

"The Lost Year in Iraq" Teacher's Guide

About the Film:

In the aftermath of the fall of Saddam Hussein, a group of Americans led by Ambassador L. Paul Bremer III, set off to Baghdad to build a new nation and plant democracy in the Arab Middle East. One year later, Bremer was forced to secretly exit what some have called "the most dangerous place on earth," leaving behind lawlessness, insurgency, economic collapse, death, destruction -- and much of his idealism. Three years later, as America continues to look for an exit strategy, the government they helped create and the infrastructure they designed are being tested. FRONTLINE follows the early efforts and ideals of the reconstruction efforts that tried to seize control and disband the Iraqi police, army, and Baathist government -- and how, along the way, those working on the reconstruction became hardened to the realities of postwar Iraq.

Watching the Film:

For classes in social studies, civics and government, language arts, current events and history;
Grade Level 9-12

Teachers can either assign the film for viewing as homework or show the film in class. Suggested discussion questions are provided. The lessons and activities in this guide can be used in the classroom without having viewed the film.

A Note to Teachers:

This lesson has students examine three models for postwar reconstruction: the Teller Amendment, the Marshall Plan, and the Bremer Plan. Each was a reflection of its period and addressed issues unique to that time. While there are similarities and lessons to be learned from each, the circumstances, participants, and political climates are different in each of these periods, and application of one plan in part or full does not necessarily suit other contexts.

Discussion Questions:

This guide includes a list of questions for students to discuss after viewing "The Lost Year in Iraq."

Featured Lesson Plan:

Lessons Learned: The Examination Of Three Postwar Reconstruction Plans

Students will:

- Understand the circumstances surrounding the development of three postwar reconstruction plans: the Teller Amendment, the Marshall Plan, and the Bremer Plan
- Examine the goals and actions of the three plans and compare their strengths and weaknesses
- Evaluate the effectiveness of the postwar reconstruction plans

Additional Lesson Ideas:

Democracy and Freedom

Students will explore and debate the U.S. policy of exporting democracy to other countries.

Advertising Campaign

Students will develop a campaign to promote the exportation of democracy to other countries.

Creating Cartoons

Students will create their own political cartoons for publication in a school or community newspaper.

Postwar Reconstruction in Bosnia

Students will research postwar reconstruction in Bosnia and look at similarities and differences to postwar reconstruction efforts in Iraq.

Additional Resources:

An annotated list of relevant Web sites, articles and/or books.

Purchasing the Film:

"The Lost Year in Iraq" can be purchased from **Shop PBS for Teachers**. Also, teachers and students can watch the film streamed in its entirety on FRONTLINE's Web site

<http://www.pbs.org/wgbh/pages/frontline/yeariniraq/>

Credits:

This teacher's guide was developed by Simone Bloom Nathan of Media Education Consultants. It was written by Greg Timmons, curriculum writer and educational consultant. Advisers were Ellen Greenblatt, University High School, San Francisco and Debra Plafker Gutt, Stuyvesant High School, New York.

DISCUSSION QUESTIONS

1. On April 9, 2003, American troops assisted a crowd of Iraqis in toppling the statue of Saddam Hussein as they celebrated the end of Saddam's reign. Describe how the situation on the ground quickly changed only days after that event and why American forces seemed unable to address that change.
2. Describe the roles of L. Paul Bremer III and former Gen. Jay Garner as presented in the program.
3. What challenges did Garner face during his brief tenure as postwar administrator of Iraq?
4. Compare and contrast Garner and Bremer's styles and plans for administering postwar Iraq.
5. Many of the administrators in the Coalition Provisional Authority were young and inexperienced. What were the advantages and disadvantages of having such a group of planners involved in the reconstruction process?
6. Describe the pre-war idealism many of these young people had upon their arrival and why and how the postwar realities made achieving this idealism so difficult.
7. Which U.S. policies later proved to be pivotal in strengthening the insurgency in Iraq?
8. Describe the disagreements that arose between Bremer and the Pentagon (particularly Secretary of Defense Donald Rumsfeld) over the administration of postwar Iraq. How did each person's position conflict with the other?
9. What efforts did Bremer make to try to improve the situation in Iraq, and why according to the film, was he unsuccessful in these efforts?
10. Evaluate how the situation in Iraq changed from when Bremer arrived in Iraq to when he left. What factors are you considering in your evaluation?

