Copyright and Permissions

This document is licensed for single-teacher use. The purchase of this curriculum unit includes permission to make copies of the Student Text and appropriate student handouts from the Teacher Resource Book for use in your own classroom. Duplication of this document for the purpose of resale or other distribution is prohibited.

Permission is not granted to post this document for use online. Our Digital Editions are designed for this purpose. See www.choices.edu/digital for information and pricing.

The Choices Program curriculum units are protected by copyright. If you would like to use material from a Choices unit in your own work, please contact us for permission.

PREVIEW
Not for Distribution

PREVIEW
Not for Distribution

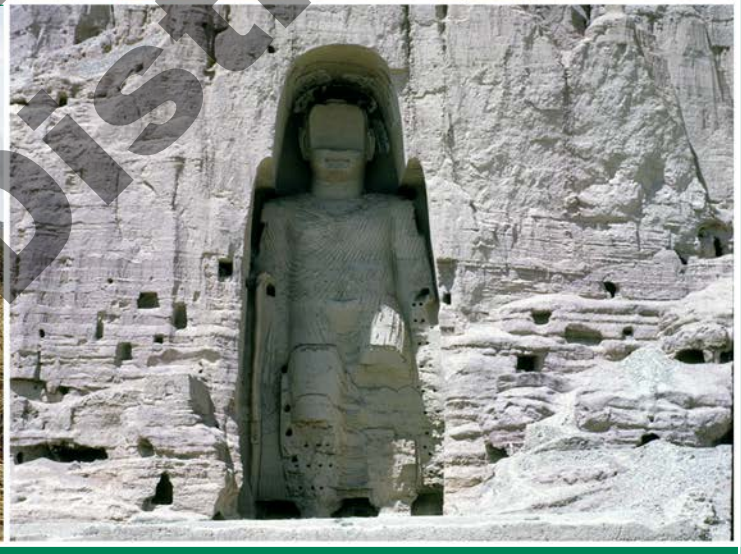
The United States in Afghanistan

Student Text









PREVIEW
Not for Distribution

THE CHOICES PROGRAM
BROWN UNIVERSITY

PREVIEW
Not for Distribution

The Choices Program
www.choices.edu

The Choices Program is a program of Brown University's Department of History. Choices was established to help citizens think constructively about history and foreign policy, to improve participatory citizenship skills, and to encourage public judgment on policy issues.

The Choices Program develops curricula on current and historical international issues and offers workshops, institutes, and in-service programs for high school teachers. Course materials place special emphasis on the importance of educating students in their participatory role as citizens.



BROWN
Department of History

The United States in Afghanistan
Student Text

PREVIEW
Not for Distribution

© Copyright August 2019. Third edition. The Choices Program, Brown University. All rights reserved. Choices grants individual teachers permission to print copies of the student text and student handouts from the Teacher Resource Book for use in their own classroom. Permission is not granted to post this document for use online. This curriculum is licensed for single-teacher use only.

ISBN 1-60123-200-4/ 978-1-60123-200-7

Acknowledgments

The United States in Afghanistan was developed by the Choices Program with the assistance of scholars at Brown University and other experts in the field. We wish to thank the following people for their invaluable input to the written portion of this curriculum:

Engin D. Akarli
Professor of History, Emeritus, Brown University

Michael Bhatia
Former Visiting Fellow
Watson Institute for International Studies, Brown University

Keith Brown
Center Director and Professor
School of Politics and Global Studies, Arizona State University

Jennifer L. Fluri
Associate Professor of Geography
University of Colorado Boulder

Mark Garrison
Former Director
Watson Institute for International Studies, Brown University

Benjamin Hopkins
Director, Sigur Center for Asian Studies; Associate Professor of History and International Affairs
George Washington University

Linda B. Miller
Professor of Political Science, Emerita, Wellesley College

Cover image includes photos by UN Photo/WFP; Richard M. Chisholm; Spc. Markus Bowling; UN Photo/Eskinder Debebe.

Thank you to Richard M. Chisholm for use of photographs he took in Afghanistan.

We wish to thank the Carnegie Corporation of New York for its generous support of these materials. The statements made and views expressed are solely the responsibility of the author.

