

# **DISTANCE EDUCATION**

**Helen Lipka and Patsy McQuiston  
MIT 514 Summer 2005**



**Topic: Women in Kabul Vs. Women in the U.S.**

## **CONTENTS**

- 1. LESSON PLAN DESCRIPTION**
- 2. LESSON PLAN DETAIL**
- 3. PLAN B**
- 4. EVALUATION SUMMARY**

## LESSON PLAN DESCRIPTION

Helen Lipka and Patsy McQuiston

- Competency Goal 8 Patterns of History - The learner will assess the influence of ideals, values, beliefs, and traditions on current global events and issues.
  - 8.05 Analyze how the changing and competing components of cultures have led to current global issues and conflicts, and hypothesize solutions to persistent problems.

Students will discuss cultural issues and the conditions that Afghan women endured while under the control of the Taliban. The students will read an excerpt from The Breadwinner review a perspective of what women endured. They will discuss organizations such as <http://www.rawa.org/>, <http://www.womenforwomen.org/donate.html> and other organizations that work toward the women's movement in Afghanistan. A videoconference with International Relief Development (IRD) Security Advisor in Kabul might be available to discuss conditions and answer questions the students may have.

The Breadwinner is about life in Kabul under the Taliban. The story centers around a young girl, Parvana, whose family is well educated because of Western books in their home; her father even read letters for people in the market place. When he is arrested for having studied overseas, Parvana takes over the responsibility of feeding the family. She cuts her hair short, dresses like a boy and works in the marketplace.

Learner Characteristics -

The 9<sup>th</sup> grade World History High School class is comprised of 15 students. Enrolled in the class are 6 male students and 9 female students. Seven of the students are African American while 8 are white.

The school is located in the inner city. The population of the school is made up of a varied socioeconomic mix. In our class we have 5 students who are from affluent homes and are dedicated and driven in their studies. The characteristics they exhibit are:

- Show keen powers of observation and a sense of the significant; they have an eye for important details.
- Read a great deal independently
- Take great pleasure in intellectual activity.
- Readily see cause-effect relationships.
- Often display a questioning attitude and seek information for its own sake as much as for its usefulness.
- Have a large storehouse of information about a variety of topics, which they can recall quickly.
- Readily grasp underlying principles and can often make valid generalizations about events, people, or objects.

Teaching Strategy: Use of a real life example to engage students and help them to build on their intellectual skills and moral conscience attitudes.

The majority of the class is made up of average middle class students who see this course as mandated by the curriculum in order to graduate.

The learning characteristics they bring to this class are very typical of 9<sup>th</sup> grade students.

- Very social in their interaction with others
- Can be somewhat immature
- Are passionate when the subject is of interest to them

Teaching Strategy: Use of a real life situation to gain interest and generate critical thinking.

Three of the students are from lower class socioeconomic homes. Parent involvement in their education is lacking. Student characteristics are:

- Low motivation
- Low self-esteem
- Difficult social transition into high school

Teaching Strategy: Use of motivating and real life instruction to assist student to overcome their weaknesses.

## LESSON PLAN DETAIL

Helen Lipka and Patsy McQuiston  
MIT 514 Summer 2005

Topic: **Women in Kabul Vs. Women in the U.S.**

<b>Objective/Goal</b>	<p>Competency Goal 8 Patterns of History - The learner will assess the influence of ideals, values, beliefs, and traditions on current global events and issues.</p> <p>8.05 Analyze how the changing and competing components of cultures have led to current global issues and conflicts, and hypothesize solutions to persistent problems.</p>	<p>Become familiar with conditions and culture of Afghan women and girls during the Taliban Rule and today.</p> <p>Compare and contrast your life with an Afghan girl.</p> <p>Review current conditions in Afghanistan as a result of war and reasons for foreign aid in the region.</p>
-----------------------	---	--

