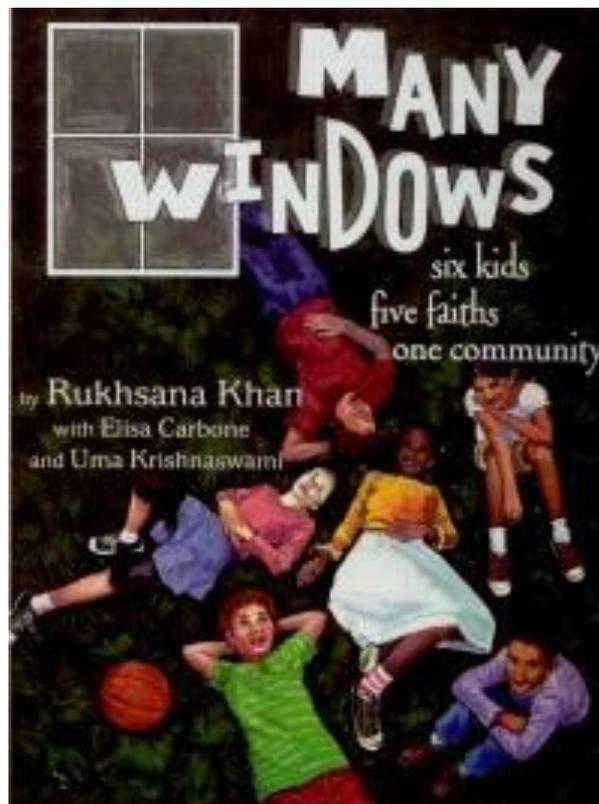


Many Windows
Teacher's Guide for Grades 3-6
With Student Activity Sheet



by Rukhsana Khan
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About Rukhsana Khan

Rukhsana has been writing seriously since 1989 with at this point ten books published, several of which have been nominated and/or won various awards. Along the way she also became a storyteller and has performed at numerous festivals. For more information on Rukhsana and her books please see her website:

www.rukhsanakhan.com



Rukhsana was born in Lahore, Pakistan and immigrated to Canada, with her family, at the age of three. She began by writing for community magazines and went on to write songs and stories for the Adam's World children's videos. Rukhsana is a member of SCBWI, The Writers Union of Canada, CANSCAIP, and Storytelling Toronto. She lives in Toronto with her husband and family. Rukhsana has four children, three girls and a boy.

Books by Rukhsana:

Wanting Mor

A New Life

Many Windows

Silly Chicken

Ruler of the Courtyard

The Roses in My Carpets

Muslim Child

King of the Skies

Bedtime Ba-a-a-lk

Dahling if You Luv Me Would You Please Please Smile



The following curriculum applications are fulfilled by the discussion topics and activities outlined in this teacher's guide:

Legend	
 writing applications	 character applications
 visual art applications	 Social Studies applications
 drama applications	 Math applications
 History applications	 Music applications

Please Note: Although this book consists of seven short stories about six different children and their faith celebrations, this book is meant to be read continuously, like a novel. The stories are linked, characters from one story appear in another, and only by reading through all of the stories, can the over all theme of a harmonious community really shine through. For convenience sake I have included a general approach to the book and an individualized question sheet for each story in the book.

Discussion topics and Activities before Reading the Book: (General)

Grades 3 - 6

Take a classroom survey to see what religious tradition the students in the classroom come from. 

Are any of the students from one of the five faiths mentioned in the book: Judaism, Christianity, Buddhism, Hinduism and Islam?

Are any of the students from different countries? If so, then identify the places they come from on a world map. 

Graph this data using various means: pie chart and bar graph.

Have the students draw a picture of a religious symbol from their tradition. 

Discuss what rules your classroom and school have that help people from different backgrounds to get along. 

Read the opening poem:

Through our many windows
Look, and you will see
A world of celebrations
In one community.

What do you think that poem really means?

Discussion Topics and Activities after Reading the Book: (General) Grades 3 - 6

As a class brainstorm other religions the authors could have included.

What countries or areas of the world would people who belong to these other religious traditions predominantly come from?



Find them on a map.

Are there any students in the class who belong to religious traditions that weren't included in the book?



Research these religious traditions.

In *Many Windows* each faith was represented by one particular celebration in those faiths.

What other celebrations from these religious traditions could have been included?

(Answer: For Judaism: Passover; For Christianity: Easter; For Islam: Eid ul Adha; For Hinduism: Holi.)

