regularly

92% state they are "proud to be American."

Second highest levels of education among major religious groups (Jews have the highest).

90% of US Muslim women say women should be able to work outside the home (higher than general population). More US Muslim women than men have college degrees.

Half report discriminatory treatment in the last year

# SNAPSHOT: MUSLIMS IN NJ

New Jersey is home to over 300,000 Muslims and has the highest percentage of Muslim residents in the entire country, at 3.5%.

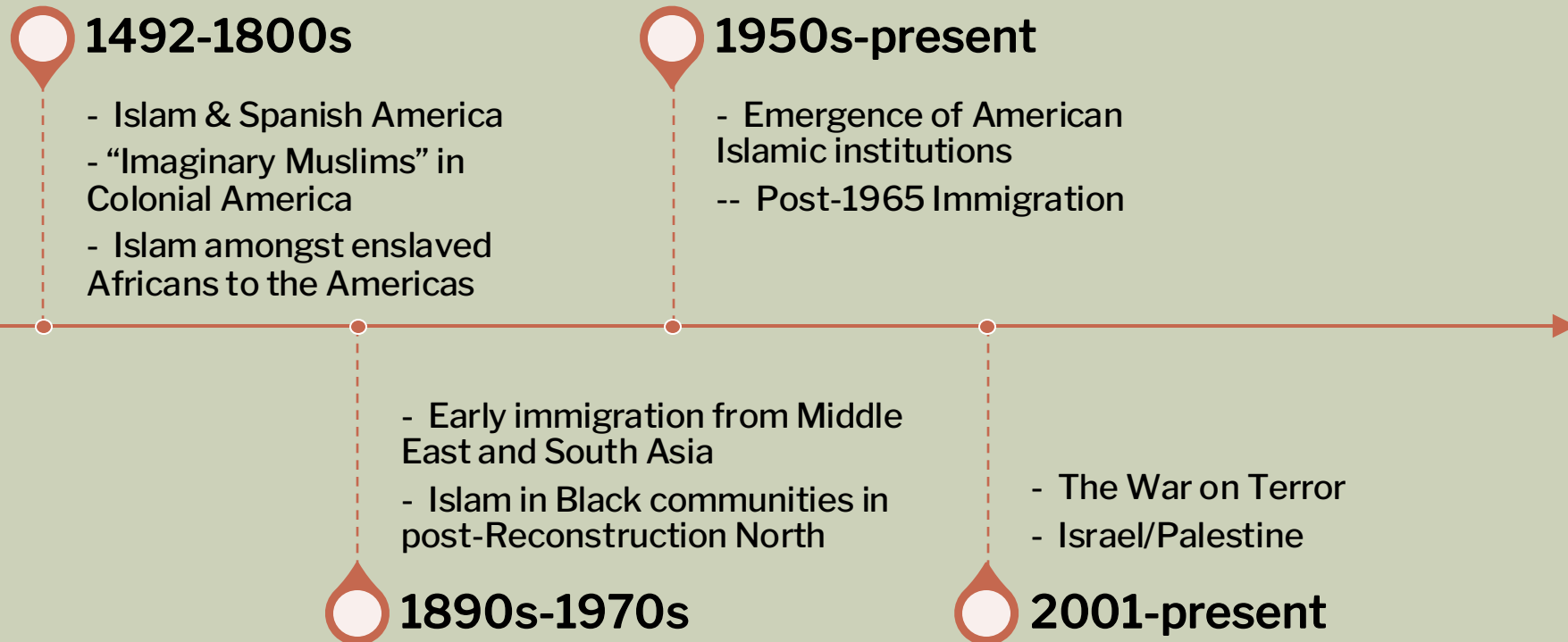
One of the earliest Islamic organizations in the country, The Moorish Science Temple, was founded in Newark in 1913.

There are over 150 mosques in New Jersey.

In addition to the Muslim population in NJ, there is a large Arab American community, many of whom are Christian and Jewish. For example, in Central Jersey, there is robust Coptic Egyptian community, one of the largest in the nation.

It is important to note that not all Muslims are Arab, and many Arabs are not Muslims.

