

Historical Literacy Project Model Unit Gallery Template

Unit Title: Media's Influence on America's Policy

Designed by: Cliff Cromwell, Chris Kenton, Matt Lindell

District: Lake Forest, Capital

Content Area: U.S. History

Grade Level(s): 9-12

Summary of Unit This unit will ask the students to learn about the influence of media in directing people's actions. It will start with the students creating their own "Yellow Journalism" and analyzing their creations. Second the students will analyze the newspaper record from contemporary newspaper reports from across the country on the USS Maine sinking. Lastly the students will debate the issue of imperialism in present day Iraq with help from the debate from the Philippines.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

History Standard Two 9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

Big Idea(s) Yellow Journalism

Imperialism

Manifest Destiny

Propaganda

Unit Enduring Understanding(s)

Students will understand that the media can play an important part in influencing our thoughts and actions.

Unit Essential Questions(s)

Students will know...History is the interpretation of the past. Historians use historical facts in the creation of their interpretations.

Students will be able to...Analyze primary and secondary documents in order to draw conclusions about the past

Recognize the value and limitations of historical documents

Explain why there are competing views of the past

Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

Suggested Performance/Transfer Task(s) The transfer task for this unit is included in lesson #3.

Students can design the brochure using the computer or construction paper, and they can include pictures to illustrate their points. Once the projects are done, the teacher

will have a policy roundtable where the class can debate their points freely and present their points contained within the brochure. The teacher will take a poll after the debate/discussion to see what options were most popular. This is a good time to tell students that issues such as what is our role in the world is a question that is debated today and it has been debated by previous generations of Americans (ex: , War of 1812 and the War Hawks, imperialism—Philippines, Isolation vs. Intervention—World War II, Hamilton vs. Jefferson (pro-French vs. pro-British foreign policy). In each of these generations, Americans debated in favor or against one particular decision, which is where we currently stand today in our debate about our role in the affairs of Iraq. This discussion should lead into the debriefing part of this lesson which addresses the essential question for this lesson.

See Page 20 for directions

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson # 1 The use of Yellow Journalism

Cliff Cromwell

Lesson Description: Students (in Groups) will read a current newspaper article and then will convert it into a piece of yellow journalism.

Time Required: This should take about 1 class periods

Essential Question Addressed:

How did the media affect people's opinions and beliefs?

Can people be influenced in their thoughts through the use of media?

Enduring Understanding: This lesson is to introduce yellow journalism and the impact it had on the Spanish American War.

Materials: A number of short newspaper articles from your local newspaper. The article should have the standard journalism components of who, what, where, when how within the article.

Procedures:

1. Group students into 2 or 3 students per group.
2. Give the groups one of the articles to read and work on.
3. Tell the students they are now to rewrite the article so that they are to influence the emotional make-up of the reader. The use of adjectives and adverbs are essential.
4. Give them about 15-20 minutes to compose their article.
5. Bring the class back together and then have the students read their article. The other groups should listen and then verbally analyze the new article. Ask the class questions like:
How did the article make you feel?
What worked were used that made you feel this way?
Why do you think the writer wanted you to feel this way?
6. After all groups have reported then have the students summarize the activity. What was gained by the exercise? Does it have any value in our society today?

Debrief: The question arises, does the news media affect people's opinion and beliefs. Remind the students about what happens during an election campaign. How does this translate to the Spanish American War period?

Formative Assessment (“Check for Understanding”):

Choose one of the events---besides the *Maine* incident--, and create a piece of yellow journalism about the event. Each piece must include the following:

1. a sensational headline
2. a “shocking” photograph or drawing

3. a one- or two-paragraph article about the event. The article should focus on the most shocking, sensational, or emotional aspects of the event.

Resources and Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**
- A WAR IN PERSPECTIVE INTRODUCTION
http://www.nypl.org/research/chss/epo/spanexhib/page_2.html
Discusses the Spanish-American War. Answers the question: Why did Spain and the United States go to war?
- 1898-1998 Centennial of the Spanish & American War Background
<http://www.zpub.com/cpp/saw.html>
Gives background on the Spanish-American War, including reasons for the war, where the fighting took place, results, and effects on U.S. world leadership.
- Spanish-American War
<http://www.pbs.org/wgbh/amex/1900/filmmore/transcript/enhance/spanishamericanwar.html>
Gives a simple summary of the Spanish-American War and provides answers for questions like: Name 4 territories the United States gained from the war? What event increased U.S. support for a war against Spain?
- Encyclopedia.com Spanish-American War Introduction
<http://www.encyclopedia.com/html/s/spana1mw1ar.asp>
Brief statement answering the questions: What was the Spanish-American War? Who brought on the war?
- Encyclopedia.com Spanish-American War Causes of the war
http://www.encyclopedia.com/html/section/SpanAmWar_CausesoftheWar.asp
Answers questions: What was the reconcentrado, or concentration camp, system in 1896? How did the yellow press, especially W.R. Hearst AND Joseph Pulitzer report news from Cuba? What happened to the USS Maine? How did its explosion lead to war?
- Encyclopedia.com Spanish-American War A Short and One-sided War
http://www.encyclopedia.com/html/section/SpanAmWar_AShortandOne-sidedWar.asp
Where did the first dramatic incident of the war occur? When did it take place? Who was the leader? What happened and how did it end?
- Encyclopedia.com Spanish-American War Results
http://www.encyclopedia.com/html/section/SpanAmWar_Results.asp
What treaty ended the Spanish-American War? What was the result on the Spanish Empire? What happened to 1) Cuba, 2) Puerto Rico, 3) Guam, and 4) the Philippines?
What were the effects of the war on the U.S. as a world leader?
- Library of Congress Spanish-American War Rough Riders
<http://www.loc.gov/rr/hispanic/1898/roughriders.html>
Who were the Rough Riders? Who was the leader of the Rough Riders? Where did their famous battle take place?
- Library of Congress Spanish-American War Introduction
<http://www.loc.gov/rr/hispanic/1898/intro.html>
What event happened that caused the United States to declare war on Spain? On what date did it happen? Where did it take place? How much money did the United States have invested in Cuba? What was the product that the U.S. traded that was worth \$100 million? What did Congress pass on March 9th?

- What happened on March 28, 1898? What did President McKinley order on April 21, 1898?
- Small Planet Spanish-American War Remember the Maine
<http://smplanet.com/imperialism/remember.html>
Who were the two editors who were responsible for yellow journalism? What is yellow journalism? How did yellow journalism get its name.

 - **Most students will really get into this exercise this activity once they know that they can use their imagination with their article. Some groups might not want to read their article out loud. Just offer to read it for them.**

Lesson #2
The Sinking of the Maine, by Chris Kenton

Strategy 1: Gathering Information

- A. Have each student create a Frayer Model for the “Sinking of the Maine.” Fold a piece of paper in half twice and then bend down the upper-left corner. When the paper is opened, the creases of the paper have created four rectangular quadrants and a diamond-shaped area in the center.
- B. Teacher should create a transparency of the Frayer Model to fill in during class discussion. Use a piece of paper to cover the quadrants, revealing one at a time.

Definition

Characteristics

Who Caused the
Sinking of the
Maine?

Examples/Models

Non-Examples

Steps:

- 1. Introduce the concept of this lesson: The Sinking of the Maine, and how it was viewed throughout different parts of the country.
- 2. Characteristics: Have students predict how different parts of the country might respond to the sinking of the United States Battleship. What might have caused it to explode?
- 3. Examples/Models: Have students predict what the New York Journal or the New York World, known for Yellow Journalism, might have reported.
- 4. Non-Examples: Are there any theories that can be ruled out as to who might have blown up the Maine?
- 5. Definition: Have students take a guess as to who they think might have blown up the Maine.

Sample:

Definition – In your own words

The battleship Maine was probably destroyed by the U.S. as a result of a fire in a bunker.

Characteristics

The South, with possibly more Spanish people, might be more willing to blame the U.S. than a northern state.

Who Caused the Sinking of the Maine?

Examples/Models

The two newspapers mentioned probably put the blame on Spain hoping to incite a war.

Non-Examples

One might argue that Spain would have too much to lose by sinking the U.S.S. Maine.

Strategy 2: Gathering Information

Write inquiry on the board: How did different newspapers from throughout the country view the sinking of the U.S.S. Maine, and did their reports change over a period of time?

