

**LEARNING FROM
THE CHALLENGES
OF OUR TIMES:**

**Global Security, Terrorism,
and 9/11 in the Classroom**

High School

Lesson Plans & Themes

The curriculum *Learning from the Challenges of Our Times: Global Security, Terrorism and 9/11 in the Classroom* was developed under the auspices of the 4 Action Initiative:

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High School Lesson Plans & Themes

Unit I: Human Behavior

Lesson HI-1 The Individual: Identifying with Groups

links to the community, universe of obligations, identity charts, "Us vs. Them," stereotypes, etc.

Lesson HI-2 Maslow's Hierarchy of Needs

5 levels of human needs, importance of meeting needs for growth.

Lesson HI-3 The Allure of Terrorism

relationship between the human environment and individuals who become terrorists.

Unit II: From Playground to World Stage – Violence, Aggression, & Terrorism

Lesson HII-4 Who Is a Terrorist?

influence of stereotyping and prejudice in identifying people as terrorists.

Lesson HII-5 Defining Terrorism

reviewing multiple definitions of terrorism, applying a definition of terrorism by the United Nations, FBI, etc. to acts to determine if they may be categorized as terrorist acts, terrorist acts and international law, perpetrators of terrorist acts and the judicial system.

Unit III: Historical Context of Terrorism

Lesson HIII-6 An Act of Terror:

the Assassination of Archduke Franz Ferdinand and Archduchess Sophie
readings on the situation at that time; analyze and evaluate the Black Hand to determine if it was a terrorist group using accepted definition(s) of terrorism; impact of this single act; ethical, moral, legal questions of justifying assassination.

Lesson HIII-7 The Olympics: Terror at Munich and Atlanta

read about the attacks on Israeli athletes at Munich, the group that carried out the attack and murders, the response of various governments, various organizations, and the people worldwide. Identify the organization claiming responsibility for the attack, the attitude of the attackers, the actions of governments that followed the attack, the short and long range impact of the actions; apply a modern definition of terrorism to the actions of the group and the parent organization and analyze their actions and claims; explain the eventual outcome and results of the attack.

Lesson HIII-8 Sarin Nerve Agent Attacks: The Danger of Chemical Weapons of Mass Destruction

attack on the Tokyo, Japan Metro (1995) by the Aum Shinrikyo; fear caused by use of chemical weapons; motivations of the Aum Shinrikyo; government responses and reactions of the public; long range effect on victims (physical, emotional, psychological), status of the organization today; international law and treaties governing production of chemical/nerve/biological agents.

Lesson HIII-9 Hate Groups Across the United States

study of the numbers and size of hate groups, locations, motivations, actions, targets of the various groups, goals, "patriot" groups, dangers such groups represent to the United States people, government, institutions, etc.

Unit IV: 9/11 A Contemporary Case Study in Terrorism

Lesson HIV-10 The Road to 9/11 – DVD

study of the background to the individuals, groups, actions, reactions, etc. that led to 9/11/2001 (May extend beyond two periods).

Lesson HIV-11 Interviews and Personal Stories

students select a type of source they wish to research, find individuals to interview and conduct interviews and/or written responses via mail, etc., use Internet video of survivors, rescuers/responders, witnesses, etc.; understanding importance of primary sources to record history and developing interview skills.

Lesson HIV-12 Challenges in Enhancing Media Literacy Regarding Global Terrorism

identifying the skills and characteristics needed to be "media literate," the importance of developing media literacy in today's world, the applicability of media content on a global basis for analyzing and evaluating terrorism and terrorist groups and their potential threat; apply skills to analyzing media in regard to Iraq War using the criteria developed in the lesson.

Lesson HIV-13 Pictures of 9/11

study and analyze photography of 9/11 along a timeline beginning with the morning skyline and the plane crashes; jigsaw groups to study and relate results of study to other groups.

Unit V: Post 9/11: Consequences and Challenges

Lesson HV-14 Reactions to and from the Muslim and Arab Communities after 9/11

visit web sites identified, analyze the information gathered at the web site, review the sources of the responses.

Lesson HV-15 Debate: Security vs. Civil Liberties After 9/11

fear, the Patriot Act, civil and human rights, the Constitution, safety and security, etc. – read and evaluate the points of view reflected in the readings; consider the perceived threats to civil liberties in the search for security. Evaluate these tensions between the views, suggest possible compromises and adjustments, where to "draw the line in the sand" when perceived dangers to liberty are present and weigh against perceived dangers and threats.

Lesson HV-16 The 9/11 Commission Report

review origins and tasks assigned to the 9/11 Commission and the key findings of the Commission. Analyze the recommendations of the Commission, the status of those recommendations, and any impact the recommendations have had on daily life in the U.S.

Lesson HV-17 War on Terror – Afghanistan: The Fall of the Taliban and After

readings on Afghanistan under the Taliban and efforts to change life in the country under a new government after the fall of the Taliban; particular attention to the status of women and continued efforts to restrict their movements and education; analyze the threats of a successful resurgence of the Taliban.

Unit VI: Remembrance and the Creation of Memory

Lesson HVI-18 Living Memorials

use of photography, web sites, descendants, etc.

Lesson HVI-19 Music as an Instrument of Memory

examines songs composed following the attacks of September 11, 2001 and over a number of following years. Examines how music may be used to reflect and/or influence the thoughts and emotions of the composer and of the nation or group and how it may change or remain constant as time passes. Considers how music is both a reflection of and an outgrowth of the culture, traditions, and history of a people.

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

Lesson HVII-20 Cycle of Liberation: A Model to Work Out Our World Problems?

study the model and review and discuss its component parts; apply some parts of the cycle to a global problem for its applicability to finding solutions.

Lesson HVII-21 Crossing Boundaries: Truth and Reconciliation in a Difficult Time

investigate several examples of existing models in practice and successes/failures they experience; purpose and function of reconciliation groups/council, etc and the tradition or lack of tradition of such purposes. Complete readings and view videos on various organizations and dire human conditions.

Lesson HVII-22 The Next Step: Volunteering and Giving Service

discover the kind of work performed by many public and private organizations and the people who volunteer and work for these groups. Investigate services that you/a group of you could perform for your community. Draw up plans to cover cost, needs, etc., call for volunteers to assist, etc.

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LEARNING FROM THE CHALLENGES OF OUR TIMES:

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Unit I

Human Behavior

Unit I: Human Behavior

Grade Levels: 9-12

Time: 90-120 minutes

Lesson HI-1: The Individual: Identifying with Groups

Objectives:

- Students will be able to recognize that one's identity is linked to different communities.
- Students will be able to understand the concept of universe of obligation and apply it to one's own life.
- Students will be able to examine how assumptions can lead to faulty reasoning, and how one's prejudices can affect others.

Key Terms:

Prejudice

Partisanship

Provincialism

Herd Instinct

Hierarchy

Obligation

Stereotype

Background:

One aspect of human behavior is that we tend to put people into groups or categories. Not only do we do this with others, but we also put ourselves into groups as well, groups with whom we identify and feel comfortable. Our own beliefs will determine how well we relate to others and how much importance we place on their needs, concerns, and values.

Materials:

- "Identity Charts" (found on the Facing History website at <http://www.facinghistory.org/resources/strategies/identity-charts>)
- "Us vs. Them" Activity Sheet (found in the lesson "Everything You Know is Wrong 1: Us and Them" on the Annenberg Classroom Fact Checks website at <http://www.factchecked.org./index.php?s=everything+you+know+is+wrong>)
- Le Pen quotation, included in the following lesson plan, excerpted from *The New Yorker*, April 28, 1997.
- Universe of Obligation Activity Sheet (found in the lesson "Defining Community: The Universe of Obligation" on the Facing History website at www.facinghistory.org (you must be a member to see this material))
- "Confronting September 11: The Individual and Society: Choosing to Participate, Reading One" (found on the Facing History website at website <http://www.facinghistory.org/node/243>)
- Helen Fein, *Accounting for Genocide*, (Free Press, 1979) p.4
- "A Daughter of Islam, an Enemy of Terror" by Robin Finn, *The New York Times*, Oct. 25, 2001, Metro Section.
- Journals

Activities/Procedures:

1. As an introduction to the lesson ask students to consider the question, "Who am I?" As they do so, have them create an identity chart (see attached example) in their journals using words and phrases to describe the way they see themselves. Have students share their charts with the class, and then give students the opportunity to add or change any words in their charts. Students should then select one of the groups they identified and share with the class what it means to be part of that group. What are the privileges of membership? What are the challenges? In groups of three, students can use chart paper to create a class identity chart, identifying words and phrases that describe the class (11th grade, football players, etc.). Hang charts around the room and ask students to identify what they may have in common with each other. How do these labels created by the class lead to assumptions and prejudices that can be made about themselves and others?

2. Students will participate in an “Us vs. Them” activity. After sharing the background information (see above), ask students to review their identity charts and write down every group to which they feel they belong. Once students have created their lists, ask for some examples. Choose two or three non-controversial examples and have students discuss characteristics of people in that group. First ask the students who gave each example how he/she would characterize group members; then solicit input from the rest of the class. The teacher should now lead a discussion with the following questions:

- How do the group’s characteristics as described by a group member differ from the characteristics described by outsiders?
- Will every member of that group have these characteristics?
- How does the group identity affect the way you see yourself? How does it affect the way others see you?
- What are the potential benefits of making these assumptions about what group members would be like? What are the potential pitfalls?

Explain to students that it is natural to have positive beliefs about a group to which you belong, and to make both positive and negative assumptions about other groups. However, assumptions about others can sometimes interfere with us making good decisions. Hand out the “Us vs. Them” activity sheet, review each definition with the class and have students cite an example for each. Ask students to share their examples then have them answer the following questions in their journals, “How do you know when you are a member of a group or community? How do you know when you are an outsider?” Teachers may want to utilize the documentary, *Sound and Fury*, (<http://www.pbs.org/wnet/soundandfury/>) depicting the culture of deafness.

3. Introduce students to the concept of Universe of Obligation by having students consider the following quotation:

“I love my daughters more than my nieces, my nieces more than my cousins, my cousins more than my neighbors. But that doesn’t mean that we detest our neighbors.”

Using “Think-Pair-Share, students can determine the meaning of this statement and decide whether they agree or disagree with it.

Ask students to create their own hierarchy of caring, asking themselves the following questions, “Who do I care about? Who do I worry about? For whom do I feel responsible?”

In their journals, have students create their own definition of a Universe of Obligation and determine if there is a relationship between this and a hierarchy of caring. Solicit and discuss student responses.

Have students complete the Universe of Obligation worksheet. Solicit and discuss student responses, then share with the class Helen Fein’s definition of Universe of Obligation, which is “the circle of individuals and groups toward whom obligations are owed, to whom rules apply, and whose injuries call for amends”. Ask students to compare this definition to their own and decide where their school would fall in their Universe of Obligation.

Students should then reflect on their responses and answer the following questions in their journals: “To whom do we feel the most responsibility? Whom do we include or exclude in our community? Which choices were both easy and difficult for you to make? Why? What are the implications regarding the choices we make?”

Evidence of Understanding:

Students will complete a written reflection of their Universe of Obligation Activity Sheet describing how it represents their identity, notion of community, and sense of responsibility. Students will also interview a parent or other family member and ask them if there was ever a time in their life when they felt separated or isolated from others and how they resolved this issue. Teachers may want to provide some sample questions for students to use as a way to gain deeper insight into the people they are interviewing.

Extension Activities: Taking Action and Giving Service:

The following reading provides an additional example of how another individual defines their Universe of Obligation. Students can create an identity chart and complete a Universe of Obligation Activity Sheet for the main subject of the reading.

"A Daughter of Islam, an Enemy of Terror" by Robin Finn, New York Times, Oct. 25, 2001, Metro Section, focuses on an American Muslim woman and her reactions to the September 11, 2001, terrorist attacks on the World Trade Center and the Pentagon. In the reading students learn about the identity crisis facing Asama Khan as she struggles to respond to the tragedy as an American, as a Muslim, and as a citizen of the world. While she must endure the negative stereotypes and fears directed toward Muslims that emerge in the popular culture, the tragedy has also galvanized her sense of civic responsibility, expressed in her founding of the organization called Muslims Against Terrorism.

Unit I: Human Behavior

Grade Levels: 9-12

Time: 60-90 minutes

Lesson HI-2: Maslow's Hierarchy of Needs

Objective:

Students will explore Maslow's hierarchy of needs, identifying the importance of satisfying these needs in pursuit of human development and growth.

Key Terms:

Psychological needs

Self-actualization

Materials:

- Reading on Maslow's Hierarchy of needs <http://www.edpsycinteractive.org/topics/regsys/maslow.html>
- Assignment
- Answer key for the teacher
- Handout of pyramid graphic of Maslow's Hierarchy of Needs

Activities/Procedures:

1. Introduce the topic of human nature and human development.
2. Distribute Maslow's Hierarchy of Needs reading and assignment.
3. Review the theory with students, then the five levels of human needs.
4. Complete items 1-5 together. Then have students complete the remainder.
5. Review answers and discuss any ambiguity.

Answer Key to Maslow Hierarchy Assignment

1. 4	10. 3	19. 5
2. 3	11. 2	20. 1
3. 5	12.4 (could be security)	21. 2
4. 2	13.1	22. 4
5. 1	14. 3	23. 5
6. 3	15. 4 (maybe level 5)	24. 4 (could be 5)
7. 5	16. 4	25. 2
8. 3	17. 2	
9. 2	18. 2 (maybe 1)	

Evidence of Understanding (Assessment of Student Performance):

Formative Assessment:

Hierarchy Assignment (items 1-15)

Summative Assessment:

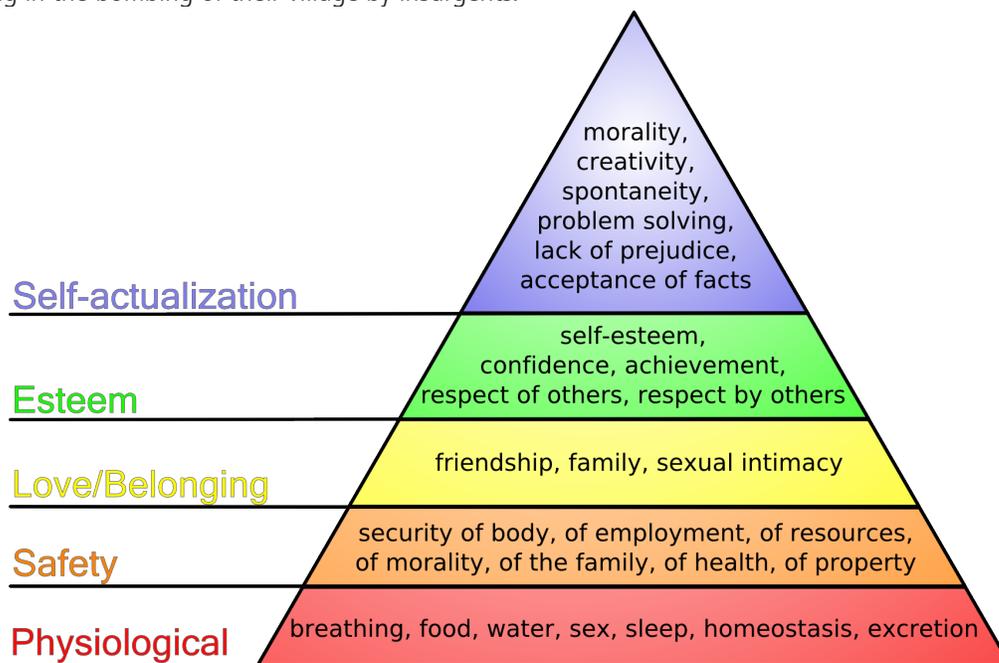
Discussion question: If people are consistently frustrated in meeting their needs, how might this impact their lives?

DIRECTIONS: Identify the level (1-5) by applying Maslow's theory to the following real life scenarios.

Handout of pyramid graphic of Maslow's Hierarchy of Needs

- _____1. As Tyrone studied in smaller chunks of time, repeatedly over a few weeks, his quiz grades improved. He began to see himself as a good student as did his teachers.
- _____2. Lastri, 7 years old, becomes a Siaga Mula in the Gerakan Pramuka (Indonesian Girl Scouts), proudly wears her new beige uniform and red scarf to the meeting.
- _____3. Former Vice-President Al Gore's film, An Inconvenient Truth, is nominated for an Oscar and wins. Then, Al Gore wins the 2007 Nobel Peace Prize!
- _____4. As the conflict between the Sri Lankan government and Liberation Tigers of Tamil Eelam (L.T.T.E.) escalated, women and children ran through a river to escape being shelled from both sides.
- _____5. Liam's stomach was grumbling during class. He watched the hands on the clock tick toward the end of class and lunch time, not really hearing Mr. McNeely's lecture.
- _____6. The perpetrators at Columbine H.S. felt isolated and alienated from their peers, lashing out in a hate-filled murderous rampage.
- _____7. In an effort to make a productive change for the better, a smiling Oprah Winfrey spent \$40 million dollars opening a new school for girls in South Africa.
- _____8. On Valentine's Day, everyone in Mrs. French's 3rd grade class exchanged valentines with a personalized message about why each student is 'a nice person.'
- _____9. Larry, age 12, was afraid to go to school because another boy was constantly calling him names, embarrassing him, so he pretended to be sick and stayed home.
- _____10. Daquain was the only one from his high school class who went to T.C.N.J. He and his roommate happily pledged and joined a fraternity.
- _____11. Teri learned basic kung fu in an effort to feel better about working the night shift at Pathmark.
- _____12. After the restructuring of the company in an effort to reduce costs, Azhure was happy to accept her appointment as supervisor of two departments.
- _____13. While learning how to scuba dive, Ernesto's air tank malfunctioned, causing the instructors to take emergency action.
- _____14. A few months after her marriage, Vanessa began to fully enjoy her new role as wife and partner to her husband.
- _____15. While serving a 10-year prison term for armed robbery, Charlie vowed to change his life, completed an online G.E.D. and then earned his B.S. degree in marketing.
- _____16. In 2009, as the unemployment rate climbed to 10.1% in Cairo, Sebek despaired of ever being able to care properly for his family, as a man should.

- _____17. The citizens of Harare, Zimbabwe experienced a deadly outbreak of cholera in part due to lack of access to safe water and poor sanitation, sickening almost 100,000 people and killing 4,200.
- _____18. With her parents divorcing, her father unemployed, and having to move to a new city, Fernanda's grades fell as drastically as her weight.
- _____19. In 2002, Daniel Libeskind won the invitational competition to develop a master plan for the World Trade Center's redevelopment.
- _____20. Ali's stomach became upset as he approached the checkpoint manned by armed national soldiers. Stopping, he showed identification cards and watched as his car was searched.
- _____21. Violent ethnic conflict in that displaced 250,000 people, who are housed in state-run camps as aid agencies provide water and food.
- _____22. In Afghanistan, Kinah was not permitted to attend school under the Taliban. Since the 2002 fall of the Taliban, she enrolled in Girls School No. 2 and has learned to read and write.
- _____23. After 10 years of intense study, Shawnika played Rachmaninov's 3rd Piano Concerto perfectly at her audition and was admitted to the Juilliard School of Music.
- _____24. Arthur Goldberg served as U.S. Secretary of Labor before being appointed as a Justice of the Supreme Court by President Kennedy.
- _____25. Last week, Farzin's family was forced to flee their Kandahar home after violence escalated, resulting in the bombing of their village by insurgents.



J. Finkelstein

Unit I: Human Behavior

Grade Levels: 10-12

Time: 80-100 minutes

Lesson HI-3: The Allure of Terrorism

Objective:

The student will investigate the relationship between the environment and individuals who become terrorists.

Key Terms:

Al Qaeda	Fundamentalist	Jihad	Jihadist
Qur'an	Osama	bin Laden	Skinhead
Terrorist			

Materials:

- Biography of bin Laden http://news.bbc.co.uk/1/hi/world/south_asia/1551100.stm and or other terrorists.
<http://www.pbs.org/wgbh/pages/frontline/shows/network/personal/whowere.html> or
<http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/>.
- Erikson's 8 Stages of Personality Development:
<http://psychology.about.com/od/theoriesofpersonality/a/psychosocial.htm>.
- Chart of Erikson's 8 Stages of Development: http://psychology.about.com/library/bl_psychosocial_summary.htm
- Students' assignment and worksheet (included).

Theoretical Background:

1. Familiarize self with Maslow's Theory of Self-actualization – See Unit I lesson 2 - Maslow's Hierarchy of Needs lesson plan.
2. Abraham Maslow is famous for his work on his hierarchy of needs. After basic physiological and safety needs are met, humans attempt to meet their need for love and belonging, self-esteem and self-actualization.
3. Erik Erikson was a psychologist who greatly influenced the study of personality development. He stresses that individual's move through specific crisis periods where they have to make choices about the direction of his or her life. These crises are created by one's age as well as the society in which he/she lives. The choices that are made greatly impact one's future personality and behavior. To read more on Erikson's Eight Stages of Development Theory on personality, go to <http://psychology.about.com/od/theoriesofpersonality/a/psychosocial.htm>. Also see the chart at http://psychology.about.com/library/bl_psychosocial_summary.htm.

Maslow's Hierarchy of Needs pyramid.

<http://careersintheory.wordpress.com/2010/01/20/classics-maslows-hierarchy-of-needs/>

Chart showing Erickson's 8 stages of Human Psychosocial Development.

