

The Kite Runner

A Novel

by Khaled Hosseini

Riverhead

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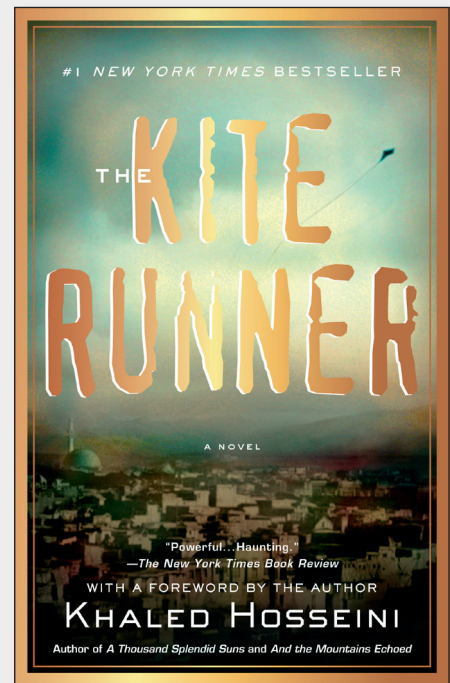
SUMMARY

The Kite Runner, spanning Afghan history from the final days of the monarchy to the present, tells the story of a friendship between two boys growing up in Kabul. Though raised in the same household and sharing the same wet nurse, Amir and Hassan grow up in different worlds: Amir is the son of a prominent and wealthy man, while Hassan, the son of Amir's father's servant, is a Hazara. Their intertwined lives, and their fates, reflect the eventual tragedy of the world around them. When the Soviets invade and Amir and his father flee the country for a new life in California, Amir thinks that he has escaped his past. And yet he cannot leave the memory of Hassan behind him.

ABOUT THE AUTHOR

Born in Kabul, Afghanistan, in 1965, KHALED HOSSEINI moved to Tehran in 1970, where his father worked for the Afghan embassy. Returning to Kabul in 1973, his father continued as a diplomat with the Afghan Foreign Ministry and his mother taught Farsi and history at a high school. In July of 1973, the night Hosseini's youngest brother was born, the Afghan king, Zahir Shah, was overthrown in a bloodless coup by the king's cousin, Daoud Khan. At the time, Hosseini was in fourth grade and was already drawn to poetry and prose; he read a great deal of Persian poetry as well as Farsi translations of British and American novels.

In 1976, the Afghan Foreign Ministry relocated the Hosseini family to Paris. Plans to return to Kabul in 1980 were thwarted by the bloody communist coup and subsequent invasion of the Soviet army. Granted political asylum by the United States, they moved to San Jose, California, in September 1980. Having lost all their property in Afghanistan, they lived on welfare and food stamps while Hosseini's father worked multiple jobs to become financially stable.



ABOUT THE AUTHOR (CONTINUED)

Hosseini graduated from high school in 1984 and enrolled at Santa Clara University where he earned a bachelor's degree in biology in 1988. The following year, he entered the University of California-San Diego's School of Medicine, where he earned a medical degree in 1993. He completed his residency at Cedars-Sinai Hospital in Los Angeles.

Though Hosseini has practiced internal medicine since 1996, he yearned to write. His memories of the peaceful pre-Soviet era Afghanistan led him to write *The Kite Runner*, as well as his personal experiences with Afghan Hazaras, a shunned ethnic minority. While living in Iran, Hosseini, in third grade, taught a 31-year-old Hazara man to read and write.

A HISTORICAL OVERVIEW OF AFGHANISTAN BY MIR HEKMATULLAH SADAT, PH.D.

