

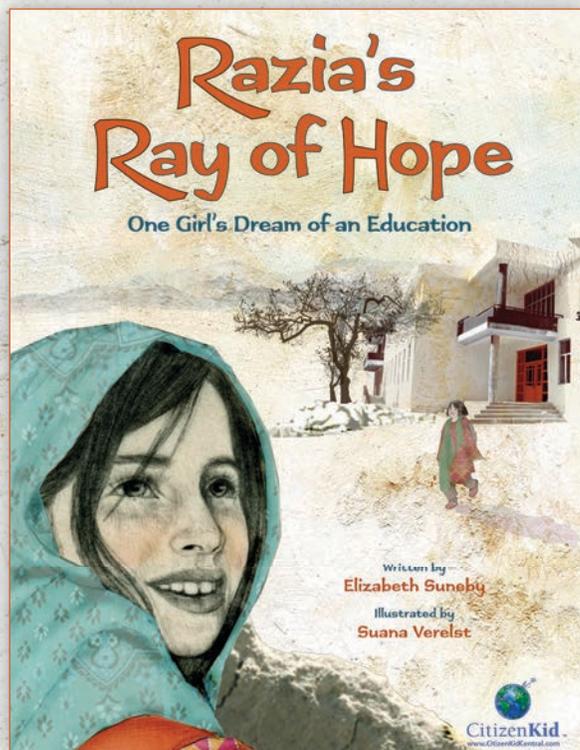
RAZIA'S RAY OF HOPE Lessons (Grades 4-5)

Children's Rights
Language Arts
Service Learning

Social Studies
Global Issues

In *RAZIA'S RAY OF HOPE*, written by Elizabeth Suneby and illustrated by Suana Verelst, Razia dreams of getting an education, but in her small village in Afghanistan, girls haven't been allowed to attend school for many years. When a new girls' school opens in the village, a determined Razia must convince her father and oldest brother that educating her would be best for her, their family and their community. The book is based on the true stories of the students of the Zabuli Education Center for Girls, just outside of Kabul, founded by a generous and resourceful woman named Razia Jan, a CNN hero, who also appears in the story.

RAZIA'S RAY OF HOPE is the latest book in Kids Can Press's CitizenKid™ collection, which explores complex global issues and makes them kid-sized, with overviews and fast facts.



ISBN 978-1-55453-816-4

"Purposeful in a positive way, this imaginatively illustrated book should open readers' eyes to issues facing children who live in very different circumstances."

— *Kirkus Reviews*

"As soon as I read *Razia's Ray of Hope*, I knew I found the perfect book to complement our Student Outreach for Shelters Program,"

— *Roya Hosseini, wife of author Khaled Hosseini and Co-Founder of The Khaled Hosseini Foundation*
(www.khaledhosseinifoundation.org)



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INSIDE THE BOOK



ABOUT THE AUTHOR

Award-winning author Elizabeth Suneby has written several books for children and teens and lives outside of Boston, Massachusetts. Elizabeth leads interactive workshops that help elementary and middle school students become more global-minded, through advocacy and writing. Contact the author at www.elizabethsuneby.com to inquire about class visits.

ABOUT THE ILLUSTRATOR

Suana Verelst is an award-winning children's book illustrator who has been published in Belgium, France, the United States and Canada. Originally from Belgium, Suana now lives in Montreal, Quebec. Visit her website at <http://www.suanaverelst.com>.

ABOUT RAZIA JAN



Razia Jan (pictured right), CNN hero and founder of the Zabuli Education Center for Girls in Afghanistan, and Malala Yousafzai (pictured left), a Pakistani school pupil and education activist, were thrilled to be reunited in New York during the taping of Christiane Amanpour's interview with Malala on CNN. Razia and Malala met last year in London and have been fast friends ever since, united in their passion for educating girls as a means to changing the world.

Razia Jan was born in Afghanistan and moved to the United States when she was a young woman. She worked hard as a tailor and raised her son in a small town in Massachusetts.

After September 11, 2001, Razia felt she needed to connect people from her

homeland in Afghanistan and people from her new home in America. In 2007, she started Razia's Ray of Hope Foundation. She hoped to improve the lives of women and children in Afghanistan through education.

In 2008, Razia made the big decision to give up her comfortable life in the United States and move back to Kabul, Afghanistan. She planned to open the Zabuli Education Center for Girls. The education center is in the middle of seven villages that never had a girls' school before.

