CULTURALLY RESPONSIVE & INCLUSIVE 9/11 COMMEMORATIONS

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Welcome!

Today's Agenda

* Culturally Responsive & Inclusive Teaching
* Share early findings of Muslim student research
* Consider implications for the 20th anniversary
* Identify 9/11 instructional standards
* Applying CR & I teaching to 9/11 lessons
* Self reflective activity
* Sharing resources

Webinar In's & Out's

IN

Extend expectations of "equity" for all learners

Humanization of Muslim students

Acknowledgement of anti-Muslim racism

Seek to learn, and be in a learning community

OUT

False assumption of Muslim responsibility for 9/11

Reproduction of anti-Muslim rhetoric

U.S. foreign policy analysis

American exceptionalism

Culturally Responsive & Inclusive Teaching

6 KEY TENETS

- Understanding how learning takes place
- Learn about students' actual lives
- Engage as a socioculturally responsive teacher
- Affirming views about diversity
- Use appropriate instructional strategies
- Advocating for all students

Early Findings

Anti-Muslim Racism

- Historical constructions of difference and othering
- Reproduces violent and terrorist stereotypes
- Targets Muslims widely
- Expressed as bullying and social exclusion
- Middle & High School lived experiences

September 11th

20th Anniversary | 2001-2021

School and classroom 9/11 commemorations are sites for increased **anti-Muslim racism**.

This year's 20th anniversary commemorations will likely result in heightened risks of racist discourse, threats, and violence **targeting Muslim students** in schools and society. Educators are well-positioned to disrupt these risks by centering the socio-emotional needs of Muslims in their commemoration plans.

MUSLIM STUDENT EXPERIENCES

NAEEM

"I remember...when they give you that one look...I definitely heard, you know, those remarks like, you know, "terrorist," even if they're joking around they'll say "terrorist" and stuff like that...That used to trigger me a lot."

AHMED

"9/11, every single year is so awkward...the administrators would be like, "on this fateful day, this happened"... then the Muslim jokes would come up, like "don't blow us up. Don't do this." When I was younger it bothered me, but now I'm just desensitized to it."

KAREEM

"There's so much tension, just being even this color and then being a Muslim, period... It's really strange like, you feel it, they're not saying it..."You don't understand this question because you're Muslim" which is the strangest thing, but it's definitely the tension that these teachers give off sometimes."

PROPOSED ACTIONS

INCREASE AWARENESS

Increase educators' awareness of the anticipated harm directed against Muslim students that is likely to be intensified on this year's 20th anniversary of September 11th.

ANTIRACIST SCHOOL LEADERSHIP

Use strategies of antiracist school leadership to prepare school staff to disrupt anti-Muslim racism by implementing existing district anti-bullying policies.

CULTURALLY RESPONSIVE LEADERSHIP

Demonstrate culturally responsive leadership by requiring inclusive instructional plans to commemorate the significance of this date in our nation's history.

THE HILL

DHS warns of heightened risk for attacks ahead of 9/11 anniversary

BY REBECCA BEITSCH - 08/13/21 02:58 PM EDT

515 COMM

1,036 SHARES

SHARE TWEET

Just In...

Virginia Standards of Learning

VUS.14

The student will apply social science skills to understand political and social conditions in the United States during the early 21st century by evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11.

SEL

The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of our diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience.

ED EQUITY

...sharing best practice and practical resources that advance the critical competencies necessary to achieve education equity in Virginia: Courageous leadership, Compassionate family and student engagement, Continuous reflection, Cultural responsiveness, and Curriculum reframing.

TEACHING 9/11: THE DAY

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EVENTS

Importance of accurate terminology:

- Foreign attack
- Extremists
- Significant American sites

Determine relevant details.

