Media Constructions of the Middle East

A Media Literacy Curriculum Kit for High School and College

2nd edition

Stereotypes - Conflicting Perspectives - Media Decoding

With Lessons on: Islam, Israel/Palestine, the War in Iraq, 9/11

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PROJECT LOOK SHARP

Media Constructions of the Middle East

by
Chris Sperry
and
Sox Sperry

PROJECT LOOK SHARP

www.projectlooksharp.org

Providing materials, training and support to help teachers prepare students
for life in today's media-saturated world.

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Mission Statement

Project Look Sharp is a not-for-profit, mission driven initiative committed to providing teachers with the training and materials they need to integrate media literacy, critical thinking and 21st century learning into the curriculum.

Project Look Sharp provides staff development workshops and consulting.

Please Consider Donating

All our curriculum kits are available **free** of charge on our web site.
Please contact *Project Look Sharp* to make a donation.

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About The Kit

The Middle East kit was written for high school students, but lessons from the kit can be used from upper elementary through college. The kit integrates critical thinking into the teaching of core content through inquiry-based decoding of diverse media documents. The lessons in Unit 1 challenge stereotypes and provide accurate information about the Middle East through unearthing student's preconceptions, decoding a Disney film, and exploring vocabulary and knowledge from a critical perspective. Unit 2 addresses key events in the history of the Arab/Israeli conflict through an analysis of Israeli and Palestinian textbooks, websites, film clips, songs and maps. Unit 3 uses diverse media documents to analyze the history of US wars in Iraq. Unit 4 addresses US views of "Islamic Fundamentalism" through decoding encyclopedia articles on "Islam," popular culture representations of Muslims, *Time* covers of Iranian history, documentary film clips about the Mujahidin (from 1985 and 2002) and news analysis of the September 11th attacks.

All materials can be accessed for free on our website and are also available through mobile non-Internet based versions viewed on a digital media device. Digital devices include a master PDF as well as all specified media within lesson folders purchased from the Ithaca College Bookstore.

Media Constructions of the Middle East:
A Digital Media Literacy Curriculum

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Media Constructions of the Middle East

Media Constructions of the Middle East
Overview, Objectives, Pedagogy, and Practice

Overview

This curriculum provides teachers, college faculty and other educators with the materials needed to engage students in a dynamic, interactive, and constructivist process of interpreting history and current events. It is designed to support the teaching of global studies, US history, government, current events and media studies classes at the upper middle school, high school and college levels. Through use of PowerPoints, print, audio and video materials, students will develop critical thinking skills while learning core information about the Arab/Israeli conflict, the war in Iraq, and the resurgence of Islam.

Objectives

* To teach core information and vocabulary about the Arab/Israeli conflict, the war in Iraq, and the resurgence of Islam, and to challenge stereotypical, simplistic and uninformed thinking about the Middle East.
* To teach students to recognize, understand and evaluate multiple and conflicting historical, religious, ethnic and national perspectives on controversial issues and events.
* To facilitate students' exploration of political and ethical issues involving the role of media in constructing knowledge, evaluating historical truths, and objectivity and subjectivity in journalism.
* To train students to understand and evaluate authorship, credibility and bias in different media sources and forms including web pages, textbooks, encyclopedias, timelines, newspapers, news magazines, editorial cartoons, photographs, maps, songs, feature

and documentary films, and television programming including news, news analysis, entertainment, music videos and comedy.
* To engage all students, but particularly those disengaged from traditional school work, in complex critical thinking and the development of reading, listening and visual decoding skills and attitudes that support life-long democratic citizenship.

Learning Standards

The material and activities found in this curriculum address many specific standards laid out by the National Council for the Social Studies (**www.ncss.org**) in Expectations of Excellence: Curriculum Standards for Social Studies. These standards are listed below.

Culture
* Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.
* Predict how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

Time, Continuity, & Change
* Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
* Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating an weighing evidence for claims, and searching for causality.

People, Places, and Environments
- Create, interpret, use and synthesize information from various representations of the East, such as maps, globes, and photographs.

Individual Development & Identity
- Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- Examine the interactions of ethnic, national, or cultural influences in specific situations or events.

Individuals, Groups, & Institutions
- Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions.

Power, Authority, & Governance
- Compare different political systems with that of the United States, and identify representative political leaders from selected historical and contemporary settings.

Power, Authority, & Governance; Global Connections
- Analyze and evaluate conditions, actions, and motivations that contribute to conflict, cooperation, and interdependence within and among groups, societies and nations.

Global Connections
- Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.

Civic ideals & Practices
- Locate, access, analyze, organize, synthesize, evaluate and apply information about selected public issues – identifying, describing, and evaluating multiple points of view.

OVERVIEW OF THE KIT

How to Use These Materials

Familiarize Yourself with the Structure of the Lessons

Each *Lesson Plan* includes lesson objectives, media document type(s), materials needed, approximate facilitation time, and an overview of the steps in each lesson. An alphabetical list of key vocabulary and concepts that appear in the lesson is also provided. Teachers should review or reinforce key terms where appropriate.

The *Teacher Guide* begins with suggested facilitation steps and a *Lesson Introduction*, which is intended to be communicated to the class before presenting any media. The introduction typically gives a historical context to the media document(s) and provides essential knowledge for decoding. The *Lesson Introduction* is followed by a prompt for the teacher to handout, project, or play the document(s).

Lessons that include print documents (i.e. excerpts from textbooks, timelines, maps) will have *Student Handouts* or *Student Readings* for the teacher to distribute. For lessons that have audio or video clips, the teacher must access the documents online or by purchasing a hard copy curriculum kit from the Ithaca College Bookstore (www.projectlooksharp.org). Many lessons also include *Student Worksheets* with probe questions for analyzing the media documents. Lessons without *Student Worksheets* will include probe questions for the teacher to use when leading the decoding, in addition to possible answers and evidence from the media document(s).

Further Questions are typically open-ended without suggested answers and evidence, and they can lead to broader concepts and discussions not specific to the information in that document.

These questions often link to the *Additional Information* provided at the end of most lessons. Each lesson concludes with a references list.

This curriculum includes three optional background readings and assessments for students associated with the following units or lesson: Unit 2: Israel/Palestine: Histories in Conflict, Unit 3: War in Iraq – Whose Voice, Whose Story, and Unit 4, Lesson 3: A Revolution in Iran. These optional readings and assessments can be administered at any point during the corresponding unit or lesson.

Some lessons also include *Connections* to lessons in two other Project Look Sharp curriculum kits, *Media Construction of War* and *Media Construction of Presidential Campaigns*. Information about ordering these curriculum kits is available at **www.projectlooksharp.org**.

Review the Materials

Although we expect that teachers will use and adapt individual lessons to meet their classroom needs, we suggest that teachers review entire units. The series of lessons for each unit build on each other and reinforce critical skills and knowledge. It is important that teachers preview and/or print all materials before class and review the *Teacher Guide* for each lesson before leading decoding activities.

Access the Media Documents
All media documents (PowerPoints, handouts, audio and video clips) are available for free at www.projectlooksarp.org. Review all media documents before using and secure appropriate technology for classroom decoding. A darkened room, a projector and appropriate student seating will help facilitate successful collective reading of the documents. It is recommended that you save slideshow files to your device or computer prior to classroom viewing.

Mobile non-Internet based versions are available with the purchase of a digital media device, which includes the master PDF of the kit and all specified media within lesson folders. A device can be purchased through the Ithaca College Bookstore. Access the bookstore through our website.

Media Literacy

The founders of the United States articulated the need for a literate citizenship as core to the development of a deep and enduring democracy. We live in an age when the most influential messages about pressing social issues and events are delivered through mass media, such as television, newspapers and the Internet. Most students use the Internet as their primary source of information, yet few have any formal training in assessing the credibility of information in websites. It is essential to the success of our democracy that young people consciously and consistently analyze and evaluate media messages. They need to be taught to seek out current, accurate, and credible sources of information; they need to understand the influence of media messages on their understanding of the world; and they need training in identifying and using various techniques for communicating messages in different media forms. Without these critical skills, we risk losing the diversity and freedom of thought that underpins a culture of true democracy.

Collective Reading of Media Messages

This curriculum is based on the classroom practice of collective reading, in which the teacher leads the class through the process of decoding images, sounds and text as a way of developing a range of critical thinking skills while teaching core knowledge. This constructivist approach encourages the development of moral reasoning as students clarify their own interpretations, listen to the analysis of their peers, and discuss ethical issues. Decoding of the documents in this curriculum will help train students to distinguish fact from opinion,

analyze point of view and identify biases, and use evidence to back up their conclusions. The classroom decoding process is particularly effective in involving students who rarely share their opinions or ideas, including students with reading disabilities, visual learners, and students for whom English is a second language. The teacher should consider calling on students or going around the room to ensure participation by all students in the collective reading process.

Encouraging Multiple Readings

Although the *Teacher Guide* for each lesson includes possible answers to the probe questions, the teacher should encourage multiple readings and a diversity of responses for most of the questions posed in the *Teacher Guide*. It is important that students give evidence from the media message to explain their conclusions. Occasionally a question has only one right answer (e.g., "What product are they selling?"), and students should learn to distinguish between objective and subjective questions. The suggested answers given in the *Teacher Guide* are intended to reflect typical responses that address the media literacy concepts and information. However, it is important that students recognize that all people do not interpret media messages the same way. Depending upon each reader's background, including life experience, age, gender, race, and culture, he or she may have very different interpretations of a particular message. The collective reading experience provides the opportunity to explore these differences and discuss the important concept that readers interpret messages through their own lenses.

Reading Bias

All media messages come from a particular point of view and have biases that reflect the intent and perspective of the producer and sponsor. With these materials, teachers can train students to recognize bias and point of view. The teacher should encourage students to ask critical questions about any media messages encountered inside or outside the classroom using the *Key Questions To Ask When Analyzing Media Messages* found at **www.projectlooksharp.org**.

Bias in this Curriculum and in the Classroom

This series of lessons, like all media, also has a point of view and a bias. As teachers use these lessons, they may identify opinionated language, selective facts, missing information, and many other subjective decisions that went into constructing this view of the Middle East. The same questions the curriculum applies to other documents can be applied to this media construction: Who produced this curriculum, for what purpose, and what are its biases? Teachers and students could and should be asking critical questions about the editorial choices that went into constructing these lessons. For instance, why did we choose to focus on certain topics (e.g., the Israel/Palestine conflict, showing photos of war crimes), but not others (e.g., social media use in Iran's Green Revolution)? And, what is your evidence for these conclusions? When using these materials teachers will make their own decisions of what to include and to edit, what questions to use and what issues to avoid. All of these decisions, both by the creators and users of the curriculum, will influence the view of the Middle East that students receive. Teachers should encourage students to thoughtfully analyze and discuss the information, the perspectives, and the biases celebrated and criticized within our own classrooms. Those skills and practices are core to an educated democratic citizenship.

Additional Resources

For more information about media decoding you can download the following documents from the Project Look Sharp website (**www.projectlooksharp.org**), some of which have been produced in cooperation with the National Association for Media Literacy Education (**www.namle.net**):
- *Key Questions to Ask When Analyzing Media Messages*
- *Tips for Media Decoding*
- *Core Principles for Media Literacy Education*

Fair Use of Media Documents

The classroom critique of mass media messages (e.g., TV commercials, excerpts from films or TV shows, comic strips) is essential to the development of core literacy skills in our media-saturated democracy. To enable educators to fulfill the mission of teaching these core civic objectives, Project Look Sharp has created media literacy integration kits using a variety of different media documents for critical analysis in the classroom. The documents in this curriculum are presented for the purpose of direct critique and solely to be used in an educational setting.

For more information about fair use in Media Literacy Education, go to the Media Education Lab at Temple University at **www.mediaeducationlab.com**.

Unit 1:
Introducing the Middle East

Lesson 1:
Picturing the Middle East

PowerPoint
Slide Show

LESSON PLAN

Picturing the Middle East

Lesson Objectives:
- Students will identify the assumptions, misperceptions, generalizations and stereotypes they carry about the Middle East.
- Students will reflect on the sources of accurate, inaccurate and stereotypical thinking about the Middle East.
- Students will recognize the cultural bias in the terms "Middle East" and "Near East."
- Students will identify the varied geographic boundaries of the Middle East.
- Students will understand the concept of media literacy and be introduced to the *Media Construction of the Middle East* curriculum.

Vocabulary:
assumption, chador, ethnocentrism, euro-centrism, generalization, Jerusalem, Jesus, keffiyeh, media literacy, Middle East, misperception, Muhammad, monotheism, mosque, Muslim, Near Easts, South East Asia, stereotype, Roman Empire, Western Wall

Media: 33 slide PowerPoint with twelve photographs and various maps

Materials Needed:
- Eight-page *Teacher Guide*
- Two-page *Student Worksheet*
- PowerPoint slide show (access online or via Unit 1 Lesson 1 digital media folder)

Time: 60 minutes

Lesson Procedures:

- Present the *Lesson Introduction* to the class.

- Ask students to silently write down a list of words and images that come to mind when they think of the Middle East.

- Distribute one *Student Worksheet* to each student. For each photo, students will check if they think it is or is not from the Middle East and give a brief explanation.

- Project the PowerPoint slide that corresponds to the *Student Worksheet* Documents 1-12. Pause to give students time to fill out the *Student Worksheet.*

- Project Slides 14-37 and use the *Teacher Guide* to present information about each of the twelve photographs. Lead a discussion about the students' responses on their worksheets.

- Use Slides 38-39 to discuss the assumptions, misperceptions, generalizations and stereotypes we may carry about the Middle East and the sources of these impressions.

- Use Slide 40 to explain the cultural bias in the terms "Middle East" and "Near East" and to illustrate the lack of scholarly agreement about the boundaries of the region.

- Use Slides 41-45 to introduce students to the concept of media literac*y*.

Picturing the Middle East

1. Organize and make copies for the class activities.

2. Introduce the lesson:

Lesson Introduction

Has anyone in our class visited the Middle East? How do you know about a place you have never visited in person? You might have seen a picture or video image from that place. Maybe you read a story or heard a song from that place. It is possible that you cannot even remember where you learned about the place, but you have ideas about it anyway – images, words, sounds, and opinions. In this lesson, we will explore what you already have in your mind about the place some call the Middle East.

3. Ask the students to silently write down a list of words and images that come to mind when they think of the Middle East.

4. Distribute one *Student Handout* to each student. Explain that they will see a dozen photographs in a PowerPoint that may or may not have come from the Middle East. For each photo in the PowerPoint, they should indicate on the worksheet if they think it is or is not from the Middle East and provide a very brief explanation of their reasoning. Students will only have ten seconds to view each slide, so they should note their impressions quickly.

5. Present Documents 1-12, and pause for ten seconds on each slide. As you present, students should note answers on their worksheets without talking.

6. Project the twelve images again using **Slides 14-25** (each slide contains information about each photograph). For each photograph, ask for a show of hands as to whether students thought it was from the Middle East and why. Use the *Teacher Answer Sheet* on the following page to share more information about each slide.

    ***NOTE: Students will return to a more in-depth exploration of many of the issues raised by these slides in* Unit 1, Lesson 2.**

    This PowerPoint contains some animations where words and definitions will advance on your mouse click or keystroke.

Teacher Answer Sheet

NAME _____   DATE _____

Determine whether each photograph is or is not of the Middle East. Check "yes" or "no" and explain your response in a few words.

DOC 1. ☑ **YES, Middle East**

These women from the country of Oman are wearing chadors, or full-length veils. Some Muslim women choose to wear chadors to symbolize dignity and honor.

DOC 2. ☑ **NO, not Middle East**

Many Muslim women outside of the Middle East wear a chador as well. These women are from Brazil.

DOC 3. ☑ **NO, not Middle East**

The snorkelers are in Malaysia, a country in Southeast Asia where more than half of the population is Muslim. They are wearing *keffiyehs*, or headdresses often associated with Arab or Bedouin men. Islam spread throughout much of Southeast Asia beginning in the seventh century.

DOC 4. ☑ **NO, not Middle East**

This mosque is in Dearborn, Michigan. About one third of Dearborn's population is of Arab origin. Many Muslim families originally from the Middle East have founded their own places of worship in the United States.

DOC 5. ☑ **NO, not Middle East**

This image of a camel and his driver is from the desert in the state of Rajasthan in India. Although wild Arabian camels were originally found only in the Middle East, domesticated camels can now be found in many other parts of the world.

DOC 6. ☑ **YES, Middle East**

This is a cotton field in Israel. Although much of the Middle East is arid with expansive deserts, there are also fertile areas with extensive agriculture.

DOC 7. ☑ **YES, Middle East**

This is a modern shopping mall in Saudi Arabia. The Middle East is home to the oldest cities in the world, but also home to ultra-modern developments. For instance, Saudi Arabia has one of the most sophisticated telecommunications systems in the world.

DOC 8. ☑ **NO, not Middle East**

These storefronts are from Arab-owned businesses in Dearborn, Michigan. The Census Bureau counted nearly 1.2 million Arabs living in the United States in 2000, nearly double the 1980 figure. Figures for Muslims in America range from five to eight million.

DOC 9. ☑ **YES, Middle East**

These fishermen are from Turkey. Turkey straddles both Europe and the Middle East. Although 99% of Turkey's population is Muslim, less than 2% of Turks are Arab.

DOC 10. ☑ **YES, Middle East**

These Roman ruins are in Lebanon, a country in the heart of the Middle East. Two thousand years ago, the Roman Empire united the Mediterranean world, including much of the Middle East, North Africa, and Europe.

DOC 11. ☑ **YES, Middle East**

This image is from Jerusalem, a sacred city for Jews, Christians, and Muslims. The mosque in the background is the Dome of the Rock, the third most holy site for most Muslims after Mecca and Medina. The Prophet Muhammad departed for his mystical journey to heaven and hell from this spot. Not far from here are Christian holy sites where Jesus lived, died, and was resurrected. The wall in the foreground is the most sacred spot for Jews. The Western wall is all that remains of the Jewish temple destroyed by the Romans in 70 A.D.

DOC 12. ☑ **YES, Middle East**

These modern skyscraper towers are in Dubai, United Arab Emirates, which has one of the highest standards of living in the whole world.

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7. Use **Slide 26** to introduce the terms *assumption, misperception, generalization*, and *stereotype*. You may have the class try to define each word as it is projected. **Each word is projected individually on your mouse click. Following each word is its definition, again animated to appear on your mouse click or keystroke.**

Slide 26

Assumption: Something taken for granted or accepted as true without proof

Misperception: Something perceived incorrectly or that is misunderstood

Generalization: Reasoning from detailed facts to general principles

Stereotype: A generalization, usually exaggerated or oversimplified and often offensive, that is used to describe or distinguish a group

Slide 27

Why might people living in the United States carry stereotypes about the Middle East, Arab people, Muslims, and the religion of Islam?

Where do these stereotypes come from?

How can we challenge these stereotypes?

Slide 27 Continued

These are vey challenging issues to discuss. Below is a list of a few points and resources to try to weave into the conversation:

▪ Stereotypes are most dangerous when they are about minority groups that are otherwise unknown to most members of the majority group. When most people have few personal experiences or images of that contradict stereotypes, they are most likely to believe the stereotypes. Most Americans have little experience with Arab or Muslim people and there are limited representations of these people in the media. The few representations of Middle Eastern people in the media are often stereotypical.

▪ Stereotypes in the media often reflect the views and experiences of the dominant culture or majority of mass media messages are still produced by middle class white men. The media messages they create reflect their life experiences, perspectives, and biases, as well as the media messages they grew up with.

▪ Stereotypes are familiar, easy to understand, and less confusing to a majority audience than images that contradict stereotypes. When media makers, such as advertisers, are trying to communicate to a mass audience they often rely upon simple characterizations that will appeal easily and quickly to the largest audience.

▪ We are all influenced by the stereotypes we see, read, and hear. We can learn to identify stereotypes, to criticize them, and to express our concerns about them. Many individuals and groups are working to challenge stereotypes in the media. Here are a few groups working to challenge stereotypes in the media:

Young African Americans Against Media Stereotypes
www.yaaams.org
Raises questions, provokes thoughts, and exposes differences (subtle or blatant) concerning the treatment of African-Americans in the media

About Face
www.about-face.org
Questions negative and demeaning images of women in the media

Media Watch
www.mediawatch.com
Challenges abusive stereotypes and other biased images commonly found in the media

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9. Project **Slide 28** and provide students with the *Background Information* below.

Background Information

This slide shows three different maps (available online) labeled "Middle East" or "Near East." These terms reflect the point of view of the people from outside of this region. The term "Middle East" was first used in a 1902 article by a naval historian from the United States named Alfred Mahan (Dudley 12). For Mahan, the area he was describing was located between two other points of reference: Europe, as the center, and the "Far East" – India, China, and Japan – as the outer rim. Other Westerners called the same area the "Near East," another definition based on how close the area was to Europe, the main point of reference. For Westerners, the position of the Middle East is defined by its relationship to Europe. This, of course, is not true for the millions of people who had lived for many centuries on this land before Mahan named its location. As Priit Vesilind says in the introduction to the *National Geographic Atlas of the Middle East*, "The people of the Middle East have never seen themselves as halfway to anything, but rather in the center of it all" (*National Geographic* 8).

The word "ethnocentrism" refers to a belief in the superiority and centrality of one's own ethnic group. Westerners have often been ethnocentric when it comes to their view of the Middle East. The Middle East is vast – larger than the United States both in population and in area – covering approximately 3.7 million square miles with a population of 350 million people (Dudley 12). There are many reasons why the Middle East seems to draw the world's attention. It is situated between the continents of Africa, Asia, and Europe. It is the historic crossroads of people as they move from one shore to another. It is the place containing two-thirds of the world's proven deposits of oil, the primary fuel of the twentieth century. For all of these reasons, the Middle East is today, and has been for thousands of years, a center of conflict around land, trade, resources, and religion.

10. Ask the following question about **Slide 28**. *Possible Answers* are listed below.

QUESTION	**Compare these three maps. What countries do these three different maps consider to be inside and outside of the "Middle East" or "Near East"?**
POSSIBLE ANSWERS	Map 1 shows the Middle East entirely in Asia, bordered by China and India to the East. It includes Pakistan and Central Asia and excludes all of Africa, including Egypt.
	Map 2 includes the African countries of Egypt, Sudan, Eritrea, Ethiopia, and Djibouti. It includes Afghanistan in the East, but not Pakistan or the other Central Asian countries.
	Map 3, "The Near East" includes all of the Arab countries of North Africa, but not the African nations south of Egypt. Turkey and Afghanistan are also omitted.

There is no agreement, even among scholars, about what nations should be included in the "Middle East" or "Near East." In addition to the ethnocentric bias of the terms, there is not even agreement about their geographic meaning.

12. Project **Slide 29** and explain that this is the first lesson in a curriculum called *Media Construction of Middle East.* The curriculum intends to teach about the Middle East through media literacy.

13. Use **Slide 30** to discuss different forms of media. Explain that Project Look Sharp defines (mass) media messages as communicated through visuals, language, and/or sound that are produced for a remote (mass) audience using some form of technology. Therefore, books, although ancient, are media, while traditional telephones are not.

Slide 30

What are the different forms of media?

• **television, radio, movies (in theaters and on video)**
• **the internet, video games, recorded music**
• **newspapers, magazines, comic books**
• **advertising in all of its forms**
• **bumper stickers, posters, buttons, billboards**
• **books**
• **others…**

11. Use **Slides 31-33** to introduce students to media literacy (continued on the next page).

Slide 31

What is media literacy?

The ability to access, analyze, evaluate and produce communication in a variety of forms.

Slide 32

Six Key Concepts of Media Literacy

1. All media messages are "constructed."
2. Each medium has different characteristics, strengths, and a unique "language" of construction.
3. Media messages are produced for particular purposes, including profit, persuasion, educations, and artistic expression.
4. All media messages have embedded values and points of view.
5. Different people may interpret the same media message in different ways.
6. Media and media messages can influence beliefs, attitudes, values, behaviors and the democratic process.

Slide 33

Six Questions to Ask About Any Media Message

1. Who made – and who sponsored – this message, and for what purpose?
2. Who is the target audience and how is the message specifically tailored to that audience?
3. What are the different techniques used to inform, persuade, entertain, and attract attention?
4. What messages are communicated (and/or implied) about certain people, places, events, behaviors, lifestyles, etc.?
5. How current, accurate and credible is the information in this message?
6. What is left out of this message that might be important to know?

FURTHER QUESTIONS

Spend a few moments looking at the map of the Middle East in your classroom or textbook. **Given what you have learned about point of view in creating maps, how would you evaluate the map in your classroom or textbook?**

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Worldatlas.com. "Near East." Map.

Unless otherwise noted, Documents 1 through 12 are from: *BigStockPhoto.com* and *iStockPhoto.com*

Student Worksheet

NAME _____   DATE _____

Determine whether each photograph is or is not of the Middle East. Check "yes" or "no" and explain your response in a few words.

DOC 1.

☐ Yes, Middle East
☐ No, not Middle East
Explanation:

DOC 7.

☐ Yes, Middle East
☐ No, not Middle East
Explanation:

DOC 2.

☐ Yes, Middle East
☐ No, not Middle East
Explanation:

DOC 8.

☐ Yes, Middle East
☐ No, not Middle East
Explanation:

DOC 3.

☐ Yes, Middle East
☐ No, not Middle East
Explanation:

DOC 9.

☐ Yes, Middle East
☐ No, not Middle East
Explanation:

DOC 4.

☐ Yes, Middle East
☐ No, not Middle East
Explanation:

DOC 10.

☐ Yes, Middle East
☐ No, not Middle East
Explanation:

DOC 5.

☐ Yes, Middle East
☐ No, not Middle East
Explanation:

DOC 11.

☐ Yes, Middle East
☐ No, not Middle East
Explanation:

DOC 6.

☐ Yes, Middle East
☐ No, not Middle East
Explanation:

DOC 12.

☐ Yes, Middle East
☐ No, not Middle East
Explanation:

Lesson 2: The Magic of Stereotypes

Video Clips

The Magic of Stereotypes

Lesson Objectives:
- Students will identify stereotypes about Arabs.
- Students will distinguish between generalizations and stereotypes.

Vocabulary:
generalization, racism, stereotype

Media: Video clip from the feature film *Aladdin* (1992)
(2 minutes 56 seconds)

Materials Needed:
- Four-page *Teacher Guide*
- Video clip (access online or via Unit 1 Lesson 2 digital media folder)

Time: 25 minutes

Lesson Procedures:

- Present *Introduction to the Lesson* to the class.

- Play the video clip from the introduction to *Aladdin* while students note any stereotypes they hear or see.

- Lead a decoding of the film clip using the *Media Sample Questions & Answers* in the *Teacher Guide*.

- Lead a discussion about generalizing, stereotyping, racism, the reasons behind stereotyping, and the impact of stereotypes using *Further Questions*.

TEACHER GUIDE

The Magic of Stereotypes

1. Prepare equipment to show a video clip.

2. Introduce the lesson:

Lesson Introduction

One of the important ways that we learn about other groups and cultures is by making generalizations, or "reasoning from detailed facts to general principles" (*Answers.com)*. We may notice that the little boys we see are often playing with trucks, while the girls often play with dolls. We learn from observation that first graders often need help crossing the road, while seniors in high school rarely need help getting across. And we learn that most Middle Easterners practice Islam while most people in the US are Christian. Generalizations help us to learn about other people, places and cultures, but they risk becoming stereotypes.

A stereotype is an oversimplified, exaggerated, and often offensive generalization about a culture or group. We may make a generalization that boys tend to like trucks based on our observations, but if we assume that ALL boys like trucks or that girls DO NOT like trucks, we have internalized a stereotype. The mass media (television, movies, songs, etc.) often give stereotypical messages, particularly about minority groups and other cultures. Few stereotypes exist for dominant groups in a society since they are often depicted in many different ways in media. For instance, few Americans stereotype white people since there are so many different images of white people in the US media. People of color are at a much greater risk of being stereotyped. The limited representations of Muslim, Arab and Middle Eastern people in the media often reinforce stereotypes. When we have little direct experience with a people or culture we are particularly vulnerable to internalizing stereotypes.

Most of us have grown up watching Disney movies, and they often hold a special, even "magical" place in our childhood memories. Because of this, it is particularly challenging and particularly important to analyze these films for stereotypical messages. We are going to watch the three-minute introduction to the Disney film, *Aladdin*. The movie received two Academy Awards and was one of Disney's most profitable films ever. As you watch the clip, note any stereotypes about Arab people that you see or hear. They could be in the images, the lyrics, the spoken words, the music, or in the portrayal of a character. You will be asked to give evidence from the video clip to support your answers. Be ready to explain why you think something is stereotyped (exaggerated, oversimplified, or offensive) rather than a cultural generalization.

3. Play the video clip.

4. Lead a discussion of the video clip using the *Media Sample Questions & Answers* below.

Aladdin
**Walt Disney, 2:56 min
(1992)**

Media Sample Questions & Answers

1) What are the messages in this clip about the character of Arab people? Give evidence to support your ideas.

Possible Answer: They are mysterious, untrustworthy and perhaps dangerous.

Evidence:
Mysterious: Smoke, fire, shadows and music all suggest mystery. The storyteller begins, "Welcome to Agrabah, city of mystery."
Untrustworthy: The merchant talks fast in a high-pressure sales pitch. He says, "It will not break" about the combined hookah, coffee maker and fry cooker that immediately breaks. He fakes the sound of the vacuum seal breaking on the "famous Dead Sea Tupperware." He is trying to pass off Tupperware as an antiquity.
Dangerous: The song lyrics say, "I come from a land, from a faraway place…It's barbaric, but hey, it's home." The storyteller says that his tale begins as "a dark man waits with a dark purpose."

2) What are the messages in this clip about the appearance of Arab people? Give evidence to support your ideas.

Possible Answer: Based on the appearance of the narrator, Arabs have big noses and sinister eyes. They are brown-skinned and have facial hair. They wear turbans.

FURTHER QUESTIONS

Are the messages about the character and appearance of Arabs stereotypes or generalizations? Why?

Do you see similar message about Arabs repeated other places in popular culture? (Help students recognize that generalizations based on cultural patterns become stereotypes when they are repeated over and over again with little to contradict their message.)

Critics claim that Disney drew the hero, Aladdin, as light-skinned and with more European features than the villain, Jaffar, who has a hooked nose and speaks with an accent. They say that these characterizations, along with others in the movie, perpetuate racist stereotypes of Arab people. **Do you agree that the movie *Aladdin* perpetuates racist stereotypes?**

Why would Disney use stereotypes in their film? (Help students understand that stereotypes are easy to communicate and understand. They are passed down generation-to-generation and audience, particularly those not targeted by the stereotype, often find them familiar and amusing.)

What is the impact of stereotypes? (Help students understand that stereotypes, even when they communicate positive attributes [e.g. all Asians are good at math], inaccurately label whole groups of people. They can foster prejudice against or for certain groups, and they can instill a negative self-image in people and groups that are the target of stereotypes. This can also happen when a member of a group does not fit a positive stereotype [e.g. an Asian who is not good at math].)

ADDITIONAL INFORMATION

Aladdin opened in theaters with slightly different lyrics to the song "Arabian Nights" than you heard in this video clip. The original film score began this way:

> Oh I come from a land / from a faraway place, /
> where the caravan camels roam. / Where they cut off ear /
> if they don't like your face. / It's barbaric, but hey, it's home.

Public pressure on Disney forced them to change these lines to the ones you heard for the video release. A *New York Times* editorial at the time said, "To characterize an entire region with this sort of tongue-in-cheek bigotry, especially in a movie aimed at children, borders on barbaric" (qtd. in Shaheen 51).

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Aladdin. Dir. Ron Clements and John Musker. Disney, 1992. Film

Shaheen, Jack G. *Reel Bad Arabs: How Hollywood Vilifies a People*. New York: Olive Branch Press, 2001. Film.

Lesson 3:
Exploring Terms

LESSON PLAN

Exploring Terms

PowerPoint
Slide Show

Lesson Objectives:
- Students will learn critical vocabulary about the Middle East.
- Students will learn about the ethnic and religious diversity of the Middle East.
- Students will study a map of the Middle East and begin to associate different countries with their ethnic, linguistic and religious identities.

Vocabulary:
Arab, Armenian, Christian, ethnicity, Israeli, Jew, Kurd, monotheism, Muslim, Persian, political geography, Turk

Media: 32 slide PowerPoint with maps and statistics

Materials Needed:
- Nine-page *Teacher Guide*
- Two-page *Student Self-Assessment*
- PowerPoint slideshow (access online or via Unit 1 Lesson 3 digital media folder)

Time: 60 minutes

Lesson Procedures:

- Explain to students that they will take a self-assessment to test some of their knowledge about the Middle East. The assessment will not be graded.

- Have students complete the *Student Self-Assessment*.

- Project the PowerPoint and use the *Teacher Answers: Self-Assessment* in the *Teacher Guide* to facilitate instruction about the ethnic, linguistic and religious geography of the Middle East. The PowerPoint contains a slide for each question in the self-assessment, followed by an animation on your mouse click or keystroke that will display the correct answer. Use the maps in the slideshow to illustrate the correct answers as indicted in the *Teacher Answers: Self-Assessment.*

TEACHER GUIDE

Exploring Terms

1. Organize and make copies for the class activities.

2. Introduce the lesson:

Lesson Introduction

In this lesson, you will explore the ethnic, linguistic, and religious diversity of the Middle East using an ungraded self-assessment. The self-assessment features geographic and demographic questions that will help you gauge your current knowledge of the Middle East. Following the self-assessment, we will review the answers in class using supplemental maps and statistical information.

3. Distribute a *Student Self-Assessment* to each student.

4. Give students time to complete the assessment.

5. After students have finished the assessment, project the PowerPoint with answers and supplemental material. Use the *Teacher Answers: Self-Assessment* in the following pages of the *Teacher Guide* to facilitate a discussion of the answers.

   NOTE: The seventeen questions from the **Self-Assessment** *are on separate slides. The answer to each question is animated and will display on your mouse click or keystroke. Slides with additional information (for example, maps to illustrate answers), are detailed in the following pages of the* **Teacher Guide.**

Teacher Answers: Self-Assessment

NOTE: The **Unit 1, Lesson 3** *PowerPoint contains animations. The assessment questions are on the PowerPoint slides. Answers (either circled or written in bold) will display on your mouse click or keystroke.*

Slide 2

1) Circle the groups that live in the Middle East:

Arabs   Armenians   Kurds   Persians   Jews   Turks

All of these groups live in the Middle East. Use the maps from the CIA *World Factbook* on **Slides 3-8** to illustrate the answer to Question 1.

- Slide 3: Map of Majority Arab Populations
- Slide 4: Map of Significant Armenian Populations
- Slide 5: Map of Significant Kurdish Populations
- Slide 6: Map of Significant Persian Populations
- Slide 7: Map of Significant Jewish Populations
- Slide 8: Map of Significant Turkish Populations

Slide 9

2) Arabs are…

a) a religious group   a) **No**, Arabs are NOT a religious group. Although MOST Arabs are Muslims, there are Christian and even Jewish Arabs.

b) a language group   b) **Yes and no.** Although the Arabic language is a core and defining aspect of Arab culture, some Arabs, particularly immigrants of non-Arab nations, such as the United States, do not speak Arabic.

c) a national group   c) **No**. There are 22 different nations with majority Arab populations; therefore, "Arab" does not suggest one particular nation.

d) **an ethnic group**   d) **Yes. Ethnicity is defined by religion, language, nationality or culture; therefore, Arabs ARE an ethnic group.**

Additional Information

The term "al-'arab" was first used to describe the nomadic peoples of the Arabian Desert in Egypt between the Nile River and the Red Sea. Avarham Sela suggests that "the reasonable working rule is to define Arabs as those who speak Arabic as their mother tongue, feel themselves and are seen by others to be Arabs, are formed by the heritage of Arab history and civilization and do not possess, though speaking Arabic, a different national identity – such as the Jews" (36).

Slide 10

3) All Arabs are Muslims.
  a) TRUE
  b) FALSE

There are Christian Arabs in Egypt, Lebanon, Syria, and Iraq. There are Jewish Arabs living in Israel.

Slide 11

4) All Arabs speak Arabic.
  a) TRUE
  b) FALSE

There are many people of Arab descent in the United States who speak English and not Arabic. Wherever there are Arab communities outside of the Middle East, the younger members often will speak the dominant language of the country in which they are living.

Although Arabic is the official language of most Middle Eastern countries, all of the countries of the Middle East include speakers of many languages. The *National Geographic Atlas of the Middle East* shows that Egypt has eleven languages spoken, seventeen in Syria, twenty-three in Iraq, thirty-six in Israel, and seventy-one in Iran (69).

Slide 12

5) All Arabs live in the Middle East.
  a) TRUE
  b) FALSE

In 2000, the US Census reported for the first time on the population within the US who claim Arab descent. The 1.2 million counted by the census marked a forty percent increase of Arab Americans over the 1990s. The majority of the US's Arab population comes from Lebanon, Syria, and Egypt (US Census Bureau). In 2010, the US Census estimated that there were 1.9 million Arab Americans (Arab American Institute). Arab people live throughout the world, especially in the continents of Europe, Asia, and Africa that surround the Middle East. Arab people also live in large numbers in South America, particularly in Ecuador and Honduras, as well as in Western Australia.

Slide 13

6) Circle the religions that originated in the Middle East:

Bahai   Buddhism   Christianity   Hinduism   Islam   Judaism   Zoroastrianiasm

Project the map on **Slide 14** to identify the birthplaces for each religion.

Middle East
   Bahai: Iran (Persia)
   Christianity: Israel (Palestine)
   Islam: Saudi Arabia (Arabia)
   Judaism: Israel (Palestine)
   Zoroastrianism: Iran (Persia)

Other Origins:
   Hinduism: Pakistan/India
   Buddhism: India

Slide 15

7) What is the definition of a "Muslim"?

A Muslim is a follower of the religion of Islam.

Slide16

8) What is the definition of a "Christian"?

A Christian is a follower of the religion of Christianity.

Christians typically believe in Jesus as Christ the Messiah.

Slide17

9) What is the definition of a "Jew"?

People who practice Judaism are called "Jews," but "Jew" is also considered an ethnic term for people descended from Jews even if they no longer practice Judaism, such as "secular Jews."

Slide18

10) All Israelis are Jews.
   a) TRUE
   b) **FALSE**

Slide19

11) What nation in the world has the largest Jewish population?

Israel, with 5.7 million Jews.

Use the map on **Slide 20** to show other countries that have large Jewish populations.
  • United States: 5.2 million (In the 2000s, the United States had the largest Jewish population. This statistic changed with population data from 2010.)
  • France: 483,500
  • Canada: 375,000
  • UK: 292,000
  • Russia: 205,000
  • Argentina: 182,300
  • Brazil: 95,000

Slide 21

12) What nation in the world has the largest Christian population?

The United States, with 247 million Christians.

Advance to **Slide 22** and ask the following question:

QUESTION | **Which areas of the world have a larger percentage of Christians as a part of their total population than the US?**

POSSIBLE ANSWER | Parts of Latin America, Western Europe, and Sub-Saharan Africa.

Population of Christians per country, from the Pew Forum on Religion and Public Life:

- Brazil: 175 million
- Mexico: 107 million
- Russia: 105 million
- Philippines: 86 million
- Nigeria: 80 million
- China: 67 million
- Democratic Republic of the Congo: 63 million
- Germany: 58 million

Slide 23

13) What nation in the world has the largest Muslim population?

Indonesia, with 202 million Muslims.

Slide 24

14) Most Muslims live in the Middle East.
   a) TRUE
   b) FALSE

Use the map on **Slide 25** and the data table on **Slide 26** to highlight regions of the world and countries that have large Muslim populations.

- Pakistan: 174 million
- India: 160 million
- Bangladesh: 145 million
- Egypt: 78.5 million
- Nigeria: 78 million
- Iran: 74 million
- Turkey: 74 million

Slide 27

15) All Middle East nations have a Muslim majority.
   a) TRUE
   b) FALSE

Use the map of Israel on **Slide 28** to show not all Middle Eastern countries have a Muslim majority.

Slide 29

16) All Middle East nations have an Arab majority.
   a) TRUE
   b) FALSE

While the United Arab Emirates (UAE) has a South Asian majority, less than twenty percent of South Asians are citizens of the UAE (Central Intelligent Agency).

Use the map on **Slide 30** to show Middle Eastern countries with a non-Arab majority. Other populations include:
- Turkish (Turkey)
- Black (Sudan)
- Jewish (Israel)
- Persian (Iran)
- Pashtun (Afghanistan)
- South Asian (United Arab Emirates)

Slide 31

17) What is the largest ethnic group in the Middle East without a state of its own?

   Kurds.

Use the map on **Slide 32** to show the Kurdish population in the Middle East.
- Turkey: 14 million (18% of the population)
- Iran: 7.9 million (10% of the population)
- Iraq: 4.7-6.2 million (15-20% of the population)
- Syria: 2.2 million (9.7% of the population)

Additional Information

There are approximately twenty-five million Kurdish people spread throughout many Middle East nations. The Kurds are often considered the largest ethnic group in the world without a state. Palestinians and Roma (gypsies) are two other "stateless" people. Although the Kurds were promised an independent Kurdistan by the Europeans during colonial rule, the post-World War I map of the Middle East created by the European powers divided the Kurds among Turkey, Iraq, Iran and Syria.

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World Jewish Population, 2010. Eds. Arnold Dashefsky, Sergio DellaPergola, and Ira Sheskin. *JewishDataBank.org*. North American Jewish Data Bank, 2010. Web. 2013.

Student Worksheet: Self-Assessment

NAME _____　　**DATE** _____

Answer the seventeen questions to the best of your ability. This self-assessment will help you figure out what you already know about the Middle East and where your information comes from.

1) Circle the groups that live in the Middle East:

　　Arabs　　　　**Armenians**　　　　**Kurds**　　　　**Persians**　　　　**Jews**　　　　**Turks**

2) Arabs are…
   a) a religious group
   b) a language group
   c) a national group
   d) an ethnic group

3) All Arabs are Muslims.
   a) TRUE
   b) FALSE

4) All Arabs speak Arabic.
   a) TRUE
   b) FALSE

5) All Arabs live in the Middle East.
   a) TRUE
   b) FALSE

6) Circle the religions that originated in the Middle East:

　Bahai　　　**Buddhism**　　　**Christianity**　　　**Hinduism**　　　**Islam**　　　**Judaism**　　　**Zoroastrianiasm**

7) What is the definition of a "Muslim"?

8) What is the definition of a "Christian"?

9) What is the definition of a "Jew"?

10) All Israelis are Jews.
   a) TRUE
   b) FALSE

11) What nation in the world has the largest Jewish population?

12) What nation in the world has the largest Christian population?

13) What nation in the world has the largest Muslim population?

14) Most Muslims live in the Middle East.
   a) TRUE
   b) FALSE

15) All Middle East nations have a Muslim majority.
   a) TRUE
   b) FALSE

16) All Middle East nations have an Arab majority.
   a) TRUE
   b) FALSE

17) What is the largest ethnic group in the Middle East without a country of its own?

Unit 2: Israel/Palestine: Histories in Conflict

Lesson 1:
Same Land –
Different Histories

LESSON PLAN

Same Land – Different Histories

Printed
Document

NOTE: **Unit 2: Israel/Palestine: Histories in Conflict** *includes a brief background* **Student Reading** *Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History and* **Student Assessment** *that can be administered before any lesson in this unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Lesson 1, Unit 2,** *but they are listed as optional materials in all Unit 2 lessons.*

Lesson Objectives:
- Students will understand and examine conflicting historical perspectives and claims about the Arab-Israeli conflict.
- Students will identify and discuss bias in history texts.

Vocabulary:
British, Canaanite Arabs, Caliph Umar Bin al-Khattab, crusaders, Israel, Jerusalem, Ottomans, Palestine, Plain of Sharon, Roman rule, Saladin, Suez Canal, Theodor Herzl, Zionism

Media: Excerpts from two history textbooks and an encyclopedia article

Materials Needed:
- (Optional) *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History*
- (Optional) Four-page *Student Assessment*
- (Optional) Four-page *Teacher Answer Sheet*
- Six-page *Teacher Guide*
- Two-page *Student Handout*
- Two-page *Student Worksheet*

Time: 30 minutes (not including the optional background reading and assessment)

Lesson Procedures

- (Optional) Distribute the *Student Reading Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History* to provide the class a brief background history of Israel/Palestine. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* to evaluate the *Student Assessment.*

- Present the *Lesson Introduction* to the class.

- Distribute one *Student Handout* with key vocabulary to each student and one *Student Worksheet* with text excerpts and questions for analyzing and comparing histories to each student.

- Ask students to work individually or in groups to answer *Student Worksheet* questions about three text excerpts on the history of Israel/Palestine.

- Lead students through a decoding of the text excerpts using the *Teacher Guide*.

- Lead a discussion about bias in textbooks using the *Additional Information* and *Further Questions*.

Arabs and Jews, Palestinians and Israelis –
One Homeland, Two Peoples: A Brief History

The Arab/Israeli conflict is one of the most enduring struggles of our time. Since the creation of the modern state of Israel in 1948 as a haven for Jews from around the world, the Palestinians and their supporters from throughout the Arab and Islamic worlds have struggled to reclaim what they see as their rightful land. Israel has fought continuous wars against numerous Arab states and battled armed insurgencies from various Palestinian groups.

The story of this conflict is written very differently depending upon the political, religious and ethnic perspectives of the writer. Inevitably, different histories will use different facts, words and opinions that bias the reader towards a particular view. Students should always seek to identify the perspective or bias in any history, including this background reading on the Arab-Israeli conflict. In this reading, we will follow the stories of two ancient peoples from the same part of the Middle East as their stories intersect and ultimately collide.

Jews and the Ancient State of Israel

Today's Jews trace their ancestry back to the ancient **Hebrew** speaking tribes of the Arabian Peninsula. As early as 1800 BC the Hebrews migrated to **Egypt** where they were enslaved by the Pharaohs. As is told in the story of the **Exodus** in the Jewish holy book, the **Torah**, Moses led the Hebrews out of ancient Egypt and back to the "Land of Milk and Honey." According to the Bible, the Hebrews established the Kingdom of **Israel** around 1000 BC with **Jerusalem** as their capital and the site of their holy **temple** (see below). At this time, the Hebrews united under one **monotheistic** faith and became known as "**Jews**."

> **Both Israelis and Palestinians claim Jerusalem as their eternal capital.**

The Western Wall of the ancient temple in Jerusalem is considered the holiest site in Judaism. The domed al-Aqsa Mosque is one of the holiest sites in Islam.

Islam and Arabs in Palestine

The **Palestinian** people trace their ancestry back to ancient Palestine and the lands around Jerusalem. By the time Jesus of Nazareth preached there in 30 AD, Jerusalem was already ancient and one of the most important urban centers in the Middle East. In the 7th century AD, the Muslim **Prophet Mohammed** spread **Islam** to Palestine and much of the Arab world. According to the Muslim tradition and the Muslim holy book, the **Qur'an**, Mohammed traveled on a winged horse from **Mecca** to the **al-Aqsa Mosque** in Jerusalem, adding to the historic importance of the city for Muslims worldwide.

Mohammed's death in 632 AD set off a power struggle for the leadership of the Islamic world that resulted in the split between **Sunni** and **Shiite** Muslims. Most Palestinians are Sunnis.

> **Jews, Christians and Muslims** share history, geography, holy texts and prophets from the ancient land of Palestine. While Mohammed is the most important Islamic prophet, the Qur'an also recognizes Jewish and Christian leaders as prophets including Jesus, Moses and Abraham. **Abraham** is considered the father of the Arab people through his son **Ishmael** and the father of the Jews through his son **Isaac**.

The Jewish Diaspora

In **70 AD** the **Romans** conquered Israel, destroyed the temple (leaving only the Western Wall) and began the Jewish **Diaspora** where Jews spread throughout the Mediterranean World. Despite their geographic dispersal, the Jews maintained their identity as an exclusive people through language (Hebrew and Yiddish), Jewish teachers (Rabbis), written laws (the Talmud), traditions (kosher food, religious festivals, circumcision, etc.), and their exclusion from many dominant cultures.
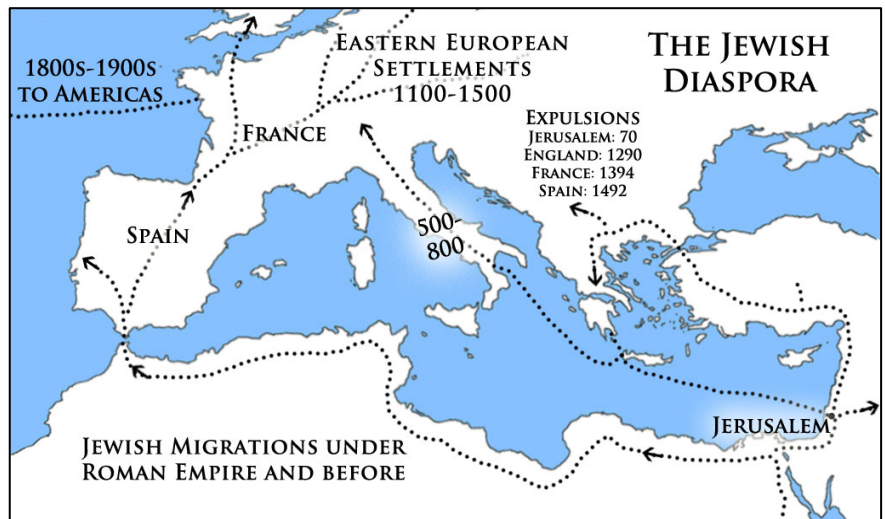
After **Christianity** became the state religion of the Roman Empire in 400 AD, **anti-Semitism** (persecution against Jews) increased in Europe. During the **Crusades**, entire Jewish communities were wiped out in religious **pogroms** (organized massacres of Jews) sponsored by the Catholic Church. Jews faired much better under Islamic rule, such as in Sephardic Spain. But with the victory of Christian Queen Isabella over the Muslim Moors in 1492, the Jews were expelled from Spain. Similar anti-Semitic **expulsions** from France, England and other Western European nations forced most European Jews to migrate east towards Russia.

The Development of Arab Nationalism

Arab Muslims become a majority in Palestine during the European Middle Ages when Islamic culture spread science, learning and commerce throughout the Mediterranean world. During this time, Christian **Crusaders** waged wars of ethnic cleansing against Muslims and Jews in their attempt to conquer "The Holy Land." This history of "barbarity" continues to influence Arab views of Western involvement in the Middle East.
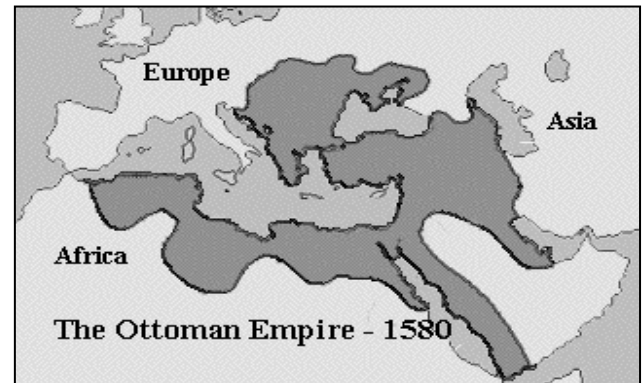
From 1500-1917 the Turkish **Ottoman Empire** ruled Palestine, much of the Middle East and North Africa as an Islamic Caliphate (see map above). Early in the 1900s, **Arab Nationalism** (the desire for Arab control over Arab lands) grew as the Ottoman Empire disintegrated. While Arabs, Turks, Greeks, Armenians, Kurds, and others pressed for independence, European powers moved to control Ottoman territory. In the secret 1916 **Sykes-Picot Agreement**, Britain and France divided up the Middle East through spheres of influence. In 1922, **Britain** officially took control of Palestine as a League of Nations Mandate. This set the stage for the confrontation between Jews and Arabs for control of the historic land.

The Control of Palestine

8,000 BC: First agricultural towns

Egyptians 3,000 BC
Amorites & Hyksos 1,850 BC
Egyptians & others 1,500 BC
Philistines & Israelites 1,200 BC
Israelites 1,020 BC
Assyrians 745 BC
Babylonians 605 BC
Persians 538 BC
Greeks 332 BC
Romans 63 AD
Jesus
Byzantines 311 AD
Various Muslim Empires 638-1098 AD
Crusaders 1187 AD
Various Muslim Empires 1187 – 1517 AD
Ottomans 1517 AD
British 1918 AD

Founding of Jerusalem circa **4,000 BC**

Abraham   Moses

952 BC: First Jewish temple built

586 BC: First Jewish temple destroyed

70 AD: Second Jewish temple destroyed

705 AD: al-Asqa Mosque built

Mohammed

1871 AD: First Zionist Congress

Source: www.procon.org

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Zionism

The **Zionist movement** began in the late 1800s as a response to European anti-Semitism and **pogroms**. It called for the creation of the modern Jewish state of **Israel** as a safe haven for Jews from throughout the world. Beginning in the early 1900s, European Jews began immigrating to Palestine to fulfill the Zionist dream. The control of Palestine shifted from the Ottoman Empire to the British Empire during World War I and aided the Zionist cause. In 1917, the British government issued the **Balfour Declaration** stating, "His Majesty's government views with favor the establishment in Palestine of a national home for the Jewish people." The need for a Jewish state took on new importance with the rise of Nazism in Germany in the 1930s.

League of Nations Mandates, 1922 es -

Responding to Zionism

With the British in control after World War I, Arabs became increasingly concerned with the future of Palestine. While the British government promised to respect the rights of the Arabs in Palestine, it also supported the Zionist goal of creating a Jewish state in Palestine.

Throughout the 1920s and 1930s, the **immigration of European Jews** into Palestine increased despite Arab opposition. With the rise of Adolf Hitler, more Jews streamed into Palestine. Many Arabs resisted Jewish settlement and in 1936 Arabs staged a nationwide strike to pressure Britain to stop Jewish immigration. Zionist groups also pressured the British – sometimes with violence – to lift restrictions on Jewish immigration. In 1937 the British Peel commission recommended the **partition** of Palestine into Arab and Jewish states.

The Holocaust

From 1938 to 1945, the German dictator Adolf Hitler orchestrated the systematic extermination of nearly two-thirds of all the Jews of Europe – roughly six million people. The Holocaust propelled Jewish immigration to Palestine and increased international support for the Zionist cause.

Holocaust survivors, 1945

The cataclysm of World War II and the Nazi Holocaust against the Jews shifted the debate over the future of Palestine and set the stage for what many Arabs call "the Catastrophe."

British Mandate Over Palestine: 1920 -1948

Ottoman Empire defeated in **WWI, 1914-1918**

Increased Jewish immigration to Palestine & Arab resistance

WWII in Europe 1939-1945: Nazis exterminate two-thirds of European Jews

1946: Zionist militant groups wage war against the British

1947: UN votes to partition Palestine

1918	1928	1938	1948

1916 Sykes-Picot agreement: British & French divide up the Middle East

1917 Balfor Declaratizon: British government supports Zionism

1936-1939 Arab Revolt: Arab resistance to Zionism grows

British limit Jewish immigration to Palestine

May 14, 1948: Israel declares independence / the Palestinian *Nakba*

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The Arab-Israeli Conflict

The conflict between Arab Palestinians and Jewish Israelis did not emerge from ancient religious or ethnic differences, but rather as a result of a contemporary conflict over the same land. In 1947 the newly created **United Nations** (UN) decided to **partition Palestine**. While all the Arab states opposed what they saw as a theft of Arab and Muslim land, the UN General Assembly voted 33 to 13 (with 10 abstentions) to divide Palestine into separate nations: the Jewish dominated state of Israel and the Arab dominated state of Palestine with Jerusalem as an international city administered by the UN.

The Rebirth of Israel – the Nakba

While **May 14, 1948** is celebrated in Israel as its independence day, most Arabs consider it **al-Nakba**, or *The Catastrophe*. Israel was immediately attacked by the neighboring Arab states of Egypt, Iraq, Jordan, Lebanon and Syria, but the cohesive Zionist forces managed to defeat the Arab nations that had competing interests in the region. By the end of the war in 1949, the infant state of Israel controlled more land than was originally given by the United Nations' partition plan (see maps below). Egypt occupied the **Gaza Strip**, while Jordan took control of the **West Bank**, including East Jerusalem with its many Jewish holy sites. While the Jewish state had come into existence, there was no Arab nation of Palestine.

Why might *Time* magazine have put Israeli Prime Minister David Ben-Gurion on its August 1948 cover?

The Palestinian Diaspora

The first Arab-Israeli war of 1948-49 created a huge flood of **Arab refugees**.

According to the UN, over 700,000 Palestinians fled or were displaced, many to refugee camps in the West Bank, Gaza Strip, and surrounding nations. The "**right of return**" of these refugees and their descendants is a key issue in contemporary peace talks. The hundreds of thousands of Arabs who stayed in Israel after independence and their descendants today make up about 20% of Israeli citizens.
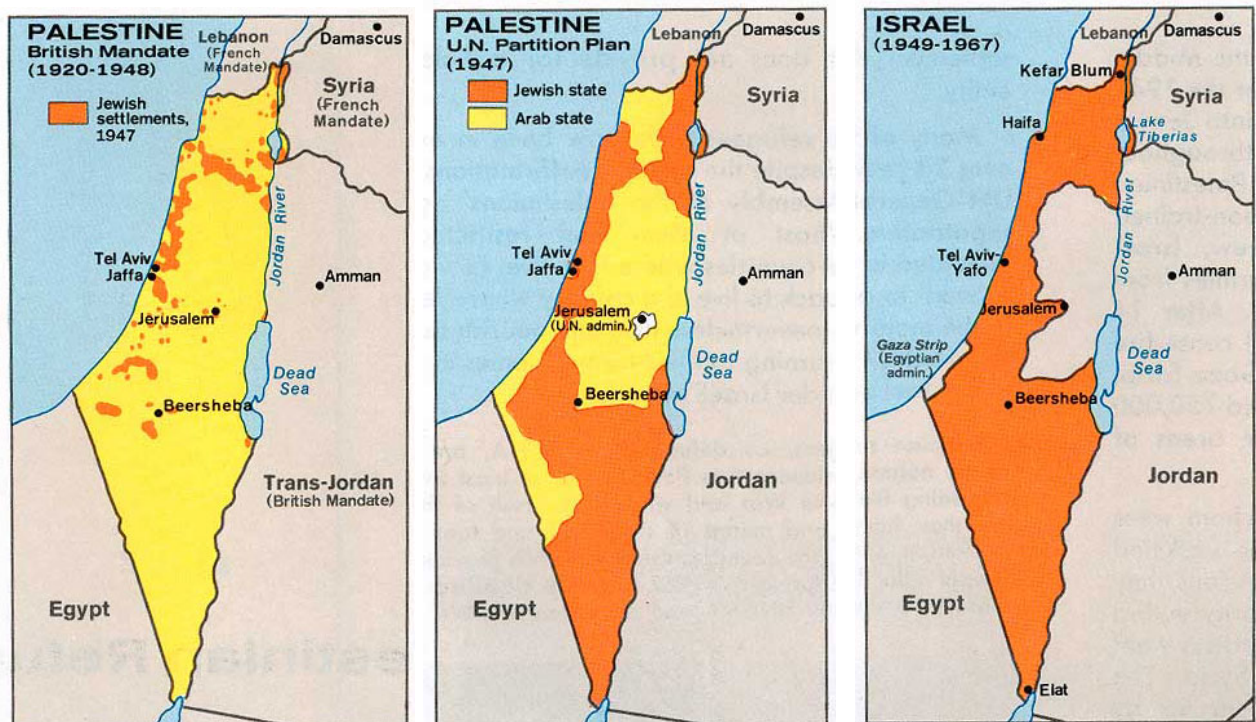
Source: "Issues in the Middle East," Atlas. US Central Intelligence Agency, 1973

Pan-Arabism and the United States in the Middle East

Gamal **Nasser** (pictured at right) led the coup in Egypt that overthrew the monarchy in 1952. As part of his policy of Arab unity, known as **Pan-Arabism** or Arab socialism, the charismatic Nasser supported Palestinian fighters who periodically attacked Israel from Egyptian controlled Gaza throughout the 1950s. In 1956, Nasser nationalized the **Suez Canal** and blockaded Israel's access to the Gulf of Aqaba. In a plan secretly negotiated between the new Jewish state and the European powers, Israel launched an attack on Egypt while Britain and France sent troops to take the Suez Canal. Both the US and the USSR condemned the invasion and forced Israel and the Europeans to withdraw. As a result, Nasser became a hero in the Arab world. The **Suez Crisis** of 1956 also marked the entry of the US and the Soviet Union as key power brokers in the Middle East.

Throughout the 1950s, the **Cold War** spread to the Middle East. The US fear of Communism and Pan-Arabism (led by Nasser) led the Eisenhower administration to send US troops to Lebanon in 1958 to support the Christian (pro-Western) government in its civil war. When an army coup in Iraq overthrew pro-western King Faisal in 1958, Britain sent troops to support the government of **King Hussein,** Faisal's cousin, in neighboring Jordan. While the Israeli/Palestinian conflict had nothing to do with communism, it too became drawn into the global war between the US and the USSR.

Egypt's Gamal Nasser

> **How do these *Time* covers reflect the magazine's editorial position on these two Arab leaders?**

The Six-Day War of 1967

On June 5, 1967, Israel launched a "preemptive strike" against the Soviet-supplied air forces of Egypt and Syria and began a six-day war that would reshape the map of the Middle East and the future of the conflict. Jordan quickly joined its Arab allies, but, when the war ended on June 10th, Israel had taken control of the **Gaza Strip** and the **Sinai** Peninsula from Egypt, the **Golan Heights** from Syria, and the **West Bank** from Jordan. Israel had increased its territory three-fold, including **East Jerusalem** with its ancient Jewish and Muslim holy sites. This war began "the occupation" of over one million Palestinians in the West Bank and Gaza. In addition, 200,000 Palestinians fled the "**occupied territories**" to refugee camps in Jordan and Lebanon, greatly expanding the Palestinian Diaspora. The war also cemented the strategic US/Israeli military alliance.

Jordan's King Hussein

The Arab-Israeli Conflict: 1948 - 1967

Israel declares **independence**	Egypt takes control of Gaza, Jordan takes control of the West Bank, and Jerusalem	**1956 Suez War:** Israel, Britain & France invade Egypt	**1958:** United Arab Republic unites Egypt and Syria (dissovled 1961)	**1964**: The Arab League creates the PLO	**1967 Six-Day War:** Israel takes Gaza, the Sinai, the Golan, the West Bank & Jerusalem
1948		**1956**		**1964**	**1967**
Massacres by Jewish and Arab forces	Jews immigrate to Israel from Arab states		**1958:** Coup in Iraq ignites Cold War fears. The US sends troops to Lebanon and Britain sends troops to Jordan		Hundreds of thousands of Arab refugees flee and one million Palestinians come under Israeli occupation
	Over 700,000 Palestinian refugees flee Israel in **1948**				

Israel and Palestine Post-1967

After the 1967 war, Israel began building Jewish **settlements** in the West Bank, the Golan Heights, that Gaza Strip and the Sinai with the intent of permanently expanding its territory. Israel formally annexed Jerusalem and declared it the capital of Israel. The United Nations passed **Resolution 242** that called for Israel to withdraw from these territories and for "a just settlement of the refugee problem." The USSR quickly rearmed Egypt and Syria and the US provided huge military support to Israel, fixing the conflict squarely in the context of the Cold War.

The PLO

In 1964 the Arab Summit created the Palestinian Liberation Organization, or the **PLO**, to support the militant struggle of Palestinians trying to win back their homeland. In 1968, **Yasser Arafat** became the Chairman of the PLO and the leader of the Palestinian people until his death in 2004. After the defeat of the Arab nations by Israel in 1967, the PLO increased its armed struggle against Israel. Some Palestinian factions used **terrorism** to press their cause, such as the group *Black September* that killed Israeli athletes and coaches during the 1972 Munich Olympics. The group took its name from the September 1970 war between the PLO and the government of Jordan. King Hussein forced Palestinian fighters out of Jordan where planning attacks against Israel. The PLO then fled to Lebanon where it continued its cross-border strikes against Israel.

Source: "Issues in the Middle East," Atlas. US Central Intelligence Agency, 1973. Ed. Project Look Sharp, 2012.

The 1973 Arab-Israeli War

On the Jewish holy day of **Yom Kippur** in 1973, Egypt and Syria launched a joint surprise attack on Israel. While Israel ultimately maintained control over the Sinai and the Golan Heights, initial Arab victories broke the myth of Israeli military invincibility. During the war, Arab states (led by Saudi Arabia) imposed an **oil embargo** against the United States that resulted in an energy crisis. In the Arab world, the war was seen as a victory for Anwar Sadat, the new Egyptian president who had taken over after the death of Nasser in 1970.

"Feyadeen Leader Arafat"

Compare *Time* magazine's representations of Yasser Arafat from 1967 (left) with its 2002 cover (right).

