American Muslim Pathways Classroom Guide

History, Culture, and Community from 1528 to the Present

SECONDARY EDUCATOR GUIDE



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AMERICAN MUSLIM PATHWAYS

Educator Guide to American Muslim Pathways

Dear Educator,

American Muslim Pathways is a nationwide lecture series and web platform created by Unity Productions Foundation. It presents the history and impact of Islam and Muslims in America from the sixteenth century to the present through five thematic modules, scholar-led lectures and stories, historical images, timelines, biographies, quizzes, and an interactive Route 66 tour.

This guide helps middle and high school teachers select those resources and connect them with U.S. history, African American history, world religions, geography, civics, sociology, and humanities courses. The activities follow First Amendment guidance for the academic study of religion and emphasize historical evidence, source analysis, and discussion.

- Begin by exploring the website and opening the media you plan to use before class.
- Choose one module, story, lecture, or lesson plan that fits your course sequence and available time.
- Adapt the discussion questions and assessments to your students' grade level and learning goals.
- After teaching with Pathways, complete the teacher evaluation and invite students to complete the student evaluation at the end of this guide.

Questions and feedback may be sent to outreach@upf.tv.

Sincerely,
The UPF Team

AMERICAN MUSLIM PATHWAYS

Introduction

American Muslim Pathways expands the study of American history by placing Muslims within the nation's longer histories of exploration, enslavement, migration, labor, religious organization, art, public service, and civic life. The site begins in 1528 and follows individuals and communities into the present.

The guide is designed for flexible use. Teachers may assign a complete module, use one historical figure or image as a primary source, pair a story with a lecture, or select a lesson plan that fits an existing unit. Students do not need prior knowledge of Islam, but teachers should provide historical context and distinguish the academic study of religion from religious instruction.

Before You Begin

Visit MuslimPathways.com and review the following resources before teaching:

- The Overview, Key Figures, Timeline, Mosques, and Quiz features available within the five modules.

- The Stories page, including audio programs on blues, jazz, early mosques, and the mosque as an institution.

- The Lectures page and scholar biographies, with direct links supplied later in this guide.

- *The Great Muslim American Road Trip* tour and any external lesson plan or PBS resource you intend to assign.

How to Use This Guide

The opening sections explain learning objectives, standards alignment, public school teaching practices, and website navigation. The five module sections provide classroom activities, discussion questions, and assessments. The lecture and multimedia guides organize supporting resources. Evaluation instructions and printable forms appear at the end.

Guide Contents

- Instructional Framework
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Pedagogical Overview and Instructional Framework

Historical Context and Teaching Purpose

Unity Productions Foundation's American Muslim Pathways project presents the history of Muslims in America from 1528 to the present. It brings together recent scholarship, historical images, timelines, biographies, lectures, audio stories, quizzes, and UPF's Route 66 documentary film, *The Great Muslim American Road Trip*. This guide helps secondary humanities, history, and social studies teachers use those resources for evidence-based study of American history.

Before using this guide, teachers should first explore MuslimPathways.com and review the five modules, their timelines and key figures, the Stories and Lectures sections, and the interactive quizzes. Familiarity with the site's organization and media will make it easier to select evidence, plan discussion, and adapt the activities for a particular course.

The guide connects the site's historical content with discussion questions, primary source protocols, mapping activities, formative assessments, and thirteen optional lesson plans that can be integrated into existing courses.

The guide offers teachers:

Thematic Focus and Curricular Connections

The five Pathways modules connect with middle school, high school, and introductory college courses in U.S. history, African American history, world religions, cultural geography, civics, sociology, and the humanities.

- Muslims of Early America: West African Islamic scholarship, transatlantic enslavement, early Muslim communities, and primary documents such as Omar ibn Said's autobiography.
- American Muslim Revival: Immigration, conversion, the 1893 World's Parliament of Religions, Black religious movements, and Muslim publishing and organization from the late nineteenth century into the early twentieth century.
- Building Foundations While on the Move: Migration, industrial labor, travel, and the creation of mosques and community institutions, including the Highland Park Mosque in Michigan.
- The Making of an American Muslim Practice: Homegrown American Muslim movements, the Civil Rights era, and Black American Muslim leadership, including Malcolm X, Elijah Muhammad, Imam Warith Deen Mohammed, and Muhammad Ali.
- Contemporary American Muslim Life: Post-1965 immigration, civic engagement, community service, media, public life, and cultural contributions.

