



Book of the Month

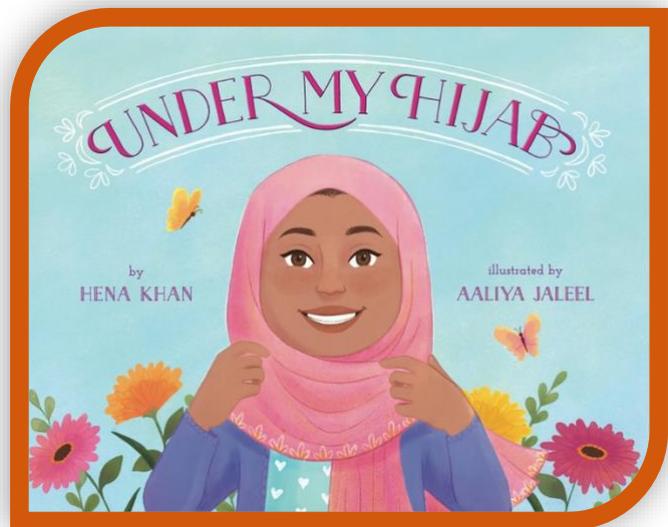
Presented by ADL's Education Department

About the Book of the Month: 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 educators, adult family members and other caregivers of children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

Under My Hijab

Hena Khan (Author), Aaliya Jaleel
(Illustrator)

Grandma wears it clasped under her chin. Auntie 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.



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

Key Words

Discuss and define these words with children prior to reading the book. You do not need to focus on students' retention of all the words; instead make sure they understand the words enough to follow the story and remind children of the words' meanings as they come up in the book. You can also post the

words and point out to students when they appear in the story. See also ADL's [Education Glossary Terms](#) which include some differentiated definitions for younger children.

- black belt
- fashionable
- fearless
- funky
- hijab
- huddle
- Inspire
- Modest
- peeks
- silky
- streaked
- Studio
- stylish

Discussion Questions

Before reading the book aloud, ask some/all of these pre-reading questions:

- What is the title of the book?
- What can you tell about the person on the cover and who do you think she is?
- What do you think the book might be about?

As you read the book aloud, ask a few discussion questions periodically throughout reading to check for comprehension and keep the students engaged. Below are some sample questions that correlate to specific page numbers.

- What does the girl's mother do for a job? (page 6)
- What do you see under Jenna's hat? (page 15)
- What is Iman doing? (page 23)

After reading the book aloud, ask some or all of the following discussion questions:

- What is the book about?
- What do you notice about all the girls and women of when they wear their hijab and when they don't?
- What do all the women have in common? In what ways are they different?
- Do you know why the women in the book wear a hijab?
- Do you know people who wear a hijab or other head coverings?
- Why do you think the author focused on girls and women?
- At the end of the book when the girl says, "these wonderful girls and women inspire me," what does she mean? Why do they inspire her?
- What did you learn about Muslim people and the hijab that you didn't know before?
- Why do you think the book is called *Under My Hijab*?
- What do you think is the overall message of the book?

Extension Activities

Below are activities in which you can engage students in order to extend the learning from the book.

1. My Favorite Scene

With students, brainstorm a list of scenes from the book (e.g., when the girl makes cookies with her grandmother, when she goes for a hike with Jenna and her troop, when she decides on clothes with her sister, Zayna). After compiling a list of scenes, have students select one scene that they particularly like or find impactful. Based on their selected scene, have students draw the scene and write a few words of dialogue that they think the people featured in their drawing might say, and draw/write those in with speech/dialogue bubbles. If most of the scenes of the book are covered by the students' illustrations, create a new book with all of the students' drawings together or display them on the bulletin board. As a point of interest, show your students this [behind-the-scenes](#) look at *illustrator Aaliya Jaleel's creative process*.

2. Religion, Identity and Bias

Read aloud the note in the back of the book, "About the Hijab" that explains what a hijab is and why and how it is worn. See if students have any questions about it and explain that sometimes people have misconceptions or don't understand why people wear a hijab so the author provided this information. Talk with children about how people of different religions have different practices around clothing and head coverings; you can share that 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 that 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 other people 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** or **bias** as a result of wearing a religious head covering. You can share parts of [this video](#) where the author discusses that situation. Have students share in pairs or small groups examples of bias or bullying they have heard about, seen or experienced themselves about an aspect of someone's identity. Identity categories can include: appearance, race, religion, gender, ethnicity, sexual orientation, disability, etc. and you can adjust those identity categories to fit the age group of your students.

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. Learn about the Author

Engage students in a research project to learn more about the author, Hena Khan. Students can gather information by visiting her [website](#), watching [this video](#), reading, watching or listening to other interviews she has done (found on her website) and conducting online and other research. As a class, prior to their research, you can brainstorm questions students might explore such as: *Where is Hena Khan from and where did she grow up? Why did she become a writer? What does she write about? What other books has she written? What other interests does she have?* Then give students time to conduct their research and culminate the project by giving students a choice as to how they will present what they learned (e.g., imagined diary entries, a role-play interview with the author, an

article or essay about her, a Power Point presentation). You can also have students write letters to Hena Khan, which can be submitted through her website, sharing their thoughts about the book.

ADL Resources

The following are curriculum and other educational resources on women and girls, Muslim people and identity/culture.

Curriculum Resources

Diverse Books Matter, www.adl.org/education/educator-resources/lesson-plans/diverse-books-matter.
Identity-Based Bullying, www.adl.org/education/educator-resources/lesson-plans/identity-based-bullying.

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

Who is Malala Yousafzai?, www.adl.org/education/educator-resources/lesson-plans/who-is-malala-yousafzai.

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.

Myths and Facts about Muslim People and Islam

www.adl.org/education/resources/tools-and-strategies/empowering-young-people-in-the-aftermath-of-hate

This resource provides background knowledge about Muslim people and Islam, facts and information that dispel stereotypes and myths, terminology and suggestions on ways educators can address issues on immigrants and immigration in the classroom.

Safe and Inclusive Schools for All

www.adl.org/education/resources/tools-and-strategies/safe-and-inclusive-schools-for-all

Provides information about how to promote a safe, respectful and inclusive school community.

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)