

Responding to a growing demand for global curriculum, **Link TV** (www.linktv.org), an independent television channel dedicated to presenting diverse international perspectives, is proud to launch the **Global Link of World Educators (GLOWE)** pilot initiative. The **GLOWE** project uses **Link TV** programming to develop global cultural understanding and media literacy. All media is delivered **free of charge, online** (www.linktv.org/teachers) or via DVD, and accompanied by standards-based, participatory learning guides. To contact us: teachers@linktv.org



The COLORS OF VEIL

Content Learning Objective:

Students play a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator). Students ask questions to seek elaboration and clarification of ideas. Students Use viewing skills and strategies to understand and interpret visual media.

GRADES: 6-8

SUBJECTS: LANGUAGE ARTS

TIME REQUIRED: 1 class period (or a 15-20 minute “mini-lesson”)

MATERIALS: Online media (www.linktv.org/teachers), computer(s) with Internet access, projector or interactive whiteboard (aka SmartBoard)

Overview: *The Colors of Veil* (5:17) presents the story of Kimberly King, a former US soldier who chose to wear the veil, and experienced discrimination, harassment, and unemployment because of it. It is an uplifting film that shows how with courage, persistence, and love, King has been able to create a fulfilling life for herself. She has become a

Prerequisite Knowledge: NONE

This lesson plan was created by Sally Carless, founder of Global Village School (international): www.globalvillageschool.org

Background Information / Teacher Resources:

Optional: you may wish to review these before presenting the lesson

Link TV educators have created **Fast Facts** sheets to supplement these learning guides with basic background information:

Learn about Islam and Muslims - http://www.linktv.org/teachers/onenation/facts_islam

pdf version: http://www.linktv.org/sitecontent/teachers/fastfacts_islam.pdf

Learn about Women and Islam - http://www.linktv.org/teachers/onenation/facts_women

pdf version: http://www.linktv.org/sitecontent/teachers/fastfacts_women.pdf

For more information on Islam and Muslims in America, please visit the One Nation website:
<http://www.onenationforall.org/>

Rethinking Schools also has some excellent information:

What is Islam? <http://www.rethinkingschools.org/war/readings/what162.shtml>

Also available as a pdf for student handouts:

http://www.rethinkingschools.org/special_reports/sept11/pdf/Islam.pdf

1. PREPARING TO WATCH THE FILM: (10-15 minutes)

Geographical context (Optional)

Where is Syria? Using a map, atlas, globe, or the Internet, have someone point out its location.

Discussion (Understanding and interpreting media, stereotypes and biases, media influence)

Discuss either as a full class or in small groups. If you use groups, ask students to choose a discussion leader/facilitator, remind them about active listening, etc.

1. What do you think of when you hear of women wearing veils? Why do you think they wear them?
2. Where did you get those ideas? (Media? People's comments? etc.)
3. Why do you think an American woman might choose to wear a veil?

Vocabulary

Imam: is an Islamic leadership position, often the leader of a mosque and the community. (King's husband is an imam.)

Hijab: the types of head covering traditionally worn by Muslim women (For more detail, please see the "fast facts" handout)

Shahada: The Shahada is the Muslim declaration of belief in the oneness of God and acceptance of Muhammad as his prophet. (In the film, King says, "Before I took my Shahada...")

(Definitions are from Wikipedia)

2. WATCH THE FILM (6 min)

3. REFLECTION, INTEGRATION (20-30 minutes)

Reflecting, placing yourself in another person's situation, discrimination

Consider one or more of the following activities:

1. Free-writing Exercise

Write your response to what you saw (don't worry about accuracy, grammar, etc. – just get the thoughts out)

2. Discussion - either in small groups or as a full class

1. What surprised you in the film?
2. What do you think of Kimberly King's decision to wear the veil?
3. What do you imagine that it was like for her to come to that decision?
4. What kind of price did she pay when she made that choice?
5. What have been the benefits? Why has it been a liberating experience for her?
6. Discuss these quotes from the film (If you can take the time, each one opens the door to wide-ranging discussions on topics such as gender roles, men and women (and boys and girls) seeing each other as objects rather than people, mutual misperceptions between Americans and people in the Middle East, discrimination, etc.):
 - Kimberly King: *"The veil is liberating in so many ways...it causes you not to have to follow male-driven requirements."*
 - Imam Mohamad Bashar Arafat: *"She represents the side of America which people in the Middle East do not know."*

3. Writing exercise (either in class or as homework)

Imagine – Write an imaginary journal entry on one of the following topics:

- What do you imagine it would be like in your town if a white woman started wearing a veil?
- Imagine you are Kimberly King. Choosing a time in the film that was significant to you, write a journal entry expressing your thoughts and feelings about what is happening.

Reflecting, describing - Reflect on one of the following topics:

- Describe an incidence of prejudice/discrimination that you have either experienced or witnessed. How do/did you feel about it? What do you wish could have been different?
- Do you know of any bi-racial families or couples? If so, describe what it is like for them.
- How was Kimberly King able to turn her challenges into something positive? (Helping other families, teaching cross-cultural understanding, etc.)

Values:

- Discuss the different ways Kimberly King showed courage. (Examples could include joining the service, wearing her headscarf at a church, continuing to look for work when she kept getting turned down, asking the Imam to consider her as a wife, etc.)
- How might her life have turned out differently if she had not been so courageous?
- Describe a time in your life when you were faced with a situation that took courage. How did you respond? (How did it turn out?)

Depending on the flexibility you have; the interests, talents, and learning styles of your students, etc.; you may also wish to give students the option to create artwork, poetry, or other projects of their choice in response to the film and/or issues that came up in class.

4. Resources for Going Farther (Optional)

Research Kimberly and her husband's foundation: *Civilizations Exchange and Cooperation Foundation (CECF)* <http://cecf-net.org/>

Review the biography of Imam Arafat:

<http://www.usembassy.at/en/embassy/photo/arafat.htm#bio>

Mini-Lesson Option

If your time is limited, you can still provide your students with a valuable learning experience. Depending on the amount of time you have, choose any of the above activities. We recommend both pre-viewing and post-viewing discussions. Any additional activities you wish to include could be assigned as homework or included in future class meetings. Here is a sample mini-lesson:

1. Pre-viewing: Give a short overview of the film. Choose one or more of the discussion questions above. Explain the vocabulary words.
2. View the film
3. Post-viewing: Lead a short discussion of the film. Encourage students to reflect upon and discuss what impacted them the most, then choose one or more of the above discussion questions.
4. Assign follow-up assignments as desired.

McRel National Content Standards

Language Arts, Grades 6-8

Standard 1. Uses the general skills and strategies of the writing process

Benchmark 8.Writes compositions about autobiographical incidents (e.g., explores the significance and personal importance of the incident; uses details to provide a context for the incident; reveals personal attitude towards the incident; presents details in a logical manner)

Benchmark 9.Writes biographical sketches (e.g., illustrates the subject's character using narrative and descriptive strategies such as relevant dialogue, specific action, physical description, background description, and comparison or contrast to other people; reveals the significance of the subject to the writer; presents details in a logical manner)

Standard 8.Uses listening and speaking strategies for different purposes

Benchmark 1.Plays a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator)

Benchmark 2.Asks questions to seek elaboration and clarification of ideas

Standard 9. Uses viewing skills and strategies to understand and interpret visual media

Benchmark 1.Understands a variety of messages conveyed by visual media (e.g., main concept, details, themes or lessons, viewpoints)

Benchmark 4.Understands the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes)