

**Using Research and Technology with topics in Khaled Hosseini's *The Kite Runner* (30 Participation Points)**

In your writing groups you will: Work to complete a research project and visual presentation (wiki page) related to assigned topics/aspects of Afghan life or political issues. You will work together with your writing groups to provide support to your classmates in researching topics for *The Kite Runner*, as well as to prepare for a presentation of your topic for the review period. The basic topics are listed below with some follow up ideas. This is your group's project, and it is your job to do the research on the topic you've been assigned. You must do your best to get accurate information, as well as tie your topic into *The Kite Runner*. Cite your sources. Link to your sources if you can. Please look at the rubric on the back for grading criteria.

**Afghanistan's History:** (For example Colonial & Post-Colonial/The Cold War) What role do foreign invaders play in the lives of the people who live in and around Afghanistan? Discuss the history of foreign invasions and settlement of Afghanistan. Think particularly about The Soviet Union and where and why they come into our story.

- Group 1 will teach us about history and foreigners' impact on the people of Afghanistan.

**Afghanistan's Geography:** Show the lay of the land. You might want to show the class maps of the country, indicating where the main characters lived, as well as indicate how and where they escaped. You may want to talk about the borders and/or why borders are arbitrary. See if you can project why Afghanistan has significance to both eastern and western countries. How is geography important in this story?

- Group 2 will teach us about geography.

**Afghanistan's Economy:** What kinds of resources do the Afghan people have? See if you can find out what the Afghan people import and export. Do you think this is a rich or poor country? You could also discuss Baba's wealth and why so many other people are poor.

- Group 3 will teach us about the economy.

**Afghanistan's Politics and Government:** How it has changed over the past 10 years? The government (monarchy, theocracy) of Afghanistan has changed its structure. How has that affected the lives of women? Definitely think about women's rights in regard to cultural relativism – are these universal values or norms? How are Afghani women treated in the story? How does that culture affect the women in the story?

- Group 4 will teach us about government and politics, specifically how it has affected women.

**Afghanistan's Race, ethnicity, tribes:** Uzbeks, Hazara, Aimaqs, Turkmen and Kirghiz, Pashtun, Tajik, Baluch and Nuristanis are examples. Show the class where these people come from, what they might look like, who these people are in the story and how they are important to the story.

- Group 5 will teach us about race and ethnicity.

**Gender:** Look at roles in the family, marriages and dating. You may want to look at how housing is structured. You may touch on (but not only report on religion and politics in your discussion.) Discuss the roles of men and women in our story, not only when the story takes place in Afghanistan, but also when these Afghans move to America.

- Group 6 will research and teach us about gender roles.

**Religion:** (For example - Sunni and Shi'a Muslims agree on the core fundamentals of Islam—the Five Pillars—and recognize each other as Muslims, so why is there a problem with religion in this story?) You will teach us about religion and perhaps discuss why it affects the main characters.

- Group 7 will research and teach us about **Sunni Muslims**
- Group 8 will research and teach us about **Shi'a Muslims**

**Foreign Policies:** Discuss the relationship between the United States and Afghanistan. Talk about why our government is concerned with the government and politics of Afghanistan when it is located so far from the United States. Why does the narrator end up in America? You might speak of immigration & emigration. You may want to take this topic to a new, level in the present and discuss and The War on Terror—are groups like al-Qaida a threat to the United States and to maintaining peace in the Middle East?

- Group 9 will teach us about immigration and emigration.

These ideas adapted from lesson plans at PBS.org.

[http://www.pbs.org/newshour/extra/teachers/lessonplans/world/afghanistan\\_overview\\_10-06.html](http://www.pbs.org/newshour/extra/teachers/lessonplans/world/afghanistan_overview_10-06.html)

Basic Rubric Idea taken from: <http://www.artteacherconnection.com/pages/powerpointrubric.htm>

CATEGORY	EXEMPLARY	PROFICIENT	SUFFICIENT	DEFICIENT
Information	Presentation answers questions and relates to <i>The Kite Runner</i> through analysis.	Presentation answers questions and relates to <i>The Kite Runner</i> through comparisons.	Presentation answers questions and relates to <i>The Kite Runner</i> through examples.	Presentation neither answers questions nor relates to <i>The Kite Runner</i> .
Overall time and content	The group was able to present and discuss the project in five to seven minutes.	The group was able to present and discuss the project in four to five minutes.	The group was able to present and discuss the project in three to four minutes.	The group was able to present project for fewer than three minutes.
Presentation Skills	All presenters knew the <u>all</u> of information and progressed smoothly through the presentation.	All presenters knew <u>most</u> of the information and progressed smoothly through the presentation.	At least one presenter didn't know the information and got lost often.	Two or more of the presenters didn't know the information and got lost often.
Memory Skills	Information was memorized and discussed appropriately.	Information was not memorized, but briefly read/reviewed to be discussed appropriately.	Information was easily read aloud instead of memorized and discussed.	Information was poorly read aloud instead of memorized and discussed.
Readability of the Pages	All text is readable, including color choice and size. Bullets are consistent and clear. Information is clear and concise.	Most text is readable, including color choice and size. Bullets are consistent and clear. Information is clear and concise.	Bullet format is not consistent and/or too much information in large text blocks.	Bullet format is not consistent or clear. Too much/too little information provided.
Text Aesthetics (This refers to the look of the text, not the information presented.)	Appealing background, editing and graphic elements are included appropriately.	Appealing text and graphic elements are included appropriately.	There are too few elements to relate text to images and info.	There are too few elements to relate text to images and info/hard to read or understand.
Overall Aesthetics (This refers to the look of the images, not the information presented.)	All pictures or graphics are used well and are of highest quality.	Most pictures or graphics are used well and are of good quality.	There are too few graphic elements.	Graphics are confusing and not related to words.
Hyperlinks	All information taken from the Internet has relevant and working hyperlinks.	Most information taken from the Internet has relevant and working hyperlinks.	Some information taken from the Internet has relevant and working hyperlinks.	Very little information taken from the Internet has relevant and working hyperlinks.
Conventions	There are no errors in spelling, grammar and punctuation.	There are few errors in spelling, grammar and punctuation.	There are some errors in spelling, grammar and punctuation.	There are many errors in spelling, grammar and punctuation.
Works Cited	More than five used. All sources used for quotes and facts are credible and cited correctly.	At least five. All sources used for quotes and facts are credible and most are cited correctly.	At least three used. Most sources used for quotes and facts are credible and cited correctly.	Sources used for quotes and facts are not included, suspect and/or are not cited correctly.
	3	2	1	0
Total from columns				

Comments and feedback:

Total Score: \_\_\_\_\_