



Rani Patel in Full Effect

written by Sonia Patel

About the Book

Genre: Fiction

Format: Paperback
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Reading Level: Grade 7

Interest Level: Grades 8–College

Guided Reading Level: Z+

Accelerated Reader® Level/Points:
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Lexile™ Measure: HL590L

*Reading level based on the Lexile™ Measure

Themes: Families, Fiction, Immigration, India, Music, Overcoming Obstacles, Realistic Fiction, Teen Interest, YA interest

Resources on the web:

leeandlow.com/books/rani-patel-in-full-effect

SYNOPSIS

Almost seventeen, Rani Patel appears to be a kick-ass Indian girl breaking cultural norms as a hip-hop performer in full effect. But in truth, she's a nerdy flat-chested nobody who lives with her Gujarati immigrant parents on the remote Hawaiian island of Moloka'i, isolated from her high school peers by the unsettling norms of Indian culture where "husband is God." Her parents' traditionally arranged marriage is a sham. Her dad turns to her for all his needs—even the intimate ones. When Rani catches him two-timing with a woman barely older than herself, she feels like a widow and, like widows in India are often made to do, she shaves off her hair. Her sexy bald head and hard-driving rhyming skills attract the attention of Mark, the hot older customer who frequents her parents' store and is closer in age to her dad than to her. Mark makes the moves on her and Rani goes with it. He leads Rani into 4eva Flowin', an underground hip hop crew—and into other things she's never done. Rani ignores the red flags. Her naive choices look like they will undo her but ultimately give her the chance to discover her strengths and restore the things she thought she'd lost, including her mother.

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

BACKGROUND

From Authors' Note: Please note that this Author's Note contains spoilers.

I am a physician who practices psychiatry. Like Rani, I'm also a Gujarati Indian who's lived on the island of Moloka'i. And I've loved hip hop and especially one of its elements—rap—all my life! To make Rani's fictional story gripping in a unique way, I wove in pieces of the three cultures I grew up in—Gujarati, Hawaiian, and hip hop.

I am wondering if some of you readers are angry or frustrated with Rani Patel. Why couldn't she become empowered sooner? Why does she depend on guys so much? Why did she keep going back to Mark? Didn't she have any sense? And then there's Meera Patel. Why wasn't Meera angrier at Pradip for sexually abusing Rani for so long? Why didn't Meera do anything to protect Rani?

As a psychiatrist, I've spent over fifteen years helping children, teens, adults, couples, and families—from all walks of life—steer through the murky waters of emotional struggles. Sadly, many of my patients have been sexually abused. By listening, understanding, bearing witness to recollections of abuse, and providing guidance to facilitate healing, I've gained insight into how people who are sexually abused think, feel, and act, as well as how overarching family dysfunction can enable it to continue.

In creating Rani, I wanted to give readers a realistic view of how one form of sexual abuse, incest, can affect the lives and interpersonal relationships of girls who suffer through it. Rani's thoughts, feelings, and actions are characteristic of many of my patients who have survived incest.

Incest has tragic consequences on the lives of children and adolescents. Yet in treating these youth or adult survivors, I know many can recover. But what happens in between? Rani's story is one version of this.

There's a reason Rani does not display crystal clear girl power throughout her journey. Incest typically takes away a girl's power. She may appear to have it all together on the surface. But underneath, she is sad, anxious, confused, not confident, dependent on male attention, and not able to socially connect with females. Just like Rani.

Why is it difficult for sexually abused girls to become empowered? The most basic answer is that sexual trauma affects brain development. Plain and simple. It can damage the hippocampus. It can affect brain circuits that connect the body's response to the brain—the autonomic nervous system, the hypothalamic-pituitary-adrenocortical axis, and the neuroimmune process. This physical damage results in emotional symptoms that the abused youth unknowingly thinks, feels, and acts upon. These symptoms can include, but are not limited to: overthinking, intrusive memories of the trauma, flashbacks, physiological reactions to trauma triggers, negative automatic thoughts, self-blame, nightmares, inability to experience positive emotions, and self-destructive behavior. Rani exhibited all of these symptoms at different times throughout her story.

