

## **The Persian Gulf War: Lesson 7 Part B Plan Details**

**\*Key Events of the Persian Gulf War\***

A Social Studies Lesson Plan Developed for  
Upper Elementary Students (4<sup>th</sup>-6<sup>th</sup> grades)

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Lesson Title: **The Persian Gulf War- Why did the U.S. Fight? What was the Result?**

Curriculum Area: Social Studies

Grade Level: 4-6<sup>th</sup> grade

Estimated Time: Two or More Class Periods

### **Standards Connections:**

#### **Alabama Courses of Study Social Studies Standards**

**SS.4.15** Identify major world events that influenced Alabama since 1950, including the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.

**SS.6.8** Describe how the United States' role in the Cold War influenced domestic and international events.

#### **Alabama Course of Study ELA Standards**

##### 4<sup>th</sup> Grade:

**4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**4.16** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears (RI.4.7)

##### 6<sup>th</sup> grade:

**6.32** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2)

### Students Will...

- 1.) Illustrate and identify key events and elements in Operation Desert Shield and Operation Desert Storm.
- 2.) Analyze the role of the Redstone Arsenal in the Persian Gulf War.
- 3.) Design a monument to represent key ideas of the Persian Gulf War and honor veterans.

### Evaluation of Student Learning:

Teachers will use formal observations during discussions and the end of lesson processing assignment to assess student understanding.

## Learning Design/ Activity Plans:

### Print Prior to the Lesson for Students:

- [Persian Gulf War Student Handout](#) (one per student).
- Print off document titled [Preview Images](#) - one for each group (OR, pull up on the screen the Preview Images for the students to use in the Preview Section.)

### **Lesson Procedures:**

- Prior to the lesson, place students in pairs.
- Pull up the [Preview Images](#) (Or give the students the printed Preview Images)

### **Part I- Preview:**

- 1.) Show students the pictures on the document titled Preview Images. Ask students to talk with a partner about the images on the paper. Ask them to create a prediction as to the story that puts all of these images together. What is the story here?
- 2.) Pull up the [Story of Trey Wilbourn III](#) found on the Alabama Veterans Memorial site.
- 3.) Let the students read the story either on personal devices or as a class.  
Tell students that in this lesson, they will use their knowledge of the Persian Gulf War from Lesson 7 Part A and gain a better understanding of the events of this conflict.

### **Part II- Key Events**

- 1.) Pass out a Persian Gulf War Student Handout to each student. Encourage students to use colored pencils to add illustrations or symbols to the handout.
- 2.) Using the Preview Images
  - Show Image A.  
-Ask students the following questions:
    - Look at the image on the left. What do you see in this picture? What might this man be doing? How do you know this? **Students should identify that he is in a suit and that he is talking on the news. They should point out that he has an American flag behind him and that he is in the White House. If they do not know, explain that this is President George H.W. Bush.**
    - Look at the image on the right. How is this man dressed? How might he relate to the news cast on the left? What do you know about events happening in the Middle East? Based on that information, who might this man on the right be? **Students should identify that this is Saddam Hussein.**

- Show Image B.
  - Ask students the following questions:
    - Look at the images, talk to your partner about what you see in the pictures. If you were there, what could you touch? What “evidence” do you see that could help us confirm what is happening in these pictures. **Students might name men in camo colored shirts and pants (soldiers), a plane, circle tubes.... Bombs.**
    - What might the purpose be of these planes?
    - The U.S. was sending supplies, troops, helicopters, and fighter planes to stage an attack on Saddam Hussein and his Iraqi troops. What were they trying to get Saddam Hussein to do?

**Remind students of the cause of this conflict from Lesson 7 Part A. Iraq’s invasion of Kuwait violated international law. Iraq refused to leave Kuwait which led to these events.**

- Talk to your partner, what might the strategy be with these planes to accomplish the goal of removing Hussein from Kuwait? **Take predictions from the class. With every prediction, students should be able to explain why they think this (They need evidence from the images or from prior knowledge learned in Lesson 7 Part A.)**

**After several predictions, explain that the first part of the Persian Gulf War was called Operation Desert Shield. When President Hussein ordered his Iraqi troops to invade Kuwait in August 1990, several Arab countries such as Saudi Arabia and Egypt called on the United States and other Western nations to intervene. In August of 1990, the United States and other Western nations agreed to help. The United States began to send supplies, troops, destroyers, helicopters and fighter planes to the Persian Gulf area to stage the attack to rid Kuwait of Saddam Hussein if he did not withdraw. This time of preparation was called Desert Shield.**

**\*Complete the text box under the helicopter on the Persian Gulf War Student Handout.**

\*This image is from the site below.

