

Character Based Literacy Program

Independent Study Lesson Plan

Mud City, Week 1



PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Where is Pakistan? What is the history of Pakistan?

Who are the Taliban?

What is the currency in Pakistan? What is the history of the Pakistani rupee?

What are the ways that children participate in the workforce?

What is Pakistan's "begging mafia"? How are children affected?

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

widow (9)	lice (12)	eerie (14)	gobble (15)	stunned (21)
clenched (23)	seething (24)	abandon (26)	possession (27)	thumped (27)
parcel (31)	grinned (32)	swaggered (32)	darted (33)	nonsense (39)
fuel (43)	peeled (44)	peddler (46)	swooped (47)	avoided (53)
excrement (55)	roamed (63)	scurried (64)	lurched (64)	retrieved (67)

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 ch. 1, p. 9-chapter 5, p. 67

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

Obtain a map of Pakistan 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, track the locations in the novel on the map. You can also add physical features, resources, political information, and other relevant information that arises in the novel.

Leadership Poster

Create a T Chart. Label one column “Examples of Good Leadership” and the other side “Examples of Poor Leadership”.

- Through the readings, reflect on the characters’ leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension

- During this unit, follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Periodically input a headline/article of an “Example of Good Leadership” and “Example of Poor Leadership” in their local community and in the world on the document.
- For all of the items in the “Examples of Good Leadership” column, write one thing you can do to take action and support the individuals, groups, or organizations that are acting to promote the common good.
- For all of the items in the “Examples of Poor Leadership” column, write an idea on how the leader can be more engaged.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Choose one item to take action on.

EXPLORE

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

Open Mind Portrait: Create an Open Mind Portrait of Shauzia

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Markers, crayons, pens, pencils, or paint
- Construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the character's head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to him/herself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.

8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Bookmark: Vision-Plan

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 if desired

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 and grandparents, your teachers and people who know you [as well as your friends] 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 probably be dead, disabled or imprisoned within 2 years. This is 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 day's information in the same row. You want to have room for many entries during this unit.

Language Map

What languages are spoken throughout the world? For each continent, write 5 languages that are commonly spoken.

Resume

Create a resume of your skills. How can a resume be helpful for Shauzia?

Newspaper

Use construction paper to create the front page (one side only) of a newspaper. Use markers, colored construction paper, colored pencils, pictures, drawing, graphics and/or photographs. Be creative by using a variety of media.

- Make up a name for your newspaper.
- Add an appropriate date and editor, your name.
- Write 3 headlines about 3 important events from the novel. Include an article about the struggles of the children living under the Taliban regime.
- For each headline, write the beginning of each article (2 sentences).
- Include 1 drawing, cartoon, or picture for each of the 3 articles with appropriate captions.
- Add other parts of a newspaper e.g. an editorial, letters to the editor, weather chart, sports events, cartoons, etc.

Make a kite

Create a kite using a plastic bag and string. Be resourceful and creative. Take the class out to see whose kite can fly the highest.

4g6 Character Profile Chart

Fill out the Character Profile Chart on Shauzia, Jasper, Zahir, or Looli.

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Discussion

Key Questions (p. 9-21)

1. Why are the clinic, school, and magazine a secret?
2. Where was Shauzia before she was with Mrs. Weera?
3. Why do you think the children want to hear Shauzia's stories?
4. Why do all the kids have a shaved head?
5. What would happen if there were lice in the compound?
6. Describe the life of a shepherd.
7. Where is Badakhshan?
8. Based on Shauzia's stories, describe what the pasture lands looked like?
9. In what ways are the orphans like the sheep in Shauzia's story?
10. What is the difference from need and want?
11. What are Shauzia's dreams?
12. Why is it important to pay people for their work?
13. How is Shauzia independent and dependent?
14. How is Shauzia different than the orphan children?
15. How is Shauzia still like a child?

Key Questions (p. 22-29)

1. Why did the Widows' Compound host a party for Shauzia?
2. Why was Shauzia seething during her party?
3. How did Shauzia first meet Mrs. Weera?
4. Why does Shauzia want to look like a boy?
5. Explain how Shauzia's life would be different as a boy.
6. Would you leave your home for a brighter future?
7. Why doesn't Shauzia want to live in the compound?
8. Why will it be better to travel with Jasper?
9. How do the women in the compound feel about Shauzia leaving?

