

* Why do you think is the boy handcuffed? Take a look at the different elements in the picture at various angles and try to find out the correspondence among and between them?
* What is your initial impression on the device shown in the picture (bottom, right corner)?
* How is President's Obama's tweet relative to the handcuffed boy?

(This is an excerpt taken from the article *Muslim teen Ahmed Mohamed creates clock, shows teachers, gets arrested,* written by Ashley Fantz, Steve Almasy, and Anne Claire Stapleton from CNN. To read full article and other related commentaries, please refer to the reference section of this material.)

**'Muslim teen Ahmed Mohamed creates clock, shows teachers, gets arrested'**

"I built a clock to impress my teacher but when I showed it to her, she thought it was a threat to her," Ahmed told reporters Wednesday. "It was really sad that she took the wrong **impression** of it."

When Ahmed Mohamed went to his high school in Irving, Texas, Monday, he was so excited. The 14-year-old's day ended not with praise, but punishment, after the school called police and he was arrested.

Chief Larry Boyd said Ahmed should have been "**forthcoming**" by going beyond the description that what he made was a clock. But Boyd said authorities determined that the teenager did not intend to alarm anyone and the device, which the chief called "a homemade experiment," was **innocuous.**

**Outrage** over the incident -- with many saying the student was profiled because he's Muslim -- spread on social media as [#IstandWithAhmed](https://twitter.com/hashtag/IStandWithAhmed) started trending worldwide on Twitter with more than 100,000 tweets Tuesday morning. The school's [Facebook page](https://www.facebook.com/IrvingSchools) is roiling with sharp **criticism** of the way the teen was treated, and the **hashtag** #engineersforahmed is gaining popularity.

**Vocabulary Highlights**

1. **im·pres·sion** (noun) /imˈpreSHən/

-an idea, feeling, or opinion about something or someone, especially one formed without conscious thought or on the basis of little evidence.

Ex.: His first **impressions** of the Philippines were very positive.

2. forth·com·ing (adjective) /fôrTHˈkəmiNG/

-planned for or about to happen in the near future

Ex.: He is very excited for the **forthcoming** basketball season.

3. in·noc·u·ous(adjective) /iˈnäkyo͞oəs/

-not harmful or offensive

Ex.: Jenny made an innocuous home remedy for her sunburn.

4. out·rage(noun) /outˌrāj/

-an extremely strong reaction of anger, shock, or indignation

Ex.: A man accidentally spilled his juice drink over her skirt. Her voice trembled with outrage.

5. crit·i·cism (noun) /kridəˌsizəm/

-the expression of disapproval of someone or something based on perceived faults or mistakes.

-the analysis and judgment of the merits and faults of a literary or artistic work.

Ex.: My artwork received a lot of negative criticisms from my art teacher.

6. hash·tag (noun) /haSHtaɡ/

-(on social media sites such as Twitter) a word or phrase preceded by a hash or pound sign (#) and used to identify messages on a specific topic.

Ex.: The hashtag #internationaldayofpeace was used to show some awarenes on world peace.

**Comprehension Questions:**

* Who is Ahmed?
* Why is he arrested?
* In the video, what is the contention of Bill Maher? (<https://www.youtube.com/watch?v=aGit-XltUB4>)

**Critical Questions: (for teacher's copy only)**

* What is the nature of Ahmed's homemade experiment- the clock?
* In your point of view, does it look like a bomb? Why?
* What is your perspective about Ahmed's arrest?

a. Is his arrest justified?

b. If you were him, what would you feel?

c. Who is responsible and accountable for his arrest?

* Did the teacher really do the right thing? If you were the teacher, what will you do upon seeing the boy's homemade experiment?

a. What is the best way to handle situations like this?

b. What if it had been a bomb?

* “When a white kid builds nuclear fusion reactor it's cool but when a Muslim builds a clock it's not.[#IStandWithAhmed](https://twitter.com/hashtag/IStandWithAhmed?src=hash) ” - [**wiss.➶**HYPERLINK "https://twitter.com/BUCKVBVRNES"@BUCKVBVRNES](https://twitter.com/BUCKVBVRNES) (via twitter)

What can you say about this?

a. Is there discrimination reflected on the point at issue?

b. What is that kind of discrimination?

c. Do you think Ahmed was discriminated? In what way?

* In the video (<https://www.youtube.com/watch?v=aGit-XltUB4>), Maher mentioned about ISIS and terrorism? What do you know about these?

a. In your point of view, how is terrorism relative to Ahmed's issue?

* So, how do you define vigilance and security?

a. Do you think they are similar or different?

a. Which do you think dominated? Why did you say so?

b. If so, do you think it's right? If not, what do you think is right?

* What are your implications on President Obama's tweet?

a. Don't you think he's going against what the authorities did in order to protect the community?

b. Is his tweet diplomatic enough as the President of the USA?

**References:**

1. Ashley Fantz, Steve Almasy, & Anne Claire Stapleton. (September 16, 2015). *Muslim teen Ahmed Mohamed creates clock, shows teachers, gets arrested.* CNN International Edition. Retrieved from <http://edition.cnn.com/2015/09/16/us/texas-student-ahmed-muslim-clock-bomb/index.html>

2. (22 September 2015 ). *Ahmed Mohamed: Homemade Clock Boy Quits Texas school.* BBC News World-US & Canada. Retrieved from <http://www.bbc.com/news/world-us-canada-34324917>

*3.* <https://www.youtube.com/watch?v=aGit-XltUB4>