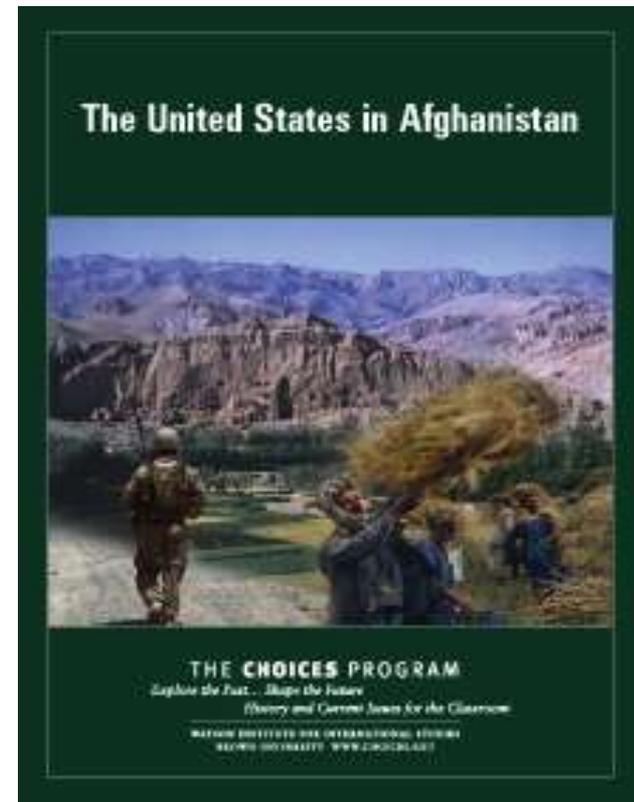


The Choices Program

Understanding Afghanistan: Culture, History and U.S. Policy Options



The Choices Program

Watson Institute for International Studies
And
Continuing Education
Brown University

Teaching resources on
current and historical international issues

Explore the Past... Shape the Future

The United States in Afghanistan Unit

2 Parts

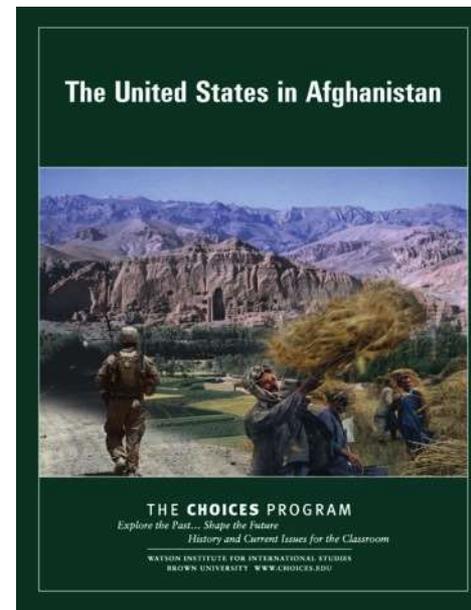
Current Issues Series

What Role Should
the U.S. Have in
Afghanistan?

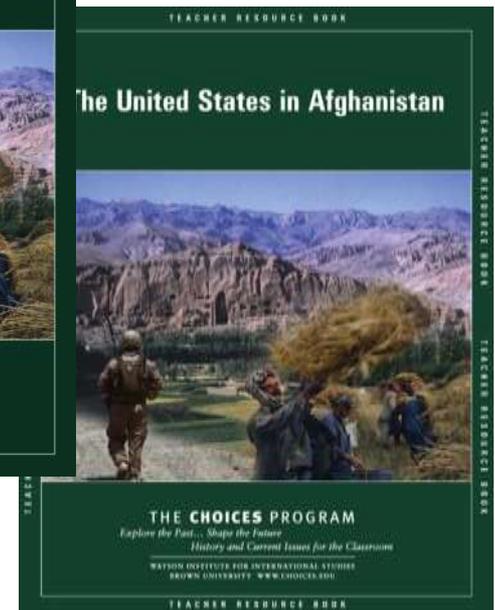


Essential
Question

Student Text



Teacher
Resource Book



Student Readings

Part I: Provides a brief overview of the geography, people and the history of Afghanistan. It includes regions of Afghanistan, the role of Islam, the Durand Line, and the Soviet invasion.

Part II: Looks at life in Afghanistan from the Soviet invasion until the Taliban. It takes students up to 9/11/01. Carter and Brezhnev letters are found here.

Part III: Provides information on Afghanistan and Pakistan after 9/11/01. It discusses Obama's strategy and the major challenges facing the region today, including economic development, democracy-building, and the drone war.