FEATURED LESSON PLAN

Lessons Learned: The Examination Of Three Postwar Reconstruction Plans

Opening activity: "The Lost Year in Iraq in Cartoons"

Students will analyze a series of political cartoons about Paul Bremer and the reconstruction of Iraq.

Lesson Objectives:

Students will:

- Understand the circumstances surrounding the development of three postwar reconstruction plans: the Teller Amendment, the Marshall Plan, and the Bremer Plan
- Examine the goals and actions of the three plans and compare their strengths and weaknesses
- Evaluate the effectiveness of the postwar reconstruction plans

Materials Needed:

- Internet access
- Student handouts
- Paper and pens or pencils

Time Needed:

20 minutes for opening activity "The Lost Year in Iraq in Cartoons"

20 minutes to review the postwar reconstruction plan descriptions (This could be a homework assignment.)

30 minutes to discuss and analyze the three postwar reconstruction plans

Procedure:

Step 1: Opening Lesson: "The Lost Year in Iraq in Cartoons"

1. Distribute student handout "The Lost Year in Iraq in Cartoons."
2. Divide class into small groups of three to four and review the directions with students.
3. Have each group of students review one or two of the cartoons. (You can have them review more if desired.)
4. Have groups analyze the cartoons using the questions on the student handout.
5. Have groups report their findings to the class

Step 2: Lessons Learned:

1. Divide students into three large groups with each group reviewing one of the following postwar reconstruction plans:
 - The Teller Amendment -- the Spanish American War
 - The Marshall Plan -- Europe after World War II
 - The Seven-part Bremer Plan for Iraq
2. Distribute the appropriate handout to each group and have students work in small groups of three to read the background information on their assigned postwar plan and go to the Web link to read details of the plan. (This step can be done as a homework assignment.)

3. In their groups, students should review and answer the "Small Group Discussion Questions" on their handouts. In order to prepare for the next step, each student should record their group's ideas on a sheet of paper.
4. Re-form students into new groups of three containing a representative from each of the three reconstruction plans. These new groups should review and answer the "Mixed Group Discussion Questions" on their handouts.
5. Have students write a one-page essay briefly reviewing the three postwar reconstruction plans and highlighting the following:
 - The extent of an invading country's responsibility to rebuild a defeated country
 - The major problems with Bremer's postwar reconstruction plan for Iraq
 - Recommendations to avoid problems of the past
 - Improvements that could be made in the present situation
 - The effects that failure to bring democracy and freedom to Iraq would have on both the United States and Iraq

Methods of Assessment:

- Completion of note-taking assignments
- Participation in discussion
- Completion and quality of essay on the postwar reconstruction plan

The Lost Year in Iraq in Cartoons

Name _____

Directions: Review the historical background below and then go to the Web sites below to access the political cartoons you were assigned depicting the situation in postwar Iraq during Paul Bremer's tenure. Then in your small group, answer the questions.

Historical Background

The Bush administration assumed that Iraqis would greet the U.S. forces as liberators and fully cooperate in the reconstruction efforts. It also assumed that reconstruction would be conducted only with the help of countries from the "Coalition of the Willing." (This was later modified to include the United Nations.) Early on in the process, the administration insisted that all members of the Baath Party (Saddam Hussein's political party) leave their positions and be replaced with those loyal to the coalition. It also ordered the Iraqi army and police force be disbanded to help ensure that no "bad guys" would get into positions of authority. The Coalition Provisional Authority (CPA) was established to help make the transition to a legitimate, viable, and democratic Iraq while rebuilding the overall economy and society. As CPA director, Paul Bremer was given full authority (and ultimately veto power) over all Iraqi operations and committees, which he exercised with regularity.

