

The Country of Saudi Arabia

"ONE OF THE BEST FILMS OF THE YEAR. SOMETHING CLOSE TO A MIRACLE."

-Oliver Lyttelton, THE PLAYLIST

"FUNNY AND TOUCHING. DISCOVER WHAT CAN MAKE US HAPPY,
BOTH AS MOVIEGOERS AND CITIZENS OF THE WORLD. 'WADJDA' DOES THE TRICK."

-Joe Morgenstern, WALL STREET JOURNAL

WINNER
BEST PICTURE
AUDIENCE AWARD
LOS ANGELES FILM FESTIVAL

TELLURIDE
FILM FESTIVAL

WINNER
CINEMA FOR PEACE AWARD
INTERFILM AWARD
VENICE FILM FESTIVAL

TRIBECA
FILM FESTIVAL

WADJDA

A SONY PICTURES CLASSICS RELEASE. RAZOR FILM IN CO-PRODUCTION WITH HIGH LOOK GROUP AND ROTANA STUDIOS IN COOPERATION WITH NORDDEUTSCHER RUNDFUNK UND BAYERISCHER RUNDFUNK
WITH THE SUPPORT OF FILMFÖRDERUNGSANSTALT MITTELDEUTSCHE MEDIENFÖRDERUNG MEDIENBOARD BERLIN-BRANDENBURG INVESTITIONSBANK DES LANDES BRANDENBURG SUNDANCE INSTITUTE FEATURE FILM PROGRAM DORIS DUKE FOUNDATION FOR ISLAMIC ART
PRODUCED IN COOPERATION WITH DUBAI ENTERTAINMENT AND MEDIA ORGANIZATION AND ENJAAZ A DUBAI FILM MARKET INITIATIVE DEVELOPED WITH THE SUPPORT OF RAWI SCREENWRITERS LAB ABU DHABI FILM COMMISSION HUBERT BALS FUND PRESENT "WADJDA" REEM ABDULLAH
ABDULLRAHMAN AL GOHANI AHD INTRODUCING WAAD MOHAMMED PRODUCED BY OLE NICOLAISEN EDITED BY THOMAS MOLT MUSIC BY PETER POHL COSTUME DESIGNER OLIVER ZIEM-SCHWERDT EXECUTIVE PRODUCERS MARC MEUSINGER SEBASTIAN SCHMIDT PRODUCED BY OLAF MEHL WRITTEN BY MAX RICHTER DIRECTED BY ANDREAS WODRASCHKE
DIRECTOR OF PHOTOGRAPHY LUTZ REITEMEIER EXECUTIVE PRODUCERS HALA SARHAN CHRISTIAN GRANDERATH BETTINA RICKLEFS RENA RONSON LOUISE NEMSCHOFF PRODUCED BY AMR ALKAHTANI PRODUCED BY ROMAN PAUL GERHARD MEIXNER EDITED BY HAIFAA AL MANSOUR



WWW.WADJDAMOVIE.COM WWW.SONYCLASSICS.COM

JOURNEYS IN FILM

educating for global understanding



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About *Journeys in Film*

Founded in 2003, *Journeys in Film* operates on the belief that teaching with film has the power to help our next generation gain a richer understanding of the diverse and complex world in which we live. Our goal is to help students recognize cultural biases and racism (including their own), cultivate human empathy and compassion, develop a deeper knowledge of universal issues and current challenges, and encourage civic engagement as competent world citizens.

Award-winning feature films and documentaries act as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to other topics that have become critical for students to learn about: human rights, environmental sustainability, poverty, hunger, global health, diversity, gender, and immigration. Prominent educators on our team consult with filmmakers and cultural specialists in the development of curriculum guides, each one dedicated to an in-depth exploration of the culture and issues depicted in a specific film. The guides complement teachers' existing lesson plans and meet mandated curricular requirements, providing teachers with an innovative way to fulfill their school districts' standards-based goals.

