



Inquire to Learn!

There are many ways in which *The King and the Cobbler/All About Afghanistan* can be used as a base for Inquiry Learning. This is just one suggestion.

Session 1

Using the Big Book, share-read *The King and the Cobbler*, stopping at natural points for discussion. Draw on the students' prior knowledge of worrying, positive attitudes, dressing up/pretending to be someone else, and resilience/bouncing back.

Possible Starter Questions for Discussion

Worrying: Discuss that different people worry about different things. Ensure that the classroom is a safe place to share, then encourage the children to share some of the things they worry about.

Positive Attitudes: *What is a positive attitude?* Discuss what it means to have a positive attitude and how although we cannot always control the things that happen in life, we can control our attitudes towards those events. Explore the proverb "Every cloud has a silver lining."

Dressing Up/Pretending to Be Someone Else: *Why do people dress up and/or pretend to be someone else?* Discuss that dressing up can be just for fun e.g., going to a fancy dress party, and it can also be a disguise. Explore the concept that perceptions are often based on appearances.

Resilience/Bouncing Back: Explore the word *resilience* and discuss its meaning (the ability to bounce back or recover quickly from difficulties). Then talk about the proverb "You have to get back on the horse that threw you." Discuss that when

one meets with failure, the most important thing is to try again and not to give up.

Text and Illustration Based Inquiry Questions

Cover: Look at the cover and read the title *The King and the Cobbler*. Ask, *Can anyone tell me what job a cobbler does?* (makes and repairs shoes) Discuss the different levels of status experienced by a king versus a cobbler. Ask, *Who do you think has a better life – a king or a cobbler? Which character looks happier on the cover? Why do you think this might be?*

PP. 2–3: Revisit the opening paragraph and ask, *Why was the king unhappy?* Explore the proverb "With great power comes great responsibility" and remind the children that different people worry about different things. Revisit the second paragraph and discuss the proverb "Money doesn't buy happiness." Brainstorm reasons that the cobbler might have to be happy despite being "thin" and "wearing ragged clothes."

P. 4: Ask, *Why did the king want to look like a beggar?* (Ensure that the children understand that the king wanted to make his status lower than that of the cobbler so that the cobbler would answer him honestly.)

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Teacher's Notes continued

P. 5: Revisit the text "*The cobbler pitied the poor beggar. He gladly shared his meal of bread.*" and discuss that although poor, the cobbler was happy to share what little he had with someone who was worse off. Discuss the sentences, "*I have faith. All will be well,*" said the cobbler." Ask, *Does the cobbler really know that everything will be OK or is he choosing to have a positive attitude?*

P. 6: Compare the worry of the cobbler (that his livelihood has now been forbidden) with the worries of the king on P. 2. *How are these worries similar?*

P. 7: Ask, *Did the cobbler offer to carry the old lady's water in the hope that she would pay him or did he just want to help her?* Discuss that the cobbler was probably happy to help, and the money was a bonus. Discuss how the cobbler's faith that "*All will be well.*" was proved correct. Ask, *How has the cobbler shown resilience and bounced back from the challenge he faced?*

P. 8: Note that the cobbler eats bread and soup that night, rather than just bread as on the previous night. Discuss that the apparent misfortune of losing his job as a cobbler has turned into a positive event. Revisit the proverb "Every cloud has a silver lining."

P. 10: Ask, *Why was the cobbler happy to be a palace guard?* (He got to wear a fine uniform and carry a silver sword.) Discuss that the cobbler chooses to focus on the positive in any situation.

P. 12: Revisit the opening paragraph and ask, *How did the cobbler show resourcefulness?* (He sold the silver in his sword and created a wooden blade as a replacement.)

P. 14: Discuss how the cobbler shows resourcefulness and creativity when faced with a difficult test. Explore how the cobbler never gives up trying to solve the challenges presented to him.

P. 16: Revisit the text and ask, *Why does the cobbler say "And you will never worry again." to the king?* (The positive attitude of the cobbler will continue to rub off onto the king.) *What lesson has the cobbler taught the king?* (To go about one's business trusting that all will be well with the help of a positive attitude and resourcefulness.)

Further Discussion and Inquiry Extension

Invite the students to write a continuation of *The King and the Cobbler*. What happens next? Will the king learn not to worry? Will the cobbler continue to have a positive attitude? Or might everything change and go wrong?

