

Character Based Literacy Program Lesson Plan

Breadwinner, Day 1



Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

AFHGANISTAN AT A GLANCE

- Only 23 percent of the population has access to safe water, and only 12 percent have access to adequate sanitation, thereby increasing the incidence of diseases. At least 15,000 Afghans die of tuberculosis every year, of which 64 percent are women.

- Malnutrition of women, which negatively affects pregnancies and deliveries as well as the health of children, is not only caused by the food scarcity linked to the conflict and the drought, but is also related to traditional preferences for males which makes women reduce their own food allowance in favor of men and children.
- The poor health situation has been aggravated by the lack of basic health services and resources, particularly in rural areas; there is a strict segregation of medical staff and the small number of trained women doctors, nurses and midwives that remained in the country after since the rise of the Taliban.
- 23 years of war have destroyed the infrastructure of the educational system and further increased the illiteracy rate in Afghanistan. Only 5 % of women are able to read and write (during the 1980s, the female adult literacy rate was only 8 %).
- 54 % of girls under the age of 18 are married. Families of girls and young women were reportedly forced to marry them to the Taliban or give them large amounts of money instead. Often, families married young girls at an earlier age in order to use the bride price to assist in the family's survival.
- The conflict in Afghanistan during the Taliban rule and the militarization of society led to an increased number of abductions of young girls and women by Taliban fighters. The exact numbers are unknown, as families have been reluctant to come forward and report cases of abductions for fear of reprisals and due to the social stigma attached to a daughter or sister kidnapped or sold for sex.
- Source: Report of the Secretary-General on "Discrimination against women and girls in Afghanistan" ([E/CN.6/2002/5](#))

THE SITUATION OF WOMEN IN AFGHANISTAN

Afghanistan is a country of approximately 23 million, which, after three years of severe drought, 23 years of war and devastation and five years under the Taliban authorities, has been left as one of the poorest countries in the world. Afghanistan has the second highest maternal mortality rate in the world. Even before the Taliban came to power, Afghanistan had high maternal and child mortality rates and a very low literacy rate for women. But women participated economically, socially and politically in the life of their societies. Women helped to draft the 1964 Constitution. In the 1970s, there were at least three women legislators in the Parliament. Up to the early 1990s, women were teachers, government workers and medical doctors. They worked as professors, lawyers, judges, journalists, writers and poets.

After the Taliban's rise to power, women and girls were systematically discriminated against and marginalized, and their human rights were violated. This resulted in the deteriorating economic and social conditions of women and girls in all areas of the country, in particular in areas under Taliban control. Women and girls continued to be severely restricted in their access to education, health care facilities and employment. During the Taliban's rule, only about 3 per cent of girls received some form of primary education. The ban on women's employment also affected boys' education, as the majority of teachers had been women. Poor health conditions

and malnutrition made pregnancy and childbirth exceptionally dangerous for Afghan women.

The Taliban's policies also severely limited women's freedom of movement. Women could travel only when accompanied by a male relative, which put a particular strain on female-headed households and widows. In May 2001, the Taliban issued a decree banning women from driving cars; which further limited their activities. The resulting seclusion of women to the home constituted a form of solitary confinement and also created obstacles to women meeting with each other. Women were harassed and beaten by the Taliban if their public appearance was perceived to be in contradiction with Taliban edicts. Women's removal from the public space also meant that women could not play any role in the political process and were excluded from all forms of formal or informal governance. Afghan women suffered domestic and other types of violence for the past 25 years, not just under the Taliban regime.

Despite many years of concern about the situation of Afghan women, it is only now, under conditions of extreme tragedy, political violence and destruction, that the situation has propelled Afghanistan and the plight of its women and girls firmly back into the global spotlight. For the first time outside of the setting of the United Nations and of the international community, there is a groundswell of concern, from Parliaments to First Ladies, from entertainers and media stars to non-governmental organizations, all calling for the full recognition of the rights of women and girls in Afghanistan.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

slump	marvel	forbade	decreed	conquerors
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READ

3. Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 7-18

Setting	Characters	Pages
Kabul, Afghanistan	Parvana-6 th grade girl	7-18
	Father	7-18
	Nooria-sister to Parvana	7-18
	Maryam-5 years old	7-18
	Ali- 2 years old	7-18
	Mother	7-18

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Changes since Taliban took control.
- Parvana's dad read things and wrote things for people who were not literate. History of the war is discussed.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Responsibility" and the other side "Irresponsibility".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Responsibility" and "Irresponsibility" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Irresponsible" column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Begin a class KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

K	W	L
What do you know?	What do you want to know?	What have you learned?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: map

Draw a map of Afghanistan and include: the Capitol (Kabul), Hindu Kush mountain range (northeastern), and neighboring countries.

Do a KWL chart asking them if they know anything about Afghanistan. Show them a map and explain where it is.

- Show them the novel, *The Breadwinner*, and ask if there are any predictions given the cover?
- Read the dedication “To the children of war” and discuss what they think that means. Why would an author dedicate a book to kids? How would war be different for kids than for adults?
- Introduce Deborah Ellis.

Read background information on Afghanistan. See Author’s note in the back of the book.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How has Parvana’s housing changed in the last few years?
2. Since the Taliban took control, how have Parvana’s mother and father’s jobs changed? What did they do before and what do they do now?
3. The Taliban created new rules for school and education, what were the *consequences* for girls? What were the *consequences* for boys?
4. What is the Taliban’s rule on public appearances?
5. What is a chador?
6. Parvana’s father speaks what three languages?
7. What did Parvana’s father mean when he said, “Afghans cover the earth like stars cover the sky”?
8. What six nations had previously tried to conquer Afghanistan?
9. Why is it difficult for women to walk in a burqa?
10. How long has it been since Parvana’s mother and siblings have left the house?

9. Analyze Analyze the key paragraph.

Key Paragraph - 8

“She wasn’t really supposed to be outside at all. The Taliban had ordered all the girls and women in Afghanistan to stay inside their homes. They even forbade girls to go to school. Parvana had had to leave her sixth grade class, and her sister Nooria was not

allowed to go to her high school. Their mother had been kicked out of her job as a writer for a Kabul radio station. For more than a year now, they had all been stuck inside one room, along with five year-old Maryam and two-year-old Ali.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Pretend that you have just arrived in Afghanistan and Parvana is your old friend. She is taking you around the market, showing you her house, pointing out the Taliban. She is talking about how as the war has gone on, each house she has lived in has been bombed and her family has had to move to smaller and smaller houses. They are becoming poorer and poorer.

Write a short letter to your family in the United States narrating the sequence of events of Parvana’s life in Afghanistan.

1. Be sure to include the rules of the Taliban and use the nouns Afghanistan, Taliban, and Kabul in your letter to help explain Parvana’s life.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

How would you handle living under the rules of the Taliban?

How are Americans protected from law or rules that restrict a person’s freedom?

Character Based Literacy Program Lesson Plan

Breadwinner, Day 2



Outcomes for Today

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CHADOR AND HIJAB WEAR

Nan- Teachers could bring in nan for students to taste.

Chador Etiquette-

In a Kuwaiti shopping mall, [Christine Michaud](#) learns that dressing like the locals is not as easy as it looks

A hijab looks deceptively easy to put on, especially when you receive

instructions from a woman who has been wearing one for twenty years. Basically, the Muslim head covering is nothing but a large square of cloth folded once into a triangle. The fold goes over the forehead and the sides are pinned tightly under the chin to completely cover a woman's hair, ears, and neck. One of the tips of the scarf is then wrapped around the neck to hide the unfashionable pin.

Now, how hard can this be? Well, for someone who's got a perfect cube for a head, I suppose it's a cinch. For the rest of us sporting somewhat rounded skulls, no hijab will ever fit tightly and entirely hide a full hairline unless it is slightly folded in on each side just above ear level, symmetrically of course.

While I could achieve symmetrical folds, closing a safety pin under my chin single-handedly (the other hand is busy holding the whole thing tight) was simply beyond my poor Catholic girl's capacities.

"You might need a little practice," Jihan told me, unable to conceal a smile as I furiously struggled with my safety pin in a vain attempt to cover up one last unruly blond lock. Leaving me looking more like a desert warrior than a modest lady, Jihan disappeared into the depths of her walk-in closet and re-emerged with a chador in hand.

She gently took the pin out of my clumsy fingers, expertly rearranged my rebellious headgear and secured it tightly under my chin. She then helped me put on the chador and had me turn to the full-length mirror.

"A chador calls respect," she said, talking to my reflection. "Although you are not required to wear it, it'll make it easier for you to go unnoticed."

Easier for me to go unnoticed? I'm a husky five-foot-nine, blue-eyed blonde with chipmunk cheeks and a little curled up nose. That made me twice the size of Jihan with half her pigmentation. A total chameleon.

I thanked Jihan profusely as she carefully folded "my" black hijab and chador into a plastic bag. I could give both back whenever I returned, she insisted. Jihan accompanied me to the door, kissed me three times and wished me luck.

And may Allah watch over me....

I pulled Jihan's silk chador and hijab from the bottom of my suitcase, pleased to find them both surprisingly wrinkle-free. Remembering the little Saudi lady's detailed instructions, I proceeded to wrap up my blond head the Arab way.

