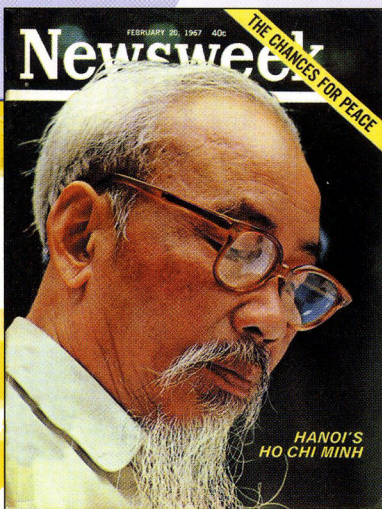
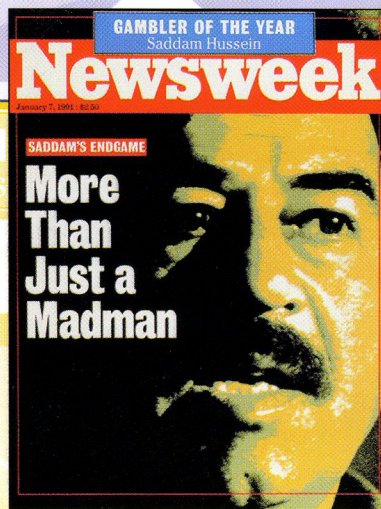


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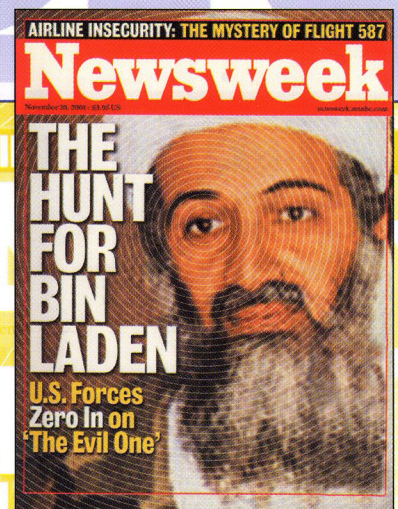
Providing support, education,  
and training to help teachers  
prepare students to survive  
in a media-saturated world.



Vietnam War



Gulf War



War in Afghanistan

## MEDIA CONSTRUCTION OF WAR: A Critical Reading of History

U.S. Forces  
Zero In on  
'The Evil One'







# **MEDIA CONSTRUCTION OF WAR:** A Critical Reading of History

## **CURRICULUM KIT**

by  
**Chris Sperry**



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

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# MEDIA CONSTRUCTION OF WAR: A Critical Reading of History CURRICULUM KIT

## Color *Newsweek* images from the Vietnam War, the Gulf War, and the War in Afghanistan

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## OVERVIEW OF THE KIT

# MEDIA CONSTRUCTION OF WAR

## Overview, Objectives, Pedagogy and Practice

### OVERVIEW

This kit provides teachers with the materials needed to engage students in a dynamic, interactive, and constructivist process of reading and interpreting history. Through use of slide, print, and video materials, students will develop critical thinking skills while learning core historical information about the Vietnam War, the Gulf War, and the War in Afghanistan. Using the accompanying slide and video scripts, and the training guide, *Decoding Visual Messages*, the teacher will lead students through a deep reading of images and text examining *Newsweek* magazine coverage of each of the three wars. Student history handouts and glossaries stress key concepts and vocabulary and can be used as study guides for the tests. The assessments will enable the teacher to evaluate students' knowledge and vocabulary as well as their critical thinking and media literacy skills.

### OBJECTIVES

- to teach core information about the wars in Vietnam, the Persian Gulf, and Afghanistan
- to develop critical thinking and citizenship skills and attitudes
- to train students to ask key media literacy questions and identify bias in the news
- to teach visual decoding skills and have students practice critical reading of historical documents
- to give students an understanding of how media influence public opinion of current events

- to have students struggle with historical, political, and ethical issues involving government influence of mass media during times of war
- to engage visual learners and typically quiet or disinterested students

### LEARNING STANDARDS

The content and materials in this kit, although designed for the social studies classroom, address learning standards in many different disciplines. They teach core historical content and vocabulary for social studies and they develop students' understanding of the events of these three wars in the context of global connections, economic relationships, governance, and civic ideals. They also build general critical thinking and analysis skills necessary for responding to document-based questions, and they foster shared understanding of different viewpoints.

These activities also address specific National Council of Teachers of English (NCTE) standards. Students learn to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate print and non-print texts. They apply knowledge of media techniques, figurative language, and genre to critique and discuss print and non-print texts. And students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. Many of the concepts and skills developed through slide analysis and identified in the

section on *Decoding Visual Messages* address Arts standards for analyzing visual media.

Furthermore, these activities address many of the core learning skills that have been identified as essential by the Partnership for 21st Century Skills, a partnership that includes the National Education Association (NEA) and the U.S. Department of Education. Specifically, these materials address:

- **information and media literacy skills:** analyzing, accessing, managing, integrating, and evaluating information in a variety of forms and media
- **critical thinking and systems thinking:** exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems

### **MEDIA LITERACY AND DEMOCRATIC CITIZENSHIP**

The founding fathers of this nation articulated the need for a literate citizenship as core to the development of a deep and enduring democracy. We live in an age in which the most influential messages about pressing social issues and events are delivered through mass media such as television, magazines, and the Internet. It is essential to the success of our democracy that young people consciously and consistently analyze and evaluate those messages. They need to be taught to seek out current, accurate, and credible sources of information. They need training in identifying and using various techniques for communicating messages in different media forms (see *Decoding Visual Messages*). They need to understand the influence of these messages on their understanding of the world. They need to be taught to ask key questions about all media messages (see media literacy handout at the end of

this guide). 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**

These materials are based on the classroom practice of collective reading in which the teacher leads the class through the process of decoding images 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 visual messages from the 38 slides of *Newsweek* coverage of the three wars will help train students to distinguish fact from opinion, analyze point of view and identify bias, interpret historical documents, and use evidence to back up a thesis. The classroom reading process is particularly effective in involving students who rarely share their opinions about print-based material, 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 slide scripts include answers to the probe questions, the teacher should encourage multiple readings and a diversity of responses. The answers given in the slide scripts are intended to reflect typical responses that address key historical and 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, culture, or political views, he or she may have very different interpretations of a particular text. The collective reading experience



provides the opportunity to explore these differences and discuss the important concept that readers interpret messages through their own lenses (see the handout: *Six Questions and Five Key Concepts of Media Literacy*). Although diverse and even conflicting interpretations should be encouraged, teachers should require their students to consistently provide evidence from the documents (visual or written) to back-up all interpretations.

### READING BIAS

A major theme of these materials is the recognition that media messages come from particular points of view and have biases that reflect the intent and perspective of the authors and sponsors. With these slides and probe questions, teachers can train students to recognize bias and point of view. The summary activities and assessments are designed to have students demonstrate these critical thinking skills. The teacher should encourage students to ask critical questions about *Newsweek* coverage but also about these materials. Who wrote these histories and assembled these slides and for what purpose? Are they biased or one-sided? What is left out? See the *Summary Discussion Questions* section for culminating activities focused on these critical thinking questions.

### WHY *Newsweek*?

These materials use only one news source (*Newsweek* seemed as appropriate as any) so that students could compare coverage from the same periodical during different time periods. The particular slides were chosen as being representative of general patterns of coverage, for their use in illustrating key historical knowledge, and in raising media literacy issues. It is important to note that the bulk of the *Newsweek* coverage presented in these slides is on covers. Although most readers see covers as news, they are also perceived by the publishers as advertisements for the product.

Thus covers present a particularly important yet unique topic for news analysis and scrutiny. Although students will be decoding *Newsweek*, the skills and knowledge they develop as a result of these lessons is applicable to other news sources and different types of media.

### WAR IN IRAQ - 2003

*Newsweek* coverage of the Vietnam War, the Gulf War, and the War in Afghanistan had clearly identifiable and contrasting patterns. Much of the Vietnam era coverage was critical of the war while coverage of the Gulf War reflected the successful U.S. government campaign to manage media coverage. The terrorist attacks of September 11, 2001 had a profound and discernible impact on *Newsweek* coverage of the resulting War in Afghanistan. In contrast, *Newsweek* coverage of the 2003 War in Iraq did not follow an easily identifiable pattern. Although three *Newsweek* covers from the War in Iraq are included in the assessments in this kit, they reflect both pro-war and anti-war sentiments. What was most notable about media coverage of the War in Iraq was the role of embedded reporters, the proliferation of domestic and international news sources, and the impact of the Internet and other new communication technologies on news coverage. These issues could not be explored effectively using only *Newsweek* coverage. Project Look Sharp is currently working on a new curriculum kit that will include classroom materials for teaching about media coverage of the War in Iraq as well as the Arab/Israeli conflict and Islamic fundamentalism.



## OVERVIEW OF THE KIT

# HOW TO USE THESE MATERIALS

### REVIEW ALL THE MATERIALS

Teachers should take the time to go through all of the materials in this kit before using them in the classroom. Some teachers may want to use the entire kit for a comprehensive unit about media coverage of each of the three wars, while others may want to adapt or use only some of the materials.

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All print and media materials are accessible for free at [www.projectlooksharp.org](http://www.projectlooksharp.org). Educators may purchase, at cost, a mobile non-Internet based version of the kit on a digital media device from the Ithaca College Bookstore. Devices include a master PDF of the kit and all specified media in lesson folders. Check the Project Look Sharp website for more information.

### USING THE SLIDE SCRIPTS

The accompanying slide scripts give suggested probe questions in bold for easy reading in the classroom, suggested answers, and evidence from each slide to back-up the answers. The teacher may want to take notes on the scripts to track student responses to particular slides for future reference. The information boxes link core historical information and vocabulary to particular slides. Each *Info Box* is referenced before or after a question so that the teacher may provide historical information in the appropriate sequence. Key words and concepts are in **bold** and most are defined for students in the glossaries. The teacher should take the time to thoroughly read over the

scripts before class. The interactive slide format allows teachers the flexibility to set the pace of instruction and direct the discussion.

### DECODING VISUAL MESSAGES

The *Decoding Visual Messages* section of the teacher's guide is intended to give social studies and history teachers a brief introduction to the basics of visual analysis. It identifies key visual concepts such as line and color and how they are used in the *Newsweek* slides to influence and construct meaning. Teachers are encouraged to review this section before analyzing the slides in class.

### ASSESSMENTS

The assessment material includes multiple choice tests for each of the wars. The content on these tests comes from the student short history handouts (including the maps and timelines) and the in-class information from the slide scripts. The glossaries, intended for student use, define the core vocabulary used on the tests.

The summary assessments include short answer questions, a document-based question essay, and summary discussion questions. Each assessment includes an answer key or scoring guide and benchmark answers. Teachers should review the assessments before using the materials.





OVERVIEW OF THE KIT

# USING THE VIDEO *LINES IN THE SAND*

*Lines in the Sand* was produced by Ed Griffin-Nolan, Laura Marini, and Peter Wirth.

\*\*Lines in the Sand video: Access online or via the Media digital folder with digital media device\*\*

Before using the Gulf War slides, show at least the first seven minutes of the 12-minute video, *Lines in the Sand*. Lead a discussion using these questions:

**What was the main point of this video?**

- After the Vietnam War, the U.S. government developed ways of influencing media coverage to avoid “another Vietnam.”

**What facts or statements did the filmmakers use to convince you of their point?**

- Vietnam taught Americans to question war while the Gulf War was a “national therapy session” to reshape American opinion.
- “TV images were controlled to manipulate public opinion and rally support for the war.”
- During the Gulf War, PR experts drilled and rehearsed military briefers.
- Press officers only allowed interviews with selected troops.
- Reports were censored.
- Journalists critical of the war were left out of press pools.
- Networks gave lots of time to Pentagon briefings and former government officials.
- Victims of war and images of U.S. or Iraqi casualties were rarely seen.
- Although “smart bombs” got media attention, 93% of the bombs dropped by the U.S. during the war were conventional.
- “What we saw on television was...a danger-

ously sanitized, bloodless version of warfare, brought to you by Pentagon sources, defense contractors, and quarantined reporters.”

**Besides these facts and statements, how else did the filmmakers attempt to influence or bias viewers?**

- They used images, music, and questions. Have students identify specific examples of bias in the video (e.g. showing Iraqi women and children killed by U.S. forces with sympathetic music, juxtaposing images of Pentagon press briefings with critical narration).

**What important information was left out of the video?**

- the reasons behind the war
- Saddam Hussein’s cruelty
- U.S. attempts to limit civilian casualties
- CNN’s press coverage from Baghdad despite U.S. government opposition

**Who made this video and for what purpose?**

- The video was written and produced by Syracuse peace activist Ed Griffin-Nolan to educate and influence public opinion.

**Is this video propaganda?**

This is an open-ended discussion question.

Propaganda: *biased or one-sided communication intended to manipulate public opinion towards a certain point of view*



**OVERVIEW OF THE KIT**

# DECODING VISUAL MESSAGES

According to a 2001 National Science Foundation survey, the chief news source for a majority of Americans is television. Given the predominately visual nature of the contemporary news media, visual literacy plays a key role in global citizenship. In order for students to understand the constructed nature of the information they receive about the world, visual literacy instruction must be taught beyond the art classroom. The materials in this kit provide an opportunity to integrate visual literacy training into the study of American and global history. In addition, the process of collectively decoding the language of visual messages will provoke students to grapple with fundamental questions about truth, meaning making, and the origins of their beliefs, a struggle particularly well-suited to the developmental needs of adolescents.

This section of the teacher's guide is intended to give social studies and history teachers a brief introduction to the basics of visual analysis. It illustrates key concepts and vocabulary through examples from the accompanying *Newsweek* images from the Vietnam War, the Gulf War, and the War in Afghanistan. When doing visual analysis of the *Newsweek* images in class, students may need help from the teacher in applying these concepts and in using these vocabulary words. The questions in the slide scripts (such as "What messages about the war are communicated here?" and "What is your evidence?") are intended to elicit visual analysis. But if students fail to effectively decode the visual messages, the teacher should use

additional probe questions. Questions such as "How might the angle of this photo influence the message?" or "Do you see any symbolism in this photo?" will help train students to recognize and analyze visual messages. Teachers can use the suggestions below as well as the ANSWER and EVIDENCE entries in the slide scripts to help form probe questions.

Use the three pages of color *Newsweek* images when reading this section.

## LAYOUT AND DESIGN

Although photographers had a primary role in creating the images of war in this series, *Newsweek* editors, made key decisions about these visual constructions. In addition to selecting particular photos, the editors oversaw the layout and design of each page. This included making decisions about the size of each image and text, the relationship of images to text, and the use of design elements such as boxes, colored lines, and graphics. For example, slide #29 includes three photos of flags, kisses, and smiles greeting returning Gulf War soldiers. This montage of images gives a uniformly positive, happy, and patriotic impression about the end of the Gulf War.

## JUXTAPOSITION

In contrast to the uniformity of images in slide #29, slide #28 presents opposing messages about the war by juxtaposing (contrasting by placing next to each other) the



Kuwaiti celebrations on the left with the devastation of the Basra Road on the right. The warm, saturated colors of the Kuwaiti flags and faces contrast dramatically with the cool, muted colors on the right. The close-up and intimate perspective on the left is contrasted by the removed, aerial photo of the destroyed Iraqi vehicles. This visual contrast is reinforced by the text: “Triumph and Devastation.”

### SIZE

The size of a photo on the page often communicates its importance, particularly when it is contrasted with other photos or text. In slide #6 the anti-war movement seems to be equally weighted with the pro-war movement, while in slide #21 the photo of a lone anti-war protester is dwarfed by the photos of soldiers and tanks. In slide #18 *Newsweek* chose to make the photo of President George H.W. Bush relatively small and surrounded by black space to help emphasize his words: “This Will Not Be Another Vietnam.” In contrast, *Newsweek* chose to accentuate the size and strength of President George W. Bush (slide #41) in a post-9/11 cover. Also, the use of color in that image reinforces the patriotic leadership of the new president.

### COLOR

Color often adds meaning to an image. In slide #9, the red, bloody bandages in the lower right are mirrored by the red night flares in the upper left, reinforcing a sense of the danger and horror of the war. Compare the ghoulis, artificial green of Saddam Hussein's face in slide #19 with the ruddy complexion of General Norman Schwarzkopf's face in slide #27. During the Gulf War many *Newsweek* covers incorporated a mix

of red, white, and blue imagery that glorified U.S. military might (#22), weaponry (#24), and victory (#27). In slide #32 *Newsweek* used a photo of sailors in their dress whites to create a vibrant, dramatic, and patriotic (red, white, and blue) image to illustrate the beginning of the war in Afghanistan. Contrast this with the gritty dark browns and blacks in slide #43 that reinforce the message of the text – the Arab world is downtrodden and in need of saving.

### LIGHTING/TONE

Lighting can help give a hard or soft feel to a subject. Compare the soft, diffuse light on the face of the refugee child in slide #16 with the higher contrast and shadowed face of Lieutenant Calley in slide #15. The dark shadows and high contrast in slides #13, 19, and 33 add dramatic tension and harshness to those images. Photographic contrast and color have historically been adjusted in the darkroom, and now on the computer, even for news photos. In the case of covers, tones and colors may be even more dramatically manipulated (#13, 14, 19).

### SPACE

The use of space within the frame also has significance. The sky in slide #32 reinforces an open and majestic feeling while the dense jungle in slide #8 stresses chaos and conflict. The black space merging with Saddam Hussein's face in slide #19, together with the text, suggests a dark threat. The amount of space that a subject takes up within a frame may also suggest importance or power. The female soldier in slide #35 fills the frame and commands authority while the Arab man smoking a water pipe in slide #43 is

lower in the frame and surrounded by empty space.

### SETTING

The setting of a photograph often provides an important context for the image. The war room in slide #3, the jungle in slide #8, the desert in slide #21, the lawn in slide #41, and the café in slide #43 provide critical information to the viewer. If the setting for the cover photos of the U.S. bombers in slides #20 and 24 had been populated urban centers rather than desolate rural settings, the war might have seemed less removed and more destructive.

### LINES

Lines play an important part in the construction of any image. They lead our eyes to a particular subject or a particular conclusion. In slide #21 the converging lines created by the standing soldiers and the gun barrel lead the viewer's eye towards the tanks in the next image and, metaphorically, towards war. Similarly, the implied lines from the sailors and the flag in slide #32 lead the viewer's eye into the horizon (overseas). Both images were run in *Newsweek* just as the Gulf War (#21) and the War in Afghanistan (#32) were beginning. Lines can also have symbolic value such as in slide #28 where the many "V" shapes created by the fingers, arms, and flags imply victory (see also #24). The concentric circular lines added to the photo of Osama bin Laden in slide #39, especially when placed beside the words "hunt" and "zero in," imply that bin Laden is the target of the U.S. war.

### FRAMING

Lines can also frame a subject (#3, 4, 18, 22, 38). In a

similar way, textures, shapes, and colors can be used to frame and define a subject. In slide #11 the soldiers are framed by, and emerging from, smoke, suggesting the murkiness of the Vietnam War. The soldiers of "Nixon's secret army," in slide #14, are framed by darkness. The smiling girl in slide #40 is framed by the shapes of burka-clad women, suggesting that the war will liberate a generation of Afghan girls. The Northern Alliance soldiers in slide #38, who were allied with the United States against the Taliban, are framed by the red, white, and blue bus window.

### "DECISIVE MOMENT"

Still photographs are particularly well-suited for capturing and freezing action. Photographer Henri Cartier-Bresson described the "decisive moment" as the instant when converging actions come to a climax in a photograph. Many of the cover images, including the famous photos in slides #13, 16, and 26, capture decisive moments.

### ANGLE

The angle at which a photographer takes the picture often affects meaning. A photo taken from below typically accentuates the subject's strength and authority (#5, 27, 35). A photo taken from above typically implies smallness or vulnerability (#10, 28, 37). Sometimes the angle of a photo will imply a perspective. For instance, slides #4 and 8 seem to be taken from the point of view of soldiers.

### BODY LANGUAGE

Reading the body language of the subject in a photo is often one of the most important factors in understanding

the central message of an image. In the Vietnam series, body language communicates a range of attitudes and emotions including authority (#3), defeat (#8), trauma (#13), and sadness (#16). Facial expressions can also communicate strong messages. Some of the faces in the Gulf War series illustrate pain (#23), anguish (#26), and joy (#27, 28, 29). When subjects' faces are obscured or their backs are to the camera their individuality is typically diminished and their image often becomes more symbolic than particular. The soldiers pictured in slide #21 are depicted as individuals with unique features and expressions, whereas the faceless soldiers in slide #32 are more likely to be seen as symbols for the U.S. military. When placed below an unfurling American flag and the text "We will not falter," the image communicates an unambiguous patriotic statement in support of the war.

## SYMBOLS

These slides also provide an opportunity to discuss visual symbols with your students. In the Vietnam series, *Newsweek* has included symbols for taxation (the tin cup in slide #7), the U.S. government (Uncle Sam in slide #12), secrecy (the negative photo in slide #14), and the media (film with sprocket holes in slide #16). Some of the images in the Afghan series reinforce new symbols such as the turban to represent Islamic fundamentalism (#33, 39, 42), and the burka to symbolize Islamic oppression of women (#40). During each of these wars the American flag was used to symbolize patriotic support (#6, 29, 32).

## TEXT

The role that text plays in these slides should not be underestimated. Words help bring meaning to the

images and tend to reinforce visual messages. In some cases the text provides the key meaning that the images help to illustrate (#14, 30, 41). The size, color, and font of text can also convey meaning. In slides #18 and 41 a particular font is used with quotation marks to emphasize speech. In slide #14 *Newsweek* chose a stencil-like font to illustrate government secrecy. In slide #33 the word "hate" appears in red and reinforces the anger and violence implied in the image. In three different Gulf War covers (#20, 22, 24) the word "war" appears in large block letters as if to emphasize its weight.

## RACE & GENDER ISSUES

The teacher may also want to use these slides to explore issues of race and gender. Students can analyze the nine depictions of women in these visual histories (#6, 9, 13, 28, 29, 35, 40, 41, 43) and discuss the patterns that emerge for women's roles (victim, protester, soldier, wife, etc). The teacher may ask if a different racial depiction would change the meaning of an image, such as substituting an African American woman for the white woman in slide #35 titled "Get Out of My Way." Would Jessica Lynch (slide #50, Bias in Coverage assessment) have been catapulted to celebrity status if she had been a Latino man? Slide #43 provides an opportunity to discuss stereotypical and even racist depictions of the Middle East. Why is *Newsweek* unlikely to have an article titled "How to Save the European World?"

For more information about visual literacy and the decoding of images, the Media Literacy Clearinghouse has links to many interesting articles and websites: <http://www.med.sc.edu:1081/vislit.htm>

**ACKNOWLEDGEMENTS**

The idea for these materials originated with Ithaca High School global studies teacher Andrea Keily as a media literacy integration project for her class. Andrea began with a handful of *Newsweek* pages that she used for teaching the history of the Gulf War. Project Look Sharp then developed these materials based on teacher interest and feedback.

Many people were involved in researching images and history for this project, most notably Joanna Calazans, Jay Tifone, and Jess Evett-Miller. Dorothy Bahrenburg facilitated access to most of the covers from the Vestal High School library. Many readers gave important feedback on the content including Jules Benjamin, Steve Clancy, Kara FrostClapp, Naeem Inayatullah, Karl Madeo, Faith Rogow, Sox Sperry, Karin Suskin, Zenon Wasyliv, and Fred Wilcox. Sarah Bordac and Tessa Jolls from the Center for Media Literacy skillfully led us through the publication process. Michelle Smith and Victoria Jordan put in endless hours editing, revising, and developing the many materials for this project. And this project would never have become a reality without the tireless effort and leadership of Jennifer Muller and Project Look Sharp Executive Director, Cyndy Scheibe.

I also wish to acknowledge the support of the Park Foundation and Ithaca College in funding the development of these materials. This production was a truly collaborative effort that was fueled by the mission of educating a media literate citizenry, capable of envisioning an authentic democracy. Our nation has never been in greater need of that vision.

**Chris Sperry**  
**August, 2003**





HANDOUT



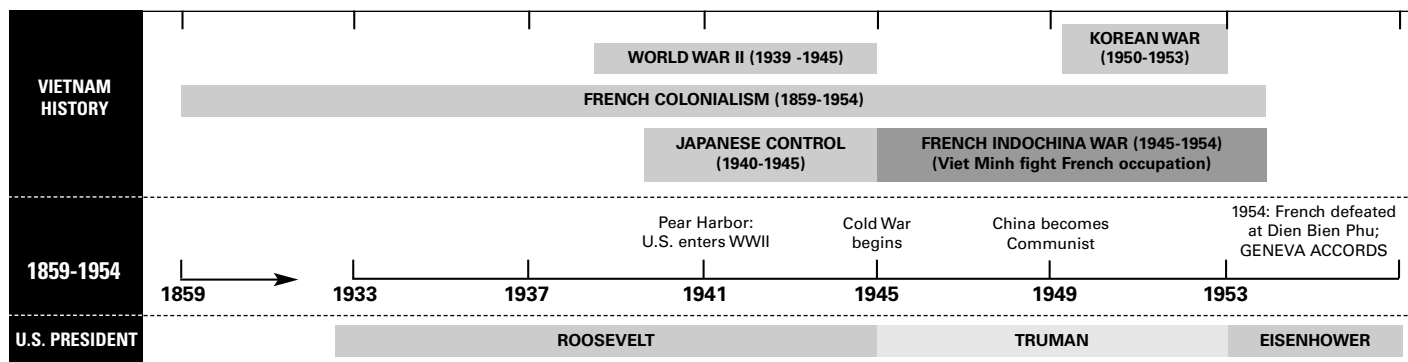
# A SHORT HISTORY OF THE VIETNAM WAR

## FRENCH OCCUPATION AND INDEPENDENCE

The history of Vietnam stretches back more than 1,000 years. The United States first became involved in Vietnam after World War II when the **Viet Minh** waged a war of independence against the French. France had colonized Vietnam, Laos, and Cambodia in the 1800s, calling the entire area **French Indochina**. In 1954 the Vietnamese, under the leadership of **Ho Chi Minh**, defeated the French at the battle of Dien Bien Phu. A peace agreement, known as the **Geneva Accords**, was signed by the French and Vietnamese that recognized an independent Vietnam in the north under Ho Chi Minh but called for elections in 1956 to unify the country. It seemed likely that Ho Chi Minh would win the election and Vietnam would be united under his leadership. But Ho Chi Minh believed that **communism** was the best system for Vietnam. Because of this, the U.S. government fought against the unification of north and south Vietnam.