We prepare teachers to use film effectively in the classroom through customized professional development workshops and online webinars.

Journeys in Film is an organization with proven results. Individual teachers worldwide and entire school districts in the U.S. have employed our interdisciplinary film-based curricula.

- Millions of students have learned about our multicultural world through Journeys in Film's middle school series, based on films from Iran, South Africa, South Korea, the Maori of New Zealand, Tibet, India, China and Saudi Arabia.
- Students are becoming inspired by the courageous contemporary and historical figures portrayed in films such as *Hidden Figures*, *The Post*, and *He Named Me Malala*.
- Films like *Schindler's List*, *Defiant Requiem*, and *Big Sonia* not only teach about the Holocaust, but also demonstrate how one person can make a difference in the lives of others.
- Teachers are using our outstanding documentary series to teach about historical events, American prison systems, the critical role of photojournalists, and positive psychology.

Journeys in Film guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core Standards.

Why teach with film?

Today's students are the most visually literate generation in history. According to the Social Science Research Network, 65% of people are primarily visual learners. Today's students are more affected by media than ever before. They seldom need to be coaxed into watching films; after all, everyone loves a good movie. Through their own desire to be entertained, students become captivated learners.

Films have long been overlooked as an educational tool. We teach our students literature that originates from many places around the world, but we tend to forget that what often spurs the imagination is both visual and auditory. Film, which in minutes can be screened and beamed to every country in the world, is this extraordinary educational tool that goes right into the heart of different cultures. One of its strengths lies in its ability to present information rapidly and convey atmosphere, making that world come to life. It allows viewers to "feel" and thereby develop empathy skills, thus potentially increasing the likelihood of students connecting personally to the content, which in turn helps with understanding and analyzing concepts.

In teaching with films, we encourage our students to be critical consumers of what they see and teach them to consider the perspective of the filmmaker and challenge generalizations. Analyzing film and media is an empowering skill and one that is increasingly important for young people. To this end, it is imperative to integrate the film into a larger lesson, using it as a launching pad for historical and cultural exploration, as well as an examination of narrative perspective, character development, and media literacy.

In one 7th grade student's words, "I like Journeys in Film because it just doesn't teach you like a book. It's better when you can actually see it happening. Films give a first-hand view of places and stories."

A Letter from Haifaa Al Mansour



I truly hope you enjoyed watching my film *Wadjda*. It is not only the first feature film I directed, but was also the first film ever shot in my home country of Saudi Arabia. It is also the first film directed by a Saudi woman. So it is the first of many things, but

certainly not the last, as Saudi Arabia has now lifted the ban on both the production and exhibition of films within the Kingdom. I know we will now see many more films coming from my country and am so excited about all of the amazing stories there that are waiting to be told.

Wadjda is a very personal story for me but it is not autobiographical. I was never as tough or rebellious as Wadjda when I was a kid! But I learned to go after the things I want in life just like her. The story was influenced a lot by all the girls that I knew growing up, that were so full of life and creativity but never found an outlet for all of their potential. I know they could have done so much more if they had just taken a chance and pushed the boundaries of their lives a little. So I wanted to make a film that celebrates the very difficult choice of stepping outside of ascribed social limitations to pursue a dream. It is never easy, but just like my dream of making films in a country where cinema was forbidden, I wanted to show how important it is to try. I believe we all have to work hard to create the change we want to see in the world.

My goal with *Wadjda*, and with every film I direct, was to make an entertaining film that people enjoy. If a film is not entertaining, the message will never get through. I also wanted to make a film that could be special to Saudis, and make the medium itself seem more accessible, while still

presenting a window to our world to international audiences. As the script developed, I constantly tried to look at it from the outside, to the universal themes that it spoke to. I didn't want to give foreign audiences the false impression that it would be an easy or acceptable thing for a girl to ride a bike around Riyadh, so it was hard not to want to put in a bleaker end to her journey. But I think the positive aspects of the film help audiences relate to the story more.

