

COMMON CORE CATHOLIC IDENTITY ELA UNIT PLAN	
Title/Theme	Making Waves/ Changes
Grade/Subject	4
Length of Unit/Timeframe	6 weeks
Description	During this unit students explore people who “make waves” by following their beliefs to transform their world for the greater good.
Overview	Students read realistic fiction, informational texts, The Beatitudes and prayers and compare and contrast the points of view within and among these genres. Students will write opinion, narrative, and informative/explanatory pieces related to the subject of making choices and acting on them. For the culminating activity, students will read a biography of their choice, complete a Photo-story about that person, and include a section about a modern day local person who embodies “making waves” and making changes for the greater good.
THE BIG PICTURE	
Essential Question: How can one person change his or her world? What kind of person do you need to be in order to make a change in your world? When is it okay to “make waves” and cause a change?	
Catholic Identity Elements: Catholic Social Teaching The Beatitudes, esp. 4, 5, 7, 8: Blessed are they who hunger for righteousness; Blessed are the merciful; Blessed are the peacemakers; Blessed are they who are persecuted for the sake of righteousness. (Matt.5:1-12) Saints: Elizabeth Ann Seton, Joan of Arc, Blessed Pope John Paul II, Blessed Teresa of Calcutta, Oscar Romero Social Justice: Cesar Chavez, Dr. Martin Luther King Jr., Sister Helen Prejean, Dorothy Day Scripture: Matthew. 5:1-12 (Beatitudes), Mark 12:30-31(The Great Commandment),Matthew 22:37, John 13:34 (The Great Commandment), Exodus 20:1-17, John 13:14-15, Deuteronomy 6:5, Leviticus 19:18 General Directory for Catechesis #102, Constitution on the Sacred Liturgy #12, Dogmatic Constitution on the Church #7, Catechism of the Catholic Church 1716-1719, 1808-1809	
Common Core Standards: RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4 Read with sufficient accuracy and fluency to support comprehension. W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Key Objectives Linked to the Standards Students will be able to do the following: 1. Compare and contrast the effects of making waves and being agents of social change in literature and informational text from different perspectives. RL.4.9 2. Explain the events that lead up to a “wave” in the life of a fictional character, and a “wave” in the life of a historical figure. RI.4.3 3. Students will answer literature circle questions by using the details that are incorporated directly within the literature. 3. Apply grade level phonics skills, grade level word decoding skills, and grade level vocabulary skills when reading or listening to various types of literature and informational texts. RF.4.3, RF.4.4, L.4.4 4. Write a variety of clear, text supported responses to literature and informational texts. W.4.1, W.4.2, W.4.3 5. Use discussion questions and textual information to draw conclusion about the type of characteristics make up the people who “made waves.” W.4.1, SL.4.1

<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>L4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>L4.2.a Use correct capitalization.</p> <p>L4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>6. Use non-fiction and fictional text to create an informational oral presentation about a person who has "made waves". W.4.1, W.4.2, W.4.3, SL.4.4</p> <p>7. Create various forms of written responses to the incorporated literature using grade appropriate writing techniques. L.4.1.d, L.4.1.f, L.4.2.a, L.4.2.d</p> <p>8. Students will use different strategies and techniques to develop their grade appropriate vocabulary. L.4.4, L4.6</p>
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Summative Assessment(s):

1. Students will select an individual in their own lives to compare and contrast with a person based on a biography read in class. Students will design, create, and present an informational Photo-story (using Microsoft Photo-story or a similar equivalent) about both individuals using digital images, clip-art, drawings, or a combination thereof. Using examples from the biographical text and the other individual's life, students will determine and explain the Beatitude(s) these two people exemplify.
2. Students will compose an essay identifying and interpreting the events leading a fictional character to take action to effect change. Students will listen to the song, "Go Make a Difference," and, using specific examples from the text, explain how the character exemplifies the words of the song.
3. In small groups of 4-6 students, individuals will demonstrate comprehension of the text. They will participate in a teacher-led oral discussion in which they will be required to summarize and interpret events, as well as critique characters' actions. Students will choose a Catholic Social Teaching that they think best exemplifies the character and her/his actions. Students will justify their responses, using specific examples from the text.