## COMMUNISM AND CONTAINMENT

The U.S. was opposed to Ho Chi Minh because of the **Cold War**. After World War II the communist **Soviet Union** had taken control of **Eastern Europe** and in 1949 the Chinese Communists under **Mao Tse Tung** had taken control of **China**, the world's most populous nation. American leaders were afraid that communism would continue to spread throughout the world. In the early 1950s the U.S. fought the **Korean War** to oppose the spread of communism from North to South Korea. The administration of President **Harry Truman** had a policy of "containing" communism. The **Truman Doctrine** of containment was continued under Presidents Eisenhower, Kennedy, and Johnson. Once the French pulled out of Vietnam, the U.S. feared that Ho Chi Minh would spread communism to all of Vietnam. Many believed that if Vietnam "fell" to the communists, then other governments in South East Asia would be next. This was



Indochina circa 1967



known as the “**domino theory**” and was the leading reason for U.S. military involvement in Vietnam.

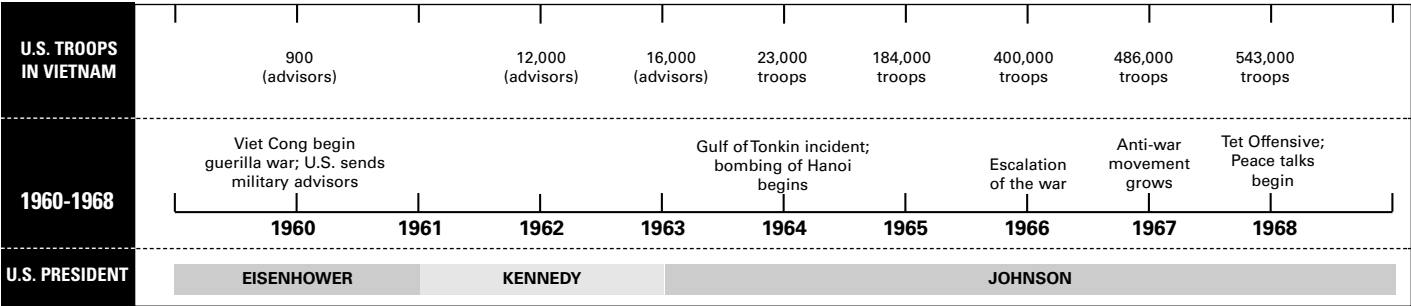
BEGINNING OF THE VIETNAM WAR AND U.S. INVOLVEMENT

After the French withdrew from Vietnam in 1954, the United States helped to establish a government of **South Vietnam (Republic of Vietnam)** and worked to undermine the proposed elections to unify the nation. According to

*The Pentagon Papers*—a secret military history of the war leaked to the press in 1971— “South Vietnam was essentially a creation of the United States.”<sup>1</sup> Communist and Nationalist forces in the south, known as the **Viet Cong**, began a **guerilla war** against the U.S.-supported government of South Vietnam and the U.S. sent military advisors to help fight the communists. Under the presidency of **Lyndon Johnson**, the U.S. sent ground troops to Vietnam in 1964, and by 1965 the U.S. was involved in a full-scale war against the Viet Cong and **North Vietnam (Democratic Republic of Vietnam)**. Johnson and his generals believed they could easily defeat the poorly equipped Viet Cong with the overwhelming military superiority of the United States, but the Viet Cong waged a successful guerilla war against the Americans and their South Vietnamese allies. *The Pentagon Papers* state: “Only the Viet Cong had any real support and influence on a broad base in the countryside.”<sup>2</sup>

U.S. OPPOSITION TO THE WAR AND THE FALL OF SAIGON

As hopes for a quick end to hostilities faded, the American public began to question the war. Daily media images of death and destruction flooded into U.S. homes in what became America’s first televised war. By 1967 an **anti-war movement** had spread across the nation and President Johnson, who had tried to pay for both domestic programs and the escalating war, decided not to run for reelection. **Richard Nixon** won the presidency in 1968 with a promise to withdraw U.S. troops from



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<sup>1</sup> United States, Congress, House Committee on Armed Services, United States-Vietnam Relations, 1945-1967: Study Prepared by The Department of Defense, vol. 2 of 12, IV. B. 1, (Washington: GPO, 1971) p. 6.

<sup>2</sup> Ibid., Vol. 3 of 12, IV. B. 5, p. v.

Vietnam. Nixon pursued **peace talks** with North Vietnamese leaders while stepping up the military campaign with bombing in North Vietnam. To stop the shipment of arms and supplies from North Vietnam to the Viet Cong in South Vietnam via the Ho Chi Minh Trail (see map), Nixon ordered the **secret bombing of Laos and Cambodia** and in 1970 he ordered the invasion of Cambodia. In an attempt to stop anti-war protests, Nixon ended the **draft** and replaced American forces with South Vietnamese soldiers in a policy called **Vietnamization**. By the time Nixon resigned the presidency in 1974 over the **Watergate** scandal, the Americans and their South Vietnamese allies were in retreat. On **April 25, 1975** North Vietnamese troops entered **Saigon** and unified Vietnam under a communist government. Not long after, the destabilized governments of Laos and Cambodia were overthrown by communist insurgencies.

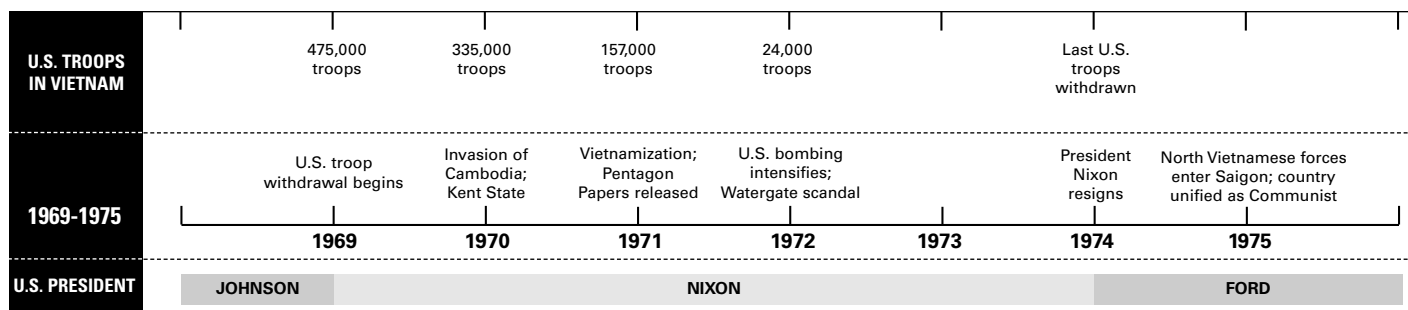
## LEGACY OF THE VIETNAM WAR

It is estimated that approximately **58,000 Americans** and from **2 to 4 million Vietnamese** died in the war. The U.S. defeat threatened the power and prestige of the United States throughout the world. Cambodia and Laos also became communist and it appeared that the domino theory might prove to be true. At home the anti-war movement led a generation of young people to question its nation's leaders as never before while many in the military felt betrayed by their government and people. Many Vietnam veterans

still suffer from **post-traumatic stress disorder (PTSD)**, **Agent Orange**, and disturbing memories from the war. Some military leaders used the lessons from the Vietnam War to establish criteria for future U.S. wars including 1) clear and achievable military goals, 2) the use of overwhelming military force, 3) support from the public, and 4) an **exit strategy**.

## MEDIA COVERAGE OF THE VIETNAM WAR

Television, newspapers, and magazines played a primary role in shaping American public opinion about the war in Vietnam. Today's media play a similar role. As citizens and students of history it is essential to read news critically. We must recognize 1) that all media, including the news, are constructed to communicate messages and information; 2) that each news medium, such as newspapers, television or the Internet, uses a specific language and grammar; and 3) that each article and program has a bias or point of view. For our democracy to work, students must learn to read critically and analyze news images and text. This lesson, *Media Construction of War*, uses images from *Newsweek* to explore and compare how the Vietnam War, the Gulf War, and the War in Afghanistan were presented in the news. We will use in-class collective reading of these images and text to develop critical thinking and media literacy skills while learning about these historic events.







## SLIDE SCRIPT



# THE VIETNAM WAR: 1965-1975

## Slides 3-16

\*\*Vietnam Power Point: Access online or via the Media digital folder with digital media device\*\*

This slide script provides teachers with historical information and probe questions linked to each of the *Newsweek* images. Teachers may move quickly through the images delivering key information, but we suggest a slower "collective reading" of the images. This will allow teachers to involve typically quiet students, teach visual literacy skills, cover more content, and engage the class in an interactive analysis and discussion of the issues raised by these historic documents.

### VOCABULARY AND KEY CONCEPTS (listed by slide number)

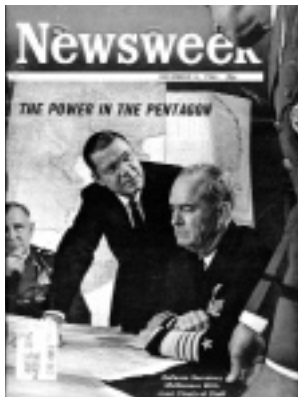
<b>#3</b> Geneva Accords North Vietnam Ho Chi Minh Cold War domino theory communism South Vietnam Lyndon Johnson Secretary of Defense Robert McNamara Pentagon U.S. Constitution Commander in Chief Cabinet Joint Chiefs of Staff	<b>#10</b> censoring (images) "another Vietnam" "bogged down" "quagmire"
	<b>#11</b> Richard Nixon
<b>#4</b> General Westmoreland half-a-million U.S. troops	<b>#12</b> Vietnamization draft Uncle Sam
<b>#5</b> Truman Doctrine containment of communism French Indochina War	<b>#13</b> Kent State National Guard
<b>#6</b> anti-war movement	<b>#14</b> whistle-blower <i>The Pentagon Papers</i> Gulf of Tonkin secret bombing of Laos and Cambodia
<b>#7</b> The Great Society budget deficits tax hikes	<b>#15</b> Lieutenant William Calley My Lai Massacre
<b>#8</b> casualties	<b>#16</b> napalm refugee April 25, 1975 Ho Chi Minh City
<b>#9</b> Viet Cong Tet Offensive Saigon	<b>POSTSCRIPT</b> 58,000 American deaths 2 to 4 million Vietnamese deaths genocide post-traumatic stress disorder Agent Orange missing in action (MIA) exit strategy War Powers Act "ghosts of Vietnam"

## NOTE

Key concepts and vocabulary are in **bold** the first time they appear. Most are defined in the glossary.

Students should read the accompanying "Short History of the Vietnam War" before beginning the slides. This will provide key background information that will be reinforced during the slide analysis.

## SLIDE #3



DECEMBER 6, 1965  
"The Power in the Pentagon"

## SEE INFO BOX A →

QUESTION **What messages about the war are communicated in this 1965 *Newsweek* cover? How are those messages communicated?**

ANSWER The U.S. military is in control of planning the war.

EVIDENCE angle of shot = power, generals with medals and uniforms = authority, maps = global reach

QUESTION **Which man is the boss? Who is he? What is your evidence?**

ANSWER Secretary of Defense Robert McNamara, in the center.

EVIDENCE McNamara is standing at the center of the image, talking, framed by generals; only one wearing a suit

## SEE INFO BOX B →

## INFO A

The **Geneva Accords** of 1954 created an independent **North Vietnam** that was led by the Communist and Nationalist leader **Ho Chi Minh**. The Geneva Accords called for free elections in 1956 to unify the country. But this was during the **Cold War** when many Americans believed in the **domino theory** (if Vietnam "fell" to **communism**, then other nations in South East Asia would follow). U.S. Presidents Dwight Eisenhower and then John Kennedy, fearing the spread of communism in Asia, helped to create an anti-communist government of **South Vietnam**. When **Lyndon Johnson** took over the U.S. presidency in 1964 after the assassination of John Kennedy, he escalated the U.S. military presence in Vietnam. Johnson's **Secretary of Defense, Robert McNamara**, and the military leaders in the **Pentagon**, planned to use American military power to defeat the Communist and Nationalist forces that were fighting to unify Vietnam.

## INFO B

The **U.S. Constitution** states that the president is **Commander in Chief** of the armed forces. The president appoints a Secretary of Defense as a member of the **Cabinet** of advisors. The Secretary of Defense oversees the **Joint Chiefs of Staff** (the heads of the Army, Navy, Air Force, and Marines). In this way the president and the Cabinet, not military generals, set policy about war and peace. This is why the "boss" in this picture (McNamara) is in a suit while the generals are in military uniforms.

**SLIDE #4**



**DECEMBER 5, 1966**  
**"General Westmoreland:  
 A Recipe for Victory?"**

**SEE INFO BOX A**

**QUESTION** What messages about the war are communicated in this 1966 *Newsweek* cover? How are those messages communicated?

**ANSWER** It is not clear that Westmoreland can bring the U.S. victory.

**EVIDENCE** question mark after "A Recipe for Victory?," informality and scattered attention of the soldiers—at least one is looking away, downward angle of the shot, puzzled expression on Westmoreland's face = insecurity, the surrounding jungle = foreign place

**QUESTION** The photo is taken from whose point of view? What is your evidence?

**ANSWER** A soldier's point of view.

**EVIDENCE** angle and composition of the shot—the camera is "one of the men" among the group of soldiers looking at the general

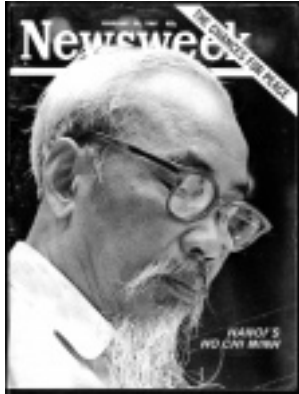
**SEE INFO BOX B**

**INFO A**

In 1964 **General William Westmoreland** took command of nearly 150,000 U.S. troops in Vietnam. By 1968 Westmoreland oversaw more than **half-a-million U.S. troops** in Vietnam.

**INFO B**

Westmoreland believed that with enough support he could win a military victory in Vietnam. President Johnson rejected Westmoreland's 1968 plea for 200,000 more troops because of growing public opposition to the war.

**SLIDE #5**

**FEBRUARY 20, 1967**  
**"Hanoi's Ho Chi Minh"**

**SEE INFO BOX**

**QUESTION** What messages about the enemy leader Ho Chi Minh are communicated in this 1967 *Newsweek* cover? What is your evidence?

**ANSWER** Ho Chi Minh is a peaceful leader.

**EVIDENCE** text above photo

**ANSWER** He is thoughtful and non-threatening.

**EVIDENCE** pensive look, silent, eyes closed, glasses, looking down

**ANSWER** He is powerful.

**EVIDENCE** angle of photo, filling the frame

**QUESTION** Would you call this a positive or negative depiction of Ho Chi Minh?

**ANSWER** A positive depiction.

**EVIDENCE** same reasons as above

**INFO**

Ho Chi Minh led the Vietnamese to victory against the French in the Indochina War of 1946-1954. He was President of North Vietnam from 1945 until his death in 1969. In 1945 he wrote U.S. President Truman a series of letters in which he praised American democracy as a model for Vietnam and appealed for U.S. support for Vietnamese independence. But Ho Chi Minh also believed that communism was the best system for his developing nation. In 1947, President Truman declared his famous **Truman Doctrine**, which called for the **containment of communism** as a key goal of American foreign policy. Succeeding Presidents (Eisenhower, Kennedy and Johnson) supported the Truman Doctrine and saw South Vietnam as a "bulwark" or barrier against communist expansion in Asia. The Geneva Accords of 1954, which ended the **French Indochina War**, called for nation-wide elections throughout Vietnam in 1956. The United States opposed elections because intelligence showed that Ho Chi Minh would have won.

**SLIDE #6**



**JULY 10, 1967**  
**"A Nation at Odds"**

QUESTION	<b>What messages about the war are communicated? What is your evidence?</b>
ANSWER	The country is divided in its opinions about the war.
EVIDENCE	juxtaposed images and contrasting messages, text: "A Nation at Odds"
ANSWER	Each side has a different, but legitimate, opinion about the war.
EVIDENCE	pro-war protesters are all male, formal, suited and carrying the flag while anti-war protesters are more diverse in age, gender and dress; have less formal clothing, the crowd seems more chaotic
ANSWER	Both sides are equally legitimate.
EVIDENCE	equal-sized photos on each side

**SEE INFO BOX** →

**INFO**

As the U.S. war in Vietnam escalated, so did public opposition at home. By 1967 the **anti-war movement** staged the largest peace rallies in U.S. history. Many Americans were losing faith in a military solution to the conflict in Vietnam. The anti-war movement helped fuel the growing counter-culture that aimed to change American society. Television coverage of violent clashes between protesters and the police at the 1968 Democratic National Convention in Chicago brought "the war at home" into the living rooms of millions of Americans. It was a time of great social upheaval.

**SLIDE #7****AUGUST 14, 1967**

Cover cartoon of Lyndon Johnson

QUESTION

What statement were *Newsweek* and the cartoonist making about Johnson's policies in this 1967 cover? What is your evidence?

ANSWER

Johnson can't pay for both social programs and the war in Vietnam without raising taxes.

EVIDENCE

he's bent over because he's trying to carry too heavy a load and he's holding out a beggar's cup with the words "Tax Hike" on it

**SEE INFO BOX** →**INFO**

Lyndon Johnson came into office with the goal of creating **The Great Society**. He was going to use the affluence of the 1960s to pay for government programs to address poverty, health care, and the needs of inner cities. But then there was Vietnam. Johnson's attempts to pay for both the war and his Great Society programs led to **budget deficits** and **tax hikes**.

**SLIDE #8**



**JANUARY 1, 1968**  
**"How Goes the War?"**

**QUESTION** What messages about the war are communicated? What is your evidence?

**ANSWER** The war is a disaster for the Americans.

**EVIDENCE** chaotic lines, wounded and dirty soldiers surrounded by dense jungle

**ANSWER** Americans should question the war.

**EVIDENCE** text: "How Goes the War?"

**QUESTION** How does the angle at which this photo was taken affect the image?

**ANSWER** The close-up low angle perspective suggests the point of view of a fallen soldier.

**QUESTION** Is there a pro-war or anti-war bias to this cover? What is your evidence?

**ANSWER** This is an anti-war cover.

**EVIDENCE** rhetorical question clearly answered by unambiguous image communicating that the war is going badly for the U.S.

**SEE INFO BOX**

**INFO**

During the Vietnam War photojournalists were often on hand to photograph bloody battle scenes. As American **casualties** mounted, so did television, newspaper, and magazine images that showed the horrors of war.

**SLIDE #9**

**FEBRUARY 19, 1968**  
 "Toll," "Night Light,"  
 "Bewilderment,"  
 "Casualty," and  
 "Two Made It"

**QUESTION** What messages about the war are communicated? What is your evidence?

**ANSWER** The war is bloody.

**EVIDENCE** bloodstained soldier, text: "Casualty"

**ANSWER** The war has innocent victims.

**EVIDENCE** women and children as refugees, text: "Bewilderment"

**ANSWER** The war is filled with death.

**EVIDENCE** bodies of Viet Cong, text: "Toll," American soldier being killed in lower left

**QUESTION** What role does color play in this 2-page spread?

**ANSWER** The dominant red image in the upper left communicates fire/violence/blood, and is balanced by the red bloody bandages in the lower right image.

**QUESTION** Is there a pro-war or anti-war bias to this photo montage? What is your evidence?

**ANSWER** This is an anti-war montage.

**EVIDENCE** highlights the worst aspects of war and the impact on innocent lives

**SEE INFO BOX** →

**INFO**

Although U.S. military leaders had been promising "light at the end of the tunnel" early in 1968 the **Viet Cong** launched the **Tet Offensive**. They stormed U.S. strongholds throughout South Vietnam, even occupying the U.S. embassy in the capital city of **Saigon** for a brief period. This was a clear sign to the American people that the war was far from won. After the Tet Offensive of 1968, U.S. public opinion turned decidedly against the war.



**SLIDE #10**



**MARCH 18, 1968**  
"Doomed Patrol"

QUESTION **What messages about the war are communicated? What is your evidence?**

ANSWER The U.S. is losing the war.

EVIDENCE sequence and text tells story of "doomed patrol," scenes of bloody injury and anguished faces, angle of shot looking down on soldiers reinforces their vulnerability

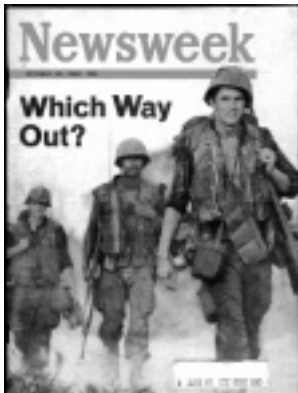
QUESTION **How does the angle at which the photos were taken influence their meaning?**

ANSWER In each of the photos the photographer is looking down on the soldiers. This angle typically implies weakness or vulnerability.

**SEE FOCUS ON THE MEDIA BOX** →

**FOCUS ON THE MEDIA**

Throughout the Vietnam War the American public saw many scenes like this series titled "Doomed Patrol" that showed Americans who were bloodied and defeated. The U.S. government and military learned from the Vietnam War that images like this can undermine public support for a war. In the 1991 Gulf War and the 2001 War in Afghanistan, the government managed press coverage by limiting access to battle zones, setting up positive photo opportunities, and **censoring** images in order to avoid impressions of **"another Vietnam."** The government and military have also been careful to avoid getting **"bogged down"** in another **"quagmire"** like Vietnam.

**SLIDE #11**

**OCTOBER 20, 1969**  
**"Which Way Out?"**

**QUESTION** What messages about the war are communicated? What is your evidence?

**ANSWER** The U.S. must get out of Vietnam.

**EVIDENCE** exhausted soldiers marching out of the smoke, text asks "Which Way Out?" not if we should get out

**QUESTION** How likely is it that *Newsweek* would have printed this cover in the earliest years of the war? Why or why not?

**ANSWER** Given that *Newsweek* is a mainstream publication that targets a large and politically diverse audience, it is unlikely that the magazine would have risked running this anti-war cover in the early 1960s when most Americans supported the war. By 1968 public opinion had changed and most Americans supported a U.S. withdrawal from Vietnam.

**SEE INFO BOX** →

**INFO**

In the spring of 1968 President Johnson, with his popularity ratings at an all time low due to the war in Vietnam, decided not to run for reelection. **Richard Nixon**, pledging to withdraw U.S. troops from Vietnam, won the presidential election in the fall of 1968. Nixon called for "Peace with Honor." He wanted a face-saving way out of the war to avoid the impression that the U.S. was defeated by a poor, third-world nation like Vietnam.

**SLIDE #12**



**FEBRUARY 9, 1970**  
**"Vietnamization, Will Nixon's Plan Work?"**

**SEE INFO BOX** →

QUESTION	<b>What does this <i>Newsweek</i> cover communicate about Nixon's policy?</b>
ANSWER	The U.S. government is looking to the South Vietnamese to fight the war.
EVIDENCE	<b>Uncle Sam</b> pointing his finger at a Vietnamese soldier
ANSWER	The plan may not work.
EVIDENCE	apprehension in soldier's eyes, smallness of soldier compared to his helmet, positioning below Uncle Sam, text: "Will Nixon's Plan Work?"

**INFO**

Nixon's plan was to "Vietnamize" the war by replacing American troops with troops from the Republic of South Vietnam. **Vietnamization** would allow Nixon to end the unpopular **draft** that was contributing to anti-war sentiment.

**SLIDE #13**

**MAY, 18 1970**  
**"Nixon's Home Front"**

QUESTION **Does anyone recognize this photo?**

**SEE INFO BOX** →

QUESTION **What messages does this cover communicate about the war?**

ANSWER The student's outstretched arms and anguished expression seem to ask, "How could this have happened?"

The altered image and blue tones further sensationalize an already dramatic scene and make the image seem more abstract and metaphorical than real.

The text, "Nixon's Home Front," ties President Nixon to the killings and suggests that there is a war in the U.S. as well as in Vietnam.

**INFO**

This is a section from a famous photo taken at **Kent State** University in Ohio on May 4, 1970 when **National Guard** troops opened fire on a group of unarmed students who were protesting the U.S. invasion of Cambodia. Four students were killed and others injured. The killings shocked the nation, and students in hundreds of high schools, colleges, and universities throughout the nation went on strike.

**SLIDE # 14**



**FEBRUARY 15, 1971**  
"Secret" "A Wider War?"

QUESTION	<b>What does this cover suggest about the war in Vietnam? What is your evidence?</b>
ANSWER	The government is keeping secrets about the war from the American people.
EVIDENCE	text: "Secret" on the cover made to look like a red stamp, grainy negative-like style of the main photo
ANSWER	The U.S. may be getting into a bigger war in South East Asia.
EVIDENCE	text: "A Wider War?"

**SEE INFO BOX** →

**INFO**

Some of what we know about the Vietnam War came from secret government documents that were eventually revealed to the American people. In 1971 a government **whistle-blower**, Daniel Ellsberg, leaked secret government documents to the press. *The Pentagon Papers* were the military's own secret history of U.S. involvement in Vietnam from 1945-1967 and they revealed a pattern of government lies and deceptions. Among other things, they documented how the Johnson administration misled Congress and the American people about an incident in the **Gulf of Tonkin** in 1964. Inaccurate reports about an attack on U.S. forces by North Vietnam were used to win Congressional authorization for the use of unlimited force. This allowed Johnson to escalate the conflict in Vietnam without a declaration of war. Later President Richard Nixon deceived Congress and the nation by **secretly bombing both Laos and Cambodia**. In fact, Laos became the most heavily bombed country in history. Lies and deceptions by politicians during the Vietnam era, including the Watergate scandal, helped fuel public distrust of government and cynicism about the political system.

**SLIDE # 15****APRIL 12, 1971****"The Calley Verdict: Who Else is Guilty?"**

- QUESTION** What impression does this cover give you about the U.S. role in Vietnam?
- ANSWER** That the U.S. military is tied to the killing of Vietnamese civilians.
- EVIDENCE** U.S. officer in clean dress uniform pasted over a photo of dead Vietnamese women and children
- ANSWER** That the officer shown was found guilty but that others are also guilty.
- EVIDENCE** text: "The Calley Verdict" and "Who Else Is Guilty?"
- QUESTION** Is there a pro-war or anti-war bias to this cover? What is your evidence?
- ANSWER** This is an anti-war cover.
- EVIDENCE** shows an American officer as a perpetrator of war-time atrocities

**SEE INFO BOX** →

- QUESTION** How has this cover image been visually constructed or altered, and why?
- ANSWER** This photo of Lt. William Calley was cut out and pasted over a photo of dead Vietnamese civilians to illustrate Calley's relationship to the My Lai Massacre.
- Like all magazines, *Newsweek* frequently uses visual manipulation of photos on its covers in order to create dramatic and sensational visuals that will sell magazines. However, like other reputable periodicals, it does not alter photographs appearing within the magazine.

