

Character Based Literacy Program

Independent Study Lesson Plan

Nectar in a Sieve, Week 1



Preview

Nectar in a Sieve by Kamala Markandaya is a story of change, challenge, hope, and disaster. The product of an arranged marriage, Rukmani worked side-by-side with her husband to secure a life and survive living in an area ravaged by droughts, monsoons, and insects.

She fought changing times and watched her son and daughter make choices and sacrifices to make the best of their situations. Life changed around her and she changed with it. Her story is one of remarkable courage, survival, and persistence as the world changed around her.

Note: There is mature content on page 57 (last paragraph) and 87 (last paragraph).

AAA

Visit AAA and ask for a map of India. This map will show locations read about in the book.

In this lesson, you will be asked to write an “I Am” poem at the beginning and end of the unit to see if there has been significant change over the course of the novel.

Book Glossary: Chart

The book contains a list of Indian terms and definitions.
Keep a list of the terms and definitions for you to refer to as you read.

Characters

Create a character chart to help keep characters organized.

Rukmani—main female character

Nathan—Rukmani’s husband

Puli—an orphan boy Rukmani brought home from her time in the City (now a man)

Shanta, Padmini—Rukmani’s older sisters

Kunthi & Kali—Rukmani’s neighbors wives

Irawaddy—Nathan & Rukmani’s first born (a daughter)

The final writing product for *Nectar in a Sieve* is an expository/informative essay comparing life in the United States with life in India. The weekly research assignments are listed here and they are on days 5, 10, 15 of the lesson plan.

Week 1: Social Studies Research Opportunities

Find out more about: arranged marriages, dowries, gender roles in India, caste systems, father/son expectations, the concept of “beauty”, Muslim customs, religion, Hindi language, Deepavali-Festival of Lights, industrialization, and natural disasters. What has changed over time in India? What remains the same?

Week 2: Social Studies Research Opportunities

Find out more about: farming in India, starvation, health care, funeral rituals, husband/wife expectations, and cultural beliefs about fate and destiny.

Week 3: Social Studies Research Opportunities

Find out more about material goods in India versus the in United States. Remember that in each society, there is a “caste” system of sorts, meaning that there will be both poor and wealthy people in each country. Perhaps choose one caste and focus on the differences between countries. Or, research medical concerns in India (or leprosy specifically). Has leprosy ever been a problem in the United States? Why or why not? Explain.

Final writing product: Write a 5 paragraph explanatory/informative essay comparing life in India to life in the United States.

Is the U.S. more like India or more different? Use this as an opportunity to make connections and distinctions between the two countries and cultures.

1st paragraph→ The first paragraph introduces your thesis or idea about how the U.S. and India are either more alike or more different from one another and how your essay will help show people why.

2nd paragraph→ Compare **one aspect of life** in India with that in the U.S.

For example, perhaps the 2nd paragraph would be about marriage customs and male/female relationships in each country. How are they alike? How are they different? Refer back to all your charts and quick writes for reminders if necessary. *Give your reader facts, charts, quotes, and data to support your information. You are informing them.*

3rd paragraph→ Compare **another aspect of life** in India with that in U.S.

For example, perhaps the topic would be natural disasters. Compare and contrast the two countries in this area. *Give your reader facts, charts, quotes, and data to support your information. You are informing them.*

4th paragraph→ **Compare one aspect of your character** with Rukmani. How are you alike or how are you different? *Give your reader facts, charts, quotes, and data to support your information. You are informing them.*

For example, perhaps both of you are hardworking. Give examples of when Rukmani was hard working in the text and when you have worked hard to achieve something.

5th paragraph → The last paragraph is your opportunity to tell people why this information matters. **Answer the question, “So What?”**

For example, perhaps you have learned that people, no matter how far they may live away from us, really aren't that different. We all experience joy, pain, hard work, love, and death.

Support materials for ***Nectar in a Sieve* by Kamala Markandaya**
***Nectar in a Sieve* Characters**

Rukmani	wife of Nathan child bride poor peasant woman	narrator mother of 7 able to write
Nathan	husband of Rukmani hard worker	farmer very kind
Irawaddy	oldest daughter married for 5 years	gentle, loving abandoned Sacrabani's mom
Arjun	oldest son involved with strike	tannery worker tea plantation
Thambi	second son	same as above
Murugan	third son servant in the city for female doctor	disappeared
Raja	fourth son	killed at tannery
Selvam	fifth son supports Ira	assists Kenny devoted to hospital
Kuti	sixth son	died of starvation
Sacrabani	Ira's son object of ridicule	albino
Puli	child beggar adopted by Rukmani	streetwise had leprosy

Kenny	doctor in and out of village impatient with Indian culture	British directs hospital
Kali	village wife kind	talkative hard worker
Kunthi	village wife Had affair with Nathan	prostitute briber
Janaki	village wife	moved
Durgan	sells curds	dairyman
Hanuman	general merchant	
Perumal	Janaki's husband	shopkeeper
Biswas	trader shrewd, mean, sly	moneylender
Old Granny	widow	matchmaker
Sivaji	rent collector for Zamindar	

Hindu Caste System
(Hereditary Classes)

A. Brahmin	priests scholars governmental officials
B. Kshatriyas	warriors minor officials
C. Vaishya	merchants artisans
D. Sudras	unskilled workers
E. Untouchables	outcast (“uncastes”)

*In 1955, the Indian government enacted a law making discrimination against the untouchables a criminal offense.

Biographical Notes on Kamala Markandaya

Kamala Markandaya was born in India in 1924 and died in England at age 80 on May 18, 2004. She was born a Brahmin—the highest caste or social category—of traditional Hindu society. She studied at the University of Madras and then took a job writing for a small newspaper. Her hometown was in rural India. At age 24, she moved to England, where she later married and had one child.

Nectar in a Sieve was her first novel to be published and has been translated into 17 languages. She is known for helping readers grasp the hardships of life in poor, rural India.

Other notes:

- For an amazing look at the material belongings of cultures worldwide, check out: ***Material World: A Global Family Portrait*** by Peter Menzel. It's a riveting photographer's look at the economic development and cross-cultural belongings and customs of families and communities around the globe.
ISBN: 0-87156-430-0
- Pages 4 and 57 include more explicit material you may want skip over if you feel uncomfortable.

Character Based Literacy Program

Independent Study Lesson Plan

Nectar in a Sieve, Week 1



PREPARE

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



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Consider this:

Change requires changing habits.

Is it easier to change good habits to bad habits or to change bad habits to good habits?

What do you have to consider before making change?

"Work without hope draws nectar in a sieve, and hope without an object cannot live."

~Coleridge

What is a sieve?

The Author: Kamala Markandaya

<http://www.britannica.com/EBchecked/topic/365630/Kamala-Markandaya>

As today is Day 1 of *Nectar in a Sieve*, look at the front and back covers. Predict what the novel will be about.

Consider this: change needs a vision. What do you think you will be doing in 5 minutes, 5 hours, 5 days, and 5 years? Do you like what you see? Do you want to see something else for yourself? What is it? Identify what YOU want your life to be.

What is a dowry?

What is an arranged marriage?

What is a caste system?

What is Deepavali?

What are the customs and traditions of Muslims and Hindus?

<http://www.typesofreligion.com/islam/customs.html>

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

foibles (3)	dowry (4)	bullock cart (5)	Dhal (5)	
consumption (18)	temple (18)	reserve (21)	contentment (21)	rupee (24)
gulped (25)	tannery (25)	intonation (26)	haughty (27)	tenancy (31)

vigilant (39)	listlessness (39)	monsoon (39)	incessantly (39)	wraithlike (45)
wrathfully (46)	pungent (49)	mortar & pestle (49)	barren (50)	contemptuous (52)

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. 3-45

Section 46-57 has mature content. Feel free to skip the material if needed.

RESPOND

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

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

Create a map of India. A map can be obtained at AAA. The map will be referenced throughout the book.

Change Poster

Create a change poster.

What would you like to change? (vision)

How are you going to do it? (plan)

What are you doing daily to get there? (effort)

The poster can be added to as the unit continues.

Character Chart

Create a chart of all of the characters in the book.

Write the character's name and give a description of them.

EXPLORE

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

Cube

Cube Kamala Markandaya, placing her information from her website and book in the boxes before you fold the cube (master attached below).

Create a Character Profile Chart

Now that you have been introduced to Rukmani, get out 2 copies of the Character Profile Chart. One will be for Rukmani and one will be for you.

Begin by adding one character trait to Rukmani's chart and identify some examples from your reading today. This will be an ongoing chart you fill out throughout the unit. Now, think about yourself. Do you have this same trait? If not, do you have the opposite trait or a similar trait? Write in one trait and list some examples. Note to yourself how you are both similar and different from Rukmani, despite that fact that she may be a female from India.

Open Mind Portrait

The OMP of Rukmani can follow her as she goes through particular events, meets new people, and experiences hope, fear, or despair. Students can track the changes in her thoughts with different colored markers that are dated at the bottom (like a key).