Unfortunately, no matter what I did, the silky scarf slipped back, forth and sideways over and again. My uneven folds took turns coming loose and I completely lost sight of that center ply. After nearly slashing my jugular open with the pin, I had to face the facts: I couldn't put on a hijab decently if my life depended on it.

So much for the hijab, I decided, the chador would have to do. Throwing the silk cloak over a long black skirt

and black top, I headed on out to my fancy mall.

Simple tips for wearing hijab



How to tie a hijab:

www.TheHijabShop.Com

AMIRA HIJAB:



Slip the tube scarf over your hair



Pull the slip over style scarf through your face so the seam is at your chin
You can tuck it in your clothing or leave the scarf out



Fold fabric in a triangle

Place scarf over your hair

Leave one side longer than the other side-this will give you coverage over the chest area

Pin your scarf at the chin

Hijab pins can be purchased online



Bring one side of the scarf and pull it under your chin, then over the side of your face, framing it
Pin your scarf at the top of your head
This style offers coverage of the chin, and drapes nicely over your chest and frames the face



Your hijab should resemble this fashion when it is properly wrapped
SHAYLA WRAP
HIJAB:

Pull the longer side of the hijab under and over your chin, so the wrap hijab frames your face delicately



Use an under scarf if you would like
Place wrap hijab over your hair leaving one side longer than the other
Pin at the base of your chin comfortably

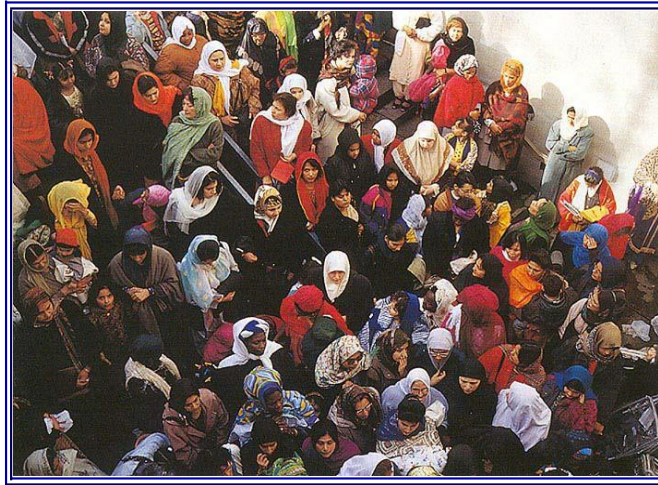


Pin with your favorite hijab pin at the top of your head or use a straight pin
Use your favorite decorative under scarf or another hijab underneath for decoration, and follow the directions above
Instead of pinning at the top of your head, pull the wrap hijab over your shoulder and pin



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The Veil and Veiling



The study of the veil and veiling is not as simple as whether one veils or does not, whether a culture requires a veil or does not, and whether the veil is oppressive or liberating; it encompasses so much more. Veiling is a complex tradition that is specific to time and place.

We ask you to consider the following questions about the veil:

- Is veiling always oppressive to Muslim women?
- Can the veil be liberating?
- Can it be empowering to see without being seen?
- Is the veil mandated by the Quran?
- Do only women wear veils?
- Is there any tradition of veiling in the West?

This webpage explores the various types of veils, what the veil represents to different Islamic cultures, and how the West perceives the veil.

Misconceptions About Veiling

Many Westerners are obsessed with the veil and view veiling as an antiquated and oppressive tradition forced upon Muslim women. This obsession with the veil has resulted in the following misconceptions:

Misconception: The veil is homogenous

Contrary to popular belief, there are many different kinds of veils. There is no one Arabic word for "veil" and even the English dictionary lists four distinct definitions of the word veil, in terms of material, space, communication, and religion. In regard to Islamic culture, the veil is best viewed as a part of dress in the manner that, like other elements of dress, it is specific to time and space. In different areas of the Islamic world, styles of veiling and reasons for it are distinct. Here are three common types of veils

For more information about the various types of veils, we suggest:

<http://seattletimes.nwsources.com/news/nation-world/crisis/theregion/veils.html>

1) Muslim Feminists and the Veil

Research project looking at responses to issues of gender equality and veiling from the perspective of

Muslim feminists. Addresses the question, "To veil or not to veil?"

2) <http://www.islamfortoday.com/women.htm>

Information, articles, and links on a variety of topics concerning women in Islam.

Several articles regarding the veil as a symbol of oppression or liberation.

3) <http://www.albalagh.net/women/hijab.shtml>

Veil: The View From the Inside

Nakata Khaula's article about her experiences as a Japanese convert to Islam who has chosen to veil.

4) <http://seattletimes.nwsources.com/news/nation-world/crisis/theregion/veils.html>

Interpreting Veils

Detailed drawings and explanations of the various forms of veils such as the burka, chador, and hijab.

5) Muslim Dress in Dangerous Times

As a response to the September 11, 2001 terrorist attacks on the World Trade Center in New York City, the Muslim Women's League recommends Muslim women residing in the United States not wear their veil if they feel threatened. Discusses Islam beliefs regarding the veil and how these women are not "bad Muslims" if they choose not to wear the veil.

6) <http://www.nyartsmagazine.com/57/beyondourveils.html>

Beyond Our Veils

Discusses the installation artwork of Roya Ghiasy in Venice, Italy. As a Muslim artist from Afghanistan, Ghiasy attempts to challenge Western misconceptions about the veil, suggesting that the veil can be liberating.

7) <http://www.rferl.org/nca/features/2000/03/F.RU.000314135118.html>

World: Some Muslim Women Consider Their Veils Liberating

Article about cultural identity of Muslim artist Roya Ghiasy and how this identity affects her artwork. The author questions cultural perceptions and how a culture views itself and how outsiders understand it.

8) The following websites discuss contemporary veiling:

<http://www.channel4.com/life/microsites/A/afghanistan/> (Afghanistan)

Books/Articles:

- 1) Mernissi, Fatima (1991) *The Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam*. Lakeland, Mary Jo, tans. Reading, MA: Addison-Wesley.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

grumbled	resentful	lingered	intricate	rouse
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 18-33

Setting	Characters	Pages
Kabul	Mother	18-33
	Nooria	18-33
	Parvana	18-33
	Father, Ali, Maryam	18-33

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Parvana is the only one who can do things outside because she does not have to wear a burqa. Find out that Parvana had an older brother who died.
- Taliban burst into their home and take their father away for having education and spreading "foreign ideas"

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Responsibility" and the other side "Irresponsibility".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Responsibility" and "Irresponsibility" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Irresponsible" column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Update and add to the KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Compare and contrast the *fictional* story of Parvana's life living in modern day Afghanistan with the *non-fiction*, researched facts of the living circumstances for Afghan women.

1. Using an accurate Internet source, research the living circumstances of an Afghan women and girls.
2. Find new information about the living circumstances of Afghan women.

3. Write three pieces of new information on the “True-life of Afghan Women and Girls” section of the Venn diagram.
4. Compare and contrast Parvana’s life with the reality of the circumstances of women and girls living in Afghanistan.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What privileges did Parvana have because she did not wear a burqa?
2. How did that make her feel? How did Nooria make Parvana feel?
3. What did Parvana’s father say about the women of Afghanistan?
4. Why did the soldiers go to their house?
5. Provide an example of Parvana taking responsibility.
6. Describe the scene where the soldiers arrest Parvana’s father.

9. Analyze Analyze the key paragraph.

Key Paragraph - 21

“Parvana knew she had to fetch the water because there was nobody else in the family who could do it. Sometimes this made her resentful. Sometimes it made her proud. One thing she knew—it didn’t matter how she felt. Good mood or bad, the water had to be fetched, and she had to fetch it.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

When we view things in generalities, we forget that people have a specific and unique story.

From the Venn diagram activity, compare and contrast the fictional story of Parvana’s life in modern day Afghanistan with factual research of the circumstances for women and girls living in Afghanistan.

1. Write one informative paragraph that explains how Parvana’s life is **similar** to the true-life of some Afghan girls.
2. Write a second paragraph that explains how Parvana’s life is **different** from the reality of some Afghan girls.

11. Close Close by extending today’s lesson to life and the world.

1. What would you do if you were in Parvana’s shoes and soldiers broke into your family’s house?
2. Provide one example where you have been accused of something you did not do.

Character Based Literacy Program Lesson Plan

Breadwinner, Day 3



Outcomes for Today

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Who are the Taliban?

The Taliban was created in the early 1990s in northern Pakistan after the withdrawal of Soviet troops from Afghanistan.

Taliban came to prominence in Afghanistan in the autumn of 1994.

At first, the Taliban were well liked and welcomed by the Afghan people. Their early popularity was largely due to their

success in stamping out corruption, curbing lawlessness and making the roads and the areas under their control safe for commerce to flourish.

By 1998, they were in control of almost 90% of Afghanistan. However they Afghan people were fed up when the Taliban started to enforce strict rules - such as public executions of convicted murderers and adulterers and amputations of those found guilty of theft. Men were also required to grow beards and women had to wear the all-covering burka. The Taliban banned television, music, movie theaters and disapproved of girls aged 10 and over from going to school.

The attention of the world was drawn to the Taliban in Afghanistan following the attacks on the World Trade Centre in September 2001. The Taliban in Afghanistan were accused of providing protection to Osama Bin Laden and the al-Qaeda movement who were blamed for the attacks.

