ISLAM IN A GLOBALIZED WORLD

iPray is a free app developed by Guided Ways Technologies for smart phones and MP3 players
to assist Muslims in determining the direction of Mecca to pray. Image of Mecca, Public Domain

A Resource Packet for Educators

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The objective of this resource packet is two-fold: to teach students about Islam and some of the issues that Islamic scholars are debating today such as democracy and human rights. Teachers may use the topics below as building blocks to teach about Islam, Muslims around the world, democracy, and human rights. Once informed on each of those topics, students can better explore and debate important issues facing the world today such as the compatibility of democracy with Islam.

THE BASICS OF ISLAM

There are many quality sources about the basic beliefs and history of Islam. We have chosen to use the BBC and the United Religions Initiative as our primary resources for their accessibility and quality of information.

How did Islam Begin?
http://www.uri.org/kids/world_isla_basi.htm
Islam is a monotheistic faith centered around belief in the one God (Allah). In this regard, it shares some beliefs with Judaism and Christianity by tracing its history back to the patriarch Abraham, and ultimately to the first prophet, Adam. All the prophets preached the same universal message of belief in one God and kindness to humanity. The last in the series of prophets, according to Muslims, was Muhammad.

Abraham (Ibrahim)
http://www.bbc.co.uk/religion/religions/islam/
Abraham is a very interesting figure because he is depicted in the Qur'an as somebody who, from a very early age, had problems trying to understand God and trying to discover God; being restless, knowing that perhaps the Pagan environment which he was in did not have the answers. That, ultimately, God was not the star or the sun or the wind or the moon, all these forces that he saw, God was in something else. And so from that perspective, Abraham is considered to be neither a Jewish person, nor a Christian person nor a Muslim, but somebody who is a *hernif* somebody who essentially and intrinsically knows that there is really only one God. And he is praised for this essential and innate yearning to discover the unity of God.

There have been thousands of prophets and numbers of messengers but there are only four or five that have been designated a specific title according to Islam: Jesus is one, Moses is one and the Prophet Muhammad is one but also Abraham, who is known as a friend of God. Abraham had a specific allocation given to him by God, which is that from his progeny will be all the prophets and from them for Muslims comes Muhammad. But he does have a relationship with God: first of all he is baffled as to how he has a son at such a late stage through Hagar and then through Sarah.

The tradition of God testing Abraham's devotion to him by asking him to sacrifice Ishmael is the heart of the Abrahamic tradition and the Abrahamic stories. Abraham was the first Prophet who was asked for the ultimate sacrifice: "I want you to sacrifice your own flesh and blood for me." And he passed the test because he was prepared to do it, in his submission and devotion to God.

Muhammad
http://www.uri.org/kids/world_isla_basi.htm
Muhammad was born in Mecca, Saudi Arabia around 570 CE. He was not happy with the people around him because of superstitions and social and economic injustice. The people were worshipping many gods and had forgotten the message of prophet Abraham to worship one God. Muhammad loved to pray and meditate in the mountains. On one of those occasions, in the year 610 CE, when he was about 40 years old, he received a revelation from God through

the angel Jibril (Gabriel).... His main message is that there was no other God but Allah and that people should lead their lives in a way that was pleasing to Allah....

Who is Allah (God)?
"Allah" is simply the Arabic word for God. He is the same universal God worshipped by people of all faiths. The word "Allah" is sometimes preferred over God because it is neither masculine nor feminine. Also, there is no plural for "Allah."

What do Muslim's believe?
Muslims have six major beliefs.
•Belief in one God (Allah).
•Belief in the Angels.
•Belief in the holy books sent to all the prophets including Torah that was revealed to the prophet Moses, Bible that was revealed to the prophet Jesus, and Qur'an (Koran) that was revealed to the prophet Muhammad.
•Belief in all the prophets sent by God including Noah, Abraham, Ishmael, Isaac, Jacob, Moses, Jesus and Muhammad. Although Muslims believe in Isa or Jesus they don't think of Jesus as the Son of God the way Christians do.
•Belief in the Day of Judgment and life after death. The best reward for performing good deeds is getting closer to God.
•Belief in divine decree. This means that God is all-powerful and nothing can happen without His permission, however, he has given human beings freedom to choose whether to be good or bad. In the end, everyone will be questioned about how they lived in this life.

What are the Five Pillars of Islam?
These are guides for daily life for putting the beliefs of Muslims into practice.
•Shahadah (declaration of faith): to bear witness or testify that there is no god except one God (Allah) and Muhammad is His prophet or messenger.
•Salat (ritual prayer): the five daily prayers are performed at dawn, noon, mid-afternoon, sunset and night. The prayers are offered in Arabic language and facing the direction of Mecca.
•Zakah (alms tax): Giving 2.5% of one's wealth to the poor and needy.
•Sawm (fasting): Muslims fast during the daylight hours in the ninth month of the Islamic lunar calendar called Ramadan. The purpose is to remind people of the goodness of what they have and to show equality with the poor. Ramadan is a time for study and self-discipline.
•Hajj (pilgrimage): Muslims believe in making a pilgrimage to Mecca to the Ka'bah at least once in their lifetime. The kA'bah is believed to have been built by Ibrahim (Abraham) and one of his sons. Muhammad restored it to worship Allah. For this reason it is a very sacred place to Muslims

What is the final revealed scripture (a sacred text) for Muslims?
Muslims believe that the last revealed scripture sent by God is the Qur'an or Koran. It is the speech of God revealed in the Arabic language to Muhammad during his mission of twenty-three years. The Qur'an was written down by scribes and memorized during the lifetime of

Muhammad. The Qur'an emphasizes moral, ethical and spiritual values with the aim of establishing justice for everyone. Many Muslims try to learn to read the Koran in its original language, Arabic....

Preparing and Evaluating Content on Islam and Muslims
http://www.islamproject.org/education/Prepare_eval.htm
This guideline for educators, provided by the Islam Project, offers guidelines for teaching about Islam and Muslims.

Beautiful Signs: A Treasury of Islamic Wisdom for Children and Parents **(Aesop Prize (Awards) Conover, Sarah and Freda Crane and Valerie Wahl (2004)**
http://www.amazon.com/Ayat-Jamilah-Beautiful-Treasury-Children/dp/1435266145/ref=tmm_hrd_title_0?ie=UTF8&qid=1286905473&sr=1-1
"Once there was and there was not" is the Arabic equivalent of "Once upon a time," and it begins many of the stories in this collection of folktales and stories from the Islamic world. One of the most popular folk characters is Mulla Nasruddin, a wise and witty spiritual guide... many of the tales from *Ayat Jamilah* will make excellent read-alouds, and the adapters have done a magnificent job of collecting stories from throughout the Islamic world, from China to Africa to the Middle East" K-5

The Council on American Islamic Relations (CAIR)
http://www.cair.com/AboutIslam/IslamBasics.aspx
CAIR provides information on the basic beliefs of Islam as well as information about Muslims living in the United States.

Check out these great books for young students on pages 4-5!

An Eid for Everyone **– Islam, Hina (2009)**
http://www.amazon.com/Eid-Everyone-Hina-Islam/dp/143894845X/ref=sr_1_1?s=books&ie=UTF8&qid=1286904038&sr=1-1
"An Eid for Everyone" is a fantastic and an informative book on Eid, a major Islamic holiday. This book can be used in the classroom for educational purposes and can be incorporated into any school's cultural diversity curriculum." K-5

Muslim Child: Understanding Islam Through Stories and Poems **– Khan, Rukhsana and Patty Gallnger (2002)**
http://www.amazon.com/Muslim-Child-Understanding-Through-Stories/dp/0807553077/ref=sr_1_1?ie=UTF8&s=books&qid=1286904199&sr=1-1
Avowedly didactic, as its subtitle indicates, Muslim Child presents aspects of the daily lives of Muslim youngsters in various locales, including Canada, the U.S., Nigeria, and Pakistan. The child's-eye view substantially increases the likelihood that non-Muslim readers will be able to internalize and understand what the protagonists are feeling and thinking, even if the religious basis of those thoughts and emotions is unfamiliar. K-5

Muslim Celebrations
http://www.teachersdomain.org/resource/islam08.socst.world.glob.islamceleb/
This video clip explores Muslim celebrations with the Islamic Center of Washington D.C. Discussion questions for students are also included. Length: 1 minute and 50 seconds. Grades: 5-12.

THE BASICS OF ISLAM

Muslim Prayer
http://www.teachersdomain.org/resource/islam08.socst.world.glob.muslimpray/
This short PBS video explores prayer in Islam from the perspective of an American Muslim. It also contains a set of discussion questions. Length: 2 minutes and 2 seconds. K-12.

*My First Ramadan – K*atz**, Karen (2007)**
http://www.amazon.com/My-First-Ramadan-Karen-Katz/dp/0805078940/ref=sr_1_1?ie=UTF8&s=books&qid=1286903807&sr=1-1
Look! There is the new moon in the sky.
It's time for Ramadan to begin. Follow along with one young boy as he observes the Muslim holy month with his family. This year, the narrator is finally old enough to fast, and readers of all ages will be interested as he shares his experiences of this special holiday. K-3

Night of the Moon: A Muslim Holiday Story **– Khan, Hena and Julie Paschkis (2001)**
http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=Night+of+the+Moon%3A+A++Muslim+Holiday+Story+by+Hena+Khan&x=0&y=0
The new crescent appears, marking the first day of the month of Ramadan. Yasmeen, a seven-year-old Pakistani-American girl, is confused because "it's only the seventeenth." Her mother explains that the Islamic calendar is a lunar calendar.... Paschkis's beautiful paintings incorporate Islamic tile art, adding to an authentic sense of the culture. K-3

Religion of Islam
http://www.mnsu.edu/emuseum/cultural/religion/islam/islam.html
This additional resource from Minnesota State University includes sections on the beliefs and history of Islam.

