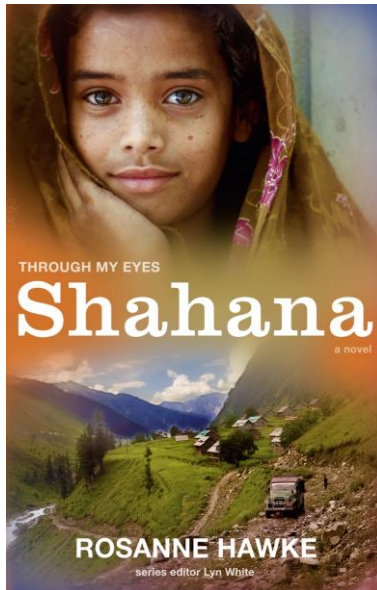


Teaching and Learning Guide

Through My Eyes Book One



Shahana

Rosanne Hawke

ISBN 9781743312469

Recommended for ages 11-14 years

**The style and structure of these Teaching and Learning Guides was created by Lyn White,
Series Editor for Through My Eyes.**

Lyn White also wrote the specific content of this Shahana Guide.



**These notes were prepared with the support of UNICEF Australia. See Section 5 of this Guide
for details**

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The Guide contains numerous links to online resources so we recommend wherever possible you view it on screen. A digital copy is available on the Through My Eyes website www.throughmyeyesbooks.com.au

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Advisory note

There are students in our Australian schools for whom the themes and events depicted in *Shahana* will be very familiar and all too real. Such students may well have fled similar conflicts and experienced displacement and trauma. It is important that teachers read the text before sharing it with their class, monitor student reactions and respond appropriately.

1. Guide Overview

This teaching and learning guide is the first of a sequence that will be prepared for each book in the Through My Eyes series. Each guide presents a range of learning experiences for units of work that promote the development of the knowledge, skills and behaviours designed to extend students' understanding of themselves and the human experience, empowering them to become active global citizens.

This comprehensive guide is designed for teachers to use selectively according to their school's curriculum and student needs. Given the guide's numerous links to online resources, the guide is best used as a digital document.

2. Introduction to *Shahana*

Shahana is a poignant, engaging, character-driven novel – the first book in the Through My Eyes series that provides insight into conflict, culture and identity through one child's eyes. Shahana's story, although fictitious, represents the experiences of many Kashmiri children who have lost home, family and education in one of the longest-running conflicts in the past century. Very little has been written about the Kashmiri conflict and the suffering that has occurred for over sixty years affecting four generations. Many sources say there are over 100,000 orphans in Kashmir but the UK-based NGO Save the Children recently state that the number of orphans in Kashmir is as high as 214 000 (Altaf, Sana. 'Thousands orphaned by poverty in Kashmir' (Inter Press Service, 9 January 2013). Still the conflict continues.

3. Synopsis

'For the children of conflict; may you dream without fear.'

Shahana is an orphaned, thirteen-year-old Muslim girl. She lives with her nine-year-old brother Tanveer in her grandfather's house in a remote mountain village in the Neelum Valley forest. Shahana's home in Pakistani-administered Azad Kashmir is close to the heavily patrolled Line of Control that separates Azad Kashmir from India-occupied Kashmir (Jammu and Kashmir).

Having only ever known war and carrying the grief of the murder of her father, mother and older brother by Indian militants, Shahana uses embroidery skills learnt from Nana-ji, her beloved grandfather, to make a meager living and provide maternal care for Tanveer. Since Nana-ji's death the previous winter, Shahana sells her embroidery to Mr Nadir, a rogue carpet-maker who keeps young boys in bonded labour. Shahana feels extremely vulnerable and longs for the support of her best friend Ayesha but Ayesha must care for her bereft mother, the half-widow Rabia.

The rescue of the young refugee Zahid from the Indian side of the Line of Control brings further danger for Shahana. She must balance the Islamic taboo against harboring an unrelated male with the security and companionship Zahid appears to offer, especially to Tanveer. The arrival of Amaan, an Indian militant, creates further internal conflict for Shahana as she struggles with the reality of needing protection from the same militant group responsible for the death of her family members.

The all-consuming effects of both the conflict and the harsh environment are ever-present and culminate when Shahana's worst nightmare is realized – Tanveer is kidnapped and Shahana and Zahid are trapped in an avalanche near the Line of Control. Close to death, they are rescued by Pakistani army troops. As Zahid recovers in an army hospital, Shahana realizes she is the only one who can save her brother who is now in bondage to Mr Nadir. In order to secure Tanveer's release, she must consent to Mr Nadir's marriage proposal and be sold to the highest bidder.

In the concluding chapters Amaan challenges Mr Nadir and saves both Shahana and Tanveer. Through Amaan, Shahana learns to forgive, letting go the revenge she has felt for so long against the militants. Zahid returns home and Aunt Rabia, having discovered evidence of her husband's death, is now able to give Shahana and Tanveer a family, home and education.

Shahana is another superb example of Rosanne Hawke's ability to write across cultural borders with great authenticity, integrity and depth. This compelling novel is rich in material for exploring contemporary issues including conflict and peace, child labour, culture and family and survival. Although at times confronting and tragic, *Shahana* is ultimately a story of hope, resilience and strength of the human spirit. A true testament to the children who do not have the opportunity to flee their dangerous homelands, this novel will challenge and inspire students and teachers.

4. Author Information and Motivation

Dr Rosanne Hawke is a children's author who has written over twenty books for young people, including *Taj and the Great Camel Trek*, winner of the 2012 SA Festival Awards and CBCA Notable Book 2012, *Marrying Ameerah*, *Mountain Wolf* and *Soraya, the Storyteller*. Many of her books have been shortlisted

or notable in Australian awards, including the CBCA Awards. Her novel, *Mustara*, was shortlisted in the NSW Premier's Award. Rosanne has a PhD in Creative Writing and teaches at Tabor Adelaide.

Rosanne worked as an aid worker in Khyber Pakhtunkhwa in Northern Pakistan. She lived in Abbottabad close to Azad Kashmir but was not permitted to cross the border. Rosanne says: 'It wasn't until 2006 when I was on an Asialink Writing Fellowship, and the border opened for aid workers helping with the aftermath of the 2005 earthquake, that I was able to visit Muzaffarrabad in Azad Kashmir. There was a huge amount of damage, but I could see it had once been a beautiful place. Little is written in papers about how the Kashmiri conflict affects children, but there are some reports on the Web that can be accessed. I wanted to tell these children's stories, albeit fictitiously, so other young people in peaceful countries like Australia can understand and care.'

5. **unicef**

These support materials were produced with the assistance of UNICEF Australia.

