

Beyond Islam: Understanding the Muslim World

Unit 2: The Muslim Experience in Modern-Day Europe

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Unit Level: High School (grades 9-12)

Introduction:

Fifty years ago, there were fewer than one million Muslims living in Europe. As a result of post-World War II migration, an estimated 15-20 million Muslims, of widely varying origins, religious identifications, and political commitments, now live within the territory of the European Union. They represent the continent's fastest growing religion. If Turkey were admitted into the EU, the number of Muslims living in Europe would increase to nearly 90 million.

The issue of Islam in Europe is understandably raising a number of critical questions for European countries. First, in an increasingly secularized Europe, the presence of a highly religious Muslim population has troubled many Europeans; Islam appears to be more vital than the historically dominant religions. Second, immigration has led to the establishment of sizable minority populations, who often face serious handicaps in terms of their social, socioeconomic, cultural and political integration. Continuing problems of poverty and joblessness may confound the identity crisis among second and third generation immigrants, mostly European citizens, leading some to embrace Islam more intensely.

In the following four lessons, students are introduced to the widely discussed current issues of immigration and integration, secularism and religion, and Islam and modernity. They learn about the history and profile of Muslims in Europe, analyze critical issues related to their integration, focus on the current debate about the headscarf (hijab), and, finally, reflect on the future of Islam and Muslims in Europe.

At a time when the role of Islam is often debated, and immigration is perceived as a continuing and universal fact, it is important to have students study these issues, examine past practices and their consequences, consider diverging viewpoints, and reflect critically on paths for the future.

Unit Overview:

This unit is organized into four lessons. Each lesson can be taught separately from the others. Each lesson contains specific objectives that on the one hand strive to broaden the students' knowledge and understanding, and on the other, have the students practice their writing, reading, listening, observation, and communication skills. This unit, therefore, provides a variety of lesson materials, activities, and assessments, as well as extension ideas.

The unit starts with an inquiry into the students' knowledge and ideas about Islam and Muslims in Europe. They record notes on a KWL (**K**now, **W**ant to Learn, **L**earned) chart that can be evaluated and compared with their understanding at the end of the unit.

In the first lesson, entitled "Muslim Communities in Modern-Day Europe: An Introductory Look at their Background," the students identify and describe the background and profile of Muslim communities in eight Western European countries. The lesson begins with a multiple choice quiz to assess the students' general factual knowledge about Muslims in Europe. The students then use the Internet to conduct research about Muslim communities in one specific European country. They discuss their findings in small groups and present what they have learned to the rest of the class.

The second lesson, "Integration Issues," examines the many critical issues that play a role in the integration process of Muslims/immigrants in Europe. The students listen to a radio program about Muslims in Great Britain and watch a PowerPoint™ slide show about Turks in Berlin. Based on this auditory and visual information they fill out a bubble map to define which different aspects play a role in the integration process and how. The students come to understand that this is a two-way process in which Muslims/immigrants, as well as their host society, have responsibilities to each other.

The third lesson, "Current Debates: The Headscarf in France," focuses on one of the current debates related to Islam in Europe, namely, the ban on headscarves, particularly in France. The students broaden their understanding of this complex issue, as well as of secularism in France. They practice their reading skills by analyzing various articles and quotes which provide opposing views on the wearing of the headscarf. They also practice their communication skills by holding a debate in class and by discussing the central question: "*Is banning headscarves in France a restriction of freedom of choice or a protection against oppression?*"

The final lesson examines the "Future of Islam and Muslims in Europe." The students listen to a radio program and analyze a text to reflect on various

perspectives. Based on this auditory and textual information, and on the knowledge they gained throughout the former three lessons, the students argue their views on the future of Islam and Muslims in Europe, in a comprehensive and clearly argued text.

To end the unit, the students evaluate and discuss what they have learned during the four lessons. They complete their KWL chart and compare their knowledge, understanding, ideas, and perceptions about Muslims and Islam in Europe with what they wrote down at the beginning of this unit.

Unit Objectives:

Upon completing this unit, students will **know**:

- Where France, Germany, the United Kingdom, Sweden, the Netherlands, Belgium, Spain, and Italy are located in Europe.
- The history and profile of Muslim communities in Europe.
- The many social, socioeconomic, cultural, and religious issues that play a role in the integration process of Muslims/immigrants in Europe.
- The diverging points of view on the wearing of the headscarf.
- New concepts and relevant specialized vocabulary (such as *assimilation*, *multiculturalism*, and *integration*) and how to use them in varying contexts.
- That integration is a two-way process including rights, obligations, and responsibilities for both Muslims/immigrants and their host society. The students will understand the importance of respecting the rights of others.
- How subcultures that comprise a national culture interact and what the consequences of this interaction can be.

Upon completing this unit, students will **be able to**:

- Identify and describe similarities and differences within and between West European countries concerning the history, profile, and integration of Muslims.
- Understand that people are born into societies that consist of various ethnic, religious, and social backgrounds.
- Contextualize the diverse viewpoints of Muslims and non-Muslims on the issue of the headscarf (hijab).
- Ask a variety of questions to interpret, analyze, and reflect on auditory, visual, and textual information in order to gain understanding about the integration and the future of Muslims in Europe.
- Give a clear and well-organized presentation about Muslim communities in

one European country.

