

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
Westerners
Africa

Blues
Qur'an
bridges

Drumming
fez
shaykls (leaders)

Culture
washboards

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:

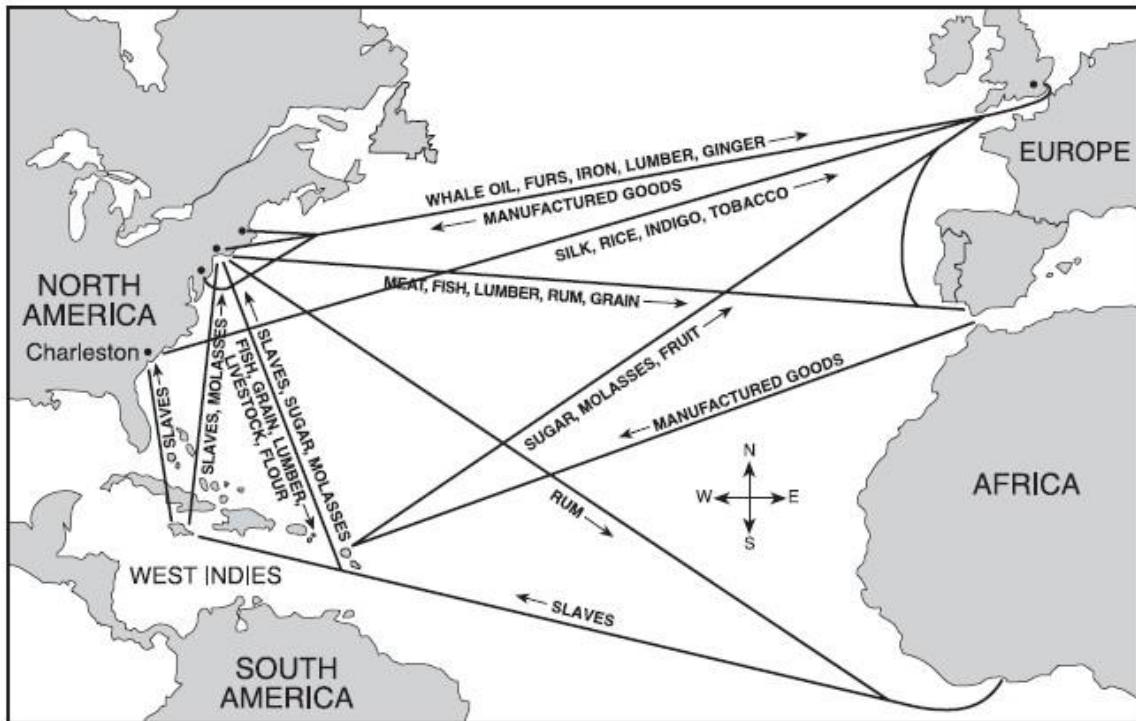
Name _____ Date _____

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



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)