

Final Projects for The Breadwinner

1. Pretend you are Parvana or another character from the book and persuade the Taliban to stop what they are doing to the Afghans. There must be at least three arguments. Use evidence from the book to prove your points. Final product will be presented to the class in a 1-2 minute speech and an organized outline must be turned in. See rubric for more information.

http://www.readwritethink.org/materials/persuasion_map/

ELA7LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- g. Offers own opinion forcefully without domineering.
- j. Gives reasons in support of opinions expressed.
- k. Clarifies, illustrates, or expands on a response when asked to do so.
- m. Develops an outline that highlights the important issues discussed.

	Exceeds	Meets	Does Not Meet
Ideas 50 points	<p>Full command and development</p> <ul style="list-style-type: none"> Exceptionally focused on topic & purpose Fully developed controlling idea Supporting details are fully elaborated with rich, logical details Information fully addresses listener's concerns 	<p>Sufficient control and development</p> <ul style="list-style-type: none"> Generally focused on topic and purpose Generally developed controlling idea Supporting ideas with some relevant examples and details Response contains sufficient information to address some reader concerns 	<p>Lacks control and development</p> <ul style="list-style-type: none"> Lacks focus on topic & purpose Lacks controlling idea Absent, unclear, irrelevant supporting ideas Response inappropriate to genre Lacks a sense of completeness Insufficient student writing
	50 48 46	45 40 35	32
Organization 25 points	<p>Full command and development</p> <ul style="list-style-type: none"> Exceptional organizational plan Logical sequencing & grouping of ideas Introduction engages listener Conclusion provides sense of closure 	<p>Sufficient control and development</p> <ul style="list-style-type: none"> General organizational plan Generally clear sequencing & grouping of ideas Generally clear introduction Conclusion provides sense of closure 	<p>Lacks control and development</p> <ul style="list-style-type: none"> Lacks evidence of organizational plan Unclear sequencing & grouping of ideas Lacks an introduction and/or a conclusion
	25 22	21 19	18
Style/ Delivery 25 points	<p>Full command and development</p> <ul style="list-style-type: none"> Carefully crafted phrases & sentences Varied, precise, & engaging word choice Audience awareness Extensive variety in sentence length, structures, & beginnings Clear, appropriate voice 	<p>Sufficient control and development</p> <ul style="list-style-type: none"> Language and tone are generally consistent with purpose Generally engaging word choice General awareness of audience Some sentences vary in length & structure Clear, appropriate voice 	<p>Lacks control and development</p> <ul style="list-style-type: none"> Language/tones are flat and/or inappropriate Imprecise, inaccurate, or confusing word choice Little/no attention to audience Lack of sentence variety

	25	22	21	18	15
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2. Pretend you are a member of the Taliban and persuade Parvana and Shauzia to join the Taliban. There must be at least three arguments. Use evidence from the book to prove your points. Final paper must be two pages in length, double spaced, and typed. See rubric for more information.

http://www.readwritethink.org/materials/persuasion_map/

ELA7W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student

- Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.

ELA7W2 The student demonstrates competence in a variety of genres. The student produces a multi-paragraph persuasive essay that:

- Engages the reader by establishing a context, creating a speaker's voice, otherwise developing reader interest.
- States a clear position or perspective in support of a proposition or proposal.
- Describes the points in support of the proposition, employing well-articulated, relevant evidence.
- Excludes information and arguments that are irrelevant.
- Creates an organizing structure appropriate to a specific purpose, audience, and context.
- Anticipates and addresses readers' concerns and counter-arguments.
- Provides a sense of closure to the writing.

