

شهر التراث العربي

# ARAB AMERICAN HERITAGE MONTH

APRIL

نيسان

TEACH  
ARAB  
HISTORY

NAJI  
DAIFALLAH  
SOLIDARITY

EDWARD  
SAID

# Celebrate Arab American Heritage Month

A GUIDE FOR TEACHERS AND STAFF ON  
ARAB AMERICAN HERITAGE MONTH  
CREATED BY ARAB YOUTH



# A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

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[\\*CLICK HERE TO DOWNLOAD THE POSTER](#)



RAWAN A. BAY AREA ARAB YOUTH

# A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

## Why This Guide?

Youth leaders of Arab Youth Organizing (AYO), the youth program of the Arab Resource and Organizing Center (AROC), are inviting school educators, staff, and administrators to use this as a resource in your classrooms and districts to support and celebrate Arab American students and families.

## What is Arab Youth Organizing? (AYO)

In 2008, Arab youth came together to form Arab Youth Organizing (AYO), to organize for social change in areas that most impact their lives. AYO has expanded to include weekly leadership development programs for Arab and Muslim youth across the Bay Area, and within the Oakland and San Francisco Unified School Districts.

AYO leaders develop leadership skills and successfully lead campaigns that advance racial and economic justice, connecting around their shared experiences and envisioning the world they are collectively building alongside other movements for social change.



## A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

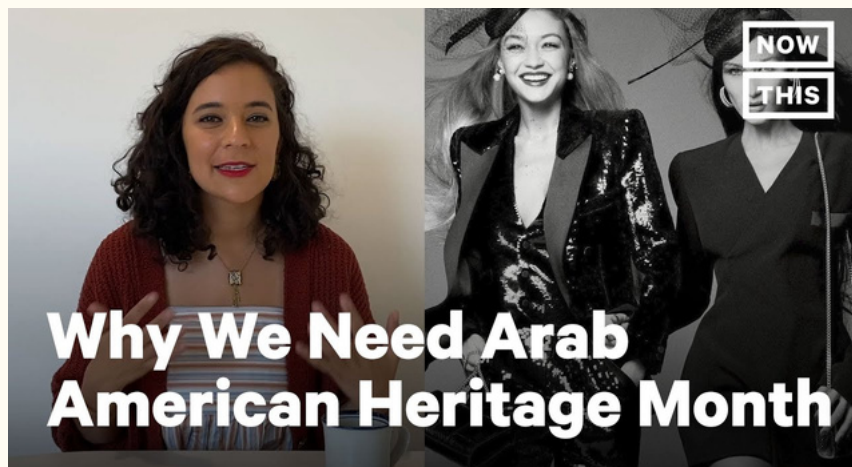
# *Did you know that* **APRIL IS ARAB AMERICAN HERITAGE MONTH?**

In 2022, the U.S. Department of State recognized April as National Arab American Heritage Month! This came after years of organizing and advocacy by Arab American organizations, in celebration of the long and rich history of Arab Americans in the United States.

Arab is defined by being from or having heritage from one of the 22 Arabic-speaking countries. SWANA is a term increasingly used in recognition of the diversity of communities from the South West Asia and North African region. Both terms represent communities with shared experiences of racialization and Othering in the US.

Although the federal government recognizes Arab American Heritage Month, **few resources exist to support schools in implementing programming and lessons to mark this important month.** When available, existing materials **do not center the voices of Arab youth**, who often feel **marginalized** in the classroom while being **hypervisible** by anti-Arab racism and islamophobia in school and in society. This guide reflects their experience in schools and in the communities in which they live. Join us in uplifting Arab youth stories and voices!

### **WATCH:**



## Arab Youth: In Their Own Words

### A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

# ARAB AMERICAN HERITAGE & CULTURE

Arab culture is as beautiful as it is diverse. It includes incredibly detailed architecture such as the dome, built atop renowned mosques throughout the Arab region, and the colorful tiles that cover Arab walls. There is divine tea and coffee (that used to be primarily cultivated and exported from Yemen) poured into matching cup sets. Coffee is offered as a form of greeting to guests, whether it be in shopping markets or their own homes. From the food, clothing, music, art, language, and architecture, there is so much to be celebrated, including the connection Arab youth feel to one another and to their ancestors. This section highlights Arab heritage with the hope that through narratives and visuals, educators and school administrators will be more equipped to learn and teach about the values and practices of Arab culture and heritage.

## THE INVISIBILITY AND ERASURE OF ARABS

*Who are Arabs? Are Arabs white?*

### WATCH:



## Arab Youth: In Their Own Words

# A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

## ARAB YOUTH SPOTLIGHT

# MAYA

## SAN FRANCISCO YOUTH

### CAN YOU SHARE ABOUT YOUR BACKGROUND AND WHERE YOUR FAMILY IS FROM?

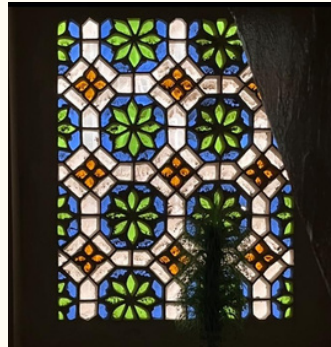
*My name is Maya, a second-generation Yemeni American. Growing up in the public school system, in particular, growing up in San Francisco with its diverse student population has been a positive experience. However, this is not to say that there aren't still things we could do better, such as better displaying or representing Arab students in SFUSD.*

