

PARVANA'S JOURNEY

A WORK BOOKLET







NAME:

CLASS 9

Name:

Tutor Group 9MCC

Parvana's Journey Text Study - tasks

TASK	Level	Completed	TEACHER COMMENT
REMEMBERING/ FINDING INFORMATION True or false 	2 3		<input type="checkbox"/> 1 Shows knowledge of the book <input type="checkbox"/> 2 Preparation and planning <input type="checkbox"/> 3 Followed instructions <input type="checkbox"/> 4 Neat, creative, interesting <input type="checkbox"/> 5 Spelling and grammar Total /5
BOARD GAME UNDERSTANDING Key events identified	2 3		<input type="checkbox"/> 1 Shows knowledge of the book <input type="checkbox"/> 2 Preparation and planning <input type="checkbox"/> 3 Followed instructions <input type="checkbox"/> 4 Neat, creative, interesting <input type="checkbox"/> 5 Spelling and grammar Total /5
UNDERSTANDING Matchup- verb/adverb 	3 4 5		<input type="checkbox"/> 1 Shows knowledge of the book <input type="checkbox"/> 2 Preparation and planning <input type="checkbox"/> 3 Followed instructions <input type="checkbox"/> 4 Neat, creative, interesting <input type="checkbox"/> 5 Spelling and grammar Total /5
APPLYING Diary entries 	3 4 5		<input type="checkbox"/> 1 Shows knowledge of the book <input type="checkbox"/> 2 Preparation and planning <input type="checkbox"/> 3 Followed instructions <input type="checkbox"/> 4 Neat, creative, interesting <input type="checkbox"/> 5 Spelling and grammar Total /5
ANALYSING Character Identification and description 	3 4 5 6		<input type="checkbox"/> 1 Shows knowledge of the book <input type="checkbox"/> 2 Preparation and planning <input type="checkbox"/> 3 Followed instructions <input type="checkbox"/> 4 Neat, creative, interesting <input type="checkbox"/> 5 Spelling and grammar Total /5
EVALUATING Themes 	3 4 5 6		<input type="checkbox"/> 1 Shows knowledge of the book <input type="checkbox"/> 2 Preparation and planning <input type="checkbox"/> 3 Followed instructions <input type="checkbox"/> 4 Neat, creative, interesting <input type="checkbox"/> 5 Spelling and grammar Total /5
ANALYSING Children's Bill of Rights	3 4 5 6		<input type="checkbox"/> 1 Shows knowledge of the text <input type="checkbox"/> 2 Preparation and planning <input type="checkbox"/> 3 Followed instructions <input type="checkbox"/> 4 Neat, creative, interesting <input type="checkbox"/> 5 Spelling and grammar Total /5
CREATING Comic strip 	3 4 5		<input type="checkbox"/> 1 Shows knowledge of the book <input type="checkbox"/> 2 Preparation and planning <input type="checkbox"/> 3 Followed instructions <input type="checkbox"/> 4 Neat, creative, interesting <input type="checkbox"/> 5 Spelling and grammar Total /5



REMEMBERING/
FINDING FACTS

True or False

Place either a 'T' for True or an 'F' for False in each box next to each statement based on what information you can find from your notes, the book or online from your webquest.

1		Afghanistan is a small country in Central America.
2		The Taliban militia took control of the capital city Kabul in Sep, 1996.
3		Afghan people first came to Australia in 1960.
4		Only 23% of the population have access to safe water.
5		23 years of war have destroyed the infrastructure of the educational system and further increased the illiteracy rate in Afghanistan.
6		The Taliban's policies have increased women's freedom.
7		After the Taliban's rise to power, women and girls were discriminated against and their human rights were violated.
8		Afghanistan has been at war since 1879.
9		After the United Nations left Afghanistan, a civil war erupted.
10		The capital city of Afghanistan is Baghdad.
11		The Taliban enforced strict rules for girls and women to follow.
12		The word Taliban meant religious scholars.
13		Parvana dresses as a boy because she wants to.
14		Leila is protected from mines by a guardian angel and because she buries some food in the ground.
15		Parvana finds her family

Use the template below to create a board game which uses some key events from the story. Positive events will be for going forward and negative things might throw the players back a few squares. Add in pictures – you can do this on paper or use on a computer.

Events in the novel :

Parvana's father has died and she buries him.

