

RESOURCE GUIDE FOR EDUCATORS

# THE END OF THE "FOREVER WAR" IN AFGHANISTAN

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# How To Use This Guide



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**Lesson Plans** 

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# **Outlining Standards**

### A Note on Learning Standards Presented in this Guide

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The College, Career, & Civic Life C<sub>3</sub> Framework for Social Studies State Standards are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

### SOCIAL STUDIES LEARNING STANDARDS SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

### (1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

### (2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

### (3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

### (4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

### (5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

### COLLEGE, CAREER, & CIVIC LIFE C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C<sub>3</sub> Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

DIMENSION 1:  DEVELOPING QUESTIONS  AND PLANNING INQUIRES	DIMENSION 2:  APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3:  EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4:  COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	<ul><li>Civics</li><li>Economics</li><li>Geography</li><li>History</li></ul>	<ul> <li>Gathering and Evaluating Sources</li> <li>Developing Claims and Using Evidence</li> </ul>	<ul> <li>Communicating and Critiquing Conclusions</li> <li>Taking Informed Action</li> </ul>

Dimension 2 has four disciplinary subsections: (1) Civics; (2) Economics; (3) Geography; (4) History. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

### C<sub>3</sub> Framework Organization

CIVICS	ECONOMICS	GEOGRPAHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

# **Educating for Global Competence**

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

"Global competence is the capacity and disposition to understand and act on issues of global significance" (Chapter 2).

Globally competent students are able to perform the following four competences:

- 1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
- Recognize perspectives others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
- **3 Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
- 4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.
  - Identify an issue, generate questions, and explain its significance.
  - Use variety of languages, sources and media to identify and weigh relevant evidence.
  - Analyze, integrate, and synthesize evidence to construct coherent responses.
- Develop argument based on compelling evidence and draws defensible conclusions.

### Investigate the World

Students investigate the world beyond their immediate environment.

- Recognize and express their own perspective and identify influences on that perspective.
- Examine others' perspectives and identify what influenced them.
- Explain the impact of cultural interactions.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

### Recognize Perspectives

Students recognize their own and others' perspectives.

### Understand the World through Disciplinary and Interdisciplinary Study

### Take Action

Students translate their ideas into appropriate actions to improve conditions.

### Communicate Ideas

Students communicate their ideas effectively with diverse audiences.

### CC

personal or collaborative action to improve conditions.

Assess options and plan actions based on evidence and potential for

Identify and create opportunities fo

- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken.
- Reflect on capacity to advocate for and contribute to improvement.

### Recognize and express how diverse audiences perceive meaning and how that affects communication.

- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

# **Key Terms**

<u>Civilian</u>— one not on active duty in the armed services

<u>Human Rights</u>— rights that belong to an individual or group of individuals simply for being human, or as a consequence of inherent human vulnerability, or because they are requisite to the possibility of a just society <u>Insurgency</u>— a rebellious act that did not reach the proportions of an organized revolution; subsequently applied to any such armed uprising, typically guerrilla in character, against the recognized government of a state or country

<u>Interventionism</u>— concept that addresses the characteristics, causes, and purposes of a country's interfering with another country's attitudes, policies, and behavior; an act needs to be coercive in nature to be considered interventionism

<u>Jihad</u>— the human struggle to promote what is right and to prevent what is wrong

<u>Military Occupation</u>— control and possession of hostile territory that enables an invading nation to establish military government against an enemy or martial law against rebels or insurrectionists in its own territory

<u>Shia Islam</u>— the smaller of the two major branches of Islam; those who followed Ali in the wars that he fought as caliph against the Umayyads; in Afghanistan, between 10 and 15 percent of Muslims are Shia

<u>Sunni Islam</u>— one of the two major branches of Islam; those who recognize the first four caliphs as the Prophet Muhammad's rightful successors instead of Ali; in Afghanistan, between 85 and 90 percent of Muslims are Sunni, including the Taliban

