LITERATURE: SUMMER ASSIGNMENT  Part One

THE KITE RUNNER

DUE: AUGUST 16TH -- NO LATE WORK WILL BE ACCEPTED

This summer your task is to gain perspective on the historical background of Afghanistan in regards to the fictional novel *The Kite Runner*, by Khaled Hosseini.

It is recommended that students purchase their own copy of *The Kite Runner*; however, the novel will be available to check out from the office after June 1st.

**Directions:** Complete all activities on separate sheets of paper. Be prepared to discuss the novel in regards to its plot, characterization, theme, author style, and setting.

1. Read “What is Kite Running”
   - be prepared to describe what it is

2. Read “Introduction to Afghanistan: Ethnic groups of Afghanistan”
   - complete Cornell notes; you will be able to use these notes for the quiz

3. Read “Historical Overview of Afghanistan: Timeline Afghanistan”
   - identify the role that the following countries played in the history of Afghanistan: Iran, Pakistan, the former USSR, Great Britain, the United States, and international organizations (such as the UN and NATO)

   - answer questions from “Challenges Facing Human Rights in Afghanistan”

5. Read “Challenges Facing Human Rights in Afghanistan: Case Study Afghanistan”
   - answer questions from “Case Study: Afghanistan”

   - define fundamentalism and religious fundamentalism
   - research on the internet: identify the 10 characteristics of religious fundamentalism

7. Read “Refugees and Resettlement”
   - answer questions from “Refugees and Resettlement” -- both “On Refugees” and “On Resettlement”
LITERATURE: SUMMER ASSIGNMENT Part Two
THE KITE RUNNER
DUE: AUGUST 16TH -- NO LATE WORK WILL BE ACCEPTED

Directions: While reading the novel, complete the following activities.

1. Read *The Kite Runner*

2. Complete the Data Sheet for the novel - be sure to follow the accompanying directions.

Upon returning in the fall, you will complete the following activities:

- write a biographical narrative on Amir which must include the following:
  a. relate a sequence of events and communicate the significance of the events to the audience
  b. locate scenes and incidents in specific places
  c. describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters’ feelings
  d. pace the presentation of actions to accommodate changes in time and mood
  e. make effective use of descriptions of appearance, images, shifting perspectives, and sensory details

- write an essay identifying the impact of setting on the plot of the novel - based on the work you completed prior to reading the novel, how did the historical setting of Afghanistan impact the plot of the novel?

- complete a comprehensive final on the novel
“Hope is knowing that people, like kites, are made to be lifted up.”

- Afghanistan Relief Organization

Kite-running (Gudiparan Bazi) has been a favorite pastime in Afghanistan for the last 100 years, but there are few on the streets of Kabul that can forget the terror of living under the Taliban regime for so many years. Under Taliban rule, if you were caught with a kite, many times you would be beaten and the spool would be destroyed. However, since the fall of the Taliban regime, kite-running has again resurfaced tenfold.

Kite-running is a two-person affair, with one person called the “charka gir” and the other called the “gudiparan baz.” The charka gir is in charge of the holding the wooden kite spool, around which the wire, or “tar” is wound. The second person, called the “gudiparan baz” actually is in control of the movement of the kite in the air. Kite flyers stand on tops of buildings, fighting with kites from all over the city. The object is to strike down the kite of your opponent with the string of your kite, after which you will be called the winner. The strings are often made with razor wire which gives the sharpness to cut down other kites. After an opponent’s kite is set free, it flutters away into the wind where it is usually picked up by the local children, who fly it the next day as their own.

Kites are made of either extremely fragile tissue paper, or heavier more durable mylar fabric. They come in many colors, shapes, and sizes. Kites range in price depending on the size and materials used to make the kite. For a small, simple, child sized kite, the price starts at just a few cents. For large, elaborate, colorful kites, many with dangling adornments, the price can cost as much as [2 to 100] Afghanis, or $2 US.

**ETHNIC GROUPS OF AFGHANISTAN**

Afghanistan is an ethnically diverse country. Its inhabitants form a complex mosaic of ethnic and linguistic groups, a reflection of the country’s geographic location as well as its history of frequent external occupiers. As of July 2007, there are approximately 32 million people estimated to live in Afghanistan. Pashtu and Dari are considered the official languages of Afghanistan, and are spoken by 85% of the people. Thirty other minor languages are also spoken in Afghanistan, representing the last 4% of the population. There is also a large degree of bilingualism amongst the inhabitants of the country. About 99% of the population is Muslim, and of these Muslims, 84% belong to the Sunni sect. There has been a long history of an ethnic hierarchy within Afghanistan. It has created imbalances in wealth, influence and education within its society. Traditionally, Pashtuns have dominated the country because they are the presumed majority of the population. As a result, many of the other ethnic groups have not had a strong voice within the society. The ethnic groups in Afghanistan do not form a concrete caste system like India. But, the society does have a firm and structured hierarchy which dominates the inter-ethnic interactions and relations.

<table>
<thead>
<tr>
<th>ETHNIC GROUPS OF AFGHANISTAN</th>
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<tbody>
<tr>
<td>Pashtuns</td>
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<tr>
<td>Tajiks</td>
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<tr>
<td>Hazaras</td>
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</table>

- **Pashtuns**
  - Pashtuns are the majority ethnic group in Afghanistan, about 42% thereby constituting just under half of the population
  - They are the highest ethnicity on the social ladder and dominate governmental bodies
  - Pashtu is their native language
  - They consist mainly of Sunni Muslims

- **Tajiks**
  - Tajiks account for about 27% of the population of Afghanistan
  - They are the second largest ethnic community within Afghanistan
  - They are identified with agriculture and town life
  - They mainly inhabit the fertile eastern valleys
  - They are a group that is considered to have low income and like many Hazaras, they are not the highest on the social ladder. However, there Tajiks that are successful and important members of the government
  - Large numbers of Tajiks are city dwellers as well

- **Hazaras**
  - The Hazara ethnic group resides mainly in the central Afghanistan mountain region called ‘Hazarajat’
  - They make up approximately 9% of Afghanistan’s population
  - There are also significant populations of Hazaras in Pakistan and Iran
  - Historically, the Hazara seem to have Mongolian origins, as evidenced by physical attributes and parts of the culture and language
  - It is commonly believed that the Hazara are descendants of Genghis Khan’s army, which marched into the area during the 12th century. Proponents of this view hold that many of the Mongol soldiers and their family members settled in the area and remained there after the Mongol empire dissolved in the 13th century, converting to Islam and adopting local customs
HAZARAS (CONTINUED)

- Most of the Hazaras are Shi’ite Muslims, and, the 1% of the population which is not Muslim is either Hindu, Sikh, or Jewish
- In The Kite Runner book and movie, it is evident that Hazaras are considered to be on the lower end of the socio-economic scale

UZBEK AND TURKMEN

- 12% of the population is comprised of the Turkmen (3%) and Uzbeks (9%)
- The Uzbeks are descendants from the Turkish invasion around the beginning of the first millennium
- The Turkmen are related to the Uzbeks and are mostly farmers, herders and craftsmen and live in the northern plains
- These two groups are such a small part of the population that they have not been able to hold many positions of power.

