

Student Packet

Grades 9–12

# The Kite Runner

Khaled Hosseini

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# THE KITE RUNNER

by  
Khaled Hosseini

## Student Packet

Written by  
Pat Watson

**Contains masters for:**

- 2 Prereading Activities
- 4 Vocabulary Activities
- 1 Study Guide
- 3 Literary Analysis Activities
- 3 Character Analysis Activities
- 3 Comprehension Activities
- 4 Quizzes
- 2 Novel Tests (2 levels)
- 1 Alternative Assessment

**PLUS**

- Detailed Answer Key
- and Scoring Rubric

### Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

### Note

The 2004 Riverhead Books paperback edition of the novel, © 2003 by TKR Publications, LLC, was used to prepare this guide. The page references may differ in other editions. Novel ISBN 1-59448-000-1

**Please note:** This novel deals with sensitive, mature issues. Parts may contain profanity, sexual references, and/or descriptions of violence. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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## Note to the Teacher

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**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

soliloquies	garrulous	collateral damage	melancholic
pragmatic	affable	empathy	snickered
jihad	cursory	impregnated	unadulterated
gingerly	mosaic	cleric	sanctity
Mecca	guru	furtive	surreal
epiphany	bourgeoisie		

**Directions:** Choose the word or phrase closest in meaning to the vocabulary word as it is used in the novel. Then, on a separate sheet of paper, use at least eight of the words in a paragraph or poem.

- \_\_\_ 1. **soliloquies:** (a) concerns (b) speeches (c) advertisements (d) songs
- \_\_\_ 2. **garrulous:** (a) talkative (b) timid (c) informative (d) cruel
- \_\_\_ 3. **collateral damage:** (a) measured destruction (b) guaranteed income (c) killing of civilians (d) flesh wounds
- \_\_\_ 4. **melancholic:** (a) dreamy (b) gloomy (c) blissful (d) complacent
- \_\_\_ 5. **pragmatic:** (a) idealistic (b) worried (c) easygoing (d) precise
- \_\_\_ 6. **affable:** (a) affordable (b) unpleasant (c) friendly (d) insensitive
- \_\_\_ 7. **empathy:** (a) compassion (b) enthusiasm (c) aloofness (d) unriendliness
- \_\_\_ 8. **snickered:** (a) sneered (b) laughed (c) neighed (d) sobbed
- \_\_\_ 9. **jihad:** (a) sports activity (b) religious ceremony (c) card game (d) religious war
- \_\_\_ 10. **cursory:** (a) curative (b) superficial (c) slow (d) attentive
- \_\_\_ 11. **impregnated:** (a) expected (b) dejected (c) filled (d) excited
- \_\_\_ 12. **unadulterated:** (a) pure (b) tainted (c) unfaithful (d) childish
- \_\_\_ 13. **gingerly:** (a) spicily (b) colorfully (c) recklessly (d) cautiously
- \_\_\_ 14. **mosaic:** (a) assortment (b) musical arrangement (c) mortgage (d) delusion
- \_\_\_ 15. **cleric:** (a) hotel clerk (b) scholar (c) clergyman (d) banker
- \_\_\_ 16. **sanctity:** (a) morality (b) holiness (c) refuge (d) cleanliness
- \_\_\_ 17. **Mecca:** (a) popularity (b) girl's name (c) coffee shop (d) mall
- \_\_\_ 18. **guru:** (a) magician (b) grouch (c) con artist (d) spiritual guide
- \_\_\_ 19. **furtive:** (a) approachable (b) simple (c) secretive (d) difficult
- \_\_\_ 20. **surreal:** (a) dreamlike (b) authentic (c) definite (d) ordinary
- \_\_\_ 21. **epiphany:** (a) epic (b) infantry (c) revelation (d) prayer
- \_\_\_ 22. **bourgeoisie:** (a) royalty (b) middle class (c) upper class (d) lower class

Name \_\_\_\_\_

## Chapters Twenty-Three–Twenty-Four

1. Who helps Amir and Sohrab escape from the Taliban compound? Where does he take them? How do you think Sohrab feels at this point?
2. List Amir's injuries. Of what does his lip injury remind him?
3. What does Rahim Khan's letter say about (a) his knowledge of Amir's "sin," (b) why Baba treated Amir as he did, (c) forgiveness, and (d) his impending death?
4. How does Sohrab initially react to Amir? Why? How do they eventually spend most of the day while Amir is in the hospital?
5. What does Amir plan to do when he leaves the hospital? What changes his plans? Where does Farid then take Amir and Sohrab?
6. What does Sohrab do the first night they are in the hotel? Where does Amir find him? Why does he go there?
7. What does Amir give Sohrab? Why? How does Amir try to alleviate the guilt Sohrab feels?
8. What does Amir ask Sohrab to do? What is Sohrab's answer? What is his primary concern?
9. What is the main obstacle to Amir being able to adopt Sohrab? What does Raymond Andrews advise Amir to do?
10. What does Omar Faisal advise Amir to do? How does Sohrab react when Amir tells him this? Why do you think Sohrab is so terrified?
11. What does Soraya call to tell Amir? What does Amir discover when he goes to give Sohrab the news?

