

Appendix 1: Implementing Teaching Standards

RL.9-10.1. Use textual evidence for analysis of and drawing inferences from a text.

In multiple activities such as the handouts labeled “Character Mind Map,” “Tragic Hero,” and “Writing a Cathartic Soliloquy: A Multi-genre Assignment” students will be required to take evidence from the text and then make an inference about the character that they are analyzing.

RL.9-10.3. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

This is the central standard to this unit as we will focus on characters primarily. The character tracker has them track the qualities of the character, the “Tragic Hero” activity will require them to analyze how a character can help to develop the theme. Finally the “Character Mind Map” assignment asks students to analyze the complexity of a character as both good and evil. This standard will directly connect the next standard that I will address in this unit: RL.9-10.6.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

The focus of the final “Writing a Cathartic Soliloquy: A Multi-genre Assignment” is intended to ask students to place themselves into the perspective a character from this novel and then write in that character’s point of view. The novel that the students will be reading in this novel is *The Kite Runner*, a novel about a young Muslim boy growing up in Afghanistan. This perspective is one that is largely unrepresented in the student demographic at my school.