



Remember

Remembrance is Continuing the Resistance
NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION

9/11 Lessons for the Classroom

9 – 12 Lesson Plans

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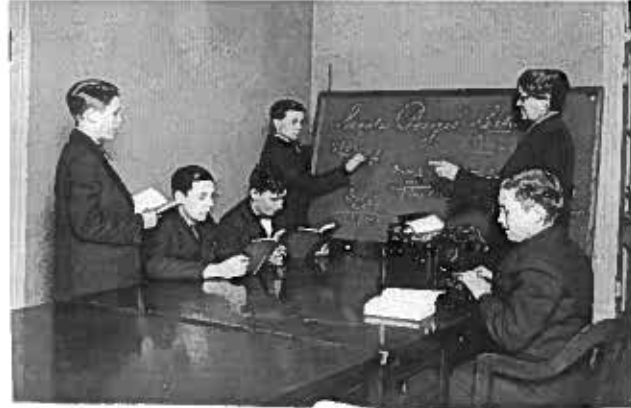
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Boy with orangutan at National Zoo Washington, DC; Library of Congress National Photo Company collection



Teacher and 5 students at Senate Pages School, Washington, DC; Library of Congress; National Photo Company Collection



Traveling dispensary; Department of Labor, Children's Division; Library of Congress, National Photo Company Collection



Egg rolling at Easter, 1926 at the White House; Library of Congress; National Photo Company Collection



Women demonstrate at the White House, 1922; Library of Congress



Children playing with baby carriages in Washington, DC park; Library of Congress; National Photo Company



One of a series of photos taken by crew of Expedition 3 from the International Space Station on September 11, 2001. The photo shows a plume of smoke rising from the Manhattan skyline as seen by the crew from the space station. Commander Frank L. Culbertson said, "The dichotomy of being on a spacecraft dedicated to improving life on the earth and watching life being destroyed by such willful, terrible acts is jolting to the psyche, no matter who you are."



Library of Congress image of print of Boston Tea Party



Countries in which terrorist attacks have occurred on or after September 11, 2001. Attacks occurring just prior to or around the time of September 11, 2001 or not shown. Terrorist attacks have continued since the time this map was made in 2008. Source of map is wikimedia. It is possible that some terrorist attacks may not have been included.

9 – 12 Lesson Plans

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Examine the use of chemical and biological agents as weapons of terrorism and the difficulty in preventing such attacks as well as the specific action by the group Aum Shinrikyo in Japan. _____

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Terrorism in the U.S, in the 1990s-2000s

Domestic and foreign attacks on American soil and American property abroad, changing tactics and strategies, individuals and groups, various motivations, short and long range impact _____

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When Terror Struck the Towers

Materials from the Internet and other sources to construct a timeline of events, study the breadth and scope of the attack and the short and long range impact; compare and contrast to other domestic and foreign attacks on American soil in terms of motivations, perpetrators, destruction of lives and property, etc.

Response of public to the attacks. _____

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What Happened on 9/11?

Study of events, attempt to analyze and evaluate to separate fact and opinion, response and rescue efforts at the attack sites and on the hijacked airplanes; extensive use of the Internet and a DVD _____

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A Firefighter's Story

View of 9/11 attack and rescue and response efforts related by a New Jersey firefighter in an interview; primary source material _____

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Different Ways to Record an Event

Identify different mediums/genres used to record events such as sketches, photography, film, prose and poetry, paintings, etc. Analyze a number of samples of different genres and the impact of that particular medium in communicating the emotions, viewpoints, psychological responses, etc.

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Abu Ghraib and the "War on Terror"

Consider traditional American stance on the Geneva Conventions and the Uniformed Code of Military Justice and compare and contrast actions at Abu Ghraib, etc. to the conventions and code. Evaluate the points of debate over the question and definition of "torture" and domestic and international response to the recounts of torture, rendition, and other abuses_____

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Amerithrax Attack in the Wake of 9/11

Research the nature and targets of these attacks and the way in which New Jersey was affected; describe the impact on the victims and the efforts to clean up the property damage; analyze the problems involved in trying to identify and apprehend the person(s) responsible for the attack. Enumerate short and long term damages to human life and property as a result of these attacks_____

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Foiled Terror Plots Against America Since 9/11

Read news reports on 3 plots listed in lesson; working in small groups or pairs, to consider type of attacks threatened, potential for injuries and damage, source of threat, impact of such threatened attacks on daily life, etc._____

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Grief, Loss, and Public Memorials

Examine how personal experiences of loss can affect individuals, families, communities, states, and nations; enumerate ways in which people have struggled to deal with the loss. Role of memorials as part of the process._____

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Memorials of the Lockerbie Air Disaster: Remembrance After Terrorism

Analyze examples of memorials that were created after the destruction of Pan Am flight 103 over Lockerbie, Scotland and the loss of life from the plane and those on the ground – mediums used for memorials, particular symbols, common symbols, "Living" memorials, etc. – Explore the importance of memorials to survivors, family of victims, community, etc._____

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Theater, Literature, and the Art of Lockerbie

Explore and analyze the effectiveness of theater and drama to memorialize an event and the people involved as well as provide an outlet for grief and expression; value of some literature as "history" of an event_____

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How Can We Build For a More Humane Future?

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Grade Level: 9-12
Time: 40-45 minutes

Song Analysis: *Zombie* by the Cranberries

Objective;

Students will examine lyrics to an anti-terrorism-anti-violence song and reflect upon their own choices and behavior.

Key Terms:

1916 - refers to The Troubles in Northern Ireland; The Easter Rising of 1916 by the Irish Republican Brotherhood resulted in executions by the British. The separatist political Sinn Fein party won a majority of seats in Ireland and set up the First Dail (Irish Parliament) in Dublin. Ireland essentially seceded from the United Kingdom. The Irish War for Independence followed, leading to eventual independence for the Republic of Ireland. In Ulster, however, and particularly in the six counties which became Northern Ireland, this led to decades of continued conflict, violence, and terrorist activity. In the late 1990s, two ceasefires were declared, and political progress has made headway in the early 2000s.

Materials:

Lyrics to the song, *Zombie*, by the Cranberries
Discussion questions (formative assessment)

Background to the Lesson:

Zombie is a protest song by the Irish band The Cranberries from the 1994 album *No Need to Argue*. The song laments The Troubles in Northern Ireland. This song met great success in many countries, including France, Belgium, Australia, Germany, and the United States, where it topped the charts.

Activities/Procedures:

- I. Using YouTube.com or other method of playing the song, let students listen while reading along using the lyrics.
<http://www.youtube.com/watch?v=HJEySrDerj0&feature=PlayList&p=71099467ECE058AD&playnext=1&index=1>
- II. In small groups or as a class, discuss the questions provided. Delve into student-generated thoughts and responses.
- III. Discussion questions:
 1. "Another head hangs lowly – Child is slowly taken – And the violence causes silence" are the first lyrics in the song *Zombie*. What is happening to the Child?
 2. What does the refrain "In your head, In your head" refer to? In whose head?
 3. What does 1916 refer to? What is the "same old theme since 1916"?
 4. As used in the song, define "zombie". Is becoming a zombie a good or bad development? Explain your choice.
 5. How does one resist becoming a zombie?

Evidence of Understanding:

Formative/Summative Assessment – Responses to the discussion questions and responses during class/small group discussion.

Extension Activities:

- I. Research the period known as The Troubles in Ireland. Present the results of your research to the class in a short report of 3-5 minutes. Relate what you learned of the period to the emotions expressed in the song *Zombie* and to several other songs from Ireland.
- II. Research for other songs of protest from Ireland. Select two or three from those you find and read through the lyrics. Answer the following questions.
 1. What are the main themes in each of the songs? Are they similar or different?
 2. Give specific examples of lines from each song that illustrate the themes.
 3. How do they compare/contrast with the mood of the song *Zombie*?
 4. How many years did the struggle between factions in Ireland and the United Kingdom continue? (What were the dates?) Identify several of the basic causes of disagreement between the two most dominant forces of the Irish people. How many years did the conflict between the people themselves of the six counties of Northern Ireland continue? (What were the dates?)
 5. Have the violence and brutal fighting between political groups in Ireland been silenced? Explain.

Grade Level: 11-12
Time: 60-90 minutes

Revisiting the Milgram Experiment: Obedience, Disobedience, Authority, & Conscience

Objective:

Students will analyze the implications of obedience as part of human behavior and decision-making.

Key Terms:

Third Reich - The German state from 1933 to 1945 under the Nazi regime of Adolf Hitler.

Punishment - A penalty imposed for wrongdoing; used frequently in psychology the study of learning

Positive Reinforcement - A technique used to encourage a desirable behavior in psychology, i.e. praise, awards, good work stickers.

Materials:

Reading: Phillip Meyer, ["If Hitler Asked You to Electrocute a Stranger, Would You? Probably."](http://ecourse.amberton.edu/grad/RGS6036E1/Found.htm)
<http://ecourse.amberton.edu/grad/RGS6036E1/Found.htm>

(Optional) ABC Primetime: [Basic Instincts 5: The Milgram Experiment Revisited](#). (ABC news report on this episode).

(Optional) Reading: Readers' Theater of Milgram transcript with parts for 5 students, or 9 if you divide parts in half.

Teachers note: Read this transcript carefully before deciding if it is an appropriate activity for the maturity level of your students.

Reading discussion questions.

Activities/Procedures:

- I. **Anticipatory Set:** Ask students to discuss the following questions: Are people inherently good or evil? Do people choose to be good? Does society turn people bad? Have student brainstorm examples.
- II. After debate on the nature of mankind, ask students the question, "If I Asked You to Electrocute a Stranger, Would You?" Most will say no, of course not. Discuss the issues associated with obedience; conformity, respect for authority, responsibility.
- III. Assign the Phillip Meyer article, "If Hitler Asked You to Electrocute a Stranger, Would You? Probably." as homework or read together as a class as time permits.
- IV. Show ABC Primetime: Basic Instincts: The Milgram Experiment Revisited (45 minutes).
- V. Students should complete the discussion questions that follow the reading.
- VI. Review student responses with them.
- VII. Optional: After students complete the reading, they may be assigned parts in a Readers Theater of the Milgram experiment transcripts. There are 5 parts for students, 9 if you divide the 4 larger parts between two students. While others are participating, remaining students should be writing down their reactions to the text of the experiment as it was conducted in 1962. Discussion questions follow the dialogue.

