

# (AS) English Literature Unit Plan: Exploring Identity and Belonging in "Yassini Girls" by Shereen Malherbe

## Unit Overview

- **Unit Title:** Exploring Identity and Belonging in "Yassini Girls"
- **Grade Level:** 9-12
- **Duration:** 4-6 weeks
- **Texts:** "Yassini Girls" along with selected poetry and drama provided below for this unit.

## Curriculum Alignment

- **CCSSI Core Standards:**
  - Determine themes and analyze their development.
  - Cite textual evidence to support analysis.
  - Analyze cultural experiences reflected in literature.

## Learning Objectives

- Analyze how identity and belonging are portrayed in "Yassini Girls."
- Explore the impact of cultural, social, and personal factors on identity.
- Demonstrate effective evidence selection from texts.
- Develop writing and critical thinking skills through discussions and creative projects.

## Outcomes:

### 1. Analyze how identity and belonging are portrayed in *Yassini Girls*.

#### Core Standard(s):

- **CCSS.ELA-LITERACY.RL.9-10.2: Determine a theme or central idea of a text** and analyze in detail its development over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

- **CCSS.ELA-LITERACY.RL.11-12.2: Determine two or more themes or central ideas of a text** and analyze their development throughout the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**Outcome:**

- **Students will be able to:** Analyze and identify key themes of identity and belonging in *Yassini Girls*, evaluating how these themes evolve and interact with other central ideas in the narrative. They will explore the impact of cultural, personal, and societal factors on the characters' sense of self and place within their community, drawing upon specific examples from the text to support their analysis.

## **2. Explore the impact of cultural, social, and personal factors on identity.**

**Core Standard(s):**

- **CCSS.ELA-LITERACY.RL.9-10.3: Analyze how complex characters** (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices** regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are developed).

**Outcome:**

- **Students will be able to:** Examine how the cultural, social, and personal factors in *Yassini Girls* shape the characters' identities. This includes analyzing the characters' internal conflicts and external pressures, such as familial expectations, cultural traditions, and social dynamics, that influence their sense of self and belonging. Students will also evaluate how the author's narrative choices reflect and highlight these influences.

## **3. Demonstrate effective evidence selection from texts.**

**Core Standard(s):**

- **CCSS.ELA-LITERACY.RL.9-10.1: Cite strong and thorough textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Outcome:**

- **Students will be able to:** Select and cite relevant and precise evidence from *Yassini Girls* and other texts to support their analysis of identity and belonging. This includes using direct quotes, key scenes, and character actions to demonstrate how the author develops these themes throughout the text. Students will also explain how the evidence supports their interpretations and analysis.

#### **4. Develop writing and critical thinking skills through discussions and creative projects.**

**Core Standard(s):**

- **CCSS.ELA-LITERACY.W.9-10.1: Write arguments to support claims** in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CCSS.ELA-LITERACY.W.11-12.1: Write arguments to support claims** in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Outcome:**

- **Students will be able to:**

- Engage in informed discussions and debates on the themes of identity and belonging in *Yassini Girls* and other texts, using clear and well-supported arguments.
- Develop and write analytical essays or responses that explore these themes in depth, using evidence from the text to support their positions.
- Participate in creative projects (e.g., presentations, group discussions, role-plays) that allow students to express their understanding of identity and belonging, demonstrating both critical thinking and creative expression.

## Summary of Outcomes in Line with American Core Standards:

By the end of the unit, students will be able to:

1. **Analyze the portrayal of identity and belonging in literature**, focusing on how themes develop throughout the text (CCSS.ELA-LITERACY.RL.9-10.2, RL.11-12.2).
2. **Examine the influence of cultural, social, and personal factors** on identity formation, with a particular focus on the characters in *Yassini Girls* (CCSS.ELA-LITERACY.RL.9-10.3, RL.11-12.3).
3. **Select and integrate evidence from the text** to support their analysis, demonstrating a strong understanding of both explicit and implicit meanings (CCSS.ELA-LITERACY.RL.9-10.1, RL.11-12.1).
4. **Demonstrate effective communication skills**, both in writing and in discussions, by developing well-supported arguments and participating actively in collaborative activities (CCSS.ELA-LITERACY.W.9-10.1, W.11-12.1, SL.9-10.1, SL.11-12.1).

