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**Paper Submission**

**The Role of Theoretical Frameworks in  
Building an Expanded Civic Education Curriculum  
for Islamic Schools**

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**Track: Curriculum and Standards**

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**Abstract:**

Designing a civics curricula for an Islamic school in the post-September 11 world has its challenges. In crafting an answer to ‘the why’ behind such a curriculum, one first need know ‘the what’. Often with religious and parochial schools, administrators are obliged to balance a host of conflicting and complicated educational visions. In the case of a post-September 11 hypothetical Islamic school, one might wonder if it is indeed feasible to foster a strong Islamic connection to the building an American identity in an Islamic school curriculum. Given their explicitly religious mission, one might wonder how an Islamic school plans to inculcate critical thinking skills or address distinctly American virtues- specifically the separation of church and state.

What defines love of country? Is it nationalism? Is it blind faith in the power of democracy? Or is it something more like dissent and debate? Despite the challenges in answering these questions associated with balancing the aforementioned virtues, a post-September 11 hypothetical Islamic school ambitiously intends for each graduating student to be armed with critical reasoning skills precisely because they are Muslim – not in spite of it. In a world of anti-Islamic sentiment, students need to be prepared intellectually and emotionally to respond critically to epistemically violent commentary.

It is in the spirit of this vision designing an 8<sup>th</sup> grade civics curriculum to develop critical reasoning skills in the context of contemporary American politics has come of age, a curriculum which adopts the concept of *expansive civic education*, a philosophical framework in education purported by Sigal Ben-Porath. This curriculum merges Islamic socio-religious virtues with notions of American national identity using critical thinking skills. To do this, students would be able to develop the following critical thinking skills: to be able to ask challenging questions, to be able to answer challenging questions, to develop a strong sense of their own identity, to develop the ability to communicate with and understand people from other countries and cultures. In developing this curriculum a case study with two curriculum critiques have been illustrated, alongside an explicatory activity structure data for an 8<sup>th</sup> grade 6-week civic education curriculum.

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What defines love of country? Is it nationalism? Is it blind faith in the power of democracy? Or is it something more like dissent and debate? Despite the challenges in answering these questions associated with balancing the aforementioned virtues, a post-September 11 hypothetical Islamic school ambitiously intends for each graduating student to be armed with critical reasoning skills precisely because they are Muslim – not in spite of it. In a world of anti-Islamic sentiment, students need to be prepared intellectually and emotionally to respond critically to epistemically violent commentary.

It is in the spirit of this vision designing an 8<sup>th</sup> grade civics curriculum to develop critical reasoning skills in the context of contemporary American politics has come of age, a curriculum which adopts the concept of *expansive civic education*, a philosophical framework in education purported by Sigal Ben-Porath. By *expansive civic education*, Ben-Porath refers to a kind of education that responds to widespread narrow social predispositions during wartime which looks down on public deliberation and tolerance toward pluralism (Ben Porath 2006). *Expansive civic education* serves as a counterweight for a restrictive culture of wartime where the polity may relinquish democratic values in order to unite a country under the ruse of survival. In essence, this kind of civic education would contribute to the construction of a democratic society committed to establishing and maintaining peace.

Ben-Porath holds that notions of citizenship is most effective when it is understood not only as a *shared identity*, but as a *shared-fate* (Ben-Porath 2006:22). It is a model of citizenship education based on mutual effect, where members are committed to each other by a social contract. Educational endeavors are based on historical awareness which are open to reexamination and reinterpretation. These historical perspectives are meant to transform the understanding of citizenship as individuals responsible for the re-interpretation of collective identity over time. Narratives shared about how members became connected is what turns unrelated people into one nation. It requires constant construction and reinterpretation and does not call for blind acceptance of the polity. *Expansive civic education* is a

steadfast commitment to diversity, debate, and challenges to evident views and demands active participation of community not constrained by a final version of the 'good life'.