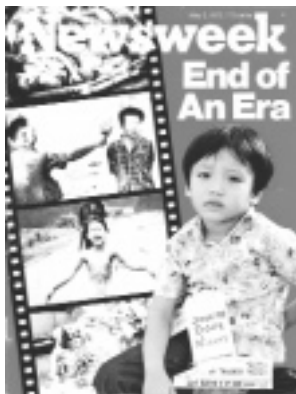
**SEE FOCUS ON THE MEDIA BOX** →**INFO**

On March 16, 1968 **Lieutenant William Calley** led a group of American soldiers into the small South Vietnamese village of My Lai and proceeded to execute hundreds of unarmed villagers, mostly women, children and old men. The army tried to cover up the massacre but stories and photos made it into the press. Lieutenant Calley was tried and found guilty of war crimes in 1971 although he served only three years of a life sentence. The **My Lai Massacre** horrified many Americans who had perceived the U.S. role in Vietnam as just and honorable. It also further undermined the morale of U.S. troops who were increasingly turning against the war.

**FOCUS ON THE MEDIA**

News photos are always manipulated in some ways. For example, the photographer chooses the camera angle, source of lighting, and framing of the subject. Editors and art directors make other decisions such as cropping of the image, size, and placement on the page. These types of visual construction are considered within the accepted bounds of credible news photography. However, magazine covers are essentially considered to be advertisements, and photos shown on them are often altered in more sensational and manipulative ways in order to sell more magazines. Sometimes these kinds of manipulations have caused public criticism – like when *National Geographic* digitally moved two pyramids closer together, or when *Time* darkened O.J. Simpson's skin color after he was found guilty in a civil trial. But mostly the obvious and dramatic manipulation of photographs on magazine covers is considered to be within ethical bounds.

**SLIDE #16**



**MAY 5, 1975**  
**"End of An Era"**

**QUESTION** Do you recognize any of these individual photos? What do they communicate about the war?

- ANSWER**
1. The photo of injured on stretcher (least famous) speaks to the suffering of American soldiers throughout more than a decade of war.
  2. The roadside execution of a Viet Cong (VC) suspect by a South Vietnamese policeman speaks to the brutality of the government the U.S. supported.
  3. The young Vietnamese girl running into the camera after having been **napalmed** by U.S. forces is an indictment of certain U.S. practices during the Vietnam War.
  4. The 1963 self-immolation of Buddhist monk Quang Duc shocked the U.S. into recognizing the intensity of opposition within South Vietnam to the U.S.-supported Diem government.
  5. The sad boy with a nametag represents the millions of Vietnamese **refugees**.

**QUESTION** What messages about the war does this cover communicate?

**ANSWER** The war in Vietnam defined a violent and sad era for our nation.

**EVIDENCE** text and images as described above

**ANSWER** We know the era through the media.

**EVIDENCE** famous photos/images are made to look like film clips

**QUESTION** Why did *Newsweek* put out this cover on this date?

**ANSWER** The North Vietnamese army took Saigon and won the war on April 25, 1975, at the time this magazine was being produced.

**SEE INFO BOX**

**SUGGESTED ACTIVITY**

The third video in the PBS series, *American Photography: A Century of Images*, includes a powerful five-minute segment about photographs from the Vietnam War (seven minutes from the beginning). The segment opens with a discussion of the power of the still image followed by brief stories about four influential photos: three of the ones pictured here and the photo of slain protesters at Kent State shown in slide #13. For more information on this video, see [Additional Activities](#).

**INFO**

By 1973 the U.S. had withdrawn nearly all of its troops from Vietnam. The South Vietnamese government continued to hold off the Viet Cong and North Vietnamese army for two more years. But on **April 25, 1975** the North Vietnamese army marched into Saigon (now called **Ho Chi Minh City**), unified Vietnam under a communist government, and ended the longest of America's wars.

**POSTSCRIPT**

It is estimated that approximately **58,000 Americans** and from **2 to 4 million Vietnamese** died in the war. Communist insurgencies took control of Laos and Cambodia in 1975. In Cambodia a radical communist regime committed **genocide** against its own people until the government of Vietnam invaded and stopped the “killing fields” in 1979. War, poverty and opposition to communist governments led to a massive refugee crisis as millions of Vietnamese, Laotians, and Cambodians fled their countries. Today Vietnam continues to rebuild from decades of war.

For Vietnam War veterans and their families the war often holds painful memories and legacies. Many still suffer from the wounds of war, including: **post-traumatic stress disorder (PTSD)**, **Agent Orange**, and memories of fellow soldiers lost and **missing in action (MIA)**. Many military leaders vowed not to get involved in future wars unless 1) the military goals were clear and achievable, 2) the public was supportive, 3) the military would be allowed to use overwhelming force, and 4) an **exit strategy** was in place.

Vietnam also left political legacies for the country as a whole. In 1973 Congress passed the **War Powers Act** that required the President to seek authorization from Congress within 60 days of committing U.S. troops to war. The anti-war movement demonstrated the ability of public protest and dissent to influence policy. Government lies and secrets revealed during the Vietnam War helped to fuel a generation that was critical of authority. After Vietnam it was

harder for leaders to gain public support for U.S. military intervention abroad. American presidents would need to address the “**ghosts of Vietnam**” if they intended to send American troops into combat.

**MEDIA AND THE VIETNAM WAR**

The Vietnam War demonstrated the power of media to influence public opinion. Newspapers like the *New York Times* had gone against the president to publish the secret Pentagon Papers. Television brought the horrors of war into American living rooms every night. Protest songs moved into the fabric of popular culture. And photographs both captured and defined the war for many who lived through it and for future generations. Government and military leaders recognized the power of the media to influence opinion. After Vietnam the U.S. government took a more active [and intentional] role in shaping how the media constructs our understanding of war. This too is one of the legacies of Vietnam.



VIETNAM WAR GLOSSARY

**Agent Orange:** the code name for an herbicide used as a chemical weapon by the U.S. military during the Vietnam War to clear areas of thick, tropical foliage and expose enemy forces; contains a disease-causing toxin called dioxin, which has caused serious health problems for many American and Vietnamese veterans of the Vietnam War

**bogged down:** to become impeded or sunken, as if in a bog; used to refer to the state of military action in Vietnam

**budget deficit:** the result of spending more than is earned

**Cabinet:** part of the executive branch of the United States government made up of the heads of all of the Federal Executive Departments, each of which is appointed by the president and serves as a presidential advisor; includes Secretary of State and Secretary of Defense

**Calley, Lt. William:** commander of American forces that perpetrated the My Lai Massacre of 1968; found guilty of war crimes and received a life sentence, but served only 3 years

**casualties:** those who disappear or are killed by or during a particular event, like a war or an accident

**censor:** to limit or edit information with the intent of suppressing anything considered objectionable

**Cold War:** the conflict between the United States and the former Communist USSR from the 1940s to the 1990s; the cause of many armed conflicts including wars in Korea, Vietnam, and Afghanistan

**Commander in Chief:** title used to describe the role of the president of the United States as the head of the armed forces particularly in times of war

**communism:** a political and economic system based on Marxist-Leninist principles that strives to equally distribute economic resources among all citizens and often includes strict government control of society and the economy through highly bureaucratic structures

**containment of communism:** see Truman Doctrine

**domino theory:** the theory that if one country became communist, the same would occur to other countries in the region; the idea that if South Vietnam were to become communist, the same would happen in Laos, Cambodia, and all of Southeast Asia

**draft:** the practice of requiring certain people to participate in the military

**Eisenhower, Dwight D.:** 34th President of the United States (1953-1961); provided financial and military support to the French during the French Indochina War

**exit strategy:** a plan that outlines how to escape, avoid or end involvement in an activity, like war

**French Indochina:** a former French colony consisting of modern-day Vietnam, Laos, and Cambodia

**French Indochina War:** the war fought from 1945 to 1954 between the French and the Viet Minh that ended with the French defeat at Dien Bien Phu

**Geneva Accords:** a peace agreement signed in 1954 by France and the Viet Minh recognizing an independent Vietnam in the north under Ho Chi Minh; the Final Declaration, which called for elections in July of 1956 to unify the country, was never signed, and elections did not occur

**genocide:** the intentional and methodical elimination of a cultural, racial or political group; the Cambodian genocide by the Khmer Rouge led to the death of approximately 1.7 million Cambodians between 1975 and 1979

**The Great Society:** the term used by Lyndon Johnson to describe what he sought to create through government social programs like welfare, Medicaid, and the War on Poverty

**guerilla war:** a type of irregular warfare in which sabotage and/or harassment by fighters in small, independent groups is used to attack a large, often occupying, army

**Gulf of Tonkin Incident:** a series of events off the North Vietnamese coast in 1964 that led to congressional authorization for war in Vietnam; *The Pentagon Papers* demonstrated that the first attack on a U.S. naval ship by North Vietnam was provoked by U.S. spying and that the second attack never occurred

**Ho Chi Minh:** (1890-1969) founder of the Viet Minh forces that fought in the French Indochina War and the first president of the Democratic Republic of Vietnam (DRV) from 1945 to 1969

**Ho Chi Minh City:** formerly Saigon, renamed in 1975 when North Vietnamese forces took control of the city

**Johnson, Lyndon B.:** 36th President of the United States (1963-1969); oversaw the escalation of the Vietnam War from 16,000 military advisors in 1963 to over 500,000 U.S. troops in 1968

**Joint Chiefs of Staff:** the advisory leadership group in the United States composed of the heads of the Air Force, Army, Marine Corps, and Navy

**Kennedy, John F.:** 35th President of the United States (1961-1963); provided support to the government of South Vietnam including 12,000 military advisors

**Kent State:** May 4, 1970 incident at Kent State University in which Ohio National Guardsmen shot into a group of retreating students who were protesting the U.S. invasion of Cambodia; four students were killed and others injured

**Korean War:** a war that spanned from 1950 to 1953 in which U.S. President Truman deployed U.S. forces to fight North Korean and Chinese communist forces and support the government of South Korea

**Mao Tse Tung:** leader of the Chinese Communist Party from 1935 and the first president of the People's Republic of China from 1949 until his death in 1976

**McNamara, Robert:** U.S. Secretary of Defense from 1961 to 1968 and one of the designers of U.S. military intervention in Vietnam

**missing in action (MIA):** a member of the armed forces who disappears during military action but who cannot be identified as dead; approximately 1,900 MIA have been declared from the Vietnam War

**My Lai Massacre:** an atrocity in which approximately 500 Vietnamese women, children, and elderly were killed by U.S. forces in the subhamlets of My Lai 4 and My Khe 4 in March of 1968; the incident was not disclosed until a year later and only one officer, Lieutenant William Calley, was punished

**napalm:** an incendiary weapon used by U.S. forces during the Vietnam War; made of a jellied gasoline mixture that kills victims by burning or asphyxiation

**National Guard:** armed forces organized by each U.S. state and economically supported by the federal government; managed by either the individual state government or the federal government

**Nixon, Richard M.:** 37th President of the United States (1969-1974); crafted the policy of Vietnamization that led to the withdrawal of U.S. troops from Vietnam, but also escalated the air war and invaded Cambodia

**North Vietnam:** commonly used name for the Democratic Republic of Vietnam (DRV), country created in 1954 by the Geneva Accords and whose president was Ho Chi Minh until his death in 1969; unified with the Republic of Vietnam (South Vietnam) in 1976 to form the Socialist Republic of Vietnam after DRV forces took control of South Vietnam in 1975, now officially Viet Nam.

**Pentagon:** the leadership of the U.S. military; U.S. military headquarters that is a five-sided building in Washington D.C.

**Pentagon Papers:** the classified document compiled by the U.S. government detailing the secret history of U.S. involvement in Vietnam from 1945-1967, including the misleading of the American public about the Gulf of Tonkin incident; leaked to the press in 1971 by Daniel Ellsberg

**post-traumatic stress disorder (PTSD):** a psychological disorder first identified among Vietnam veterans that is caused by traumatic events and that can lead to recurrent nightmares, flashbacks, anxiety, and depression

**quagmire:** marshy or boggy land; a situation that is difficult and has obstacles; used to refer to military difficulties encountered by the U.S. forces in Vietnam

**refugee:** a person who flees his/her country to escape political or military danger or persecution

**Saigon:** the capital city of South Vietnam before it was overtaken by North Vietnamese in 1975 and renamed Ho Chi Minh City

**Secretary of Defense:** the main presidential advisor on defense policy and a member of the Cabinet; responsible for developing and implementing the general national defense policy

**South Vietnam:** the Republic of Vietnam (1955-1975) that the U.S. government helped to create and then waged a war to support in order to stop the spread of communism

**Soviet Union:** formally the Union of Soviet Socialist Republics (USSR); the former communist union that spanned from Eastern Europe to Northern Asia and included 15 component republics; formed in 1917 and dissolved in 1991

**tax hike:** an increase in tax rates, used to bring in more money to a budget in order to cover spending costs

**Tet Offensive:** a series of attacks throughout South Vietnam by Viet Cong forces during Tet (the Vietnamese New Year celebration) in 1968; considered to be a turning point in the war after which U.S. public opinion turned against the war and the U.S. began its long withdrawal from Vietnam

**Truman Doctrine:** a policy developed by the Truman administration and continued throughout the Cold War that committed the U.S. to the containment of communism through economic and military support for nations and groups fighting the spread of communism

**Truman, Harry S.:** 33rd President of the United States (1945-1953); established the policy of containment of communism at the beginning of the Cold War

**Uncle Sam:** a drawn character used to represent the United States government; depicted as an old, thin man with a white goatee and star-spangled suit and hat

**Viet Cong (VC):** short for "Vietnamese Communist"; the term coined by American and South Vietnamese officials in reference to the National Liberation Front (NLF), a South Vietnamese guerilla group that fought against the U.S. and South Vietnamese forces

**Viet Minh:** created by the Indochinese Communist Party in 1941; sought to create an independent Vietnamese nation and fought French and Japanese forces who attempted to colonize Vietnam

**Vietnamization:** the term coined by the Nixon administration referring to the policy of replacing U.S. soldiers with South Vietnamese soldiers, allowing the U.S. to withdraw U.S. troops and end the draft

**War Powers Act:** a joint resolution passed by the U.S. Congress in 1973 in response to presidential decision-making during the Vietnam War; limited presidential power to engage U.S. forces in long-term combat without congressional approval

**Watergate:** the scandal that led to the resignation of President Nixon in 1974 and that derives its name from the Watergate complex where Democratic National Committee offices were burglarized by men working for the Committee to Reelect the President

**Westmoreland, Gen. William:** commander of the U.S. military forces in Vietnam from 1964-1968 and a primary strategist for U.S. military action in the war

**whistle-blower:** a person who releases hidden information; often a corporate or government employee who makes public secret information that is damaging to the employer

**NAME:****Date:**

Use your knowledge of history and the handout of *Newsweek* images of the Vietnam War to answer these questions.

**1. The Geneva Accords of 1954**

- a) called for a permanent division of Vietnam into two nations
- b) called for elections to unify Vietnam in 1956
- c) created the government of South Vietnam
- d) unified Vietnam under Ho Chi Minh

**2. Which best reflects the primary goal of the Truman Doctrine?**

- a) control of the media during wartime
- b) the containment of communism
- c) support for French colonialism in Indochina
- d) the creation of a Great Society through government initiatives

**3. Which best illustrates the domino theory?**

- a) if Vietnam becomes communist, the rest of South East Asia will follow
- b) the U.S. must not get bogged down in a ground war in Asia
- c) if we "lose face" in Vietnam our influence in the world will suffer
- d) diplomacy without force is like music without instruments

**4. The Cold War was fought primarily between**

- a) Russia and Eastern Europe
- b) Vietnam and the U.S.
- c) the U.S. and the Soviet Union
- d) the third world and the first world

**5. Which list of U.S. presidents is in the correct chronological order?**

- a) Kennedy, Nixon, Johnson, Truman
- b) Eisenhower, Nixon, Truman, Johnson
- c) Truman, Kennedy, Nixon, Johnson
- d) Eisenhower, Kennedy, Johnson, Nixon

**6. Which is the primary reason that the U.S. government opposed the unification of Vietnam in the 1950s?**

- a) it wanted the French to continue to colonize Vietnam
- b) it did not like the nationalist policies of Ho Chi Minh
- c) it wanted to support the historic nation of South Vietnam
- d) it did not want Vietnam to become communist

**7. The Gulf of Tonkin incident in 1964 resulted in**

- a) authorization for Johnson to wage war in Vietnam
- b) the release of *The Pentagon Papers*
- c) the creation of South Vietnam
- d) an exit strategy for withdrawal from Vietnam

**8. Robert McNamara, pictured in a suit in slide #3, held which position in Lyndon Johnson's Cabinet?**

- a) Four-star general
- b) Chairman of the Joint Chiefs of Staff
- c) Commander in Chief
- d) Secretary of Defense

**9. The men pictured around McNamara in slide #3 work for which organization?**

- a) the Army
- b) the Pentagon
- c) the CIA
- d) the Office of Homeland Security

**10. Ho Chi Minh, pictured in slide #5, led an armed struggle against which of the following?**

- a) the Viet Cong
- b) the government of North Vietnam
- c) the Viet Minh
- d) French colonialism in Vietnam

**11. President Lyndon Johnson's Great Society initiatives and escalating war in Vietnam led to**

- a) the affluence of the 1960s
- b) a counter-culture movement opposed to civil rights
- c) budget deficits and tax increases
- d) his reelection in 1968

**12. The Tet Offensive in January of 1968 was**

- a) the secret bombing of Laos
- b) Nixon's invasion of Cambodia
- c) attacks by Viet Cong forces throughout South Vietnam
- d) a U.S. offensive against North Vietnamese troops

**13. Which cover best illustrates the idea that the U.S. became "bogged down" in a "quagmire" in Vietnam?**

- a) #3
- b) #5
- c) #7
- d) #8

**14. Nixon's policy of *Vietnamization*, depicted in slide #12, is best described as**

- a) the recruitment of Vietnamese troops into the army
- b) the end of the draft
- c) peace with honor for Uncle Sam
- d) South Vietnamese troops replacing American forces

**15. Which did not lead to the U.S. withdrawal from Vietnam?**

- a) the killings at Kent State
- b) release of *The Pentagon Papers*
- c) the massacre at My Lai
- d) the domino theory

**16. The killings at Kent State in 1970 came about as a result of**

- a) violent clashes between local police and civil rights activists
- b) opposition to Nixon's invasion of Cambodia
- c) the My Lai Massacre
- d) the release of *The Pentagon Papers*

**17. Lieutenant William Calley, pictured on slide #15, was found guilty of**

- a) leaking secret documents about atrocities in Vietnam to the press
- b) piloting bombing missions that killed South Vietnamese civilians
- c) war crimes in Vietnam
- d) laying down his weapon and refusing to fight

**18. Which best describes the effect that news stories like those pictured on covers #13 through #16 had on U.S. public opinion?**

- a) encouraged cynicism and distrust of the government
- b) built patriotism and support for returning troops
- c) supported the conviction that the U.S. must make the world safe for democracy
- d) led to an escalation of the Vietnam War

**19. The War Powers Act requires**

- a) the president's Cabinet to agree with the war before troops are sent
- b) approval from the Joint Chiefs of Staff for any military commitment
- c) Congressional approval within 60 days of sending troops into a war
- d) a cap on tax hikes and budget deficits that result from a war

**20. Which is the best estimate of the total death toll in the Vietnam War?**

- a) About 10,000
- b) 58,000
- c) over 2 million
- d) 100 million

**ANSWER SHEET FOR MULTIPLE CHOICE TEST****THE VIETNAM WAR**

1. **b)** called for elections to unify Vietnam in 1956
2. **b)** the containment of communism
3. **a)** if Vietnam becomes communist, the rest of South East Asia will follow
4. **c)** the U.S. and the Soviet Union
5. **d)** Eisenhower, Kennedy, Johnson, Nixon
6. **d)** it did not want Vietnam to become communist
7. **a)** authorization for Johnson to wage war in Vietnam
8. **d)** Secretary of Defense
9. **b)** the Pentagon
10. **d)** French colonialism in Vietnam
11. **c)** budget deficits and tax increases
12. **c)** attacks by Viet Cong forces throughout South Vietnam
13. **d)** #8
14. **d)** South Vietnamese troops replacing American forces
15. **d)** the domino theory
16. **b)** opposition to Nixon's invasion of Cambodia
17. **c)** war crimes in Vietnam
18. **a)** encouraged cynicism and distrust of the government
19. **c)** Congressional approval within 60 days of sending troops into a war
20. **c)** over 2 million



HANDOUT



# A SHORT HISTORY OF THE GULF WAR: 1991

The **Gulf War** of 1991 was the largest military engagement for the United States since the Vietnam War. After Vietnam, U.S. presidents were reluctant to commit large numbers of troops to a foreign conflict out of fear of repeating the mistakes of Vietnam. The Gulf War of 1991 changed that.

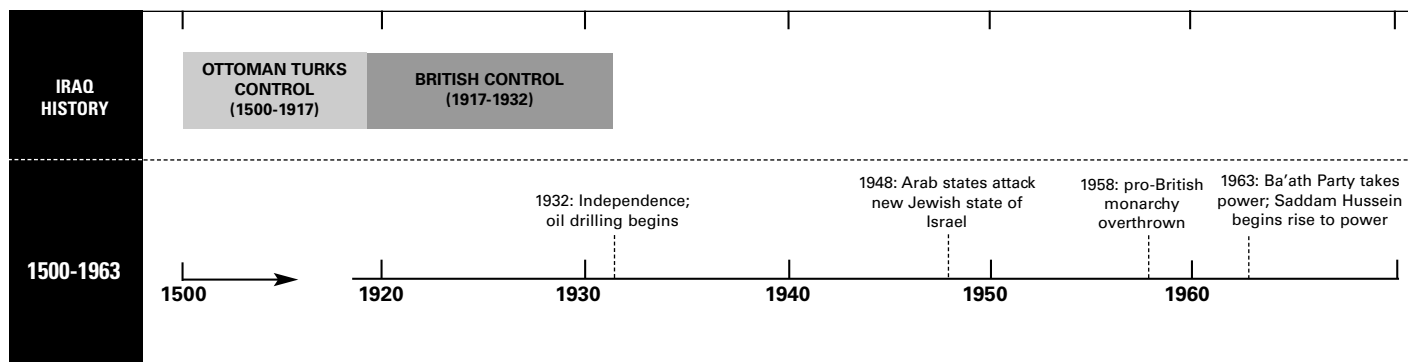
## HISTORICAL BACKGROUND

The area of the **Middle East** surrounding the Gulf is home to ancient civilizations. Agriculture, the wheel, and writing are all thought to have originated in ancient **Iraq** thousands of years ago. From about 1500 to 1900 the **Ottoman Empire** controlled the Gulf area. After World War I the **British Empire** took control of Iraq until its **independence** in 1932. The discovery of huge reserves of Middle East **oil** spurred interest in the region by the major world powers, including the United States. A 1958 revolution in Iraq overthrew the pro-British **monarchy** and in 1963 the **Arab** socialist **Ba'ath Party** took power. In the 1970s a young Ba'ath Party member gained control of the country through intimidation and

assassination of his political opponents. His name was **Saddam Hussein**.

## THE IRAN-IRAQ WAR

Saddam Hussein ruled Iraq as a **dictator**, executing political opponents and persecuting ethnic and religious groups who did not give him their absolute loyalty. In 1980 he began a war against neighboring **Iran**. Iran had just ousted a pro-American dictator, the Shah of Iran, and had created a **theocracy** under the **Ayatollah Khomeini**. Khomeini hoped to spread his **Islamic revolution** to Iraq and throughout the Muslim world. Saddam Hussein perceived Iran as weak and vulnerable but Iran's Islamic revolutionaries fought back and nearly won the war in the early 1980s. The United States and other Arab nations, including Kuwait, supported Iraq in the war, fearing that an Iranian victory would spread Islamic revolution throughout the Middle East. In 1988, after millions of casualties, Iraq and Iran signed a cease-fire with neither side gaining any territory.



The Middle East



THE INVASION OF KUWAIT

After his self-proclaimed victory over Iran and backed by the world’s fourth largest army, Saddam Hussein turned his attention towards his small Arab neighbor to the south. He demanded that **Kuwait**, which had cut off financial support for Iraq after the war with Iran, turn over a disputed oil field. In August of 1990 the Iraqi army stormed over the border , taking control of Kuwait and its vast oil reserves. The international community demanded that Saddam Hussein withdraw all Iraqi forces and recognize the **sovereignty** of Kuwait. Saddam Hussein refused and declared Kuwait the 19th province of Iraq. U.S. President **George H.W. Bush** built an international coalition to force Iraq from Kuwait. In November the **United Nations Security Council** approved the use of force. Although American public opinion was

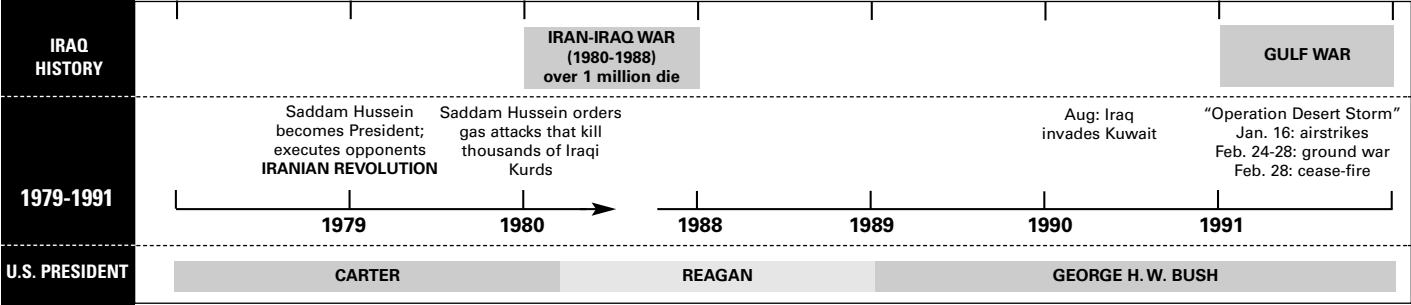
evenly split on the issue, the U.S. Congress narrowly voted to authorize the Gulf War on January 12, 1991.

OPERATION DESERT STORM

On January 16, 1991 the **Gulf War** began with air strikes against Iraqi military targets in Kuwait and Iraq. Roughly 500,000 Iraqi soldiers faced about the same number of Coalition forces—mostly from the United States, but also from Britain, France, Saudi Arabia, Egypt, Syria, Kuwait, and other nations. Over the next five weeks, continuous **air strikes** hit Iraqi military and civilian targets as Coalition forces prepared to invade Kuwait. Saddam Hussein fired missiles on Israel in an attempt to force Arab states out of the Coalition, but the alliance held. On February 24th, Coalition ground troops confronted a weakened Iraqi army and quickly pushed them from Kuwait. After 100 hours of fighting, Iraqi forces were pushed from Kuwait and were retreating towards Baghdad when President Bush called a halt to the fighting, leaving Saddam Hussein in power. The death toll for the Gulf War includes 239 Coalition soldiers (147 of which were Americans) and approximately 5,000 Kuwaitis. Figures for Iraqi war dead range widely but the U.S. Defense Intelligence Agency estimated 100,000 Iraqi deaths.