Background for Subject of Lesson (when needed):

Psychologist Stanley Milgram wrote of his experiment, "Ordinary people, simply doing their jobs, and without any particular hostility on their part, can become agents in a terrible destructive process. Moreover, even when the destructive effects of their work become patently clear and they are asked to carry out actions incompatible with fundamental standards of morality, relatively few people have the resources needed to resist authority."

Evidence of Understanding:

- I. Assessment of Student Performance: Formative and Summative
 1. Formative Assessment:
 - a. Reading Discussion Questions
 2. Summative Assessment:
 - a. Assign an on-going journaling of reactions and responses to materials.
 - b. Journal prompt: Why do some people obey and act in ways that do terrible harm to others?

Extension Activities (Optional):

- I. Reader's Theater
- II. ABC Primetime - DVD Basic Instincts 5: The Milgram Experiment Re-visited. [It may be purchased at Amazon.com.](#)

Reading #1: IF HITLER ASKED YOU TO ELECTROCUTE A STRANGER, WOULD YOU? PROBABLY (see web address hyperlinked and listed in materials)

Reading Discussion Questions:

- I. Describe the Milgram "shock" experiment.
- II. How did the "Teacher" behave during the experiment when he was required to give the "Learner" shock?
- III. Why do you think the Teacher followed experimenter Jack William's instructions to continue the experiment?
- IV. According to Milgram, how does the "state of agency" play a role in the subject's decision to shock the learner?
- V. Is the capacity for obedience an innate part of human nature? Can humans be taught to disobey orders that lead to the infliction of pain on others? How could this be done?
- VI. Are there times when it is important or necessary to obey without question or hesitation? Explain and give examples.
- VII. Explain the conflict in the very nature of Milgram's experiment. Why were some scientists and others very critical of Milgram for doing this experiment?
- VIII. How does Milgram attempt to defend himself from his critics? Do you or do you not accept his defense of his actions? Explain your answer.

Reading #2: If Hitler Asked You to Electrocute a Stranger, Would You? Probably
by Philip Meyer, Esquire (1970) (see web address hyperlinked and listed in materials)

OPTIONAL READERS' THEATER: Transcript of Milgram Obedience Experiment

Discussion Questions:

Teacher asks Jack Williams-Experimenter several times if he will take responsibility for the welfare of the Learner. Why does he ask? When reassured that Jack Williams-Experimenter will take responsibility for any outcomes of the experiment, the teacher resumes reading word pairs and giving shocks. Why does the issue of responsibility seem so important to the Teacher?

Grade Level: 11-12th

Time: 45-60 minutes

American View of the Muslim World

Objective:

The student will examine the ideas expressed in the cartoon, drawing conclusions about how

Americans might be viewed by the Muslim world.

Students will brainstorm suggestions for changing the perception of Americans in the Muslim world.

Key Terms:

Prejudice - An adverse judgment or opinion formed beforehand or without knowledge or examination of the facts. b. A preconceived preference or idea.

"We owe them" - (on cartoon map) referring to the "Black Hawk Down" battle for Mogadishu in 1993 where Somali (and later al Qaeda operative) warlords killed 17 U.S. soldiers, injuring 73 others.

We are the World - (on cartoon map) a 1985 song written by Michael Jackson and Lionel Richie, recorded by a supergroup of 45 popular musicians billed as USA for Africa to raise funds to help famine-relief efforts in Ethiopia.

Materials:

Muslim World: The Average American's View by Derb at the following link.

<http://catholicgauze.blogspot.com/2007/08/muslim-world-as-viewed-by-americans.html>

Activities/Procedures:

- I. The teacher will share the cartoon by Derb with the students, having them examine the cartoon and what is being expressed.
- II. Explain geo-historical references as necessary.
- III. Discuss the Critical Thinking Questions with students.
- IV. Have students read *President Obama's Speech from Cairo*
<http://www.nytimes.com/2009/06/04/us/politics/04obama.text.html?pagewanted=all>
 1. Discuss or write a response to the following question:
 - a. The Obama Administration has been reaching out to the Muslim world. Read President Obama's speech from Cairo. How is he attempting to change the relationship between America and the Muslim world?

Evidence of Understanding:

- I. Formative
 1. Critical Thinking Questions
- II. Summative:
 1. The Obama Administration has been reaching out to the Muslim world. Read President Obama's speech from Cairo. How is he attempting to change the relationship between America and the Muslim world?

Discussion Questions:

- I. Consider the views as expressed in the cartoon. Might the Muslim world believe Americans hold these views? Consider and explain.
- II. How might the Muslim world view Americans who express these sentiments?
- III. What does the cartoon imply about the "Muslim World" and "Americans"? Are these views prejudiced?
- IV. After reviewing the cartoon, what is the artist saying about the *overall perspective* of Muslims by the average American?
- V. How might a perception like this influence global attitudes, reactions, and the future? What has the nation done recently to change how the Muslim world may view Americans? How long might it take to make some changes in perspective?
- VI. Evaluate how valid this perspective is relative to your *personal* experiences. (Example: "Yes, I've thought things like this..." or "No, I've never heard others express these ideas.")

Name _____ Date _____
 Period/Class _____

DIRECTIONS: Examine the cartoon and the statements about each country/region. Complete the critical thinking questions on the back.



Grade Level: 9-12
Time: 45-60 minutes

Understanding the Terrorist Mind-Set

Objective: Students will use the Borum Process of Ideological Development criteria to better understand why people may become terrorists.

Key Terms:

Martyrdom - Individual who sacrifices his or her life (or personal freedom) in order to further a cause or belief for many.

Social Cognition - The psychological study of how people process social information, and its application to social situations.

Caliphate - The political leadership of the Muslim ummah, or community of believers

Dar al Islam - Geographic areas where Muslims are in the majority religious group.

Stereotyping - fixed impressions, exaggerated or prejudicial preconceived ideas about particular social groups, usually based solely on physical appearance or group membership.

Dehumanizing - the process by which members of a group of people assert the "inferiority" of another group through subtle or overt acts or statements.

Materials:

Reading: "Understanding the Terrorist Mind-Set" by Dr. Randy Borum, University of Southern Florida (edited by Jill McCracken with permission)

Discussion Questions

Case studies: 1) Irish Republican Army, 2) Chechnya, and 3) Weathermen Underground with critical thinking questions.

Activities/Procedures:

- I. The teacher should review the terms with students prior to assigning the reading "Understanding the Terrorist Mind-Set" by Dr. Randy Borum.
- II. As a class, in groups, pairs, or individually, assign students the reading and discussion questions.
- III. Discuss the Borum Process of Ideological Development as a theory.
- IV. Break class into three groups; each group assigned a case study- 1) I.R.A., 2) Chechnya, and 3) Weathermen Underground. They should determine if the Borum Process accurately applies to this example of a terrorist group.
- V. Students should share answers and determine the validity of Dr. Borum's theory.

Evidence of Understanding:

- I. **Assessment of Student Performance: Formative and Summative**
 1. **Formative Assessment**
 - a. Oral or written discussion question responses by with students
 2. **Summative Assessment**
 - a. **Essay question:** Explain the process that takes place that may influence some marginalized people to extremists' views and terrorist acts.
 - b. **Journal Prompt:** How can perceptions of injustice and dehumanizing others lead to extremist views and recruitment by terrorist organizations? How can these perceptions of injustice be altered to prevent future terrorism?

Extension Activities (Optional):

Students may research another terrorist group and apply the Borum theory.

Understanding the Terrorist Mind-Set By Randy Borum, Ph.D.

While nothing is easier than to denounce the evildoer, nothing is more difficult than to understand him.
—Dostoevsky

Perspective:

The terrorist attacks on America on September 11, 2001, shocked millions who perhaps before did not realize there were people in the world that would take such violent actions, even those resulting in their own deaths, against innocent civilians. It dismayed and puzzled them that such individuals could hate Americans with such fervor that they would commit these large-scale acts of lethal aggression. After the attacks, many Americans saw terrorism as a real hazard for the first time.

However, extremist ideology and its use to justify violence are not at all new. Although the use of the term *terrorism* did not emerge until the late 18th century (during French Revolution's "Reign of Terror"¹), the idea of terrorizing civilians to further a particular political, social, or religious cause has existed for centuries.² As Homeland Security professionals increasingly direct their energies and resources to countering and preventing this type of extreme violence, they are working to acquire new knowledge and skills. In learning about terrorism, they not only should consider the specific ideology of those who commit or advocate acts of terrorism. They should also gain an understanding of the process of how these ideas or doctrines develop. Understanding the various factors that influence the behavior of extremist groups and individuals is also useful.³ One might reasonably wonder why such an understanding is important. The answer lies in the old military adage "know your enemy." In one of the many translations of *The Art of War*, Sun Tzu, a well-known Chinese general, is quoted as saying, "*Know your enemy and know yourself; in a hundred battles you will never be in peril.*"

Considering Ideological Origins:

There likely is no universal method in developing extremist ideas that justifies terroristic acts of violence. However, *four observable stages* appear to frame a *process of ideological development* common to many individuals and groups of diverse ideological backgrounds. This four-stage process—a model designed as a heuristic (trial and error) to aid Homeland Security analysts in assessing the behaviors, experiences, and activities of a group or individual associated with extremist ideas—begins by framing some unsatisfying event or condition as being unjust, blaming the injustice on a target policy, person, or nation, and then vilifying, often demonizing, the responsible party to facilitate justification for aggression.

To begin with, an extremist individual or group identifies some type of undesirable event or condition - "it's not right". This could be economic (e.g., poverty, unemployment, poor living conditions) or social (e.g., government-imposed restrictions on individual freedoms, lack of order or morality). While the nature of the condition may vary, those involved perceive the experience as "things are not as they should be", that is, "it's not right."

Next, they frame the undesirable condition as an "injustice"; that is, it does not apply to everyone - "it's not fair". For example, members of a police bargaining unit may feel that their low pay scale is "not right"; however, when they learn that other, less-skilled, city workers are making more money, they also consider the circumstance "unfair." Some use the United States as a comparison point to create a sense of injustice about economic deprivation; this holds true for some people in Middle Eastern countries who see the United States as a caricature of affluence and wasteful excess. For those who are deprived, this facilitates feelings of resentment and injustice. Then, because injustice generally results from incorrect (wrongful) behavior, extremists hold a person or group responsible- "it's your fault". They have now identified a potential target. For example, racially biased groups in the United States often use this tactic in directing anger toward minority groups. Members of these groups seek out young white men whose families are poor. They then point to examples of minorities receiving economic assistance or preferences in employment as the reason the white family is suffering.

