

A thousand splendid suns assignment



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BUSTER**

Preparation CLC Review Lesson plan & novel. Adapt lesson plan as necessary. Prepare students as necessary: a) this lesson assumes that all students have read A Thousand Splendid Suns, and that dents have clear expectations (e. G. Rubrics or exemplars) for both oral and written response, namely group presentations and expository, essay- prompt-based writing; b) this lesson can be taught in isolation of World Studies and Civics.

However, student learning may be enhanced by a basic knowledge of Afghanistan and its recent history, as well as the current situation of Afghan refugees. See TAKE Additional Resources for additional lesson suggestions. If time does not allow for additional lessons, there is a helpful Power Points overview of Afghanistan that can be accessed from this lesson link:

<http://BMW.BBS.Rig/newshound/extra/teachers/lessons> Outcomes Students will be able to: D CLC Complete a focused re-reading of A Thousand Splendid Suns (TATS) Participate in active learning, taking responsibility for making meaning of text Identify elements of theme in TATS Synthesize findings by determining relevance and impact Of theme on plot and characterization Make a connection between his/her life and theme Demonstrate learning through oral and written responses Complete peer review and reflection of their learning Anticipatory Set Journal Activity (min) – Have students write a journal response to the allowing prompt: How did you respond to A Thousand Splendid Suns emotionally or intellectually? Did you feel involved with the reading or distant from it? Explain.

Partner share & compare (1 min) – Ask volunteers to contribute responses to the class. Students may respond that they felt distant or involved from the novel for a variety of reasons. Discuss. Guide conversation towards the <https://assignbuster.com/a-thousand-splendid-suns-assignment-essay-samples-5/>

importance of analyzing fiction through themes. Themes are a fundamental element of fiction and connect the reader to a universal and/or personal CLC Address vocabulary as needed. Ensure students have an understanding of key Affairs / Dare words from the novel, such as kola, Hiram, etc. , as well as familiarity with fictional elements that will be discussed, such as theme, plot and characterization. Address geography as needed.