

Truth, War and Consequences

About the film:

FRONTLINE traces the roots of the Iraqi war back to the days immediately following Sept. 11, when Defense Secretary Donald Rumsfeld ordered the creation of a special intelligence operation to quietly begin looking for evidence that would justify the war. The intelligence reports soon became a part of a continuing struggle between civilians in the Pentagon on one side and the CIA, State Department, and uniformed military on the other -- a struggle that would lead to inadequate planning for the aftermath of the war, continuing violence, and mounting political problems for the president.

Visit the "Truth, War & Consequences" Web site for more on the story. [URL: <http://www.pbs.org/frontline/truth>]

A Note to Teachers:

- For classes in Social Studies, Language Arts and Current Events; Grade level 9th-12th

These teaching activities are designed to help students understand the roots of the current crisis in Iraq, the decision to go to war without United Nations support and the challenges facing post-war Iraq.

On May 1, 2003 President George W. Bush announced, "major combat operations in Iraq have ended." He credited the war in Iraq as a "victory in a war on terror that began on Sept. 11, 2001." However, months after the fall of Baghdad, in the words of CNN Student News, "America still faces what one of its own top generals has called war, however you describe it." As a result of the escalating violence in Iraq, President Bush has called upon Congress to appropriate an additional \$87 billion in aid. He has also asked the United Nations to assist in peacekeeping. The documentary "Truth, War and Consequences" examines the use of Sept. 11 as a rationale for the war in Iraq and the difficult task of rebuilding that country. The program provides an excellent method for students to:

- Study current international issues.
- Examine the individuals and political entities involved in the decision to go to war.
- Explore the possibilities of democracy in Iraq.

Lesson Plans

PRE-VIEWING LESSON PLAN:

Iraq: How did we get here?

Students will do individual and group research to learn how the U.S. government decides to go to war, who are the key decision makers, and what is the role of United Nations as peacekeeper.

VIEWING LESSON PLAN:

Student Viewing Guide

Students will answer a few general questions that will require them to take notes throughout the documentary.

POST-VIEWING LESSON PLAN:

Is Democracy Possible in Iraq?

Students will explore what is necessary for a nation to have a democratic government. Student drawings, individual and group brainstorming and group research will be incorporated.

Purchasing the Video

"Truth War and Consequences" can be purchased from ShopPBS for Teachers. [Also please note: FRONTLINE is streaming the entire film online on the "Truth, War and Consequences" Web site.

ShopPBS for Teachers URL:

<http://teacher.shop.pbs.org/cust/cdeploy?ecaction=ecwalkin&template=shoppbsforteachers/index.en.htm>

"Truth, War & Consequences" Web site URL:

<http://www.pbs.org/frontline/shows/truth>

Credits

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PREVIEWING LESSON PLAN:

Iraq: How did we get here?

This lesson is divided into three steps. [Note: Each step can be completed independently.]

- **Step One** "Understanding the Department of Defense" requires 22-30 minutes.
- **Step Two** "Introducing the Key Decision Makers" requires 50–60 minutes.
- **Step Three** "What is the United Nations?" requires 50–60 minutes.

Materials Needed:

Students will need Internet access, writing materials and student handouts.

Lesson Objectives:

In this lesson students will:

- Evaluate their understanding of the Defense Department.
- Investigate how the U.S. government decides to go to war.
- Analyze the key decision makers.
- Explore the role of United Nations as peacekeeper.

Step One "Understanding the Department of Defense"

Procedure:

To determine what the students know about the Defense Department and how decisions to go to war are made, have the students take the following pre-test. Next have the students check their knowledge by completing the handout called Understanding the Department of Defense.

Method of Assessment

Students should turn in both their pre-test and the answers from the student handout.

Media Literacy Note: Students need to be aware that Web sites sometimes present only one view of an issue. They should be encouraged to interrogate Web sites even as they are reading. Guiding questions as they work through these activities should be: What did you learn from this site? What didn't you learn from this site? Who sponsors this source? What bias might the sponsor have?

