

Part 1: General information

Student-teacher Hanna Toronyi	Mentor-teacher (if applicable)	Date 2024.10.03.
School (+ curriculum) IB	Class level (grade, age) MYP 4 14–15-year-olds	No. Students 30
Length of the lesson 60 minutes	Topic/content A Thousand splendid suns by Khaled Hosseini Section 3 (chapter 27-47): Mariam and Lailas relationship, character development, power oppression, resistance, and sacrifice	Materials (books, etc.) A Thousand splendid suns by Khaled Hosseini Extra material worksheets 1-10
Learning aim By the end of this lesson students will be able to - Identify key events and turning points in section 3 of A Thousand splendid suns. - Analyze how Mariam and Lailas relationship develops	Prior knowledge, attitudes, skills, etc. ¹ Students are expected to: - Have read and comprehended Parts one and Two of Thousand Splendid Suns. - Be fsmiliar with the main characters,	How to check students' progress towards the learning aims in this lesson? Students progress will be monitored formatively throughout the lesson through questioning, observation, discussion, and short written responses. During the scaffolding activities: The teacher checks students understanding of key events,

¹ (expected) Prior knowledge, attitudes, skills, etc. towards the learning aims

throughout the section. - Explain how Hosseini presents themes of power, oppression, resistance, friendship, and sacrifice. - Use textual evidence to support their interpretations of characters and themes. - Communicate their understanding of Mariams character development through a contemporary-media formative assesment.	particular Maryam, Laila, Rasheed, and Tariq - Understand the main events that led to Mariam and Laila living together in Rasheeds hausehold. - Have some knowledge of the historical and political context of Afganistan presented in the novel. - Be familiar with basic literary concepts such as character development, conflict, theme, symbolism, and textual evidence.	characters and relationship thought targeted questions and checks their use of textual evidence. During group\pair activities: The teacher observes whether students can identify changes in Mariam and Lailas relationship and explain these changes using evidence from the novel. During the analysis activity: Students complete a claim Evidence- Explanation response. The teacher checks whether students can move beyond plot summary and explain significance of the evidence. Contemporary- media formative assesment: Students create short “Mariam in 60 seconds” video or storyboard explaining Mariams character development. This allows the teacher to asses students understanding of character development, themes and use of textual evidence. Exit ticket: Students answer “How has Mariam changed throughout Section 3 and what caused this change?” The teacher uses the responses to identify students who have achieved the learning aims and those who need further support in the next lesson.
Phases of the lesson² 1. Introduction and activating prior knowledge 2. Pre-reading and building context 3. Reading And Guided analysis 4. Collaborative analysis and Formative assesment		

² E.g. start, recap, instruction, group work, individual work, evaluation (description of main activities, including time line)

5. Reflection and homework

Part 2 : Lesson plan³

TIME ⁴	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 to content and to achieve the learning aims? Back up by sources if applicable.
5 mins	1.Introduction and prior knowledge The teacher introduces the focus of the lesson: Part Three of A Thousand splendid suns and the development of Mariam and Lailas relationship. The teacher briefly connects the lesson to the events students have already read in Parts One and Two.	The Teacher: - Welcomes students and introduces the learning aims, - Shows the question on the board: “How has Mariam and Laila’s relationship changed” - Asks students to recall three important things they know about Mariam and Laila. - Clarifies any important gaps in students understanding before moving onto part 3.	The activity was chosen to activate students existing knowledge. Ur (1996) emphasizes the importance of relating new learning to learners existing knowledge ensuring that activities have a clear purpose. The retrieval questions and pair discussion helps students to recall and organize relevant information before engaging with the new material. Scrivener (2011) similarly emphasizes the importance of actively involving learners in the learning process rather than positioning them as a passive recipient. Therefore, the activity

³ Of course, you can use more space, more rows, fewer rows, etc.

⁴ 0 – 5, etc.

