**Intro to Islamic Empires: Breaking down stereotypes**

**Inquiry Questions:**

* What is Islam? Is Islam a religion or an ethnicity? Where do we get our information about other people around the world from? How do we deconstruct stereotypes?

**Concepts and Skills:**

* Global Interaction (IB Key Concept for the unit): as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
* Awareness of stereotypes and the dangers of stereotyping
* Recognizing misconceptions of marginalized people around the world
* Identifying cultural similarities/differences

**Evidence Outcomes:**

* Students discuss and recognize stereotypes and misconceptions of peoples around the world through the context/ of case studies of Arab-Americans and the religion of Islam
* Students contextualize the MENA region and the people within it with correct information, and recognize how/if their pre-conceived ideas about the MENA region and the people within it have changed
* Identifying cultural similarities and differences between themselves and the people of the Islamic faith/MENA region

**Activities:**

* Islam Review
  + Students will have had previous experience with Islam in Mesopotamia unit (see attached worksheets and explanation)
  + Students will complete “*What do you remember about Islam?”* review.
    - Have students complete assignment with approved materials. Discuss the importance of media literacy and making sure sources are credible and reliable.
  + Go over review as a class. Debunk any misconceptions and clarify information throughout the class discussion.
    - Option: show this [Crash Course World History Episode](https://www.youtube.com/watch?v=TpcbfxtdoI8) to give a brief overview that additionally dispels misconceptions.
* Breaking stereotypes
  + Give students sticky notes and have them write down stereotypes or misconceptions they have heard of in reference to Muslims/Arabs (make sure to allow anonymity). Go through the stereotypes and discuss/debrief with students as a class (the sticky notes allow you to preview one and control whether or not to discuss one or note depending on the class culture). After the discussion, pick 3-5 for the whole class to dispel with the next video.
    - The slides from Mary Vogel would be a great supplement
  + Watch [30 Days Living as a Muslim](https://vimeo.com/35186644)
    - While watching have students list instances where the stereotypes are disproved
    - Discuss/debrief following the video
  + Have students complete the following prompt: “Dave the man who became a 30-day Muslim entered his situation with a lot of stereotypes in his mind. What was the biggest stereotype he faced? How was that stereotype proven false to him during his 30 day experience? Use concrete examples from the movie and what you have learned in class to support your argument.”
* Assign reading “*ADL Myths and Facts about Muslim People and Islam”* from Mary Vogl.
  + After discuss and have students write short reflection detailing their “aha” moment from the reading and what they have learned so far about Islam/people of the MENA region.

**Approximate Time:**

* 2-3 class periods (80 minutes each)