Democratic theories that discuss citizenship related to nationalism and patriotism become important theoretical works to respond to this challenge. It is during these protracted conflicts, it becomes important to reinterpret relations of the individual and the state in an effort to prevent the abandonment of basic principles of democracy. Therefore, how schools perceive citizenship affects their ability to support these goals.

### **Case Study: New Horizon School**

New Horizon School is an independent Islamic school that was established in 1984. Among its many accolades, New Horizon School became one of 295 nationally recognized Blue Ribbon School in 2005. Like many Islamic schools in the country, New Horizon School was developed by members of an already established Muslim community with the purpose of maintaining the Muslim identity of future generations. Founded as a preschool in 1984 by the Islamic Center of Southern California, New Horizon School has experienced remarkable growth. In the fall of 1993, New Horizon opened its new campus for elementary students at its current location in Pasadena, CA; a two-story building housing classrooms and a multi-purpose room. This newly acquired property likewise had a separate preschool and elementary school playgrounds.

The school became fully operational through financial support from the Muslim community it was affiliated with, through its tuition-base and other means of support from donors. The school further expanded in 1999 with the construction of a new middle school facility across the street from the elementary school. The new middle school facility housed the main administration offices, classrooms, a science lab, a computer center, a library, an auditorium, a basketball court, and a sports field.

Most of the teachers at New Horizon are not of the Islamic faith as explained by the Head of School, Amira Al-Sarraf. Despite the initial intent of hiring a majority Muslim staff, it was difficult to find teachers who were both Muslim and a good fit for the school's over all commitment to providing students with an excellent academic education alongside a firm grounding in moral and ethical values. Because it is an Islamic school, New Horizon School likewise fosters a dedication to God through virtuous living in a progressive Islamic environment.

The learners for this curriculum case study are 8<sup>th</sup> grade students. Students are of the Islamic faith with a mixed parentage from the United States, Middle East, South Asia, and Southeast Asia. The teacher currently engages them in a variety of activities which includes group projects and simulations. The curriculum as of this moment does not have a separate unit on citizenship and building national identity. These virtues are said to be embedded in the different units they learn throughout the academic year.

### **Existing Curriculum: Curriculum Critique Social Studies**

*“Students have an opportunity to look back to the past for a better understanding of the present and for working towards a better future.”*

*Understanding the principles of our government and this country's history is the main goal of this program. Discussion and critical thinking exercises require students to analyze and evaluate various concepts such as the meaning of freedom, revolution, equality, etc. This course specifically covers Europeans and native colonies, the American Revolution, the development of the Constitution and the Civil War. Projects/Activities include: visit to the International Printing Museum's Constitutional Tour; simulation of the trial of Patrick Henry; a judicial review of one of the amendments in an effort to discuss state interpretation as opposed to the Supreme Court of the United States; and a culminating trip to Washington, DC."*

The New Horizon School's 8<sup>th</sup> grade curriculum includes four, forty-five minute Social Studies classes each week that strive to convey the historical facts and discuss the democratic virtues cited above. Despite what one might suspect from a school in which teachers are adorned in *hijab*, the curricular overview listed above essentially broadcasts the New Horizon's intention to teach students traditional U.S. history as well as their intention to instill in them the ability to think critically about the world. Using Houghton Mifflin's Social Studies textbook, *A More Perfect Union*, students are exposed to the birth of America's democracy and obliged to examine its relative successes and failures through the lens of several overarching themes. As expressed in the curricular overview, the political motifs of freedom, revolution, and equality frame this 8<sup>th</sup> grade Social Studies curriculum.

Coupled with the textual lessons learned, students are also challenged to begin to think for themselves as they are asked to recreate several historical legal battles. In this way, students feel first-hand the democratic institutions at work *and* the

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<sup>1</sup> <http://www.newhorizonschool.org/publications/curriculumguide0506.pdf>

democratic issues at stake as they are obliged to craft their own legal arguments. The Social Studies curriculum culminates with a mandatory trip to Washington D.C. that exposes students to the political institutions about which they have been learning.