Sexually abused youth may get "lost" in these symptoms. They may accept the symptoms as who they

are instead of as their brain's reaction to the abuse. So they may "speak" through their symptoms without being able to talk about how the abuse affects them.

Remember when Mark first French-kissed Rani? His kiss unlocked memories of her dad's abuse and she immediately got confused because in her experience intimacy was always linked to incest. Of course, she didn't have the insight to connect these dots so her body reacted with a panic attack. And when Rani tries to tell Mark about her father's abuse, she can't find all the words. She ends up thinking about how her mind would "escape (dissociate) when it happened."

Youth who suffer through incest aren't aware that they're missing out on the normal development of trust, autonomy, self-care, self-worth, assertiveness, or stable platonic and intimate relationships. Instead their personalities are shaped and damaged by serving as a sexual object and/or playing a sexualized role even without improper physical sexual contact. This leaves the youth with clashing feelings of being needed, loved, and special but also used and trapped. Ironically, they, like all youth, have an innate need to preserve their primary attachment to their parents. They may desperately hold onto their abusive parent because it is only in the context of the abusive relationship that they have learned to function. They have not formed their own identity separate from their abuser.

Sexually abused youth suffer emotional turmoil in silence. And, particularly with incest, discussion is discouraged by family and society. Stifled, these youth will not focus on how harmful the abuse is. Rather they will fixate on what feels good in the relationship with the abuser. They will pursue the good feeling relentlessly because it is the only thing they can control. Or so they believe. Abusers take advantage of this and manipulate the youth into keeping secrets about the wrongdoing. And so the cycle of sexual abuse is perpetuated. As they grow up, the abused youth may be vulnerable to being in relationships that replicate their abusive relationships. They may end up with older, abusive, and controlling partners.

So how do sexually abused youth heal?

Healing starts with insight. And insight begins when abused youth escape the muteness of trauma, when they begin to find words both to separate themselves from their symptoms and to verbalize their experiences, thoughts, and feelings. This allows empowerment because they realize they are not what their thoughts and feelings tell them. They recognize that they are experiencing a biologic trauma response.

In reality it is difficult for many youth who've suffered sexual abuse to gain insight. To help my sexually abused patients achieve insight, I recommend they engage in some sort of written or artistic expression as part of their treatment. This can help them establish order to the chaotic memories in their mind and construct a trauma narrative which they can then connect to their symptoms.

Rani used poetry and rap to express herself. But the fact that Rani was able to gain insight as quickly as she did is unusual. If anything in the story is unrealistic, it is that.

The ensuing healing process can take months to years to complete. I might explain it to my sexually

abused patients like this: even though you may be seventeen-years-old chronologically, you are still only about eleven or twelve emotionally because the sexual abuse forced you to remain stuck at an earlier emotional developmental stage. And this isn't fixed overnight. It takes time to catch up on the emotional development. I also tell these patients that for every year they suffered the sexual abuse, it may take that many years to fully recover. This is not to make them lose hope, but rather to encourage them to go easy on themselves and to be open to taking time to complete each phase of healing to the best of their abilities.

Additional Backmatter

It is important to note that *Rani Patel in Full Effect* is a novel rich in cross-cultural exchange. One important theme woven throughout the novel is identity, which reveals complex cultural tensions and family dynamics. It is imperative for teachers to consider the demographics of their classroom (and school district at-large) when predicting how such themes might impact the readers. As such, we suggest this critical theme is taught with deep sensitivity and open-mindedness. Set the example of what culturally responsive teaching looks like:

1. Collaborate with students to establish guidelines early on. This will serve as a reminder for discussion etiquette as thought-provoking topics are developed.
2. Anticipate how your students will respond to controversial topics presented in the novel.
3. While teachers should encourage students to share their views without fear of judgment, teachers should consider how to respond to emotion, and use this to guide instruction and for future instructional planning.
4. Aim to include and discuss outside materials that align with the text and essentially address underrepresented groups' experiences in ways that do not marginalize their experiences.

