

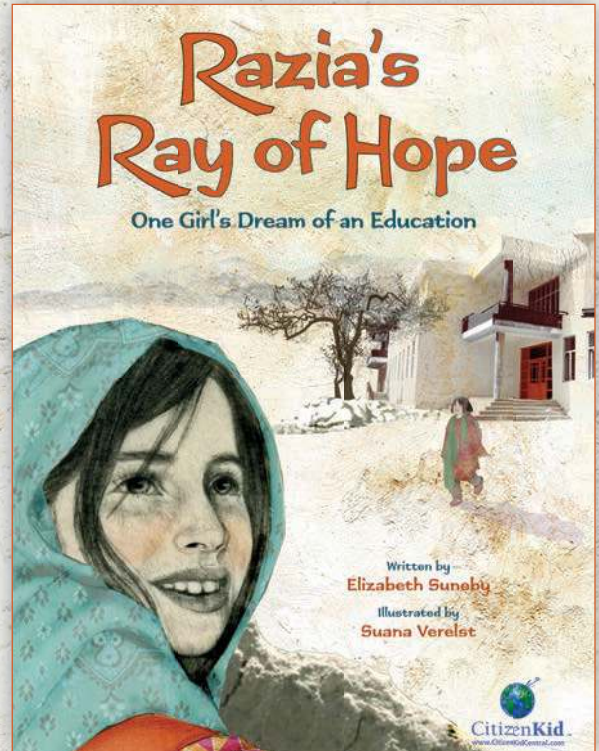
RAZIA'S RAY OF HOPE Lessons (Grades 1-3)

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

Children's Rights

ESSENTIAL QUESTIONS

- What if you weren't allowed to go to school?
- Should all children have the right to an education?
- What elements make up a story?

OUTCOMES

- Students will be able to answer key details about the text.
- Students will be able to describe story elements, including setting, main characters, story problem and solution.
- Students will be able to discuss the connection between the story and the lesson 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.RL.1.1** Ask and answer questions about key details in a text. **CCSS.ELA-Literacy.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **CCSS.ELA-Literacy.RL.1.3** Describe characters, settings and major events in a story, using key details. **CCSS.ELA-Literacy.RL.2.1** Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text. **CCSS.ELA-Literacy.RL.2.3** Describe how characters in a story respond to major events and challenges. **CCSS.ELA-Literacy.RL.3.2** Recount stories, including fables, folktales and myths, from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
- **Comprehension and Collaboration:** **CCSS.ELA-Literacy.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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>).

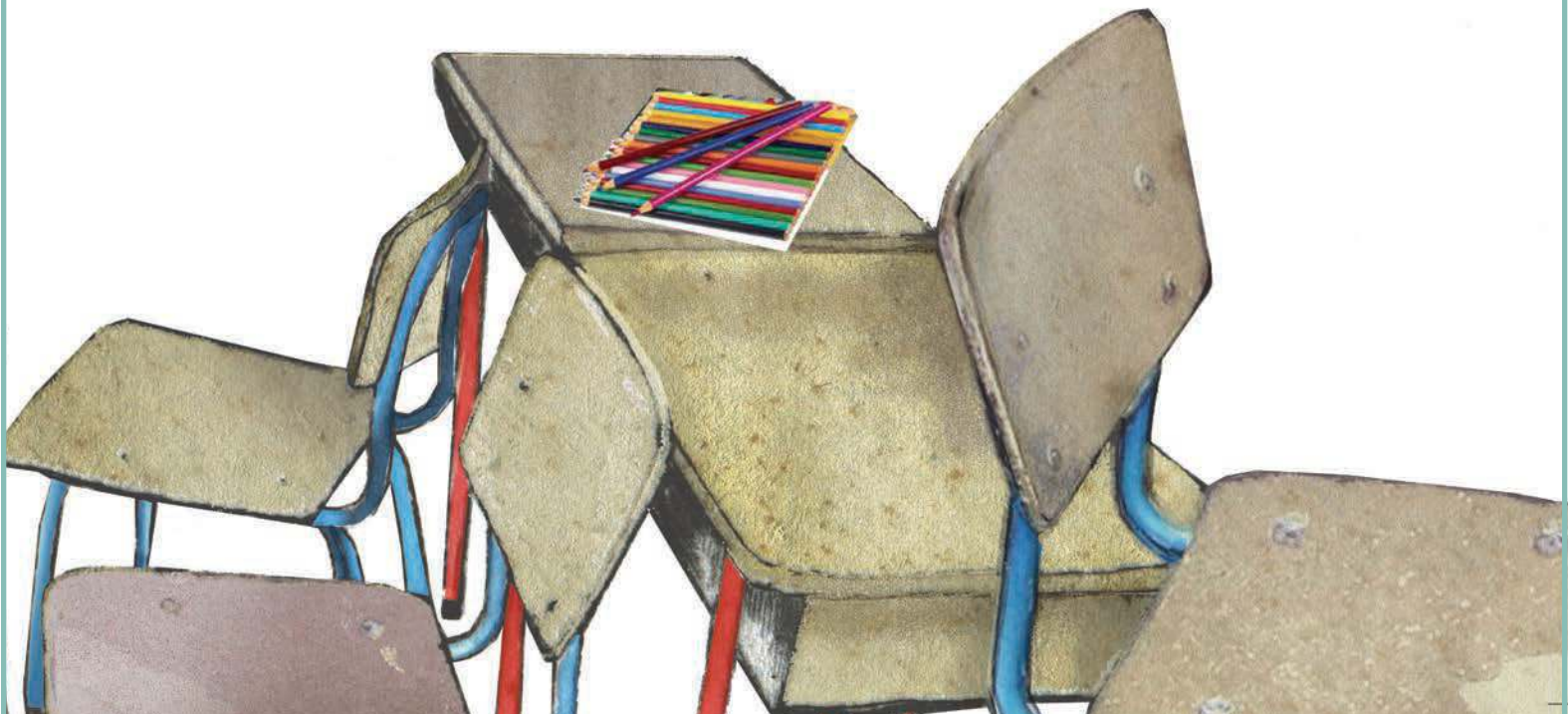
The Khaled Hosseini Foundation's Student Outreach for Shelters (SOS) program (<http://www.sos4tkhf.com/service-learning.php>) aligns with the following Service Learning standards: meaningful service, youth voice, link to curriculum, reflection, progress monitoring and diversity. (For information on standards, 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
- 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
- Story Elements graphic organizer (on board, chart paper or overhead projector)
- "Family Tree" in Dari and English
- Background information on Afghanistan: http://www.raziasrayofhope.org/documents/Razias_Ray_of_Hope_About_Afghanistan_10.2009b.pdf and http://www.sos4tkhf.com/downloads/SOS_Journal_No_1.pdf

