Shah, F. (n.d.). Islamophobia Lesson Outline: Fakhra Shah [Lesson Plan]. Retrieved January 8, 2022, from https://docs.google.com/document/d/1lg9AwWwdWkiCvbYeprwwJ2G9URzkG7CBe0AUJxyukWY/edit?usp=embed_facebook

Islamophobia Lesson/UNIT:

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This lesson was formed for a Social Justice course that explores, confronts, and seeks to deconstruct thought processes related to the oppression of marginalized groups and promotes critical thinking around the many topics of race, ethnicity, gender, and sexuality faced by our community at Mission High School in San Francisco, in the U.S., and around the world.

Some context: In the fall semester of 2014, The American Freedom Defense Initiative, (led by Pamela Geller) an organization that has been designated an anti-Muslim hate group by the Southern Poverty Law Center, released Islamophobic bus ads through major U.S. cities such as New York, Chicago, as well as San Francisco. My students and our school community took note of this and we decided to explore the issues surrounding Islamophobia a bit deeper. This lesson is the result of both answering the curiosity of my students and also serves as a means to deconstruct the stereotypes held about Muslims, Arabs (or those resembling these backgrounds), and hopes to create a strong sense of relevant geographic, ethnic and historic knowledge base for students.

Objectives:

Students will be able to:

- Define and explain the difference between an Arab and a Muslim as well as Muslims and Sikhs.
- Locate Arabic speaking countries and understand the basic geography of the “Arab world.”
- Read maps in order to understand the presence of Christians in Arabic speaking countries and the large majority of Muslims outside of the “Arab world.”
- Explore the origins of world religions such as Islam and Sikhism by taking notes to a this power point, answering questions, having discussions, and participating in think-pair-share.
- Deconstruct stereotypical images of Muslims and “others” from around the world by participating in a student centered guessing game that would cause students to see that Muslims can be non-Arab.
- Analyze the meaning of Islamophobia and its effects on Muslims and others in western societies such as the U.S. and Europe.
- Discuss and explain the relationship of Islamophobia to oppression and its impact on life for Muslims and the Other.
- Draw connections between Islamophobia and civil rights violations of other marginalized groups and create a greater awareness and tolerance for difference by participating in this lesson and all of its activities.

1. Enroll/Do Now:

- Review Do Now **(See below/or PPT)**

2. Introduction:

My Personal Anecdote:

Last fall while teaching a class one of my students asked me if I wanted to try some of her food. I asked her what she was eating, and with a lot of pride she explained that she was eating pork, she explained that it was a staple of Filipino culture. I then thanked the student but explained that I don’t eat pork.
With great sincerity and shock my student exclaimed: “What kind of people don’t eat pork?”

I then explained to her that most Muslims around the world do not eat pork, and shared with her that I am a Muslim, so I do not eat pork.
She responded with shock again: “What Ms. Shah! But you don’t **look** like a Muslim!”
So I asked her, well what does a Muslim look like?
(I ask students: What do you think she was talking about when she said this?)

The student then explained: “Well I thought Muslims looked like… and she pointed to a girl in the classroom, a girl from an Arab country who was traditionally dressed, covered from head to toe in black, with only her face showing.

This was the moment when I explained the following to my class:

- There are over 1.5 billion Muslims in the world. With 7 billion people in the world, that means about 23% of the world’s population are Muslims.
- Muslims are really diverse, some of us cover, some of us do not. Some of us pray five times a day, others might not.
- What’s most important here, is that not all of us are Arab. I am not Arab, my parents came to the U.S. in the 1970’s from Pakistan. I was born here, so I am an American Muslim.

For today’s lesson we are going to look deeper at the geography of the “Muslim world” and we are also going to try to develop a deeper understanding of where in the world Arabs are, and where Muslims are as well as learn about the Sikh religion.

3. Review Do Now:

- Ask students what they wrote and tell them to hold on to their ideas, you can return to this once the lesson is over so students can compare what they’ve learned to what they initially thought.

4. **Geography of the “Arab World”:** (Use pencils only!)

Part 1.
Directions: In your groups, you will receive a blank map of “The Arab World” – With classmates, I want you to try and write in as many country names as you can. **With a pencil**, do the best that you can to mark the map. Some of you might guess a few of them, others might not guess any! It’s okay, this part is supposed to be fun.

Part 2.
I will now show you the map, and you will see the countries that are part of the Arab world. Try to remember as many as you can so that you can fill in your map.
Does anything surprise you? What stood out to you?

4. What is the Arab World? **Students will take notes.**

Key Questions:

- What is the Arab world?
- What is Islam?

- Where did Islam originate?
- If there is a country where Arabic is the official language, does that mean that all people who live there are Muslims?
- Are Arabs and Muslims the same thing? Why/Why not? Explain.
- Where are the majority of the Muslims in the world located?