UNICEF works in over 190 countries to promote and protect the rights of children. The world's largest provider of vaccines for developing countries, UNICEF supports child health and nutrition, clean water and sanitation, quality basic education for all boys and girls, and the protection of children from violence, exploitation, and HIV.

All of UNICEF's work is guided by the UN Convention on the Rights of the Child (CRC). The most internationally recognised treaty on the planet, the CRC sets out the basic rights of children and the obligations of governments to fulfil those rights.

UNICEF's mission is to make sure that the rights of children all over the world are protected and that people under the age of 18 are given special care and protection. We draw attention to the duties of governments, families, communities and individuals to respect those rights and support them in doing so.

UNICEF's approach is to use low-cost, highly effective solutions that work dramatically to improve children's lives. UNICEF is funded by the voluntary contributions of individuals, businesses, foundations and governments.

UNICEF is non-political and provides aid to children on a non-discriminatory basis based on need and has no religious, racial or political affiliations.

UNICEF is active in all of the countries represented in the series and links have been provided in this guide to some of their excellent resources that support the suggested teaching and learning activities.

To learn more about UNICEF’s work and school programs go to <http://www.unicef.org.au>

A portion of the proceeds (up to \$5000) from sales of this series will be donated to UNICEF.

6. Curriculum Use

6.1 Australian Curriculum

This guide is designed for use with upper primary and lower secondary students in years 5 - 8 of the Australian Curriculum. *Shahana* is a unique literary text that has:

... personal, cultural, social and aesthetic value... and have potential for enriching the lives of students, expanding the scope of their experience. (Content structure, literature, Australian Curriculum: English)

Shahana can be studied as a class text or used as a literary focus for integrated studies units. *Shahana* is also extremely suitable for use in Literature circles. The Primary English Teaching Association of Australia (PETA) provides a useful introduction to this reading strategy at http://issuu.com/petaa/docs/pen_140. Some excellent practical suggestions on strategy implementation can be found at <http://www.abcteach.com/search.php?q=literature+circle> and <http://www.litcircles.org/Overview/overview.html>.

The primary focus of the teaching and learning activities is engagement with the English learning area with its three interrelated strands:

Language: knowing about the English language

Literature: understanding, appreciating, responding to, analysing and creating literature

Literacy: expanding the repertoire of English usage

The selection of teaching and learning activities has been guided by Year Level Content descriptions for the following Strands and sub-strands:

Language	Literature	Literacy
<ul style="list-style-type: none">▪ Language for interaction▪ Text structure and organisation▪ Expressing and developing ideas	<ul style="list-style-type: none">▪ Literature and context▪ Responding to literature▪ Examining literature▪ Creating literature	<ul style="list-style-type: none">▪ Texts in context▪ Interacting with others▪ Interpreting, analysing and evaluating▪ Creating texts

This guide highlights both receptive and productive modes of English language learning. Students are involved in listening, reading, viewing, speaking, writing and creating oral, print, visual and digital texts.

The unique cultural setting and multiplicity of contemporary global themes presented in *Shahana* have strong relevance for the development of the knowledge, skills and behaviours of the following General Capabilities, particularly through the use of Inquiry Learning:

- Intercultural understanding
- Personal and social capability
- Ethical understanding
- Critical and creative thinking
- Information and Communication Technology (ICT) capability

Set in South-East Asia, *Shahana* supports the Cross-curriculum priority of Asia and Australia's engagement with Asia and the development of 'Asia literacy'. The opportunity to explore country and place, people, identity and culture ensures the relevance of this text for inclusion in the Geography and History learning areas of the Australian Curriculum:

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)

6.2 Global Education

Teaching and learning activities support exploration of key themes in global education including:

- Identity and cultural diversity
- Social justice and human rights
- Peace building and conflict resolution
- Civics and citizenship
- Values education

For more information on Global Education see: www.globaleducation.edu.au

6.3 International Baccalaureate

Schools adopting the International Baccalaureate will find *Shahana* a valuable literary resource for the exploration of the six transdisciplinary themes of global significance, having particular relevance to the Human Rights and Peace and Conflict units of study.

7. Background Information for Teachers

Kashmir

Location and politics are the keys to understanding *Shahana*, which is set in a region of South-East Asia unfamiliar to many readers. Rosanne Hawke has skilfully managed to write an apolitical story however students will need to understand the history of India and Pakistan's fight to claim ownership of Kashmir.

For many centuries the Hindu and majority Muslim inhabitants of the beautiful Kashmir Valley, the princely state of Jammu and Kashmir, shared a harmonious and gentle culture called Kashmiriyat. The partition of India and Pakistan in 1949 led to the decision in 1957 by the Hindu ruler of Kashmir to sign over the state to India; Pakistan gaining administrative rights over Azad Kashmir and Northern Territories and China areas to the northeast. These actions have precipitated years of conflict as both India and Pakistan continue to refuse to relinquish Kashmir. Partition has resulted in two major wars and numerous violent clashes between the Indian army and both Kashmiri and Pakistani militants including the Jammu and Kashmir Liberation Front, who are desperate to achieve independence. With an estimated 350 000 – 450 000 Indian police and army troops stationed in Kashmir, this conflict zone, on the highest battlefield in the world, has one of the heaviest ratios of military personnel to civilians (*Children Affected By Armed Conflict in Pakistan* by Dr Jo de Berry).

Viewpoints differ over the nature of Pakistani and Indian control over these areas, with political terminology varying according to ethnicity. Feelings remain strong today with continued ceasefire violations along the Line of Control.

The timeline and author's note included in the text provide good summaries of the conflict however additional sources of information include:

- *Children Affected By Armed Conflict in Pakistan* by Dr Jo de Berry
<http://www.rsc.ox.ac.uk/pdfs/workshop-conference-research-reports/CAAC%20Pakistan%20final%20report.pdf>
- <http://www.unicef.org/pakistan>
- <http://www.bbc.co.uk/news/world-south-asia-11693674>
- www.choices.edu/resources/documents/kashmir.pdf
- <http://www.bbc.co.uk/news/10537286>

For further background information on the partition of India and Pakistan, teachers may like to view:

- http://www.bbc.co.uk/history/british/modern/partition1947_01.shtml
- http://news.bbc.co.uk/1/hi/english/static/in_depth/south_asia/2002/india_pakistan/timeline/1947.stm

- <http://asianhistory.about.com/od/india/f/partitionofindiafaq.htm>
- http://en.wikipedia.org/wiki/Partition_of_India
- <http://postcolonialstudies.emory.edu/partition-of-india/>



Map sourced from <http://www.choices.edu/resources/documents/kashmir.pdf>

The Line of Control

The Line of Control is a strong recurring feature of the narrative. Students will find this military control line and the 550 km Indian-constructed and fortified separation barrier between the Azad Kashmir and Jammu and Kashmir regions, fascinating and perhaps disturbing. Shahana lives on the Pakistan side of the Line of Control; Zahid lives on the Indian side. Pakistani militants are constantly in training near Shahana's home, while thousands of Indian Army troops patrol the Line of Control determined to exclude arms smuggling and infiltration by Pakistani-separatist militants.

