

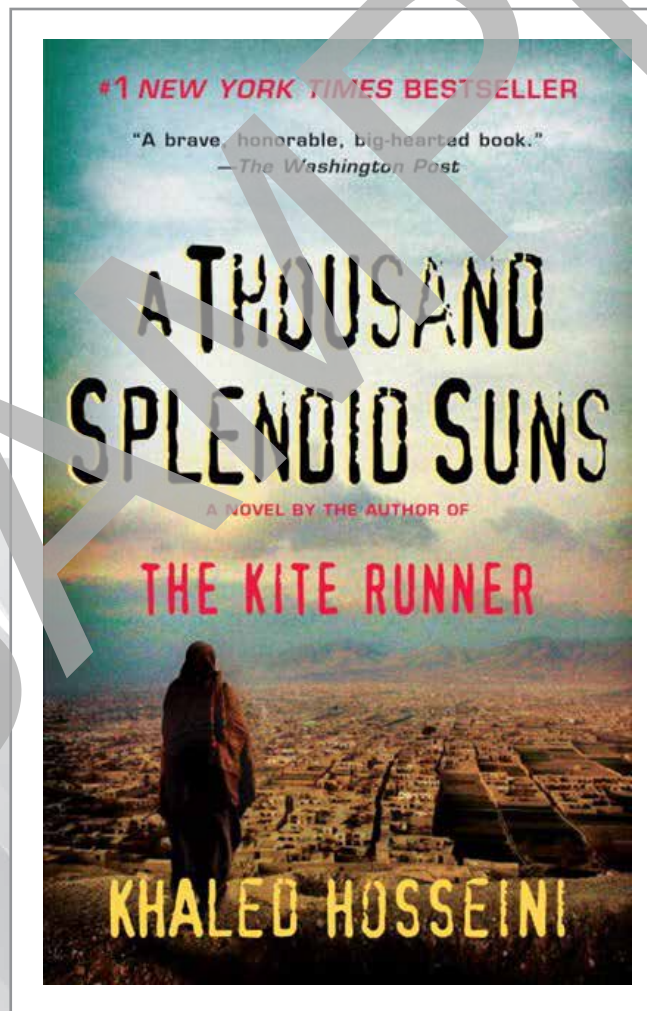


STUDENT PACKET

GRADES 9-12

A Thousand Splendid Suns

Khaled Hosseini



READ, WRITE, THINK, DISCUSS AND CONNECT

A Thousand Splendid Suns

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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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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

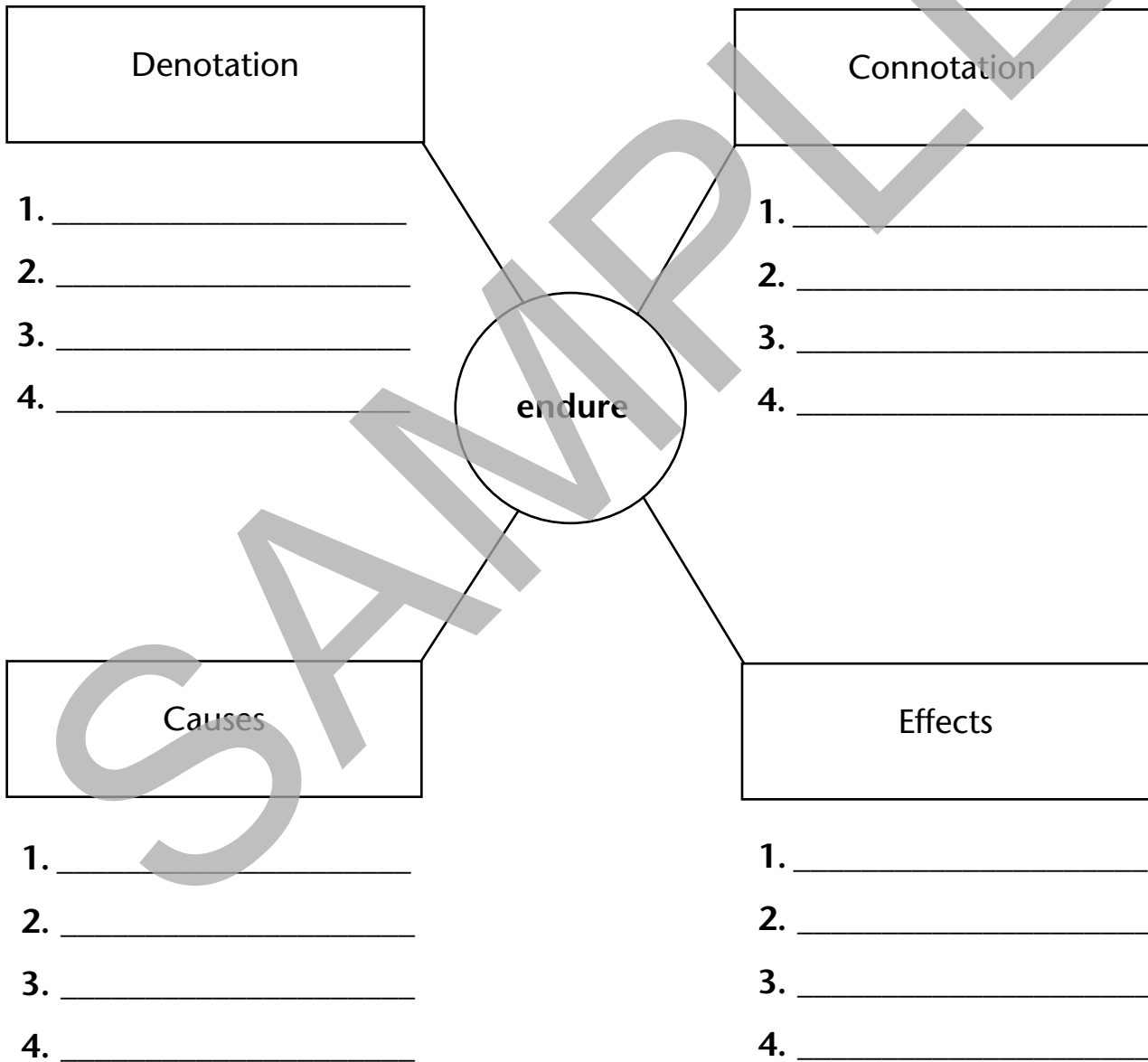
Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Concept Brainstorming