Step Two: "Introducing the Key Decision Makers"

Procedure:

The *Time* Magazine article "**First Stop, Iraq**" traces the present Iraq conflict back to a Feb. 27, 1991 meeting where the first President Bush declared "the political objectives in Gulf War I have been achieved and hostilities will cease at midnight." It provides a brief history of how many of the key decision makers in Gulf War I are now key decision makers in Gulf War II. The article identifies such key figures as: President George W. Bush, Vice President Dick Cheney, Secretary of State Colin Powell and Deputy Secretary of Defense Paul Wolfowitz.

Students should read and take notes on "First Stop, Iraq" to learn more about the roles of these key individuals. The article can be found at:

<http://www.cnn.com/2003/ALLPOLITICS/03/24/timep.saddam.tm/>

Teachers should then:

- Divide the class into four groups.
- Assign each group a key decision maker. The group should record the actions of that person.
- The group should compare their individual notes taken while reading the article and develop a summary sheet on the impact of their decision maker in the buildup to war.

Method of Assessment

- Each group should select a speaker to present their findings to the class.
- Copies of the summary sheets should be duplicated and given to all of the students.
- Groups should turn in their individual notes and their summary sheet.
- As an additional activity, students could be assigned a one- to two-page paper as homework that evaluates the following statement: Gulf War II is really just an extension of Gulf War I.

Extending The Lesson:

Students may want to learn more about these individuals. Short biographies can be found at the following sites:

President Bush's Cabinet

<http://www.whitehouse.gov/government/cabinet.html>

The White House Web site provides the biographies of President Bush's Cabinet and offers links to the Web sites of each member's respective department.

The Bush Administration: Corporate Connections

<http://www.opensecrets.org/bush/cabinet.asp>

Biographies from this Web site, from the Center for Responsive Politics,

details the ties of Cabinet members and presidential advisers to various corporations.

Media Literacy Note: Students need to be aware that Web sites sometimes present only one view of an issue. They should be encouraged to interrogate Web sites even as they are reading. Guiding questions as they work through these activities should be: What did you learn from this site? What didn't you learn from this site? Who sponsors this source? What bias might the sponsor have? How did the biographies differ on the various sites? What accounts for these differences?

Step Three "What is the United Nations?"

Procedure:

Ask students to read the U.N. handout and answer the study questions using the U.N. Web site listed on the handout. Conclude this exercise with the following:

- In a small group discussion have the students answer the question: What factors might limit the effectiveness of the United Nations? Ask students to list four things they think could cause problems, using information from their reading and their prior knowledge.
- Conduct a large group discussion which considers the following: The U.N. goal, as stated in its charter, was "to save succeeding generations from the scourge of war." What recommendations would students make to help the U.N. achieve this goal?

Method of Assessment:

Have students turn in their reading and discussion notes.

Extending the Lesson: Weapons of Mass Destruction

Students may want to know more about the U.N.'s role in the debate over Iraq and weapons of mass destruction. Here are links with further information:

Weapons of Mass Destruction in the Middle East

<http://cns.miis.edu/research/wmdme/>

This Web site from the Center for Nonproliferation Studies offers overviews of nuclear, biological and chemical weapons, as well as a chronology of their use in the Middle East. This page also has profiles of Middle Eastern countries that include each country's WMD capabilities. [Note: The Iraq country profile was produced in September 2001.]

The United Nations and Threats from Weapons of Mass Destruction

<http://www.pbs.org/weta/washingtonweek/educators/unupdate.html>

This is an online lesson plan from the PBS series "Washington Week." It is designed for students to learn more about various weapons of mass destruction, and the U.N.'s options to reduce or eliminate the threat. (Should take 2-3 class periods)

Weapons of Mass Destruction in Iraq

http://www.pbs.org/newshour/extra/teachers/lessonplans/iraq/wmd_4-7.html

For a shorter lesson on weapons of mass destruction, this online lesson plan offered by "The Newshour with Jim Lehrer" is designed to explore what weapons Saddam Hussein was accused of having, why the international community determined he should not have them, and how this debate played out in the buildup to war. (This lesson takes 20-30 minutes.)

