

THREE CUPS OF TEA: PRE-READING & POST-READING ACTIVITY

LESSON TITLE: Building Bridges: Connecting Readers to the Text

LESSON GOALS: Students learn that to every text they read they bring a variety of experiences. They want to examine and discuss their own experiences, beliefs or values, background knowledge, and assumptions as they enter into the reading experience.

LESSON CONTENT: Students will complete an anticipation guide in order to prepare them to read and engage with *Three Cups of Tea*.

PRIOR KNOWLEDGE	
There are no particular skills and no specific prior knowledge needed for this activity.	
OBJECTIVES	CONTENT STANDARDS
<p>On completion of this activity, students will be able to</p> <ul style="list-style-type: none"> Assess the values, knowledge, and experiences they bring to the reading Craft short explanation of their responses to the value statements Explain their responses verbally to their fellow students Compare their answers on the value statements pre- and post-reading, summarize how they have change, and conjecture about why 	<p>READING AND WRITING</p> <p>2. Students write and speak for a variety of purposes and audiences.</p> <p>3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.</p> <p>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p>
MATERIALS AND RESOURCES	
Anticipation Guide for each student; Post-Reading Reflection Guide	
DEVELOPMENT & IMPLEMENTATION	DIFFERENTIATION/ MODIFICATION
<p>HOOK: Where do we get our values or beliefs. Make a list of the places. Introduce the Anticipation Guide and explain how to complete it.</p> <p>WHOLE CLASS: Read aloud the questions on the Guide not to discuss them but to make sure students understand what the questions ask. MODEL YOUR response with an example question.</p> <p>INDIVIDUAL WORK: Students will read nine value statements on Anticipation Guide and check whether they agree or disagree with each statement.</p> <ul style="list-style-type: none"> Students will write one or two short sentences supporting their opinions. <p>SMALL GROUPS: Students will work in pairs or small groups to discuss, explain, and compare their reasoning for their responses.</p> <p>WHOLE CLASS: Come back as a group and consider the questions that seemed to elicit the most discussions.</p> <p>DURING READING: As they read <i>Three Cups of Tea</i>, students should make notes on their Guide of places in the narrative that connect in some way to the issues raised by the questions.</p> <p>POST-READING INDIVIDUAL WORK: After completing the story, students will complete the Post-Reading Reflection Guide. They should repeat the process described above explaining how their opinions have been changed or confirmed as a result of reading the book.</p>	<p>Students who have difficulty reading the anticipation guide can pair up with teacher or with a stronger student who will read the statements out loud.</p> <p>Students who have difficulty expressing their opinions in writing on the Anticipation Guide could complete the checklist and orally explain their reasoning.</p>
ASSESSMENT	
<p>INFORMAL: The students will be assessed based on their participation in the class discussion .</p> <p>FORMAL: The students will be assessed on their written responses to the questions on the anticipation guide.</p>	

EXTENSION/FOLLOW-UP

The teacher may assign a written extension by having students write a journal entry, paragraph, essay, etc. explaining how their thinking has changed or been confirmed in one or more areas addressed by the Anticipation Guide. Students should reference the scenes from the book that affected their thinking.

Three Cups of Tea

Pre-reading Anticipation Guide

Directions: Read the following statements and check whether you agree or disagree with each one. Support your choice by writing a 1-2 sentence response below each statement. Be sure to save this paper until we are done with our unit as we will be returning to these statements in a post-reading activity.

STATEMENT AND RESPONSE	AGREE	DISAGREE
It's more important for boys to be educated than girls.		
Response:		
The government should be responsible for running schools.		
Response:		
Islamic families don't want girls to be educated.		
Response:		
The father is the decision-maker of the family.		
Response:		
When Americans become involved in helping people in other countries, it's always a good thing.		
Response:		
You have to be wealthy to help others.		
Response:		
A person is obligated to help someone in need.		

Response:		
Government should tell people what to believe.		
Response:		
It's important to follow another culture's language, values, and traditions when you are living in that culture.		
Response:		

Three Cups of Tea

Post-reading Reflection Guide

Directions: After reading the story, revisit the following statements and check whether you agree or disagree with each one. In the response section below each statement, write one or two sentences to explain how your responses were either changed or were confirmed after reading *Three Cups of Tea*.

STATEMENT AND RESPONSE	AGREE	DISAGREE
It's more important for boys to be educated than girls.		
Response:		
The government should be responsible for running schools.		
Response:		
Islamic families don't want girls to be educated.		
Response:		
The father is the decision-maker of the family.		
Response:		
When Americans become involved in helping people in other countries, it's always a good thing.		
Response:		
You have to be wealthy to help others.		
Response:		
A person is obligated to help someone in need.		
Response:		

Government should tell people what to believe.		
Response:		
It's important to follow another culture's language, values, and traditions when you are living in that culture.		
Response:		

Three Cups of Tea
Values Writing Extension

Use your responses on the Pre- and Post- Reading Guides to identify one or more areas in which your thinking has changed as a result of reading *Three Cups of Tea*.

THREE CUPS OF TEA: PRE-READING ACTIVITY

LESSON TITLE: Cultural Explorations--The Other Side of the World

LESSON GOALS: As the world gets smaller, through such tools as Twitter or Facebook, it is important that students understand how their lives are at once very different from and very similar to the lives of people in places very far away us in miles.

LESSON CONTENT: Students conduct research in order to learn more about the two countries that are the focus of *Three Cups of Tea*, Pakistan and Afghanistan. They will research, create a brochure about, and present on an aspect of the culture of these two countries.