NURISTANIS, AIMAQS AND BALUCHIS

- The remaining 10% of the Afghan population is comprised of the Nuristans, an ancient people of Mediterranean descent, the Fariswan, the ethnic Shi’a Persians, the relatively few in number Baluchis of the south, and the scattered members of the Kuchi and Aimaq nomads
- Nuristanis are predominantly Sunni who speak dialects of Dari and often also Pashtu
  - They live in the Kunar, Nangarhar, Laghman, and Parwan areas of eastern Afghanistan
  - The area where the Nuristanis live, Nuristan, was the scene of the first armed opposition to the Khalq government
- Aimaqs are more of farming and herding tribe rather than an ethnicity
  - They inhabit the western part of Afghanistan
  - They speak Dari and are predominantly Sunni Muslims
- The Balochis comprise approximately 2% of the population
  - They are a Sunni Muslim group with Iranian ties and they live mostly in southern Afghanistan
  - They have historically been a nomadic tribe and were well known for camel breeding
  - They also speak Dari and Pashtu as well as their own, Baluchi. These tribes are all extreme minorities

The information on this fact sheet has been sourced from the following websites:
http://www.stanford.edu/class/e297a/Afghanistan,%20the%20United%20States.htm
http://www.pbs.org/newshour/indepth_coverage/asia/afghanistan/
http://www.globalsecurity.org/military/world/afghanistan/index.html
http://www.afghan-network.net/Ethnic-Groups/
TIMELINE: AFGHANISTAN
A CHRONOLOGY OF KEY EVENTS

1919 - Afghanistan regains independence after third war against British forces trying to bring country under their sphere of influence.
1926 - Amanullah proclaims himself king and attempts to introduce social reforms leading to opposition from conservative forces.
1929 - Amanullah flees after civil unrest over his reforms.
1933 - Zahir Shah becomes king and Afghanistan remains a monarchy for next four decades.
1933 - General Mohammed Daud becomes prime minister. Turns to Soviet Union for economic and military assistance. Introduces a number of social reforms, such as abolition of purdah (practice of secluding women from public view).
1963 - Mohammed Daud forced to resign as prime minister.
1964 - Constitutional monarchy introduced - but leads to political polarisation and power struggles.
1973 - Mohammed Daud seizes power in a coup and declares a republic. Tries to play off USSR against Western powers. His style alienates left-wing factions who join forces against him.
1978 - General Daud is overthrown and killed in a coup by leftist People's Democratic Party. But party's Khaq and Parcham factions fall out, leading to purging or exile of most Parcham leaders. At the same time, conservative Islamic and ethnic leaders who objected to social changes begin armed revolt in countryside.
1979 - Power struggle between leftist leaders Hafizullah Amin and Nur Mohammed Taraki in Kabul won by Amin. Revolts in countryside continue and Afghan army faces collapse. Soviet Union finally sends in troops to help remove Amin, who is executed.
Soviet intervention
1980 - Babrak Karmal, leader of the People's Democratic Party Parcham faction, is installed as ruler, backed by Soviet troops. But anti-regime resistance intensifies with various mujahedin groups fighting Soviet forces. US, Pakistan, China, Iran and Saudi Arabia supply money and arms.
1985 - Mujahedin come together in Pakistan to form alliance against Soviet forces. Half of Afghan population now estimated to be displaced by war, with many fleeing to neighbouring Iran or Pakistan. New Soviet leader Mikhail Gorbachev says he will withdraw troops from Afghanistan.
1988 - Afghanistan, USSR, the US and Pakistan sign peace accords and Soviet Union begins pulling out troops.
1989 - Last Soviet troops leave, but civil war continues as mujahedin push to overthrow Najibullah.
1991 - US and USSR agree to end military aid to both sides. Mujahedin triumph
1993 - Mujahideen factions agree on formation of a government with ethnic Tajik, Burhanuddin Rabbani, proclaimed president.
1994 - Factional contests continue and the Pashtun-dominated Taliban emerge as major challenge to the Rabbani government.
**HANDOUT 2.2 CONT.**

**HISTORICAL OVERVIEW OF AFGHANISTAN**

<table>
<thead>
<tr>
<th>TIMELINE: AFGHANISTAN</th>
<th>A CHRONOLOGY OF KEY EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1996</strong></td>
<td>Taliban seize control of Kabul and introduce hardline version of Islam, banning women from work, and introducing Islamic punishments, which include stoning to death and amputations. Rabbani flees to join anti-Taliban northern alliance. Taliban under pressure.</td>
</tr>
<tr>
<td><strong>1997</strong></td>
<td>Taliban recognized as legitimate rulers by Pakistan and Saudi Arabia. Most other countries continue to regard Rabbani as head of state. Taliban now control about two-thirds of country.</td>
</tr>
<tr>
<td><strong>1999</strong></td>
<td>UN imposes an air embargo and financial sanctions to force Afghanistan to hand over Osama bin Laden for trial.</td>
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</tbody>
</table>
| **2001**               | - January - UN imposes further sanctions on Taliban to force them to hand over Osama bin Laden.  
- March - Taliban blow up giant Buddha statues in defiance of international efforts to save them.  
- April - Mullah Mohammad Rabbani, the second most powerful Taliban leader after the supreme commander Mullah Mohammad Omar, dies of liver cancer.  
- May - Taliban order religious minorities to wear tags identifying themselves as non-Muslims, and Hindu women to veil themselves like other Afghan women.  
- September - Eight foreign aid workers on trial in the Supreme Court for promoting Christianity. This follows months of tension between Taliban and aid agencies.  
- September 9 - Ahmad Shah Masood, legendary guerrilla and leader of the main opposition to the Taliban, is killed, apparently by assassins posing as journalists.  
- October - US, Britain launch air strikes against Afghanistan after Taliban refuse to hand over Osama bin Laden, held responsible for the September 11 attacks on America.  
- November - Opposition forces seize Mazar-e Sharif and within days march into Kabul and other key cities. Taliban falls.  
- December 5 - Afghan groups agree deal in Bonn for interim government.  
- December 7 - Taliban finally give up last stronghold of Kandahar, but Mullah Omar remains at large.  
- December 22 - Pashtun royalist Hamid Karzai is sworn in as head of a 30-member interim power-sharing government. |
| **2002**               | - January - First contingent of foreign peacekeepers in place.  
- April - Former king Zahir Shah returns, but says he makes no claim to the throne.  
- May - UN Security Council extends mandate of International Security Assistance Force (ISAF) until December 2002. Allied forces continue their military campaign to find remnants of al-Qaeda and Taliban forces in the south-east.  
- June - Loya Jirga, or grand council, elects Hamid Karzai as interim head of state. Karzai picks members of his administration which is to serve until 2004.  
- July - Vice-President Haji Abdul Qadir is assassinated by gunmen in Kabul.  
- September - Karzai narrowly escapes an assassination attempt in Kandahar, his home town.  
- December - President Karzai and Pakistani, Turkmen leaders sign deal to build gas pipeline through Afghanistan, carrying Turkmen gas to Pakistan. |
| **2003**               | - August - NATO takes control of security in Kabul, its first-ever operational commitment outside Europe. New constitution |
**TIMELINE: AFGHANISTAN**

