

Leadership and Legacy:

Muslim Women Remembered

A Teaching Packet about Muslim Women in History



Secondary Packet: **Lesson Plans**

A project of Rabata

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"History looks different when the contributions of women are included."
-- The National Women's History Project

Overview:

The following material is assembled in hopes of “giving rise to women’s voices.” Its intent is to demonstrate a way that teachers and students can work together to forward awareness of both historic and contemporary Muslim women.

Overall Objective of Teaching Packet:

To acquire attitudes which are essential for citizens of democratic pluralist societies, in particular intellectual honesty, open-mindedness, respect for truth, tolerance, acceptance of differences, empathy, and civil courage.

This packet includes activities for English Language Arts, Social Studies, Geography, and Sociology.

Interdisciplinary Conceptual Understandings:

- Intentionally studying our past empowers us to view the present with a more nuanced perspective.

High School English Language Arts Standards

Reading Informational Text: Key Ideas and Details

- CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Reading/Language - Craft & Structure

Craft and Structure:

- CCSS.ELA-LITERACY.RL.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- CCSS.ELA-LITERACY.RL.11.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- CCSS.ELA-LITERACY.RL.11.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing:

- CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Vocabulary Acquisition and Usage:

- CCSS.ELA-LITERACY.L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- CCSS.ELA-LITERACY.L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Speaking and Listening:

- CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

grades 11-12

topics, texts, and

issues, building on others' ideas and expressing their own clearly and persuasively.

- CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

English Language Arts: Middle School Common Core Standards

Reading Informational Text: Key Ideas and Details

- CCSS.ELA-LITERACY.RI.7.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- CCSS.ELA-LITERACY.RI.7.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Reading/Language: Craft & Structure

- CCSS.ELA-LITERACY.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- CCSS.ELA-LITERACY.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- CCSS.ELA-LITERACY.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing:

- CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Vocabulary Acquisition and Usage:

- CCSS.ELA-LITERACY.L.7.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- CCSS.ELA-LITERACY.L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Speaking and Listening:

- CCSS.ELA-LITERACY.SL.7.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.7.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

English Language Arts Activities:

Activity 1: Preview Vocabulary

Objective: Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

Procedure

- 1) Model how to complete Frayer’s Vocabulary for one of the terms
- 2) Differentiation: Pair students up or allow them to complete it individually

Words:

1. Prominent
2. Breadwinner
3. Fundamentals
4. Secular
5. Usher
6. Devise
7. Landslide
8. Unifying
9. Crucial
10. Eradicate
11. Advocate
12. Intention

Handouts:

See the Frayer handout and the vocabulary handout in the handout packet. See the Reading activity for inserting the vocabulary into the reading lesson.

Activity 2: Reading

Objective: Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.

- **Getting Ready for the Text:**
 - Brainstorm characteristics of a strong leader
 - Highlight in particular courage, empathy, empowerment of people
 - Introduce vocabulary and terminology
 - Divide students into pairs or triads

- Give each triad a big Post It Note and two of the vocabulary words.
 - They will use the Frayer model to illustrate the meaning of the word
 - Each group will present, while the others copy down the words onto the Frayer charts in the handout
- **Read the Text**
 - The first reading of the text should be done for homework. Encourage students to read, pose questions, make connections, and add comments.
 - Lead a discussion on the text.
 - Comprehension questions are available for both articles in the handout packet.
 - Diversify: For lower level students, use the elementary text.
- **Handout**
 - See two texts available in the handout packet. The first is about Malaysia and the second is about Tun Fatima Hashim.
 - The vocabulary is based on the second article.
 - See comprehension questions for both article #1 and article #2.

Activity 3: Writing

Objective: Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.