Have students begin to examine newspaper articles from different regions of the country the days following the explosion of the U.S.S. Maine.

Whole Group Discussion: Pose the following questions for discussion:

- Do we know what happened to the U.S.S. Maine? What are the FACTS of the incident?
- What evidence do you have for your answer? Give an example where the reporter uses solid evidence to support a claim made in the article.
- Which of these newspapers do you think is more reliable, and which one would you most likely buy?
- How are the newspapers from New York area different from those in different areas of the country?
- How significant do you think the Maine explosion was to the American people at this time? Why?
- Of all the different newspaper accounts, which one is more convincing? Why?

Check for Understanding:

How does the sinking of the Maine incident demonstrate the importance of differentiating between fact and opinion? Use a specific example from the Maine incident to support your answer.

Rubric

2 – Response provides at least one valid reason and an example that supports it.

1 – Responses includes at least one valid reason but does not include a relevant example.

The teacher will be able to show students front page papers from the following newspapers:

Houston Daily Post - Houston, Texas

The Times - Richmond, Virginia

New York Tribune – New York, New York

The Call - San Francisco, California

The Globe – St. Paul, Minnesota

Scranton Tribune - Scranton, Pennsylvania

We have the papers from the following dates:

February 16th – February 24th.

Teacher Tip: The instructor may want to put the class into 6 groups, and give out 1 set of papers from each city to a different group. It would be interesting to not tell the students that they have different papers, then ask the students what happened to see the reactions of different groups if their papers were different. This would further show students that history is often what is reported.

NEWSPAPER WEB PAGES

The web links below will take you to the actual newspapers pages for that date and Newspaper. Once at this Library of Congress site you can enlarge the pages and also go to the next page in that issue or link to the next day's issue. The students will have to search the pages carefully because headlines back then were not as large as they are in today's newspapers.

Houston Daily Post

Wednesday, Feb. 16, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn86071197/1898-02-16/ed-1/seq-1/>

Thursday, Feb. 17, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn86071197/1898-02-17/ed-1/seq-1/>

Friday, Feb. 18, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn86071197/1898-02-18/ed-1/seq-1/>

Monday, Feb. 21, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn86071197/1898-02-21/ed-1/seq-1/>

Tuesday, Feb. 22, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn86071197/1898-02-22/ed-1/seq-1/>

New York Tribune

Wednesday, Feb. 16, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1898-02-16/ed-1/seq-1/>

Thursday, Feb. 17, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1898-02-17/ed-1/seq-1/>

Friday, Feb. 18, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1898-02-18/ed-1/seq-1/>

Saturday, Feb. 19, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1898-02-19/ed-1/seq-1/>

Sunday, Feb. 20, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1898-02-20/ed-1/seq-1/>

Richmond Times

Wednesday, Feb. 16, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn85034438/1898-02-16/ed-1/seq-1/>

Thursday, Feb. 17, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn85034438/1898-02-17/ed-1/seq-1/>

Friday, Feb. 18, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn85034438/1898-02-18/ed-1/seq-1/>

Saturday, Feb. 19, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn85034438/1898-02-19/ed-1/seq-1/>

Sunday, Feb. 20, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn85034438/1898-02-20/ed-1/seq-1/>

Tuesday, Feb. 22, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn85034438/1898-02-22/ed-1/seq-1/>

San Francisco Call

Wednesday, Feb. 16, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn85066387/1898-02-16/ed-1/seq-1/>

Thursday, Feb. 17, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn85066387/1898-02-17/ed-1/seq-1/>

Friday, Feb. 18, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn85066387/1898-02-18/ed-1/seq-1/>

Saturday, Feb. 19, 1898: Page 1

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Sunday, Feb. 20, 1898: Page 1

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Tuesday, Feb. 22, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn85066387/1898-02-22/ed-1/seq-1/>

Wednesday, Feb. 23, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn85066387/1898-02-23/ed-1/seq-1/>

Thursday, Feb. 24, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn85066387/1898-02-24/ed-1/seq-1/>

Continues for many more days....use the web site to investigate further.