I Am Poem

Write an "I Am" Poem to explore who they are and what they like. Visit the following link to obtain the "I Am" poem format.

http://score.rims.k12.ca.us/score_lessons/symbols_freedom/pages/i_am_poem.html

Change Bookmark.

Materials:

- Pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors, and glue sticks (optional)

Step One: Create a vision of your life 10 years from now.

1. Imagine what you would like your life to be like 10 years from today. Where [or in what kind of housing] will you be living? Where will you be working? What will you be doing? How will you be getting around? What relationships will you be in? What will you be doing in your non-work hours?
2. On the top third of one side of the bookmark fill in pictures, words or symbols that represent your vision.

Comment: This is a successful vision. This should be a vision that you, your parents, your grandparents, your teachers, your friends, and people who know you would be proud to see you have accomplished.

Warning: If people you know think they will be wealthy as a result of major drug sales, prostitution, gun running or other major crime, they need to know they will probability be dead, disabled, or imprisoned within 2 years. This is a 10 year plan,

with a vision of people who aren't dead, imprisoned, or disabled from injuries received as a result of criminal behavior.

Step Two: Create a plan to achieve your vision in 10 years. What has to happen?

1. Brainstorm a list of what has to happen between now and 10 years from now to achieve this vision.
2. On the bottom two-thirds of the bookmark, underneath your vision, write 10 important things that have to happen in the next 10 years. This is your plan.

Step Three: Keep track of efforts to achieve your vision by following your plan.

1. Every day, or as often as you like during this unit, consider: what have you done in the last 24 hours to get closer to your vision by following something on your plan? You can review this in pairs.
2. On the back of the bookmark, starting at the top, write the date and what you did in a couple of words. Write in small letters keeping all of one days information in the same row. You want to have room for many entries during this unit.

Symbols of India

Investigate the symbols of India. Choose, illustrate, and write a brief description of one symbol.

- National Animal
- National Bird
- National Flag
- National Flower
- National Tree
- National Fruit

Postcard

Write a postcard to your family. Tell them about the changes that are made in the village as the tannery opens. Illustrate a picture on the other side.

Character Profile Sheet

Add to the Character Profile Sheet for Rukmani.

Open Mind Portrait

Create an OMP of Rukmani or of Kenny. Note how their thoughts differ about family size, resources, and thoughts of better times. What do you think they are thinking and feeling as you read today's selection? Add 3-5 new thoughts to your OMP.

Suitcase

Pretend you have lost your home to a natural disaster and you will have to leave. On one side of a piece of construction paper, make a list of 10 things you would take—why are these things important? Will they help you survive? On the other side, decorate the sheet of paper to resemble a suitcase.

Advertisement

Create an advertisement for a natural disaster kit. Include the following:

- Description of the kit—Why should I buy it?
- Name of the kit

- Kit's company name and logo
- Cost of kit
- Contact information

Setting Map

Create a setting map for the chapters read. List the changes as they occur. A chart is attached.

Open Mind Portrait

Add to the OMP of Rukmani. What do you think she is thinking and feeling as she loses her son and as Ira is returned? Add 3-5 new thoughts to your OMP.

Discussion

Key Questions (p. 3-17)

1. Why do boys have more value than girls in some societies?
2. What is the advantage of an arranged marriage?
3. Can you predict how gender will play a role in this novel/community?
4. How did Nathan support Rukmani as she learned her new way of life?
5. While Rukmani learns to sow seeds, how does the new life and change affect her?
6. On page 16, Nathan killed the snake in the garden. Rukmani's friend says, "It's a shame he killed the snake since cobras are sacred." Do you think that is an example foreshadowing of things to come? Why?

Key Questions (p. 18-24)

1. Why is it important for a son to be born first in many societies?
2. How will sons help Rukmani and her family?
3. How will more sons and a large family change the resources that the family has?
4. Which is more important: a large family and sons to help in the fields or resources to keep the family comfortable?
5. Do you think that consulting a Western doctor will be accepted by her husband and the other villagers?
6. What sources does Rukmani use to get food for the family?

Key Questions (p. 25-34)

1. Do you think the tannery will help or hinder the village?
2. What good can the tannery bring to the village and the people?
3. Why would they villagers resent the tannery being built in the village?
4. What does Kenny mean when he says, "I thought you would know better one who lives from the land, yet takes without giving?"
5. Rukmani uses the dung for heat and cooking. Why is it a bad decision to take the dung from the fields to use in the home?
6. What environmental factors arise when you take too much from the land? Do you think that will affect Rukmani and her family in the future? How?

Key Questions (p. 35-45)

1. Why do you think Ira's beauty made up for a small dowry?
2. What kind of a sacrifice was it for Rukmani to save for Ira's wedding?
3. Are there benefits of an arranged marriage?
4. Why was it important for Ira's future for Rukmani to plan and save for so many years?
5. How did the monsoon affect Rukmani and her family? How were they able to make the best of the disaster?
6. As man lives and competes with nature, what is within our control and outside our control?
7. Do you think Rukmani and her family can recover from their losses?
8. How do you think they could be better prepared for monsoons in the future?

Key Questions (p. 46-57)

1. Why is the industrialization of the town bad for the people and the environment?
2. How will the return of Ira hurt the family?
3. Why does Ira's husband return her?
4. What might Ira's life be like now that she has been returned by her husband?
5. Since Arjun knows how to read and write, do you think he will be satisfied by his life in the village?
6. In what ways can Arjun benefit the family by leaving the village?
7. How does the Deepvali festival help the family and the village?
8. Do you think it is responsible for the family to be celebrating at this point in time? Why?

EXTEND

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

Key Paragraph

"Work without hope draws nectar in a sieve, and hope without an object cannot live."
~Coleridge

Writing Prompt

Think about a time when you have worked really hard on something when there seemed to be no point to it. How did that feel? How does it feel different when you are working toward a goal that has meaning? What work do you need to do to get there? What role does hope play in helping you to keep working?

Using the questions above as a guide, write an informative or explanatory paragraph. In addition explain/make predictions about the novel, given the title? Use proper formatting and organize your ideas, use the above quotation and support it with facts. Give relevant information to support your topic.

-OR-

Key Paragraph

"While the sun shines on you and the fields are green and beautiful to the eye, and your husband sees beauty in you which no one has seen before, and you have a good store of grain laid away for hard times, a roof over you and a sweet stirring in your body, what

more can a woman ask for? My heart sang and my feet were light as I went about my work, getting up at sunrise and going to sleep content. Peace and quiet were ours. How well I recall it, how grateful I am that not all the clamor which invaded our lives later could subdue the memory or still the longing for it. Rather, it has strengthened it: had there not been what has been, I might never have known how blessed we were" (p. 9).

Think about a time in your life that you experienced hardship. How did that experience make you appreciate the simple things in life? (Maybe being in the Hall makes you appreciate freedom. What do you have to do to stay out of trouble and out of the Hall?)

Write a paragraph explaining your thoughts.

(Discuss the notion that Rukmani is able to look back on those moments that were peaceful with much more appreciation because of the hardship she faced. Hardship can make us appreciate the simple things in life—food, shelter, family, and love.)

Introduce your topic with a strong thesis. Utilize quotations and support them with facts to strengthen your writing. Provide a strong conclusion to your writing.

Key Paragraph, p. 24

"But we never went hungry as some families were doing. We grew our own plantains and coconuts, the harvests were good and there was always food in the house—at least a bagful of rice, a little dahl if not more. Then when the rice terraces were drained, there was the fish, spawned among the paddy, and what we could not eat, we dried and salted away. And every month I put a rupee or two against the time Ira would be married. So we still could not grumble" (p. 24).

Writing Prompt

Change requires a vision, a plan, and effort. Rukmani and the family are currently in a period of good fortune. However, Rukmani is taking advantage of the fortune and saving for Ira's wedding and also for a period in time that they may not have so much. She has a plan. Think of a time that you were having good luck and fortune. Did you use that time to plan for a rainy day?

Read the story below called "Sleeping Through the Storm." Can you sleep through a storm? Do you use the good times when you are doing well and thriving to save for a rainy day?

Write about a time that you planned ahead and were able to "sleep through a storm." Inform/explain to your reader, what you did to "*sleep through the storm.*" How did that planning make you feel? Did you have to make sacrifices to plan ahead? How will that planning help you in your future?

As you write, organize your topic and ideas. Use relevant facts and information to support your writing. Utilize quotations if appropriate. Use precise language and a formal style to support your writing. Provide a concluding statement that expands on and supports your thesis.

“Sleeping Through the Storm”

Author Unknown

Years ago, a farmer owned land along the Atlantic seacoast. He constantly advertised for hired hands. Most people were reluctant to work on farms along the Atlantic. They dreaded the awful storms that raged across the Atlantic, wreaking havoc on the buildings and crops.

