Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 1

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

The Taliban regime in Afghanistan
Students have already read *The Breadwinner.* This is the sequel. ☺
Remember that there is a glossary of terms in the back of the book.
Also, read the bio of the author.

Afghanistan at a Glance

- Only 23 per cent of the population has access to safe water, and only 12 per cent have access to adequate sanitation, thereby increasing the incidence of diseases. At least 15,000 Afghans die of tuberculosis every year, of which 64 per cent are women.
- Malnutrition of women, which negatively affects pregnancies and deliveries as well as the health of children, is not only caused by the food scarcity linked to the conflict and the drought, but is also related to traditional preferences for males

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which makes women reduce their own food allowance in favor of men and children.

- The poor health situation has been aggravated by the lack of basic health services and resources, particularly in rural areas; the strict segregation of medical staff and the small number of trained women doctors, nurses and midwives that remained in the country after the rise of the Taliban.
- 23 years of war have destroyed the infrastructure of the educational system and further increased the illiteracy rate in Afghanistan. Only 5 % of women are able to read and write (during the 1980s, the female adult literacy rate was only 8 %).
- 54 % of girls under the age of 18 are married. Families of girls and young women were reportedly forced to marry them to the Taliban or give them large amounts of money instead. Often, families married young girls at an earlier age in order to use the bride price to assist in the family's survival.
- The conflict in Afghanistan during the Taliban rule and the militarization of society led to an increased number of abductions of young girls and women by Taliban fighters. The exact numbers are unknown, as families have been reluctant to come forward and report cases of abductions for fear of reprisals and due to the social stigma attached to a daughter or sister kidnapped or sold for sex.

Source: Report of the Secretary-General on "Discrimination against women and girls in Afghanistan" (E/CN.6/2002/5)

Women in Afghanistan

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

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

The Taliban's policies also severely limited women's freedom of movement. Women could travel only when accompanied by a male relative, which put a particular strain on female-headed households and widows. In May 2001, a decree was issued by the Taliban, banning women from driving cars, which further limited their activities. The resulting seclusion of women to the home constituted a form of solitary confinement and

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also created obstacles to women meeting with each other. Women were harassed and beaten by the Taliban if their public appearance was perceived to be in contradiction with Taliban edicts. Women's removal from the public space also meant that women could not play any role in the political process and were excluded from all forms of formal or informal governance. Afghan women suffered domestic and other types of violence for the past 25 years, not just under the Taliban regime.

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

Statement on the Situation in Afghanistan, George Washington University. Accessed 17 June 2005.

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

Introduce 5 important, useful words from today's reading

haphazard	resolved	urged	parcel	scuff

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far.

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

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

Read p. 9-22

Setting	Characters	Pages
Afghanistan	Parvana (disguised with boy's name→Kaseem)	9-22
	Village people	

RESPOND

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

Students might mention:

- Parvana buries her father.
- She is 13 now and still has to dress like a boy to survive.
- She does not know where the rest of her family is but wants to find them.
- Local village people take her in and feed her for a week.
- She has to sneak out in the middle of the night because someone was going to turn her into the Taliban for money.

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- She is on her own.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph

"'You must leave now,' the girl said once they were outside. 'I heard the old men talking. They are going to turn you over to the Taliban. Some soldiers are coming by here any day, and the men think the Taliban will pay them money for you'"

EXTEND

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

Pretend you are Parvana and **write a letter to your mother and siblings informing them of Father's funeral. Use transitional words to convey a sequence. Describe the surrounding environment. Include 2-3 reflective sentences to express Parvana's feelings on this event.**

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

1. Describe how you would feel if you found out that someone was going to sell you to the Taliban.
2. How is Parvana's life similar and different to your life?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 2

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

PREPARE

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

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Positive thinking can make you more resilient
Resilience refers to our ability to cope with problems. Resilient people are able to face a crisis or trauma with strength and resolve. Rather than falling apart in the face of such stress, they have the ability to carry on and eventually overcome such adversity. It may come as no surprise to learn that positive thinking can play a major role in resilience. When dealing with a challenge, optimists typically look at what they can do to fix the problem. Instead of giving up hope, they marshal their resources and are willing to ask others for help.
Source: http://psychology.about.com/od/PositivePsychology/a/benefits-of-positive-thinking.htm

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

recited	fury	barren	glimpse	wailing

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READ

Review Review the timeline from the beginning every day.

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

Read p. 23-29

Setting	Characters	Pages
Traveling across the countryside	Parvana, old woman	23-29

RESPOND

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

Students might mention:

- Parvana tries to keep her mind sharp by saying math facts aloud to herself.
- She is tired and out of food.
- She hears an awful sound and investigates.
- It is a woman wailing. The woman is unresponsive.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 28

"The eyes were dead. There was no life left in them. Parvana had seen that look before, in the camp for internal refugees. She had seen people who had lost everything and had given up hope that they would ever have love or tenderness or laughter again" (p. 28).

