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Study Guide

for

**Shabanu:
Daughter of
the Wind**

by Suzanne Fisher Staples



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- Media Links: annotated listings of audio, visual, electronic, and print resources related to the work
- Teaching Options: high-interest activities for introducing the work and individualizing instructions
- Assessment Options: alternative assessment activities for greater flexibility in evaluating students' understanding of the work
- Options for Using Related Readings: suggested approaches to the Related Readings included with the work
- Answer Key and Assessment Rubrics: detailed answers to all questions and reading activities and evaluations for alternative assessment activities

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- Meet the Author: a lively overview of the author's life
- Introducing the Work: background information that provides a meaningful context in which to read the work
- Before You Read and Responding pages: pre- and postreading questions and activities
- Active Reading: graphic organizers for students to complete as they read
- Test: a comprehensive two-part test of the work *ayne Harley*

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About the Work

SHABANU: DAUGHTER OF THE WIND

BY SUZANNE FISHER STAPLES

Shabanu: Daughter of the Wind by Suzanne Fisher Staples is a novel about a subject that few writers know firsthand: the coming-of-age of a young Muslim girl. This remarkable first novel, published in 1989, captures the spirit of a headstrong desert girl who is torn between her desire to choose her own destiny and her duty to her family. It has earned its author an enviable list of accolades: Newbery Honor Book, ALA Best Book for Young Adults, ALA Notable Children's Book, New York Times Notable Book of the Year, Horn Book Fanfare Honor Book, IRA Young Adult's Choice, and IRA Teacher's Choice.

Why such acclaim for a novel about a way of life that is foreign to many American readers? In Shabanu, Staples offers a glimpse into the Muslim culture of Pakistan; its social structure, way of dress, staple foods, and rites of worship. Readers also learn facts about Pakistan and its neighbor India and details about nomadic life and the peculiar behavior of camels.

Note that in accurately portraying the nomadic lifestyle, Staples includes graphic scenes of death, allusions to violent acts, and candid references to sexuality and procreation. Before assigning this book, you may wish to provide background on the environmental and cultural contexts of the characters' behavior.

CHARACTER LIST

Shabanu (Shah-bah-noo), strong-willed narrator. She is the younger and less beautiful of two daughters and performs chores that are traditionally done by boys.

Phulan (Poo-lahn), Shabanu's beautiful thirteen-year-old sister. She is graceful, submissive, and obedient—the embodiment of the ideal Pakistani woman.

Mama (Mah-muh), Shabanu's mother. She is tall and graceful, strict, but loving; and fearful of Shabanu's independent streak. Her marriage was arranged, but she loves her husband.

Dadi (Dah-dee) Dalil Abassi (Dah-lihl Uh-bah-see), Shabanu's authoritarian father; a camel herder. He unsuccessfully tries to break Shabanu's spirit.

Auntie, Shabanu's aunt; Dadi's unattractive, humorless older sister. She feels superior to her brother because she has borne two sons; often makes mean remarks.

Hamir (Huh-mihr), cousin to whom Phulan has been promised in marriage. He is handsome, strong, willful, and passionate.

Murad (Moo-rahd), Hamir's younger brother, to whom Shabanu is betrothed at the outset of the story. He is often depicted as fair, gentle, decent, and kind.

Sharma (Shahr-muh), Shabanu's favorite aunt. She is strong-willed, independent, and feared by most men. Her advice is respected by Dadi and Shabanu.

SYNOPSIS

Shabanu: Daughter of the Wind takes place in modern-day Pakistan. Shabanu, the daughter of a poor nomadic family of camel herders, is preparing to travel across the Cholistan desert to the annual fair. There, her father will sell fifteen of their camels to provide a dowry for her older sister, Phulan, who is engaged to be married. When Shabanu comes of age, she is expected to follow Phulan in marriage.

Shabanu's father has trained her in camel tending, a job that is ordinarily performed by sons and one that she loves. Unfortunately, her skill and confidence have bred in her a sense of independence that cannot be broken and that creates problems for herself and her family.

Shabanu constantly disobeys her father and speaks her mind, causing her mother to fear for her future as a Muslim woman. Shabanu finds in her Aunt Sharma a woman who shares her qualities and encourages her independence.

One day, against her father's wishes, Shabanu leaves Phulan alone. A wealthy landowner who is jealous of Hamir's prosperity, which results from the land the man owns, tries to kidnap the two sisters. Hamir seeks revenge, and is killed, ending Phulan's wedding plans.

According to the terms of a truce, Phulan is promised to Murad, Hamir's brother, whom Shabanu loves and had planned to marry. Shabanu is then promised to the landowner's older brother, a wealthy politician who is old enough to be Shabanu's grandfather. Shabanu's free spirit will not allow her to accept the arrangement. In a final act of defiance, she tries to run away; but when she turns back to tend a young camel that she rescued at birth, her father finds her, punishes her, and takes her home.

MAJOR THEMES IN THE NOVEL

Three major themes run throughout the novel: the uncertainties of life in the desert, a woman's role in a male-dominated society, and the need to determine one's own destiny.

The uncertainties of life in the desert. Life in the desert proves to be uncertain. First there is not enough water for the family and their herd of camels to stay in the dunes; then there is a downpour that will last a month. A camel dies while giving birth; Shabanu saves the calf, and then she realizes that it still might die if it is not accepted by a surrogate mother.

Woman's role in a male-dominated society. In Shabanu's Muslim culture, a woman must learn to obey her husband in order to survive. Her mother says, "Shabanu, you are wild as the wind. You must learn to obey. Otherwise . . . I am afraid for you . . . You must learn to obey, even when you disagree" (page 16). Numerous incidents reinforce this message.

The need to determine one's own destiny. The narrator makes choices that conflict with the rules of her society. An instance of this is Shabanu's attempt to escape her impending marriage to Rahim-sahib. She says: "I will not be beaten. I will not marry a man whose wives will make me their slave. I'll die first" (page 142).

APPROACHES TO TEACHING THE NOVEL

- First-Person Point of View
 - Point out that the novel is told by a first-person narrator, a character in the story who recounts events from her perspective, using the pronouns "I" and "we." Discuss some of the advantages and the disadvantages of using a first-person narrator.
- Coming-of-Age-Story
 - Emphasize that the novel is a **coming-of-age story**—that is, a story about a child's reaching maturity. Shabanu must face her approaching adult status and the changes in her responsibilities and behavior that are expected of her as a Muslim woman.

FURTHER READING FOR THE TEACHER

- Culture Shock!: Pakistan, by Karin Ihsan, Zafar Mittmann, Zafar Ihsan (Book News, Inc. 1991). This insightful guide provides a close-up view of Pakistani traditions and culture as well as details of modern Pakistani life.
- Behind the Veil: Ceremonies, Customs and Colour, by Shaista Suhrawardy Ikramullah, 2d ed. (Oxford University Press, 1994). This is a scholarly work on Muslim women (191 pages).

Media Links



Videos

The following video may be used to help students better understand the life of a desert camel herder. The family featured in the film are Bedouins—nomadic—Arabs, not Pakistanis.

- National Geographic's Arabia: Sand, Sea and Sky (National Geographic 1997)



Audiocassettes

Students who have difficulty with the text can listen to this tape recording of Shabanu: Daughter of the Wind while following along in the novel.

- Shabanu: Daughter of the Wind (Recorded Books, 1994; five cassettes 6.75 hours)



Music

The following CDs may be used to help students appreciate Pakistani music:

- Sufi Music of India and Pakistan: Sound, Context and Meaning in Qawwali by Regula Burckhardt Qureshi (Book News, Inc.) 1995; 60 minutes, with a 265-page book
- The Music of Islam (Sampler) (Celestial Harmonies Series, 1998; 80 minutes), a complete introduction to the seventeen CD boxed set that includes Koran recitations, Sufi qawwali, whirling dervish music, Egyptian folk music, and music from other Muslim countries



Internet Connection

- Suzanne Fisher Staples reveals her thoughts about multicultural studies and explains what motivated her to write *Shabanu: Daughter of the Wind* at <http://scholar.lib.vt.edu/ejournals/ALAN/winter95/Staples.html>
- Information about Pakistani history and places that showcase the country's natural beauty can be accessed at <http://www.heritage.gov.pk/>

At the time this study guide went to press, the Web sites were in operation. Before assigning students to visit the sites, check to ensure that the sites still exist.



Further Reading for the Student

- Something about the Author, Volume 105, edited by Alan Hedband, (The Gale Group, 1999). The article on Suzanne Fisher Staples has information about her career with United Press International and her reasons for writing *Shabanu: Daughter of the Wind*.
- Haveli, Suzanne Fisher Staples (Knopf, 1993). This sequel to *Shabanu: Daughter of the Wind* begins when Shabanu is the fourth wife of the wealthy Pakistani landowner Rahim.

Be sure to preview all media links to determine whether the material is appropriate for your class.

Teaching Options

Options for Motivating Students

Living the Desert Life

Prepare students for the setting of the novel.

- Explain that *Shabanu: Daughter of the Wind* is set in the Cholistan Desert. Locate the desert on a map.
- Write the word *desert* on the board. Create a web by having the students name as many ideas associated with the word as they can.
- Have them look, as they read, for instances throughout the novel in which the words associated with desert recur.

Love, Honor, and Obey

Discuss a key theme of the novel: the importance of obedience.

- Ask students to tell what obedience means to them. (Some may say that it means obeying rules and orders without complaining. Others may say that it means being submissive, allowing one's spirit to be broken, or doing something with which one disagrees.)
- Discuss with students the pros and cons of being obedient. Pros: Obedient people usually get along better in a system, such as a school, a society, or a business. Obedience is often rewarded. Order is maintained. Cons: A person's independence is lost. A person may do something that his or her conscience says is wrong or hurtful.
- Ask students to identify situations in which obedience might be particularly important. (Examples: when responding to a crisis, such as a health emergency or an accident; in times of war; in team play)
- Have students note the instances in the novel in which *Shabanu* is disobedient and the dangers that could have arisen or that actually do arise in each case.

