

Part 1: General information

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School (+ curriculum) IB	Class level (grade, age) MYP 4 Grade 9/10 Age: 14-15 B1-B2	No. students 30
Length of the lesson 55- 60 minutes	Topic/content This class session will focus on introducing the students to Khaled Hosseini's A Thousand Splendid Suns, giving them a better understanding of how some people in the Afghani public would have felt during the period of unrest in which the book takes place.	Materials (books, etc.) Online Teaching Tool https://teacher-portfolio.com/
Learning aims By the end of this lesson, the students will have a better understanding of what A Thousand Splendid Suns will be about, and explore the understanding of the people who lived in Afghanistan might have experienced, as well as explore Gender dynamics and roles in their own personal societies.	Prior knowledge, attitudes, skills, etc. The students are required to be at an MYP 4 level of understanding; be able to read, analyse and understand poetry and have to be at a maturity level in order to face the material they will be presented with in the book.	How to check students' progress towards the learning aims in this lesson? Throughout the Lesson, the students will be taking part in small simple formative assessments to guide them along their journey of understanding into this complex and history rich story. This first session is simply to give them an outline of what

they will be learning throughout the book, whereas the follow up classes will assess whether or not they are keeping up and understanding what they are reading. In order to check progress by the end of the lesson, students will be comparing what they're taught about the book and comparing it to the poetry they learnt at the beginning of the lesson.

Phases of the lesson

- 1. Poetry reading and discussions**
- 2. Break**
- 3. Introduction to book**
- 4. Class discussion**
- 5. Exit tickets**

Part 2 : Lesson plan

TIME	CONTENT What are you teaching in this phase of the lesson?	ACTIVITIES How am I and the students working on the content in order to achieve the learning aims?	MOTIVATION Why did I choose this activity, this way of working, in order to teach content and to achieve the learning aims? Back up by sources if applicable. Do not fill in this column, for this activity. Only answer the questions below this table.
3 min	Class entry	This is designated time for the students to enter class and to have them find their seating, as well as for the teacher to be able to get them to, using laptops, go onto the online tool	
2 min	Poetry reading	The students will read the first Poem on their own and explore its meaning by themselves	The first poem is about a person (presumably a male) who waved at another car, and possibly assuming that the other car was a member of the secret police and now feels as though he might be disappeared for possibly being assumed to be trafficking in illegalities. This lends to the idea of how everyone was being watched and surveyed in Afghanistan under the

			watchful eye of the Moral police and how any small action could be seen as a slight against the movement.
1 min	Re read	The teacher, will re read the Poem aloud to the class,	using the correct Tone of voice, and pacing, so that if any students possibly misread them, they can have a better understanding of what the poem should sound like to convey its meaning
3 min	Pair and discuss	The students will pair up and a very short discussion will take place about what the poem might mean. Who might it come from, what it might be about.	This is not intended as a deep poem analysis but merely for the students to show that they understand the poems and what their content might be about and for the teacher to make that understanding clearer to them
2 min	Poetry reading	The students will read the Second Poem on their own and explore its meaning by themselves	The second poem is about the objectification of women in Afghan society and how they are forced by a hypocritical patriarchy to wear burqa's and Hijabs they might not wish to wear

			themselves.
1 min	Re read	The teacher, will re read the Poem aloud to the class,	“
3 min	Pair and discuss	The students will pair up and a very short discussion will take place about what the poem might mean. Who might it come from, what it might be about.	“
2 min	Poetry reading	The students will read the Third Poem on their own and explore its meaning by themselves	The third poem focuses on patriarchal control over women in a society where men choose the rights of women and have control over their bodies, deciding what they can and can't do and often find the excuse of it to be given to them from some or other higher power.
1 min	Re read	The teacher, will re read the Poem aloud to the class,	“
3 min	Pair and discuss	The students will pair up and a very short	“

		discussion will take place about what the poem might mean. Who might it come from, what it might be about.	
5 min	Discussion	The teacher will then open the discussion to the class about all the poems, presented both as individual works, but also as a collection, having the students explore what they might mean, what the overall impressions of them are and whether or not have an understanding of what a police state might look like.	The teacher will go through the work along with the students reflecting on what they discussed in their groups about each of the poems and what they think of the poems not only individually, but as a collective of works. This allows for the students to reflect on police states and that level of restriction in society.
3 min	Discussion	The previous discussion will then lead into why the students might think the poems are anonymous and also be so short	This emphasises on the previous discussion as all media and artistic works within the afghan state were either considered as contraband or severely controlled, therefore any form of artistic expression was considered a death sentence to put your name behind.

