ESSENTIAL QUESTIONS:
1) How did Saddam Hussein rise to power in Iraq?
2) What provoked the Iran-Iraq War?
3) Were the U.S. military goals of the First Gulf War accomplished?
4) Why did Muslim extremists initiate the 9/11 attacks?
5) How did 9/11 initiate the U.S. War on Terror and the U.S. Invasion and War on Iraq in 2003? Was the U.S. justified in toppling Saddam and installing a democracy?

The Topography of Iraq

Ethnic Groups in Iraq
Prince Faisal

Faisal, 1st King of Iraq

- Created by the British in 1921 from three Ottoman provinces – Mosul, Baghdad, & Basra.
- Prince Faisal from Arabia becomes 1st king of Iraq.
- Iraq gains formal independence in 1932.

Iraq in the Inter-War Era (Between WWI & WWII)

- British maintained military bases.
- The Iraq Petroleum Co. created (a joint British, French, & American business).
- Iraqi oil helped the Allies during WW II.
Iraqi Military Gains Power

- Weak monarchy.
- Seven military coups -revolts against the government -between 1936-1941.
- British occupy Iraq in 1941 → increase authoritarianism.

1958 Revolution

- 1958 Revolution — Violent overthrow of the monarchy.
- Creation of the Republic of Iraq.
- Reform and dictatorship under President Abd al-Karim Qasim
  - 1) purged western advisors.
  - 2) centralized authority.
  - 3) some inclusion of Kurds and Shi'ites in the government.
  - 4) some land reform.
  - 5) public welfare projects.

1963 & 1968 Coups

- 1952 → Baath Party created.
- 1963 → Baath forced out of the new government after the coup.
  - His deputy was Saddam Hussein.

Violence becomes a vital part of Iraqi political culture!
The Rise & Rule of Saddam Hussein

**A Young Saddam Hussein (1937 - 2005)**

- Born in Tikrit.
- Peasant family with influential army relatives.
- Tribal society.
- Joined Baath Party at 20.
- Aided in failed assassination of Qasim in 1959.

Saddam's identity card when he was 10 years old.

**Saddam’s Early Political Career**

- After 1963 coup, he was put in charge of the security service for the Baath party.
- **1979**: he became president of Iraq when al-Bakr was persuaded to step down.

Saddam at 17.
A Cult of Personality

His face was Everywhere!

1989 Victory Arch

Saddam’s Republican Guard

The elite presidential security force.
The Iran-Iraq War took (September 1980 – August 1988)

§ This conflict has been called the longest conventional war of the twentieth century. It cost one million casualties and 1.19 trillion dollars. Over fifty towns and cities were ruined.
§ Iraq invaded Iran in 1980 because of border disputes.
§ The leader of Iran was Ayatollah Khomeini.
§ Iran wanted the government of Saddam Hussein overthrown. (At this time, the U.S. was on the side of Saddam Hussein!)
§ Iraq borrowed seven billion dollars from Kuwait to keep the war going when oil revenues were low.
How was oil involved?

§ The business of shipping oil was stifled by this war. There were 546 commercial vessels damaged and 430 civilians from the commercials ships were killed.

§ Kuwait asked world nations to protect their ships. Both the U.S.S.R. and the U.S. provided weapons to the nations at war and protections for the oil industry.

Video: Iran-Iraq War and the Kurds (8 minutes)

Pay attention! Your assignment follows!

Assignment: “Iran-Iraq war veterans: Head-to-head”

Activity: Imagine that two former war enemies meet! Using the information from the reading “Iran-Iraq war veterans: Head-to-head”, write an imaginary 2-page dialogue between the Iraqi war veteran, the Iranian war veteran, and a mediator (someone who works to resolve a dispute).
This war became a war of attrition—a matter of which side could last longer.

The UN called for an end to the conflict several times, but the participants did not listen.

The war went on until 1988; the last prisoners of war were exchanged in 2003!

