



# Under My Hijab

written by Hena Khan

illustrated by Aaliya Jaleel

## About the Book

**Genre:** Juvenile Fiction

**Format:** Hardcover, \$18.95

**ISBN:** 9781620147924

**Reading Level:** Grade 3

**Interest Level:** Grades PreK-4

**Guided Reading Level:** K

**Accelerated Reader® Level/Points:**  
N/A

**Lexile™ Measure:** AD710L

\*Reading level based on the ATOS Readability Formula

**Themes:** Childhood Experiences and Memories, Cultural Diversity, Diversity, Families, Identity/Self Esteem/Confidence, Imagination, Multiethnic interest, Poetry, Religion/Spiritual, Religious Diversity, Muslim/Muslim American Interest

**Resources on the web:**

[leeandlow.com/books/under-my-hijab](http://leeandlow.com/books/under-my-hijab)

## SYNOPSIS

Grandma's hijab clasps under her chin. Auntie pins hers up with a whimsical brooch. Jenna puts a sun hat over hers when she hikes. Iman wears a sports hijab for tae kwon do. As a young girl observes the women in her life and how each covers her hair a different way, she dreams of the possibilities in her own future and how she might express her personality through her hijab.

With cheerful rhyming text by the author of *Golden Domes and Silver Lanterns*, and charming illustrations from a talented newcomer, *Under My Hijab* provides a friendly introduction to hijabs for all readers, and celebrates the many Muslim women and girls who choose to wear them.

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

## BACKGROUND

### About the Hijab from Hena Khan

"Like many other religions, Islam asks its followers, both men and women, to dress in a modest way. Hijab is a common word for the headscarf that millions of Muslim women wear to cover their hair and often their ears, necks, and chests. They may choose to dress in the hijab to reflect their faith, to feel closer to God, or because they believe their religion requires them to keep these parts of the body private.

Women put on the scarf when they go to work or school, play sports, or do any activity in a public setting. But they uncover when they are at home, with the men in their immediate families, or in the company of other women and girls. Young girls may practice wearing a hijab as part of a school uniform or to mirror the women in their lives. However, most girls don't wear the hijab regularly until adolescence.

It is important to note that many observant Muslim women, including the author of this book, choose not to wear a hijab, based on their personal interpretations of Islamic religious requirements. Yet they may cover their hair in certain situations, such as visiting a mosque or while praying. As you saw on these pages, the hijab, like other types of clothing, is worn in many different styles depending on a person's individual taste and culture, and it can be a beautiful expression of Islamic faith."

### Muslim Demographics

Twenty-five percent of the global population—people from every ethnic group, race, and culture—identify as Muslim. As of 2015, there were an estimated 1.8 billion Muslims around the world, making Islam the world's second-largest religious tradition after Christianity and currently the fastest-growing world religion. (<https://www.pewresearch.org/fact-tank/2017/01/31/worlds-muslim-population-more-widespread-than-you-might-think/>) (<https://www.pewresearch.org/fact-tank/2017/08/09/muslims-and-islam-key-findings-in-the-u-s-and-around-the-world/>). The Pew Research Center estimates that there were about 3.45 million Muslims of all ages living in the U.S. in 2017, and that Muslims make up about 1.1% of the total U.S. population. The Muslim population in the United States has grown at a rate of roughly 100,000 per year (<https://www.pewresearch.org/fact-tank/2018/01/03/new-estimates-show-u-s-muslim-population-continues-to-grow/>), and Muslims will constitute approximately 2.1% of the U.S. population by 2050.

### Educating Others About Hijabs & Being Muslim American

Hena Khan speaks more about the hijab in an interview entitled "Muslim author aims to lift veil on misjudged concept" (<https://www.aa.com.tr/en/americas/muslim-author-aims-to-lift-veil-on-misjudged-concept/1407703>). She says *Under My Hijab* was written with two audiences in mind: people of Islamic faith, so they can see themselves represented in a book, and the wider American population, so they can see a culturally accurate representation of contemporary Muslim women.