Last, they deem the person or group responsible for the injustice as "bad" - "you're evil"; after all, good people would not intentionally inflict adverse conditions on others. This ascription has *three effects* that help facilitate violence.⁴

First, aggression becomes more justifiable when aimed against "bad" people, particularly those who intentionally cause harm to others. *Second*, extremists describe the responsible party as "evil"; dehumanizing a target further facilitates aggression. *Third*, those suffering adverse conditions at the hands of others do not see themselves as "bad" or "evil"; this further identifies the responsible person or group as different from those affected and, thus, makes justifying aggression even easier.

When looking at the behaviors of emerging extremists in this way, investigators may better identify persons who represent desirable candidates for recruitment ("it's not fair"), possible sites of indoctrination ("it's not right," and "it's your fault"), and extremists or groups that may use violent tactics ("you're evil"). The goal for this analysis and increased understanding is not to sympathize with or excuse terrorism. Instead, it is to comprehend and, thereby, prevent acts of terrorism. Thus, "the challenge for the analyst is to learn why the terrorists are doing what they're doing and how deep it runs, then to look at the moral side and explain why we can't approve of the politics of terrorism even when the motives of some involved are comprehensible."⁵

Understanding Motive:

Fully "knowing one's enemy," specifically, understanding, anticipating, and forecasting another's behavior, demands not only an ideological understanding but a behavioral one as well. Gaining insight as to how someone may resolve a particular dilemma or handle a given situation requires a consideration of the person's entire perspective, including their values and beliefs. Other factors, such as the information they have been exposed to, their assumptions, and their life experiences—in short, how they view the world must be considered. All people operate on their own internal "map" of reality, not reality itself. This is a mental-behavioral phenomenon that psychologists refer to as "social cognition."⁶ If people understand their opponents' "maps," it becomes easier to understand and to anticipate their actions.

A good example of how this principle might apply involves considering the common misunderstanding of the tactic of "*suicide bombings*" used by Islamic extremists. The use of the term *suicide* to characterize these attacks reflects an outsider's view. Those who commit or encourage these attacks do not associate these acts with suicide. Instead, they consider them heroic acts of martyrdom. What is the difference?

The motive, thoughts, feelings, responses of others, and pre-incident behaviors likely will differ for an act of suicide and an act of martyrdom. People usually associate suicide with hopelessness and depression. The desire to end intense and unbearable psychological pain typically motivates the actor to commit such an act. Others who care for the actor typically view suicide as an undesirable outcome. Family and loved ones attempt to discourage the behavior and often struggle with feelings of shame if suicide does occur.

By contrast, people typically associate martyrdom with hopefulness about afterlife rewards in paradise and feelings of heroic sacrifice. The desire to further the cause of Islam and to answer the highest calling in that religion motivates the actor. Others who care for the actor see the pending act as heroic. Family and loved ones typically support the behavior, and, if the event occurs, the family is honored. Not only does the family of a martyr gain forgiveness of their sins in the afterlife but the supporting community often cares for them socially and financially. If investigators consider these attacks acts of suicide, the result could involve erroneous assumptions about how to anticipate the behavior and misguided ideas about how best to prevent it.

Attributing Ideology as the Sole Motive:

Another issue related to motive is the often-presumed role of ideology as the sole cause for a particular violent act of extremism. Generally, when someone or some group that supports a radical idea commits such an act, the ideology is assumed to be *the* motive. In some cases, this attribution may be overly simplistic. In others, it simply may be wrong. Some violent people, predisposed to criminality or aggressive

behavior, simply use a particular cause or ideology to justify their acts. In the scheme of classifying terrorists as "*criminals, crazies, and crusaders*," these are the criminals.⁷ Threat assessment experts have referred to these individuals as "murderers in search of a cause."⁸

Others truly do believe in extreme ideas, but the motive for a given act or series of acts may be broader. For example, in some Islamic fundamentalist movements, there is significant struggle for power that mixes with the religious ideas; specifically, conflicts exist over establishing the Caliphate that will unite Dar al Islam.⁹ In this regard, an Islamic fundamentalist leader may wish to support Islam and to defeat those who oppose the kingdom of Allah on earth, but his actions also may insert him in the Caliphate power struggle. From the perspective of strategic intelligence, it would prove inaccurate to see only the "holy warrior" and to miss the influence that the dynamics of this religious power struggle might have on, for example, decisions to act, target selection, and relationships between key figures or groups. Stated simply, the ideology may be a factor, but not necessarily *the* factor in determining motive.

The Borum Process of Ideological Development

It's Not Right	It's Not Fair	It's Your Fault	You're Evil
Social and Economic Deprivation	Inequality and Resentment	Blame and Attribution	Generalizing/ Stereotyping Dehumanizing Demonizing the enemy (cause)
Context	Comparison	Attribution	Reaction

The Process of Ideological Development

Conclusion:

Professionals who study terrorists and terrorism would do well to gain an understanding of how extremist ideas develop. By using a framework to organize behavioral information, counterterrorism and threat assessments can become more accurate and more sophisticated. Also, it is important to understand that analyzing counterterrorist intelligence requires an understanding of behavior, not just ideology. Investigators and analysts, who must attempt to understand and anticipate how a person will act in a given situation, should seek to understand that individual's "map," or perception, of the situation. Ideology may be a part of that, but other important dynamics and behavioral factors may contribute as well. Extremist ideology is not at all new, although many Americans did not give the subject of terrorism proper attention until September 11, 2001. Those facing the task of safeguarding this nation and its interests, particularly important in this day and age will do so most effectively when armed with a thorough understanding of terrorist ideology and behavior.

Used with Permission:

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Endnotes:

- I. The Reign of Terror, a period of the French Revolution between 1793 and 1794, was characterized by a wave of executions of presume enemies of the state.
- II. Jonathan White, *Terrorism: An Introduction*, 3rd ed. (Belmont, CA: Wadsworth Publishing, 2002).
- III. The author serves on the Forensic Psychology Advisory Board for the Behavioral Science Unit at the FBI Academy and also is an instructor with the State and Local Antiterrorism Training Program (SLATT), a joint effort of the Institute for Intergovernmental Research (IIR) and the FBI.
- IV. Albert Bandura and others, eds., "Mechanisms of Moral Disengagement in the Exercise of Moral Agency," *Journal of Personality and Social Psychology* 71(2), (1996): 364-374.
- V. Stephen Goode, interview by Christopher Harmon, February 5, 2001, "Harmon Details Terrorism Today," *Insight on the News*.
- VI. S. Fiske and S. Taylor, *Social Cognition*, 2nd ed. (New York, NY: McGraw-Hill, 1991).
- VII. Frederick Hacker, *Crusaders, Criminals and Crazies: Terror and Terrorism In Our Time* (New York, NY: Norton, 1976).
- VIII. Robert Fein and Bryan Vossekuil, U.S. Department of Justice, Office of Justice Programs, National Institute of Justice, *Protective Intelligence and Threat Assessment Investigations: A Guide for State and Local Law Enforcement Officials* (Washington, DC, 1998).
- IX. Supra note 2. In this context, the Muslim Khalifa is the successor (in a line of successors) to Prophet Muhammad's position as the political, military, and administrative leader of the Muslims. This definition excludes Muhammad's prophetic role as the Qu'ran clearly states that he was the last of the prophets.

Discussion Questions:

- I. In *The Art of War*, Sun Tzu, is quoted as saying, "Know your enemy and know yourself; in a hundred battles you will never be in peril." According to Dr. Borum, why is it important to understand our enemies in the early 21st century?
- II. Dr. Borum has identified four stages of the process of ideological development that may help to identify potential extremists who may become terrorists. Define and explain the following stages:
 1. It's Not Right
 2. It's Not Fair
 3. It's Your Fault
 4. You're Evil
- III. Dr. Borum tells us that some people in Middle Eastern countries see the United States as a "caricature of affluence and wasteful excess"; while they are deprived and feel resentful of the injustices they suffer. For what reasons might Americans be viewed this way?
- IV. Why is it necessary for potential terrorists to dehumanize and demonize their enemies?
- V. Is it possible for Americans to take steps to change how they are viewed by those vulnerable to the process of ideological development? Explain.
- VI. Dr. Borum writes that the term "suicide bombers" comes from an outsider's point of view. Explain what is associated with the term "suicide" versus an "act of martyrdom". Why is it important for Americans to understand the differences?
- VII. It is often thought that terrorists act in support of their 'cause' or ideology. What else may motivate a terrorist?

Understanding the Terrorist Mind-Set Scenarios

By Randy Borum, Ph.D.

DIRECTIONS:

After reading "Understanding the Terrorist mind-set", read and analyze the following scenarios. Decide if Dr. Borum's Process of Ideological Development fits or does not fit in the case. Explain your reasoning.

1. The Irish Republican Army (IRA): In 1541, English control of Ireland was formally established when the English king was given the title "King of Ireland" by the Irish Parliament. Protestant English rule resulted in the discrimination against the Catholic majority. The English penal laws that developed persecuted the Irish Catholics. Some of the penal laws forbade Irish Catholics from:

- receiving education
- entering a profession
- holding public office
- engaging in trade or commerce
- voting
- attending Catholic worship

In the late 19th century, Irish nationalists demanded self-government from Britain, while others argued for some form of Irish independence. Irish Home Rule was granted by the British Government in 1912. Northern Ireland's Protestants formed an armed organization to resist this measure. In turn, the Catholic Nationalists formed their own military organization. The 1916 Easter Rising occurred as the Nationalists sought to end British rule and to declare an independent Irish republic. The uprising was put down, but the British responded by executing the leaders of the insurrection and arresting thousands of nationalist activists. By 1919, the Catholic Nationalists evolved into what would be the Irish Republican Army (IRA), and considered itself at war with England. Nationalists began to attack British government property, carried out raids for arms and funds and targeted and killed prominent members of the British administration.

