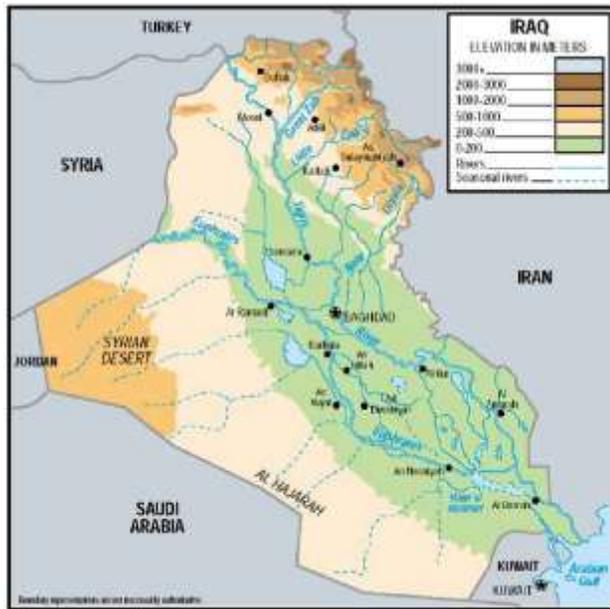


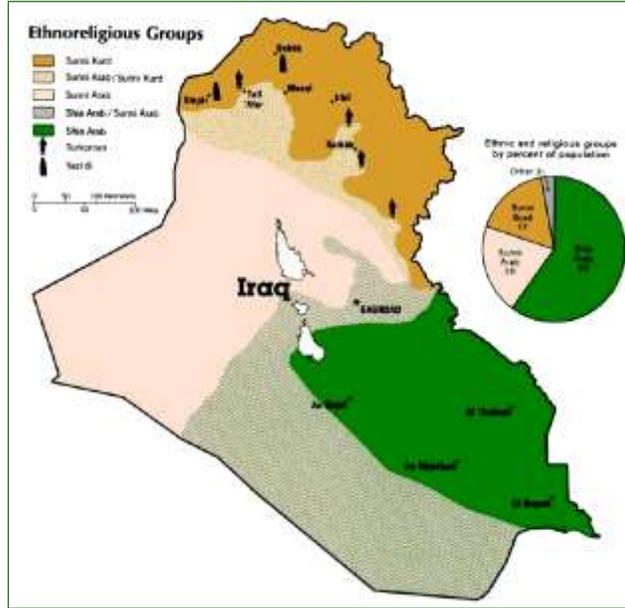


## The Topography of Iran





# Ethnic Groups in Iraq



المملكه فيصل الاول Prince Faisal



## Faisal, 1<sup>st</sup> King of Iraq



- ★ Created by the British in 1921 from three Ottoman provinces - Mosul, Baghdad, & Basra.
- ★ **Prince Faisal** from Arabia becomes 1<sup>st</sup> 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.
- ★ 1968 → Baath Party coup led by Major General Ahmad Hasan al-Bakr.  
→ His deputy was Saddam Hussein.

↓  
Violence becomes a vital part of Iraqi political culture!





## A Young Saddam Hussein (1937 - 2005)



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

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

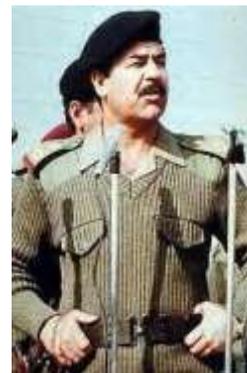


## Saddam's Early Political Career

- ★ 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.

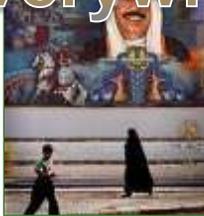




## A Cult of Personality



His face was  
Everywhere!



## A Cult of Personality



1989 Victory Arch



## Saddam's Republican Guard



The elite presidential security force.

## Roots of Conflict: The Fight Over Oil

### § OPEC --Organization of the Petroleum Exporting Countries

- Members: Algeria, Indonesia, Iran, Iraq, Kuwait, Libya, Nigeria, Qatar, Saudi Arabia, the United Arab Emirates, and Venezuela
- Created in 1960, very influential in the 1970's
- Headquarters in Vienna, Austria
- Goal: To coordinate petroleum policies and prices; safeguard members' interests by providing steady income to member countries





## Oil Fields in Iraq



## 1973 Oil Embargo

- § • **1973 Oil Embargo**--In 1973 OPEC, plus Egypt and Syria, announced there would be no oil to any nation that supported Israel in the Yom Kippur War. (US, allies in Western Europe)
- § • OPEC quadrupled the price of world oil
- § • Many nations began to make an effort to lessen dependence on OPEC
- § • Results in US:
  - ◀ o National speed limit of 55mph until 1995
  - ◀ o Department of Energy created in 1977
  - ◀ o US Strategic Petroleum Reserve established – 1978
  - ◀ o Downsized cars, smaller engines
  - ◀ o Alternative renewable energy sources sought





# Assignments!

§ **Do Now—Directions:**

§ **1) Read: 'Oil and National Security' and answer 'Questions for Discussion and Writing.'**

§ **2) Complete the data, graphs and questions on world oil supplies.**

§ **3) Together as a class, we will complete the activity 'Drill in the ANWR?'**




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## World Oil Reserves Assignment

Read these directions before you begin.

The following pages include a list of nations with oil reserves and a graph that will illustrate the world's oil reserves in billions of barrels. Use the information from the list to fill in the bar graph. Notice the nations that have an asterisk (\*) before their names, which are located across the bottom of the graph. These nations are members of OPEC, Organization of Petroleum Exporting Countries.