Media Literacy Note: Students need to be aware that Web sites sometimes present only one view of an issue. They should be encouraged to interrogate Web sites even as they are reading. Guiding questions as they work through these activities should be: What did you learn from this site? What didn't you learn from this site? Who sponsors this source? What bias might the sponsor have?

For a different perspective on weapons of mass destruction, students could look at some Middle Eastern online newspapers:

Al Jazeera

<http://english.aljazeera.net/HomePage>

Arab News

<http://www.arabia.com/news/english/0,4963,1,00.html>

Tehran Times (Iran)

<http://www.tehrantimes.com/default.asp>

Al-Ahram (Egypt)

<http://weekly.ahram.org.eg/>

STUDENT HANDOUT:
Pre-test -- The Department of Defense

1. What is the Pentagon?

2. When was the U.S. military first organized?

3. Who is the commander in chief of the armed forces?

4. What was the first branch of the U.S. military?

5. In how many countries does the U.S. military have a presence?

6. What department is in charge of the United States Coast Guard?

STUDENT HANDOUT: Understanding the Department of Defense

The Department of Defense was created under the National Security Act in 1947 to unify the nation's armed forces. The name Pentagon was given to the five-sided building that houses the Department of Defense. This building is located in Virginia, just across the Potomac River from the United States Capitol. A picture of the Pentagon can be seen at:
<http://www.dod.mil/photos/Apr1998/DF-ST-87-06962.html>

To better understand the Defense Department go to:
http://www.defenselink.mil/pubs/dod101/dod101for2002/dod101for2002_files/frame.htm

Answer the following questions using the information found in the dialogue under each slide:

When did the U.S. military first develop?

What are the military's five branches?

How many people are on active duty?

How many military sites are there?

Why is protecting U.S. resources very important today?

In how many countries does the U.S. military have a presence?

What percentage of the Army has high school diplomas?

What are the military's core values?

The Department of Defense has a \$371 billion budget. What business has the closest budget/revenue to this?

Who are the stockholders in this company?

Summarize the chain of command. (Note: JCS stands for Joint Chiefs of Staff)

What departments are in the Office of the Secretary of Defense?

What do the four undersecretaries manage?

What is the Senior Administrator most concerned about?

What are the responsibilities for the three remaining undersecretaries?

What department is in charge of the U.S. Coast Guard?

In how many countries is the U.S. Army presently stationed?

STUDENT HANDOUT: What is the United Nations?

Membership:

The United Nations was created in 1945 at the end of World War II. Its goal, as stated in the U.N. Charter, was "to save succeeding generations from the scourge of war." There are 191 members in the U.N. today. According to the U.N. charter, membership is limited to "peace loving states" willing to accept the member obligations. The U.N. members decide if the applicants are able and willing to carry out these obligations. The Security Council screens applicants and makes recommendations to the General Assembly, which can choose by a two-thirds vote to accept or reject a country.

Bodies:

There are many different organizations or organs in the U.N., each with a different goal. Learn about the duties of the U.N. by going to the following Web site:

<http://www.un.org/Overview/brief.html>

As you read, answer the following study questions:

1. One of the organs is not located in the United States. Which organ is this? Where is it located?

2. In the past, the General Assembly has made decisions based on a two-thirds vote. Today they tend to use a new method. What is this? Why do you think they made this change?

3. The General Assembly does not have the power to enforce its recommendations. What can they do to achieve change?

4. How does the power of the Security Council differ from that of the General Assembly?

5. Who are the permanent members of the Security Council?

6. What are four major steps taken by the Security Council to settle threats to international peace?
7. What are five major concerns of the Economic and Social Council?
8. How and why has the Trusteeship Council Changed?
9. What is the main mission of the International Court of Justice?
10. Who is the Secretary-General? Where is he from? What special prize did he win? Why was it given?

VIEWING ACTIVITY:

Student Viewing Guide: "Truth, War and Consequences"

Materials Needed:

- The video "Truth, War and Consequences" [Note: This video can be purchased online at ShopPBS for Teachers. The film is also streamed in full online on FRONTLINE's "Truth, War and Consequences" Web site. See the URLs on the first page of this guide.]
- Student handout sheets

Lesson Objectives:

In this lesson students will:

- Watch the film "Truth, War and Consequences" and answer questions about its content.
- Practice critical thinking skills as they view the film.

