

**To Superintendent Thurmond, the CDE, SBE, and ICQ,**

Thank you for reading my letter. My name is Amin Nash, M.A., and I am a teacher and scholar of Arab and Muslim American literature. I am responding to Superintendent Thurmond's August 13th letter stating the need to develop "a sample lesson on Arab American Studies that focuses on the Arab American experience in the United States." In my effort to contribute my services to both academia and the importance of Arab American Studies, I have developed a week-long sample unit containing five (5) lesson plans in concern with Arab American stereotypes in literature and film, both pre- and post-9/11.

As an Arab American who grew up during 9/11, I want to applaud and emphasize the importance of having Arab American Studies as a part of California's Ethnic Studies curriculum. I have personally gone through oppressive bullying and have suffered the traumas of losing family members overseas, and to this day, I still receive questions like "Why don't you go back to where you came from?" or "Why are Muslims bad?" With proper education and experiential learning, these questions will not be volleyed to the Arab American youth. They will be able to serve this country with immense dignity, and honor like their ancestors have. The Arab American community has always contributed and integrated into the American fabric. I believe that studying our voices and experiences will only enhance life in California and beyond.

My lesson plans primarily focus on the enduring challenge of profiling and false portrayals. Students will read literature ranging from *The Great Gatsby* to Moustafa Bayoumi and watch old and new films. At the end of the week, the summative assignment is an "Alternative History" project that asks students to imagine a world where 9/11 did not happen.

I hope that these lessons will assist your committee, and I hope to help serve your goals soon.

Please keep Arab Americans in your mind, and I wish you all the best.

- Amin Nash, M.A.

## **Sample Unit Plan Template**

**Unit Title: Arab Americans in Literature and Film, Pre- and Post-9/11.**

### **Unit Overview:**

In this unit, students will conduct a short study on how Arabs have been imagined in America through literature and film. The lessons in this unit seek to understand the Arab American experience by including Arab American voices within the context of American culture. Students will practice their critical and analytical skills through close reading, discussion, and writing. The diversity of the mediums – from film to literature – takes perspectives from both the dominant American view and the Arab American view, and students will be able to identify and explain various literary techniques. This unit could be conducted at the end of a semester-long Ethnic studies course.

This unit's ultimate goal is to illuminate how not just Arab Americans – but US citizenship as a whole – can be profiled and prejudiced by powerful institutions.

### **Unit Enduring Understandings:**

1. Students will understand how Arab Americans have been stereotyped in America
2. Through the engagement of authentic Arab American voices, students will learn how these stereotypes affect the community and how they sought to make it better.

### **Essential Questions:**

1. How does the US media and government profile its citizens?
2. How long has false Arab portrayals have occurred in America, and how long have Arab Americans been countering these portrayals?

### **Standards Alignment:**

- CA HSS Analysis (9-12): Chronological and Spatial Thinking 1, 4; Historical Interpretation 1, 2, 3, 4; 10.6, 11.5, 11.9, 12.3, 12.7, 12.8
- CA CCSS for ELA/Literacy: WHST.11–12.1–2, 4–10; L.11–12.1–6
- CA ELD Standards: ELD.P1.11-12.1-3, 5, 6-11; ELD.P2.11-12.1-7

### **Student Learning Outcomes and Formative Assessments**

1. Identify stereotypes in literature and film as demonstrated by students' discussions in a group and community setting
2. Students should know and/or be able to understand how stereotypes affect Arab Americans by closely reading the viewpoints of Arab American voices

3. Students should know and/or be able to provide an analysis of their observations, as demonstrated by writing short paragraphs and the accumulation of an end-of-week project.