- Express their view on the “future of Muslims in Europe” in an organized, coherently-argued, persuasive, and clearly written text.
- Share what they have learned and, by doing so, interact responsibly and communicate effectively cross-culturally.

Essential Questions:

- To whom do we refer when speaking about Muslims in Europe? Is it a homogeneous community? What are their social, socioeconomic, ethnic and religious backgrounds?
- Many Muslims are born in Europe. What makes many Europeans think of them as being “foreigners?” What aspects initiate intolerance toward Muslims?
- Why do Muslims of the 2nd and 3rd generation immigrants, most of them European citizens, often choose to identify themselves first as “Muslim” instead of “European”?
- What efforts should be made (both by Muslims and by the host society) to address socioeconomic problems, discrimination, and racism against Muslim communities?
- How should Europe respond to continuing, often Muslim, immigration?
- What are the different reasons for wearing a hijab? Is it a religious obligation? Why is it so controversial?
- How can Islam be reconciled with a secular society? To what extent is the protection of secularism a restriction of the freedom of choice of Muslims?
- Are most Muslims willing to accept Europe's secular traditions, lifestyle, culture, and ideas?
- How can radical Islam be abated while at the same time respecting the rights of moderate Muslims to live by the beliefs of their religion?
- Is the discussion about the future of Islam only a question of adaptation to European societies or is it related to the broader and century-old question of how to reconcile Islam's religious traditions with modernity?

Lessons in this Unit:

- [Lesson 1](#): Muslim Communities in Modern-Day Europe: An Introductory Look at their Background
- [Lesson 2](#): Integration Issues
- [Lesson 3](#): Current Debates: The Headscarf in Europe
- [Lesson 4](#): Islam and Muslims in Europe: Which Paths for the Future?
- [Washington State Essential Academic Learning Requirements](#) (EALRs)

Lesson 1: Muslim Communities in Modern-Day Europe: An Introductory Look at their Background

Objectives:

Upon completing this lesson, students will be able to:

- Locate France, Germany, the United Kingdom, Sweden, the Netherlands, Belgium, Spain, and Italy on a map of Europe.
- Identify and describe key information about the history and profile of Muslim communities in Europe, and identify similarities and differences within and between Western European countries.
- Understand that people are born into societies that consist of various ethnic, religious, and social backgrounds.
- Use the Internet to conduct independent research and to learn new information.
- Discriminate between essential, intriguing, or useful information, and trivia.
- Synthesize information.
- Work cooperatively as members of a group.
- Practice communication skills by clearly presenting in oral form what they have learned about Muslim communities in Europe.

Materials:

Included:

- [Handout A: Unit Preview KWL Chart](#)
- [Handout B: Quiz Worksheet](#)
- [Handout C: Quiz Answers for Teachers](#)
- [Handout D: Fact Finding Worksheet](#)
- [Handout E: Fact Answer Sheet](#)
- [Handout F: Maps of Europe](#) (PowerPoint™)
- [Handout G: Group Work Evaluation](#)

Not Included:

- Blackboard, easel, or overhead projector
- Computers with Internet access for student research
- Computer (to show maps of Europe on PowerPoint™ - optional)
- Atlas (optional)

Time Allotment: Two 50-minute class periods

Procedure:

Day One

1. Write the central theme of this unit's four lessons on the blackboard, easel, or overhead projector: **"Muslim Communities in Modern-Day Europe"**

Explain which lessons are part of this unit and write down the four subtitles:

- An Introductory Look at Their Background
- Integration Issues
- Current Debates: The Headscarf in France
- Islam and Muslims in Europe: Which Paths for the Future?

Note: Each of these lessons can be taught separately. Each lesson plan clarifies what to change or add in case you choose to teach only one or two of this unit's lessons.

2. Hand out [Handout A: Unit Preview KWL Chart](#).

In the "KNOW" column, the students write what they know so far about the themes mentioned in the column.

In the "WANT to know" column, they list at least three things they want to learn from this unit.

In the "LEARNED" column, the students do not write anything yet. This column is reserved for the evaluation activity at the end of the unit (at the end of the fourth lesson).

Collect the papers. Make sure that the students' names are filled in. Keep the charts to review them at the end of the unit (after Lesson 4) and to compare, contradict, or confirm their original ideas, perceptions, and knowledge with what they have learned throughout the unit.

Note: Review the answers outside of class prior to teaching the other lessons. Try to integrate their interests ("WANT to know" column) as much as possible into the coming lessons. Try also to take their answers in the "KNOW" column into account. Check to see if certain aspects will need extra attention during the following lessons in this unit.

3. Write on the blackboard, easel, or overhead projector the title of this lesson:

**“Muslim Communities in Modern-Day Europe:
An Introductory Look at Their Background”**

Clarify that the goal of this lesson is to better understand the background and different profiles of the Muslims in Europe, especially in Western European countries.

