

"Return Of The Taliban" Teacher's Guide

About the Film:

FRONTLINE reports from the lawless Pakistani tribal areas along the Afghanistan-Pakistan border and reveals how the area has fallen under the control of a resurgent Taliban militia. Despite the presence of 80,000 Pakistani troops, the Taliban and their supporters continue to use the region as a launching pad for attacks on U.S. and coalition forces in Afghanistan. Off limits to U.S. troops by agreement with Pakistan's president and long suspected of harboring Osama bin Laden and his deputy Ayman al-Zawahiri, the area is now considered a failed state. President Pervez Musharraf tells FRONTLINE reporter Martin Smith that Pakistan's strategy, which includes cash payments to militants who lay down their arms, has clearly foundered. In a region little understood because it is closed to most observers, FRONTLINE investigates a secret front in the war on terror.

Watching the Film:

Teachers can either assign the film for viewing as homework or show the film in class. Suggested discussion questions are provided. The lessons and activities in this guide can be used in the classroom without having viewed the film.

A Note to Teachers:

The lesson plan examines the growth of lawlessness in the tribal regions of Pakistan and asks students to propose solutions to this problem. The lesson plan can be used in its entirety or teachers can select individual activities to accommodate instructional time and student abilities.

For classes in social studies, language arts, current events and history; Grade level 9th – 12th.

Discussion Questions:

This guide includes a list of questions for students to discuss after viewing "Return of The Taliban.

Featured Lesson Plan:

"Conflict in Pakistan's Tribal Areas: Causes and Solutions"

Students will:

- Learn about the Taliban
- Identify Pakistan and bordering countries on a blank map
- Locate the tribal regions in Pakistan
- Compare the changes that have occurred between 2004 and 2006 in the tribal regions
- Consider the situation in the tribal areas from a teenage Pakistani perspective
- Evaluate possible solutions to the conflict in tribal areas

Additional Lesson Ideas:

Afghanistan: 12 Years of Violence

Students can examine how events in Afghanistan in the 1980s and 1990s led to the rise of the Taliban and the role that the United States played in this development.

Taming Terrorism

Students will learn about international agencies working to eliminate terrorism and evaluate their effectiveness.

The Roots of Terrorism

This guide contains nine classroom activities to explore the roots of terrorism, United States foreign policy and Islamic fundamentalism.

Additional Resources:

An annotated list of relevant Web sites.

Purchasing the Film:

"Return of the Taliban" can be purchased from Shop PBS for Teachers [link] www.shoppbs.org. Also, teachers and students can watch the film streamed in its entirety on FRONTLINE's Web site: <http://www.pbs.org/frontline/taliban/>

Credits:

This teacher's guide was developed by Simone Bloom Nathan of Media Education consultants. It was written by Patricia Grimmer, educational consultant. Advisers were Ellen Greenblatt of University High School, San Francisco and Greg Timmons, curriculum writer and educational consultant.

DISCUSSION QUESTIONS

1. Who are the Taliban?
2. How are the Taliban connected to Al Qaeda?
3. What factors influence the success of the Taliban?
4. What ties do the Taliban have to Pakistan?
5. Why is it so difficult for Pakistan to govern the tribal areas?
6. Why do some people believe that Pakistani President Pervez Musharraf doesn't really want to control the Taliban?
7. What evidence is there that Osama bin Laden or Al Qaeda may be staying in the tribal areas?
8. What is Afghanistan's reaction to the recent agreement between Pakistan and the pro-Taliban militants?
9. What are the connections between the Pakistani army and the Taliban?

FEATURED LESSON PLAN

"Conflict in Pakistan's Tribal Areas: Causes and Solutions"

Lesson Objectives:

Students will:

- Learn about the Taliban
- Identify Pakistan and bordering countries on a blank map
- Locate the tribal regions in Pakistan
- Compare the changes that have occurred between 2004 to 2006 in Pakistan

Materials Needed:

Internet access

Blank map

Student Worksheet

Time Needed:

5-10 minutes to open the lesson and discuss the Taliban

5-10 minutes to complete map activity

30 minutes for readings and discussion

10 minutes for closing discussion

Procedure;

Step 1: Opening the Lesson

- Begin the lesson by asking students what they know about the Taliban. What is the connection between the Taliban, Osama bin Laden and Al Qaeda? Explain that many people think that Pakistan is harboring terrorists.

Teachers can find background information on the Taliban at the following Web sites: <http://www.teachervision.fen.com/islam/political-doctrines/6984.html>
<http://school.discovery.com/lessonplans/programs/afghanistan/>

Write on the board "Waziristan has been broken into thousands of pieces and each piece will raise the banner of Islam." Ask the students if they can explain this statement. Explain that Waziristan is a region in Pakistan that is thought to be harboring terrorists. This quote is from a popular song from the tribal area that students will read about and discuss at the end of the lesson. (Source: "Radical Changes for Pakistan's Tribal Elders,"

http://news.bbc.co.uk/2/hi/programmes/from_our_own_correspondent/3985477.stm)

Step 2: Map Activity

- Give students the **student worksheet** and a map of Asia found at: <http://z.about.com/d/geography/1/0/T/H/asia.jpg>
- Ask students to locate Pakistan and its neighbors on their maps. (Instructions are provided in the student worksheet.)

- After reading the first article "Radical Changes for Pakistan's Tribal Elders," students should locate the tribal areas on their maps.

