

CURRICULUM RESOURCE GUIDE **9-12**



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INTRODUCTION TO PENNIES FOR PEACE™ CURRICULUM RESOURCE GUIDE 9-12

Pennies for Peace is a service-learning program of Central Asia Institute. The program, inspired by my quest to build schools for children in the remote regions of Afghanistan and Pakistan, is recounted in the book *Three Cups of Tea*. Central Asia Institute strives to educate students about the world outside their own experiences, and shows them that they can make a positive impact on a global scale – one penny at a time.

Central Asia Institute, the National Education Association, and the Pearson Foundation have developed this Curriculum Resource Guide to provide educators with lessons, activities, and additional resources to facilitate authentic learning opportunities for students participating in the Pennies for Peace program. The Guide strives to maximize opportunities for students to read, write, and think critically, and is designed to be used by educators in part or in whole.

This Guide follows a unified theme – *Choices & Consequences*, and uses *Three Cups of Tea* as a core text. The Guide includes:

- Specific student outcomes and common assessments linked to national social studies, literacy, and mathematics standards.
- Lessons, activities and a study guide for *Three Cups of Tea*.
- Lessons and activities on the subject of Pakistan and Afghanistan, and the importance of global understanding, global citizenship, and civic responsibility.
- Lessons and activities involving your Pennies for Peace campaign.

All of the implementation and curriculum materials included in this Guide can be found on the Pennies for Peace Toolkit CD and DVD, as well as on the Pennies for Peace web site: www.penniesforpeace.org.

Thank you for participating in this service learning project!

Greg Mortenson

Executive Director of Central Asia Institute and founder of Pennies for Peace

PENNIES FOR PEACE

CURRICULUM RESOURCE GUIDE 9-12

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PENNIES FOR PEACE

CURRICULUM RESOURCE GUIDE

Grade Cluster	9–12
Suggested Themes	Choices & Consequences
Lessons	<p>Introduction to Lessons</p> <ol style="list-style-type: none"> 1. <i>Three Cups of Tea</i> – Language Arts Lesson 2. Pakistan/Afghanistan/United States – Social Studies Lesson 3. Civic Responsibility – Civics Lesson <p>Performance Assessment</p>
Suggested Timeframe	<p>Varies, depending on lessons selected. Each lesson requires approximately 3-5 class periods. The performance assessment requires an additional 5-7 class periods. The lessons are designed to be implemented in collaboration with the English Language Arts, Social Studies, Math and Music/Arts instructors.</p> <p>Suggested time for reading <i>Three Cups of Tea</i> is 3-5 weeks.</p>
Core Text	<i>Three Cups of Tea</i> by Greg Mortenson and David Oliver Relin
Resources	<p>Resources included in Toolkit, and on www.penniesforpeace.org:</p> <ul style="list-style-type: none"> • Fact Sheets • Videos • Book Reference List • Glossary • Map of Pakistan/Afghanistan (Map copyright National Geographic Society. Used with permission.) <p>Interactive timeline maker</p> <ul style="list-style-type: none"> • www.readwritethink.org/materials/timeline/index.html <p><i>Pakistan and Afghanistan: 2007 Journey of Hope and 2008 Journey of Hope</i> publications https://www.ikat.org/publications</p> <p>(Download Journey of Hope publications.)</p> <p>Afghanistan and Pakistan interactive maps:</p> <ul style="list-style-type: none"> • www.nationmaster.com/country/pk-pakistan • www.nationmaster.com/country/af-afghanistan

TARGETED CONTENT STANDARDS

The curriculum aligns with the following national standards, as outlined by McRel (Mid-continent Research for Education and Learning). www.mcrel.org

SOCIAL STUDIES

Geography – Places & Regions	Standard 4. Understands the physical and human characteristics of place
Geography – Human Systems	Standard 10. Understands the nature and complexity of Earth’s cultural mosaics, and Standard 13. Understands the forces of cooperation and conflict that shape the divisions of Earth’s surface
Geography – Environment & Society	Standard 15. Understands how physical systems affect human systems To view the specific Geography benchmarks for your grade level, access the link below: http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=8 .
Civics	Standard 27. Understands how certain character traits enhance citizens’ ability to fulfill personal and civic responsibilities
Civics	Standard 23. Understands the impact of significant political and nonpolitical developments on the United States and other nations To view the specific Civics benchmarks for your grade level, access the link below: http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=14 .
World History	Standard 44. Understands the search for community, stability, and peace in an interdependent world
World History	Standard 45. Understands major global trends since World War II To view the specific World History benchmarks for your grade level, click on the link below: http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=6 .