## Materials Needed

- Copies of "Yassini Girls" and selected excerpts, provided in section 'Poetry and Play Excerpts'

Bulk school copies of "Yassini Girls" can be ordered via [info@beaconbooks.net](mailto:info@beaconbooks.net) reference 'Lesson Plan'

- Whiteboard and markers
- Notebooks or digital devices for note-taking
- Projector for multimedia presentations
- Access to poetry and plays included

## Lesson Outlines

### *Lesson 1: Introduction to Themes of Identity and Belonging*

- **Objective:** Understand the concept of identity in literature.

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#### **Outcome:**

By the end of this unit, students will be able to:

- **Define and analyze** the concept of identity in literature, identifying how authors portray characters' identities through their actions, thoughts, relationships, and challenges.
- **Examine the development of identity** as a central theme in *Yassini Girls* (and other literary texts), considering how external factors like culture, society, and family impact the characters' sense of self.
- **Identify and explain how characters' identities evolve** over the course of the narrative, linking their personal growth to the broader theme of belonging.
- **Analyze how identity is shaped by conflict** (internal or external) and how it drives the characters' decisions and interactions within the story.

- **Provide textual evidence** to support analysis of identity, demonstrating how specific details (e.g., dialogue, narrative structure, and symbolism) contribute to the development of a character's identity.

## Skills Developed:

- Critical thinking in understanding complex themes such as identity and belonging.
- The ability to analyze character development and its relation to broader thematic elements.
- Skills in identifying literary devices and how they contribute to character identity.
- Strong textual analysis, supported by evidence drawn from the text.
- **Activities:**
  - **Warm-Up Activity:** Brainstorm definitions of identity and belonging. See below for definitions and links to Islamic identity:

## 1. Definition of Identity

### In Literature (Grades 9-12):

- **Identity** refers to the sense of self, which includes the ways in which an individual perceives and defines themselves, both personally and in relation to others. It can be influenced by factors such as culture, ethnicity, family, religion, and personal experiences. Identity is often shaped by both internal factors (such as beliefs and values) and external factors (such as societal expectations and norms).

### (If used as part of an Islamic Curriculum) Connection to Islamic Themes:

- In **Islamic teachings**, identity is viewed as a deep connection between the individual and their relationship with **Allah (God)**, the **Prophet Muhammad (PBUH)**, and the **Ummah (community of believers)**. Islam teaches that one's ultimate identity is as a servant of Allah, and this spiritual identity is central to the Muslim worldview.
  - **The Qur'an** speaks about human beings being created with a purpose. In Surah Al-Dharyat (51:56), it says:

“And I did not create the jinn and mankind except to worship Me.”

This verse emphasizes that a person's true identity is rooted in their worship and servitude to Allah. Muslims are encouraged to define themselves not by material or external aspects, but by their faith, actions, and adherence to Islamic values.

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- **Prophet Muhammad (PBUH)** also emphasized the importance of developing a good character and seeking closeness to Allah. For example, in the Hadith:

“The best of you are those who have the best character.” (Sahih Bukhari)

This Islamic view of identity highlights that an individual's true worth is not determined by external features but by inner qualities such as faith, kindness, and integrity.

## 2. Definition of Belonging

### In Literature (Grades 9-12):

- **Belonging** refers to the feeling of being accepted or integrated into a particular group, community, or society. It involves finding one's place within a larger context, and it is often linked to shared values, common goals, or cultural practices. Belonging can create a sense of comfort and support but may also lead to challenges when individuals feel excluded or marginalized.

### Connection to Islamic Themes:

- **Belonging in Islam** is deeply connected to the concept of the **Ummah**, which refers to the global community of Muslims who share the same faith and follow the teachings of Islam. The idea of belonging in the Islamic worldview is not just about finding one's place in a social group, but about belonging to a community that shares common values, ethics, and a commitment to serving Allah.
  - **The Qur'an** mentions the importance of community and the sense of belonging to the Muslim Ummah in various verses. For example, in Surah Al-Hujurat (49:10):

"The believers are but brothers, so make peace between your brothers."

