

The Breadwinner

Main Resource:

“The Breadwinner” by Deborah Ellis

Lesson 1: Research/Introduction to Themes (Standards 1, 2, 3, 4, 5, 7, 11)

- In a whole class-discussion discuss the theme of children who work to support their families. Ask students to name various ways children work in the home or outside the home. Brainstorm this as a class on the board.
- Then invite students to discuss the Middle East what they think about it when they hear the term, where they think it is, and their impressions
- Distribute/have students write in journal the “I...Know, Think, Heard, Wonder Background Knowledge about the Middle East chart. Remind students that they can be honest about their perceptions, but respectful and mature
- Have student pair with others to add notes, listen to their peers’ perceptions, and to share at least one item from each column
- Class discussion on a couple responses in each column. After they discuss with their peer and class perceptions, have students wonder about what it would be like to move to a county in the Middle East.
 - (Show where Middle East is on map) so students can visualize when they wonder about moving
 - Remind them that there is a lot of conflict/war in that part of the country (not a huge discussion, but part of their consideration about moving)
 - Encourage them to wonder about the difference in culture, food, customs, religion, not living in a democracy, etc.
 - What would they have to change/what would they think they’d like/dislike?
- Journal their thoughts about what they think the Middle East is like, and what it would be like to live there in their reading log
- Distribute Book Club guidelines/roles and lead a discussion about it, explaining as needed depending on whether students are familiar with activities or not.
- Book Talk on “The Breadwinner”

Lesson 2(Standards 1, 2, 3, 4, 5, 7, 11)

- Mini-lesson on a Reading log “What Can I do in My Reading Log?”(Think Sheet #1 in “Book Club for Middle School” (if they aren’t familiar with what they can do in their logs.
- Distribute copies of either “The Worst of Two Choices or The Forsaken Olive Trees” (a story about a family split between Israel and Palestine) OR “Search for My Tongue” by Sujata Bhatt (a poem about a woman who lives in an English country, but is forgetting her first language). Explain that they will practice using their reading logs to share information in their book clubs.
- Lead a think-aloud modeling session (mini-lesson) by reading the first couple lines of the poem (plus title and the unique structure) OR the first couple of paragraphs of the short story.

- Model how to use sticky notes to find interesting words or passages and mark in book (**write the page numbers/words in their reading log**)
- Model questions a reader may have, model how to write it in log
- Show a sample Reading log page based off the first reading. Discuss what may or may not be in a reading log.
- Continue and finish reading poem/story, having students volunteer observations, predictions, questions, feelings, special words or passages, etc that they would write down in a reading log.

Lesson 3(Standards 1, 2, 3, 4, 5, 6, 7, 8, 11)

- Review what to do with their time in a Book Club group discussion
- **Read Aloud** a couple paragraphs of non-fiction information about Afghanistan for students to begin to have knowledge of the country.
 - Movie Clip from “Not Without My Daughter” as an introduction to themes?
- Pass out books/check out, etc.
- Determine text type and analyze structure of text
- Set purpose of reading (What am I reading to find out?)
- **Silent Sustained Reading** of Chapter 1
- **Reading Log** time
- Assign groups
- **Book Club** session 1
- **Community Share** rules and discussing time; reiterate rules and

Lesson 4(Standards 1, 2, 3, 4, 5, 7, 11)

- To spark the students’ interest in “The Breadwinner” have students journal about what life without school would be like. What if they were forbidden to attend school? What if they had to work? What would they like/dislike?
- Review vocabulary—show pictures of Muslim dress.
- Give students majority of session to read chapters 3 and 4 in groups or silently.
- **Reading log** time, encourage a different response than previously
- **Book Club** session 2
- **Community Share**

Lesson 5(Standards 1, 2, 3, 4, 5, 7, 11)

- Mini-lesson on first narrative/personal narrative. **Read Aloud** a personal narrative, either from own experience
- Students practice writing personal narrative in journals, write your own, perhaps on Parvana’s situation that you could read aloud
- Students share
- **Silent Sustained Reading** on chapter 5
- **Reading Log** response time
- **Book Club** session 3
- **Community Share**

Lesson 6(Standards 1, 2, 3, 4, 5, 7, 11)

- Mini-lesson on using context clues to figure out words...think aloud on an example on the board.
- Students complete a compare/contrast chart on similarities and differences between Nooria and Parvana
 - Character similarities

