

CURRICULUM RESOURCE GUIDE 4-8



Photo credit: David Oliver Relin

INTRODUCTION TO PENNIES FOR PEACE™ CURRICULUM RESOURCE GUIDE 4-8

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 – *Cause & Effect*, and uses *Three Cups of Tea* (Young Readers Edition), 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* (Young Readers Edition).
- 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

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PENNIES FOR PEACE

CURRICULUM RESOURCE GUIDE

Grade Cluster	4–8
Suggested Themes	Cause & Effect
Lessons	<p>Introduction to Lessons – K-W-(P)-L Chart</p> <ol style="list-style-type: none"> 1. <i>Three Cups of Tea</i> (Young Reader’s Edition) – Language Arts Lesson (<i>Three Cups of Tea</i> Young Reader’s Edition Study Guide) 2. The Geography Effect – Geography-based Social Studies Lesson on Pakistan & Afghanistan 3. The Culture Effect – Social Studies Lesson on Cultures 4. Effective Global Citizens – Civics Lesson, with Focus on Afghanistan & Pakistan <p>Performance Assessment</p>
Suggested Timeframe	<p>Varies, depending on lessons selected. Each lesson requires approximately 2–4 class periods. The lessons are designed to be implemented in collaboration with English Language Arts, Social Studies, Math, and Music/Arts instructors. The Performance Assessment requires an additional 5–7 class periods.</p> <p>Suggested time for reading <i>Three Cups of Tea</i> is 3-4 weeks.</p>
Core Text	<p><i>Three Cups of Tea</i> (Young Reader’s Edition) by Greg Mortenson and David Oliver Relin, adapted by Sarah Thomson, with foreword by Jane Goodall</p>
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>Afghanistan and Pakistan interactive maps:</p> <ul style="list-style-type: none"> • www.nationmaster.com/country/pk-pakistan • www.nationmaster.com/country/af-afghanistan <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>

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 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:

Timeline

Three to four class periods for research and preparation. Two class periods for class presentations.

Outcomes

- Students will synthesize information learned in lessons.
- Students will apply learning to performance-based project.
- Students will present project to receptive audience.
- Students will connect their learning about Pakistan and Afghanistan to the theme: cause and effect.

Preparation

1. In advance of this project, use the lessons in this guide to help students make connections between the cause and effect of the concepts from this guide, such as:
 - The cause and effect of the events in *Three Cups of Tea*
 - The cause and effect of events in Pakistan/Afghanistan, as they relate to geographic issues, cultural beliefs and values, and political, religious, and economic issues, etc.
 - The cause and effect of our actions as global citizens
2. Use the Book Reference List 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. Determine if the project will be in pairs or in small groups.

Project

Cause & Effect – Visual, Artistic, Auditory & Kinesthetic Representations

We have studied the cause and effect relationships of the events detailed in Greg Mortenson’s book *Three Cups of Tea*. In addition, we have studied cause and effect relationships as they relate to geographic, political, religious, and economic issues, as well as cultural values and the collective responsibility of global citizens. Create one of the following projects to demonstrate what you have learned:

- **A Cause & Effect Board Game** – For example, make a board game that details Greg Mortenson’s journey to build the first school in Korphe. Design game cards that cause players to advance (eg: “You’ve received a donation!”) or retreat (eg: “There is no bridge!”) on the journey to Korphe.
- **A Cause & Effect Play or Dance** – For example, perform an interpretive dance that represents the positive chain of events that can occur through fostering girls’ education.
- **A Cause & Effect Song or Poem** – Use alliteration, imagery, or rhyme to convey your thoughts.
- **A Cause & Effect Detailed Mural or Diagram** – For example, show the effects on a community over time, once access to fresh water, healthcare, and education are introduced.
- **A Cause & Effect Machine or Science Experiment** – Perform a science experiment to demonstrate a chain reaction. How is this reaction like Pennies for Peace or other humanitarian programs?

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 relationship 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 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.
- Complete K-W-(P)-L Chart – What do students already know about Afghanistan and Pakistan – geography (location), climate, natural resources, type of dress, type of food, political information, religions, economic information, etc.? What are they curious to learn about children their age (hobbies, school life, interests, clothing, toys they play with, etc.)? What do they predict the answers will be? Revisit the chart at the conclusion of all of the lessons.

K-W-(P)-L Chart

	KNOW	WANT TO KNOW	PREDICTIONS	LEARNED
United States				
Pakistan				
Afghanistan				

LESSON 1

THREE CUPS OF TEA

Language Arts Lesson

Essential Questions for Students

Please see questions in Study Guide on page 14.