**A CHRONOLOGY OF KEY EVENTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2004</strong></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Grand assembly - or Loya Jirga - adopts new constitution which provides for strong presidency.</td>
</tr>
<tr>
<td>March</td>
<td>Afghanistan secures $8.2bn (£4.5bn) in aid over three years. September - Rocket fired at helicopter carrying President Karzai misses its target; it is the most serious attempt on his life since September 2002.</td>
</tr>
<tr>
<td>October-November</td>
<td>Presidential elections: Hamid Karzai is declared the winner, with 55% of the vote. He is sworn in, amid tight security, in December.</td>
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<tr>
<td><strong>2005</strong></td>
<td></td>
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<tr>
<td>February</td>
<td>Several hundred people are killed in the harshest winter weather in a decade.</td>
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<tr>
<td>May</td>
<td>Details emerge of alleged prisoner abuse by US forces at detention centres. New parliament</td>
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<tr>
<td>September</td>
<td>First parliamentary and provincial elections in more than 30 years.</td>
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<tr>
<td>December</td>
<td>New parliament holds its inaugural session.</td>
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<tr>
<td><strong>2006</strong></td>
<td></td>
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<tr>
<td>February</td>
<td>International donors meeting in London pledge more than $10bn (£5.7bn) in reconstruction aid over five years.</td>
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<tr>
<td>May</td>
<td>Violent anti-US protests in Kabul, the worst since the fall of the Taliban in 2001, erupt after a US military vehicle crashes and kills several people.</td>
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<tr>
<td>May-June</td>
<td>Scores of people are killed in battles between Taliban fighters and Afghan and coalition forces in the south during an offensive known as Operation Mountain Thrust. NATO takes over</td>
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<tr>
<td>July onwards</td>
<td>NATO troops take over the leadership of military operations in the south. Fierce fighting ensues as the forces try to extend government control in areas where Taliban influence is strong.</td>
</tr>
<tr>
<td>October</td>
<td>NATO assumes responsibility for security across the whole of Afghanistan, taking command in the east from a US-led coalition force.</td>
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<tr>
<td><strong>2007</strong></td>
<td></td>
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<tr>
<td>March</td>
<td>Pakistan says it has arrested Mullah Obaidullah Akhund, the third most senior member of the Taliban’s leadership council. NATO and Afghan forces launch Operation Achilles, said to be their largest offensive to date against the Taliban in the south. There is heavy fighting in Helmand province. Controversy over Italian deal with Taliban, which secures the release of five rebels in exchange for kidnapped reporter Daniele Mastrogiacomo. His Afghan driver and translator are beheaded.</td>
</tr>
<tr>
<td>May</td>
<td>Taliban’s most senior military commander, Mullah Dadullah, is killed during fighting with US, Afghan forces. Afghan and Pakistani troops clash on the border in the worst violence in decades in a simmering border dispute.</td>
</tr>
<tr>
<td>July</td>
<td>Former King Zahir Shah dies in Kabul</td>
</tr>
</tbody>
</table>

From BBC NEWS:

http://news.bbc.co.uk/go/pr/fr/-/1/hi/world/south_asia/country_profiles/1162108.stm

Published: 2007/05/15 12:37:40 GMT © BBC MMV
POLITICAL CHALLENGES FACING HUMAN RIGHTS IN TODAY’S AFGHANISTAN

1. To strengthen the central government
As we learned in ACTIVITY 3 of LESSON 1, what has arisen in Afghanistan and what continues up until today is a system called ‘regionalism’. Regionalism is a system where there are mini-states within one nation state. Each mini-state is governed by local leaders who are supposed to report to the central government. Because Afghanistan has not had a strong central leadership, the communication between the government and the local leaders has diminished. The government therefore has not been able to deliver adequate social or public services to the regions. Instead, it is local regional leaders that deliver these goods and that maintain a greater control over the reasons. This presents serious human rights issues. Discuss with your group what human rights issues these could be. Present these to your classmates

2. To exercise governmental control over the warlords and fundamentalists
Because there has not been adequate control of regions/mini-states, or an adequate supply of goods and services to these regions, there has been a rise of local warlords in Afghanistan. Warlords ‘emerge from a direct response to the absence of law.’ In Afghanistan, warlords have been able to gain the ‘respect’ of the public by stepping in where the government failed to do so. For a while, the warlords were inactive. However, post 9/11, there has been a resurgence of warlordism in the provinces. There has also been a rise of fundamentalism in Afghanistan. Once specific fundamentalist group is the Taliban. The Taliban was able to seize power as most of the Taliban militia was trained as “freedom fighters” by the West in the war against Communism and the USSR. Over the years from 1979-1989 the Taliban militia was able to grow incredibly strong and by the 1990’s able to impose their brutally oppressive form of Islamic law which is by no means consistent with popular Afghan culture. The Taliban banned music, movies, TV, card playing, singing, dancing, boxing, kite flying and much more. Discuss with your group, what human rights issues warlords and fundamentalists bring about. Present these to your classmates

3. To provide security and rule of law beyond Kabul
In the recent past, the U.S., U.N. and other key players in Afghanistan have focused most of their security efforts on Kabul. In order for a solid system of stability to develop in Afghanistan, there has to be a serious commitment from the international community to giving as much attention to the provinces as it has given to Kabul. If not, regionalism will thrive. Discuss with your group, what the human rights concerns would be if security and rule of law is not extended beyond Kabul. Present these to your classmates

4. Economic Reconstruction
Afghanistan remains extremely poor, landlocked, and highly dependent on foreign aid, farming, and trade with neighboring countries. It will likely take many decades
and continuing donor aid and attention to raise Afghanistan’s living standards up
from its current state. **Much of the population suffers from limited access to hous-
ing, clean water, electricity, medical care, and jobs.** The Afghan government and
international donors must remain committed to improving access to these basic
necessities by prioritizing infrastructure development, education, housing develop-
ment, jobs programs, and economic reform for the foreseeable future - and with
a particular emphasis on ensuring women’s and girl’s access to these services.
Economic reconstruction is clearly directly related to the promotion of human rights
in Afghanistan. Using the information above, prove this point to your classmates.

