

Mapping the Afghan Refugee Crisis in Pakistan

SUBJECT	TEACHER	GRADE	DATE	TIME FRAME	CLASS SIZE
Math and Geography	Amna A. Khan	7	May 3, 2016	40 minutes	19 students

STAGE 1: DESIRED RESULTS

BIG IDEA	Reasons for Migration
GOALS	<p>Students will:</p> <ul style="list-style-type: none"> ➤ Learn how to use maps to acquire, process, and report information from a spatial perspective ➤ Explore the human geography of the Afghan refugee crisis in Pakistan
UNDERSTANDINGS	<p>Students will understand that:</p> <ul style="list-style-type: none"> - Physical systems impact human movement in different ways - Afghan refugees undertake difficult journeys to enter Pakistan - Societies are continuously changing in different domains – political, environmental, religious, economic, etc. – and these changes may cause people to move
ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1. How can we be empathetic members of an inclusive society? 2. How do interpersonal relationships within and outside communities change due to migration? 3. Why and how do Afghan refugees come to Pakistan?

STAGE 1: DESIRED RESULTS

<p>STUDENTS WILL KNOW</p>	<ul style="list-style-type: none"> ✓ How to identify and use different maps ✓ The differences between Pakistan and Afghanistan ✓ Locations of the main refugee camps in Pakistan
<p>STUDENTS WILL BE ABLE TO</p>	<ul style="list-style-type: none"> ✓ Use map information to better understand current events ✓ Locate the largest concentrations of refugee camps in Pakistan ✓ Map a journey from Afghanistan to Pakistan ✓ Use concepts of distance and scale to rationalize arguments about refugee journeys
<p>STUDENTS ALREADY KNOW</p>	<ul style="list-style-type: none"> ✓ How to calculate and use map scales ✓ Topography of Afghanistan (from Geography lessons)

STAGE 2: ASSESSMENT EVIDENCE

<p>PERFORMANCE TASKS</p>	<ul style="list-style-type: none"> ○ Classroom discussion ○ Mapping a Refugee's Journey Activity (observed by walking around the classroom) ○ Discussion with Guest Lecturer
<p>OTHER EVIDENCE</p>	<ul style="list-style-type: none"> ○ Assess notebooks (for answers to Hook Activity questions) ○ Exit Ticket

STAGE 3: LEARNING PLAN

TIME	ACTIVITY
1 MINUTE	<p>Agenda:</p> <p>Students are told that they will continue learning about Afghan refugees in Pakistan through Math and Geography. They will be doing a quick activity to get them in the cartographic mindset, after which they will map a refugee's journey. In the second half of the class, they will hear an Afghan refugee's story from a guest lecturer.</p>
5 MINUTES	<p>Hook Activity: Comparing and Contrasting Afghanistan and Pakistan</p> <p>The two maps and information on Afghanistan and Pakistan, in Appendix A, are displayed on the PowerPoint (the concept of GDP per capita is briefly explained). Students are asked to individually answer the following questions in their notebooks:</p> <ol style="list-style-type: none"> 1. Are the two maps at the same scale? What tells you why or why not? 2. What is the distance from Kabul to Mazar-e-Sharif? What is an equivalent distance on the Pakistani map? 3. By comparing the statistics, give one reason why Afghan refugees would leave Afghanistan to come to Pakistan. 4. Given your general knowledge of the area, give a non-statistical reason why refugees leave Afghanistan.

STAGE 3: LEARNING PLAN

2 MINUTES	<p>Sharing Thoughts with the Class</p> <p>Ask 1-2 volunteers to share their responses to the last two questions and have a brief discussion about the different reasons why an Afghani would leave their country.</p>
10 MINUTES	<p>Mapping a Refugee's Journey</p> <p>Display the maps in Appendix B on the slide and point out a few cities where most of the Afghan refugees end up.</p> <p>Tell students that they will be tracing a refugee's journey on copies of the map of Afghanistan and Pakistan (Appendix C). They will be working in groups for this task (4 groups of 4 students and one group of 3 students). They should keep in mind the topography of Afghanistan that they learnt about during their Geography lesson and design the most plausible route (to one of the major refugee camp areas). They should provide the distance that the refugee would have to travel along with the mode of transportation. Reasons for their choice need to be clearly outlined (however, these do not have to be limited to considerations of distance or time). [5 minutes]</p> <p>At the end of the activity, they will each send a representative to display their map and briefly state the reason for the path chosen. Each person will have 1 minute to speak.</p>
20 MINUTES	<p>Guest Lecture</p> <p>The students hear an actual Afghan refugee's travel story from a guest lecturer. At the end of the story, students can ask their questions (5 minutes for Q&A)</p>

STAGE 3: LEARNING PLAN

2 MINUTES

Exit Ticket

Ask students to revisit the question that was asked at the beginning of the first class on Afghan refugees:

Why is it important for us to learn about the Afghan refugees in Pakistan?