	Exceeds	Meets	Does Not Meet
Ideas 40 points	<p>Full command and development</p> <ul style="list-style-type: none"> • Exceptionally focused on topic & purpose • Fully developed controlling idea • Supporting details are fully elaborated with rich, logical details • Information fully addresses reader's concerns • Uses genre-appropriate strategies <p>40 38 36</p>	<p>Sufficient control and development</p> <ul style="list-style-type: none"> • Generally focused on topic and purpose • Generally developed controlling idea • Supporting ideas with some relevant examples and details • Response contains sufficient information to address some reader concerns • Response is generally appropriate to genre <p>35 30 25</p>	<p>Lacks control and development</p> <ul style="list-style-type: none"> • Lacks focus on topic & purpose • Lacks controlling idea • Absent, unclear, irrelevant supporting ideas • Response inappropriate to genre • Lacks a sense of completeness • Insufficient student writing <p>22</p>
Organization 20 points	<p>Full command and development</p> <ul style="list-style-type: none"> • Exceptional organizational plan • Logical sequencing & grouping of ideas within paragraphs & across paper • Introduction engages reader • Conclusion provides sense of closure • Effective & varied transitions used to link all parts of paper <p>20 19</p>	<p>Sufficient control and development</p> <ul style="list-style-type: none"> • General organizational plan • Generally clear sequencing & grouping of ideas • Generally clear introduction • Conclusion provides sense of closure • Some transitions that link parts of the paper <p>18 16</p>	<p>Lacks control and development</p> <ul style="list-style-type: none"> • Lacks evidence of organizational plan • Unclear sequencing & grouping of ideas • Lacks an introduction and/or a conclusion • Lacks transitions • Insufficient student writing <p>15</p>
Style 20 points	<p>Full command and development</p> <ul style="list-style-type: none"> • Carefully crafted phrases & sentences • Varied, precise, & engaging word choice • Audience awareness • Extensive variety in sentence length, structures, & beginnings • Strong author's voice <p>20 19</p>	<p>Sufficient control and development</p> <ul style="list-style-type: none"> • Language and tone are generally consistent with purpose • Generally engaging word choice • General awareness of audience • Some sentences vary in length & structure • Clear, appropriate voice <p>18 16</p>	<p>Lacks control and development</p> <ul style="list-style-type: none"> • Language/tone are flat and/or inappropriate • Imprecise, inaccurate, or confusing word choice • Little/no attention to audience • Lack of sentence variety • Writer's voice not apparent • Insufficient student writing <p>15</p>
Conventions 20 points	<p>Full command and development</p> <ul style="list-style-type: none"> • Clear/correct simple, complex, & compound sentences w/ correct punctuation • Correct usage • Correct mechanics <p>20 19</p>	<p>Sufficient control and development</p> <ul style="list-style-type: none"> • Some errors in complex or compound sentences; few errors with simple sentences; some fragments • Sentences & punctuation are generally correct • Generally correct usage • Generally correct mechanics • Errors may interfere with meaning <p>18 16</p>	<p>Lacks control and development</p> <ul style="list-style-type: none"> • Frequent fragments, run-ons, incorrect sentences • Punctuation incorrect or lacking • Frequent and severe errors in usage & mechanics • Errors interfere with or hide meaning • Insufficient student writing <p>15</p>

3. Write an epilogue to *The Breadwinner* five years later. What has happened in five years? Does the Taliban still rule Afghanistan? How did the United States get

involved? Did Parvana and Shauzia meet any American soldiers? Research must be done to support your answers. What happened to the family? What happened to Shauzia and Mrs. Weera? Be creative with the fictional part of this assignment! Final product needs to be at least two pages typed, double-spaced. See rubric for more information.

ELA7W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student

- a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.

ELA7W2 The student demonstrates competence in a variety of genres. The student produces a narrative (fictional, personal, experiential) that:

- a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and a sharpened focus).
- b. Creates an organizing structure appropriate to purpose, audience, and context.
- d. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).
- e. Excludes extraneous details and inconsistencies.
- f. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, tone, and mood).
- g. Provides a sense of closure to the writing.

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4. Make a soundtrack to a modern film version of The Breadwinner. Your soundtrack should include at least 4 songs, and you should explain in detail why each song is

appropriate to the novel. Each explanation needs to be 1 paragraph long. Make a PowerPoint with the lyrics to the song on one slide and then the explanation on the other slide and present to the class. See rubric for more information.

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 a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.

ELA7LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools. When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:
 g. Uses multimedia in presentations.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Presentation (15 points)	The group speaks clearly and distinctly and eye contact engages the audience throughout the presentation. There are no mispronunciations and no verbal fillers (um, like, etc.). 15 13	The group usually speaks clearly and distinctly. Occasional eye contact creates some audience awareness. There are no mispronunciations and minimal verbal fillers. 11 9	The group sometimes speaks clearly and distinctly but makes little eye contact. Mispronunciations and verbal fillers distract the audience. 8 5
Explanation (60 points)	The written maintains a consistent focus and thoroughly explains why each selection was chosen with supporting details from the story and/or lyrics. 60 57	The written explanation maintains focus and offers and explanation for each selection with some supporting details from the story and/or lyrics. Some parts need further developing. 56 50	The written explanation lacks focus. There is little relevant explanation for the selections and few supporting details. 49 45 40
Song Requirement (10 points)	The group has included 4 or more songs. 10	The group has included 3 songs. 9 8	The group has included fewer than 3 songs. 7 6
PowerPoint (15 points)	It follows the guidelines of an effective PowerPoint according to Owl Perdue. 15 13	It somewhat follows the guidelines of an effective PowerPoint according to Owl Perdue. Some elements distract from the purpose of the presentation. 11 9	It does not follow the guidelines of an effective PowerPoint according to Owl Perdue. Many elements distract the audience. 8 5

- Father's story of Afghanistan war and history/background
- Taliban taking away Father/destroying apartment
- Mother and Parvana walking to prison, showing photograph
- Mother's depression; Father's torn photo as pieces of a puzzle
- Parvana's transformation into a boy
- Parvana recognizing her Father in the market
- Parvana and Shauzia's idea to dig up bones
- Shauzia's humor/sarcasm in the graveyard or sheep reference (p.129)
- Nooria's news of getting married
- Finding Homa-hearing her story
- Father's return home
- Planting flowers for Window Woman
- Saying good-bye to Mrs. Weera and Shauzia