5. Maintaining Ethnic Harmony
There has been a history of ethnic rivalry in Afghanistan mostly due to the fact that
the largest ethnic groups, the Pashtuns and Tajiks, have always been able to have
a say in the government whereas smaller groups have not. **In order to maintain
ethnic harmony, the current government will need to devise programs whereby the
diverse groups interact and participate with each other and whereby all can climb
social ladders and prosper despite differences.** Write a list of some human rights
issues that may arise if ethnic harmony is not maintained. Present them to your
classmates.

6. Achieving National Integration
**National integration or national unity is the unification of an entire population of a
country despite differences in ethnicity, language and social background.** National
integration aims for all citizens of a country to live in peace and harmony side by
side. The only way that Afghanistan can achieve national integration is through a
serious revamping of the education, economic and political systems. A state funded
education system and economic development programs can aid in national integra-
tion as well as in the expansion of central government control. How does national
integration relate to human rights? Present an answer to your classmates.

***THE INFORMATION PRESENTED HERE HAS BEEN COMPILED AND IN SOME CASES QUOTED FROM
“UNFINISHED BUSINESS IN AFGHANISTAN: WARLORDISM, RECONSTRUCTION, AND ETHNIC HARMONY”
BY DEEPA OLLAPALLY. APRIL 2003: THE UNITED STATES INSTITUTE OF PEACE. AVAILABLE ONLINE AT
HTTP://WWW.USIP.ORG/PUBS/SPECIALREPORTS/SR105.HTML ***
UNIVERSAL DECLARATION OF HUMAN RIGHTS (ABBREVIATED)

1. RIGHT TO EQUALITY
2. FREEDOM FROM DISCRIMINATION
3. RIGHT TO LIFE, LIBERTY, PERSONAL SECURITY
4. FREEDOM FROM SLAVERY
5. FREEDOM FROM TORTURE AND DEGRADING TREATMENT
6. RIGHT TO RECOGNITION AS A PERSON BEFORE THE LAW
7. RIGHT TO EQUALITY BEFORE THE LAW
8. RIGHT TO REMEDY BY COMPETENT TRIBUNAL
9. FREEDOM FROM ARBITRARY ARREST AND EXILE
10. RIGHT TO FAIR PUBLIC HEARING
11. RIGHT TO BE CONSIDERED INNOCENT UNTIL PROVEN GUILTY
12. FREEDOM FROM INTERFERENCE WITH PRIVACY, FAMILY, HOME AND CORRESPONDENCE
13. RIGHT TO FREE MOVEMENT IN AND OUT OF THE COUNTRY
14. RIGHT TO ASYLUM IN OTHER COUNTRIES FROM PERSECUTION
15. RIGHT TO A NATIONALITY AND FREEDOM TO CHANGE NATIONALITY
16. RIGHT TO MARRIAGE AND FAMILY
17. RIGHT TO OWN PROPERTY
18. FREEDOM OF BELIEF AND RELIGION
19. FREEDOM OF OPINION AND INFORMATION
20. RIGHT OF PEACEFUL ASSEMBLY AND ASSOCIATION
21. RIGHT TO PARTICIPATE IN GOVERNMENT AND FREE ELECTIONS
22. RIGHT TO SOCIAL SECURITY
23. RIGHT TO DESIRABLE WORK AND JOIN TRADE UNIONS
24. RIGHT TO REST AND LEISURE
25. RIGHT TO ADEQUATE LIVING STANDARD
26. RIGHT TO EDUCATION
27. RIGHT TO PARTICIPATE IN THE CULTURAL LIFE OF THE COMMUNITY
28. RIGHT TO A SOCIAL ORDER THAT ARTICULATES THIS DOCUMENT
29. COMMUNITY DUTIES ESSENTIAL TO FREE AND FULL DEVELOPMENT
30. FREEDOM FROM STATE OR PERSONAL INTERFERENCE IN THE ABOVE RIGHTS
# Afghanistan as a Narco-State

**Introduction:**
- Opium cultivation was introduced into the region in 1978, with the beginning of the Soviet occupation of Afghanistan.
- For a country with limited arable land and access to irrigation, the production of opium – which fetches far higher prices than wheat, fruit, and other agriculture products – has proven to be advantageous to cultivate and profitable for the country.
- Unlike other agricultural products, the opium is easily stored and transported, and has a high demand pull on the international market.
- It is often purchased from producers in advance by narcotics traders, which provides a system of credit for the farming communities as well as reliable insurance against poverty and hunger.
- The production and trade of opium remained effectively legal until 2002, enabling the development of a thriving market to become firmly established and to grow virtually unchecked.
- Opium production has increased fifteen-fold since 1979, and Afghanistan has become the source country for approximately 90% of the world’s opium, producing as much as 4,500 metric tons each year.
- Income from opium exports currently is estimated to be more than one half – and as much as two thirds – of Afghanistan’s gross domestic product (GDP).
- Today, the opium production industry of Afghanistan nets at least $3 billion annually – and possibly much more – in a country whose average wage rate is less than $2 per day.

## Creating Openings for Human Rights Abuses:
- Throughout the 1980’s and 1990’s, revenue from the growing opiate industry financed the military efforts of many competing factions, including the Taliban who seized control of most of the opium producing provinces after 1996.
- At the beginning of the conflict, a “war economy” rapidly developed, an economy based heavily of illicit trade and black marketeering.
- The opium trade has become intrinsically tied to the ensuing warlord system; military commanders encourage opium production in the regions they control, providing protection and funding for the local communities while collecting taxes on trade and transportation of the drug.
- Destruction of most of the economic infrastructure in the country has disrupted regular agriculture production, and many farming communities have turned to opium production as a viable source of income.
- Internally displaced persons (IDPs), refugees, women and children provide cheap and expendable labor in the poppy fields. And the absence of stability and rule of law allow illegal activities such as the cultivation and trade of opiates to persist unchecked.
- Drug problems are considerably high within refugee camps and communities of IDPs.
CASE STUDY
AFGHANISTAN

- Many soldiers and civilians wounded in the war have become addicted to the drug, as ill-equipped regional army hospitals rely extensively on opium, heroin and morphine as the only available painkillers.
- An estimated 45,000 women in Afghanistan are addicted to the drug, and many intentionally expose their children to second-hand smoke to get them to stop crying or to fall asleep. As a result, these children often suffer from debilitating respiratory conditions, and inadvertently become addicted.
- Opium usage among women has also increased the already high maternal mortality rate. Death during pregnancy is frequently related to drug-induced weakness, and some addicted mothers lose their ability to have children altogether. The primary reason for the widespread use of opium among mothers and children is the lack of access to health services.

