

WAR WITH IRAQ

A SPECIAL SECTION COMPILED BY SOCIAL EDUCATION STAFF

The war with Iraq began as this April issue of *Social Education* was going to press.

In our schools, it is the social studies classroom that is most likely to be the forum for discussions about the war and its aftermath. *Social Education* is committed to coverage of important current events, and we present the following selection of ideas and resources that teachers can use to discuss the situation arising from the war. Constraints of time prevented us from being able to obtain full-scale articles on the relevant subjects, but we hope that this section will prove useful.

1 Talking with Young People about War and its Effects

Denee J. Mattioli, who is a professor in the College of Education of East Tennessee State University in Johnson City, Tennessee, makes the following suggestions about how teachers can help students cope with the stress of war.

In the aftermath of September 11, many parents and educators have struggled to help young people cope with traumatic events and have sought out ways to teach about crises without causing more trauma and stress. Parents and teachers want to help children and young adults feel safe and secure in a world that isn't necessarily either. There are differing opinions on how best to help young people cope, but there is general agreement that adults need to pay attention to students' own experiences.

Many students have seen nightmare-producing images on television, the Internet, or in magazines and newspapers. As educators, we need to be aware of what images our students are confronted with and help them cope with what they see. They need information that will help them understand what is happening at a level appropriate for their age, address their own questions and reduce some of their fears. Some experts agree that television images are "too graphic and disturbing for young children." Many psychologists have even urged adults to limit their own exposure

to television news. Over-exposure to news can leave even adults with "hopelessness and despair, which their children may sense."¹ Social studies teachers should consider some points that apply especially to the classroom environment and social studies curricula:

- A. Identify students who may be especially vulnerable. The National Association of School Psychologists (NASP) points out that the degree to which young people are affected will vary depending on personal circumstances. According to NASP, most vulnerable are those who:
 - ▶ Live in proximity to past traumatic events or "high" target areas.
 - ▶ Have suffered a personal loss from or been exposed to terrorism, violence, or military actions.
 - ▶ Have parents or other relatives currently deployed in the military.
 - ▶ Have parents or other relatives who live in combat areas overseas.
 - ▶ Have parents who fought in past conflicts such as the Gulf War.
 - ▶ Have parents involved in emergency response or public safety.
 - ▶ Are of non-U.S. origin and may feel threatened by intolerance and racism.
 - ▶ Suffer from Post-traumatic Stress Disorder, depression, or other mental illness.²

CONTENTS

- 1 Tips for talking with young people about war and its effects.
- 2 Tips for teaching about the current situation.
- 3 General web resources for teaching about ongoing events.
- 4 Specialized web resources for teaching about Iraq, and U.S. policy toward Iraq.

NASP recommends that teachers "remind children not to pass judgment on groups of people or other people's ideas just because they seem different." Teachers should stop any bullying or harassment they observe immediately. Directly addressing the problems of intolerance of ethnic or religious differences can be one way to help children regain a sense of control over the situation.

When we do this as educators, we are helping our students to move toward the realization of our core American democratic values and ideals—those that are contained in our founding documents.

- B. Work with school district administrators to develop crisis policies that consider the welfare of the students and the impact on curriculum.
- C. Communicate with parents regarding students' responses and reactions, fears and concerns.³ In our classrooms, we usually focus on our students' intellectual skills, but in times of trauma (or when covering traumatic topics), the emotional side of an issue might have to be expressed, or at least acknowledged, before a reasoned discussion or civic debate can take place.⁴ Occasions for doing so cannot always be planned. By speaking to the emotional needs of children and young people, a teacher

can sometimes instruct the whole class. It is reassuring to children and young adults to have adults acknowledge that their feelings are okay, and that sudden outbursts of unpleasant emotion do not have to result in great embarrassment.

D. Provide yourself with informative sources. While we can't be expected to know everything about everything, we need to keep abreast of major events and be aware of multiple perspectives of those events. In times of war, many first reports from the frontline are incorrect. Lessons in media literacy and determining bias in the media could prove useful. Closely following minute-by-minute television news of the war is not recommended as a classroom activity.

E. Use the existing curriculum (in geography, history, economics, government, culture and behavioral sciences) to connect with the current events or crises. Ignoring major current events is not good citizenship. Teaching social studies while remaining absolutely silent about the ongoing war would be a disservice to students.

