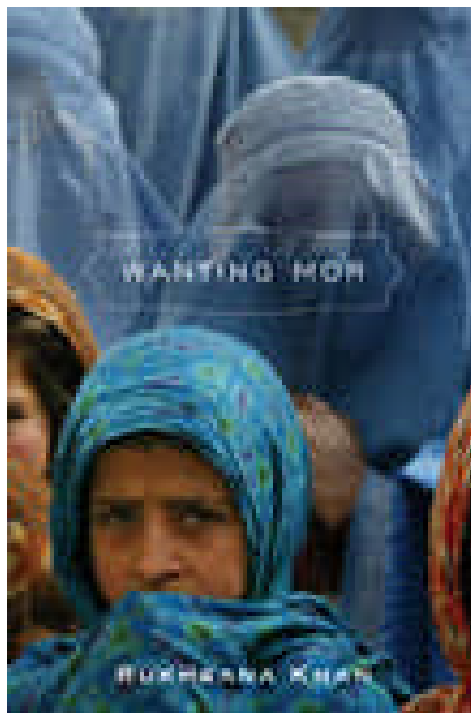


Wanting Mor Presentation Teacher's Guide for Grades 5-9 With Student Activity Sheets

Written and Performed by:
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About Rukhsana Khan

Rukhsana has been writing since 1989. At this point she has ten books published, several of which have been nominated and/or won various awards. Along the way she also became a storyteller and has performed at numerous festivals. For more information on Rukhsana and her books please see her website:

www.rukhsanakhan.com



Rukhsana was born in Lahore, Pakistan and immigrated to Canada, with her family, at the age of three. She began by writing for community magazines and went on to write songs and stories for the Adam's World children's videos. Rukhsana is a member of SCBWI, The Writers Union of Canada, CANSCAIP, and the Storytelling Toronto. She lives in Toronto with her husband and family. Rukhsana has four children, three girls and a boy.

Books by Rukhsana:

Wanting Mor

A New Life

Many Windows

Silly Chicken

Ruler of the Courtyard

The Roses in My Carpets

Muslim Child

King of the Skies









Bedtime Ba-a-a-lk

Dahling if You Luv Me Would You Please Please Smile







Wanting Mor Presentation

This presentation deals with issues of loss and abandonment and character issues. It also makes a good follow up to Rukhsana's book *The Roses in My Carpets*.

| <u>Legend</u> | |
|---|---|
|  writing applications |  character applications |
|  visual art applications |  Social Studies applications |
|  drama applications |  Math applications |
|  History applications |  Music applications |

Themes in the Performance

- Poverty and living conditions in the third world
- Gaining insight into other cultural ways of thinking
- Character development and sticking to one's principles 
- Patience in adversity
- The universality of human nature ie. abandonment can occur in North American and Afghan cultures
- The importance of education
- The negatives of drug addiction 
- The effects of war on civilian populations
- Includes a visual tour of the Afghan orphanage that the book is loosely based upon
- The creative process in writing the book 
- Taking personal responsibility for the choices in your life 

Pre-performance Discussion Topics



All grades (5 – 9)

As a class, brainstorm what you already know about the conflict in Afghanistan.

What other books have you read that deal with recent Afghan history?



What news stories have you heard or read regarding what's happening in Afghanistan?



Research the setting:

Find Afghanistan on a map. It borders Iran, Pakistan, China and Russia.



Find Kandahar. Find Kabul.

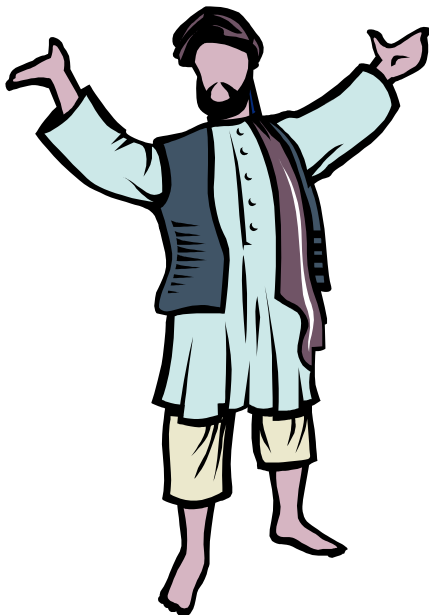
Many Afghans describe the shape of their country as a closed fist with the thumb sticking out to touch China. What might that tell you about the personality of Afghan people?