UNIT READINGS AND VOCABULARY			
Fiction Text (s)	<i>Because of Winn-Dixie</i> by Kate DiCamillo <i>Number the Stars</i> by Lois Lowry <i>Breadwinner</i> by Deborah Ellis “A Future Not Our Own” by Archbishop Oscar Romero http://www.simonbarrow.net/reflect3.html		
Non-Fiction Text (s)	<i>Somewhere Today: A Book of Peace</i> by Shelly Moore Thomas and Eric Futran <i>March On! The Day My Brother Changed the World</i> by Dr. Christine King Cesar Chavez biography: http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/K-2_Bio.aspx Prayer of Cesar Chavez – Show me the Suffering of the Most Miserable http://www.vatican.va/roman_curia/pontifical_councils/chrstuni/weeks-prayer-doc/rc_pc_chrstuni_doc_20070710_week-prayer-2008_en.html http://video.nationalgeographic.com/video/kids/history-kids/mlk-day-vin-kids/ The Picture Biography Series by David A. Adler http://www.davidaadler.com/the_picture_biography_series_holiday_house_9353.htm <i>A Picture Book of Rosa Parks</i> by David Adler, <i>Harvesting Hope: The Story of Cesar Chavez</i> by Kathleen Krull, <i>Saint Bakhita of Sudan - Forever Free</i> Susan Helen Wallace, FSP, <i>St. Maximilian Kolbe - Mary's Knight</i> Patricia Edward Jablonski, FSP, <i>Saint Isaac Jogues - With Burning Heart</i> Christine V. Orfeo, FSP & Mary E. Tebo, FSP, <i>Blessed Pier Giorgio Frassati - Journey to the Summit</i> Ana Maria Vazquez and Jennings Dean, <i>Blessed Teresa of Calcutta - Missionary of Charity</i> Mary Kathleen Glavich, SND, <i>St. Ignatius of Loyola - For the Greater Glory of God</i> Donna Giaimo, FSP and Patricia Edward Jablonski, FSP, <i>St. Martin de Porres - Humble Healer</i> Elizabeth Marie DeDomenico, FSP, <i>Edmund Campion - Hero of God's Underground</i> Harold Gardiner, <i>Kateri Tekakwitha - Saints and Me Series</i> , <i>Saint Frances Xavier Cabrini - Cecchina's Dream</i> Victoria Dority, MSC and Mary Lou Andes, MSC, <i>Saint Edith Stein - Blessed by the Cross</i> Mary Lea Hill, FSP, <i>St. Francis of Assisi: Messenger of Peace</i> Toni Matas, St. Ignatius of Loyola: <i>Leading the Way</i> Toni Matas, St. Katharine Drexel - <i>Friend of the Oppressed</i> Ellen Tarry, St. Katharine Drexel - <i>The Total Gift</i> Susan Helen Wallace, FSP		
Essential Unit Vocabulary	human rights, Great Commandment, Beatitudes, conscience, free will, Corporal and Spiritual Works of Mercy, poor in spirit, pure of heart, fortitude <i>A Future Not Our Own</i> Kingdom, accomplish, enterprise, confession, goals, objectives, yeast, capabilities, liberation, messiah, prophet	<i>Number the Stars</i> abruptly, absorbed, affection, applied, belligerently, bellowed, brusque, casket, caustic, civilized, cocoon, condescendingly, contempt, crocheting, curfew, dawdled, defiantly, deftly, deprivation, disdainfully, donned, drawn, dubiously, dubiously, exasperated, extinguished, flecks, frothy, glower, gnarled, haughtily, hobbled, holstered, hoodlums, impassive, impassive, imperious, insolently, intoned, intricate, issue, latticed, linger, lunged, mourners, murmur, occupation, permeated, plod, pride, protruded, rabbi, rationed, residential, rhythm, rucksack, ruefully, rummaging, sabbath, skirted, sneering, sophisticated, specter, sprawled, staccato, strident, submerged, sulk, swastika, synagogue, tantalize, taut, tentatively, trousseau, typhus, wryly	<i>Because of Winn-Dixie</i> produce (food grown for eating), preacher, trembling, retarded, nudged, pinch-faced, barreling, knuckle, pathological, missionary, congregation