PREVIEW
Not for Distribution

The Choices Program

Assistant Director, Curriculum Development
Susannah Bechtel

Curriculum Development Director
Andy Blackadar

Assistant Curriculum Writer
Talia Brenner

Marketing and Communications Specialist
Jo Fisher

Administrative Manager
Kathleen Magiera

Administrative Assistant
Christine Seguin

Faculty Director
Naoko Shibusawa

Professional Development Director
Mimi Stephens

Contents

Introduction: A Forever War? 1

Part I: Afghanistan's People and History 2

The Regions of Afghanistan 3

A Brief History of Afghanistan 5

The Cold War and Afghanistan 10

Part II: The Soviet Invasion and the Rise of the Taliban 13

The Soviet Invasion of Afghanistan 13

The Rise of the Taliban 16

Part III: Afghanistan after 9/11/2001 24

The Overthrow of the Taliban 24

Reconstructing Afghanistan 26

Pakistan and its Role in Afghanistan 27

The Taliban Return 30

The Ongoing U.S. Presence 33

The Drone War 35

Major Challenges 36

Options for U.S. Policy

Options in Brief 41

Option 1: Preserve the Gains in Afghanistan 42

Option 2: Promote Security by Supporting Democracy 44

Option 3: Withdraw Our Troops 46

Supplementary Resources 48

Videos . . . . . Online

PREVIEW
Not for Distribution

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.

The United States in Afghanistan is part of a continuing series on current and historical international issues published by the Choices Program at Brown University. Choices materials place special emphasis on the importance of educating students in their participatory role as citizens.

PREVIEW
Not for Distribution

THE CHOICES PROGRAM
BROWN UNIVERSITY

Explore the Past...Shape the Future
History and Current Issues for the Classroom

The United States in Afghanistan

Teacher Resource Book









THE CHOICES PROGRAM
BROWN UNIVERSITY

PREVIEW
Not for Distribution

TEACHER RESOURCE BOOK
TEACHER RESOURCE BOOK
TEACHER RESOURCE BOOK
TEACHER RESOURCE BOOK
TEACHER RESOURCE BOOK

PREVIEW
Not for Distribution

The Choices Program
www.choices.edu

The Choices Program is a program of Brown University. Choices was established to help citizens think constructively about history and foreign policy, to improve participatory citizenship skills, and to encourage public judgment on policy issues.

The Choices Program develops curricula on current and historical international issues and offers workshops, institutes, and in-service programs for high school teachers. Course materials place special emphasis on the importance of educating students in their participatory role as citizens.



BROWN
Department of History

The United States in Afghanistan

Teacher Resource Book

PREVIEW
Not for Distribution

© Copyright August 2019. Third Edition. The Choices Program. All rights reserved. Choices grants individual teachers permission to print copies of the student text and student handouts from the Teacher Resource Book for use in their own classroom. Permission is not granted to post this document for use online. This curriculum is licensed for single-teacher use only.

ISBN 1-60123-200-4 TRB/ 978-1-60123-200-7 TRB

The Choices Program ▪ Brown University Department of History ▪ www.choices.edu

Acknowledgments

The United States in Afghanistan was developed by the Choices Program with the assistance of scholars at Brown University and other experts in the field. We wish to thank the following people for their invaluable input to the written portion of this curriculum:

Engin D. Akarli
Professor of History, Emeritus, Brown University

Michael Bhatia
Former Visiting Fellow
Watson Institute for International Studies, Brown University

Keith Brown
Center Director and Professor
School of Politics and Global Studies, Arizona State University

Jennifer L. Fluri
Associate Professor of Geography
University of Colorado Boulder

Mark Garrison
Former Director
Watson Institute for International Studies, Brown University

Benjamin Hopkins
Director, Sigur Center for Asian Studies; Associate Professor of History and International Affairs
George Washington University

Linda B. Miller
Professor of Political Science, Emerita, Wellesley College

Cover image includes photos by UN Photo/WFP; Richard M. Chisholm; Spc. Markus Bowling; UN Photo/Eskinder Debebe.

Thank you to Richard M. Chisholm for use of photographs he took in Afghanistan.

We wish to thank the Carnegie Corporation of New York for its generous support of these materials. The statements made and views expressed are solely the responsibility of the author.