Lesson Plans by Theme

Theme 1: Muslims of Early America

- Lesson: Humanizing History - Synthesizing Stories of American Muslim Pathways
- Lesson: Sacred Echoes - West African Recitation to American Jazz (3 days)
- Lesson: Yarrow Mamout and Charles Willson Peale (2 parts)
- Lesson: Faith Literacy and Resistance - Omar ibn Said's Autobiography
- Lesson: Nicholas Said and Muslim Soldiers in the Civil War

Theme 2: American Muslim Revival

- Lesson: Ahmadiyya and American Jazz

- Lesson: American Muslim Revival from the Late 19th to Early 20th Century

Theme 3: Building Foundations While on the Move

- Lesson: Heterodox Muslim Movements in the United States
- Lesson: Muslim Contributions to American Jazz

Theme 4: Making of an American Muslim Practice

- Lesson: Industrialization Labor and Faith - Midwestern Mosques in the 20th Century
- Lesson: Hip Hop in American Muslim and Global Contexts

Theme 5: Contemporary American Muslim Life

- Lesson: Architect Fazlur Rahman Khan
- Lesson: Pluralism and Participation in Contemporary American Muslim Life

Inquiry Based Discussion

Use questions that move from evidence to interpretation and comparison. The examples below model three levels of inquiry:

- **Primary Source Analysis:** *"What do Omar ibn Said's writings reveal about how enslaved African Muslims maintained their literacy, faith, and identity under slavery?"*
- **Cultural & Artistic Connections:** *"Based on Dr. Sylviane Diouf and Dr. Nathan Lean's audio stories, how did Islamic vocal traditions (e.g., the Adhan/call to prayer) influence the rhythms, scales, and structure of early American Blues and Jazz?"*
- **Comparative & Continuity Questions:** *"How did the roles of early 20th-century American mosques differ from or align with traditional institutions in West Africa or the Middle East?"*

Interactive Web and Multimedia Activities

This guide provides step-by-step directions for using the interactive features on MuslimPathways.com:

- **Interactive Timeline & Map Exploration:** Assignments in which students track historical figures across geographic trajectories (e.g., tracing West Africa to the American South, or following the *Great Muslim American Road Trip* along Route 66).
- **Podcast Listening Guides:** The site's audio stories are designed to help students note main arguments, key figures, and historical context. Audio Stories include *The Origins of Muslim Jazz Music*, *America's First Mosque*, and *How Islam Influenced Blues Music*.
- **Module Self-Assessments:** Formative check-ins utilizing the interactive quizzes built into each site module, help gauge student comprehension before classroom discussions.

Pedagogical and Contextual Support for Teachers

Because many educators may be teaching American Muslim history for the first time, the guide includes foundational background materials:

- The activities support the C3 Framework for Social Studies State Standards and Common Core literacy standards for history and social studies.
- Context notes address common misconceptions, especially the mistaken idea that Islam is exclusively Middle Eastern or new to the United States.

Learning Objectives and Framework

American Muslim Pathways provides interactive timelines, biographical profiles, scholar-led audio stories, lectures, images, and exploratory activities connected to U.S. history. Students who use these resources can develop three core competencies:

- Historical Analysis and Synthesis: Have students evaluate primary sources, archival photographs, biographical profiles, and scholarly narratives from 1528 to the present and explain continuity and change in American Muslim life.
- Geographic Analysis and Human Mobility: Have students examine migration routes, spatial data, transportation networks, and institutional development to assess how geography and labor shaped community formation.
- Cultural and Material Analysis: Have students analyze visual and audio evidence, including early artwork, jazz album covers, architecture, and recorded scholarship, to study relationships among African histories, Islamic traditions, and American cultural expression.

Curricular Standards Alignment

American Muslim Pathways supports inquiry, source evaluation, chronological reasoning, geographic analysis, and evidence-based writing in secondary social studies and humanities courses.

The guide recommends weaving the five themes into a course chronologically rather than teaching them only as a separate unit. The modules can deepen students' understanding of the historical periods in which the people, institutions, and events appear.

The following matrix identifies three common curricular applications.

Curriculum Domain	***Targeted Historical Period / Concept (16th century to the Present)***	**Pedagogical Application**
US History: Early America & Labor	Early America & Forced Migration (16th –19th Century)	*Analyze* forced migration from African origin kingdoms, plantation labor dynamics, and cultural retention, by *examining* primary artwork and audio scholarship on early American musical traditions.
Cultural Geography & Spatial Mobility	Midwestern Migration & Institutional Growth (1893–20th Century)	*Map* spatial trajectories across Route 66, in both rural and urban communities; and *evaluate* how migrant labor, geography, rural settlement and urban expansion informed the placement of early religious institutions like the Ford Motor Mosque and the Ross, North Dakota mosque.
American Religious & Social History	American Muslim Revival & Contemporary Life (20th Century–Present)	*Investigate* community leadership, organizational efforts, civic participation, and institutional adaptations of Islamic practice within democratic civil society.