Note About Sexual Violence

At its core, *Rani Patel in Full Effect* is a story of love, hope, loss, and self-empowerment. Sexual assault is a topic that may affect students deeply. Teachers are encouraged to plan for how they will address this topic in class. Your school's social worker or interventionist may have specific protocols regarding themes of harm. Be sure to seek their advice prior to introducing the novel. RAINN (Rape, Abuse & Incest National Network) is the nation's largest anti-sexual violence organization. Consult RAINN's resources and hotline for additional information and resources on how to teach about sexual violence and assault (<https://www.rainn.org/about-rainn>).

Note About Alcoholism & Drug Addiction

The story mentions that members of Rani's community may suffer from alcoholism and drug addiction. You will want to treat this part of the story with sensitivity as alcoholism is a painful issue for some families and the disease may have personally touched the lives of some of your students. The Substance Abuse and Mental Health Services Administration (SAMHSA) has more information

on alcoholism, how to get help, and more (<https://www.samhsa.gov/find-help/national-helpline>).

Note About School Violence

According to the Centers for Disease Control and Prevention (CDC), school violence (<https://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/fastfact.html>) is a subgroup of youth violence (https://www.cdc.gov/violenceprevention/pdf/school_violence_fact_sheet-a.pdf), and typically occurs between the ages of 10 and 24. Bullying, fighting, weapon use, electronic aggression, and gang violence are all examples of violent behavior that can also occur as school violence.

The themes in this story must be addressed and handled with deep sensitivity and open mindedness. Below are resources for those who may be affected or who wish to support someone through mental health issues.

Crisis Text Line:

Text HOME to 741741 or visit www.crisistextline.org

National Suicide Prevention Lifeline: Call 1-800-273-TALK (8255) or visit www.suicidepreventionlifeline.org

National Suicide Prevention Lifeline:

Call 1-800-273-TALK (8255) or visit www.suicidepreventionlifeline.org

The Trevor Project:

Text START to 678-678 for Trevor Text or call TrevorLifeline at 1-866-488-7386 or visit www.thetrevorproject.org

RAINN and the National Sexual Assault Hotline:

800-656-4673
www.rainn.org

Office of Women's Health (OWH)

1-800-994-9662
womenshealth.gov/relationships-and-safety/get-help/state-resources

Family Violence Prevention and Services Program (FVPSA)

1-800-537-2238
benefits.gov/benefit/626

Casa de Esperanza

1-800-799-7233
esperanzaunited.org

National Domestic Violence Hotline

800-787-SAFE (7233)

<https://www.thehotline.org/>

Childhelp

800-422-4453

childhelp.org

A 24-hour, seven-days-a-week child-abuse hotline with professional counselors. Childhelp provides crisis intervention, information, literature, and referrals.

Mental Health First Aid:

Visit www.mentalhealthfirstaid.org

If you'd like to help those who may be experiencing a mental health challenge, consider becoming trained in Mental Health First Aid.

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- Have you ever been in a difficult situation where you didn't know what to do? Who did you go to for help? What plan did you come up with to tackle the situation? How did this situation make you feel?
- What do you know about Hawai'i? How and when did it become a state in the United States? Who are the people native to Hawai'i? What is Hawai'i known for? What are the different islands in Hawai'i?
- Ask students to think about their family and what family means to them. How is family important to you? How do you interact with your family members? How do you help and support them? How do they help and support you? What do you do when you are experiencing difficult or harmful dynamics with your family?
- What does self-love mean? How do you practice it?
- As a hook for readers, consider having students explore the Sonia Patel's website: <https://soniapatel.net/>

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- Talk about the title of the book and the book cover image. Ask students what they think this

book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?