Afghanistan's main ethnic composition includes the Pashtun, Tajik, Hazara, Uzbek, Baluchi, and Turkoman people. The Afghan nation is a very heterogeneous population, comprising at least 22 languages, of which Dari and Pashto are officially recognized in the constitution. Practically everyone in Afghanistan is Muslim representing both Sunni and Shia Muslims. The majority of Hazaras and Qizilbash are Shia, while the majority of Pashtun, Tajik, Uzbek, Turkoman, and Baluchi people are Sunni. Until recent times, other religions were also represented in Afghanistan. In Kabul and in a few other urban cities, exclusive communities of Hindus, Sikhs, and Jews co-existed within the Muslim population. Like similar societies, Afghan traditions have been preserved because of the prevailing influence of religious customs and tribal culture. In Afghanistan, the Pashtuns are the last ethnic group still having an operational tribal system, known as Pashtunwali (Code of the Pashtuns). However, the Pashtuns are divided into hundreds of tribes and clans. Nonetheless, all Afghan ethnic groups have been able to preserve their kinship, village, and regional ties.

The country has inherited a rich linguistic and cultural heritage dating back thousands of years. Afghanistan is a mountainous, arid and landlocked country often called the 'heart of Asia', sharing borders with Pakistan, Iran, Tajikistan, Uzbekistan, Turkmenistan, and China. Not only has the geographic location of Afghanistan been important strategically, but it was also a highway for trade, raids, and military marches.

Afghanistan emerged as a nation-state in the 18th century after centuries of invasions and conquests. *The Kite Runner* begins in 1973, when the army overthrew the monarchy led by Zahir Shah. He was forced into exile in Italy by his cousin and son-in-law, Daoud Khan, who declared himself president of the republic. Daoud Khan spoke about ending corruption and being true to the revolution but it became apparent the regime change was only a transfer of power. Resistance against the new regime formed immediately by Islamic guerrilla rebels. By 1975, the regime began purging from the government all officials with socialist or Marxist ties. After a series of socialist leader assassinations, Daoud Khan was overthrown by the same military that brought him to power. The coup brought to power two factions of a socialist organization in what would be described as the April Revolution. From April 1978 until December 1979, the Khalq (Masses) faction led by Nur Muhammad Taraki and Hafizullah Amin forced socialist reforms which incited the tribal and religious institutions to revolt. Various resistance groups united along one front called the mujahidin (holy strugglers) and declared a jihad (holy struggle) against the Afghan state.

Fearing the fall of the pro-Soviet regime in Afghanistan, the Soviet Union invaded Afghanistan in December 1979. Returned from exile was Babrak Karmal, head of the Parcham (Banner) faction, who quickly announced general amnesty for political prisoners which included prominent mujahidin leaders and invited moderates to cooperate in the reconciliation. However, Karmal's measures were damaged by the brutal military operations of the Red Army and misuse of power by certain Afghan bureaucrats. In addition, the billions of covert military aid provided by the United States, Saudi

**A HISTORICAL OVERVIEW
OF AFGHANISTAN
(CONTINUED)**

Arabia and other countries to the mujahidin escalated the war and reduced any chances for an Afghan reconciliation.

In 1986, Dr. Muhammad Najibullah, head of the notorious secret service, replaced Karmal. After a decade, the Soviet army withdrew, leaving the state split among many ethnic factions. In 1992, the mujahidin takeover of the state ignited into a civil war between mujahidin warlords, and later between the warlords and the Taliban. In the 1990s the Taliban assumed control and introduced strict adherence to Islamic law. Between 1992 and 2001, Afghanistan became the site for the worst battles, ethnic genocide, pillage, famine, and misery since Genghis Khan had swept through the region centuries earlier.

The terrorist group, Al Qaeda, led by Osama bin Laden, had also built training camps in Afghanistan. While most of the world condemned the Taliban, they were officially recognized by three countries: Pakistan, Saudi Arabia, and the United Arab Emirates. After September 11, 2001, the Taliban refused to hand over Bin Laden, leading to a U.S. led coalition military campaign. By November, 2001, the Taliban lost control of Kabul. A new government, the Transitional Islamic State of Afghanistan was established in December 2001. Assisted by the international community, the Afghan state is trying to rebuild the war-torn nation, as well as establish economic and political stability.