<u>Sustainable Development Goals</u>— adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity

<u>Terrorism</u>— the calculated use of violence to create a general climate of fear in a population and thereby to bring about a particular political objective

Theocracy— government by divine guidance or by officials who are regarded as divinely guided

# **Learning Objectives**

- 1. Students will be able to define geopolitics and explain how the geography of Afghanistan has influenced its past and present.
- 2. Students will be able to analyze U.S. involvement in Afghanistan since 2001 and evaluate its impact politically, economically, and socially.
- 3. Students will be able to identify and evaluate the impact of Taliban rule on Afghan society. In addition, students will discuss possible strategies for how nations, including the United States, will interact with the Taliban government in the future.
- 4. Students will be able to explain the purpose of the United Nations' Sustainable Development Goals (SDGs or "Global Goals") and analyze Afghanistan's progress toward #4 (Quality Education) and #5 (Gender Equality). In addition, students will evaluate and discuss how these goals could be affected by Taliban rule.
- 5. Students will be able to identify, analyze, and explain how Afghan citizens have been affected by years of conflict.
- 6. Students will be able to explain and discuss the challenges Afghan refugees have faced in resettling in other countries or regions, such as the United States and Europe.

# Introduction to Speaker



Ryan Crocker is a Nonresident Senior Fellow at the Carnegie Endowment for International Peace. Other academic appointments have included Diplomat in Residence at Princeton University, inaugural Kissinger Fellow at Yale University, the James Schlesinger Distinguished Visiting Professor at the University of Virginia, and TexasA&M where he was Dean of the Bush School of Government. He was a career Foreign Service Officer who served six times as an American Ambassador: Afghanistan, Iraq, Pakistan, Syria, Kuwait and Lebanon. He serves on the Board of Advisors of No One Left Behind, an NGO dedicated to ensuring that America keeps its promises to Afghans and Iraqis who risked their lives to support us. He received the Presidential Medal of Freedom, the nation's highest civilian honor, in 2009. Other recent awards include the West Point Association of Graduates Thayer Award in 2020 and the inaugural Bancroft Award, presented by the Naval Academy in 2016. Also in 2016, he was named an Honorary Fellow of the Literary and Historical Society at University College, Dublin where he was presented the annual James Joyce Award. He is an Honorary Marine.

# Introduction to Moderator

Council of Seattle since May 2014. She held senior positions in policy organizations and non-profits on the east coast before moving to the Pacific Northwest. In Seattle, she also serves on the Mayor's International Affairs Advisory Board; is a member of the Civic Council for UW's Master of Arts in Applied International Studies (MAAIS) program; and serves on the Washington State Advisory Committee for the U.S. Global Leadership Coalition. She is chair of the board of Global Ties U.S and is a member of the Board of Advisors of the George H.W. Bush Foundation for U.S.-China Rela-



tions. She is also a life member of the Council on Foreign Relations.

Prior to joining the World Affairs Council, Jacqueline served as Director of External Relations at Independent Diplomat in New York, working with marginalized democratic political actors to help them navigate the United Nations, the EU, and other international diplomatic fora. Previously, she was a Senior Associate at the EastWest Institute (EWI) in New York, where she created and led the U.S. program. At EWI, she focused on national security policy, the U.S.-Russia and U.S.-China relationships, as well as nuclear disarmament and nonproliferation issues. She was deputy director of the Council on Foreign Relations' Washington (DC) programs, where she oversaw CFR's robust DC meetings program as well as outreach on Capitol Hill and the DC diplomatic community. She got her start in think tanks at the Center for Strategic and International Studies, where she was deputy director of the Russia and Eurasia program. She has also taught at The George Washington University, where she undertook graduate work after earning undergraduate and graduate degrees from Cornell University.

She has been a commentator for various news sources (print, web, and broadcast), including the New York Times, the BBC, CBC, and Voice of America. Her honors include being named a Truman Security Fellow as well as receiving a Foreign Language Area Studies Fellowship (FLAS) for Russia. She was also an International Research and Exchanges Board (IREX) Visiting Scholar in Kyrgyzstan.

