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Series: Applying Common Core

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## Introduction

### Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

### Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

### Tracking Common Core Standards

On the next page, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

### Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6–8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

### Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

# Common Core Standards

## READING

### Key Ideas and Details

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

#### **RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

### Craft and Structure

#### **RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

#### **RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### Integration of Knowledge and Ideas

#### **RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

### Range of Reading and Level of Text Complexity

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## SPEAKING AND LISTENING

### Comprehension and Collaboration

#### **SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## WRITING

### Text Types and Purposes

#### **WHST.6-8.1**

Write arguments focused on *discipline-specific content*.

» *Argumentative writing.*

#### **WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

#### **W.6-8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

### Production and Distribution of Writing

#### **WHST.6-8.4**

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

#### **WHST.6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

### Research to Build and Present Knowledge

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

### Range of Writing

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# Was It Reasonable to Assume Iraq Had Weapons of Mass Destruction?

## COMMON CORE STANDARDS

### RH.6–8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

### RH.6–8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### RH.6–8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### WHST.6–8.1

Write arguments focused on *discipline-specific content*.

### WHST.6–8.9

Draw evidence from informational texts to support analysis, reflection, and research.

### WHST.6–8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## DIRECTIONS

- Students are separated into groups of three or four. The teacher gives each group the primary sources. As a group, students work together, using the primary sources to fill out “Weapons of Mass Destruction Chart.”
- Groups share what they discovered with the class.
- Students independently complete “Weapons of Mass Destruction Claim.”

## IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words with which you may choose to create a review activity.

- Decontamination vehicle
- Defected
- Embassy
- Mobile biological research laboratories
- Munitions
- (Iraqi) Republican Guard
- United Nations (UN)
- Uranium yellowcake
- Weapons of mass destruction (WMDs)

## EXTENSIONS

- Have students look into what the United States found after the military invaded Iraq.
- With the class, explore the scandal and court cases surrounding the leak of information that Valerie Plame, wife of U.S. envoy to Niger Joseph Wilson, was a CIA agent.

## COLIN POWELL SPEECH <sup>1/2</sup>

Colin Powell delivered the following speech to the United Nations Security Council regarding weapons of mass destruction (WMDs) in Iraq on February 5, 2003.

Indeed, the facts and Iraq's behavior show that Saddam Hussein and his regime are concealing their efforts to produce more weapons of mass destruction. . . .

Let me play another tape for you. As you will recall, the inspectors found 12 empty chemical warheads on January 16. On January 20th, four days later, Iraq promised the inspectors it would search for more. You will now hear an officer from Republican Guard headquarters issuing an instruction to an officer in the field. Their conversation took place just last week on January 30.

[A TAPE IN ARABIC PLAYS.]

Let me pause again and review the elements of this message.

“They’re inspecting the ammunition you have, yes?”

“Yes. For the possibility there are forbidden ammo.”

“For the possibility there is by chance forbidden ammo?”

“Yes.”

“And we sent you a message yesterday to clean out all of the areas, the scrap areas, the abandoned areas. Make sure there is nothing there.”. . .

This is all part of a system of hiding things and moving things out of the way and making sure they have left nothing behind. . . .

We also have satellite photos that indicate that banned materials have recently been moved from a number of Iraqi weapons of mass destruction facilities. . . .

Let’s look at one. This one is about a weapons munition facility, a facility that holds ammunition at a place called Taji. This is one of about 65 such facilities in Iraq. We know that this one has housed chemical munitions. In fact, this is where the Iraqis recently came up with the additional four chemical weapon shells.

Here, you see 15 munitions bunkers in yellow and red outlines. The four that are in red squares represent active chemical munitions bunkers.

