

TEACHING AMERICAN HISTORY PROJECT:
Lesson Title - Building a Mosque at Ground Zero from Emma Tuthill

Grade –11th, 12th grade , Civics or U.S. History Class

Length of class period – 55 minutes

Homework: (Night before this lesson)

Read and Highlight “No Longer Invisible: Arab and Muslim Exclusion After September 11,” by Louise Cainkar

*** Students will come into class already reading this article therefore, they will come in with background knowledge on the subject*

After reading the article answer questions:

- 1. Name two discriminatory events attacking Muslims and/or Arabs after September 11th, that contribute to these groups of people as no longer being seen as “invisible.”*
- 2. How have Arabs and/or Muslims been treated in the past? (provide 2 examples)*
- 3. How did the effects of September 11th affect their identity?*
- 4. What U.S. government initiatives have been passed since September 11th that have had a negative impact on alienated groups of people in the United States? (Hint: Arizona)*
- 5. From the article, name at least two “good” things that have happened in the midst of the attacks on Arab and Muslim communities.*

Inquiry:

What are the different (unique) perspectives in the United States of the building on the Mosque at Ground Zero in New York City?

Objectives:

Students will be able to critically read the different news articles, and journal articles and draw their own conclusions through writing.

Students will be able to evaluate the different cultural, social, and political perspectives on building the Mosque at Ground Zero.

Materials

*** Keep in mind while teaching the lesson where the sources come from. While writing this lesson I am assuming that students have background knowledge on understanding the source of particular articles. I.e: Tim Wise is white anti-racist, and the author of five books on race (this should be taken in mind while reading his article), also news articles are trying to preach a specific agenda.*

- “No Longer Invisible, Arab and Muslim Exclusion After September 11,” by Louise

Cainkar

- Tim Wise's, "Your House is on Ground Zero (and Quite Without Permission)"

Activities:

In Class:

1. Pre-homework assignment discussed above, followed with discussion of homework questions
2. Reading/Analyzing news articles on Ground Zero
 - students will each have a copy of Tim Wise's article, and read the article alone silently
 - we will then engage in a socratic discussion (socratic discussion will already be a norm for the classroom, so the students know how this specific type of discussion takes place). A Socratic discussion is a type of interaction in a class where there is no hand-raising, and there are a few leaders to the discussion who come in with a few questions to start the discussion, for this particular discussion the teacher will lead with their questions. There is an inner circle whose members discuss the article, and the outer circle whose members take notes, but do not speak up until after the discussion. ** The questions are guiding questions, it is OK if the discussion strays from the initial questions, as long as it is relevant to the topic and essential question of the lesson

- Questions for Socratic Discussion:

1. What is your initial reaction to this article? Follow up: Do you agree/disagree with the author's standpoint? Why?
 2. Do you think 9/11 was the day that everything "changed?" (The U.S. was the victim of terrorism)
 3. How do you think the negative reaction to the building of the Mosque will affect Arab immigration to the United States?
 4. What are your thoughts on Arizona's new Law on Immigration?
 5. Does this discussion about racial discrimination make you feel uncomfortable? Why or why not?
3. Exit slip- before the students leave, each student must write down two things he/she learned from homework and discussion

How will you assess what student learned during this lesson?

- Homework assignment will be collected to check for understanding of the article
- Teacher will have a class roster in front of him/her and take notes about the quality of responses during the discussion from each student. For those students who

were taking notes, the teacher will collect his/her notes to check for participation in the discussion

- Exit slip

Connecticut Framework Performance Standards –

- Students will formulate historical questions and hypotheses from multiple perspective, using multiple sources
- Evaluate data within the historical, social, political, and economic context in which it was created, testing its credibility and evaluating its bias
- Using primary and secondary source documents to analyze multiple perspectives