**Teaching Resources on Muslims, Islam, and Islamophobia**

<https://www.challengeislamophobia.org/>

Free and downloadable lesson plans, books lists, and additional teaching resources from Washington, DC-based Teaching for Change that address both interpersonal and structural discrimination against Muslims and those targeted as Muslim.

Muslim Anti-Racism Collaborative

<http://www.muslimarc.org/>

A non-profit education organization with the mission of providing racial justice education and resources to advance racial justice inside and outside Muslim communities.

Next Wave Muslim Initative

<https://nwmi.org/>

NWMI is a non-profit organization that serves the needs of the diverse American Muslim communities in the Washington, DC metro area in order to nurture the next generation.

[Commemorations 2019-2020](https://docs.google.com/document/d/1u-yhyvf0f4A-Rt9bysbfRjFo1XUSRIlkoyeRuJYG1iM/edit?usp=sharing)

A calendar of religious and cultural holidays to help you plan for the year - includes dates, videos, classroom resources and personal essays about the different events.

[Create the Conditions for Conversations about Sensitive Issues](https://docs.google.com/document/d/1-gyMkrbF2WgMk3-VdCabm1OWNHRHKUIy0HJNFMu25e8/edit?usp=sharing)

Strategies & resources for engaging in personal reflection, facilitating dialogue, and creating community agreements from the Equity Initiatives Unit.

[A Guide to Discussing Sensitive Topics in the Classroom](https://docs.google.com/document/d/1KKQ3QXF_RxXTIziXtGmOml2rrgvs-q4kqDXziCsUfEg/edit?usp=sharing)

Before, during, and after discussion tips & resources from MCPS Social Studies.

Professional Development for MCPS Staff

Islam 101

November 21, 2019

8:30 - 3:30

PDO Course # 88458

Taught by Manal Agabein & Farhana Shah, White Oak MS

**Teaching Activities**

**Activity 1**

This could be an activity to introduce the book to students.

Sit in small groups of four.

Give each person a copy of p.30-31 “Worksheet No. 1.”

Silently fill it out.

When completed, share your answers with group members.

Discuss: Who do you think wrote this worksheet? What do you think the author is trying to communicate through the worksheet? What questions are you left with?

Stay in small groups.

Give each person a copy of p. 107-109 “Worksheet No. 2.”

Silently fill it out.

When completed, share your answers with group members.

Discuss: Who do you think wrote this worksheet? What do you think the author is trying to communicate through the worksheet? How do you think “Worksheet No. 1” is related to “Worksheet No. 2”? What questions are you left with?

**Activity 2**

Provide students with a different piece of art from the book.

Process using a See, Think, Wonder strategy.

Share out.

**Activity 3**

Writing activity

Page 93: “In the Name of God, the Beneficent, the Merciful”

What marks the rhythms of your time?

**Teachers: How would you use this book in your classroom?**