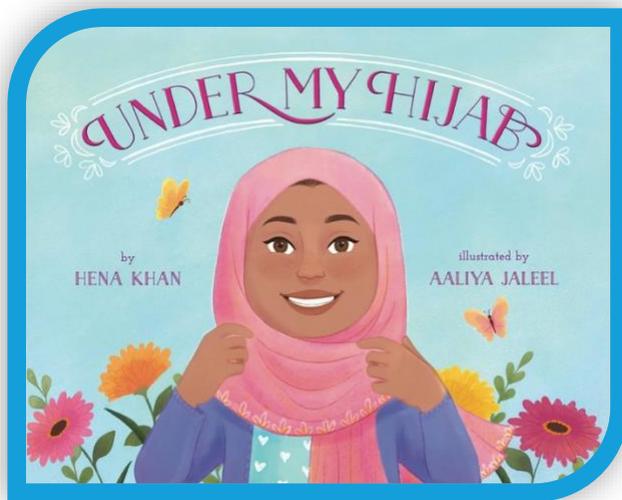


ADL / Book of the Month

Presented by ADL's Education Division

About the Book of the Month Parent/Family Discussion Guide: This collection of featured books is from Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A World of Difference® Institute](#), ADL's international anti-bias education and diversity training provider. For parents, guardians and family members, reading the books listed on this site with your children and integrating the concepts into your interactions with them is an excellent way to help children grapple with and learn about these important principles.



Under My Hijab

Hena Khan (Author), Aaliya Jaleel (Illustrator)

ISBN: 978162014792

Publisher: Lee & Low Books

Year Published: 2019

Age Range: 4–8

Book Themes

Women and Girls, People, Religion and Customs, Muslim People, Diversity

About the Book

Grandma wears it clasped under her chin. Aunty pins hers up with a beautiful brooch. Jenna puts it under a sun hat when she hikes. Zara styles hers to match her outfit. As a young girl observes six very different women in her life who each wear the hijab in a unique way, she also dreams of the rich possibilities of her own future, and how she will express her own personality through her hijab. This book honors the diverse lives of contemporary Muslim women and girls, their love for each other and their pride in their culture and faith.

Conversation Starters

Whether you read the book along with your child or your child reads it on their own and you discuss it later, you can use these open-ended questions to deepen the conversation. Remember not to judge their responses, listening thoughtfully and engaging in a give-and-take that will help them expand upon their understanding of the book and its themes.

- What happens in the story?

- What do all of the women and girls have in common? In what ways are they different?
- What scene or picture do you like the best and why?
- What did you learn about the hijab that you didn't know before?
- What do you notice about when the characters in the book wear a hijab and when they do not? Do you know why that is the case?
- What kinds of interests and jobs do the women and girls have? Why do you think the author had so many different women and girls in the book?
- Do you know anyone who wears a hijab? Did you know why they wear a hijab, and do you know now?
- What are other ways people show their beliefs and/or culture through what they wear?
- Why do you think it's important to learn about different kinds of people's customs and cultures?
- Why do you think the book is called *Under My Hijab*?
- What do you think is the overall message of the book?

Talking Points

Below are some important considerations to highlight in order to make this a learning opportunity for your child and your family.

1. People, Identity and Culture

In the book, we learn something about Muslim women and an aspect of their identity and culture, which for some, includes wearing a hijab. You can describe culture as “parts of daily life that are seen in food, customs, holidays, music and more that a group of people share.” Explain that these aspects of culture are often handed down from one generation to another through relatives and ancestors. They are also sometimes—but not always—connected to their geographic location or country where people's relatives originally came from. Talk with your child about the aspects of culture(s) that are important in your family. Explain how you would define your family's culture(s), and together identify what foods, holidays, customs, religious practices, etc. are important to your family. Your family may connect with more than one culture or may not have a strong cultural identity, and that can also be discussed as well. Talk with your child about what they know and don't know about their culture, what they may have found out about their culture from you (their parent), grandparents or other relatives; what more they want to know and the questions they can ask in order to learn more. You may also want to highlight other people in your life (your child's peers, friends and family friends) who have similar or different religions and cultures from your own. Stress that culture is part of who we are but not all of who we are.

