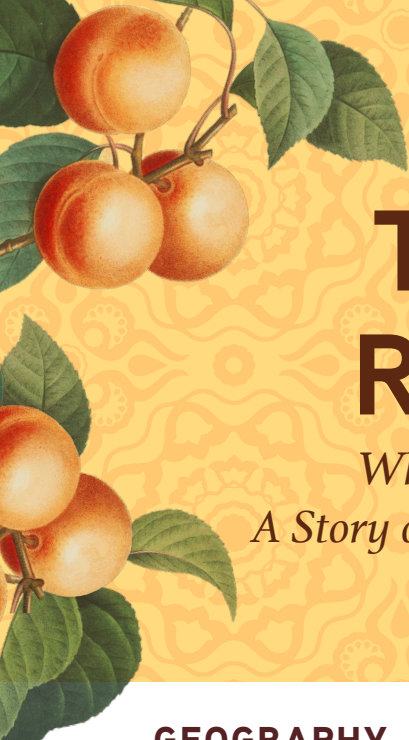
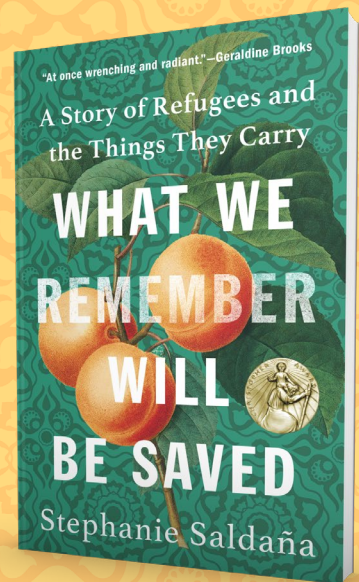




TEACHER'S RESOURCES

*What We Remember Will Be Saved:
A Story of Refugees and the Things They Carry*



GEOGRAPHY

The people at the heart of *What We Remember Will Be Saved* are originally from cities and towns between Mosul in Iraq and Aleppo in Syria. This geographical swath of land is home to people of many faith traditions who speak many languages. Students may be unfamiliar with this part of the world, and the book is an opportunity for them to connect with a place full of history.

With students, spend some time looking at the map at the beginning of the book, familiarizing yourselves with the landscape. Once you've finished reading the book, return to the map. What does it tell us about religious, linguistic, and cultural diversity in the Middle East? How could such very different stories emerge from places so close to one another?

HANA'S DRESS

1. The book begins when Hana saves the story of her town of Qaraqosh by sewing it into a dress. See the dress on the right (her last name has been concealed to protect her privacy).
2. Ask students to take notes on everything they notice on the dress, from the languages to the colors, from the people to the buildings. How does the dress function as a text? What questions would students ask Hana if they had the chance to meet her?
3. For more on the history of the traditional dress of Qaraqosh, see the film *Holding On by a Thread: The Shal of Bakhdeda* (28:52), by Ragheed-All Banna, executive produced by Anisa Mehdi: https://www.youtube.com/watch?v=X4s_4B8MGWo&t=23s.



FERHAD'S SONG

1. When the author visits Ferhad and Hozan in Turkey, she films them singing a traditional song called *Nofa*. You can watch the video she took of them here: https://www.youtube.com/watch?v=CqFjr_fH9dc.

2. Ferhad and Hozan recently set out, with their band Danûk, to revive Kurdish songs that were recorded on wax cylinders and kept in European archives. Read more about their project and listen to the music in this article by Pat Mac Swyney for the Omni Sound label: <https://folkworks.org/review/danuk-morik/>. How are they continuing the work of memory?
3. You can keep updated about Danûk's latest work and purchase their music here: <https://omnisoundlabel.bandcamp.com/album/mor-k>.
4. Ferhad and Hozan's story teaches us about the importance of music, art, and storytelling as a means of resistance against despair in times of war. Ask students to research other artists who have responded to moments of conflict through their art.

MUNIR'S LIGHT

1. Munir gives witness to the incredible cultural heritage of the city of Mosul. Invite students to research any aspect of the city's cultural heritage, from the famous al-Hadba minaret to the Bashtabiya castle, to even the endangered dialect of Mosul itself.
2. The author admits that, until she met Munir, she had not understood how much ISIS set out to systematically destroy Islamic heritage in Mosul. What happens when the media prioritizes the losses of some communities over others? What is the responsibility of authors, scholars, and students in the face of this bias?
3. The horrors the author witnessed on Lesvos were only the beginning of even more terrible things to come. On June 14, 2023, a ship carrying more than 750 migrants sank off the coast of Pylos, Greece. Only 104 people survived. You can read about the shipwreck here: <https://www.nytimes.com/2023/07/01/world/europe/greece-migrant-ship.html>.

ADNAN AND GHADIR'S PHARMACY

1. Aleppo was famous for its cultural heritage. Invite students to research any of the city's famous tangible or intangible heritage, from its covered souq, to its soap, to its famous cuisine, to its historical buildings such as the Citadel and the Great Mosque. What is the state of this cultural heritage now?
2. Adnan and Ghadir write a statement of values that they vow to embody as their city crumbles around them. Invite students to reflect on what their own statement of values might include.
3. Adnan decides to risk his life to save his family, taking the sea route in 2015, a year in which Europe saw a record number of refugees. Research what happened in Aleppo that year. Why were people like Adnan trying to escape? How does knowing that change how you understand history?

QASSEM'S FAMILY

1. Qassem is from the remote area of Mt. Sinjar, where the Yazidis were victims of a genocide in 2014. Here, you can watch a beautiful short film made by Fahed Shammo about his family's return to Mt. Sinjar (called Shingal in their local language) after the genocide: <https://www.youtube.com/watch?v=IOo22dGb8lY&t=10s>.
2. Qassem comes from an oral culture that relies on storytelling and living together in order to transmit history. What is the purpose of telling a story in his world? Why is memory so important? How does being separated threaten their cultural heritage?
3. ISIS set out not only to kill and kidnap people from the Yazidi community, but to

systematically destroy their heritage. Watch this short film, made by the Forensic Architecture program, to see the destruction of cultural heritage in the aftermath of 2014. Qassem's family shrine of Mazar Amadin is included: <https://forensic-architecture.org/investigation/the-destruction-of-yazidi-cultural-heritage>.

4. In 2014 Nadia Murad, also from Sinjar, was kidnapped, along with thousands of other Yazidi girls, by ISIS and was made a slave. She escaped three months later. She went on to testify about the abuses she experienced, bringing much-needed attention to the plight of the Yazidis. In 2018, she was awarded the Nobel Prize. Read about her inspiring life and her work that continues until today. You can learn more at Nadia's Initiative <https://www.nadiasinitiative.org/nadia-murad> or watch her acceptance speech for the Nobel Prize here: <https://www.youtube.com/watch?v=CqBocMvGnIk>.
5. Qassem and his sister are finally given refuge by a community of Catholic nuns. What are some other times in history when individuals or communities have stepped in to protect or help those in need?

CONCLUSIONS

1. The author named the book *What We Remember Will Be Saved*. Why do you think she chose that title? Do you agree or disagree?
2. Ask students to bring in or write about an object from their own family's history or cultural heritage. What did their ancestors or family members carry? What does each one of them carry from the past?
3. Ask students to interview someone from their family or community about what they carry—either tangible or intangible—and why it matters.