# PHASES/SHIFTS

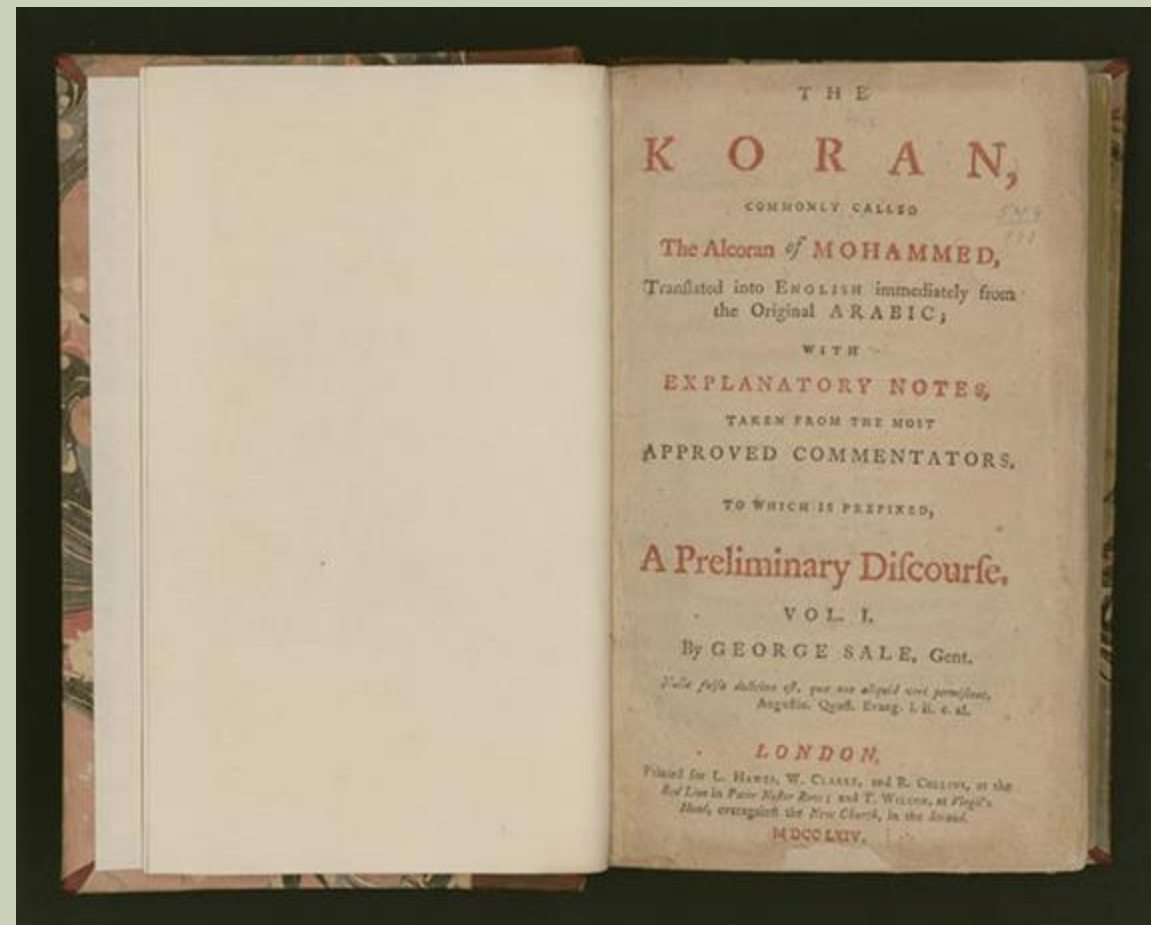




# ESTE VANICO, OR ESTEBAN THE MOOR (1500-1539?)

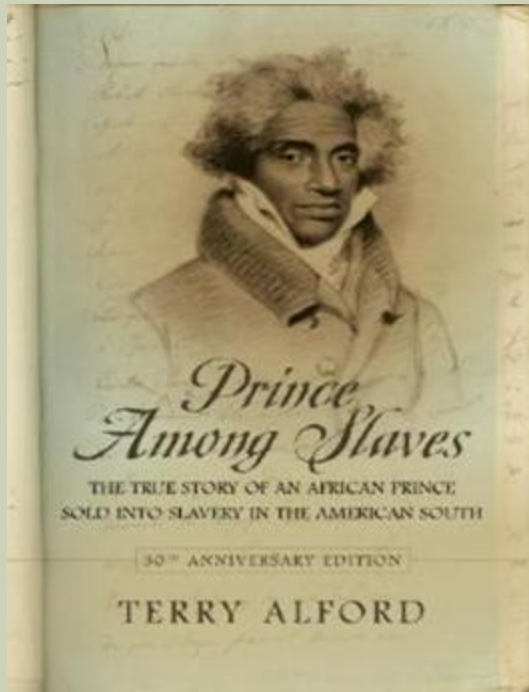


# THOMAS JEFFERSON'S QUR'AN



# ISLAM IN EARLY US AMERICA

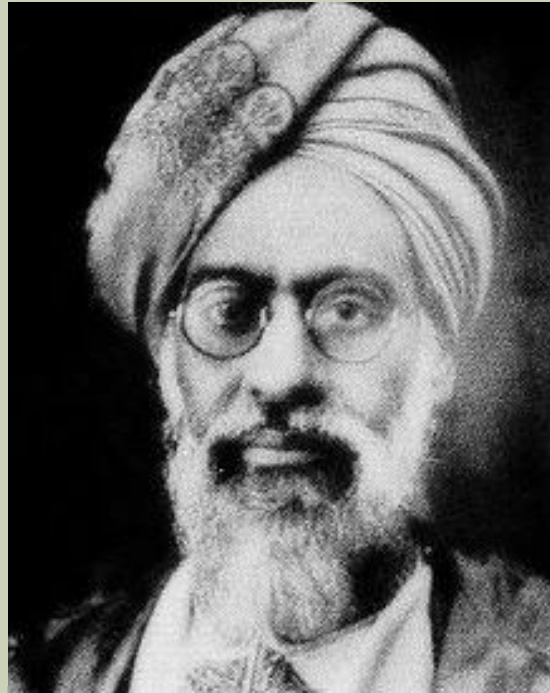
- One-fifth to one-third of enslaved African population was from the Senegambia region of West Africa, which was predominately Muslim
- While most practices of Islam were ultimately stifled, Islamic traces live on in Black cultural forms, the most significant being the blues.