Soon after 9/11 the Taliban were driven from power in Afghanistan by a US-led coalition. On October 7, 2001, a US-led military coalition invaded Afghanistan and by the first week of December the Taliban regime had collapsed.

The Taliban in recent years

In recent years the Taliban have re-emerged in Afghanistan and grown far stronger in Pakistan, where observers say there is loose coordination between different Taliban groups and rebel groups

Despite higher numbers of foreign troops, the Taliban have extended their control. The violence in Afghanistan has returned to levels not seen since 2001.

There have been numerous Taliban attacks on Kabul, the capitol of Afghanistan, in the past two years. In recent years the Taliban have also increasingly relied on **roadside bombs** as a means of fighting Nato and Afghan forces.

The hardline Islamic Taliban movement has proved to be a formidable fighting force in Afghanistan and a major threat to its government.

The Taliban also threatens to destabilize Pakistan, where they control areas in the northwest and have been blamed for a wave of suicide bombings and other attacks.

Many observers now believe that future peace in Afghanistan can only come if the government in Kabul negotiates with the Taliban.

Sources:

“Who are the Taliban” 1 November 2013
BBC News- Staff Reporter
<http://www.bbc.co.uk/news/world-south-asia-11451718>

“Secret of the Taliban’s success” 4 October 2011 BBC News-M Khan
<http://www.bbc.co.uk/news/world-south-asia-15132461>

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distinguish	hesitated	regulation	militia	hobbled
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p. 34-43

Setting	Characters	Pages
Home to prison	family	34-43
	guards	34-43

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Parvana and her mother go looking for her father.
- Nooria had to forge a note for her mother, pretending that her father had given her permission to be outside without a man.
- They made it to the prison and demanded that their father be released.

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- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Responsibility" and "Irresponsibility" in their local community and in the world on the document. Discuss the additions the next day in class.

- For all of the items in the “Irresponsible” column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Update and add to the KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait: Understand the points of view from the narrator, by filling in words and thoughts that you think Parvana was feeling in this chapter when her father is unjustly arrested and when she fails to rescue him from jail.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why would the Taliban want all the windows painted black?
2. What problem does Parvana and her mother face on their search for Father?
3. How did they look for Father? What were they doing that was forbidden?
4. Provide two reasons of why it was dangerous to show pictures of Parvana’s father.
5. How did the guards treat them at the prison?
6. What advice would you provide Parvana and her mother in order to help release Parvana’s father from prison?
7. What do you think will happen next?

9. Analyze Analyze the key paragraph.

Key Paragraph - 38

“The prison was a long way from their home. Buses were not permitted to carry women who did not have a man with them. They would have to walk the whole way. What if Father was being held somewhere else? What if they were stopped by the Taliban in the street? Mother wasn’t supposed to be out of her home without a man, or without a note from her husband.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Have you ever been blamed for something you did not do? In this chapter, Father is arrested without having broken any laws. Pretend you are Parvana, write a letter to the chief of the prison that explains the sequence in descriptive detail. In the concluding paragraph, request that the chief of the prison release your father from jail.

11. Close Close by extending today's lesson to life and the world.

1. Describe a time where you helped take care of one of your parents or guardians?
2. What were your responsibilities? How did you make the situation better?

Character Based Literacy Program Lesson Plan

Breadwinner, Day 4



Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Look at maps and structures of towns in Afghanistan.

What continent is Afghanistan on?



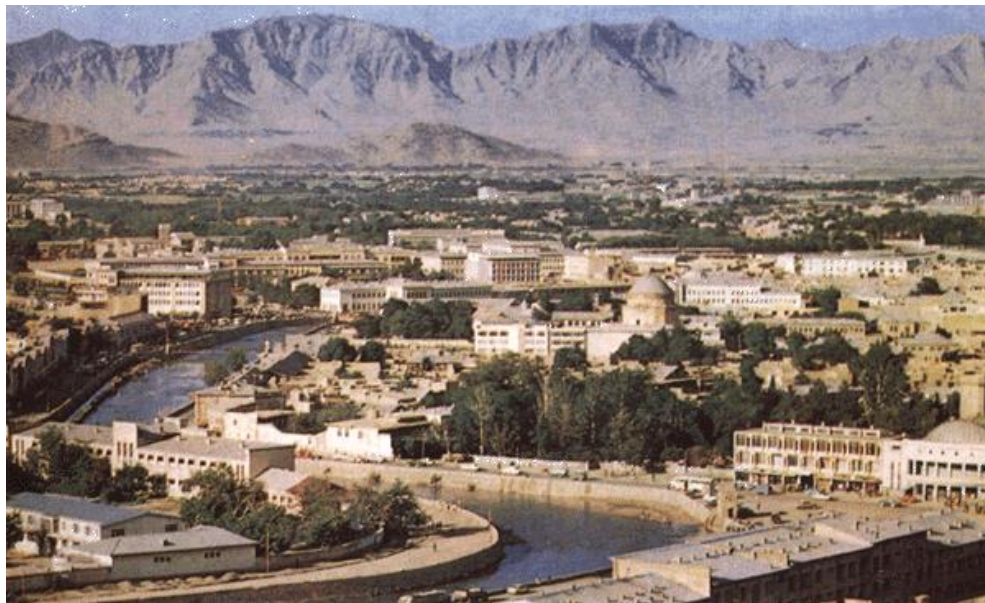


What are Afghanistan's neighboring countries?





List the capitol, rivers, and mountains.











X4J-1077028 - (c) - Ton Koene



X4J-1080858 - (c) - Ton Koene



Source:

<http://www.emapsworld.com/images/afghanistan-location-map.gif>

<http://www.worldatlas.com/webimage/countrys/asia/af.htm>

http://www.lib.utexas.edu/maps/middle_east_and_asia/afghanistan_admin-2009.jpg

<http://www.afghan-network.net/Photography/kabul/kabul-paramount2.gif>

http://www.embassyofafghanistan.org/sites/default/files/photos/8_kabul_city.png

<http://static.panoramio.com/photos/large/45293296.jpg>

<http://stanouse.com/images%20Afghan/In%20KABUL/Life%20in%20Kabul/images/0502%20Housing%20in%20Kabul.jpg.jpg>

http://api.ning.com/files/Rm6SfxWQ1mCO2YK5fUmhhk7v-8OTPi4ndyYF*eVZtRafv63ZPFbYpQRyM4H5Q94A7CnWkSdzyTesLxtbQ2VoiKTzEwLGiIPk/agh10.jpg

<http://contest.afghanistanmatters.com/wp-content/uploads/2010/01/A0093-600x398.jpg>

<http://www.agefotostock.com/previewimage/bajaage/2d414525a5b2a3e779306a409ba529f4/X4J-1077028.jpg>

<http://www.agefotostock.com/previewimage/bajaage/81e2b66870dbeec514f1d8cd47781072/X4J-1080858.jpg>

http://www.delivery.superstock.com/WI/223/1566/PreviewComp/SuperStock_1566-580493.jpg

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

exhaustion	collapsed	basin	sensible	eternity
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 44-62

Setting	Characters	Pages
Back home	The family without Father	44-62
Market	Mrs. Weera	44-62

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Parvana and Mother return home and days go by where no one does anything.
- They are running out of food and water so Parvana has to go out to get their food. Parvana goes to the market to get food and a soldier stops and hits her.
- On the way back home she bumps into Mrs. Weera who decides to help them.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Responsibility" and the other side "Irresponsibility".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).

- Have students periodically input a headline/article of a “Responsibility” and “Irresponsibility” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Irresponsible” column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Update and add to the KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

In these 2 chapters, Parvana is forced to take action to help her family. She has to once again go out and get food and water. After all that work, she is so exhausted she wants a drink of water. Her sister states (page 61):

“Nooria snatched it from her hands. ‘You are the stupidest girl! All we need now is for you to get sick! How could anyone so stupid end up as my sister!’
‘That’s no way to keep up team spirit,’ Mrs. Weera said.”

Role-play alternative responses as a class.

1. Using 2-3 flashcards, write down other ways Nooria could have responded that would have had more “team spirit.”
2. Role-play the alternative responses as a class.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What were the after effects on Mother and Parvana as a result of the beatings from the soldiers?
2. What is a toshak?
3. Why did Parvana have to go to the market and not the older sister?
4. What happened to Parvana when she went to go buy food?
5. Who did Parvana run into and what did this person do?
6. What are their living conditions by the end of chapter four?
7. Describe how one of the characters changed in this chapter.

9. Analyze Analyze the key paragraph.

Key Paragraph -61

In these 2 chapters, Parvana is forced to take actions to help her family. She has to once again go out and get food and water. After all that work, she is so exhausted she wants a drink of water. Her sister states:

“Nooria snatched it from her hands. ‘You are the stupidest girl! All we need now is for you to get sick! How could anyone so stupid end up as my sister!’
‘That’s no way to keep up team spirit,’ Mrs. Weera said.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Parvana’s parents use to argue about whether or not they should leave Afghanistan. Parvana’s mother wanted to flee their homeland but Parvana’s father would argue, “We are Afghans. This is our home. If all the educated people leave, who will rebuild the country?”

1. Explain the father’s argument in an informative paragraph. What are the effects of fleeing the country? What is the father’s dream for his country? Provide 3 reasons why Parvana’s family should not leave Afghanistan.
2. Peer review: Trade your paragraph with a classmate, edit your partner’s paragraph, and rewrite your paragraph.