# **Geography of Afghanistan**



### CIA World Factbook - Afghanistan Profile

The World Factbook provides basic intelligence on the history, people, government, economy, energy, geography, environment, communications, transportation, military, terrorism, and transnational issues for 266 world entities.

### Library of Congress, Country Profile: Afghanistan

The Library of Congress has compiled a list of brief descriptions of Afghanistan's geography, political systems, demography, economy, historical events, and more.

### <u>Lesson Plan - The Geography of Afghanistan</u>

This lesson plan helps students practice using a map and identifying physical geographical features specific to Afghanistan. It also explores the ethnic distribution in Afghanistan and its neighbors.

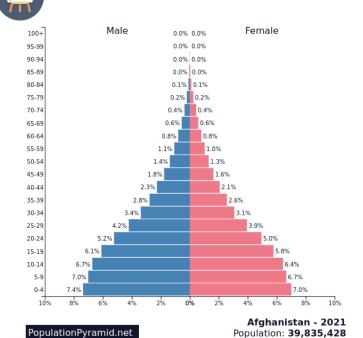
# **Geography of Afghanistan**

### World Population Review—Afghanistan

The United Nations projects that Afghanistan's population will reach 64.68 million by 2050. The country is seeing negative net migration due to internal conflict; however, its fertility rate of 4.56 births per woman still pushes the population up. The population is very young, with a median age of 18.4 years. Afghanistan faces issues regarding its stability and economic standing as the population growth outpaces its economic development. More details available at the WPR profile for Afghanistan.







### Ministry of Foreign Affairs Islamic Republic of

### Afghanistan: Flag of Afghanistan

The Ministry of Foreign Affairs gives details of the flag of Afghanistan, including details about its colors, the national insignia at the center, and the inscribed holy phrase "There is no God but Allah and Mohammad is his Prophet, and Allah is Great."

### Flags, Symbols & Currency Of Afghanistan

The national flag of Afghanistan was adopted in 2013 with a design that nods to the culture and history of the country. World Atlas also provides information about the national motto, anthem, and currency.

# **Ancient History**

### A Historical Timeline of Afghanistan

The land that is now Afghanistan has a long history of domination by foreign conquerors and strife among internally warring factions. At the gateway between Asia and Europe, this land has been conquered by a number of groups, including armies led by Darius I of Babylonia, Alexander the Great, Mahmud of Ghazni, and Genghis Khan. These conquests led Islam to take root in the region, and British influence during the British-Afghan Wars in the 19th century further contributed to the modern culture, politics, and demography of Afghanistan.

### The history of Afghanistan summarized

This video breaks down a brief history of the state of Afghanistan, beginning with its ancient past in the fourth century BCE and ending with the US invasion in 2001 CE. The summary includes information about political leadership, battles fought in Southern Asia, and Afghanistan's international position.





Afghanistan has two UNESCO World Heritage Sites; the cultural landscape and archaeological remains of the Bamiyan Valley (left) was designated in 2003, and the minaret and archaeological remains of Jam (right) was designated in 2002.

# History of the Taliban

### A Taliban Challenge: To Learn the Lessons of History

Foreign Policy uses the archaeological findings at Bala Hissar, a citadel near Kabul, to explore Afghanistan's history. In the ruins of this historical site as well as others across the nation lie details about the Taliban and reveal insights of the country's potential future under the Taliban's control.



### The Taliban: Important Points for Teachers and Students

Gain insight into facts about the Taliban in Afghanistan. This article provides information about the history of and key leaders in the Taliban, and highlights events that are key to understanding the Taliban.

### 4 Reasons A Taliban Takeover In Afghanistan Matters To The World

The Taliban have gained a reputation for brutality and enforcement of a harsh brand of Islamic justice in the five years they ruled until being toppled by invading U.S.-led forces in 2001. Here's a look at why their presence in Afghanistan matters.