Key Questions (p. 30-41)

1. Why is Shauzia confused in the beginning of the chapter?
2. Describe how the new city is similar to Kabul?
3. List two reasons why this city is different than Kabul.
4. Which languages did Shauzia recognize?
5. From this chapter, find a quote that shows that Shauzia has a positive attitude.
6. What did the shopkeepers sell?
7. Why is it responsible to demand a job than to beg for money?
8. How has Jasper been helpful to Shauzia?
9. Why is Shauzia happy to have met the butcher?
10. How can Shauzia be more just in her actions and words?

Key Questions (p. 42-53)

1. Describe the work Shauzia had done for the butcher.
2. Describe the type of work Shauzia performed as a shepherd.
3. How did Shauzia prepare herself for other jobs?
4. Why is finding work important to Shauzia and Jasper?
5. How does Shauzia show resilience during difficult times?
6. Why did Shauzia need new sandals?
7. Describe how Shauzia bought new sandals.
8. Explain why it is a waste of time for Shauzia to blame Mrs. Weera?
9. Describe the types of jobs Shauzia has done.
10. Why does Shauzia have mix feelings about going to the train station? Why does she like it? Why doesn't she like it?
11. Provide two reasons why it was important for Shauzia to cut her hair.
12. Predict what the men at the end of the chapter want from Shauzia.
13. What would you do if the police were not helpful?
14. Where else can you go for help?

Key Questions (p. 54-67)

1. Why did all the shop owners tell Shauzia to go away?
2. Is this an example of a just way to treat people? Why or why not?
3. Instead of saying, "Do I look like a junk picker?" how could Shauzia politely responded?
4. Why would a watch dog be useful for the street children?

5. How did Shauzia use persuasion?
6. How does Shauzia teach Zahir trust?
7. Explain Looli's way to search through the garbage.
8. How did Shauzia and her new friends intimidate others?
9. Why did the hotel not want these hungry kids to eat the leftovers?
10. Why didn't the adults help the street children

EXTEND

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

Key Paragraph, p. 18

"A few years? I can't spend a few years here! I'll go crazy! I'll be like her!" Shauzia pointed at the crazy women. A woman with no name, she had been found rocking and moaning on the streets of Peshawar. Aid workers had brought her to the Widows' Compound" (p. 18).

Writing Prompt

Shauzia is frustrated with her life living at the Widows' Compound. Pretend you are Shauzia. Write a journal entry explaining why you want to leave Widows' Compound. **In an argumentative paragraph argue why you should leave the compound. Provide three reasons to support your answer.**

Key Paragraph, p. 27

"That was where she needed to be, in a field of purple flowers, where no one could bother her. She would sit there until the confusion left her head and the stink of the camp left her nostrils. When she had enough of that, she would go to Paris and sit at the top of the Eiffel Tower until her friend Parvana joined her there, the way they had promised each other. They would spend the rest of their days drinking tea and eating oranges and making fun of Mrs. Weera" (p. 27).

Writing Prompt

Shauzia finds comfort dreaming about her plan to meet her friend Parvana in the future. This dream gives her hope for her future and enables her to realize her current situation is only temporary. Do you believe positive thinking or dreaming about a better future helps people overcome difficult circumstances? **Write an argumentative paragraph that proves positive thinking helps people overcome difficult circumstances. Support your claim with three examples. These examples could be from the reading or from your life experience.**

Key Paragraph, p. 32

"This is where I'm going," she said, more to herself than to Jasper. 'And to get there, first I have to be here'" (p. 32).

Writing Prompt

Shauzia is working to pursue her goal of going to the sea. Reflect on one large goal you have for your life. What are the other smaller goals you need to first accomplish to eventually obtain the larger goal? Write a letter to Shauzia about your life

goals. **In an argumentative paragraph convince Shauzia that you must first achieve the smaller goals in order to obtain your large goal. Explain how the smaller goals will help you reach your large goal.**

Key Paragraph, p. 47

“What do I do with these?” she asked Jasper, holding up her old torn sandals. She decided to leave them on the sidewalk. She put them down, but before she had taken a few steps, a young man swooped down and picked them up. Maybe she should have kept them after all” (p. 47).

