

“No Line Between the Water and the Sky: Muslim Woman’s Voice Uniting Communities”

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Lesson 1
Lesson Objectives and Essential Questions
<p>Lesson Objectives:</p> <ul style="list-style-type: none"> ● Determine a theme of a story from details in the text and summarize the text ● Describe in depth a character, setting, or event in a story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does a color convey feelings and a theme of the story? ● How can an item represent someone’s identity?
Warm-up
<ol style="list-style-type: none"> 1. Ask students the following questions: <ol style="list-style-type: none"> a. Do you or people you know have special religious clothing that you or they wear? What is it called?: <ol style="list-style-type: none"> i. Bonnet: a head covering worn by some Amish or Mennonite women ii. Cross: a symbol in Christianity, some Christians wear as jewelry iii. Hijab: a head scarf worn by some Muslim women iv. Kippah/Yarmulke: a cap worn by some Jews v. Turban: a wrap around the head used by some Sikh or Muslim men b. If you or people you know wear religious clothing, why do you or they wear it?: <ol style="list-style-type: none"> i. Some religions require or recommend their believers to wear religious clothing. ii. It shows respect to the religion people believe in. <p><i>*Educator note: Indicate not all religions have religious clothing, and some people don't have religions they identified with but have clothing preference.</i></p> 2. Show images of people wearing different head coverings and ask the following questions: <ol style="list-style-type: none"> a. What do you notice in these pictures? <ol style="list-style-type: none"> i. There are many kinds of head coverings. ii. Different ethnic people are wearing various head coverings. iii. Both men and women are wearing head coverings.

- b. Can you predict why these women are all wearing head coverings?
 - i. People want to display their faith.
 - ii. A piece of clothing or jewelry may symbolize something important in their religious tradition.
3. Show pictures of girls and women wearing hijabs and ask the following questions:
 - a. Do you wear a hijab?
 - b. Do you know anyone that wears a hijab?
 - c. Do you know why some women choose to wear hijabs?
 - i. Some girls or women want to show their beliefs through clothing.
 - ii. They feel comfortable in it.
 - iii. It is their right to wear one.
4. Introduce [The Proudest Blue: A Story of Hijab and Family](#) by Ibtihaj Muhammad. The book is written by Muhammad, an Olympic medalist and social justice activist. The book follows two sisters' experience on one's first day of hijab.
5. Have students read or listen to [The Proudest Blue: A Story of Hijab and Family](#) independently as their first read. Tell students to think about religious clothing they have discussed prior to reading the story and why the story focuses on a hijab.

Focus text(s) / resource(s) for today's lesson

["The Proudest Blue: A Story of Hijab and Family"](#)

Question Prompt [Slides](#) [PDF]

"The Proudest Blue" Sister Portrait [Rubric](#)

Lesson / Activities

The Proudest Blue

1. Reintroduce the book ["The Proudest Blue: A Story of Hijab and Family"](#) to students.
2. As a warm up, students should have read or listened to the book independently.
3. Show students the color blue and ask how the color makes them feel.
 - a. Show the cover of the book and tell students the story was written by an American sabre fencer and Olympic medalist Ibtihaj Muhammad.
 - b. Share with students that the book is written by an Olympic medalist, who was the first woman to wear a hijab while competing in the Olympics.
 - c. Ask students why this was notable.
 - d. Tell students to think about the color blue as it represents a theme in the book.
4. As a class, students listen to [The Proudest Blue: A Story of Hijab and Family](#). Ask the following questions while listening to the story using the [Question Prompt Slides](#):
 - a. What do you think the author means when she writes "*Behind the counter is the*

brightest blue. The color of the ocean, if you squint your eyes and pretend there's no line between the water and the sky," when Mama, Asiya, and Faizah went hijab shopping?

