



**A FILM BY DUANE BAUGHMAN**

# **BHUTTO**

## **EDUCATOR GUIDE**

As the first Muslim woman elected to lead an Islamic nation, former Pakistani Prime Minister Benazir Bhutto's life story unfolds like a tale of Shakespearean dimensions. She evolved from pampered princess to polarizing politician in one of the most dangerous countries on Earth. Accused of rampant corruption, imprisoned, then exiled abroad, Bhutto was called back to Pakistan as her country's best hope for democracy. Struck down by assassins, her untimely death sent shock waves throughout the world, transforming Bhutto from political messiah to martyr in the eyes of millions around the world.





© Copyright 2011, Independent Television Service (ITVS)

COMMUNITY CLASSROOM is an innovative education resource providing short documentary film content and accompanying curricular materials, lesson plans and homework assignments, to middle school, high school and community college instructors and youth-serving community-based organizations. Film modules are drawn from documentaries scheduled for broadcast on the Emmy Award-winning PBS series *Independent Lens*. Content is grouped into subject specific segments that correspond to lesson plans and educational activities.

All COMMUNITY CLASSROOM materials are designed with key national standards in mind, and available, along with the film modules, free of charge online.

COMMUNITY CLASSROOM is a product of the Independent Television Service (ITVS), with support from the Corporation for Public Broadcasting (CPB), and with guidance from the American Association of Community Colleges, KQED Education Network, National Association for Media Literacy Education, National Association of State Teachers of the Year, National Council for Social Studies, National Council of Teachers of English, PBS Teachers, National Women's Studies Association, and WQED Education.

WOMEN AND GIRLS LEAD ([www.itvs.org/women-and-girls-lead](http://www.itvs.org/women-and-girls-lead)) is an innovative public media initiative designed to focus, educate, and connect women, girls, and their allies across the globe to address the challenges of the 21st century.



# Table of Contents

How to Use this Guide.....	1
About the Film.....	2
Community Classroom Film Modules.....	3
<b>Lesson Plan 1:</b>	
<b>Benazir Bhutto: First Woman Leader of a Muslim Nation.....</b>	<b>4</b>
Lesson Plan 1: National Standards.....	9
Lesson Plan 1: Viewing Guide.....	10
Lesson Plan 1: Research Guide.....	12
Lesson Plan 1: Research Guide (Teacher's Key).....	17
<b>Lesson Plan 2:</b>	
<b>Benazir Bhutto and the Struggle for Democracy in Pakistan.....</b>	<b>20</b>
Lesson Plan 2: National Standards.....	24
Lesson Plan 2: Viewing Guide.....	25
Guide Credits.....	27

# How to Use this Guide

Educators can use the *Bhutto* Educator Guide to support viewing of the documentary film *Bhutto*, by Duane Baughman while engaging students in discussions about Benazir Bhutto's legacy as a woman and a leader, women's rights and the struggle for democracy in Pakistan. These lessons and discussions also provide a context for understanding and further investigating the changing nature of women's leadership in Muslim countries around the world. The activities can foster discussion and inspire action around these topics within classrooms, youth-serving organizations, families and the broader community.

## Grade Levels:

9-12, College (Note: The film modules includes some discussion of rape and violent imagery.)

## Subject Areas:

Current Events, Geography, Global Studies, Government, Political Science, Social Studies, Women's Studies, Modern World History

## Lesson Plans:

The activities target students at the high school level, but can be scaffolded to accommodate the college classroom, as well as informal classrooms such as after-school programs, clubs, and youth training programs through community-based organizations. All content aligns with national standards for social studies and English language arts. Each of the activities is designed to last roughly one class period (or one hour total), together the two lesson plans and film modules constitute a unit that can last one week. All activities aim to incorporate educational content and themes that can be integrated with your existing content curriculum.

The lessons are presented in the following order:

### Lesson Plan 1:

#### **Benazir Bhutto: First Woman Leader of a Muslim Nation**

In this lesson, students will study the context in which Benazir Bhutto became the first woman leader of a Muslim nation, and the complexities of being a female leader in a Muslim country.

### Lesson Plan 2:

#### **Benazir Bhutto and the Struggle for Democracy in Pakistan**

Students will investigate Pakistan's struggle to maintain a lasting democratic government, and look at various experiences in Benazir Bhutto's life that shaped her as a leader.

### **A Reminder for Teachers and Educators:**

Please remember that these activities are guidelines only. We hope that you will make the necessary adjustments to meet the needs of your academic and social environment, keeping in mind your own and your students' familiarity with the issues, the needs of your school and community, your students' grade level and social awareness and the class size and duration. It is particularly important that educators remember that some of the topics in the film could cause intense debate among students with strong opposing views.

# About the Film

*Bhutto* documents the remarkable life of the first woman leader of a Muslim nation. Opening with a quick overview of current conditions in Pakistan, this riveting film describes the country's intricate connection to the Bhutto family. Some two dozen experts – friends of Benazir Bhutto, former government officials, writers and other Pakistan observers – create a richly-textured history with their commentary and opinion.

Until her assassination in December 2007, Benazir Bhutto was the predominant figure in Pakistani political life for over three decades. She was born in 1953 into a wealthy and influential family, the daughter of Pakistan's first democratically elected president. When her father was overthrown, imprisoned, and executed, Bhutto took up his mantle and set in motion a chain of events that would vault her onto the world stage – and forever change the history of both Pakistan and her family.

Zulfikar Ali Bhutto was Pakistan's president from 1971 to 1973, and was prime minister from 1973 to 1977. He founded the country's most popular political party (the Pakistan People's Party or PPP), as well as a family political dynasty that draws comparisons to the Kennedys for its stories of success and tragedy. It was under his tutelage, during her student days at Harvard and Oxford, that Benazir Bhutto received her first experience in politics.

