

Laura Negley

May 3, 2010

RDG 384 Sec. 51

Wanting Mor Multi-Cultural Unit

Illinois Learning Standards:

- ✓ **State Goal 1:** Read with understanding and fluency.
 - **Standard 1.A.2a:** Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.
 - **Standard 1.A.2b:** Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.
 - **Standard 1.C.2c:** Compare and contrast the content and organization of selections.
 - **Standard 1.C.2d:** Summarize and make generalizations from content and relate to purpose of material.
- ✓ **State Goal 2:** Read and understand literature representative of various societies, eras and ideas.
 - **Standard 2.A.2a:** Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.
 - **Standard 2.A.2b:** Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.
 - **Standard 2.B.2a:** Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.
- ✓ **State Goal 3:** Write to communicate for a variety of purposes.
 - **Standard 3.C.2a:** Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).
- ✓ **State Goal 4:** Listen and speak effectively in a variety of situations.
 - **Standard 4.A.2a:** Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
 - **Standard 4.B.2b:** Use speaking skills and procedures to participate in group discussions.

- **Standard 4.B.2d:** Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
- ✓ **State Goal 5:** Use the language arts to acquire, assess and communicate information.
 - **Standard 5.B.2a:** Determine the accuracy, currency and reliability of materials from various sources.
 - **Standard 5.C.2a:** Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.
- ✓ **State Goal 6:** Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.
 - **Standard 6.A.1b:** Identify and model fractions using concrete materials and pictorial representations.
- ✓ **State Goal 16:** Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
 - **Standard 16.D.2 (W):** Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa).

Unit Objectives:

- **Language Arts**
 - 1.) When this unit is complete, students will understand the different activities that help them with comprehension (visualization, summarization, etc.)
 - 2.) After this unit, students will be able to recognize and use different Internet suffixes that are valid for research.
 - 3.) At the end of this unit, students will appreciate the use of expression in voice to show emotions in their writing.
 - 4.) When this unit is finished, students will be able to find the meaning of unknown words with the help of Latin prefixes.

5.) At the end of this unit, students will recognize and understand Afghanistan cultural words as well as new vocabulary words.

- **Social Studies**

1.) At the end of this unit, students will be able to list facts about Afghanistan marriage, gender roles, and inheritance.

2.) When this unit is complete, students will recognize how Afghanistan's culture is different from the United States culture.

- **Math**

1.) After this unit, students will understand how math can be used in different subjects areas other than math.

Unit Introduction: Throughout this unit students will explore different social studies concepts and generalizations. One that the students will explore is in the first lesson plan and it is the literacy preview of Afghanistan food. In this movie, the students will be viewing the different types of food that Afghanistan enjoys as well as their names. With these pictures, the students can look at each one and try to figure out what they are like what foods are involved in the meal and how they relate to some foods in America. For example, naan in Afghanistan is bread and the students can take this picture and see how it differs from the bread that they eat today. Another concept the students will learn is about Afghanistan families. The students will learn about their marriage, gender roles and their inheritance. The student can take these concepts and again, compare them to the way America is with families like gender roles and marriage.

The language arts skills, concepts, and strategies that the students will already know how to do when starting and finishing this unit are vocabulary, spelling, grammar, and reading; the basics. By the time students are this age, they should be able to read at their grade level and be able to spell the words that they read. They should also know basic grammar skills like knowing the correct there, their, and they're. And the skills the students will learn during this unit are comprehension strategies, writing, grammar, research and more of what they already knew coming into this unit. The students will learn new comprehension strategies like summarization and visualization and learn how to write essays. Along with comprehension strategies, the students will be introduced to

new vocabulary activities that will allow them to define unknown words when reading any kind of text. The students will also learn how to conduct research and what website suffixes are appropriate to use.

Some characteristics that I kept in mind while creating this unit plan were, group work, individuality, high energy, and that students are less imaginative. Throughout my entire unit, there are several times where students are allowed to work in groups. These groups vary from different sizes from either just a partner or in groups of four to five. Since these students love to be a part of a group and love to be put in charge of something, I decided that group work would be the best way to allow these characteristics to happen. Also, since students at this age like to be individual people as well, I did not take the group work too seriously. I did not want students to think that they could only work in a group and not as themselves as individuals so I also had students work on assignments on their own. High energy is another big thing that students at this age have. And sitting in a classroom all day listening is going to get their energy bottled up and they need to release this energy somehow. So, during my unit there are times where the students get to be walking around the classroom helping others as well as participating in plays/script reading. This way the students get to be up and moving and it is a great way to get rid of some of that energy in small amounts. Also, with some of the activities we are going to learn, it calls for students to use their imagination. At times they will be drawing pictures and coming up with thoughts and ideas about certain characters in the novel. I want students to use their imagination when they do these skills so they will not lose all of their creativity at once.