EXTEND

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

Parvana's father taught Parvana many lessons before he died. He taught her how to speak a little English, history lessons, and about people who have given up on hope. **Write a narrative dialague between Parvana and her Father about why it is important to remain hopeful. In one paragraph establish the context of the dialogue. The dialogue should be between 25-40 lines.**

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

1. What would you do if you met the same wailing lady? Would you leave her?
2. What questions would you ask this woman?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 3

Outcomes for Today

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

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The Five Basic Needs of Life

1. Food: All organisms need some form of food. Food provides **energy** to perform their life functions (reproduce, grow and develop, metabolize, respond to stimuli, and move). The expression "You are what you eat" is true if you consider that our bodies grow and repair themselves using the materials that we ingest in our food.

2. Water: All organisms require water largely because an organism's cells are about 70% water. Doctors recommend that humans drink 8 8oz. glasses of water (64 oz.) daily to maintain good health. Water is necessary for many reasons:

1. It keeps the cells full and operating properly.
2. Most of the chemical reactions involved in metabolism require water. For

3. Oxygen: Living organisms require oxygen to combine with food to release the energy in the food— a process called **cellular respiration**. Even plants (that use carbon dioxide to make their food) require oxygen to burn the food they have made.

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4. Living Space: All organisms require an area in which to live that will provide them with the resources they need to survive.
5. Proper Temperature: Organisms usually can only live within a small range of temperature—outside of this range their metabolism cannot be maintained and they will probably die. In other words, they cannot maintain their homeostasis.
Source: http://www.mtlakes.org/staff/~Wallace/LifeScience/documents/NeedsLiferev.08.pdf

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

eerie	grime	scrape	squawking	stale

READ

Review Review the timeline from the beginning every day.

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

Read p. 30-37

Setting	Characters	Pages
Tiny village	Parvana and Hassan	30-37

RESPOND

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

Students might mention:

- Parvana finds a tiny village in ruins.
- The village had been bombed.
- She walked through the settlement and found a baby crying.
- The baby's mother had been crushed by the rubble.
- She cleans and feeds the baby.
- She names him Hassan and vows to take care of him.
- The village is deserted.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 32

"'Did they leave you all alone? Come on, you poor thing.' She lifted the little creature into her arms. 'Did your people get scared and forget about you?'…Parvana took the baby to the least damaged of the houses…" (p. 32).

EXTEND

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

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Describe how Parvana demonstrates responsibility. **Provide three examples in chronological order from this chapter. For each example, explain how that shows Parvana is responsible.**

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

1. What would you name the new baby?
2. How is taking care of a baby similar to baby sitting? How is it different?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 4

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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Time Capsules
You can use a time capsule to place your predictions in, or your hopes of a certain project. A time capsule can be as simple as a shoebox full of items reserved (or even forgotten) on a high closet shelf until a later date. Other time capsules may need to last a very long time, in which case a strong stainless steel container is recommended, with a proper seal. Keep in mind that creating a capsule for unveiling at some future date is really a two-sided adventure involving both you and those who will uncover it once again.

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

scavenged	long-handled	bundle	cooking-oil	whisk

READ

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Review Review the timeline from the beginning every day.

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

Read p. 38-44

Setting	Characters	Pages
Village	Parvana and Hassan	38-44

RESPOND

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

Students might mention:

- Parvana gathers materials to help her with Hassan.
- She cooks a meal, cleans this house that she was 'staying' in and falls asleep.
- She tries to catch a chicken to kill and ate but is scared off by a sound.
- She hears the Taliban and runs away with Hassan and all her belongings.
- Her bundles were too heavy, so she had to bury her father's books.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 38

"'I don't like taking other people's things,' she said to Hassan, 'but if I'm going to take care of you, your village will have to help me.' Paravana looked at everything she had scavenged and carefully chose what she could carry with her" (p. 38).

EXTEND

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

Write a letter to your family. Narrate the events of Parvana's experience at the abandon village. Describe the steps Parvana takes to take care of the baby. Explain how Parvana problem solves and is resourceful given her circumstances.

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

1. What 5 basic survival items would you take on your journey?
2. What treasures would you bury in the ground?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 5

Outcomes for Today

Standards Focus
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PREPARE

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Afghanistan Child Victims On The Rise: U.N Report
An increasing number of children have been killed and injured in the conflict in Afghanistan, mostly by the Taliban and other anti-government groups, according to a U.N. report released Monday.

Secretary-General Ban Ki-moon said in the report, which covers a two-year period from September 1, 2008 to Aug. 30, 2010, that children continue to be victims of suicide and rocket attacks, improvised explosive devices, and military operations by the Taliban and other armed groups as well as Afghan and international forces.

The report cites examples of children used to carry out suicide attacks and plant bombs, and the recruitment of youngsters by armed groups as well as by the Afghan National Security Forces, despite a government ban on including anyone under the age of 18 in the military or police.

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The report said civilian casualties linked to pro-government forces have decreased.

During the two-year period, the secretary-general said 1,795 children were injured or killed because of conflict-related violence, but he said that figure is assumed to be "underreported" because of the difficulty in gaining access to conflict areas.

"The reporting period was marked by increased military activity and a continued deterioration in security, which heightened children's vulnerability to conflict-related violations," Ban said.

In 2010, the report said women and children made up a greater proportion of those killed and injured than in 2009, with child casualties increasing 55 percent from the same period in 2009.