As the farmer interviewed applicants for the job, he received a steady stream of refusals.

Finally, a short, thin man, well past middle age, approached the farmer. "Are you a good farm hand?" the farmer asked him. "Well, I can sleep when the wind blows," answered the little man.

Although puzzled by this answer, the farmer, desperate for help, hired him. The little man worked well around the farm, busy from dawn to dusk, and the farmer felt satisfied with the man's work. Then one night the wind howled loudly in from offshore.

Jumping out of bed, the farmer grabbed a lantern and rushed next door to the hired hand's sleeping quarters. He shook the little man and yelled, "Get up! A storm is coming!

Tie things down before they blow away!"

The little man rolled over in bed and said firmly, "No sir. I told you, I can sleep when the wind blows."

Enraged by the response, the farmer was tempted to fire him on the spot. Instead, he hurried outside to prepare for the storm.

To his amazement, he discovered that all of the haystacks had been covered with tarpaulins. The cows were in the barn, the chickens were in the coops, and the doors were barred.

The shutters were tightly secured. Everything was tied down.

Nothing could blow away. The farmer then understood what his hired hand meant, so he returned to his bed to also sleep while the wind blew.

Key Paragraph, p. 25; 28

"Change I had known before, and it had been gradual. My father had been a headman once, a person of consequence in our village: I had lived to see him relinquish this importance, but the alteration was so slow that we hardly knew when it came. I had seen both my parents sink into old age and death, and here too there was no violence. But the change that now came into my life, into all our lives, blasting its way into our village, seemed wrought in the twinkling of an eye" (p. 25).

"'Foolish woman,' Nathan said. 'There is no going back. Bend like the grass, that you do not break'" (p. 28).

Writing Prompt

Think about a time in your life when change came suddenly. How did it feel? Did it throw you off? How did you cope? What did you learn about yourself from the experience? How could you apply what you learned to future experiences? In terms of the second quote, what does Nathan mean? How does being flexible help us deal with change?

Write an informative/explanatory text in which you explain to your reader how critical a positive response to change is. Introduce your topic. Organize your ideas so you can connect a positive response to change and a positive outcome. Ensure your paragraph is formatted correctly. Expand your writing with concrete details, extend definitions, add quotes. Establish a formal style and use formal/concise language.

Key Paragraph, p. 42

“At dusk the drums of calamity began; their grave, throbbing rhythm came clearly through the night, throughout the night, each beat, each tattoo, echoing the mighty impotence of our human endeavor. I listened. I could not sleep. In the sound of the drums I understood a vast pervading doom; but in the expectant silences between, my own disaster loomed larger, more consequent and more hurtful” (p. 42).

Writing Prompt

Think about a time when you knew things were not going to turn out well—like there was a pervading doom and you could not sleep. What happened? What part of that situation were you responsible for? What could you have done to prevent that situation from occurring? When things have happened to you, how have you dealt with them when they were not your fault?

Write a paragraph explaining your strategies for disaster. As you write use well-chosen, relevant, and sufficient facts to support your thesis. Provide a concluding statement that supports and expands on your thesis.

Key Paragraph, p. 47-48

“What they did in their houses I did not know, for they employed servants to do the work; but they stayed mostly indoors, or if they went out at all they went veiled in bourkas. It was their religion, I was told: they would not appear before any man but their husband. Sometimes, when I caught sight of a figure in voluminous draperies swishing through the streets under a blazing sun, or a face peering through a window or shutter, I felt desperately sorry for them, deprived of the ordinary pleasures of knowing warm sun and cool breeze upon their flesh, of walking out light and free, or of mixing with men and working beside them” (p. 47-48).

Writing Prompt

Take 5 minutes and write down everything you know about Muslims or people from India. Write down the answers on the board. **(Possible research topics generated here as well.) Write a few sentences about something you would like to learn more about.**

Think about a time you have seen someone dressed in a way that you thought was “strange.” What thoughts went through your head? What stereotypes do you think you have about different races? Different cultures? Different religions? Different genders? How would you feel if you were judged by something you did or wore if people did not know the meaning behind it? Humans are 99% the same. Only 1% of our genetic makeup is different. Why do you think there is so much hatred and prejudice against people who are different than we are? What can we do to change that?

Brainstorm ideas that answer the above questions.

Write one paragraph in which you explain to your reader why you feel there is hatred and prejudice toward people who are perceived as being different than you.

In a second paragraph explain what you can do to help change your attitude or other people’s attitudes to be less hateful.

In each paragraph introduce your topic in a well-organized fashion with relevant details to support your thesis. Use appropriate transitions to link supporting material and create cohesion. Use a formal style of writing. As you conclude that follows form and supports the material you provided your reader.

Week 1: Social Studies Research Opportunities

Find out more about:

Arranged marriages, dowries, gender roles in India, caste systems, and father/son expectations, the concept of “beauty,” Muslim customs, religion, Hindi language, Deepavali-Festival of Lights, industrialization, and natural disasters.

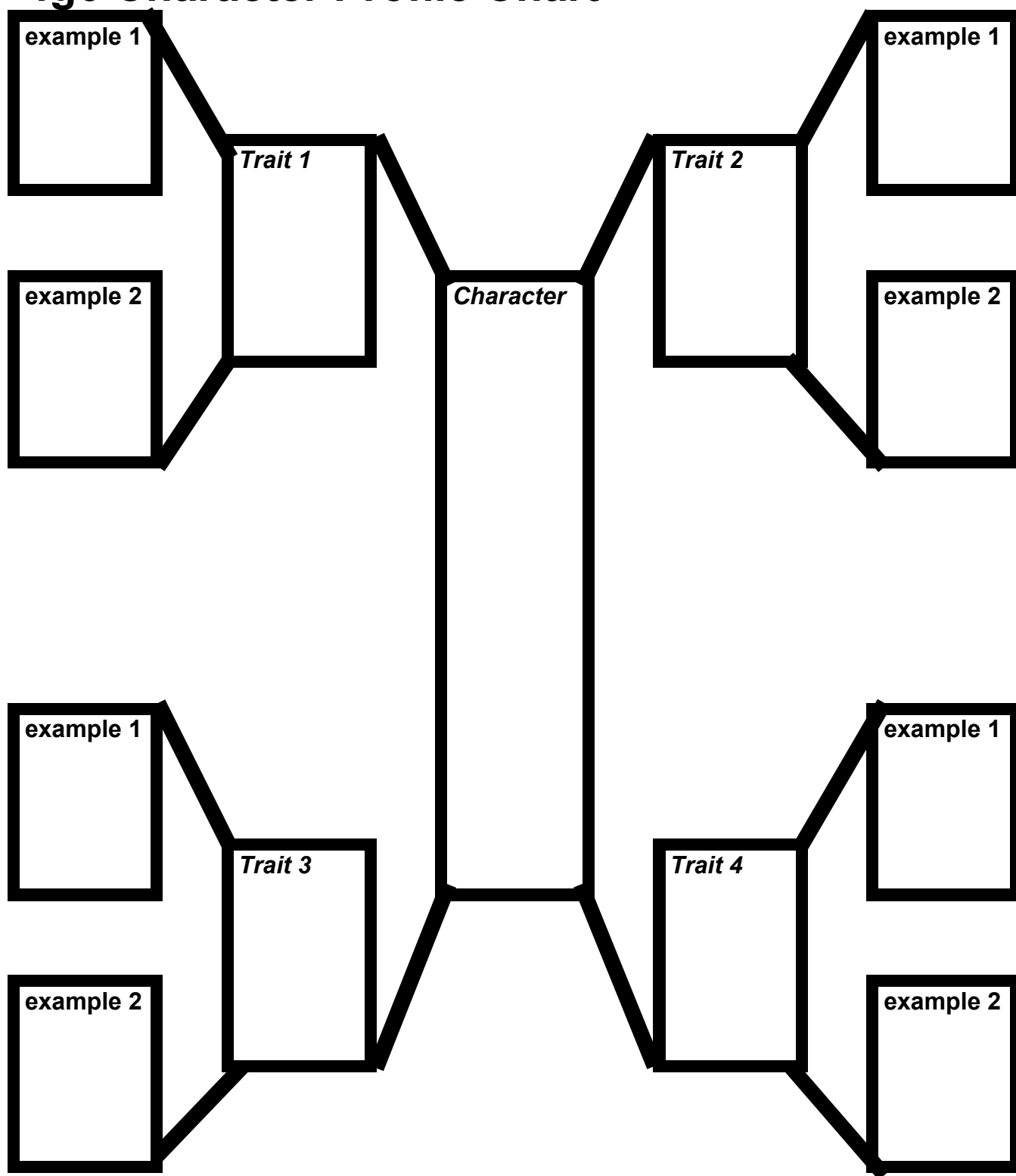
What has changed over time in India? What remains the same?

This research will help you write your final essay at the conclusion of the lesson.