- **Poem:**
 - Introduce the Malay style of writing the pantun poem. See [faq's on pantun.html](#) for an article (A Conversation on the Malay Pantun) that includes many details about this style of writing, as well as comparisons to other poetry genres.
 - Listen to the audio recording of a pantun. Point out the singsong nature and rhythm of the pantun.
 - Use the handout in the handout packet entitled Pantun Poem to structure the writing for students.
 - Practice saying pantuns during class before lessons, speeches, etc. Have a mock political speech or a mock wedding and have the students recite their pantuns.
- **Manga or Comic:** Create a Manga illustrating a pivotal moment in Tun Fatimah's life
 - Present the steps for writing a manga or comic (see insert).

- Have students work in groups or alone to choose an incident in Tun Fatimah’s life that would work well for a Manga strip. Her entry into an all boys school, for example, offers plenty of possibilities for historical fiction and imagination.
- Demonstrate how to draw stick people on the board. (See insert for tips)
- Have students work together to create their Manga. You may ask them each to choose different parts of her life, or to all choose the same - both have interesting educational value.
 - If all students chose the same incident, discuss the concept of historical fiction and how we project our own experiences onto the past, etc.
 - If all students chose different incidents, perhaps create a historical fiction book with their work. Discuss why it is historical fiction instead of biography (students have added dialogue and other aspects to the basic historical facts).
- When students are finished, they may present their work in a number of ways: As a speech (begin with a pantun!), as a museum walk, in a class book, etc.
- Technology connection: Students could build the Manga using software on their computers.

Activity 4: Speaking & Listening

Philosophical Chairs Strategy:

- The teacher or a student presents a statement for the class to consider.
- All students spend three minutes writing their ideas about the statement.
- They decide which position they’ll take on the statement (yes, no, undecided).
- They get into the three different groups and discuss their ideas and positions for about 10 to 15 minutes; then they write a reflection that includes the comment that most challenged their thinking, whether they changed their mind or not, and how open-minded they were at the start of the conversation.
- **Possible Statements:**
 - True social progress cannot be achieved without the participation of women.
 - Sometimes the best way to take a stand is to walk away.
 - Taking a stand does not necessarily need to involve military force.
 - Individuals are accountable for fulfilling their civic duties.
 - We have a responsibility to seek the truth.
- See **Handout**

National Social Studies Standards (NCSS)

Middle School NCSS

SS.CV.2.6-8.MC: Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.

SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.

SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.

SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.

SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.

Geography Standards

SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment.

SS.G.2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.

SS.G.2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement.

SS.G.3.6-8.MC: Evaluate the influences of long-term human induced environmental change on spatial patterns of conflict and cooperation.

SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world.

Economics and Financial Literacy Standards

SS.EC.1.6-8.LC: Explain how economic decisions affect the wellbeing of individuals, businesses and society

SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.

SS.EC.3.6-8.LC: Explain why standards of living increase as productivity improves.

History Standards

SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.

SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.

SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.

SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.

SS.H.2.6-8.MC: Analyze how people's perspectives influenced what information is available in the historical sources they created.

SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

SS.H.3.6-8.MC: Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.

SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.

SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.

High School NCSS

Geography Standards

SS.G.1.9-12: Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.

SS.G.4.9-12: Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

SS.G.5.9-12: Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact, trade, politics and migration.

SS.G.6.9-12: Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

SS.G.7.9-12: Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.

SS.G.9.9-12: Describe and explain the characteristics that constitute a particular culture.

SS.G.10.9-12: Explain how and why culture shapes worldview.

SS.G.11.9-12: Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.

SS.G.12.9-12: Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

Economics and Financial Literacy

SS.EC.1.9-12: Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.

SS.EC.4.9-12: Evaluate the effectiveness of government policies to improve market outcomes, address inequality, or reduce inefficiencies.

SS.EC.7.9-12: Describe how government policies are influenced by and impact a variety of stakeholders.

SS.EC.8.9-12: Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.

SS.EC.10.9-12: Explain how globalization trends and policies affect social, political, and economic conditions in different nations.

SS.EC.FL.1.9-12: Analyze the costs and benefits of various strategies to increase income.