Directions: Complete the sections below for “Denotation” and “Connotation.” Then, as you read the novel, fill in “Causes” and “Effects” for four events Mariam must endure during her troubled life.



Name _____

Vocabulary Fill-in

niche
rankled
interminable
tremulous

inconsolable
impetus
unfathomable
lethargic

ubiquitous
contentiousness
rancor

circuitous
melee
unremitting

Directions: Use the vocabulary words to complete the paragraph below.

The tour group was 1. _____ when the museum guide insisted that the run-down, 2. _____ group visit every 3. _____ of each exhibit. Some adults complained. The children in the group were 4. _____, crying on their parents' shoulders. The guide led the group on a leisurely, 5. _____ route, coming back to each artifact multiple times. The tour group's 6. _____ built until their 7. _____ became apparent in their annoyed comments. The flow of information from the tour guide's mouth was 8. _____—it never ended! They tried to lose their guide in the 9. _____ of the crowd, but he was everywhere—practically 10. _____. Their time in the museum seemed 11. _____. Would it ever end? By the conclusion of the tour, no one had the 12. _____ to visit the museum again. The visitors wobbled out the door on 13. _____ legs. Some were in disbelief. This museum visit and their reason for coming were quite 14. _____ to them now.

Name _____

Directions: Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests.

Chapters 1–5

1. What does Mariam accidentally break? Why is it important to Nana?
2. What name does Nana call Mariam? Why?
3. Who is Mariam’s father? Describe him.
4. What did Nana’s father do when she became pregnant?
5. Why did Nana leave Herat when she became pregnant?
6. What is a *jinn*?
7. Who provides for Nana and Mariam? How?
8. About what does Mullah Faizullah teach Mariam? Why?
9. What does Mullah Faizullah ask Nana on Mariam’s behalf? What is Nana’s response?
10. What does Mariam want for her birthday?
11. What happens to Mariam in Herat?
12. What does Mariam discover when she returns to the *kolba*?