- Point out that this book contains Hawaiian and Gujarati words and phrases. Ask students why a book might be written this way. Why does it matter what language an author uses? How does a language change how a story is told or who hears it? What should you do when coming across an unfamiliar word? Show students the glossary in the back of the book and have them peruse it. Suggest that they can turn to this whenever they come across an unfamiliar word. Also note that not all words will be found in the glossary. Students can keep a running log in their reading journals of new words found and their meanings.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- the difficulties of dealing with harmful family dynamics
- the impact of gender-based violence and incest
- the importance of hip-hop as a mode of storytelling and healing
- the complexities of addiction

Encourage students to consider why the author, Sonia Patel, would want to share this story with readers.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

sinewy, okole, homesteaders, tedium, rubbernecking, carnal, bougainvillea, Aryan, tarmac, batu, smorgasbord, haole, astringent, sutra, cajoling, insurrection, ardent, purgatory

Academic

accentuated, laments, clandestine, taboo, insatiable, monotony, emanated, stoic, queued, sovereignty, indignation, redolent, anomaly, narcissists, chagrin, euphoric, extricate, paraphernalia, berating, altruistic, pensive, elocution, cerebral, embittered, foliage, aloof, monotone, petrified, deftly

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What character traits do you learn about Rani in the first chapter? What is your first impression of her?
2. Where does the story take place? Over what period of time?
3. What is Rani's passion or hobby in the book?
4. Who is MC Sutra?
5. What do Rani and her mother do for work?
6. Who are some of the key supporting characters in the story? Describe them. Describe Rani's relationship with each of the key supporting characters.
7. Describe Rani's family dynamics at the beginning of the story. What role does Rani's family play in her life and decisions? What event or situation in her family triggers a change in Rani's life?
8. Why does Rani shave her head? Why is this significant?
9. What changes does Rani start to notice about her father?
10. Where did Rani live before moving to Moloka'i, Hawai'i? Are there other Indians where Rani lives in Hawai'i?
11. How would you characterize Rani and Omar's relationship?
12. Who are the representatives for Rani's senior class?
13. What ice cream favor does Rani's mother enjoy?
14. What are three strikes does Rani's father commit?
15. Who is Wendy Nagaoki? Why does Rani's father want Wendy to move in with Rani's family? How does Rani's mother react?
16. How does Rani feel when her father is less present in her life?
17. What is 4eva Flowin'?
18. What significant detail of Rani's life is revealed in the chapter "Atheist Nightmares"? What is

the significance of the title?

19. What are the MC names of Pono, Omar, and Mark?
20. How old is Mark? Why does Rani start to think of Mark as her hero?
21. Why does Rani say rap saved her life?
22. Why are Pono and Omar worried about Rani the more she hangs out with Mark? What do they see that Rani doesn't?
23. What is Rani's relationship to substances? How does that change over time with Mark?
24. Why does Pono's ex-girlfriend, Emily, physically fight Rani?
25. When is the first time Rani experiences hurt from Mark?
26. Why does Rani forgive Mark the first time he hurts her?
27. What role does 4eva Flowin play in Rani's life?
28. What is the significance of Rani's rap entitled "Love and War"?
29. Why does Rani visit Stan Lee's mother? What role does Stan Lee play in Rani's story?
30. What views do Rani and Pono share about Thanksgiving?
31. What happens the day of Pono's birthday party between Rani and Mark? How does Rani feel afterwards?
32. What comparisons does Rani make between her father and Mark? What complicated feelings does she hold for both of these men?
33. How does Rani feel about Wendy's pregnancy?
34. How does Rani's great-grandmother die?
35. How does Rani's relationship with her mom change towards the end of the story?
36. What colleges do Rani and Pono get accepted into?
37. Describe the feelings that emerge for Rani when she allows herself to have feelings for Pono.
38. What is the significance of Rani's final rhyme at the end of the story?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. There are many relationship dynamics in the novel. Choose a character (i.e. Rani, Omar, Mark, Pono, Stan Lee, Rani's mother etc). Analyze that character's relationships with other characters in the book.
2. What role does Hawai'i play in the story? What is the different characters' relationship to the island? What do you learn about Native Hawaiians and land rights from the story?
3. Describe the author's writing style. How does the author use language and style to convey Rani's story? How does the writing style impact your reading experience?