INSTRUCTIONAL ACTIVITIES

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|---|---|
| <input type="checkbox"/> Catholic Identity 2, 3, 4, 6, 10, 16, 19 | <input type="checkbox"/> Language 1, 2, 11, 14 |
| <input type="checkbox"/> Reading 2, 3, 8, 9, 10, 11, 13 | <input type="checkbox"/> Vocabulary 4, 12, 15, 18 |
| <input type="checkbox"/> Writing 1, 2, 11, 14 | <input type="checkbox"/> Viewing 2, 3, 4, 7 |
| <input type="checkbox"/> Speaking/Listening 1, 2, 3, 4, 5, 12, 15, 19 | <input type="checkbox"/> Critical Thinking 4, 5, 6, 7 |

- Students will write responses to the three essential questions in their writing notebooks. Students will be doing this throughout the unit and will compare their own responses.
- Read aloud *A Picture Book of Rosa Parks* by David Adler.
- The teacher will post the prayer “A Future Not Our Own” by Oscar Romero on Smart Board or overhead and also provide electronic or paper copies to students. The class will read the prayer together. In the background, the sound of waves will be playing. Then students will read the prayer in partners. The partners will read the prayer, discuss, and then also discuss in large group. Then the students will complete the pre-assessment for this book: a worksheet with the three essential questions on it. After this is collected, small groups will briefly brainstorm what they think this unit will be about. They will share with the large group. The teacher will then explain what the unit will be about, using the “making waves” analogy.
- Read aloud of informational text *Somewhere Today: A Book of Peace* by Shelly Moore Thomas and Eric Futran. Read aloud. Have students talk to each other about what they do each day and how it affects others. Do they “make waves of change” for good or are their choices causing hurt in others?
- Students will sit in groups and brainstorm a definition for the word *change*. Then the teacher will direct them to define the phrase *social change*. Teacher will restate the unit’s objectives.
- The students will spend some time in small groups of 3-5, researching and learning about the various saints/individuals listed in the *Catholic Identity Elements* section of this unit. Students will complete webs that identify each person by name in the middle oval. Around each, they will put words or phrases that describe the characteristics that each person displays (or displayed) as an instrument of change. These can be posted around the room for future reference.
- BEGIN SUMMATIVE ASSESSMENT #1: Students will select an individual in their own lives to compare and contrast with a person based on a biography read in class. Students will design, create, and present an informational Photostory (using Microsoft Photostory or a similar equivalent) about both individuals using digital images, clipart, drawings, or a combination thereof. Using examples from the biographical text and the other individual’s life, students will determine and explain the Beatitude(s) these two people exemplify. The teacher will provide the rubric for this assessment, and share ideas with students for their biographies so students can get started reading. The teacher may get ideas from <http://www.biographyonline.net/> List of 100 People or educationforjustice.org.
- Teacher will place the David Adler Biography series on a table. On the wall, she will place posters for each title. Students will work in groups to do a K-W-L brainstorm: using post-it notes, they will decide who they know something about (yellow post-it), who they are interested in learning about (blue post-it). Then the groups will begin to read the biography book assigned to their group together. The next lesson, they will talk about the Ks, Ws and discuss. Then as a class, they will jigsaw what they read, what they learned, and what they want to learn. The class will then discuss the difference between making a wave of change and making a wave of social change. PREPARING FOR LITERATURE CIRCLES: The teacher will do book talks on the (at least) three realistic fiction books (at least one on level, one above level, and one below level) so each student sees the cover of the book, knows how many pages the book has, and hears a synopsis of the book. Students will then complete a choice sheet (a list of the books shared in the book talk) where they will rank the books by what is their first choice, second choice, etc. (The teacher reserves the right to manipulate the choice based on students’ needs.)