### ARE YOU ABLE TO MAINTAIN A CONNECTION WITH YOUR COMMUNITY OR HOMELAND?

*I am able to keep in touch with both my native country and the Arab community. As a proud Yemeni, I carry my heritage and culture with me wherever I go and wear it as a crown.*

### WHAT ARE YOUR HOPES AND DREAMS FOR THE ARAB COMMUNITY AND THE FUTURE OF EDUCATION IN THE SF BAY AREA?

*My wish is that we will feel at ease and that we will have a place to go back to where we can live and thrive as Arab youth.*



*These are pictures Maya took from her trip to Yemen last year*



### WHAT DO YOU THINK TEACHERS CAN DO TO HELP SUPPORT ARAB STUDENTS AND ARAB AMERICAN HERITAGE MONTH?

*I believe Ethnic Studies and Social Studies teachers should incorporate an Arab American lesson into their lesson plans, along with a lecture on Arab history. They should talk about the difficulties the Arab community faces, uplift our stories... empower Arab voices and identities.*

### ARE THERE PEOPLE FROM YOUR COMMUNITY OR FAMILY WHO INSPIRE YOU TO THRIVE AND PRACTICE RESILIENCE?

*From my mother's resilience in continuing to attend school after 9/11 to my grandmother educating me about our culture, practices, and how we create cultural art, everyone in my family has helped me develop resilience.*

## Arab Youth: In Their Own Words

# A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

### ARAB YOUTH SPOTLIGHT

# AISHA

### OAKLAND YOUTH

#### **CAN YOU SHARE A LITTLE ABOUT YOUR BACKGROUND AND WHERE YOUR FAMILY IS FROM?**

*My name is Aisha, a second-generation Palestinian American. I am able to maintain a connection with my homeland through my Teta (grandmother). I maintain that connection by learning about our enriching cuisine & our stories of resistance & resilience.*

#### **ARE THERE PEOPLE FROM YOUR COMMUNITY WHO INSPIRE YOU TO THRIVE AND PRACTICE RESILIENCE?**

*Being in AYO has helped me connect with my Arab community and reestablish my Arab identity. As I work with Arab youth to change the systems that oppress us & reconstruct ways of representation within our communities I've found myself feeling empowered as I realize I am not alone.*

*My Teta (grandmother) inspires me; she migrated here leaving her family behind to provide her children with a better life while also being the anchor of our culture here in the U.S. Sharing her culture with pride I have adopted her traits and go on to continue to educate with resilience.*



#### **WHAT DO YOU THINK TEACHERS CAN DO TO HELP SUPPORT ARAB STUDENTS AND ARAB AMERICAN HERITAGE MONTH?**

*To better support Arab youth and AAHM I believe ethnic and social studies teachers should adapt lesson plans that highlight Arab history, and allow Arab youth the space to teach the class a lesson about their history and their stories.*

#### **CAN YOU SHARE YOUR EXPERIENCE GROWING UP IN THE PUBLIC SCHOOL SYSTEM OF OAKLAND?**

*Growing up in the Oakland public schools has been difficult for me. There's a diverse student population but a lack of representation for Arab students. That lack of representation has hugely impacted my identity as an Arab student.*

*Getting news updates about my homeland Palestine is also devastating as it is never accurately portrayed and discussed in the media, leaving my community to suffer. I observe the pain my Teta endures watching her home become forgotten.*



**ARAB YOUTH: IN THEIR OWN WORDS**

**A GUIDE TO ARAB AMERICAN HERITAGE  
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**WE ASKED ARAB YOUTH AT RAOUL WALLENBERG HIGHSCHOOL**

**WHAT DOES  
BEING ARAB  
MEAN TO  
YOU?**

*"Having roots and  
passionate values  
that are held even  
when they are  
opposed"*

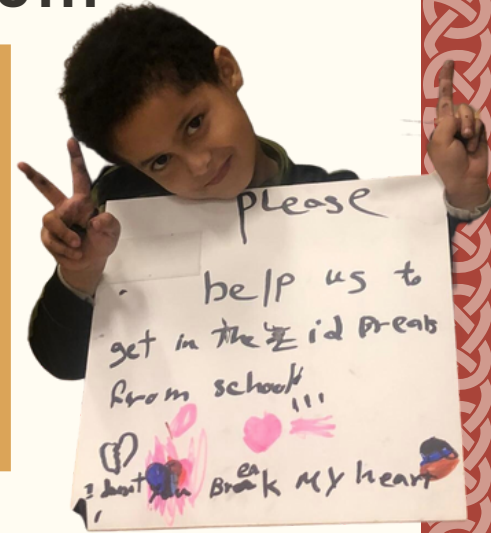
*"Being a part of a  
strong and loving  
community where  
there is a hand to  
guide you and a body  
to hug"*

*"Resisting  
oppression"*

## A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH



# COMMUNITY ORGANIZING HIGHLIGHT



In 2021, Arab students initiated a petition calling on making Eid a holiday in the San Francisco Unified School District. In the fall of 2022, the Board of Education passed a resolution to implement the school holiday.

