



TEACHER'S GUIDE

ROOTS in IRAN: Stories of Visionary Women

ABOUT THE BOOK

Genre:

Young Adult Nonfiction

Interest Level:

Grades 7–11

Themes & Topics:

Nonfiction, YA Interest, Identity, Self-Esteem, Women's Empowerment, Women's Biographies, Biography, Iranian History, Immigrant, Overcoming Adversity, Conflict Resolution, Breaking Gender Barriers, Childhood Experiences, Cultural Diversity, Justice, Persistence/Grit, Heroism, Enthusiasm/Motivation, Confidence, Courage, STEM, Martial Arts, Film, Arts, Chess, NASA, Soccer, Politics, Rock-Climbing, Nobel Prize, Fields Medal.

SYNOPSIS

Roots in Iran: Stories of Visionary Women is a collage of 15 biographies about courageous women and daughters of families who left Iran, their country of birth. The book offers readers a window into new worlds and a mirror to reflect upon their own experiences.

Roots in Iran is divided into two sections. The longer chapters give readers an in-depth look into the lives of five diverse, trailblazing women. Readers learn how Anousheh Ansari's fascination with the galaxies led to her triumphs and travails as an entrepreneur, and how Jasmin Moghbeli—riveted by the achievements of Valentina Tereshkova—became a Marine helicopter pilot and eventually a U.S. astronaut. The shorter chapters introduce readers to ten more dynamic women. Readers travel with Farnaz “Spider-Woman” Esmailzadeh, a rock-climbing champion, to find out how she got her start, and discover how Melody Ehsani, designer extraordinaire, champions women's rights even though she didn't end up in law school. All of the women are transformative pioneers.

Their vision of who they wanted to be led them to their path of self-realization. Of course, they had upsets and setbacks. They had energy that waxed and waned. They were wounded and then recovered. They attempted difficult things and sometimes failed. They made practical and impractical decisions. They were confident, but not always. Yet they dared to set their sights on a place higher than they could see! They strived to be exceptional, and they succeeded.

Each of the stories is complemented by brilliant, full-color portraits created by female artists with roots in the Middle East.

Roots in Iran also offers enriching sidebars where readers get a glimpse into Iran's culture and history as well as the intriguing and challenging

vocations these women have explored. In addition, each chapter offers a discussion guide and writing prompts for educators to use with readers.

This Teacher’s Guide is intended to support classroom instruction. The Discussion Guide and Writing Prompts, accompanied by Common Core Standards, are meant to engage readers to think more deeply and creatively about the topics and themes introduced in the book. The Common Core Standards are aligned with interdisciplinary activities, such as English Language Arts and History for grades 9–10. However, the Discussion Guide and Writing Prompts can be applied to multiple grade levels.

While the incorporated standards require rigorous thinking and analysis for both the Discussion Guide and Writing Prompts, the depth of research is less so for the discussion activities. The purpose of incorporating standards for the Discussion Guide is to ensure students meaningfully prepare for the subject prior to conversing with peers and teachers.

DISCUSSION GUIDE and WRITING PROMPTS

LONGER CHAPTERS (Chapters 1–5)

CHAPTER 1: ANOUSHEH ANSARI

DISCUSSION GUIDE

In this chapter, you learned about “brain drain.” Discuss how it can impact affected countries—both in countries that lose their citizens and those who receive them.

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.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.

Do you have any business ideas? If so, what would be the first three steps you would take to execute your idea?

CCSS.ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Despite Anousheh’s uncertainties, she took chances. When was the last time you took a chance on something? How did it turn out? Would you do it again? Why?

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.

In the context of entrepreneurship, think about the differences between being a consumer versus being a producer. Which do you want to be? Why?

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WRITING PROMPT

How does unrest and insecurity displace civilians? Pick at least one contemporary example from a different region of the world to demonstrate your perspective.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Write a journal entry in which you imagine living on another planet. How did you get there? What are your daily responsibilities? Do you plan to stay for a long time?

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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How did the 1979 Revolution in Iran compare to other revolutions you have studied?

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research

question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

How do revolutions change society?

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CHAPTER 2: MINA BISSELL

DISCUSSION GUIDE

How has the study of science led to breakthroughs in medicine? Provide one or two examples.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Name three other scientists from various social or ethnic backgrounds who have made significant contributions to science. How many are first- or second-generation Americans?

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Determine the core message of the “STEM Pep Talk”. Did you find anything surprising? What are your thoughts on the advice provided?

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Pick a time and place in the Middle East. Compare and contrast the experiences of those in the Middle East with the experience that Americans in the U.S. were having at the same time.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

WRITING PROMPT

Mina struggled with advisers who belittled her and her ideas. Has someone ever underestimated or undervalued you? What did you do? How did you feel? Were you able to change their mind?

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.

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How is your family similar to or different from Mina's?

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.

Imagine yourself as a scientist. What question would you want to answer?

CCSS.ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Imagine you are a state leader. Make the case to other world leaders about the value of female education in families, communities, and economies.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CHAPTER 3: DORSA DERAKHSHANI

DISCUSSION GUIDE

List two or three countries that were sanctioned by the U.S. When have sanctions been effective? When have they been ineffective?

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Is assigning "women's titles" in chess or other arenas a good idea? Justify your response.

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.

How did learning about a woman from the Middle East who mastered the complicated game of chess change your opinion about women from the Middle East?

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

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make

new connections in light of the evidence and reasoning presented.

WRITING PROMPT

Pick an authoritarian regime that you have already studied. What impact did that kind of government have on its citizens? Consider the economy, the press, and the judiciary as examples to study more deeply.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

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Imagine you are the president of your country. Write a speech answering the following question: When, if ever, is it morally justified to discern between people when determining whom to allow in your country?

