Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 1

Outcomes for Today

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

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.

What is the situation in Afghanistan?

- 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.

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- 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)

What is 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

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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.

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

slump (8)	marvel (15)	forbade (7)	decreed (16)	conquerors (11)

READ

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.

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

Read p. 7-18

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

RESPOND

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.

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EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 8).

EXTEND

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. 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.**

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 2

Outcomes for Today

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

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

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What is Chador and Hijab wear?

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 deceivingly 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

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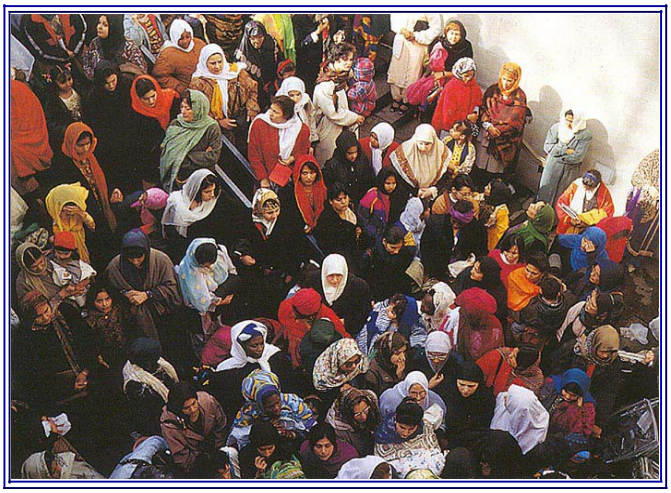
center ply. After nearly slashing my jugular open with the pin, I had to face the facts: I couldn't put on a hijab decently if my life depended on it.

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.

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

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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

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) 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.
3) 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.

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

grumbled (20)	resentful (21)	lingered (26)	intricate (22)	rouse (26)

READ

Review Review the timeline from the beginning every day.

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

Read p. 18-33

Setting	Characters	Pages
Kabul	Mother	18-33

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	Nooria	
	Parvana	
	Father, Ali, Maryam	

RESPOND

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 takes their father away for having an education and spreading "foreign ideas."

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph. p. 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" (p. 21).

EXTEND

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

Compare and contrast the fictional story of Paravana's life in modern day Afghanistan with factual research of the circumstances for women and girls living in Afghanistan. **Write one informative paragraph that explains how Parvana's life is similar to the true-life of some Afghan girls. Write a second paragraph that explains how Parvana's life is different from the reality of some Afghan girls.**

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 3

Outcomes for Today

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.
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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

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.

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, the 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

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burka. The Taliban banned television, music, movie theaters and disapproved of girls ages 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 Center 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.

How is 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

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

distinguish (37)	hesitated (39)	regulation (39)	militia (40)	hobbled (43)

READ

Review Review the timeline from the beginning every day.

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

Read p. 34-43

Setting	Characters	Pages
Home to prison	Family	34-43

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	Guards	

RESPOND

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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 38).

EXTEND

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.**

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 4

Outcomes for Today

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

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.

What continent is Afghanistan on?
Look at maps and structures of towns in Afghanistan.
What are Afghanistan's neighboring countries?

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List the capitol, rivers, and mountains.

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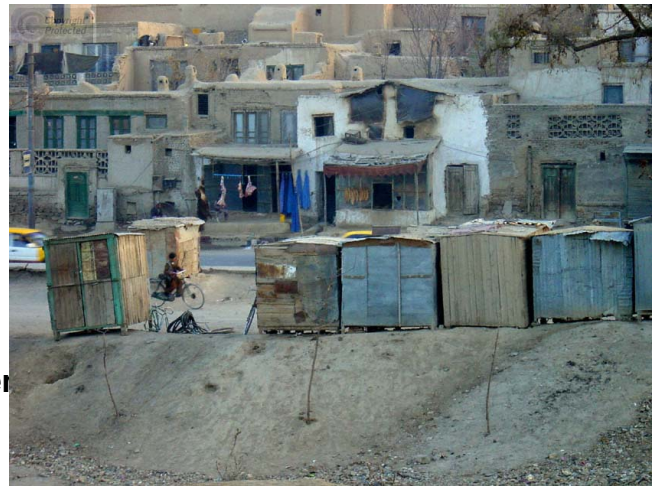