The following modules provide classroom activities that teachers can adapt to available time, course level, and learning goals.

Best Practices for Public School Educators

When facilitating discussions on religious history, culture, and social movements in public secondary school settings, educators should consider implementing the following guidelines:

- Maintain First Amendment Guidelines and Academic Neutrality: Teach religion through secular, objective historical and cultural inquiry. Focus on evidence, institutions, material culture, and primary sources rather than devotional practice or theological endorsement.
- Use Scholar-Led Resources: Use the site's lectures and audio stories to model how scholars interpret evidence and explain historical context.
- Ground Discussion in Visual Evidence: Use structured protocols such as OPTIC and APPARTS to keep analysis centered on what students can observe and document.
- Emphasize Internal Diversity: Present American Muslim communities as racially, ethnically, geographically, and historically diverse. Avoid claims that treat Muslims as a single culture or viewpoint.
- Use Interactive Tools for Formative Assessment: Use the timelines, quizzes, and Route 66 tour to establish background knowledge and check comprehension before students complete longer writing assignments.

Module 1 Muslims of Early America 16th to 19th Century



Historical portraits from the Muslims of Early America collection

Historical Context and Teaching Purpose

The historical footprint of Muslims in North America begins in 1528. Examining early American history through the lenses of African kingdoms of origin, transatlantic forced migration, and early plantation labor provides students with a nuanced understanding of early American demographic and cultural formation. Studying this era reveals how African Muslims maintained their identity, religious roots, and cultural heritage under the oppressive structures of early American labor systems.

Core Content and Artifact Analysis

Utilizing the platform's “Start Your Journey” interface for each theme, let students use the *Overview*, *Key Figures*, and *Timeline* features of the first module, entitled *Muslims of Early America* to explore African Muslim populations before and after their arrival in the Americas. Focus instruction on cultural retention and the sparse but remarkable archival evidence of surviving Islamic religious practice in plantation life. Examine how some individuals and communities managed to preserve this heritage through linguistic, musical, and religious memory and transmission, leaving enduring cultural markers in the fabric of early American communities, and in the memory of their descendants.

Classroom Activity and Primary Source Analysis

Guide students through primary source analysis combining scholarship on the history of sound, music, and visual arts with structured primary source analysis protocols:

1. Individual Biographical Sketches: Assign students to analyze and present the biographies of the 18 individuals profiled under this theme.

   Activity:

   1. Compare the biographical information across the group by categorizing the narratives according to the following criteria:
      - Relate what is known about their origins and social class situation before coming to America
      - Did the person acquire literacy skills and/or multiple language facility?
      - By what means and under what circumstances did he arrive in the Western Hemisphere?
      - Was the person enslaved, indentured, or free, and what were their living conditions?
      - What drew the attention of the wider society to preserve their memory to the present?
      - What existing archival evidence or artifacts are associated with this individual?
      - What personal characteristics preserved the individual's memory and cultural resilience?

2. Audio & Historical Source Analysis using the APPARTS Protocol: Let secondary and higher education students listen to the 22-minute podcast story "How Islam Influenced Blues Music", featuring historian Dr. Sylviane Diouf. Students complete an APPARTS log:

   Objectives:

   - Analyze recitation styles, call-and-response structures, and musical scales brought by enslaved African Muslims directly shaped the emergence of the blues.
   - Document historical lines of continuity between Islamic vocal/repertoire traditions and foundational American musical genres.
   - Demonstrate awareness of cultural resilience and the profound African Muslim influence on core American artistic traditions.

3. **Visual Artifact Critique using the OPTIC Protocol** Engage students in analyzing The Old Plantation, a watercolor attributed to John Rose, ca. 1785-1795. Ask students to identify observable details, distinguish evidence from interpretation, and consider what the image can and cannot establish about music, labor, dress,

and community life. View the source record



- Construct a summary description of the Coosaw River plantation visual scene, identifying visual details such as clothing and footwear (18th-century working-class and enslaved persons attire), musical instruments (banjos and traditional African gourd instruments), domestic objects and architecture.
- Analyze the relationship between European/American working-class material objects and distinct African and Islamic cultural markers (headscarves, gourd instrumentation, bare feet).
- Examine the extent to which the visual evidence confirms cultural adaptation and/or retention among enslaved African Muslims within the plantation labor environment.
- Assessment: Let students draft an analytical response detailing how early African Muslims preserved spiritual and cultural continuity by blending traditional African and Islamic practices with early American material culture.

