



Scheme of work

Conflict and tension in the Gulf and Afghanistan, 1990–2009

This resource provides guidance for teaching Conflict and tension in the Gulf and Afghanistan, 1990–2009, wider world depth studies topic from our new GCSE in History (8145). We hope the suggested activities will support your teaching of this topic. It's intended as a guide only and not as a prescriptive approach.

This scheme of work enables students to understand the complex interests of different groups, races and nations. It focuses on conflict in the Gulf and Afghanistan and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

Assumed coverage

This teaching and learning plan is intended for 30 classroom lessons, each of one hour. It doesn't include homework learning time, but it covers three revision and assessment lessons.

Assessment

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

Resources

Research exercises assume students have access to a textbook(s) and/or internet. You can supplement textbook(s) by other sources. When considering primary and secondary evidence, remember that the exam paper tests students' ability to analyse and evaluate contemporary sources (AO3). A range of contemporary sources might include: cartoons, photographs, film, newspaper accounts, eye-witness descriptions and official documents. Interpretations of these events, reflecting later on events in the Gulf and Afghanistan, will not be tested in the exam, but may be used in the classroom to support understanding of a topic.

Part one: Tension in the Gulf

Lesson number	Specification content	Guidance	Learning activity	Resources
1, 2,3	<p>Regional instability:</p> <ul style="list-style-type: none"> The consequences of the Iran-Iraq war. Western and Russian interests in and attitudes towards Iran and Iraq, including the threat to oil supplies. 	<p>The focus is on explaining the results of the Iran-Iraq war by considering the relative importance of different causes of instability in the region and why it proved difficult to resolve the issues the war raised.</p> <p>What were the roles and perspectives of key individuals and groups? What helped or hindered attempts to bring stability to the Gulf? In other words, how important were: the nature of the Arab states involved; the roles of key individuals; international pressures; religious, socio-economic and cultural factors?</p>	<p>Enquiry question: What were the main causes of instability in the Gulf in 1990 and why did they prove difficult to resolve?</p> <p>Start with a map of the region – label geo-political changes 1919-1990.</p> <p>Thumbnail sketches of main protagonists (both as individuals and nations) - role play their respective problems and choices they faced. Who was involved? Why were they involved? What dilemmas did they face and what options/policies could they follow? Why, then was it difficult to bring stability to the Gulf?</p> <p>Film excerpts of Iran-Iraq War; tabulate/card sort the consequences for Iran and Iraq</p> <p>Research and discuss: 'in war there are never any winners – only losers'. Why might this be true of the Iran-Iraq War?</p>	<p>For textual detail written students, N.Lowe. 'Mastering Modern World History', 4th ed. (Palgrave 2005).</p> <p>Teachers will gain valuable insights from the following:</p> <ul style="list-style-type: none"> Chapters 12-15 of P.Mansfield's 'A History of the Middle East', 4th ed (Penguin, 2013). Reporters of the Middle East include Robert Fisk's 'The Great War for Civilisation' (Harper Perennial, 2006) and J.Burke 'The New Threat From Islamic Militancy' (Vantage 2015). The final chapter of J.Robertson's 'Iraq – A History' (Oneworld 2015) provides interesting extra material.