PRIOR KNOWLEDGE	
<ul style="list-style-type: none"> Students will know how to create a PowerPoint presentation (Note: if they are not comfortable or need a refresher the following sites are excellent resources, in particular #3, which is from the Purdue University Writing Lab: <ul style="list-style-type: none"> ✓ http://www.microsoft.com/atwork/skills/presentations.aspx ✓ www.iasted.org/conferences/formatting/Presentations-Tips.ppt ✓ http://owl.english.purdue.edu/owl/resource/686/01/ ✓ Students will be familiar with basic search engines available on the internet. 	
Objectives	Content Standards
<p>On completion of this activity, students will be able to:</p> <ul style="list-style-type: none"> <i>Explain</i> the aspect of Afghani or Pakistani culture they chose to research <i>Understand</i> how to summarize research into accessible bites of information <i>Present</i> the results of their research in a PowerPoint presentation to the class 	<p>READING AND WRITING STANDARDS</p> <ol style="list-style-type: none"> Students read and understand a variety of materials. Students write and speak for a variety of purposes and audiences. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
MATERIALS AND RESOURCES	
<ul style="list-style-type: none"> Access to computers - at least one per group for research and creating their presentation Research tracker graphic organizer (see attached) Handout of helpful websites (see attached. NOTE: Ideally, students will be able to locate websites for their research; however, if they struggle, this list will give them some places to start.) 	
DEVELOPMENT & IMPLEMENTATION	DIFFERENTIATION/ MODIFICATION
<p>HOOK: Bring in a few articles from recent newspapers and news magazines about Pakistan and Afghanistan. Review the titles and give a sense of what they are about. Have each student work in groups and create a KWL chart about Afghan and Pakistani people and culture based</p>	<p>Students converse in small groups to generate and clarify possible ideas.</p>

<p>on his or her personal experience and knowledge.</p> <p>GROUP WORK: Have student pair up and discuss what they wrote on their chart and see what they can learn from each other.</p> <p>WHOLE CLASS: Review the KWLs and come to a consensus on a whole class list of Ws--what they want to know about the people, places, cultures of these two countries. Your goal is to come up with a list of possible research topics from which the students might choose. If there is a topic you are particularly interested in having them research, gently guide them there. Explain the nature of that they will be doing with their research and how it will help them enjoy (even more!) 3CT.</p> <p>GROUP WORK: Have students express their research preferences--they can pick two topics. The teacher will create the groups, ideally of 3-4 students each.</p> <ul style="list-style-type: none"> • Students must create a 10 -15 slide (minimum) PowerPoint (remind them of the keys to a successful presentation). • Although the entire group plans the presentation and the "format," each individual student must take responsibility for three of the slides • Review the assignment and the rubrics. As needed, review web-based research, determining legitimate sites, and the technology needed to complete the tasks <p>WHOLE CLASS: Depending on how long you allow students to research and create their slides, come back as a whole class to discuss their projects by asking each group to report their progress and asking other groups if they have any suggestions.</p> <p>PRESENTATION: Students make their presentations, with each student presenting his/her information. After the presentations, return to the KWL and identify what you have L-earned and what you still might want to K-know more about.</p>	<p>Keep in mind that groups should be mixed ability.</p> <p>For students not comfortable with technology or research, conduct a mini-lesson for them to get them up to speed.</p>
<p>ASSESSMENT</p>	
<p>INFORMAL assessment of the group work by the teacher based on observations.</p>	
<p>FORMAL assessment of the presentation--both the content, the slides, and the actual presentation to class, based on the attached rubric.</p>	
<p>EXTENSION/FOLLOW-UP</p>	
<p>Any information that remains "unknown" from the KWL can be answered by additional research; however, a better approach would be to see if the reading answers the remaining questions</p>	

THREE CUPS OF TEA: PRE-READING ACTIVITY

LESSON TITLE: The Other Side of the World

List of helpful sites:

- a. Role of Women
 - i. <http://www.un.org/events/women/2002/sit.htm>
 - ii. <http://www.rawa.org/women.php>
- b. Dress
 - i. <http://www.afghan-web.com/culture/clothing/>
 - ii. <http://www.britannica.com/EBchecked/topic/171379/dress/14021/The-Middle-East-from-the-6th-century>
- c. Customs
 - i. http://pakistanpaedia.com/cul/CUL_3.html
 - ii. <http://www.everyculture.com/No-Sa/Pakistan.html>
- d. Pillars of Islam
 - i. <http://www.islam101.com/dawah/pillars.html>
 - ii. http://www.themodernreligion.com/basic/islam_pillars.htm
- e. Geography
 - i. <http://www.afghan-web.com/geography/>
 - ii. <http://geography.about.com/od/findmaps/ig/Country-Maps/Pakistan-Map.htm>
- f. History of the Taliban
 - i. http://encarta.msn.com/encyclopedia_761588418/taliban.html
 - ii. http://www.institute-for-afghan-studies.org/AFGHAN-CONFLICT/TALIBAN/intro_kakar.htm

THREE CUPS OF TEA: PRE-READING ACTIVITY

LESSON TITLE: Cultural Explorations--The Other Side of the World

Cultural Exploration PowerPoint Rubric

CATEGORY	4	3	2	1
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might come next.	Most information is organized in a clear, logical way. One slide or item of information seems out of place.	Some information is logically sequenced. An occasional slide or item of information seems out of place.	There is no clear plan for the organization of information.
Content - Accuracy	All content throughout the presentation is accurate. The required number of slides is present. The presentation has a clear and interesting theme and focus.	Most of the content is accurate but not always focused. The theme is clear but not really interesting.	The content is generally accurate but it is uninteresting or repetitive. The theme that connects the ideas is not made clear. Fewer than the required slides.	Content is typically confusing or contains factual errors. No theme unites the information or the slides. Fewer than the required slides.
Use of Graphics, Fonts, Formats. etc.	All graphics are attractive (size and colors) and informative. They support the theme/content of the presentation. Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	A few graphics are not attractive but all provide information and support the theme/content of the presentation. In most cases, font formats have been carefully planned to enhance readability.	Many of the graphics are confusing and all do not seem to support the theme/content of the presentation. Font formatting is awkward and does not complement the content. It may also be a little hard to read.	Several graphics are poorly developed and/or unattractive AND detract from the content of the presentation. Font formatting makes it very difficult to read the material.
Cooperation and Group Work	Group delegates tasks and shares responsibility effectively all of the time. Each member designed, developed, and presented his/her slides.	Group delegates tasks and shares responsibility effectively most of the time. Each member designed, developed, and presented his/her slides	Group delegates tasks and shares responsibility effectively only occasionally. It's not clear that each member designed, developed, and presented his/her required slides	Group often is not effective in delegating tasks and/or sharing responsibility. Not all students successfully completed their individual slides.

Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has very few misspellings and grammatical errors.	Presentation has several grammatical errors/ misspellings.	Presentation is filled with grammatical and/or spelling errors.
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THREE CUPS OF TEA: PRE-READING ACTIVITY

LESSON TITLE: The Other Side of the World

CULTURAL EXPLORATION RESEARCH TRACKER

TOPIC: _____

WHAT I WANT TO KNOW @ THIS TOPIC	WHAT I LEARNED ABOUT THE TOPIC	SOURCE (INCLUDING BIBLIOGRAPHIC INFORMATION)	WHAT I WILL PLACE ON MY PPT SLIDE

THREE CUPS OF TEA: PRE- AND DURING READING ACTIVITY
LESSON TITLE: Cultural Bridges--Gestures of Respect

LESSON GOALS: The goal of this lesson is to encourage students to examine and make connections between cultural gestures of respect.

LESSON CONTENT: While reading *Three Cups of Tea*, students will keep a log recording the gestures of respect in the book and compare these with gestures of respect in their own culture.

PRIOR KNOWLEDGE	
Students should have prior experience making connections between the text and their own lives. They should also have prior knowledge of two-column note-taking system (which has students record factual information from their reading on the left side of the paper and their own, personal response to these “facts” on the right side).	
OBJECTIVES	CONTENT STANDARDS
<p>On completion of this activity, students will be able to:</p> <ul style="list-style-type: none"> • <i>Identify and describe</i> gestures of respect in the Pakistani culture as seen in the novel. • <i>Identify and describe</i> gestures of respect in their own culture. • <i>Role play</i> the gestures of respect in both cultures. • <i>Compare</i> gestures of respect from the cultures in <i>3CT</i> and their own culture 	<p>READING AND WRITING STANDARD</p> <p>1.Students will make connections between their reading and what they already know</p> <p>6. Students read and recognize literature as a record of human experience</p> <p>GEOGRAPHY STANDARD</p> <p>4. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</p>
MATERIALS AND RESOURCES	
<ul style="list-style-type: none"> • Paper • Pen/Pencil • <i>Three Cups of Tea</i> 	

DEVELOPMENT & IMPLEMENTATION	DIFFERENTIATION/ MODIFICATION
<ol style="list-style-type: none"> 1. Prior to reading the novel, the teacher may want to review two-column notes. 2. HOOK: Ask students about gestures of respect practiced by their family (for example, holding the door for a parent, taking off a cap during the national anthem, etc.) Make a list. 3. MODELING: Tell students they will be making a list of the gestures of respect they see as they read <i>Three Cups of Tea</i>. The teacher will model the use of the two column notes by making the first connection with the book by reading the scene aloud with students, discussing what the actions signify to Greg and/or to the Pakistanis he meets. Then, ask the class to think about the gestures they listed and identify one that compares, they may add another if they think of it. On the left side of the paper, students will identify the gestures from the book, the page on which it is described, and its significance to the culture. On the right side they will identify a gesture that serves a similar purpose from their culture. 4. INDIVIDUAL WORK then GROUP WORK: Students will fold a piece of paper vertically and label the columns Pakistani Culture and My Culture. As they read, they will record gestures of respect that they see in the novel in one column and describe gestures of respect from their own culture in the other column. Each class they will meet with their groups and compare what they found, creating a master list. 5. IN PAIRS: Once the novel is completed, student will pair up and perform the gestures explaining to the class the significance of the their gesture. 6. INDEPENDENT WORK: After the role play, each student will write a 2-3 page essay that compares the gestures they see in their own culture with the gestures from the novel and explain the importance of these gestures. 	<p>Students can draw pictures of the gestures or find pictures from the internet to show their understanding. They should also be encouraged to write a sentence or two describing their picture.</p> <p>Gifted students can be encouraged to research a culture other than their own and compare it with the Pakistani culture.</p>
ASSESSMENT	
<p>INFORMAL: The students will be assessed based on their lists of gestures of respect recorded in their notebooks during in-class and/or independent reading. Their participation in the role play of gestures will also be assessed.</p> <p>FORMAL: The students' essay comparing gestures from the book with gestures from their culture will be assessed using the Six Trait rubric (see Appendix)</p>	
EXTENSION/FOLLOW-UP	
<ul style="list-style-type: none"> • This activity can be applied to other cultures, as students research gestures of respect and compile these with the data they have already collected. They can revise their original essay to include this third culture. • Students can complete a writing task that describes the cultural customs/traditions/gestures. For example, they could create a travel brochure informing travelers of how to respect the culture of Pakistan/Afghanistan. Or, they create a speech they might deliver, as a tour guide, describing and comparing gestures of respect to a party of tourists. 	

THREE CUPS OF TEA: PRE-READING ACTIVITY

LESSON TITLE: Do Judge a Book by Its Cover

LESSON GOALS: Students will explore the design elements of a book cover and learn how the cover can help them predict the content/nature of the book and build anticipation for reading.

LESSON CONTENT: This lesson asks students to analyze the wealth of information a reader can glean from a book's cover. Students will complete a worksheet to preview and analyze the design/layout of the book. Students will review design layout then perform a jigsaw activity (for information about the JIGSAW activity, see <http://www.jigsaw.org/>) with a worksheet that covers the major design elements of the book. The lesson continues with discussion and predictions.