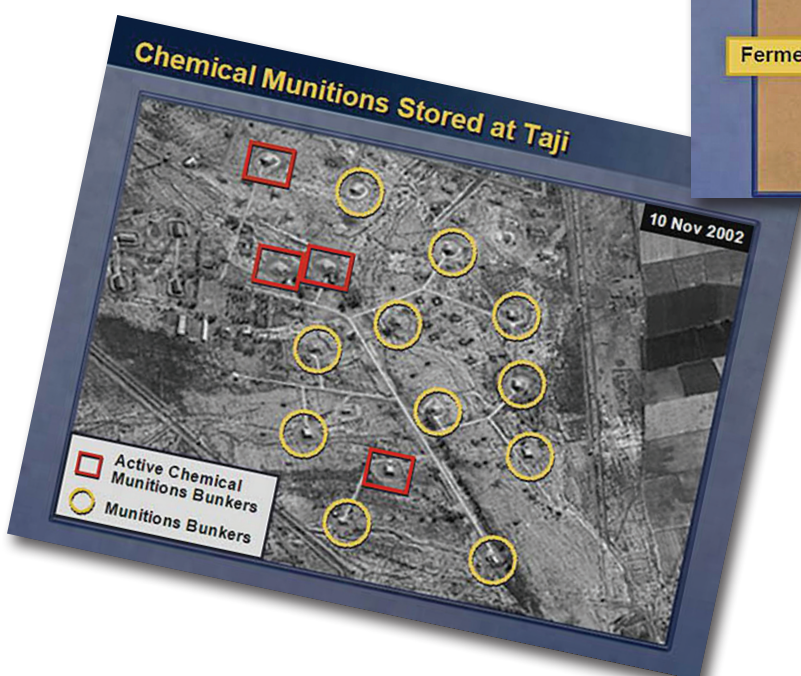
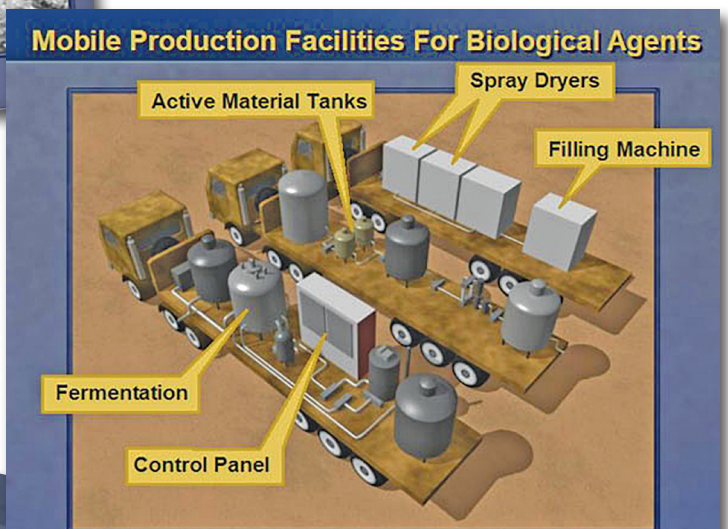
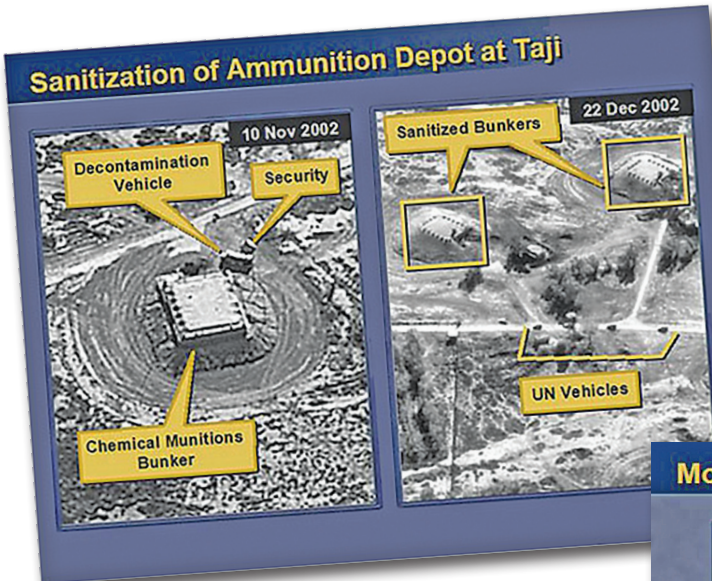
How do I know that? How can I say that? Let me give you a closer look. Look at the image on the left. On the left is a close-up of one of the four chemical bunkers. The two arrows indicate the presence of sure signs that the bunkers are storing chemical munitions. The arrow at the top that says security points to a facility that is the signature item for this kind of bunker. Inside that facility are special guards and special equipment to monitor any leakage that might come out of the bunker. The truck you also see is a signature item. It’s a decontamination vehicle in case something goes wrong. . . .

Finally, a fourth source. An Iraqi major who defected confirmed that Iraq has mobile biological research laboratories in addition to the production facilities I mentioned earlier.

We have diagrammed what our sources reported about these mobile facilities. Here you see both truck and rail car-mounted mobile factories. The description our sources gave us of the technical features required by such facilities are highly detailed and extremely accurate. . . .

The United States will not and cannot run that risk to the American people. Leaving Saddam Hussein in possession of weapons of mass destruction for a few more months or years is not an option, not in a post-September 11th world. . . .

Source: Powell, Colin. "Remarks to the United Nations Security Council." February 5, 2003. U.S. Department of State, Archive. <http://2001-2009.state.gov/secretary/former/powell/remarks/2003/17300.htm>.