11. Close Close by extending today’s lesson to life and the world.

1. How do you make yourself feel better when you are sad?
2. What ideas would you give Parvana and her siblings to help make their mom feel better?

Character Based Literacy Program Lesson Plan

Breadwinner, Day 5



Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Like Parvana, we are often confronted with many problems and have to make difficult decisions. Using a SWOT (Strengths, Weaknesses, Opportunities, Threats) matrix can give you some ideas and help identify a solution.

“Don’t find fault, find a remedy.” – Henry Ford

Strengths - Things you can control . - Positive qualities or skills.	Weaknesses - Things you can control . - Negative habits or traits you need to improve.
Opportunities - Things you cannot control . - Positive external conditions you can take advantage of.	Threats - Things you cannot control . - Negative external conditions whose effect you can lessen

SWOT Template: <http://static2.creately.com/blog/wp-content/uploads/2012/03/SWOT-Analysis-Example1.png>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

idle	sulk	fringe	brusquely	gingerly
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 63-73

Setting	Characters	Pages
Home in Kabul	The family	64-73

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Parvana cuts her hair and dresses like a boy.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Responsibility” and the other side “Irresponsibility”.
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a “Responsibility” and “Irresponsibility” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Irresponsible” column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Continue a class KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Bookmark: Have students use a sentence strip piece of paper of 1/2 of an 8 x 11 and make a bookmark. Decorate it with words and images that come to mind as you think of the novel thus far. Share with a partner.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What did they do to Parvana?
2. What does she do after the changes are made?
3. Why do you think the Taliban didn't want women in the market place?
4. While Parvana was in the market, she could have been punished for what two reasons?
5. Why did the Taliban yell at Parvana?
6. Who did Parvana meet in the market place? How did she know her?
7. Why was it difficult to recognize her?
8. When Parvana returned home, why did Nooria yell at her?

9. Analyze Analyze the key paragraph.

Key Paragraph -67

“As more and more hair fell away, Parvana began to feel like a different person. Her whole face showed. What was left of her hair was short and shaggy. It curled in a soft fringe around her ears. There were no long parts to fall into her eyes, to become tangled on a windy day, to take forever to dry when she got caught in the rain.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Parvana realized that her mother and Mrs. Weera can force her to cut her hair, but ultimately it would be her decision to pretend to be a boy and corporate with their idea.

1. In an informative paragraph, explain why it is better to convince someone to do something rather than to force them. Provide 2-3 reasons to help support your explanation.
2. Have you ever tried to force someone to do something? In a second paragraph, describe an example of when you were **not** able to force someone to do something they did not want to do.

11. Close Close by extending today’s lesson to life and the world.

1. What would you do if a Taliban member hit you with a stick?
2. How do you predict Mrs. Weera will help Parvana and her family?

Character Based Literacy Program Lesson Plan

Breadwinner, Day 6 (Chapter 7)



Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Responsibility Responsibility is the active side of doing what is right, doing what is good, doing what is best, especially by doing what is right now. 

Children in the workforce

Not all work done by children should be classified as child labor that is to be targeted for elimination. Children's' or adolescents' participation in work that does not affect their health and personal development or interfere with their schooling, is generally regarded as being something positive. This includes activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school

hours and during school holidays. These kinds of activities contribute to children's development and to the welfare of their families; they provide them with skills and experience, and help to prepare them to be productive members of society during their adult life.

The term "child labor" is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.

Source: <http://www.ilo.org/ipec/facts/lang--en/index.htm>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

arrested	flickered	tucked	customer	embedded
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 74-82

Setting	Characters	Pages
Home in Kabul	Parvana	74-82
	Rest of the family except father	74-82
	Talib soldier	74-82

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Parvana goes back out to market.
- She tries to earn money by reading and writing things for people who cannot.
- She reads a letter for a Talib soldier from his dead wife.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant

Character Education at the Markkula Center for Applied Ethics
www.scu.edu/character ©SCU2013

information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Responsibility” and the other side “Irresponsibility”.
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a “Responsibility” and “Irresponsibility” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Irresponsible” column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Continue the class KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Comparison/contrast chart: Examine the comparison/ contrast chart and begin filling in some of the ways the United States and Afghanistan differ. What other categories can you think of to add to this list? Religion? Dress? Food? Customs? Military? Government? Life of a teenager? Responsibilities of Parvana vs. you?

	Afghanistan	United States
Marriage	arranged	Free to choose
Level of Education		
Children’s Responsibilities		
Rules of girls		

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do they want to disguise Parvana as a boy?
2. Why is it significant that Parvana wear her late brother’s clothes?
3. Describe how Parvana looked different when her mother and Mrs. Weera cut her hair.

4. Why does Parvana go back to the market?
5. Name three items Parvana bought at the market.
6. What would happen if Parvana was caught wearing a disguise?
7. What is special about Parvana that most people in Afghanistan do not have? Who was Parvana's first customer?
8. What is one question you would ask the Taliban man after hearing his letter?
9. Why does Parvana change the price for her letter reading?
10. Why was the embroidered dress special to Parvana?
11. What did Parvana do for the Taliban?
12. What did the Taliban help her realize?
13. How does Nooria change during this chapter?

9. Analyze Analyze the key paragraph.

Key Paragraph - 80

"Parvana took a deep breath and let it out slowly. Up until then, she had seen Taliban only as men who beat women and arrested her father. Could they have feelings of sorrow, like other human beings?"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

On page 76, Mother states that Parvana, at age 11, has more education than most of the people in the country. What do you think it would be like if this were the case in the United States? What would change? Would things be better or worse?

In an informative paragraph, explain why it is important for a country to have educated citizens.

1. Provide 3 reasons to support your claim.
2. Peer review: Trade your paragraph with a classmate, edit your partner's paragraph, and rewrite your paragraph.

11. Close Close by extending today's lesson to life and the world.

1. Write three sentences about how you would feel if you had to dress up in the opposite gender.
2. How can you help your family with grocery shopping?

Character Based Literacy Program Lesson Plan

Breadwinner, Day 7 (chapter 8)



Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Taliban Rules

The Taliban created the following rules for women.

1- Complete ban on women's work outside the home, which also applies to female teachers, engineers and most

professionals. Only a few female doctors and nurses are allowed to work in some hospitals in Kabul.

2- Complete ban on women's activity outside the home unless accompanied

by a *mahram* (close male relative such as a father, brother or husband).

- 3- Ban on women dealing with male shopkeepers.
- 4- Ban on women being treated by male doctors.
- 5- Ban on women studying at schools, universities or any other educational institution. (Taliban have converted girls' schools into religious seminaries.)
- 6- Requirement that women wear a long veil (Burqa), which covers them from head to toe.
- 7- Whipping, beating and verbal abuse of women not clothed in accordance with Taliban rules, or of women unaccompanied by a mahram.
- 8- Whipping of women in public for having non-covered ankles.
- 9- Public stoning of women accused of having sex outside marriage. (A number of lovers are stoned to death under this rule).
- 10- Ban on the use of cosmetics. (Many women with painted nails have had fingers cut off).
- 11- Ban on women talking or shaking hands with non-*mahram* males.
- 12- Ban on women laughing loudly. (No stranger should hear a woman's voice).
- 13- Ban on women wearing high heel shoes, which would produce sound while walking. (A man must not hear a woman's footsteps.)
- 14- Ban on women riding in a taxi without a mahram.
- 15- Ban on women's presence in radio, television or public gatherings of any kind.
- 16- Ban on women playing sports or entering a sport center or club.
- 17- Ban on women riding bicycles or motorcycles, even with their *mahrams*.
- 18- Ban on women's wearing brightly colored clothes. In Taliban terms, these are "sexually attracting colors."
- 19- Ban on women gathering for festive occasions such as the Eids, or for any recreational purpose.
- 20- Ban on women washing clothes next to rivers or in a public place.
- 21- Modification of all place names including the word "women." For example, "women's garden" has been renamed "spring garden".
- 22- Ban on women appearing on the balconies of their apartments or houses.
- 23- Compulsory painting of all windows, so women can not be seen from outside their homes.
- 24- Ban on male tailors taking women's measurements or sewing women's clothes.
- 25- Ban on female public baths.
- 26- Ban on males and females traveling on the same bus. Public buses have now been designated "males only" (or

"females only").

27- Ban on flared (wide) pant-legs, even under a burqa.

28- Ban on the photographing or filming of women.

29- Ban on women's pictures printed in newspapers and books, or hung on the walls of houses and shops.

Apart from the above restrictions on women, the Taliban has:

- Banned listening to music, not only for women but men as well.

- Banned the watching of movies, television and videos, for everyone.

- Banned celebrating the traditional New Year (Nowroz) on March 21. The Taliban has proclaimed the holiday un-Islamic.

- Disavowed Labor Day (May 1st), because it is deemed a "communist" holiday.

- Ordered that all people with non-Islamic names change them to Islamic ones.

- Forced haircuts upon Afghan youth.

- Ordered that men wear Islamic clothes and a cap.

- Ordered that men not shave or trim their beards, which should grow long

enough to protrude from a fist clasped at the point of the chin.

- Ordered that all people attend prayers in mosques five times daily.

- Banned the keeping of pigeons and playing with the birds, describing it as un-Islamic. The violators will be imprisoned and the birds shall be killed. The kite flying has also been stopped.