F. While it is important to consider research and listen to expert suggestions, it is most important for the teacher to know the student. How young people deal with a tragic event or a crisis depends on their temperament, home situation, and community environment. Asking students about what they know, what they think, or what questions they have are good ways to start a discussion. Open lines of communication are important in helping children and young adults cope with a crisis.

Notes

1. F. Rogers and H. B. Sharapan, "Helping Children Deal with Violence in the News: Fred Roger's Thoughts" (2001), pbskids.org/rogers/parents/war-thoughts.html.
2. National Association of School Psychologists, www.nasponline.org/NEAT/helpingchildrencope.html.
3. Teaching Tolerance, www.tolerance.org/parents.
4. Educators for Social Responsibility, www.esrnational.org/guide.htm#listeneffective.

Ten Tips from the APA for Talking with Teens

Many professional organizations that deal with the mental health of young people have placed information on the Internet and published brochures to aid teachers and parents in helping their students cope with the stresses and emotions of this time of war. The American Psychological Association (APA) has one of the most comprehensive online handbooks, "Resilience in a Time of War," with short articles organized by age: pre-

school, elementary, middle, and teens. Teachers are urged to obtain the chapter specific to their students' level of development (online at helping.apa.org/resilience/war.html or call 800-964-2000). The specific article for teens is at helping.apa.org/resilience/high.html. The tips offered by the APA advise parents how to talk with their teens. The following passages are an adaptation for teachers made by *Social Education* of those tips.

► CONTINUED ON PAGE 180

AVOIDING ARMAGEDDON
Our Future. Our Choice.

An unflinching global look at the threats from weapons of mass destruction and terrorism -- and the steps we can take to avoid Armageddon

April 14 - 17 at 9 pm on PBS stations nationwide (check local listings)

Extensive educational materials are available at www.pbs.org/avoidingarmageddon

A documentary hosted by Walter Cronkite with panels moderated by Frank Sesno

PBS **WETA**

Just as students learn to play basketball or a musical instrument, they can learn the skills of resilience—the ability to adapt well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress. As you use these tips, keep in mind that each person’s journey along the road to resilience will be different, and that your own knowledge of your student will guide you.

- ▶ When your students have questions, answer them honestly but with reassurance. Ask them their opinion about what is happening and listen to their answers. Don’t discount their feelings—they may say they’re afraid or they may express hatred for people from a certain country or religion. They may say things you consider outrageous just to test what sort of a reaction such an opinion elicits. Encourage them to avoid generalities, but to be honest about their feelings, while setting an example by being honest about your own. Leave your student with messages of hope and encouragement.
- ▶ Make your classroom a safe place emotionally for your teens. In high school, taunting and bullying can intensify—the classroom should be a haven. Students should feel free to express different opinions and experiences, but ad hominem remarks are not allowed.
- ▶ Encourage your students to take “news breaks.” Constant exposure to war coverage can heighten a teen’s anxiety. You might assign homework that requires students to watch the news or read the paper. But suggest that they limit the amount of news they take in. Watching a news report once informs; watching it repeatedly just adds to stress and contributes no new knowledge. If you watch some newscasts in class, use that activity as a catalyst for discussion with your students about internal events (their feelings and fears), as well as external events.
- ▶ Realize that the stresses of war may heighten daily stresses. Your students might already be feeling extreme highs and lows because of hormonal levels in their bodies; the uncertainty during a time of war can make these shifts seem more extreme. Be understanding but firm when a student responds to stress with angry or sullen behavior. Reassure him that you just expect him to do his best.
- ▶ High school offers students more choices and more freedom. It can be reassuring for the classroom to be a consistent,

predictable social space, especially in uncertain times. During a time of war, map out a routine and stick to it. Remember that, even though students may like change and action in the rest of their lives, they will benefit from a stable classroom experience.

- ▶ Make sure you take care of yourself. If you don’t, you may have less patience and less creativity at a time when your students may be testing both as they negotiate the balance between healthy independence and wanting to feel safe during a time of war. Many people find that turning to a higher power, whether through organized religion or privately, can help.
- ▶ Teens may act like they feel immortal, but at bottom they still want to know that they will be alright. Reasonable preparations and drills for an emergency should be practiced. If any student has family or friends in the military, obtain as much information as you can about where that person will be, for how long, and how often communication can happen.
- ▶ Watch your students for signs of anxiety, which they may not be able to put into words. Has a student’s grade suddenly dropped? Is he unusually sullen or withdrawn? He may be feeling the pressure of what is going on in the world around him. Encourage students to meet you after school, write in a journal, or to create art to express their concerns.
- ▶ Suggest service learning opportunities available to students. Make sure they know how volunteer service contributes to the community’s well being. If a student knows that he has a role to play in society, and that he can help someone less fortunate (and maybe more afraid) than himself, he will feel more in control and more confident.
- ▶ Put things in a positive perspective for your students. Neither you nor your students may have been through a war before, but you should tell your student that wars end. Point out important things that have stayed the same, even while the outside world is changing. When you talk about bad times, make sure you talk about the good things in the future as well.