The students take a look at the numbers of Muslims, their countries of origin, the reasons for their presence, the diversity among Muslims, the relation between Islam and the State, and the main integration issues in countries, such as France, the United Kingdom, Germany, Italy, Spain, the Netherlands, Belgium, and Sweden.

Distribute [Handout B: Quiz Worksheet](#) to each student.

Allow the students a few minutes to answer the multiple choice and true/false questions. This activity is mainly to assess their general factual knowledge about Muslim communities in Europe. It also prompts questions about the subject before starting their web research. The answers will be discussed in class at the end of this first lesson.

4. Divide the class into eight groups. (Depending on how many students you have in your class, you might want to create fewer groups or focus on fewer countries.)

Each group represents a country: France, Germany, the United Kingdom, Spain, Italy, Belgium, the Netherlands, or Sweden.

When forming the groups, encourage the students to locate their country on the blank map of Europe. In [Handout F: Maps of Europe](#), you will find three PowerPoint™ maps of Europe: one is blank, one is a map only marking the eight countries to be studied, and the other one is a complete map of Europe. Have the students point out their country on the blank map.

Leave the map with the names of the countries visible during the whole lesson as a reminder for the students.

Note: If it is not possible to use PowerPoint™, use an atlas, a wall map, or handouts, and let the students locate the eight countries to be studied.

Give each student [Handout D: Fact Finding Worksheet](#), which consists of a variety of questions. Review the different questions and ask if they need any clarification related to the web activity.

Ask the students to do research using classroom or library computers. The students in each group (country) try to find the answers to the questions on their Fact Finding Worksheet individually, first.

Advise the students which websites are most relevant for their country research. This information is noted in [Handout D: Fact Finding Worksheet](#). (You might want to bookmark these sites on the classroom computers.)

Encourage the students to answer the questions in as structured and schematic way as possible. Tell them to search for key information and to try to distinguish essential information from trivia.

Note: This activity can also be done in small groups of two or three students if there are not enough computers for each student. If you don't have computer access, have students use encyclopedias.

Day Two

5. After their research, tell the students to sit together in their groups to discuss their findings and to prepare a brief text summarizing their answers. Encourage them to make a plan for this group work, and to write a structured and clear text, suitable for the presentation. They may want to assign different students in their group to report on each topic on the Fact Finding Worksheet.

Have students share the information by asking each group to report their findings back to the whole class. Have them locate their country on the map of Europe during their presentation.

During the presentation by each group, the other students take notes on the key information about the presented countries on their [Handout E: Fact Answer Sheet](#).

Try to highlight, during the presentations, the differences and similarities between the countries, and to emphasize the varying backgrounds and profiles of the Muslim communities in each country.

Compare the findings with the situation in the U.S. This comparison with a more familiar situation might help the students better understand the realities in the European countries.

Note: The goal of this activity is to introduce the students to the background and some facts about Muslims in Europe. For the questions on integration issues, the goal is to make a list of the many critical integration issues that are present in Western Europe. A debate and further study of these issues take place in the next lessons.

Assessment:

Assess the students' learning and cooperation as follows:

- Review the [Handout B: Quiz Worksheet](#) that they completed on Day one in class. Have the students respond and explain their answers. Clarify the answers in class with extra information, if needed. Let them correct their own answers and collect their sheets afterwards.
Note: In [Handout C: Quiz Answers for Teachers](#), you can find the Quiz answers.
- Have the students complete [Handout G: Group Work Evaluation](#) to evaluate their group discussion and presentation.

Extension:

A useful extension activity might be to discuss with the students (after their web research): what their website represents; what kind of information it provides; if they found a lot of information and if the information was updated; who/which organization is responsible for the information they found; and if they would recommend this site to others.

Lesson 2: Integration Issues

Objectives:

Upon completing this lesson, students will be able to:

- Identify and understand the many issues that play a role in the integration process of Muslims/immigrants in Europe, in particular, in the United Kingdom and Germany. They will be able to understand that this is a two-way process in which Muslims/immigrants as well as their host society (the State and its native citizens) have a responsibility to take.
- Understand that people are born into societies that consist of various ethnic, religious, and social backgrounds.
- Practice their listening and observation skills to gain understanding about “the integration of Muslims in Europe.”
- Interpret, analyze, and reflect on the auditory and visual information.
- Check for understanding by asking questions.
- Use a bubble map to define and analyze how and which different aspects play a role in the integration process of Muslims and immigrants in Europe.
- Share what they have learned and by doing so:
 - Demonstrate evidence of comprehension
 - Compare their findings with those of others
 - Reflect on new ideas
 - Interact responsibly and communicate effectively cross-culturally

Materials:

Included:

- [Handout D: Fact Finding Worksheet](#)
- [Handout H: Discussion Questions about Great Britain](#)
- [Handout I: Kreuzberg Slide Show](#) (PowerPoint™)
- [Handout I: Kreuzberg Slide Show Notes](#) (included in PowerPoint™ too)
- [Handout J: Bubble Map](#)