		Students: - Individually recall what they know. - Share their ideas with a partner - Contribute answers during whole class questioning.	encourages students to actively retrieve, discuss their previous knowledge to the learning aims of the lesson.
10 mins	2.Pre-reading and building context The teacher introduces key concepts needed to understand Part 3 (power, oppression, resistance, and solidarity)	Teacher: - presents the statement “A person can make a decision without having real freedom of choice” - Briefly explains the distinction between making a decision and having a genuine freedom of choice. - Students are then given 3 hypothetical	The activity was chosen as to introduce the concepts of power, choice, oppression and resistance before students encounter these themes in part 3. Ur (1996) argues that activities should prepare learners for the content they are going to encounter and should provide meaningful opportunities for interaction. Discussing hypothetical situations

		situations connected to themes of the novel. - Also introduces the vocabulary power, control, resistance and agency after the discussion and before the reading. Students: - Think individually - Discuss their response with a partner - Explain whether the person in each situation has a choice - Connect their ideas to what they already know about Mariam and Laila. -	allows students to explore the concepts before applying them to the characters in the novel. Scrivener (2011) emphasises the value of using questions and discussions to encourage learners to think about and communicate ideas. Therefore, the activity provides conceptual scaffolding and gives students the vocabulary and ideas they need to understand and analyze Mariam and Laila's experiences.
20 mins	3. Reading and guided analysis Students focus on selected passages from part 3, particularly moment that demonstrates the	Teacher: - Give students a short, guided analysis sheet	The activity was chosen to help students move from understanding the events of the novel towards analyzing character development. Ur

	changing relationship between Mariam and Laila.	- Models how to analyze one passage - Asks guiding questions “What is Mariam feeling?” “ “What is Laila feeling?” “What has changed?” “What evidence supports your interpretation?” Students: - Fill out the guided analysis sheet	(1996) highlights the importance of giving learners appropriate support when working with challenging texts and of designing tasks with a clear learning purpose. The emotion and evidence tracker provides students with a structured way to identify characters’ responses and connect these responses to specific evidence from the text. Scrivener (2011) emphasizes the value of guided activities in which teachers support learners through questions, prompts and modeling before expecting them to work more independently. Therefore, the teacher first models how to move from evidence to interpretation and then gradually transfers responsibility to the students.
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20 mins	4.Collaborative analysis and Formative assessment Students analyze Mariams character development and her relationship with Laila, focusing on how oppression and suffering influence their relationship.	Teacher: - Places students in pairs or groups - Explain the activity Their storyboard must include: 1. Mariam at the beginning of Part Three 2. An important turning point 3. Mariam and Laila's relationship 4. Mariam at the end of Part Three 5. Two pieces of textual evidence 6. A final statement beginning: "Hosseini shows that..." - Gives each group several key moments from part 3. - Monitors discussions and asks probing questions rather than providing explanations or interpretations. - Supports students who need extra scaffolding through sentence prompts. Students:	The activity was chosen to allow students to apply their understanding of Mariam's character development and communicate a literary interpretation using a familiar contemporary-media format. Ur (1996) emphasises the importance of meaningful communication and learner involvement, particularly when activities provide students with a genuine reason to express their ideas. Creating a short video or storyboard requires students to select relevant evidence, discuss its meaning and communicate an interpretation clearly. Scrivener (2011) also highlights the value of pair and group work because interaction gives learners opportunities to share ideas, negotiate
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		- Create a Mariam in 60 seconds storyboard for a TikTok or Instagram style literary video. - Can present their storyboard or record a short video if appropriate.	meaning and learn from one another. Therefore, the collaborative media task supports the learning aims by requiring students to analyse character development while giving them an engaging and purposeful way to demonstrate their understanding.
5 mins	5.Reflection, Exit ticket, and homework	Teacher: - Rounds up the lesson and instructs the students to do the exit ticket ” How has Mariam changed Throughout part 3, and what has caused that change?” - Collects the exit ticket - Gives out the homework ” Read chapter 48-51 and make notes how Mariams death affects Laila and	The exit-ticket activity was chosen to provide the teacher with a quick assessment of each student’s individual progress towards the learning aims. Ur (1996) stresses the importance of checking learners’ understanding and using feedback to inform subsequent teaching. The short written response requires students to independently identify a change in Mariam, provide textual evidence and explain the significance of this