Use two colors to create the bars on the graph: use one color for the OPEC nations and one color for the other nations. Write in the amount of oil reserves in the boxes above each bar. For example, after coloring in the bar for the U.S., you will enter "22" above that bar.

After completing the bar graph, answer the questions, below.

1. What is the total oil reserve, in billions of barrels, for all of these nations? \_\_\_\_\_
2. What is the total oil reserve, in billions of barrels, for the OPEC nations? \_\_\_\_\_
3. What is the total oil reserve, in billions of barrels, for the non-OPEC nations? \_\_\_\_\_
4. What percent of world oil reserves do the OPEC nations have? \_\_\_\_\_
5. What percent of world oil reserves do the non-OPEC nations have? \_\_\_\_\_
6. Write a summarizing paragraph about your findings; evaluating world oil reserves and which nations have the advantage of holding the most oil.

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### World Oil Reserves KEY

7. What is the total oil reserve, in billions of barrels, for all of these nations? 940.8
8. What is the total oil reserve, in billions of barrels, for the OPEC nations? 713.9
9. What is the total oil reserve, in billions of barrels, for the non-OPEC nations? 226.9
10. What percent of world oil reserves do the OPEC nations have? 76%
11. What percent of world oil reserves do the non-OPEC nations have? 24%
12. Write a summarizing paragraph about your findings; evaluating world oil reserves and which nations have the advantage of holding the most oil.

Answers will vary. Students should include the fact that OPEC nations hold more of the world oil reserves than non-OPEC nations. They may say OPEC nations have  $\frac{3}{4}$  of the world supply, or three times as much oil as non-OPEC nations.



## Questions on Oil Consumption

§ **Directions:** Using the accompanying charts on world oil consumption, answer the following questions:

- 1) How much oil does the U.S. consume? Explain why you think the United States is the highest consumer of oil.
- 2) List the top ten consumers of oil. In general, are these first world countries (wealthier, developed) or third world countries (poorer, underdeveloped)? Does this surprise you? Explain.
- 3) Explain how you think oil supply and demand may influence the foreign policies of the world's leading consumers, such as the U.S. Does this explain the current conflict in the Middle East? Explain your point of view.
- 4) Based on your own knowledge, describe several ways the U.S. can reduce its dependence on foreign oil.



World Oil Consumption in Barrels per Day

	Country	Barrels per Day		Country	Barrels per Day
1	United States	20,030,000	47	Belarus	272,000
2	China	6,391,000	48	Syria	240,000
3	Japan	5,378,000	49	Libya	238,000
4	Russia	2,800,000	50	Romania	235,000
5	Germany	2,677,000	51	Algeria	232,000
6	India	2,320,000	52	Chile	228,000
7	Canada	2,193,000	53	Kazakhstan	221,000
8	Korea, South	2,168,000	54	Finland	219,700
9	Brazil	2,100,000	55	Puerto Rico	218,000
10	France	2,060,000	56	Vietnam	216,000
11	Italy	1,874,000	57	Cuba	205,000
12	Saudi Arabia	1,775,000	58	Denmark	188,300
13	Mexico	1,752,000	59	Czech Republic	183,200
14	United Kingdom	1,722,000	60	Ireland	175,600
15	Spain	1,544,000	61	Morocco	158,000
16	Iran	1,435,000	62	Peru	157,000
17	Indonesia	1,155,000	63	Ecuador	153,000
18	Netherlands	920,000	64	New Zealand	151,900
19	Taiwan	915,000	65	Hungary	134,100
20	Australia	875,600	66	Dominican Republic	128,000
21	Thailand	851,000	67	Azerbaijan	123,000
22	Turkey	715,100	68	Uzbekistan	120,000
23	Singapore	705,000	69	Bulgaria	107,000
24	Balium	624,200	70	Virgin Islands	105,000
25	Egypt	566,000	71	Jordan	103,000
26	Venezuela	530,000	72	Latvian	102,000
27	Malaysia	510,000	73	Croatia	90,000
28	South Africa	484,000	74	Tunisia	90,000
29	Poland	476,200	75	Lithuania	89,000
30	Argentina	450,000	76	Serbia and Montenegro	85,000
31	Greece	455,700	77	Bangladesh	84,000
32	Ukraine	401,000	78	Turkmenistan	80,000
33	Pakistan	385,000	79	Yemen	80,000
34	Iraq	351,500	80	Sri Lanka	79,000
35	Sweden	346,100	81	Panama	78,000
36	Philippines	335,000	82	Netherlands Antilles	72,500
37	Portugal	326,500	83	Slovakia	71,400
38	United Arab Emirates	310,000	84	Sudan	70,000
39	Nigeria	310,000	85	Jamaica	69,000
40	Kuwait	305,000	86	Ghana	66,000
41	Austria	286,200	87	Costa	62,000
42	Israel	270,100	88	Luxembourg	55,700
43	Colombia	270,000	89	Cyprus	52,000
44	Hong Kong	260,000	90	Kenya	52,000
45	Switzerland	258,500	91	Slovenia	52,000
46	Norway	257,200	92	Bolivia	48,000
			93	Angola	46,000
			94	Armenia	40,000