<b>Activity</b>	<b>Description</b>	<b>Multimedia Component</b>	<b>Time</b>
Introduction:	<p>Display a photo of Afghan woman's face (National Geographic Cover, June 1985, Photo of Sharbat Gula) using the document camera.</p> <p>Play Afghan music in background.</p> <p>Write on whiteboard or display on PowerPoint slide, the question: "What does this picture mean to you?"</p> <p>Give students time to think about the photo and then discuss with the class.</p> <ol style="list-style-type: none"> <li>1. Ask students: What comes to mind when you look at it?</li> <li>2. Ask students: How do you think it relates to current global conflicts?</li> </ol>	<p>Video conferencing cameras and microphones</p> <p>PowerPoint Slides</p> <p>CD Music</p>	1 min.
Afghanistan Today	<p>Review Location of Afghanistan (Map)</p> <p>Review Taliban, what is it and how do they influence the country.</p> <p>Describe conditions in the society today.</p>	<p>Video conferencing cameras and microphones</p> <p>PowerPoint Slides</p>	5 min.
Online Guest	<p>Introduce guest speaker online, live from Kabul, Afghanistan. (Mary Ann Callahan, IRD International Relief Development) Guest will represent IRD and relations with the Afghanistan's reconstruction efforts.</p> <p>Sample Questions for IRD Representative:</p>	Video tape of live web conference	5 min.

	<ol style="list-style-type: none"> <li>1. Please describe current living conditions and what you have observed of women and girls in the region.</li> <li>2. Describe women's roles in government and education for women.</li> <li>3. Can you describe Taliban as they exist today and how do they affect the region?</li> <li>4. How are women treated in post war Afghanistan?</li> <li>5. Describe family traditions and how they vary among the regions.</li> <li>6. How are Americans treated?</li> <li>7. How do Americans provide assistance in the region?</li> </ol>		
Read Aloud Activity	<p>Use Document Camera to show cover of Book "The Breadwinner." Explain briefly what book is about and that it is a true story.</p> <p>Ask students to volunteer to read the excerpt from the book aloud to class.</p> <p>Ask students to participate in a "Think, Pair, Share" activity.</p> <ol style="list-style-type: none"> <li>1. Think for 30 seconds of your answers to the following questions: <ul style="list-style-type: none"> <li>• How does the main character's life differ from yours?</li> <li>• What aspects of teenage life do you feel you would miss the most if you had to live her life?</li> </ul> </li> <li>2. Pair with the closest person (s) explain your answers. Each person will take 30 seconds to explain their thoughts.</li> <li>3. Share (one at a time) with the whole class some of your ideas.</li> </ol>	<p>Video conferencing cameras and microphones</p> <p>Document camera</p> <p>Timer</p>	10 min.
Conclusion	<p>On the PowerPoint slides, students will be asked to generate a list of the differences they discussed in the activity.</p> <p>Show photo of the Afghan girl, Sharbat Gula, as a woman (17 years later) Explain the Afghan Girl Mystery story and how the audio recording is available online.</p> <p>Listen to music in background for effect during any questions from students.</p>	<p>Video conferencing cameras and microphones</p> <p>PowerPoint slides</p> <p>CD music</p>	10 min.

## **PLAN B**

### **Women in Kabul Vs. Women in U.S**

#### **In the event of Short-term communication problem**

One or more of our sites has lost communication temporarily.

Since this is a 9<sup>th</sup> grade class a facilitator needs to be present, a CD copy of the PowerPoint Presentation will be created and distributed to each site location. The facilitator will show the presentation during class time.

The facilitator at each site will check out a class set of the book The Breadwinner from the media center. Students will read the specified pages. A list of discussion questions will be provided to guide students as they begin to understand what the life of a young girl Afghanistan is like.

Enrichment Activity: The facilitator will play the audio excerpt from <http://www.npr.org/templates/story/story.php?storyId=1139820> Morning Edition, March 13, 2002 · (After 17 years of looking, photographer Steve McCurry has finally located the subject of his most famous photo: the young Afghan girl whose green eyes stared out from the cover of *National Geographic*. Alex Chadwick has the story on Morning Edition.)

Internet access and a presenter/screen are available for whole class listening.

After the audio clip is played students will answer the following questions in their reflective journal. Questions are listed at the end of the PowerPoint presentation.

To accommodate students with disabilities we will provide the following:

- A prerecording of the lesson
- A transcript of the lesson

It is important to note that students will be given ample opportunity to finished required assignments depending on each unique situation.

The Exceptional Resource teacher at each site will have all materials necessary to help students with individual accommodations necessary for learning.

#### **Student Responsibilities**

It will be the individual student responsibility to bring to the next scheduled class the completed discussion questions from the book The Breadwinner as well as their reflective journal. The discussion questions and journal will be handed in for grading.