DIAGRAM SHOWING THE FLOW OF OPIUM IN AFGHANISTAN

Diagram taken from:
CRS Report for Congress
“Afghanistan: Narcotics and U.S. Policy”
December 2004, page 13
### THE IMPACT OF FUNDAMENTALISM ON HUMAN RIGHTS

#### RULES REGARDING FEMALES

1. FEMALES MAY NOT WORK OUTSIDE THE HOME, INCLUDING TEACHERS, ENGINEERS AND DOCTORS
2. FEMALES MAY NOT PARTICIPATE IN ANY ACTIVITY OUTSIDE THE HOME UNLESS ACCOMPANIED BY A CLOSE MALE RELATIVE SUCH AS A FATHER, BROTHER OR HUSBAND
3. FEMALES MAY NOT DEAL WITH MALE SHOPKEEPERS
4. FEMALES MAY NOT BE TREATED BY MALE DOCTORS
5. FEMALES MAY NOT STUDY AT SCHOOLS, UNIVERSITIES OR ANY OTHER EDUCATIONAL INSTITUTION
6. FEMALES MUST WEAR A LONG VEIL (BURQA) WHICH COVERS THEM FROM HEAD TO TOE
7. FEMALES WHO DO NOT WEAR THE BURQA WILL BE WHIPPED, BEATEN AND/OR VERBALLY ABUSED PUBLICLY
8. FEMALES WHOSE ANKLES ARE VISIBLE WILL BE WHIPPED IN PUBLIC
9. FEMALES FOUND GUILTY OF ADULTERY WILL BE PUBLICLY STONED TO DEATH
10. FEMALES MAY NOT USE COSMETICS
11. FEMALES MAY NOT TALK TO OR SHAKE HANDS WITH MALES THAT ARE NOT IN THEIR FAMILY
12. FEMALES MAY NOT LAUGH LOUDLY- NO STRANGER SHOULD HEAR A WOMAN’S VOICE
13. FEMALES MAY NOT WEAR HIGH HEEL SHOES. MEN MUST NEVER HEAR A WOMAN’S FOOTSTEPS
14. FEMALES MAY NOT TAKE TAXIS WITHOUT A MALE MEMBER OF HER FAMILY
15. FEMALES MAY NOT APPEAR ON RADIO, TELEVISION OR PUBLIC GATHERINGS OF ANY KIND
16. FEMALES MAY NOT PLAY SPORTS OR ENETER A SPORTS CENTER OR CLUB
17. FEMALES MAY NOT RIDE BICYCLES OR MOTORCYCLES
18. FEMALES MAY NOT WEAR BRIGHTLY COLORED CLOTHES THAT CAN BE CONSIDERED “SEXUALLY ATTRACTING COLORS”
19. FEMALES MAY NOT GATHER FOR FESTIVE OCCASIONS SUCH AS EID (RELIGIOUS HOLIDAY) OR FOR ANY RECREATIONAL PURPOSE
20. FEMALES MAY NOT WASH CLOTHES NEXT TO RIVERS OR IN A PUBLIC PLACE
21. MODIFICATION OF ALL PLACE NAMES INCLUDING THE WORD “FEMALES.” FOR EXAMPLE, “FEMALE GARDEN” HAS BEEN RENAMED “SPRING GARDEN”
22. FEMALES MAY NOT APPEAR ON THE BALCONIES OF THEIR APARTMENTS OR HOUSES
23. ALL HOME WINDOWS MUST BE PAINTED SO FEMALES CANNOT BE SEEN FROM OUTSIDE THEIR HOMES
24. MALE TAILORS MAY NOT TAKE A FEMALE’S MEASUREMENTS OR SEW A FEMALE’S CLOTHES
25. FEMALES AND MEN MAY NOT TRAVEL ON THE SAME BUS
26. FEMALES MAY NOT WEAR FLARED OR WIDE-LEG PANTS EVEN UNDER A BURQA
27. FEMALES MAY NOT BE FILMED OR PHOTOGRAPHED
28. FEMALES’ PICTURES MAY NOT APPEAR IN NEWSPAPERS AND BOOKS, OR HUNG ON WALLS OF HOUSES OR SHOPS

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**NOTE:** IT MUST BE NOTED THAT THE TALIBAN DID NOT HAVE CONTROL OVER ALL OF AFGHANISTAN. HOWEVER, THEY DID HAVE A SIGNIFICANT PRESENCE IN CERTAIN CITIES. THERE WERE MANY CASES WHERE THE TALIBAN TRIED TO SEIZE A TOWN AND APPLY ITS RULES AND DID NOT SUCCEED DUE TO THE STRENGTH AND COURAGE OF AFGHANS WHO REBELLED AND STOOD UP FOR THEMSELVES IN A NON-VIOLENT WAY.
THE TALIBAN’S RULES

EXAMPLES OF THE TALIBAN’S PUNISHMENTS FOR BREAKING THESE RULES:

1. PUBLIC WHIPPING
2. PUBLIC STONING
3. AMPUTATION OF LIMBS
4. PUBLIC HANGING
5. IMPRISONMENT
6. PUBLIC SHOOTING
7. PUBLIC EXECUTION
8. DANGLING OF BODIES FROM CRANES
9. PUBLIC BEATINGS

NOTE: IT MUST BE NOTED THAT THE TALIBAN DID NOT HAVE CONTROL OVER ALL OF AFGHANISTAN. HOWEVER, THEY DID HAVE A SIGNIFICANT PRESENCE IN CERTAIN CITIES. THERE WERE MANY CASES WHERE THE TALIBAN TRIED TO SEIZE A TOWN AND APPLY ITS RULES AND DID NOT SUCCEED DUE TO THE STRENGTH AND COURAGE OF AFGHANS WHO REBELLED AND STOOD UP FOR THEMSELVES IN A NON-VIOLENT WAY.