# ISLAM'S 20<sup>TH</sup>-CENTURY RESURGENCE



Noble Drew Ali



Murti Muhammad Saadiq



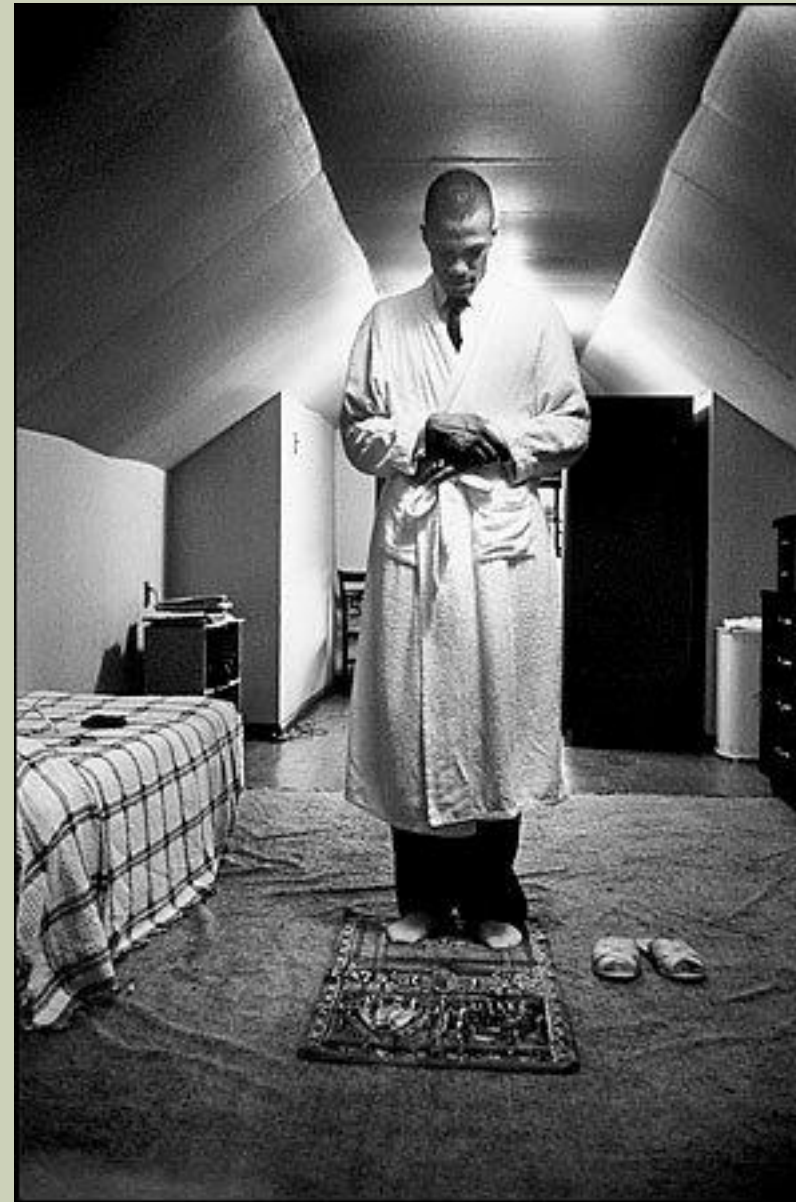
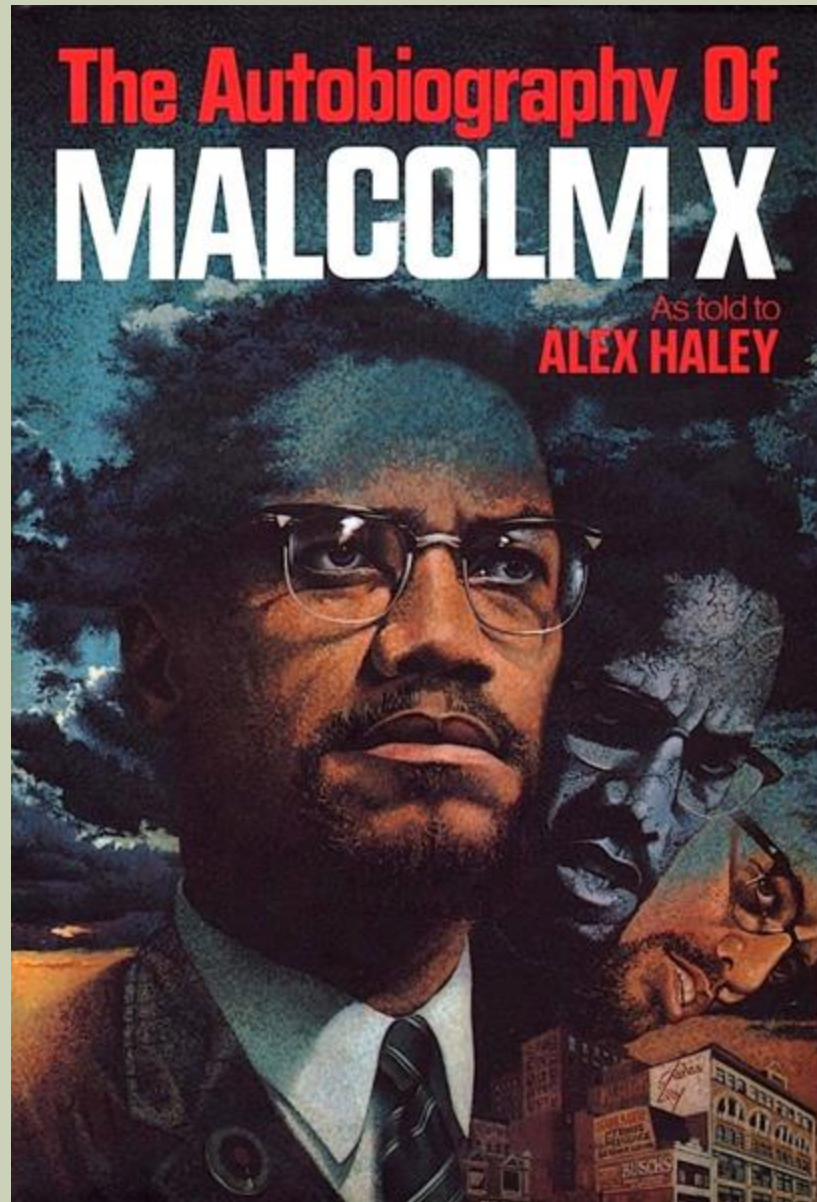
Wallace Fard Muhammad





**FOUR AMERICAN MOSLEM LADIES**

Right to left: Mrs. Thomas (Sister Khairat), Mrs. Watts  
(Sister Zeineb), Mrs. Robinsin (Sister Ahmadia), Mrs.  
Clark (Sister Ayesha)



# ELIJAH MUHAMMAD & MALCOLM X





# WOMEN IN THE NATION OF ISLAM



**ADULTS' TRAINING.** Wearing \$150 uniforms, Muslim wives get instruction in sewing from women's leader

Ethel Sharrieff (*right*). At public affairs women must wear ankle-length white dresses, keep heads covered.