Discussion Questions:

- How does awareness of the presence of African Muslims as early as the sixteenth century change received narratives of the early American religious and cultural landscape?
- Reflect upon the variety of experiences of these early American Muslims and explain what factors may be related to the survival of their stories.
- How did the forced migration of African Muslims contribute to foundational American art forms like the Blues?
- Assessment: Complete the interactive Muslims of Early America Quiz.

Module 2 The American Muslim Revival



Historical community image from the American Muslim Revival collection

Historical Context and Teaching Purpose

The American Muslim Revival module examines the growth of Muslim communities and organizations from the late nineteenth century through the early twentieth century. Students consider how immigrants, converts, Black religious movements, publishers, and lecturers built public institutions under conditions that included segregation, religious marginalization, and immigration restrictions.

Timeline and Key Figures Inquiry

Guide students through the website's Key Figures and Timeline tools for The American Muslim Revival.

Activities:

1. **Key Figures Inquiry:** Let students perform a targeted historical inquiry into how specific leaders and institutional trends in American Muslim civic life establish Islamic literacy and civic identity. Analyze how revival leaders established formal urban religious institutions, fostered Islamic theological scholarship, and built civic advocacy networks. Evaluate how these leaders navigated socio-political marginalization to reclaim identity and cultivate community autonomy.

2. **Timeline Milestones Analysis:** Direct students to trace key inflection points in the "revival" or introduction of ideas related to Islam across the 20th-century timeline. Let students analyze critical movements such as founding national Islamic organizations, establishing independent presses, business ventures, and educational centers, and assess how collective advocacy efforts supported the introduction and expansion of Islamic practice in the United States.
3. **Discussion and Critical Thinking:** Ask students how leaders responded to social and political challenges such as racial segregation and anti-Black discrimination, religious marginalization, immigration pressures, and limited access to established civic institutions. Students may examine how Black Muslim organizations built independent presses and businesses, how immigrant Muslims formed local communities, and how figures such as Alexander Russell Webb and Ahmadiyya missionaries used publications and lecture networks to present Islam to wider audiences.
    - Writing Prompt: "Analyze how community leaders and social movements during the American Muslim Revival period sought to reclaim religious identity. In what ways did their organizational

strategies respond to the socio-political challenges of their respective eras, and how did these efforts reshape the broader landscape of American religious history?"

4. **Assessment:** Have students complete the interactive *American Muslim Revival Quiz* integrated into the website for this theme. This tool provides immediate feedback, allowing students and educators to measure comprehension regarding key revival figures, organizational milestones, and primary historical events.

Module 3 Building Foundations While on the Move



Historical images from the Building Foundations While on the Move collection

Historical Context and Teaching Purpose

Physical mobility, internal labor migration, and geographic distribution played a fundamental role in shaping the American Muslim experience. The module *Building Foundations While on the Move* illustrates how migrant workers and traveling communities established permanent roots and religious infrastructure while remaining dynamically mobile across the American interior.

Institutional Case Study Early Mosques

To understand early institutional establishment, have students conduct an in-depth analysis of the 53-minute podcast story *"America's First Mosque"*, paired with contextual archival media.

- **Industrial Migration & The Ford Motor Mosque:** Let students analyze how international Muslim industrial workers in the 1920s collaborated across ethnic and national lines to build America's first mosque at the Ford Motor plant in Michigan. This collaboration illustrates the intersection of industrial manufacturing, labor migration, and religious institutionalization.
- **Historical Contextualization (Chicago 1893):** Connect this 1920s industrial labor movement to earlier regional events, specifically the 1893 World's Columbian Exposition in Chicago. Let students examine the grainy black-and-white archival photograph of Chicago's "Midway Plaisance," taking note of the world's first Ferris Wheel and the aerial vantage point capturing fairgoers below. Students may analyze how late 19th-century international cultural exchanges at major expositions set the stage for subsequent migration of Muslim workers to the American Midwest.

Historical Continuity Pathway:

1. **1893 World's Columbian Exposition (Chicago):** Global cultural exchange on the Midway Plaisance introduces Islamic material culture and international visitors to the American Midwest.
2. **Early 20th-Century Industrial Migration:** International Muslim workers migrate to Midwestern industrial hubs for automotive and manufacturing labor.
3. **1920s Ford Motor Mosque Construction:** Multi-ethnic Muslim industrial laborers collaborate to build America's first purpose-built mosque structure.