Unit Rationale: The social studies concepts and generalizations are important for the students to learn because they must understand that not everyone in the world and around the world is exactly like them. There are several different cultures out there that eat, dress, act, and learn in a different way from themselves as well as the United States as a whole. It is also important for students to know that these different cultures have different values and ways of life. In the United States, more and more women are becoming the breadwinners of the family while the father stays home and takes care of the children. Other cultures do not allow women to step foot out of the home or even talk to others

outside their family. Some cultures value family and what everyone in their family has to offer, unlike the United States where the divorce rate is over fifty percent. Also, the United States is very close to money and what they are going to get as far as inheritance goes. But, other cultures like Afghanistan some people, mainly women do get inheritance even though it is rightfully theirs.

The language arts concepts, skills, and strategies that the students will learn in this unit are important because it will help with their educational career, whether they decide to continue their education onto college or not. When these students learn new and unfamiliar vocabulary words as well as their synonyms, it will help them with their education as far as writing paper, spelling certain words, and their reading level. Students cannot write a well developed any kind of paper later on in their education if the students cannot read, spell, or understand words at the age or grade level they are at. It is also important for them to learn just to get through life. Everyone everyday comes across something that needs to be read, spelled, or written. This could be something simple as a newspaper or writing a check. One needs these kinds of skills in their everyday lives to just make it in society and live normally among others.

In this unit there are certain aspects that reflect my ability to actively involve students in their learning. For starters, there are the Reader's Theater scripts that the students will be reading in groups as well as to the class. With these scripts the students will be acting out how the characters feel in a certain situation and will be more likely to remember what is happening in the novel. Also, with the research the students will be doing. At this, the students will be teaching themselves about Afghanistan families by reading certain articles. The students will not be listening to me teach, they will be teaching themselves. There are also several effective teaching techniques included in this unit and they are comprehension, and vocabulary activities. And I believe that there are effective teaching techniques because one needs to learn how to understand whatever it is they are trying to learn to get the full learning experience. Also, vocabulary strategies are important because students need to learn higher-level vocabulary words when writing to express meaning. One resource I used to help students develop critical thinking skills was the novel *Wanting Mor*. This was by taking certain situations in the novel and asking for

students to either put themselves in that situation and think about how it would make them feel, or just by asking the students to think about why a certain situation happened. And one other material that I used were the articles on Afghanistan families. With these articles, the students were to critically think about how the United States culture and Afghanistan culture differed and were the same. The students were to also image themselves if they lived in Afghanistan and how their lives would be different and even the same. The opportunities that I provided for social interaction were mainly when the students were working together in groups. At these times the students needed to socialize with the other members in their group to see their point of view and way of thinking. The students also needed to socialize to express when they were having trouble completing assignments. This could have been with me or with the students who finished early and walked around to help others.

Outline of the Unit:

1.) Reading/Type of Reading Assignments:

- **Day 1:**
 - Chapters 1-3 (Pages 9-36) Teacher will read to the students.
- **Day 2:**
 - Chapters 4-7 (pages 37-69) Students will read as homework.
- **Day 3:**
 - Chapters 8-10 (Pages 70-98) Students will read silently.
 - Students will also be using non-fiction text on this day.
- **Day 4:**
 - Chapters 11-14 (Pages 99-131) Students will read with a partner.
- **Day 5:**
 - Chapters 15-18 (Pages 132-165) Teacher will read some to the students and the students will read the rest as homework.
- **Day 6:**
 - Chapters 19-21 (Pages 133-183) Students will read silently.

2.) Vocabulary:

- **Day 1:**
- **Vocabulary Words:**
 - 1.) Menacing page 11
 - I chose the word menacing because it appears several times throughout the chapter.
 - 2.) Fragrant page 14
 - Fragrant was chosen because it is a good word to describe something that smells other than smelly.
 - 3.) Knack page 15
 - Knack is a good word because I think it relates to Jameela and all the changes she went through in the novel.
 - 4.) Silhouette page 17
 - I chose the word silhouette because people do not use it very often today.