You can teach your student resilience. But just because your students learn resilience doesn’t mean they won’t have bad times. Bad times hurt, and any student will have times when he or she isn’t happy. Resilience

is a journey, and each person will take his or her own time along the way.

Finally, the National Association of School Psychologists recommends that teachers look out for symptoms of student behavioral problems (such as agitation, increase in conflicts, physical complaints, delinquent behavior, and poor concentration) that persist over an extended period of time. These students may benefit from meeting with a psychologist or other counseling professional.

The following websites are also recommended for helping teachers and parents talk with young people about war and other traumatic events.

American Counseling Association
www.counseling.org/resources

American Psychiatric Association
www.psych.org

Federation of Families for Children’s Mental Health
www.ffcmh.org

National Association of School Psychologists
nasonline.org/NEAT/helpingchildrencope.html

Public Broadcasting Service
www.pbs.org/parents/issuesadvice/war

2 Teaching about the Current Situation

Peggy Altoff, social studies supervisor of Colorado Springs School District 11, supplies the following tips:

- ▶ Check with the district to see if there is a policy on teaching about controversial issues and follow it.
- ▶ Do not try to teach about any topic for which you have little or no information. “I don’t know” is sometimes the best answer.
- ▶ Be aware of the status of your students. Some may have relatives in the military and some have relatives who are totally against the war.
- ▶ Be as unbiased as humanly possible, presenting different perspectives and examining them carefully.

- ▶ Try to set a context for what is being discussed—relate to content with which students may already have some familiarity.
- ▶ Use reputable sources, compare information from different sources, and take the opportunity to teach students about bias.
- ▶ Engage students. Do NOT avoid the topic. Although you may be instructed to teach the curriculum, and be on a strict time line for achieving standards or completing curriculum, a topic as important as this one takes priority.
- ▶ Try to avoid wall-to-wall media coverage. Watching the same footage repeatedly has no educational value. Do not rely solely on broadcast media.
- ▶ Encourage positive action—ask students what they can DO. Soldiers appreciate mail. Students can get the name and address of soldiers in the community, or alumni of the school serving in the armed forces, and show them that they are in our thoughts. This can be done regardless of a student's views on the war.
- ▶ Investigate other wars and the reactions of people to them—soldiers, ordinary citizens, politicians, etc. It sometimes helps to know about the experiences of others during difficult times.

William R. Femeke offers the following five suggestions. He is supervisor of social studies at Hunterdon Central Regional High School in Flemington, New Jersey. His school won an NCSS Social Studies Program of Excellence award in 1997.

- ▶ It is critically important that social studies educators familiarize themselves with a broad range of perspectives on the conflict with Iraq, and the Middle East in general. Resources from the Ohio State University Social Studies and Global Education website can be found at www.coe.ohio-state.edu/mmerryfield/global_resources/. The annotated resources available at this website include lesson plans and units of study, links to newspapers and other media based in the US, Europe and the Middle East, and links to non-governmental organizations and related groups which provide expert insights about the current conflict and its historic origins.
- ▶ How did the U. S. government determine that a pre-emptive invasion of Iraq was necessary? The answer to this question

requires an examination of the fundamental assumptions upon which the Bush administration's foreign policy is based. To understand those assumptions and the priorities of the White House in what the administration describes as a post-containment era, social studies educators need to review the broad outlines of President George W. Bush's foreign policy priorities, which are available at www.whitehouse.gov/nsc/nss.html.