LANGUAGE ARTS

Writing	Standard 1. Uses the general skills and strategies of the writing process
Reading	Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts
Listening & Speaking	Standard 8. Uses listening and speaking strategies for different purposes
Viewing	Standard 9. Uses viewing skills and strategies to understand and interpret visual media To view the specific Language Arts benchmarks for your grade level, access the link below: http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=7 .

TARGETED CONTENT STANDARDS CONTINUED

MATHEMATICS

Mathematics

Standard 1. Uses a variety of strategies in the problem-solving process

Standard 2. Understands and applies basic and advanced properties of the concepts of numbers

Standard 3. Uses basic and advanced procedures while performing the processes of computation

Standard 6. Understands and applies basic and advanced concepts of statistics and data analysis

To view the specific Mathematics benchmarks for your grade level, access the link below:
<http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=1>.

PERFORMANCE ASSESSMENT

The following Performance Assessment should be introduced at the beginning of all lessons, but should be “performed” after all of the lessons have been completed. In this way, students can synthesize the concepts learned in the lessons into the following project. Teachers giving this performance assessment may wish to include other core content teachers so that each aspect of the assessment can benefit from teachers’ expertise (e.g. music and art teachers to help students with the artistic presentation, math and social studies teachers to mentor the economics/trade recommendations, language arts teachers to mentor the research/note-taking/writing connection. etc.)

Timeline

Five to 10 class periods for research and preparation, depending on level of depth. Two class periods for class presentations.

Preparation

1. In advance of this project, use the lessons in this guide to help students make connections between current situations in Afghanistan and Pakistan and the decisions and actions that we as global citizens, and the United States, make.
2. Use the resource list provided in the Implementation Guide to gather books, articles, videos and web links for students to use in their research.
3. Determine and share or post the guidelines and rubric for the project.
4. Invite principal, parents and classmates to listen to the briefings.

Outcomes

- Students will synthesize information learned in lessons.
- Students will apply learning to a performance-based project.
- Students will use critical reading and research skills to draw conclusions.
- Students will demonstrate understanding through writing and presenting.
- Students will cite sources used.

Project

Oval Office Briefing

You and your illustrious team serve as South Central Asia advisors to the President of the United States. The President has determined that peace and prosperity in the remote regions of Afghanistan and Pakistan are vital to United States security and integral to world peace. He has called upon you to give a 15-minute briefing.

You want to give the President a greater understanding of the relevant history, attributes, values, political status, and cultures of the region, and you will need to provide the President with policy recommendations. Therefore, your 15 minute briefing will include the following:

1. An illustrated map of the region in question. Map will highlight key physical characteristics that impact the region.
2. A 5-7 minute artistic presentation of an important cultural aspect of this region (You may decide to present a painted mural, perform a skit, or perform a song representative of one culture from this region, etc.)

3. An 8-10 minute presentation of your policy recommendations. (Your recommendations may include advice on one of the following topics: foreign aid recommendations for education, food, healthcare, etc.; military options; trade/economic options; changes that need to occur within the U.S., Pakistan, Afghanistan. All of your recommendations must reflect your analysis supported by evidence.)

The President and the country are counting on you. Show your finest work!

RUBRIC

Modify the generic rubric below to meet the needs of the performance assessment(s) you select. Teachers may choose to use activities listed within lessons as the Performance Assessment(s). Students may collaborate with the teacher to create the rubric. Rubrics must be created, agreed upon and discussed before the mini-lessons. In this way, students will have a clear idea of expectations and outcomes.

