



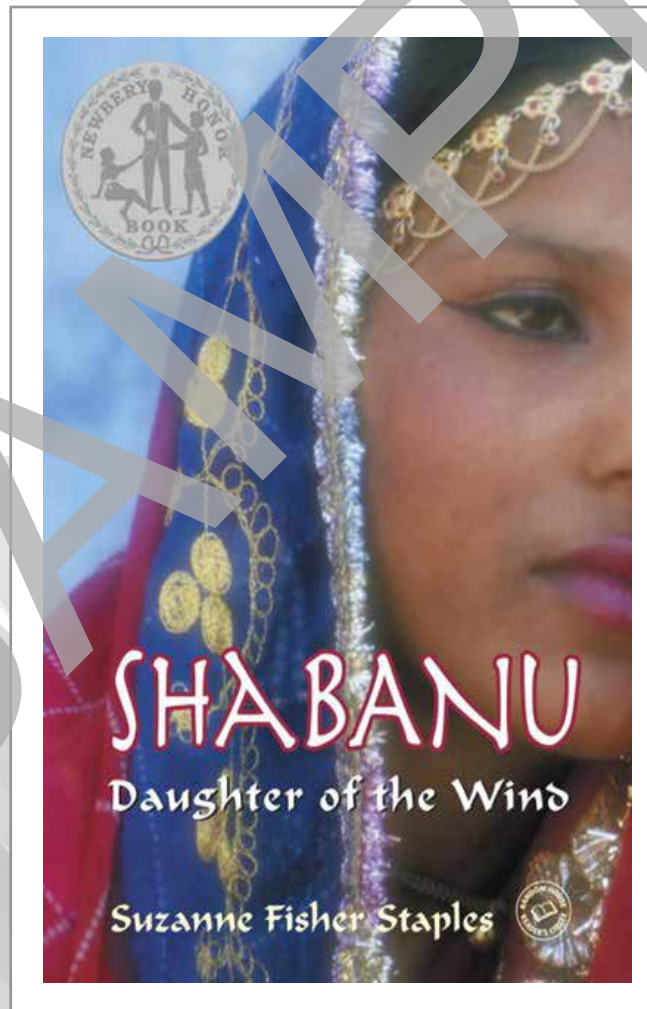
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Shabanu: Daughter of the Wind

Suzanne Fisher Staples



READ, WRITE, THINK, DISCUSS AND CONNECT

Shabanu: Daughter of the Wind

Suzanne Fisher Staples

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Identifying attributes,
compare/contrast,
pros/cons, brainstorming,
research, problem solving

Comprehension

Predicting, sequencing,
summarization, cause/effect,
inference, main idea

Writing

Character journal, personal
writing, eulogy, poetry, ode,
parts of speech

Vocabulary

Target words, context clues,
root/base words,
synonym/antonym, word
maps, charades

Listening/Speaking

Dramatizing, interviewing,
discussion, music,
story-telling

Literary Elements

Characterization, setting,
plot development

Across the Curriculum

Social Studies—maps, family
tree, culture/customs,
religion; Science/Health
Issues—safety, sensory;
Astronomy; Geography;
Research; Art—drawing,
collage, design and color,
body painting;
Music—chants, songs,
lute music

Summary

Shabanu is the story of a young Pakistani girl who lives in the Cholistan Desert. Shabanu is one of two daughters in a family with no sons. Being the youngest, she is allowed to care for the camels and does not have to work in the house. She is a strong-willed girl who loves her freedom, the desert, and her camels.

According to tradition, the older daughter, Phulan, has been promised in marriage to Hamir, and Shabanu is promised to his brother, Murad. While preparing for Phulan's coming wedding, tragedy strikes as the two sisters are fetching water at the nearby canal. When they confront a powerful and cruel landowner, Hamir is killed. As a result, Phulan must now marry Murad, the man Shabanu loves, and Shabanu must make a great sacrifice in order to appease the wealthy landowner. She must choose between upholding the honor of her family by marrying a man with three other wives or seeking her own freedom in the desert.

