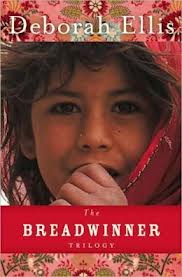
**NOVEL STUDY UNIT – *Parvana’s Journey***

You will complete each section of this novel study as assigned in class. Keep up with this packet. You will receive a grade on this once our novel study is completed.

**The entire packet will be collected for a grade on September 30.**

**By Friday, September 9th, read chapters 1-4**

**By Tuesday, September 13th, read chapters 5-8**

**By Friday, September 16th, read chapters 9-12**

**By Tuesday, September 20th, read chapter 12-15**

**By Friday, September 23rd, read chapters 16-21 & the Author’s Note**

**PRE-READING RESEARCH AND BACKGROUND KNOWLEDGE: (Due September 6)**

Use your time wisely to research and answer the following historical questions about the setting/historical aspects of our novel.

**AFGHAN CULTURE**

1. On what continent is Afghanistan located and what countries are its closest neighbors?

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1. What are the primary languages spoken in Afghanistan?

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1. What types of sports are played in Afghanistan?

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1. What is education like for people your age in this part of the world?

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1. Briefly describe the geography of Afghanistan:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**NEXT**: Before looking anything up, list everything you know about war in the Middle East and the infringements on human rights in that area of the world.

WHAT I ALREADY KNOW ABOUT THE TOPIC:

**ABOUT THE AUTHOR: DEBORAH ELLIS**

What age was Deborah Ellis when she realized she wanted to be an author? \_\_\_\_\_\_\_

What high school class did she take in 8th grade because of her skills? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is Deborah Ellis’s day to day job? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What unique experiences inspired her to write The Breadwinner? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**September 7 (in class):**

NOW (in class) – Research online and find a timeline of key events in Afghan history. Create a timeline with your group. It must 15 events and 15 pictures. Use color and do it neatly.

**Vocabulary and Chapter Questions: Complete the vocabulary and chapter questions below as you read the novel.**

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| **Vocabulary Term**  **Chapters 1-4** | **Page Number** | **Sentence from the book** | **Definition** |
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**Chapter 1**

1. Who is Parvana and what do you learn about her in this chapter? Why do you think she is pretending to be a boy?

2. Where were Parvana and her father headed, and why were they going there? Why did they have to stop?

3. Reread the section about the Soviet tank (pages 18–19). Why do you think the author included it?

4. Why would Parvana carry her father’s books on her journey? Why do you think they are called a “precious bundle” (page 13)?

5. Why does Parvana choose not to let the girl come with her on the journey? How do you think that decision makes Parvana feel?

6. What do you learn about the Taliban in this chapter? 7. Who does Parvana write to at the end of the chapter?

**Chapter 2**

1. Imagine you were speaking to Parvana and her father about your own attitude toward school. What do you think they might say to you?

2. What do you think the father meant by the words “the world is our classroom” (page 23)? Think of some examples in your own life of how you use the world as your classroom.

3. Why do you think Parvana is, at first, so angry with the wailing woman? What is wrong with the wailing woman? What does this scene do for the book?

**Chapter 3**

1. Where has Parvana arrived? What does she discover?

2. List five or six things that Parvana does in this chapter that make you admire her know-how. How many of those things would you be able to do?

3. The author writes, on page 35, “She could see no war in his sleeping face, or in the way his breathing made his little chest rise and fall.” What does this sentence mean to you?

4. Parvana is carrying a women’s magazine that her mother had written articles for. Why is it a secret magazine? What kind of articles do you think it might contain?

**Chapter 4**

1. Why has Parvana come to the cave?

2. How does Parvana manage to get Asif to come to the edge of the cave? What character traits does she show by doing this?