In 2023, San Francisco Unified School District **officially moved spring break in order to accommodate the Eid holiday**, to be celebrated by San Francisco students in 2024. **The move came after hundreds of students and community advocates mobilized to pressure the district to implement Eid.**

The significance of the Eid campaign is beyond winning a school holiday of cultural significance for the Arab community. For Arab youth leaders, it is one example of what school districts can do to honor, celebrate, and represent Arab communities in the public education system. **We encourage school districts to adopt Eid-Al-Fitr and Eid-Al-Adha as school holidays in their district calendars to celebrate with their Arab students.**

Read/Watch more on the campaign and the latest developments here

WATCH



READ

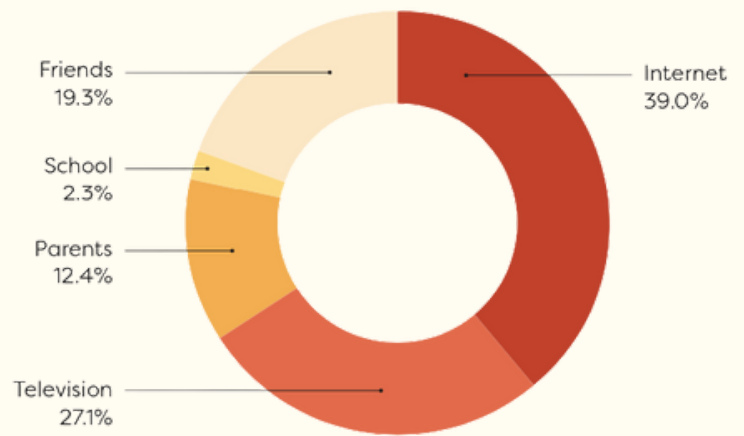
[ACROSS THE COUNTRY, A PUSH TO OBSERVE MUSLIM HOLIDAYS IN SCHOOL CALENDARS](#)

**Arab Youth: In Their Own Words**  
**A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH**

# ANTI-ARAB RACISM & MISCONCEPTIONS

There has long been misrepresentation or complete lack of information in schools (only 2.3% of students learn about Arab history or culture in schools, TURATH 2020) about Arab American communities, homelands, histories, and cultures. Here are some common misconceptions:

*Where do students learn about Arabs & Muslims?*



## *Misconceptions and Stereotypes We Experience Most*

“

DON'T YOU ALL LIVE IN DESERTS AND RIDE CAMELS?

OH YOU'RE ARAB DO YOU LIVE IN LIKE A WAR ZONE?

YOU'RE ARAB AND CHRISTIAN?! AREN'T ALL ARABS MUSLIM?

I HEARD THAT ARABS WERE WHITE

AREN'T ARAB WOMEN OPPRESSED?

”

## A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

# BREAKING DOWN THE STEREOTYPES & MISCONCEPTIONS

Although many Arabic-speaking countries have desert-like geographies, these are orientalist tropes that paint a single story of what is a rich history and culture of the Arab region.

Early Arab immigrants identified as white in order to gain access to citizenship. There is NO racial or ethnic classification for Arab Americans in the U.S. Census Form. Arab American classification as “white” has led to serious problems in underrepresenting the community.

Arab is an ethnicity while Muslim is a religious identity. Arabs come from Muslim, Jewish, and Christian religious backgrounds amongst other religions.  
Muslims can be from any racial or ethnic background, and Islam is a majority religion in many countries outside the SWANA region.

Statements like this are very harmful, this is reflective of post 9/11 sentiment that Arab women needed saving by way of the “War on Terror”.  
“Particular strands of U.S. liberal feminism and U.S. imperialism have worked in tandem... Both rely upon a humanitarian logic that justifies military intervention, occupation, and bloodshed as strategies for promoting ‘democracy and women’s rights.’ This humanitarian logic disavows U.S.-state violence against people of the Arab and Muslim regions rendering it acceptable and even, liberatory, particularly for women” (INCITE! Nader 2011)

Although most recent Arab Americans migrated to the U.S. because of instability in the region created primarily through imperialist wars, this hasn’t always been the case. The portrayal of Arabs as inherently violent and in need of saving is simply an orientalist trope that legitimizes interventions by the West, and normalizes war.

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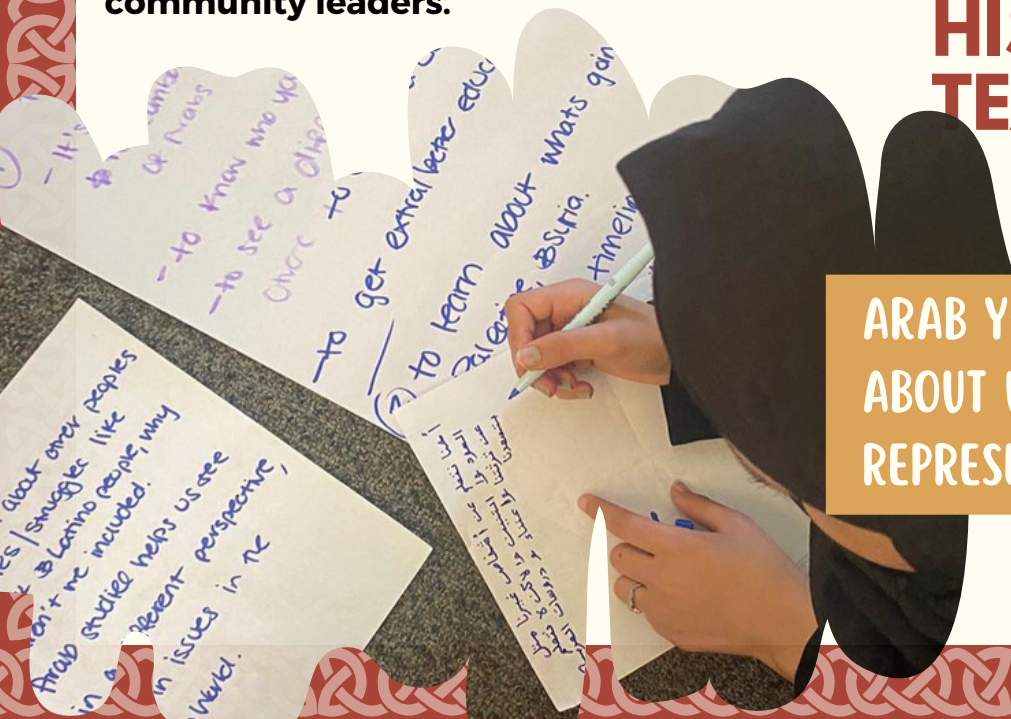
# ARAB AMERICAN HISTORY AND TURATH

The Arab youth spotlights and the AROC TURATH report included in this guide point to a lack of institutional support for Arab students and a lack of Arab representation in the school curriculum.