During the war, Iraq used chemical weapons against the Iranians, killing over 4,000 Kurds, an ethnic group of Muslims living on the border of Iraq and Iran.

The United Nations reported that both sides used chemical weapons. The UN also stated that Iraq used mustard gas attacks on Iranian civilians.
A Reign of Terror: Mass Graves of Saddam’s Victims

ASSIGNMENT: Read the article “Iraqi Kurds recall chemical attack.” Write a 1-page letter, addressed to the United Nations, as a Kurdish citizen, in which you recount the horrors of Saddam Hussein’s use of chemical weapons on the Kurdish population. In addition, write a plea to the United Nations, requesting that it step in to prevent Iraq from continuing to use such weapons in order to wage genocide on the Kurds.

Optional Assessment

Assignment: Read all of the articles below about chemical warfare. Write a 1-page essay to summarize the historical and modern use of chemical weapons in warfare, specifically focusing on the Gulf War of 1990-1991. What are the implications of these events for international law and the future of warfare?
ALTERNATIVE ASSESSMENT: SOCRATIC SEMINAR ON BUSH’S DECISION TO GO TO WAR.

§ Read: “President Bush Announcing War Against Iraq.” This was a speech given by the first President Bush, justifying his decision for war. For your “ticket” to participate, create a pros/cons t-chart, based on Bush’s arguments.

Summary of Persian Gulf War

§ The Persian Gulf War, also called DESERT STORM, began when Iraq invaded Kuwait in August of 1990.

§ Iraq believed that Kuwait was “slant” drilling petroleum across Iraq’s border. The value of the oil that was supposedly taken illegally from Iraq was $2.400.

§ Iraq further stated that Kuwait was hurting Iraq’s economy by keeping oil prices low because of overproduction.

§ Iraq also thought that Kuwait should cancel war debts owed from the Iran-Iraq War (1980-1988).

§ Kuwait sent urgent messages to the United Nations to say that Iraq was drilling for oil in Kuwait. Kuwait also notified the United States that the U.S. was committed to defending Kuwait if attacked.

§ Iraq placed 100,000 troops along the border and invaded Kuwait in August. The United Nations immediately condemned Iraqi actions and told Iraq that economic sanctions and military force would be necessary if Iraq did not withdraw from Kuwait.

§ The U.S. and the U.S.S.R. issued a joint statement condemning the action and requested immediate halt of arms deliveries to Iraq.
Iraq Invades Kuwait

August 2, 1990

UN Security Council Resolution 678
(authorized military force to be used against Iraq.)

“Operation Desert Storm”

“Operation Desert Storm”

The Ground War

The Ground War
Iraq announced the union of Iraq and Kuwait. The UN declared the union of Iraq and Kuwait null and void.

Libya and the PLO supported Iraq.

Saddam said foreigners held in Iran and Kuwait would be used as "human shields" on military bases.

Saddam was seen on television with British hostages, including children.

Meanwhile, Saudi Arabia invited allies to reinforce defenses against Iraq. The US sent in paratroopers, and armored brigade, and jet fighters to protect Saudi Arabia from an Iraqi invasion.

The president of the United States was George Herbert Bush, the father of George Walker Bush.

Other nations sent help, as well. Great Britain sent two fighter squadrons to the Middle East.

Summary of Persian Gulf War

Arab nations met and voted (twelve out of twenty-two) to send troops to help defend Saudi Arabia against Iraq. Syria, Egypt, and Morocco sent troops to Saudi Arabia.

There were thirty nations in the coalitions forces fighting Iraq. The United States led the forces under the direction of General Norman Schwarzkopf.

The war did not expand out of the countries of Iraq, Kuwait, and Saudi Arabia, but Iraq took the opportunity to fire missiles on Israeli cities.

Iraq also set fire to 571 oil wells on fire in Kuwait.

Saddam Hussein said he would withdraw troops from Kuwait if Syria withdrew from Lebanon and Israel withdrew from Gaza, the West Bank, the Golan Heights, and Lebanon.

