

Character Based Literacy Program

Independent Study Lesson Plan

The Breadwinner, Week 1



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?

What is Chador and Hijab wear?

Who are the Taliban?

What continent is Afghanistan on?

What is a SWOT matrix?

Word Wall Here are vocabulary words to add to the Word Wall.

slump (8)	marvel (15)	forbade (7)	decreed (16)	conquerors (11)
grumbled (20)	resentful (21)	lingered (26)	intricate (22)	rouse (26)
distinguish (37)	hesitated (39)	regulation (39)	militia (40)	hobbled (43)
exhaustion (46)	collapsed (46)	basin (46)	sensible (57)	eternity (61)
idle (64)	sulk (67)	fringe (67)	brusquely (68)	gingerly (68)

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.

Read p. 7- 73

RESPOND

Timeline List the 15-20 most important on the timeline.

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Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing 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 the student 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 student to create a T Chart.

- Label one column “Responsibility” and the other side “Irresponsibility”.
- During this unit, encourage the student to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have student 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.
- For all of the items in the “Irresponsible” column, have the student write one suggestion on how the character could have acted more responsibly.

KWL chart

Begin a KWL Chart about the war in Afghanistan. What do you already know? What do you want to know?

EXPLORE

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

Map

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

KWL chart

On the chart, ask 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.

Compare and contrast

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.

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.

Role-Play

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.

"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).

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.

Bookmark

Have the student 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.

Discussion

Key Questions, p. 7-18

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?

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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?

Key Questions, p. 18-33

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.

Key Questions, p. 34-43

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?

Key Questions, p. 44-62

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.

Key Questions, p. 63-73

1. What did they do to Parvana?

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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?

EXTEND

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

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).

Writing Prompt

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.**

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).

Writing Prompt

With 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. **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.**

Key Paragraph, p. 38

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“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).

Writing Prompt

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.**

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).

Writing Prompt

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.**

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).

Writing Prompt

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.**

KWL chart

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

Character Based Literacy Program

Independent Study Lesson Plan

The Breadwinner, Week 2



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 labor?

What are the Taliban's Rules?

What is education like in Afghanistan?

What is Bone Digging?

What are the Taliban's unusually cruel punishments for petty crimes?

Word Wall Here are vocabulary words to add to the Word Wall.

arrested (75)	flicker (82)	tucked (82)	customer (81)	embedded (78)
ruined (85)	pneumonia (85)	distinctive (84)	collided (94)	sprawled (94)
distinguish (95)	kerosene (98)	ridiculous (100)	smuggle (101)	embroidery (102)
objections (104)	pecked (105)	stench (105)	unearthed (107)	accommodate (110)
stunned (116)	relented (117)	stint (118)	intimidated (119)	thwack (121)

READ

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Read Read the selection.

Read p. 74-122

RESPOND

Character Education at the Markkula Center for Applied Ethics

Timeline List the 15-20 most important on the timeline.

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- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing 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 the student 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.

Poster

Collaborate with student to create a class T Chart.

- Label one column “Responsibility” and the other side “Irresponsibility”.
- During this unit, encourage student to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have student 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 does they already know? What do they want to know?

EXPLORE

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

Compare and contrast chart

Examine the compare and 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

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Level of Education		
Children's Responsibilities		
Rules of girls		

Fix the facts

Have the student 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 the student stand up and put them in the right order. Don't let this activity take too much time.

Jingle

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.

Advertisement

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.

Poster

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.

Postcard

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

Discussion

Key Questions, p. 74-82

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?

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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?

Key Questions, p. 83-94

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 getaway 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?

Key Questions, p. 95-103

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?

Key Questions, p. 104-113

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?

Key Questions, p. 114-122

1. How does Mother react to Parvana's job?

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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?

EXTEND

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

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)

Writing Prompt

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. Provide 3 reasons to support your claim.**

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).

Writing Prompt

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.**

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).

Writing Prompt

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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.**

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).

Writing Prompt

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.

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 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).

Writing Prompt

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.**

Character Based Literacy Program

Independent Study Lesson Plan

The Breadwinner, Week 3



PREPARE

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

What is Child Marriage in Afghanistan?

What was the conduct of war?

What are 11 Facts about Refugees?

What was Journalism like under the Taliban in 1999?

Word Wall Here are vocabulary words to add to the Word Wall.

mending (123)	insisting (128)	nomads (126)	undertaking (126)	snippets (130)
fetch (137)	satisfaction (137)	glowered (137)	sulking (138)	accompany (138)
rummaged (144)	huddled (144)	heroine (148)	critical (149)	restocked (150)
recognizable (155)	tattered (155)	poultice (156)	wail (158)	refugee (159)
trampled (162)	healthy (163)	nomads (165)	shepherd (165)	sparkling (166)

READ

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Read Read the selection.

