



THE ‘MUSLIM BAN’ AND THE POWER OF PROTEST

Lesson Updated 3/16/17

On January 27, 2017, President Trump signed an executive order called “Protecting the Nation from Foreign Terrorist Entry into the United States,” which he said was to screen out “radical Islamic terrorists.” The executive order was quite controversial and many of its critics referred to it as a “Muslim ban” because it temporarily barred the entry of even visitors from seven majority Muslim countries. Within 23 hours of the order being signed, immigration agents began detaining travelers from designated countries. Word spread through social media and protestors gathered at airports across the country to demand the detainees’ release and the rescinding of the ban; these protests continued the next day in airports and other locations nationwide. In addition, hundreds of attorneys showed up at U.S. airports to offer free legal help to the travelers and family members of loved ones detained under the executive order. The American Civil Liberties Union (ACLU), along with other organizations, immediately challenged the executive order in court and a stay was issued, temporarily blocking President Trump’s policy from taking effect and preventing refugees and immigrants from being deported.

On March 6, President Trump signed a [new executive order](#). The order repealed and replaced his original January 27 executive order that was ultimately blocked by a federal appeals court. The new order continued to impose a 90-day ban on travelers from six majority-Muslim countries, but it removed Iraq from the list. It also exempted permanent residents and current visa holders, and dropped language offering preferential status to persecuted religious minorities. It also reversed an indefinite ban on refugees from Syria, but kept the 120 day ban on all refugee resettlement. In addition, it kept the cap on refugee resettlement for at 50,000 for 2017.

On March 14, hours before the new executive order was scheduled to go into effect, a federal judge in Hawaii issued an order blocking the travel ban and refugee bans from going into effect nationwide. On March 15 a judge in Maryland issued an order also blocking the travel ban nationwide.

This lesson will provide an opportunity for students to learn more about the executive order and the actions immediately following the signing of it, reflect on trending hashtags to gain insight into people’s thoughts about the executive order, read an op-ed critical of the executive order and write their own op-ed that represents their point of view on the topic.

[Notes to Teacher: You may want to reflect on whether you have students in your class who are Muslim or who are from (or their families are from) the countries identified in the executive order. Consider the extent to which those particular students could be negatively impacted by addressing the topic in the classroom, for who it may be upsetting and scary. For some students, however, it could be a relief to discuss a topic that is so important and close to home.

Because this lesson is about a lively issue in the news, be aware that news and events on this topic are changing rapidly. Depending on when you teach this lesson, you may want to find additional articles and resources that provide updated information.]

See these additional ADL resources: *Current Events Classroom* lessons "[We Were Strangers Too: Learning about Refugees through Art](#)," "[Refugee Crisis in Europe: How Should the World Respond?](#)" and "[Anti-Muslim Bigotry and Being an Ally](#)," [Myths and Facts about Muslim People and Islam](#) and [Welcoming the Stranger: ADL's Commitment to Protecting Refugees](#).

Grade Level: grades 9–12

Time: 45–60 minutes

Common Core Anchor Standards: Reading, Writing, Speaking and Listening

Learning Objectives:

- Students will learn more about the executive order and reflect on the impact of the protests.
- Students will identify trending hashtags on the topic and explore what the hashtags reveal about people's thoughts on the topic.
- Students will explore one point of view and then write an op-ed that represents their own point of view.

Compelling Question: How do I feel about the 'Muslim ban?'

Materials:

- "Donald Trump's Un-American Refugee Policy" (*The New York Times*, January 27, 2017, www.nytimes.com/2017/01/27/opinion/donald-trumps-un-american-refugee-policy.html, one copy for each student)
- [Argumentative Essay Graphic Organizer](#) (one copy for each student)

Vocabulary:

Review the following vocabulary words and make sure students know their meanings. (See ADL's "[Glossary of Education Terms](#)" for additional terminology.)

- | | | | |
|---------------|----------------|--------------|----------------|
| • abjures | • extremism | • moral | • repudiation |
| • charity | • humanitarian | • persecuted | • resettlement |
| • detainees | • green card | • propaganda | • vetting |
| • enlightened | • indefinitely | • refugees | • vulnerable |

INFORMATION SHARING

1. Ask students: *Do you know what an executive order is?* If students don't know, explain that an **executive order** is an official statement from the President about how the federal agencies he oversees should use their resources. Executive orders are intended to work within the parameters that are already set

by Congress and the Constitution. While considered permanent, executive orders are subject to legal review.