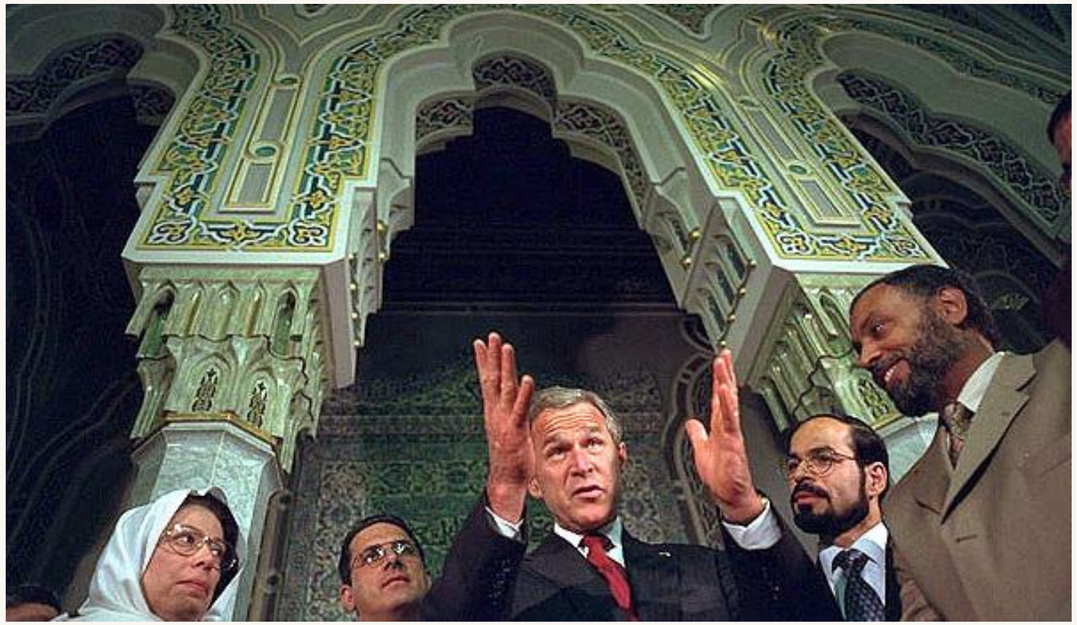
LOSS

Humanize the 3,000 lives lost on 9/11.
Describe the structural loss at the WTC and Pentagon.
Prepare for varied emotional responses.

HEROISM

Tell culturally diverse stories of heroism about first responders, civilians, and community leaders. Tell the story of resistance through Flight 93.

First Responders



9/11: *Days, Weeks Later*

The face of terror is not the true faith of Islam. That's not what Islam is all about. Islam is peace. These terrorists don't represent peace. They represent evil and war.

When we think of Islam we think of a faith that brings comfort to a billion people around the world. Billions of people find comfort and solace and peace. And that's made brothers and sisters out of every race -- out of every race.

America counts millions of Muslims amongst our citizens, and Muslims make an incredibly valuable contribution to our country. Muslims are doctors, lawyers, law professors, members of the military, entrepreneurs, shopkeepers, moms and dads. And they need to be treated with respect. In our anger and emotion, our fellow Americans must treat each other with respect.

President George W. Bush, September 17, 2001
at the Islamic Center in Washington DC

Community Resilience

TEACH

The impacts of 9/11

20 years of national and global impacts

20 years of impact

Fear

Phobias stemming from 9/11
Fear of personal safety
Anti-Muslim racism spikes

Federal Policies

Immigration policies
Links to national security
Muslim ban
USA Patriot Act
Dept of Homeland Security
Transportation Safety Admin