RESOURCES

- PowerPoint and Multimedia Projector
- Print out of maps
- Board, board marker, duster

Appendix A: Comparing Pakistan and Afghanistan



Afghanistan	
Area	652, 230 sq km
Population	32,564,342 (July 2015 est.)
Birth rate:	38.57 births / 1000 population
Death rate:	13.89 deaths / 1000 population
Life expectancy:	50.87 years
Literacy:	Male 52%; Female 24.2%
GDP Per Capita:	U.S. \$2000

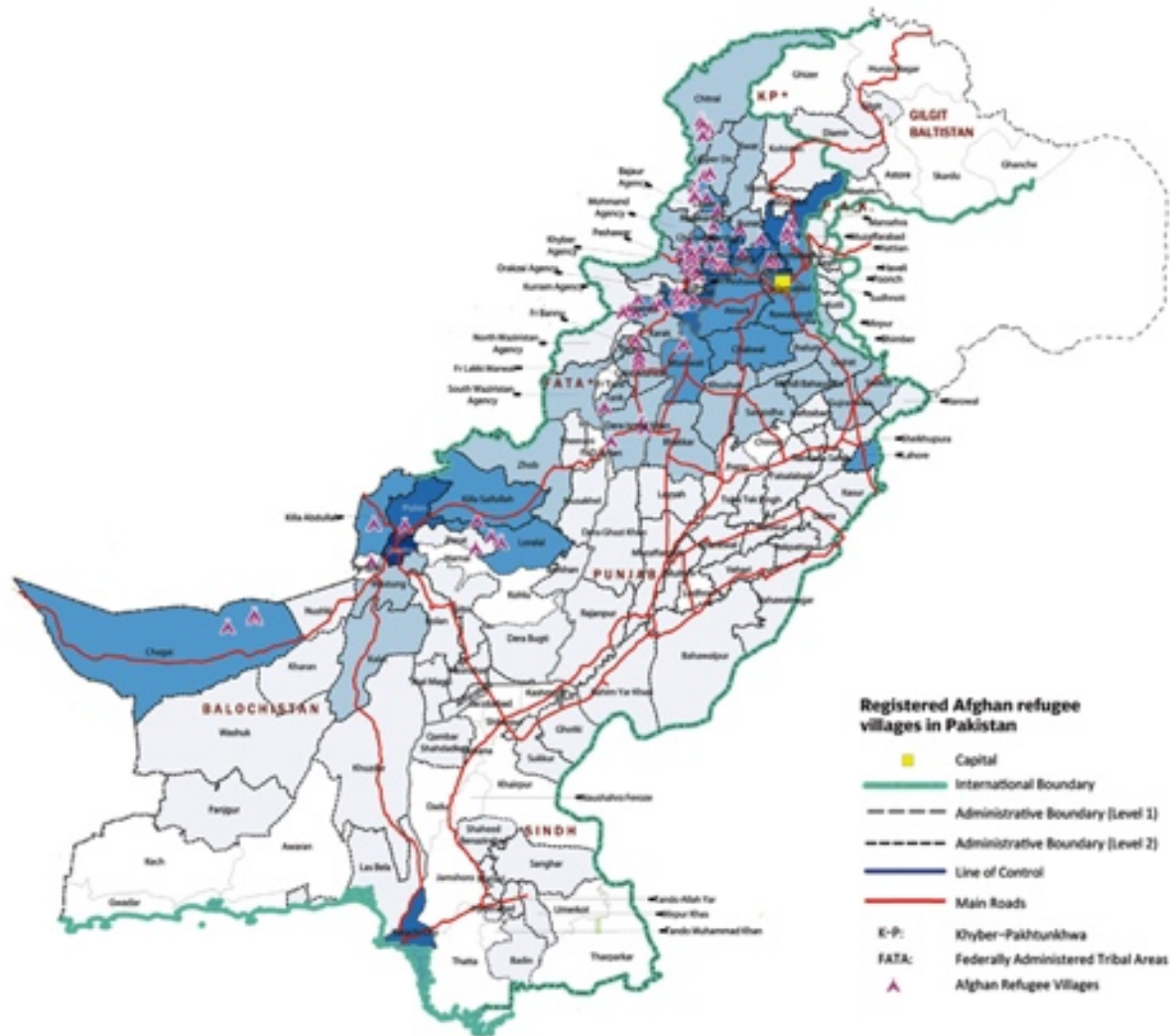
Source: Central Intelligence Agency. (2016, March 22). The World Factbook: Afghanistan. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/af.html>