SADDAM HUSSEIN MAINTAINS POWER

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. Arab **Sunni Muslims**, who had dominated





Iraqi politics since independence, made up a minority of the population. Sixty percent of Iraqis were **Shiite Muslims**, mostly living in southern Iraq. Ethnic **Kurds** populated the north of Iraq. Many in the Bush administration feared that the disintegration of Iraq would give the Iranians dominance in the oil-rich Gulf region. Saddam Hussein quickly moved to reestablish control over the country, and the U.S. did not intervene when his forces put down a Shiite rebellion in the south. A refugee crisis in the Kurdish areas prompted the U.S. to establish a **no-fly zone** in the north. For the next twelve years the Kurds of northern Iraq ruled themselves while U.S. and British forces kept Saddam Hussein's military out of their **autonomous areas**.

## SANCTIONS, WEAPONS, AND MORE WAR

The United Nations placed **economic sanctions** (punishments) on the government of Iraq after the war. By the U.N.'s own estimates these sanctions led to the death of more than 500,000 Iraqi children. By the end of the 1990s international pressure was mounting to remove the sanctions but Saddam Hussein was still in power. The U.N. had also demanded that Iraq relinquish all **weapons of mass destruction**, including nuclear, biological, and chemical weapons. To ensure Iraqi cooperation, United Nations weapons inspectors searched Iraq for banned weapons. Throughout the 1990s Saddam Hussein had continuous conflict with the U.N. inspectors, the U.N. Security Council, and U.S. Presidents Clinton and George W. Bush (son of George H.W. Bush). After the terrorist attacks on September 11, 2001, the administration of George

W. Bush began planning military action to remove Saddam Hussein. Although Saddam Hussein had no connection to the **September 11th** attacks, government statements and media imagery left most Americans under the impression that he was somehow involved. Despite international and domestic opposition, U.S. and British forces launched an invasion of Iraq in March of 2003. In less than three weeks Saddam Hussein was overthrown and the U.S. began a military occupation of Iraq.

## MEDIA COVERAGE OF THE GULF WAR

Throughout the Gulf War the legacy of Vietnam loomed large. The government and military did not want a repeat of the media images that had helped to turn the American people against that war. As a result, the military developed a number of strategies for controlling and influencing the media. **Public relations (PR)** experts hired by the U.S. and Kuwaiti governments crafted campaigns to manage media coverage. During the war, reporters were given limited access to the troops and kept away from battle zones. The Pentagon provided their own images and **press briefings** to highlight their view of the war. Reporters who were critical of the war were left out of **press pools** and the government **censored** some reports and images. Some media experts considered the Gulf War a brilliant public relations success on the part of the government while others felt that the American public did not get a complete and honest view of the war. As you analyze *Newsweek* coverage of the Gulf War, compare it to *Newsweek* coverage of the Vietnam War.

IRAQ HISTORY	(1991-2003) United Nations inspectors search Iraq for weapons of mass destruction Impact of Gulf War bombing and U.N. sanctions cause great hardship for population; Saddam Hussein maintains control					
	1991	1992	2001	2003		
1991-2003	Feb. & Mar.: Shiite & Kurdish rebellions follow end of Gulf War	Apr.: Northern no-fly zone established	Aug.: Southern no-fly zone established	Sept. 11th terrorist attack on U.S.	Mar. 20: <b>WAR IN IRAQ</b> begins U.S. & British forces invade	Apr. 9: Baghdad falls; Saddam Hussein overthrown
U.S. PRESIDENT	GEORGE H. W. BUSH		CLINTON	GEORGE W. BUSH		



**SLIDE SCRIPT**

# THE GULF WAR: 1991

## Slides 18-30

\*\*Gulf War PowerPoint: Access online or via the Media digital folder with digital media device\*\*

This slide script provides teachers with historical information and probe questions linked to each of the *Newsweek* images. Teachers may move quickly through the images delivering key information, but we suggest a slower “collective reading” of the images. This will allow teachers to involve typically quiet students, teach visual literacy skills, cover more content, and engage the class in an interactive analysis and discussion of the issues raised by these historic documents.

**VOCABULARY AND KEY CONCEPTS** (listed by slide number)

<b>#18</b> invasion of Kuwait George H.W. Bush “ghosts of Vietnam” public relations (PR) press pools	<b>#26</b> censorship  <b>#27</b> ground offensive air superiority 100 hours
<b>#19</b> Saddam Hussein Iran-Iraq War United Nations	<b>#28</b> Basra Road  <b>#29</b> Kurds Shiite Muslim Sunni Muslim
<b>#20</b> U.N. Security Council U.S. Constitution Commander in Chief U.S. Congress War Powers Act	<b>#30</b> no-fly zones  <b>POSTSCRIPT</b> cease-fire agreement economic sanctions weapons of mass destruction U.N. weapons inspectors George W. Bush September 11th preemptive military action
<b>#22</b> Operation Desert Storm Coalition forces sorties dissent patriotism	
<b>#23</b> prisoner of war (POW) torture	
<b>#24</b> “smart bombs” Pentagon press briefings carpet bombs	
<b>#25</b> civilian casualties air-raid shelter	

NOTE

Key concepts and vocabulary are in **bold** the first time they appear. Most are defined in the glossary.

Students should read the accompanying “Short History of the Gulf War” before beginning the slides. This will provide key background information that will be reinforced during the slide analysis.

SLIDE #18



DECEMBER 10, 1990  
“This Will Not Be Another Vietnam”

QUESTION	What messages does this cover from December 1990 give about the upcoming war in the Gulf? What is your evidence?
ANSWER	The U.S. will not get “bogged down” in the Gulf the way it did in Vietnam.
EVIDENCE	text: “This Will Not Be Another Vietnam”
ANSWER	President George H.W. Bush will not negotiate endlessly with Saddam Hussein.
EVIDENCE	text: “A Deadline for Diplomacy”
ANSWER	Bush will send ample forces to do the job.
EVIDENCE	text: “And a Plan for All-Out War”
ANSWER	The President is determined to win this time.
EVIDENCE	Bush’s fists and determined look, his quote that this will not be like Vietnam
ANSWER	This is serious business.
EVIDENCE	the dramatic black space around the photo and text

SEE INFO BOX →

INFO

In the summer of 1990 Iraqi troops **invaded Kuwait**, a small but oil-rich ally of the United States. President **George H.W. Bush** stated that this violation of international law would not stand. In order to force 500,000 Iraqi soldiers out of Kuwait, Bush needed a commitment of U.S. troops not seen since the Vietnam War. The “**ghosts of Vietnam**” still loomed large in the American psyche and Bush had to convince the public that we would not get “bogged down” in another “quagmire” like Vietnam.

## WAR, LIES, AND VIDEOTAPE: A CASE STUDY OF GULF WAR PR

Shortly after the Iraqi invasion of Kuwait the Kuwaiti government in exile hired one of the largest public relations firms in the world, Hill & Knowlton, to sway public opinion in support of a war against Iraq. In October of 1990 Hill & Knowlton orchestrated hearings before a "Congressional Human Rights Caucus" about the Iraqi occupation of Kuwait. The event featured the tearful testimony of a 15-year-old Kuwaiti girl who was identified only as Nayirah. She described witnessing Iraqi soldiers dumping Kuwaiti babies out of incubators at the hospital in Kuwait City where she worked. Hill & Knowlton sent free video press releases of her testimony to television stations around the world. Her incubator story was widely covered by the media, repeated by congressional leaders and President Bush, and is credited with having helped to convince the American public to support a war in the Gulf. It was later disclosed that the girl who testified was the daughter of the Kuwaiti ambassador to the U.S. In fact, her widely reported incubator story was a lie. By the time this deception was uncovered, we were already at war.<sup>1</sup>

<sup>1</sup>John R. MacArthur, *Second Front: Censorship and Propaganda in the Gulf War* (New York: Hill and Wang, 1992) 58-74.

### SUGGESTED ACTIVITY

The video *Toxic Sludge is Good for You: the Public Relations Industry Unspun* includes an excellent five-minute segment on the Hill & Knowlton campaign. For more information on this video, see [Additional Activities](#).

### FOCUS ON THE MEDIA

As President George H.W. Bush made his case for war to the United Nations and the American people, the U.S. military made plans for influencing media coverage of the war. They hired **public relations (PR)** experts to advise them how to construct media campaigns. The military provided video footage and photos for the media and staged highly orchestrated press conferences. They kept reporters away from battle scenes and gave them limited access to the troops. They favored some reporters and left others out of **press pools**. The military also censored some reports and images. As you look through these slides, compare *Newsweek* coverage of the Gulf War with the coverage you looked at from the Vietnam War. How were these wars presented differently to the American people and how did the U.S. government help to construct public impressions and opinions about the Gulf War?

SLIDE #19



JANUARY 7, 1991  
“More Than Just a Madman”

QUESTION	What messages about the Iraqi leader are communicated in this 1991 <i>Newsweek</i> cover? How are those messages communicated?
ANSWER	Saddam Hussein is a dangerous and crazy leader.
EVIDENCE	digital manipulation of photo, strange and unappealing colors, harsh lighting and shadows, sweat on face, text: “More Than Just a Madman,” and “Gambler of the Year”
QUESTION	Is there a pro-war or anti-war bias to this cover? What is your evidence?
ANSWER	This is a pro-war cover.
EVIDENCE	shows Saddam Hussein as an evil madman and a gambler, promotes the idea that the U.S. needs to confront him and “call his bluff”

SEE INFO BOX

QUESTION	Why would <i>Newsweek</i> manipulate this photo for the cover?
ANSWER	By sensationalizing the image of Saddam Hussein, <i>Newsweek</i> is trying to attract more people to buy and read the magazine.
ANSWER	Like all magazines, <i>Newsweek</i> frequently uses visual manipulation of photos on its covers in order to create dramatic and sensational visuals that will sell magazines. However, like other reputable periodicals, it does not alter photographs appearing within the magazine.

SEE FOCUS ON THE MEDIA BOX

INFO

**Saddam Hussein** took complete power in Iraq in 1979 through political intimidation and violence. He invaded Iran in 1980 and began the bloody **Iran-Iraq War**. Throughout this period the U.S. provided Saddam Hussein with weapons and intelligence as he developed a huge and battle-hardened army. But in August of 1990 Saddam Hussein defied U.S. interests and invaded Kuwait, an oil-rich neighbor and U.S. ally. Both the United States and the **United Nations** immediately demanded an Iraqi withdrawal from Kuwait but Saddam defiantly declared Kuwait to be Iraq's 19th province.

FOCUS ON THE MEDIA

News photos are always manipulated in some ways. For example, the photographer chooses the camera angle, source of lighting, and framing of the subject. Editors and art directors make other decisions such as cropping of the image, size, and placement on the page. These types of visual construction are considered within the accepted bounds of credible news photography. However, magazine covers are essentially considered to be advertisements, and photos shown on them are often altered in more sensational and manipulative ways in order to sell more magazines. Sometimes these kinds of manipulations have caused public criticism – like when *National Geographic* digitally moved two pyramids closer together, or when *Time* darkened O.J. Simpson’s skin color after he was found guilty in a civil trial. But mostly the obvious and dramatic manipulation of photographs on magazine covers is considered to be within ethical bounds.

OPTIONAL ACTIVITY

Compare this cover of Saddam Hussein with the *Newsweek* cover of North Vietnam’s leader Ho Chi Minh (slide #5) from the Vietnam War series.

**SLIDE #20**



**JANUARY 21, 1991**  
**"The Path to War"**

**QUESTION** What messages about the war are communicated? What is your evidence?

**ANSWER** The U.S. will win the war with powerful technology.

**EVIDENCE** text: "We'll Win"; size, power and sophistication of the plane, view from above looking down on Iraq

**ANSWER** The land of Iraq is desolate and undeveloped.

**EVIDENCE** the barren landscape, angle of the shot

**ANSWER** Maybe we should wait to go to war.

**EVIDENCE** text: "We'll Win, But Why Rush?"

**QUESTION** Who do you think took this photo, a government photographer or independent journalist?

**ANSWER** This photo was probably taken from another military aircraft and either provided directly by the military to *Newsweek* or taken by a photojournalist working with the military.

**QUESTION** Why might the U.S. military provide photos like this to *Newsweek*?

**ANSWER** Photos like this provide an exciting, high-tech image of the war.

**SEE INFO BOX**

**INFO**

President George H.W. Bush organized a U.S.-led international military coalition to force Iraq out of Kuwait. The **United Nations Security Council** passed a resolution in November calling for Iraq to withdraw from Kuwait by January 15th or face war. The five victorious allies from World War II (the United States, Russia, Great Britain, France, and China) control the Security Council, which has the power to authorize the use of U.N. troops. But before President Bush could send U.S. troops he had to consult with Congress. According to the **U.S. Constitution** the president of the United States is **Commander in Chief** of the U.S. Armed Forces; however, **Congress** must declare war. The **War Powers Act**, passed at the end of the Vietnam War, further reinforced the need for presidents to seek congressional approval for war. Although the country was divided on the war, on January 12th Congress narrowly passed a resolution supporting the use of force. This *Newsweek* came out just before the January 15th U.N. resolution deadline (even though the date on the magazine is January 21st).

**SLIDE #21**

**JANUARY 21, 1991**  
**"Mixed Feelings"**

QUESTION	<b>What messages about the war are communicated? What is your evidence?</b>
ANSWER	The U.S. military is prepared for war while some Americans protest.
EVIDENCE	photos of military preparation juxtaposed with a lone protester; text: "Mixed Feelings"
QUESTION	<b>What do the sizes of the photos communicate about the war?</b>
ANSWER	The bottom photo of an anti-war protester is dwarfed by the larger photos of war preparation. Since size is often associated with importance, anti-war sentiments seem less important than war preparation. The smaller photo of a lone, white protester suggests that the anti-war movement is not widespread.
QUESTION	<b>What role does the visual element of line play in the upper left-hand photo?</b>
ANSWER	The converging lines created by the soldiers' bodies and the gun barrel lead the viewer's eye towards the photo of tanks in the desert. This photo, taken shortly before the beginning of the war, leads the viewer visually into the upcoming war.



**SLIDE #22**



**JANUARY 28, 1991**  
**"America at War"**

**QUESTION** Is there a pro-war or anti-war bias to this cover? What is your evidence?

**ANSWER** This is a pro-war cover.

**EVIDENCE** patriotic colors and language, pilot with thumb up = approval and victory, "Special Issue" graphics and color = patriotic high-tech celebration

**QUESTION** What role does color play in this cover?

**ANSWER** *Newsweek's* decision to surround the pilot with red, white, and blue letters and graphics "frames" the Gulf War as patriotic.

**SEE INFO BOX A** →

**QUESTION** Why do you suppose U.S. public opinion shifted so quickly to support the war once the bombs started dropping?

**ANSWER** Once the Gulf War began, American television aired countless images of high-tech American military power devastating the Iraqis. Wartime patriotism, military success, and the government's successful public relations (PR) campaign helped to sway public opinion.

**SEE INFO BOX B** →

**INFO A**

At 7 a.m. on January 16, 1991 "Operation Desert Storm" (the military name for the war) began. For the next five weeks **Coalition forces** sent thousands of **sorties** (bombing missions), destroying Iraqi military and civilian targets in Iraq and Kuwait. Once the air war began, U.S. public opinion quickly shifted to support the war.

**INFO B**

It is an historic pattern for political and public opposition to war to diminish once the fighting begins. Politicians have typically spoken about the need for national unity and resolve in the face of a foreign enemy. Some Americans see public opposition to war as unpatriotic or even traitorous once our troops are committed while other Americans feel that **dissent** is a civic and **patriotic** duty.

**DISCUSSION QUESTION**

Do you think that dissent is patriotic or unpatriotic once our country has gone to war?

SLIDE #23



FEBRUARY 4, 1991  
"Hard Days Ahead"

INFO

Early in the air war a number of U.S. pilots were shot down and captured by Iraqi forces. This is a photo of one of the U.S. **prisoners of war (POWs)** who was **tortured** by Iraqi forces.

SEE INFO BOX

QUESTION    **What messages about the war are communicated by this cover showing an American POW? What is your evidence?**

ANSWER      Iraqis brutally tortured and tormented Americans.

EVIDENCE    text and shocking image

ANSWER      The war will be hard for America.

EVIDENCE    image and text: "Hard Days Ahead," and "A Brutal War"

ANSWER      Saddam Hussein is an evil enemy.

EVIDENCE    photo and text about torture and headline, "Saddam's environmental terror"

QUESTION    **Is it likely that *Newsweek* would have run a large cover photo showing the face of an Iraqi soldier or civilian injured by American forces?**

ANSWER      *Newsweek*, a mainstream magazine with a large American audience, would have risked alienating many readers if it highlighted the pain caused by American forces in February of 1991. Although *Newsweek* did run photos of Iraqi casualties, none had the prominence of this cover photo that highlights Americans as victims of Iraqi torture.

**SLIDE #24**



**FEBRUARY 18, 1991**  
**"The New Science of War"**

**QUESTION** What messages about the war are communicated? What is your evidence?

**ANSWER** New American war technology is "cool," even sexy

**EVIDENCE** space-age image of the Stealth Bomber, "Pullout Poster" of "Weapons of War"

**ANSWER** New American war technology will "save lives."

**EVIDENCE** text and absence of destruction in image

**ANSWER** War is a "science."

**EVIDENCE** text and clean, high-tech image

**QUESTION** Is there a pro-war or anti-war bias to this cover? What is your evidence?

**ANSWER** This cover is pro-war.

**EVIDENCE** "cool," humane, "scientific," and bloodless view of war and American technological sophistication

**QUESTION** Who do you think took this photo, a government photographer or independent journalist?

**ANSWER** This photo was probably taken from another military aircraft and either provided directly by the military to *Newsweek* or taken by a photojournalist working with the military.

**QUESTION** Why might the U.S. military provide photos like this to *Newsweek*?

**ANSWER** Photos like this provide a clean, high-tech view of war that is more positive than bloody battle scenes.

**SEE INFO BOX**

**INFO**

The U.S. military successfully promoted its new high-tech weaponry in the media although it did not always represent the true reality of the war. While so-called "**smart bombs**" received much media attention and provided dramatic images for many **Pentagon press briefings**, only 10% of the munitions dropped in the Gulf War were "smart bombs."

**SLIDE #25**

**FEBRUARY 25, 1991**  
**"Under the Bombs"**

**QUESTION** What messages about the war are communicated? What is your evidence?

**ANSWER** There were civilian casualties in the Gulf War.

**EVIDENCE** photos of dead civilians under makeshift coverings, and text

**ANSWER** Saddam Hussein is the target of the bombs.

**EVIDENCE** photo of Saddam Hussein below text: "Under the Bombs"

**QUESTION** How does the inclusion of *Saddam Hussein's* image on this page help to justify, or at least explain, the killing of innocent civilians?

**ANSWER** Although we see the covered bodies of Iraqi civilians, Saddam Hussein is the most identifiable person on the page. He is shown under the text "Under the Bombs," implying that he is the target. Throughout the war the U.S. media presented Saddam Hussein as the face of Iraq and rarely showed the faces of innocent Iraqi casualties. By focusing images and information on the dictator Saddam Hussein, U.S. media coverage helped to keep American public opinion focused on the goal of overthrowing the dictator.

**SEE INFO BOX** →

**INFO**

It is impossible to know the extent of **civilian casualties** during the Gulf War, in part because both the U.S. and Iraqi governments did not want to publicize this information. The U.S. military understood that coverage of civilian casualties could bolster anti-war sentiments as it did in Vietnam. The Iraqi government, which had total control over the media in Iraq, did not want to publicize the extent of Iraqi losses. One of the few exceptions was the February 13th bombing of a civilian **air-raid shelter** in Baghdad where between 400 and 1,200 Iraqi civilians, mostly women and children, were killed by an American precision-guided "smart bomb." The U.S. military claimed to have intelligence that the shelter was being used as a munitions communications center for the Iraqi military.

**SLIDE #26**



**MARCH 11, 1991**  
"Exorcising Demons"

**QUESTION** What messages about the war are communicated? What is your evidence?

**ANSWER** Suffering and pain are a part of war.

**EVIDENCE** injured U.S. soldiers, body bag, crying soldier, text

**QUESTION** Is there a pro-war or anti-war bias to this two-page spread? What is your evidence?

**ANSWER** This is an anti-war image.

**EVIDENCE** shows cruel reality of war including loss, injury, and death to Americans

**SEE INFO BOX**

**QUESTION** What does the writer mean that the Gulf War "exorcised the ghost of Vietnam"?

**ANSWER** The Vietnam War became very unpopular as Americans watched years of mounting casualties and witnessed the horrible reality of war. The Gulf War images (as you have seen) were very different. They emphasized American military might and success. Vietnam's legacy of guilt and military failure was "exorcised" by the dramatic U.S. victory in the Gulf War.

**SUGGESTED ACTIVITY**

The PBS video *American Photography: A Century of Images* includes a powerful four-minute clip about media coverage of the Gulf War. In the clip the photographer, David Turnley, describes how he managed to take this photo and get it published. For more information on this video, see [Additional Activities](#).

**INFO**

This is one of the more famous and unusual photographs from the Gulf War. After the Vietnam War, the U.S. military recognized the powerful impact of photos like this on American public opinion. As a result the military instituted policy changes to both control and influence media coverage of future wars. During the Gulf War, press photographers had limited access to the fighting. They were accompanied by military guides, and their photos were often **censored**. Photographer David Turnley evaded his guide and hooked up with a special operations unit before taking this photo. The man on the left is crying out as he learns that the body bag to the right contains his friend. At first the military censored this photo but then released it after the photographer complained.

## SLIDE #27



MARCH 11, 1991  
"Victory!"

QUESTION What messages about the war are communicated? What is your evidence?

ANSWER America has won and we are happy.

EVIDENCE beaming face of General Schwarzkopf, text: "Victory!" and patriotic red, white, and blue colors

QUESTION Is there a pro-war or anti-war bias to this cover? What is your evidence?

ANSWER This is a pro-war cover.

EVIDENCE patriotic colors, focus on glory of military victory, celebratory text

SEE INFO BOX →

## INFO

After more than one month of intensive bombing, the U.S. launched a long-awaited **ground offensive** on February 24th. Half-a-million troops took part in the war. Although the bulk of the military force came from the United States, 36 nations supported the Coalition with military bases, troops, equipment, and money. Even the Arab nations of Egypt, Syria, and Saudi Arabia joined the U.S.-led Coalition against Iraq. Backed by total **air superiority**, Coalition forces quickly defeated the Iraqi army, which fled back towards Baghdad, the capital of Iraq. As they left Kuwait the Iraqis set fire to over 500 Kuwaiti oil wells in an attempt to cripple Kuwait's post-war economy. In less than **100 hours** of fighting on the ground, the U.S.-led forces had devastated the Iraqi military and forced it from Kuwait. There were 147 U.S. battle deaths. Estimates for Iraqi deaths range from thousands to hundreds of thousands.

**SLIDE #28**



**Triumph and Devastation**  
A composite of two photographs from the Gulf War. The left photo shows Kuwaitis celebrating their liberation, while the right photo shows the remains of Iraqi vehicles destroyed by Coalition forces on the Basra Road.

**MARCH 11, 1991**  
"Triumph and Devastation"

**SEE INFO BOX**

QUESTION

**What messages about the war are communicated in these very different images?**

ANSWER

The image on the left illustrates Kuwaiti joy and patriotism in their liberation from Iraq.

EVIDENCE

smiling faces and waving flags

ANSWER

The image on the right illustrates the chaos and violence of war.

EVIDENCE

remains of burned-out trucks and cars scattered in conflicting directions

ANSWER

Victory and liberation in this war have a face, while the defeated (and dead) Iraqis are faceless.

**SEE FOCUS ON THE MEDIA BOX**

QUESTION

**What impressions are made by the lines in these images?**

ANSWER

The many "V" shapes created by the fingers, arms, and flags in the photo on the left symbolize victory, while the jumbled and chaotic lines on the right reinforce a sense of devastation.

**INFO**

The image on the left shows Kuwaitis celebrating their liberation after the U.S.-led Coalition forced the Iraqi military out of Kuwait. The image on the right shows the remains of Iraqi vehicles that were attacked as they fled from Coalition forces on the **Basra Road**.

**FOCUS ON THE MEDIA**

Photographs from the Basra Road (also known as the "Highway of Death") show the remains of charred human bodies as hundreds of people fled from advancing Coalition forces. The victims were not given an opportunity to surrender. Photos of the burned bodies were not printed in mainstream media outlets like *Newsweek*.

**DISCUSSION QUESTION**

Should *Newsweek* have printed the gruesome photos from the Basra Road? Why or why not?

**SLIDE #29****MARCH 18, 1991**

**QUESTION** What messages about the war are communicated? What is your evidence?

**ANSWER** The country celebrates the troops and America's victory.

**EVIDENCE** lots of American flags, hugs and kisses directed towards returning troops

**SEE INFO BOX** **A** →

**SLIDE #30****MARCH 25, 1991****"Revolt in Iraq"**

**QUESTION** What does this cover communicate about the situation in Iraq in March of 1991?

**ANSWER** After Coalition forces drove Iraq out of Kuwait, rebellions in Iraq threatened to overthrow Saddam Hussein.

**EVIDENCE** photo and text: "Revolt in Iraq"

**ANSWER** The rebels are armed and have leaders.

**EVIDENCE** guns in photo, rebel holding picture of a Shiite cleric

**ANSWER** The U.S. is continuing to threaten Saddam Hussein.

**EVIDENCE** text: "Bush Keeps the Pressure On"

**SEE INFO BOX** **B** →

**INFO A**

The war ended on February 28, 1991, when President Bush ordered U.S. troops to stop their advance into Iraq. The Iraqi forces were in full retreat and some people called for the U.S. to march into Baghdad to overthrow Saddam Hussein. A United Nations resolution had authorized military action to force Iraq to withdraw from Kuwait, but the United Nations had not called for the overthrow of the Iraqi government. In addition, George H.W. Bush was advised against toppling Saddam Hussein because this might lead to civil war between the **Kurds** of northern Iraq, the **Shiite Muslims** in the south, and the Arab **Sunni Muslims** who had historically ruled Iraq. The U.S. administration was also concerned that a weak and divided Iraq might strengthen the power of neighboring Iran with its staunchly anti-American Islamic revolutionary government. In hindsight the Bush administration may have wished that it toppled Saddam Hussein in 1991 when it would have been relatively easy.

**INFO B**

Once Coalition forces ceased their advance on Baghdad on February 28th, Saddam Hussein began to re-establish control over the country. Although President Bush encouraged Iraqis to rise up and overthrow Saddam Hussein, the U.S. did not intervene when Iraqi military forces destroyed a Shiite uprising in the south. In the north, British and U.S. forces imposed **no-fly zones** for the Iraqi military and periodically bombed Iraq's air defense capabilities. This gave the Kurds relative autonomy for the next 12 years.