9. Students will begin to work in their literature circle groups. USE THE QUESTIONS AT THE END OF THIS UNIT PLAN. During the literature circle time, the teacher may choose to assign jobs to students, e.g. team leader, vocabulary keeper, connector, illustrator, story mapper, summarizer, etc. The teacher may also choose to have the literature circle self-evaluate their own participation, preparation, etc. Provide students with the rubric for Summative Assessment #3.
10. SUMMATIVE ASSESSMENT #2. Students will compose an essay identifying and interpreting the events leading a fictional character to take action to effect change. Students will listen to the song, "Go Make a Difference," and, using specific examples from the text, explain how the character exemplifies the words of the song.
11. Throughout the literature circles, students will be reminded of the essential questions, and asked to respond to them as a group orally. (If students finish early, please provide them with different not more work. They may choose another book to read from the original lit circle choices, choose a way to respond to the book they read, create a visual representation of the book's main character, etc. This should be their choice.) Students will also be directed to revisit the words and phrases they generated from looking at the *Catholic Identity Elements* and how these people were instruments of change.
12. When students are finished with their literature circle books, each member will write an answer the three essential questions using the text to provide evidence for their answers.
13. SUMMATIVE ASSESSMENT #3: To be completed during and after literature circles. (This can also be completed used a shared reading text.) In small groups of 4-6 students, individuals will demonstrate comprehension of the text. They will participate in a teacher-led oral discussion in which they will be required to summarize and interpret events, as well as critique characters' actions. Students will choose a Catholic Social Teaching that they think best exemplifies the character and her/his actions. Students will justify their responses, using specific examples from the text. Students will be given the rubric for this summative assessment at the beginning of literature circles, and will be assessed using this rubric.
14. 12. VOCABULARY ACTIVITY: CHARADES The teacher will write vocabulary words on note cards (one word per student; words that have already been introduced). Students will pair up, and the partners will choose a total of two words out of a hat. The students will spend ~3 minutes preparing to act out these two words to the class. The audience will have a piece of paper with boxes for each word. The audience will write the word and then a picture or word that gives them a clue to the word's meaning.
15. Students spend time in class reading the biography that they chose for their final project.
16. Students will write a one-paragraph summary of their literature circle book and a one-paragraph opinion review of their lit circle book. The review should include an opening sentence and conclusion. The body of this essay should include evidence from the text. For example: "in this book, India lives in a small town, so if you like being out in the country or reading about different characters with interesting backgrounds, you will like this book."
17. VOCABULARY ACTIVITY: Provide ~10 open-ended questions for vocabulary words you have already taught like these: How would you become informed about your community? Would you approve of rules saying that all students must wear uniforms? Have students answer with a partner.
18. The teacher will provide short texts about different famous people like this one on Cesar Chavez http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/K-2_Bio.aspx. Students will write a paragraph about this person including the following components: what events led to this person making waves, how he/she made waves, what obstacles he/she faced, how did the wave end? How did this person embody Catholic Social Teaching?
19. Students spend time in class reading the biography that they chose for their final project. Students will continue to work on their Photostory in class as well as at home.

20. VOCABULARY ACTIVITY: TABOO The teacher will choose ~30 words that she/he has taught. The teacher will write the word on a 3x5 note card with 2-5 words below it that the student cannot use when trying to describe the word. Students work in partners. Each student has one note card. The student has to try to get his partner to say the first word on his card without saying any of the words on the card. Students can rotate partners until they have cycled through every student.
21. Students will present their Photostory to the class. A part of this rubric should include how this person embodies Catholic Social Teaching and the Beatitudes.

INSTRUCTIONAL RESOURCES

Optional Texts for teacher read alouds and/or student independent reading:

We Are The Ship by Kadir Nelson

Promises to Keep: How Jackie Robinson Changed... by Sharon Robinson

The Hundred Dresses by Eleanor Estes AR book level 5.4

YouTube.com:

“Ocean waves crashing onto the beach”

“Jackie Robinson song, 1949 version”

Optional source for additional texts: www.socialjusticeliteraturefortheelementaryclassroom.com

<http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=77>

Music

Songs of Social Change: www.sfheart.com/protest/index1.html

Go Make A Difference by Steve Angrisano (Catholic hymn)

<http://www.youtube.com/watch?v=EQJ4TLRy1KI>

Lyrics: www.lyricsty.com/steve-angrisano-go-make-a-difference-lyrics.html

Heroes and Activists: http://www.livebinders.com/play/play_or_edit?id=16677

Biography Online: <http://www.biographyonline.net/index.html>

CROSS-CURRICULAR LINKS

Waves - science

Weather - science

Regions of the USA - social studies (students will identify individuals who “made waves” to effect change in various regions of the country.)

LITERATURE CIRCLE QUESTIONS

Because of Winn Dixie (AR BL 4.1)

Read Chapters 1-5

1. Use details from chapter one to describe what happens in the grocery store.
OR
Draw a picture of the chaotic scene using details from chapter one.
2. Identify the elements of fiction, (story structure.)
3. Why do you think Opal falls in love with Winn Dixie? In your opinion, what is it about this particular dog that appeals to her most?
4. How does Preacher know Winn Dixie is a stray dog?
5. Draw and label a diagram of Winn Dixie, using the author's description of the dog.
6. What do you think Opal and Winn Dixie have in common?
7. Locate the list of things Preacher tells Opal about her mother. Compare the ten things and judge which one(s) you think is (are) the most important to Opal. Why?
8. From Opal's point of view, how is Preacher like a turtle?
9. Summarize what happens in the Open Arms Church. What surprised you the most about this scene?