Scranton Tribune

Wednesday, Feb. 16, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn84026355/1898-02-16/ed-1/seq-1/>

Thursday, Feb. 17, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn84026355/1898-02-17/ed-1/seq-1/>

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Tuesday, Feb. 22, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn84026355/1898-02-22/ed-1/seq-1/>

St. Paul Globe

Wednesday, Feb. 16, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn90059523/1898-02-16/ed-1/seq-1/>

Thursday, Feb. 17, 1898: Page 1

<http://chroniclingamerica.loc.gov/lccn/sn90059523/1898-02-17/ed-1/seq-1/>

Friday, Feb. 18, 1898: Page 1

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Lesson #3
“What Should We Do With Iraq?”

Matt Lindell—Dover High School

Lesson Description: When the United States defeated Spain in 1898, it was faced with the following questions: Should we become an imperialist power and what should be the U.S. role in the world? With these questions came heated debate for and against involvement in the affairs of other nations, which resulted in the U.S. annexing the Philippines and maintaining some influence over the affairs of newly independent Cuba. Just over 100 years later, in 2003, the U.S. was once again asking the same questions, such as what should be the U.S. role in the world today and how long or indefinitely should we remain in control of Iraq’s affairs after our military toppled the Saddam Hussein’s government? In this lesson, students will review three popular opinions regarding our role in Iraq, and they must create a persuasive brochure with sufficient evidence to communicate their own opinion on the issue. Students will see that the same heated debate that went on in 1898 between imperialists and anti-imperialists still remains intact with only the names changing over time.

Time Required: 2-3 days

Essential Question Addressed: Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?

Enduring Understanding: History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

Materials:

Handout #1—Policy Opinions: The U.S. in Iraq: Confronting Policy Alternatives
(www.choices.edu Brown University)

Handout #2—Brochure Project Assignment

Paper, Markers, or Computer to create persuasive brochure

Procedures:

1. Students will come in and answer the following question of the day: What were the issues and reasoning for the U.S. keeping the Philippines after the Spanish American War? Students should mention either a strong sense of nationalism, to increase our sphere of influence and reduce the chances of another nation increasing theirs by taking the Philippines, or to educate and uplift the Filipinos by teaching them how to be civilized.

2. The teacher will mention that there is a parallel to the debate and the decision to keep the Philippines and the current debate about our role in Iraq. Many of the reasons for intervening and controlling Iraq are the same as the one’s given in support of annexation of the Philippines in 1898. In addition, there are many who are vocal about their opposition in increasing our

influence over another land just as there was in 1898 when anti-imperialists argued against annexation of the Philippines.

3. The teacher will handout Handout #1-- Policy Opinions: The U.S. in Iraq: Confronting Policy Alternatives. The teacher will have students read the instructions (1st page) to themselves. When the students are finished reading, the teacher will instruct them that they will be reviewing three different but popular arguments about what our role should be regarding Iraq. Students will read each argument including the pros and cons of each argument. Finally, the teacher will tell the students that they will be designing a persuasive brochure that will try to convince Americans to support their opinion. Give students Handout #2 Brochure Project Assignment. A student's opinion can be a hybrid of each opinion, but it has to provide solid evidence supporting their argument, and creative solutions that will help the U.S. reach its particular goal in Iraq.

4. Students can design the brochure using the computer or construction paper, and they can include pictures to illustrate their points. Once the projects are done, the teacher will have a policy roundtable where the class can debate their points freely and present their points contained within the brochure. The teacher will take a poll after the debate/discussion to see what options were most popular. This is a good time to tell students that issues such as what is our role in the world is a question that is debated today and it has been debated by previous generations of Americans (ex: , War of 1812 and the War Hawks, imperialism—Philippines, Isolation vs. Intervention—World War II, Hamilton vs. Jefferson (pro-French vs. pro-British foreign policy). In each of these generations, Americans debated in favor or against one particular decision, which is where we currently stand today in our debate about our role in the affairs of Iraq. This discussion should lead into the debriefing part of this lesson which addresses the essential question for this lesson.

Debrief: The teacher will conclude the lesson by reviewing the essential question: Were contemporary issues also problematic for past societies (Annexing Philippines vs. Our role in Iraq) and why are these issues difficult to solve? Students should see that the issue of what is the role of the U.S. in the world is still an open ended left for debate today just as it was in 1898 at the conclusion of the Spanish American War.