Outcomes

- Students will read and comprehend *Three Cups of Tea*.
- Students will respond critically to the text through discussion and in writing.
- Students will demonstrate comprehension by completing graphic organizers.
- Students will be able to make connection between the text, self, and others.
- Students will create an artistic representation of a theme from the story.
- Students will be able to draw conclusions about the story and will express what they have learned through discussion and in writing.

Materials Needed

- Three Cups of Tea* Young Reader's Edition
- Literature journals
- Chart paper, markers

Mini-Lessons

1. Introduce *Three Cups of Tea*. Share with students the short story summary on the back cover of the book. Have students create a "Recipe for a School" by brainstorming a list of "ingredients" needed to create a school (e.g., teachers, building materials, desks, pencils, books, students). Then, have students predict the actions Mortenson will take in the story to build the schools with those ingredients. (These will become the recipe directions or steps.) Include specifications for making a school at a high altitude or a remote location! Post the recipe in the classroom. As students read the story, refer back to the predictions to see if they are accurate. Adjust recipe as necessary.
2. Read *Three Cups of Tea*.
3. Follow the before, during, and after questions and activities listed in the Study Guide on page 14.
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

- (4-8) Draw a plot diagram of the key events in the story.
- (4-8) Brainstorm themes of the novel (perseverance, humanitarianism, cooperation, sacrifice, education, compassion, global citizenship, etc.). Use magazine clippings to make a collage depicting one of the themes, or write a poem on the theme.
- (4-8) Imagine you are one of the students for whom the Central Asia Institute (CAI) has built a school; write a speech to celebrate the opening of the school.
- (4-8) Write a book review for *Three Cups of Tea*.
- (6-8) Write a compare/contrast essay, comparing Mortenson to a hero in fiction.
- (6-8) Write a persuasive essay, for or against, the following statement:

“Ultimately the war on terror will be won with books not bombs.”

Cite evidence from the text and/or additional resources to make your case.

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

CAUSE/EFFECT CHART

Instructions & Diagrams

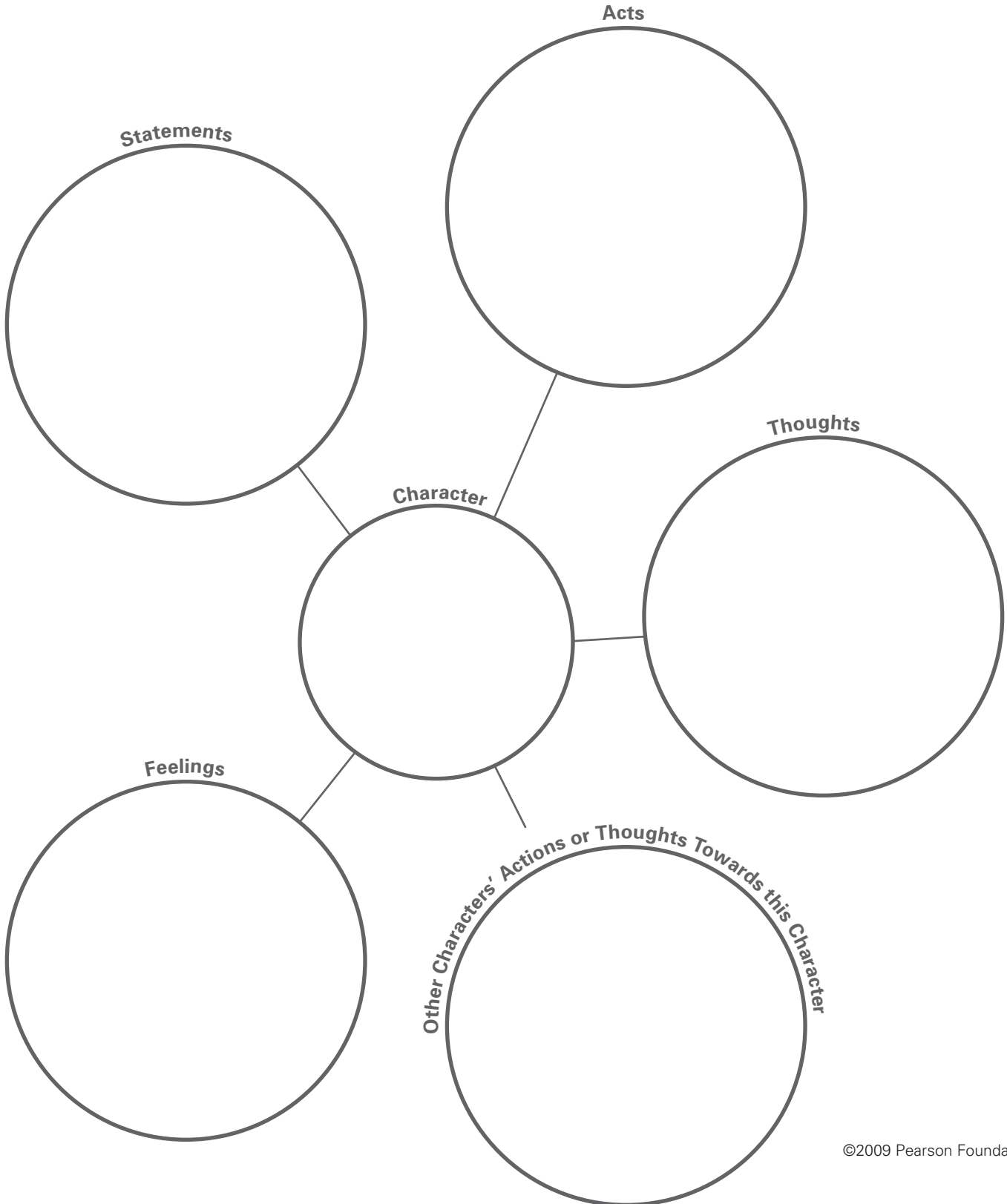
Use this organizer to chart the cause/effect relationship between important events in the story. Some of the events are already listed.

