

Introducing Pakistan

From the Director of **WAITING FOR SUPERMAN** and Academy Award® Winner **AN INCONVENIENT TRUTH**

HE NAMED ME MALALA

ONE CHILD, ONE TEACHER, ONE BOOK AND ONE PEN
CAN CHANGE THE WORLD.



FOX SEARCHLIGHT PICTURES in association with IMAGE NATION ABU DHABI and PARTICIPANT MEDIA with NATIONAL GEOGRAPHIC CHANNEL present a PARKES-MACDONALD and A LITTLE ROOM PRODUCTION
A FILM BY DAVIS GUGGENHEIM "HE NAMED ME MALALA" PRODUCED BY IMA MALALA DIRECTED BY JASON CARPENTER MUSIC BY THOMAS NEWMAN EDITOR ERICH ROLAND EXECUTIVE PRODUCERS GREG FINTON, ACE, BRIAN JOHNSON, BRAD FULLER
EXECUTIVE PRODUCERS MUHAMMAD AL MUBARAK, MICHAEL GARRIN, JEFF SKOLL, SHANNON DILL PRODUCED BY WALTER PARKES, LAURIE MACDONALD, DAVIS GUGGENHEIM
PG-13 PARENTS STRONGLY CAUTIONED SOME MATERIAL MAY BE INAPPROPRIATE FOR CHILDREN UNDER 13
IMAGE NATION PARTICIPANT media NATIONAL GEOGRAPHIC CHANNEL SEARCHLIGHT PICTURES

JOURNEYS IN FILM
educating for global understanding



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About *Journeys in Film*

Founded in 2003, *Journeys in Film* operates on the belief that teaching with film has the power to prepare students to live and work more successfully in the 21st century as informed and globally competent citizens. Its core mission is to advance global understanding among youth through the combination of age-appropriate films from around the world, interdisciplinary classroom materials, and teachers' professional-development offerings. This comprehensive curriculum model promotes widespread use of film as a window to the world to help students to mitigate existing attitudes of cultural bias, cultivate empathy, develop a richer understanding of global issues, and prepare for effective participation in an increasingly interdependent world. Our standards-based lesson plans support various learning styles, promote literacy, transport students across the globe, and foster learning that meets core academic objectives.

Selected films act as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to other topics that have become critical for students, including environmental sustainability, poverty and hunger, global health, diversity, and immigration. Prominent educators on our team consult with filmmakers and cultural specialists in the development of curriculum guides, each one dedicated to an in-depth exploration of the culture and issues depicted in a specific film. The guides merge effectively into teachers' existing lesson plans and mandated curricular requirements, providing teachers with an innovative way to fulfill their school districts' standards-based goals.

Why use this program?

To be prepared to participate in tomorrow's global arena, students need to gain an understanding of the world beyond their own borders. *Journeys in Film* offers innovative and engaging tools to explore other cultures and social issues, beyond the often negative images seen in print, television, and film media.

For today's media-centric youth, film is an appropriate and effective teaching tool. *Journeys in Film* has carefully selected quality films that tell the stories of young people living in locations that may otherwise never be experienced by your students. Students travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, and watch the ways modernity challenges Maori traditions in New Zealand in *Whale Rider*.

In addition to our ongoing development of teaching guides for culturally sensitive foreign films, *Journeys in Film* brings outstanding documentary films to the classroom. Working in partnership with the Rossier School of Education at the University of Southern California, *Journeys in Film* has identified exceptional narrative and documentary films that teach about a broad range of social issues in real-life settings such as famine-stricken and war-torn Somalia, a maximum-security prison in Alabama, and a World War II concentration camp near Prague. *Journeys in Film* curriculum guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core standards.

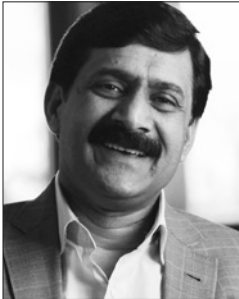


A Letter From Malala and Ziauddin Yousafzai



We hope you enjoy watching
He Named Me Malala.

We are so happy to be able to share our story with you, and hope it will spark many conversations around the themes presented in the film through this discussion guide.



Many people tell us that our story is unique, but we do not see it that way. This is not the story of one girl but of more than 60 million girls around the world who do not go to school, prevented by poverty, violence, or social norms that do not value girls' education.

While the film tells the story of our family and the difficult journey we have made from our home in Pakistan to our current home in the UK — we hope it sparks a much wider discussion and action to ensure every girl gets a quality secondary education.

You may wonder why we focus on girls' secondary education, and it is this: Adolescent girls are the most likely to drop out of school or miss out on school altogether. They are often under great pressure to leave school to marry or take care of others. Many societies simply do not value girls' education, so they do not invest in girls' schools, and girls are not encouraged to continue their studies. Girls are particularly vulnerable in situations of conflict, which is why we work closely to support refugee girls and girls threatened by violence.

We believe that access to twelve years of free, safe, quality education for every girl benefits all society, not only girls. When girls are educated, they transform their own lives, and those of their families. Basic education enables them to survive but quality secondary education provides girls the wings to fly.

We hope that watching *He Named Me Malala* and using this curriculum will encourage you to raise your voice for girls' education. We all have a role to play — whether we are parents, teachers, or students.

Please stand #withMalala and show your support for the right to education. Every voice counts. On pp. 12–13 we will show how you can get more involved, and suggest ways to encourage others to do so as well. You will also find more information on the Malala Fund website: www.malala.org.