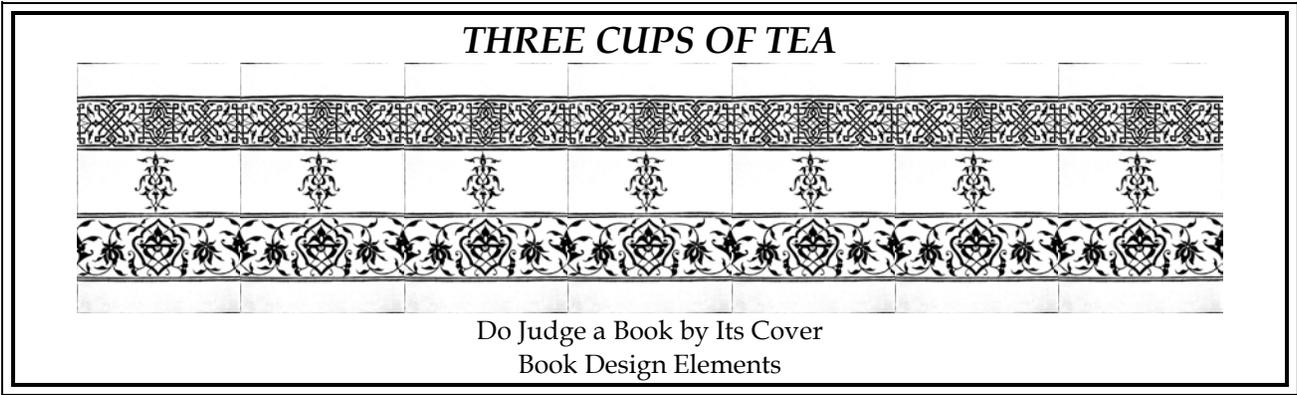
PRIOR KNOWLEDGE	
Students should have a working knowledge of the basic layout/design of a book (i.e., how to locate title, author, table of contents, introduction, index, acknowledgements, glossary, supplemental materials [maps, pictures], synopsis, critical reviews, and dedication).	
OBJECTIVES	CONTENT STANDARDS
<p>On completion of this activity, students will be able to:</p> <ul style="list-style-type: none"> • <i>Identify</i> book design elements for this nonfiction book. • <i>Interpret</i> the title of the book. • <i>Predict</i> the content of the book. • <i>Participate</i> in a jigsaw activity (see http://www.jigsaw.org/) <ul style="list-style-type: none"> ✓ Collaborate with peers to collect information. ✓ Present information to peers. ✓ Collect information from peers. 	<p>READING AND WRITING STANDARDS</p> <p>1. Students read and understand a variety of materials: 5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.</p>
MATERIALS AND RESOURCES	
<ul style="list-style-type: none"> • <i>Three Cups of Tea</i> book (copies for teacher and all students): Mortenson, Greg, and David Oliver Relin. <i>Three Cups of Tea: One Man's Mission to Promote Peace . . . One School at a Time</i>. Boston: Penguin (Non-Classics), 2007. • "Book Design Elements" worksheets (copies for all students) • Writing materials • Internet access OR a printout of the book website from http://www.threecupsoftea.com 	

DEVELOPMENT & IMPLEMENTATION	DIFFERENTIATION/ MODIFICATION
<p>PRIOR KNOWLEDGE: Do a quick assessment of the students’ prior knowledge of book layout and design.</p> <ul style="list-style-type: none"> o List the following items on the board/overhead (list attached to lesson can be made into an overhead or copied to a PowerPoint presentation): title, author, table of contents, introduction, index, acknowledgements, glossary, supplemental materials [maps, pictures], synopsis, critical reviews, and dedication. <p style="text-align: center;">-OR-</p> <ul style="list-style-type: none"> o Use the attached worksheet to assess students’ knowledge. o Ask the students (individually or pairs, depending on class size) to find and then show the location of each item. <p>Teachers should supplement this exercise as needed with further lessons if students are generally ignorant of book design. Note: students can use, enhance, <i>or</i> build knowledge of these design elements through the lesson.</p> <p>HOOK: Ask students how they choose a book. What helps them make that decision? Cover, synopsis, reading the first few lines, size, or language? Where do they find books? Library, on-line, bookstores, or friends/family recommendations?</p> <p>You might bring in a few copies of the same book with different covers (classic novels are terrific for this) and review with students the various components of a book jacket and what purpose they serve.</p> <p>SMALL GROUP ACTIVITY: JIGSAW http://www.jigsaw.org/overview.htm</p> <ul style="list-style-type: none"> o Distribute worksheets o Divide the class into groups and assign topics on the worksheet o Groups will complete their assigned sections o Groups will break into new groups with representatives of the other groups to complete the worksheets. <p>WHOLE GROUP ACTIVITY: Discussion</p> <ul style="list-style-type: none"> o Review the completed worksheets with the whole class. Students will complete any missing portions as needed. o Discuss the jigsaw worksheet process. What information was difficult/easy to find? Which major design element is missing (answer: glossary)? Which design element do you think you will use the most while reading? Which element sparked the most interest in the book? Which element would you first look at when picking out a book for personal reading now? o Ask for predictions about the content of the book. Discuss fiction versus nonfiction and how that influences what types of predictions we might make. 	<p>Students and, as needed, the teacher may model how to locate design elements. Teacher may also choose to build more background knowledge after assessing students’ prior knowledge.</p> <p>Jigsaw grouping permits teacher to group students as needed (mixed ability groups, grouping by Gardner’s multiple intelligences, etc.).</p>
ASSESSMENT	
<p>INFORMAL: Participation in discussion and/or completion of the worksheet before doing the activity will reveal student background knowledge of book design. Discussion after completing the activity will reveal knowledge of the layout of this particular book and ability to formulate appropriate predictions for the content of the book.</p> <p>FORMAL: Worksheets can be collected and checked for appropriate level of completion. Extension activities can be used to further assess student understanding and skills of analyzing/applying book design elements.</p>	

EXTENSION/FOLLOW-UP

This lesson can be used as a springboard for further work:

- ✓ Create a student selected glossary (the missing element) to be used and supplemented while reading. The glossaries created can then be used by future classes.
- ✓ Create a book using book design elements. This activity might be used as a small assessment (i.e., make a “pocket” book or a small exemplar with a basic template for book design) or as a grand summative assessment (i.e., create a storybook from the perspective of a person in the book to share with elementary school students). Or have students work in groups to redesign the *Three Cups of Tea* book jacket, including all the components.
- ✓ Perform the same analysis by yourself on a book that you are or would like to read.



Directions: Put a check in the column for the location of each book design element. Pay attention! Some elements have more than one location.