PREVIEW
Not for Distribution

The Choices Program

Assistant Director, Curriculum Development
Susannah Bechtel

Curriculum Development Director
Andy Blackadar

Assistant Curriculum Writer
Talia Brenner

Marketing and Communications Specialist
Jo Fisher

Administrative Manager
Kathleen Magiera

Administrative Assistant
Christine Seguin

Faculty Director
Naoko Shibusawa

Professional Development Director
Mimi Stephens

Contents

Note to Teachers 2

Part I: Afghanistan's People and History

Study Guides and Graphic Organizer 3

The Geography of Afghanistan 7

Looking at Afghanistan 13

Part II: The Soviet Invasion and the Rise of the Taliban

Study Guides and Graphic Organizer 15

Life Under the Taliban 19

The Cold War and the Soviet Invasion 25

Part III: Afghanistan and Pakistan After 9/11/2001

Study Guides and Graphic Organizer 30

The Options Role Play

Organization and Preparation 34

Options: Graphic Organizer 38

Debate and Discussion 39

Synthesis

The Costs of War 41

Voices from Afghanistan 44

Key Terms 50

Supplemental Material and Videos . . . . . *Online*

PREVIEW
Not for Distribution

Afghan Women's Writing Project

Instructions: The Afghan Women's Writing Project (AWWP) was established in 2009 by U.S. writer Masha Hamilton. The project strives to give women in Afghanistan an opportunity to tell their stories directly to readers all around the world. AWWP runs a website where women from Afghanistan can upload their stories, poems, and essays. Below are excerpts from four essays written by Afghan women. (More stories can be found on the project's website.) Read the stories carefully and complete the worksheet that follows. Be prepared to report back to the class.

Source A

I Prepare to Die as the Taliban Attacks AUAF

By Alia, age 16, posted September 23, 2016

Wednesday 24th of August, 2016. The fourth day of my second semester. My last class finished at 6:20 p.m. I expected to meet a friend, but she did not come so I finished my dinner and went to the mosque to pray. At 7:04 p.m., I had just finished praying when three explosions went off two meters (6.5 feet) from the mosque. The air turned dark, the ceiling fell upon us. It was hard to breathe. Seconds later, gunshots began. I could not believe what seemed clear: the American University of Afghanistan was under attack.

After two minutes the firing stopped, and a small group of us girls fled the mosque bare-footed, running to Bayat building, the nearest building. We looked for a place to hide, but there was none. Then we heard shots from the second floor, and some girls began to shriek. The sounds of gunfire came from everywhere. We were trapped. I ran to the exit of the building, but before I could reach it, there was more shooting. This time I flattened myself to the ground and covered my ears tight, trying to prevent the sounds of violence from reaching my mind.

After 30 seconds I looked behind me. All the girls I'd been with were wounded. Then I saw a man holding a gun walking on the other side of the hall. "Alia. Now it is finished," I told myself. "There is no way to escape." I lay flat, listening for a long time to the horrifying sounds of the gunman firing at the students. The hall was in complete darkness. I tried to calm myself so that I would not shake. I could hear each step the man took. He was uniformed just like the university's guards, but he was firing at students. It was a confusing sight.

For several hours I stayed in the same place. The Taliban had the keys for each room of the building. They opened one room after another and took students upstairs. They must have thought I was dead. I was very hopeful. I kept hoping the police would come save me, but after three hours I gave up and started to think about my last dreams.

I could hear the attackers singing songs. I was unable to stop myself from shaking in fear. Gunmen walked past us every ten minutes. It was around midnight when one of them started firing everywhere again. They were talking out loud. They were saying, "Where are all these police? Why don't you come here and fight like a man?"

The nearer the bullets got to me, the more debris from the floor was hitting my legs. I suddenly couldn't keep my legs still; I moved them, and the firing stopped. I heard laughter and knew they must have seen me; they would shoot me now. I said my last words and prepared to die. I waited and waited, but they did nothing. They did not shoot me.

Now the Taliban kept entering the room about every thirty minutes. Four boys who had pretended to be dead at first surrendered themselves, and the Taliban shot one of those boys. I told myself, "If I am supposed to die, why die alone? Why not surrender myself so that I die with my fellow students?"

At 1:30 a.m., I decided I would surrender. I would shout that I was alive. The Taliban was upstairs so I waited for them to return. Then the door in front of me opened and four men entered the hall. They were whispering.

I thought they were Taliban, so I said I was alive and wanted to surrender. They said, "Be quiet, we are

PREVIEW
Not for Distribution

police." They took me out of the building. My feet hurt to walk. I felt shards of glass in them. I was taken to the nearest hospital. I was saved.

