



Razia's Ray of Hope Curriculum (Grades 4-5)

***Razia's Ray of Hope: One Girl's Dream of an Education*, written by Elizabeth Suneby and illustrated by Suana Verelst, is the compelling story of a young Afghan girl who dreams of becoming educated.** In Razia's small village, girls haven't been allowed to attend school for many years. When a new girls' school opens in the village, a determined Razia must convince her father and oldest brother that allowing her to attend school would be good for Razia, their family, and their community. The book is based on true stories of students at the Zabuli Education Center outside of Kabul, founded by a generous and resourceful woman named Razia Jan, a CNN Hero, who also appears in the story. *Razia's Ray of Hope* is the latest book in Kids Can Press CitizenKid collection, which explores complex global issues and makes them accessible to younger readers.

Theme

Determination

Essential Questions

- What is determination?
- How can our own determination shape our life?
- How can an individual's determination impact the lives of others?
- What is the connection between genre and author's purpose?

Outcomes

- Students will be able to distinguish author's purpose (to persuade, to inform, to entertain).
- Students will work cooperatively, using varied genres, to investigate the theme.
- Students will cite specific textual evidence and make inferences from their readings to research the theme.
- For the Service Learning component, students will build awareness and take action based on their learning.

Common Core State Standards

Key Ideas and Details:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text ([CCSS.ELA-Literacy.RI.4.1](#)).

Craft and Structure:

- Assess how point of view or purpose shapes the content and style of a text ([CCSS.ELA-Literacy.CCRA.R.6](#)).

Research to Build and Present Knowledge:

- Conduct short research projects that build knowledge about a topic ([CCSS.ELA-Literacy.W.3.7](#)).
- Draw evidence from literary or informational texts to support analysis, reflection, and research ([CCSS.ELA-Literacy.W.4.9](#)).

Integration of Knowledge and Ideas:

- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably ([CCSS.ELA-Literacy.RI.5.9](#)).



Social Studies Connection

The context of *Razia's Ray of Hope* provides educators and their students with an opportunity to explore multiple themes among the National Council for the Social Studies (NCSS) National Curriculum Standards for Social Studies, including: culture; people, places, and environments; individual development and identity; power, authority, and governance; global connections; and civic ideals and practices (www.socialstudies.org/standards/strands).

Service Learning Connection

Students can choose to create their own service project utilizing ideas from the Razia's Ray of Hope Foundation (www.raziasrayofhope.org/fundraising-ideas.html) that align with the following Service-Learning Standards: meaningful service, youth voice, link to curriculum, reflection, progress monitoring, and diversity. (For more information on Service-Learning Standards, see www.nylc.org/k-12-service-learning-standards-quality-practice.) Students are also encouraged to develop their own ideas and share them with the Razia's Ray of Hope Foundation.

Materials

- *Razia's Ray of Hope: One Girl's Dream of an Education*, written by Elizabeth Suneby, illustrated by Suana Verelst
- Excerpt from Malala Yousafzai's speech to the United Nations July 12, 2013 (see page 6)
- Informational texts on Afghanistan. Select from the following sources based on student levels:
 - kids.nationalgeographic.com/kids/places/find/afghanistan/
 - www.sos4tkhf.com/downloads/SOS_Journal_No_1.pdf
 - www.raziasrayofhope.org/documents/Razias_Ray_of_Hope_About_Afghanistan_10.2009b.pdf
- Video: A student-led tour of the Zabuli Education Center, the school featured in *Razia's Ray of Hope* (5-minute runtime): www.sos4tkhf.com/videos_RROH_greeting.php
- Sticky notes for Persuade, Inform, Entertain (PIE) graphic organizer (see page 5)

Preparation

- Gather core texts and print or download internet sources ahead of time, if internet access is limited
- Review the lesson plans

Vocabulary

Theme, determination, genre, author's purpose, persuade, inform, entertain (and additional vocabulary from core texts, as applicable, such as Dari vocabulary words listed in the glossary section of *Razia's Ray of Hope*)



Lesson Activities

Building Schema

(Time varies)

Assessment Expectations

Create a shared understanding of expectations via a class rubric for participation and for academic outcomes.

Dari Word Wall

Though *Razia's Ray of Hope* earns a 680 lexile score and approximately a DRA level 28, the foreign words in Dari may decrease students' reading comprehension. Before reading the story give student pairs a Dari word and definition from the glossary at the end of the book. Ask each pair to make an illustration for the word. Post the words, definitions and illustrations on a Dari Word Wall for students to refer to as they read.

Social Studies Connection: Compare/Contrast with Afghanistan

Students may need background information about Afghanistan before completing the activities. Learning about Afghanistan can be tied to social studies objectives. For example, as part of the individual development and identity strand, students can compare how they and the children of Afghanistan are alike and how they are unique. Share the Zabuli Education Center video tour and ask students to complete a Venn diagram comparing their school to the one in the video.

For Visual Learners

Suana Verelst, the illustrator of *Razia's Ray of Hope*, employed mixed media to illustrate the story. Ask students to analyze an illustration from the book. What do they see (digital images, photos, found objects, watercolor, sketches, etc.)? Ask students to create an illustration of a school activity employing similar methods.

Further Resources

Razia's Ray of Hope Foundation and the Khaled Hosseini Foundation also offer a wealth of video and photo imagery that can be used to build schema for students:

www.raziasrayofhope.org/photos.html and www.sos4tkhf.com/videos.php.



Inquire

(20 minutes)

Anticipatory Set

Begin by asking students, “What if the government or your parents decided you weren’t allowed to go to school?” Ask students to brainstorm the likely consequences of that decision (e.g., they might have fun for a while, but they wouldn’t know how to read or do math, they wouldn’t be able to get the job they wanted, they wouldn’t be able to understand important documents like bank loans, etc.).