**POSTSCRIPT**

The **cease-fire agreement** at the end of the Gulf War imposed **economic sanctions** on Iraq and required the Iraqi military to destroy all **weapons of mass destruction**. **United Nations weapons inspectors** entered the country and began destroying biological and chemical weapons. A decade after the end of the Gulf War, Iraq was still suspected of possessing chemical and biological weapons, and economic sanctions were still in effect. By the United Nations own estimates more than 500,000 children died as a result of the economic sanctions. President **George W. Bush** (son of George H.W. Bush) assumed the presidency in January of 2001. Some in his administration had hopes of overthrowing Saddam Hussein and imposing a democratic, pro-U.S. government in Iraq. The events of **September 11th** helped to make those hopes a reality. After the devastating terrorist attacks, the Bush administration's new policy of **preemptive military action** found support in a frightened and angry American public. Government statements and media imagery helped to create the impression of a link between Saddam Hussein and the September 11th attacks, despite the fact that no connection existed. In March 2003, U.S. and British forces invaded Iraq and ousted Saddam Hussein, finishing the war his father had begun more than a decade earlier.

**MEDIA COVERAGE OF THE GULF WAR**

As we have seen, the U.S. government and military learned important lessons from the Vietnam War, including how to influence media coverage. During the Gulf War mainstream media outlets like *Newsweek* typically ran coverage that supported government war aims. Skillful management of media by the government and military, together with a cooperative mainstream media that catered to patriotic, pro-war public opinion, helped to make the Gulf War a public relations success for the Bush administration. President George H.W. Bush predicted in December of 1990 that the upcoming Gulf War "will not be another Vietnam" and it was not.



GULF WAR GLOSSARY

**air-raid shelter:** a fortified location where those threatened with an air attack may go for refuge

**air strike:** a form of military attack that uses air craft as opposed to ground or naval forces

**Arab:** an ethnic identity typically referring to someone who comes from, or whose ancestors came from, one of 22 Arab nations in the Middle East and North Africa

**autonomous areas:** politically independent areas; in Iraq, the northern and southern zones established and protected by British and U.S. forces after the Gulf War in 1991

**Ba'ath Party:** a political party that stresses Arab nationalism and socialism; the party through which Saddam Hussein came to power; also the ruling power in Syria

**Basra Road:** also known as the "Highway of Death," where thousands of Iraqis were killed by U.S. air forces while withdrawing from Kuwait on Feb. 26 and 27, 1991

**British Empire:** the former territory controlled by Great Britain that included modern day Arab nations such as Iraq, Jordan, Palestine, and Kuwait as well as many other countries around the world

**Bush, George H.W.:** 41st President of the United States (1989-1993)

**Bush, George W.:** 43rd President of the United States (2001-)

**Carter, James E. (Jimmy):** 39th President of the United States (1977-1981)

**casualties:** those who disappear or are killed by or during a particular event, like a war or an accident

**cease-fire agreement:** an agreement made between two or more warring parties to stop fighting

**censor:** to limit or edit information with the intent of suppressing anything considered objectionable

**civilian:** a person not on active duty in the military or police force; a non-combatant

**Clinton, William J.:** 42nd President of the United States (1993-2001)

**Coalition forces:** the armed forces that fought against Iraq in the Gulf War; led by the United States with additional forces from Great Britain, France, Canada, Australia, Egypt, Saudi Arabia, Syria, and other nations

**Commander in Chief:** title used to describe the role of the president of the United States as the head of the armed forces particularly in times of war

**dictator:** a person who assumes complete rule over a nation, often oppressively

**dissent:** disagreement or opposition to an authority, often a government

**economic sanction:** the prevention of the transfer of goods or finances to a particular country or place usually as a form of political or military influence; used as a form of punishment against Iraq after the Gulf War

**ground offensive:** an attack led principally by ground forces like the army

**Gulf War:** the 1991 U.N.-authorized U.S.-led war that forced Iraq out of Kuwait

**Hussein, Saddam:** President of Iraq from 1979 to 2003; known for the brutality and oppressiveness of his government

**Iran-Iraq War:** decade-long war between Iran and Iraq that began in 1980 when Iraqi forces entered Iran over political and territorial disputes; the war ended in 1990 according to Iranian terms of settlement as the Gulf War was beginning

**Islamic revolution:** fundamentalist movement that aims to control the political system of a nation; the movement that transformed the government of Iran in 1979 from a monarchy to an Islamic theocracy under the Ayatollah Khomeini

**Ayatollah Khomeini:** leader of the Shiite Islamic Revolution to overthrow the Shah of Iran in 1979 through which he became primary political and religious leader of Iran until his death in 1989

**Kurds:** members of an ethnic group that is geographically spread throughout regions of Turkey, Syria, Iraq, and Iran and that has fought for its own nation; most Kurds practice Sunni Islam

**Middle East:** a geographic and cultural region of South West Asia and North Africa stretching from Iran in the east and Turkey in the north and including most Arab nations

**monarchy:** rule by one person, usually for the lifetime of the ruler and by hereditary right

**no-fly zone:** an established area where air craft from a particular country or group are not allowed to fly; in Iraq no-fly zones were created in the north and south, prohibiting Iraqi air craft from flying in those areas

**"Operation Desert Storm":** the name used by the U.S. government and military for the Gulf War in 1991

**Ottoman Empire:** a Turkish empire that controlled much of the Middle East from the 15th to the 20th century

**patriotism:** loyalty, allegiance, love of one's country

**Pentagon:** the leadership of the U.S. military; U.S. military headquarters that is a five-sided building in Washington D.C.

**preemptive military action:** military action carried out without direct military provocation in order to seize initiative in a conflict by acting before an opponent

**press briefing:** a gathering of journalists and officials during which officials release information, respond to issues and concerns, and sometimes conduct a question-and-answer period with journalists

**press pool:** the media representatives selected or available to cover a particular event; during the Gulf War, a grouping of reporters organized and overseen by the U.S. military

**prisoner of war (POW):** a person captured in war

**public relations (PR):** field of communications that deals with the construction of messages sent to the public, typically through mass media, in order to promote a particular product, person, or position

**Reagan, Ronald W.:** 40th President of the United States (1981-1989)

**September 11th:** the popular culture reference to the terrorist hijackings and attacks on the World Trade Center and the Pentagon on September 11, 2001; also referred to as 9/11

**Shia Islam:** the branch of Islam that recognizes Ali and his descendants as the only legitimate heirs to the prophet Muhammad; the majority sect of Islam in Iran and Iraq but the minority sect in the bulk of the Islamic world

**Shiite Muslim:** a member of the Shia branch of Islam

**"smart bomb":** a bomb with special guidance technology that is meant to lead it to a target

**sortie:** a mission or attack conducted by one plane

**sovereignty:** independence from outside control

**Sunni Islam:** the branch of Islam that recognizes appointed caliphs as the legitimate leaders of the Muslim world; the majority sect of Islam in all but a few Muslim nations

**theocracy:** political rule by religious leaders as in Iran under the Ayatollah Khomeini

**United Nations (U.N.):** international political organization formed in 1945 by the victorious allies of World War II, currently with nearly 200 member countries

**U.N. Security Council:** body of the U.N. responsible for the maintenance of international peace and security; controlled by the five permanent members: the United States, Russia, China, Great Britain, and France

**U.N. weapons inspectors:** a special team of investigators organized by the U.N. after the Gulf War of 1991 and charged with the task of inspecting weapons and searching for signs of weapons of mass destruction in Iraq

**U.S. Congress:** the legislative branch of the United States government made up of the Senate and the House of Representatives

**War Powers Act:** a joint resolution passed by the U.S. Congress in 1973 in response to presidential decision-making during the Vietnam War that limited presidential power to engage U.S. forces in long-term combat without congressional approval

**weapons of mass destruction (WMDs):** nuclear, biological, and chemical weapons

**NAME:****Date:**

Use your knowledge of history and the handout of *Newsweek* images of the Gulf War to answer these questions.

1. **Which is not thought to have originated in ancient Iraq?**
  - a) agriculture
  - b) the wheel
  - c) writing
  - d) democracy
2. **Which list of the groups or individuals that have controlled Iraq is in correct chronological order?**
  - a) the Ottomans, the British, the Ba'ath Party, Saddam Hussein
  - b) the British, the Ottomans, the Persians, Saddam Hussein
  - c) the Arabs, the Persians, the Ba'ath Party, the Muslims
  - d) the monarchy, the British, the Israelis, the Ba'ath Party
3. **Saddam Hussein's government was**
  - a) a theocracy
  - b) a democracy
  - c) a dictatorship
  - d) a monarchy
4. **In 1979 Iran had a revolution that placed in power**
  - a) a pro-American democracy
  - b) an Islamic fundamentalist government
  - c) an anti-American communist dictatorship
  - d) the Ba'ath Party
5. **The U.S. and Kuwait supported Iraq in the war against Iran because they**
  - a) approved of Saddam Hussein's administration
  - b) opposed Iran's human rights record
  - c) feared Iran's revolution might spread
  - d) wanted a peaceful Persian Gulf
6. **Which was a result of the eight-year Iran-Iraq war?**
  - a) over one million dead
  - b) victory by Iraq
  - c) victory by Iran
  - d) stability in the Gulf
7. **What was the response of the international community to Iraq's invasion of Kuwait in 1990?**
  - a) the U.N. demanded an immediate withdrawal of Iraqi troops
  - b) the U.S. immediately declared war on Iraq
  - c) Iraq declared Kuwait to be its 19th province
  - d) U.N. weapons inspectors entered Iraq
8. **On the eve of the war the American public was**
  - a) evenly divided on whether or not to go to war
  - b) 90% in support of the war
  - c) 90% opposed to war
  - d) unaware that a secret war was about to be waged
9. **President George H.W. Bush put together an international military coalition to drive Iraqi forces from Kuwait that included**
  - a) Palestine, Israel, and Iran
  - b) all countries in the United Nations
  - c) no Arab states
  - d) forces from many nations including Arab states
10. **On January 16, 1991 the Coalition forces began five weeks of air strikes that**
  - a) overthrew Saddam Hussein
  - b) destroyed the civilian and military infrastructure of Iraq
  - c) were opposed by the United Nations
  - d) killed more people than WWII

**11. Iraq launched missiles into Israel during the war in an attempt to**

- a) undermine Arab participation in the Coalition
- b) gain Kuwaiti support for the war
- c) force the U.S. out of the war
- d) overthrow the Jewish state

**12. On February 24, 1991 the Coalition began a ground war that lasted**

- a) 100 minutes
- b) 100 hours
- c) 10 weeks
- d) 10 months

**13. Why did President George H.W. Bush decide to leave Saddam Hussein in power rather than overthrow his regime in February of 1991?**

- a) ousting Saddam could lead to the disintegration of Iraq
- b) a weak Iraq could strengthen Iran
- c) the U.N. mandate for war did not call for regime change
- d) all of the above

**14. What was the U.S. response to the Shiite rebellion in southern Iraq following the end of the Gulf War?**

- a) to attack the Iraqi forces which suppressed the rebellion
- b) to attack the Shiites
- c) to remain uninvolved
- d) to send U.S. forces to support the anti-Saddam forces

**15. After the Gulf War, United Nations inspectors entered Iraq to look for**

- a) weapons of mass destruction
- b) Kuwaiti prisoners of war
- c) illegal drugs
- d) human rights violations

**16. U.N. sanctions imposed after the Gulf War**

- a) brought down the regime of Saddam Hussein
- b) led to the death of more than half-a-million Iraqi children
- c) protected Iraqi civilians from a brutal dictator
- d) helped to rebuild the war-damaged infrastructure of Iraq

**For questions 17 - 20 refer to the handout of *Newsweek* images**

**17. Which is the least accurate statement about mainstream media coverage of the Gulf War?**

- a) it was critical of government war aims and highlighted the horrors of war
- b) it presented the enemy leader as evil and dangerous
- c) it was influenced by government PR strategies
- d) it highlighted high-tech American military superiority

**18. Which was not one of the U.S. government strategies used to influence media coverage during the Gulf War?**

- a) censorship
- b) training military spokespeople in PR strategies
- c) limiting reporters' access to the battle front
- d) embedding hundreds of reporters with the troops

**19. Which slide presents an anti-war image?**

- a) #19
- b) #24
- c) #26
- d) #27

**20. Place the number of the corresponding slide after each of the following:**

The U.S. Commander in Chief \_\_\_\_\_

Commander of Coalition forces \_\_\_\_\_

during Operation Desert Storm \_\_\_\_\_

Anti-Saddam Rebels \_\_\_\_\_

The Basra Road \_\_\_\_\_

**ANSWER SHEET FOR MULTIPLE CHOICE TEST****THE GULF WAR**

1. d) democracy
2. a) the Ottomans, the British, the Ba'ath Party, Saddam Hussein
3. c) a dictatorship
4. b) an Islamic fundamentalist government
5. c) feared Iran's revolution might spread
6. a) over one million dead
7. a) the U.N. demanded an immediate withdrawal of Iraqi troops
8. a) evenly divided on whether or not to go to war
9. d) forces from many nations including Arab states
10. b) destroyed the civilian and military infrastructure of Iraq
11. a) undermine Arab participation in the Coalition
12. b) 100 hours
13. d) all of the above
14. c) to remain uninvolved
15. a) weapons of mass destruction
16. b) led to the death of more than half-a-million Iraqi children
17. a) it was critical of government war aims and highlighted the horrors of war
18. d) embedding hundreds of reporters with the troops
19. c) #26
20. The U.S. Commander in Chief – **slide #18**  
Commander of Coalition forces during Operation Desert Storm – **slide #27**  
Anti-Saddam Rebels – **slide #30**  
The Basra Road – **slide #28**





HANDOUT



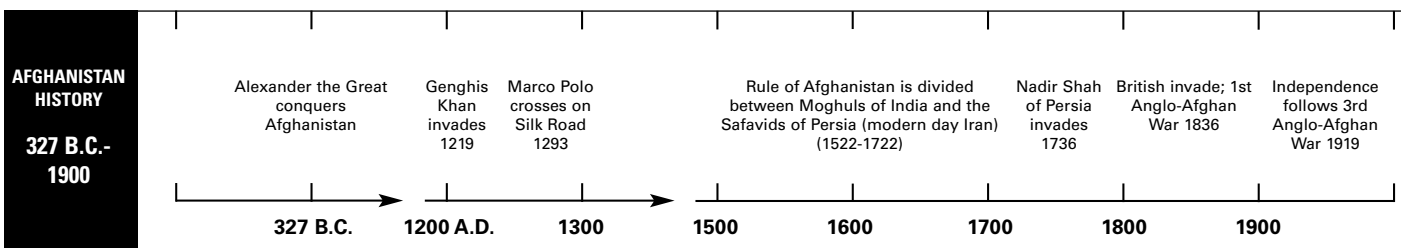
# A SHORT HISTORY OF THE WAR IN AFGHANISTAN: 2001

For thousands of years, Afghanistan's location in Central Asia has attracted both travelers and conquerors. In the 7th century **Arabs** introduced **Islam** to Afghanistan, and today the great majority of Afghans are **Muslim**. There are many different ethnic groups in Afghanistan, including Pashtun (the largest), Tajiks, Hazaras and Uzbek. The people of this rugged land have remained staunchly independent for centuries and resisted modern domination by both the **British Empire** and the **Soviet Union**. Throughout the 19th and 20th centuries Afghanistan was led by a succession of **shahs** until the **monarchy** was overthrown in 1973. Political turmoil in the 1970s culminated in a Soviet occupation of Afghanistan.

## WAR AGAINST THE SOVIETS

The **1979 Soviet invasion** of Afghanistan ushered in decades of war and a massive **refugee** crisis. Afghan **mujahideen**, Islamic warriors from various ethnic groups, fought the Soviets and gained support from around the world. President **Ronald Reagan**, who characterized the communist Soviet Union as "the Evil Empire," gave military

financial, and moral support to the mujahideen as part of the **Cold War**. The battle against the Soviets drew thousands of non-Afghan Islamic warriors from throughout the Muslim world. One of these **militants** was a young Saudi millionaire named **Osama bin Laden**. Bin Laden, like many **Islamic fundamentalists**, believed that all Muslim countries should be ruled by strict religious governments that follow a particular brand of Islam. Mujahideen warriors like bin Laden were called "freedom fighters" by President Reagan for their relentless struggle against the Soviets. The **CIA** sent hundreds of millions of dollars a year to the mujahideen in one of the largest **covert** operations in U.S. history. Although the Soviets anticipated a quick victory in Afghanistan, that war became "Russia's Vietnam" and helped to bring about the collapse of the Soviet Union. In 1989, after nearly a decade of fighting, the Soviets withdrew from Afghanistan in defeat. Over 1 million Afghans and 15,000 Soviets died in the war and over 6 million Afghans fled their homes. Two years later the Soviet Union dissolved into 15 new nations, including five Central Asian states with majority Muslim populations.



Central Asia

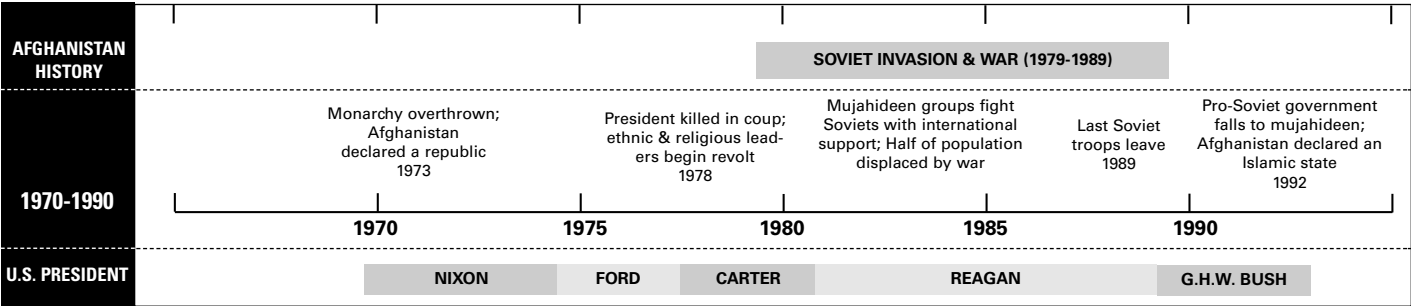


CIVIL WAR AND THE TALIBAN

The Soviet withdrawal did not bring peace to Afghanistan. Mujahideen leaders fought among themselves for control of the country, destroying much of the capital city of **Kabul** in the process. Afghanistan remained without a functioning central government throughout the early 1990s until a group of Islamic students and fighters known as the **Taliban** took control of Kabul in 1996. The Taliban established a fundamentalist government and imposed very strict Islamic laws. Women were forbidden from attending schools or working outside the home, music was banned, and non-Islamic religious practices were suppressed. The international community condemned the **human rights abuses** of the Taliban, but Afghanistan was so poor and isolated that the world had little leverage with which to influence the government.

OSAMA BIN LADEN IN AFGHANISTAN:

Taliban leader Mullah Mohammad Omar had developed a relationship with Osama bin Laden throughout the long war against the Soviets. After the Soviets were defeated, bin Laden and his followers decided to spread their **jihad** beyond Afghanistan. They turned their attention towards Arab governments, including Saudi Arabia and Iraq, which they believed were corrupting true Islam. After the Gulf War in 1991, the U.S. stationed thousands of troops in Saudi Arabia, bin Laden’s native country and the location of Muslim holy sites in **Mecca and Medina**. Bin Laden, and many other Islamic fundamentalists, developed a great hatred for the United States. They believed that American cultural, financial, and military influences were corrupting Muslim nations. They saw the United States as the primary supporter for **Israel**, a Jewish state created from Arab land in the heart of the Middle East. In the 1990s, bin Laden’s **Al Qaeda** network and other terrorist groups began attacks against U.S. targets. Bin Laden was expelled from The Sudan in 1996 and then returned to Afghanistan where the Taliban gave him **sanctuary**. In 1998 the **Clinton** administration bombed Afghanistan after it was determined that Al Qaeda was behind the deadly attacks on the U.S. **embassies in Kenya and Tanzania** that killed over 200 people. Despite the U.S. missile attacks and international pressure, the Taliban continued to harbor bin Laden and host Al Qaeda training camps in Afghanistan.



## 9/11 AND THE WAR IN AFGHANISTAN:

On **September 11, 2001**, 19 Al Qaeda-trained terrorists (15 of them citizens of Saudi Arabia) hijacked four American passenger jets and used them to attack the United States. They crashed a plane into the **Pentagon** and two of the planes into the **World Trade Center** twin towers in New York City. Passengers on the fourth hijacked plane fought the attackers and the plane crashed into a field in Pennsylvania before it could strike the intended target. Approximately 3,000 people were killed in the attacks. President **George W. Bush** immediately declared a **War on Terrorism** and demanded that Afghanistan turn over Osama bin Laden, who was suspected of masterminding the attacks. The Taliban government refused to turn him over, and in October the U.S. military launched a war in Afghanistan. U.S. and British troops fought alongside Afghan forces that had been in an ongoing war against the Taliban. Taliban forces fell quickly to the better-trained and equipped U.S. military and in November, troops from the anti-Taliban **Northern Alliance** took control of Kabul. The Taliban and Al Qaeda leadership went into hiding.

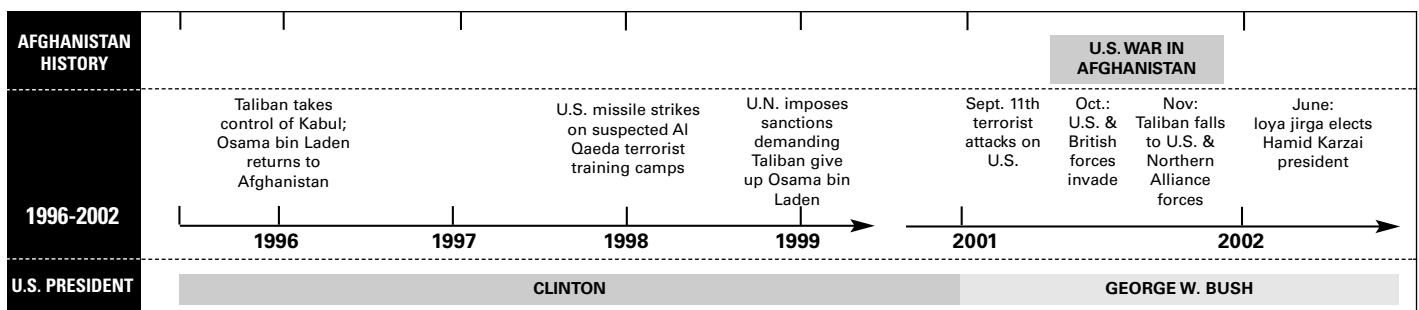
## AFTER THE WAR

In June 2002, an Afghan **loya jirga**, or grand council of tribal leaders, appointed a new government under **Hamid Karzai**. Karzai's government, with promises of support from the international community, set out to rebuild the nation. Young Afghans, male and female, began to return to school

and refugees began coming home. But the health care, transportation, communications, and economic **infrastructure** of the country had been almost entirely destroyed by decades of war. Fighting continued as rival **militia** leaders vied for power and President Karzai tried to assert control over the nation. At the same time, U.S. attention shifted towards the hunt for bin Laden and war with Iraq.

## MEDIA COVERAGE OF THE WAR IN AFGHANISTAN:

On September 11, 2001, millions of Americans watched live television coverage of the twin towers crumbling to the ground. It is likely that no single event will have a greater impact on the collective psyche of the **post-9/11** generation of Americans than those attacks. The targets were undoubtedly chosen for the terrifying impact that the images of the burning towers would have on the United States and the world. Osama bin Laden and Al Qaeda used mass media skillfully to convey their views about America. Media coverage of the U.S. War in Afghanistan cannot be separated from the nation's response to September 11th. As you look at *Newsweek* coverage of the war in Afghanistan, think about the coverage you have seen from the Vietnam War and the Gulf War. How and why has *Newsweek* coverage changed with each of these wars? What impact did the attacks of September 11th have on *Newsweek* coverage of the War in Afghanistan? What does this coverage communicate about leaders and events, and about America's role in the world?





**SLIDE SCRIPT**

# WAR IN AFGHANISTAN: 2001

## SLIDES 32-43

**\*\*Afghanistan PowerPoint: Access online or via the Media digital folder with digital media device\*\***

This slide script provides teachers with historical information and probe questions linked to each of the *Newsweek* images. Teachers may move quickly through the images delivering key information, but we suggest a slower “collective reading” of the images. This will allow teachers to involve typically quiet students, teach visual literacy skills, cover more content, and engage the class in an interactive analysis and discussion of the issues raised by these historic documents.

**VOCABULARY AND KEY CONCEPTS** (listed by slide number)

<b>#32</b> September 11th Al Qaeda World Trade Center (twin towers) Pentagon War on Terrorism Taliban	<b>#40</b> burka Soviet Union Ronald Reagan mujahideen refugees human rights
<b>#33</b> Islamic fundamentalism Osama bin Laden sanctuary terrorist training camps Muslim Arab	<b>#42</b> Al Jazeera  <b>#43</b> commentary opinion piece news analysis columnist editorial
<b>#34</b> commando air war	<b>POSTSCRIPT</b> Hamid Karzai
<b>#37</b> Northern Alliance guerilla war	
<b>#38</b> Kabul non-Afghan Muslim jihad	

NOTE

Key concepts and vocabulary are in **bold** the first time they appear. Most are defined in the glossary.

Students should read the accompanying “Short History of the War in Afghanistan” before beginning the slides. This will provide key background information that will be reinforced during the slide analysis.

SLIDE #32



OCTOBER 1, 2001  
“We will not falter...”

SEE INFO BOX

QUESTION    **What messages about the upcoming war are communicated in this image and text? How are those messages communicated?**

ANSWER       The U.S. is prepared to go to war and determined to fulfill its mission.

EVIDENCE     prominence of the flag = patriotism, upright posture of the sailors facing the ocean with the text = determination and power in facing a foreign enemy, simplicity and sharpness of the image = a simple and clear message

ANSWER       The country is united and speaks with one voice.

EVIDENCE     absence of quotation marks around the text “We Will Not Falter” implies that the country is speaking (this type of editorial statement in support of the war as the headline for a news article would have been very unlikely prior to September 11th)

QUESTION    **Is there a pro-war or anti-war bias to this two-page spread? What is your evidence?**

ANSWER       This image and text are pro-war.

EVIDENCE     highly patriotic image and text:  
“We Will Not Falter”

INFO

On **September 11, 2001**, terrorists suspected of belonging to **Al Qaeda** hijacked four passenger planes from U.S. airports. The terrorists crashed two of the planes into the **World Trade Center twin towers** in New York City, killing approximately 3,000 people. A third plane crashed into the **Pentagon** in Washington D.C., the center for the United States military. The fourth plane, possibly destined for the White House, crashed in a field after passengers attempted to regain control from the hijackers. This was the worst terrorist attack in the history of the United States. Within a day, President Bush declared a **War on Terrorism**. The first target in that war was the Al Qaeda terrorist group, which was being harbored and supported by the government of Afghanistan. This image appeared in *Newsweek* shortly after the September 11th attacks, as the Bush administration was preparing to go to war in Afghanistan to destroy Al Qaeda and overthrow the **Taliban** government that controlled the country.

