# **Critical Thinking Skills**

### Gulf Wars Big Book

Persian Gulf War (1990 – 1991) – Iraq War (2003 – 2010) – Both books

		Chapter Questions								
	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7	Chapter 8	Hands-on Activities	
LEVEL 1 Remembering	<ul> <li>List Details/Facts</li> <li>Recall Information</li> <li>Match Vocabulary to Definitions</li> <li>Define Vocabulary</li> <li>Sequence</li> </ul>	> >>	× ×		555	1 1 1	>>>	~ ~ ~	~ ~ ~ ~	
LEVEL 2 Understanding	<ul><li>Demonstrate Understanding</li><li>Describe</li><li>Classify</li></ul>	× ×	J J J	>>>	555	555	55	~ ~ ~	>>	シンン
LEVEL 3 Applying	<ul> <li>Application to Own Life</li> <li>Organize and Classify Facts</li> <li>Infer Outcomes</li> <li>Utilize Alternative Research Tools</li> </ul>	>>>>	>>>>	>>>>	1111	>>>>	>>>>	< < < <	< <	>>>>
LEVEL 4 Analysing	<ul> <li>Distinguish Meanings</li> <li>Make Inferences</li> <li>Draw Conclusions</li> <li>Identify Cause and Effect</li> <li>Identify Supporting Evidence</li> </ul>	>>>>>	>>>>>	>>>>>	>>>>>	>>>>>	>>>>>	<<<<<	<<<<<	>>>>>>
LEVEL 5 Evaluating	<ul> <li>State and Defend an Opinion</li> <li>Make Recommendations</li> <li>Influence Community</li> </ul>	1	<b>&gt; &gt; &gt;</b>	1	۲ ۲	1	55	>	>>	>>>
LEVEL 6 Creating	<ul> <li>Compile Research Information</li> <li>Design and Application</li> <li>Create and Construct</li> <li>Imagine Alternatives</li> </ul>	1	<b>&gt; &gt; &gt; &gt; &gt; &gt;</b>	<i>s</i> <i>s</i>	<i>」</i> <i>」</i>	۲ ۲	✓ ✓	<ul> <li></li> </ul>	<	<b>&gt; &gt; &gt; &gt; &gt;</b>

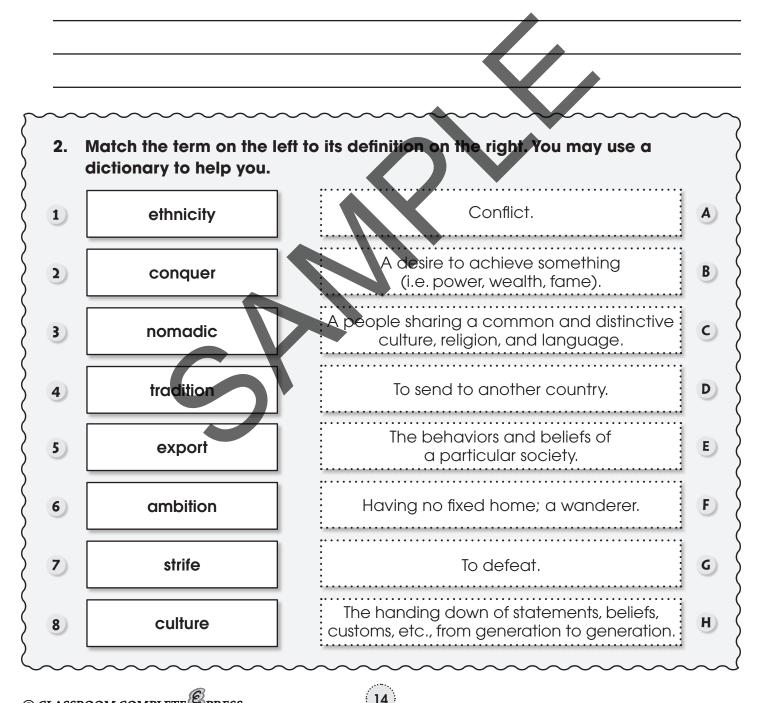
Based on Bloom's Taxonomy





#### Answer the questions in complete sentences.

1. What do you know about Iraq and its people? Write as much as you know about the country and the Iraqi people, Iraq's location in the world, the language(s) of the people, their occupations, what they might do for recreation, their religion, etc.