5.) Chinks page 20

- I thought chinks was a good word because I as well was not sure of its meaning.

6.) Recite page 26

- Recite is a good word because Jameela says many prayers in the novel that she repeats.

7.) Dignitaries page 28

- This is a good vocabulary word because Jameela always sees other people as important but herself.

8.) Charred page 30

- I chose charred because it is a Tier II word.

○ **Cultural Words:**

1.) Mor, Baba, Porani and charapee page 10

2.) Khalaa page 11

3.) wudu page 12

4.) ghysl page 13

5.) Maghrib, janaza, nafil, and sujud page 14

6.) naan page 15

7.) Isha and kurtha page 16

8.) Surah, Faitha, and Mecca page 26

9.) Phusto and Farsi page 29

10.) Corbacha page 30

○ **Day 2:**

○ **Vocabulary Words:**

1.) Struts page 40

- Struts is a great vocabulary word because it tells a lot about the new women that Baba likes.

2.) Shawl page 41

- This is a good word because Jameela always had her porani over her face in the beginning of the novel like a shawl.

3.) Fatigue page 44

- I chose this word because I think it describes Jameela's stepmother.

4.) Snatches page 51

- I chose this word because Jameela get a lot of her things snatched from her.

5.) Descended page 53

- This is a great word because this is the way Baba life is during out, it's going downward.

6.) Snarled page 55

- I chose this word because Jameela receives a lot of snarled looks because of her lip.

7.) Twitching page 57

- I chose this word because it is a word people do not use very often.

8.) Sympathetic page 63

- I chose sympathetic because I think Jameela feels this way about herself during the beginning of the novel.

○ **Cultural Words:**

- 1.) Jumaa page 40
- 2.) Fajr page 43
- 3.) Punjabi and mullaa page 47
- 4.) chitral page 49
- 5.) Quran and Mehr page 50
- 6.) kofta page 51
- 7.) Subhanallah page 57
- 8.) Allah page 59
- 9.) Dusterkhan page 61
- 10.) banjaan page 63

○ **Day 3:**

○ **Vocabulary Words:**

- 1.) Murmurs page 70

- I chose this word because it shows up more than once in the novel.
- 2.) Carcasses page 74
 - I chose this word because it is a word that describes Mor's dead body.
 - 3.) Bargaining page 76
 - I chose this word because it describes the way the head lady of the orphanage acts to get things from the soldiers.
 - 4.) Hitching page 81
 - I chose this word because it describes how Jameela was moved to get the surgery done on her lip.
 - 5.) Knobby page 83
 - I chose this word because not a lot of people use this word in their vocabulary.
 - 6.) Insist page 86
 - I chose this word because the Butcher insists on giving Jameela money.
 - 7.) Eavesdrop page 90
 - I chose this word because it describes how Jameela starts to learn the alphabet from listening in on school lessons.
 - 8.) Grubby page 95
 - I chose this word because it describes the little girl in the orphanage that is completely filthy.

○ **Cultural Words:**

- 1.) Asthaghfirullah page 71
- 2.) tashakur page 76
- 3.) Zurh page 77
- 4.) Shaitan, Medina, Kaaba page 78
- 5.) sunnah and iquama page 83
- 6.) hijab page 84
- 7.) Baraka page 89

8.) Asslaamu alaikum page 91

9.) Alaihi Aalam page 94

10.) chardor page 95

○ **Nonfiction Vocabulary Words:**

1.) Kin

- I chose this because I do not think students know what this is and how it relates to families.

2.) Unit

- I chose this because a family unit in Afghanistan is very different from the family unit in the United States.

3.) Extended

- I chose this word because it again describes families and how close they are together.

4.) Authority

- I chose this word because I want the students to know that males have the authority in Afghanistan.

5.) Status

- I chose this word because status in Afghanistan is different than here in America.

6.) Inheritance

- I chose this word because not everyone is allowed an inheritance in Afghanistan like in America.

○ **Sources:**

1.) <http://countrystudies.us/afghanistan/57.htm>

2.) <http://library.thinkquest.org/CR0212462/culture/familyStructure.htm>

3.) <http://www.everyculture.com/A-Bo/Afghanistan.html>

4.) <http://www.kwintessential.co.uk/resources/global-etiquette/afghanistan.html>

○ **Day 4:**

○ **Vocabulary Words:**

1.) Clod page 99

- I chose this word because I as well did not know the words meaning.