The New Horizon's School 8<sup>th</sup> grade Social Studies curriculum seems in places to draw upon a Freirian<sup>2</sup> and Gardnerian<sup>3</sup> framework. For both Freire and Gardner, deep understanding should be the central curricular goal (Gardner, 1986). As espoused in the curricular overview cited above, students are expected not to memorize but rather to understand the principles that undergird American democracy and the recurrent themes that pervade American history. In order to accomplish this goal, it seems that the New Horizon School internalized Gardner's notion of multiple entry points and embedded within their curriculum different avenues through which different types of learners could succeed. By using the *A More Perfect Union* textbook, those learners who assimilate knowledge most readily through narratives certainly have the opportunity to think of American history and government as a story. Though perhaps traditional, there is a sense in which building a curriculum around the notion of 'textbook as standard' undoubtedly involves a large number of

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<sup>2</sup> Freire's problem-posing education: Paulo Freire devised an approach to the development of literacy that was based on the practical needs to the students. Reading materials were texts whose words and content were directly related to the world of work his students knew first hand. He made practical efforts to create materials designed to enable students to understand better the values and conditions what affect their lives.

<sup>3</sup> Gardner's Multiple Intelligences: Howard Gardner espouses the theory of multiple intelligences as an approach in which students are given a variety of ways to enhance understanding; by providing different points of entries, offering analogies, and providing multiple representations of the core ideas of the topic.



students. Despite these utilitarian benefits, we will return to this subject to contextually problematize it in a bit.

Additionally, this curriculum takes into account Gardner's notion of numerical entry points as *A More Perfect Union* is saturated with dates, death-tolls, and financial statistics. With the proper pedagogy, which can of course only be curricularly controlled to a degree, numerically oriented students will have the opportunity to think of history in terms of numbers. As noted before, the New Horizon's curriculum also obliges students to engage in several judicial simulations that ask them to draft and orate their own legal arguments. These activities seem to build off of Gardner's notion of the logical entry point. After all, good legal argumentation is by its very nature logical.

Additionally, this Social Studies curriculum challenges students to examine some of the more sophisticated and existential questions that face citizens in the 21<sup>st</sup> century. How are we to define freedom? What made democracy work in America? In what ways has the American dream failed? Especially in light of its Muslim context, this curriculum will certainly give students the chance to grapple with these sorts of questions and challenge students to push their thinking on the matter. Given the extensive graphics included in the textbook, Gardner's notion of aesthetic entry points also has the opportunity to take root. On each page, students are challenged by a visual history as well as a textual one. Although most examples would need the proper pedagogical orientation, the more aesthetically-minded among the students

would have the chance to be exposed to notions of American history as art. As cited above, students also will have the opportunity to engage in hands-on, interpersonal activities that oblige participation and some degree of visceral engagement.

Culminating with the trip to DC, the New Horizon's curriculum strives to literally bring to life American history and its government.

Despite the relatively wholesome picture of the New Horizon's curriculum, there are some disconcerting elements as well. Put simply, the curriculum seems beholden to the *A More Perfect Union* textbook. The curriculum is predicated on the notion that this textbook is the standard by which its students should learn American history. Especially in light of the Islamic context of the New Horizon School, it may be myopic to depend on a single source in order to build a curriculum for a multicultural audience. Teaching students the virtues of American democracy in the post-September 11 world requires educators to problematize as much as they implant. The task of problematization is more readily accomplished through multifaceted and variegated sources, and given the espoused curriculum and its commitment to inculcating certain basic critical reasoning skills, it is in this sense that the use a single text seems problematic. It seems more likely that accomplishing the New Horizon's particular task in light of its particular context requires that the standard is not *one* textbook but rather a merging of multiple secular and Islamic sources. Shying away from the pressing and pertinent questions facing Muslim Americans in this country is a recipe for long-term cognitive dissonance. If students are to be able to "look back"

and “work toward a better future” – the New Horizon’s civics curriculum might do better to follow a more interdisciplinary curricular approach to show Muslim students that even in a political context, there is nothing problematic about the notion of the Muslim-American citizen.