She leaves to escape being given to the Taliban

She finds a baby in a house where a woman has died – calls him Hassan

Parvana gathers up some food and soap from the empty houses

She runs from the Taliban who are marching towards the village

She finds a cave which is home to a one legged boy called Asif

Time is spent cleaning and washing themselves

They dig for an imagined treasure box but find only a case of bullets

They move on

They clean a hen house but are not paid properly so they return and take three eggs and a chicken.

By accident they walk into a minefield

Leila finds them and they follow her to her house

They stay some time cleaning the place, looking after her grandmother, making a home and eating well.

Leila has collected food from blown up travellers' possessions and one day they get half a goat

Parvana starts to teach Leila to read and write and gives the grandmother a book.

Then the area is bombed, the house is destroyed and grandmother killed

The children start walking again but run out of food and water quickly. They eat pages of Parvana's book "To kill a mockingbird"

They walk on a road with other refugees but often there is bombing of the road.

They reach a refugee camp where Hassan is helped in the hospital clinic

Parvana makes a small lean to with some plastic and spends hours queuing for water and food.

Planes drop food parcels but in a minefield and Leila is killed trying to pick one up.

Parvana fetches her body and while crying over her loss, finally meets her mother again

She is reunited with her sisters Nooria and Maryam but her baby brother Ali has died.

Finish

**Skip One
Turn**

**Move
Back 3
Spaces**

**Title Your Board
Here – and include
some clip art.**

Rules Box

**Super
Skip**
Move

**Oh No!
Go back
to Start**

**Move
Ahead 3
Spaces**

**Oh No!
Go Back**

**Move
Ahead 2
Spaces**

Start





UNDERSTANDING AND LITERACY SKILLS

Verb / Adverb match up – Activity

Adverbs tell us more about verbs, other adverbs or about adjectives. Examples are
She sings **loudly** – **loudly** tells me about how she *sings* (*verb*)
She sings **very** loudly – **very** tells me about how *loudly* (*adverb*) she sings
She sings a **fairly** happy song – **fairly** tells me about the *adjective happy*

- 1.) Match the adverbs in the box below to the appropriate verbs. Note there are adjectives mixed in that would be wrong choices if you want to describe more about the verb. Some words could have more than one adverb that works but try to use them all once

Adverbs:

neatly	carefully	fast	quickly
quick	quietly	always	slowly
suddenly	down	gently	completely
sadly	handsome	uncomfortably	

Verb	Adverb
read	
sitting	
fled	
guided	
touched	
helped	
combed	
looked	
burst	
covered	
dressed	
steps	
lying	

- 2.) Look at page 91 and find two more verb/ adverb pairs of your own and add them to the above table.
- 3.) Write a sentence of your own using ONE of the verb/adverb pairs in the table.

APPLYING

Diary Entries



- 1.) Parvana's life:** Pretend you are Parvana. You wake up one morning and are going to stand in line for food in the queues at the refugee camp. Does Parvana have a shower first? Does she get to choose what she wears? How does she feel? Describe as if you are Parvana, how you feel when you are getting ready to go. Describe what choices you have about the food you will eat in the day? What is it like for your whole family to live in the camp? Explain what it is like to be so crowded and what you feel about the people you see. When you are moving around the camp, men sometimes shout that you should cover up- how do you feel?

- 2.) Your life:** Now write a diary entry describing your experience. What do you typically wear when you wake up in the morning on a school day? Do you get to decide what you have for breakfast? Do you have options? Is your family all living in one room? Do you have the choice about what you wear when you go out to the shops? How do you feel when you see the police on the street? Do you have to dress a certain way in order to be safe? Does an institution or school tell you how to dress and how does that make you feel?

Note – you can add an extra piece of paper here if you wish to write more than will fit this space.

ANALYSING

Creating character through implication



Much of the information the reader gains about Asif's character and motivation is gained indirectly through his actions and words, rather than from Parvana's explicit descriptions of him. Read the statements below. In this exercise, sentences that have indirect or implied information have been listed. For each example, write down what information about or characteristics of Asif are implied (suggested). Try and do this on your own first, then look at the page of words about character to help you and add in more. Write the words you chose first in one colour, and the words you added from the list in a different colour.