Teacher Resource Book

Support Materials

- Reading Strategies and Suggestions
- Key Terms
- Issues Toolbox
- Integration Tips
- Two Levels of Study Guides

Assessment Guide for Oral Presentations

Group assignment: _____

Group members: _____

Group Assessment	Excellent	Good	Average	Needs Improvement	Unsatisfactory
1. The group made good use of its preparation time	5	4	3	2	1
2. The presentation reflected analysis of the issues under consideration	5	4	3	2	1
3. The presentation was coherent and persuasive	5	4	3	2	1
4. The group incorporated relevant sections of the reading into its presentation	5	4	3	2	1
5. The group's presenters spoke clearly, maintained eye contact, and made an effort to hold the attention of their audience	5	4	3	2	1
6. The presentation incorporated contributions from all the members of the group	5	4	3	2	1

Skills Highlighted in Lessons Found in TRB

Afghanistan and its Neighbors



Geography of Afghanistan

- Map Interpretation Skills
- Visual Literacy

Looking at Afghanistan

- Visual Literacy Skills

Life Under the Taliban

- Point of View
- Persuasive Techniques
- Critical Thinking

The Cold War and Soviet Invasion

- Document Analysis

Options Role Play Activity

- Critical Thinking
- Collaboration
- and Much More

The Costs of War

- Media Literacy
- Critical Thinking

Voices from Afghanistan

- Global Awareness

1. The Geography of Afghanistan

Focus question: How has the geography of Afghanistan impacted its history?

Afghanistan and its Neighbors



- ➔ SKILLS: Map Interpretation, Drawing Conclusions
- ➔ Draws on both human and physical characteristics of the place.

2. Looking at Afghanistan

➤ SKILLS: Prediction Skills, Visual Literacy

Looking at Afghanistan

Instructions: Examine your photos and answer the following questions for each. Your group will be asked to share its impressions with the class. Keep in mind that photos cannot give you a complete picture of Afghan society, and you should be careful about drawing conclusions from the photographs.

1. Describe the photo (the setting, architecture and landscape, what is happening, etc.). If there are people in the photo, what are the people doing? How would you describe their appearance (gender, age, expressions, body language, clothing, etc.)? How would you describe the types of interactions people are having? If people are working, what types of jobs do they have?

2. How does this photo relate to what you know about Afghanistan?

3. Does this image offer any clues about life in Afghanistan or Afghan society? For example, does the photo reveal anything about religion, transportation, or geography? Can you learn anything new about Afghanistan from the image?



3. Life Under the Taliban

➤ SKILLS:

➤ Point of View

Memoir #1: Abdul Salam Zaeef, from My Life with the Taliban

Abdul Salam Zaeef was a senior member of Afghanistan's Taliban and a principle actor in the group's domestic and foreign affairs. He was the Taliban's ambassador to Pakistan at the time of the 9/11 attacks, and in 2002 he was turned over to U.S. forces in Pakistan. Zaeef then spent four and a half years in U.S. custody, including time in Guantanamo prison, before being released without trial or charge.

The founding meeting of what became known as 'the Taliban' was held in the late autumn of 1994. Some forty to fifty people had gathered at the white mosque in Sangisar....

➤ Persuasive Techniques

Memoir #2: Latifa, from My Forbidden Face

Latifa was sixteen years old when the Taliban took Kabul in 1996. She eventually opened a clandestine school, which she ran from her family's home. In May 2001, an NGO sponsored her to travel to Paris to talk about life for women under the Taliban. While she was out of the country, the Taliban threatened her and she decided not to return home. She wrote her memoir while in exile in 2001.

Even after my brother told us he'd seen the white flags, I didn't want to believe the truth. The government forces must have pulled back to prepare for another attack on the Taliban, or else they've taken refuge more to the north, in a suburb of the city. The mujahideen can't have abandoned Kabul. So many times I've heard, read, and preferred to ignore what the government has been telling us about the Taliban: "They imprison women in their own homes. They prevent them from working, from going to school. Women have no more lives, the Taliban take away their daughters, burn the villagers' houses, force the men to join their army. They want to destroy the country!"

➤ Critical Thinking

4. The Cold War and the Soviet Invasion

➔ SKILLS: Primary Source Document Analysis, Rhetoric Analysis

Document 1: Letter from U.S. President Jimmy Carter to Soviet Premier Leonid Brezhnev

Instructions: On December 29, 1979, U.S. President Jimmy Carter sent a letter to the Soviet leader Leonid Brezhnev. Read the letter below and then answer the questions that follow. As you read, use different colors to mark 1) words or phrases that you don't understand; 2) the 3-5 sentences that you think are most important; and 3) any sentence that refers to events described in your reading. Answer the questions that follow with your group. Be prepared to share your answers with your classmates. Use additional paper as needed to record your answers.

Message to Brezhnev Regarding Afghanistan

Dear President Brezhnev:

I want to insure that you have fully weighed the ramifications of the Soviet actions in Afghanistan, which we regard as a clear threat to the peace. You should understand that these actions could mark a fundamental and long-lasting turning point in our relations. Taken without any previous discussion with us, they constitute in our view a clear violation of the Basic Principles on Relations.