In 1920, the British passed the Government of Ireland Act, which established six of the nine counties of Ulster as the province of Northern Ireland. Negotiations between Sinn Féin, the political arm of the IRA, and the British resulted in the Anglo-Irish Treaty, which established the 26 counties outside of Northern Ireland as the Irish Free State. However, the Free State would not be completely independent: Members of its government would still be forced to swear allegiance to the British Crown.

Relations between the opposing factions within Sinn Féin and the IRA deteriorated into violence. When the Irish Civil War (1922-1923) erupted, the anti-Treaty IRA was defeated. The 1923 ceasefire eventually ended the war. Despite its surrender, the anti-Treaty IRA continued to exist as the underground military wing of a shadow government which refused to accept the legitimacy of the Free State.

From 1930-1960s, violence continued in Northern Ireland, spawning the modern IRA. The violence followed a campaign for civil rights for the Roman Catholic minority, many of whom favored uniting Northern Ireland with Ireland. Civil Rights demands included:

- One person, one vote;
- An end to the gerrymandered local government boundaries;
- An end to discrimination in the allocation of housing;
- An end to discrimination in employment;

The IRA became the self-proclaimed defender of the Catholic minority with many now living in Catholic ghettos. The IRA also waged a terrorist campaign against Britain to force withdrawal of British military forces from Northern Ireland and to establish a united Irish republic.

The IRA quickly became a sophisticated and effective terrorist organization waging all out war against the British army. In the 1970s, British troops were deployed in Northern Ireland to segregate Catholic and Protestant areas and to prevent further sectarian violence. Additionally, the IRA systematically bombed commercial targets. This tactic aimed at ruining Northern Ireland economically and making the governance of it too expensive for Britain. As the bombing intensified, leaving Belfast and most major towns devastated, the government of Northern Ireland called on the British to impose internment without trial.

The British army staged hundreds of raids on political activists and IRA supporters. The introduction of internment without trial began with nearly 350 arrested. The internment of such large numbers alienated the Catholic population. Later allegations of abuse and torture of prisoners by the British army only served to heighten the sense of indignation.

"Bloody Sunday" occurred on January 30, 1972 when British paratroops shot and killed 13 unarmed protesters who had been taking part in a civil rights march. The outrage caused by the event was aggravated by the exoneration of the soldiers by the British government, which justified their actions by claiming that several of the protesters had handled weapons during the day. On "Bloody Friday", the IRA bombings in Belfast killed 9 British soldiers and injured 130 civilians.

[Frontline did an interview with IRA leader, Sean MacStiofan who was a key player in the early days of the IRA.](#)

q: After the truce had ended, what was your strategy as chief of staff of the provisional IRA?

a: Well the leadership had an order to all units in the north, get back into offensive action and we must intensify the campaign.

q: Part of that intensified campaign was the planting of over twenty bombs in Belfast on what was known as Bloody Friday, was that part of the intensification?

a: It was, 22 in Belfast and 14 other parts right, and only two had civilian casualties, and every bomb had three warnings and the British government and the British army they did not give the warnings.

q: Those bombs planted on that day, on Bloody Friday, killed eleven people, eleven civilians.

a: No, no, nine. Nine.

q: Well nine or eleven, nine innocent people died.

a: No. Nine people were killed then. Two British army, two RUC, one a known RU and a UDA. But there were four innocent people and we regretted all of them. The others were legitimate targets.

q: Well, in the eyes of most British people, nobody is a legitimate target, even if you say they were legitimate targets four civilians were killed.

a: They were, yes, and we regretted all of them, but the blame was the people who deliberately had not given the warnings to the public.

q: The blame rested with those people, your people the IRA who planted the bombs.

a: No, I don't agree.

q: You don't plant the bombs, people don't die.

a: Oh, well, but if the British government has persistent his policies to the north of Ireland, then you get resistance and I'm sure if the same situation was England, some of your friends would resist it.

Ten days later the British army invaded the Catholic ghettos in Northern Ireland, removed barricades, and occupied public buildings.

The IRA continued its military campaign with ferocious intensity during the 1970s. It focused its bombing campaign on British businesses, hotels and public houses, leading to large numbers of civilian casualties. In Northern Ireland, the IRA maintained a constant campaign against the army and the police, using car bombs with devastating effect.

Under Prime Minister Margaret Thatcher, the British government had denied interned IRA members the status of political prisoner, treating them as common criminals, even though they'd never stood trial. In protest of this treatment, a number of prisoners went on hunger strikes in 1980-81, 10 starving themselves to death. In fact, the first hunger striker to die, Bobby Sands, had just been elected to the British Parliament from a district in Northern Ireland. The hunger strikes generated considerable sympathy for the movement for reunification with Ireland.

By the early 1990s, IRA leader, Gerry Adams criticized IRA military actions that caused civilian casualties and questioned whether a united Irish republic could be achieved by military force alone.

In December 1993, the British and Irish prime ministers jointly issued the Downing Street Declaration, a statement of fundamental principles regarding the future of the province. This mandated that only political parties committed to democratic and non-violent means would be allowed to participate in any negotiations regarding Northern Ireland. Calling for a cease-fire, a framework for peace negotiations was established by the British and Irish governments. The British government, however, insisted that the IRA disarm before Sinn Fein could join meaningful political discussions. The IRA refused, but ultimately, Sinn Fein was allowed to participate in the peace talks.

The talks culminated in the 1998 signing of a historic power-sharing accord between the province's Protestant and Catholic factions, known as the Good Friday Agreement. The accord provided for an elected assembly and an executive cabinet to govern the province. A month later Sinn Fein approved the accord by an overwhelming majority, with the people of Northern Ireland and Ireland voting 71% and 94% approval respectively.

Disarmament of the IRA remained a key point of contention among the parties. The IRA announced that it had begun to destroy a portion of its weapons. The Northern Ireland Assembly reconvened in November 2001. In July 2005, the IRA formally declared an end to its armed campaign against British rule in Northern Ireland. The IRA said it had ordered its members to renounce all violence and "dump arms." The head of the Independent International Commission on Decommissioning announced the IRA had completed the process of decommissioning its weapons as the peace process continues.

Critical Thinking Questions:

The Borum Process of Ideological Development

It's Not Right	It's Not Fair	It's Your Fault	You're Evil
Social and Economic Deprivation	Inequality and Resentment	Blame and Attribution	Generalizing/ Stereotyping Dehumanizing Demonizing the enemy (cause)
Context	Comparison	Attribution	Reaction

1. Did the Irish ever come to a "It's Not Right" conclusion, highlighted by social and economic deprivation? Explain.
2. Is there evidence that the Irish believed "It's Not Fair" regarding their rule by the British? Was there unequal treatment that caused resentment among the Irish?
3. Does it appear that the IRA members' conclusion about British rule constituted a "You're evil" mentality? Did they dehumanize and demonize the British, their enemy?
4. From the IRA perspective, did they consider their bid for independence to be legitimate?
5. Does your group believe that the IRA's decision to use force was acceptable and justifiable? Are they terrorists or revolutionaries? What is the difference?
6. How do you view the British use of force in Northern Ireland?

Understanding the Terrorist Mind-Set – Scenario

2. Chechnya: The Chechen people have lived in the area of the Caucasus Mountain for centuries, growing crops and herding livestock. In comparison, their homeland is slightly smaller than the state of New Jersey. The term "Chechen" has been used by the Russians since the 18th century for this mountain people. Once part of the Ottoman Empire, these Sunni Muslim people were conquered by the Russians in the 18th century.

In the early 20th century, the area around Grozny was found to be rich in oil. By the beginning of World War I in 1914, the Grozny fields were second only to those in Azerbaijan as a source of Russia's oil. The Soviets subsequently invested heavily in expanding production in Chechnya. The oil fields of the Caucasus were a target of the German offensive in 1942, during World War II. Chechens who fought in the Red Army were awarded medals, and Moscow repeatedly praised the Chechen contribution to the war effort. On February 23, 1944, things changed abruptly. All Chechen men were summoned to village administrative meetings throughout the region. Trucks rolled up, accompanied by Soviet troops. A Kremlin decree was read accusing the republic's entire population—men, women, and children—of treason and collaboration with the Nazis. The men and their families boarded trains and were deported to central Asia.



Somehow the fittest of the Chechens survived, and eventually began to prosper in a modest way. Their religion made it possible to establish a degree of rapport with central Asians, many of whom were also Muslims. Chechens found places to farm and build houses.

After Stalin died in 1953, some Chechens made their way back to the Caucasus. A Kremlin April 1956 decree lifted "settlement restrictions" on all the deported peoples—except the Chechens and the Ingush. The omission was not accidental. Some Moscow Communists argued against letting them return to the Caucasus, preferring to destroy their sense of solidarity. Finally, in February 1957, Moscow gave in and officially reestablished the Chechen-Ingush ASSR, and Chechens returned home.

On August 22, 1991, the coup in Moscow against Soviet leader Mikhail Gorbachev occurred. In the capital city of the Russian Republic of Chechnya, Groznyy, this was viewed as Chechen Independence Day. They toppled the statue of Lenin and renamed the square after Sheikh Mansur, a legendary hero of the Chechen people. Political and economic control became erratic, resulting in the 1994 invasion of Chechnya by the Russian army.

Chechen armed separatists launched a military-style campaign designed to drive Russia out of Chechnya. They claimed to be fighting for freedom from an oppressive regime that prevented them from practicing their religion, Islam, and that offered no hope for the future. The Russian military used its weapons against the civilian population, killing more than 10,000 and displacing 500,000 from their homes.

In 1997, diplomacy had mixed results, finally failing as fighting resumed between Russians and Chechens in late 1999. At the time, Russian President Putin defended Russian military action, claiming that Chechnya was being used as a launching point for international terrorism against Russia. In August 1999, Islamic rebels from Chechnya invaded the region of Dagestan in southern Russia. The Russian government claimed that foreign Islamic terrorists were fighting alongside the Chechens. They also blamed the Chechen rebels for a series of September 1999 bombings of Moscow apartment buildings that killed several hundred Russians. These incidents provoked a strong military response from Moscow, including airstrikes against several Chechen towns and the capital of Grozny.