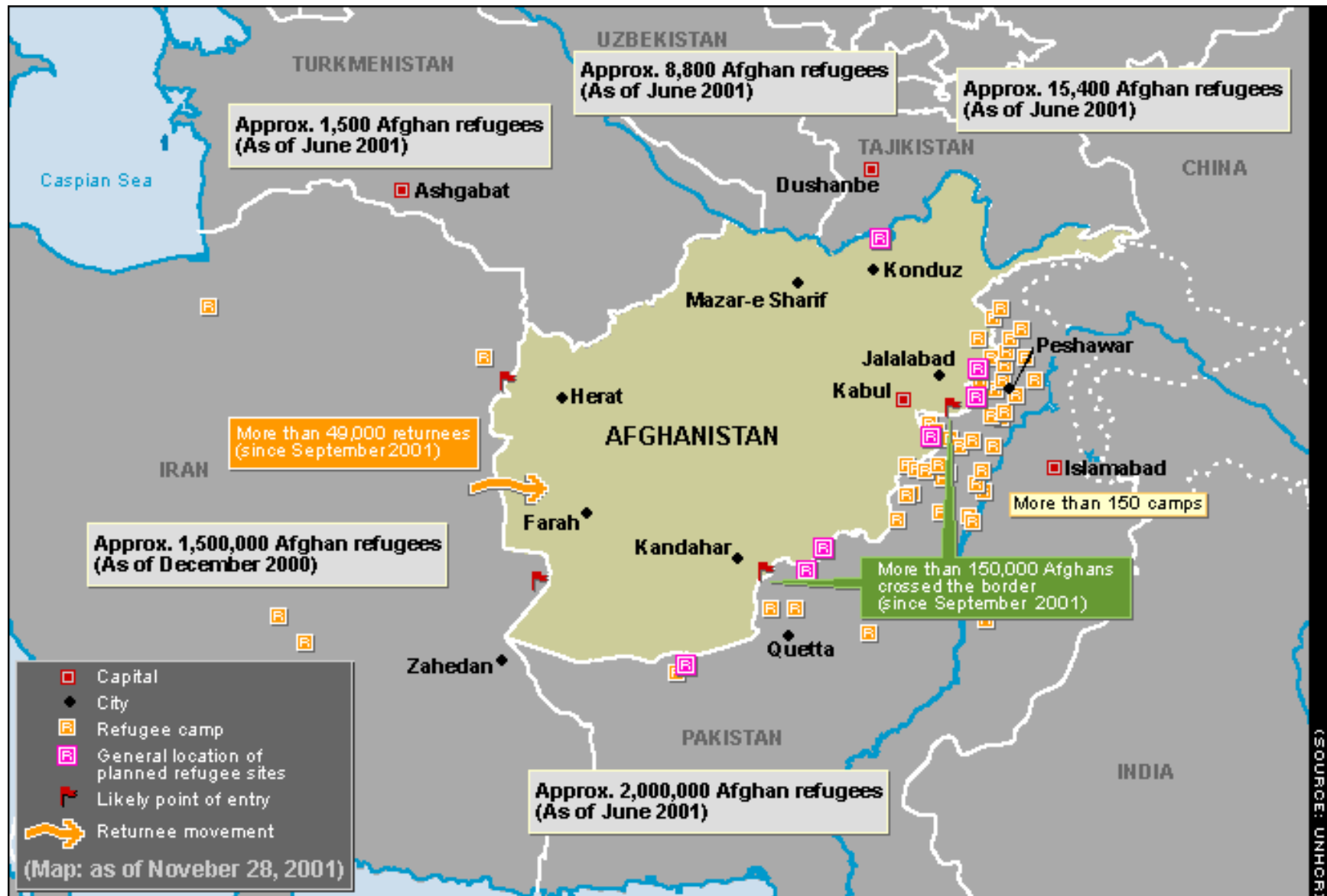
Pakistan	
Area	796, 095 sq km
Population	199, 085, 847 (July 2015 est.)
Birth rate:	22.58 births / 1000 population
Death rate:	6.49 deaths / 1000 population
Life expectancy:	67.39 years
Literacy:	Male 69.5%; Female 45.8%
GDP Per Capita:	U.S. \$4900

Source: Central Intelligence Agency. (2016, March 23). The World Factbook: Pakistan. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/pk.html>

Appendix B: Where are Most of the Refugees?



Source: Firdous, B. (2015, April 05). Generations lost: Afghan refugee population straggles back unwillingly. *The Express Tribune*. Retrieved from <http://tribune.com.pk/story/865027/generations-lost-afghan-refugee-population-straggles-back-unwillingly/>



Source: CNN. (n.d.). War against terror: Afghan refugees. Retrieved from <http://www.cnn.com/SPECIALS/2001/trade.center/refugee.map.html>

Appendix D: Pictures of Afghan Refugees in Pakistan



Source for [Picture 1, 2 and 4](#): Afghan refugees to Pakistan. (n.d.). Retrieved from <https://cac-ib-geography.wikispaces.com/Afghan+refugees+to+Pakistan>

[Picture 3](#): Zamarayeva, N. (2015, July 30). Pakistan and Afghani Refugees. *New Eastern Outlook*. Retrieved from <http://journal-neo.org/2015/07/30/pakistan-and-afghani-refugees/>

[Picture 5](#): Most Afghan refugees return home due to fear of arrest, harassment. (2015, April 15). *Pakistan Today*. Retrieved from <http://www.pakistantoday.com.pk/2015/04/15/foreign/most-afghan-refugees-return-home-due-to-fear-of-arrest-harassment/>