

TIME

CLASSROOM EDITIONS

TEACHER'S GUIDE



March 2, 1998

IN THE SPOTLIGHT — FOR DISCUSSION AND ANALYSIS

Making a Case for Military Action

COVER STORY

AS THE U.S. GEARS UP FOR A POSSIBLE air strike against Saddam Hussein, scholars, veterans and citizens are questioning the wisdom of bombing Iraq. Bruce Nelan reports on the challenges facing Operation Desert Thunder in **Selling the War Badly** on page 26.

Before Reading

Based on what you have heard and read, do you favor or oppose military action against Iraq? Why? Discuss as a class.

For Discussion

1. What is the primary reason that the U.S. is considering military action against Iraq?
2. What diplomatic efforts has the U.S. made to avoid resorting to war against Iraq? What were the results? In your view, can this situation be resolved through diplomatic channels?
3. If the U.S. does use military force against Iraq, what would this action seek to accomplish? What other possible outcomes and consequences might result from the bombing of Iraq? How might air strikes affect Saddam Hussein's image within Iraqi society? How might the balance of power in the Middle East be affected?
4. According to the article, who favors military action against Iraq? Who opposes such action? What are the arguments on both sides? Consider moral, political and economic issues raised by Americans at the town meeting in Columbus as well as by representatives of other countries, including China, France and Arab nations.
5. Why do you think government officials selected Columbus, Ohio, as the location of the town meeting? What is your reaction to the "rowdy and raucous" dissenters who voiced their protests at this forum?

6. Read President Clinton's remarks on the Iraq situation, in the box below. How does the President explain the threat that Iraq poses? Do you find his argument persuasive?
7. "Americans are always reluctant to get into foreign wars, preferring neutrality," observes Bruce Nelan. What was the popular sentiment among Americans preceding World War I? World War II? What arguments did advocates of isolationism make before the two world wars? Why do you think Americans tend to favor neutrality?
8. How did public opinion change once the U.S. decided to get involved in World War I, World War II and the Persian Gulf War?

"An Arsenal of Devastating Destruction"

I want the American people to understand, first, the past.... As a condition of the ceasefire after the Gulf War, the United Nations—not the United States, the United Nations—demanded, and Saddam Hussein agreed to declare, within 15 days, his nuclear, chemical and biological weapons and the missiles to deliver them: to make a total declaration. That's what he promised to do.... Now instead of playing by the rules he agreed to at the end of the Gulf War, Saddam has spent the better part of the past decade trying to cheat on this solemn commitment....

Now let's imagine the future. What if he fails to comply and we fail to act, or we take some ambiguous third route which gives him yet more opportunities to develop this program of mass destruction and continue to press for the release of the sanctions and continue to ignore the solemn commitments that he made? Well, he will conclude that the international community has lost its will. He will then conclude that he can go right on and do more to rebuild an arsenal of devastating destruction. And some day, some way, I guarantee you, he'll use the arsenal.

—Remarks by President Clinton to Pentagon personnel, February 17, 1998

- What do you think accounts for these shifts?
9. Now read **Why We Didn't Remove Saddam**, by George Bush and Brent Scowcroft, on page 31. What were the strategic objectives of the U.S. in the Persian Gulf war? Did these objectives include removing Saddam from power? Why or why not? According to Bush and Scowcroft, what significance did the Gulf War have to the emerging post-cold war world? What lessons do you see in the Gulf War that can be applied to the current situation in Iraq?
 10. After reading this week's cover story, has your opinion changed as to whether the U.S. should take military action against Iraq? What policy do you advocate?

For Further Exploration

Examining foreign policy through role-playing. Imagine that you are one of the individuals in the list below. Your task is to come up with a position statement on whether the U.S. should resort to military action against Iraq. Based on your instructor's directions, you may want to form small groups and conduct a debate in which opposing viewpoints are represented; or you can choose one or more of the roles and draft position statements in writing.

