



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Introduction:

This lesson plan is based on Khaled Hosseini's *The Kite Runner* and is generally a solid choice for a world literature or AP Literature class (if the students are mature enough since the book explores sensitive topics). The standards I included are for grades 9-10, though they are very similar to grades 11-12, so they can be used for all grades of high school. You could also use this plan in a social studies class.

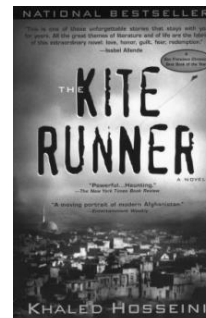
Since the Afghan War is the longest-running war in United States history, I believe this is a perfect time to study the book and the many themes it encompasses. Though Pakistan and Afghanistan may or may not be considered Middle Eastern, depending on who you ask and the context, I still think that these topics can be incorporated into Middle Eastern history, literature, current events, social issues, etc. because there is still so much in common that they all share beyond just religion. The subjects covered can be applied to many areas and are not exclusive to the Afghan and Pakistani cultures, such as the concepts of refugees, class systems, mental health, cultural recreation and fun, women's rights, imperialism, family relationships, and many more. Many parts of the world are grappling with these concerns. By putting them into an unfamiliar context for the students, it will open their eyes to how we are all connected and struggling with the same problems. Perhaps this will cause them to be more empathic towards a culture that, at first glance, appears to be totally different from their own, but upon closer inspection proves that we are not that different from one another. This change of heart and opening of the mind is the very definition of learning and growing.

I hope that you like my lesson plan for *The Kite Runner* and that you choose to include it in your competition!

-Emily Robinson

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Students Take the Lead: *The Kite Runner*, Culture, and U.N. Goals



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Your teacher has, for the most part, directed the discussion and activities related to our studies of the texts we have read in class so far. However, since we are learning more about literary criticism and its role in interpretation and analysis of texts, it's time that the students took over the direction of our course!

Working in small groups, students of your class will design and lead the activities related to our reading of Khaled Hosseini's *The Kite Runner*. Each small group will be responsible for guiding the class through a set of activities which they design to help us better analyze and understand the major social and political ideas of *The Kite Runner* in the context of the United Nations's Sustainable Development Goals. Below, you will find our suggested reading schedule and more about how the small group presentations will be organized.

SUGGESTED READING SCHEDULE:

Consider these questions as you read:

Chapters 1-7
(pages 1-80)

How might you use the various forms of literary criticism to help form interpretations of the events in these chapters? As you read, keep track of significant plot points and quotations. Use the grid provided to keep track of the characters.

AND

Early in the story, Baba says to Rahim, "A boy who won't stand up for himself becomes a man who can't stand up to anything," (22). How do the events of these chapters connect to this quote? Is Amir a coward or a product of his environment?

Chapters 8-14
(pages 80-194)

Rahim tells Amir, "In the end, the world always wins. That's just the way of things" (99). What does Rahim mean? How does this quotation connect to the events of these chapters?

AND

A return to the beginning: "Come. There is a way to be good again," (2, 192). How does this quote frame the action of these chapters?

Chapters 15-23
(pages 195-310)

"Yes, hope is a strange thing. Peace at last. But at what price?" (201). What price have each of the main characters "paid" by the close of chapter 20? Has that "price" been fair?

AND

The director of the orphanage, Zaman, declares, "There's nothing I can do to stop it," speaking of how the Taliban "buys" children (256). This connects to a larger idea present in these chapters - can one person really make a difference, especially against such overwhelming odds?

Chapters 24-25
(pages 311-371)

The story ends with Amir saying, "For you, a thousand times over," a line that has been repeatedly mentioned throughout the story (371). Why is it significant that the story ends with Amir saying these words?

Fill in dates of presentations of lesson plans:

LESSON PLAN FORMAT:

As you prepare your presentation, you need to think and plan like a teacher. Use the basic format below to help you begin planning the elements you will include in your presentation. You may not simply give a PowerPoint, review sheet, and quiz. It needs to be more creative than that. You may choose to conduct your lesson outside, but make sure you get approval from me first.

I. Learning Objectives: What is it that you hope the class will learn, remember, and do?

II. Instructional Delivery:

A. Anticipatory Set: How will you capture the attention of your audience?

B. Concepts Taught: What ideas will you present? Keep in mind the content requirements of the project.

- Original/unique presentation style; materials capture the audience's attention
- The presentation incorporates:
 - a review of 5-7 key points from your topic
 - incorporation of your assigned UN Sustainable Development Goal into your presentation.
 - Information and ideas are thoroughly explained using concrete examples from the text and/or research.
 - The lesson, themes, and ideas are presented in a respectful manner.
- Obvious time and effort went into planning, creating, and practicing the presentation.

C. Instructional Strategies: How will you teach the concepts? Think about how you will use visual aids to help you present the concepts.

D. Resources: What information will you use to put together this presentation? If you use outside sources in your presentation, you must be sure to cite them.

E. Assessment/Evaluation: How will you know that the class accomplished your objectives?

III. Closure/Reflection: How will you bring all the main ideas of your presentation together?

The Kite Runner

PRESENTATION GRADING RUBRIC

10=Exceptional 9=Well Done 8=Average 7=Basic 6=Needs Improvement

Grading Criteria and Explanation	Rating/Comment
CONTENT: the information included in the presentation and key concepts covered. The presentation incorporates: <ul style="list-style-type: none"> • a review of 5-7 key points from your topic • incorporation of your assigned UN Sustainable Development Goal into your presentation. • Information and ideas are thoroughly explained using concrete examples from the text and/or research. • The lesson, themes, and ideas are presented in a respectful manner. Obvious time and effort went into planning, creating, and practicing the presentation.	
ORGANIZATION: the way the parts of the presentation fit together. <ul style="list-style-type: none"> • Clear and interesting introduction that captures the audience's attention. • Information is presented using the lesson plan format. • The information is easy to follow because it is logically presented; obvious structure. • Smooth transitions between ideas. • The presentation has obviously been practiced. • The group helps the class remember important ideas and concepts through reinforcement activities. • Effective conclusion. 	
VISUAL AIDS: how the group enhances and reinforces their presentation with visual aids. <ul style="list-style-type: none"> • Visuals are appropriate and reinforce the content being presented. Is creative beyond the standard PowerPoint. • When outside sources are used, credit is given to the original sources (works cited). • Does not contain spelling or grammar errors. • Visual aids, especially those that are technology dependent, are prepared and tested before the day of the presentation. 	
AUDIENCE PARTICIPATION: the connection between the speakers and the audience. <ul style="list-style-type: none"> • The presenters directly engage the audience by having the class complete a specific task, utilize volunteers from the class, or request full class participation in an activity. • The presenters engage the class in <i>interesting</i> ways to help class members remember the important concepts presented. • Asks the audience for questions at the end. 	
PUBLIC SPEAKING-ELOQUATION: the presenter's use of language and his or her voice. <ul style="list-style-type: none"> • Clear and precise word choice, suited to subject. • Avoids clichés and redundancies. • Appropriate rate (not rushed). • Understandable, audible, articulate. • Appropriate, varied pitch (avoid a monotone speaking style). 	
PUBLIC SPEAKING-NON-VERBAL: the presenter's use of eye contact and gestures. <div style="display: flex; justify-content: space-between;"> <div> EYE CONTACT: <ul style="list-style-type: none"> • Maintained throughout most of presentation. • Did not rely heavily of reading from note cards or reading directly from visual aids. </div> <div> BODY MOVEMENTS/GESTURES: <ul style="list-style-type: none"> ▪ Appears relaxed, confident, poised. ▪ Did not lean or slouch on podium, desk, or chair. • Hands and body used to emphasize statements (no hands in pockets). </div> </div>	
PREPARATION PROCESS: did everyone contribute meaningfully? <ul style="list-style-type: none"> • Contributed to the success of the group by completing his or her share of the preparation process. • The student was clearly ready to present on the assigned day. 	
OVERALL COMMENTS:	TOTAL: /70

Research Activity for Students:

Part of studying *The Kite Runner* will include exploring some of the background of the novel. This will help us better understand the context in which the actions of the story take place, giving us a richer understanding of the events of the novel. To do this, we'll be breaking into groups of 2-3 to do research on some of the historical events presented in the story. Not only will groups research these topics, but you'll also be putting together a presentation/resource on your research topic which will be presented to the class. In this way, our class will always have your research to look back on in case we have a question about its importance to the story. So, let's begin!

You will be assigned one of the topics below along with one of the United Nations Sustainable Development Goals (SDGs). You must present both and explain/show how you can use your topic to address your UN SDG. For example, how can Sharia law help combat the UN SDG #2 "No Hunger"? You might need to get creative and think outside the box in order to come up with a viable way to fight hunger using Sharia law and for the other goals.

Pashtuns and Pashtunwali- connect to UN SDG #16 (Peace, Justice, and Strong Institutions)

You will need to answer the following questions in your presentation:

- Who are the Pashtuns?
- What is Pashtunwali?
- On what cultural values does the Pashtunwali code place most importance?
- What does it mean to be an outsider in Afghan society? Why are people excluded? What does this exclusion look like?