**SLIDE #33**



**OCTOBER 15, 2001**  
**"Why They Hate Us"**

**SEE INFO BOX A**

QUESTION	<b>What messages about Muslims are communicated by the titles and image? What is your evidence?</b>
ANSWER	"They" (implying Muslims) hate "us" (implying Americans).
ANSWER	Muslims are violent, manipulative, and filled with rage.
EVIDENCE	innocent little boy with a gun = adult manipulation, the boy's piercing eyes and sad expression which is intensified by harsh shadows = "Islamic rage"

**SEE INFO BOX B**

QUESTION	<b>Why would <i>Newsweek</i> perpetuate a stereotype of hateful anti-American Muslims? What is your evidence?</b>
ANSWER	The image together with the provocative title was very powerful and shocking, particularly after the September 11th terrorist attacks. This sensational coverage was likely to sell more magazines, which is the primary goal of <i>Newsweek</i> .

**INFO A**

The September 11th attacks on the World Trade Center and the Pentagon were carried out by Arab militants who follow an extreme form of **Islamic fundamentalism**. **Osama bin Laden** and members of Al Qaeda are committed to waging war on Western influence in the Middle East and Muslim world. They advocate violent revolution to overthrow the governments of most Muslim nations and the creation of extremely strict Islamic governments. Their brand of Islamic fundamentalism is opposed to many of the freedoms that Americans take for granted, including tolerance of religious differences. They receive some popular support, however, in many Muslim countries. In Afghanistan, a fundamentalist movement known as the Taliban took control of the government in the mid-1990s. The Taliban government provided **sanctuary** for Osama bin Laden and the Al Qaeda militants who set up **terrorist training camps** in which to plan their attacks. In response to both the September 11th attacks and the Taliban's refusal to hand over Osama bin Laden and other Al Qaeda leaders, the United States went to war in Afghanistan. This photo was taken at an anti-U.S. rally in Pakistan shortly before the war began. The government of Pakistan sided with the U.S. in the war.

**INFO B**

Although there is considerable anti-American sentiment in many Muslim nations, it is a stereotype that **Muslims, Arabs,** or people from the Middle East hate the U.S. Only a small percentage of Muslims support violent Islamic fundamentalism.

**QUESTION** Is this an accurate news photo? Could it have been digitally manipulated?

**ANSWER** Although credible news magazines do not digitally alter “news” photos, the cover is considered to be an advertisement for the magazine, not news, and therefore open for manipulation. Since the photo credits indicate that it was taken at “an anti-U.S. rally in Islamabad (Pakistan) on September 28th, 2001,” it is likely that the photo is authentic. However, in this case the magazine may have changed the contrast, color, or other factors to dramatize the image.

**SEE FOCUS ON THE MEDIA BOX** →

### SLIDE #34



**OCTOBER 29, 2001**  
“Special Ops”

**SEE INFO BOX A** →

**QUESTION** What messages about the war are communicated? What is your evidence?

**ANSWER** The U.S. will win the war with high-tech weapons.

**EVIDENCE** emphasis on high-tech gun and text

**QUESTION** What role does the color red play in this otherwise green, gray, and black cover image?

**ANSWER** Red unifies and frames the cover, focuses the viewer on the weapon, and dramatizes the connection to war and blood.

**SEE INFO BOX B** →

### FOCUS ON THE MEDIA

News photos are always manipulated in some ways. For example, the photographer chooses the camera angle, source of lighting, and framing of the subject. Editors and art directors make other decisions such as cropping of the image, size, and placement on the page. These types of visual construction are considered within the accepted bounds of credible news photography. However, magazine covers are essentially considered to be advertisements, and photos shown on their covers are often altered in more sensational and manipulative ways in order to sell more magazines. Sometimes these kinds of manipulations have caused public criticism – as when *National Geographic* in 1982 digitally moved two pyramids closer together, or, more recently, when *Time* darkened O.J. Simpson’s skin color after he was found guilty in a civil trial. But mostly the obvious and dramatic manipulation of photographs on magazine covers is considered to be within ethical bounds.

### INFO A

By mid-October U.S. forces like this **commando** were on the ground in Afghanistan supporting the American **air war** against Taliban and Al Qaeda forces.

### INFO B

It is possible that *Newsweek* digitally manipulated the color in this cover image by adding red to the gun scope in the center.



**SLIDE #35**



**OCTOBER 29, 2001**  
**"Get Out of My Way"**

**SEE INFO BOX**

- QUESTION** What messages about female soldiers are communicated? What is your evidence?
- ANSWER** Women soldiers are aggressive, determined, and powerful.
- EVIDENCE** angle looking up into sky = power and authority, posture and face = determination, text = aggressiveness, quotation marks imply she is saying "Get Out of My Way"
- QUESTION** Why might *Newsweek* highlight women soldiers in the war?
- ANSWER** Newness of women soldiers, appeal to female readers, promotion of new roles for women.

**INFO**

Only recently have female soldiers in the U.S. Air Force been permitted to fly combat missions.

**SLIDE #36**

**OCTOBER 29, 2001**  
**"The Men at War...  
 And Their Gear"**

QUESTION	<b>What messages about the war are communicated? What is your evidence?</b>
ANSWER	The U.S. has training, technology, and high-tech weapons for fighting this war.
EVIDENCE	images and text
QUESTION	<b>Why might <i>Newsweek</i> have laid out this article, "The Men at War... And Their Gear," the way that it did?</b>
ANSWER	This format attracts attention with its simple visuals. It is easy to read quickly, the layout is similar to an advertisement, the images of war and technology are sensational and attract quick attention.
QUESTION	<b>Is there a pro-war or anti-war bias to this two-page spread? What is your evidence?</b>
ANSWER	This seems like a pro-war article.
EVIDENCE	the images and text present an exciting, exotic, even fun view of war without any bloodshed but with lots of new weapons that look like clothing and toys from a catalog

**SLIDE #37**



**NOVEMBER 12, 2001**  
"At the Front"

**SEE INFO BOX A**

QUESTION	<b>What messages about the war are communicated? What is your evidence?</b>
ANSWER	There is some pain and suffering for Afghan fighters.
EVIDENCE	grimace of Afghan guerilla in center, guns and rockets
ANSWER	Some Afghan fighters practice traditional ways.
EVIDENCE	hand-made guitar, traditional clothes and tent

**SLIDE #38**



**NOVEMBER 26, 2001**  
"The Fall of the Taliban"

QUESTION	<b>Would you guess that the Afghan soldiers pictured here on the bus were from the Northern Alliance (U.S. allies), or from the Taliban (U.S. enemies)?</b>
ANSWER	The Afghan soldiers on the bus are pro-U.S. Northern Alliance troops.
EVIDENCE	red, white, and blue colors framing soldiers = pro-U.S., smiles = allies, full and identifiable faces are typically used for allies while enemy forces are often faceless (or dead) with the exception of enemy leaders such as Osama bin Laden

**SEE INFO BOX B**

**INFO A**

The **Northern Alliance** was an Afghan military coalition that fought a brutal **guerilla war** for many years against the Taliban government. After the September 11th attacks, the U.S. aided the Northern Alliance in its attempt to overthrow the Taliban.

**INFO B**

In November 2001, Northern Alliance troops, backed by U.S. air strikes, succeeded in overthrowing the Taliban and taking control of **Kabul**, the capital of Afghanistan. The Taliban government of Afghanistan was supported by **non-Afghan Muslims** (like Osama bin Laden) who provided money and soldiers to the government. In exchange the Taliban allowed Al Qaeda to set up terrorist training camps where thousands of foreign fighters came to join what they believed to be a **jihād**, or holy war, against nonbelievers. The dead soldier pictured here was believed to be a "foreigner" (non-Afghan), possibly from Al Qaeda, who was likely executed by Northern Alliance troops.

**SLIDE #39****NOVEMBER 26, 2001****"The Hunt for bin Laden"**

**QUESTION** What messages about the war are communicated here? What is your evidence?

**ANSWER** U.S. forces are now focused on killing one evil man.

**EVIDENCE** the bull's-eye, text: "Hunt," "Zero In," and "The Evil One"

**SEE INFO BOX** →

**QUESTION** Why is "The Evil One" in quotes?

**ANSWER** It is a quote from President Bush.

**INFO**

After the fall of the Taliban, Al Qaeda forces fled in search of new bases for their war against Western influence on Islamic societies.

**DISCUSSION QUESTION**

Is Osama bin Laden evil?

**SLIDE #40**



**NOVEMBER 26, 2001**  
 "Into the Light,"  
 "Newfound  
 Freedom"

**SEE INFO BOX A**

QUESTION	<b>What messages about the war are communicated? What is your evidence?</b>
ANSWER	The people of Afghanistan are now happy and free.
EVIDENCE	smiling girl's face with text: "Into the Light," man being shaved with text: "Newfound Freedom"

**SEE INFO BOX B**

**INFO A**

When the U.S.-backed Northern Alliance took control of the government of Afghanistan they lifted many strict Islamic laws put in place by the Taliban. Afghan men were allowed to shave and women could open their **burkas** (pictured here) to show their faces in public for the first time since the Taliban came to power.

**INFO B**

Afghanistan fought a bloody war against the **Soviet Union** that invaded in 1979. In the 1980s Islamic fighters like Osama bin Laden came to Afghanistan from around the world to fight the Soviets. The **Reagan** administration supported these Islamic **mujahideen** fighters with weapons and money because of U.S. opposition to the USSR. After the Soviets were defeated, mujahideen groups fought amongst each other for control of the nation for over a decade and millions of Afghans became **refugees**. In the mid-1990s an army of Islamic students called the Taliban came to power. They instituted an extreme brand of Islamic fundamentalism that violated basic standards for **human rights**. Women were denied employment and schooling, music was outlawed, ancient Buddhist statues were destroyed, and the country became isolated. The Taliban was even condemned by other Islamic fundamentalist governments such as the one in Iran.

**SLIDE #41**



**DECEMBER 3, 2001**

**"Where We Get Our Strength"**

QUESTION	<b>What messages about President Bush does this cover communicate? What is your evidence?</b>
ANSWER	The President values his wife and family.
EVIDENCE	pictured with wife and dogs on a lawn with text: "Where We Get Our Strength"
ANSWER	He is strong but also emotional.
EVIDENCE	size and upwards angle = power, text emphasizes strength and "His Emotions," smile = friendly
ANSWER	He is the leader of our nation in this time of crisis.
EVIDENCE	red, white, and blue colors and flag on his lapel emphasize patriotic theme while the text seems to speak for the Bushes and the nation

**SEE INFO BOX**

QUESTION	<b>Is there a pro-war or anti-war bias to this cover? What is your evidence?</b>
ANSWER	This is a pro-war cover.
EVIDENCE	patriotic, family-oriented, and up-beat image of the U.S. President emphasizing strength and feelings below text "Horror & Heroes"

**INFO**

An "exclusive" is when one news source carries an article that no other source has. In this case *Newsweek* is the only news source to carry this interview.

**SLIDE #42****DECEMBER 24, 2001**

"Eager boys rushed  
to do battle with evil men"

QUESTION

**What messages about the war are communicated? What is your evidence?**

ANSWER

Our young soldiers are pumped-up to fight evil foreigners.

EVIDENCE

text with image of shouting "boys" in war paint contrasted with a still of bin Laden with Arabic script (taken from Arabic television)

QUESTION

**Is there a pro-war or anti-war bias to this photo montage? What is your evidence?**

ANSWER

This is a pro-war montage.

EVIDENCE

America's "boys" are justified in their enthusiasm for war because the enemy is "evil"

**SEE INFO BOX** →**INFO**

The photo of bin Laden is taken from a television broadcast on the Arabic language news station **Al Jazeera**. Bin Laden sent videos exclusively to Al Jazeera, which has arguably become the most important news source in the Middle East since the September 11th attacks.

**SLIDE #43**



**DECEMBER 24, 2001**  
**"How to Save the Arab World"**

**SEE INFO BOX** →

QUESTION	<b>What messages about Arabs are communicated by this image? What is your evidence?</b>
ANSWER	Arabs are lazy and unproductive.
EVIDENCE	old and young Arab men and women sitting around and staring blankly into the camera, implied drug use (smoking a hookah)
QUESTION	<b>What messages about the U.S. role in the world are communicated by this title and image? What is your evidence?</b>
ANSWER	The Arab world is a mess and needs the U.S. to save it.
EVIDENCE	photo of man smoking a hookah pipe in a dirty and decaying cafe with text: "How to Save the Arab World"
QUESTION	<b>Is there a pro-war or anti-war bias to this two-page spread? What is your evidence?</b>
ANSWER	This image and text are pro-war.
EVIDENCE	justifies U.S. military involvement in the Middle East by suggesting that the Arab world needs the U.S. to intervene in order to cleanup the mess

**INFO**

News magazines and newspapers have different ways of covering current events. News articles typically focus on reporting factual news and the opinions of newsmakers, not the views of the news reporters. In this article, the *Newsweek* writer Fareed Zakaria shares his opinion about recent events and their meaning. This kind of article is known as a **commentary**, **opinion piece**, or a **news analysis**. The writers of these opinionated pieces are called **columnists** rather than reporters. Sometimes newspapers publish opinion pieces that reflect the views of the newspapers' editors who choose what news to print. When the opinion is that of the newspaper or magazine itself it is referred to as an **editorial**.



**POSTSCRIPT**

After the Northern Alliance took control of Kabul, the U.S. helped to install a pro-Western government in Afghanistan under President **Hamid Karzai**. Two years after the fall of the Taliban, Karzai's government had little control outside of Kabul. Although many Afghan refugees returned to the country, the job of rebuilding the nation after decades of war remains daunting. Osama bin Laden disappeared and the Al Qaeda network continued to stage terrorist actions from bases throughout the Middle East and beyond. The Bush administration's War on Terrorism quickly shifted its attention from Afghanistan to Iraq where it waged another war in 2003. Media attention has also shifted away from Afghanistan.

role. We should encourage them to seek multiple perspectives and diversify their sources. We can teach them to be critical readers, viewers, and listeners. And we must help them to seek truth, especially in times of crisis.

**MEDIA AND THE WAR IN AFGHANISTAN:**

The September 11th attacks had a clear effect on mainstream media coverage of the War in Afghanistan. *Newsweek* coverage of this war was characterized by patriotic imagery and language, the vilification of the enemy, stereotyping of Arabs and Muslims, and the absence of critical questions. This is a substantial departure from *Newsweek* coverage of prior wars. It is important for students to understand how and why news coverage is constructed, including the importance of historical context (i.e. September 11th). Media play a central role in American democracy. For our system to work we must teach our young people about that



## WAR IN AFGHANISTAN GLOSSARY

**Al Jazeera:** independent Arab television station that exclusively received and broadcast tapes of Osama bin Laden; a popular Arab news source since September 11th, 2001; considered by many to have a strong anti-American bias

**Al Qaeda:** Arabic for "the base"; an international terrorist organization founded in the 1980s by Osama bin Laden committed to using force and violence to oppose non-Islamic governments; organization that claimed responsibility for the events of September 11th

**Arab:** an ethnic identity typically referring to someone who comes from, or whose ancestors came from, one of 22 Arab nations in the Middle East and North Africa

**bin Laden, Osama:** founder of Al Qaeda and leader of various terrorist attacks including the 1993 bombing of the World Trade Center, the bombing of the U.S. warship Cole and the September 11th attacks in 2001

**British Empire:** the former territory controlled by Great Britain that included modern day Arab nations such as Iraq, Jordan, Palestine, and Kuwait as well as many other countries around the world.

**burka:** also called a "chador"; a piece of clothing for women that covers the entire body, including the face; worn by some Muslim women, and mandatory for women in Afghanistan during Taliban rule

**Bush, George H.W.:** 41st President of the United States (1989-1993)

**Bush, George W.:** 43rd President of the United States (2001-)

**Carter, James E. (Jimmy):** 39th President of the United States (1977-1981)

**Central Intelligence Agency (CIA):** a government agency that gathers, interprets, and disseminates foreign intelligence in order to aid the president and senior U.S. government policymakers in decision making

**Clinton, William J. (Bill):** 42nd President of the United States (1993-2001)

**Cold War:** the conflict between the United States and the former Communist USSR from the 1940s to the 1990s; the cause of many armed conflicts including the Korean War and the Vietnam War

**commando:** a member of a military unit that specializes in quick, hit-and-run raids into enemy territory

**covert operations:** undercover or secret military action

**embassy:** the official residence and offices of foreign government diplomats

**guerilla war:** a type of irregular warfare in which sabotage and/or harassment by fighters in small, independent groups is used to attack a large, often occupying, army

**human rights:** certain freedoms considered fundamental to all human beings

**infrastructure:** the system of public works and the resources required for the operation of a nation or state

**Islam:** the monotheistic religion based on the teachings of the Koran and the Prophet Muhammed; rapidly growing faith with over 1 billion followers predominately in South and East Asia, and the Middle East

**Islamic fundamentalist:** one who believes that life and society should be structured around the edicts of Islam; popularly used to refer to militants who advocate revolution to bring about strict Islamic government

**Jihad:** popularly understood as a holy war; according to Islam, efforts made by individuals and groups of people to eliminate evil from society

**Kabul:** the capital city of Afghanistan

**Karzai, Hamid:** President of Afghanistan beginning in June 2002; elected by a loya jirga in the aftermath of the U.S. War in Afghanistan and supported by the administration of George W. Bush

**loya jirga:** Afghan grand council that serves as the traditional forum for deciding the future of the country

**Mecca:** western Saudi Arabian city considered the holiest in Islam because it is the birthplace of the Prophet Muhammed

**Medina:** western Saudi Arabian city considered the second holiest in Islam because it is the place from which the Prophet Muhammed conquered Arabia after fleeing Mecca; only Muslims may enter the city

**militant:** one who uses military means or violence to fight for a cause

**militia:** a military force that is not part of a regular army

**monarchy:** rule by one person, usually for the lifetime of the ruler; hereditary rule by king, queen, emperor, or shah

**mujahideen:** Islamic guerilla fighters from throughout the Islamic world who fought in Afghanistan against the Soviets and during the Afghan civil war

**Muslim:** a follower of Islam

**Northern Alliance:** the anti-Taliban coalition formed in October 1996 among the Uzbeks, Tajiks and Hazaras, northern Afghan ethnic minority groups who were former enemies

**Pentagon:** the leadership of the U.S. military; U.S. military headquarters that is a five-sided building in Washington D.C.

**post-9/11:** referring to the condition or state of things after the September 11th attacks in 2001

**Reagan, Ronald W.:** 40th President of the United States (1981-1989)

**refugee:** a person who flees his/her country to escape political or military danger or persecution

**sanctuary:** a place of protection or refuge

**September 11th:** the popular culture reference to the terrorist hijackings and attacks on the World Trade Center and the Pentagon on September 11, 2001; also referred to as 9/11

**shah:** the historic title given to rulers in Iran, Afghanistan, and other Central Asian states

**Soviet Union:** formally the Union of Soviet Socialist Republics (USSR); the former communist union that spanned from Eastern Europe to Northern Asia and included 15 component republics; formed in 1917 and dissolved in 1991

**Taliban:** ultra-conservative religious and political group that seized control of Afghanistan in 1996 and was removed from power after the U.S. invasion of Afghanistan in 2001

**War on Terrorism:** the term coined by the administration of George W. Bush after the September 11th attacks referring to efforts to eliminate terrorism and terrorist organizations

**World Trade Center:** international trade complex of seven buildings in New York City including two 110-story towers (known as the twin towers); target of terrorist attacks in 1993 and 2001, the latter of which destroyed the center

**NAME:****Date:**

Use your knowledge of history and the handout of *Newsweek* images of the War in Afghanistan to answer these questions.

1. **Which best describes Afghanistan's geographic location?**
  - a) an Islamic state in the heart of the Middle East
  - b) a landlocked Central Asian nation
  - c) a fiercely independent nation made up of many ethnic groups
  - d) a former Soviet state with historic ties to Great Britain
2. **Islam was introduced to Afghanistan**
  - a) by the Taliban in the 1990s
  - b) by Arabs in the 7th century
  - c) by Marco Polo through the Silk Road
  - d) by the mujahideen during the war against the Soviets
3. **Afghanistan has a long history of**
  - a) resisting foreign invaders
  - b) welcoming cultural diffusion
  - c) close cooperation between various ethnic groups
  - d) industrial development
4. **For much of the last 200 years Afghanistan was ruled by a succession of**
  - a) American presidents
  - b) Russian czars
  - c) Persian kings
  - d) Afghan shahs
5. **The Soviet invasion of Afghanistan in 1979 did not begin**
  - a) decades of war
  - b) a huge refugee crisis
  - c) U.S. support for the mujahideen
  - d) Islamic fundamentalism
6. **Ronald Reagan called the mujahideen "freedom fighters" because of their**
  - a) struggle against the Soviet occupation
  - b) battle for religious tolerance
  - c) love of freedom and liberty
  - d) historic ties to the United States
7. **The Taliban were not accused of**
  - a) oppressing women
  - b) persecuting religious minorities
  - c) supporting terrorists
  - d) establishing a communist dictatorship
8. **Osama bin Laden first came to Afghanistan to**
  - a) work with the Taliban
  - b) set up anti-American terrorist training camps
  - c) fight against the Soviets
  - d) plan the 9/11 attacks
9. **Bin Laden is originally from**
  - a) Afghanistan
  - b) Pakistan
  - c) The United States
  - d) Saudi Arabia
10. **Which is not one of bin Laden's reasons for his jihad against the U.S.?**
  - a) the U.S. did not do enough to support the government of Saudi Arabia
  - b) the U.S. supports the government of Israel
  - c) the U.S. keeps in power corrupt and anti-Islamic Arab governments
  - d) the presence of U.S. forces in Saudi Arabia shows disrespect of the holy sites in Mecca and Medina

**11. The Clinton administration linked Al Qaeda to which terrorist acts in 1998?**

- a) the embassy bombings in Kenya and Tanzania
- b) the killing of Soviet citizens in a Moscow theatre
- c) September 11th
- d) attacks on U.S. peacekeeping troops in Somalia

**12. The day after the 9/11 attacks President George W. Bush declared**

- a) the Cold War
- b) War on Afghanistan
- c) War on Iraq
- d) War on Terrorism

**13. The majority of the 9/11 hijackers were citizens of**

- a) Afghanistan
- b) Saudi Arabia
- c) Pakistan
- d) Iraq

**For questions 14 - 17 and 20 refer to the handout of *Newsweek* images**

**14. Slides #34 and #36 suggest that the U.S. will defeat the Taliban through**

- a) strong American leadership
- b) our alliance with anti-Taliban forces in Afghanistan
- c) high-tech weapons and training
- d) determination and patriotic spirit

**15. The conflict shown in slide #37 came about as a direct result of**

- a) the Cold War
- b) the Gulf War
- c) the Arab/Israeli conflict
- d) the War on Terrorism

**16. The Afghan troops pictured in slide #38, who took control of Kabul in November of 2001, are from**

- a) Al Qaeda
- b) the Taliban
- c) the Northern Alliance
- d) the U.S. and British forces

**17. Which *Newsweek* page shows Kabul after the Taliban were overthrown?**

- a) #32
- b) #37
- c) #40
- d) #43

**18. The *loya jirga* is...**

- a) an Afghan grand council
- b) a mujahideen faction that fought the Soviets
- c) the constitution of Afghanistan
- d) Afghanistan's head of state

**19. Who was appointed leader of the government of Afghanistan in 2002?**

- a) Mullah Mohammad Omar
- b) Osama bin Laden
- c) Hamid Karzai
- d) an American military officer

**20. Which is not implied by the text and image in slide #43?**

- a) Afghanistan should be an Islamic state
- b) the Middle East is a mess
- c) the U.S. should play an active role in the world
- d) Arab governments are in need of reform

**ANSWER SHEET FOR MULTIPLE CHOICE TEST**

**THE WAR IN AFGHANISTAN**

1. **b)** a landlocked Central Asian nation
2. **b)** by Arabs in the 7th century
3. **a)** resisting foreign invaders
4. **d)** Afghan shahs
5. **d)** Islamic fundamentalism
6. **a)** struggle against the Soviet occupation
7. **d)** establishing a communist dictatorship
8. **c)** fight against the Soviets
9. **d)** Saudi Arabia
10. **a)** the U.S. did not do enough to support the government of Saudi Arabia
11. **a)** the embassy bombings in Kenya and Tanzania
12. **d)** War on Terrorism
13. **b)** Saudi Arabia
14. **c)** high-tech weapons and training
15. **d)** the War on Terrorism
16. **c)** the Northern Alliance
17. **c)** #40
18. **a)** an Afghan grand council
19. **c)** Hamid Karzai
20. **a)** Afghanistan should be an Islamic state





## ASSESSMENTS

# USING THE ASSESSMENTS

**\*\*Assessments PowerPoint: Access online or via the Media digital folder with digital media device\*\***

## MULTIPLE CHOICE QUESTIONS

***Intended for use after each of the three slide readings***

We have included 20 multiple-choice test questions about the history of each of the three wars. They are located after each of the three slide scripts in the binder along with answer sheets. The questions are linked to the student short history handouts (including the maps and timelines) and the in-class information from the slide scripts. The glossaries, which are intended for student use, define core vocabulary used on these tests. During the test each student will need the one-page handout of the slide images (use the black & white laminated image master to make copies).

## SUMMARY ASSESSMENTS

***Intended for use after completing all three of the slide readings***

**SHORT ANSWER:** The following summary assessments include three different types of short answer activities. Each activity includes a one- or two-page student handout, a one-page image handout (black & white laminated image masters), and an answer key/scoring guide.

**Which War and Why** uses *Newsweek* covers from all three wars to assess each student's ability to identify evidence in a news document that points to a particular historical time period.

**Bias in Coverage** uses *Newsweek* covers from the 2003 War in Iraq to assess each student's ability to identify bias in media coverage and the techniques used to influence readers, and to apply that analysis to a more recent war.

**Targeting North Korea** uses a 2003 *Newsweek* cover to assess each student's understanding of how and why news images communicate certain messages.

**DOCUMENT-BASED QUESTION ESSAY:** This assessment asks students to use the *Newsweek* images and text they have analyzed to write a formal essay that compares coverage during the three wars, discusses government influence on media, and evaluates press freedom during wartime. A scoring guide is included.

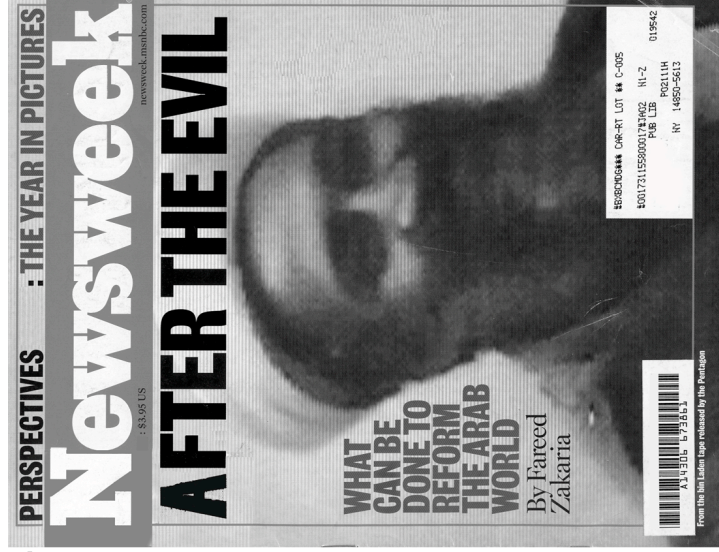
**SUMMARY QUESTIONS:** These questions (with suggested responses) may be used for discussion or adapted for writing activities. They include a reflection on the bias of these materials. The handout of slide images (one page per war, black & white laminated image masters) will assist students in answering these questions.