World Oil Consumption

Country	Barrels per Day	Country	Barrels per Day		
95	Costa Rica	40,000	139	Brunei	12,000
96	El Salvador	40,000	140	Djibouti	12,000
97	Ghana	39,000	141	Macau	12,000
98	Uruguay	38,000	142	Haiti	11,800
99	Moldova	37,000	143	Guwana	11,300
100	Honduras	37,000	144	Kyrgyzstan	11,000
101	Qatar	33,000	145	Mozambique	11,000
102	Burma	32,000	146	Mongolia	11,000
103	Senegal	31,000	147	Fin	10,000
104	Latvia	29,000	148	New Caledonia	10,000
105	Trinidad and Tobago	29,000	149	Barbados	10,000
106	Ethiopia	27,000	150	Uganda	10,000
107	Belarus	26,000	151	Togo	8,500
108	Nicaragua	25,200	152	Guinea	8,400
109	Tajikistan	25,000	153	Congo, Democratic Republic of the	8,300
110	Korea, North	25,000	154	Burkina Faso	8,000
111	Estonia	25,000	155	Seychelles	7,600
112	Paraguay	25,000	156	Albania	7,500
113	Mauritania	24,000	157	French Guiana	6,600
114	Gibraltar	23,500	158	Sierra Leone	6,510
115	Bahamas, The	23,000	159	Aruba	6,500
116	Cameroon	23,000	160	Belize	6,000
117	Zimbabwe	22,500	161	Rwanda	6,000
118	Tanzania	22,000	162	Malawi	5,450
119	Mauritius	21,000	163	Niger	5,400
120	Macedonia, Republic of	21,000	164	Congo, Republic of the	5,300
121	Bosnia and Herzegovina	21,000	165	Afghanistan	5,000
122	Côte d'Ivoire	20,000	166	Somalia	5,000
123	Guam	19,000	167	French Polynesia	4,800
124	Reunion	18,500	168	Eritrea	4,600
125	Malta	18,000	169	Faroe Islands	4,500
126	Iceland	17,280	170	Mali	4,250
127	Namibia	16,000	171	American Samoa	4,000
128	Nepal	15,400	172	Bermuda	4,000
129	Papua New Guinea	15,000	173	Maldives	4,000
130	Madagascar	15,000	174	Greenland	3,350
131	Suriname	14,000	175	Cambodia	3,700
132	Martinique	13,800	176	Antigua and Barbuda	3,600
133	Georgia	13,000	177	Swaziland	3,500
134	Guadeloupe	13,000	178	Liberia	3,400
135	Gabon	12,250	179	Burundi	3,000
136	Zambia	12,250			
137	Benin	12,000			
138	Botswana	12,000			



### World Oil Consumption

180	Laos	2,950	197	Dominica	800
181	Saint Lucia	2,520	198	Tonga	800
182	Guinea-Bissau	2,450	199	Comoros	700
183	Cayman Islands	2,450	200	Saint Kitts and Nevis	700
184	Central African Republic	2,400	201	São Tomé and Príncipe	650
185	Gambia, The	2,000	202	Vanuatu	620
186	Grenada	1,800	203	Saint Pierre and Miquelon	480
187	Western Sahara	1,750	204	British Virgin Islands	410
188	Chad	1,450	205	Cook Islands	400
189	Lesotho	1,400	206	Montserrat	380
190	Saint Vincent and the Grenadines	1,300	207	Falkland Islands (Islas Malvinas)	200
191	Solomon Islands	1,270	208	Kiribati	200
192	Cape Verde	1,200	209	Saint Helena	100
193	Equatorial Guinea	1,200	210	Turks and Caicos Islands	80
194	Bhutan	1,100	211	Niue	20
195	Nauru	1,000	Total:	80,727,420	
196	Samoa	1,000	Weighted average:	382,594.4	

Adapted from: *NationMaster, CIA World Fact Book*. Available URL:  
<http://www.nationmaster.com/country/2005>.



## The Iran-Iraq War 1980-1988

### Questions:

What were the causes?  
 Is anyone to blame?





## 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 commercial 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).

Perform!



Vs.



## Results of the Iran-Iraq War of 1980-1988

- § 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.



## Gassing the Kurds



## Ali Hasa al-Majid ("Chemical Ali")



*I will kill them [the Kurds] all  
with chemical weapons!*



## A Reign of Terror: Mass Graves of Saddam's Victims



## “Iraqi Kurds recall chemical attack”

§ **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.



**Assignment:** Read all of the articles below about chemical warfare. Write a 300-word (minimum), 3-paragraph compare/contrast essay, explaining the uses of chemical warfare in World War I to Iraq's use during the Iran-Iraq War of 1980-1988.

**Introduction: the Genocide of the Kurds by Iraqi Chemical Weapons**



# Optional Assessment

**WHO ARE THE KURDS?**

September 8, 1991

Many of us are aware that an Iraqi military incursion into a UN designated Kurdish "safe haven" in northern Iraq last week caused President Clinton to order missile attacks this week on Iraqi military installations in Northern Iraq, to teach Saddam Hussein "a lesson". The "safe havens" had been set up the last time the Kurds had against the Western aggressions, following the Gulf War in 1991, when Iraq stretched a Kurdish uprising, killing thousands, and creating 2 million refugees.

It seems that we only hear of the Kurds of those of us. What do we really know about these people? Here are a few quick facts:

- Ethnic Kurds comprise 22 million people in 6 countries - 10 million in Turkey, 7.5 million in Iran, 3.5 million in Iraq and pockets of population in Syria, Azerbaijan and Armenia.
- They have lived for 2,000 years in the roughly 74,000 square mile autonomous territory that they inhabit.
- They speak a language related to Farsi.
- The majority of Kurds are Sunni Muslims.
- Following WW1 the Kurds were promised their own state, carved out of the former Ottoman Empire. This was thwarted by the British, French and Turks after oil was found in the territory.
- In 1988 thousands of Kurds were killed in Northern Iraq when Saddam Hussein ordered gas attacks against them.
- One of the most famous Kurds was the warrior Saladin, who recaptured Jerusalem from the Crusaders in the 12th century.