Although the intended goals of this Social Studies curriculum are pointedly articulated, one might still wonder how these curricular goals are to be assessed. This is to say that while an enduring understanding of America’s struggle to achieve democratic equality is a noble goal, what assessment measures are in place to ensure this message is indeed being conveyed? The 8<sup>th</sup> grade Social Studies teacher will have some assessment in mind, of course, but the published curricular plan makes no mention of how to ensure an enduring understanding. It is precisely the vaguery of a civics curriculum in the post-September 11 world that seems most problematic.

It would be of great benefit if theoretical frameworks which includes multiple methods of assessment at the educator’s discretion, were part of the published curriculum. It seems that if there is no baseline expectation or framework for success then the curriculum teeters on falling short of imparting some form of enduring understanding on the students. It is precisely from this perspective that one might worry more largely that this curriculum has the possibility for great success and great failure in its particular context. Certainly there is to be great benefit to the hands-on, interpersonally, and logically oriented students in the class from the legal simulations. And certainly there is to be great benefit to the narratively, numerically,

aesthetically, and existentially minded student from the textual sources employed. But in light of the political milieu of our nation and the espoused curricular goals, it seems that *this Social Studies* curriculum requires a more multifaceted textual standard as well as a more clear articulation of how students are to be held accountable.

### **Existing Curriculum: Curriculum Critique Islamic Studies**

The Islamic Studies 8<sup>th</sup> grade curriculum for New Horizon School intends to familiarize students with the fundamentals of the Islamic tradition and to enhance their understanding of the practical dimensions of the Islamic faith. The approach used is designed to “kindle a love for the Creator and an appreciation of the Prophetic example, and to motivate students to be exemplary American Muslims who serve as global ambassadors of excellence with the principles of Islam forming the foundation of their intellectual, emotional and spiritual life.”<sup>4</sup>

The published curriculum comes in two interdependent sections. The first section is found on school website; a bulleted form of its curriculum goals ranging from training how to give sermons, memorization of the hadith (traditions of the prophet) to learning Islamic etiquette in communication as well as Islamic history and civilization. The second part of the curriculum is the foundation of the online curriculum goals. It contains a listing of topics, subtopics, student resources, and student reading texts.

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<sup>4</sup> <http://www.newhorizonschool.org/publications/curriculumguide0506.pdf>

This second portion was developed by the Bureau of Islamic and Arabic Education (BAIE), an organization based out of Los Angeles, CA which organizes the curriculum into 14 topics; aqeedah (belief), ibadah (worship), life of the prophet Muhammad, Islamic etiquette, prophets of Allah, the Qur'an, the hadith, Islamic law, Islamic history and civilization, Muslims in the contemporary world, social relations, current issues, and comparative religion.

Clearly, the rationale behind New Horizon's curriculum plan is a religious one. There is a built in assumption in the belief in God, Islam is a way of life and that the exemplary model for that life is Muhammad all throughout the curriculum. In terms of examining those beliefs, emphasis on critical thinking, of asking questions which question one's belief, is absent. One would assume the same goes for all religious forms of schooling. However, because the intent of this curriculum development does not ask students to philosophically question the foundations of their belief, it would be of interest to instead examine the plan in finding evidences of other types of rationales which may apply to developing a Islamic school civic education curriculum.

There is evidence of not one, but several, curriculum ideologies. The following goal serves as an example.

*“Review seerah (life) of the prophet Muhammad, legal issues faced in madina, legislative Qur'an, dealing with non-Muslims, Jews, Christians and others, Dynamics of Mecca vs. Medina, changes in Mecca after Islam, impact on student's life, allegations, and distinguish emulations from imitation, spirits of his actins, decision-making, and*

*the constitution of Madina.”*

In addition to studying the life of Muhammad, students are also studying the lives of the companions of the prophet and the lives of other prophets. All of these mentioned goals require a narrative entry point involving storytelling, narrations, quotes and dramatizations of certain events. Based on these goals, there is evidence of an attempt to use Gardner’s multiple intelligences as an approach to understanding. Activities will presumably make use of linguistic as well as personal intelligences in order to grasp the historical context. Thereafter, students are expected to apply those contexts to modern times.