The Great Muslim American Road Trip Interactive Learning

Utilizing the platform's Google Earth spatial tool, *The Great Muslim American Road Trip* (GMART), let students take a virtual tour of Route 66 across the US Heartland.

1. **Spatial Mapping Directive:** Have students follow the Route 66 trajectory across the American interior, documenting specific geographic locations where early Muslim communities settled.
2. **Environmental & Spatial Analysis:** Have students analyze why specific geographic corridors - such as industrial and transit hubs along Route 66 - became focal points for community building.
3. **Synthesis Task:** Have students write a spatial analysis evaluating how physical transportation networks (highways and industrial hubs) facilitated both mobility and permanent community foundations.
4. **Extensions:** Use PBS LearningMedia's *Great Muslim American Road Trip* classroom resource and PBS's American Muslims: A History Revealed.

Architectural and Community Mapping Activity

Working in small groups, students will utilize the platform's *Mosques* resource and historical timeline. Groups can choose an early physical site or mosque and map its structural evolution, documenting:

- The geographic and industrial reasons for its location.
- The diverse origins of the founding workers and community members.
- How the institution supported both local resident needs and mobile or migrant populations.

Having examined physical institutional structures and spatial mobility across the nation's heartland, the guide turns to the internal theological, structural, and artistic development of American Muslim practices.

Module 4 The Making of an American Muslim Practice

Historical Context and Teaching Purpose

The module *The Making of an American Muslim Practice* examines how Muslim leaders and communities developed religious, educational, artistic, and civic institutions in the United States. Students study both continuity with Islamic traditions and change in response to American law, social conditions, and cultural life.

Mosques in Islamic History and American Life

Have students listen to the 17-minute podcast story *"The Mosque as an Islamic Institution"*, featuring Dr. Kambiz GhaneaBassiri, Professor of Religion at Carleton College. The activity focuses on:

- **Qur'anic & Historical Origins:** Examining the foundational origins of the mosque in the Qur'an and classical Islamic history.
- **Core Purpose:** Analyzing the primary theological and social purposes of a mosque as an institution for worship, assembly, and community support.
- **American Adaptation:** Evaluating how the traditional mosque model adapted structurally and functionally to operate within the American legal, social, and civic framework.

Muslim Contributions to Jazz

Have students engage with the 15-minute podcast story *"The Origins of Muslim Jazz Music"*, featuring Dr. Nathan Lean, author of scholarship on Muslim jazz musicians.

1. **Visual Primary Source Analysis using the OPTIC Protocol:** Engage students in analyzing the vintage mid-twentieth-century cover of Art Blakey and the Jazz Messengers' Drum Suite.
    - *Overview:* The high-contrast visual design of this album cover represents modern mid-century American jazz design styles.
    - Parts: Isolate the visual components - the bright red background, classic jazz typography, and the prominent display of diverse traditional African mask styles.
    - *Title:* Connect the album title *"Drum Suite"* to percussion, African rhythm origins, and jazz innovation.
    - *Interrelationships:* Evaluate how the visual arrangement bridges modern mid-century American urban art with traditional African visual motifs.
    - *Conclusion:* Determine how mid-20th-century Muslim jazz artists consciously integrated African aesthetic heritage and Islamic identity into an iconic, uniquely American musical genre.
2. **Analytical Task:** Let students synthesize their findings by writing a critical essay evaluating how jazz served as a major vehicle for American Muslim cultural expression and civic recognition in the mid-20th century.

Comparing Mosque Functions in Islamic Tradition and American Civil Society

Ask students to use the module Overview, Timeline, Key Figures, and mosque resources to compare three functions of mosques. For each function, students should cite a Pathways example and explain what continued, what changed, and what evidence supports their conclusion.

Institutional Function	Questions for Evidence Based Comparison
Worship and Assembly	How did American Muslim communities preserve the mosque's role as a place of worship and assembly? Cite one example from the module.
Community Governance and Civic Life	How did mosque leaders organize local governance while working within U.S. nonprofit law, civic associations, or interfaith networks? Cite one example from the module.
Education and Cultural Transmission	How did mosques extend education through Sunday schools, youth programs, public lectures, or community service? Cite one example from the module.

The final module builds upon Muslim institutional and cultural expressions developed in the mid-20th century United States. It addresses contemporary American Muslim identity, civic engagement, and public life.