The U.S. and Israel rejected this plan and Iraq was removed from Kuwait in February 1991.

Summary of Persian Gulf War

U. S. Military Leaders

General Colin Powell

General Norman Schwarzkopf
President George H. W. Bush with General Schwarzkopf

Range of Iraqi Missiles

Saddam Lobs SCUD Missiles

Israel & Saudi Arabia: The fear of bio-chemical attacks.
U. N. No-Fly Zones

Everywhere is a combat zone!

1990s: Iraqi Targets

U. S. Female Soldiers

Everywhere is a combat zone!
Kuwait is Liberated

400 Iraqi Oilfields on Fire

Allies March to Baghdad
President George Herbert Bush said, April 5, 1991, that the U.S. did not intend to overthrow Saddam Hussein.

Saddam Hussein remained in power in Iraq.

In June, 1991, a UN delegation went to Baghdad to investigate nuclear facilities.

In October, the United Nations made a resolution aimed at eliminating Iraq’s nuclear, chemical, and biological weapons arsenal.

The Iraqis continued to fight internally, with the Kurds.
Quiz: Commander in Chief: George H.W. Bush (and the Persian Gulf War)

1. Why did Iraq's invasion of Kuwait catch the United States off guard? (Choose only one answer)
   A) Iraq was a much smaller nation than Kuwait.
   B) Iraq was not interested in acquiring other nations' oil and land.
   C) Saddam Hussein had recently cooperated with the United States.
   D) Saddam Hussein had never received any money from the United States.

2. The United Nations said in Resolution 660 that _____. (Choose only one answer)
   A) Iraq must apologize to Kuwait
   B) Iraq must be wiped out by military force
   C) Iraq must withdraw completely from Kuwait
   D) Iraq must give up all of its oil to the United States.

3. Operation Desert Shield was originally intended to keep off the United States' military might from Iraq.

4. The Bush Administration wanted to uncover Manuel Noriega because _____. (Choose only one answer)
   A) Noriega was an ally of Saddam Hussein
   B) Bush and Noriega were "Hitler revisited"
   C) Panama was an easier country to invade than Iraq
   D) Noriega's forces were attacking American troops in Panama.

5. George Bush recorded in his journal that he was plagued by _____. (Choose only one answer)
   A) the image of body bags
   B) the stress of being commander in chief
   C) the inability to hit Iraqi military targets
   D) the tyrant who invaded another country.

6. What is one lesson of the Vietnam War from which the Bush administration was determined to learn? (Choose only one answer)
   A) never let allies help with strategy
   B) never allow the enemy to use heavy weapons
   C) always attack when the enemy is at its weakest
   D) petty tyrants should always be brought to justice.

7. George Bush was infuriated before the Persian Gulf conflict because _____. (Choose only one answer)
   A) Iraq had allied its military with Saudi Arabia's
   B) Saddam Hussein threatened to use his forces to drain the United States
   C) Iraq had never cooperated with the United States before
   D) the United States had to remove its troops from Vietnam to invade Iraq.

8. The Persian Gulf Conflict was called a "hyper-war" because _____. (Choose only one answer)
   A) the United States used lightning as a weapon
   B) Iraq surrendered in a very short amount of time
   C) the United States attacked many targets in a brief amount of time
   D) Iraq fired all of its weapons at the same time the United States fired theirs.

9. Some people criticized Bush's decisions after the war because _____. (Choose only one answer)
   A) he began running for reelection
   B) he kept General Schwarzkopf in command
   C) he left Saddam Hussein in power
   D) there had been too many casualties.

Activity: The Powell Doctrine

Directions: Read the article "The Powell Doctrine," containing quotes by Collin Powell, former U.S. chief military commander. Working in small groups, you will critically examine the meaning of each quote on the Powell Doctrine handout and then report back to class your findings.