**Lessons:**

1. Monday: Arab stereotypes in American literature
2. Tuesday: Arab stereotypes in American film
3. Wednesday: Arab stereotypes and Islamophobia in American media during 9/11
4. Thursday: Post 9/11 Arab American Counter-Narratives
5. Friday: Summative Project – Alternative History if 9/11 Didn't Happen

### Sample Lesson Template - Monday

**Lesson Title:** Arab Stereotypes in American Literature

**Grade Levels:** 11-12

**Ethnic Studies Values and Principles Alignment:**

- 1, 6, 7

**Standards Alignment:**

- CA HSS Analysis (9-12): Chronological and Spatial Thinking 1, 4; Historical Interpretation 1, 2, 3, 4; 10.6, 11.5, 11.9, 12.3, 12.7, 12.8

- CA CCSS for ELA/Literacy: WHST.11–12.1–2, 4–10; L.11–12.1–6

- CA ELD Standards: ELD.P1.11-12.1-3, 5, 6-11; ELD.P2.11-12.1-7

**Lesson Purpose and Overview:**

This lesson allows students to learn critical reading skills while understanding a minority ethnic group in America. This lesson aims to learn how to read and become conscious of early American literature's subtle stereotypes.

Students will read Chapter 4 from F. Scott Fitzgerald's *The Great Gatsby*, a specific scene where Jordan Baker and Nick Carraway discuss Jay Gatsby's history. In this chapter, the instructor will ask the students to read a song lyric that starts, "I'm *the Sheik of Araby*." Students will discuss this passage and its literary purpose within the book. After discussion, the instructor will play the actual song, *Sheik of Araby*, and include portions of the film which the song is inspired from. This film, called *The Sheik*, portrays an overly aggressive and violent stereotype of an Arab man. After viewing the film, the students will pair together in groups and write key vocabulary words that illustrate the film's stereotypes. They will then write their stereotypes on the board.

After writing their stereotypes on the board, the students will read a passage by Ameen Rihani that counters the film's images. This passage, written by an original Arab American voice, will expose students to how Arabs may feel about such stereotypes. The students will then match their vocabulary words with Rihani's writing, discussing similarities and differences. They will then be assessed by writing responses to exit questions.

**Key Terms and Concepts:**

Imagery, Arab and Arab American, hyperbole or caricature exaggeration

**Lesson Objectives:**

1. Students will be able to closely read a passage from *The Great Gatsby* that stereotypes Arabs as overly violent and aggressive
2. Students will be able to counter the stereotypes by reading Ameen Rihani's response to the stereotypes
3. Students will be able to use new vocabulary to write an analysis that illustrates how this stereotype is perpetuated

### Essential Question:

1. How long do you think false portrayals of Arabs have existed in America?
2. What do you think Arabs think of these portrayals?

### Lesson Steps/Activities:

1. Open discussion question – "Who's read *The Great Gatsby*?" ~ 5 min
2. Chunking and Close Reading of Chapter 4 in *The Great Gatsby* ~ 15 – 20 min
  1. Break the class into groups that will analyze a specific portion of the chapter. Read silently for about 10 minutes.
  2. Reconvene the class and ask students to share what their passage was about. Illustrate that the chapter was discussing a brief history in the book. Ask students who came across this lyric:

*I'm the Sheik of Araby*

*Your Heart Belongs to Me*

*At Night when you're Asleep*

*Into Your Tent, I'll Creep*

1. Discussion of passage ~ 5 – 10 min
  1. Reflection questions:
    1. What does he mean by your heart belongs to me?
    2. Why does he refer to himself as a "Sheik"? What do you think Sheik of Araby means?
1. Listening and Viewing of *The Sheik* ~ 8 min
  1. Discuss how this is an image of an Arab that is often stereotyped for film or song
  2. Listen to about 1 minute of *Sheik of Araby* song.
    1. YouTube link: <https://www.youtube.com/watch?v=n4KPB34K6j4>
  3. View about 3 – 4 minutes of *The Sheik*
    1. YouTube link: <https://www.youtube.com/watch?v=oDaRentuB7g&t=588s>
    2. Focus on scenes where he flares his eyes and nostrils
  4. Provide key terms:
    1. Aggressive
    2. Oppressive