Customs and Codes of Conduct

Help provide the proper cultural context for the events in the story.

- Ask students what a custom is. Have them name customs that are observed in the United States. Write their responses on the board. Then ask them to briefly name some of the consequences of not observing the customs listed.
- Introduce some of the customs portrayed in the novel—for example, young women wear a chadr when they reach adolescence; girls are married at puberty; strangers meet each other with their hands open, palms up.
- Encourage students to keep a list as they read of customary roles, responsibilities, and cultural practices in nomadic Pakistani Muslim society. After they have finished the novel, invite students to compare and contrast the customs of Muslim nomads with the customs of their own culture.

Meeting Individual Needs

The style and story line of *Shabanu: Daughter of the Wind* make it appropriate for average readers. The activities that follow will help you present the novel in ways that meet the needs and interests of all readers.

Less-Proficient Readers

Show students how to use context clues to determine the meanings of unfamiliar words.

- Although the narrator of the novel is an eleven-year-old, some of the vocabulary is sophisticated or even foreign. Show students how to use context clues to determine the meanings of unfamiliar words that are not defined in the Vocabulary Previews.
- Write the following paragraph on the board as an example:

I secretly count the hours until we leave for Sibi! It will be just Dadi and me and the camels. Phulan hasn't gone since her betrothal to Hamir. Our camels are always the finest at the fair, and Dadi is a good businessman. This year we'll sell fifteen to pay for Phulan's wedding (page 3).

- Explain that even though the noun betrothal may be unfamiliar, students can determine the meaning of the word by looking for clues in the surrounding text. Point out that the mention of Phulan's name with Hamir's and the reference to her wedding are clues that betrothal means engaged to be married.

English-Language Learners

Help students understand the verb tense in which the story is narrated.

- Explain that in most stories told in the first person, the narrator is recalling events that occurred in the past. For that reason, the past tense is used throughout the narrative. Explain that this story is written in the present tense.
- Write on the board the following passage from page 1 in which the verb tense has been changed:

Even when we were down to the last of our water we had tea. Grandfather leaned against the courtyard wall, chin on his chest; his turban nodded in rhythm to his snores.

Then have students compare the changed passage with the original.

- Ask students which version they liked better and why. Explain that the present tense lends immediacy to a story, a sense that it is happening as we are reading it, and that the past tense creates distance. Have them consider why the author chose the present tense in which to write the novel.

Gifted and Talented

Encourage students' appreciation of the novel as a view into a foreign culture. (Interdisciplinary: Social Studies)

- On the board, write the following passage from Suzanne Fisher Staples's "Different Is Just Different" (digital library and archives, winter 1995):

The news, important as it is, is not the best way to promote cultural understanding. News is based on facts about politics and economics. But fiction invites us into the lives of people who may seem very different from us, but nevertheless share our emotions and hopes and dreams—the stuff of the hearts of every one of us.

- Have students respond to the passage. Encourage them to look for ways in which the characters in *Shabanu* are different from persons whom they know yet are very much like people anywhere.
- Ask students to write essays in which they show how Staples has made a story that is set in a foreign culture universal. In their essays, they should address the question of whether, on the basis of their reading of *Shabanu*, they consider fiction as important as factual writing in promoting understanding between cultures.

Assessment Options

Writing

Girls Will Be Boys?

- In allowing Shabanu to undertake camel-herding duties that were normally performed by boys, was her father encouraging Shabanu to be independent? Have students write persuasive essays in which they answer the question and give their reasons.

Desert Living

- Have students write a comparison-contrast essay in which they compare Shabanu's experiences living in the desert and camel herding with Waris Dirie's experiences described in *Desert Flower, The Extraordinary Journey of a Desert Nomad*. In what ways are their experiences alike? In what ways are they different? You may wish to have students create first a Venn diagram to compare and contrast elements of the narratives.

End of the Road

- Have students write an alternative ending in which Shabanu escapes her fate of being forced to marry an older man. The ending should begin at the point when she leaves home on her camel Xush Dil.

Listening and Speaking

Having My Say

- Have students write and perform monologues that Shabanu or Dadi might have spoken at some dramatic point in the story. The character should express the thoughts and feelings about something she or he has done, experienced, or witnessed. The students' monologues should be true to the character.

Words Alive

- Have students select favorite passages and meaningful scenes from the novel to read and record. Have the class listen to the recordings and evaluate the choice of passages and scenes and the effectiveness of the presentations.

Viewing and Representing

Show It!

- Have students illustrate scenes from the novel that they found particularly interesting or moving.

A Must-See Film!

- Have students design film posters to promote a movie based on *Shabanu: Daughter of the Wind*. The posters should depict a major character or scene.

Interdisciplinary Connection

Social Studies: The Pakistani-Indian Connection

- Have students research the historical relations between Pakistan and India and prepare brief reports to share with the class. Their reports should include information about the separation of Pakistan from India in 1947, their war over Kashmir in 1947, and the battle over Kutch.



Students should save their work for their portfolios.

Options for Using Related Readings

Related Readings	Making Connections to <i>Shabanu: Daughter of the Wind</i>
<p>from <i>Desert Flower, the Extraordinary Journey of a Desert Nomad</i> by Waris Dirie and Cathleen Miller (BLM page 32)</p>	<p>In this autobiographical reading a young nomadic girl helps tend her family's camels in the desert.</p> <ul style="list-style-type: none"> You may wish to use it as a prereading activity for the novel. Before students read this selection, explain that at the time she wrote this book, Dirie was a successful model and a special ambassador to the United Nations. She is writing about her life and experiences as a young child in Somalia. Have students jot down as they read the main points that she seems to be making in her account of her family's life. Have students note Dirie's responsibilities and the things she does for fun. Then ask them what a person who had such childhood experiences might think of the way children are raised in the United States. Students should support their opinions with details from the account. After students have read the novel, suggest that they compare Shabanu's life in the Pakistani desert with Waris Dirie's life in Somalia. How are their lives similar? How are they different?
<p>from <i>Camels for Uncle Sam</i> by Diane Yancey (BLM page 33)</p>	<p>This is a nonfiction account of how camels, which play such a central role in the novel, were introduced to the U.S. Southwest.</p> <ul style="list-style-type: none"> You may wish to use this as a postreading activity after students have read the novel. Before students read, ask them make a KWL chart, listing what they know about camels, what they want to know, and what they learned after reading the account. After they have read the title of the selection, encourage them to speculate about what they will discover. Write their ideas on the board. After students have finished the reading, encourage them to discuss their reactions to the events related in the selection. What did they learn about camels that they did not know? What do people who are not familiar with camels tend to think of them? Encourage students to use these observations to draw conclusions about why the experiment with the camel corps was short-lived.
<p>My Mother Combs My Hair by Chitra Banerjee Divakurini</p> <p>Picture Bride by Cathy Song (BLM page 34)</p>	<p>These poems expand on the themes of arranged marriages and feminine rituals.</p> <ul style="list-style-type: none"> You may wish to use the poems as a postreading activity following "The Choice," in which Sharma brushes Shabanu's hair. Before students read "My Mother Combs My Hair," ask them to describe their experiences of having their hair combed by a parent. Before students read "Picture Bride," explain that a picture bride was typically a Japanese or a Korean girl who agreed to marry a man who had only seen her picture and possibly had received information about her from friends or relatives. Most of these men were Hawaiian laborers who had originally come from Japan, Korea, China, or Portugal. In Japan and Korea, arranged marriages had been taking place for centuries. After students have read the poems, ask them how, in their opinions, the speaker in "My Mother Combs My Hair" feels toward her mother. What might the speaker in "Picture Bride" be trying to understand about her grandmother?

Options for Using Related Readings

Related Readings	Making Connections to <i>Shabanu: Daughter of the Wind</i>
<p><i>Marriage Is a Private Affair</i> by Chinua Achebe (BLM page 35)</p>	<p>In this short story an arranged marriage is seen from a different perspective—that of a father who is trying to arrange a marriage for his son.</p> <ul style="list-style-type: none"> • This story might make a good postreading activity after students have read the novel. • Introduce the story by pointing out that it takes place in an African culture and centers on a young man who has been exposed to city life. Discuss the advantages and disadvantages of arranged marriages. List them on the board in two columns as students mention them. Then, in light of these pros and cons, ask students to give their opinions of arranged marriages. • Ask students to consider the practice of arranged marriages in its cultural context. For what reasons may the practice have originated? Why has it survived in many cultures? • Encourage students to make predictions about what will happen in the future between the grandfather and his grandchildren. Encourage them to use details from the text to support their ideas.
<p>Story of Wali Dâd the Simple-Hearted edited by Andrew Lang (BLM page 36)</p>	<p>In this folktale set in Pakistan (and India), good results from a generous spirit.</p> <ul style="list-style-type: none"> • You may wish to use this tale as a postreading activity after students have read the novel. • Ask students to think about stories, such as familiar fables, that have a moral. Then ask them to share their favorite ones. • Before students read, explain that this story is an Indian folktale that was originally passed down orally from one generation to the next. Tell them that it is probably still told to Pakistani children like <i>Shabanu</i>. • After students have read the story, ask them to share the lessons they took from it. Write these on the board. Encourage students to support their ideas with details from the text.

Answer Key

ACTIVE READING

Chapters Guluband–Shatoosh

Shabanu: “princess”; eleven years old; fond of camels; strong willed; outspoken; resembles her father; has large black eyes, strong nose, square chin; thinks she isn’t as pretty as her sister; *Phulan*: name means “flower”; beautiful; thirteen years old; tall and slender; looks like her mother; has golden, deep-set eyes and fine features; *Mama*: tall, graceful; obedient to Dadi; *Dadi*: camel herder; broad-shouldered with black hair; muscular; a good wrestler and businessman; *Auntie*: Dadi’s older sister; fat; almost never laughs; lonely; mother of two sons; feels superior to Shabanu’s mother

Chapters Dowry–Derawar

Effect: Grandfather tells her it is all right to grieve for Guluband. *Cause*: Shabanu’s father believes that her freedom of spirit is dangerous. *Effect*: She is angry and upset. *Cause*: At Channan Pir Shabanu prays for wisdom. *Cause*: A sandstorm moves across the desert. *Effect*: The family must travel to Derawar. *Effect*: Grandfather’s family buries him in the desert.