Not Included:

- Blackboard, easel, or overhead projector
- Computers (to listen to a radio program and to show a PowerPoint™ presentation)

- “An Islamic Journey Inside Europe, Part Two. Legacy of an Empire,” on the NPR program, *All Things Considered*, aired on February 25, 2003. In this show, that plays 9:15 minutes, NPR's Sylvia Poggioli examines the parallel but largely segregated societies of Muslims and Europeans in London, the industrial city of Birmingham, and the northern England town of Bradford. [Available on the Internet]
http://www.npr.org/programs/atc/features/2003/feb/europe_muslims/two/europe_muslims_two.html
- “Beliefs and Daily Lives of Muslims” from the teacher's guide of the PBS program Frontline entitled “Muslims.” [Available on the Internet]
<http://www.pbs.org/wgbh/pages/frontline/teach/muslims/beliefs.html>

Time Allotment: One 50-minute class period

Procedure:

1. Introduce this lesson by briefly summarizing the main findings from Lesson 1 concerning the background of the Muslim populations in Europe.

Write the title of today's class on the blackboard:

“Muslim Communities in Modern-Day Europe: Integration Issues”

Make sure that the students have their [Handout D: Fact Finding Worksheet](#) with them. The integration questions on that sheet are used in this lesson.

Note: If you have taught the first lesson “Muslim Communities in Modern-Day Europe: An Introductory Look at Their Background,” the students have made a list of critical integration issues. This list will be further developed and discussed today. If you have not taught this lesson, write the integration issues (see [Handout D: Fact Finding Worksheet](#)) on the blackboard, and explain that these issues will be studied throughout this lesson.

Tell the students that during this class, they listen to a radio program on Muslims in Great Britain, and they watch a PowerPoint™ presentation of a Muslim neighborhood in Berlin, Germany. The aim is to discuss and compare the integration issues in the United Kingdom, Germany, and the country they studied during Lesson 1.

2. Have the students listen to "An Islamic Journey Inside Europe, Part Two. Legacy of an Empire," on the NPR program *All Things Considered*, aired on February 25, 2003. In this show, that plays 9:15 minutes, NPR's Sylvia Poggioli examines the parallel but largely segregated societies of Muslims and Europeans in London, the industrial city of Birmingham, and the northern England town of Bradford. To hear this show, go to: http://www.npr.org/programs/atc/features/2003/feb/europe_muslims/two/europe_muslims_two.html. Have them also view Poggioli's photo gallery (available on the same website), accompanying the show. This is a good visualization of her report.

Encourage the students, while listening to the program, to complete their lists of integration issues, to note down the issues they learn about during the show, and to give a short explanation of each of them.

Discuss the show and the findings of the students in class. In [Handout H: Discussion Questions about Great Britain](#), you will find some questions to analyze and discuss concerning the program. Note the main findings/conclusions about the integration of Muslims in Great Britain on the blackboard.

3. Show the PowerPoint™ slide show of the "Kreuzberg District" in Berlin, Germany (see [Handout I: Kreuzberg Slide Show](#) PowerPoint™). This neighborhood is known for its high concentration of Turkish immigrants. Some background information is included in the PowerPoint™ presentation to accompany the slide show (and in [Handout I: Kreuzberg Slide Show Notes](#)). Relate the images to the subject of integration issues concerning Muslims in Europe.

Encourage the students to complete their list of integration issues, to note down the issues they learn about during the slide show, to give a short explanation of each of them, and to ask questions.

4. Discuss in class the different findings of the students. Compare the findings from the radio report, the PowerPoint™ slide show, and the web research (that the students undertook during Lesson 1).

Give them [Handout J: Bubble Map](#). Use it to analyze how and which different aspects of society play a role in the integration of Muslims and immigrants in Europe.

Have them write an issue in each bubble and explain briefly why this issue plays a role in the debate about integration and why this particular issue might hamper and/or encourage the integration of Muslims and immigrants in Europe.

Collect their sheets.

Ask the students in class what they have answered. Have different students tell about one of the issues they noted down. Summarize them on the blackboard.

Ask the students if they think that in the U.S., there are the same kinds of social and integration issues related to the Muslim population, to immigrants, or to other communities.

5. If you are going to teach Lesson 3 of this unit on the headscarf debate in France, then have the students read the text "Beliefs and daily lives of Muslims" which you can find online at:

<http://www.pbs.org/wgbh/pages/frontline/teach/muslims/beliefs.html>

This text is part of the Teacher's Guide of the PBS program *Frontline* entitled "Muslims." The text clarifies briefly what the major beliefs and practices of Muslims are, as well as their daily life and the role of women. Ask the students to read this text in preparation for the next class. Ask them to pay special attention to the issue of women in Islam and the wearing of the hijab.

Assessment:

Assess the students' understanding and listening-comprehension by reviewing their Bubble Map answers. Assess their maps by looking at:

- How many issues the student defines.
- How clearly and succinctly he/she could explain the issue (indicates ability to focus on key information).
- Whether the students take into account what they have learned from the case study of Germany and Great Britain, as well as the country from their web research (from Lesson 1).