3. Sexualized (?)
4. Misogynistic (?)
5. Ask students to write two-three words about their opinions on the movie.
  1. Note: Since the movie is old and absurd, the students' responses will probably be ridiculous
2. Introduction of Ameen Rihani and Reading his Response ~ 10 min
  1. *Deserts of Fact and Fancy* accessed from *The Syrian World* in Khayrallah Center.
  2. Link: <https://lebanesestudies.omeka.chass.ncsu.edu/items/show/40824#?c=0&m=0&s=0&cv=0>
  3. Chunk maybe 2-3 of his paragraphs and allow students to read silently or as a group. Reconvene class by asking the students to summarize what they read.
  4. Ask:
    1. What does Rihani think about the "Cinema sheik"?
    2. What does his dispute as fact and fiction?
3. Exit Ticket Questions:
  1. Every student will write 2-3 sentences on the following questions:
    1. In what ways does *The Great Gatsby* imagine Arabs to be like?
    2. How does Ameen Rihani respond to this imagination?
    3. In your opinion, in what ways do you think such stereotypes affect Arab Americans?

### Assessment, Application, Action, and Reflection:

- Assessments: Exit ticket
- Application: Group work to find common words and vocabulary

### Materials and Resources:

- Chapter 4 of *The Great Gatsby*
- YouTube links:
  - *Sheik of Araby* song
    - YouTube link: <https://www.youtube.com/watch?v=n4KPB34K6j4>
  - *The Sheik* film
    - YouTube link: <https://www.youtube.com/watch?v=oDaRentuB7g&t=588s>
  - *Deserts of Fact and Fancy* accessed from *The Syrian World* in Khayrallah Center.
  - Link: <https://lebanesestudies.omeka.chass.ncsu.edu/items/show/40824#?c=0&m=0&s=0&cv=0>
- Whiteboard
- Post-it notes or note cards for think-pair-share

**Ethnic Studies Outcome:**

1. Working Toward Greater Inclusivity
2. Understanding Self
3. Understanding Others

## Sample Lesson Template – Tuesday

**Lesson Title:** Arab Stereotypes in Film

**Grade Levels:** 11-12

**Ethnic Studies Values and Principles Alignment:**

- 1, 6, 7

**Standards Alignment:**

- CA HSS Analysis (9-12): Chronological and Spatial Thinking 1, 4; Historical Interpretation 1, 2, 3, 4; 10.6, 11.5, 11.9, 12.3, 12.7, 12.8

- CA CCSS for ELA/Literacy: WHST.11–12.1–2, 4–10; L.11–12.1–6

- CA ELD Standards: ELD.P1.11-12.1-3, 5, 6-11; ELD.P2.11-12.1-7

**Lesson Purpose and Overview:**

This lesson builds off Jack Shaheen's *Reel Bad Arabs* and explores Arab portrayals in American film. Using Shaheen's framework, the lesson will help students identify how Arab characters are portrayed as: A Villain, a Sheikh, a Maiden, or a Slave / Servant. Students will discuss why this is problematic and will be asked what some solutions are to improve such stereotypes in film. Based on Shaheen's argument, there will be positive portrayals provided by Arabs to balance the lesson. The students will be assessed by writing a portrait of one of the caricatures, explaining what makes the Arab caricature a problematic portrayal.

**Key Terms and Concepts:**

Arab Americans, film, movies, Hollywood stereotypes, caricatures, stereotypes, archetypes

**Lesson Objectives:**

1. Students will be able to analyze the roles which race and ethnicity play in a film
2. Students will be able to write a portrait piece about a specific caricature they observed

**Essential Questions:**

1. How long have false portrayals of Arabs existed in America?
2. In what ways does American portray Arabs in movies?

**Lesson Steps/Activities:**

1. Community Discussion ~ 8-10 min
  1. Ask the following "warm-up" questions:



1. "What kind of movies have you watched recently?"
  2. "Did you notice anything interesting about the characters?"
  3. "Did you observe any minorities in the films?"
2. These questions provide students with a reflexive approach to reading the film.

1. Affinity Practice ~ 5 – 10 min

1. Students gather note cards and write out archetypes of various movies. They then associate characters that may fit these themes.
  1. Example: Students may see the theme of a hero or villain in a film.
    1. They work together to write common words that go into these movies.
    2. "Captain America" for a hero,
    3. "Thanos" for a villain,
    4. Etc.
2. Students discuss some of these archetypes and describe what makes them appropriate for their respective roles.