Formative Assessment (“Check for Understanding”):

Students will be graded on their creativity and persuasiveness of their brochures, and students will answer a question on the test that compares the issues regarding the annexation of the Philippines (1898) to our taking control of Iraq in 2003.

OPTION 1: Increase our presence in Iraq and secure our interests.

Iraq is free of Saddam Hussein's brutality and the world is free of the threat posed by this ruthless dictator. Iraq has taken the first halting steps towards establishing a democracy. The January '05 elections and the newly approved constitution are important steps in this direction. These are unprecedented developments in an important region filled with extremists and authoritarian governments.

These events would not have happened without U.S. leadership. They have taken place because the United States decided to confront the murderous ideology of Saddam Hussein and those who hate America. When the world community was unwilling to confront the threat of Iraq, we took the lead. While important international partners joined us in the war against Saddam Hussein, this was nonetheless a U.S.-led and almost completely U.S.-financed operation. Many Americans have died to bring liberty and democracy to Iraq. We have an obligation to honor their memory and sacrifice by staying the course.

Iraq continues to need our help, and stability in the region depends on our presence there. The Iraqi government alone does not have either the experience or the resources to defeat the many forces aligned against it. And this situation is only getting worse. If the insurgency is going to be stopped and a stable environment created, we must bring more U.S. forces into Iraq to exert control over all security, intelligence, and infrastructure. To undermine popular support for the insurgency, we must invest more in basic infrastructure, public health, and education. We should continue to rely on American companies to take the lead in rebuilding the country's infrastructure. We should pay particular attention to securing and rebuilding Iraq's oil industry in order to ensure a steady supply of oil to world markets and to get the Iraqi economy back on its feet. No matter how long it takes or how costly it is, we must continue to work with the new Iraqi government to develop and train Iraqi police and security forces as well as other public service officials. We must also prepare the new Iraqi leadership to accept a continuing U.S. presence in Iraq to ensure that Iran (a country with an illegal nuclear program) does not try to further expand its regional influence and power.

Stability in this troubled region is a national security priority for the United States. An Iraq that plunges into chaos will be a security threat to the United States and our allies in the Middle East. With thousands of U.S. soldiers stationed across the Middle East, we cannot afford to lose an area as significant as Iraq to extremism. On the other hand, an Iraq that is stable and democratic in the heart of the Middle East will be a boon to U.S. security. Rebuilding a stable and democratic Iraq will be a complex and costly process, but we must not waver from the continuing struggle against insurrection, terror, and sectarian violence.

Underlying Beliefs of Option 1

- As the driving force in the war with Iraq, we have the right to determine the nature of the peace as well as the responsibility to ensure that peace arrives in the area.
- Only strong U.S. leadership and a continued U.S. presence can create a stable Iraq that is not a threat to our interests and provides a bulwark for democracy in the region.
- Iraq harbors terrorists like those who attacked us on 9.11. We need a strong presence there militarily and ideologically.

Goals of Option 1

- Establish lasting order in Iraq—in the form of a democracy—in order to protect U.S. economic and security interests in the region and those of our friends and allies.
- Ensure a long-term U.S. presence in the new Iraq and establish a stable relationship with the government so that we can monitor any growing security threats.
- Demonstrate to rogue states that we do not intend to allow them to threaten U.S. interests with weapons of mass destruction (WMD) or terrorist tactics.

U.S. Policies to Achieve these Goals

- Increase U.S. troop strength in Iraq in order to defeat the insurgents and destroy terrorist networks.
- Cultivate relationships with Iraqi officials whom we trust to support our interests.
- Establish support from the Iraqi population by rebuilding infrastructure, such as reconstructing roads, securing water supplies, and providing constant electricity.
- Work with Iraqi officials to see that American companies get first priority to oversee the rebuilding effort.
- Build up Iraq's oil industry in order to pay for reconstruction efforts and ensure a steady flow of Iraqi oil to world markets.

