

Teaching Beyond September 11th

Module 16



Growing Up in the Shadow of 9/11

Module 16, Lesson 1

Reflecting on 9/11

TURN AND TALK: Respond to any of the following prompts.
It's okay if each person responds to a different prompt
(3mins)

1. What do you remember learning about 9/11 as a child?
What do you wish you had been taught?
2. Were there school remembrances on the anniversaries of 9/11?
3. Do you know people who entered the US military and were stationed in Afghanistan or Iraq?
4. Are you connected to any of the communities that faced backlash after 9/11?



Arab Middle Eastern Muslim South Asian

AMEMSA is an umbrella term to describe Arab, Middle Eastern, Muslim, and South Asian communities.

These groups are connected in large part through how they have been treated through laws and policies that were passed following 9/11 and targeted many of these groups for surveillance, interrogation, detention and deportation.



Meet the activists

Maryam
Abdul-Kareem

a Black Muslim
woman who
grew up in
Virginia

Ameer Abdul
Rahman

a Palestinian
American
Muslim man
who grew up
in Colorado

Harleen Kaur

a Sikh
American
woman who
grew up in
the Midwest

Nour
Vakhshoury

an Iranian
American
woman who
grew up in
Southern
California



Identity and the Spark of Activism

In this first of three videos, the young activists describe the spark of their activism and how their experiences growing up in the shadow of 9/11 impacted them in lasting ways.

Think-Pair-Share

What new information have you learned about 9/11 from the [Identity and Spark of Activism](#) video?

What are your reactions to the stories that the young activists shared about their childhood experiences following 9/11?


Additional Prompts:

1. Maryam uses the term “othered” to describe her experiences at school following 9/11. What does it mean to be “othered”? / What does Maryam mean when she recounts her experiences as a Black Muslim?
2. How do you think Ameer’s experiences as a six-year-old listening to death threats and seeing security at his school affected him?
3. When Harleen mentions that her family didn't fly as much, she is talking about the "flying while brown" phenomenon. What does that mean? How did 9/11 impact the way that Harleen’s family traveled, and why?

What was the Muslim and African Ban?

In December 2015, then-candidate Donald Trump called for a “total and complete shutdown of Muslims entering the United States until our country's representatives can figure out what is going on.”

Immediately following his inauguration in 2016, he signed into law the first version of the Muslim Ban, a ban on travelers, refugees, and immigrants from seven Muslim-majority countries (Iran, Iraq, Syria, Yemen, Libya, Somalia, and Sudan)



The 2016 Election and the Muslim & African Ban

This second video discusses the Muslim and African Ban's passage in 2017, and the impact that the ban had on the young activists' work and on their communities.

Discussion Prompts

If your community were targeted by the Muslim & African Ban, how might you react?

What do the young activists note in Video 2 about the ways they reacted to the Muslim & African Ban that were different from their reactions and experiences following 9/11 (Video 1)? In what ways were their reactions or experiences the same?



Solidarity and Lessons in Activism

This final video delves into the four activists' perspectives and work on solidarity and justice for those most marginalized by Islamophobia, racism, and white supremacy. It also provides ideas of how youth can get involved in or further their involvement in activism.

Discussion Questions

Ameer mentions that justice would mean **taking a step back**; Nour mentions that it means **not being burned out**; and Maryam mentions **joy**. What do these descriptions and examples of justice mean to you?

After viewing these videos, what does justice for AMEMSA communities look like to you?