With love and gratitude,

Malala & Ziauddin

Introducing *He Named Me Malala*

When 11-year-old blogger Malala Yousafzai began detailing her experiences in the Swat Valley of Pakistan for the BBC, she had no idea what momentous changes were coming in her life. Her father, Ziauddin, a school founder and dedicated teacher, was outspoken in his belief that girls, including his beloved daughter, had a right to an education. As they continued to speak out against restrictions imposed by extremists, Ziauddin received constant death threats, so many that he began to sleep in different places. But it was Malala who was almost killed, shot in the head by a gunman on her way home from school. Her survival and recovery have been little short of miraculous.

Instead of being cowed by this horrific attack, Malala began to use the international attention she attracted to advocate for the cause of girls' education worldwide. Through her speeches, her autobiography *I Am Malala*, the work of her fund, and her travels to places where girls' education is in crisis, she has continued to focus on the effort to give all girls safe schools, qualified teachers, and the materials they need to learn.

The film *He Named Me Malala* both celebrates her dedication to this cause and gives the viewer insight into her motivation. It begins with an animated portrayal of the teenage folk hero for whom Malala was named, Malalai of Maiwand, whose fearlessness and love of country turned the tide of battle for Afghan fighters. From those opening scenes, live action and animation tell the story of Malala's life before and after the attack. We see her at various times of her life: severely wounded in the hospital, teasing her brothers in her new home in England, giving a speech to the United Nations, teaching a class in Kenya, and more.

Her efforts are ongoing and they are realized through her organization, the Malala Fund, which “empowers girls through quality secondary education to achieve their potential and inspire positive change in their communities.”¹ More about the Malala Fund can be found at www.malala.org/.

DIRECTOR: Davis Guggenheim

SUBJECTS: Malala Yousafzai, Ziauddin Yousafzai, Toor Pekai Yousafzai, Khushal Khan Yousafzai, Atal Khan Yousafzai

PRODUCERS: Walter F. Parkes, Laurie MacDonald, Davis Guggenheim

EXECUTIVE PRODUCERS: Mohamed Al Mubarak, Michael Garin, Jeff Skoll, Shannon Dill

ANIMATION PRODUCER: Irene Kotlarz

ANIMATION DESIGNED BY: Jason Carpenter

MUSIC: Thomas Newman

RUNNING LENGTH: 87 minutes

INSPIRED BY THE BOOK *I Am Malala*



Introducing Pakistan

Enduring Understandings

- Pakistan is a nation of rich history made up of many cultures.
- Conflicts in Pakistan are influenced by geographical, political, and cultural tensions.
- Natural disasters have had a significant impact on Pakistan's political and cultural landscape.

Essential Questions

- Can the inhabitants of Pakistan find lasting peace and stability in the 21st century?
- What has been the effect of internal conflict and natural disasters on Pakistan?

Notes to the Teacher

Pakistan is a country of great variety and beauty. In the North are the high, snow-covered mountains of the Karakoram and the Himalaya; Malala's own Swat Valley, a tourist destination for many years, is part of this landscape. High plateaus lead down to rich alluvial plains in the Punjab. Desert landscapes mark Balochistan and Sindh. The Mekran coast's dry beaches are home to fishing villages on the Gulf of Oman and the Persian Gulf.

The people of Pakistan, the world's sixth largest nation, with a population of 199 million, are similarly varied. Pakistan's multicultural consciousness as a region, however, can be traced back 5,000 years to the Indus Valley Civilization around 3000 B.C. From then until the present day, the territory of Pakistan has been home to many civilizations, including Persians, Greeks, Scythians, Mongols, Arabs, Afghans, Sikhs, and Turks. Pakistan today is an Islamic state, but its history also reflects a culturally complex society rich in ethnic diversity.

Economic diversity is also a hallmark of modern Pakistan. Its agriculture is based on the main crops of wheat, sugar-cane, cotton, and rice, and the majority of its population is engaged in agriculture. In fact, except when there is a drought, Pakistan is a net exporter of food. Textiles and clothing are the largest industry; telecommunications companies are thriving; mining and other industries are also important.

The Islamic Republic of Pakistan (commonly referred to simply as Pakistan) officially became a sovereign country in 1947. Pakistan is the only Muslim country founded on the Muslim identity of its population. From 1858 until its independence, Pakistan had been under direct English rule as a part of the British Indian Empire. The term “Pakistan” was coined in 1933 by Choudhary Rahmat Ali, who suggested it was an acronym for the five northern units of the British Indian Empire—Punjab, North-West Frontier (Afghan) Province, Kashmir, Sindh, and Balochistan.² When the British government pulled out of the territory in 1947, the empire split into two nations: India and Pakistan. Pakistan was itself divided into two areas—East Pakistan and West Pakistan—east and west of India. The eastern section, in a fierce war in 1971, broke away as the independent nation of Bangladesh. Today, the country of Pakistan is divided into four provinces (Balochistan, Khyber-Pakhtunkhwa, Punjab, and Sindh), as well as the Federally Administered Tribal Areas near Kashmir and the Islamabad Capital Territory. Malala’s early home in the Swat Valley is part of the northern province of Khyber-Pakhtunkhwa. This area has a strong Buddhist heritage in addition to its Islamic roots.

Pakistan’s borders, drawn by the British, have often been a source of tension with neighboring nations. Pakistan borders the countries of Iran (southwest), Afghanistan (west and north), China (northeast), and India (east), as well as the Arabian Sea (south). Pakistan’s exact size is not clear, partly because of its long-running border dispute with India over the area known as Azad Kashmir. *He Named Me Malala*, however, focuses on the border dispute between Afghanistan and Pakistan.