Add a tune to the little poem that appears on page 6 of the book.

Write a found poem from any of the stories.

Write a story of something that may have happened during one of your religious celebrations.



In the story Dreidels, Benjamin's great grand-mother sings a dreidel song. Have someone chant the dreidel song. Clap out the rhythm of the song.



Where possible, make a timeline for when the events that began the religious celebrations featured in the book occurred. You may need to do some research.



Act out a story from the book:



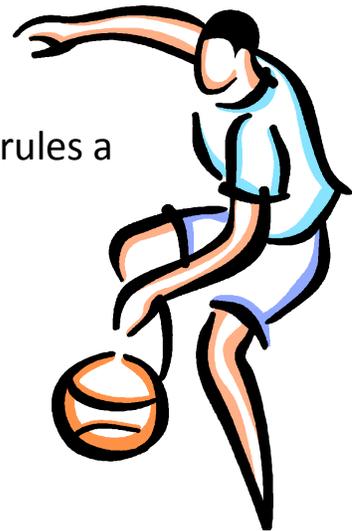
1. Choose any story (except the first and last story) from the book to act out.
2. Decide how many characters you will need.
3. Write your dialogue, taking from what the characters say in the book and adding your own lines as well, if needed.
4. Act out your skit in front of the class.

Student Activity Sheet for the story *TJ—New Kid In Town*

Grades 5 – 6

Answer the following questions:

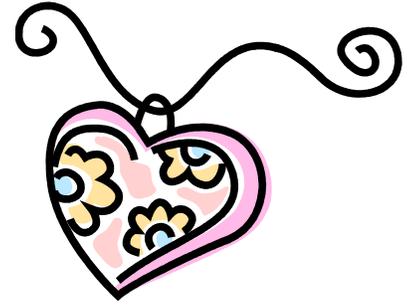
1. What classroom rule did two of the kids in TJ's new class violate when they laughed at him?
2. What did TJ do to get back at them?
3. Was he right to take that course of action?
4. How would you describe TJ's personality?
5. What does TJ mean when he says "There's no one I couldn't take if I had to."?
6. When Mrs. Williams agrees with TJ in the principal's office, why do you think TJ is surprised?
7. Do you think that TJ has ever had a teacher do something like that before?
8. How does TJ feel about Mrs. Williams by the end of the story? Is he willing to give her and this new school with its classroom rules a chance?



Student Activity Sheet for the story

Natalie—The Locket

Grades 5 - 6



This story is about the ways a community is interdependent. Look up the word interdependent.

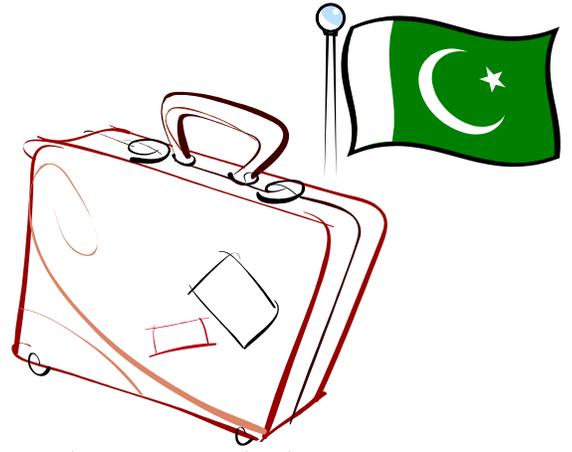
Answer the following questions:

1. How is Benjamin's need to buy a gift and Natalie's need to sell a locket a case of interdependence?
2. Why does Natalie buy the locket even though it's kind of old fashioned? Would you have bought it?
3. How does Natalie feel about helping her father in the shop?
4. What is it about the Buddha's birthday celebration that Natalie likes the best?
5. Have you ever had a moment when you felt like Natalie when she thinks "the world feels perfectly balanced"? When you were meant to do something for someone else and they were meant to do something for you?
6. How does Natalie feel after helping Benjamin with the gift for his mother?

Student Activity Sheet for the story

Jameel—The Visit

Grades 5 - 6



This story is about the way people can change and deserve a second chance.