Step 3: "Conflict in Pakistan's Tribal Areas: Causes and Solutions"

- Divide students into pairs.
- Assign the readings.
- After students have completed their worksheets, conduct a large group discussion analyzing the statement: "Waziristan has been broken into thousands of pieces and each piece will raise the banner of Islam."

Step 4: Homework:

- Have students write a letter from the viewpoint of a student in Waziristan that expresses an opinion about the war on terror.
- Remind students to study their maps. Give them a map quiz.

Methods Of Assessment:

- Participation in group discussion and research worksheets
- Completion of homework
- Map quiz

STUDENT WORKSHEET

Name _____

Map Activity Procedure:

- Use the map supplied in class or download and print one from:
<http://z.about.com/d/geography/1/0/T/H/asia.jpg>
- Locate Pakistan
- Using the following site to locate the Asian countries that border Pakistan:
http://www.yourchildlearns.com/asia_map.htm
- Using the following site to locate the Middle Eastern country that borders Pakistan:
http://www.yourchildlearns.com/middle_east_map.htm

Note: You will need to click on each country to view its name.

Readings and Discussion:

- Read the following articles on your computer and briefly answer the questions. When you are finished, compare and discuss your answers with your partner.
- Use the map in the first article to locate the area of North and South Waziristan.
- After reading both articles discuss with your partner what you think the problems are for people in the region and ideas that you have that you think could help bring peace to the tribal areas and improve life for the people.

1. "Radical Changes for Pakistan's Tribal Elders"

http://news.bbc.co.uk/2/hi/programmes/from_our_own_correspondent/3985477.stm

- What evidence is provided that the tribesmen have had many victories against their enemies?
- Who governs the area?
- Briefly describe the climate and terrain of this area.
- What are the principles of the tribal areas?
- How did things change when Attaullah Mengal took over?
- What solutions does he propose to the problems that exist in the tribal areas? How might solutions improve tribal life and unify the people?
- What did you learn from Mohammed about young tribal men like him?
- How does their outlook on life compare with those of the tribal elders like Mengal?

2. "Pakistan: Islamabad Wrestles with its Own Neo-Taliban"

<http://www.rferl.org/featuresarticle/2006/06/534985e6-a8b1-4a1b-b55e-700b3ab246b2.html>

- What is FATA and where is it located?
- What independence does FATA have from the government?
- What military changes were made in the FATA area?
- How have the FATA fighters ("miscreants" and neo-Taliban) responded? Why do you think the Pakistani government calls the FATA fighters "miscreants"?
- What has General Orakzai asked the tribal militias to do?
- What suggestion has been made to improve the situation?

3. What are the challenges to peace in the tribal areas of Waziristan?

Compare solutions that were made in the two articles. Which do you think would work and why? What problems might arise from implementing these solutions? What additional solutions could be tried and why might these be better?

ADDITIONAL LESSON IDEAS:

Afghanistan: 12 Years of Violence

<http://school.discovery.com/lessonplans/programs/afghanistan/>

In this lesson, students can examine how events in Afghanistan in the 1980s and 1990s led to the rise of the Taliban and the role that the United States played in this development.

Taming Terrorism

<http://www.pbs.org/americaresponds/tamingterrorism.html>

In this lesson plan, students identify international agencies working to eliminate terrorism, study their recommendations, and debate the effectiveness of the proposed measures.

The Roots of Terrorism

<http://www.pbs.org/frontline/teach/terror>

This teacher's guide uses a series of four documentaries produced by FRONTLINE in the wake of Sept. 11 to explore the roots of terrorism and the complex evolution of U.S. policy and Islamic fundamentalism. The guide includes maps, background information and nine classroom activities.

ADDITIONAL RESOURCES:

A Note about Internet Resources

Students need to be aware that Web sites sometimes present only one view of an issue. Encourage them to think about Web sites even as they are reading. Guiding questions as they review Web sites are: What did you learn from this site? What didn't you learn from this site? Who sponsors this site? What bias might the sponsor have? How current is the site?

"Return of the Taliban"

<http://www.pbs.org/frontline/taliban>

This companion site to the FRONTLINE documentary features extended interviews with experts featured in the program; analysis of the geopolitics of Pakistan: why it has had longtime ties to Islamic extremists; its post-9/11 tensions with the United States; and the domestic pressures facing President Pervez Musharraf; maps, video and history of Pakistan's tribal areas; and profiles of prominent Taliban militants.

Lesson Plans: The Taliban

<http://www.teachervision.fen.com/islam/political-doctrines/6984.html>

This site prepared by Teachervision.com contains a concise history of the rise of the Taliban and definitions of many key institutions of the group. It allows students to quickly learn more about the Taliban.

Afghan Web Links

<http://www.aems.uiuc.edu/HTML/AfghanistanLinks.htm>

Teachers or students who would like to find additional resources on the Middle East will find this a useful site for articles, maps, lesson plans, etc. It has been organized by the Asian Educational Media Service Center for East Asia and Pacific Studies at the University of Illinois.

America Responds to Terrorism

<http://www.crf-usa.org/terror/America%20Responds%20to%20Terrorism.htm>

This site, created by the Constitutional Rights Foundation, has a series of online resources and lesson plans concerning the origins and results of terrorism.

The Lawless Frontier

<http://www.theatlantic.com/issues/2000/09/kaplan.htm>

This article in the *Atlantic Monthly's* September 2000 issue provides a comprehensive overview of the situation in the tribal areas of Pakistan, including background and causes. Recommended for teachers rather than students, because of the article's length and complexity.