Cartoons:

- # 1 "Back to Iraq" Jeff Danziger, Jan. 20, 2004
<http://www.danzigercartoons.com/archive/cmp/2004/danziger1895.html>
- # 2 "Iraqi Sovereignty" Jeff Danziger, April 5, 2004
<http://www.danzigercartoons.com/archive/cmp/2004/danziger1972.html>
- # 3 "Al Sadr" Jeff Danziger, April 7, 2004
<http://www.danzigercartoons.com/archive/cmp/2004/danziger1973.html>
- # 4 "Bremer's Bad Hair Days" Sandy Huffaker, Cagle Cartoons, June 27, 2004
<http://www.caglecartoons.com/images/preview/{66104CC6-0643-4E1F-94FB-7BC0105F13BE}.gif>
- # 5 "Iraqis on the Run" Sandy Huffaker, Cagle Cartoons, Sept. 8, 2003
<http://www.caglecartoons.com/images/preview/{A453D582-1B79-4374-A0F9-7E10D3CC4338}.gif>

Questions for Discussion:

Directions: Look carefully at all the cartoons, examining the characters, the setting, and any objects you see. Answer the questions below in your small group.

1. What is the event(s) or issue(s) that inspired the cartoon?
2. Who are the people in the cartoons and whom do they represent?
3. Look at the objects in the cartoons. What are they and what do they represent?
4. What is the cartoonist's message or opinion?
5. Do you agree or disagree with the cartoonist's opinion? Why?

The Teller Amendment

Group A: Spanish-American War Model

Background Information: Between 1895 and 1898, the Spanish colonies of Cuba and the Philippines revolted, seeking independence from Spain. Events took a major turn in February 1898, when an explosion sank the *U.S.S. Maine* in Havana, killing 266 U.S. sailors. Explanations of the explosion ranged from an accident to a waterborne mine. President McKinley's efforts to negotiate a peace agreement failed due to Spain's lack of response to U.S. demands for addressing the *Maine* sinking and the escalating hostilities in Cuba's revolution. U.S. public opinion turned hostile and called for immediate action. On April 11, under strong domestic political pressure, President McKinley asked Congress for the authority to send troops to Cuba to end the civil war. On April 19, Congress drew up a joint resolution of war which proclaimed Cuban independence, demanded Spanish withdrawal, and authorized the president to use force to help Cubans gain their freedom. Sen. Henry M. Teller of Colorado sponsored an amendment to the war resolution stating the United States would not establish permanent control of Cuba but would "leave the government and the control of the island to its people." By December 1898, the war ended and a peace treaty was signed by Spain and the United States enabling Cubans to develop a government of their own.

Factional disputes, corruption, and contested elections disrupted Cuba's progress even before its official independence in 1902. These events prompted the United States to issue the Platt Amendment in 1901, granting it the right to deploy its military to Cuba when American interests were threatened. The Platt Amendment also established a permanent American naval base at Guantanamo Bay that remains in U.S. possession. After World War II, a brutal dictatorship ruled Cuba for several years, paving the way for the Communist takeover by Fidel Castro in 1959.

Directions: Go to the Web site: <http://www.historyofcuba.com/history/teller.htm> and review the Teller Amendment. Then, working in your group of three, discuss the questions below.

Step 1

Small Group Discussion Questions:

1. Why do you think the United States felt compelled to declare this war?
2. After reading the Teller Amendment, characterize U.S. foreign policy at the turn of the 20th century.
3. How successful was the U.S. policy in achieving the goals of the Teller Amendment?
4. What actions could the United States have taken to help Cuba avoid dictatorship and develop a democratic government?

Re-form into new groups of three with one member from each of the previous group attending.