The Arab-Israeli Conflict: 1967-1973

The Six-Day War	Israel places **settlements** in East Jerusalem, the West Bank, Gaza, the Golan, & the Sinai PLO and other militant Palestinian groups wage armed struggle against Israel			The October War
1967	**1970**		**1972**	**1973**
Israel begins occupation of the Gaza Strip and West Bank (**Palestinian Territories**) including East Jerusalem, the Golan Heights (Syria) and the Sinai (Egypt)	Israel develops nuclear weapons	**Black September War:** King Hussein forces the PLO out of Jordan. Arafat and the PLO move to Lebanon	Sadat takes over in Egypt	Massacre of Israeli athletes at the **1972** Munich Olympics by Palestinian militants	Egypt and Syria attack Israel (the **Yom Kippur or Ramadan War**)

Peace With Egypt – the Camp David Accords

Egyptian President **Anwar Sadat** recognized that he needed the economic muscle of the United States to help pull his populous Arab nation out of poverty. But to receive significant US aid, he knew that Egypt had to make peace with Israel. With the personal involvement of US President Jimmy Carter, Sadat and Israel's Prime Minister Menachem Begin negotiated the first peace accord between an Arab state and Israel. As a result of the **1979 Camp David Accords**, Egypt regained the Sinai back from Israel and a commitment of billions of dollars in annual economic aid from the United States. Israel gave up strategic territory and removed Jewish settlements from the Sinai, but gained recognition and peace with its most influential Arab neighbor. However, the Camp David Accords were opposed throughout the Arab world because they left the Palestinian question unresolved. As a result, Egypt was temporarily thrown out of the Arab league and in 1981 Anwar **Sadat** was assassinated by Egyptian soldiers opposed to the peace treaty with Israel.
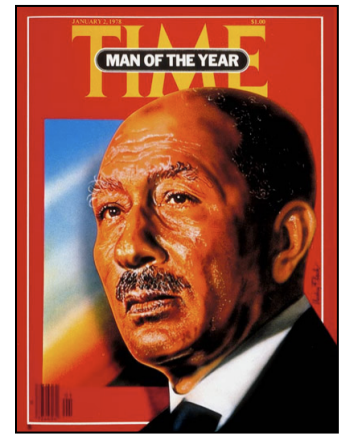
Why might Time *have chosen Anwar Sadat as "Man of the Year" in 1978?*

Israel, Lebanon and Hezbollah

After being driven from Jordan in 1970, the PLO moved its base to southern Lebanon where they launched periodic attacks on Israel. The Israeli army, under General **Ariel Sharon,** invaded Lebanon in **1982** and pushed the PLO all the way to the capital city of Beirut. The Israeli invasion of Lebanon intensified the **Lebanese civil war** that lasted until 1995. The war involved the Israelis, the Palestinians, Syrians, and various Lebanese militias representing Christian Marinates, Druze, Sunnis, Shiites, and others.

The United States brokered a ceasefire that allowed the PLO to flee to Tunis, a thousand miles away from Palestine, and which brought US Marines to Lebanon as "peacekeepers." In 1983 **241 US soldiers** were killed by **suicide bombers** from the group Islamic Jihad.

Following the 1982 Israeli invasion, the Shiite militia group **Hezbollah** ("Party of God") formed to "resist" the Israeli occupation of southern Lebanon. With inspiration from the Iran's 1979 Islamic Revolution and the support of the Iranian and Syrian governments, Hezbollah repeatedly attacked Israel. Israel invaded Lebanon again in 1993, 1996 and 2006 in unsuccessful attempts to destroy the popular and resilient Lebanese force.

Hezbollah fighters and symbol

Is Hezbollah a "resistance" group fighting a legitimate armed struggle as they claim or a "terrorist" group as they are called by Israel and the US State Department?

Israel & Lebanon: 1948-2006

Lebanon fights Israeli independence

1958: Political crisis – US troops to Lebanon

1960s economic prosperity

1978: Israel invades Lebanon

1983: Israel blamed for Sabra and Shatila massacres

1975-1991: Lebanese Civil War

2000: Israel withdraws from Lebanon

Israel invades **Lebanon**

1948	1967	1970	1982	2000	2006

Palestinian **refugees** flood into Lebanon

1967 Six-Day War: More Palestinians to Lebanon

PLO sets up "mini state" in South Lebanon to attack Israel

1982: Israel invades Lebanon, expels the PLO and occupies South Lebanon

1985: Hezbollah begins resistance of Israeli occupation

Israel war with **Hezbollah**

The Intifada

In December of 1987, Palestinian youth in the West Bank and Gaza began the **Intifada**, or "uprising," where they attacked the occupying Israeli army with stones. The image of Palestinian youth beaten and killed by Israeli soldiers threatened to undermine international support for Israel. PLO President Yasser **Arafat** called for an independent Palestinian state in the West Bank and Gaza Strip, and simultaneously renounced terrorism and recognized Israel's right to exist. This opened the way for talks between the US and the PLO and secret negotiations with Israel for a peaceful solution to the Palestinian issue.

> ONE MOVE AND HE'S HISTORY!

According to this cartoonist, why did Saddam Hussein attack Israel during the 1991 Gulf War?

The Gulf War of 1991

In August of 1990, Iraq, under the leadership of **Saddam Hussein**, invaded the oil-rich kingdom of **Kuwait**. Within the year, US President George H.W. Bush had organized an international coalition (including Saudi Arabia, Egypt and Syria) that pushed the Iraqis out of Kuwait in **the Gulf War** of 1991. During the war, Saddam Hussein fired missiles against Israel in an attempt to gain Arab support and break up the coalition, but the alliance held and Iraq was forced from Kuwait. The war solidified the strategic role of the US in the Middle East.

The Oslo Peace Accords of 1993

Following the break up of the USSR and US leadership in the Gulf War of 1991, Washington took the lead to mediate peace talks that resulted in a historic agreement between Israeli Prime Minister Yitzhak Rabin and the PLO's Yasser Arafat. In exchange for its recognition of Israel, the PLO (now the Palestinian Authority) took control of the Gaza Strip and parts of the West Bank. The plan called for eventual Palestinian control of all of the West Bank and Gaza, but the most controversial **"Final Status Issues"** were left for later negotiations, including:

- the final borders of Israel and Palestine
- the status of Israeli settlements in the West Bank
- the status of Jerusalem, claimed by both Israelis and Palestinians as their "eternal capital"
- the **"Right of Return"** (to Israel) by Palestinian refugees who fled in 1948 and 1967

Why was the 1993 handshake between Israeli Prime Minister Rabin and PLO Chairman Arafat so historic?

Peace and War: 1979 - 1993

Camp David: Peace between Egypt & Israel	Egypt's Sadat assassinated	Israel invades Lebanon	The Intifada: Uprising of Palestinian youth	First Gulf War	Oslo Accords: Peace between PLO and Israel
1979		**1982**	**1988**	**1991**	**1993**
Revolution in Iran; Saddam takes power in Iraq	Israel bombs Iraqi nuclear site in **1981**	PLO flees to Tunis	Arafat renounces terrorism and recognizes Israel; the US opens talks with the PLO	USSR dissolves	Jordan signs peace treaty with Israel

Shortly after the Oslo Accords were signed, **Jordan** became the second Arab state to sign a peace treaty with Israel. An end to the Arab-Israeli conflict seemed possible as Arafat pushed through changes to the **Palestinian charter** (constitution) and eliminated all calls for the destruction of Israel.

The Peace Process Stalls

Not long after the signing of the Oslo Accords, terror attacks by Palestinian factions and Israeli extremists undermined the peace process. An Israeli who was opposed the Accords assassinated Prime Minister Rabin in 1995. Amidst continued attacks by Palestinian groups, Israelis elected hawkish leaders who opposed the Oslo Accords and continued building settlements in the West Bank. The breakdown of the peace process led to a second Palestinian Intifada. The September 11th terrorist attacks in the US in 2001 gave Israeli Prime Minister Ariel Sharon greater support for his crack down on Palestinian militants. Sharon cut off all collaboration with Arafat and began building a "security barrier" (a huge **wall**) separating Israel from Palestine.

Hamas in Gaza – Fatah in the West Bank

The impoverished and isolated **Gaza Strip** is home to 1.7 million Palestinians (2012), most of them refugees squeezed onto a tiny strip of coastline. With the failure of the peace process, hard-line politicians were elected both in Israel and the Palestinian territory of Gaza. The militant Islamist movement **Hamas** won elections in 2006 and defeated **Fatah**, the secular party of Yasser Arafat. The "moderate" Palestinian leader of Fatah, **Mahmoud Abbas**, was elected President of the Palestinian Authority after the death of Yasser Arafat. While Abbas continued to pursue the peace process with Israel, Hamas leaders were opposed to negotiating with the Israel. This fueled violent clashes between the rival Palestinian groups and a de-facto partition with Hamas governing in Gaza and Fatah in the West Bank. As the clashes continued, Israel maintained construction of a separation wall in the West Bank.

Israel pulled its settlements and military presence out of Gaza in 2005. An Israeli **blockade** of Gaza and **rocket attacks** from Gaza into Israel led to a brief war in 2008 where 13 Israelis and approximately 1,300 Palestinians died. Human rights groups have criticized Israel's continued blockade of Gaza; however, Israel justifies the blockade as it prevents an influx of weapons into the territory.

ISRAELIS AND PALESTINIANS AT THE NEGOTIATING TABLE

Caption states: "Israelis and Palestinians at the Negotiating Table."

What is cartoonist's position on the conflict between Hamas and Fatah and its impact on Israel?

Stalemate and War: 1995 - 2012

Israeli leader Rabin assassinated		Sharon elected in Israel	Israel unilaterally withdraws from Gaza	Israel bombs secret Syrian nuclear site in **2007**	**Gaza War**: Israel vs. Hamas **2008-2009**	Arab Spring: Egypt's Mubarak overthrown; Assad under fire in Syria
1995	Suicide bombing by Hamas and hawkish Israeli leaders derail peace process	**2000**	**2006**		**2008**	**2011** **2012**
Arafat elected president of the Palestinian Authority (PA)	Final status talks break down, 2nd Intifada begins after Sharon visits al-Aqsa		Arafat dies in **2004**, Abbas leads PA **2006: Hamas** elected in Gaza	**2006 War in Lebanon**: Israel vs. Hezbollah		Cyber attack on Iran nuclear program by Israel/US? in **2010**

The Arab Spring and the Future of the Conflict

In 2010 a Tunisian fruit seller set himself on fire to protest government corruption. Mohamed Bouazizi's action sparked democratic revolutions that swept across the Arab world. By the spring of 2012, Hosni Mubarak had been overthrown and the **Muslim Brotherhood** was leading a new government in Egypt. And in Syria, a bloody civil war threatened the **Assad** regime that had been in power for over 40 years. These tumultuous changes will likely have a great impact on the future of the Arab Israeli conflict.

> **What are the main messages about the history of the Arab-Israeli conflict in each map?**
> **Which do you think comes from an Israeli website and which from a Palestinian site? Why?**
> **Which better reflects your view of this painful history?**

The Arab Invasion 1948

Held by Israel on eve of Arab invasion
• Isolated Jewish settlement
⊙ Arab city
● Jewish city

Palestinian Villages Depopulated in 1948 and 1967, and Razed by Israel

Jewish-owned land, 1947
Palestinian villages depopulated in 1948 and 1967 by Israel
The West Bank and Gaza Strip

©Jan de Jong

Looking at History from Multiple Perspectives

Napoleon said, "History is a fable agreed upon." If he is right, the story of the Arab-Israeli conflict is still being written. One can see the existence of Israel as a manifestation of God's promise to the Jewish People, as a UN-brokered solution to historic anti-Semitism, as an imperialist outpost in the Muslim world, as an unjust catastrophe for the Palestinian people, or simply as a geo-political reality. The facts, descriptions, images and stories we choose to include and not include in any history will reflect our perspectives. As we learn about history and current events, it is critical that we explore different, often conflicting views, as well as reflect on the ways in which our own biases impact our understanding. In this way, we can find more complex and inclusive truths.

Student Assessment

NAME _____   DATE _____

Circle only ONE answer for each question below unless otherwise indicated.

1. The Arab-Israeli conflict is most accurately described as a struggle over:
a) land
b) religious beliefs
c) ethnic identity
d) oil

2. Circle A or J after each term to indicate if it is most associated with Arab or Jewish history.

Hebrew **A   J**   the Torah   **A   J**

Sunni   **A   J**   the Western Wall **A   J**

al-Aqsa **A   J**   Arab nationalism **A   J**

3. Which of the following best describes the reasons for the Jewish Diaspora?
a) the Jews wanted to return to the "Land of Milk and Honey"
b) Christians persecuted Jews for being different
c) the Romans drove the Jews from Palestine
d) continuous expulsions across Europe forced Jews to immigrate eastward towards Russia

4. Judaism, Christianity, and Islam do <u>NOT</u> share:
a) holy prophets
b) monotheism
c) historic ties to Jerusalem
d) a belief in the Qur'an

5. Which is in the correct chronological order?
a) Abraham, Jesus, Moses, Mohammed
b) Abraham, Moses, Jesus, Mohammed
c) Moses, Mohammed, Jesus, Abraham
d) Abraham, Moses, Mohammed, Jesus

6. The fall of the Ottoman Empire encouraged:
a) Israel to build its military capacity
b) the growth of the Roman Empire
c) the Sunni/Shiite split
d) Arab Nationalism and European Imperialism

7. Zionism began as a reaction to:
a) anti-Semitic pogroms
b) Marxism in the Soviet Union
c) Nazi Germany and the Holocaust
d) Jewish settlement in Palestine

8. The Balfour Declaration supported:
a) French imperialism in the Middle East
b) Arab desires to halt Jewish immigration into Palestine
c) the British seizure of the Suez Canal in 1956
d) the creation for a Jewish homeland in Palestine

9. Palestinians reference 1948 as the year of:
a) the Ramadan War
b) al Nakba ("the Catastrophe")
c) the beginning of the occupation of the West Bank and the Gaza Strip
d) the Intifada ("the Uprising")

10. The decision to partition Palestine into Jewish and Arab states was made by:
a) Israel
b) the British
c) the Arab League
d) the United Nations

For questions 11-13, match the descriptions below to correctly shaded map. Write the letter of the map on the line.

11. _____ **Israel's territory according to the Partition Plan.**

12. _____ **Israel's territory immediately following the Six-Day War.**

13. _____ **Israel's current borders not including the Palestinian territories.**
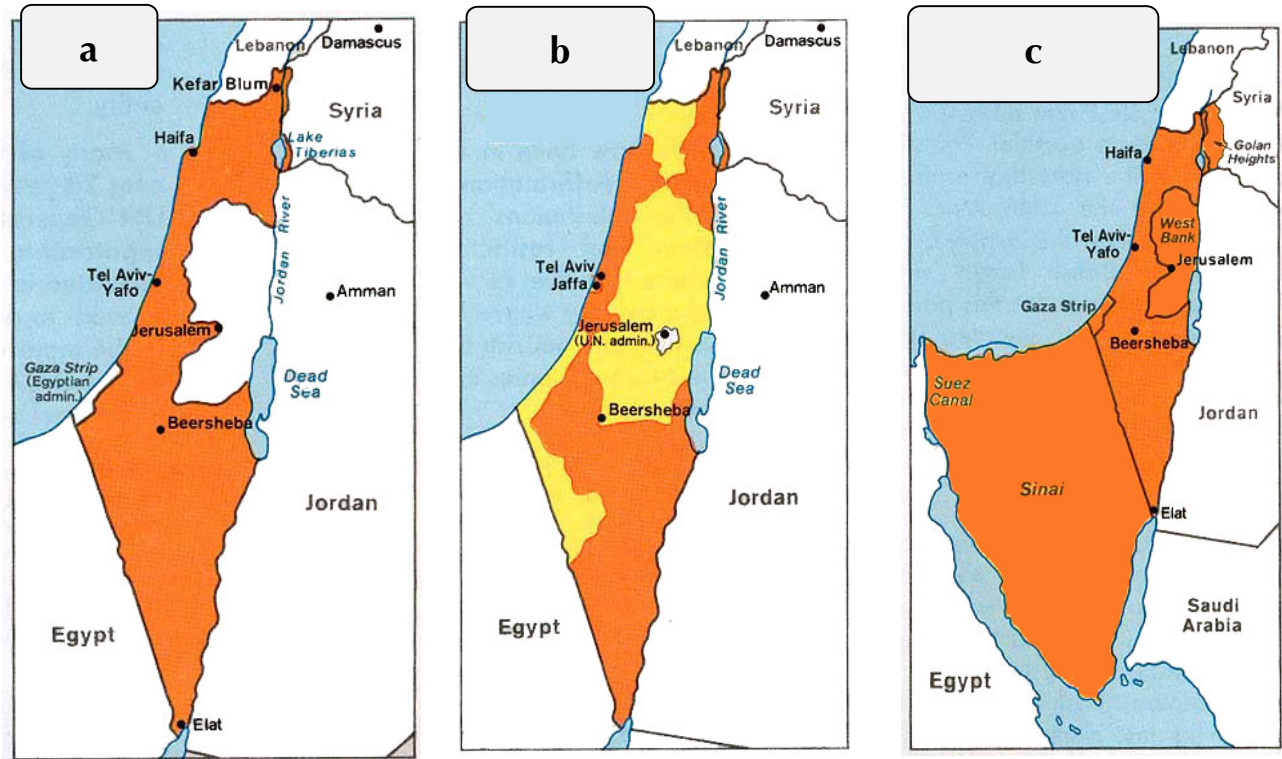
14. Write the correct war/event after each of the following dates using the lines below:

        the Yom Kippur/Ramadan War   Israel's independence
        Israel's invasion of Lebanon   the Gaza War
        the Six-Day War   the Suez Crisis

        1948 _____

        1956 _____

        1967 _____

        1973 _____

        1982 _____

        2008 _____

15. Today there are millions of Palestinian refugees outside of Israel/Palestine.
    Circle the <u>TWO</u> wars that displaced most of these refugees.

        the Yom Kippur/Ramadan War   Israel's independence

        Israel's invasion of Lebanon   the Gaza War

        the Six-Day War   the Suez Crisis

16. As a result of the Six-Day War, Israel took control over (circle ALL that apply)
a) the West Bank
b) the Gaza Strip
c) East Jerusalem
d) the Golan Heights
e) the Sinai
f) Lebanon

17. Which best describes the position of the United Nations on Israeli settlements in the territories it occupied as a result of the Six-Day War?
a) They are illegal and should be removed.
b) They are a legitimate product of war.
c) They should be formally annexed by Israel.
d) The UN has no position on these settlements.

18. Which best describes the founding mission of the PLO?
a) to manage the territories under Israeli occupation
b) to fight to gain back Palestine
c) to terrorize the Israeli people
d) to speak for the Arab people on Middle East issues

19. Which did NOT come about as a result of the 1979 Camp David Accords?
a) Israel removed settlements from the Sinai
b) the US gave economic aid to Egypt and Israel
c) Anwar Sadat became a hero in the Arab world
d) peace between Egypt and Israel

20. The Intifada was the uprising of:
a) Palestinians in Kuwait during the Gulf War
b) Israeli settlers in the occupied territories
c) Palestinians in the West Bank and Gaza
d) King Hussein of Jordan against the PLO

21. Israel had invaded Lebanon many times over the last 40 years in an attempt to:
a) destroy the PLO and Hezbollah
b) overthrow the government of Lebanon
c) attack Palestinian refugees camps
d) stop the rise of Islamic fundamentalism

22. An historic 1993 Middle East Peace accord was signed in Washington by:
a) Arafat of the PLO and Rabin of Israel
b) Sadat of Egypt and Begin of Israel
c) Hussein of Jordan and Arafat of the PLO
d) Netanyahu of Israel and Assad of Syria

23. In 2006 and 2008 Israel went to war against which two groups? Circle TWO options below.
a) Fatah in the West Bank
b) Hamas in Gaza
c) Hezbollah in Lebanon
d) al Qaeda in Jordan

24. Which of the following is NOT one of the "Final Status Issues" in the peace process?
a) the borders of the nation of Palestine
b) the Right of Return for Palestinian refugees
c) the role of Islam in Palestine's government
d) Jewish settlements in the West Bank

25. The cartoon below is about:
a) the 2003 US invasion of Iraq
b) Iraq attacking Israel during the 1991 Gulf War
c) Saddam Hussein using WMDs
d) nuclear proliferation

26. According to the cartoon on the right, what did Israel do while Palestinian factions fought?

a) built a separation wall in the West Bank
b) played games and ignored the conflict
c) made separate peace accords with both groups
d) encouraged the conflict

Point of View Questions

For each of the following questions, check which of the two groups would agree with each statement.

27. May 14, 1948 was a glorious day.
   ❑ Israelis
   ❑ Palestinians

28. The Six-Day War began with an unprovoked sneak attack.
   ❑ Arabs
   ❑ Israelis

29. Sadat was a courageous peacemaker.
   ❑ Arab public opinion
   ❑ US public opinion

30. The 2006 election in Gaza was a victory for democracy.
   ❑ US government
   ❑ Hamas

31. The 2006 war in Lebanon was waged to stop resistance to Zionist aggression.
   ❑ Hezbollah
   ❑ the Israeli government

32. The 2008 war in Gaza was waged to stop terrorist attacks on civilians.
   ❑ the Israeli government
   ❑ Hamas

33. The map to the right reflects the views of:
   ❑ the Israeli government
   ❑ the Arab League

Teacher Answer Sheet

NAME _____   **DATE** _____

Circle only ONE answer for each question below.

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b) religious beliefs
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2. Check A or J after each term to indicate if it is most associated with Arab or Jewish history.

Hebrew   A **(J)**   the Torah   **(A)** J
Sunni   **(A)** J   the Western Wall A **(J)**
al-Aqsa **(A)** J   Arab nationalism A **(J)**

3. Which of the following best describes the reasons for the Jewish Diaspora?
a) the Jews wanted to return to the "Land of Milk and Honey"
b) Christians persecuted Jews for being different
c) **the Romans drove the Jews from Palestine** *(circled)*
d) continuous expulsions across Europe forced Jews to immigrate eastward towards Russia

4. Judaism, Christianity, and Islam do __NOT__ share:
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b) monotheism
c) historic ties to Jerusalem
d) **a belief in the Qur'an** *(circled)*

5. Which is in the correct chronological order?
a) Abraham, Jesus, Moses, Mohammed
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d) **the creation for a Jewish homeland in Palestine** *(circled)*

9. Palestinians reference 1948 as the year of:
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c) the beginning of the occupation of the West Bank and the Gaza Strip
d) the Intifada ("the Uprising")

10. The decision to partition Palestine into Jewish and Arab states was made by:
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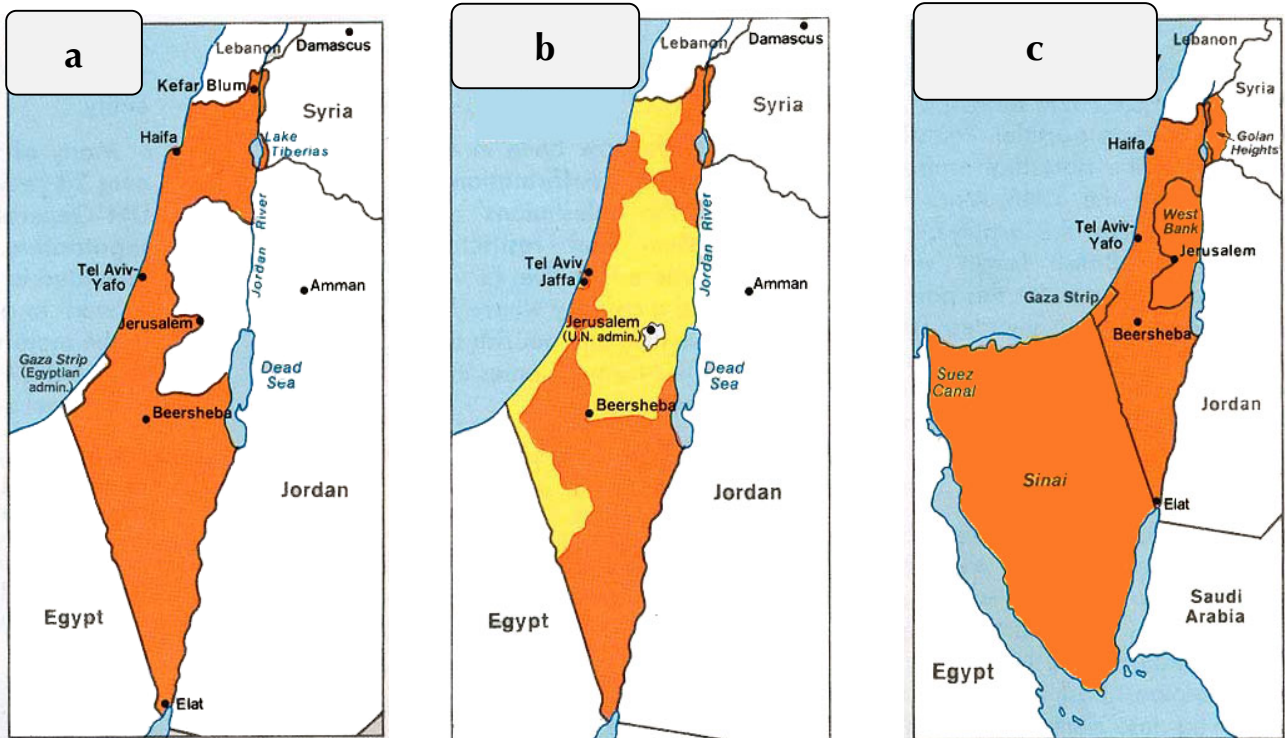
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    1948 Israel's Independence

    1956 the Suez Crisis

    1967 the Six-Day War

    1973 the Yom Kippur/Ramadan War

    1982 Israel's invasion of Lebanon

    2008 the Gaza War

15. Today there are millions of Palestinian refugees outside of Israel/Palestine. Circle the __TWO__ wars that displaced most of these refugees.

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- (c) **East Jerusalem**
- (d) **the Golan Heights**
- (e) **the Sinai**
- f) Lebanon

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ISRAELIS AND PALESTINIANS AT THE NEGOTIATING TABLE

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☐ Israelis

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☐ Arab public opinion
☒ **US public opinion**

30. The 2006 election in Gaza was a victory for democracy.
☐ US government
☒ **Hamas**

31. The 2006 war in Lebanon was waged to stop resistance to Zionist aggression.
☒ **Hezbollah**
☐ the Israeli government

32. The 2008 war in Gaza was waged to stop terrorist attacks on civilians.
☒ **the Israeli government**
☐ Hamas

33. The map to the right reflects the views of:
☒ **the Israeli government**
☐ the Arab League

The Arab Invasion 1948

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Same Land – Different Histories

1. (Optional) Determine whether you will use the unit background *Student Reading Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. Organize and make copies for the class activities.

3. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

4. Introduce the lesson:

Lesson Introduction

Do you remember studying for a history test in elementary school? Did you ever consider that the history you were reading might not have been the whole truth about the subject, but rather a partial perspective of the book's writer and editor? School textbooks are like any other source of information: they are constructed by individuals who focus on certain aspects of the subject matter and leave other things out based on how much space is available, what they consider most important, and other factors.

In this lesson, you will consider three passages about the history of Israel/Palestine from three different sources. You will receive a *Student* Handout to help provide background information so you can better understand the three text excerpts. Each passage focuses on a different time period. The three sources include: a fourth grade history text titled *National Education*, which is used by the Ministry of Education of the Palestinian Authority (CMIP "Jews, Israel and Peace"); an excerpt from a US-based online encyclopedia entry for "Arab-Israeli Conflict" (MSN Encarta); and an Israeli religious text titled *On the High Places of the Land* (CMIP "Arabs, Palestinians, Islam"). Using the *Student Worksheet*, you are to choose which passage came from which source by considering the following things:

- **What information is included and what is left out?**
- **How are different groups referenced, especially Israelis and Palestinians, Arabs and Jews?**
- **Might this come from a religious or a secular source?**
- **Does the information seem biased toward a particular perspective?**

For each choice you make, provide evidence on the worksheet to support your decision.

5. Distribute one *Student Handout* to each student. (Optional: As a class, review the key vocabulary and background information relevant to the three passages.)

6. Distribute one *Student Worksheet* to each student. Decide whether students will work individually or in small groups to complete the worksheet. Give students time to reflect on their choices and evidence.

7. After students have completed their worksheets, lead a decoding of the three text excerpts using the answer guide below.

Text Excerpt 1

The Canaanite Arabs were the most ancient people that dwelt in Palestine. Many peoples and invaders later ruled it and built many places, which have become in time ancient monuments that still exist to this day. The Romans ruled Palestine for a long time. One of their monuments is the (archeological) site of Sebastia Village near Nablus. Then the Muslims conquered the land in the reign of Caliph Umar Bin al-Khattab. With the conquest of Palestine by the Muslims it became Muslim and it still is… The Franks (i.e., the Crusaders) occupied it until it was liberated from them by the hero Salah al-Din al-Ayyubi (Saladin). Then the Ottomans ruled it. Palestine is still under Israeli occupation.

Which source do you think this passage is from?

☐ Encarta (online encyclopedia) entry for "Arab-Israeli Conflict"
☐ Israeli religious textbook, *On The High Places of the Land*
☒ **Fourth grade textbook, *National Education* (Ministry of Education for the Palestinian National Authority)**

Possible Evidence: There is no reference at all to the Jews. Muslim leader Saladin is referenced as a "hero" who "liberated" Palestine from the Crusaders. Palestine is the common reference for the region discussed. It is suggested that Palestine is "still Muslim," which overlooks Israel's place as a nation. Israel is only referenced as the current occupier of Palestine.

Text Excerpt 2

When the lands in the Sharon were in the hands of the Arabs, they were unsuccessful in growing very much on that hard and arid soil. The Arabs, therefore, agreed to sell their lands at a negligible price to the Jews who came to buy them. The Jews, enjoying Heavenly help, used fertilizer on the land and improved it. They learned methods of efficient irrigation for the land and turned it into fertile soil.

Which source do you think this passage is from?

- ☐ Encarta (online encyclopedia) entry for "Arab-Israeli Conflict"
- ☒ **Israeli religious textbook,** *On The High Places of the Land*
- ☐ Fourth grade textbook, *National Education* (Ministry of Education for the Palestinian National Authority)

Possible Evidence: Arabs are referenced as incapable of growing crops on the land that Jews made fertile. Jews enjoyed "Heavenly help." The passage fails to mention that Jewish control of the land led to the displacement of Arab peasants.

Text Excerpt 3

Throughout recorded history Palestine, located on the eastern shore of the Mediterranean Sea, was conquered many times by invaders. Among these were the Jewish people, who were subsequently expelled by the Romans in AD 135 but maintained the idea of regaining control of the area, which they considered home. In the 1890s Theodor Herzl, a Jewish journalist living in Austria, advocated reestablishing a Jewish state in Palestine. Herzl believed Zionism (the reuniting of Jewish people in Palestine) would match "a people without a land and a land without a people."

Palestine was already inhabited, however. The countryside was home to Arabs, most of them Muslims, while the larger towns contained both Arabs and Jews. Some of the Jews were long established there, while other were religious pilgrims from Europe who had come to live near the holy sites in Jerusalem and other cities. (Because the vast majority of Palestinians were Muslim Arabs, the term Palestinian now usually refers only to them, not to the Jews of Palestine. Most Palestinians are Muslims.) The land was ruled by the Ottoman Empire, but the Ottomans saw little value in Palestine and neglected the area. Consequently, poverty, disease, and malnutrition were widespread. Nonetheless, the area served as a land corridor between Europe, Asia, and Africa and thus had strategic importance. It was also near the Suez Canal, which, when opened in Egypt in 1869, connected the Mediterranean Sea with the Red Sea. Palestine was therefore important to the British, who occupied Egypt in 1882 and depended on control of the canal for its fortunes.

Which source do you think this passage is from?

☒ **Encarta (online encyclopedia) entry for "Arab-Israeli Conflict"**
❐ Israeli religious textbook, *On The High Places of the Land*
❐ Fourth grade textbook, *National Education* (Ministry of Education for the Palestinian National Authority)

Possible Evidence: This excerpt presents a more balanced account than the other two. Although the passage focuses mainly on the Jewish experience in Palestine, it refers to Jews as "invaders" and acknowledges that "Palestine was already inhabited" when Herzl proposed Zionism. The broader geo-political focus on the "strategic importance," the Suez Canal, and the British reflects the more international perspective of the US-based encyclopedia.

FURTHER QUESTIONS

When doing research, how can you find a more balanced view than that offered by a single source? How can you locate sources from varied perspectives?

Do you know how textbooks are selected for your school or place of worship?

Consider what you have learned in this lesson about language usage when looking at current newspaper or magazine reports. What do the terms they use suggest about the perspective to the news source? What about your textbooks? How can you assess their perspectives and points of view the same way you did with the passages in this lesson?

ADDITIONAL INFORMATION

The issue of textbook bias in the Middle East became a major international issue with the publication of a report by the Center for Monitoring the Impact of Peace (CMIP), currently the Institute for Monitoring Peace and Cultural Tolerance in School Education (IMPACT-SE). While CMIP's main work consisted of examining the content of school textbooks used in the Middle East, while IMPACT-SE's has extended its textbook analysis beyond the Middle East to "monito[r] and analy[ze] schoolbooks and curricula across the world with an eye to determining their compliance with international standards on peace and tolerance, as derived directly from UNESCO declarations and resolutions" ("About IMPACT-SE"). According to its mission statement, IMPACT-SE "endeavors to present a clear picture of how different countries instruct and educate their youth with regard to different religions, societies, cultures, democratic values and the "other" ("IMPACT-SE's Mission Statement").

CMIP's report - "Jews, Israel, and Peace in the Palestinian Authority Textbooks: The New Textbooks for Grades 4 and 9" - criticized the new *National Education* textbooks created by the Palestinian Authority's Ministry of Education, which had assumed control over education in Gaza and the West Bank. The report criticized the textbooks for being anti-Western, for containing anti-Semitic portrayals of Jews and for tying present-day conflict to ancient disputes. It noted that those who give their lives for their country or religion are praised, which might be understood to suggest support for suicide bombers. Not all of the report was negative, however. The report also noted that the new textbooks were improvements over the Jordanian and Egyptian texts that had been used in the past. It said that the new texts were less hostile to Israel, less likely to incite violence and more supportive of values such as democracy and freedom.

The Palestinian Authority, United Nations Relief and Works Agency for Palestine Refugees in the Near East, and the European Commission were all critical of the report, claiming that it was a biased review based on Israel's reaction to the second Intifada. Some also pointed out that the texts that were the focus of most of the criticism were actually the old Jordanian and Egyptian texts, not the new Palestinian-authored ones. Critics of the report argued that the authors knew that the new texts written by the Palestinian Authority were actually much better in their efforts to deal with these issues.

There were also critics who identified biases in Israeli textbooks. Israeli Dr. Ruth Firer partnered with Palestinian researcher Dr. Sami Adwan to research the textbooks used in their respective schools. "We say we have the right to the land and they don't," Firer says. "Both sides claim ancient roots here. When we say we came from Abraham they go back even further and say they came from the Jebusites. They exclude Hebrew place names and we exclude Arabic names. We are both ignoring each other" (qtd. in "Mirror Image Textbooks Reflect Bias").

Dr. Firer specifically criticized Israeli textbooks for ignoring or excusing the fact that atrocities were committed by the Zionist founders of Israel, as well as against them. In Firer's research on Israeli textbooks, she found that Israel is identified as a peace-seeking state trying to defend itself while Arabs are portrayed as war-seeking terrorists. She says Zionism is portrayed in Israeli texts as the only possible solution for Jews, and that Jews are the only ones to have a God-given right to occupy Palestine ("Mirror Image Textbooks Reflect Bias").

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Student Handout: Key Vocabulary & Background Information

BRITAIN

Britain took control of much of the Middle East after the fall of the Ottoman empire during World War I, although its imperial interests in Egypt go back earlier. The British army took control of the Suez Canal in the 19th century and cut their travel time to India in half. British influence waned in 1954, after collaborating with France and Israel to take control of the canal. Egyptian nationalist leader Nasser forced the Europeans and Israelis out, with help from the US. The US replaced Britain and France as the dominant foreign power in the Middle East.

CALIPH UMAR BIN AL-KHATTA

The Caliphs were the immediate successors to the Prophet Muhammad in Islam. Umar Bin al-Khattab was the second Caliph, elected by Muslim followers of Muhammad. He was sometimes called the second founder of Islam because the theocratic foundations of Islam were consolidated during his ten-year reign (634-644 CE). He was a great military commander, and took the title "Commander of the Faithful" (Esposito 326). His conquests pushed Islam into new lands in Persia, central Asia, western India and Egypt. "Under Umar, the Middle East was reunified into a single, great empire, which it had not been since the age of Alexander the Great" (Diller 174).

CANAANITE ARABS

Canaanite Arabs were an ancient tribe living within the area known as the Levant (modern-day Syria, Jordan and Israel) between 3000 BCE – 400 BCE. The Canaanites developed the world's first written alphabet, which became the parent script for Phoenician, and subsequently influenced both Latin and Greek. In the Hebrew Bible, it is written that Abraham's grandson Joseph led the Israelites out of Canaan into Egypt. Moses later persuaded the Pharaoh to let the Israelites return to Canaan where they met intense resistance from native Canaanites.

CRUSADERS

Crusaders were participants in the European military expeditions conducted between the 11th and 13th centuries CE. Their Christian leaders claimed that the Crusades were intended to defend the European faith from Muslim expansion. Others said that the Crusades were actually a Christian holy war designed to restore Christian rule in Palestine and to liberate Jerusalem. The Church said that Christians could demonstrate their devotion to God by fighting in the Crusades as a way to receive holy salvation. In truth, many of those who joined the Crusades were interested in adventure, trade and looting (Appiah 160). In 1099 CE, 100,000 European troops seized Jerusalem, slaughtering every man, woman and child. Thereafter, Jerusalem was known as the "Crusader state" in the east (Romano 23).

JERUSALEM

Jerusalem is a holy city for Jews, Muslims and Christians. For Jews, it is Yerushalayim, the City of Peace. For Muslims, it is Al Quds, the Sacred. The Old City of Jerusalem contains the Western Wall, or the remnants of the ancient Jewish temple destroyed by the Romans, the Dome of the Rock, or where Muhammad ascended to heaven, and many historic sites from the life of Jesus. The United Nations Partition Plan of 1947 called for Jerusalem to be governed under international control. The Israelis captured Jerusalem in the 1967 war, and most consider it their eternal capital. Most Palestinians look to Jerusalem as the capital of a future Palestinian state.

THEODOR HERZL

Herzl is the Hungarian-born founder of modern Zionism. He authored the book *The Jewish State* in 1896 and visited with emperors, sultans, pope and kings in his effort to create a homeland in Palestine for the Jews.

PALESTINE

Palestine is on the eastern coast of the Mediterranean Sea and is home to Jewish and Arab peoples since 3500 BCE. By 100 BCE, Palestine had been conquered and ruled by Egyptians, Jews, Greeks, Seleucids and others. Jerusalem is a holy site to Jews, Christians and Muslims alike. As such, it is considered by many to be the most important city in Palestine.

OTTOMANS

The Ottoman Empire lasted from 1300-1918 CE and was founded by Osman, a Turkish Muslim (Appiah 496). The Ottomans entered Palestine in 1516 CE, shortly before the reign of the greatest of the Ottoman sultans, Suleyman the Magnificent, whose victories extended the empire from Algeria to Austria. Suleyman (or Suleiman) revived the Palestinian economy and rebuilt Jerusalem's city walls. By World War I, the Ottoman Empire had become known as the "sick man of Europe," and was finally defeated to end their 600-year rule (Diller 177).

THE PLAIN OF SHARON

The Plain of Sharon is an area in the northwest of Israel located between the West Bank and the Mediterranean Sea. It was noted in the Bible for its rich forests and flowery beauty. Today, the area contains many Israeli settlements and citrus farms.

ROMAN RULE

The Romans invaded Canaan (later known as Palestine) in 63 BCE and held control for 300 years. Palestine remained a separate province with its own kings, the best known of whom was King Herod (37 – 34 BCE). Jewish nationalists, also known as the Zealots, staged terrorist attacks against Roman rule. To protect against future Jewish uprisings, the Romans systematically killed Jewish leaders and disrupted Jewish communities throughout Palestine, dispersing them in what is known as the Diaspora (Greek for "Dispersion") (Romano 16-18).

SALADIN (SALAH AL-DIN AL-AYYUBI)

Saladin is the Muslim ruler who successfully led armies against the European invaders during the Third Crusade (1188-92 CE). Saladin invoked the principle of jihad as an exertion against a visible enemy, or Devil, in gathering his forces. His victories restored Jerusalem to Muslim rule, and returned the holy sites of the Dome of the Rock and the al-Aqsa mosque to Muslim use. Saladin was known and admired for his humane treatment of the Christian population of Jerusalem (Appiah 275). He negotiated a peace treaty with Richard I the Lion Hearted, King of England, allowing for safe passage of Christian pilgrims to the holy city (160). Saladin was born in Iraq, of Kurdish ancestry, in 1138 CE. During his lifetime, he became a symbol of strength, unity and justice to many Arabs. Saladin died in Damascus in 1193, after uniting Muslims in common cause and regaining nearly all territories seized by the Crusaders (567).

SUEZ CANAL

This waterway separates the Sinai Peninsula from the rest of Egypt. It was first dug by Pharaoh Senustret III in 2000 BCE, and reinitiated in the modern era by Napoleon. The Canal plays an essential role in Egypt's economy and was of strategic importance in the Six Day War of 1967.

ZIONISM

Zionism is the Jewish nationalist movement arising from the Jewish claim to the land called Eretz Israel in ancient Palestine. Romans exiled the Jews from this land in the first century CE. The first Zionist Congress was organized in Switzerland in 1897 by Theodor Herzl. Its platform declared: "Zionism strives to create for the Jewish people a home in Palestine secured by public law" (Appiah 714).

Student Worksheet

NAME _____   **DATE** _____

Read each of the passages listed below and decide which source it came from among the choices listed. Give evidence for your selection (biased language, facts and opinions). Use the *Student Handout* to help clarify key words and background information for each excerpt.

Text Excerpt 1

The Canaanite Arabs were the most ancient people that dwelt in Palestine. Many peoples and invaders later ruled it and built many places, which have become in time ancient monuments that still exist to this day. The Romans ruled Palestine for a long time. One of their monuments is the (archeological) site of Sebastia Village near Nablus. Then the Muslims conquered the land in the reign of Caliph Umar Bin al-Khattab. With the conquest of Palestine by the Muslims it became Muslim and it still is… The Franks (i.e., the Crusaders) occupied it until it was liberated from them by the hero Salah al-Din al-Ayyubi (Saladin). Then the Ottomans ruled it. Palestine is still under Israeli occupation.

Which source do you think this passage is from?

❏ **Encarta (online encyclopedia) entry for "Arab-Israeli Conflict"**
❏ **Israeli religious textbook, *On The High Places of the Land***
❏ **Fourth grade textbook, *National Education* (Ministry of Education for the Palestinian National Authority)**

Give your evidence for your choice:

Text Excerpt 2

When the lands in the Sharon were in the hands of the Arabs, they were unsuccessful in growing very much on that hard and arid soil. The Arabs, therefore, agreed to sell their lands at a negligible price to the Jews who came to buy them. The Jews, enjoying Heavenly help, used fertilizer on the land and improved it. They learned methods of efficient irrigation for the land and turned it into fertile soil.

Which source do you think this passage is from?

❏ **Encarta (online encyclopedia) entry for "Arab-Israeli Conflict"**
❏ **Israeli religious textbook, *On The High Places of the Land***
❏ **Fourth grade textbook, *National Education* (Ministry of Education for the Palestinian National Authority)**

Give your evidence for your choice:

Text Excerpt 3

Throughout recorded history Palestine, located on the eastern shore of the Mediterranean Sea, was conquered many times by invaders. Among these were the Jewish people, who were subsequently expelled by the Romans in AD 135 but maintained the idea of regaining control of the area, which they considered home. In the 1890s Theodor Herzl, a Jewish journalist living in Austria, advocated reestablishing a Jewish state in Palestine. Herzl believed Zionism (the reuniting of Jewish people in Palestine) would match "a people without a land and a land without a people."

Palestine was already inhabited, however. The countryside was home to Arabs, most of them Muslims, while the larger towns contained both Arabs and Jews. Some of the Jews were long established there, while other were religious pilgrims from Europe who had come to live near the holy sites in Jerusalem and other cities. (Because the vast majority of Palestinians were Muslim Arabs, the term Palestinian now usually refers only to them, not to the Jews of Palestine. Most Palestinians are Muslims.) The land was ruled by the Ottoman Empire, but the Ottomans saw little value in Palestine and neglected the area. Consequently, poverty, disease, and malnutrition were widespread. Nonetheless, the area served as a land corridor between Europe, Asia, and Africa and thus had strategic importance. It was also near the Suez Canal, which, when opened in Egypt in 1869, connected the Mediterranean Sea with the Red Sea. Palestine was therefore important to the British, who occupied Egypt in 1882 and depended on control of the canal for its fortunes.

Which source do you think this passage is from?

- ☐ **Encarta (online encyclopedia) entry for "Arab-Israeli Conflict"**
- ☐ **Israeli religious textbook,** *On The High Places of the Land*
- ☐ **Fourth grade textbook,** *National Education* **(Ministry of Education for the Palestinian National Authority)**

Give your evidence for your choice:

MEDIA CONSTRUCTIONS OF THE MIDDLE EAST
MAY 14, 1948: INDEPENDENCE OR CATASTROPHE?

TITLE PAGE
UNIT 2, LESSON 2

Lesson 2:
May 14, 1948:
Independence or
Catastrophe?

MEDIA CONSTRUCTIONS OF THE MIDDLE EAST
MAY 14, 1948: INDEPENDENCE OR CATASTROPHE?

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LESSON PLAN

Printed
Document

May 14, 1948:
Independence or Catastrophe?

NOTE: **Unit 2: Israel/Palestine: Histories in Conflict** *includes a brief background* **Student Reading:** *Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History and* **Student Assessment** *that can be administered before any lesson in this unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Lesson 1, Unit 2,** *but they are listed as optional materials in all Unit 2 lessons.*

Lesson Objectives:
- Students will examine facts about the 1948 independence of Israel from both Israeli and Palestinian sources.
- Students will analyze and compare author point of view and bias in two written histories.
- Students will reflect on and discuss subjectivity and objectivity in history.

Vocabulary:
al Nakba (the Great Catastrophe), creation of modern Israel, diaspora, Jewish settlements, Palestinian Authority, Palestinian refugees

Media: Handouts with excerpts from articles on *Bitterlemons.org*, a website that presents Israeli and Palestinian viewpoints on prominent issues of concern

Materials Needed:
- Optional) *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History*
- (Optional) Four-page *Student Assessment*
- (Optional) Four-page *Teacher Answer Sheet*
- Three-page *Teacher Guide*
- One-page *Student Worksheet*

Time: 30 minutes (not including the optional background reading and assessment)

Lesson Procedures

- (Optional) Distribute the *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History* to provide the class a brief background history of Israel/Palestine. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment.*

- Determine whether you prefer this lesson to be an individual or a small-group activity.

- Present the *Lesson Introduction* to the class.

- Distribute one *Student Worksheet* to each student.

- After the students have completed the worksheets, lead a discussion of the questions using the *Media Sample Questions & Answers* in the *Teacher Guide*.

- Lead a discussion about truth and objectivity using the *Further Questions*.

TEACHER GUIDE

May 14, 1948:
Independence or Catastrophe?

1. (Optional) Determine whether you will use the unit background *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. Organize and make copies for the class activities.

3. Introduce the lesson:

Lesson Introduction

Understanding an author's point of view is essential when it comes to evaluating conflicting histories of a single event. For most Israelis, May 14,1948 was the glorious day when the modern state of Israel was born. After 2000 years of Jewish Diaspora, the Zionist dream was fulfilled and a Jewish flag again flew over the promised land. For many Palestinians, May 14,1948 is "al Nakba," or "the catastrophe." This day marks the beginning of the Palestinian Diaspora that has resulted in an estimated five million Palestinians – a majority of the Palestinian population – living as refugees outside of their homeland.

The two documents you will see are brief excerpts from articles found on the Internet concerning the events of 1948 in Israel/Palestine. The first article was written by Yisrael Harel, the former Chairman of the Council of Jewish Settlements in Judea, Samaria, and the Gaza District. *The Political Dictionary of Israel* defines the purpose of Jewish settlements as "to provide security to civilian settlements…in far-flung areas of Palestine and to establish permanent Zionist 'facts' on the ground" (Reich 337). The second article was written by Ghassan Khatib, former Minister of labor in the Palestinian Authority. *The Political Encyclopedia of the Middle East* defines the Palestinian Authority as the "semi-official, self-governing Palestinian authority…the first government to be formally established inside historic Palestine" (Sela 590).

Which of these accounts is "the real truth"? All history is subjective in that the historian chooses to include certain facts and leave other facts out. He or she chooses certain words in favor of others. Read the text excerpts and consider which facts are stressed in each history and which facts are left out as you complete the *Student Worksheet*.

4. Determine whether you prefer this activity to be completed individually or in groups. Distribute one *Student Worksheet* to each student.

5. Once students have completed the worksheet, lead a decoding use the *Media Sample Questions & Answers* in the *Teacher Guide* below.

Document 1
"An Infuriating Comparison"
An Israeli View
Yisrael Harel
Bitterlemons.org

The Jewish people's war of independence in 1948-9 was in fact initiated by the Arabs. On May 15, 1948 five Arab standing armies--of Egypt, Syria, Transjordan, Iraq and Lebanon--invaded the country that had that day declared its independence. After nearly two years of a tough and painful defensive war in which the Jewish people, scarcely three years after the Holocaust, lost one percent of its sons and daughters, including Holocaust survivors, the invaders were expelled. Under United Nations auspices armistice agreements were signed with the invading states.

Yisrael Harel
Former Chairman of the Council of Jewish Settlements in Judea, Samaria, and the Gaza District

Document 2
"Harvesting from Rocky Soil"
A Palestinian View
Ghassan Khatib
Bitterlemons.org

Our conflict began when Jewish immigrants arrived in Palestine intending to establish a political entity for the Jewish people on this land - land already home to Palestinians. One of the strategies employed by these immigrants included the forceful taking of land belonging to Palestinian farmers. Then in 1948, 800,000 Palestinians were expelled and fled from their land, becoming refugees. Jewish militias carried out a series of massacres intending to frighten villagers with a dire fate if they remained. Finally, once the land had come under Jewish control, 400 Palestinian villages were entirely demolished to prevent their inhabitants from returning. This erasing of the landscape was not the result of an earthquake or nature taking its course, but the willful act of human beings against an entire community."

Ghassan Khatib
Former Minister of Labor in the Palestinian Authority

Media Sample Questions & Answers

1) What conflicting views are offered in why the war began?	
Possible Answer: The war began when the Arab countries invaded Israel. **Evidence:** "initiated by the Arabs," "Five Arab armies…invaded the country that had that day declared its independence"	**Possible Answer:** The war began when Jewish immigrants forced Palestinians off of their land. **Evidence:** "forceful taking of land," "Palestinians were expelled…becoming refugees"

2) What are the conflicting views as to the effects of the war?	
Possible Answer: The Jewish people suffered many casualties, yet defeated the Arab countries. **Evidence:** "the Jewish people, scarcely three years after the Holocaust, lost one percent of its sons and daughters, including Holocaust survivors, the invaders were expelled"	**Possible Answer:** Palestinians were killed, forced to leave their homes, and their villages were destroyed. **Evidence:** "800,000 Palestinians were expelled and fled from their land," "Jewish militias carried out a series of massacres," "400 Palestinian villages were entirely demolished"
Possible Answer: The United Nations set borders after the war. **Evidence:** "Under United Nations auspices armistice agreements were signed with the invading states."	**Possible Answer:** Israel had acted intending to "erase" the Palestinians. **Evidence:** "This erasing of the landscape was not the result of an earthquake or nature taking its course, but the willful act of human beings against an entire community."

FURTHER QUESTIONS

Which of these accounts is true? How do you know? Could both be true?

How could you find out more information to help discover deeper truths than are available in these short accounts?

According to Princeton University's *WordNet*, the noun "objectivity" means " a judgment based on observable phenomena and uninfluenced by emotions or personal prejudices." The noun "subjectivity" means "taking place within the mind and modified by individual bias." Would you say these accounts are based in objectivity or subjectivity? Why?

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Student Worksheet

NAME _____   DATE _____

Read the two excerpts below and consider which facts are stressed in each history and which facts are left out. In particular, consider facts regarding how the war began, its effects, and how the author explains Israel's position after the war. Then, answer the three questions for each passage. Be sure to provide evidence for your answers.

Document 1	**Document 2**
The Jewish people's war of independence in 1948-9 was in fact initiated by the Arabs. On May 15, 1948 five Arab standing armies--of Egypt, Syria, Transjordan, Iraq and Lebanon--invaded the country that had that day declared its independence. After nearly two years of a tough and painful defensive war in which the Jewish people, scarcely three years after the Holocaust, lost one percent of its sons and daughters, including Holocaust survivors, the invaders were expelled. Under United Nations auspices armistice agreements were signed with the invading states. **Yisrael Harel** Former Chairman of the Council of Jewish Settlements in Judea, Samaria, and the Gaza District *Bitterlemons.org*	Our conflict began when Jewish immigrants arrived in Palestine intending to establish a political entity for the Jewish people on this land - land already home to Palestinians. One of the strategies employed by these immigrants included the forceful taking of land belonging to Palestinian farmers. Then in 1948, 800,000 Palestinians were expelled and fled from their land, becoming refugees. Jewish militias carried out a series of massacres intending to frighten villagers with a dire fate if they remained. Finally, once the land had come under Jewish control, 400 Palestinian villages were entirely demolished to prevent their inhabitants from returning. This erasing of the landscape was not the result of an earthquake or nature taking its course, but the willful act of human beings against an entire community." **Ghassan Khatib** Former Minister of Labor in the Palestinian Authority *Bitterlemons.org*

1. What conflicting views are offered as to why the war began?	

2. What are the conflicting views as to the effects of the war?	

Lesson 3:
1967 – Deepening the Divide

LESSON PLAN

1967: Deepening the Divide

Printed
Document

NOTE: **Unit 2: Israel/Palestine: Histories in Conflict** *includes a brief background Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History and* **Student Assessment** *that can be administered before any lesson in this unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Lesson 1, Unit 2,** *but they are listed as optional materials in all Unit 2 lessons.*

Lesson Objectives:
- Students will examine the history of the 1967 Arab-Israeli War.
- Students will analyze authorship, point of view and bias in web pages.
- Students will reflect on and identify strategies for critical research using the Internet.

Vocabulary:
1967 Arab-Israeli War, The Gaza Strip, Golan Heights, Judea and Samaria, Knesset, Nasser, Occupied Territories, Palestine Liberation Organization, Straits of Tiran, Sinai Peninsula, UNEF, West Bank

Media: Handouts with excerpts from websites that cover the history of the Six Day War of 1967

Materials Needed:
- (Optional) *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History*
- (Optional) Four-page *Student Assessment*
- (Optional) Four-page *Teacher Answer Sheet*
- Five-page *Teacher Guide*
- Two-page *Student Reading: PalestineHistory.com and Jewish Agency for Israel Website*
- One-page *Student Worksheet*

Time: 30 minutes (not including the optional background reading and assessment)

Lesson Procedures

- (Optional) Distribute the *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History* to provide the class a brief background history of Israel/Palestine. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment*.

- Present the *Lesson Introduction* to the class.

- Decide whether you prefer for this to be an individual or a small-group activity. Distribute the *Student Reading: PalestineHistory.com and Jewish Agency for Israel Website* with text excerpts from the two web pages and the *Student Worksheet* to each student or group of students. Give students time to complete the worksheet.

- Lead a decoding of the web pages using the *Teacher Guide*.

- Lead a discussion about critical decoding of web pages using the *Additional Information*.

TEACHER GUIDE

1967: Deepening the Divide

1. (Optional) Determine whether you will use the unit background *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. Organize and make copies for the class activities.

3. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

4. Introduce the lesson:

Lesson Introduction

Most high school and college students use the Internet as their primary source of information for research projects. The Internet allows instant access to nearly countless sources, yet students often accept the information on Web sites at face value with little critical evaluation regarding authorship, credibility, accuracy and bias. In general, US schools are not adequately preparing students for the Internet age.

The documents you will analyze are text excerpts from two web pages about the history of the 1967 Arab-Israeli War, also known as the Six Day War. The first website was created by Esam Shashaa of the United Arab Emirates as "a site project dedicated to the current history of Palestine from 1900 and up to today" ("About the site"). In the "About the Editor" section of the Web site, Shashaa explains that his family roots "are more than 700 years old in Gaza City in (the) Gaza Strip." He goes on to explain that when Israel took control of the Gaza Strip following the 1967 War, his family lost their national identification papers. They have not been able to visit Gaza thereafter, since their visa requests have been rejected by the Israeli authorities ("About the editor").

The second website was created by the Department for Jewish Zionist Education of the Jewish Agency for Israel. The department director is Dr. Motti Friedman, and the website manager is Esther Carciente. On the web page dedicated to Department Vision, it explains that its "programs aim to link the best of the educational and cultural resources of Israel and the Jewish People to the needs of Jewish educators and communities" (The Jewish Agency for Israel Department for Jewish Zionist Education).

As you view the excerpts from these websites, take note of the information offered as to reasons for war, how Israel won, and effects for both Israelis and Palestinians. Secondly, consider bias. Take note of the point of view the author brings to the presentation. How does the perspective of the author influence what information is shared and not shared? You will note your responses on the *Student Worksheet*.
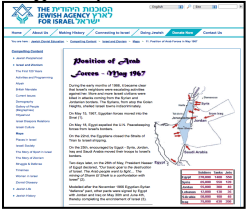
5. Review the definitions students will need to know as they complete the *Student Readings* and worksheet.

DEFINITIONS

*   **UNEF** is the United Nations Emergency Force of peacekeepers that the UN placed between the Egyptian and Israeli armies following the Sinai War of 1956 (Reich 389).
*   **The Straits of Tiran** are at the mouth of the Gulf of Aqaba, Israel's water route to the Red Sea (National Geographic 23).
*   The **Knesset** is the Israeli Parliament.
*   **Judea and Samaria** is an Israeli reference to the West Bank, the historic Kingdom of Judah, from which the Babylonians exiled the Jews.

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6. Distribute the *Student Reading: Documents 1 and 2* and the *Student Worksheet* to each student or group of students. Give students time to complete the reading and the worksheet.

7. Lead a decoding of both media documents using the following pages of the *Teacher Guide*.

According to each of the websites…	Document 1: PalestineHistory.com	Document 2: Jewish Agency for Israel website
1) **What was the cause of the 1967 war?**	It suggests that Israel attacked Egypt, Jordan and Syria as a result of Arab troops massing on Israel's border, Nasser's desire for revenge and his decision to close the Straits of Tiran, and his demand that the UNEF leave Egypt.	Reasons for the war include the deaths of Israeli civilians in attacks coming from Syria and Jordan, the movement of neighboring troops to Israel's borders, the closing of the Straits of Tiran, the signing of Arab "defense" pacts and Nasser's comment that "our basic goal is the destruction of Israel."
2) **Why did Israel win so easily?**	It offers one sentence to the explanation that "Israel's French-equipped air force" destroyed the Arab armies.	It devotes a paragraph explaining Israel's "complete air superiority" in destroying the Egyptian air forces, Jordan's refusal to accept Israel's appeal and the subsequent defeat by Israeli Defense Forces, in addition to the attack on Syria following its attack on Israeli houses, orchards and fields.
3) **What were the effects of Israel capturing the Arab lands?**	It calls this area "the occupied territories" and notes that it includes an Arab population of 1.5 million. It focuses on the differences among political parties in Israel on the question of whether to annex or withdraw from the territories.	It notes the security provided to Israel by the "much needed buffer zone." It also mentions the "special religious meaning because of the unification of Jerusalem and the return of Jews to Judea and Samaria which was part of biblical Israel."
4) **What is said about attacks on Israel following the war?**	It refers to an "upsurge in Palestinian Arab nationalism." It references "guerilla attacks" by the PLO against Israel with the objective of "redeeming Palestine." It says that these attacks unified Israeli opposition to negotiating with the PLO, but that the PLO nevertheless gained international support as the "sole legitimate representative of the Palestinians."	It suggests that "terrorist raids" from outside Israel were "greatly diminished" by Israel's security forces. It says that the "terrorist bases" in Jordan and Lebanon led to conflicts in those countries.
5) **What do the maps show?**	It shows the large amount of land under what it labels "Israeli occupation" following the war.	It highlights the "threat" posed to Israel using arrows pointing to Arab forces positioned against Israel before the war. The chart shows the large numbers of troops and military equipment available to the Arab countries threatening Israel.

FURTHER QUESTIONS

In the first media document, how might Esam Shashaa's family history influence how he reports the outcome of the war for people in Gaza, the West Bank and the Golan Heights?

In the second media document, how might the Jewish Agency for Israel's intention to provide material specifically for Jewish educators influence how it reports the outcome of the war for Israel?

How can you determine an author's perspective on a website? How can knowing an author's perspective help you to reflect on the bias that may be contained in information from that site?

ADDITIONAL INFORMATION

While many students rely on the Internet for research projects, the majority of them have never learned how to examine the credibility of information found on websites. Because virtually anyone can publish anything on the Internet, it is especially important to be skeptical. Project Look Sharp's "Six Questions to Ask About Any Media Message" (see Unit 1, Lesson 1, Slide 23) are a useful tool for assessing web resources. Here are some evaluation strategies specific to webpages:

- Examine the URL (Uniform Resource Locator). The latter part of the domain name (e.g., .org, .gov, .com) can help you identify the sponsor of the site.
- Use a search engine (e.g., in AltaVista enter "link:" and the URL) to investigate which Web sites link to the site you are evaluating and what they have to say about it.
- If there is no contact information on the page, look up the domain registry to find out who owns the domain name. Try www.networksolutions.com/en_US/whois/index.jhtml for this search.
- Ask the following questions: Who is the author or sponsor? What are his or her credentials? Is the information presented accurate? Can you crosscheck if with a reliable source? Is the page designed to sway opinion? Is there any advertising on the page? Is the information current? When was the last update? Do the links function properly? Is there indication that the page is still under construction?

For more information about Internet credibility, visit the Project Look Sharp website.

CONNECTIONS

Compare media coverage of the US wars in Vietnam, the Persian Gulf and Afghanistan using Project Look Sharp's *Media Construction of War: A Critical Reading of History*.

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"Six Days War, 5-10 June 1967"
Arab-Israeli wars history
PalestineHistory.com
Esam Shashaa

Document 1

The text and map are from www.palestinehistory.com, a website created by Esam Shashaa.
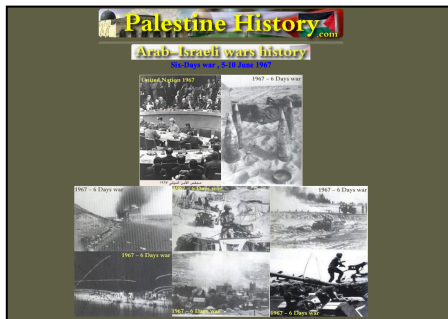
Image of www.palestinehistory.com

After the Suez-Sinai war Arab nationalism increased dramatically, as did demands for revenge led by Egypt's president Nasser. The formation of a united Arab military command that massed troops along the borders, together with Egypt's closing of the Straits of Tiran and Nasser's insistence in 1967 that the UNEF leave Egypt, led Israel to attack Egypt, Jordan, and Syria simultaneously on June 5 of that year.

The war ended six days later with an Israeli victory. Israel's French-equipped air force wiped out the air power of its antagonists and was the chief instrument in the destruction of the Arab armies.

The Six Days War left Israel in possession of Gaza and the Sinai Peninsula, which it took from Egypt; Arab East Jerusalem and the West Bank, which it took from Jordan; and the Golan Heights, taken from Syria. Land under Israel's jurisdiction after the 1967 war was about four times the size of the area within its 1949 armistice frontiers. The occupied territories included an Arab population of about 1.5 million.

The occupied territories became a major political issue in Israel after 1967. The right and leaders of the country's orthodox religious parties opposed withdrawal from the West Bank and Gaza, which they considered part of Israel. In the Labor Alignment, opinion was divided; some Laborites favored outright annexation of the occupied territories, others favored withdrawal, and some advocated retaining only those areas vital to Israel's military security. Several smaller parties, including the Communists, also opposed annexation. The majority of Israelis, however, supported the annexation of East Jerusalem and its unification with the Jewish sectors of the city, and the Labor-led government formally united both parts of Jerusalem a few days after the 1967 war ended. In 1980 the Knesset passed another law, declaring Jerusalem "complete and united," Israel's eternal capital.

The 1967 war was followed by an upsurge of Palestinian Arab nationalism. Several guerrilla organizations within the Palestine Liberation Organization (PLO) carried out guerrillas attacks on Israeli targets, with the stated objective of "redeeming Palestine." Guerrillas attacks on Israelis targets at home and abroad unified public opinion against recognition of and negotiation with the PLO, but the group nevertheless succeeded in gaining widespread international support, including UN recognition as the "sole legitimate representative of the Palestinians."