Procedure:

Give students the Viewing Guide handout and ask them to read the questions carefully before watching the documentary. The students should answer the questions after they've finished watching the film.

Method of Assessment:

Students should turn in their answers from the handout.

STUDENT HANDOUT: Student Viewing Guide

As you watch the documentary, take notes on the following topics. They will appear throughout the program.

1. What problems did the United States anticipate in post-war Iraq? What problems did the U.S. not anticipate?
2. Which factors led to a leadership vacuum in the war's aftermath?
3. List four events that intensified the post-war animosity between the United States and Iraq.
4. What role did the Iraqi National Congress (INC), and in particular, Kanan Makiya and Ahmed Chalabi, play in removing Saddam Hussein from power?
5. What evidence did the United States have that Iraq had weapons of mass destruction? Who interprets this evidence and how did they make their decisions?
6. Describe the influence of Defense Department adviser Richard Perle. What was his role in making the case for war?
7. What evidence existed that there was a tie between Al Qaeda and Saddam Hussein? How was this expressed to the American public?

POST-VIEWING LESSON PLAN

Is Democracy Possible in Iraq?

Lesson Objectives:

This lesson will take 30 – 100 minutes, depending upon which procedures (A-E) are used.

In this lesson students will:

- Explore their understanding of democracy.
- Compare their concept of democracy with other students.
- Create a class list of things needed in a democracy.
- Compare their ideas to formalized definitions of democracy.
- Research the possibility of democracy in Iraq.

Materials Needed:

Students will need writing materials and Internet access. Colored pencils are desirable but not required.

Procedure:

A. Defining Democracy:

1. To determine what view students have of democracy ask them to take out a pencil and paper. Tell students to listen carefully to a word that you are going to say and then draw a picture they think illustrates that word. The word they are to illustrate is "democracy." Give the students 3-5 minutes to create their illustration.
2. Have students show their drawings and explain how it captures their understanding of democracy.
3. Divide the class into groups of 4-5 students to discuss democracy. (Allow 10-15 minutes for discussion.)
4. Each group should come up with a list of 10 things necessary in a democracy. The list should be prioritized from 1-10 with 1 being the most important. Use the following questions to help create this list:
 - What is democracy?
 - How can democracy be defined?
 - What problems can interfere with democracy?
 - What is the relationship between individual rights and democracy?
 - What is the importance of a constitution in a democracy? Is one absolutely necessary?
 - What are the benefits of a democracy?

B. Creating a class list:

In a large group, create a class list by having one person from each group write their answers on the board and then eliminate the duplicate answers.

C. Checking student definitions against formal definitions:

Students should go back to their original groups and check the following sites for definitions of democracy from across the political spectrum:

- **Wordreference.com**
<http://www.wordreference.com/english/definition.asp?en=democracy>
- **World NewsStand**
<http://www.worldnewsstand.net/freedom/democracy.htm>
- **About.com: Economics**
<http://www.economics.about.com/library/glossary/bldef-democracy.htm>

1. Allow the students 10 minutes to compile their answers and then reassemble the groups.
2. The groups should compare their findings to the class list and select a student to present their findings to the class.
3. Ask the class if there are items that they feel should be added or deleted from the class list.

D. "Is Democracy Possible in Iraq?"

1. Reassemble the groups and have half of the class examine the possibility of democracy, while the other half looks at the obstacles to creating a democratic Iraq.
2. Using the class list as a guide, have students discuss whether Iraq has the characteristics necessary for democracy?
3. After compiling their information, the students should return to their small groups to make an easily readable graph or summary sheet.
4. Encourage the students to use a wide variety of sources to research this topic. The following are Web sites that provide divergent views; however the students should not limit themselves to these:

Background Information on Iraq:

Iraq: An Overview

<http://cyberschoolbus.un.org/infonation/index.asp?id=368>

This Web site was created for students by the U.N. It has many general statistics about Iraq, including information about the country's demographics, economy, environment, health and technology.

