

**LESSON PLAN**

**Humanitarian Law and Iraq**

MODULE ONE. FOUNDATION: *UNIT IV. International Humanitarian Law*

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**LENGTH**

4 - 5 days

**NEBRASKA SOCIAL STUDIES STANDARDS**

World History: 12.2.10

US History: 12.1.9

**McREL NATIONAL STANDARDS**

World History: 44.4, 44.7, 44.10,  
44.11. 44.14

**OBJECTIVES**

1. Students will examine Saddam Hussein's gassing of the Kurds in the late 1980s.
2. Students will examine the United States invasion in March of 2003.
3. Students will determine the relevance of Humanitarian Law to each incident.

**TERMS**

2003 US invasion of  
Iraq  
Humanitarian Law  
Kurds  
Saddam Hussein

**MATERIALS**

Websites:

MidEast Web: The Iraq Crisis, An Overview

<http://www.mideastweb.org/iraq.htm>

GlobalSecurity: Kurdistan - Kurdish Conflict

<http://www.globalsecurity.org/military/world/war/kurdistan.htm>

Human Rights Watch: Genocide in Iraq, The Anfal Campaign Against the Kurds

<http://www.hrw.org/reports/1993/iraqanfal/>

Human Rights Watch: International Humanitarian Law Issues in a Potential War in Iraq

<http://hrw.org/backgrounder/arms/iraq0202003.htm>

**Day One – Two:**

- I. Review with students the basic principles of humanitarian law.
- II. Provide a brief geographical overview of Iraq and the location of Kurdistan as well as a general overview of the Kurdish people (see first two websites above).
- III. Have students read through the report on the Anfal Campaign in the above website and make an outline of the specific actions Iraq took against the northern Kurds that violated Humanitarian Law.

**Day Three – Five:**

- IV. Review with students the basic issues leading to the U.S. invasion of Iraq in March of 2003 (see Iraq Crisis website above).
- V. Assign students to one of the ten sections listed in the above website on Potential War in Iraq. Each covers an area where analysts speculated whether or not questions of International Humanitarian Law might arise during the invasion. Have students read through their assigned section and list their key points of understanding.
- VI. Have students research other reports or articles that provide insight into whether that section of International Humanitarian Law was compromised during or after the invasion.
- VII. Have students present their findings to the rest of the class.