The Kurds have been kept apart by different nations, but also by factions. Part of the reason that Iraqi troops entered the "safe haven" was at the request of Kurdish Democratic Party (KDP), who were facing opposition from the Kurdistan Union of Kurdistan (PUK). Here are some facts on them:

- The KDP is the largest faction in Iraq. It is led by Mesud Barzani, who is the grandson of a legendary general hero.
- The PUK broke away from the KDP twenty years ago. It is heavily armed and it's leader, Jalal Talabani, views it as a vehicle in continued hostility against Iraq.

One old worker in the "safe haven" described the Kurds this way, "When elephants fight, it is the grass that suffers, when elephants make love, the grass also suffers. That growth fits the Kurds perfectly. They are the grass in this part of the world."



# The Persian Gulf War (1990-1991)





## Video: Commander in Chief: George H.W. Bush (and the Persian Gulf War)



Pay attention! A Video Quiz follows!



## 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 all of its oil to the United States
- § 3. Operation Desert Shield was originally intended to show off the United States' military might true false
- § 4. The Bush Administration wanted to overthrow Manuel Noriega because \_\_\_\_\_. (Choose only one answer)
  - A) Noriega was an ally of Saddam Hussein
  - B) Bush said Noriega was "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



## Quiz: Commander in Chief: George H.W. Bush (and the Persian Gulf War)

- § 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 use less than overwhelming force
  - C) always start a war with massive air strikes
  - D) petty tyrants should always be brought to justice
- § 7. George Bush was infuriated before the Persian Gulf conflict because \_\_\_\_\_. (Choose only one answer) I
- A) Iraq had allied its military with Saudi Arabia's
  - B) Saddam Hussein threatened to use his hostages as human shields
  - C) there were too many Iraqi forces for the United States to fight against
  - 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 bombed 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 let General Schwarzkopf retire
  - C) he left Saddam Hussein in power
  - D) there had been too many casualties



## 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

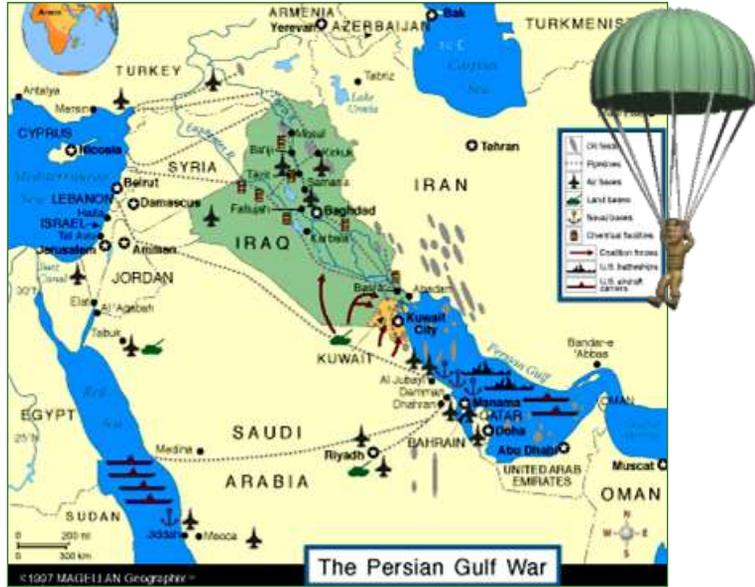
August 2, 1990



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



# “Operation Desert Storm”



# The Ground War





## Summary of Persian Gulf 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.



# U. S. Military Leaders



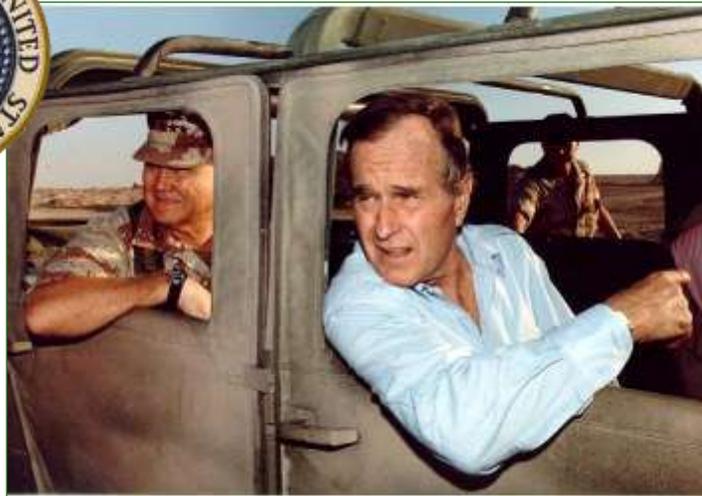
**General Colin Powell**



**General Norman Schwarzkopf**

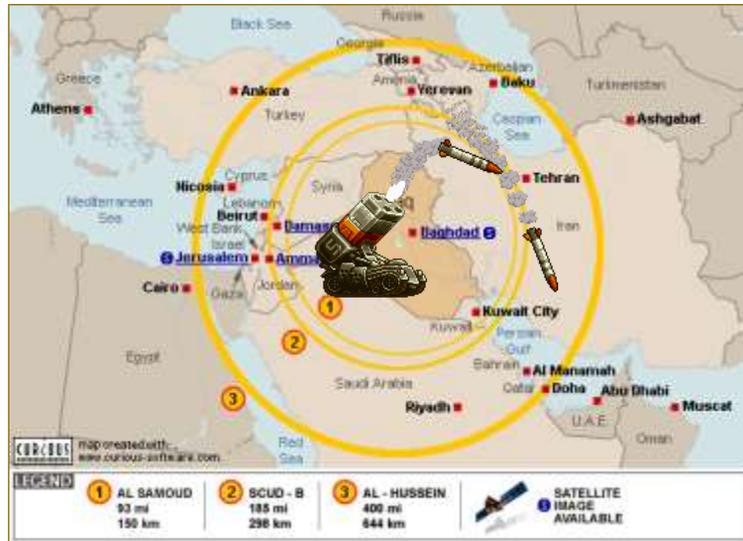


# President George H. W. Bush with General Schwartzkopf





## Range of Iraqi Missiles



## Saddam Lobs SCUD Missiles



**Israel & Saudi Arabia:  
The fear of bio-chemical  
attacks.**





## U. N. No-Fly Zones



## 1990s: Iraqi Targets





## U. S. Female Soldiers



Everywhere is a combat zone!