1. Minority Villains ~ 5 – 10 min

1. Show students memes or images of the "common villain" in American films. This could be the black or Mexican "gangster" or the Russian "supervillain."
  1. Ask them if they've ever noticed or wondered about such an archetype.
2. Provide a student with a list of Arab archetypes in films:
  1. Villain
  2. Maiden
  3. Slave / Servant
  4. Sheikh

1. Film Reel of Arab Roles ~ 10 – 20 min

1. Show students various film sequences in portions. These films could be selected and gathered from Jack Shaheen's *Reel Bad Arabs*.
2. Example films: *Lawrence of Arabia*, *True Lies*, "*Lebanese women are the new half-Asian*."
  1. Break students into groups and ask the students to identify what archetype the Arab character is playing
  2. Write their archetypes on the board under the film.
  3. Discuss the archetype
  4. Repeat for about 3-4 excerpts

2. Assessment and Film Portrait ~ 8 – 10 min

1. Ask students to provide a paragraph analysis of one of the films. Ask them to provide:
  1. When the archetype came into the scene
  2. What they did to portray themselves as a bad guy
  3. What that could mean for the race or ethnic identity

### **Assessment, Application, Action, and Reflection:**

- A summative paragraph at the end of the class
- Vocabulary and affinity writing on the board

### **Materials and Resources**

- Whiteboard
- Notecards
- Film sources
  - *Reel Bad Arabs*
    - Link: <https://archive.org/details/reelbadarabshowh00shah/page/550/mode/2up>
  - YouTube Trailer for *Reel Bad Arabs*
    - Link: [https://www.youtube.com/watch?v=Ko\\_N4BcaIPY](https://www.youtube.com/watch?v=Ko_N4BcaIPY)

### **Ethnic Studies Outcome:**

- Working Toward Greater Inclusivity
- Understanding Self
- Understanding Others

### Sample Lesson Template – Wednesday

**Lesson Title:** Arab stereotypes and Islamophobia in American media during 9/11

**Grade Levels:** 11-12

**Ethnic Studies Values and Principles Alignment:**

- 1, 6, 7

**Standards Alignment:**

- CA HSS Analysis (9-12): Chronological and Spatial Thinking 1, 4; Historical Interpretation 1, 2, 3, 4; 10.6, 11.5, 11.9, 12.3, 12.7, 12.8

- CA CCSS for ELA/Literacy: WHST.11–12.1–2, 4–10; L.11–12.1–6

- CA ELD Standards: ELD.P1.11-12.1-3, 5, 6-11; ELD.P2.11-12.1-7

**Lesson Purpose and Overview:**

This lesson will help students understand the intersectionality of being Arab and Muslim in America. Students will be exposed to 9/11, the creation of the PATRIOT Act, and will engage with portions of Naomi Paik's *Rightlessness* to understand how the government created an "enemy combatant," which allowed for targeted and systematic profiling of Arab and Muslim American citizens. Once the students understand the political and troubling circumstances after the 9/11 attacks, they will investigate how the media perpetuates Islamophobia by clumping Middle Eastern ethnicities and various religious groups into one group, allowing for a large swathe of profiling to occur.

The basis of these observations is done by USC's Evelyn al Sultany, who provides critical analyses on how these words and terms are used. Students will understand the nuances and imagery behind such language, learning how the American media can paint the picture of a problem by equally subjugating Arabs and Muslims into a subservient role.

**Key Terms and Concepts:**

Arab American, War on Terror, Islamophobia, stereotyping, appropriation, profiling

**Lesson Objectives:**

1. Students will understand how the aftermath of Osama bin Laden's attack in 9/11 allowed the US government to briefly expropriate and profile Arab Americans by creating the PATRIOT Act.
2. Students will see the intersectionality of Arabs, Muslims, and Islam through the US media's misrepresentation.

