

## The Kite Runner Movie Guide Questions:

Respond to the following questions during, or after, you watch the movie that goes along with your assigned reading. Answer these in your 70 page spiral notebook. Skip one page after your short answer responses and start there.

1. What is the setting of the story?
2. List some of the recurring themes of the movie.
3. During the film, what was happening in Afghanistan politically?
4. How did the characters of the book change because of war, conflict and human rights?
5. During the Soviet Invasion, who fled, who decided to stay or had no choice to stay or flee? Why?
6. What are some human injustices portrayed in this movie?
7. Was it a human rights abuse situation when Amir failed Hassan? Why?
8. Baba and Amir went through what type of resettlement process? What about some of the other characters' resettlement process? What did they endure?
9. In the beginning of the story, we see Hassan and Amir returning to their homes after a game of kite-fighting. Amir walks up to his magnificent house while Hassan walks up to a tiny mud hut. How do these scenes set the stage for this movie?
10. Could Hassan, in some ways, be wealthier than Amir? Why/why not? In your own words, what is wealth? What are some ways we can use to measure one's personal inner wealth.

**WARNING:** AP ENGLISH IV TEACHERS RESERVE THE RIGHT TO ADMINISTER A FAILING GRADE FOR THE FIRST SIX WEEKS FOR ANY OR ALL ASSIGNMENTS THAT ARE NOT COMPLETED.

**YOU ARE EXPECTED TO HAVE ALL THE ASSIGNMENTS AND READINGS COMPLETED PRIOR TO THE FIRST DAY OF SCHOOL.**

## The Kite Runner Short Answer

After reading the novel, consider the following question. Write an 8-10 line response using short answer/ open ended format. Be sure to include embedded quotations and manipulate text as needed. Be thoughtful in your response.

1. Look back at Chapter 1. How has the story come full circle? How has Hosseini created "a way to be good again" for Amir?
2. Why does Hosseini conclude his novel with a kite fight? What is so appropriate about this decision?

### **The Kite Runner Essay Prompt:**

In a well-organized essay, write on how it was Amir's greatest wish to please his father. To what extent does he succeed in doing so and at what cost? What kind of a man is Baba? How would you describe his relationship with Amir and with Hassan? How does that relationship change and what prompts those changes?

Be sure to use textual evidence, when needed to support your answer/essay.

### First Day Expectations of School (2015-2016):

- Test on all assigned summer readings;
- Several reading response (open ended) questions;
- Test on the *The Kite Runner* movie;
- All Dialectical journals due (ALL WORK) to your AP or AP/DC English IV teacher;
- Begin working on *The Kite Runner* project (to be assigned on the first day of class)

### **Teacher Contact:**



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**P.S.J.A. ISD**  
**Mandatory Summer Reading for**  
**All AP and AP/DC**  
**English IV Students**



**2015-2016**  
**PSJA ISD**

# Introduction:

Welcome to PSJA Advanced Placement and/or Dual Credit English IV class. The AP program is designed to give students a rigorous academic curriculum with the opportunity to prepare for the AP Language and Composition exam in May and earn college credit before graduation from high school. To assist students with reading skills and build background knowledge, summer reading has been selected for all AP English IV students for the 2015-2016 school year.

## What you need:

- \*A composition book,
- \*The novel
- \*The movie

The following is the only one (1) book required for reading:

***The Kite Runner*** by Khaled Hosseini

(ISBN # 978-1442364226)

To enhance reading, a movie is also required: ***The Kite Runner***

Students can find the novel online for free. However, it is highly advised that a student purchase a copy of the book. The movie can be purchased, streamed through Netflix, or borrowed from the public library.

# Assignments:

## Activity 1) Dialectical Journals

12th Grade: Must complete 45 dialectical journal entries. Students must keep a dialectical journal for summer reading as evidence of critical thinking and proof it was actually read. This journal is due the first day of school, and will be the first major grade for the 1st six weeks of school.