Whether it is correcting the pronunciation of a word or a name, or having to challenge a so-called joke that causes harm, it is a heavy burden for Arab youth to be expected to represent and explain an entire region to an audience whose understanding of the region is based solely on western stereotypes. **Educators in the classroom have a responsibility to teach about the region and our cultural histories from the perspective of Arab intellectuals, historians, artists, student activists, and community leaders.**

“ I HAVE BEEN DEFENDING MY PEOPLE AND CULTURE SINCE I STARTED SCHOOL. I FIND THAT I ALWAYS HAVE TO FACT-CHECK MY TEACHERS, ESPECIALLY MY HISTORY TEACHERS. ”

ARAB YOUTH WRITING IN ARABIC ABOUT WHAT ARAB REPRESENTATION MEANS.

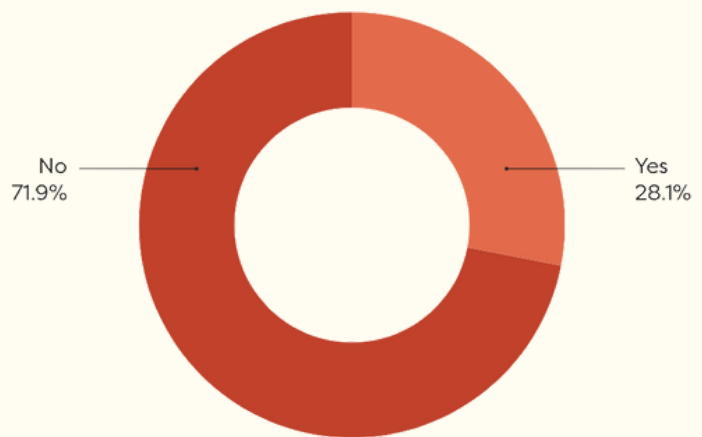


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# ARAB AMERICAN HISTORY AND TURATH

**Nearly 30% of  
teachers said they  
don't feel  
comfortable  
teaching about  
Arabs or Muslims  
in their classroom.**

*Do you feel uncomfortable teaching  
about Arabs and Muslims?*



## ARAB AMERICAN HISTORICAL FIGURE HIGHLIGHT

### NAGI DAIFALLAH

**YEMENI LEADER IN THE UNITED  
FARM WORKERS MOVEMENT**

PODCAST:  
VIVA BROTHER NAGI

DOWNLOAD MISSION HIGH ACC  
NAGI DAIFALLAH POSTER

WATCH: TAKALAM! OAKLAND ARAB  
YOUTH ON NAGI DAIFALLAH

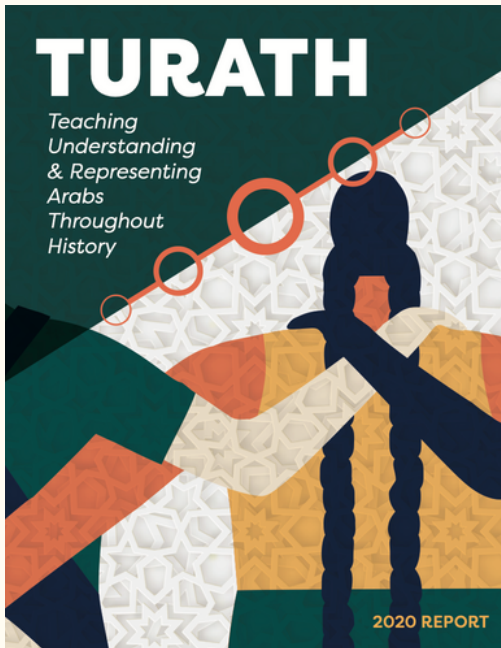


DIGNIDAD REBELDE

# A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

## CURRICULUM & RESOURCES

For teaching about Arab Americans, teaching Arab American students, & Arab American studies



A 2020 survey of Arab youth and public educators in the Bay Area conducted by AYO! TURATH includes the classroom assessments and solutions proposed by Arab youth.

[DOWNLOAD PDF REPORT](#)

Watch: Arab Youth Speaking Up: Oakland Takalam Program



[OUSD Office of Equity Slide Deck: What does it mean to be Arab American?](#)



Download book from the Arab American National Museum on Arab American history, culture and experience.