- ▶ There is a clear record of Saddam Hussein's violations of the human rights of populations within Iraq and elsewhere, including the use of chemical weapons against civilians. The tragic heritage of human rights violations in Iraq has been detailed by a number of international human rights non-governmental organizations, among them Amnesty International. The annual reports of Amnesty International provide a detailed summary of the human rights situation in Iraq under Saddam Hussein, while current information about human rights issues can be accessed at www.amnestyusa.org/members.campaigns/iraq/.
- ▶ Social studies educators should sustain a reflective and open-minded approach to the consideration of many viewpoints on the U. S.-Iraq war and its aftermath by providing opportunities for students, faculty/staff in schools and the general public to share their perspectives through community forums. The National Issues Forum, an issues-based program dealing with public policy concerns, has developed a systematic approach to holding community forums on matters of public policy. Interested social studies teachers can locate their materials at www.nifi.org.
- ▶ The aftermath of hostilities in Iraq will pose many difficult questions for the world, not the least of which are (1) How to rebuild Iraq and (2) In what manner will future regional conflicts be addressed by the world community? Social studies educators should consider how a better, more effective international security system can be built. This will require that national perspectives (i. e., reflecting solely the views of the United States or those solely of Iraq) be balanced by considerations of how alliances such as NATO, intergovernmental organizations such as the United Nations, and nation states in

different regions can work together to resolve conflicts peacefully.

Jana Eaton, a social studies teacher at Unionville High School, Kennett Square, Pennsylvania, suggests these discussion questions for junior and senior high school classes examining the international dimensions and repercussions of the war:

- ▶ What should be the respective roles and responsibilities of the UN and the US in fighting the war on terrorism?
- ▶ What is the relationship between the war on terrorism and the war against Iraq? Are they synonymous?
- ▶ What were the arguments for and against the US invasion of Iraq? Why do different countries have such different views on it, some seeing it as an act of world leadership and others as the action of a world bully?
 - a. What are the assumptions made by adherents of these varying positions about the requirements of world leadership? What would be your criteria for "responsible" world leadership?
 - b. When is it acceptable for one sovereign power to intervene in the affairs of another sovereign nation?
 - c. Did the U.S. invasion implement or violate international law?
- ▶ Discuss the positions of the other permanent members of the UN Security Council—Britain, France, China, and Russia—on the US decision to invade Iraq and the reasons for their positions. Why couldn't the US obtain more support from the non-permanent Security Council members? What costs, if any, are associated with securing the support of those nations that did sign on with the US?
- ▶ Why was there more debate in the legislature in Britain over the war than in the US Congress, even though the British House of Commons has no power to declare war, whereas the US Congress does?
- ▶ By joining the US-led invasion, British Prime Minister Tony Blair pursued a course of action that opinion polls showed to be at odds with the wishes of the majority of the British citizens. To what extent should a decision to go to war be mandated by the citizenry?
- ▶ President Bush has stated that one aim of the war is to bring democracy to Iraq.

What do you think are the prospects for establishing a stable democracy in Iraq? What are the chances of other outcomes, such as a military regime, a fundamentalist state or civil war?

Eaton recommends the following websites as especially useful for the examination and discussion of major current issues:

- ▶ The PBS Online NewsHour Extra site at www.pbs.org/newshour/extra/features/iraq/. There is a plethora of information here for both students and teachers, including sections on the military campaign, maps, the international impact of the invasion, the humanitarian situation, the road to war, and the key players. There is a timeline and a concise history of Iraq at www.pbs.org/newshour/bb/middle_east/iraq/time1.html. For teachers, detailed lesson plans include “Decision to Go to War,” “The Powell Doctrine,” and “Military Strategy.” Other lessons include “How We Got There: Lead-up to War,” “Dealing with Anxiety,” “Ethnic Make-up of Iraq,” and “Media Coverage.” There is also full coverage of the war.
- ▶ Another source that provides excellent background information on Iraq is the CIA World Fact Book at www.odci.gov/cia/publications/factbook/geos/iz.html. Subsections here include background information, maps and geography, people, government, economy, communications, transportation, military, and transnational issues.
- ▶ National Public Radio at www.npr.org features full, thoughtful coverage of the war and related issues, as well as insightful analyses and commentaries. The British Broadcasting Corporation (BBC) is also thorough in its coverage at news.bbc.co.uk, as is *The Economist*, many of whose articles are available to non-subscribers at www.economist.com.
- ▶ To get non-Western news and views on the Iraq war, which is especially appropriate at the high school level, a good source is TNN, the Transnational Foundation for Peace and Future Research News Navigator at www.transnational.org/new/TNN.html. TNN has probably the broadest collection of both mainstream and alternative, Western and non-Western, media.