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

glowered	matted	taunted	fistfuls	fussed

READ

Review Review the timeline from the beginning every day.

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

Read p. 45-54

Setting	Characters	Pages
Cave	Parvana and Hassan	45-54
	Boy- Asif	

RESPOND

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

Students might mention:

- Parvana keeps walking and finds a cave.
- She meets someone in the cave.
- It ends up being a young boy who has lost his leg.
- He is very unpleasant to her.
- She cooks him a meal.
- She is frustrated at how ungrateful the boy is.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 53-54

"Dear Shauzia:

I met a strange creature today. He's part boy and part wild animal. One of his legs is missing, and he's been hiding in a cave…(read the rest of the letter)" (p. 53).

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EXTEND

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

Parvana has mixed emotions about the cave boy. **Explain how Parvana is able to persuade the cave boy into doing what she wants. Narrate the interactions between Parvana and the cave boy. Use the following**

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

1. What advice would you give Parvana?
2. How effective are your decisions when you are hungry and tired?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 6

Outcomes for Today

Standards Focus
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Appreciating our lives
Life is precious. Most of us can understand that we should make the most of what we have and not let life pass us by, but in reality it can be difficult to do that. It's unrealistic to appreciate every single second - however there are a number of things we can do to be more appreciative of life.

1. Write a list of ALL the people and things you are thankful for.
2. Make a list of things you've always wanted to do.
3. Photograph memories; try taking one photo per day.
4. Talk to your loved ones.

Source: http://www.wikihow.com/Learn-to-Truly-Appreciate-Every-Single-Second

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

snarled	lousy	annoying	swill	faintest

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READ

Review Review the timeline from the beginning every day.

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

Read p. 55-61

Setting	Characters	Pages
By the cave	Parvana, Hassan and Asif	55-61

RESPOND

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

Students might mention:

- Parvana and Asif quarreled about who smelled worse.
- Asif helped wash Hassan in the stream.
- They all put on clean clothes and went to sleep.
- Parvana wrote Shauzia a letter telling her about how her life was so different now.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 61

"It's hard to remember that I used to sleep in a bed and had to do homework before I could watch television and play with my friends. It's hard to remember that we used to have ice cream and cakes to eat. Was that really me? Did I really leave a big piece of cake on my plate one day because I didn't feel like eating it? That must have been a dream. That couldn't have been my life" (p. 61).

EXTEND

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

Before conditions got so bad, Parvana had many luxuries that she took for granted. Imagine you were suddenly living in a war zone with Parvana, Hassan, and Asif. **Write a letter to your family describing your living conditions. Explain what you might have taken for granted (food, shelter, hot water, TV, etc.).**

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

1. How would you compare your life with the way Parvana use to live?
2. How does your live compare to the way she lives now?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 7

Outcomes for Today

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Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who is Alexander the Great?
Alexander the Great, also known as Alexander III or Alexander of Macedonia (born 356 b.c.e., Pella, Macedonia—died June 13, 323 b.c.e., Babylon), king of Macedonia (336–323 b.c.e.). He overthrew the Persian Empire, carried Macedonian arms to India, and laid the foundations for the Hellenistic world of territorial kingdoms. Already in his lifetime the subject of fabulous stories, he later became the hero of a full-scale legend bearing only the sketchiest resemblance to his historical career.
Source: http://www.britannica.com/EBchecked/topic/14224/Alexander-the-Great

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

encrusted	adjusted	emerged	grunt	insisted

READ

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Review Review the timeline from the beginning every day.

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

Read p. 62-70

Setting	Characters	Pages
Stream and cave	Parvana, Asif, Hassan	62-70

RESPOND

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

Students might mention:

- Parvana cleans the cave.
- She tells Asif perhaps there is treasure in it.
- She confronts him of being a know-it-all.
- They started digging for treasure in the cave and found a box.
- They opened it and it was full of bullets.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 66

"'Horses,' he answered. 'I'll buy lots of horses, fast ones. I'll ride and ride, and when the horse I'm riding gets tired, I'll buy another one, then another. I'll never have to stop moving'" (p. 66).

EXTEND

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

Describe how Parvana's story compares to the factual story of Alexander the Great. **Explain what part is factual and what is fiction. Why do you think the author mentioned this person in history? How does it relate to Parvana's story? Use the Internet to gather information about Alexander the Great.**

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

1. Can you create new and unusual uses for the bullets?
2. What would you do if you discovered buried treasure?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 8

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How does reverse psychology work?
Parvana uses reverse psychology to pursue Asif to follow her leadership. Reverse psychology refers to getting another person to do or say something by telling them the opposite of what you really want them to do. It's a form of manipulation that doesn't always work.

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

grateful	superior	soiled	patience	flicker

READ

Review Review the timeline from the beginning every day.

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

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Read p. 71-77

Setting	Characters	Pages
Cave	Parvana, Hassan, Asif	71-77

RESPOND

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

Students might mention:

- Parvana announces that she is going to leave.
- They decide to all go together.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 77

"Dear Shauzia: I hate it when I make things worse. Why do I behave so badly? Why can't I be nice?" (p. 77).