Foreign Policy

War in Afghanistan
War in Iraq

Social Conditions in USA

Political Conditions in USA

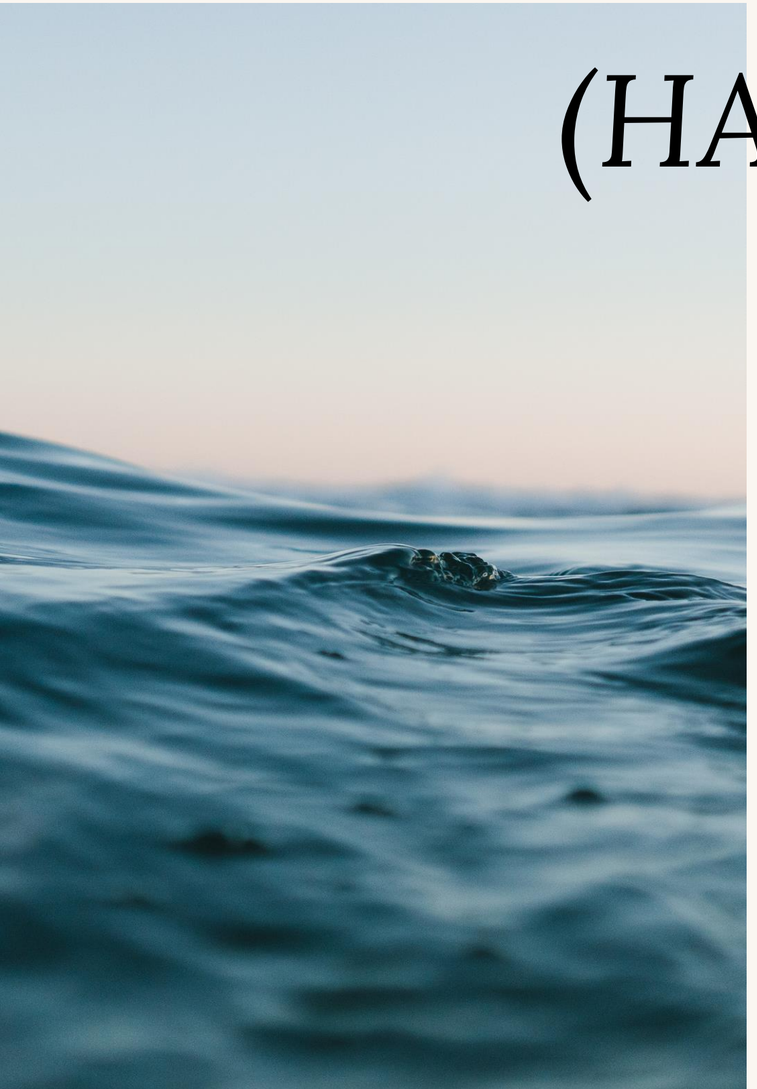
Global response to 9/11

SOCIAL EMOTIONAL LEARNING

Prepare for multiple emotional responses

- Morning meetings for sharing
- Journaling to encourage reflection
- Including student voice in classroom instruction
- Facilitating meaningful classroom relationships
- Listen, often.

NON-EXAMPLES (HARMFUL TEACHING)



- Creating a tense classroom environment
- Reducing 9/11 instruction to death counts and fear mongering
- Assumptions of emotional distance
- Teaching about Islam and / or Muslims
- Amplifying the extremists and extremist acts of 9/11
- Demanding the condemnation of 9/11
- Failing to respond to anti-Muslim racism
- Reproducing a single, American narrative that marginalizes other students

ARTS EDUCATION

Portland, Oregon (2017)

ARTS EDUCATION

9/11 Memorial & Museum

PROFESSIONAL DEVELOPMENT

01

Language Matters

Write a 2-3 sentence script that names what happened on 9/11. Refrain from harmful terminology.

02

Muslim American Impact

Describe how 9/11 has impacted the Muslim American community.

03

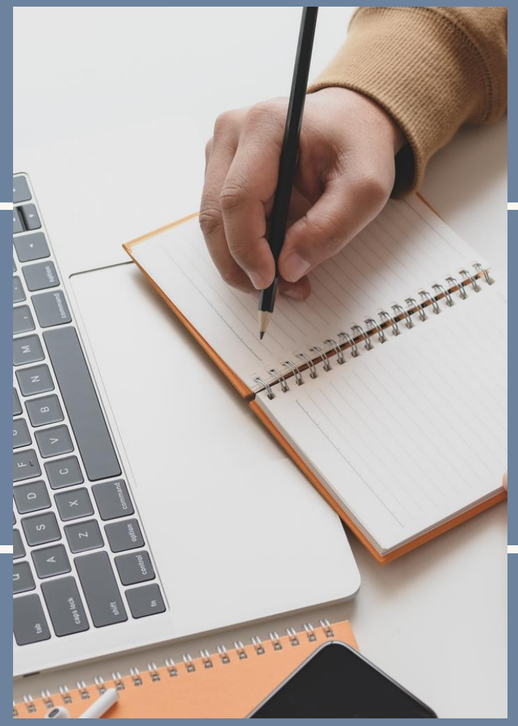
America, America

Narrate a 9/11 story of resilience, heroism, or hope that centers a marginalized community.