On the same note, this is also be evidence of Freire’s problem-posing education, which students may perhaps be given an opportunity to reinterpret previous narratives in order to “distinguish emulations from imitation” as stated above. This also indicative of a multicultural curriculum<sup>5</sup>, specifically referring to the concept of centering. Just as social studies provides a narrative of U.S. history for the students, Islamic studies provides a centered narrative on the students’ socio-religious history.

Furthermore, New Horizon plans to superimpose all of the curriculum goals into a Leadership Program which may also be evidence of an attempt to use hands on and interpersonal entry points. Last but not least, the memorization of Qur’anic

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<sup>5</sup> A curriculum which explains crucial differences in perspective and experience in a way that supports genuine dialog across borders of race, ethnicity, gender, sexual orientation, and class and that galvanizes organized work toward a shared project of a just community.

verses in Arabic coupled with writing Arabic both seem to appeal to the aesthetic entry point.

Aside from the built in assumption that the purpose of education is to instill a religious tradition, there is an assumption that the teacher has a deep understanding and breadth of knowledge of the Islamic sciences, which is rarely the case. Hence, while what is published may seem structured, the actual delivery of content is in question. One of the biggest challenges the school is currently facing is the difficulty in finding an Islamic studies teacher who has the knowledge of religious “text” in addition to having been raised in the United States so as to put the delivery of text into “context”. The curriculum also assumes a teacher-student delivery of content. Meaning, it is assumed that banking education<sup>6</sup> is the default mode of instruction since the curriculum makes no mention of suggested sample activity formats and participation modules.

The activities in the BAIE curriculum seem to support the learning goals on the website of familiarizing students with the Islamic tradition and to motivate students to be exemplary American Muslims. However, while the activities are organized effectively, the curriculum does not indicate the methods of assessment. In addition to missing forms of assessment, its enduring understanding does not

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<sup>6</sup> Banking concept of education: knowledge is a gift bestowed by those who consider themselves knowledgeable upon those they consider to know nothing.

emphasize the aspect of critical thinking enough by stating how critical thinking will be derived from certain sources of text or activities.

The section on Muslims in the Contemporary World, Current Issues and Comparative Religion appear to be very exciting, useful and practical for today. It is hoped that by providing these subsets into the curriculum students will be exposed to events or situations which take place beyond the walls of the school. Like most curriculum, the New Horizon Islamic studies curriculum requires a good chemistry between the teacher and the curriculum, especially in the aforementioned sections on political Islam. There is a legitimate concern that a teacher may or may not be able to provide a medium for critical thinking by providing different narratives to issues involving the politics of the Muslim world. While, the sections on Muslims in the Contemporary World, Current Issues which discuss various Islamic movements in the world as well as the politics in the Muslim world are controversial topics, they play a significant role in today's Islamic school education.

**Conclusion:**

Having coordinated with the head of the school, Amira Al-Sarraf, along with the 8<sup>th</sup> grade Social Studies teacher, Osman Khan, a concurrence to develop a unit on civic education was developed; specifically, citizenship and national identity education and one that utilizes the aforementioned theoretical frameworks in developing the curriculum.



The idea would be to essentially converge Islamic socio-religious virtues with notions of American national identity using critical thinking skills in this unit. To do this students would be able to develop the following critical thinking skills: to be able to ask challenging questions, to be able to answer challenging questions, to develop a strong sense of their own identity, to develop the ability to communicate with and understand people from other countries and cultures.