Today, the center is full of 350 young girls learning to read and write. The students love school so much, says Razia, that they run in the door every day and even beg for school to be all year long, without vacation. Many of the girls take their workbooks home and teach their mothers the lessons! These brave young girls and their commitment to become educated are the inspiration for this book. In recognition of Razia's work, she was honored by CNN as one of their Top 10 Heroes of 2012, an award given to ordinary people doing extraordinary things to make the world a better place.

Razia believes that education is the key to positive, peaceful change in the world. Do you agree?

THEME

Determination

ESSENTIAL QUESTIONS

- What is determination?
- How can our own determination shape our lives?
- How can an individual's determination impact the lives of others?
- What is the connection between genre and author's purpose?

OUTCOMES

- Students will be able to distinguish author's purpose (to persuade, to inform, to entertain).
- Students will work cooperatively, using varied genres, to investigate the theme.
- Students will cite specific textual evidence and make inferences from their readings to research the theme.
- For Service Learning component: Students will build awareness and take action based on their learning.

COMMON CORE STATE STANDARDS

- **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.4.1](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **Craft and Structure:** [CCSS.ELA-Literacy.CCRA.R.6](#) Assess how point of view or purpose shapes the content and style of a text.
- **Research to Build and Present Knowledge:** [CCSS.ELA-Literacy.W.3.7](#) Conduct short research projects that build knowledge about a topic. [CCSS.ELA-Literacy.W.4.9](#) Draw evidence from literary or informational texts to support analysis, reflection and research.
- **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.5.9](#) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SOCIAL STUDIES CONNECTION

The context of RAZIA'S RAY OF HOPE provides educators and their students with an opportunity to explore multiple themes from Social Studies, including: Culture; People, Places & Environments; Individual Development & Identity; Power, Authority & Governance; Global Connections; and Civic Ideals & Practices (<http://www.socialstudies.org/standards/strands>).



SERVICE LEARNING CONNECTION

Students can choose to create their own service project utilizing Razia's Ray of Hope Foundation's ideas or generate their own (<http://www.raziasrayofhope.org/fundraising-ideas.html>).

The Khaled Hosseini Foundation's Student Outreach for Shelters (SOS) program (<http://www.sos4tkhf.com/service-learning.php>) aligns with the following Service Learning standards: meaningful service, youth voice, link to curriculum, reflection, progress monitoring and diversity. (For information on standards, see <http://www.nylc.org/k-12-service-learning-standards-quality-practice>.)

MATERIALS & PREPARATION

- RAZIA'S RAY OF HOPE: ONE GIRL'S DREAM OF AN EDUCATION, written by Elizabeth Suneby, illustrated by Suana Verelst
- Excerpt from Malala Yousafzai's speech to the United Nations on July 12, 2013 (see end of lesson)
- Informational texts on Afghanistan. Select from the following sources based on student levels:
<http://kids.nationalgeographic.com/kids/places/find/afghanistan/>
http://www.sos4tkhf.com/downloads/SOS_Journal_No_1.pdf
http://www.raziasrayofhope.org/documents/Razias_Ray_of_Hope_About_Afghanistan_10.2009b.pdf
- Video (5-minute runtime) — Student-led tour of the Zabuli Education Center, the school featured in RAZIA'S RAY OF HOPE: http://www.sos4tkhf.com/videos_RROH_greeting.php
- "Persuade, Inform, Entertain" (PIE) graphic organizer, with sticky notes

VOCABULARY

- theme
- determination
- genre
- author's purpose
- persuade
- inform
- entertain
- (additional vocabulary from core texts, as applicable, such as Dari vocabulary words listed in the glossary section of RAZIA'S RAY OF HOPE)



Lesson Activities

INQUIRE (20 minutes)

Anticipatory Set

Begin by asking students, “What if the government or your parents decided you weren’t allowed to go to school?” Ask students to brainstorm the likely consequences of that decision (e.g., they might have fun for a while, but they wouldn’t know how to read or do math; they wouldn’t be able to get the job they wanted; they wouldn’t be able to understand important documents like bank loans; etc.).

Share with students that in Afghanistan, under Taliban rule, girls were banned from attending school, riding bicycles, wearing brightly colored clothes and laughing loudly (source: <http://www.raziasrayofhope.org/women-and-girls-in-afghanistan.html>). Ask students to imagine how individuals might have reacted to this ban. Tell students that RAZIA’S RAY OF HOPE tells the story of an individual who was determined to provide girls with the opportunity to go to school.

Brainstorm the word **determination** with the class. Record what students already know (e.g., examples in history or in their own lives that show individual determination). Ask students to predict what RAZIA’S RAY OF HOPE will reveal about determination.