DESIGN ELEMENT	FRONT COVER	INSIDE FRONT	INSIDE MIDDLE	INSIDE BACK	BACK COVER
ACKNOWLEDGEMENTS					
AUTHOR					
CRITICAL REVIEWS					
DEDICATION					
GLOSSARY					
INDEX					
INTRODUCTION					
SUPPLEMENTAL MATERIALS [MAPS, PICTURES]					
SYNOPSIS					
TABLE OF CONTENTS					
TITLE					



Directions: Find the information for each of the following book design elements in your book. Some groups will need to get more information than is actually in the book.

<p style="text-align: center;">FRONT COVER #1</p> <p>1. Find the most appropriate definition for each of the following words: mission, promote, and peace.</p> <p>2. What does the small bird in the lower right corner represent?</p> <p>3. Describe the image on the cover. Be as detailed as possible. What can you infer about the culture/people photographed? How does your background knowledge help you make these inferences?</p>	<p>Mission:</p> <p>Promote:</p> <p>Peace:</p>
<p style="text-align: center;">FRONT COVER #2 (INTERNET ACCESS NEEDED)</p> <p>1. Describe the Kiriya Prize (http://www.kiriya prize.org). When did this book win it?</p> <p>2. What does it mean to be a <i>New York Times</i> bestseller? Where is this book on the list now?</p> <p>3. Who is Tom Brokaw? Why does his opinion matter?</p>	

<p style="text-align: center;">BACK COVER (INTERNET ACCESS NEEDED)</p> <p>1. Paraphrase the synopsis into one sentence.</p> <p>2. How are the three images connected? Write a very short story (one paragraph) or a poem about them.</p> <p>3. Go to the book (not the publisher!) website. What types of information can you get on the website? What is the most interesting thing on the website? Why?</p>	
<p style="text-align: center;">TABLE OF CONTENTS AND INDEX</p> <p>1. How many chapters are in the book? What is the average number of pages in a chapter?</p> <p>Choose one chapter to look at more closely (questions 2-3).</p> <p>2. Record the name of the chapter and its pages. Go to the first page of the chapter. Read the quote. What do you think it means? What do you know about its origin? What do you think it tells you about the chapter?</p> <p>3. Read the first paragraph of the chapter. Paraphrase it. Read the last paragraph in the chapter. Paraphrase it.</p>	<p>Number of pages ____</p> <p>Average chapter length ____</p>
<p style="text-align: center;">SUPPLEMENTAL INFORMATION</p> <p>1. Examine the maps. What kinds of information are given? Copy the different types of symbols (dots, lines, dashed lines, etc.) and explain what they mean.</p> <p>2. Examine the photographs <i>inside</i> the book. What kinds of information are recorded in the captions?</p> <p>3. Choose one photo. What do you notice about the landscape? What do you notice about the people?</p>	

<p>4. Choose a photo with a location recorded on it. Connect the photo to the map by finding and describing the position of the location on the map (i.e., The photo shows the city Lahore which is on Pakistan’s eastern border with India on the “Pakistan and Its Neighbors” map).</p>	
<p style="text-align: center;">ACKNOWLEDGEMENTS</p> <p>1. Read the first paragraph. What factors keep children from an education? What does the author want to achieve?</p> <p>2. Go to the fourth paragraph on the first page of this section. How did the title of the book change? Why do you think the authors wanted the current version?</p> <p>3. Turn to page 337-338. Describe what kind of information is in this list. Which number could/would you realistically do? Why? Explain how <i>you</i> (your group) would do it.</p>	
<p style="text-align: center;">INDEX</p> <p>1. Find one place name (town, city, region). Record the place and page. Go to the page and explain what you found out about it.</p> <p>2. Find one person’s name. Record the person and page. Go to the page and explain what you found out about him/her.</p> <p>3. Find one school name. Record the name and page. Go to the page and explain what you found out about it.</p> <p>4. Find one geographical name (river, mountain, glacier, etc.). Record the name and page. Go to the page and explain what you found out about it.</p> <p>5. Find something you recognize (i.e., I recognized “buckwheat” on page 24 because I grew up on a farm). Record the place and page. Go to the page and explain what you found out about it.</p>	<p>_____ Page ____</p>

PREDICTION: What do you believe will be the most important or interesting part of this book? What is the basis for your prediction?

THREE CUPS OF TEA: PRE-READING ACTIVITY

LESSON TITLE: THE FIVE PILLARS – FOUNDATIONS OF ISLAM

LESSON GOALS: The goal of this lesson is to reveal to students how religion shapes both societies and individuals.

LESSON CONTENT: This PRE-READING lesson builds students' background knowledge about Islam. As they read students will be prepared to cite examples of these ideas as they encounter them in their reading of *Three Cups of Tea*.

PRIOR KNOWLEDGE	
This lesson is designed to develop students' background knowledge of Islam in order to enrich their reading of <i>Three Cups of Tea</i> . Lesson activities span multiple class periods and could be used as part of a larger unit on world religions or the Middle East. No prior knowledge/activities are necessary.	
OBJECTIVES	CONTENT STANDARDS
<p>On completion of this activity, students will be able to:</p> <ul style="list-style-type: none"> • <i>Identify</i> and explain the Five Pillars of Islam. • <i>Compare</i> the beliefs of their own religion or value system to the basic tenets of Islam. • <i>Identify</i> specific examples of the Five Pillars within the true story of <i>Three Cups of Tea</i>. 	<p>READING & WRITING</p> <p>1: Students read and understand a variety of materials.</p> <p>2: Students write and speak for a variety of purposes and audiences.</p> <p>5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.</p> <p>#6: Students read and recognize literature as a record of human experience.</p> <p>HISTORY:</p> <p>6.1: Students know the historical development of religions and philosophies.</p> <p>6.2: Students know how societies have been affected by religions and philosophies.</p> <p>GEOGRAPHY:</p> <p>2.1: Students know the physical and human characteristics of places.</p>
MATERIALS AND RESOURCES	
<ul style="list-style-type: none"> • DVD: <i>Inside Islam</i>, The History Channel, ©2002 (100 minutes) or information can be gather through a web search • Student copies of research questions • Venn diagram • Student copies of Five Pillars of Islam graphic organizer • Student copies of <i>Three Cups of Tea</i> reading notes • Classroom set of <i>Three Cups of Tea</i> (Young Reader's or regular edition) 	