Read p. 123-166

RESPOND

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Poster

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KWL chart

Continue the KWL chart about the war in Afghanistan. What does the student already know? What do they want to know?

EXPLORE

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

Plan of Action

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.

Picture

What changes are you witnessing in Parvana? Write words and draw pictures to represent what Parvana was like before her family was divided. How did she behave? What were her responsibilities?

Comic Book Strip

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.

Chapter Titles

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.

Discussion

Key Questions, p. 123-134

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?

Key Questions, p. 134-143

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?

Key Questions, p. 144-154

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?

Key Questions, p. 155-160

1. What conditions was Father in when he came home?

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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?

EXTEND

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

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).

Writing Prompt

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.

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).

Writing Prompt

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.**

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).

Writing Prompt

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.

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.”

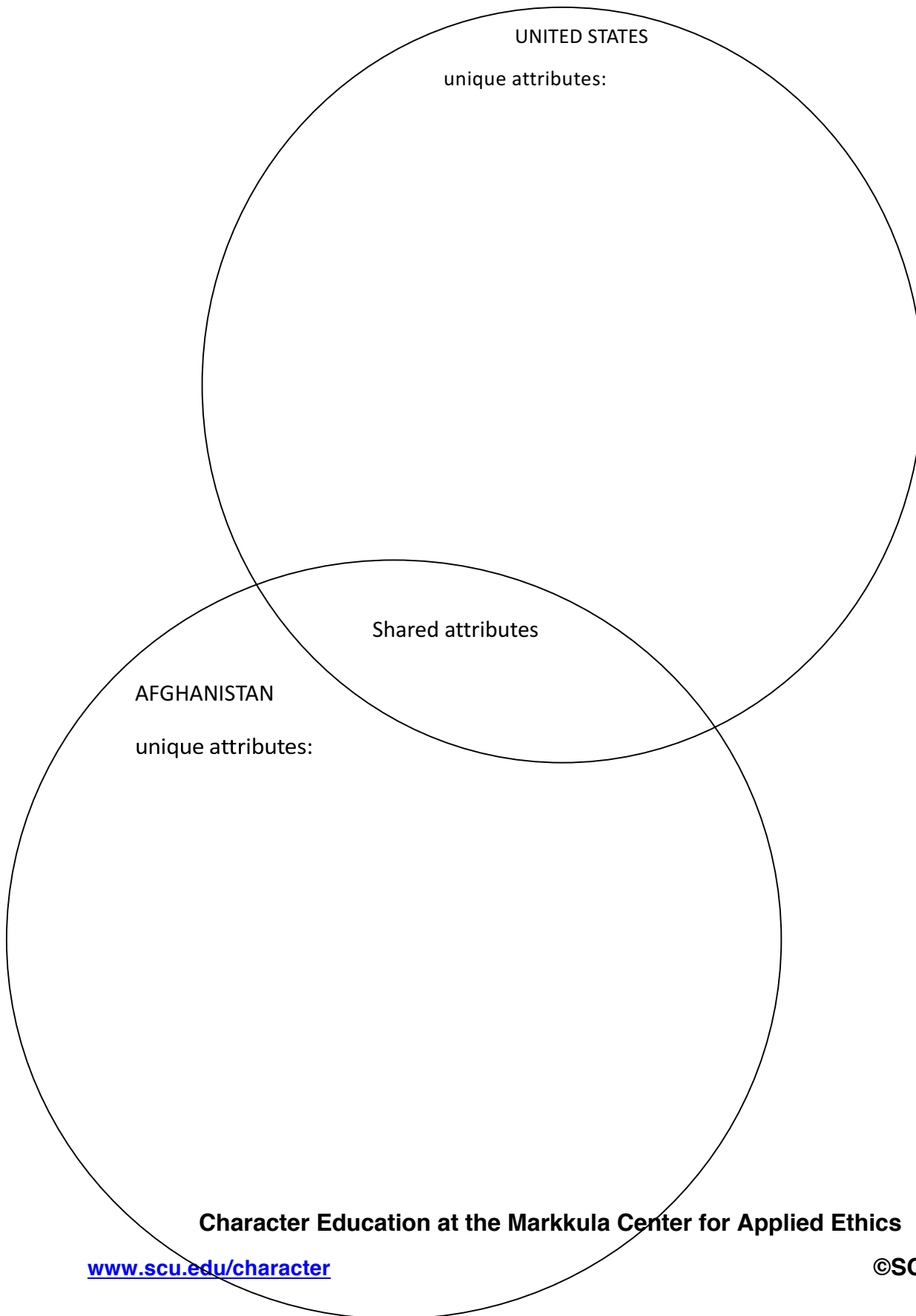
‘I feel like I’m working for something now,’ she told Shauzia one day as they walked around looking for customers” (p. 157-158).

Writing Prompt

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.

6g6 Venn Diagram Chart



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