I knew that Western audiences had ideas and concepts about women in Saudi but didn't know much about the day-to-day life of women in the Kingdom. It is hard to be a woman in Saudi Arabia and I wanted the world to know how strong the women are in my country. They are tough and sassy and the new generation has a whole new outlook and window to the world. They are empowered and motivated to improve their status within the society in ways my generation could never have imagined. They are survivors.

So I hope this film gave you a little insight into the place that I am from. Most of all, I hope it encourages you to tell your own story, to think about what is special and unique about your journey, and how you can share your perspective with the world. We need to hear about every person that takes a risk, no matter how small, and pushes for something they believe in. Those are the stories that will move the world forward.

I am so honored to be included in your studies and sincerely look forward to someday hearing all of your stories.

Respectfully,
Haifaa Al Mansour

Introducing *Wadjda*

A young girl who desperately wants a bicycle of her own and tries to earn the money to buy it. A wife and mother who worries about losing her husband to another woman. These two story lines intertwine in the film *Wadjda* against the backdrop of conservative society in contemporary Saudi Arabia and the cultural pressures that this society exerts on women.

Ten-year-old Wadjda's friend Abdullah has a bicycle and to Wadjda his bike represents the speed and freedom that only boys seem to have in this gender-conscious society. Having found the bike of her dreams in a local shop, Wadjda makes and sells bracelets and runs errands to earn enough money to buy it, which sometimes gets her in trouble with her school principal. When she hears about prize money for the winner of a contest that tests knowledge about the Quran and the ability to recite the sacred text, she decides that, in spite of her previously lackluster effort in learning the verses, she is going to win this prize.

Meanwhile, her mother is coping with a long commute with a cranky and overbearing driver, the restricted job opportunities she faces as a Saudi woman, and her loneliness. Her husband wants a son and she is unable to give her one; his family is pressuring him to take a second wife. She is also trying to bring up Wadjda as an almost-single mother, and Wadjda is a handful.

Students will identify with Wadjda's longing for what seems to be an unattainable goal and with the difficulty that she has fitting into her strict and conservative girls' school; her worn sneakers, visible often in the film from the opening credits on, symbolize her independence and desire to go her own way in a world that wants to force her to hide her individuality and ambition. It will be more difficult for Western students to understand the totality of restrictions facing women in this society, restrictions that are challenged most effectively by this film. This curriculum guide will help students to enter this world and understand its nuances.

This award-winning film is the work of writer and director Haifaa Al Mansour, who learned about film from her father's videos, since movie theaters were not allowed in Saudi Arabia from 1974 to 2018. She is the first female Saudi director and the first director to make a feature-length movie filmed entirely in that country.

DIRECTOR: Haifaa Al Mansour

WRITTEN BY: Haifaa Al Mansour

PRODUCER: Gerhard Meixner

CO-PRODUCER: Amr Alkahtani

EXECUTIVE PRODUCERS:

Christine Granderath, Louise Nemschoff, Bettina Ricklefs,
Rena Ronson, Hala Sarhan

MUSIC: Max Richter

CINEMATOGRAPHY: Lutz Reitmeier

Artwork from *Wadjda* appears courtesy of Sony Pictures Classics Inc.

The Country of Saudi Arabia

Enduring Understandings

- The geography of Saudi Arabia has informed its history as well as its impact on the rest of the world.
- The Islamic faith is deeply infused in the history and culture of Saudi Arabia.
- Islam has greatly impacted the world and is the second most popular religion in the world.

Essential Questions

- What is the history of the kingdom of Saudi Arabia?
- What are the most important elements of Islam?
- How have faith and government impacted life in the Middle East?

Notes to the Teacher:

Saudi Arabia's history and culture are so intrinsically woven into *Wadjda* it is hard to imagine this story taking place anywhere else. It is important for students to understand the setting of the film because it will inevitably help them to better understand the story. Saudi Arabia occupies most of the Arabian Peninsula; the Red Sea and the Gulf of Aqaba are on its west coast and the Persian Gulf is on the east. The kingdom is central to the Middle East region as it is the homeland of the Arab peoples, as well as the birthplace of Islam.