Critical Thinking Questions

Borum Process of Ideological Development

It's Not Right	It's Not Fair	It's Your Fault	You're Evil
Social and Economic Deprivation	Inequality and Resentment	Blame and Attribution	Generalizing/ Stereotyping Dehumanizing Demonizing the enemy (cause)
Context	Comparison	Attribution	Reaction
			Dr. Randy Borum

1. Using the Borum Process of Ideological Development, do you think the Chechnya's came to an *"It's Not Right"* conclusion? Explain.
2. Is there evidence that the Chechens believed *"It's Not Fair"* regarding Russian rule? Was there unequal treatment that caused resentment among the Chechens?
3. From the Chechen perspective, did they consider their bid for independence to be legitimate?
4. Does it appear that the Chechens' conclusion about Soviet and Russian rule constituted a *"You're evil"* mentality? Did they see the Russians as their enemy? Have they demonized the Russian troops?
5. Does your group believe that the Chechens' decision to use force was acceptable and justifiable? Are they terrorists or revolutionaries? What is the difference?
6. How do you view the Russian use of force in Chechnya?

Understanding the Terrorist Mind-Set – Scenario

3. The Weathermen Underground- Domestic Terrorism: In the late 1960s, there was significant social and political unrest in the United States stemming from the Civil Rights movement and opposition to the Vietnam War. Many protest groups developed, but one of the most radical was the Weathermen. The name of the group derives from the Bob Dylan song "Subterranean Homesick Blues", which featured the lyrics, "You don't need a weather man to know which way the wind blows". The Weathermen's objectives included not only an immediate end to the Vietnam War and to all racism, but to economic exploitation and sexism as well. Members of the Weathermen believed change would come about only through armed revolution. Devout communists, some went to terrorist training camps in Havana, Cuba to learn bomb making and other necessary skills.

By October 1969, the group was ready for its first major attack: four "Days of Rage," in Chicago's affluent Gold Coast neighborhood. The Weatherman boasted that thousands of student warriors would flood city streets with violence and destruction, but only a few hundred people showed up. Six Weathermen were shot and 287 arrested. The riots were deemed a failure. Only one explosion — a pipe bomb placed on a San Francisco Police Department window ledge in February 1970 — resulted in death. It was never conclusively attributed to the group.

The Weathermen went 'underground' after issuing a "Declaration of the State of War Against the United States" government. On March 6, 1970, several Weathermen gathered in the basement of a Greenwich Village townhouse, preparing for an upcoming dynamite attack on an officer's dance at Fort Dix, New Jersey. Due to an improperly attached wire, the townhouse exploded, killing three Weathermen. Over the next few months the rest of the organization went into hiding. They reemerged as the "Weather Underground Organization" (WUO) and began a series of bombings of government buildings and banks. Prior to detonation, the WUO issued statements that gave evacuation warnings as well as an explanation of what motivated the terrorist attack. On March 1, 1971, the US Capitol building was bombed. Their WUO statement said: "in protest of the US invasion of Laos" as an expansion of the Vietnam War. These bombings of government buildings, banks and police departments lead the FBI to declare the Weathermen a domestic terrorist group.

On May 19, 1972, the WUO bombed the Pentagon in Washington D.C by placing a bomb in the women's bathroom in the Air Force wing. This time, the catalyst for the bombing was a US bombing raid on Hanoi, the capital city of North Vietnam. The 1973 bombing of ITT Headquarters in New York protested the government-backed coup in Chile.

By 1973, the FBI had launched a full-scale manhunt for the Weather Underground's most wanted members, but it was dropped when the CIA admitted it had conducted illegal investigations into the group's activities. Subsequently, the "Days of Rage" arrests were largely dropped because the Chicago Police Department had conducted searches without obtaining warrants.

The bombing of the United States Department of State Building on January 29, 1975 was "in response to escalation in Vietnam". Over the next few years, they engaged in numerous activities that caused damages in the hundreds of thousands of dollars. They also assisted convicted felons in jail breaks and participated in an armored car holdup. These activities resulted in the deaths of policemen, innocent bystanders, and the Weathermen themselves. The FBI closely monitored the activities of the Weathermen. Little by little the members were either captured or chose to give themselves up.

Former Weathermen member Bill Ayers was interviewed by PBS in 2001 about his choices in WUO.

Q. What led the Weathermen to violent action— How do you feel about what you did? Would you do it again under similar circumstances?

Bill Ayers: I've thought about this a lot. Being almost 60, it's impossible to not have lots and lots of regrets about lots and lots of things, but the question of did we do something that was horrendous, awful?... I don't think so. I think what we did was to respond to a situation that was unconscionable.

Two thousand people a day were being murdered in Vietnam in a terrorist war, an official terrorist war... This was what was going on in our names. So we tried to resist it, tried to fight it. Built a huge mass movement, built a huge organization, and still the war went on and escalated. And every day we didn't stop the war, two thousand people would be killed. I don't think what we did was extreme.... We didn't cross lines that were completely unacceptable. I don't think so. We destroyed property in a fairly restrained level, given what we were up against.

Critical Thinking Questions

Borum Process of Ideological Development

It's Not Right	It's Not Fair	It's Your Fault	You're Evil
Social and Economic Deprivation	Inequality and Resentment	Blame and Attribution	Generalizing/ Stereotyping Dehumanizing Demonizing the enemy (cause)
Context	Comparison	Attribution	Reaction
			Dr. Randy Borum

1. Using the Borum Process of Ideological Development, do you think the Weathermen Underground came to an *"It's Not Right"* conclusion? Explain.
2. Is there evidence that the WUO believed *"It's Not Fair"* regarding the US government? Was there unequal treatment in society that caused resentment among the WUO members?
3. From the WUO perspective, does it appear that the WUO' conclusion about US government a *"You're evil"* mentality? Did they see the US government as their enemy? Have they demonized the people who work for the US government?
4. Does your group believe that the WUO's decision to use force was acceptable and justifiable?
5. Are they terrorists or revolutionaries? Is there a difference?
6. How do you view the FBI's actions regarding the WUO?

Grade Level: 9-12
Time: 60-90

Defining Terrorism: What is Terrorism?

Objective:

Students will examine definitions from a variety of supranational, national government, and NGO sources, and identify elements common to all of the definitions.

Key Terms:

- 1. Terrorism - United States Department of Defense** - *"the calculated use of unlawful violence or threat of unlawful violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological"*
- 2. Terrorism - Federal Bureau of Investigation (FBI)** - *"(i) Terrorism is the unlawful use of force and 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. (ii) to influence the policy of a government by intimidation or coercion; or (iii) to affect the conduct of a government by mass destruction, assassination, or kidnapping; and... (C) occur primarily within the territorial jurisdiction of the United States... [or]... (C) occur primarily outside the territorial jurisdiction of the United States"*
- 3. Terrorism - U.S. Department of State** - *"terrorism" to be "premeditated politically-motivated violence perpetrated against non-combatant targets by sub-national groups or clandestine agents, usually intended to influence an audience."*
- 4. Terrorism - U.S. National Counterterrorism Center (NCTC)** - *a terrorist act as one which was: "premeditated; perpetrated by a sub-national or clandestine agent; politically motivated, potentially including religious, philosophical, or culturally symbolic motivations; violent; and perpetrated against a noncombatant target."*
- 5. Terrorism - USA PATRIOT Act** - *"activities that (A) involve acts dangerous to human life that are a violation of the criminal laws of the U.S. or of any state, that (B) appear to be intended (i) to intimidate or coerce a civilian population, (ii) to influence the policy of a government by intimidation or coercion, or (iii) to affect the conduct of a government by mass destruction, assassination, or kidnapping, and (C) occur primarily within the territorial jurisdiction of the U.S."*
- 6. Terrorism: European Union** - *for use as a legal/official definition - is set out in Art. 1 of the Framework Decision on Combating Terrorism (2002) This provides that terrorist offenses are certain criminal offences set out in a list comprised largely of serious offences against persons and property which; "given their nature or context, may seriously damage a country or an international organization where committed with the aim of: seriously intimidating a population; or unduly compelling a Government or international organization to perform or abstain from performing any act; or seriously destabilizing or destroying the fundamental political, constitutional, economic or social structures of a country or an international organization."*
- 7. Terrorism - United Kingdom** - *defined acts of terrorism in the Terrorism Act 2000 as:*
 - (1) The use or threat of action where:**
 - (a) the action falls within subsection 2 (of the Terrorism Act of 2000),**
 - (b) the use or threat is designed to influence the government or to intimidate the public or**

a section of the public and

(c) the use or threat is made for the purpose of advancing a political, religious or ideological cause.

(2) Action falls within this subsection if it

(a) involves serious violence against a person,

(b) involves serious damage to property,

(c) endangers a person's life, other than that of the person committing the action,

(d) creates a serious risk to the health or safety of the public or a section of the public or

(e) is designed seriously to interfere with or seriously to disrupt an electronic system.

Section 34 of the Terrorism Act 2006 amended sections 1(1) (b) and 113(1) (c) of Terrorism Act 2000 to include "international governmental organizations" in addition to "governments"

8. **Terrorism – Organization of American States (OAS)** - "To date there has been no international consensus on a comprehensive international legal definition of terrorism. It is possible to identify several characteristics frequently associated with incidents of terrorism that provide sufficient parameters within which states' pertinent international legal obligations in responding to this violence can be identified and evaluated. These characteristics relate to the nature and identity of the perpetrators of terrorism, the nature and identity of the victims of terrorism, the objectives of terrorism, and the means employed to perpetrate terrorist violence. Terrorism may be perpetrated, individually or collectively, by a variety of actors, including private persons or groups as well as governments, may employ varying means and levels of violence ranging from mere threats devised to induce public panic to weapons of mass destruction, and may impact detrimentally upon a variety of persons who are afforded particular protections under international law, including women, children and refugees.
9. **Terrorism - United Nations** - The question of a definition of terrorism has haunted the debate among states for decades. A first attempt to arrive at an internationally acceptable definition was made under the League of Nations, but the convention drafted in 1937 never came into existence. The UN Member States still have no agreed-upon definition. The lack of agreement on a definition of terrorism has been a major obstacle to meaningful international countermeasures. However, in 1992, the member states agreed on the following; terrorism is *"an anxiety-inspiring method of repeated violent action, employed by (semi-) clandestine individual, group or state actors, for idiosyncratic, criminal or political reasons, whereby - in contrast to assassination - the direct targets of violence are not the main targets"*
10. **Terrorism – Interpol** - criminal acts of organized groups engaging in violent criminal activities that are designed, by spreading terror or fear, to attain "allegedly political objectives," and activities that are "commonly covered by the term 'terrorism','"; A new Interpol Resolution specified that:
 - (1) [although] by virtue of the principle of national sovereignty, the political character of any offense can only be determined by national legislation
 - (2) it is nonetheless essential to combat this type of crime which causes considerable damage in Member States." An additional Interpol resolution of 1984 acknowledged that it was not possible to give a more precise definition of political, military, religious or racial matters, and that each case had to be examined separately.
11. **Terrorism - Human Rights Watch** - *"the use or threat [of action] designed to influence the government or to intimidate the public or a section of the public, and the use or threat is made for the purposes of advancing a political, religious, racial or ideological cause."*

12. Terrorism- Organization for Security and Cooperation in Europe - terrorism is defined as "violent crimes which inflict terror on the public".

