



*“Change, no matter how good and necessary, comes with a price.”*

**The compelling story of a girl’s fight to regain her life and dreams after being forced into indentured servitude.**

Life is quiet and ordinary in Amal’s Pakistani village, but she had no complaints, and besides, she’s busy pursuing her dream of becoming a teacher one day. Her dreams are temporarily dashed when—as the eldest daughter—she must stay home from school to take care of her siblings. Amal is upset, but she doesn’t lose hope and finds ways to continue learning. Then the unimaginable happens—after an accidental run-in with the son of her village’s corrupt landlord, Amal must work as his family’s servant to pay off her own family’s debt.

Life at the opulent Khan estate is full of heartbreak and struggle for Amal—especially when she inadvertently makes an enemy of a girl named Nabila. Most troubling, though, is Amal’s growing awareness of the Khans’ nefarious dealings. When it becomes clear just how far they will go to protect their interests, Amal realizes she will have to find a way to work with others if they are ever to exact change in a cruel status quo, and if Amal is ever to achieve her dreams. (Goodreads)

## UNIT OBJECTIVES

<b>Racial Literacy Objective</b>	N/A for this unit
<b>Community Literacy Objective</b>	Explore how youth are affected by gender inequities and use community resources to make an action plan.
<b>CCRA.R.1</b>	Cite evidence from the text and other connecting texts
<b>CCRA.R.1</b>	Read closely to determine what the text says explicitly and to make logical inferences from it
<b>CCRA.R.3</b>	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
<b>CCRA.W.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CCRA.W.6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>CCRA.W.7</b>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding

	of the subject under investigation.
<b>CCRA.W.8</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CCRA.W.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## UNIT ESSENTIAL + GUIDING QUESTIONS

<b>Essential Question</b>	How do social injustices impact today's youth?
<b>Guiding Question</b>	What is gender inequity? (Anchor 1, 2, & 3)
<b>Guiding Question</b>	How can we communicate to a broad audience in an effective way? (Anchor 2 & 3)
<b>Guiding Question</b>	How can we use words and images to communicate research? (Anchor 1, 2, & 3)
<b>Guiding Question</b>	What can we do in our school to stop gender inequality or other social injustices? Our community? (Anchor 2, & 3)

## UNIT RESOURCES

<p><b>Before We Start #1:</b>  <a href="#"><u>Pakistan: Humans of New York</u></a></p> <p>Scroll through the pictures and articles. As you're reading, think about what is being communicated through the pictures. Do the photos match the stories? Pick one and continue the story. Think about flipping their story or continuing it on as it is.</p>	<p><b>Before We Start #2:</b>  <a href="#"><u>TedTalk: Alaa Murabit</u></a></p> <p><b>FREE WRITE:</b>          Write in your journals about what this video might mean to our book. Why do you think we watched the video? What inferences can you make?</p>	<p><b>Before We Start #3:</b>  <a href="#"><u>Malala's Story</u></a></p> <p>Make your own timeline: Think about your lifetime and make a timeline surrounding an important event. Consider our essential question about gender inequity. Then, discuss with a partner.</p>	<p><b>Before We Start #4:</b>  <a href="#"><u>Impact of COVID-19 on Women</u></a></p> <p><b>FREE WRITE:</b>          Have any of your family members experienced this kind of impact from COVID-19? Write about it. If not, write about your own experiences with COVID-19.</p>
<p><b>ANCHOR #1</b></p>	<p><b>ANCHOR #2</b></p>	<p><b>ANCHOR #3</b></p>	<p><b>FINAL</b></p>
<p><a href="#"><u>LETTERS</u></a></p>	<p><a href="#"><u>SCHOOL SCAVENGER HUNT with infographic</u></a></p>	<p><a href="#"><u>INTERVIEW AUTHOR and video summary</u></a></p>	<p><a href="#"><u>COMMUNITY OUTREACH PSA/Proposal- ANY SOCIAL INJUSTICE FROM AMAL UNBOUND</u></a></p>
	<p><a href="#"><u>how-to-make-an-infographic</u></a></p>	<p><a href="#"><u>What Kinds of Questions Do You Ask?</u></a></p>	<p><a href="https://nacac.org/resource/tips-for-creating-a-successful-public-service-announcement-tps/">https://nacac.org/resource/tips-for-creating-a-successful-public-service-announcement-tps/</a></p>