Though he was a secularist, Zulfikar Ali made concessions to the Islamist political movement during his time as prime minister, while also implementing land reform and anti-poverty measures and overseeing a race against India to develop the nuclear bomb. The end of his term in office was marked by increasing unrest and discontent with his policies, culminating in his overthrow and imprisonment by General Muhammad Zia ul-Haq, who had been Army Chief of Staff.

Bhutto led her siblings in a campaign to free her father and restore democratic rule. Their attempt failed, however, as Zulfikar was executed in 1979 and the Soviet Union's invasion of neighboring Afghanistan led the United States to support and fund Zia's dictatorship, ignoring its human rights and women's rights abuses. Bhutto herself was arrested many times for her political activity and imprisoned in solitary confinement during the summer of 1981. Finally, after six years of house arrest and imprisonment, she went into exile in London in January 1984.

Returning to win an election in 1988, Bhutto ascended to power as prime minister at age 35, the youngest person and first woman to lead the country. A traditional marriage was arranged with Karachi playboy Asif Ali Zardari, and the couple would go on to have three children. Over the next ten years, Bhutto found herself in and out of office twice, beset by charges of corruption and grift, feuding with her family over politics and her popularity, and clashing with a political and military establishment upset at taking orders from a woman.

Returning to exile in 1999, Bhutto watched as Pakistan fell under the control of a military dictator, this time named Pervez Musharraf. The terrorist attacks of September 11, 2001 again turned Afghanistan into a war zone, and U.S. aid to Musharraf's government increased.

Yet, realizing that Musharraf's regime was unstable and that the Pakistani security forces were in league with the Afghani Taliban, Bhutto worked with the U.S. government to engineer her return to the country in 2007 to restore democracy. She was assassinated before she could stand for elections, and her death left a legacy of controversy and an uncertain future for Pakistan.

In a country seething with poverty, beset by religious radicalism, and encumbered by a heavy-handed and powerful military, the film chronicles Bhutto's attempts to forge a tradition of secularism, women's rights, and rule of law, all the while facing charges of corruption and violent attacks on herself, the hanging of her father, and the unsolved murders of her two brothers. The story of Benazir Bhutto's life and death is a story which is bound up closely with Pakistan's own tumultuous historical narrative.

# Community Classroom Film Modules

With this Educator Guide, you can build a unit around the entire film or you can focus on one or more of the Community Classroom film modules. Each module runs under 10 minutes in length.

## **A History of Pakistan (3:38)**

This module shows a brief montage of the pivotal moments in Pakistan's birth as a nation, and the critical economic, political and social issues that the country faces.

## **Benazir Bhutto: First Woman Leader of a Muslim Nation (7:45)**

This module traces the rise of Benazir Bhutto to power as a young woman. Students will learn about the status of women in Pakistan, the influences of Islam and the military on Pakistani politics, the leadership of her father, and her personal family life. The module raises the question: was Benazir Bhutto a feminist, or was she a pragmatist when it came to reconciling her position on women's rights with conservative Islamic elements in power in Pakistan?

## **Benazir Bhutto and the Struggle for Democracy in Pakistan (7:04)**

This module shows how relations between the United States and Pakistan, and tensions between Pakistan and India, have shaped the politics of all three countries; discuss factors in the life of Benazir Bhutto that shaped her political philosophy and career; and her commitment to democracy in Pakistan.

## **How to get the Community Classroom Film Modules:**

Community Classroom film modules are available in streaming video format at <http://www.itvs.org/educators>. Educators can obtain DVDs of Community Classroom modules by contacting [classroom@itvs.org](mailto:classroom@itvs.org). DVD quantities are limited.

## **Purchase the Full-Length Film:**

*Bhutto*

PBS Home Video

<http://www.shoppbs.org/product/index.jsp?productId=11413961>



# Lesson Plan 1

## Benazir Bhutto: First Woman Leader of a Muslim Nation

*“She had great force to change not only Pakistan, but change the world, and change how Islamic women viewed themselves, and how Islamic men viewed Islamic women, and how children viewed their mothers, and how brothers viewed their sisters, and how sisters viewed themselves.” –Mark Siegel*

### Estimated Time Needed:

Two 50-minute class periods

### Grade Levels:

9-12, College (Note: The film module includes some discussion of rape and violent imagery.)

### Subject Areas:

Current Events, Geography, Global Studies, Government, Political Science, Social Studies, Women's Studies, Modern World History

### Purpose of the Lesson:

Students will study various elements of the context in which Benazir Bhutto became the first woman leader of a Muslim nation, including the status of women in Pakistan, the influences of Islam and the military on Pakistani politics, the leadership of her father, and her personal family life. In addition, the class will discuss the complexities of being a female leader in a Muslim country. Finally, students will write persuasive essays that connect Bhutto to women's leadership topics that they think are important.

### Objectives:

Students will:

- research and describe the context in which Benazir Bhutto rose to leadership as Prime Minister of Pakistan;
- discuss the complexities of being a female leader in a Muslim country;
- compare the challenges faced by Bhutto with those faced by women in the United States;
- connect Bhutto to women's leadership topics in persuasive essays.

### Materials:

- Equipment to show the film modules to the class
- Film modules: History of Pakistan and Benazir Bhutto: First Woman Leader of a Muslim Nation (length 3:38 and 7:45)
- Student Handout: Research Guide
- Teacher Key for the "Research Guide" handout
- Student Handout: Viewing Guide