Rumi: Persian Poet, Whirling Dervish **– Demi (2009)**
http://www.amazon.com/Rumi-Persian-Poet-Whirling-Dervish/dp/0761455272/ref=pd_sim_b_4
Two years after the United Nations declared "The Year of Rumi," Demi presents this picture-book introduction to the thirteenth-century mystical poet. As in her previous illustrated biographies, Demi condenses her famous subject's life into a brief but substantive text. Here, she adds frequent excerpts from Rumi's poems and writings, and while the timeless passages aren't always smoothly integrated, they clearly demonstrate the poet's range of themes, as well as the reasons for his 800-year-old celebrity status. K- 8

Stories of the Prophets in the Holy Qu'ran **– Haqq Shahada Sharelle (2010)**
http://www.amazon.com/Stories-Prophets-Holy-Qu-ran/dp/1597841331/ref=sr_1_1?ie=UTF8&s=books&qid=1286904651&sr=1-1
A collection of illustrated stories offers an Islamic take on the lives and missions of familiar prophets. Through these Islamic renditions, children are made keenly aware of the importance of certain virtues; steadfastness, patience, and honesty; exhibited by religious role models in the Quran, including Abraham, Moses, Noah, and Jesus, and the prophets' willingness to endure hardship as a means to an honest life. K-5

THE BASICS OF ISLAM

Sunni and Shia: The Dominant Worlds of Islam

The Origins of the Sunni-Shia Split
http://www.npr.org/templates/story/story.php?storyId=7332087
This NPR resource provides an overview of the historical origins of the Sunni-Shia division within Islam and discusses the differences between these two main sects of Islam. An audio version of the radio program is also included in the link.

Sunni and Shia: The Worlds of Islam
http://www.pbs.org/wnet/wideangle/episodes/pilgrimage-to-karbala/sunni-and-shia-the-worlds-of-islam/1737/
While the Islamic world is predominately of the Sunni sect, the Muslims who live in the Middle East, and particularly those in the Persian Gulf region, are often Shiite. Globally, the Shia account for an estimated 10 to 15 percent of the Muslim population, but in the Middle East their numbers are much higher: they dominate the population of Iran, compose a majority in Iraq, and are significant minorities in other nations…

Source: http://www.pbs.org/wnet/wideangle/episodes/pilgrimage-to-karbala/sunni-and-shia-the-worlds-of-islam/1737/
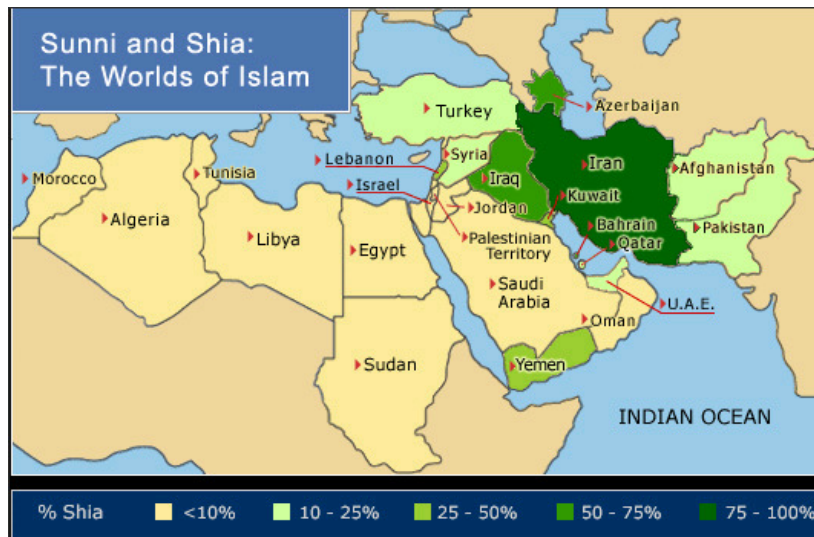
Sunni and Shia Populations
http://pewforum.org/Muslim/Mapping-the-Global-Muslim-Population%286%29.aspx
This interactive map includes regions beyond the Middle East and North Africa to show where the world's Shia Muslims live. It also includes a list of all countries with a sizable Shia population.

Did you know? Approximately half of the world's Shia Muslim population lives in Iran and Iraq (85-92 million estimated).

MUSLIMS AROUND THE WORLD

Arab, Muslim, or Middle Eastern?
http://www.teachmideast.org/essays/26-stereotypes/50-arab-muslim-or-middle-eastern
This resource reveals much of the confusion around those terms even in the U.S. media.

Mapping the Global Muslim Population
http://pewforum.org/Mapping-the-Global-Muslim-Population.aspx

Did you know? *A comprehensive demographic study of more than 200 countries finds that there are 1.57 billion Muslims of all ages living in the world today, representing 23% of an estimated 2009 world population of 6.8 billion. While Muslims are found on all five inhabited continents, more than 60% of the global Muslim population is in Asia and about 20% is in the Middle East and North Africa.*

Countries with the Largest Muslim Populations
http://pewforum.org/Muslim/Mapping-the-Global-Muslim-Population%282%29.aspx
This interactive map shows Muslim populations around the world based on figures from 2009. Scroll over a country on the map to see its total Muslim population and what percentage of the world Muslim population is found in that country.
The top 8 countries by Muslim population are:
Indonesia: 202,867,000 (12.9% of world Muslim population)
Pakistan: 174,082,000 (11.1% of world Muslim population)
India: 160,945,000 (10.3% of world Muslim population)
Bangladesh: 145, 312,000 (9.3% of world Muslim population)
Egypt: 78,513,000 (5% of world Muslim population)
Nigeria: 78,056,000 (5% of world Muslim population)
Iran: 73,777,000 (4.7% of world Muslim population)
Turkey: 73,619,000 (4.7% of world Muslim population)

Did you know? *More than 2.45 million Muslims live in the United States, nearly the same as the Muslim population of Lebanon.*

MUSLIMS AROUND THE WORLD

Muslim Majority Countries

This second map shows the percentage of each country's population that practices Islam. Note that many countries in North Africa and the Middle East are dark green because a majority of their populations are Muslim. On the other hand, India is very lightly colored because a majority of its population is Hindu, even though more Muslims—over 160 million—live in India than in any Middle Eastern or North African nation.

> ***Did you know?*** *Asia has three times as many Muslims living in the region than in all of the Middle East and North Africa.*

Source: http://www.britannica.com/EBchecked/topic-art/295507/57438/World-distribution-of-Islam
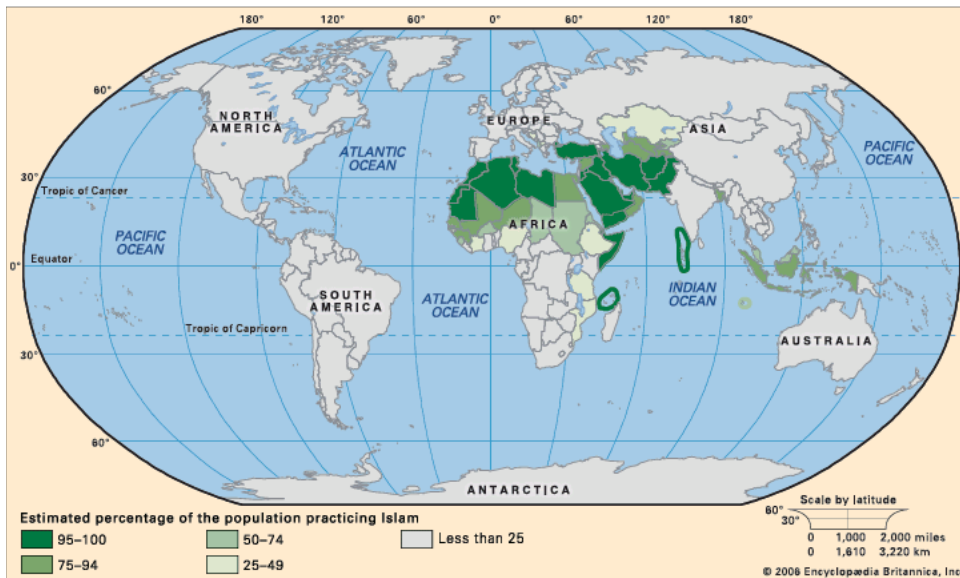
WHAT IS DEMOCRACY?

The United Nations, United States, and many other organizations and countries believe democracy is the best form of government because it best protects individual rights and liberties. As the oldest democracy on the planet, the United States regularly makes the promotion of democracy the cornerstone of its foreign policy. Similarly, the United Nations has established a democracy promotion fund to support and expand democratic governance around the world. By defining what exactly democracy means or can mean, students will be better equipped to evaluate the different forms of government around the world and discuss the important question of whether or not democracy and Islam are compatible.

The United Nations says:
We reaffirm that democracy is a universal value based on the freely expressed will of people to determine their own political, economic, social and cultural system and their full participation in all aspects of their lives. We also reaffirm that while democracies share common features, there is no single model of democracy, that it does not belong to any country or region, and reaffirm the necessity of due respect for sovereignty and the right of self-determination. We stress that democracy, development and respect for all human rights and fundamental freedoms are interdependent and mutually reinforcing.
Source: http://www.un.org/democracyfund/XSituatingDemocracy.htm

How is Democracy Measured?
Nearly every country of the world professes to be a democracy, although by most authoritative measurements—many are really not. By learning about the different ways scholars and organizations measure and evaluate democracy, students will be able to better evaluate which countries that claim to be democratic actually are. Students will also be able to use these tools to evaluate whether Islam is compatible with democracy by seeing which countries with large Muslim populations are democracies.

Measuring by "Rights" and "Liberties"

Freedom House:
What is Freedom House's Definition of "Freedom"?
http://www.freedomhouse.org/template.cfm?page=265#2
….Freedom House measures freedom according to two broad categories: political rights and civil liberties. Political rights enable people to participate freely in the political process through the right to vote, compete for public office and elect representatives who have a decisive impact on public policies and are accountable to the electorate. Civil liberties allow for the freedoms of expression and belief, associational and organizational rights, rule of law, and personal autonomy without interference from the state.

In addition, each country and territory is assigned a numerical rating—on a scale of 1 to 7—for political rights and an analogous rating for civil liberties; a rating of 1 indicates the highest degree of freedom and 7 the lowest level of freedom. These ratings, which are calculated based on the methodological process described below, determine whether a country is classified as Free, Partly Free, or Not Free by the survey.
http://www.freedomhouse.org/template.cfm?page=351&ana_page=341&year=2008

WHAT IS DEMOCRACY?