## UNIT WEEKLY GOALS (Sample Sequence for Middle School Students)

<p><i>Week 1:</i> <b>Before We Start</b></p>	<ul style="list-style-type: none"> <li>• Introduction to Anchor Activities and collaborative anchor groups (anchor scheduling)</li> <li>• Complete Before We Start Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Review resources to support anchor activities (class website, etc.)</li> </ul>
<p><i>Week 2:</i> <b>Week 1 Reading + Anchor Activities</b></p>	<ul style="list-style-type: none"> <li>• Begin Anchor Activities *as assigned on an anchor schedule</li> <li>• Begin reading <i>Amal Unbound</i> (the first set of assigned pages - I divide the text up into three sections)</li> </ul>	<ul style="list-style-type: none"> <li>• In-class activities (vocabulary, characterization, etc.) to help support the reading process</li> </ul>
<p><i>Week 3:</i> <b>Week 2 Reading + Anchor Activities</b></p>	<ul style="list-style-type: none"> <li>• Continue Anchor Activities - a NEW anchor is assigned this week</li> <li>• Continue reading <i>Amal Unbound</i> (second section of reading)</li> </ul>	<ul style="list-style-type: none"> <li>• In-class activities (vocabulary, characterization, etc.) to help support the reading process</li> </ul>
<p><i>Week 4:</i> <b>Week 3 Reading + Anchor Activities</b></p>	<ul style="list-style-type: none"> <li>• Continue to the FINAL Anchor Activity</li> <li>• Finish reading <i>Amal Unbound</i> (the third section of reading)</li> </ul>	<ul style="list-style-type: none"> <li>• In-class activities (vocabulary, characterization, etc.) to help support the reading process</li> <li>• Think about/formulate questions for an upcoming student-led Socratic seminar</li> </ul>
<p><i>Week 5:</i> <b>Socratic Discussion + Beginning of Inquiry</b></p>	<ul style="list-style-type: none"> <li>• Formulate questions and answers for the student-led Socratic seminar</li> <li>• Host the Socratic seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Allow time for students to brainstorm questions about and around topics connected to the text</li> <li>• Categorize these questions into research topics</li> </ul>
<p><i>Week 6:</i> <b>Narrowing Focus + Collaborative Research</b></p>	<ul style="list-style-type: none"> <li>• Collaborative groups spend time gathering and synthesizing research based on their topics generated from their questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Other activities may range depending on student need in connection to research and nonfiction synthesis</li> </ul>
<p><i>Week 7:</i> <b>Development</b></p>	<ul style="list-style-type: none"> <li>• Collaborative groups synthesize research to determine the awareness</li> <li>• Activities in empathy, understanding target audiences, rhetoric (ethos, pathos, logos)</li> </ul>	<ul style="list-style-type: none"> <li>• Ideation and drafts</li> <li>• Gathering feedback on drafts</li> </ul>
<p><i>Week 8:</i> <b>Feedback + Finalizing</b></p>	<ul style="list-style-type: none"> <li>• Collaborative groups continue to gather feedback on their drafts</li> <li>• Moving drafts into final products</li> </ul>	<ul style="list-style-type: none"> <li>• Developing PSA presentations (how will this proposal be heard?)</li> </ul>

# AMAL UNBOUND: WHOLE-CLASS TEXT & INQUIRY UNIT GUIDE

TCH 238\_Spring 2022

*Week 9:*  
**Presentations**

- Groups finalize their products
- Presentations
- Share PSA & letters with a greater audience (school community, etc.)
- Feedback, reflections, metacognition about experience.