Lesson number	Specification content	Guidance	Learning activity	Resources
4	The contribution of the Israeli-Palestinian conflict to tension in the Gulf and to motives for global terrorism	The focus is on the impact of continuing conflict between Israel and Palestine on issues in the Gulf, particularly with regard to global terrorism and its changing nature; eg how and why did events in Palestine link to those in the Gulf?	<p>Timeline: include recent flashpoints over and in Palestine as well as examples of international terrorist events. How and why was global terrorism changing? Who was to blame and why?</p> <p>Sources exercise to explore attitudes of leading Palestinian and Israeli figures towards each other. Students compare the sources for their utility based on content, purpose and knowledge.</p> <p>Prepare a report for the UN which sets out the dangers of continuing conflict in the Middle East and Gulf; include western, Israeli and diverse Arab points of view.</p>	<p>Contemporary Palestinian and Israeli sources.</p> <p>Contemporary written and visual sources are available on a number of sites: eg</p> <p>Corbis, Mary Evans, Getty and IWM.</p> <p>News archive: news.google.com/archive search</p> <p>BBC News site.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
5,6	<p>The Gulf War, 1990</p> <ul style="list-style-type: none"> • Reasons for the Iraqi invasion of Kuwait. • The reactions and roles of Bush and Thatcher. 	<p>The focus of this lesson is on cause and consequence. Why did Saddam Hussein take the action he did? Considering the circumstances at that time, was the invasion a sensible choice? Was this all about the role of an individual or did other factors play a part in the decision to invade Kuwait?</p> <p>Given the recent history of western support for Iraq, how did the invasion change international perspectives and why? What roles did George Bush and Margaret Thatcher play in the international reaction to invasion?</p>	<p>Card sort, analysing the Iraqi motives for the invasion of Kuwait. Organise the causes in order of importance and then into different categories of causation: religious, economic, social, cultural, international and the roles of key individuals.</p> <p>Summarise your results in a spider diagram, then prepare an essay plan to analyse the causes of the war.</p> <p>Simulation exercise – what options were open to Bush, Thatcher and the UN? Use contemporary sources to explore changing attitudes towards Saddam Hussein.</p> <p>Debate whether or not the UN and the USA had any real choice – did they have to intervene militarily? What made it so difficult to form an international coalition against Iraq?</p>	<p>Card sort.</p> <p>Contemporary sources, written and pictorial, covering the Kuwait crisis.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
7,8	<p>The Gulf War, 1990</p> <ul style="list-style-type: none"> • The UN campaign against Saddam Hussein. • Consequences of the war. • US influence in the region. • Arab reactions. 	<p>When considering the Kuwait war, the focus should be on which elements might be considered a success and which a failure? While it would be difficult at this stage of the course to come to a judgement about the long term consequences of the UN campaign, students should be encouraged to analyse the situation in 1990-1 and the revisit the issue later during lessons 21 to 25.</p>	<p>Prepare a timeline of the main events of the UN campaign.</p> <p>Students set up a table which details what actions were taken, why they took them and provide evidence of successes and failures.</p> <p>Study contemporary sources which analyses reactions from western leaders, the UN and various Arab nations about the liberation of Kuwait.</p> <p>Choose a group of cartoons which show a range of opinions about the war at the time – annotate them and explain your choice. Include references to their usefulness, using the motives behind the cartoon and your knowledge of the subject. Which is the most useful cartoon for a historian studying opinions about the Gulf War and why?</p>	<p>Media resources eg news reports, cartoons, photographic evidence and film.</p>

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9			<p>Assessment point: students could be presented with contrasting sources and are asked to compare their usefulness in helping us to understand the causes and impact of events surrounding the Gulf War.</p> <p>Students could be then given an agree/disagree style question based on the specimen paper.</p>	<p>Two sources relating to Part one: examine them for message, purpose and contextual accuracy.</p> <p>Sources need to be contemporary to the period.</p>