Cubing Biography

Who is this person? Date of birth? Date of death?		
	Where did this person grow up?	
What relationships did this person have?	What did this person do?	What was this person like?
	Why is this person important?	

4g6 Character Profile Chart



1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program

Independent Study Lesson Plan

Nectar in a Sieve, Week 2



PREPARE

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



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is social justice?

What is a drought?

What is terrace farming? Research agriculture in India.

What are funeral rituals in India?

What is starvation?

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

assuagement (60)	daunted (61)	qualms (67)	insistently (67)	chafing (67)
indifferent (71)	meager (72)	haste (74)	festering (75)	pitiless (76)
transplant (78)	engulf (78)	ailing (79)	scornfully (81)	relinquished (83)
dusk (88)	merely (88)	compensation (90)	appalled (91)	imitating (91)
reaping (92)	irritating (93)	enduring (94)	bangles (95)	countenance (100)

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. 58-100

***Page 87 has mature content. Feel free to skip the material if needed.**

RESPOND

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

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?

EXPLORE

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

Open Mind Portrait

Add to the OMP of Rukmani and Kenny.

Protest Sign

Make a sign protesting the conditions at the factory.

- What is bad and needs changing?
- What are your solutions?
- What do you think should be done if conditions are not met?

Hierarchy of Needs

Research Maslow's basic needs.

- See: <http://webpace.ship.edu/cgboer/maslow.html>
- Visually represent the basic needs of people
 - They can make a collage
 - Draw pictures or a cartoon
- On the back answer the following questions:
 - Why is it important to meet the basic needs of people?
 - As a society is it valuable to ensure that those needs are met for all people? Why?

Open Mind Portrait

Add to OMP of Rukmani—what do you think is going through her mind after Kunthi visits and she finds out the grain is gone? Add 3-5 new thoughts to your OMP.

Postcard

Pretend you are Rukmani. Write a postcard to Kenny or your sons asking them for help. On the other side, visually represent what is happening in the village.

Plot Profile Chart

Create a Plot Profile Chart for this chapter.

Open Mind Portrait

Add to OMP for Rukmani-what do you think she is thinking when the men come to visit? What is she feeling as she learns her son is dead. Add 3-5 new thoughts to your OMP.

Cubing

Complete a Who, What, When, Where, Why cube (CUBE attached).

Who is the main character of today's reading?

What happens?

When does it occur?

Where are the main events?

Why is this significant?

You can use your cube to assist writing a summary of today's chapter.

Beginning-Middle-End Chart

Complete a Beginning-Middle-End Chart for this chapter.

Venn Diagram

Create a Venn diagram comparing the family's life in the good times and in tragedy. What has remained the same?

Character Profile Sheet

Continue to think of specific character traits Rukmani has and fill out another part of the 4g6 chart.

- When did she show these qualities?
- Do you have the same quality?
- Do you have an opposite or different quality?
- Fill out other sections describing how you see your character.
- When did she show these qualities?

Discussion

Key Questions (p. 58-70)

1. Why does Rukmani want Ira's husband to take her back?
2. How does Kuti's arrival help Ira?
3. What will happen to Ira's future? Will she be able to marry?
4. Why do companies try to build in areas that are poor and uneducated?
5. Why were the boys considered a threat?
6. Do you think they will be successful in their new jobs?
7. Why doesn't the family want them to leave?
8. Why do companies want to hire less educated people for factory work?

Key Questions (p. 71-77)

1. Is there anything Rukmani and Nathan could have done to prepare for the rains?
2. Do you think Sivaji is responsible for the family's hardship?
3. If you had to sell your possessions to help pay rent, what would you sell?

4. What does Rukmani mean when she says to Biswas, “you make your fortune on the bad fortune of others?”
5. If you were Nathan, would you have sold the seeds for the next year’s crops?
6. Do you see any other alternatives for the family beside selling their seeds?
7. What role does the factory play in the drought and the family’s hardships?

Key Questions (p. 78-87)

1. Why do you think the family was filled with both hope and fear as described on page 78?
2. Do you think Rukmani was wise to pre-portion the food for the family?
3. Why won’t Kunthi go to her family for food?
4. Would you take from your family and give to Kunthi even if it meant she blackmailed you?
5. What could you do to prevent Kunthi from harming you or your family?
6. What would you do if you found out your husband gave grain to Kunthi?
7. Do you think he had a good reason to give her the food?

Key Questions (p. 88-91)

1. What did Raja do to be killed at the factory?
2. Do you think he was stealing?
3. What would he do with the goods that he stole?
4. Why did the factory men wait three days to visit the family?
5. Do you think that Nathan and Rukmani considered trying to get compensation from the factory?
6. Do you think there is any way to compensate for death?
7. Why do you think the thin man was embarrassed to visit the family?

Key Questions (p. 92-100)

1. Would you be able to wait patiently for grain to grow if you were starving?
2. Would you be suspicious if your daughter came home with money when you were starving?
3. Do you think that Ira was right to try and feed Kuti?
4. Why wouldn’t Nathan eat the food Ira provided? Would you if you knew how it was purchased?
5. What made Ira change from being tender, modest, and obedient (pg 98) to starting to talk back and not obey?
6. Do you think that Nathan and Rukmani were doing enough for the family?
7. Could they have done more?
8. Why was Rukmani grieving?

EXTEND

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

Key Paragraph, p. 67-68

“‘What is it that calls you?’ I said. ‘Is it gold? Although we have none, remember that money is not everything.’”

‘It is an important part of living,’ he answered me patiently, ‘and work is another. There is nothing for us here, for we have neither the means to buy land nor to rent it. Would you have us wasting our youth chafing against things we cannot change?’” (p. 67-8)

Writing Prompt

Think about a time in your life when you have wanted to change something. What was it? What obstacles got in your way? How did you go about making the decision to try to change it or just to leave it?

Write a paragraph in which you explain to your reader how you changed something important in your life. Introduce your topic. Organize your details and facts. If using quotations properly format them. Develop your topic with relevant details and facts. Use varied transitions and precise language. Provide a strong concluding statement that supports your thesis.

Key Paragraph, p. 73

“‘Rather these should go,’ said Nathan, ‘than that the land should be taken from us; we can go without these, but if the land is gone our livelihood is gone, and we must thenceforth wander like jackals.’ He stared awhile at what we had to sell, and made an effort to say something and tried again and at last he said, choking, ‘The bullocks must go. Otherwise we shall not have enough’ (p. 73).

Writing Prompt

Rukmani and Nathan are trying to negotiate what belongings they have to sell to help save their land and home. Make a list of things you think they should get rid of and the things you think they should keep (at least 5 each).

When finished, prioritize the things that they should sell and those you think are most important to keep. Defend in writing why they need to keep the items you have on your list. Explain to your reader the significance of each item and how it can help them in the future. Introduce your writing and your topic to your readers. Support your thesis with relevant and concrete details. Add additional support material from other sources if that will help you support your topic. Provide a concluding statement in which you state the significance of your topic.

Key Paragraph, p. 85

“It became possible for me to speak as well. I told him of her earlier visit and the grain she had extorted from me also; and it seemed to me that a new peace came to us then, freed at last from the necessity for lies and concealment and deceit, with the fear of betrayal lifted from us, and with the power we ourselves had given her wrested finally from Kunthi” (p. 85).

Writing Prompt

Think about a time in your life when you have told someone the truth about something that was difficult to admit. Did you feel relieved? What were the advantages of being honest?

Write a paragraph in which you explain to your reader the benefit of honesty, “*Honesty is the only policy*” Organize your ideas to connect complex ideas. How can being dishonest end in a web of lies, etc.? Develop your topic with relevant details. Give examples that are relevant from the reading or from your experiences. Use appropriate transitions. Maintain a formal style in your writing. Provide a concluding statement that supports your topic.

Key Paragraph, p. 90

“Compensation, I thought. What compensation is there for death? I felt confused, I did not understand what he was getting at. There was a pause. The timid man said kindly; ‘He was not brutally treated or anything you know. They merely tapped him with a lathi, as he was trying to escape, and he fell. He must have been very weak or something’” (p. 90).

Writing Prompt

Rukmani does not understand why the men are discussing compensation for Raja’s death.

Think about a time that something bad happened to you and you wanted compensation. Do you think that people deserve compensation when bad things happen? How does compensation help people? Are there things that cannot be compensated? Do you think that money is appropriate compensation in death? What do you think is appropriate compensation? Take a moment to investigate your state’s compensation levels for loss of limb or life.

Write an explanatory paragraph in which you introduce the idea of compensation for such a loss. Give facts and details as they relate to your research. Explain why you think this practice is fair or not fair. Give logical reasons for your opinion. Use precise and formal language. Conclude your paragraph that helps support your introduction.

Key Paragraph, p. 94

“This has been a bad time but it is passing as all things must, and now it is not joy, which passes in a trice, but sorrow, which is slower in the going, and so one must be patient. A few more days’ waiting, a few more days’ anxiety—it is not beyond enduring, it is not too much to ask. This I thought as I lay there, listening to the sounds of sleep and lost in my own imaginings” (pg. 94).