RULES REGARDING ALL AFGHANS- MALE AND FEMALE

1. NO ONE CAN LISTEN TO MUSIC
2. NO ONE CAN WATCH MOVIES, TELEVISION OR VIDEOS
3. NO ONE CAN CELEBRATE THE TRADITIONAL NEW YEAR BECAUSE IT IS DEEMED “UN-ISLAMIC”
4. NO ONE CAN CELEBRATE LABOR DAY BECAUSE IT IS DEEMED A “COMMUNIST” HOLIDAY
5. NO CITIZEN OF AFGHANISTAN MAY HAVE A NON-ISLAMIC NAME
6. ALL AFGHAN YOUTH MUST HAVE SHORT HAIR OR BE SUBJECT TO FORCED HAIRCUTS
7. ALL MEN MUST WEAR ISLAMIC CLOTHES AND A CAP
8. MEN MAY NOT SHAVE OR TRIM THEIR BEARDS
9. ALL AFGHANS MUST ATTEND PRAYERS IN MOSQUES 5 TIMES DAILY
10. NO ONE MAY KEEP PIGEONS OR ANY OTHER BIRD AS A PET. ANY VIOLATER WILL BE IMPRISONED AND THE BIRDS SHALL BE KILLED
11. NO ONE MAY FLY KITES
12. IN ANY SPORTING EVENTS, ONLOOKERS MAY NOT CLAP
13. ANYONE WHO CARRIES OBJECTIONABLE LITERATURE WILL BE EXECUTED
14. ANYONE WHO CONVERTS FROM ISLAM TO ANY OTHER RELIGION WILL BE EXECUTED
15. ALL BOY STUDENTS MUST WEAR TURBANS
16. NON-MUSLIM MINORITIES MUST STITCH A YELLOW CLOTH ONTO THEIR DRESS TO BE DIFFERENTIATED FROM THE MAJORITY
17. NO ONE MAY USE THE INTERNET, INCLUDING FOREIGNERS
18. NO ONE MAY DANCE AT WEDDINGS
19. NO ONE MAY GAMBLE
20. NO ONE MAY ENGAGE IN A CULTURAL CELEBRATION
21. NO BURYING OF ANYONE WHO WAS KILLED BY THE TALIBAN. BODIES MUST REMAIN IN THE STREETS AS EXAMPLES TO OTHER “WRONGDOERS”
UNIVERSAL DECLARATION OF HUMAN RIGHTS (ABBREVIATED)

1. RIGHT TO EQUALITY
2. FREEDOM FROM DISCRIMINATION
3. RIGHT TO LIFE, LIBERTY, PERSONAL SECURITY
4. FREEDOM FROM SLAVERY
5. FREEDOM FROM TORTURE AND DEGRADING TREATMENT
6. RIGHT TO RECOGNITION AS A PERSON BEFORE THE LAW
7. RIGHT TO EQUALITY BEFORE THE LAW
8. RIGHT TO REMEDY BY COMPETENT TRIBUNAL
9. FREEDOM FROM ARBITRARY ARREST AND EXILE
10. RIGHT TO FAIR PUBLIC HEARING
11. RIGHT TO BE CONSIDERED INNOCENT UNTIL PROVEN GUILTY
12. FREEDOM FROM INTERFERENCE WITH PRIVACY, FAMILY, HOME AND CORRESPONDENCE
13. RIGHT TO FREE MOVEMENT IN AND OUT OF THE COUNTRY
14. RIGHT TO ASYLUM IN OTHER COUNTRIES FROM PERSECUTION
15. RIGHT TO A NATIONALITY AND FREEDOM TO CHANGE NATIONALITY
16. RIGHT TO MARRIAGE AND FAMILY
17. RIGHT TO OWN PROPERTY
18. FREEDOM OF BELIEF AND RELIGION
19. FREEDOM OF OPINION AND INFORMATION
20. RIGHT OF PEACEFUL ASSEMBLY AND ASSOCIATION
21. RIGHT TO PARTICIPATE IN GOVERNMENT AND FREE ELECTIONS
22. RIGHT TO SOCIAL SECURITY
23. RIGHT TO DESIRABLE WORK AND JOIN TRADE UNIONS
24. RIGHT TO REST AND LEISURE
25. RIGHT TO ADEQUATE LIVING STANDARD
26. RIGHT TO EDUCATION
27. RIGHT TO PARTICIPATE IN THE CULTURAL LIFE OF THE COMMUNITY
28. RIGHT TO A SOCIAL ORDER THAT ARTICULATES THIS DOCUMENT
29. COMMUNITY DUTIES ESSENTIAL TO FREE AND FULL DEVELOPMENT
30. FREEDOM FROM STATE OR PERSONAL INTERFERENCE IN THE ABOVE RIGHTS
WHO ARE REFUGEES AND INTERNALLY DISPLACED PERSONS?

WHO IS A REFUGEE?
- A refugee is an individual who resides outside of her country of origin is often exposed to serious human rights abuses because of who she is or what she believes.
- Refugees seek refuge for a number of different reasons: economic issues, political issues or social distress including war, famine or civil strife.
- He/she cannot or will not return to her country of origin because her government cannot or will not protect him/her.
- Refugees are entitled to the same universal human rights as everyone else.
- Certain rights of refugees are specifically protected because of their status as refugees. These rights include: protection against discrimination; freedom of religion; identity and travel documents; work rights; housing, education and relief; protection against penalties for illegal entry; freedom of movement.
- Refugees also have the right to a stable solution, which may be local integration in her country of asylum, resettlement options in another country or voluntarily returning to her country of origin.

WHO IS AN INTERNALLY DISPLACED PERSON?
- An internally displaced person is an individual who has been forced to flee one part of a country to another due to problems like war, ethnic cleansing, religious persecution, or natural disasters.
- The main difference between an IDP and a refugee is that a refugee has crossed an international border.
- In some cases, an IDP may ask for refugee status in another country when they cannot find safety within their own country.
- Like refugees, IDPs are entitled to the same universal human rights as everyone else.
- The UN has developed “Guiding Principles on Internal Displacement,” to make it clear that IDPs have rights. However, this document is not legally binding.

CONVENTIONS AND PROTOCOLS:
- 1948: Universal Declaration of Human Rights: States that “Everyone has the right to a nationality.” Article 15
- 1950: Office of the United Nations High Commissioner for Refugees: Its primary function is “… to safeguard the rights and well-being of refugees…to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country.”
- 1951: Convention Relating to the Status of Refugees: Lays out the rights of refugees particularly attaining, but not limited to those persons displaced by World War II. The key point of this convention states that refugees are to be treated as equals to the citizens of the country providing asylum in all manners, including basic civil liberties as well as access to housing, education, rationing, public relief, labor legislation and social security among other things.
**WHO ARE REFUGEES AND INTERNALLY DISPLACED PERSONS?**

not covered in the Convention, and extends all rights previously outlined to all refugees.