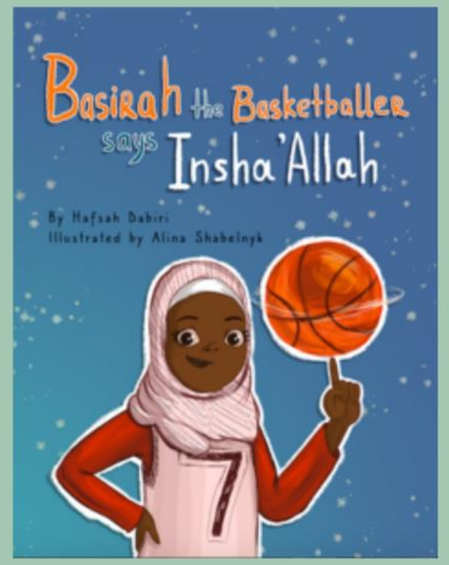
04

Listen to the students

Plan effective strategies to listen to your students' socio-emotional needs the week of 9/11. *And, plan how to process your own adult emotional responses that week.*



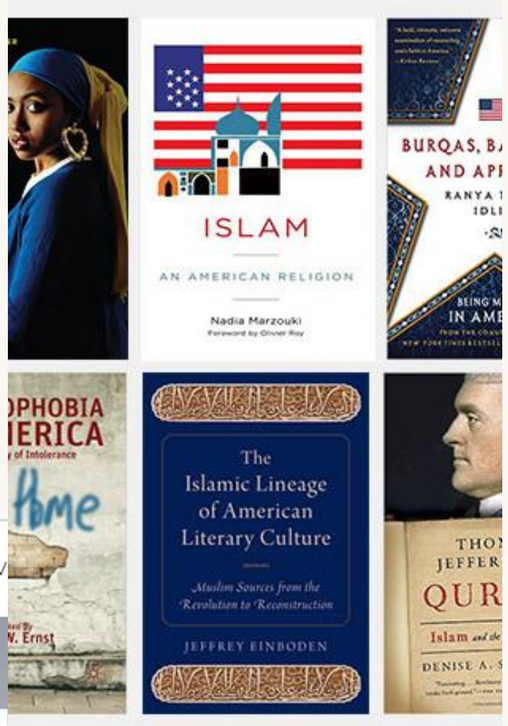
SHOULDER TO SHOULDER



Commonsense Media

Georgetown University ACMCU

MODULE TITLE	min time	max time	MODULE TYPE
Module A: Building a Comfort Zone	20	30	BASIC/INTRODUCTORY
Module B: The World in the Classroom	20	30	
Module 1: Basic Beliefs and Practices of Islam	40	50	CORE
Module 2: Geography: Maps and the Name Game	40	50	
Module 3: Historical Issues in Teaching about Islam	90	100	
Module 4: Contemporary Hot-Button Issues	90	100	
Module 5: Elementary Classroom Activities	90	100	EXTENDED & CROSS-CURRICULAR
Module 6: Islam in the Media	45	60	
Module 7: Seven Centuries of Islamic Spain **NEW**	45	60	
Module 8: Mini-Module Mix & Match Topics (see available titles below)	45	60	
Module 9: The Indian Ocean in World History **NEW**	30	90	