## Kuwait is Liberated





## 400 Iraqi Oilfields on Fire

Why did the Iraqis set these on fire?



An environmental disaster!



## Allies March to Baghdad



Iraqis soldiers surrender.



Iraqis cheer Allied forces.



## "Highway of Death"



## Summary of End of Persian Gulf War

- § 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.



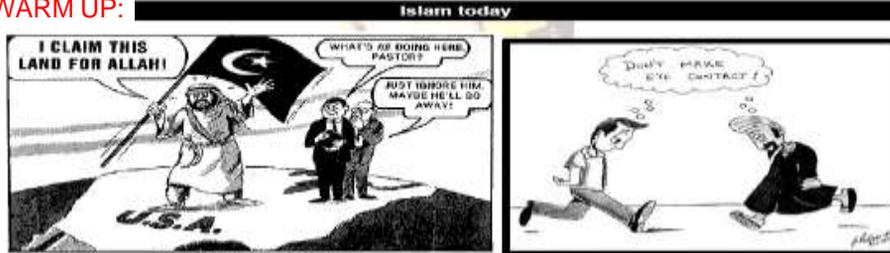
## Activity: The Powell Doctrine

§ **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:



- Shortly after the attacks of Sept. 11, 2001, President Bush visited a mosque and said the U.S. war on terrorism was not a war against Islam, which he called a "religion of peace." The Grand Mufti of Saudi Arabia also said that "Hijacking Planes, terrorizing innocent people and shedding blood constitute a form of injustice that cannot be tolerated by Islam".
- On the other hand, the American Baptist leader Jerry Falwell said on CBS-TV that Mohammed "was a terrorist" and the religion he founded "teaches hate." To back this up, he quoted from the Koran: "When you meet the unbelievers in the battlefield, strike off their heads and, when you have laid them low, bind your captives firmly."
- Muslims believe in all Prophets sent by Allah, and so do not misuse or misinterpret the religious texts of other faiths in order to insult them. Even in recent times, Muslims have and are facing brutality and murder in Bosnia, Kosovo, Chechnia, Kashmir, and Palestine - but they have not questioned Judaism and Christianity
- Is Muslims wished to do so, it would be just as easy to select evidence from the Bible to make Christianity sound violent and intolerant – for example:

"I tell you that to everyone who has, more shall be given, but from the one who does not have, even what he does have shall be taken away. But these enemies of mine, who did not want me to reign over them, bring them here and slay them in my presence."  
(Jesus, quoted in Luke 19:26-27)

"Do not think that I have come to send peace on earth. I did not come to send peace, but a sword. I am sent to set a man against his father, a daughter against her mother, and a daughter-in-law against her mother-in-law" (Jesus, quoted in Matthew 10:34-35)

**Task**

1. Do you think the message of the cartoons on this page are for or against Islam? Explain your answer.

## 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

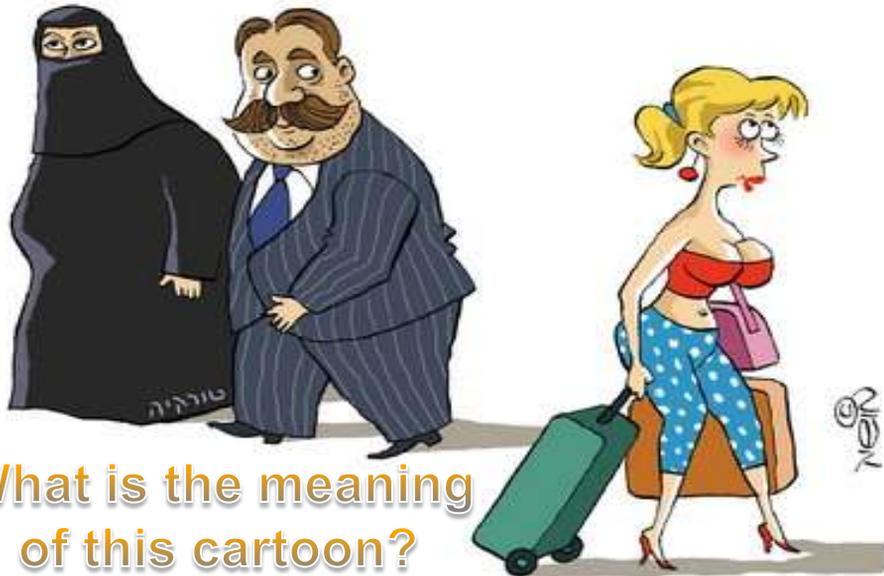


### Islamic Fundamentalism

§ **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

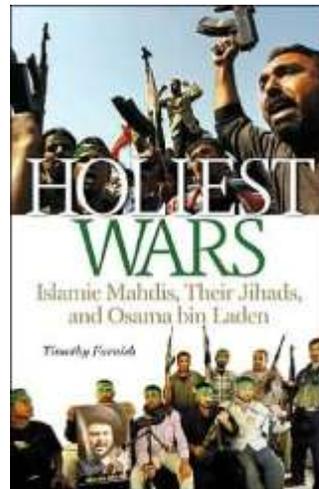


What is the meaning  
of this cartoon?