5. Options Role Play

Role-Playing the Four Options: Debate and Discussion

Objectives:

Students will: Articulate the leading values that frame the debate on U.S. policy in Afghanistan.

Explore, debate, and evaluate multiple perspectives on U.S. policy.

Sharpen rhetorical skills through debate and discussion.

Cooperate with classmates in staging a persuasive presentation.

Handouts:

“Evaluation Form” (TRB-41) for committee members

In the Classroom:

1. Setting the Stage—Organize the room so that the four option groups face a row of desks reserved for the Senate Committee on Foreign Relations. Distribute “Evaluation Form” to the committee members. Instruct members of the committee to fill out the first part of their “Evaluation Form” during the course of the period. The second part of the worksheet should be completed as homework.

2. Managing the Simulation—Explain that the simulation will begin with three-to-five minute presentations by each of the option groups. Encourage students to speak clearly and convincingly.

tions. Make sure that each committee member has an opportunity to ask at least one question. The questions should be evenly distributed among all four option groups. If time permits, encourage members of the option groups to challenge the positions of the other groups. During the questioning, allow any option group member to respond. (As an alternative approach, permit clarifying questions following the presentation of each option.)

Deliberation:

The consideration of alternative views is not finished when the options role play is over. After the role play, it is important for students to have an opportunity to deliberate with one another about the merits and trade-offs of alternative views. Students should then articulate their own views on the issue and create their own options for U.S. policy. See Guidelines for Deliberation <www.choices.edu/resources/guidelines.php> for suggestions on deliberation.

Homework:

Students should read each of the four options in the student text (pages 41-48), then moving beyond these options they should fill out “Focusing Your Thoughts” (TRB-43) and complete “Your Option Five” (TRB-44).

OPTIONS ROLE PLAY: What should the role of the U.S. be in Afghanistan?

Objective:

To analyze the current debate on U.S. policy towards Afghanistan, evaluate options, and understand the values that support each option.

Students are assigned to one of the following:

4 Options Groups:

- Option 1: Fight and Defeat the Taliban
- Option 2: Target Al Qaeda
- Option 3: Promote Security by Supporting Democracy
- Option 4: Withdraw Our Troops Now

Group #5: U.S. Senate Committee on Foreign Relations

Options in Brief

Option 1: Fight and Defeat the Taliban

The most pressing problem facing the United States is the insurgency led by the Taliban in Afghanistan. In 2001, the Taliban sheltered al Qaeda, the terrorist organization that attacked the United States on September 11. These groups are allies and have grown closer. Now the Taliban are trying to regain power and, if successful, they will again provide protection to al Qaeda. The United States must defeat the Taliban completely to prevent al Qaeda from regaining its safe haven in Afghanistan. The death of bin Laden was an important milestone, but the struggle to defeat al Qaeda is not over. The United States and its allies can and must create a safe and stable society in Afghanistan that does not threaten its neighbors or the world.

Option 2: Target al Qaeda

Even with Osama bin Laden dead, the most pressing problem facing the United States remains the threat of terrorism from al Qaeda. The Taliban are not the true threat to the security of the United States. It is al Qaeda that is the threat. Today there are 100,000 U.S. soldiers in Afghanistan and 30,000 from NATO members—mostly to fight the Taliban. This is an inefficient way to fight terrorism. We should reduce our military forces in Afghanistan and concentrate on our original goal: defeating al Qaeda. This counterterrorism strategy can rely on drones, the use of small groups of soldiers, and good intelligence to hunt down the true terrorist threat.

Option 3: Promote Security by Supporting Democracy

The key to ending the war in Afghanistan and the threat from al Qaeda is in building true partnerships with Pakistan and Afghanistan. We must end our reliance on military force, which creates more problems than it solves. Whatever steps we can take to resolve longstanding issues with India, including the conflict over Kashmir, will help reduce Pakistan's reliance on extremist groups and reduce the chance that a military dictatorship will return to power in Pakistan. We should support democratic institutions, and provide aid for education and economic development. We should put our faith in the people of Afghanistan and Pakistan and allow them to choose their own leaders and forms of government. They too want peace and prosperity.

Option 4: Withdraw Our Troops

The greatest threat in Afghanistan is becoming trapped in a war we cannot win. Violence against our troops is on the rise. But this isn't the violence of the Islamic extremism and terrorism that led to September 11. The Taliban are not al Qaeda. They have no interest in a global *jihād* against the United States and the West. The Taliban are resisting foreign occupation. If we try to remake Afghanistan in our own image we will fail. We should encourage countries in the region including Russia, Iran, India, China, and Pakistan to take the lead in maintaining peace and security in their own backyard. While we might contribute our intelligence services to the cause of counterterrorism, we should not maintain troops in the area. It is costly, counterproductive, and will never succeed.

What is an Option?