Module 5 Contemporary American Muslim Life



The Great Muslim American Road Trip

Historical Context and Teaching Purpose

Analyzing contemporary American Muslim experiences provides students with crucial insights into modern pluralism, civic engagement, media representation, and cultural diversity. This module allows students to examine how modern American Muslims navigate complex issues of identity, community leadership, and public discourse in post-20th-century America.

Contemporary American Muslim Communities

Using the website's *Contemporary American Muslim Life Overview*, ask students to analyze key modern themes:

- **Civic & Public Engagement:** Explore how contemporary American Muslims participate in public service, social justice initiatives, and civic organizations.
- **Media & Representation:** Examine modern narratives, self-representation, and digital media engagement.
- **Internal Diversity:** Recognize the vast ethnic, racial, and socio-economic diversity within the modern American Muslim population.

Classroom Discussion and Capstone Inquiry

Facilitate a capstone discussion using these four analytical questions that bridge content across all five modules from 1528 to the present:

1. How do the contemporary civic contributions of American Muslims reflect historical roots established by early African Muslims and by early 20th-century labor communities?
2. In what ways have modern digital platforms and media tools altered how American Muslims represent their identity, compared with mid-20th-century movements?
3. How do institutional structures like modern mosques build upon historical adaptations analyzed in previous modules?
4. Looking across the entire spectrum from 1528 to the present, how has the concept of "American Muslim identity" evolved, and what underlying continuities remain constant?

Module Assessment and Synthesis

1. **Diagnostic Quiz:** Students complete the interactive *Contemporary American Muslim Life Quiz* to test comprehension of modern figures, themes, and civic organizations.
2. **Reflective Writing Synthesis:** Assign a 500-word capstone essay in which students address the prompt: *"Synthesize the overarching narrative of 'American Muslim Pathways'. How does tracing this history from 1528 to the present reshape your broader understanding of American history, geography, and culture?"*

Having completed the thematic modular instructions, the following section provides a dedicated index and instructional guide for deploying the platform's multimedia assets.

The **Lectures Section** of American Muslim Pathways features scholarly talks by leading historians, religious studies professors, and public intellectuals. These lectures provide academic grounding for understanding the multi-century history and cultural impact of Islam in America.

Classroom Implementation Guide

- **Event Hosting:** Schools, universities, and community groups can host live or virtual lecture events featuring AMP scholars by submitting the event request form on muslimpathways.com.
- **Pairing Lectures with Media:** Combine Dr. Spellberg's lecture with primary source documents (e.g., Omar ibn Said's autobiography) or Dr. GhaneaBassiri's lecture with the site's podcast on *America's First Mosque*.
- For a direct introduction to the lecture series, watch An Untold American History of Islam featuring Dr. Denise Spellberg, which examines Islam in early American discussions of religious freedom.

Scholar and Lecture Guide

The Pathways lecture series connects teachers and students with historians and scholars of religion. Each entry follows the same format and links directly to the resource currently hosted by American Muslim Pathways.

1 Patrick Bowen

Lecture The New Muslims of America Ethnic Diversity in the Modern US Muslim Community 42 minutes

Scholar profile Dr. Bowen is a specialist in Islam in America and the author of the two-volume History of Conversion to Islam in the United States.

Focus American converts, early Muslim publishing, ethnic diversity, and the growth of organizations in Chicago, Detroit, and New York.

Classroom use Ask students to identify how print, public lectures, and local associations helped early Muslim communities become visible and connected.

2 Edward E Curtis IV

Lecture Malcolm X from Mecca to Cairo A Journey Through the Arab Cold War 50 minutes

Scholar profile Dr. Curtis is a leading scholar of American Muslim history and the author or editor of more than fifteen books.

Focus Malcolm X's international travel, the Arab Cold War, and the relationship between religious experience and political thought.

Classroom use Have students trace how encounters outside the United States changed Malcolm X's language about race, religion, and international solidarity.

3 Denise A Spellberg

Lecture An Untold American History of Islam 1 hour

Scholar profile Dr. Spellberg is Professor of History and Middle Eastern Studies at the University of Texas at Austin and the author of Thomas Jefferson's Qur'an Islam and the Founders.

Focus Islam in early American debates about religious liberty, Thomas Jefferson's Qur'an, and constitutional inclusion.

Classroom use Ask students how references to Muslims in founding-era debates test common assumptions about who was imagined as a future American citizen.

4 Sally Howell

Lecture The Nation's First Mosque 1 hour 30 minutes

Scholar profile Dr. Howell is a historian of Muslims in America whose research focuses on Arab and Muslim communities in metropolitan Detroit.