### Afghanistan 2020

This 2020 report by Amnesty International lays out the human rights abuses committed in Afghanistan by the Taliban and other armed groups. The crimes include attacks against civilians and public institutions, as well as violence against women and children.

# History of the Taliban



### Who Are the Taliban, and What Do They Want?

The New York Times answers questions about the militants who have seized control in Afghanistan again, including their origin story, their record as rulers, and why so many women fear their return.

### The Taliban in Afghanistan - CFR

Since its ouster in 2001, the Taliban has maintained its insurgency against the U.S.-led mission in Afghanistan and the Afghan government. As U.S. troops have withdrawn in 2021, the group has rapidly expanded its control, positioning itself for a return to power.

### Origins of the Taliban

This video provides a thorough contextual history of the Taliban's origins beginning with the Soviet efforts at occupation in the 20th century.

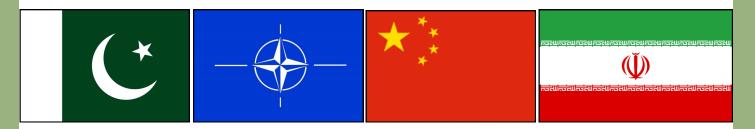
# The Global Effects of the Taliban's Rule

### The fall of the Afghan government and what it means for Europe

ECFR's policy experts examine what the Taliban takeover means for countries and regions around the world: Europe, the US, the Middle East, Russia, China, Iran, Turkey, and the Sahel. Experts also weigh in on how the end of the war in Afghanistan will affect NATO member states and international security.

### Afghanistan: What's the impact of Taliban's return on international order?

Comparisons are being made between 1970s Vietnam and modern Afghanistan - the similarities with helicopters shuttling US nationals away from a falling city being too familiar to not make the connection.



### Afghanistan-Pakistan Ties and Future Stability in Afghanistan

Informed by Afghan and Pakistani expert interviews, this report explores the historical dynamics and future trajectory of the Afghanistan-Pakistan relationship and its impact on Afghan stability. After identifying key drivers of conflict and connection between the two sides, it analyzes how the bilateral relationship could affect future outcomes in Afghanistan. This research was supported by the United States Institute of Peace.

### Here's What A Taliban-Controlled Afghanistan May Mean For China

The swift crumbling of U.S.-trained Afghan forces and the chaotic evacuation of Americans and their Afghan colleagues have given China an opportunity to highlight American failures and economically intervene.

### Where Iran Stands on the Taliban Takeover in Afghanistan

Iran welcomes the departure of U.S. forces from its eastern neighbor but could have concerns about the potential reemergence of Sunni-Shia tensions with the Taliban back in power.

# The US in Afghanistan

### The U.S. War in Afghanistan

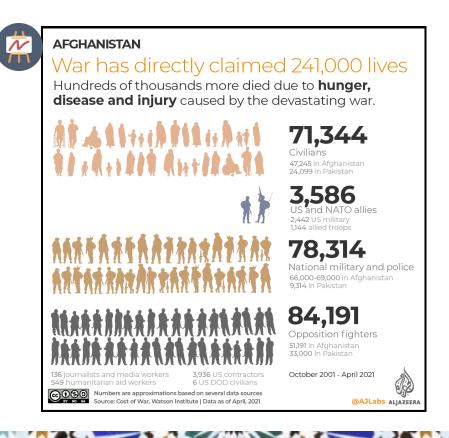
The details surrounding the Taliban's fight for power in Afghanistan are complicated, and the interference of the United States has added to the confusion. CFR has laid out a comprehensive timeline of events since 1999 to help readers understand the United States' longest war.

### The history of US intervention in Afghanistan, from the Cold War to 9/11

In the weeks and months ahead, there are going to be a lot of questions about what's next for Afghanistan, including how the US approaches it. But contemplating what happens going forward also means looking at the past, including the ways American involvement has shaped Afghan politics and life for more than 50 years. Vox gives a comprehensive history of the US's role in Afghanistan dating back to the 1950s.