As well as the political implications, the Line of Control has deeply affected the lives of Kashmiris on many levels as it separates families and destroys their peaceful culture. In *Curfewed Night*, an excellent memoir on Kashmir, Bahsarat Peer explains:

'The line of control did not run through 576 kilometres of militarized mountains. It ran through our souls, our hearts and our minds. It ran through everything a Kashmiri, an Indian and a Pakistani said, wrote and did. And it ran through our grief, our anger, our tears and our silence.'

(p. 220)

For further background information teachers may like to view: Defending the Line of Control at Kashmir – Indian Army Parts, 1, 2 and 3 on YouTube. <http://www.youtube.com/watch?v=HcLF2xglicc>

8. Student activities

8.1 Examining The Cover & Extra Text Features

- List the cover features that suggest Shahana's ethnicity.
- Describe Shahana's physical appearance and facial expression
- Look at the scene below the title. What geographical features do you notice? Brainstorm ideas about possible countries, settings, vehicle significance and themes
- How does the cover make you feel?

Read the blurb on the back cover and highlight key words and phrases e.g. Line of Control, Pakistani and Indian soldiers, conflict zone of Kashmir.

Photographic images on texts are often associated with nonfiction. Have students locate the words on the cover that highlight the narrative nature of the text: fiction, story, a novel.

Shahana is an example of the contemporary realistic fiction genre.

Discuss:

- What is realistic fiction?
- What other books of this genre have you read?
- What is their specific appeal?

Although editorial style includes explanation in the text of the Urdu words used, students' attention should be drawn to the glossary at the back of the novel. A visit to www.islamic-dictionary.com provides the opportunity for students to hear the pronunciation of many of the listed words.

8.2 Finding Out About Azad Kashmir And The Line Of Control

NOTE: Younger students will require assistance because of the confusion of nomenclature for this region

Using Google maps:

- Locate Azad Kashmir
- Re-size the slide (on left-hand side of window) in relation to India, Pakistan and Australia
- View Azad Kashmir using the 3D option
- Locate the Neelum River and key cities such as Srinagar, Muzaffarabad and Athmuqam.

- Look at terrain and satellite views to gain a sense of the mountainous nature of the region, the weather and climate

View Google Maps YouTube video: Muzaffarabad, Azad Jammu and Kashmir, Pakistan.

UNICEF video <http://www.YouTube.com/watch?v=A4TyoEP8Nlo> provides a sense of the remote rural setting and lifestyle depicted in Shahana.

- Use an enlarged copy of the map in this guide (located in the 'Background Information for Teachers' section) for reference during reading; students could be given their own copies to mark in the key locations as they are revealed in the narrative
- Mount a montage of pictures of Azad Kashmir using Google images or <http://www.mykashmir.in/photo-gallery.html>. Alternatively, create a gallery about the region using the iPad app Popplet.
- Create travel brochures for Azad Kashmir in Microsoft Publisher or Pages using the official travel guide: http://wikitravel.org/en/Azad_Kashmir
- and images from <http://www.defence.pk/forums/general-images-multimedia/161177-azad-kashmir-2.html>

8.3 Inquiry learning

'The students are both problem posers and problem solvers within inquiry learning. Inquiry Learning encourages learners to examine the complexity of the world and form concepts and generalizations instead of being told simple answers to complex problems.' (Jeni Wilson and Kath Murdoch: http://resourcebank.sitc.co.uk/Resources/Priority2/2Noumea/NoPr_T006inquiryLearning.pdf)

Bright Ideas (slav.global2.vic.edu.au) provides an excellent guide to developing effective research strategies in the classroom. Teachers and students create age appropriate inquiry questions and trails for group research. Areas of focus and possible questions could include the following:

- **Historical Kashmir:** consider opening quote: 'If Paradise exists on the planet Earth it is here, it is here, it is here.' Why was Kashmir called paradise?
- Older students could refer to: <http://www.britannica.com/EBchecked/topic/46696/Azad-Kashmir>
- Younger students could refer to: http://en.wikipedia.org/wiki/Azad_Kashmir

- **Kashmir in the news:** Muzaffarabad was the epicentre of the 2005 earthquake Shahana refers to on p. 9.
- **Line of Control:** What is the history of the line of control (LOC)?
- <http://www.britannica.com/EBchecked/topic/46696/Azad-Kashmir>
- **Schools in Kashmir:** How do schools in Kashmir differ from your school?
- Over 8,000 schools were destroyed by the 2005 earthquake in Northern Pakistan. View UNICEF photo essay and video that show the tent schools created for the children like Shahana: <http://www.unicef.org/pakistan/3738.html>
www.youtube.com/watch?v=464eS80BZ6o
- **Future of Kashmir:** Excellent site showing possible future scenarios for Kashmir
http://news.bbc.co.uk/2/shared/spl/hi/south_asia/03/kashmir_future/html/
- **Kashmir crafts, especially embroidery and carpet making:**
<http://www.YouTube.com/watch?v=YkGslsBjDLy>
- **Religion of Kashmir:** Islam dominates the Kashmir valley but Hinduism and Buddhism are also present. What role has religion played in the Kashmir dispute?
- Students could view <http://www.kidcyber.com.au/topics/kashmir.htm> to read about specific aspects of Kashmiri culture such as food and dress

Use a range of software, including word processing programs to confidently create, edit and publish written and multimodal texts (ACELY 1728)

PowerPoint, Keynote or Prezi (<http://prezi.com>) can be used to create visual texts to share research with group or class. Scoop.it! is a fun content curation platform that helps students both collect information on their research topic and create an online magazine.

<http://www.scoop.it/t/what-is-scoop-it>

9. Literature

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts. (ACELT 1613)

Strategies to enhance reading of the text include:

- Creating written or digital journals, video diaries or a class blog that record student reflections and comments. Entries could also be uploaded to a class or school website.
- Cumulative story maps: Younger students can combine text and visual features

- Stop and Think Aloud and Responding to Questions
http://www.acara.edu.au/curriculum/worksamples/Year_5_English_Portfolio_Satisfactory.pdf students read a text extract, write down personal thoughts and questions to answer and then respond to their questions using text evidence.