The Pashtun, the ethnic group to which Malala’s family belongs, occupies land in Afghanistan and Pakistan. Pashtun territory and people had been divided by the Durand Line when national borders were drawn by the British in 1893 through the Federally Administered Tribal Areas. Some leaders in Afghanistan argued that all Pashtun territory should be under Afghan control, despite the existing political boundaries. This dispute resulted in multiple conflicts between the Afghan-led Taliban and the Pakistani army in the first decade of the new millennium. These conflicts displaced many people in the Swat Valley, including Malala and her family.

Pakistan was founded on the premise of religious freedom; today, a majority of its current population (93.6 percent) and institutions are dominated by Islam. (Students might be interested to learn that India, from which Pakistan separated, is home to the world’s third largest Muslim population; Islam is the second largest religion in India.) Other religions in Pakistan include Hinduism, Baha’ism, Christianity, and Sikhism. Of the Muslim majority, 90 percent belong to the Sunni denomination and about five percent belong to the Shi’a denomination. Both the Taliban and Malala’s family belong to the Sunni denomination of Islam. The Taliban follow traditional South Asian patriarchal norms that regard appropriate women’s education to be limited to the domestic sphere. Malala’s family, on the other hand, believes that the fundamental right of education extends to all Muslim citizens—including women.

² “Now or Never,” published by Choudhary Rahmat Ali as “Founder of Pakistan National Movement,” in which the word “Pakistan” appears to have been used for the first time in a document (1933) http://www.columbia.edu/itc/mealac/pritchett/ooislamlinks/txt_rahmatali_1933.html



Some additional online resources you may find helpful for background information or additional research:

The Carr Center for Human Rights Policy at the Harvard Kennedy School
<http://carrcenter.hks.harvard.edu/>

The Middle East Institute
<http://www.mei.edu/region/pakistan>

The Carnegie Endowment for International Peace
<http://carnegieendowment.org/regions/?fa=list&id=239>

The Commonwealth's page on member nation Pakistan
<http://thecommonwealth.org/our-member-countries/pakistan>

United Nations Development Program Annual Report for 2023
<https://www.undp.org/pakistan/publications/undp-pakistan-annual-report-2023>

Security and the Environment in Pakistan
<https://fas.org/sgp/crs/row/R41358.pdf>

“Anatomizing Non-State Threats to Pakistan’s Nuclear Infrastructure: The Pakistani Neo-Taliban”
http://fas.org/pubs/_docs/Terrorism_Analysis_Report_1-lowres.pdf

Center for Strategic & International Studies
<http://csis.org/region/pakistan>

The Rand Corporation
<http://www.rand.org/topics/pakistan.html>

This introductory lesson includes a number of activities to help students learn about the history, geography, and culture of Pakistan, so that they understand the context of *He Named Me Malala*. The lesson begins by asking students to think about what they know and want to know, and to use three official documents to establish a historical and political timeline. (It is worthwhile to point out to students that most primary sources, like these official documents, may have a conscious or unconscious bias.) Note that these documents provide information about Pakistan during the period when Malala was living in that country, so students will have a better grasp of the events shown in the film. Next, students critically analyze the political and cultural maps of the area. They research, write scripts, and present simulated newscasts on more recent events in Pakistan. Finally, students review and recap what they have learned in the lesson using their KWL chart. Before launching the scriptwriting activity, familiarize yourself with recent events in Pakistan and generate a list of topics your students will find interesting; you can find numerous timelines by searching online under “recent events in Pakistan.”



Lesson

(SOCIAL STUDIES, GEOGRAPHY,
WORLD HISTORY)

STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as words) in order to address a question or solve a problem

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

CCSS.ELA-LITERACY.WHST.11-12.0

Draw evidence from informational texts to support analysis, reflection, and research

Duration

Four class periods, plus time to research, design, and make presentations

Assessments

Historical timeline

History and map questions

Group newscasts and scripts

Materials

Copies of **HANDOUTS 1–5**

Computer access for research

Pakistan Country Profile from the Library of Congress at <http://lcweb2.loc.gov/frd/cs/profiles/Pakistan.pdf>

Answer sheets for **HANDOUTS 3 and 5**



Procedure

PART 1: Timeline on Pakistan History

1. Divide students into small working groups. Tell them that they will be viewing the film *He Named Me Malala*. Ask them to tell what they know about Malala Yousafzai's story. Have they heard of her? Who is she? Where is she from? How did she become widely known?
2. Distribute **HANDOUT 1**, one copy for each group. Ask student groups to list things that they *know* about Pakistan in the "K" section of the KWL chart. List things that they *want* to know about Pakistan in the "W" section. Prompt students to think about geography, history, culture, and religion. (K=Things I Know; W=Things I Want to Know; L=Things I Have Learned.) Leave the "L" column blank for now.
3. When the chart is complete, have each student report two things from their KWL chart to the class. You may wish to make a KWL chart for the whole class while doing this. Collect handouts and save to be revisited later in the study.
4. Distribute **HANDOUT 2: A COUNTRY IN TURMOIL** and **HANDOUT 3** (the timeline exercise). Explain to students that they are going to use three government documents to survey the history of Pakistan. First, have students read the section titled "Historical Background" on pages 1–5 of the Library of Congress Profile of Pakistan at Pakistan Country Profile from the Library of Congress at <http://lcweb2.loc.gov/frd/cs/profiles/Pakistan.pdf>. Have them record important events on the timeline provided on **HANDOUT 3**.