**"Position of Arab Forces May 1967" and
"The Six Day War June 1967"**
JAFI.org
The Jewish Agency for Israel

Document 2

The text and maps on this page come from www.jafi.org, the web site of the Jewish Agency for Israel's Department for Jewish Zionist Education.
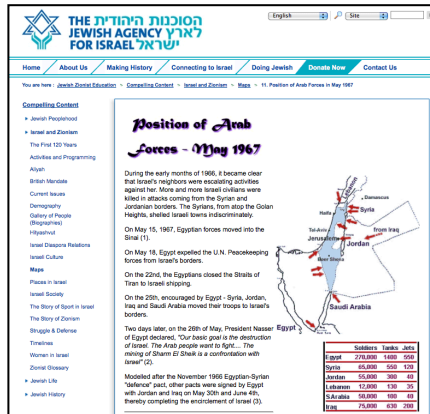
Image of www.jafi.org
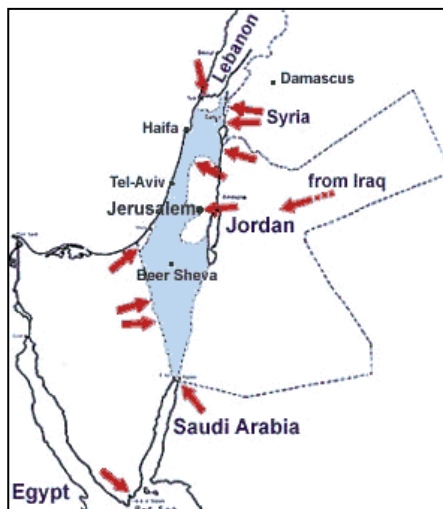
	Soldiers	Tanks	Jets
Egypt	270,000	1400	550
Syria	65,000	550	120
Jordan	55,000	300	40
Lebanon	12,000	130	35
S.Arabia	50,000	100	40
Iraq	75,000	630	200

Position of Arab Forces May 1967

During the early months of 1966, it became clear that Israel's neighbors were escalating activities against her. More and more Israeli civilians were killed in attacks coming from the Syrian and Jordanian borders. The Syrians, from atop the Golan Heights, shelled Israeli towns indiscriminately.

On May 15, 1967, Egyptian forces moved into the Sinai (1).

On May 18, Egypt expelled the U.N. Peacekeeping forces from Israel's borders.

On the 22nd, the Egyptians closed the Straits of Tiran to Israeli shipping.

On the 25th, encouraged by Egypt - Syria, Jordan, Iraq and Saudi Arabia moved their troops to Israel's borders.

Two days later, on the 26th of May, President Nasser of Egypt declared, *"Our basic goal is the destruction of Israel. The Arab people want to fight.... The mining of Sharm El Sheik is a confrontation with Israel"* (2).

Modeled after the November 1966 Egyptian-Syrian "defense" pact, other pacts were signed by Egypt with Jordan and Iraq on May 30th and June 4th, thereby completing the encirclement of Israel (3).

The Six Day War June 1967

With tensions mounting, the Straits of Tiran blocked, and Arab armies poised to strike, Israel decided (on June 5th 1967) to launch a pre-emptive attack on the massive Egyptian forces aimed at her. Within 190 minutes the backbone of the Egyptian air force was broken, and by the end of the first day of war 298 Egyptian airplanes were destroyed. Backed by complete air superiority, Israeli army divisions then thrust into the Sinai desert approaching the bank of the Suez Canal. At the same time, Israel issued an appeal to Jordan to stay out of the war. (1) Jordan refused and opened a heavy artillery barrage on both west Jerusalem and the Tel-Aviv area which forced Israel to counterattack. By June 8th the Israel Defense Forces defeated the Jordanian forces and captured the whole of Judea and Samaria. On the morning of June 9th, Israel attacked the Syrians and captured the Golan Heights. From these heights, Syria had shelled and destroyed 205 houses, 175 acres of orchards and 75 acres of grain.

The six days of fierce [fighting] ended in Israel's occupation of the Sinai desert and the Gaza Strip, the Golan Heights and the West Bank, providing Israel's cities with a much needed buffer zone and dramatically reducing the danger of extinction by a surprise Arab attack. Furthermore, victory had a special religious meaning because of the unification of Jerusalem and the return of Jews to Judea and Samaria which was part of biblical Israel.
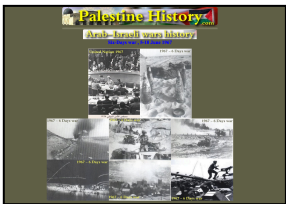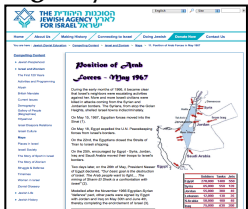
Within six days, Israel had captured the entire Sinai Peninsula, the Gaza Strip, Judea and Samaria, and the Golan Heights. This time, however, Israel did not withdraw to the 1949 armistice lines. International guarantees had proved meaningless in the past, and could not provide the security Israel's civilians needed to live their lives free of terrorist attacks. The cease-fire lines of 1967, shown on this map, remained Israel's borders until 1973. Terrorist raids from Egypt ended, and other raids, from Jordan and Syria, greatly diminished. Although Israel's security forces were able to prevent many of the terrorists' raids, the terrorists were able to keep secure bases in Jordan and Lebanon, eventually leading to internal conflicts in both countries.

Student Worksheet

NAME _____   **DATE** _____

Answer the questions below for each of the web sites. Include specific evidence from the documents to support your answers.

According to each of the websites…	Document 1: PalestineHistory.com	Document 2: Jewish Agency for Israel website
1) What was the cause of the1967 war?		
2) Why did Israel win so easily?		
3) What were the effects of Israel capturing the Arab lands?		
4) What is said about attacks on Israel following the war?		
5) What do the maps show?		

Lesson 4: Whose Fear and Whose Security?

Whose Fear and Whose Security?

NOTE: **Unit 2: Israel/Palestine: Histories in Conflict** *includes a brief background Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History and* **Student Assessment** *that can be administered before any lesson in this unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Lesson 1, Unit 2,** *but they are listed as optional materials in all Unit 2 lessons.*

Lesson Objectives:
- Students will understand the issue of security from both Israeli and Palestinian perspectives.
- Students will analyze credibility, bias and truth in documentary film.

Vocabulary:
1967 boundaries, administrative detention, Auschwitz and Treblinka, black labor market, Intifada, Israeli occupation, security offenders, terrorist attacks

Media: Video clips from two documentary films, *Days of Rage: The Young Palestinians* (4 minutes 46 seconds) and *A Search for Solid Ground: The Intifada Through Israeli Eyes* (4 minutes 20 seconds)

Materials Needed:
- (Optional) *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History*
- (Optional) Four-page *Student Assessment*
- (Optional) Four-page *Teacher Answer Sheet*
- Eight-page *Teacher Guide*
- Two-page *Student Worksheet: Days of Rage: The Young Palestinians*
- Two-page *Student Worksheet: A Search for Solid Ground: The Intifada through Israeli Eyes*
- Two video clips (access online or via Unit 2 Lesson 4 digital media folder)

Time: 40 minutes (not including the optional background reading and assessment)

Lesson Procedures:

- (Optional) Distribute the *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History* to provide the class a brief background history of Israel/Palestine. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment*.

- Present the *Lesson Introduction* to the class.

- Distribute the two *Student Worksheets* for logging the video clips.

- Play each video clip, pausing to give students time to log their answers.

- Lead students through a decoding of the clips using the *Media Sample Questions & Answers* in the *Teacher Guide*.

- Lead a discussion about bias and objectivity in documentary films using the *Further Questions* and *Additional Information*.

TEACHER GUIDE

Whose Fear and Whose Security?

1. (Optional) Determine whether you will use the unit background *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. Organize and make copies for the class activities.

3. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

4. Introduce the lesson:

Lesson Introduction

Following its victory in the Six Day War, Israel maintained control of East Jerusalem, the Sinai Peninsula, the Golan Heights, the West Bank and the Gaza Strip, areas formerly controlled by neighboring Arab countries. Collectively, these areas were known as the occupied territories. During the period after the war, there was ongoing violence directed at Israel by Palestinian guerilla organizations whose goal was "to liberate Palestine" from Israeli control. The Intifada, an uprising of young stone-throwing Palestinians against Israeli occupation, began in 1987 in the Gaza Strip and the West Bank.

Many Israeli citizens were survivors of the Holocaust who will never forget Hitler's genocide against the Jews in concentration camps such as Auschwitz and Treblinka. They were very aware of other attacks on Jewish people throughout history. Maintaining the 1967 borders was of utmost importance to the Israeli government for reasons of security and survival.

After the 1967 war, Israel passed laws allowing soldiers to detain any Palestinian person for suspected security offenses. Administrative detention allows an individual to be held indefinitely without charge or trial. The Israeli human rights group, B'Tselem, reported that more than 1,000 Palestinians were held in administrative detention between 1993 and 1999 for periods ranging from two months to five and a half years (Rubenberg 132).

You are about to see two short video clips from two different documentary films about the Intifada, or the Palestinian uprising. A documentary is defined as "a work such as a film or television program, presenting political, social or historical subject matter in a factual and informative manner and often consisting of actual news films or interviews accompanied by narration" (Lexico Publishing Group dictionary.com). When the documentaries were first broadcast on PBS in 1990, they provoked much controversy about fairness and accuracy in media presentations covering Israel and the Palestinians. The first clip you will see is from the documentary *Days of Rage: The Young Palestinians*, by Jo Franklin-Trout. The second clip is from *A Search for Solid Ground: The Intifada Through Israeli Eyes*, which was made by the Anti-Defamation League in response to the first film.

As you watch each segment, you will use questions on the *Student Worksheet* to help you explore issues of point of view and truthfulness in reporting. Pay attention to both words and images as you look for messages about fear and security in these very different perspectives on life for Palestinians and Israelis in the late 1980s.

5. Distribute the two *Student Worksheets* to each student. Students will respond to the same questions for both video clips. Decide whether you would prefer students work individually or in pairs as they respond to each film.

6. Play Video Clip 1, *Days of Rage: The Young Palestinians* and have students write their answers on the corresponding worksheet after they view the video clip.

7. Play Video Clip 2, *A Search for Solid Ground: The Intifada through Israeli Eyes* and have students write their answers on the corresponding worksheet after they view the video clip.

8. Lead a discussion of both video clips using the *Media Sample Questions & Answers* on the following pages of the *Teacher Guide*.

Video Clip 1
Days of Rage: The Young Palestinians
Director Jo Franklin-Trout
Pacific Productions, 1988
4:46 min.

Media Sample Questions & Answers

1) **According to this documentary, who lives in fear—Palestinians or Israelis? What is your evidence (the words and images that communicate this message)?**

Possible Answer: Palestinians live in fear.
Evidence: Words: "They [the children] are afraid. Everybody's afraid."
Images: Palestinian children listening to the woman speaking of her fear

2) **What are they afraid of? What is your evidence?**

Possible Answer: They fear the Israeli military and prisons.
Evidence: Words: "They face harassment from everybody, they're looking for him."
Images: Israeli soldiers questioning and grabbing Palestinian youth, a prison with barbed wire and an Israeli flag

3) **What would make them more secure? What is your evidence?**

Possible Answer: Respecting the civil rights of Palestinians would make the people more secure.
Evidence: Words: "If the situation continues, the majority of Arabs…will have no political power."
Images: Palestinian workers, shops, and marketplace

4) **What must Israel do to deal with the conflict with the Palestinians?**

Possible Answer: Dr. Meron Benvenisti, former Deputy Mayor of Jerusalem says to give voting rights and political power to Palestinians who will soon reach numerical parity with Jews in Israel.

Media Sample Questions & Answers Cont'd

5) **What are the main images you see of Israelis?**

Possible Answer: Soldiers questioning Palestinians

6) **What are the main images you see of Arabs?**

Possible Answer: Youth being questioned by Israeli soldiers; manual laborers; children listening to their mother

7) **What biases, if any, did you notice in this clip?**

Possible Answer: This clip focuses on the injuries to Palestinians, such as the black labor market and the administrative detention rather than Israel's security concerns and Palestinian attacks on Israel.
Evidence: A reporter appears to side with the Palestinians and asks about a young Palestinian, "They want to arrest him? They would put him in jail? As small as he is?" They interview a former Israeli official who is critical of Israel's treatment of Palestinians without hearing opposing views to his perspective.

8) **Summarize in your own words the impression this film clip gives about the fear and security in Israel/Palestine.**

Possible Answer: Answers will vary.

Video Clip 2
A Search for Solid Ground: The Intifada through Israeli Eyes
Editors Douglas Cheek and Ann Gaydos
Anti-Defamation League, 1990
 4:20 min.

Media Sample Questions & Answers

1) **According to this documentary, who lives in fear—Palestinians or Israelis? What is your evidence (the words and images that communicate this message)?**

Possible Answer: Israelis live in fear.
Evidence: Words: "Israel is not secure. We were frightened. We are threatened."
Images: Bombed cars, an injured man and woman, a dark alley, wary soldiers

2) **What are they afraid of? What is your evidence?**

Possible Answer: They fear attacks by terrorists and Arabs.
Evidence: Words: "I am afraid of terrorist attacks, Israel's nightmare – a surprise attack."
Images: 67 headlines, crowds of Arabs chanting, Iranian hostage takers

3) **What would make them more secure? What is your evidence?**

Possible Answer: A strong army and secure borders would make the people more secure.
Evidence: Words: "If we pull back from 67 borders we are at risk from all sides."
Images: Israeli soldiers on alert, sandbagged streets

4) **What must Israel do to deal with the conflict with the Palestinians?**

Possible Answer: Ehud Olmert, Minister for Arab Affairs, says to maintain the occupation within 67 borders, otherwise "all Israelis are at risk."

5) **What are the main images you see of Israelis?**

Possible Answer: Israeli civilians, a man and woman wounded after attacks, the Minister for Arab Affairs, young soldiers on patrol

6) **What are the main images you see of Arabs?**

Possible Answer: A chanting crowd, Arabs burning a US flag, Arabs taking a hostage, marchers pumping their fists and carrying a Khomeni portrait

Media Sample Questions & Answers Cont'd

7) **What bias, if any, did you notice in this clip?**

Possible Answer: This clip focuses on threats to Israel from Arabs rather than on Israel's treatment of Palestinians.
Evidence: A reporter justifies the Israeli occupation, stating, "The nightmare of a surprise attack, this is what keeps the occupation going in face of opposition on the ground and criticism from abroad." They interview an Israeli official who notes the "hatred and brutality" of "Muslim fundamentalists and terrorists" without hearing opposing views to his perspective.

8) **Summarize in your own words the impression this film clip gives about the fear and security of Israel/Palestine.**

Possible Answer: Answers will vary.

FURTHER QUESTIONS

Does one of the clips seem more biased or more objective than the other? Explain.

Should documentaries be objective and always present multiple perspectives? Why or why not?

Can we evaluate the biases in these two documentaries having only seen these short clips?

Does either point of view, Israeli or Palestinian, seem to be more valid or justified? How might this depend on your own experiences and background?

ADDITIONAL INFORMATION

The Corporation for Public Broadcasting, the oversight organization for PBS and NPR, was the last of Lyndon Johnson's Great Society programs to be enacted. The organization was established by Congress in 1967 following the Carnegie Commission Report. This report argued that public television and radio programming "can help us see America whole, in all its diversity," serve as "a forum for controversy and debate," and "provide a voice for groups in the community that may otherwise be unheard" (qtd. in Barsamian "The Right Wing Attack….").

At the time these documentaries were aired in 1990, there had been a debate in Congress about an alleged liberal bias within PBS. The Speaker of the House at the time, Newt Gingrich, called PBS and NPR "a sandbox for the elite," and claimed that their viewers and listeners were "a bunch of rich, upper-class people who want their toy to play with it" (qtd. in Barsamian).

The producer of *Days of Rage: The Young Palestinians*, Jo Franklin-Trout, had previously been a producer for PBS' *McNeil-Lehrer News Hour*. Her film was widely criticized by conservatives for being biased against Israel. The original sponsoring station withdrew its support, and the scheduled airing of the film was postponed twice before WNET, the New York PBS station, stepped in and agreed to show it. When the film finally aired a year after it had been completed, it was followed by a "wraparound" discussion designed to "provide balance" (Holden, "The Second Battle…).

Conservative commentator Andrea Levin, in an online article in www.camera.org titled, "PBS and Israel: Tax-Supported Bias," called the film "virulent" and "propagandistic." She suggested that "PBS has aired at least fifteen documentaries on the Arab-Israeli conflict. No more than three of these can reasonably be described as balanced, a standard that Federal statute mandates in 'all programs or series of programs of a controversial nature.' The remainder have projected a clear anti-Israel bias."

On the other side of the controversy, Kurt Holden wrote an article titled "The Second Battle of PBS Leads to the Same Conclusion" for *Media Watch*: "Of all the national television networks, PBS has been most timid about the Palestinian-Israeli dispute. Conventional wisdom on its board of directors had it that its funding—individual, corporate and institutional—would dry up instantly if the network were perceived by the American Jewish community as earnestly striving to be even-handed" (20).

Holden went on to suggest that the second film, *A Search for Solid Ground: The Intifada Through Israeli Eyes*, was conceived and commissioned by the Israeli Consul General in New York, Uriel Savir. Holden complained that this film was just as biased as the other, but did not receive nearly the criticism since "there was no Arab-American community hand wringing over whether or not the film commissioned by the Israeli Consul General was really funded by Americans or the Israeli government" (20).

CONNECTIONS

Compare how two US presidential candidates explore the same issue from different perspectives with Project Look Sharp's *Media Construction of Presidential Campaigns*: George H.W. Bush's "Arkansas 2" TV commercial and Bill Clinton's "Steady" commercial (1992 election).

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Student Worksheet
Days of Rage: The Young Palestinians

NAME _____   DATE _____

Read the questions below before watching the short video clip. You may want to take notes as you view the clip. After viewing the clip, you will be given time to write your answers.

1) **According to this documentary, who lives in fear—Palestinians or Israelis? What is your evidence (the words and images that communicate this message)?**

2) **What are they afraid of? What is your evidence?**

3) **What would make them more secure? What is your evidence?**

4) **What must Israel do to deal with the conflict with the Palestinians?**

5) **What are the main images you see of Israelis?**

6) **What are the main images you see of Arabs?**

7) **What biases, if any, did you notice in this clip?**

8) **Summarize in your own words the impression this film clip gives about the fear and security in Israel/Palestine.**

Student Worksheet
A Search for Solid Ground:
The Intifada through Israeli Eyes

NAME _____   DATE _____

Read the questions below before watching the short video clip. You may want to take notes as you view the clip. After viewing the clip, you will be given time to write your answers.

1) **According to this documentary, who lives in fear—Palestinians or Israelis? What is your evidence (the words and images that communicate this message)?**

2) **What are they afraid of? What is your evidence?**

3) **What would make them more secure? What is your evidence?**

4) **What must Israel do to deal with the conflict with the Palestinians?**

5) **What are the main images you see of Israelis?**

6) **What are the main images you see of Arabs?**

7) **What biases, if any, did you notice in this clip?**

8) **Summarize in your own words the impression this film clip gives about the fear and security in Israel/Palestine.**

Lesson 5: Singing the Struggle

LESSON PLAN

Singing the Struggle

Audio Clips

NOTE: **Unit 2: Israel/Palestine: Histories in Conflict** *includes a brief background Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History and* **Student Assessment** *that can be administered before any lesson in this unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Lesson 1, Unit 2,** *but they are listed as optional materials in all Unit 2 lessons.*

Lesson Objectives:
- Students will understand the diversity of political perspectives in Israel and Palestine.
- Students will identify how political and cultural perspectives are communicated through song.

Vocabulary:
Fedayeen, Israeli peace movement, militant Palestinian nationalists, Palestinian refugees, religious Zionists, right of return

Media:
Two Israeli songs:
- "Jerusalem of Gold" (49 seconds) and "A Song for Peace" (39 seconds)

Two Palestinian songs:
- "Boxed In" (34 seconds) and "Palestine" (48 seconds)

Materials Needed:
- Optional) *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History*
- (Optional) Four-page *Student Assessment*
- (Optional) Four-page *Teacher Answer Sheet*
- Eight-page *Teacher Guide*
- Four-page *Student Worksheet*
- Audio clips (access online or via Unit 2 Lesson 5 digital media folder)

Time: 35 minutes (not including the optional background reading and assessment)

Lesson Procedures:

- (Optional) Distribute the *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History* to provide the class a brief background history of Israel/Palestine. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment.*

- Decide whether you prefer for this to be an individual or a small-group activity.

- Present the *Lesson Introduction* to the class, which includes the following four groups/perspectives: religious Zionists, the Israeli Peace Movement, Militant Palestinian nationalists and Palestinian refugees.

- Distribute *Student Worksheet* to individual students or pairs of students. Instruct students to try to identify the perspective of the songwriter as they listen to the song and read the lyrics. Students will need to give evidence from the songs to back up their answers.

- Play the four audio clips and provide students with time to complete the worksheet in between each clip.

- Lead students through a decoding of the songs using the *Media Sample Questions & Answers* in the *Teacher Guide*.

- Lead a discussion about the relationship of music to political change using the *Further Questions* and *Additional Information*.

Singing the Struggle

1. (Optional) Determine whether you will use the unit background *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. Organize and make copies for the class activities.

3. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

4. Introduce the lesson:

Lesson Introduction

Music has been part of movements for social change throughout the world for a long time. From Woody Guthrie's "This Land is Your Land" to Public Enemy's "Fight the Power," from Isabel Parra's "Al Centro de Injusticia" to Miriam Makeba's "Soweto Blues," from Bob Marley's "Redemption Song" to Ani Difranco's "Self Evident," songs have stirred the heart and taken people to the streets. With the advent of the transistor radio and the cassette tape, local music gained a global reach and, with today's technology, can travel across the earth in a moment with a keystroke.

About half of all people living in Israel and Palestine were born elsewhere (Russell 102). One of the results of this mixed heritage is that political ideas and cultural influences within Israel and Palestine are very diverse. The songs you will hear in this lesson are expressions of the different perspectives among Israeli political parties and among Arab dissenters across fifty years of popular music. You will hear excerpts from four songs, and each excerpt represents a unique point of view concerning the struggle for land and identity between and among Israelis and Palestinians. You will be asked to identify how political and cultural perspectives are communicated through song. In order to do this, you will need to know a little about the diverse political perspectives present in Israel and Palestine. We will examine four political perspectives in this lesson:

Religious Zionists believe that God gave the land of Israel to the Jews. Zionism is the movement that seeks the return of the Jews to their holy land around Mount Zion in Jerusalem. Psalm 137 of the Bible references the Jews' exile in the sixth century BC: "By the waters of Babylon, there we sat down and wept, when we remembered Zion."

The Israeli Peace Movement arose after the 1967 War. Supporters of this movement argued that the Israeli government should take steps toward peace with the Palestinians by negotiating and by refraining from settling in the occupied territories.

Militant Palestinian Nationalists argue for guerilla warfare against Israel. Their goal is to create a unified Palestinian Arab nation in the land that they believed Israel had unlawfully occupied.

Palestinian Refugees are Palestinian Arabs who were forced to leave Israel following the 1948 Arab Israeli War. They argue for their right of return to their former homes.

5. Distribute the four-page *Student Worksheet* to each student or pair or students. Instruct students to try to identify the perspective of the songwriter as they listen to the song and read the lyrics. Students will need to give evidence from the songs to back up their answers.

6. Play all four song clips, pausing between each clip to give students time to fill out the *Student Worksheet*.

7. Lead students through decoding the songs using the following pages in the *Teacher Guide*.

8. Discuss the relationship of music to political change using the *Further Questions* and *Additional Information* for each song and at the end of the entire lesson.

Song 1
"Boxed In"
Written by Said Murad, Performed by Sabreen
Sabreen Productions, 2002
34 seconds

You feel you're in a box,
You write articles, you think,
You try to express yourself,
You write about your people, your love,
About your exhaustion, your oppression,
But you're still in a box.
You feel you're in a box,
You travel, you emigrate
You go on adventures, you maneuver,
You discuss, you consult,
But you are still in a box.
With the ID (identification card), or the Permit,
Whether you are healthy or injured,
Whether you are praying,
Or flying like the wind,
You are still in a box.
You feel you're in a box,
Whether you are from '67 or '48
Or '36
Or 2000
Whether you write once or twice,
The farmer's figs are cursed,
The uprooter of trees is forgiven by his religion,
And the thief justifies his theft with logic,
And we have to remain quiet,
But it is still a box.
You feel you're in a box,
We have to remain quiet,
We have to sit,
We have to escape,
We have to arrest
This thieving son of a …
They say this is a good life,
It just needs a little fixing,
It doesn't have any taste or any flavor,
From Gaza we can't get to Jericho,
This cursed box,
You feel you're in a box,
Whether you go or come back,
Whether you stop or walk,
You tell yourself, don't go,
It is still a box.
Damn these dark times.
Where is the usual smell of musk and ambergris?
By God, I've had enough,
Damn this box.

This song reflects the views of:

☐ Religious Zionists
☐ The Israeli Peace Movement
☐ Militant Palestinian Nationalists
☒ **Palestinian Refugees**

Possible Evidence: "Whether you are from '67 or '48" refers to Palestinian refugee status following the first Arab Israeli Wars. "From Gaza we can't get to Jericho" refers to Israel's occupation of the lands between the Gaza Strip and the West Bank and the separation of Palestinian refugees from their ancestral homes and from one another.

Further Questions

Which other political group might relate to the lines: "You write about your people, your love, about your exhaustion, your oppression…You travel, you emigrate…But you're still in a box?"

Possible Answer: Religious Zionists might have had some of these same feelings during their long exile from Jerusalem.

Additional Information

The music and lyrics of "Boxed In" were written by Said Murad of the Israeli Palestinian group, Sabreen, for their album *Hases Maz'ooj* (meaning *Feeling Bothered*) in 2002. Sabreen commented about this album, stating:

> The production is an ironic political compilation of songs that describe the social, political and economic realities in Palestine. The lyrics are simple and express the colours, the siege, the frustration ad the request for change. It tackles daily issues of a daily life. It is inspired by Palestinian folkloric styles of music and poetry zajal, folk music, story telling, with classical Arab singing influences and notions of rap music. (*CDroots.com*)

Song 2
"Yerushalayim Shel Sahav" ("Jersusalem, City of Gold")
Written by Naomi Shemer, Performed by Shuli Natan
NMC Music Ltd., 1990
49 seconds

The mountain air is clear as wine
And the scent of pines
Is carried on the breeze of twilight
With the sound of bells.

And in the slumber of tree and stone
Captured in her dream
The city that sits solitary
And in its midst is a wall.

Jerusalem of gold, and of bronze, and of light
Behold I am a violin for all your songs.

How the cisterns have dried
The market-place is empty
And no one frequents the Temple Mount
In the Old City.

And in the caves in the mountain
Winds are howling
And no one descends to the Dead Sea
By way of Jericho.

Jerusalem of gold, and of bronze, and of light
Behold I am a violin for all your songs.

But as I come to sing to you today,
And to adorn crowns to you [i.e. to tell your praise]
I am the smallest of the youngest of your children
[i.e. the least worthy of doing so]
And the last poet [i.e. of all the poets born].

For the name scorches the lips
Like the kiss of a seraph
If I forget thee, Jerusalem,
Which is all gold…

Jerusalem of gold, and of bronze, and of light
Behold I am a violin for all your songs.

We have returned to the cisterns
To the market and to the market-place
A ram's horn (shofar) calls out [i.e. is being heard]
on the Temple Mount
In the Old City.

And in the caves in the mountain
Thousands of suns shine –
We will once again descend to the Dead Sea
By way of Jericho!

Jerusalem of gold, and of bronze, and of light
Behold I am a violin for all your songs.

This song reflects the views of:

☒ **Religious Zionists**
☐ The Israeli Peace Movement
☐ Militant Palestinian Nationalists
☐ Palestinian Refugees

Possible Evidence: "We have returned to the cisterns…A ram's horn calls out on the Temple Mount" refers to the Jews' return to Mount Zion, or Jerusalem. "Jerusalem of gold…I am a violin for all your songs" refers to the Jews holding the sacred ground of Jerusalem. The music features traditional folk-style guitar and solo vocals with hymn-like phrasing.

Additional Information

The music and lyrics to "Yerushalayim Shel Zahav" ("Jerusalem, City of Gold") were composed by Naomi Shemer for the 1967 Israeli Song Festival that was held on May 15, or Independence Day. The mayor of Jerusalem had asked that the songs performed at the festival have Jerusalem as their theme. Before "Jerusalem, City of Gold," no songs since Israel's independence had referred to the reality of Jerusalem as a divided city where Jews could not approach their sacred Temple Mount. Army Chief of Staff Yitzhak Rabin was attending the festival when he received word that Egypt had closed the Straits of Tiran. He left hurriedly to prepare for the war, which broke out shortly thereafter. When Israeli paratroopers took back "the Old City" and arrived at the Temple Mount, they sang "Jerusalem, City of Gold" as their anthem of return (Levine).

Song 3
"Shir Lashalom" ("A Song for Peace")
Written by Yankale Rotblit, Music by Yair Rosenblum
NMC Music Ltd., 1997
39 seconds

Let the sun rise
And give the morning light,
The purest prayer
Will not bring us back.

He whose candle was blown out
And was buried in the dust,
A bitter cry won't wake him
Won't bring him back.

Nobody will return us
From the dead dark pit
Here – neither the victory cheer
Nor songs of praise will help.

So sing only a song for peace,
Do not whisper a prayer.
Better sing a song for peace
With a big shout.

Let the sun penetrate
Through the flowers,
Don't look backward
Leave those who departed.

Lift your eyes with hope,
Not through the rifle sights.
Sing a song for love,
And not for wars.

Don't say the day will come,
Bring the day
Because it is not a dream,
And within all the city's squares,
Cheer only peace.

So sing a song for peace,
Do not whisper a prayer.
Better sing a song for peace,
With a big shout.

This song reflects the views of:
- ❒ Religious Zionists
- ☒ **The Israeli Peace Movement**
- ❒ Militant Palestinian Nationalists
- ❒ Palestinian Refugees

Possible Evidence: "Sing only a song for peace," "Sing a song for love and not for wars," "Cheer only peace." The music is a 1960s style rock arrangement with blues guitar lines and rousing choral singing modeled after the classic rock musical, *Hair*.

Further Questions

Which lines of the song specifically challenge the religious Zionist and the militant Zionist arguments for security?

Answer: "The purest prayer will not bring us back" and "Do not whisper a prayer" challenge the religious Zionists. "Neither the victory cheer…will help" and "not through the rifle sights" challenge the militant Zionists.

Additional Information

The lyrics to "Shir Lashalom" ("A Song for Peace") were written by Yankale Rotblit with music composed by Yair Rosenblum. This song is famously connected to Israeli Prime Minister Yitzhak Rabin, as he was singing it just minutes before he was shot to death at a mass peace rally in Tel Aviv. The blood-stained lyrics of the song were read at his funeral (news.haaretz.co.il/hasen/objects/pages/PrintArticleEn.jhtml ?itemNo=152550).

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Song 4
"Falestine" ("Palestine")
Written by Ali Mahmoud Taha, Music by Muhammad Abd al-Wahhab
EMI Music Arabia, 1996
48 seconds

Oh my brothers, the oppressors have gone beyond the limits and thus the fight for freedom and sacrifice has become essential. Shall we let them obliterate Arab nationalist sentiments which is the glory and pride of our forebears? They understand nothing of our language or culture but respond only with the clash of swords. Now, draw your sword from its scabbard for it should be kept there no longer.

Oh, my noble Arab brother I see that now is the day of reckoning, not tomorrow. Oh, my brother, the Orient has been awakened by a nation which confronts evil and supports justice and goodness. We have patiently put up with their fraud but not out of inability. This has been a dreadful destiny. Oh, my brother arise and come to the Qibla of the Two Orients to protect both Mosque and Church. Oh, my brother if my blood becomes mixed with the soil, and my fist holds its gravel, then you may look upon a free soul who refused to allow passage to the enemy. Kiss a martyr on its soil, one who has prayed to God and died as a hero.

Oh, Palestine, your youth will defend you. Great is the sacrifice and the cause for which the sacrifice is made. Oh, Palestine we will protect you with our breasts and our hearts. Thus we have to be or not to be.

This song reflects the views of:
- ❑ Religious Zionists
- ❑ The Israeli Peace Movement
- ☒ **Militant Palestinian Nationalists**
- ❑ Palestinian Refugees

Possible Evidence: "Shall we let them obliterate Arab nationalist sentiments?" "Draw your sword from its scabbard," "Palestine, your youth will defend you." The music is a plaintive solo vocal over a string arrangement modeled on western martial music.

Further Questions

Palestinian guerilla organizations known as the Fedayeen, or Men of Sacrifice, were supported and trained by Egypt to attack Israel following the 1948 war. **Which lines in this song encourage the idea of martyrdom, or sacrificing oneself for the cause?**

"If my blood becomes mixed with the soil and my fist holds its gravel," "Kiss a martyr on its soil," "died as a hero," and "Great is the sacrifice."

Additional Information

The words to "Falestine" ("Palestine") were written by Ali Mahmoud Taha, and the music was composed by Muhammad Abd al-Wahhab. The song was released in 1949, shortly after Israel's independence and "al nakba," or the Palestinian "catastrophe." It was one of the many songs at the time that were broadcast throughout the Arab word urging the "liberation of Palestine."

Abd al-Wahhab was one of the most honored Arab musicians at the time of his death in 1991. He embraced many different cultural styles in his music, and wrote the national anthems of Egypt, Oman, and the United Arab Republic. He also wrote movie themes using both electric guitar and oud for instrumentation. He also embraced many political forms during his lifetime, and became friends with the Egyptian monarchy under King Farouk, the Egyptian revolution under Abdul Nasser, and the post-revolutionary Egyptian Republic President Anwar Sadat (Massad "Liberating Songs: Palestine Put to Music").

FURTHER QUESTIONS

Can you think of contemporary songs that encourage people to take political action?

How can the musical form of a song communicate messages of national pride or peaceful intention?

ADDITIONAL INFORMATION

The book *Teen Life in the Middle East* suggests that both Israeli and Palestinian youth spend lots of time listening to music. The author suggests that Israeli teens like to listen to trance, house, rap, reggae, and Mediterranean (mizrahit) music at dance clubs and concerts, while Palestinian teens listen to Arabic and Western pop music on local FM channels (Madhi 74, 160). There is also a thriving street music scene in Jerusalem with Jewish artists playing violins, accordions, and flutes next to open instrument cases.

CONNECTIONS

Compare these songs with early 19th century political songs of the US from Project Look Sharp's *Media Construction of Presidential Campaigns*: "The Hunters of Kentucky" and "Little at Ye Wha's A-Comin" (1828 election).

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Student Worksheet: Song 1

NAME _____   DATE _____

As you listen to each song, read over each set of lyrics. For each song, select one of the four perspectives below that best fits the music and lyrics. You may want to underline the sections of the song that are pertinent to each question in order to give examples from the text to back up your conclusion.

Song Title: _____

You feel you're in a box,
You write articles, you think,
You try to express yourself,
You write about your people, your love,
About your exhaustion, your oppression,
But you're still in a box.
You feel you're in a box,
You travel, you emigrate
You go on adventures, you maneuver,
You discuss, you consult,
But you are still in a box.
With the ID (identification card), or the Permit,
Whether you are healthy or injured,
Whether you are praying,
Or flying like the wind,
You are still in a box.
You feel you're in a box,
Whether you are from '67 or '48
Or '36
Or 2000
Whether you write once or twice,
The farmer's figs are cursed,
The uprooter of trees is forgiven by his religion,

And the thief justifies his theft with logic,
And we have to remain quiet,
But it is still a box.
You feel you're in a box,
We have to remain quiet,
We have to sit,
We have to escape,
We have to arrest
This thieving son of a …
They say this is a good life,
It just needs a little fixing,
It doesn't have any taste or any flavor,
From Gaza we can't get to Jericho,
This cursed box,
You feel you're in a box,
Whether you go or come back,
Whether you stop or walk,
You tell yourself, don't go,
It is still a box.
Damn these dark times.
Where is the usual smell of musk and ambergris?
By God, I've had enough,
Damn this box.

This song reflects the views of:

❐ **Religious Zionists**   ❐ **Militant Palestinian Nationalists**
❐ **The Israeli Peace Movement** ❐ **Palestinian Refugees**

Supporting evidence from the lyrics and/or the music:

Student Worksheet: Song 2

NAME _____   DATE _____

Song Title: _____

The mountain air is clear as wine
And the scent of pines
Is carried on the breeze of twilight
With the sound of bells.

And in the slumber of tree and stone
Captured in her dream
The city that sits solitary
And in its midst is a wall.

Jerusalem of gold, and of bronze, and of light
Behold I am a violin for all your songs.

How the cisterns have dried
The market-place is empty
And no one frequents the Temple Mount
In the Old City.

And in the caves in the mountain
Winds are howling
And no one descends to the Dead Sea
By way of Jericho.

Jerusalem of gold, and of bronze, and of light
Behold I am a violin for all your songs.

But as I come to sing to you today,
And to adorn crowns to you [i.e. to tell your praise]
I am the smallest of the youngest of your children [i.e.
the least worthy of doing so]
And the last poet [i.e. of all the poets born].

For the name scorches the lips
Like the kiss of a seraph
If I forget thee, Jerusalem,
Which is all gold…

Jerusalem of gold, and of bronze, and of light
Behold I am a violin for all your songs.

We have returned to the cisterns
To the market and to the market-place
A ram's horn (shofar) calls out [i.e. is being heard] on
the Temple Mount
In the Old City.

And in the caves in the mountain
Thousands of suns shine –
We will once again descend to the Dead Sea
By way of Jericho!

Jerusalem of gold, and of bronze, and of light
Behold I am a violin for all your songs.

This song reflects the views of:

❏ **Religious Zionists**   ❏ **Militant Palestinian Nationalists**

❏ **The Israeli Peace Movement**   ❏ **Palestinian Refugees**

Supporting evidence from the lyrics and/or the music:

Student Worksheet: Song 3

NAME _____   DATE _____

Song Title: _____

Let the sun rise
And give the morning light,
The purest prayer
Will not bring us back.

He whose candle was blown out
And was buried in the dust,
A bitter cry won't wake him
Won't bring him back.

Nobody will return us
From the dead dark pit
Here – neither the victory cheer
Nor songs of praise will help.

So sing only a song for peace,
Do not whisper a prayer.
Better sing a song for peace
With a big shout.

Let the sun penetrate
Through the flowers,
Don't look backward
Leave those who departed.

Lift your eyes with hope,
Not through the rifle sights.
Sing a song for love,
And not for wars.

Don't say the day will come,
Bring the day
Because it is not a dream,
And within all the city's squares,
Cheer only peace.

So sing a song for peace,
Do not whisper a prayer.
Better sing a song for peace,
With a big shout.

This song reflects the views of:

❐ **Religious Zionists**   ❐ **Militant Palestinian Nationalists**
❐ **The Israeli Peace Movement** ❐ **Palestinian Refugees**

Supporting evidence from the lyrics and/or the music:

Student Worksheet: Song 4

NAME _____   DATE _____

Song Title: _____

Oh my brothers, the oppressors have gone beyond the limits and thus the fight for freedom and sacrifice has become essential. Shall we let them obliterate Arab nationalist sentiments which is the glory and pride of our forebears? They understand nothing of our language or culture but respond only with the clash of swords. Now, draw your sword from its scabbard for it should be kept there no longer.

Oh, my noble Arab brother I see that now is the day of reckoning, not tomorrow. Oh, my brother, the Orient has been awakened by a nation which confronts evil and supports justice and goodness. We have patiently put up with their fraud but not out of inability. This has been a dreadful destiny. Oh, my brother arise and come to the Qibla of the Two Orients to protect both Mosque and Church. Oh, my brother if my blood becomes mixed with the soil, and my fist holds its gravel, then you may look upon a free soul who refused to allow passage to the enemy. Kiss a martyr on its soil, one who has prayed to God and died as a hero.

Oh, Palestine, your youth will defend you. Great is the sacrifice and the cause for which the sacrifice is made. Oh, Palestine we will protect you with our breasts and our hearts. Thus we have to be or not to be.

This song reflects the views of:

❒ **Religious Zionists**   ❒ **Militant Palestinian Nationalists**

❒ **The Israeli Peace Movement**   ❒ **Palestinian Refugees**

Supporting evidence from the lyrics and/or the music:

Lesson 6:
The Politics
of Maps

PowerPoint
Slide Show

The Politics of Maps

NOTE: **Unit 2: Israel/Palestine: Histories in Conflict** *includes a brief background* **Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History and** **Student Assessment** *that can be administered before any lesson in this unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Lesson 1, Unit 2,** *but they are listed as optional materials in all Unit 2 lessons.*

Lesson Objectives:
- Students will examine issues related to the historical geography of Israel and Palestine and relate them to the peace process.
- Students will identify and discuss the biases of maps, including use of specific content, language, and symbols.

Vocabulary:
> **1949 armistice agreement, Al Quds, apartheid, Bantustans, Galilee, Jerusalem, UNRWA, refugee camp, "security barrier", Western Wall**

Media: 13 slide PowerPoint and handouts with twelve maps of the Israel/Palestine area from various print and online sources

Materials Needed:
- (Optional) *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History*
- (Optional) Four-page *Student Assessment*
- (Optional) Four-page *Teacher Answer Sheet*
- Thirteen-page *Teacher Guide*
- Ten-page *Student Handouts 1-10*
- One-page *Student Worksheet*
- PowerPoint (access online or via Unit 2 Lesson 6 digital media folder)

Time: 30 minutes (not including the optional background reading and assessment)

Lesson Procedures:

- (Optional) Distribute the *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History* to provide the class a brief background history of Israel/Palestine. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment.*

- Present the *Lesson Introduction* to the class.

- Divide class into five groups. Each group will analyze two of ten maps.

- Distribute one *Student Worksheet* per group. Distribute two maps to each group; the maps should be paired so that all ten maps are circulating among the five groups.

- Give groups time to examine the maps and write their answers. Let them know that they will present their answers to the class.

- Lead students through a decoding of the maps using the *Media Sample Questions & Answers* in the *Teacher Guide* and project each map for the whole class. Note that there are two maps, Documents 8.5 and 10.5, that are only present in the PowerPoint slideshow.

- Lead a discussion about bias in maps using the *Further Questions*.

The Politics of Maps

1. (Optional) Determine whether you will use the unit background *Student Reading: Arabs and Jews, Palestinians and Israelis – One Homeland, Two Peoples: A Brief History* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. Organize and make copies for the class activities.

3. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

4. Introduce the lesson:

Lesson Introduction

Maps, like encyclopedias and history textbooks, reflect a point of view. Mapmakers make choices about what to include and what to leave out, what language to use when naming places, and how to title the map. Maps can lead the reader to certain conclusions about history and politics based on their focus and construction.

In this lesson, you will see maps related to the history and issues of Israel/Palestine. You will be asked to identify whether each map reflects an Israeli perspective or a Palestinian perspective. Then, you will present your group's analysis to the class. There are several things you might want to consider when you make your decision about the perspective of the mapmaker. First, be aware of the different concerns that might arise from an Israeli or Palestinian point of view, such as issues of national security or refugee status. Second, be aware of language choices in identifying and naming places. Are city names in Hebrew or Arabic? What an Israeli mapmaker might call a "security wall," a Palestinian mapmaker might call a "separation barrier." Even the decision as to what cities to include suggests bias. An Israeli mapmaker might choose to highlight Israeli settlements or *kibbutzes* while a Palestinian mapmaker might identify Arab towns destroyed by Israel. A Palestinian mapmaker might highlight areas of Palestinian authority, such as Gaza or Jericho, while an Israeli mapmaker might overlook these.

Here is some vocabulary that will be helpful to you in understanding these maps. After the 1949 war, an **armistice** agreement was signed between Israel and its neighboring Arab states as a way to end hostilities. **Galilee** was annexed by Israel following the war and is the area where the majority of Israeli Arabs live. The United Nations Relief and Works Agency, or **UNRWA**, was established by the United Nations in 1949 to carry out relief programs for Palestine Refugees in the Near East, many of whom would live in refugee camps after the war.

5. Divide the class into five groups and distribute one *Student Worksheet* to each group. Each group should receive a pair of maps from the *Student Handouts 1-10*.

6. Give the groups time to complete their worksheets. Remind students that they will present their findings to the class.

7. As the students present, project the appropriate maps and assist with decoding them using the *Media Sample Questions & Answers* in the following pages of the *Teacher Guide*. Note that the PowerPoint includes Documents 8.5 and 10.5, which are not provided to the students.

Document 1

"Land Ownership in Palestine, 1945"

1) Which perspective does this map reflect?
☐ An Israeli perspective
☒ **A Palestinian perspective**

2) What is your evidence from the map?
Possible Answer: The map shows a majority Arab population in twelve of sixteen districts. It identifies an area as Palestine. There is an Arabic language transcription, and Arabic names for Al Quds (Jerusalem) and Al Khalil (Hebron).
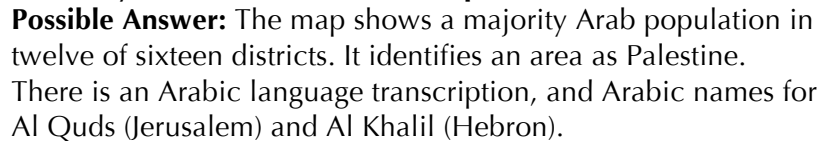
3) What key theme or idea does the map present?
Possible Answer: In 1945, shortly before the Partition, Arabs owned more land than Jews in every part of Palestine, including the areas that the UN gave to Israel.

Additional Information

This map is found on a website administered by the Applied Research Institute of Jerusalem (ARIJ). ARIJ states that it is "a non-profit organization dedicated to promoting sustainable development in the occupied Palestinian territories and the self-reliance of the Palestinian people through greater control over their natural resources" (http://www.arij.org).

Document 2

"The Arab Invasion, 1948"

1) Which perspective does this map reflect?
☒ **An Israeli perspective**
☐ A Palestinian perspective

2) What is your evidence from the map?
Possible Answer: The isolated Jewish settlement indicates the vulnerability of the Jewish population. The Arab Invasion underlines Israel's defensive posture in this war. Arrows leading from the armies – Syria, Lebanon, Jordan, Egypt, Saudi Arabia plus Iraqi irregular forces demonstrate the threat to Israel at this time.

3) What key theme or idea does the map present?
Possible Answer: In 1948 the infant state of Israel was attacked from all sides by the armies of six Arab countries.

Additional Information

This map ("The Arab Invasion") is found on a Web site administered by the Pedagogic Center of the Department for Jewish Zionist Education.   The site—The Jewish Agency for Israel—states: "In 1941 the World Zionist Organization created the Youth and Hechalutz Department, with the overall mission of fostering Zionist Education in the Diaspora" ("Our History").

Document 3
"Arab Territories Seized"

1) **Which perspective does this map reflect?**
   ☐ An Israeli perspective
   ☒ **A Palestinian perspective**

2) **What is your evidence from the map?**
   Possible Answer: The title says that Israel is "in violation of the U.N. partition plan." Israel is not given a country name like the surrounding Arab states.

3) **What key theme or idea does the map present?**
   Possible Answer: When it was created, Israel illegally seized large tracts of Arab land.

Additional Information

This map and the following information is found on a website administered by the Palestinian Academic Society for the Study of International Affairs (PASSIA).

PASSIA is an Arab non-profit institution located in Jerusalem/Al-Quds with a financially and legally independent status. It is not affiliated with any government, political party or organization. PASSIA seeks to present the Palestinian Question in its national, Arab and international contexts through academic research, dialogue and publication ("About Us").

Document 4
"Israel Map Comparison"
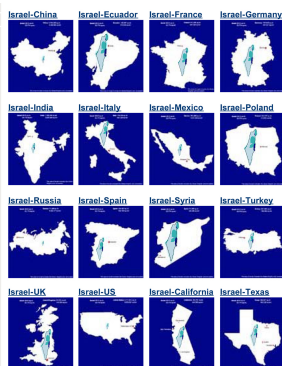
1) **Which perspective does this map reflect?**
   ☒ **An Israeli perspective**
   ☐ A Palestinian perspective

2) **What is your evidence from the map?**
   Possible Answer: Israel's small size, in contrast to other nations, suggests concern about security. All countries and states selected for comparison are much larger than Israel; Lebanon, Qatar, Jamaica, or Connecticut are smaller, and thus would not portray the same security concern.

3) **What key theme or idea does the map present?**
   Possible Answer: Israel is a tiny state, which implies that it is not taking up much land and that it is vulnerable to attack.

Additional Information

This map and the following information is found on a website administered by the Israel Ministry of Foreign Affairs (www.mfa.gov.il).

With the passage of time, some of Israel's critics have increasingly allowed their approach to the problem to be shaped by myths, slogans, prejudices and lack of knowledge, rather than by solid facts. The purpose of this publication is to provide factual and background material through maps and graphs which address key aspects about Israel and the Arab-Israel conflict ("Israel's Story in Maps").

Document 5

"Palestinian Villages Depopulated in 1948 and 1967"

Palestinian Villages Depopulated in 1948 and 1967, and Razed by Israel

1) **Which perspective does this map reflect?**
   ☐ An Israeli perspective
   ☒ **A Palestinian perspective**

2) **What is your evidence from the map?**
   Possible Answer: Many dots represent "Palestinian villages depopulated and razed by Israel," highlighting Israeli violence and the suffering of the Palestinian people. "Outside of the 1949 Armistice borders" suggests the illegal expansion of Israel.

3) **What key theme or idea does the map present?**
   Possible Answer: Israel has forcibly taken Palestinian land.

Additional Information

This map and the following information is found on a website administered by PASSIA.
   PASSIA endeavors that research undertaken under its auspices be specialized, scientific and objective and that its symposia and workshops, whether international or intra-Palestinian, be open, self-critical and conducted in a spirit of harmony and cooperation (http://www.passia.org/index_search.htm).

Document 6
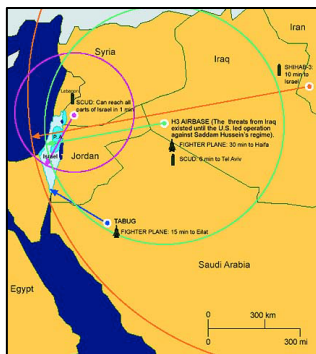
1) **Which perspective does this map reflect?**
   ☒ **An Israeli perspective**
   ☐ A Palestinian perspective

2) **What is your evidence from the map?**
   Possible Answer: The scale of miles with fighter plane and scud missiles shows how close and vulnerable Israel is to potential enemies from Lebanon, Syria, Iraq, Iran, Saudi Arabia and Jordan.

3) **What key theme or idea does the map present?**
   Possible Answer: Israel is threatened by many surrounding enemy states that could attack it with missiles and fighter planes.

Additional Information

This map and the following information is found on a website administered by the Israel Ministry of Foreign Affairs.
   The Foreign Ministry formulates, implements and presents the foreign policy of the Government of Israel. It represents the state vis-à-vis foreign governments and international organizations, explains its positions and problems throughout the world, endeavors to promote its economic, cultural, and scientific relations, and fosters cooperation with developing countries…Israel currently maintains diplomatic relations with 162 countries. The Ministry promotes relations with Diaspora communities and safeguards the rights of Israeli citizens abroad (www.mfa.gov.il).
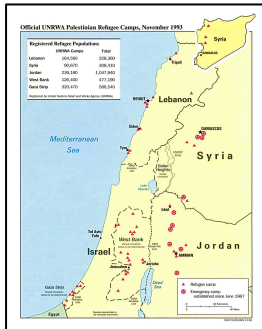
147

Document 7
"Official UNRWA Palestinian Refugee Camps"

Official UNRWA Palestinian Refugee Camps, November 1993

Additional Information

1) Which perspective does this map reflect?
☐ An Israeli perspective
☒ **A Palestinian perspective**

2) What is your evidence from the map?
Possible Answer: "Registered refugee populations" shows a large number of Palestinians living as refugees. "Palestinian Refugee Camps" focuses on Palestinian concerns regarding displacement. The West Bank, Gaza, and Golan Heights are labeled as "Israeli Occupied."

3) What key theme or idea does the map present?
Possible Answer: There are millions of Palestinian refugees living in camps in the West Bank, Gaza, and surrounding Arab states.

This map and the following information is supplied by the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA): "Following the 1948 Arab-Israeli conflict, UNRWA …was established by the United Nations General Assembly… to carry out direct relief and works programmes for Palestine refugees" ("Overview").

UNRWA…is a relief and human development agency, providing education, healthcare, social services and emergency aid to over four million refugees living in the Gaza Strip, the West Bank, Jordan, Lebanon and the Syrian Arab republic ("Index").

UNRWA is unique in terms of its long-standing commitment to one group of refugees and its contributions to the welfare and human development of four generations of Palestine refugees. Originally envisaged as a temporary organization, the Agency has gradually adjusted its programmes to meet the changing needs of the refugees ("Overview").

Document 8
**"Major Terrorist Attacks
2000-2004"**

1) **Which perspective does this map reflect?**
   ☒ **An Israeli perspective**
   ☐ A Palestinian perspective

2) **What is your evidence from the map?**
   Possible Answer: "Major terror attacks" focuses on Israel's vulnerability to attack during this time period. The map features Hebrew terms such as "Erez" and "Kibbutz." Palestinian towns, like Jericho and Nablus, are not shown.

3) **What key theme or idea does the map present?**
   Possible Answer: Israel has suffered many terrorist attacks both before and after the construction of the fence.

Additional Information

This map and the following information is found on a Web site administered by the Israel Ministry of Foreign Affairs. The site includes a series of "Terror Maps," which identify locations of major terror attacks against Israel from 1948-2004. The accompanying text for this map includes detailed descriptions for all the attacks listed on the map. For example:

Nov 2, 2000 – Jerusalem. Two people were killed and 10 injured by a car bomb explosion near the Mahane Yehuda market. Islamic Jihad claimed responsibility for the attack…

June 28, 2004 – Sderot. A man and a 4 year old boy were killed, and 7 others were wounded (including the boy's mother) during a Kassam rocket attack on Sderot. Hamas claimed responsibility (www.mfa.gov.il).

Additional Map:

Document 8.5
 "The State of Israel, and the Emerging Palestinian Bantustan"
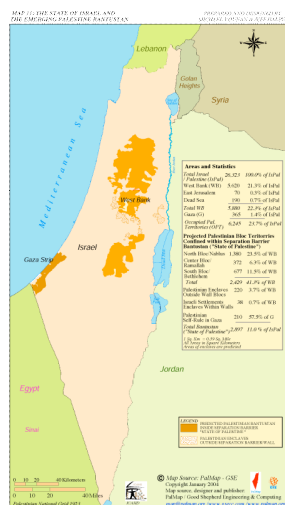
Ask students: **Which perspective does this map reflect?**

Students may be surprised to learn that this map was created by the Israeli group, ICHAD, which is made up of Israeli peace and human rights activists. Not all Israelis (or Palestinians) have the same perspectives on the conflict. Many Israelis are opposed to Israeli occupation of the West Bank, just as many Palestinians are opposed to attacks against Israeli civilians.

The teacher may use this map to introduce issues of sovereignty and territorial integrity for a Palestinian state. Explain that Israel is building a large wall into the West Bank and East Jerusalem, despite protests by Palestinian human rights organizations and the international community. The Israeli government sees the wall as a "security barrier," necessary to stop terrorist attacks within Israel and protect Jewish settlements in the West Bank. Many Palestinians see the wall as part of a unilateral Israeli land grab that will make a future Palestinian state ungovernable as an autonomous nation. Some groups refer to it as the "Apartheid Wall," a reference to the system of white domination in South Africa that ended in the 1990s. According to the creators of this map, the Israeli plan will create the following:

> …a Bantustan of four islands occupying 10% of the country with no international borders, no territorial contiguity or internal freedom of movement, little economic viability, limited access to Jerusalem, no control of its water supplies and no control of its airspace. It appears that Israel has succeeded in its long-term goal of rendering its Occupation permanent – if only because the international will to force Israel to abandon such a massive enterprise is lacking. (Halper xiv).

The term Bantustan refers to the so-called "tribal homelands" created by the white South African government under Apartheid as a way of maintaining white rule over the black majority. Blacks were to be given citizenship in impoverished Bantustans, entering South Africa only as foreign workers with no citizenship rights.

### Additional Information

This map and the following information is found on a Web site administered by the Israeli Committee Against House Demolitions (ICAHD) which opposes demolition of Palestinian houses in the Occupied Territories.

As a direct-action group, ICAHD is comprised of members of many Israeli peace and human rights organizations. All of our work in the Occupied Territories is closely coordinated with local Palestinian organizations.

Since its founding, ICAHD's activities have extended to three interrelated spheres: resistance and protest actions in the Occupied Territories; efforts to bring the reality of the Occupation to Israeli society; and mobilizing the international community for a just peace…

As Israelis, we believe that the only chance for a genuine peace is one that enables the Palestinians to establish what we have, a viable and truly sovereign state of their own ("About Us").

Document 9
"The Old City of Jerusalem"
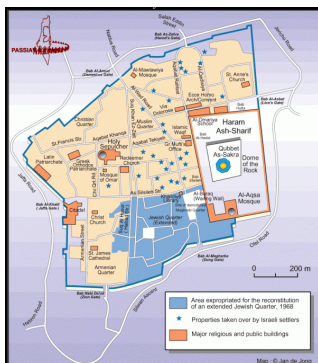
Map: © Jan de Jong

1) **Which perspective does this map reflect?**
   ☐ An Israeli perspective
   ☒ **A Palestinian perspective**

2) **What is your evidence from the map?**
   Possible Answer: "Areas expropriated for…Jewish Quarter" and "Properties taken over by Israeli settlers" highlight Palestinian displacement by Israeli Jews. The identification of mosques (Al-Mawlawiay, of Omar), a "site of demolished Mughtabi Quarter," the Al-Omariya School, and Arabic street names highlight Arab claims to Jerusalem, while the Jewish Quarter appears nearly empty and is described as "extended."

3) **What key theme or idea does the map present?**
   Possible Answer: Israel is stealing Arab land in Jerusalem.

Additional Information

This map and the following information is found on a website administered by PASSIA. PASSIA's involvement in the question of Jerusalem remains extensive. It hosts regular workshops which address different but inter-connected problems concerning the holy city such as access to information, holy sites, Israeli settlements, and viable future municipal arrangements as capital for the two States (http://www.passia.org/index_about.htm).

Document 10
"The Old City"
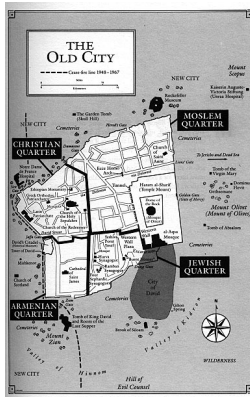
1) **Which perspective does this map reflect?**
   ☒ **An Israeli perspective**
   ☐ A Palestinian perspective

2) **What is your evidence from the map?**
   Possible Answer: The identification of synagogues (Hurva, Ramban, Sephardic), the Western Wall, and Biblical sites (Mount Zion, the City of David) stress the Jewish historical claim to Jerusalem. The Arabic Haram al-Sharif is also give the Jewish name, "Temple Mount." There are few Arabic names, and the Muslim quarter appears nearly empty.

3) **What key theme or idea does the map present?**
   Possible Answer: The Old City of Jerusalem has a historic and contemporary Jewish identity.

Additional Information

This map is found in a book entitled *Jerusalem: City of Mirrors* (xv) by Amos Elon. Elon is an Israeli writer living in Jerusalem. His books on Israeli history include *The Israelis: Founders and Sons, Flight into Egypt* and *Herzel: A Biography*, which concerns the life of the founder of modern political Zionism. In his introduction, Elon writes:

> Even as this book was being written, there was recurrent violence in Jerusalem. Israelis and Palestinians were claiming mutually exclusive jurisdiction over the city in the name of immutable historic and religious rights. In the alleys of the Old City, Jews on their way to prayer were knifed by Islamic fanatics. Hardly a day passed without bloody clashes between flag-waving Palestinian demonstrators and Israeli troops in debris-strewn streets. Firebombs were thrown on passing Israeli cars and buses (3).

Additional Map:

Document 10.5
"The Old City"

Additional Information
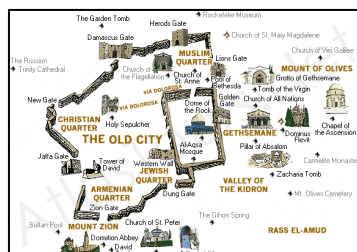
Ask students: **Which perspective does this map reflect?**

Possible Answer: This map reflects neither an Israeli or Palestinian perspective but a tourist's view of Jerusalem.

Evidence: Tourists (particularly Western tourists) would tend to be attracted by:
- "Exotic" sounding biblical and historic sites (Zion Gate, Pool of Bethesda, Tomb of the Virgin, Grotto of Gethsemane, Pillar of Absalom)
- Images of "cool" buildings
- The Rockefeller Museum
- Many names associated with Christianity (church, cathedral, Abby, monastery)

There is no evidence of religious or political conflict (Quarters are shown without boundaries) or even contemporary life (such as roads).

This map is found on a website managed by Atlas Travel & Tourist Agency, a Jordanian tourism company established in 1972 by Mr. Khaled Steitieh. Its home page identifies it as "the most complete online tourism guide of Jordan, Holy Land, Syria, Lebanon, Iraq, and Sinai" (AtlasTours.Net).   This Web site is designed to attract tourists to the various locations where it offers travel arrangements.

The description of Jerusalem on the page containing this map is an example of the marketing of Jerusalem as a tourist site:

Jerusalem: the name itself evokes an idea of universality and peace reaching beyond nationalisms, racial disputes, religious faiths and political barriers. Jerusalem has always been the crossroads between different races and worlds. Concentrated in only a few hundred feet are Al-Aqsa Mosque, Holy Sepulcher, and Wailing Wall, the most important sacred sites of the three principal monotheistic religions.

The descriptions of the tourist opportunities in Jerusalem are written to attract tourists of many faiths:

Within the city: the holy Christian sites of the youth of prophet Jesus (pbuh); his crucifixion; burial and resurrection, the third holiest site for Muslims; Al-Haram Al-Sharif from where prophet Mohammad (pbuh) rose to heaven can be seen, and the holiest Jewish sites; Wailing Wall and Tomb of King David (pbuh). It is the Holy City of humanity, and is the City of Peace, in spite of the invasions and pillaging that over the centuries have succeeded each other there. The Arabs (Muslims and Christians) call it Al-Quds or Baytel Maqdis, the Holy One. The Jews call it Yerushalayim, the City of Peace. The World calls [sic] it Jerusalem.

Few places in the world have commanded the division of so many people for so long a period as has Jerusalem. During your first day in the Holy City, you will be awed by a sense of history and spiritual significance. Yes, Jerusalem is a city with a special design; its effect on visitors is unique and eternal (www.atlastours.net/holyland/jerusalem.html).

FURTHER QUESTIONS

What kinds of information might be included or left out of a map of your area based on the national origin or religious identification of the mapmaker?

What biases can you identify in the maps in your classroom or school?