EXTEND

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

Describe the turning point between Parvana and Asif. **Explain how they went from being unkind to each other to deciding to continue their journey together. What happened first, second, and third?**

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

1. Would you leave Hassan and Asif behind?
2. What do you think would happen if Parvana left Hassan with Asif in the cave?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 9

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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PREPARE

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

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Singing makes you happy!
What do you do when you are happy? What do you do when you are excited? What do you do when you are not so happy? How do you express your emotions? Emotions are the details of the human mind and psychology. They form the basis for thought and expression. Our emotions and how we express them make us who we are. Music always has a special place in every person's heart. It makes you sway, it makes you dance, it moves you and touches your soul! Music is rightly called as 'food for the soul'. And when we are vocal with music, then it's even better!

All types of singing have positive psychological effects. The act of singing releases endorphins, the brain's "feel good" chemicals. Singing in front of a crowd, a la karaoke, or choir naturally builds confidence, which has broad and long-lasting effects on general well-being.

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

dwindled	urn	sloshing	realized	grant

READ

Review Review the timeline from the beginning every day.

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

Read p. 78-89

Setting	Characters	Pages
Walking	Parvana, Asif, Hassan	78-83
Village	Parvana, Asif, Hassan, villagers	83-89

RESPOND

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

Students might mention:

- The kids continue walking with no food and little water.
- They construct a different way of carrying Hassan on Asif's back.
- They stumble into a village and Parvana works to get some food for them.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 86

"But she couldn't do it. Her father would not be proud of her if she stole. They were often hungry when they were traveling together, and although the opportunity to steal came up, her father wouldn't hear of it. 'Our bellies would be full tonight,' he would say, 'but could we live with ourselves in the morning?'" (p. 86).

EXTEND

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

Parvana is in a bit of a dilemma about whether or not to take the eggs. **Describe what would have happened to Parvana if she was caught taking the eggs. What would happen to her? Asif and Hassan? How would this punishment change the rest of her life?**

How is this scene different from when she was gathering pots and things from the bombed out town to help her and Hassan survive?

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

1. Would you have begged the tea house for food or asked to work for food?
2. What would you wish for if you had three wishes?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 10

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

PREPARE

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

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Ramadan
Ramadan, is the holy month of fasting that begins and ends with the appearance of the new moon. Islamic tradition states that on the night of 27 Ramadan—the "Night of Power"—Allah (God) revealed to the Prophet Muhammad the Qurān (Islam's holy book) "as a guidance for the people." For Muslims Ramadan is a period of self-examination, communal prayer in the mosque, and reading of the Qurān. Allah forgives the past sins of those who observe the holy month with fasting, prayer, and faithful intention.
Source: http://www.britannica.com/EBchecked/topic/490415/Ramadan

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

uncomfortable	complain	flung	foolish	jutted

READ

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Review Review the timeline from the beginning every day.

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

Read p. 90-100

Setting	Characters	Pages
On the road	Parvana, Asif, Hassan	90-100

RESPOND

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

Students might mention:

- Parvana and Asif try to sleep. It is cold and they are hungry.
- Their chicken only lasted one week.
- Parvana writes about an imaginary place that is wonderful.
- They start throwing stones and suddenly a mine explodes.
- They were very scared.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 97-98

"Green Valley is full of food….Maybe Asif's leg will even grow back" (read entire passage p. 97-98).

EXTEND

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

Describe the Green Valley and all of its riches. **In 1-2 paragraphs write about your own "Green Valley." Where is it located? What foods are of unlimited supply? Who lives there? What does everyone do?**

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

1. How would you feel if Asif continuously called you stupid?
2. What is a better way for Asif to respond when he is angry?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 11

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
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PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What are landmines?
Anti-personnel mines explode from the contact or presence of a person. They are often designed to injure rather than kill, causing injuries like blindness, burns, destroyed limbs and shrapnel wounds. Some types of anti-personnel mines can also damage the tracks or wheels of armored vehicles.

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Landmines are unpredictable weapons that injure (maim) or kill civilians every year. There are between 70 and 80 million landmines in the ground in one-third of the world's nations. The presence of landmines threatens people's lives, and also prevents much-needed economic growth and development. Long after wars are over, landmines make land unusable for farming, schools or living, preventing people from rebuilding lives torn apart by conflict.
Source: http://www.uscbl.org/landmines/http://www1.american.edu/ted/ice/nicaragua.htm

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

shielded	subsided	stunned	sluggish	bangles

READ

Review Review the timeline from the beginning every day.

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

Read p. 101-111

Setting	Characters	Pages
Mine field	Parvana, Asif, Hassan	101-106
Leila's house	Parvana, Asif, Hassan , Leila, grandmother	106-111

RESPOND

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

Students might mention:

- A young girl comes and offers to take them to her house.
- The stench was horrible.
- She has a very frail grandmother.
- Leila gives them some food.
- Leila's mother went off to find her husband the son, but that was months ago.
- Leila has essentially been fending for herself and the grandmother this whole time.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 110

"Leila talked non-stop as she put some food on a plate, lifted her grandmother's head cover a little and placed the plate underneath it. Parvana watched closely. Eventually she saw slow movements under the cover as the old woman lifted morsels of food from her plate to her mouth" (p. 110).