Here is where you will find the answers to these questions:

- [Basic cultural overview](#)
- [BBC's country profile on Afghanistan](#)
- [The Pashtuns](#)
- [Pashtun tribal structure](#)
- [Pashtunwali code](#)
- [Honour among them: Pashtunwali v. Radical Islam](#)

Hazaras- connect to UN SDG #10 (Reduced Inequalities)

You will need to answer the following questions in your presentation:

- Who are the Hazaras?
- What do they believe?
- How are they treated by the majority Pashtun culture of Afghanistan?
- Why are they treated this way?

Here is where you will find the answers to these questions:

- [Basic cultural overview](#)

- [BBC's country profile on Afghanistan The Outsiders](#)
- [The Hazara People](#)
- [Hazaras Today](#)

The Taliban- connect to UN SDG #5 (Gender Equality)

You will need to answer the following questions in your presentation:

- Who are the Taliban?
- What do they believe?
- When did they come to power?
- What sort of policies did they institute while they were in power?

Here is where you will find the answers to these questions:

- [Basic cultural overview](#)
- [BBC's country profile on Afghanistan](#)
- ["Who are the Taliban?"](#) by the BBC
- Well-cited entry on Wikipedia about the [history of the Taliban](#)
- Carnegie Endowment's [page for the Taliban](#)

Kite Fighting- connect to UN SDG #4 (Quality Education)

You will need to answer the following questions in your presentation:

- What is kite fighting?
- Who participates in kite fighting?
- How is this tradition important to the Afghani culture?

Here is where you will find the answers to these questions:

- [BBC's country profile on Afghanistan](#)
- [Afghan History: Kite Flying, Kite Running and Kite Banning](#)
- [Afghan Fighters \(Kites\)](#)
- [Afghanistan : Artistry In The Air -- Kite Flying Is Taken To New Heights Radio Free Europe Radio Liberty](#)

LINKED PRESENTATION:

- [Student presentation on Kite Fighting](#)

Religion and Faith- connect to UN SDG #1 (No Poverty)

You will need to answer the following questions in your presentation:

- What are the differences between Sunni vs. Shiite Islam?
- How is Islam integral to Afghan culture?
- What are the basic tenets of Islam?

- Why do you think these religions, if they are so similar, seem to have difficulty getting along?

Here is where you will find the answers to these questions:

- [Basic cultural overview](#)
- [BBC's country profile on Afghanistan](#)
- [Difference between Sunni and Shiite](#)

LINKED PRESENTATION:

- [Student PowerPoint on Religion](#)

Sharia Law and Taboos- connect to UN SDG #2 (No Hunger)

You will need to answer the following questions in your presentation:

- What is Sharia law?
- What are some of the important beliefs of Sharia law?
- What are some of the taboos or prohibitions under Sharia law?

Here is where you will find the answers to these questions:

- [Basic cultural overview](#)
- [BBC's country profile on Afghanistan](#)
- [Sharia Law](#) explained by the BBC
- Extensive article on Wikipedia on the [tenets of Sharia](#)

The Importance of Family (Afghani)- connect to UN SDG #6 (Clean Water and Sanitation)

You will need to answer the following questions in your presentation:

- How are Afghani families structured?
- What is most important to families?
- What role do women play?
- What role do men play in the family?

Here is where you will find the answers to these questions:

- [Basic cultural overview](#)
- [Roles in the family](#)
- [BBC's country profile on Afghanistan](#)

LINKED PRESENTATION: [Student PowerPoint on the importance of family](#)

SUSTAINABLE DEVELOPMENT GOALS



Connect your assigned topic (family structure, kite fighting, Sharia law, etc.) to your assigned UN SDG. You must focus on the goal I assign to you, no others. What follows is some basic information from the UN website that you can use as a guide, but you will need to do additional research for the project.



NO POVERTY: WHY IT MATTERS

What's the goal here?

To end poverty in all its forms everywhere by 2030.

Why?

More than 700 million people, or 10% of the world population, still live in extreme poverty and is struggling to fulfil the most basic needs like health, education, and access to water and sanitation, to name a few. The majority of people living on less than \$1.90 a day live in sub-Saharan Africa.

Worldwide, the poverty rate in rural areas is 17.2 per cent—more than three times higher than in urban areas.

Having a job does not guarantee a decent living. In fact, 8 per cent of employed workers and their families worldwide lived in extreme poverty in 2018.

Poverty affects children disproportionately. One out of five children live in extreme poverty. Ensuring social protection for all children and other vulnerable groups is critical to reduce poverty.

**1 NO
POVERTY**



**55 per cent
of the
world's
population
have
no access
to
social
protection**



ZERO HUNGER: WHY IT MATTERS

What's the goal here?

To end hunger, achieve food security and improved nutrition and promote sustainable agriculture.

Why?

