Author’s Name: Logan Osborn

Lesson Title: Relation Tensions Between Iraq and the US

Grade Level: 9-12

# Essential Question: Are relations between the US and Iraq forever damaged?

## Lesson Foundations:

### Content Standards

* A.H. 33. Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.
* M.W.H. 19. Religious diversity, the end of colonial rule, and rising nationalism have led to regional conflicts in the Middle East.
* C.W.I. 17. Economic, political, and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.

### Learning Objectives

1. SWBAT analyze source relating to relations breaking with Iraq due to the 2003 Invasion
2. SWBAT apply information from primary sources to support arguments relating to US & Iraq relations

### Assessments

1. Check for Understanding
2. Take A Stand
3. Exit Ticket

### Materials & Resources

* [Perspectives of the Iraq War](https://knilt.arcc.albany.edu/images/b/b3/Perspectives_of_the_Iraq_War_Primary_Sources.pdf)
  + (https://knilt.arcc.albany.edu/images/b/b3/Perspectives\_of\_the\_Iraq\_War\_Primary\_Sources.pdf)
* Iraq War DBQ PowerPoint
* Graphic Organizer
* Differentiated Graphic Organizer
* Primary Source Template
* Differentiated Primary Source Template

## Instructional Procedures/Steps:

### Opening: 5 Minutes

#### Bell Ringer

The teacher will begin the lesson by asking questions to the entire class. The questions will initiate the topic of the lesson for the students to begin thinking about the content. The questions will be presented on the learning tool NearPod to support and guide student learning. The questions:

* 1. What are relations between countries?
  2. What do you know about US relations with Iraq?
  3. Do you think these relations are damaged?

#### Introduction of Compelling Question & Learning Objectives:

The teacher will introduce the learning objectives and compelling question using the NearPod learning tool:

1. SWBAT analyze source relating to relations breaking with Iraq due to the 2003 Invasion
2. SWBAT apply information from primary sources to support arguments relating to US & Iraq relations
3. **Compelling Question:** Are relations between the US and Iraq forever damaged?

### Instruction: 32 Minutes

#### DBQ Activity

The teacher will provide students with a **graphic organizer** for a DBQ activity.

1. The teacher will explain the activity to the students by describing sources that will be analyzed during the activity and questions that correspond with the documents.
2. The teacher will break up the class into groups by randomly assigning them into groups of 3-4 students per group.
3. The teacher will instruct the students to complete the first two sources in the DBQ **graphic organizer** before moving on to the next step of the lesson.
4. The first two sources focus on:
   1. President Bush’s ultimatum to Iraqi leaders
   2. Attempts at Disarming Iraqi military peacefully
   3. Safety from terrorists for America and the World once disarming Saddam Hussein
   4. Senator Robert Bryd opposition against war in Iraq speech
   5. Accusations against the Bush Administration’s false evidence to support war
   6. The risk of international order by participating in war rather than diplomacy
5. Supporting Questions:
   1. When was this document written?
   2. What is the purpose for President Bush giving this speech?
   3. Why was President Bush giving the Iraqi leaders an ‘ultimatum?’
   4. What is Senator Robert Bryd’s message intended to do?
   5. How is this speech different from President Bush’s speech?
   6. What is Senator Robert Bryd arguing on the senate floor?

#### Check for Understanding

The teacher will stop the activity after the students have completed two of the sources along with the questions that correspond with the first two sources.

1. What is the message in Document 1?
2. What evidence supports the argument in Document 1?
3. What are the problems/issues mentioned in Document 2?
4. What is/are the difference(s) between Document 1 & 2?

#### DBQ Activity

The teacher will instruct the class to continue working in their groups of 3-4 students per group to complete the DBQ activity about US relations with Iraq. The teacher will also instruct the class to analyze the remaining two documents while answering questions in the **graphic organizer** that correspond with the sources. The remaining sources for this activity focus on:

1. Joint statements from the Foreign Ministers of Germany, France, and Russia
2. Conducting thorough investigations to disarm Iraq rather than use force
3. Statement from President Jacques Chirac against US resorting to war
4. Arguing that peaceful diplomacy is the answer, not military aggression
5. Message from the White House to Congress explaining the continuing threat in Iraq and how war must be the viable option
6. John Brady Kiesling’s Letter of Resignation describing that upholding the President’s policies were also for the betterment of America and the world
7. Kiesling realizing the Bush Administration is playing games of ‘war’ for the governments benefit
8. Supporting Questions:
   1. What does Document 3 describe about US allies relating to the War in Iraq?
   2. What is the main argument mentioned in Document 3?
   3. What is the White House detailing about additional issues with Iraq?
   4. Why did John Brady Kiesling’s resign?

#### Take A Stand

The teacher will present a question using PowerPoint for this assessment.

1. The teacher will instruct the students to use their understanding of the lesson’s material and their responses in the **graphic organizer** to form their answers.
2. This assessment will consist of students choosing a ‘Yes’ or ‘No’ response that is supported by evidence from the DBQ documents.
3. The teacher will instruct the students to share their thoughts and arguments with the entire class to drive discussion between classmates. This assessment specifically focuses on content and supporting arguments with evidence from the documents.
4. The question for the Take a Stand: Are relations between the US and Iraq forever damaged?
5. Supporting Questions:
   1. Does anyone have a similar stance?
   2. Who agrees/disagrees with their argument?
   3. Would anyone like to build on their claim?

#### Synthesis Discussion

The teacher will help put all of the pieces together from the lesson.

1. The teacher will discuss information and material from the DBQ activity and the Take a Stand that focuses on US and Iraq relations during the 2003 Invasion of Iraq to quell the spread of terrorism.
2. The teacher will address questions that students struggled to answer or missed to enhance their understanding of the content.
3. After completing the discussion, the teacher will instruct the students to complete one final assessment for the closing of the lesson.

### Closure: 5 Minutes

#### Extension Activity (Engage):

The teacher will ask students to use the remaining space on their **graphic organizer** to complete an extension activity.

* + 1. After completing the last primary source document, the teacher will ask the students to think and write down of a minimum of 3 key words that describe the relations between the United States and Iraq.
    2. The teacher will instruct the students to use the information from the primary source documents in the DBQ to complete this activity.

#### **Exit Ticket**

The teacher will instruct the class to answer the final question on the back of the **graphic organizer**. This question is the essential question from the lesson, and the question used during the Take A Stand activity.

* 1. The teacher will instruct the students to answer this question individually based on their own understanding of the material and to use content to support their argument.
  2. Once this is completed, the teacher will then instruct the students to submit their **graphic organizers** to the teacher as their Exit Ticket.

### Accommodations/ Enrichment

#### Accommodations

The teacher will provide students with a differentiated worksheet containing sentence starters. Additionally, the teacher will highlight important key terms and content in the four documents for the DBQ activity for all of the students to support their learning during the lesson activity

#### **Enrichment**

The teacher will provide a critical thinking question for gifted students once they have completed the DBQ activity. The students will reflect on prior knowledge, refer to their answers, and utilizing the primary sources to answer the enrichment question. This will challenge the students to think complexly about US relations with Iraq in the early 2000s and possibly how these relations can never be mended in the coming future.