Step 2

Mixed Group Discussion Questions:

1. Have each member of the group briefly summarize the postwar plan he/she reviewed.
2. Compare the three plans, identifying the similarities/differences and strengths/weaknesses of each.
3. Identify the central goal of each plan and the policy made or action taken to achieve that goal. What were the benefits/consequences of the methods employed for each plan?
4. Evaluate Bremer's suggested plan. If implemented, could it have been successful?

The Marshall Plan

From George C. Marshall's June 5, 1947 commencement speech at Harvard University:
<http://usinfo.state.gov/usa/infousa/facts/democrac/57.htm>

Group B: World War II Model

Background Information: The winter of 1946 was especially hard in Europe, which had just been unshackled from six years of war and 14 years of Nazi threats and oppression. Industry was at a standstill and agriculture was barely at a subsistence level. Governments of the liberated nations seemed paralyzed by the enormity of the tasks ahead, and the United States realized all of Europe was vulnerable to the spread of communism.

In June 1947, Secretary of State George C. Marshall outlined the \$20 billion plan that would later bear his name to bring relief to and begin rebuilding Europe. (\$13 billion was eventually given out.) Marshall called for European nations to work together to draw up a comprehensive plan for how they would use the aid. For the first time, the nations of Europe had to act as a single economic unit and cooperate with each other. This plan also benefited the American economy, since money given to Europe was used to buy U.S. goods shipped across the Atlantic on U.S. merchant vessels.

The plan worked and by 1953, Europe was standing on its feet again. Including West Germany in the plan as an equal member helped speed its reintegration into the European community.

Directions: Go to the Web site above and review the speech describing the Marshall Plan. Then working in your group of three, discuss the questions below.

Step 1:

Small Group Discussion Questions:

1. Describe the conditions in Europe after World War II.
2. What does Marshall see as the remedy for restoring the confidence of the European people in their economic future?
3. Describe how Marshall's plan would address political and social as well as economic conditions in postwar Europe. Why does he feel this is so important?
4. What does Marshall see as a pre-condition for the United States assisting Europe in its rebuilding efforts and what is his rationale? Do you think this is an important step to the success of the plan? Why or why not?

Re-form into new groups of three with one member from each of the previous group attending

Step 2:

Mixed Group Discussion Questions:

1. Have each member of the group briefly summarize the postwar plan he/she reviewed.
2. Compare the three plans, identifying the similarities/differences and strengths/weaknesses of each.
3. Identify the central goal of each plan and the policy made or action taken to get to that goal. What were the benefits/consequences of the methods employed for each plan?
4. Evaluate Bremer's suggested plan. If implemented, could it have been successful?

The Bremer Plan

Op-Ed column by L. Paul Bremer first published in the *Washington Post* on Sept. 8, 2003:
<http://www.pbs.org/frontline/yeariniraq/documents/bremerplan.html>

Group C: The Postwar in Iraq Model

Background Information:

In planning for the postwar reconstruction after the March 2003 invasion of Iraq, the Bush administration made certain assumptions about conditions on the ground and the Iraqi people. Coalition Provisional Authority (CPA) head Paul Bremer constructed a plan that he believed would conform to these assumptions. However, when he announced his plan in the *Washington Post* in September 2003, it hadn't yet been approved by administration officials. After his article was published, Bremer was called back to Washington and the plan was revamped with a new and shorter timetable to end the U.S. occupation of Iraq before the November 2004 U.S. presidential elections.

- The Bush administration assumed that:
 - All Iraqi ethnic groups would greet the U.S. forces as liberators and fully cooperate in the reconstruction efforts;
 - The reinvigorated Iraqi oil industry would pay for most of the cost of reconstruction;
 - The Coalition Provisional Authority (CPA) would administer the first order of business -- creating an Iraqi constitution.
- The Bush administration insisted that:
 - All members of the Baath Party (Saddam Hussein's political party) leave their positions and be replaced with those loyal to the coalition and former Iraqi exiles;
 - The dismantling of the Iraqi army and police force would help ensure that there were no "bad guys" in positions of authority.
- The Defense Department believed that Iraq could be toppled and administered after the war with a minimum force (no more than 150,000).
- Paul Bremer was given full authority (and ultimately veto power) over all Iraqi operations and committees, which he exercised with regularity.