Share with students that in Afghanistan, under Taliban rule, girls were banned from attending school, riding bicycles, wearing brightly colored clothes, and laughing loudly (source: www.raziasrayofhope.org/women-and-girls-in-afghanistan.html). Ask students to imagine how individuals might have reacted to this ban. Explain to students that *Razia’s Ray of Hope* tells the story of an individual who was determined to provide girls with the opportunity to go to school.

Brainstorm the word **determination** with the class. Record what students already know (e.g., examples in history or in their own lives that show individual determination). Ask students to predict what *Razia’s Ray of Hope* will reveal about determination.

Investigate & Analyze

(2-3 class periods)

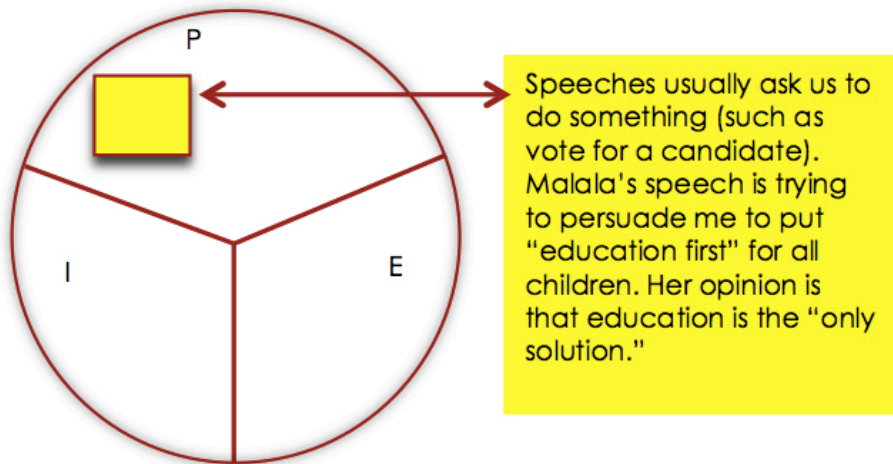
Guided Instruction

Share with students that in addition to reading *Razia’s Ray of Hope*, they are also going to explore additional text types or genres on the same subject:

- Informational text(s) on Afghanistan (appropriate to student reading level)
- Excerpt from Malala Yousafzai’s speech to the United Nations (see page 6; explain to students, if they do not already know, that Malala is a Pakistani girl who at 15 years of age survived being shot by the Taliban for championing her right, and the rights of girls, to go to school)

Ask students to share why it might be important to read multiple texts on the same subject. Ask student to share some of the reasons authors write. Capture responses on the board.

Build on student responses. Tell students that an author’s purpose is as “easy as PIE” (to Persuade, Inform, or Entertain; see example of PIE graphic organizer on the following page). Ask them each to draw a large pie on a blank page as you draw it on the board. Model for the class how to determine an author’s purpose using one of the texts. Record thinking on sticky notes and place in the appropriate section of the pie. If necessary, model all three text types.



Collaborative Learning

Break students into groups. Allow groups to select one of the three text types. Have each group scan their text and then do a close reading of their text, to determine and find evidence of the author's purpose. Ask each group to use a sticky note to put their thoughts in the appropriate section of a Persuade, Inform, Entertain (PIE) graphic organizer (example above). Monitor and guide student groups as they work.

Synthesize & Act

(Time varies)

Ask students to reflect on the different text types and different purpose of the authors. (Note *Razia's Ray of Hope* author's purpose could be categorized as "to entertain" and "to inform" because the end of the book contains a fact sheet.) Discuss with students why it is important to understand an author's purpose (e.g. to determine fact from opinion, etc.).

Draw the class discussion back to the theme: **determination**. Ask student groups to make a connection between what they have read and the theme. (For example, in *Razia's Ray of Hope*, how do both Razias demonstrate determination? What do students think of Razia's determination within the context of Afghan history?)

Revisit students' initial questions and predictions. How does their learning compare to their original thoughts?

Share with students that around the world today, 69 million school-age children do not go to school (source: www.globaleducationfirst.org/218.htm). Encourage students to discuss their thoughts and feelings on the matter, and to brainstorm what they might do to help. If they are interested in doing so, students can take action by raising money to help send a girl to school through the Razia's Ray of Hope Foundation, or by doing something of their own design. Information on fundraising and school projects can be found at the Razia's Ray of Hope Foundation's website (www.raziasrayofhope.org/fundraising-ideas.html).



Excerpt from Malala Yousafzai's Speech to the United Nations, July 12, 2013

Dear brothers and sisters, do remember one thing. Malala Day is not my day. Today is the day of every woman, every boy, and every girl who have raised their voice for their rights. There are hundreds of human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace, and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand, one girl among many. I speak—not for myself, but for all girls and boys. I raise up my voice—not so that I can shout, but so that those without a voice can be heard. Those who have fought for their rights: their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated.

Dear friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends too. They thought that the bullets would silence us. But they failed. And then, out of that silence, came thousands of voices. The terrorists thought that they would change our aims and stop our ambitions, but nothing changed in my life except this: Weakness, fear, and hopelessness died. Strength, power, and courage were born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice, and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright, peaceful future. So let us wage a global struggle against illiteracy, poverty, and terrorism and let us pick up our books and pens. They are our most powerful weapons. One child, one teacher, one pen, and one book can change the world. Education is the only solution. Education first.

Source: http://ibnlive.in.com/news/full-text-of-malala-yousafzais-speech-at-united-nations/406812-2.html?utm_source=ref_article.

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