# EARLY IMMIGRANT MUSLIMS



First free-standing dedicated mosque, Ross, North Dakota,  
1929

Courtesy photo

# “BENGALI HARLEM”



# POST-1965 IMMIGRANTS



# MAJOR U.S. ISLAMIC ORGANIZATIONS

- Islamic Society of North America (ISNA), Plainfield, IN, founded 1963
- Muslim Student Association (MSA), founded 1963
- Islamic Circle of North America (ICNA), founded 1971
- American Society of Muslims, founded 1976
- Fiqh Council of North America, founded 1986
- Council on American-Islamic Relations (CAIR), founded 1986
- Muslim Public Affairs Council (MPAC), founded 1988



# “POST-9/11” / “MUSLIM AMERICANS”



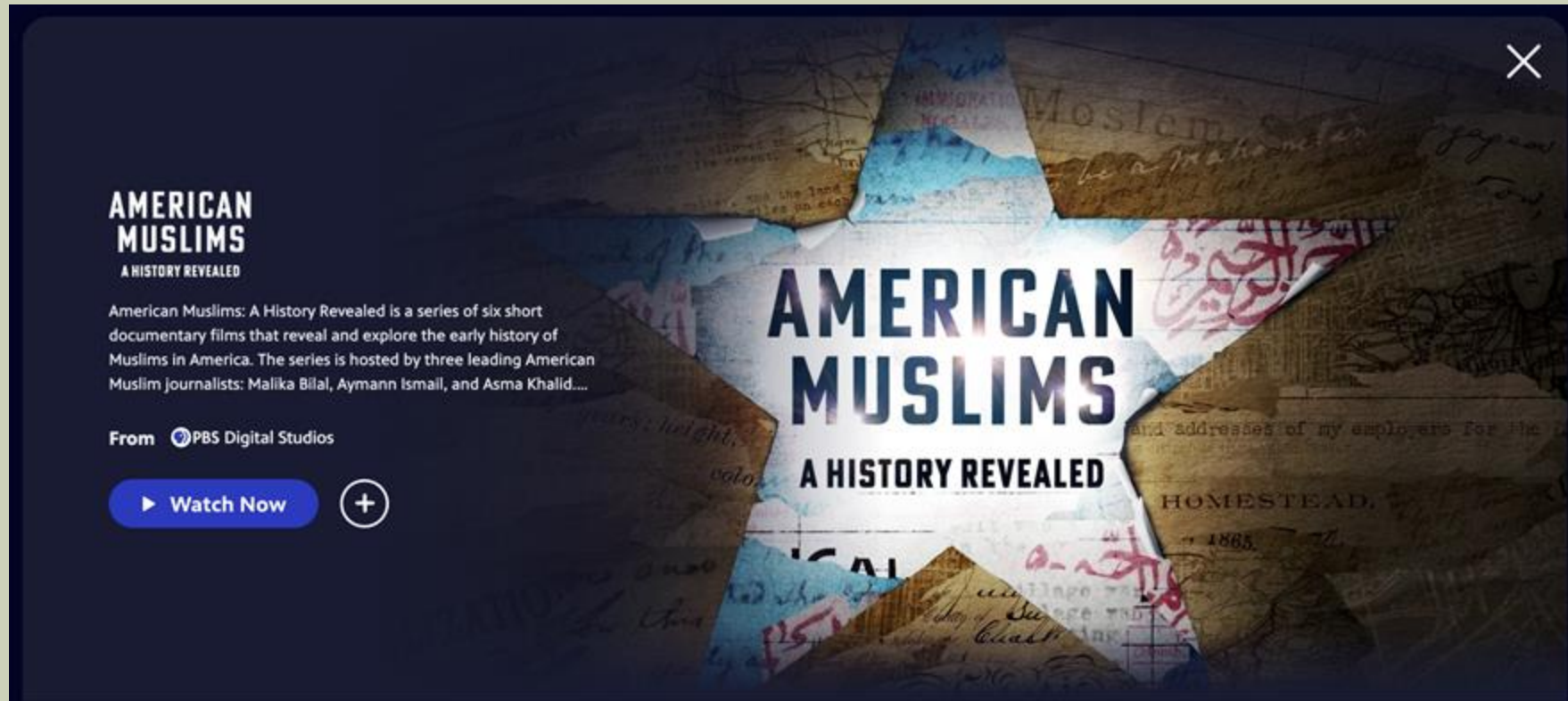








# AMERICAN MUSLIMS: A HISTORY REVEALED



<https://www.pbs.org/video/american-muslims-a-history-revealed-trailer-of6er8/>

# FURTHER READING

- Chan-Malik, Sylvia. *Being Muslim: A Cultural History of Women of Color in American Islam*. New York: New York University Press, 2018.
- Curtis, Edward E. . *Muslims in America: A Short History*. Religion in American Life. Oxford: Oxford University Press, 2009.
- Curtis, Edward E. *Islam in Black America* Albany, NY: State University of New York Press, 2002.
- Diouf, Sylviane A. *Servants of Allah: African Muslims Enslaved in the Americas*. New York: New York University Press, 1998, 1998.
- GhaneaBassiri, Kambiz. *A History of Islam in America: From the New World to the New World Order*. Cambridge: Cambridge University Press, 2010.
- Gomez, Michael A. *Black Crescent: The Experience and Legacy of African Muslims in the Americas*. Cambridge: Cambridge University Press, 2005.
- Gomez, Michael A. *Black Crescent: The Experience and Legacy of African Muslims in the Americas*. Cambridge: Cambridge University Press, 2005.
- Hasselby, Sam. "Muslims of Early America." Aeon. (May 20, 2019). <https://aeon.co/essays/muslims-lived-in-america-before-protestantism-even-existed>.
- Pew Research Report. *Muslim Americans: Middle Class and Mostly Mainstream*. Pew Research Center (Washington D.C.: 2007).
- Spellberg, Denise. *Thomas Jefferson's Qur'an: Islam and the Founders*. New York: Vintage, 2014.
- Turner, Richard Brent. *Islam in the African American Experience*. Bloomington, IN: Indiana University Press, 1997, 1997.

