



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Kite Runner

based on the book by
Khaled Hosseini

Written by
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ABOUT THE AUTHOR

Khaled Hosseini

Khaled Hosseini was born in Kabul, Afghanistan, in 1965. His father was a diplomat with the Afghan Foreign Ministry, and his mother taught Farsi and History at a high school in Kabul. In 1976, Khaled moved to Paris with his family. They lived there for four years and instead of returning to a violent Afghanistan under Soviet control, sought political asylum in the United States in 1980.

Since the Hosseini family lost all their property in Afghanistan, they lived on welfare and food stamps for a short time when they first arrived in San Jose, California. Khaled's father worked several jobs to get his family off of welfare and provided Khaled with educational opportunities. Khaled graduated from high school in 1984 and earned his bachelor's degree in Biology from Santa Clara University in 1988. He continued his education at the University of California at San Diego, earning his Medical Degree in 1993.

Khaled was a practicing medical intern of internal medicine at the Cedars-Sinai Hospital in Los Angeles when he completed his first novel, *The Kite Runner*. This novel is semi-autobiographical; however, the story of Amir and Hassan is completely fictional.

Khaled has published a second novel, *A Thousand Splendid Suns*, and is now known for being the first Afghan author to have his work published in English.

Major Works

The Kite Runner and *A Thousand Splendid Suns*

Awards

The Kite Runner has become an international bestseller, published in 38 countries. It has won the following awards and recognitions:

Book Sense Bestseller List Sensation

Boeke Prize

Barnes and Noble Discover Great New Writers Award

ALA Notable Book

Alex Award

Borders Original Voices Award 2003

Entertainment Weekly's Best Book 2003

San Francisco Chronicle Best Book of the Year 2003

Literature to Life Award

INTRODUCTION *The Kite Runner*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Kite Runner*. It includes twenty one lessons, supported by extra resource materials.

The **introductory lesson** provides students with background information about Afghanistan, the Soviet invasion, and the rise of the Taliban.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **cultural scrapbook project** in this unit. This project requires students to record information about the culture and traditions of Afghanistan in the novel and put together a scrapbook after doing additional research.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first writing assignment asks students write a creative short story, just as the protagonist does in the novel. The second writing assignment asks students to be Amir's conscience and convince him to help Hassan. In the third assignment students will write about a character in the novel explaining the most important things to know about this person.

There is a non-fiction **reading assignment**. Students must read non-fiction articles, books, etc. to gather information about their themes in our world today.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES *The Kite Runner*

1. Through reading the novel *The Kite Runner*, students will learn about the culture of Afghanistan and reexamine current Middle Eastern stereotypes Americans typically hold.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will make connections with the material in the text and apply the lessons learned to their lives.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Kite Runner* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. Students will demonstrate the ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENTS *The Kite Runner*

Date Assigned	Assignment	Completion Date
	<i>Assignment 1</i> Chapters 1-4	
	<i>Assignment 2</i> Chapters 5-7	
	<i>Assignment 3</i> Chapters 8-9	
	<i>Assignment 4</i> Chapters 10-11	
	<i>Assignment 5</i> Chapters 12-13	
	<i>Assignment 6</i> Chapters 14-17	
	<i>Assignment 7</i> Chapters 18-20	
	<i>Assignment 8</i> Chapters 21-22	
	<i>Assignment 9</i> Chapters 23-24	
	<i>Assignment 10</i> Chapter 25	

UNIT OUTLINE *The Kite Runner*

1 Background DVD	2 Introduction PVR 1	3 Study ?s 1 Map PVR 2	4 Study ?s 2 Non-fiction PVR 3	5 Writing Assignment #1
6 Study ?s 3 Birthdays PVR 4	7 Study ?s 4 Writing Assignment #2 PVR 5	8 Guest Speaker (s)	9 Study ?s 5 Weddings PVR 6	10 Study ?s 6 Rostam & Sohrab PVR 7
11 Study ?s 7 Afghan Stories PVR 8	12 Study ?s 8 PVR 9	13 Study ?s 9 Scrapbooks PVR 10	14 Study ?s 10 Character Studies	15 Writing Assignment #3
16 Vocabulary Review	17 Extra Discussion ?s	18 Extra Discussion ?s	19 Unit Review	20 Unit Tests
21 Afghanistan Day				

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

To learn background information about Afghanistan

Activity

Before students read *The Kite Runner*, they should be aware of some important background information about Afghanistan, the Soviet invasion, and the Taliban.

The History Channel DVD on The Taliban (available from www.tpet.com, The History Channel, Amazon.com, or other sources) is a 50-minute presentation which gives a good summary of recent Afghan history and culture, especially the Soviet invasion and the rise of the Taliban (which are important events in the Kite Runner story).

Use this class time to show the Taliban DVD.

As an alternative (or in addition to the DVD), you could check out a laptop and projector and use online resources to cover these topics. A list of websites with useful information is listed below to help you get started. *At the publication date of this LitPlan, these web addresses are valid; they may, over time, change. If these are not working at the time you are using this LitPlan, do an Internet search for each of the topics above to find current web sites.*

- PBS America at a Crossroads: Interactive timeline for countries in the Middle East
http://www.pbs.org/weta/crossroads/?campaign=pbshomefeatures_1_americaatacrossroads_2007-04-19

-CNN Afghanistan under the Taliban: Videos, sound clips, and articles on the Taliban rule in Afghanistan <http://www.cnn.com/SPECIALS/2001/taliban/>

-PBS Islam: Empire of Faith: Interactive pages outlining the fundamentals of the Islamic religion
<http://www.pbs.org/empires/islam/index.html>

-Wikipedia Hazara People: Information on the Hazara people of Afghanistan
http://en.wikipedia.org/wiki/Hazara_people

-Wikipedia Pashtun People: Information on the Pashtun people of Afghanistan
<http://en.wikipedia.org/wiki/Pashtun>

WRITING ASSIGNMENT #1 *The Kite Runner*

PROMPT

Amir sits down to write his first short story at a young age and receives compliments from both Rahim and Hassan about the story. In his short story, Amir teaches his readers a lesson about greed and happiness through the tale of a man who is able to turn his tears into pearls. Your assignment is to follow Amir's lead and create your own short story that teaches your readers an important lesson about life.

PREWRITING

Make a list of character flaws many people have, trying to focus on elements of character that can be changed. Items on your list should be simple character flaws like the need for power or control, greed, carelessness, rudeness, etc. Once you have created your list, select the character flaw you would like to write about and think of a creative way to warn people or prevent people from acting this way. As in Amir's story, the character with this flaw should find some benefit from his/her behavior until ultimately something happens to change his/her life and make them see the error of his/her ways.

DRAFTING

In your story you should provide readers with a setting, realistic characters and a basic plot structure. The beginning of your story should introduce the setting, characters, and conflict. The middle of your story should develop the conflict and allow the readers to see the real flaw of the character. The end of your story can have a positive or negative end for your character, as long as the readers are clear of the message you are trying to send and the character has seen the error of his or her ways.

PROMPT

When you finish the rough draft of your composition, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Ask your classmate what he/she thought of each of the characters/events you chose for your assignment.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.