CAUSE	EFFECT
Greg Mortenson wants to honor the memory of his sister Krista.	
The villagers of Korphe take care of Greg Mortenson.	
	Jean Hoerni donates money.
Unable to bring supplies to Korphe without bridge.	
	Mortenson shares a third cup of tea.

CHARACTER ATTRIBUTE WEB

Instructions & Diagrams

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



THREE CUPS OF TEA (YOUNG READER'S EDITION) STUDY GUIDE

Vocabulary

Please see glossary at back of book.

Before Reading

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

Review with students the text structure – foreword, titled chapters, photographs, glossary, timeline, 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 foreword by Jane Goodall. Who is Jane Goodall? What is her purpose in writing the foreword?

Have students identify their town's location on a globe or map and then show students the location of K2, the second-highest mountain on Earth, in the Karakoram Range, in the Himalayas, in Pakistan. Tell students that this is a true story (nonfiction) that takes place primarily in a village called Korphe, which is located in Baltistan, a region of Pakistan. 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 own?

Ask students to predict what they think the book will be about, based on the photos, title, timeline, etc.

During Reading

Using Graphic Organizers and Questions to Deepen Comprehension

- Print the map of Pakistan and Afghanistan provided in the Pennies for Peace Toolkit. (Map copyright National Geographic Society. Used with permission.) Locate K2, where the story begins. As students read the story, track Mortenson's journey with pushpins and string.
- Model using the Story Structure chart on page 11, Cause/Effect chart on page 13, and Character Attribute Web chart on page 13 to summarize the key elements, events, and characters of the story. Have students complete the charts as they read. Students may keep charts independently in reading journals, or may work collaboratively, using chart paper to post large charts in the classroom.

Chapters 1–3

- Is "Failure" an appropriate title for Chapter 1? Discuss/Explain.
- The first line of the story begins "Greg Mortenson was lost." The word "lost" can have both a literal and a figurative meaning. State what you think the author meant by this sentence.
- What role does the setting – the high altitude and the treacherous terrain of the Himalayas – play in the initial events of this story?
- Who assists Mortenson on his way to Korphe?
- What does Mortenson drink for nourishment? Why is this significant to the story?
- 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?
- Who is Haji Ali?
- 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 three important details from Mortenson’s childhood.
- List three of Mortenson’s actions or thoughts from the chapters that reveal his character. Based on the actions you list, describe Mortenson using only one adjective.
- 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 culture?
- Describe how Mortenson feels before a branch of a poplar tree “smacked him in the face.” How do these feelings compare to his feelings toward the end of the chapter?
- What misunderstanding occurs in this chapter?