Chapters Ramadan–Justice

Shabanu’s action: She leaves Phulan behind when she goes to the canal bank. *Shabanu’s duty*: She is to keep an eye on her boy cousins. *Shabanu’s action*: She forgets about them when she listens to Sakina explain what happened to Hamir. *Shabanu’s payment*: She is forced to marry Rahim-sahib.

Chapters The Choice–Cholistan

Possible answers: *Problem*: Shabanu loves Murad but realizes that he no longer belongs to her. *Solution*: She releases him from her heart. *Problem*: Dadi insists that Shabanu learn to do housework. *Solution*: Shabanu decides to runaway in the night. *Problem*: Shabanu fears she will be missed in the night. *Solution*: She fixes her bed to make it look like she’s there. *Problem*: Shabanu fears that she will be stopped before she can get away. *Solution*: She decides to disguise herself as a boy. *Problem*: Mithoo doesn’t want to be left behind. *Solution*: She takes him with her.

RESPONDING Chapters Guluband–Shatoosh

Recall and Interpret

1. The rain relieves their worries about their water supply. Life in the desert is unpredictable and those are dependent on events that are out of their control.
2. She daydreams, pays more attention to herself, and now wears a *chadr*. Shabanu appears to be irritated by Phulan’s pride, vanity, and self-absorption.
3. Shabanu disobeys Dadi and does not forget about Mithoo. Dadi is afraid for her, wants to protect her, and sees greater dangers ahead for her if she does not learn to obey.
4. The shopkeeper’s mother was also named Shabanu. The gift of the shatoosh lifted Shabanu’s spirits and probably made her feel that she was as beautiful as Phulan.

Evaluate and Connect

5. Such a statement might be preparing readers for trouble arising between men of the desert over an unsettled argument.
6. She is left feeling sad at the loss of Guluband. She may feel this way because she is angry at her father and feels betrayed. She might feel that she cannot trust anyone.

RESPONDING Chapters Dowry–Derawar

Recall and Interpret

1. She sees him wrestling a man. He is probably angry because Shabanu has disobeyed him and gone where women are not welcome.
2. A desert sandstorm hits, covering the toba. Dadi agrees to go to Derawar to find water and to bring his father peace by

- allowing him to believe that he will be buried there.
3. They find a dead man’s turban tied to the branches of a tree. His actions suggest that he respects the dead, has empathy, and observes the teachings of his religion.
4. They encounter a barrier because of unsettled political battles over land ownership. Sulaiman and the villagers lack empathy, proper respect for the dead, and compassion.

Evaluate and Connect

5. Students may say that Sharma is strong willed and independent, embodying characteristics that Shabanu has. By portraying Sharma the way that she does, Staples gives Shabanu hope and shows her the type of woman she can become.
6. When Phulan was Shabanu’s age, she went to her last fair. Shabanu realizes that as she is approaching womanhood, the fair no longer has the attraction for her that it once had. Students may also say that the loss of Guluband at the fair contributed to her lack of interest in it.

RESPONDING Chapters Ramadan–Justice

Recall and Interpret

1. He says that Phulan is not safe from Nazir because Nazir is angry about having sold land that has become prosperous for Hamir. Dadi may realize that without an explanation, Shabanu is not likely to do as he asks.
2. They meet Nazir and the members of his hunting party who plan to kidnap them. Hamir’s determination to avenge the attempted kidnapping puts his life in danger.
3. He met her when she climbed a ladder to rescue her two cousins from a tree. Her strong spirit probably appealed to him because his other three wives were submissive.
4. The family arranges for Shabanu to marry Rahim-sahib and for Phulan to marry Murad. Students may say that Shabanu’s family does not have her best interests at heart because she is being sacrificed to appease Rahim’s brother Nazir.

Evaluate and Connect

5. Some may say that Shabanu could have avoided her fate had she accepted the role of a Muslim girl. Others may say that her rebellious character, established from the novel’s beginning, would lead to harmful consequences.
6. Students’ answers will vary. The changes may or may not have been as serious as the one that Shabanu experienced.

RESPONDING Chapters The Choice–Cholistan

Recall and Interpret

1. Before Phulan’s wedding, Shabanu was angry with Phulan and pained by her happiness. Afterward, she feels happy for the couple. The change may have been brought about by Sharma’s advice and Shabanu’s acceptance her fate.
2. Homes; a diamond nose pin; a ruby, emerald, and diamond ring; ground lapis lazuli for eye makeup; a servant, and gifts for Phulan’s dowry. Shabanu resents Rahim all the more because she believes he is trying to buy her heart.
3. Sharma says, “So, you’ve paid for all this with your little Shabanu.” Students will probably respond that because of the gifts that they have received, Shabanu’s parents have put their own interests ahead of hers.
4. Shabanu decides to leave her parents and to live with Sharma and Fatima to avoid marrying a man who has three other wives and who is likely to treat her like a slave.

Evaluate and Connect

5. Sharma tells Shabanu that she can choose to make Rahim-sahib so happy that he can’t bear to be apart from her. Students may think that even if she follows Sharma’s advice, Shabanu will still lose her freedom and therefore the advice is not good.

Answer Key (continued from previous page)

6. Students may say that her freedom was worth the risk of being beaten, given the alternative of spending her life in an unhappy marriage. Many may respond that Shabanu's rebellious spirit will probably lead her to try to run away again.

RELATED READINGS

from *Desert Flower, the Extraordinary Journey of a Desert Nomad*

1. Customs include the father's sleeping apart from the family to guard them, the family's sharing food with the other families with which they have traveled, and getting an early start to find the best grazing land and watering spot.
2. Some may say that spending the day with animals is appealing. Others may find that the heat, the need to be cunning to beat out other herders, and other hardships are not.
3. The camel is ideally adapted to desert living and travel, being able to keep its footing in the sand, to withstand the sand's heat, to go for weeks without drinking fresh water, and to haul extremely heavy loads.
4. Both love the desert and appreciate its beauty; both love their animals—each even has a favorite to whom she takes special treats; both love their families; both are beaten by their fathers if they fall asleep when carrying out their chores but view the beatings as well intentioned and necessary, and both maintain that their fathers are really loving.

from *Camels for Uncle Sam*

1. Some may have considered the experience worth a try; others may not have because camels were not native to this country and might have presented problems.
2. Students may respond that prejudice, ignorance, and politics played a role in its demise—as did fear of camels and a lack of knowledge about how to adapt saddles to humps.
3. He hated them and wanted to get rid of them. His attitude was not based on the camel's lack of utility but on ignorance and prejudice, and might not have been justifiable.
4. The Cholistan nomad's view is that camels are a reliable means of transportation if treated well. The *mujahideen* view is that they are best used in warfare against non-Muslim Arabs. The non-Muslim Arab view is that they are best used as a source of meat and should be slaughtered.

My Mother Combs My Hair and Picture Bride

1. Students may say that she has given up trying to change her daughter's attitudes, realizing that she won't succeed.
2. Possible answers are that the silence builds tension and gives those moments added importance, making them more profound. Silence also conveys the unspoken emotions the women experience more effectively than speech.
3. The mood in "My Mother Combs My Hair" is sad, nostalgic. The mood in "Picture Bride" is tense but full of unexpressed feeling. Answers will vary, depending on the poem chosen and the literary devices focused upon.
4. The mother in Divakurini's poem seems to be more critical of her daughter and is possibly preoccupied with the loss of her beauty, her husband, and the status that she had once enjoyed, whereas the relationship between Mami and her daughters is genuinely affectionate.

Marriage Is a Private Affair

1. Those who agree may cite the father's concern for his son's happiness and well-being. Those who disagree may say that most parents would not cut a child out of their lives because they disagreed with the child's choice of spouse.
2. He tries to resist the emotional appeal but he cannot. The rain symbolizes the grandfather's sadness at being separated from his grandsons.

3. Nnaemeka is a self-supporting male, Shabanu is not; Nnaemeka lives away from home in a city, Shabanu lives with her family in isolated surroundings; Nnaemeka has seen other ways of living and been taught to think for himself, Shabanu has not; Nnaemeka's choices are likely to affect only himself, Shabanu's choices will affect her family.
4. Students may note that both try to enforce tribal customs and are willing to use severe disciplinary tactics to get their children to comply. Both also seem to love their children and to be genuinely concerned about their welfare.

Story of Wali Dād the Simple-Hearted

1. Apparently the recipient of a gift responds in kind, giving the giver a gift that surpasses the one originally given.
2. Most should say that he is surprised. When he receives the horses, he thinks that they are there for fodder and is happy as it will save him a trip taking his grass to market.
3. Students may note that simple-hearted means humble, modest, and willing to give without expecting anything in return. Students might also respond that the story illustrates the adage that it is better to give than to receive.
4. Wali Dād is poor and lives a simple life. He gives out of the goodness of his heart, with no expectation of reward. Rahim-sahib is wealthy, powerful, and shrewd. Both are generous with their gifts, but Rahim's gifts, unlike Wali Dād's, are intended to win another person's favor.

TEST

Recall and Interpret

1. a 2. c 3. b 4. d 5. c
6. Mithoo is a camel that Shabanu helped to bring into the world. He is named for his sweet nature. At the end of the novel he breaks his leg following Shabanu.
7. They bury him in Derawar but not in the cemetery for war heroes, in accordance with his dying wish. Red tape and politics prevent them from burying him in the cemetery.
8. He saw her on a ladder rescuing her cousins from a tree. He said that young ladies shouldn't be climbing trees.
9. It quickly becomes a shrine. Shabanu believes he has died a hero's death in defending Phulan's honor.
10. She believes they will be happy because she knows Murad to be a good man and feels that he will treat Phulan well. She also knows that Phulan will make a good wife.