- Ordered all onlookers, while encouraging the sportsmen, to chant Allah-o-Akbar (God is great) and refrain from clapping.

- Ban on certain games including kite flying which is "un-Islamic" according to Taliban.

- Anyone who carries objectionable literature will be executed.

- Anyone who converts from Islam to any other religion will be executed.

- All boy students must wear turbans. They say "No turban, no education".

- Non-Muslim minorities must distinct badge or stitch a yellow cloth onto their dress to be differentiated from the majority Muslim population. Just like what did Nazis with Jews.

- Banned the use of the internet by both ordinary Afghans and foreigners.

Source: <http://www.rawa.org/rules.htm>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ruined	pneumonia	distinctive	collided	sprawled
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 83-94

Setting	Characters	Pages
Kabul	Mrs. Weera	83-94
	Parvana's Family	83-94

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Mrs. Weera moves in with Parvana's family.
- She and Mother are going to start their own magazine.
- Parvana was able to escort all the girls and women outside. Parvana starts finding odd objects on her blanket at the market.
- Then one day a tea boy slips and falls on her blanket—it turns out he was a girl.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Responsibility" and the other side "Irresponsibility".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Responsibility" and "Irresponsibility" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Irresponsible" column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Continue the KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Fix the facts physically!

Have students brainstorm events from the chapter. They don't have to be in order. Then, put all the major events on 3 x 5 cards. One event per card. Shuffle the cards. Give out one card to each person until the cards are finished. Have kids stand up and put them in the right order. Don't let this activity take too much time.

Bargaining Simulation

One student plays the role of the shopkeeper (S) using props to sell. A second student plays the role as the customer (C). Have students state the following dialogue:

(S): I have _____ product for a good price of \$60.00 but I'll sell it to you for only \$50.00.

(C): \$50.00! Wow it is a nice _____ but \$50.00 is too much! What about \$10.00?

(S): \$10.00 is not enough! I'll sell it to you for a price that is not more than \$50 but not less than \$10. What about \$40?

(C): \$40 ! What about _____ (name lower price).

(S): No that too little!! This is a really good quality _____ I will sell it you for _____ (name a price higher than the price previously states).

The bargaining continues until a price is agreed on.

This can be done as a class demonstration with two or more students or in pairs.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How has Mrs. Weera been living?
2. Why did Maryam go outside? How was the experience for her?
3. What was the new daily routine?
4. Why was it difficult for Nooria to get fresh air even if she was outside?
5. Describe the siblings trip to the water tap. What do they do there?
6. Why was it dangerous for Nooria to flip up her burqa?

7. Devise a get away plan incase Nooria was caught by the Taliban without being fully covered.
8. Who does Parvana think she saw in the market?
9. What challenges does Parvana face as a girl in disguise working in the market?
10. What did Parvana discover at the end of the chapter?

9. Analyze Analyze the key paragraph.

Key Paragraph - 93

“The man put his hand on her shoulder. ‘You seem like a fine boy. I’m sorry I am not your father.’ He paused then said in a lower voice, ‘Your father is in prison?’ Parvana nodded. ‘People are released from prison sometimes. Don’t give up hope.’ The man went on his way into the market, and Parvana went back to her blanket.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Why are children in Afghanistan working? In an informative paragraph, explain why it is important for Parvana to work in the market?

1. Provide 3 reasons why Parvana works in the market.
2. Include 2-3 facts from to support your claim from the background history.
3. Peer review: Trade your paragraph with a classmate, edit your partner’s paragraph, and rewrite your paragraph.

11. Close Close by extending today’s lesson to life and the world.

1. What are some cultural differences and similarities between the daily life for Parvana in modern day Afghanistan and your daily life in the United State?
2. Parvana’s dress was handmade; can you list two items in your home that is 100% handmade?

Character Based Literacy Program Lesson Plan

Breadwinner, Day 8



Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Education in Afghanistan

With the fall of the Communist government in 1992, the country was divided among warring factions, many of them religiously-inspired groups opposed to modern education and education of girls. Millions of Afghans

fled the country, particularly the educated. Of the schools not destroyed by war, many were shuttered because of lack of insecurity, the lack of teachers and teaching materials, or simply poverty. Under the Taliban, education went from wretched to worse. They

denied nearly all girls the right to attend school and many boys were without an education as well. Only a small number of girls were able to attend secret schools or received an education abroad. Upon the defeat of the Taliban by US forces in 2001, and as a result of the Afghan Constitution, education is now compulsory and free from grades one through nine and free up to the undergraduate level of university. Formal education options also include vocational education and teacher education as well as Islamic education.

It is importance that more girls and women now gain access to higher levels of education so they can have a better job and can gain leadership roles in local and national government.

Source:

http://www.schoolisopen.org/sio/index.php?option=com_content&view=article&id=53&Itemid=62

Girls Education in Afghanistan

Education is often not an option for many women and girls in Afghanistan. According to Government figures, only 26 per cent of Afghanistan's population is literate, and among women the rate is only 12 per cent. Among school age children, 38 per cent (4.2 million in real numbers) do not have access to schools, most of which are girls.

Attacks by insurgents who oppose women's education lead to regular

closures of girls' schools. Moreover, 50 per cent of schools do not have buildings and other necessities, and a lack of textbooks, teaching materials and equipped bathrooms, along with the large number of school closures or relocations directly affects the quality of education.

Every year, more than 100,000 secondary school graduates write the kankor, or entrance exam, but due to insufficient spaces and limited capacity, only about half of those students find a spot at the government universities and colleges. Those who fail either go to private institutions, which are very expensive and out of reach for most Afghan families, or try to pass the entrance exam again.

The Afghanistan government is still needing to help girls prepare for university entrance exams and overcome challenges that women encounter when trying to find work, such as traditional beliefs about women's roles as mothers rather than breadwinners.

Source:

"In Afghanistan, women and girls strive to get an education" 09 July 2013 UN Women

<http://www.unwomen.org/lo/news/stories/2013/7/afghani-women-strive-to-get-an-education>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

distinguish	kerosene	ridiculous	smuggle	embroidery
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 95-103

Setting	Characters	Pages
Market	Parvana	95-103
	Shauzia	95-103
	Mrs. Weera	95-103
	The Family	95-103

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Parvana meets the other girl, whose name is Shauzia.
- Mrs. Weera and Mother are thinking of opening a small school for girls in their home, against the rules of the Taliban.
- Shauzia told her she knows of another way to make money.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Responsibility" and the other side "Irresponsibility".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Responsibility" and "Irresponsibility" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Irresponsible" column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Continue the KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Write a jingle – a song for advertising. Create a jingle that will inform other girls that there is an underground school at Parvana’s house. Use words that convey this message without actually using the words “school” or “teacher” so that the Taliban will not catch on.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How did the family react to Shauzia?
2. Describe Shauzia’s living situation?
3. Why does Shauzia want to make extra money? What does she want to invest in?
4. What is kerosene used for?
5. Why hasn’t Shauzia kept up with her studies?
6. Why do Mrs. Weera and Parvana’s mother want to produce a magazine?
7. What is Mrs. Weera’s plan for distributing the magazine?
8. Why do Mrs. Weera and Mother want to start in the school?
9. Why do you think someone is gave Parvana a gift?

9. Analyze Analyze the key paragraph.

Key Paragraph - 100

“ ‘I’ve been thinking of starting up a little school here,’ Mrs. Weera said to Parvana’s surprise. ‘A secret school, for a small number of girls, a few hours a week. You must attend. Parvana will let you know when.’ ”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Imagine you are also going to teach at Mrs. Weera’s underground school. What subject would you teach? What is an important lesson that you think Parvana and her siblings should learn?

1. Describe your lesson. What will you do first, second, and third?
2. Include an activity to help explain your lesson.

11. Close Close by extending today's lesson to life and the world.

1. If you were Parvana, what questions would you ask your classmate that you haven't seen in a year?
2. Think of an inspirational quote that you would give Parvana to help her be hopeful that things will get better in the future.

Character Based Literacy Program Lesson Plan

Breadwinner, Day 9



Outcomes for Today

Standards Focus W3, W4, W8, W9

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Bone Digging

When the Taliban were in charge, it was difficult to work. Many people in Afghanistan became desperate enough to dig up human bones to sell. Bones were often sold in bulk to Pakistani traders. The bones were used to feed animals and make soap and cooking oil. A male skeleton weighing 13 pounds was worth about 50 cents.

Source: http://articles.orlandosentinel.com/1996-12-09/news/9612090060_1_capital-of-afghanistan-bones-kabul

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

objections	pecked	stench	unearthed	accommodate
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 104-113

Setting	Characters	Pages
Kabul	Parvana	104-113
	Shauzia	104-113

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Shauzia tells Parvana that they can make money by digging up bones.
- There is a bone-broker who weighs the bones and he pays by the weight. They made as much money in one day as they normally would in three. They decided to go again the next day.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Responsibility" and the other side "Irresponsibility".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Responsibility" and "Irresponsibility" in their local community and in the world on the document. Discuss the additions the next day in class.

- For all of the items in the “Irresponsible” column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Continue the KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create an advertisement for a device that can detect the location of landmines. Draw the image; explain how it works, and state the price and where you can buy it. Write 2-3 reasons why someone should buy this product.

