

Lesson Plan

BASIC INFORMATION	
Summary	On Day 23 of The Kite Runner unit, students will be able to evaluate whether the massacre at Mazar-i-Sharif was, in fact, ethnic cleansing
Grade Level	10th grade
Time Frame	1 hour 25 minutes
Subject(s)	Honors English 10
Topic(s)	
Instructional Materials & Prep	<ol style="list-style-type: none"> 1. Google Slides 2. Daily Journal May 18, 2022 3. The Kite Runner 13 4. The Kite Runner 14 5. Mazar-i-Sharif 6. Displaced Persons Act of 1948 7. Displaced Persons Act: Questions 8. Displaced Persons Act: Interview 9. Displaced Persons Act: Narrative Essay 10. Displaced Persons Act: Project <p>Resources:</p> <ol style="list-style-type: none"> 1.
STANDARDS	
CA Content Standard(s)	CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
CA ELD/ELA Standard(s)	
Differentiated Instruction/UDL/C SP/SDAIE	Zoya Syed has 504 for hearing loss Cepha Biggs has IEP for autism Cecily Kingsley Williams has 504 for attention and auditory processing Peter Pacha has 504 for ADHD
OBJECTIVES	

	Students will be able evaluate whether the massacre at Mazar-i-Sharif was, in fact, ethnic cleansing
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ASSESSMENT

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WARM UP

	<p>Daily Journal May 18, 2022</p> <p>United Nations: Office on Genocide Prevention and the Responsibility to Protect: Ethnic Cleansing</p> <p>Al-Jazeera: Why the Hazara people fear genocide in Afghanistan</p> <p>Please read Human Rights Watch: THE MASSACRE IN MAZAR-I SHARIF</p> <p>Please re-read Assef's recollection of Mazar-i-Sharif on p. 277 of <i>The Kite Runner</i></p> <p>What happened at Mazar-i-Sharif in 1998? What was the rationale for Mazar-i-Sharif given by Assef? What information does the Human Rights Watch report include that Assef's recollection of Mazar-i-Sharif doesn't?</p>
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AGENDA

1. Warm Up:	1. Warm Up:		
2. Review: The Kite Runner 14	<table border="1"> <tr> <td>Students who submitted last chapter of The Kite Runner</td> </tr> <tr> <td> <ol style="list-style-type: none"> 1. Sama Elbaramawi 2. Mariam Helal 3. Cecily Kingsley-Williams 4. Sara Sayed 5. Zara Sayed 6. Nathan Smith 7. Zoya Syed 8. Luis Valdes 9. Omar Yassin </td> </tr> </table>	Students who submitted last chapter of The Kite Runner	<ol style="list-style-type: none"> 1. Sama Elbaramawi 2. Mariam Helal 3. Cecily Kingsley-Williams 4. Sara Sayed 5. Zara Sayed 6. Nathan Smith 7. Zoya Syed 8. Luis Valdes 9. Omar Yassin
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3. Mazar-i-Sharif			
4. Displaced Persons Act: Essay	<p>2. Review: The Kite Runner 14</p> <p>1. What happened in Mazar-i-Sharif in 1998?</p> <p>Human Rights Watch: THE MASSACRE IN MAZAR-I SHARIF</p> <p>Bacha Bazi - "boy play"; from بچه bacheh, "boy", and بازی bazi "play, game"</p> <ul style="list-style-type: none"> • Radio Free Europe / Radio Liberty: Afghan 'Dancing Boys' Tell Of Rape Abuse • New York Times: U.S. Soldiers Told to Ignore Sexual Abuse of Boys by Afghan Allies 		

- Washington Post: [Afghanistan sees rise in 'dancing boys' exploitation](#)
- PBS: [The Dancing Boys of Afghanistan](#)
- New York Times: [3 Afghan Schools, 165 Accounts of Students Being Raped](#)
- Vrije Universiteit Amsterdam: [Ethics education in the military](#)
- LSE: [The revised Afghanistan criminal code: an end for Bacha Bazi?](#)

Bacha Bazi and the Normative Abuse of Boys



PD-US

Art from the 18th century shows bacha dancing boys in the Samarkand region of what is now Uzbekistan.



