

Grade 9

Love, Hate & Other Filters,
by Samira Ahmed



Writing Activity 1:

Maya is a Muslim from an immigrant family. Even if you aren't from the same background as Maya, how could you relate to her struggles and dreams? What about her experiences felt familiar/different? Write a brief commentary in response to these questions, citing evidence from the text.

Creative Activity 2:

Consider the title *Love, Hate, and Other Filters*. How does Maya use filters in her daily life? How do the other characters use filters? What filters do you use? Think about these questions and then use a social media app to create a self-portrait / selfie that represents how you see yourself, how others see you, or a combination of both. Beneath your self-portrait, write a caption to describe the image.

Research Activity 3:

Research the topic of "Islamophobia" and create a short presentation that shows your findings. Consider the following questions; What does the term "Islamophobia" mean? In what ways have Muslims experienced racism in the United States? Globally? How did the events of 9/11 affect the ways in which Muslim-Americans were perceived? How is Islamophobia similar to/different from anti-Black racism? How is Islamophobia similar to/different from racism towards immigrants from Latin America?

Grade 10

Summer of the Mariposas



Activity 1:

Odilia and her four sisters must defeat a witch and her Evil Trinity: "a cunning warlock, a coven of half-human owls, and bloodthirsty chupacabra who prey on cattle." Can these fantastic trials prepare Odilia and her sisters for what happens when they face their final test, returning home to the real world, where goddesses and ghosts can no longer help them? Write an essay responding to the above question. Be sure to include the title, a full introduction, the body of the answer, and the conclusion.

Activity 2:

Think of other stories you know where fantastic beings or mythology are combined with the reality of today. Create your own story using some fantastic or mythical beings that you know in your country, or you can use any of the mythical beings of ancient Greece (as in *The Odyssey*) to write your story.

Activity 3:

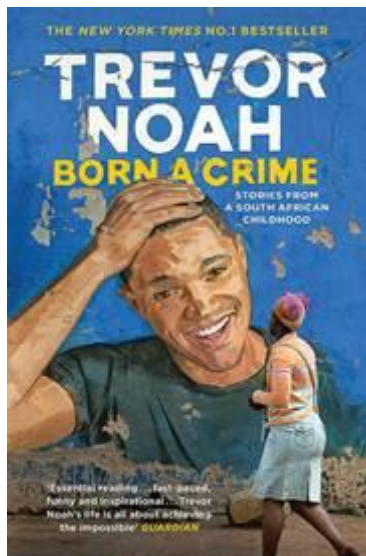
Write a review for *Summer of the Mariposas*, making recommendations for future readers of the story. After completing your review, create a 5 minute long video discussing your review and recommendations.

Don't forget to include in your review and presentation:

- Title of the work
- Author
- Year of publication
- Brief description of the author
- Summary of the text
- Critical Commentary
- Conclusions

Grade 11

Born a Crime: Stories from a South African Childhood,
by Trevor Noah



Writing Activity 1:

Write a brief commentary that traces two or more of the following themes throughout the book, noting examples of where they appear in the text: masculinity, love, religion, role models, tradition, identity, education, discrimination, social class. Analyze each theme on its own, and then compare it to another theme, drawing on evidence from the text. Consider what these themes suggest for Trevor's development.

Creative Activity 2:

Option #1: Watch [Chimamanda Adichie's TED Talk, "The Danger of a Single Story."](#) Then respond by 1) considering a dangerous single story or dominant narrative about one of your identities (race, ethnicity, social class, gender, sexual identity, language, etc.) and; 2) creating a "counter-narrative" that challenges and speaks back to that single story, representing you and/or your community more fully. Your counter-narrative could take the form of a letter, poem, essay, visual art, music, or any other creative medium.

Option #2: Noah provides a rich description of Alexandra, one that encourages considering the city from an assets-based perspective. Using pages 204–206, create a visual representation of Alexandra as he describes, supporting your decisions with textual evidence. Then, explain how Noah's description of the city helps to understand the importance of the place on his identity and of the other South Africans who live there. Find supporting resources about Alexandra and apply them to understanding more about the city and its residents.

Option #3: Hip-hop has been called a global movement for its ability to act as a platform for young people's agency and to allow them to articulate their concerns. Noah describes how he used hip-hop to broker his entry into peer groups and events, and as a source of income. Select lyrics from a few global hip-hop artists and conduct a critical analysis of the lyrics. Additionally, draw on research from hip-hop scholars. Then present your findings in a three-column chart or another creative medium that notes similarities and differences in the text of the lyrics. Finally, present your own argument about hip-hop's impact on global youth culture.

Research Activity 3:

- Research South Africa's system of apartheid and create a short presentation that shows your findings. Consider the following questions: Did you know anything about the history of apartheid in South Africa prior to reading this book? What have you learned from your research? What was the role of South Africa's National Party in the apartheid system? What was Nelson Mandela's role in ending apartheid? How was apartheid similar to American Jim Crow and how was it different? How did apartheid teach people to treat other people based on their race? How do you see this dynamic play out in your own country or community today? How can this book contribute to understanding the current state of race relations in the United States?

Grade 12

Alicia Afterimage



Activity #1:

Throughout the book, several teens describe seeing or keeping physical evidence that symbolizes Alicia to them (e.g., ladybugs or cards). How are these mementos tied to sentimental meaning or spiritual matters? What role do these mementos play in helping the teens cope with their grief?

Activity #2:

The word believe appears on the last page of the book. What do you think the word is referring to? What does it mean in the context of this story? Notice the way in which the word is positioned by flipping back and forth between the last and next-to-last pages. What is the significance of where the word is placed?

Research Activity #3:

What does it mean to have “closure”? To what extent do the people in the book find closure? On pages 130 and 131, the author tells what the teens profiled are doing four years after the accident. What does this information tell you about closure? Can a book like this help provide closure?

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