About the Author

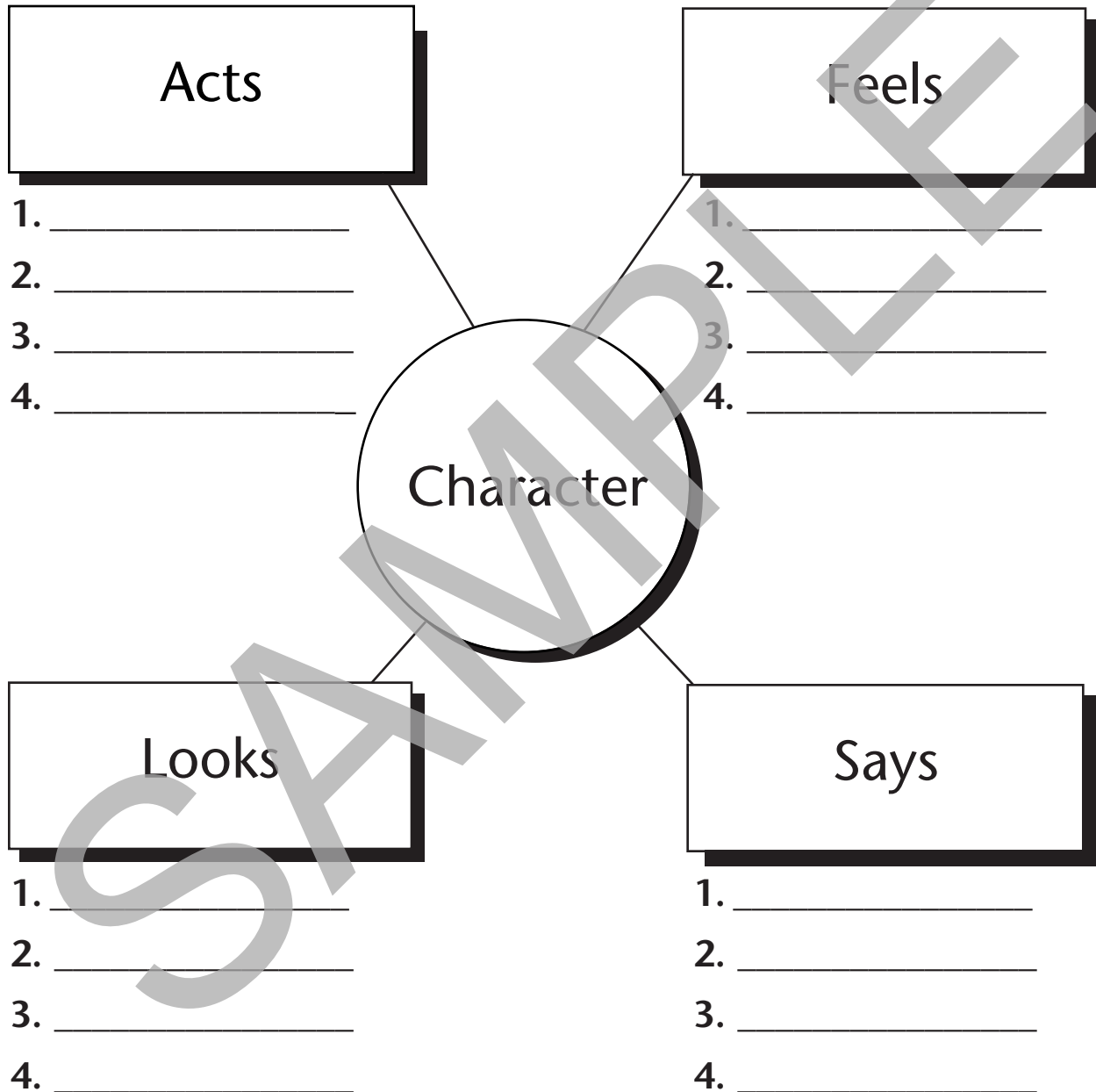
Suzanne Fisher Staples lives in New York City. She has served as a UPI correspondent in Asia, Hong Kong, Pakistan, Afghanistan, India, and Washington, D.C. While she was working in Pakistan, she associated with the nomads of the Cholistan Desert. Suzanne used her knowledge of the desert people to write her first book, *Shabanu*. She has also written a sequel to *Shabanu* titled *Haveli* and a her third book, *Dangerous Skies*.

Introductory Activities

1. **Previewing the book:** Have students look at the book and answer the journalist's questions about what they see: who? what? where? when? why? Based on their answers, students predict what the book will be about.
2. Given the following clues, students write a paragraph predicting what they think will happen in the story.
tradition honor daughters father obey sacrifice
3. **Character Journal:** List the main characters from *Shabanu* and have the students choose one. As they read the book, students write regular journal entries from that character's point of view. Journal entries should reflect on the events of the story. At various points in their reading, have the students share their journal entries with classmates.
4. Create an attribute web (see next page) with students for each of the following ideas: Family, freedom, heritage, home, culture. Focus one word at a time. Begin by writing the word in the center of a large piece of paper. Ask students to quickly tell what each word brings to mind. Encourage students to elaborate on particular ideas.