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DOCUMENT 1

Land Ownership in Palestine, 1945

| Main City |
| District Border |
| Arab |
| Jewish |
| Public and Other |

District	%	%	%
Safad	68	18	14
Aka	87	3	10
Tabariyya	51	38	11
An Nasirah	52	28	20
Haifa	42	35	23
Jenin	83	1	16
Beisan	44	34	22
Nablus	86	1	13
Tulkarm	78	17	5
Yafa	47	39	14
Ramallah	98	1	1
Ar Ramlah	77	14	9
Al Quds (Jerusalem)	84	2	14
Gaza	75	4	21
Al Khalil (Hebron)	95	1	4
Bi'r As Sabi'	15	1	84

DOCUMENT 2

The Arab Invasion 1948

Held by Israel on eve of Arab invasion
- Isolated Jewish settlement
- Arab city
- Jewish city

Lebanon
Syria
Lebanese Army
Syrian Army
Kouki's Army
Acre
Haifa
Tiberias
Iraqi irregular forces
Saudi Army
Tel-Aviv
Ramallah
Jordanian Army
Atarot
Beit
Kolia Ha'orava
Jerusalem
Etzion Bloc
Trans Jordan
Gaza
Dead Sea
Kfar Darom
Faluja
Egyptian Army
Beer Sheva

DOCUMENT 3

DOCUMENT 4

Israel-China	**Israel-Ecuador**	**Israel-France**	**Israel-Germany**
Israel-India	**Israel-Italy**	**Israel-Mexico**	**Israel-Poland**
Israel-Russia	**Israel-Spain**	**Israel-Syria**	**Israel-Turkey**
Israel-UK	**Israel-US**	**Israel-California**	**Israel-Texas**

DOCUMENT 5

Palestinian Villages Depopulated in 1948 and 1967, and Razed by Israel

Legend:
- Jewish-owned land, 1947
- State of Israel according to the Armistice Agreement, 1949
- Palestinian villages depopulated in 1948 and 1967 and razed by Israel
- The West Bank and Gaza Strip

PASSIA

Haifa
Nazareth
Nablus
Tel Aviv
Jaffa
Jerusalem
Gaza
Hebron
Beersheba

0   30 km

© Jan de Jong
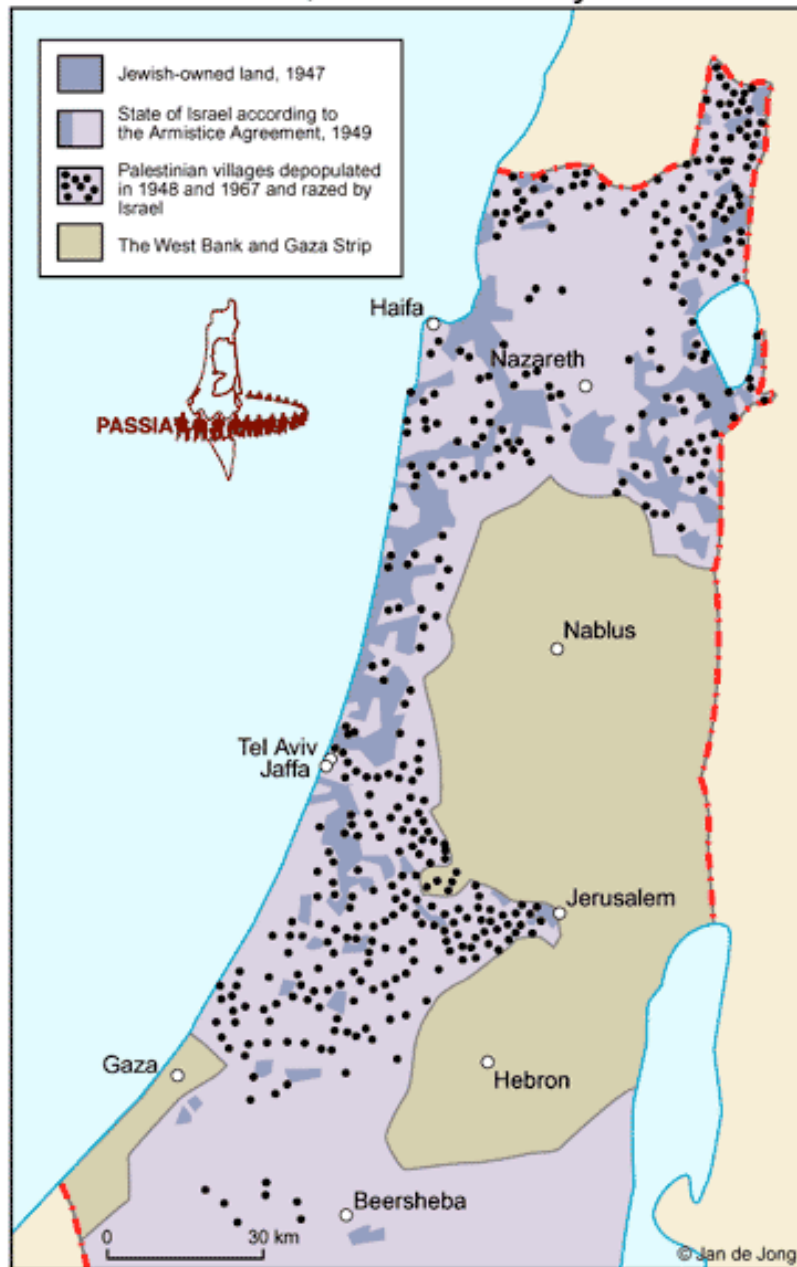
DOCUMENT 6

DOCUMENT 7

Official UNRWA Palestinian Refugee Camps, November 1993

Registered Refugee Populations

	UNRWA Camps	Total
Lebanon	164,590	328,360
Syria	90,670	308,410
Jordan	239,180	1,047,940
West Bank	126,400	477,190
Gaza Strip	320,470	586,540

Registered by United Nations Relief and Works Agency (UNRWA).

Syria

DAMASCUS

Tripoli

BEIRUT Lebanon

Sidon

Mediterranean Sea

Tyre

DAMASCUS

S y r i a

UNDOF Zone

1949 Armistice Line

Golan Heights (Israeli occupied)

Lake Tiberias

Irbid

Tel Aviv-Yafo

West Bank (Israeli occupied— status to be determined)

1967 Cease-Fire Line

J o r d a n

Israel

AMMAN

Jerusalem

Jericho

Gaza Strip (Israeli occupied— status to be determined)

1950 Armistice Line

1949 Armistice Line

Dead Sea

Egypt

Boundary representation is not necessarily authoritative.

▲ Refugee camp

⊙ Emergency camp established since June 1967

0   40 Kilometers
0   40 Miles

730273 (R01005) 11-93

DOCUMENT 8

Major Terror Attacks 2000-2004
- ○ Before August 2003
- ● After August 2003 (after completion of construction of 1st phase of fence)
- ▲ Localities attacked before and after August 2003
- ━━ Sections of fence that were constructed by early 2004
- ▬▬ Not yet constructed

*as of June 30, 2004
Final route subject to change based on Government decisions in keeping with the rulings of the Israeli Supreme Court

Nahariya
Meron Junction
Haifa
Kibbutz Yagur
Afula
Binyamina
Metzer
Megiddo
Musmus
Hadera
Netanya
Avnei Hefetz
Karnei Shomron
Kfar Saba
Emmanuel
Geha Junction
Ariel
Tel Aviv Jaffa
Petach Tikva
Holon
Tzrifin
Rishon Lezion
Jerusalem
Ashdod
Adora
Erez Crossing
Hebron
Sderot
Gush Katif
Lahav
Beer Sheba

DOCUMENT 9

The Old City of Jerusalem

Map : © Jan de Jong

DOCUMENT 10

THE OLD CITY
— — — Cease-fire line 1948–1967

Student Worksheet

NAME _____   DATE _____

Answer the questions for your group's two maps. You will present your answers to the class.

Media Document # _____

1) **Which perspective does this map reflect?**
   ❏ **An Israeli perspective**
   ❏ **A Palestinian perspective**

2) **What is your evidence from the map?**

3) **What key theme or idea does the map present?**

Media Document # _____

1) **Which perspective does this map reflect?**
   ❏ **An Israeli perspective**
   ❏ **A Palestinian perspective**

2) **What is your evidence from the map?**

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Unit 3:
War in Iraq – Whose Voice, Whose Story?

Lesson 1:
Background History – Conflicting Timelines

LESSON PLAN

Background History: Conflicting Timelines

NOTE: **Unit 3: War in Iraq: Whose Voice, Whose Story***? includes a brief background* **Student Reading: Iraq: Background to War** *and* **Student Assessment** *that can be administered before any lesson in this unit. Alternatively, the assessment can be given at the end of the unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Unit 3, Lesson 1,** *but they are listed as optional materials in all Unit 3 lessons.*

Lesson Objectives:
- Students will understand Iraqi history from 1979 to 1991.
- Students will recognize political bias in history.
- Students will explore fact and opinion, objectivity and subjectivity, bias and point of view in historical timelines.

Vocabulary:
Amariyah, Shelter, April Glaspie, Ayatollah Khomeini, Baath Party, chemical warfare, Coalition forces, DU weapons, Gulf War, Halabjah, Henry Kissinger, invasion of Kuwait, Iran-Contra scandal, Iran-Iraq War, Norman Schwarzkopf, OPEC, Operation Desert Storm, President Al-Bakr, Rumalia oil field, Saddam Hussein, Shah of Iran, UNIMOG UN sanctions, UN security resolutions, UNSCOM, weapons of mass destruction

Media: Excerpts from two historical timelines covering the time period from 1979 to 1991; one from the United States State Department and one from the organization People Judge Bush

Materials Needed:
- (Optional) Four-page *Student Reading: Iraq: Background to War*
- (Optional) Two-page *Student Assessment*
- (Optional) Two-page *Teacher Answer Sheet*
- Six-page *Teacher Guide*
- (Optional) Two-page *Student Handout: Vocabulary*
- Three-page *Student Handout: Conflicting Timelines*
- Two-page *Student Worksheet*

Time: 40 minutes (not including the optional background reading and assessment)

Lesson Procedures:

- (Optional) Distribute the *Student Reading: Iraq: Background to War* to provide the class a brief background history of Iraq. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment.*

- Present the *Lesson Introduction* to the class.

- Decide whether you prefer for the lesson to be an individual or a small-group activity.

- Review vocabulary as a whole class or distribute the *Student Handout: Vocabulary*.

- Distribute the *Student Handout: Conflicting Timelines* and the *Student Worksheet*. Give students time to complete the worksheet individually or in groups.

- Lead students through a decoding of the timelines using the *Media Sample Questions & Answers* in the *Teacher Guide*.

- Following the decoding, lead a discussion of bias, fact and opinion, subjectivity and objectivity using the *Student* Worksheet and the *Further Questions*.

Iraq: Background to War

Roadside bombings, sectarian violence and rising death tolls; these dramatic images dominate the United States' media coverage of Iraq. A deeper understanding of US involvement in Iraq requires some historical perspective.

Ancient Iraq

In ancient times, Iraq was known as **Mesopotamia**, the land between the Tigris and Euphrates rivers. It is widely credited as being "the Cradle of Civilization," or one of the birthplaces of agriculture, writing and the wheel. In the 7th century, the Arab people of Iraq defeated the Persians (today's Iran) and converted to **Islam**. For many centuries, **Baghdad** was the center of the Muslim world. While Europe was in its Dark Ages, Iraq, like much of the Islamic world at that time, was culturally advanced and perceived the European crusaders as barbarians.

Colonialism and Independence

In the 16th century, the Turks conquered the Arab Middle East and brought Iraq into the Islamic **Ottoman Empire.** In the early 1900s, Britain and France defeated the Ottomans and divided up the Middle East into spheres of influence. The secret **Sykes-Pikot Agreement** of 1916 divided the Middle East between the British and French with little input from the Arabs. The lines drawn on the map by the Europeans have become the basis for today's modern nations. In addition to creating Iraq, Syria, Lebanon and Transjordan, the British created the tiny, but strategically important nation of Kuwait at the entrance of the Persian Gulf where Iraq meets the Persian Gulf. Iraqi leaders questioned this decision right up until the Gulf War in 1991.

In 1932 Iraq gained its **independence** under a pro-British monarchy. In 1958 the monarchy was overthrown, and, in 1963 the Arab Socialist **Ba'ath Party** took control, moving Iraq closer to the Soviet Union during the height of the Cold War. While the
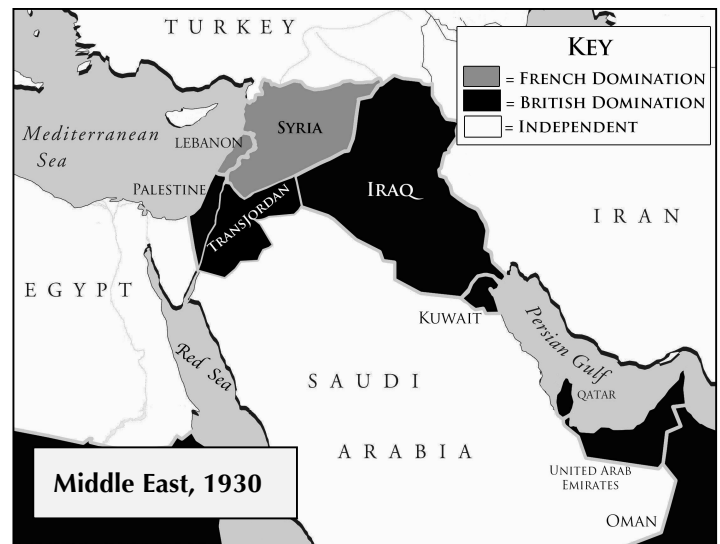
Middle East, 1930

United States was concerned about Soviet influences in the Middle East, it also looked to Iraq as a check on the regional power of Iran, particularly after Iran's 1979 Islamic revolution.

Ethnicity and Religion

Ethnic and religious divisions have played a major role in Iraqi history. The north of Iraq is dominated by ethnic **Kurds** who are not Arab and who have sought autonomy. The south is dominated by Arab **Shiite** Muslims who make up the largest ethnic group in Iraq. While the **Sunni** Muslim minority makes up less than 20% of the population, they dominated Iraqi politics until the 2003 US invasion. Adding to this mix is Iraq's complex relationship with neighboring **Iran**, where the 1979 Islamic Revolution put a Shiite theocracy in power. This threatened Sunni control in Iraq and the region. While there are historic ties between Shiites in Iraq and Iran, there are also historic tensions between Arab Iraq and Persian Iran.

Brief Timeline of Iraqi History

Mesopotamia (Iraq) develops early civilization	Arabs defeat Persians (Iran) Islam to Iraq	Ottoman Empire (Turkey) rules Iraq	British rule	Oil found in Iraq	Independence, King Faisal	Monarchy overthrown	Ba'ath Party coup	Saddam Hussein
6,000 BC	**636 AD**	**1534-1917**	**1917-1920**	**1927**	**1932**	**1958**	**1963**	**1979**
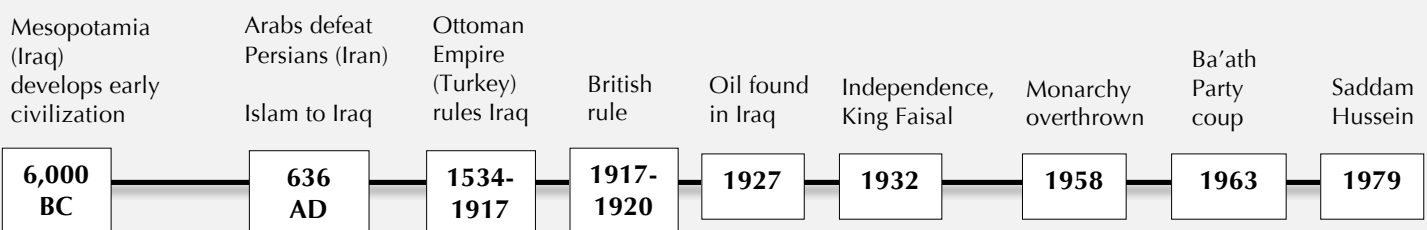
Saddam Hussein

Saddam Hussein worked as an assassin for the Ba'ath Party prior to taking complete control of the Iraqi government in 1979. Following the model of Soviet dictator Joseph Stalin, Saddam Hussein had his political opponents murdered and instituted a reign of terror that lasted until the US invasion in 2003.

Two events in 1979 – the Islamic revolution in Iran and the Soviet invasion of Afghanistan – led the US to reevaluate its position in the Middle East. In the contexts of these two setbacks to its strategic interests, the US government was willing to overlook Saddam Hussein's shortcomings as it sought influence in a rapidly evolving Muslim world.

The Iran-Iraq War

In 1980 Saddam Hussein sent the Iraqi army into Iran and claimed control over the disputed Shatt al-Arab waterway. Iraq experts suspect that Saddam Hussein felt threatened by **Iran's Shiite revolution** because a majority of Iraq's Muslims were Shiite, while Saddam Hussein and his government were predominately Sunni. Over the next eight years, Iraq and Iran fought a bloody war that killed perhaps a million people. Saddam Hussein developed a huge battle-trained army and used chemical weapons against both Iran and Kurdish villages in Northern Iraq. Despite Saddam Hussein's use of chemical weapons on his own people, the US and fellow Arab states (including Kuwait) supported Iraq militarily and economically out of fear of Iran's revolution. The Iran/Iraq war ended in a stalemate in 1988, but Saddam Hussein declared victory and turned his attention to his vulnerable neighbor to the south, Kuwait.

The Gulf War of 1991

On August 2nd, 1990, the Iraqi army invaded the small oil-rich Persian Gulf kingdom of **Kuwait**. The US, the United Nations, and the surrounding Arab states condemned the aggression and called for the immediate withdrawal of Iraqi forces. United States President **George H.W. Bush** built a US-led military coalition of over half a million soldiers from many nations that included the Arab states of Syria, Egypt and Saudi Arabia. On January 16th, 1991, the **Coalition** began an air war against Iraq and, five weeks later, launched a ground offensive that quickly pushed all Iraqi forces from Kuwait.

> **What are the messages in this *Newsweek* cover about the 1991 Persian Gulf War?**
>
> **How did the US government and military influence media coverage of the war?**

After a **100-hour** ground war, Iraqi forces were pushed from Kuwait and retreated towards Baghdad when President Bush halted the fighting. The United Nations mandate that authorized the war did not sanction the overthrow of the Iraqi regime. Bush was also concerned that removing Saddam Hussein could lead to civil war in Iraq.

1979	1980	1988	1990	1991	1998	1999
Saddam Hussein takes over in Iraq	Saddam Hussein begins 8-year war with Iran	Saddam Hussein uses poison gas on Iraqi Kurds in Halabja		George H.W. Bush leads international Coalition against Iraq **The Gulf War**	UN inspects for Weapons of Mass Destruction (WMDs), Hussein expels inspectors, US bombs Iraq and this pattern is repeated throughout the 1990s	
Shiite Islamic Revolution in Iran	**Iran/Iraq War:** 1 million dead, Hussein in control of a huge battle-tested army		Iraq invades Kuwait after oil dispute	Iraq ousted from Kuwait by Coalition	US/UK No-Fly-Zone keeps Hussein out of Kurdish Northern Iraq	UN sanctions on Iraq lead to the death of 500,000 Iraqi children

Sunni Muslims, which had dominated Iraqi politics since independence, made up a minority of the population. Sixty percent of Iraqis were **Shiite Muslims** with religious ties to Iran. The Kurdish population in the north had fought for autonomy, if not outright independence. Many in the Bush administration feared that the disintegration of Iraq would give the Iranians dominance of the oil rich Persian Gulf. It would be the president's son, George W. Bush, who would ultimately overthrow Saddam and face those concerns in 2003.

Rebellions, Sanctions, and WMDs

After the war in 1991, Saddam Hussein quickly moved to re-establish control over the country, and the US did not intervene when his forces put down a **Shiite uprising** in the south. A refugee crisis in the Kurdish areas forced the US to establish a **no-fly zone** in the north. For the next twelve years, the Kurds of northern Iraq ruled themselves while US and British forces kept Saddam Hussein's military out of their **autonomous areas**. The United Nations placed **economic sanctions** (punishments) on the government of Iraq after the war. By the UN's own estimates, these sanctions led to the death of more than half a million Iraqi children. By the end of the 1990s, international pressure was mounting to remove the sanctions that had not succeeded in undermining Saddam's regime. In 1992 the UN had also demanded that Iraq relinquish all **weapons of mass destruction.** To ensure Iraqi cooperation, United Nations weapons inspectors searched Iraq for banned weapons.

Throughout the 1990s, Saddam Hussein played a cat and mouse game with the UN inspectors, the United Nations Security Council, and US President Clinton and George W. Bush (the son of George H.W. Bush). After the terrorist attacks on September 11, 2001, the Bush administration began planning military action to remove Saddam Hussein.

Preparation for a War in Iraq

In 2002 the Bush administration began making its case for war at the United Nations, in the US Congress, and with the American public. It claimed that invading Iraq was necessary to bring freedom to Iraq and stop Saddam's nuclear weapons program. After the war, it was revealed that Iraq did not have an active WMD program and the intelligence used to justify the war was inaccurate. But in the aftermath of the **September 11**[th] terrorist attacks on the United States, there was significant support for war despite the fact that there was no direct link between the attacks and Iraq.

> **What is this cartoonist's perspective on the justification for the War in Iraq?**

September 11th terrorist attacks on the US	UN inspectors resume monitoring for WMDs in Iraq	US and Coalition invasion, Saddam Hussein overthrown in April	Saddam Hussein captured in December	Photos of US prisoner abuse at Abu Ghraib go viral	Interim Iraqi government begins operating
2001	**2002**	**2003**		**2004**	
Bush administration begins planning war with Iraq	Protests begin worldwide opposing a US war in Iraq	Occupation of Iraq by US forces	Insurgency begins	Sectarian violence grows between various Sunni and Shiite groups – Iraq lurches towards civil war	

On February 15, 2003, millions of people marched in hundreds of cities across the world in opposition to the impending war. Despite UN resolutions **opposing the war** and a divided US public, on March 22nd President George W. Bush launched a full-scale invasion of Iraq.

War, Chaos and Occupation

The US military quickly defeated the Iraqi forces, as they had done in 1991. In less than three weeks, Saddam Hussein was overthrown and the US began a military occupation of Iraq. On May 1st, President Bush flew onto the deck of a US aircraft carrier in the Persian Gulf and declared, "Mission Accomplished." In December Saddam Hussein was captured; the war seemed like a success to many people. But, the chaos that George Bush's father had feared in 1991 was beginning to grip the divided nation.

With the fall of Saddam Hussein, violence erupted and Iraq slipped into ethnic conflict. A growing Sunni insurgency attacked both US forces and the new Shiite-led government. Both Sunni 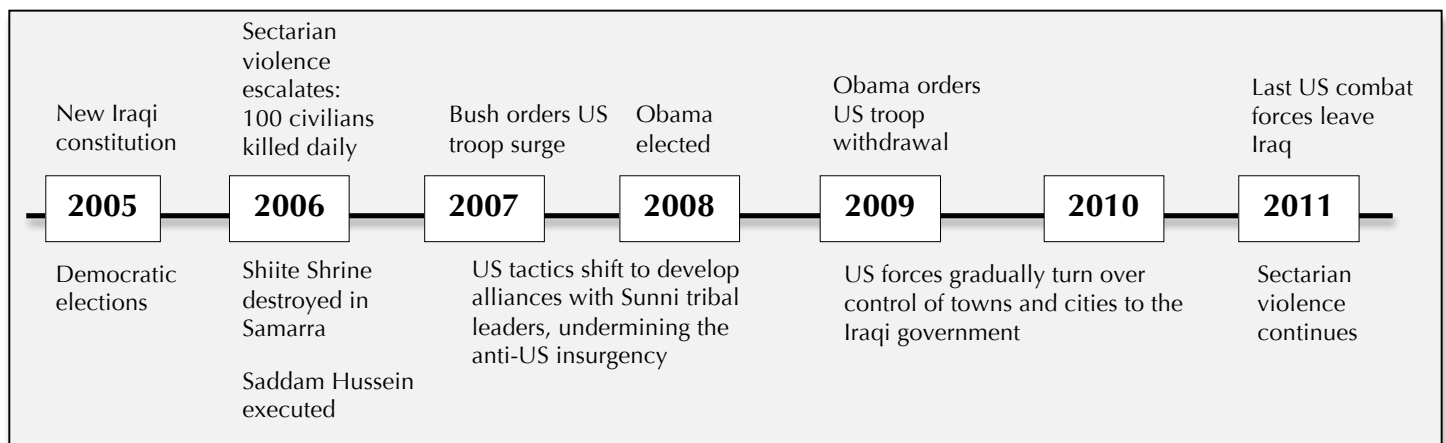and Shiite militias participated in **sectarian violence** as Iraq moved towards civil war. While approximately 140 US soldiers were killed in March and April of 2003 during the initial military operations, by March of 2008 the **death toll** for US forces reached four thousand. The death toll for Iraqis was much harder to determine; however, a controversial *Lancet* study in June of 2006 put the figure at over 650,000. Leaked photos showing the abuse of Iraqi prisoners by US soldiers at the **Abu Ghraib** prison and reports of massacres of Iraqi civilians by US troops and contractors contributed to a growing anti-war sentiment in the US.

> **Compare and contrast coverage on Iraqi elections in newspapers from Ohio and New Zealand.**

> **How does one assess the bias and credibility of news sources?**

In 2011 President Barack **Obama** withdrew the last US combat troops from Iraq. While the country continued to suffer from ethnic conflict and political violence, the withdrawal brought some closure in the United States to an unpopular eight-year war that cost billions of dollars and thousands of American lives.

President Bush invaded Iraq hoping to create a stable ally in the Arab Middle East, but the invasion had unexpected consequences. How historians record the war will depend upon many factors, including the perspectives of the different media sources that often paint conflicting pictures of the war. It is our role as students of history and current events to critically analyze these constructions and to thoughtfully determine our own complex truths.

2005	2006	2007	2008	2009	2010	2011
New Iraqi constitution	Sectarian violence escalates: 100 civilians killed daily	Bush orders US troop surge	Obama elected	Obama orders US troop withdrawal		Last US combat forces leave Iraq
Democratic elections	Shiite Shrine destroyed in Samarra

Saddam Hussein executed | US tactics shift to develop alliances with Sunni tribal leaders, undermining the anti-US insurgency | | US forces gradually turn over control of towns and cities to the Iraqi government | | Sectarian violence continues |

Student Assessment

NAME _____ DATE _____

Circle only ONE answer for each question below unless otherwise indicated.

1. The ancient civilizations of Mesopotamia (today's Iraq) are <u>NOT</u> associated with the invention of:
a) writing
b) agriculture
c) democracy
d) the wheel

2. From the 1500s until the early 1900s, Iraq was ruled by:
a) the Ottoman Empire
b) the British Empire
c) the Persian Empire
d) the Russian Empire

3. The secret Sykes-Picot Agreement of 1916 divided much of the Middle East between which <u>TWO</u> imperial powers? Circle two.
a) Russia
b) Britain
c) the United States
d) France

4. Iraq gained its independence in what year?
a) 1872
b) 1902
c) 1932
d) 1962

5. In 1963, the pro-British monarchy was overthrown and the Arab socialist _____ took control of the government in Iraq.
a) Ba'ath party
b) Social Democratic Party
c) Hezbollah
d) Islamic Brotherhood

6. Prior to taking control of the government of Iraq in 1979, Saddam Hussein had been:
a) a spy for Israel
b) an ophthalmologist
c) a general in the Iraqi Army
d) an assassin

7. Saddam Hussein's government is best described as:
a) a dictatorship
b) a constitutional monarchy
c) a democracy
d) an Islamic caliphate

8. In 1980, Iraq attacked _____ and began a bloody eight-year war where over one million people died.
a) Kuwait
b) Iran
c) Israel
d) all of the above

9. Which of the following fought against Iraq in the 1991 Gulf War?
a) the US and the United Nations
b) Syria, Saudi Arabia, Egypt, and Kuwait
c) Britain, France, and other European nations
d) all of the above

10. Iraq's three main ethnic/religious groups are the:
a) Iqua, Urnu, and Kuans
b) Hindus, Palestinians, and Han
c) Kurds, Shiites, and Sunnis
d) Jews, Muslims, and Christians

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11. US President George H.W. Bush did not overthrow Saddam Hussein at the end of the Gulf War in 1991 because he did not have authorization from the UN, because he feared it would lead to civil war in Iraq, and because he feared that overthrowing Saddam might:
a) encourage Kuwait to invade Iraq
b) result in a democratic Iraq
c) open Iraq's oil wealth to the Soviets
d) give Iran more influence in the region

12. After the Gulf War in 1991, the US and Britain established _____ in the north of Iraq to stop Saddam from crushing an anti-government rebellion.
a) an independent nation
b) a no-fly zone
c) the United Nations protectorate over Iraq
d) economic sanctions

13. Between 1992 and 2003 the United Nations imposed economic sanctions on Iraq that resulted in:
a) the overthrow of Saddam Hussein
b) the 2003 US invasion of Iraq
c) the death of 500,000 Iraqi children
d) the gradual improvement of Iraq's economy

14. What event was most significant in providing public support for George W. Bush's call for war with Iraq in 2003?
a) 9/11
b) Saddam's gassing of Iraqi civilians
c) Bush's re-election
d) the Islamic Revolution in 1979

15. Which was NOT one of the reasons given by George W. Bush for the 2003 invasion of Iraq?
a) The US needs control over Iraq's oil.
b) Saddam Hussein is a brutal dictator.
c) Iraq is pursuing weapons of mass destruction.
d) We should attack him before he attacks us.

16. Within a month of the US invasion of Iraq…
a) ethnic and sectarian tensions decreased
b) Saddam Hussein was overthrown
c) Iraq had a democratic civil society
d) the US discovered Iraq's nuclear weapon program

17. Abu Ghraib prison gained notoriety in 2003 and 2004 due to:
a) new evidence of Saddam Hussein's history of prison brutality
b) the prison's rapidly increasing population
c) nearby US drone attacks on Iraq and Pakistan
d) the abuse of Iraqi prisoners by US forces

18. The cartoon below is best characterized as:
a) pro-war
b) anti-war
c) neutral

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Teacher Answer Sheet

NAME _____ **DATE** _____

Circle only ONE answer for each question below.

1. The ancient civilizations of Mesopotamia (today's Iraq) are <u>NOT</u> associated with the invention of:
a) writing
b) agriculture
c) **democracy** ⭕
d) the wheel

2. From the 1500s until the early 1900s, Iraq was ruled by:
a) **the Ottoman Empire** ⭕
b) the British Empire
c) the Persian Empire
d) the Russian Empire

3. The secret Sykes-Picot Agreement of 1916 divided much of the Middle East between which <u>TWO</u> imperial powers? Circle two.
a) Russia
b) **Britain** ⭕
c) the United States
d) **France** ⭕

4. Iraq gained its independence in what year?
a) 1872
b) 1902
c) **1932** ⭕
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5. In 1963, the pro-British monarchy was overthrown and the Arab socialist _____ took control of the government in Iraq.
a) **Ba'ath party** ⭕
b) Social Democratic Party
c) Hezbollah
d) Islamic Brotherhood

6. Prior to taking control of the government of Iraq in 1979, Saddam Hussein had been:
a) a spy for Israel
b) an ophthalmologist
c) a general in the Iraqi Army
d) **a hired assassin** ⭕

7. Saddam Hussein's government is best described as:
a) **a dictatorship** ⭕
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c) a democracy
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8. In 1980, Iraq attacked _____ and began a bloody eight-year war where over one million people died.
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9. Which of the following fought against Iraq in the 1991 Gulf War?
a) the US and the United Nations
b) Syria, Saudi Arabia, Egypt, and Kuwait
c) Britain, France, and other European nations
d) **all of the above** ⭕

10. Iraq's three main ethnic/religious groups are the:
a) Iqua, Urnu, and Kuans
b) Hindus, Palestinians, and Han
c) **Kurds, Shiites, and Sunnis** ⭕
d) Jews, Muslims, and Christians

11. US President George H.W. Bush did not overthrow Saddam Hussein at the end of the Gulf War in 1991 because he did not have authorization from the UN, because he feared it would lead to civil war in Iraq, and because he feared that overthrowing Saddam might:
   a) encourage Kuwait to invade Iraq
   b) result in a democratic Iraq
   c) open Iraq's oil wealth to the Soviets
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12. After the Gulf War in 1991, the US and Britain established _____ in the north of Iraq to stop Saddam from crushing an anti-government rebellion.
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   b) the prison's rapidly increasing population
   c) nearby US drone attacks on Iraq and Pakistan
   d) **the abuse of Iraqi prisoners by US forces**

18. The cartoon below is best characterized as:
   a) **pro-war**
   b) anti-war
   c) neutral

Background History:
Conflicting Timelines

1. (Optional) Determine whether you will use the background *Student Reading: Iraq: Background to War* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. Organize and make copies for the class activities.

3. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

4. Introduce the lesson:

Lesson Introduction

Timelines can provide a useful way to review the history of a particular place or person by examining important events across a specific time period. The creators of timelines, like all historians, make choices about what information to include and what to leave out. These choices for inclusion and exclusion are often guided by the intention or point of view of the writer.

In this lesson, you will study two different timelines reviewing the same time period in the recent history of Iraq. One of the timelines was constructed for a US government website, and the other for a website that is critical of the US' role in Iraq. Your job will be to discover the very different interpretations of US and Iraqi relations as presented by these two websites, and to consider why each timeline might present history in the particular way that it does.

The timeline on the US government website was prepared by the US State Department's Bureau of International Information Programs (IIP). The website says that its resources, such as this timeline, are made to "support the State Department's initiatives …and are created strictly for key international audiences, such as the media, government officials, opinion leaders, and the general public in more than 140 countries around the world" (*USinfo.state.gov*).

The other timeline was created by Peter Gilbert for the website *PeopleJudgeBush.org*. This website is associated with the International Action Center, a group that sponsored antiwar demonstrations during the 2004 Republican Convention, including a tribunal to try President George W. Bush and his top advisors for war crimes. The website introduces its timeline by stating, "Iraq, a center of civilization for thousands of years, since ancient Mesopotamia and Babylon has in the last fourteen years faced the greatest threat to its civilization in four millennia with consistent and varied attacks by the United States" (*PeopleJudgeBush.org*).

5. Review the *Student Handout: Vocabulary* as a whole class or distribute the handout to each student or group of students.

6. Distribute the *Student Handout: Conflicting Timelines* and the *Student Worksheet*. Give students time to complete the worksheet.

7. Lead a decoding of the two timelines using the *Media Sample Questions & Answers* in the following pages of the *Teacher Guide*.

Media Sample Questions & Answers

Compare and contrast the two timeline's coverage of the following events. The first one is done as a model.

	1979: The Iranian Revolution and Saddam Hussein's rise to power	1980-1988: The Iran-Iraq War	1988-1990: The Lead Up to the Persian Gulf War	January 1991-February 26, 1991: The Gulf War	After the War (last paragraph of each timeline)
US State Department	[MODEL GIVEN TO STUDENTS] The US State Dept. timeline says very little about the Iranian Revolution, although it highlights Iran's Ayatollah Khomeni. Includes Saddam Hussein's executions	Focuses on Iraq's aggressiveness and violations of human rights, including its "abrogating" the treaty with Iran; Iraq's use of mustard gas and nerve gas agents against Iranian soldiers, use of chemical weapons, mass executions, forced relocations of Iraqis, and gassing of 5,000 Iraqi Kurds	Includes very little before Iraq's invasion of Kuwait and then focuses on United Nations' resolutions against Iraq.	Has little information about the war, but references the "liberation of Kuwait."	States what the UN resolutions require of Iraq ("end its weapons of mass destruction program, "end support for international terrorism," and "end repression of its people").
PeopleJudgeBush.org	[MODEL GIVEN TO STUDENTS] PeopleJudgeBush.org calls the Iranian Revolution "popular" and focuses on the loss of US control in the region. No mention of Saddam Hussein	Does not mention any of Iraq's human rights violations, but focuses on US economic support of Iraq in the war and its "fueling the destruction on both sides…"	Gives the impression that Kuwait brought on the invasion by stealing Iraqi oil, demanding money and "conspiring with the US to destroy Iraq's economy." The timeline repeatedly presents Iraq as the reasonable party in the dispute: "Iraq attempts diplomatic solution to Kuwait's belligerence," "Iraq has not threatened Saudi Arabia," and "Iraq calls for a peaceful settlement."	Focuses on the US destruction of civilian facilities (water and sewage treatment plants, food production plants, etc.) and the "murder" of Iraqi civilians.	Focuses on the Iraqi death toll (150,000) and the destruction of civilian facilities that "leav[e] Iraq unable to feed itself."

Media Sample Questions & Answers

1) **How does the mission statement below shape the reporting of events in the State Department timeline?**

> "The Bureau of International Information Programs (IIP) is the principle international strategic communications service for the foreign affairs community…The Bureau's products and services…are designed to support the State Department's initiatives, as well as those of other U.S. foreign policy organizations." (US State Department)

Possible Answer: The US informational timeline comes from the US State Department. Since the State Department is a branch of US government, it gives information that supports the US' reasons for going to war, in particular focusing on Saddam Hussein's war crimes against the Iranians and the Kurds and his invasion of Kuwait. The State Department is not likely to criticize the US government's role in instigating conflict.

2) **How does the perspective below shape the reporting of events in the PeopleJudgeBush.org timeline?**

> "George W. Bush, Dick Cheney and many other right-wing zealots in the U.S. government have conspired to wage an illegal war of aggression against Iraq, kidnap and torture civilians around the world, attack civilians and medical facilities in Afghanistan, Iraq and elsewhere." (PeopleJudgeBush.org)

Possible Answer: Since PeopleJudgeBush.org believes that the leaders of the United States are responsible for war crimes, they give information that condemns US actions, such as aiding both Iran and Iraq in order to "kill each other," the Iran-Contra scandal and attacks on Iraqi civilians. The timeline does not point out Saddam Hussein's crimes and provocations.

3) **Are these timelines based more on factor or opinions? Give examples of opinions used in the timelines.**

Possible Answer: The timelines are made up mostly of facts, although some of the facts are disputed, such as the civilian death toll from the war. The State Department timeline includes some opinionated language, such as the *liberation* of Kuwait and Iraq's *proxy war* in Lebanon. The PeopleJudgeBush.org timeline uses more opinionated language, including claims that Brezinski *urged* Iraq to attack Iran, Kuwait *stole* oil from Iraq and that Schwarzkopf *encouraged* that policy. It claimed that Iraq did *not threaten* Saudi Arabia, and that the US *murdered* thousands of Iraqis. Despite this opinionated language, both sites use mostly provable facts.

4) **Would you describe the timelines as "objective" (judgments based on facts without personal prejudice) or "subjective" (judgments affected by personal biases, experiences, or background)? Is one timeline more objective than the other? Explain.**

Possible Answer: Although both timelines are made up mostly of facts, they differ greatly in which facts they have chosen to include. The facts included and left out of each timeline reflect the biases of the two organizations.

FURTHER QUESTIONS

Is it possible for a timeline or any description of history to be fully objective or free from bias?

How does one evaluate the bias and credibility of historical timelines?

Is one of these sources more trustworthy than the other? Why? How do you know?

How can one find out the biases of the creator of a resource found on the Internet?

What other sources might you seek out to find more information about this period of US-Iraqi relations?

ADDITIONAL INFORMATION

The US State Department Web site explains its purpose in this way:

> The Bureau prides itself on using cutting-edge technology and strategic alliances to improve its effectiveness. The Bureau's products and services—including web sites and other internet services, electronic journals, speaker programs, print publications, and CD-ROMs—uniquely are designed to support the State Department's initiatives, as well as those of other U.S. foreign policy organizations. It also manages Information Resource Centers overseas and offers reference specialists based in Washington, DC, to answer specialized information queries from abroad. The IIP was created from elements of the U.S. Information Agency when it merged with the Department of State on October 1, 1999. (USinfo.state.gov/usinfo/about_usinfo.html)

The sponsoring organization of the People Judge Bush website, the International Action Center (IAC), was founded by former US Attorney General Ramsay Clark, Sara Flounders and John Catalinotto, both of whom work for the Workers World Party, a socialist organization. The timeline's creator, Peter Gilbert, acted as coordinator for the war crimes tribunal, which IAC describes as: "the first major action of the week of resistance against the Republican National Convention."

The People Judge Bush Web site states the following about the tribunal:

> Expert witnesses will place the war and occupation against Iraq within the context of support for the Israeli occupation of Palestine, the United States' belligerent role in fueling the Iran/Iraq war, the premeditated assault on Iraq in 1992, ten years of brutal sanctions, and the ramifications of an unending "War on Terror." Through this discussion the U.S. strategies to weaken and divide peoples and nations in the Middle East will emerge as part of their overall plan to control oil production and to re-colonize the peoples of the Middle East. ("Hearing #2: Crimes Against Peace")

CONNECTIONS

Teach students the history of the Vietnam War, the Gulf War and the War in Afghanistan through the comparison of *Newsweek* coverage of all three wars using Project Look Sharp's *Media Construction of War: A Critical Reading of History*.

REFERENCES

The International Action Center. http://www.iacenter.org

PeopleJudgeBush.org. "Hearing #2: Crimes Against Peace: Planning and Preparation for Wars in the Middle East and East Africa." http://www.peoplejudgebush.org

United States Department of State. Bureau of International Information Programs. http://usinfo.state.gov/usinfo/about_usinfo.html - content

Student Handout: Vocabulary

AMARIYAH SHELTER
A bomb shelter in which several hundred Iraqi civilians were killed by direct hit in US bombing raid.

APRIL GLASPIE
US Ambassador to Iraq before the Gulf War who held a controversial meeting with Saddam Hussein one week before Iraq's invasion of Kuwait.

AYATOLLAH KHOMEINI
Shiite religious leader originally from Iran who lived in exile in France for fourteen years as a sharp critic of the Shah. He returned to Iran as the Supreme Leader of the New Islamic Republic following the Iranian Revolution of 1979.

BA'TH PARTY
Iraqi political party with socialist and pan-Arab principles that first came to power in military coup of 1963. In 1968 they became the ruling party of Iraq until the fall of Saddam Hussein.

CHEMICAL WARFARE
The use of chemical weapons against an enemy in war. The UN Special Commission found stockpiles of chemical weapons in Iraq following the first Gulf War. Saddam Hussein first developed these weapons with the help of a US company in the late 1970s (kar 129) when the US supported Iraq in its war with Iran.

COALITION FORCES
Troops from the 38 countries that joined in the Gulf War against Iraq.

DU WEAPONS
Depleted uranium weapons with great destructive power and potentially deadly after effects.

GULF WAR
A 1991 coalition of 38 countries led by the US that attacked Iraq with the intention of evicting Iraq from Kuwait, also known as "Operation Desert Storm."

HALABJAH
Kurdish town in the north of Iraq that was the site of a chemical weapons attack by Saddam Hussein. This horrific attack resulted in the deaths of 5,000 people with 10,000 more injured.

HENRY KISSINGER
The US Secretary of State under Presidents Nixon and Ford.

INVASION OF KUWAIT
Saddam Hussein ordered the Iraqi army to invade Kuwait on August 2, 1990. He annexed Kuwait six days later.

IRAN-CONTRA SCANDAL
Illegal and secret US arms sales to Iran during the presidency of Ronald Reagan. Proceeds were to fund the contras, who were attempting to overthrow the Nicaraguan government.

IRAN-IRAQ WAR
A war initiated in 1980 by Saddam Hussein, who sought to gain territory and prestige at home and in the Arab world and to counter Iranian calls for an Islamic revolution in Iraq. The war lasted for eight years until a 1988 cease-fire.

NORMAN SCHWARZKOPF
The US General who became Commander of Coalition forces.

OPEC
The Organization of Petroleum-Exporting countries founded in 1960 primarily by Middle Eastern members. The intention was to challenge the oil companies' practice of controlling the price and production of oil.

OPERATION DESERT STORM (SEE ALSO GULF WAR)
Military operations against Iraq during January and February 1991, which resulted in Iraq's defeat and subsequent retreat from Kuwait.

PRESIDENT AL-BAKR
The former general and leader of 1968 coup in Iraq who became leader of Iraq's Revolutionary command council. Saddam Hussein subsequently removed him from power.

RUMALIA OIL FIELDS
A large band of territory along the Iraq-Kuwait border that holds one of the world's largest proven oil fields, shared by both countries. Saddam Hussein accused Kuwait of illegally pumping oil from Iraq's half of the field by horizontal drilling techniques.

SADDAM HUSSEIN
Iraqi dictator from 1979 until 2003. He used brutal repression of enemies, oil revenues, and strategic wars and alliances to maintain power. He received US support until the invasion of Kuwait in 1991.

SHAH OF IRAN
Iranian monarch whose pro-western allegiances caused great social unrest in the late 1970s. He maintained power with the support of the United States and with the strong-arm tactics his own secret police.

UNIIMOG
United Nations Iran-Iraq Military Observer Group that was to observe the cease fire agreements following the Iran-Iraq war. In February 1991 UNIIMOG formally announced that the two countries had returned to the international borders.

UN SANCTIONS
United Nations' restrictions on imports to Iraq, intended to limit Iraq's military development.

UN SECURITY RESOLUTIONS
A series of resolutions following Iraq's invasion of Kuwait in 1990 that called for economic sanctions against Iraq and threatened military force if Iraq did not withdraw from Kuwait.

UNSCOM
United Nations Special Commission on Inspections, which was created at the end of the Gulf War in 1991 to identify and destroy weapons of mass destruction in Iraq.

WEAPONS OF MASS DESTRUCTION (WMDS)
Weapons capable of destroying large populations of people. They include chemical, biological and nuclear weapons.

Conflicting Timelines

US State Department

1979 January 16: Islamic Revolution ousts the Shah of Iran. Ayatollah Khomeini, who lived in Iraq from 1964-1978, returns to Tehran in February.

1979 July 16: President Al-Bakr resigns and is succeeded by Vice President Saddam Hussein. Within days, Saddam Hussein executes at least 20 potential rivals, members of the Ba'ath Party and military.

1979 September: Military skirmishes and propaganda war increase between Iraq and Iran.

Iran-Iraq War

1980 September 4: Iran shells Iraqi border towns. On September 17, Iraq abrogates the 1975 treaty with Iran.

1980 September 22: Iraq attacks Iranian airbases.

1980 September 23: Iran bombs Iraqi military and economic targets.

1981 June 7: Israel attacks an Iraqi nuclear research center at Tuwaythah near Baghdad.

PeopleJudgeBush.org

1979

US backed Shah of Iran is overthrown by popular revolution. The US loses control over Iran's oil, and its political and military foothold in the region.

1980

At the urging of the US National Security Advisor Zbigniew Brezinski, Iraq attacks Iran. The US provides billions in aid to Iraq over the next eight years, mostly funneled through arms sales to Saudi Arabia and Kuwait.

Conflicting Timelines

US State Department

Chemical Attacks

1986 March: UN Security General reports Iraq's use of mustard gas and nerve agents against Iranian soldiers, with significant usage in 1981 and 1984.

1988 February-September: Iraq military operation "Anfal" results in 50,000-100,000 deaths throughout northern Iraq; Iraq uses chemical weapons, mass execution and forced relocation to terrorize the area.

1988 March 16: Iraq attacks the Kurdish town of Halabjah with a mix of poison gas and nerve agents, killing 5,000 residents.

1988 August 20: The Iran-Iraq war ends in stalemate; an estimated one million soldiers are killed in eight years of fighting. A ceasefire comes into effect to be monitored by the UN Iran-Iraq Military Observer Group (UNIMOG).

1989: Iraq sends military hardware to Lebanon in a proxy war with Syria.

PeopleJudgeBush.org

1986
Iran-Contra scandal reveals US has secretly aided Iran with weapons for years, in effect arming and fueling the destruction of both sides in the war. Henry Kissinger remarks "too bad they can't both lose," "I hope they kill each other."

August 20, 1988
Cease-fire between Iran and Iraq takes effect. Over one million have died as a result of the war.

1988
- With US support, Kuwait dramatically increases its oil production, in violation of OPEC, which destabilizes the economies of both Iraq and Iran.
- Kuwait increases pumping from the disputed Rumaila oil field on the Iraq border. It uses US slant drilling technology to steal oil clearly on the Iraq side of the border.
- Kuwait demands immediate repayment of the $30 billion it loaned to Iraq to fuel the Iran-Iraq war.

Conflicting Timelines

US State Department

Iraqi Invasion of Kuwait

1990 August 2: Iraq invades Kuwait and is condemned by the United Nations Security Council Resolution 660, which calls for the full withdrawal.

1990 August 8: Iraq appoints puppet regime in Kuwait that declares a merger with Iraq;

1990 November 9: UNSC Resolution 678 authorizes the states cooperating with Kuwait to use "all necessary means" to uphold UNSC Resolution 660; UN orders Iraqi withdrawal by January 15, 1991.

1991 January 17: The Gulf War with coalition forces begin aerial bombing of Iraq, "Operation Desert Storm."

1991 February 24: The start of a ground operation; liberation of Kuwait occurs February 27.

1991 March 3: Iraq accepts the terms of a ceasefire. The primary ceasefire resolution is UNSCR 687 (April 3), requiring Iraq to end its weapons of mass destruction programs, recognize Kuwait, account for missing Kuwaitis, return Kuwaiti property and end support for international terrorism. Iraq is required to end repression of its people.

PeopleJudgeBush.org

1989-1990
Iraq attempts diplomatic solution to Kuwait's belligerence, appealing to the UN, OPEC, and the United States. General Normal Schwarzkopf visits Kuwait several times to encourage their policy.

July 1990
Saddam Hussein charges Kuwait of conspiring with the US to destroy Iraq's economy. Iraq deploys troops along the border. US ambassador to Iraq Glaspie tells Hussein that the US has "no position" on the border dispute. Kuwait, on the other hand, expresses confidence the US will intervene militarily on its behalf.

August 1990
- Aug. 2: Iraq invades Kuwait
- Aug. 6: UN Sanctions are imposed until Iraq withdraws form Kuwait. Iraq's assets around the world are frozen, and all imports and exports are stopped by a US blockade.
- Aug. 8: 40,000 US troops begin to deploy to Saudi Arabia, without constitutional authority by the Congress. Iraq has not threatened Saudi Arabia and has no troops near its border.
- Aug. 12: Iraq calls for a peaceful settlement; the US rejects it.

November 1990
Bush Sr. increases deployment to 400,000.

January 1991
Jan 12: The US Congress narrowly authorizes the use of force. Jan. 16: US begins bombing Iraq. Water treatment plants, sewage plants, food processing plants, and other necessary civilian facilities are deliberately targeted. Within forty days Iraq's entire infrastructure is decimated. Millions are with insufficient food, water and sanitation. In 42 days the US has used 88,500 tons of explosives (equivalents to 7.5 Hiroshimas) and over 300 tons of DU weapons.

Feb 13, 1991
Two planes attack the Amariyah bomb shelter, instantly incinerating several hundred Iraqi civilians, mostly women and children.

Feb 21, 1991
Iraq agrees to withdraw completely from Kuwait, but within 48 hours US troops begin the ground assault.

Feb 28, 1991
Cease-fire declared. An estimated 150,000 Iraqis have been killed by the assault. Although Iraq has withdrawn, sanctions are extended until Iraq has disarmed. UNSCOM begins regular inspections to enforce disarmament. Inspectors eventually destroy "dual use" facilities including food processing plants, fertilizers and pesticide facilities, and refrigeration and cold storage units. This leaves Iraq unable to feed itself, and unable to import food.

Student Worksheet

NAME _____   DATE _____

Compare and contrast the two timeline's coverage of the following events. The first one is done as a model.

	1979: The Iranian Revolution and Saddam Hussein's rise to power	1980-1988: The Iran-Iraq War	1988-1990: The Lead Up to the Persian Gulf War	January 1991- February 26, 1991: The Gulf War	After the War (last paragraph of each timeline)
US State Department	The US State Dept. timeline says very little about the Iranian Revolution, although it highlights Iran's Ayatollah Khomeni. Includes Saddam Hussein's executions				
PeopleJudgeBush.org	PeopleJudgeBush.org calls the Iranian Revolution "popular" and focuses on the loss of US control in the region. No mention of Saddam Hussein				

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Student Worksheet

NAME _____   DATE _____

Answer the questions below.

1) **How does the mission statement below shape the reporting of events in the State Department timeline?**

   > "The Bureau of International Information Programs (IIP) is the principle international strategic communications service for the foreign affairs community…The Bureau's products and services…are designed to support the State Department's initiatives, as well as those of other U.S. foreign policy organizations." (US State Department)

2) **How does the perspective below shape the reporting of events in the PeopleJudgeBush.org timeline?**

   > "George W. Bush, Dick Cheney and many other right-wing zealots in the U.S. government have conspired to wage an illegal war of aggression against Iraq, kidnap and torture civilians around the world, attack civilians and medical facilities in Afghanistan, Iraq and elsewhere." (PeopleJudgeBush.org)

3) **Are these timelines based more on factor or opinions? Give examples of opinions used in the timelines.**

4) **Would you describe the timelines as "objective" (judgments based on facts without personal prejudice) or "subjective" (judgments affected by personal biases, experiences, or background)? Is one timeline more objective than the other? Explain.**

Lesson 2:
TV Totalitarianism

Video Clips

LESSON PLAN

TV Totalitarianism

NOTE: **Unit 3: War in Iraq: Whose Voice, Whose Story***? includes a brief background* **Student Reading: Iraq: Background to War and Student Assessment** *that can be administered before any lesson in this unit. Alternatively, the assessment can be given at the end of the unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Unit 3, Lesson 1,** *but they are listed as optional materials in all Unit 3 lessons.*

Lesson Objectives:
- Students will learn about Saddam Hussein and the history of his dictatorship.
- Students will explore the role of media in a totalitarian government.
- Students will decode messages in a music video.

Vocabulary:
Baath Party, chemical weapons, dictatorship, Gulf War, Halabja, human rights, invasion of Kuwait, Iranian Revolution, Iran-Iraq war, keffiyeh, Kurds, Marsh Arabs, Saddam Hussein, Shiite (Shia), totalitarianism

Media: Video clip and lyrics to "Saddam Our Father"
39 seconds

Materials Needed:
- (Optional) Four-page *Student Reading: Iraq: Background to War*
- (Optional) Two-page *Student Assessment*
- (Optional) Two-page *Teacher Answer Sheet*
- Four-page *Teacher Guide*
- *Student Handout* (contains four copies of the song lyrics)
- Video clip (access online or via Unit 3 Lesson 2 digital media folder)

Time: 30 minutes (not including the optional background reading and assessment)

Lesson Procedures:

- (Optional) Distribute the *Student Reading: Iraq: Background to War* to provide the class a brief background history of Iraq. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment.*

- Present the *Lesson Introduction* to the class.

- Cut the *Student Handout* into quarters and distribute the video lyrics.

- Play the video clip and lead a discussion using the *Media Sample Questions & Answers* in the *Teacher Guide*.

- Lead a discussion about government and media using the *Additional Information* and *Further Questions*.

TEACHER GUIDE

TV Totalitarianism

1. (Optional) Determine whether you will use the unit background *Student Reading: Iraq: Background to War* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. Organize, make copies, and cut the song lyrics into small sheets for the class activity.

3. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

4. Introduce the lesson:

Lesson Introduction

Dictators have often begun their rise to power by heading the secret police of a political party. Saddam Hussein, as head of the Baath Party security forces, used this model by expelling his enemies from the Party, imprisoning them and sometimes taking their lives with his own hand.

Saddam Hussein's 25-year rule as dictator of Iraq officially began in July 1979 when he placed his relative and Baath party leader, General Ahmed Hassan al-Bakr, under arrest. One month later he put 68 Baath Party leaders on trial, jailing 33 and executing 21. Saddam Hussein ruled by violence throughout his dictatorship, killing those whom he perceived as enemies. He ordered chemical weapons to be used against the Kurds of northern Iraq, killing thousands of people, mostly women and children, in a horrific attack on the town of Halabja in March 1988. He drained the wetlands of the south where army deserters and Shia rebels had found sanctuary, turning the fertile homeland of the Marsh Arabs into desert. He put down with brutal force any opposition movements, such as those mounted by the Shiite, who represented more than half of the Iraqi population.

In 1979 an Islamic revolution in neighboring Iran placed a Shiite religious leader, Ayatollah Khomeini, in power. Fearing that the revolution might spread to the oppressed Shia of Iraq, Hussein invaded Iran in 1980, hoping to gain territory and power in the region. The Iran-Iraq war bogged down for eight years and killed one million people. During the war, Saddam Hussein used poison gas against Iranians, as he would later do against his own people. The war ended with a stale mate in 1988. During the Iran-Iraq War, the US supported Saddam Hussein, fearing that the anti-American Iranian revolution could spread to Iraq. However, US policy towards Saddam Hussein changed abruptly in 1990.

In August of 1990, Saddam Hussein launched an invasion of Kuwait. President George H. W. Bush led a coalition of countries in a decisive military defeat of Iraq in what became known as the first Gulf War. Kurdish and Shiite resistance leaders hoped that the Coalition would bring freedom from the dictatorship but the US-led troops stopped short of removing Saddam Hussein from power at that time.

Saddam Hussein used his absolute control over Iraqi media to keep his image constantly before the people. Huge painted cutout figures of Saddam Hussein rose over the entrance to every village. Saddam Hussein's name was mentioned dozens of times each hour on the radio, and his image was on TV screens for hours every day. One joke told of a Kurd walking into a repair shop with a broken TV in northern Iraq. The repairman takes a photo of Saddam off the wall, glues it onto the screen and says, "There, now it works" (Braude 147).

Despite Saddam Hussein's totalitarian control, there were occasional, but dangerous, ways for people to get news of the outside world. Those with shortwave radios could listen to U.S. "Radio Liberty" or the BBC Arabic Service. Illegal satellite dishes, if kept out of sight, could tune in to CNN or the Arab TV network, al-Jazeera.

The following music video clip is from *Saddam Our Father* and was used to open the Iraqi news each day (*Frontline*). As you watch, notice what messages are being offered about Saddam Hussein and how the creators of the video use visual images to convey the message.

5. Distribute the *Student Handout* with the video lyrics.

6. Project the video clip. Lead a decoding using the *Media Sample Questions & Answers* below.

"Saddam Our Father"
Opening Video for Iraqi News
:39 sec.

Media Sample Questions & Answers

1) What are the messages about Saddam Hussein in the video and how are they communicated?

Possible Answer: He is a strong protector
Evidence: Saddam Hussein is shown in military clothing, raising a sword, surrounded by loyal soldiers, and the lyrics, "Saddam is our father, with him at home there is no fear."

Possible Answer: He is a man of faith, and respected by the people.
Evidence: He is shown on his knees in prayer; he waves and smiles to people who dance and clap for him; he is shown listening to a family in their home, and the lyrics, "He spreads his love equally among all of us."

Possible Answer: He is a leader of Arab nations.
Evidence: He is shown in a *keffiyeh*, a cotton headdress commonly worn by Arab men, and his face is shown over the map and flag of Iraq.

FURTHER QUESTIONS

What might happen to freedom of thought within a society where there is only one source of news and information?

Does the government control the US media?

Why is an independent press considered essential for democracy?

How might the Internet affect a government's ability to control access to information?

ADDITIONAL INFORMATION

Saddam Hussein was well aware of the power of media to control the population. Some of his most powerful advisors came from media backgrounds. His son, Uday, controlled Al-Shabab, the only entertainment channel available on Iraqi TV (Mahdi 51). This channel had a program with amateur music videos by young Iraqis trying to become famous singers. It also showed pirated films, such as Saddam's favorites, *The Godfather* and *The Old Man and the Sea* (Purdum 26). One television program showed Saddam Hussein visiting an ordinary Iraqi family, sometimes arriving in disguise, to explore their views about his leadership and policies (Karsh and Rautsi 122).

Saddam Hussein liked to represent himself as an Arab nationalist, the one strong leader who would stand up for the Palestinians against Israel and the US. He likened himself to Nebuchadnezzar, the Babylonian king who occupied Jerusalem in 587 BC and enslaved the Jews:

> I am reminded that any human being with broad horizons, faith and feeling can act wisely but practically, attain his goals and become a great man who makes his country into a great state. And what is most important to me about Nebuchadnezzar is the link between the Arab's ability and the liberation of Palestine. (Karsh and Rautsi 153)

CONNECTIONS

Compare Saddam Hussein's video with those of recent US presidents, such as these from Project Look Sharp's *Media Construction of Presidential Campaigns*: Bill Clinton, "Journey" (1992 election) and Ronald Reagan, "Morning in America" (1984 election).

Compare this video with the January 7, 1991 *Newsweek* cover of Saddam Hussein titled "More than Just a Madman" and teach students the history of the Gulf War (and the wars in Vietnam and Afghanistan) through media decoding of *Newsweek* covers using Project Look Sharp's *Media Construction of War*.

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Lyrics from "Saddam Our Father"

Our father, indeed Saddam is our father
With him at home there is no fear
Our father, the kind Saddam, is our father
With him at home there is no fear
He spreads his love equally among all of us
Has the world ever seen anyone like our father?

Lyrics from "Saddam Our Father"

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Lesson 3:
Media Coverage of the Gulf War

LESSON PLAN

Video Clips

Media Coverage of the Gulf War

NOTE: **Unit 3: War in Iraq: Whose Voice, Whose Story***? includes a brief background* **Student Reading: Iraq: Background to War and** **Student Assessment** *that can be administered before any lesson in this unit. Alternatively, the assessment can be given at the end of the unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Unit 3, Lesson 1,** *but they are listed as optional materials in all Unit 3 lessons.*

Lesson Objectives:
- Students will review the history of the Gulf War of 1991.
- Students will learn about the US government's role in influencing media coverage of the Gulf War.
- Students will identify bias in a documentary video.

Vocabulary:
censorship, Coalition forces, George H.W. Bush, invasion of Kuwait, Iran-Iraq War, oil, Operation Desert Storm, press pools, public relations (PR), Saddam Hussein, UN Security Council

Media: Video clip from film *Lines in the Sand*
Total running time 4 min. 29 sec.

Materials Needed:
- (Optional) Four-page *Student Reading: Iraq: Background to War*
- (Optional) Two-page *Student Assessment*
- (Optional) Two-page *Teacher Answer Sheet*
- Four-page *Teacher Guide*
- *Student Worksheet*
- Video clip (access online or via Unit 3 Lesson digital media folder)

Time: 30 minutes (not including the optional background reading and assessment)

Lesson Procedures:

- (Optional) Distribute the *Student Reading: Iraq: Background to War* to provide the class a brief background history of Iraq. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment.*

- Present the *Lesson Introduction* to the class.

- Distribute the *Student Worksheet.*

- Play the video clip and lead a discussion using the *Media Sample Questions & Answers* as a guide.

- Present *Additional Information* and lead a discussion about propaganda using the *Further Questions*.

TEACHER GUIDE

Media Coverage of the Gulf War

1. (Optional) Determine whether you will use the unit background *Student Reading: Iraq: Background to War* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. Organize and make copies for the class activities.

3. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

4. Introduce the lesson:

Lesson Introduction

The Iraqi economy was in a terrible state following the Iran-Iraq War. Saddam Hussein, with one of the world's largest armies, may have felt that an invasion of a small, oil-rich country would solve his financial problems. On August 2, 1990, the Iraqi army invaded Kuwait, its much smaller neighbor to the southeast. One week later, Saddam Hussein announced that Iraq had annexed Kuwait, calling it the nineteenth province of Iraq.

President George H.W. Bush proceeded to build a coalition of Arab and Western countries that were willing to send troops to force Iraq out of Kuwait. On November 29, 1990, the UN Security Council approved the use of force against Saddam Hussein if he failed to retreat from Kuwait. On January 17, 1991, Operation Desert Storm began with an intensive bombing campaign against Iraqi targets. This was followed by a ground attack that lasted for only 100 hours before Saddam Hussein agreed to the UN terms. One hundred forty-eight U.S. troops were killed during the fighting while tens of thousands of Iraqi soldiers lost their lives (National Guard Bureau, "Iraqi Death Toll").

During Desert Storm, the Kurds in the north of Iraq and Shiites in the south rebelled against Saddam Hussein. They had hoped for support from the US and Coalition forces, but such help did not come. Saddam Hussein withdrew his forces from Kuwait and ended the brief occupation. In doing so, he helped to maintain his hold on power; the Coalition's goal was simply to expel Iraq from Kuwait and not to remove Saddam Hussein from power.

The US government was highly aware of the public relations (PR) aspects of waging war in the 1990s. The Pentagon took steps to control coverage of the Gulf War in ways that provided a distinct change from television coverage of the Vietnam War. A limited number of journalists were allowed to visit the front in "press pools" that were reserved for reporters only from Coalition countries. Pool reporters had to be accompanied by troops who would decide what a journalist could see or photograph. Censorship was defended by the government as security against giving information to the enemy. Polls showed that most US citizens accepted the need for such censorship. Journalists who challenged the pool restrictions were threatened with losing their accreditation or being deported.

You will view a four-minute segment from a larger documentary, *Lines in the Sand*. It was written and produced in 1992 by Ed Griffin-Nolan, a peace activist who is the former media director for Witness for Peace. Griffin-Nolan shot some of the footage in Baghdad himself and obtained permission to use other footage from media sources. This short video was made for distribution to schools (junior high through college), libraries, religious organizations and community groups.

5. Distribute the *Student Worksheet*.

6. Project the video clip. Lead a decoding using the *Media Sample Questions & Answers* in the following pages of the *Teacher Guide*.

Lines in the Sand
Griffin-Worth Associates
Ed Griffin-Nolan, Laura Marini, and Peter Wirth
1991
4:19 min.

Media Sample Questions & Answers

1) According to the filmmakers, what strategies did the US government and military use to influence media coverage during the Gulf War of 1991?

Possible Answers:
- Managing timed release of positive images and information
- "Limiting reporters' access to combat situations"
- "Military PR experts selected, drilled and rehearsed their briefers carefully before every appearance"
- "Press officers only allowed interviews with selected troops and hovered nearby throughout"
- "Reports were censored before they reached us"
- "Hometown reporters inclined to write human interest stories were flown free to Saudi Arabia while journalists critical of the war were left out of press pools"
- "Networks turned endless hours of air time over to Pentagon briefing and commentary by former government officials"
- "We never saw the people on the other side of the bombing runs"

Media Sample Questions & Answers Cont'd

2) **What is the main message of the video clip?**

Possible Answer: Television coverage was controlled by the government to manipulate public opinion and rally support for the war.

3) **What techniques did the filmmakers use to convince viewers of this message?**

Possible Answer: The film shows many patriotic clips of US soldiers and military briefers contrasted with commentary about government manipulation of the media. In the final segment emotional music, photos and an interview highlight the death of an Iraqi family killed by US bombs.