Evaluate and Connect (any 2)

1. Students may respond that Shabanu must learn to be obedient. Others may say that she must learn to put her family and her loyalty to the people and the creatures that she loves before herself. Events will vary but should include those that occur in the last chapter of the novel.
2. Students may note any of a variety of events, such as the snake's killing the camel in the midst of the celebration of fresh water; the sandstorm that covers the *toba* and nearly kills Grandfather; Nazir's proposed kidnapping of Phulan and the death of Hamir. Students should conclude that life in the desert is unpredictable and dangerous.
3. She is diminished in size and importance, having lost a child and some weight. When Phulan receives her dowry and Rahim bestows his gifts upon Phulan, Shabanu, Mami, and Dadi, Auntie no longer has the highest status.
4. Possible symbols include the chadr, vultures, the wind, Mithoo, Guluband, the desert. Students' answers should be supported by details from the text.
5. "Coming of age" means to pass from the stage of childhood to that of young adult ready to take on an adult's responsibilities. Phulan must learn to be more sensible, practical, useful, and less romantic and self-absorbed.

Assessment Rubrics

Use these criteria as guidelines for evaluating students' performance on Assessment Options activities presented in this study guide.

Writing

Girls Will Be Boys? *The persuasive essay should*

- contain a thesis that states the position being taken
- be supported by examples or other evidence to support statements
- present ideas in a logical order, using transitions and other relational terms
- demonstrate competency in grammar, mechanics, and usage
- restate its thesis in the concluding paragraph

Desert Living *The comparison-contrast essay should*

- contain a thesis that states the main similarities and differences
- identify important points of comparison rather than superficial ones
- use examples and other evidence to support statements
- present ideas in a logical order, using transitions and other relational terms
- demonstrate competency in grammar, mechanics and usage

End of the Road *The alternative ending should*

- be consistent with the characterization established in the novel
- capture and hold the reader's interest
- be believable
- follow the conventions of Standard English

Listening and Speaking

Having My Say *The monologue should*

- address a dramatic event in the story
- express thoughts and feelings that are true to the character
- hold the attention of the audience

Words Alive *The recording should*

- reflect the appropriate mood and tone of the passage
- accurately capture the character's emotions
- evidence clarity of expression
- hold the listeners' attention

Viewing and Representing

Show It! *Students' illustrations should*

- adequately depict the scene from the novel
- exhibit thought and creativity
- capture the feeling or mood of the scene
- have a title

A Must-See Film! *Students' posters should*

- depict an important scene from the novel
- exhibit creativity and originality
- feature the use of appropriate materials
- capture the viewer's interest

Interdisciplinary Connections

Social Studies: The Pakistani-Indian

Connection *The report on Pakistani-Indian relations should*

- provide a brief history of the countries, including their political relationship
- describe similarities and differences between the people
- include details of the battle of the Kutch and its resolution
- demonstrate audience awareness through choice of details and presentation

Meet Suzanne Fisher Staples



My hope for *Shabanu* and *Haveli* and all good books about people who are different from us is that they will inspire us to grow beyond our limits to learn understanding. And that this understanding will foster peace in the world by teaching us not to fear differences but to become more compassionate people.

—from “Different Is Just Different”

Suzanne Fisher Staples, born on August 27, 1945, in northeastern Pennsylvania, has lived a life as active and colorful and as that of many fictional heroines. She grew up a tomboy, playing with animals in the fields of Pennsylvania and reading such books as *The Hardy Boys*, *Treasure Island*, and *The Catcher in the Rye*. She loved reading in particular. She says

Among my happiest memories are of rainy summer days tucked up under the eaves of our family's rustic lake cottage, a gentle patter overhead, reading a book. . . . I was allowed to read what I liked. It helped me to learn who I was and where I fit into the world.

Staples's love of books led her to major in literature and political science at Cedar Crest College, from which she graduated in 1967. That same year, she married and became a journalist.

Staples began her career by working on a contract basis for newspapers. Those jobs led to a full-time position with an international publishing company. What she really wanted, though, was to be a foreign correspondent. In 1974 she got the chance to become her company's Asian marketing director and left for Hong Kong.

In Hong Kong, Staples met the head of United Press International (UPI) and so impressed him that, in 1975, he offered her a job as foreign correspondent. In that role, Staples reported on news from many fascinating places. By 1980 she had become UPI bureau chief in New Delhi, India.

In 1983, Staples accepted a part-time position at the foreign news desk of the *Washington Post*. Three years later, the United States Agency for International Development (USAID) asked her to do a study on poverty in Pakistani, concentrating on women. She leaped at the opportunity. She discovered the courage, strength, and humor of the Pakistani people as she worked beside them, learned their language, and exchanged life stories with them. Their stories, said Staples, “became the framework for *Shabanu* and *Haveli* [the sequel to *Shabanu*].”

After covering real-life stories as a journalist for twelve years, Staples turned to fiction writing. She explained that she had begun to think that fiction might be better than news stories at promoting cultural understanding.

Staples has furthered Americans' understanding of other cultures through four young-adult novels: *Shabanu: Daughter of the Wind* (1989), *Haveli* (1993), *Dangerous Skies* (1996), and *Shiva's Fire* (2000). She has also helped enlighten people about Islamic culture by lecturing on the status of women in the Islamic Republic of Pakistan.

Staples currently lives with her husband in Mount Dora, Florida, where she enjoys reading, running, tennis, and theater, and continues to write fiction.

Introducing the Novel

Ms. Staples . . . has surely accomplished a small miracle in the unfolding of her touching and powerful story. She has managed to present to her readers an engaging and convincing portrait of an adolescent girl who is alternately bewildered and exhilarated by her changing mind and body; at the same time, the author offers rich and provocative insights into a culture so distanced from rock videos and designer jeans as to seem extraterrestrial.

—Maurya Simon, poet and critic

BACKGROUND

When Suzanne Fisher Staples went to Pakistan to study the cycles of poverty among women for USAID, she had little reason to suppose that she would be doing more than attempting to understand and solve some of the problems faced by Pakistani women. While reporting on the Afghanistan War several years earlier, she had contemplated writing fiction. She had thought that stories, which give people an intimate glimpse of others' lives, might help people realize that the human heart is the same the world over. Still, when she headed for the Cholistan Desert, it was only to gather information for the USAID study.

As a sign of respect for the Islamic people and their culture, Staples wore Pakistani clothes. To better understand the women of the desert, she worked and slept beside them. She studied their language so that she could exchange stories with them. She laughed and cried with them. Sometime in the midst of these experiences—possibly while she was sitting around the campfire at night listening to the nomads' stories or when she met the intelligent eleven-year-old orphan being raised by her grandmother on whom the character Shabanu is based—the seed of her first novel took root.

THE TIME AND PLACE

The Cholistan Desert of Pakistan, which, centuries ago Arab marauders referred to as hell, is a long strip of sand dunes covering an area about the size of Maine. It is located along the border between the southeast edge of Pakistan and northwest India (see

map below). This desert is scorching hot, receives little rainfall, and is prone to sandstorms. Nevertheless, for thousands of years, nomadic tribes have lived out their entire lives there, herding camels and, more recently, goats and sheep. To survive, they depend upon one another, developing fierce loyalties to their extended families. In “Different Is Just Different,” Staples writes, “Living as they do on the very edge of survival, they depend on each other too much for triviality to creep into their relationships. They see joy and humor everywhere it hides, and they train themselves to find the best in every situation.”



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Did You Know?

Urdu is an official language of Pakistan. The author of *Shabanu* refers to many aspects of nomadic Pakistani Muslim life by their Urdu names. As you read, you will learn the meanings of many of these words and in so doing, learn something about the nomadic culture of the tribes who live in the Cholistan Desert.

One of the first Urdu words used in the novel is *chadr*, which is the veil worn by Muslim women of marriageable age. Staples, herself, was at first reluctant to wear one,

seeing it as a symbol of the repression of women, but she gave in out of respect for the women and their culture. What she discovered as time went by was that life in the desert would have been inconceivable without it: "I was mistaken about the veil, as I was in most of my other preconceived ideas about Islam. The *chadr*, when tied between the branches of a tree, makes a fine cradle. It is a backpack for carrying fodder and kindling, a screen to dress and bathe behind, a sheet, protection from the sun, a bandage, a towel."

CRITIC'S CORNER

"Suzanne Fisher Staples's first book, *Shabanu: Daughter of the Wind*," offers young American readers a fascinating glimpse into the alien world of . . . a nomadic family." She concludes with the hope that, "her readers will gain from it a renewed sense of self and a deep respect for what is other."

—Maurya Simon, *New York Times* book review

Before You Read

Shabanu: Daughter of the Wind Chapters Guluband–Shatoosh

FOCUS ACTIVITY

Recall a time when you lost a beloved pet or something else to which you were very attached. What were the circumstances, and how did you react?

Think-Pair-Share

Think of a time when you lost a beloved pet or something else that had special meaning for you. Recall how you felt and what the loss meant to you at the time. Then share the experience with a classmate.

Setting a Purpose

Read to find out how Shabanu loses her favorite camel, Guluband.

BACKGROUND

Did You Know?

Nomads have no fixed home. They move from place to place—usually in a group—to find food, water, and grazing land for their herds. Pakistanis are citizens of the nation of Pakistan. Muslims are followers of the religion of Islam.

Islam, which literally means “submission” to the will of God, is a religion based on the teachings of the prophet Muhammad. Muhammad, who lived from about A.D. 570 to 632, believed that he was the messenger of Allah (Arabic for “God”) and that, as such, he received revelations from Allah. After his death, Muhammad’s followers recorded these revelations and gathered them into one collection, the Koran, loosely translated as “recitation.” The Koran is the single most important book to the practitioners of Islam. The Sunna, the book containing the rules governing traditional Islamic conduct based on the words and deeds of Muhammad, is also sacred to Muslims.