Extreme hunger and malnutrition remains a barrier to sustainable development and creates a trap from which people cannot

easily escape. Hunger and malnutrition mean less productive individuals, who are more prone to disease and thus often unable to earn more and improve their livelihoods.

There are more than 800 million people who suffer from hunger worldwide, the vast majority in developing countries.

2 ZERO
HUNGER



A profound
change of the
global food
and agriculture
system is needed
to nourish
today's
800 million
hungry +
the additional
2 billion
increase in global
population
expected by
2050



QUALITY EDUCATION: WHY IT MATTERS

What is the goal here?

Ensure inclusive and quality education for all and promote lifelong learning.

Why does education matter?

Education enables upward socioeconomic mobility and is a key to escaping poverty. Education is also essential to achieving many other Sustainable Development Goals (SDGs).

When people are able to get quality education

they can break from the cycle of poverty. Education helps to reduce inequalities and to reach gender equality. In fact, one extra year of education is associated with a reduction of the Gini coefficient by 1.4 percentage points.

Education empowers people everywhere to live more healthy and sustainable lives. Education is also crucial to fostering tolerance between people and contributes to more peaceful societies.

4 QUALITY
EDUCATION



262 million
children
and
adolescents
remain out
of school.
617 million
lack
minimum
proficiency
in reading
and
mathematics



GENDER EQUALITY: WHY IT MATTERS

What's the goal here?

To achieve gender equality and empower all women and girls.

Why?

Women and girls represent half of the world's population and therefore also half of its potential. But, today gender inequality persists everywhere and stagnates social progress.

Women continue to be underrepresented at all levels of political leadership. Across the globe, women and girls perform

a disproportionate share of unpaid domestic work.

Inequalities faced by girls can begin right at birth and follow them all their lives. In some countries, girls are deprived of access to health care or proper nutrition, leading to a higher mortality rate.

How much progress have we made?

Women and girls around the world continue to experience violence and cruel practices. Physical and/or sexual violence affects

5 GENDER
EQUALITY



In 2018,
women
only held
27 per cent
of managerial
positions
worldwide



CLEAN WATER AND SANITATION: WHY IT MATTERS

What's the goal here?

To ensure access to safe water sources and sanitation for all.

Why?

The demand for water has outpaced population growth, and half the world's population is already experiencing severe water scarcity at least one month a year. Access to water, sanitation and hygiene is a human right, yet billions

are still faced with daily challenges accessing even the most basic of services.

3 in 10 people lack access to safely managed drinking water services. About 3 billion people lack access to basic sanitation services, such as toilets or latrines.

More than 80 per cent of wastewater resulting from human activities is discharged into rivers or sea without any treatment, leading to pollution.

6 CLEAN WATER AND SANITATION



Half of the
world's
population
is already
experiencing
**severe
water
scarcity**
at least
one month
a year



10 REDUCED
INEQUALITIES



REDUCED INEQUALITIES: WHY IT MATTERS

What's the goal here?

To reduce inequalities within and among countries.

Why?

Inequalities based on income, sex, age, disability, sexual orientation, race, class, ethnicity, religion and opportunity continue to persist across the world, within and among countries. Inequality threatens long-term social and economic development, harms poverty reduction and destroys people's sense of fulfilment and self-worth. This, in turn, can breed crime, disease and environmental degradation.

Most importantly, we cannot achieve sustainable development and make the planet better for all if people are excluded from opportunities, services, and the chance for a better life. Despite progress in some areas, income inequality continues to rise in many parts of the world.

What are some examples of inequality?

16,000 children die each day from preventable diseases such as measles and tuberculosis. Rural women are three times more likely to die while

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PEACE, JUSTICE, AND STRONG INSTITUTIONS: WHY THEY MATTER

What's the goal here?

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Why?

Peaceful, just and inclusive societies are necessary to achieve the Sustainable Development Goals (SDGs). People everywhere need to be free of fear from all forms of violence

and feel safe as they go about their lives whatever their ethnicity, faith or sexual orientation.

In order to advance the SDGs we need effective and inclusive public institutions that can deliver quality education and healthcare, fair economic policies and inclusive environmental protection.

What needs to be done to address this?

To achieve peace, justice and inclusion,

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Today,
20 million
people are
refugees,
over 41 million
people have been
internally
displaced,
and at least
4 million people
are
stateless

Standards:

<https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-9-12.aspx>

ELAGSE9-10RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE9-10RI3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELAGSE9-10RI7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.

ELAGSE9-10W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELAGSE9-10W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

ELAGSE9-10W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE9-10SL1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

ELAGSE9-10SL1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

ELAGSE9-10SL1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELAGSE9-10SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELAGSE9-10SL5 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.

ELAGSE9-10L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

ELAGSE9-10L6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.