Focus Industrial migration, Muslim labor communities, and the development of early mosques in Michigan and the Midwest.

Classroom use Pair the lecture with the Pathways story America's First Mosque and ask students how work, migration, and local cooperation shaped religious institutions.

5 Sherman A Jackson

Lecture Islam and the Blackamerican A Journey Revisited 2 hours

Scholar profile Dr. Jackson is Distinguished Professor and King Faisal Chair in Islamic Thought and Culture at the University of Southern California and the author of Islam and the Blackamerican.

Focus Black American Muslim identity, liberation, religious authority, and the transition led by Imam Warith Deen Mohammed.

Classroom use Ask students how Black Muslim institutions responded to segregation and how their religious and civic priorities changed after 1975.

6 Mariam Saada

Lecture An Evening of Exploration Latino and Islamic Cultural Connections 57 minutes

Scholar profile Dr. Saada is an educator and researcher with a doctorate in Spanish Linguistics from UCLA and fluency in five languages.

Focus Connections among Al-Andalus, Spanish language and culture, the Americas, and contemporary Latino Muslim identities.

Classroom use Invite students to identify specific linguistic, architectural, or cultural continuities and distinguish evidence from broad claims of influence.

7 Walaa Quisay

Lecture Being Young and Faithful in America 2 hours

Scholar profile Dr. Quisay studies contemporary Muslim culture, with particular attention to modernity, tradition, politics, and religious authority.

Focus Youth, faith, civic engagement, and the ways young Muslims negotiate religious tradition in contemporary American life.

Classroom use Ask students to compare the lecture's examples of youth identity with the civic and media themes in the Contemporary American Muslim Life module.

8 Michael Gomez

Lecture Understanding the Historical Contexts of African Muslims in the Americas 1 hour 30 minutes

Scholar profile Dr. Gomez is Silver Professor of History and Middle Eastern and Islamic Studies at New York University and a historian of Africa and the African diaspora.

Focus West African intellectual traditions, the Atlantic slave trade, Arabic literacy, and the experiences of enslaved Muslims in the Americas.

Classroom use Pair the lecture with the profiles of Omar ibn Said, Bilali Muhammad, and other figures in the Muslims of Early America module.

9 Kambiz GhaneaBassiri

Lecture The Mosque as an Islamic Institution 17 minutes

Scholar profile Dr. GhaneaBassiri is Professor of Religion at Carleton College and the author of A History of Islam in America.

Focus The mosque in the Qur'an and Islamic history, its central religious and social functions, and its development in the United States.

Classroom use Use this Pathways Story with the Building Foundations While on the Move module and the mosque comparison activity.

Multimedia and Interactive Learning Guide



Explore the complete digital collection at MuslimPathways.com

Historical Context and Teaching Purpose

Utilizing multi-sensory and interactive digital assets - such as audio podcasts, visual archival primary sources, spatial mapping tools, and knowledge quizzes - supports diverse learning styles and promotes active inquiry in the secondary classroom. This interactive Media and Assets guide catalogs the platform's rich media offerings, for seamless lesson integration.

Audio/Podcast Learning Index

The platform's Stories section provides four specialized, scholar-led podcasts.

Podcast Title	Featured Scholar / Source	Duration	Primary Pedagogical Focus & Key Artifacts
The Origins of Muslim Jazz Music	Dr. Nathan Lean (Author & Scholar)	15 min	Explores key Muslim contributions to mid-20th-century jazz. **Key Artifact:** Art Blakey and the Jazz Messengers' *"Drum Suite"* album cover featuring mid-century design, red background, and African mask motifs.
America's First Mosque	*American Muslim Pathways* Scholars	53 min	Examines 1920s international Muslim labor collaboration at the Ford Motor Mosque. **Key Artifact:** Grainy B&W archival photo of Chicago's 1893 World's Columbian Exposition "Midway Plaisance" and the first Ferris Wheel.

Podcast Title	Featured Scholar / Source	Duration	Primary Pedagogical Focus & Key Artifacts
How Islam Influenced Blues Music	Dr. Sylviane Diouf (Historian)	22 min	Uncovers the Islamic roots of American blues music. **Key Artifact:** Watercolor painting of 12 enslaved people on a Coosaw River plantation featuring banjos, European glass, African gourds, women's headscarves, and men in formal clothes.
The Mosque as an Islamic Institution	Dr. Kambiz GhaneaBassiri (Carleton College)	17 min	Details Qur'anic origins, historical evolution, structural purpose, and American civil adaptation of the mosque institution.

