

Kite Motif: Expressing Ideas Through Images

You will create a Motif Kite to unlock and express meaning in *The Kite Runner*. Your mission is to show the relationship between the major characters and your motif as they develop themes of the novel. It is essential that you present an insightful, in-depth, specific understanding of the novel. You may work on your motif in pairs or individually, however each individual must have an original kite.

Part 1: Visuals: On the front should be visuals: Take into consideration the following:

- **Motifs:** How does your motif reveal the theme? What is it saying about a topic?
- **Major Characters** associated with the motif: Amir, Hassan, Baba, Sanaubar, Ali, Rahim Khan, Sohrab, Assef, etc.
- **Settings:** America, Afghanistan
- **Theme:** At least one theme from the novel. The themes must be stated in complete sentences and supported with commentary and quotations on the back of the project.
- **Quotations:** Use at LEAST four quotes throughout your analysis to demonstrate your thorough understanding of the novel. Quotations should focus on supporting the theme your motif reveals.
- **Relationships:** To show the relationships between the characters, setting, symbols, and themes – you may use symbols to show relationships – or think of an overall theme (an allegory if you will) that will effectively connect these elements to each other.
- **Specifics:** Use a poster/You may draw, use magazine pictures and/or computer graphics.

Part 2: On the back: Explanation of visuals in MLA format.

- **Claim paragraph** – Using MLA format, you should write a detailed claim paragraph discussing the theme your motif reveals from the novel.
- **Legend** – a key to what all your symbols mean must be on the back. (This should be 1-2 pages in table form). It is essential that they be clear, clean, and bold. It is essential that your kite reflects a thorough understanding of the novel. You must explain how the symbol you chose for Amir, for example, reflects Amir's function in the novel. The legend is a table with analysis of your project and quotations to back up your decisions. It should include symbols, quotations, and analysis of how the quotations connects to the symbol.

Ex:

Symbol	Explanation	Quotations
This box should explain what the symbol is and what the symbol is representing in the novel.	This box should explain your reasoning for why you have assigned the character the specific symbol you have.	This box should contain the quote from the novel that contributed to your decision with an MLA citation.

Kite Motif Rubric

Write: Response to Literature Analysis within Claim Paragraph and Legend					
	1	2	3	4	5
Thesis	May provide a weak thesis or main idea that is related to the writing task.	Provides a thesis or main idea that is related to the writing task.	Provides a thesis that is responsive to the writing task.	Provides a meaningful thesis that is responsive to the writing task.	Provides a meaningful thesis that is responsive to the writing task.
Support: Details and Examples	Fails to support ideas with details and/or examples.	Supports the thesis or main idea(s) with limited details and/or examples.	Supports the thesis with main ideas and details and examples.	Supports the thesis and main ideas with details and examples.	Details include personification, imagery, figurative language.
Tone, Focus, and Organization	Demonstrates a lack of tone and focus and illustrates no control of organization.	Demonstrates an inconsistent tone and focus, and illustrates little, if any, control of organization.	Demonstrates a consistent tone and focus, and illustrates a control of organization.	Demonstrates a consistent tone and focus, and illustrates a purposeful control of organization.	Evokes emotion, smooth coherence, engages the reader in the narrative.
Sentence Variety and Descriptive Language	May provide no sentence variety and uses limited vocabulary.	Provides few, if any, types of sentence and types of basic, predictable language.	Provides a variety of sentence types; uses some descriptive language.	Provides a variety of sentence types and uses precise, descriptive language.	Uses expressive vocabulary.
Conventions of the English Language	May contain serious errors in the conventions of the English language (Errors interfere with the reader's understanding of the essay.)	May contain several errors in the conventions of the English language (Errors may interfere with the reader's understanding of the essay.)	May contain some errors in the conventions of the English language. (Errors do not interfere with the reader's understanding of the essay.)	Contains few, if any, errors in the conventions of the English language (Errors are generally first-draft in nature).	Contains minimal errors.
Poster: Afghan Kite					
	1	2	3	4	
Clarity and Neatness	The poster /visual and analysis are both difficult to understand.	The poster /visual contains some drawings and writing that are difficult to understand.	The poster/visual and analysis are easy to read; most are clearly written and drawn.	The poster/visual and analysis are ready to read, clearly written and drawn.	
Content	Less than half the content is accurate.	At least half of the content is accurate.	Almost all content is in the students' own words and is accurate. Symbols are logically connected to the novel.	All content is in the students' own words and is accurate. Symbols are logically connected to the novel.	
Organization	The visual lacks several symbols and has no legend on the back.	The visual has a basic organization, but all parts of the visual may not be present.	The visual is mostly organized and connected.	The visual is very logically organized and clearly connected.	