		the direction of the story. Students: - Independently answer the exit ticket.	change. Scrivener (2011) similarly emphasises the importance of monitoring learners' progress and using classroom evidence to decide whether further support or clarification is needed. Therefore, the exit ticket allows the teacher to identify which students have achieved the learning aims and which areas may need to be revisited in the following lesson.

Extra Materials

MATERIAL 1 — Building Context Sheet

A Thousand Splendid Suns

— Part Three

Building Context: Power, Choice & Resistance

Name: _____

Date: _____

Part A — What is a choice?

Read the situations below. Decide whether the person has a free choice, a limited choice, or almost no choice.

Situation	Free choice	Limited choice	Almost no choice
1. A student chooses which book to read for homework.	☐	☐	☐
2. Someone chooses between two options, but both options have serious consequences.	☐	☐	☐
3. Someone is forced to do something because they are threatened.	☐	☐	☐
4. Someone makes a decision because they believe it is the only way to protect their family.	☐	☐	☐

Discuss with a partner

1. What makes a decision a real choice?
2. Can someone make a decision without having complete freedom?

3. Can a person have power even if they have very little control over their situation?

Part B — Key concepts

Match each word to the correct definition.

1. Power
2. Control
3. Resistance
4. Oppression
5. Agency
6. Solidarity

- A. The ability to make decisions or take action for yourself.
- B. The act of opposing or fighting against something.
- C. The ability to influence people or situations.
- D. Unfair treatment or control of a group of people.
- E. The ability to direct or influence someone's actions.
- F. Support between people who share a difficulty or goal.

Answers:

1.

2.

3.

4.

5.

6.

Part C — Apply the concepts

Think about what you already know about A Thousand Splendid Suns.

Complete:

One way Rasheed has power is...

One way Mariam has limited power is...

One way Laila shows resistance is...

One way Mariam and Laila support each other is...

Challenge question

Can someone who has very little power still have agency? Explain.

MATERIAL 2 — Guided Reading & Analysis Sheet

A Thousand Splendid Suns

Mariam & Laila: Relationship Tracker

Name: _____

Instructions

As you read, look for moments that show how Mariam and Laila's relationship changes.

Don't just write what happens. Ask:

What does this reveal about the characters?

Example — completed together

Event: _____

Mariam's response: _____

Laila's response: _____

Evidence from the text: _____

This shows that: _____

Event 1

What happens?

Mariam's response:

Laila's response:

Evidence:

What does this reveal about their relationship?

Event 2

What happens?

Mariam's response:

Laila's response:

Evidence:

What does this reveal about their relationship?

Event 3

What happens?

Mariam's response:

Laila's response:

Evidence:

What does this reveal about their relationship?

MATERIAL 3 — From Evidence to Analysis

Don't stop at "This shows..."

Use this ladder:

WHAT HAPPENS?



WHAT DOES THE CHARACTER DO/FEEL?



WHAT EVIDENCE SHOWS THIS?



WHAT DOES THE EVIDENCE SUGGEST?



WHY IS THIS IMPORTANT?

Example

Evidence:

A moment where Mariam begins to care about Laila.



Observation:

Mariam's attitude towards Laila is changing.



Interpretation:

Mariam is beginning to see Laila as someone she can trust.



Significance:

Their shared experiences begin to create solidarity between them.

Your turn

Complete the sentence chain:

The text shows that Mariam...

This can be seen when...

This suggests that...

This is important because...

MATERIAL 4 — Mariam & Laila Relationship Timeline

How does their relationship change?