Focus Questions: Is there bias in the writing or speech? How much of the information is geared towards convincing the reader or listener to take a particular viewpoint? What particular language used by the writer/speaker indicates either bias or subjectivity?
WARM UP:

The Roots of 9/11, Islamic Terrorism and the Current Iraq War.

Non-Radical Islam — The religion of peace
- People who are Moslems follow a strict observance of the Five Pillars of Islam
  o Profess faith (shahadah)
  o Prayers (salat)
  o Fasting (sawm)
  o Almsgiving (sakat)
  o Pilgrimage (hajj)

- About 1/5 of the world’s population, about 1.3 billion, follow the religion of Islam,
- Islam is a religion of peace.
Radical Islam—The religion of War

§ **Islamic Fundamentalism**

◆ Religious ideology supports exact interpretations of sacred texts, such as the Qu’ran—Muslim holy book. Moslems believe this work contains the word of God as revealed to Muhammad through the angel Gabriel.

§ **Religious nationalism**: prefer to form religious nations that would apply Islamic law strictly

---

**Islamic Fundamentalism**

§ Beliefs conflict with some worldly beliefs, like the Universal Declaration of Human Rights—a document written by the UN after the Holocaust.

§ Fundamentalists of Islam:

◆ Reject universal rights; they seem to have a priority over religious rights

◆ Reject men and women as being equal

◆ Reject separation of church and state

◆ Reject right to leave the religion

◆ Strictly adhere to prohibitions: no alcohol or sexual immorality

◆ Regular meditation, reading the Qu’ran

◆ Participate in religious group activities

◆ Grow full beards (lihya) and thin moustaches as signs of devotion and piety

◆ Wear distinctive clothing (including facial and head veil for women)

◆ Islamic Fundamentalists may live together in isolation from other Moslems.

◆ Attend specific mosques that go along with activist agendas

---

**What is the meaning of this cartoon?**
The Meaning of Jihad according to Islamic Fundamentalism

- Engage in acts of “purifying” violence directed against sinful institutions, including nightclubs, movie theaters, and governments.
- Islamic fundamentalists call for Jihad, or “holy war” against non-Muslims.
- Terrorist activity against Western government and society is a vivid expression of Islamic political fundamentalism in recent years.

Who's responsible for the 9/11 terrorist attacks? What has been the lasting impact on U.S. history?

- **Osama Bin Laden**, leader of the terrorist network called the Al Qaeda, based in Afghanistan.
- “We got him!” Shot and killed, May 2nd, 2011

Examples of Terrorist Activities:

- **2005**: (September) A Danish newspaper printed political cartoons with Mohammad, Islam religious prophet – 139 people died in the resulting violence in the Middle East over the cartoons.
- **2001**: (September) The Twin Towers of the World Trade Center in New York were destroyed and at the same time, the Pentagon was bombed. This crime is attributed to Al Qaeda.
- **2000**: (October) The U.S.S. Cole, a ship stationed off the coast of Yemen, was attacked by Al Qaeda; seventeen Americans and the two attackers were killed.
- **1988**: (December) Pan Am Flight 103 from London to New York was blown up over Lockerbie, Scotland, killing all 259 people on board and eleven people on the ground. This act of terrorism is attributed to Hezbollah.
- **1985**: (October) The Achille Lauro, a cruise ship en route to Israel, was stopped off the coast of Egypt. This act of murder is attributed to the PLO.
- **1983**: Hezbollah pioneered the use of suicide bombers in the Middle East. They were linked to the 1983 bombing and murder of 241 U.S. Marines in Beirut, Lebanon.
- **1983**: A suicide bomber in a pickup truck loaded with explosives rammed the U.S. Embassy in Beirut, Lebanon. The Hezbollah militant group killed sixty-three people, including seventeen Americans.
- **1979**: (November) Fifty-two Americans taken hostage by Islamic Fundamentalist Iranian students. They are held hostage for 444 days.
- **1972**: Radical Palestinians resorted to a series of hijackings, kidnappings, bombings, and shootings in the 1960’s and 1970’s. The kidnapping and murder of Israeli Olympic athletes in Munich, Germany, in 1972, is an example.
Timeline of 9/11

8:45 a.m. (all times are EDT): A hijacked passenger jet, American Airlines Flight 11 out of Boston crashes into the north tower of the World Trade Center.