Today more than 840 million people throughout the world practice Islam, making it second to Roman Catholicism in the number of followers. Although cultural and regional differences exist among Muslims, all Muslims share the central beliefs and practices set forth in the Koran and The Sunna.

Figurative Language: The Simile

In *Shabanu: Daughter of the Wind*, Staples uses similes to create vivid images. A **simile** is a figure of speech in which a comparison of two unlike things is introduced by like or as. Examples include “tough as rhinoceros hide” (page 7); “content as old women in front of a fire” (page 36); “like a flower blooming in the desert sunset” (page 56); and “Like a breeze gathering strength,” (page 58). Be alert for the use of other similes in the novel.

VOCABULARY PREVIEW

betrothal [bi trō´thəl] n. engagement to be married (p. 3)

cistern [sis´tərn] n. tank for storing liquids, especially rainwater (p. 1)

deferential [def´ə ren´shəl] adj. respectful (p. 22)

dowry [dour´ē] n. the money or property that a woman brings to her husband at the time of her marriage (p. 2)

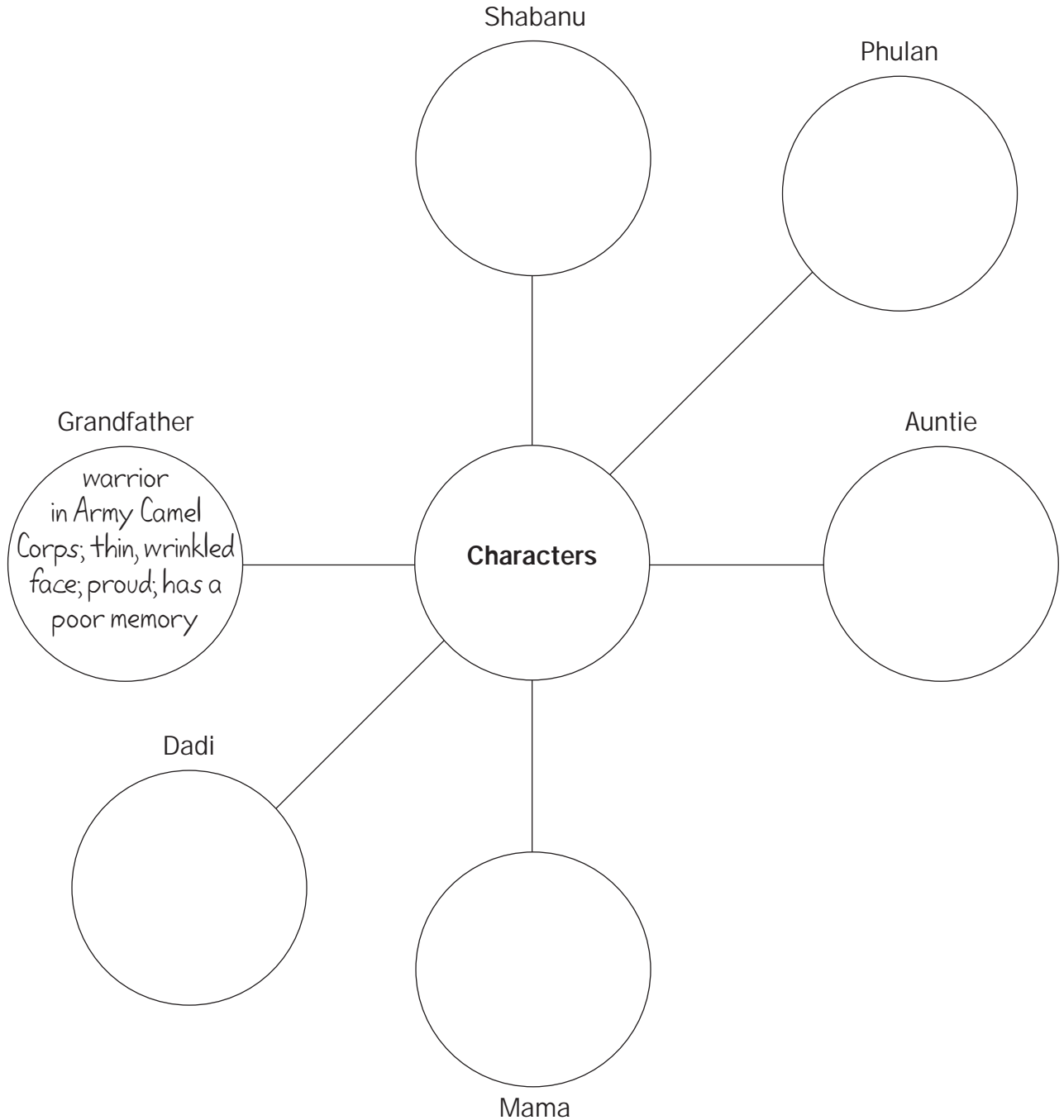
fodder [fod´ər] n. something fed to domestic animals (p. 30)

henna [hen´ə] n. a reddish brown dye obtained from leaves of the henna plant and used especially on hair (p. 19)

Active Reading

Shabanu: Daughter of the Wind Chapters Guluband–Shatoosh

Writers use sensory details to make their characters, settings, and events come alive for readers. As you read *Shabanu: Daughter of the Wind*, pay attention to the descriptive words and details that help you to imagine each of the characters identified by the circles below.



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Responding

Shabanu: Daughter of the Wind Chapters Guluband–Shatoosh

Personal Response

What is your opinion so far of Dadi as a father? What influenced your opinion of him?

Analyzing Literature

Recall and Interpret

1. What event temporarily relieves the family's concern? What does it suggest about the nature of life in the desert?

2. What does Phulan do that irritates Shabanu? Why might Shabanu feel this way?

3. What does Shabanu do during the episode with Tipu and Kalu that angers Dadi? Why, do you think, does he respond to Shabanu as he does?

4. What coincidence makes the shopkeeper give Shabanu the beautiful shatoosh? What effect do you think it had on her opinion of herself?

Responding

Shabanu: Daughter of the Wind Chapters Guluband–Shatoosh

Analyzing Literature (*continued*)

Evaluate and Connect

5. After explaining “camel vengeance,” Staples writes, “In the desert, men aren’t so different from camels. They never leave an old argument unsettled.” What might such a statement be preparing readers for?

6. How does Shabanu’s loss at the Sibi market affect her? Review your response to the **Focus Activity** on page 16. Then tell why she might feel as she does. What lesson might she take from this experience?

Literature and Writing

Analyzing Character

Look at what Shabanu has to say about herself—especially when she compares herself with others, as she does on page 17 of the novel. Then decide whether she would characterize herself as being more like a boy or a girl in her culture. State your decision as a thesis and write a short composition in which you support your thesis with evidence from the story.

Extending Your Response

Literature Groups

With your group, create a timeline that records the experiences that Shabanu has on her trip to and from Sibi with Dadi. Then pick the most thought provoking of these experiences and discuss why the author may have included it in the story. Answering questions such as, What effect does it have on Shabanu? and What might she have learned from this event? may help. Compare your time line with those of other groups in your class to find out what experiences they found to be the most thought provoking.

Science Connection

Many believe that the camel is the perfect animal for transporting people and goods across the desert. Research camel physiology to discover what features of a camel’s body help it survive desert conditions. Then report your findings to the rest of the class. To make your report more interesting and clear, you may wish to use visual aids such as pictures of camels or drawings that show the various parts of their bodies.



Save your work for your portfolio.

Before You Read

Shabanu: Daughter of the Wind Chapters Dowry–Derawar

FOCUS ACTIVITY

Name an activity that you now think you are too old to engage in. When did you first realize that you had probably done so for the last time?

Quickwrite

Write a paragraph about something that you used to enjoy doing but that you now feel too old to do. Describe the activity, explain why you now feel too old for it, and tell when you first realized that you were too old.

Setting a Purpose

Read to learn why Shabanu feels that she has outgrown the annual fair.

BACKGROUND

Did You Know?

Shabanu describes the women at the shrine of Channan Pir as “whirl [ing] like dervishes” (page 60). Dervishes are members of Muslim religious orders who are known for performing devotional dances. The purpose of the dance, characterized by whirling in circles, is to glorify God and seek spiritual perfection. The practice is more than seven centuries old. The dancers sit in a circle, listening to music. Slowly they rise, greeting the master. Standing in place, they go round and round, whirling faster and faster. The movement is an attempt to enter a trance to merge their identities with God. The ceremony always ends in prayer. Not all dervish orders dance. Some stand on one foot and move the other to music.

Foreshadowing

Foreshadowing is the author’s use of clues to prepare readers for events that will occur later in a story. In *Shabanu*, Staples uses foreshadowing throughout the story. One example is Shabanu’s father’s selling her favorite animal, Guluband, despite his telling her that he would not. This loss foreshadows Shabanu’s loss of Murad as a future husband when he becomes betrothed to Phulan. Another is the mention of camel vengeance and men’s tendency never to leave an old argument unsettled. This statement foreshadows Hamir’s avenging Nazir’s insult to Phulan, a vengeance that results in his death. As you continue to read, be alert for instances of foreshadowing.