### The U.S. War in Afghanistan: How It Started, and How It Ended

The U.S. military departed the country on Aug. 30, a day ahead of schedule, ending a 20-year occupation and leaving Afghanistan in the Taliban's hands.



# The US in Afghanistan

Costs of the Afghanistan war, in lives and dollars

America's longest war has had many social, economic, and political consequences for both the United States and Afghanistan. The Associated Press has compiled data on the costs of this war. Much of the data is from Linda Bilmes of Harvard University's Kennedy School and from the Brown University Costs of War project. Some figures cover both post-9/11 U.S. wars, in Afghanistan and Iraq.

The Military Response to 9/11 - Afghanistan

Students will be exploring six events that have affected the United States' role in Afghanistan since October 2001 – the overthrow of the Taliban, the establishment of the new government of Hamid Karzai, reconstruction efforts by international aid agencies, the rebuilding of a Taliban insurgency, the war in Iraq, and the changes implemented in U.S. policy after the election of President Obama.



This is not, however, just America's fight. And what is at stake is not just America's freedom.

This is the world's fight. This is civilization's fight. This is the fight of all who believe in progress and pluralism, tolerance and freedom.

— President George W. Bush addressing the U.S. after the 9/11 attack, 2001

# The US in Afghanistan



### 2001 Invasion of Afghanistan | Animated History

This video provides a history of the US invasion of Afghanistan following the September 11th attacks on the world trade center. It details the ways that the international community became involved in the fight against the Taliban, and it describes successes and failures of the military action that ensued. The animated visuals give captivating imagery of the battles and events of the war that began two decades ago.

# The Troop Withdrawal Won't Be the End of the U.S. Military Presence in Afghanistan. History Suggests There's a Better Way Forward

The withdrawal of US military troops from Afghanistan does not include the less visible troops from spy agencies and allies. This will have many potential consequences, which are outlined here by Time alongside an analysis of how things could be different in the future.

### **America's Troubled History in Afghanistan**

The history of American engagement in Afghanistan has taken on renewed importance with the fall of that country back to the Taliban. What decisions made by American policymakers led to this result? The Miller Center's collection of oral histories reveals the decisions and events of the aftermath of 9/11 that have affected the context of war in Afghanistan for the last two decades

## **Current Events**

# The Taliban Is Celebrating Its Takeover Now That The U.S. Withdrawal Is Complete

There is uncertainty and instability in Afghanistan now that the United States has withdrawn its troops from the country with the Taliban still in power. NPR explains the events of the last days of August.



### Lesson of the Day: 'After 18 Years, Is This Afghan Peace, or Just a Way Out?'

After more than a year of talks, Taliban and American negotiators struck a deal on Feb. 29 to withdraw troops from Afghanistan, laying out the beginning of the end of the United States' longest war. In this lesson, students will learn how Afghanistan has gone from being considered the "good war" to a burden that the Trump administration now seeks to unload. Then they will view New York Times photos and read firsthand accounts from Afghan civilians to better understand the effects this decision could have.

### Afghanistan - Visualizing the impact of 20 years of war

The Afghan people have dealt with 20 years of war. Al Jazeera has created an interactive set of figures to help contextualize the war's impacts and the effects of the withdrawal of US troops.



### The Race to Evacuate Kabul

Since the fall of Kabul to the Taliban, everything and everyone has been focused on Hamid Karzai International Airport. Getting thousands of Americans, foreign nationals and Afghan civilians to the airport and out of Kabul is a monumental challenge — one of the biggest and most complicated military operations the Pentagon has had to deal with in decades.

# **Current Events**

### In Afghanistan, an Unceremonious End, and a Shrouded Beginning

The last American flight from Afghanistan left behind a host of unfulfilled promises and anxious questions about the country's fate.