DEVELOPMENT & IMPLEMENTATION	DIFFERENTIATION/ MODIFICATION
<p>1. Prior Knowledge/Hook/Discussion Ask students to share what they already know about the religion of Islam, including their perceptions of Muslims. How do they know this info, what has shaped their perceptions, etc.? Record responses on the board or a large piece of paper.</p> <p>2. View DVD/Conduct Web-Research Working independently or in pairs, students will answer the questions on the research guide based on either their viewing of <i>Inside Islam</i> or their research on the internet and/or library. In addition, they should complete the five pillars graphic.</p> <p>3. Whole Class Discussion: Focus on the five pillars graphic and discuss as a class what the students have written. Keep a running list. Next, before reviewing their responses to the research questions, distribute the Venn Diagram. Discuss with students what is meant by one's value system and where those values originate. List some "American" values as an example.</p> <p>4. Independent & Small Group Practice. Students should complete the diagram and then share it with peers in small groups. Each group will report back to the class. Emphasize for students that they can use their religion OR their value system.</p> <p>5. Guided Practice Students should complete the graphic organizer on the Five Pillars of Islam.</p> <p>6. Discussion Discuss as a large group responses to the Venn diagram. What similarities and differences did students generate? Are there parallels between the Five Pillars and their own religious practice? Revisit the initial discussion (from #1 above). How do students view the religion of Islam/Muslims now? Did anything they learned challenge their preconceived notions and/or surprise them? Point out any errors expressed in the original exercise.</p> <p>7. Introduce <i>Three Cups of Tea</i>.</p>	<p>1. If students struggle to generate prior knowledge, the teacher may want to incorporate visuals to elicit responses.</p> <p>2 & 4 This task can be completed individually or in ASSIGNED pairs.</p> <p>7. For middle younger students or for readers significantly below grade level, they can read the Young Reader's edition of <i>Three Cups of Tea</i>.</p>
ASSESSMENT	
<p>INFORMAL: Students must complete the research questions correctly; Students must complete the Five Pillars graphic and apply this information to the Venn diagram</p>	
EXTENSION/FOLLOW-UP	
<ul style="list-style-type: none"> As they read <i>Three Cups of Tea</i>, students should document examples of the Five Pillars they encounter in the narrative in the space provided at the bottom of each pillar. Ramadan begins in September, and there are ample opportunities to use this holiday to extend students' understanding of and engagement with this topic. 	

Name _____

Date _____

Research Guide: *Getting Inside Islam*

Directions: Answer the following questions based on your research

1. What does the word "Islam" mean?
2. The largest Islamic nation, located in Southeast Asia, is _____.
3. Like other world religions, Islam is composed of different sects, or orders. The two main sects are _____ and _____. The _____ is a more mystical sect.
4. _____ is the Muslim word for "God."
5. The _____ is the holy text of Islam.
6. _____ is the common patriarch of the Jews, Christians, and Muslims.
7. What is the *Kaaba* stone? In what city is it located?
8. Who is the prophet of Islam? Why are there no representations of him?
9. What are the five tenets (or pillars) of Islam? List and describe.
10. How did Islam spread?

11. What were some achievements of the Abbasids?

12. What were the Crusades?

13. Describe the civilization the Moors developed in Spain.

14. The *hijab*—or head covering—that many Muslim women wear has become controversial. Why?

15. 18th century Wahabism began among the Bedouin tribes when they joined with the house of Saud. How is this different from other forms of Islam?

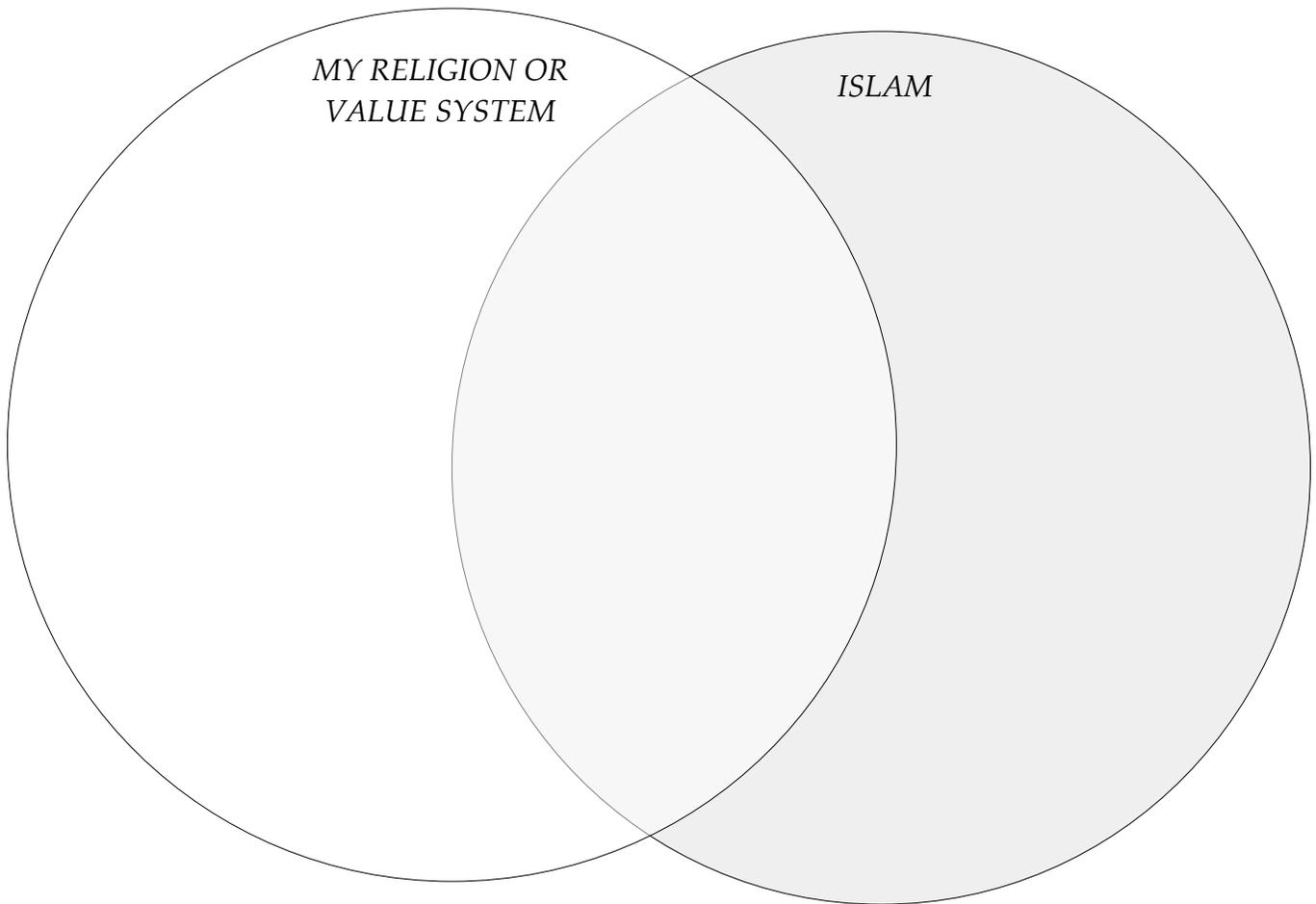
16. What is *jihad*? How have Muslim extremists interpreted this idea differently from mainstream Muslims?