<http://www.sinclair.edu/academics/lhs/departments/nsg/pub/maselowover.pdf>

Stage	Age	Central Task	Indicators of Positive Resolution	Indicators of Negative Resolution
Infancy	Birth to 18 months	Trust versus mistrust	Learning to trust others	Mistrust, withdrawal, estrangement
Early Childhood	18 months to 3 years	Autonomy versus shame and doubt	Self-control without loss of self-esteem Ability to cooperate and to express oneself	Compulsive self-restraint or compliance Willfulness and defiance
Late childhood	3 – 5 years	Initiative versus guilt	Learning the degree to which assertiveness and purpose influence the environment Beginning ability to evaluate one's own behavior	Lack of self-confidence Pessimism, fear of wrongdoing Over-control and over-restriction of own activity
School age	6-12 years	Industry versus inferiority	Beginning to create, develop, and manipulate Developing sense of competence and perseverance	Loss of hope, sense of being mediocre Withdrawal from school and peers
Adolescence	12 to 20 years	Identify versus role confusion	Coherent sense of self Plans to actualize one's abilities	Feelings of confusion, indecisiveness, and antisocial behavior
Young adulthood	18 to 25 years	Intimacy versus isolation	Intimate relationship with another person Commitment to work and relationships	Impersonal relationships Avoidance of relationship, career, or lifestyle commitments
Adulthood	25-65 years	Generativity versus stagnation	Creativity, productivity, concern for others	Self-indulgence, self-concern, lack of interests and commitments
Maturity	65 years to death	Integrity versus despair	Acceptance of worth and uniqueness of one's own life Acceptance of death	Sense of loss, contempt for others

Historical background on the region

<http://www.globalissues.org/Geopolitics/MiddleEast.asp>

Activities/Procedures:

1. Review Maslow's Theory on the Hierarchy of Needs and Self-Actualization.
2. Review Erikson's 8 Stages of Man Theory.
3. Define the terms listed above
4. Review and discuss Middle Eastern Living article with the students.
5. Review a biography of bin Laden http://news.bbc.co.uk/1/hi/world/south_asia/1551100.stm and or other terrorists. <http://www.pbs.org/wgbh/pages/frontline/shows/network/personal/whowere.html> or <http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/>, then identify the factors that made them turn to a life of terror.
6. Students may work in pairs and should report their findings to the class in list format.
7. As a class, read the biography of accused terrorist Wadiah El Hage. Apply Maslow and Erikson's theories to his life, identifying key factors and choices. Discuss as the reading progresses.
8. Assign student project to class, distributing the assignment and student worksheet.

9. Assign final assessment – the position paper.
10. Assignment Point Values: The point values are suggested and may be altered as teachers wish.

Evidence of understanding:

Formative:

Critical Thinking Questions:

1. What reasons do you have when you join a club or organization? Where is this reflected in Maslow's Theory?
2. What facts about these people's lives are worst? What factors are different from your life/surroundings?
3. What is the difference between a jihadist, fundamentalist, Muslim, and al-Qaeda?
4. How are the environmental (political, social, economic) factors affecting the identity of these people different?
5. What two stages of psychosocial development are a person experiencing during the teens and early 20s?
6. How can the U.S. help change the results of these factors?
7. How are these factors impacting the psychosocial crises of these people?
8. The United States has declared a "War on Terrorism" and actually gone into war. Based on the theories discussed above, can a physical altercation on such a large scale possibly stop the growth of terrorist organizations? Why or why not?
9. Apply what you have learned about terrorist organizations elsewhere in the world to why youth join hate groups (KKK, Skinheads) or violent (gangs) groups in the United States? Who joins these organizations and why?

Summative:

1. Policy paper: After compiling the factors that potentially can create a terrorist, students will devise policies on how to deal with this growing problem. What can be done by the United States/International community to help stop the pool of candidates for possible terrorism? Students will write a one- page typed policy paper wherein they outline the underlying psychological issues behind the allure of terrorism and their proposals for dealing with this issue.
2. Class discussions: All students are expected to participate in a class discussion presenting and evaluating each other's policies papers.
3. Project: At the completion of this project, student pairs will complete the following for grading:
 - Typed list of defined terms;
 - Typed list from Procedures 4;
 - Typed answers to critical thinking questions;
 - Typed one-page paper answering your final evaluation paper;

Resources: Initial Lesson Developed by: Mike Wildermuth and Valerie Nugent East Brunswick High School, East Brunswick, NJ

THE ALLURE OF TERRORISM - STUDENT ASSIGNMENT

Note: It is important to realize that terrorism is NOT just about Muslims.

Introduction:

Much attention has been dedicated to the question, "How does one become a terrorist?" As a result of 9/11, many researchers are studying contributing factors, not only in Middle Eastern cultures, but also in western cultures. All of these variables affect the environments and, as a result, psychosocial choices of youth. The objective of this lesson is to investigate this relationship.

Terms

Al-Qaeda, terrorist, fundamentalist, jihadist

Activities/Procedures:

1. Present or review Maslow's and Erikson's Theories with class.
2. Define the terms listed above.
3. Examine current Middle Eastern living <http://www.time.com/time/2002/afghanistan/> as a class.
4. Review a biography of bin Laden http://news.bbc.co.uk/1/hi/world/south_asia/1551100.stm and other terrorists <http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/>.
5. Assign the reading of the biography of accused terrorist Wadhi El Hage.
6. Based on the biographies and the theories of Maslow and Erikson, students should identify the factors that made these men turn to a life of terror. Students will develop a list and report back to the group and class.
7. Answer the Critical Thinking Questions.
8. Assign the proposal paper for U.S. policy makers.
9. Peer Review: Students will critique, defend, and discuss the policies that have been proposed.

Critical Thinking Questions:

1. What reasons do you have when you join a club or organization? Where is this reflected in Maslow's Theory?
2. What two stages of psychosocial development are a person experiencing during the teens and early 20s?
3. What facts about the researched terrorist's lives are worst? What factors are different from your life/surroundings?
4. What is the difference between a jihadist, fundamentalist, Muslim, and al-Qaeda?
(Do not repeat definitions actually compare them and discuss the relationship.)
5. How are the environmental (political, social, economic) factors affecting the identity of these people?
6. How can the U.S. help change the results of these factors?
7. How are these factors impacting the psychosocial crises of these people?
8. The United States has declared a "War on Terrorism" and actually gone into war. Based on the theories discussed above, can a physical altercation on such a large scale possibly stop the growth of terrorist organizations? Why or why not?

9. Apply what you have learned about terrorist organizations elsewhere in the world to why youth join hate groups (KKK, Skinheads) or violent (gangs) groups in the United States? (Who joins these organizations and why?)

Final Evaluation:

What can be done by the United States/International community to help stop the pool of candidates for possible terrorism? Everyone in class will be expected to participate in a class discussion presenting and evaluating each other's policies.

Write a one- page typed policy paper where you outline the underlying psychological issues behind the allure of terrorism and then propose a policy that the United States could follow that would stop or hinder people from being interested in joining terroristic organizations.

How can we meet the psychological or social needs of individuals instead of having them support terrorists?

To be collected for grading: Thoroughly complete all activities on The Allure of Terrorism Student Worksheet. At the completion of this project, you and your partner, if you choose to work with one, will hand in:

1. Typed list of defined terms (not only the terms highlighted above but any terms you found in your readings or research) <10points>
2. Typed list from Procedures 4 <10points>
3. Typed answers to critical thinking questions <20points>
4. Typed, one-page paper answering your final evaluation paper <30points>
5. Peer critic and discussion <10points>

Name _____

Date _____

Period/Class _____

ALLURE OF TERRORISM – STUDENT WORKSHEET

1. List of defined terms (not only the terms highlighted above but any terms you found in your readings or research)
<10points>

2. List from Procedures 4: Identify the factors that may have influenced people to turn to a life of terror. <10points>

3. Critical Thinking Questions: <20points>

4. What reasons do you have when you join a club or organization? Where is this reflected in Maslow's Theory?

10. How are these factors impacting the psychosocial crises of these people? Are their needs being met? If so, which? Which are not?

11. The United States has declared a "War on Terrorism" and actually gone to war in Afghanistan and Iraq. Based on the theories discussed above, can a physical altercation on such a large scale possibly stop the growth of terrorist organizations? Why or why not?

12. Apply what you have learned about terrorist organizations elsewhere in the world to why youth join hate groups (KKK, Skinheads) or violent (gangs) groups in the United States. (Who joins these organizations and why?)

13. Typed, one-page paper answering your final evaluation paper:

What can be done by the United States/International community to help stop the pool of candidates for possible terrorism? Write a one-page typed policy paper where you outline the underlying psychological issues behind the allure of terrorism and then propose a policy that the United States could follow that would stop or hinder people from being interested in joining terroristic organizations. How can we meet the psychological or social needs of individuals instead of having them support terrorists? <30points>

14. Peer critic and discussion. <10points>

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
and 9/11 in the Classroom**

High School

Lesson Plans & Themes

Unit II

From Playground to World Stage: Violence, Aggression and Terrorism

Unit II: Terrorism: From the Playground to the World Stage

Grade Levels: 9-12

Time: 60 minutes or more

Lesson III-4: Who is a Terrorist?

Objective:

The student will understand the role that stereotyping plays when identifying terrorists.

Key Terms:

Stereotype

Prejudice

Terrorism

Materials:

- Sketching or blank white paper
- Pencil
- Scotch or masking tape
- Student notebook

Activities/Procedures:

1. Ask students to close their eyes and picture a terrorist. After one minute, ask them to open their eyes. Hand out paper. Have students write a few sentences (or a list of adjectives) describing their concept of a terrorist, without looking at other students' papers (allow approx. 10 minutes). When they are finished, have students post them around the room. Have students walk around the room and read the words of their classmates. (allow approximately 10 minutes).
2. Have them write down answers to the following questions:
 - What do these words describing terrorists have in common?
 - How many are similar? Calculate a percentage.
3. Class discussion of the observations and answers to the questions (allow approximately 15 minutes).
4. Questions for the teacher to ask:
 - Were any of the terrorists women?
 - Were any of the terrorists children?
 - What were the qualities in your mind that you attempted to depict?
5. Teacher could show video clips, Internet pictures, etc. mentioned in background information.
6. The teacher should now introduce the concept of stereotyping.
7. Discussion: (Approximately 15-20 minutes). Divide class into small groups.
 - About whom else have students heard or used stereotypes?
 - What role does prejudice play in stereotyping?
 - Are stereotypes true?
 - What harm can stereotyping do?
 - Is racial profiling acceptable?
8. End lesson with the questions: Can you really identify a typical terrorist? Are there both good and bad uses of stereotypes?

Background for Subject of Lesson (when needed):

Teacher could prepare photographs/descriptions of terrorists accessed from newspapers or the Internet---especially those that do not fit the "stereotype."

- Timothy McVeigh
- Those who shoot and bomb abortion clinics
- Video clips of female and children suicide bombers

Evidence of Understanding (Assessment of Student Performance: Formative and Summative)

Essay: How might the use of stereotypes affect our society?
(summative)

Extension Activities: Taking Action and Giving Service:

Research an incident in the United States or in another country that has been identified as a terrorist incident.

- Who perpetrated the incident?
- Why was the incident identified as a terrorist incident?

Do the perpetrators (or alleged perpetrators) fit a stereotype of a terrorist? Explain your response, i.e. give examples of physical, religious, ethnic, cultural, etc. characteristics that would be identified in a stereotype that also are exhibited by the perpetrators. How does the perpetrator differ from the stereotype? Has the perpetrator (or accused perpetrator) been captured, given a trial, and convicted? Was the trial a fair trial? Explain your reasons for saying "yes" or "no" to the question of a fair trial.

Did the concept of a stereotype play a role in helping or harming the effort to find the perpetrator(s)? Explain.

Source: Kleg, Milton, *Hate Prejudice and Racism*, New York: State University of New York Press, 1993

Unit II: From Playground to World Stage

Grade Levels: 9-12

Time: 2 block schedule periods (80 minutes) or four standard instructional periods (40 minutes)

Lesson III-5: Defining Terrorism

Objectives:

Students will be able to examine multiple definitions of terrorism and identify areas of agreement and disagreement. Students will be able to categorize violent acts that can be categorized as terrorist acts, as well as those which are not, according to a U.N. definition of terrorism.

Students will be able to interpret and analyze multiple sources of evidence about acts of violence to determine if they can be labeled “terrorist” acts.

Students will be able to make informed decisions regarding how terrorist acts do or do not constitute violations of international law, and how perpetrators of such terrorist acts should be addressed within the judicial system.

Key Terms:

Terrorism

Humanitarian Law

National Security

Human Security

Materials:

- Dworkin, Anthony. Terrorism in Gutman, Rieff and Dworkin, *Crimes of War: What the Public Should Know 2.0*. London, W. W. Norton, 2007: 396-399.
- Hess, Diane and Jeremy Stoddard. 9/11 and Terrorism: The Ultimate Teachable Moment in Textbooks and Supplemental Curricula. in *Social Education*, September 2007, pp. 231-236.
- United Nations, *Report of the High-Level Panel on Threats, Challenges and Change*, New York, The United Nations, 2004. <http://www.un.org/secureworld/> or <http://www.un.org/secureworld/report2.pdf>
- Wechsler, Lawrence. International Humanitarian Law: An Overview, in Gutman, Rieff and Dworkin, *Crimes of War: What the Public Should Know 2.0*, London, W. W. Norton, 2007: 22-28.
- United Nations, *Human Development Report 1994*, New York, The United Nations, 1994. <http://hdr.undp.org/en/reports/global/hdr1994/>
- Worksheets as noted in the lesson methodology.

Activities/Procedures:

Day One

1. Introduce the topic of terrorism by asking students to place three examples of terrorist acts on a file card. Number the file cards and correlate the numbers to the student names in the class. Then ask each student to define the term “terrorism” and write that definition down in his/her notebook.
 2. Collect the file cards and then redistribute them to the class making sure that each card contains at least three examples of what each student has identified as terrorist acts. Make sure that the students DO NOT receive their own original list back.
 3. Place the students in groups of 3-4, again insuring that their own cards do not reappear in their small working group. Pose this question to the class (write it on the board or distribute it on a half-sheet of paper). “What do the lists you have in your small group have in common?” Once you’ve determined which responses are in common, make a second list of those that were not repeated by anyone in your group. Now, discuss the common examples by completing this worksheet and making sure that each member of the group provides input to the worksheet responses. One worksheet should be completed for each common example.
- Worksheet: Contains requests for this information.

Location of terrorist act
Date(s) of terrorist act
Perpetrators of terrorist act
Victims of terrorist act
Purpose(s) of terrorist act
Non-human consequences of terrorist act
Response to terrorist act by government or others

4. After each group has completed a separate worksheet for each common example, they should move on to the non-repetitive examples and do the same. This may require that they ask questions of the individuals in other groups who suggested those examples, or the teacher can draw this information out through questioning from the full class.
5. Each small group should now examine the completed worksheets and construct a list of attributes that appear in at least two of the examples, again drawing upon the items in the worksheets. For example, are their locations where more than one terrorist act has taken place? Do the same perpetrators appear for more than one example?
6. As each group completes their work, they should compile a list of the common attributes, which will be shared with the full class as the final activity for the day.
7. Homework: Each student will investigate a specific example from those identified in today's activity. Using a similar worksheet (but with the goal of gathering more detail, and now listing reliable sources for their information), each student will complete the worksheet and provide more detailed responses, listing sources on the second worksheet. This should be completed for day two. If implemented within a block schedule format, the teacher can have students use time to work in pairs to do their investigation, and then move on directly to Day Two, part 2 after sharing their findings with the full class.

Day Two

1. After homework has been checked for completion, the teacher will ask for examples of the second worksheet to be shared with the entire class. Questions should be posed by the teacher and/or students about the quality and reliability of sources used for this second worksheet, as well as what frame of reference or point of view was evident in the source for their work.
2. The teacher should now distribute worksheet three, which contains a range of definitions of terrorism. Those definitions are listed below.

(From Hess and Stoddard article)

"Terrorism is the use of violence against people or property to try to force changes in societies or governments."

(The Americans text)

"Terrorism is the use of violence by nongovernmental groups against civilians to achieve a political goal."

(Democracy in Action text)

"There is no universally accepted definition of terrorism. Countries define the term according to their own beliefs and to support their own national interests." (Constitutional Rights Foundation)

The teacher should now ask each student to determine if their worksheet example can be classified as a terrorist act by one or more of the definitions shown on the worksheet. If so, then the student is required to determine what attributes in their example do or do not match the parameters of the definition.

After each student has taken approximately 5-7 minutes to write down how their example(s) do or do not match each of the definitions, the teacher should facilitate a question-answer session where students present their findings

and defend their judgments, providing evidence from their examples to support their claims. The teacher needs to make sure that students provide both examples and counter-examples, so that the definitions can be validated, or shown to be invalid.

After this questioning strategy has been implemented, the teacher should hand out worksheet number four, which has a list of both recent and more historic examples of violence directed against individuals and groups. Students should then be asked to determine if these examples can be classified as terrorist acts using definitions from the third worksheet.

List of examples: (Drawn from Hess and Stoddard article and other sources)

- Columbine High School killings, 1999
- Bombing of the Murrah Federal Building in Oklahoma City, 1997
- Bombing at the 16th Street Baptist Church in Montgomery AL, 1963
- The activities of the Unabomber, 1975-1995
- Rocket attacks on Southern Israel by Hamas, 2008-09
- Activities of the Ku Klux Klan during Reconstruction
- The assassination of U. S. President William McKinley, 1901
- The Boston Tea Party, 1773
- Bombing of abortion clinics, 1980 to present
- Attack on the U. S. S. Cole, 1993
- John Brown's Raid on the U. S. Armory in Harper's Ferry, VA, 1859
- Attacks on the World Trade Center and the Pentagon, 2001
- Hijacking of the Achille Lauro luxury liner by Palestinian armed group, 1985
- Killing of Israeli Olympic Athletes by Black September group, 1968

The teacher should now make a master list (categorized by definition) of the examples from worksheet #4 and discuss with the class their rationales for placing/classifying one or more of these examples under each definition. It is important for the teacher to make sure that the student(s) publicly offer their rationales and precisely link attributes of the definition to the specific examples being proposed. The teacher should also make sure that examples which are NOT listed under a specific definition are discussed, and have students explain why those examples did not fit a particular definition.

This should end day two in the traditional schedule format. For schools using a block schedule, the teacher can move on to steps 1 and 2 under Day Three at this time.

Day Three

1. After students enter the room, they should be given the UN definition from the Dworkin article, Terrorism, from the Gutman, Reiff and Dworkin book. That definition is shown below.

Definition (2004): Terrorism is defined as "any action...that is intended to cause death or serious bodily harm to civilians or noncombatants, when the purpose of such an act, by its nature or context, is to intimidate a population, or to compel a Government or an international organization to do or abstain from doing any act."

2. Students should be asked now to return to the first example they investigated, and judge whether it constitutes terrorism under this U.N. definition. Provide some time for students to analyze their example against the definition, and be alert to the need to clarify terms (example, noncombatants) in the definition.
3. The teacher should facilitate a discussion about their findings, and then ask the students to compare the U.N. definition to the three definitions used in worksheet number three. How similar and/or different are the definitions? What do they have in common, and in what ways is the U.N. definition more or less precise than the others?
4. At this point, the teacher should introduce the concepts of “humanitarian law”, “human security” and their meanings. Use the Gutman, Rieff and Dworkin book as a resource (pp. 22-28, article by Lawrence Wechsler) to provide content on humanitarian law, as well as examples (Geneva Conventions, Nuremberg Tribunals, Tribunals on the Former Yugoslavia and Rwanda, and others). Students should copy down the definition and examples as they are provided. For the definition of human security, consult the U.N. Human Development Report from 1994, where a definition and examples are supplied.
5. The teacher should now ask this question: “How might terrorism be considered a violation of humanitarian law and a threat to human security, and if so, how would one know?” Students should be directed to a set of documents (Geneva conventions, other U.N. conventions dealing with protection of human life), and then be given a specific case to investigate that provides content they can use to answer the question. For example, was the bombing of the World Trade Center in 1993 a terrorist act and did it violate international standards of humanitarian law? If so, how could the perpetrator be brought to justice, in what context, and if found guilty, what penalty or penalties should be assessed? In what way(s) should the human and material damages from the terrorist act be addressed and/or compensated?
6. The teacher can determine if this activity requires individual or pair involvement, and the final assessment of student performance for the lesson can then be assigned. Each student or pair will prepare a position paper that answers the question, and proposes a process for bringing perpetrators to justice as well as addressing the short and long-term consequences for human and material damages.

Day Four

1. Students should share their findings in a round-table discussion, and the teacher should invite questions from students to their peers regarding their findings and recommendations.
2. After all findings and recommendations have been discussed, the teacher should invite students to prepare a master list of their recommendations that will be condensed into a proposal for an international counter-terrorist program. This proposal should be sent to the relevant U.N. body dealing with terrorist activities, and to the International Criminal Court in The Hague, as well as to both U. S. Senators from N.J. for consideration by the Senate Foreign Relations Committee. This constitutes the final component of the lesson, and can constitute a second assessment of student performance by the teacher if desired.

Evidence of Understanding (Assessments of Student Performance)

1. Completed position paper—evaluated against criteria of relevance, use of evidence to support one’s argument, clarity of expression, and application of relevant concepts and definitions.
2. Letter to U.N./U.S. Senators: same criteria as for A, but including the criteria of comprehensiveness, as this should reflect the full class’ consensus of what constitutes meaningful recommendations.