BUILDING SCHEMA (time varies)

Assessment Expectations

Create a shared understanding of expectations via a class rubric for participation and for academic outcomes.

Dari Word Wall

Though RAZIA’S RAY OF HOPE is technically a 680 Lexile® book and is approximately at DRA level 28, the foreign words in Dari may decrease students’ reading comprehension. Before reading the story, give student pairs a Dari word and definition from the glossary at the end of the book. Ask each pair to make an illustration for the word. Post the words, definitions and illustrations on a Dari Word Wall for students to refer to as they read.

Social Studies Connection – Compare/Contrast with Afghanistan

Students may need background information about Afghanistan before completing the activities. Learning about Afghanistan can be tied to Social Studies’ objectives. For example,

as part of the Individual Development & Identity strand, students could compare how they and the children of Afghanistan are alike and how they are unique. Share the Zabuli Tour video and ask students to complete a Venn diagram comparing their school to that in the video.

For Visual Learners

Suana Verelst, the illustrator of RAZIA’S RAY OF HOPE, employs a mixed-media style to illustrate the story. Ask students to analyze an illustration from the book. What do they see (digital images, photos, found objects, watercolor, sketches, etc.)? Ask students to create an illustration of a school activity employing similar methods.

Additionally, both Razia’s Ray of Hope Foundation and The Khaled Hosseini Foundation offer a wealth of video and photo imagery, which can be used to build schema for students:

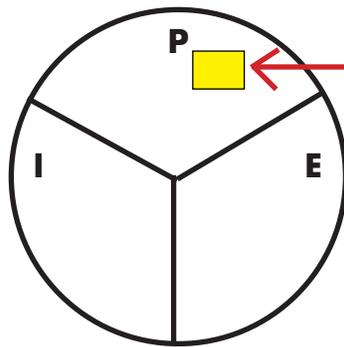
<http://www.raziasrayofhope.org/photos.html> and <http://www.sos4tkhf.com/videos.php>.

Guided Instruction

Share with students that in addition to reading RAZIA'S RAY OF HOPE, they are also going to explore additional text types or genres on the same subject:

- Informational text(s) on Afghanistan (appropriate to student reading level)
- Excerpt from Malala Yousafzai's speech to the United Nations. (Explain to students, if they do not already know, that Malala is a 16-year-old Pakistani girl who was shot — and survived — for championing her right, and the rights of girls, to go to school.)

Ask students to share why it might be important to read multiple texts on the same subject. Ask students to share some of the reasons authors write. Capture responses on the board. Build on student responses. Tell students that an author's purpose is as "easy as PIE" (to Persuade, Inform or Entertain). Ask them each to draw a large pie on a blank page as you draw it on the board. Demonstrate for the class how to determine an author's purpose using one of the texts. Record reasoning on sticky notes and place in the appropriate section of the pie. If necessary, model all three text types.



Usually speeches ask us to do something (like vote for the candidate). Malala's speech is trying to persuade me to put "education first" for all children. Her opinion is that education is the "only solution."

Collaborative Learning

Break students into groups. Allow groups to select one of the three text types. Have each group scan their text and then do a close reading of their text to determine and find evidence of the author's purpose. Ask each group to use a sticky note to put their thoughts in the appropriate section of the PIE chart. Monitor and guide student groups as they work.



SYNTHESIZE & ACT (time varies)