From various ideologies in education, two appear to be most appropriate in implementing Islamic values with American civic values; Noddings's *Care* approach and Freire's *problem-posing education*. The relevance of both is as follows. As previously mentioned, the educational system which prepares the future citizenry to function in a liberal democratic society, undergoes a change from discussions of open democratic citizenship to a more narrow conception of common interest and survival known as belligerent citizenship (Ben-Porath 2006:2) during wartime. When notions of belligerent citizenship develop in society, minority groups experience a forced silence in keeping with the spirit of general disdain for public deliberation and disagreement with the polity.

Because Noddings's *care* approach is one which cultivates the appreciation of forms of acceptance and affiliation, avoids hierarchy and elitism and instead fosters the preservation of deliberation in the form of interpersonal reasoning, it seems to be an approach most needed during times of socio-political conflict.

**“In addition to learning to communicate appreciatively with people of good will and effectively with people who may be untrustworthy, I want our children to examine the effects of their own lives on others.” (Noddings 1992:55)**

Hence, *care*, in terms of the instructor’s delivery of content, would be an effective tool in the classroom to establish *expansive civic education*. For this curriculum, dialogue as interpersonal reasoning (Noddings 1992:53) would be a necessary component to content delivery. Likewise, learning about human relations and the human experience through seminar discussions and coaching would also post as requisites to such a pedagogical approach.

Freire’s *problem-posing education* approach has likewise been chosen because the concept seems less intimidating, less suspect for Muslim communities. In a grander picture, this approach may be easier to digest for Muslim communities who are defensive about their current status in society since an approach to knowledge-inquiry similar to *problem-posing education* is also found in traditional Islamic scholarship. To further explain, the Iraqi school of thought lead by Abu Hanifa, a founder of one of the four mainstream schools of thought, taught students to use hypothetical scenarios in answering questions of religious practice and rituals, as well as permissibility or impermissibility of certain acts of worship. Abu Hanifa’s methodologies focused on the use of analogy, situating immense faith in human reasoning. This school of thought was known for adjusting “the theory to the opinion” (Kamali 1991). In fact, the conjuring up of hypothetical scenarios were so

widely used that the opposition in Madina, the Hijazi school of thought, referred to them as the “What if-ers” (Birjas 2007).

At the heart of the matter, Freire’s *problem-posing education*, with regards to understanding instructional content, instructional material and activity selection, as well as student-context, is an ideology that would be applicable to this unit on citizenship and national identity post-September 11.

***“In problem-posing education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation.” (Freire 1970:65)***

By this, the curriculum to be developed would steer clear from banking education (Freire 1970:54). The teacher will be encouraged to be “cognitive” when engaging students, and always in a state of re-examining narrative reflections of the instructional content. In the course of the unit, it is hoped that the students would be able to develop a sense of empowerment to think critically about their position in the world to the extent that they perceive the world as a dynamic entity. By the end of the unit, the students should be able to think critically about a suitable context in finding answers to the following questions in relation to citizenship and the building of national identity:

**“What makes something worth loving? And when something is worth loving, what is the difference between loving it well and loving it badly?” (Callan 2006)**

More importantly, through *problem-posing education*, it is hoped that students will be able to use their mastery of notions of citizenship and national identity to ward off vulnerability to manipulation by either extremist religious dispositions or governing bodies from arbitrarily infringing upon their rights as citizens. In the setting of the New Horizon School, students would be able to arrive at finding an answer to these questions through critical thinking at the same that they would be a developing a Muslim identity in a liberal democratic society.

Because the curriculum is expected to be completed in March, expounding on its details will not be feasible until then. Therefore, in order to operationalize the curriculum, the six-week civic education unit is represented in this paper proposal in an illustrative activity structure (Appendix A). The curriculum has been crafted to encourage students to intellectually spar with some of the fundamental issues facing this country today. Ostensibly, this would involve some pedagogical introduction to the following subject matters; domestic wire tapping, racial profiling, internment camps, and radicalism. The weeks are divided into six transformative types of knowledge. The first week will compare and contrast the use of debate in both Islamic scholastic history as well as in American democracy in the past. The second week will orient students into building a good argument, differentiating between assertions versus reason with evidence. The third week intends to teach students how to do effective research using both Islamic text and references as well as secular resources. In the fourth week, students will be taught how converge good data as