Extension Activities: Taking Action and Giving Service

1. Students can examine other historic examples of possible terrorist acts, and implement simulated judicial proceedings or role plays/sociodramas where the perpetrators, victims and legal participants present their perspectives on the case before a tribunal.
2. Students can engage in online dialogues and possibly video conference with experts from the Gutman, Rieff and Dworkin book to discuss their findings on the topic, and then record their ideas in an online discussion forum that can be archived for future use.

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
and 9/11 in the Classroom**

High School

Lesson Plans & Themes

Unit III

Historical Context of Terrorism

Unit III: Historical Context of Terrorism

Grade Levels: 9-12

Time: 45-60 minutes

Lesson III-6: An Act of Terror: The Assassination of Archduke Franz Ferdinand and Archduchess Sophie

Objectives:

Students will evaluate whether the Black Hand was a terrorist group.

Students will delve into the question of whether terrorism is ever a justified means to an end.

Key Terms:

Hapsburg Empire

Austro-Hungarian Empire

Black Hand

Nationalism

Materials:

1. Map of Europe in 1914 focusing on the Balkans <http://www.pbs.org/greatwar/maps/index.html>
2. Reading: The Assassination of Archduke Franz Ferdinand and Archduchess Sophie
3. (Optional) Computer and LCD projector for viewing video of the royal couple's arrival at City Hall in Sarajevo, June 28, 1914. <http://www.firstworldwar.com/video/ferdinand.htm>

Activities/Procedures:

1. Using the Map of Europe in 1914, students should identify the following countries for homework: United Kingdom, France, Italy, Germany, Austria-Hungary, Serbia, Russia, Ottoman Empire
2. Prepare students by briefly explaining the context of nationalistic tensions between Austria-Hungary and Russia in Southeastern Europe in 1914.
3. Assign and complete the reading on the Assassination of Archduke Franz Ferdinand and Archduchess Sophie.
4. Complete and discuss the discussion questions.
5. (Optional) Video: Clip of Archduke Franz Ferdinand and Archduchess Sophie arriving at City Hall, Sarajevo, Bosnia on June 28, 1914. <http://www.firstworldwar.com/video/ferdinand.htm>

Background for Subject of Lesson:

The 25 German states were united into the German Empire in 1871 after the Franco-Prussian War. The 'Iron Chancellor' Otto von Bismarck focused on maintaining cordial relations with the other European powers. But when Kaiser Wilhelm II came to the throne in 1888, Bismarck was replaced and policy shifted towards aggressive colonial expansion. This new enthusiasm for colonialism triggered a series of international crises in the early 20th century, and the rapid expansion of the German navy threatened France and Britain. British power was dependent on her navy, and German naval expansion challenged Britain's policy of always having a navy as large as her two nearest rivals combined. The Hapsburg Empire, which can be traced back to the 10th century in Switzerland, had its roots in all the major courts of Europe, including that of England. However, over the centuries, its power declined. In 1867, the Hapsburg lands were reorganized into the Austro-Hungarian Monarchy. The emperors of Austria-Hungary were bent on acquiring former Ottoman lands, such as Bosnia, as this empire was weakening and breaking up.

The decline of the Ottoman Empire resulted in Serbia's independence in 1885. The rise of nationalism in the Balkans also threatened the stability of Austria-Hungary, which contained large ethnic minority groups. While also eyeing territories of the Ottoman Empire, Russia backed the Balkan Slavs' claims for independence putting them into conflict with Austria-Hungary. In 1908, Russia was embarrassed when Austria-Hungary annexed Bosnia-Herzegovina. For the Bosnian Serbs, this quashed any hopes of restored nationhood.

Austria-Hungary could not afford any further increase in nationalism given its huge number of ethnicities. Russia could ill afford to back down a second time should another crisis arise. Conditions were ripe for a diplomatic incident to start war and it was the political murder of Franz Ferdinand that became the catalyst.

Evidence of Understanding (Assessment of Student Performance: Formative and Summative)

Formative Assessments:

1. Student completed map activity
2. Student responses to discussion questions, written or verbal

Summative Assessment:

Journal prompt: Given the severe consequences of their actions, was the Black Hand justified in assassinating the Archduke and Archduchess? How else might the Black Hand have addressed its nationalistic aspirations?

Extension Activities: Taking Action and Giving Service (Optional)

The study of World War I

An Act of Terror:

The Assassination of Archduke Franz Ferdinand and Archduchess Sophie

By Jill McCracken

Franz Ferdinand, eldest son of Carl Ludwig, the brother of Emperor Franz Josef, was born in 1863. Educated by private tutors, he joined the Austro-Hungarian Army in 1883. In 1889, the succession passed to Franz Ferdinand's father, Carl Ludwig. When he died in 1896, Franz Ferdinand became the new heir to the throne. In 1899, Franz Ferdinand married Sophie von Chotkovato, who would bear him three children.

The 1908 Austrian annexation of Bosnia was unpopular with the Bosnian people, who also disliked the Archduke immensely. Franz Ferdinand's unpopularity was also related to the policies he intended to apply once he assumed the throne. He proposed to replace Austro-Hungarian dualism with 'trialism,' a triple monarchy in which the empire's Slavic peoples would have an equal voice in government with the Germans and Magyars. This would undermine any hope for independence by the many minorities of Austria-Hungary.

In 1913 Franz Ferdinand was appointed Inspector General of the Austro-Hungarian Army. In the summer of 1914, General Oskar Potiorek, Governor of the Austrian provinces of Bosnia-Herzegovina, invited the Inspector of the Armed Forces to watch his troops on maneuvers. Franz Ferdinand agreed, deciding to visit Sarajevo, the capital of Bosnia-Herzegovina. The inspection was scheduled for June 28, 1914. It was planned that Franz Ferdinand and his wife Sophie would be met at the station and taken by car to the City Hall where they would have lunch before going to inspect the troops. Franz Ferdinand was perhaps unaware of the historical significance of the day he chose to visit in Sarajevo. That particular date, June 28th, marked a tragic point in Serb history.

For a map of Austria-Hungary and the current political borders, go to the online Britannica encyclopedia site at <http://www.britannica.com/EBchecked/topic/44386/Austria-Hungary>

The 1389 "Kosovo Polje" or Battle of Kosovo, where Serbia's Christian warriors had been defeated by the Turks, was a national holiday. Serbia would lose its independence for the next 500 years. Serb nationalist feelings were therefore, highly sensitive on the day of the Archduke's arrival.

Still, Franz Ferdinand knew that the journey would be dangerous. A large number of people living in Bosnia-Herzegovina were unhappy with Austro-Hungarian rule and favored union with Serbia. Previous assassination attempts against government officials had occurred. The leader of the Black Hand considered Franz Ferdinand a serious threat to a union between Bosnia-Herzegovina and Serbia. He was worried that Ferdinand's plans to grant concessions to the South Slavs would make an independent Serbian state more difficult to achieve.

Three years earlier, in May, 1910, ten Serbian men formed the Black Hand Secret Society. A founding member, the Black Hand leader was Colonel Dragutin Dimitrijevic, the chief of the Intelligence Department of the Serbian General Staff. The main objective of the Black Hand was the creation, by means of violence, of a 'Greater Serbia'. Its stated aim was: "To realize the national ideal, the unification of all Serbs. This organization prefers terrorist action to cultural activities; it will therefore remain secret."

Col. Dragutin Dimitrijevic used the codename, Apis, established himself as the leader of the Black Hand. In 1911, Apis ordered a Serb, Bogdan Zerajic, to assassinate the Austrian governor of Bosnia-Herzegovina with a poisoned dagger. The attempt failed, but the Black Hand did not disband. By 1914 there were around 2,500 members of the Black Hand. The group was mainly made up of junior army officers but also included lawyers, university professors and journalists. Approximately 30 members lived and worked in Bosnia-Herzegovina.

When Franz Ferdinand's visit to Bosnia was announced in June 1914, three senior members of the Black Hand

group, Apis, Milan Ciganovic, and Major Voja Tankosic, decided that Archduke Franz Ferdinand should be assassinated. Apis was concerned about the heir to the Austro-Hungarian throne, Ferdinand's trialism plan to grant concessions to the South Slavs. If this happened, an independent Serbian state would be much more difficult to achieve.

The Black Hand leadership sent three members of the Black Hand group based in Belgrade, Gavrilo Princip, Nedjelko Cabrinovic, and Trifko Grabez to Sarajevo to carry out the deed. These men arrived in Bosnia-Herzegovina, where they joined forces with six fellow conspirators.

On the morning of June 14, 1914, Archduke Franz Ferdinand and Archduchess Sophie arrived in Sarajevo by train. General Oskar Potiorek, Governor of the Austrian provinces of Bosnia-Herzegovina, was waiting to take the royal party to the official reception at City Hall.

Video: Clip of Archduke Franz Ferdinand and Archduchess Sophie arriving at City Hall, Sarajevo, Bosnia on June 28, 1914. <http://www.firstworldwar.com/video/ferdinand.htm>

It was a beautiful morning and crowds of onlookers waved flags and flowers as the motorcade passed through the streets of Sarajevo. The Mayor of Sarajevo and the city's Commissioner of Police were in the front car. The Archduke and Archduchess were in the second car with General Potiorek. The limousine's top was rolled back in order to allow the crowds a good view of its occupants.

Photos of the Archduke and Archduchess on the day of the assassination may be found at <http://www.firstworldwar.com/bio/ferdinand.htm> .

The assassins were inexperienced with weapons and had been supplied with guns and bombs. At 10:15 am, the six cars passed. The first gunman, Mehmed Mehmedbaši, didn't get a clear line of sight to take the shot so gave up for fear of ruining the operation and alerting the authorities. Then, the motorcade passed the central police station. Black Hand member Cabrinovic hurled a hand grenade at the Archduke's car. The driver accelerated when he saw the object flying towards him and the grenade exploded under the wheel of the next car. Two of the car's occupants were seriously wounded. About a dozen spectators were also hit by bomb splinters.

Swallowing a cyanide pill (each assassin had been equipped with one), Cabrinovic jumped into the nearby Milijacka River. Unfortunately for him, the cyanide pill was too weak or didn't work, and the river was only four inches deep at this time of year. He was dragged out by the angry crowds and captured by the authorities.

Panicked, Franz Ferdinand's driver quickly drove away from the area. At this speed, the other members of the Black Hand group who lined the limousine's route, Cvijetko Popovic, Gavrilo Princip, Danilo Ilic, and Trifko Grabez, were unable to fire their guns or hurl their bombs at the Archduke's car.

Franz Ferdinand and the rest of the procession reached the town hall as he planned to continue with the afternoon's engagements. However, Franz Ferdinand was anxious for information on those injured by Cabrinovic's bomb. Told they were severely injured and at the hospital, the Archduke insisted on being taken to see them. Though a member of the Archduke's staff suggested this might be dangerous, General Potiorek, who was responsible for the safety of the royal party, replied, "Do you think Sarajevo is full of assassins?"

In order to avoid the center of the city, General Potiorek decided that the royal car should travel straight along the Appel Quay to the Sarajevo Hospital. However, Potiorek neglected to tell the Archduke's driver about this decision. On the way to the hospital, the driver took a right turn into Franz Joseph Street. General Potiorek immediately realized the mistake, and shouted "What is this? This is the wrong way! We're supposed to take the Appel Quay!"

As Franz Ferdinand's driver slowed to reverse, Black Hand member Gavrilo Princip was in a nearby café. Jumping at his opportunity, Princip rushed up to the car and at a distance of about five feet, fired several shots into the car. Franz Ferdinand was hit in the neck and his wife, Sophie, in the abdomen. Princip's bullet had pierced the Archduke's jugular vein but before losing consciousness, he pleaded "Sophie dear! Sophie dear! Don't die! Stay alive for our children!" The driver drove the royal couple to the Governor's residence, but although both were still alive when they arrived, they died from their wounds soon afterwards.

Princip and Cabrinovic were both captured and interrogated by the police. They eventually gave the names of their fellow conspirators. Mehmet Mehmedbasic escaped to Serbia, but Grabez, Ilic, Cubrilovic, Popovic, and two others, were arrested and charged with treason and murder.

Eight of the men charged in the assassination of Archduke Franz Ferdinand and Archduchess Sophie were found guilty. Under Austro-Hungarian law, capital punishment could not be imposed on someone who was under the age of twenty when they had committed the crime. Nineteen year old Princip, therefore, received the maximum penalty of twenty years. Gavrilo Princip died of tuberculosis on April 28, 1918.

On July 25, 1914, the Austro-Hungarian government demanded that the Serbian government arrest the remaining three plotters and send them to face trial in Vienna. The Prime Minister of Serbia, Nikola Pasic, told the Austro-Hungarian government that he was unable to hand over these three men as it "would be a violation of Serbia's Constitution and criminal law". Three days later, Austro-Hungarian declared war on Serbia. World War I had begun.

During the first two years of the First World War, the Serbian Army suffered a series of military defeats. Prime Minister Pasic blamed the Black Hand for the war. In December 1916, the organization was disbanded. Dragutin "Apis" Dimitrijevic and several of the Black Hand leaders were arrested and executed the following year.

Discussion Questions:

1. There are many definitions of terrorism. The F.B.I uses this definition "The unlawful use of force or violence against persons or property to intimidate or coerce a Government, the civilian population, or any segment thereof, in furtherance of political or social objectives." Based on the information in the reading and this definition of terrorism, evaluate if the Black Hand was a terrorist group, and whether Gavrilo Princip was a terrorist.
2. Given the severe consequences of their actions, was the Black Hand justified in assassinating the Archduke and Archduchess? How else might the Black Hand have addressed its nationalistic aspirations?
3. Given the example of Serbia's independence from the Ottoman Empire in 1885, do ethnicities seeking their own nations have other methods to address their concerns beyond resorting to terrorism? Explain.

Unit III: Historical Context of Terrorism

Grade Levels: 9-12

Time: 150 minutes

Lesson HIII-7: The Olympics: Terror at Munich and Atlanta

Objective:

Students will examine a terrorist event and justify the choices and consequences of the involved groups.

Key Terms:

Black September

Golda Meir

Anwar Sadat

NATO

Cold War

West/East Germany

Materials:

- Articles/background – 21 Hours at Munich with Study Guide (included)
- DVD: 21 Hours at Munich available at <http://www.amazon.com/21-Hours-Munich-William-Holden/dp/B000BNXD5A>

Activities/Procedures:

- Decide if focus questions should be articulated
- Handout background and supplemental materials
- Students read and answer prior to class
- Discuss questions [Formative assessment]
- View 21 Hours at Munich and answer study guide (Formative assessment.)
- Lead class discussion (Guide to Teachers Critical Questions) lead back to evidence of understanding essay

Evidence of Understanding:

Formative:

Student generated answers to the study guide for the film.

Summative:

Essay: Did Black September achieve its goals? What was gained through violence? If we are supposed to learn from history, what did we learn from this? (Summative assessment)

Optional Extension Activities: Taking Action and Giving Service

1. Students watch the film, Munich.
2. Investigate the Centennial Olympic bombing at the Atlanta Olympic Games in 1996.
3. Have students discuss how athletes can take a stand against Terrorism at athletic events (for example, using an athlete's celebrity to persuade against the use of violence to achieve an end).

Terror at the Munich Olympics: 21 Hours at Munich - Study Guide

To see a photo of the 1972 Israeli Olympic team, <http://commonamericanjournal.com/?p=1868>

What happened?

by Jill McCracken

On September 5, 1972 as the Olympic village athletes lay sleeping, five Arab terrorists wearing track suits climbed the six and 1/2 foot fence surrounding the Olympic Village in Munich, Germany. Once inside, they met up with three others who had managed to acquire fake identification cards. Within 24 hours, 11 Israelis, five terrorists, and a German policeman were dead.

Just before 5:00AM there was a knock on the door of Moshe Weinberg, the Israeli wrestling coach. Opening the door and seeing the terrorists, he immediately realized something was amiss and shouted a warning. Weightlifter Joseph Romano joined Weinberg in trying to block the door, but they were killed by the terrorists. The Arabs then rounded up nine Israelis to hold as hostages.

At 9:30AM, the first demands were issued. After announcing they were Palestinian Arabs, they demanded the Israeli government release 234 Arab prisoners from jail. Likewise, West Germany was ordered to release two German terrorist leaders from a Frankfurt prison. Additionally, they demanded their own safe passage out of West Germany.

After hours of negotiations, a deal was struck with German authorities. They agreed that the terrorists and hostages would be taken to the NATO air base at Furstenfeldbruck, by bus. Then, they would board two helicopters to ferry them to a plane headed for Cairo, Egypt. Meanwhile, Furstenfeldbruck air base had West German sharpshooters ready to target the terrorists, intending to free the hostages.

To see a photo of the Black September terrorists, go to <http://commonamericanjournal.com/?p=1868>

Unfortunately, the rescue plan failed and a bloody firefight between the German officials and Palestinian terrorists followed. The Palestinians set off a grenade in one helicopter, killing all aboard, and terrorists in the second helicopter shot to death the remaining, blindfolded Israeli hostages. Three of the Palestinian Arabs terrorists were captured alive and held in Germany.

A month later, on October 29, 1972, a West German Lufthansa jet was hijacked by Palestinian terrorists. They demanded that the three captured Munich killers be released. The Germans capitulated and the imprisoned terrorists were freed.

Who were the Munich terrorists?

It was later discovered that the Munich operation was ordered by Yasser Arafat, head of the Palestinian Liberation Organization (PLO). It was executed by Fatah, a major Palestinian political party and the faction controlled by Arafat.

The Fatah terrorists called themselves Black September to prevent Fatah's international political image from being tarnished. Black September members deliberately refrained from publishing official statements, and its leaders kept their identity hidden. Violating this caution, in *Stateless*, a book by Abu Iyad, he explains that Black September was closely tied to Fatah. Abu Iyad frequently refers to his personal involvement in the organization:

"Black September was not a terrorist organization, but was rather an auxiliary unit of the resistance movement, at a time when the latter was unable to fully realize its military and political potential. The members of the organization always denied any ties between their organization and Fatah or the PLO. I myself am personally acquainted with

many of them, and can state with conviction that most of them belong to various Fedayeen organizations”.

Abu Daoud, the mastermind of the terrorist assault at Munich, admitted his leadership role in his 1999 autobiography, *Memoirs of a Palestinian Terrorist*. Under interrogation by the Jordanian police in 1972, he was quoted in the *Al-Dustur* newspaper as saying:

“There is no such organization called Black September. Fatah announces its own operations under this name so that Fatah will not appear as the direct executor of the operation.”

Afterward

Following the murder of the Israeli Olympic athletes, Israeli Prime Minister Golda Meir gave instructions for Israeli agents to hunt down and kill those behind it. She told the Knesset on September 12, 1972:

“We have no choice but to strike at the terrorist organizations wherever we can reach them. That is our obligation to ourselves and to peace. We shall fulfill that obligation undauntedly”.

The Israeli Mossad, the Institute for Intelligence and Special Operations, put Operation Wrath of God into effect. It was one of the most ambitious covert counterterrorist campaigns in history. This story is featured in the 2005 film, *Munich*. The Israeli cabinet authorized the assassination of any Black September terrorists involved in the Munich incident. The Mossad assumed the responsibility for implementing the directive and developed several assassination teams. Over a period of years, it was revealed that five of the Munich terrorists were killed, and three more in joint Mossad-IDF (Israeli Defense Force) operations. They also eliminated four other terrorists associated with other crimes against Israel.

Abu Daoud, the leader and planner, remained at large even though he admitted his role in his autobiography. He claimed his terrorist agents never intended to harm the athletes. He blamed their deaths on the German police and the stubbornness Prime Minister Golda Meir. Daoud died in Syria of kidney failure on July 2, 2010 and was buried at the Martyrs Cemetery in the Yarmouk Palestinian refugee camp in Damascus.

PARTICIPANTS

Issa: Lead terrorist

Willy Brandt: President of West Germany

Han Detrich Benser: West German Minister of the Interior

Golda Meir: Prime Minister of Israel

Anwar Sadat: President of Egypt

Mr. Sedki: Prime Minister of Egypt

Moshe Weinberg: Israeli Wrestling Coach, Olympic Village

Dr. Schreiber: Head of Munich Police Dept.

Merk: Bavarian Minister of the Interior

Fraulein Reiss: International Olympic Committee Security

General Zvir Zamir: Israeli Secret Service

Avery Brundage: Pres. International

Olympic Committee

Mohammed Khadif: Egyptian member of the Arab League

SETTING: SEPTEMBER 4-5, 1972 – XX Olympiad, Olympic Village, Munich, West Germany

1. As the terrorists make their way to the Israeli apartments, what security measures do they encounter?
2. What is the name of the group that took the Israeli athletes captive? _____ What are the goals of the terrorists? What are their demands? The release of _____
3. After being informed of Israelis being taken hostage, Bavarian Minister Merk refers to the "6 million ghosts" who are watching. To what is he referring?
4. Why does Dr. Shreiber ask for Fraulein Reiss of the International Olympic Committee Security to approach the terrorist leader, Issa, rather than one of his police officers?
5. What tactics do Reiss and Shreiber use to negotiate with the terrorist leader, Issa? Cite examples of conflict resolution attempts.
6. As explained by Israeli Golda Meir, what is Israel's position on compromising with the terrorists and partially meeting their demands?
7. What does Arab League member Mohammed Khadif suggest to Issa?
8. What startling information does Issa reveal about his family and past to Fraulein Reiss?

