

English Language Arts 7

Module 6 Blackline Master

This blackline master package, which includes student worksheets and materials for teachers to make their own overhead transparencies, is designed to accompany Open School BC's *English Language Arts 7* course. The course was developed by BC teachers, instructional designers, and multimedia experts, with input from BC teachers, students, and historians. It is designed for use by students working in traditional classrooms as well as those studying independently. The course package consists of six modules, six Notebooks and one course CD, *Expressions*. *English Language Arts 7* can be purchased as individual components or as a complete resource and is available in print and online versions. The following supporting resources are required for both versions of the course. All are available from Open School BC.

Textbooks

None

Novels

The Breadwinner by Deborah Ellis. Groundwood Books, 2000.

To order, contact:

Open School BC Customer Service Team

Phone: 250-356-2820 (Victoria)

1 888 883 4766 (Toll-free)

or

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Assignment 6.1A: Items of Significance in *The Breadwinner*

1. Predict what significance you think each of the items in the table will have in the novel. Don't worry if you don't know for sure yet—just make an educated guess. Write your predictions in the **middle** column. An example is done for you.

The items with an asterisk (*) appear in the novel glossary. You might want to read about them before making your predictions.

You will start reading *The Breadwinner* in the next lesson. When you do, you will learn the actual significance of each item and be able to complete the third column of the chart. Don't worry about this column until then.

2. When you come across each item in your reading, describe its role in the third column.

Item	Pre-reading: Predicted significance of each item in the novel	Post-reading: Actual significance of each item in the novel
Beaded bracelet	This is someone's favourite good luck possession given to them by someone special	
Burqa*		
Shalwar kameez*		
Taliban*		
Nan bread*		
Kabul market		

Item	Pre-reading: Predicted significance of each item in the novel	Post-reading: Actual significance of each item in the novel
Cemetery		
Afghan magazine		
Bombed out apartment building		
Flowers		
Darkened window		

Assessment Guidelines

- Your predictions are logical and well-explained (middle column)
- You have explained the actual roles of the items clearly and accurately (third column)

MARKS

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Assignment 6.1B 2: ***The Breadwinner* Vocabulary List**

As you read the novel *The Breadwinner*, find ten words that you find particularly challenging. Complete the following chart with information for each word. An example is provided for you.

Assessment Guidelines

- You have recorded ten challenging words from the novel and have a clear and accurate understanding of each of them

MARKS

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Word:	
Sentence from the novel:	
My guess at the word's meaning:	
Dictionary definition of the word:	
Synonym for the word:	
My sentence using the word:	

Word:	
Sentence from the novel:	
My guess at the word's meaning:	
Dictionary definition of the word:	
Synonym for the word:	
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Lesson 6.1B 3: ***The Breadwinner* Comprehension Questions**

Complete these questions based on your understanding of the novel.

Chapters 1 to 3

After years of war, Kabul was under the control of an Afghan group called the Taliban. Parvana's father said, "The Taliban are not making Afghanistan a kinder place to live." What did he mean by this statement? Give at least four examples from the novel to support your answer.

The Taliban came to the family home one day and dragged Parvana's father away. The last thing Parvana's father said to her was, "Take care of the others, my Malali." What message was he trying to give to Parvana by calling her Malali? How did this message help Parvana when she and her mother went to Pul-i-Charkhi Prison?

Chapters 4 to 6

The trip to the prison left Parvana's feet bloody and raw. Her mother's feet were even worse. Why was this?

What made Parvana decide to go into the market to purchase food for the family even though girls were not allowed outside without a male escort?

Why was running into Mrs. Weera such a stroke of luck for the family?

Chapters 7 to 10

Parvana has become Kaseem, the cousin from Jalalabad. As a boy, she can now go to the market where she can earn money and enter shops to buy food. Was Parvana convincing as a boy? Give an example from the story to support your answer.

Why was the encounter with the "Talib who missed his wife" so confusing for Parvana?

Mrs. Weera and her grandchild moved into the one room apartment with Parvana, her mother, two sisters, and Ali. Although it was more crowded, many good things began to happen. List three changes that occurred.

One day Parvana met another girl in the Kabul market. Who was this and how was she able to be outside?