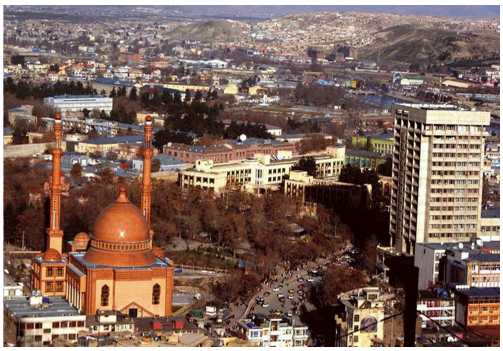

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http://www.embassyofafghanistan.org/sites/default/files/photos/8_kabul_city.png

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

exhaustion (46)	collapsed (46)	basin (46)	sensible (57)	eternity (61)

READ

Review Review the timeline from the beginning every day.

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

Read p. 44-62

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

RESPOND

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.

EXPLORE

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Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 61).

EXTEND

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

Parvana's parents used 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?" **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**. **Peer review: Trade your paragraph with a classmate, edit your partner's paragraph, and rewrite your paragraph**.

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 5

Outcomes for Today

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

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

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What is a SWOT matrix?
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 **cannot control.** **-Negative** habits or traits you need to improve.
Opportunities -Things you **cannot control.** **-Positive** external conditions you can take	**Threats** **-**Things you **cannot control.** **-Negative** external conditions whose effect

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advantage of.	you can lessen

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

idle (64)	sulk (67)	fringe (67)	brusquely (68)	gingerly (68)

READ

Review Review the timeline from the beginning every day.

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

Read p. 63-73

Setting	Characters	Pages
Home in Kabul	The family	64-73

RESPOND

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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 67).

EXTEND

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 cooperate with their idea. **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. 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.**

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 6

Outcomes for Today

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

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

Responsibility Responsibility is the active side of morality: doing what is good, doing what is right, doing what is best, especially doing the right thing when it is difficult to do, doing what is right now.

What is child labor?
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 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

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

arrested (75)	flicker (82)	tucked (82)	customer (81)	embedded (78)

READ

Review Review the timeline from the beginning every day.

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

Read p. 74-82

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

RESPOND

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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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?" (p. 80)

EXTEND

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 that 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 important for a country to have educated citizens. Provide 3 reasons to support your claim. Peer review: Trade your paragraph with a classmate, edit your partner's paragraph, and rewrite your paragraph.**

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 7

Outcomes for Today

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

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.

What are the Taliban's Rules?
The Taliban created the following rules for women:

- 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.
- Complete ban on women's activity outside the home unless accompanied by a *mahram* (close male relative such as a father, brother or husband).
- Ban on women dealing with male shopkeepers.
- Ban on women being treated by male doctors.
- Ban on women studying at schools, universities or any other educational institution. (Taliban have converted girls' schools into religious seminaries.)
- Requirement that women wear a long veil (Burqa), which covers them from head to toe.

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- Whipping, beating and verbal abuse of women not clothed in accordance with Taliban rules, or of women unaccompanied by a mahram.
- Whipping of women in public for having non-covered ankles.
- Public stoning of women accused of having sex outside marriage. (A number of lovers are stoned to death under this rule).
- Ban on the use of cosmetics. (Many women with painted nails have had fingers cut off).
- Ban on women talking or shaking hands with non-*mahram* males.
- Ban on women laughing loudly. (No stranger should hear a woman's voice).
- Ban on women wearing high heel shoes, which would produce sound while walking. (A man must not hear a woman's footsteps.)
- Ban on women riding in a taxi without a mahram.
- Ban on women's presence in radio, television or public gatherings of any kind.
- Ban on women playing sports or entering a sport center or club.
- Ban on women riding bicycles or motorcycles, even with their *mahrams*.
- Ban on women's wearing brightly colored clothes. In Taliban terms, these are "sexually attracting colors."
- Ban on women gathering for festive occasions such as the Eids, or for any recreational purpose.
- Ban on women washing clothes next to rivers or in a public place.
- Modification of all place names including the word "women." For example, "women's garden" has been renamed "spring garden".
- Ban on women appearing on the balconies of their apartments or houses.
- Compulsory painting of all windows, so women cannot be seen from outside their homes.
- Ban on male tailors taking women's measurements or sewing women's clothes.
- Ban on female public baths.
- Ban on males and females traveling on the same bus. Public buses have now been designated "males only" (or "females only").
- Ban on flared (wide) pant-legs, even under a burqa.
- Ban on the photographing or filming of women.
- 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 also:

- 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

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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 birds. 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

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

ruined (85)	pneumonia (85)	distinctive (84)	collided (94)	sprawled (94)

READ

Review Review the timeline from the beginning every day.