Writing Prompt

Why is it so hard to be patient? What can we say to ourselves that will help us cope during these times?

Take 3 minutes to write down your ideas and then brainstorm as a class. Choose one technique that you have used to help you be patient.

Write an explanatory paragraph in which you detail how this technique has helped you. Inform your reader about this technique, giving them steps of how to use it. Give facts and details, step-by-step instructions if needed. Use varied language to help transition through your topic and maintain a formal style.

Week 2: Social Studies Research Opportunities

Find out more about: farming in India, starvation, health care, funeral rituals, husband/wife expectations, and cultural norms about fate and destiny.

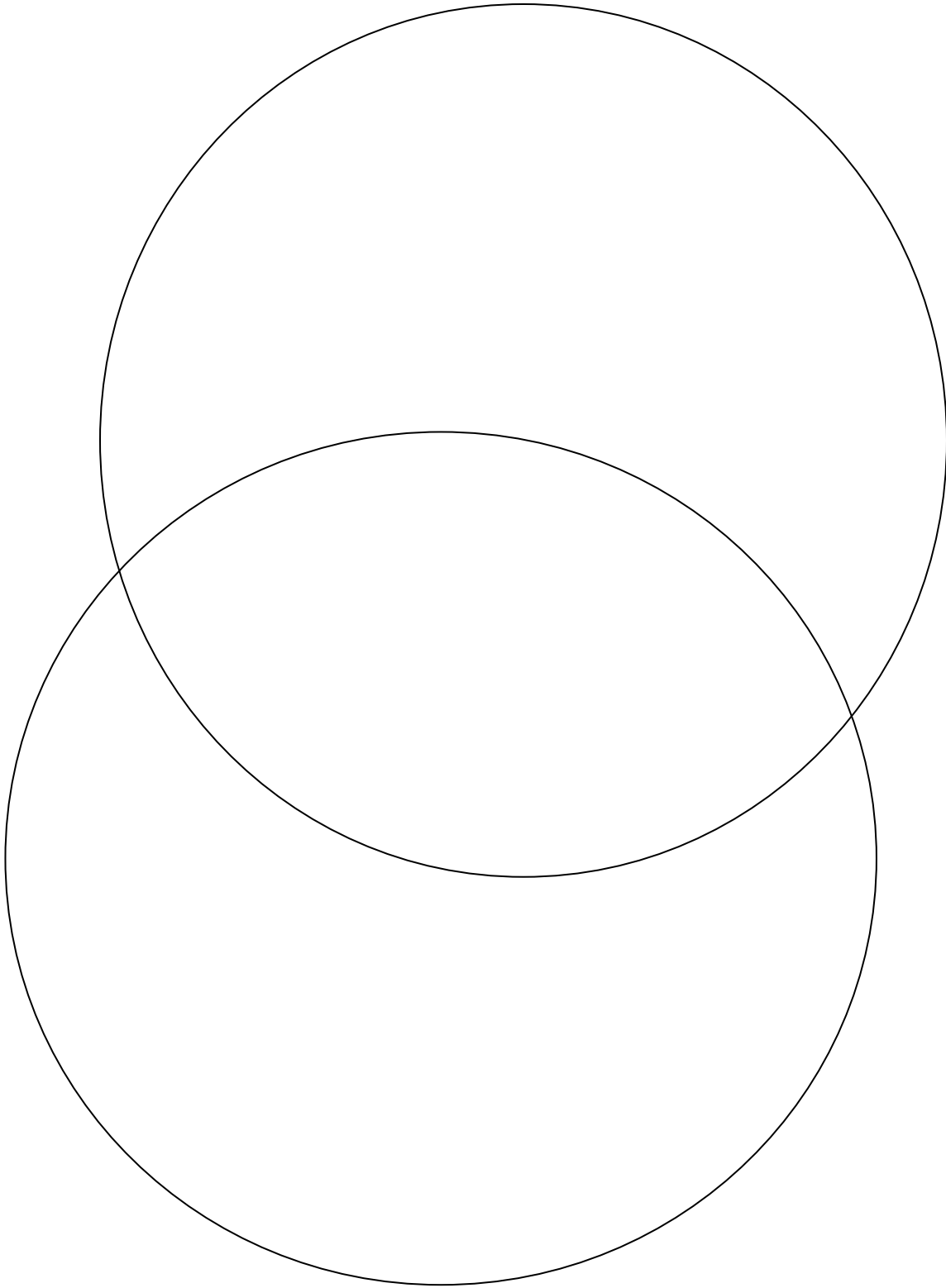
Choose one topic and write a paragraph informing your audience about it. Cite your source.

10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Intensity	Description										
Event		1	2	3	4	5	6	7	8	9	10

2g6 Beginning-Middle-End Chart

Beginning	Middle	End

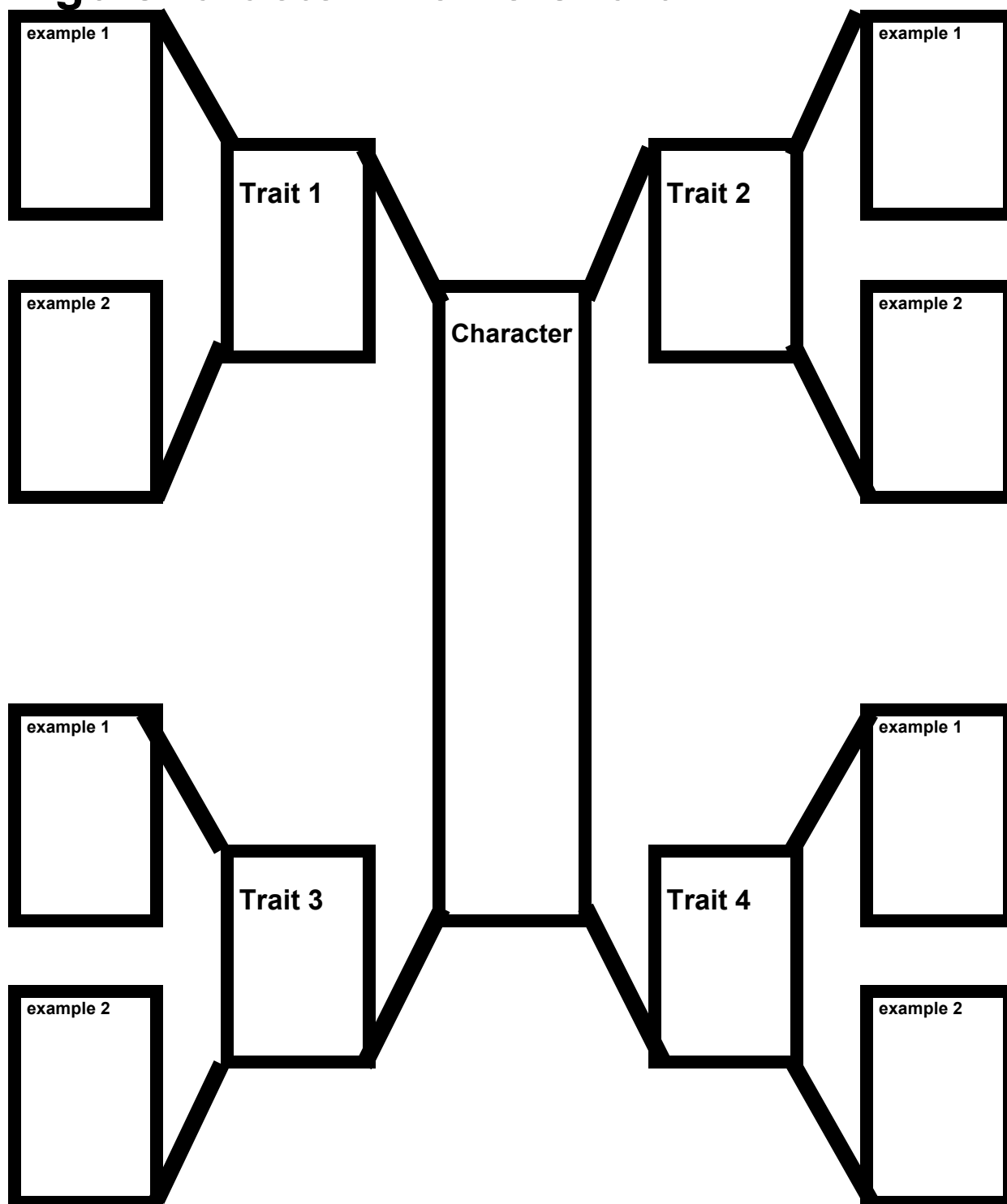
6g6 Venn Diagram Chart



4c12 Cubing Who, What, When, Where, Why

Name			
Who			
		Who	
What	When	Where	
	Why		
		Why	

4g6 Character Profile Chart



Character Based Literacy Program

Independent Study Lesson Plan

Nectar in a Sieve, Week 3



PREPARE

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



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Do different cultures have different expectations/roles for men vs. women?