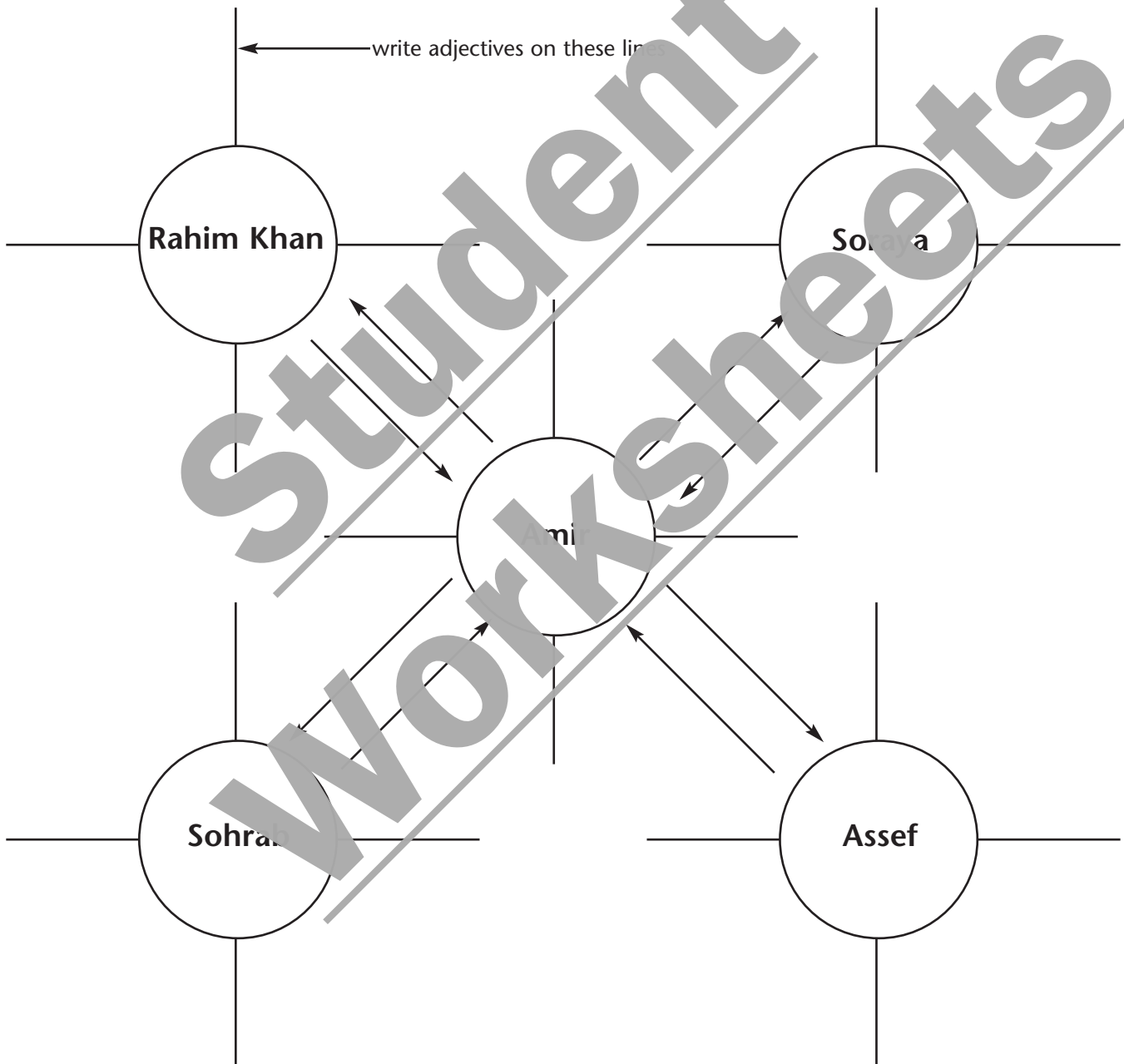
## Chapter Twenty-Five

1. When Amir realizes that Sohrab might die, what does he ask of God?
2. Briefly describe what Amir remembers about finding Sohrab. Give three adjectives you think depict Amir's emotions.
3. What does Dr. Nawaz tell Amir about Sohrab's condition? How does Amir react?
4. How long is Sohrab in the ICU? How does Amir spend the days after he is put into his own room? How does Sohrab initially respond? Why do you think he reacts this way?
5. What does Sohrab tell Amir he wants? How does Amir respond? What memory does this conversation trigger for Amir?
6. Why does Sohrab decide to go to San Francisco?
7. How has Soraya prepared for Sohrab's arrival? How does Sohrab respond to her?

Name \_\_\_\_\_

### Sociogram

**Directions:** On the “spokes” surrounding each character’s name, write several adjectives that describe that character. How does one character influence another? On the arrows joining one character to another, write a description of the relationship between the two characters. Remember, relationships go both ways, so each line requires a descriptive word.



Name \_\_\_\_\_

### Conflict

The **conflict** of a story is the struggle between two people or two forces. There are three main types of conflict: person vs. person, person vs. nature or society, and person vs. self.

**Directions:** Throughout the novel, Amir faces conflicts with another person, with himself, and with society. In the chart below, list the name of the person or group with whom he has the conflict. Identify the conflict, and explain how it is resolved in the novel.

Amir vs. Another Person	
Conflict	Resolution

Amir vs. Himself	
Conflict	Resolution

Amir vs. Society	
Conflict	Resolution

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