## PROCEDURES:

1. Show the class a picture of Benazir Bhutto (<http://news.hubpk.com/wp-content/uploads/2010/12/benazir-bhutto.jpg>) and tell students that she was elected to serve as Prime Minister of Pakistan when she was 35 years old, making her the first woman leader of a Muslim nation.
2. Introduce the concept of the film *Bhutto* with students. Set up a KWL chart, to find out what students already know about Islamic culture in Pakistan, and what they might like to learn through this lesson. (A KWL chart is divided into three columns: What students KNOW; What students WANT to find out; and What students have LEARNED). Fill in the first two columns as a group. Talking about what students already know will help students from Pakistan or other Islamic cultures share their heritage with the class. It will also help dispel misconceptions students may have about the parts of the world where the film takes place.
3. Provide a brief introduction to Pakistan by showing the film module *History of Pakistan* (length: 3:38). Instruct students to watch for factors that might make it difficult for any woman to become Prime Minister of Pakistan. Afterwards, discuss what students observed, which could include issues like Pakistan's low literacy rate for females, the fact that many schools for girls have been destroyed, traditional roles for women in Islam, male military leaders playing such a dominant role in Pakistan's political history, etc.
4. Conduct a study of the context in which Bhutto rose to leadership in Pakistan by dividing the class into five groups and assigning each group a topic from the Research Guide handout. Students should then research the answers to their assigned questions and record the information on the handout.
5. Have each group report its findings to the class so that all students can complete their handouts. Ask the class to list and then rank some of the challenges that Bhutto had to overcome in order to become Prime Minister of Pakistan. Do any of these same obstacles exist in the United States?
6. Distribute the Viewing Guide for the film module *Benazir Bhutto: First Woman Leader of a Muslim Nation*. Review the questions in the guide to help focus student viewing, then show the module (length: 7:45).
7. Discuss students' responses to the questions in the Viewing Guide.
8. Have students look through their responses to the questions in the Viewing Guide and the Research Guide and highlight all of the issues raised about the difficulty Benazir Bhutto faced because she was a woman. With a partner, each student will make a list of debatable issues that the film raises about women in leadership positions (for example, the compatibility of leadership and motherhood, women's lack of access to education, or the role of women in traditional Islam) and identify one that he or she would like to write about. After they have chosen their topic, ask students to identify their position on the issue: Do they agree or disagree? Why? Who would be likely to think differently? What would they say to that person if they could?
9. Fill in the KWL chart from Procedure 2 as a group, completing the "L" section or "What did you LEARN?" Compare the answers from LEARN to the middle column – "What did you WANT to find out?" Did students discover the answers to most of their questions? Did they find out more than they anticipated? Do they still have open questions? If so, discuss as a class how they might answer those questions.
10. Conclude the lesson by asking students to write a persuasive essay that clearly establishes and explains their position on an issue of women and leadership.



## EXTENSION ACTIVITIES:

1. Evaluate whether or not Bhutto was a feminist. First, have students write down and bring to class their personal definitions of the term "feminist." (Alternatively, students could bring in quotes that reflect their ideas about feminists.) Ask students to share and discuss their ideas in small groups and afterwards revise their definitions if desired. Then, have students gather evidence from the film and other research on Bhutto that supports or rejects the idea that she was a feminist, based on their personal definitions. Finally, ask students to explain their thinking and supporting evidence in persuasive essays.
2. Assess Bhutto's record on improving the lives of women in Pakistan. Ask students to research Bhutto's work to set up women's police stations and to expand educational opportunities for females. Then read the commentary of Muslim feminist Irshad Manji, "Bhutto Failed to Modernize Pakistan" (<http://edition.cnn.com/2007/WORLD/asiapcf/12/29/pakistan.commentary/index.html>). Manji criticizes Bhutto for not repealing the Hudood Ordinances. The International Museum of Women also provides an online exhibition, "Benazir Bhutto and Beyond" (<http://www.imow.org/wpp/stories/viewStory?storyId=1706>), with contrasting views on women's political participation in Pakistan today. Finally, have students learn more about the remote and lawless tribal areas of Pakistan (<http://www.pbs.org/wgbh/pages/frontline/shows/search/journey/tribaltheme.html>). What cultural norms in that region would be resistant to changes that would enhance the rights of women? Students should then write an analysis of why they think she made progress in some areas but not in others.
3. Read *Daughter of Destiny: An Autobiography*, in which Bhutto details her life up to her first election as prime minister in 1988. Ask students to identify the experiences, influences, and challenges that Bhutto identifies as formative. For example, what lessons did she learn from her father? How did her education and background inform her politics? How did she view her role in Muslim society? How prepared was she to lead a country like Pakistan?
4. Study the lives of other female leaders of Muslim-majority countries who were elected after Bhutto served as Prime Minister of Pakistan. Ask small student groups to research the personal histories and achievements of Megawati Sukarnoputri of Indonesia, Khaleda Zia and Sheikh Hasina of Bangladesh, and Tansu Çiller of Turkey. Or, students could choose a contemporary female leader from the United States or another Western country. Groups should then use Venn diagrams to note similarities and differences between the leader they studied and Benazir Bhutto.
5. Demonstrate that laws said to be "Muslim" vary from one context to another. Have students research and analyze examples of Islamic law that have been interpreted differently in various times and places based on political leadership and cultural traditions. What specific factors could account for these variations? How have these laws been reformed? How should they be reformed? Examples related to women's rights could include laws on issues such as the education of women, modesty, divorce, inheritance, gender roles, segregation, arranged marriage, and polygamy. Related resources online include *The Quran and the Role of Women* (<http://www.pbs.org/wgbh/globalconnections/mideast/questions/women/index.html>) and a 2011 report addressing Muslim family laws and practices (<http://www.wluml.org/node/7036>) that discriminate against women in various countries.
6. Explore how the way women dress relates to freedom and oppression. Display "An Illustrated Guide to Islamic Veils" (<http://www.pbs.org/wnet/need-to-know/culture/an-illustrated-guide-to-islamic-veils/187/>) and explain that in Pakistan, the use of burqa has declined over time. It is now primarily worn in rural areas in and near the Northwest Frontier Province. In other areas, women usually wear the chador – a long scarf that is draped and wrapped around the head. Have students then research and bring in examples of how Muslim and Western women are represented in the media of several countries and then compare and contrast their manner of dress. Discuss if/how the images vary based on the country and media source. Then focus on whose garb provides women with the most freedom and why. Deepen the conversation by reading "Burka Ban in France, Feminism and Women Enslavement" (<http://www.chowrangi.com/burka-ban-in-france-feminism-and-women-enslavement.html>) and "Behind the Veil Lives a Thriving Muslim Sexuality" (<http://www.smh.com.au/news/opinion/behind-the-veil-lives-a-thriving-muslim-sexuality/2008/08/29/1219516734637.html>). Students should then organize their images and summarize the freedom and/or oppression represented in each style of dress in a VoiceThread (<http://voicethread.com>) audio slideshow and have at least five friends comment with their reactions.