Read Chapters 6-12

1. Explain why Miss Franny is afraid of Winn Dixie at first. What changes her mind?
2. Describe Winn Dixie's unique way of making friends. Site an example from the pet shop or the library to prove your answer.
3. Opal meets seven townspeople in chapters 6-9. Sort them into two groups of people, and explain how/why you grouped them.
4. Compose the words to a song about Winn Dixie that Opal could sing with Otis. Use details from the text in your song.
5. Why do you think Opal confided in Gloria? Support your answer with details from the text.
6. Give an example of a pathological fear you or a friend may have. Do you think Preacher's advise to Opal would help you or your friend? Why/why not? How could your faith help you deal with your fear?

Read Chapters 13-19

1. How does Opal practice the Beatitudes in her everyday life? Identify one or two Beatitudes that apply most to Opal.
2. Use details from the text to write a descriptive paragraph about Gloria's tree. Describe what the empty bottles represent.
OR
Draw a picture of Gloria's tree, using details from the text. In two or three complete sentences tell what the empty bottles represent.
3. Design and write a television commercial for "Littmus Lozenges". Include a description of what they taste like and their special healing properties.
4. Compare the way Opal, Miss Franny, Otis, Sweetie Pie, and Preacher react after tasting a Littmus Lozenge. What are the similarities/differences in their reactions?
5. Evaluate what happened to Otis and the police. Identify a Beatitude that Otis could have followed that would have kept him from getting arrested.

Read Chapters 20-26

1. Write a short paragraph comparing/contrasting Opal and Amanda.
2. Create a list of the party guests and what each brings to the party. Locate the one character who *does not* bring anything. Why do you think that person comes empty handed?
3. Evaluate Gloria's advise to Opal when Winn Dixie goes missing. Do you agree with her? What do you think Jesus would say? As a follower of Jesus, what advise would you give Opal?

4. Create a chart comparing/contrasting the “10 things” about Winn Dixie and the “10 things” about Opal’s mother. Use check marks to show which items are similar and which ones are not alike.
5. Analyze how Opal and Preacher are each changed during the search for the dog.
6. What object in the garden is a symbol for Opal? How so?
7. Even though he is a dog, point out several ways the Winn Dixie character reflects the Beatitudes and Jesus’ Law of Love.
8. Think about the ways Opal and Winn Dixie “make waves” in the little town. Create a flow chart identifying the changes that take place in the town because of Opal and Winn Dixie.

Number the Stars by Lois Lowry

Read Chapter 1

1. In what city and country do Annemarie and Ellen live?
2. What country are the soldiers from?
3. About what year does this story take place?
4. Why couldn’t Mrs. Johansen and Mrs. Rosen have real coffee?
5. What war is going on at the time of this story?
6. Whom does Kirsti look like?
7. Why does Mrs. Rosen want the girls to walk a different way to school the next day?
8. Why do you think that the Johansens haven’t been able to get butter or sugar for over a year?
9. Make a prediction! What do you think will be the main problem in this book?

Read Chapter 2

1. How old is Annemarie?
2. Why had Peter and Papa changed in the past few years?
3. What was the real palace of the King of Denmark?
4. What was the name of the king’s horse?
5. What country was still free?

Read Chapter 3

1. Why was this winter going to be especially difficult in Copenhagen?
2. Why did the Johansens have to use candles for light?
3. What happened to the Hirsches’ store?
4. What did the Johansens have for dinner every night and why did they have the same thing every night?
5. What time was the curfew for everyone in Copenhagen?
6. Why was Annemarie so excited to see Peter?
7. Annemarie said that, “Now I think that all of Denmark must be bodyguard for the Jews as well.” Why did she say this, and what does it mean?
8. In one well-written paragraph, explain what courage is.
9. Annemarie is glad to be ordinary. She believes that ordinary people are not called upon for great works. Is this true? Can you think of some ordinary people in the Bible that were called to do great things? Is anyone “ordinary” to God?