Despite its efforts, the Afghan government faces the same obstacles as faced by the government during the Soviet presence in Afghanistan. While President Hamid Karzai and prominent members of his cabinet and the elected parliament call for reconciliation and ceasefires with the Taliban; internal discord in the government, misuse of donor aid, bribery and corruption of state officials, the drug trade, promotion of warlords, the inability to control the untamed military campaigns of foreign troops such as collateral damage, the inability to understand the culture and customs of Afghans, and support for the Taliban resistance across the border in Pakistan has stymied any hopes for democratization and peaceful reform.

**INTRODUCTION TO
THE TEACHER'S GUIDE**

Students would benefit by knowing about Afghanistan's history and cultures. Pre-reading activities could include researching more in depth about the nation's geography, history, politics, and religions. Afghanistan's volatile political situation are covered by news organizations. Many resources are available in libraries and on the internet.

This guide is organized for you, the teacher, to use and adapt as needed for your students. The guide is divided into segments of several chapters, providing reading assignments. Each section includes reading questions, vocabulary words, references that you might choose to explain to students, or have them research, and quotations. The list of themes can be discussed as you read or at the conclusion. They provide opportunities for students to make connections to other works of literature they've read, movies or theater they've seen, and other events in history or current day. The general reading response topics can be used for journal writing. The creative projects can be used to extend the reading experience and promote critical thinking.

VOCABULARY ACTIVITIES

There's a selection of vocabulary words identified for each reading section. You may want to either add to this list or decrease it depending on your students. You can decide whether to introduce vocabulary before reading the section, during, or after. Vocabulary activities could include looking up definitions, writing original sentences, finding the words on the pages and making a guess based on context clues and so on. You can quiz students on each section of words, assign them to write their own stories with vocabulary words, or play games to reinforce word meanings.

READING QUESTIONS, QUOTATIONS & REFERENCES

The reading questions can be assigned as homework, to complete during or after reading, and can be used as starting points for classroom discussion. As you read each chapter, look for sections that might lend themselves to readers' theater, acting out, or debates. Encourage students to look for news articles about Afghanistan while you're studying the novel. You can have students do mini-research projects on the various references from the novel that are mentioned in the guide. Students can present their findings to the class in the form of oral reports. The quotations can be assigned as writing topics or used to spur classroom discussion.

THEMES

These themes can be discussed while reading the novel and at its conclusion. They can become sources for essay writing, reading connections, and classroom discussion.

- Bullying
- Role of books, literacy
- Friendship, guilt & redemption
- Fathers & sons
- Coming of age
- Resilience of the human spirit
- Man's inhumanity to man
- Discrimination, prejudice, bigotry, class structure
- Master/slave relationships: loyalty & devotion vs. duty

GENERAL READING RESPONSE TOPICS

One way to assist students in finding more meaning in their reading is through response journals. You can assign topics or allow students to select their own. These could be a "do now" activity in the beginning of class.

1. Connections: text to text, text to self, text to the world. Compare and contrast your book to others you've read, to situations or people in your own life, to events in history or the news.
2. Characters: Do you like the main characters or not? Why? Do you have any advice for them? Comment about the narration. Who's telling the story?
3. Social questions: Look for race, gender, or class inequalities and injustices in the novel. Who has the power in the story and how is it used? What do you think?
4. Setting: Is it realistic? Does it fit the story?
5. Dialogue: Is it realistic? Can you "hear" the characters talking? Could you change the dialogue?
6. Emotions: How were you emotionally involved in the story?
7. Literary devices: Does the author use flashbacks and foreshadowing effectively?
8. Themes: To what extent is this a morality tale?
9. Ending: Would you have liked the book to end differently? How?