- **U.N. Secretary-General Kofi Annan**, seeking to persuade Saddam Hussein to provide unrestricted access to U.N. weapons inspectors
- **An anti-war protester**, seeking to convince the President that resorting to military force is a misguided idea
- **Secretary of State Madeleine Albright**, seeking to "sell" the war against Iraq to U.S. allies
- **President Clinton**, seeking to "sell" the war against Iraq to the American public
- **President Bush**, explaining how lessons from the Gulf War can be applied to the current situation in Iraq
- **Saddam Hussein**, seeking to persuade President Clinton not to bomb Iraq

Learning By Laptop

Page 62 Laptop computers are making their way into American classrooms. Are they a costly fad or a powerful learning tool?

Before Reading

How are computers used in your school? Are they readily available? Are they integrated into classroom learning? As used currently, are they a good investment of your school's resources?

Sharpening Your Focus

1. What is the "computer-lab model" prevalent in most schools today? What are its limits?
2. What advantages do laptops offer over desktop models for school use? What evidence is already available regarding the success of and enthusiasm for student use of laptops? What anecdote in the article offers the best evidence?
3. Why are some educators skeptical of the movement toward laptops?
4. If every student in your school had a laptop computer, how would teaching and learning change as a result? Make a list on the board of outcomes you might expect. Then discuss: Would it be worth an investment by schools and families of \$1500 per student, or is that a "nutty idea"?

For Further Exploration

● **Provide evidence for the laptops debate.** Tell about one or more experiences you have had using computers either in school or out of school for a class assignment. Did the computer's availability enhance your learning? How? Is your experience an example of a lesson that incorporates machines into learning, or was "learning computers" the only goal?

■ **Describe student life in the future.** Imagine a large, urban public school system ten years in the future in which every student has his or her own laptop computer. Write about a "day in the life" of one student in this city's schools, showing how a portable laptop has become a part of his or her everyday learning. Share your writing with others and discuss the potential benefits of widely available laptops.

Second Wind

Page 72 As the Nagano Olympics come to a close, essayist Pico Iyer reflects on the Games' continuing ability to surprise and move us.

Sharpening Your Focus

1. Why do you read about or watch the Olympics? What distinguishes this event from other athletic competitions? Did the Nagano Games deliver what you were hoping for? How?
2. What does Pico Iyer value about the

Olympics? Where does he state this? What moments in the Nagano Games does he point to in support of his main idea? Did you witness any of these moments? If so, do you share his response to them?

3. How do the Olympics illustrate both nationalism and what Pico Iyer calls "a new post-national order"? Which spirit do you think prevailed in Nagano?

4. Which photo from the Nagano Games in this week's TIME do you like the best? Why? What idea, feeling or story does the photo capture?

For Further Exploration

● **Write your own "Olympic wrap-up."** If you followed the Nagano Games closely, compose your own feature story or essay summarizing the Games as a whole. You may wish to begin with an analogy, as Pico Iyer does, or focus on one performance or event that, for you, symbolizes the Games as a whole.

■ **Defend or critique nationalism at the Olympics.** Is the spirit of the Olympics enhanced or tarnished by strong displays of nationalism at the Games?

Master of Visual Slang

Page 82 Robert Hughes reviews the Museum of Modern Art's exhibit of the work of Fernand Léger, a painter who captures the energy and mechanization of modern times.

Before Reading

Look closely at Fernand Léger's *The Card Game* on page 82. Write, then discuss: What do you see? What do you feel when looking at this painting? Léger's paintings are often interpreted as metaphors of their time; what idea, event or feeling could stand as a metaphor for today?

Sharpening Your Focus

1. What did you learn in the article about the background of *The Card Game*? How can this painting be interpreted as a comment on the mechanized warfare of World War I? Point to specific elements or portions of the painting.
2. Look closely at *Exit the Ballets Russes*. How does it demonstrate Léger's "fascination with structure"? What do you see in the painting that is interesting or provocative? How does Léger's work represent the human form? How does he use color? Why do you think he uses color as he does?
3. Review together: What is a "utopia"? What is socialism? What would a socialist utopia look like? Now examine *Leisure, Homage to David* on page 83. How can this painting be interpreted as Léger's vision of a socialist utopia? What do you see when you look at the painting today? "*Leisure*," writes Robert Hughes,

belongs to a very distant world of belief." In what ways does it still speak to viewers in 1998?

For Further Exploration

■ **Examine another work by Fernand Léger.** In the library, find a book containing photographs of Léger's work and select one to study closely. Write about what you see in it and how it is composed (noting use of color and line). How does this painting compare to the works you studied in the magazine? What does it have in common with these works? How do you interpret the ideas or feelings behind it? Does it support or refute Hughes' assertion that "Léger's paintings were, above all, about connectedness"?

