Grade 10 English II Feb. 18, 2014

Final – *The Kite Runner* **DUE Feb. 28**

**The Trial of Amir: A Kite Runner Courtroom Drama**

**The Concept:**

Perhaps the central theme of *The Kite Runner* is guilt and innocence, and this is specifically demonstrated in the question of Amir’s guilt or innocence. Is Amir ultimately a good friend to Hassan? To Ali? Is he a good son? Many other questions come to mind, and for this activity, you will choose a significant question regarding Amir’s guilt or innocence and *put him on trial*.

Before we begin, we must choose students to fill the following roles:

**-Defendant**: The person acting as Amir himself/herself should be familiar with his place in the novel, as well as Afghani traditions that affect the case. This character will generate a personal testimony professing his/her innocence, backed by citations from the text (and other sources).

**-Judge**: This individual must research court procedure and preside over the trial. This character will generate a written verdict, citing evidence from the text (and other sources) to back it up. He or she will also decide the punishment if there is a conviction.

**-Court Clerk**: This stalwart public servant (portrayed by **Ms. Shain**) must run the courtroom on the days of the trial.

**-Defense Team** (3): The defenders of Amir must have (and show) intimate knowledge of the book at hand. These characters will each generate a written account of Amir’s innocence (with citations from the novel and other sources) as well as questions for the witnesses based on this document.

**-Prosecution Team** (3): The detractors of Amir must have (and show) intimate knowledge of the book at hand. These characters will each generate a written account of Amir’s guilt (with citations from the novel and other sources) as well as questions for the witnesses based on this document.

**-Witnesses** (4): Characters from the novel will serve as witnesses for both the defense and the prosecution. These folks will generate a written opinion of Amir’s guilt (or lack thereof) based on their experience as characters in the novel, and backed by citations from the novel and other sources.

**-The Jury** (8): These people should show equanimity, listen to the arguments on both sides, and give Amir (and the defense and prosecution) fair consideration. These citizens will have to record the questions asked by the defense and the prosecution, and research the novel to verify or disprove the answers given. Each will generate an opinionated report expressing their belief in guilt or innocence, backed by citations from the text and other sources.

**The Product:**

Each student will either choose or be assigned a role in this process. According to deadlines and his or her particular role, each student will generate a **three page document** (typed, Times New Roman, twelve point font, double spaced) that follows the guidelines associated with that particular role. Each written piece should include a works cited page, following MLA format, and should cite the novel, **along with at least one other credible source** (see the Court Clerk for what constitutes a credible source). For guidelines, please refer to the following web page:

<http://owl.english.purdue.edu/owl/section/2/11/>

**Deadlines:**

**Tuesday, Feb. 18**: Generated by students in class.

**Charges** (these are the “crimes” for which Amir is to be tried):

**Rough Draft** - **DUE Monday, Feb. 24**

**Final Draft** - **DUE Friday, Feb. 28**

**Trial to take place Tuesday, Mar. 4 & Wednesday, Mar. 5**