In "Raising Her Voice," (<https://bethesdamagazine.com/Bethesda-Magazine/January-February-2018/Raising-Her-Voice/>), Hena Khan describes what it was like to write her middle-grade novel, *Amina's Voice*, and provides details about growing up in Bethesda, Maryland, with very few people acknowledging or wanting to learn about her Pakistani and Muslim traditions and culture. Adding books to your collection such as *Khan's Golden Domes and Silver Lanterns* (<https://www.henakhan.com/golden-domes>) for young students and *Amina's Voice* (<https://www.henakhan.com/amina-release>) for older readers gives students opportunities to learn more about Muslim customs and offers all children a chance to feel included in any setting.

### Racism and Prejudice towards Muslims and Muslim Americans

Hena Khan wrote a piece in the Washington Post titled, "Parents, we need to teach our children about the dangers of hate-laced speech against Muslims" ([https://www.washingtonpost.com/lifestyle/2019/04/09/teaching-my-son-all-parents-stand-up-against-muslim-hatred/?utm\\_term=.7c079bfb521](https://www.washingtonpost.com/lifestyle/2019/04/09/teaching-my-son-all-parents-stand-up-against-muslim-hatred/?utm_term=.7c079bfb521)), where she points out that hate speech towards Muslims is becoming normalized and not addressed nearly enough in educational settings. Khan suggests strategies where parents can encourage children to not use harmful language, educate them about Muslim practices, and expose them to quality literature in order to break the dangerous trend.

Consult the Lee & Low Blog Post, "Tackling Islamophobia with Children's Literature" (<https://blog.leeandlow.com/2019/02/28/tackling-islamophobia-with-childrens-literature/>), which was written by Gauri Manglik and Sadaf Siddique, co-founders of the South Asian book blog *KitaabWorld* (<https://kitaabworld.com/>). The post discusses the importance of Muslim voices in government and in children's literature, but also how Islamophobia and hate speech against Muslims continue to persist in our government, schools, and other spaces.

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- [If students are familiar:] Who do you know that wears a hijab? Do you know why they wear a hijab? When do they wear a hijab?
- [If students may not be familiar:] Do you know what a hijab is? Have you seen a hijab before?
- What kinds of clothing do you like to wear?
- Have you seen characters in books wearing hijabs? [If students haven't:] Why do you think you haven't seen characters wearing hijabs? Why do you think it's important to learn about hijab and when people wear hijabs?
- What activities do you like to do with your family and friends? Why?
- Are there any objects or articles of clothing that are important to you or your cultural traditions? How do they make you feel?
- Who do you look up to in your family or friend group? What do they do that inspires you?

### Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *Under My Hijab*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- **Read Hena Khan and Aaliya Jaleel's biographies:** Read about author Hena Khan and illustrator Aaliya Jaleel prior to engaging with the book.
- Encourage students to stop and jot down thoughts and questions in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction, have an idea, have a question, or hear new words.
- Have students quickly write a feeling in their notebooks during reading: After reading, ask students why they wrote down that feeling and have them write a journal entry about it.

### Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- when the characters wear a hijab
- when the characters do not wear a hijab

- why wearing a hijab is important to the characters
- how wearing a hijab makes the characters feel
- the different types of activities the characters do with and without a hijab
- how this book is important for both people who wear a hijab and people who are learning about wearing a hijab
- how and why the young girl looks up to the people in her life

Encourage students to consider why the author, Hena Khan, would want to share this story about wearing hijab with young people.

## VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word. (Many of the Spanish words can be found in the book glossary, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.)

### Content Specific

hijab, bun, black belt

### Academic

peeks, tidy, silky, towers, streaked, fearless, gooiest, spooky, stylish

## AFTER READING

### Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

### Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Who does the young girl visit first? Where does she wear a hijab and when she does not wear a hijab? What does she do with the young girl?
2. What does Mama do? When does she wear a hijab and when does she not? What do Mama and the young girl do together?
3. What does Auntie do? When does she wear a hijab and when does she not? What do Auntie and the young girl do together?
4. What does Jenna do? When does she wear a hijab and when does she not? What do Jenna and the young girl and her friends do together?
5. Who is Zayna? When does she wear a hijab and when does she not? What does the young girl admire about her?
6. What does Iman do? When does she wear a hijab and when does she not? What does the young girl admire about Iman and what do they like to do together?
7. How does the young girl like to wear a hijab?

### Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. After reading the book, what do you think is the significance of the title *Under My Hijab*? Do you know when and where the hijab is worn or not worn? How did you figure that out?
2. What is the role of family and friends in *Under My Hijab*? How are different people involved in the young girl's life?
3. How does the young girl learn from the different figures in the book? What do they each teach her about herself and her identity?
4. Why is each family or friend inspirational to the young girl?
5. How does the young girl support her family members and friends?
6. How does the end of the story reflect the girl's journey during the book? What does wearing a hijab mean to her?
7. How did this story connect to your life? What moments did you identify with? Why?

### Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. What do you think is the author's message to the reader? Think about possible motivations behind Hena Khan's intentions to write a book about women wearing hijab.
2. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do the young girl's experiences, thoughts, and feelings mean to you? Who do you look up to in your family? Why?
3. Have students make a text-to-text connection. Did you think of any other books you've read while you were reading *Under My Hijab*? Why did you make those connections?
4. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *Under My Hijab* make you think of that?
5. How has reading *Under My Hijab* affected your understanding of wearing hijab? Why is it important to learn about when people wear hijab and when they don't?
6. What does community mean to you? Think of the people in your life who you look to for guidance and support. How do these people support and help you? How have these people helped you overcome obstacles and challenges?

### ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
  - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
  - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about what a hijab is and why it's important to the people in the book.
5. Have students illustrate an article of clothing or object that's important to them.
6. Have students give a short talk about what they think Hena Khan's message is.

7. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of a word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
8. Look at different pictures of traditional head coverings from around the world from different traditions for both men and women. How are these coverings different? This activity can be used with students who are English Language Learners and the whole class.
9. *Under My Hijab* follows a rhyming pattern. Have students identify the rhyming words on each page and elaborate on that list by keeping a word wall of rhymes. This activity can be used with students who are English Language Learners and the whole class.
10. Complete frequent checks of understanding.
11. Read aloud a sentence and have students repeat the sentence after you, pointing to each word as they speak.

### Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. Is there a specific article of clothing or object that is important to you? How does it make you feel? How does it relate or connect to your culture or traditions that you have? Consider having students create a drawing or piece of artwork representing their favorite piece of clothing or object and its emotional meaning.
2. How does *Under My Hijab* show positive relationships? What are the qualities of a positive relationship? How does the young girl interact with the people in her life? What are the different ways that she and her family and friends communicate and show respect for one another? Students can brainstorm ideas on chart paper that can be presented and accessible for the whole class. Alternatively, students can create a word cloud and see what qualities come up the most and are the largest (<https://www.wordclouds.com/>).
3. Which illustration in *Under My Hijab* best shows an emotion? Explain which emotion you think it is. How does it portray that emotion?
4. Choose an emotion that interests you: happiness, fear, hope, and so on. Illustrate or act out what that emotion looks like in *Under My Hijab*.

## INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

### English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3; Presentation of Knowledge and Ideas, Strands 4–6)

- For reference, have students create a chart that details when the characters wear a hijab and when they do not wear a hijab. Have students look through the illustrations and provide information about each character for when she wears a hijab and when she does not wear a hijab. Students can refer to this chart as they read other literature with characters and hijabs. Afterwards, have students share with a partner, small group, or whole class about what they learned from *Under My Hijab*. Why is it important to learn about wearing a hijab? What could other students benefit from reading this book?
- Conduct a literature unit on picture books with Muslim characters and books that will inspire pride in Muslim identity (<https://www.hautehijab.com/blogs/hijab-fashion/16-childrens-books-that-will-inspire-pride-in-their-muslim-identity>). What do students learn from each of the books? How is Muslim identity presented and how are the Muslim characters portrayed? What traditions or customs are shown? What did students learn from reading each of the books? Why are these books essential to have in a library? Other Lee & Low picture book titles with Muslim characters and people include *King for a Day* (<https://www.leeandlow.com/books/king-for-a-day>), *Coming to America* (<https://www.leeandlow.com/books/coming-to-america>), *Sharing Our Homeland* (<https://www.leeandlow.com/books/sharing-our-homeland>), *Twenty-Two Cents* (<https://www.leeandlow.com/books/twenty-two-cents>), *Malala Yousafzai: Warrior with Words* (<https://www.leeandlow.com/books/malala-yousafzai>), and *Growing Peace* (<https://www.leeandlow.com/books/growing-peace>).
- Have students come up with a list of questions to ask author Hena Khan. What do students want to know about the process behind writing a children's book? How did she come up with her idea to write *Under My Hijab*? What about her other books? Why did she want to write a book about wearing hijab? Consider contacting Hena and inviting her to your school, library, or other relevant setting for an author visit in person or via Skype (<https://www.henakhan.com/book-visit>).
- Encourage students to read the Lee & Low Open Book Blog interviews with Hena Khan (<https://blog.leeandlow.com/2019/02/05/an-interview-with-hena-khan-author-of-under-my-hijab/>) and Aaliya Jaleel (<https://blog.leeandlow.com/2019/02/14/illustrator-aaliya-jaleel-takes-us-behind-the-art-of-under-my-hijab/>). Students can also read the interview with Hena Khan where she discusses other myths and misconceptions about hijabs (<https://www.aa.com.tr/en/americas/muslim-author-aims-to-lift-veil-on-misjudged-concept/1407703>). Have students write a journal entry in response to the interviews. What did the interviews make them think about? What new information did they learn about hijab, the author, and the illustrator? How

does this make them think differently about *Under My Hijab*?

- In an essay, poem, or other written format, have students share something that's important to their identity. How is this critical to who they are? Why is this important to students, and how does it make them feel to show people their true selves? Why is it essential to be who you are, and not try to be someone else or to be ashamed of your identity? Students can share with a partner, small group, or the whole class.

### Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10)

- Create a visual presentation featuring head coverings in various religious traditions. Students can answer the following questions on chart paper or on poster board in small groups (groups can be divided by continent): Members of what religious group wear this head covering? Is it worn by men or women or both? What is the significance of the head covering? When is the head covering worn? Students can consult different resources online for photographs and information about the relevant head coverings (<https://www.arcgis.com/apps/MapTour/index.html?appid=ba478cd1cd48470e9dc15415d4370c38>).
- Have students study the history of the hijab. When did people begin to wear hijabs? How are they meaningful in the religion of Islam? Where were hijabs worn in different parts of the world? How are hijabs worn today? (<https://www.facinghistory.org/civic-dilemmas/brief-history-veil-islam>). Students can share their findings with a partner, small group, or the whole class, using a timeline, photographs, and other visual elements.
- Encourage students to learn about the Islam religion. For older students, consider teaching a unit about Islam and its history. PBS has a unit, "Access Islam," that contains lesson plans about the different historical elements of Islam (<https://www.thirteen.org/edonline/access-islam/lesson.html>). Teaching Tolerance also has a lesson, "Debunking Stereotypes about Muslims and Islam," that can be used and adapted for students (<https://www.tolerance.org/classroom-resources/tolerance-lessons/debunking-stereotypes-about-muslims-and-islam>).
- Brainstorm ways that students can support Muslims and Muslim Americans in their community. Students can read Hena Khan's article for The Washington Post (<https://www.washingtonpost.com/lifestyle/2019/04/09/teaching-my-son-all-parents-stand-up-against-muslim-hatred/>) about how hateful speech about Muslims has become the norm and needs to stop. Think about ways that students can be activists for Muslims and what that looks like. How can they bring more books featuring Muslim characters in their classroom? How can they distribute accurate and positive information about Muslims and the Islam religion? Consult organizations like the Pillars Fund (<https://www.nytimes.com/2019/05/24/your-money/pillars-fund-muslim-americans-support.html>) (<https://pillarsfund.org/>) (<https://www.bustle.com/p/7-muslim-advocacy-groups-to-support-through-donations-volunteering-32913>). Encourage students to also research and learn more about World Hijab Day (<https://worldhijabday.com/>) and share with their school or larger community.
- Conduct a research project on famous women, including athletes, politicians, artists and more, who wear hijabs. Students can learn about Olympians and professional athletes who wear hijabs, women in our own government today, artists, and more (<https://www.rollingstone.com/culture/culture-sports/hijab-in-sports-how-muslim-women-athletes-are-fighting-for-ac>

ceptance-115443/) (<https://www.globalfundforwomen.org/9-inspiring-muslim-women-shattering-stereotypes/>) (<https://www.cnn.com/2018/11/07/rashida-tlaib-ilhan-omar-are-the-1st-muslim-women-elected-to-congress.html>). Nike also came out with a hijab for women athletes in response to the high demand for hijabs in professional and Olympic sports (<https://news.nike.com/news/nike-pro-hijab>).