Click here for ratings and reports on individual countries:
http://www.freedomhouse.org/template.cfm?page=363&year=2010

> ***Did you know?*** *More Muslims (over 200 million) live in Indonesia than in any other country. Freedom House considers Indonesia "free" and a well-functioning democracy.*

Map of Freedom in the World: Green (free), Yellow (partly free), Purple (unfree)

Source: http://www.freedomhouse.org/template.cfm?page=363&year=2010
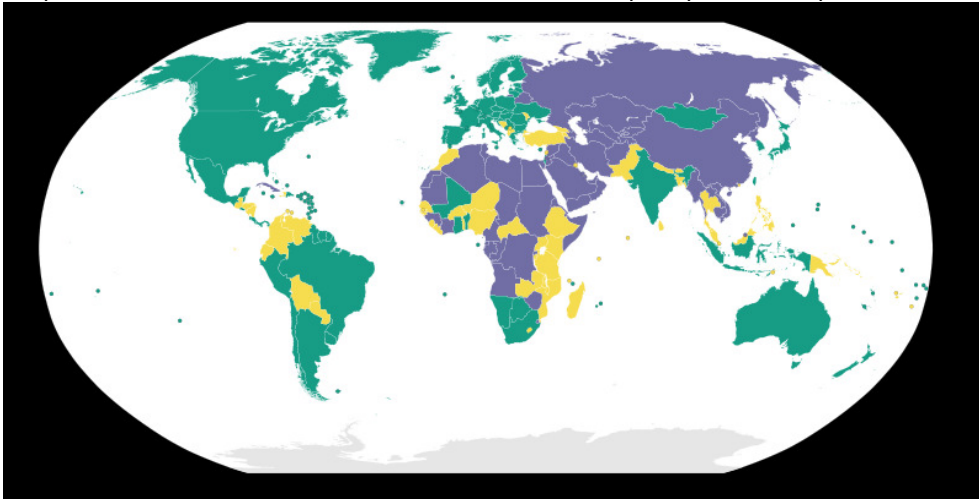
Measuring by "Regime Type"

Polity IV:
http://www.systemicpeace.org/polity/polity4.htm
Another group of scholars measure democracy by evaluating overall regime type. Polity IV is run by the organization Systemic Peace and professors at the University of Maryland and Colorado State University. The Polity scores can also be converted to regime categories: we recommend a three-part categorization of "autocracies" (-10 to -6), "anocracies" (-5 to +5...), and "democracies" (+6-+10).

Regime type rankings of individual countries can be found here:
http://www.systemicpeace.org/polity/polity06.htm

WHAT IS DEMOCRACY?

Chart showing the global trend of types of governance in the world

Source: http://www.systemicpeace.org/polity/global2.htm
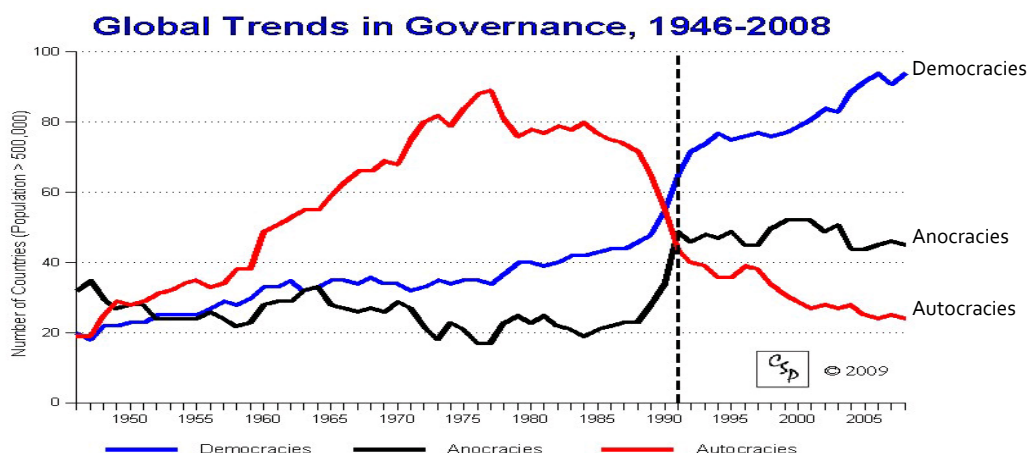
Other Sources for Measuring and Evaluating Democracy:

The Economist Intelligence Unit's Index of Democracy
http://www.economist.com/media/pdf/democracy_index_2007_v3.pdf
Our Index embodies a wider concept than is the case with some other measures of democracy. Free and fair elections and civil liberties are necessary conditions for democracy, but they are unlikely to be sufficient for a full and consolidated democracy if unaccompanied by transparent and at least minimally efficient government, sufficient political participation and a supportive democratic political culture.

Samuel Huntington Democracy
http://www.foreignaffairs.com/articles/47478/andrew-j-pierre/the-third-wave-democratization-in-the-late-twentieth-century
Noted political scientist Samuel Huntington developed many revolutionary theories, including the "third wave" of democratization, where he argued once a process of democratization started in a country, often a "wave" will follow that leads to democratization in other countries.
Example of work: *The Third Wave: Democratization in the Late Twentieth Century* (1992)

Larry Diamond on Democracy
http://www.amazon.com/Spirit-Democracy-Struggle-Societies-Throughout/dp/0805089136/ref=sr_1_1?ie=UTF8&s=books&qid=1284576720&sr=8-1
Political scientist Diamond (*Squandered Victory*), a leader in the field of democracy studies, provides a broad, authoritative survey of international trends and evolving academic thinking concerning the development and maintenance of democracies worldwide.
Example of work: *The Spirit of Democracy: The Struggle to Build Free Societies Throughout the World (2009)*

HUMAN DEVELOPMENT

Learning about human development will allow students to compare and contrast their lives in the United States with how people in other countries live. Students will explore data such as life expectancy, literacy rates, etc. Learning about human development is important because of the role it plays in other important areas such as democracy and human rights.

According to the United Nations Human Development Program:
Human Development is a development paradigm that is about much more than the rise or fall of national incomes. It is about creating an environment in which people can develop their full potential and lead productive, creative lives in accord with their needs and interests. People are the real wealth of nations. Development is thus about expanding the choices people have to lead lives that they value. And it is thus about much more than economic growth, which is only a means —if a very important one —of enlarging people's choices.
Source: http://hdr.undp.org/en/humandev/reports/

The first Human Development Report (1990) introduced a new way of measuring development by combining indicators of life expectancy, educational attainment and income into a composite human development index, the HDI (see box 1 below). …The HDI sets a minimum and a maximum for each dimension, called goalposts, and then shows where each country stands in relation to these goalposts, expressed as a value between 0 and 1.
Source: http://hdr.undp.org/en/statistics/indices/hdi/

Searchable database
http://hdr.undp.org/en/statistics/
This is a searchable database of various indicators (such as life expectancy, literacy, etc.) for the countries of the world. The countries with the greatest human development are: Norway, Australia, Iceland, and Canada. The United States ranks 13th out of 182 countries.

This interactive map shows the countries of the world sorted by their human development index score.
http://hdr.undp.org/en/statistics/data/hd_map/

Did you know? *The United Nations Human Development Report ranks the United States and four Middle Eastern nations (Israel, Kuwait, United Arabs Emirates, and Qatar) as all having "Very High Human Development."*

COMPETING VISIONS OF HUMAN RIGHTS

The United Nations Universal Declaration of Human Rights was passed in 1948, although not every nation in the world supported it. In 1990 several Muslim nations passed their own declaration of human rights based on Islam. Note the many similarities but also pronounced differences by reading the full texts of the declarations in the links below.

The United Nations: Universal Declaration of Human Rights
http://www.un.org/Overview/rights.html
On 10 December 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights, the full text of which appears in the following pages. Following this historic act, the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories.

Article 2
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

The Cairo Declaration on Human Rights in Islam (1990)
http://www.unhcr.org/refworld/publisher,ARAB,,,3ae6b3822c,0.html
The Member States of the Organization of the Islamic Conference,
Reaffirming the civilizing and historical role of the Islamic Ummah which God made the best nation that has given mankind a universal and well-balanced civilization in which harmony is established between this life and the hereafter and knowledge is combined with faith; and the role that his Ummah should play to guide humanity confused by competing trends and ideologies and to provide solutions to the chronic problems of this materialistic civilization…

Wishing to contribute to the efforts of mankind to assert human rights, to protect man from exploitation and persecution, and to affirm his freedom and right to a dignified life in accordance with the Islamic Shari'ah…

Other Resources on Human Rights in the Western and Muslim Worlds

Amnesty International
http://www.amnesty.org/en/who-we-are
Amnesty International is a worldwide movement of people who campaign for internationally recognized human rights for all.
Our supporters are outraged by human rights abuses but inspired by hope for a better world - so we work to improve human rights through campaigning and international solidarity.

COMPETING VISIONS OF HUMAN RIGHTS

Human Rights Watch

http://www.hrw.org/en/about

Human Rights Watch is one of the world's leading independent organizations dedicated to defending and protecting human rights. By focusing international attention where human rights are violated, we give voice to the oppressed and hold oppressors accountable for their crimes.

Islam and Human Rights

http://www.law.emory.edu/ihr/about.html

The program is designed to put sound scholarship at the service of practical efforts to promote human rights in Islamic societies. It is predicated on the belief that the moral and philosophical foundations of universal human rights can be found in different religions and cultures, notwithstanding that the present articulation of the modern concept arose out of Western constitutional experiences since the late 18th century.

Islamic Human Rights Commission

http://www.ihrc.org/

The Islamic Human Rights Commission was set up in 1997. We are an independent, not-for-profit, campaign, research and advocacy organization based in London, UK. We have consultative status with the United Nations Economic and Social Council. Our aims are manifold, and our inspiration derives from the Qur'anic injunctions that command believers to rise up in defence of the oppressed.

CASE STUDIES OF DEMOCRACY AND HUMAN RIGHTS IN ISLAM

Some say "Western" perceptions of human rights and ideals like democracy clash with Islam. These important topics include whether democracy and Islam are compatible, how Muslims fare in Western societies in the United States and Europe, and many other topics. *Note: Please refer to our media literacy section for help evaluating and teaching about the news and current events.*

Is Islam Compatible with Democracy?