Read Chapter 4

1. What is a talent that Ellen has, something she’s particularly good at?
2. Why did Kirsti have to get fish shoes?
3. On the top of page 30, Annemarie did something virtuous. What was it? Why was it virtuous?
4. Describe what Tivoli Gardens is like.
5. a. What did Kirsti remember from her last birthday?
6. b. What was really going on?
7. Why was that (what you wrote for answer b) going on?
8. Why is Ellen staying with the Johansens this night?
9. Think of Ellen. How would you feel if you didn’t know where your parents were or when you’d see them again?

10. How are the Johansens going to hide Ellen?
11. Who are the “Danes”?
12. At the end of the chapter, of what is Papa so proud?

Read Chapter 5

1. What role did Ellen have in the school play last year?
2. Where do the Johansens go to church?
3. What did Ellen wear around her neck?
4. Why did Annemarie ask Ellen to take her necklace off when the soldiers came?
5. On the bottom of page 45, one of the officers knocked down several coats and a bathrobe that had been hanging in the closet. Why did he do that?
6. What quick idea did Papa have to explain how Ellen was his daughter?
7. On page 45, Lois Lowry describes not the soldier, but his boots. At this point in the story, what might the boots symbolize? How might they be a metaphor?
8. On page 42, Ellen says that to be dead “is the worst thing in the world.” Explain why she might say this, and then take a position: do you agree or disagree with her? Be sure to explain your position.
9. What is the climax of this chapter? What is the resolution?
10. The “Star of David” is an important symbol in *Number the Stars*. At the end of Chapter 5, Annemarie “looked down, and saw that she had imprinted the Star of David into her palm.” This is an example of foreshadow: the author is giving us hints about what we might learn about the characters, and how the plot will develop. Keeping this in mind, what might this foreshadowing teach us about the character of Annemarie and what will happen to her?

Read Chapter 6

1. Why is it a better idea for just Mama and the girls to go to Uncle Henrik’s, rather than Papa coming too?
2. Papa said that Mama would bring Uncle Henrik a carton of cigarettes? What did he really mean? Why was he talking about cigarettes?
3. Why did the soldiers on the train ask Mrs. Johansen about celebrating the New Year when it was only October?
4. Do you think of yourself as a brave person? Why or why not? What is your definition of bravery? (5-7 sentences)

Read Chapter 7

1. Annemarie said that she hid Ellen’s necklace until it’s safe for her to wear it again? Where do you think that is? What would be a very safe place for the necklace?
2. Why isn’t there any laughter at Uncle Henrik’s house this night?

Read Chapter 8

1. Annemarie said that she hid Ellen’s necklace until it’s safe for her to wear it again? Where do you think that is? What would be a very safe place for the necklace?
2. Why isn’t there any laughter at Uncle Henrik’s house this night?

Read Chapter 9

1. Annemarie said that she hid Ellen’s necklace until it’s safe for her to wear it again? Where do you think that is? What would be a very safe place for the necklace?
2. Why isn’t there any laughter at Uncle Henrik’s house this night?

Read Chapter 10

1. On p. 83 it says that Peter “was deep in thought.” What do you think he was thinking about?
2. Who were the uninvited guests at Uncle Henrik’s this night?
3. Why did these “guests” come into Uncle Henrik’s house?
4. What quick idea did Mama have so that they wouldn’t have to open the coffin?
5. What prayers do the Christians and Jews rejoice to pray together?

Read Chapter 11

1. What was in the casket and why was it there?
2. What article of clothing was used to protect the baby?

3. What did Peter give to Rachel and why?
4. What was the purpose of Aunt Birte's funeral?
5. Why didn't Mr. Rosen ask what was in the package Peter gave him to take to Uncle Henrik?
6. What do you think Peter is doing with all of this "fishing" business? Why might he be involved with the Rosens?

Read Chapter 12

1. Describe the trail from Uncle Henrik's house to the boat.
2. What advice on walking the trail did Mrs. Johansen give the Rosens?
3. What promise did Ellen make to Annemarie?
4. How did Annemarie pass the time while waiting for her mother to return?
5. Explain the following thoughts of Annemarie (on p.98): "It was harder for the ones who were waiting, Annemarie knew. Less dangerous, perhaps, but more fear."
6. What do you think happened to Mrs. Johansen on the way back from Uncle Henrik's boat?