Challenge the students to work in groups of 6 or more to act out the story of *The King and the Cobbler*. (Characters: King, Cobbler, Head Guard, Old Lady, Thief, People)

Have the children imagine that they are either the king or the cobbler. Invite them to write a letter as their chosen character explaining why they worry about what will happen in life or why they choose not to worry and to think positively instead.

Ask the children to choose another identity they would like to pretend to be. Challenge them to draw their new identity, give their character a name, and write down any special powers or features their character has. It may be possible for the children to create and wear costumes and pretend to be their new chosen identity.

Encourage the children to write their own proverbs or sayings about positive attitudes or resilience. Display these positive proverbs.

Research and share-read other folk tales from Afghanistan.

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Teacher's Notes continued

Session 2

Using the Big Book, share-read *All About Afghanistan*, stopping at natural points for discussion. Draw on the students' prior knowledge of Afghanistan and Afghani culture, markets, mountains and rivers, schools, games.

Possible Starter Questions for Discussion and Inquiry

Afghani (Dari/Farsi) Greeting: *People in Afghanistan speak Dari (Farsi) or Pashtu. Does anyone know how to greet someone in Dari? It is salam.*

Cover and P. 1: Look at the cover and P. 1 of *All About Afghanistan* and ask, *What do you notice about the buildings in the photos?* (They have domes and towers or minarets.) Explain that these buildings are both mosques, which are important religious buildings in Afghanistan.

Location of Afghanistan/Geography: Look at the map on P. 1 of *All About Afghanistan* and note the location of Afghanistan in Asia. Compare this map to a world map and find Afghanistan and New Zealand on it. Discuss Afghanistan's location in relation to New Zealand. Ask the children to predict why Kabul is marked on the map with a red dot. (Kabul is the capital of Afghanistan.) Talk about capital cities as the home of a country's government and ensure that the children know that Wellington is the capital of New Zealand. If any of the children come from Afghanistan or have visited it, invite them to share their experiences. Revisit the text on P. 1 – *"It is an ancient country. Over the years, many different cultures have lived there."* and explain that people have lived in Afghanistan for a lot longer than people have been living in New Zealand.

Markets: Revisit the final two sentences on P. 3 of *All About Afghanistan* – *"Its markets are always busy. They are called bazaars."* Look at the

photos on P. 3 and discuss that how in bazaars and markets goods are often on display in the open air and prices may be determined by bargaining rather than being set.

Mountains and Rivers: Refer back to the map on P. 1 and note the location of the Himalaya Mountains. Discuss the significance of the Himalayas on a global scale. Explore the concept that rivers run from the mountains down to the sea. Refer to the text on P. 4 *"Three big rivers flow from the mountains. Many Afghans get their water from these rivers."* Ensure that the children understand that many people in Afghanistan do not have running water in their homes.

Schools: As a class, brainstorm all the things that are provided or enabled by schools. Make sure to include benefits to individuals and communities that are not directly related to education e.g., friendship, a sense of belonging, community spirit. Ask the children to imagine what it would be like if their school was destroyed or if they were no longer allowed to attend school at all.

Further Discussion and Inquiry Extension

Using the model provided on PP. 2–3 of *All About Afghanistan*, ask the the children to choose a New Zealand city and write a report on it that includes photos and captions. Display the reports.

Refer to the instructions on P. 8 of *All About Afghanistan* and play Aaqab as a class. Follow this up by playing another game the children are familiar with, then challenge them to write instructions on how to play the game, using the model provided.

Ask the children to bring in small unwanted items from home e.g., old toys, and set up a class bazaar. Using paper "class money", encourage the children to haggle and bargain for the best price.

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Teacher's Notes continued

As a class, write a For and Against chart for open air markets/bazaars versus supermarkets and shopping malls. Use the photos on PP. 2–3 as a starting point e.g., Markets, For: less packaging so better for the environment; Markets, Against: raw products exposed to the air.

Ask the children to select a New Zealand mountain or mountain range and, using the model on PP. 4–5, write 5 facts about their mountain.

Explore the water cycle and ask the children to draw flow diagrams.

Encourage the children to research and learn more about Afghanistan.