5. After they are finished, have them complete the timeline using the additional reading excerpts on **HANDOUT 2**. This can be assigned in class and completed as homework.
6. The next day, review the information on **HANDOUT 3** with the class, using the answer key provided.

PART 2: Pakistan Maps

1. Distribute **HANDOUT 4**. Have students identify similarities and differences between the two maps; then explain the difference between a demographic map and a political map. Locate major events from **HANDOUT 3** on the maps provided in the handout.
2. Arrange students in pairs or small groups. Distribute **HANDOUT 5**. Tell students to use the readings and timeline from **HANDOUTS 2** and **3** as well as the maps provided to answer the questions in **HANDOUT 5**.
3. Once students have completed the worksheet, discuss the answers. (An answer sheet appears in this lesson immediately after **HANDOUT 5**.) Pay particular attention to potential cause/effect relationships, and discuss as time allows.



Lesson

(SOCIAL STUDIES, GEOGRAPHY,
WORLD HISTORY)



PART 3: Newscasts on Current Events

1. Tell students that they are going to research more recent events in Pakistan and present their findings to their classmates as a scripted newscast. If you are using a video camera, be sure to let them know that ahead of time.
2. Divide students into groups or pairs, with the number of groups depending on class size and the number of topics you plan to cover. Have student groups sign up for individual topics with you so that no two groups are researching the same topic.
3. Give students time to research in class, in the school library, or at home as time permits. Tell them to write their scripts and then meet to practice reading them.
4. On the day of the presentations, arrange your class so that there is a student “anchor desk” in front of the room and a desk for a “consultant.” Field reporters can stand in a corner of the room. Remind students of the need to speak clearly and loudly. Videotape the presentations if desired and collect the scripts at the end of the presentations.

PART 4: Conclusion

1. Redistribute the KWL charts from the beginning of the unit (**HANDOUT 1**). Prompt students to reflect on what they have learned about the geography, politics, and culture of Pakistan, writing their responses in the L column of the KWL.
2. Remind students that they will be seeing the people and land of Pakistan and learning more as they watch the film *He Named Me Malala*.



Lesson



(SOCIAL STUDIES, GEOGRAPHY,
WORLD HISTORY)



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Handout 1

GROUP MEMBERS _____

CLASS _____

Pakistan

K Things I Know	W Things I Want to Know	L Things I Have Learned





Handout 2 ► P. 1

A Country in Turmoil

Directions:

Read the following two excerpts from official documents prepared for Congress. Use them and the Library of Congress Pakistan Country Profile to complete the timeline on **HANDOUT 3**.

Excerpt #1, from *NATO in Afghanistan: A Test of the Transatlantic Alliance* (U.S. Congressional Report, December 2009)

Turmoil in neighboring Pakistan has also complicated ISAF's [International Security Assistance Force] mission. The assassination of presidential candidate Benazir Bhutto in December 2007, possibly by Islamic extremists, led to increasing internal restiveness against President Pervez Musharraf, criticized by some NATO experts as unable or unwilling to stem Taliban movement across the Pakistan border into Afghanistan. Some experts believe that over the past several years, Pakistani and Afghan Taliban militants have increasingly merged and pooled their efforts against governments in both countries and al Qaeda has reportedly been facilitating the Afghanistan insurgency and the unrest against the Pakistan government. With the inability of the Pakistani government to control the number of Taliban insurgents who used Pakistan as a sanctuary, the United States stepped up its use of missile attacks against suspected insurgent hideouts inside Pakistan. Although apparently unofficially tolerated by the Pakistani government, this has caused a deterioration in U.S.–Pakistan relations that continues today and which has led to anti-U.S. views in Pakistan. U.S. officials, in July 2008, apparently confronted Pakistani officials with evidence that Pakistan's Inter-Services Intelligence agency (ISI) was actively helping Afghanistan militants, particularly the Haqqani faction.

Since the resignation of Musharraf, the new government in Pakistan has dispatched military units to the border region and has authorized the army to conduct offensive operations against Taliban forces in the northern tribal areas. In October 2008, the Pakistan government began to arm anti-Taliban tribal militias in the northern region in an attempt to control Taliban activity.

In early 2009, the Pakistan government attempted to curtail Taliban military activity in the Swat Valley region by agreeing to allow the Taliban to enforce strict Sharia law in exchange for ending support for military operations against Pakistani government forces and Taliban operations into Afghanistan. This initiative ended rather abruptly when the Taliban continued its anti-government activity and the Pakistan military launched a major military operation in the region. Pakistan has reported that since the beginning of the offensive, it has inflicted serious casualties on the Taliban and has secured large areas of territory once controlled by the Taliban.



Handout 2 ▶ P. 2

A Country in Turmoil

Excerpt #2, from *Security and the Environment in Pakistan* (U.S. Congressional Report, August 2010)**Natural Disasters**

Pakistan is prone to certain types of natural disasters with significant impacts, especially earthquakes and floods. Pakistan has experienced major earthquakes that have caused considerable fatalities and damage to critical infrastructure. The last major earthquake in Pakistan with significant consequences was in northern Pakistan in October 2005. Over 73,000 people died as a result of the earthquake and over 5.0 million were displaced. This disaster created issues related to food security, health and disease, water and sanitation, and infrastructure. It also had a large economic toll, causing some to estimate that recovery could cost over \$5.0 billion.