Place the following stages in the correct order.

A. They begin to trust each other.

B. Mariam sees Laila as a threat.

C. They become allies.

D. They begin to understand each other's experiences.

E. They support each other against Rasheed.

F. They develop a relationship based on friendship and family.

Order:

1. ____ → 2. ____ → 3. ____ → 4. ____ → 5. ____ → 6. ____

Now add evidence

Choose three stages and give evidence from the novel.

Stage	Evidence from the novel	What does it show?

Higher-order question

What causes Mariam and Laila to become closer?

Think about:

- ☐ shared suffering
- ☐ motherhood
- ☐ Rasheed
- ☐ loneliness
- ☐ trust
- ☐ survival
- ☐ something else: _____

Explain your answer:

MATERIAL 5 — Power Map

Who has power?

Draw arrows between the characters.

RASHEED

MARIAM

LAILA

AZIZA

ZALMAI

For every arrow you draw, explain:

What kind of power does this person have?

Types of power

Physical

Financial

Social

Political

Emotional

Information

Think deeper

Does Mariam have power?

- ☐ Yes
- ☐ No
- ☐ Sometimes

Evidence:

Does Laila have power?

- ☐ Yes
- ☐ No
- ☐ Sometimes

Evidence:

Challenge

What is the difference between power and agency?

From Chapter 27 → Chapter 47

Complete the journey.

Beginning of Part Three

Mariam is...

Her relationship with Laila is...

She has power over...

She has little/no control over...



Middle of Part Three

Mariam begins to...

Her relationship with Laila changes because...



End of Part Three

Mariam decides to...

She does this because...

This shows that Mariam has changed from...

...to...

MATERIAL 7 — Contemporary Media Formative Assessment



“Mariam in 60 Seconds”

Your task

Create a 60-second TikTok/Instagram Reel-style literary analysis of Mariam’s character development.

You do NOT need to upload your video.

You can create:

- ☐ a video
 - ☐ a storyboard
 - ☐ a series of slides
 - ☐ a mock social-media post
-

Your video/storyboard must include:

1. HOOK

Start with something that makes your audience interested.

“Mariam starts Part Three as _____, but by Chapter 47...”

2. CHARACTER DEVELOPMENT

Show:

Mariam at the beginning



Mariam in the middle



Mariam at the end

3. TEXTUAL EVIDENCE

Include at least TWO pieces of evidence from the novel.

Evidence 1:

“ _____ ”

This shows:

Evidence 2:

“ _____ ”

This shows:

4. RELATIONSHIP WITH LAILA

Explain:

Mariam's relationship with Laila changes because...

5. FINAL MESSAGE

Finish:

“Through Mariam, Hosseini shows that...”

MATERIAL 8 — Formative Assessment Rubric

Mariam in 60 Seconds

Criteria	Beginning	Developing	Secure
Understanding	Mainly retells events	Explains some events	Clearly explains Mariam’s development
Evidence	Little/no evidence	Uses one relevant example	Uses two relevant pieces of evidence
Analysis	Mainly describes	Gives some explanation	Explains why the evidence is significant
Character development	Identifies a change	Explains a change	Explains how and why Mariam changes
Communication	Ideas are unclear	Mostly clear	Clear, focused and engaging

Teacher feedback

One thing you did well:

One thing to improve:

Next step:

MATERIAL 9 — Exit Ticket

Before you leave...

1. One important change in Mariam is:

2. Evidence from the novel:

3. This evidence shows:

4. One question I have before Part Four:

MATERIAL 10 — Reading for the Next Lesson



Part Four Preparation

Before the next lesson, read:

Part Four — Chapters 48–51

While reading, think about:

How does Mariam's death affect Laila?

Write down one moment that you think will be important for our next lesson.

Important moment:

Why is it important?

Prediction

What do you think will happen to Laila and the children after Mariam's death?

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)?
- ...