9. Given the standoff with the terrorists in the Olympic Village, what is the surrounding environment like?
10. What is Egypt's view on this crisis?
11. Israeli General Azvir Zamir arrived in Munich and has been observing. What course of action does he suggest to Dr. Shreiber? What are Zamir's concerns? What are Shreiber's?
12. Describe the German plan at Fursteneldbruck airport.
13. The terrorist, Issa, checks out the tunnel to the helicopters. Who is watching Issa do this?

Why is the walking the tunnel unacceptable to Issa?
14. Fraulein Reiss tries a 'last-ditch effort' mediation with Issa, with whom she has tried to establish a rapport. Why does Issa reject her very reasonable suggestion?
15. What is the outcome at Fursteneldbruck airport? This is important: Have the terrorists achieved their goals by embarking on this terrorist action?
16. Fifty-three days after the end of the terrorist incident at Munich, what did West Germany do regarding the remaining three Munich terrorists?

Works cited:

Bard, Mitchell, *Munich Massacre*, Jewish Virtual Library, August 2009,
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Lopresti, Mike, "A decade later, Atlanta Olympic bombing overshadowed," USA Today, July 27, 2006. http://www.usatoday.com/sports/columnist/lopresti/2006-07-23-lopresti-atl-10-years_x.htm

"Mastermind behind Munich Olympics Terror dies," BBC News-Middle East, July 3, 2010.
<http://www.bbc.co.uk/news/10498912>

Optional Extension Activities: Taking Action and Giving Service:

Centennial Olympic bombing at the Atlanta Olympic Games in 1996

by Jill McCracken

Atlanta Georgia, U.S.A. was the site of the greatly anticipated Summer Olympic Games of 1996. Established as a 'town center' for the competing athletes and visiting spectators from all over the world, Centennial Olympic Park would be the site of a terrorist bombing that marred the games. To see the cover of TIME magazine from this event, go to <http://www.time.com/time/covers/0,16641,19960805,00.html>

The perpetrator would prove to be American Eric Robert Rudolph. During the night of July 27, 1996, Rudolph placed a green U.S. military field pack under a bench near where a concert would be held the next day. The field pack contained three pipe bombs packed in nails, designed to cause severe bodily harm to those in the area at detonation.

The next day, in a stroke of luck, Security Guard Richard Jewell noticed the bag and called in an alert to the Georgia Bureau of Investigations. Rudolph himself would call 911 minutes later to warn that a bomb was going to explode. Jewell and other security guards began clearing the immediate area, waiting for the arrival of the bomb squad. Before they arrived, the bomb exploded at 1:20 P.M., killing 2 and injuring 111 visitors to the games. Turkish cameraman, Melih Uzunyol, died of a heart attack suffered as he fled the area. Alice Hawthorne was killed when a nail stuck her in the head. The bomb was determined to have weighed over 40 lbs, making it one of the largest in American history.

Denouncing the explosion as an "evil act of terror", President Bill Clinton promised to do everything possible to track down and punish those responsible. Clinton said, "We will spare no effort to find out who was responsible for this murderous act. We will track them down. We will bring them to justice."

At first, Richard Jewell was hailed as a hero for acting and dispersing the crowd, which saved many lives. However, he came under investigation by the F.B.I. Eventually Jewell was exonerated. Two additional bombings, one at an abortion clinic and another at a lesbian night club, were so similar to the Centennial Park bombing that the F.B.I. concluded a terrorist was at work, and he was not Richard Jewell. A third bombing at another abortion clinic, which killed a policeman working as a security guard and seriously injured nurse Emily Lyons, gave the FBI crucial evidence. A partial license plate led the FBI to identify Eric Robert Rudolph as the perpetrator.

After more than five years on the run, Rudolph was arrested on May 31, 2003, in Murphy, North Carolina. On April 8, 2005, the government announced Rudolph would plead guilty to all four bombings, including the Centennial Olympic Park attack.

Rudolph is serving four life terms without the possibility of parole. To be spared a possible death sentence, Rudolph agreed to a deal with federal prosecutors and revealed the whereabouts of dangerous explosives he had buried in

Cherokee County, N.C.

Rudolph's justification was political; in his statement he said:

"In the summer of 1996, the world converged upon Atlanta for the Olympic Games. Under the protection and auspices of the regime in Washington millions of people came to celebrate the ideals of global socialism. Multinational corporations spent billions of dollars, and Washington organized an army of security to protect these best of all games. Even though the conception and purpose of the so-called Olympic movement is to promote the values of global socialism, as perfectly expressed in the song Imagine by John Lennon, which was the theme of the 1996 Games even though the purpose of the Olympics is to promote these despicable ideals, the purpose of the attack on July 27 was to confound, anger and embarrass the Washington government in the eyes of the world for its abominable sanctioning of abortion on demand. The plan was to force the cancellation of the Games, or at least create a state of insecurity to empty the streets around the venues and thereby eat into the vast amounts of money invested."

In a statement at his sentencing, Rudolph apologized to the victims and families only of the Centennial Park bombing. He repeated that he was angry with the American government and hoped the Olympics would be cancelled.

Works Cited:

"1996: Bomb Rocks Atlanta Olympics," On This Day July 27 – BBC News, August 2009,

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"The Pursuit and Capture of Eric Rudolph Part I and Part II," Federal Bureau of Investigation, August 2009, Part I

<http://www.fbi.gov/page2/may05/swecker051605.htm>

August 2009, Part II <http://www.fbi.gov/page2/may05/swecker051805.htm>.

Ostrow, Richard, "Richard Jewell and the Olympic Bombing Case," Journalism.org – Pew Research Center's Project for Excellence in Journalism, February 15, 2003.

<http://www.journalism.org/node/1791>

"Rudolph Sentenced for Three Bombings," The United States Attorney's Office Northern District of Georgia. August 22, 2005.

<http://www.justice.gov/usao/gan/press/2005/08-22-2005.html>

Discussion Questions:

1. Why would events such as the Olympic Games be attractive to terrorists as the site for an attack?
2. Do you think the Munich terrorists or Rudolph have anything in common? Explain.
3. Munich is an example of international terrorism; Rudolph is an example of a domestic terrorist. How do these types of terrorism differ?

Unit III: Historical Context of Terrorism

Grade Levels: 9-12

Time: 45-60 minutes

Lesson HIII-8: Sarin Nerve Agent Attacks: The Danger of Chemical Weapons of Mass Destruction

Objective:

Students will examine the sarin nerve gas attack in Japan as an example of the dangers associated with chemical weapons of mass destruction (WMDs).

Key Terms:

Sarin nerve gas/liquid

Aum Shinrikyo

Materials:

Reading – “Sarin Nerve Agent Attacks: The Danger of Chemical Weapons of Mass Destruction”

Readings: http://www.japan-101.com/culture/sarin_gas_attack_on_the_tokyo_su.htm

<http://www.factnet.org/headlines/index.html>

www.factnet.org/cults/aum_shin_rikyo/nerve_gas_victims.htm

<http://terrorism.about.com/od/originshistory/a/AumShinrikyo.htm>

Activities/Procedures:

Background for Subject of the Lesson – Sarin Nerve Agent: Sarin is an extremely toxic substance whose sole application is as a nerve agent. As a chemical weapon, it is classified as a weapon of mass destruction by the United Nations. Production and stockpiling of sarin was outlawed by the Chemical Weapons Convention of 1993. It is estimated that sarin is more than 500 times more toxic than cyanide. The short-and long-term symptoms experienced by those affected include:

- | | |
|-----------------------------------|--|
| 1. coma | 10. loss of consciousness |
| 2. convulsions | 11. loss of memory |
| 3. death | 12. nausea and vomiting |
| 4. difficulty breathing | 13. paralysis |
| 5. disturbed sleep and nightmares | 14. post-traumatic stress disorder |
| 6. extreme sensitivity to light | 15. respiratory problems |
| 7. foaming at the mouth | 16. seizures |
| 8. high fevers | 17. uncontrollable trembling |
| 9. influenza-like symptoms | 18. vision problems, temporary & permanent |

Evidence of Understanding (Assessment of Student Performance)

Formative and Summative:

Student response during discussion and written responses to questions selected.

Extension Activities: Taking Action and Giving Service:

1. Research the anthrax attacks that occurred in the United States when several elected officials and public figures received letters in the mail containing a suspicious white powder. Prepare a short 3-6 minute report for the class on the impact and response, by officials, the media, and the general public, to this anthrax threat. Explain the following:
 - What is anthrax?

- Why is it such a frightening threat?
 - What was the government response to the postal workers who may have come into contact with the anthrax while processing and delivering the mail? What precautions were set in place?
 - What post offices were affected? What happened to those postal facilities?
 - How much time passed during the investigation before a person(s) was officially announced as the most likely person to have committed the crime?
 - How long did the primary postal facility contaminated remain closed? What happened to the workers? Were any other persons affected, injured, or killed by the anthrax?
 - What were the motives of the person accused?
 - Do you think that this was a case of terrorism? Justify your response.
2. What are botulin and cholera? Why are they so frightening? Have these biological weapons ever been used in war and/or violent conflict? Investigate the history of these biological agents and identify any instances of natural or human induced outbreaks of either/both diseases including dates, locations, numbers of people fallen ill/ deaths, public reactions, etc.
 3. Research and read about the mass suicide/murder at the "People's Temple Agricultural Project" (known as Jonestown), Guyana in 1978. Explain the origins and nature of the People's Temple. Where did it begin? How did it expand? Why did it leave the United States and move to Guyana? What were its beliefs? What was life like in Jonestown for the people? Why did the leaders decide to instigate a "mass suicide?" Why did the members of the group participate in the suicide/murder?

Critical Thinking Questions

1. What is Aum Shinrikyo? Why did they launch the sarin nerve agent attacks in Tokyo in 1995? What beliefs motivated their founder and its members to institute such attacks against the general public?
2. Prior to the March 20, 1995 sarin nerve agent incident in the Tokyo subway system, had Aum Shinrikyo engaged in any other incidents involving chemical/biological weapons? Describe their actions.
3. What are some of the long term effects of exposure to sarin? Identify physical, psychological, and emotional effects. Describe "post traumatic stress."
4. Does Aum Shinrikyo continue to exist today? If so, where and how large? Why?
5. Why are chemical and biological agents such as anthrax, cholera, botulin, sarin, etc. an especially difficult security problem against which to find a defense? How does an individual, group, community, nation, government, etc. defend against such dangerous agents?

Unit III: Historical Context of Terrorism

Grade Levels: 9-12

Time: 90 minutes

Lesson HIII-9: Hate Groups Across the United States

Objective:

The student will make the connection between the concept of hatred and the violence associated with present-day hate groups.

Key Terms:

Hate group

Materials:

- Hate Groups Active in 2008. SPLC Intelligence Report <http://www.splcenter.org/get-informed/intelligence-report/browse-all-issues/2009/spring/the-year-in-hate>

Activities/Procedures:

1. Ask the students to define the word, "hate."
2. After a discussion of the definition, read how the word hate is defined in the Merriam-Webster On Line Dictionary, www.merriam-webster.com/dictionary/hate
 - Intense hostility and aversion usually derived from fear, anger, and sense of injury.
 - Extreme dislike or antipathy.
3. Then ask the class, "Where do you think the greatest concentration of hate groups is found in the United States?"
4. Distribute the article, Hate Groups Active in 2008, (<http://www.splcenter.org/get-informed/intelligence-report/browse-all-issues/2009/spring/the-year-in-hate>) and allow students approximately 20-25 minutes to answer the following questions:
 - How many active hate groups were there in 2008?
 - How may that number be compared to 2007?
 - What is the source of the information?
 - What are the criteria for considering a group active?
 - Which group's numbers are understated? Why?
 - What do the following groups profess?
 - a. Christian Identity
 - b. Black Separatist
 - c. New Confederate
 - d. White Nationalist
 - Name some sub-category groups that espouse ideologies of hatred.
 - Which states have the highest concentration of hate groups?
 - Is the number of groups necessarily proportional to the size of the state?
 - What are "patriot groups" and what do they believe in?

5. The teacher will discuss the answers to the questions with the students (approximately 20-25 minutes).

Evidence of Understanding

(Assessment of Student Performance: Formative and Summative)

1. Students will write an essay answering the following:
2. What can you now say about hate groups and the objects of their aggression?
3. What are your projections for the number of hate groups present in the United States for the years 2009 and 2010?
4. What are the reasons for your projections?

Extension Activities: Taking Action and Giving Service:

1. Interactive Website Project:
 - Students will go to the Southern Poverty Law Center website and learn more about hate crime activities. <http://www.splcenter.org> Then click "Intelligence Project" and read information.
 - They will access the map of hate groups across the United States and click on New Jersey. On the website click "Hate Group Map" (<http://www.splcenter.org/get-informed/hate-map>) and then select New Jersey (or another state).
 - Teacher will ask the students, "What conclusions did you draw from this information and were you surprised by this knowledge?"
2. Research Paper:
 - What community groups are there to help alleviate hate?
 - How can legislation and law enforcement intervene?
 - Share these papers and thoughts with your local legislators.

*“A guide to the day that
changed the world
and the consequences
for our future.”*

*The Hon. Thomas Kean, former New Jersey Governor and
Chair, the National Commission on Terrorist Attacks Upon the United States*

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
and 9/11 in the Classroom**

High School

Lesson Plans & Themes

Unit IV

9/11: A Contemporary Case Study in Terrorism

Unit IV: 9/11, A Case Study in Contemporary Terrorism

Grade Levels: 10-12

Time: 100-190 minutes

Lesson HIV-10: The Road to 9/11 - DVD

Objective:

Students will review the historical events that precipitated the attack on the United States on 9/11.

Key Terms:

Ayatollah Ruhollah Khomeini

Caliphate

Dar al Islam

Gammal Abdel Nasser

Mohammad Reza Shah Pahlavi

Muslim Brotherhood

Mustafa Kemal Atatürk

Osama bin Laden

Pan-Arabism

Shah of Iran

Shar'ia

Shia/Shi'ite

Six Day War

Sunni

Wahabism

Materials:

- DVD – The Road to 9/11; a Kunhardt Production – PBS.com
It is available for purchase at the following link:
<http://www.shoppbs.org/product/index.jsp?productId=2366321&cp=&kw=the+road+to+9%2F11&origkw=the+Road+to+9%2F11&sr=1>
- Study Guide with notes and critical thinking questions
(Teacher answer key provided in Background for subject of lesson section)
- DVD player and television/ computer and projector

Activities/Procedures:

1. Review all key terms with students prior to viewing the 60-minute film.
2. Distribute study guides to the students. It is very detailed, providing a wealth of information for students. It also makes them respond to the issues addressed.
3. Start the film.
4. Stop periodically, approximately every 15 minutes, to ask for questions and clarification as necessary.
5. On completion, have students share answers and discuss that which they may have missed.
6. As a class, discuss the issues raised in the film.

Background for subject of lesson:

This lesson includes a study guide for the film, The Road to 9/11.
Answers to the study guide questions are provided below.

TEACHER ANSWER KEY TO STUDY GUIDE QUESTIONS

The study guide itself provides a wealth of information covered in the film. Teachers should view it prior to showing it in class. The answers to the Critical Thinking Questions are listed here:

1. Mostly Britain; France
2. From 1922 (Egypt) to 1971 (UAE); Most gain independence in the years after World War II through the 1960s.
 - 1922 Egypt
 - 1923 Turkey
 - 1930 Iraq
 - 1932 Saudi Arabia
 - 1941 Iran
 - 1946 Jordan
 - 1946 Lebanon
 - 1946 Syria
 - 1948 Israel
 - 1951 Libya
 - 1956 Morocco
 - 1956 Sudan
 - 1956 Tunisia
 - 1960 Cyprus
 - 1961 Kuwait
 - 1962 Algeria
 - 1967 Yemen
 - 1970 Oman
 - 1971 Bahrain
 - 1971 Qatar
 - 1971 United Arab Emirates (UAE)
 - 1979 Iran (Islamic Revolution)
3. Students' answers may vary. Muslims need to find solutions themselves and come to terms with the impact of fundamentalist Islam on the entire faithful.
4. Students' answers may vary. As the film progresses, examples will be cited. Corrupt, tyrannical autocracies propped up by the U.S. and other allies have bribed the people into a dependency. Wahabism, a Spartan, arid form of Islam, has spread globally due to oil money financing schools across the globe; American presidents have kept cordial relations with corrupt Saudi royals; the human rights record, especially concerning women, has been overlooked in favor of cheap gas.
5. Mustafa Kemal Pasha, aka Ataturk's reforms:
 - emancipation of women (you cannot modernize only 50% of the population)
 - ended Shar'ia law

- adoption of western dress/no dressing in religious clothing outside a mosque
 - end of the caliphate
 - secular government without a state religion
6. It is upsetting to the fundamentalist Islamic because it successfully combined a secular state with a Muslim people, something they insist is impossible. He is a modernizer who has succeeded.
 7. Muslim Brotherhood formed in reaction to European colonialism; Arabs wanted to rule themselves. They felt that importing infidel ways, methods and laws was a betrayal of their heritage, that they'd abandoned the true faith. Action was needed to return to the true path, an idealized, glorified past.
 8. Angry men can control their women as emancipation of women/women working outside the home was a threat to the family. Student answers may vary explaining the context.
 9. The Third Reich was the enemy of Britain and France, the colonial oppressors, so the Arabs allied with the Nazis.
 10. The Nazis exploited the tensions regarding Palestine, as the British had promised that a Jewish and Palestinian state would be created.
 11. Repressive autocracies replace colonial rule by Europeans; they were focused on hatred of Israel.
 12. As Britain withdrew its forces, the Arab states attacked approximately 500,000 Jewish refugees. They were defeated - subjected to crushing humiliation.
 13. The Arab states were humiliated by their losses; every Arab ruler was deposed or assassinated.
 14. Nasser allied with the Soviet Union. This drew the U.S. closer to Israel.
 15. Losing to Israel in 1967 was the great tragedy of the modern Arab world; worse tyrannical repressive regimes emerge after this loss;
 16. 40 years ago, Islam would have been described as tolerant, able to mix with local culture, modernist, secular and tolerant of the emancipation of women.
 17. Cleric Ayatollah Khomeini, who returned to Iran from exile. While Shia, his beliefs mirrored those of the Muslim Brotherhood (Sunni), and were described as heretical as he distorted tenets of Islam.
 18. No. His assassin shouted, "I have killed Pharaoh," which referenced a corrupt enemy who had embraced western (infidel) ways.
 19. No. Lebanon has passed laws that prohibit Palestinians from getting a job or learning a profession. Saudi Arabia, which has plenty of space and money, has never taken in Palestinian refugees.
 20. Friedman predicts a civil society will emerge after two generations of "decent" government.
 21. They need to be accountable by reviewing their own history. It has not always been outsiders who have inflicted suffering on the Arab people. Tyrannical regimes have played a role in this. If Muslims are successful, they may again live in the Middle East, a center of culture and progress.

Evidence of Understanding:

Formative:

Students will watch the film and complete the critical thinking questions, followed by discussion of the questions with a partner, in groups or as a class, at the teacher's discretion.

Summative:

Students should identify the most significant issue raised in the film that explains the rise of fundamentalist Islamic terrorism and the attack on 9/11. They should justify their choice using information gleaned from the film. This may be done as an essay or oral presentation.

Extension Activities: Taking Action and Giving Service:

Continue any of the curricular activities dealing with 9/11 and its aftermath.

STUDY GUIDE: DVD - The Road to 9/11

By Jill McCracken

DIRECTIONS:

Read the introduction. As you watch the film, jot down answers to the critical thinking questions. On completion, discuss your answers with classmates or partners. Discuss answers you may have missed.

INTRODUCTION:

Since September 11, 2001, Americans have wondered how their nation had come to be so hated by parts of the Muslim world. What could encourage the rise of Islamic extremism? What does Osama bin Laden want? Why are the jihadists so angry with the West?

“The Road to 9/11” is an examination of the forces that have shaped and influenced the modern Middle East. The story begins with the attacks on September 11, 2001 and Osama bin Laden’s references to the “humiliation and disgrace that the Middle East has suffered for more than 80 years”. Most Americans and westerners were perplexed, confused as to what happened 80 years ago in 1918. Middle Easterners were not.

In 1918, World War I had ended with defeat for the Central Powers of Germany, Austria-Hungary and the Ottoman Empire. With the collapse of the Ottomans, the map of the Middle East was redrawn by the British and French colonists, giving no thought to historical or ethnic considerations. This led to the rise of Arab nationalism, followed by the Cold War, the Israeli-Palestinian conflict, the economic importance of oil and the rise of extremism and violence to counter all of the aforementioned leading to religious fanaticism and terrorism.

In the process, the Road to 9/11 makes important observations around such issues as the treatment of women in some Islamic countries, the alliance of clerics and authoritarian regimes funded by oil money, and what many perceive to be the misuse or misinterpretation of the Koran.