Extension:

Other radio programs to analyze integration issues in Europe:

We strongly recommend NPR's five-part series "An Islamic Journey Inside Europe" that examines the continent's growing Muslim population. Sylvia Poggioli reports from Spain, the United Kingdom, Paris, Holland and Rome. Each report plays about nine minutes and is accompanied by an on-line photo gallery. To hear the different shows, go to:

http://www.npr.org/programs/atc/features/2003/feb/europe_muslims/index.html

Lesson 3: Current Debates: The Headscarf in France

Objectives:

Upon completing this lesson, students will **be able to**:

- Broaden their understanding of the “headscarf” (hijab) issue, as well as the subject of “secularism” in France.
- Evaluate how the subcultures that comprise a national culture interact and what the consequences can be of this interaction.
- Analyze the complexity, and importance, of balancing individual rights with the common good.
- Show awareness of cultural premises, assumptions, and worldviews in order to effectively communicate cross-culturally.
- Practice their reading skills:
 - Examine, analyze, reflect, compare, and contrast a variety of points of view on the issue of the headscarf (hijab) in France by reading different articles and quotes.
 - Ask a variety of questions to interpret and analyze critically the different viewpoints on the issue.
- Practice their communication skills by debating on the issue in class:
 - Communicate and defend their opinion in a clear and persuasive way.
 - Formulate a coherent argumentation for their point of view.
 - Compare their viewpoints with those of others.
 - Show openness to the points of views of others and reflect on new ideas.

Materials:

Included:

- [Handout K: Background on the Headscarf Ban](#)
- [Handout L: Student Worksheet](#)
- [Handout M: Points of View on the Hijab](#)

Not Included:

- Blackboard, easel, or overhead projector
- Colored cards (red for ‘No’ votes, green for ‘Yes’ votes, and orange for

'In-between'). These are not integral to this lesson, but it could be an option to use them in the lesson during the vote at the end of the debate (see Procedure step 8).

- "Beliefs and daily lives of Muslims" from the teacher's guide of the PBS program *Frontline* entitled "Muslims." [Available on the Internet] <http://www.pbs.org/wgbh/pages/frontline/teach/muslims/beliefs.html>

Time Allotment: One 50-minute class period

Procedure:

1. Make sure that the students have read the text "Beliefs and Daily Lives of Muslims" at home as a preparation for this class. You can find the text on-line at:

<http://www.pbs.org/wgbh/pages/frontline/teach/muslims/beliefs.html>

This text is part of the Teacher's Guide of the PBS program *Frontline* entitled "Muslims." The text clarifies briefly what the major beliefs and practices of Muslims are, as well as their daily life and the role of women.

Have the students pay special attention to the issue of women in Islam and the wearing of *hijab* (a covering) that are the subject of this lesson.

2. Write this central question on the blackboard, overhead projector, or easel:

"Banning Headscarves in France: Restriction of Freedom of Choice or Protection Against Oppression?"

Tell students that the different materials they read during this lesson should be read with this lead question in mind. It is also the central question in the debate they hold after their readings.

3. Introduce this lesson by giving a short background history on the headscarf ban in France.

[Handout K: Background on the Headscarf Ban](#) offers a brief background and some on-line reference material to get a better understanding of the issue of the headscarf, as well as the subject of secularism in France.

4. Briefly discuss what the students know about the *hijab* after having read the text on “Beliefs and daily lives of Muslims”.

Ask them, for example:

- Is the *hijab* a necessary part of the Muslim's faith? Is it a religious obligation?
- What is the meaning of the *hijab*? Why would Muslims wear a *hijab*?

The purpose of these questions is not only to remind them of what they read in the text, but also to have them reflect on the subject.

Have them write down on [Handout L: Student Worksheet](#) the reasons why they are in favor of or against the wearing of a headscarf in schools, in public places, and in general.

5. Have the students read [Handout M: Points of View on the Hijab](#) concerning the headscarf ban. This is a collection of interviews and quotes providing various, often opposing, viewpoints on the wearing of the headscarf and the ban in France.

Encourage students to read these texts critically and with the following questions in mind:

- Why do Muslims wear a headscarf? What are the different reasons for wearing it? Is it a religious obligation?
- Why is it so controversial?
- Which arguments in the texts convince you that a right to wear a headscarf (in public schools/public places/in general) should be allowed?
- Which arguments in the texts convince you that a ban of the headscarf and other conspicuous religious symbols (in public schools/public places/in general) is necessary?
- **Lead question:** Do you perceive the banning of headscarves in France as a restriction of the freedom of choice or as a protection against oppression?

Note: This dossier contains only excerpts of articles and interviews. For each quote, the web link of the complete texts is indicated. It might be interesting to distribute (some of) the texts and have the students read the complete version at home or in class.

6. Give the students a couple of minutes after their readings to add on to [Handout L: Student Worksheet](#) their personal arguments in favor of or against the wearing of the headscarf.