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

Read p. 83-94

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

RESPOND

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.

EXPLORE

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Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 93).

EXTEND

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

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 8

Outcomes for Today

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

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.

What is education like 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

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undergraduate level of university. Formal education options also include vocational education and teacher education as well as Islamic education.

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

What is Education like for girls 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 girl's schools. Moreover, 50 per cent of schools do not have buildings and other necessities, and a lack of textbooks, teaching materials and equipped bathrooms. All of these things, along with the large number of school closures or relocations directly affect the quality of education.

Every year, more than 100,000 secondary school graduates write the kankor, or entrance exam, but due to insufficient space 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 they try to pass the entrance exam again.

The Afghanistan government still needs 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.

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

distinguish (95)	kerosene (98)	ridiculous (100)	smuggle (101)	embroidery (102)

READ

Review Review the timeline from the beginning every day.

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

Read p. 95-103

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

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RESPOND

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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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'" (p. 100).

EXTEND

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

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 9

Outcomes for Today

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

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.

What is 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

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

objections (104)	pecked (105)	stench (105)	unearthed (107)	accommodate (110)

READ

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Review Review the timeline from the beginning every day.

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

Read p. 104-113

Setting	Characters	Pages
Kabul	Parvana	104-113
	Shauzia	

RESPOND

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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 105).

EXTEND

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

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 10

Outcomes for Today

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

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.

What are the Taliban's unusually cruel punishments for petty crimes?
Taliban officials carried out lashings, stoning, 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.

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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

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

stunned (116)	relented (117)	stint (118)	intimidated (119)	thwack (121)

READ

Review Review the timeline from the beginning every day.

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

Read p. 114-122

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

RESPOND

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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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

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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" (p. 121).

EXTEND

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.**

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 11

Outcomes for Today

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

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.

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

mending (123)	insisting (128)	nomads (126)	undertaking (126)	snippets (130)

READ

Review Review the timeline from the beginning every day.

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

Read p. 123-134

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

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RESPOND

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!

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 130).

EXTEND

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

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 12

Outcomes for Today

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

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.

What is 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

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

fetch (137)	satisfaction (137)	glowered (137)	sulking (138)	accompany (138)

READ

Review Review the timeline from the beginning every day.

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

Read p. 135-143

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

RESPOND

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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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'" (p. 136).

EXTEND

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.**

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 13

Outcomes for Today

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

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.

What was 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

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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

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

rummaged (144)	huddled (144)	heroine (148)	critical (149)	restocked (150)

READ

Review Review the timeline from the beginning every day.

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

Read p. 144-154

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

RESPOND

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

Students might mention:

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- 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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

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

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 14

Outcomes for Today

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

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.

What are 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.

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- 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

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

recognizable (155)	tattered (155)	poultice (156)	wail (158)	refugee (159)

READ

Review Review the timeline from the beginning every day.

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

Read p. 155-160

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

RESPOND

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.

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- Parvana urges her to take Shauzia as well, but Mrs. Weera says that would be deserting her family.
-

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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'" (p. 157-158).

EXTEND

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.

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
The Breadwinner, Day 15

Outcomes for Today

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

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

Responsibility Requires Action
Responsibility is the active side of morality: doing what is right, doing what is best, especially doing the right thing when it is hard to do, doing what is right now.

What was Journalism like under the Taliban in 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.

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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

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

trampled (162)	healthy (163)	nomads (165)	shepherd (165)	sparkling (166)

READ

Review Review the timeline from the beginning every day.

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

Read p. 161-166

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

RESPOND

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.

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- Parvana and Father head off.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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'" (p. 163).

Key Paragraph, p. 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'" (p. 145).

EXTEND

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.**

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

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

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