**OPTIONS FOR REFUGEES:**

- **Repatriation** – Some refugees prefer to return to their country of origin. This can only happen after conditions in their homeland stabilize, which can take years.
- **Nationalization** – In some areas, refugees have the option of remaining in the country they sought refuge in, countries that often border their homeland. However, very often, these countries of refuge do not offer legal status to refugees, which makes it impossible for them to integrate into the new society.
- **Resettlement** – Many developed countries, including the United States have programs through which refugees can resettle, become citizens of that country and gain support in rebuilding their lives.

| FACT #1 | Currently there are an estimated 10.6 million refugees throughout the world, approximately 0.17% of the world's population. |
| FACT #2 | The numbers of internally displaced persons are currently estimated to be around 25.8 million, accounting for 0.4% of the world's population. |
| FACT #3 | Afghanistan is the leading country of origin of refugees. |
| FACT #4 | As of the end of 2006, there were 2.1 million refugees from that country in 71 different asylum countries, or 21 per cent of the global refugee population. |
| FACT #5 | There are approximately 130,000 internally displaced peoples within Afghanistan itself. |

*The numbers on this fact sheet are UNHCR estimates as of December 2006 and do not include Palestinian refugees or IDPs.*

*The rest of the information on this fact sheet was sourced from Amnesty International and was compiled by Sheena Loughlin and Clare Garvie.*
RESSETLEMENT

“Resettlement is a process involving the organized movement of selected refugees from their country of first asylum to a third country for permanent settlement and integration. It is a specialized protection process for recognized refugees.”

– United Nations High Commissioner for Refugees (UNHCR)

- According to the UNHCR, resettlement fulfills three functions:
  - It provides protection for refugees whose safety is at immediate risk;
  - It provides a more permanent option for refugees to rebuild their lives in a third country when the potential for successful voluntary return to their own country or integration in their current country of asylum is otherwise unlikely;
  - It is a means for states to share responsibility for the world’s refugees.

- Refugees do not have a right to resettlement, and states are not obliged to offer it. For those states that do participate in resettlement programs, the process requires flexibility and co-operation with UNHCR, NGOs, and other states.

- Resettlement is a process with two distinct phases: overseas processing and third country integration. This process – beginning with refugee status determination overseas and concluding with the attainment of self-sufficiency in a country of resettlement – can take several years. However, a refugee’s functional, social, and psychological adjustment from a forced migration experience may last a lifetime.

U.S. RESETTLEMENT PROGRAM

- Immediately following World War II, the United States admitted 250,000 European refugees into the country.

- In 1948, the US Congress passed the Displaced Persons Act, which provided for another 400,000 refugees from Europe.

- Throughout the 1960’s, various laws were passed enabling people fleeing Communist regimes into the country. Most of these refugees came from Yugoslavia, Hungary, Poland, Korea, China and later, when Fidel Castro came to power, from Cuba as well.

- In 1975, after the fall of Vietnam, the Indochinese Task Force was temporarily set up to resettle hundreds of thousands of Vietnamese refugees.

- The passage of the Refugee Act of 1980 brought permanent legislation and funding for the Office of Refugee Resettlement. Since 1980, the US has resettled approximately 2.4 million refugees.

- Upon arrival, refugees are met at airports and given housing, food, clothing, medical and social services for the first 30 days. They are then referenced to other organizations and governmental departments that will provide assistance in the long-term. This may include cash assistance, employment training, and health benefits, among other things. Self-sufficiency is the ultimate goal. All refugees are entitled to the same rights as other citizens of the United States, can apply for resident alien status after one year, and have the option of applying for naturalization after a five year period. Through the Repatriation Program, refugees can apply for assistance in returning to their country of origin.


Adapted by Clare Garvie from http://www.acf.hhs.gov/programs/orr/programs/overviewrp.htm
According to the latest data (December 2006) from the UNHCR, the following are the numbers of Afghans that have been resettled into other countries:

<table>
<thead>
<tr>
<th>Country of Resettlement</th>
<th># of Afghans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>7,908</td>
</tr>
<tr>
<td>Canada</td>
<td>14,419</td>
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<tr>
<td>Denmark</td>
<td>6,306</td>
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<td>Germany</td>
<td>21,879</td>
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<tr>
<td>India</td>
<td>9,472</td>
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<tr>
<td>Islamic Republic of Iran</td>
<td>914,260</td>
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<tr>
<td>Netherlands</td>
<td>21,357</td>
</tr>
<tr>
<td>Pakistan</td>
<td>1,043,984</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>23,069</td>
</tr>
<tr>
<td>United States</td>
<td>13,242</td>
</tr>
</tbody>
</table>
5. “Challenges Facing Human Rights in Afghanistan”

**Directions:** Answer the following questions on a separate sheet of paper.

1. What are human rights?
2. Who has human rights?
3. List 10-15 human rights every person should have.
4. It is mentioned in *The Kite Runner* that the Taliban banned music, movies, TV, card playing, singing, dancing, boxing, kite-flying, education for girls and much more. To use Baba’s terminology, what basic human rights do you believe the Taliban stole from Afghan citizens?
5. After reading *The Kite Runner*, would you say that any of the challenges in the handout directly affected any of the characters in the book? If so, how?
6. For each challenge facing Afghanistan, list at least 5 human rights that are threatened or could be threatened as a direct result of the challenge.
6. “Case Study: Afghanistan”

Directions: Answer the following questions on a separate sheet of paper.

1. Why can Afghanistan be considered a ‘narco-state’?
2. When did opium cultivation begin in Afghanistan?
3. What were the factors that led to the rise of opium production?
4. Why is opium easier to harvest and trade than other crops?
5. Is opium trade legal in Afghanistan?
6. What is the current dilemma regarding opium that leaders in Afghanistan as well as rural farmers must face?
7. How does the dilemma relate to human rights?
8. If the opium economy was eliminated, what would be some of the human rights consequences that may arise from this within Afghanistan and worldwide?
9. If the opium economy was left to thrive, what would some of the human rights consequences be that may arise from this within Afghanistan and worldwide?
10. Imagine living on less than $2 per day. If you were offered to option to make a lot more money by harvesting opium, what criteria would you use to make a choice? How could your individual choice impact the lives of others?
11. What alternatives to opium harvesting could be provided for local farmers?
12. How does the choice to buy or sell drugs here at home affect the people of Afghanistan?
13. Can drugs fuel or lengthen wars? How? What does this mean for human rights?
14. As citizens of the world, do we have an individual or collective responsibility to act on the opium trade dilemma and to promote human rights in Afghanistan? If so, what would be the first few steps one would take to act on this issue?
8. “Refugees and Resettlement”

**Directions:** Answer the following questions on a separate sheet of paper.

**On Refugees:**
1. What is a refugee? What is an internally displaced person (IDP)?
2. What is the difference between a refugee and an IDP?
3. Why do refugees and IDPs have special rights?
4. What does it mean to leave your home?
5. What happens to your human rights when you flee your home country? Do they come with you? How?
6. What happens to your culture when you flee? Does it come with you?
7. Remember the scene in *The Kite Runner* where Baba and Amir had just gotten to the Russian Army checkpoint. Karim translates what the Russian soldier wants. Karim tells Baba that the soldier wants a half hour with the lady in the back of the truck. The young wife pulls the shawl down over her face and begins to cry. Karim cannot bring himself to look the husband in the eye, and he tells the rest of them that this is the Russian soldier’s price for letting them pass the checkpoint. Baba stands up and looks directly at the Russian. He says, “I want to ask this man something. . . . Ask him where his shame is.” The Russian responds, “This is war, there is no shame in war.” Does war negate human rights and human decency? Why or why not?