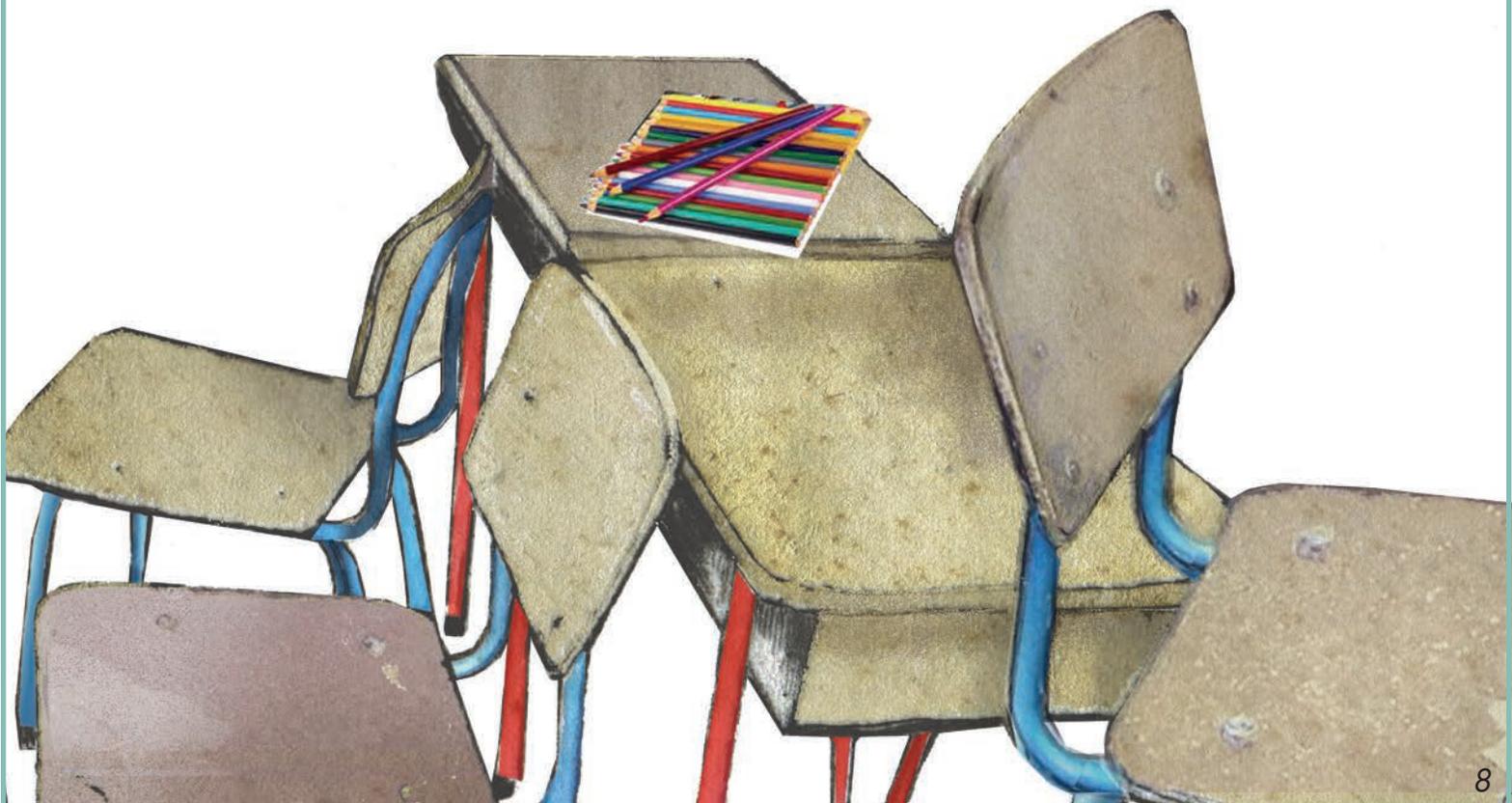
Ask students to reflect on the different text types and different purposes of the authors. (Note the author's purpose for *RAZIA'S RAY OF HOPE* could be categorized as "to entertain" and "to inform" because the end of the book contains a fact sheet.) Discuss with students why it is important to understand an author's purpose (e.g., to determine fact from opinion, etc.).

Draw the class discussion back to the theme:

determination. Ask student groups to make a connection between what they have read and the theme. (For example, in *RAZIA'S RAY OF HOPE*, how do both Razias demonstrate determination? What do they think of Razia's determination within the context of Afghan history?)

Revisit students' initial questions and predictions. How does their learning compare to their original thoughts?

Share with students that around the world today, there are some 69 million school-age children who are not in school (source: <http://www.globaleducationfirst.org/218.htm>). Encourage students to discuss their thoughts and feelings on the matter, and to brainstorm what they might do to help. If they are interested in doing so, students can take action by participating in The Khaled Hosseini Foundation's Student Outreach for Shelters (SOS) program, by raising money to help send a girl to school through Razia's Ray of Hope Foundation or by doing something of their own design.



Excerpt from Malala Yousafzai's speech
to the United Nations on July 12, 2013:

"Dear brothers and sisters, do remember one thing. Malala Day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights. There are hundreds of human-rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand ... one girl among many. I speak — not for myself, but for all girls and boys. I raise up my voice — not so that I can shout, but so that those without a voice can be heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated.

Dear friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too. They thought that the bullets would silence us. But they failed. And then, out of that silence came thousands of voices. The terrorists thought that they would change our aims and stop our ambitions, but nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage was born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.

... Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright, peaceful future. So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons. One child, one teacher, one pen and one book can change the world. Education is the only solution. Education First."

Source: http://ibnlive.in.com/news/full-text-of-malala-yousafzais-speech-at-united-nations/406812-2.html?utm_source=ref_article

For additional activities,
videos and more, visit
CitizenKidCentral.com