Listen to some Afghan music.



Clothing plays a part in the book. Look at some Afghan styles of clothing. What do the men wear? What do the women wear?





Research the history of conflict:

(grades 7 – 9)

Afghanistan is strategically positioned at the crossroads of central Asia. It has been invaded many times from Alexander the Great in 330 BC to more recently.



The British invaded in 1839 and 1878. About a hundred years later, the Russians invaded Afghanistan in 1979 and were finally kicked out in 1992.



The Taliban rose in 1998 after fierce civil fighting. The events of Sept. 11th, 2001, set the stage for the American invasion on October 7th, 2001.

For more information and more detailed timelines see:

http://www.bambooweb.com/articles/h/i/History_of_Afghanistan.html

Because of all the years of conflict, education for most Afghans has been interrupted and there are whole generations who grew up without schooling and there are many children in orphanages.

Research the role the Canadian and American armed forces are playing in Afghanistan. ie. demining, rebuilding, attacking Taliban strongholds, opium poppy eradication, etc.



Discuss the pros and cons for the armed forces being there.

Read Rukhsana's book *The Roses in My Carpets*.

Look up Rukhsana's libraries in orphanages project keeping in mind that this was the orphanage she based the book on. <http://www.rukhsanakhan.com/orphanafghan.htm>

As a class, read the Report on Children in Crisis available in Appendix 1.

Read the book

All grades (5 – 9)

Complete the appropriate student questions on pages 6 and 7 of this guide.





Student Question Sheet for *Wanting Mor*

by **Rukhsana Khan**
grades 5 – 6

1. Why does Jameela's father decide to move them to Kabul?
2. What problem does Jameela's father have that makes it hard for Jameela to respect him?
3. Would you feel the same way if he was your father? Explain.
4. Jameela talks about a time when her father was different. What happened to change him so that he has this problem?
5. Khala Gul uses the girls in her orphanage to get money to support the orphanage. Is she a 'good' character or an antagonistic character? Explain.
6. Why do you think Soraya and Zeba don't want Jameela to have the operation?
7. Why did Agha Akram's wife refuse to let Jameela stay with them? Was she a 'good' character or an antagonistic character? Explain.

Student Question Sheet for *Wanting Mor*

by Rukhsana Khan
grades 7 - 9



1. What does it mean when Jameela’s grandfather says “what made a pot strong was the firing” What was Jameela’s mother referring to when she told her about that?
2. When Jameela’s mother says “If you can’t be beautiful you should at least be good” what do you think she means by that?
3. Most stories have one climax, but some could argue that there are two climactic scenes in this novel. Which two scenes do you think are the most climactic?
4. A motif is a recurring symbol that takes on a special significance in a story. Name three motifs in the novel. Explain their significance and what they symbolize.
5. What theme or themes can you identify in the novel?

Student Activity Sheet: Grades 5 - 9 Write a story!



This is another case history from the Report on Children in Crisis that Rukhsana read:

Boy: Jalal a-din

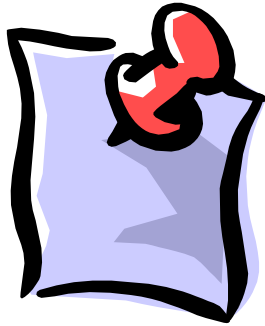
Jalal a-din was 10 years old living in Takhar province when the Taliban attacked his town. He was out of his home when bombs and rockets hit. When he returned, he witnessed his home, parents and siblings burning inside. After the attack, with no immediate family members living, Jalal a-din was taken by an uncle to Tahai Maskan Orphanage. For the past three years, he has stayed within the walls of the orphanage with no visitors and no place to go for the holidays.

Write a story about Jalal a-din.

Illustrate your story.

List ten ways that your life is different from Jalal a-din's.

List ten ways that your life is the same.



Student Activity Sheet: Grades 5 - 9 Make a Poster!