4) **Who made this video and for what purpose?**

Possible Answer: The video was written and produced by peace activist Ed Griffin-Nolan to educate and influence public opinion.

5) **What important information is left out of the video clip?**

Possible Answer: The reasons behind the war, UN support for the war, Saddam Hussein's cruelty, government arguments as to the reasons for censoring the press.

FURTHER QUESTIONS

"Propaganda" is defined as biased or one-sided communication intended to manipulate public opinion towards a certain point of view. Do you think this video is propaganda? Why or why not?

Is it true that the government was trying to persuade the public to support the war? Why do you think so?

ADDITIONAL INFORMATION

Immediately after the war, the Center for the Study of Communication at the University of Massachusetts in Amherst released a study titled "The Gulf War: A Study of the Media, Public Opinion and Public Knowledge." The study concluded that

…the more TV people watched, the less they knew…Despite months of coverage, most people do not know basic facts about the political situation in the Middle East, or about recent U.S. policy toward Iraq… People who generally watch a lot of television were substantially more likely to 'strongly' support the use of force against Iraq…Our study revealed a strong correlation between knowledge and opposition to the war. The more people know, in other words, the less likely they were to support the war policy. (Rampton and Stauber 175)

CONNECTIONS

Teach students the history of the Gulf War (and the wars in Vietnam and Afghanistan) through media decoding of *Newsweek* covers using Project Look Sharp's *Media Construction of War*, which includes the complete video *Lines in the Sand*.

REFERENCES

Griffin-Nolan, Ed, Laura Marini, and Peter Wirth. *Lines in the Sand.* Griffin-Wirth Associates. 1991. Film.

"Iraqi Death Toll." *Frontline*. WGBH Educational Foundation, n.d. Web. 11 April 2013.

National Guard Bureau. "The Operation Desert Shield/Desert Storm Timeline." *U.S. Department of Defense*. U.S. Department of Defense, n.d. Web. 11 April 2013.

Rampton, Sheldon and John Stauber. *Weapons of Mass Deception*. New York: Penguin, 2003. Print.

Student Worksheet: *Lines in the Sand*

NAME _____   DATE _____

Use evidence from the video clip to answer the questions below.

1) **What strategies did the US government and military use to influence media coverage during the Gulf War of 1991?**

2) **What primary messages are the filmmakers trying to convey about media coverage of the war?**

3) **What techniques do the filmmakers use to communicate their message(s)?**

4) Who made this video and for what purpose?

5) What important information is left out of the video clip?

Lesson 4:
The War in
Editorial Cartoons

Printed
Document

PowerPoint
Slide Show

LESSON PLAN

The War in Editorial Cartoons

NOTE: **Unit 3: War in Iraq: Whose Voice, Whose Story***? includes a brief background* **Student Reading: Iraq: Background to War and** **Student Assessment** *that can be administered before any lesson in this unit. Alternatively, the assessment can be given at the end of the unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Unit 3, Lesson 1,** *but they are listed as optional materials in all Unit 3 lessons.*

Lesson Objectives:
- Students will analyze issues related to the war in Iraq, including reasons for the war, dissent and protest, US foreign relations, world opinion, and media coverage.
- Students will identify editorial messages within political cartoons.
- Students will identify stereotypes or characterizations within political cartoons.

Vocabulary:
al-Jazeera, Allah Akbar, axis of evil, Bashar al-Asad, Beirut barracks, CENTCOM, embedded reporting, Fidel Castro, Fox News, Gerhard Schroder, Jacques Chirac, Khobar Towers, Kim Jong-il, Muhammad Khatami, multilateralism, quagmire, Stockholm syndrome, USS Cole, Vladimir Putin, WMDs

Media: 25 slide PowerPoint and six handouts with twenty-four editorial cartoons

Needed:
- (Optional) Four-page *Student Reading: Iraq: Background to War*
- (Optional) Two-page *Student Assessment*
- (Optional) Two-page *Teacher Answer Sheet*
- Fifteen-page *Teacher Guide*
- Six separate one-page *Student Handouts, 1-6*
- *Student Worksheet*
- Twenty-five PowerPoint (access online or via Unit 3 Lesson 4 digital media folder)

Time: 45 minutes (not including the optional background reading and assessment)

Lesson Procedures:

- (Optional) Distribute the *Student Reading: Iraq: Background to War* to provide the class a brief background history of Iraq. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment.*

- Present the *Lesson Introduction* to the class.

- Divide the class into six groups. Distribute one of the six *Student Handouts* of cartoons to each group. Have each group analyze and prepare to present on their four cartoons that deal with a particular issue related to the war.

- Have each group present their analysis of their four cartoons. Use the *Teacher Guide* to facilitate the presentations. Include the *Additional Information* about each cartoon as needed.

- Lead a discussion about the editorial nature of political cartoons using the *Further Questions*.

TEACHER GUIDE

The War in Editorial Cartoons

1. (Optional) Determine whether you will use the background *Student Reading: Iraq: Background to War* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. Organize and make copies for the class activities.

3. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

4. Introduce the lesson:

Lesson Introduction

Editorial cartoons are an important way in which opinions about political issues are expressed in newspapers, magazines and on the Internet throughout the world. Some comic strip writers also use their characters to put forward a particular point of view, such as Al Capp's strip, *Lil Abner*, or Gary Trudeau's *Doonesbury*. For the many folks who only look quickly through the newspaper, an editorial cartoon or comic strip can especially shape the way people think about a particular issue.

Like all editorial commentary, cartoonists have biases that shape their work. This lesson asks you to work in small groups to decipher the main editorial messages a cartoonist is trying to convey, and then present your analysis to the class. You will also be asked to notice any stereotypes or characterizations the cartoonists use in their individual works. Stereotypes and characterizations are exaggerated, oversimplified and often offensive generalizations about groups, nations or individuals. Be prepared to give evidence to support your conclusions.

5. Divide the class into six groups. Give each group one of the six *Student Handouts*, each containing four cartoons that deal with a particular issue or theme:
   - **Handout 1: Why War?** (reasons for the war)
   - **Handout 2: Dissent** (dissent and protest)
   - **Handout 3: US Foreign Relations**
   - **Handout 4: World Leaders**
   - **Handout 5: Statues Toppling** (the symbol of Saddam's statue toppling)
   - **Handout 6: Media** (media coverage of the war)

6. Distribute a *Student Worksheet* to each student or group.

7. Give students time to prepare their answers to present to the class. Consider having each student present an analysis of at least one cartoon.

8. Project each cartoon for the whole class as each group presents their answers. Use the following pages of the *Teacher Guide* to lead a decoding and to present *Additional Information* for each cartoon.

Document 1
"Innocents"
March 20, 2003
CoxAndForkum.com

Possible Answers

Message: The Iraq War will avenge US deaths at the hands of terrorists and to prevent future terrorist attacks.
Evidence: US troops list the sites of terrorist attacks on US citizens.
Stereotypes: US soldiers are determined, brave and principled. Protestors are simple, disheveled and anti-soldier.

Cartoonist Profile

Cox & Forkum are John Cox and Allen Forkum whose editorial cartoons can be seen regularly in *Investor's Business Daily* and *The Detroit News*. They describe their politics as neither conservative nor libertarian, but as objectivist. On their website, they describe objectivism as a philosophy based in the work of Ayn Rand. They agree with Robert Tracinski, author of the author of the introduction to their first book, who writes that objectivism

> "advocates basic principles - reason, individualism, secularism, individual rights and capitalism --that are still radical, unorthodox and 'politically incorrect' today. Those principles obviously put us at odds with the subjectivism and socialism of the left; but they also put us at odds with the religious and pragmatist tendencies of the right." (qtd. in "About Us")

Additional Information

 "Twin Towers," "Pentagon" and "Pennsylvania" refer to the September 11, 2001 attacks. "Khobar Towers" was a housing complex in Dharan, Saudi Arabia where US Air Force personnel were killed in a truck bomb attack in 1996. "USS Cole" was a US warship attacked in Yemen in 2000, allegedly by al-Qaeda forces. "Beirut barracks" refers to the attack on US peacekeeper barracks in Lebanon in 1983 by the militant group, Hezbollah.

Document 2
"Arab Oil"
2003
Stavrotoons.com

Possible Answers

Message: The war is about the US need for Arab oil.
Evidence: A US Army tank fills up with Arab oil on the road to Iraq.
Stereotypes/Characterizations: The US is an oil-hungry, militaristic nation. Arabs are oil profiteers.

Cartoonist Profile

Stavro Jabra is a Lebanese cartoonist and photographer whose work has appeared in many publications throughout the Middle East and the world. His work regularly appears in the Arabic political humor magazine, *Ad-Dabbour*, and in *Al Balad* and the *Daily Star*, the Lebanese Arabic and English language newspapers.

Document 3
April 23, 2003
*Daytona Beach
News Journal*
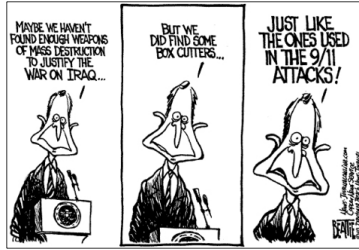
Possible Answers

Message: Bush used 9/11 to justify the war when he could not prove that Saddam Hussein had WMDs.

Evidence: President Bush references WMDs and 9/11 from podium.

Stereotypes/Characterizations: President Bush is foolish and dishonest.

Cartoonist Profile

Bruce Beattie creates editorial cartoons for Copley News Service. Beattie has served as president of the National Cartoonists Society and has been on the board of directors of the Association of American Editorial Cartoonists, the Newspaper Features Council and the International Museum of Cartoon Art (Copleynews.com "Biographies").

Document 4
"Arab Oil"
2003
Stavrotoons.com

Possible Answers

**Message:** The war is about the US need for Arab oil.

Evidence: A US Army tank fills up with Arab oil on the road to Iraq.

Stereotypes/Characterizations: The US is an oil-hungry, militaristic nation. Arabs are oil profiteers.

Cartoonist Profile

Stavro Jabra is a Lebanese cartoonist and photographer whose work has appeared in many publications throughout the Middle East and the world. His work regularly appears in the Arabic political humor magazine, *Ad-Dabbour*, and in *Al Balad* and the *Daily Star*, the Lebanese Arabic and English language newspapers.

Document 5
"Argumentum ad Muddy"
March 2, 2003
CoxAndForkum.com
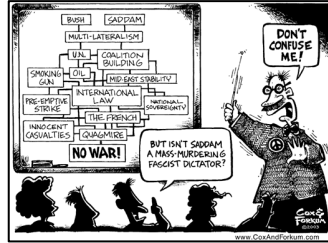
Possible Answers

Message: Anti-war intellectuals refuse to acknowledge that Saddam Hussein is a dictator.

Evidence: "But isn't Saddam a mass-murdering fascist dictator?" The professor replies, "Don't confuse me!"

Stereotypes: Anti-war intellectuals are arrogant and muddled in their thinking.

Cartoonist Profile

See Cox & Forkum's profile for Document 1.

Document 6
Boondocks
May 5, 2003
Los Angeles Times

Possible Answers

Message: To dissent is dangerous, especially for target groups.

Evidence: If the Dixie Chicks become targeted, so will young African American men.

Stereotypes/Characterizations: Young African American men are radical in their analysis and cautious in speaking their minds.

Cartoonist Profile

Aaron McGruder, in his introduction to his *Boondocks* collection, *A Right to Be Hostile*, says that he was about to give up his strip before September 11, 2001.

> I knew on that tragic day that many more tragic days were to follow and I made the decision that I would use my little space to scream out louder against the great injustices the United States government was about to unleash on the planet. (9)

His political strips that followed brought both awards and more controversy. *The New York Daily News* stopped printing the "Boondocks" for a month when McGruder poked fun at blind patriotism in the strip after September 11.

Additional Information

In the spring of 2003, the Dixie Chicks lead singer, Natalie Maines, told a London audience that they were ashamed to be from the same country as President Bush because of his push for war. As a result, many radio stations banned Dixie Chicks' music from their play lists.

Document 7
"Unpatriotic Dissent"
March 26, 2003
The Denver Post
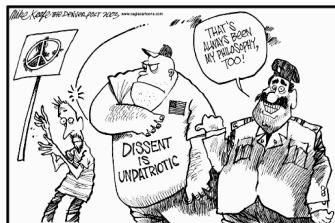
Possible Answers

Message: To attack dissent is unpatriotic and leads to tyranny.

Evidence: Saddam Hussein approves of attacks on war protestors.

Stereotypes: Flag-wearing patriots are violent and intolerant.

Cartoonist Profile

Mike Keefe is a nationally syndicated cartoonist whose cartoons have appeared in *Time*, *Newsweek*, *The New York Times* and *The Washington Post*. Since 1975, he has been the editorial cartoonist for *The Denver Post*. He is a regular on *America Online* and a weekly contributor to *USA Today*.

Document 8
"Dissent"
May 7, 2003
TheEditorialCartoons.com

Possible Answers

Message: To dissent is patriotic.

Evidence: The Statue of Liberty wears "dissent" on her robe.

Stereotypes/Characterizations: Patriots are un-American and blind to the importance of free speech.

Cartoonist Profile

Nick Anderson won a 2004 Pulitzer Prize for a series of editorial cartoons on national and international issues, including the war in Iraq. The Pulitzer Web site said that Anderson won "for his unusual graphic style that produced extraordinarily thoughtful and powerful messages"
(http://www.pulitzer.org/cyear/2005w.html).

His work appears regularly in the *Louisville Courier-Journal*.

Document 9
"Pest Control"
April 4, 2003
CoxAndForkum.com

Possible Answers
Message: Europe falls for Saddam Hussein's manipulation, but the United States does not.
Evidence: Saddam Hussein is pleased by Europe's calls for peace while the United States is ready to strike him down.
Stereotypes: Saddam Hussein is a cockroach. Europe is easily manipulated. The US is strong.

Cartoonist Profile

See Cox & Forkum's profile for Document 1.

Document 10
"Rotten to the Core"
May 25, 2003
CoxandForkum.com

Possible Answers
Message: The United Nation's core is a rotten collection of third world interests.
Evidence: There is a list of third world countries inside the core of a rotten United Nations.
Stereotypes/Characterizations: Africa, Asia, and the Arab countries are bad to the core.

Cartoonist Profile

See Stavro Jabra's profile for Document 2.

Additional Information

Multilateralism refers to the many-sided effort to find a peaceful solution to the Iraq crisis. Germany and France especially supported this effort prior to the war.

Document 11
Rightoons.com

Possible Answers

Message: World opinion tries to restrain the US from ending Saddam Hussein's tyranny.

Evidence: "World opinion" holds Uncle Sam's foot as he is about to kick the murderer Saddam Hussein.

Stereotypes: The US righteously opposes tyranny. The rest of the world is made up of blind appeasers. Saddam Hussein is a cold-blooded murderer.

Cartoonist Profile

Mike Lester is an editorial cartoonist for the Rome, Georgia *News Tribune*. He is the creator of "Mike du Jour," a daily animated cartoon for *DowJones.com* and *Work.com*. His corporate characters include "Louie the Lightning Bug" for Georgia Power, "Red and Ted" for Ameritech, "Traveling Bizman" for Sumitomo Visa, and "Reindeer" for FedEx.
(http://www.rightoons.com/index.shtml).

Document 12
"Diplomacy"
June 16, 2003
CartoonistGroup.com

Possible Answers

Message: President Bush's militarism destroys diplomatic options.

Evidence: President Bush is a tank commander knocking down the walls of a diplomatic maze.

Stereotypes/Characterizations: President Bush is a bullheaded militarist.

Cartoonist Profile

See Nick Anderson's profile for Document 8.

Document 13
"Your Attention Please"
April 17, 2003
CoxAndForkum.com
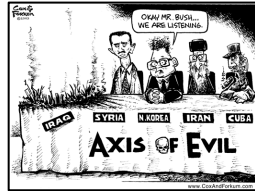
Possible Answers

Message: The war in Iraq has made evil dictators listen to the United States.
Evidence: The leader of North Korea speaks for the others, saying, "We are listening."
Stereotypes: Third world leaders are evil and impressionable.

Cartoonist Profile

See Cox & Forkum's profile for Document 1.

Additional Information

The leaders represented are President Bashar al-Assad of Syria, President Kim Jong-Il of North Korea, President Muhammad Khatami of Iran and President Fidel Castro of Cuba.

Document 14
"Thievery in Iraqi Cities"
2003
Stavrotoons.com

Possible Answers

Message: President Bush and Prime Minister Blair are looting Iraqi oil.
Evidence: Bush and Blair lead looters with a barrel of oil.
Stereotypes/Characterizations: British and US leaders are militarists and thieves, and Iraqi civilians are looters.

Cartoonist Profile

See Cox & Forkum's profile for Document 1.

Document 15
"Postwar Iraq"
March 2, 2003
CartoonistGroup.com

Document 16
"Three Blind Men"
March 15, 2003
CoxandForkum.com
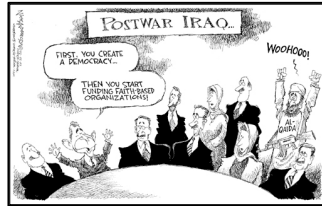
Possible Answers

Message: Bush's religious zeal is similar to Osama bin Laden and will hurt the chances for democracy in Iraq.

Evidence: Al-Qaeda cheers as Bush encourages faith-based initiatives for postwar Iraq.

Stereotypes: President Bush is simple. Al-Qaeda is crafty and quick to take advantage.
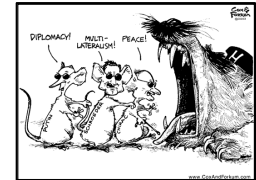
Possible Answers

Message: Russian, German and French leaders are easily misled by Saddam Hussein.

Evidence: Three blind mice walk into Saddam Hussein's trap as they oppose the war.

Stereotypes/Characterizations: European leaders are blind and easily manipulated.

Cartoonist Profile

See Nick Anderson's profile for Document 8.

Cartoonist Profile

See Cox & Forkum's profile for Document 1.

Additional Information

The three leaders in the cartoon are Vladimir Putin (Russian), Gerhard Schroeder (German), and Jacques Chirac (French). Russia, Germany and France all publicly opposed the United States' drive to war in the early months of 2003.

Document 17
"Saddam Statue Falls"
April 9, 2003
PoliticalCartoons.com

Possible Answers

Message: The US deposing of Saddam Hussein will lead to more civilian casualties.

Evidence: The Saddam Hussein statue is being pulled down by a US rope onto fleeing citizens.

Stereotypes: Iraqi civilians are victims of Saddam Hussein's and the US' state power.

Cartoonist Profile

Mike Lane is the editorial cartoonist for the *Baltimore Sun*. His work has also appeared in a wide variety of national magazines and newspapers, including *Newsweek*, *Time*, and *The New York Times*.

Document 18
"Falling Icons"
April 15, 2003
CoxandForkum.com
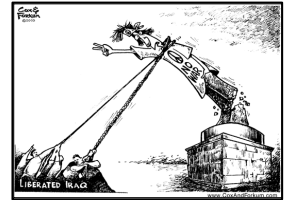
Possible Answers

Message: A liberated Iraq discredits the peace movement.

Evidence: A US peace protestor is pulled to the ground by "liberated Iraq."

Stereotypes/Characterizations: The US anti-war protestors are misguided. Liberated Iraqis oppose the anti-war movement and are strong and righteous.

Cartoonist Profile

See Cox & Forkum's profile for Document 1.

Document 19
"Regime Change?"
February 29, 2004
CoxAndForkum.com

Possible Answers

Message: The deposing of Saddam Hussein by the United States may lead to anti-US Muslim militancy in Iraq.

Evidence: The Koran is being raised in place of Saddam Hussein's statue. Signs stating "Down with the USA" and "Up with Islamism" are in the background.

Stereotypes: Iraqis are ungrateful anti-US Muslim extremists.

Cartoonist Profile

See Cox & Forkum's profile for Document 1.

Additional Information

"Allah Akbar" means "God is Greater" and is used as a call to prayer for Muslims. It is also sometimes used as a slogan or chant in political rallies. "CENTCOM" refers to the US Central Command for the US military.

Document 20
"Syria is Next"
March 2, 2003
PoliticalCartoons.com
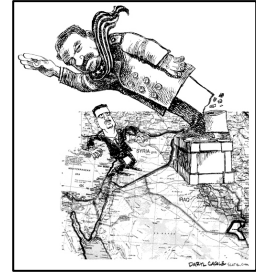
Possible Answers

Message: President Assad of Syria may be deposed following the toppling of Saddam Hussein.

Evidence: Assad and Syria wait with uncertainty beneath the falling statue of Saddam Hussein.

Stereotypes/Characterizations: Assad is a reckless tyrant.

Cartoonist Profile

Daryl Cagle is an editorial cartoonist for *Slate.com*. He hosts the website *Daryl Cagle's Professional Cartoonists Index*, which features daily cartoons and a listing of worldwide cartoonists on the Internet
(http://cagle.slate.msn.com/politicalcartoons/).

Additional Information

The man beneath the statue is President Bashar al-Assad of Syria. Shortly after the fall of Saddam Hussein's regime, the Bush administration threatened Syria with economic sanctions, claiming that President Assad was harboring leaders of the Iraqi anti-US resistance.

Document 21
May 14, 2004
Boondocks
GoComics.com

Document 22
"The Liberal Media Get Their Wish"
April 16, 2003

Possible Answers

Message: The US news media lies about Saddam Hussein's responsibility for September 11th.

Evidence: Huey asks, "Who attacked the World Trade Center on September 11?" and Riley responds, "Saddam Hussein." Then, Huey retorts, "You **have** been watching the news."

Stereotypes: The news media lie and are lackeys of the administration.
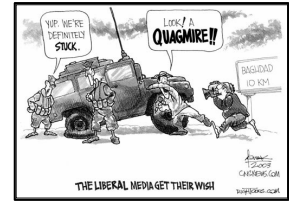
Possible Answers

Message: The liberal media seek out reasons to diminish the war effort.

Evidence: An anxious reporter in Iraq seeks to portray the war as a "quagmire," referring to the difficulty the US had in ending the Vietnam War.

Stereotypes/Characterizations: Reporters are liberal and scandal-seekers.

Cartoonist Profile

See Aaron McGruder's profile for Document 6.

Cartoonist Profile

Paul Nowak creates editorial cartoons for *CNSNews.com* and for Scripps Howard News Service. His work appears on *RighToons.com*, which claims:

> His conservative views are a nice change from the standard liberal fare available in most mainstream publications. He does tend to go for the jugular, but only when someone (Ted Kennedy, for example) needs it the most (rightoons.com).

Additional Information

Critics suggested that the Bush administration and the media worked together to confuse the public into thinking that Saddam Hussein was involved in the September 11th attacks.

Document 23
April 1, 2003
SeattlePI.com

Possible Answers

Message: Al-Jazeera and Fox News are both stuck in their biases, which each of their viewing publics accepts as truth.

Evidence: Iraqi man listens to Al-Jazeera as US troops listen to Fox News. The reports offer completely different news about the truth of the war.

Stereotypes: Iraqi civilians and US troops are easily manipulated.

Cartoonist Profile

David Horsey is the editorial cartoonist for the *Seattle Post-Intelligencer*. He won the 1999 Pulitzer Prize for Editorial Cartooning and was recipient of the National Press Foundation's 1998 Berryman Award for Cartoonist of the Year (http://www.chronwatch.com/index.asp).

Document 24
Doonesbury
March 29, 2003
GoComics.com

Possible Answers

Message: Embedded reporters give a falsely positive view of the military.

Evidence: A soldier states, "War creates bonds with our media friends. Shouldn't be long before the Stockholm Syndrome sets in." Then, a reporter asks a solder for advice on wildly positive descriptions of the war effort.

Stereotypes/Characterizations: Soldiers are cynics and reporters are patsies for government hype.

Cartoonist Profile

Garry Trudeau began the *Doonesbury* strip in 1968. Seven years later, Trudeau became the first comic strip cartoonist to win the Pulitzer Prize for Political Cartooning. Trudeau's work has been so controversial that it is often run on the editorial page of the newspaper rather than the comics section.

Additional Information

Embedded reporting is the process of attaching a reporter to a particular unit rather than allowing free access to the front lines. Stockholm Syndrome refers to when hostages were taken and held for an extended period in Stockholm, Sweden. Over time, the hostages began to identify with and support their hostage-takers as a psychological means of survival.

FURTHER QUESTIONS

Should political comic strips like *Doonesbury* and *Boondocks* appear on the editorial page or on the comics page of a newspaper? Why?

Read the quotes by Cox and Forkum and by Aaron McGruder in the cartoonist profiles. Discuss how their perspectives on objectivism and injustice are conveyed in their cartoons.

CONNECTIONS

Compare these cartoons and their messages with cartoons from Project Look Sharp's *Media Construction of Presidential Campaigns*:
     1936:"An Attack on the New Deal"
     1972: "Landslide"
     2000: *Doonesbury* and *Boondocks*.
Analyze the cartoon on the cover of *Newsweek*'s August 14, 1967 issue for its messages about the Vietnam War in Project Look Sharp's *Media Construction of War*.

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Beattie, Bruce. "Maybe we haven't found enough weapons…." Cartoon. April 23, 2003.
        https://www.copleynews.com

Cagle, Daryl. "Syria is Next." Cartoon.
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        B7DD- 2D02F889C5B9}

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HANDOUT 1: Why War?

Document 1

Document 2
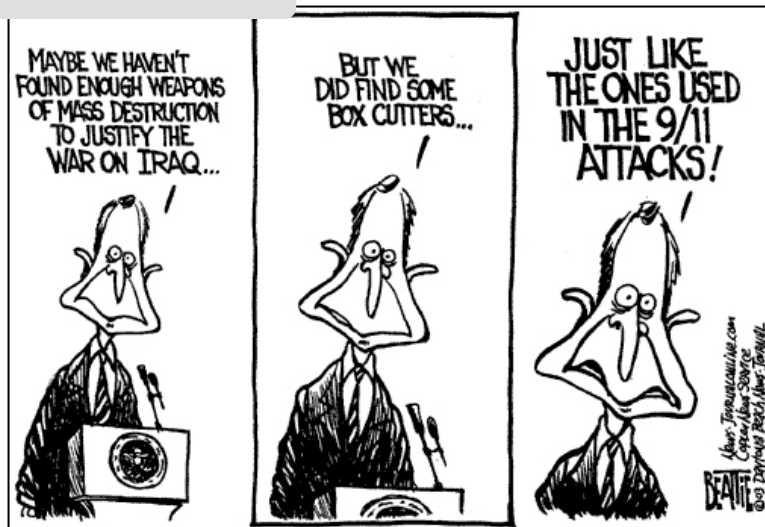
Document 3

Document 4

HANDOUT 2: Dissent

Document 5
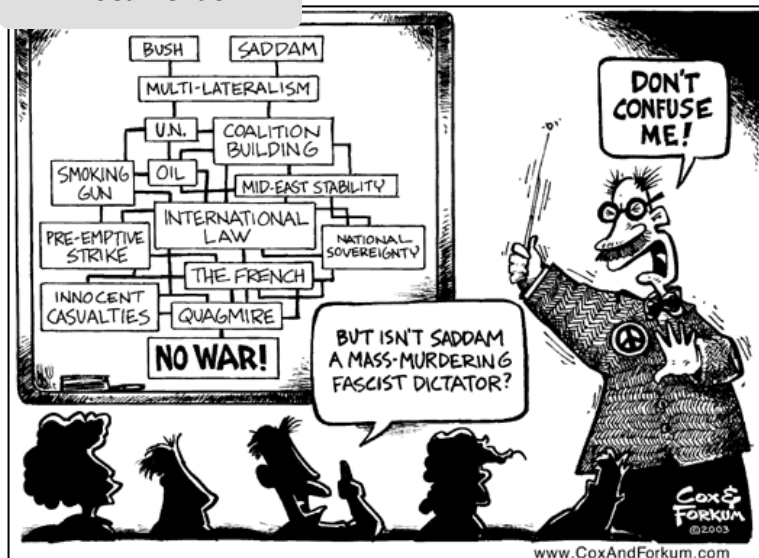
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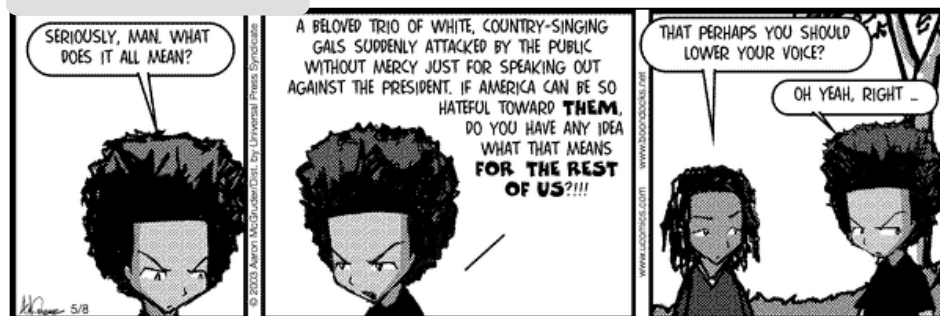
"SERIOUSLY MAN, WHAT DOES IT ALL MEAN?"

"A BELOVED TRIO OF WHITE, COUNTRY-SINGING GALS SUDDENLY ATTACKED BY THE PUBLIC WITHOUT MERCY JUST FOR SPEAKING OUT AGAINST THE PRESIDENT. IF AMERICA CAN BE SO HATEFUL TOWARD **THEM,** DO YOU HAVE ANY IDEA WHAT THAT MEANS **FOR THE REST OF US?!!!"**

"THAT PERHAPS YOU SHOULD LOWER YOUR VOICE?"

"OH YEAH, RIGHT…"

Document 7

Document 8

HANDOUT 3: US Foreign Relations

Document 9

Document 10

Document 11

Document 12

243

HANDOUT 4: World Leaders

Document 13
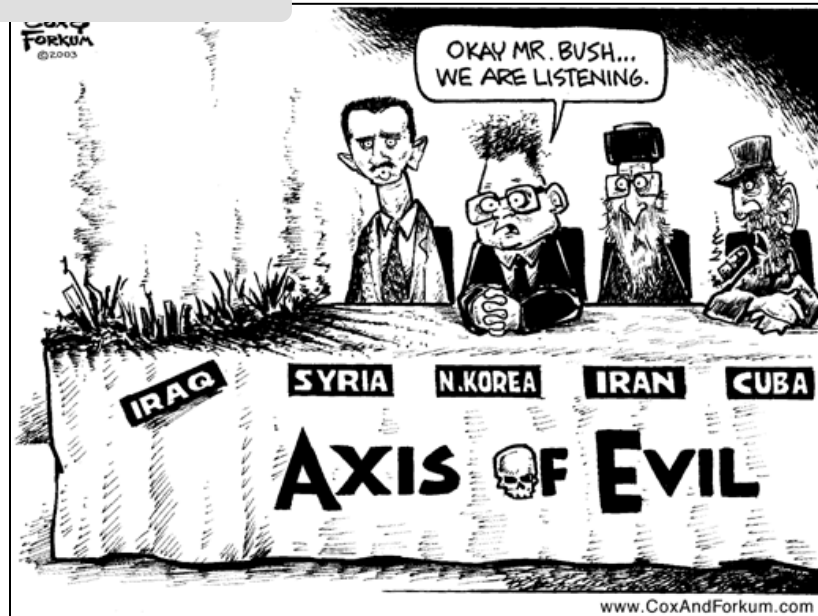
Document 14

Document 15

Document 16

245
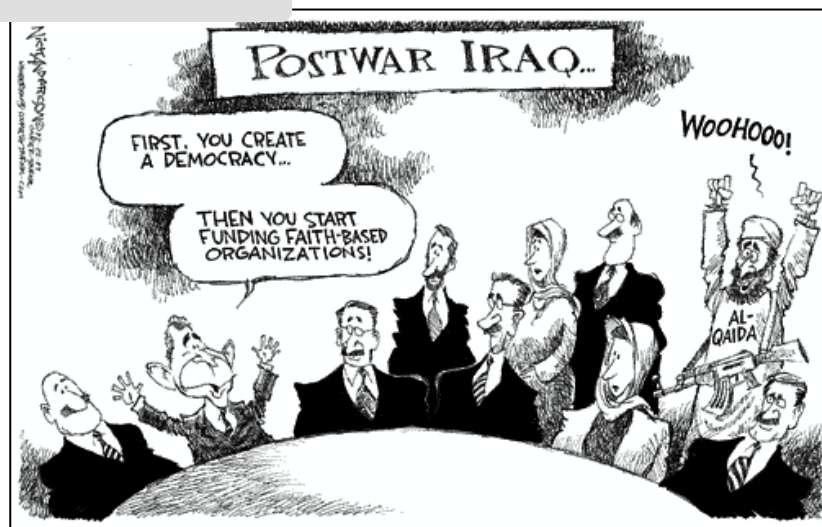
HANDOUT 5: Statues Toppling

Document 17

Document 18

Document 19

Document 20

247

HANDOUT 6: Media

Document 21

"GUESS WHAT! I'VE BEEN WATCHING THE NEWS!"

"THE NEWS? YOU? YEAH, RIGHT…"

"IT'S TRUE! GO 'HEAD AND ASK ME ABOUT SOME WORLD EVENTS, ANYTHING!"

"FINE. WHO ATTACKED THE WORLD TRADE CENTER ON SEPTEMBER 11?"

"SADDAM HUSSEIN."

"MY GOD, YOU **HAVE** BEEN WATCHING THE NEWS…"

Document 22

Document 23

"All the news that fits…"

"NOW, THE HEADLINES FROM AL JAZEERA: AMERICAN INVASION STOPPED DEAD IN ITS TRACKS! U.S. WAR CRIMINALS BOMB MORE INNOCENT CIVILIANS! SADDAM STILL FIRMLY IN CONTROL!"

"NOW, THE HEADLINES FROM FOX NEWS: AMERICAN FORCES ROLL ON TO CERTAIN VICTORY! IRAQ GOONS USE CIVILIANS AS HUMAN SHIELDS! SADDAM IS DEAD OR ON THE RUN!"

Document 24
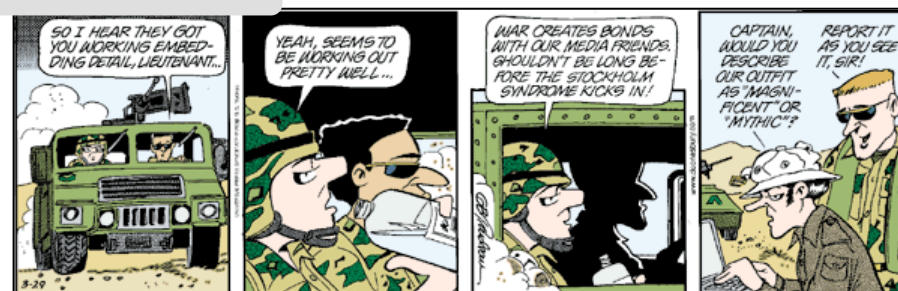
"SO I HEAR THEY GOT YOU WORKING EMBEDDING DETAIL, LIEUTENANT…"

"YEAH, SEEMS TO BE WORKING OUT PRETTY WELL…"

"WAR CREATES BONDS WITH OUR MEDIA FRIENDS. SHOULDN'T BE LONG BEFORE THE STOCKHOLM SYNDROME KICKS IN!"

"CAPTAIN, WOULD YOU DESCRIBE OUR OUTFIT AS 'MAGNIFICENT' OR 'MYTHIC'?"

"REPORT IT AS YOU SEE IT, SIR!"

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Student Worksheet

NAME _____   **DATE** _____

For each of the four cartoons on your handout:
1) Describe the editorial messages or statements communicated;
2) Give evidence to explain how the cartoonist communicates the message;
3) Describe any stereotypes or characterizations in the cartoon.

Document # _____	Document # _____
Message: **Evidence:** **Stereotypes/Characterizations:**	**Message:** **Evidence:** **Stereotypes/Characterizations:**
Document # _____	**Document # _____**
Message: **Evidence:** **Stereotypes/Characterizations:**	**Message:** **Evidence:** **Stereotypes/Characterizations:**

Lesson 5:
Covering the War

LESSON PLAN

Covering the War

NOTE: **Unit 3: War in Iraq: Whose Voice, Whose Story***? includes a brief background* **Student Reading: Iraq: Background to War and** **Student Assessment** *that can be administered before any lesson in this unit. Alternatively, the assessment can be given at the end of the unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Unit 3, Lesson 1,** *but they are listed as optional materials in all Unit 3 lessons.*

Lesson Objectives:
- Students will learn about the history of the war in Iraq from "Shock and Awe" to "Iraqi Democracy."
- Students will identify ways in which newspaper headlines and images bias readers.
- Students will analyze conflicting messages in international and domestic news coverage.
- Students will understand the importance of accessing diverse news sources.

Vocabulary:
ace of spades, casualties, civilians, collateral damage, editorial decisions, Fallujah, Iraqi elections, POWs, rogue nation, regime, sanctions, sensationalism, shock and awe

Media: 11 slide PowerPoint with ten pairs of newspaper front pages from all over the world, dated 2003-2007 during the Iraq War

Materials Needed:
- (Optional) Four-page *Student Reading: Iraq: Background to War*
- (Optional) Two-page *Student Assessment*
- (Optional) Two-page *Teacher Answer Sheet*
- Twenty-four-page *Teacher Guide*
- PowerPoint slideshow (access online or via Unit 3 Lesson 5 digital media folder)

Time: 45 minutes (not including the optional background reading and assessment)

Lesson Procedures:

- (Optional) Distribute the *Student Reading: Iraq: Background to War* to provide the class a brief background history of Iraq. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment.*

- Present the *Lesson Introduction* to the class.

- Project the slides of the newspaper front pages, briefly presenting the *Background Information* for each media document before decoding the newspaper coverage.

- Use the *Media Sample Questions & Answers* in the *Teacher Guide* to lead students through a focused comparison and contrast of the two front pages, training students to identify the editorial statements made in the contrasting newspapers.

- Review the ways in which newspapers make editorial statements through images, headlines and the choice of stories, and discuss the importance of accessing diverse news sources using the *Further Questions*.

TEACHER GUIDE

Covering the War

1. (Optional) Determine whether you will use the background *Student Reading: Iraq: Background to War* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. Organize and make copies for the class activities.

3. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

4. Introduce the lesson:

Lesson Introduction

Even a quick glance at the front page of a newspaper communicates messages about the news. A newspaper front page is both a source of information and an advertisement for itself: a way to say, "Buy Me, Now!" Newspaper editors get paid to catch your attention quickly. They want to pass along a flashy message about what you can learn if you take the time to buy and read their paper.

Editorial decisions about what to show on the front page and within a paper are influenced by who owns and controls the paper, and by what news sells. Perspective can be different, depending on the political ideology, religious background or nationality of the editorial staff. For this reason, it is very helpful to have many different perspectives available to you as you try to make up your own mind about what you think.

The Internet can be a great tool to help with this process of wide exploration of views about the world. One useful resource is *Newseum*, the world's first interactive museum of news. At their Web site, www.newseum.org, you can click on the "Front Pages" tab to see hundreds of front pages from that day from all over the world. You can also link to websites for each of the newspapers highlighted to look more deeply at issues from the perspective of an editor in Tokyo, Stockholm, or Lima, from Des Moines, Jerusalem, or Sydney.

The lesson you are about to see includes front pages posted on *Newseum*'s archive of front pages. It provides an opportunity to consider how front pages of newspapers are constructed using headlines and photos to pass along quick bytes of information. You will see ten pairs of front pages from different newspapers around the country and around the world. Each pair will focus on an important day in the Iraq War and its aftermath. For each newspaper front page, you will be asked to compare the messages that editors convey with headline and photo choices.

5. Project the slides of the newspaper front pages beginning with Documents 1 and 2 from March 22nd, 2003: "Major Air Operations Begin." Present the *Background Information* in the following pages of the *Teacher Guide* for each set of documents.

6. Lead students through a focused comparison and contrast of the two front pages, training students to identify the editorial statements made in the two newspapers using the *Media Sample Questions & Answers* in the following pages of the *Teacher Guide*.

March 22, 2003:
Major Air Operations Begin

March 21, 2003 was the third day of the invasion of Iraq and the beginning of major air operations. "Shock and Awe" was a term used by the US government to describe its policy of massive precision air strikes on Baghdad.

Document 1
Rome News-Tribune
Rome, Georgia

A U.S. Marine keeps his rifle ready as Iraqi soldiers surrender with hands raised Friday near the southern Iraqi border city of Safwan.

Matt Jones of Rome holds up a peace sign Friday evening during a peace rally on the steps of the City Auditorium.

Document 2
Times Herald-Record
Middletown, New York
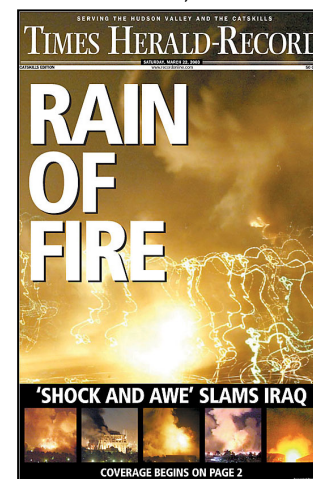
Media Sample Questions & Answers

1) **Compare the two front pages. How do the newspapers' choice of content, headlines and photos present different impressions about the war in Iraq for this day? Give your evidence from the front pages to back up your answers.**

Possible Answers: The *Rome News Tribune* (in Rome, Georgia) editors choose to focus on Iraq's defeat and a peace protest against the war, while the Middletown, New York *Times Herald-Record* editors choose to sensationalize the "awesome" power of the US military.

Evidence:

Rome News-Tribune: "Vigil gathers to ask peace," photos of Iraqis surrendering, a gathering of peace activists

Times Herald-Record: "RAIN OF FIRE," "Shock and Awe' slams Iraq," six dramatic color images of explosions

The term "shock and awe" was introduced by military strategists Harlan Ullman and James Wade in their book *Shock and Awe: Achieving Rapid Dominance*, published by the Department of Defense. They describe "shock and awe" as an effort "aimed at influencing the will, perception, and understanding of an adversary rather than simply destroying military capability" (qtd. in Rampton and Stauber 123). The goal on March 21, 2003 had been to use the "shock and awe" tactics of massive air strikes to encourage mass troop defections on the part of the Iraqis. Some troops did surrender, but not in the large numbers that the Pentagon had hoped for.

March 24, 2003:
The Human Cost of War

Background Information

On March 23, 2003, the US suffered significant casualties while fighting in Nasariya. Several soldiers were taken captive, including Private Jessica Lynch, whose rescue would become headline news thereafter (see *Unit 3, Lesson 7*). Iraqi television showed the prisoners of war (POWs) as well as the bodies of several dead US soldiers. This footage was then broadcast throughout the Middle East on the Al-Jazeera network, causing the US to condemn the treatment of its soldiers. "Collateral damage" is defined as "damage and destruction of targets or personnel not considered as lawful military targets accidental bombing of civilian populations or medical facilities" (www.army-technology.com).

Document 3
The Washington Times
Washington, D.C.

About 7,000 demonstrators gathered at Innsbruck Pavilion in Richmond to support the military in the war in Iraq. Organizers said the rally was to show support for service members, not the war.

Prisoners of war: Five unidentified U.S. soldiers, including one (top left) who was injured, were shown on satellite TV station al Jazeera [sic] being interviewed by their Iraqi captors. The video also depicted what were reported to be dead Americans from the same unit, with bullets in their foreheads.

Document 4
El Mundo
Madrid, Spain

Rumsfeld: "We are not bombing Baghdad. The city is not in flames. It's the regime of Saddam who was doing it."

Bloody combat with numerous civilian casualties

"The Bush doctrine makes us into the judge, jury and executioner for the world…Now it is we North Americans who will live in infamy." (Arthur Schlesinger Jr., historian and intimate friend of President Kennedy)

"Collateral damage" in Basra. Baghdad is denouncing the US for using banned weapons in Iraq, confirmed by photos yesterday that showed how some people had been burned and decapitated as a result of the bombing. Iraqi authorities have affirmed that the US has ordered the use of cluster bombs with the ultimate goal of killing civilians. In the photo a man holds a gravely injured child in Basra.

Media Sample Questions & Answers

1) Compare the two front pages. How do the newspapers' choice of content, headlines and photos present different impressions about the war in Iraq for this day? Give your evidence from the front pages to back up your answers.

Possible Answers: *The Washington Times* chose to focus on the capture and suffering of US prisoners while *El Mundo* (Spain) chose to focus on the suffering of innocent Iraqi civilians killed by the US military.
Evidence:
The Washington Times: " 12 U.S. soldiers killed or captured", "female captive…", "casualties mount on "tough days for allies," photos of U.S. POWs worried and frightened, crowds supporting the war
El Mundo: "Bloody combat with numerous civilian victims," "'Collateral damage' in Basra," photo of grieving man carrying a gravely injured child

Additional Information

The capture of female captives raised concerns about the possibility of sexual abuse, an issue that would resurface in the Abu Ghraib prison scandal one year later (see Lesson 8). *The Washington Times* article reported: "Army Lt. Col. Robert Maginnis said when [he] learned of the woman's capture, [he] thought about a female POW from the 1991 Persian Gulf war who was sexually assaulted. Col. Maginnis, a Fox News analyst, said no one should be surprised if a female POW is sexually assaulted. "You must consider that women in every society are preyed upon if they are overtaken… Now that women are closer to the front lines, they are more subject to becoming captives and being manipulated" (Price "Female Captive First").

The Bush administration declined to keep track of Iraqi civilian casualties. Pentagon officials stressed their efforts to avoid civilian casualties through the use of careful targeting of precision weaponry. They argued that Saddam Hussein increased the likelihood of civilian casualties by locating military and communication targets near population centers. The international press in particular was critical of civilian deaths at the hands of the US military. The Associated Press estimated that during the first month of the war (from March 20 - April 20, 2003), at least 3,240 civilians died throughout the country. These estimates were based on incomplete data from half of Iraq's 124 hospitals (Purdum 235).

April 10, 2003:
Baghdad Toppled

Background Information

On April 9, 2003 Baghdad fell to the US Marines, who used an armored vehicle to topple a large statue of Saddam Hussein in Firdos Square. A "rogue nation" is a state that is isolated from the rest of the world in its policies and that supports violence toward its own citizens, its neighbors or the rest of the world.

Document 5
The Des Moines Register
Des Moines, Iowa

(L to R) Grateful: An Iraqi man kisses the cheek of a U.S. soldier Wednesday in Baghdad. Victorious: Kurds celebrate with Old Glory in Sulaymaniyah, northern Iraq. Exultant: "George Bush, we love you!" a Kurd chants in Sulaymaniyah. Symbolic: A Marine covers the face of a Saddam Hussein statue in Baghdad.

Iraqis destroy a statue of President Saddam Hussein in Baghdad Wednesday after a US armored vehicle pulled it down.

Document 6
The Times of India
New Delhi, India

A statue of Iraq's President Saddam Hussein falls as it is pulled down in central Baghdad on Wednesday. US troops pulled down the 20-foot statue as Iraqis cheered.

Media Sample Questions & Answers

1) **Compare the two front pages. How do the newspapers' choice of content, headlines and photos present different impressions about the war in Iraq for this day? Give your evidence from the front pages to back up your answers.**

Possible Answers: *The Des Moines Register* chose to focus on Iraqi hatred for Saddam Hussein and appreciation toward US, while *The Times of India* focused on confusion about the war's end and the complexity of emotion.
Evidence:
The Des Moines Register: "The Taste of FREEDOM," "With glee, the Iraqis rip symbols of the regime," dramatic photos of Iraqi man kissing U.S. soldier, lots of U.S. flags with jubilant Iraqis, large close-up of Iraqis pounding Saddam statue
The Times of India: "Joy and Anger in Baghdad," "The big question…," photo taken from a distance of the small crowd around the statue

Additional Information

The toppling of the statue was carried live on US morning programs on Fox, CNN and CBS. It was then replayed throughout the day and carried on many newspaper covers the next day. US Secretary of Defense Donald Rumsfeld said "Saddam Hussein is now taking his rightful place alongside Hitler, Stalin, Lenin, Ceausescu in the pantheon of failed brutal dictators, and the Iraqi people are well on their way to freedom" (qtd. in Rampton and Stauber 2). Fox News anchor David Asman commented, "If you don't have goose bumps now you will never have them in your life."

Despite the powerful symbolic nature of witnessing Saddam Hussein's fall, there were some who complained that the event was more of a publicity stunt than "real news." The US flag that was placed over the statue's head was quickly replaced by an Iraqi flag after the photos had been taken. Some pointed out that the crowd of approximately 200 people in Firdos Square was far smaller than the thousands who took to the streets of Baghdad nine days later to demand an end to the US presence in Iraq. Some accused the US of staging the event by bringing in supporters of exiled Iraqi politician, Ahmed Chalabi, who attacked the statue with sledgehammers. Regardless of how staged or spontaneous the event, the image of Iraqis celebrating the fall of Saddam Hussein's statue in Baghdad's central square quickly became one of the most memorable and lasting images from the war.

April 5, 2003:
Major Combat Over

Background Information

On April 14 Saddam Hussein's home base of Tikrit fell with little resistance. The Pentagon announced that major combat operations are over in Iraq.

Document 7
The Los Angeles Times
Los Angeles, California

SOUTHLAND TROOPS: Marine Reservists based in Los Alamitos celebrate taking Tikrit. They faced little resistance in the end.

POWER TO THE PEOPLE**:** Amer Hamid tightens a bolt to help restore electricity to all 50,000 residents of Tobchi.

Document 8
The Sydney Morning Herald
Sydney, Australia

Evicted . . . Basma Adnan Saer, 3, and an unidentified boy in Saad, northern Iraq, are among thousands of Arabs forced from their homes by armed Kurds.

Media Sample Questions & Answers

1) **Compare the two front pages. How do the newspapers' choice of content, headlines and photos present different impressions about the war in Iraq for this day? Give your evidence from the front pages to back up your answers.**

Possible Answers: The *Los Angeles Times* chose to focus on US troops celebrating victory while the *Sydney Morning Herald* (Australia) choose to focus on the possible next war and the uncertain effects of this one.

Evidence:

<u>Los Angeles Times</u>: "The Iraq Regime 'Is at Its End,'" "Major Combat Over With Fall of Tikrit: Bush Thanks Troops," "The Last Stand that Wasn't," photo of celebrating U.S. troops with flag

<u>The Sydney Morning Herald</u>: "Bush turns his sights on Syria," "Struggle for power taints first taste of freedom," photo of young Iraqi girl on dirt

Additional Information

In a speech before Congress on January 29, 2002, President Bush named Iran, Iraq and North Korea as an "Axis of Evil." He said, "The United States of America will not permit the world's most dangerous regimes to threaten us with the world's most destructive weapons" (Tragert 226). The administration also threatened economic sanctions against Syria based on claims that it was harboring leaders of the anti-American resistance in Iraq. President Bush's assumptions about these "rogue nations" were not accepted by the international community at large. Many nations declined to participate in the Coalition, due to the conviction that diplomatic solutions were better than military ones. Some critics of the "Bush doctrine" suggested that the US itself was becoming a "rogue nation" by acting on its own in increasingly violent ways throughout the world. Supporters of the Bush administration argued that the US must continue to be aggressive in the "War on Terror" in order to be effective in preventing the spread of terrorism.

In his book *Beyond the Front Lines: How the News Media Cover a World Shaped by War*, Philip Seib cautioned that government officials are known to leak deliberately false information to the media, such as a non-existent threat of an attack on Syria, in this case. In the process, he argues, the media could be manipulated into becoming an actor in international affairs on behalf of government policy, contrary to the role of an independent press. Seib concludes, "Journalists should recognize that the job of the news media is not to simply be a conveyor belt, delivering whatever is dumped onto it" (14).

December 15, 2003:
Saddam Hussein Captured

Background Information

On December 14, 2003 Saddam Hussein was captured and arrested near his home in Tikrit. Saddam Hussein's face appeared as the ace of spades on playing card decks distributed by the Defense Department to troops so that they might recognize wanted members of the former Iraqi regime.

Document 9
The Oklahoman
Oklahoma City, Oklahoma

In this image the Army released Sunday, former Iraqi President Saddam Hussein is shown in custody after he was arrested Sunday near his Tikrit home. An image of Saddam as the ace of spades on the deck of playing cards was released on the Defense Department web site after his capture.

Document 10
The Times of India
New Delhi, India

In these images released by the US Army on Sunday (left) Saddam Hussein sports a beard when captured and (right) is back to his old look after a shave. He was caught in his hometown of Tikrit on Saturday night.

Media Sample Questions & Answers

1) **Compare the two front pages. How do the newspapers' choice of content, headlines and photos present different impressions about the war in Iraq for this day? Give your evidence from the front pages to back up your answers.**

Possible Answers: *The Oklahoman* chose to focus on U.S. success in capturing an evil dictator while *The Times of India* chose to focus on political victory for President Bush.

Evidence:

<u>*The Oklahoman*</u>: "'He was just caught like a rat,'" "Bush message: 'taking the winning side,'" "Reactions: 'Thank God,'" large photo of Saddam Hussein, Saddam Hussein card (Ace of Spades) with "CAPTURED" stamped over it, and American man with hands outstretched celebrating capture

<u>*The Times of India*</u>: "America catches Saddam napping," "Dubya finally gets his trophy," "Gotcha,"…elated Bush," smaller photos of Saddam with and without beard

Additional Information

On December 14, 2003 Paul Bremer, head of the Coalition Provisional Authority in Iraq, announced at a press conference in Baghdad, "Ladies and gentlemen, we got him. The tyrant is a prisoner" (qtd. in Bodansky 468). President Bush spoke to the nation shortly thereafter, saying that Saddam Hussein's capture "marks the end of the road for him and all who killed and bullied in his name" (ibid 468). Large crowds of Iraqis celebrated in the streets following news of his arrest. Saddam Hussein will be tried for crimes against humanity by an Iraqi tribunal. Upon hearing the charges, Hussein told the judge "this is all theater, the real criminal is Bush."

Coalition soldiers were given a card deck featuring Iraq's 52 Most Wanted leaders. Saddam Hussein's sons, Uday and Qusay (both killed by Coalition forces) were the ace of hearts and the ace of clubs.

> The purpose behind the playing cards in this case is to help soldiers recognize people in the Iraqi leadership that might be seen in disguise or would otherwise have escaped their attention. A bored soldier is far more likely to break out a deck of cards in his off-time, than to pick up a study booklet to learn the faces of those he is to be on the lookout for. (Poker Jokers).

Similar decks of playing cards had been used by US soldiers during World War II to help recognize German military equipment. In the Vietnam War, the ace of spades card was used as a form of psychological warfare against Viet Cong soldiers who were thought to be frightened of the card when it was left by US troops in enemy villages (http://top.addfreestats.com/web/top.cgi?usr=00134891).

April 1, 2004: Response to Terror

Background Information

On Wednesday, March 31, 2004, four former US Special Forces members working for a security company were ambushed and murdered in the town of Fallujah. Their bodies were mutilated, burned and hung from a bridge over the Euphrates River by an angry crowd.

Document 11
Abilene Reporter-News
Abilene, Texas

Eastland County Judge Brad Stephenson speaks to a group of third-grade students from Siebert Elementary School as he shows them a quilt made by students in East Meadow, N.Y., in memory of 9/11. Below, the quilt will be on display at the Eastland County Courthouse through Wednesday and will then move on to Austin.

Document 12
Akron Beacon Journal
Akron, Ohio
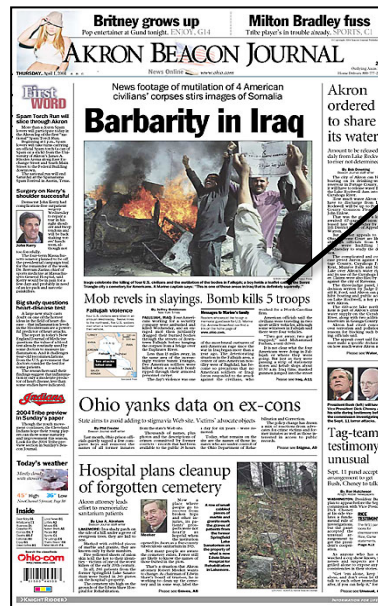
Iraqis celebrate the killing of four U.S. civilians and the mutilation of the bodies in Fallujah; a boy holds a leaflet calling the Sunni Triangle city a cemetery for Americans. A Marine captain says : "This is one of those areas in Iraq that is definitely squirrelly."

Media Sample Questions & Answers

1) **Compare the two front pages. How do the newspapers' choice of content, headlines and photos present different impressions about the war in Iraq for this day? Give your evidence from the front pages to back up your answers.**

Possible Answers: The *Akron Beacon Journal* chose to focus on Iraqi celebration over killing of US civilians, while the *Abilene Reporter-News* chose to focus on children healing from the wounds of September 11 attacks.

Evidence:

Akron Beacon Journal: "Barbarity in Iraq," "Mob revels in slayings, Bomb kills 5 troops," dramatic photo of cheering mob near burning vehicle holding Arabic writing

Abilene Reporter-News: "Stitches to help a Nation Heal;" group of children admiring the traveling red, white, and blue quilt

Additional Information

The murdered workers were employed by Blackwater, one of the private businesses under contract to the US military for security services previously provided by soldiers. Televised images of the bodies were shown on Al-Jazeera and elsewhere around the world. Most US networks refused to air the footage, though nearly all US newspapers displayed the photos on the front page.

After the killings, the US began an offensive known as Operation Vigilant Resolve to track down those responsible. *The Guardian* newspaper in London reported on a civilian massacre on April 28, in which eighteen demonstrators were killed and sixty injured by US troops. Thereafter, the resistance to US presence in Fallujah grew considerably, along with similar violence by Sunni and Shiite rebels throughout the country.

In November the US returned to Fallujah in a major combat operation. After eleven days of fierce fighting, US Lieutenant-General John Sattler claimed to have broken the insurgency. US forces killed an estimated 1,200 Iraqis and took over 1,000 prisoners, with 51 US combat casualties. The Red Cross estimated that as many as 800 civilians had been killed. A great many homes and mosques were destroyed in the fighting.

The "Quilt of Angels" was made by students from Barnum Woods Elementary School in East Meadow, New York. It took the students nine months to complete the sixteen by seventeen foot quilt. The project was seen as a way to help students process the aftermath of the September 11, 2001 attacks. The photo shows a group of Texas schoolchildren visiting the quilt at their county courthouse during a traveling exhibit.

January 31, 2005:
Election Day in Iraq

Background Information

On Sunday, January 30, 2005, Iraqi voters went to the polls for the first multi-party elections following the removal of Saddam Hussein. Ink stained fingers indicated that the person had cast his or her vote.

Document 13
Dothan Eagle
Dothan, Alabama

(Top to bottom) An Iraqi woman shows a purple finger as she leaves a polling station in Az Zubayr, Iraq. Yahya Al-Garib, of Seattle, checks the ink mark on his finger he has voted Saturday in Irvine, Calif.

An Iraqi woman smiles after dipping her finger to ink before casting her ballot in a polling station in Baghdad. An Iraqi man shows off his ink-stained finger after casting his ballot in Jisr Diala on the outskirts of Baghdad.

An Iraqi man casts his ballot at a polling station in Jisr Diala on the southern outskirts of Baghdad, Iraq, Sunday.

Document 14
The Press
Christchurch, New Zealand

Watchful: an Iraqi National Guardsman watches over villagers queueing to vote yesterday in Al Anbar province, west of Baghdad.

Proof of voting: Iraqi President Ghazi al-Yawar waves a stained blue finger to prove he has voted.

Media Sample Questions & Answers

1) **Compare the two front pages. How do the newspapers' choice of content, headlines and photos present different impressions about the war in Iraq for this day? Give your evidence from the front pages to back up your answers.**

Possible Answers: The *Dothan Eagle* chose to focus on Iraqi joy at democratic freedom with elections, while the New Zealand paper chose to focus on continued violence during Iraqi elections.

Evidence:

Dothan Eagle: "'The world is hearing the voice of FREEDOM…,'" "Iraqis, marines feel bloom of elections," five photos of smiling Iraqis after having voted (ink was placed on their fingers to indicate they voted)

The Press: "Violence in Iraq disrupts elections," "Bombings kill at least 27," photo of an armed masked man overlooking line of people dressed in black behind barbed wire

Additional Information

Militant groups, such as the one led by Abu Musab al-Zarqawi, threatened all those who dared to vote at the "infidel" polling stations. In an Internet statement, he proclaimed, "For the last time we warn that [Sunday] will be bloody for the Christians and Jews and their mercenaries and whoever takes part in the [election] game of America and Allawi [interim prime minister]." Pre-election violence, including a rocket attack on the US embassy, led to a security lockdown on the day of the election. The country's airports and borders were sealed and only official vehicles were allowed on the streets. Suicide bombings and mortar attacks on polls in Baghdad killed at least 27 people.

Despite the threats of violence, there were high voter turnouts in certain areas, especially the Kurdish north and Shiite south. Fewer voters went to the polls in the Sunni areas in the center of the country. In the largely Sunni province of Anbar, which includes the city of Fallujah, turnout was just two percent.

The Bush administration claimed the day as the beginning of democracy in Iraq. Bush said that this election would be a beacon of hope to others living under authoritarian regimes elsewhere in the Middle East. Critics responded that Iraq would need to create its own forms of leadership in this new era that might not look like the voting process in the United States, and that a truly democratic process could not take place while a foreign army occupied the country.

A 275-member National Assembly was elected, with a majority of seats won by a coalition of religious Shiite parties with close ties to Iran. Kurdish parties, also allied with Iran, came in second. The National Assembly chose Kurdish leader Jalal Talabani as the country's new interim president and Shiite leader Ibrahim Al-Jaafari as Prime Minister. The Assembly was responsible for drafting a constitution that will be put to a national referendum. In August 2005 the Assembly approved a new constitution over the protests of Sunni representatives. Sunnis objected to the influential role that Shia religious leaders would play in the Iraqi government and the shift in power from the federal to provincial governments.

March 20, 2006:
Third Anniversary of Operation
Iraqi Freedom

Background Information

March 20, 2006 marked the third anniversary of the beginning of the War in Iraq. The previous day Iyad Allawi, former interim prime minister of Iraq, told the BBC that he believed that Iraq was in the middle of a civil war.

Document 15
Stars and Stripes
Washington, D.C.

Spc. Carl Jackson, left, cleans a burn on a young Iraqi girl's hand on Friday at a free clinic at Camp Scania, Iraq. She is comforted by an unidentified man. Each day the clinic treats between 40 and 60 patients who suffer from everything from a common cold to rare diseases. The clinic, however, evacuates severely injured or sick patients to larger facilities.

Document 16
The Palm Beach Post
Palm Beach, Florida
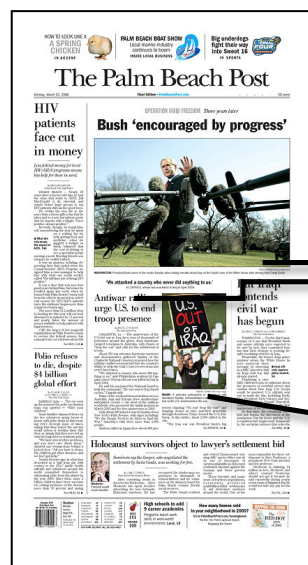
WASHINGTON: President Bush waves to the media Sunday after making remarks about Iraq on the South Lawn of the White House after arriving from Camp David.

'We attacked a country who never did anything to us.' (AL ZAPPALA, whose son was killed in Iraq in April 2004)

MIAMI: A protester participates in an antiwar rally downtown Sunday. Demonstrators voiced their opposition to the U.S. involvement in the war.

Media Sample Questions & Answers

1) **Compare the two front pages. How do the newspapers' choice of content, headlines and photos present different impressions about the war in Iraq for this day? Give your evidence from the front pages to back up your answers.**

Possible Answers: Both covers give a mix of messages. The *Stars and Stripes* leads with a large photo that emphasizes the positive role of the US military in helping Iraqi civilians, but its headlines acknowledge insurgent attacks and Allawi's claims of civil war. *The Palm Beach Post* notes that Bush is "encouraged by progress," but the photo contradicts the headline by suggesting that the President is not being forthcoming. The other articles emphasize the failures of the war by focusing on the anti-war movement and Allawi's claim of civil war.

Media Sample Questions & Answers Cont'd

Evidence:

Stars and Stripes: Photo of US soldier caring for Iraqi child contrasted by headlines "Troops, insurgents clash" and "Cheney disagrees with Allawi, says not in civil war."

The Palm Beach Post: Photo of Bush keeping reporters at a distance, photo of anti-war protestor with graves, headlines "Antiwar rallies urge US to end troop presence" and "Iraq contends civil war has begun."

Additional Information

Stars and Stripes began publication during World War II in Europe in 1942. On its website, the journal describes itself as "a daily newspaper published for the U.S. military, DoD [Department of Defense] civilians, contractors, and their families. Unique among the many military publications, *Stars and Stripes* operates as a First Amendment newspaper, free of control and censorship…. Currently, our Mideast Edition is command-sponsored and distributed at no charge to downrange troops" (*StarsandStripes.com*).