- b. Predict what “the first-day hijab” is.
- c. What kind of person do you think Faizah is and what does she think of her older sister Asiya? Can you relate to how Faizah is feeling? Does Asiyah remind you of anyone you know?
- d. What do you think the author means when she writes “*Her hijab smiles at me the whole way?*”
- e. Why do you think Faizah wants her first-day hijab to be blue as well?
- f. Do you think something can be special and regular at the same time?
- g. How does Mama’s statement make you feel? “*Some people won't understand your hijab... But if you understand who you are, one day they will too.*”
- h. Faizah repeats “where the ocean meets the sky.” Why?
- i. Have you ever heard something that hurt you and your loved ones? How did that make you feel? Why do you think bullies exist?
- j. What do you think about Mama’s statement: “*Don't carry around the hurtful words that others say, Drop them. They are not yours to keep. They belong only to those who said them?*”
- k. What do you think blue, the ocean, and the sky represent in the story?

**Educator Note: These questions can be discussed with a small group or elbow partner. Here is a pdf copy of the [jamboard](#) we used in our discussion*

Portraits of Asiya and Faizah

Students will create portraits of Asiya and Faizah independently.

1. Review “The Proudest Blue” Sister Portrait Rubric with students.
 - Students can make Asiya’s hijab any color they want, but should be able to reason why they chose that color with three opinions.

Homework

Students finish the portrait of the sisters and get ready for the presentation.

Lesson 2

Lesson Objectives and Essential Questions

Lesson Objectives:

- Define and identify examples of prejudice and stereotypes against Muslims
- Describe Islamophobia and its effects

Essential Questions:

- How do prejudice and stereotypes affect how we view others?
- How do we combat bigotry?

Warm-up

1. Students read the accompanying text/description of [the “Holding Fire” Documentary Trailer](#) independently. During their first reading, they should annotate and write down unknown words.
2. Introduce the following vocabulary to students:
 - trajectory
 - activist
 - galvanize
 - Arab
 - flip
 - contend
 - conservative
 - prominent
 - mentors
 - gender role
 - grassroots
 - unprecedented
 - Islamophobia
 - premiered
 - journalism

Focus text(s) / resource(s) for today’s lesson

[“Holding Fire” Documentary Trailer](#)

[“Holding Fire” Virtual Bingo Game](#)

SWBST for Holding Fire with [Rubric](#)

[“The Proudest Blue: A Story of Hijab and Family”](#)

[Myths and Facts about Muslim People and Islam](#)

Lesson / Activities
Holding Fire Documentary

1. Read the accompanying text to [the “Holding Fire” Documentary Trailer](#).
 - a. Students will engage with the text by using the [“Holding Fire” Virtual Bingo Game](#).
 - b. Students cross off the words as they listen to the article.

2. Students summarize the article using the [SWBST for Holding Fire](#).
3. Students watch the trailer of the documentary.
4. Review the summary sentence rubric at the bottom of the SWBST for Holding Fire With Rubric worksheet.
5. Students compare the characters from “The Proudest Blue” to Somia Elrowmeim. They should be able to make the connection between:
 - a. Boys in the story making fun of Faizah’s hijab and how it shows Islamophobia.
 - b. Asiyah’s statement about the strength of the hijab and Elrowmeim mobilizing in her community.
6. Thinking about Elrowmeim and the sisters from the story, students will share their responses to the following questions:
 - a. How are people perceived unfairly by society? Brainstorm a list.
 - b. Do you have experiences of being treated unfairly by society?
 - c. How do prejudice and stereotypes affect how we view others?
 - d. How do we combat bigotry?

Closing and Homework

Introduce Student Interviews

Tell students that tomorrow they will get to know each other a little better by interviewing each other.

Homework

Students brainstorm interview questions to use in the next lesson.

**Educator note: You can share one or two examples with students to get them started.*

Lesson 3

Lesson Objectives and Essential Questions

Lesson Objectives:

- Watch and analyze a real interview.
- Review and review interview questions.
- Conduct and record an interview.

Essential Questions:

- What are the traits of a good interview?
- How should you make an interviewee feel when you’re interviewing them?