Teachers will find it useful to refer to maps of Muslim populations around the world and democracy-measurement resources provided at the beginning of this packet to evaluate whether, in practice, any fundamental incompatibilities exist between Islam and democracy exist. Many Muslim-majority nations, particularly in the Middle East, are undemocratic. On the other hand, some of the most populous Muslim-majority nations and countries with sizeable Muslim populations are well-functioning, stable democracies. Are Islam and democracy compatible, or are there inherent difficulties or incompatibilities?

Center for the Study of Islam and Democracy
https://www.csidonline.org/
The Center for the Study of Islam & Democracy (CSID) is a non-profit organization, based in Washington DC, dedicated to studying Islamic and democratic political thought and merging them into a modern Islamic democratic discourse.

The Compatibility of Islam, Democracy and Secularism (1997) (pdf)
http://www.sam.gov.tr/perceptions/Volume2/June-August1997/volII2THECOMPATIBILITYOFISLAM.pdf
...His excellency Süleyman Demirel is President of the Republic of Turkey.
The Turkish modernisation was built on two main pillars; secularism and republicanism.... Let us not forget that democracy is the only way to maturity, and that secularism is an inseparable part of democracy. We have to put our trust in democracy and in people and patiently wait for the positive outcome, while not forgetting to pray.

Gallup World Poll: Islam and Democracy (2006)
http://media.gallup.com/MuslimWestFacts/PDF/GALLUPMUSLIMSTUDIESIslamandDemocracy030607rev.pdf
Muslim world residents see no conflict between religious principles and democratic values
Gallup data from 10 predominantly Muslim countries provide insights about how these societies combine Islamic precepts with freedoms and social values that would be considered "secular" in the West.

A Gallup Study: Who Speaks for Islam? (2009)
http://www.america.gov/st/democracyhr-english/2009/May/20090505143038SBlebahC0.2072369.html
This article from the U.S. government based on a Gallup religion poll finds surprising similarities between what Muslims around the world and Americans believe religion should play in government.

CASE STUDIES OF DEMOCRACY AND HUMAN RIGHTS IN ISLAM

The Heart of Islam: Enduring Values for Humanity: **Nasr, Hossein (2002)**
http://www.amazon.com/Heart-Islam-Enduring-Values-Humanity/dp/0060099240
Nasr, a professor at George Washington University and a living legend in Islamic studies, was commissioned by Harper San Francisco to write this book after the attacks of September 11. Presented as 'an explanation of the authentic teachings of Islam anew in light of the challenges of the present-day situation'....

Indonesia, Islam and Democracy: A Perspective (2010)
http://www.thejakartapost.com/news/2010/02/05/indonesia-islam-and-democracy-a-perspective.html
In this article from *The Jakarta Post*, the author argues that democracy and Islam can work together, although he believes some form of Sharia law is necessary to blend democracy with local religious beliefs.

Is Islam Compatible with Democracy?
http://israelipalestinian.procon.org/view.answers.php?questionID=000602
This resource from ProCon.org contains various points of view on whether democracy is compatible with Islam, including both "pro" and "con" perspectives, as well as general background on the topic.

Islam and the Challenge of Democracy (2003)
http://bostonreview.net/BR28.2/abou.html
For Islam, democracy poses a formidable challenge. Muslim jurists argued that law made by a sovereign monarch is illegitimate because it substitutes human authority for God's sovereignty. But law made by sovereign citizens faces the same problem of legitimacy. In Islam, God is the only sovereign and ultimate source of legitimate law. How, then, can a democratic conception of the people's authority be reconciled with an Islamic understanding of God's authority?

Islam and the Challenge of Democracy (2003)
http://mitworld.mit.edu/video/124/
On Point's live show on "Islam and the Challenge of Democracy," features Khaled Abou El Fadl. Length: 1 hour, 21 minutes

Islam and Democracy (2001)
http://www.neh.gov/news/humanities/2001-11/islam.html
The relationship between Islam and democracy in the contemporary world is complex. The Muslim world is not ideologically monolithic. It presents a broad spectrum of perspectives ranging from the extremes of those who deny a connection between Islam and democracy to those who argue that Islam requires a democratic system.

CASE STUDIES OF DEMOCRACY AND HUMAN RIGHTS IN ISLAM

Islam and Democracy: Fear of the Modern World – **Mernissi, Fatimia (2002)**
http://www.amazon.com/Islam-Democracy-Fear-Modern-World/dp/0738207454/ref=sr_1_1?s=books&ie=UTF8&qid=1285176354&sr=1-1
From Publishers Weekly. In this deeply textured philosophical analysis, Mernissi (*The Veil and the Male Elite*), a sociologist in Morocco, argues cogently that Islam has been perverted by Arab leaders who want to deny their people democracy.

Islam: Governing Under Sharia (2009)
http://www.cfr.org/publication/8034/islam.html
Sharia, or Islamic law, influences the legal code in most Muslim countries. A movement to allow sharia to govern personal status law, a set of regulations that pertain to marriage, divorce, inheritance, and custody, is even expanding into the West.

Islam and Democracy: Iraq, Afghanistan and Pakistan (2005)
http://pewforum.org/Politics-and-Elections/Islam-and-Democracy-Iraq-Afghanistan-and-Pakistan.aspx
This interview transcript with a professor at the Naval Postgraduate School offers a perspective on preconditions or changes that must happen for democracy to take root in Iraq, Afghanistan, and Pakistan.

Islam and Democracy in the Middle East (A Journal of Democracy Book) – **Diamond, Larry, et al. (2003)**
http://www.amazon.com/Islam-Democracy-Middle-East-Journal/dp/0801878489/ref=sr_1_6?s=books&ie=UTF8&qid=1285176354&sr=1-6
Islam and Democracy in the Middle East provides a comprehensive assessment of the origins and staying power of Middle East autocracies, as well as a sober account of the struggles of state reformers and opposition forces to promote civil liberties, competitive elections, and a pluralistic vision of Islam.

Islamic Activists Sweep Saudi Council Elections (2005)
In 2005, Saudi Arabia experimented with very limited democracy for the first time. This article provides background on the experiment and the results of the election.
Source: http://www.washingtonpost.com/wp-dyn/content/article/2005/04/23/AR2005042301204.html

Islamic Extremism: Common Concern for Muslim and Western Publics
http://pewglobal.org/2005/07/14/islamic-extremism-common-concern-for-muslim-and-western-publics/
This very interesting poll asked the public in the Muslim and Western worlds about a wide variety of topics including their view on whether democracy could work in their country. A majority or plurality of people living in several Muslim-majority countries believed democracy could work in their countries while also favoring Islam having a growing role in politics. This poll was released in 2005.

CASE STUDIES OF DEMOCRACY AND HUMAN RIGHTS IN ISLAM

***The Many Faces of Political Islam: Religion and Politics in the Muslim World* – Ayoob, Mohammed (2007)**
http://www.amazon.com/Many-Faces-Political-Islam-Religion/dp/0472069713/ref=sr_1_11?s=books&ie=UTF8&qid=1285176354&sr=1-11
Analysts and pundits from across the American political spectrum describe Islamic fundamentalism as one of the greatest threats to modern, Western-style democracy. Yet very few non-Muslims would be able to venture an accurate definition of political Islam...

Middle East: Islam and Democracy (2003)
http://www.cfr.org/publication/7708/middle_east.html
This excellent source discusses which countries in the world with large Muslim populations are democracies and which are not. The author shows that some of the world's most populous Muslim nations are democracies, but that democracy is often lacking in the Muslim Middle East.

Q&A Kuwaiti Elections (2009)
http://news.bbc.co.uk/2/hi/middle_east/8048684.stm
Kuwait, too, has experimented with limited democracy. This BBC resource provides background to Kuwait's electoral process. Don't forget to compare these resources with Freedom House, Polity IV, and other democracy-ranking resources.

Western Muslims and the Future of Islam* – Ramadan, Tariq *(2003)
http://www.amazon.com/Western-Muslims-Future-Islam-Ramadan/dp/019517111X
Ramadan, named by *Time* magazine in 2000 as one of the 100 most important innovators of the coming century, argues that Islam can and should feel at home in the West. He takes stock of Islamic law and tradition to analyze whether Islam is in conflict with Western ideals; Ramadan is emphatic that there is no contradiction.

***Who Speaks for Islam? What a Billion Muslims Really Think* – Esposito, John L. (2008)**
http://www.amazon.com/Who-Speaks-Islam-Billion-Muslims/dp/1595620176
In a post-9/11 world, many Americans conflate the mainstream Muslim majority with the beliefs and actions of an extremist minority. But what do the world's Muslims think about the West, or about democracy, or about extremism itself? *Who Speaks for Islam?* spotlights this silenced majority. The book is the product of a mammoth six-year study in which the Gallup Organization conducted tens of thousands of hour-long, face-to-face interviews with residents of more than 35 predominantly Muslim nations....

Women in Islam

American Muslim Women (video and discussion)
http://www.teachersdomain.org/resource/islam08.socst.world.glob.amermuswom/
This PBS video about Muslim women living in the United States and the misconceptions they face about their lives and religion also includes a lesson plan and discussion questions. Length: 7 minutes and 21 seconds. Grades: 5-12

CASE STUDIES OF DEMOCRACY AND HUMAN RIGHTS IN ISLAM

Extraordinary Women from the Muslim World – **Maydell, Natalie, et al. (2008)**
http://www.amazon.com/Extraordinary-Women-Muslim-Natalie-Maydell/dp/0979990106/ref=sr_1_1?ie=UTF8&s=books&qid=1285175002&sr=8-1
This book, for ages 10 and above, introduces young readers to more than a dozen "extraordinary" historical and modern women in Islam.

Hijab (2009)
http://www.bbc.co.uk/religion/religions/islam/beliefs/hijab_1.shtml
This resource provides a definition and background on "Hijab," or modesty, and its guidelines for behavior and dress for Muslim men and women.