From the Report on Children in Crisis these are some things the Orphanage in Afghanistan needs:

Bandages and disposable syringes

Antibiotics

Cough syrup

Stethoscope

Microscope

School supplies – pens, pencils, whiteboard markers, chalk, notebooks

Library books

Toothbrushes, toothpaste, soap

Blankets, mattresses, sheets, pillows

Toilet paper

Towels

Sports equipment – basketballs, footballs, volleyballs etc.

Make a poster that will encourage people to donate some of these items!



Post-performance Discussion Topics and Activities:

All Grades (5 – 9)

This novel was based on a true case story of a girl named Sameela shown below:

Girl: Sameela

Sameela was ten years old and living in Herat when her mother passed away. Her father remarried and Sameela's new step-mother did not like her living in the home. Stating that she wasn't needed in the home, the step-mother forced the father to send Sameela out of the house. Her father brought her to a busy market area of a nearby town and abandoned her. She was found by a stranger in the market who brought her to Allaudin Orphanage in Kabul. This was three years ago. Sameela is now 13 years old and has never had a visitor since she arrived.

What similarities do you see between Sameela's story and Jameela's story?



What qualities does Jameela possess that help her survive the difficulties in her life?

What character flaws does Jameela possess? ie. judgmental, culturally narrow-minded, etc.



Do you think she will eventually outgrow these flaws?

Who was the character you liked the most? Why?

Draw a picture of your favourite scene in the story.



Now write a story describing what happens in your favourite scene from a different character's viewpoint.



In the Report on Children in Crisis (Appendix I) there are some detailed statistics about the children in the two orphanages. Graph this information using a bar graph or pie chart.



Write a book review. Make sure you say what you may have liked and disliked about the book. At the end, say whether you would recommend it to a friend.



Have you read any other books that are like this one?

Does the story remind you of any folk or fairy tales? Cinderella? Hansel and Gretel?

In what ways is it like Cinderella?

In what ways is it like Hansel and Gretel?

Is there one spot in particular where you are reminded of the story of Hansel and Gretel?

(Answer: When Jameela drops the threads from her porani on the way to Agha Akram's house.)

Do you think the author put that detail in because the story reminded her of the fairy tale and she wanted to remind readers of it too?

(Answer: Yes!)

Write in appropriate voice: Write a letter that Jameela might send to the girls in her old village. Or write a letter to Jameela or any of the characters in the story.



In groups, create a play from a scene of the book.



Teacher Resource Material

Related Reading:

(Grades 5 – 6)

The Roses in My Carpets by Rukhsana Khan

Listen to the Wind by Greg Mortenson

The Breadwinner by Deborah Ellis

Parvana's Journey by Deborah Ellis

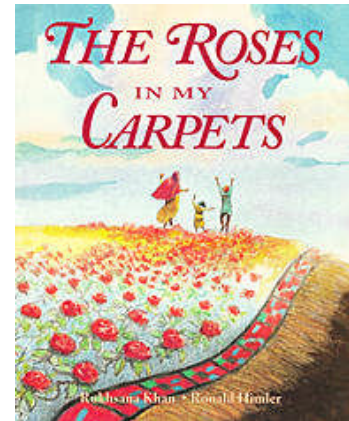
Mud City by Deborah Ellis

(Grades 7 – 9)

The Kite Runner by Khalid Hosseini

A Thousand Splendid Suns by Khalid Hosseini

Three Cups of Tea: One Man's Journey to Change the World...One Child at a Time by
Greg Mortenson



Appendix I

Report on Children in Crisis

A. Some statistics on the orphanages (provided by Children in Crisis)

Total Orphanage Population (Kabul) - 1308

Tahai Maskan Population - 713 (boys)

Allaudin Population – 595 (126 girls)

Family Status

| | |
|--|-------------|
| Children with living parents = | 89 (7%) |
| Children with living mother only = | 774 (59%) |
| Children with living father only = | 177 (13.5%) |
| Children with living relatives only = | 40 (3%) |
| Children that have no living relatives = | 14 (!%) |
| Children that are the relatives of orphanage staff = | 43 (3%) |
| Children that attend only during day = | 73 (6%) |
| Kindergarten children = | 98 (7.5%) |
| | 1308 (100%) |

B. History

The orphanages were started during the period of Russian control. In the beginning, Tahai Maskan and Allaudin orphanages had approx. 1200 children. Most of the children came from the faraway province of Badakshan. Employees explain that two of the early president's were from Badakshan so the families felt a connection to the orphanages and sent their children there when they experienced trouble. This tradition or connection has remained over the years. Naturally, many children also come from Kabul province. During the Mujahadeen, the children of Allaudin moved to Tahai Maskan when bombing in the area became too dangerous.

