

LESSON GOALS

- ◆ **Students will listen to oral history clips that reveal diverse migration stories by Muslims in Brooklyn.**
- ◆ **Students will consider the numerous reasons people migrate and how migration stories are central to life in Brooklyn.**
- ◆ **Students will identify different forces that may push or pull a family or individual to migrate.**
- ◆ **After listening to the migration stories from the collection, students will illustrate their own migration stories.**

MATERIALS

All oral history clips and transcripts mentioned in this lesson are available for streaming or download at muslims.brooklynhistory.org.

Graphic Organizer
Oral History
Listening Protocol

MUSLIMS IN BROOKLYN ORAL HISTORIES

The “Migration Stories” clips demonstrate that Muslims in Brooklyn have come from abroad, from places like Bangladesh, Pakistan, Belarus, Yemen, Palestine, and Sudan, but they also arrived after the Great Migration from the US South. This collection expands the framework from *immigration* to *migration* stories. These stories humanize the experiences of migrants and their desire for belonging and a sense of home. This collection is created from oral histories conducted and arranged by Brooklyn Historical Society in 2018 and 2019.

“PALESTINE IN THE BRONX” 6:06

Fatima Shama describes how her family made New York a home away from home.

muslims.brooklynhistory.org/oral_history_clip/palestine-bronx-fatima-shama

“AMERICAN DREAM IN EAST NEW YORK” 6:06

Kobir Chowdhury describes his early struggles in migrating to the United States.

muslims.brooklynhistory.org/oral_history_clip/american-dream-chowdhury

“EAST PAKISTAN BECOMES BANGLADESH” 6:44

Shaheen Rushd recounts her memories of the Bangladeshi independence movement and its impact on her family.

muslims.brooklynhistory.org/oral_history_clip/pakistan-bangladesh-rushd

“BROOKLYN AND SUDAN” 7:49

Abdul Rasheed Abdullah describes his relationship with his sheikh, or spiritual leader, in Sudan.

muslims.brooklynhistory.org/oral_history_clip/bk-sudan-abdullah

“TATARS IN BROOKLYN” 7:45

Alyssa Haughwout narrates her family’s journey from Eastern Europe to Brooklyn via Ellis Island. She describes the origin of the oldest mosque in Brooklyn, which was founded by the Tatar community.

muslims.brooklynhistory.org/oral_history_clip/tatars-brooklyn-haughwout

“OUT OF THE SOUTH” 6:15

Stacey Salimah-Bell recounts her visits as a child to family in South Carolina.

muslims.brooklynhistory.org/oral_history_clip/south-stacey-salimah-bell

“FROM PALESTINE TO BROOKLYN” 7:04

Zein Rimawi recounts his multiple migrations from Palestine to East Germany to Jordan and, finally, to Brooklyn.

muslims.brooklynhistory.org/oral_history_clip/palestine-bk-zein-rimawi



LESSON SEQUENCE

What Might Cause People to Migrate?

◆ Think-Pair-Share Prompt

- What are some reasons or factors that might cause someone to leave or migrate from their home? What are some reasons that might draw someone to move or migrate to a new place?
- What would you think about if you were moving to a new place? What questions or concerns would you have about the new place?

◆ Share

Ask students to share their answers.

- Did they emphasize “push” factors, i.e. factors that make someone want to leave, or “pull” factors, i.e. factors that might draw you to a new place?
- What were the factors and concerns students listed about when and where to migrate?

◆ Transition

Say, *Today we are going to listen to a collection of oral histories that describe personal stories of migration. These clips draw on the Muslims in Brooklyn oral history collection from Brooklyn Historical Society. As you listen, see if you can identify examples of push or pull factors.*

INTRODUCTION

CONTENT WARNING

Please note that this lesson involves discussion of migration and home. This subject matter may be sensitive for teachers and students who have experienced forced migration, homelessness, or exile.

TEACHER'S NOTE

Push & Pull

Some push factors may include war, environmental issues, discrimination, political events, or lack of economic opportunity. Pull factors may include increased job opportunities, higher wages, better education, or joining family members.

TEACHER'S NOTE

Muslim Migration

For more information on the history of Muslim migration to the United States, see the “Timeline” and “Additional Resources” section of muslims.brooklynhistory.org.

LESSON SEQUENCE

1 Whole Group Listening

Prepare to listen to the “**Palestine in the Bronx**” clip by reading the biography of Fatima Shama together.

LISTENING & REFLECTING

2 Listening Protocol

- Students should use the Oral History Listening Protocol graphic organizer while listening to the oral history.
- After listening and filling out the organizer, ask students to return to the transcript and underline (or copy) evidence that suggests a push or a pull factor for migration.

3 Share

Ask students to share what they underlined and discuss whether they thought they were push or pull factors.

4 Reflect

- How would you describe Fatima’s parent’s migration story?
- Do you think Fatima’s migration story is more about push factors or pull factors? Justify your answer with evidence from her oral history.

5 Transition

Say, *Now we’re going to listen to more stories from Muslims in Brooklyn to learn about the experience of migration.*

1 Small Group Listening

Once students have listened to the oral history as a whole group, small groups should choose one of the additional oral histories included in the **Muslims in Brooklyn Clips** section of this lesson.

CHOOSE YOUR OWN NARRATION

2 Repeat Listening Protocol

Students will repeat the exercise of filling out the “Oral History Listening Protocol” graphic organizer with the clip of their choosing.

- How would you describe the migration story described by the narrator?

LESSON SEQUENCE

- Identify the “push” or “pull” factors mentioned by the narrator by underlining the relevant portions of the respective transcript. Is this migration story more about push factors or pull factors? Justify your answer with evidence from the oral history.

3 Compare & Contrast

- How are the two migration stories you listened to similar?
- How are they different?

4 Share

Groups should then prepare to share a brief summary of the clip they listened to and their answers to the above prompts. The teacher or a recorder should keep track of the different “push” and “pull” factors listed.

5 Summary

What have we learned about the factors that influence migration?

☰ Make a Welcome Packet

Imagine you are in charge of welcoming a family who is moving into your community. What would you do to make their move easier? Write them a letter, or draw them a map, or sketch what you’d put in a welcome basket for your new neighbors to make them feel comfortable in their new community.

☰ Poetry

Alternatively, use the *Black Out and Collage Poetry Lesson* available at muslims.brooklynhistory.org. Their work should evoke the themes of the lesson: immigration, migration, and push and pull factors.

APPLICATION

ORAL HISTORY LISTENING PROTOCOL

GRAPHIC ORGANIZER



NARRATOR	CLIP NAME
<i>What I Hear</i>	<i>What I Think. What I Feel</i>
<i>What I Wonder</i>	



BY STUDENT