3 General News Sites

In addition to commonly consulted sources such as CNN, *Time*, *Newsweek*, and *U.S. News and World Report*, the following list of news sites may help provide a broad range of perspectives on current events. For additional sources refer to “Teaching about the Current Situation” (pgs. 126, 127 and this page).

The Boston Globe
www.boston.com/globe

The Christian Science Monitor
www.csmonitor.com

C-SPAN
www.c-span.org

The Globe and Mail (Canada)
www.globeandmail.ca

The Guardian (London)
www.guardian.co.uk

The International Herald Tribune
www.ihf.com/frontpage.html

The Los Angeles Times
www.latimes.com

The Miami Herald
www.miami.com/mld/miamiherald

The New York Times
www.nytimes.com

Public Broadcasting Service (PBS)
www.pbs.org

The Times (London)
www.timesonline.co.uk

The Toronto Star
www.thestar.com

The Washington Post
www.washingtonpost.com

4 Web Resources for Teaching About Iraq and U.S. Policy Toward Iraq

Additional information on Iraq can be found on the NCSS website at www.socialstudies.org/resources/moments/iraq/

The following list of web resources has been supplied by Merry Merryfield, a professor in social studies and global education at Ohio

State University who works with The Title VI Middle East Center at OSU in making the best materials accessible to teachers. The resources below were selected from the module on Iraq on Merryfield’s website, www.coe.ohio-state.edu/mmerryfield. The website also includes online modules (collections of online, print and media resources) on Middle Eastern history, geography, Arab culture, literature, other countries, and over 60 modules on four other world regions.

Teaching suggestions by Merryfield include:

- ▶ Provide students with knowledge of the region’s geography and history, including the ways in which the current borders were drawn by European powers, a timeline of US activities such as military and economic aid, alliances, and policies in the region since World War II, and materials that help students recognize the cultural, political and economic differences of Turkey, Jordan, Israel, Lebanon, Syria, Saudi Arabia, Qatar, Kuwait, Iran, Iraq and other countries in the region. On the website mentioned above, see the four modules on history and the “Introducing the Region” module for geography and maps.
- ▶ Use images of people in the region to put a human face on families and communities in the different countries. Replace stereotypes of Middle Eastern peoples with information on their diversity, commonalities, and internal issues and conflicts.

Most of the reviews below were written by Jennifer Nichols, nichols.44@osu.edu, the Outreach Coordinator for Ohio State’s Middle East Center.

Choices Educational Institute - Crisis with Iraq
www.choices.edu

Recommended for K-12 educators looking for resources on teaching about Iraq and the conflict with Iraq. Strengths of this site are lesson plans for the high school classroom, lists of related topics and a resource list. Browse the various topics and lessons available.

EDSITEment
edsitement.neh.fed.us

Recommended for teacher materials on Iraq. Topics and materials include items such as: Attack on Iraq, Tactics in the Persian Gulf: From Diplomacy to Force: Interpreting Past and Current Events in Iraq. You will need to

use the search engine, Search EdSitemet, in the upper left hand corner of the home page, to find information on Iraq.

Ethnologue: Iraq

www.ethnologue.com/show_country.asp?name=Iraq

Recommended for language information about Iraq. Topics and materials include lists of spoken living languages with links to further information about each language.

The Gulf War: An In-Depth Examination of the 1990-1991 Persian Gulf Crisis

www.pbs.org/wgbh/pages/frontline/gulf

Recommended for its resources and information on the Gulf War. Topics and materials include an Introduction, an Oral History, War Stories, Weapons and Technology, Maps, Voices in the Storm (A BBC Radio Series), Chronology, Appendix, Discussion, Tapes and Transcripts, and Related FRONTLINE Reports: The Survival of Saddam, Spying on Saddam, and Gunning for Saddam.

Inside Saddam's Secret Nuclear Program

www.bullatonsci.org/issues/1998/5098/5098hamza.html

Recommended for discussion of Saddam's secret nuclear program. Topics and materials include an article outlining Saddam's secret program, including such articles as An Unasked Question, Easily Manipulated, Invisible Buildings, Asleep at the Switch, and The Road to the United States.

Iraq Country Analysis Brief

www.eia.doe.gov/emeu/cabs/iraq.html

Recommended for its overview of Iraq and its energy resources. Topics and materials include a general background, oil, natural gas, electric power, profile, and links. Scroll to the bottom of the page for statistical information such as an economic overview, energy overview, environmental overview, and maps and charts.