- Character differences
- Students examine the word “toshak” on page 59, chapter 5. Students brainstorm what they think it may mean from the context of the word.
- **Group Reading** chapter 6 &7
- **Reading Log** Respond to the fact that Parvana must dress like a boy in make money; what would they do? Do you think she will be discovered?
- **Book Club** session 4
- **Community Share** on what they were thinking about when Parvana needs to dress as a boy, etc. **Predictions**

Lesson 7(Standards 1, 2, 3, 4, 5, 6, 7, 11)

- Mini-lesson on personal narrative; Students write a personal narrative of Parvana or one of the other characters in the book, like papa.
- Students draw what they think the market of Kabul looks like/can use pictures from magazines/newspaper, etc.
 - Where is Parvana’s mat?
 - What does it look like, especially with mostly men?
 - Label with vocabulary words
 - Include Papa’s prison
 - Include Parvana’s house
 - Include Parvana’s former school
 - Taliban
 - Include book quotes
 - (Due in a week)
- **Community Share** on what they’re finding out about while they search for pictures/

Lesson 8(Standards 1, 2, 3, 4, 5, 6, 7, 8, 11)

- Poetry mini-lesson/place they love compare to how Parvana and her family love their country
- Students practice writing (to be shared next lesson)
- Read aloud: Poem “Presents From My Aunts in Pakistan”
 - <http://www.bbc.co.uk/schools/gcsebitesize/english/poemscult/presentsrev2.shtml>
 - Power point with poem read aloud on the BBC website
- **Silent Sustained Reading** on chapter 8
- **Reading Log** response time
- **Book Club** session 5
- **Community Share**—who do they think the window woman is?

Lesson 9(Standards 1, 2, 3, 4, 5, 7, 11)

- Teacher share poem/personal narrative of place they loved
- Students share
- **Silent Sustained Reading** on chapter 9 and 10
- **Reading Log** response time on the jobs the girls must do to earn more money
 - I.e. how would they feel if they had to dig bones?
- **Book Club** session 6
- **Community Share**, especially on the jobs the girls must do and their fear of being discovered to be girls, how Parvana feels now that she has a friend who is doing the same thing

Lesson 10(Standards 1, 2, 3, 4, 5, 7, 8, 11)

- Review respectful discussion guidelines
- Students share on how society should punish crime
 - Post “Agree” “Disagree” or “Neutral” signs around classroom.
 - Read a series of statements about punishment/crime
 - Students walk to the sign they feel fits their opinion
 - Students RESPECTFULLY discuss their opinions
- **Group Reading** chapter 11 &12
- **Reading Log**; encourage students to vary their entries
- **Book Club** session 7
- **Community Share**—Discuss the punishment of the criminals

Lesson 11(Standards 1, 2, 3, 4, 5, 7, 11)

- **Read Aloud** Chapter 12 and discuss Shauzia’s confession to Parvana.
- **Reading Log** Students reflect on Shauzia’s decision to save money and leave her life in the middle east and escape to France alone
- **Book Club** session 8
- **Community Share**

Lesson 12(Standards 1, 2, 3, 4, 5, 7, 11)

- Mini-lesson on tone and mood—discuss what the tone/mood has been in some passages in “The Breadwinner” or remind students of scenarios, etc.
- **Silent Sustained Reading** of Chapters 13 and 14
- **Reading Log**
- **Book Club** session 9
- **Community Share** What was the mood when Parvana was helping the woman home? When she sees father on the steps?

Lesson 13(Standards 1, 2, 3, 4, 5, 7, 11)

- **Read Aloud** Chapter 15
- **Reading Log**
- **Book Club**
- **Community Share**

Additional Resources:

1. http://www.readwritethink.org/lessons/lesson_view.asp?id=1136(Lesson with a different book from the Middle East)
2. http://www.readwritethink.org/lesson_images/lesson1136/chart.pdf (KWL chart on Middle East)
3. Read aloud: Poem “Presents From My Aunts in Pakistan”
<http://www.bbc.co.uk/schools/gcsebitesize/english/poemscult/presentsrev2.shtml>
4. "[The Worst of Two Choices or The Forsaken Olive Trees](#)" by Najwa Qa'war Farah
5. Additional books on Middle East

- “Habibi” by Naomi Shihab Nye
- “Shabanu” by Suzanne Fisher Staples
- “Sold” by Patricia McCormick