Read Chapter 13

1. What happened to Mrs. Johansen on her way back from Uncle Henrik's boat?
2. What had Mr. Rosen dropped at Uncle Henrik's house?
3. Why did Mrs. Johansen tell Annemarie to act as a silly little girl if she was stopped?
4. What do you think Mrs. Johansen meant when she said that "it may all have been for nothing" when she spotted the parcel? What does the "it" mean in her sentence? Why may "it" have been for nothing?
5. Why do you think Mrs. Johansen didn't tell Annemarie what she was really carrying to Uncle Henrik on the boat?

Read Chapter 14

1. What fairy tale did Annemarie remember on the trail to Uncle Henrik's boat?
 - a. Why did Annemarie choose this particular fairy tale?
 - b. Why did she continue to think about this fairy tale?
2. Describe what happened to Annemarie on the way to the boat.
3. Why did Annemarie have to be brave when she met the soldiers?
4. How would you have reacted to meeting the German patrol?

Read Chapter 15

1. What was in the basket that helped fool the German into thinking it was Uncle Henrik's lunch?
2. Who was Annemarie's model for how to act when meeting the soldiers? Why?
3. What do you think the German soldiers were really thinking when they saw this silly young girl in the woods bringing a lunch to her uncle?
4. Draw a picture of Annemarie's confrontation with the soldiers in the woods.

Read Chapter 16

1. What was Uncle Henrik's explanation for each of the following:
 - a. Annemarie not seeing the Rosens in the boat.
 - b. The use of a drug on the baby
 - c. The handkerchief
2. What would have likely happened if Annemarie had not gotten the handkerchief to Uncle Henrik?
3. What do you think the voyage to Sweden was like for the Rosens?
4. Make an illustration of Annemarie listening to Uncle Henrik. What is her facial expression like?

Breadwinner by Deborah Ellis

Read Chapters 1-2

1. How has Parvana's life changed since the Taliban took control? Possible categories: school, housing, mother's job, public appearances.
2. What privileges did Parvana have because she did not wear a burqa? How did that make her feel?
3. How did Nooria make Parvana feel?
4. What did Parvana's father say about the women of Afghanistan?

5. Why did the soldiers go to their house?

Read Chapters 3-4

1. What problem do Parvana and her mother face on their search for Father?
2. How did they look for Father? What were they doing that was forbidden?
3. How did the guards treat them at the prison?
4. What were the after effects on Mother and Parvana as a result of the beatings from the soldiers?
5. What are their living conditions by the end of chapter four?
6. Who did Parvana run into and what did this person do?

Read Chapters 5-6

1. What did they do to Parvana?
2. What does she do after the changes are made?
3. Why does Parvana go back to the market?
4. What is special about Parvana that most people in Afghanistan do not have?
5. What did Parvana do for the Talib?
6. What did the Talib help her realize?

Read Chapters 7-8

1. How had Mrs. Weera been living?
2. Why did Maryam go outside? How was the experience for her?
3. What became a daily routine?
4. Who did she think she saw in the market?
5. What did Parvana discover at the end of the chapter?
6. How did the family react to Shauzia?
7. How is Shauzia's living situation?
8. What do Mrs. Weera and Mother want to start in the school?

Read Chapters 9-10

1. What is a better way to make money for Parvana and Shauzia?
2. Do they turn all their money to their families? Why or why not?
3. How does Mother react to Parvana's job?
4. What has happened between Nooria and Parvana?
5. What were the soldiers doing to the men and why?

Read Chapters 11-12

1. How is Parvana feeling?
2. What is Shauzia planning on doing? Why is she in a rush?
3. What did Parvana really want?
4. What do Nooria and Parvana talk about concerning the marriage?
5. Why is Parvana not going to Nooria's wedding?
6. How does Parvana feel with an empty house?

Read Chapters 13-15

1. Who did Parvana meet? What was wrong with this person? What wasn't this person wearing?
2. What happened in Mazar?
3. What happened to Parvana after Homa told her what had occurred in Mazar?
4. Who came home?
5. What conditions was Father in when he came home?
6. What was different about Parvana now?
7. What did Parvana and Father decide to do? How about Mrs. Weera?
8. What did the Window Woman do?
9. What did Shauzia do for her?
10. What does Mrs. Weera show Parvana and Father?
11. What agreement do Shauzia and Parvana make?