**Essential Questions:**

1. How do you profile someone?
2. What good is there to have a "common enemy"?

**Lesson Steps / Activities:**

1. Community Building, Comforting about war: ~ 8 – 10 min
  - Because of the topic's sensitivity, it would be good to ask questions about students' opinions towards the 9/11 and the Iraq War. There may be students who lost family members due to the war or have dealt with bullying.
  - Ask students to share opinions about the war, and if any is comfortable with sharing a story, it would be good to speak about it.
  - Have students share their ideas and have one or two discuss their history with the class.
2. Brief Overview of 9/11 and the Patriot Act: ~ 10 – 15 min
  - **From Naomi Paik's *Rightlessness*:**
    1. On February 7, 2002, Bush wrote a memo that determined that the Geneva Conventions, which regulate the treatment of prisoners of war, did not apply to captured members of the Taliban or al Qaeda, who he defined as ENEMY COMBATANTS. The president essentially created the enemy combatant as a new category of person to deprive those named as such of any rights under international law. (Paik, 158)
      1. **This allowed the US government to sponsor the PATRIOT Act, which enabled them to have "free reign to profile" American citizens.**
    2. The US Government cited federal court cases sanctioning US settler colonialism during the Indian Wars of the 19th century. In a 2003 memo, John Yoo cited how the US used force without congressional approval in the Persian Gulf, Vietnam, Korea, and Mexico. "This executive authority to wage war extended, Yoo argued, to the president's power to capture, imprison, and interrogate enemy combatants without congressional regulation." (Paik, 157)
      1. **Essentially saying, "We've done it before, we can do it again."**
    2. Important Notes: Yoo, "Memorandum: Military Interrogation of Alien Unlawful Combatants Held Outside the US."
      - Yoo further refers to a case from the Modoc Indian Wars of 1873 that authorized the military trial and execution of Indians accused of breaking a

truce without congressional authorization. (The Modoc Indian Prisoners, 14 Op. Att'y Gen 249, 252 [1873]). Yoo, "Memorandum" 7

- Yoo and Delabunty, "Draft Memorandum: Application of Treaties and Laws to al Qaeda and Taliban Detainees" 38-79; Bybee, "Memorandum: Application of Treaties and Laws to Al Qaeda and Taliban Detainees," 81-117; Working Group Report on Detainee Interrogations in the Global War on Terrorism: Assessment of Legal, Historical, Policy, and Operational Considerations, 241-86; Yoo, "Memorandum: The President's Constitutional Authority to Conduct Military Operations against Terrorists and Nations Supporting Them" 3-25

- **The PATRIOT Act accentuated these changes in the law and the "invention" of an Enemy Combatant.** This act allowed the government to almost unlimited access to survey and listen to American's phones. It also allowed them to target immigrants and any individuals suspected of "fitting the profile" of an Enemy Combatant.

### 3. Discussion of the Patriot Act: Who fits the profile? ~ 10 – 15 min

- Once the students understand the act's legal and political atmosphere, the instructor can begin asking "who" fits the description of an "enemy combatant."
- The common belief would be that of a "terrorist."
- Show students images of TIME magazine 2001 covers. These covers show a stark contrast and change of imagery after 9/11:
- Link: <https://time.com/vault/year/2001/>
- It should be clear who the media was trying to push as the "enemy combatant."
- From al Sultany: <https://ccl.on.worldcat.org/oclc/7973262382>
  - Quote: "Journalists often begin with a disclaimer—"It is impossible to capture the diversity of the Muslim world," or "These are not Islamic practices"—before presenting an onslaught of evidence to prove the brutality of Islam. The disclaimer signals that the journalist is aware of the diversity of Muslim lived experiences and is making an effort to present a semblance of sensitivity and awareness. While lip service is paid to diversity and complexity, the vast majority of evidence supports the opposite idea."

### 4. Exit Discussion and Reflection Questions:

1. How does this perpetuate and fuel Islamophobia?
2. Does this mix Arabs, Muslims, and Terrorists into a single group?
3. How does this perpetuate stereotypes and false opinions of Arab Americans?

### Assessment, Application, Action, and Reflection:

- Due to the sensitivity of the subject, students are assessed through their discussion and quizzes.
- By breaking into groups, they can discuss as an individual about how each image portrays a problematic view of Arabs and Muslims.
- They will reflect and understand how Islamophobia was perpetrated by a vague and unknown term known as the "Enemy Combatant."