NGO - Non-governmental organization such as the International Red Cross;

Supernational - Beyond the borders or scope of any one nation; organization of multiple nations

Interpol - An International Criminal Police organization composed of 186 member nations that work together to combat international crime; established in 1923, INTERPOL has a president and secretary-general, as well as a general assembly guiding its operations. INTERPOL's constitution stresses that the organization has no political affiliation, and that it can facilitate crime-fighting efforts between nations that have no diplomatic relations.

David fighting Goliath - From the Bible story, Goliath was a giant soldier in ancient Palestine; in an armed clash Goliath and a Judean boy, David, slings a fatal stone that hits the giant between the eyes and fells him.

Terrorism - While a universal definition has not been agreed upon, it is accepted to be an act composed of the following characteristics: *involving an action of violence, an audience, the creation of a mood of fear, innocent victims, and political motives or goals.*

Materials:

List of various supranational, national, and NGO definitions of terrorism;
6 Group bundles of 4 definitions per group as described;
Definition work sheets
Reading: What is Terrorism?

Activities/Procedures:

- I. Teacher will create student groups of approximately 4 students.
- II. Each student group will be given 4 definitions of "terrorism" based on the following matrix:

	Group #1	Group #2	Group #3	Group #4	Group #5	Group #6
Definitions:	1,6, 8, 11	2,7, 9,12,	3,6,9,11,	4, 7,10,12,	5,8,10,11	2,8,9,11
- III. This grouping of definitions is designed to meet the following parameters:
 1. It accounts for a class of 30 students;
 2. Each group has an American definition from a governmental agency;
 3. Each group has an international governmental agency definition;
 4. Each group has a non-governmental organization (NGO) definition;
 5. Each has a fourth definition type different from the other three types;
- IV. The Teacher will distribute the four definitions to each group, 1-6.
- V. Students will be instructed to read the definitions and find commonalities among the definitions.
- VI. Students will be asked to explain why the definitions are different.
- VII. Each group will be asked to develop their own definition of "terrorism" based on what is used in their sample.
- VIII. Groups will share their definitions, noting similarities and differences.
- IX. Students will be asked to brainstorm reasons why it is so difficult to define terrorism.
- X. Class work/Homework: Students will write a reaction/response to the quotation, "One man's terrorism is another man's freedom fighter."
- XI. Homework: Students should review the reading, "What is Terrorism"? And complete the discussion questions.

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

Formative:

Students will review the definitions for similarities and differences.

Summative:

Students will write a reaction/response to the quotation, "One man's terrorism is another man's freedom fighter."

Students will complete discussion questions from "What is Terrorism?"

Extension Activities:

Unit II, Lesson HII-4 Who is a Terrorist of Learning From The Challenges of Our Times: Global Security, Terrorism, and 9/11 in the Classroom

(<https://sites.google.com/site/the4actioninitiative/> and/or on the New Jersey Commission on Holocaust Education web site (<http://www.state.nj.us/education/holocaust/911/>)

GROUP #1: DEFINITIONS OF TERRORISM

1. **Terrorism - United States Department of Defense** - "the calculated use of unlawful violence or threat of unlawful violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological
6. **Terrorism - European Union** - for use as a legal/official definition - is set out in Art. 1 of the Framework Decision on Combating Terrorism (2002) This provides that terrorist offenses are certain criminal offences set out in a list comprised largely of serious offences against persons and property which; "given their nature or context, may seriously damage a country or an international organization where committed with the aim of: seriously intimidating a population; or unduly compelling a Government or international organization to perform or abstain from performing any act; or seriously destabilizing or destroying the fundamental political, constitutional, economic or social structures of a country or an international organization."
8. **Terrorism – Organization of American States (OAS)** - "To date there has been no international consensus on a comprehensive international legal definition of terrorism. It is possible to identify several characteristics frequently associated with incidents of terrorism that provide sufficient parameters within which states' pertinent international legal obligations in responding to this violence can be identified and evaluated. These characteristics relate to the nature and identity of the perpetrators of terrorism, the nature and identity of the victims of terrorism, the objectives of terrorism, and the means employed to perpetrate terrorist violence. Terrorism may be perpetrated, individually or collectively, by a variety of actors, including private persons or groups as well as governments, may employ varying means and levels of violence ranging from mere threats devised to induce public panic to weapons of mass destruction, and may impact detrimentally upon a variety of persons who are afforded particular protections under international law, including women, children and refugees.
11. **Terrorism - Human Rights Watch** - "the use or threat [of action] designed to influence the government or to intimidate the public or a section of the public, and the use or threat is made for the purposes of advancing a political, religious, racial or ideological cause."

SIMILARITIES

DIFFERENCES

GROUP #2: DEFINITIONS OF TERRORISM

2. **Terrorism - Federal Bureau of Investigation (FBI)** - "(i) Terrorism is the unlawful use of force and 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. (ii) to influence the policy of a government by intimidation or coercion; or (iii) to affect the conduct of a government by mass destruction, assassination, or kidnapping; and... (C) occur primarily within the territorial jurisdiction of the United States... [or]... (C) occur primarily outside the territorial jurisdiction of the United States"

7. **Terrorism -United Kingdom** - defined acts of terrorism in the Terrorism Act 2000 as
 - (1) The use or threat of action where:
 - (a) the action falls within subsection 2 (of the Terrorism Act of 2000),
 - (b) the use or threat is designed to influence the government or to intimidate the public or a section of the public and
 - (c) the use or threat is made for the purpose of advancing a political, religious or ideological cause.
 - (2) Action falls within this subsection if it:
 - (a) involves serious violence against a person,
 - (b) involves serious damage to property,
 - (c) endangers a person's life, other than that of the person committing the action,
 - (d) creates a serious risk to the health or safety of the public or a section of the public or
 - (e) is designed seriously to interfere with or seriously to disrupt an electronic system.

Section 34 of the Terrorism Act 2006 amended sections 1(1)(b) and 113(1)(c) of Terrorism Act 2000 to include "international governmental organizations" in addition to "governments"

9. **Terrorism - United Nations** -The question of a definition of terrorism has haunted the debate among states for decades. A first attempt to arrive at an internationally acceptable definition was made under the League of Nations, but the convention drafted in 1937 never came into existence. The UN Member States still have no agreed-upon definition. The lack of agreement on a definition of terrorism has been a major obstacle to meaningful international countermeasures. However, in 1992, the member states agreed on the following; terrorism is "an anxiety-inspiring method of repeated violent action, employed by (semi-) clandestine individual, group or state actors, for idiosyncratic, criminal or political reasons, whereby - in contrast to assassination - the direct targets of violence are not the main targets"

12. **Terrorism - Organization for Security and Cooperation in Europe:** *terrorism is defined as "violent crimes which inflict terror on the public".*

SIMILARITIES

DIFFERENCES

GROUP #3: DEFINITIONS OF TERRORISM

3. **Terrorism - U.S. Department of State** - "terrorism" to be "premeditated politically-motivated violence perpetrated against non-combatant targets by sub-national groups or clandestine agents, usually intended to influence an audience.
6. **Terrorism - European Union** - for use as a legal/official definition - is set out in Art. 1 of the Framework Decision on Combating Terrorism (2002) This provides that terrorist offenses are certain criminal offences set out in a list comprised largely of serious offences against persons and property which; "given their nature or context, may seriously damage a country or an international organization where committed with the aim of: seriously intimidating a population; or unduly compelling a Government or international organization to perform or abstain from performing any act; or seriously destabilizing or destroying the fundamental political, constitutional, economic or social structures of a country or an international organization."
9. **Terrorism - United Nations** - The question of a definition of terrorism has haunted the debate among states for decades. A first attempt to arrive at an internationally acceptable definition was made under the League of Nations, but the convention drafted in 1937 never came into existence. The UN Member States still have no agreed-upon definition. The lack of agreement on a definition of terrorism has been a major obstacle to meaningful international countermeasures. However, in 1992, the member states agreed on the following; terrorism is "an anxiety-inspiring method of repeated violent action, employed by (semi-) clandestine individual, group or state actors, for idiosyncratic, criminal or political reasons, whereby - in contrast to assassination - the direct targets of violence are not the main targets"
11. **Terrorism - Human Rights Watch** - "the use or threat [of action] designed to influence the government or to intimidate the public or a section of the public, and the use or threat is made for the purposes of advancing a political, religious, racial or ideological cause."

SIMILARITIES

DIFFERENCES

GROUP #4: DEFINITIONS OF TERRORISM

4. **Terrorism - U.S. National Counterterrorism Center (NCTC)** - a terrorist act as one which was: "premeditated; perpetrated by a sub-national or clandestine agent; politically motivated, potentially including religious, philosophical, or culturally symbolic motivations; violent; and perpetrated against a noncombatant target."

7. **Terrorism -United Kingdom** - defined acts of terrorism in the Terrorism Act 2000 as
 - (1) The use or threat of action where:
 - (a) the action falls within subsection 2 (of the Terrorism Act of 2000),
 - (b) the use or threat is designed to influence the government or to intimidate the public or a section of the public and
 - (c) the use or threat is made for the purpose of advancing a political, religious or ideological cause.
 - (2) Action falls within this subsection if it
 - (a) involves serious violence against a person,
 - (b) involves serious damage to property,
 - (c) endangers a person's life, other than that of the person committing the action,
 - (d) creates a serious risk to the health or safety of the public or a section of the public or
 - (e) is designed seriously to interfere with or seriously to disrupt an electronic system.

