*The Kite Runner*

Day One

Why should we read this book?

**Standards**

RL.11-12.2

Determine and analyze themes and/or central ideas of texts:

* Determine themes and/or central ideas.
* Analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account.
* Cite strong and thorough textual evidence.

**Objectives**

The learner will be able to understand the historical background to the text

The learner will be able to understand why this is an important novel to read

 <https://docs.google.com/presentation/d/1nl27jkSKgCftQZEXAgcw5jumMRkUtSWXP-bzLWkDBRA/edit?usp=sharing>

**Learning Activities**

1. Before starting the book as a class, we will first learn why this book is a part of the 11th grade curriculum.
2. Begin with reflection. Full reflection link :
	1. <https://docs.google.com/document/d/1MMkvE09baPP6OxgFqUyPgHHISAYZ_JeFMvZGDwlvcjM/edit?usp=sharing>
3. Give each student a notecard and ask them to write down 1-2 things they know about Afghanistan, the Taliban, or about the Middle East in general. Allow 2-3 minutes for students to write and think.
4. Next, pull up the polleverywhere and ask students to submit at least on of their answers from their notecard.
	1. <https://www.polleverywhere.com/free_text_polls/35NlcMB86zb0KdK>
	2. Through these answers, we are able to understand determine that it is important to learn about these things!
5. Transition into Afghanistan in the 1800s, 1900s, and Soviet Rule in Afghanistan.
6. If there is time, go over these two sites in groups.
	1. Interactive map of US foreign relations with Afghanistan since 9/11 <http://www.nytimes.com/interactive/2011/06/22/world/asia/afghanistan-war-timeline.html>
	2. 4:31-7:50 <https://www.youtube.com/watch?v=nlsnnhn3VWE> until the end of the Afghanistan discussion
	3. Afghanistan then and now <https://www.youtube.com/watch?v=mpy2rzMVQBQ>
7. Review chapter one. Use the rhetorical devices in google slides to guide the discussion of chapter one.
8. Write one thing on the notecard that they learned.
9. Use remaining time to start the book
10. Ask students to read the first three chapters for the next class.

**Assessment**

1. Notecards to assess the background knowledge on Afghanistan
2. Have them fill out on the back of the notecard either a) one thing they learned or b)one way in which their opinion of Afghan culture changed

**Reflection**

When I teach this again, I want to be able to have students move around more often. This means some more pair and shares and find other creative ways to have students move around more often. Also, do rhetorical devices before the video or the interactive map.