## WHICH WAR AND WHY?

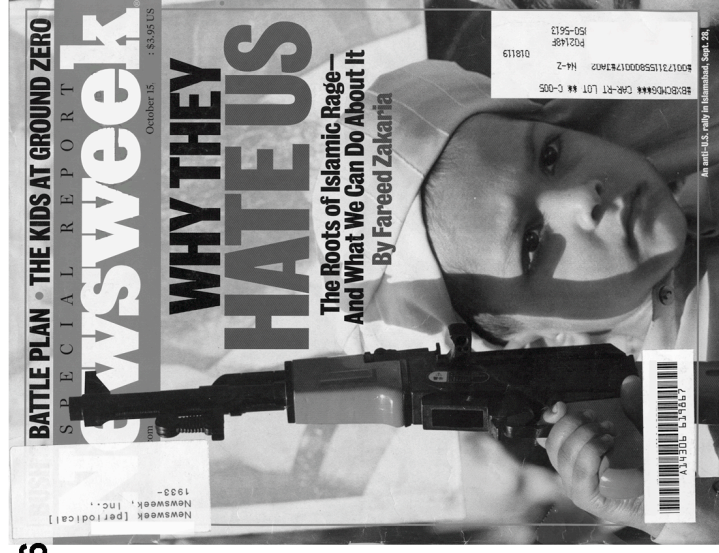
## #44



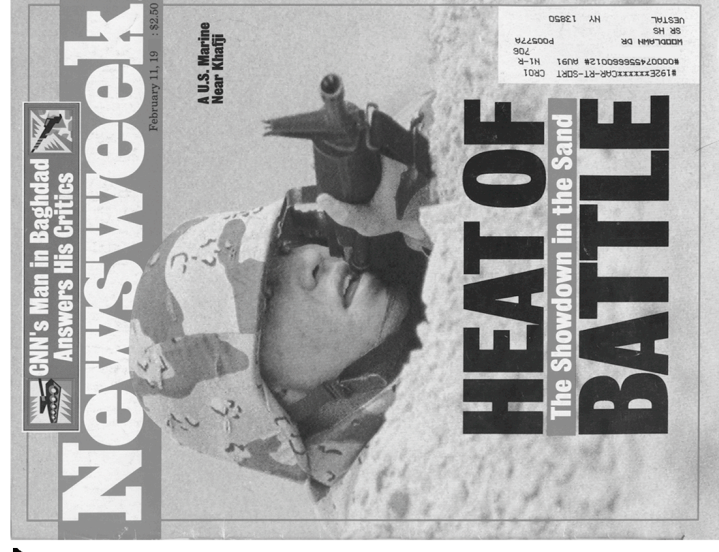
## #45



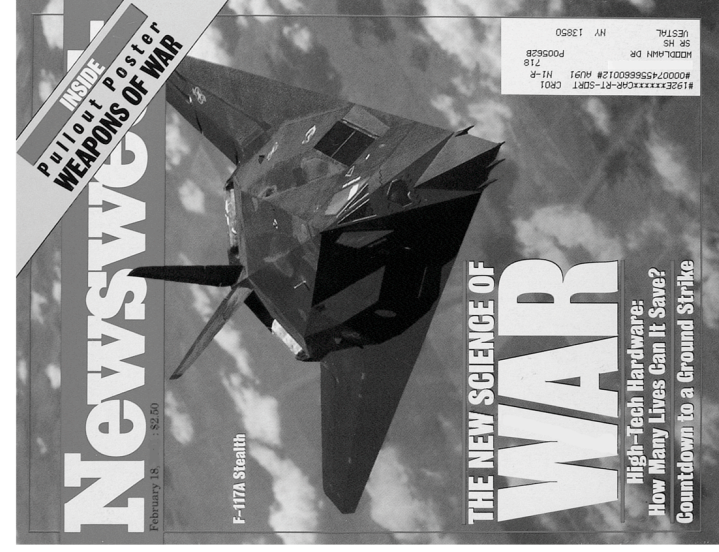
## #46



**#47**



## #48



#49





**NAME:**
**Date:**

*This activity will show your ability to identify evidence in a news document that points to a particular historical time period. For this activity use covers #44-49.*

**For each of the six covers, circle the correct war and give at least two pieces of evidence from the cover to back up your choice. There are two covers from each war.**

**COVER #44:**
**VIETNAM WAR**
**GULF WAR**
**WAR IN AFGHANISTAN**
**EVIDENCE:**


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**EVIDENCE:**


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**COVER #45:**
**VIETNAM WAR**
**GULF WAR**
**WAR IN AFGHANISTAN**
**EVIDENCE:**


---



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**EVIDENCE:**


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---

**COVER #46:**
**VIETNAM WAR**
**GULF WAR**
**WAR IN AFGHANISTAN**
**EVIDENCE:**


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**EVIDENCE:**


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**COVER #47:****VIETNAM WAR****GULF WAR****WAR IN AFGHANISTAN****EVIDENCE:**

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**EVIDENCE:**

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**COVER #48:****VIETNAM WAR****GULF WAR****WAR IN AFGHANISTAN****EVIDENCE:**

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**EVIDENCE:**

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**COVER #49:****VIETNAM WAR****GULF WAR****WAR IN AFGHANISTAN****EVIDENCE:**

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**EVIDENCE:**

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**SCORING GUIDE - WHICH WAR AND WHY?**

**Score 1 point for each correct answer and 1 point for each piece of valid evidence, with a maximum of 3 points per cover for 18 points total.**

- “I remember it from class” (#46, 48, 49) is not evidence from the cover.
- “The lines around the edge of the cover” or “the price” is evidence from the cover.
- Points may be awarded for valid evidence for the wrong war (see #48).
- There may be other valid evidence in addition to the answers below.

**COVER #44: WAR IN AFGHANISTAN**

- Osama bin Laden was a cover story after 9/11
- turbaned Muslims often illustrated Islamic fundamentalists in post-9/11 coverage
- the term “evil” was rarely used for leaders, even Saddam Hussein, before 9/11
- the focus on reforming the Arab world came after 9/11
- Zakaria wrote for *Newsweek* during the War in Afghanistan

**COVER #45: VIETNAM WAR**

- “The Troubled Army” refers to Vietnam, not the other wars
- many soldiers were overtly anti-war (such as wearing peace signs) during Vietnam, much less so in the other wars
- the peace sign was popularized during the Vietnam War
- the soldier’s open shirt and informal dress implies Vietnam, not more recent wars

**COVER #46: WAR IN AFGHANISTAN**

- turbaned Muslims often illustrated Islamic fundamentalists in post-9/11 coverage
- “Islamic Rage” was not an issue during the Gulf War or the Vietnam War
- the focus on “they,” meaning Muslims, hating Americans is a post-9/11 issue
- the “Ground Zero” text (at top) is a reference to the 9/11 World Trade Center site
- this “Special Report” suggests a big event related to “Islamic Rage” (9/11)
- this photo is from an anti-U.S. rally in Pakistan after September 11, 2001.

**COVER #47: GULF WAR**

- “CNN’s Man in Baghdad” is about the Gulf War (Peter Arnet who reported throughout the war from the Iraqi capital)
- the soldier’s camouflage, gun, and the sand in the photo are not from the Vietnam War
- “Showdown in the Sand” and “Heat of Battle” imply *Operation Desert Storm* (Gulf War)
- “Showdown” refers to the countdown to the ground war in the Gulf

**COVER #48: GULF WAR**

- only the Gulf War had a “Countdown to a Ground Strike”
- the Stealth bomber came after Vietnam (could be Gulf or Afghanistan)
- the high-tech “New Science of War” reflects Gulf War coverage (also Afghanistan)

**COVER #49: VIETNAM WAR**

- jungle setting is not the Persian Gulf or Afghanistan
- injured U.S. troops are more typical of Vietnam coverage than other wars
- “How Goes the War?” is critical, anti-war text, most like Vietnam War coverage
- “*Newsweek*” font is older than other covers





# BIAS IN COVERAGE & TARGETING NORTH KOREA

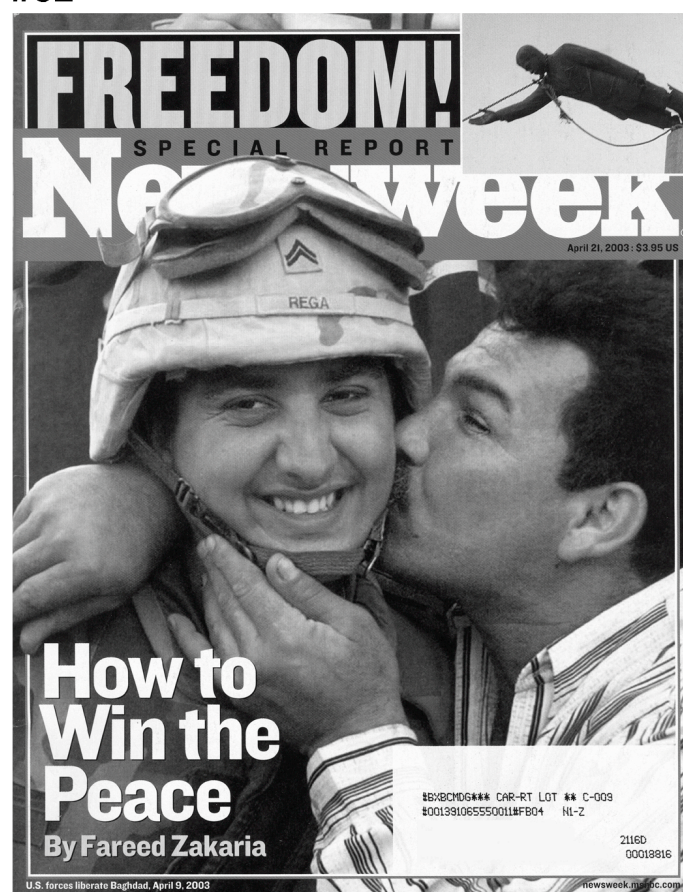
#50



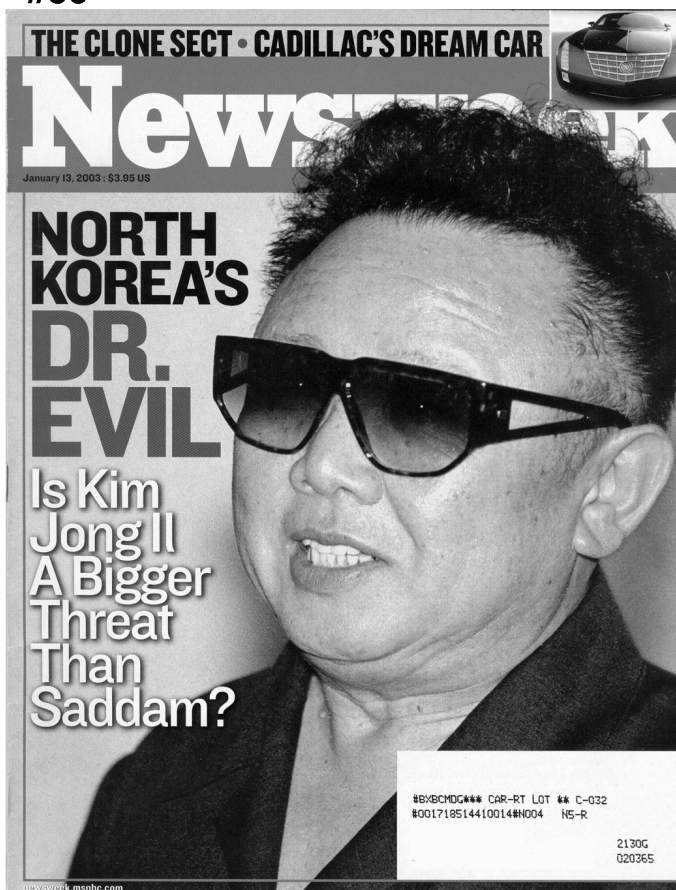
#51



#52



#53





NAME:

**Date:**

***This activity will show your ability to identify pro-war or anti-war bias in media coverage and the techniques used to influence readers. For this question use either cover #50 or #51.***

**WRITE A PARAGRAPH IN THE SPACE BELOW IN WHICH YOU:**

- Identify cover #50 OR #51 as either pro-war or anti-war.
- Describe at least 3 different factors from the cover that communicate the bias.
- Explain how each factor communicates the bias.

Make sure to use evidence from the cover to back up your position. You may add your knowledge from the 2003 War in Iraq but it is not necessary to do so.

### EXAMPLE PARAGRAPH

Cover #52 is clearly pro-war. I am guessing that this “Special Edition” of *Newsweek* came out at the time that Saddam Hussein was overthrown by the Americans. The photo of the statue of Saddam Hussein being pulled down with the text, “Freedom” communicates that his overthrow will lead to the freedom of the Iraqi people. The smiling face of the Coalition soldier being kissed by an Iraqi man communicates that the war has been successful and that the Iraqis love the U.S. for what we did. The text, “How to Win the Peace” suggests that the U.S. will win the peace as well as the war.

[illegible]





## SCORING GUIDE - BIAS IN COVERAGE

### SCORING:

- 1 point:** Correctly identifies bias for cover #50 or #51 but provides no appropriate evidence or explanation from the cover to back up choice. Incorrectly identifies bias but provides some limited evidence and explanation.
- 2 points:** Correctly identifies bias and provides some evidence and explanation from the cover including one or two factors with explanations of how they communicate the bias.
- 3 points:** Correctly identifies bias and provides clear evidence and explanation from the cover including three factors with explanations of how they communicate the bias.

### BENCHMARK 3-POINT ANSWER FOR COVER #51

*Although this cover shows a soldier, who I assume is American, looking young and handsome, the words and photo make this against the war in Iraq. Most importantly are the big words, "Hell Bent on War." This puts a negative spin on it. They are followed by smaller words, "Will attacking Saddam Hussein really make us safer?" This kind of question reminds me of the Vietnam War coverage and makes Americans doubt the war and the president. Mentioning, "fear on the front lines" is also a negative thing about war. Finally, the photo of the soldier is also kind of anti-war. He looks scared, his eyes are sort of bulged out and he is dirty.*

### BENCHMARK 3-POINT ANSWER FOR COVER #50

*Cover #50 is pro-war. The soldier on the cover is smiling (a positive thing) with the American flag behind her (patriotism). She is young, cute, and easy for most Americans to relate to. The headline tells the reader that she was saved (also a good thing). The photo of the soldier in the corner with the text "Inside Baghdad" shows the cool action of war on Iraq. All together the cover shows a patriotic and heroic story of a perky young female soldier being saved. This presents a good view of war.*

**Note:** The story of Jessica Lynch is well known and controversial. Students may be able to add their own knowledge to the paragraph. This can help their explanation but they must explore at least 3 factors from the cover to receive a top score.

### MEDIA COVERAGE AND THE STORY OF JESSICA LYNCH:

Jessica Lynch was captured by Iraqi forces on March 23, 2003 when her maintenance convoy took a wrong turn during the U.S. march towards Baghdad. She was injured in the assault and placed in an Iraqi hospital. On April 2nd, U.S. Special Forces staged a nighttime raid to rescue her that was documented by a military camera crew. Details about Jessica's captivity and rescue later became controversial. It turns out she had not received gunshot and stab wounds, as had been previously reported, and that she was treated very well by the Iraqis, not "slapped around" as

was written in some accounts. Government reports and the edited videotape of her rescue obscured the fact that her Iraqi guards had already fled the hospital before her rescue team stormed in and all the explosions and gun shots that can be heard on the video were from U.S. forces alone. Some see the Jessica Lynch story as a well-orchestrated PR campaign by the government and media while others welcome the celebration of this American hero's courage and struggle. Her story provides a good opportunity for the class to discuss these perspectives.





**NAME:**
**Date:**

*This assessment will show your understanding of how and why news images communicate certain messages. For the following questions use the Newsweek cover #53.*

**List three different messages that this cover communicates about Kim Jong Il\*. For each message describe the techniques used to communicate that message (e.g. particular angle, particular text, use of color)**

**MESSAGE:**
**TECHNIQUES:**
**MESSAGE:**
**TECHNIQUES:**
**MESSAGE:**
**TECHNIQUES:**

\*Kim Jong Il is President of the isolated communist state of North Korea. "Dr. Evil" is a reference to a character in the *Austin Powers* movies, popular with teens, who tries to take over the world.

**Write a paragraph about why you think *Newsweek* constructed this depiction of the North Korean leader the way that it did for its January 13, 2003 cover. Use evidence from the cover to back up your position.**



**SCORING GUIDE - TARGETING NORTH KOREA****PART ONE:**

Score one point for each appropriate answer that includes a message and techniques (max. 3 points).

Example answers:

- *message: He is evil. technique (the text: "Dr. Evil")*
- *He is not straightforward or trustworthy. (can't see his eyes behind dark glasses)*
- *He is not a regular or respectful politician. (informal or casual dress)*
- *He is a great threat to the U.S. (the text: "Is Kim Jong Il a bigger threat than Saddam?")*
- *He is a suave and hip guy. (his outfit, glasses, and cool Cadillac in the corner)*
- *He is a bungling but powerful bad guy. (reference to "Dr. Evil" character in Austin Powers)*

**PART TWO:**

Score one point for answers that do not address WHY *Newsweek* may have constructed this cover the way that it did. Score one point for answers that attribute *Newsweek's* negative depiction of Kim Jong Il solely to "make him look bad" without addressing *Newsweek's* marketing or advertising intent.

Score two points for answers that appropriately address the question and include discussion of *Newsweek's* goal of selling more magazines through sensational covers and/or targeting of youth.

**Benchmark 2-point answer**

*This cover will help Newsweek to sell more magazines, especially to kids. The text and the photo make the Korean leader seem both scary and interesting. He is supposed to remind us of the "Dr. Evil" character in the Austin Powers flicks so that we are more likely to buy the magazine.*

**Benchmark 2-point answer**

*On this cover Newsweek is tapping into public concern about the possibility of war with North Korea. If they make Kim Jong Il look really bad they may attract more readers. The text makes "North Korea's Dr. Evil" (big black font) seem like a bigger threat than Saddam Hussein (small white font). Maybe Newsweek is suggesting that we should go to war against him instead of Saddam or that we shouldn't go to war in Iraq if Kim Jong Il is worse than Saddam. Either way they are picking up on public fears about dangerous ("Dr. Evil"), and weird (the photo), foreign leaders in order to sell magazines.*

## COMPUTING THE FINAL SCORE FOR SHORT ANSWER ASSESSMENTS

### Which War and Why

Each of the six covers will have a score of 0–3 points. Total the scores.

- This assessment has a maximum of **18 points**.

### Bias in Coverage

This assessment will have a score of 0–3 points total.

- Multiply the score given by 3 for a maximum of **9 points**.

### Targeting North Korea

This assessment has two parts:

Part One will have a score of 0–3 points.

Part Two will have a score of 0–2 points.

Total the scores for the two parts (maximum of 5 points).

- Multiply that amount by 2 for a total maximum of **10 points**.

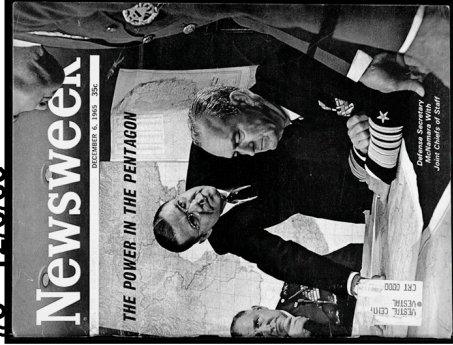
### FINAL SCORING:

- Add the totals from all the above for a maximum of **37 points**.
- Divide that total by .37 for a final score out of 100.

**\*\*All War Images viewed on the following three pages: accessible online or via the Media digital folder with digital media device\*\***



#3 12/6/65



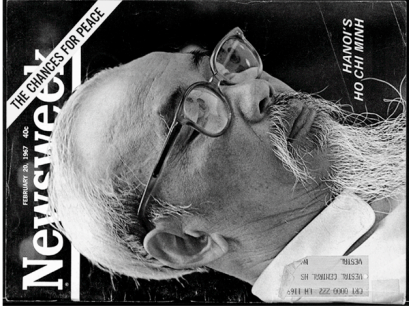
#8 1/1/68



#4 12/5/66



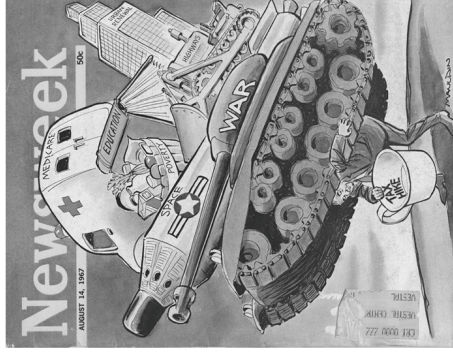
#5 2/20/67



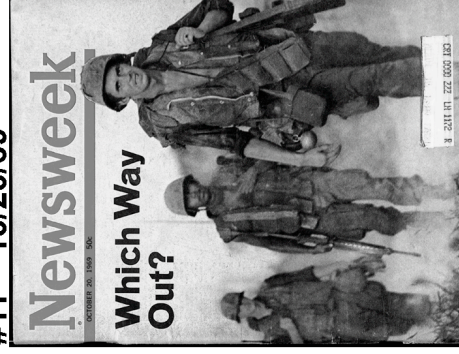
#6 7/10/67



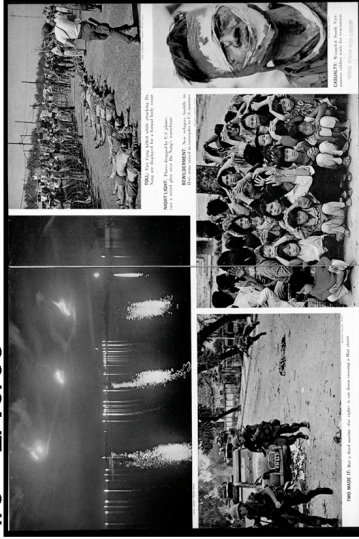
#7 8/14/67



#11 10/20/69



#9 2/19/68



#10 3/18/68



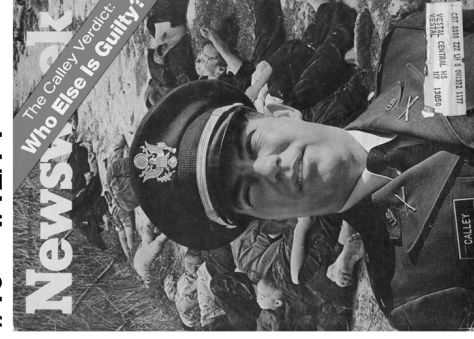
#13 5/18/70



#14 2/15/71



#15 4/12/71



#16 5/5/75







#18 12/10/90

**Newsweek**  
THE POLITICS OF BREAST CANCER  
A Fight Over Treatment and Money

**'This Will Not Be Another Vietnam'**

A Deadline for Diplomacy

And a Plan for All-Out War

Gen. H. Norman Schwarzkopf

#23 2/4/91

**Newsweek**  
INSIDE  
PILLOW MAP OF THE WAR ZONE

**HARD DAYS AHEAD**

A Brutal War on the Ground?

The POWs: Torture and Torment

Saddam's Environmental Terror

#27 3/11/91

**Newsweek**  
INSIDE PHOTO PORTFOLIO OF THE WAR

**VICTORY!**

REVEAL  
And What Comes Next

Gen. H. Norman Schwarzkopf

#19 1/7/91

**Newsweek**  
GAMBLER OF THE YEAR  
Saddam Hussein

**More Than Just a Madman**

SADAM'S ENIGMA

#24 2/18/91

**Newsweek**  
INSIDE  
PILLOW MAP OF THE WAR ZONE

**THE NEW SCIENCE OF WAR**

High-Tech Hardware  
How Many Lives Can It Save?  
Countdown to a Ground Strike

F-117A Stealth

#28 3/11/91

**Newsweek**

**TRUMP**

#20 1/21/91

**Newsweek**  
BLOODSHED IN LITHUANIA  
Gorbachev Sends in the Troops

**WAR**

THE PATH TO

'We'll Win, But Why Rush?'  
By America's Most Decorated War Hero

#25 2/25/91

**Newsweek**

**Under the Bombs**

It could be the beginning of a new era of peace in the region. Saddam Hussein has agreed to a U.S. demand for a U.S. air strike on a Baghdad neighborhood.

#29 3/18/91

**Newsweek**

**Triumph and Devastation**

#21 1/21/91

**Newsweek**

**ROBOTS OUT OF THE EAST**

Mixed Feelings

#26 3/11/91

**Newsweek**

**Under the Bombs**

#30 3/25/91

**Newsweek**  
BRUTALITY ON THE BEAT  
L.A.'s Cops Under Fire

**REVOLT**

Rebels in Bahrain

**IN IRAQ**  
Bush Keeps the Pressure On

#22 1/28/91

**Newsweek**  
SPECIAL ISSUE  
AMERICA

**AT WAR**



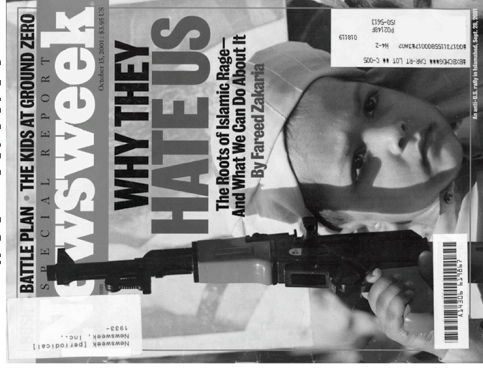


# The War in Afghanistan

#32 10/01/01



#33 10/15/01



#34 10/29/01



#35 10/29/01



#36 10/29/01



#37 11/12/01



#38 11/26/01



#39 11/26/01



#40 11/26/01



#41 12/03/01



#42 12/24/01



#43 12/24/01







**INSTRUCTIONS FOR DOCUMENT-BASED QUESTION ESSAY**

1. Read over the Document-Based Question Essay (DBQ Essay) handout and adapt the questions if appropriate.
2. Make copies of the three pages of black & white laminated *Newsweek* images (Vietnam War, Gulf War, and War in Afghanistan), one three-page packet per student. Image quality is important for these copies. Copy the DBQ Essay handout, one per student.
3. Introduce the assessment, hand out image packets and DBQ Essay, and give students an appropriate amount of time for the essay.
4. After students have finished the test you may want to discuss the answers. See the page titled *Summary Discussion Questions* later in this section for suggestions.
5. A scoring guide for the DBQ Essay is included later in this section.