Option 4: Withdraw Our Troops

The greatest threat in Afghanistan is becoming trapped in a war we cannot win. The more soldiers we and our allies send to Afghanistan the more the Taliban will resist. Violence against our troops is on the rise. But this isn't the violence of the Islamic extremism and terrorism that led to September 11. The Taliban are not al Qaeda. They have no interest in a global *jihad* against the United States and the West. The Taliban are resisting foreign occupation. Other empires have learned this lesson the hard way. The Soviets were forced to withdraw battered and bloody in the 1980s. At the height of its power in the nineteenth century, Britain failed in its attempts to occupy Afghanistan. No wonder some have called it "the graveyard of empires." The United States must heed these lessons of history and get out.

The United States and its allies will never succeed through military action in Afghanistan. The war in Afghanistan is becoming a quagmire that divides the U.S. public. We already had that experience in Vietnam. If we try to remake Afghanistan in our own image we will fail. To continue down this path is a recipe for disaster. We must remember that we have succeeded in killing Osama bin Laden and scattering al Qaeda. That is why we came to Afghanistan in the first place, not to transform Afghan society.

We should not continue to invest billions of dollars and risk the lives of thousands of U.S. soldiers in the hope of stabilizing the current Afghan government. We cannot—it is corrupt and ineffective. Nor should we delude ourselves that any U.S.-led military strategy in the region will succeed. Our so-called ally Pakistan is untrustworthy and may not want us to succeed. In spite of this, we keep shovelling billions of dollars in aid for its military and economic development. What does that buy us? Sixty percent of Pakistanis see the United States as an enemy and thousands of militants are hiding in open sight in Pakistan. The presence of our military in Afghanistan and our drone program in Pakistan are part of the problem, not the solution.

We should encourage countries in the region including Russia, Iran, India, China, and Pakistan—all of which have a strong interest in a safe and stable Afghanistan—to take the lead in maintaining peace and security in their own backyard. While we might contribute our intelligence services to the cause of counterterrorism, we should not maintain troops in the area. It is costly, counterproductive, and will never succeed.

What should we do?

- We should begin a withdrawal of U.S. and NATO forces from Afghanistan.
- We should reallocate money spent on the war in Afghanistan to improving homeland security efforts and expanding the hunt for terrorist cells around the world.
- We should end the drone program in Pakistan.

Arguments for

1. Our military presence in the region breeds resentment and actually serves as a recruiting tool for extremist groups.
2. The Afghan people have resented and resisted the presence of foreign occupiers throughout their history. They will continue to resist U.S. efforts until we leave.
3. Taxpayer dollars, now being spent on the war in Afghanistan, could be better spent back in the United States.

- We should end foreign aid to Pakistan unless it ends its support of extremist militants.
- We should encourage Afghanistan's neighbors to help seek a negotiated settlement to the violence in Afghanistan.

Arguments against

1. Any withdrawal will be seen as a victory for violent extremists and will encourage these groups around the world to use violence against the United States and its allies.
2. If the United States and NATO withdraw, Afghanistan will descend once again into civil war. The Taliban and its ally al Qaeda will return to plot against the United States.
3. We cannot disengage from the region. We have a vital interest in a stable, democratic, and peaceful Afghanistan. In addition, we need to make sure that nuclear-armed Pakistan is not taken over by extremist forces that would use those weapons to inflict terrible harm.
4. The countries of the region are unlikely to cooperate on Afghanistan. Rather, they are likely to compete for power and influence, thereby creating conflict rather than peace.

<http://www.choices.edu/resources/tools.php>

Group 5: Senate Committee

The Senate asks each group pointed, clarifying questions.



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Evaluation Form Committee on Foreign Relations of the U.S. Senate

Part I

What was the most persuasive argument presented in favor of this option?

What was the most persuasive argument presented against this option?

Option 1

Option 1

Option 2

Option 2

Option 3

Option 3

Option 4

Option 4

Part II

Which group presented its option most effectively? Explain your answer.

How Does the Options Role Play Work?

- ➔ Each group makes a 3-5 minute presentation.
- ➔ Senate asks at least 2 questions of each group
- ➔ Decide when others can ask questions.
- ➔ After all 4 groups present, students enter into a deliberative dialogue.

Options: Graphic Organizer

	What does this option think about using military force in Afghanistan and Pakistan?	What does this option think the top U.S. priority should be in Afghanistan?	What does this option think about negotiating with the Taliban?	What does this option think about using drones to target militants?	What does this option think about partnering with Pakistan against militant groups?	What does this option think about the death of Osama bin Laden?
Option 1						
Option 2						
Option 3						
Option 4						

Concluding Activity

Creating Your Option 5

Students create and express their own policy, based on their own articulated values.

Students may draw from original options or develop an original view based on the work they have done.



6. The Cost of War

➔ SKILLS: Civic Literacy, Media Literacy, Critical Thinking

The Costs of War

Objectives:

Students will: Articulate coherent recommendations for U.S. policy concerning Afghanistan based on personally held values and historical understanding.

Consider the costs and benefits of the war in Afghanistan.