History Standards

SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.2.9-12: Analyze change and continuity within and across historical eras.

SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.

SS.H.4.9-12: Analyze how people and institutions have reacted to environmental, scientific, and technological changes.

SS.H.5.9-12: Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality and justice.

SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

SS.H.9.9-12: Analyze the relationship between historical sources and the secondary interpretations made from them.

SS.H.11.9-12: Analyze multiple and complex causes and effects of events in the past.

SS.H.12.9-12: Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Inquiry Skills

SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.

SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry. .

SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.

Communicating Conclusions and Taking Informed Action

SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings.

SS.IS.8.9-12: Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

SS.IS.9.9-12: Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.

Civics Standards Civic and Political Institutions

SS.CV.1.9-12: Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.

SS.CV.3.9-12: Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality and liberty.

SS.CV.5.9-12: Analyze the impact of personal interest and diverse perspectives on the application of

civic dispositions,
 democratic principles,
 constitutional rights, and human rights.

SS.CV.8.9-12: Analyze how individuals use and challenge laws to address a variety of public issues.

SS.CV.9.9-12: Evaluate public policies in terms of intended and unintended outcomes and related consequences.

SS.CV.10.9-12: Explain the role of compromise and deliberation in the legislative process.

Inquiry Skills

SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.

SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.

SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.

Communicating Conclusions and Taking Informed Action

SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.

SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).

SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

Civics Standards Civic and Political Institutions

SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people's lives.

Social Studies Activity 1: Power and Authority

- People respond to and resolve conflicts in a variety of ways.
- History reflects the tension between the wants and needs of the individual vs. the wants and needs of the society.
- People from different cultures can hold different levels of power and authority.

Procedures:

- Read the article on Tun Fatimah
- Distribute handout and discuss questions
- Do activity below

Guiding Questions:

- What is the difference between power and authority?
- What power did Tun Fatimah have?
- What authority did Tun Fatimah have?
- What power and authority do you have? (the student)

Power and Authority Activity:

- **Objective:** The nature of control—what we will define as power and authority—is an important feature of society.
- **Guiding Questions:**
 - How many of you are part of clubs?
 - Count the number of students involved in clubs. If there are not enough for a fruitful discussion, create some class clubs to assist you in this activity. Note that the actual activity is to create clubs in the classroom based on thinking around power and authority.
 - What is the purpose of your club?
 - Individual answers
 - What other clubs have you heard about?
 - For example: chess club, health club, journalism club, model United Nations club, political clubs, grass roots clubs, environmental clubs...
 - How do clubs form?
 - For example: common interests, need to solve a problem, need to be more inclusive, diversity
- **Print out the student handouts (See Handout Packet)**
- **Investigate power and authority dynamics through clubs.**
 - **Divide Students into small groups**
 - Create small groups of 4 or 5

- Explain that they will be making a service organization/club. Their club will have a certain amount of power, shared between the following members:
 - a) Clubs with four members: president, vice-president, treasurer, and secretary.
 - b) Clubs with 5 members: president, vice-president, treasurer, secretary, and a trustee.
 - c) The students will first need to consider how much power each position will have. Then they need to decide the roles and responsibilities of each of these positions. How are they elected or selected? How often are they elected or selected?
 - Distribute the “Club Cards” and the vision of the club.
- **Discuss power and authority with a persuasive pitch/poster**
 - Purpose: To promote your club as one that has a good balance of power and authority and will be able to make a difference.
 - Poster needs to have the following elements: club name, logo, motto, vision/mission and values statements.
 - You will be required to present your club in front of the other students. You need to include information about your club (5 W’s), how you chose the roles that you did, and why you want the students in our class to join your club.
- **Reflection:**
 - Consider these statements
 - There are different levels and types of influence, power and authority.
 - People are affected by injustice or abuses of power.
 - Different things influence the quality of life.
 - Consider these questions:
 - How was power and authority distributed in your group? Was it the same as how your group defined the roles? What was different?
 - If Tun Fatimah had completed her goal of becoming a teacher, would she have been able to influence individuals the way she did?
 - Why or why not?