Create a poster of the most vivid part of this chapter. How did the writer create such a vivid scene in your mind without showing you a picture? This is an example of good, descriptive writing.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is a better way to make money for Parvana and Shauzia?
2. Do they turn all their money to their families? Why or why not?
3. What do they want to buy?
4. How does the bone broker make money?
5. Why was going to the bathroom dangerous?
6. Why are some landmines disguised as toys?
7. Why is it funny when Parvana told Shauzia that there are no landmines, “I kicked them out of the way?”
8. What do Parvana and Shauzia imagine while digging up bones that help them believe there will be a better future ahead?

9. Analyze Analyze the key paragraph.

Key Paragraph - 105

“Bombs had fallen on the cemetery, too. The explosions had shaken up the graves in the ground. Here and there, white bones of the long-dead stuck up out of the rusty-brown earth. Flocks of large black and gray crows cawed and pecked at the ground around the ruined graves of the newer section of the graveyard. The slight breeze carried a rotting stench to where Parvana and Shauzia were standing, on the edge of the cemetery’s older section. They watched the boys fan out across the graveyard and start digging.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write another short letter to your family in the United States informing them the sequence of events of Parvana's life in Afghanistan from this chapter.

1. Describe the surrounding environment using a quote from the chapter.
2. Paraphrase information from the background history information to explain the dangers of landmines.
3. Provide 2 reflective sentences about how Parvana tried to make the most of an unpleasant situation

11. Close Close by extending today's lesson to life and the world.

1. What will your life be like when you are 60 years old?
2. What memory do you have from this year that you always want to remember?

Character Based Literacy Program Lesson Plan

Breadwinner, Day 10



Outcomes for Today

Standards Focus W2, W5

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Unusually cruel punishments for petty crimes.

Taliban officials carried out lashings, stonings, amputations and executions in public places such as squares, schools or sports grounds.

The sports stadiums in Kabul and Kandahar were notorious for such spectacles with thousands of people attending.

Taliban fighters would ensure a high turnout by driving through neighborhoods announcing punishments through mounted loudspeakers.

Trained doctors, who operated with their faces covered for fear of reprisals, usually carried out amputations.

In many cases a local anesthetic was applied before the limb was removed with simple surgical instruments.

The punishment for theft was the loss of a hand, depending on the severity of the crime.

Amputees would often faint as the severed limb was paraded to the crowd before burial.

But Taliban-style justice has once again been observed in many parts of the country in recent years as the insurgency maintains its momentum.

But beyond such extreme cases, Taliban courts are active in many parts of the country - intervening in local disputes, often at the request of villagers who have lost faith in the notoriously corrupt Afghan justice system

Source: "Summary amputations: Taliban justice in Afghanistan" 26 April 2013 BBC News- Humayun Hadid & Johannes Dell

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

stunned	relented	stint	intimidated	thwack
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 114-122

Setting	Characters	Pages
Kabul	The Family	114-122
	Shauzia	114-122
	Mrs. Weera	114-122
	Soldiers	114-122

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Parvana told the family what she had been doing after all.
- Parvana and Shauzia made enough money over time to buy their trays. They decided to sell cigarettes and chewing gum.
- Parvana has noticed that Nooria is not as mean to her anymore.
- Parvana and Shauzia thought they would sell their things at the soccer stadium.
- They went expecting a soccer game, and discovered that Taliban soldiers were getting the hands off of prisoners because they were punishing them for being thieves.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Responsibility" and the other side "Irresponsibility".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Responsibility" and "Irresponsibility" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Irresponsible" column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Continue the KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Write a postcard from Parvana to her dad telling him how horrible things have gotten.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Mother react to Parvana's job?
2. Why does Mrs. Weera want to write about Parvana's job in her magazine? Why is her job important to share with the rest of the world?
3. What has happened between Nooria and Parvana?
4. What were the soldiers doing to the men and why?
5. Why do Parvana and Shauzia sell cigarettes and gum?
6. Why didn't anyone try to steal the cigarettes and gum when Parvana and Shauzia spilled them from their tray?
7. What did Parvana hope Shauzia didn't see?
8. Why do you think people stole even though this harsh law exists?

9. Analyze Analyze the key paragraph.

Key Paragraph - 121

"All of a sudden one of the soldiers took out a sword, raised it above his head and brought it down on one man's arm. Blood flew in every direction. The man cried out in pain."

"Next to Parvana, Shauzia started screaming. Parvana clamped her hand over Shauzia's mouth and pulled her down to the floor of the stadium stands. The rest of the stadium was quiet. There was still no cheering."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In some cultures, people who were considered thieves were punished by having their hands cut off. In an explanatory paragraph, describe why less people would steal with this law? Provide two reasons to support your answer. Create a new law that will positively encourage people from stealing?

11. Close Close by extending today's lesson to life and the world.

1. Do you think people in the US would create a law like this for thieves? Why or why not?
2. What would you do if someone took something from you without asking?

Character Based Literacy Program Lesson Plan

Breadwinner, Day 11



Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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- d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

mending	insisted	nomads	undertaking	snippets
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 123-134

Setting	Characters	Pages
Kabul	The Family	123-134
	Shauzia	123-134

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Parvana is getting tired and wants a break from working in the market with her tray.
- Shauzia tells Parvana that she is saving money so she can get out of here and go to France.
- Shauzia plans on going soon because her shape is changing and she won't look like a boy forever.
- Nooria was teaching in "their school" at home. Then, surprise, surprise, Nooria is getting married!

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

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- Have students periodically input a headline/article of a "Responsibility" and "Irresponsibility" in their local community and in the world on the document. Discuss the additions the next day in class.

- For all of the items in the “Irresponsible” column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Continue the KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Devise a plan of action for Shauzia to join the nomads.

1. Draw a map of Afghanistan and Pakistan that show the route from city to city starting from Kabul, Afghanistan and ending in Islamabad, Pakistan.
2. Draw a picture of the 10 most important items Shauzia should bring if she decided to go to Pakistan.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How is Parvana feeling?
2. What is Shauzia planning on doing?
3. Why is Shauzia in a rush? What did Parvana really want?
4. Why couldn't Parvana's mother leave when she had the chance?
5. What secret did Parvana share with Shauzia?
6. Why does completion make it more difficult for Parvana to sell her items?
7. How do you think Ali's life will be different as a baby growing up during a war?
8. What kinds of things grow in Afghanistan?
9. What do you think happened in the house with the angry man and crying women?

9. Analyze Analyze the key paragraph.

Key Paragraph - 130

“Parvana was tired. She wanted to sit in a classroom and be bored by a geography lesson. She wanted to be with her friends and talk about homework and games and what to do on school holidays. She didn't want to know any more about death or blood or pain.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

What would you do in Shauzia's situation? Help Shauzia write a pro/con list.

1. Explain why Shauzia should stay in Afghanistan. Provide 3 reasons.
2. Explain why Shauzia should go to Pakistan. Provide 3 reasons.

11. Close Close by extending today's lesson to life and the world.

1. Would you rather work all day to provide food for your family or go to school and why?
2. What would you miss about school if you were forbidden to attend?

Character Based Literacy Program Lesson Plan

Breadwinner, Day 12



Outcomes for Today

Standards Focus W1, W2, W5

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Child Marriage in Afghanistan

Child marriage is defined as marriages where either spouse is below age 18. There is a growing global trend, including in some Islamic countries, of setting 18 as the minimum age of marriage.

According to the Afghan Ministry of Public Health's 2010 Mortality Survey, conducted in all 34 provinces of Afghanistan including a nationally representative sample of 24,032

households, 53 percent of all women in the 25-49 age group were married by age 18, and 21 percent of the women were married by age 15.3 A 2012 global study by the United Nations Population Fund put Afghanistan among 41 countries in the world that reported 30 percent or more of its women in the 20-24 age group married by age 18.4

Source: "Afghanistan Ending Child Marriage and Domestic Violence"

http://www.hrw.org/sites/default/files/related_material/Afghanistan_brochure_0913_09032013.pdf

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fetch	satisfaction	glowered	sulking	accompany
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 135-143

Setting	Characters	Pages
Kabul	The Family	135-143
July	Mrs. Weera	135-143

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Nooria is getting ready to move to another city to get married. Nooria feels like she will have a better life where she is going.
- They will be gone most of the summer and Parvana will stay with Mrs. Weera. Parvana had more free time than she was used to and she read her father's books.
- Parvana accidentally falls asleep in a ruined building. She wakes up to hear a woman crying.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can

also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Responsibility” and the other side “Irresponsibility”.
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a “Responsibility” and “Irresponsibility” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Irresponsible” column, have students write one suggestion on how the character could have acted more responsibly.

