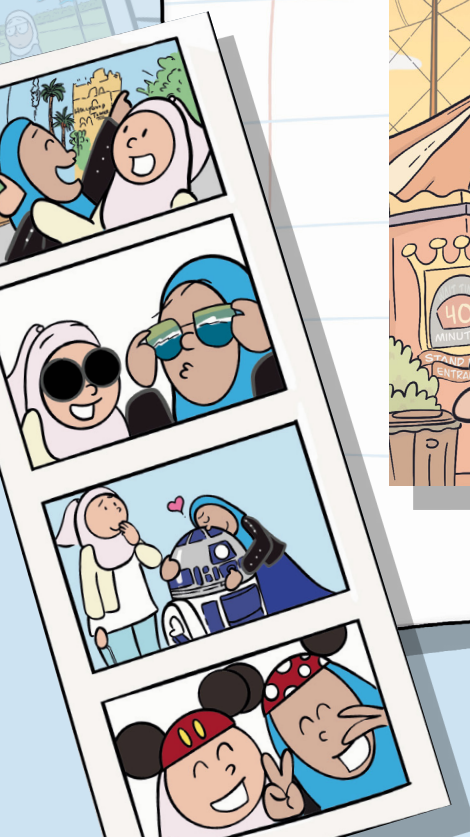
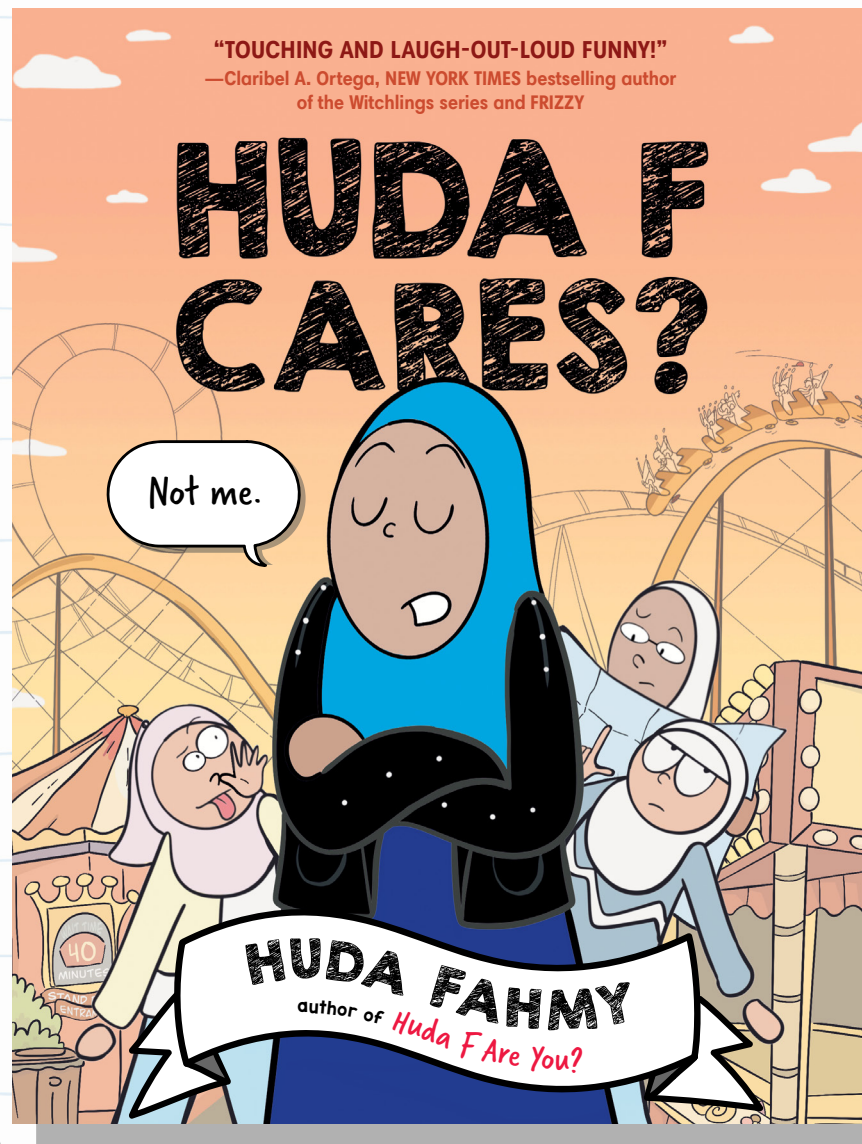
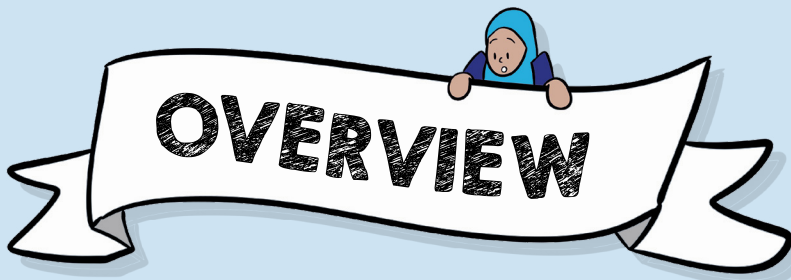
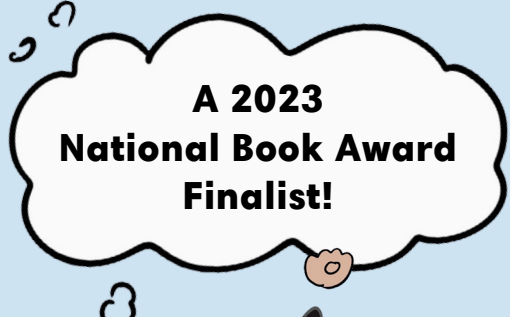


