

Lesson Plan- World Religions—Islam, the Quran and the hijab (for instructor use based on a 60 min class period)

Part 1- (5-10 mins) Instructor shows students images of different types of veiling practiced in a range of Muslim-majority and Muslim-minority societies. As part of this discussion, the instructor should mention how the term hijab can also refer to veiling in general.

(Images can be found at <http://veil.unc.edu/resources/educators/>).

Part 2- (25-30 mins) Ideally students would have internet access to work either individually or in pairs looking over the <http://veil.unc.edu/religions/islam/quran/> website in order to answer the following questions: (Alternatively, the website could be projected at the front of the class for all to see, or be printed out in hard copies to be accessible to students when a computer lab isn't available)

Questions about Quranic passages on hijab:

1. Summarize each passage, explaining the meaning of the term *hijab* in each passage.
2. What does the term *hijab* mean in the Quran?
3. Examine Q 33:53 closely. What exactly is mandated here? Why has this passage been taken to signify that the Quran mandates the seclusion of women?
4. What does the Quran say about women's proper attire?
5. What do you conclude from the fact that the term *hijab* is not used in the Quran to denote women's clothing?

Part 3- (15-25 mins) Class discussion of above questions to ensure comprehension and also elicit student responses to the information. Also, return to the images from the beginning of the class- ask students what they think about the various types of veiling in light of what they have learned from the Quranic verses. The goal is to help students appreciate the difference between the religious injunction, which is very general and flexible, and the actual social practice in various societies.