Chapters 7–9

- Mortenson has great news to deliver to Haji Ali about the school, but first he takes tea. What does this reveal about Mortenson? What does taking tea reveal about the Balti culture and traditions? Why is this significant to the story? Describe a custom or a tradition of hospitality from your culture.
- What new obstacle does Mortenson face in this chapter?
- Retell, in your own words, the hunt that Mortenson participates in. How does this hunt reflect the values and traditions of the Balti community?

Chapters 10–11

- 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 a figurative meaning. Define both and tell how each relates to the story.
- Describe the friends Mortenson has made up to this point in the story. Chart on the Character Attribute Web chart.
- What important personal event takes place at this point in the story?

Chapters 12–13

- At the school construction site, what does Haji Ali instruct Mortenson to do? How is this situation a “culture clash”?
- 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 why he or she is wise.

Chapter 14

- Describe the tone of this chapter.
- Mortenson wants to call his wife Tara, but there are no phones. Imagine a phone call took place. Write the dialogue of their conversation.

Chapters 15–16

- What 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? Discuss/Explain.
- 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?

Chapters 17–18

- Locate the Kashmir region on a map.
- What does Mortenson hope Westerners will understand in the example of Syed Abbas?
- How has your understanding of Muslims/Muslim culture changed from reading this story?
- List at least three reasons why there is a need for a water pump in Skardu.
- Who is one of Mortenson’s role models? How do you know?

Chapters 19–21

- Chapter 19 recounts the events of September 11, 2001, and concludes with a speech by Muslim religious leader Syed Abbas Rasvi at a CAI school inauguration celebration. How did reading Syed Abbas Rasvi’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.*)
- What does Haji Ali mean when he tells Mortenson to “listen to the wind”?
- 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?
- Why was going to Washington D.C. like being “dropped in a remote Afghan village” for Mortenson?

Chapters 21–22

- What evidence is revealed that demonstrates 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? Discuss/Explain.
- How is education like water?
- How is life like climbing a mountain?

After Reading**Drawing Conclusions, Making Connections**

- What was the author’s purpose in recounting his story?
- What lesson can someone learn from reading this story? Is this lesson a universal truth? Explain.
- Do you consider Mortenson a hero? Why/why not? Are there other heroes/heroines in this story? 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
- Extension Activities (Please refer to Lesson 1)

LESSON 2

THE GEOGRAPHY EFFECT – PAKISTAN AND AFGHANISTAN

Geography-based Social Studies Lesson

Essential Questions for Students

- How does where one lives affect how one lives?
- What are the cascading effects of the scarcity or the wealth of a region's physical resources?
- Why are the remote regions of Afghanistan and Pakistan relevant to the United States?

Outcomes

- Students will demonstrate understanding of the geography of Pakistan and Afghanistan.
- Students will use maps, web links, videos, and other resources to identify geographic and environmental differences between where they live and Central Asia.
- Students will use critical reading/viewing skills to determine the cause and effect relationships between the living conditions in a community and the geography of a community.

Materials Needed

- ❑ *Pakistan and Afghanistan: 2007 Journey of Hope and 2008 Journey of Hope* publications
 - <https://www.ikat.org/publications>
 (Download Journey of Hope publications.)
- ❑ Afghanistan and Pakistan interactive maps:
 - www.nationmaster.com/country/pk-pakistan
 - www.nationmaster.com/country/af-afghanistan
- ❑ Additional resources included in Toolkit (e.g., fact sheets, Book Reference List, Pennies for Peace videos, and map of Pakistan/Afghanistan. Map copyright National Geographic Society. Used with permission.)

Mini-Lessons

1. Tell students that they are going to investigate all of the ways in which geography – where you live – affects how you live. Share video Pennies for Peace: The Story, six or 12 minute version, on DVD and on www.penniesforpeace.org and read aloud, or have small groups read excerpts from the downloadable Journey of Hope articles. For example:

“The areas where Greg is working – they have nothing – no agriculture, no industry, no natural resources,” Mirza said. “Baltistan is very poor. There is six months of snow. The only business is mountaineering and during that season many people work as porters....” (Journey of Hope, 2007, p. 2)

And also:

One opium trader told the BBC, “If we had roads, clinics, factories and if there were job opportunities I would not do what I am doing now.”