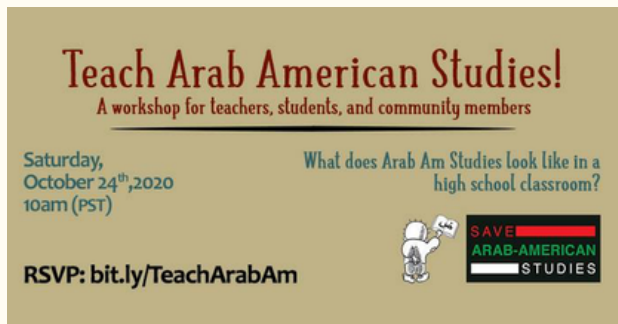
[WATCH: ARAB | How You See Me](#)

# A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

## CURRICULUM & RESOURCES

For teaching about Arab Americans, teaching Arab American students, & Arab American studies

Teach Arab American Studies: A Workshop for Teachers, Students, and Community Members (Webinar & Slidedeck)



**Lesson: Solidarity between Black and Arab autoworkers**

**GRADE LEVEL: 9-12**  
by Yahya Josh Cadji

When Arab and Black Detroit Auto Workers went on Strike for Palestine and better working conditions

**Essential Question:** How were Arab and Black auto workers in solidarity with each other?

[Use this slideshow for context!](#)



**LESSON PLAN + READING**

**SLIDE DECK**



**RESOURCES: SUPPORTING ARAB STUDENTS IN THE CLASSROOM**

[Supporting Arab American Students in the Classroom](#) | [Learning for Justice](#)

[What Every Teacher Should Know About Serving Immigrant-Origin Students](#)

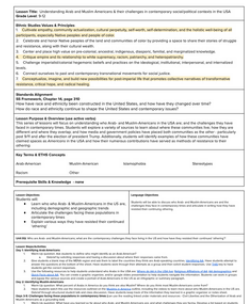
[Research finds sustained impact from an ethnic studies class](#) | [Stanford News](#)

**Lesson: Understanding Arab and Muslim Americans & their challenges in contemporary social/political contexts in the US**

**GRADE LEVEL: 9-12**  
by Samia Shoman



**LIBERATED ETHNIC STUDIES**  
MODEL CURRICULUM CONSORTIUM



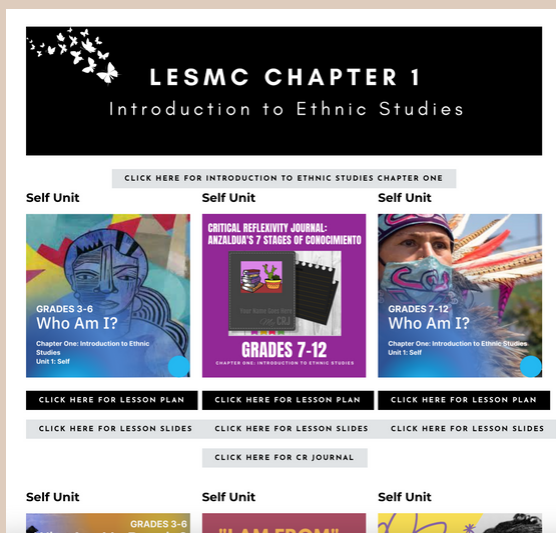


# A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

## CURRICULUM & RESOURCES

For teaching about Arab Americans, teaching Arab American students, & Arab American Studies

### CURRICULUM FROM THE LIBERATED ETHNIC STUDIES MODEL CURRICULUM CONSORTIUM (LESMCC)



**LESMC CHAPTER 1**  
Introduction to Ethnic Studies

[CLICK HERE FOR INTRODUCTION TO ETHNIC STUDIES CHAPTER ONE](#)

Self Unit      Self Unit      Self Unit

**GRADES 3-6**  
Who Am I?  
Chapter One: Introduction to Ethnic Studies  
Unit 1: Self

**CRITICAL REFLEXIVITY JOURNAL: ANZALDIA'S 7 STAGES OF CONOCIMIENTO**  
**GRADES 7-12**  
CHAPTER ONE: INTRODUCTION TO ETHNIC STUDIES  
Unit 1: Self

**GRADES 7-12**  
Who Am I?  
Chapter One: Introduction to Ethnic Studies  
Unit 1: Self

[CLICK HERE FOR LESSON PLAN](#)   [CLICK HERE FOR LESSON PLAN](#)   [CLICK HERE FOR LESSON PLAN](#)

[CLICK HERE FOR LESSON SLIDES](#)   [CLICK HERE FOR LESSON SLIDES](#)   [CLICK HERE FOR LESSON SLIDES](#)

[CLICK HERE FOR CR JOURNAL](#)