This verse reinforces the idea that Muslims, as part of the Ummah, should feel a sense of belonging to one another, united by faith, compassion, and mutual support.

- **Prophet Muhammad (PBUH)** also emphasized the significance of belonging to the Ummah and fostering unity. One famous Hadith states:

"None of you will have faith until he loves for his brother what he loves for himself."  
(Sahih Muslim)

This saying encourages Muslims to feel a sense of belonging to the community by caring for the well-being of others and striving for a collective sense of peace and support.

- **Guided Reading:** Read a key passage from "Yassini Girls" (1-2 pages).

Suggested passages:

Chapter 4 Fatima: Pages 66-73

Chapter 4 Layla: Pages 74-77

Chapter 8 Layla: Pages 147-150



- **Discussion Questions:**
  - How do the characters express their identities?
  - What challenges do they face in finding belonging?
- **Assessment:** Reflective journal entry on personal experiences of identity.

### ***Lesson 2: In-Depth Character Analysis***

- **Objective:** Analyze character development and perspective  
Students will analyze how a character's traits, motivations, and perspectives evolve throughout the text. They'll focus on how the author reveals these elements and their influence on plot and theme development.
- **Outcome:** After analysis, students should be able to support their observations with specific textual evidence, identify themes or central ideas related to character development, and demonstrate understanding of different perspectives, particularly when these are in conflict within the story.
- **Activities:**
  - **Read and Discuss:** Continue with "Yassini Girls," focusing on character arcs.
  - **Multimedia Exploration:** Watch a [selected video segment](#) starting at 13:56 – 17:04) to discuss connections to the text.
    - The author talks about connecting to the land by physically going to Palestine as she had only known about Palestine from outside of the country.
    - The author also talks about the connection is driven by their faith, how they treat people and it changed her perception
    - She also discusses how it is a responsibility to capture it for Palestinian's who are unable to visit Palestine.
  - **Group Activity:** Divide into groups to explore specific aspects of identity, identify quotes, and prepare brief presentations.
- **Assessment:** Written response analyzing a character's identity journey.

#### **Links to the Quran & Sunnah**

- How does the character's faith impact their lives?
- Can you recognise any aspects of faith that help them with hardships?
- How does Islam feature throughout the text?

-Create your own narrative incorporating the Islam, to show the theme ‘identity and belonging’. You can choose any medium you like including, creative writing, poetry or a play.

### ***Lesson 3: Exploring Identity through Poetry***

- **Objective:** Examine how poets convey identity through language.  
Students will explore how poets use specific language choices—such as diction, tone, imagery, and figurative language—to express and convey aspects of identity. This involves analyzing how poets develop themes related to personal, cultural, or societal identity, and how these themes are communicated through stylistic choices and poetic forms.
- **Outcome:** After their analysis, students should be able to identify the language techniques poets use to express identity, support their observations with specific textual evidence, and analyze how these choices contribute to the poem’s overall meaning. They should also be able to explain how language in poetry helps shape the reader’s understanding of the poet’s perspective on identity, whether it is personal, cultural, or collective.
- **Activities:**
  - **Close Reading:** Analyze selected poems (select own or use reading list provided).
  - **Figurative Language Analysis:** Discuss how language shapes identity.

### **Figurative Language and Its Role in Shaping Identity:**

Figurative language plays a crucial role in shaping **identity** by enabling individuals to express complex emotions, experiences, and cultural connections in a nuanced and powerful way. In literature, **metaphors**, **similes**, **personification**, and **symbolism** offer deeper layers of meaning that go beyond the literal.

Quotes from Yassini Girls to support this:

‘We had treasure once.’ p.10 The treasure here is a metaphor and symbolism for a peaceful, happy life.

‘The floor morphs into soft grass between my bare toes’ p.27 This metaphor represents homeland returning for a brief moment.