9:03 a.m.: A second hijacked airliner, United Airlines Flight 175 from Boston, crashes into the south tower of the World Trade Center and explodes.


Timeline of 9/11

9:43 a.m.: American Airlines Flight 77 crashes into the Pentagon, sending up a huge plume of smoke. Evacuation begins immediately.

10:10 a.m.: United Airlines Flight 93, also hijacked, crashes in Somerset County, Pennsylvania, southeast of Pittsburgh.


Timeline of 9/11

At approximately 8:48 a.m. on the morning of September 11, 2001, the first pictures of the burning World Trade Center were broadcast on live television.
The World Trade Center towers explode and burn after being hit by planes Sept. 11

http://www.plaguepuppy.net/public_html/collapse%20update/#wtc

http://www.reopen911.org/
The Pentagon -- the heart of the military establishment of the world's greatest superpower -- was hit well over an hour into the attack without being protected by any defensive action.

The firemen describe the explosions that can be seen in this photo by Bill Biggert, a photographer who was killed by the dust cloud moments after taking this shot.
The terrorists used American flight schools to train for the attacks!

Example: Terrorist ring leader Mohamed Atta trained at the Venice Florida flight school!

Question: Why didn't authorities do anything to stop this?

The terrorists responsible for the 9/11 Attacks

Video: “Searching for the Roots of 9/11”

Description:
Travel through the Muslim world to see how anger against the United States led 19 young men to carry out one of history's most horrific acts of terrorism. Explore the contradictory feelings of many Muslims who admire America’s freedom and standard of living but condemn what they see as our arrogant behavior in the Middle East. © 2003 Discovery Education

Prompt: Explain the causes and effects Of the 9/11 attacks, especially focusing on their impact on American-Muslim relations!
Post 9/11: Is this how the U.S. and the Western World view Muslims?

150-Word Prompt: Examine these Danish cartoons which provoked a great uproar among Muslim communities in the Middle East, resulting in riots, leaving hundreds dead! If these cartoons are offensive, how so? Are these cartoons representative of all Muslims, including how they feel about the U.S.? Is there hope for easing tensions? Explain

ASSIGNMENTS ON TERRORISM

§ INTRODUCTION: Despite Islamic teachings against suicide and killing innocent people in battle, terrorist groups like Al Qaeda have used a fundamentalist form of Islam to justify an unholy war of terrorism.

§ ASSIGNMENT: Read “The Rise of Islamist Terrorist Groups” and answer “Questions for Discussion and Writing” (pages 10-14). We will also complete the activity “Islamic Fundamentalism: What Should We Do About It?”
Warm Up Video (7 minutes): How has 9/11 influenced U.S. Foreign Policy? Our attitude towards terrorism? Iraq?

Answer the above questions in 75 words!
Reasons for Going to War Against Saddam (according to the U.S. and Britain)

- Saddam was somehow linked to Osama Bin Laden and the Al Qaeda. Did he help plan the 9/11 terrorist attacks or help fund the terrorists? So far, there has been no proof of this.
- Saddam kicked out U.N. weapons inspectors.
- WMDs → Weapons of Mass Destruction.
- Saddam did not obey the No-Fly Zone limitations.
- He was a savage dictator who committed ethnic genocide of the Kurds.
- Stop Saddam before he can launch nuclear missiles against Israel, Europe, or even the United States.
- The invasion of Iraq and the defeat of Saddam Hussein is critical to winning the “War on Terror” — President George W. Bush’s new war policy, consisting of preemptive measures to prevent terrorist attacks, following 9/11.

