



SOUTH ASIA BOOK AWARD  
*for Children's and Young Adult Literature*

Exceptional Virtual Lessons with Global Content  
University of Minnesota, Institute for Global Studies  
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### **Virtual Lesson Plan for 6th graders**

Objective: This plan is designed to introduce students to the culture and lifestyle of a family in Pakistan through the reading and activities around a young adult novel, [Amal Unbound](#) by Aisha Saeed.

**Age Range:** 10 - 13 years

**Grade Level:** 5 - 6

**Lexile Measure:** HL600L ([What's this?](#))

**BAS Level :** O

**Hardcover:** 240 pages

Materials needed: The novel, [Amal Unbound](#), and a laptop. Also, see amazing online resources for [Amal Unbound](#) that include vocabulary, and comprehension questions. This lesson plan is addressing the need for a good cultural competency strategy to use as students get ready to read this book in a virtual manner. This book was a 2018 Global Read Aloud so it is well established with teacher notes, and comprehension questions.

<http://aishasaeed.com/amal-unbound-teaching-resources-page/>

Time period: 5 weeks of remote learning

Day 1 : Introduce the book briefly on Google Meet and then ask students to tell what they think they already know about Pakistan. Have students quickly share their knowledge as the teacher jots these down in google documents that are shared with the group in presentation mode.

Show Pakistan on a map in presentation mode and then discuss some facts about Pakistan such as language, border countries, geography that might impact culture.

Show the group a short video called **15 Things You Didn't Know About Pakistan**.

<https://www.youtube.com/watch?v=qf8jp60INnY>

Day 2: Teacher reads aloud the first 2 chapters to the group over Google Meet. Ask questions about some of the ideas presented about gender inequity in education. The book plainly states that boys are more likely to go to school and when girls do attend school, their school is of a lesser quality. This will be a new concept to most of them.

Ask students to create an 'impact chain' for inequality in education. Students should write down all of the impacts they can think of that will come about as a result of the inequality. Guide students by asking them to think about impacts on individuals, family, local community, the whole country and globally. They could also think about impacts economically, socially, politically and environmentally.

View short 1 minute video **A Look at Journeys to School Around the World.**

<https://www.youtube.com/watch?v=MxBfqd639BE>

Day 3: Introduce the fact that 96% of the country of Pakistan practices the Islamic religion. Our students will not know much about that and this video of 7th graders learning about Islam from a high school student will help make this accessible for them. [Shajee's Story: Middle School Students Learn About Islam.](#)

<https://www.youtube.com/watch?v=OyTWKdtdns>

Day 4 Introduce the link that describes different religions in a summary form from Teaching Tolerance. Students will print this out and have their own little booklet about religions. Teachers can use all of this resource or just choose some major religions including Islam, Judaism and Christianity. Ask students to draw in the assigned boxes or jot down some notes on their thoughts as they read each one. Another idea would be to assign groups of students to certain religions and then do a jigsaw activity to share about each at the day 4 meeting.

[https://www.tolerance.org/sites/default/files/general/tt\\_all\\_about%20religions\\_book.pdf](https://www.tolerance.org/sites/default/files/general/tt_all_about%20religions_book.pdf)

Day 5

Talk about the Quran and how it promotes education for all. The culture may not, but the religion does. Go through the beginning of this article with the class on presentation mode. Let them see the arabic quotes from the Quran.

<https://www.minhaj.org/english/tid/8535/Women-Education-in-Islam-article-by-dr-raheeq-ahmad-rahq-ahmed-abbasi-nazim-e-aala-mqi-minhaj-ul-quran.html>

Discuss culture vs. religion and how this can be different.

Students can read up to chapter 7 by Day 6.

Day 6: Using Flip Grid, ask students to react to the following choice of questions and share their Flip Grids with the class. <https://admin.flipgrid.com/manage/grids/5009613>

The code is Anderson5581:

1. Boys have more opportunities in Amal's society than Amal and the other girls in her village. What are the ways girls and boys are treated differently in her village? What are your thoughts on this?
2. Think of some unfairness in your community/school or country. Describe that and tell what you think could be done to improve the situation. Give some detailed examples, please.

Students read up to chapter 18 by Day 6

**Resources:**

<https://www.youtube.com/watch?v=qf8jp60INnY>- 15 Things You Didn't know about Pakistan

<https://www.youtube.com/watch?v=OyTWKdtdns>- Shajee's Story: Middle School Students Learn About Islam.

Flipgrid.com

<https://www.minhaj.org/english/tid/8535/Women-Education-in-Islam-article-by-dr-raheeq-ahmad-rahig-ahmed-abbasi-nazim-e-aala-mqi-minhaj-ul-quran.html>- Article on the Quran.

[https://www.tolerance.org/sites/default/files/general/tt\\_all\\_about%20religions\\_book.pdf](https://www.tolerance.org/sites/default/files/general/tt_all_about%20religions_book.pdf)- Teaching Tolerance booklet to read and illustrate.

**Differentiation options:** Offer the use of You Tube for read aloud while seeing the text on the screen. Provide a glossary of vocabulary that is pertinent to Pakistani culture and also some Urdu words that are used in the book. Flipgrid could be done with a partner at home if the student is more comfortable. It could be done as an interview with the parent asking leading questions.

**Evaluation:** Ask students to re-do the What do we know about Pakistan google document and add their new knowledge to their chart. At the bottom of the chart, add a section , "What I still wonder..." Have students individually share this with the teacher.

Students draw a map of Pakistan (may use an atlas) and draw arrows off the drawing telling a few key things they learned about the country and its culture.

Students write a new ending to Amal's story about what comes next for her and how her life will unfold.