(Reference page 63 of the reading.)

Compare and contrast the roles men and women play in the following cultures: American, Hispanic, Middle Eastern, and Asian. Are there different expectations—work vs. no work, equal pay, what kind of clothes can they wear, ability to vote or serve in government?

Why do people volunteer?

What is a soup kitchen?

What would you consider hard choices?

Hard choices are put in front of us daily. What do you consider to be hard choices?

Why is there so much emphasis placed on material possessions?

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

fallow (100)	laden (103)	ludicrous (104)	covertly (105)	forlorn (107)
wilted (109)	forsaken (110)	compassionate (111)	clamor (111)	noble (112)
irked (120)	decency (121)	precariously (122)	contrive (123)	disabilities (125)
rheumatism (127)	myriad (131)	juggernaut (131)	resignation (131)	scathed (132)
plantains (143)	saffron (144)	beseeking (144)	ferocity (146)	trepidation (148)

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. 101-145

RESPOND

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

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?

EXPLORE

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

Open Mind Portrait

Add to the OMP for Rukmani.

Character Profile Chart

Add to your Character Profile Chart.

Advertisement

Pretend you are Rukmani and you are going to the village to sell your fruit and vegetables. Make an advertisement to sell your goods. Include the following:

- Name of your company
- Types of foods you are selling
- Three to five reasons to buy your food
- Slogan
- Cost, etc.
- Visual representations

Birth Announcement

Create a birth announcement for Sacrabani and draw a picture of what you think he looks like. Be sure to add:

- Baby's weight, height, birthdate
- General description of him based on the reading

Character Interaction Chart

Fill out a Character Interaction Chart on Rukmani, Ira, and Selvam.

Eviction Notice

Make a sign giving the family their notice of eviction—it should include the following:

- Title
- Date of notice
- Date the family is to leave by
- Reasons they are being evicted

Open Mind Portrait

Add to your OMP of Rukmani. What do you think she is thinking and feeling as she leaves the village to find her son? Add 5-7 new thoughts to your OMP.

Character Inventory

Create a character inventory.

- Look at the attached list.
- Pick as many positive character traits as you can for yourself.
- Write reasons these are good traits.
- Pick five of them.
- Write one way to make those five traits more pronounced/stronger in your day to day life.

active	confused	fair	immaculate
adventurous	conscientious	faithful	immature
affable	considerate	fanciful	impartial
affected	cooperative	fearless	impatient
affectionate	courageous	fidgety	impolite
afraid	cowardly	fierce	impudent
ambitious	crafty	finicky	impulsive
amiable	critical	foolish	inactive
angry	cross	formal	independent
animated	cruel	fortunate	industrious
annoyed	cultured	frank	inimitable
anxious	curious	friendly	innocent
argumentative	dangerous	frustrated	insipid
arrogant	daring	funny	insistent
astonished	dauntless	garrulous	insolent
attentive	decisive	generous	intelligent
babyish	dependable	gentle	intrepid
bewildered	determined	giddy	jealous

blasé	diligent	giving	jovial
boorish	discouraged	glamorous	keen
bored	discreet	gloomy	lackadaisical
bossy	dishonest	glum	languid
brave	dismayed	grateful	lazy
brilliant	disparaging	greedy	lively
busy	disrespectful	gregarious	logical
calm	dissatisfied	grouchy	lonely
candid	distressed	grumpy	loquacious
capable	domineering	gullible	loving
careful	doubtful	happy	loyal
caustic	dutiful	hardy	lucky
cautious	eager	harried	malicious
charismatic	easygoing	harsh	mature
charming	effervescent	hateful	mean
cheerful	efficient	haughty	meticulous
childish	eloquent	helpful	mischievous
clever	embarrassed	honest	moody
clumsy	encouraging	hopeful	mysterious
coarse	energetic	hopeless	naive
cold-hearted	enthusiastic	hospitable	negligent
compassionate	exacting	humble	nervous
complacent	excited	humorous	noisy
conceited	expert	ignorant	obedient
concerned	exuberant	ill-bred	obliging
confident	facetious	imaginative	obnoxious

Discussion

Key Questions (p. 101-108)

1. Why did the family think the harvest would not be a good one?
2. Do you think they were given good fortune because they endured hardships?
3. Do people have to work for fortune or are some people just lucky? Why?
4. Why did the family react with contagious laughter once the crop was harvested?
5. How do you think Rukmani felt when she could sell her produce in the market?

6. Why was Biswas accusing Rukmani of being “with” Kenny? What did he have to gain?
7. Rukmani considers Kenny a friend, do you think he returns the favor?
8. Is it appropriate for Rukmani to have a male friend?
9. Why do you think Rukmani’s culture does not believe men and woman should be friends?

Key Questions (p. 109-119)

1. Selvam did not have a talent for farming. Why do some people have a talent for some trades that others do not?
2. Can you have a working knowledge of how to do things and still not be able to do them?
3. How has Selvam decided to use his talents?
4. How will a hospital help the village?
5. Do you think that the true “villagers” will use a hospital? Why or why not?
6. Do you agree with Rukmani that people should carry their own burdens?
7. Why do people volunteer and donate money to help others?
8. Can people learn to take care of themselves if they are given money or do you think they need to be taught how to take care of themselves?
9. Why is Rukmani cautious about the birth of Ira’s child?
10. Ira did not show the hardship of labor. What does that say about her character?
11. What effect does the baby’s birth have on the village and the family?

Key Questions (p. 120-126)

1. What role does the hospital play in the village?
2. What role does Rukmani think it should play in the village?
3. Do you think there is a need for a hospital for the people? Is there a greater need? What is it?
4. Is there anything that could have prevented Old Granny’s death?
5. Do you think the villagers were ever asked what their needs were?
6. If you could help the villagers, what would you give them?
7. Why doesn’t Ira tell Sacrabani that his father is dead?
8. If you were Ira, would you tell your child the truth? What would you tell him?

Key Questions (p. 127-135)

1. Does the tannery have the right to evict people from their land?
2. Since Rukmani and Nathan were not land owners, do they have any rights?
3. Will they be given compensation to move?
4. Would it have helped them to keep the land if they would have protested?
5. Does Selvam have the ability to help the family if he decided to farm?
6. What do you think Ira will do if she stays with Selvam?
7. There is no communication. Do you think Muguran will be able to help them?

Key Questions (p. 135-145)

1. Had Rukmani or Nathan traveled to a city before?

2. Do you think they were prepared? What could they have done to better prepare?
3. If you were going on a journey what would you do to get ready?
4. Why do you think they thought their belongings were safe at the temple?
5. Would you go and leave your things behind?
6. Why did it not bother Nathan that their things had been taken?
7. Once they find Mururan, what do you think will happen?

EXTEND

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

Key Paragraph, p. 106

"Save your wishes," he said unpleasantly. "My wife has left me. My sons have been taught to forget me."

I tried and failed to imagine her, this woman who could after so many years renounce altogether her husband, break the bond that must surely have existed despite his long absences. Perhaps it is just this that has driven her to it, I thought. He is not without blame.

"You think it is my fault," he said. "Do not deny it, your face speaks plainly enough for me."

"Women need men," I said, shrugging. "It is not right to deprive a woman."

"Tell me also," he said, "Do you not think a man must choose his work?"

"Such a man as you, yes," I replied.

"What then if his wife cannot accompany him?"

"Cannot?" I said. "She must. A woman's place is with her husband" (p. 106).

Writing Prompt

Rukmani believes it is a woman's duty to follow her husband wherever he goes. Kenny has a different perspective about the possible relationship a husband and wife can have. Think of some ways Rukmani's views differ from Kenny's. Think about your views about the relationship a husband should have with his wife.

Write a paragraph in which you detail how a husband and wife's role should be determined (culture, negotiation, etc). Explain to your reader how your culture and background plays a strong role in marriage and the roles that a husband and wife should assume. If your culture is lenient write a paragraph explaining how you will determine the roles of your future relationship. Organize your ideas clearly and coherently. Give facts and details to support your thesis. Use varied transitions and formal style. Provide a strong conclusion that supports your thesis.

Key Paragraph, p. 111

"I have little understanding," I replied humbly. "I do not know why people who have not seen us and who know us not should do this for us."

"Because they have the means," he said, "and because they have learnt of your need. Do not the sick die in the streets because there is no hospital for them? Are not children born in the gutters? I have told you before," he said. "I will repeat it again: you

must cry out if you want help. It is no use whatsoever to suffer in silence. Who will succour the drowning man if he does not clamour for his life?" (p. 111).

Writing Prompt

Throughout the novel, Rukmani has accepted things that have happened to her as fate. Some of those things have been out of her control, like monsoons or drought. Other things, perhaps, have been in her control.