Social Studies Activity 2: The Five Themes of Geography:

Procedure:

- Show the available ppt about Malaysia.
- Read the article about Malaysia
- Look at various online maps of Malaysia

Objective: To describe the geographical specifics about Malaysia

The Five Themes of Geography:

- Movement -- Migrations / Refugee
- Regions: (Flora, Fauna, Mountains, Oceans, etc)
- Human/Environment Interaction
- Location: Where is it (continent)
- Place: (Specific Cities)

Activity: Large scale maps of Malaysia

1. Break students up into five groups and assign each group one theme of geography.
2. Each group will create a large scale black line map of Malaysia and include the specifics of their category. Use the handout as a reference.
3. Present maps to the rest of the class - or to an audience invited in for Malaysia Day.

Social Studies Activity 3: Malaysian Market Day

Objective: To promote the diversity of the Malaysian community through interaction with Malaysian Money, Malaysian goods, and Malaysian foods.

Activity: Students will make and sell items that are traditional to Malaysian culture

Alternate Activity: Students will make and sell foods traditional to Malaysian culture.

Math connection: Malaysian money can be designed on a computer, printed, and used for the activity. Students can exchange dollars for their Malaysian money and work with exchange rates, etc.

Social Studies Activity 4: Perceptions of Culture

Objective: Civilizations leave an enduring legacy through ideas, traditions, knowledge, and discoveries that provide a foundation for advancement.

Procedure: Distribute the handout “**How Comfortable Am I?**”

- Introduce the handout and let the students complete it
- Discuss
- Extend the discussion
 - How do belief systems impact an entire society?
 - What role do beliefs play in society?
 - Does culture both reflect and create society? How?
 - How did Tun Fatimah’s beliefs help her shape Malay culture?
- Write a letter to Tun Fatimah thanking her for her impact on Malay culture.

Social Justice Lesson: Social Media and Advocacy

Activity 1: Social Advocacy and Social Media

This assignment showcases how social media can be used for social advocacy and for uplifting societies.

- ***Preparing for the Assignment***
 - Read the article on Tun Fatimah
 - Read the companion story by Philip Golingai “[Meaning of Merdeka and M’sia Day.](#)” [meaning-of-merdeka-and-msia-day](#)
 - Divide the class into small groups.
 - Assign each group a specific social media platform.
- ***Assignment Instructions:***
 - As a group, research examples of how your assigned social media platform would have aided Tun Fatimah’s message.
 - Create a hashtag.
 - Prepare a 2- to 3-minute presentation on your findings.

Activity 2: Advocacy and Public Service Announcement Extension:

This assignment provides students with experience putting together a message to support a cause and creating a presentation.

- **Preparing for the Assignment**
 - Divide the class into small groups.
 - Ask students the following questions: Is there a cause or issue you are excited about? Do you want to save the planet from greenhouse gasses? Do you want to protect the rights of animals or safeguard them from extinction? Would you like to help children with autism or individuals with mental illness? Are you interested in helping the homeless or building tiny houses for our veterans?
- **Assignment Instructions:**
 - With a small group, research an issue that you are passionate about. Develop a unified message (mini-presentation), and launch a social media campaign to promote your cause. You can create a poster and present it, make a skit and present it, or record a public service announcement.

Activity 3: Case Studies:

This activity will allow youth to practice their group advocacy skills. Students will be given scenarios where they need to decide how they would advocate, then advocate for their case in front of the rest of the class.