EXTEND

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

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In two narrative paragraphs, explain why Leila is a hero and how has she displayed courage. Provide three examples of Leila's courage. How has she lived for purposes greater than herself? How is she selfless?

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

1. What other questions would you ask Leila?
2. Would you walk through a landmine to help a stranger? Why or why not?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 12

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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PREPARE

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

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Hygiene
When should you wash your hands:

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone who is sick
- Before and after treating a cut or wound
- After using the toilet
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

How should wash your hands:

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- **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- **Lather** your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
- **Scrub** your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
- **Rinse** your hands well under clean, running water.
- **Dry** your hands using a clean towel or air dry them.

Source: http://www.cdc.gov/handwashing/when-how-handwashing.html

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

rusty	peddler	thermos	flask	hobbled

READ

Review Review the timeline from the beginning every day.

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

Read p. 112-117

Setting	Characters	Pages
Leila's house	Parvana, Asif, Hassan, Leila	112-117

RESPOND

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

Students might mention:

- Parvana wakes up and starts looking around the house.
- There are supplies everywhere.
- Leila tells her they came from a peddler who got blown up in the field.
- Parvana decides she wants to stay here awhile.
- It feels safe to her.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 115

"'Let's be sisters,' she said. Being sisters sounded fine to Parvana.
'All right. We'll be sisters.'
'Can your brothers be my brothers?'
'You mean Asif and Hassan? They're not my brothers. We sort of just found each other.'
'That makes them your brothers,' Leila said" (p. 115).

EXTEND

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

Pretend you are Asif and **write a letter to your family telling them you are safe and staying at a girl's house. Describe Parvana, Hassan, Leila, and her grandmother. Describe the surrounding environment using a quote from this chapter.**

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

1. What do you think about death?
2. Are you a dreamer like Parvana or a realist like Asif?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 13

Outcomes for Today

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

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

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Worms and Parasites
Dracunculiasis or also known as the Guinea worm disease (GWD) is an infection by a type of worm or parasite. People become infected with Guinea worm by drinking water from ponds and other stagnant (still) water containing tiny "water fleas" that carry the Guinea worm larvae. The larvae are eaten by the water fleas that live in these water sources. After drinking the contaminated water, the larvae are released from copepods in the stomach and penetrate the digestive track, passing into the body cavity. During the next 10-14 months, the female larvae grow into full-size adults. These adults are 60-100 centimeters (2-3 feet) long and as wide as a cooked spaghetti noodle.

When the adult female worm is ready to come out, it creates a blister on the skin anywhere on the body, but usually on the legs and feet. This blister causes a very painful burning feeling and it bursts within 24-72 hours. Immersing the affected body part into water helps relieve the pain. It also causes the Guinea worm to come out of the

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wound and release a milky white liquid into the water that contains millions of immature larvae. This contaminates the water supply and starts the cycle over again. For several days, the female worm can release more larvae whenever it comes in contact with water.
Source: http://www.cdc.gov/parasites/guineaworm/gen_info/faqs.html

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

carcass	fetched	forehead	realize	wiggling

READ

Review Review the timeline from the beginning every day.

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

Read p. 118-128

Setting	Characters	Pages
Leila's house, "Green Valley"	Parvana, Asif, Leila, Hassan, grandmother	118-128

RESPOND

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

Students might mention:

- Asif and Parvana help Leila get some worms out of a sore on her face.
- They cleaned up "Green Valley" so it is more habitable.
- Parvana finds herself moody for reasons she cannot understand.
- Hassan is growing and beginning to stand up.
- They make the house stronger, plant a garden, keep the mice out of the food, and so forth.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 120

"'I can take over,' Parvana said.

'Why? We don't need you.' Asif finished with the worms and gently dabbed at the wound with a cloth soaked in hot water. 'You need to keep your face clean,' he said to Leila. 'In fact, you need to keep your whole self clean'" (p. 120).

EXTEND

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

In two narrative paragraphs, describe how Asif taking on more and more responsibility? How does it feel to Parvana not to be the only one 'in charge' anymore?

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Explain how it can be challenging when there are two strong leaders? How do Parvana and Asif manage that? Is she getting better at appreciating his unique gifts? *In what ways does it take courage to let someone else lead when you are used to leading?*

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

1. What was your worst injury?
2. What did you do to make your injury heal?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 14

Outcomes for Today

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

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

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How the elderly are treated around the world
How cultures view and treat their elderly is closely linked to their most prized values and traits. Here, a sampling of the experience of aging in different cultures around the world:
Korea: Celebrating old age Not only do Koreans respect the elderly, but they also celebrate them. For Koreans, the 60th and 70th birthdays are prominent life events, which are commemorated with large-scale family parties and feasts. As in Chinese culture, the universal expectation in Korea is that roles reverse once parents age, and that it is an adult child's duty — and an honorable one at that — to care for his or her parents.
Japan: An elderly predicament Like the Chinese and the Koreans, the Japanese prize filial piety and expect children to dutifully tend to their parents. But Japan also faces the unique problem of tending to an increasingly elderly population. According to *Social Gerontology: A Multidisciplinary Perspective,* 7.2 percent of the Japanese population will be 80 or older in 2020 (compared to 4.1 percent in the U.S.), which will likely lead to

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a host of new problems for the country. Adult diapers are already outselling baby diapers, and the pension system is on course to dry up.