Do you think it is because she grew up in India that she believes she needs to accept things as they are? Or do you feel that is her individual choice? Or, perhaps is it a combination? How is this the same or different from people in the United States? From you, your friends, or your family? If you are victim to a natural disaster can you still control your outcome?

Write a paragraph in which you explain to your reader that individuals have control of their own fate. Give the reader facts to support your thesis. Use relevant websites, quotes, or information to support your thesis. Use strong and varied transitions to create cohesion. Establish and maintain formal style.

Key Paragraph, p. 121-122

"'You are being childish,' Nathan said. 'How long would a rupee have kept her?'

'A few days at least,' I said.

'And what when those few days ran out?'

'I don't know . . . something may have turned up. It is a pity the hospital was not ready. She could have gone there.'

'A hospital is not a soup kitchen,' he said.

I did not know what he meant by a soup kitchen and I stared at him. He repeated the words, pleased that I did not.

'Where the poor are fed free of charge,' he explained. 'In other countries Selvam tells me this is a fact'" (p. 121-122).

Writing Prompt

Nathan explains to Rukmani about a soup kitchen and how in other places the poor are fed. In their village many die due to starvation, yet they are building a hospital.

What need would you address? Do you think there is more need for a hospital or to provide food? Do you think it is a global responsibility to provide food to those who do not have it? What is the social implication of not giving to others? Is there a way that we can help others without giving, but by teaching?

Choose one of the issues above and address it in an explanatory paragraph. Write a strong thesis that introduces your topic. Add relevant data, quotes, or sources to support your ideas. Write in a formal style with good transitions. Conclude your paragraph by supporting your thesis.

Writing Prompt

Take out all the Quickwrites and Character Profile sheets you have completed. You will be using the Venn Diagram sheet to examine both similar and different character traits between you and Rukmani. On one side of the diagram, list all of

Rukmani's character traits. On the other, list yours. In the middle, where the circles meet, write down any that you share. Debrief as a class. Are there any that you missed?

Use this diagram to write a three paragraph comparison of you and Rukmani. In your writing explain/inform your readers of your similarities. How can the similarities of two people be used to bridge cultural and gender gaps. Explain how you can build off the similarities in people to make certain aspects of life better. Use information from outside sources to support your statement. Be clear and concise. Conclude by restating your thesis.

Key Paragraph, p. 139

"I took down the mats on which we slept from the wall where they hung and rolled them up. Inside I placed the cloth bundle which contained two ollocks of rice, some chilies, tamarind and salt, and the two wooden bowls, Nathan's and mine, tying the ends of the rolled mats to make sure nothing fell out of the way. Most of the cooking vessels I had brought with me on my marriage had been sold to pay our debts, of the remainder I left two for Ira and the other two I put aside for ourselves. The grindstone, pestle and mortar were too heavy to take" (p. 139).

Writing Prompt

The above paragraph describes the only material belongings left for Nathan and Rukmani. If you were asked to leave your home, how would your material belongings differ from that of this Indian couple? What would you try to take with you?

Write an informative/explanatory paragraph in which you show your reader what items you would take with you on a trip similar to Rukmani's. As you write make sure you consider what you are able to carry and the form of travel you will be taking. You can research survival or camping websites to assist you. **Open with a strong thesis which enables you to convey your opening clearly. Give details and facts from relevant sources. Use varied transitions to link your text together. Establish a formal style.**

Week 3: Social Studies Research Opportunities

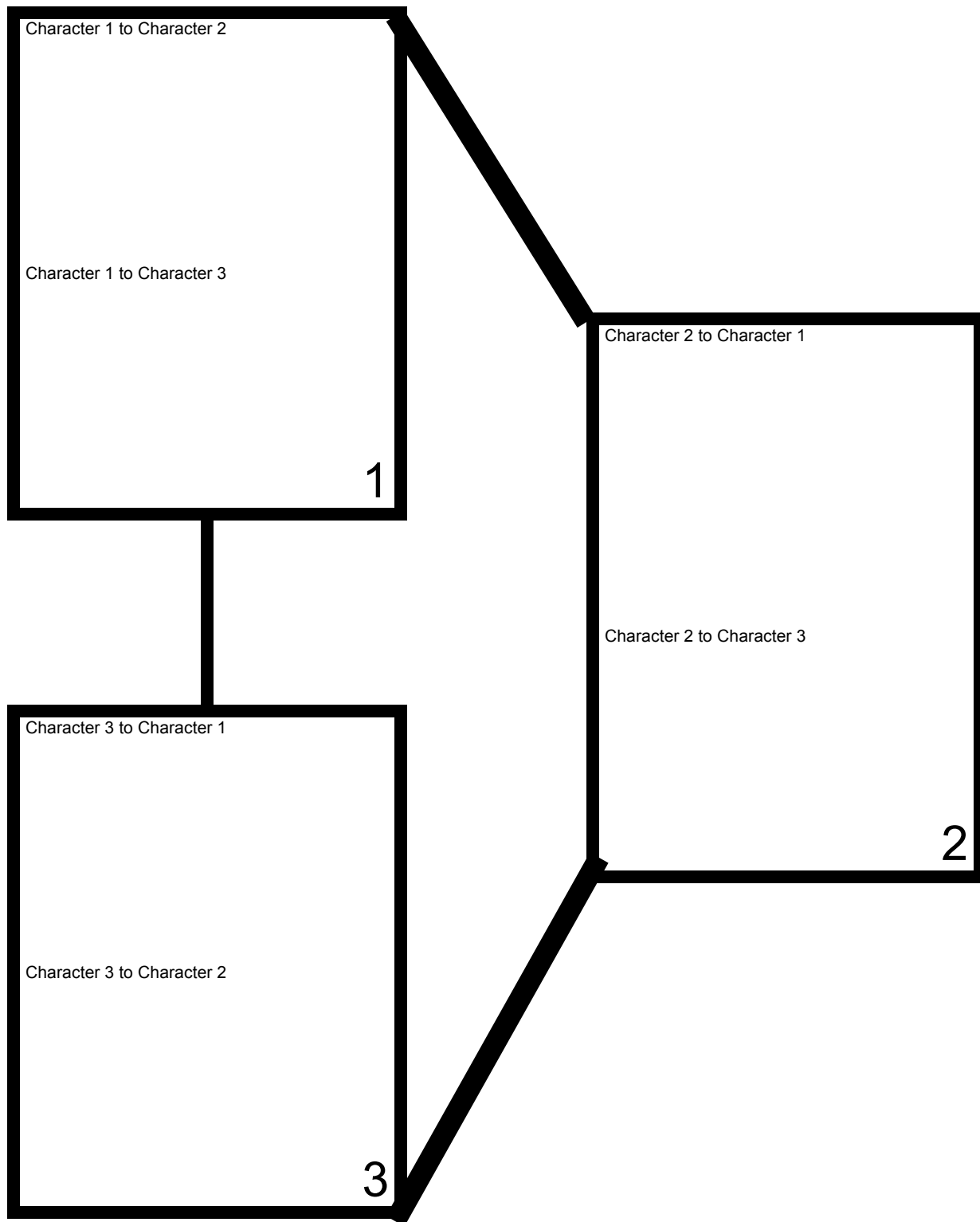
Find out more about material goods in India versus the United States. Remember that in each society, there is a "caste" system of sorts, meaning that there will be both poor and wealthy people in each country. Perhaps choose one caste and focus on the differences between countries.