7. Compare the practice of “honor killings” with violence against women in the United States. Have small student groups read and discuss the articles “Thousands of Women Killed for Family 'Honor'” ([http://news.nationalgeographic.com/news/2002/02/0212\\_020212\\_honorkilling.html](http://news.nationalgeographic.com/news/2002/02/0212_020212_honorkilling.html)) and “Study Finds Honor Killings a Major Portion of Pakistan’s Homicides” ([http://www.pbs.org/newshour/updates/health/jan-june09/pakistan\\_0406.html](http://www.pbs.org/newshour/updates/health/jan-june09/pakistan_0406.html)), the latter of which is based on the study, “The Epidemiological Patterns of Honour Killing of Women in Pakistan” (<http://eurpub.oxfordjournals.org/content/early/2009/03/13/eurpub.ckp021.full#T1>). Talk about where and why women are killed by family members and how such crimes are considered excusable or understandable. Then review “Domestic Violence Facts” ([http://www.ncadv.org/files/DomesticViolenceFactSheet\(National\).pdf](http://www.ncadv.org/files/DomesticViolenceFactSheet(National).pdf)), a fact sheet about crimes against women in the United States. What are the similarities and differences between these types of violence and honor killings? Have students then research what they can do to stop violence against women (<http://www.sharecare.com/question/do-end-violence-against-women>) and take action.



## RELATED LESSONS:

### **Benazir Bhutto and the Struggle for Democracy in Pakistan**

<http://www.itvs.org/educators>

This lesson features additional footage from the film *Bhutto* that illustrates Benazir Bhutto's development as a leader and champion of democracy. Students will analyze various factors behind Pakistan's struggle to establish a lasting democratic tradition.

### **Muslim Feminism**

<http://www.itvs.org/educators/collections/womens-empowerment/lesson-plans/muslim-feminism>

This lesson features the film *Shadya*, which tells the story of a 17-year-old female karate world champion striving to succeed on her own terms within her traditional Muslim village in northern Israel. Students will hear the perspectives of various Muslim feminists fighting for gender equality and will write a response to what they have heard.

### **Report of the Panel on Remedies and Reparations for Victims of Sexual Violence in the Democratic Republic of Congo to the High Commissioner of Human Rights**

[http://www.ohchr.org/Documents/Countries/ZR/DRC\\_Reparations\\_Report\\_en.pdf](http://www.ohchr.org/Documents/Countries/ZR/DRC_Reparations_Report_en.pdf)

This United Nations report explains how justice and reparations are lacking for victims of sexual violence in the DR Congo, and makes recommendations for how the situation can be improved.

## BACKGROUND RESOURCES:

### **BBC News: Obituary: Benazir Bhutto**

[http://news.bbc.co.uk/2/hi/south\\_asia/2228796.stm](http://news.bbc.co.uk/2/hi/south_asia/2228796.stm)

This obituary details key events in the life of Benazir Bhutto.

### **The Library of Congress: A Country Study: Pakistan**

<http://lcweb2.loc.gov/frd/cs/pkto.html>

This series of articles profiles Pakistan and details the nation's history through 1994.

### **Pakistan Peoples Party: Photographs**

<http://www.ppp.org.pk/photographs/photographs1.html>

This collection of images includes photos of Benazir Bhutto as she carried out her political responsibilities.

### **Haq's Musings: Status of Women in Pakistan**

<http://www.riazhaq.com/2009/03/status-of-women-in-pakistan.html>

This 2009 blog post outlines the progress made by women in Pakistan, as well as the areas where more work needs to be done.

### **Wikipedia: Women in Pakistan**

[http://en.wikipedia.org/wiki/Women\\_in\\_Pakistan#Zia-ul-haq.27s\\_military\\_regime](http://en.wikipedia.org/wiki/Women_in_Pakistan#Zia-ul-haq.27s_military_regime)

This detailed, reference-supported article describes the status of women under various Pakistani leaders and addresses crimes against women, women's rights, and opportunities in education and the workforce.



## STANDARDS ADDRESSED IN THIS LESSON'S ACTIVITIES

**Source:** Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ([http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf))

SL. 9-10, 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade-appropriate] topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL. 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL. 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

WHST.9-10, 11-12.1 Write arguments focused on discipline-specific content.

WHST.9-10, 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10, 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10, 11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

## CONTENT KNOWLEDGE

**Source:** (<http://www.mcrel.org/standards-benchmarks/>)  
A compilation of content standards and benchmarks for the K-12 curriculum by McREL (Mid-continent Research for Education and Learning).

Behavioral Studies, Standard 1: Understands that group and cultural influences contribute to human development, identity, and behavior.

Behavioral Studies, Standard 4: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions.

Civics, Standard 22: Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy.

Civics, Standard 23: Understands the impact of significant political and non-political developments on the United States and other nations.

Geography, Standard 4: Understands the physical and human characteristics of place.

Geography, Standard 10: Understands the nature and complexity of Earth's cultural mosaics.

Geography, Standard 13: Understands the forces of cooperation and conflict that shape the divisions of Earth's surface.

Historical Understanding, Standard 1: Understands and knows how to analyze chronological relationships and patterns.

Historical Understanding, Standard 2: Understands the historical perspective.

Language Arts, Standard 1: Uses the general skills and strategies of the writing process.

Language Arts, Standard 4: Gathers and uses information for research purposes.

Language Arts, Standard 7: Uses skills and strategies to read a variety of information texts.

Language Arts, Standard 9: Uses viewing skills and strategies to understand and interpret visual media.

World History, Standard 44: Understands the search for community, stability, and peace in an interdependent world.