2.) Crumpled page 101

- I chose this word because I do not think students know that this is a synonym for crush.

3.) Splotchy page 103

- I chose the word splotchy because not many people use it as a part of their vocabulary.

4.) Flimsy page 104

- I chose this word because it describes Masood with his missing left leg.

5.) Concentrate page 109

- I chose this word because this is what Jameela does when she learns how to read.

6.) Dignity page 112

- I chose this word because it describes Soraya from her status at the orphanage.

7.) Reproach page 119

- I chose this word because this is how Jameela's stepmother looks at Jameela.

8.) Wince page 121

- I chose this word because Jameela goes through a lot of pain in the novel and does not seem to show emotion because of it.

○ **Cultural Words:**

1.) Burka page 101

2.) Hajj page 106

3.) Ar-Raheeq al Makhtoum page 109

4.) alif page 115

○ **Day 5:**

○ **Vocabulary Words:**

1.) Boulevard page 140

- I chose this word because Jameela was left on the streets of Kabul.

2.) Etched page 143

- I chose this word because I as well did not know what this meant.

3.) Vouch page 149

- Vouch is a great vocabulary word because students this age probably have never heard it before.

4.) Vulnerable page 157

- I chose this word because Baba seems to be very vulnerable throughout the novel.

5.) Embroidery page 159

- I chose this word because it is a Tier II word.

6.) Elegantly page 160

- I chose this word because it describes Jameela's new schoolteacher.

7.) Opium page 160

- I chose this word because it shows up several times throughout the novel.

8.) Attentively page 161

- I chose this word because it describes Jameela when she is in school.

○ **Cultural Words:**

1.) Hasbiyallahu wa ni'mal wakeell page 136

2.) salams page 139

3.) hadith page 146

4.) Nikah and Mehrem page 151

5.) Eid page 152

6.) noor page 159

7.) salwar page 162

8.) gelabis page 164

○ **Morphemic Analysis Words:**

1.) Abandoned

- I chose this word because it describes what happened to Jameela.

2.) Absent

- I chose this word because it describes Jameela's Baba in her life.

3.) Abduction

- I chose this word because it is what Jameela thinks might happen when she meets the Butcher.

4.) Abnormal

- I chose this word because it describes how Jameela is with her lip.

5.) Absorb

- I chose this word because it is more difficult to define with the prefixes of ab.

6.) Abstract

- I chose this word because not a lot of people use this in their vocabulary.

7.) Abstemious

- I chose this word because I as well did not know its meaning.

8.) Aberrant

- I chose this word because I as well did not know the words meaning.

○ **Day 6:**

○ **Vocabulary Words:**

1.) Stammers page 168

- I chose this word because Jameela stammers a lot in the novel.

2.) Disguising page 170

- I chose this word because Jameela likes to disguise herself before she gets her lip fixed.

3.) Tattered page 173

- I chose this word because this word describes Jameela's porani that Mor gave her.

4.) Etiquette page 174

- I chose this word because Jameela's stepmother does not have very nice manners.

5.) Extravagance page 176

- I chose this word because it is a word that not many people use in their vocabulary.

6.) Obligated page 179

- I chose this word because I as well did not know this words meaning.

7.) Treacherous page 181

- I chose this word because it describes the way Baba left Jameela.

8.) Solemn page 183

- I chose this word because I as well did not know its meaning.

○ **Cultural Words:**

1.) Kameez page 167

2.) Qadr of Allah and kulfi page 168

3.) Alhamdu lillah page 177

3.) Purpose for Reading:

○ **Day 1:**

- Why does Baba want to move from their small village to Kabul?

○ **Day 2:**

- Why do you think Jameela’s new stepmother does not want her to learn how to read?
- **Day 3:**
 - How do you think Jameela feels about her new roommate at the orphanage?
 - How does a family in Afghanistan get the title of either shame or honor?
- **Day 4:**
 - Why do you think Soraya does not want Jameela to get her surgery done? Why underlying fears do you think Soraya has?
- **Day 5:**
 - Why do you think Jameela’s stepmother told everyone at Masood and Soraya’s wedding that Jameela was lost in a minefield?
- **Day 6:**
 - How do you think Jameela, Baba, Masood, and Jameela’s stepmother felt when they were reunited for the first time after she was left on the street?

