



EDUCATOR'S GUIDE



Ages 12 & Up
Grades 7 & Up

One Girl's Story
of Growing Up
During the
Iranian Revolution

Nioucha Homayoonfar

Foreword by
Firoozeh Dumas,
best-selling author
of *Funny in Farsi*

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ACTIVITY 1: No Longer Free

Create a detailed list of the new restrictions, loss of freedoms, and requirements that people in Iran faced after the shah was overthrown during the Iranian revolution. Make sure to include changes in schooling (such as separating boys from girls) and changes in everyday life (such as certain music being banned). Pay particular attention to the new requirements that were placed on women and young people. Using these lists to ground you in textual evidence, discuss the pace of these changes and reflect on how these changes were implemented. Base the discussion around examples of the changes in Nioucha's life.

Extension: Have students read articles about daily life in the United States or France during the same time period? Compare and contrast the freedoms available to citizens in these countries to those in Iran. How were these freedoms protected?

CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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.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.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-LITERACY.RI.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.

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CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

ACTIVITY 2: Growing Up in Iran

Construct a timeline of Nioucha’s life. Include dates of major events in her life such as moving from Pittsburgh, Pennsylvania, to Tehran, Iran, and her abduction by the “Moral Police.” On a parallel timeline, detail major historical events in Iran, such as the developments leading up to, during, and after the revolution. Analyze how Nioucha’s daily life was affected by the political events in Iran.

Extension: Read additional articles about the Iranian revolution. Discuss the events that led to the overthrow of the shah, the consolidation of power by Ayatollah Ruhollah Khomeini, and the role of fear in controlling people.

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ACTIVITY 3: Leaving Iran

Write a letter to Nioucha's new teacher in Pittsburgh. What would be helpful for the teacher to know about Nioucha's life? Include the aspects of Iran that Nioucha will miss, such as her family and the beauty of the country. Detail the hardships she has been through and what might scare her, such as sudden, loud noises. Make sure the letter is grounded in details from the text.

Extension: Pretend you were a student at Nioucha's school in Pittsburgh when she returned. She had left Pittsburgh as a five-year-old and was returning as a sixteen-year-old. Write Nioucha a letter to tell her about life in the United States. What do you think she would look forward to? How had America changed while she was living in Iran?

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CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.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.

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. (Grade-specific expectations for writing types are defined in standards 1-3.)

CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.



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