Self Unit      Self Unit      Self Unit

**GRADES 3-6**      **"I AM FROM"**      **GRADES 7-12**



**LESMC CHAPTER 4**  
Asian American/Pacific Islander/Arab American Studies

#### INTRODUCTION TO ETHNIC STUDIES K-12

#### CHAPTER FOUR: ASIAN AMERICAN/PACIFIC ISLANDER STUDIES/ARAB AMERICAN STUDIES (GRADE LEVEL: 7-12)

### CURRICULUM FROM THE ARAB AMERICAN NATIONAL MUESUM (AANM)

Lesson plans from Arab American National Museum (AANM) Grade levels: K-12

Virtual English-Arabic Storytime with AANM



Arab American National Museum

UPCOMING

**June English-Arabic Storytime**

ENGLISH-ARABIC STORYTIME

Russell J. Dohil Library & Resource Center

FREE with RSVP

Children ages 2-6 and their parents are invited to attend

### MORE RESOURCES

FOR EDUCATORS - ARAB AMERICAN NATIONAL MUSEUM

KARAMA: ARAB AND ISLAMIC WORLD INFORMATION PROJECT

# A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

## RESOURCES

**ADVOCATING FOR ARABIC** - RETHINKING SCHOOLS

**ARAB MUSLIM CANADIAN HIGH SCHOOL STUDENTS CALL FOR GLOBALIZED CURRICULUM TO CHANGE STEREOTYPES** - THE CONVERSATION

**AS AN ARAB AMERICAN MUSLIM MOTHER, HERE IS THE EDUCATION I WANT FOR MY CHILDREN** - RETHINKING SCHOOLS

**COMMON MISCONCEPTIONS ABOUT ARAB IDENTITY AND CULTURE** - ARAB AMERICA

**DABKE TIME - A SHORT DOCUMENTARY FILM**

**ETHNIC STUDIES: BORN IN THE BAY AREA FROM HISTORY'S BIGGEST STUDENT STRIKE** - KQED

**HOW TEACHERS CAN SUPPORT STUDENTS DURING RAMADAN** - PBS

**INTERVIEW: ARTNELSON CONCORDIA: WHY WE NEED ETHNIC STUDIES** - LLAG RADIO

**LOVE FOR SYRIA** - RETHINKING SCHOOLS

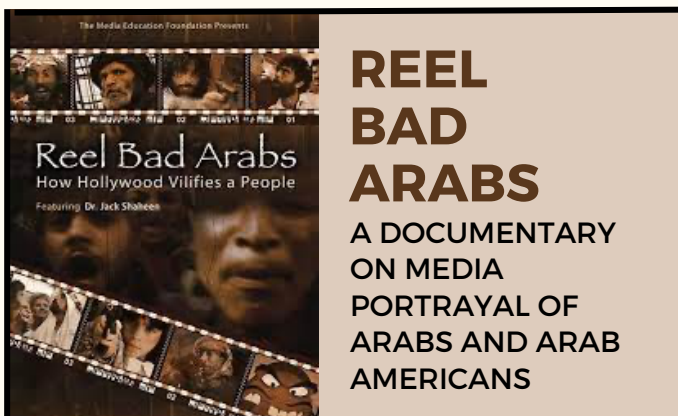
**'MORE THAN ALADDIN': DISMANTLING COMMON MISCONCEPTIONS ABOUT ARAB AND MUSLIM STUDENTS** - EDUCATION WEEK

**PODCAST: THE WHITENESS MYTH** - THROUGHLINE NPR

**SAVE ARAB AMERICAN STUDIES! EDUCATORS FIGHT FOR AUTHENTIC ETHNIC STUDIES** - RETHINKING SCHOOLS

**SHORT VIDEO: EXPLAINING ORIENTALISM** - TRT WORLD

## WATCH THESE DOCUMENTARY FILMS

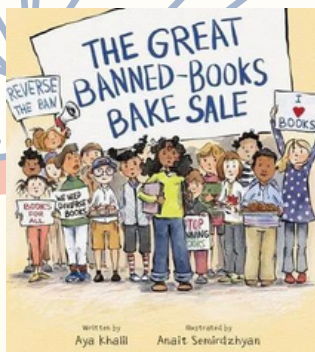
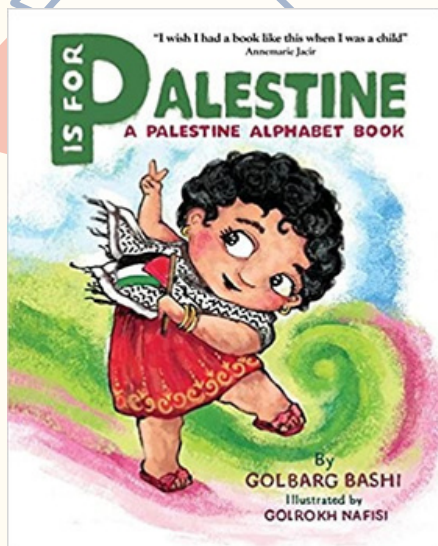
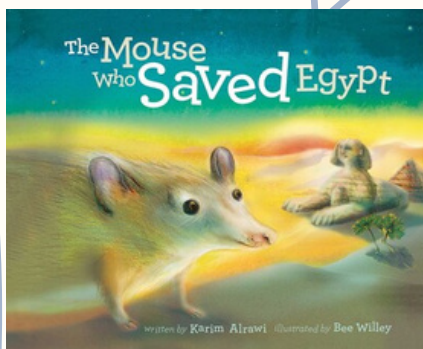
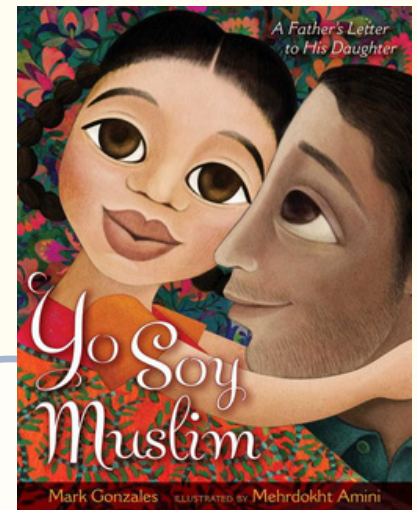
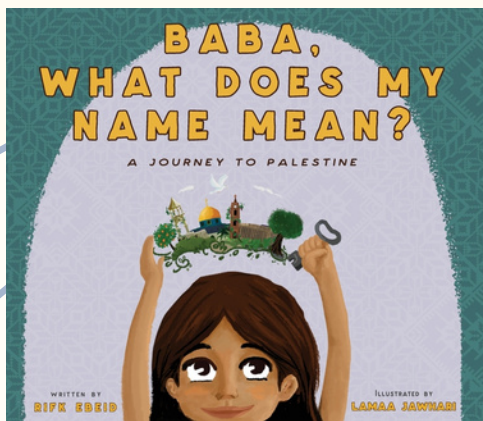
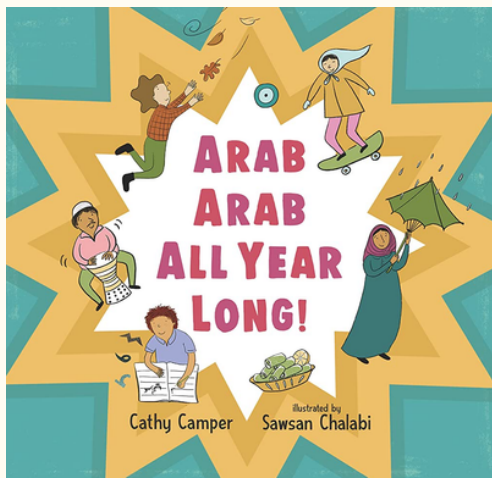