Answer the following questions:

1. Why is Jameel so suspicious of his uncle who has come to visit?
2. From the way he speaks, what kind of books do you think Jameel likes to read?
3. Just before he has to break his fast, Jameel makes a list of things he'd like to eat. What kind of things would be on your list if you'd been fasting all day?
4. After their little talk, do you think Jameel is right to let down his guard regarding his uncle?
5. What do you think is going to happen after the story?
6. Write about an incident where you might have been suspicious about someone.
7. Were your suspicions correct or unfounded?

Student Activity Sheet for the story
Deepa—Lights Against the Darkness
Grades 5 - 6



This story is about how people enter and leave a community and how people change as a result of this.

Answer the following questions:

1. Why is Deepa so angry at Bani?
2. Do you think Deepa is right to be angry at her? Explain.
3. Write a poem that Deepa might compose for Bani when she's angry at her.
4. Now write a poem that Deepa might compose for Bani when she's happy with her.
5. Think about a time when you were angry at someone.
6. Were you able to smooth things over like Deepa and Bani?
7. Write a story about what happened.
8. Illustrate your story. Try to use colours that reflect how you felt at the time.

Student Activity Sheet for the story
Benjamin--Dreidels
Grades 5 - 6



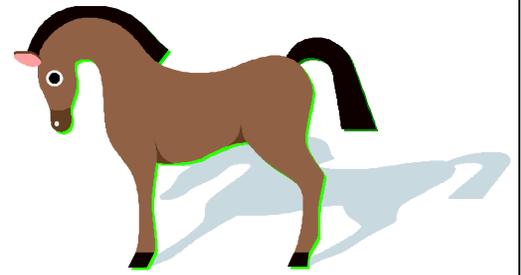
This story is about the connections we have to different generations in a community.

Answer the following questions:

1. How does Benjamin feel about visiting his great-grandmother?
2. From the way she's acting, how does Benjamin's mother feel about visiting her grandmother?
3. Sometimes when people get very old they get a bit confused. Did Benjamin's great-grandmother really recognize him?
4. Who did Benjamin's great-grandmother think Benjamin really was?
5. Why do you think Bubby starts to cry when she can't spin the dreidel properly?
6. What do you think will happen the next time Benjamin comes to visit her?



Student Activity Sheet for the story
Stephanie—A Christmas'wish
Grades 5 - 6



This story is about wanting something out of reach and then reaching out for something you want and it's about taking care of those who have less in a community.

Answer the following questions:

1. Why does Stephanie want a pony?
2. Buying a pony costs a lot of money and then housing it and feeding it is a lot more money on top of that. Do you think Stephanie's family can afford it?
3. Have you ever wanted something out of reach?
4. Write a story about how you felt when you couldn't get it.
5. How does Stephanie feel about volunteering at the soup kitchen?
6. Who shows up unexpectedly from school?
7. Do Stephanie and her friends reach out to TJ?
8. Do you think TJ is becoming one of their group?
9. Read the next story ***Tj—Coming in from the Cold*** to get a different idea of what's happening in this story.

Student Activity Sheet for the story
TJ—Coming in From the Cold
Grades 5 – 6



This story is about making better choices to join in and be part of a community rather than staying on the sidelines.

Answer the following questions:

1. Why do you think TJ didn't go with his family to Aunt Milly's?
2. In the previous story Stephanie thinks TJ has come to the soup kitchen to volunteer. Why did he really come there?
3. How does TJ feel about being dragged into the kitchen to help? Does he mind? Explain.
4. How does TJ feel after calling his old friends Tom and Rudy?
5. Do you think Tom and Rudy were 'good' friends for TJ?
6. Do you think Tom and Rudy encouraged TJ to be a better person? Explain.
7. Do you think TJ will call them again now that he's friends with Stephanie, Deepa, Benjamin, Jameel and Natalie?
8. What do you think will happen after the story?



**Student Activity Sheet:
Grades 3 - 6
Faith Presentation**



In pairs develop a presentation on your religious celebration:

- ❖ **Write a story about something that may have happened during your religious celebration.**
- ❖ **Act out your story.**
- ❖ **Include details about what time of the year your religious celebration happens (if there is a time of year for it).**
- ❖ **Include details about what kinds of food you prepare during your religious celebrations. Is there any food in particular that is really attached to this holiday?**
- ❖ **Share any songs or music with your class.**
- ❖ **Make a poster showing highlights of your religious celebration.**



Teacher Resources

Other Related Books:

Multi-Faith Activity Assemblies: 90+ Ideas for Primary Schools by E. Peirce

Celebrations: Festivals in a Multi-faith Community by Celia Collinson and Campbell Miller

