

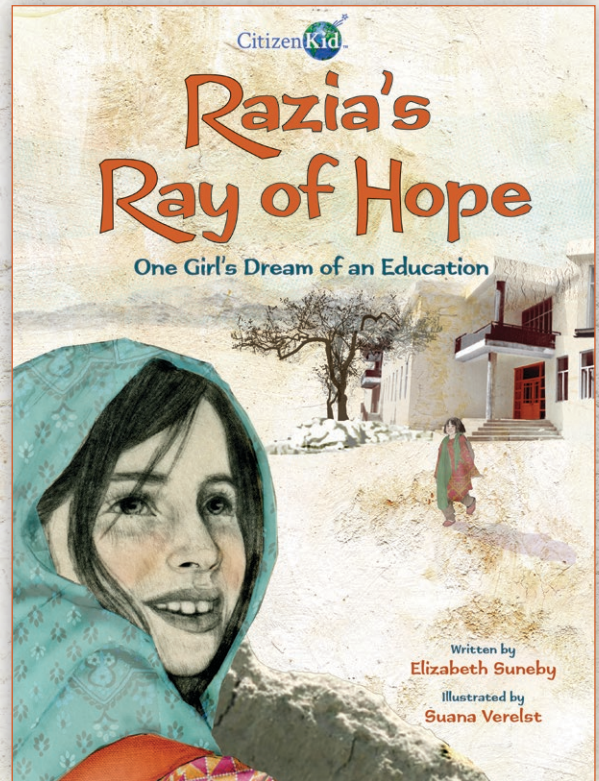
## RAZIA'S RAY OF HOPE Lessons (Grades 6-8)

Children's Rights  
Language Arts  
Service Learning

Social Studies  
Global Issues

In *RAZIA'S RAY OF HOPE*, written by Elizabeth Suneby and illustrated by Suana Verelst, Razia dreams of getting an education, but in her small village in Afghanistan, 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 educating her would be best for her, their family and their community. The book is based on the true stories of the students of the Zabuli Education Center for Girls, just 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's CitizenKid™ collection, which explores complex global issues and makes them kid-sized, with overviews and fast facts.



ISBN 978-1-55453-816-4

"Purposeful in a positive way, this imaginatively illustrated book should open readers' eyes to issues facing children who live in very different circumstances."

— Kirkus Reviews

"As soon as I read *Razia's Ray of Hope*, I knew I found the perfect book to complement our Student Outreach for Shelters Program,"

— Roya Hosseini, wife of author Khaled Hosseini and Co-Founder of The Khaled Hosseini Foundation ([www.khaledhosseinifoundation.org](http://www.khaledhosseinifoundation.org))



**Kids Can Press**

**Citizen Kid**  
CitizenKidCentral.com



## INSIDE THE BOOK



## ABOUT THE AUTHOR

Award-winning author Elizabeth Suneby has written several books for children and teens and lives outside of Boston, Massachusetts. Elizabeth leads interactive workshops that help elementary and middle school students become more global-minded, through advocacy and writing. Contact the author at [www.elizabethsuneby.com](http://www.elizabethsuneby.com) to inquire about class visits.

## ABOUT THE ILLUSTRATOR

Suana Verelst is an award-winning children's book illustrator who has been published in Belgium, France, the United States and Canada. Originally from Belgium, Suana now lives in Montreal, Quebec. Visit her website at [www.suanaverelst.com](http://www.suanaverelst.com).

## ABOUT RAZIA JAN



*Razia Jan (pictured right), CNN hero and founder of the Zabuli Education Center for Girls in Afghanistan, and Malala Yousafzai (pictured left), a Pakistani school pupil and education activist, were thrilled to be reunited in New York during the taping of Christiane Amanpour's interview with Malala on CNN. Razia and Malala met last year in London and have been fast friends ever since, united in their passion for educating girls as a means to changing the world.*

Razia Jan was born in Afghanistan and moved to the United States when she was a young woman. She worked hard as a tailor and raised her son in a small town in Massachusetts.

After September 11, 2001, Razia felt she needed to connect people from her homeland in Afghanistan and people from her new home in America. In 2007, she started Razia's Ray of Hope Foundation. She hoped to improve the lives of women and children in Afghanistan through education.

In 2008, Razia made the big decision to give up her comfortable life in the United States and move back to Kabul, Afghanistan. She planned to open the Zabuli Education Center for Girls. The education center is in the middle of seven villages that never had a girls' school before.

