

Mason High School
The Kite Runner Project
Junior English

Overall Goal of the Project: The overall goal of this project is to help students gain a better appreciation and understanding for other cultures, to better understand an appreciate their own culture, and to identify the similarities between the two.

Objective(s):

[Measurable – often begins ‘Students will...’]

- Students will read “The Kite Runner” and will discuss the outline of the book.
- Students will write and record some of the basic similarities found in the book that parallel their own childhood experiences.
- Students will create a kite that illustrates the similarities found in the book.

Arts Standards (GLCEs, HSCEs)

[Limit to 3-4 and paraphrase]

1. Intentionally use art material and tools effectively to communicate ideas. CS1:2
2. Apply materials, techniques, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks. CS2:1
3. Reflect and analyze the personal experiences that influence the development of personal artwork. CS3:5
4. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using conclusions to inform personal artwork. CS4:3

Content Area Standards (GLCEs, HSCEs)

1. Develop critical reading, listening, and viewing strategies. 2.1
2. Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level. 2.2
3. Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading. 2.3
4. Develop the skills of close and contextual literary reading. 3.1
5. Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genre representing many time periods and authors. 3.2
6. Use the knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts. 3.3

Instructional Outline

- 1) Set Up
 - a) Diagnosing Students will engage in a free write. They will also discuss the information the compile together and analyze the results verbally.
 - b) Classroom Management Students will be directed to the station for creating the art piece.
 - c) Accommodations Students with special needs will be addressed and accommodations will be honored.
 - d) Prep Work/Materials Art materials will be set up in a station. Students will be instructed how to approach and engage in the use of materials.
- 2) Beginning
 - a) Introduction Students will see an example Kite and will discuss the aspects of the terms and language used on the Kite. The students will have on open discussion and an idea building activity. They will then be introduced to the station where they will be allowed to use materials and begin their projects.
 - b) Warm Up/Ice Breaker Free write, using flip board or smart board. Students may engage in a "snowball" idea share.
- 3) Middle
 - a) Main Activity 1. Students will be introduced to the example kite, construction materials and be given directions on how to use the tools and supplies. They will then be given directions on how to put the kites together using the materials and the ideas generated in the warm up activity. 2.Students will construct the kites. 3. Students will clean up and prepare for presentation.

- b) Reflection Students will hold a mini-critique, discussing their personal projects and their meaning.
- 4) End
- a) Follow-up assignment/Homework Students will hang their projects in the English Hall.
 - b) Closure none
- 5) After
- a) Follow up assignment We will try to get our school newspaper to report on this project.
 - b) Assessment Task The knowledge details will be evident on the projects. We will be able to read their kites and assess their understanding from the finished projects.
 - c) Document We will record the project using photos and prepare a power-point presentation.