Writing Prompt

Shauzia did not see any value in her old torn sandals but a young man on the street did. He immediately swooped up Shauzia’s abandon sandals. Sometimes one person’s trash is another person’s treasure. Why do you think the young man took the sandals? Provide three reasons that explain why the sandals were still useful. **Write an argumentative paragraph to persuade Shauzia that she should keep the torn sandals.**

Key Paragraph, p. 61-62

“But Shauzia was hungry, and she was tired of being bullied. She sprang up with out thinking and threw herself at the boy. They rolled in the trash, trying to hit each other. Jasper jumped around them, barking. The other children picked the spilled cracker bits off the ground and ate them” (p. 61-62).

Writing Prompt

Shauzia was so hungry she fought the street boy for scraps of food. In the end, other street children ate the food from the ground. Do you think Shauzia’s actions are an example of *Leadership requires Engagement*? Do you think her *community is better because she is part of it*? Why or why not? What could Shauzia have done instead that would have benefited everyone? **Write an argumentative letter to Shauzia that encourages her to demonstrate leadership requires engagement. Provide three reasons to support your argument.**

Close Close by extending the reading to your life and the world.

1. In what ways are you still dependent on your parents or family?
2. In what ways are you independent? What daily activities are you responsible for?
3. Do you think Shauzia is abandoning her team or taking responsibility of her life and future?
4. Do you value community or individual values more? Why?
5. What advice would you give Shauzia to encourage her to stay positive?
6. Describe a time in your life when you needed to stay positive during a difficult situation.
7. Who do you think the men were at the end of the chapter?
8. What advice would you tell Shauzia?
9. Describe a time when you were really hungry.
10. Would you ever eat leftovers from the garbage? Why or why not?

Character Based Literacy Program

Independent Study Lesson Plan

Mud City, Week 2



PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What type of clothing is worn in Afghanistan?

What are the steps involved in creating a budget?

What is the “Global Hunger Map”?

How effective are charities?

What is the United Nations (UN)?

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

blast (69)	refreshing (69)	generous (70)	Karachi (72)	hitch (74)
clenched (82)	scowled (82)	proof (82)	determined (83)	foulness (83)
growled (91)	crouch (93)	perplexed (93)	cooperate (99)	eager (101)
intending (107)	dozing (107)	ex-Patriots (109)	garden (114)	rotten (115)
scrounging (123)	ration (124)	verge (124)	satisfactory (125)	blissfully (126)

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 ch. 6, p. 68- ch. 10 p. 127

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

Update your map of Pakistan by using information provided by the author. Continue to track the locations in the novel on the map. You can also add physical features, resources, political information, and other relevant information that arises in the novel.

<http://www.infoplease.com/atlas/country/pakistan.html>

Leadership Poster

Through the readings, continue to reflect on the characters' leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension:

- During this unit, follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Periodically input a headline/article of an "Example of Good Leadership" and "Example of Poor Leadership" in your local community and in the world on the document.
- For all of the items in the "Examples of Good Leadership" column, write one thing you can do to take action and support the individuals, groups, or organizations that are acting to promote the common good.
- For all of the items in the "Examples of Poor Leadership" column, write an idea on how the leader can be more engaged.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Choose one item to take action on.

EXPLORE

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

Advertisement for Future Dream Property

Create an advertisement for a future dream property for Shauzia. Create a place she would rather live than on the streets of Pakistan.

Materials

- Stiff paper 9x12 to 11x17
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of the property

1. Read pages that the advertisement will cover.
2. Make a list of the details in the reading such as weather, location, people, houses etc.

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture of what the property looks like.

Would You Rather?

Reflect on the following questions.

1. Would you rather live in a cell where you are fed everyday or have your freedom but not eat everyday?
2. Would you rather live in the prison cell or have gone with the man that gave Shauzia 100 rupees?
3. Would you rather help the boy Zahir bullied or stay quiet and not have to worry about another person?

Create your own Would You Rather questions based on today's reading and choose what you would do in Shauzia's shoes.

3g6 Plot Profile Chart

Complete a Plot Profile Chart for today's chapter.

Cartoon strip activity

Create a cartoon of all the guests Shauzia brought to the house.