9.1 Literature and context

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts. (ACELT 1608)

- Read Chapter 1. Readers are immediately plunged into Shahana’s frightening world. Early insight is given into the key literary pillars of the story: conflict, culture and identity.
- Discuss: What visual images are created in this chapter, particularly by Shahana’s dream? What are your initial feelings about the story? What reader emotions does the author prompt? List positive and negative responses.
- Create a Y-chart graphic organizer: Looks like, feels like, sounds like. A BLM template is available at <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>
- Invite students to list words and phrases in this chapter (and subsequent chapters) that indicate setting, evidence of conflict and clues to character identities as suggested in the table below. Some of these entries could form the basis of further research activities. For example, students can build their own glossary or dictionary
- Encourage students to make predictions about the plot that can be revisited after reading the text.

CHAPTER ONE ANALYSIS

CULTURE	CONFLICT	IDENTITIES (characters)
bazaar, greetings, names, village, charpoy	RPG, guns, Line of Control	Shahana, Irfan, Tanveer

9.2 Examining and responding – themes

Students learn how ideas and viewpoints about events, issues and characters represented in texts are drawn from and shaped by different historical, social and cultural contexts. (Literature and Context, Content Structure, Australian Curriculum: English)

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices and including digital elements as appropriate. (ACELT 1736)

9.2.1 Children And War

UNICEF sources suggest that in the past decade an estimated 20 million children have been forced to flee their homes because of conflict, two million have died and at least six million seriously injured in armed conflict. More than one million children have been orphaned or separated from their own families. UNICEF Australia's Children, Conflict, War and Education Kit is an excellent resource for examining this theme in the school setting.

Using IWB or data projector brainstorm ideas about how war affects children. What is the difference between conflict and war? Create a class web map. A BLM template is available at <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>

9.2.2 Effects Of Kashmir Conflict On The Characters

War is the ever-present reality in Shahana, creating constant fear and uncertainty for all the characters. Although the author provides a vivid picture of the many effects of war on her young characters, the horrors are sensitively portrayed:

'The banging of the guns went on forever. She could see Tanveer screaming in her mother's arms, even though she couldn't hear him. And when the gunfire stopped, Irfan didn't get up. Nor did her mother.' p.2

'After that came more fighting; always there has been fighting. There was so much on the day she was born, the forest caught fire.' p. 10

'Just then a single shot rings out. Shahana drops the net and grabs Tanveer. She was crazy to say they could come near the big river. What was she thinking? Even if the dogs don't attack them, they will be shot.' p. 19

Jigsaw strategy

The MyRead site describes this strategy at <http://www.myread.org/organisation.htm#jigsaw>
 After reading chapters 1-7 divide class into four groups to find instances in the text that detail the effects of the conflict on the child characters and their individual responses: Tanveer, Zahid, Shahana and Ayesha. A grid similar to the following can be used to record findings:

Characters	Areas effected	Details	Chapter references	Response
Tanveer	Family roles & responsibilities	Death of mother, father & brother	1, 4	
Shahana	Shelter			
Zahid	Safety			
Ayesha	Education			
	Health			

Presentation of group findings

- Use PowerPoint, Keynote or Prezi
- Use Diamond ranking <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>
- Write an I AM poem
http://www.readwritethink.org/files/resources/lesson_images/lesson391/i-am-poem.pdf
- Write a persuasive text about the character they feel has been most affected by the conflict
- Use art materials to create a visual image with key words that captures the effect of the conflict on your chosen character.
- Make comparisons with other texts on this theme such as *Parvana* by Deborah Ellis, *Bite of the Mango* by Mariatu Kamara and Susan McClelland, *A Long Walk to Water* by Linda Sue Park and *Boy Overboard* by Morris Gleitzman.

OLDER STUDENTS: further research ideas

Rosanne Hawke has included subtle references to a condition known as Post Traumatic Stress Syndrome, a condition suffered by many children living in conflict zones and characterised by extreme anxiety, fear of the future, nightmares and loss of hair.

'Her [Shahana's] heart is still beating wildly; she will feel dizzy next. She takes a deep breath to slow the thumping.' p. 2

'Now, whenever Shahana combs her hair much of it is left on the comb.' p. 33
She would like to sleep without having bad dreams or waking up worrying about Tanveer.
p.72

Learning activities related to this sensitive area of mental wellbeing can be explored at the teacher's discretion.

Half-widows

'Shahana wishes she could talk to Ayesha, but ever since Ayesha's father disappeared, her mother has been called a half-widow, and hasn't opened the door to Shahana. She is too sad and ashamed.' p. 13

A less well-known byproduct of war in some communities is the phenomenon of half-widows. The plight of women whose husbands are missing rather than confirmed dead is dire. Such women are socially stigmatised and without the legal status of a widow their opportunities and entitlements are severely compromised. The incidence and specific hardships of half-widows are documented in the following reports and articles:

Half Widow, Half Wife? Responding to Gendered Violence in Kashmir, July 2011. Association of Parents of Disappeared Persons (APDP):

- http://www.hks.harvard.edu/cchrp/sbhrap/projects/kashmir/Half_Widow_Half_Wife.pdf
- <http://www.guardian.co.uk/global-development/2010/oct/11/1>

Discuss:

- What is a half-widow?
- Why is life so difficult for Ayesha's mother and Zahid's mother?
- Why does Ayesha's mother say that it is better 'to know than not to know'?

9.2.3 Character Perspectives On The Conflict

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts. (ACELT 1807)

Differing viewpoints on the Kashmir conflict are effectively revealed throughout the narrative through the dialogue and action of the main characters, informing and building reader's sympathies. Emotive conversations between Zahid and Shahana show Zahid's strong nationalistic condemnation of both the Indian army and the Kashmir militants and Shahana's confusion as to why the children cannot live in peace. Shahana's perspective, particularly on the role of the militants, is dramatically altered through her relationship with Amaan:

'She thinks of the day Irfan and her mother died. A different group of militants were in the village that day. She has hated militants ever since, but she doesn't hate Amaan. She wants to tell him this, but isn't sure how.' p. 155

Think, Pair, Share:

The My Read site describes this strategy at

<http://www.myread.org/organisation.htm#thinkpairshare>

1. Individual students find and record evidence in the text that show the perspectives on the conflict held by Shahana, Zahid, Ayesha and Amaan, taking into account the reasons for their positions. Some starting points:
 - Zahid's fiery analysis on pp. 42 – 44, 90 and 97
 - Shahana on p. 71
 - Amaan on p. 70
 - Ayesha on p. 101
2. In pairs, students select a character's perspective on the conflict and prepare a persuasive oral speech on the chosen character's viewpoint to present to a group or class.

Alternatively:

- Use a Venn diagram to compare and contrast Shahana and Zahid's perspectives
- Discuss how Shahana's view changes and give reasons for this. A BLM template for this is available at <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>
- What is Mr Nadir's perspective? What does this reveal about his character?
- Write a short opinion piece about the Kashmiri conflict for a fictitious newspaper.