VOCABULARY PREVIEW

animation [an’ə mā’shən] n. liveliness; spirit; vivacity (p. 48)

desolate [des’ə lit] adj. deserted, lonely; miserable (p. 76)

devastation [dev’əs tā’shən] n. destruction; desolation (p. 70)

inclination [in’klə nā’shən] n. a liking; a tendency to a particular action (p. 76)

martyr [mār’tər] n. a person who dies or sacrifices something of great value for the sake of a principle (p. 73)

mosque [mosk] n. a building used for public worship by Muslims (p. 59)

pannier [pan’ē ar] n. a large container or basket for carrying goods, especially one of a connected pair designed to be slung across the back of a pack animal (p. 56)

relic [rel’ik] n. some object associated with a saint, martyr, or other venerated person (p. 84)

wrought [rôt] v. made; formed; shaped by hammering; ornamented (p. 70)

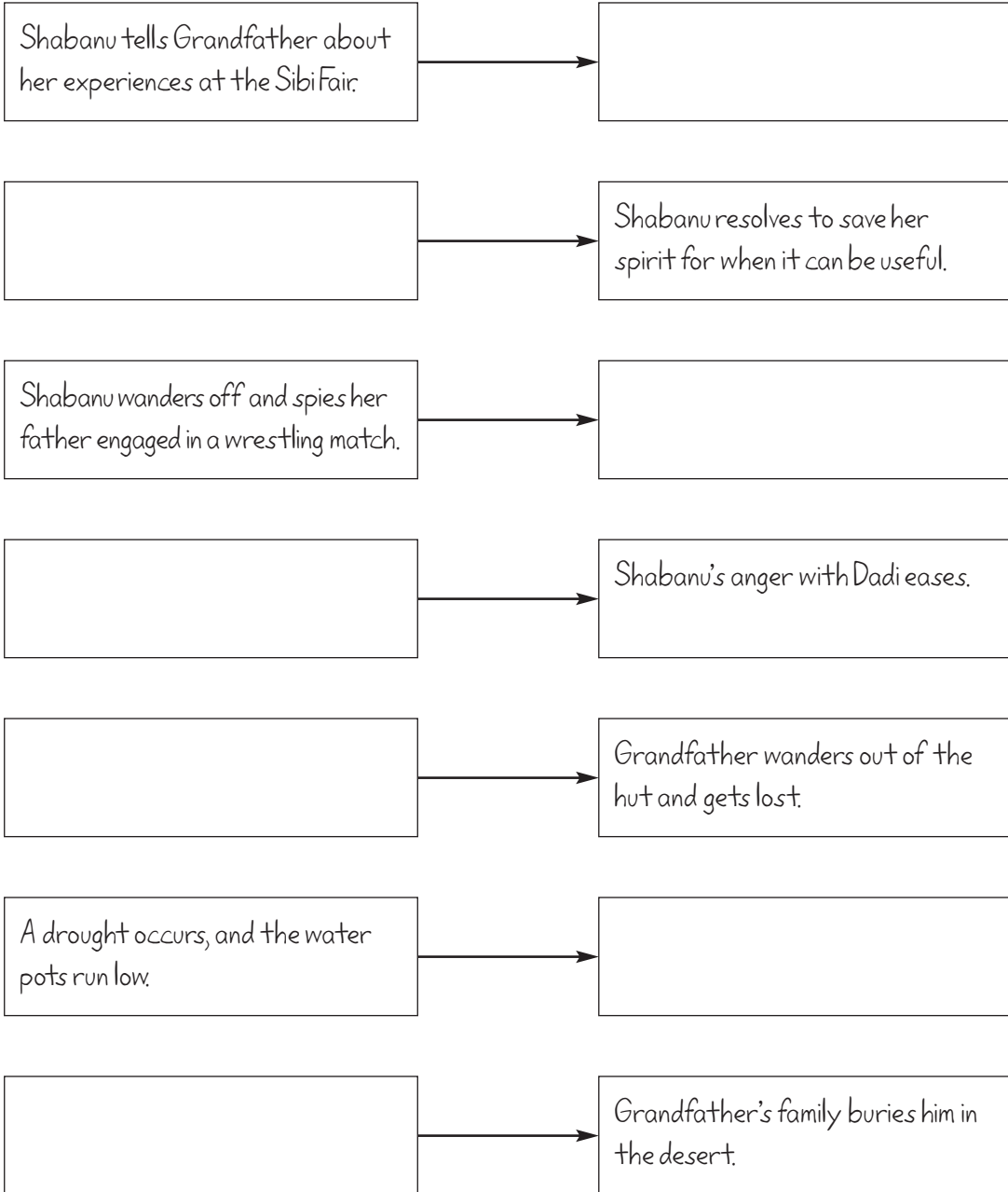
Active Reading

Shabanu: Daughter of the Wind Chapters Dowry–Derawar

In this section, a number of events occur that contribute to Shabanu’s growth and maturity and that also demonstrate the hardship desert nomads must endure. Below are the causes and effects of certain key events. As you read these chapters, fill in the boxes below, linking the cause with its associated effect, or the effect with its related cause.

Causes

Effects



Responding

Shabanu: Daughter of the Wind Chapters Dowry–Derawar

Personal Response

Which incidents in this part of the novel did you find the most moving? Why?

Analyzing Literature

Recall and Interpret

1. What does Shabanu see her father doing? Why, do you think, is he angry?

2. What natural disaster suddenly befalls the family? Why does Dadi decide to take the family to Derawar?

3. What do Shabanu and Phulan find while they are out hunting for sito? What do Dadi's actions suggest about his character and beliefs?

4. What do Dadi and Shabanu encounter when they attempt to bury Grandfather? What appears to be lacking in Sulaiman and the villagers in general?

Responding

Shabanu: Daughter of the Wind Chapters Dowry–Derawar

Analyzing Literature (*continued*)

Evaluate and Connect

5. Explain the importance of Sharma’s character for Shabanu. Why, do you think, does the author portray Sharma the way she does?

6. Why does Shabanu no longer care about going to the Sibi Fair? Review your response to the **Focus Activity** on page 20. Is the fair something that Shabanu has outgrown?

Literature and Writing

Analyzing Effectiveness

Is *Daughter of the Wind* an appropriate subtitle for Shabanu? Why or why not? Write a paragraph or two explaining your answer. Base your argument on details from the novel.

Extending Your Response

Literature Groups

Do you think that American society places higher value on males than it does females? If so, why? Is this tendency less true today than it was in the past, or has it not changed at all?

Compile a list of evidence that supports your point of view, and debate this issue in your small groups.

Learning for Life

Women’s Roles

Sharma is presented as a character who is unusually independent for a nomadic Pakistani Muslim woman. How unusual is her behavior? What choices are really available to nomadic Pakistani Muslim women? Use the Internet and books and magazines from your library to answer these questions. You might also contact USAID (U.S. Agency for International Development) and other international organizations such as Amnesty International and Human Rights Watch to get information. Then, in a brief report, share what you have learned with the class.

Music Connection

When the women are camped at Channan Pir, Sharma sings songs called ghazals and kafis. Search the Internet for recordings of these. Then check your library or music store for their availability.



Save your work for your portfolio.

Before You Read

Shabanu: Daughter of the Wind Chapters Ramadan–Justice

FOCUS ACTIVITY

Think of a time in your life when you experienced an unexpected change—perhaps your family moved, someone had an accident or suddenly became ill, or another major event changed your plans for your future. What were your emotions at the time?

Journal

In your journal, write a brief personal entry about a time when your life or plans that were important to you changed suddenly. Describe the experience and, in particular, how it made you feel. Describe how you responded to the change.

Setting a Purpose

Read to find out how a decision has drastically changed Shabanu's life.

BACKGROUND

Did You Know?

In the novel, the author mentions places and rituals that are of special importance to Muslims. For example, the characters turn the faces of the dead toward the holy city of Mecca. They face Mecca when they say their prayers. They also make a pilgrimage, or special journey, to a shrine to pray for sons and good fortune for Phulan, leaving sweets and garlands as offerings. Ramadan is another important observance mentioned in the novel. Ramadan, the ninth month of the Islamic lunar calendar, is the month of fasting, when adult Muslims must go without food and drink from dawn to sunset. Children are exempted from fasting as are families that are undergoing exceptional strain.

Rising Action

In a story or a novel, the part of the **plot** in which complications develop, and readers' interest increases, is called the **rising action**. The rising action follows the **exposition**, in which the setting, the characters, and the initial conflict are introduced. The rising action leads up to the **climax**, or the point of highest dramatic tension in the story. In this section of the novel, as event unfolds upon event, the action rises steadily. As you read, try to predict what the climax will be.

VOCABULARY PREVIEW

anemic [ə nē' mīk] adj. having or characteristic of anemia; lacking vitality or spirit; (p. 90)

compensation [kəm' pən sā' shən] n. payment given or received as an equivalent for service, loss or damage (p. 88)

deed [dēd] n. a signed and usually sealed document that contains a legal transfer of property (p. 88)

irrigation [ir ə gā' shən] n. the supplying of land with water by means of channels, streams, or pipes (p. 86)

primeval [prī mē' vəl] adj. of or relating to the earliest ages of the world; ancient, primitive (p. 103)

pitch [pich] n. a dark, thick, sticky substance obtained as a residue in the distillation of organic materials and especially tars (p. 101)

