CAUSE AND EFFECT CHART:

Using the chart below, ask students to fill in five important events from the story in the boxes labeled “cause.”

For example,
Abdullah gets Wadjda’s veil dirty before school.
Wadjda is caught selling trinkets in school.
Wadjda commits to studying for her school competition.
Wadjda declares her plan for the prize money to Ms. Hussa.
Wadjda’s mother learns that her husband will marry another woman.

Students will then work in pairs to fill in the effects for each other’s chart. Students will present their completed charts in a class discussion.

STUDENT’S CHOICE:

ACT IT OUT: Small groups of students can choose to act out a scene from the book. They should create props and use dialogue from the story to portray the actions and emotions of the character. Students will perform in front of their peers.

COMPREHENSION STICKS: Provide students with large popsicle sticks. Ask students to develop comprehension questions related to the story. Put all the comprehension sticks inside the cup. Pass the cup around the room and ask students to pull a stick. Students will answer the question on the popsicle stick with help from peers, as needed.

PRAISE FOR
THE GREEN
BICYCLE

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“Al Mansour’s debut novel is a revelatory glimpse into a culture unfamiliar to many American readers.” —Booklist

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This middle grade novel is based on the acclaimed film WADJDA!
In the vein of The Year of the Dog and The Higher Power of Lucky, this Middle East- ern coming-of-age story is told with warmth, spirit, and a mischievous sense of humor.

Spunky eleven-year-old Wadjda lives in Riyadh, Saudi Arabia, with her parents. She desperately wants a bicycle so that she can race her friend Abdullah, even though it is considered improper for girls to ride bikes. Wadjda earns money for her dream bike by selling homemade bracelets and mixed small sticky notes. Call out a category. Students will be challenged to fill out a sticky note for each section of the Venn diagram related to that category. After the Venn diagram has been completed for each category, have a class discus- sion about the similarities and differences between cultures. It may also be useful to locate Saudi Arabia on a world map and show images of the country, the food, the Qur’an etc.

CHARACTERIZATION BAG:
Provide each student with a paper that can be displayed in the front of the room. Create a giant Venn diagram comparing Saudi Muslim and American culture using chart paper. Call out a category. Students will be challenged to fill out a sticky note for each section of the Venn diagram related to that category. After the Venn diagram has been completed for each category, have a class discus- sion about the similarities and differences between cultures. It may also be useful to locate Saudi Arabia on a world map and show images of the country, the food, the Qur’an etc.

COMPARE AND CONTRAST CULTURES:
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About the Author:
Haifaa Al Mansour is a Saudi film director and screenwriter, and the winner of an EDA Female Focus Award. Her first feature-length film, Wadjda, won the Best International Feature Audience Award at the Los Angeles Film Festival, among other awards, and is the basis of The Green Bicycle. Her next film, A Storm in the Stars, starring Elle Fanning, is set to release in 2016. This is her debut novel.

Discussion Questions:
1. What traits would you use to describe Wadjda’s character? What are her strengths and flaws? Use text evidence to support your thinking.
2. How does Wadjda feel about school? Why or why not?
3. What events lead Wadjda to her dream of getting a bicycle? How does Wadjda plan to get the bicycle? Do you think she’ll be successful? Why or why not?
4. What does Wadjda’s mother do for her at the end of the story? Why?
5. What is the Qur’an? How does Abdullah and Wadjda feel about each other? Why do they tease and annoy each other?
6. Who are Fatim and Fatima and why is Wadjda fond of them?
7. Why does Wadjda decide not to take the folder from Ms. Hussa’s office? What does this decision say about her character?
8. Was it right for Wadjda to protect herself instead of providing an alibi for Fatin and Fatima while they are questioned by Ms. Hussa?
9. Why does Wadjda add her name to her family tree only to discover it has been removed? Who do you think took it off?
10. Wadjda sells bracelets and mixed small sticky notes. Call out a category. Students will be challenged to fill out a sticky note for each section of the Venn diagram related to that category. After the Venn diagram has been completed for each category, have a class discus- sion about the similarities and differences between cultures. It may also be useful to locate Saudi Arabia on a world map and show images of the country, the food, the Qur’an etc.

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Compare and Contrast Cultures:
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