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Standards

Each page in *A Guide for Using The Breadwinner in the Classroom* meets one or more of the following fifth-grade standards, which are used with permission from McREL (Copyright 2007, McREL, Mid-continent Research for Education and Learning. Telephone: 303/337-0990. Website: www.mcrel.org).

Language Arts Standards	Page Number
Uses the general skills and strategies of the writing process.	9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 24, 25, 27, 28, 29, 30, 34, 35, 36, 37, 41, 42, 43
Uses the stylistic and rhetorical aspects of writing.	9, 14, 18, 19, 24, 27, 29, 34, 36, 37, 38
Uses grammatical and mechanical conventions in written compositions.	24, 37, 38
Gathers and uses information for research purposes	11, 12, 17, 22, 23, 26, 27, 28, 32, 33, 35, 36
Uses the general skills and strategies of the reading process.	5, 6, 7, 8, 9, 10, 15, 20, 25, 30
Uses listening and speaking strategies for different purposes.	9, 13, 22, 32, 35, 39, 40
Understands the characteristics and components of the media.	13, 17, 27, 28

Before Reading the Book

Before you begin reading *The Breadwinner* with your students, complete one or more of the following pre-reading activities to stimulate their interest and enhance their comprehension.

1. Examine the cover of the book. Ask students to predict the book's plot, characters, and setting.
2. Discuss the title. Ask students what they think *The Breadwinner* means, and see if they can predict anything about the book from its title.

3. Answer these questions:

- What would it be like to lose a sister or brother?
- What might it be like to be forbidden to go outside except covered by heavy clothing such as a burqa and/or chador?
- What challenges would you experience if you had to live in just one room with your family?
- How would you feel if soldiers took away one of your parents?
- What do you know about Afghanistan? the Taliban?
- What sacrifices would you be willing to make to take care of your family?
- What would it be like to pretend to be a person of the other gender?
- What are your feelings about war?



4. Direct students to work in groups or brainstorm what it means to be a hero/heroine. Share your suggestions with the class.
5. Direct students to work in groups to list the various rights that they have as U.S. citizens in terms of clothing, school, the freedom to travel, and even the freedom to shop.
6. Brainstorm the different ways in which students might help their parents to take care of the family. Think in terms of taking on chores and responsibilities, and also in terms of particular behaviors which might help parents.
7. Work in groups to discuss war in the Middle East. Ask students to list everything they know about Afghanistan and the infringements on human rights in that country. Ask them to list prejudices that they, and/or others, might have against Afghan people, and encourage them to discuss how best to overcome these prejudices.

Your Family Role

In Parvana’s family, each person has a distinct role based, in part, on what jobs and chores they do.

Directions: Fill out their roles below. The first one has been done for you.

Name of Character	Role in Family
Father	He was a history professor and earned money reading and writing letters before his arrest.
Mother	
Nooria	
Parvana	
Maryam and Ali	

Now, think about your own family and the individual roles held by each member. Fill out the chart below with the names of your immediate family members, and brief descriptions of their roles. Don’t forget to describe your own role!

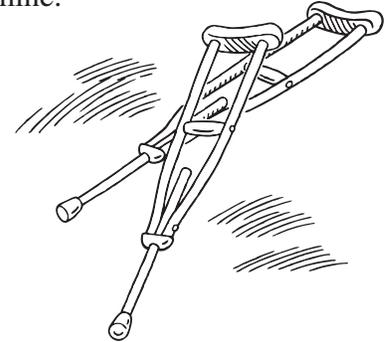
Name of Family Member	Role in Family

Land Mines

Parvana’s older brother Hossain was killed by a land mine when he was fourteen years old. In the cemetery, she is afraid that an abandoned building might contain a land mine.

“Some were disguised as toys—special mines to blow up children.”

Land mines are responsible for thousands of deaths and injuries worldwide. Several groups are working hard to find and eliminate land mines.



Directions

Using books, encyclopedias, and the Internet, research the problem of land mines and answer the questions below.

1. What is a land mine?

2. Why do people set land mines in the ground?

3. How are people injured or killed by land mines?

4. What are the names of three countries that contain land mines?

5. Name one organization that is trying to ban land mines. What are people in this organization doing to help?

6. Research the late Princess Diana of Wales’ work on the problem of land mines. How did she help to ban land mines?

7. What can you do to help rid the world of land mines?

Khatai Cookies

These delicious cookies are popular in Afghanistan, as well as in Pakistan and India.

Makes approximately 40 cookies.

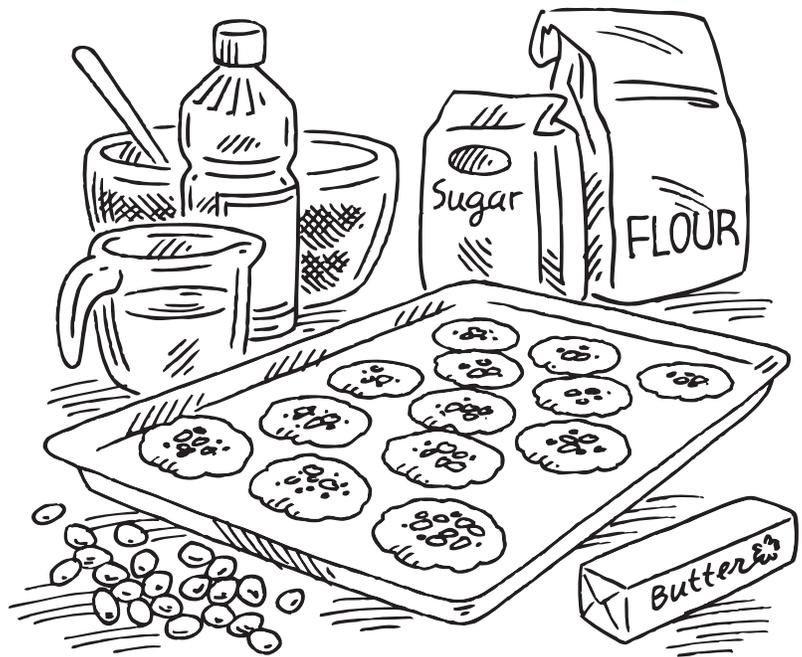
Note: Please check for food allergies before using this recipe.

Ingredients

- 3 cups white flour
- 2 cups sugar
- 1½ cups corn oil
- 1 T crushed cardamom powder
- butter for greasing cookie sheets
- 1 cup hulled pistachios

Materials

- oven
- large bowl
- mixing spoon or electric mixer
- small spoon
- cookie sheets
- spatula
- cookie racks
- food processor or blender



Directions

1. Preheat oven to 350 degrees. Grease cookie sheets.
2. Mix flour with sugar and cardamom powder. Add corn oil and mix well.
3. Form dough into 2" balls. Place them on cookie sheets, 1" apart.
4. Bake for 15 minutes, or until lightly browned.
5. While cookies are baking, finely grind pistachios in food processor or blender.
6. When cookies are finished, sprinkle them with pistachios.
7. Place cookies on racks to cool. Enjoy with tea.

How to Steep Tea

Even at age 11, Parvana surely knows the tricks to steeping a good cup of loose-leaf tea.

Directions:

1. Use only spring or filtered water.
2. Do not let the water come to a full boil.
3. Pour the water over the tea leaves in a pot and cover.
4. Infuse your tea for three to five minutes. Serve in tea cups.