#### **In the event of Long term communication problems**

In case of a catastrophic event, students will have a copy of The Breadwinner and discussion questions to answer for each chapter.

Students will also be responsible to gather a collection of current event articles from the newspaper relevant to the Middle East. Four articles per week are required. All articles should be put together in a notebook. The purpose of this activity is to:

- Stay up to date on the current events of the region.
- Identify and understand unknown vocabulary.
- Identify main idea and supporting details of informational texts.

For each article the student must:

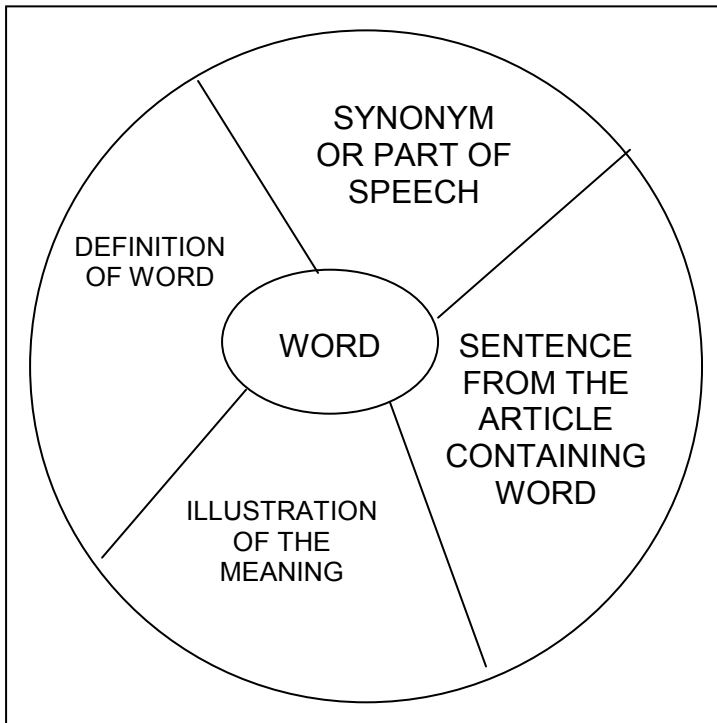
- State the main idea and list two supporting details from the article.
- Create a vocabulary word map for a word that is previously unknown to the student.

The Exceptional Resource teacher at each site will have all materials necessary to help students with individual accommodations necessary for learning.

### Student Responsibilities

Students will be responsible to use the postal service to mail to the instructor all the discussion questions from the book *The Breadwinner* that they have answered during the time the normal class schedule was disrupted. They will also mail to the instructor their collection of current events. The vocabulary word map activity will be completed with guidance from the instructor the next time that class will meet. Materials need to be received by the instructor 2 weeks after the date of the first missed class.

VOCABULARY WORD MAP EXAMPLE: (Students are familiar with this map and can create them already.)



## EVALUATION SUMMARY

Patsy and Helen

July 28, 2005

Accountability	Received high marks for knowledge, visuals were easy to read, PowerPoint slides were attractive, introduction gained students attention.	
Effectiveness	Received high marks -The activities were easy to complete. The compare and contrast chart summarized the lesson for the class.	NA – Information from the online expert was informative
Impact	Received high marks - Lesson addresses global issues and allowed the learner to reflect on their life in the US.	NA – The comments from the online guest will influence my opinion of the US involvement in foreign countries
Organizational Content	Received high marks – Lesson was well-organized, good quality of voice and good eye contact.	Could have created more of an effort to have both groups feel connected.
Unanticipated Outcomes	Consequence of 9 <sup>th</sup> graders and their listening skills	The audio would not play on the VHS tape of the SME

### Strengths:

“Going with the flow even with the technical difficulties.”

“Moved on really well when audio didn’t work.”

Interactive reading activity

Enjoyed music and ThinkPairShare activity

### Suggestions for Improvement

Objective needed to be defined more clearly relating to global issues.

Need to be more on teenage level

Think of how boys might respond differently to the lesson.

Went over time

### Additional Comments/reflection

Our entire lesson was planned around the SME. Due to the fact that we were not able to hear the interview was a disappointment to us. The introduction and summary of prior lessons set the framework for the interview with Mary Ann in Afghanistan. When the video did not work, a transcript of the interview could have been put on the document camera so the students would still learn most of the details.