Note to Instructor: On this page we offer a broad range of ideas for activities and assignments keyed to selected articles in the current issue of TIME. All exercises can be modified to suit the needs of your students. The symbols below provide an approximation of the time required to complete each assignment:

- **Brief assignment;** can be completed in class or as a homework exercise.
- **Mid-range assignment;** can be completed during several class or homework sessions.
- ▲ **Long-term assignment;** may involve extensive library research and/or multiple revisions.

Quiz Answers

Available only in printed version of the teacher's guide, sent weekly to TIME Education Program subscribers.



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T I M E W E E K L Y Q U I Z

Name Date

The Who, What and Where of the News: Identify the person, place or term that best fits each of the following descriptions. Write the letter of the item in the space provided. The number in parentheses indicates the first page of the TIME story in which the answer will be found.* (NOTE: Not all items will be used.)

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|------------------------------|--------------------------|---------------------------|----------------------------|--------------------------------------|
| A. Red Cross agents | F. Kofi Annan | K. Tara Lipinski | P. William Ginsburg | V. Fernand Léger |
| B. Mike McCurry | G. Bruce Udolf | L. Michael Emmick | Q. 5 | W. Sandy Berger |
| C. Chris Wittly | H. IRAS | M. Jim Guy Tucker | R. Charles Ruff | X. Security Council diplomats |
| D. Larry Wayne Harris | I. Joe Arpaio | N. Ian Wilmut | S. Henri Matisse | Y. Frederick Douglass |
| E. 8 | J. Newsweek, Inc. | O. Reader's Digest | T. John Brown | Z. bond mutual funds |
| U. Peggy Fleming | | | | |

- | | |
|---|--|
| <p>_____ 1. Abolitionist who is the subject of the new novel <i>Cloudsplitter</i> by Russell Banks (p. 76)</p> <p>_____ 2. Person who went to Baghdad last week to make one last diplomatic effort to solve the stalemate over U.N. weapons inspections in Iraq (p. 26)</p> <p>_____ 3. Person arrested by the FBI for possible possession of the deadly biological agent anthrax (p. 56)</p> <p>_____ 4. Former Arkansas governor who pleaded guilty to fraud charges and promised to help the Independent Counsel in the Whitewater investigation (p. 52)</p> <p>_____ 5. Publisher whose market value has fallen by half despite its ownership of the magazine with the world's largest circulation (p. 58)</p> <p>_____ 6. Painter who was the only major Cubist with strong ties to American culture (p. 82)</p> <p>_____ 7. Longest period of time, in years, for which human embryos have been frozen before successfully being transferred and brought to term (p. 65)</p> <p>_____ 8. White House counsel who is the link between the legal and public relations teams planning strategy for President Clinton in the Monica Lewinsky crisis (p. 36)</p> <p>_____ 9. Youngest Olympic figure-skating champion (p. 66)</p> <p>_____ 10. Kenneth Starr deputy who was found to have acted maliciously and arbitrarily in violating a defendant's civil rights when he was a Georgia state prosecutor (p. 52)</p> | <p>_____ 11. Kenneth Starr deputy accused of not allowing Monica Lewinsky to contact a lawyer (p. 52)</p> <p>_____ 12. Scientist who is under pressure to prove his claims that he cloned a sheep from the cell of an adult ewe (p. 65)</p> <p>_____ 13. Amount in billions of dollars that American schools will spend this year on high-tech equipment and training (p. 62)</p> <p>_____ 14. White House spokesman who said that the explanation of the relationship between President Clinton and Monica Lewinsky is going "to end up being a very complicated story" (p. 36)</p> <p>_____ 15. Form of investment into which \$11.5 billion of net new cash has flowed since January (p. 60)</p> <p>_____ 16. President Clinton's National Security Adviser (p. 26)</p> <p>_____ 17. Maricopa County, Ariz., Sheriff whose tough-on-crime-and-criminals approach has won him wide popularity (p. 4)</p> <p>_____ 18. Person acting as Monica Lewinsky's surrogate father, media adviser and spokesman (p. 40)</p> <p>_____ 19. One proposed compromise in the Iraq crisis calls for these to accompany U.N. inspectors investigating suspected weapons sites (p. 26)</p> <p>_____ 20. Winner of two medals for the United States in speed skating at Nagano (p. 72)</p> |
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Recognizing Points of View: Review the article **Selling the War Badly** that begins on **page 26**. That article describes concerns that many different nations have over the current crisis in Iraq. Match the nation with the point of view it holds by writing the correct letter in the space provided next to the statements below. Use I for Iraq, F for France, T for Turkey and U for the United States.