4.) Comprehension Discussion Questions:

- **Day 1:**
 - 1.) What was wrong with Baba when he got back late from his first night in Kabul?
 - 2.) What happened when Jameela went to wash clothes down at the river?
 - 3.) What happened to the rest of Jameela’s family before Mor died?
 - 4.) What does Jameela get to take with her when her and Baba leave for Kabul?
- **Day 2:**
 - 1.) What does Khalaa want Jameela to take off before the dinner party because it is ragged?
 - 2.) Why does Baba and Jameela get kicked out of the house they are staying at?

3.) What was Masood doing and where was he at the time he lost his left leg?

4.) What does Jameela's stepmother erase from the dirt?

○ **Day 3:**

1.) List at least three to four items that line the streets of Kabul.

2.) In the novel does it give all the names of the Butcher's children? If so, what are they?

3.) How much money did the Butcher give Jameela?

4.) What are some of the comments that the other girls in the orphanage give to Jameela about her lip?

○ **Day 4:**

1.) What is the one thing that Jameela finally starts to learn to do in school?

2.) What does Jameela dream about in her new bed?

3.) What item(s) does Khalaa Gul have the soldiers fix in the orphanage?

4.) What lesson is being taught the first day Jameela is in the older classroom that she already knows?

○ **Day 5:**

1.) What gift does Jameela give to Soraya on her wedding day?

2.) Where do Jameela, the Butcher, and Soraya end up on their way back to the orphanage?

3.) Who wants to marry Soraya?

4.) What makes Jameela gasp at Soraya's wedding ceremony?

○ **Day 6:**

1.) Where did Zeba take Jameela after trying to get more food for the orphanage?

2.) How does the novel describe the look of Baba when he sees Jameela for the first time?

3.) What does Baba promise Jameela when he comes to talk to Jameela at the orphanage?

- 4.) What does the orphanage offer Jameela when her Baba comes to talk to her?

5.) Higher Level Discussion Questions:

○ **Day 1:**

- 1.) Compare the main character, Jameela, with yourself. Has there ever been a time where you have felt like her? For example, moving or having someone you were close to die?
- 2.) Predict how you think life would have continued if Baba didn't make the decision to leave for Kabul.

○ **Day 2:**

- 1.) Why do you think Jameela acted the way she did towards her new stepmother and her Baba even though she was not pleased with her new life situation?
- 2.) Think about the relationship that Jameela and her new stepbrother Masood have and list some of their similarities and differences.

○ **Day 3:**

- 1.) Do you think that somebody could really leave his or her child on the street like Jameela's Baba did in the United States? Why? How would you feel if you were left on the street?
- 2.) Why do you think the Butcher was so nice to Jameela by offering her food and taking her into his home? Do you think someone would do this in the United States to help someone else?

○ **Day 4:**

- 1.) Compare the main character to yourself and think about how you would feel if you had surgery to fix the way you looked.
- 2.) Predict what might have happened during the part of the novel if Jameela decided to not get her lip fixed.

○ **Day 5:**

- 1.) Compare yourself to the main character and tell how you would feel if your best friend was marrying your stepbrother. Would you be happy or angry?

- 2.) Pick two events that happen in the pages of 132 to 165 and write about their similarities and differences. And tell why you chose these two events.

○ **Day 6:**

- 1.) Think about the end of the novel and think about how you would change it. Give the novel a different ending and tell what happens to Jameela.
- 2.) Create a new setting for the novel and tell how the novel would be different in its new setting.

6.) Schedule of Skills and Strategy Lessons:

Listening Strategy	<u> 1 </u>	Comprehension Strategy (Fiction)	<u> 2&3 </u>
Vocab. Instruction (Fiction)	<u> 1-6 </u>	Word Analysis (Phonics)	<u> 5 </u>
Literary Analysis	<u> 2 </u>	Critical Thinking/Journal Response	<u> 2 </u>
Research Skill	<u> 4 </u>	Speaking-Readers Theater or Drama	<u> 4 </u>
Writing Instruction	<u> 5&2 </u>	Sketch to Stretch (Visualizing)	<u> 1 </u>
Nonfiction Comp. Strategy	<u> 3 </u>	Nonfiction Vocabulary	<u> 5&3 </u>

Lesson Plans for the Unit:

- **Lesson Plan 1:** Please see attached first lesson.
- **Lesson Plan 2:** Please see attached second lesson.
- **Lesson Plan 3:** Please see attached third lesson.
- **Lesson Plan 4:** Please see attached fourth lesson.
- **Lesson Plan 5:** Please see attached fifth lesson.
- **Lesson Plan 6:** Please see attached sixth lesson.

