

Grade: 11
Teachers: Nimon

Subject: World Literature 2

Unit # 4 Title: *The Kite Runner* and Application

Time Frame (calendar and # of weeks):

Standard(s):

RL 1, 2, 3, 4, 5 L 1, 2, 3, 4, 5, 6 W 1, 2, 5, 6, 7, 8, 9 SL 1, 2, 3, 4, 5, 6

Big Idea(s):

Theoretical application, Modern Middle East, Class structures, Class and gender dialectics, Discrimination and othering

Essential Questions	Enduring Understandings
<ul style="list-style-type: none">• Where is Afghanistan?• What is the culture like in Afghanistan? How is society structured?• What is the role of men and women in Afghanistan?• Can an inanimate object – like a country – be gendered?• What influences these roles? Are they rigid?• What kinds of resources can I use to find information on the internet?• What does it mean to be an “outsider?”• How does class create tension between characters?• How do we use theory to help reveal meaning in texts?• What are benefits of reading modern or contemporary literature?• Is modern literature as meaningful or rich as classics? Which do you prefer?• Will a person from Europe or Russia interact with a text about the Middle East differently than an American?• Are there any parallels	<ul style="list-style-type: none">➤ Afghanistan, the setting for Khaled Hosseini’s <i>The Kite Runner</i>, is a country with a rich and complex history and culture.➤ Contemporary literature can be just as deep, theoretically, as “classic” literature and more accurately reflects the interests, fears, curiosities, and issues of today’s society.➤ Any text can be read through various theoretical lenses and each approach offers new levels of meaning.➤ Even though a culture may seem totally alien to our own, there are still threads of similarities that one can find.

<p>between Afghan culture and American culture?</p>	
Areas of Focus	Suggested Instructional Strategies
<p>Prioritized CPIs</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text. ● CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. ● CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. ● CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● CCSS.ELA-LITERACY.W.11- 	<p>➤ The Kite Runner Webquest</p> <p>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</p> <p>Students will define the following terms: Coup, Occupation, Islam, Sunni, Shiite, Burqa, Tribes, Taliban, Pashtunwali</p> <p>Students will create KWL charts about Afghanistan. They will discuss what assumptions they bring to <i>The Kite Runner</i> as Americans and what they imagine life in the Middle East to be like. Teacher may choose to discuss concept of “Post-9/11” mentality.</p> <p>Tier 2 → Activities/Strategies (Application/Analysis)</p> <p>Students will receive the link to a <i>Kite Runner</i> webquest. The class will complete the research project and look up information regarding Afghan culture, food, geography, history, and society.</p> <p>The teacher will split the class into five groups and assign each one a section of the webquest (History/Geography, Religion, Daily Life, Women, Tribal Relationships). The students will be responsible for creating a poster or some other visual aid that focuses on either the whole section or a specific topic within it (ex. An Afghan menu with pictures, a detailed map of the country, a chart of Afghan ethnic groups, a collage of Afghan women, a travel brochure or commercial etc.). This may prompt more detailed research than the webquest requires.</p> <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</p> <p>Students will present their posters to the class and share any new or different information they gathered during their research. The visual aids will be hung up around the class to help students imagine the novel's setting and culture.</p> <p>Students will write blog posts reflecting on their classmate's presentations. They should choose and write about one detail they learned through their own research or their peers' that shocked, surprised, or interested them.</p> <p>➤ The Kite Runner and Theory Application</p> <p>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</p> <p>Students will begin reading <i>The Kite Runner</i>. As they progress through the story, students will be responsible for keeping character charts and should document any themes that stand out.</p> <p>Class discussions should focus on the role of women, the definition of gender (specifically masculinity), familial bonds, and Afghanistan's rich</p>

<p><u>12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> ● <u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● <u>CCSS.ELA-LITERACY.W.11-12.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● <u>CCSS.ELA-LITERACY.W.11-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● <u>CCSS.ELA-LITERACY.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions. ● <u>CCSS.ELA-LITERACY.SL.11-12.2</u> Integrate multiple sources of information presented in 	<p>class structure.</p> <p>Tier 2 → Activities/Strategies (Application/Analysis) Students will be responsible for a longer, complex analytic paper. In it, students will choose one of the theories (feminist, gender, and Marxist) that was discussed in class, and they will apply it to <i>The Kite Runner</i>. They should draw from the secondary texts provided to them throughout the semester to help guide their reading. Students should also practice drawing quotes from the novel to support their readings.</p> <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation) Students will create rough drafts and share them with classmates for peer editing. Their classmates will provide feedback with the use of a detailed rubric and a writer's checklist. Students will also submit outlines and notecards to the teacher for review.</p> <p>Students will then reorganize, revise, refine, and rewrite their drafts to make them suitable for submission. The best essays may be published on the teacher's blog.</p>
Performance Tasks/Assessments	
<p>Tests and Quizzes</p> <ul style="list-style-type: none"> - Vocabulary Test - Reading Comprehension Quizzes <p>Writing Assignments</p> <ul style="list-style-type: none"> - Blog Posts - Journal Entries - Final Essay - <i>The Kite Runner</i> KWL, Character, and theme charts <p>Projects</p> <ul style="list-style-type: none"> - Afghanistan webquest - Webquest visual aid 	

diverse formats and media.

- CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Resources:

Text:

The Kite Runner – Khaled Hosseini

Primary Source Materials:

Video(s):

The Kite Runner

Internet Resources:

TKR Webquest - <http://zunal.com/process.php?w=144057>