5 min	Break	The teacher will give the students a short break	This allows for those who need to have a short moment to either reflect on their work to do so, or for them to have a moment to stretch their legs for a short period in order to maintain focus throughout the rest of the lesson.
5 min	Reading intro	Once the students have returned from their short break, They will read through the description of Khaled Hosseini's A Thousand Splendid Suns on the online tool	This short description of the book will give a better insight into what the students will be going through, giving them a brief insight into what happened in Afghanistan during the period of time the book takes place in and what they will likely come across. This is not to explain the full book to them, but for them to have a better understanding of what they will experience in the book.
12 min	discussion	After reading, the Class will gather in groups of	The prompts of:

		3 to 5 students and discuss the given prompts on the Online tool and relate it to what they read in the description of the book.	What is the role of a man and a woman in society? Do you believe men and women should be seen as different? Should they perform different duties, or are they better at different things compared to the opposite sex? Are focused around gender biases and allow for the students to explore their own biases and thoughts around gender equality in smaller groups. This also allows for the students to, through student to student guidance, talk more openly about their thoughts and opinions as opposed to feeling as though they're needing to answer to a higher authority who they will have set answers for, allowing them to be more open and honest about the given topic of discussion.
1 min	Homework distribution	The teacher will assign chapters 1- 15 for the following week to be read by the students.	These are the chapters that will be required for the follow up lesson.
7 min	Exit ticket	On their own, students will write a short paragraph, about what they understood about the poems, what they read about the book, and	Students will reflect on all aspects of the work given to them in this short activity and give a small formative document for the teacher to

		what they discussed and how they all may Collate with one another in the book they will be reading.	assess their progress and understanding of what they learnt in the lesson today.
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Part 3: Lesson evaluation

- Were the learning aims achieved by all/most/some students? What evidence do you have to answer this question with certainty?
- What went well?
- What didn't go well?
- What will you do differently in the next lesson(s)?
- ...

Poetry

Poem1

Make a mark on my vehicle for me
last night, I waved to a wrong one

Poem 2

If there is no bad intention in your mind, oh
rahman
There is no sin in looking at a beautiful face

Poem 3

May god destroy your father, you old man,
who threw me into your bed and called it destiny

Introduction to A Thousand Splendid Suns

In a post world war II era Afghanistan's political sphere was dominated by the soviet union until 1989 bringing an end to what was known as the decade long war. Although many thought this to be an era of hope and growth, rebellions started against the communist backed government in the country by united factions known as the Mujahideen (Those who engage in Islam), who overthrew the government and changed the name of Afghanistan to The Islamic State of Afghanistan.

However, The factions within the Mujahideen would soon go to war with one another, with warlords claiming territory and fighting with each other for control over major points of the country and the cities especially the city of Kabul, this left untold amounts of damage to not only cities, but broken families and societies as a whole.

Later, a more united force known as the Taliban emerged and brought an end to the fighting overall, instituting an extremist form of Islamic rule over the country, implementing and enforcing Islamic Law over the land and changed the name of The Islamic State of Afghanistan to The Islamic Emirate of Afghanistan.

The book *A Thousand Splendid Suns* takes place in Afghanistan during this period of time and revolves around 2 main characters Mariam, a farsi girl, from Herat and Leila, a Tajik girl from Kabul.

The book touches on several topics and interconnected themes, such as, abuse, the patriarchy, war, famine, death and gender roles but also touches on topics such as endurance, relationships and hope.