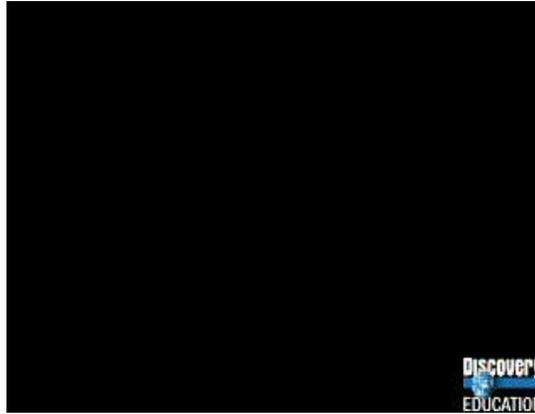
## The Meaning of Jihad according to Islamic Fundamentalism

- § 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.





## Naming The Nightmare - Journey Back From 9/11: Terrorism (27 Min)



### Description:

Terrorists use acts of violence against civilians to evoke fear and draw attention to their cause or belief. This poignant program, the first in a four-part series, looks at the causes and effects of terrorism. What conditions give rise to terrorism? This program explores the historical background of terrorism, including the Reign of Terror, the assassin phenomenon and examines terrorism as a global issue. © 2002 ITS

### In a well-developed 100-word response:

1) Define terrorism and it's purpose. 2) What are the origins of terrorism? 3) Explain several causes and effects of terrorism.



### Examples of Terrorist Activities

The following are some examples of terrorist attacks over the last few decades. These are merely representative examples; there are many, many, more incidents of terrorism that occurred during this time period. Many terrorist groups commit instances of terrorism and murder in the name of religion. As Americans, it is difficult to understand what prompts people to believe this is an activity defensible by religious faith. Read over the examples, below, and think about the role of the United States in the Middle East today.

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **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.
8. **1979:** (November) Fifty-two Americans taken hostage by Islamic Fundamentalist Iranian students. They are held hostage for 444 days.
9. **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.



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

§ **Osama Bin Ladin**, leader of the terrorist network called the Al Qeda, based in Afghanistan.

§ To this day, he has not been captured!



## 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



<http://archives.cnn.com/2001/US/09/11/chronology.attack/>



## 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.**

<http://archives.cnn.com/2001/US/09/11/chronology.attack/>



## 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.**

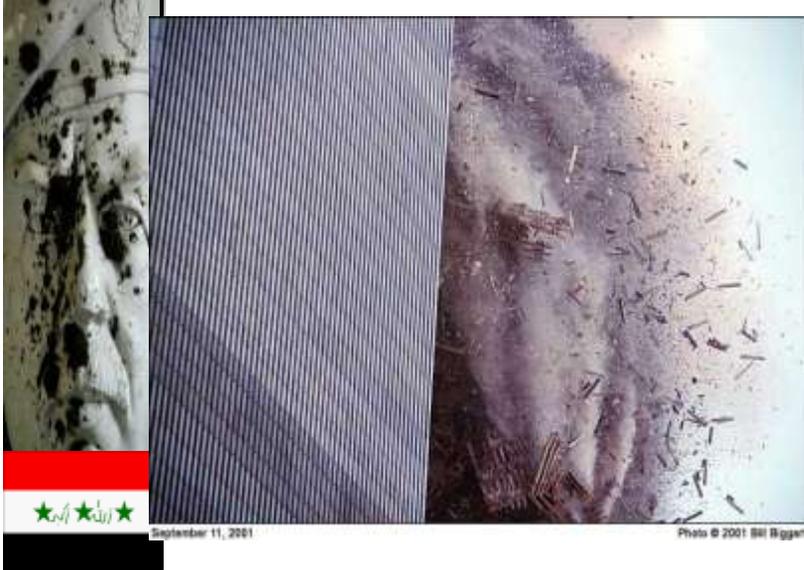
★ The World Trade Center towers explode and burn after being hit by planes Sept.11



[http://www.plaguepuppy.net/public\\_html/collapse%20update/#wtc-2](http://www.plaguepuppy.net/public_html/collapse%20update/#wtc-2)



The explosions these firemen describe can be seen in this photo by Bill Biggert, a photographer who was killed by the dust cloud moments after taking this shot.



The Pentagon -- the heart of the military establishment of the world's greatest super-power -- was hit well over an hour into the attack without being protected by any defensive action.



# 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?



<http://www.rense.com/general20/link.htm>



## The terrorists responsible for the 9/11 Attacks

American Airlines # 11



American Airlines # 77



United Airlines # 93

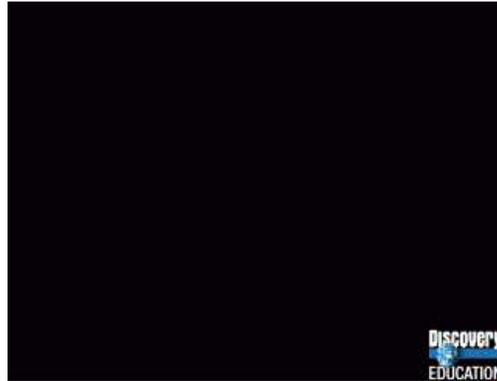


United Airlines # 175





## 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

Pay attention! Your assignments follow!