3. Why do you think Asif speaks to Parvana so rudely?

4. What do you predict will happen next? Do you think that Parvana will leave the baby and the boy behind?

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| **Vocabulary Term**  **Chapters 5-8** | **Page Number** | **Sentence from the book** | **Definition** |
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**Chapter 5**

1. When Parvana sees the scars on Asif’s back, she thinks, “he really was chased by a monster”(page 60). What might she be thinking of?

2. Why do you think Parvana and Asif bicker so much?

3. Reread the final sentence in Parvana’s letter. Using the same sentence structure (“My life is and and and and long days of .”), write a sentence that describes your life. How does it compare with Parvana’s?

**Chapter 6**

1. What do you think of the decision to dig for buried treasure? Did you think they would find anything?

2. What do you think of Parvana’s thoughts on what she would do with the treasure (page 67)?

3. What is ironic about the last sentence in the chapter (page 70)?

**Chapter 7**

1. What are Parvana’s reasons for moving on? How does Asif feel about leaving with her?

2. Why do you think Parvana writes letters to Shauzia? Do you think Shauzia will ever get them?

3. How is Parvana feeling about herself?

**Chapter 8**

1. In her letter, Parvana writes that she no longer believes in fairy stories, and asks what she should believe in now. What would you tell her?

2. Asif says, “Grownups shouldn’t turn their backs on children” (page 88). How did adults fail the children in this chapter?

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| **Vocabulary Term**  **Chapters 9-12** | **Page Number** | **Sentence from the book** | **Definition** |
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| **Chapter 9**  1. How does Parvana and Asif’s relationship in this chapter differ from their usual behavior? How does this chapter make you feel?  **Chapter 10**  1. Why are the children sick?  2. What caused the explosion? Why do you think Asif reacted the way he did when the land mine went off?  **Chapter 11**  1. Describe Leila and where she lives.  2. Find examples of Leila’s blunt, matter-of-fact manner. What does this trait tell you about her life?  **Chapter 12**  1. Where did Leila get all her “treasures” (page 114)?  2. What does Leila think is keeping her safe from the land mines?  3. Why does Asif call Parvana and Leila “dreamers” (page 115)? Do you agree with him? Explain your answer. | | | |
| **Vocabulary Term**  **Chapters 13-16** | **Page Number** | **Sentence from the book** | **Definition** |
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| **Chapter 13**  1. How does Asif and Leila’s relationship affect Parvana?  2. How have things improved for the children?  3. Picture in your mind the image of the flowers (page 126). What would they provide for the children?  **Chapter 14**  1. Why does the author describe the time in the Green Valley as “golden days” (page 135)? How are all the characters growing stronger? What is helping them heal and grow stronger?  2. How does the author make this chapter feel “lighter” than previous chapters?  **Chapter 15**  1. Looking back on the chapter, how does the author give hints, or foreshadow, that something bad might happen?  2. Reread page 147. Examine the style the author uses to describe the horrific event (e.g., simple diction; short, simple sentences; repetition in the last three sentences). What effect does this style have on the reader?  **Chapter 16**  1. In her letter to Shauzia, what does Parvana say about her dreams and hopes? Do you think she should stop dreaming of her future? What would you say to her?  2. What do the children do with the book? How did you feel when you read this part?  3. How would you describe Parvana and Asif’s relationship?  4. In your life, how well do you handle responsibility and being the leader of a group? How well do you think you would do if you were in Parvana’s position? How must she be feeling? | | | |
| **Vocabulary Term**  **Chapters 17-21** | **Page Number** | **Sentence from the book** | **Definition** |
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**Chapter 17**

1. The children don’t even know who is dropping the bombs, or why. What point do you think the author is making by including this fact?

2. What do we learn about what happened to Asif?

3. This chapter makes the point of how bombs and land mines devastate a country’s landscape and natural resources, and the results of that loss on the people. How does the author make that point?

**Chapter 18**

1. Write a list of words that you think would describe the constant bombing and horror during this part of the children’s journey.