Pakistan is also subjected to flooding during the monsoon season, when flooding has the potential to displace tens of thousands of people, damage infrastructure, and destroy croplands. In relation to climate change, flooding patterns might follow changes in monsoon seasons. A World Bank study has stated that between 1990 and 2008 natural disasters killed 60,000 and affected 750 million people in South Asia with \$45 billion in damages. In July and August of 2010, Pakistan experienced what have been described as the worst floods in the country's history. These floods reportedly killed over 1,100 and devastated large parts of the Swat Valley where the government of Pakistan is seeking to reassert its control after displacing Islamist militants. A Pew Research poll has found that only 17% of Pakistanis hold a favorable view of the United States. In August 2010, the United States announced \$10 million in assistance to aid those affected by the flooding. Such assistance may

help improve Pakistanis' perceptions of the United States. Melting glaciers might lead to glacial lake outburst floods, which can affect communities and settlements downstream. A burst can discharge millions of cubic meters of water and debris in a few hours into downstream communities. There are over 2,500 glacial lakes in the Himalayan region of Pakistan; however, just a small fraction are considered dangerous.

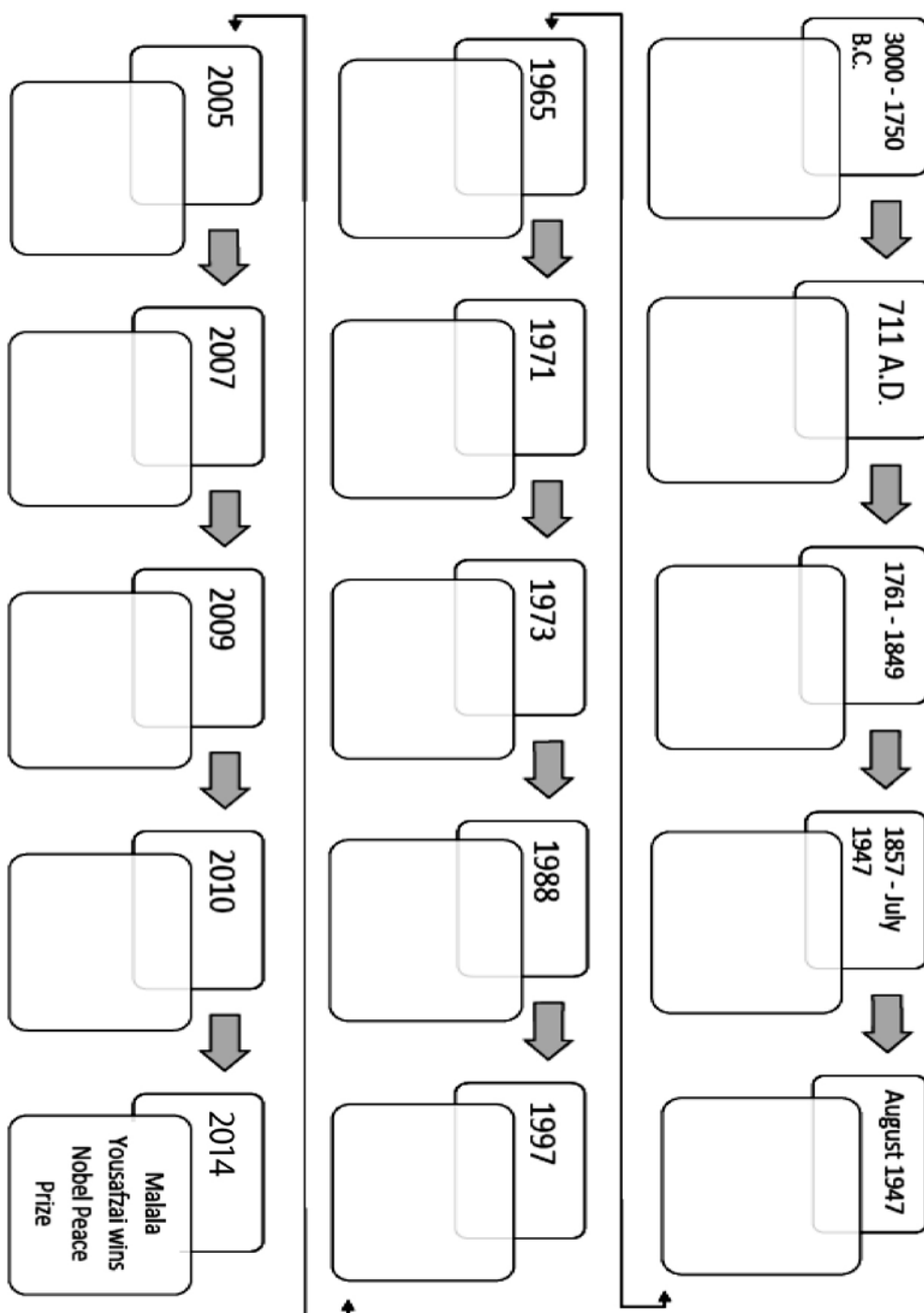




Handout 3

History of Pakistan

Directions: Fill in the event(s) that occurred during the years listed below.