During the Taliban era, the numbers at the orphanages dropped to a total of 600. While there was some reunification of families leading up to the period of the Taliban, many believe the Taliban took many young boys to train them to fight and also took girls to sell in Pakistan and other countries.

When the Taliban were ousted, the orphanage had approximately 800 children. Since that time the number has soared to as high as 2000 and is presently around 1200 children. The condition of the orphanages post-Taliban was dismal with no electricity or water and many of the buildings heavily damaged. With donor and government money, both orphanages were brought up to a higher standard with running water and intermittent electricity. Still the conditions are poor with few toilets working, electrical problems, poor nutritional meals and overcrowding.

C. Cases

Girl: Sameela

Sameela was ten years old and living in Herat when her mother passed away. Her father remarried and Sameela's new step-mother did not like her living in the home. Stating that she wasn't needed in the home, the step-mother forced the father to send Sameela out of the house. Her father brought her to a busy market area of a nearby town and abandoned her. She was found by a stranger in the market who brought her to Allaudin Orphanage in Kabul. This was three years ago. Sameela is now 13 years old and has never had a visitor since she arrived.

Boy: Jalal a-din

Jalal a-din was 10 years old living in Takhar province when the Taliban attacked his town. He was out of his home when bombs and rockets hit. When he returned, he witnessed his home, parents and siblings burning inside. After the attack, with no immediate family members living, Jalal a-din was taken by an uncle to Tahai Maskan Orphanage. For the past three years, he has stayed within the walls of the orphanage with no visitors and no place to go for the holidays.

D. Information on School and Education (Y denotes class or grade not age)

52 teachers with little training in new methods. For most it has been 15 years since they've had any training.

Classes: school at both orphanages starts at pre-school and goes to Y8. Because of the disruption in education the past 10 years, the ages range dramatically within one class.

For the boys who are in Y9 and above travel by bicycle to a nearby high school.

Schedule: 8:30-1pm 6 days a week.

Class size: the average class size is over 35 children. Boys sit 3 to a desk that should be for only 2. Classes are difficult to manage.

Materials: the Department of Education supplies the orphanage schools with textbooks. Each student is given a textbook for each subject to be kept for the year and then returned.

Subjects: Dari, Pashto, English (Y7 and up), Arabic, History, Geography, Sciences, Religious studies, Math, P.E.

Library: very small with books appropriate for children up to Y4 and mostly fiction.

Needs from Principal:

Uniforms

Teacher training

Music, computer, writing, English, art, driving, etc. courses

Books, books and more books- educational and appropriate.

Science laboratory and other practical materials for teaching science

E. Info on Health and Clinic

On average 20-30 children go to the clinic at Tahai Maskan daily. In the winter there are many cases of Acute Respiratory Illness as well as bronchitis, pneumonia and allergies. In the summer, the clinic is overrun by children with diarrhea, scabies and allergies.

The clinic is in serious need of medication. They've had many organizations donate medicine but with the needs of the children, the supply runs out quickly.

Urgent Needs

Disposable syringes, bandages and antiseptics

Minor surgery set (2)- 200 boys are in need of circumcision

General Needs

Medicine: Antibiotics, cough syrup, analgesics, anti-diarrhea treatments, allergy medicine, etc.

Stethoscope

Benzyl solutions, calamine lotion

Other needs

Microscope

Basic medical sets

F. Dormitory

Rooms: 18-20 boys per room

1st floor: 100 boys approx.

2nd floor: 200 boys approx.

3rd floor: 300 boys approx.

1st and 2nd floor: 14-19 year olds

3rd floor: 9-13 year olds

Adults per floor at night:

1st floor- 1 adult

2nd floor- 1 adult

3rd floor- 3 adults

Heating: wood burning stove in each room- often rooms become smoky when the stoves are not working properly

Electricity: during the day, the electricity comes and goes. At night, there is no electricity, causing difficulty when boys need to go to the bathroom.

Bathrooms: all bathrooms within the dormitory are broken as well as all the outside toilets. Boys must go outside into the yard to use the bathroom.