Section 34 of the Terrorism Act 2006 amended sections 1(1)(b) and 113(1)(c) of Terrorism Act 2000 to include "international governmental organizations" in addition to "governments"

10. **Terrorism – Interpol** - criminal acts of organized groups engaging in violent criminal activities that are designed, by spreading terror or fear, to attain "allegedly political objectives," and activities that are "commonly covered by the term 'terrorism',"; A new Interpol Resolution specified that "(a) [although] by virtue of the principle of national sovereignty, the political character of any offense can only be determined by national legislation, (b) it is nonetheless essential to combat this type of crime which causes considerable damage in Member States." An additional Interpol resolution of 1984 acknowledged that it was not possible to give a more precise definition of political, military, religious or racial matters, and that each case had to be examined separately.

12. **Terrorism - Organization for Security and Cooperation in Europe** - terrorism is defined as "violent crimes which inflict terror on the public".

SIMILARITIES

DIFFERENCES

GROUP #5: DEFINITIONS OF TERRORISM

5. **Terrorism - USA PATRIOT Act** - "activities that (A) involve acts dangerous to human life that are a violation of the criminal laws of the U.S. or of any state, that (B) appear to be intended (i) to intimidate or coerce a civilian population, (ii) to influence the policy of a government by intimidation or coercion, or (iii) to affect the conduct of a government by mass destruction, assassination, or kidnapping, and (C) occur primarily within the territorial jurisdiction of the U.S."
8. **Terrorism – Organization of American States (OAS)** - "To date there has been no international consensus on a comprehensive international legal definition of terrorism. It is possible to identify several characteristics frequently associated with incidents of terrorism that provide sufficient parameters within which states' pertinent international legal obligations in responding to this violence can be identified and evaluated. These characteristics relate to the nature and identity of the perpetrators of terrorism, the nature and identity of the victims of terrorism, the objectives of terrorism, and the means employed to perpetrate terrorist violence. Terrorism may be perpetrated, individually or collectively, by a variety of actors, including private persons or groups as well as governments, may employ varying means and levels of violence ranging from mere threats devised to induce public panic to weapons of mass destruction, and may impact detrimentally upon a variety of persons who are afforded particular protections under international law, including women, children and refugees."
10. **Terrorism – Interpol** - criminal acts of organized groups engaging in violent criminal activities that are designed, by spreading terror or fear, to attain "allegedly political objectives," and activities that are "commonly covered by the term 'terrorism'"; A new Interpol Resolution specified that "(a) [although] by virtue of the principle of national sovereignty, the political character of any offense can only be determined by national legislation, (b) it is nonetheless essential to combat this type of crime which causes considerable damage in Member States." An additional Interpol resolution of 1984 acknowledged that it was not possible to give a more precise definition of political, military, religious or racial matters, and that each case had to be examined separately.
11. **Terrorism - Human Rights Watch** - "the use or threat [of action] designed to influence the government or to intimidate the public or a section of the public, and the use or threat is made for the purposes of advancing a political, religious, racial or ideological cause."

SIMILARITIES

DIFFERENCES

GROUP #6: DEFINITIONS OF TERRORISM

2. **Terrorism - Federal Bureau of Investigation (FBI)** - "(i) Terrorism is the unlawful use of force and 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. (ii) to influence the policy of a government by intimidation or coercion; or (iii) to affect the conduct of a government by mass destruction, assassination, or kidnapping; and... (C) occur primarily within the territorial jurisdiction of the United States... [or]... (C) occur primarily outside the territorial jurisdiction of the United States"

8. **Terrorism – Organization of American States (OAS)** - "To date there has been no international consensus on a comprehensive international legal definition of terrorism. It is possible to identify several characteristics frequently associated with incidents of terrorism that provide sufficient parameters within which states' pertinent international legal obligations in responding to this violence can be identified and evaluated. These characteristics relate to the nature and identity of the perpetrators of terrorism, the nature and identity of the victims of terrorism, the objectives of terrorism, and the means employed to perpetrate terrorist violence. Terrorism may be perpetrated, individually or collectively, by a variety of actors, including private persons or groups as well as governments, may employ varying means and levels of violence ranging from mere threats devised to induce public panic to weapons of mass destruction, and may impact detrimentally upon a variety of persons who are afforded particular protections under international law, including women, children and refugees.

9. **Terrorism - United Nations** - The question of a definition of terrorism has haunted the debate among states for decades. A first attempt to arrive at an internationally acceptable definition was made under the League of Nations, but the convention drafted in 1937 never came into existence. The UN Member States still have no agreed-upon definition. The lack of agreement on a definition of terrorism has been a major obstacle to meaningful international countermeasures. However, in 1992, the member states agreed on the following; terrorism is "an anxiety-inspiring method of repeated violent action, employed by (semi-) clandestine individual, group or state actors, for idiosyncratic, criminal or political reasons, whereby - in contrast to assassination - the direct targets of violence are not the main targets"

11. **Terrorism - Human Rights Watch** - "the use or threat [of action] designed to influence the government or to intimidate the public or a section of the public, and the use or threat is made for the purposes of advancing a political, religious, racial or ideological cause."

SIMILARITIES

DIFFERENCES

What is Terrorism?

By Jill McCracken

Even though the term *terrorism* has been used since the beginning of recorded history, it can be relatively difficult to define. Depending on who is using the term, terrorism can be described as an acceptable strategy, a religious obligation, and a justified reaction. On the other hand, it is also viewed as a horrific crime, an act of oppression, and an inexcusable atrocity.

In a conflict where one side has a strong advantage, terrorism has often been an effective tactic for the weaker side in a conflict to adopt. For a poorly funded, small group, its coercive power is amplified by a single strategic terrorist strike. Consequently, the use of terror gains many of the advantages of a fully functional military force. Due to the secretive nature and small size of terrorist organizations, they often offer opponents no clear organization to defend against or defeat.

In some cases, terrorism has been used during a conflict without the rival recognizing the true threat, often mistaking terrorism for illegal goings-on. Due to these factors, terrorism has become much more common among those seeking to achieve extreme goals across the globe. Yet, while most of us may 'know' terrorism when we see it, there is much international disagreement on defining the term. Even within the U.S. Government, its agencies, and various organizations responsible for different roles in the fight against terrorism use different definitions!

The Federal Bureau of Investigation uses this definition: "*Terrorism is the unlawful use of force and 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.*"

The U.S. Department of State defines "terrorism" to be "*premeditated politically-motivated violence perpetrated against non-combatant targets by sub-national groups or clandestine agents, usually intended to influence an audience.*"

The United States Department of Defense defines terrorism as "*the calculated use of unlawful violence or threat of unlawful violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological.*" Within this definition, there are three key elements—violence, fear, and intimidation—and each element creates terror in its victims.

Among other nations and organizations, there are huge variations in what particular elements of terrorism are stressed in definitions. The United Nations continues its decades-long struggle to agree on a definitive definition of terrorism. In 1992, the U.N. member states agreed on the following; terrorism is "*an anxiety-inspiring method of repeated violent action, employed by (semi-) clandestine individual, group or state actors, for idiosyncratic, criminal or political reasons, whereby - in contrast to assassination - the direct targets of violence are not the main targets.*"

What can be agreed upon is this: terrorism is a criminal act that influences an audience beyond the immediate victim. A goal of the terrorist is to commit acts of violence that commands the attention of the local people, the government, and the rest of the world as they gain publicity for their cause. Usually, the terrorists plan their attack and choose targets that represent that which they oppose. The effectiveness of the terrorist act lies not in the act itself, but in the reaction of the public, government, and world to the act. For example, in 1972 at the Munich Olympics, the Black September Organization killed 11 Israeli athletes. The Israelis were the immediate victims of this

crime. However, the real target was the estimated 1 billion people watching the horror unfold on their television sets from across the world.

In October 1983, Middle Eastern terrorists bombed the U.S. Marine Battalion Landing Team Headquarters at Beirut International Airport in Lebanon. Their immediate victims were the 241 U.S. military personnel who were killed, wounding more than 100 others. Their greater purpose was to get the attention of the American people and the U.S. government. Subsequently, President Ronald Reagan chose to withdraw United States Marines from Lebanon. The terrorists felt they'd accomplished their mission.

There are three perspectives built into the study of terrorism: *the terrorist's*, the *victim's*, and the *population in general*. The quote, "one man's terrorist is another man's freedom fighter" speaks to the complexities of issues involved in terroristic events. Terrorists do not view themselves as evil-doers. In their view, they believe they are legitimate combatants, fighting for a cause they believe in, using whatever means possible.

A victim of a terrorist act sees the terrorist as a heartless criminal with no regard for human life. The view of the general population is most volatile. The terrorists take great pains to create a "*David fighting Goliath*" image in hope of influencing their point of view toward support for their cause. This sympathetic view of terrorism has become an integral part of the psychological warfare they wage. Countering this can prove problematic.

Discussion Questions:

1. Why is terrorism difficult to define?
2. Why do you think the Department of Defense and FBI have different definitions of terrorism? U.S. State department and United Nations?
3. Who are targeted by terrorists? Explain why this answer is complicated.
4. What are the three perspectives that come with the study of terrorism?
5. How would you define terrorism?

Grade Level: 9-12
Time: 90-180 minutes

The Sons of Liberty and the American Revolution – Patriots or Terrorists?

Objectives:

Students will be able to describe who the Sons of Liberty were and why this organization was created.

Students will be able to identify events involving the Sons of Liberty and decide whether they could be considered acts of patriotism or acts of terrorism.

Students will be able, based on today's standards, to decide whether or not the Sons of Liberty could be branded as a terrorist organization.

Students will examine early colonial American history by analyzing and evaluating the role the Sons of Liberty played.

Students will view the actions taken by the Sons of Liberty from both an American and British perspective.

Students will apply the definition of terrorism and insurgency to pre-Revolutionary War events.

Students will view pre-Revolutionary War events from both the British and American perspectives.

Key Terms:

Contemptuous - Feeling or showing contempt.

Convulsion - A violent contraction; to move or shake violently.

Defray - To provide money to cover costs or expenses.

Extremity - The utmost or farthest point; an extreme measure.

Gilded - To brighten or adorn.

Indignation - Anger aroused by injustice, unworthiness, or unfairness.

Integral - Being an essential and indispensable part of a whole.

Ideology - A body of ideas that influence a person, group, culture, or political party.

Insurgency - An armed rebellion by any irregular armed force that rises up against an established authority, government, administration or occupation; they engage in regular or guerilla combat against the armed forces of the established regime.

Insurgents - Those carrying out the insurgency.