The Kingdom of Saudi Arabia was unified in 1932 under King Abdul-Aziz ibn Abdul-Rahman al Faisal al Saud. He was a descendant of Wahhabi leaders who believed in the need for the region to return to its roots of Islam following several years of Ottoman rule. King Ibn Saud seized Riyadh in 1901 and established himself as the leader of the Arab nationalist movement. By 1906 he had established Wahhabi dominance in Nejd and conquered Hejaz in 1925. The Hejaz and Nejd regions were merged to form the Kingdom of Saudi Arabia in 1932. The result was an absolute monarchy with the Saud dynasty in charge, ruling by *sharia* law, a set of guiding principles in Islam developed after the death of Mohammed. A year later the region of Asir was added to the kingdom.

King Ibn Saud's alignment with Wahhabi and Islamic principles was a major contributor to his success. Islam is central to the culture in Saudi Arabia. Muhammad founded Islam there, and it is the location of the two holy pilgrimage cities of Mecca and Medina. The Islamic calendar begins in 622 CE, the year of the *hegira*, Muhammad's flight from Mecca. During the next centuries, Islam spread eastward from the Arabian Peninsula through northern India as far as Indonesia, and westward to Spain and north Africa. Today, Islam is practiced all over the world by many ethnic groups.

In Saudi Arabia, the majority of citizens practice Sunni Islam, the branch of Islam followed by 85% of Muslims worldwide. In addition to the Quran (alternately spelled Qur'an or Koran), they follow the Hadith, a literature about Islamic law and behavior based on traditions about Mohammed's life and sayings; the "well-trodden path" laid down by the Hadith is called the *sunna*.

In this lesson, to be taught after students have seen the film *Wadjda*, they begin by examining the geographic makeup of Saudi Arabia by completing a map assignment to familiarize themselves with the region. Have students complete **HANDOUT 1: MAPPING THE MIDDLE EAST** as a homework assignment before the lesson. The handout contains a set of directions for labeling and a blank outline map. If you wish to make the activity more complex, you can add the main deserts (An Nafud Desert and Ar Rub' Al Khali Desert) and the Tihamat Mountains, divided into the Asir (southern) and Hijaz (northern) ranges. A map of the Middle East with all the locations listed on the handout can be found at https://commons.wikimedia.org/wiki/File:Map_of_Middle_East.png.

You may wish to make a slide of this map to project while discussing the homework. A physical map of the mountains and deserts of Saudi Arabia may be found at <http://www.freeworldmaps.net/asia/saudi-arabia/map.html>.

In Part 2, students then take a closer look at the kingdom's history and culture using an online encyclopedia source. This section of the lesson begins with a discussion of skimming and scanning, two useful tools for academic reading. There are many helpful discussions of this online; one particularly useful one is a pdf on reading skills produced by James Madison University at <https://www.jmu.edu/valleyscholars/files/studyreadingskills.pdf>; skimming and scanning are discussed on pp. 2 and 3. Be sure to familiarize yourself with this information from this document or a similar website before beginning the second part of this lesson. After reviewing this information, students will first skim an online encyclopedia article about Saudi Arabia to find out what general information it contains; they will then scan the article to find particular information about Saudi Arabia during a team-based quiz game.

Before this part of the lesson, make a copy of the answer sheet to **HANDOUT 2** and cut the questions apart, placing the questions in a bag or hat to draw from. Save the last question on the handout, the one about how these facts inform parts of *Wadjda*'s story, for the end of the activity. Decide how many teams you would like to divide your class into and make an index card with a number on it to identify each team. Try to divide the teams so that the stronger students are teamed with weaker ones. Prepare a small prize for the team that finds the most answers fastest. If you decide that you wish to give your students a copy of the blank **HANDOUT 2** at the end for them to take notes on for homework or instead of playing the game, run enough copies for your students.

