

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



MISTAKEN IDENTITY

Content Learning Objective:

1. Students will view film, Mistaken Identity and answer related questions.
2. Students will analyze the treatment of Muslim-Americans after 9/11.
3. Students will personally relate to these events by recalling a time when they have been falsely judged due to another's preconceived ideas about them.

GRADES: 11 **SUBJECTS:** United States History

TIME REQUIRED: 1 class period.

Note: Mistaken Identity can be studied during one class period, or can be part of an expanded, 4 class session learning experience involving World War II and 9/11 (see the learning guide for Manzanar Muslim Pilgrimage)

MATERIALS: Online media (<http://www.linktv.org/teachers>) computer with internet access, projector or SMARTboard, copies of worksheets

Overview: In this 4- minute film, director Jamaal asks, "What's the real Muslim identity in America ? Well watch non-Muslim perspectives and then a day in a life of an American Muslim and find out for yourself."

Prerequisite Knowledge: NONE

CA Content Standard 10.10: Students analyze instances of nation building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

**This lesson plan prepared by Stephanie Bellville,
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Lesson Instructions:

1. Teacher will recall the post-911 atmosphere in the United States.
2. Students will recall anything they remember from this time period and discuss.
3. Students will view the film *Mistaken Identity*, and answer questions. **[See Table 1 on following page]**
4. Students will write a journal entry about a time when someone else made a false assumption about them and how it made them feel.
5. Students will analyze what were these false assumptions based upon and whether fear and/or ignorance played a role in these false assumptions.
6. Students will pair share and then share as a class their journals.

Mistaken Identity Questions

1. What misconceptions about Islam does Jamaal highlight?

2. According to this film what kinds of persecution do Muslim-Americans face on a daily basis?

3. What does Jamaal say about Osama Bin Laden in relation to Islam and the Koran's views on violence?

4. Why do you think Jamaal named this film *Mistaken Identity*?

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| <ol style="list-style-type: none">a. Write a journal entry (8-10 sentences) about a time when someone made a false assumption about you. Explain in the journal how this made you feel?b. After you have written the journal, analyze (3-5 sentences) what you think caused that person to make false assumptions about you. Did fear play a factor? What about ignorance? Did racial, ethnic or religious assumptions play a role? |
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| <ol style="list-style-type: none">1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy. |
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