Statements	Implied characteristics
"I can't walk!" he yelled. "How stupid you are, not to notice that. Now bring me some food!" "I'll say what I please; I don't take orders from a girl!" Asif taunted	<ul style="list-style-type: none"> • Rude • Angry • Bossy •
"It would probably really annoy you if I came with you, wouldn't it? You'd hate it. ...In that case I will come. And don't try to sneak away without me because I'll catch you and make you sorry."	
Asif poured a little bit of water into the cap of the bottle. Parvana watched him pour it, bit by bit, into Hassan's mouth, not spilling any.	
"I could carry him on my back." Hassan took off his blanket shawl and tied it into a sort of sling. Hassan can sit in here and I can tie it around my neck."	
She knew without turning that Asif was awake, and she waited for him to say something rude about her singing. Instead he shuffled over on his bottom. He gently tugged at the corner of her blanket and she wrapped it around both their shoulders... then they sang together.	
"You led us into a minefield! You are stupid, stupid, stupid!" As he yelled at her he kept grabbing at the place where his leg used to be.	
"There's no protection against minefields. You two are idiots."	
<p>"I don't even feel like me anymore, " said Parvana</p> <p>"There's no me left. I am nothing."</p> <p>"You're not nothing," Asif said. Then he grinned at her a little. "You're an idiot. That's not nothing.</p> <p>Parvana wrapped his frail body in gigantic hug. To her great surprise, he hugged her back.</p>	

WORDS TO DESCRIBE CHARACTER - additional note

Brave	insecure	gentle
defiant	lonely	irritating
Aggressive	afraid	considerate
Determined	loyal	protective
Rude	resourceful	critical
Helpful	devoted	caring
Frightened	loving	practical

Asif's story – the facts we can assume

His family were all killed

He lost his leg , probably blown off by a mine

He lived with an uncle

The uncle made him work very hard but did not treat him well or feed him enough

The uncle whipped him very badly and scarred his back.

He had taken some fruit he was picking and eaten some.

His uncle locked him in a shed after whipping him again and threatened to call the Taliban to cut off his hands.

He broke the lock with his crutches and ran as fast as he could to get away.

He ended up in a cave with very little food and was starving and sick when Parvana found him.

THEMES



Theme- The issues the author explores in the text

Use the headings below and find events and characters that illustrate the themes and find a quote to support your statements. Explain what you feel about the ideas.

Family	Courage	The Horror and cruelty of war
All the children in this story show that family is very important. Explain how we are shown this. Discuss the different 'family' groups in this book.	Parvana shows great courage in her journey to find her mother. Find three or four examples where she shows courage and comment on this.	Parvana's journey reveals to the reader how terrible war is. Discuss three/four different events that show this and say what the author wants the reader to think about.



UNDERSTANDING ANALYSIS KNOWLEDGE EVALUATION

Read the **Children's Bill of Human Rights** on the loose chart which is bigger than the picture below or the text below the picture.

Answer the questions that follow:

1. Name one organisation that is involved with children which appears on this poster.
2. What is the U.N. ? What does it do?
3. Name five things mentioned on here that children have a right to.
4. Article 28 – What sort of link does Parvana have to this article?
5. Who is supposed to make sure children get these rights?
 - a)
 - b)
6. Read Articles 13 and 15 again.
 - a) What do these articles have in common?
 - b) What do you think the last sentence in each is pointing out?
7. What is one right mentioned on this whole chart that surprised you? Explain why you are surprised.
8. Visual analysis:
 - a) What makes this poster appealing to a child? (Think of two or three things)
 - b) What is a logo?
 - c) Copy one of the logos used on this poster.
 - d) Can you find out what it stands for?

UN Convention on the Rights of the Child

In Child Friendly Language



"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.



Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults decide what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity—an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parents, unless it is best for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well-being, from radio, news paper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have those living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to have, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion—or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse. Article 23 also says you are allowed to belong or not belong to a group.

Article 35
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 36
No one is allowed to punish you in a cruel or harmful way.

Article 37
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 38
You have the right to help if you've been hurt, neglected or badly treated.

Article 39
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 40
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 41
You have the right to know your rights! Adults should grow about these rights and help you learn about them, too.

Articles 42 to 54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.



Canadian Heritage

Patrimoine canadien



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You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33

You have the right to protection from harmful drugs and from the drug trade.

Article 34

You have the right to be free from sexual abuse.

Article 35

No one is allowed to kidnap or sell you.

Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37

No one is allowed to punish you in a cruel or harmful way.

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Article 41

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Article 42

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Articles 43 to 54

These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

Parvana-The Comic Strip

TASK: Rewrite one chapter of the book with illustrations and speech bubbles.

CREATING