> ***Did you know?*** *Hijab, a term often used to describe full or partial veils Muslim women wear to cover their faces refers to a rule of "modesty" that applies to both men and women.*

Interpreting Women in Islam
http://www.pbs.org/wnet/religionandethics/teachers/lp_women.html
In this lesson students will learn about the role of women in Islam as interpreted by various Muslim women. Grades 9-12

Iran Awakening: One Woman's Journey to Reclaim Her Life and Country – **Ebadi, Shirin (2007)**
http://www.amazon.com/Iran-Awakening-Journey-Reclaim-Country/dp/0812975286/ref=sr_1_1?s=books&ie=UTF8&qid=1285175149&sr=1-1
Nobel Prize-winning author and the first female judge in Iran, Shirin Ebadi writes about her experiences in pre- and post-Islamic Revolution Iran praising and criticizing both Iran under the Shah and Ayatollah.

Saudi Arabia: Male Guardianship Policies Harm Women (2008)
http://www.hrw.org/en/news/2008/04/20/saudi-arabia-male-guardianship-policies-harm-women
Saudi Arabia's male guardianship of women and policies of sex segregation stop women from enjoying their basic rights, Human Rights Watch said in a report released today. Saudi women often must obtain permission from a guardian (a father, husband, or even a son) to work, travel, study, marry, or even access health care.

> ***Did you know?*** *In Saudi Arabia women are not allowed to drive, and often must obtain permission from their husbands, fathers, or even sons to work or travel outside of the country.*

CASE STUDIES OF DEMOCRACY AND HUMAN RIGHTS IN ISLAM

Suppression or Liberation: Islam, Hijab, and Modern Society
http://www.pbs.org/wnet/wideangle/lessons/suppression-or-liberation-islam-hijab-and-modern-society/procedures/567/
This lesson plan addresses first understanding the basics of Islam and a several-day lesson plan for discussing whether Muslim women wearing the Hijab (head scarf) is oppressive or not.

The Taliban's War Against Women (2001)
http://www.state.gov/g/drl/rls/6185.htm
The Taliban government of Afghanistan used its interpretation of Islam to subjugate women and deny them basic rights like an education, healthcare, etc. This US Department of State resource provides background on how the Taliban treated women in Afghanistan.

Veiled Voices
http://www.veiledvoices.com/
Veiled Voices investigates the world of Muslim women religious leaders through the eyes of three women in Lebanon, Syria and Egypt. Filmed over the course of two years, Veiled Voices reveals a world rarely documented, exploring both the public and private worlds of these women.

Video of Girl's Flogging as Taliban Hand Out Justice (2009)
http://www.guardian.co.uk/world/2009/apr/02/taliban-pakistan-justice-women-flogging
This disturbing article and video clip show Taliban in Pakistan whipping a woman for being seen outside of her home with a man who was not her husband or relative.

> *Did you know? Despite stories coming out of Afghanistan , Saudi Arabia, and other Muslim-majority countries of women being whipped, beaten, or stoned for even associating with males who are not their husbands or relatives, these community-sanctioned punishments are virtually unheard of in Indonesia, Bangladesh, India, Turkey and many other countries where the majority of the world's Muslims live.*

Viewpoints: Europe and the Headscarf (2004)
http://news.bbc.co.uk/2/hi/3459963.stm
This source provides eight different viewpoints from Muslim scholars, a European politician, a European feminist, and others on whether or not the Hijab is oppressive and if it should or should not be banned from schools in Europe.

Nazrah: A Muslim Woman's Perspective
http://www.veiledvoices.com/related-media
Directed by Farah Nousheen, 2003. Documentary about Muslim women living in the Pacific Northwest.

CASE STUDIES OF DEMOCRACY AND HUMAN RIGHTS IN ISLAM

Women in Islam: Muslim Women
http://www.uga.edu/islam/Islamwomen.html
This excellent introduction to the topic of women in Islam from the University of Georgia offers dozens of resources on various topics including violence against women, gender equality, and the spiritual role of women in Islam.

Women's Rights in the Middle East and North Africa
http://www.freedomhouse.org/template.cfm?page=444
These reports published by Freedom House evaluate the status of women in North Africa and the Middle East. The most recent report found a "pervasive gender-based gap in rights and freedoms in every facet of society: the law, criminal justice system, economy, education, health care, and the media."

Women Vow to Protect Muslim Hijab (2004)
http://news.bbc.co.uk/2/hi/uk_news/3805733.stm
This article includes perspectives from Muslim women who are proud of wearing the hijab and have vowed to preserve their tradition.

Years After Taliban, Afghan Women Fare a Little Better (2010)
http://www.npr.org/templates/story/story.php?storyId=129357288
Since the fall of the Taliban in Afghanistan in 2001, the situation for women there has improved marginally. Repression continues, especially in the rural areas.

Years After Taliban, Afghan Women Fare a Little Better (2010)
http://www.npr.org/templates/story/story.php?storyId=129357288
This is an audio clip from the NPR broadcast discussing how women are doing in Afghanistan after the fall of the Taliban government. Length: 4 minutes and 24 seconds

Did you know? From 1979 to 1989, in Operation Cyclone, the United States armed and funded the "mujahideen" (or freedom fighters) to fight against the Soviet Union's attempted occupation of Afghanistan. Among those who received support from the United States was Osama bin Laden and many people who later formed the oppressive Taliban government in Afghanistan that provided refuge for those who planned 9/11. While the United States' support for the Mujahideen helped end the Cold War by forcing the Soviet Union to waste precious resources fighting for a decade in Afghanistan, it had the unintended consequences of contributing to the rise of the Taliban government and strengthening Osama bin Laden who perpetrated the largest attack ever on American soil on September 11, 2001.

MUSLIMS IN THE WEST AND ISSUES OF INTEGRATION

Note: Please refer to our media literacy section for help in evaluating and teaching about the news and current events.

Council on American-Islamic Relations
http://www.cair.com/
CAIR's mission is to enhance understanding of Islam, encourage dialogue, protect civil liberties, empower American Muslims, and build coalitions that promote justice and mutual understanding.

Diverse Turkish Women
http://www.teachersdomain.org/resource/wa08.socst.world.glob.turkwomen/
Although it officially became a secular state in 1928, Turkey has never fully abandoned its Islamic roots, out of which have sprung a religious resurgence that has made its way to the highest levels of government. Both Islamic and secular traditions currently coexist, but the roles of women within each tradition are on diverging paths. In this video from *Wide Angle*, meet two women from conservative and liberal backgrounds and learn about their lives in a secular Muslim nation. Also includes discussion questions. Length: 3 minutes and 51 seconds. Grades: 9-12

Europe's Angry Muslims (2005)
http://www.cfr.org/publication/8218/europes_angry_muslims.html
Radical Islam is spreading across Europe among descendants of Muslim immigrants. Disenfranchised and disillusioned by the failure of integration, some European Muslims have taken up jihad against the West. They are dangerous and committed -- and can enter the United States without a visa.

Europe: Integrating Islam (2009)
http://www.cfr.org/publication/8252/europe.html
Despite signs that Muslims are beginning to succeed in business and academia in countries such as France and Germany, many analysts say most of Western Europe's Muslims are poorly integrated into society....

From Aladdin to Lost Ark, Muslims Get Angry at 'Bad Guy' Film Images (2007)
http://www.guardian.co.uk/media/2007/jan/25/broadcasting.race
This article from the United Kingdom looks at the media's portrayal of Muslims in the United States and Great Britain.

God in America
http://www.pbs.org/godinamerica/
From October 11-13, PBS aired six episodes about the role of religion in the United States. Episode topics range from the role religion played in the founding of the country to current event issues such as the role of religion in politics and the changing religious demographics in the United States.

MUSLIMS IN THE WEST AND ISSUES OF INTEGRATION

Governing Under Sharia (2009)
http://www.cfr.org/publication/8034/islam.html
Sharia, or Islamic law, influences the legal code in most Muslim countries. A movement to allow
sharia to govern personal status law, a set of regulations that pertain to marriage, divorce,
inheritance, and custody, is even expanding into the West.

The Islam Project: Maps
http://www.islamproject.org/education/Maps.htm
This excellent collection of maps shows Muslim populations in Europe and the United States, as
well as historical maps of Muslim populations around the world from 750 to present.

Islamic Extremism: Common Concern for Muslim and Western Publics
http://pewglobal.org/2005/07/14/islamic-extremism-common-concern-for-muslim-and-
western-publics/
This very interesting poll asked the public in the Muslim and Western worlds about a wide
variety of topics including their views on other religions, whether they view Islamic Extremism
as a threat to their country, and many other topics. This poll was released in 2005.

It's Time to Fight Back Against Death Threats by Islamic Extremists (2010)
http://www.latimes.com/news/opinion/commentary/la-oe-ali-threats-
20100927,0,2267434.story
This opinion piece from the LA Times argues that a federal law is needed to protect free speech
in light of threats from Islamic extremists against Americans exercising their free speech rights
to draw the prophet Muhammad or otherwise mock or criticize Islam.

Koran-Burning Idea Ignites Jihadi Websites (2010)
http://blog.washingtonpost.com/spytalk/2010/09/koran_burning_idea_ignites_jih.html
This article discusses how Terry Jones' plan to burn the Koran inflamed Muslim populations
around the world and led to protests against not just Jones, but also the United States and
Christianity.

Lessons from the Whole Quran Episode (2010)
http://edition.cnn.com/2010/OPINION/09/13/quran.case.roundup/?hpt=C1
Terry Jones, a radical, unknown pastor from Florida threatened to burn the Quran on the
anniversary of 9/11. After extensive media coverage, many protests were held against the
United States and Terry Jones. Prominent US officials even intervened to finally help convince
Jones to cancel his insensitive event. This interesting CNN piece asked several news
contributors to assess the media's portrayal of this radical pastor. While they all agree the
media helped inflame the event, the contributors disagree on how the media should have
covered the event.

MUSLIMS IN THE WEST AND ISSUES OF INTEGRATION

Little Support for Terrorism Among Muslim Americans
http://pewforum.org/Politics-and-Elections/Little-Support-for-Terrorism-Among-Muslim-Americans.aspx
This very useful and interesting poll by the Pew Research Center asked American Muslims in 2009 about their views on a variety of subjects, including terrorism, the treatment of women in Islam, etc.