Name _____

Date _____

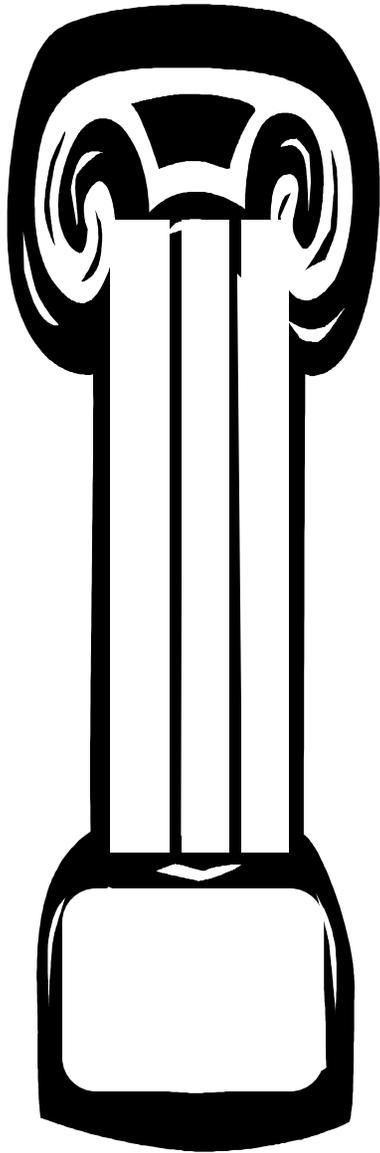
Pillars of Belief

Directions: List the core beliefs of Islam (based on your research) and of your own religion or value system in the appropriate circles below. Where the circles intersect, identify areas in common.

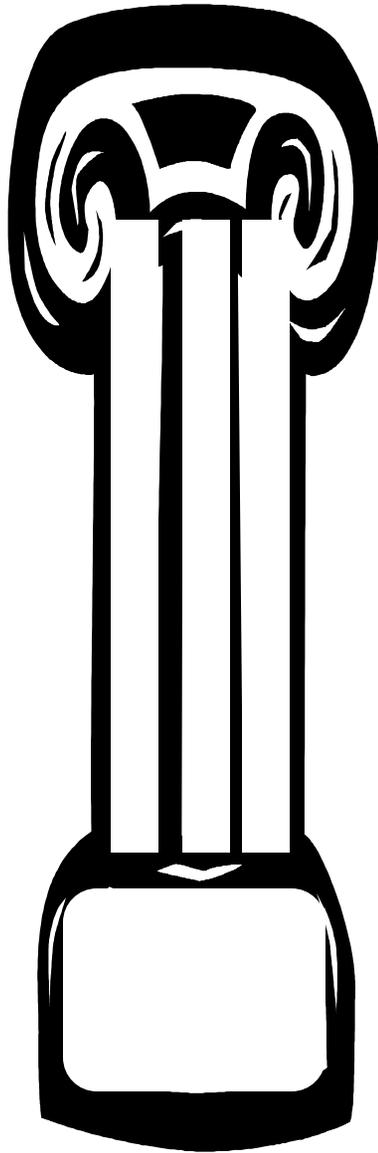


Five Pillars of Islam

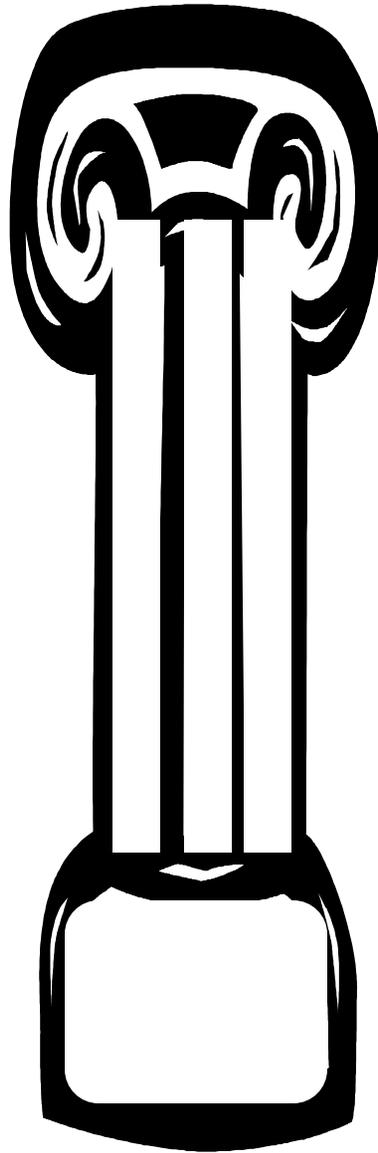
Directions: Consult your lecture and research notes. Summarize the Five Pillars of Islam in your own words by writing in the vertical space of the column. Use the back of this sheet if needed. You will use the space provided at the base of each pillar in a later assignment.