This chronicle is told through the perspectives of leading scholars, journalists and experts:

- Bernard Lewis - Professor, Princeton University
- Fareed Zakaria- Editor of Newsweek International
- Thomas Friedman- Pulitzer Prize winning columnist for The New York Times
- Irshad Manji - Journalist, Director of the Moral Courage Project at New York University

“The Road to 9/11” addresses a series of crucial events and themes, each of which relates to how the West deals with progress in the Middle East:

- Impact of European domination on the Middle East after WWI, and the widespread resistance to Westernization and secularization;
- Rise of Muslim fundamentalist groups in the 1930s, their use of assassinations, and their targeting of women’s rights;
- Nazi sympathy and support in the Middle East during WWII;
- Dueling powers of the Soviet Union and the United States in the post-war years;
- Emergence of the Israeli-Palestinian conflict, its use as a political tool for troubled Arab regimes;
- Culture of blame that developed in the wake of the Six Days War;
- Corrupting influence of oil on Middle Eastern governments, and the use of oil revenues to strengthen autocratic tyrannical rulers and Islamic fundamentalists;

- Iranian Revolution of 1979 and the global rise of political Islam;
- Deep historical roots of Al-Qaeda, and the theological and political background of bin Laden and his goals.

CRITICAL THINKING QUESTIONS:

1. Examine the map before the film, *The Road to 9/11*, begins. Which European colonial power controlled most of the Middle East?
2. Using the map at this URL:
<http://ocw.nd.edu/arabic-and-middle-east-studies/islamic-societies-of-the-middle-east-and-north-africa-religion-history-and-culture/lectures/lecture-4>
 Independence was gained from ___ year to ___ year, when the last Middle Eastern country became independent.
3. Throughout the program, what “cures” are suggested? Who needs to do the “curing?”
4. Friedman states, “For the past 50 years, we basically treated the Arab world as a series of big gas stations. And all we cared was that you keep the pump open, the prices low and be nice to the Jews -- and you can do whatever you want out back. You can treat your women however you want. Teach whatever you want in your schools -- whatever you want. Well, guess what? On 9/11, we got hit with everything going on out back.” Cite examples that explain Friedman’s point:
5. List reforms made by Turkey’s Ataturk.
6. Why is the modern secular state of Turkey upsetting to fundamentalist Islam? Explain.
7. The Muslim Brotherhood is the forerunner of al Qaeda (“The Base” - Osama bin Laden’s terrorist network), developed as a response to the corruption by colonial leaders. They felt it was foolish to import infidel ways, infidel methods and infidel laws that betrayed their heritage and abandoned the true faith. It was crucial to return to the true path. Two schools of thought emerged:
 - Western reforms have gone too far and it is necessary to re-Islamize by preaching and doing good works;
 - True Islam is on the verge of being obliterated - dramatic action is needed immediately. The Muslim Brotherhood would inspire splinter groups and radicals all across the Middle East.
 Why did the Muslim Brotherhood form in Egypt? What goals did they set? What tactics did they adopt? Where these effective?
8. Conservative elements of the Muslim Brotherhood objected to the following:
 - Abandonment of Shar’ia Law
 - Liberation of women
 - Western influence and rule
 Zakaria describes them as angry men living in a new world they cannot control, which drives them to enhance control over what they can: _____.
 Does this mindset make sense in this context? Explain:
9. In the 1930s, the Arabs became the ally of Nazi Germany; The Head Mufti of Jerusalem offers support to Hitler. How does the quote, “the enemy of my enemy is my friend” apply?
10. By 1938, the patron protector of anti-western causes was the Third Reich. What tensions did the Nazis exploit? What role did anti-Semitism play?
11. The Nazi clone, the Ba’ath Party (Saddam Hussein’s political party) took root in Iraq. The Ba’athists have no roots to the Arab or Islamic past and is purely an import from Europe. Once World War II ended, both France and Britain were too exhausted to maintain their Middle Eastern colonies. What form of government takes their place?
12. By 1947, hundreds of thousands of Jews had migrated to Palestine in the aftermath of the Holocaust. Britain

and the United Nations affirmed that three new entities would be created in Palestine- a/n:

- Arab State
- International zone in Jerusalem
- Jewish State

The Arab League met and rejected the UN resolution, vowing to nullify it by force of arms. As Britain withdrew its forces in 1948, what happened? How did the creation of Israel impact Arabs in the Middle East? Who won?

13. How did the Arab-Israeli war of 1948 affect the Arab states? What happened to the Arab leaders in the aftermath?
14. After 1948, the Arab world saw the rise of repressive autocracies that were bonded by an intense hostility toward Israel. These authoritarian security states were formed by the "man on horseback," that is, army officers who seized power. In 1952, Jamal Abdul Nasser led a coup d'état in Egypt intending to bring "justice through socialism." A popular figure, he began massive land reforms and followed an anti-western foreign policy. In the 1940s and 1950s, the U.S. was admired in the Arab world. The Soviet Union was viewed as a godless communist empire. Who did Nasser turn to in order to get the weapons he needed? How did the U.S. respond to this?
15. When he came to power in Egypt, Nasser had indicated that he would work closely with the Muslim Brotherhood. However, on taking power he refused and marginalized the group, imprisoning and executing many members. By the late 1950s, membership in the Muslim Brotherhood had risen to 500,000, who allied with the U.S. With Egypt in a seemingly permanent economic crisis, a rising population and no new jobs, Nasser began a massive military build-up, seeking to divert attention from his troubled economy by invading and destroying Israel. Israel made a pre-emptive attack, and gained which territories in its six-day victory? How did the Arab world respond to the defeat in 1967?
16. The branch of Islam embraced by the Saudi royal family is Wahabism - an extreme, Spartan, arid view of Islam with cruel rules where punishment is execution. Consider the following analogy: The Ku Klux Klan has taken over all the oil revenue of Texas and has established a large global network of schools and colleges that promote its beliefs all over Christendom. According to Bernard Lewis, this is what the Saudi Wahabism has done with its oil money. Forty years ago, how would Islam have been described by religious scholars?
17. Unlike most Islamic clerics, Wahabi clerics preach that terrorism is mandated by the Koran. While Islam condemns those who commit suicide as a mortal sin, Wahabi clerics interpret it as permissible if one kills infidels when one martyring oneself. Most nations of the world do not create an environment where protests of foreign policy take the form of suicide bombers. Only cultures of violent political extremists without other choices for expression choose this path. Thus, fundamentalist Islam is seen by some to be the only viable alternative to tyrannical rulers in Middle Eastern nations. This was seen in 1979 during the Islamic Revolution in Iran, when the Shah, supported by the U.S., was deposed. Who is the author of the book, *Islamic Government*, that emerged as the fundamentalist political and religious leader in Iran? Were his beliefs about Islam traditional? Explain.
18. Anwar Sadat succeeded Jamal Abdul Nasser as President of Egypt. He described the Ayatollah Khomeini as a "lunatic" and gave the Shah of Iran refuge. In 1979, with the diplomatic efforts of President Jimmy Carter, Sadat made peace with Israel, signing the Camp David Accords. In 1981, Sadat was assassinated, his killer shouting, "I have killed Pharaoh!" In the Koran, the story of Exodus is the same as in the Bible; the Jews are heroes and Pharaoh evil. The assassin's reference to Pharaoh indicates that Sadat was viewed as a corrupter, an idolater, and a tyrannical westernizer. The view of Muslim Brotherhood member Quttub, spiritual mentor of Osama bin Laden, encouraged assassination as a method of fighting back in a system that allows no dissent or opposition. The more the opposition are silenced, the more violent it becomes, the more fragile the government system. According to Bernard Lewis, was Sadat assassinated because he made peace with Israel?
19. The Palestinian-Israeli conflict is seen by some as transcending all else, unifying people who have little in common, feeding animosity and the Arab imagination. For the corrupt tyrannical governments of the Arab states, this conflict is a safety net, allowing the justifiably angry masses to let off steam.
Has Lebanon or Saudi Arabia done anything significant to assist the Palestinian people? Explain.
20. The stagnation and frustration and political extremism in the Arab world will continue to breed terrorism if nothing is done to change it. Arab children are being taught to chant, "I will sacrifice myself for Allah." In its war on terrorism, the U.S. has invaded Afghanistan and Iraq, embarking on a very controversial path.

What does Thomas Friedman predict will happen if two generations are given decent government?

21. It is necessary for Muslims to separate constitutional democracy from western colonialism. There is a misconception in the west that Islam is only compatible with fascism. This is not the case. Islam stressed universal brotherhood, caring for fellow human beings, human freedom, and the worship of god, all liberal human rights. Islam and democracy are not incompatible. Bernard Lewis explains that Arabs have tried military methods: achieving greater and greater defeats constitutional governments: getting oppressive tyranny socialism: having a string of broken down economies, the worst in the world.

There have been two reactions to this history:

- Religious extremists as represented by Sadat of Egypt, Khomeini of Iran, and al Qaeda;
- Not excessive modernization, but inept modernization - which must be reconsidered.

What must Muslims do to get to the root cause of fundamentalist Islamic terrorism?

Unit IV: 9/11, A Case Study in Contemporary Terrorism

Grade Levels: 9 - 12

Time: 2-4 classes

Lesson HIV-11: Interviews and Personal Stories

Objective:

Students will interview a survivor, emergency care worker, first responder, etc. or search the internet for personal stories from 9/11. They will gather information and share their chosen story with the class. Students will select a person and his/her story to put a face on the events of 9/11 and to identify on a personal level with those who experienced that day in New York City.

Materials:

Interview form

Interview release form

Interview sample questions

Interview questions written by students

Internet stories from 9/11. <http://www.nabe.com/am2001/fishmankiss.htm>

<http://www.nabe.com/am2001/bergman.htm>

There are many stories and videos of survivor stories to be found on the internet. The history channel site (<http://www.history.com/content/9-11>) has a whole section devoted to 9/11 that is very well done providing photos, interviews, etc. regarding NYC, the Pentagon, and Shanksville, PA. Also, there is the video production, 102 Minutes That Changed America. This is only one suggestion of the many valuable sites available. (The video is on the site.)

Internet videos of survivors' stories from 9/11

Activities/Procedures:

1. Introduce the idea of collecting stories through interviews or research of sources on the internet.
2. Students will research and select an area they wish to concentrate on (survivor, firemen, police, EMTs, first responders, survivors, rescue dog handlers, etc.).
3. Students will research information about the category they selected. They will develop questions for this category.
4. Students will refine these questions for their interview in groups and get group feedback on their list of questions.
5. Students will partner with a fellow student and practice interviewing using their questions with their partner to further refine these questions and to add any new questions.
6. Students will interview their person using the guidelines for an interview and the questions they have developed, refined and practiced. They have based these questions on their research and their knowledge of their person and his/her experiences in the events of the day.
7. Students are to remember the release form for the person to read and sign.
8. Students will prepare an oral presentation from their interview to share the information and the experiences with their classmates.
9. They will write their person's story in one of the following formats: story, journalistic report, interview format (interviewer's question, then narrator's answer).

Evidence of Understanding

Formative:

Students will give an overview of the person they researched/interviewed and the method they used to gather information about this person.

Teacher will assess group work throughout the lesson.

Summative:

Students will be evaluated on the oral report, which they have prepared from the person they interviewed, telling his role and story as well as his insights. This may also include pictures, news reports, quotes their person shared in telling his story, and background information.

Extension Activities: Taking Action and Giving Service:

Students may want to use the articles, interviews and stories they have written and put them into a booklet of their collected writings for the class as a record of the personal stories, the people and the events of 9/11 to which they had a connection through their project.

A service project in honor of someone who died on 9/11 can be a living memorial. Visit 9/11: Day of Service (<http://911dayofservice.org>) to volunteer service as a living memorial to a person or all those who perished on 9/11. OR Plan a service project in memory of someone special to the student as a living memorial to their life.

Interview Suggestions:

1. Learn all you can about the subject and the particular area you are researching, i.e. emergency worker, first responder, survivor, etc.
2. Conduct a pre-interview to gather biographical information about the person to be interviewed, establish rapport with that person and identify interview topics.
3. Based on the pre-interview and your research, develop questions and a sequence for asking these questions.
4. Select a comfortable location for the person being interviewed.
5. The interviewer should arrive on time and introduce himself/herself and state why the interview is being conducted.
6. The interviewer should set up a tape recorder (with the permission of the interviewee) so that both parties can be recorded.
7. Ask the interviewee if he/she is ready to begin and, if yes, start the interview.
8. State the name of the person being interviewed, the name of the person conducting the interview, the topic, the place, date and time of the interview first.
9. Begin the interview with a few simple, open-ended questions that the person being interviewed can answer easily and that will put her/him at ease.
10. Ask many open-ended questions so that the person will find it easier to tell her/his story rather than give brief yes or no answers.
11. Speak clearly so that the narrator can hear and understand you easily.
12. Do not rush the narrator. Silence can be productive. Time to think will give the narrator a chance to recall incidents and details. Try to pause at least 10 seconds before asking the next question after an answer.
13. Be well-prepared but do not limit the interview to the prepared questions. Engage in active listening.
 - Always listen to the narrator's response and ask a follow-up question if it will provide more information.
 - If a thought shared is a sad or painful memory, respond by pausing for a moment. Follow this suggestion out of sensitivity, giving recognition to the story just shared before moving on to the next question.
 - To bring out more detail and description, always ask follow-up questions when the information given mentions a significant event.
14. Feel free to ask challenging but respectful questions.
15. Never challenge or correct a narrator. They are recounting their memories as best as they can.

16. Props such as pictures, scrapbooks, newspaper clippings, maps, etc can be used during the interview to jog the narrator's memory and bring out more stories and details.
17. Have a good closing question to summarize or end the interview.
18. Always thank the person you interviewed for her/his time and for sharing her/his memories and experiences.
19. Have the narrator sign and date a prepared interview release form that gives the person who conducted the interview permission to use the information for educational purposes. (See attached form.)
20. Write a personal thank-you note to the narrator. Mail it within a week of the interview.

NOTE:

Be sure to have an introduction for the interview stating who the person is and what role he/she played in the events of 9/11 or what the narrator witnessed and/or experienced.

Interview Suggestions:

1. What was your job?
2. Why were you there?
3. What did you see?
4. What happened to you, specifically?
5. What was it like for others you saw?
6. Any specific incident that you remember that you would like to elaborate with details?
7. What was your immediate response to the events around you?
8. When and how did you learn exactly what was happening that day?
9. What happened to you in the first days after 9/11?
10. Any reaction to the events of the day that you can share with us today?

Unit IV: 9/11, A Case Study in Contemporary Terrorism

Grade Levels: 9-12

Time: 3-4 block schedule periods (80 min.) or 5-6 standard instructional periods (40 min.);
total time estimated to be 240 minutes

Lesson HIV-12: Challenges in Enhancing Media Literacy Regarding Global Terrorism

Objectives:

Through participation in this lesson, students will be able to identify and practice selected skills necessary for the critical analysis and evaluation of mass media content related to global terrorism.

Apply core concepts (terrorism, media literacy) to case studies on terrorism and related topics (wars in the Middle East) to deepen student understanding of the complexities of local, national and international decision-making related to global terrorism.

Analyze the impact of media content on public responses to terrorism and how mass media corporate and public entities (broadcast, cable and satellite television; internet sources; cell phone and other portable electronic device providers) influence patterns of decision-making by governments and others related to global terrorist activity.

Key Terms:

Media Literacy

Terrorism

Skills to be Practiced (Based on NCSS Position Statement on Media Literacy, NCSS 2009)

1. Accessing messages (media content)
2. Analyzing the content of messages
3. Creating media content (messages)
4. Distributing media content (messages)
5. Interpersonal skills of collaboration and networking

Materials:

1. NCSS Position Statement on Media Literacy: accessible at <http://www.socialstudies.org/positions/medialiteracy1> (Position Statements) (primarily a teacher resource, but parts can be used by students as well)
2. Content of Images of War and War Reporting sections of website of Frank Baker, accessed at http://www.frankwbaker.com/images_of_war.htm
3. Links to mass media content on Iraq war available at the website of Fairness and Accuracy in Reporting, accessible at <http://www.fair.org/index.php?page=13>
4. Questions for media analysis from A Media Education Approach to Teaching/Talking about the War authored by Chris Workshop, accessible at http://www.frankwbaker.com/war_reporting.htm in the War Reporting resources section of the website.
5. Townshend, Charles. Terrorism: A Very Short Introduction, New York, Oxford University Press, 2002

Activities/Procedures:

Day One

1. Invite students to offer their own definitions of the phrase "media literacy." Initially have students brainstorm what they consider to be characteristics of a "media literate individual" (keep in mind that brainstorming does

not involve judgments of contributions, just listing of them). After the brainstorming has occurred, set up small groups of 4-5 students so they can develop a definition using the list of characteristics prepared by the class. Each group should have these roles: moderator, recorder, summarizer, and 2 researchers (these individuals can access additional content for the task if needed using computers).

2. Once each group has developed a definition, the summarizer in the group should read it to the class. As each group's definition is read aloud, students should note areas of agreement and disagreement. The teacher should then ask students to examine their definitions in light of the definition prepared by the NCSS (see above under Key Concepts and Terms), and then identify how they compare. It is important at this point to encourage students to explore what skills a person would need to become "media literate," along with the types of messages and communication devices a person should use and understand to meet the definitions being utilized.
3. If the class develops agreement or consensus on a definition, the lesson can move forward with that in hand, or if more than one is acceptable to the class when judged against the criteria of clarity, comprehensiveness, and applicability to multiple situations and contexts, then the teacher should move on to the next step in the lesson.
4. With a definition or definitions now solidified, the teacher should pose this essential question: What Challenges Does the Public Face in Using Media Content to Understand Global Terrorism?
 - Ask students to list subsidiary questions that come to mind which are prompted by this essential question. Similar to the opening brainstorming activity, the teacher should not judge or comment on the questions posed by the class, but simply list them. If students need time to list the questions, given them 3-5 minutes and insist that students actually state questions, not just words, phrases, or declarative sentences.
 - The teacher or a recorder should collect all the questions posed by the class, and then assign a student to cluster them within categories that appear to have common content or ideas. Once this is completed, then the lesson can move forward (this may be done as a homework assignment if time is in short supply).
 - With the clustered list now available (if done on a computer with an overhead display, have the document projected so the full class can see it). If not, then prepare the document in Word and have it photocopied for the class.
 - The teacher should now assign the homework for the next day: students will be asked to identify relevant sources of information they would use to investigate the competing perspectives on the Iraq War, which will be used as a case study for examining the role of the media (and as a prelude for the culminating assessment of student understanding for this lesson). Students are required in this assignment to identify 4 print resources, 4 broadcast sources, and 4 electronic sources (not broadcast). At least 2 of the sources in each category must be from outside of the U.S., and of those 2, at least 1 must be from the Middle East.

Day Two

1. Students will now post their list of sources (either on a bulletin board, or electronically on a class website, Wikispaces or discussion board) from their homework and the full class will spend 15 minutes reviewing the findings. Once the full class "walk-around" or website/Wikispaces review has occurred, students will categorize the resources in each of the three classifications (print, broadcast, electronic) into subgroups by areas of origin (North America, Europe, Middle East). In the case of businesses, students may want to create subgroups that reflect other characteristics (i. e., multinational corporations), and in the case of websites, other subgroups may be needed (non-governmental organizations, individuals, and so forth).
2. If the students have not found sufficiently broad resources in their homework assignment, utilize the links from FAIR (noted above under Learning Materials and Resources) to complement their findings.
3. Return to the essential question and the subsidiary questions raised by the students. Ask students these two questions—(1) If you were to prepare a recommendation for people who had never heard of the Iraq War about

what sources they should consult in order to get a comprehensive and balanced perspective on the conflict, what would you say? (2) What criteria would you employ to make thoughtful judgments about the sources you are recommending? Facilitate the discussion by asking students to examine their subsidiary question list, and to identify key questions that might contribute to answering these two inquiries. The goal of the discussion is to have students generate a set of criteria and possible resources that would inform this member of the public about the Iraq War so that person could reach a thoughtful, independent decision about it.

4. As you facilitate the discussion, keep these ideas in mind, which are extracted from Chris Workshop's suggested approach to media education about war. The teacher should introduce these ideas if student questions and comments do not bring them forward.
 - Audience—Who is asking, and on whose behalf?
 - Audience/ideology/values/politics—Whose content is included, and whose is excluded?
 - Versions of reality—How reliable and fair are the presentations of media content?
 - Audience positioning/politics—How does the content make us feel, and is this part of our criteria?
 - Commercial interests/ownership—Is the question of audience share, ratings and profits being raised?
 - Values/ideology—Are we asking if our personal assumptions about the war are being reinforced, or are we open to alternative perspectives?
 - Audience/response/form and content/aesthetics—What is the style of presentation in the media content?
 - Diversity—How does the content relate to groups defined by race/ethnicity, gender, class, religious faith, nationality, sexual orientation, and others?
 - What other questions should we be asking?
 - How would we know what a "good" answer might look like?
5. Once the discussion has reached a point where a relatively common set of criteria have been generated, as well as a set of resources that reflect a range of perspectives and viewpoints, then the homework assignment should be provided. That homework assignment is noted here.
 - Ask students to answer this question by consulting at least 6 sources (2 from each category, 1 from North America or Europe, and 1 from the Middle East)—What has been the impact on daily life in Iraq of the Iraq War since 2003? The task is to identify a balanced set of sources that would fairly present an answer to the question to an uninformed individual.
 - Students should identify the sources and compose a list in preparation for the final lesson day's activity (Day three). The listing of links on the FAIR website on the Iraq war is a good starting point for students in need of support.