Interactive Spatial & Diagnostic Tool Integration

Interactive Tool	Pre-Activities	Post-Activities
The Great Muslim American Road Trip *(Google Earth, Route 66 Tour)*	Instruct students to review Midwest industrial transportation maps and predict why communities formed along interstate arteries like Route 66.	Require students to write a short spatial summary comparing the geographic spread of heartland communities with coastal urban centers.
Interactive Theme Quizzes *(Modules 1, 2, 3, and 5)*	Direct students to conduct a brief review of key timeline terms to establish baseline historical knowledge.	Deploy quizzes as immediate formative assessments, to gauge student mastery of figures, dates, and concepts before they write a synthesis.

Implementation Support and Additional Resources

This section provides practical implementation guidelines and site navigation support, to ensure successful classroom integration and optimal use of various types of content.

Platform Navigation and Content Index

Educators can navigate the platform using these primary auxiliary sections:

- **Stories:** This section contains the full repository of scholar-led audio podcasts (including studies on blues, jazz, early mosques, and Islamic institutions) along with high-resolution visual artifact descriptions.

- **Resources:** This section provides supplemental historical documents, visual archives, and contextual reading materials curated for educators and students.
- **Lectures:** This section gives access to scholar presentations and deep-dive humanities lectures expanding upon key module themes.
- **About & Attributions:** This section includes platform creators, Unity Productions Foundation (UPF) background, scholarly contributors, administrative contact tools, accessibility standards, site feedback, and primary source image attributions.

About the Author

Dr. Susan Douglass

Dr. Susan Douglass earned her Ph.D. in World History from George Mason University and an M.A. in Arab Studies from Georgetown University. She retired in 2025 as K-14 Education Outreach Director for Georgetown University's Center for Contemporary Arab Studies and Center for Muslim-Christian Understanding, and was a Senior Research Officer for the United Nations Alliance of Civilizations project.

She previously worked as a research associate and principal textbook reviewer for the Council on Islamic Education, where she also authored teaching units. Publications include *Islam in World History* (Routledge 2025), *World Eras: Rise and Spread of Islam, 622-1500* (Gale 2002), *Teaching About Religion in National and State Standards Documents* (Council on Islamic Education and the First Amendment Center, 2000), and "Developments in Islamic Education in the United States," Chapter 14 of *The Oxford Handbook of American Islam*, edited by Jane Smith and Yvonne Haddad (Oxford University Press, 2014). She has contributed to numerous online curriculum projects, including developing Unity Productions Foundation's classroom and community film resources since 2000.

Evaluation Instructions

UPF uses teacher and student feedback to improve American Muslim Pathways and its classroom resources. Please complete the teacher form and invite each participating student to complete one student form. Copy or print as many student forms as needed.

Privacy for students younger than 18 Students younger than 18 should not provide a last name or email address. They are not eligible for any evaluation incentive or drawing.

Evaluation incentives If UPF announces an incentive for completed evaluations, current eligibility and prize details will be shared separately. Only eligible adults who provide an email address may participate.

Return completed forms by either method below:

- Mail: UPF, P.O. Box 650458, Potomac Falls, VA 20165-0458

- Email: Scan the forms as one PDF and send them to outreach@upf.tv

Thank you for helping UPF improve this resource.

The UPF Team

Teacher Feedback Form

American Muslim Pathways Classroom Guide

Name	School or Organization
City and State	Email
Course and Grade Level	Number of Students

Pathways Resources Used (check all that apply)

[ ] Module 1 [ ] Module 2 [ ] Module 3 [ ] Module 4 [ ] Module 5

[ ] Stories [ ] Lectures [ ] Timelines [ ] Quizzes [ ] Route 66 tour [ ] Lesson plans

How did you use American Muslim Pathways in your course?

Which resources generated the strongest student engagement or discussion?

What did students learn that they were unlikely to encounter in your existing materials?

Did any question or point stand out during discussion?

What should UPF revise or add to make the guide more useful?

Student Feedback Form

American Muslim Pathways One form per student

If you are younger than 18 do not provide your last name or email address

First Name or Initial Optional	School or Organization
City and State	Course or Grade Level

Pathways Resources Used (check all that apply)

[ ] Modules [ ] Stories [ ] Lectures [ ] Timelines [ ] Quizzes [ ] Route 66 tour

What is one new fact or idea you learned about Muslims in American history?

Which image, story, lecture, or timeline helped you understand the topic most clearly? Explain why.

Did the lesson change or complicate something you previously believed about American history?

What question would you like to explore further?

What could improve this lesson or website resource?