Islam is a crucial aspect of life in Saudi Arabia. As the birthplace of Mohammed and the location of the annual pilgrimage called the *hajj*, Saudi Arabia is central to the Muslim world. Part 3 is an introduction to Islam. Students will do independent research about the religion, taking notes on **HANDOUT 3**. As with any complex topic, you should review with students how to determine if a website is objective. Some excellent resources for guidance in determining the objectivity of internet sites for research are:

[https://ccconline.libguides.com/c.](https://ccconline.libguides.com/c.php?g=242130&p=1609638)

[php?g=242130&p=1609638](https://ccconline.libguides.com/c.php?g=242130&p=1609638)

[https://sccollege.edu/Library/Pages/
EvaluatingInformationontheInternet.aspx](https://sccollege.edu/Library/Pages/EvaluatingInformationontheInternet.aspx)

<https://guides.library.illinoisstate.edu/evaluating/craap>

You should familiarize yourself with this information before this part of the lesson to help guide your students. Alternatively, you could ask your school librarian to do a session with your students on evaluating websites if they are unclear on how to do so.

Be attentive to any Muslim students in your classroom to be sure they are comfortable during class discussions. They may even provide you with additional information or contacts for a guest speaker who would come to class to answer questions.

[Note: For fuller lesson plans on this topic and for useful background information, download the curriculum for *Morgan Freeman's The Story of God* at <https://journeysinfilm.org/product/the-story-of-god/>. Lesson 5, beginning on page. 83, covers the beginnings of Islam, the life of the Prophet, the Five Pillars and Six Principles of Islam, Islamic art and science, and the spread of empire.]

Journeys in Film also has these additional materials available regarding Islam and/or the experiences of Muslim girls and women: <https://journeysinfilm.org/product/the-neighborhood-storyteller> and <https://journeysinfilm.org/articles/teach-about-islam-with-film/>.

Finally, students will create travel materials detailing important information about Saudi Arabia. It would be helpful if you provide examples for them of travel ads; a local travel agency might be able to give you some sample brochures or posters for other countries besides Saudi Arabia. There are multiple travel videos and podcasts available on YouTube as well. Collect materials that might be useful to them as they make their travel ads on Saudi Arabia and arrange for them to use a color printer to print up images if needed.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Duration of lesson

3 or 4 class periods

Assessments

Completion of **HANDOUTS 1-3**

Completion of informative travel materials

Materials needed

HANDOUT 1: MAPPING THE MIDDLE EAST

HANDOUT 2: A SURVEY OF SAUDI ARABIA

HANDOUT 3: AN INTRODUCTION TO ISLAM

Colored pens or pencils

Markers

Construction paper and chart paper or poster board

Old magazines

Scissors, glue, and tape

Access to laptops, tablets, chrome books, or other electronic devices to complete handouts and conduct research

Access to the following online sources:

“Britannica Online Encyclopedia-Saudi Arabia” at <https://www.britannica.com/place/Saudi-Arabia>

“Blank Map Outline-Middle East” at https://er.jsc.nasa.gov/seh/Mission_Geography/Map_Index.pdf

Procedure

Part 1: Mapping Saudi Arabia and the Middle East

1. The day before the lesson, distribute copies of **HANDOUT 1: MAPPING THE MIDDLE EAST**. Ask students to complete the handout in preparation for the lesson. Point out to students that they will need colored pens or pencils and access to a world atlas online or in print.
2. On the day of the lesson, ask students to take out their completed maps and display a map of Saudi Arabia on your projector or smart board. (See Notes to the Teacher for suggested maps.) Ask students to share what information they already know about the region and what information they learned about Saudi Arabia from the film. Ask students to hypothesize about what geographical/physical features of the region helped to shape the culture of Saudi Arabia.

