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.

<table>
<thead>
<tr>
<th>Muslim Roots</th>
<th>Blues</th>
<th>Drumming</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westerners</td>
<td>Qur’an</td>
<td>fez</td>
<td>washboards</td>
</tr>
<tr>
<td>Africa</td>
<td>bridges</td>
<td>shaykls (leaders)</td>
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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**

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
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</table>
Student Handout:

Name _____________________ Date ____________

Directions: After reading Muslim Roots, US Blues answer the following questions:

1. Why do you think we know so little about the history of Islam in early African-American or American History?


3. How or in what ways has this article changed your knowledge or understanding of the relationship between Islam and America?

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