



 Prestwick House

# Activity Pack

## THE KITE RUNNER

BY KHALED HOSSEINI



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapters 1 and 2

### Point of View and Tone

**Objective:** Recognizing and working with point of view and narrative tone

#### Activity

The point of view from which a story is told makes a big difference in *how* it is told. In a **first-person** narrative, we are receiving the impressions of one only of the characters, and that character's impressions will be colored by his or her age, gender, beliefs, and so on. First-person narratives are always limited to this single character's perspective. In a **third-person limited** narrative, the story is told from the perspective of a single character, but in the third-person voice as opposed to the first person voice. In a **third-person omniscient** narrative, the narrator is not limited to the perspective of a single character. The narrator now has access to the thoughts and feelings of all characters in the narrative—he has *omniscience*.

It is important to keep in mind that nothing is accidental in writing. Authors choose their words, punctuation, and structure of the language with deliberate care to convey just the appropriate tone and message.

- A. Read the below passages and fill in the chart that follows, providing both the point of view and the tone of each passage. If the narrative is in the third-person, make sure to mention whether it is limited or omniscient.

#### Selection 1:

You don't know about me, without you have read a book by the name of "The Adventures of Tom Sawyer," but that ain't no matter. That book was made by Mr. Mark Twain, and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing. I never seen anybody but lied, one time or another, without it was Aunt Polly, or the widow, or maybe Mary. Aunt Polly—Tom's Aunt Polly, she is—and Mary, and the Widow Douglas, is all told about in that book—which is mostly a true book; with some stretchers, as I said before.

#### Selection 2:

His tale had occupied the whole day, and the sun was upon the verge of the horizon when he departed. I knew that I ought to hasten my descent towards the valley, as I should soon be encompassed in darkness; but my heart was heavy, and my steps slow. The labour of winding among the little paths of the mountain and fixing my feet firmly as I advanced perplexed me, occupied as I was by the emotions which the occurrences of the day had produced. Night was far advanced when I came to the half-way resting-place and seated myself beside the fountain. The stars shone at intervals, as the clouds passed over them; the dark pines rose before me, and every here and there a broken tree lay on the ground: it was a scene of wonderful solemnity and stirred strange thoughts within me. I wept bitterly; and clasping my hands in agony, I exclaimed, "Oh! Stars and clouds and winds, ye are all about to mock me: if ye really pity me, crush sensation and memory; let me become as nought; but if not depart, depart, and leave me in darkness."

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 3

### Baba's View

Objective: Extending ideas from the text

#### Activity

1. Baba has very strict views on life, particularly regarding sin. According to Baba, "...there is only one sin, only one. And that is theft. Every other sin is a variation of theft." What does he mean by this?

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2. Research the seven cardinal sins and/or the Ten Commandments and list your findings below. Using one or the other as a guide, apply Baba's "one sin" premise. Does it hold up? Explain—why or why not?

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3. Why does Amir inwardly struggle with Baba's statement that there is only one sin? If you were Amir's friend, what would you tell him?

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#### List of Seven Cardinal Sins/Ten Commandments:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 4

### "I Am" Poem

**Objective:** Understanding character motivation  
Synthesizing character traits

#### Activity

Write an "I am" poem for one of the characters. Draw your information from the character's words and actions in the novel. You may choose to use direct quotations where appropriate.

- Line 1: Begin with the words "I am."  
Line 2: Write three nouns about which your character has strong feelings.  
Line 3: Write a complete sentence about two things your character likes.  
Line 4: Begin with three nouns that describe qualities your character appreciates in other people.  
End the sentence with the words "are important to me."  
Line 5: Write a sentence explaining something positive your character likes about himself or herself.  
Lines 6 & 7: Begin a sentence in line 6 in which you show something negative your character sees in himself/herself or in others; finish the sentence in line 7 by showing that out of something bad can come good. Use the word "but" or "however" to link the two ideas.  
Lines 8, 9, 10: Write three short sentences explaining things about which your character has strong feelings – likes or dislikes. These do not have to relate to each other or to the previous lines you have written.  
Line 11: End the poem with the words, "I am \_\_\_\_\_. " (Fill in the name of the character you have chosen.)

#### Example:

- 1 I am  
2 Rain, Forests, and Sunsets.  
3 I like long walks and quiet times.  
4 Honesty, Humor, and Peace are important to me.  
5 I find satisfaction in a job well done.  
6 I can be fearsome when my ideas are challenged,  
7 But I thrive on intelligent conversation.  
8 I love nature and animals.  
9 I can be counted on to help.  
10 I have strong feelings when a life is threatened.  
11 I am \_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 5****Diary Entry**

**Objective:** Understanding historical references  
Writing a diary entry

**Activity**

In Chapter Five, Hassan and Amir are startled by the sound of explosions, gunfire, and sirens that begin the 1973 “bloodless coup” of Afghanistan. Imagine that you are a reporter in the midst of this situation, covering it for a story. Write a diary entry on the coup and the end of the Afghan monarchy from the perspective of someone who might have been there in 1973; the knowledge of, obviously, would have no the present time. How might this person have felt during this uncertain time? What might he have predicted happening in the future?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 6

### Imagery

**Objective:** Identifying imagery  
Using imagery in writing

In the first part of Chapter Six, Amir uses **imagery**, writing that appeals to one or more of the five senses, to relate several reasons why winter is his favorite season.

Here is what I do on the first day of snowfall every year: I step out of the house early in the morning, still in my pajamas, hugging my arms against the chill. I find the driveway, my father's car, the walls, the trees, the rooftops, and the hills buried under a foot of snow. I smile. The sky is seamless and blue, the snow so white my eyes burn. I shovel a handful of the fresh snow into my mouth, listen to the muffled stillness broken only by the cawing of crows. I walk down the front steps, barefoot, and call for Hassan to come out and see.