2. Religion and Bias

Together, read aloud the “About the Hijab” note in the back of the book that explains what a hijab is and why and how it is worn. Determine if your child has any questions and if you don't know the answers, research and learn together. Explain to your child that the author provides this information because sometimes people don't know or understand why people wear a hijab or they may have misconceptions about the hijab's meaning/importance or why women wear it. You can also discuss more generally that people of different religions and faiths have different practices around clothing and head coverings (e.g., some Muslim women wear a hijab, some Jewish men wear a kippah or

yarmulke and some Sikh women and men wear a turban). Explain that people wear these for different reasons and not all people who practice the religion wear them. You can watch this [3-minute video](#) about Ibtihaj Muhammad. Ibtihaj is the first U.S. Olympian to wear a hijab. You can also share that sometimes people outside that particular religion don't know or understand what these religious head coverings are so it's helpful to explain. In addition, sometimes people are targeted based on their religion for **bullying** and/or **bias** as a result of wearing a religious head covering. You can share parts of [this video](#) where the author of *Under My Hijab* discusses that situation. Ask your child if they have experienced or seen religious bias or bullying in their school or community and the different ways one can act as an ally (see resource below) in those situations.

Key Terminology

Bias: a preference either for or against an individual or group that affects fair judgment.

Bullying: when a person or a group behaves in ways—on purpose and over and over—that make someone feel hurt, afraid or embarrassed.

3. Women's History Month

Explain to your child that the month of March is Women's History Month—an annual celebration of the history, achievements and contributions of women in the U.S. Explain that the reason a month is dedicated to honoring women's history is because sometimes when history is discussed and taught, women are not included due to sexism, bias and exclusion. This is also true for other themed months such as Black History and National Hispanic Heritage Month. You can explain that because this book focuses on girls and women, specifically those who wear the hijab, it shows and represents many different Muslim women and girls, conveying the idea that people who belong to a particular culture are not all the same. Also address the importance of overcoming obstacles and how difficult it can be when people hold stereotypes (the false idea that all members of a group are the same and think and behave in the same way)—in this case those stereotypes could be about women and/or people who are Muslim. Discuss why stereotypes are unfair and explain that it is important we work to challenge stereotypes and encourage all people to express themselves, explore their interests and follow their dreams.

Other Books You May Like



Golden Domes and Silver Lanterns: A Muslim Book of Colors by Hena Khan,

www.adl.org/education/educator-resources/childrens-literature/golden-domes-and-silver-lanterns-a-muslim-book-of



Lailah's Lunchbox: A Ramadan Story by Reem Faruqi, www.adl.org/education/educator-resources/childrens-literature/lailahs-lunchbox-a-ramadan-story



Yo Soy Muslim: A Father's Letter to His Daughter by Mark Gonzales,

www.adl.org/education/educator-resources/childrens-literature/yo-soy-muslim-a-fathers-letter-to-his-daughter

ADL Additional Resources

The following are curriculum and other resources on people, identity and culture.

Curriculum Resources

7 Ideas for Teaching Women's History Month, www.adl.org/education/educator-resources/lesson-plans/7-ideas-for-teaching-womens-history-month.

Who Am I? Identity Poems, www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems.

Websites

Be an Ally: Six Simple Ways

www.adl.org/education/resources/tools-and-strategies/be-an-ally-six-simple-ways

Some simple things a student can do to be an ally to targets of name-calling and bullying.

Early Childhood FAQs: The Question Corner

www.adl.org/education/resources/tools-and-strategies/question-corner

A collection of answers to frequently asked questions about anti-bias issues faced by early childhood professionals and family members interested in promoting respect for diversity among young children.

Parent, Family and Caregiver Resources

www.adl.org/education/resources/tools-and-strategies/parent-family-and-caregiver-resources

Strategies, tips, guiding principles and resources to help parents, family members and caregivers impart values and principles to the children in their lives.

Table Talk: Family Conversations about Current Events

www.adl.org/education/resources/tools-and-strategies/table-talk

Provides the tools parents and family members need to engage their families in conversations about important news stories and other timely discussions about societal and world events. Includes discussion guides containing a topic summary, questions to start the conversation and dig deeper, ideas for taking action and additional resources.

Women's History Month Resources

www.adl.org/education/resources/tools-and-strategies/womens-history-month-resources

A list of PreK-12 curriculum and other educational resources to bring Women's History Month to classrooms and schools.

Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

Religion & Religious Bigotry: Muslim/Muslim-American, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid\[229\]=229](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid[229]=229)

People, Identity & Culture: Middle Eastern, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid\[211\]=211](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid[211]=211)

Gender & Sexism: Girls and Women, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid\[173\]=173](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid[173]=173)