Allied Advance on Baghdad
Coalition forces attack Baghdad (again).

Anti-War Protestors

Mohammed Saeed al-Sahaf

Saddam's Minister of Information (better known as "Baghdad Bob")
“Baghdad Bob”

The Dictator is “Toppled”

“Mission Accomplished?”

President George W. Bush lands on board the USS Abraham Lincoln (May, 2003)
Pay Attention! Your assignment follows! Will it be another quiz? Should you take notes?

Warm Up for Debate on Iraq War:

Directions: Read the quotes from various leading politicians and news personalities. Then, answer the following:

1. What are the most important questions Americans should be asking?

2. What are the most important things people should be doing right now?
   - American citizens:
   - Iraqi citizens:
   - U.S. government officials:
   - World leaders:
   - Religious leaders:

3. What do you think are the biggest challenges before us?

4. What do you hope will happen? Why?

Quotes on Iraq War Debate

Author, former war correspondent, and New York Times columnist Chris Hedges in a 12/26/02 interview by Terence Smith:

"[War] gives us a sense of purpose, it ennobles us as a people, it allows us to jettison individual consciousness for a goal, a noble goal, and it . . . it allows us to suspend questioning, to stop questioning for the great enterprise in front of us. And unfortunately, that’s why war at its inception is often met with such exhilaration."

President Bush in his 3/6/03 prime time press conference:

"I hope we don’t have to go to war. But if we go to war we will disarm Iraq. And if we go to war there will be regime change. And replacing the cancer inside Iraq will be a government that represents the rights of all the people, a government which represents the voices of the Shia and the Sunni and the Kurds."

Former Speaker of the House Newt Gingrich in a 3/9/03 Washington Post article:

"I think history will record that a remarkably strong president happened to be in office at a juncture where weapons of mass destruction and terrorism reverted all the rules of engagement in international relations," Gingrich said. "It will record that the president moved beyond old institutions and developed a new set of alliances."
Quotes on Iraq War Debate

National Security Adviser to President Carter Zbigniew Brzezinski in 3/7/03 NewsHour debate:
"If there was an imminent threat, I would say yes, go to war on the 17th, go to war tomorrow even. We don't face an imminent threat. The president repeatedly has said it's a grave and gathering threat. And how we deal with it is absolutely critical to the kind of leadership we'll be able to exercise over the next decade, to the kind of precedents we set for dealing with North Korea, and other problems of proliferation of terrorism. We don't want to be dealing with those problems alone, because we will not be able to deal with them effectively on our own.

French Foreign Minister Dominique De Villepin in his 3/7/03 response to U.N. weapons inspector Hans Blix's report to the U.N. Security Council:
"To those who believe that war would be the quickest way of disarming Iraq, I can reply that it will drive wedges and create wounds that will be long in healing. And how many victims will it cause? How many families will grieve?"

Secretary of State Colin Powell in his 3/7/03 response to U.N. weapons inspector Hans Blix's report to the U.N. Security Council:
"Nobody wants war, but it is clear that the limited progress we have seen, the pace of the changes we have seen, the slight substantive changes we have seen come from the presence of a large military force, nations who are willing to put their young men and women in harm's way in order to rid the world of these dangerous weapons. It doesn't come simply from resolutions; it doesn't come simply from inspectors; it comes from the will of this council, the unified political will of this council and the willingness to use force if it comes to that to make sure that we achieve the disarmament of Iraq."

Deliberating "Pros" and "Cons" of Policy Options Concerning the Iraq War

Objective—Students will:
- Be able to explain the merits and the trade-offs of the Options.
- Be prepared to craft a policy Option that reflects their own views on the issue.
- Practice deliberative dialogue in a small group.
- And...Learn how to successfully participate in a Fishbowl Debate! (Say, what?)

Preparation: “Crisis with Iraq: Options in Brief” as well as the accompanying packet with further readings and rules for debate.

Fishbowl Debate Preparation!