...then I slipped back into bed in my flannel pajamas. I pulled the blanket to my chin and watched the snowcapped hills in the north through the window. Watched them until I drifted back to sleep.

I loved wintertime in Kabul. I loved it for the soft pattering of snow against my window at night, for the way fresh snow crunched under my black rubber boots, for the warmth of the cast iron stove as the wind screeched through the yards, the streets. But mostly because, as the trees froze and ice sheathed the roads, the chill between Baba and me thawed a little.

### Activity

#### Part One:

In the chart that follows, identify five examples of imagery from the paragraphs above and explain which of the senses each one appeals to. For example, "hugging my arms against the chill" appeals to the sense of touch.

IMAGERY CHART

Example of Imagery	Sense

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 7

### Dialogue

**Objective:** Demonstrating familiarity with characters' voices through writing dialogue

#### Activity

We often learn as much about characters from their conversations as we do from their actions. This activity will enable you to demonstrate your knowledge of *The Kite Runner's* characters and to exercise your imagination.

Choose any of these prompts and for each, write at least a page of dialogue that might have occurred in the situation mentioned. Feel free to let the dialogue carry you beyond what you already know of the characters, but strive to represent them accurately.

1. Write a conversation between Baba and Rahim Khan as they watch the kite-fighting tournament.
2. Imagine that either Amir or Hassan speak of the rape. Write the conversation that might happen between them.
3. Imagine that Amir confronts Assef before he attacks Hassan. Write the conversation between the characters.
4. Write a conversation between Amir and Baba about Amir's victory.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 8

### Character Assessment

**Objective:** Synthesizing details about characters in order to understand them

#### Activity

Throughout *The Kite Runner*, Hosseini has been providing details about Amir and Hassan. These details have been given both in the form of direct characterization and indirect characterization.

We are told early in the novel that Hassan is harelippled (Chapter One), that “polio had left Ali with a twisted, atrophied right leg that was sallow skin over bone,” (Chapter Two), and that the narrator, Amir, “aspire[s] to cowardice” (Chapter Seven). Direct characterization is when the narrator directly provides information about a character to the reader.

In **indirect characterization**, a character’s traits are revealed through his words, actions, thoughts, and through what others say about him and how they respond to him. Study this example from Chapter Four:

My favorite part of reading to Hassan was when we came across a big word that he didn’t know. I’d tease him, expose his ignorance. One time, I was reading him a Mullah Nasruddin story and he stopped me. “What does that word mean?”

“Which one?”

“Imbecile.”

“You don’t know what it means?” I said, grinning.

“Nay, Amir agha.”

“But it’s such a common word!”

“Still, I don’t know it.” If he felt the sting of my tease, his smiling face didn’t show it.

“Well, everyone in my school knows what it means,” I said. “Let’s see. ‘Imbecile.’ It means smart, intelligent. I’ll use it in a sentence for you. ‘When it comes to work, Hassan is an imbecile.’”

This passage reveals Amir’s need to set himself up as a higher authority at the expense of the naïve and ignorant Hassan. Amir ridicules him because knowing that Hassan does not really understand the mockery makes Amir feel better about himself. This insight into Amir’s personality is revealed indirectly through his words and actions toward Hassan, rather than through the narrator saying, “I liked to ridicule Hassan because it made me feel better about myself.” You can see why indirect characterization is generally considered to be a much more powerful means of communicating information about a character than the direct method.

Chapter Eight contains many examples of indirect characterization for both Amir and Hassan. In the space provided, write down several examples of indirect characterization and explain what each reveals about the character. If the example is long, as the one you just read, feel free to use it. One has been done for you as an example.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 9

### Collage

**Objective:** Identifying with a character

At the beginning of Chapter Nine, Amir opens his birthday presents without excitement and tosses them into a corner of his room. He is unable to take any joy in them or to celebrate their occasion, knowing that “it was all blood money; Baba would never have thrown [him] a party like that if [he] hadn’t won the tournament.” He feels the weight of responsibility for leaving Hassan to his fate instead of stepping in and trying to help and feels that all of the birthday presents and birthday celebration are at Hassan’s expense.

### **Activity**

Make a collage of items, events, or ideas that make you feel a sense of guilt. If you have difficulty finding pictures for abstract ideas, consider making simple sketches or even typing words on the computer using interesting fonts and backgrounds and then printing them.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 10

### News Article

**Objective:** Writing about key events

A great deal happens in Chapter Ten. Amir and Baba become refugees and go to Pakistan. Amir learns that Kamal, a former tormentor of Hassan, has suffered the same fate as Hassan. Baba prevents another rape, this of a young mother, from occurring, demonstrating his courage and conviction. Kamal becomes a fatal victim to the journey to Pakistan when inhaling the toxic fumes from within the fuel truck kills him.

### Activity

**Directions:** Pretend you are a reporter and you have been given the task of writing an article about one of these events. Keep in mind the following aspects of news articles:

- A news article provides key information about a recent event. It should answer “Who?” “What?” “When?” “Where?” “Why?” and “How?”
- Most news articles are told in the inverted pyramid form. An inverted pyramid story begins with the most important information in the first paragraph and ends with the least important information in the last paragraph(s).
- The first paragraph should begin with a strong “lead,” a compelling sentence that grabs the reader’s attention and gives them a reason to keep reading.
- Paragraphs in a news article should be short and full of information. Imagine them in print. People reading a newspaper do not want to read huge blocks of dense text; rather, then would need to have the text broken up into smaller segments to provide some visual relief.

With these tips in mind, write the news story.