The Iraq Foundation

www.iraqfoundation.org

Recommended for information on human rights and democracy in Iraq. Topics and materials include Latest Updates, News, Human Rights, Rights Campaign, Reports, Forum, Research, Related Sites, and Archives. Select the Human Rights link for a Brief History of Human Rights in Iraq and for links to human rights articles. Use the

Reports link for information about the Oil-for-Food program.

Iraq Report

www.rferl.org/Iraq-report/

This Radio Free Europe/Radio Liberty site is recommended for its review of developments in Iraq. Updated weekly. Topics and materials include a weekly in-depth report of developments in Iraq. Previous issues and reprints are available. Individuals can subscribe to an online version of this report free of charge.

Iraq Research and Document Project, IRDP

fas-www.harvard.edu/~irdp/

Recommended for its "collection of resources documenting the government, politics, and society of modern Iraq." Topics and materials include introduction, information, selected documents, NIDS translations, reference, links, and a set of tabs with the titles: IRDP Home, North Iraq Dataset, and Kuwait Dataset.

Iraq Special Weapons

www.fas.org/nuke/guide/iraq/

Recommended for information on special weapons in Iraq. Topics and materials include Programs: nuclear, chemical, biological, missiles, other; Facilities; and Organization: special weapons agencies, intelligence agencies, deception activities. Further links include Iraq Special Weapons News Reports, GulfLink Documents, and United Nations Documents.

Iraq Under Sanctions

www.megastories.com/iraq/

Recommended for perspectives on the US sanctions against Iraq during the 1990s. Topics and materials include articles such as Why are Children Dying?, Rising Arab Anger at the Sanctions, Pistols and Belts, Issues behind the Inspections, NBC Survival Guide and Conflict Scenarios. Follow the Why are Children Dying? article to links about the Oil-for-Food program and timeline. Pistols and Belts also has some insightful links.

Kurdistan Regional Government, KRG

www.krg.org

Recommended for its information on Kurdistan. Topics and materials include News: archives; About KRG: ministry profile, structure and mission, cabinet members, KRG abroad; Get More Info: maps, useful websites, Kurdish culture. Follow the Structure and Mission link for background information on KRG.

To learn more about Kurdish culture follow the Useful Web Sites link.

Library of Congress: Iraq—A Country Study

lcweb2.loc.gov/frd/cs/iqtoc.html

Highly recommended because it puts all the topics and issues of Iraq in an easy to understand yet comprehensive outline format. Provides an overview of information and in-depth study of Iraq and its issues. Topics and materials include Iraq, country profile, introduction, historical setting, society and its environment, economy, government and politics, national security.

Middle East Info: Iraq

www.mideastinfo.com/iraq.htm

Recommended for web resources on Iraq. Topics and materials include Politics and Government including The Iraqi Presidency, Ministry of Foreign Affairs, Permanent Mission of Iraq to the United Nations, The Library of Congress Country Study of Iraq, United Nations Special Commission on Iraq (UNSCOM), United Nations Office of the Iraq Program; News and the Media; Non-Governmental Organizations such as Campaign Against Sanctions on Iraq, The Iraq Foundation, Iraqi Action Coalition, The Children of Iraq, Iraqi Democratic Union; Opposition Organizations such as Radio Free Iraq, Iraqi National Congress, Patriotic Union of Kurdistan, Kurdistan Democratic Party, Iraq Liberation Action Committee.

OPEC: Iraq

www.opec.org/Member_Countries/Iraq/Iraq.htm

Recommended for statistics on Iraq. Topics and materials include information such as population, land area, population density, GDP per capita, GDP at market, value of exports, value of petroleum, current account balance, proven crude oil reserves, proven natural gas reserves, crude oil production, marketed production of natural gas, crude oil exports, exports of refined products, and natural gas exports.

Rethinking Schools

www.rethinkingschools.org

Recommended for ideas on teaching about war in the classroom. Strengths of this site include a section on teaching about terrorism in the classroom, and an extensive list of resources for teachers on Iraq.

UN Office of the Iraq Programme
Oil-for-Food

www.un.org/Depts/oip/

Recommended for information on the Oil-for-Food program. Topics and materials include updates, basic facts, basic figures, chronology, statements by OIP, Security Council resolutions, and reports of the Secretary General. Use the Basic Facts link to build further understanding of this program.