Arguments Against Option 1

- Establishing a stable and more democratic government in a country with no longstanding tradition of a democratic process, a destroyed economy, and intense religious and cultural rivalries, is unlikely to succeed whether we stay for two years or for twenty.
- Iraqis, not Americans, must determine their own future. Forcing our will on the Iraqi people will only fuel resentment against the United States as an occupying nation, create a 'no-win' situation for Iraqis trying to reach compromise solutions, and continue to drive the rest of the international community away.
- Our continued military presence in Iraq lends credence to the arguments of those who accuse us of colonialism or imperialism in the region, and fans the flames of anti-Americanism in Iraq, in the region, and around the world. The longer we stay, the more we create a breeding ground for terrorism and increase the risk of terrorism against us.
- An unstable Iraq is not only a threat to our security but to that of others as well. However, if we continue to insist upon doing things only our way, we will never find a way to lessen the anger and distrust that many in the world community feel toward us and they will never be willing to contribute to the rebuilding effort.
- In order to quell the insurgency and secure Iraq, we will need more troops than we have there now. But army recruitment numbers are down, our export of military hardware and personnel (especially using National Guard units) to Iraq has already reduced our capacity to deal with disasters at home, and increasing numbers of Americans are calling for troop withdrawals. The only way to significantly increase troop numbers is to institute a draft and neither the U.S. military nor the American public will support this.
- Our continued presence in Iraq strains relationships with countries whose cooperation we need for the war on terrorism and reduces our credibility and trustworthiness on the global stage.

OPTION 2: Provide the Iraqis with the means to succeed and set a timetable to withdraw from Iraq.

Saddam Hussein is no longer in power. In January 2005 Iraqis held their first multi-part elections in fifty years, in October they approved a new constitution, and in December they voted for their first full-term government. The Iraqis have taken the first brave steps towards determining their own future. Yet Iraq faces an uncertain future with strong Sunni opposition to the new constitution and the insurgency growing. While there has been progress toward a more free and democratic Iraq, this journey will take many years—perhaps even decades. Iraq today is characterized by disorder and chaos and it does not appear that our presence is making things better.

Whether we were right or wrong to go into Iraq without the backing of the UN is no longer the question; we did. As the leaders of the coalition that removed Saddam Hussein from power, it is now our responsibility to follow through on our commitment to help the Iraqi people reign in the chaos that has overrun many parts of the country and establish a government of their choice. We hope that the government they establish will be a democracy, but we must accept that the democracy Iraq builds may not resemble our own.

We must do what we can to support the Iraqi people in their efforts. However, there are many factions in Iraq that resent us. Our continued military presence serves as a rallying cry for opposition and a recruiting tool for the insurgents. The most constructive thing we can do now is set a timeline for our withdrawal and agree to provide the necessary resources to the Iraqi authorities so that they can establish their own security institutions and political structure. To accomplish this, we should redouble our efforts to train and reconstitute the Iraqi military and police force and provide them with the tools to ensure internal security, give the Iraqis the resources to rebuild their economy, and stick to a timeline for our withdrawal. Only these steps will demonstrate to the Iraqis that we are committed to their success but do not intend to remain as occupiers in their country. These steps will also demonstrate to the international community that we are prepared to reestablish ourselves as partners in world affairs. Forcing our will on the Iraqi people only fuels resentment against us in Iraq and around the world, and creates a 'no-win' situation for Iraqi leaders who need to be able to demonstrate their independence from the U.S. as they try to build a democratic government that is supported by all factions in Iraq.

Finally, we owe it to our troops to establish clear goals that can be achieved in as short a time as possible, not forty or fifty years down the road. The price we have paid in Iraq has been high; we cannot continue to pay it indefinitely. We must put our faith in the Iraqi people, provide them with the support they need to rebuild their country, and set a clear timetable for our own withdrawal.

Underlying Beliefs of Option 2

- Having taken the lead in going into Iraq, we have an obligation to provide the Iraqis with the resources they need to regain control of the country and establish a stable government of their choosing.
- We may hope for a democracy in Iraq that is similar to our own, but ultimately it must be the Iraqis who determine their own future.
- While it would be irresponsible to just pick up and leave Iraq, the presence of our military forces in Iraq is providing fuel for increased anti-Americanism and for opposition to any new government that appears to be aligned with us.