OLDER STUDENTS

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. (ACELY 1709)

- Explore Indian and Pakistani positions. Prepare for and against arguments/ discuss or debate: Should Kashmir be an independent state?
 - ‘True peace is not merely the absence of tension: it is the presence of justice.’ Give examples from the text of the tension that fills the lives of Shahana, Zahid and Tanveer
 - Read and present viewpoints from *That Mad Game: Growing Up in a Warzone* by J.L. Powers
 - On p. 43 Zahid says: ‘What worth is freedom, if we are all dead?’ Discuss and contrast this sentiment with the concept of jihad, making reference to Amaan’s comment on p. 70.
-
- Visit <http://www.un.org/rights/concerns.htm> for further information on the impact of armed conflict on children.
 - UNICEF Australia’s Children, Conflict & War Education Kit (<http://www.unicef.org.au/Discover/Teachers/Child-Soldiers.aspx>) is an excellent resource providing lesson plans for both primary and secondary students.
 - Visit <http://www.unicef.org.au/Act/Be-a-UNICEF-Advocate/Join-the-UNICEF-Youth-Advocate-Program.aspx> to find out how your class or school can make a difference to the lives of children in conflict zones around the world.

9.2.4 Rights Of Children

Children’s rights are severely affected by war and conflict. The specific themes in the text that highlight the rights of children are debt bondage, forced marriage and child soldiers. Exploring and examining the rights of children will enable students to better appreciate the characters’ lives in *Shahana*.

The Convention on the Rights of the Child (CRC), adopted in 1989 by the United Nations General Assembly, is the most widely accepted human rights treaty in history. In simple terms it states that every child has:

- the right to a childhood, which includes protection from harm and exploitation
- the right to be educated, including all girls and boys completing primary school
- the right to be healthy through access to clean water, nutritious food and medical care

- the right to be treated fairly, including having laws and practices changed that are unfair on children
- the right to be heard on issues that affect them, and have these views considered by those with the power to make decisions.

UNICEF estimates there are 158 million children between the ages of five and 14 who are involved in child labour - one in six of the world's children. Over 64 million women aged 20–24 years are married or in union before the age of 18 as a result of arranged or forced marriages and approximately 300,000 children are involved in conflicts, many as child soldiers.

<http://www.childinfo.org/>

<http://www.unicef.org/emerg/files/childsoldiers.pdf>

UNICEF Australia has produced an excellent middle school unit on the Rights of Children and their photoessays are a wonderful way to introduce the topic of children's rights. Child-friendly versions of the Convention of the Rights of the Child (CRC) can be used as a starting point for exploration of this theme.

<http://www.unicef.org.au/Discover/Issues-facing-children/Convention-on-the-Rights-of-the-Child/Child-Rights.aspx>

<http://www.unicef.org.au/downloads/Education/Photo-stories/What-are-rights.aspx>

Other UNICEF resources can be found at <http://www.unicef.org.au/Educational-Resources>

We Are All Born Free: The Universal Declaration of Human Rights in Pictures published in association with Amnesty International is another excellent resource for this topic. Watch YouTube clip:

http://www.youtube.com/watch?v=x9_IvXFEyJo

What are rights? What are the rights of children in the 21st century?

- Students use sticky notes to jot down responses to these questions using just one or two words and add to class chart. Alternatively, this may be done with IWB tools. Compare the resulting list with UNICEF's child-friendly version of the rights of children.
- Students visually rank the rights of children using a visual ranking tool found at <http://www.intel.com/content/www/us/en/education/k12/thinking-tools/visual-ranking.html>
- Read UNICEF publication: *A life like mine: How children live around the world* and discuss similarities and differences between how children's rights are being met around the world.
- Students create persuasive posters for one of the rights from their list using forceful language and symbolism.

Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY 1709)

- Using digital media software such as Comic Life and iMovie create a cartoon or short film about child rights. UNICEF’s photoessays could be used as a model.
www.unicef.org/photoessays/30048.html.
- Consider audience: young children, teaching staff, school council.
- Using GarageBand or Audacity, students create a podcast using audio files, images and movies that summarise their learning about child rights and upload to a suitable podcast site. Look at podcast in education resources on FUSE (<http://www.poducate.me>)
- Students research UNICEF’s Youth Advocacy Program and Day for Children to prepare a persuasive or expository text on why and how their school should become involved.
- Respond to the question, What does it mean to be a global citizen?

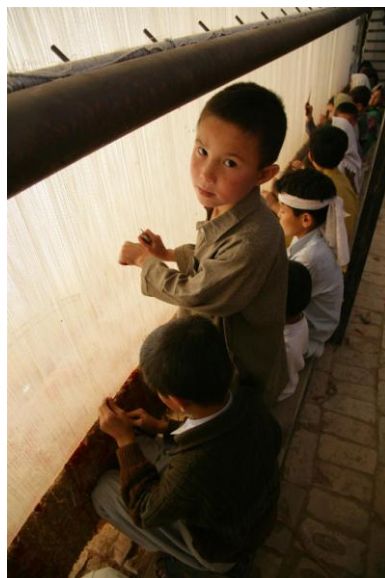
Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices including digital elements as appropriate (ACELY 1736)

The Kashmiri conflict was responsible for the violation of several of the rights of Shahana, Zahid, Tanveer, Ayesha and Hanif. A summary of some of these violations and the supporting text is presented in the following table:

Character	CRC Rights violated	Text evidence
Shahana	To be educated	'Shahana never went back to school after that. Instead, she did all her mother’s jobs and looked after Tanveer. She wishes she could study again but there is no school in the village now, and besides, she can’t make money at school.' p.2
Tanveer	To be healthy through access to clean water, nutritious food and medical care.	'There is no medicine in their house except the special tablets and spray for Tanveer in case his breathing grows raspy'. p. 22
Ayesha	To be heard on issues that affect them, and have these views considered by those with the power to make decisions.	"‘And look,’ Ayesha says. ‘Here is a page about what children can do. They are meeting with a minister from the government after the winter. He will come to the Neelum Valley and hear children’s stories and see their artwork.’" p. 79
Zahid	To be treated fairly, including having laws	"I do . . . the militants brought me . . . to Azad Kashmir.

Character	CRC Rights violated	Text evidence
	and practices changed that are unfair on children.	They were training me. I didn't care...maybe I could take revenge...for what soldiers did to my family and Kashmir...didn't know what it would be like...' He pauses again to catch his breath." p. 122
Hanif	To a childhood, which includes protection from harm and exploitation.	'Who has ever earned enough money to buy a child out of bonded labour? Hanif will have to wait until he has worked enough to pay for it himself. That could take twenty years.' p. 171

- Choose one of the child characters and suggest the CRC rights they do not have. Search the text for factors that have caused this situation and the effect it is having on the character.
- How could the selected character's rights be improved?
- Which do you think are the most important rights for Shahana and Tanveer?
- Interviews: Have students interview each other about their school experience and the benefits they believe it will bring them.
- Using UNICEF photostories as a model, invite students to create a photostory for one of the characters that shows the major areas of their life that are compromised.
- Create a local newspaper for Azad Kashmir that features reports written by students about the lives of the characters and suggestions for how this can be remedied.
- Write an imaginative text about:
 - Shahana and Tanveer attending their new school
 - Zahid finding his father
 - Hanif being rescued from Mr Nadir's cloth shop.