evidence for building an argument. The fifth week students will be taught on how to deliver an effective speech, differentiating between rhetoric and reason. Finally, the debates will take place on the 6<sup>th</sup> week which culminates into an open assessment where students will discuss the strengths and weaknesses of the arguments and more important the experiential process of the debate simulation. Throughout the 6 weeks, several embedded assessment approaches will be recommended. Teachers may ask students to select a response, to create a product, to describe their thinking/learning process, and for continuous constructive peer-student assessment.

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## Appendix A

**Table 1: Illustrative Activity Structure Data for 6 Weeks of 8th Grade Civics Education**

Day	Segment Purpose	Delivery System	Grouping Pattern	Interactive Teacher Task	Student Task	Topic or Assignment	Form of Assessment	
Week 1: What is debate?	1	Opening/Introduction	Lecture	whole class	orient students	accomplish purpose of segment	sample mini debates (oreo vs. chocolate chip cookies)	select a response
	2	Background Development	Lecture	whole class	orient students	accomplish purpose of segment	role of debate in Islamic scholastic history	select a response
	3	Background Development	Lecture	whole class	orient students	accomplish purpose of segment	role of debate in American democracy	select a response
	4	Review/Practice	Discussion	sectioned	Orient, instruct and assess progress	be involved in segment assignment	compare and contrast the role of debate in Islamic scholastic history and American democracy	select a response, create a product, describe their thinking/learning process, student assessment
Week 2: How to build a good argument.	5	Development	Discussion	sectioned	Instruct students/monitor, assess progress, maintain activity flow	cooperate in activity format, be involved in segment assignment	engage in small group work with impromptu topics	select a response, create a product, describe their thinking/learning process, student assessment

6	Development	Discussion	whole class	Orient students/provide feedback	accomplish purpose of segment	distinction between assertions versus evidence, good and bad evidence.	select a response, create a product, describe their thinking/learning process, student assessment
7	Development/Transition	Discussion	whole class	Instruct students/provide feedback	accomplish purpose of segment	importance of understanding the opposition and be able to argue for the opposition	select a response, create a product, describe their thinking/learning process, student assessment
8	Development/Review	Discussion	whole class	Instruct students/provide feedback	accomplish purpose of segment	How to evaluate an argument with two common fallacies: generalizing and overlooking alternatives	select a response, create a product, describe their thinking/learning process, student assessment
9	Transition	Demonstration/QA/Discussion	sectioned	Instruct students/monitor, assess progress, maintain activity flow	cooperate in activity format, be involved in segment assignment	Brainstorm questions for the following topics to debate about; racial profiling of Muslims, domestic wire tapping, internment camps, radicalism. Students choose two topics at the	select a response, create a product, describe their thinking/learning process, student assessment

Week 3:  
How to do effective research.



						end. Students form debate teams.	
10	Procedural/Directions	Demonstration/QA/ Discussion/Computer	sectioned	Instruct students/monitor, assess progress, maintain activity flow	cooperate in activity format, be involved in segment assignment	Students choose resources provided by teacher. Extract information from resources. Brainstorm for the best argument on the topic chosen the previous day. Debate amongst each other pros and cons for chose arguments.	select a response, create a product, describe their thinking/learning process, student assessment
11	Development	Demonstration/QA/ Discussion/Computer	sectioned	Instruct students/monitor, assess progress, maintain activity flow	accomplish purpose of segment, cooperate in activity format, be involved in segment assignment	By extracting information from resources, finalize three arguments.	select a response, create a product, describe their thinking/learning process, student assessment