2. Where do the children arrive? Do you predict that the children will be happy there?

3. Parvana says, “The part of me that’s me is gone” (page 169). What do you think she means? How does Asif make her feel better?

**Chapter 19**

1. Why is Shauzia excited to talk to the nurse from France?

2. Compare your prediction of how the children would react to the camp with this chapter’s description of their reaction.

3. What are the good things about the camp? What are the frustrating things about it?

**Chapter 20**

1. What happens in this chapter? Were you surprised? Looking back, where is the irony in the tragic event?

2. Who does Parvana reunite with at the end of the chapter? Had you predicted that would happen? What do you think will happen next?

3. Why do most of the women stay inside the tents in the camp, and why is Parvana told to cover up?

**Chapter 21**

1. How is the ending of the book similar to the beginning?

2. Why is having a women’s group and a school so important to the camp?

3. How is the exchange between Parvana and Asif the same but also different from their earlier exchanges? 4. What do you think will happen to Parvana and her family? What are your hopes for them?

**FIGURATIVE LANGUAGE – EXAMPLES FROM THE TEXT (at least 15-20)**

**Non Fiction Reading Assignment:**

**DUE DATE: Monday, September 19th**

**DIRECTIONS:** First you will find an article from a legitimate news source that relates to our novel in some way.

**After reading your article you will complete the following information, PRINT, and turn it in on the due date listed above!**

1. **MLA Heading – as taught in class.**
2. **Factual Summary: Write a short summary of the piece you read. 5-7 sentences**
3. **Vocab: With which vocabulary words if any did you encounter some difficulty understanding? List word and definition**
4. **Interpretation: What was the main idea of your piece? Why was it newsworthy?**
5. **Criticism: With which points of the piece did you agree or find easy to accept? With which points did you disagree? What is your personal opinion on the topic?**

***The Breadwinner Trilogy* Project Options**

**Directions:** Select one of the following activities. Be prepared to share your project to the class on 10/3.

1. Skim the novel and make a list of the restrictions the Taliban placed on women. Sometimes, the restriction is obviously stated, as in “The Taliban had ordered all the girls and women in Afghanistan to stay inside their homes” (page 7) and sometimes it can be inferred, as in “Their mother had been kicked out of her job as a writer for a Kabul radio station” (page 7). Include a page number for each restriction.
2. Make a video of a series of interviews with people who have read The Breadwinner. Prepare interview questions that ask about the novel’s themes, the author’s style, thoughts on characters, favorite scenes and so on.
3. There is a lot of symbolism of flowers in the book. Create a piece of artwork (e.g., painting, sculpture, collage, photograph or video) that reflects this symbol and what it represents in *The Breadwinner.*
4. Choose a scene or chapter from the book and think about it from another character’s perspective. Re-write the scene or chapter from another character’s point of view; include the character’s thoughts and feelings.
5. It was very brave of the mother and Mrs. Weera to create a magazine. From page 164 “… copies are being sent out to women all over the world. She has helped to let the world know what is happening in Afghanistan.” Think about what type of stories and information might have been in the first issue of that magazine, and what they would have wanted other women, or the outside world, to know about what was happening. Create a cover and a table of contents that includes a brief description of each article (5–6 articles).
6. Mrs. Weera’s words (page 116): “These are unusual times. They call for ordinary people to do unusual things just to get by.” Draw or paint a scene or image from the novel that you think best illustrates this idea. Include a title for their artwork. Should include color and fill at least an 8.5x11 piece of paper.
7. Imagine you are creating a display of artifacts for a museum in Afghanistan to represent the time *The Breadwinner* describes. Choose 6–10 artifacts and write a brief description of each one and why it was chosen. You could design a web page about the artifacts, or sketch the display as it would look in the museum.
8. Create a “Malali” award to give to Parvana for her courage. The award (e.g., medal, plaque, plate, trophy or statue) should represent the Malali story in some way. Write and present a brief speech describing something Parvana did that you found particularly courageous.

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