Directions: Go to the Web site above and review Paul Bremer's article. Then working in your group of three, discuss the questions below.

Step 1:

Small Group Discussion Questions:

1. Describe Bremer's philosophy about freedom and sovereignty in occupied Iraq.
2. Why does Bremer feel elections can't take place in the early stages of reconstruction? What steps did he feel needed to be taken to hold elections?
3. Identify the tasks in Bremer's seven-point plan. What seems to be the major goal of all seven steps?
4. List the problems Bremer states Iraq will face in its future. Does his plan propose to address these problems? Explain why or why not.

Re-form into new groups of three with one member from each of the previous group attending

Step 2:

Mixed Group Discussion Questions:

1. Have each member of the group briefly summarize the postwar plan he/she reviewed.
2. Compare the three plans, identifying the similarities/differences and strengths/weaknesses of each.
3. Identify the central goal of each plan and the policy made or action taken to get to that goal. What were the benefits/consequences of the methods employed for each plan?
4. Evaluate Bremer's suggested plan. If implemented, could it have been successful?

ADDITIONAL LESSON IDEAS:

Democracy and Freedom

Lead a discussion with students on the meaning of "democracy and freedom." How do nations instill democracy and freedom? Students can examine the Bush administration's policy of exporting democracy to other countries. Students can begin with President Bush's Second Inaugural Address found at: <http://www.whitehouse.gov/news/releases/2004/01/20040120-7.html> and examine other periods in our history where similar attempts were made: the League of Nations, postwar Europe, Vietnam. Have students debate such questions as: Is it appropriate to export democracy to other countries? Why or why not? What role does the U.S. military play in instilling democracy and freedom in oppressed countries? What role does diplomacy and foreign aid play in instilling democracy and freedom in oppressed countries? Can countries with little or no democratic experience develop democracy and freedom?

Advertising Campaign

Develop an advertising campaign to promote the exportation of democracy and freedom to other countries. Determine who will be the audience: the country being exported to or the country doing the exporting. Create for any media source: newspaper, radio/TV or the Web.

Creating Cartoons

Students will create their own political cartoons for publication in a school or local newspaper.

Postwar Reconstruction in Bosnia

Students will research postwar reconstruction in Bosnia. What were the major steps taken in reconstruction? What efforts were made by the international community? What role did Bosnians have in their own reconstruction? What problems existed at the start, or developed during the process, and how were they handled? What are some similarities and differences to postwar reconstruction efforts in Iraq? Have students write an Op-Ed piece for the school or local newspaper explaining their thoughts.

ADDITIONAL RESOURCES

The Lost Year in Iraq

<http://www.pbs.org/wgbh/pages/frontline/yeariniraq/>

The companion site to the documentary includes: a chronology of the decisions, mistakes and daunting realities during that first postwar year in Iraq; analysis of policy disputes, personality conflicts, misjudgments and missed opportunities; and an oral history, with extended interviews with L. Paul Bremer, Gen. Jay Garner (Ret.), journalists Rajiv Chandrasekaran, Michael Gordon and Tom Ricks, and others.

What Went Wrong in Iraq

By Larry Diamond

<http://www.foreignaffairs.org/20040901faessay83505/larry-diamond/what-went-wrong-in-iraq.html>

In this article in the September/October 2004 edition of *Foreign Affairs*, Mr. Diamond, who served as senior adviser on governance to the Coalition Provisional Authority in Baghdad, documents the blunders of the occupation of Iraq.

My Year in Iraq

By Ambassador L. Paul Bremer III

This memoir of Paul Bremer's 14 months in Iraq as chief administrator of the Coalition Provisional Authority was published in 2006. The book is told from his point of view as he explains the situation he encountered upon his arrival, the plans he laid out, the difficulties he had in implementing those plans, and the final days of his administration.