NAME:

# The Ground War

🖤 Reading Passage

----n only the second day of the war the Iraqis fired eight Scud missiles into the cities of Tel Aviv and Haifa in **Israel**. It was a clever strategy on Saddam Hussein's part attempting to bring neutral Israel into the war – a country that was a bitter enemy of many of the Arab nations now allied against Iraq. Saddam knew that if Israel entered the war there would be an excellent chance that many of the Arab nations would rethink their stand against Iraq. Perhaps some of these countries would even switch sides and join him. The United States and its allies, however, were able to persuade Israel not to retaliate against Iraq, and rushed a new weapon to Israel - the Patriot air defense missile system. Altogether Iraq launched over 80 Soud missile

attacks - many of them at its neighbor, Saudi Arabia.



General H. Norman Schwarzkopf

The bombing campaign against Iraq intensified. By the end of the war over 110,000 missions were flown against Iraq, destroying military targets in Baghdad and other Iraqi cities. One of the purposes of the aerial attacks was to "soften up" Saddam's troops so that

when the coalition forces invaded Kuwait, not as many of their soldiers would be killed. V



The around assault began on February 24, 1991, led by General H. Norman Schwarzkopf, the commander of the allied forces in the Gulf. A huge battle was expected because the Iraqis were well dug-in and armed with Russian-made tanks and modern machine guns. The coalition forces also knew that they were facing the world's fourth largest army. The allied troops were totally (and pleasantly) surprised when the Iragi forces immediately began surrendering by the thousands. Many of these soldiers were worn down by the bombardment and some, in fact, were starving. The Iragi army officers told the coalition forces that they had never expected the nations of the world to come to Kuwait's defense. They also thought that Saddam Hussein would have withdrawn his forces long before it came to fighting the massive forces brought to bear

against their nation. Saddam didn't, and as a result thousands of his fellow citizens perished.

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## A Day in the Life



t sounds like Saddam Hussein had quite a rough life as a young boy growing up in the village of Auja, Iraq. His family was poor, and his father was not a part of his life. Many young boys and girls grew up in small Iraqi villages at the same time as Saddam. Many had the same disadvantages he did, yet they grew up to be fine, productive citizens.

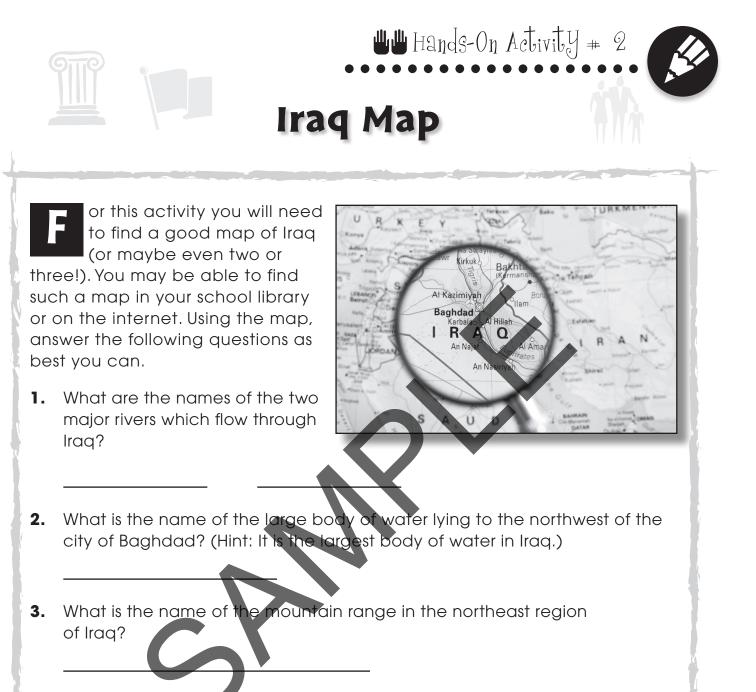


Your task is to investigate the life of the average boy or girl growing up in small-town Iraq during the 20th century. You may wish to consider some of the following questions:

- In what kind of a house would he/she live?
- What might his/her parents do for a living?
- What kinds of food would they have for meals?
- What kinds of recreational activities would he/she engage in?
- What kind of education could he/she expect?
- What might their social life be like?
- What role would religion play in their life?
- What kinds of clothing would he/she wear?

Once you have completed your investigation, compile a report and write it in the **first person** – as a young Iraqi boy or girl would write it. Your main goal is to give the reader a real taste of what it might have been like to grow up in Iraq – especially with regard to daily life.

Your report should be between one and two pages long. You may wish to include a picture or two to add to the presentation.



- a) What country borders Iraq to the east? 4.
  - b) What countries border Iraq to the south?
- 5. What is the name of the desert that is located in the western area of Iraa?
- 6. Circle the city which is not located in Iraq.

	Baghdad	Mosul	Karbala	Al Basrah	Damascus	
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