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2nd Gulf War *Three Kings*

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1. Introduction

We decided to discuss the movie *Three Kings* by David O. Russell as this film deals with the 2nd Gulf War (Iraq-Kuwait-War). Today, a main focus of English Language Teaching is on cultural awareness and intercultural competence. Therefore, it is important to discuss events outside the classroom to open the pupils' eyes and make them competent for the outside world.

In 2003 the Iraq-War started. This could be an excellent hanger for talking about different wars concerning English-speaking-countries, such as the US, the most influential power which fought against Iraq.

As the discussion should take place in the English classroom the pupils have to be able to express themselves in English. That is why we suggest dealing with this topic in grade 10 in the Realschule. Furthermore, the syllabus (www.bildungsserver.de) proposes to deal with the following topics in grade 10:

The pupils expand their cultural knowledge by dealing with various aspects of life in the English-speaking world, in Europe and in their own environment. Consequently, the pupils are able to get a realistic idea of these aspects, to work on abolishing stereotypes and prejudices and to adopt a tolerant attitude. Thus, English language teaching hopefully leads to mutual and international understanding.

<p>The English-speaking World</p> <ul style="list-style-type: none"> • Social appearance • Young people • Social connections, conflict resolution • information and entertainment • mass media • consumerism <p>Technical developments energy and environment</p> <p>Great Britain and its status within Europe (current events in politics and economy)</p> <p>special (study) technique</p> <p>free speech</p>	<p>⇒ physical education, religion, politics, traditions</p> <p>⇒ music, fashion social responsibility, especially towards elderly people</p> <p>⇒ advertisement, video, film, celebrities</p> <ul style="list-style-type: none"> • geography, developmental-boarders: resources <p>⇒ cultural and economic connections, <i>single market</i></p> <p>⇒ supported by media</p>
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2. Making of the film

2.1 Cast

- | | |
|----------------------|------------------|
| • George Clooney | (Archie Gates) |
| • Mark Wahlberg | (Troy Barlow) |
| • Ice Cube | (Chief Elgin) |
| • Spike Jonze | (Conrad Vig) |
| • Nora Dunn | (Adriana Cruz) |
| • Myketti Williamson | (Colonel Horn) |
| • Jamie Kennedy | (Walter Wogeman) |
| • Cliff Curtis | (Amir Abdulah) |
| • Said Taghmaoui | (Captain Said) |

2.2 Filmmakers

- Writer/Director: David O. Russell
- Story: John Ridley
- Producer: Charles Roven , Paul Junger Witt,
Edward L. McDonnell
- Executive Producer: Kelley Smith-Wait, Gregory Goodman
Bruce Berman
- Co-producer: Douglas Segal, Kim Roth
- Director of Photography: Newton Thomas Sigel
- Production Designer: Catherine Hardwicke
- Editor: Robert Lambert, A.C.E.
- Costume Designer: Kym Barrett
- Composer: Carter Burwell

2.3 Biography of David O. Russell

David Owen Russell was born on 20th August 1958 in New York. After he finished his studies (English and politics) at Amherst College in 1981, he casually started writing screenplays. His first film, *Bingo Inferno* (1987), as well as the following films written by David O. Russell were great successes (see www.kinozeit.de).

Films by David O. Russell:

- 1987 Bingo Inferno
- 1990 Hairway to the Stars
- 1994 Spanking the Monkey
- 1996 Flirting with Disaster
- 1999 Three Kings
- 2004 Soldier Pay
 I ♥ Huckabees
- 2006 The H-Man Cometh

2.4 About the Production (origin of the film)

Before writing *Three Kings* David O. Russell took himself on an 18 months journey to find out more about the 2nd Gulf War and its aftermath.

When I started investigating the war I only knew the official story – that we went to the Middle East and kicked Saddam Hussein out of Kuwait. But when I looked at it more closely, I saw that Hussein was left in power and George Bush encouraged the Iraqi civilians to rise up against Hussein and said, ‘We’ll help you do it’. And the people did rise up, and we didn’t support them...and they got massacred by their own army. [...]

I thought that this would be an interesting backdrop for a story about a band of soldiers who go into this surreal, corrupted Iraqi atmosphere after the war. They think Iraq is littered with the cell phones, luxury cars and booty stolen from rich Kuwait, and they want to steal something for themselves. But they suddenly find a situation that completely confronts their humanity and demands that they re-think what they’re doing and who they are. [...]

Almost everything in the film is true. Saddam did steal all the gold from Kuwait and it was missing for a long time. When he had to return it, some was missing. Many American soldiers in Iraq didn’t get to take part in the war there, yet they were called heroes. And many American soldiers were dissatisfied about leaving Saddam in power and seeing him beat up his own people. (<http://three-kings.warnerbros.com>)

2.5 Actors’ training

So that the film gained authenticity the actors (George Clooney, Mark Wahlberg, Ice Cube and Spike Jonze) had to go through a military-boot-camp that was led by three Gulf War-experienced and -retired soldiers. They were taught different skills because they were each at different stages as soldiers in the film (see <http://three-kings.warnerbros.com>).

Furthermore, the filmmakers did not only want to make the American troops authentic but also the Iraqi soldiers and civilians. Therefore, they hired Iraqi and Muslim advisors who gave instructions on the cultural and religious aspects, the costumes, the setting, the language, especially on a dialect but also on mime and gestures. They helped with drawing maps and translating Russell’s English words into Iraqi Arabic (see <http://three-kings.warnerbros.com>).

Besides that, the filmmakers tried to cast as many Iraqi people in the movie as they possibly could. It turned out that many of the actors lived in Iraq when the 2nd Gulf War took place and were able to give input as well. There were, for example, two brothers (Jabir and Ghanem Algarawi) who wrote many anti-Saddam slogans onto walls during the war. The filmmakers let those two men spray the same graffiti onto the film's village buildings (see <http://three-kings.warnerbros.com>).

2.6 The setting

Obviously the setting could not take place in Iraq itself. That is why the filmmakers had to choose a different setting that was comparable to the Iraqi deserted landscape. Furthermore, the setting was supposed to give the story a sense of space, of going towards mountains as the characters walk towards the Iranian border. They found the perfect places in El Centro, California where they filmed the desert scenes, in Mexicali, Mexico where they filmed the opening sequence and in Casa Grande, Arizona, that served for the setting of the film's Iraqi village and bunkers (see <http://three-kings.warnerbros.com>).

2.7 The visual style

To evoke the varying tone of the story line, Russell divided the film's visual style into three distinct sections (<http://three-kings.warnerbros.com>).

'Three Kings' begins with the soldiers partying one minute and going to (quotation) a Humvee ride into a village to seize some gold the next. Soon after, bizarre things happen that they don't see coming. It gets out of control. So I wanted the visual style of the film to mirror that craziness; to startle you. (<http://three-kings.warnerbros.com>)

Color is an integral element of a picture. Its use means much more than the mechanical recording of colors which the camera has heretofore blotted out. Just as music flows from movement to movement, color on the screen... flowing from sequence to sequence, is really a kind of music. (Robert Edmond Jones, Stage Designer/ Colour Consultant in Boggs, 1999: 186)

In this first part, the writer and the cinematographer wanted to express this sense of dislocation. “David and I decided that the beginning of the film, when the war has just ended, should have a kind of colorless hard edge to it, like a documentary of the war we all saw,” says Sigel (<http://three-kings.warnerbros.com>).

“I also wanted this to symbolize the soldiers’ disenchantment with the end of the war,” says Russell (<http://three-kings.warnerbros.com>).

For this they used a process called ‘bleach bypass’, where you skip a bleach process in the developing of the film so it leaves a layer of silver on the negative (see <http://three-kings.warnerbros.com>).

The second part starts with the scene when the four soldiers arrive at the village; they find themselves affected by the people and the situation as they had been isolated at the boot camp during the entire war. The soldiers feel strange in that place because nothing looks familiar to them. That is why they changed the film stock to Ektachrome, a film that people use in their still cameras. Although it was a hair-greying experience to use it, the filmmakers were content with the result. The surreal colours illustrated in a great way how disoriented the soldiers were at this time in the story (see <http://three-kings.warnerbros.com>).

By the third act Archie, Troy, Chief and Vig have made a moral choice. “They feel a little more settled with them. That’s when the film stock goes back to where it started but with a little more color saturation, giving a warmer, friendlier look,” explains Sigel (<http://three-kings.warnerbros.com>).

3. Historical Introduction (2nd Gulf War – Iraq-Kuwait-War)

3.1 Background

Before the 1st World War, Kuwait belonged to a province called Basra (not comparable with the actual south-Iraqi province Basra).

Kuwait never belonged to Iraq. After the 1st World War, Kuwait was declared an independent state. First it was under British predominance and was later an official monarchy (see <http://de.wikipedia.org>).

Iraq never challenged the independence of Kuwait until 1990 although the frontiers were never explicitly defined.

After the 1st Gulf War (Iran-Iraq-War) Iraq was indebted to some Arabic countries, including a debt of about 80 billion US-Dollar to Kuwait.

3.2 Chronology of the war

1990	
17 th July	<ul style="list-style-type: none">- Saddam Hussein (president of Iraq) accuses Kuwait of stealing oil at the Iraq-Kuwait border<ul style="list-style-type: none">⇒ Hussein warns Kuwait of military action
~22 nd July	<ul style="list-style-type: none">- Iraq begins military build-up at the Kuwaiti-frontier
24 th July	<ul style="list-style-type: none">- April Gaspie (American Ambassador) meets Saddam Hussein (April Gaspie: "We have no opinion on the Arab-Arab conflicts like your border disagreement with Kuwait" (see www.wikipedia.de)<ul style="list-style-type: none">⇒ prompts Saddam to send his troops to Kuwait, the position of the USA is clear as for him
2 nd August	<ul style="list-style-type: none">- Iraqi troops cross Kuwaiti border- Kuwaiti troops are quickly overwhelmed<ul style="list-style-type: none">⇒ countries all over the world condemn the invasion for being criminal and offending world peace
3 rd August	<ul style="list-style-type: none">- Radio Baghdad reports the retreat of the Iraqi troops
6 th August	<ul style="list-style-type: none">- UN imposes trade embargo on Iraq
7 th August	<ul style="list-style-type: none">- Saudi Arabia requests US troops to defend against possible Iraqi attack- Operation 'Desert Shield' begins

	⇒ first US forces arrive in Saudi Arabia
9 th August	- Iraq annexes Kuwait
10 th August	- Saddam Hussein declares “jihad” against the US and Israel
12 th August	- Naval blockade of Iraq begins
22 nd August	- US President George Bush authorizes first call-up of selected reservists since the Vietnam War ⇒ 45,000 soldiers are in Saudi Arabia
28 th August	- Iraq declares Kuwait its 19 th province
14 th /15 th August	- United Kingdom and France join the Gulf forces by sending soldiers, tanks, bombers and helicopters - Japan and West Germany pledge more money
1 st October	- Saudi Arabia proposes a withdrawal of all international forces if Iraq pulls back their troops from Kuwait
November	- George Bush orders more US soldiers to the Gulf
17 th December	- UN sets deadline for Iraqi withdrawal on 15 th January 1991 - Saddam Hussein rejects all UN resolutions
1991	
9 th January	- Talks between US Secretary of State Baker and Iraqi Foreign Minister Aziz End in stalemate
15 th January	- UN ultimatum elapses without any movement by Iraq
17 th January	- Operation ‘Desert Storm’ begins
18 th January	- aim of the US is to destroy Iraq’s nuclear potential, chemical weapons and to liberate Kuwait
19 th January	- Iraq begins blowing up Kuwaiti oil wells
25 th January	Iraq starts dumping millions of gallons of oil into the Persian Gulf (environmental war)
30 th January	- First ground battle in Saudi Arabia - Iraqi troops are beaten back by Saudi troops
13 th February	- Air bombardment of Baghdad (400 dead) leads to a strategic bomb campaign
19 th February	- Iraq agrees to a Soviet-proposed cease-fire agreement that is rejected by George Bush
22 nd February	- George Bush issues a 24-hours ultimatum ⇒ Iraq must withdraw from Kuwait to avoid start of ground war
24 th February	- Allied ground war begins
26 th February	- Saddam Hussein announces Iraq’s withdrawal from Kuwait - Iraqi troops set oil wells on fire as they leave ⇒ coalition aircraft bomb the road (‘Highway of Death’ → 10,000 Iraqis are killed)
27 th February	- George Bush declares a cease-fire - He declares Kuwait liberated
1 st March	- Cease-fire terms negotiated in Iraq
17 th March	- First US troops are sent home
6 th April	- Iraq officially accepts cease-fire
11 th April	- Cease-fire takes effect

3.3 Media war

Due to the Vietnam War the freedom of the media was much more restricted in the US. Although people all over the world could follow the warfare and were able to watch live pictures of missiles hitting their targets, the media that were published were filtered by the US military. "Most press information came from briefings organized by the military" (en.wikipedia.org). Interviews were only given to selected journalists who were deployed, controlled and censored by the US military. For inventing exaggerated stories the PR-agency Hill&Knowlton gained 11,000,000 US-Dollar. They published the "incubator-lie" that was accusing Iraqi soldiers of killing newly born babies by throwing them onto the floor. This story was confirmed by the daughter of the Kuwaiti Ambassador but later turned out to be a false testimony (see www.wikipedia.de).

3.4 Technology

As common in every war, new technology was initiated (see www.wikipedia.de and en.wikipedia.org)

- Scud is a tactical ballistic missile. It could have been possible that attacks with chemical or biological war heads would take place but this was not the case.
- Precision guided munitions ('smart bombs') that were able to destroy a military target precisely without killing many civilians. Therefore, journalists were able to stay in their hotel in Baghdad while watching the bombings in the city.
- Cluster bombs break up into smaller bombs
- Daisy clusters are 15,000 pound bombs that destroy everything within 100 metres
- GPS (Global Positioning System) was helpful to cross the deserts without being detected by the enemies
- AWACS (Airborne Warning and Control System)
- Satellite communication system

3.5 Environment

The natural habitat of the Persian Gulf and the fauna was enormously polluted, even destroyed, through influence of weapons, crude oil and burning oil wells, biological, chemical and radio-active toxic wastes, waves of refugees (pollution of water, felling, deer hunting). The desert increased through military movement and usage of weapons (see www.nabu.de).

4. Analysis of the genre

4.1 War film or anti-war film?

Definition of 'war film'

Films of the war film genre deal primarily with actual warfare, usually featuring sea, air, or land battles and their combatants, or daily military or civilian life in the midst of battle or the threat of battle. Their stories may be fiction, historical re-enactment, docudrama or documentary in nature (<http://encyclopedia.thefreedictionary.com>)

Definition of 'anti-war film'

An anti-war film is a movie that is perceived as having an anti-war theme. Some are war movies that show the negative aspects of war, while others satirize war in other ways. Many complex films may be seen as anti-war by some people and pro-war by others (<http://encyclopedia.thefreedictionary.com>).

The term anti-war sometimes refers to pacifism, i.e., opposition to all use of military force to settle conflicts, but most often is used in the context of opposing one particular nation's decision to wage war.

It is quite hard to put the film *Three Kings* into the 'war film'-category or in the 'anti-war film'-category as it includes both. According to Koebner (2002: 322), not every film in which war appears actually is a war film. On one side the film shows the civilian life of the Iraqi people who suffered under the

dictatorship of Saddam Hussein (war film) and on the other side the film shows partly negative aspects of the war, i.e. the pollution, the brutality (bodies, killing of relatives in front of their families' eyes) and the showing of damages (destruction of the human body by bullets).

4.2 Enemy schema

During the whole film, Iraqis are partly represented as a brutal enemy, partly as humane, similar to the US soldiers.

On the one hand, the viewer can see all these pictures of Saddam Hussein in the village and in the bunkers. He is represented as friendly, child-friendly and heroically. But actually these pictures respectively drawings are the opposite of what he really is like. Due to the fact that he has to prevent a rebellion of his own people, he tries to starve out the civilians. They do not get any food, the water is poisoned and even when the milk lorry arrives in the village, Saddam's soldiers shoot it off. He and his soldiers act arbitrarily because they shoot a lot of people, mostly Iraqi people. Even his own soldiers are afraid of him and his actions. When they think Saddam arrives at their bunker, they are all afraid of being killed and run for their lives.

In most of the Hollywood produced war- or anti-war films Iraq is represented as brutal and cruel. However, *Three Kings* shows the other side as well.

When Barlow is tortured, we get to know the Iraqi Captain Said. The viewer notices that there are a lot of parallels between the US and the Iraqi soldiers. The two men have a conversation about the war and their countries. Captain Said lost family members, friends and his belongings in the war. His baby-boy was killed while sleeping, his house is destroyed and his wife lost her legs. He is similar to Barlow who has a family at home, too. But his wife and baby are in safety without being in a war. Both men join the army to earn some extra money for their families. For this reason, the viewer feels sympathy for the Iraqi. It seems as if Captain Said became cruel and is able

to torture a man because the war is brutal to his people, too and he is afraid that Saddam kills him and the rest of his family.

4.3 Language

The language is easy to understand during the whole film. Due to the fact that it is visually supported, we do not think that the pupils will have problems understanding the film. In addition to that, the pupils are supposed to create a timeline of the 2nd Gulf War, so that they are familiar with special war or military terms.

4.4 Ambivalence of Signs/effect of the film

Three Kings affects the viewer enormously. Sometimes one is really shocked by the brutality that is shown (killing of the mother, damage caused by a bullet). David O. Russell does not glorify the war but shows how cruel it is in reality.

Another ambivalent effect that is brilliantly realised is the image of the Iraqis. The viewer pities the Iraqi civilians who have lost everything and fear for their lives. Contrasting to that the observer is disgusted by the Iraqi soldiers in the beginning as he does not know why the soldiers are behaving so cruelly towards the civilians. Later this feeling vanishes a little bit and turns into sympathy when Troy Barlow talks to Captain Said during the torture. Here, the viewer gets to know the motives of the Iraqi soldiers for acting like they do (earn money, nothing to lose, fear of Saddam Hussein's arbitrariness).

The filmmakers knew exactly what the viewer of *Three Kings* should feel like while watching. This is why they choose different camera shots and created different moods through colour as we described above. Although, the colour and visual effects change during the film, the viewer does not explicitly recognize it even though he is personally affected by it.

5. About the film *Three Kings* by David O. Russell

5.1 Summary of the plot

March 1991. The second Gulf War just ended and the American troops celebrate their victory in Kuwait. Sergeant Troy Barlow and Private Conrad Vig find a map in the backside of an Iraqi prisoner. They think it is a map of the Kuwaiti Gold which the Iraq has stolen earlier. Major Archie Gates and Chief Elgin accompany the two men on their trip to steal back the gold. They think it is no big deal because the war just ended and there is a cease-fire. They want to take the gold and go back to the United States as rich men.

On their way to the village where they expect the bunker with the hidden treasure they find fearful civilians and aggressive Iraqi soldiers. Still they want to take the gold and disappear. They know that the Iraqi soldiers are more interested in preventing a national uprising than in American soldiers who want to take some gold. But as the situation escalates and an Iraqi woman is murdered by an Iraqi soldier they decide to help the people and take them with them.

Saddam Hussein's soldiers use CS-gas against refugees. While Gates, Chief, Vig and the civilians find a hiding place in a cave of rebels, Barlow is kidnapped by the Iraqi soldiers.

After negotiating with the Iraqi civilians they want to find their companion and help the Iraqi civilians to get to Iran. Their way leads to former soldiers of Saddam Hussein who now fight against the dictator. Gates buys some cars with the stolen gold, among other things, a Rolls Royce. Their plan is to scare the Iraqi soldiers who watch over the bunker in which they keep Barlow. They want to give the impression of the arriving Saddam Hussein who wants to kill the soldiers.

All the Iraqi soldiers run away fearfully when they see the Rolls Royce with the supposed Saddam Hussein. But when they recognize it is a fake

they go back to the bunker and the situation turns into a drama. When Vig wants to go to his rescued friend Barlow he is shot by a hidden Iraqi.

Gates wants to keep his part of the deal and helps the Iraqi civilians to get into Iran. He orders some friendly soldiers to help the refugees.

As they reach the Iranian border and the civilians (under the protection of the American soldiers) are almost in the country which is not allied to the United States, Col. Horn, the American commander of the troop, blocks up their way and the Iraqi civilians are locked in a cage by the Iraqi soldiers. Horn does not want to allow this mission because the United States are not permitted to interfere with Iraqi conflicts. After requests to help the civilians and dramatic scenes, Gates, Barlow and Chief cannot change Col. Horn's mind. Suddenly Gates offers Horn to 'find' the Kuwaiti gold which they have buried in the desert, to get his military star and glory. Horn agrees to Gate's suggestion and arranges the refugees' way into Iran.

5.2 Characters

Major Archie Gates (George Clooney)

Gates is with the Special Forces and retires in two weeks. He has been through the Vietnam War and for this reason feels abandoned by his country. This time as well he does not know which job the US army actually has done in Kuwait. Again he feels abandoned (see www.gclooney.com). Gates is calm and cool. At first, he just wants to take the gold but he is the first of the four soldiers who wants to help the Iraqi people.

Fig. 5.1:
US movie *Tomb Raider*

Sergeant Troy Barlow (Mark Wahlberg)

Barlow is from a trailer park and probably did not have a very good childhood. He is a new father of a baby-girl and his wife is waiting for him at home. He entered the US army to earn some extra money for his family. Barlow wants to do the "right thing" and believes that the war against Iraq and the liberation of Kuwait was the "right thing". He still wants to steal the gold and disappear even though he sees the Iraqi people suffering. Later he changes his mind

Chief Elgin (Ice Cube)

The chief is similar to Barlow. He wants to do the “right thing” and believes in the war. He is from Detroit, has seen a lot of violence which made him strong. In the war he “is on a four month paid vacation” (DVD *Three Kings*, chap. 2). He takes life as it comes and is very religious. Chief Elgin believes that everything he is doing is guided by God and his saviour Jesus Christ. He wants to convince Barlow that helping the Iraqi people has to be done first, and then they can steal the gold and go back home (see DVD *Three Kings*, chap. 11).

Private Conrad Vig (Spike Jonze)

Vig has got the lowest position of the four soldiers. He never was in high school and is not the smartest guy. Barlow is like a brother for him and “he wants to be Barlow” (DVD *Three Kings*, chap. 2). In real life he does not have a job and goes for weapons (see DVD *Three Kings*, chap.5).

6. Tasks for the classroom

6.1 Purpose

Pupils deal with the warfare of the 2nd Gulf War and are able to talk critically about it.

6.2 Product

Different groups become experts in domains concerning the 2nd Gulf War, such as politics/military, human beings, media, environment and technology. At the end of this teaching unit the pupils present their results in front of the class.

6.3 Procedure

Pre-viewing task:

Pupils are supposed to create a timeline that includes the warfare of the 2nd Gulf War via sources of the internet (www.cnn.com, www.bbc.com, en.wikipedia.org), history books/ encyclopaedias (Brockhaus, dtv-atlas Weltgeschichte, Das Jahrhundert Buch). The individual timelines are going to be discussed in class. The class creates a “class-timeline” which is about the most important facts and data.

6.3.1 Tasks for the pupils

2nd Gulf War – “Three Kings”

Group 1: Politics/ Military

1. Watch the film “Three Kings” by David O. Russell.
2. Concentrate explicitly on politics and the military that are shown in the film.
3. Divide your group into two smaller groups:
 - ⇒ Group A concentrates on US politics and the military.
 - ⇒ Group B concentrates on Iraqi politics and the military.

Look closely at:

- soldiers
- government (rules)
- irony

Becoming experts:

4. Compare the two sides with your group members and prepare a presentation for your classmates. Use further sources, such as the internet, books and the provided film material.

2nd Gulf War – “Three Kings”

Group 2: Human beings

1. Watch the film “Three Kings” by David O. Russell.
2. Concentrate explicitly on human actions that are shown in the film.
3. Look closely at:
 - friendship
 - humanity
 - representation of the enemy
 - soldiers, men, women, children

Becoming experts:

4. Compare your results with your group members. Prepare a presentation for your classmates based on your findings.

2nd Gulf War – “Three Kings”

Group 3: Media

1. Watch the film “Three Kings” by David O. Russell.
2. Concentrate explicitly on the media aspects that are shown in the film.
3. Look closely at:
 - censorship
 - stories
 - behaviour of the reporters
 - innovations concerning media

Becoming experts:

4. Compare your findings with your group members. Prepare a presentation for your classmates. Use further sources, such as the internet, books and the provided film material.

2nd Gulf War – “Three Kings”

Group 4: Environment/ Geography

1. Watch the film “Three Kings” by David O. Russell.
2. Concentrate explicitly on environmental aspects that are shown in the film.
3. Look closely at:
 - pollution/ environment
 - animals
 - cities

Becoming experts:

4. Prepare a presentation for your classmates. Use further sources, such as the internet, books and the provided film material to explain the geographical position of Iraq. Find out more about the vegetation and the natural resources. (Why did the USA want to help Saudi Arabia?)

2nd Gulf War – “Three Kings”

Group 5: Technique

1. Watch the film “Three Kings” by David O. Russell.
2. Concentrate explicitly on technology that is shown in the film.
3. Look closely at:
 - Military weapons
 - Military action
 - Military vehicles

Becoming experts:

4. Compare your findings with your group members and prepare a presentation for your classmates. Use further sources, such as the internet, books and the provided film material.

Find out:

Which weapons were used during this war for the first time?

Which destructiveness do they have?

6.3.2 Explanation of the tasks for the Teachers

Group 1: Politics/ Military

US		
Pupils are supposed to find out...	with the help of	Chapter of the DVD
- soldiers debase prisoners of war	- capture of Iraqis	3
- soldiers do not take the war seriously	- photos of dying Iraqi - music - paid vacation - celebration of US soldiers - Bart Simpson on the Humvee	1-2 2 2 2 6
- soldiers actually do not know why the war takes place	- dialogue of Colonel Horn and Archie Gates - they do not know who is friend and enemy (Vig) - dialogue of Walter Wogeman and Adriana Cruz	4 4 21
- rules are more important than human lives	- Colonel Horn at the Iranian border	28-30
- soldiers join the army because of money	- torture of Troy Barlow - Chief Elgin	19/21
- US government encouraged the Iraqi people to rise up against Saddam Hussein but will not help them	- Archie Gates explains the situation in the village - scene in the cave - torture	8 18 19/21

Iraq		
Pupils are supposed to find out...	with the help of	Chapter:
- military equipment and training of USA of the 1 st Gulf War	- torture	19/21
- soldiers join Saddam's army to earn money	- torture	19/21
- Iraqi soldiers have to prevent a rebellion of the people	- village	7-10
- Saddam wants to starve out the civilians	- dialogue between Archie Gates and Iraqi soldier	10
	- village	7/8/extra material
- Saddam is shown as heroic, friendly, child-friendly	- bunker, villages → pictures	Film
- soldiers are afraid of Saddam (dictator, he acts arbitrarily)	- shortly before the cease-fire is broken	11
	- liberation of Troy Barlow	22

Group 2: Humans

Pupils are supposed to find out...	with the help of	Chapter
- friendship	- between Vig and Barlow	13/17/25
	- between the four soldiers in the development of the film	film
	- rescue into the cave	14/17
	- helping each other (Iraqi: finding Troy Barlow, US: crossing the boarder)	18/20
	- cooperation:	
	• crossing the Iranian boarder with Vig's body to give him a shrine	26/28-30
- humanity	- food and water: M.R.E.s	7/extra material
	- look the other way:	1/6/10

	<ul style="list-style-type: none"> • seeing bodies • torture <p>- US-soldiers: first materialism, then humanity: kicking the Iraqi of the Humvee, changing the plan, helping the Iraqis</p>	19/21 film: 7/11
<p>- enemy (bad image)</p> <ul style="list-style-type: none"> • starving out the civilians • torture • killing civilians • polluting the environment <p>- enemy (good image)</p> <ul style="list-style-type: none"> • Iraqi soldier is a loving father, in army for earning money, lost family/friends/belongings 	<p>- milk-lorry</p> <p>- pollution of the water</p> <p>- torture</p> <p>- murder of Iraqi mother/ boy</p> <p>- pelicans</p> <p>- Persian Gulf</p> <p>- burning oil wells</p> <p>- torture</p>	7 extra material 19/21 10/12 8 8 8 19/21
<p>- US people</p> <ul style="list-style-type: none"> • Women: either loving housewives and mothers or career women • Children: in safety • Men: soldiers <p>- Iraqi people (Women, Men, Children)</p> <ul style="list-style-type: none"> • poor • lost family, friends, belongings • brave 	<p>- Debbie Barlow</p> <p>- Adriana Cruz, hard working for stories</p> <p>- female reporter: sex for stories</p> <p>- child of Troy Barlow</p> <p>- whole film</p> <p>- bombed village</p> <p>- killing of mother, in the cave, torture</p> <p>- boy, rescue of Troy Barlow</p>	15 2/21 2 19 film 10 12/22

Group 3: Media

Pupils are supposed to find out...	with the help of	
- censorship	- interviews only with military authorisation - quotation of Colonel Horn	2/16 16
- stories <ul style="list-style-type: none"> reporters want interesting stories only getting into danger while hunting for good stories 	- pelican-scene - arrival at the village - dialogue between Walter Wogeman and Adriana Cruz	5/8 16 21
- behaviour of the reporters <ul style="list-style-type: none"> sex for good stories working hard 	- Archie Gates and female reporter - Adriana Cruz - dialogue between Adriana Cruz and Walter Wogeman	2 2 21
- innovations concerning media: <ul style="list-style-type: none"> news are transmitted as fast as never before live-bombings 	- celebration-scene is shown in the Iraqi bunker a bit later - http://en.wikipedia.org	9 -
- US media shows the enemy "Iraq" as bestial	- "incubator-lie" (www.wikipedia.de)	-

Group 4: Environment/ Geography

Pupils are supposed to find out...	with the help of	
- pollution/ environment	<ul style="list-style-type: none"> burning Oil wells Persian Gulf no vegetation 	8 8 7/13
- animals	<ul style="list-style-type: none"> cow through mines 	6 8

	<ul style="list-style-type: none"> • pelicans through oil • milk-licking, starved dog 	7
- cities	<ul style="list-style-type: none"> • bombed • bunker • caves 	11 7/9 14
- natural resources of the region	<ul style="list-style-type: none"> • crude oil-region 	-
- additional natural resources of the Iraq	<ul style="list-style-type: none"> • cotton • dates • wheat • rice 	- - - -
- geography	Neighbouring countries: <ul style="list-style-type: none"> • Saudi Arabia (asked USA for support) • Jordan (closed borders) • Iran (not allied with the USA) • Kuwait • Syria 	- - - - -

Group 5: Technique

Pupils are supposed to find out...	with the help of	Chapter:
- military weapons <ul style="list-style-type: none"> • mines • bomb thrower • C4-bombs • tactical ballistic missile 	- cow, children running - milk-lorry, boy - in the Humvee - http://en.wikipedia.org	6/13 7/12 6 -
- military actions		

<ul style="list-style-type: none"> • afraid of chemical weapons by Iraqis • GPS • AWACS 	<ul style="list-style-type: none"> - tear gas - http://en.wikipedia.org - http://en.wikipedia.org 	12-14 - -
<ul style="list-style-type: none"> - armament <ul style="list-style-type: none"> • Night-sensing equipment • ultra-violet-torch 	<ul style="list-style-type: none"> - Walter - decoding the “assmap” 	4/5 5
<ul style="list-style-type: none"> - military vehicles <ul style="list-style-type: none"> • Humvee • tank • helicopter 	<ul style="list-style-type: none"> - football shooting - village, Iraqi soldiers - helicopter/explosion of a helicopter while liberating Troy Barlow - Col. Horn arrives at the Iranian boarder 	6 12 4/

6.4 Material

In this paragraph we design some questions that teachers could deal with while watching the film.

6.4.1 Curiosity

During the whole film the pupils' curiosity is aroused. They know the warfare as this has been discussed as a pre-viewing-task and they do not know what happens next, especially after the first 33 minutes, after the main characters have stolen the gold. Moreover, the pupils are supposed to look at the tasks (n°6.1) that were handed out before the film actually started.

6.4.2 Gaps during the film

We were thinking of stopping the film at a special scene to let the pupils guess what happens next. The scene we are proposing is after the Iraqi woman is shot and the soldiers break the cease-fire (chapter: 11). The questions that could be posed are:

- What happens next?
 - ⇒ This question is quite open to different answers. The pupils will probably think about the continuing plot.

To direct the pupils' attention to the 2nd Gulf War you should pose this question:

- What does it mean when the US soldiers and the Iraqi soldier shoot?
 - ⇒ The cease-fire is broken.

6.4.3 Re-write or re-design scenes

After watching the film you should ask the pupils the following questions to have them look critically at the film and not to accept the film without a word of protest:

- What would you add?
- Which topics are neglected?

- ⇒ As the pupils have to look explicitly at specific topics they are able to talk about what is missing or neglected.

Thereafter, you could show the pupils the scenes that were deleted before the film was published. In addition to that, they listen to the comment of David O. Russell and his motives why he deleted these scenes.

6.4.4 Changing perspectives

Show the pupils the scene of Troy Barlow's torture again and ask them to put themselves into the roles of:

- Troy Barlow
- Captain Said

Let them talk about how they feel, what they feel towards the other/ about their family etc.

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