



Meet the Kite Maker: Greg Kono

Extending the Student Reading by Writing & Discussing

1. Use a map of the USA to find California and Sacramento (Google Maps can provide online versions). Discuss the size of Greg's family farm. The acre, a unit of measurement from eighth-century England, was first defined as the amount of land that could be plowed in one day by a yoke of oxen. Urban equivalents? A football field, at 300 feet by 160 feet, is 1.1 acre. A city block is between 2 and 3 acres. Discuss with students why a 25-acre farm might be a good place to fly a kite.

2. Discuss Greg's childhood experiences as examples of personal interests that affect what he has achieved as an adult. Point out his uncle's interest in his early accomplishment with puzzles, as a way in which family can support individual development. Ask students to write a paragraph on an experience that they have had (or perhaps want to have) that will distinguish them from others.

3. Discuss how Greg's kite making reflects his cultural background. How does Greg's use of materials from his cultural heritage support him in distinguishing his work from that of other kite makers in the USA?



Photo by Greg Kono



Photo by Renea Nielsen

4. Talk about how Greg's process of testing a kite design compares to the work of a scientist in planning and conducting an experiment. Assign students to write a question that Greg might ask about a kite that could be answered by testing.