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## BOOKS ARAB YOUTH AND THEIR PARENTS RECOMMEND

DURING ARAB AMERICAN HERITAGE MONTH:

### PRE-K AND EARLY ELEMENTARY LEVEL

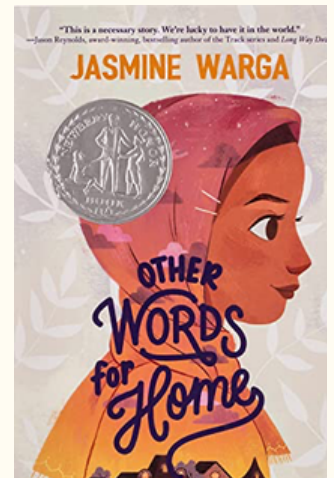
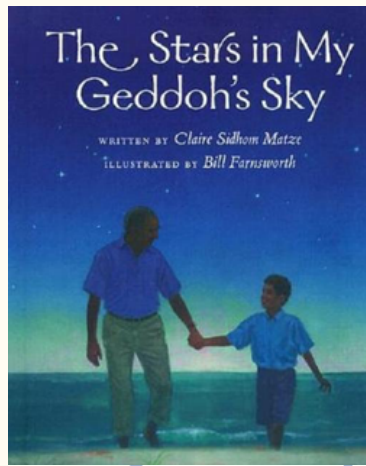
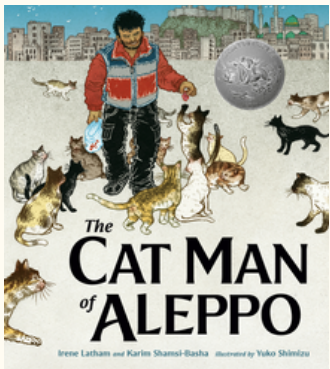


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## BOOKS ARAB YOUTH AND THEIR PARENTS RECOMMEND

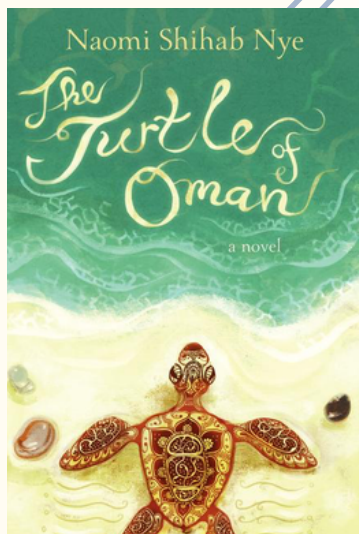
DURING ARAB AMERICAN HERITAGE MONTH:

### ELEMENTARY SCHOOL LEVEL



(Grade level: 4-8)

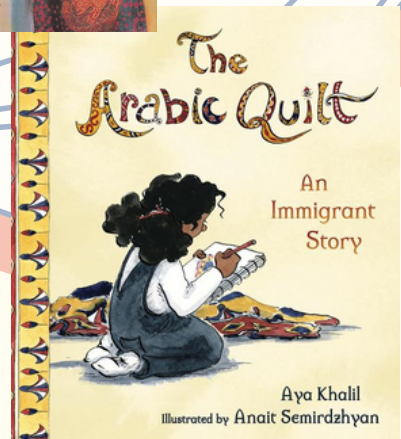
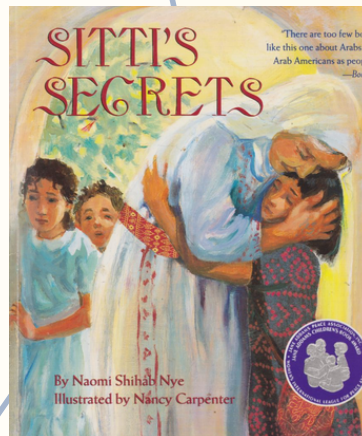
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(Grade level: 4-8)



(Grade level: 4-8)

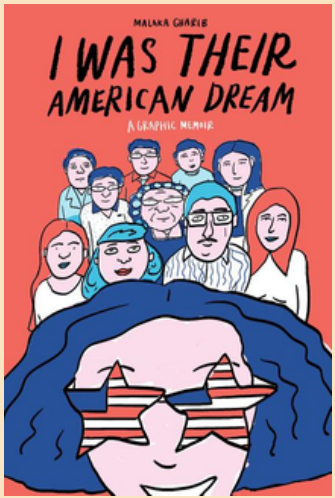


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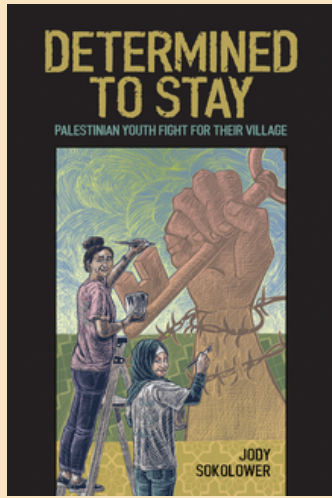
## BOOKS ARAB YOUTH AND THEIR PARENTS RECOMMEND