	CONCEPTS	COMMUNICATION	CRITICAL THOUGHT	COLLABORATION
Excellent 4	Consistently identifies <i><list concept here></i> . (For example, "Consistently identifies the cause and effect of events in the story.")	Consistently applies concepts learned – through speaking, writing, performing, visually representing, and/or presenting.	Can consistently explain and apply concepts. Is consistently able to make connections and draw conclusions beyond what was directly taught.	Consistently demonstrates ability to listen, to work, and to learn with others. Consistently contributes to respectful learning environment.
On Target 3	Almost always identifies <i><list concept here></i> . (For example, "Almost always identifies the cause and effect of events in the story.")	Almost always applies concepts learned – through speaking, writing, performing, visually representing, and/or presenting.	Can almost always explain and apply concepts. Is almost always able to make connections and draw conclusions beyond what was directly taught.	Almost always demonstrates ability to listen, to work, and to learn with others. Almost always contributes to respectful learning environment.
Learning 2	Sometimes identifies <i><list concept here></i> . (For example, "Sometimes identifies the cause and effect of events in the story.")	Sometimes applies concepts learned – through speaking, writing, performing, visually representing, and/or presenting.	Can sometimes explain and apply concepts. Is sometimes able to make connections and draw conclusions beyond what was directly taught.	Sometimes demonstrates ability to listen, to work, and to learn with others. Sometimes contributes to respectful learning environment.
Beginning 1	Cannot identify key concepts.	Cannot apply concepts learned.	Is unable to explain and apply concepts. Is unable to independently make connections and draw conclusions.	Cannot demonstrate ability to listen, to work, and to learn with others. Cannot contribute to respectful learning environment.

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Extension Activity

After collaboratively creating a rubric, assign student groups to copy and illustrate one column of the rubric. Assemble all group columns. Post in classroom.

INSTRUCTION

INTRODUCTION TO LESSONS

- Recount Greg Mortenson's story – He tried to climb K2, the second highest mountain on the planet, but lost his way. (Show on map.) The villagers of Korphe took him in and nursed him back to health. Greg saw the Korphe children writing with sticks in the dirt and promised to build them a school. After much persistence, Greg succeeded in helping many villages build schools for their children.
- Share with students the video Pennies for Peace: The Story, six or 12 minute version, on DVD and on www.penniesforpeace.org. This video introduces the Pennies for Peace program and is narrated by Amira Mortenson, Greg Mortenson's daughter. This video is an excellent introduction as it shows footage of Afghanistan and Pakistan and also offers feedback on the program from students and teachers in the United States.
- Use the Essential Questions as an Anticipation Guide discussion. (Reproduce or post on overhead.)
 - What is the relationship between choices and consequences?
 - How do the choices you make impact your life? Impact the lives of others? How do the collective choices of many impact the lives of others?
 - How can the choices we make lead to both good and bad consequences? How can consequences promote negative/positive change?
 - What do the choices and subsequent actions a person (or group) makes reveal about that person's (or group's) character?
 - Do we all have equal power/ability to make choices? Why is this important?

After students have discussed these questions as they apply to themselves, ask them to discuss the questions as they apply globally – specifically to the people of Afghanistan and Pakistan. What do they already know about the choices Greg Mortenson made? What do they know about the choices the people of Korphe made to help Mortenson? How do these compare to choices made collectively (e.g. foreign governments, foreign aid programs, the Taliban, etc.) Ask students to discuss what they think they already know about Afghanistan, Pakistan, Muslim cultures, etc. and what they are curious to learn. Discuss without judgment. Revisit this discussion at the conclusion of all of the lessons. Have student responses changed or stayed the same?

LESSON 1

THREE CUPS OF TEA

Language Arts Lesson

Essential Questions for Students

Please see Study Guide on page 15.

Outcomes

- Students will read and comprehend *Three Cups of Tea*.
- Students will respond to questions about the text.
- Students will make connection between the text, self, and others through writing and discussion.
- Students will be able to identify elements of nonfiction (characters, setting, plot).
- Students will analyze and interpret text.
- Students will draw conclusions about text and will demonstrate what they have learned through discussion and in writing.

Materials Needed

- ☐ *Three Cups of Tea*
- ☐ *Three Cups of Tea* Study Guide on page 15
- ☐ Optional – *Three Cups of Tea* (Young Reader's Edition)

Advanced Preparation

- Allow time for read-aloud, group, or independent reading of *Three Cups of Tea*.

Mini-Lessons

1. Introduce *Three Cups of Tea*. Share with students the short story summary on the back cover of the book.
2. Read *Three Cups of Tea*.
3. Follow the before, during and after questions and activities listed in the Study Guide on page 15.
Note: Vocabulary is not incorporated here. There is difficult vocabulary that relates to Arabic words, terms, etc. Teachers may want to introduce the Pennies for Peace Glossary located in the Implementation Guide in advance of reading the story to introduce students to unfamiliar words.
4. Model how to complete the graphic organizers.
5. Use Study Guide questions for literature circle discussions and for writing response to literature.
6. Select appropriate extension activities. Model and explain extension activities as applicable.