KWL Chart: What You Know, Want to Learn, and Have Learned about refugees

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

1. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

Discussion

Key Questions (p. 68-79)

1. Why is Shauzia desperate for money?

2. What is preventing Shauzia from earning money from a job?
3. What are 'western clothes'?
4. What are you suppose to do before you pet a stranger's dog?
5. How much does 20 rupees equal to in US dollar?
6. Describe the weather using a quote.
7. Why doesn't Shauzia trust the other boys?
8. Describe Shauzia's Sunday job. What tricks do you think Jasper can do?
9. Describe what happened to Shauzia at the end of the chapter.

Key Questions (p. 80-90)

1. Why does Shauzia have a picture of a lavender field?
2. Why was Shauzia saving all her rupees?
3. Why do you think Shauzia saved her money instead of buying food?
4. How is the smell of the jail cell similar to the sheep?
5. Explain why one of the boys doesn't have his identification papers?
6. Why are identification papers important?
7. Explain why Shauzia believes anger is good and fear is dangerous? How can anger be used to keep Shauzia determined?
8. Remember, *justice requires restraint*. Why is it important to show restraint during times of difficult circumstances?
9. What is the danger of using the bathroom?
10. What did Shauzia miss about Jasper?

Key Questions (p. 91-105)

1. Why did Shauzia not want to take a shower?
2. How was she able to avoid the showers?
3. Who rescued Shauzia from the jail?
4. How did he know where to find her?
5. How did Shauzia convince him to get her out?
6. What is Shauzia's boy name?
7. How has Shauzia changed since she was a schoolgirl?
8. Describe how Shauzia is different from the Western boys.
9. Why does Shauzia save her food under her bed?

Key Questions (p. 106-118)

1. Why was this Western family helping Shauzia?
2. Describe how the boys behave.
3. Why did Shauzia help everyone that came to the door?
4. Who came into the house?
5. What did Shauzia do for each person?
6. How do you think the beggars felt when they were let into the house?
7. How do you think the beggars felt when they were kicked out of the house?
8. Why was Barbara upset with the beggars in the house?
9. Why did the family send Shauzia to the refugee camp?
10. Why do you think Shauzia choose to wear boy clothes instead of girl clothes?

Key Questions (p. 119-127)

1. Why didn't anyone ask Shauzia about her time in Peshawar?
2. Why wasn't Shauzia helping Mrs. Weera?
3. Why hasn't Shauzia left the camp?
4. Who is Farzana?
5. Describe the refugee camp using a quote.
6. Where is the Arabian Sea? Karachi? Indian Ocean?
7. How is Farzana's ocean different from an actual ocean?
8. What is a white lie? Do you think a white lie is still the same as lying? Why or why not?
9. How can Shauzia help in the camp?
10. What would you do if you were Shauzia?

EXTEND

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

Key Paragraph, p. 73

"Shauzia didn't join in the scramble for the stolen junk, but she didn't do anything to help the boy, either. She wasn't afraid to fight Zahir, but the last thing she needed was someone depending on her, expecting things from her. She would never get to the sea that way" (p. 73).

Writing Prompt

Shauzia believes it is better to only look out for yourself and not work as a team. Reflect on why it is better to look out for yourself and why it is better to work in a team. Do you think it is better to work as a team or to work alone? **Write an argumentative paragraph supporting your position. Support your claim with three personal examples or three examples from the novel.**

Key Paragraph, p. 84

"'Once you're in here, you're in here forever.' he replied. 'I was only six years old when they locked me up. Look at me now- old enough to grow a beard soon.' The other boys laughed" (p. 84).

Writing Prompt

Shauzia is now in jail. Pretend you are Shauzia. Write a journal entry explaining how you were arrested. **In an argumentative paragraph defend your innocence. Include three reasons that prove you are innocent. Finally describe how you feel during your first night sleeping in the jail cell.**

Key Paragraph, p. 105

"The garbage was full of perfectly good food. She rescued it, took it upstairs and hid it under her bed. She could never tell when she would be hungry again" (p. 105).

Writing Prompt

Shauzia rescued remaining food from the trash. What do you do with remaining left over food? Pretend you are Shauzia. **Write an argumentative paragraph to convince people not to throw away unspoiled left over food. Provide three reasons to support your argument. Include two ideas of what people should do with their left over food instead?**

Key Paragraph, p. 106

“‘Why are you doing this?’ Shauzia asked.

‘Tom’s salary goes a long way over here,’ Barbara told her. ‘We like to share what we have. Besides, us girls have to stick together!’ She gave Shauzia another hug, and this time, Shauzia hugged her back” (p. 106).