7. Initiate a debate on the subject of the headscarf and its ban in France. Use the questions in steps 4 and 5 of this lesson procedure to keep the debate alive. Ask also:
 - What would their position be as a member of the presidential commission to study the implementation of the principle of laïcité (secularism) in the French Republic?
 - Has your opinion on the issue of the headscarf changed after reading the different points of view?
 - What changed and why did you change your position?
 - Do you notice similarities or differences between the situation in France and in the U.S.?
 - Finish the debate with a vote in class on the lead question: "Is banning headscarves in France a restriction of freedom of choice or protection against oppression?"
 - Who thinks the ban is a restriction of the freedom of choice?
 - Who thinks the ban is a protection against oppression?
 - Who thinks that there are arguments in favor of both statements (that on the one hand it can be viewed as a limitation, but on the other hand also as a protection)?

You could facilitate the voting by using colored cards: red for one opinion, green for the other, and orange for those who are undecided.

Collect [Handout L: Student Worksheet](#).

8. For the next lesson about "The Future of Islam and Muslims in Europe," assign the students to research the following sociological concepts as homework (using the Internet, encyclopedias, dictionaries, the library, etc.)
 - Integration
 - Assimilation
 - Multiculturalism

Assessment:

Assess the students' understanding, reading comprehension, and communication skills by evaluating [Handout L: Student Worksheet](#) and by paying attention to the following criteria during the debate:

- Do the students formulate a coherent and persuasive argument when defending their points of view?
- Do the students demonstrate comprehension of the textual information they read?
- Do the students demonstrate understanding of and openness to the different perspectives that exist on the headscarf debate?
- Do the students show awareness of the complex but indispensable need to balance individual rights with the common good?

Extension:

To explore this subject further, you might undertake the following activities in class:

- **An activity to find out information about the headscarf issue in other countries:**

This is an interesting individual or group research activity on the Internet, very useful to compare the usage of the headscarf in different places in the world.

France is not the only country where headscarves have proved to be contentious. A number of countries already ban the garment from schools and other public buildings, while elsewhere it is the failure of women to don a veil which prompts outrage.

BBC-News provides an on-line map to find out where and when headscarves have been in the headlines. By clicking on the links for countries, such as Belgium, Denmark, France, Germany, Russia, Turkey, Saudi Arabia, Egypt, and Singapore, students can learn more about the headscarf issue in places outside of France.

You can find the map on the following website:

<http://news.bbc.co.uk/1/hi/world/europe/3476163.stm>.

- **An activity to gather information about ten famous women and to find out if they are Muslim, Hindu, Christian, or Jewish:**

This is a fascinating individual or group research activity on the Internet that could be very useful to introduce a lesson on the headscarf issue.

PBS provides a lesson plan on the role of women, entitled “*Who wears a veil?*” The objective of this lesson is to define stereotypes and learn how common misperceptions foster visual stereotypes about Muslim women. This lesson provides ten on-line pictures of famous women. The students must designate which women are Muslim, Hindu, Christian, or Jewish. Are they able to conclude this by looking at them? By moving their mouse over the photos they can find out. The PBS lesson plan offers various questions to accompany this web activity.

You can find this web activity on the following link:

<http://www.pbs.org/wgbh/globalconnections/mideast/educators/women/lesson1a.html>.

- **A debate with Muslim women:**

If you know any Muslim women or an organization in your community that could put you into contact with Muslim women, it would be great to invite them for the debate. Try to find at least two women, one defending the right to wear a headscarf, the other defending a ban on headscarves and other conspicuous religious symbols.

- **A radio report of the first day of the ban in France:**

NPR radio reported in various programs on the issue of the hijab in France as well as in other countries. One show that is particularly interesting for this lesson is the report on NPR's *All Things Considered*, Thursday September 2, 2004. This was the day that the ban started. It is a short report (approximately four minutes long) illustrating the atmosphere of the first day of the ban. At that time two French journalists were still being held hostage by militants in Iraq demanding that the law be revoked. This report is very interesting as an introduction to this lesson.

To listen to this and the other shows go to:

<http://www.npr.org/templates/story/story.php?storyId=3886467>.

- **An activity to explore the basic beliefs and practices of Islam and examine the different views of women's modesty and the hijab among Muslims in modern society:**

PBS's program *Wide Angle* provides a lesson plan, including articles, video clips on the Internet and other resources to understand the *hijab* and the different viewpoints. This activity stimulates the students to express their own points of view on the topic in discussions and in a persuasive article.

To view this lesson plan, go to:

<http://www.pbs.org/wnet/wideangle/classroom/2lp5.html>.

Lesson 4: Islam and Muslims in Europe: Which Paths for the Future?