# Instructional Strategies for Diversifying the Historical Narrative





Thinking of your instruction and curriculum, what historical narrative shapes your teaching? Is it the dominant narrative, or is it compilation of diverse perspectives?





# Inclusive US History Instruction



- Highlight the diversity within communities, including different national origins, cultures, and experiences.
- Explore the intersectionality of individuals with other identities.
- Acknowledge the problems with generalizing or stereotyping people.
- Celebrate the achievements and resilience of communities as part of the shaping of American society and culture.
- Avoid using outdated or offensive terminology.
- Present primary sources to incorporate diverse resources and perspectives; don't rely solely on textbooks.
- Connect historical events to current issues and ongoing movements.





# Respectful and Culturally Responsive Instruction



- Present Muslim American history as an integral part of American history.
- Teach about significant Muslim American civil rights movements and activism, including the Nation of Islam's evolution, Malcolm X's impact, and contemporary political engagement.
- Analyze the intersection of Muslim American experiences with major historical events (e.g., Civil Rights Movement, Immigration Act of 1965, Gulf War, 9/11) through multiple perspectives.
- Explore the cultural contributions (religious and secular) of Muslim Americans to literature, art, music, sports, and popular culture.
- Challenge common misconceptions by teaching about Muslim American military service, civic engagement, and long-standing presence in American society.



# Instructional Resources



- [American Muslims: A History Revealed](#)
- [Institute for Social Policy and Understanding \(ISPU\) Educators Toolkit](#)
- [Muslim American Heritage Curriculum](#)
- [New Jersey Islamic Networks Group](#)
- [Pew Research Center's 2017 Survey of U.S. Muslims](#)





# Conclusion

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- Start with the standards.
- Learn together.
- Muslim American history is US history.
- Acknowledge the contributions, challenges, triumphs and diverse experiences of Muslim Americans.



# Q & A







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# Thank You!

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