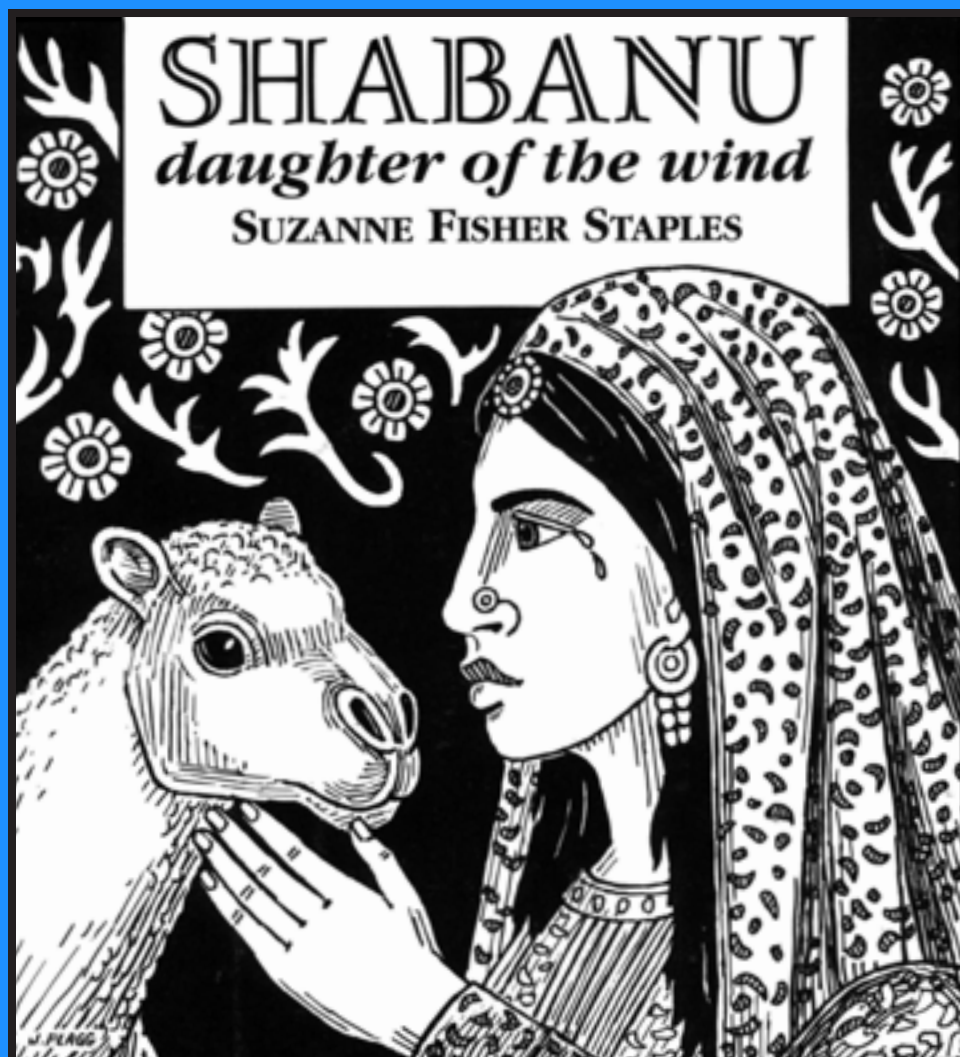


# Novel•Ties



## A Study Guide

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**LEARNING LINKS**

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## **For the Teacher**

This reproducible study guide consists of lessons to use in conjunction with the book *Shabanu*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

## PRE-READING ACTIVITIES

1. Do some research on Islam, the religion preached by the Prophet Mohammed, who lived over 1400 years ago in what is now Saudi Arabia. Learn about the Five Pillars of Faith, the significance of the holy month of Ramadan, and the position of women in Muslim society.
2. Read the Background Information on page two of this study guide and do some additional research on Pakistan. Learn about the five major geographical regions of the country, and what Pakistan is like today. Find photographs of present-day Pakistan and excavated archaeological sites. Display these pictures in your classroom as you read *Shabanu*.
3. The calendar we use today is the Gregorian calendar which reckons time from the birth of Jesus Christ. Research the Islamic calendar. What is its reference point? How is it organized? Investigate other major calendars in use today and compare them to the Gregorian calendar and to the Islamic calendar.
4. The desert people of Pakistan rely heavily on camels, their “ships of the desert,” for survival. Learn all you can about these remarkable animals. How does reliance on the camel in the desert compare to the importance of the horse to the people who settled the American West?
5. Look at the glossary of common Pakistani words located in the back of *Shabanu*. Some have English equivalents, some do not. All of these words are in italic type in the story so that you can easily recognize them.
6. With your classmates, discuss the concept of arranged marriages. When and where does this occur today? What are the advantages and disadvantages of arranged marriages? What criteria are usually used to bring couples together in marriage?
7. Fiction has the ability to transport the reader to other worlds or to allow us to learn more about our own world. *Shabanu* takes place in the Cholistan Desert among nomadic Muslim people. Brainstorm with your classmates to compile a list of books that have revealed different cultures and new places to you.

## Guluband, Birth, Kalu (cont.)

### Questions for Discussion:

1. Mama tells Shabanu, “You must learn to obey, even when you disagree.” Why is this advice particularly important in Shabanu’s society? Do you think it is valid in your culture?
2. Why do you think that Shabanu, and particularly, Phulan, are treated as young adults — not as children? Could children of the same age in your society be given the same adult responsibility?

### Literary Device: Point of View

Point of view in literature refers to the person telling the story. It could be the author as narrator or one of the characters in the story. From whose point of view is Shabanu told?

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Why do you think the author chose this point of view?

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### Literary Element: Mood

In literature, the mood of a story refers to the feelings that it arouses in the reader. An author establishes a mood by carefully selecting words that create a specific atmosphere.

What mood does the author set in the first three paragraphs?

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When does this mood change?

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### Science Connection:

Do some research on vultures, birds that eat carrion, or dead animal flesh. Although they may seem gruesome, learn about their important contribution to a balanced ecology. Find some photographs of vultures feeding to better visualize the scene with Shabanu and the camel.

### Writing Activity:

Write about a time when you, like Shabanu and Phulan, were facing a turning point in your life. Describe the change that was about to take place and the hopes and fears this change engendered.