Assessing Student Learning:

Pre – Post Assessment

- _____ 1.) Yogurt and Naan are hardly ever eaten in Afghanistan.
- _____ 2.) Polygamy happens in Afghanistan but is not highly accepted.
- _____ 3.) Kinship is often considered when marriage is talked about.
- _____ 4.) In Afghanistan, the women go to work and the men stay home.
- _____ 5.) By the middle of the novel, Jameela and her stepbrother Masood start to understand each other as individuals.
- _____ 6.) When Jameela meets the Butcher, he *only* gives her food.
- _____ 7.) Jameela never learns to read in the novel.
- _____ 8.) Soraya and Zeba are completely fine with Jameela and her lip surgery.
- _____ 9.) Charred is to Burnt as Crumpled is to Crush.
- _____ 10.) When we summarize it is important to know what information to leave out.
- _____ 11.) Visualization is a great way to help comprehend text.
- _____ 12.) It is *not* helpful to use a new vocabulary word in context to help understand the word's meaning.
- _____ 13.) The following suffixes, .edu, and .mil, are good to use when researching.
- _____ 14.) Allah is a word that means wonderful in Afghanistan.
- _____ 15.) Baba means Uncle in the novel *Wanting Mor*.

Pre – Post Assessment Answers

- 1.) False
- 2.) True
- 3.) True
- 4.) False
- 5.) True
- 6.) False
- 7.) False
- 8.) False
- 9.) True
- 10.) True
- 11.) True
- 12.) False
- 13.) True
- 14.) False
- 15.) False

Reflection on Unit Assessments: Some of the developmental characteristics I considered while assessing my students were time, a sense of accomplishment and success, quick feedback, writing, and using information throughout the entire lesson, and not just focusing on one area. As far as time goes, students at this age do not want to be taking hours to complete an assessment. Any type of assessment needs to be fairly quick and easy for the students to understand. My first assessment is the true/false statements that the students will answer. This assessment is only fifteen questions and will not take long for the students to finish or will be too difficult for the students to understand. I also took into account that students love to get immediate feedback. I wanted to give an assessment that would be quick and easy for me to grade to not keep the students waiting to see how well they did. And, on the topic of doing well, students this age need to succeed and know that they are doing well with their schooling. This type of assessment is one way for them to succeed because it is a fifty-fifty chance of getting each question correct. And, for the essay part of the assessment the students will be writing about the entire novel, not just something that has been taught about the novel. This way the students will also be showing me their writing and spelling skills.

I could change my assessments for students who are disabled by taking out some of the true/false questions. I can only have them answer maybe ten or even eight depending upon how much I think they can handle. I can also have the students only write me a paragraph about the theme of the novel as well as only give one example instead of many examples. This way the students will be less stressed and will be able to handle the assessments more calm and smoothly.

The assessments in this unit connect with my objectives and instruction in several ways. First, some of the questions that are asked in the assessments deal with some of the vocabulary and comprehension strategies we learned in some of the lesson plans. Also, one questions deals with specific instruction because it is in the format that the vocabulary activity calls for. My assessment also asks to identify which website suffixes are appropriate for use and asks to write an essay about the theme of the novel. Also, there are some cultural words from the novel that students need to be able to recognize and know the meaning of to answer one of the questions. In the assessment it also asks

about the nonfiction text we studied outside of the novel over what Afghanistan families were like. Some questions ask about the family life and the way things are in the Afghan culture, which is social studies.