READING QUESTIONS

CHAPTERS 1-5

(PP. 1-47)

1. The novel begins with a flashback. What do you think is its purpose? What do you learn about the narrator?
2. Who is Hassan? Describe him physically. What is a cleft lip? Describe him by his relationships. What was his first word? Why is that important? How did he come into Amir's life? What contrast is made between Amir and Hassan?
3. What does it mean to be *Hazara*, Shi'a Muslim, Afghanistan's minority group? Who, in the story thus far, is *Hazara*?
4. What does it mean to be *Pashtun*, Sunni Muslim, Afghanistan's majority group? Who, in the story thus far, is *Pashtun*?
5. How does Amir describe his home? Why do you think he elaborates this description so much? What do the details of the family pictures in Amir's house reveal?
6. Who is Sanaubar? How is she contrasted to Amir's mother?
7. Who is Ali? What do the neighborhood children call him? What does it mean? Why do they call him this?
8. How does Amir feel about his father in these chapters?
9. Who is the king's cousin? What did he do and why?
10. Who is Baba? Describe him. What are his values? How does he relate to extremely religious leaders?
11. What does Baba give Hassan for his birthday? What does his present suggest about his character? How does Amir react to this present? Why did the present turn out to be ironic?
12. Who is Assef? What is his ancestry? What is he famous for? What is his political vision?
13. Who are Wali and Kamal?
14. What happens between Assef/Wali/Kamal and Amir/Hassan? What does Assef threaten (foreshadow)?
15. Hassan has plastic surgery to be able to smile "normally" by the following winter. Why does Amir think that is ironic?
16. What does Amir want to tell Assef about Hassan when Assef bullies them about being friends?

VOCABULARY

CHAPTERS 1-5

Affluent, intricate, p. 4

Notoriously, unscrupulous, congenital, rendered, oscillating, reveries, p. 8

Garrulous p. 10

Veracity, p. 23

Obstinate, p. 13

Havoc p. 14

Virtuous p. 15

VOCABULARY
CHAPTERS 1-5
(CONTINUED)

Chortle, p. 17
Aloofness, p. 19
Melee, p. 20
Valiant, p. 21
Contrite, impeccable, vehemently, p. 24
Imbecile, p. 28
Nemesis, p. 29
Oblivious, p. 30
Feigned, p. 31
Irony, p. 32
Subtle, nuances, p. 42 Trepidation, p. 43

REFERENCES
CHAPTERS 1-5

Henry Kissinger, p. 21
Steve McQueen, *Bullitt*, p. 27
Zahir Shah, fall of Afghan monarchy July 1973, p. 36

QUOTATIONS
CHAPTERS 1-5

"There is only one sin, only one. And that is theft. Every other sin is a variation of theft." (p. 17)
"A boy who won't stand up for himself becomes a man who can't stand up to anything." (p. 22)
"... a person who wastes his God-given talents is a donkey." (p. 32)

READING QUESTIONS
CHAPTERS 6-9
(PP. 48-109)

1. Why do boys in Afghanistan during the winter of 1975 have gashes on their fingers? What is *tar*?
2. In chapter 6, how does Amir feel about Hassan? (Think about his conflicted feelings.) Why does he mean "my life as a ghost"? p. 56
3. What is the proudest moment of twelve-year-old Amir's life as described in Chapter 7?
4. What happens to Hassan when he runs the blue kite for Amir? (Assef foreshadowed this earlier in Chapter 5.)
5. Who says, "I opened my mouth and almost said something . . . The rest of my life might have turned out differently if I had." Why are those words important? What do you think of Amir's behavior?
6. What is the significance of the two memories and dream presented on pages 73-74?