**Materials and Resources:**

- Whiteboard
- Naomi Paik's *Rightlessness*
- Evelyn al Sultany's "Arabs and Muslims in the Media after 9/11: Representational Strategies for a 'Postrace' Era".
- TIME covers
- CNN video:

1. <https://www.youtube.com/watch?v=5irza22hVaU>

**Ethnic Studies Outcomes:**

- Working Toward Greater Inclusivity
- Understanding Self
- Understanding Others

### Sample Lesson Template – Thursday

**Lesson Title:** Post 9/11 Arab American Counter-Narratives

**Grade Levels:** 11-12

**Ethnic Studies Values and Principles Alignment:**

- 1, 6, 7

**Standards Alignment:**

- CA HSS Analysis (9-12): Chronological and Spatial Thinking 1, 4; Historical Interpretation 1, 2, 3, 4; 10.6, 11.5, 11.9, 12.3, 12.7, 12.8

- CA CCSS for ELA/Literacy: WHST.11–12.1–2, 4–10; L.11–12.1–6

- CA ELD Standards: ELD.P1.11-12.1-3, 5, 6-11; ELD.P2.11-12.1-7

**Lesson Purpose and Overview:**

In this lesson, students will understand and identify literary, academic, and visual methods to counter negative sentiments on the Arab American population. Students will engage with an excerpt from Moustafa Bayoumi's *How Does it Feel to be A Problem?* The specific passage illustrates the struggle of a high-school-aged Arab Muslim after 9/11 and his challenges against discrimination. Students will use their close reading skills and work together to identify how he feels subjugated to prejudice and discrimination. The students will then discuss how this story is effective against negative Arab American stereotypes.

Further, the students will view an excerpt from Ramy Youssef's comedy show, *Ramy*. The specific episode is titled *Strawberries*, and the portion that will be viewed is a conversation between the character Ramy and Osama bin Laden. Students will discuss how this interaction differs from previous examples of Arab stereotypes in the media, and they will identify key literary traits and techniques resonating from the episode.

**Key Terms and Concepts:**

Arab American, Islamophobia, counter-narratives, Arab media, ownership, self-authority

**Lesson Objectives**

1. Students will use their critical and analytic reading to describe characters' functions in the written text and the film excerpt.
2. Students will be able to write a reflective response that illustrates the literature and the film's characteristics.

## Essential Questions

1. Why would the Arab American community create counter-narratives?
2. What are some ways to make a counter-narrative?

## Lesson Steps/Activities

1. Open Question: ~ 5 – 10 min
  1. Have you ever walked around in a new city or an airport and felt like you were causing a problem?
  2. How did you handle it?
  3. Have students discuss this and report any interesting stories they found.
2. Chunking and Think-Pair-Share: ~ 20 min
  1. Provide students with the chapter, "Akram" from Moustafa Bayoumi's *How Does it Feel to Be a Problem?*
    1. Read a portion of it and provide them some insight into the character of Akram.
    2. Ask students to identify any key themes or characteristics of Akram. Write them on the board.
  2. Split students into groups according to portions of the text. Ask students to read a specific paragraph/passage of their portion of the text.
    1. Example: Students read an introduction, students read the middle, and students read the ending.
  3. Ask students to reconvene and report on what they read. Ask them to identify:
    1. Challenges
    2. If Akram overcame the challenges
  4. Ask them to write them on the board.
  5. See if you can get the students to develop new vocabulary or phrases based on what they read.
3. Viewing of *Ramy*: ~ 10 min
  1. View a portion of "Strawberries" in *Ramy*
  2. Ask students to write down if they see any form of archetypes or stereotypes in the show.
  3. Ask students what some challenges are they are overcoming and what more they are trying to do.
  4. Write them on the board.
4. Review: ~ 5 – 10 minutes
  1. Explain to the students how centering the Arab American character does not provide room for them to be a villain.