The U.S. and U.K.: Protestantism at play Western cultures tend to be youth-centric, emphasizing attributes like individualism and independence. This relates back to the Protestant work ethic, which ties an individual's value to his or her ability to work — something that diminishes in old age. Anthropologist Jared Diamond, who has studied the treatment of the elderly across cultures, has said the geriatric in countries like the U.K. and U.S. live "lonely lives separated from their children and lifelong friends." As their health deteriorates, the elderly in these cultures often move to retirement communities, assisted living facilities, and nursing homes.

France: Parents also protected by law It's difficult to imagine such an Elderly Rights Law being a legislative priority in many Western cultures. France did, however, pass a similar decree in 2004 (Article 207 of the Civil Code) requiring its citizens to keep in touch with their geriatric parents. It was only enacted following two disturbing events, though: One was the publication of statistics revealing France had the highest rate of pensioner suicides in Europe, and the other was the aftermath of a heat wave that killed 15,000 people — most of them elderly, and many of whom had been dead for weeks before they were found.

The Mediterranean and Latin culture: One big, happy family Mediterranean and Latin cultures place similar priority on the family. In both cultures, it's commonplace for multiple generations to live under one roof, (à la *My Big Fat Greek Wedding*) sharing a home and all the duties that come with maintaining one. In the contemporary iteration of this living arrangement, the oldest generation often is relied on to assist with caring for the youngest, while the breadwinners labor outside the home. As such, the aged remain thoroughly integrated well into their last days.

Source: http://theweek.com/article/index/246810/how-the-elderly-are-treated-around-the-world

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

landscape	entwining	vowed	mimic	satisfied

READ

Review Review the timeline from the beginning every day.

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

Read p. 129-138

Setting	Characters	Pages
Green Valley	Parvana, Asif, Leila, Hassan, grandmother	129-138

RESPOND

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

Students might mention:

- The girls take care of grandmother.
- They bring her outside, clean some of her clothes and comb her hair.

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- Grandmother seems to appreciate the sunshine.
- Parvana decides she will teach Leila and Grandmother how to read.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 138

"'I have a present for you, Grandmother,' Parvana said, sliding the book onto the mattress. She placed the old woman's hand on the book's cover. 'It's a book, for your very own. And I will teach you how to read it'" (p. 138).

EXTEND

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

Pretend you are Grandma. **From her point of view, write 2-3 narrative paragraphs to describe the changes of the house. Explain the changes of the outside and inside of the house. How has everyone become more hygienic and clean? How has the food become healthier? Describe the new routines and rules the children have created. Include 2-3 reflective sentences about Parvana's gift.**

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

1. What is your favorite gift you have received?
2. What makes it so special to you?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 15

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

5 Stages of Coping With Death

While all five stages are common, there is no set range of time for each stage. The order in which the stages occur is typical, but it can be in different order for different people. Someone who has lost a loved one also may pass through one stage to another only to go back and experience the previous stage once more before the grieving process continues.

1. **Denial:** Denial, numbness and disbelief are normal first reactions to the loss of a loved one. This reaction serves as an immediate way to protect you from the intensity of the loss and diminishes the shock of the death. Sometimes seen as a lack of caring, the denial stage will fade as you gain the ability to cope with the loss.
2. Anger is a typical reaction when you feel powerless and helpless, as in the death of someone close. The loss of death may give a feeling of abandonment as well as feeling of resentment for being "left behind." As you begin to acknowledge

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your anger, the anger will begin to diminish and allow you to enter the next stage of the grieving process.

3. **Bargaining:** According to the University of Iowa, bargaining manifests itself when you feel as if there may have been something you personally could or should have done to prevent the death. A manifestation of guilt, if not dealt with and absorbed, the bargaining stage can allow guilt and remorse to overcome you. This may in turn "stall" you in the healing process and deter you from entering the next stage.
4. **Depression:** Depression may manifest itself as loss of appetite, inability to sleep, depletion of energy and lack of concentration. Other symptoms may be feelings of loneliness, emptiness, self-pity and isolation as you learn to cope with the loss and move on with your life.
5. **Acceptance:** Once you reach the acceptance stage, you are able to come to terms with the death of your loved one and continue with your life. The loss becomes integrated into your life and time allows you to assimilate the death as part of your life experience.

Source: http://www.livestrong.com/article/21945-stages-coping-death/

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

tattered	debris	vibrate	writhed	clamped

READ

Review Review the timeline from the beginning every day.

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

Read p. 139-147

Setting	Characters	Pages
	Parvana, Asif, Leila, Hassan, grandmother	139-147

RESPOND

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

Students might mention:

- They are running out of food.
- They hear bombs for many nights.
- Parvana taught school in the afternoons.
- A goat gets killed in the minefield. They roast it and have a party.
- A bomb fell on Green Valley and killed Grandmother.

EXPLORE

Analyze Analyze the key paragraph.

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Key Paragraph, p. 143

"They each took hold of one of the dead goat's legs and dragged it back across the minefield. Parvana thought again about a spider snatching a fly that flew into its web" (p. 143).