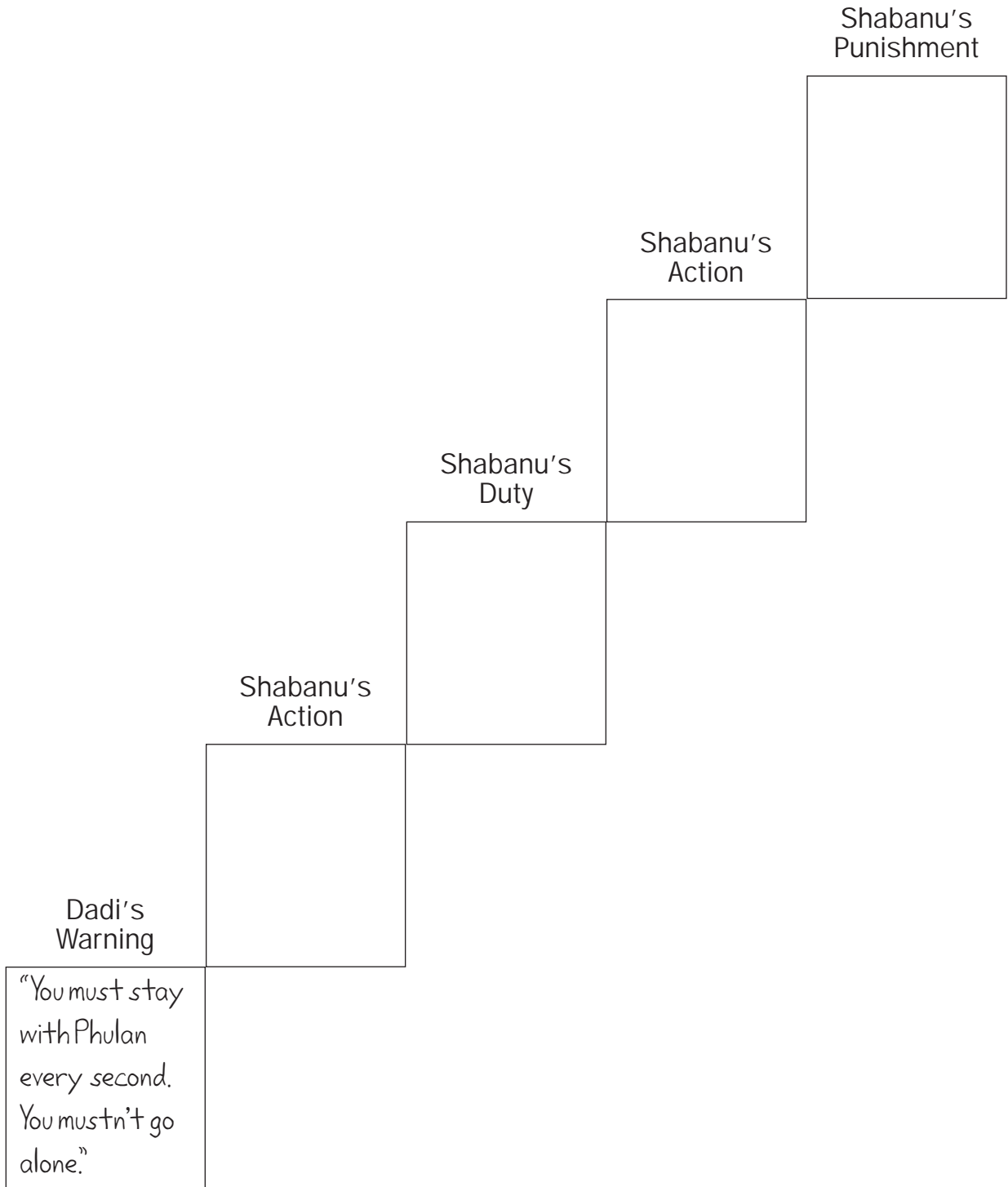
revulsion [ri vul' shən] n. disgust; repugnance (p. 107)

transfix [tran(t)s fik] v. to make motionless, as from awe or fear (p. 112)

Active Reading

Shabanu: Daughter of the Wind Chapters Ramadan–Justice

In this section of the novel, Shabanu’s actions bring trouble on herself and her family. In the graphic organizer below, fill in the steps in Shabanu’s disobedience that lead to her punishment for disobeying.



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Responding

Shabanu: Daughter of the Wind Chapters Ramadan–Justice

Personal Response

For which character did you feel the most empathy—that is, whose emotions or feelings did you understand the best and care about the most? Why?

Analyzing Literature

Recall and Interpret

1. What reason does Dadi give Shabanu for not leaving Phulan alone? Why, do you think, does he decide to give her an explanation?

2. What happens to Shabanu and Phulan on their way back from the canal? Why is this event likely to prevent Phulan from marrying Hamir?

3. How does Rahim-sahib meet Shabanu? Why might she have appealed to him?

4. What new marriage arrangements does the family make for Shabanu and Phulan? Do you think that Shabanu's family really has her best interests at heart in making the arrangement? Why or why not?

Responding

Shabanu: Daughter of the Wind Chapters Ramadan–Justice

Analyzing Literature (*continued*)

Evaluate and Connect

5. Could Shabanu have avoided her fate? How did her character determine her fate?

6. Review your answer to the **Focus Activity** on page 24. How did the major change that occurred in your life compare with the change that Shabanu had to accept? Explain.

Literature and Writing

Analyzing a Theme

Staples says that men of the desert are like camels: they never forget an old, unsettled dispute. Look for evidence in the story that vengeance is a major theme in the story. What acts are avenged? Who are the avengers? Write a short essay, using examples from the novel in support of vengeance as a major theme.

Extending Your Response

Literature Groups

Role-play a meeting called to arbitrate the dispute between Hamir and Nazir Muhammad. The object is to settle the dispute in a fair and amicable way. The interest of both parties should be represented by your group. Base the discussion on details in the novel. After an agreement is reached, discuss the insights you have gained into the nature of the dispute and into the feelings and motives of the characters.

Learning for Life

Incident Report

Imagine that you have been asked to write an incident report on the circumstances surrounding Lal Khan's death. The report is to be the basis for an inquest. Base your report based on Dadi's account, and include all of the relevant details.

Performing

Write and perform a scene in which Murad and Shabanu plan to run away together. Base their dialogue on the characterizations established in the novel, and try to capture their voices and mannerisms. If you wish, you may dress in appropriate garb and videotape the scene.



Save your work for your portfolio.

Before You Read

Shabanu: Daughter of the Wind Chapters The Choice–Cholistan

FOCUS ACTIVITY

What is the most important decision that you have had to make thus far? What factors made the decision especially difficult for you?

Share Ideas

In your small group, discuss the most important decision that you have ever made. Why was the decision so important? How did it affect your life? Did you rely on advice to arrive at the decision? If you had it to do over, would you make the same decision?

Setting a Purpose

Read to find out what decision Shabanu makes in response to her arranged marriage.

BACKGROUND

Did You Know?

In 1988, Pakistan elected its first woman prime minister, Benazir Bhutto. Bhutto was not only the first woman prime minister of Pakistan but the first to head a modern Islamic state. The daughter of the former prime minister Zulfikar Ali Bhutto, who was removed from office and hanged in 1977, Bhutto was educated at Harvard and Oxford. When she returned to Pakistan from her studies abroad, she was placed under house arrest for seven years. On her release, she left the country. Returning in 1986, she led her party to victory in 1988. Charged with corruption and accepting bribes, Bhutto was removed from power in 1996. Her husband remains in a Pakistani jail. Maintaining her innocence, Bhutto now lives in Dubai, United Arab Emirates.

Resolution

The **resolution**, or **dénouement**, of a story is the final outcome of the main dramatic complication. As you read this last section of the novel, pay close attention to Shabanu's comments about her situation. Do you think that she will accept her fate, or will she make another effort to escape it?

VOCABULARY PREVIEW

demure [di myoor'] adj. quiet and modest; reserved (p. 133)

diminishment [di min'ish mənt] n. a decrease in size, amount, or degree (p. 120)

insolence [in'sə ləns] n. the quality or state of being insultingly contemptuous (p. 125)

livery [liv'ər ē] n. uniform provided for male servants; any distinctive garb or uniform worn by members of a group or profession (p. 127)

omen [ō'mən] n. a sign or occurrence supposed to be a sign of good or bad luck (p. 119)

raucous [rô'kəs] adj. loud and disorderly (p. 123)

savor [sā'vər] v. to take great delight in (p. 122)

unobtrusively [un'əb trōō'siv lē] adv. not obviously causing notice or disturbance; inconspicuously (p. 121)

Active Reading

Shabanu: Daughter of the Wind Chapters The Choice–Cholistan

The resolution, or dénouement, of the novel takes place in the last three chapters. In fiction as in life, not all resolutions are satisfying. In this section, Shabanu faces several problems. Use the graphic organizer below to record these problems and their solutions.

Problem:	Shabanu is unhappy about the prospect of being Rahim-sahib's fourth wife.
Solution:	Sharma tends to Shabanu's appearance and convinces her that she has a choice.

Problem:	
Solution:	

Problem:	
Solution:	

Problem:	
Solution:	

Problem:	
Solution:	

Responding

Shabanu: Daughter of the Wind Chapters The Choice–Cholistan

Personal Response

How did you react to the decision that would force Shabanu to marry a fifty-five-year-old man? Why?

Analyzing Literature

Recall and Interpret

1. How do Shabanu's feelings toward Phulan change after Phulan's wedding? What has brought about the change?

2. What gifts does Rahim-sahib bestow upon Shabanu and her family? Do the gifts affect Shabanu's feelings toward him?

3. What critical comment does Sharma make to Dadi about the new marriage arrangements? Have Shabanu's parents put their own interests ahead of Shabanu's? Explain.

4. What is Shabanu's ultimate decision about her situation? Why did she make the decision?

Evaluate and Connect

5. What advice does Sharma give to Shabanu the night that Shabanu comes to her tent? In your opinion, is this good advice?

Responding

Shabanu: Daughter of the Wind Chapters The Choice–Cholistan

Analyzing Literature (*continued*)

6. Think back to your response to the **Focus Activity** on page 28. Do you think that Shabanu's decision was worth the risk of being beaten? Why? Do you think that she will try to run away again? Explain.

Literature and Writing

Analyzing the Resolution of a Story

By the end of the novel, Shabanu feels that her fate is sealed: she will have to marry Rahim. Will she be able to be happy in this marriage? Will she make him happy enough to keep him from taking another wife? If she does succeed, will she be able to protect herself from the jealous reactions of his other wives? The answers to these questions are hinted at in the resolution to *Shabanu: Daughter of the Wind*. Basing your prediction on her character as established in the novel, write a paragraph or two, to tell what you think will happen to Shabanu.

Extending Your Response

Literature Groups

With its young female protagonist and themes relating to the proper role of women in a male-dominated society, *Shabanu* might be viewed as a feminist novel. The feminist movement supports the social, political, and economic equality of women. Does *Shabanu* qualify as a feminist novel? Why or why not? Do some research on the feminist movement and in your groups debate the issue of whether *Shabanu* qualifies as a feminist novel.