## MEDIA CONSTRUCTION OF WAR: DOCUMENT-BASED QUESTION ESSAY

NAME:

Date:

### DIRECTIONS:

- Write a well-organized essay that includes an introduction and conclusion and that addresses all aspects of the task listed below.
- Use evidence from the *Newsweek* images in your handout to support your response.
- Include additional related information.

### Historical Context:

The news media influence attitudes and opinions about current events, in part through the words and images they present to the public. Media coverage of the Vietnam War in the 1960s and 1970s differed from coverage of the Gulf War in 1991 and the War in Afghanistan in 2001.

### Task:

Using information from the handouts and your knowledge of history, write an essay in which you:

- Compare and contrast *Newsweek* coverage of the Vietnam War, the Gulf War of 1991, and the War in Afghanistan in 2001.
- Discuss the ways in which the U.S. government has influenced media coverage during wartime since the 1960s.
- Evaluate the extent to which we have a free press in this country during times of war.



**SCORING GUIDE FOR DOCUMENT-BASED QUESTION ESSAY****SCORE OF 5:**

- Thoroughly addresses all three aspects of the task including:
  - comparison of media coverage of all three wars,
  - discussion of U.S. government influence on media coverage of war since Vietnam,
  - judgment about the existence of a free press during war.
- Shows a strong understanding of each of the wars and core issues related to government influence of media coverage during wartime.
- Uses appropriate and detailed evidence from the *Newsweek* images and brings in additional accurate information not found in the images.
- Goes beyond merely stating information and demonstrates the ability to effectively analyze, evaluate, and compare.
- Connects information and weaves it into a cohesive essay that supports the conclusions about a free press.
- Is a clear and well-developed essay with an introduction and conclusion, and shows consistent and logical organization and control of basic writing skills.

**SCORE OF 3:**

- Addresses some aspects of the task. This may include an adequate treatment of two of the three tasks or a very brief or flawed treatment of all three tasks.
- Shows a flawed or limited understanding of each of the wars and core issues related to government influence of media coverage during wartime.
- Includes some inaccuracies and unsubstantiated generalizations.
- Cites appropriate evidence from the images only one or two times and adds little outside information.
- Goes beyond merely stating information but demonstrates a limited ability to analyze, evaluate, or compare.
- Has an unclear theme or an inadequate connection of information to the theme. Does not adequately relate ideas to a conclusion about a free press.
- Writing is at times unclear, illogical, or unorganized. The introduction and conclusion are merely restatements of the task.

**SCORE OF 1:**

- Does not address the tasks. This may include a limited response to only one of the three tasks or an inadequate response to all three tasks.
- Demonstrates a very limited understanding of the history of the wars, and little or no understanding of government influence of media coverage during wartime.
- Includes nearly all inaccurate or unsubstantiated information.
- Uses no appropriate and detailed evidence from the *Newsweek* images and brings in no additional accurate information.
- Merely states information but does not appropriately analyze, evaluate, or compare.
- Does not connect information to an appropriate theme or address the issue of a free press during wartime.
- Is illegible, unclear, illogical, or unorganized. Has an inappropriate or inadequate introduction and conclusion.





## SUMMARY DISCUSSION QUESTIONS

*These questions are intended for use after completing the interactive slide presentations. They may be used for discussion or adapted for writing activities. The handout of the slide images (one page per war) will assist students in answering these questions.*

**How did *Newsweek* coverage of the War in Afghanistan, the Gulf War, and the Vietnam War differ?**

Most of the *Newsweek* coverage we saw from the Vietnam War was anti-war. Many of the covers asked critical questions about the war (*Can We Win?, How Goes the War?, Which Way Out?*). Many of the images showed the horrors of war for both the Americans and the Vietnamese (#8, 9, 10, 15, 16). The enemy was portrayed in a neutral or even positive light (#5), and anti-war protests were covered (#6, 13). In general the war was portrayed as negative.

The *Newsweek* coverage that we saw from the Gulf War was much more pro-war. The cover text did not ask questions as it had during the Vietnam War but instead made statements (*the Path to War, America at War, Victory!*). There was an emphasis on America's high-tech capabilities and the "New Science of War" (#24, 20, 22) and there were fewer images of the casualties of war than during Vietnam. Saddam Hussein, unlike Ho Chi Minh, was presented as an evil madman who deserved the war (#19, 25). The U.S. victory was presented as a terrific celebration (#27, 28, 29).

The *Newsweek* coverage we looked at from the War in Afghanistan was even more pro-war. It emphasized patriotic images (red, white, and blue, strong presidential leadership and flags). Much of the text was overtly pro-war (*We Will Not Falter, "Get Out of My Way," "Where We Get Our Strength"*). The enemy was labeled as "evil" (#39, 42) and described as hating America (#33). *Newsweek* coverage again celebrated U.S. high-tech weaponry as it did during the Gulf War. There were a few images of injured Afghans (#37, 39) but none that showed injured Americans. *Newsweek* coverage showed the

U.S. victory bringing freedom and liberation to the Afghan people (#39, 40), while the Arab world was portrayed in shambles and in need of "saving" (#43).

**What are possible reasons for *Newsweek* anti-war coverage during the Vietnam War but increasingly pro-war sentiments during the subsequent wars?**

*Newsweek* coverage reflects its primary goal of selling magazines by appealing to public interest and opinion. The Vietnam War became unpopular after many years of graphic media coverage, thousands of American deaths, questionable justification for the war, and a growing sense that the U.S. could not defeat the enemy. After 1968 popular opinion turned against the war and *Newsweek* coverage became more overtly anti-war.

During the Gulf War the government took action to influence media coverage including limiting journalists' access to battle scenes, providing images and information to the media, training military spokespeople in PR techniques, and censoring reports. The Gulf War was short, relatively few Americans died, and the U.S. won. *Newsweek* coverage reflected the positive, pro-war views of many Americans.

Coverage of the War in Afghanistan was a clear reflection of American public opinion after the September 11th attacks. The U.S. public was shocked, angry, and ready for retaliation. The patriotic mood in the nation made it difficult for mainstream news organizations to raise difficult questions about the War in Afghanistan. As the nation rallied behind the president and went to war, *Newsweek* played it safe and reinforced public opinion (and the government line) by constructing patriotic and pro-war images and text.

**OPEN-ENDED DISCUSSION QUESTIONS:**

- What is the proper role for media in wartime? Should media support the government in a time of crisis? Is it appropriate or even patriotic for media to raise hard and uncomfortable questions during a war?
- If mainstream media are big businesses, often controlled by huge corporations with ties to the government, can they be expected to challenge public opinion or government policy?
- If media do not present conflicting opinions and perspectives on war, how will the public learn the truth and decide what is right?

## REFLECTING ON THE BIAS OF THESE MATERIALS

It is important for high school and college students to begin to question the sources and perspectives of the educational materials used in the classroom, including textbooks, films, and other media materials. Students should ask questions about the producers of educational materials, the currency and accuracy of the information, and the bias or point of view of the materials. This is especially important when studying history. The slides and short histories in this kit should be deconstructed by students using these same critical questions. Students should be encouraged to ask questions about who produced these materials, for what purpose, with what bias, and to give evidence from the slides and histories that back up their analysis.

**What is the bias in this series of slides and in the history you have been reading? What is your evidence? Who produced these materials and for what purpose?**

These materials (the slides, teacher's guide, short histories, and assessments) were created by a not-for-profit group in upstate New York called Project Look Sharp, which is funded by Ithaca College and private foundations. Project Look Sharp's web site states that its primary goal is to help teachers integrate "media literacy" into the classroom.

The questions that the author poses about *Newsweek* coverage indicate that he wants to teach students to question the media and the government. The materials focus on media distortions (image manipulation, stereotypes, sensational covers) and government distortions (focus on the *Pentagon Papers*, control of Gulf War coverage). The facts presented in the short histories of the three wars are much more critical of the government than typical high school history texts. The *Short History of the Vietnam War* quotes the *Pentagon Papers*, "only the Viet Cong had any real support..." and "South Vietnam was essentially a creation of the United States," both controversial positions. The Gulf War slides focus on a government "campaign to manage media coverage," suggesting that the news coverage was biased in favor of the government.

The choice of what slides to include biased the readers towards a certain analysis. Are the 14 slides we saw from the Vietnam War really reflective of a decade of *Newsweek* coverage of that war or did the author choose those covers to present an anti-war view? Was *Newsweek* Gulf War coverage really as pro-war as the 12 slides seemed to indicate? It is also not clear if *Newsweek* coverage is typical of other magazines,

newspapers, or television coverage of the wars. However, this set of questions, which asks students to analyze the bias of the materials themselves, does indicate a sincere interest in teaching critical thinking.

**Are these slides propaganda?**

Mass media messages are constructed to persuade, to educate, to entertain, or to inform (or some of all four). All media messages come from a point of view. In that way all media messages are biased. These slides are intended to teach students to ask critical questions about the bias of news coverage. They are designed to counteract the effects of propaganda. On the other hand, these materials can be called propaganda because they "try to persuade using a one-sided message" – the message that students should always question the media.

***The teacher can use the dilemma about propaganda to lead into a philosophical discussion about truth.***

**How does one learn the truth about war when all media sources have a bias?**

The following principles can provide a starting point for discussion and reflection on our roles as students and citizens during a time of crisis.

**The search for truth must be:**

- **informed by credible sources**
- **open to many perspectives**
- **grounded in core values**
- **self-reflective and critical**

**RESOURCES AND FURTHER INFORMATION**

# ADDITIONAL ACTIVITIES

## MEDIA LITERACY ACTIVITIES RELATED TO THE STUDY OF WAR

Using the Internet, the library, and other classroom resources, the same process of critical analysis of media messages can be applied to studying other wars and historical events. The following suggestions could be used as homework assignments, or individual/small group projects to provide additional practice in media literacy analysis and deepen students' understanding of the relationship between historical events and their media coverage.

### Extend the Same Analysis to News Magazine Covers from Another Recent War

Apply the same critical analysis principles to studying magazine covers (or other media images) from other U.S. wars within the past 60 years (e.g., WWII, the Korean War, the War in Iraq). What messages are conveyed about those wars, and how are they similar (or different) from those conveyed about the three wars covered in this curriculum?

### Compare Images across Different Magazines

Pick one or more of the *Newsweek* covers from this curriculum, and find different news magazine covers (e.g., *Time*, *U.S. News & World*

*Report*) from that same week or month reflecting the ongoing war. Compare the content, tone, and message of the covers. In what ways were they similar? How were they different, and why?

### Compare Coverage of the Same Event Across Different Types of Media

Compare reports of the same event across different media sources (e.g., newspapers, news magazines, school textbooks, documentary films, encyclopedia). What information or images are consistent across different media sources? How are the sources different in terms of what information they included or left out, and the tone or emphasis of the message?

### Compare Coverage of the Most Recent War(s) in Newspapers from Different Countries

Using Internet sources for English language versions of foreign newspapers (see Web Resources), apply the same kind of critical analysis to the images and articles in news reports on the same day in different countries. How are they similar (or different) in what was reported, the tone or emphasis of the report, and the images selected? Discuss the implications of these differences in terms of what people in

each country “know” about the event, and how the media coverage might influence perceptions about the events and the people involved.

### Discuss or Design Magazine Covers for Other Wars

Select a war from a time period before news magazines such as *Newsweek* existed (e.g., the Revolutionary War, the Civil War). Using what you understand of the major issues, government perspectives, and public opinion at that time, design or discuss what a magazine cover during that event might look like. Include who would be featured, how the image(s) might be framed, what the accompanying titles/text might say, etc.

## ADDITIONAL VIDEO ACTIVITIES

### ***American Photography: A Century of Images***

Part Three of the PBS video, *American Photography: A Century of Images*, includes two short clips that work well with these slides. The 60-minute video includes many short sections about the impact of photographs on American history that are excellent resources for the classroom. The video can be ordered online at: <http://www.pbs.org/ktca/americanphotography/> or by calling 1-877-PBS-SHOP.

### Four Photos From Vietnam

The *American Photography* video includes a powerful five-minute segment looking at famous photos from the Vietnam War. It begins seven minutes into Part Three of *American Photography*. The segment opens with a discussion of the power of the still image followed by brief stories about four influential photos. These include three of the pho-

tos shown in the last Vietnam War slide (#16) and the Kent State photo on slide #13. It would be most appropriate to show this clip after finishing the Vietnam slides. It could be used to discuss the role of still images in creating a national memory. Ask students if they agree that still photos leave a more lasting impression than moving images. Ask what media images might define the historic memory of their own generation.

### “Impressions Rather Than Substance”

Another excellent five-minute segment looks at the role of image-making in American politics. The clip begins approximately 30 minutes into Part Three of *American Photography*. It includes a piece about government censorship during the Gulf War in which photographer David Turnley tells the story of how he took the photo in slide #26. This video clip can be shown while discussing slide #26, or at the beginning or end of the Gulf War slides.

- Show the one-minute clip about Ronald Reagan that begins with “I have never seen anyone in that job more comfortable in his own skin than Ronald Reagan” and ends with “I believe that people absorb impressions rather than substance, particularly in this day and age.”
- Explain that Michael Deaver was Ronald Reagan’s Press Secretary, the person responsible for contact with the media.
- Ask students if they agree with Deaver, that the American people “absorb impressions rather than substance.” Ask for examples to back up their positions.

- Show the next four minutes of the video through the Gulf War segment.
  - Ask what is ironic about the closing quote by Michael Deaver in which he warns viewers about government control of the media (Deaver directed government manipulation of the media but now warns against it).
  - Ask how the photographer, David Turnley, was able to take and publish the photograph of the dead American soldier (he left his press pool and Public Affairs officer, joined an elite mobile army surgical hospital (MASH) unit, and convinced the censors to allow the photo to be released).
  - Ask if this video has a similar or different perspective on media coverage of the Gulf War than *Lines in the Sand*<sup>1</sup> (similar).
  - Ask if this video is propaganda.
  - Discuss the saying, “truth is the first casualty of war.”

### ***Toxic Sludge is Good for You***

*Toxic Sludge is Good for You: the Public Relations Industry Unspun* (a 45-minute video produced by Media Education Foundation), includes an excellent five-minute segment about the public relations campaign in the fall of 1990 to convince Americans to support war in the Gulf. The segment details how the huge PR firm, Hill and Knowlton, manipulated public opinion through media coverage. The segment includes clips of a young Kuwaiti girl giving tearful but false testimony about Iraqi troops killing Kuwaiti babies followed by clips of President Bush and others repeating her story to the mass media. The segment, titled “Selling Wars,”

begins 24 minutes into the video. *Toxic Sludge is Good for You* – and many other media literacy videos made for classroom use – are available through the Media Education Foundation website: [www.mediaed.org](http://www.mediaed.org) or by calling 1-800-897-0089.

<sup>1</sup>Produced by Ed Griffin-Nolan, Laura Marini, and Peter Wirth.

## WEB RESOURCES

### MEDIA LITERACY ORGANIZATIONS

#### Center for Media Literacy

<http://www.medialit.org>

A nonprofit educational organization that provides leadership, public education, professional development, and educational resources nationally.

#### Alliance for a Media Literate America

<http://www.amlainfo.org>

A membership organization helping all people to be able to critically analyze and create messages using the wide variety of media, technology, and communication tools now available.

#### Action Coalition for Media Education

<http://www.acmecoalition.org>

Resources, research, and media literacy information with a focus on education, independent media voices, and political reform.

#### Media Awareness Network

<http://www.media-awareness.ca>

A Canadian nonprofit with a comprehensive collection of media education and Internet literacy resources, including lesson plans, articles, research, reports, and reference materials.

#### MediaChannel

<http://www.mediachannel.org>

"The global network for democratic media," featuring criticism, breaking news, and investigative reporting from hundreds of organizations worldwide.

#### Media Literacy Clearinghouse

<http://www.med.sc.edu/medialit>

A large listing of resources including lesson plans, critical analysis, and links. Includes sections on War Reporting/Resources, Images of War, and Visual Literacy.

#### Media Literacy Review

<http://interact.uoregon.edu/MediaLit/mlr/home/index.html>

An extensive list of resource links and a biannual online publication of information and resources related to the influence of media in the lives of children, youth, and adults.

### MEDIA INDUSTRY RESOURCES

#### Cable in the Classroom

<http://www.ciconline.com>

A cable industry-sponsored resource for educators including lesson plans, schedules of programs that can be taped for classroom use, and online magazines such as "Access Learning."

#### Discovery Channel School

<http://school.discovery.com>

Teaching resources plus information about Discovery television programs.

#### Channel One's Media Mastery Series

[http://www.teachworld.com/tw\\_pages/media\\_mastery.html](http://www.teachworld.com/tw_pages/media_mastery.html)

Curriculum materials to help teachers begin to incorporate media literacy and strengthen students' critical thinking and communication skills.

#### The New York Times Learning Network

<http://www.nytimes.com/learning/>

Teacher resources for all levels plus links to New York Times news features.

#### PBS TeacherSource

<http://www.pbs.org/teachersource/>

Large listing of lesson plans and classroom activities.

### MEDIA AND WAR RESOURCES

#### America Strikes Back? Critical Media Literacy in Times of War

<http://www.tandl.vt.edu/Foundations/mediaproject/>

An extensive multi-media website designed to engage readers to think critically about news during war, focusing on the War in Afghanistan and the 2003 War in Iraq.

#### Freedom Forum

<http://www.freedomforum.org>

"A nonpartisan foundation dedicated to free press, free speech and free spirit for all people." With articles, links to news organizations, and over 200 front pages of newspapers from 33 countries.

#### TIME magazine searchable archive of covers since 1923

<http://www.time.com/time/magazine/coversearch/>

#### World Newspapers

<http://www.world-newspapers.com>

Links to thousands of English language online newspapers and news sources from around the world.

#### Mideast News Service

<http://www.mnsnews.org>

A broad selection of regional and global news reports from and about the Middle East.

#### Fairness and Accuracy in Reporting (FAIR)

<http://www.fair.org>

A media watchdog group that provides documented criticism of media bias and censorship, including analysis of media coverage of war.

#### Media&Values #56

[http://www.medialit.org/reading\\_room/media\\_and\\_values\\_6.html](http://www.medialit.org/reading_room/media_and_values_6.html)

From the online collection of the *Media&Values* magazine published by the Center for Media Literacy from 1977 to 1993. See Issue #56 from Fall 1991 "The Media: In War and Peace" for articles and activities especially relevant for study of the Gulf War.



## ABOUT PROJECT LOOK SHARP

**PROJECT LOOK SHARP** is a media literacy initiative of Ithaca College, working in collaboration with local school districts, New York State BOCES, the National Association for Media Literacy Education, and other national media literacy organizations.

The project is designed to promote and support the integration of media literacy and critical thinking at all grade levels and in all instructional areas, as well as to evaluate the effectiveness of media literacy education in the schools. This curriculum-driven initiative works directly with teachers and support staff to reach students and aims to foster a spirit of collaboration among educators using media literacy. Project Look Sharp provides strategies, advice, and curriculum materials for media literacy instruction, and acts as a liaison between educators and the media literacy field at large.

The **primary goals** of Project Look Sharp are:

- To promote and support media literacy education at the community, state, and national levels
- To provide teachers with ongoing pre-service and in-service training and mentoring in media education
- To work with teachers to create new or revised teaching materials and pedagogical strategies that incorporate media literacy and enhance classroom practice
- To develop and publish curriculum materials that infuse media literacy into core content
- To evaluate the effectiveness of media literacy as a pedagogical approach in education
- To develop a model for including media literacy in the school curriculum at all grade levels and in all instructional areas, and to show how media literacy can help teachers address new and existing learning standards

### PUBLICATIONS

Project Look Sharp publishes curriculum kits and other media literacy materials for national distribution, each using media literacy as a pedagogical approach for teaching core content in social studies and other curriculum areas. To inquire about purchasing a non-Inetnet based version of *our curriculum*, email [looksharp@ithaca.edu](mailto:looksharp@ithaca.edu) or call 607-274-3471. Check also our website [www.projectlooksharp.org](http://www.projectlooksharp.org) for additional media literacy kits related to social studies, science and health.

The booklet *12 Basic Principles for Integrating Media Literacy and Critical Thinking into Any Curriculum* (Scheibe & Rogow, 2004) is available, free, at the Project Look Sharp website.



**PROFESSIONAL DEVELOPMENT SERVICES**

Project Look Sharp offers a variety of services for individual teachers and school districts, teacher education students and faculty, and other professionals working with K-12 school systems. These include the following:

***Summer Media Literacy Institute***

Each year Project Look Sharp conducts an intensive media literacy institute for teachers, support staff, college faculty, and other professionals working with students in an educational setting. Participants receive training in the theory and practice of media literacy, learn applications for digital technology, and work individually with a Look Sharp “coach” to develop a media literacy integration project for the following year. Graduate course credit from Ithaca College is also available through an additional online component as a follow-up to the Summer Institute.

***Workshops and Speakers***

Project Look Sharp personnel are available for large or small group presentations and workshops on a variety of media literacy topics. These range from a general introductory presentation on the use of media literacy in the classroom to topical workshops (e.g., Youth Culture and New Technologies, Critical Thinking and the News, Media Literacy and Health) and trainings for Look Sharp kits including *Media Construction of War*, *Media Construction of Presidential Campaigns*, and *Media Construction of the Middle East*.

**WEBSITE:** [www.projectlooksharp.org](http://www.projectlooksharp.org)

The Project Look Sharp website contains free curriculum kits and lessons, general information about the project, descriptions of upcoming events, a downloadable PDF file of the *12 Basic Principles for Incorporating Media Literacy and Critical Thinking into Any Curriculum* booklet, specific resources and ideas for integrating media literacy into various curricula, and links to other media literacy websites.

**For information about purchasing mobiles non-Internet based versions of curriculum kits and media materials, Project Look Sharp services, or to inquire about upcoming events, contact Project LookSharp at:**

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**Email:** [looksharp@ithaca.edu](mailto:looksharp@ithaca.edu)

**Phone:** 607-274-3471

**Fax:** 607-274-1925

**Website:** [www.projectlooksharp.org](http://www.projectlooksharp.org)

**Mail:** Project Look Sharp  
1119 Williams Hall  
Ithaca College  
Ithaca, NY 14850-7290



# INTRODUCTION TO MEDIA LITERACY

**MEDIA LITERACY** is typically defined as the ability to access, analyze, evaluate, and produce communication in a variety of forms. It is similar to *information literacy* and involves many components of *technology literacy* as well.

The term “*media*” generally refers to **mass media** messages communicated through visuals, language, and/or sound that are produced for a remote mass audience using some form of technology. These include traditional print-based media (e.g., books, newspapers, magazines, direct mail); audiovisual media (e.g., radio, television, movies, video games); and computer-assisted communication (e.g., computer games, cellphones, iPods, the Internet). Media also include recorded music, billboards and other signs, most games, package labels, and advertising in all of its forms. In the classroom, the media are likely to include textbooks, posters, and maps.

Like traditional literacy, media literacy involves critical thinking, analytical skills, and the ability to express oneself in different ways. Being **media literate** also entails using media wisely and effectively, including being able to judge the credibility of information from different sources. A media literate person will be aware of media’s influence on beliefs, attitudes, values, behaviors, and the democratic process. And in the same way that traditional literacy includes writing as well as reading skills, media literacy also emphasizes producing effective communication through a variety of different media forms.

There are **FIVE 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. Different people may interpret the same media message in different ways.
4. Media messages are produced for particular purposes, including profit, persuasion, education, and artistic expression.
5. Media messages have embedded values and points of view.

## INTEGRATING MEDIA LITERACY INTO THE CLASSROOM

In order for students to develop the analytical and technical skills needed to be fully literate in a contemporary sense, media analysis and media production should be continuously reinforced from kindergarten through high school (and beyond) in many different subject areas. The curriculum materials in this kit use media literacy as a pedagogical approach to study topics and concepts that are already part of the traditional school curriculum. Media literacy can be readily integrated into existing curricula on a wide range of topics and can be a valuable tool for exploring approaches to education that are interdisciplinary and that recognize different learning styles. Media literacy is particularly powerful in encouraging participatory citizenship and the appreciation of multiple perspectives.

When engaging in critical analysis of any media message, it's useful to ask some or all of the following questions.

### SIX QUESTIONS:

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?

These questions are particularly useful when introducing the concept of media literacy to a group or class of students, or when first using a new media resource in the classroom. **The Five Key Concepts and Six Questions appear on a separate handout at the end of this section and may be reproduced for students.**

Following are some **best practices for using media literacy in the classroom** that Project Look Sharp has developed from years of working with teachers at all grade levels, kindergarten through college.

- Always encourage students to get information from more than one source and to compare information gathered from different sources. Are there discrepancies across sources? Which sources are most credible for specific types of information?

- Encourage students to pay attention to print, audio and visual elements in media sources, noting information that can be learned, and impressions created from the images and sounds.
- For any media source (including textbooks, videos, and websites) make sure the students know who wrote or produced it, and when it was produced or published. If appropriate, discuss the implications for its usefulness in your current exploration. What perspectives might be included or left out? What information might be out of date?
- Begin the school year or the exploration of a new unit by developing an information plan in consultation with the students. What types of media and other information sources will the class be using? Where should students go for information on a particular topic, and what might be the strengths and weaknesses of each source?
- Identify erroneous beliefs and expectations that students may bring to the study of a particular topic, especially if such beliefs have been created by media derived from fiction. Take opportunities to identify and correct misleading or inaccurate information presented in current media sources and encourage students to bring in examples themselves.
- Train students to learn from videos (and other traditionally entertaining forms of media) in the same way that they learn from teachers, books, and other sources. When showing videos or films in the classroom, show only short segments at a time rather than the full film without interruption, leaving the lights on—if possible—to facilitate active viewing and discussion. Before showing a video, let the students know what things they should be looking and listening for. Pause the tape periodically to point out or ask questions about important information. If appropriate, encourage students to take note and to raise their hands during a video if they don't understand something they saw or heard.
- Use excerpts from different types of media sources as part of an end-of-unit assessment. For example, show students a short video clip, image, or advertisement, and have them identify things that are true or untrue based on what they have learned.
- Build elements of media production into the classroom experience. For example:
  - Encourage students to scan or download images into reports and term papers, making sure that they use images as part of the research process by including captions and citing the appropriate sources.
  - Provide options for individual or small group student presentations such as using PowerPoint, audio or videotape, or desktop publishing.
  - Create a class newspaper, or video presentation for parents (e.g., about a topic the class is studying, or illustrating a typical day in the classroom).
  - Be sure to emphasize an awareness of the five key media literacy concepts and six questions as part of the production process. Ask the students: What is *your* purpose? Who is *your* target audience? What information will *you* leave out, and how will that bias *your* message?

## **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?**

## **FIVE 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. **Different people may interpret the same media message in different ways.**
4. **Media messages are produced for particular purposes, including profit, persuasion, education, and artistic expression.**
5. **Media messages have embedded values and points of view.**