4. How does Rani's journey mirror or challenge traditional coming-of-age narratives?
5. How does the author use rap to convey Rani's emotions and inner struggles?
6. How does Rani's background as a Gujarati Indian shape her experience of Hawai'i and her interactions with others?
7. What parallels can be drawn between Rani's personal journey and broader societal issues impacting girls and women?
8. How do you feel the author handled the topic of incest? Was it helpful to bring the topic to light through Rani? Why or why not?
9. Rani is the only girl in 4eva Flowin. Why do you think there are not more girls and women involved in the rap group?
10. How does Rani's passion for music serve as a form of resistance and self-empowerment?
11. Different kinds of mothers are featured in this story (Rani's mother, Stan Lee's mother, Wendy). How are they different? Do any of these mothers change over the course of the book? If so, how?
12. Describe the relationship between Rani and Pono. How does their relationship change over time?
13. How does Rani's family dynamic impact her mental health? How does she feel about each parent?
14. How do titles such as "princess" or "queen" reinforce harmful dynamics for Rani? Cite examples from the text.
15. A chosen family is made of people who are not necessarily related biologically, but have intentionally chosen to embrace, support, love and nurture one another. How does the idea of a chosen family show up in this story? Do you have chosen family? How do you all love and support each other?
16. How can music play an important role towards healing?
17. How do you think it made Rani feel to communicate her emotions through music? How do his cultural and gender identities impact her ability to be herself openly?
18. What do you learn about love from this story? What different kinds of loves are represented?
19. What do you learn about trauma from this story? What different kinds of traumas are represented?
20. Why do you think Rani's mother doesn't leave her husband sooner? What are some reasons people stay in relationships that may not be healthy for them?
21. How did you feel about the way *Rani Patel in Full Effect* ended? Were you satisfied with the ending? Why or why not?
22. What is the significance of the title *Rani Patel in Full Effect* after reading?

23. What lessons or messages can readers take away from *Rani Patel in Full Effect*?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. What do you think the author's message to the reader is? Think about Sonia Patel's author's biography and Author's Note. What do you think she wanted to tell young readers?
2. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What is your role in your own family? What are ways you express yourself after an emotional event?
3. Have students make a text-to-text connection. Did you think of any other books while you read *Rani Patel in Full Effect*? Why did you make those connections?
4. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *Rani Patel in Full Effect* make you think of that?
5. What is one big thought that you have after reading this book? Think about different character changes, the setting, and the relationships. What did you learn from reading *Rani Patel in Full Effect*?
6. What do you learn about hip hop to you after reading? What is your relationship to hip hop? How do you feel during and after listening to hip hop music? What is the historical significance of this musical genre? What musical genres inspire you and why?
7. Rani learns that there are some adults in her life will not protect her. What does protection mean to you? What does safety mean to you? Think of the people in your life who you look to for support and care. How do these people support and make you feel safe and portected? How have you helped yourself overcome obstacles and challenges?

Multilingual Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are Multilingual Learners (ML).

1. Assign ML students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Have students give a short talk about one of the characters in the book. Have them discuss

what characteristics they admire about the person they chose.