NAME _____

DATE _____



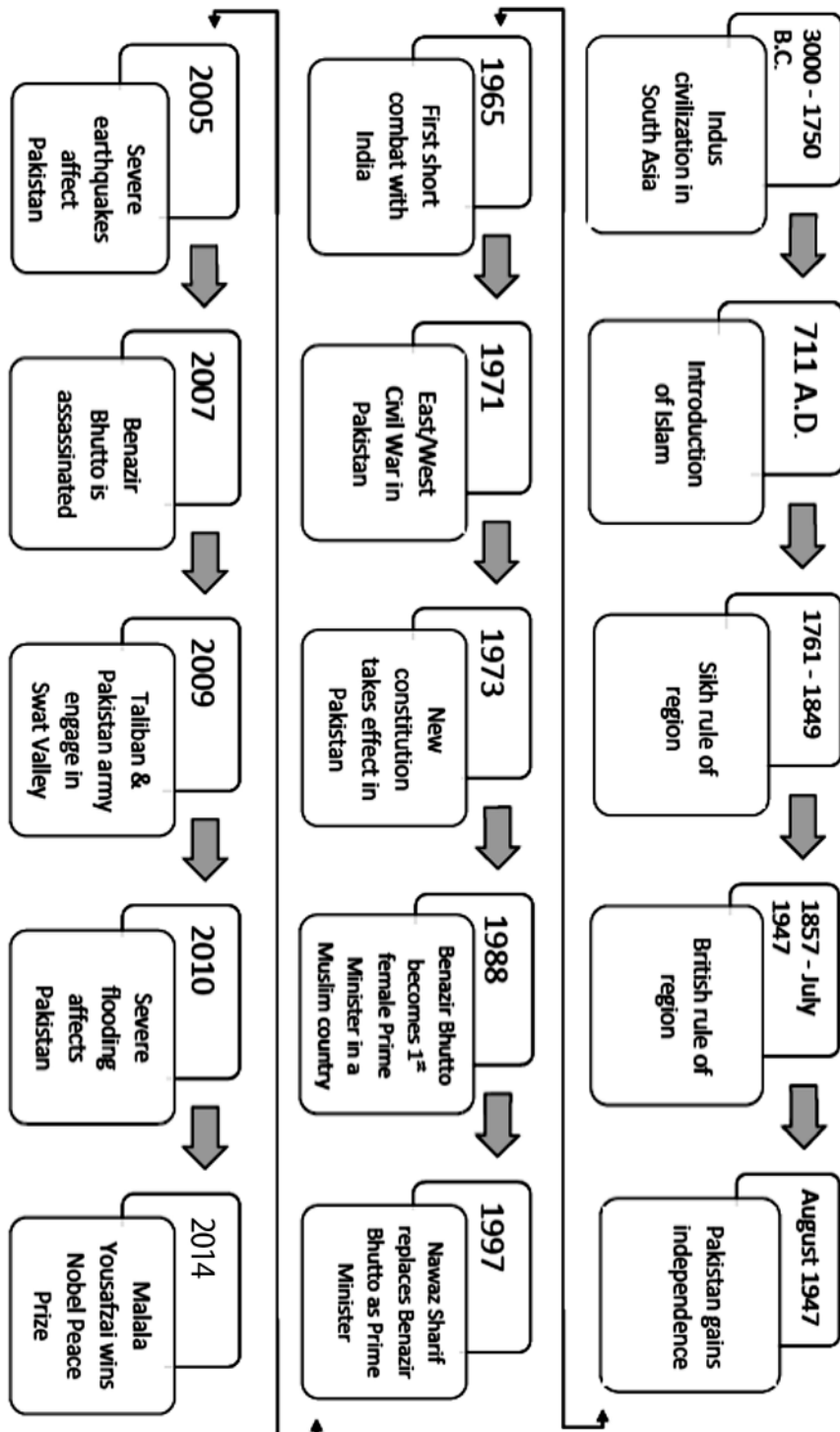


Handout 3

ANSWER KEY

History of Pakistan

Directions: Fill in the event(s) that occurred during the years listed below.



