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The Kite Runner (11th grade)

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Unit: The Kite Runner

Grade: 11th English (Honors)

Stage 1: Desired Results

Understandings

Students will understand that...

- The American literary canon encompasses diverse authors with diverse experiences (not just old, dead white guys).
- Everything's an argument - even fiction.
- People in positions of power or privilege have a responsibility to speak out in situations of injustice.
- Redemption is a journey of making amends for a fault or mistake.

Essential Questions

Knowledge & Skill

- | | |
|--|--|
| <ul style="list-style-type: none">• What makes American literature "American"?• How do authors use the resources of language to impact an audience?• What are the factors that create an imbalance of power within a culture? Between people?• How does an individual's response to injustice reveal his/her morals, ethics, and values?• Does redemption require forgiveness? | <ul style="list-style-type: none">• Through class discussions, projects/activities/ and/or examinations, demonstrate appropriate knowledge, comprehension, application, analysis, synthesis, and evaluation of assigned readings.• Systematically and efficiently perform basic literary analysis that leads to workable, arguable ideas about setting, plot/structure, character, theme, point of view, imagery, symbols, syntax (style) and tone of a work.• Produce writing that meets interdisciplinary writing standards for substance, organization, style, and correctness. |
|--|--|

Stage 2: Assessment Evidence

Performance Task: Poetry Project

You will write a series of poems that demonstrate insight into the unit's understandings. Your poems (as a whole) need to show:

- that American literature encompasses diverse authors with diverse experiences
- one or more of Khaled Hosseini's arguments from *The Kite Runner*
- the themes of:
 - power/privilege
 - injustice
 - redemption/atonement

Other evidence:

- Vocabulary quizzes
- Summer Reading Test (comprehension and analysis pre-test)
- Journals
- Irony short story
- Analysis: Close readings & annotations, character charts, AP-style multiple choice questions
- Socratic Seminar
- Poetry Exercises -

<http://www.getcreativesanantonio.com/About-Us/Dept-Initiatives-SA-2020/Poet-Laureate/St-Anthonys-Lost-Found>

Stage 3: Learning Activities

As a reminder, the novel was assigned for summer reading, so the following schedule assumes that students have read the book for comprehension. The purpose of these lessons and activities are to deepen understanding, analyze, discuss, and apply knowledge.

Week 1: (Shortened week + start of school, introductions, and other activities)

Discussion and intro to the course: **Essential Question: *What makes American Literature “American”?***

Summer reading test (comprehension and analysis pre-test)

Poetry

- Introduction to St. Anthony Lost & Found: A Poetry Exchange
- Exercise 1 - Renaming the World/Renaming the Self (metaphor poem)
- Exercise 2 - What's inside a name? (litotes)

Week 2: Chapters 1-5

Vocabulary Practice & Quiz (words are provided below)

Journals - reflect on the following quotes from Baba. What do they mean in the context of the novel. What meaning do they have for you?

- “I see you’ve confused what you’re learning in school with actual education” (16).
- “When you kill a man, you steal a life. You steal his wife’s right to a husband, rob his children of a father. When you tell a lie, you steal someone’s right to the truth. When you cheat, you steal the right to fairness” (18).

Afghanistan history - use the following resources to help students understand background information. **Essential question: *What are the factors that create an imbalance of power within a culture? Between people?***

- “Remembering Afghanistan’s Golden Age” from *The New York Times*
<http://www.nytimes.com/2009/10/18/weekinreview/18bumiller.html>
- “Afghanistan profile - Timeline” from *BBC News* <http://www.bbc.com/news/world-south-asia-12024253>
- *Declassified: “The Taliban”* from The History Channel <https://www.youtube.com/watch?v=tgA1FZBSE3k>
- Some handouts and questions from Amnesty International’s Companion Curriculum may be useful
https://www.amnestyusa.org/files/kiterunnerhigh_0.pdf

Poetry

- Exercise 3 - Poems About Place Names (list poems, sensory details)
- Exercise 4 - Two Poems of Transformation (re-naming poems)

Analysis - Essential Question: *How do authors use the resources of language to impact an audience?*

- Baba Characterization p. 14-19. Students will re-read these pages and work together to complete a Direct/Indirect Characterization chart about Baba. (Read Write Think has a good anchor lesson on this, if needed http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf)
- Quotation marks as alternate meaning or irony - p. 16
- AP-style Multiple Choice practice for close reading and discussion - Chapter 3

Writing Task and Reading Connection - It is important to understand irony while reading this novel, both as a literary device and as a concept. Chapter 4 is a great place to pause and do some direct instruction and practice with irony.

- To supplement the chapter, students will read two short stories, “The Lady or the Tiger?” by Frank Stockton and its sequel “The Discourager of Hesitancy” (also by Frank Stockton) and analyze both for irony.
- As a follow up, students will write their own 1-2 page short story that contains irony.