Extension Activities

- (9-12) **Analysis.** Analyze and discuss the Story Structure, Choice Consequence Chart and the Character Attribute webs. Write a paragraph or make an illustration summarizing one of the charts.
- (9-12) **Visual “Retelling.”** Choose a scene from the book that is memorable to you. Recreate in a painting, illustration or comic strip.
- (9-12) **Narrative Writing.** Mortenson’s “failure” to summit K2 results in a life-changing event. Write a descriptive narrative about a life-changing event that has happened to you or to someone you know.
- (9-12) **Expository Essay – Hero’s Journey.** Compare Mortenson’s journey in *Three Cups of Tea* with that of hero from a specific work of fiction or mythology. For example, how does Mortenson’s journey compare to that of Hercules? For more information on the elements and background of a “Hero’s Journey” see www.cerritos.edu/fquaas/resources/English102/hero.htm.
- (9-12) **Timelines.** Use the completed Story Structure to sequence key events in Greg Mortenson’s story. Create a timeline using the timeline maker on the following link: www.readwritethink.org/materials/timeline/index.html.

Use the Pennies for Peace fact sheets and Book Reference List in the Implementation Guide to research U.S. involvement (e.g. military involvement, U.S. aid, etc.) in Pakistan or Afghanistan during the same time period as Mortenson’s story. Create a timeline of key events using the timeline maker on the following link: www.readwritethink.org/materials/timeline/index.html.

Compare and contrast your timelines.

- (9-12) **Persuasive Essay.** Select the statement below that most reflects your opinion. Write an essay persuading your classmates to agree with you. Cite evidence from the text and other resources to make your case.

Statement A: Books, not bombs, are the most powerful ammunition for the war on terror.

Statement B: Sometimes war is a necessary path to peace.

GRAPHIC ORGANIZERS

Instructions & Diagrams

Story Structure

Fill in the appropriate parts of the chart after each reading.

POINT OF VIEW	SETTING	CHARACTERS	PLOT			
			EVENTS	PROBLEM	SOLUTION	ENDING

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CHOICE CONSEQUENCE CHART

Instructions & Diagrams

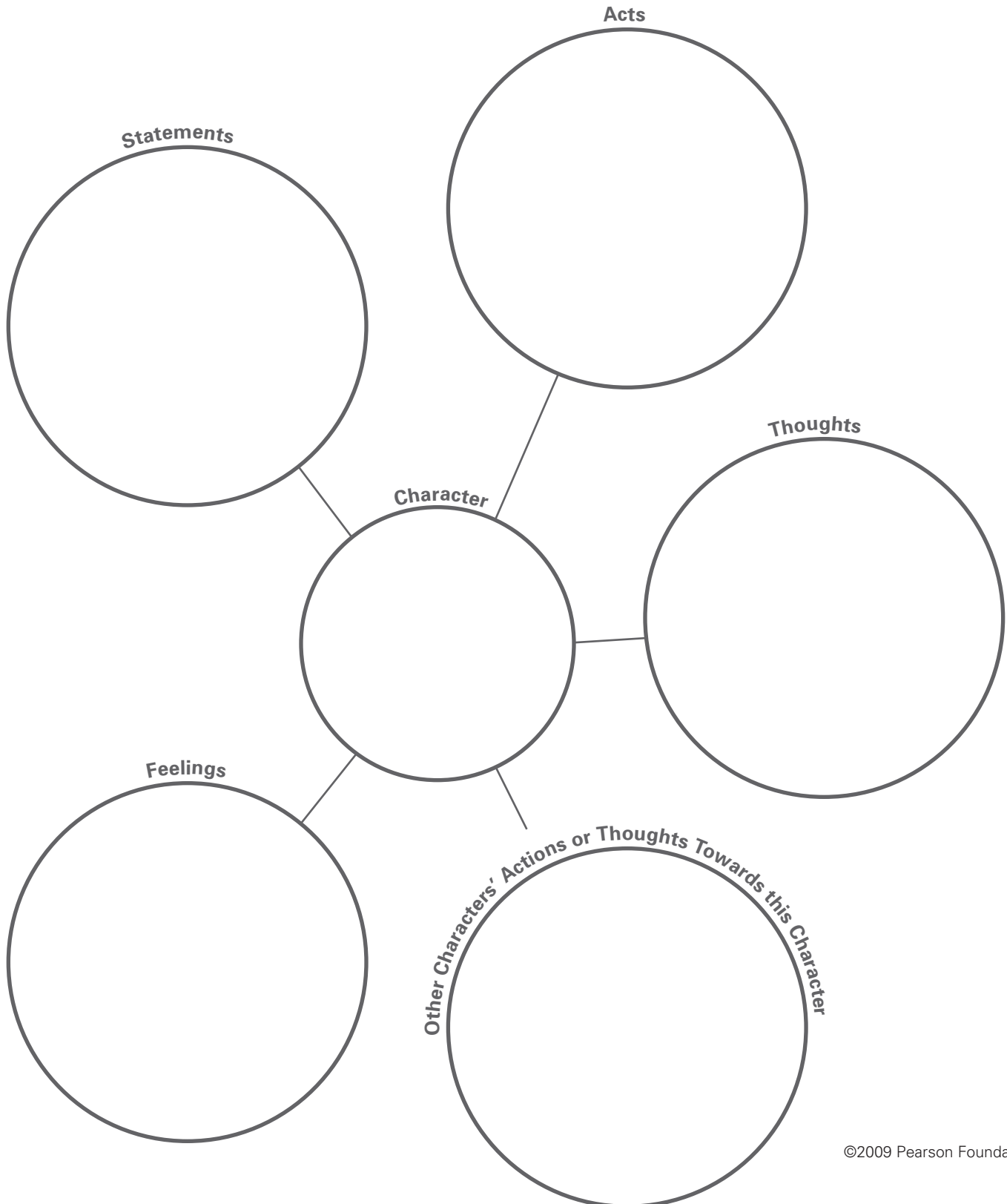
Chart key choices or decisions that are made in the story. Note that sometimes a consequence can also be a choice that leads to another consequence. After you have completed the chart, analyze the connection between choices and consequences. How would the story have changed had difference choices been made?