Attribute Web

The attribute web below will help you gather clues the author provides about a character in the novel. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.



2. **Music/Art:** The lute is an instrument that is played in Pakistan. Obtain recordings of music played on the lute. While the students listen to the music, have them illustrate the images they get in their minds.
3. **Writing:** Have the students pretend that they are Shabanu and have them write their thoughts about Grandfather's death and how she feels about him dying.

Part 8— Ramadan, pages 141-150 and The Landlord, 151-160

Vocabulary

Ramadan—

stanchion (142)	pallid (143)	felled (143)	shimmering (143)
pendulous (144)	ladle (145)	noble (146)	browsing (147)
compensation (147)	influencing (148)	sickles (148)	rafters (149)
jasmine (149)	deft (149)	appendages (149)	anemic (150)
twinge (150)			

The Landlord—

lathered (152)	sheen (153)	elaborately (153)	manicured (154)
molded (154)	indignity (155)	leering (155)	wobbling (155)
immobilized (155)	agile (155)	mirth (156)	leisure (156)
bunched (157)	bloodlust (157)	mounting (158)	girth (158)
hollow (158)	midmotion (159)	twining (159)	exhilaration (160)
clearheaded (160)			

Discussion Questions

1. How does Mama explain to Shabanu that she will be able to survive the heat when she will not be able to eat or drink during Ramadan? Is Shabanu satisfied with the answer? (*Mama says it is a matter of faith and will. No.*)
2. Why is Shabanu worried that Phulan may not be able to manage as the wife of a hard-working farmer? (*Phulan seems to be weak, her soft hands hurt when she tries to pull the rope, and she is uncertain as to what to do.*)
3. Why does Bibi Lal wish that her husband were still alive? (*He would be so happy to see the daughters of his beloved cousin marry his sons.*)
4. Explain how the camp is made with the help of Bibi Lal and Sakina? (*Frames are made of cut tree branches and reed mats are tied against them. The roof is thatched with khip and a mud platform is made to serve as a kitchen.*)
5. What order did Dadi give Shabanu in regards to Phulan? Why? (*Dadi told her to stay with Phulan every second because Nazir Mohammad, a dangerous man, has returned from the city.*)

-
6. How does Phulan feel when she sees the cottage made for her and Hamir? *(She seems to be pleased. Her eyes turn damp and she is speechless.)*
 7. What do the circles that Sakina paints on the house represent? *(The circles are intertwined for harmony in the family.)*
 8. Why does the image of Kulsum bother Shabanu? *(Kulsum looks tired, anemic, and sad. Shabanu worries that her sister, Phulan, will become like Kulsum after she is married to Hamir.)*
 9. When does Shabanu realize that she has disobeyed her father by leaving Phulan alone? *(When she is startled by a smooth deep voice from the bottom of the canal bank.)*
 10. Why do Shabanu and Phulan need to escape from the quail hunters? *(The men want to take the girls with them.)*
 11. How do the girls escape the trap? *(They throw their water jugs down the embankment and jump upon Xhush Dil's neck.)*
 12. How do you think Dadi and Mama feel as Shabanu tells them about the hunters? *(They are fearful and worried for the girls' safety.)*
 13. Why does Dadi tell Shabanu to stay off the track as they escape to Derawar? *(The hunters will not be able to follow them over the dunes in a jeep.)*
 14. Why do you think Shabanu's fear has turned to excitement? *(Answers will vary.)*

Supplementary Activities

1. **Research:** Have the students research the Moslem religion. Have them answer the following questions: When was the religion established? In what country was it first practiced? Who was the principle leader of the Moslems? List at list 5 major beliefs of the Moslem religion?
2. **Critical Thinking:** The desert around Hamir and Murad has little water. Have the students brainstorm ways that scientists might be able to produce more water for the desert.
3. **Discussion:** Shabanu and Phulan are afraid of Nazir Mohammad. Have the students share a time when they were afraid. Have the students discuss the following questions: Whom can you turn to for help when you are in trouble or danger? What are some strategies a person could do to keep him- or herself safe?

Decision-making Grid

The decision-making grid below is supposed to make it easier to find the best solution to a problem. Give examples of other questions you should ask yourself when you are trying to “weigh” different solutions. Then fill in the grid. See if classmates agree with the solution you decide is best.

State the problem:	Criterion #1: Will the solution hurt someone?	Criterion #2: Will it make me feel better?	Criterion #3:
Solution #1:			
Solution #2:			
Solution #3:			
Solution #4:			