Writing Prompt

Shauzia does not understand why two strangers, Barbara and Tom, would help her. Pretend you are Barbara or Tom. Provide three reasons why you are caring for Shauzia. **In an argumentative paragraph encourage other wealthy families to help other children in need.**

Key Paragraph, p. 127

“‘Maybe I should say yes,’ she said to Jasper. ‘It would be a lie, but it would make her happy for a little while.’ Sometimes it was hard to know the right thing to do” (p. 127).

Writing Prompt

Shauzia told Farzana that they would go to the ocean together, even though Shauzia has no intention of taking Farzana to the ocean. Do you think it is okay to lie to someone so you don’t hurt his or her feelings? Or do you think it is better to tell the truth so they don’t get mad at you for lying? **Write an argumentative paragraph supporting or disproving Shauzia’s decision to tell Farzana a lie. Support your position with three examples.**

Close Close by extending the reading to your life and the world.

1. What would you do if you saw Zahir bully the new boy? Would you help the boy? Would you watch? What would be the responsible thing to do?
2. Have you ever been framed for something you didn’t do?
3. Describe a time when you felt uncomfortable?
4. What do you think will happen next?
5. How could Shauzia show her thankfulness to the family?
6. What do you think Shauzia’s future will be like with more opportunities available?
7. Would you have invited the beggars into Barbara’s house?
8. What would you do if you were Barbara or Tom?
9. How would you describe the ocean?
10. Have you ever lied to someone to make him or her happy for a little while? Describe the situation.

3g6 Plot Profile Chart

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

Character Based Literacy Program

Independent Study Lesson Plan

Mud City, Week 3



PREPARE

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



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is the World Food Programme?

What were the motivations for the acid attacks in Pakistan?

What happened on 9/11? How did America change after 9/11?

How did the U.S. led attack on Afghanistan begin?

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

distribution (129)	pried (132)	drape (132)	unconscious (134)	furiously (134)
managed (136)	mend (137)	patient (138)	sorrow (142)	comfort (142)
impatiently (144)	debating (145)	abrupt (145)	vacant (147)	immoral (151)
scrawny (152)	mended (152)	shatter (154)	sought (157)	released (157)

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 ch. 11, p. 128- ch. 14, p. 158

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

Update your map of Pakistan by using information provided by the author. Continue to track the locations in the novel on the map. You can also add physical features, resources, political information, and other relevant information that arises in the novel.

<http://www.infoplease.com/atlas/country/pakistan.html>

Leadership Poster

Through the readings, continue to reflect on the characters' leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension:

- During this unit, follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Periodically input a headline/article of an "Example of Good Leadership" and "Example of Poor Leadership" in your local community and in the world on the document.
- For all of the items in the "Examples of Good Leadership" column, write one thing you can do to take action and support the individuals, groups, or organizations that are acting to promote the common good.
- For all of the items in the "Examples of Poor Leadership" column, write an idea on how the leader can be more engaged.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Choose one item to take action on.

EXPLORE

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

Action Cube

Complete the Action Cube to analyze the riot scene.

Open Mind Map

Create an Open Mind Map for the nurse in the clinic.

Venn Diagram Chart of Shauzia and Mrs. Weera

This can be done on worksheets, or written on big pieces of paper, like chart paper or butcher paper.

Step One: Read the story, chapter or segment you wish to analyze

Step Two: Fill out the Venn Diagram Box

1. Decide on 2 characters, or settings, or events, or other variables you wish to analyze in the story, chapter or segment you have read. Label each of the 2 circles.
2. Where the 2 circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.

Character Profile Chart

Do a character profile chart of Shauzia. List her most prominent character traits and give evidence of those traits from the text.

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a keyword or phrase and write it down on one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Open Mind Portrait

Create an Open Mind Portrait of Mrs. Weera.

Make a pro/con list

Make a pro/con list for Shauzia with reasons why she should stay in Pakistan and reasons why she should travel with Mrs. Weera back to Afghanistan.

Discussion

Key Questions (p. 128-134)

1. Why wasn't Shauzia ready to go back to Peshawar?
2. Why did the warehouse not give the people in line any flour?
3. Why does Mrs. Weera feel responsible for the others in the camp?
4. How does Shauzia show leadership skills?
5. How did Japser protect Shauzia during the riot?
6. Why did the man hit Shauzia?
7. Do you think this action demonstrates justice? Why or why not?
8. Why did he want the flour?
9. How did Shauzia start the riot?
10. Describe how Shauzia went unconscious.