I still feel some kind of fear inside. The Taliban attacked the most prestigious university in Afghanistan, showing their opposition to education. But I know we students must find our bravery, stand beside AUAF, and tell the Taliban that AUAF is alive and will prevail, becoming even stronger...

Source B

To Stay or to Go: Which Is More Dangerous?

By Zahra, age 15, posted July 13, 2016

Living in a country that has been devastated by bitter war for more than thirty years is difficult. Children are killed by suicide attacks or roadside bombs, or sometimes burnt by acid on their way to school. Before I came to the United States last year with my family as refugees, I lived in Herat Province, where I witnessed girls poisoned at school, along with many kidnappings. Some day I wish to go back to Afghanistan to help women and girls, but I don't know when, or if, it will be possible.

Every day in Afghanistan, people walk with fear and think death is following them. When suicide attacks occur, hearts collapse and breathing becomes difficult. Everyone cries for family or friends. Four years ago, one of my classmates lost her brother, a second-year student in college studying agriculture, to a suicide attack. "He was so young," she told me. "My mother cannot yet believe that she lost her son, and she will not let us to touch his property. She locked his room and she always tells us that her son will come back one day." Once my mother was on a bus with the mother of the young man, and the mother began crying when they passed his university.

It is natural that some people want to escape this situation. But sometimes they put themselves in even greater danger when they leave. I watched a video on the news and also on YouTube showing people crying near the Ionian Sea. They also were from Herat and had fled to Iran and Turkey. They wanted to cross the Ionian Sea. A neighbor was in the video. Often people put themselves in danger by going to another country illegally. When my uncle came back he told me how he was crossing the Iran border with a family with three kids but their father could not walk well. At the border, police began shooting, so he and the man's wife helped the children run and a bullet barely missed his head. Other people hire a racketeer to guide them to walk to Europe or take a small boat and drown in the sea on the way.

A former neighbor of my mother's fled to Europe and lost his wife and three children. They paid a racketeer to guide them across the Ionian sea. When they saw the police, the guide tried to turn back and began pushing the passengers into the sea because the boat was so heavily loaded. Only one of his sons survived. After this tragedy, he returned to Afghanistan and said, "Now I do not want Europe. I wanted to go there for my family, but now that they are not here, why should I continue?"

Some who reach their destination safely are still deported back to Afghanistan, but often they sold all their property before they left and they arrive in their home country with nothing. Some can start over, but others are not able to.

My uncle also left Afghanistan for Germany, but came back four years ago after deciding that he wanted to stay to develop his homeland. He teaches at a university. But it is dangerous for him. A few weeks ago, his friend was killed in the middle of the day in the center of the city for no reasons we know. He is sad about the death and worried about the lack of security, but he is working for a peaceful Afghanistan for the new generation.

I wish Afghanistan was without war, discrimination, violence, suicide attacks, or killing. I wish everyone lived in peace and nobody wanted to flee. But every day the situation forces more people to leave, and some to endanger their lives in the act of leaving. I hope a day will come where everyone lives in peace and safety.

PREVIEW
Not for Distribution

Source C
When I Was Young

By Shahida, age 14, posted September 3, 2014

When I was seven years old in Kandahar, I loved to pretend I was the teacher and I'd teach math to all of the children. But by the time I was eight, I hated the teachers at school because they hit us with a ruler and were very mean so I didn't want to be a teacher.

Then one day I watched the police rescuing some small children at my school who were about to be hit by a car. From that day forward, I wanted to become a policewoman so I could save people's lives. I especially wanted the uniform. But then one day in the newspaper, I saw how a lot of people were dying and that the Taliban were killing policemen. If they were killing policemen, what would they do to a policewoman? I told myself that I will never become a policewoman.

I was young then and I didn't realize that everything we want to achieve in Afghanistan is going to be difficult. Now I have decided to become an oncologist, a cancer doctor.

When I was ten years old, my grandmother passed away from cancer. I know that many people die of cancer, especially the poor people. They can't afford to go to another country for treatment and they die very young. That day during the sunny morning with my grandmother, I stood on my bed and shouted my decision and then I went into the other room and told my parents that I wanted to be an oncologist and treat as many people as I can.

They appreciated hearing this, although one of my cousins made fun of me. "You can't do anything because you are really weak. You're a girl," he said. But I said that with education we can do positive things, and bring change to everyone's lives.

Although everyone can go to a doctor, many people believe that women should not see a male doctor. Since Afghanistan doesn't have many female doctors, many women don't get treatment.

