

Somali Ethnic Studies Lesson 1.1 Plan, Unit 1

Sayid Mohamed Abdulle Hassan and his Resistance against Colonialism

Grade Level: 9-12

Subjects: History / Ethnic Studies

Duration: 2 Days (50 minutes each day)

Essential Question: How does the legacy of Sayid Mohamed Abdulle Hassan inform our understanding of **resistance against colonialism** and contemporary oppression?

Standards

- **History**

Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.

Benchmark: World History Era 5: Revolutions, Empires and Nations (1750-1900) – Examine different perspectives about revolutions, imperialism, and nation-building, including in Latin America/Caribbean, Asia, and Africa. **(9.4.19.5)**

Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.

Benchmark: World History Era 6: The New Global Era (1900-Present) – Investigate and interpret multiple primary sources about global migration and refugees from 1900 to the present. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. **(9.4.20.6)**

- **Ethnic Studies**

Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.

Benchmark: Compare and contrast the liberation struggles of people in different regions of the world that have fought for self-determination, liberation, and the empowerment of disenfranchised and/or marginalized groups. **(9.5.24.1)**

- **English/Language Arts**

Writing: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

Benchmark: Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation. **(9.2.7.1)**

Learning Objectives:

1. Students can explain the life and contributions of Sayid Mohamed Abdulle Hassan in the context of **Somali resistance to colonialism**.
2. Students analyze the similarities and differences between **colonial oppression** faced by Somali people and **contemporary oppression** experienced by minorities in America.
3. Students **engage with a guest speaker** to gain personal insights into the legacy of Sayid Mohamed Abdulle Hassan and the impact of colonialism on communities today.

Day 1, Lesson 1.1

Introduction to Sayid Mohamed Abdulle Hassan and Colonialism

Materials Needed:

- **Note:** Be sure to have invited a Somali community leader for the Day #2 interview.
- [Presentation slides on Sayid Mohamed Abdulle Hassan](#)
- Handouts with key information and discussion questions
- [T-Chart Note-taking graphic organizer](#) copies for each student

Note: "DOK" throughout refers to Dept of Knowledge questions (Level 1: recall; Level 2: skills and concepts; Level 3: strategic thinking; Level 4: extended thinking)

Estimated Time	Content	Materials
5 mins. DOK 1	Colonialism Introduction ("Ignite") Begin with a brief discussion on colonialism. Ask students what they know about colonialism and its effects on different regions of the world. <i>(Students may respond that it is often</i>	Slide #1

DOK 2	<p><i>an outgrowth of imperialism; that we have vestiges of it in the U.S. with the original 13 colonies and the colonial architectural style; that it has negative connotations.)</i></p> <p>Ask them if they can think of anything positive associated with colonialism...</p>	
5 mins.	<p>Essential Questions & Learning Targets</p> <p>Pose the Essential Question:</p> <p>How does the legacy of Sayid Mohamed Abdulle Hassan inform our understanding of resistance against colonialism and contemporary injustices in the U.S.?</p> <p>Have students read aloud the learning targets:</p> <ul style="list-style-type: none"> ● I can explain the life and contributions of Sayid Mohamed Abdulle Hassan in the context of Somali resistance to colonialism. ● I can analyze the similarities and differences between colonial oppression faced by Somali people and contemporary oppression experienced by minorities in America. ● I can engage with a guest speaker* to gain personal insights into the legacy of Sayid Mohamed Abdulle Hassan and the impact of colonialism on communities today. <p><i>*Here, you want to remind the students of the upcoming booklet project, which will profile Somali-American leaders from the community. Remind the students that they will be practicing journalism – asking good questions and listening to responses for follow-up questions. They will be taking notes using their graphic organizer, aiming to capture both main ideas and direct quotes, and later summarizing what they have heard from their primary sources.</i></p>	<p>Slide #2</p> <p>Slide #3</p>
15 mins.	<p>Intro to Hassan (“Chunk”)</p> <p>Share the life and achievements of Sayid Mohamed Abdulle Hassan, emphasizing his role in the Dervish Movement and resistance to colonialism.</p> <p>Discuss major events, including the declaration of jihad,</p>	Slides #5-#9

	<p>has Hassan’s biggest contributions.</p> <p>“Where” questions might include both where Hassan was most active, and also how their family’s homeplaces were affected.</p> <p>“When” questions might include not only when Hassan was most active, but also when they migrated to the U.S.</p> <p>“Why” questions might include why Hassan was motivated to do what he did.</p> <p>“How” questions could include why they think he was successful.</p> <p>“How” questions also might ask how they think his influence continues.</p> <p>All should have at least one question to ask of the guest. (See also the generated list of questions.)</p>	<p>Suggested list of questions</p>
<p>5 mins.</p>	<p>Group Check-in (“Review”)</p> <p>Ask if students have questions about the flow of the following day. Ensure that all have their questions.</p> <p>Ask for volunteer photographer of both the guest speaker and the students for following day.</p> <p><i>(Be sure to confirm with the Somali community member/grandchild of Hassan re: class interview the following day.)</i></p>	

Assessments:

[Social and Emotional Learning](#) for group participation.

Day 2, Lesson 1.2

Guest Speaker and Comparative Analysis

Materials Needed:

- Comfortable chair and water for guest.
- Prepared questions from previous class session for the guest speaker
- [Venn Diagram](#) for group work (for number of small groups)

Estimated Time	Content	Materials
5 mins.	Welcome/Introduction of Guest (“Ignite”) – After introducing the guest, remind students that follow-up questions are fine and appropriate. They don't want to leave any unanswered questions hanging in the air.	Comfortable chair and water for speaker.
30 mins.	Q and A with Guest (“Chunk”) – Ensure that the basic questions are answered first, that students get the proper spelling of the guest's name and occupation first. – Help all students to participate and ensure that impromptu photos are also getting taken. – Be sure to ask if the guest has questions for the students at the end of the session. – Also ensure the guest that s/he will receive a copy of the booklet once the students have compiled it. (So be sure to have a follow-up email and/or street address.)	Prepared student questions. Student graphic organizers (T-charts) for note-taking.
15 mins.	Compare and Contrast Small Group Activity (“Chew”) Divide students into small groups and provide chart paper for them to compare and contrast colonial oppression in Somalia with contemporary oppression in America, given what they have heard from the guest speaker and been exposed to over the past two lessons. Have them draw a Venn Diagram on the chart paper, labeling one side “Somali Oppression” and the other “U.S. Oppression”, adding the commonalities between the two countries' forms of oppression to the middle section of the diagram. Encourage them to consider economic, social, and political factors and explore both the similarities (which	Venn Diagram

	land in the middle section) and differences, which land in the outer circles.	
5 mins. DOK 3 DOK 4	Wrap-Up and Reflection (“Review”) Ask each group to share one insight from their chart. Encourage students to reflect on how understanding historical figures like Sayid Mohamed Abdulle Hassan can influence their views on current events.	

Assessment

- [Do Your Part assessment](#) of participation in discussions and guest speaker sessions.
- Completion and presentation of the compare and contrast chart.

Additional Resources on Hassan:

<https://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1104&context=bildhaan>

Same article, 7th-Grade reading level:

<https://docs.google.com/document/d/1iiGyK67JCNZzUVrVwNZe5FvfxwaUI-tGYzRkGjMXabE/edit?tab=t.0#heading=h.ksdfmh9224i>

Same article, 9th-grade reading level:

https://docs.google.com/document/d/16EmZFJz_BNqXXVM2Dh3W8T-heLip3O4cFvzrE4UmQXI/edit?tab=t.0#heading=h.ek1d6bpg668t