Goals of Option 2

- Reduce the American presence in Iraq and bring our troops home within two years.
- Support Iraqi efforts to gain control and establish a stable government that does not threaten security in the region.
- Reduce anti-Americanism in the region and improve our relations with the international community.

U.S. Policies to Achieve these Goals

- Establish a timetable with defined stages and a clear end date for withdrawal of our military forces in Iraq.
- Train and equip the Iraqi army so that they can provide for the security of the country.
- Pour the necessary resources into reconstituting and training the Iraqi police force in the principles of democratic policing.
- Provide the necessary resources to help Iraqis upgrade and protect their oil industry as quickly as possible so that they can use funds from this to rebuild their economy.
- Solicit cooperation from Iran and Syria in order to help stabilize Iraq.
- Cooperate with the Iraqi government to help it realize democratic goals through constitutional reform, rule of law initiatives, institution building, and the development of civil society.

Arguments Against Option 2

- If we establish a timetable for withdrawal, yet continue to pour resources into Iraq, we could find ourselves supporting a fundamentalist government that is a threat to our interests.
- If we solicit the cooperation of Iraq's neighbors such as Iran and Syria, we will weaken our position on other issues such as nuclear weapons, terrorism, and Lebanon.
- If we withdraw but provide military equipment to Iraqi forces—as we will have to if we expect them to take control over the insurgents in Iraq—we could find this equipment used against us or our interests in the future.
- Any continued U.S. military presence, even with a clear timetable for withdrawal, will fan the flames of anti-Americanism in the region, thus making the region increasingly unstable for our troops and our long-term interests.
- We have started the process of democratization in Iraq at great expense to us and to the Iraqis. We owe it to ourselves and to them to complete the job. We cannot withdraw prematurely.
- With Saddam Hussein out of power, no WMDs found, and no clear connections between Iraq and Al Qaeda, Iraq poses little threat to the United States. We should not allow Iraq to continue diverting attention and resources from the more pressing threats of terrorism and al-Qaeda.

OPTION 3: Withdraw from Iraq now.

The war in Iraq was initially justified by a range of issues including the search for weapons of mass destruction (WMD), the removal of Saddam Hussein from power, the threat of further terrorism, and the desire to establish democracy in the region. Saddam Hussein is no longer in power, no WMDs have been found, and it has been clearly determined that there was no link between Saddam Hussein and the 9.11 attacks. Meanwhile, our continuing presence in Iraq only increases anti-Americanism and fuels terrorism against us and our interests in the region and around the world. Finally, while democracy may be a worthwhile goal, the difficulties Iraqis had constructing a new constitution suggest that it may simply be out of reach.

While some may feel that Iraq still has the potential to become a democracy, for now chaos reigns. We have been in Iraq for more than three years. Almost three thousand American soldiers have already died there and more die every day in attacks by Iraqi insurgents. Tens of thousands of Iraqis have also died in the conflict. Meanwhile, hatred and resentment of the American presence is widespread, ethnic and tribal rivalries are fueling more violence, and the country is descending into civil war. The longer we stay the worse things seem to get. By remaining in Iraq we are attracting more recruits to the cause of the insurgents, making it increasingly difficult for the Iraqi government to establish control. There is little we can do to make things better.

Our presence is not only hurtful to those in the region but it also continues to fan hatred of the United States. As the attacks of September 11, 2001 demonstrated, our foreign policy practice has bred resentment against us and created enemies intent on doing us harm. By remaining in Iraq, our troops are vulnerable to reprisals from individual terrorists and angry Iraqis, and we are increasing the possibility of attacks on U.S. interests at home and abroad.

Finally, our commitment in Iraq has diverted U.S. attention and resources from problems within our own country. Our resources have become stretched too thin, leaving us ill prepared to respond when disaster strikes. The slow reaction to Hurricane Katrina demonstrates that we are not adequately prepared for emergencies at home. Why should this continue? There is little more that we can accomplish by staying and the costs are mounting. The Iraqis must resolve their own deep-seated differences and determine their own future. It is now time for us to bring our troops home and refocus our resources and attention on our economy and on security at home.