Today, the center is full of 350 young girls learning to read and write. The students love school so much, says Razia, that they run in the door every day and even beg for school to be all year long, without vacation. Many of the girls take their workbooks home and teach their mothers the lessons! These brave young girls and their commitment to become educated are the inspiration for this book. In recognition of Razia's work, she was honored by CNN as one of their Top 10 Heroes of 2012, an award given to ordinary people doing extraordinary things to make the world a better place.

Razia believes that education is the key to positive, peaceful change in the world. Do you agree?

## THEME

Discrimination

## ESSENTIAL QUESTIONS

- How are individuals and groups within society affected by discrimination?
- Do we have an obligation to uphold (or to secure) the rights of individuals and groups?
- Which genres (e.g., nonfiction, poetry) and resource types (e.g., text, multimedia) provide the greatest insights to these questions?

## OUTCOMES

- Students will explore the theme of discrimination as it relates to individuals' rights to education.
- Students will work cooperatively, utilizing multiple resources, to investigate the theme.
- Students will inquire, research and draw conclusions, citing specific textual evidence, about the theme.
- Students will draw from multiple sources to present findings orally, visually and in writing.
- For Service Learning component: Students will build awareness and take action based on their learning.

## COMMON CORE STATE STANDARDS

- **Key Ideas & Details:** [CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. [CCSS.ELA-Literacy.RL.6.2](#) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **Integration of Knowledge & Ideas:** [CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. [CCSS.ELA-Literacy.CCRA.R.9](#) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **Research to Build and Present Knowledge:** [CCSS.ELA-Literacy.CCRA.W.9](#) Draw evidence from literary or informational texts to support analysis, reflection and research.
- **Presentation of Knowledge & Ideas:** [CCSS.ELA-Literacy.SL.6.4](#) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation. [CCSS.ELA-Literacy.SL.6.5](#) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

## SOCIAL STUDIES CONNECTION

The context of RAZIA'S RAY OF HOPE provides educators and their students with an opportunity to explore multiple themes from Social Studies, including: Culture; People, Places & Environments; Individual Development & Identity; Power, Authority & Governance; Global Connections; and Civic Ideals & Practices (<http://www.socialstudies.org/standards/strands>).



## SERVICE LEARNING CONNECTION

Students can choose to create their own service project utilizing Razia's Ray of Hope Foundation's ideas or generate their own (<http://www.raziasrayofhope.org/fundraising-ideas.html>).

The Khaled Hosseini Foundation's Student Outreach for Shelters (SOS) program (<http://www.sos4tkhf.com/service-learning.php>) aligns with the following Service Learning standards: meaningful service, youth voice, link to curriculum, reflection, progress monitoring and diversity. (For information on standards, see <http://www.nylc.org/k-12-service-learning-standards-quality-practice>.)

## CORE TEXTS

- RAZIA'S RAY OF HOPE: ONE GIRL'S DREAM OF AN EDUCATION, written by Elizabeth Suneby, illustrated by Suana Verelst
- Langston Hughes's poems — "Harlem" and "Democracy" as read by Langston Hughes: <http://www.albany.edu/history/HIS530/HarlemProject/democracy.html>
- Informational Texts — "Education in Afghanistan":  
<http://www.raziasrayofhope.org/education-in-afghanistan.html>  
[http://www.raziasrayofhope.org/documents/Razias\\_Ray\\_of\\_Hope\\_About\\_Afghanistan\\_10.2009b.pdf](http://www.raziasrayofhope.org/documents/Razias_Ray_of_Hope_About_Afghanistan_10.2009b.pdf)  
[http://www.sos4tkhf.com/downloads/SOS\\_Journal\\_No\\_1.pdf](http://www.sos4tkhf.com/downloads/SOS_Journal_No_1.pdf)
- Malala Yousafzai interview from NPR.org:  
<http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=234730460&m=234730463>
- Video (5-minute runtime) — Student-led tour of the Zabuli Education Center, the school featured in RAZIA'S RAY OF HOPE: [http://www.sos4tkhf.com/videos\\_RROH\\_greeting.php](http://www.sos4tkhf.com/videos_RROH_greeting.php)
- UNESCO 2013 brochure — "The Global Learning Crisis: Why Every Child Deserves a Quality Education": [http://www.globaleducationfirst.org/files/Global\\_Learning\\_final\\_web\\_spread.pdf](http://www.globaleducationfirst.org/files/Global_Learning_final_web_spread.pdf)

## MATERIALS & PREPARATION

- Gather core texts, and print or download internet sources ahead of time if internet access is limited
- Set up investigation centers as needed
- Chart paper for graphic organizers, labeled "Source | Quotes | Facts | Thoughts" for each team
- Sticky notes for graphic organizers