CHOICE	CONSEQUENCE
Greg Mortenson wants to honor the memory of his sister Krista.	He attempts to climb K2.
The villagers of Korphe decide to help Mortenson.	Mortenson wants to repay their kindness.
Mortenson wants to repay the villagers of Korphe for their kindness.	

CHARACTER ATTRIBUTE WEB

Instructions & Diagrams

Use this web to identify the key attributes of the main characters in the story.



THREE CUPS OF TEA STUDY GUIDE

Before Reading

Text Structure, Activating Prior Knowledge, Building Schema and Making Predictions

Review with students the text structure – map, table of contents, introduction, titled chapters, photographs, index, etc. Explain and discuss elements as necessary. How does the structure of this nonfiction text differ from a work of fiction? How is it similar? How can a reader use the structural elements as a comprehension aid?

Read the introduction by David Oliver Relin. Who is David Oliver Relin? What is his purpose in writing the introduction?

Have students identify the location of K2, the second highest mountain on Earth, on the map at the beginning of the book. Then have students find Pakistan on a world map or globe. Share with students the brief summary of the story on the outer cover. Share with students the photos in the middle of the book. Based on these photos, describe the setting of the story. How is this setting similar or different from their location?

Share the video Pennies for Peace: The Story, six or 12 minute version, if you have not already done so. Ask students to predict what they think the book will be about, based on the photos, title, video, etc.

During Reading

Using Graphic Organizers and Questions to Deepen Comprehension

- Use the Story Structure and Choice Consequence charts provided to summarize the key elements and events of the story. Complete the structures as they read. Keep charts independently in reading journals, or work collaboratively, using chart paper to post large charts in the classroom.
- Have students complete Character Attribute Webs as major characters are introduced. Add to charts with each reading.

Chapters 1–3

- Describe the setting and mood at the beginning of the story. Record in the story structure.
- Who assists Mortenson on his way to Askole/Korphe?
- What does Mortenson drink for nourishment? Why is this significant to the story?
- Does the poem that begins Chapter 2 reflect self-determination or destiny? Do you agree with the poem's sentiment? Explain. Why do you think the author chose to place the poem in this chapter?
- What does Mortenson discover about the quality of life in Korphe, specifically in regard to healthcare and education? In what ways is the quality of life in Korphe better or worse than your own? Cite evidence from the text.
- Create a Character Web for Mortenson. Make additions to the Web as you read.
- Who is Haji Ali? Record on Character Web.
- How do the villagers help Mortenson? How does Mortenson help the villagers?
- What promise does Mortenson make to the villagers of Korphe?