Part 2: A cultural and geographical survey of Saudi Arabia

1. Ask students how they approach a new social studies reading when you assign it to them. After hearing their responses, write two words on the board, “skimming” and “scanning.” Explain to students that these are techniques that can help them process a reading quickly to find out what it is about and if it contains information they need.
2. Define *skimming* for them as reading quickly to gain a general idea of the content of the selection; write this definition on the board. Display <https://www.britannica.com/place/Saudi-Arabia> on the projection screen. Using information from the James Madison document mentioned in Notes to the Teacher, work with students to begin skimming the document together, reading the introduction together, then using subheads, words in bold type, diagrams, and other keys to meaning. After a few pages, have students log on to the website on their own devices and continue to skim quickly until they reach the end.
3. Now define *scanning* as reading quickly to find specific information; write this definition on the board as well and be sure that students understand the difference between the two terms. Then explain to students that they are going to practice by competing in a race to find information about Saudi Arabia by scanning.
4. Divide the class into a convenient number of small teams of two or three, and give each team a number to display clearly. Write the numbers in a column on the board. Explain that you are going to call out a question and award a point to the team that can find a satisfactory answer first. Then draw a question from a hat or bag and read it aloud twice. Give students time to scan the Britannica document for the correct answer and put a hatch mark next to the first team to call out the answer. Ask the team to give you the page number of the website so that other students can locate it and confirm that the answer is correct. Clarify any questions that students have about that topic.
5. Continue in this way until you have answered all the questions. (This may take more than one class period.) Give a small reward to the team that comes in first.

6. If desired, give students a copy of the blank **HANDOUT 2** to jot down what they remember from the game. Let them work together to share information they remember and complete the handout for homework, adding any information to their handouts that they missed previously.
7. At the beginning of the next class meeting, ask the final question from **HANDOUT 2**: “How do these facts inform parts of Wadjda’s story?” As students review their handouts, discuss what aspects of Saudi culture and geography have had an impact on Wadjda’s life. Be sure to include a discussion of religion to lead into the next part of the lesson.

Part 3: Examining Islam

1. Have students find a research partner. Distribute **HANDOUT 3: A SURVEY OF ISLAM** and instruct students to complete the handout with their new partner, using their research skills to find suitable websites. Remind students of what makes an online source credible and what red flags to look for, especially given the sensitive nature of this topic.
2. Give student pairs adequate time to research the answers to the questions on the handout. If necessary, allow them to continue independently for homework.
3. Use the time at the end of the class period to review student responses to the handout, using the answer sheet on **TEACHER RESOURCE 2**. Then facilitate a conversation about the last question asked the class before: How did religion influence Wadjda’s life and that of her mother? How did it affect the lives of the other women depicted in the film? What more do students now know from their research about how their faith shaped the lives of Wadjda and her mother?

Part 4: Creating informative material for travel to Saudi Arabia

1. Begin the class by reminding students of all that they have learned about the geography and culture of Saudi Arabia. Tell them that they are now going to use this knowledge to create a piece of informative material that could help someone planning to travel to Saudi Arabia. If you have samples of travel advertisements or posters, show them now.
2. Ask them to think about what product they wish to create: a travel brochure, a poster ad, a video commercial, or an audio podcast. Once students know what they want to do, they should team up with students who would like to do the same thing. Students can work in groups of three, pairs, or individually.
3. Provide students with adequate time and materials to create their ads. Give them a deadline by which you expect them to turn in their work.
4. When they have finished, give them an opportunity to present their work to their classmates.



Handout 1 ► P. 1 Mapping the Middle East

Directions:

Using colored pencils or colored pens, follow the instructions to label each of the important countries, cities, and bodies of water in the region on the map. You may use an atlas or an online resource to complete your map with accuracy.