### Arts/Performing Arts

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- Have students come up with questions for an interview with the book's illustrator, Aaliya Ja-leel. What is the process behind creating the illustrations for a children's book? What medium did she choose to create the illustrations? Why? How does her work showcase the themes of the book? Visit Aaliya's website for more information about her and her work (<https://www.aaliyamj.com/>).
- Encourage students to select the illustration from *Under My Hijab* that resonated with them the most. Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?
- After conducting the literature unit on books with Muslim characters, have students analyze Islamic culture is portrayed. Students can compare across books the ways in which hijabs are presented compared to *Under My Hijab*. What colors can hijabs be? How are they decorated or woven? How did the illustrator's style affect the way that hijabs are shown? Students can share their findings with a partner, small group, or whole class.
- After reading, encourage students to look for butterflies within the book. The illustrator incorporated a butterfly in every spread. Have students look through the illustrations and identify the butterflies. Why do you think the illustrator chose to include butterflies throughout *Under My Hijab*?

### School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- Ask students to create portraits of people who are their personal role models through drawing, collage, or photographs. In writing, students should describe what actions and qualities they admire about these people. How do these people inspire them?
- If students' family members or friends who wear hijabs, ask students to talk with them about how wearing a hijab makes them feel and why it's important to them. If students are comfortable, they can share their findings with the class and discuss why wearing a hijab is crucial to identities and traditions.
- If possible, have students bring home a copy of *Under My Hijab* to read with their family or friends. What did their families and friends learn from *Under My Hijab* that they didn't know before? How did they relate or learn new information from this book? Why is *Under My Hijab* critical for everyone to read?



## Ordering Information

### General Order Information:

[leeandlow.com/contact/ordering](http://leeandlow.com/contact/ordering)

### Secure Online Ordering:

[leeandlow.com/books/under-my-hijab](http://leeandlow.com/books/under-my-hijab)

**By Phone:** 212-779-4400 ext. 25

**By Fax:** 212-683-1894

### By Mail:

Lee & Low Books, 95 Madison Avenue,  
New York, NY 10016

## ABOUT THE AUTHOR

**Hena Khan** is the author of multiple children's books, many of which focus on contemporary Muslim life, including *Golden Domes and Silver Lanterns*; *It's Ramadan*, *Curious George*; and *Amina's Voice*, which was named to multiple best-of-the-year lists. Born and raised in Maryland, she now lives near Washington, DC, with her family. Please visit her online at [henakhan.com](http://henakhan.com) and follow her at @henakhanbooks.

## ABOUT THE ILLUSTRATOR

**Aaliya Jaleel** is a student at the University of Texas-Dallas, where she studies animation and enjoys trying new dessert places with her friends. *Under My Hijab* is her first picture book. She lives near Dallas. Please visit her online at [aaliyamj.com](http://aaliyamj.com) and follow her at @aaliyamj.

## REVIEWS

**VERDICT** "This is a book that offers great representation and inspires readers to accept everyone just the way they are. A timely story that breaks down many stereotypes and negative feelings about hijabs. A perfect selection to reinforce religious freedoms and self-expression." —*School Library Journal*, **starred review**

"Cheerful, rhyming verses complement a parade of confident women athletes, doctors, artists, and students, each donning a hijab as colorful and unique as the women themselves." —*Foreword Reviews*, **starred review**

"Informative and genuine, the book offers much to learn about the settings and situations of hijab." —*Kirkus Reviews*

## ABOUT LEE & LOW BOOKS

**LEE & LOW BOOKS** is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at [leeandlow.com](http://leeandlow.com).