‘Mama becomes lost in the blood-red stitches as she retells our stories in our clothes.’  
p.70 Personification & symbolism is represented here. The "**blood red stitches**" symbolizes something that is both literal and metaphorical- representing pain, trauma and a difficult memory.

- **Creative Project:** Create a visual representation of one poem.
- **Assessment:** Share visual representations and discuss interpretations.

#### ***Lesson 4: Identity in Drama***

- **Objective:** Understand identity through dialogue and performance.  
Students will analyze how dialogue and performance in drama or other performances reveal and construct identity. This involves examining how characters express their identities through their words, actions, and interactions with others, as well as how actors’ performances (including tone, gesture, and emphasis) contribute to the portrayal of character identity.
- **Outcome:** After their analysis, students should be able to identify key moments in dialogue and performance that reveal aspects of character identity, support their analysis with specific examples from the text or performance, and interpret how these moments contribute to the development of themes related to personal, social, or cultural identity. Students should also be able to explain how the interaction between dialogue and performance enhances their understanding of the character’s identity and the broader thematic messages of the work.
- **Activities:**
  - **Read Selected Scenes:** From a chosen play (select own or use excerpts provided) that features themes of identity and belonging.
  - **Performance:** Groups perform key scenes, focusing on character motivations.
  - **Discussion:** Analyze how dialogue reflects identity struggles.

Example in The Palestinian Woman (provided below)

"**I am from a place with no name**," suggests a **loss of identity**, as her homeland—Palestine—has been erased from official narratives, and she feels invisible in the eyes of the world. The idea of being "**from a place with no name**" also reflects the erasure of history, where Palestinians are often stripped of their national identity due to political conflict and displacement.

- **Assessment:** Reflective journal entry on character identity.

## ***Lesson 5: Comparative Analysis***

- **Objective:** Compare themes of identity across different texts.
- Students will compare and analyze how themes of identity are explored in different literary texts. This includes examining how different authors approach the theme of identity—whether personal, cultural, or social—and how the theme is developed through characters, settings, plot, and symbolism. Students will also focus on the various ways identity is shaped by societal forces, personal experiences, and internal conflicts, and how these elements are conveyed across different genres or time periods.
- **Outcome:** After their analysis, students should be able to identify common themes of identity across multiple texts, compare how these themes are treated or portrayed differently, and draw connections between characters or situations in each text. They should support their comparisons with specific textual evidence, explaining how each author’s treatment of identity shapes the overall meaning of the work. Additionally, students should be able to articulate how the different contexts (historical, cultural, or genre-specific) influence the portrayal of identity in each text, offering a deeper understanding of how identity is a universal yet diverse theme in literature.
- **Activities:**
  - **Group Discussions:** Compare character experiences in "Yassini Girls" and other texts.

### **Example comparison & discussion points:**

‘The Palestinian Woman’ play excerpt:

I am the daughter of land,  
whose soil you tried to erase,  
whose soil you try to forget.

‘Yassini Girls’ excerpt p.1:

‘...the farmhouse is being demolished. Each piece of stone is being smashed to its very foundations. The glassless windows fall by its side. The memories live on as it becomes dust in the ancient ground.’

1. **Land as Identity:** Both texts emphasize the deep connection between land and identity. In "The Palestinian Woman", the land is personified as something that is tried to be erased, while the speaker claims it as an inherent part of her being. Similarly, in "Yassini Girls", the farmhouse is not only a building but a symbol of cultural history and personal memory, whose destruction is tied to a loss of belonging. Both texts reflect the importance of land as a living entity in the characters' emotional and cultural landscapes.
2. **Memory as Resistance:** Both excerpts highlight the power of memory in maintaining identity. In "The Palestinian Woman", the refusal to forget the land is not just a personal choice but an act of resistance against those who seek to erase it. The same theme is present in "Yassini Girls", where the memories of the farmhouse, though physically destroyed, continue to "live on" in the ground. Memory becomes a way to preserve cultural identity and resist complete loss, whether through displacement or erasure.
3. **Physical vs. Emotional Destruction:** In both texts, physical destruction (the land being erased or the farmhouse being demolished) contrasts with the emotional or spiritual survival of identity. While physical loss is evident, the characters in both texts demonstrate that cultural identity cannot be entirely wiped away. Memory, as an emotional or cultural force, becomes a way to reclaim the lost sense of place and belonging.
4. **The Tension Between Forgetting and Remembering:** In both excerpts, there is a tension between the pressure to move on or forget and the powerful impulse to remember. Layla from "Yassini Girls" (as we saw earlier in her dialogue) refuses to let go of the past, as it is central to her identity. This echoes the sentiments of the speaker in "The Palestinian Woman", who cannot accept the idea of forgetting her roots and heritage. The struggle to remember becomes an act of survival and assertion of identity.