Optional: Show the video [Here's how powerful an executive order is and how it could be reversed.](#)

2. Next, ask students: *Did you hear about the recent executive order that President Trump issued about people from predominately Muslim countries?*

Share some or all of the following information:

- On January 27, President Trump signed an executive order called “Protecting the Nation from Foreign Terrorist Entry into the United States” which is intended to screen out “radical Islamic terrorists.” The Executive Order includes the following: (1) suspend admission of all refugees for 120 days while a new system is put in place to tighten vetting, (2) ban the entry of foreign nationals for 90 days from seven majority Muslim countries: Syria, Iran, Sudan, Libya, Somalia, Yemen and Iran and (3) halt the flow of refugees from Syria until further notice.

At first, the order was interpreted to mean that even lawful permanent residents (also known as green card holders) who were from those seven countries could not enter the United States. A few days after signing the executive order, the White House adjusted the ban somewhat, saying that the temporary ban on visitors did not apply to those with green cards.

- On January 28, the morning after the executive order was issued, immigration agents detained two Iraqis at JFK Airport in New York City. Two New York Congress people, Nydia Velazquez and Jerrold Nadler, went to the airport and, with attorneys, tried to assist the Iraqi detainees. Word spread throughout social media about their plight and people came to JFK Airport to protest the executive order and bring attention to the ban. The Department of Homeland Security reported that there were 109 people denied entry into the United States, and 173 people who had been abroad and were trying to get back to the United States were not allowed to board their flights. Protestors gathered at airports across the country to demand the detainees’ release and the rescinding of the ban, including: Chicago, Seattle, Newark, Fairfax, Denver, Chicago, Dallas, Portland, OR, Los Angeles, San Francisco, San Diego and others. Demonstrations continued on Sunday at airports and other locations around the country, including Washington, D.C.
- Hundreds of attorneys showed up at U.S. airports all over the country to offer free legal help to the travelers and family members of loved ones detained under President Trump’s executive order.
- The American Civil Liberties Union, along with other organizations, immediately challenged Trump’s executive order in court as violating the Due Process and Equal Protection Clauses of the U.S. Constitution. They got a hearing at a Federal Court in Brooklyn, NY on January 28 and the judge issued a stay, which blocked President Trump’s policy from taking effect and preventing refugees and immigrants from being deported. In addition, a handful of other federal judges have temporarily blocked parts of the order.
- In Congress, Democrats emphatically denounced Trump’s executive order. So far, sixteen Republicans in Congress have publicly criticized the Executive Order. Senate Minority Leader Chuck Schumer vowed to introduce legislation in Congress to overturn Trump’s executive order.
- On January 29, Trump issued a statement claiming that the executive order is not a ‘Muslim ban.’ The statement read: “To be clear, this is not a Muslim ban, as the media is falsely reporting. This is not about religion—this is about terror and keeping our country safe.” However, on FOX News over the weekend of the executive order, Rudy Giuliani, an early Trump supporter and current White House cyber security adviser, said that President Trump talked with him about wanting a “Muslim ban” and requested he assemble a commission to show him “the right way to do it legally.” Further, in an interview with the Christian Broadcasting Network, Trump was asked whether he would

prioritize persecuted Christians in the Middle East for admission as refugees, and he replied, “Yes.” The order explicitly says that they will prioritize people who are part of the country’s minority religion and who are facing persecution as a result of their religion.

- On February 3, a federal judge in Seattle, WA temporarily blocked President Trump’s executive order from being enforced nationwide. The White House vowed to fight the decision, calling it an “outrageous” ruling. Two days later, a Federal Appeals Court rejected a request by the Justice Department to immediately restore President Trump’s executive order and instead asked the state of Washington and the Trump administration to file more arguments by February 6. The ruling means that refugees and travelers from seven predominantly Muslim nations would, for now, continue to be able to enter the United States.
3. After sharing some or all of the information, engage students in a brief discussion by asking:
- What did you learn that you didn’t know before?
 - What are your thoughts about what you heard?
 - What impact do you think the protests had on public awareness, public opinion and some of the adjustments that were made in the executive order?
 - What more do you want to know?

USING HASHTAGS TO LEARN MORE

1. Using their phones, tablets or computers (if available in the classroom), have students identify some of the hashtags that were popular or trending over the weekend that the executive order was issued. First, ask them if they know of any hashtags and record those on the board/smart board. Then, share the following hashtags by adding them on the board/smart board:

#NoBanNoWall	#DeleteUber
#MuslimBan	#WelcometoCanada
#JFKProtest	#RefugeesWelcome
#JFKTerminal4	#NotInOurName
#StopPresidentBannon	#BuildBridgesNotWalls

2. Working in pairs, have students identify one or two hashtags. Using their phones, tablets or computers, have them find 10 examples of social media posts on Twitter, Facebook and Instagram. Still in pairs, have them discuss what they think the hashtag means, whether it means different things to different people, and how the hashtags are being used on social media.
3. When students have collected and discussed the posts, have some of them share aloud what they discussed in their pairs (depending on how much time you have).