READING QUESTIONS

CHAPTERS 6-9
(PP. 48-109)
(CONTINUED)

7. Where does the family take a trip to in Chapter 8?
8. What does Amir ask of Baba that makes Baba angry? What does Baba say in response?
9. What is inscribed on the pomegranate tree in the back yard? So, why then is it significant that Amir tries to pick a fight with Hassan in front of that tree? (Think *symbolism*.) What ends up happening? Why is that symbolic?
10. What does Assef give Amir for his birthday? Why is this significant?
11. What does Amir put under Hassan's mattress? Why does he do it? What is your reaction to Amir's betrayal?
12. When Baba confronts Hassan about this, what does Hassan say?
13. What does Baba then do that shocks Amir?
14. What happens to Hassan and Ali?
15. How is the end of chapter 9 a turning point in the novel?

VOCABULARY
CHAPTERS 6-9

Abhor, p. 52
Indignation, p. 54
Integrity, p. 54
Curtly p. 60
Shirked, austere, morose, p. 61
Havoc, p. 75
Imminent, p. 77
Guileless, p. 78
Insomniac, p. 86
Harried, p. 91
Anonymity, p. 93
Interlude, p. 93
Embodiment, p. 96
Façade, p. 97
Alter ego, p. 98
Blood money, p. 102
Grimace, p. 107

QUOTATIONS
CHAPTERS 6-9

"Afghans abhor customs but cherish rules." (p. 52)
"But better to get hurt by the truth than comforted with a lie." (p. 58)
"In the end, the world always wins. That's just the way of things." (p. 99)

READING QUESTIONS
CHAPTERS 10-14
(PP. 110-194)

1. What “weakness” of Amir’s does Baba have to apologize for in Chapter 10?
2. Who is Karim?
3. Why are Amir and his father fleeing Afghanistan?
4. Why does Baba challenge the Russian officer who is obviously high on drugs?
5. In Chapter 10, several things happen that are ironic or foreshadowing. Label each one of these and explain:
 - The only way Amir can survive the long ride in the fume-filled tank is by remembering flying kites with Hassan.
 - Baba gathers up the dirt of his homeland and places it next to his heart.
 - Kamal’s father commits suicide after Kamal dies from breathing the fumes of the tank.
 - Kamal, one of Hassan’s rapists, has been raped himself and hasn’t spoken since.
6. Chapter 11 has a new setting. What is it?
7. “America was different. America was a river roaring along, unmindful of the past. I could wade into this river, let my sins drown to the bottom, let the waters carry me someplace far.” This quote from Chapter 11 is said by whom? What does it reveal? What does this metaphor mean?
8. What does Baba give Amir as a graduation present? What is Amir feeling at this moment? What is Baba feeling?
9. In Chapter 11, who is Soraya?
10. What are Baba and Amir doing in San Jose on the weekends?
11. Who is General Taheri?
12. What does Amir tell his father he wants to study in college? What is Baba’s reaction?
13. Baba observes that “It may be unfair, but what happens in a single day can change the course of a whole lifetime.” Whom is he speaking about? Why? What else might be significant about that quote?
14. What does Amir observe about a double standard in Chapter 12?
15. Why did the visit with the pulmonologist become unsuccessful when Baba asked where he was from?
16. What is Baba diagnosed with? How does he decide to treat it?
17. Why does Amir asks Baba to meet with General Taheri?
18. In Chapter 13, Amir thinks about the “bears” his father has wrestled during his lifetime. What “bears” has Baba wrestled?
19. What good news does Amir learn in Chapter 13?
20. What disappointment do Soraya and Amir face? Do you think Amir should have told Soraya about his betrayal of Hassan before they were married? Why or why not? What does this do to a relationship?
21. In 1989, what is going on in Afghanistan? Who are the Mujahedin? Who is in charge?
22. Chapter 14 brings us back to the opening of the book: the telephone call from Rahim Khan. What is Rahim asking Amir to do?

