



# The Breadwinner

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**Grade Level** 6-7  
**Duration** 3 weeks

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

#### Element 2: Places and Regions:

4. The physical and human characteristics of places

6. How culture and experience influence people's perceptions of places and regions

#### Essential Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

10. The characteristics, distribution and complexity of Earth's cultural mosaics

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

## AZ Standards

### ELA

#### Reading

##### Range of Reading

6.RL.10 and 7.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6 and 7.

#### Writing

##### Production and Distribution of Writing

6.W.4 and 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Language

##### Vocabulary Acquisition and Use

6.L.6 and 7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Arizona Social Science Standards

### GEOGRAPHY

#### The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

#### Human-environment interactions are essential aspects of human life in all societies.

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

#### Global interconnections and spatial patterns are a necessary part of geographic reasoning.

7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.

### HISTORY

#### Cycles of conflict and cooperation have shaped relations among people, places, and environments.

6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.

7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.

#### Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

6.H3.1 Analyze the impact of religious, government, and civic groups over time.

6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

7.H3.2 Analyze how economic and political motivations impact people and events.

7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.

**Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.**

6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

SIOP Elements		
<b>Preparation</b> Adapting content <b>Linking to background</b> Linking to past learning Strategy	<b>Scaffolding</b> <b>Modeling</b> Guided practice <b>Independent practice</b> Comprehensive input	<b>Grouping Option</b> <b>Whole class</b> <b>Small groups</b> Partners <b>Independent</b>
<b>Integrating Processes</b> Reading Writing <b>Speaking</b> Listening	<b>Application</b> <b>Hands on</b> Meaningful Linked to objectives Promotes engagement	<b>Assessment</b> <b>Individual</b> Group Written Oral

### Arizona English Language Proficiency Standards

Grade 6-8

**Basic**

#### Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

#### Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

#### Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute relevant information and evidence to collaborative oral and written discussions.

## Overview

The book, The Breadwinner, is about a young girl and her family and their struggles to survive in Taliban-controlled Afghanistan. It is a story that vividly portrays life in another part of the world. A part of the world that is still much in the news.

## Vocabulary

### Terms to Know as Reading the Book

Dari – One of the two main languages spoken in Afghanistan

Eid – A Muslim festival coming at the end of Ramadan, the month of fasting

karachi – A cart on wheels, pushed by hand, used to sell things in the market

kabob – Pieces of meat on a skewer cooked over a fire

Taliban – a group seeking control of Afghanistan

toshak – A narrow mattress used in many Afghan homes instead of chairs or beds

### Vocabulary on Assessment

cease – to stop

blunt – speaking very directly

burqa – a long dress that the Taliban said women would wear whenever they went outside

chador – a piece of cloth worn by females to cover their hair and shoulders.

pakul – a gray or brown woolen hat worn by afghan men and boys.

collide - to come together, to crash

derision - to make fun of

embedded - enclosed in something

embroidered - pretty sewing on fabric done with needle and thread

hover – floating in the air:

intricate - very fancy or complicated

landmines – explosive device meant to hurt people or equipment

labyrinth - system of paths where it is easy to get lost

nan - bread

militia - an army composed of ordinary citizens rather than professional soldiers.

resolve – end

snippet - a small piece

## Materials

- The Breadwinner/Vocabulary PowerPoint
- A map of Afghanistan
- A map of the former Soviet Union (Russia)
- A burqa, chador, and a shalwar kameez (optional)

- Vocabulary Definitions
- Graphic organizer for each chapter
- Guided Reading Questions worksheet and Answer Key
- Compare and Contrast Venn diagram
- Vocabulary Assessment
- The Breadwinner by Deborah Ellis ISBN-10: 9780888994165

## Objectives

The student will be able to:

- Acquire additional academic vocabulary.
- Compare life in the U.S. to another area of the world.
- Write a narrative based on a prediction about the ending of a novel.

## Procedures

### SESSION ONE

*Prior to this session, use the Vocabulary Definitions list and enlarge and cut apart for a word wall.*

1. Before reading the book, The Breadwinner, ask students to list individually everything they know about Afghanistan and the Taliban. Put students into groups of four or five to share their lists. As groups share the information aloud, list it on the board and copy for later use. (**Preparation: Linking to Background**)
2. Ask students if any of them know someone who has been to Afghanistan or if they have read books or seen movies about it. Project the map of Afghanistan and show its location relative to the former Soviet Union (Russia).
3. Introduce the vocabulary with The Breadwinner/Vocabulary PowerPoint and accentuate the PowerPoint with the real items when possible.
4. As the vocabulary is introduced, place the enlarged word and definition on the word wall. Have students repeat the words after you pronounce them. (**Scaffolding: Modeling; Grouping: Independent, Small groups and Whole class**)

### SESSIONS TWO TO FOURTEEN

5. Read the book together and answer Guided Reading Questions as reading takes place.
6. Have students complete a graphic organizer for each chapter.
7. As the chapters are read:
  - a. Have students write sentences with the vocabulary words as they are used in the

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book. Add new words to the vocabulary list as new words surface during reading that are unknown to the students,

- b. If possible, have students act out parts of story and have other children guess what event is happening. **(Integrating processes: Speaking)** Have students draw a picture of favorite part of story or of a favorite character. **(Application: Hands-on)**
- c. At various times in the book, have students use the Venn diagram to compare life in Afghanistan under Taliban rule with life in the United States. **(Scaffolding: Independent Practice)**
- d. Review vocabulary words periodically as the reading takes place. Use thumbs up thumbs down activities, crosswords etc. Only expect mastery of the key vocabulary. **(Scaffolding: Independent Practice)**

## Assessment

### ELA

When the book is finished, have students write a paragraph or make a detailed picture about what might happen next in the story using facts from the story about what Parvana and her father could face when they travel to the countryside to search for the rest of the family. **(Assessment: Individual)**  
Have students share these paragraphs within their groups. **(Integrating processes: Speaking)**  
Mastery will be considered a 4 or higher on the 6 Traits Writing Rubric measuring Voice.  
**(Assessment: Individual)**

### ELA and Social Science

Use the Vocabulary Assessment to measure acquisition of academic vocabulary. Mastery will be considered 80% or higher on the test.

**(Assessment: Individual)**

Venn diagram comparing Afghanistan and the U.S. and chapter graphic organizers can be graded for completeness and accuracy. Mastery will be considered 80% or higher. **(Assessment: Individual)**

## Extensions

Kabob and nan could be cooked during class.

Refer to the student responses in Session One. Compare what the students are learning to their original thoughts on Afghanistan. How much was factual or misinformation?

Read other cultural books such as [Esperanza Rising](#) by Pam Munoz Ryan and [Brothers in Hope: The Story of the Lost Boys of the Sudan](#) by Mary Williams. Use a compare and contrast Venn diagram to compare the characters in the books.

Read sequels to The Breadwinner. [Parvana's Journey](#) and [Mud City](#).

It is unlikely Mrs. Weera would have been a teacher of boys in Afghanistan. What else might be considered misinformation in the book? Have students research and find out.