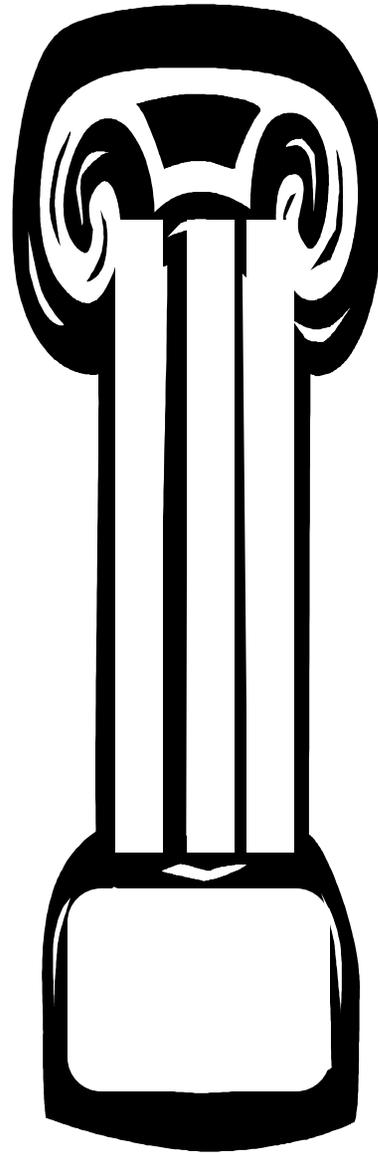
Profession of Faith
(*shahadah*)



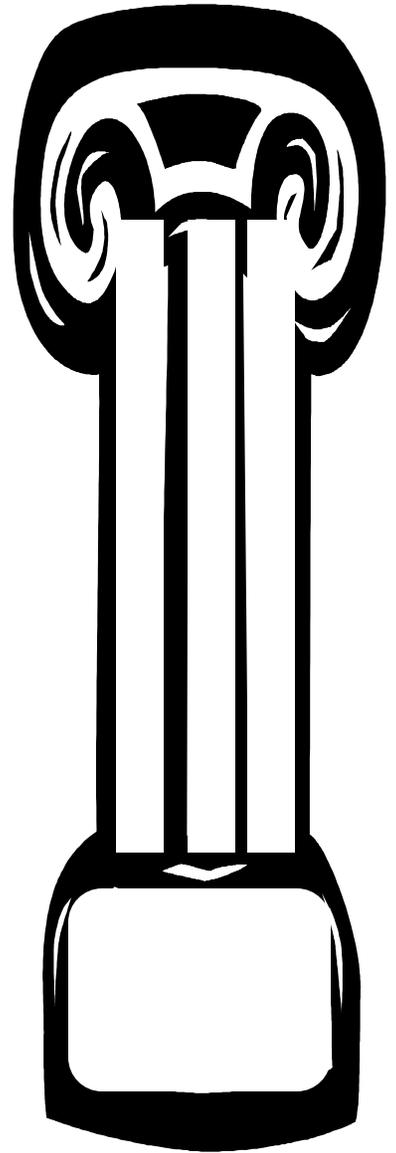
Prayer
(*salat*)



Fasting during
Ramadan
(*sawm Ramadan*)



Alms-giving
(*zakat*)



Pilgrimage to Mecca
(*hajj*)

THREE CUPS OF TEA: PRE-READING AND DURING READING ACTIVITY

LESSON TITLE: Where in the World is Pakistan

LESSON GOALS: Students come to understand how geography and topography affect nearly every aspect of the lives of the inhabitants of a nation.

CONTENT: Students build background knowledge by locating Pakistan on a map and discovering its unique regional characteristics. As they read *Three Cups of Tea* (either the young adult or the adult version) they can add to their map and assess how the regional characteristics affect the lives of the inhabitants.

PRIOR KNOWLEDGE	
Students should be familiar with the components of a map: Title; Orientation; Scale; Longitude and Latitude; Index Grid; Symbols translator	
OBJECTIVES	CONTENT STANDARDS
<p>On completion of this activity, students will be able to:</p> <ul style="list-style-type: none"> Locate Pakistan on a map Identify Pakistan's unique regional terrain Employ map reading skills Apply their knowledge of the topography of Pakistan by creating a group map of the region. 	<p>GEOGRAPHY STANDARDS</p> <p>1. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.</p> <p>2. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change. 4. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</p>
MATERIALS AND RESOURCES	
<ul style="list-style-type: none"> Globes: one current and one from about 25 years ago AND/OR a globe that has raised topographical features Paper and markers 	
DEVELOPMENT & IMPLEMENTATION	DIFFERENTIATION/ MODIFICATION
<p>HOOK: (1) Show students the two views of the world focusing on how it has changed in areas like the former Soviet Union and the Balkans. (2) Let students feel the map and note how the topography is "recreated" through the texture.</p> <p>WHOLE CLASS: Locate Pakistan and identify the countries that border Pakistan. Identify physical features that make Pakistan unique? Do the same for Afghanistan.</p> <p>GROUP WORK: Provide students with materials to create their own map. they will need to draw the outline of the country.</p> <p>MAP-MAKING QUIZ DURING READING: As the class works through the text they will add features to the map. Each class period, the groups will come to class, collect their map-making materials, and "up-date" their map (give them @ 20 minutes). The groups come back as a class, list the features added, and assess which team added all the features from the chapter.</p> <p>WHOLE CLASS DISCUSSION: Once the maps are updated, discuss how the features of the geography of the countries affects the lives and the culture of the inhabitants AND Greg's experiences and mission.</p>	<p>Teacher should create the groups and use this as an opportunity to pair struggling students with stronger performers.</p> <p>The teacher can assign the YA version of 3CT to ELLs or SPED students.</p>

ASSESSMENT

INFORMAL: Each class period, students are assessed to ensure they have identified all the features that appear in the story and that the features are placed correctly. Teacher assesses informally the collaboration among group members.