Part two: the war on Al-Qaeda

Lesson number	Specification content	Guidance	Learning activity	Resources
10,11,12	<p>Al-Qaeda</p> <ul style="list-style-type: none"> • Aims of Al-Qaeda and the role of Osama bin Laden. • 11 September attacks. 	<p>The emphasis should be on events both preceding the 9/11 attacks and what followed. There should be some evaluation of the role of Osama bin Laden and Al-Qaeda in the attacks. Some background to this terrorist group and its leader is relevant to explaining second order concepts and placing historical sources in their context. For example – what was bin Laden hoping to achieve? Part of the study will focus on international reactions to 9/11 both in the United Nations and Middle East including the Gulf and Afghanistan.</p>	<p>Prepare a report explaining the aims, background and other relevant biographical details about Osama bin Laden. Explain a range of factors which contributed to the growth of Al-Qaeda.</p> <p>Identify, explain and debate the reasons why different groups with different backgrounds and from different geographical contexts took the decision to join Al-Qaeda.</p> <p>Study eyewitness accounts of the 9/11 attacks; examine news reports which reported on reactions to 9/11 from around the world.</p> <p>Analyse the role of an individual – how much of a difference did bin Laden make when compared to social, economic, political and religious factors which contributed to 9/11?</p> <p>Debate the different options available to Bush following 9/11; what range of strategies was open to the US and what were their potential pitfalls?</p>	<p>News reports, archive footage and eyewitness accounts.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
13,14,15	<p>Afghanistan</p> <ul style="list-style-type: none"> • Its reputation as a rogue state. • The Taliban regime. • Western and Muslim attitudes to its policies. • The problems faced by ethnic groups. • The resurgence of the Taliban. 	<p>The focus should be on understanding the background to the attack on Afghanistan and the nature of the Taliban regime which made it appear a rogue state in the eyes of the International community. This would include an understanding of the nature of the Taliban regime, attitudes to it and why the country was divided by ethnic conflict. The reference to 'resurgence' relates to the increasing strength of the regime in imposing its policies.</p>	<p>Annotate a map of the region to show why Afghanistan had been a centre of geo-political disputes since the nineteenth century.</p> <p>Create a timeline of events since the withdrawal of Soviet forces.</p> <p>Card sort and 'diamond nine': consider a factors question to explain the problems facing Afghanistan and why the Taliban were able to seize control following the collapse of the Communist government.</p> <p>Model an answer, which exemplifies how students can reach a judgement which compares the relative importance of causal factors.</p> <p>Enquiry sources exercise – to explore the different attitudes towards the Taliban regime across the world. How did the international media report Taliban practices? Create your own narrative report which details the treatment of Afghan civilians, including minority ethnic and religious groups.</p> <p>Students might debate the characteristics of a 'rogue state', ie explore Western perceptions as well as those from other predominantly Muslim states. Are these characteristics based on economic, social, religious (sectarian), political, cultural aspects? Or do they just reflect the attitudes of western governments?</p>	<p>Contemporary sources might include reports from the UN and international organisations such as the Red Cross and Amnesty International.</p> <p>Speeches from US, UK and Arab leaders about their perceptions of 'rogue states'.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
16,17	<p>Bush's war against terror</p> <ul style="list-style-type: none"> • Bush's aims. • Blair's support for intervention – the 2001 US/UK operation. 	<p>The challenge in this sequence of lessons is to consider the International response to George W Bush's war against terror, developing an understanding of the arguments for and against operations aimed at both the Taliban and Al-Qaeda. US and UK motives should be studied to grasp the factors which led to the military operation against Afghanistan, and analyse the consequences.</p>	<p>Study a range of sources to explain the aims of President Bush and Prime Minister Tony Blair. Choose four sources which proved most useful in understanding the motives which lay behind the 'war against terror' and explain your choice.</p> <p>Construct a written and visual narrative of US and UK operations in Afghanistan. Is it possible to identify any turning points in the campaign against the Taliban? Justify your selection.</p> <p>Answer the question: 'Bush attempted to build an international coalition to destroy the Taliban regime. How successful was he in achieving this aim?'</p>	<p>Contemporary sources, including official reports, speeches from Bush, Blair – and media reports/cartoons.</p> <p>Eyewitness accounts from members of the military (see below).</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
18,19	<p>Bush's war against terror</p> <ul style="list-style-type: none"> • Overthrow of the Taliban and collapse of its regime. • UN peace conference. • Problems faced by Karzai's government. 	<p>When studying the results of the US/UK operation an analysis of efforts to bring peace and reconstruction through the UN and Karzai's government will enable students to judge the success of the war on Al-Qaeda.</p>	<p>Create a factfile which includes biographical details about President Hamid Karzai.</p> <p>Collate soldiers' recollections of the campaign against the Taliban. What do their memories suggest about the problems of bringing peace to Afghanistan?</p> <p>Write a report commissioned by the UN detailing the successes and failures of President Karzai's government by 2009.</p> <p>Discussion points: Why did peace and reconstruction take so long? To what extent had they been achieved by 2009? Did the west succeed where the Soviet Union failed? If not, why?</p>	<p>Recent accounts of the military campaign from the British perspective include James Cartwright (Pen and Sword books) and General David Richards (Headline).</p>

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20			<p>Assessment point: students could be presented with contrasting sources and are asked to compare their usefulness in helping us to understand the causes and impact of events surrounding Al-Qaeda and Bush's war on terror.</p> <p>Students could be then given an agree/disagree style question based on the specimen paper.</p>	

Part three: The Iraq war

Lesson number	Specification content	Guidance	Learning activity	Resources
21,22,23	<p>Saddam Hussein's regime</p> <ul style="list-style-type: none"> • Treatment of Kurds and Shia Muslims. • The debate about Iraq's links to Al-Qaeda and its reputation as a rogue state. • Religious divisions in Iraq. • International attitudes towards Saddam Hussein. • The role of the UN. 	<p>While considering the nature and policies of Saddam's regime the emphasis should be on explaining the reasons behind the Iraq war and the diversity of the attitudes towards Iraq. Part of this narrative would include references to ethnic and religious divisions in Iraq and alleged links to Al-Qaeda.</p>	<p>Research media sources about the treatment of Kurds and Shia's inside Iraq. Debate how far Iraq was a divided society and explain the problems faced by its people in 2002 and 2003.</p> <p>Link back to previous discussions about the nature of a rogue state. Discuss whether Iraq deserved its reputation as a 'rogue state'?</p> <p>Role play attitudes to Saddam Hussein amongst the international community, including the UN. Annotate a set of sources which explore these attitudes and analyse their usefulness by content, message, purpose and against contextual knowledge.</p> <p>Debate the arguments both for and against the view that the Iraqi dictator had links to Al-Qaeda.</p> <p>Who was more responsible for the situation faced by civilians inside Iraq – western countries or Saddam Hussein's government?</p>	<p>Political cartoons about Saddam Hussein.</p> <p>Media reports covering international attitudes to Iraq.</p> <p>UN reports about the problems faced by civilians, eg from UNICEF.</p>