World History, Standard 45: Understands major global trends since World War II.



# Viewing Guide Lesson Plan 1

Directions: Respond to the questions below based on the information in the video.

1. When Benazir Bhutto was born, some mourned the fact that the firstborn baby was a girl. In what ways did Benazir's father demonstrate to her that women are as valuable as men?
2. In what ways do you think Bhutto was traditional? In what ways do you think she was a pioneer?
3. In the video, a friend of Bhutto's said that her example changed how society viewed Islamic women. What do you think he meant by that? Do you think he was right? Why or why not?
4. Why do you think some conservative religious groups in Pakistan believed that Bhutto was a threat to Islam?
5. How does the video describe Bhutto's view of Islam?









### Group 3: Benazir's Father

#### Suggested Resources:

*Bhutto* Background Information (<http://www.pbs.org/independentlens/bhutto/resources/bhutto-discussion.pdf>)

*Bhutto* Timeline (<http://www.pbs.org/independentlens/bhutto/timeline.html>)

#### Key Questions:

1. Who was Benazir Bhutto's father?
2. What party did he found?
3. What leadership positions did he hold?
4. How many sons and daughters did he have? Who was the eldest?
5. What advantages do you think Benazir Bhutto had because of her father?



## Group 5: Personal Details of Benazir Bhutto

### Suggested Resources:

*Bhutto* Background Information (<http://www.pbs.org/independentlens/bhutto/resources/bhutto-discussion.pdf>)

*Bhutto* Timeline (<http://www.pbs.org/independentlens/bhutto/timeline.html>)

### Key Questions:

1. Where was Benazir Bhutto educated?
2. Who did she marry? How did they meet?
3. What major life event happened three months before she became Prime Minister of Pakistan in 1988?
4. How many children did she have?
5. How many times was she elected Prime Minister of Pakistan?

# Research Guide Lesson Plan 1

## Teacher Key

Note: Sample responses have been provided below. Student responses may vary based on the resources they use in their research.

### Group 1: Influence of Conservative Islam in Pakistan

#### Suggested Resources:

*Bhutto* Background Information (<http://www.pbs.org/independentlens/bhutto/resources/bhutto-discussion.pdf>)

*Bhutto* Timeline (<http://www.pbs.org/independentlens/bhutto/timeline.html>)

#### Key Questions:

**1. What percentage of Pakistan's population is Muslim?**

*97 percent*

**2. What measures were implemented by General Muhammad Zia-ul-Haq as part of his "Islamization" of Pakistan?**

*General Zia-ul-Haq, a military dictator who ruled Pakistan from 1977 to 1988, institutionalized conservative Islamic, or Sharia, law, which included violent punishments for those who violated the bounds of acceptable behavior outlined in the Quran, as interpreted by Pakistani leaders. Islamization also included the expansion of madrassas, or free religious schools, that often trained students in a militant form of Islam. Reports indicate that these schools were primarily training grounds for fighters against the Soviet invaders of Afghanistan, and later, against the United States.*

**3. What is the offense of zina? Describe the related Hudood Ordinance passed in Pakistan in 1979.**

*Zina is sex outside of marriage, considered to be one of the great sins in Islam. Under the military rule of General Zia-ul-Haq, a law was passed to enforce violent punishments advocated by the Quran (i.e., flogging or being stoned to death) for zina. In the case of rape, the law required the woman to produce four witnesses to the crime. If she couldn't produce witnesses, she could be charged with adultery and punished.*

### Group 2: Status of Women in Pakistan

#### Suggested Resources:

- *Bhutto* Background Information (<http://www.pbs.org/independentlens/bhutto/resources/bhutto-discussion.pdf>)

- Need to Know on PBS: An Illustrated Guide to Islamic Veils (<http://www.pbs.org/wnet/need-to-know/culture/an-illustrated-guide-to-islamic-veils/187/>)

- PBS Global Connections: The Middle East: Roles of Women: The "Veil" ([http://www.pbs.org/wgbh/globalconnections/mideast/questions/women/#the\\_veil](http://www.pbs.org/wgbh/globalconnections/mideast/questions/women/#the_veil))

- EHow: Why Do Some Women Wear Burkas? ([http://www.ehow.com/about\\_6326808\\_do-women-wear-burkas\\_.html](http://www.ehow.com/about_6326808_do-women-wear-burkas_.html))



### Key Questions:

**1. Why does the status of women in Pakistan vary widely?**

*Status varies across different classes and regions due to uneven socioeconomic development and the impact of tribal, feudal, and urban social customs on women's lives.*

**2. What are the literacy rates of both men and women in Pakistan? Why are women far less educated than men?**

*Men – 67 percent, Women – 42 percent. The discrepancy is due in part to the state's concessions to conservative Islamic political forces that believe that women should not be educated or leave the home. In recent years, hundreds of girls' schools have been destroyed by Islamic radicals and there are reports that Pakistani Taliban have been enforcing a complete ban on female education in the Swat district.*

**3. What is an “honor killing”?**

*The legal killing of a member of a family or social group – typically female – by other members who believe that the victim has brought dishonor upon the family or community due to engaging in extramarital sex or homosexual acts, refusing an arranged marriage, or seeking a divorce.*

**4. What is a burqa? Why do some women wear it?**

*The burqa is an outer garment that covers a woman's face, head, and body. The Quran directs both men and women to dress modestly, but the actual interpretation and implementation of this rule varies enormously by culture. In some conservative areas, women wear the burqa out of fear of being beaten or arrested. In other areas, women choose to wear the burqa to honor their religion and family, and to not be judged, objectified, or exploited by men based on their physicality. More commonly, women in Pakistan wear the chador – a long scarf that is draped and wrapped around the head. (For more information on the chador, see "An Illustrated Guide to Islamic Veils" in the Suggested Resources for Group 2.)*

### Group 3: Benazir's Father

#### Suggested Resources:

*Bhutto Background Information (<http://www.pbs.org/independentlens/bhutto/resources/bhutto-discussion.pdf>)*