- **Activity:**
 - Break the students up into four groups.
 - Provide each group with a scenario card and an advocacy worksheet **See Handouts pages 27-29.**
 - Explain to students that, for the scenario they were given, they must develop a goal, plan, and negotiating tactic that they will present to the class.
 - Give groups at least 30 minutes to fill out their worksheet.
 - Groups should nominate one person to argue their case.
 - The class will then vote on whether or not their plan would be successful.
 - For any groups that did not successfully win the vote, provide them with time to develop a plan B.
 - Allow these groups to argue their plan one more time.
- **Assignment Scenarios: High School**
 - **Scenario 1:** Your brother has Down's Syndrome, and he wants to play soccer at the Recreation Center. The Recreation Center will not allow him, stating that they don't have the means to work with him. Advocate for your brother to be allowed to play.
 - **Scenario 2:** You want to take your sister, who is in a wheelchair, to a musical festival. When you arrive, you realize there is no way for her to enter the

building. Advocate for changes to be made to the building in order to make the space wheelchair friendly.

- **Scenario 3:** You have an interview for the job of your dreams. This place has never hired people under the age of 21. How would you advocate for yourself in order to get your dream job? Feel free to create an imaginary job to state your case.
- **Scenario 4:** Your teacher moves the date of your test up two weeks earlier than your class expected. No one feels prepared, and it is causing stress among your classmates. How do you convince your teacher to move the test to a time that makes everyone more comfortable?
- **Scenario 5:** You are invited to a bonfire at the end of the school year. Some students are throwing their books into the bonfire, including sacred texts. What do you do?
- **Assignment Scenarios: Middle School**
 - **Scenario 1:** You see someone being pushed around by one of your friends in the cafeteria. You want to stop this from happening immediately. What do you do?
 - **Scenario 2:** A group of kids in your class are spreading hurtful rumors about your friend through text and social media. You know these rumors are not true. What can you do?
 - **Scenario 3:** Your teacher moves the date of your test up two weeks earlier than your class expected. No one feels prepared, and it is causing stress among your classmates. How do you convince your teacher to move the test to a time that makes everyone more comfortable?
 - **Scenario 4:** A new boy in your class is a refugee. Your friends always say racist things to him, make fun of his English, and tell him to go back home. What would you do?
 - **Scenario 5:** You had an accident and need to use a wheelchair for the next 10 weeks. Your school stated that they would rather provide home tutoring, even though the school is wheelchair accessible. You want to attend classes with your friends. What do you do?
 - **Scenario 6:** You are invited to a bonfire at the end of the school year. Some students are throwing their books into the bonfire, including sacred texts. What do you do?
 -

Supplementary Social Justice Lessons

1. Tun Fatimah Hashim helped establish salary equity between men and women in Malaysia. Partake in a classroom experiment to teach about inequity. Place a yellow piece of paper on half the students' desks and a green piece of paper on the other half of the students' desks. Ask students to complete a simple task (i.e. copy a sentence from the board). Give the students with the yellow papers, 100% on their assignment and give the students with the green papers 60%. Do this a few more times or until a student voices inquiry. Explain how this inequality prevails all over the world. Have students reflect on how they felt when they had to experience it.
2. Have students write a narrative about a time they witnessed bullying or mistreatment of another, and made the choice to be a bystander. Have the students share their stories in small groups and then re-write them, changing their role to ally.
3. Create a class brainstorm of all the things happening in the community the students consider wrong, unjust, unfair, or unkind. Decide as a class to take on one of those injustices and become activists for that cause. (Perhaps the students will choose children who are homeless and have a bake sale or host another type of fundraiser.)
4. Choose an important issue or select something from the class brainstorm from above, and lead students in a letter writing campaign to a local or state politician.
5. Using political cartoons from history that vilified a specific group, have students analyze why these depictions are morally wrong and the detrimental effects they have on both the group and society as a whole.

Teaching Empathy: Interior Monologue

1. Definition of interior monologue: An interior monologue is simply the imagined thoughts of a character in history, literature, or life at a specific point in time.
2. After reading the article, students will brainstorm particular key moments, turning points, or critical challenges Tun Fatimah confronted.
3. Then they will try to identify what Tun Fatimah was thinking, how she overcame her fears, and what gave her momentum to move forward.

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