- **Thematic Connections:** Identify common themes and differences.

These could include belonging, displacement, memory and cultural heritage. See below for expansion on these areas in relation to belonging and identity.

- **Assessment:** Write a comparative essay or create a presentation.

## ***Lesson 6: Synthesis and Reflection***

- **Objective:** Synthesize understanding of identity across texts
- Students will synthesize their understanding of how identity is portrayed across multiple texts by integrating ideas, themes, and evidence from different sources. This involves bringing together insights about identity from various texts (which could include literature, poetry, drama, and non-fiction) and analyzing how different authors or creators approach the same or similar themes. Students will focus on the overarching themes of identity, while recognizing the unique ways in which context, genre, and authorial intent shape the depiction of identity.
- **Outcome:** After synthesizing the material, students should be able to draw connections between the representations of identity across texts, offering a comprehensive analysis of the similarities and differences in how identity is developed and expressed. They should be able to combine ideas from multiple texts to form a well-rounded, nuanced understanding of identity, and use evidence from those texts to support their conclusions. Students should also be able to reflect on how different genres or cultural perspectives influence the portrayal of identity, and how a synthesis of these perspectives contributes to a deeper understanding of the theme as a whole.
- **Activities:**
  - **Class Discussion:** Thematic connections across all readings.  
Thematic connections could include:

The idea of belonging is central in all the texts, as characters seek to find their place in the world, whether it's returning to a homeland or seeking acceptance in a new place. These works emphasize that belonging is not easily granted and is often shaped by external forces (displacement, oppression) but also by internal choices (loyalty, resistance, self-definition).

The theme of displacement connects all the works. Whether it's Palestinian refugees, Afghan exiles, or African-Americans seeking a better life, the sense of loss and yearning for home is pervasive. Exile, whether physical or emotional, often leads characters to a redefined sense of belonging, where they must reconcile the past with their present circumstances.

Memory and **cultural heritage** are crucial in all of these works as they anchor the characters in times of displacement, trauma, or societal oppression. These works suggest that **identity and belonging** are shaped by **what we remember**,

**what we hold onto**, and how we preserve our **cultural narratives** in the face of external challenges.

- **Group Project:** Create a multimedia presentation on the theme of identity and belonging.
- **Assessment:** Final project presentation, showcasing insights and connections.

## Assessment Strategies

- **Formative Assessments:** Participation in discussions, group work, reflective journals.
- **Summative Assessments:** Written responses, comparative essays, and final projects.

## Reflection and Adjustments

- After each lesson, note what worked well and what could be improved to adjust future lessons.

## Optional Homework

- Re-read a selected chapter and identify additional themes related to identity and belonging for discussion in the next class.

## Additional Considerations

- **Content Sensitivity:** Some texts deal with heavy themes like war, displacement, and trauma. Providing context and support through discussions will help students engage with the material thoughtfully.
- **Cultural Context:** Introducing students to the historical and cultural background of Palestinian literature will enhance their understanding and appreciation.

## Text Suggestions

- If you prefer texts that might be more straightforward or lighter while still relevant to themes of identity and belonging, consider:

- A variety of stories, essays, and poetry available in [World Literature Today's Palestine Voices Issue](#). You can also complete this Unit with the following excerpts provided.