Here are the four participating teams:
- Option 1: Remain in Iraq until the Country is stable—Continue to fight the War!
  - Prepare a list of 10 facts and 10 questions to ask the other debating teams.
- Option 2: Cooperate with other nations to end the conflict in Iraq and set a timeline for withdrawal.
  - At least 10 facts/evidence and 10 questions to ask opposing teams.
- Option 3: Withdraw from Iraq now!
  - At least 10 facts/evidence and 10 questions to ask opposing teams.
- Judges—Prepare a list of 30 questions to ask all sides.
Warm Up:
What is the meaning of this political cartoon?

Saddam is Captured!
December, 2003

Mock Trial on Saddam Hussein

Typical Participants in a Court Trial:

- Judge (student, teacher, or a visitor to class with legal experience), prosecutor(s) or plaintiff's attorney(s) in a civil case defense attorney(s), Witnesses for the prosecution, witnesses for the defense, bailiff (swears in witnesses and marks evidence), Jury composed of twelve persons, one of whom should be named jury foreman; alternates may also be designated.

- Who will play each part?

Required readings: "The Trial of Saddam Hussein" and other assigned readings in your document packet. Based on your role, prepare for the trial. At the very least, everyone should prepare a t-chart, with guilty/not guilty arguments respectively.
Simplified Steps in a Trial:

1. Calling of Case by Bailiff: “All rise. The Court of _______________ is now in session. Honorable Judge ______________ presiding.

2. Opening Statement: First the prosecutor (criminal case) or plaintiff’s attorney (civil case), then the defendant’s attorney, explain what their evidence will be and what they will try to prove.

3. Prosecution’s or Plaintiff’s Case: Witnesses are called to testify (direct examination) and other physical evidence is introduced. Each witness called is cross-examined (questioned so as to break down the story or be discredited) by the defense.

4. Defendant’s Case: Same as the third step except that defense calls witnesses for direct examination; cross-examination by prosecution/plaintiff.

5. Closing Statement: An attorney for each side reviews the evidence presented and asks for a decision in his/her favor.

6. Jury Instructions (Jury Trials Only): The Judge explains to the jury appropriate rules of law that it must consider in weighing the evidence. As a general rule, the prosecution (or the plaintiff in a civil case) must meet the burden of proof in order to prevail. In a criminal case this burden is very high. Is order for the account? Are some parts of the trial more important than others? Would you trust a jury of your peers to determine your guilt or innocence? Students should also explore their reactions to playing attorneys, witnesses, jurors, and the judge. What roles do each play in the trial process?
Saddam was put on trial and executed for war crimes.

§ Was this the right decision?

The American Soldier: 2003

4000+ American Casualties
12,000+ Americans Wounded

One of many female soldiers killed or wounded in Iraq.

20,000+ Iraqis Dead!
Iraqis Wounded!

A Growing Insurgency
Former Baathists and foreign terrorists (Al-Qaida, etc.)

End of the Year History Assessment—Create Most Wanted Trading Cards!

DIRECTIONS: READ THE ARTICLE “IRAQ’S MOST WANTED.” RESEARCH SEVERAL OF THE CURRENTLY MOST WANTED OPPONENTS AND TERRORIST LEADERS IN IRAN, IRAQ AND AFGHANISTAN. USING PHOTOSHOP, PAINT OR POWERPOINT, THE CLASS WILL DIVIDE INTO PAGES. EACH PAGE WILL CREATE AT LEAST 6 CARDS, FEATURING FORMER AND CURRENT MOST WANTED DICTATORS AND TERRORISTS FROM IRAN, IRAQ AND AFGHANISTAN! THE FRONT OF EACH CARD SHOULD FEATURE A FUNNY CARTOON LLOCATION OF THE PERSON, WHILE THE BACK MUST FEATURE A SHORT BIOGRAPHY (150 WORDS, WRITE SMALL!) OF THE PERSON’S LIFE AND REASONS WHY THEY ARE WANTED. YES, YOU CAN ALSO BE CREATIVE AND ASMRD HP, SPECIAL POWERS, ETC.