Chapters 4-5

- List 3 important details from Mortenson's childhood. How might his childhood have prepared him for his role as director of the Central Asia Institute (CAI)? Explain.
- How does Mortenson feel about his sister Krista? How do you know? Cite evidence from the story.
- How does Mortenson try to raise money for the school? Is he successful?
- What roles do Kishwar Syed and Jean Hoerni play in Mortenson's fundraising?

Chapter 6

- When Mortenson returns to Pakistan with money for the Korphe school, Abdul Shah, the watchman at the hotel, says "By the merciful light of Allah Almighty, tomorrow we make much bargain." What does Shah mean? What do the act of bargaining and the mention of Allah reveal about Shah's culture? How is it similar or different to your own culture?
- Much of this chapter shows Mortenson trying to assimilate into a non-Western (Muslim) culture. Relin writes, "Mortenson had known...that the word 'Muslim' means, literally, 'to submit.' And like many Americans...had found the idea dehumanizing. But for the first time, kneeling among a hundred strangers, watching them wash away ... impurities ...he glimpsed the pleasure to be found in submission to a ritualized fellowship of prayer." Describe a time you saw a cultural difference in a new light. What enabled you to change?
- Is it possible to embrace cultural diversity without being exposed to diverse cultures? Cite evidence from the text as well as your own experience to explain your answer.

Chapters 7-11

- Describe the roads on which Mortenson traveled.
- At one point, Mortenson says that he feels like a "flashing neon dollar sign" (p.95) Why does he feel this way?
- Make a Character Attribute Web of Changazi. (See Reproducible.) How does he compare to Mortenson?
- When Mortenson finally returns to Korphe, what new obstacle does he face?
- Retell, in your own words, the hunt that Mortenson participates in. How does this hunt reflect the values and traditions of the Balti community?
- Review your Character Attribute Webs of Haji Ali and Mortenson. What similarities and differences do he and Mortenson have?
- Why does Mortenson enlist George McCown to help pay those who were working on the bridge?
- The title of the chapter "Building Bridges" has a literal and figurative meaning. Define both and tell how each relates to the story.
- What important personal event takes place at this point in the story? Update your Story Structure chart. Compare and discuss with a classmate.

Chapter 12

- At the school construction site, what does Haji Ali instruct Mortenson to do? (p.149-150) How is this situation representative of a clash of cultures? Does Mortenson listen to Haji Ali's advice? What would you have done in the same situation?
- Retell in your own words the custom of "three cups of tea" as defined by Haji Ali. How does embracing this custom impact Mortenson's success?
- What are some of the sacrifices the people of Korphe made in order to build this school?
- Why does Mortenson consider Haji Ali to be the "wisest man he ever met"?
- Describe the wisest person you know and explain why he or she is wise.

Chapter 13

- Describe the tone of this chapter.
- Why does a WaterPik advertisement in *Time* magazine cause Mortenson to cry?

Chapters 14–16

- What important advice does Haji Ali give to Mortenson that he incorporates into the Central Asia Institute (CAI) plans for building new schools? Do you think this advice would serve Mortenson well if he were building schools in the United States? Why/why not?
- Throughout the story Mortenson encounters obstacles to building the schools. Would it have been easier and/or more effective for Mortenson to have used builders from the United States to build the schools? Explain. Why is how Mortenson chose to build the schools important?
- List two details from this chapter that reveal that Jean Hoerni is proud of his role in the CAI.
- What does this story reveal about the rights of girls?
- What is a fatwa?

Chapters 17–20

- What does Haji Ali mean when he tells Mortenson to “listen to the wind”?
- Locate Kashmir on a map. Use the map key to determine the distance from Kashmir to Skardu.
- What does Mortenson hope Westerners will understand in the example of Syed Abbas Risvi?
- What are the Wahhabi madrassas?
- Chapter 19 recounts the events of September 11, 2001, and concludes with a speech by Muslim religious leader Syed Abbas Risvi at a CAI school inauguration celebration. How did reading Syed Abbas Risvi’s speech make you feel? Did you find other quotations in the book from Muslim leaders, school children, or others surprising, informative, or reassuring? Explain your answer. (source: Penguin Young Readers Group *3 Cups of Tea* Discussion Guide)
- Compare and contrast Mortenson’s conversation with the Taliban at the Marriott hotel and the “BobBillPete” interview in Katmandu.
- Why do you think Mortenson’s “repeated pleas not to lump all Muslims together” in the months after 9/11 resulted in envelope after envelope of hate mail? (p.275)
- What is the relevance of the Yeats poem that the author Jon Krakauer reads to introduce Mortenson?
“The best lack all conviction, while the worst are full of passionate intensity” (p.276)