In a lead article from this issue entitled "Cheney: Iraq not in midst of Civil War," *Stars and Stripes* quoted Vice President Cheney in an interview on "Face the Nation": "What we've seen is a serious effort by (terrorists) to foment a civil war. But I don't think they've been successful." Cheney was responding to remarks made by former Iraqi prime minister Allawi in the BBC interview: "We are losing each day as an average 50 to 60 people throughout the country, if not more. If this is not civil war, then God knows what civil war is" (http://news.bbc.co.uk/2/hi/middle_east/4821618.stm).

Opinions on whether Iraq had entered a period of civil war were divided both in Iraq and in the US. On March 14 the American Forces Press Service quoted Iraqi President Jalal Talabani's assertion that the Iraqi unity government agreements on the concept of a national security council "prove that the civil war is out of the question and that the Iraqi people will not accept [for] a civil war to take place" ("Iraqi President Says New Agreements Disprove Civil War Fears"). An Associated Press-Ipsos poll two months earlier had reported that more than 3/4 of the US public thought that the situation Iraq would develop into a civil war.

The Camp Scania free medical clinic profiled by *Stars & Stripes* is operated by the 1st Battalion, 108th Armor Regiment, 48th Brigade Combat Team. It offers special care for burn victims who are treated with painkillers and antibiotics unavailable at many Iraqi hospitals. The *Stars and Stripes* article quotes Iraqi physician Dr. Firas Egal as saying that the clinic offers "the best treatment in the country."

The Palm Beach Post reported that "the anniversary of the U.S.-led war in Iraq drew tens of thousands of protestors around the globe, from hurricane-ravaged Louisiana to Australia, with chants of 'Stop the War' and calls for withdrawal of troops." Protestors included 1,000 people in New York, 800 in Tokyo, and 1,000 in Seoul, South Korea. The newspaper also noted that three years of war had taken the lives of 2,300 U.S. service people and over 33,000 Iraqis.

The Palm Beach Post paid special attention to the 200 individuals who gathered at Chalmette National Cemetery in Louisiana "to protest how the military conflict overseas had hurt the country's ability to help the Gulf Coast recover from last year's hurricanes." The article also pointed out that the numbers gathered for the third anniversary of the war were far smaller than the tens of millions who took to the streets worldwide to protest the initial invasion and the first anniversary of the war.

July 10, 2006:
Continued Violence in the War's Third Year

Background Information

The year 2006 saw a rise in sectarian killings during a time of continued large US troop presence. A year-end report by the UN estimated that there were 34,000 civilians killed in Iraq during 2006 in a wave of "rampant and indiscriminate killings, sectarian violence, extra-judicial executions – and impunity for the perpetrators" (UN.org). The Congressional Research Service reported to Congress of November 13, 2006 that 147,796 troops were stationed in Iraq, including some 23,530 National Guard and Reserves (FPC.State.gov).

Document 17
The Advocate
Baton Rouge, Louisiana

A mother watches over her 8-year old daughter, Houda, who suffered chest wounds Sunday in the crossfire from street gunfights in Baghdad, Iraq. Gunmen stopped cars and grabbed people from the street, separating Sunnis from others as sectarian violence escalated.

Document 18
Orlando Sentinel
Orlando, Florida

Polk County resident Sgt Cesar Moya receives a "Welcome Home Warrior-Citizen Award" Sunday at Orlando's Southport Community Park.

Media Sample Questions & Answers

1) **Compare the two front pages. How do the newspapers' choice of content, headlines and photos present different impressions about the war in Iraq for this day? Give your evidence from the front pages to back up your answers.**

Possible Answers: The *Orlando Sentinel* chose to focus on the welcome that military veterans receive upon returning home while *The Advocate* chose to focus on ongoing violence in Iraq, both by Shiites and US troops.

Evidence:

Orlando Sentinel: "WELCOMES WARRIORS," "Reservists honored for roles in 2 wars," central photo of a returned veteran receiving an award.

The Advocate: "Rampage puts Iraq on Edge," "48 killed by Shiite gunman," "5 US soldiers charged in Iraq rape, slayings," photo of bloodied and bandaged young woman and mother with look of concern.

Additional Information

In December of 2006, several sobering reports to Congress indicated the ongoing difficulty associated with the US military presence in Iraq. On December 6, 2006, the Congressionally mandated Iraq Study group released its report, "The Way Forward – A New Approach." The report concluded that the situation in Iraq was "grave and deteriorating" and recommended an eventual end to US troop presence. In the short term, the report suggested an increase in the number of US troops imbedded with and working to train Iraqi Army units (media.usip.org).

On December 18, 2006 the Pentagon released its own report to Congress, "Measuring Security and Stability in Iraq." The report noted a significant rise in insurgent attacks in the last three months of 2006, averaging 959 per week. The report noted that although the attacks were mostly directed at US forces, most of the casualties were suffered by Iraqis, both soldiers and civilians (*New York Times*, 12/18/06).

In 2006 a number of serious criminal cases were brought against US military personnel. On July 9, four US soldiers were charged in the rape-slaying of an Iraq teenager in Mahmoudiya. On December 21, four Marines were charged with the murder of 24 Iraqi civilian deaths. This news followed the previous revelations of torture of Iraqi prisoners at Abu Ghraib prison. Concern over what some considered war crimes by US troops led to an increasing public unease over continued US military presence in Iraq.

In the case of the rape and murder of fourteen year-old Abeer Qassim al-Janabi near Mahmoudiya, one soldier, Steven Green, was convicted and sentenced to five consecutive life sentences (Dao 1). Three other convicted soldiers received life sentences. In the case of the Haditha murders, four additional Marines were subsequently charged. Seven of the accused were eventually exonerated, either by trial or dismissal of charges (CBC News, White 1).

September 11, 2007:
Release of the Petraeus Report

Background Information

In early 2007 President Bush announced his order to send additional troops to Iraq, an action that became known as "the surge." In a televised speech to the nation in January the President explained the rationale for the troop surge: "If we increase our support at this crucial moment, and help the Iraqis break the current cycle of violence, we can hasten the day our troops begin coming home" (*New York Times*, 1/10/07). Shortly thereafter, he named General David Petraeus commander of the multi-national force in Iraq. In May Iraqi lawmakers called for the withdrawal of US forces in Iraq. On September 10 General Petraeus delivered a report on the situation in Iraq to a joint hearing of the House Committee on Foreign Affairs and the House Committee on Armed Services.

Document 19
The Fresno Bee
Fresno, California

General David Petraeus listens to opening statements from members of Congress of a joint hearing of the House Armed Services and Foreign Affairs panels on Monday.

A protestor shows his views at Monday's hearing before being escorted out by Capitol Hill police.

Document 20
The Press-Enterprise
Riverside, California

Gen. David Petraeus said on Capitol Hill that security gains since additional U.S. troops arrived in Iraq this year had been "uneven" but that reductions in violence warranted continuing the current strategy.

Media Sample Questions & Answers

1) **Compare the two front pages. How do the newspapers' choice of content, headlines and photos present different impressions about the war in Iraq for this day? Give your evidence from the front pages to back up your answers.**

Possible Answers: *The Fresno Bee* chose to focus on the difficulties in assessing the situation and ongoing opposition to the war, while *The Press-Enterprise* chose to focus on an optimistic prediction for Petraeus' recommendation and on the positive response it received.

Media Sample Questions & Answers Cont'd

Evidence:

The Frenso Bee: "No Easy Answers," photo of protestor's sign: "Generals Lie, Soldiers Die."

The Press-Enterprise: "Slow pullback gets four-star backing," photo of General Petraeus giving the "thumbs up" sign.

Additional Information

Several days after General Petraeus delivered his report to Congress, President Bush addressed the nation, announcing the beginning of troop reductions:

In the life of all free nations, there come moments that decide the direction of a country and reveal the character of its people. We are now at such a moment. In Iraq, an ally of the United States is fighting for its survival. Terrorists and extremists who are at war with us around the world are seeking to topple Iraq's government, dominate the region, and attack us here at home.

If Iraq's young democracy can turn back these enemies, it will mean a more hopeful Middle East and a more secure America. This ally has placed its trust in the United States. And tonight, our moral and strategic imperatives are one. We must help Iraq defeat those who threaten its future and also threaten ours. Eight months ago, we adopted a new strategy to meet that objective, including a surge In US forces that reached full strength in June. This week, General David Petraeus and Ambassador Ryan Crocker testified before Congress about how that strategy is progressing. In their testimony, these men made clear that our challenge in Iraq is formidable. Yet they concluded that conditions in Iraq are improving, that we are seizing the initiative from the enemy and that the troop surge is working.

Some disagreed with the president about the effectiveness of the surge. In the week before General Petraeus spoke to Congress, the editors of *The New York Times* published an article entitled, "At Street Level, Unmet Goals of Troop Buildup:"

Seven months after the American-led troop "surge" began, Baghdad has experienced modest security gains that have neither reversed the city's underlying sectarian dynamic nor created a unified and trusted national government. Improvements have been made. American military figures show that sectarian killings in Baghdad have decreased substantially. In many of Baghdad's most battle-scared areas, including Mansour in the west and Ur in the east, markets and parks that were practically abandoned last year have begun to revive.

The surge has also coincided with and benefited from a dramatic turnaround in many Sunni areas where former insurgents and tribes have defected from supporting violent extremism, delivering reliable tips and helping the Americans find and eliminate car bomb factories. An average of 23 car bombs a month struck in Baghdad in June, July and August, down from an average of 42 over the same period a year earlier.

But the overall impact of those developments, so far, has been limited. And in some cases the good news is a consequence of bad news: people in neighborhoods have been "takhalasu" – an Iraq word for purged, meaning killed or driven away. More than 35,000 Iraqis have left their homes in Baghdad since the American trrop buildup begain, aid groups reported. (*New York Times*, 9/9/07)

FURTHER QUESTIONS

What techniques do newspaper editors, photographers, reporters and graphic artists use to influence news coverage?

Notice the pattern of difference between the editorial choices made by the international press and the editorial choices made by editors in the US. What differences do you see? Why do you think they exist?

Who follows the international news? What sources do you use? Why do you use these sources? Who owns these sources? Why is it important to know that?

Is it important to use a range of different news sources? Explain. Is it realistic?

CONNECTIONS

Compare differences in editorial choices with those made in newspaper coverage of President Abraham Lincoln's Gettysburg Address in Project Look Sharp's *Media Construction of Presidential Campaigns* (1864 election).

Teach history and critical thinking by having students compare how the same news source, *Newsweek* magazine, constructed very different coverage of the Vietnam War, the Gulf War, and the War in Afghanistan using Project Look Sharp's *Media Construction of War*.

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Lesson 6: "Celebration" or "Protest"?

Video Clips

"Celebration" or "Protest"?

NOTE: **Unit 3: War in Iraq: Whose Voice, Whose Story***? includes a brief background* **Student Reading: Iraq: Background to War** *and* **Student Assessment** *that can be administered before any lesson in this unit. Alternatively, the assessment can be given at the end of the unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Unit 3, Lesson 1,** *but they are listed as optional materials in all Unit 3 lessons.*

Lesson Objectives:
- Students will learn about the holy Shia Mosque of Ali in Najaf
- Students will recognize the choices and resulting bias that go into constructing a television news story.
- Students will discuss issues of credibility and accuracy and the best way to determine truth.
- Students will be encouraged to use diverse and multiple sources when following the news.

Vocabulary:
Ali Mosque, ayatollah, caliphs, Fedayeen, holy cities, Imam Ali, Imam Hussein, Karbala, martyr, Muhammad, Najaf, Sunni and Shiite split

Media: Video clips from television news reports
- Deutche Welle (German) 2003 (2 minutes 8 seconds)
- *Nightly Report*, CBS News, 2003 (2 minutes 27 seconds)

Materials Needed:
- (Optional) Four-page *Student Reading: Iraq: Background to War*
- (Optional) Two-page *Student Assessment*
- (Optional) Two-page *Teacher Answer Sheet*
- Six-page *Teacher Guide*
- Two video clips (access online or via Unit 3 Lesson 6 digital media folder)

Time: 40 minutes (not including the optional background reading and assessment)

Lesson Procedures:

- (Optional) Distribute the *Student Reading: Iraq: Background to War* to provide the class a brief background history of Iraq. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment.*

- Present the *Lesson Introduction* to the class.

- Play the first video clip from *Deutche Welle TV*.

- Lead a decoding using the *Media Sample Questions & Answers* in the *Teacher Guide*.

- Play the second video clip from CBS News.

- Lead a decoding using the *Media Sample Questions & Answers* in the *Teacher Guide*.

- Present the *Additional Information* and lead a discussion about utilizing multiple media sources using the *Further Questions*.

TEACHER GUIDE

"Celebration" or "Protest"?

1. (Optional) Determine whether you will use the background *Student Reading: Iraq: Background to War* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

3. Introduce the lesson:

Lesson Introduction

The Sunni and Shiite branches of Islam split in the 7th century over who would succeed Muhammad as the leader of all Muslims. The dominant branch of Islam, the Sunnis, looked to the appointed Caliphs, while the Shiite followed the descendants of Muhammad and Ali, Muhammad's son-in-law. Imam Ali was killed in 661 and buried in Najaf, Iraq, the site of today's Ali Mosque. The term *Shia* comes from the Arabic word for Party (*shi*) of Ali. Hussein, Ali's son, was also killed in Karbala, Iraq just twenty years after his father. Ali and Hussein are the most venerated Shia martyrs, and Karbala and Najaf have become holy cities for Shia worldwide. Islamic scholars, including the Iranian leader Ayatollah Khomeini and Ayatollah Sistani of Iraq, lived in Najaf. Najaf, 100 miles south of Baghdad, is also the site of one of the world's largest cemeteries, as many Shia long to be buried near their prophets.

In late March of 2003, advancing US troops approached Najaf on their way to the final assault on Baghdad. Understanding the sacred nature of the city, US commanders had hoped to avoid military action there. However, Najaf was on a key supply route, and reports suggested that the cemetery near the Imam Ali Mosque was being used as a staging site for Iraqi troops. In addition, there had been a recent car bomb attack that killed five Marines on the road to Najaf by the *fedayeen*, paramilitary fighters loyal to Saddam Hussein (Bodansky 210). In early April US air strikes hit targets just a half-mile from the Ali Mosque (Purdum 183). The possibility for a tragic confrontation at the site of one of the holiest shrines of Islam was very real on April 4, 2003 – the day of the news reports you are about to see.

Most people around the world learn about war from television coverage. That coverage differs from station to station and country to country. In Iraq under Saddam Hussein, all television news was controlled by the government, and therefore reflected Saddam Hussein's ideas about the world. This is not true in the US, where viewers with access to cable, satellite or Internet news can sample from many points of view. Some channels tend to support the US government's view, while others may be more critical.

You will now see two brief video clips from televised news coverage of an incident in Najaf on April 4, 2003 during the US invasion of Iraq. The first report is from a German news channel, Deutche Welle. The second report, on the same incident, is from CBS News. Pay close attention to the words and images used by each reporter to convey information about the war.

4. Play the first video clip from Deutche Welle.

5. Pause the video after the first clip and lead the class in a decoding using the *Media Sample Questions & Answers* below in the *Teacher Guide*.

Video Clip 1
Deutche Welle
April 4, 2003
2:08 min.

Media Sample Questions & Answers

1) **What does the coverage suggest about the truth of reports regarding the US advance on Baghdad?**

Possible Answer: The coverage suggests that it is impossible to know the truth of reports.
Evidence: "Iraqi officials refute the Anglo-American claims of advances and it remains difficult to independently confirm any of the reports coming from Baghdad and where combat activity is located. That applies as well to conflicting claims regarding the battle in Najaf."

2) **What impression do you have about how Iraqis feel about the presence of US troops?**

Possible Answer: The report suggests that the Iraqis are unhappy about the US presence.
Evidence: "These outraged Iraqis are not protesting for Saddam Hussein, they are demonstrating against US soldiers approaching their holy temple," with footage of angry Iraqis in the streets. The banner across the bottom of the screen reads: "Eyewitnesses say dozens killed and injured by US shelling," suggesting more reasons for anger towards the US.

3) **How does the reporter explain the resolution to the confrontation in Najaf?**

Possible Answer: The reporter explains that the imam calmed the angry protestors and that US troops pulled out, fearing a revolt among the Shiite population.
Evidence: "The situation calms somewhat after the imam intervenes," with footage of an imam standing between angry protestors. " US troops decide to pull back, fearing a revolt among the town's Shiites," with footage of US troops backing away.

6. Play the first video clip from CBS News.

7. Pause the video after the first clip and lead the class in a decoding using the *Media Sample Questions & Answers* below in the *Teacher Guide*.

Video Clip 2
Nightly Report, CBS News
April 4, 2003
2:27 min.

Media Sample Questions & Answers

1) **What does the coverage suggest about the truth of reports regarding the US advance on Baghdad?**

Possible Answer: The coverage suggests that this news is accurate and up to date.
Evidence: The anchor says, "Now we take you to the battlefield. CBS News war reporter Jim Axelrod reports from the very tip of the spear." Accompanying footage shows a map of Iraq with the reporter's photo on top, suggesting that he is there. Axelrod says, "We can confirm the troops have taken at least part of the airport," with his image in helmet and military clothing followed by images of tanks rolling along a road.

2) **What impression do you have about how Iraqis feel about the presence of US troops?**

Possible Answer: The report suggests that the Iraqis are glad for the US presence.
Evidence: "Look at how they were met…We heard people saying, 'Welcome, hello Mr. Bush,'" "Crowds celebrated outside the tomb of Ali Mosque." Footage shows crowds waving and cheering and a US vehicle throwing a frisbee into the crowd along the roadside and crowds cheering in Najaf.

3) **How does the reporter explain the resolution to the confrontation in Najaf?**

Possible Answer: The report suggests that the US commanding officer defuses the situation, which is described as an honest misunderstanding arising from the past actions of Sadaam Hussein's *fedayeen*.
Evidence: "Commander Chris Hughes now faced a volatile stand off…To defuse a crisis, Hughes orders his troops out." Footage shows Hughes giving instructions to US troops to withdraw peacefully. "The imam asked for US protection…but the crowds mistook that as US troops about to storm the Mosque or target the cleric…the idea of soldiers going into their holy place, that's what the *fedayeen* had done all these years." The footage shows US troops marching peacefully on the street alongside Iraqis.

Media Sample Questions & Answers: Both Video Clips

1) Which of these two reports is the truth?

Possible Answer: Neither report is completely true, and both have elements of truth.

Evidence: Neither report contains "the whole truth," since the information that the reporters offer is necessarily limited by whom they can interview about the incident. In addition, reporters and news editors have their own judgments about what to include and not to include in a report. Note that some of the same video clips are used in both reports, but with very different voiceover scripts that give difference impressions of the event. Someone – probably an editor – wrote the voiceover script from a particular point of view. Perhaps the German report is more skeptical of "Anglo-American claims of advances" because their reporters are not part of the reporting pool, or because the German government opposed the war.

The US report infers that this is a true report. This may be because their reporters are stationed in Iraq, though the information that they get comes with military restrictions as to what they can and cannot see and report on. Both reports may include portions of the truth. An imam probably did help to defuse the conflict, as did the US commander. Both truths make up a part of a larger, much more complex series of judgments and reflections that, taken together, are a part of the "whole truth."

2) How could one discover the truth about what happened with the confrontation in Najaf?

Possible Answer: You could search for reports by eyewitnesses to the entire incident. Interviews with the imam, participants in the crowd, other observers, the US commander or US troops could help one to develop a broader picture of what happened. One way to find such information would be to look on the Internet for other news reports on this same incident, from additional sources elsewhere in the Middle East and beyond. However, it is unlikely that many news channels would report on this relatively minor incident in the course of a war that had many battlefronts.

FURTHER QUESTIONS

Why is it important to have multiple sources of information when trying to sort out what is true?

What additional sources are available if one chooses to look deeply into a particular news story about the Middle East? About the United States? About your own city or town?

ADDITIONAL INFORMATION

Najaf has become a center of protest several times in recent history. In February 1977 Shiite demonstrations erupted there against Saddam Hussein's rule during ceremonies commemorating the martyrdom of Ali's son, Hussein. The army arrested thousands of demonstrators and killed and wounded many others during the fighting. Afterwards, a special court was set up by Saddam Hussein to try participants in the demonstrations, including several *ulama*, professional although unofficial clergy of Shia Islam (Esposito 325). Saddam Hussein sentenced eight *ulama* to death and fifteen to life imprisonment (Karsh and Rautsi 142). Similar demonstrations against Saddam occurred in Najaf in 1979, when Ayatollah Khomeini took power in Iran, and in 1991 during the Persian Gulf War.

Najaf became a center of protest against US occupation beginning in August 2003, when a car bomb at the Imam Ali Shrine killed more than eighty people, including Shia leader Ayatollah Muhammad Baker al-Haqim. Najaf was home to many Mehdi Army supporters of Moqtada al-Sadr, the son of revered Shia imam Mohammed Sadiq Sadr, who was imprisoned and killed by Saddam Hussein. Moqtada al-Sadr's opposition to foreign troops in Iraq led to a major confrontation with US forces in Najaf in April 2004. The Iraqi President, Ghaze al-Yawar, arranged a ceasefire at that time, in order to protect the sacred city.

Shiites from around the world travel to Najaf to bury their dead in the huge "City of the Dead" cemetery to end life close to Imam Ali. During Saddam Hussein's dictatorship, many Shiite dissidents in exile were prevented from returning to Iraq to bury their relatives (Braude 18).

CONNECTIONS

Compare how truth is determined in a U.S. presidential campaign by looking at these videos from Project Look Sharp's *Media Construction of Presidential Campaigns*: George H.W. Bush's view of Arkansas' economy under Bill Clinton's governorship with his 1992 campaign ad "Arkansas 2," and Clinton's response with "Steady."

Compare *Newsweek*'s coverage of the Vietnam War with its coverage of the first Gulf War and the War in Iraq using Project Look Sharp's *Media Construction of War*.

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Lesson 7:
The Jessica Lynch Rescue – News, Propaganda, or Entertainment?

LESSON PLAN

Video Clips

The Jessica Lynch Rescue: News, Propaganda or Entertainment?

NOTE: **Unit 3: War in Iraq: Whose Voice, Whose Story***? includes a brief background* **Student Reading: Iraq: Background to War and** **Student Assessment** *that can be administered before any lesson in this unit. Alternatively, the assessment can be given at the end of the unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Unit 3, Lesson 1,** *but they are listed as optional materials in all Unit 3 lessons.*

Lesson Objectives:

- Students will learn to ask key media literacy questions including:
  - o Who produced this message?
  - o For what purpose?
  - o With what target audience in mind?
  - o How accurate, current and credible is it?
- Students will examine the credibility of different sources and different media constructions about history and current events.
- Students will distinguish between different types of TV programming including news, news criticism, and drama.

Vocabulary:

combat camera, credibility, docudrama, documentary critique, media literacy, target audience, video news release

Media:

- Video compilation of a clip from an AFRT television news report (2 minutes 4 seconds)
- The ABC television news magazine *Primetime* (2 minutes 31 seconds)
- The BBC documentary War Spin (3 minutes 42 seconds)
- The NBC docudrama *Saving Jessica Lynch* (4 minutes 12 seconds)

Materials Needed:

- (Optional) Four-page *Student Reading: Iraq: Background to War*
- (Optional) Two-page *Student Assessment*
- (Optional) Two-page *Teacher Answer Sheet*
- Twelve-page *Teacher Guide*
- Video clip (access online or via Unit 3 Lesson 7 digital media folder)

Time: 50 minutes (not including the optional background reading and assessment)

Lesson Procedures:

- (Optional) Distribute the *Student Reading: Iraq: Background to War* to provide the class a brief background history of Iraq. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment.*

- Present the *Lesson Introduction* to the class.

- Before playing the video, provide the background information from the *Teacher Guide* for each video clip. Pause between each clip about the rescue of Jessica Lynch.

- Following each clip, lead a discussion using the *Media Sample Questions & Answers* in the *Teacher Guide*.

- Lead a discussion about issues of credibility, truth and how we learn about history, politics and current events using the *Additional Information* and the *Further Questions*.

TEACHER GUIDE

The Jessica Lynch Rescue: News, Propaganda, or Entertainment?

1. (Optional) Determine whether you will use the background *Student Reading: Iraq: Background to War* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

3. Introduce the lesson:

Lesson Introduction

Televised news coverage during wartime is shaped both by the perspective of the producer of the piece and by the owner or manager of the broadcast channel. The news we see is based upon the ideas of individuals who make their own judgments about what is important to show and tell and what is not. For example, in February 1991 during the first Gulf War, US television news tended to report on the quick victory of Coalition forces over Saddam Hussein while international reports tended to focus more on Iraqi civilian casualties. In April 2004, US coverage of the conflict in Fallujah tended to focus on the executions of US security workers, while international coverage focused on Iraqi demonstrators who were killed by US troops (see *Unit 3, Lesson 5: Covering the War*).

When television journalists use information provided by the government, there is always the danger of the truth becoming secondary to the government line. For instance, in Saddam Hussein's Iraq, all television news was created by members of Saddam Hussein's ruling Baath Party. In the United States, there are many sources of televised news from the major network news shows to cable and satellite alternatives. During the Iraq War, some media critics cautioned that major news media were becoming too reliant on Pentagon news releases for their information on what was happening. They suggested that the distribution of video news releases by the Pentagon film crew, "Combat Camera," made it less likely for the public to get to see perspectives on the war beyond those created by the military.

Media literacy is the ability to ask important critical questions about whatever source of information you are exposed to. To practice critical media viewing, you must be able to ask important questions, such as: Who produced this message and for what purpose? Who is the target audience - who are the producers trying to reach? Is the information up-to-date and reliable?

In this lesson, you will see four different accounts of the same event. One is a television news report from the Armed Forces Radio and Television (AFRT) network, the second is a report from *Primetime*, a television news magazine, the third is a documentary critique of news coverage, and the fourth is a made-for-television docudrama, or dramatic reenactment. This lesson will help you to understand how and why different media sources interpret, slant and even manipulate their constructions to give different impressions of the same event.

On March 23, 2003, the second day of war, Iraqi forces in Nasiriya captured Private Jessica Lynch after her convoy made a wrong turn. Her Humvee was hit by a rocket-propelled grenade and crashed into a truck. The Army's report on the incident later suggested that Lynch suffered extensive injuries in the crash, including multiple fractures. Eleven US soldiers died during the attack on the convoy, some in the crash and some in combat (Purdum136). Nine days later, on April 1, a joint team of US Special Forces rescued Private Lynch from the Iraqi hospital where she was being treated and took her by helicopter to safety.

This event became headline news when the *Washington Post* ran a story titled "She Was Fighting to the Death," which falsely claimed that Private Lynch was shot and stabbed by Iraqi forces as she "fought fiercely and shot several enemy soldiers" (Seib 74). The *Post* story itself became a focus of news reports when it was disclosed that Lynch in fact had not sustained injuries from fighting, but solely from the vehicle crash. *Washington Post* spokesman Michael Getler later admitted that the article had been inadequately researched in an effort to get the scoop on an irresistible story. Getler later commented, "This was the single most memorable story of the war, and it had huge propaganda value" (qtd. in Goodman 272).

4. Play each of the four video clips, providing the class with the background information on each clip using the following pages in the *Teacher Guide*.

5. After playing each video clip, pause and lead a discussion using the *Media Sample Questions & Answers* in the following pages of the *Teacher Guide*.

6. Lead a discussion about issues of credibility, truth and how we learn about history, politics and current events using the *Additional Information* and *Further Questions* in the *Teacher Guide*.

Video Clip 1
"2 Minute Report"
Armed Forces Radio and Television
Broadcast 1ˢᵗ week of April 2003
2:04 min.

Video Clip 1 Information

As its main information sources, this report uses a Pentagon press release and news conference. It includes video footage shot by the Pentagon film crew that accompanied the rescue mission. This report aired shortly after the rescue was made public.

Media Sample Questions & Answers

1) **What is the main message about the US forces?**

   Possible Answer: They are brave, principled and competent.
   Evidence:
   Brave: General Brooks says, "Brave souls put their lives on the line to make it happen." Troops faced firefights going into and leaving the hospital.
   Principled: "Loyal to a creed – never leave a fallen comrade or embarrass their country."
   Competent: In a "classic joint operation," Lynch was rescued successfully.

2) **What is the main message about the Iraqis?**

   Possible Answer: They are dangerous and underhanded.
   Evidence: General Brooks suggests that the hospital was actually a military post with "mortars, maps and terrain models" and that rescue troops took fire when they were on the ground.

3) **Who is the target audience for this report?**

   Possible Answer: Armed forces members and their families are the target audiences.
   Evidence: This report aired on Armed Forces Radio and Television and the content promotes a US military perspective.

4) **What forms of persuasion do the producers use to suggest that the message is credible?**

   Possible Answer: The use of footage shot at the time of the operation suggests credibility. The uniforms of the anchor and the press conference spokesman suggest that the news is "official." The shots of the quiet reporters at the military press conference suggest that this is accurate information and not up for question.

Additional Information

Defense Secretary Donald Rumsfeld announced in early 2002 his plans to set up an "Office of Strategic Influence" in order "to tell the world that this (the War in Afghanistan) was not an effort against the Afghan people." The plan was strongly criticized in the media, and the Bush administration withdrew its public plans for such an office. Nonetheless, Secretary Rumsfeld continued to declare that his department would do whatever it could to portray the US military aims in a positive light (Federation of American Scientists).

One of the ways in which the military delivers its own version of combat operations is through its program Combat Camera, or COMCAM (doim.army.mil/VIWeb/combatcam.html). The Jessica Lynch video was an example of how quickly COMCAM could turn around its footage. Within two hours of the rescue, an emergency press briefing was held for journalists at the media headquarters in Doha, Qatar to screen the five-minute video film of the rescue. Lieutenant Jane Laroque, the officer in charge of COMCAM's soldiers in Iraq, commented on COMCAM's purpose in an interview with the *Baltimore Sun* in April 2003: "We've got a lot of good humanitarian images, showing us helping the Iraqi people and the people in Baghdad celebrating. A lot of our imagery will have a big impact on world opinion" (qtd. in Rampton and Stauber 188).

Retired US Air Force Colonel Sam Gardiner challenged the use of "psyops" or psychological operations in his investigative report titled, "Truth from These Podia: Summary of a Study of Strategic Influence, Perception Management, Strategic Information Warfare and Strategic Psychological Operations in Gulf II." In the report, he points to fifty news stories about the Iraq war that he says were manufactured by government media experts in a secret project to sell the military invasion of Iraq (Smith "A Strategy of Lies").

Gardiner pointed to the Jessica Lynch incident as an example of the military becoming too interested in managing public relations rather than attending to military operations. He noted the *Newsweek* report that stated that as soon as Lynch was rescued the Joint Operations Center phoned the top civilian communications aide, Jim Wilkinson, who went on to become the communication director for the 2004 Republican National Convention. He concluded: "Washington and London did not trust the peoples of their democracies to come to the right decisions…Truth became a casualty. When truth is a casualty, democracy receives collateral damage" (qtd. in Smith "A Strategy of Lies").

Video Clip 2
"Private Jessica Lynch: An American Story"
Primetime, ABC
November 11, 2003
2:31 min.

Video Clip 2 Information

This exclusive Diane Sawyer interview with Jessica Lynch on the television news magazine program *Primetime* was the first time that she had told a national television audience about her side of the story in an extended interview. Previously, CBS had unsuccessfully tried to get Lynch to do an interview by offering her a book deal, a movie and an MTV video show. These offerings were possible because Viacom, the giant media company that owns CBS, also owned MTV and Paramount movie studios (Seib 76).

Media Sample Questions & Answers

1) What is the main message about the US forces?

Possible Answer: They are courageous, competent, and compassionate.
Evidence:
Courageous: Jessica Lynch is prepared to face her own death. The US forces are armed and expect to receive fire as they attempt the rescue.
Competent: US forces had a clear plan to get Lynch, and cut electrical power and staged a diversionary firefight.
Compassionate: They want to save Lynch. A rescuer gives her a flag and reassures her.

2) What is the main message about the Iraqis?

Possible Answer: They are dangerous and deadly. They are also afraid of US power.
Evidence:
Dangerous: The tense music and explosions in the background give a sense of danger. Sawyer says, "She knows one word from Saddam Hussein, and she'll be executed."
Afraid: Iraqi nurse, Sahad, appears afraid and says: "They were like giants. We didn't know what they would do with us."

3) What forms of persuasion do the producers use to suggest that their message is credible?

Possible Answer: The interview with Jessica Lynch suggests that the real story will come from the primary subject of the story. The additional interview with the Iraqi nurse adds confirmation to her version of events. The "real video" from the Combat Camera makes it seem as though this is the way it really happened. The soundtrack leads viewers to an emotional release. It encourages anxiety as the troops search for Lynch with synthesizers and explosions, and then reassurance and calm after the rescue, with snare drums and slower tones.

Further Questions

Does the report criticize or support the government position presented in Video Clip 1?

This *Primetime* segment uses music and editing to make emotional appeals. Do such appeals to emotion help to uncover truth? Why or why not? Are they appropriate in a news broadcast? In a television news magazine?

Additional Information

In another part of the interview, Lynch commented on the false reports that she had sustained combat injuries while fighting for her life:

It hurt in a way, that people would make up stories that they had no truth about. Only I would have been able to know that, because the other four people on my vehicle aren't here to tell that story. So I would have been the only one able to say...I went down shooting. But I didn't. (interview)

She also commented about the way the military used her story:

It does [bother me] that they used me as a way to symbolize all this stuff. It's wrong. I don't know why they filmed it, or why they say the things they [say], you know. ... All I know was that I was in that hospital hurting. ... I needed help. I wanted out of there. It didn't matter to me if they would have come in shirts and blank guns; it wouldn't have mattered to me. I wanted out of there. (interview)

Jessica Lynch went on that same week to do interviews with Katie Couric, David Letterman and Larry King.

Video Clip 3
War Spin
Documentary on BBC Two
May 18, 2003 (US Broadcast July 2003)
3:41 min.

Video Clip 3 Information

John Kampfner, political editor for London's *New Statesman* magazine, made this film. This report uses interviews with Iraqi doctors and eyewitnesses to the incident in Nasiriya, as well as an interview with the US Assistant Defense Secretary as its main information source. Like the previous clips, it also includes video footage shot by the Pentagon film crew that accompanied the rescue mission.

Media Sample Questions & Answers

1) **What is the main message about the US forces?**

Possible Answer: They create fake media events to justify the war. They are evasive, if not dishonest.
Evidence:
Create fake event: An interview with an Iraqi man in restaurant suggests that the US knew that there were no Iraqi military personnel at the hospital. An Iraqi doctor states, "Why do they do this? There is no Iraqi soldiers in the hospital," and "They made a show of the American attack on the hospital like Sylvester Stallone or Jackie Chan." The reporter's voiceover at end of clip says that Prime Minister Blair and President Bush "knew how vital it was to get the message right, to present the war and the case for war."
Evasive: Assistant Defense Secretary Whitman refuses to answer questions about Lynch's injuries and Iraqi resistance.

2) **What is the main message about the Iraqis?**

Possible Answer: They are victims of US and British violence. They are compassionate, brave and intelligent.
Evidence:
Victims: The opening clips shows an Iraqi patient hopping down a hallway and a man in bed who was handcuffed by US during the rescue, while a doctor says, "I don't know why they tie him. He cannot move."
Compassionate and brave: A doctor tells the story of risking his life to return Lynch to US front lines.
Intelligent: The documentary features interviews with Iraqi professionals who have a clear analysis of US and British actions and motives.

Video Clip 3 Cont'd

3) **Who is the target audience for this report?**

Possible Answer: British and US television viewers, especially those critical of British and US actions in Iraq.

4) **What forms of persuasion do the producers use to suggest that their message is credible?**

Possible Answer: They filmed within the hospital where Lynch was treated. They speak with the doctor who treated Lynch as a demonstration of believable professional opinion. They interview the US Assistant Defense Secretary to show they are being evenhanded.

Further Questions

Why do you think the reports by the Armed Forces Radio and Television station and the BBC are so different in their views of this incident?

Additional Information

John Kampfner, the BBC reporter for this piece, referred to the army's handling of the Jessica Lynch rescue as "one of the most stunning pieces of news management ever conceived…The American strategy was to ensure the right television footage by using…images from their own cameras, editing the film themselves" (qtd. in Goodman 269).

He suggested that the Lynch story "provides a remarkable insight into the real influence of Hollywood producers on the Pentagon's media managers" (qtd. in Seib 75). He also suggested that the Pentagon had been especially influenced by the Hollywood producer Jerry Bruckheimer, who had made the action film *Black Hawk Down*, about a US crew trapped behind enemy lines in Somalia. Bruckheimer had been given special access to US troops in Afghanistan for the reality TV series *Profiles from the Front Line*, in an arrangement where the Pentagon could review and edit footage "for the safety of the troops" (Seib 31).

Kampfner had many critics himself. US Assistant Defense Secretary Whitman said that the claim of a staged rescue "is ridiculous. I don't know how else to respond. The idea that we would put a number of forces in danger unnecessarily to recover one of our POWs is just ridiculous" (Hyland "BBC Documentary Exposes"). *Time Magazine* added that the documentary "may be guilty of exaggeration itself, with its claim that the Pentagon manipulated information" (Seib 75). John Walcott, the Washington bureau chief for Knight Ridder Newspapers, defended the military, saying: "We have not been able to find anywhere in the record any military official overselling this as a heroic mission or claiming that it was done under heavy fire or anything of the sort" (qtd. in Seib 76).

Video Clip 4
Saving Jessica Lynch
Docudrama on NBC
November 9, 2003
4:12 min.
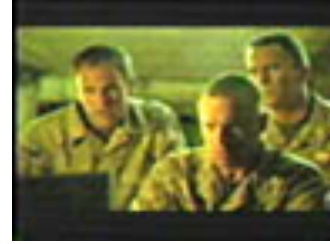
Video Clip 4 Information

This TV movie is a dramatized account of the efforts of Iraqi lawyer Mohammed Odeh Al-Rehaief, who claims that he risked his life to tell the U.S. Marines about the location of Jessica Lynch. The title is similar to the popular film *Saving Private Ryan*, in which a US Army captain in World War II leads a mission to return the last surviving son of the Ryan family from the frontline of combat to his mother. This report uses as its main information source Al-Rehaief's book, *Because Each Life is Precious: Why an Iraqi Man Came to Risk Everything for Private Jessica Lynch*.

Media Sample Questions & Answers

1) How is this clip different from the previous three clips?

Possible Answer: Although there are many possible answers here, help students recognize the difference between news and entertainment. This clip is from a made-for-television movie and uses actors, music, scripted scenes and fictional characters. It relies on dramatic cinematic techniques to hold our attention rather than interviews, narration and documentary footage.

2) Is this clip more or less believable or credible than the previous three clips?

Possible Answer: Although the drama and intensity of this clip draws the viewer in perhaps more successfully than the previous clips, movies like this are created as entertainment and have less credibility than news programs. The three previous clips—from a government news source, from a television news magazine, and from a documentary film—all claim to be accurate and truthful in their reporting. It would undermine their credibility and hurt their reputation and their business if their reports were found to include false and misleading information. Although they each have a slant or bias, they each claim to be accurate. Non-documentary movies made for entertainment, such as *Saving Jessica Lynch*, do not claim to be accurate. They often distort or even create characters or events in order to make the story more entertaining or easy to follow. In general, entertainment sources are less credible than news sources.

Further Questions

What information do you think is inaccurate in this clip from *Saving Jessica Lynch*? How could you find out?

Additional Information

NBC tried to purchase the rights to Lynch's story, but could not because she had already signed a million-dollar book deal with publisher Alfred A. Knopf. NBC did purchase the television rights to Al-Rehaief's story. He had already signed his own book deal for $300,000 with corporate media owner Rupert Murdoch's Harper-Collins Publishers (Goodman 272). In a story reported in the entertainment weekly *Variety*, NBC officials said that the Jessica Lynch rescue was "as good a story as you can get from this war. This story is Mission: Impossible, but it's real. It's uplifting, heroic, compelling and dramatic. You see this sort of thing in spy movies and wonder if it's really true. Now we know it is true" (BBC News).

There were questions about the accuracy of Al Rehaief's story. Jessica Lynch disagreed with his statements that he saw interrogators slap her and that he told her he was going to help her. Al-Rehaief told US officials that he had seen Lynch while visiting his wife in the hospital, but hospital officials said that his wife did not work there, and he probably had simply overheard marketplace rumors. Israeli Prime Minister Ariel Sharon told a visiting US Congressional delegation that in fact it was Israeli intelligence that had played the central role in locating Lynch.

Others pointed their criticism elsewhere. Betsy Hart wrote a column in the *National Review* titled, "Jessica Lynch Week: The Meaning Behind the Media Tour." In it, she blames feminists for using Lynch's story "to advance their cause of integrating women deeper into the frontlines of combat. In fact, the capture of American women by Iraqis was hailed by American feminists as a major advance for the gentler sex." Journalist Mark Bowen, the author of *Black Hawk Down*, placed the blame on the media rather than the Pentagon. "This is how the media works today, for better or worse. It happens without any prompting from the Pentagon; indeed it would not have been possible for the Pentagon to stop the unspooling of *Saving Private Lynch*" (Seibe 76).

FURTHER QUESTIONS

Which of the four clips was the most interesting to you? Why?

Which of the four clips has the most credibility? Which is the most believable? Why?

Which of the four sources is the most accurate (or least biased)? Why? Which is least accurate (most biased)?

Where do you get the bulk of your information about history, political and current events? Are your sources credible? Are they truthful?

How many of you recognize the names Shoshana Johnson or Laurie Piestwa? Piestwa was a Native American soldier killed in the same attack that injured Jessica Lynch. Johnson is an African-American soldier captured along with Jessica Lynch. How many of you can name any of the male soldiers captured in Iraq? Why do you think the media chose to focus on Jessica Lynch, but not these other soldiers?

CONNECTIONS

Compare issues of credibility with these ads from Project Look Sharp's *Media Construction of Presidential Campaigns*: President Bush's and Bill Clinton's ads on the state of Arkansas' economy in the 1992 election campaign.

Compare media coverage of Jessica Lynch with *Newsweek*'s coverage of Lieutenant Calley during the Vietnam War with Project Look Sharp's *Media Construction of War*.

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BBC, 2003. Film.

Lesson 8:
War Crimes at
Abu Ghraib –
Showing Photos?

PowerPoint
Slide Show

War Crimes at Abu Ghraib – Showing Photos?

NOTE: **Unit 3: War in Iraq: Whose Voice, Whose Story***? includes a brief background* **Student Reading: Iraq: Background to War and** **Student Assessment** *that can be administered before any lesson in this unit. Alternatively, the assessment can be given at the end of the unit. For ease of use, the reading, assessment, and* **Teacher Answer Sheet** *are located in* **Unit 3, Lesson 1,** *but they are listed as optional materials in all Unit 3 lessons.*

Lesson Objectives:
- Students will learn about the war crimes committed by US forces at Abu Ghraib.
- Students will discuss reasons for limiting public access to certain images and information.
- Students will recognize the power of images to influence public opinion.

Vocabulary:
Abu Ghraib, Geneva Convention, human rights, torture, war on terror

Media: 11 slide PowerPoint with a series of ten photographs of torture at Abu Ghraib

Materials Needed:
- (Optional) Four-page *Student Reading: Iraq: Background to War*
- (Optional) Two-page *Student Assessment*
- (Optional) Two-page *Teacher Answer Sheet*
- Five-page *Teacher Guide*
- One-page *Student Worksheet*
- PowerPoint slideshow (access online or via Unit 3 Lesson 8 digital media folder)

Time: 30 minutes (not including the optional background reading and assessment)

Lesson Procedures:

- (Optional) Distribute the *Student Reading: Iraq: Background to War* to provide the class a brief background history of Iraq. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment.*

- Present the *Lesson Introduction* to the class.

- Distribute the *Student Worksheet* to students and give them time to answer the first question about viewing the photos.

- Lead a discussion about the decision to view the photos.

- Project the slideshow, and view the photos in silence. Encourage students to write about their reactions to the photos on their worksheets.

- Discuss the photos using the *Media Sample Questions* in the *Teacher Guide*.

- Lead a discussion about media coverage of war and war crimes using the *Further Questions* and *Additional Information* in the *Teacher Guide*.

TEACHER GUIDE

War Crimes at Abu Ghraib – Showing Photos?

1. (Optional) Determine whether you will use the background *Student Reading: Iraq: Background to War* and *Student Assessment* and if the assessment will be collected or reviewed in class.

2. Organize and make copies for the class activities.

3. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

4. Introduce the lesson:

Lesson Introduction

In 1949, after the devastation of World War II, the US and most other nations agreed to the Geneva Conventions, which set human rights standards for treatment of prisoners, including banning physical or mental torture and cruel or degrading punishment. In 2002 following the September 11 attacks, President George W. Bush decided to withhold the Geneva protections from al-Qaeda and Taliban fighters in Afghanistan. The decision was based on the argument that "the war against terrorism is a new kind of war" that made "obsolete Geneva's strict limitations on questioning of enemy prisoners" (Danner 42). At the time, State Department lawyers questioned the decision, arguing that it "would undermine the United States military culture, which is based on a strict adherence to the law of war" (42).

Abu Ghraib is a prison, twenty miles west of Baghdad where Saddam Hussein's security forces tortured and executed his enemies. After the fall of Saddam Hussein, the US used Abu Ghraib as a military prison. By October 2003 there were 7,000 prisoners within the prison and only 92 military police guards to control them (Strasser XIV). On April 28, 2004, the CBS news program *60 Minutes II* aired a report on what some called "prisoner abuse" and others called "torture" under the US command at Abu Ghraib. The photos taken by soldiers at the prison showed naked Iraqi prisoners being forced into humiliating poses while US guards looked on, grinning. Soon, the photos appeared in news outlets around the world.

The effects of these photos on US and global opinion were immediate and profound. President Bush declared that the photos were examples of "disgraceful conduct by a few American troops, who dishonored our country and disregarded our values" (Danner 27). An Independent Panel, chaired by former Defense Secretary James Schlesinger began its report: "The events of October through December 2003 on the night shift of Tier 1 at Abu Ghraib prison were acts of brutality and purposeless sadism" (Strasser 1). The panel concluded that "there were five cases of detainee deaths as a result of abuse by personnel during interrogations" (Danner 48).

Throughout the world, people were shocked and outraged at the images of defenseless prisoners being treated in such an abusive manner by US troops in the very prison where Saddam Hussein had tortured and killed his opponents. Senator Jack Reed of the Senate Armed Services Committee offered this reflection: "For the next fifty years, in the Islamic world and many other parts of the world, the image of the United States will be that of an American dragging a prostrate, naked Iraqi across the floor on a leash" (qtd. in Martin 10).

Within the media, there were differing opinions about the question of whether the photos should be released to the public. CBS News initially agreed to postpone showing the photos when General Richard Meyers, chairman of the Joint Chiefs of Staff, called anchorman Dan Rather to say that the pictures could cause violence to be directed against US troops (Martin 50). Bill O'Reilly of Fox News refused to show them at all. Those arguing against airing the photos said that they could give support to the enemy, damage morale of US troops and focus undue attention on "a few bad apples." Others argued for full disclosure of the photos, arguing for freedom of speech and for accountability based on the open airing of problems within a democracy.

Take a few minutes now to reflect for yourself on this question. Should we view some of the photographs from Abu Ghraib here in class? Why or why not? Please write your own thoughts on this question before we discuss together whether or not to see these photos.

5. Distribute the *Student Worksheet* and give the class five minutes to write individually on the question of whether or not to view the photos.

6. Lead a discussion on this question, asking students to pay particular attention to respecting the humanity of everyone involved: their fellow classmates, the Iraqi prisoners, even the guards. You might solicit ideas for guidelines in your decision-making process (for example, no name-calling or stereotyping, respecting different perspectives arising from diverse political and religious views, the willingness to learn from minority opinion viewpoints). It may be that some students do not wish to view the photos, in which case, they should be excused from the viewing.

7. If the class decides to view the photos, project them and allow students to view them in silence. Give them the opportunity to write in continued silence following the viewing. For those not wishing to write, a few minutes of stillness following the viewing will be helpful to gather thoughts and emotions. Encourage everyone who wants to speak and respect those who choose to remain silent.

8. Lead a discussion of the photos using the *Media Sample Questions* in the following pages of the *Teacher Guide*.

Media Sample Questions

1) **What were your emotions as you saw these images – sad, mad, glad, scared, hurt?**

2) **Do these photos depict torture? War crimes? Why or why not?**

3) **If there had not been photos taken at Abu Ghraib, only oral testimony, do you think that the abuse would have gotten the attention that it did? Why or why not?**

FURTHER QUESTIONS

Discuss President Bush's decision to withhold the Geneva protections from al-Qaeda and Taliban fighters. Should such a decision apply to Iraqi's fighting against the US occupation as well?

Can you think of other images that have shaken the public to the same degree? Should they have been shown? Why or why not?

The news media are often criticized for focusing only on the negative and the sensational. Does the media inappropriately influence public opinion by emphasizing negative aspects of the US role in Iraq, such as the prison scandal at Abu Ghraib, while ignoring positive accomplishments, such as economic development and elections?

If you opposed showing the photos, how else might one accurately report the realities of war, which by definition includes atrocities? Might your opinion about showing the photos change once the war is over? Why?

ADDITIONAL INFORMATION

General Antonio Taguba chaired the first official inquiry into the abuses at Abu Ghraib. Finding numerous examples of "sadistic, blatant and wanton criminal abuses" (Danner 292), Taguba criticized failures of leadership by military intelligence officials and recommended disciplinary action and further investigation (Strasser xiii). General Janis Karpinski, commander of the 800th Military Police Brigade, was subsequently removed from duty. Seven military police soldiers of enlisted rank were court-martialed for violating the laws of war for assault, mistreatment and sexual abuse of prisoners.

Not everyone at Abu Ghraib was complicit in participating in or covering up the actions there. Military police Specialist Joseph Darby first confronted Specialist Charles Graner after Graner gave him a CD with photos showing abuse. Darby's submission of the CD to his superiors and his subsequent willingness to testify began the investigation that brought the abuse to light. Specialist Matthew Wilson was similarly appalled by the actions at Abu Ghraib and reported the abuse to his superiors. According to the Taguba report, Master-at-Arms William Kimbro "knew his duties and refused to participate in improper interrogations despite significant pressure from the Military Intelligence" (Hirsch "Chain of Command").

During the Vietnam War, it was an incident in the Vietnamese hamlet of My Lai that brought intense focus on the war crimes of US troops. Lieutenant William Calley was subsequently tried and found guilty of the murder of 22 unarmed citizens in that incident. Like at Abu Ghraib, it was US troops who first reported the violence. Ironically, the reporter who broke the My Lai story was Seymour Hersh, the same reporter who, 35 years later, wrote the first published review of the Taguba report.

In the age of satellite television and the Internet, it is more difficult for the US government to control images than in the past. As Frank Rich reported in an article in *The New York Times* in January 2005: "If a story is reported on al-Jazeera or the BBC – both available in the U.S. via cable, satellite and the Internet – it can't easily be ignored. Similarly, private citizens operating Web sites that release information against government wishes put pressure on the mainstream press to follow the stories." In the same month the Abu Ghraib abuses were televised, *The Seattle Times* published a photo of twenty flag-draped coffins holding the remains of US troops aboard a transport plane headed from Kuwait to Washington. The Department of Defense had earlier banned such images. Shortly thereafter, ABC News' *Nightline* broadcast a special program titled "The Fallen," consisting of the names and photos of the 721 US soldiers who had thus far died during the war in Iraq. Two broadcasting companies refused to air the special, one issuing a statement suggesting that the program was "motivated by a political agenda designed to undermine the efforts of the United States in Iraq" (Houpt).

CONNECTIONS

Compare the photos from Abu Ghraib with those from My Lai in Project Look Sharp's *Media Construction of War*: "The Calley Verdict: Who Else is Guilty?"

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Document 2. <www.thememoryhole.org/war/iraqis_tortured/iraqis_tortured_newyorker-f.jpg>

Document 3. <www.thememoryhole.org/war/iraqis_tortured/iraqis_tortured_newyorker-b.jpg>

Document 4. < www.antiwar.com/photos/perm/new-toture5.jpg >

Document 5. <www.antiwar.com/photos/perm/new-toture6.jpg >

Document 6. <www.antiwar.com/photos/perm/new-toture2.jpg >

Document 7. <www.antiwar.com/photos/perm/new-toture1.jpg >

Document 8. <www.antiwar.com/photos/perm/nabuse2.jpg >

Document 9. <www.newyorker.com/images/fact/040517fa_r13198_p295.jpg>

Document 10. <http://it.wikipedia.org/wiki/Prigione_di_Abu_Ghraib>

Student Worksheet

NAME _____   DATE _____

Answer the questions below.

1) **Think about the reasons you would choose to view the photos of torture at Abu Ghraib and the reasons you would choose to not view them. Which reasons are most important to you? Do you choose to view the photos? Why or why not?**

2) **During or after viewing the photos, you can use the space below to write about your feelings, thoughts and other reactions.**

Unit 4:
Militant Muslims and the US

Lesson 1:
Islam in Brief

LESSON PLAN

Islam in Brief

Lesson Objectives:
- Students will review background information on Islam.
- Students will recognize perspective and point of view in encyclopedia articles.
- Students will discuss authorship, credibility, bias, and objectivity.

Vocabulary:
Allah, five pillars of Islam, imam, Islam, jihad, Mecca, monotheistic, mosque, Muslim, Muhammad, Quran, Ramadhan, Shari-ah, Sunna, zakat

Media: Handouts with excerpts from articles from the websites *Islam.com* and the *Encyclopedia Britannica Online*

Materials Needed:
- Six-page *Teacher Guide*
- Two-page *Student Reading: Documents 1 & 2*
- One-page *Student Worksheet*

Time: 40 minutes

Lesson Procedures:

- Present the *Lesson Introduction* to the class.

- Decide if you want this to be an individual or group activity. Distribute the *Student Reading: Documents 1 & 2* with the text from the websites and the *Student Worksheet* to each student.

- Give students time to complete the worksheet individually or in pairs.

- Lead a discussion using the *Media Sample Questions & Answers* in the following pages of the *Teacher Guide*.

- Lead a discussion about the selection of resources when doing research using the *Further Questions* and *Additional Information*.

Islam in Brief

1. Organize and make copies for the class activities.

2. Provide background information to the class:

Background Information

Most of us assume that an encyclopedia is a systematic and authoritative account on all subjects, written by experts who will tell the whole truth and nothing but the truth. In reality, an encyclopedia is simply a collection of information about various topics, written and edited by people who have their own ideas about what is important to include and what can be left out. An encyclopedia article cannot ever include all perspectives about a particular subject; there is just too much information and too many ways to interpret information for any one source to contain it all. For this reason, it is important to look at an encyclopedia as a starting place for further research. Two sources from different points of view are better than one, and three sources are better than two. Knowing what questions to ask about the perspective and bias of the author of an encyclopedia article is every bit as important as locating bias on the editorial page of the newspaper or in a blog.

3. Introduce the lesson:

Lesson Introduction

This lesson will introduce some very basic information about Islam via two different on-line sources. One of the articles comes from the *Encyclopedia Britannica*, a well-known US-based encyclopedia publisher. The *Encyclopedia Britannica Online* states: "We're proud to be one of the world's most trusted sources of information on every topic imaginable… Find accurate results on virtually any topic" ("About Us"). The other article is from the website *Islam.com*, which calls itself "…a humble effort to serve the spiritual, commercial, informational, communication, cultural, educational, economic, political and social needs of the worldwide Islamic community in the 21st century" ("Mission and Vision"). You will be asked to read both short excerpts, decide which is from the *Encyclopedia Britannica Online* and which from *Islam.com*, and provide evidence to support your conclusion.

Most of the vocabulary for this lesson will be explained in the articles themselves. A **monotheistic religion** has the belief that there is only one God. **Zakat**, or **zakah**, is a charitable giving of offerings to the needy, which is required as one of the five pillars of Islam.

4. Distribute the *Student Reading: Documents 1 & 2* and *Student Worksheet* to each student. Give students time to complete the assignment, either individually or in pairs.

5. Lead a discussion of answers using the *Media Sample Questions & Answers* in the *Teacher Guide* below.

Media Sample Questions & Answers

1) Which article is from *Islam.com* and which is from *Encyclopedia Britannica Online*? What is your evidence?

Answer: Document 1 is from *Islam.com* and Document 2 is from the *Encyclopedia Britannica Online*.

Evidence: The first document contains only positive portrayals about Islam: "positive message for humanity," "fastest growing faith," "beautiful message." These pro-Islamic descriptions are more likely in a source devoted to "serving the…Islamic community." Also, the first document includes conventions of religious texts, such as capitalizing "Decree of God," "His Messenger," as well including blessings within the text ("peace and blessings be upon him").

2) What is similar about the articles?

Possible Answer: They both use some similar vocabulary: Muhammad, Muslim, Qu'ran, Ramadan, and Mecca. They both give brief descriptions of the religious obligations of the Five Pillars of Islam.

3) What is different about the articles?

Possible Answer: In addition to the points mentioned for Question 1, the articles include different basic definitions of Islam ("peace" versus "submission") and different numbers of Muslims worldwide (1.5 billion on *Islam.com* versus 1.2 billion on the *Encyclopedia Britannica*). The first document presented Islamic teachings as truth: "the message of Islam was revealed," while the second document reports that "Muslims regard Muhammad as the last and most perfect of God's messengers."

4) Is one source more trustworthy or credible than the other? Why or why not?

Possible Answer: While both contain aspects of truth, neither can encompass the "whole truth" due to the necessity of selectively excluding a lot of information. (See *Additional Information* at the end of the *Teacher Guide*.)

Media Sample Questions & Answers Cont'd

5) **Why is it important to know the author of a website?**

Possible Answer: It is important because knowing the author can help indicate what bias or perspective that author has. A website devoted to "the humble effort to serve the Islamic community" will have a different perspective than one devoted to serving the Christian, Jewish, Buddhist, or atheist communities. Similarly, the *Encyclopedia Britannica* is part of a for-profit corporation that is unlikely to publish material that would be highly controversial. Its reporting on religious topics is likely to be more cautious and skeptical than a website sponsored by a religious organization.

6) **How does one determine the sponsor of a website?**

Possible Answer: One can generally find the sponsor by checking the website's home page or the "About Us" tab for a mission or ownership statement. Once you know the sponsoring organization, you can do a further search for articles that might be critical of that source in order to get a more balanced perspective.

FURTHER QUESTIONS

What are the advantages and disadvantages of using only encyclopedias for your research?

Can you think of other reference sources like encyclopedias that people might consider unbiased or completely credible (e.g., dictionaries or atlases)? What biases might these sources contain?

ADDITIONAL INFORMATION

Kwame Anthony Appiah and Henry Louis Gates write in their introduction to *The Dictionary of Global Culture*:

> An essential starting point for a more open and equal participation by Westerners in (the) emerging global civilization is an appreciation of some of the central cultural ideas and accomplishments of others, whose traditions we in the West are only beginning to learn…and to learn to respect" (xiv). For Western students of Islam, such an appreciation is a daunting task due to the vast nature of what is to be appreciated. *The Oxford Dictionary of Islam* contains 359 pages of definitions relating to Islam. Its predecessor, *The Oxford Encyclopedia of the Modern Islamic World*, includes four volumes and thousands of pages of entries by more than 450 Muslim and non-Muslim scholars. (Esposito ix)

As Malise Ruthven points out in the preface to *Islam: A Very Short Introduction*:

> To write a 'Very Short Introduction' to the religion of approximately one-fifth of the human family has been a daunting assignment. Brevity depends on selection, and selection on exclusion. Given the vast range of human societies contained under the label 'Islamic,' any process of selection or exclusion must also entail distortion. In choosing to focus on certain topics at the expense of others, I am conscious of following my own instincts and prejudices. (v)

In *Strategies and Structures for Presenting World History*, Susan Douglass recommends the following primary questions when it comes to evaluating the authenticity of sources on Islamic belief and practice:

> 1) What are the authoritative sources for Islamic beliefs and practices? 2) What is the nature of this source? What is its relation to the others? 3) How was this source transmitted from its origin to Muslims today? and 4) How has this source affected doctrine and practice among Muslims? (109)

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Document 1

The literal meaning of Islam is peace; surrender of one's will i.e. losing oneself for the sake of God and surrendering one's own pleasure for the pleasure of God. The message of Islam was revealed to the Holy Prophet Muhammad (peace and blessings on him) 1,400 years ago. It was revealed through angel Gabriel (on whom be peace) and was thus preserved in the Holy Quran. The Holy Quran carries a Divine guarantee of safeguard from interpolation and it claims that it combines the best features of the earlier scriptures.

The prime message of Islam is the Unity of God, that the Creator of the world is One and He alone is worthy of worship and that Muhammad (peace and blessings on him) is His Messenger and Servant. The follower of this belief is thus a Muslim - a Muslim's other beliefs are: God's angels, previously revealed Books of God, all the prophets, from Adam to Jesus (peace be on them both), the Day of Judgement and indeed the Decree of God. A Muslim has five main duties to perform, namely; bearing witness to the Unity of God and Muhammad (peace and blessings on him) as His Messenger, observing the prescribed prayer, payment of Zakat, keeping the fasts of Ramadhan and performing the pilgrimage to Mecca.

Islam believes that each person is born pure. The Holy Quran tells us that God has given human beings a choice between good and evil and to seek God's pleasure through faith, prayer and charity. Islam believes that God created mankind in His image and by imbuing the attributes of God on a human level mankind can attain His nearness. Islam's main message is to worship God and to treat all God's creation with kindness and compassion. Rights of parents in old age, orphans and the needy are clearly stated. Women's rights were safeguarded 1,400 years ago when the rest of the world was in total darkness about emancipation. Islamic teachings encompass every imaginable situation and its rules and principles are truly universal and have stood the test of time.

In Islam virtue does not connote forsaking the bounties of nature that are lawful. On the contrary one is encouraged to lead a healthy, active life with the qualities of kindness, chastity, honesty, mercy, courage patience and politeness. In short, Islam has a perfect and complete code for the guidance of individuals and communities alike. As the entire message of Islam is derived from the Holy Quran and indeed the Sunnah and Hadith (the traditions and practices of the Holy Prophet, peace and blessings on him) it is immutable in the face of change in time and place. It may appear rigid to the casual eye, in actual fact it is most certainly an adaptable way of life regardless of human changes.

Islam teaches that the path to spiritual development is open to all. Any individual who searches the One Creator can seek nearness to God through sincere and earnest worship; it is central to establishing a relationship with the Almighty. This positive message for humanity fills hearts with hope and courage.

At present there are 1.5 billion Muslims worldwide and they form the majority in more than 50 countries of the world. Today Islam is the fastest growing faith in the world - its beautiful message is reaching millions in the far corner of the earth.

Document 2

Major world religion founded by Muhammad in Arabia in the early 7th century AD. The Arabic word *islam* means "submission"—specifically, submission to the will of the one God, called Allah in Arabic. Islam is a strictly monotheistic religion, and its adherents, called Muslims, regard the Prophet Muhammad as the last and most perfect of God's messengers, who include Adam, Abraham, Moses, Jesus, and others. The sacred scripture of Islam is the Qur'an (sic), which contains God's revelations to Muhammad. The sayings and deeds of the Prophet recounted in the sunna are also an important source of belief and practice in Islam. The religious obligations of all Muslims are summed up in the Five Pillars of Islam, which include belief in God and his Prophet and obligations of prayer, charity, pilgrimage, and fasting. The fundamental concept in Islam is the Shari'ah, or Law, which embraces the total way of life commanded by God. Observant Muslims pray five times a day and join in community worship on Fridays at the mosque, where worship is led by an imam. Every believer is required to make a pilgrimage to Mecca, the holiest city, at least once in a lifetime, barring poverty or physical incapacity. The month of Ramadan is set aside for fasting. Alcohol and pork are always forbidden, as are gambling, usury, fraud, slander, and the making of images. In addition to celebrating the breaking of the fast of Ramadan, Muslims celebrate Muhammad's birthday (*see mawlid*) and his ascension into heaven (see *mi'raj*). The 'Id al-Adha festival inaugurates the season of pilgrimage to Mecca. Muslims are enjoined to defend Islam against unbelievers through jihad. Divisions occurred early in Islam, brought about by disputes over the succession to the caliphate (*see* caliph). About 90% of Muslims belong to the Sunnite branch. The Shi'ites (sic) broke away in the 7th century and later gave rise to other sects, including the Isma'ilis. Another significant element in Islam is the mysticism known as Sufism. Since the 19th century the concept of the Islamic community has inspired Muslim peoples to cast off Western colonial rule, and in the late 20th century fundamentalist movements (*see* Islamic fundamentalism) threatened or toppled a number of secular Middle Eastern governments. In the early 21st century, there were more than 1.2 billion Muslims in the world.

Student Worksheet

NAME _____   **DATE** _____

Answer the questions below. When answering questions about the two media documents, cite specific evidence (quotes) to back up your answers.