VOCABULARY

- rights
- story elements
- setting
- character
- problem
- solution
- (Dari vocabulary listed in RAZIA'S RAY OF HOPE glossary)



Lesson Activities

INQUIRE (30 minutes)

Anticipatory Set

Give students a blank piece of paper. Ask students to draw some of their favorite activities. Allow students to share their work once they've completed the drawings. Next, ask students to imagine a world where they are not allowed (or do not have the **right**) to go to school. Share with students the fact 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 revisit their drawings. What would they have to "X out" from the picture if they weren't allowed to attend school? Discuss students' drawings, thoughts and feelings.

Tell students you are going to read the picture book *RAZIA'S RAY OF HOPE*, which is a story inspired by real-life events of a girls' school that was recently created in Afghanistan.

BUILDING SCHEMA (time varies)

Assessment Expectations

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

Vocabulary Preview – Dari Family Tree

Draw (or print from a picture book) two copies of a multi-generational family. On one picture, label in English: Mother, Father, Daughter, Son, Grandmother, Grandfather. On the second picture, label the family members using the Dari words listed in the glossary section at the back of *RAZIA'S RAY OF HOPE* (i.e., "Baba gi" for the grandfather, "Agha jan" for the older brother, "Bibi" for the mother, etc.). As you read the story aloud, refer to the drawings to clarify students' understanding of the Dari words.

Social Studies Connection – Exploring Afghanistan

Students may need background information about Afghanistan before reading *RAZIA'S RAY OF HOPE*. 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 characters in the book are alike and how they are unique. Utilize *RAZIA'S RAY OF HOPE*, the Zabuli Tour video and the following resources to

paint a picture for students: http://www.raziasrayofhope.org/documents/Razias_Ray_of_Hope_About_Afghanistan_10.2009b.pdf and The Khaled Hosseini Foundation offers additional information at http://www.sos4tkhf.com/downloads/SOS_Journal_No_1.pdf

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>.



INVESTIGATE & ANALYZE (1 to 2 class periods)

Guided Instruction

Share an overhead chart of story elements with the students. Review the meaning of each story element. Ask students to be “Story Element Sleuths” — looking and listening for these elements as you read the story. Depending on student level, read the story once or twice, pausing to check for understanding, and to allow students to provide responses for the Story Elements chart. Younger students could draw pictures instead of words in the chart.

STORY ELEMENTS — RAZIA’S RAY OF HOPE

<i>Setting(s)</i>	
<i>Characters</i>	
<i>Problem</i>	
<i>Solution</i>	
<i>Plot (Summary)</i>	

Collaborative Learning

Once you have completed the chart, cover the responses and ask student groups or pairs to recount the elements of the story in their own words.

SYNTHESIZE & ACT (time varies)

Discuss with students the connection between the story and the theme — **children’s rights**. How do the characters’ words, thoughts or actions relate to the theme (e.g., Razia wants to go to school but needs the permission of her elders; Razia Jan opens a school for girls because there wasn’t one previously; etc.)?

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.



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