A grower said, “I sell my opium to feed my family ... When I have water and roads provided to me, I will stop growing poppies. (Journey of Hope, 2008, p. 19)

2. As a class or in small groups, brainstorm all of the ways geography – where you live – affects how you live. Facilitate the discussion from the concrete to the more abstract. For example, “I get to swim in the ocean year-round because I live in a warmer climate on the coast” to “The physical resources and the relatively moderate climate of the United States’ geography has played a role in its wealth as a nation, which in turn offers me a higher standard of living than those living in poorer nations.”
3. Place factors from the brainstorming session into the following categories:
 - Location (latitude, longitude, region, countries, etc.)
 - Distinguishing physical characteristics (climate, soils, vegetation, topography, animal life, etc.)
 - Human interaction – human ability (or inability) to use/modify their geography (utilize resources, grow resources, earthquake dangers, etc.)
4. Explain activity.

Activity

Informational Poster or 3-D Model

Place students into groups. Assign each group a region or a location in Afghanistan or Pakistan. Give each group a set of resources (reference books, magazines, 2007 & 2008 Journey of Hope articles, web links, Pennies for Peace videos, etc.). Have each group use the resources provided to investigate one of the three categories. Students will use sticky notes to mark appropriate places, cue appropriate video, and cut out magazine pictures as appropriate. Each group will record (or mark) their findings and will share their findings with the rest of the class in the format of an informational poster or a 3-D model. (See reproducible on page 19.)

As a class, draw conclusions about the effects that the location, physical characteristics, and human interaction have on the conditions of the location’s inhabitants. How, in turn, do those conditions affect the region’s ability to prosper, to provide education, to provide healthcare, to trade with others, to develop industry, etc.? Why are the conditions in Pakistan or Afghanistan relevant to us?

Extension Activities

- (4-8) **Narrative Writing** – Write an imaginary journal of a day in your life in a particular region in Afghanistan or Pakistan. What would life be like?
- (6-8) **Compare/Contrast Essay** – Repeat the same activity for your hometown. Record your findings. Compare your location to that of the Afghanistan/Pakistan location you researched: what you eat, what you wear, where you can go to shop, what you do for fun, etc.?

INVESTIGATING THE GEOGRAPHY EFFECT

Instructions & Diagrams

Notes Organizer

Location Name: _____

DETERMINING FACTORS	NOTES (AND VIDEO AND PAGE NUMBER REFERENCES)
Location	(Be able to show your location on a map.)
Physical Characteristics	
Human Interaction	
Conclusion (How where one lives affects how one lives)	

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Create an informational poster or a three-dimensional representation of your findings. Share with your classmates.

LESSON 3

THE CULTURE EFFECT

Social Studies Lesson on Our Own Cultures and the Cultures of Central Asia

Essential Questions for Students

- How do we define culture?
- How do cultures differ within our community?
- How do cultures differ from place to place? How are they similar? Are there universal characteristics common to all cultures?
- How does our own culture shape us and influence our behavior? When is it appropriate to act in a way outside of cultural norms? Is it appropriate to ask others to act outside of their cultural norms?
- How do various cultures contribute to the richness of our global community? How do cultural differences cause problems in our global community? How might those problems be overcome?

Outcomes

- Students will discuss and define culture.
- Students will be able to discuss similarities and differences among cultures within their own class.
- Students will research the cultures and customs of children in Afghanistan and Pakistan by viewing video and other resources.
- Students will compare and contrast their culture with that of Central Asian cultures.
- Students will identify the benefits of cultural diversity.
- Students will be able to identify and discuss problems that arise from cultural differences and determine steps to overcome them.

Materials Needed

- Culture Quilt square reproducible on page 22 (one copy per student)
- Crayons, markers, magazines, construction paper, paints, scissors, glue, die cuts (depending on grade level)
- Videos – Pennies for Peace Curriculum
- Journey of Hope articles
- Web Links
- Book Reference List

Mini-Lesson 1 – What Is Culture?

Discuss culture. We are all part of a culture. Many of us come from families that are made up of more than one culture. In pairs, have students define culture. Discuss. Culture can be defined as the traditions, knowledge, and beliefs passed down from one generation to the next. For example, the foods we eat, the way we dress, the religion we practice, the subjects we study in school, and the things we do for fun are all things that make up our culture. Brainstorm attributes of cultures within class. Discuss (without judgment) cultural similarities and differences within a class.

Activities

Independent

Share Culture Quilt squares with students. Determine the culture categories for the four squares. Tell students that they will complete culture squares independently for themselves, and then they will complete a culture square as a group, on behalf of an Afghani or a Pakistani student. Students can draw realistic or abstract representations of their culture for each square, and/or they may use magazine pictures to make a collage in each small square.