1) **Which article is from *Islam.com* and which is from *Encyclopedia Britannica Online*? What is your evidence?**

2) **What is similar about the articles?**

3) **What is different about the articles?**

4) **Is one source more trustworthy or credible than the other? Why or why not?**

5) **Why is it important to know the author of a website?**

6) **How does one determine the sponsor of a website?**

Lesson 2:
Stereotyping Arabs and Muslims

Video Clips

Stereotyping Arabs and Muslims

Lesson Objectives:
- Students will examine language and the power of words to craft impressions.
- Students will identify stereotypical thinking about Arab people, Muslims and Islam.
- Students will recognize cultural stereotypes as well as counter-stereotypical efforts in popular media.

Vocabulary:
> **American-Arab Anti Discrimination Committee (ADC), Council on American Islamic Relations (CAIR), counter-stereotype, jihad, keffiyeh, KKK, stereotype**

Media:
Video clip compilation from the feature film:
- *True Lies* (1 minute 36 seconds)

Television programs:
- *The West Wing* (2 minutes 6 seconds)
- *24* (2 minutes 55 seconds)
- *The Daily Show with Jon Stewart* (2 minutes)

Materials Needed:
> Twelve-page *Teacher Guide*
> Video clip (access online or via Unit 4 Lesson 2 digital media folder)

Time: 45 minutes

Lesson Procedures:

- Present the *Lesson Introduction* to the class.

- Present the *Video Clip Introduction* in the *Teacher Guide* before playing each clip and ask students to look for stereotypical or counter-stereotypical messages about Arabs or Muslims.

- Play each video clip, pausing to lead a discussion using the *Media Sample Questions & Answers* in the *Teacher Guide*. Provide the *Additional Information* for each clip as needed.

- Lead a discussion about stereotyping using the *Further Questions*.

TEACHER GUIDE

Stereotyping Arabs and Muslims

1. Introduce the lesson:

Lesson Introduction

Since World War II, countries in the Middle East have been bombarded with western media via satellite and internet transmission. By the early 1990s, up to 60% of entertainment television programs broadcast in the Middle East were produced in the US and Europe. Some have called the resulting impact "cultural imperialism" or "Westoxification." These critics argue that cultural imports have created tensions in the Middle East between an older generation that holds to traditional values and a younger generation that wants a consumer lifestyle marketed in western television and film (Molwana 44).

In addition to consumerism, another aspect of western media that affects both western and Middle Eastern audiences is the stereotypical way in which Arab and Muslim people have often been portrayed in US television and film. One online dictionary defines a stereotype as "a conventional, formulaic, and oversimplified conception, opinion, or image" (*TheFreeDictionary.com*). Stereotyping of Arab people in US films has become a major issue in recent years. Professor Jack Shaheen reviewed more than 900 films in his book *Reel Bad Arabs: How Hollywood Vilifies a People*, which explores the issue of stereotyping Arab and Muslim people. He concluded that the "vast majority [of Hollywood films]...portray Arabs by distorting at every turn what most Arab men, women and children are really like" (1). Shaheen found that Islam in particular is targeted by "imagemakers (who) regularly link the Islamic faith with male supremacy, holy war, and acts of terror, depicting Arab Muslims as hostile alien intruders, and as lecherous, oily sheikhs intent on using nuclear weapons" (9).

The introduction to *Reel Bad Arabs: How Hollywood Vilifies a People* begins with a quote from media analyst Sydney Harris:
>   The popular caricature of the average Arab is as mythical as the old portrait of the Jew. He is robed and turbaned, sinister and dangerous, engaged mainly in hijacking airplanes and blowing up public buildings. It seems that the human race cannot discriminate between a tiny minority of persons who may be objectionable and the ethnic strain from which they spring. If the Italians have the Mafia, all Italians are suspect; if the Jews have financiers, all Jews are part of an international conspiracy; if the Arabs have fanatics, all Arabs are violent. In the world today, more than ever, barriers of this kind must be broken, for we are all more alike than we are different. (qtd. in Shaheen 1)

Continued on next page…

Some television producers and filmmakers work to challenge these stereotypes. According to *Wikipedia.org*, a counter-stereotype is "the reverse of a stereotype or simply an individual who doesn't conform to stereotypes. It can also be opposition to the process of stereotyping." Recent efforts at countering negative stereotypes have come as a result of studies like Professor Shaheen's and protests by groups working for fairness, like the Council on American-Islamic Relations (CAIR) and the American-Arab Anti-Discrimination Committee (ADC).

In this lesson, you will see four brief clips: one from the feature film *True Lies*, and others from the television programs *24*, *The West Wing*, and *The Daily Show with Jon Stewart*. For each of these clips, look carefully for stereotypes or counter-stereotypes and be prepared to provide evidence to support your analysis.

3. Read each *Video Clip Introduction* in the *Teacher Guide* before playing each video clip for the class.

4. Pause between each clip in the compilation and use the *Media Sample Questions & Answers* below to ask probe questions and help students gather evidence for their responses about stereotypes and counter-stereotypes in the clip.

True Lies
1994
Produced by James Cameron
1:36 min.

Video Clip 1 Introduction

In this 1994 feature film, the character played by Arnold Schwarzenegger works for a super-secret government agency fighting terrorism. He and his wife are captured by Muslim extremists and taken to an island where the terrorists have nuclear warheads. In this scene, Aziz, nicknamed "Sand Spider" by the U.S. agents, is the leader of "Crimson Jihad" and makes videotaped threat to the US government. As you watch this clip, look for stereotypical or counter-stereotypical messages.

Media Sample Questions & Answers

1) **Are there stereotypical or counter-stereotypical messages about Muslim or Arab people presented in this clip? If so, describe the messages and where/how they are presented in the clip.**

Possible Answer: This clip reinforces stereotypes that Arab and Muslim people are vengeful, hate the US, are terrorists, are intimidating and abusive, and are compliant to authority.
Evidence:
- They are vengeful: The leader says, "You have killed our women and our children and bombed our cities from afar like cowards." They call their group "Crimson Jihad," which suggests "holy war." *(Note: In the US, jihad is typically defined as "Holy War" but Islamic texts often use jihad to describe an internal struggle to adhere to the Islamic faith.)*
- They hate the US: "…unless you, America, pulls all military forces out of the Persian Gulf area immediately and forever."
- They are terrorists: "Crimson Jihad will rain fire on one US city each week."
- They are intimidating and abusive: Aziz stares down the videographer and calls him a "moron."
- They are compliant: The videographer is clearly frightened of the leader and does what he says.

2) **What are the stereotypes about the appearance of Arab or Muslim men?**

Possible Answer: They wear *keffiyehs* or head scarves. They wear combat gear and carry weapons. They have brown skin and facial hair.

Additional Information

When this film opened in Washington, D.C. protestors carried signs saying, "Hasta La Vista Fairness," "Reel Arabs are not Real Arabs" and "Open Your Eyes and Terminate the Lies." Radio personality Casey Kasem wrote to the film's director, James Cameron, about the racist depiction of Arab people saying, "We're trying to make people more sensitive to the fact that when you vilify one group, you vilify all groups." Cameron responded by saying, "I just needed some convenient villains. It could have been anybody" (qtd. in Shaheen 504).

The West Wing
"Isaac and Ishmael"
NBC, Written by Aaron Sorkin
October 3, 2001
2:06 min.

Video Clip 2 Introduction

This clip is from the NBC series *The West Wing,* which focuses on the lives of a fictional White House staff and administration. In this clip, a group of high school students are visiting the White House when a security breach prevents anyone from leaving the building. Presidential aide Josh Lyman leads the students in an impromptu class in the White House cafeteria. As you watch this clip, look for stereotypical or counter-stereotypical messages.

Media Sample Questions & Answers

1) **Are there stereotypical or counter-stereotypical messages about Muslim or Arab people presented in this clip? If so, describe the messages and where/how they are presented in the clip.**

Possible Answer: Although the students in the clip give some stereotypical answers to Josh's questions (Arabs and "Islamic" people want to kill US citizens because of our "freedom and democracy"), Josh tries to counter this stereotypical thinking.
Evidence: Josh says, "Muslims defend this country in the Army, Navy, Air Force, Marine Corps, National Guard, police and fire departments." He says that the US is a target because of "the people [authoritarian leaders] we support, troops in Saudi Arabia, sanctions against Iraq, support for Egypt."

2) **What point was Josh making by saying that Islamic Extremists are to Islam as the KKK is to Christianity?**

Possible Answer: Josh is suggesting that Muslim extremists, like the KKK, are a tiny fringe group that claims to speak for their religion. The KKK uses violence and terror to try to achieve a "pure" white, Protestant America. Most Americans recognize that the KKK does not represent most Protestants or Christian teachings, yet many Americans stereotypically equate Muslim extremists and terrorists with Islam and the views of most Muslims.

Additional Information

While highly acclaimed, *The West Wing* did receive serious criticism for its own stereotyping of Arab people when the series first began in 1999. For example, Hala Maksoud, President of the American-Arab Anti-Discrimination Committee (ADC), wrote to NBC to express "profound shock and dismay" over the first two episodes in which "the Republic of Syria had, for no apparent reason, shot down an unarmed American Air Force jet killing over 50 Americans." Maksoud went on to say:

> This storyline constitutes a slander and calumny against the Syrian nation and the Syrian people, who have never been involved in any way in such an incident. In fact, there have been three instances of unarmed planes being downed by surface-to-air missiles, none involving Syria…By creating a fictional story that blames a real and actually existing nation, government and people for such a heinous crime, NBC has slandered an entire nation in the most unfair manner possible…Moreover, this slander against Syria deliberately promotes fear and hatred of Syria, Syrians and Arabs in general. Why was Syria chosen as the villain in this instance? What would have prevented NBC from concocting a fictional nation to play this role? Why are we not surprised that, as usual, the villains in this fantastic scenario are Arabs? How would NBC, the producers, or the rest of American society react if Israel, not Syria, were accused of such a fictional crime? (http://www.adc.org/action/1999/7oct99.htm)

Beginning in the third season, the creators of *The West Wing* did indeed create an ongoing storyline involving a fictional Middle Eastern country named Qumar, perhaps in response to this criticism. Qumar was portrayed as a country that abused its women and actively supported terrorism, and the President eventually approved a covert assassination of the Qumari leader (5/22/02). However, the show also continued to do storylines revolving around actual Middle Eastern countries, including negative portrayals of Saudi Arabia and Iran (5/1/02), Islamic northern Sudan (12/3/03) and Syria (10/27/04). *The West Wing* has also specifically explored aspects of the Israeli-Palestinian conflict, including an episode revolving around whether the President should accept the gift of a 1709 map of Palestine that excluded Israel (1/9/02) and two episodes at the beginning of the sixth season in which the President brokered new peace negotiations between the two countries at Camp David.

24
"Day 4: 3:00pm-4:00pm"
Fox, Directed by Brad Turner
February 14, 2005
2:55 min.

Video Clip 3 Introduction

In this video clip from the Fox series *24*, Jack Bauer, who works for the Counter Intelligence Unit, foils terrorist plots against the US. The husband and wife that you are about to see were involved in a terrorist plot with their son to melt down all of the nuclear power reactors in the US. The mother, Dina, is trying to save her soon, Berhooz, from his father, Navi. Navi wants to kill his son because he believes that Behrooz has "gone soft." Dina is trying to distract Navi on the telephone so that the hero of the show can rescue Berhooz. As you watch this clip, look for stereotypical or counter-stereotypical messages.

Media Sample Questions & Answers

1) **Are there stereotypical or counter-stereotypical messages about Muslim or Arab people presented in this clip? If so, describe the messages and where/how they are presented in the clip.**

Possible Answer: This clip reinforces stereotypes that Arab and Muslim people are violent, heartless martyrs to their cause and controlling of their families.
Evidence:
- <u>They are violent:</u> Navi has kidnapped his son and seems willing to kill him as he has killed others. He is involved in a plot to melt down nuclear power plants.
- <u>They are heartless:</u> Navi says, "You're going to have to live knowing that everyone important in your life is dead – your son, your brother. Yes, I killed your brother, too."
- <u>They are martyrs:</u> "Our sacrifice is nothing compared to the martyrs who have given all they have for our cause."
- <u>They are controlling:</u> Navi threatens Dina, saying: "He'll remain alive as long as you remain silent," "And you will suffer even worse than them."

2) **What are the counter-stereotypes that you notice in the characters of Navi and Berhooz?**

Possible Answer: Mother and son break from the stereotype of being submissive and compliant as they challenge the father's violent plans.

3) **What are the stereotypes about the US counter intelligence agents?**

Possible Answer: They are shown as brave and righteous heroes willing to risk their lives to save a terrorist's family.

Additional Information

The Council on American-Islamic Relations (CAIR) challenged the Fox network when it first aired this plotline on *24* showing an Arab family as terrorists. Fox agreed to remove some of the stereotypical scenes, and to broadcast CAIR public service announcements featuring American Muslims of European, African-American, Hispanic, and Native American heritage. Each person in the announcement states how he/she and his/her family have served America and ends by saying, "I am an American Muslim."

In a public statement appreciating Fox's positive response, Rabiah Ahmed, Communications Coordinator for CAIR, referenced a public opinion survey conducted by Cornell University on the impact of television stereotypes on viewers. She said:
> What we are hoping to do is to try and mitigate the damages of the stereotypes because it can bring real-life consequences on American Muslims and their lives here…When average Americans don't have any personal interaction with Muslims, whether it be at work or at school, they base their perception of Islam and Muslims from what they see on TV. ("Fox Cuts Out Anti-Muslim Scenes")

The Daily Show with Jon Stewart
Comedy Central
January 25, 2005
2:00 min.

Video Clip 4 Introduction

The Daily Show is a satirical late night talk show produced by Comedy Central. It stars comedian Jon Stewart as the host and several other well-known comedians as "correspondents." As you watch this clip, look for stereotypical or counter-stereotypical messages.

Media Sample Questions & Answers

1) **Are there stereotypical or counter-stereotypical messages about Muslim or Arab people presented in this clip? If so, describe the messages and where/how they are presented in the clip.**

    Possible Answer: This clip counters stereotyping by making fun of people who stereotype Muslims as dangerous terrorists.
    Possible Answer: Arabs are "hirsute" with "dark, five o'clock shadows" and are cause for suspicion.

2) **How does Jon Stewart counter stereotypes of Arab people as dangerous terrorists?**

    Possible Answer: By naming the stereotypes in a humorous manner, Stewart invites people to see how foolish the stereotypes are. He points out the irony that if someone merely switches their stereotyped identification (from Middle Eastern to Dominican), their whole view of safety and danger can transform instantly with a simple change of perspective.

3) **How does Jon Stewart distinguish his role from that of a journalist?**

    Possible Answer: He says that his guest, reporter Seymour Hersh, will "tell me what I don't know but his sources do. He does a thing called real reporting. I watch TV and find out what other people are saying."

Additional Information

The Council on American-Islamic Relations (CAIR) confirmed Jon Stewart's suggestion that Middle Eastern people are targets of suspicion based on stereotypes. Their report, titled "A Rush to Judgment," was released after the 1995 bombing of the Federal Building in Oklahoma City. Immediately following this attack, many media sources put forward suspicion that Muslims were responsible. In fact, the man found guilty and executed for the crime was US citizen and Gulf War veteran Timothy McVeigh. The CAIR report detailed over
> 200 incidents of anti-Muslim threats, harassment, stereotyping, property damage and physical assaults resulting from unfounded links between Muslims and the April 19, 1995 terrorist attack on the federal building in Oklahoma City. We were vilified publicly, harassed, beaten and our houses of worship vandalized. (Hurley 129)

In *Reel Bad Arabs*, Shaheen suggests that selective news coverage of "a minority of a minority of Arabs, the radical fringe" creates conditions that further these damaging stereotypes in the public mind. "The seemingly indelible Arab-as-villain image wrongly conveys the message that the vast majority of the 265 million peace-loving Arabs are 'bad guys'" (Shaheen 28). He argues that ever since the late 1940s, "when the state of Israel was founded on Palestinian land," this image has intensified with selective news reports on wars, hijackings, hostage-taking and oil embargos that paint Arab people in a negative manner.

This perspective was challenged by Kazim Saeed of Princeton's Woodrow Wilson School of Public and International Affairs in his essay, "Media Stereotypes Do Not Define the Image of Muslims." Saeed argues that
> whining about caricatures only shows an unwillingness to face reality…There is a very clear and urgent alternative to whining for all American Muslims who see U.S. foreign policy toward Muslim countries as unjust but who do not believe in terrorism. They should organize to present a strong, consistent and reasoned criticism of U.S. foreign policy while clearly condemning terrorism. (qtd. in Hurely 133).

FURTHER QUESTIONS

Can you think of stereotypes that have harmed you, your family, or your friends?

How can you challenge stereotyping in a way that doesn't harm or shame others?

Can you think of other examples of stereotyping of Arab or Muslim people that you have seen in popular culture – music, videos, TV, films or video games?

Could you ever portray an Arab as part of a terror plot without it being deemed a stereotype? Why or why not?

CONNECTIONS

Compare these stereotyped images with stereotypes of protesters or of Russian people in these TV commercials from Project Look Sharp's *Media Construction of Presidential Campaigns*: protesters in 1968 Nixon and Wallace "Law and Order" ads, Russians in 1964 Goldwater "We Will Bury You" and Reagan's 1984 "Bear in the Woods" commercials.

Examine stereotypes in *Newsweek*'s coverage of the 1991 Gulf War and the War in Afghanistan using Project Look Sharp's *Media Construction of War*.

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Lesson 3:
A Revolution
in Iran

LESSON PLAN

PowerPoint
Slide Show

A Revolution in Iran

NOTE: This lesson includes a brief, optional background Student Reading: Iran and the Islamic Revolution and **Student Assessment.**

Lesson Objectives:
- Students will learn key events and people in the history of the Iranian Revolution.
- Students will identify ways in which magazine headlines and images bias readers.

Vocabulary:
axis of evil, Ayatollah Khomeini, Azerbaijah, blasphemous, chador, CIA, Cold War, Council of Guardians, coup, covert, hostage crisis, International Atomic Energy Commission, Iran-Contra Affair, Iran-Iraq War, Islamic Revolution, Majlis, Mohammed Khatami, Mohammad Mossadegh, Mohammed Reza, mullahs, nationalist, nationalize, oil, Persia, Reza Shah Pahlavi, Salman Rushdie, The Satanic Verses, Savak, Shah of Iran, Shiite, Soviet Union, White Revolution

Media: 19 slide PowerPoint with sixteen *Time* magazine covers and articles from 1934-2009

Materials Needed:
- (Optional) Two-page *Student Reading: Iran and the Islamic Revolution*
- (Optional) Two-page *Student Assessment*
- (Optional) Two-page *Teacher Answer Sheet*
- Thirty-four-page *Teacher Guide*
- PowerPoint slideshow (access online or via Unit 4 Lesson 3 digital media folder)

Time: 45 minutes to 2 hours (not including the optional background reading and assessment)

Lesson Procedures:

- (Optional) Distribute the *Student Reading: Iran and the Islamic Revolution* to provide the class a brief background history of Iran. After students finish reading, distribute the *Student Assessment* with questions about the *Student Reading*. Determine whether the assessment will be graded. Use the *Teacher Answer Sheet* after the assessment to evaluate the *Student Assessment*.

- Present the *Lesson Introduction* to the class.

- Present the *Background Information* provided in the *Teacher Guide* as you project each *Time Magazine* cover.

- Lead a discussion about each slide using the *Media Sample Questions & Answers* in the *Teacher Guide*.

- Ask the *Further Questions* and present the *Additional Information* for each document.

Iran and the Islamic Revolution

The threat of nuclear weapons, militant Islamic fundamentalism, and ongoing confrontations with the West: this is typically how Iran appears in our news media, such as *Time* magazine. The roots of these conflicts have their origins in the history of Iran and its relationship with the United States.

Ancient Persia

Iran has a deep and glorious history as the ancient nation of Persia. Persian culture influenced the ancient world from Europe and Africa to India and China. Its first **Shah** or King, Cyrus, founded the Persian Empire in 648 BC and is credited with establishing the first declaration of human rights.

Arab armies brought **Islam** to Iran in the 7th century and in turn Persian literature, philosophy, art and science greatly influenced the Islamic world. At the start of the 16th century, the Safavid Dynasty converted Iran from Sunni to **Shiite Islam,** in part to distinguish itself from its main rivals, the Sunni Ottomans. Today, Iran is one of the few Muslim nations with a majority Shiite population.

> **The Sunni-Shiite split** emerged out of the conflict over the leadership of Islam after the death of the prophet Mohammed in 632 AD.
>
> **Sunni** Muslims look to the established Muslim leadership of the Caliphs as the legitimate interpreters of Islam. Sunni Muslims make up approximately 70% of the Middle East's Muslims and are considered the mainstream of Islam.
>
> **Shiite** (or Shia) Muslims see **Ali**, the Prophet's cousin and son-in-law, and his descendants as the legitimate successors to Mohammad. Shiite Muslims are a majority in Iran, Iraq, Bahrian, and Azerbaijan.

From 1500 to 1920, a succession of Persian dynasties ruled Iran. In the 20th century, **Russia and Great Britain** vied for control, but Iran resisted colonialism and maintained its **independence** in a region dominated by European powers.

Modern Iran

In 1921 **Reza Shah** took control of Iran in a military coup (overthrow) and began a policy of **modernization** that included the banning of Islamic dress and the development of industry, railroads and a Western-style educational system. During WWII, Russia and Great Britain occupied Iran and placed Reza Shah's son, Mohammad Reza Pahlavi, on the throne. He was to be the final Shah of Iran, ruling until his overthrow by the Islamic Revolution in 1979.

In 1951 the popular politician, **Mohammed Mossadeq** was elected Prime Minister. He challenged the policies of the Western-backed Shah and **nationalized** Iran's oil industry, which had been controlled by British companies. This was early in the **Cold War** and the Eisenhower administration feared that Iran might come under the influence of "the Communists." In **1953** the newly formed US Central Intelligence Agency (**CIA**) led a **coup** against Mossadeq's democratically elected government and placed the Shah back in power. For the next 26 years the Shah was a key US ally in the volatile, but strategically important Middle East. Steadfast US support for the Shah would later haunt the US as anger against the Shah's regime grew.

Compare and contrast *Time's* portraits of the Shah and Mossadeq.

The Shah – Dec. 1945

Mossadeq – Jan. 1952

Iran under the Shah

With the backing of the United States and European powers, the Shah began his **"White Revolution"** in 1954 to modernize Iran. Flush with cash from the oil industry dominated by US companies, the Shah modernized the economy, military and education. While some Iranians supported the Shah's policies, the Shia clergy generally opposed the Westernization of Iran. As resistance grew, the Shah used his US-trained **Savak**, or secret police to violently suppress political opposition. In 1964, the influential Shiite cleric, **Ayatollah Khomeini,** was exiled from Iran by the Shah. For the next fifteen years, Khomeini helped lead the opposition to the Shah from his exile in Iraq.

The Islamic Revolution

Opposition to the Shah grew into massive street protests that paralyzed the country. In January of 1979, the Shah fled Iran. Two weeks days later, Khomeini returned triumphantly from exile and declared an **Islamic Republic**. Later that year, Iranian students stormed the US embassy in Tehran and took 52 Americans hostage. For the next 444 days, the American people watched and waited for their release. The **Iranian hostage crisis** weakened the Carter administration (especially in light of the upcoming US presidential election), and established the confrontational diplomatic relationship that exists between the US and Iranian governments to this day.

In 1980, Saddam Hussein invaded Iran and began the bloody eight-year **Iran/Iraq War**. While the US generally supported Iraq in an attempt to contain Iran's Revolution, the Reagan administration negotiated a secret deal known as **Iran/Contra** to gain the release of hostages held in Lebanon by groups supported by Iran.

The death of Khomeni in 1989 and the election of a reformist president in 1998 did little to stem international criticism of Iran's **human rights** record. After the September 11th terrorist attacks, US President George W. Bush declared Iran part of an **"Axis of Evil."** Tensions rose even higher after the election of "hard-line" President **Mahmoud Ahmadinejad**, who in 2005 promoted Iran's nuclear program for "peaceful energy."

> **What events are represented in these *Time* covers?**

> **What editorial positions does *Time* take in these five covers?**

The US pushed for international sanctions against Iran for its alleged **nuclear weapons program**. The 2009 reelection of Ahmadinejad led to bloody street protests known as the "Green Revolution" that reflected a growing anti-government movement within Iran.

> The **Islamic Republic of Iran** is governed by *The Council of Guardians*, a coalition of Shiite religious leaders and judges under the leadership of the *Supreme Leader*. The Guardians evaluate laws passed by the parliament to ensure they conform to Islamic principles and the constitution, in addition to approving Iranian presidential candidates.

This history will certainly shape future Iranian American relations that, in turn, will be decisive in influencing US relations with the Middle East and the entire Islamic world.

Student Assessment

NAME _____

DATE _____

Circle only ONE answer for each question below unless otherwise indicated.

1. Iran is the modern name for:
a) Palestine
b) Iraq
c) Mesopotamia
d) Persia

2. Most Iranians are:
a) Sunni Muslim
b) Shiite Muslim
c) Ottoman
d) Zoroastrian

3. Islam's Shia/Sunni split began with:
a) King Cyrus in 648 B.C.
b) the birth of Christianity
c) the death of the Prophet Mohammed
d) the birth of Ayatollah Khomeini

4. The Shah of Iran was:
a) a Shiite cleric
b) a king
c) an elected President
d) a puppet of the Soviet Union

5. The Shah's "White Revolution" was <u>NOT</u> about:
a) democratization
b) modernization
c) westernization
d) industrialization

6. The CIA helped to overthrow Mohammed Mossadeq during:
a) World War II
b) the Cold War
c) the Iranian Revolution
d) the Iran/Iraq War

7. Fifty-two American hostages were held in Iran beginning in 1979 for:
a) 4 days
b) 44 days
c) 444 days
d) 4,444 days

8. The Iran/Iraq war began when:
a) the US invaded Iraq
b) the Shah invaded southern Iraq
c) oil prices skyrocketed
d) Saddam Hussein invaded Iran

9. Under the Ayatollah Khomeini, Iran became:
a) an Islamic republic
b) allied with the US
c) a Marxist dictatorship
d) a Western-style democracy

10. President Bush pushed for tough international sanctions against Iran because of Iran's alleged:
a) opposition to terrorism
b) violation of women's rights
c) Islamic fundamentalism
d) nuclear weapons program

11. Ahmadinejad's re-election in 2009 led to:
a) improved relations with the US
b) the lifting of sanctions
c) bloody street protests
d) a military dictatorship

12. Which is <u>NOT</u> reflective of US-Iranian relations since 1979?
a) regional cooperation
b) conflict over nuclear proliferation
c) differences over human rights
d) tensions over the appropriate role of the US in the region

Match each cover to its description below and write the corresponding letter on the line provided.

13. _____ the "Green Revolution"

14. _____ the Iran/Iraq War

15. _____ the "White Revolution"

16. _____ Iran/Contra

17. _____ the Shah in 1978

18. _____ Mohammad Mossadeq

19. _____ Ayatollah Khomeini

20. _____ the hostage crisis
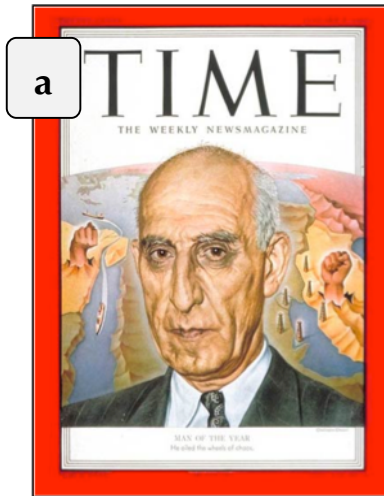
Teacher Answer Sheet

NAME _____   DATE _____

Circle only ONE answer for each question below.

1. Iran is the modern name for:
a) Palestine
b) Iraq
c) Mesopotamia
d) Persia

2. Most Iranians are:
a) Sunni Muslim
b) Shiite Muslim
c) Ottoman
d) Zoroastrian

3. Islam's Shia/Sunni split began with:
a) King Cyrus in 648 B.C.
b) the birth of Christianity
c) the death of the Prophet Mohammed
d) the birth of Ayatollah Khomeini

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a) a Shiite cleric
b) a king
c) an elected President
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5. The Shah's "White Revolution" was NOT about:
a) democratization
b) modernization
c) Westernization
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6. The CIA helped to overthrow Mohamed Mossadeq during:
a) World War II
b) the Cold War
c) the Iranian Revolution
d) the Iran/Iraq War

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a) 4 days
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c) nuclear weapons program

11. Ahmadinejad's re-election in 2009 led to:
a) improved relations with the US
b) the lifting of sanctions
c) bloody street protests
d) a military dictatorship

12. Which is NOT reflective of US-Iranian relations since 1979?
a) regional cooperation
b) conflict over nuclear proliferation
c) differences over human rights
d) tensions over the appropriate role of the US in the region

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Match each cover to its description below and write the corresponding letter on the line provided.

13. **b** the "Green Revolution"
14. **h** the Iran/Iraq War
15. **f** the "White Revolution"
16. **e** Iran/Contra

17. **d** the Shah in 1978
18. **a** Mohammed Mossadeq
19. **g** Ayatollah Khomeini
20. **c** the hostage crisis

18. a, Mohammed Mosaddeq

13. b, the "Green Revolution"

20. C, the hostage crisis

17. d, the Shah in 1978

16. e, Iran/contra

15. f, the "White Revolution"

19. g, Ayatollah Khomeini

14. h, the Iran/Iraq War
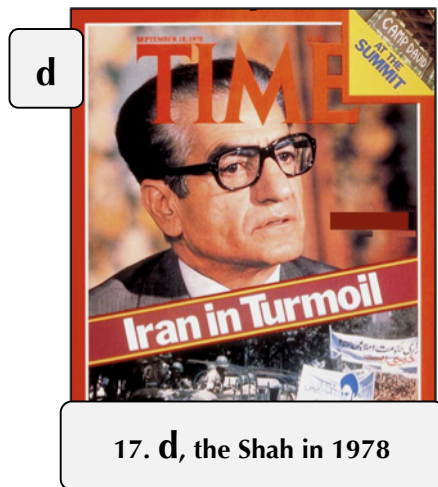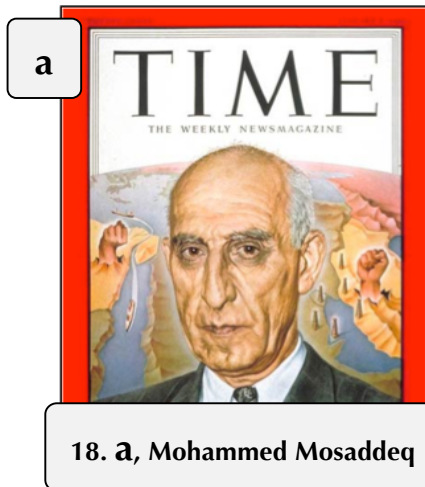
TEACHER GUIDE

A Revolution in Iran

1. (Optional) Determine whether you will use the *Student Reading: Iran and the Islamic Revolution* and *Student Assessment* and if the assessment will be collected and just reviewed in class.

2. Organize and make copies for the class activities.

3. (Optional) Distribute the *Student Reading* and *Student Assessment*. Review the assessment using the *Teacher Answer Sheet*.

4. Introduce the lesson:

Lesson Introduction

The Iranian Revolution in 1979 brought the term "Islamic fundamentalism" into living rooms across the United States and throughout the world. For example, the ABC news program *Nightline* included nightly updates on the status of US hostages being held by Iranian students. During the course of *Nightline*'s programming that year, viewers were introduced to the Ayatollah Khomeini, the deposed Shah of Iran, and the events surrounding the rise of one and fall of the other. There may be no better lens through which to view the impact of Islamic fundamentalism on the US than that of the history of relations between the US and Iran.

In this lesson, you will view 18 slides with images from a single source – *Time Magazine*. Each slide will focus on a different event or personality in the US/Iranian relationship. As you view the images from *Time*, please remember the primary function of a magazine cover: It is to get you - the potential customer - to look inside and perhaps buy the magazine. The more people who buy *Time*, the more advertisers will want to market their products in *Time*, and the more profit *Time*'s owners will receive. Consider what techniques the editors at *Time* used to draw interest in the news they were selling that week.

For each cover or inside spread from *Time*, you will be asked some questions about the messages communicated about that event or person. In the process of viewing these images, you should gain a better understanding of how to read between the lines of the magazine editor's construction. Additionally, you should learn about the history of Islamic fundamentalism and US-Iranian relations over the past eighty years.

5. Project each slide and present the *Background Information* for each magazine cover to help students understand the context for each image.

6. Lead a discussion about each image using the *Media Sample Questions & Answers* in the following pages of the *Teacher Guide*.

Document 1: "The King of Kings"
July 2, 1934

Background Information

This photograph shows the ruler of Persia, His Majesty Reza Shah Pahlavi; later, he changed the name of the country to Iran. Reza Khan had been an officer in the Cossack Brigade in 1921 during a military coup (illegal overthrow). In 1925 he seized power, sending the previous shah into exile and proclaiming himself "the King of Kings."

Media Sample Questions & Answers

1) **What does this cover suggest about Reza Shah? What is your evidence from the document (how does the cover communicate that message through text and images)?**

Possible Answer: He is a man of great wealth and power.
Evidence: The title and subtitle: "The King of Kings: He is always distinguished." In the photo, he sits on a throne with an ornate crown and dress. He is surrounded by splendor. The border is made up of ceremonial crests and monarchial designs.

Further Questions

Given *Time*'s concerns about Muslim control of oil reserves, why might they have pictured Reza Shah as they did on the cover?

Additional Information

Reza Shah pushed to "modernize" Iran by building a trans-Iranian railroad, establishing the first university, and abolishing the traditional chador (Muslim veil) in favor of western style dress. He built up his armed forces both to suppress internal dissent and to challenge the British and Soviets, who had occupied Persia since World War I. He sought to weaken the power of the Islamic clergy by putting Islamic schools and courts under state control.

The *Time* cover story was titled "Brothers in Islam," and concerned a meeting between Reza Shah and Turkish leader Mustafa Kemal Pasha. The article addresses Muslim control of oil resources and the fear that the King might turn communist. The article offered this analysis: "The stronger the two nations (Turkey and Persia) become, the more firmly they knit bonds of Moslem unity across the Near and Middle East, the stronger will be (Reza Shah's) hand the next time he feels like tearing up an oil contract" (16).

Document 2: "The Shah of Iran"
December 27, 1945
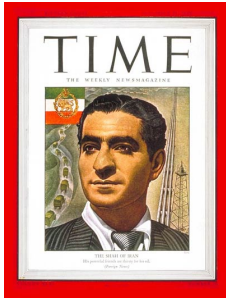
Background Information

This portrait is of Mohammed Reza, who became Shah of Iran upon the exile of his father, Reza Shah. The Shah had been educated in an expensive private school in Switzerland and learned to read English and French before his native language of Persian.

At the time of this cover (December 1945) World War II had ended, yet British and Soviet troops still occupied Iran. The young Shah had to contend with internal challenges to his leadership, especially from the communist party in the northwestern region of Azerbaijan bordering the Soviet Union.

Media Sample Questions & Answers

1) **What messages does this cover give about the dilemmas the Shah is facing at the end of 1945? What is your evidence from the document?**

Possible Answer: He is concerned about military occupation of his country and control of Iran's oil resources.
Evidence: The text says, "His powerful friends are thirsty for his oil," meaning that he must contend with British and US desire for access to Iranian oil reserves. The image shows military convoys and an oil pipeline and derrick beneath an Iranian flag, raising the question of who controls Iran's oil supply and the highways.

2) **How is the Shah's allegiance to Britain and the US indicated?**

Possible Answer: "His powerful friends" and his western suit and tie.

Further Questions

Why do you think *Time* decided not to credit journalists for their written articles?

Additional Information

The *Time* cover story was titled "The Rhythm Recurs" and was published anonymously, as was common at that time. The article began, "Whenever the Lion (Great Britain) is in trouble the Bear (Russia) takes a poke at Iran" (28). The author went on to describe the Soviet Union's support for the communist revolt in northern Iran (28).

The article also alluded to the Shah's continuation of his father's patterns: "Young Mohamed Reza was brought up in a palace atmosphere of despotic splendor. From Iran's jewel-studded Peacock Throne his father grimly ordered his enemies murdered or jailed (and) ruled his court with a caprice" (29). A generation later, the Shah's own secret police, SAVAK, used similar tactics in putting down opposition to his rule.

Document 3: "Man of the Year"
January 7, 1952
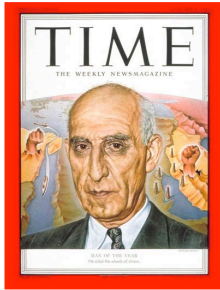
Background Information

Mohammed Mossadeq was named *Time* magazine's Man of the Year for 1951. At the time, he was Iran's Prime Minister, appointed by the Majlis, the elected national assembly of Iran. Mossadeq had been a leader of the movement to nationalize the Iranian oil industry with the goal of freeing Iran from Western economic control. His supporters chanted, "Oil is our blood. Oil is our freedom" (Gresh and Vidal 77). The US was involved in a growing Cold War with the Soviet Union and some in the Eisenhower administration saw Mossadeq's call for nationalizing the oil industry as support for communism.

Media Sample Questions & Answers

1) **What does the cover suggest about Mossadeq?**

Possible Answer: He creates chaos throughout the Middle East.

Evidence: The subtitle reads, "He oiled the wheels of chaos." The oil tankers, derricks and fists rising up from the earth of Egypt and Iran suggest a struggle over oil by nationalists in those countries. Mossadeq's stern face at center suggests that he is responsible for the problem.

Further Questions

What does the article described in *Additional Information* below suggest should be done to deal with the "Challenge of the East"?

Could an article like this have played a role in the US government's decision to overthrow Mossadeq's government two years later? Why or why not?

Additional Information

Great Britain led an international boycott of Iranian oil to pressure Mossadeq to return control of Iranian oil to the Anglo-Iranian Oil Company. Despite the severe economic hardship that followed, Mossadeq refused to bow to British demands. In 1953 the Shah dismissed Mossadeq from his post, but street riots in Tehran supporting the prime minister forced the Shah into exile. The newly created Central Intelligence Agency (CIA) conducted its first covert (secret) operation to overthrow a foreign leader. The spy agency supported a coup (illegal overthrow) against the democratically elected Prime Minister Mossadeq, who was arrested in August 1953. The young Shah was returned to power and quickly turned the oil fields over to US companies. When the Shah was overthrown in 1979, many Iranians blamed the US for bringing him to power and supporting his dictatorial 25-year rule.

Time, in its cover story on the Man of the Year titled "Challenge of the East," offered this opinion as to the real problem in Iran: "For all its power, the West in 1951 failed to cope with a weeping, fainting leader of a helpless country; the West had not yet developed the moral muscle to define its own goals and responsibilities in the Middle East. Until the West did develop that moral muscle, it had no chance with the millions represented by Mossadegh" (18).

Document 4: Pages from "Iran: Revolution from the Throne"
October 6, 1967
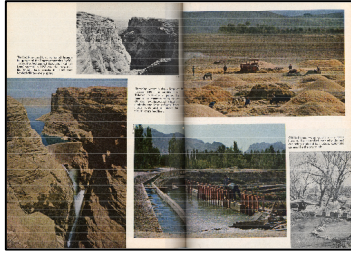
Background Information

In 1963, the Shah began a vigorous campaign to transform Iran into his vision of a modern, Western, secular society. It became known as the White Revolution. The Shah called it a "Revolution of the King and the People." Its major components included land reform and political rights for women. These images come from a *Time* article titled "Iran: Revolution from the Throne."

Media Sample Questions & Answers

1) **What impression is given about the social effects of the White Revolution programs shown in this spread? How is that impression given?**

Possible Answer: The programs help people. They are needed and good for Iranians.
Evidence: The dams are said to prevent flooding. The land reforms, tractors and automated irrigation systems are said to make the soil more fertile and crops healthier.

2) **How are the text and images used to make "modern" seem better than "old"?**

Possible Answer: In the text, the old ways are characterized as dangerous and inefficient, and the new ways as universally helpful. The "new and improved" images (dam, automated irrigation project, tractor) are in color, where the "old-fashioned" images are in black and white.

Document 4 Cont'd
October 6, 1967

Further Questions

Why might *Time* have chosen to focus on the positive side of the White Revolution rather than the criticisms and opposition?

Additional Information

The *Time* article that accompanied the photos, "Iran: Revolution from the Throne," portrayed the Shah's White Revolution in this way:

> Along the Caspian seashore the highways are clogged with slat-sided Mercedes trucks hauling a record cotton crop to market. The beaches bounce with bikinis and teenagers in Teheran have joined the Transistor Generation….In Qum and…50,000 villages throughout Iran 15 million peasants have been transformed almost overnight in history's terms from feudal serfs into freeholders whose land is now their own…The Shah has worked hard to alleviate his country's poverty. While his Arab neighbors feuded, fought and fussed with each other, he was busy building, investing most of his oil earnings in development instead of armaments, plants instead of planes. He decreed a radical land reform, gave women equal rights and promoted education at every level. By creating a climate of stability he has induced private foreign investors to pour $1.3 billion into Iran. (32)

A national referendum approved the Shah's White Revolution reforms. Nevertheless, there were many people in Iran who were seriously opposed to them. Hundreds of thousands of peasants were forced off their farms by land reforms. Those on the left argued that Iran needed true democratic reforms that would lessen the Shah's power; they pointed out that the Shah's reforms merely increased the power and privilege of a select few. Shia clergy criticized the Shah's turn away from Islamic religious tradition. Others complained that the Shah's spending on huge public celebrations of his coronation and the 2,500[th] anniversary of the founding of the Persian Empire was wasteful and that corruption in his government was widespread.

The first anti-Shah demonstration took place in Qum in 1963, with others following elsewhere. Grand Ayatollah Ruhollah Khomeini, the leading Shia cleric in Iran, sharply criticized the Shah's reforms and was arrested and forced into exile in Iraq. Nonviolent demonstrations were met with army assaults that killed hundreds. The Shah's army and secret police, SAVK, were funded and trained by the US. They imprisoned, tortured and killed religious and secular opponents of the Shah.

Document 5: "Iran in Turmoil"
September 8, 1979

Background Information

Opposition to the Shah was driven underground for fifteen years due to the severe repression that protesters suffered. Mosques were the only places that were safe for students and religious leaders to meet; even then, the meetings had to be held in secret, late at night. Ayatollah Khomeini became a symbol of resistance to the Shah's authoritarian rule, sending cassette tapes from exile in Iraq encouraging strikes, boycotts and other forms of non-cooperation. When protesters finally took to the streets again in January 1978, the police and army responded with gunfire, killing and injuring many. By July there had been demonstrations in thirteen cities against the Shah, with hundreds killed and injured by the military.

Media Sample Questions & Answers

1) **What message is given about the Shah and his continued rule? What is your evidence?**

Possible Answer: He is no longer in control of his country.
Evidence: The headline reads "Iran in Turmoil." The Shah looks uncertain in front of a blurry background, indicating insecurity. Protesters chant with raised fists, surrounding apparently helpless army trucks, holding aloft posters of Khomeini, the leader of the resistance to the Shah's rule.

Document 5 Cont'd
September 8, 1979

Further Questions

Why might *Time* be so critical of the Shah in 1978 when it had previously written so admiringly of the White Revolution?

Additional Information

Time's cover story was titled "The Shah's Divided Land: Turmoil in Tehran Brings Martial Law and a Threat to the Dream." The authors offered this opinion as to the causes of unrest in Iran:

> The fact is that Iran's own internal problems brought the Shah to the brink of disaster. As frustrations mounted over the months, Iranians turned to their Islamic religious leaders – the mullahs – who, as it happens, have deep grievances of their own. For centuries, the daily lives of the Persians were guided by conservative mullahs of the Shiite sect, whose influence embraced not only the country's spiritual life but also its secular culture and economic institutions. (35)

Time quoted Ayatollah Khomeini as leader of the opposition: "The people will not rest until the Pahlavi rule has been swept away and all traces of tyranny have disappeared…As long as the Shah's satanic power prevails, not a single true representative of the people can possibly be elected" (35). The Shah himself was careful not to blame Khomeini or other religious leaders for his troubles. Instead, he blamed his Prime Minister Hoveida, who had said "the last thing we need is a Western-style democracy" (Gresh and Vidal 78). After firing the prime minister, he blamed the Tudeh (the Iranian Communist Party) and the Soviets.

During the years of state repression, the Shia clergy became the only channel for resistance to the Shah's rule. One way that criticism of the Shah surfaced was in the religious readings recommended to all public school students by a central committee of *ayatollahs*. According to *Protest, Power and Change: An Encyclopedia of Nonviolent Action*, the writings of scholar Ali Shariati and other Iranian intellectuals "provided new, revolutionary interpretations of familiar texts. It was as though these leaders blew the dust off a thousand years of Islamic teaching, and people were able to see and interpret its fundamental power" (Powers and Vogele 264).

Document 6: "Crescent of Crisis"
January 15, 1979

Background Information

Iran's internal struggles in the late 1970s were clouded by the politics of the Cold War between the US and the Soviet Union. For decades, the Soviets had supported Communist-led independence movements in the Turkish-speaking province of Azerbaijan on Iran's northwest border with the Soviet Union. At the same time, the US had sought to make Iran a center of its own influence through arms sales, military bases and trade agreements.

This issue of *Time* had a cover date one day before the Shah was forced to leave the country by the Islamic revolution that soon thereafter would place Ayatollah Khomeini in power. Within one year, the Soviet Union would invade and occupy another Muslim country on its border - Afghanistan.

Media Sample Questions & Answers

1) **What is the message about the possible international implications of the fall of the Shah? How is that message communicated?**

Possible Answer: The Soviet Union may use Iran's instability as a way to gain power throughout the Islamic world.
Evidence: The title suggests there is a crisis larger than Iran. The Soviet bear looms menacingly over Iran and the rest of the Middle East, an allusion to the dangers of Soviet expansionism.

2) **What visual symbols are used in this cover and what do they represent?**

Possible Answer: The bear represents Soviet Union. The storm clouds represent crisis. The crescent represents the Muslim world.

Document 6 Cont'd
January 15, 1979

Additional Information

The *Time* cover story was titled "The Crescent of Crisis: Iran and a Region of Rising Instability." It described the importance of the Middle East region in this way:

> What the entire region has in common is an innate fragility, a vulnerability born of being located at the center of so strategic a territory. The Persian Gulf provides fully 71% of the oil presently consumed by Western Europe; yet geographically and perhaps also socially and politically, it is a perfect target of opportunity for Soviet expansionism…From the very beginning of the cold war, the Shah's country had been a cornerstone of the Central Treaty Organization and a bulwark of Western influence. It was largely the U.S. that restored the ruler to his Peacock throne after the overthrow of Mohammed Mossadegh in 1953. (18)

The article went on to note the billions of dollars of arms sales that the US had made to Iran over the period of the Shah's rule to reinforce its influence.

The Shah's relationship with the Soviet Union was complex. Even though he was a main ally to the US, he nevertheless arranged to purchase arms and sell oil to the Soviet Union during the mid-1970s. Similarly, the Soviet Union was willing to trade with Iran during this time period, but later supported the Shah's internal opponents by way of its own media and by broadcasting anti-Shah propaganda to Iran through underground radio channels.

Although the *Time* cover shows the Soviet Union to be very powerful, by 1979 its influence was waning in the Arab world. Egypt, formerly its strongest ally in the region, had expelled Soviet troops from its borders in 1972. The subsequent Soviet invasion of Afghanistan proved to be the beginning of the end for the Soviet Union, which collapsed less than ten years later. Six new Muslim republics arose from the ashes of the Soviet Union to create new ties with the Muslim Middle East.

Document 7: "Iran: Now the Power Play"
February 12, 1979

Background Information

Ayatollah Ruholla Khomeini took his name from the town of Khomeni in central Iran, where he was born. Khomeini was raised by his older brother after their father was killed. As a boy, he attended religious schools and then became a teacher of religion and philosophy. He became a leader of the Iranian resistance to the Shah's rule in 1963 when he criticized the White Revolution and its contamination of Islamic practice.

Two weeks after the Shah's departure from Iran, Ayatollah Khomeini returned from fifteen years in exile. He was greeted by millions chanting, "The holy one has come. He is the light of our lives" ("The Khomeini Era Begins" 33). Khomeini insisted on an end to the monarchy and the establishment of an Islamic republic based on Islamic principles.

Media Sample Questions & Answers

1) **What message does the cover give about Ayatollah Khomeini? What is your evidence?**

Possible Answer: He is a complex man seeking power. He is possibly dangerous.
Evidence: He is shown to be complex by striding in a defiant manner through his own portrait, which shows him to be thoughtful and serene. He is shown to be seeking power by his strong entrance and the words: "Now the Power Play." He seems potentially dangerous by the violent way he tears through the portrait and by his furrowed brow and angry stare.

Further Questions

Why might the *Time* cover have presented an ominous message while the inside story ran a headline of "hope for peaceful change"?

Additional Information

Khomeini returned with a fifteen-member Islamic Revolutionary Council established while he was in exile to guide the country. Once the Shah's army generals declared themselves to be neutral in the transition of power, the revolutionary guards took control of all government offices and military bases, effectively ending the Shah's rule. A national referendum in April formally established Iran as an Islamic republic, with Ayatollah Khomeini as its leader.

Document 8: "Blackmailing the U.S."
November 19, 1979

Background Information

On November 4, 1979, Iranian students occupied the US embassy in Tehran, taking sixty Marines, diplomats and embassy employees hostage. They demanded the return of the Shah, who was undergoing cancer treatment in the US, in exchange for the hostages. President Carter met with advisors to review options for response, telling reporters: "These last two days have been the worst I've had" ("Blackmailing the U.S." 14). Secretary of State Cyrus Vance said, "It is a time not for rhetoric, but for quiet careful and firm diplomacy" (ibid).

Media Sample Questions & Answers

1) **What message does the cover give about Iranians?**

Possible Answer: They are cruel, deceptive and vengeful.
Evidence: A brown-skinned man in a turban and mustache, presumably a captor, looks like a pirate standing behind the bound hostages. One of the hostages is apparently being pulled backward by the neck. The headline reads, "Blackmailing the U.S.," suggesting that Iranians use deceit to get what they want. The quote from Ayatollah Khomeini reads "America is the great Satan," suggesting vengeance toward the US on behalf of the Iranian people.

2) **What message does the cover give about the US? What is your evidence?**

Possible Answer: The US is a powerless victim of Iranian actions.
Evidence: Three US hostages are shown blindfolded and powerless. The headlines suggest that the US is a victim of Iranian blackmail and hatred.

Document 8 Cont'd
November 19, 1979

Further Questions

Not all Iranians approved of or participated in the hostage taking. How does this cover influence stereotypes of Iranians?

Additional Information

The Carter administration decided on restraint in its response, after ruling out military options as inappropriate. Some administration critics demanded the deportation of the 50,000 Iranian students then studying in the US, but that was ruled out as a violation of US immigration laws. Instead, President Carter looked to diplomatic solutions in the immediate aftermath of the hostage taking.

The *Time* article titled "Blackmailing the U.S." described some reactions to the hostage-taking by US citizens:

> A wave of anger spread across the U.S. On campuses, Iranian flags were torched and the Ayatollah Khomeini was burned in effigy. In Beverly Hills, an anti-Shah demonstration by Iranian students turned into a near riot, with onlookers shouting obscenities at the Iranians. In New York City, at the close of an Iranian student demonstration, a Columbia student undergraduate shouted: 'We're gonna ship you back and you aren't gonna like it! No more booze. No more Big Macs. No more rock music. No more television. No more sex. You're gonna get on that plane at Kennedy, and when you get off in Tehran, you're gonna be back in the 13th century. How you gonna like that?" The Iranians, who stared back glumly, did not respond. (14)

In the same article, *Time* quoted former Secretary of Defense James Schlesinger, who advocated a strong show of force by the President. "'It is plain that respect for the U.S. would be higher if we didn't just fumble around continuously and weren't half-apologetic about whatever we do. An image of weakness is going to elicit this kind of behavior….The fact of the matter is, as Mr. Nixon used to say, if we want to be a pitiful, helpless giant, we're well on our way to seeming to be one.'"

Document 9: "Attacking America"
December 3, 1979

Background Information

In the weeks following the hostage-taking, Ayatollah Khomeini spoke out angrily against the US, claiming that the US embassy had been a "spy nest" and calling the US "the mother of corruption" ("Angry Attacks on America: Khomeini's Tirades Spur Outbreaks of Mob Hysteria – and Bloodshed" 24).

Angry street demonstrations in Iran and elsewhere in the Muslim world called "Death to (President) Carter" and "Kill the American dogs" (24). In the cover story, *Time* reported that religious extremists seized the Sacred Mosque in Mecca, the holiest of Islamic shrines. Radio reports in Pakistan claimed that the US was behind the seizure, and a mob attacked and burned the US embassy there. A subsequent rescue attempt freed ninety US personnel.

Media Sample Questions & Answers

1) **What does the cover suggest about the US and the Muslim world? What is your evidence?**

Possible Answer: That the US is under attack by Muslims. **Evidence:** The headline reads: "Attacking America: Fury in Iran and Rescue in Pakistan." Angry students are portrayed burning a US flag. Messages in the background proclaim: "Kill the American Dogs," "America- the Mother of Corruption," "Khomeini Struggles – Carter Trembles," "Nest of Vipers," "Fight the Americans," "Death to America," "We must kill Carter," "Death to Carter," "America is our enemy, our number one enemy."

2) **What techniques does the artist use to increase the emotional impact of the cover?**

Possible Answer: The flaming US flag appears to also be burning the words "America" and "*Time*" itself. The group holding the flag is posed in manner reminiscent of the famous statue of the US Marines at Iwo Jima, an emotional reminder of US sacrifice during World War II. Some of the words are written in bold cursive, as though written in a ransom note, an emotional reminder of the hostages.

3) **How does the fold-down tab in the top right corner fit with the message of the cover?**

Possible Answer: It shows a man's face (actor Dustin Hoffman) appearing frightened, over the word "heartbreak."

Document 9 Cont'd
December 3, 1979

Further Questions

Why might *Time* want to stir emotions with a cover such as this?

Should *Time*'s explanation of the anger at the US have also included information about the history of US support for the Shah and his father? Why or why not?

Additional Information

The *Time* cover story was titled "Angry Attacks on America: Khomeini's Tirades Spur Outbreaks of Mob Hysteria – and Bloodshed." *Time*'s writers explained the anger at the US in this way:

> Iran's fire-eating Ayatollah Khomeini had become so extreme, so demagogic, so streaked with irrationality that serious diplomats wondered how the breach could be repaired. "This is not a struggle between the United States and Iran." Khomeini declared. "It is a struggle between Islam and the infidels." He repeatedly threatened that the 49 American hostages held in the captured U.S. embassy in Tehran would be tried as spies, and possibly executed, if the U.S. does not send back the deposed Shah Mohammed Reza Pahlavi from the hospital in New York City. (24)

In his first year of power, Ayatollah Khomeini had become autocratic in his rule, requiring all media to serve the Islamic revolution and its economic and political goals. He closed down newspapers that did not comply and banned secular music on the radio. He suppressed political parties that he saw as unsupportive of the revolution. Within his own Islamic Revolutionary Council were strong conflicts between those who wanted a centralized economy and nationalized industry and those conservative clerics who defended private property, in accord with their interpretation of the Qur'an. He silenced or removed clerics who opposed his leadership.

The anger at the US had deep roots in Iran. The CIA had helped to overthrow the elected Prime Minister Mohammed Mossadeq, 25 years before and had restored the Shah to the throne. Many Iranians assumed the same thing might happen again. The presence of 30,000 US military advisors on US military bases and the US weapons used by the Shah's army to put down his opposition contributed to the anger. On New Year's Eve of 1978, at a time when it was clear that Iranians wanted a change, President and Mrs. Carter had been in Tehran toasting the Shah's health. Many Iranians remembered these acts, ones they considered central to the maintenance of the cruel Pahlavi rule for more than a half-century.

Document 10: "Debacle in the Desert"
May 5, 1980
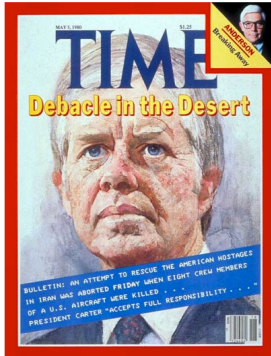
Background Information

President Carter had attempted to deal with the hostage crisis through non-military means for the first four months of their captivity. He had frozen Iranian assets held in US banks; he had cut US trade relations with Iran; and he had pressured US allies to use trade sanctions in order to isolate Iran economically. In April, a top-secret rescue mission ordered by Carter failed dramatically when two US aircraft crashed in the desert. Eight US servicemen were killed, and hopes were dashed for a successful rescue of the hostages. At the time of the failed mission, Carter was in the midst of a difficult re-election campaign against Ronald Reagan and independent candidate John Anderson.

Media Sample Questions & Answers

1) **What is the message about President Carter that is conveyed with this cover? What is your evidence?**

Possible Answer: He is incompetent, yet honest.
Evidence: The headline "Debacle" and the bulletin about the failed mission suggest that Carter is not competent as commander-in-chief. The image shows Carter as uncertain before a murky background. His responsibility for the failure and his honesty are demonstrated with the quote "accepts full responsibility."

2) **What are the political messages given about his re-election chances?**

Possible Answer: This failure has hurt him politically.
Evidence: By demonstrating his perceived incompetence and by placing his opponent in the fold-down with the quote "Breaking Away," as in gaining over Carter.

Document 10 Cont'd
May 5, 1980

Further Questions

Can the perspective within a magazine cover and article like this have an effect on a political campaign? If so, is this a good thing or a bad thing?

Additional Information

The *Time* cover story was titled "Debacle in the Desert: Carter's Mission to Rescue the Hostages Goes down in Flames." The article described the effect of this failure for President Carter and the US:

> For Carter in particular, and for the U.S. in general, the desert debacle was a military, diplomatic and political fiasco. A once dominant military machine, first humbled in its agonizing standoff in Viet Nam, now looked incapable of keeping its aircraft aloft even when no enemy knew they were there, and even incapable of keeping them from crashing into each other despite four months of practice for their mission…While most of Carter's political foes tactfully withheld criticism, his image as inept had been renewed. Already hurt by mounting economic difficulties at home, the President now had a new embarrassment abroad. The failure in the desert could prove to be a blow to his re-election hopes. (12)

Subsequently, Carter did lose the election to Ronald Reagan. On January 20, 1981, the day that Reagan was sworn into office, Iran announced that it would free the US hostages. The 52 hostages were released following negotiations by Algerian diplomats in return for the US releasing frozen Iranian assets and promising not to meddle in Iranian internal affairs.

Document 11: "War in the Gulf"
October 6, 1980

Background Information

One of the effects of the Iranian revolution was an increase in Shia resistance to Saddam Hussein's rule in neighboring Iraq. In an effort to end the threat to his own power, in September 1980, Hussein sent Iraqi troops across the border. He assumed at first that he would win a quick victory over Iran, which had been weakened by internal tensions and a failing economy. Instead, the Iranians fought back and eventually invaded Iraq. The Iran-Iraq war continued for eight years, with casualties in the hundreds of thousands and devastation to cities and economies of both countries.

Media Sample Questions & Answers

1) What does this cover suggest about the possible effects of the Iran-Iraq war? What is your evidence?

Possible Answer: A risk to Western oil supplies and the potential for the war to spread elsewhere in the Middle East.

Evidence: The primary image chosen to represent the war is an oil barrel, rather than a map of the countries or photos of soldiers in combat. The choice of representing the oil barrel as a firecracker and the open horizon behind suggests that the explosion could spread.

Further Questions

President Carter had taken a strong position on human rights during his presidency. What might the cover have looked like if the editors had chosen to highlight the potential human rights costs of the war?

Additional Information

Time's concern with the international effects of the war concentrated on issues of oil supply, superpower relations between the US and the Soviet Union, and regional stability. The cover story, "War in the Persian Gulf," reported:

> With thick black smoke pluming from bombed tank farms and refineries, petroleum-consuming nations around the globe anxiously calculated and then recalculated the implications. Said one U.S. official in tallying up the damage: "Once oil installations become fair game, the stakes become much higher for everyone." Given the limited military capabilities of the combatants the war did not appear likely to be a prolonged one, although Iran's Ayatollah Ruhollah Khomeini pledged to fight until "the government of heathens in Iraq topples." (32)

The war created many problems for Ayatollah Khomeini and Iran's leaders. Iran arranged to secretly purchase US arms through Israel and sell oil to the US, despite the fact that Khomeini declared Israel an enemy and US "the Great Satan." Iran sent poorly trained teenagers in human wave attacks during its invasion of Iraq, with terrible losses in life. Saddam Hussein responded with chemical weapon attacks. By 1985 there were street protests in Iran calling for an end to the war. Even within the Islamic leadership there were deep divisions of opinion about whether the war was a sin or a holy obligation. The war finally ended in August 1988, with a UN cease-fire and little resolution of issues between the two countries.

Document 12: "Reagan's Secret Dealings with Iran"
November 16, 1986

Background Information

In October 1986, a US plane crashed in Nicaragua. The plane was filled with supplies for the contra rebels, who were attempting to overthrow the leftist Nicaraguan government. Eugene Hasenfus, the pilot of the plane, explained how he had been hired to secretly transport the materials in violation of a Congressional ban on support for the contras. As the story unraveled, it became clear that Hasenfus had been hired by a group of men from the US National Security Council, an arm of the White House, who had sold arms to Iran in order to fund the contras and in exchange for the release of US hostages held in Lebanon by pro-Iranian guerrillas. This was all done in secret so as to avoid Congressional oversight. Had the President known that White House staff had broken the law by aiding the contras? The scandal became known as the Iran-Contra affair.

Media Sample Questions & Answers

1) **What information does the cover give about the Iran Contra affair?**

Possible Answer: That President Reagan had secret dealings with Iran.
Evidence: The headline: "Reagan's secret dealings with Iran"

2) **Does the cover suggest an opinion as to whether this deal was a good idea or not?**

Possible Answer: No, the cover is decidedly neutral in expression.
Evidence: Reagan is pictured alert and in command above the photo of Iranian religious leader Hashemi Rafsanjani who appears with an uncertain expression. Neither words nor photos suggest an opinion one way or another as to the ethics or wisdom of the deal.

Document 12 Cont'd
November 16, 1986

Further Questions

Why might the *Time* cover have been neutral in its portrayal of the revelations and yet included such a critical text in the cover story?

Additional Information

In contrast to the cover, the text of the *Time* cover story "The U.S. and Iran" was sharp in its criticism of the affair:

> The tale sounded really too bizarre to be believed. The U.S. conniving an arms shipments to Iran? Sending a secret mission to palaver with the mullahs? Trying to keep the whole thing from Congress and most of the U.S. government? And all over Iran, of all places! The country that held Americans hostage for 444 days beginning in 1979, the land whose fanatical leader Ayatollah Ruhollah Khomeini, has never ceased to denounce America as the "Great Satan," the state widely suspected to this very day of fomenting attacks against Americans? (12)

The article went on to direct its criticism at the Reagan administration:

> The Administration appeared to have violated at least the spirit, and possibly the letter, of a long succession of U.S. laws that are intended to stop any arms transfers, direct or indirect, to Iran. Washington looked to be sabotaging its own efforts to organize a worldwide embargo against arm sales to Iran, and hypocritically flouting its incessant admonitions to friends and allies not to negotiate with terrorists for the release of their captives. (13)

Document 13: "The Ayatollah Orders a Hit"
October 6, 1989
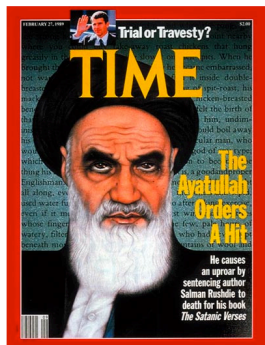
Background Information

In 1988 Indian-born British novelist Salman Rushdie published a novel titled *The Satanic Verses*. The book won critical acclaim in some quarters, but was found to be blasphemous (against God) by many Muslim critics. His critics charged that he violated Islamic law by portraying the Prophet Muhammad's words as other than divinely inspired. Ayatollah Khomeini called for a death sentence for Rushdie for his insult to Islam, the Prophet and the Qur'an.

The man pictured above Khomeini on the cover is Oliver North, then on trial for his role in the Iran-Contra affair.

Media Sample Questions & Answers

1) **What is the message given about Ayatollah Khomeini in this cover? What is your evidence?**

Possible Answer: He is violent, vengeful and evil.
Evidence: The title, "The Ayatollah Orders a Hit," suggests he is violent and vengeful. The image of Khomeini with beams coming from his glazed eyes suggest that he is evil and perhaps satanic himself.

2) **What does the image, title and placement of Oliver North suggest about his guilt or innocence for his role in providing arms to the contras?**

Possible Answer: That he is innocent and his trial is a sham.
Evidence: The title "Trial or Travesty" suggests that his trial may in fact be a travesty. By placing a smiling and waving North above Khomeini, who has vengefully accused Rushdie of misdeeds, it suggests that North himself is being falsely charged and tried.

