

# Critical Thinking Skills

## Gulf Wars Big Book

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

Skills For Critical Thinking		Chapter Questions							Hands-on Activities	
		Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7		Chapter 8
LEVEL 1 Remembering	<ul style="list-style-type: none"> <li>List Details/Facts</li> <li>Recall Information</li> <li>Match Vocabulary to Definitions</li> <li>Define Vocabulary</li> <li>Sequence</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Understanding	<ul style="list-style-type: none"> <li>Demonstrate Understanding</li> <li>Describe</li> <li>Classify</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Applying	<ul style="list-style-type: none"> <li>Application to Own Life</li> <li>Organize and Classify Facts</li> <li>Infer Outcomes</li> <li>Utilize Alternative Research Tools</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysing	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>State and Defend an Opinion</li> <li>Make Recommendations</li> <li>Influence Community</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Creating	<ul style="list-style-type: none"> <li>Compile Research Information</li> <li>Design and Application</li> <li>Create and Construct</li> <li>Imagine Alternatives</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy



# Life In Iraq



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.

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2. Match the term on the left to its definition on the right. You may use a dictionary to help you.

1	ethnicity	Conflict.	A
2	conquer	A desire to achieve something (i.e. power, wealth, fame).	B
3	nomadic	A people sharing a common and distinctive culture, religion, and language.	C
4	tradition	To send to another country.	D
5	export	The behaviors and beliefs of a particular society.	E
6	ambition	Having no fixed home; a wanderer.	F
7	strife	To defeat.	G
8	culture	The handing down of statements, beliefs, customs, etc., from generation to generation.	H



# The Ground War

On 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 Scud 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.

**What does it mean to “soften up” Saddam's troops?**



The ground 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 Iraqi forces immediately began surrendering by the thousands. Many of these soldiers were worn down by the bombardment and some, in fact, were starving. The Iraqi 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.



## A Day in the Life



**I**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.



# Iraq Map

**F**or this activity you will need to find a good map of Iraq (or maybe even two or three!). You may be able to find such a map in your school library or on the internet. Using the map, answer the following questions as best you can.



1. What are the names of the two major rivers which flow through Iraq?

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2. What is the name of the large body of water lying to the northwest of the city of Baghdad? (Hint: It is the largest body of water in Iraq.)

\_\_\_\_\_

3. What is the name of the mountain range in the northeast region of Iraq?

\_\_\_\_\_

4. a) What country borders Iraq to the east? \_\_\_\_\_

b) What countries border Iraq to the south? \_\_\_\_\_

5. What is the name of the desert that is located in the western area of Iraq?

\_\_\_\_\_

6. Circle the city which is not located in Iraq.

**Baghdad**

**Mosul**

**Karbala**

**Al Basrah**

**Damascus**