Getty Images

A boy who was held as a child sex slave sits "quivering in a quiet rage" in a restaurant in Afghanistan in 2016.

- **The seclusion of girls and women** from public society across Afghanistan, Uzbekistan, Iran, and nearby regions played a significant role in the value that young boys had as entertainers and sexual objects.
- **The *bachas* were feminine young boys** who were considered beautiful and were trained as dancers. They would be adorned in traditionally feminine clothing and wore makeup as well as bells around their wrists and ankles.
- **Even though the *bacha* and *bacha baz* relationship** was frequently sexual in nature, the primary marker of a *bacha* was his ability to entertain and dance, which set him apart from male concubines and prostitutes.
- **Men who had ownership of *bachas*** were typically those with power or stature in their communities. They had respect within their tribes and by the regions' ruling families and were usually high-level members of armies or played essential roles in the kingdoms and empires that ruled the area.
- **The termination of the relationship** would take place upon the *bacha* growing a beard, ultimately signifying his foray into manhood — he would cease to be "attractive" and "beautiful" and thus unsuitable for entertainment and sexual relations.
- **In the 1920s**, the nature of this practice in Central Asia began changing and diminishing as areas increasingly fell under Soviet control, although it continued to be practiced in Afghanistan by powerful men.

Sources: The Dangerous Lives of Public Performers: Dancing, Sex, and Entertainment in the Islamic World; Repression, Resistance, and Women in Afghanistan; The Venture of Islam, Volume 1: The Classical Age of Islam; Producing Desire: Changing Sexual Discourse in the Ottoman Middle East, 1500- 1900. Studies on the History of Society and Culture; Gender, State, and Society in Soviet and Post-Soviet Russia

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Source: [What About the Boys: A Gendered Analysis of the U.S. Withdrawal and Bacha Bazi in Afghanistan](#)

Ethnic Cleansing

[UN: S/1994/674](#)

Physicians for Human Rights: [Preliminary Assessment of Alleged Mass Gravesites in the Area of Mazar-I-Sharif, Afghanistan](#)
www.un.org/preventgenocide/adviser/

United Nations: [Office on Genocide Prevention and the Responsibility to Protect: Ethnic Cleansing](#)

- [International Criminal Tribunal for the Former Yugoslavia](#)
- [International Criminal Tribunal for Rwanda](#)
- [International Criminal Court](#)
- [International Residual Mechanism for Criminal Tribunals](#)
- [Special Court for Sierra Leone](#)

	<ul style="list-style-type: none"> ● Extraordinary Chambers in the Courts of Cambodia ● Extraordinary African Chambers within the Courts of Senegal <p>Please read Human Rights Watch: THE MASSACRE IN MAZAR-I SHARIF Please re-read Assef's recollection of Mazar-i-Sharif</p> <p>Does the Taliban Massacre in Mazar-i-Sharif constitute:</p> <ul style="list-style-type: none"> ● genocide, ● crimes against humanity, ● war crimes ● ethnic cleansing <p>Why?</p> <p>What does your group propose to charge the Taliban with the International Criminal Court?</p> <ul style="list-style-type: none"> ● genocide, ● crimes against humanity, ● war crimes <p>Why?</p> <p>Throughout the story, Baba worries because Amir never stands up for himself. When does this change?</p> <p>Amir's confrontation with Assef in Wazir Akar Khan marks an important turning point in the novel. Why does the author have Amir, Assef, and Sohrab all come together in this way? What is the significance of the scar that Amir develops as a result of the confrontation? Why is it important in Amir's journey toward forgiveness and acceptance?</p> <p>Trigger warning: Suicide</p> <p>3. Mazar-i-Sharif</p> <p>Mazar-i-Sharif Poll</p> <p>4. Displaced Persons Act of 1948: Narrative Essay</p> <p>5.</p>
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Homework	
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AUTOPSY
<p>Warm Up 9:08 - 9:26</p> <p>Review: The Kite Runner 14</p>

9:28 - 9:50

Mazar-i-Sharif

9:50 - 10:30

Mazar-i-Sharif Poll

10:10 - 10:20

Displaced Persons Act Project

10:30 - 10:33