CIA World Factbook: Iraq

<http://www.cia.gov/cia/publications/factbook/geos/iz.html>

The CIA World Factbook offers very detailed statistical information

on Iraq, including the country's ethnic and religious makeup. The site was updated in August 2003, to reflect changes since the March-April war to remove Saddam Hussein.

Iraq Country Information

<http://www.state.gov/p/nea/ci/c3212.htm>

This Web site, from the U.S. State Department, offers links to administration officials' remarks on Iraq, fact sheets on U.S. efforts to rebuild the country, and the reports on Iraqi weapons of mass destruction that the administration disseminated in making its case for war.

Country Watch: Iraq

http://www.countrywatch.com/cw_country.asp?vCOUNTRY=81

Here, students can gain up to the minute news coverage about Iraq. This site provides links to political, social and economic information on 191 countries. Its management team emphasizes their expertise in economics and academics.

Iraq

http://menic.utexas.edu/menic/Countries_and_Regions/Iraq/

This Web site, offered by the Center for Middle Eastern Studies at the University of Texas, Austin, provides extensive links to coverage about Iraq in the following topic areas: Arts & Humanities, Archaeology, Economy, Government, Health & Medicine, Kurdish Regional Government, and News & Media. Of special note is the collection of maps maintained by the Perry-Castañeda Library.

Iraq, Islam & Democracy

Analysts Assess Impact of Full Democracy in Iraq on Arab Governments

<http://www.voanews.com/article.cfm?objectID=4B33F2D4-7FD2-48B0-B19CBFF32A4A17D4>

This report, by Meredith Buell for the Voice of America, discusses the assertion of Bush administration officials that a democratic Iraq will have a domino effect in the Middle East by pressuring other Arab governments in the region to become more democratic.

The Center for the Study of Islam and Democracy

<http://www.islam-democracy.org/>

The Center for the Study of Islam and Democracy is a nonprofit organization located in Washington D.C. Its Web site states: "There is no narrow ideological or sectarian litmus test for involvement in CSID -- the organization has no agenda other than the production and dissemination of rigorous research into Islam and democracy."

Do Islam and Democracy Mix?

http://www.onpointradio.org/shows/2003/05/20030513_b_main.asp

Here is an archived discussion on Islam and democracy offered by the NPR program "On Point." The guests were Khaled Abou El Fadl, an Islamic scholar, professor of law at UCLA and the author of "Islam and the Challenge of Democracy" in the April/May *Boston Review*; Fawaz Gerges, professor of International Relations at Sarah Lawrence College and author of "The Islamists and the West: Idology vs. Pragmatism;" and Jack Beatty, senior editor at *The Atlantic Monthly*.

Islam and Democracy: Unveiling a Relationship

<http://www.messageonline.org/2002aprilmay/cover.htm>

The Message is an Islamic magazine published by Islamic Circle of North America (ICNA). Its April/May issue provided comprehensive coverage of the Islamic view of democracy.

E. Examining Democracy in Iraq and America

1. Have the groups present their findings to the class. Each student should get a copy of the summary statement or graph after the presentations.
2. Have the students discuss: What is the future for Iraq?

Method of Assessment:

- Students should write a letter to the editor expressing their concerns for democracy in Iraq or the United States.
- Students should turn in all group and individual work.

Extending the Lesson:

On Sept. 26, 2003 the Voice of America reported that U.S. Secretary of State Colin Powell hopes Iraq would complete a new constitution in six months. When this constitution is ratified, Iraq could prepare for elections and a new government.

- Students may read this announcement on the Voice of America homepage at:
<http://www.voanews.com/article.cfm?objectID=770E4876-3389-4E93->

87B0B50D838A6988

- Students may wish to find out more about the past government of Iraq. A BBC summary of recent Iraqi history can be found at:
http://news.bbc.co.uk/2/hi/special_report/iraq/29099.stm
- Students may find out more about the current status of the constitution by using search engines such as Google News [<http://news.google.com>]

Media Literacy Note: Students need to be aware that Web sites sometimes present only one view of an issue. They should be encouraged to interrogate Web sites even as they are reading. Guiding questions as they work through these activities should be: What did you learn from this site? What didn't you learn from this site? Who sponsors this source? What bias might the sponsor have?