### Scenes From The Aftermath Of The U.S. Withdrawal From Afghanistan

The U.S. military's mission in Afghanistan is over. For many still living in the country, a new struggle has begun: how to move forward after they were not able to make it before the U.S. withdrawal. Mark Schmitz, father of one of the 13 U.S. service members killed in an attack on Kabul airport, spoke to NPR's Rachel Martin for *Morning Edition*.



### Daily News Lesson: After 20 years, Taliban returns to power in Afghanistan

The Taliban is set to return to power in Afghanistan, 20 years after being ousted by U.S.-led military operations. What will Taliban 2.0 look like for Afghans? For more on what kind of government will take over from the Ashraf Ghani government, Arian Sharifi, former senior advisor to Afghanistan's most recent foreign minister, joins.



# What is ISIS-K?

### What Is Islamic State Khorasan Province of Afghanistan?

The Taliban, who seized Kabul on Aug. 15, are a sworn enemy of Islamic State, and shot dead one of the group's top leaders in Afghanistan hours after taking over the Kabul prison where he was held. Here's a look at Islamic State's regional affiliate in Afghanistan.

### What We Know About ISIS-K, The Group Behind The Kabul Attack (audio)

The group known as ISIS-K had long planned attacks on American personnel and others. That's one reason why President Biden said he wanted to limit the duration of the U.S. withdrawal from Afghanistan. Here's what is known about the group, which reportedly has claimed responsibility for the bombing of Kabul's Hamid Karzai International Airport.





### Afghanistan airport attack: Who are IS-K?

BBC answers the basic questions about the Islamic State's presence in Afghanistan, including the size, location, goals, and alliances of the Islamic State Khorasan Province.

### **An Overview of ISIS**

The Islamic Networks Group (ING) has created an educational resource that includes an introduction to ISIS, its history, and its recruiting tactics, as well as offering useful tips to combat their message of violence and chaos.

# Afghanistan and the Sustainable Development Goals



### . What life is like for Afghans under Taliban control

For months, American diplomats have been negotiating with Taliban leaders to end the war in Afghanistan. U.S. officials hoped the Taliban would announce a suspension of fighting but details have yet to be determined. Meanwhile, the war grinds on. But what is life like for Afghans existing under Taliban control?

### Lesson Plan: Youth and Education in Afghanistan

Article twenty-six of the United Nations Universal Declaration of Human Rights identifies education as an inalienable human right. Yet, in communities in conflict areas, education is far from guaranteed. This lesson by the Pulitzer Center investigates the daily struggle faced by many Afghan students seeking an education, and the danger faced by teachers and schools working to provide these children with an experience many Americans take for granted.

### Lesson Plan - Learning to Skate in a War Zone

This Junior Scholastic lesson plan helps students understand what life is like for people in Afghanistan, where a war has been occurring for decades. It also helps them apply the effects of the war to education and the lives of Afghan children.

# Afghanistan and the Sustainable Development Goals



### Afghanistan women's rights are 'red line', UN rights chief tells States

UN rights chief Michelle Bachelet called for Afghanistan's Taliban leaders to respect the rights of all Afghans and warned that the treatment of women and girls is a "fundamental red line" that should not be crossed.

### The Fragility of Women's Rights in Afghanistan

The uncertain future of Afghan women has been a popular subject in the media for the last decade, as the Taliban has expanded their territory in Afghanistan. Recent events in the country have put the spotlight on this issue, and Human Rights Watch emphasizes the importance of defending women's rights.

### Afghanistan: How could Taliban rule affect women, girls and education?

The Taliban follow an extreme version of Islamic code and when they were last in power in Afghanistan, they enforced strict rules which meant that women and girls couldn't do a lot of things, like work or go to school. This BBC guide describes what the new regime could mean for women and girls in Afghanistan today.

### With The Taliban's Return To Power, Will Afghan Girls Keep Going To School?

NPR's Noel King talks to Pashtana Durrani, the executive director of LEARN, a nonprofit focused on education in Afghanistan, about the Taliban takeover and the situation there for women and girls.

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