## **Poetry and Play excerpts:**

### **Poetry:**

#### **Identity Card by Mahmoud Darwish (translated by Ibrahim Muhawi)**

##### **Write down**

I am an Arab  
and my identity card number is fifty thousand  
I have eight children  
and the ninth will come after a year.  
Do you want me to write down  
that I am a farmer?  
I have a plot of land,  
and a house with a roof made of glass  
and a window with a view of a valley.  
I have a story to tell, but no one cares to listen,  
so I am forced to shout it out.

##### **Write down**

I am an Arab  
and my name is Mahmoud Darwish.

#### **"I Am Not Your Refugee" by Rana Barakat**



**I am not your refugee,**

I am not the image you see on your television screens,  
not the woman you pity,  
not the man you label a "statistic" of your wars.

I am not your memory of tragedy,  
not your symbol of suffering,  
not the number that you count on your maps  
and write in your papers.

I am the daughter of land,  
whose soil you tried to erase,  
whose soil you try to forget.

I carry it in my skin,  
in my blood,  
in my words.

**I am not your refugee.**

I am the land itself,  
the stones that still speak,  
the trees that still grow,  
the wind that blows  
from the hills of my home.

I am the heart of every town you destroyed,  
the soul of every village you silenced.

I am the memory of every moment  
you tried to bury in the dirt.

**I am not your refugee,**

but I will stand,

rooted in the soil of my ancestors,

demanding the place you have stolen from me.

I will not forget,

I will not be erased.

### **I Come from There by Mahmoud Darwish (translated by Jeffrey Sacks)**

I come from there and I have memories

older than the bridges.

I come from there and I have memories

older than the rivers.

I come from there and I have memories

older than the trees.

I come from there and I have memories

older than the hills.

I come from there and I have memories

older than the stars.

I come from there and I have memories

older than the desert.

I come from there and I have memories

older than the night.

I come from there and I have memories

older than the world.

## **Play Excerpts:**

### **Excerpts from "The Palestinian Woman" (A play by Nahed Hattar)**

Nahed Hattar, a Palestinian-Jordanian playwright, often explores themes of **identity**, **belonging**, and **displacement** in the context of Palestinian refugees. In "The Palestinian Woman," he delves into the emotional turmoil and sense of lost home that many Palestinians feel.

#### ***Excerpt from Act 1:***

**Mariam:** (looking out the window)

They tell me I am from a place with no name,

A land they stole,

And they tell me I should forget,

But how can I? My heart beats for Palestine!

I walk with the ghosts of my people,

In the soil, in the air, in the sea.

It is in my veins.

You cannot erase me.

You cannot erase the blood that ran

In the streets of Gaza, in Ramallah, in Jerusalem.

I was born of them. I am of them.

**Omar:** (Softly)

But Mariam, they say we must move on...

Leave the past behind.

The future is all we have now.

**Mariam:**

(fiercely)

I cannot leave what is in my soul.

To leave is to forget, and to forget is to die.

I will carry my identity in my chest,

In every breath I take.

It is not just memory. It is life.

### **Excerpt from "A Raisin in the Sun" by Lorraine Hansberry**

Lorraine Hansberry's play "**A Raisin in the Sun**" deals with themes of **identity**, **belonging**, and **cultural pride** in the context of African-American experiences in the mid-20th century. Although it doesn't address displacement in the same sense as Palestinian or Afghan works, it deals with belonging in the face of societal expectations and historical oppression.

#### ***Excerpt from Act 2, Scene 1:***

**Ruth:**

(to Walter)

What's the matter with you? You go around in here like somebody done just whipped you to death, and you don't even stop to think how it affects the rest of us.

I have to put on a face every day, Walter. I don't have time to dream big like you. I don't have the energy to fight like you do. I have a family, I have to feed them. I have to give them a home. I have to make them proud of who they are.

(pauses, looking around the room)

We have to have a place in this world, Walter. A place to call our own. That's all we're fighting for.

**Walter:**

(sharply)

You think I don't know that? You think I don't want more for us? For my son? For me? I don't want to live in a place where they tell me I don't belong just because of the color of my skin.

(pauses)

I want to be somebody. I want to matter.