

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



AMERICA: LOST IN TRANSLATION

Content Learning Objective:

To improve students' writing/critical thinking while broadening their understanding of the Muslim American experience and different aspects of contemporary anti-Muslim sentiment in the United States.

Objectives:

1. Students will be able to list multiple challenges faced by Muslim communities in the United States.
2. Students will be able to develop a constructive response to acts of anti-Muslim prejudice/racism.
3. Students will be able to compare contemporary Muslim American experiences with those of other immigrant groups in the United States.

GRADES: 11-12 **SUBJECTS:** Language Arts, History

TIME REQUIRED: 1 class session + extension session

MATERIALS: Online media (www.linktv.org/teachers), computers with internet access, projector or SMARTboard, copies of handouts

Overview: This 3 minute film, produced by Akram and Arwa Alsamarae, is a spoken word rendition of the American Muslim experience portrayed by five American Muslims.

Prerequisite Knowledge: NONE

This lesson plan created by Naila Siddique, Oakland, California

Warm Up Discussion:

1. Teacher reminds students about the study of immigration or the importance of understanding immigration in the context of United States history. Teacher opens the discussion by asking students to write their responses to: ***What does it mean to be an American?***
2. Students freewrite opinions. Teachers ask for some responses and discuss
3. Explain premise of video, *America: Lost in Translation*, and ask students to consider common themes that may connect the different experiences of the young people expressed in the film.
4. Give some background information about hijab. Explain it is a head covering worn by some Muslim women that signifies modesty.

Activity:

1. Show video.
2. Teacher asks the questions: 1. Specifically why were the young people in the film upset about the comments directed at them or friends/family member? 2. What assumptions are made about Muslims? 5. Some of the comments are more stereotypical than others—were there any comments made that you might have asked yourself? 6. How is the Muslim experience different/similar to contemporary and historical experiences of other immigrant groups?
3. Arrange students in groups of four. Each person in the group is responsible for a certain task. The illustrator or scribe who will write the group's spoken responses, one person will keep time, another will present the group's written responses orally, and the final person will facilitate the conversation—making sure everyone's voice is included in the response. Assign them a story #. The film has five stories, they are to listen carefully to their story and as a group write a rational response to the person that insulted the Muslim young person in the story. The groups can respond as a Muslim young person or as a bystander. For example, how would your group respond to the person who told the Arab woman studying Arabic that she/he wanted to know Arabic in order to understand what the terrorists at airports say. Responses should be respectful, informative, and coherent.

Watch the video, *America: Lost in Translation* one more time and give groups time to write their rebuttal.

The group can choose how to present their position—as a written position or a role-play with other members of the group.

Extension Activities:

1. Write a one-page narrative in first person from the perspective of one of the characters in the film. You can choose from any of the five stories. This fictional narrative will include the comments that were a source of pain for the Muslim young person. For example, if you choose to write about the Afghani youth at his family bbq, you will write the narrative from his point of view. The conclusion must end with the peaceful resolutions that were written and discussed in class or you can write your own. In describing the setting—include descriptions of sights, smells, and sounds. Pace the action of your story, so it starts with exposition, and continues with rising action, climax, falling action, and resolution.
2. Discuss the recent decision by France to ban all religious dress/symbols in public schools. Muslim women are unable to wear the hijab in French schools. After researching the topic, list the arguments for and against the ban. Finally, explain which side you agree with and why.

This lesson plan adheres to McRel standards for Language Arts and History

Language Arts

Topic-Literary/Narrative Writing

Level IV [Grade 9-12]

Benchmark 8. Writes fictional, biographical, autobiographical, and observational narrative compositions (e.g., narrates a sequence of events; evaluates the significance of the incident; provides a specific setting for scenes and incidents; provides supporting descriptive detail [specific names for people, objects, and places; visual details of scenes, objects, and places; descriptions of sounds, smells, specific actions, movements, and gestures; the interior monologue or feelings of the characters]; paces the actions to accommodate time or mood changes; creates a unifying theme or tone; uses literary devices to enhance style and tone).

History

The Topic is immigration

Level IV [Grade 9-12]

Benchmark 2. Understands how recent immigration and migration patterns, and demographic shifts, impacted social and political issues (e.g., major issues that affect immigrants and conflicts these issues engendered; changes in the size and composition of the traditional American family; demographic and residential mobility since 1970)

Knowledge/skill statements

1. Knows how recent immigration and migration patterns impacted social issues
2. Knows how recent immigration and migration patterns impacted political issues
3. Knows major issues that affect immigrants
4. Knows about conflicts that can arise because of issues that immigrants face
5. Knows about changes to the size and composition of the typical American family