

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



BISMILLAH

Content Learning Objective:

“Thinking and Reasoning” – Students understand and apply basic principles of logic and reason. “Arts and Communication” – Students understand and apply appropriate criteria to arts and communication products.

GRADES: 9-12 SUBJECTS: ELA

TIME REQUIRED: 2 class periods or 120 minutes

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

Overview: This 5-minute video, produced by Joline Pinder and Sarah Zaman, follows the beginnings of one Muslim woman’s groundbreaking struggle against America’s political structure. The film tells the story of Farheen Hakeem, a feisty 31-year-old Muslim Girl Scout troop leader who puts herself under public scrutiny by taking part in the consummate patriotic act.

Prerequisite Knowledge: NONE

*This lesson plan created by Tamara Jaffe-Notier, Niles West High School,
Skokie, Illinois*

Part I: Campaigning

1. a) Describe three or four of the opening images of this film:

b) What feelings and impressions do these images evoke? How do they help set the tone for the film?

2. a. What does “bismillah” mean in Arabic? _____

b. Explain why you think the filmmakers chose this title: _____

3. a. What is Farheen Hakeem doing the first time you see her? _____

b. What kind of impression does this first image of Hakeem make on the viewers? _____

c. Why might the filmmakers select this moment to use as the first image of Hakeem?

4. When Hakeem files the paperwork to run for public office, who does she bring with her? Why?

5. When one of Hakeem’s students asks why she is running for County Commissioner, what does she reply?

6. How and why did Hakeem go from being a math teacher to running for an elected office? **Write one paragraph explaining the event she was responding to, and the impact it had on her.** Include your analysis of whether this response makes sense.

7. While campaigning in an African-American neighborhood Hakeem says she’s “down for the women.” Why does she say that? What does she mean? How do the women she’s talking to react?

Part II: Election Day

8. What is the effect of including a scene showing four women in voting booths wearing hijab? (“Hijab” is the headscarf and modest clothing worn by some Muslim women.)

9. This film includes an audio clip from a radio show where a caller voices disbelief at the idea that some people might vote for a Muslim. What is the caller’s point? What do you think about it?

10. What does Hakeem’s election day t-shirt say? Why do you think she wears it?

11. a. How many votes did Hakeem get? _____

b. Is that a lot or a little? What do you think that number represents? _____

Part III: Post-Election

12. a. What message does Hakeem try to give her Girl Scout troop when she tells them she lost the election?

b. Give evidence to show whether you think the girls understood Hakeem’s point or not:

13. Hakeem had many reasons for running for elected office. What are three of her reasons?

14. What qualities might make a person a good politician? Do you think Hakeem has these qualities? Write one complete paragraph explaining what these qualities are, and showing whether you think Hakeem has them or not.

This lesson plan adheres to McRel standards for English Language Arts

"Thinking and Reasoning" and "Arts and Communication":

"Thinking and Reasoning

Standard 2. Understands and applies basic principles of logic and reasoning

Level IV [Grade 9-12]

Benchmark 11. Understands that once a person believes a general rule, he or she may be more likely to notice things that agree with that rule and not notice things that do not; to avoid this "confirmatory bias," scientific studies sometimes use observers who do not know what the results are supposed to be

Knowledge/skill statements

1. Understands that once a person believes a general rule, he or she may be more likely to notice things that agree with that rule
2. Understands that once a person believes a general rule, he or she may be less likely to notice things that do not agree with the rule

Arts and Communication

Standard 2. Knows and applies appropriate criteria to arts and communication products

Level IV [Grade 9-12]

Benchmark 3. Knows ways in which to evaluate the sincerity and credibility of various media messages and productions (e.g., detect gender and ethnic bias; compare print and non-print versions of the same story, assess facts of news media for completeness, bias, accuracy and relevance; detect emotional appeals and propaganda devices; evaluating ad campaigns for various products)

Knowledge/skill statements

1. Knows ways to evaluate the sincerity of various media messages
2. Knows ways to evaluate the sincerity of various media productions
3. Knows ways to evaluate the credibility of various media messages
4. Knows ways to evaluate the credibility of various media productions
5. Knows how to detect gender bias in various media messages and productions
6. Knows how to detect ethnic bias in various media messages and productions
9. Knows how to assess facts of news media for bias
12. Knows how to detect emotional appeals in various media messages and productions
13. Knows how to detect propaganda devices in various media messages and productions
14. Knows how to evaluate ad campaigns for various products"

<http://www.mcrel.org/compendium/topicsDetail.asp?topicsID=287&subjectID=21>