VOCABULARY
CHAPTERS 10-14

Lucrative, p. 111
Inevitable, p. 113
Acrid, p. 132
Pungent, p. 133
Sauntered, p. 138
Legacy, p. 140
Arrogant, p. 140
Perpetually, p. 144
Fickle, p. 148
Sallow, p. 153
Ominous, p. 155
Palliative, p. 156
Reticence, demeanor, furtive, p. 157
Daunting, p. 184
Meticulous, ambivalent, p. 186
Oblivious p. 188

REFERENCES
CHAPTERS 10-14

Jimmy Carter, p. 126, Russian history, p. 126, world events, p. 183-4, - in 1989

QUOTATIONS
CHAPTERS 10-14

“Not a word passes between us, not because we have nothing to say, but because we don’t have to say anything—that’s how it is between people who are each other’s first memories . . .” (p. 122)

“Baba loved the idea of America. It was living in America that gave him an ulcer.” (p. 125) Comment on this paradox.

“For me America was a place to bury memories. For Baba, a place to mourn his.” (p. 129) How can a place or moving bury memories?

“People need stories to divert them at difficult times.” (p. 139)

“Life is a train. Get on Board.” (p. 185)

READING QUESTIONS**CHAPTERS 15-20**

(PP. 195-258)

1. In Chapter 15, Amir meets with the dying Rahim Khan. Where are they?
2. What does Amir say about clichés? Why does Amir use the cliché about “an elephant in the room” to describe his meeting with Rahim Khan?
3. Afghanistan has been seized by what political group in Chapter 15?
4. In Chapter 16, Rahim tells us what happened to Hassan. What has happened? Where is he living?
5. Who is Farzana? Sohrab?
6. What happened in 1996 by the Taliban in *Mazar-i-Sharif*?
7. In Chapter 17, Rahim gives Amir a letter from Hassan, who wrote it six months before. What is the tone of this letter? How does Amir react?
8. In Chapter 18, Amir finds out that both Hassan and his wife were shot by the Taliban trying to protect Baba’s house, orphaning their son. Rahim tells Amir it is his job to find Sohrab in Karteh-Seh, Afghanistan, and take him to an orphanage in Peshawar, Pakistan. What is Amir’s reaction? Do you think Rahim’s dying wish is unfair? Why or why not?
9. How does the cliché, “like father, like son” mentioned on page 226, relate to Baba and Amir?
10. What clues hint at the secret that is revealed in Chapters 17-18?
11. In Chapter 19, Farid is engaged to drive Amir from Peshawar to Afghanistan. Describe his first impression of Amir. When Farid said, “You’ve always been a tourist here, you just didn’t know it,” (p. 232), what did he mean? What is Farid’s impression of emigrant Afghans who return to visit Afghanistan?
12. What realizations does Amir come to in Chapter 19?
13. In Chapter 20, Amir sees Kabul for the first time since leaving. Describe what he sees.
14. In Chapter 20, the director of the orphanage, Zaman, tells Amir that Sohrab was taken by a Taliban official, who takes children, usually girls, about once a month, for his “sexual pleasure.” The official gives Zaman a great deal of cash. How does Zaman defend his actions?

VOCABULARY**CHAPTERS 15-20**

- Nonchalantly, p. 195
- Incessant, p. 195
- Garrulous, p. 196
- Collateral, p. 200
- Melancholic, wallow, pragmatic, p. 201
- Presumptuous, p. 207
- Proverbial, p. 212
- Oblivion, p. 226
- Empathy, p. 228
- Animosity, p. 228
- Surly, p. 229
- Rueful, p. 229

VOCABULARY
CHAPTERS 15-20
(CONTINUED)

Deliberate, ruminare, p. 231
Contemptuous, p. 236
Furtive, p. 238
Morosely, p. 244
Benevolence, p. 248
Profoundly, p. 250

QUOTATIONS
CHAPTERS 15-20

"A boy who won't stand up for himself becomes a man who can't stand up to anything." (p. 221)

READING QUESTIONS
CHAPTERS 21- 25
(PP. 259-371)