Objectives:

Upon completing this lesson, students will be able to:

- Understand the meaning of new concepts such as *assimilation*, *multiculturalism*, and *integration*, and to use these in varying contexts.
- Understand that all residents and citizens in a country have rights and responsibilities in order to live harmoniously together to avoid confrontations. They will understand the importance of respecting the rights of others.
- Practice their listening and reading skills to gain understanding about “the future of Muslims and Islam in Europe.”
- Ask questions to interpret and analyze oral and textual information.
- Share what they have learned and by doing so:
 - Demonstrate evidence of reading and listening comprehension.
 - Compare their viewpoints with those of others.
 - Show openness to others’ points of view.
 - Reflect on new ideas.
- Practice their writing skills:
 - The students will share their viewpoints on “the future of the integration and participation of Muslims in Europe,” in a well-reasoned, organized, comprehensive, and clearly-written text.
 - They will present their arguments effectively by using coherence and precision.
 - They will coordinate a number of points of view.
 - They will integrate new concepts with specialized vocabulary relevant to this area.
 - They will develop persuasiveness to defend their viewpoints.

Materials:

Included:

- [Handout N: Assessment Worksheet](#)
- Handout A: KWL Chart from Lesson 1

Not Included:

- Blackboard, easel, or overhead projector
- Computers (to listen to an online radio program)
- Vermeulen, Hans (ed). *Immigrant Policy for a Multicultural Society. A Comparative Study of Integration, Language and Religious Policy in Five Western European Countries*. IMES/MPG, 1996.
<http://www2.fmg.uva.nl/imes/books/Vermeulen-MPG.pdf>. Especially chapter 1.2. and 1.3. might be very useful.
- "Old Europe Meets New Islam" by Marlena Telvick, January 2005.
[Available on the Internet]
<http://www.pbs.org/wgbh/pages/frontline/shows/front/special/roots.html>

Time Allotment: One 50-minute class period

Procedure:

1. Make sure that at the end of your previous lesson, you assigned the students to research the following sociological concepts as homework (using the Internet, encyclopedias, dictionaries, the library, etc.)
 - Integration
 - Assimilation
 - Multiculturalism
2. Write this central question on the blackboard, overhead projector, or poster board:

"Islam and Muslims in Europe: Which Paths for the Future?"

Introduce the lesson by discussing the students' findings on the concepts of *assimilation*, *multiculturalism*, and *integration*. Have them share their findings. Clarify the concepts by giving some examples (e.g., the assimilation policy in France or multiculturalism policies in the Netherlands and Sweden), and write a short definition for each concept on the blackboard.

We recommend the following document to get a good understanding of these concepts and their usage within the context of European policies:

Vermeulen, Hans (ed). *Immigrant Policy for a Multicultural Society. A Comparative Study of Integration, Language and Religious Policy in Five Western European Countries*. IMES/MPG, 1996.
<http://www2.fmg.uva.nl/imes/books/Vermeulen-MPG.pdf>. Especially chapter 1.2. and 1.3. might be very useful.

Explain to the students that during this lesson, they will listen to a radio program and read an article, both discussing “the future of Islam and Muslims in Europe.” Tell the students that during both activities, they should pay attention to the many perspectives on this issue.

3. Have the students listen to the radio program “All Things Considered,” on NPR, February 28, 2003, entitled “An Islamic Journey inside Europe, Part Five: A New Type of Islam.” This radio report takes 9:52 minutes.
http://www.npr.org/programs/atc/features/2003/feb/europe_muslims/five/europe_muslims_five.html

Have the students write down the various perspectives on “Islam and Muslims in Europe” that they learn about during the show. These perspectives might come from moderate and radical Muslims in Europe, as well as from European citizens and politicians.

Discuss the radio report and the findings of the students briefly in class. Some questions to analyze and discuss might be:

- Are all Muslims in Europe willing to accept Western lifestyle, culture, and ideas? (A majority? A minority?)
- The Islamic University in Rotterdam proposes a way to reconcile Islam with Western culture. What is their view?
- Is the discussion about the future of Islam only a question of adaptation to European societies? Or is it related to the broader question of how to reconcile Islam's religious traditions with modern society, a discussion that is also going on outside of Europe?
- Poggioli points to some serious social and economic problems in Europe that might push many 2nd and 3rd generation Muslims to embrace traditional Islam as a badge of identity. Which problems does she mention? (For example, unemployment, discrimination, language problems, anti-Muslim backlash, etc.)

4. Have the students read the article “Old Europe Meets New Islam” by Marlena Telvick, January 2005. You can find the text on-line at:

<http://www.pbs.org/wgbh/pages/frontline/shows/front/special/roots.html>

This article examines the question of integration of Islam and Muslims in Europe's secular societies, and suggests different paths to move forward.

Encourage the students, while reading, to pay special attention to the various perspectives on “the future of Islam and Muslims in Europe.”

Discuss the article briefly in class. Some questions helpful in analyzing and discussing the feature might be:

- What does it mean to be a “European?” How do Europeans perceive the role of religion in society?
- In recent years, have racial tensions within European societies increased or decreased?
- Does the article perceive Muslim extremists as a major threat for Europe?
- The article points to a number of social issues that are critical for the integration and participation of Muslims in Europe. Which issues does the author mention?

Note: You could also choose to have the students read this text for homework in case it is too much material to review together in class. In that case, use the discussion questions related to the text to check their reading comprehension.