Week 3: Chapters 6-25

Vocabulary Practice and Quiz (words are provided below)

Extension Project Kite making and flying:

- “With Color and Panache, Afghans Fight a Different Kind of War” from *The New York Times*
<http://www.nytimes.com/2007/12/15/world/asia/15kites.html>
- How to Make an Afghan Kite <https://www.youtube.com/watch?v=wmDrzrOdLs>

Analysis - review **Essential Question: *How do authors use the resources of language to impact an audience?***

- Amir Characterization chart (Review Baba chart from last week if necessary)
 - Focus for discussion: Amir's moral dilemma, his jealousy of Hassan, out of body experiences
 - **Essential questions: *How does an individual's response to injustice reveal his/her morals, ethics, and values? Does redemption require forgiveness?***
- AP-style Multiple Choice practice for close reading and discussion - Chapter 6

Socratic Seminar - students will be instructed to bring two discussion questions with them to class (as well as submitting to turnitin.com); the **Essential Questions** for the unit are always fair game for discussion.

Poetry:

- Exercise 5 - What Have You Lost? / What Would You Save? (Elegy, anaphora)
- Exercise 6 - One Must Have a Mind of _____ (Persona)
- Exercise 7 - All Creatures Great and Small
- Exercise 8 - Don't Get Lost on the Way to the Poem (Imagery, juxtaposition)
- Exercise 9 - This is a Letter (Letter poems)
- Exercise 10 - Is Anyone Listening?

Poetry Project - Performance Task (see below)

*The rest of the week will be devoted to writing conferences and work time for the Poetry Project.

The Kite Runner - Poetry Project

For a major grade, you will write a series of poems that demonstrate insight into the unit's understandings. Your poems (as a whole) need to show you understand:

- that American literature encompasses diverse authors with diverse experiences
- one or more of Khaled Hosseini's arguments from *The Kite Runner*
- the themes of:
 - power/privilege
 - injustice
 - redemption/atonement
 - Others?

Your poems can be:

- Epistles (letter poems)
- Elegies (poems expressing sorrow for something/someone lost)
- Re-naming something through simile and metaphor (or other figurative language)
- Directions to... (After Juan Felipe Herrera poem)
- Other?

Here are some suggestions and ideas for how to go about this:

- Characters write epistles to each other
- Characters write epistles to a major theme of the text
- Rename a major theme of the text
- Character writes an elegy for something/someone lost
- Character writes a Directions to... poem (Directions to Redemption, Directions to my Boyhood, Directions to My Mistakes, Directions to My Homeland)

Yes, there is a bare minimum to this, but you may certainly exceed it. Here is a checklist to help make sure you include what is **required**:

| Understandings | Poems (at least one of each) |
|--|---|
| ___ American literature encompasses diverse authors with diverse experiences ___ one or more of Khaled Hosseini's arguments from <i>The Kite Runner</i> the themes of: ___ power/privilege ___ injustice ___ redemption/atonement | ___ Epistle ___ Elegy ___ Re-naming ___ Directions to... |

In your poems, please highlight/color code/make comments and annotations as to how you have completed the above requirements. This should be evident on both the electronic and hard copy.

You may get as creative with this as you wish. If you simply staple your poems together, that is fine, but if you wish to assemble them in a booklet or publication of some sort - great!

Please turn in your poems to turnitin.com and bring a printed-out copy on _____.

We will also have time for you to share your writing in class, so pick a favorite (or two) and be ready to read it out loud.

Rubric →

The Kite Runner - Poetry Project Rubric

Student: _____

| Instructions to student: In <u>black ink</u> , honestly and reflectively place checkmarks in the boxes to indicate your understanding and the success of your poetry project. Include comments to explain your selections and refer to evidence in your project. Teacher: Provide checkmarks and feedback to supplement the student's reflections. | Outstanding 90-100 The student consistently demonstrates intellectual energy and shows a superior grasp of the subject. | Above Average 80-89 The student demonstrates a good grasp of the subject. | Average 70-79 The student demonstrates an adequate grasp of the subject. | Marginal, but Passing 60-69 The student demonstrates a partial understanding of the subject material. This may be caused by lack of subject knowledge or non-completion of assigned work. | Failing 0-59 The student demonstrates an inadequate understanding of the subject material. |
|---|---|---|--|---|--|
| Understandings | | | | | |
| American literature encompasses diverse authors with diverse experiences | | | | | |
| one or more of Khaled Hosseini's arguments from <i>The Kite Runner</i> | | | | | |
| Themes of: | | | | | |
| power/privilege | | | | | |
| injustice | | | | | |
| redemption/atonement | | | | | |
| Other? | | | | | |
| Poems | | | | | |
| Epistle | | | | | |
| Elegy | | | | | |
| Re-naming | | | | | |
| Directions to... | | | | | |
| Other? | | | | | |
| Appearance (points awarded for publications that demonstrate exceptional creativity, professionalism, etc.) | | | | | |
| Project grade and comments | | | | | |

Vocabulary List

Words for quiz one:

1. Garrulous (pg. 10)
2. Veracity (pg. 12)
3. Obstinate (pg. 13)
4. Melee (pg. 20, also 55)
5. Contrite (pg. 24)
6. Vehemently (pg. 24)
7. Imbecile (pg. 28)
8. Obstinacy (pg. 29)
9. Trepidation (pg. 43)
10. Beget (pg. 46)

Words for quiz two

1. Indignation (pg. 54)
2. Austere (pg. 61)
3. Morose (pg. 61)
4. Guileless (pg. 78)
5. Periphery (pg. 88)
6. Facade (pg. 97)
7. Sluiced (pg. 108)
8. Precipitous (pg. 111)
9. Ire (pg. 125)
10. De facto (pg. 125)

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