Day Three

1. Students will return to their Day one groups and share their findings from the assignment. Since most of the content will be available via the internet, or in some cases in video format (possibly on YouTube or in video archives of broadcasters or non-governmental organizations), it is important that the teacher provide sufficient time for each small group member to learn from his or her peers by reviewing the content of the recommended sources. Each student should receive the media analysis form (see final page of this lesson) and use it to critique the recommended resources (at least one in each of the three categories, but making sure that all sources in the group are being examined at least once by a group member using the form).
2. Once the media analysis forms are completed, the instructor poses the final question for the lesson: Based on your review of the sources in your group, what qualities did the best resources have that made them ideal for our

uninformed citizen? Provide 10-15 minutes for each small group to discuss and justify their list of qualities, and then have each group report out to the class. Facilitate the discussion of the multiple responses, and have one student record the results for future reference.

3. Return to the essential question, and pose the culminating assessment of student performance.
 - Based upon our activity using the Iraq War, prepare a two-page set of guidelines for how to better understand global terrorism through the media. Your final document should be in Word, and be double-spaced with one-inch margins all around. Review the list of subsidiary questions the class posed about our essential question and make sure you have addressed most, if not all of them. Also, keep in mind the contents of the discussions in small groups as well as the final listing of qualities which the class developed for making good choices about media content for the Iraq War.

Evidence of Understanding (Assessments of Student Performance)

Completion of two-page guidelines document by each class member reflecting the work of the prior 3 days, and adhering to the criteria of clarity, cogency, and comprehensiveness. As needed, the instructor can return to the Workshop questions and other resources listed on the Frank Baker site or links noted on the NCSS Position Statement on Media Literacy to inform final evaluations of student work.

Extension Activities: Taking Action and Giving Service:

1. Students can prepare their guidelines lists and a cover letter, and send their recommended guidelines to media outlets, elected officials, other faculty, and non-governmental organizations, as well as media analysis experts and groups to inform them about their work and invite critiques to assist them in further investigation of the topic.
2. An alternative approach to the culminating assessment would be for students to create a podcast or brief video that presents the guidelines with relevant audio and/or video content that illustrates the proposed guidelines.

Media Analysis Form

Student Name: _____

Date Completed: _____

Instructions: Using the checklist provided below, assess the quality of the resource being examined in light of the question being posed.

Question for Investigation: _____

	Rating/Explanation (4=excellent to 1=very poor)	
Criteria	Rating	Explanation
--Impartiality of presentation	_____	
--Creator is clearly recognizable or identifiable	_____	
--Topic of the content is clear	_____	
--Intended audience is clear	_____	
--Images/audio/text can be understood by a non-expert	_____	
--Narration is impartial and lacks bias	_____	
--Presentation is given sufficient time to deliver a clear, thorough message	_____	
--Presentation avoids editorializing about the topic from a single perspective	_____	
--Other (Elaborate) _____		
_____	_____	

Unit IV: 9/11, A Case Study in Contemporary Terrorism

Grade Levels: 9-12

Time: 5 class periods

Lesson HIV-13: Pictures of 9/11

Objective:

Students will view, organize, research, and provide captions for pictures of the events of 9/11. They will familiarize themselves with the timeline, give faces to the events and develop a picture essay of the day.

Students will be able to analyze photographs as primary source documentation, describe the photos as records of history, and see from these photos the events as well as the extraordinary acts performed by individuals from all walks of life and the stories of 9/11.

Materials:

Timeline

Photographs

Scissors, paste, paper

Computer internet access for research, additional information and photographs

As suggested in the guidelines for implementing this curriculum, the classroom must be a safe space for all students. We should be mindful of how certain words and images affect students, especially those students who have experienced trauma and loss. We strongly urge teachers to preview the images at the links listed below and decide which photographs are appropriate for their students. Before the lesson begins, teachers should tell the class about the images they will be viewing:

“Like many images of disaster and tragic events, the photographs you will be seeing are graphic in nature. Although you may have seen them in newspapers or on the television, they can still be unsettling. Many people experience strong reactions. Be aware of how you are reacting and don’t feel you need to look at every photo or any photos.”

Images of destruction should not be posted on bulletin boards or shown on a big screen in a darkened classroom. Smaller photographs allow students to pace themselves and be selective as to how much they want to look at, depending on their personal experience and responses.

Finally, teachers should consider alternate assignments or adapt this assignment for those students who may be more vulnerable to such images.

Activities/Procedures:

1. Students will be given the timeline for the events of 9/11 (NY, DC, PA) and discuss this with the class.
2. Students will be divided into groups and photograph web resources of the following categories:
 - morning skyline and physical consequences
 - people
 - rescue workers, first responders and volunteers
 - national and international community reactions
3. Each group will decide on the organization of their photographs using the timeline for reference.
4. Each photograph is to be given both a title and a caption (which is to include information from the timeline and their research).
5. The groups are to arrange their photographs with titles and captions on pages to show the events through

pictures.

6. The groups are to write an introduction of at least one page for their section.

Optional:

- A jigsaw group with members from each of the original groups will form new groups. These groups are to learn from each other by presenting and discussing each section. They will then write an introduction for the entire array of photographs.
- Each jigsaw group will report on their overall introduction and the class will compose an inclusive introduction using the information provided by each group plus their new contributions.

Evidence of Understanding (Formative and Summative Assessment)

Formative:

Students will present a copy of the photographs with titles and captions as well as their section's introduction from their original groups. This is to be a hard copy and a brief oral presentation.

A copy of the overall introduction will be presented both orally and as a text.

Summative:

A final booklet will be assembled for and distributed to each student which will include: overall introduction, each section with an introduction, photographs with titles and captions and a front cover designed by and agreed upon by the class.

Extension Activities: Taking Action and Giving Service:

The final booklet may be presented to and shared with other classes (i.e. art, photography, social studies).

Web Resources for Student Research

On the websites listed below you will find photos from 9/11 (some may have a title in bold and an extended caption). You may include historical facts/headlines/speeches/articles from the day and afterwards. Their purpose is to tell a story of what they see and what they want to say about 9/11 and beyond.

<http://www.september11news.com/>

<http://www.newseum.org/todaysfrontpages/> (choose dates from Archives)

http://topics.cnn.com/topics/september_11_attacks

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
and 9/11 in the Classroom**

High School

Lesson Plans & Themes

Unit V

Post 9/11: Challenges and Consequences

Unit V: Post 9/11 - Consequences and Challenges

Grade Levels: 9-12

Time: 120-150 minutes

Lesson HV-14: Reactions to and from the Muslim and Arab Communities After 9/11

Objective:

Students will assess the validity of accusations and acts of violence against the Muslim and Arab communities following the events of 9/11.

Key Terms:

Muslim

Arab

Qur'an

Materials:

Library/internet

Activities/Procedures:

- Students will bring up the following website:
<http://groups.colgate.edu/aarislam/response.htm>
- Students will research the answers to the following questions based on the information found on the site. (Questions will be on a separate page.)
- Teacher will engage the class in discussion of their findings.

Background for subject of lesson

Attached is the transcript of the website so that the teacher may understand the content in advance.

Evidence of Understanding (Assessment of Student Performance: Formative and Summative)

Based on the answers to the questions asked, students will write an essay analyzing the Muslim and Arab communities' responses to the events of 9/11.

OR

Create a multimedia presentation analyzing the Muslim and Arab communities' responses to the events of 9/11

Extension Activities: Taking Action and Giving Service:

Students will compare the statements issued by various humanitarian and peace organizations to those thoughts of Nobel Peace Prize winners and develop a "response plan" to terrorism.

Research Questions:

1. Who authored this website?
2. What were the reactions of Muslim leaders (from around the world) to the events of 9/11?
3. Did any of the above reactions differ? Was there a common thread?
4. What were the opinions voiced concerning acts of terrorism, Islamic law and the Qur'an?
5. Discuss the increase in and types of incidents against Arab and Muslim Americans after 9/11.
6. Identify various groups listed in the website and their positions on terrorism.
7. What is the purpose of this website? What message are the authors promoting?

8. What is the true definition of the word "jihad?"
9. What messages do the pictures on the website send to you?

Unit V: Post 9/11 - Consequences and Challenges

Grade Levels: 9-12

Time: 45-60 minutes

Lesson HV-15: Debate - Security vs. Civil Liberties After 9/11

Objective:

Students will weigh three controversial issues associated with the Patriot Act and American civil liberties, and how 9/11 has affected viewpoints.

Student will analyze the inconsistencies that may occur when trying to balance the need for national security and the need to protect civil liberties.

Key Terms:

Patriot Act Civil Liberties

Materials:

1. Security vs. Civil Liberties debate article by Robert Mander and Janice Hyde divided into 3 rounds on the following issues: <http://www.loc.gov/loc/lcib/0408/safefree.html>
 - "The USA Patriot Act: Patriotism at Work or an Intolerable Law in a Constitutional Democracy?"
 - "The Balance Between Freedom and National Security: Must Americans Accept Limitations on Their First Amendment Rights to Be Successful in the Battle Against Terrorism?"
 - "Enemy Combatants/Military Tribunals: Fair vs. Foul Means in the War Against Terrorism."
2. U.S. Bill of Rights
3. Student worksheet on Mander and Hyde article (included).

Activities/Procedures:

1. Review the rights of all Americans as listed and explained in the U.S. Bill of Rights.
2. Divide the class into three groups, one for each of the three debate rounds. Or, this may be done as a class, reviewing each of the three round questions together. Each group should have a "reporter" who will report the main points of the group discussion back to the class.
3. For approximately 30 minutes, students should read the round questions and perspectives. They should discuss each argument, while expanding the ideas inherent in each.
4. Coming together as a class once again, each group reporter should read the question and explain the basic arguments, pro and con.
5. Homework: Students should research one of the issues in the debate, gathering more information on the subject at home. They should be encouraged to use news websites or government agencies to avoid partisanship and bias and document the source from which they researched.
6. Tomorrow, students will share their additional information with their groups or as a class.
7. Discuss: After reviewing the Bill of Rights and the issues addressed in the debate, determine what the balance should be between national security and the protection of civil rights. Has this balance been found?

Evidence of Understanding (Assessment of Student Performance)

Formative:

1. Student class or group discussion on the three rounds of the debate on Security vs. Civil Liberties.
2. Completion of worksheets on debate questions.

Summative:

Final student discussion on the inconsistencies that may occur when trying to balance the need for national security and the need to protect civil liberties. Has this balance been achieved? Is it fluid? If another terrorist attack occurs in the U.S. will this debate become more intense?

Extension Activities: Taking Action and Giving Service (Optional)

- Research and examine topics from current events: Closing Gitmo, military tribunals, trial of Khalid Sheikh Mohammed in New York City, etc.
- Research current bills in Congress that might affect rights granted under The Bill of Rights and write a letter to your legislators expressing your opinion on whether or not the bill should pass.

Name: _____

Date: _____

Period/Class: _____

Worksheet: Security vs. Civil Liberties in Three Rounds

Directions:

1. After reviewing the U.S. Bill of Rights, read and discuss the three rounds of the debate on security vs. civil liberties by Robert Mander and Janice Hyde.
2. Use the following questions to guide your discussion. Take notes on your discussion to share with the class.
3. Consider the points made in the roundup discussion, "International Forum on World Terrorism."
4. As homework, research one of the points made during the three debates. What is currently under scrutiny?
 - "The USA Patriot Act: Patriotism at Work or an Intolerable Law in a Constitutional Democracy?"
 - "The Balance Between Freedom and National Security: Must Americans Accept Limitations on Their First Amendment Rights to Be Successful in the Battle Against Terrorism?"
 - "Enemy Combatants/Military Tribunals: Fair vs. Foul Means in the War Against Terrorism."
 - Roundup- "International Forum on World Terrorism"
5. As a class, discuss and debate arguments of the three rounds and roundup, while expanding the ideas inherent in each. What did your homework research uncover?

Discussion Questions:

1. Explain both sides of the issue. Which seems the most convincing? Explain.
2. The argument can be made that compromising our civil liberties in any way means the terrorists have won. Agree or disagree? Explain your reasoning.
3. Has a balance between national security and civil liberties been achieved? Is it fluid? Explain.
4. If another terrorist attack occurs on American soil, will this debate become more intense? Explain.

Unit V: Post 9/11 - Consequences and Challenges

Grade Levels: 9-12

Time: 45-60 minutes

Lesson HV-16: The 9/11 Commission Report

Objectives:

Students will examine the key findings of the 9/11 Commission Report.

Students will compare the recommendations of the 9/11 Commission with the legislation that implemented many of them.

Key Terms:

Millennium Plot

Osama bin Laden

Materials:

- Key Findings of the 9/11 Commission Report reading and critical thinking questions.
- Final 9/11 Commission Report <http://www.gpoaccess.gov/911/index.html>
- A chart comparing the 9/11 Commission recommendations and the legislation can be examined at <http://hsc-democrats.house.gov/SiteDocuments/20070727182653-51415.pdf>

Activities/Procedures:

1. Introduce the origins of the 9/11 Commission and its conclusions about the events leading to 9/11.
2. Students will read the Key Findings of the 9/11 Commission Report, and answer the critical thinking questions.
3. Students should discuss their responses to the questions and share comments on the 9/11 Commission Report. Discussion questions should focus on the following:
 - What weaknesses did the US have that were exploited by the terrorists on 9/11?
 - Is there any way to know if 9/11 could have been prevented?
4. Concluding activity: Students should write an essay or participate in a discussion with their peers on the following question: Is the U.S. safer since enacting many of the 9/11 Commission Report recommendations?

Background for subject of lesson

The National Commission on Terrorist Attacks Upon the United States, also known as the 9/11 Commission, was set up on November 27, 2002 "to prepare a full and complete account of the circumstances surrounding the September 11, 2001 attacks," including preparedness for and the immediate response to the attacks.

The commission was also mandated to provide recommendations designed to guard against future attacks.

Chaired by former New Jersey Governor Thomas Kean, the commission consisted of five Democrats and five Republicans. The commission was created by Congressional legislation, with the bill signed into law by President George W. Bush.

Evidence of Understanding (Assessment of Student Performance: Formative and Summative)

Formative:

1. Students will examine the key findings of the 9/11 Commission Report.
2. Critical Thinking Questions.

Summative:

Essay/discussion prompt: Is the U.S. safer since enacting many of the 9/11 Commission Report recommendations?

Extension Activities: Taking Action and Giving Service:

Students may explore the PBS: Frontline: Trail of A Terrorist site <http://www.pbs.org/wgbh/pages/frontline/shows/trail/> for additional information on the foiled Millennium Plot. Information links include the following areas:

1. Introduction
2. Inside Ressam's Millennium Plot
3. Is Canada a safe haven for terrorists?
4. Crossing borders: How terrorists use fake passports.
5. Links and Readings

Key findings of the 9/11 Commission Report

By Jill McCracken

The U.S. 9/11 commission's report is 576 pages in length. It outlines the intelligence that was gathered on Osama bin Laden and al Qaeda, as well as U.S. responses to this intelligence. The conclusions in the report urge real changes on how American intelligence services, such as the F.B.I. and C.I.A. function and coordinate their missions. The full executive summary may be viewed at http://www.9-11commission.gov/report/911Report_Exec.pdf.

The key findings include:

1. Development of al-Qaeda - Al-Qaeda was allowed to develop into a significant danger to the U.S., concluding that while the attacks "were a shock... they should not have come as a surprise as Islamist extremists had given plenty of warning that they meant to kill Americans indiscriminately and in large numbers."
 - "The 9/11 attack was driven by Osama bin Laden" who "built over the course of a decade a dynamic and lethal organization" in al-Qaeda.
 - Events that preceded 9/11 that give indication that "Islamists were determined to kill Americans indiscriminately" included:
 - a. 1993 bombing of the World Trade Center;
 - b. Foiled plot to blow up the Holland and Lincoln Tunnels and other New York landmarks;
 - c. 1993 Somali "Black Hawk Down" battle that killed 18 and wounded 73, were assisted by al Qaeda;
 - d. 1995 Ramzi Yousef plot to blow up dozens of U.S. airliners flying over the Pacific;
 - e. 1996 Riyadh, Saudi Arabia car bombing that killed 5 Americans;
 - f. 1996 truck bombing of Khobar Towers, Saudi Arabia that killed 19 U.S. servicemen and wounded hundreds of others (though this was carried out with Iranian backed Hezbollah terrorist group);
 - g. 1998 attacks on U.S. embassies in Tanzania and Kenya, killing 12 American and 224 others;
 - h. 1999 foiled attack on Jordanian hotels frequented by Americans;
 - i. 2000 foiled "Millennium" plot on the Los Angeles International Airport; and
 - j. 2000 attack on the U.S.S. Cole that killed 17 American sailors.
 - "What we can say with confidence is that none of the measures adopted by the U.S. government from 1998 to 2001 disturbed or even delayed the progress of the al-Qaeda plot."
2. Missed opportunities - The report finds that the 9/11 plot might have been interrupted and deterred had the security services done their work more thoroughly. However, it accepts that "since the plotters were flexible and resourceful, we cannot know whether any single step or series of steps would have defeated them."

The report accuses "organizations and systems of that time" of:

- Developing and planning to use the missile-equipped Predator aircraft to target bin Laden and his chief lieutenants. Those plans were on President Bush's desk awaiting his signature on September

11, 2001.

- Allowing two hijackers, Khalid al-Midhar and Nawaf Alhamzi, to enter and move about the U.S. without proper surveillance despite their known links to al-Qaeda.
 - "Not linking the arrest of Zacarias Moussaoui, described as interested in flight training for the purpose of using an airplane in a terrorist act, to the heightened indications of attack."
 - Not discovering false statements on visa applications and not recognizing faked passports.
 - Not expanding no-fly lists to include names from terrorist watch lists and not searching airline passengers identified by computer-based screening.
 - Not hardening aircraft cockpit doors or taking other measures to prepare for the possibility of suicide hijackings.
3. Open to attack - While praising the response of members of the emergency services to the attacks, the report finds institutional weaknesses within the U.S. which both made it easier for extremists to attack and harder for the authorities to respond adequately:
- During the abbreviated transition time from Clinton to the Bush administration, military options for dealing with bin Laden in Afghanistan remained unappealing. As summer 2001 reports that something "very, very big" was being planned, all indicators pointed overseas, where security was buffed up, but not domestically. The threat did not receive media attention comparable to the "millennium" alert.
 - "The hijackers had to beat only one layer of security - the security checkpoint process... Once on board, the hijackers were faced with aircraft personnel who were trained to be non-confrontational in the event of a hijacking." The success rate was 19 for 19.
 - "The civilian and military defenders of the nation's airspace... attempted and failed to improvise an effective homeland defense against an unprecedented challenge." Existing protocols on 9/11 were ill-suited in every respect for an attack using hijacked jumbo jets.
 - "The chain of command did not function well. The president could not reach some senior officials. The secretary of defense did not enter the chain of command until the morning's key events were over."
4. Government and Policy - "Terrorism was not an overriding national security concern for the U.S. government under either the Clinton or pre-9/11 Bush administrations."
- America's homeland defenders faced outward. NORAD itself occasionally...considered the danger of hijacked aircraft being guided to American targets from overseas.
 - "The most important failure was one of imagination. We do not believe leaders understood the gravity of the threat" to the American homeland. All previous attacks had occurred overseas.
 - "At no point before 9/11 was the Department of Defense fully engaged in the mission of countering al-Qaeda, even though it was perhaps the most dangerous foreign enemy threatening the United States."
 - "The FBI did not have the capability to link the collective knowledge of agents in the field to national priorities."
 - "Congress gave little guidance to executive branch agencies on terrorism," did not reform agencies to meet the threat and "did not attempt to resolve the many problems in national security and domestic agencies."
 - "The terrorist danger from bin Laden and al-Qaeda was not a major topic for policy debate among the public, in the media, or in the Congress. Indeed, it barely came up during the 2000 presidential

campaign.”

- No single individual or organization was to blame, but both individuals and institutions had to take responsibility for failing to stop the attacks.
- There was no operational link between al-Qaeda and ousted Iraqi President Saddam Hussein and President Bush believed that “Iraq was not the immediate problem” following 9/11.
- “Iraq’s long standing involvement in terrorism was cited as well as its interest in weapons of mass destruction.”
- No Saudi nationals were flown out of the U.S. prior to the reopening of U.S. airspace on September 13, 2001.

5. Are we safer? - “Since 9/11, the U.S. and its allies have killed or captured a majority of al Qaeda’s leadership, toppled the Taliban, which gave al Qaeda sanctuary in Afghanistan, and severely damaged the organization.”

- “Al Qaeda remains an ideological movement, not a finite group of people that has transformed itself into a decentralized force.”
- Because of offensive actions against al-Qaeda since 9/11, and defense actions to improve homeland security, we believe we are safer today. But we are not safer. Therefore, we make the following recommendations that we believe will make America safer and more secure.”

6. Key recommendations - The 9/11 Commission Report warns against complacency and makes detailed recommendations:

- To create a national counter-terrorism center “unifying strategic intelligence and operational planning against Islamist terrorists across the foreign and the domestic divide.”
- To appoint a new Senate-confirmed national intelligence director to unify the intelligence community of more than a dozen agencies.
- To create a “network-based information sharing system that transcends traditional governmental boundaries.”
- To set up a specialized and integrated national security unit within the FBI; the report did not support creation of a new domestic intelligence agency.
- To devote maximum effort of countering the proliferation of weapons of mass destruction.
- To strengthen Congressional oversight.
- To strengthen the F.B.I. and Homeland defenders.
- To improve technologies associated with screening travelers and establish them as standard practices
- To root out terrorist sanctuaries, actual and potential.
- To develop global strategy of diplomacy and public relations to dismantle Osama bin Laden’s al-Qaeda terror network and defeat militant Islamic ideologies.
- To establish a better dialogue between the West and the Islamic world

7. Implementation of the 9/11 Commission Recommendations

Signed into law by President Bush on August 3, 2007, the Implementing Recommendations of the 9/11 Commission Act of 2007 codified into law many of the 9/11 Commission recommendations. A chart comparing the 9/11 Commission recommendations and the legislation can be examined at

<http://hsc-democrats.house.gov/SiteDocuments/20070727182653-51415.pdf> .