Small Group

Model completing a culture square for a culture in Afghanistan or Pakistan, using resources from the Book Reference List in the Implementation Guide, as well as through viewing the videos. Model for students the importance of being specific. For example, even using the term “Muslim culture” can be problematic because Muslims live in many different regions of the world, and within the practice of Islam, there are the Shia and the Sunni Muslims. (For more information on the Shia/Sunni divide, see: www.npr.org/templates/story/story.php?storyId=7332087.)

Have student groups complete their Culture Quilt square for a student in Afghanistan or Pakistan, using the resources provided (videos, reference books, Journey of Hope articles, etc.). The Journey of Hope articles are highly recommended as a resource as they discuss specific students in the region and will give students a way to “put a face” to a culture.

Wrap Up – Critical Thinking

Have students discuss their findings about cultures in Afghanistan and Pakistan. Discuss similarities and differences with cultures in the United States. Have students identify reasons that cultures clash (e.g., religious differences, different values regarding the rights of women). Then have students identify ways to overcome cultural clashes. Have students identify actions they can take within their own classroom to encourage compassion and respect among cultures.

Writing Extension

Have students create a Venn diagram as a pre-writing activity to record similarities and differences between their culture and that of Afghanistan or Pakistan. Once the organizer is completed, use it to write a Compare/Contrast essay.

CULTURE QUILT SQUARE

Instructions & Diagram

Name: _____ Date: _____

1. Use colored crayons, pencils or markers to illustrate the item listed in each small square. Or, make a collage in each small square using magazine photos.
2. When you have completed all four items, cut on the dotted line below.

----- (cut here) -----

1. _____	2. _____
3. _____	4. _____

LESSON 4

EFFECTIVE GLOBAL CITIZENS

Civics Lesson with Focus on Afghanistan & Pakistan

Essential Questions for Students

- What are the character traits of an effective global citizen?
- Is good citizenship attained through actions, values, or both?
- Whose responsibility is it to care about the greater good? Individuals? Communities? Organizations? Governments? All? None?
- How does fear impact citizens on a global level?
- How does hope impact citizens on a global level?

Outcomes

- Students will be able to define what makes a good, global citizen.
- Students will demonstrate understanding of the cause/effect relationship between factors in Afghanistan and Pakistan, such as the impact of education, the impact of the Taliban, etc.
- Students will determine how they will make a positive contribution to their local or global community.

Mini-Lessons

1. Discuss Essential Questions with students. Discuss local examples of good citizenship.
2. Review the cause/effect chart from the *Three Cups of Tea* Language Arts Lesson.
3. Model and explain activity.

Materials Needed

- ❑ Resources included in Toolkit (fact sheets, videos, glossary, map of Pakistan/Afghanistan. Map copyright National Geographic Society. Used with permission.)
- ❑ Major newspapers, access to international newsblogs/sites (e.g., www.bbc.co.uk)
- ❑ Afghanistan and Pakistan interactive maps:
 - www.nationmaster.com/country/pk-pakistan
 - www.nationmaster.com/country/af-afghanistan
- ❑ *Pakistan and Afghanistan: 2007 Journey of Hope and 2008 Journey of Hope* publications
 - <https://www.ikat.org/publications>
 (Download Journey of Hope publications.)

Activities

- (4-8) **The Daily News** – For one week, have student pairs read the newspaper or newsblogs each day, looking for cause/effect relationships that pertain to Afghanistan and Pakistan and have global impact. You may want to assign student groups specific categories. For example, some may look for humanitarian connections, economic or trade connections, the effects of diplomacy, the effects of war, the impact of fundamentalism or the Taliban, the impact of education, etc. Have students use the cause/effect chart as a graphic organizer for note taking and critical thinking. (Teachers may also collaborate with core content teachers; for example, the economic connection could be studied in greater depth in math class.)

At the end of the week, have students present their findings and look for cause/effect relationships and patterns. For example, students can take all topics and divide them into two major categories – those events driven by fear and those driven by hope. What conclusions can they draw?

- (4-8) **Personal Action Plan – Causes + Effects** – Re-read excerpts of *Three Cups of Tea*, and/or have students recount what they learned from the Greg Mortenson story. What rights and responsibilities do we have as citizens? How can we make a difference? Translate the discussion into action. All individuals can do a number of things to affect positive change. Encourage students to decide upon at least one action they will take, whether it be in their local community or by participating in the Pennies for Peace campaign. Have students record their actions in a cause/effect chart over the course of a one to two month period.



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