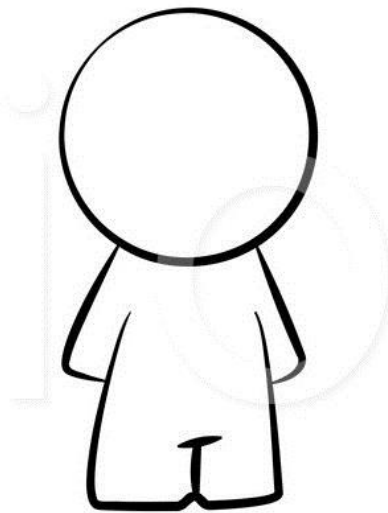
KWL Chart: Continue the KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

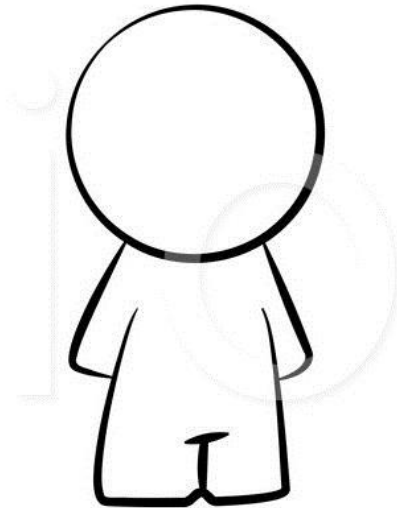
What changes are you witnessing in Parvana?

Write word and draw pictures to represent what Parvana was like before her family was divided. How did she behave? What were her responsibilities?



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Write word and draw pictures to represent what Parvana was like now that her family is divided. How does she behave? What are her responsibilities?



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8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What do Nooria and Parvana talk about concerning the marriage?
2. Why is Nooria getting married?
3. Why does Nooria think it is a good idea to get married?
4. How is Nooria's marriage different from American marriages?
5. Who escorts Parvana's family to Mazar? What is their plan if they meet a Talib?
6. Why is Parvana not going to Nooria's wedding?
7. How does Parvana feel with an empty house?

9. Analyze Analyze the key paragraph.

Key Paragraph - 136

"Nooria nodded. 'Look at my life here, Parvana. I hate living under the Taliban. I'm tired of looking after the little ones. My school classes happen so seldom, they're of almost no value. There's no future for me here.

At least in Mazar I can go to school, walk the streets without having to wear a burqa, and get a job when I've completed school. Maybe in Mazar I can have some kind of life. Yes I want to do this.'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

How are the circumstances of Nooria's marriage different to the circumstances of marriages in the U.S.? Explain the Nooria's argument for getting married in an informative paragraph. Provide 3 reasons why Nooria decided to get married.

11. Close Close by extending today's lesson to life and the world.

1. If you were Nooria, would you get married? Why or why not?
2. At what point in your life do you want to get married and why?

Character Based Literacy Program Lesson Plan

Breadwinner, Day 13



Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

The conduct of war

This is the issue of *how* a war should be fought, rather than *why* or if it should be fought.

While the issues of when is it right to go to war are high level issues for governments, the issues of the conduct of war often end up on the desk of military commanders, or fall to the instant decision of individual soldiers.

Whom can you fight?

Is it immoral to involve civilians in a war? Who is, and who isn't, a combatant?

How much force can be used?

The force used should be 'proportional' or 'appropriate': the force needed to win, and no more.

So it is probably unethical to use a flame-thrower or a machine gun against an enemy who is armed only with clubs (although if these were the only weapons available and the alternative was surrendering and being killed, what then?).

It is certainly unethical to kill the soldiers of an army that has surrendered.

Weapons that are intrinsically evil

These are usually taken to be chemical and biological weapons. These were banned by the Geneva Protocol in 1925.

Many writers argue that nuclear weapons are inherently evil.

There is a growing view that landmines, because they are indiscriminate weapons which cause great harm to civilians, are inherently evil.

Certain military methods are also regarded as intrinsically evil such as genocide, mass rape, torture and so on.

The Hague Convention of 1907 bans:

- poison or poisoned weapons
- killing or wounding treacherously
- killing or wounding an enemy who, having laid down his arms, or having no longer means of defense, has surrendered at discretion
- declaring that no mercy will be given to defeated opponents
- using arms, projectiles, or material calculated to cause unnecessary suffering

International conventions

Where countries have signed a convention governing warfare, soldiers are considered to merit punishment if they break any of the rules in that convention.

Source: <http://www.bbc.co.uk/ethics/war/just/conduct.shtml>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

rummaged	huddled	heroine	critical	restocked
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 144-154

Setting	Characters	Pages
Kabul	Parvana	144-154
	Homa	144-154
	Mrs. Weera	144-154
	Shauzia	144-154
	Father	144-154

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Parvana helps the young woman to her house under the cover of darkness. Her name was Homa and she escaped from Mazar when the Taliban captured the city. Her whole family was shot to death in front of her.
- Parvana had a hard time with this news and felt hopeless.
- When she came home one day she saw her father being helped in the apartment.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Responsibility" and the other side "Irresponsibility".
- During this unit, encourage students to follow the local and world news,

Character Education at the Markkula Center for Applied Ethics
www.scu.edu/character ©SCU2013

using a variety of mediums (newspapers, online sources, etc.).

- Have students periodically input a headline/article of a “Responsibility” and “Irresponsibility” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Irresponsible” column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Continue the KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Draw a comic book strip. Choose one event from this chapter and create a comic book strip by drawing four scenes that describe the event. Include dialogue and write captions at the bottom of each scene.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who did Parvana meet?
2. What was wrong with this person?
3. What wasn't this person wearing?
4. Why did Parvana tell herself that she was Malali?
5. What happened in Mazar?
6. What happened to Parvana after Homa told her what had occurred in Mazar?
7. What are three positive things that happened to Homa after she had lost her family?
8. Who came home?
9. What do you predict will happen next?

9. Analyze Analyze the key paragraph.

Key Paragraph - 154

“Parvana got out of bed and carried on as before. She did her work in the market, fetched water, listened to Mrs. Weera’s stories and got to know Homa. She did all these things because she didn’t know what else to do. But she moved through her days as though she were moving through an awful nightmare—a nightmare from which there was no release in the morning”(154).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Imagine you are Homa. Write a journal update on the recent life changing events.

1. Describe what happened to you and your family in Mazar. What happened first, second, and third?
2. Describe the tense surrounding environment using a quote from the chapter.
3. Provide 2-3 reflective sentences to express your feelings on the events of this chapter.

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you risked getting in trouble in order to help someone.
2. What would you do to help Homa overcome the loss of her family? How would you help make her feel better?

Character Based Literacy Program Lesson Plan

Breadwinner, Day 14



Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

11 Facts about Refugees

Consider how radically your world would change if, without notice, you were forced to leave your home and possessions behind and relocate to an area where you don't know anyone and have no idea when you will eat next. This is the reality of millions of people across the world.

- A refugee is legally defined as a person who is outside his or her country of nationality

and is unable to return due to a well-founded fear of persecution because of his or her race, religion, nationality, political opinion, or membership in a particular social group.

- In early 2012, there were 15.2 million refugees around the world, with the highest number in Pakistan (4.8 million) and the most refugees originating from Afghanistan (2.7 million).
- It's estimated that 80 percent of refugees are women and children. In 2012, 46 percent were under the age of 18 and 48 percent were women.
- An asylum seeker is a person who is looking to be recognized as a refugee, but has not yet received formal refugee status. The most asylum seekers come from Pakistan, Iran, and Sri Lanka.
- Internally displaced people (IDPs) are those who have been forced to leave their homes as a result of armed conflict, generalized violence, or human rights violations. Unlike refugees they have not crossed an international border.
- In 2011, there were roughly 26.4 million people displaced internally (within their country of origin) by conflict.
- Under international law, refugees are not allowed to be forced back to the countries they have fled.
- Developing countries host 80 percent of the world's refugees.
- In 2011, the countries with the most number of IDPs were Colombia (3.8 million), Sudan (2.4 million), Democratic Republic of Congo (1.7 million), Somalia (1.4 million) and Iraq (1.3 million).
- A total of 895,000 individual applications for asylum or refugee status were submitted to governments and UNHCR offices in 166 countries in 2011. Roughly 11 percent of these requests were fulfilled.

2011 saw a significant number of people seeking asylum or refugee status from countries experiencing recent or ongoing conflict or security concerns.

Source: <http://www.dosomething.org/tipsandtools/11-facts-about-refugees>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

recognizable	tattered	poultice	wail	refugee
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 155-160

Setting	Characters	Pages
Kabul	Father	155-160
	Mrs. Weera	155-160
	Parvana	155-160

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Father was barely recognizable.
- They find out that many people are fleeing Mazar and staying in refugee camps. Father and Parvana want to go look for the rest of the family.
- Mrs. Weera decided to take Homa to Pakistan with her.
- Parvana urges her to take Shauzia as well, but Mrs. Weera says that would be deserting her family.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Responsibility" and the other side "Irresponsibility".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Responsibility" and "Irresponsibility" in their local community and in the world on the document. Discuss the additions the next day in class.

- For all of the items in the “Irresponsible” column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Continue the KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

The Breadwinner has 15 chapters without chapter titles. Create chapter titles for chapters 1-14 based on the significant details and events from the chapter.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What conditions was Father in when he came home?
2. What was different about Parvana now?
3. What did Parvana and Father decide to do?
4. What did Mrs. Weera decide to do?
5. What is Parvana working for?
6. What is Shauzia working for?
7. Why would Shauzia's life be over if she got married?

9. Analyze Analyze the key paragraph.

Key Paragraph – 157-158

“Parvana was filled with hope. In the market she chased after customers just like the real boys did. Mrs. Weera suggested some medicine for Father, and Parvana worked and worked until she had earned the money to buy it. It seemed to help.”

“ ‘I feel like I'm working for something now,’ she told Shauzia one day as they walked around looking for customers.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write another short letter to your family in the United States informing them the sequence of events of Parvana's life in Afghanistan from this chapter.