Identify the leading values and trade-offs in the current policy debate.

Consider the role of the United States in world affairs.

Required Reading:

Students should have read each of the four options in the student text (pages 41-48) and

values and their policy recommendations.

What values resonate most strongly with students? Ask them to identify the beliefs in “Focusing Your Thoughts” that they most strongly support. What are the potential trade-offs of their options?

3. Considering the Costs of War—Challenge students to identify the costs (human, financial, etc.) of the war in Afghanistan. Who has borne costs of the war?

Challenge students to identify the benefits of the war in Afghanistan. Who has benefitted from the war?

What are acceptable grounds, if any, for going to war? For invading and occupying

7. Voices from Afghanistan

➔ **SKILLS:** Global Awareness, Point of View

Afghan Women Writers Worksheet

Introduction: Select three stories from the online database or the “Afghanistan Women Writers” hand-out. Use your selections to answer these questions in the box below.

1. Who is the author of the post?
2. What aspect of life in Afghanistan does the post describe or discuss?
3. What is the most interesting or powerful aspect of the post for you?
4. What is the point of view your author? Does she express any strong opinions?
5. What do the three selections tell you about life in Afghanistan?

	Source A	Source B	Source C
1			
2			

Adaptability of Units

You Control the Information Given to Students

- ➔ Values & Beliefs
- ➔ Action Steps
- ➔ Supporting Arguments
- ➔ Excerpts from (Historical) Records
- ➔ Scholars Online

Option 4 is based on the following beliefs

- There is almost no chance of military success in Afghanistan.
- The threat from al Qaeda continues, but is no longer centered in Afghanistan.
- Cooperation with other countries, good intelligence work, and effective programs at home to secure our country against terrorists threats from abroad are necessary to contain the security threat from al Qaeda.
- The United States is spending far more money to build democracy in Afghanistan than is necessary to ensure U.S. security.
- The Taliban pose no direct threat to the security of the United States.

WWW.CHOICES.EDU ■ WATSON INSTITUTE FOR INTERNATIONAL STUDIES, BROWN UNIVERSITY ■ CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM ■

the United States in Afghanistan.

What should we do?

- We should begin a withdrawal of U.S. and NATO forces from Afghanistan.
- We should reallocate money spent on the war in Afghanistan to improving homeland security efforts and expanding the hunt for terrorist cells around the world.
- We should end the drone program in Pakistan.
- We should end foreign aid to Pakistan unless it ends its support of extremist militants.
- We should encourage Afghanistan's neighbors to help seek a negotiated settlement to the violence in Afghanistan.

Arguments for

1. Our military presence in the region breeds resentment and actually serves as a recruiting tool for extremist groups.
2. The Afghan people have resented and resisted the presence of foreign occupiers throughout their history. They will continue to resist U.S. efforts until we leave.
3. Taxpayer dollars, now being spent on the war in Afghanistan, could be better spent back in the United States.

Arguments against

1. Any withdrawal will be seen as a victory for violent extremists and will encourage these groups around the world to use violence against the United States and its allies.
2. If the United States and NATO withdraw, Afghanistan will descend once again into civil war. The Taliban and its ally al Qaeda will return to plot against the United States.

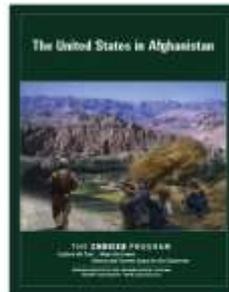
Supplemental Page for Each Unit

Supplemental Materials for Each Unit

Supplemental Materials

The United States in Afghanistan

The United States in Afghanistan brings students into the policy debate about the U.S. presence in Afghanistan. Students begin by exploring Afghanistan's culture and history, and then examine the events that led to the Soviet invasion, the arrival of Osama bin Laden, and the situation today.



Online Resources from the Choices Program

Graphic Organizers

Scholars Online

Bring university scholars into your classroom with videos of top scholars answering specific questions in their fields of expertise.

Maps

Unit includes seven maps that are used in the readings and lessons.

PowerPoint of Images

For use with the lesson "Looking at Afghanistan."

Web Links

The AFPAC Channel

Contains a daily roundup of the latest developments in Afghanistan and Pakistan.

Afghanistan Homeland

A rich, interactive website about the history and culture of Afghanistan.

Cost of War Project

A research project from the Watson Institute at Brown University that quantifies the costs of the wars in Afghanistan and Iraq.



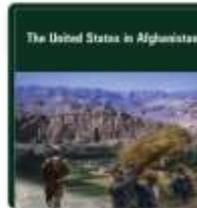
Bring Scholars to Your Classroom

The United States in Afghanistan

The printed curriculum *The United States in Afghanistan* helps students consider the issues surrounding the U.S. role in Afghanistan in a constructive context that promotes dialogue about future policy directions. (See detailed description and ordering information.)