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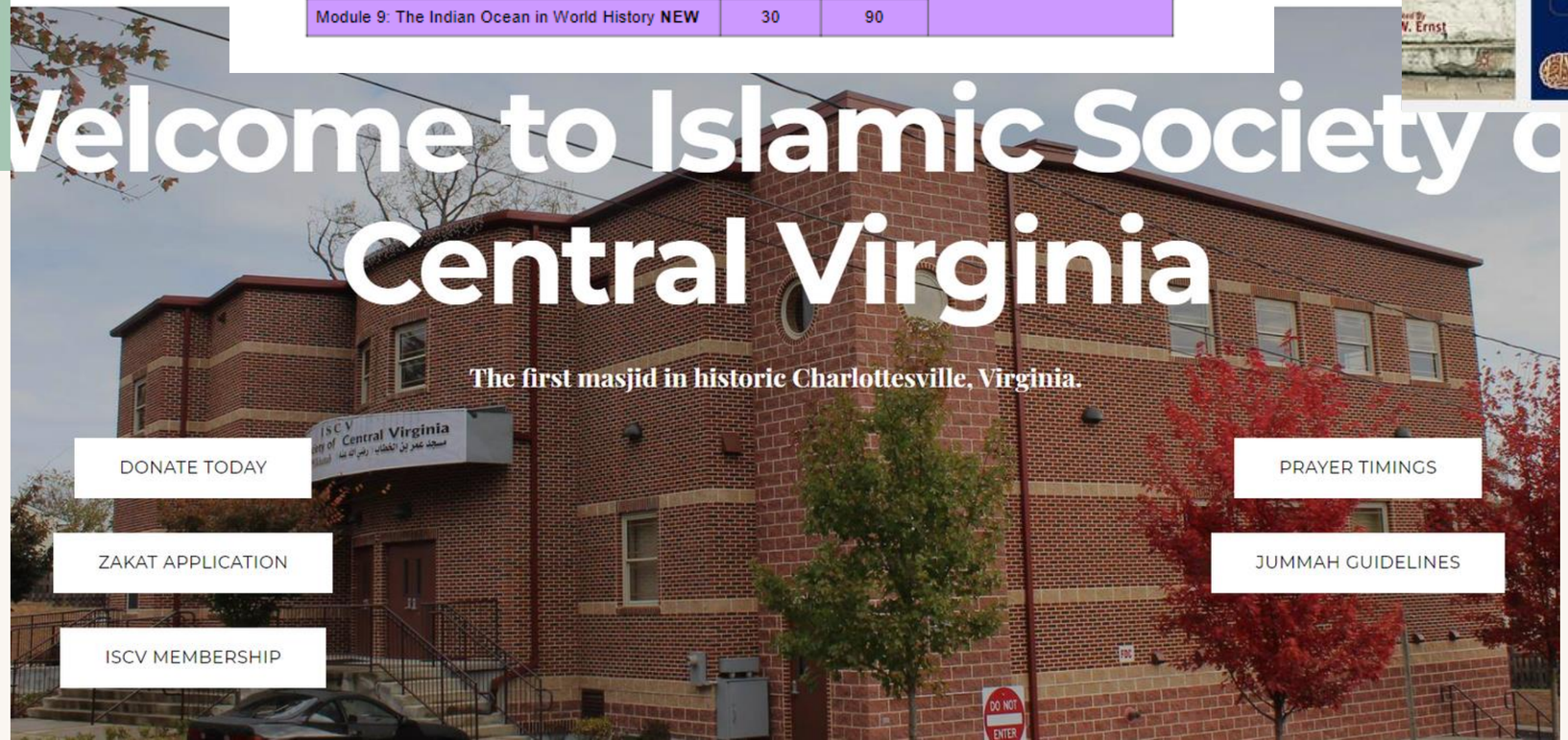

INSTITUTE FOR SOCIAL POLICY AND UNDERSTANDING
ISPU

Closing Remarks

Advancing Culturally Responsive & Inclusive Teaching for 9/11 Lessons

#1 - Teaching is a Political Act

#2 - Teach students how to commemorate 9/11

#3 - Acknowledge that anti-Muslim racism is real

As you construct your lesson plans to commemorate the 20th anniversary of 9/11, recommit yourself to advancing the work necessary to disrupt racism, in all its forms.

THANK *you!*

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www.contemporaryislam.org/9-11-Teaching