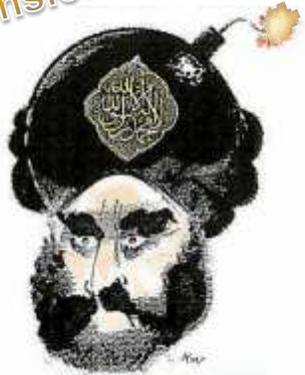
## ASSIGNMENTS ON TERRORISM

- § **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?”



## Post 9/11: Is this how the U.S. and the Western World view Muslims?

Extension



**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





**Warm Up Video (7 minutes): How has 9/11 influenced U.S. Foreign Policy? Our attitude towards terrorism? Iraq?**

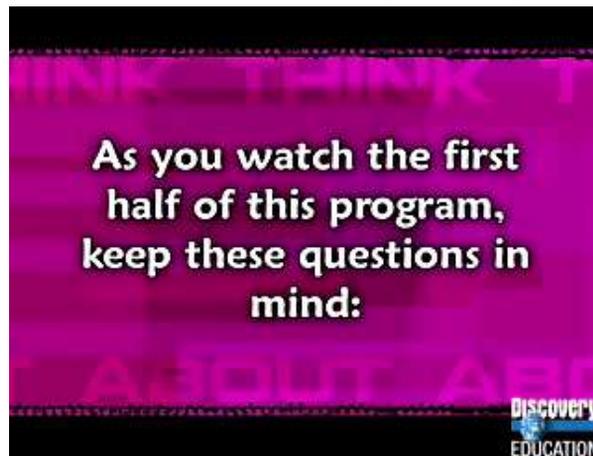


Answer the above questions in 75 words!





## VIDEO: "Operation Iraqi Freedom" (53 m)



§ **Pay Attention! Your assignment follows!**

Name \_\_\_\_\_

**SCHOLASTIC NEWS**

**Scholastic News Online/News In-Depth Issue: Iraq**  
**Roots of the Conflict**

Tensions between the United States and Iraq began more than 10 years ago. Study this time line to understand the roots of the current conflict, then answer the questions.

1975		
1979	1979	Saddam Hussein becomes President of Iraq.
1980	1980	Iraq and Iran go to war. The U.S. sides against Iran and sends arms to help Iraq.
1985		
1990	1990	Iraq uses chemical weapons to attack the Kurds, an ethnic group in the northern part of Iraq. The war with Iran ends.
1990	1991	The U.S. attacks Iraq in Operation Desert Storm. After two months, Iraq leaves Kuwait. Iraq promises it will stop building chemical weapons and other weapons of mass destruction. It agrees to let the UN conduct weapons inspections.
1995		
2000	1998	Iraq refuses to let UN weapons inspectors in.
2000	2000	Iraq again turns away UN weapons inspectors.
2000	2002	Evidence grows that Iraq is making illegal weapons. Experts also worry that Iraq will ally itself with al Qaeda, a terrorist organization. Finally, Iraq agrees to let UN weapons inspectors in.
2005	2003	Weapons inspectors finish their tally. The U.S. considers Iraq an urgent threat and asks the UN to support an attack on Iraq.

- This time line is divided into segments. Each segment stands for \_\_\_\_\_ years.
- How long has Saddam Hussein been in power in Iraq? \_\_\_\_\_
- When did Iraq use chemical weapons? \_\_\_\_\_ Against whom? \_\_\_\_\_
- How did the U.S. help Iraq in 1990? \_\_\_\_\_
- Why did the U.S. attack Iraq in 1991? \_\_\_\_\_
- What important event happened in 1998? \_\_\_\_\_
- According to the time line, what are two reasons the U.S. currently considers Iraq a threat? \_\_\_\_\_



## 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 ennoble 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 rewrote 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 these 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 process 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 25 questions to ask all sides.

# IRAQ DEBATE



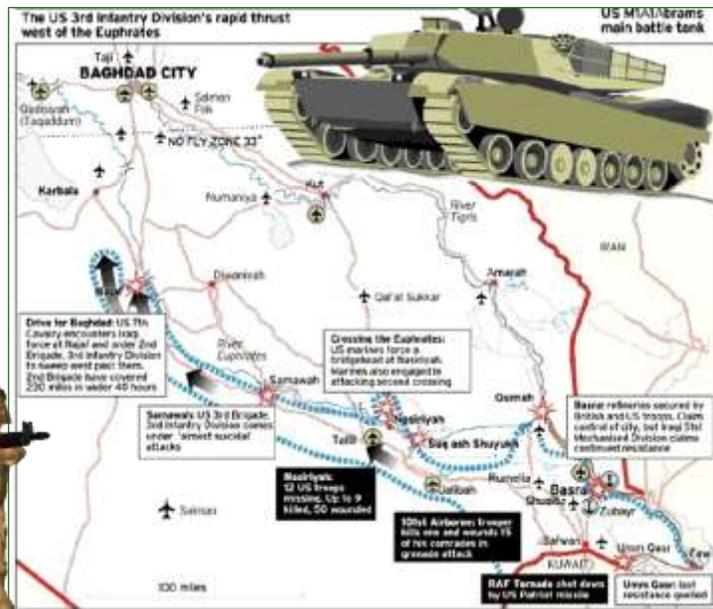


## Reasons for Going to War Against Saddam (according to the U. S. and Britain)

- ★ Saddam was somehow linked to Osama Bin Ladin and the Al Qeda. 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





## "Shock & Awe!"



Coalition forces attack Baghdad (again).