Key Questions (p. 135-142)

1. What happened to Shauzia?
2. Why does Mrs. Weera want Shauzia to do the nurses training?
3. Explain Shauzia's injury? What needs to heal?
4. Who is the patient sleeping next to Shauzia?
5. What does she try to teach Shauzia?
6. How does she die?
7. Why is Shauzia mad and angry with the nurses?
8. Do you think this is an example of *justice requires restraint*? Why or why not?
How else could Shauzia demonstrate her frustration?
9. Why are the nurses upset?
10. Why was Shauzia supposed to return to the clinic?

Key Questions (p. 143-151)

1. Compare and contrast waiting and patience.
2. Who did Shauzia meet while searching for the Widows' Compound?
3. What did these people think of the Widows' Compound?
4. How long did some of the refugees wait for tents?
5. Describe the different ways refugees make their tents?
6. Instead of trying to hit the kids with her crutches, what could Shauzia have done instead to show kindness?
7. What happened in New York City on September 11, 2001?
8. Why do the Afghans predict that Americans are going to attack Afghanistan?
9. Why did the men attack the Women's' Compound?
10. Do you think this is an example of *justice requires restraint*? Why or why not?
How can the men demonstrate justice?

Key Questions (p. 152-158)

1. Describe what is happening in Afghanistan.
2. Why is Mrs. Weera going back to Afghanistan?
3. Why was it dangerous for the group of women to travel to Afghanistan?
4. Why has the embroidery group switched from fancy needlework to cutting bandages?
5. What two items did Shauzia leave with Farzana?
6. What do you think will happen to Jasper and Farzana?
7. Why do you think Shauzia left Jasper behind?
8. Why did Shauzia go with Mrs. Weera?
9. Who is Parvana? Why does Shauzia want to meet her at the top of the Eiffel tower?
10. Do you think their dream will come true? Why or why not?
11. What do you think happens next? Write chapter 14 and provide the setting, characters, and plot of the next part of the story.

EXTEND

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

Key Paragraph, p. 133

"He was bigger and stronger. He raised his arm and slammed his fist into Shauzia's head. She dropped to the ground. Her head hit the dirt with a thud, and she watched the man run off with her flour" (p. 133).

Writing Prompt

After a chaotic catastrophe, there are many versions as to how the events unfolded. Write a memo to the police station explaining your version of how the riots started. **Write an argumentative paragraph to persuade the police of Shauzia's version of the story. Provide three quotes from today's reading to support your claim. Who was involved? What happened first, second, and third?**

Key Paragraph, p. 140

"The nurse yanked herself free. 'Do you know how many deaths we see here? How am I supposed to cry over all of them? All you do is lie there and complain. How dare you criticize me!'" (p. 140).

Writing Prompt

As Shauzia's nurse, write a formal letter to Shauzia explaining her experience working at the clinic. **Write an argumentative paragraph to convince Shauzia that she cares for all of her patients. Explain that nurses need to separate their emotions from their work in order for them to continue to provide patients with life-saving medical support. Provide three reasons why the nurses cannot cry after each patient dies.**

Key Paragraph, p. 143

"'I am just waiting,' the old man replied. 'It is what I do. I don't remember what I am waiting for, but still I wait. One day, you will wait like I do.' 'Never!' Shuazia exclaimed" (p. 143).

Writing Prompt

Write an informative paragraph about what happened on September 11, 2001. Using the background information provided at the beginning of today's lesson plan, review the reasons why Americans sent military forces into Afghanistan?

Writing prompt one: As the president of the United States **write an argumentative speech that defends your decision to send troops to Afghanistan. Provide three reasons to support your decision.**

Writing prompt two: As Mrs. Weera, **write an argumentative letter to convince the president of the United States to not send American troops to Afghanistan.**

Provide three alternative ideas to help the Afghanistan government disband the Taliban.

Key Paragraph, p. 158

“She had almost twenty years before she had to meet her friend Parvana at the top of the Eiffel Tower in Paris. She’d get there. But first she had a little job to do (p. 158).