8. Department of Homeland Security Fact Sheet: Department of Homeland Security Counter Terrorism Page
<http://www.dhs.gov/files/counterterrorism.shtm>

Critical Thinking Questions

1. In your opinion, what were three key weaknesses cited in the 9/11 Commission Report that contributed to the success of the 9/11 terrorist attacks? Explain.
2. Give five examples on how we are safer and 5 examples of how we are not safer.
3. Of the recommendations that were implemented, which do you think has contributed the most to a safer homeland? Explain.
4. What remains to be done to improve the security of the U.S.?

Unit V: Post 9/11 – Consequences and Challenges

Grade Levels: 9-12

Time: 90-160 minutes

Lesson HV-17: ‘War on Terror’- Afghanistan: The Fall of the Taliban and After

Objective:

- Students will examine the Taliban regime and reason for the U.S. going to war against Afghanistan as part of the War on Terror.
- Students will identify the restrictions and their impact on women who lived under the Taliban’s ‘gender apartheid’ laws from 1996-2001.
- Students will analyze the progress Afghanistan had made in forging a democracy since the fall of the Taliban.
- Students will evaluate the challenges a resurgent Taliban represent to the U.S. and democratic Afghan government.

Key Terms:

al Qaeda	Burqa	Democratization	Gender apartheid
Hamid Karzai	Hazaras	I.E.D.	Mujahideen
Osama bin Laden	Pashtuns	Shar’ia	Taliban
Tajiks	Uzbeks		

Materials:

1. Reading 1: The War on Terror- The Fall of the Taliban.
2. Reading 2: Buried Alive: Afghan Women Under the Taliban
3. Reading 3: Five Years After the Fall of the Taliban: Afghanistan and the War on Terrorism
4. Reading 4: BBC: Q&A: Democracy in Afghanistan with review questions
5. Reading 5: Challenges faced by the Afghan elections: could they follow current polarizations and ethnic divisions? (sic)
6. Internet/Computer for Webquest: Frontline: The War Briefing –Internet activity and student worksheet.
7. (Optional) Frontline film: Afghanistan- The Other War
8. (Optional) Frontline film: Return of the Taliban
9. (Optional) Webquest: Activity #2 U.S. Institute of Peace – Passing the Baton Conference with student worksheet.
10. (Optional) Frontline film: Pakistan Children of the Taliban

Background for subject of lesson:

1. The Soviet Union invaded Afghanistan in 1979, seizing control of cities, military bases, and communication and trade routes. The Afghan Mujahideen, a group of loosely allied opposition groups, fought the Soviets from 1979-1989. The mujahideen were significantly assisted by the C.I.A. during the Carter and Reagan administrations.

When the Soviet Union pulled troops out of Afghanistan in 1989, civil war began as the Mujahideen factions began fighting each other for control of Kabul, the capital city. After several years of devastating infighting, a new armed movement emerged, known as Taliban, or “students of Islam” and took control. The Taliban implemented one of the strictest interpretations of Shar’ia law ever seen in the Muslim world including the complete ban of education for girls and employment for women. The new regime was and widely criticized internationally for its treatment of women.

Women were forced to wear the burqa in public, because, according to a Taliban spokesman, “the face of a woman is a source of corruption” for men not related to them. A burqa (http://en.wikipedia.org/wiki/File:Burqa_Afghanistan_01.jpg) is an outer garment that cloaks the entire body and head, with a mesh panel covering the eyes. Women were not permitted to work; prior to the Taliban women made up 25% of the Afghan government’s work force. While female health care workers were exempted, they endured a segregated bus system and extreme harassment. The education of girls was banned after the age of eight, and until then, they were permitted only to study the Qur’an. Women seeking an education were forced to attend underground schools where they and their teachers risked execution if caught. They were not allowed to be treated by male doctors unless accompanied by a male chaperone, which led to illnesses remaining untreated. For violating these prohibitions, they faced public flogging and execution. The Taliban allowed and in some cases encouraged marriage for girls under the age of 16. Amnesty International reported that 80 percent of Afghan marriages were without the girl’s consent.

From May 1996, Osama bin Laden, founder of the terrorist group al Qaeda and responsible for the 9/11 attacks on the U.S., was living in Afghanistan with other members, operating terrorist training camps in a loose alliance with the Taliban. Following the 1998 U.S. embassy bombings in Africa, President Clinton order the military air strikes at these camps with limited effect on their overall operations.

2. Frontline: Dave Johns - Who are the Taliban?
3. View DVD, Charlie Wilson’s War, for an understanding of the covert C.I.A. aid to the Mujahideen, who were fighting the Soviet Union after their invasion of Afghanistan.

Procedures/Instructional Activities for students and teacher

Teachers may select portions of this multi-day lesson plan for classroom use at their discretion. The entire lesson need not be utilized.

1. Jigsaw Group Activity: Divide the class into five groups, assigning each one a reading. Each student will be the ‘expert’ on this article when they regroup later.
 - Reading 1: The ‘War on Terror’- The Fall of the Taliban – U.S. response to 9/11 – Fall of the Taliban.
 - Reading 2: Buried Alive: Afghan Women Under the Taliban - Treatment of women under Taliban rule.
 - Reading 3: Five Years After the Fall of the Taliban: Afghanistan and the War on Terrorism Taliban resurgence and challenges that continue in Afghanistan, <http://www.usip.org/events/five-years-after-fall-taliban-afghanistan-and-war-terrorism>
 - Reading 4: BBC: Q&A: Democracy in Afghanistan - Democratization- Holding elections in Afghanistan.
 - Reading 5: Challenges faced by the Afghan elections: could they follow current polarisations and ethnic divisions? - Continued process of democratization in Afghanistan.

Note:

Reading 2, Buried Alive: Afghan Women Under the Taliban, is a lengthy article.

1. You may choose to divide it, assigning students Part I and Part II, or may edit the article. It is appropriate for honors or AP students.

Reading 4 is shorter and more succinct; it is appropriate for use with lower reading level students.

2. After reading, they should identify the main points, issues, problems, and possible solutions dealt with in the articles.
3. Regroup students creating 5 new groups. All five readings are represented in the new group. They should share what they have learned with each other.
4. If possible, have students watch the following films in school or at home: Afghanistan- The Other War (25 minutes). Students should take notes.
5. To examine the current challenges facing the U.S. and democratic Afghanistan today, students will use the

PBS Frontline: The War Briefing. Students should follow the following links to research the situation based on interviews with the experts. The student worksheet is provided.

- Introduction: October 28, 2008 - Afghanistan
 - The War Briefing – What the next President will face
 - The Karzai Question
 - The New Pakistani Taliban
 - A Strategy for the Tribal Areas
 - Any lessons we can grab from Iraq?
6. (Optional) Show both Frontline films: Return of the Taliban and Afghanistan- The Other War. If not, show one; both are excellent.
7. (Optional) Possibly as homework, assign students the webquest activity using U.S. Institute of Peace. – Passing the Baton Conference (<http://www.usip.org/> - type Baton conference into site search box) website. Assign or permit students to select one of the following topics that utilize the USIP Conference Passing the Baton. Video of the sessions is linked to the USIP page.
- “Iraq, Iran, Afghanistan, and Pakistan: Identifying Priorities, Linkages, and Trade-offs”
 - “The Way Forward in Afghanistan”
 - “Proliferation, Catastrophic Terrorism and a New Security Paradigm”
- Listening to the session dealing with Afghanistan and/or terrorism, students should summarize the problems and possible solutions identified by the speakers. They should brainstorm any other solutions.
8. Students should also research current newspaper articles (printed or online) on the topics under discussion.
9. Students should share their summary of problems and solutions results with the class. This may be oral or written, as the teacher prefers. How similar were the issues they identified? The solutions?
10. (Optional) Watch the film online at <http://www.pbs.org/wgbh/pages/frontline/warbriefing/view/>.

Evidence of Understanding (Assessment of Student Performance)

Formative:

Student class or group discussion on the three rounds of the debate on Security vs. Civil Liberties.

Summative:

Sharing of researched information the next day of class.

Optional Extension Activity: Taking Action and Giving Service:

1. Show students Charlie Wilson’s War (2007) – Rated R - 1 hour 37 minutes- Synopsis: Good-Time Charlie” Wilson, a flawed and fun-loving Congressman from East Texas, deftly operates the levers of power to funnel money and weapons to the Mujahedin of Afghanistan following the Soviet invasion of their country in late 1979. Charlie finds assistance in the oddest of places -- a renegade C.I.A. agent whose outsider status and womanizing ways endears him to Wilson; a Houston socialite who leads Wilson to the cause; the willing Pakistani dictator fascinated by the socialite; the Israelis who modify and manufacture Soviet weapons to maintain the wink-and-nudge illusion of American neutrality. There is a brief hot tub scene early in the film; the film may actually be started after this scene with little loss of content.

Reading #1 - The 'War on Terror'- The Fall of the Taliban

by Jill McCracken

New Administration and 9/11

The November 2000 election of George W. Bush as the 43rd President of the United States of America returned to government many officials from his father's administration ('Bush 41'). Given the continued lack of cooperation from Saddam Hussein, in hindsight, many regretted not insisting on regime change, that is, the removal of Saddam Hussein from power in 1991.

The new Bush Administration was barely nine months in office when the Sept. 11, 2001 terrorist attacks on the World Trade Center and Pentagon took place. Al Qaeda (Islamic for "the Base"), a terrorist organization led by Osama bin Laden, took responsibility for the attacks. Shocked and angry, President Bush, with the support of Congress, declared a 'War on Terror'.

It was quickly revealed that the government of Afghanistan, known as the Taliban, were providing safe-harbor for al Qaeda. The U.S. delivered an ultimatum to the Taliban government:

1. Deliver to the US all of the leaders of Al Qaeda;
2. Release all imprisoned foreign nationals;
3. Close immediately every terrorist training camp;
4. Hand over every terrorist and their supporters to appropriate authorities; and
5. Give the United States full access to terrorist training camps for inspection.

In his September 20, 2001 speech to the nation, President Bush said, "These demands are not open to negotiation or discussion. The Taliban must act and act immediately. They will hand over the terrorists or they will share in their fate...Either you are with us, or you are with the terrorists."

On September 21, 2001, the Taliban responded that if the United States could bring evidence that bin Laden was guilty, they would hand him over, stating there was no evidence in their possession linking him to the 11 September attacks.

By late September, the United Arab Emirates and Saudi Arabia withdrew recognition of the Taliban as the legal government of Afghanistan, leaving Pakistan as the lone remaining country with diplomatic ties to Afghanistan.

The U.S. policy would come to be known as the Bush Doctrine and can be summarized as follows:

1. The right to secure itself from countries that harbor or give aid to terrorist groups;
2. Preventive war, which held that the United States could depose foreign regimes that represented a potential or perceived threat to the security of the United States;
3. Spreading democracy around the world as a strategy for combating terrorism; and
4. A willingness to use the U.S. military unilaterally to achieve these goals.

Some of these policies would be codified in a National Security Council text entitled the National Security Strategy of the United States published on September 20, 2002.

On October 7, 2001, before the onset of military operations, the Taliban ambassador to Pakistan offered to "detain bin Laden and try him under Islamic law" if the United States made a formal request and presented the Taliban with evidence. This counter offer was immediately rejected by the U.S. as insufficient.

By now, a relatively small number of U.S. Special Forces soldiers arrived in Afghanistan, meeting with the rebel Afghan members of the Northern Alliance. The Northern Alliance was a military-political umbrella organization

created by those who opposed the Taliban. They would ultimately join with U.S. forces in wresting control of Afghanistan from the Taliban and al Qaeda.

One of the earliest major battles in Afghanistan occurred at Mazari Sharif. On the night of November 12, 2001, Taliban forces fled from the city of Kabul, leaving under cover of darkness. By the time Northern Alliance forces arrived, only bomb craters, burned foliage, and the burnt out shells of Taliban gun emplacements and positions were there to greet them. A brief firefight resulted in the neutralization of the defenders as Kabul fell into the hands of U.S./NATO forces and the Northern Alliance. The battle of Kandahar and Tora-Bora would be followed by Operation Anaconda. Together with the support of U.S. air power, they would topple the Taliban from power in Afghanistan. Military forces from Australia, Canada, Germany, and Norway participated in multiple military engagements during this time.

The results were the liberation of over 13,000,000 Afghan citizens from oppressive Taliban rule and the prevention of al-Qaeda operations in that area. In support, the UN Security Council approved resolution 1378 which condemned "the Taliban for allowing Afghanistan to be used as a base for the export of terrorism by the Al-Qaeda network and other terrorist groups and for providing safe haven to Osama bin Laden, Al-Qaeda and others associated with them, and in this context supporting the efforts of the Afghan people to replace the Taliban regime." It reaffirmed earlier resolutions 1368 and 1373, which called for international cooperation to root out terrorism.

The first task was the creating of a new, democratic government in Afghanistan. A land of tribal war lords, Hamid Karzai emerged as an influential man, who would accept the position as Interim President of Afghanistan.

However, by 2008, it was clear that the Taliban was not completely defeated. A resurgent Taliban, having regrouped in Pakistan, was again engaging U.S., Afghan and international forces in Afghanistan. In the first months of the Obama Administration, additional U.S. forces would deploy to Afghanistan to deal with increasing aggression by the Taliban. Pakistan would prove to be a fragile state, with the Taliban engaging their forces 20 miles from the capital city, Islamabad.

Reading #2: Buried Alive: Afghan Women Under the Taliban

(<http://www.myholyokey.edu/~mvcarmac/woman2.html>) by Jan Goodwin

Reading #3: Five Years After the Fall of the Taliban: Afghanistan and the War on Terrorism

(<http://www.usip.org/events/five-years-after-fall-taliban-afghanistan-and-war-terrorism>) By Beth Ellen Cole and Jorge Aguilar November 2006

Reading #4: BBC- Q&A: Democracy in Afghanistan

Reading #5: Challenges faced by the Afghan elections: could they follow current polarisations and ethnic divisions?

NAME _____

DATE _____

PERIOD/CLASS _____

Webquest - Worksheet for Frontline: The War Briefing

<http://www.pbs.org/wgbh/pages/frontline/warbriefing/>

Directions: Using Frontline: Iraq and the War on Terror website, complete the following activities.

1. Frontline has amassed a collection of sites that explores the challenges in the war on terror in Afghanistan. Use the following links to research the situation based on interviews with the experts. All students should view the Introduction: October 28, 2008 - Afghanistan.

2. Select **two** of the following links on the situation in Afghanistan. Complete the questions that go with each section.

• The War Briefing – What the next President will face? Select two of the following experts. Circle the two names you have chosen. What do they think President Obama will face?

- Robert D. Kaplan
- Steve Coll
- David Kilcullen
- Henry Crumpton
- Vali Nasr
- Lt. Col. John Nagl (Ret.)
- Michele Flournoy
- Richard Armitage
- Michael Scheuer
- Adm. William Fallon (Ret.)

Summary 1:

Summary 2:

• The Karzai Question. Select and circle one of the following experts. What is his view on President Karzai and his policies?

- Steve Coll
- Robert D. Kaplan
- Vali Nasr
- Adm. William Fallon (Ret.)

Summary:

• The New Pakistani Taliban. Select and circle one of the following experts. What is his perspective of the challenges the new Pakistani Taliban are presenting? In your opinion, what is the most challenging problem? Explain.

- Steve Coll
- Dexter Filkins
- Henry Crumpton
- Husain Haqqani

Summary:

- A Strategy for the Tribal Areas. Select and circle two of the following experts. What are his thoughts on the strategy for the Tribal Areas? Do you agree? Disagree? Explain.

- Dexter Filkins
- Henry Crumpton
- Robert D. Kaplan
- Steve Coll
- Richard Armitage
- Adm. William Fallon (Ret.)
- Husain Haqqani

Summary:

Summary:

- Any lessons we can grab from Iraq? Select and circle two of the following experts. Do they believe we can apply anything we have learned from Iraq in Afghanistan? Explain.

- Dexter Filkins
- Henry Crumpton
- Robert D. Kaplan
- Steve Coll
- Richard Armitage
- Adm. William Fallon (Ret.)
- Husain Haqqani

Summary:

Summary:

- (Optional) Watch the film online at <http://www.pbs.org/wgbh/pages/frontline/warbriefing/view/>. Take notes in the space provided.

NAME _____

DATE _____

PERIOD/CLASS _____

**Webquest Worksheet for Activity 2: U.S. INSTITUTE OF PEACE –
PASSING THE BATON CONFERENCE**

Directions:

1. Go to the USIP Passing the Baton Conference website, <http://www.usip.org/baton2009/>.
2. Select one of the following topics addressed at "Passing the Baton." Videos of the sessions are linked to as well as iPod downloads.
 - "Iraq, Iran, Afghanistan, and Pakistan: Identifying Priorities, Linkages, and Trade-offs"
 - "The Way Forward in Afghanistan"
 - "Proliferation, Catastrophic Terrorism and a New Security Paradigm"
3. Listen to the session dealing with Afghanistan and/or terrorism. Summarize the problems and possible solutions identified by the speakers in the space below.

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
and 9/11 in the Classroom**

High School

Lesson Plans & Themes

Unit VI

Remembrance and the Creation of Memory

Unit VI: Remembrance and the Creation of Memory

Grade Levels: 9-12

Time: 40 minutes

Lesson HVI-18: Living Memorials

Objectives:

Students will be able to analyze pictures as primary source documents.

Students will be able describe and discuss living memorials.

Key Terms:

Memorialization

Materials:

Photographic analysis sheets

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

Link to website with pictures or copies of pictures

<http://abcnews.go.com/US/popup?id=2396057>

<http://thesisterproject.com/galleries/for-erica-berger-and-brother-david-a-silver-lining-in-old-photos/>

Activities/Procedure:

1. Define and discuss key terms.
2. Hand out one of the picture analysis forms and pictures – as a class - complete and discuss
3. Suggested discussion questions
 - How are children living legacies for their parents and grandparents?
 - Why do some people have an emotional response to photographs, such as the ones shown in class?
4. Hand out second photo analysis form and picture. Have students complete independently
5. Journal prompt or writing assignment
 - How can children be living memorials to those individuals from their past? Why is it important that we as Americans recognize living memorials from 9/11?

Evidence of Understanding:

Completed picture analysis forms

Journal writing/writing assignments

Extension Activities: Taking Action and Giving Service:

1. Read stories about individual in pictures –
http://www.people.com/people/gallery/0,,1533266_1187637,00.html
2. A service project in honor of someone who died on 9/11 can be a living memorial. Visit 9/11: Day of Service (<http://911dayofservice.org>) to volunteer service as a living memorial to a person or all those who perished on 9/11. OR Plan a service project in memory of someone special to the student as a living memorial to their life.

Unit VI: Remembrance and the Creation of Memory

Grade Levels: 9-12

Time: 1-3 class periods

Lesson HVI-19: Music as an Instrument of Memory

Objectives:

- Students will be able to analyze the lyrics and patterns in the music to interpret what the composer is saying through song.
- Students will be able to explain how people may find music a powerful means to express many different emotions, to honor people, and to memorialize both tragic and joyous events.
- Students will be able to explain how the culture, traditions, and history of a people and a nation may be traced and analyzed through its music.

Key Terms:

lyrics	verse	stanza	theme
refrain	image	chorus	bridge

Materials:

9-11 songs by other artists: http://en.wikipedia.org/wiki/List_of_songs_about_the_September_11_attacks

Bruce Springsteen and the Rising <http://www.musicbox-online.com/9-11.html>

- http://www.lyricsfreak.com/b/bruce+springsteen/the+rising_20025196.html
- http://www.lyricsfreak.com/b/bruce+springsteen/into+the+fire_20025188.html
- http://www.lyricsfreak.com/b/bruce+springsteen/youre+missing_20025199.html
- http://www.lyricsfreak.com/b/bruce+springsteen/my+city+of+ruins_20025192.html
- http://www.lyricsfreak.com/b/bruce+springsteen/countin+on+a+miracle_20025185.html

http://www.songfacts.com/category:songs_about_historical_events.php

Hank Fellows (www.9-11Songs.com)

Copies of the lyrics of songs by Hank Fellows: "The Spirit of America," "Halfway to Heaven," and "One Heart, One Voice." (at end of lesson)

Background Information:

Following the September 11, 2001 terrorist attacks, a number of musicians sought to understand 9/11 through music.

Day One

Activities/Procedures:

1. Review the key terms and ask students for definitions of each term. Terms should be defined in reference to their musical definition. If students are unable to offer an acceptable definition of a term(s), refer to an on-line dictionary or a hands-on dictionary.
2. Initiate a class discussion about the many uses of music in people's lives and make a list. A few possibilities are as follows: for entertainment; to commemorate an event; to express an emotion; to share a sound or emotion with others such as grief and sorrow, introspection, or humor, etc.; to set the mood in a film, television show, or other performance; to march, dance, strut, or just walk or saunter along; etc. The students may have many other

suggestions drawn from their own experiences with music.