An Educator Guide to *Huda F Cares?*





OVERVIEW



A 2023
National Book Award
Finalist!

From the creator of *Huda F Are You?*, this sequel graphic novel provides a funny yet realistic take on a family vacation, sibling connections, and the cost of trying to “fit in.”

Huda and her family take to the road to visit Disney World for their family summer vacation. Her father has a new job and a company car, so they are on a path of fun, excitement, and family bonding.

Huda is her usual self, trying to make the most out of her situations, as she learns the value of sisterhood and reconciles who she wants to be with who she thinks she should be. Huda’s identity as a Muslim hijabi provides some roadblocks that lead Huda to question herself and learn the importance of being an upstander and not just a bystander.

Supporting the national Common Core Standards (CCSS) in reading texts for middle and high school curriculums, *Huda F Cares?* is an appropriate selection for grades 6 and up. The following prompts for a critical analysis of *Huda F Cares?* meet anchor standards for College and Career Readiness and English Language Arts Anchor Standards for Reading.



STANDARDS AND SKILLS

CRAFT AND STRUCTURE:

CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

INTEGRATION OF

KNOWLEDGE AND IDEAS:

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RANGE OF READING

AND LEVEL OF TEXT COMPLEXITY:

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.



“You don’t
have to
compromise
what you care
about to have
a good time.”

-Mama



PRE-READING ACTIVITIES

Family vacations are an activity meant to create family bonding. Road trips can be an exciting adventure, but that does not always happen if you are traveling in a small car with three other sisters. Huda and her family embark on a family road trip to the typical American vacation destination: Disney World. The girls are all very excited about the trip, with the added allowance that they can discover the theme park on their own, unsupervised by their parents, under one condition: The sisters must enjoy the park with each other. Huda is always at odds with her sisters but finds a new outlook on allowing their relationship to grow.

Huda finds that her experience as a hijabi Muslim female in a theme park is not as easy as she thought it would be. She realizes her own insecurities as she travels with her family: from the food they bring, to praying in public, to the reactions of “new friends” she makes at the park. Huda starts to question not only herself but also the difficulty of juggling more than one world.

The book examines various aspects of Muslim life that are not common to those who do not practice the religion or are not familiar with Islam, including hijabs in the summer, male/female relationships, and how Muslim parents try to provide the best to their children while raising them in an environment that is not always reflective of their core cultural/religious values. Using the following resources on topics highlighted in the book, have students take notes on a graphic organizer as a resource to understand the topic when it comes up during the reading:

1 MUSLIM YOUTH IDENTITY:

[The Family and Youth Institute's research on Muslim American youth identification](#)

2 MEETING THE NEEDS OF MUSLIM YOUTH:

[The Institute for Social Policy and Understanding's resources on how to meet the needs of Muslim youth](#)



Glossary of Arabic Words

Wudu: the Islamic practice of ritual washing done before performing certain acts of worship (usually the 5 daily prayers) and involves washing specific parts of the body in a particular sequence.