## REPORTS FROM THE UN SECURITY COUNCIL <sup>1/2</sup>

The UN Security Council is an important division of the United Nations that works to maintain global peace and security. In 2002 the UN Security Council sent inspectors to Iraq to determine if Iraq was harboring and/or building weapons of mass destruction. The following are a Security Council resolution about Iraq and reports from Hans Blix, the head of the inspection group.

### Security Council Resolution 1441, adopted November 8, 2002

*Deploing further* that Iraq repeatedly obstructed immediate, unconditional, and unrestricted access to sites designated by the United Nations Special Commission (UNSCOM) and the International Atomic Energy Agency (IAEA), failed to cooperate fully and unconditionally with UNSCOM and IAEA weapons inspectors, as required by resolution 687 (1991), and ultimately ceased all cooperation with UNSCOM and the IAEA in 1998. . . .

[The Security Council] *decides* that Iraq shall provide UNMOVIC and the IAEA immediate, unimpeded, unconditional, and unrestricted access to any and all, including underground, areas, facilities, buildings, equipment, records, and means of transport which they wish to inspect.

### Hans Blix, Chief UN Weapons Inspector, on January 10, 2003

We have now been there for some two months and been covering the country in ever wider sweeps and we haven't found any smoking guns.

### Hans Blix on February 14, 2003

Since we arrived in Iraq, we have conducted more than 400 inspections covering more than 300 sites. All inspections were performed without notice, and access was almost always provided promptly. In no case have we seen convincing evidence that the Iraqi side knew in advance that the inspectors were coming. . . .

Through the inspections conducted so far, we have obtained a good knowledge of the industrial and scientific landscape of Iraq, as well as of its missile capability but, as before, we do not know every cave and corner. Inspections are effectively helping to bridge the gap in knowledge that arose due to the absence of inspections between December 1998 and November 2002.

### Hans Blix on March 7, 2003

Inspections in Iraq resumed on 27 November 2002. In matters relating to process, notably prompt access to sites, we have faced relatively few difficulties and certainly much less than those that were faced by UNSCOM in the period 1991 to 1998. This may well be due to the strong outside pressure. . . .



This is not to say that the operation of inspections is free from frictions, but at this juncture we are able to perform professional, no-notice inspections all over Iraq and to increase aerial surveillance. . . .

During inspections of declared or undeclared facilities, inspection teams have examined building structures for any possible underground facilities. In addition, ground-penetrating radar equipment was used in several specific locations. No underground facilities for chemical or biological production or storage were found so far.

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Sources:

Blix, Hans. "Blix: No 'Smoking Guns' in Iraq." *Guardian*. January 9, 2003. <http://www.theguardian.com/world/2003/jan/09/iraq>.

Blix, Hans. "Hans Blix's Briefing to the Security Council." *Guardian*. February 14, 2003. <http://www.theguardian.com/world/2003/feb/14/iraq.unitednations1>.

Blix, Hans. "Transcript of Blix's U.N. Presentation." *CNN*. March 7, 2003. <http://www.cnn.com/2003/US/03/07/sprj.irq.un.transcript.blix/index.html>.

United Nations Security Council. "Resolution 1441 (2002)." November 8, 2002. <http://www.un.org/Depts/unmovic/documents/1441.pdf>.

## PROS AND CONS OF DRONE WARFARE

### Overall

Technology is allowing militaries to become increasingly distant from the actual fighting. For example, drone warfare allows Americans from trailers in Nevada to conduct deadly attacks on enemies in Afghanistan. Is using drones for war a good idea? For this paper you will present both sides of the issue before giving your opinion on whether or not the United States should use drones in war. Your paper should be 1 to 2 pages long and include a Works Cited page (for any additional sources you use).

### Paragraphs

- Introduction: Introduce overall topic and subjects that will be covered
- Body Paragraph 1: Provide reasons why using drones for war is a good idea
- Body Paragraph 2: Provide reasons why using drones for war is a bad idea
- Conclusion: Give your opinion on how much drones should be used for war

### Rubric

	<b>Exceeding</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Argument</b>	Uses logical reasoning and solid support to thoroughly present the positives and negatives of drone warfare. Also, is highly convincing when giving the author's opinion.	Uses logical reasoning and solid support to present the positives and negatives of drone warfare and when giving the author's opinion.	Presents positives and negatives of drone warfare, but paper needs to improve reasoning and/or support.	Presents few of the positives/negatives of drone warfare.
<b>Conventions</b>	No convention errors. <i>or</i> Uses high-level conventions with few to no errors.	Convention errors in one area. <i>or</i> A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions. <i>or</i> Major issues with conventions.