<http://www.hill.af.mil/News/Article-Display/Article/837960/desert-stormhill-looks-back-after-25-years/>

- Show Image C.
  - Ask Students to look at the three images projected and “Tell the Story.” Students will talk with their partner and come up with the story or information that connects these three images. Their “Story” must have evidence. Students must be able to explain the details in the picture and prior knowledge used to come up with a predicted “Story.”
  - Ask several students to share.

**President Hussein defied the United Nations Security Council demands to withdraw from Kuwait by mid-January, 1991 and refused to withdraw his troops. Therefore, Desert Storm began when the United States and its allies began an intense air attack on Iraq’s air defenses in January of 1991. Then it attacked Iraq’s communication networks, weapons plants, and oil refineries. It used the latest technology in air strikes. It used Smart bombs**

that had laser guidance systems and infra-red night bombing equipment built into the bombs. The Iraqi Air Force did not fight back.

Much of the research and development for the high-tech weapons used was carried out at the Redstone Arsenal in Huntsville, Alabama. For example, Patriot air defense missiles designed and built at Redstone were used to protect military installations in Saudi Arabia and Israel. Redstone Arsenal was built to manufacture weapons during WWII. During the 1950s and 1960s, it was the center of development of rocket technology in the race with Russia to the moon. In the 21<sup>st</sup> century, Redstone Arsenal developed anti-aircraft guided missiles, anti-tank missiles, and anti-armor missile systems.

**\*Complete the blanks above the fighter plane found on the Student Handout. Complete the drawing in the text box about the Redstone Arsenal found on the Persian Gulf War Student Handout.**

- Show Image D.

-Ask students the following questions.

\*Discuss with your partner countries that you recognize in blue on the map.

\*Why would these countries have fought together in 1991? What might the goal have been? Why do you think so?

In February 1991, the United Nations (UN) sent an army to fight the Iraqis in Kuwait and Southern Iraq. The army consisted of 500,000 military personnel from the United States and 250 thousand from England, France, Germany, Russia, Japan, Egypt, and Saudi Arabia. The National Guard from Alabama sent 5,000 soldiers.

**\*Complete the text box on the Persian Gulf War Student Handout that asks students to create a symbol to show the United Nations sending an army to fight on the ground.**

- Show Image E

-Ask students the following questions.

\*Turn to your partner and discuss what you see in the picture. Name items and things that you see in the picture.

\*Based on what you see, what do you think has happened here? (Give evidence to support your prediction.)

Many thousands of Iraqi soldiers were killed. It took 4 days for the United Nations army to win the war once the ground war began. On February 28, 1991, President George H.W. Bush announced the cease fire saying that Kuwait was free and the Iraq army was defeated. President Saddam Hussein had to recognize Kuwait as a sovereign nation. It also had to destroy all of Iraq's nuclear, biological, and chemical weapons.

\*Based on this information, why would Iraq start these fires? On the way out, Iraqi soldiers set more than 600 Kuwait oil wells on fire.

**\*Complete the blanks on the bottom of the Persian Gulf War Student Handout with students. This is the box asking students to list the results of the end of the war. Ask students to also draw a symbol in the box to symbolize one of the results.**

3.) Processing: Ask students to process this lesson with the activity below. Students can use the back of their Persian Gulf War Student Handout as a blank space to work on the assignment.

***You have been asked by the U.S. National Parks Service to create a monument honoring men and women who served in the Persian Gulf War. The National Parks Service would like a sketch of the monument to review before they begin building.***

***Your monument needs to contain the following:***

- ***A symbol relating to content learned about the Persian Gulf War***
- ***A plaque written that would sit in front of the monument. The plaque must contain the following:***
  - ***A monument title***
  - ***An explanation of the conflict***
    - ***What was the name of the conflict?***
    - ***When did it take place?***
    - ***Where did it take place?***
    - ***At least 3 pieces of information about the purpose of the conflict and the result.***
    - ***A statement thanking veterans for their service.***

Lesson Extensions:

As an extension to this lesson, students may research and present information on one of the following topics relating to the Persian Gulf War.

- General Schwarzkopf
- Countries that border Iraq and Kuwait.
- Countries that have frontage on the Persian Gulf
- United Nations and Its building in NYC