DURING ARAB AMERICAN HERITAGE MONTH:

### MIDDLE SCHOOL LEVEL

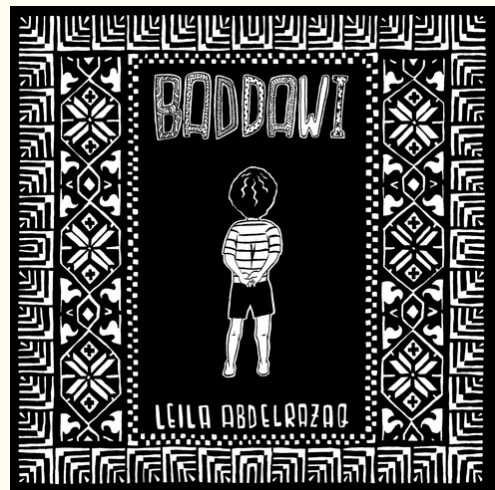


(Grade level: 7-12)



(Grade level: 7-12)

### HIGH SCHOOL LEVEL



### THEY CALLED ME A LIONESSE



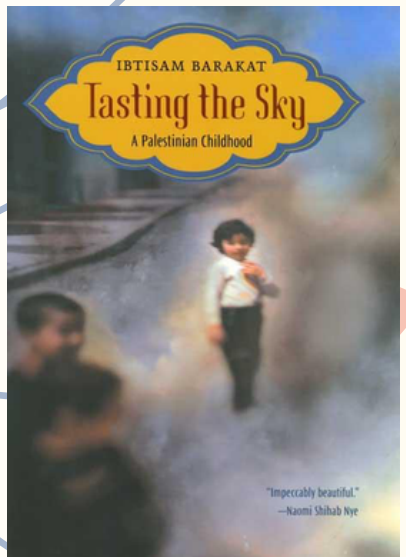
A PALESTINIAN GIRL'S  
FIGHT FOR FREEDOM

AHED TAMIMI AND DENA TAKRURI



Leila Aboulela

*Elsewhere,  
Home*



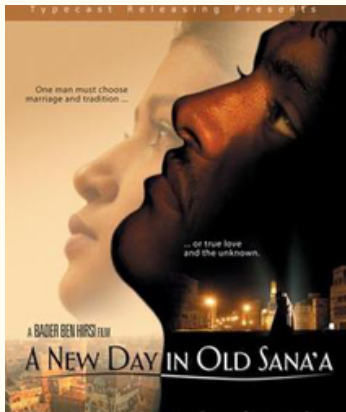
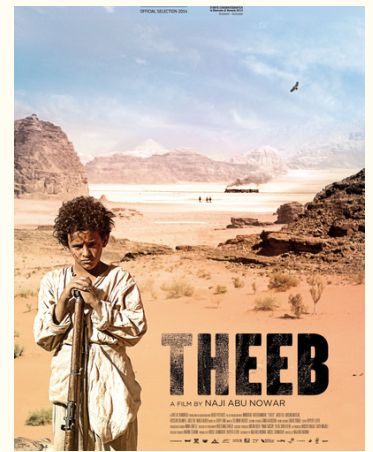
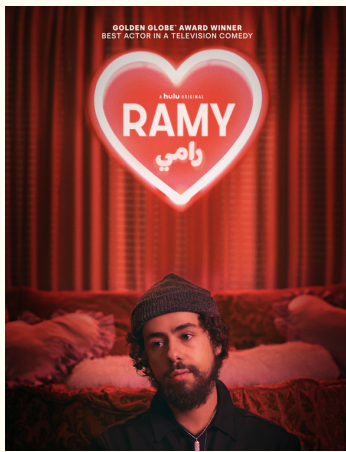
"Impeccably beautiful."  
—Kamri Shihab Iye

(Grade level: 6-12)

# A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

## MOVIES/SHOWS/DOCUMENTARIES ARAB YOUTH AND THEIR PARENTS RECOMMEND

DURING ARAB AMERICAN HERITAGE MONTH:



## A GUIDE TO ARAB AMERICAN HERITAGE MONTH CREATED BY ARAB YOUTH

# LOCAL ARAB COMMUNITY ORGANIZATIONS AND EDUCATIONAL RESOURCES

**Arab Resource & Organizing Center, AROC**

**Arab Asian Pacific Islander Student Achievement, OUSD**

**American Association of Yemeni Students and Professionals, AAYSP**

**Teach Palestine, Project of Middle East Children's Alliance**

**Center for Middle Eastern Studies, UC Berkeley**

**Arab & Muslim Ethnicities & Diasporas Program, SFSU**

**The Markaz Resource Center, Stanford University**

# ARAB AND SWANA CULTURAL GROUPS AND RESOURCES

## **AL JUTHOOR OF THE ARAB SHATAT**

Al-Juthoor, meaning "roots" in Arabic and "shatat" meaning diaspora, is a Bay Area Palestinian folkloric dance troupe.

## **GOLDEN THREAD FAIRYTALES**

Golden Thread Fairytale Players is the Bay Area's only multicultural theater that offers a child-centered cultural exploration of the Middle East.

## **ASWAT ENSEMBLE**

ASWAT is the Bay Area's Premier Arab Music Ensemble.

## **ARAB FILM AND MEDIA INSTITUTE**

The Arab Film and Media Institute (AFMI) is a non profit organization founded by the team behind the largest and oldest Arab Film Festival in North America.

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