Problems identified by Director of Dormitory:

1. Boys can not clean themselves- no working showers
2. Because of the large number of boys and small number of adults, the dorm rooms are disorganized and discipline is difficult.
3. No working bathrooms
4. When school is not in session, there is little to occupy the boy's time— need for extracurricular programs

Needs:

Construction Projects:

- Asphalt around Tahai Maskan building
- Sports field at Tahai Maskan
- Basketball and volleyball courts at both orphanages
- Roof repair of mosque and bakery at Tahai Maskan
- Classroom built next to poultry farm to teach children how to raise chickens
- Main warehouse repair at Tahai Maskan- shelving, painting, etc.
- Electrical repair- problems throughout both orphanages
- Repair of kitchen at Tahai Maskan
- Repair of outer walls at Tahai Maskan and barbed wire or some kind of protection to stop people from coming over walls
- Showers for 100 children with hot water
- Toilet repair at both orphanages
- Renovation of third floor school- Tahai Maskan
- Central heating repaired at Tahai Maskan
- Chimney cleaning at Tahai Maskan
- Water sanitation
- Improvement or enlargement of septic tanks
- Kindergarten- repaired and set-up for children with kitchen and bathroom

Items for children:

- School supplies- pens, pencils, whiteboard markers, chalk, notebooks, school bags
- Library books- appropriate, educational, English, Dari, Pashto
- Uniforms or material for uniforms
- Sports equipment- basketballs, footballs, volleyballs, table tennis balls and racquets

- Toothbrushes, toothpaste, soap, toilet paper
- Mattresses, blankets, sheets, pillows, towels, etc.
- Vacuum cleaner
- Generators
- Pre-school/kindergarten materials: cribs, teaching materials, toys, crayons, paints, classroom tables and chairs, blankets, etc.
- Materials for vocational training: wool, knitting machines, fabric, thread, etc.
- Science Laboratory equipment and supplies
- Supplies for the clinic: medicine, microscope, basic surgical kits, bandages, etc.
- Clothing: all types of modest clothing. No shorts. For girls, no short-sleeve shirts or short skirts.

Items for offices:

- Desks and chairs, computers, printers
- Office supplies- paper, pens, files, etc.

Staff Training:

- English training
- Computer training
- Teacher training
- Management training
- Accounting with financial software

Programs for Children

- English
- Computers
- Calligraphy
- Painting
- Music
- Supplemental math and science
- Sports
- Knitting

Teacher Section



Curriculum Connections: (selected from Junior Grades, Intermediate Grades and Grade 9)

Junior grades (5 – 6)

Language Arts (Reading and Writing)

- read a wide variety of texts from diverse cultures, including literary texts
- develop interpretations about texts using stated and implied ideas to support their interpretations
- extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts and to the world around them
- make judgments and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views
- identify the topic, purpose, and audience for more complex writing forms
- generate ideas about more challenging topics and identify those most appropriate to the purpose
- gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
- write complex texts of a variety of lengths using a wide range of forms identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers

Intermediate grades (7 – 8)

Language Arts (Reading and Writing)

- read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (e.g. short stories, novels, poetry, essays, science fiction, memoirs, scripts, satire)

- demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea
- develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations
- extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them
- identify the topic, purpose, and audience for more complex writing forms
- generate ideas about more challenging topics and identify those most appropriate to the purpose
- gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
- write complex texts of a variety of lengths using a wide range of forms
- identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers

Grade 9

Language Arts (Reading and Writing)

- read a few different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying purposes for reading
- identify the important ideas and supporting details in a few different types of texts
- make inferences about simple texts and some teacher-selected complex texts, using stated and implied ideas from the texts
- extend understanding of simple texts and some teacher-selected complex texts by
- making basic connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

- analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements
- evaluate the effectiveness of simple texts and some teacher-selected complex texts, using evidence from the text to support their opinions
- identify the topic, purpose, and audience for a few different types of writing tasks
- locate and select information to support ideas for writing, using a few different strategies and print, electronic, and other resources, as appropriate
- establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing
- explain how their own beliefs, values, and experiences are revealed in their writing
- describe a few different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify steps they can take to improve as writers