- _____ **21.** Air strikes against Iraq will end the world's ability to monitor Iraq's weapons programs.
- _____ **22.** Occasional punitive air strikes may be necessary.
- _____ **23.** Air strikes against Iraq will make maintaining the economic boycott against it more difficult.
- _____ **24.** Destabilizing Iraq might have the unfortunate side effect of creating an independent Kurdistan.
- _____ **25.** UNSCOM must have operational control of weapons inspections.

Writing About Social Issues: Review the "American Scene" piece **It's No Party in the County Jail** on **page 4**. Do you believe that the policies the Maricopa County Sheriff uses with his prisoners are good ones? Or do you think those policies encourage brutality and abuse of inmates? Write your answer in the form of a letter that you might send to the Sheriff.

*** L A T E - B R E A K I N G S T O R I E S M A Y C A U S E C H A N G E S I N C O N T E N T A N D P A G I N A T I O N .**

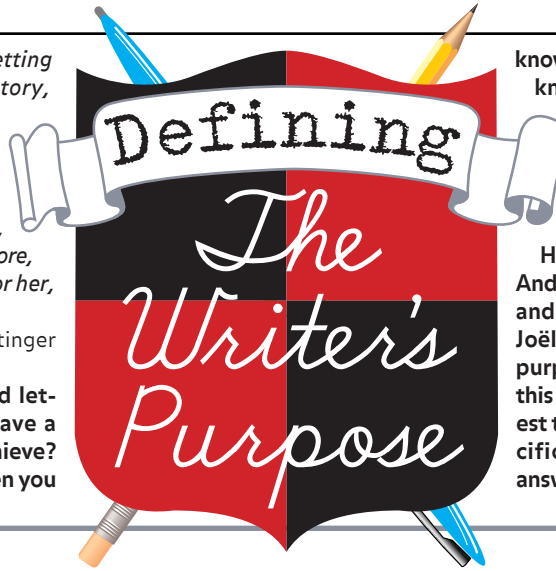


Name Date

To me, journalism is about explaining—setting forth the elements of a story, telling a story, engaging the reader, leading the reader into a voyage of discovery. I don't believe the role of the journalist is to answer all of the questions. The role of the journalist is to prod, to engage—and the reader, I hope, leaves an article or piece wanting to know more, more aware of the world surrounding him or her, and asking more questions.

Executive Editor Joëlle Attinger

Every piece of writing—from essays and letters to poetry and fiction—needs to have a clear purpose. What are you trying to achieve? What do you want to communicate? When you



know why you are writing, it becomes easier to know how and what to write. The choices you make in the writing process, from resolving questions of style and tone to organizing content and selecting details, become clearer when your purpose is well-defined.

How do TIME's writers define their purpose? And how does a clear purpose shape the style and content of the articles they write? Test Joëlle Attinger's statement of the journalist's purpose, quoted above, against an article in this week's magazine. Select any story of interest to you, read it carefully, then return to specific passages in the piece you selected to answer the questions below.

Article Selected Writer Page

- 1. Summarize this writer's purpose or goal in a single sentence. Does the writer seek to inform, persuade or provoke the reader?
2. Does the writer succeed in engaging you as a reader? How?
3. Does the article leave you "wanting to know more"? State one or more questions you would like to ask as a result of reading this piece. You may wish to research the answers and use your finding as the basis for your own writing on this subject.
4. Now refer to a piece of writing you have been assigned in this or another course. Complete the following:
a) Define the purpose of the piece you are writing.
b) Are there any similarities in purpose or subject between the TIME article and the piece you are writing? What are they?
c) Are there writing techniques or qualities in the TIME article that would work well in your writing? Identify them, and remember to try them out when you begin drafting.