Videos for Readings: The videos below follow the outline of the printed curriculum unit. The headings correspond to the headings in the student readings.

Videos for Lessons accompany lessons in the teacher's guide of the printed curriculum unit.



Michael Bhatia
Brown University



David E. Edwards
Williams College



Jennifer L. Fluri
Dartmouth College



Benjamin Hopkins
George Washington
University



Mark Garrison
Brown University



Paula Newberg
Georgetown University

Introduction: Al Qaeda, Afghanistan, and Pakistan

Why should high school students learn about Afghanistan? [Benjamin Hopkins – 3:26]

What are the most common misunderstandings about Afghanistan? [Jennifer Fluri – 2:17]

What are the most common misunderstandings about Afghanistan? [Benjamin Hopkins – 3:05]

Organized by Student Readings & Lessons

Use to:

- ➔ Introduce the unit
- ➔ Expand, deepen or reinforce concepts
- ➔ Advanced assignments
- ➔ Your own professional development

Coming Soon: Look for Scholars Online
to be embedded in E-books!

Scholars Online Participants

Jennifer Fluri

Geographer
Dartmouth College

Mark Garrison

Former Deputy Ambassador at Soviet
Embassy during Soviet Invasion.

Ben Hopkins

Historian
George Washington University

David Edwards

Anthropologist
Williams College

Paula Newburg

Diplomat
Georgetown University

*What was the
effect of the
Soviet
occupation?*

*What are the most
common
misperceptions
about Afghanistan?*

Scholars Online

Scholars Online

Jennifer L. Fluri

Dartmouth College



Filmed in July 2011

-
- [How has Afghanistan's geography affected its history? \[2:00\]](#)

Teaching with the News

Teaching with the News

Pakistan's Floods



Pakistan's terrible floods began in the summer of 2010, but their devastating effects continue. Although media coverage has dwindled, the crisis persists as over a million people remain displaced, many without reliable access to food or drinking water. This lesson introduces students to the disaster and encourages them to consider the impact of history, climate vulnerability, and current politics as they attempt to understand the terrible flooding in Pakistan.

Objectives

Students will:

- Identify the immediate and long-term effects of the flooding on Pakistan.
- Identify factors that contribute to vulnerability to climate disasters.
- Examine the relationship between Pakistan's history and current events.
- Consider the U.S. relationship with Pakistan.
- Consider individual and collective responses to the situation in Pakistan.

Teaching with the News

The United States in Afghanistan: Analyzing Political Cartoons



Objectives

In this lesson, students will:

- Explore viewpoints on the U.S. presence in Afghanistan.
- Interpret political cartoons and place them in the context of political discussion about Afghanistan.
- Identify the techniques used by cartoonists to express opinions.

Approach of Units

Hint

*Use
Scholars
Online
&
Teaching With
the News!*

**Introduce the Issue and its
Historical Background**

**Analyze the Issue, Policy
Options and Values and
Conduct Role Play**

**Students Articulate Their Own
Option or Reflect on the
Significance of Decisions Made**

Unit Outcomes

Students will walk away with an understanding of:

- The geography and history of Afghanistan;
- How the death of Bin Laden affected U.S. policy;
- How the U.S. presence in Afghanistan might impact security in the region; and
- Selected critical issues surrounding Pakistan and how they relate to the U.S. role in the region.



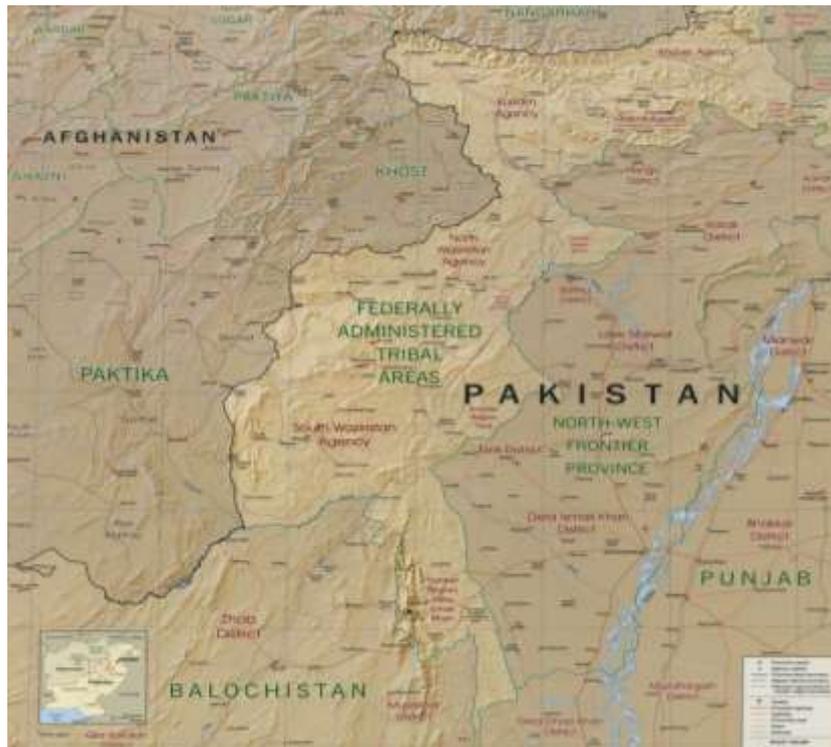
Students will have a more informed answer to the central question:

**What role should
the U.S. have in
Afghanistan?**



Best maps

<http://www.lib.utexas.edu/maps/asia.html>



Education About Asia Magazine

www.aasianst.org/EAA/index.htm

Fall 2012 issue:

Afghanistan: Multidisciplinary Perspectives



Online “Curriculum”

www.afghanistan.asiasociety.org/

Explores the geopolitical and cultural heritage of Afghanistan through the lens of Humanities

➤ Timelines

➤ Bibliographies

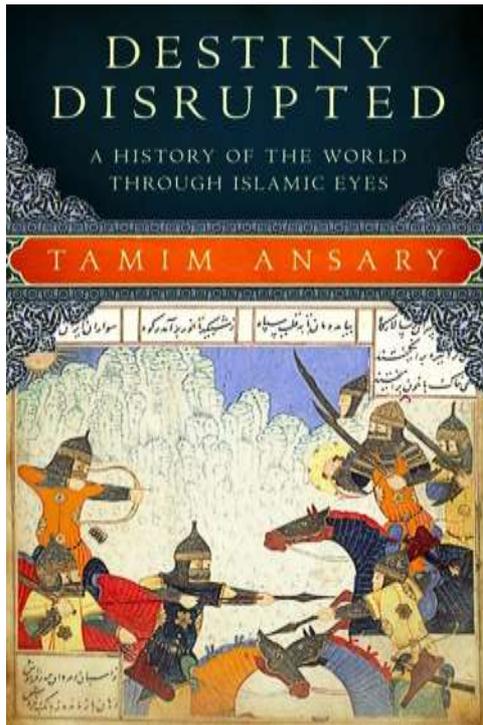
**Must go to the “About” section for the excellent Asia Society lessons!*



The Basics

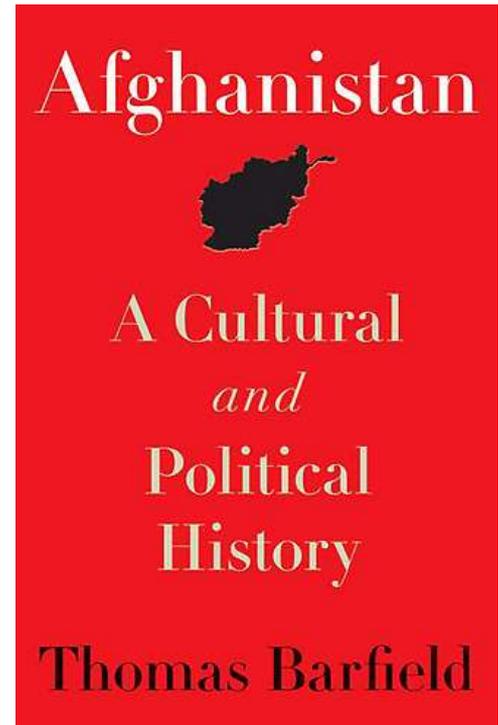
Destiny Disrupted: A History of the World Through Islamic Eyes

by Tamim Ansary



Afghanistan: A Cultural and Political History

by Thomas Barfield, Boston University



Pakistan Resource

Council on Foreign Relations: A Crisis Guide to Pakistan

www.cfr.org/interactives/CG_Pakistan/index.html

- History, timelines, videos and possible future scenarios.
- Comprehensive



News-sponsored Lessons

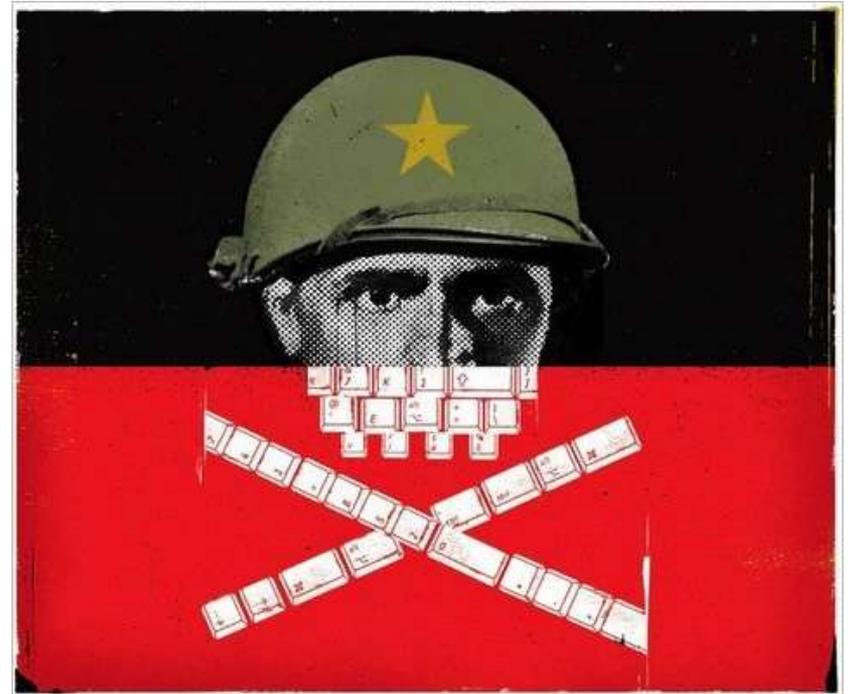
The Wars in Afghanistan and Iraq: Teaching Resources and Essential Questions