9.2.5 Debt Bondage

Debt bondage is one form of child labour that involves preying on orphans and poor families.

Unscrupulous adults offer money in return for work in factories, the sex-trade or domestic service.

Rosanne Hawke's research for her book *Mountain Wolf* revealed that only two percent of children in Pakistan are rescued from debt bondage. See *Reading Time*, August 2012, Vol 56, No 3 p. 15.

- For sources on child labour, view http://www.unicef.org/protection/57929_child_labour.html
- View YouTube video on carpet making in Pakistan:
<http://www.YouTube.com/watch?v=IIJzXi4W8Ew>
- Iqbal was a Pakistani boy who at age of four was bonded to a carpet maker and forced to work for twelve hours a day. Upon his eventual release he became a prominent leader of the anti-slave movement in Pakistan until his untimely death at 13. Read his amazing story at <http://moralheroes.org/iqbal-masih> or read the book: *Iqbal a novel* by Francesco D'Admao

- Research other examples of children being exploited for commercial gain e.g. chocolate making in Ghana and making soccer balls for Nike in Pakistan. (Teacher background: <http://www1.american.edu/ted/nike.htm>)
- Using De Bono's six thinking hats analyse one of the many aspects of child labour.(You can view a summary of the 'thinking hats' at http://www.debonoforschools.com/asp/six_hats.asp)
- Prepare and record a speech suggesting ways in which your class or school could become involved in helping children involved in child labour.
- Choose one of the UNICEF photos and write about a day in the life of the child.

Rosanne Hawke includes some early text references to debt bondage that are quite subtle. For example:

'Mr Nadir uses the boys who are sold to him to work on his carpet loom' p. 9

But soon readers become aware of the cruel reality: *'Who has ever earned enough money to buy a child out of bonded labour? Hanif will have to wait until he has worked enough to pay for it himself. That could take twenty years.'* p. 171

- Why does Mr Nadir employ young boys to work on his carpet looms? Using text evidence write a factual report on Mr Nadir and his carpet-making practice.
- Shahana's father refused to continue to work for Mr Nadir because he had children in debt bondage. Script and perform a short role-play that shows the exchange that may have occurred between Shahana's father and Mr Nadir that Shahana hints at on p. 25

9.2.6 Forced Marriage.

Younger students may not be aware of this practice and so may need assistance in understanding the significance of Shahana's decision to accept Mr Nadir's marriage proposal and the subsequent scene in Chapter 27. Older students may like to consider the differences between arranged marriages and forced marriage and indeed the notion of what constitutes marriage.

Other books about forced marriage include:

Marrying Ameera by Rosanne Hawke also set in this region.

I am Nujood, Age 10 and Divorced by Nujood Ali

- In Chapter 27 Shahana prepares for the marriage parade. Compare and contrast Shahana's experience with Mr Nadir with how her marriage may have been conducted should she have married someone like Zahid.
- The bridal scene in Chapter 27 is visually captivating and very emotive. Use art media to reproduce the scene in a way that captures the description and mood Rosanne Hawke has created.

9.2.7 Child Soldiers

Media coverage and the publication of memoirs of this particular form of child labour and human trafficking may mean that students are more aware of the plight of child soldiers. UNICEF estimates that over 250,000 children have been involved with armed groups.

<http://www.unicef.org.au/Discover/What-we-do/Protection/Child-Soldiers.aspx>

Zahid was taken by the Pakistani militants and trained to be a child soldier.

- Look at the Child Soldiers photo essay from UNICEF and listen to Ishmael Beah, former child soldier story, one of the first to tell his story. Older students may like to research his life
- Research people who have been child soldiers. Using sites such as <http://www.victoriansatwar.net/>, set up oral history digital exhibitions.

Other books about child soldiers include:

War Child: A Child Soldier's Story by Emmanuel Jal, Megan Lloyd Davies

A Long Way Gone: Memories of a Boy Soldier by Ishmael Beah.

9.2.8 Survival

'Mr Nadir sneers at her. 'You will bring him one day. You cannot survive here in Azad Kashmir by yourselves.' p. 9

The courageous characters in Shahana are faced with tremendous challenges and great adversity yet they manage to survive and build their lives. It is not only their proximity to the Line of Control that threatens survival but also the harsh mountain environment and extreme climate of Azad Kashmir. The Neelum River both sustains and takes life. It is a constant source of worry for Shahana, worry that is realised in Chapter 13 when Tanveer falls into the freezing stream. Leopards and wild dogs provide further menace and danger. The avalanche scene, so wonderfully portrayed in chapter 19, almost takes the lives of Shahana and Zahid.

Threats to survival

Examine the text for specific examples of threats that face the characters such as:

'It is close to the fast-flowing Neelum River and the Line of Control, with Pakistani and Indian soldiers each patrolling their side of the fence.' p. 15

'Winter is harsh - Nana-ji said his mother called winter the three sisters.' p. 53

'Be careful, there are jihadis in the mountains now. They are not from here and they don't know our ways. All they know is to kill, and how to steal boys to train them into militants.' p.5

- Use Popplet or a web map to show the main challenges that face Shahana and Tanveer and label connections with the skills they have learnt to survive in their harsh environment. A BLM template web map is available at http://www.globaleducation.edu.au/verve/_resources/webmap.pdf
- What are the most severe threats and challenges for the young characters? Rank threats using sticky labels from most to least difficult and justify your ranking to a peer
- Identify and list the survival and perseverance strategies Zahid has developed that enable him to cope with both the loss of family members and his experience at the hands of the militants?

Responses to challenge

The dramatic avalanche scene in Chapter 19 and Shahana's choice to secure Tanveer's survival at all costs in Chapter 27 evoke emotional responses from readers.

- Use iDraw or KidsPix to create a scene from this chapter and write about how it made you feel.
- Use Scribble Press to recreate the event in the story that best exemplifies a chosen character's perseverance.
- Create a survival kit for Shahana and Tanveer so they can continue to live in their harsh environment.
- Shahana is extremely resourceful and single-minded. Describe the strategies she uses to survive and provide care for Tanveer focussing on her provision of food, shelter and emotional care.
- Write a factual report based on your descriptions on how orphans could survive in Azad Kashmir.
- How is gender important to survival in the text? Would life have been easier if Shahana was a boy? In what ways?
- Describe and explain how Mr Pervaiz and Amaan assisted the child characters? Could they have survived without them?