Masjid: Also called a mosque, it is a Muslim's place of worship.

Bizr: Arabic word for seeds.

Dawah: The act of inviting or conveying the message of Islam to others.





DISCUSSION QUESTIONS

(Arabic words that need to be explained before reading the book: *wudu*, *masjid*, *bizr*, *dawah*)

1 In the book's opening, the author has a note to the reader. Why do you believe this message was important to include? How does this help create a better understanding of Muslims not being a monolith?

2 Describe the relationship Huda has with her sisters. Do you have a similar relationship with your siblings? Cousins? People you consider to be very close to you?



3 Which sister profile do you think is one you can relate to the most? Explain.

4 Why do you think Huda's parents always speak about the importance of the sisters bonding?

5 What does the emphasis Huda's parents place on the sisters bonding say about their family values?



6 Describe the car scenes. Have you been on a road trip before? What was your experience like compared to Huda and her family?



7 On page 60, Huda says: "I love being Muslim. But do I have to love that it means I'm always gonna be different?" What is Huda trying to convey? Do you ever have doubts or question your identity?

8 What was the connection between Huda and Kylie?



9 Do you think Kylie should have said something when Jake made a comment about Huda's hijab?

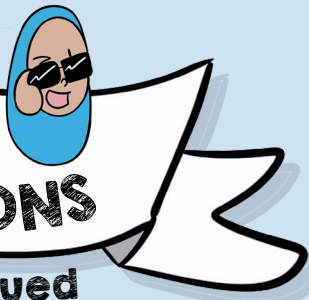
10 On page 90, Huda's sister says: "If they get to dress how they want, then we get to dress how we want. It's not a big deal."

- a** Does this help Huda?
- b** What is your perspective on how people dress in public?



DISCUSSION QUESTIONS

Continued



11 Prayer is a fundamental pillar in the Islamic faith, which requires prayer five times daily. Have students discuss the importance of the First Amendment in protecting freedom of religion and how that is a fundamental democratic value.



12 Explain Huda's identity journey.

- a** What made her feel insecure?
- b** What helped her overcome her insecurities?
- c** Can you discuss a time you had a similar journey? What helped you overcome it?

13 Huda finds it hard to navigate her Muslim identity when she meets kids her age at the theme park. Were her fears warranted? What experiences did she have that made her hesitate to speak with others who had similar interests?

14 The questions from Kylie's group, "Where are you from?" and "Are you hot in that?" cause so much angst for Huda. Why did it stress Huda? How did Kylie help with the situation?



15 Respecting people's space is important. Did Jake violate Huda's personal space? What should be the appropriate way to respect people's personal space?

16 Huda finds out her family moved to Dearborn, Michigan, because of her sister.

- a** What happened to her sister to cause the move?
- b** Do you think the move was a wise decision? Explain.

17 Huda wishes Kylie had done more to defend her in front of her friends. If you were Kylie, what would you have done to defend Huda?



18 Mama states: "You don't have to compromise what you care about to have a good time" (page 179).

- a** How can this quote help you in your own life?
- b** Have you ever compromised and then regretted the compromise? Was it worth it?

19 Huda tells herself: "And maybe how people see us isn't as important as how we see ourselves" (page 183).

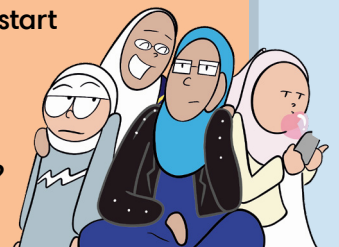
- a** Do you agree?
- b** Is this easier said than done?



20 Huda has an inner monologue when she receives the apology text from Kylie. Do you think Huda did the right thing? How would you have responded?

21 Describe the relationship Huda has with her sisters from the start of the novel to the end:

- a** How did their relationship change?
- b** What parts evolved?



DISCUSSION QUESTIONS

Continued



22 In two to three sentences, explain what you learned about Huda and her lived experiences as a hijabi trying to navigate her identity:

- a** Discuss what you learned.
- b** Discuss what more you would like to learn.
- c** Discuss similarities you had with Huda's experience.

23 Huda Fahmy wrote this book to enlighten readers about the importance of understanding the experiences of a Muslim American teen. Using information from your notes, discussions, and your own ideas, complete [The 3 Whys from Project Zero](#):

- a** Why might this [topic, question] matter to me?
- b** Why might it matter to people around me [family, friends, city, nation]?
- c** Why might it matter to the world?