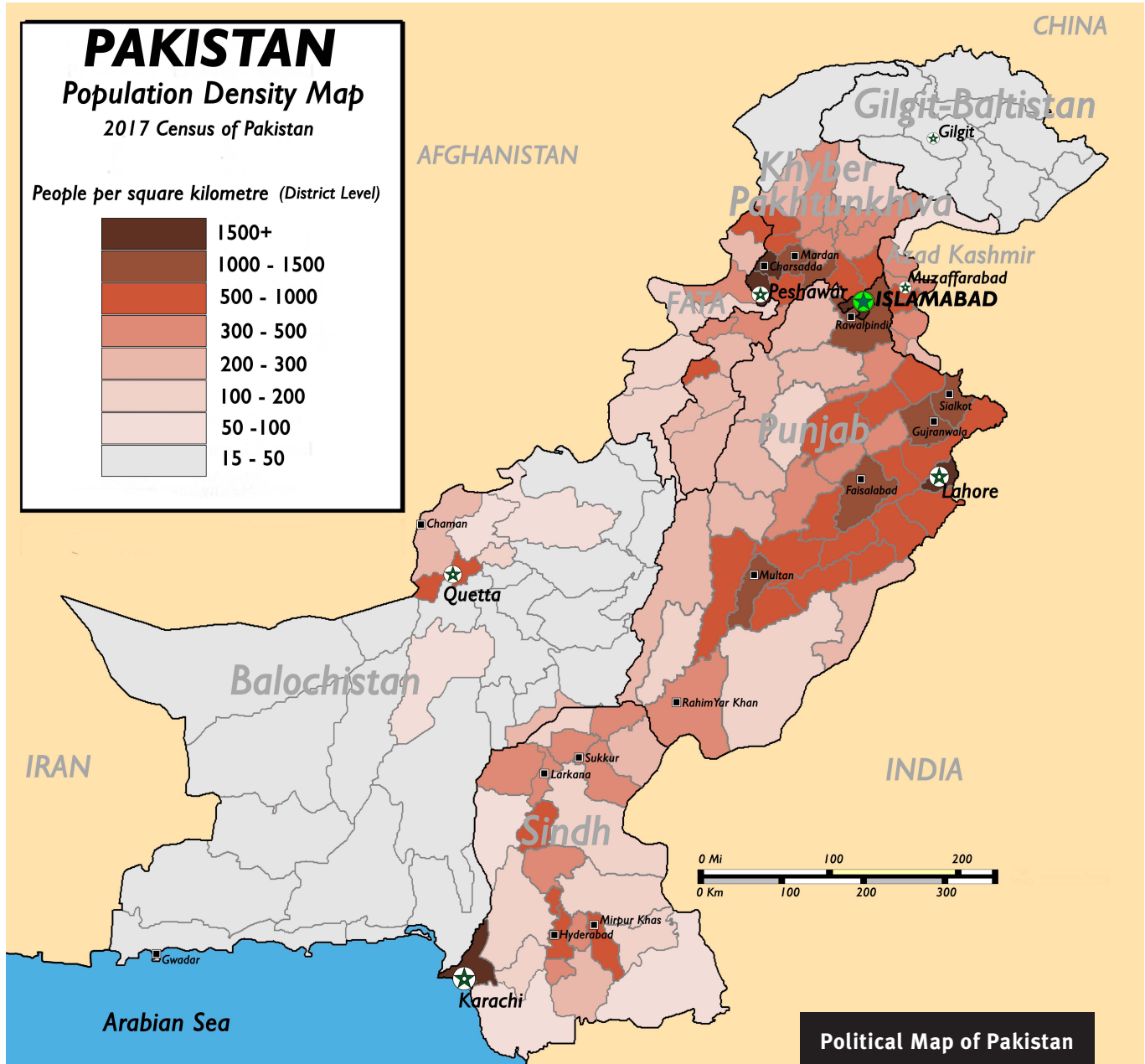
NAME _____

DATE _____



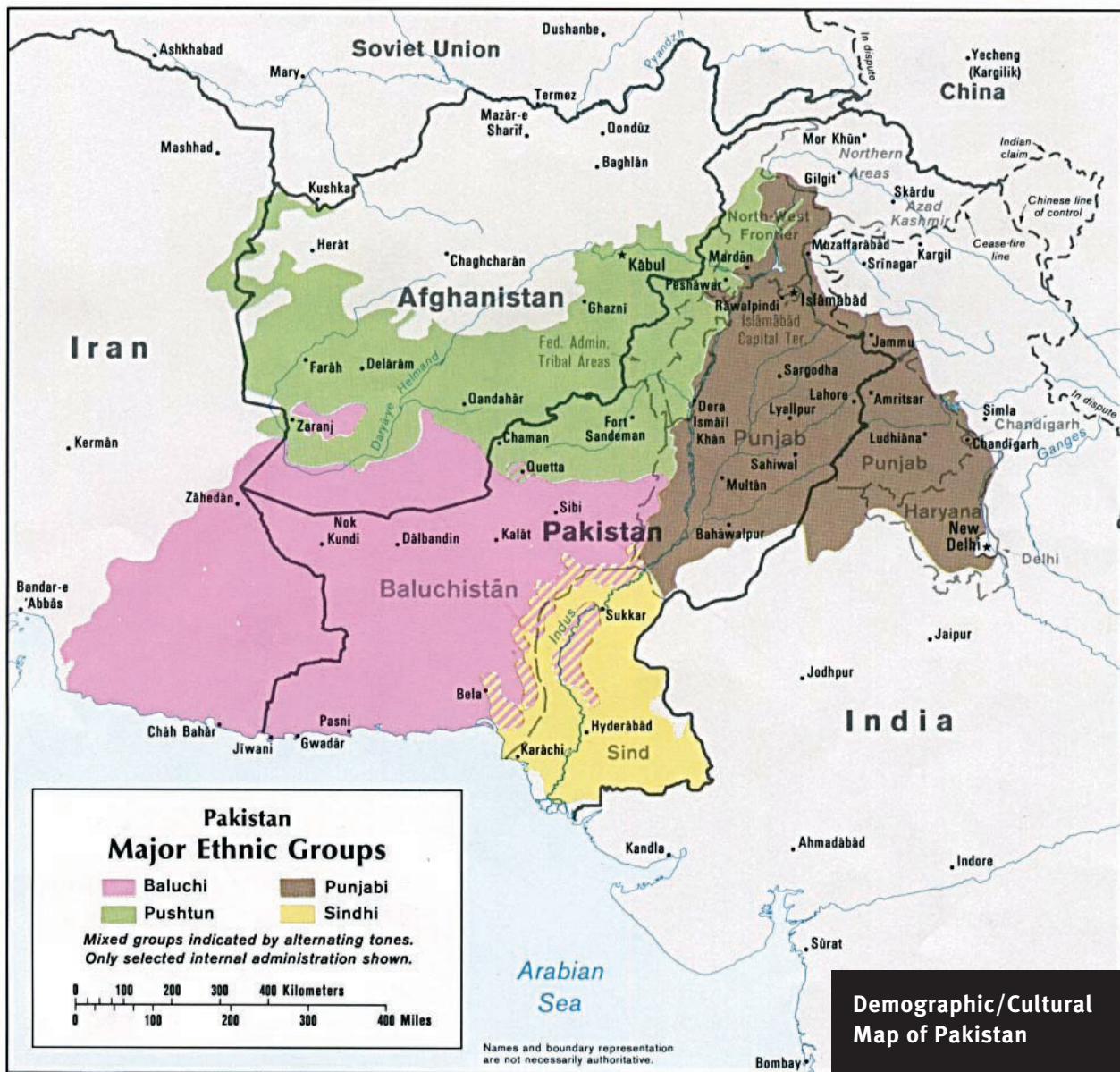


Handout 4 ► P.1

Demographic and Political
Maps of PakistanSource: https://upload.wikimedia.org/wikipedia/commons/8/8e/Pakistan_population_density.png



Handout 4 ► P.2

Demographic and Political
Maps of Pakistan

504491 5-80 (545359)

Source: http://www.lib.utexas.edu/maps/middle_east_and_asia/pakistan_ethnic_80.jpg. Courtesy of the University of Texas Libraries, The University of Texas at Austin. Note that "Pushtun" is an alternate spelling of "Pashtun."