1. In Chapters 21-22, the cruelty of the Taliban is clearly in evidence. Give two or three examples.
2. In Chapter 21, Amir finally sees Sohrab and realizes something about the Taliban official. What is it? What is your reaction to Assef's reappearance as a Talib? How does he justify his transformation? Is it a transformation?
3. In Chapter 22, we encounter many "full-circle" endings as we reach the climax, or turning point, of the plot. List three.
4. What is your reaction to Rahim Khan's letter to Amir? Should the letter have been presented to him earlier? Do you feel that Baba was a good man?
5. Consider your parents and how your opinions about them have changed as you have gotten older. Are there any parallels between your concept of your parents and Amir's concept of Baba?
6. Chapter 24 continues the falling action of the plot. Why do Sohrab and Amir travel to Islamabad? Amir says "There are a lot of children in Afghanistan, but little childhood." What does he mean? How can you relate this to Hassan and Sohrab?
7. What is a mullah?
8. Who is Raymond Andrews and how does he function in the novel?
9. What does Soraya agree to do?
10. What does Soraya's Uncle Sharif do to help Sohrab?
11. What promise does Amir break to Sohrab?
12. What then does Sohrab do? Why is this significant?
13. Chapter 25 resolves the action with Sohrab and Amir returning to San Francisco. Describe Sohrab for the first seven months he is in San Francisco.
14. General Taheri is worried about something when he comes to visit. What is it? What is Amir's reaction to this?
15. Why do Afghans gather at Lake Elizabeth Park?
16. What happens as Amir runs the kite for Sohrab?
17. How is this another full circle?

VOCABULARY
CHAPTERS 21- 25

Gingerly, p. 261
Succulent, p. 265
Morbidly, p. 275
Surreal, p. 281
Epiphany, p. 282
Impunity, p. 301
Remorse, p. 302
Shrewd, p. 304
Pondered, p. 306
Paunchy, p. 308
Reproachful, obligatory, p. 316
Irrevocably, p. 320
Squalid, p. 329
Fabricated, p. 330
Reputable, p. 331
Turmoil, p. 356
Profusely, p. 357

REFERENCES
CHAPTERS 21- 25

Les Miserables, p. 328
September 11, 2001, p. 36

QUOTATIONS
CHAPTERS 21- 25

"A man who has no conscience, no goodness, does not suffer." (p. 301)
"Perspective was (is) a luxury when your head was (is) constantly buzzing with a swarm of demons." (p. 356)

AFTER READING
ACTIVITIES

Extending the reading experience for students, through a creative project, makes the reading more memorable and empowers students to have some ownership of their work. Many activities can be done in small groups.

1. Write a diary of one of the characters. Tell his/her secret thoughts, motivations, history, ideas for the future, and thoughts about others.
3. Rewrite part of the novel in poem or song form.
3. Pretend you're one of the characters. It's 20 years from the end of the novel. Write a letter to another character in the book about what you've been doing with your life.
4. Write a series of letters between any two characters.

**AFTER READING
ACTIVITIES
(CONTINUED)**

5. Write a letter to the author about what you think about the book.
6. Based on research, write news articles or create a newspaper about a section of the novel. Create a timeline of world events.
7. In a group, select a chapter or scene to dramatize. Write a script, design costumes and props, and perform for the class.
8. Write interview questions for the author and /or for the main characters. Pretend you're a talk show host and have invited the characters to speak. Stage the show before the class.
9. Write a sequel (or the next chapter) of the novel.
10. Read another book about Afghanistan (see resources) and write a compare/contrast essay. How do different time periods influence the plots of the novels?
11. Select music to accompany different scenes from the novel. Explain why each song represents that particular scene.
12. Choreograph a dance for a particular scene.
13. Create a mural depicting a chapter or scene from the novel.
14. Research an aspect of Afghan culture and present to the class. Include a visual such as a poster or travel brochure.
15. Make kites (or purchase) and try to fly them!

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