3. Tell the class that you are going to play a song for them. * (Go to http://www.songfacts.com/category:songs_about_historical_events.php) All they need to do is to listen carefully to the words and music.
4. After the students have listened attentively to the song, tell them that you are going to play the song again but this time you want them to listen and to read the lyrics as they listen to the music. Distribute the sheet of lyrics to the students and replay the music.
5. At the conclusion of the song, ask the students what themes or ideas the songwriter has written about in this song.

Evidence of Understanding:

Working individually, the students will write a brief essay describing/explaining how the songwriter reflected and expressed some of the same feelings and emotions that many people were experiencing at that time. Include in the essay an explanation of the way in which the composer's work continues and is part of the tradition of music as a part of the history of a people/nation.

Day Two

Activities/Procedures:

1. Bruce Springsteen's album was recorded in 2002, as a response to 9/11. It contains fifteen songs; almost all were written after 9/11. One song, "My City of Ruins," was written by Springsteen as an expression of his feelings for his hometown, Asbury Park. The song can also be analyzed in view of 9/11.
2. Divide the class into groups using any of the following four songs from the album: "Into the Fire," "My City of Ruins," "The Rising," and "You're Missing." [Groups are determined by teacher according to class size. Note: For each song, at least two students will be analyzing the same song.]
3. In groups, students will read and analyze their song and answer the following questions:
 - Explain the figurative language used in the lyrics.
 - How can these lyrics refer to 9/11?
 - Whose voice is Springsteen using (victim, loved one of victim, etc.)?
4. Suggestions and hints for the teacher
 - "Into the Fire" - the plight of firefighters that day
 - a. "up the stairs"
 - b. "love & duty"
 - c. How might "strength give us strength," "faith give us faith," "hope give us hope," and "love bring us love?"
 - "My City of Ruins" – symbol of NYC
 - a. What images do the lyrics convey?
 - b. How might this be NYC after the tragedy?
 - c. Explain the spirituality in this song.
 - d. Why do people turn to religion in the midst of crisis?
 - e. Explain the symbolic significance of this place. Is it just a location?
 - "The Rising" – victim rising beyond the fire
 - a. The song progresses from the person feeling a great burden to one reaching the sky.
 - b. At the end of the song, the image of the sky is frequently repeated... from "blackness and sorrow" to "sky of blessed life." What might each line/stage represent?
 - "The Missing" – the loved one praying for the victim's return
 - a. Explain the scene at home.
 - b. How do you know the victim has a family?
 - c. What is the significance of the last two lines, "God's drifting in heaven, devil's in the mailbox/ I got dust on my shoes, nothing but teardrops?"
 - d. After student analyses, ask students to find any word or line in the songs that show hope.

5. Have all students examine the lyrics to "Countin' on a Miracle."

- Find the lines that show sadness.
- Find the lines that show hope.
- How is remembrance a strong emotion in this song?
What message is Springsteen giving to those who lost loved ones?
- How do we make our own miracles?
- Listen to the audio of the songs. Continue discussion
- Does the musical artist stress any feelings in each song?
- How does his singing style bring emotions to the songs?
- After loss, how can music give hope?
- Could these songs also be applied to other sad situations in life?
- How does music help us heal?

Evidence for Understanding:

1. Response to questions as an essay:

- How can music respond to a tragedy?
- How does music affect remembrance & memory?
- How can the musical artist convey his/her own feelings of grief while echoing the feelings of so many others?
- Does the musician have the right to speak for those lost? Can music heal?
- What other forms of art can express feelings and preserve memory?

Or

Activities/Procedures:

- Hank Fellows wrote a number of songs reflecting his exploration of the events of September 11, personal and national responses to the day, and the many emotions people experience since then. Fellows wrote "One Heart, One Voice" four years after 9/11/01.
- Tell the students that the title of the song they will hear and discuss today is "One Heart, One Voice."
- Remind the class to jot down some notes for themselves when they hear some words that they think is a key to a theme (distribute lyric sheets).
- After the song has concluded, move the students into pairs for a pair/share activity or small groups of three or four for a team approach. Each pair/group should use any notes they may have taken as well as their memory of the song to write down some of the themes found in the song. Give the students 5-10 minutes for this activity.
- Regroup into the full class and have each group report its suggestions regarding the song's themes. Make note of the themes suggested by the students.

Evidence of Understanding:

What differences do you see between this song and others written shortly after 9/11/01?

Explain how a songwriter's perspective differs from song to song. Is there any significant difference in the "mood" or "tone" of the music itself in the songs? Explain.

Extension Activities: Taking Action and Giving Service:

1. Obtain the lyrics of other songs written about 9/11/01 or poems about the events of that day. List some of the

words and phrases that are used to describe 9/11/01 in each song and/or poem. Who are the composers and/or authors of each piece of music or poem? Are the words used of a positive nature or a pessimistic nature? Are descriptions of the day more concerned with the physical reality or the pall cast by events of the day? Explain and give examples from several songs and/or poems. Give the name of the song/or poem and the composer/author. Which work do you think best conveys the nature of the day, events, and mood of the people? Why?

2. Write a poem or song that you believe accurately describes the day of September 11, 2001 in mood and in physical reality. Alternatively, paint or draw the scene of that day reflecting the physical and emotional nature of the day.
3. Attend a memorial ceremony for the day of September 11, 2001. Was any music involved in the ceremony? How did the music influence the atmosphere of the memorial ceremony? Find at least three pieces of music written specifically to memorialize an event or a person. For each piece of music, provide the following information: Name of event or person(s); reason for being honored; time period of person or event; reason for "remembering and memorializing."

The Spirit of America

Words & Music by
Hank Fellows

Verse: I see children out playing, their mothers are saying,
Let them be strong as they grow,
I hear old men tell stories of love, war and glory,
When they were still young long ago.

And all along my journey, I feel that light still burning
So deep inside my soul –

Chorus: It's The Spirit of America, I feel it in my heart,
Of generations come and gone, where each one did their part,
Of those who served and fought and died so our children can run free,
A land where truth will always live and fear will never be.

Verse: I see lovers and dreamers, poets and schemers,
All side by side in the sun,
I see those who are stronger helping those who take longer,
So they're home by the time day is done.

And all along the byways, the back roads and the highways,
It's all so clear to me now –

Chorus: It's The Spirit of America, I feel it in my heart,
Of generations come and gone, where each one did their part,
Of those who served and fought and died so our children can run free,
A land where truth will always live and fear will never be.

Repeat: It's The Spirit of America, I feel it in my heart,
Of generations come and gone, where each one did their part,
Of those who served and fought and died so our children can run free,
A land where truth will always live and fear will never be,
A land where truth will always live and fear will never be.

Halfway To Heaven

(A 9-11 Tribute)

Words & Music by

Hank Fellows

Verse: On a bright September morning in the greatest city known,
A gentle breeze was blowing through the place they called their home,
And high above the city, they were working side by side,
In the gleaming towers reaching far up to the sky.

Chorus: They were Halfway to Heaven, and I know they're all there now,
Fathers, sons, and daughters, and mothers free and proud,
And those who raced into the flames to save their fellow man,
I know that they're all home now.

Verse: They will always be among us for their love can never die,
And we shall walk together though the years will all pass by,
And at ev'ry graduation, and wherever love is true,
Set a place at the table, for they will be there too.

Chorus: They were Halfway to Heaven, and I know they're all there now,
Fathers, sons, and daughters, and mothers free and proud,
And those who raced into the flames to save their fellow man,
I know that they're all home now.

Repeat: They were Halfway to Heaven, and I know they're all there now,
Fathers, sons, and daughters, and mothers free and proud,
And those who raced into the flames to save their fellow man,
I know that they're all home now,
I know that they're all home now.

One Heart, One Voice

Words and Music by
Hank Fellows

Verse: When I think how it happened long ago,
A nation born upon this rugged shore,
I think of those who once dreamed a special dream,
To build a land like none that came before.
They dreamt of

Chorus: One Heart, One Voice, one land where all can be free,
A dream called America, A dream for you and me.

Verse: When I think of the faces young and old,
When first they came to see our mighty land,
I'm proud we welcomed each and ev'ry one,
And gave them hope and a helping hand.
We gave them

Chorus: One Heart, One Voice, one land where all can be free,
A dream called America, a dream for you and me.

Bridge: And on the dark day in September,
Those who planned far across the sea,
They thought our Towers tumbling down
Would bring us to our knees,
But oh how they were wrong,
Oh how we were strong –
We rose with

Chorus: One Heart, One Voice, one land where all can be free,
A dream called America, a dream for you and me,
We rose with

Repeat: One Heart, One Voice, one land where all can be free,
A dream called America, a dream for you and me,
A dream for you and me.

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
and 9/11 in the Classroom**

High School

Lesson Plans & Themes

Unit VII

Building Better Futures: Narrative, Recovery and Responsibility

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

Grade Levels: 9-12

Time: 120 minutes or more

Lesson HVII-20: Cycle of Liberation – A Model to Work Out World Problems?

Objective:

The student will learn to read, analyze and discuss the Cycle of Liberation model.

Key Terms:

Model	Intrapersonal	Interpersonal	Systemic
Privilege	Ally	Inspiration	Authenticity
Introspection	Internalized oppression	Coalescing	Assumptions

Cognitive Dissonance

Materials:

Cycle of Liberation from Adams, M., Bell, L.A., & Griffin, P. (eds.), Teaching for Diversity and Social Justice: A Sourcebook, New York, Routledge, 1997.

Graphic of Cycle of Liberation by Bobbie Harro

<http://www.library.wisc.edu/edvrc/docs/public/pdfs/SEEDReadings/CycleLiberation.pdf>

Activities/Procedures:

1. Hand out copies of the Cycle of Liberation and project the model onto the board.
2. Show students how to follow the flow of the diagram beginning with the darkened stages: waking up, getting ready, reaching out, building community, coalescing, creating change, maintaining.
3. Do not forget to discuss the core results.
4. Questions: Why is the model divided into the three areas?
5. Why are the three areas placed in the order that they are?
 - Either teacher or students choose an incident that created cognitive dissonance. (This incident could be a local event or situation at school.)
 - Have students break up into three groups: intrapersonal-reaching out; interpersonal-building community; systematic-creating change.
 - Students will analyze the event based on the parameters of their grouping, according to the flow chart.
 - Lesson will end with each group reporting back and the class constructing a master plan of how to deal with a local event
6. Questions to ask the class: How might we be able to translate your plan to the global world?

Evidence of Understanding:

In your group, construct a model that would affect a situation/event in the global world.

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

Grade Levels: 9-12

Time: 3-4 block schedule periods (80 minutes) or 5-6 standard instructional periods (40 minutes); total time estimated to be 240 minutes

Lesson HVII-21: Crossing Boundaries: Truth and Reconciliation in a Difficult Time

Objectives:

- Students will be able to identify and explain various models employed to rebuild relationships in societies facing civil conflict.
- Students will be able to establish connections between the participants and victims of the 9-11 terrorist acts and truth and reconciliation models.
- Students will be able to analyze the strengths and weaknesses of truth and reconciliation models in promoting or fostering intercultural understanding and common goals.
- Students will be able to prepare and defend a plan to implement one or more truth and reconciliation model(s) to reduce the potential for future terrorist violence.

Key Terms:

Truth and reconciliation processes

Terrorism

Rule of law

Materials:

1. Models drawn from a range of societies that have experienced civil conflict as displayed in the Truth and Reconciliation Archive at the U. S. Institute of Peace, available at www.USIP.org/library/truth.html, "Truth Commissions Digital Collection."
2. Eyewitness perspectives of survivors, groups supporting violent resolutions to conflicts, non-violent advocates of truth and reconciliation processes.
 - U. S. Holocaust Memorial Museum: www.ushmm.org, Committee on Conscience, Podcasts, "Voices on Genocide Prevention", specifically those listed below.
 - a. "Narrating Atrocities," Nov. 29, 2007
 - b. "Memory and Ethics," Nov. 22, 2007
 - c. "Women Changing Rwanda's Future," May 1, 2008
 - d. "My Neighbor, My Killer," May 14, 2008
 - e. "The Arrest of Karadzic," Aug. 7, 2008
 - f. "Courage to Forgive and to Bring Hope," Nov. 27, 2008
 - An archive of news reports and updates on prosecution and punishment of perpetrators of genocide is available at the Prevent Genocide website (updated periodically) at www.preventgenocide.org, specifically under the "Punishment" section.
 - U. S. Holocaust Memorial Museum: www.ushmm.org, Committee on Conscience, "World is Witness" section, which contains updates (photos, videos and text) on current genocides, massive violations of human rights and potential genocidal situations.
3. Audio visual and related materials on alternative models of truth and reconciliation.
 - Film, *Facing The Truth*, about the process of truth and reconciliation in South Africa after apartheid, by Bill Moyers. Available from www.pbs.org. An associated website is located at www.pbs.org/pov/

tvraceinitiative/facingthetruth/

- Facing History and Ourselves has created a study guide for this film which is available through their website as a free download at www.facinghistory.org/resources/publications/facing-truth
 - The website of the Canadian Broadcasting Corporation, www.cbc.ca/canada has a FAQ page concerning the truth and reconciliation commission established in Canada regarding the abuses of aboriginal peoples in state-run orphanages.
4. Chapter 6, "International Action: Strengthening Norms and Institutions" in Madeline K. Albright and William S. Cohen, *Preventing Genocide: A Blueprint for U. S. Policymakers* (Washington, D.C.: U. S. Holocaust Memorial Museum, 2008). Available online at www.ushmm.org/genocide/taskforce.
 5. Analysis sheets and presentation evaluation sheets

Activities/Procedures:

Day One

1. Introduce the essential question: What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?
2. Explore the students' views on the question and define terms—terrorist, civil conflict, rule of law. Identify issues that the students raise as needing investigation to pursue the essential question, and list them on the board.
3. Outline the process by which students will investigate the question and develop a decision about how best to promote improved understanding.
 - Review essential question and define key terms
 - Identify key issues and subsidiary questions for study.
 - Locate resources that will contribute to informing the investigation (see learning materials section below).
 - Form groups for student investigation (3-5 students per group; assign moderator, recorder and researcher roles in each group).
 - Have students begin research (see specification sheet for research requirements).

Day Two

1. Engage students in preparing arguments for various models of truth and reconciliation that they have studied regarding terrorist violence and civil conflict. See the archive at the United States Institute of Peace concerning truth and reconciliation commissions for examples of country projects on this topic.
2. Introduce a model that is employed for truth and reconciliation commissions (South Africa is a good example of one model). Outline the key elements in the model and explore with students the pros and cons of this model. Once the pro and con list has been developed, have students begin preparing their presentations based on their research per the specification sheet for the project. Be certain to address the issue of cultural reconciliation, not just those concerns related to political conflict.
3. If needed, use the film, *Facing The Truth*, from PBS dealing with South Africa, and the related website curriculum materials to amplify understanding of this model. See www.pbs.org/pov/tvraceinitiative/facingthetruth/ for more information.

Day Three

1. Present and clarify the criteria by which each group's presentation will be evaluated by the class and by the teacher. See the criteria for evaluation handout accompanying this lesson.
2. Have groups meet to clarify their key points, organize their strategy for the presentation and practice it.

Day Four

1. Each group will present their truth and reconciliation model, responding to the essential question for the lesson but also meeting the requirements for the oral presentation as outlined on the specifications sheet. Each presentation should take no more than 10 minutes and can include audiovisual components.
2. As the presenters speak about their model, the audience will develop questions to help them identify and discuss the pros and cons of each model. Questions should be directed to the presenters by the audience and the teacher to clarify key points and to discuss pros and cons.
3. Once all presentations are completed, the students will complete their analysis sheets for the presentations, preparing an argument regarding which model or combination of models would serve best to answer the central question.
4. The teacher should now lead a debriefing discussion (or on day five if needed) that examines similarities and differences among the models.

Evidence of Understanding:

1. Completion of research and presentation per specification sheet requirements.
2. Completion of analysis sheet about group presentations.
3. Completion of evaluation sheet and subsequent 3-4 page paper that answers the essential question based on analysis of all models presented, with specific reference to the aftermath of 9-11 and how such a process could help promote an end to terrorist violence and improved intercultural understanding.

Extension Activities: Taking Action and Giving Service:

Using sources on Iraq and Afghanistan, the class can develop a proposal for a post-conflict truth and reconciliation process and send that proposal to federal elected officials as a social participation activity.

Specification/Evaluation Form: Truth and Reconciliation Models

Essential Question: What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?

Instructions: This form outlines the specifications for your research and presentation on a model dealing with truth and reconciliation in societies seeking to recover from years of civil conflict and human rights violations. This same set of specifications will be employed to structure the evaluation of your final product by both your peers and the instructor.

Specifications: (Evaluation form should be designed by the instructor to assess student progress in both areas.)

Process:

- Has the group established specific roles and responsibilities for each group member?
- Has equity been reinforced in the completion of group responsibilities and development of the final product?
- Have checkpoints been established so that the group can examine its progress and make adjustments where needed?
- Has the group developed a sense of shared ownership for the final product and how it will be presented to the class?
- Has the group practiced their oral presentation, and developed a PowerPoint or Keynote presentation with no more than 6 slides, with content that is bulleted and which is only a reference point for the presentation (not to be read verbatim by presenters)?

Content

- Has the group identified an actual model dealing with issues of truth and reconciliation that is in use in a post-genocidal society?
- Has the group located a minimum of 6 sources (at least 3 print sources and at least 3 electronic sources), which inform them about the model being investigated?
- Do these sources include content providing eyewitness accounts and/or testimony about the human rights violations and genocidal acts that took place, as well as efforts to seek truth and reconciliation in the society?
- Do the sources provide evidence from both victims and perpetrators?
- What criteria has the group developed to determine if the model being investigated is working to promote improved understanding among groups in society?
- What are the concluding judgments of the group regarding the effectiveness of the model being investigated, based on the criteria used to assess the model?
- Can this model be transferred to other world societies facing similar efforts to rebuild after years of civil conflict and/or terrorist violence? If so, what suggest this is possible? If not, what obstacles do you believe would prevent its successful use?

Analysis Sheet: Truth and Reconciliation Models

Your Name: _____

Essential Question: What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?

<u>Model Chosen</u>	<u>Where is Model Employed Post Conflict Society)?</u>	<u>Stated Goal(s) of Model</u>	<u>How is Model Implemented?</u>
		1. _____	
		2. _____	
		3. _____	

Pros and Cons of This Model (Based on Presentation and Study of Issues—Refer back to essential question for guidance.)

Pros

- a.
- b.
- c.

Cons

- a.
- b.
- c.

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

Grade Levels: 9-12

Time: 120 minutes

Lesson HVII-22: The Next Step: Volunteering and Giving Service

Objectives:

Students will be able to describe various volunteerism programs and explain their functions.

Students will be able to apply knowledge and skills in addressing a community, state, or national need through the completion of a student-designed service project.

Students will be able to engage in active citizenship through the giving of their time, talents, and skills.

Key Terms:

AmeriCorps

Peace Corps

Teach for America

CitizenCorps

Senior Corps

Materials:

- The Corps Experience found at <http://www.teachforamerica.org>
- “Stories of Service” found at http://www.americorps.gov/for_individuals/current/stories.asp (see attached document)
- Journals
- “United We Serve” found at <http://www.serve.gov/about.asp>
- The Peace Corps <http://www.peacecorps.gov/>

Activities/Procedures:

1. Beginning with a warm up activity, give students five minutes to respond to the following questions:

- Have you ever been in the position of helping someone in need?
- Describe the situation. What was the outcome?
- How did you feel when it was over?

Explain to students that the situation should have significant relevance.

Have students share their responses with the class.

2. Using the computer lab or the media center, have students research AmeriCorps and answer the following questions:

- What is AmeriCorps? Peace Corps? 911 Day of Service? Others?
- What is its origin and how is it funded?
- Who are its members and how can you join?
- What are the benefits to joining?
- Make a list of all the civic or community activities in which the organization is engaged.

3. Have students brainstorm a list of possible community projects in which they would like the school to become involved and select one through a class vote. (Topics could include but not be limited to the following: poverty, hunger, disaster relief, community blood drive, and support for the military/veterans.)

4. After a project has been selected, students can begin to determine the need by completing the following tasks:

- Create a survey to assess the needs of the target group
- Brainstorm ideas for publicizing the event
- Contact local businesses or organizations to solicit aid/support
- Design posters and brochures to publicize the event
- Contact media for coverage and publicity
- Set deadlines and develop a schedule for completion of all project components
- Explore various career options
- Write thank you letters to community members, businesses, or organizations that participated in the project

Note to teacher: This is a general list , which can be tailored to meet the specific needs of the selected project.

5. Once the class project is completed, have students read "Stories of Service," then write and submit their own story of service.

Evidence of Understanding:

Assessment:

1. Have students write a reaction essay to any phase of the project
2. Have students journal the process and any challenges they faced, and describe how they overcame them
3. Monitor student/group progress
4. Use attached rubrics to evaluate project

Extension Activities: Taking-Action and Giving Service:

Students can identify services their town provides to the unemployed, homeless, or others in need. They will research information about the programs in their community that provide clothing, food, jobs, medical and legal services, and shelter to people who cannot afford them. Students can do volunteer work with these agencies and gather information to write letters to the editor or editorials concerning the current situations regarding the community and suggest ways to make it better.