Warm-up

1. Remind students that today they'll be interviewing each other.
2. Students watch [Kids Meet a 101 Year Old](#) (5:28) and discuss the video about conducting an interview using the [following](#) questions:
 - a. What are some interesting details that you learned about Alice?
 - i. Can you connect the detail you learned with the question that was posed?
 - b. What are some of the best questions that kids asked Alice?
 - c. What questions do you wish kids would have asked Alice?
 - d. What did you notice about the conversation? How would you describe it?
 - e. How did Alice make kids feel comfortable? How did kids make Alice feel comfortable?
 - f. Do you think all the questions that kids asked were planned?

Focus text(s) / resource(s) for today's lesson

["New York City: Activists Turn the Tables on Political Representation"](#)

["Brainpop: Conducting an Interview"](#)

YouTube: "Kids Meet a 101-Year-Old" [Question Prompts \[PDF\]](#)

Multimedia Interview [Rubric](#)

["Holding Fire" Documentary by Columbia Reporting Fellows Selected for Several Film Festivals](#)

Lesson / Activities

Preparing Students to Interview

1. Students watch [Brainpop: Conducting an Interview](#).
2. Students think of inappropriate interview questions. Here are some examples:
 - a. Why do you believe your religion is better than others?
 - b. Why do you believe your beliefs are better than others?

Student Interviews

1. Mindfully select student pairs. **Educator note: It would be ideal for students to have the opportunity to collaborate with peers they do not regularly get to work with.*
2. Share with students that the goal of interviewing each other is to know what each of us stands for. In order to know what we stand for we have to know:
 - a. Who we are
 - b. What we care about
3. As a class, create at least 7 questions students will be asking each other during the interview. Questions can include students' interests and passion. Questions can include

but not limited to:

- a. What is your proudest achievement and why?
 - b. What do you do when people don't seem to like you?
 - c. Some believe Muslim women shouldn't be activists, what do you think of that opinion?
 - d. Elrowmeim's passion was to gather voters to affect the election in her community. What is one social justice issue that you are interested in?
4. After creating at least 7 interview questions, provide 5 minutes for students to think about the answers to the questions before meeting with their partners.
 5. Students will be sent to breakout groups and interview each other by taking turns. As they are interviewing, they must take notes and can record their peers' responses.

**Educator note: For students with accommodations, consider letting them audio or video record their peers' responses with an electronic device.*
 6. As students are interviewing, they should think about the ["Brainpop: "Conducting an Interview"](#) and ["Kids Meet a 101-Year-Old" Question Prompts](#). They will follow protocols for a proper interview, making sure they are making their interviewees feel comfortable.

Closing and Homework

1. If students don't get to finish the interview process, they will finish asking the questions as their homework.
2. Students can use email, chat, or phone calls to complete the assignment.

Lesson 4

Lesson Objective and Essential Questions

Lesson Objectives:

- Students create a portrait of their peers with descriptions.

Essential Questions:

- How do we combat stereotypes and biases?
- How do we teach others that making assumptions about people leads to unfair judgements?

Warm-up

1. Students should have their partner's interview responses and be ready to record them in

<p>a Flipgrid.</p> <ol style="list-style-type: none"> Tell students they will draw a portrait of their partner and will add the final product into their Flipgrid videos with the interview responses from the previous lesson.
Focus text(s) / resource(s) for today's lesson
<p>YouTube: "How to Draw Self-Portraits"(8:13)</p> <p>Peer Portrait Rubric</p>
Lesson / Activities
<p>Peer Portrait Activity</p> <ol style="list-style-type: none"> Introduce the portrait activity to students. Tell students that to know what we stand for, we have to know who we are and what we care about. You're going to help your partner communicate their true selves to others by drawing a portrait of them. Students will: <ol style="list-style-type: none"> Use details that they learned from their interviews to help them draw authentic portraits. Use colors and symbols that represent students' beliefs and values. Have students watch YouTube: "How to Draw Self-Portraits." Review the Peer Portrait Rubric with students. Students should spend the class time observing their peers' physical traits and drawing portraits. Once done with the portrait, students will take a picture of the final product. Students go to the assigned Flipgrid and record their interview question responses in the video from the previous lesson. Finally, students add the portrait in the video so that it shows while they are speaking in the video.
Homework
<p>Students complete the Flipgrid assignment, adding audio (interview responses) and visual (portrait).</p>