8. Baba continues to Karim to translate his message to the Russian man, “War does not negate decency. . . . Tell him I’ll take a thousand of his bullets before I let this indecency take place. . . . Tell him he’d better kill me good with that first shot. Because if I don’t go down, I’m tearing him to pieces.” The soldier lets them go. What does this tell you?

9. There may be refugees from many different countries in our own communities and schools. What is our personal responsibility to refugees in our own communities? What should we ensure about their human rights?
8. “Refugees and Resettlement”

**Directions:** Answer the following questions on a separate sheet of paper.

**On Resettlement:**
1. What do you think are some of the potential positives associated with resettlement?
2. What do you think are some of the potential negatives associated with resettlement?
3. What steps do you think a refugee has to go through before having the opportunity to be resettled? Can a refugee be resettled immediately after fleeing?
4. Do you think that all refugees live in camps? Where else might they live?
5. What do you imagine the conditions of refugee camps to be? What kind of human rights issues might you find in a refugee camp?
6. Based on what you read in *The Kite Runner*, how did Baba and Amir’s economic status change when they became refugees?
7. Despite what Baba and Amir had lost, do you feel as though they were able to hold on to their dignity and integrity? How important is this?
8. Does a person lose his/her self worth if his/her economic status decreases? Consider a refugee who was previously a doctor in his home country but who is not certified to practice medicine in the country in which he/she has been resettled. Instead, he/she works as a taxi driver. Should this negate his/her human rights?
Directions:

- Use the following directions/descriptions for each section of the data sheets to help you complete them.
- Follow the superscript numbering after each section title on the data sheet – the subscript numbers correspond with the numbers on the data sheet directions/descriptions handout.
- Space is limited on the data sheet - you may have to use extra binder paper. If you do, write the data sheet page number, the section title and the subscript number (e.g. DS page 2, Author Style: Literary Techniques – 1).

Data Sheet – Page 1

1. **Full Title:** Write out the complete title - watch for correct capitalization and punctuation.

2. **Author:** Write out the author’s complete name.

3. **Original Publication Date:** Identify first date of publication.

4. **Speaker and Audience:**
   - Identify the Point of View.
   - Comment on any significant relationship between speaker/narrator and the audience.

5. **Author Biography ideas**
   - Identify date of birth.
   - Brief description – important facts about the author’s life.

6. **Genre Characteristics**
   - Identify the novel’s genre.
   - Identify the specific characteristics of the genre.
   - Explain how the novel fits the genre’s characteristics.

7. **Image or Impression**
   - **Either** draw an image that represents what you feel was the most important aspect of the novel or write out your impression of the novel.

8. **Author Purpose – Information about the time period when the novel was written (Social/Political/Philosophical Agenda(s))**
   - What was the author’s purpose – why did the author write this piece of literature?
   - Was something (Social, Political or Philosophical) going on during the time the novel was published?

9. **Plot** – Write out 10 plot points in **chronological order** (Use ellipsis for long quotes and include the page number(s). Remember, the critical plot points are those that move the action of the story along.)
Data Sheet – Page 2

1. **Author Style and Citations**
   - What is typical of this author’s writing style?
   - Identify and explain the use of *three* literary techniques - e.g. mood, simile, diction, sentence structure, dialogue, tone.
   - Cite one example from the novel that demonstrates each literary technique - use ellipsis for long quotes and include the page number(s).
   - Explain the effect the literary techniques had on you, the reader, the enjoyment level, and comprehension level of the story.

2. **Significant Passages and Citations**
   - Cite *three* passages from the novel that demonstrates relevance or significance to the novel - use ellipsis for long quotes and include the page number(s). Remember, you are looking for passages that validate characters, setting, plot, theme and or author style.
   - Explain each passage – highlight significance to characters, setting, plot, theme, author style or literary work as a whole.

Data Sheet – Page 3 continued on Page 4

1. **Names of and Descriptions of Characters**
   - Write out the complete name and nicknames.
   - Write out a brief description of the character – include age, physical attributes, education level, nationality – important facts!

2. **Relationship to other characters**
   - Write out how the character is related to other characters - e.g. daughter, father, friend.

3. **Characters’ Purpose or Function in the Story**
   - Answer the following: is the character major or minor, dynamic or static?
   - Does the character play the role of the protagonist, antagonist, foil, fool?

4. Write *three adjectives* that *best describe* the character.

5. **Critical Problems**
   - Cite *two* critical or major problems the character faced in the novel - use ellipsis for long quotes and include the page number(s).
   - Explain how these problems affected the characters’ motivation.

6. **Quotes**
   - Cite *two* quotes the brings significance to the character – the quotes could be descriptive, explanatory, persuasive – they could be part of a dialogue or direct statement.
1. **Setting and Citations**
   - Cite two settings - use ellipsis for long quotes and include the page number(s).
   - Explain how these setting are significant to the plot, theme and or characters in the novels.

2. **Motif and Theme and Citations**
   - Identify two motifs - thematic topics (e.g. love, friendship, war) from the novel.
   - Cite them - use ellipsis for long quotes and include the page number(s).
   - Explain the significance of the theme(s) – author’s message (insight into human nature or society).

3. **Author Style and Citations**
   - Cite two key metaphors - use ellipsis for long quotes and include the page number(s).
   - Interpret the metaphors.
   - Cite two key symbols - use ellipsis for long quotes and include the page number(s).
   - Interpret the symbols.
   - Cite two examples of personification - use ellipsis for long quotes and include the page number(s).
   - Interpret the examples of personification.

4. **Vocabulary**
   - Choose three words that where unfamiliar and or interesting to you.
   - Cite the sentence from the book that the word appears in - use ellipsis for long quotes and include the page number(s).
   - Write out the correct denotation (dictionary definition) for each word.
   - Write the denotation in your owns words.
   - Write out the connotation (idea or notion behind the word) for each word.
   - Write out the etymology – word origin.

5. **Questions or Topics for Discussion**
   - Write out three questions that would be appropriate for class discussion.
   - Provide the answers to each question.
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Critical Problems

Quotes

Critical Problems

Quotes

Critical Problems

Quotes

Critical Problems

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<th>Relationship to other characters</th>
<th>Purpose or function in story</th>
<th>Three adjectives describing the character</th>
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Critical Problems

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<th>Questions or Topics for Discussion ⁵</th>
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