*Bhutto Timeline (<http://www.pbs.org/independentlens/bhutto/timeline.html>)*

### Key Questions:

**1. Who was Benazir Bhutto's father?**

*Zulfikar Ali Bhutto*

**2. What party did he found?**

*The Pakistan People's Party (PPP)*

**3. What leadership positions did he hold?**

*Foreign Minister of Pakistan from 1962 to 1966. President of Pakistan from 1971 to 1973. Prime Minister of Pakistan from 1973 to 1977.*

**4. How many sons and daughters did he have? Who was the eldest?**

*Two sons and two daughters. Benazir was the eldest.*

**5. What advantages do you think Benazir Bhutto had because of her father?**

*Bhutto had the advantage of her father's name and an established and influential political party led by her family. She was also able to travel, learn leadership skills from her father, and get an extensive education.*

## Group 4: Influence of Pakistan's Military

### Suggested Resources:

*Bhutto* Background Information (<http://www.pbs.org/independentlens/bhutto/resources/bhutto-discussion.pdf>)  
*Bhutto* Timeline (<http://www.pbs.org/independentlens/bhutto/timeline.html>)

### Key Questions:

- 1. Why has Pakistan built up such a large military?**  
*Constant military conflict with India. Pakistan has also received significant funding and military training from the United States.*
- 2. What are some ways that a strong military has affected Pakistani politics?**  
*A strong military has been a destabilizing factor in Pakistani politics due to the threat of military coups as well as of rule by the military. This has happened multiple times in Pakistan's short history, with military rulers holding power for more than half of the country's existence. The military also has deep and complicated ties to armed Islamic radical movements, which poses a challenge for democratic politics in the region.*
- 3. How did General Muhammad Zia-ul-Haq become the leader of Pakistan?**  
*General Zia was the Army Chief of Staff under Zulfikar Ali Bhutto, Benazir's father. In 1977, Zia led a military coup to depose Zulfikar Ali Bhutto, whom he had imprisoned and later hanged in 1979.*

## Group 5: Personal Details of Benazir Bhutto

### Suggested Resources:

*Bhutto* Background Information (<http://www.pbs.org/independentlens/bhutto/resources/bhutto-discussion.pdf>)  
*Bhutto* Timeline (<http://www.pbs.org/independentlens/bhutto/timeline.html>)

### Key Questions:

- 1. Where was Benazir Bhutto educated?**  
*Early education in Pakistan. BA from Harvard University. Graduate studies at Oxford University.*
- 2. Who did she marry? How did they meet?**  
*Asif Ali Zardari. It was an arranged marriage.*
- 3. What major life event happened three months before she became Prime Minister of Pakistan in 1988?**  
*She gave birth to her first child.*
- 4. How many children did she have?**  
*Three. Two daughters and a son.*
- 5. How many times was she elected Prime Minister of Pakistan?**  
*Two times.*

# Lesson Plan 2

## Benazir Bhutto and the Struggle for Democracy in Pakistan

*"...for dictators across the world, democracy is the greatest revenge."  
–Benazir Bhutto*

**Estimated Time Needed:**

Two 50-minute class periods

**Grade Levels:**

9-12, College

**Subject Areas:**

Current Events, Geography, Global Studies, Government, Political Science, Social Studies, Women's Studies, Modern World History

**Purpose of the Lesson:**

Students will investigate Pakistan's struggle to maintain a lasting democratic government. In particular, they will study the life of Benazir Bhutto, the first woman in Pakistan to be elected Prime Minister. Students will look at various experiences in her life that shaped her as a leader, and will identify ways that she was a champion of democracy in Pakistan.

**Objectives:**

Students will:

- infer how positive relations between the United States and Pakistan serves the interests of both countries;
- discuss factors in the life of Benazir Bhutto that shaped her political philosophy and career;
- apply knowledge of Benazir Bhutto and her commitment to democracy in Pakistan by participating in a role-playing activity.

**Materials:**

- Political map of Pakistan and the surrounding region
- Equipment to show the film modules to the class film modules
- Film modules: History of Pakistan and Benazir Bhutto and the Struggle for Democracy in Pakistan (length: 3:38 and 7:04)
- Student Handout: Viewing Guide

## PROCEDURES:

1. Show the class a political map of Pakistan and the surrounding region. Ask students to examine the map, think about what they already know about Pakistan, and infer how positive relations with that country could serve U.S. interests. (Student responses will vary, but could include Pakistan's geographic proximity to Afghanistan, India, Iran, and China; Pakistan's promises to help the United States fight al-Qaeda; Pakistan's possession of nuclear weapons; etc.) Record student ideas on the board.
2. Show the brief video History of Pakistan (length: 3:38). Focus student viewing by asking them to watch for reasons why good relations with the United States could serve Pakistan's interests. (Students may point out, for example, that the United States has sent more than fifteen billion dollars to Pakistan since the September 11, 2001 attacks on the United States.) Record these ideas on the board as well.
3. Explain that the relationship between the United States and Pakistan has had its ups and downs, and that while the United States philosophically favors democratic governments, it has at times damaged the growth of democracy in Pakistan by supporting military dictators when it suited U.S. interests to do so. Within Pakistan, however, there have been periodic efforts to establish a stronger democratic political tradition. One advocate for democracy was Benazir Bhutto, the first woman to be elected Prime Minister of Pakistan.
4. Give each student a copy of the Viewing Guide. Review the questions in the guide to focus student viewing and then show the video Benazir Bhutto and the Struggle for Democracy in Pakistan (length: 7:04).
5. After watching the film clip, discuss the questions in the Viewing Guide, emphasizing the life experiences that developed Benazir Bhutto's political perspective and any evidence of her being a champion of democracy in Pakistan.
6. Tell students that, like her father, Benazir Bhutto was forced from her position as Prime Minister before the terms for which she was elected to serve were complete. She was campaigning for a third term in 2007 when she was assassinated, demonstrating that the struggle to establish a lasting democratic tradition in Pakistan is ongoing.
7. Have students apply their knowledge of Benazir Bhutto and her commitment to democracy in Pakistan by participating in a role-playing activity. Student pairs will simulate a news interview in which Bhutto reacts to survey data on Pakistani attitudes toward democracy and addresses how those opinions could affect the struggle for democracy in her country. One student in each pair will play the role of the journalist, and the other will play Bhutto. They should reference the survey data in the "Views of Democracy" table in the "Support for Democracy" section of a 2010 survey conducted by the Pew Research Center's Global Attitudes Project (<http://pewglobal.org/2010/12/02/muslims-around-the-world-divided-on-hamas-and-hezbollah/>).
8. Give students an example of the type of news interview their role-play is based on by showing them part of journalist Gwen Ifill's discussion with U.S. Education Secretary Arne Duncan ([http://www.pbs.org/newshour/bb/education/july-dec10/duncan\\_12-07.html](http://www.pbs.org/newshour/bb/education/july-dec10/duncan_12-07.html)) about the results of an education survey. Students may also find it informative to watch parts of an actual interview with Bhutto (<http://www.achievement.org/autodoc/page/bhu0int-1>) and to conduct additional research as needed to help them gather ideas for potential questions and answers.
9. Have student pairs watch the interview of another pair and rate their work using a role-play rubric ([http://www.edu.gov.mb.ca/k12/cur/socstud/frame\\_found\\_sr2/g\\_blms/g-17.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/g_blms/g-17.pdf)).