5. Guess Who's Muslim Game:

- Students will get into groups and receive photos of different people from various walks of life.
- They will then discuss with one another who they think is Muslim and who is not.
- **Review:** After having done this - the class will review the slides/photos together

6. Forced Choice Activity: (Islamophobia: Agree/Disagree)(see PPT)

- Students will all stand in the center of the classroom and will decide whether they "Agree" or "Disagree" with the statements in each slide.
- After each "choice" students will be called upon to explain why they have chose the side they are on. This will stir discussion and get students to critically think about how/why they think what they think (i.e. deconstruct stereotypical ideas etc)
    - Questions are:
        - Do you know what Islamophobia is?
        - All Muslims are Arab or Middle Eastern.
        - All Muslims wear turbans.
        - All Muslim women cover their heads.
        - All Muslim men have beards.
        - Groups other than Muslims suffer from Islamophobic prejudice and hate crimes? (After this slide examples to follow)

7. Example of Sikhs:

(i.e. People who suffer from Islamophobic hate crimes as well as Muslims)

1. Mention the example of Muslim women who wear the headscarf get yelled at, called names.

Examples of Sikhs:

- Sikh man murdered in Arizona
- Sikh model photos defaced
- Sikh model also just not allowed to board airplane
- Various cases of discrimination for wearing turban/"looking like Muslims"

Ask students: What do stereotypes and prejudice lead to?

Violence & crimes, people do not care if someone is Muslim, Sikh, or Arab - Islamophobia leads to blind hatred. We will however, still educate ourselves on the differences and similarities these groups share.

8. Who are Sikhs? (Students take notes)

(Intro: "Sikh" is a word in the Punjabi language that means: the one who learns)

- Followers of the Sikh religion
- Founded in India 500 years ago
- 25 million followers
- 5th largest religion in the world
- 500,000- 700,000 U.S. members
- Teaches equality in the eyes of God
- Focus on service to humanity

9. What is the difference between Sikhs & Muslims? (purpose: to create a strong knowledge base about religions in the world).

Sikh Religion:
- **Founded in India 500 years ago.**
- **25 million Sikhs in the world.**
- **Mainly Indians are Sikh.**

Islam:
- **Founded in Arabia almost 1500 years ago.**
- **1.5 billion Muslims in the world.**
- **People from many different cultures and traditions are Muslim.**

Ask Students:
What are some similarities? (Appearance? there are Muslims in India who might dress the exact same way at someone who is Sikh, and there are many types of headdress in the whole world that might be similar to one another). Both are world religions, both have all kinds of people, we cannot stereotype either one.

10. Short Film: "The Reunion:" Two Sikh friends meet one another, one wears the religious symbols, the other has removed his. There is violence and prejudicial language in this short film, as one friend recalls being attacked after 9/11.

- Students will watch this film and answer attached questions.
- Prior to showing film students have learned background i.e. who are Sikhs, where are they from? How old is the Sikh religion?
- Also: At the start of the short film: The man is reciting a prayer and wrapping his turban, it is his morning ritual. Which is then compared to the morning ritual of his friend (the main character) that he will be reunited with that day. It might be interesting to have a conversation about assimilation - an experience many immigrant groups have had to undergo.

Answer Questions + Discussion:
- Students will answer the questions that go with the video and will then **"Think, Pair, Share" and we will have a discussion as a class.**

11. Discrimination: Equal Employment Opportunity Commission (EEOC) Chart:

- Students will read the EEOC Chart with a partner and write the answers to the following questions in their notes:
- Discuss and write:
    - How many more cases of discrimination have been reported to the EEOC since 9/11?
    - What does this show/teach us?
    - How is Islamophobia impacting the lives of American Muslims?

12. Impact of Islamophobia on Schools:

A. Ahmed makes a clock:

- Ask students: What happened to Ahmed? (many know or can guess from the photo)
- How did stereotypes and Islamophobia cause Ahmed to be arrested?
- Ahmed was arrested for making and bringing this clock to school. He was later invited by President Obama to the White House!

B. Fatima's Hijab (Hiyab in Spanish):

- Students will watch a short film about a girl named Fatima who is asked to remove her headscarf in order to attend school in Spain.
- Students will answer questions on attached worksheet and then share their answers with a partner and then the class.

Closing/Assessment:

Essay: Write an essay about the impact of prejudice and Islamophobia on Muslims, Sikhs, Arabs, and on our society. What other groups of people have experienced discriminated, bias, and hatred as a result of their ethnic background/heritage? Give examples use resources from class or your own research.

(Teachers can best determine how they want to assess their students. They can create presentations, individual or group projects, write biographies of famous Muslims, talk about how to end Islamophobia or create more education for their peers).

Worksheets:

Do Now:
Free write: Write as much as you can about these two categories below:

Muslims:
Arabs:

2. Based on what you know, how does our society and the media portray people who might belong to these two groups?

3. What other groups do you know of that are seen in a similar light?

List of Terms:

- Islamophobia:
- Islam:
- Muslim:
- Arab/Arab World:
- Arabic:
- Hijab:
- Sikhism:
- Turban:

The Reunion Questions:

Directions: Respond to the following questions in 2-3 sentences for each question, be ready to discuss!