Lesson

(SOCIAL STUDIES, GEOGRAPHY,
WORLD HISTORY)



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Handout 5

Geography and Culture



NAME _____

DATE _____

1. What countries border Pakistan?
2. Describe the ongoing border conflict between Pakistan and India. Consider major events from the readings, as well as the political and demographic/cultural maps.
3. Compare the two maps of Pakistan. What possible effect could cultural groups have on political boundaries, and vice versa?





Handout 5

Geography and Culture

NAME Answer Key

DATE _____

1. What countries border Pakistan?

- Iran, Afghanistan, China, India

2. Describe the ongoing border conflict between Pakistan and India. Consider major events from the readings, as well as the political and cultural maps.

- The Azad Kashmir area (or Azad and Kashmir regions) has been in dispute since both countries gained independence in 1947.
- The dispute has erupted in repeated short-term fighting.
- The Azad Kashmir area is predominantly Muslim, as is Pakistan; India is primarily Hindu.

3. Compare the political and cultural maps of Pakistan. What possible effect could cultural groups have on political boundaries, and vice versa?

- Pakistan/India conflict—When the UK divided British India, they partitioned the Punjab region in two. Western Punjab was assimilated into Pakistan and Eastern Punjab became part of modern-day India. This division has caused a boundary dispute in Kashmir.
- Pashtun culture divided between Pakistan and Afghanistan—Just as in the conflicts following the India–Pakistan partition, the partition of the Pashtun territory in 1947 has caused continual clashes between Pakistan and Afghanistan. Students may mention minor conflicts, disagreements on political control, division of allegiances, and frequent travel across borders.
- Baluchi culture divided among Pakistan, Afghanistan, and Iran—The partition of the Balochistan region in 1947 by the British has caused an ongoing border conflict between Pakistan, Iran, and Afghanistan.



Handout 6 ▸ P.1 **Developing a Newscast****GROUP MEMBERS** _____**TOPIC** _____ **DATE** _____**Directions:**

With your group, sign up to research a current event topic on Pakistan from the past few years. You may choose from this list or develop your own topic with your teacher's approval.

- The killing of Osama Bin Laden
- The jailing of Pakistani doctor Shakil Afridi
- Suicide bombings
- The arrest and trial of Gen. Pervez Musharraf
- The assault on the airport in Karachi
- The 2014 attack on the school in Peshawar
- Acquittal of eight Taliban suspects jailed for assassination attempt on Malala Yousafzai
- U.S. drone strikes in Pakistan
- The status of the Swat Valley today
- Refugee camps for Afghan refugees in Pakistan

Research your topic thoroughly, using multiple sources and being sure to evaluate the quality of your sources. Decide on roles for your group members: anchorperson, reporter in the field, expert consultant, etc.

After you have researched your assigned topic thoroughly, develop a two- or three-minute news report explaining your topic. Write a script for your newscast and practice it to be sure it is long enough. All members of your group must speak.

On the day of presentations, you will present the news-cast to your classmates and then submit the script to your teacher. Be sure to dress appropriately for your role. Presentations do not need to be memorized, but try to speak with expression. The anchor will give the gist of the story and then call on the field reporter or consultant to elaborate on it. You may use a PowerPoint with pictures, maps, or graphs as appropriate, but be sure to tell your teacher ahead of time if you will need equipment to do so.

Use the rubric on the next page to evaluate your newscast. Your teacher may use the same rubric to evaluate your group and your individual presentations.





Handout 6 ► P.2

Newscast Evaluation Rubric

NAME OF STUDENT _____ DATE _____

TIMING	Presentation is within the 2–3 minute time frame	Presentation is less than 2 minutes or more than 3	Presentation is less than 1 minute or more than 4 minutes	No presentation is given
QUALITY OF INFORMATION	Presentation provides accurate information in an engaging and interesting manner	Presentation provides information with minimal errors	Presentation provides information with a few significant factual errors	Presentation includes many significant factual errors
RESEARCH	The individual was actively engaged in the research.	The individual was usually engaged in the research.	The individual sometimes participated in the research.	The individual rarely or never participated in research.
SCRIPTWRITING AND PRACTICE	The individual was actively engaged in the creation and practice of the script	The individual was usually engaged in the creation and practice of the script	The individual sometimes participated in the creation and practice of the script	The individual rarely or never participated in the creation and practice of the script
DELIVERY	Student delivered newscast with clear pronunciation, excellent expressiveness, and effective voice.	Student delivered newscast with clear pronunciation and effective voice	Student made a few pronunciation errors, or spoke too softly.	Student pronounced words incorrectly or was inaudible. No evidence of practice.

TOTAL GROUP SCORE: _____ TOTAL INDIVIDUAL SCORE: _____





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