## Anti-War Protestors





# Mohammed Saeed al-Sahaf



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

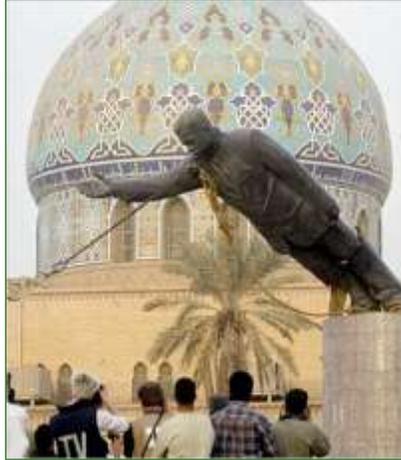


# "Baghdad Bob"





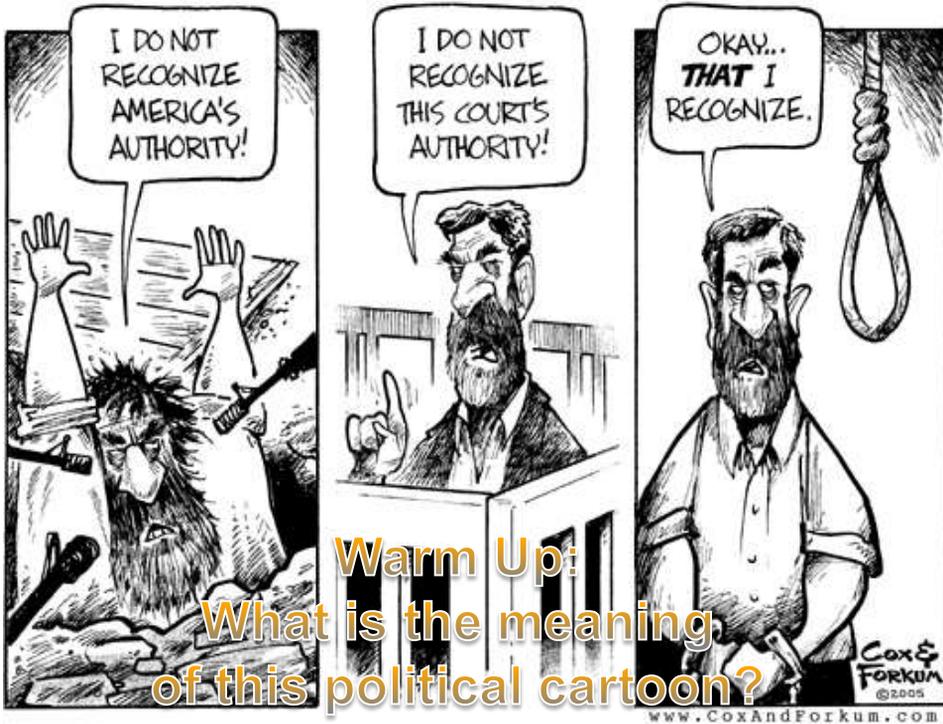
## The Dictator is "Toppled"



## "Mission Accomplished"



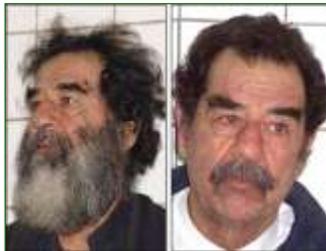
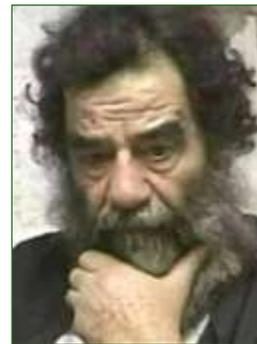
President George W. Bush lands on board the USS Abraham Lincoln (May, 2003)



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 could be 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.

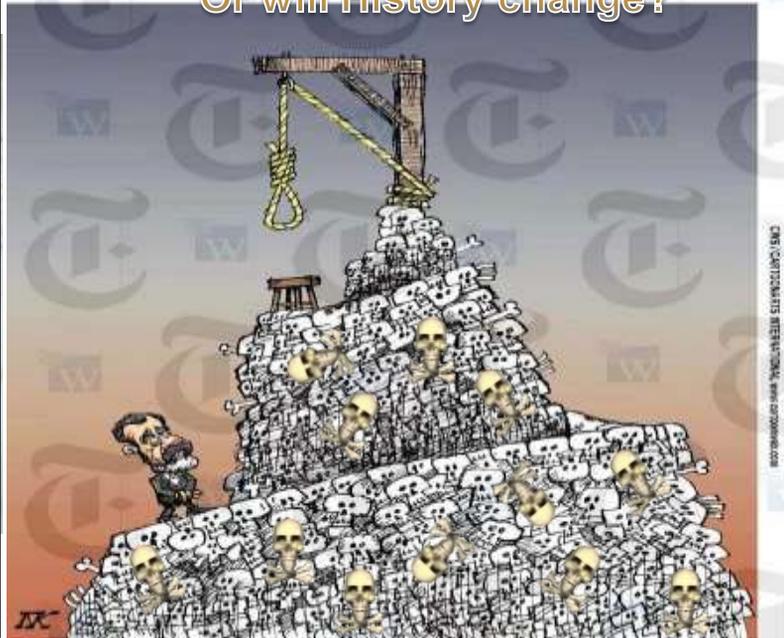
## Simplified Steps in a Trial:

- § **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 is to 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. In order for the accused? 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?



NIK  
Tehran  
IRAN

Is this the fate of Saddam Hussein  
Or will History change?



**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



## Capt. Dawn Halfaker



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.)



## 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



## 1/30/05 - The Vote!



**Courage at the Polls!!**

# Activity: Can a democracy succeed in Iraq?

§ **Directions:** Read the articles “Is Iraq on the Way to Democracy?” and “Reconstruction Taskforce 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 represent 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 and 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 feelings 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!