Use interaction skills, varying conventions of spoken interactions such as voice, volume, tone, pitch and pace according to group size, formality of interaction and needs and expertise of the audience. (ACELY 1709)

- Mr Pervaiz suggests: '*Have you ever thought of the orphanage? There are good ones now. There's a safe village for the refugees from across the LoC. They are orphans of the war. Like you.*' p. 54
- Taking on the role of a government official in Azad Kashmir, write and deliver a persuasive speech on why Shahana and Tanveer must go to an orphanage. Use language and images from the text to justify your arguments.

9.2.9 Perseverance

- Discuss: What is perseverance?
- Find examples in the text where Shahana perseveres against difficult odds. For example the way she continues to sew when her heart is heavy,

- When have you ever had to persevere when you felt overwhelmed and helpless? Write a recount about an experience in your life where you had to persevere and how that contributed to your own personal development.
- At what point in the novel does Shahana show the greatest resilience? Share opinions.
- What experience in the novel would you find the most challenging? How would you overcome it?
- Rank the characters in order of their courage and resilience. Explain your first two choices.

Look at <http://www.unicef.org.au/getattachment/Discover/Teachers/Photo-Stories/A-Bitter-Winter---Syria-Photostory.pdf.aspx>

<http://www.unicef.org.au/Discover/Field-Stories/January-2013/Winter-is-the-new-crisis-facing-families-returning.aspx> for a place where climate and conflict affect the survival of children.

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (English Scope and Sequence: Responding to Literature Year 6)

Recent Texts on this theme include:

The Best Day of My Life, Deborah Ellis

The Ink Bridge, Neil Grant

On Two Feet and Wings, Abbas Kazerooni

Red, Libby Gleeson

The Littlest Refugee, Anh Do & Suzanne Do, illustrated by Bruce Whatley

9.2.10 Culture

Shahana's identity is strongly linked to culture and family. Important aspects of culture include customs and traditions, religion, art, language, food and clothing. The author's experience in this region of Northern Pakistan and her meticulous research bring the Kashmiri culture to life. The simple, basic lifestyle including customs, attitudes and beliefs of the orphans is clearly and sensitively captured through the use of simple language coloured by ethnic vocabulary and carefully crafted descriptive passages with cultural markers.

- Read sections from the UNICEF publications: *A life like mine: How children live around the world* and *A school like mine: A unique celebration of schools around the world* to introduce discussion about culture and cultural diversity.

- Students could view <http://www.kidcyber.com.au/topics/kashmir.htm> to read about specific aspects of Kashmiri culture such as food and dress

Inquiry questions: What is culture? How is the relationship between faith and culture developed in *Shahana*?

- Students post their definitions on display site, and can add to each other's ideas.
- Using **Think, Pair, Share** strategy students identify, list and classify examples of Kashmiri culture they have discovered in the text. (The My Read site describes this strategy at <http://www.myread.org/organisation.htm#thinkpairshare>)
- The author has placed particular emphasis on cultural elements such as food and clothing. What is the effect of this on your understanding of Kashmiri culture? What if any are negative representations of the culture?
- Using art materials create collages of both Kashmiri and Australian culture, noting similarities and differences
- Create a clothing catalogue for Kashmir that suits the region
- Choose a cultural item from the text and write a procedural text on it use e.g. the kangri
- How has the conflict affected the Kashmiri culture? Consider how the traditional roles of men and women have been altered: '*Normally women collect the firewood in baskets on their heads and men sew, but everything in their lives is upside down now.*' p. 33
- Write a recount: A Day in the Life of Shahana that reflects your understanding of the Kashmir culture.
- Create a short film using iMovie that shows the differences between your own life and Shahana's
- Ayesha's life is more privileged than Shahana's. Describe what makes Ayesha's life less challenging? Compare and contrast the lives of the two friends using a Venn Diagram. A BLM template for this is available at http://www.globaleducation.edu.au/verve/resources/venn_diagram.pdf

Shahana spends many hours thinking about and preparing food for Zahid and Tanveer. Recipes from Kashmir have been influenced by Hindu Pundits from the Kashmir valley.

'She sighs and buys fewer onions than usual. Perhaps they can survive with one onion in their curry. Fortunately, she still has aniseed, cardamom and cinnamon. She has some cumin left too – that is the flavour she thinks is tastiest.' p. 12

- Taste several of the spices mentioned in the text and research recipes from this region for cooking experiences. Make comparisons to Indian and Pakistani cuisine.
- Invite students from different cultural groups to present on these key aspects of their culture. Link with Harmony Day or UNICEF's Day for Children <http://unicefdayforchildren.org.au/>

9.2.11 Family

Shahana is very strongly influenced by members of her family, especially her mother, whose voice continues to play in her mind.

'Someone may come up here and see you'

'Does everyone in this area know you?'

'Possibly.' Now her mother scolds. Now is the time to tell him to leave.' P.35

- How does Shahana try to be like her mother? In what instances does she go against her mother?
- Who influences Shahana the most? Mother, Father, Nana-ji?

'She will face what is to come the way she has been taught – with a show of courage, whether she feels it or not.' p. 169

Prepare answers to the following questions with text evidence to support your opinion and present your responses with interviews, poetry, oral presentations, the use of graphic or symbolic representations:

- Who influences your life?
- Discuss the role family plays in your own life and the family member who influences you the most
- Definitions of family: How has Shahana made a family with Zahid and Tanveer? Does Ayesha have a family in the early part of the novel?
- Would you be able to care for your younger siblings in the way Shahana does? How does she do it? What makes it easier for her to do it in her country as compared to a place like Australia? Would orphans in Australia be able to live as she does?

9.2.12 Decision-Making

Students develop ethical understanding as they study the issues and dilemmas present in a range of texts and explore how ethical principles affect the behaviour and judgement of characters and these involved in issues and events. (English, General capabilities: Ethical understanding)

A strong recurring focus of the story is the internal conflict that accompanies Shahana's waking hours as she strives to make decisions that are best for herself and Tanveer; decisions that would normally have been made by adults..

'How many times has she, Shahana, made choices that she wouldn't have had to make if Irfan or her parents were alive? p. 148

- Use Diamond Ranking to rank the decisions Shahana has had to make including harbouring Zahid an unrelated male, engaging with Amaan, giving in to Mr Nadir's marriage proposal. A BLM template is available at http://www.globaleducation.edu.au/verve/_resources/diamond_ranking-1.pdf
- Students create a list of questions to interview their peer about decisions they have made, e.g. Have you ever made a difficult decision? Who or what helped you make the decision? Record interviews using iPads
- Creative writing: The worst decision I have ever made, The best decision I have ever made
- Using evidence from the text, how has the conflict contributed to the lack of absolutes and clear understandings of what is right and wrong?