Chapters 11 to 13

When Parvana told her mother that she and Shauzia had dug up bones in the local graveyard to sell to the bone buyer and had earned three times her regular daily earnings, her mother said, "Tomorrow you'll go back to reading letters. We don't need money that badly!" However, for two more weeks, Parvana and Shauzia went back and dug up bones to sell. What made Parvana's mother change her mind and agree that Parvana could go back and do this gruesome task?

Parvana said to her mother, "I don't want to see anything ugly for a little while." What had happened that made Parvana say this?

Shauzia was not happy with her life so she planned to leave her family and Afghanistan. What was her plan?

Why was Nooria pleased to be getting married to a boy she hadn't seen for years?

Chapters 14 and 15

What was dangerous about bringing Homa back to the apartment?

What did Homa tell them that upset Parvana greatly?

Why did Parvana decide to plant wildflowers where the Window Woman could see them?

Why did Parvana and her father leave Kabul?

Assignment 6.1C: Compare Afghanistan and Canada

Find out all you can about Afghanistan and compare it to where you live. Record your findings in the chart provided. You can find information at the Web sites listed here or in books, magazines, or Web sites you find on your own. Don't forget the information on Afghanistan you learned in Lesson 6.1C.

- *Afghanistan to Canada* (<http://www.settlement.org/cp/english/afghanistan/index.html>)
- *Cool Planet: Afghanistan* (<http://www.oxfam.org.uk/coolplanet/kidsweb/world/afghan/index.htm>)
- *The World Factbook: Afghanistan* (<http://www.cia.gov/cia/publications/factbook/geos/af.html>)
- *Afghanistan, Between War and Peace* (<http://magma.nationalgeographic.com/ngm/0311/feature2/>)
- *Canada Today* (<http://www.settlement.org/cp/english/Canada/index.html>)
- *Culture Canada: Culture, Heritage and Recreation* (http://www.culturecanada.gc.ca/index_e.cfm)
- *CanadaInfo: a Tribute to Canada* (<http://www.craigmarlatt.com/canada/>)
- *Learning Resources about Canada for Students* (<http://www.statcan.ca/english/edu/students.htm>)
- *CountryWatch* (<http://www.countrywatch.com/>)
- *Countries of the World* (<http://www.infoplease.com/countries.html>)
- *Your Nation* (<http://www.your-nation.com/>)
- *UNICEF's Country at a Glance* (<http://www.unicef.org/infobycountry/>)

Topics	Afghanistan	Canada	Information found at: http://
<p>Land Features What is the land surface like? What is the size (area) of the country? What special land features does it have?</p>			
<p>Climate What is the climate like? Does the whole country have the same climate? How many seasons are there? Are there any environmental issues (severe pollution, etc.)?</p>			
<p>Food What are the most common foods? How are foods prepared? How many meals are eaten each day?</p>			

Topics	Afghanistan	Canada	Information found at: http://
<p>Family Life</p> <p>How many people live there?</p> <p>Where do most of the people live—in the city or in the country?</p> <p>Who is considered the head of the family? What roles do the male and female traditionally have in the family? What is the country's main religion?</p> <p>How are marriages arranged?</p> <p>What are houses like? What materials are most homes made from? What do various family members wear?</p>			
<p>Language</p> <p>What is the country's main language(s)? Is the same language spoken in all areas of the country? Are there any other groups within the country?</p>			

Topics	Afghanistan	Canada	Information found at: http://
<p>Education Who attends school? At what age does schooling begin? What kind of schooling is available? Are there costs involved in attending school?</p>			
<p>Employment What kinds of resources does the country have? What kinds of jobs are available? At what age can children begin working?</p>			
<p>Recreation What do adults and children do for fun?</p>			

Topics	Afghanistan	Canada	Information found at: http://
Holidays Are there special days that everyone celebrates? What are some of the most important ones? What happens on these special days?			

After you have gathered all your information, answer this question in paragraph form. Try to think of as many similarities as you can:

In what ways are the people of Afghanistan similar to the people of Canada?

Assessment Guidelines

- You have provided accurate and detailed information for both countries (4 marks)
- You have identified all the sources of information you used (4 marks)
- All your sources are reliable and factual (4 marks)
- You have clearly stated the similarities between the two countries (4 marks)
- You have identified in proper paragraph form the similarities between the people of Afghanistan and Canada (4 marks)

MARKS

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