EXTEND

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

It is very ironic that the minefield—something to violent—is their source of food. We don't often think about it, but when we eat, something has to die in order for us to eat it. This is the cycle of life.

In two explanatory paragraphs, describe how the minefield has been like a spider's web for the children? Include the sequence of events that must take place in order for them to eat. What steps must take place first, second, and third?

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

1. Would you risk your life and go into a minefield to get more food?
2. How would you feel if you were Parvana after Green Valley was destroyed?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 16

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Why did the author reference the novel, "To Kill A Mockingbird" in this chapter?
The most important theme of *To Kill a Mockingbird* is the book's exploration of the moral nature of human beings—that is, whether people are essentially good or essentially evil. The novel approaches this question by dramatizing Scout and Jem's transition from a perspective of childhood innocence, in which they assume that people are good because they have never seen evil, to a more adult perspective, in which they have confronted evil and must incorporate it into their understanding of the world. As a result of this portrayal of the transition from innocence to experience, one of the book's important subthemes involves the threat that hatred, prejudice, and ignorance pose to the innocent: people such as Tom Robinson and Boo Radley are not prepared for the evil that they encounter, and, as a result, they are destroyed. Even Jem is victimized to an extent by his discovery of the evil of racism during and after the trial. Whereas Scout is able to maintain her basic faith in human nature despite Tom's conviction, Jem's faith

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in justice and in humanity is badly damaged, and he retreats into a state of disillusionment.
Source: http://www.sparknotes.com/lit/mocking/themes.html

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

mockingbird	reassuring	sluggish	concentrate	cringed

READ

Review Review the timeline from the beginning every day.

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

Read p. 148-157

Setting	Characters	Pages
On the road	Parvana, Asif, Leila, Hassan	148-157

RESPOND

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

Students might mention:

- The children are back on the road with barely any belongings.
- Almost everything they had was destroyed by the bomb.
- Leila wished Parvana would have let her go toward her grandmother as the bomb was striking.
- They don't have a plan except they want to find food.
- They eventually find a stream and decide to follow the stream into the woods.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 157

"'If it doesn't matter where we go, why don't we follow the stream?' Leila suggested. 'At least we'll have something to drink that way.' Parvana sat up and looked at the girl with admiration.

'At least one of us is thinking,' she said…

'There are some trees up this way,' Asif said. 'Maybe we'll find something to eat'" (p. 157).

EXTEND

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

Describe the children's new plan. How did they decide on this plan? What were the pros and cons? Explain why it is courageous for Parvana to travel without being covered.

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Or

Describe the similarities between *Parvana's Journey* and *To Kill A Mockingbird*. Use the background information provided and previous knowledge of the novel *To Kill A Mockingbird*. How do both books use children characters to explore good and evil?

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

1. Describe a time when you were lost. What did you do?
2. What *should* you do if you are lost?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 17

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Internally displaced persons (IDPs)
Internally displaced persons, or IDPs, are among the world's most vulnerable people. Unlike refugees, IDPs have not crossed an international border to find sanctuary but have remained inside their home countries. Even if they have fled for similar reasons as refugees (armed conflict, generalized violence, human rights violations), IDPs legally remain under the protection of their own government – even though that government might be the cause of their flight. As citizens, they retain all of their rights and protection under both human rights and international humanitarian law.
Source: http://www.unhcr.org/pages/49c3646c146.html

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

recover	yanks	craters	agony	huddling

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READ

Review Review the timeline from the beginning every day.

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

Read p. 158-170

Setting	Characters	Pages
On the road	Parvana, Asif, Leila, Hassan	158-170
	Travelers	

RESPOND

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

Students might mention:

- The children walk for 4 days until finding someone.
- The family they find is starving as well and their cart has a broken wheel.
- They walk through a scary bombed out fruit orchard.
- Many people are now walking about, trying to get away from the bombing.
- The bombs were falling night and day.
- There was much death and destruction.
- Finally they see an internal refugee camp.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 168

"Parvana would never know how she found the strength. She picked Leila up and ran with her to the side of the road, then lay on top of her to keep her from rushing out again. Her free hand found Asif's. They stayed like that until the planes finished their bombing" (p. 168).

EXTEND

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

Under extraordinary circumstances, many people find extraordinary strength. **In two paragraphs, explain Parvana's strength in the beginning of the novel and in the last few chapters. Use transitional words to describe Parvana's growth. Where do you think she found the strength? Does everyone have this kind of emotional and physical strength?**

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

1. Do you think it is stealing to take food when you are starving?
2. When does singing make you happy? What occasions or holidays?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 18

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is malnutrition?
A malnourished person finds that their body has difficulty doing normal things such as growing and resisting disease. Physical work becomes problematic and even learning abilities can be diminished. For children, malnutrition at an early age leads to stunted growth and mental development during childhood.
Source: http://www.wfp.org/hunger/malnutrition

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

lavender	filtered	hovering	malnutrition	dehydration

READ

Review Review the timeline from the beginning every day.