4. Have students illustrate or discuss a loss and/or major change they have experienced and had to deal with.
5. What real-life people or events are you reminded of by characters or events in the story? Prepare a short essay, citing examples from the book and your chosen character/event to justify the similarities.
6. Additional resources to support multilingual students: <https://www.multilinguallearningtoolkit.org/>.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. Have students examine Rani's character in terms of helpful and harmful traits. According to *The Reading Strategies Book* (<http://www.heinemann.com/products/e07433.aspx>), students can think about them in terms of traits that are helpful, or traits that keep her stressed and anxious. Consider providing students with a sentence starter to get them thinking about her character, "Often my character seems to _____, but sometimes _____." How do these character traits influence the story?
2. It is often difficult for Rani to feel know who she can trust. What does it take to trust someone and feel secure with them? Cite evidence from the text as well as personal experience.
3. What are somethings you feel responsible for in your household? How do these responsibilities make you feel? Write a journal entry explaining these feelings.
4. How can we affirm the people we love, how they love themselves, and who they love? Why is affirmation and support important?
5. What is the meaning of consent? Why is consent important? What are different kinds of consent? How do you participate in creating an environment where people can voice their wants and needs?
6. Coping mechanisms are the strategies people often use in the face of stress and/or trauma to help manage painful or difficult emotions. Coping mechanisms can help people adjust to stressful events while helping them maintain their emotional well-being. What coping mechanism do Rani and other characters in the text use to manage their difficult feelings and circumstances? Which coping mechanisms seem healthier than others? What are your coping mechanisms?

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **What real-life people or events are you reminded of by characters or events in the story?** Prepare a critical essay, citing examples from the novel and your chosen event to justify the similarities.
- **Examine the different literary elements that author Sonia Patel uses throughout *Rani Patel in Full Effect*.** Have students come up with a list and select portions of the text that showcase a specific literary device (i.e. foreshadowing, flashback, metaphor, etc). Afterward, students can select one literary device and write about how that was impactful when reading *Rani Patel in Full Effect*. How do literary devices make the story engaging, and how do they contribute to the story overall? See PBS's Literary Elements and Techniques video for more information about how to teach about literary devices (<https://ny.pbslearningmedia.org/resource/litel18-fig/literary-elements-and-techniques-figurative-language/>).
- **Prepare a defensive essay that explains your views on which character changed the most throughout the course of the novel.** Defend your views by citing specific examples.
- **Select a scene in which you disagreed how a character handled a situation, person, or event.** In the voice of that character, rewrite the scene as you think it should have happened.
- **Assign students different characters from *Rani Patel in Full Effect* and have them brainstorm about a guiding question: what and how can this character teach us?** Students can think about different characters to examine as a whole class and then break into smaller, specific character groups. Encourage students to think about how characters have shown resilience in the face of adversity and ultimately what they learned from that character. Have students share their findings: How is this character important to the book, and what lessons did they teach us over the course of the story? How did their actions develop the narrative, and why are they crucial to understanding the meaning of the book?

Social Studies & Geography

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; and Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, and Presentation of Knowledge and Ideas, Strands 4–6)

- **Design a lesson or unit on Hawai'i.** Detail the history of Hawai'i and its different islands. Include the history of Hawai'i becoming a state. Smithsonian Education (https://smithsonianeducation.org/educators/lesson_plans/creating_hawaii/index.html), the Department of Land and Natural Resources (<https://dlnr.hawaii.gov/alalaproject/files/2016/01/TW.2016.Resources-2.pdf>), and the University of Hawai'i (<https://coe.hawaii.edu/kahuaao/teacher-lessons/>) all have lessons and resources dedicated to teaching about Hawai'i.
- **Rani Patel in Full Effect touches upon the displacement of Native Hawaiians and the Native Hawaiian sovereignty movement.** Conduct and present research detailing the effects of the westernization of land in Hawai'i and the political movement for Native Hawaiians to gain back their land. Can you draw parallels with Indigenous people in North America, specifically the United States. Include scientific, historical, and sociopolitical facts. The Asian American Education Project has units and information on the Native Hawaiian Sovereignty Movement (<https://asianamericanedu.org/3.3-Native-Hawaiian-Sovereignty-lesson-plan.html>).
- **Design a lesson or unit on Gujarat and Gujarati people.** Where is Gujarat? What languages do Gujarati people speak? Who are Gujaratis descended from? What do you learn from Rani's narration of being Gujarati? (<https://www.britannica.com/place/Gujarat>)