Chapters 21–end

- How is going to Washington D.C. “like being dropped into a remote Afghan village” for Mortenson?
- Mortenson says, “The difference between becoming a good local citizen and a terrorist could be an education.” Do you agree or disagree? How so? Does Mortenson’s statement apply to citizens in the U.S. as well? How so?
- How do Jahan’s words demonstrate that the schools are improving the lives of the students who attend them?
- Mortenson states that the war on terror “will ultimately be won with books, not bombs.” Do you agree or disagree with this statement? Explain.
- How is education like water? (p.312)

After Reading

Drawing Conclusions, Making Connections

- What was the author's purpose in recounting his story?
- What lesson(s) can someone learn from reading this story? Are these lessons universal truths? Explain.
- How is the plot of this story similar to a mountain climb?
- How has reading this book affected the way you look at your own education? Discuss/explain.
- How has reading this book affected the way you look at Muslim cultures? Discuss/explain.
- Extension Activities (Please refer to Lesson 1)

LESSON 2

AFGHANISTAN/PAKISTAN/UNITED STATES

Social Studies Lesson (Geo/Eco/Social/Political Analysis)

Note: For teachers who choose to incorporate the Performance Assessment, the lessons and activities listed below should be incorporated as the research for the Performance Assessment. These lessons could be taught collaboratively between the English Language Arts, Social Studies and Mathematics departments.

Essential Questions for Students

- What are the distinguishing geographic, economic, social and political characteristics and conditions of Afghanistan/Pakistan?
- How do these characteristics and conditions compare to those of the United States?
- How do these conditions affect the choices individuals can make?
- How do individual and collective choices/decisions impact geographic, economic, social and political conditions?

Outcomes

- Students will demonstrate an understanding of distinguishing geographic, economic, social and political characteristics and conditions of Afghanistan/Pakistan.
- Students will be able to compare and contrast distinguishing geographic, economic, social and political characteristics and conditions of Afghanistan, Pakistan and the United States.
- Students will analyze and interpret the relationship between geographic, economic, social and political factors and individual and collective choice.

Materials Needed

- ☐ Books listed on Pennies for Peace Book Reference List in Implementation Guide
- ☐ Pennies for Peace videos, on DVD and on www.penniesforpeace.org
- ☐ Fact Sheets in Implementation Guide
- ☐ *Pakistan and Afghanistan: 2007 Journey of Hope and 2008 Journey of Hope* publications
 - <https://www.ikat.org/publications>
 (Download Journey of Hope publications.)
- ☐ Map of Pakistan/Afghanistan. Map copyright National Geographic Society. Used with permission.
- ☐ Maps, atlases
- ☐ NationMaster interactive world atlas:
 - www.nationmaster.com/country/pk-pakistan
 - www.nationmaster.com/country/af-afghanistan
- ☐ National Geographic Printable maps:
 - www.nationalgeographic.com/xpeditions/atlas

Mini-Lessons

1. Have students brainstorm and discuss the connection between geography and living standards, economy and living standards, social/cultural values and living standards, and finally political frameworks and living standards. For example, how does the Taliban's view of women and education (that girls should not attend school) affect the lives of women? How does that in turn affect the women's children, the quality of life, their economic standing, etc? How do democratic principles impact living standards?
2. Tell students that they are going to research either Pakistan or Afghanistan and that as a group they will compare those countries to the United States. Students will research the following categories:
 - distinguishing geographical characteristics,
 - economic conditions,
 - social/cultural values, and
 - politics.
3. After students have completed the research information, have students discuss how the geo/eco/social and political factors of a country impact the choices people of that country make (or are allowed to make). Draw the discussion back to the theme: choices and consequences.

Activity

Have students conduct research on the country assigned, using the resources listed. Give students specific topics to research for each category. For example, for **economic conditions**, have students research average household incomes, the unemployment rate, population below poverty level, and literacy rate. Make a graph relating these numbers. Based on these statistics, have students make a projection for ten years in the future, adding 5% income to Pakistan, 2% income to Afghanistan annually.

For distinguishing **geographic characteristics**, have students draw or copy a map of the assigned country. Have students include at least three major cities in each country and write in the bordering countries. With colored pencils, have students fill in the major mountain areas (e.g. the Khyber Pass) and rural areas, as well as desert land. Have students label their maps to indicate industry, fertile lands (or lack thereof), etc.