I plan to study medicine in Afghanistan and do research abroad so that I can learn how to better treat cancer patients in my country. Afghanistan needs more cancer doctors. Cancer of the blood affects many Afghan women and children in particular.

I would also like to become a lawyer. In Kandahar, many girls are not able to go to school and be educated. They are treated very badly because of the culture and their parents' beliefs. If I am both a doctor and a lawyer, I can better protect the treatment of women. As a lawyer, I can defend humanitarian rights, and as a doctor, I can help people to be happy and healthy with better treatment.

I know that I'll face a lot of problems before I become a doctor and a lawyer. It is very hard for a girl in Afghanistan. People will make fun of me or not listen or they might even want to kill me. But I will not lose my courage. People need to open their minds to change.

Source D
Uncertainty

By Aysha, posted January 13, 2014

What will happen in 2014?

I am Aysha. I'm eighteen years old and finishing twelfth grade. When I think about my future, my tomorrow and my life, my dreams take me very far and I can see successes and failures. But when I think more deeply, I worry.

I study and work hard, but what about those people who want to stop me from having a better tomorrow through my education? They want me to forget about my rights, my school, and my life.

My fears about the coming year 2014 are getting darker. What will happen to our country? I ask why they

PREVIEW
Not for Distribution

Name: _____

built schools to study and give us hope if we have no future? I want to go to university next year. I want to become a teacher, have a family, and live my own life. Isn't this mine to have?

When I know I'm on the right path, someone tries to pull me into the water well. All these years I have been learning how to fight for my personal rights. But this year it's different. It doesn't only depend on 3.5 million Afghan girls and 7 million boys in school, it depends on 31 million Afghan people. I pray for a better Afghanistan. It's not in my hands to solve the political problems. It's out of reach. But when I ask others, they say, "We don't know."

I think about what will happen to me after completing eleven years of studies; all my hard work, my homework, my pens, my pencils, my books, and my notebooks. Will all of this work turn to nothing? Will the past come back again? Will I get to go to university? Will the Taliban come back? Will I be forced to wear the chadari again? The past Afghanistan was a nightmare. It passed and no one wants it to come back.

The wings of my nation were broken but we were able to heal them by giving up on our beloved ones and weeping rivers of tears. But we can't go back to those dark days of struggling. When my mother talks about the past wars, I say, "Stop, I can't hear it anymore."

But I still wonder. Will those times come back?

We want to decorate our country with education. We want to sleep in peace without any fear of bombs. We want to go to school without the fear of war. We want to walk in the park without fear of kidnapping. Don't we deserve our lives? My country is my home. Please don't ruin my home. I live here.

Please don't kill us; we want to live. Don't beat us; we want peace. Please, we don't want to be born in fire. We want green. All we want is our Afghanistan back. All I wish and pray this time is for a better home to live—a new Afghanistan to stay.

PREVIEW
Not for Distribution

Afghan Women's Writing Project—Worksheet

Introduction: Select three stories from the online database or the "Afghan Women's Writing Project" handout. Use your selections to answer these questions in the chart 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 of your author? Does she express any strong opinions?
5. What do the three selections tell you about life in Afghanistan?

	Story 1	Story 2	Story 3
1			
2			
3			
4			
5			

PREVIEW
Not for Distribution

Prepare Students for College, Career, and Civic Life

Choices' inquiry-based approach to real-world issues promotes the skills required by the C3 Framework.



Critical Thinking

Guided by compelling questions, students examine historical context, analyze case studies, consider contrasting policy options, and explore the underlying values and interests that drive different perspectives.



Source Analysis

Students examine primary and secondary sources and evaluate evidence to understand multiple perspectives on complex international issues.



Creativity and Innovation

Students form original ideas and express them creatively through writing, drawing, and role play.



Communication

Students construct, present, and critique arguments using written, oral, and digital communication.



Collaboration

Students engage in deliberative discussions, build on each other's ideas, formulate persuasive arguments, and express their own views.

PREVIEW
Not for Distribution

www.choices.edu

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.

The United States in Afghanistan is part of a continuing series on current and historical international issues published by the Choices Program at Brown University. Choices materials place special emphasis on the importance of educating students in their participatory role as citizens.

PREVIEW
Not for Distribution

THE CHOICES PROGRAM
BROWN UNIVERSITY

Explore the Past...Shape the Future
History and Current Issues for the Classroom