The most difficult decision Shahana had to make was to accept Mr Nadir's proposal.

- Use a T Chart to list and rate alternative ways Shahana's problem may have been solved. A template is available at <http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf>
- What would you have done in Shahana's situation? Why?

9.3 Examining Literature

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension. (ACELT 1605)

9.3.1 Voice

Rosanne Hawke has cleverly chosen to write *Shahana* in close third person, allowing the reader to have both the immediacy of the child protagonist and the wider viewpoint and background detail characteristic of first person narration.

- Choose a short section of the text and rewrite in first person from Shahana's perspective.
- Share with class members and ask them to comment on how this change in voice affects their engagement with and comprehension of the novel.

9.3.2 Plot Development

Shahana has wonderful plot development with events relentlessly building upon one another, creating great suspense and tension that is finally released in the concluding chapters.

- Plot Profile: In groups students decide on six of the most important events in the text and discuss how exciting each of these events was, on a scale of 1 to 10. Create a graph of the levels of excitement, to show how excitement rises and falls in the story.
- In groups examine how the author has built suspense and created tension in the scenes in the table below. Consider how the author has used variation in sentence length, punctuation and dialogue to affect reader response.
- The ending: Is there a hopeful ending to *Shahana*? How has the author achieved this?
- Create a book trailer for *Shahana* showing the main plot events. The Inside a Dog website provides information about booktrailers at <http://www.insideadog.com.au/teachers/book-trailers>

Scene	Reference	What I noticed about the writing and how it affected me.
Rescuing Zahid	Chapter 3	
First meeting with Amaan	Chapter 9	
The avalanche and rescue	Chapters 19 and 20	
The marriage ceremony	Chapter 27	

9.3.3 Characterisation

Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts. (ACELT1621)

The author has created engaging, dynamic characters that show credible development throughout the narrative.

"'Her father called her his fire queen, for Shahana means 'queen'. 'Precious things are made strong in fire,' he would say to Shahana. It was to remind her to be strong and not despair. *'One day you will be Shahana on fire and you will shine for your family.'*" p. 137.

- In what ways does Shahana shine for her family?
- Create a wordle for Shahana that reflects her character as revealed in the text:
<http://www.wordle>
- Choose one of the characters. Create a character web map, A BLM template is available at <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>
- How does the author create sympathy for Shahana and mistrust for Mr Nadir? Refer to text examples of each character's dialogue and mannerisms
- Contrast Mr Nadir and Mr Pervaiz dialogue. How is it used to convey personality and attitude?
- Work in pairs to create Kennings poetry (two-word phrases of several stanzas that describe objects or people):
Shahana: strong and brave/worried and stressed
Tanveer: loyal and devoted/innocent and mischievous
- Which character is the most inspiring and why? Prepare a reflective speech on your inspirational character to present to the class.
- Choose a favourite character and in pairs, take turns to interview your character
- Rewrite an event using another character's point of view. Write about finding Zahid and decisions about allowing him to stay from Ayesha's point of view
- Compare and contrast the characters of Ayesha and Shahana using a Venn diagram that includes a list of descriptive adjectives. Do the same for yourself and your best friend. A BLM template is available at http://www.globaleducation.edu.au/verve/resources/venn_diagram.pdf
- Each character experiences both internal and external conflicts. Use digital tools to represent some of these conflicts.
- Write an online journal entry for a character from a chapter or chapters in the story using first person and integrating detail from the text and including emotions, motives and reflections.

- Write a journal entry for a difficult period in your own life and compare.
- Locate descriptive passages about Shahana's father in the text. Using Scribble Press create a story about his life.

9.3.4 Literary Style

Analyse how text structures and language features work together to meet the purpose of the text (ACELY 1711)

Dreams

An important literary technique used by the author is the inclusion of Shahana's dreams.

- Select one of the dream passages and use Stop and Think Aloud and Responding to Question strategy.
- Why does the author include dreams in the text? How do these text features help achieve the purpose of the text?

Description

The author uses simple prose that is enhanced by vivid description.

- Use IWB to examine extracts from the text, looking closely at the language. Select a scene from the text and using a Y-chart list words and phrases, particularly noun phrases, that build description e.g. the scene in the snow cave in Chapter 19, the scene in the back of Mr Nadir's shop in Chapter 27. Use these ideas to write a descriptive passage about these scenes or draw them. A Y-chart template is available at <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>
- Contrast the language used to describe Mr Nadir and Mr Pervaiz. Draw both characters
- Write a descriptive first paragraph for a sequel to Shahana, then use Publisher to design the book cover and blurb for your sequel giving reasons for your choice of font and graphics

Ethnic language

The author includes several Urdu words in the narrative. Ethnic words are explained both in the text and in the glossary.

- Discuss the author's use of ethnic words and consider the effect it has on the reading of the novel.
- Students complete a PNQ on the use of ethnic language in the text. A PNQ chart BLM is available at <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>
- Invite pairs of students to rewrite short sections of a chapter omitting the ethnic words. Make comparisons between the original text and the edited sections. What are the main differences in terms of reading fluency, comprehension, reader engagement and appreciation?
- Students could create their own pictorial dictionary for words such as samovar, kangri, pheran (examples of students' dictionaries could be emailed to the *Through My Eyes* website to assist other students. www.throughmyeyesbook.com.au.)

Figurative language: imagery, symbols and similes

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives...shape poetry, songs, anthems and odes. (ACELT1611)

The main symbols in the text are the Neelum River and the Line of Control. Other recurrent images of significance include the chinar trees and the weather that also fulfils a foreshadowing role in the narrative: When Shahana receives the gold dupatta from Ayesha: *'The wind is rising, and dark clouds scud across the sky.'* p. 85.

- Select one of the symbols in the text and create a poem that reflects its role in the story.

The author has made effective use of similes, many of which refer to Shahana's emotions. Use IWB to list similes used and references from the text.

- E.g. as brave as a leopard; as if a black leopard like a chitta; raging like a river; like monkeys chattering.
- Explain the author's choice of simile and its effectiveness
- Choose a character and create your own simile that conveys one of the emotions displayed by the character in the narrative.

10. About the Author of this Guide

Lyn White has been a primary school teacher-librarian and ESL teacher for more than twenty years and recently completed postgraduate studies in Editing and Communications at the University of Melbourne. She is passionate about children's literature, committed to developing life-long reading habits in children and has great expertise in engaging students with quality texts and teachers with quality resources. Lyn is a part-time teacher at Blackburn English Language School and a pre-service supervisor with Deakin University.

She is the Series Editor for Through My Eyes, created the style and structure of these Through My Eyes Teaching and Learning Guides, and prepared the content for this Guide.

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