For **social/cultural values**, have the students contrast the sentiments of Haji Ali as recounted in *Three Cups of Tea*, with that of Taliban decrees declared around the Taliban takeover of Kabul.

The books mentioned under Resources will give the students a general understanding of each countries history and current status. As students research, facilitate understanding of issues such as the following: Most Pashtun girls are not educated, either because of affordability or the assumption that an education is a waste of time for a girl, whose life will be restricted to family and home. By age ten or eleven, girls start to observe purdah – no more playing about the village and no more school (if attended) – staying within the house and the courtyard only. An arranged marriage is generally at the age of fourteen to sixteen.

You may also want to share movies with your students, such as *Osama* and *Kandahar* to offer additional perspectives. For example, the movie *Kandahar - Journey into the Heart of Afghanistan*, demonstrates the limitation on travel throughout the country, as well the devastating effects the landmines have had in rural areas.

For **political conditions**, have students identify the type of leadership and the rights of individuals under that leadership. Also, have students identify periods of war or peace and current status.

Have students take notes on index cards, using a different color card for each category. Then, have students assimilate information into the top 5 facts per category. In small groups, compare information to United States information. (For example, compare economic statistics on household incomes, poverty levels, etc.) What is the connection between these geo/eco/social and political factors and peace? Explain.

Extension Activity

Have students write a narrative “A Day in My Life in Afghanistan (or Pakistan)” – imagining their life if they were born in one of those countries.

LESSON 3

CIVIC RESPONSIBILITY

Civics Lesson

Essential Questions for Students

- What responsibility do individuals/society/governments have in regard to welfare of others in other countries?
- What are the consequences of being unconcerned?
- What are the character traits of good citizens?
- Is civic responsibility attained through actions, values or both?
- What role does cultural understanding play in civic responsibility?
- What are the factors that drive individuals/communities to make choices that involve sacrifice? What are the consequences?

Outcomes

- Students will define civic responsibility.
- Students will analyze and interpret.
- Students will determine how they will make a positive contribution to their local and/or global community.
- Students will identify and discuss problems that arise from cultural misunderstandings and will determine steps to overcome them.

Materials Needed

- ❑ Newspapers
- ❑ Pennies for Peace videos, on DVD and on www.penniesforpeace.org
- ❑ *Pakistan and Afghanistan: 2007 Journey of Hope and 2008 Journey of Hope* publications
 - <https://www.ikat.org/publications>
 (Download Journey of Hope publications.)

Mini-Lessons

1. Discuss essential questions with students. What do they think Greg Mortenson's responses would be to the questions? Do student responses mirror their actions, or are they different? Translate the discussion into action – by completing the Pennies for Peace campaign and/or activities that positively impact the students' community.
2. Select activity/activities. Explain as appropriate.

Activities

Varies – from a Pennies for Peace campaign to other activities that positively impact your local or global community.

Extension Activities

- (9-12) **Analyzing the News** – Have students critically examine the information we receive about Pakistan and Afghanistan by gathering newspaper articles and listen to news reports relating to Afghanistan and Pakistan for a designated period of time. For example, on any given day, what are the differing reports in the New York Times, the Washington Post, BBC, local paper and television, the National Post (Toronto, Canada), etc? Students may also use internet resources such as <http://news.bbc.co.uk>. Are any cultural biases revealed? Are news organizations reporting different events? (For mature students, you may also want to compare/contrast the news on Al Jazeera <http://english.aljazeera.net>.)
- (9-12) **Citizenship Journal** – Create and keep a citizenship journal for a designated period of time. Each day dedicate 15 minutes to reflect upon your actions during the previous day. Can you recount examples of kindness and caring? Did you face any challenges? How did you resolve them? After completing your journal, make a Choice Consequence chart. What choices did you make and what were the consequences?

NOTE: This activity is for mature students.

- (9-12) **Burkah** – Ask a small number (no more than five) of female students to volunteer to wear a burkha. (Suggestion: the girls could shop at thrift stores, modeling something out of long gowns, skirts, graduation gowns, large scarves – the goal being to cover head to toe. For safety, don't cover the eyes, but much of the face and all of the hair.) Have the girls keep their disguise a secret as much as possible. They should come to school dressed in burkhas for three days, all the while each girl keeping a journal of others reactions and how they themselves feel. At the end of the period, have a discussion based on the journal documents and the class's interaction with the experiment. Did any prejudices arise?



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