Introduce Homa.

Describe the tense surrounding environment using a quote from the chapter.

Use transitional words to convey a sequence.

Provide 2-3 reflective sentences to express your feelings on the events of this chapter.

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you worked hard for a goal.
2. What did you do?
3. Where you able to achieve your goal?

Character Based Literacy Program Lesson Plan

Breadwinner, Day 15



Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Responsibility is the active side of the coin. It is doing what is right, doing what is best, especially when no one is watching. It is doing what is right now.



Journalism under the Taliban (1999)

There are more than a dozen state-owned newspapers around the country. However, the daily newspaper only runs two to three times a week. In line with the Islamic ban on human representation, their pages are free of pictures. News is limited to official announcements, accounts of Taliban military victories, and anti-opposition propaganda.

And there are no newsstands in Afghanistan: the papers are distributed mainly to government offices.

Afghanistan is largely an illiterate society therefore radio is the mass communication medium of choice. Bereft of music, Radio Kabul (now known as Radio Voice of Islamic Law) is heavily oriented towards religious topics. In the provinces, however, local media seem to enjoy greater independence, according to local journalists. In the northern city of Mazar-i-Sharif, for example, a recent radio drama explored the racy topic of girls choosing their own husbands.

This is not to say that the Taliban are press freedom champions. A Peshawar-based Afghan woman journalist was reportedly jailed when she visited Afghanistan earlier this year, and two Pakistani reporters were detained on espionage charges after visiting opposition-held territories in northern Afghanistan. Several Peshawar-based Afghan journalists reported receiving threatening calls after writing critical articles about the Taliban. The latter deny threatening journalists, although Taliban officials say privately that they oppose "independent" newspapers because these could become propaganda vehicles for the opposition.

While there is no clear ban on independent journalism, state-owned publications and radio stations dominate the country's media. This has been true in Afghanistan for at least a quarter of a century. Afghanistan's last and only free press flourished during the so-called "decade of democracy" from 1963 to 1973.

Source: "CPJ Briefings: Press Freedom Reports"
<https://cpj.org/reports/1999/12/taliban15dec99.php>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

trampled	healthy	nomads	shepherd	sparkling
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 161-166

Setting	Characters	Pages
Kabul	Parvana	161-166
	Mrs. Weera	161-166
	Old man	161-166
	Homa	161-166
	Shauzia	161-166

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Parvana goes to the market for the last time.
- The Window Woman throws a gift down to her again.
- She decides to plant some wildflowers in the place where she had always put her blanket so the Window Woman would have something pretty to look at.
- Before they left, Mrs. Weera showed them copies of Mother's magazine. Shauzia comes to say goodbye—she has a plan for escaping.
- Parvana and Father head off.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of Afghanistan by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Responsibility Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Responsibility" and the other side "Irresponsibility".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Responsibility" and "Irresponsibility" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Irresponsible" column, have students write one suggestion on how the character could have acted more responsibly.

KWL Chart: Finish the KWL Chart about the war in Afghanistan. What do students already know? What do they want to know?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Draw a before and after picture.

1. Draw a picture of Parvana and Shauzia in Afghanistan. Write 5 sentences to describe each character as young girls.
2. Draw a picture of Parvana and Shauzia in France. For each character, write a 5 sentences prediction on what you think will happen to Parvana and Shauzia in the future.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What did the Window Woman do?
2. What did Shauzia do for her?
3. Why doesn't Mrs. Weera allow Shauzia to travel with her to Pakistan?
4. What does Mrs. Weera show Parvana and Father?
5. Why is it important that women all over the world read about the lives of the women in Afghanistan?
6. What agreement do Shauzia and Parvana make? How will they find each other?
7. How do the plants symbolize Afghanistan?

9. Analyze Analyze the key paragraph.

Key Paragraph – 163

"Through the voices of derision came another voice. 'Do none of you appreciate nature? This boy has undertaken to bring a bit of beauty into our gray marketplace, and do you thank him? Do you help him?' An old man pushed his way to the front of the little gathering. With difficulty, he knelt down to help Parvana plant the flowers. 'Afghans love beautiful things,' he said, 'but we have seen so much ugliness, we sometimes forget how wonderful a thing like a flower is.'"

Key Paragraph – 145

"The plants are wilted. They didn't stand up properly. "Are they dead?" Parvana asked. "no, no, not dead. They may look scraggly and dying now," he said, "but the roots are good. When the time is right, these roots will support plants that are healthy and strong."

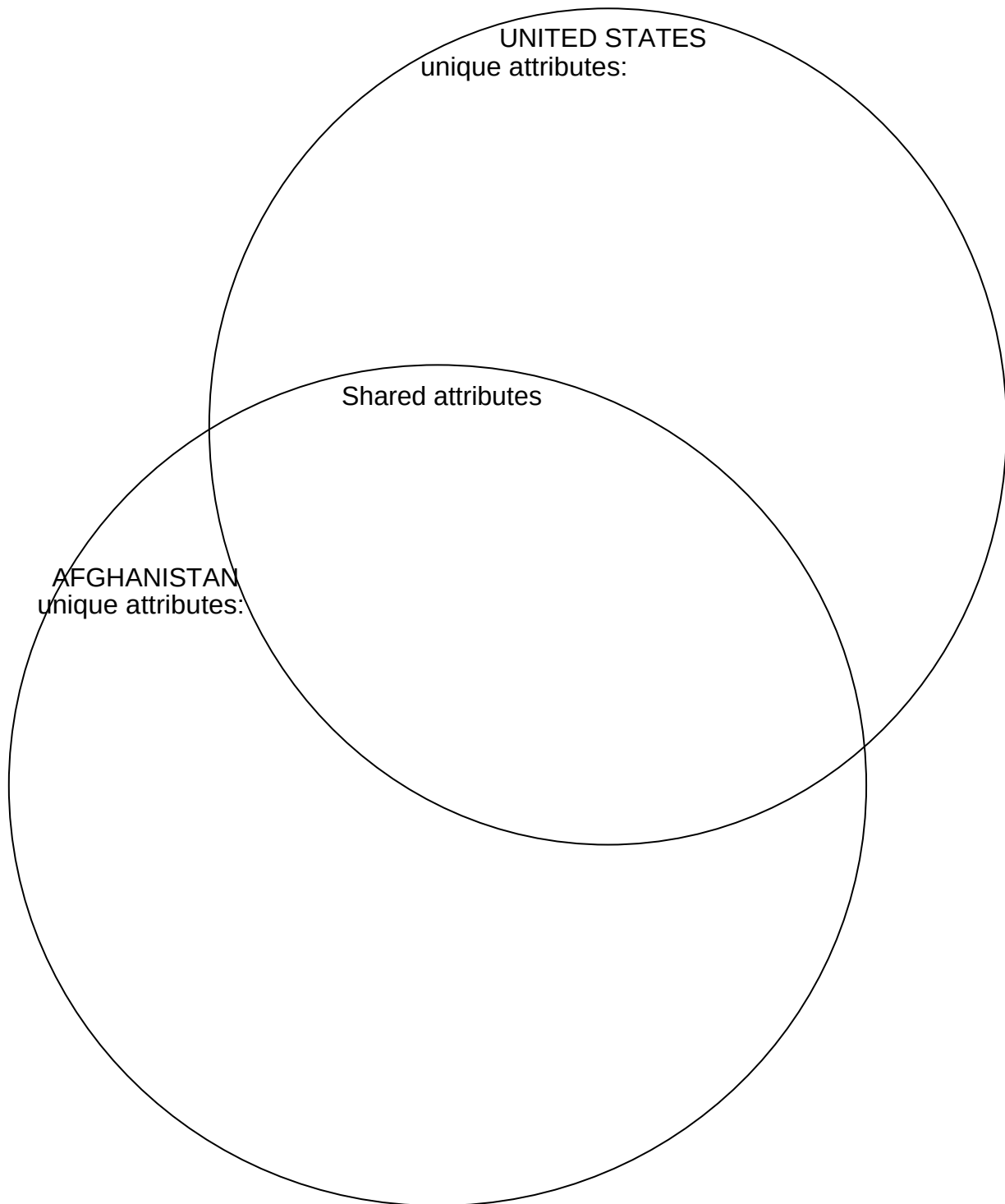
EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

What would you do if you were Shauzia? In an informative paragraph, explain why it is wrong for Shauzia to desert her family or why Shauzia had the right to seek a better life. Provide 3 reasons to support your claim.

11. Close Close by extending today's lesson to life and the world.

1. What would you do if you were Parvana's other sibling? Would you join Parvana and the father or Mrs. Weeva or Shauzia? Why?
2. Have you moved before? How does it feel pack up all your belongings and leave permanently?

6g6 Venn Diagram Chart

Have you ever been blamed for something you did not do? In this chapter, Father is arrested without having broken any laws. Pretend you are Parvana, write a letter to persuade the chief of the prison to release your father from jail.

2. Provide 2-3 reasons why your father is innocent.

Reason 1: _____

Reason 2: _____

Reason 3: _____

3. For each reason support your claim by using a quote from the novel.

Quote to support reason 1: _____

Quote to support reason 2: _____

Quote to support reason 3: _____

4. In an argumentative paragraph, write 2-3 reasons why your father is innocent. Support each reason with a quote from the novel.

5. Remember to reference your quote.