New York Times

www.learning.blogs.nytimes.com/2010/07/06/the-wars-in-afghanistan-and-iraq-teaching-resources-and-essential-questions/

PBS News Hour

www.pbs.org/newshour/extra/teachers/lessonplans/world/afghanistan_overview_10-06.html



Creating a Visual Sense of “Place”

Words

Afghan Women’s Writing Project Online Magazine

www.awwproject.org

The Places in Between

by Rory Stewart

Now a British MP, see his TED talk.

www.youtube.com/watch?v=dwU8eavPlnw

An Unexpected Light: Travels in Afghanistan

by Jason Elliott

Images

Williams College Media Project

www.contentdm.williams.edu/wamp/

Afghanistan: A Year in Photos

[www.foreignpolicy.com/articles/2010/12/13/
afghanistan_2010_a_year_in_photos](http://www.foreignpolicy.com/articles/2010/12/13/afghanistan_2010_a_year_in_photos)

A Darkness Visible

www.adarknessvisible.com

Documentaries and Movies

Frontline

www.pbs.org/frontline/kill-capture
looks at the U.S.'s "Kill/Capture"
program's impact and its costs.

[www.pbs.org/frontline/fighting-
for-bin-laden](http://www.pbs.org/frontline/fighting-for-bin-laden)

discusses the general fight
against the Taliban and Al
Qaeda.

Commercial Movies

Afghan Star

Kabul Transit

**Both films show slices of "normal"
life. Available on Netflix.**

Introducing Afghanistan to Students



Why is it important to learn
about Afghanistan?

The importance of teaching about Afghanistan

➤ Human Costs

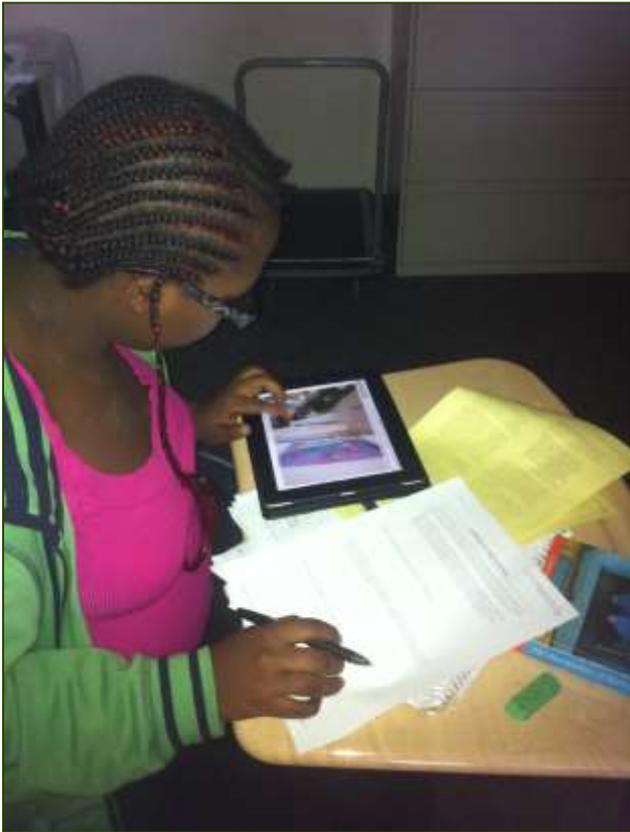
➤ Financial Costs

➤ Knowing history, culture, geopolitics, of a society is important in foreign policy decisions.

What are our student perceptions of Afghanistan?



“Looking at Afghanistan” The Importance of Place



Looking at Afghanistan

➤ you will need:

➤ internet, computers or iPads

➤ “Looking at Afghanistan” Optional Lesson, TRB 14

➤ <http://choices.edu/afghanistanmaterials>

Abbreviated “Looking at Afghanistan”

➤ View the images. Choose one image that catches your attention.

➤ Analyze the image by filling out the questions on the handout.

➤ What questions would you ask your students for your subject area?

Thank you and best of luck!

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