1. With a light blue pencil or pen, color the bodies of water.

2. With a dark blue pencil or pen, label the following:

Black Sea

Persian Gulf

Arabian Sea

Mediterranean Sea

Caspian Sea

Gulf of Aden

Red Sea

3. With a black pencil or pen, label the following locations:

Bahrain

Israel

Oman

Syria

Egypt

Jordan

Palestine

Turkey

Iran

Kuwait

Qatar

United Arab Emirates

Iraq

Lebanon

Saudi Arabia

Yemen

4. With a red pencil or pen, label the following cities in Saudi Arabia:

Riyadh

Mecca

Medina



Handout 1 ▶ P.2 Mapping the Middle East

Name _____ Date _____



Source: By 丁志仁 [CC BY-SA 4.0 (<https://creativecommons.org/licenses/by-sa/4.0>)], from Wikimedia Commons

**Handout 2 ▶ P.1** **A Survey of Saudi Arabia**

Name _____ Date _____

What is the capital of Saudi Arabia?	What are the three climatic zones in the kingdom?
What wild animals inhabit Saudi Arabia?	What domesticated animals inhabit Saudi Arabia?
Which ethnic groups live in the kingdom?	What is the official language of the kingdom?
What are the religious demographics of the kingdom?	Is religious freedom recognized under the law?
What are the four traditional regions of Saudi Arabia?	How have Bedouin culture and immigration from other countries affected the kingdom's demographics?



Handout 2 ▶ P.2 A Survey of Saudi Arabia

Describe the economy, including the series of five-year plans.	Describe the agricultural life of the kingdom.
How has petroleum impacted Saudi Arabia?	What is Saudi Arabia's constitutional framework?
How do the local governments operate?	What is the Sharia?
To what extent are citizens allowed to participate in the political process?	Describe education in Saudi Arabia.
Describe daily life and social customs.	How do these facts inform parts of Wadjda's story?

Teacher Resource 1

A Survey of Saudi Arabia (Answer Key)

P . 1

Note: Exact percentages referenced here in the answer key may vary depending on the year in which students are completing the assignment

<p>What is the capital of Saudi Arabia?</p> <p><i>Riyadh</i></p>	<p>What are the 3 climatic zones in the kingdom?</p> <p><i>(1) desert almost everywhere, (2) steppe along the western highlands, (3) a small area of humid and mild temperature conditions with long summers</i></p>
<p>What wild animals inhabit Saudi Arabia?</p> <p><i>Wolves, hyenas, foxes, honey badgers, mongooses, porcupines, baboons, hedgehogs, hares, sand rats, jerboas</i></p>	<p>What domesticated animals inhabit Saudi Arabia?</p> <p><i>Camels, fat-tailed sheep, long-eared goats, salukis, donkeys, chickens</i></p>
<p>Which ethnic groups live in the kingdom?</p> <p><i>Saudi Arabian-74%</i> <i>Indian-5%</i> <i>Bangladeshi-3.5%</i> <i>Pakistani-3.5%</i></p>	<p>What is the official language of the kingdom?</p> <p><i>Arabic</i></p>
<p>What are the religious demographics of the kingdom?</p> <p><i>Sunni Muslim-84%</i> <i>Shi'a Muslim-10%</i> <i>Roman Catholic-3%</i></p>	<p>Is religious freedom recognized under the law?</p> <p><i>Public worship and display by non-Muslim faiths is prohibited</i></p>
<p>What are the 4 traditional regions of Saudi Arabia?</p> <p><i>Hejaz, Asir, Najd, Al-Hasa</i></p>	<p>How have Bedouin culture and immigration from other countries affected the kingdom's demographics?</p> <p><i>Government has settled the majority of Bedouin and there has been an influx of foreign workers since the 50s</i></p>


Teacher Resource 1
P . 2

A Survey of Saudi Arabia (Answer Key)