1. In the film "The Reunion," two Sikh friends are reunited after a period of time. What separated them and what takes place as a result of the conversation the two have in the apartment?

2. As a result of what happened to him, the main character removes his turban and shaves his beard, what was his religion? Why did he remove his religious symbols? How did his family react to decision?

3. Explain how and why Islamophobia and any kind of prejudices are harmful to our society? What is the impact of prejudice and hate? What did the attackers say to the main character when they attacked him? What does this reveal about who they are and what they know?

4. What rights does the First Amendment of the U.S. Constitution give to every American? Does the main character feel like he has rights like every American? Does he feel safe to practice his faith/religion? Or has he been forced to assimilate? Explain.

5. Can you relate to the main character? Have you ever experienced prejudice, fear, or discrimination because of who you are and how you look or dress? Explain.

6. At the end of the film, the friend with the turban puts his hand on the main character's shoulder and says, "I know why you cut your hair, it wasn't because you almost got killed or because you disagree with Sikhism, its because you thought you were alone, and you're never alone." Respond to his statement, do you agree or disagree, what does he mean and why was it important for him to tell him this?

"Hijab in Spain" - Worksheet questions:

https://www.youtube.com/watch?v=tbK8K0OV6KE

1. Explain what happens in the video? What does the principal say to the new student, Fatima? Does Fatima want to remove her 'hijab' (Head scarf?) Why not? What is the principal's explanation for asking her to remove her scarf?

2. What does Fatima see once she enters the classroom? Do you think this situation is fair? Why/Why not?

3. How is this situation an example of discrimination or Islamophobia? Explain your answer.

4. Can you relate to Fatima in any way? Why/Why not? Have you ever been made to change yourself in order to go to school or to fit in? How did that make you feel? Are there people who are not Muslim who might experience what Fatima experienced in this situation? Think of current examples or examples in history (i.e. Chinese Exclusion Act, Japanese-American experiences, treatment of African Americans via segregation) Explain your answer.

Resources/Background reading:

Articles about Islamophobic bus ads:

http://www.huffingtonpost.com/2012/07/20/anti-islam-bus-ad-judge-pamela-geller-israel-savage-mta_n_1689813.html

http://pamelageller.com/2012/09/mark-tapson-has-a-fantastic-piece-up-at-frontpage-magazine-on-my-pro-israel-campaign-i-am-currently-in-the-process-of-our-ne.html/
http://www.huffingtonpost.com/2013/03/11/san-francisco-anti-islam-bus-ads_n_2856593.html
(2013)

Fighting the bus ads: Activists created "Kamala Khan" cartoon: "Free Speech Not a License to Spread Hate:"

http://gizmodo.com/islamaphobic-bus-ads-in-san-francisco-are-being-defaced-1681857271

Hate Crimes against Sikhs:
http://www.sikhcoalition.org/images/documents/fact%20sheet%20on%20hate%20against%20sikhs%20in%20america%20post%209-11%201.pdf

http://www.aljazeera.com/indepth/features/2014/07/report-us-unfairly-targeted-arabs-muslims-20147271153831639O.html

Global Muslim Population:

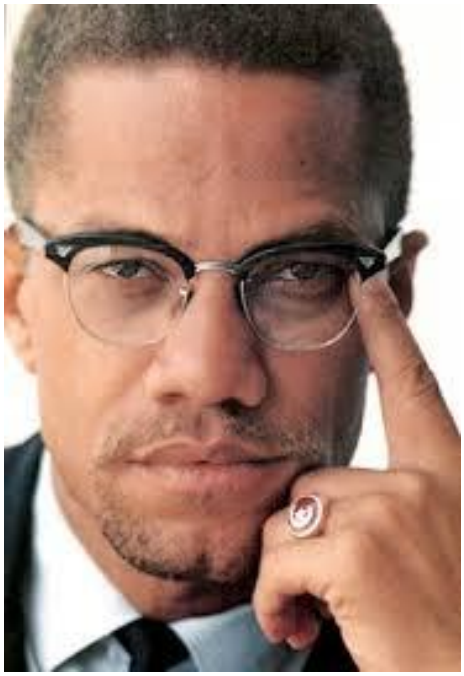
http://www.pewforum.org/2011/01/27/the-future-of-the-global-muslim-population/#worldwide
http://www.pewforum.org/files/2011/01/FutureGlobalMuslimPopulation-WebPDF-Feb10.pdf

Name: _____



Morocco	**Western Sahara**	**Algeria**
Tunisia	**Libya**	**Egypt**
Sudan	**Djibouti**	**Somalia**
Yemen	**United Arab Emirates**	**Bahrain**
Israel	**Jordan**	**Oman**
Palestine	**Lebanon**	**Kuwait**
Syria	**Saudi Arabia**	**Iraq**
Qatar		








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