> *Did you know? Muslims living in the United States are much better off economically than Muslims living in many European countries. Only 2% more of Muslims are low income in the United States compared to the general population, while between 18-23% more of Muslims in Spain, France, Germany, and Great Britain are low income compared to the general population.*

***Muslims and the State in Britain, France, and Germany* – Fetzer, Joel S. and J. Christopher Soper (2004)**
http://www.amazon.com/Muslims-Britain-Cambridge-Religion-Politics/dp/0521535395
Over ten million Muslims live in Western Europe. Since the early 1990s and especially after the terrorist attacks of September 11, 2001, vexing policy questions have emerged about the religious rights of native-born and immigrant Muslims.

Muslim Public Affairs Council
http://mpac.org/
The Muslim Public Affairs Council is a public service agency working for the civil rights of American Muslims, for the integration of Islam into American pluralism, and for a positive, constructive relationship between American Muslims and their representatives.

Muslim West Facts Project
http://www.muslimwestfacts.com/mwf/109498/Video-Audio-Reports.aspx
The mission of the Muslim West Facts Project (MWFP) is to disseminate key poll findings to opinion leaders, policy makers, and members of civil society so that facts, not stereotypes, inform debates. MWFP is set up as a nonprofit partnership between Gallup and the Coexist Foundation.

MUSLIMS IN THE WEST AND ISSUES OF INTEGRATION

Political Debate in Turkey
http://www.teachersdomain.org/resource/wao8.socst.world.glob.politurkey/
This short video explains the struggle between Turkey's history with secularism and the rise of more Islamic-oriented political parties. It also contains a set of discussion questions. Length: 2 minutes and 7 seconds. Grades: K-12

Poll Reveals 40 Percent of Muslims Want Sharia Law in UK (2006)
http://www.telegraph.co.uk/news/uknews/1510866/Poll-reveals-40pc-of-Muslims-want-sharia-law-in-UK.html
This poll revealed that 40% of Muslims in the United Kingdom wanted Sharia law, while 99% of Muslims believed Islamist terrorists were wrong to carry out the 2005 London Bombings, among other questions asked.

Portraits of Ordinary Muslims in the United States
http://www.pbs.org/wgbh/pages/frontline/shows/muslims/portraits/us.html
These video clips of Muslims living in America offer discussions of what it is like to be a Muslim in America after 9-11 and other perspectives.

Public Remains Conflicted Over Islam
http://pewforum.org/Muslim/Public-Remains-Conflicted-Over-Islam.aspx
This interesting Pew Research Center poll, from August 2010, asked Americans their views on Islam, how much they know about the religion, and about other issues related to Muslims in America.

Reel Bad Arabs: How Hollywood Vilifies a People
http://www.reelbadarabs.com/
This groundbreaking documentary dissects a slanderous aspect of cinematic history that has run virtually unchallenged from the earliest days of silent film to today's biggest Hollywood blockbusters. Featuring acclaimed author Dr. Jack Shaheen, the film explores a long line of degrading images of Arabs--from Bedouin bandits and submissive maidens to sinister sheikhs and gun-wielding "terrorists"--along the way offering devastating insights into the origin of these stereotypic images, their development at key points in US history, and why they matter so much today.

Somali Muslims in Maine
http://www.teachersdomain.org/resource/islamo8.socst.world.glob.somalimusl/
This video explores tensions between Somali immigrants and the existing, mainly white, community in a small town in Maine. It also includes discussion questions. Length: 9 minutes and 9 seconds. Grades: 5-12

MUSLIMS IN THE WEST AND ISSUES OF INTEGRATION

Swiss Ban Buildings of Minarets on Mosques (2009)
http://www.nytimes.com/2009/11/30/world/europe/30swiss.html
In a vote that displayed a widespread anxiety about Islam and undermined the country's reputation for religious tolerance, the Swiss on Sunday overwhelmingly imposed a national ban on the construction of minarets, the prayer towers of mosques, in a referendum drawn up by the far right and opposed by the government.

Texas Board of Ed. to Consider Portrayal of Islam in Textbooks (2010)
http://www.edweek.org/tm/articles/2010/09/15/mct_texasboardislamportrayal.html?tkn=QYUFZJM95GNG2VPBQIjmC7%2FYEXMVBH9Tz%2FNN&cmp=clp-edweek
This is a news article in *Teacher Magazine* about a proposal by the Texas Board of Education to monitor textbooks to ensure there is no perceived pro-Islamic or Anti-Christian bias.

What Does "Jihad" Really Mean to Muslims? (2003)
http://news.nationalgeographic.com/news/2003/10/1023_031023_jihad.html
"Jihad" is a loaded term—and a concept that illustrates a deep gulf of miscommunication between Islam and the West. There are those in each community who see jihad as a clash of civilizations—and act on those beliefs. But jihad literally means "exerted effort" to most Islamic scholars and Muslims, and represents a range of activities.

> ***Did you know?*** *While "jihad" can refer to a fight or struggle against an invader or non-believer, the term more accurately means "exerted effort or struggle." Jihad actually refers to a broad range of activities, including, more accurately, an inner struggle to become a better person.*

When Islam and Democracy Meet: Muslims in Europe and the United States (2006)
http://www.foreignaffairs.com/articles/61818/stanley-hoffmann/when-islam-and-democracy-meet-muslims-in-europe-and-the-united-s
"Césari's focus is the interaction between an often distrustful and prejudiced West and the large populations of Muslims in western Europe and the United States."

GLOBAL SANDBOX: TALKING ABOUT RELIGION IN THE CLASSROOM

An Open Question

"Knowledge about religions is not only characteristic of an educated person, but it is also absolutely necessary for understanding and living in a world of diversity."
National Council for the Social Studies, Position Paper on Religion, 1998

One of the things I enjoy most about teaching young children is our daily morning meeting. This is the moment in the day when we greet each other by name, share eye contact and a smile, and check in to see how life is going. I try to practice and model active listening and encourage children to share what is on their minds, helping them to articulate complex ideas. I always write a morning greeting and a note to get people's minds going. I know that many of my students begin their day with a television on, which often includes the morning's headlines. It is important for me to take a minute to look at the newspaper as a way to anticipate what might come up during our morning check-in. I might include a photo with its caption as part of the morning note if I want to encourage conversation about a particular topic.

In this way, together, as a community of learners, we may generate larger social studies units, based on the interests of the group and the world in which we live. What emerges from a genuine conversation is not necessarily what the teacher might have planned. For me, the best way to feel comfortable with difficult topics that may come up in my classroom is to remain responsive, and remember that I'm not supposed to have all the answers. Creating a positive classroom culture that encourages asking questions requires modeling for students the value in sitting with a question for some time. Always rewarding the quickest answer, or stopping the inquiry as soon as someone provides the answer I anticipated sends the message that questions are "in the way," and must be resolved as soon as possible. Instead, I hope to create the space needed to honor the person asking the question, and allow for a more considered response to difficult questions. This often involves recommending resources for students to gather more information to answer the question for themselves.

Religion has been one of those difficult topics for me, and maybe for you. Acknowledging what an important and significant topic it is has provided a starting place in my classroom, followed by gathering information about what the group knows by asking a few open ended questions: How many different religions do we know of as a group? Why do you think there are so many different religions? Are there similarities? What is religion? As students begin to talk about what they know, more questions come up. I write these down on a chart labeled "questions," right next to the chart labeled "what we think we know."

How far you go with the topic is an individual decision. You may not spend a month or two developing an integrated study of world religions the first year, but I do hope the door to inquiry will be left open, offering acknowledgement to students of every faith. Students who are accepted and validated, also feel safe to grow and learn, becoming the true global citizens we know they can be.

Take action within your school community. Make sure your principal supports your discussions in the classroom. Create a welcoming classroom that invites families to share their culture, providing an interpreter when appropriate, and add the topic of religion to a staff meeting agenda as a discussion item. To prepare for the conversation, encourage each participant to read:

A Teachers' Guide to Religion in the Public Schools
http://www.firstamendmentcenter.org/PDF/teachersguide.PDF
Studies about Religions in the Social Studies Curriculum, a position statement of the National Council of the Social Studies http://www.socialstudies.org/positions/religion.
How do you approach challenging topics in your classroom? Contribute ideas and lesson plans of your own at http://globalsandbox.blogspot.com/.

INTERFAITH DIALOGUE AS A SOLUTION

How Much Do You Know About Religion?
http://features.pewforum.org/quiz/us-religious-knowledge/intro.php
The Pew Research Center polled Americans on basic knowledge and practices of religions. Startlingly, most Americans did very poorly. The following link includes both the full report on the results of the poll, as well as an excerpt of the poll for students to take.

> ***Did you know?*** *Recently, the Pew Research Center polled Americans on their knowledge of the world's major religions. Agnostics, Atheists, Jews, and Mormons were the most knowledgeable, while generally other religions answered most questions about their own faiths correctly but knew very little about other religions.*

Asia Society – Golden Rule of Reciprocity Lesson Plan
http://asiasociety.org/education-learning/resources-schools/elementary-lesson-plans/golden-rule-reciprocity
Objectives:
• Students will review, compare and contrast The Golden Rule of Reciprocity--from different religious teachings
• Students will analyze primary text of sacred and philosophical writings
• Students will recognize the rich diversity of belief systems along the Silk Roads--and from around the world today

Culture Goggles: Same Holy Land, Different Holidays
http://www.nationalgeographic.com/xpeditions/lessons/06/gk2/holidays.html
In this lesson, students will visit the Culture Goggles exhibit in Xpedition Hall, where students select a religion to see how a Christian, a Jew, or a Muslim might view the Old City of Jerusalem in Israel. Students will also look at how people with different beliefs celebrate winter holidays. This lesson uses two-minute digital sound clips to describe cultural celebrations.

Camp Brotherhood (Seattle)
http://campbrotherhood.com/
Camp Brotherhood is an inclusive interfaith organization that offers facilities for educational, spiritual and experiential programs. We foster harmony in the human family by inviting dialogue and reaching out to religious, spiritual and secular groups, communities, youth, families and individuals of all abilities. We promote interaction between racial, ethnic, international and cultural groups, seeking to bring peace and reconciliation by increasing mutual understanding and compassion.