READING ACTIVITY

1. Explain to students that as a class, they are going to read an op-ed that reflects a particular point of view about the executive order. Ask: *What is an op-ed?* Explain that an **op-ed** is a piece of writing that is typically published by newspapers, magazines and online publications that expresses the opinions of a

named author. Explain that an **editorial** is an opinion piece written by the senior editorial staff or publisher of a newspaper, magazine or online publication

2. Distribute a copy of *The New York Times* op-ed "[Donald Trump's Un-American Refugee Policy](#)" and give students time to read silently for 10–15 minutes. You may choose to read the article aloud by having students take turns reading.
3. Engage students in a discussion by asking:
 - How did you feel as you read the op-ed?
 - What did you learn that you didn't know before?
 - What is the position of the David Miliband, the author of the article?
 - What evidence does he provide for his point of view?
 - How does the author's perspective shape what he wrote in the op-ed?
 - From the author's point of view, how does the executive order run counter to American values?
 - How does the article impact your point of view about the executive order and policy about refugees?

WRITING ACTIVITY

1. Explain to students that they will now write their own opinion pieces about the executive order. The essays will be argumentative essays which include evidence that supports their position. Therefore, students will have to take a position and provide evidence to support their position, similar to an op-ed or editorial. The writing can begin in class and be assigned for homework. Students may need to do additional research which should factor into the decision of how much time you will give them to complete their writing.
2. Have students begin their essay in class by having them work on the [Argumentative Essay Graphic Organizer](#). Explain that they will complete the rest of the organizer and the essay for homework over the next days or weeks. They can use any of the information shared in class, the articles listed below and additional research they conduct themselves. The overall steps in the process should include:
 - a. Decide on your position statement.
 - b. Consider 2–3 reasons for your position.
 - c. Gather evidence such as examples, statistics, quotes, polls, facts, etc.
 - d. Organize opinion and evidence using the [Argumentative Essay Graphic Organizer](#).
 - e. Write your essay and include the following:
 - Description of the issue or controversy and your opinion statement (You may also include the counter-argument).
 - 2–3 reasons for your opinion with supporting evidence (examples, historical information, statistics, polls, quote and facts).
 - Restate your opinion, summarize your reasons and state your call to action or summary position.
3. When students have completed their essays, consider sharing them on the school blog (if there is one) or submit them to their local newspapers for possible publication.

CLOSING

Have students do a go-round where each student shares one hashtag which particularly resonates with them about the executive order. They can share a hashtag that has been discussed in today's lesson or a new one that they create.

ADDITIONAL READING AND RESOURCES

- [“Everything you need to know about Donald Trump's 'Muslim ban'”](#) (*The Telegraph*, January 30, 2017)
- [“Four federal judges issue orders blocking parts of Trump’s executive order on immigration”](#) (*The Washington Post*, January 29, 2017)
- [“Hundreds of lawyers descend on airports to offer free help after Trump’s executive order”](#) (*The Washington Post*, January 29, 2017)
- [In President Trump’s First Week, ACLU Hands Him First Stinging Rebuke](#) (ACLU, January 28, 2017)
- [“Lives Rewritten With the Stroke of a Pen”](#) (*The New York Times*, January 29, 2017)
- [“Social Media Drives Nationwide Solidarity Over Muslim Ban”](#) (*Diversity Inc.*, January 30, 2017)
- [“The \(growing\) list of Republicans in Congress who have criticized Trump’s immigration order”](#) (Vox, January 29, 2017)
- [“Thousands of people are protesting Trump’s immigration order at airports across America”](#) (Vox, January 28, 2017)
- [“Trump Bars Refugees and Citizens of 7 Muslim Countries”](#) (*The New York Times*, January 27, 2017)
- [“Trump signs order temporarily halting admission of refugees, promises priority for Christians”](#) (*The Washington Post*, November 27, 2017)

COMMON CORE ANCHOR STANDARDS

Content Area/Standard
Reading
Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.
Writing
Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
Standard 7: Conducts short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.
Speaking and Listening
Standard 1: Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.

ARGUMENTATIVE ESSAY GRAPHIC ORGANIZER

Paragraph 1: INTRODUCTION

Attention-grabbing opening:

Background of Issue:

My position:

(May include counter-argument)

Paragraph 2: Reason #1

Supporting Evidence:

- ✓
- ✓
- ✓

Paragraph 3: Reason #2

Supporting Evidence:

- ✓
- ✓
- ✓

Paragraph 4: Reason #3

Supporting Evidence:

- ✓
- ✓
- ✓

Paragraph 5: CONCLUSION

Restate opinion:

Summarize your three reasons:

State your “call to action” or summary position: