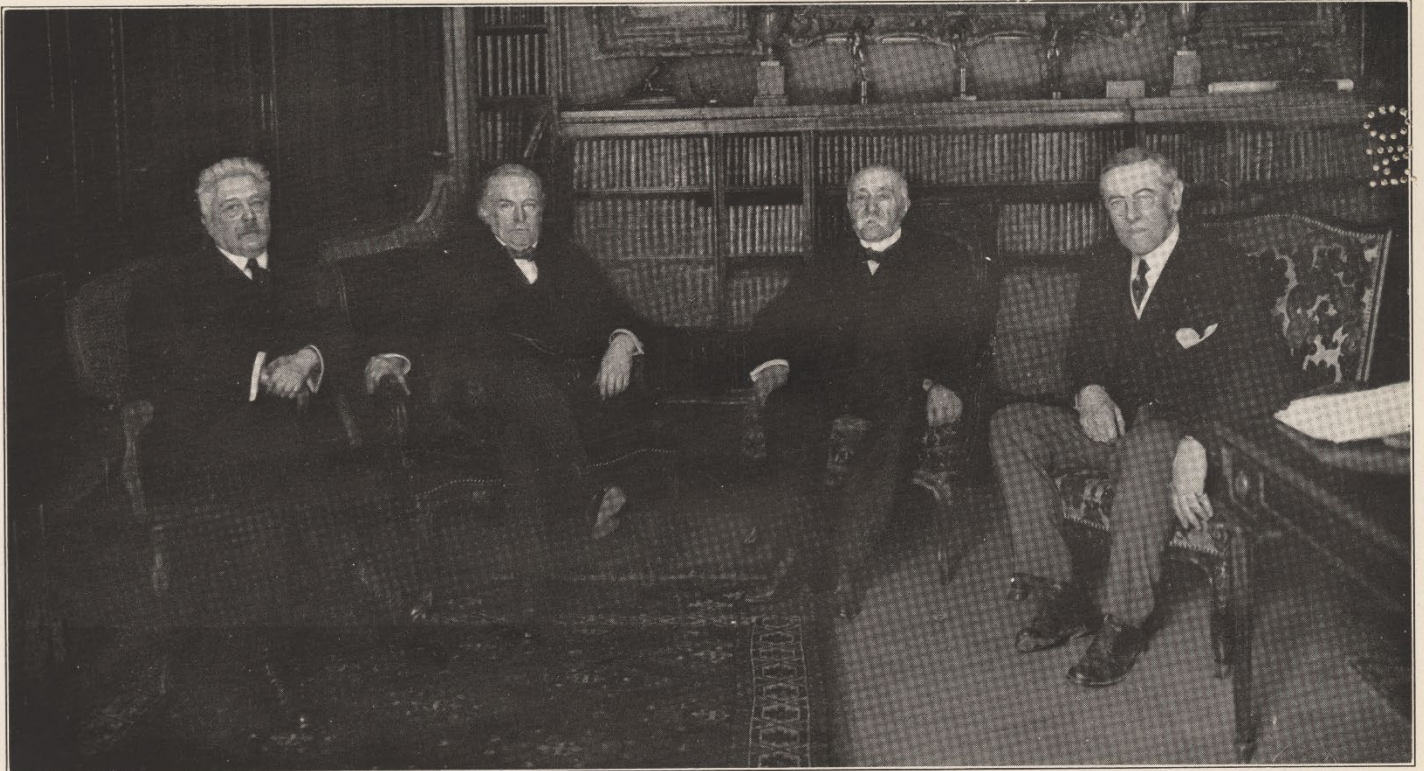


# *Why does the root of a conflict matter?*



THE COUNCIL OF FOUR AT PARIS  
(THE "BIG FOUR")

Signor Orlando

Mr. Lloyd George

M. Clemenceau

President Wilson

*Photo of world leaders in Paris during meetings for post-war treaties*

Online Collections Database, 2002.61.452, [www.theworldwar.org/research/database](http://www.theworldwar.org/research/database). National WWI Museum and Memorial. Online.

## **Supporting Questions**

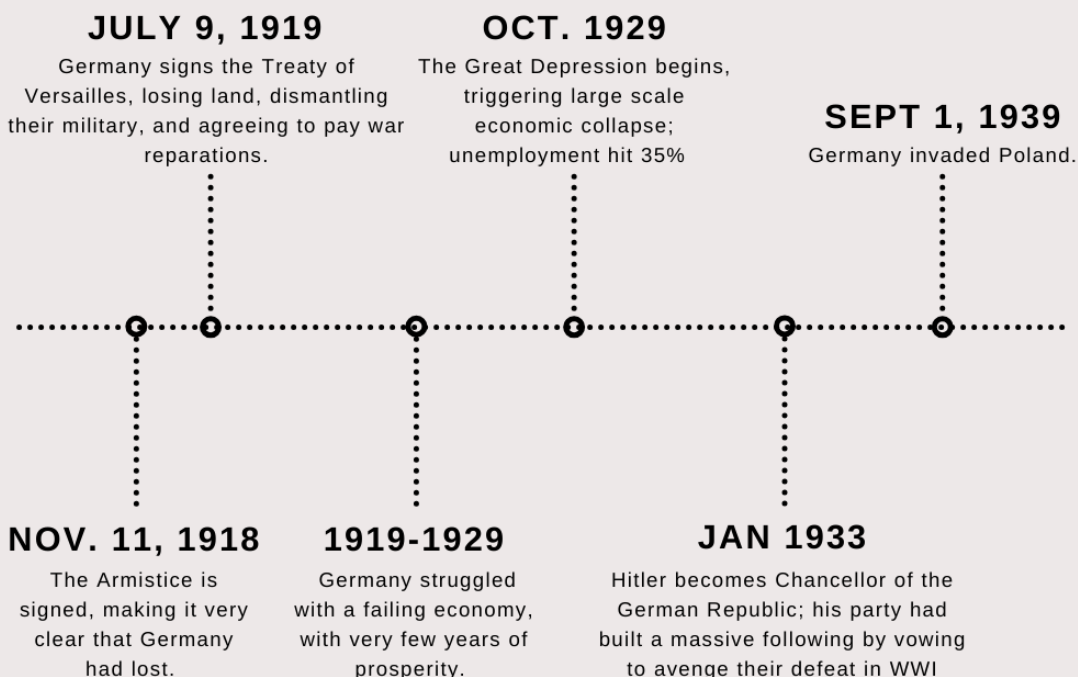
1. How is WWI connected to the outbreak of the Vietnam War?
2. How is WWI connected to the genocide in Rwanda in 1994?
3. How is WWI connected to the Second US-Iraq Conflict?

## Grade level Inquiry Title

Why does the root of a conflict matter?	
Standards and Content	<p><b>D2.Civ.3.9-12.</b> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p><b>D2.Eco.1.9-12.</b> Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p><b>D2.His.14.9-12.</b> Analyze multiple and complex causes and effects of events in the past.</p> <p><b>D2.His.15.9-12.</b> Distinguish between long-term causes and triggering events in developing a historical argument.</p>
Additional Teacher Learning Resources	<p><b>Vietnam:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Coolies to Rebels: Vietnam &amp; WWI</a></li> <li>• <a href="#">Seeds of the Vietnam War</a></li> </ul> <p><b>Africa:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Impact of Empires on Africa</a></li> <li>• <a href="#">Rites, not Rights: African Politics and Citizenship after World War I</a></li> <li>• <a href="#">1915 in Africa: Transitions, Revolutions and Myth-Making</a></li> </ul> <p><b>Iraq and the Middle East:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Middle East and the Ottoman Empire Playlist</a></li> </ul>
Staging the Compelling Question	<ol style="list-style-type: none"> <li>Using chart paper or projector, host a discussion and record student answers to the following questions:             <ol style="list-style-type: none"> <li>What is conflict?</li> <li>What defines war?</li> <li>What defines peace?</li> </ol> </li> <li>After the discussion, have students record their definitions of conflict, war, and peace for later reference.</li> <li>Introduce the compelling question: Why does the root of a conflict matter?</li> <li>Explain to students that across the next few class periods, they will explore three different conflicts that have their roots in WWI to unravel the connections between the Great War and modern conflict.</li> </ol> <p><b>Optional Activity</b> (modification for students that need more structure):</p> <p>If students need more structure for drawing the line between WWI and future conflicts, go through the following steps as a class. This could be completed as an example before students begin work on their supporting questions.</p> <ol style="list-style-type: none"> <li>Provide students with the timeline of the interwar years (between WWI and WWII).</li> </ol>

2. Ask students to consider the following question: What events on the timeline created the connection between WWI and WWII?

## Interwar Years: Germany



### Supporting Question 1

How is WWI connected to the outbreak of the Vietnam War?

### Formative Performance Task

Create a four-frame comic to show the four big events that led to the Vietnam War. *Hint: Source A and B can provide frame one, Source C for frame two, Source D for frame three, and Source E for frame four.*

### Featured Sources

**Source A:** (Excerpt) *March of Empire: The European Overseas Possessions on the Eve of the First World War*, 1948

**Source B:** (Clip) *Coolies to Rebels: Vietnam & WWI*, recorded May 23, 2015

### Supporting Question 2

How is WWI connected to the genocide in Rwanda in 1994?

### Formative Performance Task

Draw a line down the center of a page. Label the left side with "Towards Peace" and label the right side with "Towards Conflict". Organize the information presented that led to the Rwandan Genocide, in chronological order, and onto the appropriate side of your chart.

### Featured Sources

**Source A:** *Cartoon depicting Leopold II and other imperial powers at Berlin Conference*, 1884

**Source B:** (Map) *The German Empire of Central Africa*, 1918

### Supporting Question 3

How is WWI connected to the second US-Iraq Conflict?

### Formative Performance Task

Create a timeline of Iraqi history that starts at WWI and goes through 2011, based on the information in the resources provided. Be sure to include the treatment and experience of the people of Iraq in your descriptions.

### Featured Sources

**Source A:** (Excerpt) *British Mandate for Mesopotamia*, 2018

**Source B:** *Map to illustrate agreements in regard to Asia Minor, Mesopotamia, etc.*, 1964

**Source C:** *Gerturde Bell, a Masterful Spy and Diplomat*, 2006

## C3 TEACHERS

**Source C:** *The Fourteen Points*, National WWI Museum and Memorial

**Source D:** *Letter from Nguyen ai Quac [Ho Chi Minh] to Secretary of State Robert Lansing*, 1919

**Source E:** *Remembering Vietnam Episode 1*, National Archives

**Source C:** *Images from Belgian Controlled Rwanda and Burundi*, c. 1916

**Source D:** *Treaty between the United Kingdom and Belgian*, 1934

**Source E:** *Overview of the Situation in Rwanda during the 1950s*, 2024

**Source F:** *Talking Points on Rwanda/Burundi*, 1994

**Source G:** *The True Story of the Tutsis and Hutus*, 1995

**Source D:** *Collection of Photos from WWI*, 1914-1918

**Source E:** *Collection of Photos of Gertrude Bell Post WWI*, 1921-1923

**Source F:** (Excerpts) *Echoes of the Past*, 2004

**Source G:** *The Iraq War Timeline*, 2024

<b>Additional Processing Task</b>	<b>PROCESSING: (Optional)</b> With a partner, create a quick list of all the catalysts for conflicts that stemmed from the Great War. Brainstorm how those conflicts might have been handled differently, if their roots in WWI had been considered.
<b>Summative Performance Task</b>	<b>ARGUMENT:</b> Why does the root of a conflict matter? Construct an argument (e.g., detailed outline, poster, essay) that evaluates the purpose of tracing the roots of conflicts using specific claims and relevant evidence from sources while acknowledging competing views.
	<b>EXTENSION:</b> Research other conflicts since 1918 that have their roots in WWI. Create a list of at least four of these conflicts and explain their connection.
<b>Taking Informed Action</b>	<p><b>UNDERSTAND:</b> Research conflicts that are occurring right now and discover one whose roots stemmed from WWI. Explore the groups the conflict has affected, their geographic locations, and their history since WWI.</p> <p><b>ASSESS:</b> Create a timeline to show the connection between the present conflict and WWI.</p> <p><b>ACT:</b> Create a PSA to inform people about the root of this conflict. Then, determine actions that you could take to help those who have become victims of the conflict, to help resolve the conflict, or to help people better understand the conflict. Create a plan to express those actions. Remember what roles you can play as a citizen in your nation as you consider your options.</p>

## Supporting Question 1: How is WWI connected to the outbreak of the Vietnam War?

## Featured Source

**Source A:** (Excerpt) *March of Empire: The European Overseas Possessions on the Eve of the First World War*, page 37-38, 1948, National WWI Museum and Memorial, Online Collection

**Note:** The text of the book has been reproduced here exactly as it was written, for the purpose of ease of reading. Indochina was the name used for the land that is present-day Vietnam.

## INDOCHINA

France's several holdings in the Malay Peninsula – the colony of Cochin China and the protectorates of Cambodia, Annam, Laos and Tonkin – were united in 1898 to form the Indochinese Union. Kwang-Chow-Wan, which was acquired under a 99-year lease from China in the same year, was attached to the Union in 1900. Two cessions of Siamese territory in 1904 and 1907 rectifying the western boundary gave Indochina its present form.

This territorial consolidation was accompanied by administrative and fiscal unification. The Governor-General was accorded wide authority and became the most powerful official within France's colonial Empire. Paul Doamer (1857-1932), holding office from 1897-1902, filled the post with signal success. A common budget was introduced, public works projects were centralized, a single court of appeal was established and an integrated railroad system, giving the Union of the best networks of communication in Asia, was inaugurated. The customs union dating from 1887 was, of course, continued.

Such institution of uniform direction was followed by marked economic advance. While few settlers came out from the metropole, Indochina now became a popular field for investment. Rice, tea, cotton and rubber plantations were laid out in the lush Mekong, Black and Red River valleys. Sericulture likewise made rapid strides. Coal, lignite, and zinc deposits were opened. Teakwood found a ready market in France. Textile mills and metallurgical plants were likewise set up in large number and their low overhead enabled French industrialists to compete successfully with Japan throughout the orient. Labor was provided by the sedentary Malay and Chinese populations.

Chinese immigration, a conspicuous social phenomenon in the area for half a century, increased with the growth of economic opportunity. By 1914 much of the best land and petty shopkeeping had fallen into their hands. The cities of Hanoi, Hue and Saigon enjoyed mushroom growth and the first now won the name of "the Paris of the East". A series effort was made to Gallicize the inhabitants and the use of French throughout the entire school system was receiving series consideration on the eve of the War.

By 1914 Indochina had become the jewel of the French Empire and the post of Governor-General had become a stepping-stone to the Ministry of Colonies.

## Supporting Question 1: How is WWI connected to the outbreak of the Vietnam War?

**Featured Source**

**Source B:** *(Clip) Coolies to Rebels: Vietnam & WWI*, recorded May 23, 2015, Dr. Kimloan Hill, presentation at National WWI Museum and Memorial

**Link:** [Coolies to Rebels: Vietnam & WWI](#)

**Note 1:** Watch from 44:51-48:29

**Note 2:** Vietnamese soldiers and workers rallied behind the French flag during World War I, yet their experiences in Europe changed their lives and their attitudes toward France, its people and ultimately altered the course of the French colonial enterprise in Indochina. This clip focuses on the treatment of Vietnamese by the French in Vietnam during French occupation.



## Supporting Question 1: How is WWI connected to the outbreak of the Vietnam War?

<b>Featured Source</b>	<b>Source C:</b> <i>The Fourteen Points: Woodrow Wilson and the U.S. Rejection of the Treaty of Versailles</i> , National WWI Museum and Memorial
------------------------	---

**Link:** [The Fourteen Points: Woodrow Wilson and the U.S. Rejection of the Treaty of Versailles](#)

**Note:** Pay particular attention to the term “self-determination” while reading about Wilson’s ideas and points.

## Supporting Question 1: How is WWI connected to the outbreak of the Vietnam War?

**Featured Source**

**Source D:** *Letter from Nguyễn Sinh Cung [Ho Chi Minh] to Secretary of State Robert Lansing*, June 18, 1919, authored by Nguyen ai Quan, held by the National Archives

**Link:** [Letter from Nguyễn Sinh Cung \[Ho Chi Minh\] to Secretary of State Robert Lansing](#)

**Note 1:** The original letter is provided in French, along with the actual list of civil rights being asked for by Ho Chi Minh for the Vietnamese people. The provided translation was created in 1969 by the National Archives.

**Note 2:** The letter was submitted at the Paris Peace Conference. It is known that Ho Chi Minh had heard President Wilson's speeches about self-determination prior to writing this letter.



## Supporting Question 1: How is WWI connected to the outbreak of the Vietnam War?

## Featured Source

Source E: *Remembering Vietnam Episode 1*, National Archives**Link:** [Remembering Vietnam, Episode 1](#)**Notes:** Read the introduction to Episode 1, watch Episode 1, and read the provided primary sources in the gallery for Episode 1.

## Supporting Question 2: How is WWI connected to the genocide in Rwanda in 1994?

## Featured Source

**Source A:** *Cartoon depicting Leopold II and other imperial powers at Berlin Conference, François Maréchal, Le Frondeur (Liège, Belgium), 20 December 1884*

**Note:** The 1885 Conference of Berlin declared Rwanda and Burundi under German control. Nine years later, German Count von Götzen travelled and later became the governor of German East Africa. Rwanda and Burundi were located at the juncture of three empires and were subject to diplomatic fighting. The Belgians, the Germans, and the British wanted possession of the territory.

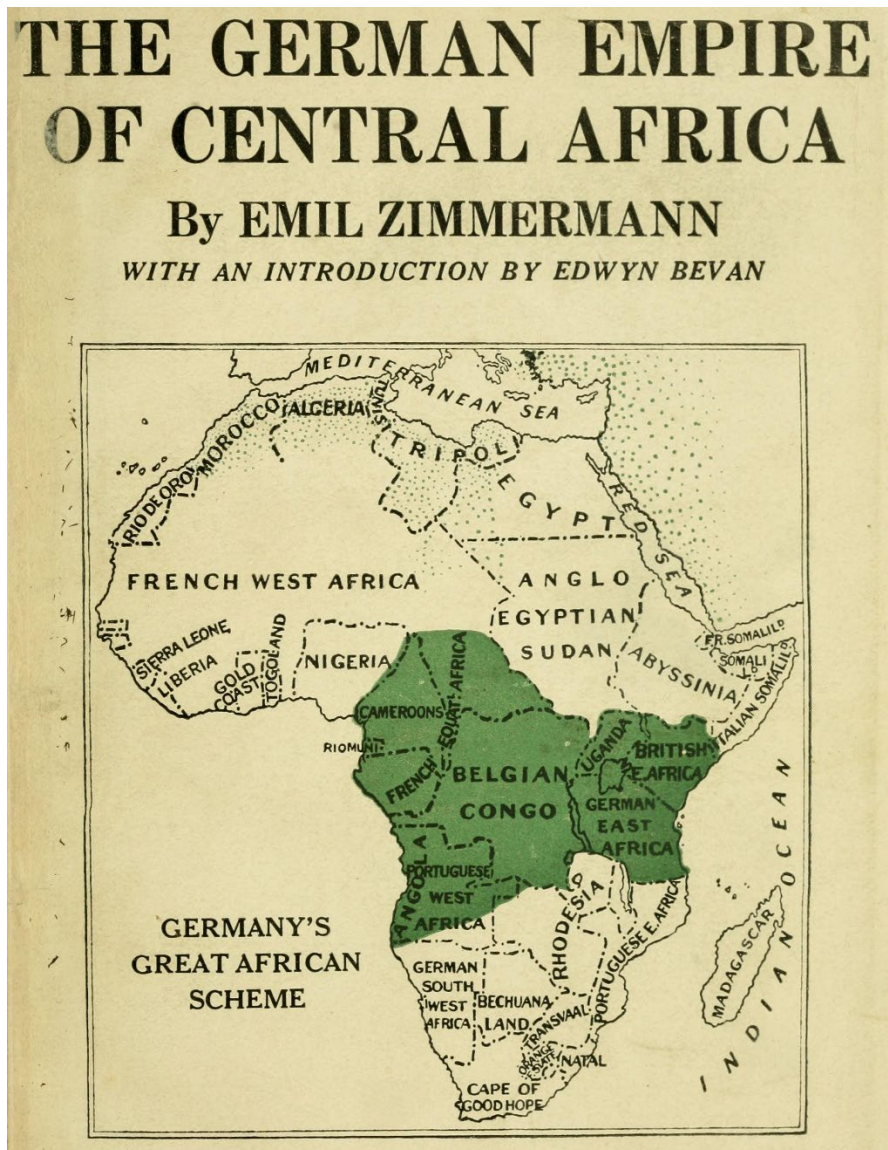


Supporting Question 2: How is WWI connected to the genocide in Rwanda in 1994?

Featured Source

Source B: (Map) The German Empire of Central Africa (translated from original German), Zimmermann, Emil, George H Doran Co, 1918

Link: [The German Empire of Central Africa](#)



**Note:** By 1910, tri-lateral agreements handed control of Rwanda and Burundi to the Germans. Germans ruled indirectly through the political structure created by the Mwami (Tutsi Royal Leadership, King). Germans conducted military operations against Hutus in north (areas outside of Tutsi control).



## Supporting Question 2: How is WWI connected to the genocide in Rwanda in 1994?

<b>Featured Source</b>	<b>Source C:</b> <i>Images from Belgian Controlled Rwanda and Burundi, Belgian Congo, c. 1916</i>
------------------------	---

**Note:** During World War I, the Belgians seized military control of Rwanda and Burundi.



**Image 1:**

**Object ID:** 2020.80.13

**Caption:** Photo of Belgian civilians and military inscribed about an aqueduct where Belgians passed through the German lines in 1916 to reach the Belgian army in the British and French lines. From the Belgian WWI service of Mathieu Joseph Penders and his pre-war service in Belgian Congo.

From the service of Mathieu Joseph Penders, Belgian Congo, c. 1916

**Link:** <https://collections.theworldwar.org/argus/final/Portal/Default.aspx?component=AAAS&record=e0949544-7ad1-4079-84c4-9c5f24a3a42e>

**Note:** After the war, on JULY 20, 1922, the League of Nations officially mandated Rwanda and Burundi under Belgian supervision but was not approved until 1924. Under Belgian administration, the power of the Mwami was curtailed and they eliminated tribute payments.

**Image 2:**



**Caption:** Belgian Congo stamp overprinted for the Belgian occupied East Africa Territories, 1916.

## Supporting Question 2: How is WWI connected to the genocide in Rwanda in 1994?

## Featured Source

Source D: *Treaty between the United Kingdom and Belgian*, Nov. 12, 1934Link: [Treaty between the UK and Belgium](#)

**Note:** With the formation of the United Nations the Belgians retained trusteeship but were required to integrate the Rwandans into the political process. This led to limited political representation in the government.

This treaty between the United Kingdom and Belgium regarded the boundary between Tanganyika and Ruanda-Urundi, dated Nov. 12, 1934.

## Supporting Question 2: How is WWI connected to the genocide in Rwanda in 1994?

## Featured Source

**Source E:** *Overview of the Situation in Rwanda during the 1950s*, National WWI Museum and Memorial, 2024

**In 1952, a series of reforms were made toward political progress and social stability.** This subsequently granted the Tutsi minority political, economic and social domination over the Hutu majority.

**In 1959, after seven years of escalating civil unrest between the Hutu and Tutsi, the Belgian administrators declared a state of emergency and called in ground forces and paratroopers from the Congo to restore order.** National administrators called for a snap election of communal council, hoping to diffuse Tutsi power. With the support of the UN General Assembly, the Trusteeship Council recommended that the future success of the region depended on the formation of a single united Rwandan-Burundi State.

Both the Hutu and Tutsi thus have different ways they perceive the events of that bloody conflict of 1959. The Hutus perceive 1959 as a year of the revolution in which the majority was defeated by the minority. The Tutsi on the other hand saw 1959 as a continuation of genocidal tendencies exhibited by the Hutu. There are also debates that 1959 genocide was precipitated by the Belgians who preferred to deal with the Tutsi at the expense of the majority Hutu.



## Supporting Question 2: How is WWI connected to the genocide in Rwanda in 1994?

**Featured Source****Source F:** *Talking Points on Rwanda/Burundi*, Deputy Assistant Secretary of Defense for Middle East Africa, Apr. 11, 1994**Link:** [Talking Points on Rwanda/Burundi](#)**Note:** The Rwandan Genocide took place between 1992 and 1994

## Supporting Question 2: How is WWI connected to the genocide in Rwanda in 1994?

## Featured Source

**Source G:** *The True Story of the Tutsis and Hutus*, Marc Sommers, Tampa Bay Times, Dec. 24, 1995

**Link:** [The True Story of the Tutsis and Hutus](#)

### The true story of Tutsis and Hutus

By Marc Sommers

Published Dec. 24, 1995 | Updated Oct. 5, 2005

The tiny African countries of Burundi and Rwanda seem to pass through American newspapers only when their citizens are killing each other. During those times, we can read about two ethnic groups, the Tutsis and the Hutus, in vicious conflict. Usually, reporters describe the violence but leave little space for explaining just why it has occurred. Typically, their short answer is that Hutus and Tutsis have hated each other for centuries.

African conflicts are in dire need of explanation, because no global region is more misunderstood. This is especially important because unless reporters carefully explain the reasons for horrific violence there, harmful stereotypes can enter spaces where explanations should reside.

Except for South Africa, the American media reports precious little about Africa other than its violent acts. Consequently, Americans may assume that black-skinned Africans are unusually prone to brute violence and irrationality.

The issue of ethnicity in Rwanda and Burundi exemplifies this problem. In both countries, Tutsis are said to be intelligent, tall, dark and thin with narrow noses, while Hutus are stereotyped as dim, short, brown and stout with wide noses. Yet the reality is more complex. There are short Tutsis and tall Hutus. The two groups have been described as races, castes and tribes as well as ethnic groups, and share the same language, culture, history and geographic area. The result is that it is difficult to tell Hutus and Tutsis apart.

Attempts to differentiate between the two might be farcical if the events involving Burundians and Rwandans were not so tragic. To be sure, there have been historic differences between two groups of people in both nations, but the differences were hardly rigid and often changeable.

All this changed when Belgian colonialists arrived. Creating rigid racial stereotypes from perceived differences, the Belgians reordered Burundian and Rwandan societies to align with their ideas. Some of the measures they used changed social tendencies into sharp distinctions. In Rwanda they declared that all Tutsis were people who had 10 or more cows, while all Hutus had nine or less. Everyone then got identity cards according to this definition. The Tutsis were recognized as distant cousins of the Aryan race, and received access to power and education in the colonies. The Hutus were recognized as lowly Bantus, and became the colonies' manual laborers.

The great tragedy of Burundi and Rwanda is that the stereotypes that the Belgians institutionalized have taken on lives of their own. Since independence, they have been manipulated by leaders for political ends. Most important, both countries have experienced colossal ethnic conflicts since 1959.

These conflicts demonstrate how stereotypes govern people's minds: During Rwanda's revolution in 1959, Hutus were reported to have cut off their Tutsi victims' feet to make them "short like a Hutu." In 1972 in Burundi, the (very short) Tutsi ruler responded to a Hutu revolt by conducting a genocide against all well-educated Hutus. These two incidents have become points of reference for subsequent violence, with each group inventing new ethnic histories to support the need for violent action and inspire terror in the opposing group. The media have used these new versions of history to explain recent events.

Government regimes since these tragic events have ruled Rwanda and Burundi with alarming severity. In 1988, for example, the scholar Rene Lemarchand declared that "nowhere else in Africa have human rights been violated on a more massive scale, and with more brutal consistency than in Burundi."

Until quite recently, the Tutsi-dominated Burundian government could have been characterized as positively apartheid-like, while Rwanda's repressive Hutu government was also unusually brutal. And yet while both countries stood out as human rights disasters, too often the Western media joined foreign governments in looking the other way.

Rwandans and Burundians have endured genocides, appalling discrimination and severe repression. Their current behavior can be explained, but the explanations must draw attention to actual events and experiences that have created the current tragedies. If not, then stereotypes of Africans will be allowed to thrive where factual information should have been placed.

Marc Sommers is a research fellow with the African Studies Center at Boston University. He is currently writing a book titled *Fear and Genocide: Understanding Ethnic Conflict in Rwanda and Burundi*.

**Note:** Keep in mind that this article was written a year after the conflict took place.

## Supporting Question 3: How is WWI connected to the Second US-Iraq Conflict?

<b>Featured Source</b>	<b>Source A:</b> (Excerpts) <a href="#"><i>British Mandate for Mesopotamia</i></a> , Authored by Burcu Curt for 1914-1918 Online, 2018
------------------------	--

**Note:** These are key excerpts taken from the article [\*British Mandate for Mesopotamia\*](#)

When the British gradually captured Mesopotamia in World War I, they adopted a stringent policy regarding the future of the region. The future and boundaries of Mesopotamia were determined after long disputes that continued within the British government until the 1920s. Although only the provinces of Baghdad and Basra were included in the first stage (and even in the Sykes-Picot Agreement), following the occupation of Baghdad in 1917 a completely different perspective began to develop for the future of Mesopotamia. Hereafter, the province of Mosul, a region rich in petrol and grain, was included within the borders of Iraq and under British rule to sustain Baghdad and Basra. The region was occupied immediately after the Armistice of Mudros.

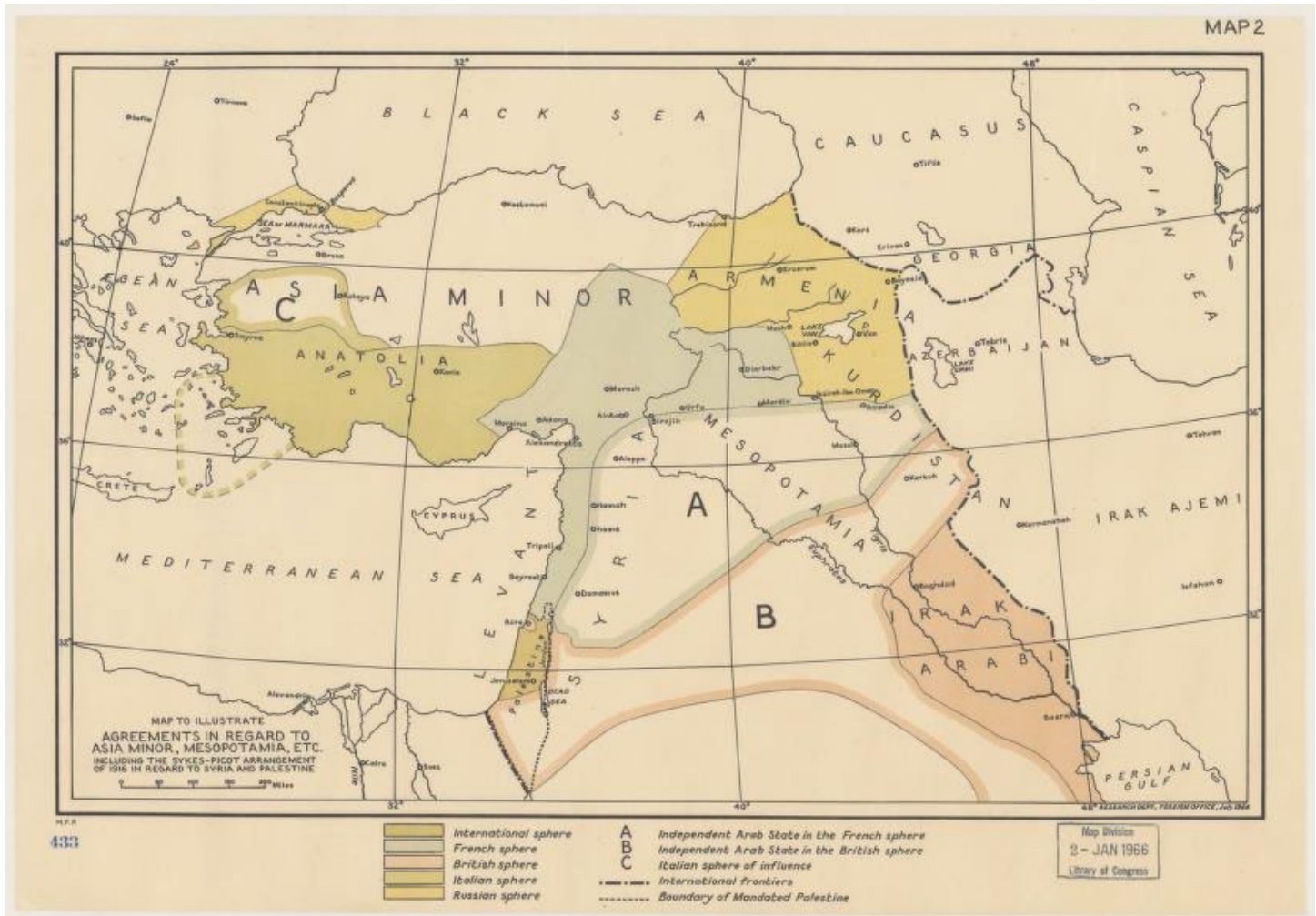
... Two questionable plebiscites were organized in 1919 and 1921 regarding the unification of the former Ottoman provinces of Basra, Baghdad, and Mosul as one state under the kingship of Faysal I, King of Iraq (1885-1933) to legitimize British dominance in the Middle East without consideration of the opinions of local populations, mainly Kurds, Turks, Arabs, and Yazidis. On the other hand, the new Turkish state's annulment of the Sèvres Treaty led to a debate on the status of Mosul, which later became an issue at the Lausanne Conference. Desiring to annex Mosul, Turkey requested a new and true plebiscite while Britain rejected this idea, arguing that the Kurdish population was ignorant and lacked a rational opinion. ... the Mosul question was submitted to the League of Nations in 1924. The League formed a Frontier Commission in 1925 to determine the fate of the region. Regarding the Commission's pro-British report, Mosul was awarded to Iraq on the condition that the British mandate would be extended to a twenty-five year period and certain guarantees be given to the Kurdish population. Mosul was subsequently incorporated into Iraqi territory under an agreement signed in June 1926 between Turkey, Britain, and Iraq. ...

...The years following Faysal's enthronement passed with disputes and crises between the king and the British over the distribution of authority. One of the main reasons for this was the preparation of the mandate agreement that would shape the relationship between Britain and Iraq. The structure of the agreement which undermined Iraq's independence created unrest among many groups, in particular the Shiite community and nationalists. The result was an outbreak of opposition demonstrations. Both the Council of Minister and Faysal were reluctant to sign. Under pressure from Britain, Faysal formed a new cabinet, which approved the agreement on 10 October 1922. By creating a dual structure within the administration, the mandate agreement generated a system where the Iraqis appeared to rule, but in reality Britain maintained control over the country. ...

## Supporting Question 3: How is WWI connected to the Second US-Iraq Conflict?

## Featured Source

Source B: *Map to illustrate agreements in regard to Asia Minor, Mesopotamia, etc.,*  
Foreign Office, 1964, held by Library of Congress



Citation:

Great Britain. Foreign Office. Research Department. *Map to illustrate agreements in regard to Asia Minor, Mesopotamia, etc.: including the Sykes-Picot arrangement of regard to Syria and Palestine.* [London: Foreign Office, 1964] Map. <https://www.loc.gov/item/2014587996/>.

## Supporting Question 3: How is WWI connected to the Second US-Iraq Conflict?

**Featured Source****Source C:** *Gertrude Bell, a Masterful Spy and Diplomat*, podcast from NPR's All Things Considered, 2006**Link:** [\*Gertrude Bell, a Masterful Spy and Diplomat\*](#)**Note:** This link includes the audio for the 7-minute podcast and a transcript.



## Supporting Question 3: How is WWI connected to the Second US-Iraq Conflict?

## Featured Source

**Source D:** *Collection of Photos from WWI*, National WWI Museum and Memorial Online Collections Database, 1914-1918

Image 1:



**Object ID:** 2005.31.4.4

**Caption:** Photo of officers taken on board the ship “Blosse Lynch” sailing on the Tigris River. This photo was taken in June 1917, likely near Baghdad.

**Link:**

<https://collections.theworldwar.org/argus/final/Portal/Default.aspx?component=AAAS&record=bee3d039-45f3-45b0-8162-0838d9559219>



Image 2:



**Object ID:** 1983.166.13

**Caption:** Photograph of Arabs watching the British passing through Baghdad, transporting a heavy British gun. The exact year of the photo is unknown.

**Link:**

<https://collections.theworldwar.org/argus/final/Portal/Default.aspx?component=AAAS&record=596d83b3-f53e-4c15-b310-e7a02e7683fc>

## Supporting Question 3: How is WWI connected to the Second US-Iraq Conflict?

<b>Featured Source</b>	<b>Source E:</b> <i>Collection of Photos of Gertrude Bell from after WWI</i> , Image 1, Creative Commons, 1921, Image 2, Creative Commons, 1923
------------------------	---

**Note:** Consider the importance of those in the images with Bell, as well as their location and year.

**Image 1:**



**Caption:** A picnic party at Ctesiphon. The party includes Gertrude Bell (the only woman in the scene) and King Faisal (sometimes spelled “Faysal”, second from the right). The photo was taken some time in 1921.



Image 2:



**Caption:** British and Iraqi dignitaries in Baghdad in 1923. Gertrude Bell is sitting in the front row. Additional people in the photo include Kinahan Cornwallis (Director of the Arab Bureau), Sasun Efendi Eskail (Minister of Finance in the first Iraqi government), Rustam Haidar Beg (Minister in the first Iraqi government), and Bernard Bourdillon (Political Secretary to the High Commissioner of Iraq).

## Supporting Question 3: How is WWI connected to the Second US-Iraq Conflict?

## Featured Source

Source F: (Excerpts) *Echoes of the Past*, The Guardian, Luke Harding, 2004

**Note:** The sections included below are excerpts from the entire article.

Standing among the crumbling graves in Baghdad's British cemetery, Hussain Ali Mansur last week pointed to the tomb of Gertrude Bell. For the past 75 years his family have kept watch over the remains of "Mrs Bell", as they respectfully call her, the most famous political officer in Iraq under British colonial rule.

Since her death in 1926, Iraq may have plunged from monarchy to revolution. But the Mansurs have faithfully swept the ants off Mrs Bell's memorial every Friday and tended the plots of her dead neighbours. These days, however, Mr Mansur has few good words to say about the 'new British', especially Tony Blair. Mrs Bell may have been part of an occupying administration back in the 1920s, he said, when Iraq was ruled under British mandate, but at least she liked Iraqis and spoke Arabic.

... Yesterday Mr Mansur's 60-year-old father Ali said the tradition of looking after the dead British had begun with his late father Salman, who worked at the British embassy as a guard. But after the revolution in 1958, when the monarchy established by Gertrude Bell was toppled, the water supply to the cemetery was cut off. 'After that the lemon trees and vines died. Since then it's been neglected,' he said.

In more recent years, Mrs Bell's tomb still attracted the occasional visitor - and was watched by Saddam Hussein's notorious secret police, the Mukhabarat. ...

Extraordinarily, nearly 80 years after her death most Iraqis still regard Gertrude Bell with affection. ...

In 1921, the new colonial secretary Winston Churchill summoned her and 39 men to a conference in Egypt to determine the future of Mesopotamia. She was instrumental in drawing up the borders of the new nation of Iraq and installing the pro-British prince Faisal as its first ruler. She became his closest adviser.

The historical parallels with today are hard to avoid. Next month the Bush administration will hand over limited powers to a carefully handpicked and pro-US Iraqi government to politicians whom most Iraqis already dismiss as American stooges. Meanwhile the war of patriotic resistance to foreign occupation continues, much as it did in the 1920s. "Mrs Bell had genuine sympathy for the Iraqi people. I've seen her in Iraqi movies. She appointed king Faisal to be king of Iraq," Mr Mansur, 37, said.

He and his wife and five children live next door to the cemetery, in a large whitewashed building that used to belong to the British embassy. He said he was baffled as to why Britain kept on invading Iraq: in 1917, 1941 and 2003. "It seems to be our destiny," he said. 'Britain keeps on occupying us. They have left the other countries but keep coming back here.'

The status of the graveyard, meanwhile, and of Gertrude Bell's tomb is murkily unclear. British officials in Baghdad admit that after the last Gulf war in 1991 when sanctions were imposed, they lost touch with what had happened to thousands of British graves in Baghdad and elsewhere.

Last year, three months after the fall of Saddam, Mr Mansur says three British diplomats turned up at the cemetery. They met him and his father and brothers. "They promised to pay me a salary and provide me with a special uniform. Since that time they didn't come back," he said, disillusioned. ...

In the meantime, Mr Mansur survives on 5,000 dinars a month (less than £2) paid by Iraq's Protestant church, which owns the far end of the cemetery. ...

... Thousands of Arabs attended her funeral, walking behind her coffin to the cemetery, despite the summer heat. Yesterday Mr Mansur said he retained some affection for the British but found himself disappointed by their behaviour - and their apparent failure to learn from the past. "The British don't seem to learn much from their history," he said. "They don't appear to care about it either."

The other British war cemetery, on the outskirts of Baghdad towards Kut, had now been completely destroyed because it had no-one looking after it, he added. The Mansurs, by contrast, had served the British faithfully for a long time. And what of Mrs Bell, whose death provoked genuine public mourning and grief among ordinary Iraqis? "She was a good woman," he said.

**Link to Full Article:** [Echoes of the Past](#)

## Supporting Question 3: How is WWI connected to the Second US-Iraq Conflict?

## Featured Source

Source G: *The Iraq War Timeline*, The Council on Foreign Relations, Copyright 2024Link: [The Iraq War Timeline](#)**Note:** As you read through the timeline, take care to consider all of the history you have gathered thus far.