INTERFAITH DIALOGUE AS A SOLUTION

The Institute on Religion and Civic Values
http://www.ircv.org
The Institute on Religion and Civic Values, formerly CIE, is a national, non-profit research institute whose mission is to strengthen civil society by exploring issues at the intersection of faith, citizenship, and pluralism and to serve as a catalyst to align public policymaking with our nation's core values.

The Interfaith Amigos
http://interfaithtalkradio.squarespace.com/
The Seattle-based Interfaith Amigos—A Pastor, a Rabbi, and a Sheikh—share their friendship to contribute to interfaith dialogue. The website features links to YouTube clips, a blog, and a Facebook group.

Interfaith Amigos: Truths and Untruths
http://www.youtube.com/watch?v=ZqKCwzFsZM8
A 9 minute and 29 second video clip of the Interfaith Amigos discussing the truths and untruths of their three faiths: Judaism, Christianity, and Islam

The Islamic Educational Resource Center of Seattle
http://iecseattle.org/template.php?page=main.php
The IECS's stated goal is to provide a forum for better understanding and promoting Islam. The website also posts events it holds from topics ranging from Halal food to Farsi classes.

OneWorld2011: Interfaith Conference
http://www.oneworld2011.org/programs.html
Education and dialogue are the tools needed to create a more informed citizenry. This gathering will emphasize commonalities among Abrahamic faiths to foster an environment of respect and appreciation. We envision a more peaceful world if we can accept religious differences.

20,000 Dialogues Film Resources
http://www.20000dialogues.org/index.aspx
…is a nationwide initiative that uses film to facilitate dialogue about Muslims and Islam

MEDIA LITERACY AND TEACHING ABOUT THE NEWS

News media in the United States and Europe tends to sensationalize the news in order to attract viewers more interested in explosions and controversy than facts and positive stories. Unfortunately, one consequence of this is that fringe groups often get more exposure than moderates who compose the majority. The following resources below will help teachers teach about the news to learn how to evaluate news for fairness, accuracy, and perspective.

The Center for Media Literacy *Media Lit Kit*
http://www.medialit.org/bp_mlk.html
an integrated outline of the foundational concepts and implementation models for organizing and structuring teaching activities using a media literacy lens. The site includes a full curriculum for various age levels from K-14, including handouts and a slide show. Based on longstanding theoretical foundations, the kit reflects a philosophy of empowerment through education and articulates the key components of an inquiry-based media literacy education, including Five Core Concepts and Five Key Questions of Media Literacy for deconstruction or consumers of media.

Becoming An Informed Consumer of Print Journalism
http://www.hsj.org/modules/lesson_plans/archive.cfm?menu_id=&submenu_id=&module_id=2
Students will be able to critically evaluate a newspaper for accuracy, credibility, and bias as well as determine a newspaper's target audience. The purpose of the critical analysis is for students to have an understanding of the types of newspapers available to them so that they can make informed decisions about where to go for different types of information.

The Center of Innovation: Media, Conflict and Peacebuilding
http://www.usip.org/programs/centers/media-conflict-and-peacebuilding
This Center of Innovation focuses on harnessing the power of the media for peacebuilding, and on developing new strategies for countering the abuse of media during conflict....The Center conducts research, develops programming across all forms of media, and promotes cooperation and information sharing among policymakers, experts, media actors, and peacebuilding practitioners.

Center for Media Literacy
http://www.medialit.org/
A pioneer in its field, the Center for Media Literacy (CML) is an educational organization that provides leadership, public education, professional development and educational resources nationally. Dedicated to promoting and supporting media literacy education as a framework for accessing, analyzing, evaluating, creating and participating with media content, CML works to help citizens, especially the young, develop critical thinking and media production skills needed to live fully in the 21st century media culture. The ultimate goal is to make wise choices possible.

Al Jazeera
http://english.aljazeera.net/
As a complementary resource to Western media, Al Jazeera reports about the Middle East from the Middle East.

MEDIA LITERACY AND TEACHING ABOUT THE NEWS

CyberJournalist.net
http://www.cyberjournalist.net/about/
CyberJournalist.net is a news and resource site that focuses on how the Internet, convergence and new technologies are changing the media. The site offers tips, news and commentary about online journalism, citizen's media, digital storytelling, converged news operations and using the Internet as a reporting tool. CyberJournalist.net highlights examples of online journalism with the aim of recognizing those who do great work and helping those who don't. The site also explores how technology is affecting journalism, with an emphasis on how the Internet can help all journalists better do their jobs.

PBS NewsHour Extra: Teacher Center
http://www.pbs.org/newshour/extra/teachers/
This excellent resource helps teachers teach about current events by providing extensive lesson plans, videos, maps, and other resources related to current events. Grades: 7-12

The Rise of Iran's Citizen Journalists
http://news.bbc.co.uk/2/hi/8176957.stm
It has been 40 days since Neda Agha-Soltan, a young Iranian woman, was killed during an anti-government protest in Tehran. Within hours, graphic scenes showing her final seconds of life dominated newspapers and bulletins over the world. Yet this moment wasn't recorded by a professional journalist working for a big news organisation. Instead, a regular bystander captured the powerful footage and uploaded it online. The clip of Agha-Soltan's death is just one of hundreds of pieces of citizen journalism to come from Iran in the past few months. With journalists forced to stay in their hotel rooms, or even leave the country, these amateur recordings quickly became the only means of getting uncensored news out of Tehran.

Seizing the Moment Panel 1: The New News
http://www.usip.org/newsroom/multimedia/video-gallery/seizing-the-moment-panel-i-the-new-news
Nowhere is the media landscape changing more dramatically than in the news business. Newspapers and foreign news bureaus are dwindling, while other information sources are exploding with the rise of the internet, the citizen journalist, and social networking.... Length: 1 hour and 1 minute

Ten Great Activities: Teaching With the Newspapers
http://www.educationworld.com/a_lesson/lesson/lesson139.shtml
The newspaper is the most widely used of the media [as a teaching instrument in the classroom], the direct result of a national campaign by publishers, known as Newspapers in Education (NIE).

LEARNING MORE ABOUT ISLAM AND INTERFAITH TOPICS IN SEATTLE

Camp Brotherhood (Seattle)
http://campbrotherhood.com/
Camp Brotherhood is an inclusive interfaith organization that offers facilities for educational, spiritual and experiential programs. We foster harmony in the human family by inviting dialogue and reaching out to religious, spiritual and secular groups, communities, youth, families and individuals of all abilities. We promote interaction between racial, ethnic, international and cultural groups, seeking to bring peace and reconciliation by increasing mutual understanding and compassion.

Idris Mosque
http://www.idrismosque.com/mosques/mosqueinseattle.html
This website features the names and addresses of Mosques in the Seattle area, as well as links to lists of Mosques in other big cities in Washington.
- Downtown Muslim Association 811 5th Ave Seattle, WA 98104
- Idris Mosque 1420 NE Northgate Way Seattle, WA 98125
- The Islamic School 720 25th Avenue Seattle, WA 98122-0477
- Jama'at Al-Ikhlas 1350 East First Seattle, WA 98122
- Masjid Jamiul Muslimin (Cham Masjid) 5945 39th South Seattle, WA 98118
- Masjid Omar Al-Farooq (Mountlake Terrace) 5507 235th St. SW Seattle, WA 98043
- SeaTac Masjid 3040 South 150th St Seattle, WA 98118
- IMAN Center 515 State St. Kirkland, WA 98033
- West Seattle Masjid 1022 South West Henderson Seattle, WA 98106

The Interfaith Amigos
http://interfaithtalkradio.squarespace.com/
The Seattle-based Interfaith Amigos—A Pastor, a Rabbi, and a Sheikh—share their friendship to contribute to interfaith dialogue. The website features links to YouTube clips, a blog, and a Facebook group.

Interfaith Amigos: Truths and Untruths
http://www.youtube.com/watch?v=ZqKCwzFsZM8
A 9 minute and 29 second video clip of the Interfaith Amigos discussing the truths and untruths of their three faiths: Judaism, Christianity, and Islam

The Islamic Educational Resource Center of Seattle
http://iecseattle.org/template.php?page=main.php
The IECS's stated goal is to provide a forum for better understanding and promoting Islam. The website also posts events it holds from topics ranging from Halal food to Farsi classes.

LESSON PLANS ON ISLAM AND MUSLIMS AROUND THE WORLD

American Muslim Women (video and discussion)
http://www.teachersdomain.org/resource/islam08.socst.world.glob.amermuswom/
This PBS video about Muslim women living in the United States and the misconceptions they face about their lives and religion also includes a lesson plan and discussion questions. Length: 7 minutes and 21 seconds. Grades: 5-12

Center for Middle Eastern Studies Lesson Plans
http://www.cmes.arizona.edu/outreach/lessonplans.php
The University of Arizona's Center for Middle Eastern Studies features dozens of lesson plans for K-12 students to learn about the Middle East.

Foreign Policy Research Institute: Debate: Islam and Democracy
http://www.fpri.org/education/islamism/roy.islamdemocracydebate.doc
Provides a lesson plan for an activity for students to debate whether Islam and democracy are compatible.

Government "Kooshball" Debate
http://www.learnnc.org/lp/pages/3591
Students will be presented with a situation where they will have to list pros and cons of an Islamic government and a democratic government. The students will be assigned one side of the argument and will write statements that support their side to be used in a debate. This lesson should follow a study of Islamic government and culture. Grade: 7 and above

How Do You Bring Islam into the Classroom?
http://www.tolerance.org/blog/how-do-you-bring-islam-classroom

iEARN Collaboration Center
http://media.iearn.org/home
The iEARN Collaboration Centre enables youth to learn with, rather than simply about, the world. Connect with other classes abroad and search for partners for your global project.