5. Exit ticket: ~ 10 min

1. Ask students to write 1-3 sentences on how these stories are countering stereotypes against Arab Americans.

**Assessment, Application, Action, and Reflection:**

- Assessment: Discussion and Exit Tickets

**Materials and Resources:**

- Moustafa Bayoumi's *How Does it Feel to Be a Problem?*
- Rami Youssef's *Ramy*
- Whiteboard
- Pens
- Note pads

**Ethnic Studies Outcomes:**

- Working Toward Greater Inclusivity
- Understanding Self
- Understanding Others

**Sample Lesson Plan – Friday**

**Lesson Title:** Summative Project – Alternative History as if 9/11 Didn't Happen

**Grade Level:** 11-12

**Ethnic Studies Values and Principles Alignment:**

- 1, 6, 7

**Standards Alignment:**

- CA HSS Analysis (9-12): Chronological and Spatial Thinking 1, 4; Historical Interpretation 1, 2, 3, 4; 10.6, 11.5, 11.9, 12.3, 12.7, 12.8

- CA CCSS for ELA/Literacy: WHST.11–12.1–2, 4–10; L.11–12.1–6

- CA ELD Standards: ELD.P1.11-12.1-3, 5, 6-11; ELD.P2.11-12.1-7

**Lesson Purpose and Overview:**

In this lesson, students will work together to create an original document after imagining a world if the 9/11 terror attacks did not happen. Students will develop this document based on the stereotypes, negative assumptions, and narratives that were read throughout the week. Students will begin by writing a brief overview of their imagination and provide the reasoning behind their overview. They will then choose the medium as to which they will deliver their alternative history. If students wish to draw a comic or a picture, they are capable of doing so. If they want to write a short story or essay, they can do so.

Students will provide a short paragraph about their alternative history. This paragraph will provide evidence gathered from their previous readings and learn how to cite this evidence within their writing.

**Key Terms and Concepts:**

Arab American futures, counter-narratives

**Lesson Objectives:**

1. Students will be able to create an original perspective through their chosen method of production (art, writing, or future video project)
2. Students will be able to write a paragraph that uses sources and evidence and defends their original perspective.

**Essential Questions**

1. How would Arab Americans be portrayed if 9/11 did not happen?

2. What more should Arab Americans do to combat false portrayals?

**Lesson Steps/Activities:**

1. Evidence Gathering/Research ~ 10 min
  1. Review with students the various topics, themes, and sources that were studied throughout the week.
  2. Document them on the board.
  3. Actively discuss them and remind one another what they were about.
    1. Clarify any confusion or misconceptions that may emerge.
2. Provide expectations for Alternative History ~ 5 min
  1. Explain the Alternative History assignment to students.
  2. Ask students to begin thinking about what life may be like if 9/11 did not happen.
    1. Provide a template, like:
      1. "If 9/11 did not happen, I think that [insert opinion] because [insert opinion]."
3. Ask students to pick a source from the board ~ 5 min.
  1. Ex: Students could pick Bayoumi's writing, or Ramy's movie, or the excerpt from *The Great Gatsby*
  2. Split students into groups according to what they picked.
    1. Best to keep a maximum of 3 per group. If overlapping groups split as needed.
4. Students should begin their product ~ 25 – 30 min.
  1. Ask students to share perspectives on their sources. Ask students to share views on what they imagine.
  2. Provide them with a template or questions:
    1. What are the two ways you think the world would be different?
    2. What is one way in which Americans may view Arab Americans?
  3. Begin their product.
    1. Make sure each student has an individual role and that they are participating with one another.
    2. Ex: One student could write the paragraph; another could try to draw, the other could try to provide the evidence or resource.
5. Wrap up ~ 5 – 10 min
  1. Provide time for students to make final touches to their history
6. Discussion and Show and Tell ~ 15 min.
  1. Share perspectives as a class. Discuss ideas.
  2. Discuss evidence and proof.

7. Provide students with a weekend assignment, such an essay that sums up their week.

**Assessment, Application, Action, and Reflection:**

- Discussion
- Reflection

**Materials and Resources:**

- White Board
- Note pads
- Paper for drawing
- Drawing utensils

**Ethnic Studies Outcomes:**

- Working Toward Greater Inclusivity
- Understanding Self
- Understanding Others