Resources and Materials for lessons:

- **Day 1:**
 - The materials that will be needed for this lesson are, paper and pencil, the novel *Wanting Mor*, our vocabulary list, and colored pencils or crayons. Other materials that will be needed are for the literature preview introduction and the accommodations for English language learners. For the literature preview there will need to be pictures of American food as well as Afghanistan food with their names. And for the English language learners, there will need to be pictures of the key concept words as well as the key concept words written out.
- **Day 2:**
 - The materials that will be needed for these activities are, for the comprehension strategy, paper, a pencil, and their novel “Wanting Mor.” For the literary analysis strategy the students will need, a pencil, their novel, and a copy of the Venn Diagram (graphic organizer). And for the critical analysis strategy the students will need paper, a pencil, their novel, another novel titled, “A Taste of Blackberries,” and another two copies of the Venn Diagram. Also, for the introduction vocabulary activity the students will need a piece of paper, a pencil and their novel.
- **Day 3:**
 - There will need to be several materials for this lesson plan. To start of with the introduction, there will need to be a Venn Diagram and the two books, *Wanting Mor* and *Interviews with Muslim Women of Pakistan* that the students can use when comparing Jameela and Zahra book. For the comprehension activity, there will need to be at least three sources for the students to look at to skim to find evidence. And these sources include:
 - 1.) <http://countrystudies.us/afghanistan/57.htm>
 - 2.) <http://library.thinkquest.org/CR0212462/culture/familyStructure.htm>
 - 3.) <http://www.everyculture.com/A-Bo/Afghanistan.html>
 - 4.) <http://www.kwintessential.co.uk/resources/global-etiquette/afghanistan.html>

For the vocabulary activity, there will need to be a picture that deals with the main content. Also, there will need to be five words chosen from the reference that could possibly be used to describe the picture. Moving on to the closure of the lesson plan, there will need to be either computers or iPods available for the students to use for the podcast activity. Also, for the students who are ELL learners the pictures they will use to discuss the chapters will need to be found and placed in a paper bag so they can draw the pictures out without knowing what they are. And for the students who finish early the checklist will need to be made.

- **Day 4:**

- For this lesson, the students as well as myself will need a lot of materials. For the introduction there will need to be a poem that deals with Afghanistan with lots of symbolic words that relates to our novel, the different scripts for the students to act out during Reader's Theater, the worksheet the students will fill out when looking for valid websites of which they and I will use the search engine of Google. The students will also need their novel *Wanting Mor* as well as paper and a writing utensil. Also, the pictures that will help the students in my class that are ELL learners and deaf as well as the Web Quest.

- **Day 5:**

- Some materials that will be needed for this lesson are paper and pencil, the novel *Wanting Mor*, colored pencils or crayons, our vocabulary list, the Morphemic Word Analysis worksheet, the checklist for the students who finish early, and the recording for the students who are ELL Learners.

- **Day 6:**

- The materials that will be needed for this lesson are, the novel, our vocabulary list, different food recipes that the students will get to choose from, the materials for the students to actually cook their recipes like bowls, utensils, measuring cups, ingredients, etc. for the extending the lesson, the rubric for the students essays, the checklist for the students who

finish early, and the purpose discussion as well as the questions in the closure.

- **Ten Additional Resources:**

Blood, R. Peter. (2009). *Afghanistan Culture: Welcome to Afghanistan Culture*. Retrieved from <http://www.afghanistan-culture.com/>

Cason, Roxanne. (2010). *Save the Children: Afghanistan*. Retrieved from <http://www.savethechildren.org/countries/asia/afghanistan.html>

Daily News. (2010). *Afghanistan War*. Retrieved from <http://www.nydailynews.com/topics/Afghanistan+War>

Kiefer, Kari. (2010). *Weather Underground: Afghanistan*. Retrieved from <http://www.wunderground.com/global/AH.html>

Macmillan, Gabe. (2006). *Clothing, Traditional: Afghanistan*. Retrieved from <http://www.bookrags.com/research/clothing-traditionalafghanistan-ema-02/>

Miller, Lloyd. (2008). *Afghan music at Shiraz Arts Festival, tambur & dilruba solos*. Retrieved from <http://www.youtube.com/watch?v=rQ5bySQggXc>

Qazi, Christi. (2007). *Afghanistan Online: Afghan Cooking*. Retrieved from <http://www.afghan-web.com/culture/cooking/>

Smith, Michael. (2010). *Afghanistan*. Retrieved from <http://www.worldatlas.com/webimage/countrys/asia/af.htm>

Unknown. (2006). *Afghanistan Overview*. Retrieved from http://www.aims.org.af/afg/overview/afg_overview.html

VidoEmo. (2007). *Afghanistan History Culture Tradition Pride*. Retrieved from <http://www.vidoemo.com/yvideo.php?afghanistan-history-culture-tradition-pride=&i=R25xdDF2cWuRpOU0xTTA>