5. Give each student [Handout N: Assessment Worksheet](#). Read in class the task, which is explained on the worksheet, and allow them about five to ten minutes to write down their answers. The students are to develop and explain their views on the future of Islam and Muslims in Europe.

Collect the sheets. Make sure they filled in their name.

6. To end the unit, hand out the **KWL Chart** that you collected during Lesson 1. Evaluate and discuss in class what they have learned; whether they have found an answer to the questions they noted in the “WANT to learn” column; and whether their current knowledge, ideas, and perceptions about Muslims and Islam in Europe are different from what they were at the beginning of this unit (see KNOW column).

Have them fill in the “LEARNED” column.

Assessment:

Collect the student's Assessment Worksheets. Assess their understanding, writing skills, critical thinking, and argumentation by looking at the following criteria:

- Is it a clearly written, well-organized, well-reasoned, and comprehensive text?
- Does the student present a coherent and persuasive argument?
- Does the student demonstrate understanding of the different perspectives on this subject?
- Does the student make use of new concepts and specialized vocabulary relevant to this subject?
- Does the student show awareness of cultural premises, assumptions, and worldviews?
- Does the student show understanding for the fact that all residents and citizens in a country have rights and responsibilities in order to live harmoniously together and to avoid confrontations? Does the student show understanding of the importance of respecting the rights of others?

Extension:

To explore this subject further, you might undertake the following activities in class:

- **Discuss an article:**

We strongly recommend the following article: Le Quesne, Nicholas. "Islam in Europe: A Changing Faith," TIME-Europe, December 2001.

<http://www.time.com/time/europe/eu/printout/0,9869,188641,00.html>

This article examines how Muslims in Europe are redefining Islam in the context of their identities, as believers who were born and bred in Europe. "Euro-Islam" is a bridge between two cultures, providing young believers with a way of respecting inherited traditions while living in a different world. The article fits perfectly in the scope of this lesson on the "Future of Islam and Muslims in Europe."

- **Listen to a radio report:**

The fourth part of Sylvia Poggioli's series "*An Islamic Journey Inside Europe*" examines the changing integration policies in the Netherlands. In a backlash against political correctness, the Dutch are reassessing their laissez-faire, multicultural policy. New arrivals must now learn how to speak Dutch and take classes on the Dutch society's values. This report is very useful to

discuss the concepts of integration, multiculturalism, and assimilation.

http://www.npr.org/programs/atc/features/2003/feb/europe_muslims/four/europe_muslims_four.html

- **Interview Muslims:**

Some students might know, or be able to connect with, Muslims who lived in Europe. Have the student do an interview and present the interview to the class.

- **Interviewing guest speakers:**

If you know any Muslims or would be able to get connected to Muslims (if possible, who lived in Europe), invite them to speak to the class about their perspectives for the future of Islam and Muslims in Europe, as well as the differences they perceive between the U.S. and Europe in relation to the situation of Muslims.

When your speaker or speakers are scheduled, tell the class who will be coming to speak with them, giving names and a brief summary about them, and help students develop general questions to ask the speaker.

Washington State Essential Academic Learning Requirements (EALRS)	Lessons			
	1	2	3	4
READING				
1...understands and uses different skills and strategies to read			X	X
2...understands the meaning of what is read	X		X	X
3...reads different materials for a variety of purposes				
4...sets goals and evaluates progress to improve reading				
WRITING				
1...writes clearly and effectively				X
2...writes in a variety of forms for different audiences and purposes				
3...understands and uses the steps of the writing process				X
4...analyzes and evaluates the effectiveness of written work				
COMMUNICATION				
1...uses listening and observation skills to gain understanding	X	X	X	X
2...communicates ideas clearly and effectively	X		X	X
3...uses communication strategies and skills to work effectively with others	X			
4...analyzes and evaluates the effectiveness of formal and informal communication				
SOCIAL STUDIES - SKILLS				
1...uses inquiry and information skills	X	X		X
2...understands and uses interpersonal and group process skills required by citizens in a democratic society	X		X	X
3...understands and applies critical thinking and problem solving skills to make informed and reasoned decisions		X	X	X
SOCIAL STUDIES - HISTORY				
1...examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history				
2...applies the methods of social science investigation to investigate, compare, and contrast interpretations of historical events	X	X		
3...understands the origin and impact of ideas and technological developments on history and social change				

(continued on next page)

SOCIAL STUDIES - GEOGRAPHY				
1...uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface	X			
2...understands the complex physical and human characteristics of places and regions				
3...observes and analyzes the interaction between people, the environment and culture				
SOCIAL STUDIES - CIVICS				
1...understands and can explain the core values and principles of the U.S. democracy as set forth in foundational documents, including the Declaration of Independence and the Constitution				
2...analyzes the purposes and organization of governments and laws		X	X	X
3...understands the purposes and organization of international relationships and how U.S. foreign policy is made				
4...understands the rights and responsibilities of citizenship and the principles of democratic civic involvement		X	X	X
SOCIAL STUDIES - ECONOMICS				
1...understands basic economic concepts and analyzes the effect of economic systems on individuals, groups and societies				

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