## Activity 2) Reading Questions

1. How does the use of Chapter 1 to introduce the flashback establish the overall mood of the novel? How would it be different if it were told without the flashback?
2. What does the reader know about the narrator's present life, and how do we know?
3. What are the reader's first impressions of Hassan based on Hosseini's description of him?
4. What is unusual about the relationship between Amir and Hassan?
5. How does Hosseini use hyperbole in his descriptions of Baba? What can the reader conclude about Baba based on these descriptions?
6. How does the pomegranate tree symbolize to Amir and Hassan? How does Hosseini create this symbol?
7. How does Hosseini's description of Assef let the reader know immediately that he is the antagonist?
8. What is the importance of the kite fight for Amir and Baba? How does Hosseini give it great value through his word choice in the text?
9. Why is Amir's memory of the sheep important? Explain the effect that Hosseini creates by revealing this bit of exposition at this moment in the plot.
10. Why does Hosseini allude to *Les Miserables* in the scene at the American embassy? What is the effect of this allusion on the plot?

## Activity 3) Short Answer Response Questions

After you finish your 45 journal entries, skip another page in your composition book and write a response to the questions that apply to the book assigned. Remember to use TEXT EVIDENCE. After you complete your dialectical journal in your spiral skip one page and answer your short answer questions on this page.

1. Look back at Chapter 1. How has the story come full circle? How has Hosseini create "a way to be good again" for Amir?
2. Why does Hosseini conclude his novel with a kite fight? What is so appropriate about this decision?

## Activity 4) Movie

Watch a film that accompanies your summer reading. After you complete your short answer response questions in your composition book, skip one page and answer your Movie Guide Questions on this page.

## Reaction Dialectical Journal:

Draw a line down the middle of the paper, making two columns. The **left column** is used for direct quotes.

**For example, you might record a quote that: (direct sentence from the story):**

- \*Passages that remind you of your own life or something you've seen before
- \*A passage that makes you realize something you hadn't seen before
- \*A passage with examples of patterns: recurring images, ideas, colors, symbols or motifs.
- \*Passages with confusing language or unfamiliar vocabulary
- \*Passages that you find surprising or confusing
- \*The **right column** is used for commenting on the left column notes (ideas/ insights, questions, reflections, and comments on each passage).

If you choose, you can label your responses using the following codes:

- (Q) Question** – ask about something in the passage that is unclear
- (C) Connect** – make a connection to your life, the world, or another text
- (P) Predict** – anticipate what will occur based on what's in the passage
- (CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction
- (R) Reflect** – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
- (E) Evaluate** - make a judgment about the character(s), their actions, or what the author is trying to say

Student Model—"A Rose for Emily" by W. Faulkner

Quote	Analysis
Pg. 4 "When Miss Emily died, the men went through a sort of respectful affection for a fallen monument... the women mostly out of curiosity to see the inside of her house" (p 24)	<b>(R)</b> You can tell a lot about how the town felt about Emily by this one sentence—"the men... affection for a fallen monument." You don't feel anything personal for a monument, maybe respect, pride, etc., but no personal feelings.  Maybe this means the men never got close. They never new her, so they pay their respects as if for an objects faraway. The women... another story.  Did they even like her? To see her house? Are they a bunch of snobby stuck-up women?
Pg. 2 "Miss Emily had been a tradition, a duty, a care, a sort of hereditary obligation upon the town" (25)	<b>(Q)</b> "tradition"—Was she respected? "a duty"—Why? "a care"—Meaning people loved her? "obligation"—Why?  Maybe the town didn't quite love her after all.
"Pg. 3...a small, fat woman in black...she looked bloated... that pallid hue. Her eyes looked like small pieces of dough" (p 25)	<b>(E)</b> Ugh! Not at all like the women I imagined. I thought her to be beautiful, graceful feminine—not a deadly ghost. She must have died inside a long time ago.