Learning for Life

Letter to the Editor

Imagine that Sharma is an advice columnist who gives young women advice on love, relationships, and marriage. You have read Sharma's advice to Phulan on how to make a man happy, and you wish to respond. Consider Sharma's advice. Then write a letter in which you express your opinion on this advice as persuasively as possible. Use examples from the novel to support your ideas.

Social Studies Connection

Shabanu contains numerous references to the Islamic holy city of Mecca, located in Saudi Arabia. It is the religious duty of Muslims to make at least one hajj, or pilgrimage, to Mecca. Find out more about Mecca on the Internet or from other sources, and present an oral report to your class.



Save your work for your portfolio.

Waris Dirie
and
Cathleen
Miller

from *Desert Flower*, the Extraordinary Journey of a Desert Nomad

Before You Read

Focus Question

When you were six years old, did your family expect you to perform particular chores?

Background

Supermodel and UN special ambassador Waris Dirie describes growing up in Somalia, living the nomadic life of camel and goat herder. In many ways, Dirie's life is similar to Shabanu's.

Responding to the Reading

1. List three customs followed by the family and give Dirie's reasons for them.

2. What aspect of Dirie's life appeals to you? What doesn't appeal to you?

3. Why, do you suppose, is the camel so prized among Somalis?

4. **Making Connections** In what ways are Dirie's and Shabanu's feelings toward the desert, their animals, their families, and especially their fathers similar? Explain.

Literature Groups

Dirie says, "We always tried to be upbeat, optimistic. Nobody sat around complaining or whining or saying, 'Hey, let's have a conversation about death.' Life there was very hard; we needed all our strength just to survive and being negative sapped our vital energy." Of the Cholistan nomads, Staples writes something very similar, "Living as they do on the very edge of survival, they depend on each other too much for triviality to creep into their relationships. They see joy and humor everywhere it hides, and they train themselves to find the best in every situation." Reflect on these statements. Do hardships foster optimism? If so, why might they? Debate this idea in your group.

Diane Yancey

from Camels for Uncle Sam

Before You Read

Focus Question

What are your impressions of camels? Would you ever want to ride one? Why or why not?

Background

In June 1856 the first caravan of camels to travel through the Southwest passed through San Antonio, Texas. Imported from Egypt and Turkey, the camels were the first of the U.S. Camel Corps. The idea of the corps was first proposed in 1837, but not until Congress had a transportation problem did it consider the idea seriously. By then it was 1851, the frontier had been reopened, gold had been discovered in California in 1848, and settlers were flocking westward. The government needed an easy and relatively inexpensive way to deliver mail and supplies to the settlers—and aid when Native Americans attacked.

Responding to the Reading

1. Had you been a member of Congress in 1851, would you have favored using camels in the deserts of the Southwest? Why or why not?

2. Why, do you think, was the camel corps abandoned? Explain.

3. What was General Twiggs's reaction to the camels, and what was it based on, according to the author? Do you think his attitude was justified? Explain.

4. **Making Connections** In the novel, it becomes apparent that even in Pakistan there are differences of opinion about how camels should be used. What are these differing opinions?

Science Connection

Research an innovation in transportation that was attempted during the twentieth century. For example, you might look for information on the Tucker car, electric cars, bullet trains, trolley systems, or even zeppelins. Gather enough information about the innovation that you have chosen. Decide for yourself why it failed to gain acceptance. Report your findings to the rest of the class.

Chitra
Banerjee
Divakurini and
Cathy Song

My Mother Combs My Hair and Picture Bride

Before You Read

Focus Question

What experiences have your mother or grandmother shared with you that you could not imagine having?

Background

Chitra Banerjee Divakurini is an award-winning poet, novelist, and short-story writer who has lived in both India and the United States. Cathy Song grew up in the Hawaiian Islands. In these poems, both poets explore the feelings of women who lived in a place or period in which a woman's worth was determined by very different standards than it is in the United States today and in which her role was more limited.

Responding to the Reading

1. Why, do you suppose, does the mother who combs and braids her daughter's hair not make "the old comments" on this occasion?

2. What function does the silence between the speaker and her mother in Divakaruni's poem and the silence in the meeting between the man and the woman imagined in Song's poem serve?

3. What is the mood in each of these poems? Choose one poem and explain one or two of the ways by which the poet creates the mood.

4. **Making Connections** In what ways does the relationship between the mother and daughter of Divakurini's poem differ from the relationship between Mami and Phulan? between Mami and Shabanu? What might account for these differences?

Creative Writing

Imagine that you are the mother in Divakurini's poem or the grandmother or grandfather in Song's poem. Write a letter to the speaker in the poem explaining what you thought and felt at the climax of the poem. In the first poem, it would be the moment when the mother and daughter look at each other after the mother finishes her daughter's hair. In the second, it would be the first meeting between bride and groom.

Chinua
Achebe

Marriage Is a Private Affair

Before You Read

Focus Question

Give some reasons why a parent might object to a son's or a daughter's choice of marriage partner. In your opinion, would a parent ever be justified in voicing these objections? Explain.

Background

This story is set in Nigeria, a West African country that is made up of many different tribes and kingdoms that were unified into one nation in 1914. For more than a thousand years, however, these tribes were distinct, each having its unique culture and customs.

Responding to the Reading

1. Nnaemeka tells Nene not to cry over having been rejected by his father and describes him as being essentially good-natured. Do you agree with Nnaemeka's assessment of his father's nature? Why or why not?

2. What happens after Nnaemeka's father gets the letter from Nene with news of his grandsons? What, do you suppose, does the rain symbolize?

3. Nnaemeka breaks with tribal traditions and marries the woman he chooses, but Shabanu cannot. What are some of the differences between their situations that might account for the different outcomes?

4. **Making Connections** In what ways are Nnaemeka's father and Shabanu's father alike?

Learning for Life

Suppose that you are a father who is arranging a marriage for his son or daughter. What qualities do you consider the most important in a wife or husband? Develop a questionnaire to help you decide whether a candidate is the right choice. When finished, compare your questions with those of another student.

edited by
Andrew Lang

Story of Wali Dâd the Simple-Hearted

Before You Read

Focus Question

Think back to some of the fairy tales that you were told as a child. Which were your favorites? What did you like about them?

Background

This story was first printed in Andrew Lang's *Brown Fairy Book* in 1904, but it is actually much older. Presumably, Indians had been telling it to their children for generations. It probably originated in India or what is now Pakistan. (Pakistan was part of India at the time Lang decided to include the tale in his collection.) The Peris in the tale come from Persian mythology. Once considered evil beings, over time they came to be regarded and represented as benevolent creatures, much like fairies or angels.

Responding to the Reading

1. In Wali Dâd's culture, what appears to be the customary way of responding to a gift?

2. In your opinion, is Wali Dâd surprised that the horses have been sent as a gift? Use details from the text to support your opinion.

3. What, do you think, does simple-hearted mean? What adage, or saying, in your opinion, does the story illustrate?

4. **Making Connections** Compare and contrast the generosity of Wali Dâd with that of Rahim-sahib in *Shabanu: Daughter of the Wind*. In what ways are they alike? In what ways are they different?

Creative Writing

What would Wali Dâd do if he lived in your community today? What would happen as a result? Write a modern version of this folk tale to share with your classmates. Try to keep the same basic structure of the story but feel free to change the setting, characters, gifts, and even outcomes to update the tale. Be prepared to give the main message, or moral, of your story.

TEST: *Shabanu: Daughter of the Wind*

Recall and Interpret (40 points total; 4 points each)

A. Write the letter of the best answer.

- _____ 1. The setting of this novel is
a. present-day Pakistan
b. ancient Pakistan
c. ancient Cholistan
d. India
- _____ 2. For most of the story, the family is preparing for
a. Grandfather's death
b. Shabanu's wedding
c. Phulan's wedding
d. the monsoon
- _____ 3. The sale of Guluband at first teaches Shabanu that
a. men aren't to be trusted
b. she has a heart
c. she's too old to enjoy the Sibi fair
d. she, too, can be betrayed and sold
- _____ 4. Later in the novel, Shabanu identifies with Guluband because
a. she is lost
b. she is proud
c. she is admired and desired by a wealthy politician and landowner
d. she feels that she has been betrayed and sold
- _____ 5. The event that most radically alters the family's plans is
a. a sandstorm
b. Grandfather's death
c. Nazir's decision to give Phulan to the best hunter
d. Murad's marriage to Phulan

B. Write a short answer for each question below.

6. Who is Mithoo and what is he named for? What happens to him at the end of the novel?

7. Where does the family bury Grandfather? Why?

8. How did Rahim-sahib come to choose Shabanu to be his fourth wife? What did he say to her?

9. What becomes of Hamir's burial place? According to Shabanu, what accounts for this?

TEST: *Shabanu: Daughter of the Wind* (continued)

10. Does Shabanu believe that Murad and Phulan will be happy? Explain.

Evaluate and Connect (60 points total; 30 points each)

C. Answer two of the following essay questions on a separate sheet of paper.

1. What does Shabanu need to learn to ensure her happiness and safety when she becomes a woman? What events in the story support this notion?
Shabanu, you are wild as the wind. You must learn to obey. Otherwise . . . I am afraid for you. . . . In less than a year you'll be betrothed. You aren't a child anymore. You must learn to obey, even when you disagree.
2. Several times in this novel, unexpected events change the family's plans radically. Describe three of these events. Then draw a conclusion about the nature of life in the desert.
3. For what reason is Auntie diminished by the end of the story? Use details from the novel to support your thesis.
4. Choose something from the novel that you think is a symbol. Then summarize what, in your opinion, it symbolizes. Support your opinion with details from the text.
5. In her review of the novel, Maurya Simon says, "Abassi's 12-year-old daughter, Shabanu, narrates the story of her own coming-of-age and that of her sister, Phulan." What, do you suppose, does Simon mean by "coming-of-age"? In your opinion, what does Phulan need to learn to come of age?