## VOCABULARY

- discrimination
- rights
- (additional vocabulary from each of the selected texts)



## Lesson Activities

### INQUIRE (20 minutes)

#### Anticipatory Set

Ask students to quick-write or to discuss what they know about the theme: discrimination. Students can share examples from history, from current events, from their personal experiences, etc. As students discuss, direct the conversation to discrimination against school-age children — specifically the right to an education. Share the fact that in Afghanistan, under Taliban rule for example, girls were banned from attending school, riding bicycles, wearing brightly colored clothes and laughing loudly (source: <http://www.raziasrayofhope.org/women-and-girls-in-afghanistan.html>). Ask students to envision what it would be like to be banned from attending school. Ask students to speculate why some children around the world may not have the right to an education (e.g., gender discrimination, race discrimination, poverty, absence of child labor laws, etc.). Tell students they will have an opportunity to investigate this topic using multiple types of resources. Ask students to contribute to a class chart detailing what students would like to know and what they expect to learn.

### BUILDING SCHEMA (time varies)

#### Assessment Expectations

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

#### Core Texts Preview

Share the resources the class will have at their disposal:

1. RAZIA'S RAY OF HOPE
2. The Langston Hughes poems "Harlem" and "Democracy"
3. An audio interview with Malala Yousafzai, the Pakistani student who was shot for championing girls' rights to education
4. Various informational texts/infographics
5. Teacher- and student-selected resources, as applicable
6. Video of student-led tour of Zabuli Education Center, the school featured in RAZIA'S RAY OF HOPE: [http://www.sos4tkhf.com/videos\\_RROH\\_greeting.php](http://www.sos4tkhf.com/videos_RROH_greeting.php)

#### Social Studies Connection — A Look at Afghan Culture

Learning about Afghanistan can be tied to Social Studies' objectives. For example, as part of the Culture strand, students could examine the influence of culture on human behavior. Share the Zabuli Tour video and ask students to identify cultural differences. How does culture develop across time and place? Where do our cultures share commonalities?

#### For Visual Learners

Suana Verelst, the illustrator of RAZIA'S RAY OF HOPE, employs a mixed-media style 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.

Additionally, both Razia's Ray of Hope Foundation and The Khaled Hosseini Foundation offer a wealth of video and photo imagery, which can be used to build schema for students:

<http://www.raziasrayofhope.org/photos.html>  
and <http://www.sos4tkhf.com/videos.php>.



## INVESTIGATE & ANALYZE (2 to 5 class periods)

### Guided Instruction

Share with students that they will investigate the theme of discrimination through the resources that have been introduced (in pre-lesson). To keep track of their investigations, students will use sticky notes and a graphic organizer made from chart paper. Demonstrate for students, reading or listening to an excerpt of one of the sources, then adding “sticky note” comments in the appropriate sections.

Based on students’ prior knowledge and their questions from the “Inquire” session, break students into teams to rotate through one, some or all of the investigation sources.

Source	Quote	Fact	Thoughts
RAZIA'S RAY OF HOPE		(From back of book) 69 million kids are not in school — same number of people in Texas and California	That's a lot of people who can't read!
Langston Hughes poems: "Democracy" and "Harlem"	"I live here, too. I want freedom just as you."	N/A	I think this is a valid point.
Etc.			

## SYNTHESIZE & ACT (time varies)

### Collaborative Learning

Summarize student-driven questions and students’ prior knowledge from the previous period. Break students into teams, asking them to seek relevant answers to their questions using any of the previewed resources. Ask each team to record their investigation findings on their graphic organizers.

Ask student teams to share their most impactful research findings. Student responses can be presented orally, visually or in writing. How do their findings compare to their prior knowledge? Which resources provided the greatest insights? Do they feel compelled to take action? Do they feel they have an obligation to fight for the rights of individuals? Encourage students to act in a way that makes sense to them. Provide students with the opportunity to synthesize their learning by:

- Writing a 3-minute speech to be delivered at the United Nations, using logical arguments and data to support their point of view
- Creating an infographic of their findings, using data to support their point of view (see UN exemplars here: <http://www.globaleducationfirst.org/infographics.html>)
- Videotaping a public service announcement, using logical arguments and data to support their point of view
- Creating a symbolic piece of art
- Through additional student-driven ideas

If students are so inclined, they can translate their learning into action, by participating in The Khaled Hosseini Foundation’s Student Outreach for Shelters (SOS) program, by raising money to help send a girl to school through Razia’s Ray of Hope Foundation or by designing a relevant service project of their own.

For additional activities,  
videos and more, visit  
[CitizenKidCentral.com](http://CitizenKidCentral.com)