US Department of State Annual Report on International Religious Freedoms for 1999: Iraq

www.state.gov/www/global/human_rights/irf/irf_rpt/1999/irf_iraq99.html

Recommended for discussion of religious freedoms in Iraq. Topics and materials include an extensive annual report covering subjects such as freedom of religion, societal attitudes, and US government policy.

US Department of State Iraq Report on Human Rights Practices for 1997

www.state.gov/www/global/human_rights/1997_hrp_report/iraq.html

Recommended for discussion of human rights practices in Iraq. Topics and materials include a report on human rights practices which includes subjects such as Iraq, Respect for Human Rights, Respect for Civil Liberties, Respect for Political Rights, Governmental Attitude Regarding International and Nongovernmental Investigation of Alleged Violations of Human Rights, Discrimination Based on Race, Sex, Religion, Disability, Language, or Social Status, and Worker Rights.

World Factbook: Iraq

www.cia.gov/cia/publications/factbook/geos/iz.html

Recommended for statistical information on Iraq. Topics and materials include Introduction, Geography, People, Government, Economy, Communications, Transportation, Military, and Transnational Issues.

Iraqi Opposition Movements

The major opposition movements to Saddam Hussein have their own websites. They include:

KURDISH OPPOSITION MOVEMENTS

Kurdistan Democratic Party

www.kdp.pp.se

A description of the history, organizational structure, and objectives of one of the two leading Kurdish political parties.

Patriotic Union of Kurdistan

www.puk.org

A description of the history and aims of the other leading Kurdish party, with news releases and commentaries.

ARAB OPPOSITION MOVEMENTS

The Constitutional Monarchy Movement

www.iraqcmm.org

The movement of the claimant to the Iraqi throne, Sharif Ali Bin Al Hussein, who promotes a constitutional monarchy with foundations in democracy.

Iraqi National Accord

www.wifaq.com

A small website containing information about this movement created by former Iraqi Baath Party insiders.

Iraqi National Congress, INC

www.inc.org.uk

Provides information about the U.S.-backed Iraqi National Congress. Topics and materials include INC, Issues Pack, INC Newspaper, News Centre, Statements, Press Club, and World Press.

Supreme Council for the Islamic Revolution in Iraq

www.sciri.btinternet.co.uk

This website contains basic information about the leading Shia religious opposition movement and its activities.

Online Newspapers

Merryfield recommends that online newspapers from other countries can help middle and high school students examine the diversity of Middle Eastern nations and cultures, explore peoples' daily lives (most students find want ads for housing, cars, and entertainment, letters to the editor, and letters to the lovelorn to be intriguing resources) and analyze how events are interpreted based on a country's history, political system, and religions.

A number of useful Middle Eastern online newspapers are listed in this issue of *Social Education* in the article by David Hicks and E. Thomas Ewing, "Bringing the World into the Classroom with Online Global Newspapers," p. 137. Merryfield also suggests using the following Middle Eastern and world press sources:

Al Bawaba, Middle East Gateway

www.albawaba.com

Topics and materials include news, business, travel, entertainment, games, kids, shop, e-cards, downloads, editorial, report, and "In the Spotlight."

Al-Jazeera

www.cursor.org/aljazeera.htm

Recommended for its reputation as the Arab CNN-style news agency of the Middle East. Topics and materials include news, seminars and talk shows, business, sports, documentaries and light entertainment. Articles are available online. *Al-Jazeera* is a political hot bed, discussing topics of an intense political nature.

Arab World News

www.arabworldnews.com

Topics and materials include those of a typical newspaper: travel, sports, business, health, and science. Also available are topics such as Arab politics, Arab economies, headlines, offshore news, Arabia FM, Arabia photos, energy review, WN Arabia, Arabia Trade, and more.

Haaretz

www.haaretzdaily.com

Topics and materials are in an independent daily Israeli newspaper with a liberal outlook both on domestic issues and on international affairs. The paper is perhaps best known for its Op-ed page, where its senior columnists—among them some of Israel's leading commentators and analysts—reflect on current events.

Jordan Times

www.jordantimes.com

The leading English-language newspaper in Jordan, the *Jordan Times* provides political and economic news and other regular features.

World Press Review

www.worldpress.org

Excellent articles on Iraq from writers around the world. Includes news reports and analysis, editorial cartoons, materials for teachers. Free copy of the print version is offered on the website.

More Middle Eastern newspapers and other publications are available on the Merryfield website (listed above) under the Middle East "Connections" module. 📖