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24, 25	<p>The invasion of Iraq</p> <ul style="list-style-type: none"> International Atomic Energy Agency (IAEA) inspectors and the issue of Weapons of Mass destruction (WMD). Western interests, including oil. 	<p>When considering the reasons for the invasion of Iraq in 2003 the issue of IAEA inspectors and Weapons of Mass Destruction form part of the narrative.</p> <p>A comparison of the different motives and attitudes within the Muslim world and the UN would enable an analysis of the relative importance of different causal factors.</p>	<p>Card sort: arrange the key factors which explain the reasons for the invasion of Iraq in order of importance.</p> <p>Debate: the US has been accused of acting in its self-interest – what are the arguments for and against this proposition?</p> <p>Source exercise: review the debate about Weapons of Mass destruction – why is it difficult to reach a conclusion about the nature of the threat posed by Saddam Hussein?</p> <p>How does the debate about WMD continue to be of interest in Britain? How has it been reported in the media? Prepare a PowerPoint to illustrate your answers.</p>	<p>Sources might explore how the issue of WMD was debated and reported at the time and continues to be the focus of attention.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
26, 27	<p>The invasion of Iraq</p> <ul style="list-style-type: none"> • The military campaign. • Opposition to invasion within Iraq and internationally. • Downfall of Saddam Hussein. 	<p>The focus of this lesson should be on the impact of the military campaign, how attitudes to the war changed and the aftermath.</p> <p>Following the defeat of Saddam and his downfall from power the challenge is to understand the problems that this created.</p>	<p>Prepare a table to show the opposition to the invasion of Iraq.</p> <p>Select a range of sources which best illustrate the opposition to invasion. Justify your choices. Why are biased sources still useful to historians?</p> <p>Create a map of Iraq and annotate with information about the military campaign.</p> <p>To what extent did the invasion unleash sectarian violence? Could this have been foreseen? What questions would you ask of Bush and Blair following the initial collapse of Iraqi forces?</p>	<p>Film, contemporary accounts of events in Iraq.</p>

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28,29	<p>The impact of war on the Iraqi people and across the world</p> <ul style="list-style-type: none"> • The Insurgency. • Elections and transfer of powers to National Assembly. • Global anti-US and anti-UK terrorism. • 2007 troops surge. • Stability of Iraq by the end of Bush's Presidency. 	<p>Following the collapse of the regime the coalition attempted reconstruction and were faced with difficult issues related to the impact of the war. This section focuses on the reconstruction of Iraq in the face of armed insurgents, and why it proved difficult to hold successful elections and bring stability.</p> <p>In understanding the impact of the war this final section examines the threat of global terrorism in the wake of the Iraq war and the war against terror.</p> <p>Analysis would examine Bush's efforts to bring stability to Iraq in order to assess his success by 2009.</p>	<p>Create a narrative timeline of events following the overthrow of Saddam Hussein.</p> <p>Students to study a set of statements about the challenges facing the coalition after invasion – explaining the extent they agree and disagree with them.</p> <p>Study sources about the fall of Saddam and assess them for their usefulness. Prepare a media report documenting Saddam's fate 2003-2006.</p> <p>Research profiles of key figures: Nuri Kamal Al-Maliki; Grand Ayatollah Sistani; Muqtada Sadr.</p> <p>Construct a table which includes examples of global terrorism aimed at the US and UK since 2001.</p> <p>Choose a range of evidence both for and against the proposition that 'Iraq was showing few signs of recovery by 2009'. Using the proposition, students consider the qualities required of conclusions and judgements. Students attempt to write a judgement and peer assess</p>	<p>Archive information/film and written sources documenting the problems facing Iraq during the Insurgency.</p> <p>Political cartoons from the US and UK.</p> <p>Recollections of military personnel are available eg Dan Mills, a serviceman who fought in Iraq (published by Penguin).</p>

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30			<p>Assessment point: students could be presented with contrasting sources and are asked to compare their usefulness in helping us to understand the causes and impact of events surrounding the Iraq War. Students could be then given an agree/disagree style question based on the specimen paper.</p>	