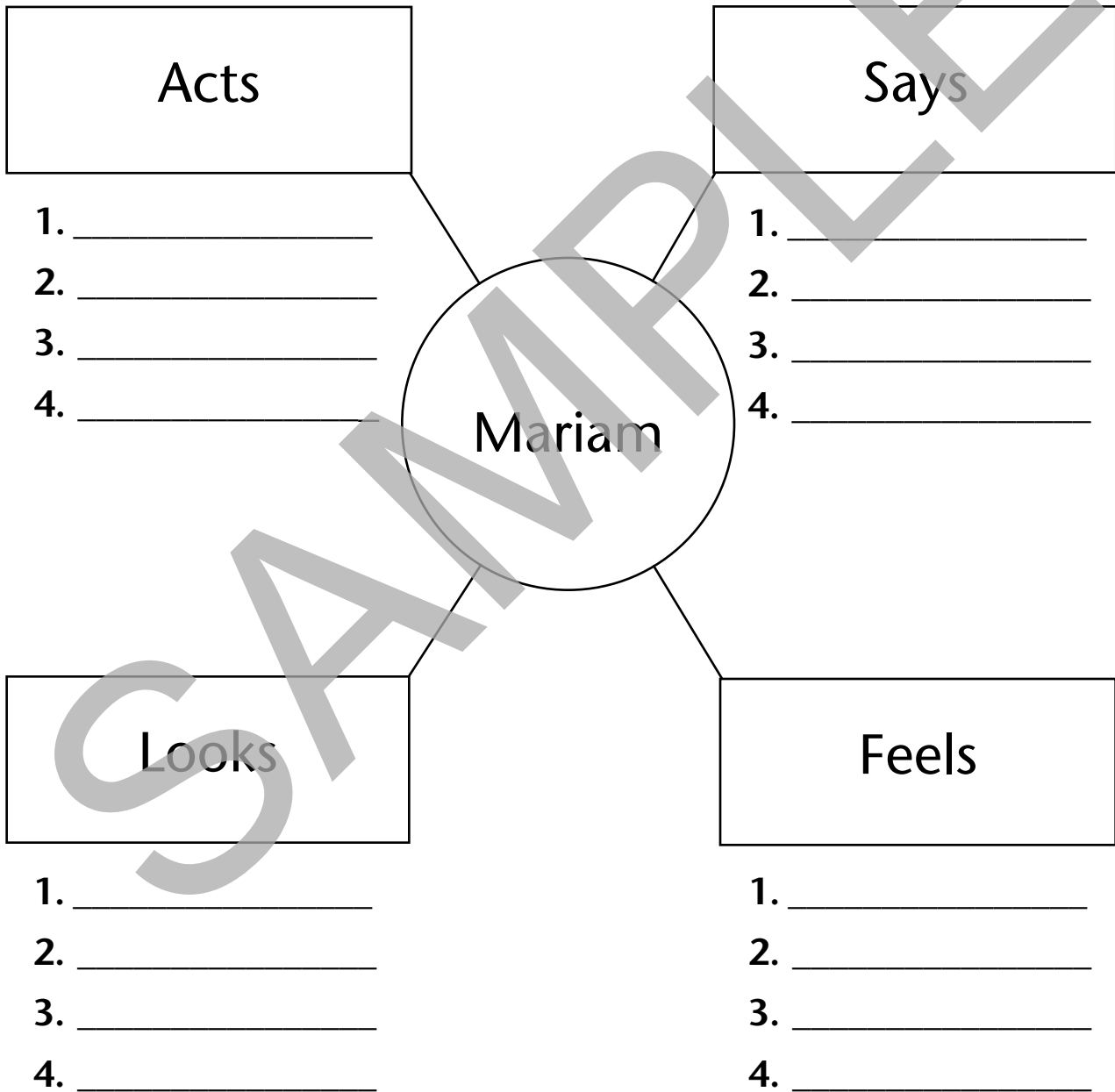
Chapters 6–10

1. Whom does Mariam ask for after the funeral?
2. What does Mariam realize about Jalil?
3. Where is Mariam taken initially? How is she treated?
4. Who comes to visit Mariam? What does the visitor tell her?
5. What arrangement has been made for Mariam? What is Mariam’s response?
6. What does Mariam recognize is the actual reason for the arrangement?
7. What are Jalil’s other daughters doing at age 15 that Mariam is not?
8. What does Mariam tell Jalil as she leaves Herat? What is his reaction?
9. Describe Mariam’s new home.
10. What is the one thing Rasheed cannot stand?
11. Where does Mariam spend her first days in Kabul? Why?
12. Whom does Mariam meet at the tandoor? What is her reaction to meeting them?
13. What “gift” does Rasheed give Mariam?

Name _____

Character Attribute Web

Directions: The attribute web below will help you gather clues the author provides about Mariam in the novel. Fill in the blanks with words and phrases that tell how Mariam acts and looks, as well as what she says and feels.



Name _____

Characterization

Directions: In each oval, write an adjective that describes Laila’s personality. Then fill in each dotted rectangle with a detail about Laila that illustrates that part of her personality.