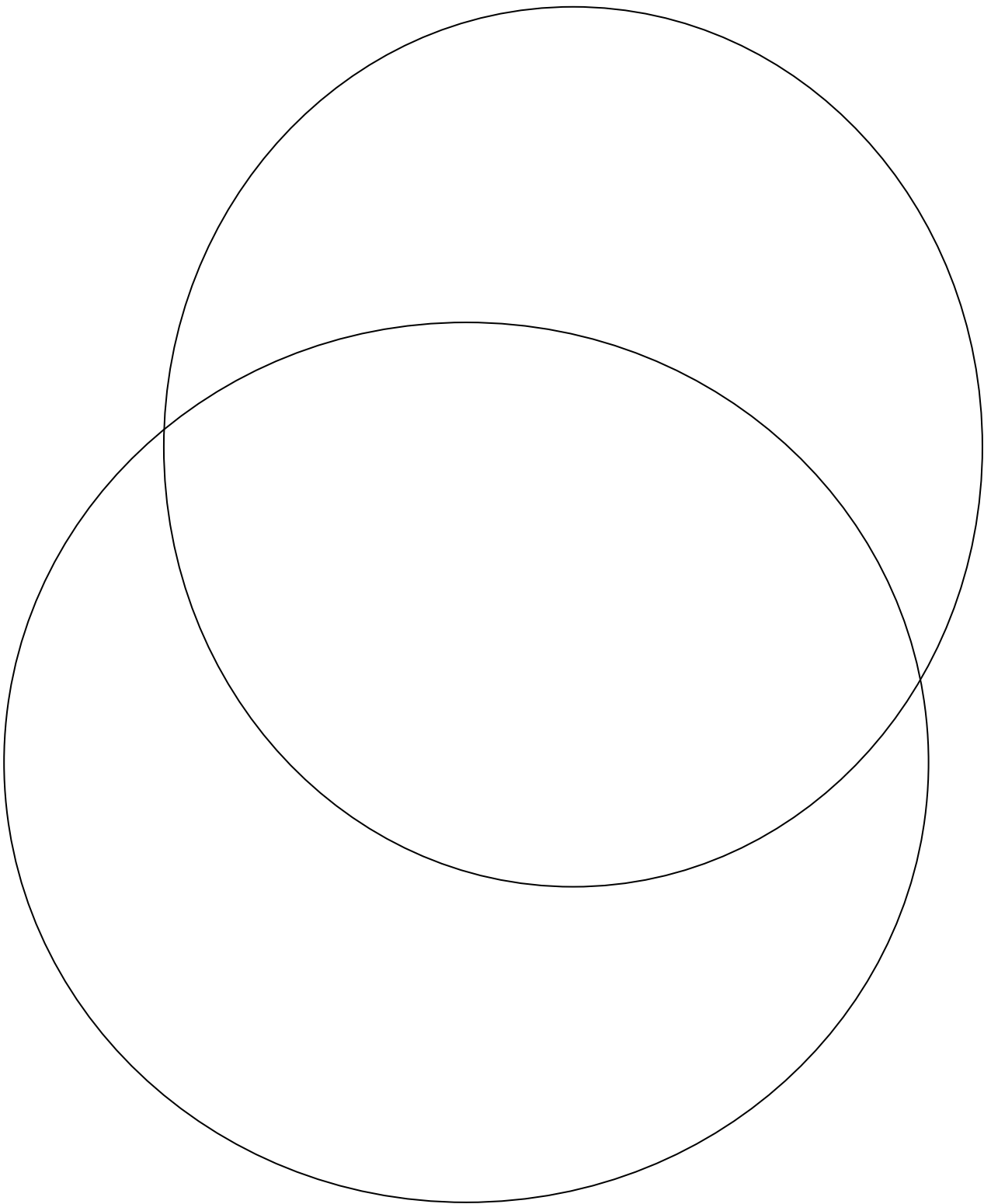
Writing Prompt

As Shauzia, write a journal entry explaining the recent events. **Write an argumentative paragraph defending your decision to go with Mrs. Weera. Provide three reasons that support your decision to work with Mrs. Weera. Explain your new mission and why it is important for the future of Afghanistan.**

