

Part 1: General information

Student-teacher Jonathan Haasbroek/ Jovan Botes	Mentor-teacher (if applicable) Ellen De Jagar	Date 3/10/2026
School (+ curriculum) IB	Class level (grade, age) MYP 4 Grade 9/10 Age: 14-15	No. students 30
Length of the lesson 55- 60 minutes	Topic/content This session is a follow up session to the Introduction lesson to a thousand splendid suns. This lesson will deal with checking whether the students have read the previous chapters, a review activity and deeper dive into the students' understanding of Mariam as a character before moving into a better understanding of how politics can have larger effects on everyday people.	Materials (books, etc.) Online Teaching Tool https://teacher-portfolio.com/

Learning aims By the end of the lesson the students will be able to reflect on Mariam's character on a much more personal level and be able to show understanding and empathy towards the characters as they experience war-like conditions in the upcoming chapters.	Prior knowledge, attitudes, skills, etc. In order to participate in this class students are required to have read the previous chapters as well as have completed the Introduction in the lesson this lesson series	How to check students' progress towards the learning aims in this lesson? Throughout the lesson, students will take part in small formative exercises, and by the end of the lesson write a short paragraph in order to track their understanding of what they learnt in the lesson.
Phases of the lesson 1. Class entry 2. Homework check 3. Shortwriting activity 4. Recap activity 5. Review 6. Recap discussion 7. Break 8. Article 9. Group discussion 10. Exit ticket		

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.
5 min	This is time given for the students to enter into the class and open up the learning tool		
5 min	A kahoot will be played with the students in order to check whether or not they read the previous chapters	https://create.kahoot.it/details/B93BE94E-083E-48FC991B-2f2OD2285228	
10min	Short writing	The students will then participate in a short writing exercise where they explore the emotions of Mariam after the loss of Nana.	This activity is designed for the students to explore the deeper emotional state of Mariam and be able to empathise more with her as a character, especially with her being around the same age as the students.
5 min	Group work-Story line builder	The students will be given a list of occurrences	This activity acts both as a small homework

		that happened during the first section of the book, they will be required to put the events in chronological order from first to last.	check, but incorporates the third R of the SQ3R method of designing a lesson as established by “Francis P.Robinson” Effective study in 1941 allowing for the students to Recap what they had previously read before moving onto the next section.
5 min	Group discussion-character quote analysis	The students will discuss the following quote from the book, exploring who said it and giving a deeper analysis into what they think the author is expressing in terms of what we can expect from the character in the up coming chapters. “That’s one thing I cant stand” He said scowling,”the sound of a woman crying, I’m sorry I have no patience for it”.	This allows for students to explore how the author engages in foreshadowing within the book. And establishes a character before they reveal their true intentions.
5 min	Class discussion	The teacher will present the students with several questions and the class will discuss their points of view. The questions are	This along with the previous question act as a recap on the book. And allow for the students to reflect deeper on the characters in the

		1. How does Rasheed's behavior change after the miscarriage? 2. What role does self-blame play in Mariam's grief? 3. How does Rasheed's refusal to hold a burial for the baby highlight differences between him and Mariam? 1. What event triggers the large demonstrations in Kabul, and how does the neighborhood react? 2. How has Mariam's relationship with Rasheed deteriorated over the years, and what are some of the signs of this decline? 3. What significant political change takes place, and how does Rasheed initially react to it?	book
5 min	Break		

5 min	Reading article	The students will read the article “The use of transportation from the 1770’s to the 1860’s” and then discuss what they read	This article explains how a simple set of rules had been made in England and how these small changes in laws lead to the creation of Australia as a whole.
20 min	Exit ticket and writing	The students will write a short essay on how they would personally act in a war like scenario.	This is meant as a creative writing activity allowing the students to explore the feelings and possibilities of what Lealla and Mariam experienced during this period of time. Some students may have experienced war in their lives themselves, and could share their own experiences, and some could personally put themselves into the shoes of the protagonists allowing for them to empathise more with the main character as well as other Afghan people during this time of conflict.

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?

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- What didn't go well?

What will you do differently in the next lesson(s)?

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Text