The Kite Runner
Tracing Motifs and Topics

Key Ideas and Details:

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.R9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Use the following handout as a way to organize your information before writing about your motif.

- A motif is a recurring object, concept, or structure in a work of literature. A motif may also be two contrasting elements in a word such as good and evil.
- My motif is _____
- Four quotations discussing my motif are:

Quotations from novel <i>Remember MLA Citation (Hosseini 124).</i>	Explanation <i>Where did this quotation come from in the novel? What has happened right before the quotation?</i>	Response/Analysis <i>What do you think the quotation means? Why did the author choose to write it?</i>	My Example <i>What does the quotation remind of in your life? What topics are universal?</i>
<u>Example:</u> "That was the thing about kite flying: Your mind drifted with the kite" (Hosseini, 62).	<u>Example:</u> This occurs in chapter 7 of the novel as Amir is thinking about Baba watching him in the stands before the kite fighting competition.	<u>Example:</u> Amir can't concentrate because is so focused on whether or not his father loves him and is watching him.	<u>Example:</u> Most children want the approval of their parents. When I was younger, I tried to prove myself through doing my best in school.

- Why do you believe Khaled Hosseini brings up this motif? What may it mean to the novel as a whole?

- Draw a picture symbolizing the motif you have been given and how it comes into play through the characters in the text to highlight one of the author's themes.

Developing a Claim: Motifs

In order to develop strong arguments for themes revealed through your motifs, you will plan out a detailed claim paragraph. Remember to be C.L.E.A.R.!

C = Claim	Make your claim in one sentence, including the author and story title. [In <i>The Kite Runner</i> , by Khaled Hosseini, Hosseini uses the motif of _____ in order to _____.]
L = Lead Into Evidence	Introduce evidence with signal phrases and background information regarding where it came from in the novel.
E = Evidence	Quotations #1: Document using MLA Citations (Hosseini 3).
A = Analysis of Evidence	What does Quotation #1 mean? Why is it important to the novel?
R = Relevance	Briefly explain relevance of the quotation to the real world and transition to the next quotation.
L = Lead Into Evidence	Introduce evidence with signal phrases and background information regarding where it came from in the novel.
E = Evidence	Quotations #2: Document using MLA Citations (Hosseini 3).
A = Analysis of Evidence	What does Quotation #2 mean? Why is it important to the novel?
R = Relevance	Briefly explain relevance of the quotation to the real world and transition to the next quotation.
L = Lead Into Evidence	Introduce evidence with signal phrases and background information regarding where it came from in the novel.

E = Evidence	Quotations #3: Document using MLA Citations (Hosseini 3).
A = Analysis of Evidence	What does Quotation #3 mean? Why is it important to the novel?
R = Relevance	Briefly explain relevance of the quotation to the real world and transition to the next quotation.

	5 – Exceptional	4 – Skilled	3 – Proficient	2 – Developing	1 – Inadequate
Claim: The text introduces a clear, arguable claim that can be supported by reasons and evidence.	The text introduces a compelling integrated claim that is clearly arguable and takes a purposeful position on an issue.	The text introduces a precise, dynamic claim that is clearly arguable and takes an identifiable position on an issue.	The text introduces a claim that is dynamic/static, arguable and takes a position.	The text contains an unclear or emerging static claim that suggests a vague position.	The text contains an unidentifiable claim.
Development of Evidence: The text provides sufficient data and evidence to back up the claim as well as a conclusion that supports the argument.	The text provides convincing and relevant evidence (3-4 quotes) to back up the claim. The conclusion strengthens the claim and evidence.	The text provides sufficient and relevant evidence (3 quotations) to back up the claim. The conclusion effectively reinforces the claim.	The text provides sufficient evidence to back up the claim (2 quotes) and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides evidence that attempts to back up the claim and unclearly addresses claims. The conclusion merely restates the position.	The text contains limited evidence related to the claim. The text may fail to conclude the argument or position.
Style and Conventions: The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics along with discipline specific MLA recs.	The text presents a formal, objective tone that demonstrates standard English conventions and usage of mechanics along with discipline specific requirements (i.e.: MLA, APA, etc.)	The text presents an appropriate and formal tone. The text demonstrates standard English conventions of usage and mechanics along with discipline specific MLA.	The text presents a formal objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline specific requirements (i.e.: MLA, APA, etc.).	The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text illustrates a limited awareness or inconsistent tone. The text illustrates inaccuracy in standard English conventions of usage and mechanics.