<p>Describe the economy, including the series of five-year plans. <i>Fueled by enormous revenues from oil exports, long-range economic development has been directed through a series of five-year plans beginning in 1970</i></p>	<p>Describe the agricultural life of the kingdom. <i>Less than 2% of the total land area is used for crops because of a poor water supply and poor soil</i></p>
<p>How has petroleum impacted Saudi Arabia? <i>In terms of oil reserves, Saudi Arabia ranks first internationally, with about one-fifth of the world's known reserves</i></p>	<p>What is Saudi Arabia's constitutional framework? <i>Monarchy ruled by the Al Saud, a family whose status was established by its close ties with and support for the Wahhabi religious establishment; basic law of government; Council of Ministries; Consultative Council</i></p>
<p>How do the local governments operate? <i>The kingdom is divided into 13 administrative regions</i></p>	<p>What is the Sharia? <i>The basis of justice and religious law</i></p>
<p>To what extent are citizens allowed to participate in the political process? <i>Participation is limited to a relatively small portion of the population; no elections for national bodies; political parties are outlawed</i></p>	<p>Describe education in Saudi Arabia. <i>Education is free at all levels and is given high priority by the government; segregated by gender</i></p>
<p>Describe daily life and social customs. <i>Cultural setting is Arab and Muslim; Sharia is woven into daily life</i></p>	<p>How do these facts inform parts of Wadjda's story? <i>Student responses will vary</i></p>



Handout 3 ► P. 1

A Survey of Islam

Name _____ Date _____

Directions:

Use objective online and print sources to answer the questions below. Take accurate notes on your findings.

What are the origins of Islam? How did the religion begin? Where?

What are the fundamental beliefs and principles of Islam?

What are the 5 Pillars of Islam?



Handout 3 ▶ P.2

A Survey of Islam

What is the sacred text of Islam?

What are the basic practices of Islam? How do Muslims worship?

How did Islam spread beyond Saudi Arabia?

What similarities and differences do you notice amongst the three major monotheistic religions that originated in the Middle East (Judaism, Christianity, Islam)?

How did religion influence Wadжда's life? How did it impact the lives of other women depicted in the film?


Teacher Resource 2
P . 1

A Survey of Islam

Note: Exact percentages referenced here in the answer key may vary depending on the year in which students are completing the assignment

What are the origins of Islam? How did the religion begin? Where?

According to Muslim belief, in 610 CE the Prophet Muhammad began receiving revelations from Allah (to be recorded in Arabic in the Quran). He preached in Mecca and was expelled from that city, but returned from Medina with an army to conquer and convert the people of Mecca.

Islam considers Abraham to be the founder of monotheism and recognizes Moses, Jesus, and others as prophets; Muhammad, born in Mecca, is considered the last prophet.

The two main sects of Islam are Sunni and Shi'a.

What are the fundamental beliefs and principles of Islam? What are the 5 Pillars of Islam? What is the sacred text of Islam?

5 Pillars of Islam:

- Shahadah: profession of faith
- Salat: prayer 5 times daily
- Zakat: giving alms (charity)
- Sawm: fasting during the month of Ramadan
- Hajj: pilgrimage to Mecca

Sacred text: Quran (Qur'an)

Religious law: Sharia

What are the basic practices of Islam? How do Muslims worship?

5 Pillars of Islam

Place of worship: mosque

How has Islam spread beyond Saudi Arabia? Where is the religion found today?

It spread through travel, trade, war, and missionaries.

Muslim population as of 2010:

- 986.4 million in Asia and the Pacific*
- 317.1 million in the Middle East and North Africa)*
- 248.4 million in Sub-Saharan Africa)*
- 43.5 million in Europe*
- 3.5 million in the Americas*

Source: <http://www.pewresearch.org/fact-tank/2017/01/31/worlds-muslim-population-more-widespread-than-you-might-think/>

What similarities and differences do you notice among the three major monotheistic religions that originated in the Middle East (Judaism, Christianity, Islam)?

Similarities: monotheistic (belief in one God); both value charity and good works; Jerusalem as a holy site

Differences: sacred texts, holidays and observances, places of worship

How did religion influence Wadja's life? How did it impact the lives of other women depicted in the film?

Student responses will vary.



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