Good sites to start with:
http://www.fbi.gov/wanted/terrorists/fugitives.htm
Create “Most Wanted” Playing Cards!

Assignment:
- Read the article “Iraq’s Most Wanted.”
- Divide into four groups.
- Research several of the currently “most wanted” opposition and terrorist leaders in Iraq and Afghanistan. Using Photoshop or PowerPoint, create 13 playing cards of one particular suite—diamonds, clubs, spades or hearts.
- You need numbers 2-10 and the three picture cards—Jack, Queen, King.
- Each group will create a different suite to complete a whole deck. Each picture of the opposition or terrorist leader must include a label below the picture, identifying who it is, as well as the website source.
- Good site to start with: http://www.angelfire.com/ultra/terroristscorecard/IraqNew.htm
An Interim Iraqi Government is Created (June, 2004)

Prime Minister Ayad Allawi

The Scandal at Abu Ghraib Prison
Activity: Can a democracy succeed in Iraq?

Directions: Read the articles “Is Iraq on the Way to Democracy” and “Reconstruction Task Force Meets in Iraq.” Read the dictionary definition of democracy as well as Thomas Jefferson’s definition of democracy. Then, determine whether a democracy could ultimately succeed in Iraq. Consider whether Iraq has any of these:

- functioning civil institutions
- free press
- educated middle class
- generally open economy
- increased prosperity
- free elections
- pluralism
- respect for law
- independent judiciary
- rule of law
- Freedom from oppression

Creative Writing Assignment: Create a Poem about your position on the continuing conflict in Iraq!

Directions: Read the article “Five Years” and answer the accompanying reading comprehension questions. Then, do the following:

1. Create a one-two-sentence personal statement on the war from the introductory exercise. Your statement will serve as your guiding theme for your poem. You will each work independently to create a poem that borrows from the powerful and descriptive language of the article, “Five Years,” to reflect your theme. For example, if your personal statement on the war is: “I think the United States has a responsibility to leave Iraq in peace,” the poem will use language (e.g., words and phrases) from the article to reflect responsibility and future peace.

2. From the article, highlight words and phrases that evoke your feelings and position on the war. Choose proper nouns (people or places), adjectives, adverbs, exclamations, sentence fragments or complete phrases, as appropriate. Remind them that all words they use in their poems must come from the article, including conjunctions, prepositions, articles, etc.

3. Experiment with line breaks, repetition, alliteration and assonance. How few or how many words do you need to evoke the feeling you intend? Create a title for your poem that reflects your theme, also using words taken directly from the article. Volunteers will read their poems aloud.

4. Once you have completed your poem, you will paste it on a colorful background, along with images and sayings which reflect your personal statement.
Today's Goals!

1) Finish working on your poems on the Iraq War. Remember here are the basic requirements:
   - 1) 1-page long, in format of poem
   - 2) Typed
   - 3) Use language from the article “Five Years.”
   - 4) Have a theme—Either for or against the war.
   - 5) Use poetic devices, such as metaphors, figurative language, and other words which evoke emotion.
   - 6) You need to glue or tape your poem onto a large sheet of color paper and create a colorful border, featuring words, illustrations and images which reflect the theme of your poem.

2) Using your study guide, study for the Iraq War test, scheduled for tomorrow!

Online Flash Jeopardy Review Game on the Middle East!

http://www.superteachertools.com/jeopardy/usergames/May201018/game1272917479.php

MIDDLE EAST FINAL EXAM:

§ Directions: Go to the website:
http://www.rcs.k12.va.us/csjh/worldG/middle_east_test.htm
§ 1) Click “Show all questions.”
§ 2) Complete the quiz all of the way through and then show me your final percent score at the top of the screen.
§ 3) I might allow you to retake the quiz once during class time, for partial or full credit. Ask me…