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

Read p. 171-180

Setting	Characters	Pages
Camp	Parvana, Asif, Leila, Hassan	171-180
	Nurses	

RESPOND

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

Students might mention:

- They arrive at the camp and a nurse tries to help Hassan.
- They are not sure whether he will live.
- The nurse gives them a blanket, some tea and plastic for a shelter.
- They will stay there for the winter.
- Parvana goes to stand in line for food—it will take a long time.
- Food is scarce and not guaranteed even if you wait in line.
- Hassan is getting better in the hospital.
- They are cold at night.
- Parvana has given up hope of finding her mother.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 179

"She looked out the flap of the lean-to. Inches away was the neighbor's tent. The man and his wife were arguing loudly in a language Parvana didn't understand. Is this it? She wondered. Have I come so far, just to be here? Is this really my life?" (p. 179).

EXTEND

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

In what way does reading this novel help you appreciate what you have? The novel is written based on factual accounts. **Pretend you are a foreign aid worker in the refugee camp and write a three-paragraph letter to your family about your helping people during the war. Describe the bombs, starvation, lack of hygiene and so forth. Provide one quote from this chapter.**

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

1. Parvana is still trying to be grateful for having shelter and other people around. How would you feel in her shoes?
2. When have you waited a really long time in line? Was it worth the wait? Why or why not?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 19

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Emergency Food Aid
Natural disasters, such as floods, earthquakes and droughts, and manmade disasters, such as war or conflict, often make it impossible for affected populations to get enough food to eat. Private volunteer organizations and intergovernmental organizations can request emergency food aid from the USAID Office of Food for Peace based on an assessment of need – identifying the nature of the crisis, the number of people who will receive assistance, the types and amounts of commodities needed, the manner in which the food aid will be given to the targeted groups, and the cost of distribution.

Some problems with food aid are that It is a donor-driven system. It promotes domestic interests of donor countries. It is a foreign policy tool. International institutions are driven by exporters. Development is not necessarily the objective.
Source: http://www.globalissues.org/article/748/food-aid#Problemswithfoodaid

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

surged	convoy	shawl	jostled	comforting

READ

Review Review the timeline from the beginning every day.

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

Read p. 181-189

Setting	Characters	Pages
Camp	Parvana, Asif, Leila, Hassan	181-189
	Mother	

RESPOND

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

Students might mention:

- Food grew even scarcer.
- Finally a plane flew overhead and dropped food.
- Leila raced into a land fields to retrieve some and was injured.
- Leila dies.
- Parvana is depressed and crying.
- She finds her mother.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 184

"'There's lots more parcels over there,' Leila said, pointing toward the minefield. 'They look like flowers.' Parvana looked. The field was dotted with yellow" (p. 184).

EXTEND

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

In 2-3 paragraphs, describe the important events at the end of this chapter. What happened first, second, and third? Explain why Leila thought she would be sage in the land mine. Conclude your second paragraph with a reflection of Leila's death.

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

1. How would you try to stop Leila?
2. What questions would you have for your mother if you were in Parvana's shoes?

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Character Based Literacy Program 40-Minute Lesson Plan
Parvana's Journey, Day 20

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
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a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
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PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How to find peace in tough times?
Parvana has suffered many losses in her life but uses hope to drive positive action. Only in the dark can you see the stars. The stars are hope. Look for them.
The very least you can do in your life is figure out what you hope for. The most you can do is live inside that hope as you work for what you want. Do not admire what you hope for from a distance, but live right in it. Get deeply involved with the thoughts and activities that keep your hope alive and your intention possible.
No, hope alone will not save you from despair. Hope empowers you to strive and grow even when your circumstances are in shambles. The road that is built with hope is more pleasant than the road built in despair, even though they both may seem to lead you to the same place in the short-term. It is the positive growth you attain on your way to this temporary place that will benefit your final destination. It's all about balance – accepting reality without giving up on what needs to be done to reach your desired destination in the long run.

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Source: http://www.marcandangel.com/2013/05/09/9-ways-to-find-peace-in-tough-times/

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

clinic	nanny	eventually	organization	eased

READ

Review Review the timeline from the beginning every day.

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

Read p. 190-197

Setting	Characters	Pages
Camp	Parvana, Asif, Hassan, Mother	190-197
	Nooria, Maryam	

RESPOND

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

Students might mention:

- Mother, Parvana and the rest bury Leila.
- They are unsure how long they will stay at the camp.
- Asif will stay with them.
- Parvana really just wants to be with Shauzia in Paris.
- She is comforted that she has found her family.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 196

"The Taliban militia, an Afghan army, took control of the capital city of Kabul in September 1996. They imposed extremely restrictive laws on girls and women. Schools for girls were closed down, women were no longer allowed to hold jobs, and strict dress codes were enforced. Books were burned, televisions smashed, and music in any form was forbidden" (p. 196).

EXTEND

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

After reading the Author's note, reflect on your reaction to the situation in Afghanistan. Use technology, including the Internet, to support that the events in "Parvana's Journey" are based on history and facts**. In one paragraph, describe one event that took place in the novel (landmines, children of war, refugee camps,**

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bombings in Afghanistan). In a second paragraph, support your description of the event using your Internet search findings.

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

1. Did the book end the way you thought it would?
2. Would you have preferred a different ending?
3. Did the characters seem credible and realistic to you?
4. What did you like most about the book?
5. How would you improve the book?

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