EXTENSION ACTIVITIES

CLASS OR SCHOOL PROJECT

Huda F Cares? shares the trials of sisterhood, the bond between sisters, and Huda's own battle with her identity. She focuses her attention on befriending another young adult who shares a similar interest in books but does not share the same lived experience. As Huda navigates the friendship with her own identity issues, she finds that she wishes her new friend would have done more to defend her against the name-calling and harassment from others. The question asked: *How can someone be an upstander and help their friends, or anyone, deal with bullying?*

For a class or school project, create an UPSTANDER CAMPAIGN. Find a common goal you would like to focus on that will create the change to educate your peers about being an UPSTANDER. What are the ways that this project would benefit your peers, the school, and the community? Discuss how you want to design the project and present it to your school. Don't forget to invite community members.

RESOURCES TO HELP YOU WITH YOUR PROJECT:

[Exploring Perceptions About Identity Through Self-Portraits \(Video\)](#)
[Upstander Project](#)

ABOUT THIS GUIDE'S WRITER Abeer Ramadan-Shinnawi is an educational consultant with over twenty years of teaching experience. Her lived experience as a child of Muslim Arab immigrants has guided her work in the classroom and in the materials she creates. She has created educator guides for many books, curated curriculum units for organizations such as the Fowler Museum at UCLA, and is a member of teacher advisory groups like the EdLoC Culturally Responsive Social Studies Accelerator and the Smithsonian National Museum for the Native America in Washington, DC.



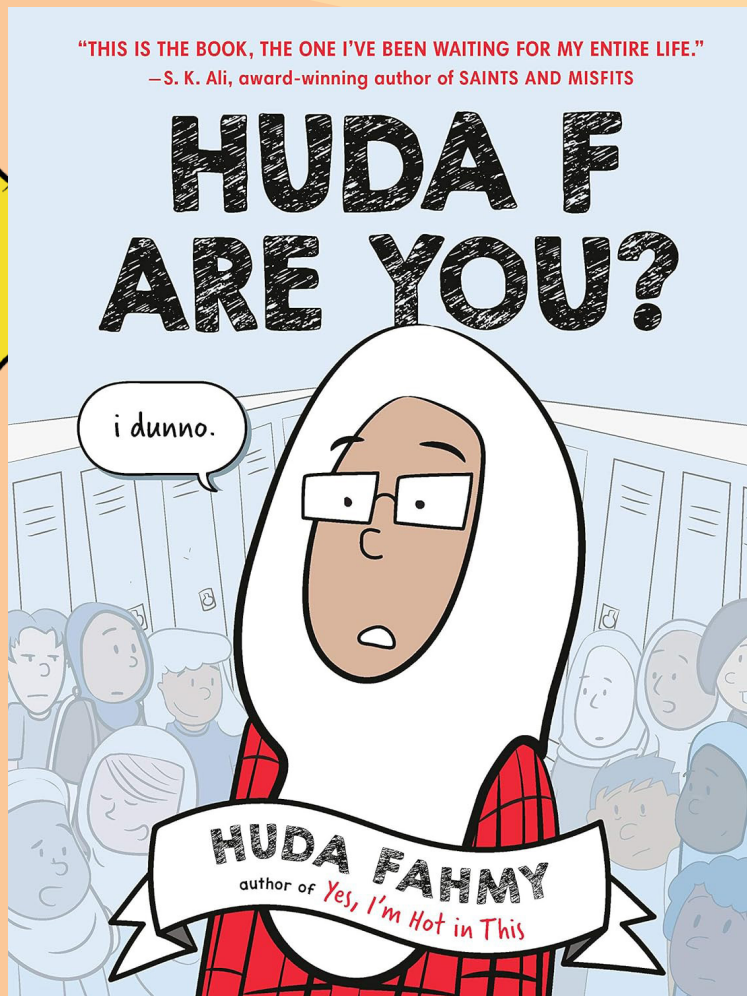


Don't Miss Huda F Are You?



From the creator of the hugely popular webcomic *Yes, I'm Hot In This* comes a graphic novel about a young American Muslim growing up and figuring out who she is.

**A 2023 ALA Rise:
A Feminist Book
Project Pick**



**A 2022 NCSS-CBC
Notable Social Studies
Trade Books List
Selection**



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the Educator
Guide!**