Measuring the Compatibility of Islam and Democracy
Students should pick different countries with Muslim-majority populations or countries with sizable Muslim populations and look these countries up on Freedom House and Polity IV to determine whether or not they are democracies. Using this data, students can discuss how compatible Islam and democracy are in the real world.
Sources: Map: http://pewforum.org/Muslim/Mapping-the-Global-Muslim-Population%282%29.aspx
Freedom House: http://www.freedomhouse.org/template.cfm?page=363&year=2010
Polity IV: http://www.systemicpeace.org/polity/polity6.htm

LESSON PLANS ON ISLAM AND MUSLIMS AROUND THE WORLD

Muslim Celebrations
http://www.teachersdomain.org/resource/islamo8.socst.world.glob.islamceleb/
This video clip explores Muslim celebrations with the Islamic Center of Washington D.C.
Discussion questions for students are also included. Length: 1 minute and 50 seconds. Grades: 5-12.

Muslim Prayer
http://www.teachersdomain.org/resource/islamo8.socst.world.glob.muslimpray/
This short PBS video explores prayer in Islam from the perspective of an American Muslim. It also contains a set of discussion questions. Length: 2 minutes and 2 seconds. Grades: K-12

Nothing Like My Home
The Iraqi Refugee Crisis
http://www.teachablemoment.org/elementary.html
Morningside Center's Nothing Like My Home Project uses the arts and media to engage young people in the plight of 4.7 million Iraqis displaced by war.

One World Classrooms
http://www.oneworldclassrooms.org/globalconnections.html
OneWorld Classrooms' *Global Connections* are fast and convenient ways for your classes/school to share with classes from around the world. There are three options: International Art Exchange, Electronic Interchange, and Student Language Lab. There are fees associated with the International Art Exchange and the Student Language Lab.

Peace Corp – Coverdell World Wise Schools
http://www.peacecorps.gov/wws/speakersmatch/
Speakers Match helps to connect returned Peace Corps Volunteers with those who want to hear about Peace Corps experiences. Request a speaker and also take advantage of the Handbook for Educators which includes tips for communicating with the speaker prior to his or her visit, suggestions for pre- and post-visit activities, and a template to help structure the classroom visit.

Suppression or Liberation: Islam, Hijab, and Modern Society
http://www.pbs.org/wnet/wideangle/lessons/suppression-or-liberation-islam-hijab-and-modern-society/procedures/567/
This lesson plan addresses first understanding the basics of Islam and a several-day lesson plan for discussing whether Muslim women wearing the Hijab (head scarf) is oppressive or not.

Somali Muslims in Maine
http://www.teachersdomain.org/resource/islamo8.socst.world.glob.somalimusl/
This video explores tensions between Somali immigrants and the existing, mainly white, community in a small town in Maine. It also includes discussion questions. Length: 9 minutes and 9 seconds. Grades: 5-12

LESSON PLANS ON ISLAM AND MUSLIMS AROUND THE WORLD

Special Projects: Stereotypes and Realities
http://www.teachmideast.org/stereotypes
This great resource includes a collection of articles and activities for students to examine stereotypes about the Middle East. Teachers should also explore other topics included in this link covering topics like the history of the Middle East, Religion, Culture, etc.

Two Lessons on Islamophobia (for younger students) These lessons by Marieke van Woerkom can work independently or, even better, in tandem.
Islam & Islamophobia: http://www.teachablemoment.org/middle/islamophobia.html
Students talk about their cultural heritage, watch an online video about American Muslims, discuss their understanding of Islam and Muslims, and share their own experiences of being treated unfairly.
Controversy Over the Muslim Community Center & the 9/11 Experience:
http://www.teachablemoment.org/middle/park51.html
Children watch and discuss three PSAs by the Council on American Islamic Relations featuring Muslims involved in the 9/11 rescue effort; consider the controversy over the Cordoba Project; and discuss a poem about standing up for the rights of others.

Political Debate in Turkey
http://www.teachersdomain.org/resource/wa08.socst.world.glob.politurkey/
This short video explains the struggle between Turkey's secular history with the rise of Islamic political parties. It also contains discussion questions. Length: 2 minutes and 7 seconds.

Diverse Turkish Women
http://www.teachersdomain.org/resource/wa08.socst.world.glob.turkwomen/
Although it officially became a secular state in 1928, Turkey has never fully abandoned its Islamic roots, out of which have sprung a religious resurgence that has made its way to the highest levels of government. Both Islamic and secular traditions currently coexist, but the roles of women within each tradition are on diverging paths. Meet two women from conservative and liberal backgrounds and learn about their lives in a secular Muslim nation. Also includes discussion questions. Length: 3 minutes and 51 seconds. Grades: 9-12

The Islam Project
http://www.islamproject.org/education/Lessonplans.htm
The Islam Project is a project dedicated to fostering a greater understanding of Islam as a religion, Islamic history, and other related topics. It includes many lesson plans, video clips, and information about its work on multiple PBS documentaries. Grade: Middle and High school

Women in Islam
http://www.teachersdomain.org/resource/islam08.socst.world.glob.lpwomen/
Some Muslim women in the United States often see a conflict between the beliefs and practices of their religion and the norms and standards of modern society. Grades 5-12

LESSON PLANS ON ISLAM AND MUSLIMS AROUND THE WORLD

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INTEGRATING STEM TOPICS INTO YOUR TEACHING

Global Classroom supports the Washington STEM Initiative which seeks to improve student achievement and opportunity in areas critical to our state's economic prosperity: Science, Technology, Engineering, and Mathematics (STEM). The Initiative aims to catalyze innovation in the state's K-12 education system, increase teacher effectiveness and student learning, and dramatically raise the number of Washington students graduating ready for college and work and succeeding in STEM degree programs. These efforts are intended to benefit every student in the state, with a particular emphasis on accelerating the achievement of low-income and minority students.

Below are resources that might help you integrate STEM into your into your humanities/social studies classroom. We encourage you to pass these suggestions on to your colleagues in other subject areas.

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Islam by Numbers:

1,570,000,000: The number of Muslims living in the world (The world population is 6.8 billion)
987,171,000: The number of Muslims living in the 8 most populous Muslim nations
202,867,000: The number of Muslims living in the Indonesia, the largest Muslim country
24,949,000: The number of Muslims in Saudi Arabia, the birthplace of Islam
2,454,000: The number of Muslims living in the United States
1,400: The approximate age of Islam
114: Surahs (or chapters) of the Koran
5: Pillars of Islam, and the number of times per day Muslims pray
1: God: Allah, the only deity in the Muslim faith

Questions for Students to Consider:

Approximately what percentage of the world's population is Muslim?

What percentage of the world's Muslim population lives in the United States?

Despite being the birthplace of Islam, what percentage of the world's Muslim population lives in Saudi Arabia?

Using the following data, approximately what percentage of the world's Muslims live in countries considered democracies?
> Major populations of Muslims in the world: http://pewforum.org/Muslim/Mapping-the-Global-Muslim-Population%282%29.aspx
> Regime type for the countries of the world:
> http://www.systemicpeace.org/polity/polity6.htm

Advanced Geometry of Islamic Art
http://news.bbc.co.uk/2/hi/6389157.stm
Researchers in the US have found 15th Century examples that use the concept of quasicrystalline geometry. This indicates intuitive understanding of complex mathematical formulae, even if the artisans had not worked out the underlying theory, the study says.

Connections between Art and Mathematics: Islamic Art
http://www.dartmouth.edu/~matc/math5.pattern/lesson5A&M.connection.html
A worthwhile resource for teachers and students to explore, although probably too advanced for K-12.

Islamic Art and Geometric Design (pdf)
http://www.metmuseum.org/explore/publications/pdfs/islamic_geometric/islamic_art_and_geometric_design.pdf
These lesson plans allow students to explore the use of math in Islamic art by creating their own art. Grade: Varies by lesson plan

Science and Technology: Historic Innovation, Modern Solutions: Cutting Edge Science in the Middle East
http://www.pbs.org/wgbh/globalconnections/mideast/themes/science/index.html
This excellent PBS resource provides historical information on Muslim contributions to science and present day applications and new contributions. It also includes a timeline, video clips, maps, and over a dozen links to additional information.

Determining the Sacred Direction of Islam
http://www.phys.uu.nl/~vgent/islam/qibla.htm
http://www.qiblalocator.com/
This interesting resource discusses how Islam has historically used math and astronomy to determine the direction of Mecca—the direction to which Muslims always pray. The second address links to an application where individuals can simply type in their location to determine the direction of Mecca.

> ***Did you know?*** *Apps are available on the iPhone and other smart phones for Muslims to determine the direction of Mecca to pray five times per day.* *http://www.guidedways.com/mobile/ipray/download_ipray.php*

QUESTIONS FOR K-12 DISCUSSION

Grades K-2
Subjects: *Families in our community and other places*
Questions
1. Do you know other families in your communities of different cultures or religions?
2. As a class, discuss your own cultural background.
3. Do you know the word "Muslim"? What does it mean to you?

Grades 3-5
Subjects: *Cultures in our community and throughout the United States*
Questions:
1. What cultures besides your own are in your community?
2. What places of worship are in your community?
3. What have other cultures contributed to your community?

Grades 6-8
Subjects: *World geography and immigration and migration*
Questions:
1. Where do most of the world's Muslims live?
2. Referring back to the map of countries with large Muslim populations, what have immigrants from those countries contributed to the United States or your community?
3. In what regions do most of the world's Muslims live? Why do you think that is?

Grades 9-10
Subjects: *International conflicts, emergence of new nations, and challenges to human rights and democracy*
Questions:
1. Are Islam's views on human rights and democracy fundamentally different and incompatible with the West's views on those subjects?
2. What Muslim-majority nations emerged after WWI and WWII?
3. Do you believe the emergence of new nations after WWI and WWII helped solve existing problems or contributed to new problems?

Grades 11-12
Subjects: *WWII, The Cold War, and contemporary global problems*
Questions:
1. How do you think the West can improve relations with the Muslim world?
2. Should the United States promote democracy and human rights around the world? If so, how?
3. How did the end of WWII lead to the emergence of new Muslim-majority countries? Where are they located in the world?

MAIN GLOBAL COMPETENCE MATRIX

Global Competence is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance.

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
Students:	Students:	Students:	Students:
■ Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions.	■ Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective.	■ Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication.	■ Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions.
■ Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question.	■ Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.	■ Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies.	■ Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences.
■ Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions.	■ Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge.	■ Select and use appropriate technology and media to communicate with diverse audiences.	■ Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken.
■ Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.	■ Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.	■ Reflect on how effective communication affects understanding and collaboration in an interdependent world.	■ Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning.
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