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

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and

limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CHAPTER 4: ANNA ESKAMANI

DISCUSSION GUIDE

How can you be a good citizen without being politically or civically involved?

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

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Why do you have to differentiate between fact and fiction when it comes to news and information sources? How do you do this?

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

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Do you think it is important to advocate for your rights and the rights of those different from you—those who don't look like you, act like you, or come from the same place as you? Why?

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

President John F. Kennedy famously said, "The rights of every man are diminished when the rights of one man are threatened." How would you respond to this quote?

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-LITERACY.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Dr. Martin Luther King, Jr. once said "... I submit that an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law." What do you think about this quote?

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

WRITING PROMPT

Who is responsible for ensuring that your rights are preserved? Why do you think this individual(s) or institution(s) holds this power?

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

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appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Many times, Anna felt like an outsider. Has anyone made you feel unwelcome? Do you know why they wanted to make you feel that way? How did you overcome that feeling?

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

When Anna was in the fifth grade, she wrote a petition to keep her lunch period with her best friend. If you could wish for something to be different in your school or community, what would it be? How would you go about getting your voice heard?

CCSS.ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is

experienced, observed, or resolved over the course of the narrative.

In your class, have each student write a newspaper article about one recent event and answer the following prompt: Compare and contrast how each of you interpreted the event and how you chose to convey the message to your audience. How did the information vary among your classmates? Did you find any bias?

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

What is voter suppression? Find an example of a community or group that has either suffered or gained from voter suppression and explain how and why they were suppressed or otherwise, as well the affect it had on the lives of the members.

CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CHAPTER 5: JASMIN MOGHBELI

DISCUSSION GUIDE

Jasmin competed against a strong pool of applicants when she applied to become a NASA astronaut. Have you ever competed? How did you feel about it?

CCSS.ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Jasmin joined the Marines as a stepping stone to achieve another goal, to become an astronaut. How have you been creative in finding ways to achieve your goals? Did your strategy work? If not, what would you do differently now?

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.

Jasmin's parents converted from Islam to Christianity. In the news, we learn that more Muslim refugees are converting to Christianity. Find an example in history when a people converted to other religions. Why do you think

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this happened? How did it benefit or hurt those who converted?

CCSS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

How have immigrants made contributions to American society? Provide examples of three individuals, detailing where they came from, what they contributed, and how they influenced our society.

CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

WRITING PROMPT

Jasmin used to be afraid of public speaking, but with repeated practice she overcame her fear. Give an example of how you once overcame a fear.

CCSS.ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

How do innovations in military technology provide improvements to the life of civilians?

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

In January 2017, President Trump signed an executive order called “Protecting the Nation from Foreign Terrorist Entry in the United States,” commonly referred to as “the Muslim Ban.” This ban barred citizens of seven majority Muslim countries from visiting the U.S. With your teacher, read the executive order and its subsequent forms. What do you know now that you didn’t before? Write two essays, one as an opponent to and the other as a proponent for this ban. Refer to the Anti-Defamation League’s Current Events Classroom, “The Muslim Ban and the Power of Protest,” for more information.

<https://www.adl.org/media/9731/download>

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

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

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

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

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-

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appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

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

Provide a concluding statement or section that follows from or supports the argument presented.

Do you think military service should be compulsory? Justify your response.

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.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

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

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

SHORT CHAPTERS (Chapters 6 -15)

CHAPTER 6: KIMIA ALIZADEH

In history, there have been many athletes who defected from their country of birth. Find out who they are and why they left.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CHAPTER 7: SHIRIN EBADI

Who would you nominate for the next Nobel Peace Prize, and why?

CCSS.ELA-LITERACY.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on *discipline-specific content*.

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

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

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

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

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

Provide a concluding statement or section that follows from or supports the argument presented.

CHAPTER 8: MELODY EHSANI

There is more than one way to achieve a goal. What variations have you tried to overcome a challenge?

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

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other information and examples appropriate to the audience's knowledge of the topic.

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

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CHAPTER 9: FARNAZ ESMAEILZADEH

Do you want to start something that no one around you has ever done before? What would it be, and how would you get there?

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

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.

CHAPTER 10: GOLSHIFTEH FARAHANI

Learn about an artist living in exile whose work you admire.

CCSS.ELA-LITERACY.W.9-10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CHAPTER 11: NIAZ KASRAVI

Why is it important to protect the right to dissent?

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

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

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CHAPTER 12: KATAYOUN KHOSROWYAR

Research those who cannot take part in an activity that's readily available to you. Why are there barriers to their participation?

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CHAPTER 13: MARYAM MIRZAKHANI

Draw a link between art, in any medium, and your latest challenging math assignment.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.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.

CHAPTER 14: SHIRIN NESHAT

Create a work of art, in any medium, that interprets your explanation of a paradox.

CCSS.ELA-LITERACY.W.9-10.10

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Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CHAPTER 15: MARJANE SATRAPI

Write a seven-word autobiography in the form of haiku: the first line has 5 syllables, the second has 7, and the third has 5.

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

About the Author

Yasmine Mahdavi was born and raised in Iran. She left Iran for the U.S. when she was 12 years old. Her career has spanned both the nonprofit and corporate sectors. She wrote this book—her first—to her 13-year-old self as an homage to her country of birth and an ode to her adopted country. Yasmine is the recipient of a 2018 We Need Diverse Books Walter Grant Award and a 2019 Society of Children’s Book Writers and Illustrators (SCBWI) Nevada Mentorship. Yasmine lives in New York City.

Lauren Young assembled this Teacher’s Guide. Lauren is a doctoral candidate at Teacher’s College at Columbia University in New York City. She studies Cognitive Science in Education, focusing on children’s learning from media. Lauren has been teaching students in grades K–12 for more than a decade.