## EXTENSION ACTIVITIES:

1. Examine Bhutto's views of moderate versus extremist Islam by having advanced or college-level students read chapter two of the book Bhutto completed just before her assassination in 2007: *Reconciliation: Islam, Democracy, and the West*. Ask students to summarize the main points of Bhutto's argument that Islam is a tolerant religion compatible with democracy. Conducting additional research as needed, students should then analyze in writing how one of the following people might respond to Bhutto's perspective: an American Christian, an Israeli Jew, a Pakistani ulema, or an Indian Hindu.
2. Analyze Benazir Bhutto's explanation for the growth of Islamic extremism in the Afghanistan-Pakistan region. Have student pairs read a 2001 *Frontline* interview with Bhutto (<http://www.pbs.org/wgbh/pages/frontline/shows/saudi/interviews/bhutto.html>) and recap her ideas about who is responsible for this problem. What steps does she say her government took to address the issue? In her view, what are the obstacles to reversing this trend? Why does she think that Islamic extremism is harmful to the growth of democracy in Pakistan? Organize Bhutto's points into a speech that she could have used to rally support for candidates of the Pakistan Peoples Party.
3. Debate the question, should the United States continue to send aid to Pakistan? Begin by having students review the history of relations between these two countries using the *Bhutto* timeline (<http://www.pbs.org/independentlens/bhutto/timeline.html>), "A Timeline of U.S. Aid to Pakistan" (<http://www.newsweek.com/2009/10/21/about-those-billions.html>), and discussion of the subject since the death of Osama bin Laden. Review why Pakistan is an important strategic partner for the United States (e.g., geographic proximity to Afghanistan, India, Iran, and China; military strength/nuclear arsenal). Then have students research and prepare arguments on the debate question in small groups.
4. Conduct an in-depth study of the conflicts that have influenced Pakistan's history. Have student groups choose one of the following to research: the Partition of India and Pakistan, the Bangladesh Liberation War, the ongoing conflict in Kashmir, the Soviet invasion of Afghanistan, the Taliban takeover in Afghanistan, the September 11, 2001 attacks on the United States, or the border wars between Afghanistan and Pakistan. Instruct students to include several information sources in their research and to note discrepancies in how the conflicts are portrayed in each source. Why might the historical account of the conflicts vary based on the media outlet/information source used? Then, have groups use Google's MyMaps tool (<http://maps.google.com/help/maps/mymaps/create.html>) to annotate a customized class map that puts each group's conflict in its geographic context. Discuss how Pakistan's location has influenced its large investment in its military and its nuclear program.
5. Evaluate how democratic elections are in Pakistan. First, work with students to study the lecture "What is Democracy?" (<http://www.stanford.edu/~ldiamond/iraq/WhalsDemocracy012004.htm>) and develop a rubric for assessing the democratic qualities of an election. Next, watch "Vote for Benazir's Blood" (<http://www.pbs.org/wnet/wideangle/episodes/pakistan-at-the-polls/video-vote-for-benazirs-blood/4308/>), a short film (length: 11:30) that follows a female politician running for Parliament in the province of Punjab just weeks after the assassination of Benazir Bhutto. Then, examine the map "Pakistan's Electoral Politics" (<http://www.pbs.org/wnet/wideangle/episodes/pakistan-at-the-polls/map-pakistans-electoral-politics/4286/>). Which provinces have the most political influence? Why? What roles do social position and literacy play in Pakistani elections? To what degree do students think that the needs of all Pakistanis will be represented by their elected officials? Students should also research information about the role of the media in Pakistan's elections, such as the 2008 article "Pakistan Imposes Curbs on TV Media, Hampering Election Coverage" (<http://www.bloomberg.com/apps/news?pid=newsarchive&sid=adx7TArVY34Y&refer=home>). Have students complete their rubric based on what they have seen and read. Then, do the same for an election in the United States and discuss the strengths and weaknesses of each country.
6. Create a diagram of Pakistan's government. Direct students to a government profile ([http://www.pbs.org/newshour/indepth\\_coverage/asia/pakistan/governmentprofile.html](http://www.pbs.org/newshour/indepth_coverage/asia/pakistan/governmentprofile.html)) and a description of the government structure (<http://www.country-studies.com/pakistan/government-structure.html>), then have them create and annotate a simple drawing that illustrates the roles of the President and Prime Minister, as well as their relationships with the other branches of government. Do the same for another country and then compare and contrast the systems.