Week 4: How to build in arguments through effective research.	12	Development	Lecture/Question/ Answer	whole class	Instruct students/ provide feedback, correct poor learning	accomplish purpose of segment, be involved in segment assignment	Provide more information about the topics students have chosen. Provide a question and answer portion about them.	select a response, create a product, describe their thinking/learning process, student assessment
	13	Directions/Development	Discussion	sectioned	Instruct students/monitor, assess progress, maintain activity flow	accomplish purpose of segment, cooperate in activity format, be involved in segment assignment	Develop opposing arguments against each of the three arguments using resources.	select a response, create a product, describe their thinking/learning process, student assessment
	14	Directions/Development	Discussion	sectioned	Instruct students/monitor, assess progress, maintain activity flow	accomplish purpose of segment, cooperate in activity format, be involved in segment assignment	Develop opposing arguments against each of the three arguments using resources. Teacher announces which team is on the pro and con of the student- chose topic.	select a response, create a product, describe their thinking/learning process, student assessment
	15	Transition	Discussion	sectioned	Instruct students/monitor, assess progress, maintain activity flow	accomplish purpose of segment, cooperate in activity format, be involved in segment assignment	In group work, students prepare their three best arguments of their case to be presented the following day. Students tighten their argument	select a response, create a product, describe their thinking/learning process, student assessment

by examining and defining word choice and sentence structure.

Week 5:  
How to deliver effective speech.

16	Review/Practice	Demonstration/QA/ Discussion	sectioned	Instruct students/monitor, assess progress, maintain activity flow, provide feedback	accomplish purpose of segment	Groups will give a presentation of their three best arguments, each team will take notes of the opposing arguments.	select a response, create a product, describe their thinking/learning process, student assessment, provide an observable performance
17	Development	Demonstration/Project	sectioned	Instruct students/monitor, assess progress, maintain activity flow, provide feedback	accomplish purpose of segment, cooperate in activity format, be involved in segment assignment	Groups will find evidence for each of the three arguments.	select a response, create a product, describe their thinking/learning process, student assessment
18	Development	Demonstration/Project	sectioned	Instruct students/monitor, assess progress, maintain activity flow, provide feedback	accomplish purpose of segment, cooperate in activity format, be involved in segment assignment	Groups will find evidence for each of the three arguments and be able to reference them.	select a response, create a product, describe their thinking/learning process, student assessment

**Week 6:  
Delivery**

19	Directions/Development	Lecture/Demonstration/ Oral Practice	whole class/sectioned	Instruct students	accomplish purpose of segment	How to give effective public speech. Directions for the debate process with rules, format and attire.	select a response, create a product, describe their thinking/learning process, student assessment
20	Review/Practice	Lecture/Demonstration/ Oral Practice	whole class/sectioned	Instruct students, maintain flow activity	accomplish purpose of segment, cooperate in activity format, be involved in segment assignment	Directions for the debate process with rules, format and attire. Review 3 best arguments with evidences, place them in speech format, and practice.	select a response, create a product, describe their thinking/learning process, student assessment
21	Directions/Development	Lecture	whole class/sectioned	Instruct students, maintain flow activity	accomplish purpose of segment	Directions for the debate process with rules, format and attire. Review what wins a debate and what a good argument looks like.	select a response, create a product, describe their thinking/learning process, student assessment
22	Closing	Demonstration	whole class	Instruct students, maintain flow activity	accomplish purpose of segment, cooperate in activity format, be involved in segment assignment	Team 1 and 2 Debate	select a response, create a product, describe their thinking/learning process, student assessment, provide an observable performance

23	Closing	Demonstration	whole class	Instruct students, maintain flow activity	accomplish purpose of segment, cooperate in activity format, be involved in segment assignment	Team 3 and 4 Debate	select a response, create a product, describe their thinking/learning process, student assessment, provide an observable performance
24	Closing	Discussion/Question and Answer	whole class	Instruct students/monitor, assess progress, maintain activity flow, provide feedback	accomplish purpose of segment, cooperate in activity format, be involved in segment assignment	Reflection: success of the arguments and process, weakness of the arguments and process, importance of debate in Islam and a liberal democratic society. Winner is announced and each team explains why they think they won.	select a response, create a product, describe their thinking/learning process, student assessment, provide an observable performance