Arts/Performing Arts

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3; Presentation of Knowledge and Ideas, Strands 4–6)

- **Learn about the history of hip hop** (https://www.contra-tiempo.org/blog/2023/11/25/hip-hop-a-culture-of-resiliency-resistance-and-revolutionaries?gad_source=1&gclid=CjwKCAiAloavBhBOEiwAbtAJO-zYrmMUaz_zL3q4H1esR55BJMWYPBUyOpoOITcmtFN634Q6cgJnBoCnisQAvD_BwE). Discuss the racial, political and gendered dynamics that led to the birth of hip hop. Why is it important to remember the historical roots of musical genres? Additionally, choose another musical genre and trace its genealogy. Present your findings to the class.
- **Rani Patel in Full Effect takes place in the 1990s.** Create a visual representation of hip hop throughout the decades from the 1970s to the 2020s. Carnegie Hall has a timeline for reference and for students to get inspiration (<https://timeline.carnegiehall.org/genres/rap-hip-hop>).
- **Create a playlist for someone you care deeply for (i.e family member, friend, partner, loved one).** Have students share playlists with each other. Additionally, play some

of the songs in class.

- **Listen to some of the rap songs that Rani enjoys throughout the story (“Ladies First” by Queen Latifah, “Mama Said Knock You Out” by LL Cool J, “Paper Thin” by MC Lyte, etc).** Discuss which songs (if any) that you enjoy and why? What emotions are present when you listen? Analyze and interpret the lyrics. What stands out?
- **Use a movie or video platform to create a book trailer for *Rani Patel in Full Effect*.** Have students refer to other book trailers for inspiration. What makes an effective book trailer? For ideas, check out this Creating Reading Excitement with Book Trailers lesson plan (<http://www.readwritethink.org/classroomresources/lesson-plans/bookreport-alternativecreating-c-30914.html>) by ReadWriteThink.org.

School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Interview a woman in your family.** What were their experiences growing up? How did their girlhood impact them? How did this person react to and handle a situation when they were faced with obstacles? What advice do they have for someone transitioning between high school and young adulthood?
- **List some ways to help a loved one who is hurting.** What are some ways to ask for help for yourself or a loved one?
- **Rani enjoys writing her own music.** Write your own lyrics about a time that was emotionally difficult. What do you want to say about that time? How do you want to make others feel with your lyrics?



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By Mail:

Lee & Low Books, 95 Madison Avenue,
New York, NY 10016

ABOUT THE AUTHOR

Sonia Patel knows teenagers inside and out. As a child and adolescent psychiatrist, trained at Stanford University and the University of Hawaii, she has spent over fifteen years listening to and understanding the psyche of teenagers from all walks of life. She's also been a teenage girl herself, growing up on Moloka'i as a first generation Gujarati-American. As a writer, Sonia is passionate about giving voice to the underrepresented youth she treats. Her YA debut featuring a Gujarati-Indian American teen, *Rani Patel in Full Effect*, was a finalist for the Morris Award and was listed on YALSA's Best Fiction for Young Adults and *Kirkus' Reviews* Best Teen Books of 2016. Her second YA novel, with a Gujarati-Indian trans boy and a mixed ethnicity girl, *Jaya and Rasa: A Love Story*, was selected for the 2019 In the Margins Book Award Recommended Fiction Book List. She chose South Korea as the setting for her third YA novel, *Bloody Seoul*, because of her extensive treatment experience with Korean and Korean American teens on Oahu (and her love for the Korean gangster film genre).

ABOUT LEE & LOW BOOKS

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