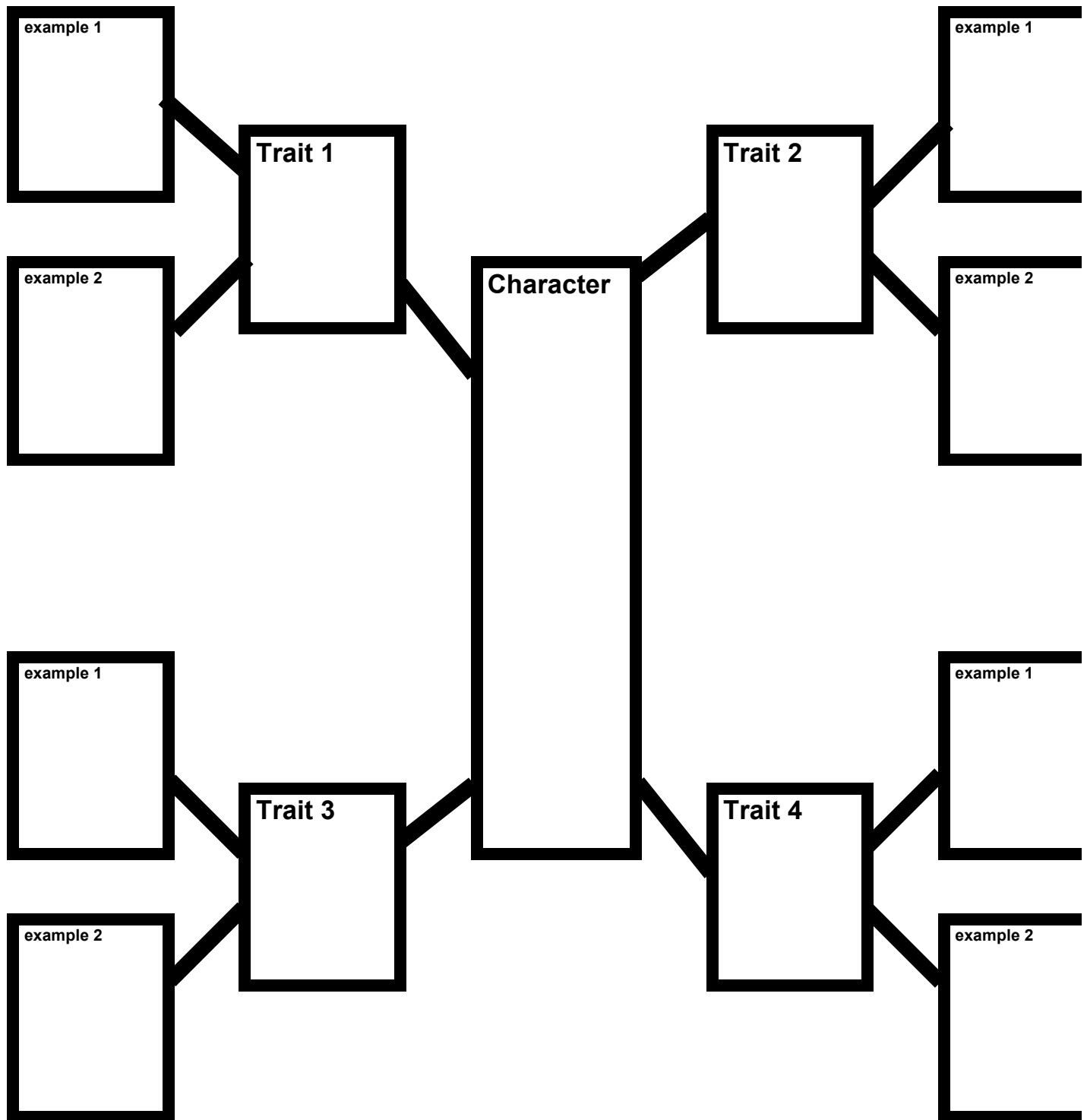
Close Close by extending the reading to your life and the world.

1. Describe a time when you started a verbal or physical fight?
2. What should you have done instead to be more responsible?
3. Describe a time when you felt helpless, when you wanted to help someone but could not do anything.
4. What would you recommend Shauzia to do in this type of situation?
5. Describe a moment in your life where you had to be patient.
6. Why do you think patience is important?
7. What would you do if you were Shauzia?
8. Describe a time when you did something because it was better for the other person but not necessarily good for you.

6g6 Venn Diagram Chart



4g6 Character Profile Chart



11c12 Cubing an Action

When and Where			
Who			
Cause	Action	Effect	
Evaluation			