Underlying Beliefs of Option 3

- Whether we were right or wrong to have invaded Iraq in spring 2003, remaining in Iraq now only serves to fuel anti-American sentiment and feed terrorism. This runs counter to our security interests.
- The situation in Iraq is out of control and unmanageable for the U.S. military. The United States is an occupying power and will not succeed in Iraq. If we stay longer we will only be digging a deeper hole that will be harder and harder to get out of—a “Vietnam” in the desert.
- Like any other nation, our first obligation is to our own people. We have so many needs here at home that we cannot afford to expend our resources on dubious causes in other areas of the world.

Goals of Option 3

- Reduce our visibility and military presence in the region to avoid inciting further terrorism and violence against Americans.
- Bring our troops and equipment home from Iraq and focus our attention and resources on our own needs at home, including the recovery effort in the South and homeland security.
- Focus our attention abroad on working through multilateral institutions such as the UN to promote our objectives through diplomacy and assistance.

U.S. Policies to Achieve these Goals

- Announce that we are withdrawing from Iraq and begin procedures to bring troops home immediately.
- Reduce our dependence on Middle East oil by encouraging American oil companies to invest elsewhere and by promoting alternative sources of energy and energy conservation.
- Redirect our resources to address economic and security needs here at home.

Arguments Against Option 3

- Leaving Iraq at this moment would likely lead to one of three consequences: (1) other states in the region such as Iran or Syria, which have supported terrorism, might step into the vacuum; (2) full-scale civil war might break out among the various internal factions, potentially pitting Sunni and Shia Muslims and Kurds against one another; or (3) a radical Islamic fundamentalist regime might seize control as the Taliban did in Afghanistan.
- If left unaddressed, the poverty and disorder that are now rampant in Iraq will be a breeding ground for further terrorism. As the ones who led the war on Iraq, the United States will be the focus of these new terrorists.
- Iraq may not have been behind the 9.11 attacks, but Iraq is now the front line of the war on terrorism. If we don't fight the terrorists in Iraq, we will be forced to confront them elsewhere, maybe even on our own shores.
- Almost three thousand American soldiers have given their lives and many more have sacrificed to rid the world of Saddam Hussein and make room for democracy to take root in Iraq. If we leave now we will not only be losing the opportunity to establish democracy in the heart of the Middle East, but we will also be dishonoring their sacrifices.
- Having damaged Iraq's infrastructure and thrown out its government, we have a moral obligation to provide the resources to rebuild the country. No one else is going to do this if we don't.
- The United States is heavily dependent on Middle East oil to supply its energy needs. If we abandon Iraq now, our access to oil from this region will be at risk.

“The U.S. In Iraq: Confronting Policy Alternatives” is a [Teaching with the News](#) online resource published by the Choices Program at Brown University. Online resources are updated frequently.

Lesson Plan, Extension Activities & Additional Web Links are available from the Resources section of the Choices Program web site—www.choices.edu/resources

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Iraq Brochure Project

You will be reading about three different approaches in the debate over what the role of the United States should be in Iraq. You are attempting to gain support for your answer to this question by creating a brochure that details the key points in your argument.

In this project, you can pick one of the three policy options to make your brochure or you can make a hybrid of the three with your own designed plan.

When pondering the answer to which is the best option, you should think about the questions on the front of handout #1—Policy Options: The U.S. in Iraq.

Your brochure should contain the following:

1. A title
2. A summary of the position that you support and evidence to back it up. (Include the values that are important to you that helped shape your decision).
3. Address the benefits of your argument (To the U.S. and Iraq)
4. Address the cons of your opponents' argument.
5. What actions would you take to reach your addressed goal/belief about what to do in Iraq.
6. What effect do you think your choice would have on the rest of the Middle East (EX: Would it affect the Israeli-Palestinian conflict or how will it affect our relationship with Saudi Arabia and Iran?)
7. Make it as creative, persuasive, and informative as possible because we will be having a policy roundtable where you will have to try to sell the majority of the class on your ideas that are contained in your brochure through debate/discussion.

Your brochure will be graded based on the following guidelines:

1. Did you include all information above as instructed?
2. Does your evidence support your argument?
3. How creative was your brochure in getting the point across?
4. How persuasive was your brochure (Can I tell you took the time to put serious thought behind your argument and ideas?)