## RELATED LESSONS:

### **Benazir Bhutto: First Woman Leader of a Muslim Nation**

<http://www.itvs.org/educators>

This lesson features additional footage from the film *Bhutto* that illustrates some of the challenges that Benazir Bhutto had to overcome in order to become Prime Minister of Pakistan. Students will explore the context of her rise to leadership, discuss the complexities of being a female leader in a Muslim country, and evaluate the importance of having women in top leadership positions.

## BACKGROUND RESOURCES:

### **BBC News: Pakistan Country Profile**

[http://news.bbc.co.uk/2/hi/south\\_asia/country\\_profiles/1157960.stm](http://news.bbc.co.uk/2/hi/south_asia/country_profiles/1157960.stm)

This article on Pakistan describes the establishment of the country, some of its political history, and profiles both the current president (Bhutto's widower) and the current prime minister.

### **The CIA World Factbook: Pakistan**

<https://www.cia.gov/library/publications/the-world-factbook/geos/pk.html>

This webpage contains a map, geographic and political information, and key issues related to Pakistan.

### **PBS NewsHour Profile: Government of Pakistan**

[http://www.pbs.org/newshour/indepth\\_coverage/asia/pakistan/governmentprofile.html](http://www.pbs.org/newshour/indepth_coverage/asia/pakistan/governmentprofile.html)

This profile briefly describes the type and structure of the Pakistani government.

### **PBS NewsHour Archive: Politics of Pakistan**

[http://www.pbs.org/newshour/indepth\\_coverage/asia/pakistan/archive.html](http://www.pbs.org/newshour/indepth_coverage/asia/pakistan/archive.html)

This archive of news stories features reports on the major political events that have taken place in Pakistan since 2007.

### **U.S. Department of State: Background Note: Pakistan**

<http://www.state.gov/r/pa/ei/bgn/3453.htm>

This country profile includes a map, geographic details, and a historical overview.

## Standards Addressed in This Lesson's Activities

**Source:** Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ([http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf))

SL. 9-10, 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade-appropriate] topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL. 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL. 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL. 9-10, 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

W.9-10, 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.9-10, 11-12.1 Write arguments focused on discipline-specific content.

WHST.9-10, 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Content Knowledge

**Source:** (<http://www.mcrel.org/standards-benchmarks/>)  
A compilation of content standards and benchmarks for the K-12 curriculum by McREL (Mid-continent Research for Education and Learning).

Behavioral Studies, Standard 1: Understands that group and cultural influences contribute to human development, identity, and behavior.

Behavioral Studies, Standard 4: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions.

Civics, Standard 22: Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy.

Civics, Standard 23: Understands the impact of significant political and non-political developments on the United States and other nations.

Geography, Standard 4: Understands the physical and human characteristics of place.

Geography, Standard 10: Understands the nature and complexity of Earth's cultural mosaics.

Geography, Standard 13: Understands the forces of cooperation and conflict that shape the divisions of Earth's surface.

Historical Understanding, Standard 1: Understands and knows how to analyze chronological relationships and patterns.

Historical Understanding, Standard 2: Understands the historical perspective.

Language Arts, Standard 8: Uses listening and speaking strategies for different purposes.

Language Arts, Standard 9: Uses viewing skills and strategies to understand and interpret visual media.

World History, Standard 44: Understands the search for community, stability, and peace in an interdependent world.

World History, Standard 45: Understands major global trends since World War II.

# Viewing Guide Lesson Plan 2

Directions: Respond to the questions below based on the information in the video.

1. Benazir says, "I am what I am because I am Zulfikar Ali Bhutto's daughter." How might her father's example, guidance, and name have helped her to eventually be elected Prime Minister?
2. Into what social class was Benazir born? According to Zulfikar Ali Bhutto, why did Benazir have an obligation to serve the people of Pakistan?
3. How did Bhutto's college years in the United States likely influence her political ideas?
4. What slogan did Zulfikar Ali Bhutto use to form the Pakistan Peoples Party (PPP)? Why was that slogan so popular with the people in Pakistan?
5. In what ways do you think Benazir's visits with her father in prison shaped her as a leader?



# Guide Credits

## Curricula Writer

Cari Ladd, M.Ed., is an educational writer with a background in secondary education and media development. Previously, she served as PBS Interactive's Director of Education, overseeing the development of curricular resources tied to PBS programs, the PBS TeacherSource Web site (now PBS Teachers), and online teacher professional development services. She has also taught in Maryland and Northern Virginia.

## ITVS Community Classroom National Advisors

### National advisors

Donelle Blubaugh: PBS Teachers

Wendell Bourne: National Council for the Social Studies (NCSS)

Kara Clayton: National Association for Media Literacy Education (NAMLE)

Patti Duncan: National Women's Studies Association (NWSA)

Maxine Einhorn: KQED Education Network

Joe Fatheree: National State Teachers of the Year, Illinois

John Golden: National Council of Teachers of English (NCTE)

Carole Lester: American Association of Community Colleges (AACC)

Amy Puffenberger: National Forum on Higher Education for the Public Good, Ann Arbor, MI

Jennifer Stancil: WQED Education, Pittsburgh, PA

Dave Yanoksky: ConnectEd: The California Center for College and Career

### Special Advisors on Women's Rights in Pakistan

Dr. Teresa Ann Isaac, Professor, Midway College, and consultant to U.S. State Department

Dr. Jamil Farooqui, Past President, Islamic Society of Central Kentucky

Xeenia Tariq, Past President, Muslim Student Association

Wendi Burki, sister-in-law of Seema Burki, who attended school with Benazir Bhutto.

## ITVS Staff

### Associate Director of Engagement and Education

Duong-Chi Do

### National Community Engagement and Education Manager

Annelise Wunderlich

### National Community Engagement Coordinator

Sara Brissenden-Smith

### Engagement and Education Assistant

Nallaly Jimenez

### Series Editors

Michaëlle Stikich

Kristina Motwani

### Marketing & Design Associate

Wilson Ling