Or

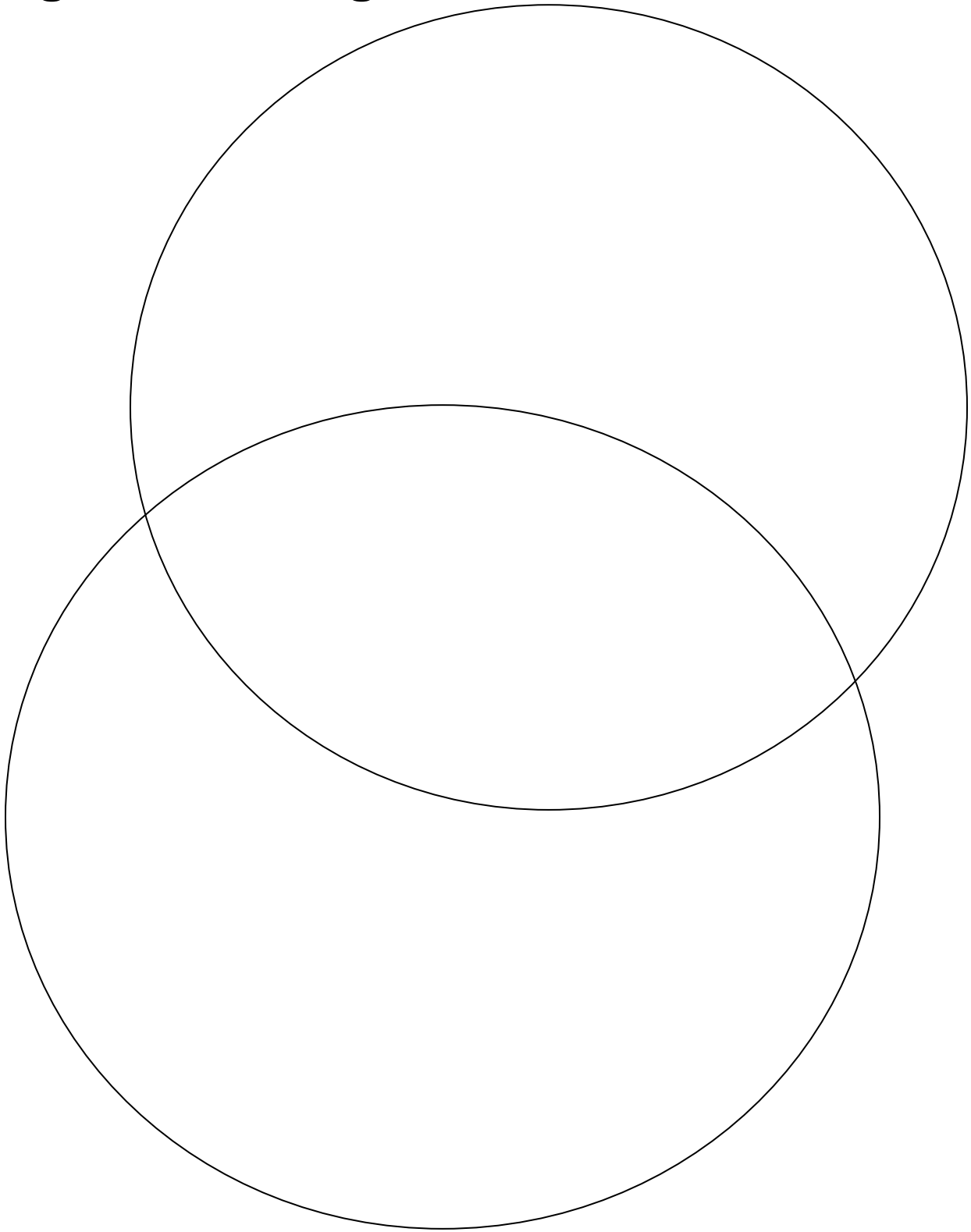
Research medical concerns in India. One specific medical concern in India is leprosy. Has leprosy ever been a problem in the United States? Why or why not? Explain.

Make sure to cite your sources.

5g6 Character Interaction Chart



6g6 Venn Diagram Chart



Character Based Literacy Program

Independent Study Lesson Plan

Nectar in a Sieve, Week 4



PREPARE

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



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What are the benefits of hard work?

Read the following poem:

THE BRIDGE BUILDER

*An old man, going a lone highway,
Came at the evening cold and gray,
To a chasm, vast and deep and wide,
Through which was flowing a sullen tide.
The old man crossed in the twilight dim-
That sullen stream had no fears for him;
But he turned, when he reached the other side,
And built a bridge to span the tide.*

*"Old man," said a fellow pilgrim near,
"You are wasting strength in building here.
Your journey will end with the ending day;
You never again must pass this way.
You have crossed the chasm, deep and wide,
Why build you the bridge at the eventide?"*

*The builder lifted his old gray head.
"Good friend, in the path I have come," he said,
"There followeth after me today
A youth whose feet must pass this way.
This chasm that has been naught to me
To that fair-haired youth may a pitfall be.
He, too, must cross in the twilight dim;
Good friend, I am building the bridge for him."
-WILL ALLEN DROMGOOLE*

What is grief?

Word Wall

Here are vocabulary words to add to the Word Wall.

perfunctory (151)	facile (151)	godowns (156)	forbearance (162)	semblance (162)
antagonistic (165)	pervading (166)	albeit (166)	quarry (170)	din (170)
veering (178)	extravagant (178)	sear (184)	endure (185)	affliction (186)

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. 150-186

RESPOND

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

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?

EXPLORE

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

Open Mind Portrait

Add to your OMP. What do you think Rukmani is thinking and feeling as she wakes to find she has no money, cannot find her son, and meets his wife for the first time? Add 3-5 new thoughts to your OMP.

Open Mind Portrait

Add to your OMP of Rukmani. What do you think she is thinking and feeling as she longs to get home, struggles to find money, and resorts to doing hard labor? Add 3-5 new thoughts to your OMP.

Acrostic Poem

Write an Acrostic Poem on Hard Work.

Open Mind Portrait

Add to your OMP of Rukmani. What do you think she is thinking and feeling as she splurges at the market, finds Nathan in the street, and returns home? Add 3-5 new thoughts to your OMP.

Plot Profile Chart

Fill out the Plot Profile Chart.

Discussion

Key Questions (p. 150-164)

1. Rukmani and Nathan have lost their belongings and their money—do you think they are unlucky or naive?
2. What could they have done to protect their things and money?
3. Would you journey to see a family member without writing?
4. Based on the reading, do you think Muguran left for more money?
5. Do you think their expectations of their son and their journey were unrealistic?
6. What do you think they will find when they return to the village?

Key Questions (p. 165-176)

1. Why are Rukmani and Nathan unwelcome at the temple after the first couple of nights?
2. The passers-by make fun of Rukmani for being able to read and write. Why is that so unheard of?
3. Do you think Nathan and Rukmani owe Puli the money?
4. Why does Puli suggest that Rukmani, rather than Nathan, negotiates with the quarry overseer?
5. Why do Nathan and Rukmani long to return to their village?
6. Where will Rukmani and Nathan find better opportunities?
7. Who do you think has more wisdom? Puli or Nathan and Rukmani? Why?

Key Questions (p. 177-186)

1. If you work hard, is it okay to splurge on something special?
2. Should you reward yourself? Why?
3. Do you think Nathan would have the right to be angry with her purchases? Why?
4. Would you have been able to work at the quarry if you were ill?
5. If someone told you not to grieve, would you be able to respect their wishes?
6. Why doesn't Nathan want Rukmani to grieve?
7. Why do you think Puli went with Rukmani to the village?
8. Is it significant that they are determined to manage? Why?
9. How has Rukmani managed her life?

EXTEND

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

Writing Prompt

Create a cube of the basic geography of India. Pretend you are a travel agent or an agent of the Indian Travel and Tourist Council. Once you have completed your cube **write a one paragraph explanatory or informative text directed at clients who are not familiar with the country. Use the information from the cube to encourage visitors to come to your country. Be clear, concise, give factual information, and be descriptive. Give details about the country. Use varied transitions and precise language. Maintain a formal style as you write. Conclude with a statement that supports the information presented.**

Writing Prompt

Look back over your daily writings and fill out the Country Chart (attached). This will be used on Friday to help write your informative/explanatory essay.

Writing Prompt

Think about the ending of the book. What happened to the main characters? If you were the author, how else could you have finished the book? Brainstorm how else the book might have ended. Write an alternate ending. Which do you like better and why?

10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Intensity	Description										
Event		1	2	3	4	5	6	7	8	9	10

		Types of Weather		
		Foods		
	Culture/ Customs	Religion	Landforms	
		Other Resources		

Nectar in a Sieve Kamala Markandaya; Country Chart

	Marriage	Class/Caste system	Father/Son; Mother/Daughter roles
India			
USA			
Source			

	Natural Disasters/Climate	Housing	Husband/Wife expectations	Material Belongings
India				
USA				
Source				

Character Based Literacy Program

Independent Study Lesson Plan

Nectar in a Sieve, Final Writing Project



Write a 5 paragraph explanatory/informative essay comparing life in India to life in the United States.

Is the U.S. more like India or more different? Use this as an opportunity to make connections and distinctions between the two countries and cultures.

1st paragraph→ The first paragraph introduces your thesis or idea about how the U.S. and India are either more alike or more different from one another and how your essay will help show people why.

2nd paragraph→ Compare **one aspect of life** in India with that in the U.S.

For example, perhaps the 2nd paragraph would be about marriage customs and male/female relationships in each country. How are they alike? How are they different? Refer back to all your charts and quick writes for reminders if necessary. *Give your reader facts, charts, quotes, and data to support your information. You are informing them.*

3rd paragraph→ Compare **another aspect of life** in India with that in U.S.

For example, perhaps the topic would be natural disasters. Compare and contrast the two countries in this area. *Give your reader facts, charts, quotes, and data to support your information. You are informing them.*

4th paragraph→ **Compare one aspect of your character** with Rukmani. How are you alike or how are you different? *Give your reader facts, charts, quotes, and data to support your information. You are informing them.*

For example, perhaps both of you are hardworking. Give examples of when Rukmani was hard working in the text and when you have worked hard to achieve something.

5th paragraph→ The last paragraph is your opportunity to tell people why this information matters. Answer the question, “So What?”

For example, perhaps you have learned that people, no matter how far they may live away from us, really aren’t that different. We all experience joy, pain, hard work, love, and death.