Document 13 Cont'd
October 6, 1989

Further Questions

Does the *Time* portrayal of Ayatollah Khomeini serve to increase or decrease cultural understanding and trust between Muslims and Christians? Why?

What does the article title "Hunted by an Angry Faith" suggest about the religion of Islam?

Additional Information

The *Time* cover story was titled "Hunted by an Angry Faith: Salman Rushdie's Novel Cracks Open a Fault Line between East and West." The article described many demonstrations and riots throughout the Muslim world attacking Rushdie. It explained that an Iranian religious leader had placed a million-dollar bounty on Rushdie's head. It went on to explain that Rushdie went into hiding for his life after declaring, "I profoundly regret the distress that publication has occasioned to sincere followers of Islam" (29).

The article went on to characterize Khomeini and his followers in this way:

> The dispute reminded Westerners once again of the zealous rage that Khomeini is capable of. It also raised questions about how free societies can best protect themselves and their citizens against so furious and mercurial a form of intimidation. The conflict cut to the heart of Muslim and Judeo-Christian values with centuries of cultural misunderstanding and mistrust finding a flash point in Rushdie's novel. After Khomeini's call to murder, many Muslim leaders worldwide disagreed with the ferocity of his action, but none had a friendly word for Rushdie, his literary intentions or his right to free speech. (ibid)

Document 14: Pages from "New Day Coming?"
January 19, 1998

Background Information

In 1997, eight years after the death of Ayatollah Khomeini, Mohammed Khatami was elected President of Iran. Khatami ran a campaign of moderation that defended Islamic identity and value, yet sought to strengthen civil society. He won two-thirds of the votes, with support from the urban middle class, women and young people born after the revolution seeking greater personal freedom. His ability to make change was tempered by the conservative influence of the Council of Guardians who could silence Khatami's supporters in the press and jail those who criticized their power.

This *Time* article, "New Day Coming," reported on the first interview with newly elected President Khatami to be widely broadcast in the US. He spoke with Christiane Amanpour on CNN.

Media Sample Questions & Answers

1) **What editorial position does *Time* seem to be taking on Khatami's election through the photos and captions? What is your evidence?**

Possible Answer: Khatami will be a great improvement over the old regime.
Evidence: The title "New Day Coming;" the image of President Khatami sitting for an interview, Khatami's quote at the bottom regarding the U.S. as a "great nation;" and the image of two women speaking to one another, suggesting dialogue and an opening for personal freedom for women in Iran; the burning U.S. flag is described as "the bad old days"

2) **How does the image chosen for President Khatami compare with those you've seen of Ayatollah Khomeini?**

Possible Answer: Khatami is presented as far more human and approachable than Khomeini.
Evidence: Khatami is seen as approachable by being shown in a photograph during an interview with a major US television station. The images of Khomeini in Documents 7 and 13 were artist portraits that accentuated his appearance as threatening.

Document 14 Cont'd
January 19, 1998

Additional Information

After his election, Khatami attempted to open political discourse both internally and internationally. He sought to improve relations with the West and other Arab countries with the awareness that continued conflict could only hurt the Iran economically and politically

Khatami's election brought an increase in press freedoms. Some editors criticized the conservative religious leaders as being too narrow-minded. Several of these editors were arrested and their newspapers closed by Supreme Ayatollah Khomeini and the Council of Guardians that controlled the Iranian courts. Student protests followed in the streets of Tehran.

The Iranian constitution, written in 1979 and revised in 1989, balances power between a democratically elected president and parliament and a group of Shiah clerics who can veto laws and candidates. This Guardian Council is appointed by the Supreme Leader, who is Iran's head of state. Ayatollah Khomeini was Supreme Leader from the creation of the Islamic Republic in 1979 until his death in 1989. He was succeeded by Ayatollah Ali Khamenei, who has his position for life.

President Khatami was reelected in 2001 with 70% of the vote and left office in 2005 after 8 years as president. He was succeeded by conservative president Mahmud Ahmadinejad. Iran's experiment in blending democracy and conservative Islamic rule may provide a model for other Muslim nations. This is part of the reason why the U.S. is so intent upon creating and supporting pro-Western democracies in conservative Muslim nations such as Afghanistan and Iraq.

Document 15: "The Axis of Evil: Is it for Real?"
February 11, 2002
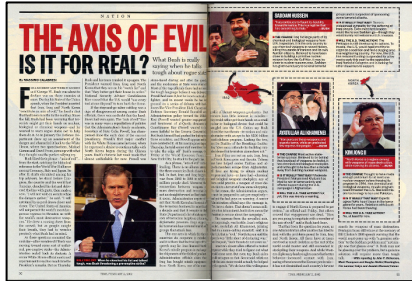
Background Information

On January 29, 2002 President George W. Bush gave his first State of the Union address following the September 11 attacks. In his speech, he named Iran, Iraq and North Korea as "an axis of evil, arming to threaten the peace of the world" (qtd. in Gettleman and Schaar 334). The phrase "axis of evil" was a reference to the World War II alliance of the fascist powers Germany, Italy and Japan. In the speech, Bush charged that "Iran aggressively pursues these weapons (of mass destruction) and exports terror, while an unelected few repress the Iranian people's hope for freedom" (333).

Media Sample Questions & Answers

1) **Looking at the main headlines and the display of photographs what is the message about Iran that *Time*'s editors create? What is your evidence?**

Possible Answer: Iran is dangerous and may be associated with other dangerous states.
Evidence: The headline suggests that Iran is a "rogue state" and that it may also be part of an "axis of evil." Iranian leader Ayatollah Khomeini is shown with the dictators Saddam Hussein (Iraq) and Kim Jong Il (North Korea). The photo of Khomeini shows a poster of Ayatollah Khomeini in the background, a face that *Time* readers may associate with danger.

2) **What is the main message about President Bush? What is your evidence?**

Possible Answer: He is strong and determined.
Evidence: The headline refers to Bush "when he talks tough." The photo shows a determined Bush pounding his fist on a podium, suggesting strength and determination.

Document 15 Cont'd
February 11, 2002

Further Questions

Why might *Time* have chosen to portray conservative Ayatollah Khamenei in its photo on Iran rather than more moderate elected President Khatami?

Additional Information

President Bush indicated his determination to deal with the "axis of evil" in his speech in this way:

> We'll be deliberate, yet time is not on our side. I will not wait on events, while dangers gather. I will not stand by, as peril draws closer and closer. The United States of America will not permit the world's most dangerous regimes to threaten us with the world's most destructive weapons. Our war on terror is well begun, but it is only begun. This campaign may not be finished on our watch – yet it must be and it will be waged on our watch. Steadfast in our purpose, we now press on. We have known freedom's price. We have shown freedom's power. And in this great conflict, my fellow Americans, we will see freedom's victory. (qtd. in Gettleman and Schaar 334)

In its article, *Time* questioned the idea of an "axis" in its report: "As a phrase, 'axis of evil' is misleading. There is no alliance among these three countries Bush chose to label. In fact, Iran and Iraq fought a war from 1980 to 1988 in which a million people died. Moreover the connection between weapons of mass destruction and terrorism is not as straightforward as Bush made it seem" (30). The editors did choose to affirm the idea of a threat: "Even if they are not an axis, Iran, Iraq and North Korea pose real threats. Tehran may have helped senior Taliban and al Qaeda members escape from Afghanistan. All three are trying to obtain nuclear weapons and have – or have had – chemical and biological weapon stockpiles; any of them could provide a weapon of mass destruction to a terrorist if one came shopping" (31).

Some Iranians were dismayed that President Bush labeled Iran as part of the "axis of evil." They pointed to Iranian support for US allies, the Northern Alliance, in the war in Afghanistan and to Iran's opposition to the Taliban as signs that Iran in fact was helping the US after September 11 (Keddie 283). They argued that President Bush's speech simply aided the hard line conservatives who picked up seats in the subsequent municipal elections. They felt that President Bush made it harder for moderates, like Iranian President Khatami, who wanted to improve relations with the West.

Document 16: Pages from "What Will Make Them Stop?"
November 3, 2003

Background Information

In February 2003, Iranian President Khatami announced that Iran would build a facility to produce enriched uranium, and invited the International Atomic Energy Commission to visit the facility. The Bush administration charged that such a facility was a means for Iran to manufacture nuclear weapons. Iranian officials responded that the facility was only to be used for peaceful energy production. The International Atomic Energy Commission agreed with the Bush administration and demanded that Iran address the concerns or face UN sanctions.

The photos in the *Time* story show Iranian President Khatami on the left and Kim Jong Il of North Korea on the right.

Media Sample Questions & Answers

1) **What do the headlines and images suggest about Iran's intentions for its nuclear program?**

Possible Answer: That Iran intends to make nuclear weapons at its nuclear facility.
Evidence: The bold headline "What Will Make Them Stop?" makes the danger seem imminent. The words beneath Khatami's photo read "Build Up," suggesting increasing danger.

2) **What do the large satellite photos at the top suggest as a possible way to get Iran to stop its nuclear program?**

Possible Answer: Aerial bombing of the facility
Evidence: These photos are similar to images taken on bombing runs and would be familiar to viewers of television news images of US bombing in Iraq.

3) **What does the photo of President Bush suggest as another way to get Iran to stop?**

Possible Answer: Negotiation
Evidence: The President's body language suggests conciliation, as does the caption: "Turning down the heat."

Document 17: "Power in the Shadows"
July 3, 2006

Background Information

In January 2006 Iranian President Mahmoud Ahmadinejad announced that Iran was on the verge of enriching uranium, a crucial step in producing a nuclear weapon. Although he claimed that the uranium was strictly for peaceful nuclear power, the move violated the International Atomic Energy Commission's demand that Iran stop production of nuclear fuel. The Bush administration condemned Iran's action and threatened to ask the UN Security Council to impose sanctions on Iran. President Ahmadinejad responded by sending a letter to President Bush proposing "new ways" to end the conflict over Iran's nuclear program. But it is not clear if the Iranian President has the political power to resolve a crisis of this kind.

The Iranian Constitution gives ultimate political power to its Supreme Leader. After the death of Ayatollah Khomeini in 1989, Ayatollah Ali Khamanei was elected Supreme Leader by the Assembly of Experts. Ayatollah Ali Khamanei is pictured in the billboard on the left and is shown extending his hand to President Ahmadinejad in the picture on the right.

Media Sample Questions & Answers

1) **What messages do the images, headlines and quote suggest about Ayatollah Ali Khamanei?**

Possible Answer: He is mysterious, powerful and possibly a force for peace.
Evidence: The image of Khamanei in sunglasses above the shaded woman and the headline "Power in the Shadows" and "keeps a low profile" suggest that he is mysterious. The image of President Ahmadinejad kissing his hand and the headline's reference to him as "Iran's supreme religious leader" suggest his power. The phrases "He may well be the way out of this current impasse," and "May be the U.S.'s best hope for avoiding another war" suggest that Khamanei may offer the path to peace.

2) **How do the messages about Ayatollah Ali Khamanei compare with the previous images you've seen of his predecessor as Supreme Leader, Ayatollah Khomeini?**

Possible Answer: Khamanei is presented as mysterious and uncertain. It is not clear whether he will be a source of good or evil. This stands in contrast to Khomeini's image as dangerous and evil.
Evidence: Uncertainty about Khamanei is conveyed by the conditional phrasing "<u>may</u> be the way out" and "<u>may</u> be the best hope." In Documents 7 and 13, Khomeini is made to appear violent and aggressive.

Document 17 Cont'd
July 3, 2006

Further Questions

Might an international magazine such as *Time* become a means of communication itself between the US and Iran? If so, is this an appropriate channel for diplomacy? Why or why not?

Additional Information

The International Atomic Energy Agency (IAEA) had originally put seals on Iran's test centrifuges after a group of Iranians in exile revealed that Iran had maintained a secret laboratory for nuclear research, breaching IAEA rules on open monitoring. Iran claimed that it had a right to pursue nuclear power as a means of energy production. According to Iranian leaders, Ayatollah Ali Khamanei had issued a "fatwa" or official ruling forbidding the production of nuclear weapons. President Ahmadinejad commented, "A nation which has culture, logic and civilization does not need nuclear weapons. The countries which seek nuclear weapons are those which want to solve all problems by the use of force. Our nation does not need such weapons" (BBC News, Jan 14, 2006).

Internationally there was controversy over whether Iran was actually in a position to make nuclear weapons. A *Time* article on April 3, 2006 entitled "Will this Man [President Ahmadinejad] Get the Bomb?" quoted the IAEA position: "Iran has the knowledge but not the capacity to make weapons." It also quoted Director of National Intelligence John Negroponte as suggesting that Iran "will likely have the capability to produce a nuclear weapon within the next decade" (*Time*, April 3, 2006).

Although the Iranian Constitution allows democratic elections for President and Parliament, the Constitution gives ultimate power to the Supreme Leader. He is Commander-in-Chief of the armed forces. He appoints the heads of the judiciary system, the state media and the commanders of the police and military. He names half of the members of the Guardian Council, which approves all Presidential and Parliamentary candidates. In 2004 the Guardian Council banned thousands of candidates for Parliament, including most of the reform candidates. This resulted in widespread victories by conservative candidates and criticism by Iranian reformists of lack of access to true democracy.

Ahmadinejad had been mayor of Teheran before his election as President in June, 2005. The *Time* article referred to his role as a "fire-breathing agitator." Such characterizations arise from President Ahmadinejad's statement that Israel is a "disgraceful stain [on] the Islamic world," which must be "wiped off the map" (*The New York Times*, Oct 30, 2005). He also made comments denying the Holocaust, which resulted in a US Senate resolution "to condemn the harmful, destructive, and anti-Semitic statements of Mahmoud Ahmadinejad, the President of Iran, and to demand an apology for those statements of hate and animosity towards all Jewish people of the world."

Ayatollah Ali Khamanei was elected President of Iran in a landslide election in 1981 prior to his appointment as Supreme Leader in 1989. His positions on the US and Israel have been inconsistent. In 2000 CNN reported that he called for the destruction of Israel, yet the *Time* article claims that he criticized Ahmadinejad for his comments on Israel.

Document 18: "Iran vs. Iran"
June 29, 2009

Background Information

Iran held presidential elections on June 12, 2009. Incumbent president Mahmoud Ahmadinejad ran a divisive campaign against three challengers approved by the Council of Guardians. Protesters took to the streets claiming election fraud upon the announcement by the government news agency that President Ahmadinejad had won the election with 63% of the vote. Supporters of the main challenger, former Prime Minister Mir-Hossein Mousavi, wore ribbons and headscarves of the Islamic color green to symbolize their affiliation with a candidate who promised "green change for Iran." Supporters of President Ahmadinejad celebrated by waving the Iranian flag. The *Time* cover story reported on a post-election gathering in front of the Ministry of the Interior in which supporters of both candidates faced off until the police "dressed like starship troopers in body armor and brandishing billy clubs, charged into the Mousavi crowd."

Media Sample Questions & Answers

1) **What is the message given about the Iranian election in this cover? What is your evidence?**

Possible Answer: The Iranian election has divided the country to the point of possible revolutionary change in the country.

Evidence: Division is represented in the title "Iran vs. Iran" and in the images of a defiant young woman standing in front of a crowd of male demonstrators beneath a threatening sky. Revolutionary change is suggested by the subtitle "What I Saw at the Revolution."

2) **What does the cover suggest about the social groups who favor the opposition in Iran?**

Possible Answer: The opposition are predominantly young men and women.

Evidence: The people are identified as Mousavi supporters by the woman's green bracelets. All of the protestors appear young. Most are male, but the most prominent person in the photo is a young woman.

3) **Is the cover image of a single event or multiple images combined?**

Possible Answer: It is a collage of digitally altered images.

Evidence: Unlike news photos, magazine cover images are often manipulated since they are actually a form of advertising. In this case, *Time* credits the cover in this way: Photograph by Raoul Benavides for *Time*; Photo-illustration by C.J. Burton for *Time*.

Document 18 Cont'd
June 29, 2009

Additional Information

In his *Time* cover story, Joe Klein suggested that the elections provided

"a rare look at the divisions in Iranian society, and not just between the working-class Ahmadinejad supporters and the wealthier, better-educated backers of Mousavi. It also put the internal rivalries at the highest levels of the Iranian government on public display for the first time, and in the most embarrassing fashion."

He also concluded that US President Barack Obama should expect continued difficulty in negotiating with Iran over its nuclear program.

Hundreds of Mousavi supporters were arrested in protests following the election. The Supreme Leader and the Guardian Council responded to alleged election fraud and growing popular unrest with a partial recount of the election results. This promise did not end the protests, however. One young philosophy student, Neda Agha-Soltan, was shot and killed by the police; her death was viewed globally via YouTube. *The New York Times* headlined its report on Agha-Soltan's death "In a Death Seen Around the World, a Symbol of Iranian Protests" (Fathi).

The tensions within *Time*'s "revolution" of "Iran vs. Iran" involved both supporters on the street and people at the highest levels of government power in Iran. According to the BBC, supporters of President Ahmadinejad included the Supreme Leader, Ayatollah Ali Khomeini, and the Revolutionary Guard, while Mousavi was supported by former Presidents Ali Akbar Rafsajani and Mohammad Khatami (*BBC News*, June 19, 2009).

CONNECTIONS

Compare the 1952 *Time* "Man of the Year" portrait of Mohammed Mossadeq with Ronald Reagan's 1981 and 1984 *Time* "Man of the Year" portraits available in Project Look Sharp's *Media Construction of Presidential Campaigns*.

Project Look Sharp's *Media Construction of War* uses a similar format to teach the history of the Vietnam War, the 1991 Gulf War, and the War in Afghanistan through classroom decoding of *Newsweek* coverage.

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"2 million flood Times Square as U.S. greets year 2000"
    http://archives.cnn.com/1999/WORLD/europe/12/31/2000/

Lesson 4:
Freedom Fighters
or Terrorists?

Video Clips

Freedom Fighters or Terrorists?

Lesson Objectives:
- Students will review Afghanistan's history from 1978-2003.
- Students will understand the shifting historical contexts for the US views of the mujahidin, during the Cold War and after 9/11.
- Students will recognize the power of words to bias impressions.
- Students will analyze credibility, bias and truth in documentary film.

Vocabulary:
> **9/11, al-Qaeda, blowback, CIA, Cold War, covert operation, historical context, jihad, madrassas, mujahidin, Mullah Omar, Osama bin Laden, Operation Enduring Freedom, Pashtun, Soviet Invasion of Afghanistan, Taliban, stingers, war on terrorism**

Media: Video clips from two documentary films: *The Battle for Afghanistan* (4 minutes 34 seconds) and *Operation Enduring Freedom: America Fights Back* (4 minutes 53 seconds)

Materials Needed:
- Eight-page *Teacher Guide*
- Two-page *Student Worksheet*
- Video clips (access online or via Unit 4 Lesson 4 digital media folder)

Time: 40 minutes

Lesson Procedures:

- Present the *Lesson Introduction* to the class.

- Distribute the *Student Worksheet* for students to respond to the video clips.

- Play each vide clip, pausing so students can log their answers.

- Lead students through a decoding of the video clips using *Media Sample Questions & Answers* in the following pages of the *Teacher Guide*.

- Discuss bias in documentary films using *Further Questions* and the *Additional Information*.

MEDIA CONSTRUCTIONS OF THE MIDDLE EAST
FREEDOM FIGHTERS OR TERRORISTS?

TEACHER GUIDE
UNIT 4, LESSON 4

TEACHER GUIDE

Freedom Fighters or Terrorists?

1. Organize and make copies for the class activities.

2. Introduce the lesson:

Lesson Introduction

Who are your country's enemies? Who are your country's friends? The answers to these questions can shift dramatically over time. Former enemies can become friends and former friends can become enemies. In this lesson, you will see how superpower politics have caused a shift in alliances between the United States and Islamic fundamentalists in Afghanistan between the time of the Cold War and the time of the "War on Terror."

In 1979 Islamic fundamentalist students in Iran were holding US citizens hostage. At the same time, the United States' superpower enemy, the Soviet Union, had invaded its southern neighbor, Afghanistan, in order to prevent the fall of the communist Afghan government. Afghan Muslim fighters known as the Mujahidin engaged in jihad, or holy struggle, waged a ten-year war against Soviet occupation. The Mujahidin's resistance led to the withdrawal of Soviet troops in February of 1980. During the ten years of the Soviet War in Afghanistan, the United States' CIA sent military aid to the Mujahidin, who President Carter named "freedom fighters" against Soviet aggression. At first the US aid funded covert operations, but later under President Reagan, the aid became official and the US began to sell anti-aircraft Stinger missiles that were used to shoot down Soviet warplanes.

There were many far-reaching repercussions of the Soviet War in Afghanistan and the US support for the Mujahidin, the enemy of its enemy. Over 1.3 million Afghanis died in the war, as did over 13,000 Soviet soldiers. One third of Afghanistan's population, about 5.5 million people, were forced to flee the country and another 2 million left their homes (Jalali and Grau xviii). Additionally, the arms and training that the US gave to the Muslim militants fighting the Soviets eventually were used to enable subsequent attacks on the US by al-Qaeda.

Al-Qaeda is an international organization of Islamic fundamentalist fighters that was led by Osama Bin Laden. Its intention is to disrupt the US and other Western nations through terrorist attacks on civilian populations such as the 9/11 attacks on the World Trade Center and Pentagon and the Madrid and London bombings. In the late 1990s and early years of the new century, al-Qaeda was given shelter by the Taliban, the government of Afghanistan.

The Taliban, meaning "students," grew out of the Afghanistan madrassas or Islamic religious schools. They established themselves in the years after the Soviet withdrawal when the various factions of the Mujahidin fought for control of Afghanistan. Pakistan helped to support the Islamic fundamentalist Taliban led by Mullah Omar, who had fought against the Soviets (as had Osama bin Laden). After the 9/11 attacks, President George W. Bush initiated the "War on Terror," beginning with "Operation Enduring Freedom" in October 2001 with attacks on the Taliban and al-Qaeda in the Afghanistan hills along the Pakistani border.

In this lesson, you will see excerpts from two documentary films about Muslim fighters in Afghanistan. The first film, made by independent filmmaker Mike Hoover, was broadcast in 1987 as a CBS Special Report called *The Battle For Afghanistan*. It was narrated by CBS news anchor Dan Rather. It focuses on the Mujahidin war against Soviet occupation. The second film was made fifteen years later, after 9/11. It is introduced by Secretary of Defense Donald Rumsfeld and is marketed as "Produced with the cooperation of the United States Department of Defense." This film is entitled "Operation Enduring Freedom: America Fights Back" and it focuses on the rise of al-Qaeda and the Taliban and the US "War on Terror" in Afghanistan.

Please remember that these brief clips are not meant to show the full story as told in the much longer documentaries from which they are taken. The clips used in this lesson are for the purpose of examining how the media portrays the strategic alliances that changed over time between the United States and the militant Muslim fighters of Afghanistan. Note that the second video clip is composed of two brief sections from the early part of the documentary. The separate sections of the video clip are divided by a dark screen.

3. Distribute a *Student Worksheet* to each student.

4. Play each video clip, pausing in between for students to write their answers on the worksheet. Students can work individually or in pairs to log their answers. Remind students to use evidence from the video clips to support their responses.

5. Lead a discussion of the video clips using the *Media Sample Questions & Answers* in the following pages of the *Teacher Guide*.

Video Clip 1
The Battle for Afghanistan
CBS Special Report
1987
4:34 min.

Media Sample Questions & Answers

1) **What is the main message about the Islamic fundamentalist fighters and the Mujahidin?**

Possible Answer: They are devoted Islamic believers who are involved in a noble fight for freedom against Soviet domination.
Evidence: The Afghani doctor says "We are fighting for our freedom…We are fighting for the right cause…God is on our side, that is why we have been able to continue the war for eight years against the Soviets." The narrator describes the fighters as "like barons or earls," English titles of honor. The images show the Mujahidin in prayer, marching triumphantly with a flag, men smiling and embracing and meeting peacefully together.

2) **What are the messages about the US government's relationship to the Mujahidin?**

Possible Answers:
- The US had provided military aid to the Mujahidin for years, including half a billion dollars of foreign aid from Congress.
- The Soviets claim that the US has funneled aid through China, Egypt, Saudi Arabia and Pakistan.
- The US hesitated to send anti-aircraft Stinger missiles for fear that they might be used against commercial US aircraft.

3) **What techniques do the filmmakers use to suggest that their message is credible?**

Possible Answer: The film is shot on location from behind the front lines in Afghanistan with the Mujahidin. It includes an interview with a Mujahidin doctor. The narrator is CBS anchorman Dan Rather, whose voice will be associated with "credible news."

Video Clip 2
Operation Enduring Freedom: America Fights Back
2002
4:53 min.

Media Sample Questions & Answers

1) **What is the main message about the Islamic fundamentalist groups, the Taliban and al-Qaeda?**

Possible Answer: They are terrorists devoted to attacking the West. They are brutal tyrants. They are fundamentalist zealots.

Evidence: Terrorists: The narrator describes al-Qaeda as "architects of the global war on America," "trained for dispatch to enemy countries on missions of terror." Images show al-Qaeda training camps with armed recruits shooting guns, jumping through flaming hoops and firing rocket launchers.

Tyrants: The narrator describes the Taliban as a "brutal tyran[ts]" that outlawed music, destroyed museums and religious sites, and imposed "inhuman restrictions on women who were prohibited from schooling." Images show Taliban leaders emerging from behind closed doors, women in full-length veils and giant Buddha statues being dynamited.

Fundamentalist zealots: The narrator refers to "Islamic radicalism," "religious fanaticism," "ultra-conservative Islamic theocracy," "Islamic Puritanism," "extreme fundamentalist ideology," "blinded by hatred," "terrorist mission in keeping with God's will." Images show Mullahs in religious garb with guns, Muslims in prayer, students in religious schools pumping fists and chanting.

2) **What is the message about the US government's relationship to the Taliban and al-Qaeda?**

Possible Answers: The US' enemies at the time of the film are the Taliban and al-Qaeda, whose leaders once fought the Soviets, as had the US.

Evidence: The US supported the Mujahidin against the Soviets, which resulted in blowback and the US becoming "victim to the religious fanaticism it had unleashed." The Taliban is "led by Mullar Omar, a one-eyed former fighter against the Soviets," who is shown in profile between the cross hairs of a riflescope. Osama bin Laden, leader of al-Qaeda, is said to have "found a cause recruiting young Arabs to fight communism in Afghanistan." He then "established al-Qaeda as a global network of revolutionaries dedicated to fighting Muslim, pro-West governments and the Western world led by America." Bin Laden is shown joyfully recounting his leadership role in planning the 9/11 attacks.

MEDIA CONSTRUCTIONS OF THE MIDDLE EAST
FREEDOM FIGHTERS OR TERRORISTS?

TEACHER GUIDE
UNIT 4, LESSON 4

3) **What techniques do the filmmakers use to suggest that their message is credible?**

Possible Answer: They show Bin Laden and Taliban leaders and footage of al-Qaeda training camps and schools. This suggests that the filmmakers are using the enemy's own words and actions to affirm their narrative. The film is introduced by Secretary of Defense Donald Rumsfeld and is said to be produced with the cooperation of the United States Department of Defense, suggesting that the US government endorses the film's contents.

Explain how the historical context of the two films (the Cold War for *The Battle of Afghanistan*) and post-9/11 for *Operation Enduring Freedom*) influenced the point of view in each film.

Possible Answer:

The Battle for Afghanistan (1987) takes a much more positive view of the Mujahidin as religiously inspired freedom fighters waging a holy war against the Soviets. The images and interview are supportive of the mujahidin cause. The narrator (Dan Rather) acknowledges fears that the Mujahidin could turn against their US benefactors, but the primary focus in the film (and in the US government at the time) was defeating the Soviets. After all, this was the Cold War.

Operation Enduring Freedom, likewise, mentions that the US aided the Mujahidin during the anti-Soviet war, but the primary focus here is the fanatical, oppressive, anti-American nature of the Jihadists. The narration and imagery stresses the craziness, brutality and immorality of al-Qaeda and the Taliban. With the end of the Cold War, and particularly after the attacks of September 11th, al-Qaeda, the Taliban, and militant Muslim fundamentalists have became the "new evil."

It is not at all surprising that the two films would present the Mujahidin's struggle against the Soviets and Osama bin Laden's brand of Islamic holy war in very different light. Our view of history shifts as history shifts our perspectives. These two clips show how "freedom fighters" can become "terrorists" depending upon one's historical point of view.

6. Follow the video clip decodings with a more open-ended discussion of credibility and bias in documentary films using the *Further Questions* and *Additional Information*.

MEDIA CONSTRUCTIONS OF THE MIDDLE EAST
FREEDOM FIGHTERS OR TERRORISTS?

TEACHER GUIDE
UNIT 4, LESSON 4

Further Questions

Do you think the Mujahidin were freedom fighters or terrorists in their fight against the Soviets? Give reasons to justify your answer.

Some critics charged Dan Rather and CBS as being biased in favor of the Mujahidin cause. How can you know whether a news source might be biased in favor of a particular government or organizational point of view?

Additional Information

According to Zbigniew Brzezinski, National Security Advisor to President Jimmy Carter, CIA aid to the Mujahidin began in July 1979 – nearly six months before the Soviet invasion of Afghanistan. In 1998 he told a French interviewer, "We didn't push the Russians to intervene, but we consciously increased the probability that they would do so…This secret operation was an excellent idea. Its effect was to draw the Russians into the Afghan trap. You want me to regret that?" (Cooley 19).

John Cooley, author of *Unholy Wars: Afghanistan, America and International Terrorism*, suggests that the CIA regarded Osama bin Laden as a valuable ally in the 1980s. He writes:

> Delighted by his impeccable Saudi credentials, the CIA gave Usama (sic) free rein in Afghanistan, as did Pakistan's intelligence generals. They looked with a benign eye on a buildup of Sunni Muslim sectarian power in South Asia to counter the influence of Iranian Shi'ism of the Khomeini variety. Bin Laden proved himself a brave foot soldier by joining in fighting, in which he was wounded, against the Russians near Jalalabad. (Cooley 222)

Cooley then explains: "The CIA seems to have definitively turned against its former partner in 1995 and 1996, after the attacks on American personnel at Riyadh and Khobar" (224).

In his book *Taliban: Militant Islam, Oil and Fundamentalism in Central Asia*, Ahmed Rashid suggests:

> Between 1994 and 1996 the USA supported the Taliban politically through its allies Pakistan and Saudi Arabia, essentially because Washington viewed the Taliban as anti-Iranian, anti-Shia (sic) and pro-Western. The USA conveniently ignored the Taliban's own fundamentalist agenda, its suppression of women and the consternation they created in Central Asia largely because Washington was not interested in the larger picture. (176)

It was during this period that Under-Secretary of State Robin Rachel held friendly meetings with the Taliban while the US oil company UNOCAL was negotiating to build an oil pipeline through Afghanistan to Pakistan (Ewans 184). By 1998 and 1999 the US government had begun to view the Taliban as a problem due to feminist concerns about the Taliban's mistreatment of women, its refusal to endorse the UNOCAL pipeline and its continued support for bin Laden (Rashid 176).

Mike Hoover's filming for the documentary *The Battle For Afghanistan* helped CBS win the prestigious Columbia/duPont Silver Award for its coverage of the Soviet war in Afghanistan. However, shortly thereafter, Mike Hoover, Dan Rather and CBS were charged with major ethical violations in a New York Post story entitled "Dan Rather Aired Fake Afghan Footage" (Lohbeck 219). The story claimed that Hoover staged fake battle scenes with actors in Pakistan, that a Pakistani Air Force jet on a training mission was said to be "a Soviet jet bombing Afghan villages" and that Hoover encouraged the Mujahidin to exaggerate their victories (Fair. Extra! http://www.fair.org/extra/8910/cbs-afghan.html). Both Mike Hoover and Dan Rather denied these charges. Kurt Lohbeck, another filmmaker providing Afghanistan war footage for CBS in his book, *Holy War, Unholy Victory: Eyewitness to the CIA's Secret War in Afghanistan* claimed that the charges against Hoover were "dredged up (by) several people with axes to grind" (Lohbeck 219).

The criticism of CBS's coverage of the Soviet war in Afghanistan went deeper than particular concerns about the credibility of Hoover's story. Richard Cohen, a former senior foreign news producer at CBS, claimed "Afghanistan was Rather's obsession." A Congressional Research Service report providing evidence of this allegation, finding that CBS devoted far more coverage to Afghanistan than the other networks in 1986, with CBS devoting 55.2 minutes, to NBC's 28.8 and ABC's 19.7.

The organization FAIR charged the following:

> CBS coverage often resembled partisan war propaganda more than reporting. Rather's role appeared to be more that of a cheerleader than a journalist. Issues behind the conflict (such as Islamic fundamentalism and the role of woman) were secondary to the 'shoot-em-up' war footage. Was CBS so hungry for footage of mujahedeen battle successes that it failed to closely scrutinize it? Did CBS make itself a tool of the guerrillas' propaganda? (Fair. Extra! http://www.fair.org/extra/8910/cbs-afghan.html)

Arthur Unger, a writer for the *Christian Science Monitor*, explored the larger issues of "blowback" in this way:

> The documentary tends to gloss over the fact that, if victorious, this holy war could result in another revolutionary fundamentalist Islamic state, perhaps even aligned with Iran...The strength of the documentary lies in the 'entertainment value' of its unique guerrilla battle footage rather than any insightful analysis. (Fair. Extra! http://www.fair.org/extra/8910/cbs-afghan.html).

CONNECTIONS

Compare how two US presidential candidates explore the same issue from different perspectives with Project Look Sharp's *Media Construction of Presidential Campaigns*: George H.W. Bush's "Arkansas 2" TV commercial and Bill Clinton's "Steady" commercial (1992 election).

Teach the history of the War in Afghanistan using Project Look Sharp's *Media Construction of War*. Students analyze the historical context of media coverage by comparing *Newsweek*'s coverage of Afghanistan with coverage of the 1991 Gulf War and the War in Vietnam.

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Student Worksheet

NAME _____   DATE _____

Read over the questions below before watching the two video clips. Take notes during each video clip, and then you will be given time to write your answers after each clip. Whenever possible, use evidence from each video clip to support your answers.

Video Clip 1: *The Battle for Afghanistan*, 1987

1)   What is the main message about the Islamic fundamentalist fighters and the Mujahidin?

2)   What are the messages about the US government's relationship to the Mujahidin?

3)   What techniques do the filmmakers use to suggest that their message is credible?

Video Clip 2: *Operation Enduring Freedom: America Fights Back,* 2002

1) What is the main message about the Islamic fundamentalist groups, the Taliban and al-Qaeda?

2) What is the message about the US government's relationship to the Taliban and al-Qaeda?

3) What techniques do the filmmakers use to suggest that their message is credible?

Explain how the historical context of the two films (the Cold War for *The Battle of Afghanistan*) and post-9/11 for *Operation Enduring Freedom*) influenced the point of view in each film.

Lesson 5: Analyzing the Roots of Terrorism

LESSON PLAN

Printed
Document

Analyzing the Roots of Terrorism

Lesson Objectives:
- Students will study and present different views on the reasons for the growth of militant Muslim movements and the reasons for attacks on US and Western targets.
- Students will analyze news or opinion articles, a speech and an interview related to the September 11th attacks.
- Students will evaluate and discuss the reasons for terrorism.

Vocabulary:
> **Al-Qaeda, Baywatch syndrome, "clash of civilizations", "cultural Christian", extremists, Islamic fundamentalism, Osama bin Laden, Saddam Hussein, sanctions against Iraq, Suicide bombers, Taliban, terrorism, World Trade Center**

Media: Excerpts from four opinion/analysis articles from newspapers and magazines, and transcripts from President George Bush's address to a joint session of Congress and from an interview with Osama bin Laden

Materials Needed:
- Nine-page *Teacher Guide*
- Six separate one-page or two-page *Student Readings* labeled *Documents 1-6*
- One-page *Student Worksheet*

Time: 40 minutes

Lesson Procedures:

- Present the *Lesson Introduction* to the class.

- Divide the class into six groups and distribute one of the *Student Readings: Documents 1-6* to each group.

- Give time for students to complete their reading and worksheet. Each group will present an analysis of their media document to the class.

- Use the *Media Sample Questions & Answers* in the *Teacher Guide* to help facilitate the six student presentations.

- Help students to articulate and evaluate their own thinking about the causes of terrorism, September 11th, and the rise of militant Muslim groups.

TEACHER GUIDE

Analyzing the Roots of Terrorism

1. Organize and make copies for the class activities.

2. Introduce the lesson:

Lesson Introduction

In the months following September 11, 2001, hundreds of articles were published with opinions on why twenty men had killed thousands in the attacks on the World Trade Center and the Pentagon. These articles offered ideas from the right, the middle, and the left, from Christians, Muslims and Jews, from US citizens and from people living in the Middle East and elsewhere. In the midst of so many words, how could anyone know what to think about terrorism, about fundamentalism, and about democracy?

One way to begin to figure out one's own opinion on these complex issues is to listen to ideas from many different points of view. With the Internet and satellite television, individuals now have the option to explore diverse views from many sources, from CNN to the BBC, from the *Jerusalem Post* to al-Jazeera.

For this lesson, you will break into six groups, each with a different article or speech to read. As your group reads your assigned handout, note at least five different reasons the author gives for why militant Muslim groups have gained strength and why they have chosen to target the United States. Also, note any passages in the article that illustrate the author's points. You will then present your document to the entire class with each student sharing a different reason. If your group has time, discuss your reactions to these views.

After all six groups have presented we will discuss your reactions to the author's views and your opinion on the roots of terrorism and the growth of militant Muslim movements.

The first media document is an excerpt from an interview with Osama bin Laden conducted by Peter Arnett in Eastern Afghanistan in May of 1997. The second document is an excerpt from a speech given by US President George W. Bush to a joint session of Congress on September 21, 2001. The remaining four documents are excerpts from news analysis or opinion articles that appeared in various publications shortly after September 11, 2001. All six authors give their reasons why militant Muslim movements have gained strength and why they have targeted the United States.

3. Distribute one of the six documents from the *Student Reading* to each group and a *Student Worksheet* to each student. Give students time to read and prepare for their presentations.
    - **Document 1: Excerpt from Osama bin Ladin interview**
    - **Document 2: Excerpt from President Bush's address to Congress**
    - **Document 3: "The Terrorist Mind" by Jonah Goldberg**
    - **Document 4: "The Politics of Rage" by Fareed Zakaria**
    - **Document 5: "Why Do They Hate Us?" by Philip Yancey**
    - **Document 6: "Why Do They Hate Us?" by Asma Barla**

4. After the groups have finished reading and preparing their presentations, bring the class back together. Ask each group to report their author or speaker's opinion and analysis using excerpts from the text to illustrate their points. Ask that students refrain from sharing their opinions about the author or speaker's view until all six groups have presented. Remind students that these topics can bring up strong emotions and that it is essentially important to respect the opinions of others, both of the authors and their classmates, even if they strongly disagree with them.

5. As each group presents, use the *Media Sample Questions & Answers* in the following pages of the *Teacher Guide* for suggested answers, evidence, and *Additional Information*.

Document 1
Excerpt from Osama bin Ladin interview
With Peter Arnett, CNN
March 1997

Media Sample Questions & Answers

1) **What reasons does by bin Ladin state for why militant Muslim movements have gained strength and have chosen to target the United States?**

Possible Answer: The US government kills children.
Evidence: "The name of the American government…reflect[s] in our minds the picture of children with their heads cut off."

Possible Answer: The US supports sanctions against Iraq.
Evidence: "It [the name of the American government] reflects the picture of the children who died in Iraq."

Possible Answer: The US supports Israel.
Evidence: "It [the name of the American government] reflects the picture of the hands of the Israelis with weapons destroying our children."

Possible Answer: There are US military bases in Saudi Arabia.
Evidence: "American troops…walking proudly up and down our land"

Possible Answer: The US supports repression by the Saudi government.
Evidence: "The scholars of our country are thrown in prisons."

Additional Information

Bin Laden's interview on CNN was the first time that he had been interviewed on television. CNN had to submit questions in advance, and the interviewer was not allowed to ask follow up questions. The videotape of the interview was subsequently used by the US government as an exhibit in the 2001 trial of four men who are accused in the August 1998 bombings of US embassies in Kenya and Tanzania that killed 224 people and injured thousands.

Document 2
Excerpt from transcript
President Bush's address to Congress
September 20, 2001

Media Sample Questions & Answers

1) **What reasons does President Bush state for why militant Muslim movements have gained strength and have chosen to target the United States?**

Possible Answer: They hate US democratic freedoms.
Evidence: "They hate…democratically elected government," "They hate our freedoms."

Possible Answer: They want to take over governments in the Muslim world.
Evidence: "They want to overthrow existing governments in many Muslim countries."

Possible Answer: The want to destroy Israel.
Evidence: "They want to drive Israel out of the Middle East."

Possible Answer: They want the West to abandon Asia and Africa.
Evidence: "They want to drive Christians and Jews out of vast regions of Asia and Africa."

Possible Answer: They want to change the way people live in the United States.
Evidence: "These terrorists kill…to disrupt and end a way of life."

Additional Information

President Bush's speech was heard by a huge audience of 82 million people. An NBC news poll taken after the speech showed that 81% of viewers had a very favorable response and 74% said they "totally support" the president's military goals (http://www.pbs.org/newshour/bb/media/july-dec01/bush_9-21.html).

Document 3
"The Terrorist Mind"
Jonah Goldberg, *National Review*
October 15, 2001

Media Sample Questions & Answers

1) **What reasons does Jonah Goldberg state for why militant Muslim movements have gained strength and have chosen to target the United States?**

Possible Answer: Cultural illiteracy – they do not understand us.
Evidence: "These people don't really understand how America works…Evidence of their cultural illiteracy is their eagerness to murder thousands of Americans."

Possible Answer: Osama bin Laden ordered Muslims to attack American media.
Evidence: "Osama bin Laden's anthrax-wielding henchmen…were given explicit orders to attack 'the American media,'" "he thinks such propaganda will work on millions of Muslims and Arabs."

Possible Answer: Third World people think differently.
Evidence: "The actual mechanisms of their thinking are different." Examples of Zairian pilots and "drivers throughout the Third World, particularly in Latin America" making poor choices in life-threatening situations.

Possible Answer: They are trapped in the past.
Evidence: "With bin Laden it isn't entirely clear he knows he's in the 21st century at all," "…see the world through a medieval lens".

Possible Answer: The belief that the US is attacking Islam.
Evidence: Osama bin Laden believes "Bush is leading the infidels to attack Islam."

Additional Information

Jonah Goldberg is a nationally syndicated columnist and editor-at-large for the conservative journal *National Review Online*. His column appears three times weekly and is called "The Goldberg File."

Document 4
Excerpt from "The Politics of Rage"
Fareed Zakaria, *Newsweek*
October 15, 2001

Media Sample Questions & Answers

1) **What reasons does Fareed Zakaria state for why militant Muslim movements have gained strength and have chosen to target the United States?**

Possible Answer: Failure of Arab political institutions
Evidence: "If there is one great cause of the rise of Islamic fundamentalism, it is the failure of political institutions in the Arab world."

Possible Answer: US support of Israel
Evidence: "Disillusionment with America begins most importantly with the creation of Israel."

Possible Answer: US support of dictators in order to maintain access to oil
Evidence: "They look at American policy in the region as cynically geared to America's oil interests, supporting thugs and tyrants without hesitation."

Possible Answer: US failure to press for open society in the Arab world
Evidence: "America's greatest sins toward the Arab world are sins of omissions. We have neglected to press any regime there to open its society."

Possible Answer: Humiliation, decline, and despair in the Arab world
Evidence: "The disproportiate feelings of grievance directed at America have to be placed in the overall context of the sense of humiliation, decline and desapir that sweeps the Arab world."

Additional Information

Newsweek ran Zakaria's article "The Politics of Rage" with a controversial cover image of a turbaned child holding a gun. Project Look Sharp includes a critical reading of that cover and other *Newsweek* covers from the US wars in Vietnam, the Gulf and Afghanistan in the *Media Construction of War: A Critical Reading of History* curriculum kit.

Document 5
 "Why Do They Hate Us?"
Philip Yancey, *Christianity Today*
April 1, 2002

Media Sample Questions & Answers

1) **What reasons does Philip Yancey state for why militant Muslim movements have gained strength and have chosen to target the United States?**

Possible Answer: US foreign policy
Evidence: "Whereas only 18% of Americans considered 'US policies and actions in the world' a main cause of the attacks, elsewhere the figure rose to 58% and 81% in the Middle East."

Possible Answer: Resentment of US power
Evidence: "Others always resent the top dog."

Possible Answer: US support for Israel
Evidence: "We are, after all, the source for the helicopter gunships and jet fighters used by Israel against Palestinians."

Possible Answer: Muslim fear of US culture, especially regarding sexual attitudes
Evidence: "'We are attracted to what we most fear' said one thoughtful Muslim. 'Imagine what American culture represents to a young Muslim who, outside his family, has never seen a woman's knee, or even her face.'"

Possible Answer: Rejection of Western liberal values
Evidence: "Fundamentalists are in the ascendancy, vigorously resisting some cardinal values of the West: human rights, democracy, sexual equality, capitalism, a scientific worldview, religious pragmatism."

Additional Information

Philip Yancey is editor at large of *Christianity Today* and the author of several religious books.

Document 6
 "Why Do They Hate Us?"
Asma Barlas, *Ithaca College Quarterly*
Fall 2001

Media Sample Questions & Answers

1) What reasons does Asma Barlas state for why militant Muslim movements have gained strength and have chosen to target the United States?

Possible Answer: The US wants to control the world.
Evidence: "Making the world subservient to themselves by any means necessary…how else can one explain…why do they hate us?"

Possible Answer: Muslims associate the US with materialism, militarism, and racism.
Evidence: "Many Muslims in the Middle East and elsewhere are exposed…to the worst traits of American culture, including materialism, militarism and racism."

Possible Answer: Historic Western hostility to Muslims
Evidence: References to Crusades, bombing Iraq, supporting Israel, overthrow of moderate regimes and support for dictators

Possible Answer: US support for repressive regimes
Evidence: "We are allies with some radical and fundamental regimes ourselves—for instance Saudi Arabia and even, before September 11, the Taliban"

Possible Answer: US military interventions throughout the world
Evidence: Since 1983 "the United States has intervened militarily (including bombing and invading) in El Salvador, Nicaragua, Palestine, Iraq, Macedonia, Yugoslavia, Afghanistan, Sudan, Lebanon, Libya, Grenada, Panama and Bosnia."

Additional Information

Asma Barlas is a professor of politics at Ithaca College. Her article was published in the *Ithaca College Quarterly*, a publication of Ithaca College, a private comprehensive college in New York State. Her views stirred great controversy, particularly among Ithaca College alumni. The president of the college came to the defense of Professor Barlas and the editor, arguing that academic freedom included the airing of controversial views.

6. After all six groups have presented, lead a discussion about the reasons for terrorism. Give students an opportunity to express their agreement and disagreement with the reasoning of the various authors.

CONNECTIONS

Consider the idea of objectivity and point of view by comparing news reporting with articles of analysis and opinion by using *The New York Times* article reporting on Robert Kennedy meeting with Cesar Chavez in Project Look Sharp's *Media Construction of Presidential Campaigns* (1968 election).

Explore the impact of September 11th on media coverage of the War in Afghanistan in 2001 through Project Look Sharp's kit, *Media Construction of War: A Critical Reading of History*. The curriculum teaches students about the Vietnam War, the Gulf War of 1991 and the War in Afghanistan through critical decoding of *Newsweek* covers.

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**Excerpt from Osama bin Laden interview
With Peter Arnett, *CNN*
March 1997**

Document 1

Note that "Clinton" and "Bush" refer to then President Clinton and the former President George H.W. Bush.

…ARNETT: Mr. Bin Ladin (sic), if you had an opportunity to give a message to President Clinton, what would that message be?

BIN LADIN: Mentioning the name of Clinton or that of the American government provokes disgust and revulsion. This is because the name of the American government and the name of Clinton and Bush directly reflect in our minds the picture of children with their heads cut off before even reaching one year of age. It reflects the picture of children with their hands cut off, the picture of the children who died in Iraq, the picture of the hands of the Israelis with weapons destroying our children. The hearts of Muslims are filled with hatred towards the United States of America and the American president The President has a heart that knows no words. A heart that kills hundreds of children definitely, knows no words. Our people in the Arabian Peninsula will sent him messages with no words because he does not know any words. If there is a message that I may send through you, then it is a message I address to the mothers of the American troops who came here with their military uniform walking proudly up and down our land while the scholars of our country are thrown in prisons. I say that this represents a blatant provocation to 1,250 million Muslims. To these mothers I say if they are concerned for their sons, then let them object to the American government's policy and to the American president.

**Excerpt from Transcript
President Bush's Address to Congress
September 20, 2001**

Document 2

…Americans are asking "Why do they hate us?"

They hate what they see right here in this chamber: a democratically elected government.
Their leaders are self-appointed. They hate our freedoms: our freedom of religion, our freedom of speech, our freedom to vote and assemble and disagree with each other.

They want to overthrow existing governments in many Muslim countries such as Egypt, Saudi Arabia and Jordan. They want to drive Israel out of the Middle East. They want to drive Christians and Jews out of vast regions of Asia and Africa.

These terrorists kill not merely to end lives, but to disrupt and end a way of life. With every atrocity, they hope that America grows fearful, retreating from the world and forsaking our friends. They stand against us because we stand in their way.

We're not deceived by their pretenses to piety.

We have seen their kind before. They're the heirs of all the murderous ideologies of the 20th century. By sacrificing human life to serve their radical visions, by abandoning every value except the will to power, they follow in the path of fascism, Nazism and totalitarianism. And they will follow that path all the way to where it ends in history's unmarked grave of discarded lies. Americans are asking, "How will we fight and win this war?"

"The Terrorist Mind"
Jonah Goldberg, *National Review*
October 15, 2001

Document 3

Page 1 of 2

Let me share with you my theory as to why American Media, parent company of *The National Enquirer*, *The Star*, and other tabloid magazines, may have been targeted by Osama bin Laden's anthrax-wielding henchmen. First, recall, if you will, how the original 1993 attackers of the World Trade Center were caught: One of them asked for a refund of the rental deposit on the truck used to bomb the Twin Towers.

Now, this sounds like an extra-credit effort toward an honors degree at Stupid Terrorist School. But I think what it actually reveals is that these people don't really understand how America works. They are intelligent and dedicated, but they're not fully literate culturally with respect to America or the West. I like to think that the best evidence of their civilizational illiteracy is their eagerness to murder thousands of Americans. Few people who truly understood America on its own terms could maintain that level of hatred. Or maybe they could. Not that it matters, because the people who did this only deserve to have their hearts and minds captured with a dull spoon.

Anyway, my idea's that they sent that envelope of anthrax to "American Media" because they were given explicit orders to attack "the American media." Some former goatherd or eye surgeon or whatever — you don't need to be poor and uneducated to be ignorant — simply grabbed the yellow pages and looked up "American Media." And, lo and behold, there was an address. How convenient!

I'm sure they were more than a little confused when they tried to look up the other targets on their to-do lists — "The Jew-Run Media," "The Military-Industrial Complex," "Joe Sixpack," "American Soccer Moms," and so on — but, hell, "The American Media" was number one anyway.

If my theory is right — or, what the hell, even if it's not — I do think it's important to recognize that very intelligent, very sane people can still think according to very different standards. "Standard" may even be the wrong word for it. I'd say "paradigm," but most of the people who use the word "paradigm" seem like they need a vigorous enema.

When I say people think differently, I don't mean that in some parts of the world, people think bacon doesn't taste good, and in others they do. I don't merely mean the product of their thinking is different. I mean the actual mechanisms of their thinking are different.

My favorite example (as longtime readers know) comes from David Lamb's wonderful book *The Africans*. On December 8, 1978, two Zairean air-force jets approached the airport in Kinshasa, the capital of the nation now known, again, as the Congo. The tower radioed the pilots, telling them they couldn't land; the controllers were concerned with low visibility. The pilots, told that they "couldn't land," ejected and parachuted to safety. And two perfectly good — and very expensive — Mirage jets crashed into the Atlantic Ocean. Problem solved.

Document 3 Cont'd
Page 2 of 2

Now, these men were educated and trained to fly these complicated pieces of equipment. But, just for an instant, they were thinking according to an entirely different set of rules about how life works. "Can't" means "never, ever possible" according to these rules — not "wait an hour," or "find a different runway" — so… let's bail!

Lamb points out that many Africans have a slightly different interpretation of cause and effect. In the West, the lesson the average person would take from a near-fatal car crash at high speeds on a hairpin turn would be "Man, that was close. I better not try that again." But in Africa, Lamb writes, "if an oncoming car has to swerve off the road to avoid his vehicle, and there are no collisions or injuries, the African does not say, Next time I'd better not do that." Instead, he goes with what works. I've heard similar stories about drivers throughout the Third World, particularly in Latin America, where traffic accidents and fatalities are much higher than in more advanced nations — despite the fact that the rate of car ownership is much lower.

Now, the minds of Osama bin Laden and his gang may be different in a different way. But the similarity between the members of al Qaeda (sic) and the guy who doesn't quite grasp cause-and-effect is that both of them live in the past.

When we say, "so-and-so lives in the past," we usually mean nostalgia: a longing to restore not so much the past, as a gauzy rendition of the past. But while nostalgia — which derives from the Greek concept of homesickness — has its own pitfalls, the Taliban crowd suffers from something far worse. In the West, when we're nostalgic, we know the era we're in, we just don't like it. With bin Laden, it isn't entirely clear he knows he's in the 21st century at all.

This means that, like the driver who doesn't understand cause and effect the same way people (of all races) understand it in the First World, the Taliban crowd doesn't understand how the world works the same way we do.

For example, all of bin Laden's apparently sincere talk of Americans as "crusaders" overlooks, completely, the inconvenient fact that nobody here has any frickin' clue as to what he's talking about. The only way you can think America is behaving like a crusader nation is if you see the whole world through a medieval lens. He says we're fighting "under the banner of the cross," but that is entirely imagined.

And sure, bin Laden may be playing the propaganda game, but if so, that only makes the point even more powerfully. Even if he's not sincere when he says Bush is leading the infidels to attack Islam — and I think he is — the fact that he thinks such propaganda will work on millions of Muslims and Arabs is proof positive that his intended audience, at least, does live in the past.

This doesn't mean these people aren't smart. It doesn't mean they aren't deserving of our respect, the way all cagey enemies deserve respect. But it does mean that reasoning with them will be very difficult and, probably, in many cases pointless.

Excerpt from "The Politics of Rage"
Fareed Zakaria, *Newsweek*
October 15, 2001

Document 4

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If there is one great cause of the rise of Islamic fundamentalism, it is the total failure of political institutions in the Arab world. Muslim elites have averted their eyes from this reality. Conferences at Islamic centers would still rather discuss "Islam and the Environment" than examine the dysfunctions of the current regimes. But as the moderate majority looks the other way, Islam is being taken over by a small poisonous element, people who advocate cruel attitudes toward women, education, the economy and modern life in general. I have seen this happen in India, where I grew up. The rich, colorful, pluralistic and easygoing Islam of my youth has turned into a dour, puritanical faith, policed by petty theocrats and religious commissars. The next section deals with what the United States can do to help the Islamic world. But if Muslims do not take it upon themselves to stop their religion from falling prey to medievalists, nothing any outsider can do will save them.

Chapter IV: WHAT TO DO

If almost any Arab were to have read this essay so far, he would have objected vigorously by now. "It is all very well to talk about the failures of the Arab world," he would say, "but what about the failures of the West? You speak of long-term decline, but our problems are with specific, cruel American policies." For most Arabs, relations with the United States have been filled with disappointment.

While the Arab world has long felt betrayed by Europe's colonial powers, its disillusionment with America begins most importantly with the creation of Israel in 1948. As the Arabs see it, at a time when colonies were winning independence from the West, here was a state largely composed of foreign people being imposed on a region with Western backing. The anger deepened in the wake of America's support for Israel during the wars of 1967 and 1973, and ever since in its relations with the Palestinians. The daily exposure to Israel's iron-fisted rule over the occupied territories has turned this into the great cause of the Arab--and indeed the broader Islamic--world. Elsewhere, they look at American policy in the region as cynically geared to America's oil interests, supporting thugs and tyrants without any hesitation. Finally, the bombing and isolation of Iraq have become fodder for daily attacks on the United States. While many in the Arab world do not like Saddam Hussein, they believe that the United States has chosen a particularly inhuman method of fighting him--a method that is starving an entire nation.

There is substance to some of these charges, and certainly from the point of view of an Arab, American actions are never going to seem entirely fair. Like any country, America has its interests. In my view, America's greatest sins toward the Arab world are sins of omission. We have neglected to press any regime there to open up its society. This neglect turned deadly in the case of Afghanistan. Walking away from that fractured country after 1989 resulted in the rise of bin Laden

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and the Taliban. This is not the gravest error a great power can make, but it is a common American one. As F. Scott Fitzgerald explained of his characters in "The Great Gatsby," "They were careless people, Tom and Daisy--they smashed things up and creatures and then retreated back into their money, or their vast carelessness... and let other people clean up the mess." America has not been venal in the Arab world. But it has been careless.

Yet carelessness is not enough to explain Arab rage. After all, if concern for the Palestinians is at the heart of the problem, why have their Arab brethren done nothing for them? (They cannot resettle in any Arab nation but Jordan, and the aid they receive from the gulf states is minuscule.) Israel treats its 1 million Arabs as second-class citizens, a disgrace on its democracy. And yet the tragedy of the Arab world is that Israel accords them more political rights and dignities than most Arab nations give to their own people. Why is the focus of Arab anger on Israel and not those regimes?

The disproportionate feelings of grievance directed at America have to be placed in the overall context of the sense of humiliation, decline and despair that sweeps the Arab world. After all, the Chinese vigorously disagree with most of America's foreign policy and have fought wars with U.S. proxies. African states feel the same sense of disappointment and unfairness. But they do not work it into a rage against America. Arabs, however, feel that they are under siege from the modern world and that the United States symbolizes this world. Thus every action America takes gets magnified a thousandfold. And even when we do not act, the rumors of our gigantic powers and nefarious deeds still spread. Most Americans would not believe how common the rumor is throughout the Arab world that either the CIA or Israel's Mossad blew up the World Trade Center to justify attacks on Arabs and Muslims. This is the culture from which the suicide bombers have come.

Excerpt from "Why Do They Hate Us?"
Philip Yancey, *Christianity Today*
April 1, 2002

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Why do they hate us? Ever since September 11, Americans have been asking that question. President Bush voiced it with a tone of bewilderment. Newsweek devoted a cover story to it. We Americans think of ourselves as generous, optimistic, and fair, so it comes as a shock to realize that we inspire hatred strong enough to incite mass murder.

The results of a study conducted by the Princeton Survey Research Associates underscore the gulf between Americans' self-perceptions and that of the rest of the world. Whereas only 18 percent of Americans considered "U.S. policies and actions in the world" a main cause of the attacks, elsewhere that figure rose to 58 percent, and to 81 percent in the Middle East.

I recently listened to a panel of experts address the Why do they hate us? question in an all-day forum. A British management consultant and an American Pulitzer Prize–winning historian answered with an attitude approaching resignation: What's new? Others always resent the top dog.

To my surprise, the lone Pakistani on the panel defended the United States. "Only Americans would even convene a panel like this," he said. "Look at what the French and British empires did. When their subjects criticized them, they imprisoned or shot them. Wherever I go, Americans are trying to learn more about Islam and are critically examining their own country. It amazes me."

On the other hand, participants noted examples that made some sense of Muslim hatred. Diplomats, for instance, brought up American policy in the Middle East; we are, after all, the source for the helicopter gunships and jet fighters used by Israel against Palestinians.

One panelist mentioned the Baywatch syndrome. That television program, which features hunks and babes cavorting on the beaches of California, replaced Dallas as the most popular U.S. television export. "We are attracted to what we most fear," said one thoughtful Muslim. "Imagine what American culture represents to a young Muslim who, outside his family, has never seen a woman's knee, or even her face."

The 'Christian Bomb'

When Samuel Huntington first raised the specter of a "clash of civilizations," many experts greeted his prophecy with derision. Not so long ago, most Islamic nations were championing the ideal of a secular state. Now, fundamentalists are on the ascendancy, vigorously resisting some cardinal values of the West: human rights, democracy, sexual equality, capitalism, a scientific worldview, religious pluralism.

Every reader of CT understands the difference between a committed Christian who accepts Jesus as a model for living and a "cultural Christian" who happens to live in a nation with a Christian heritage. Not everyone overseas can make that distinction. Much of the world draws conclusions about "the Christian West" from MTV, Baywatch, and violent movies. Muslims speak of nuclear weapons as "the Christian bomb." (When asked if he would let his children become Christians, Gandhi replied, "Yes, if they don't drink Scotch whisky and eat beef"—even he identified Christianity with a European culture that permitted what was forbidden to Hindus.)

Perhaps American Christians should give more attention to the "clash of civilizations" closer to home, the inevitable conflict between two overlapping kingdoms. Living in a decadent Roman empire 1,600 years ago, Augustine of Hippo made a crucial distinction between "the city of God" and "the city of man." We hold a dual citizenship, he said, and must carefully weigh whether loyalty to one conflicts with loyalty to the other.

Excerpt from "Why Do They Hate Us?"
Asma Barlas, *Ithaca College Quarterly*
Fall 2001

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It is deeply upsetting to contemplate that the United States should go to war with large segments of what we misleadingly call "the Muslim world" --- I say misleadingly because the Muslims live in the same world as everyone else does, and just like other religious groups, the world's one billion Muslims belong to different races, cultures, and ethnicities, not to mention differing religious and political persuasions.

And yet there is a tendency to think of us (Muslims) as one homogenous whole, which then leads so many people to regard the actions of 20 men as somehow constituting a "Muslim" response to the United States. And yet the fact is that the vast majority of Muslims has condemned the actions of these 20 men…

…Wanting control over the world is nothing new. What is perhaps new is that the West and the United States want to be loved as they go about the business of making the world subservient to themselves by any means necessary, for how else can one explain the plaintive question, Why do they hate us?

The establishment answer, of course, is because they are jealous of us and the freedoms we enjoy. But if you're interested in some real reasons, look at political scientist Stephen R. Shalom's long list in *Z* magazine.

Stephen Zunes, associate professor of politics and chair of the Peace and Justice Studies Program at the University of San Francisco and former Ithaca College politics faculty member, reminds us ("U.S. Policy toward Political Islam," alternet.org) why the "U.S. must clearly understand the reasons why a small but dangerous minority of Muslims have embraced extremist ideologies and violent tactics. These movements are often rooted in legitimate grievances voiced by underrepresented and oppressed segments of the population. . . . And the U.S. is increasingly identified with the political, social, and economic forces that are responsible for their misery. Many Muslims in the Middle East and elsewhere are exposed not to the positive aspects of U.S. society --- such as individual liberty, the rule of law, and economic prosperity --- but to the worst traits of American culture, including materialism, militarism, and racism."

Zunes speaks of Western hostility to Muslims dating from the time of the Crusades and refers to the ongoing bombing and sanctions against Iraq; U.S. support for Israeli brutalities against the Palestinians; the U.S. overthrow of moderate regimes, from Iran to the Sudan; and U.S. support of dictators, hard-liners, and extremists, all of whom oppress their own people.

And we have the naiveté to ask, Why do they hate us?

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Quite simply, people everywhere are sick and tired of being lifers in the prison of a global political economy based on their systematic abuse, exploitation, expropriation, and degradation. I'm not blaming only the United States for all the ills of the world; nor am I condoning terrorism. It is relevant to bring up U.S. actions not to justify terrorism, but to understand how terrorism and terrorists are bred.

Although the United States talks of extremists and fundamentalists as our enemies, we are allies with some radical and fundamental regimes ourselves --- for instance, Saudi Arabia and even, before September 11, the Taliban, to whom the U.S. government gave $43 million in aid. Now we are being told this is a fundamentalist government that oppresses its own people and that we need to wipe it out in order to save civilization!

However, as Noam Chomsky notes, it is not just a question of fundamentalists versus moderates, since even moderate Muslims share bin Laden's resentment of U.S. policies in the Middle East. Hence, killing off the extremists will not resolve all our problems. The list of enemies is long. Since I first came to the United States in 1983, the United States has intervened militarily (including bombing and invading) in El Salvador, Nicaragua, Palestine, Iraq, Macedonia, Yugoslavia, Afghanistan, Sudan, Lebanon, Libya, Grenada, Panama, and Bosnia.

When we ask, Why do they hate us? I believe it is because we don't want to ask the question we *should* be asking: Why do *we* hate and oppress *them*? By posing the question as we do, we absolve ourselves of the responsibility of answering for our oppression of millions of people around the world --- and we put the onus of loving us on those we oppress.

Student Worksheet

NAME _____   **DATE** _____

List at least five reasons give by the author/speaker why militant Muslim movements have gained strength and have chosen to target the United States. Be prepared to present evidence from the document to support your answers.

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2)

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