Liberty Tree or Liberty Pole - a pole or tree, often with a liberty cap or a banner at the top, usually located on a village green or in a market square, used by the Sons of Liberty in many colonial towns as a symbol of protest against British rule and around which anti-British rallies were held.

Redress - To put something right.

Treason - Betrayal of one's country; treachery; a betrayal of trust or confidence.

Parchment - Goatskin or sheepskin used as a material for writing or drawing.

Raucous - Loud and rowdy; disorderly.

Salutary Neglect - British policy from 1607-1763 of avoiding strict enforcement of parliamentary laws, which were meant to keep the American colonies obedient to Great Britain.

Terrorism - Federal Bureau of Investigation (FBI) - "(i) *Terrorism is the unlawful use of force and 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.* (ii) to influence the policy of a government by intimidation or coercion; or (iii) to affect the conduct of a government by mass destruction, assassination, or kidnapping;

Usurpation - To take over by force without authority.

Viable - Capable of success or continuing effectiveness; practicable.

Materials:

Reading #1 – [*The Sons of Liberty – Patriots or Terrorists?* by Todd Alan Kreamer.](#)

Archiving Early America- American Review - <http://www.earlyamerica.com/review/fall96/sons.html>

Critical thinking questions

Reading #2 - British Viewpoint: Sons of Liberty and the American Revolution – this offers a wider view of the events leading to Lexington and Concord;

Critical Thinking Questions at the end of each reading;

Chart (see attached);

(Optional) [*HBO Series John Adams DVD- Part I: Join or Die*](#) -

Scene #3: "Damn your Bloods": The funeral procession for those killed in the Boston Massacre by the Sons of Liberty;

****Scene #6 To Compel Compliance or clip****: The Docks-Tarring and Feathering scene.

****Warning****- This scene is graphic with a momentary flash of nudity. Each teacher should determine if showing this clip is appropriate in his/her school, **Previewing is strongly advised**. Clicking on *Teaching John Adams* at the bottom of the screen will give you access to a comprehensive teacher's guide and an excellent student guide

Activities/Procedures:

- I. Beginning with a Warm-Up activity, students will be given five minutes to write down everything they know about the causes of the American Revolution. Have students share their responses with the class.
- II. The teacher should provide additional background information on the events between 1765 and 1776 that led to the American Revolution. Ask students who the Sons of Liberty were and have them brainstorm a possible description.
- III. Divide the class into groups of three. Using the media center or computer lab, each group will research the Sons of Liberty and will identify the following:
 1. Describe the Sons of Liberty. Who were some of their members?
 2. What were their objectives?
 3. Identify any historical activities or events in which they were involved.
 4. What additional methods did they employ to advance their cause?Each group will create a T-chart and will categorize each event, activity or method they investigated as either violent or non-violent. Students will then review their T-charts, and in their opinion, will decide which of these were either necessary or unnecessary. In a class discussion, have each group share their findings with the class.
- IV. In class or as homework, students complete Reading #1 [Todd Alan Kreamer's – The Sons of Liberty – Patriots or Terrorists?](#)
- V. Introduce the F.B.I definition of terrorism. Use the critical thinking questions and the T-charts to begin a discussion on the activities of the Sons of Liberty Do the students consider their actions to be terroristic? Are they an insurgency?
- VI. **Reading #2** - British Viewpoint: Sons of Liberty and the American Revolution provides a wider view of the events leading to the Revolutionary War. It also comes from a British perspective, though it is not difficult to identify the American viewpoint.
- VII. (Optional) DVD of HBO Series John Adams- Part I: Join or Die
 1. *Part I Join or Die* - Scene #3: "Damn your Bloods": The funeral procession by the Sons of Liberty for those killed in the Boston Massacre (approximately 5 minutes).
 2. ****Part 1 Join or Die**** in its entirety runs approximately 65 minutes; it deals with the Boston Massacre, John Adam's defense of the British soldiers who participated in the Boston Massacre, the role of the Sons of Liberty, and increasing numbers of grievances and tensions between Massachusetts and the crown.

3. *****To Compel Compliance' Scene 6, Part I**:** 'Tarring and Feathering' by Sons of Liberty: (approximately 5 minutes). Significantly, during the tarring and feathering scene, a horrified, tearful John Adams asks Samuel Adams if he supports such brutal and illegal acts in pursuit of a political principle. This is a question that should be explored with the students.

****Warning****- Though of great educational value, this scene is graphic with a momentary flash of nudity. Each teacher should determine if showing this clip is appropriate in his/her school. **Previewing is strongly advised.**

VIII. The [HBO John Adams teacher materials](#) from the HBO website are very useful

IX. Use the critical thinking questions to begin discussions.

1. From a British perspective, debate whether or not prior to the beginning of the Revolution, the Sons of Liberty could be classified as a terrorist group. Let students explore and draw their own conclusions. Ask - Why is this difficult to determine?
2. From an American perspective, were the Sons of Liberty terrorists?

X. As a formative assessment activity, have students complete the chart by identifying American and British views of important legislation and critical events.

Assessments:

I. Formative

1. Research, critical thinking questions, discussions, and chart.

II. Summative

1. The Closing Arguments of the Sons of Liberty on Trial
2. Have students imagine that the Sons of Liberty are going on trial for acts of terrorism committed against the British crown. Equally assign student groups to play the part of either a defense attorney or prosecutor for the Sons of Liberty "trial".
3. Using Reading #1 by [Todd Alan Kreamer "Sons of Liberty: Patriots or Terrorists?"](#) and Reading #2 British Viewpoint: Sons of Liberty and the American Revolution, the charts, and their research, each group is to write a closing argument for the jury claiming either the innocence or guilt of the Sons of Liberty.
4. Have each group present their argument to the class. Once all arguments have been presented conduct a secret ballot asking each student if they think the Sons of Liberty could be branded a terrorist group. Share results with the class

Extension Activity;

Have students research modern day American protest groups. Are any of them modeled after the Sons of Liberty? What are their goals? What types of activities or protests have they organized? Have they ever participated in acts of violence?

Reading #1 - THE SONS OF LIBERTY – PATRIOTS OR TERRORISTS by Todd Alan Kreamer (see web address hyperlinked and listed in materials)

Critical Thinking Questions;

- I. The Sons of Liberty orchestrated the Boston Tea Party of 1773. The F.B.I. uses this definition of terrorism -"(i) *Terrorism is the unlawful use of force and 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.* (ii) *to influence the policy of a government by intimidation or coercion;* or (iii) *to affect the conduct of a government by mass destruction, assassination, or kidnapping.* Based on your interpretation of this definition, was the Boston Tea Party an act of terrorism? Explain.

- II. Why was the Stamp Act passed by Parliament? How did the colonists' view the Stamp Act? How were these views in conflict?
- III. Describe several examples of how the Sons of Liberty responded to the Stamp Act.
- IV. What did the British believe was the mission of the Sons of Liberty? How did this differ from the self-stated goals of the Sons of Liberty?
- V. How are the Sons of Liberty viewed by Americans today?

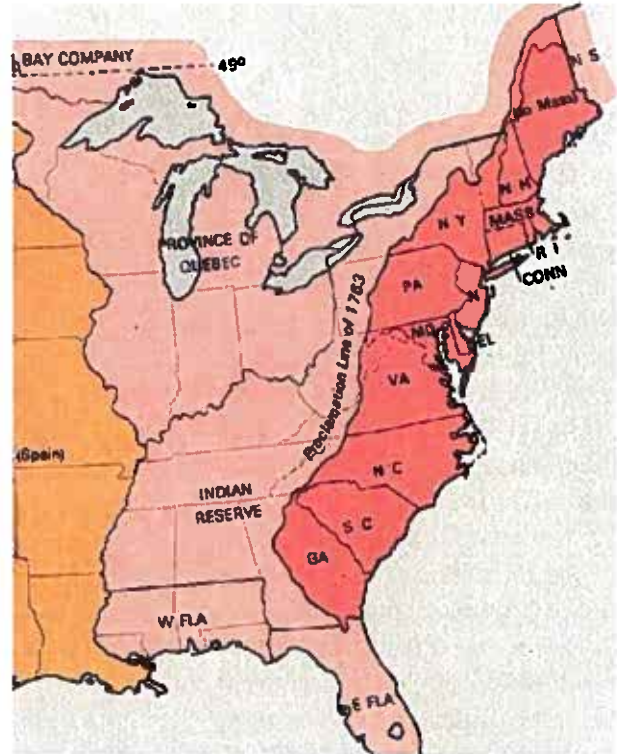
Reading #2- British Viewpoint : Sons of Liberty and the American Revolution

Consequences of the Seven Years War

The American Revolution should not have happened. The British were not tyrannical, oppressive rulers although the American colonies perceived them to be so. That perception led to revolution and independence.

Although Great Britain emerged victorious in the Seven Years War (1756–1763), providing the colonies with security from encroachment by France and her allies, it left Great Britain with significant debt. The British looked to the American colonies to help it pay off this debt it had incurred protecting them. The British first began enforcing existing laws like the Navigation Acts (1695), which put limits on colonial imports and exports. In 1761, to better enforce these laws, Writs of Assistance, that gave officials warrants to search anything or anyone suspected of smuggling, were passed by Parliament. British warships began patrolling American harbors to catch potential smugglers. When captured, these smugglers would be tried in newly established Admiralty courts. There, the accused had no right to trial by jury, and the judges pocketed a percentage of the fines. The British viewed these courts as insurance to make sure an illegal activity, smuggling, was stopped; juries composed of Americans might be biased, so they were done away with.

<http://www.elcivics.com/images/13-colonies-map-1775-usa.jpg>



New Taxes

The British also implemented new taxes. The Sugar Act of 1764 also sought to reduce smuggling. This gave British possessions in the Caribbean the upper hand in sugar trade, which in the British view helped the empire as a whole. However, to Americans, and especially the merchants, this put limits on their economic opportunities.

The Currency Act of 1764 forbade the printing of colonial currency. British merchants benefited because they didn't have to deal with inflated American currencies. The Americans felt this act put them at an economic disadvantage as very little sterling was circulating throughout the colonies. Their protests became more strident while violence and vandalism by the colonial Sons of Liberty escalated. The Sons of Liberty were an underground organization with recognized leaders who were determined to resist Parliament's new taxes.

American refusal to pay taxes did not help the British plan to pay off the war debts. Nor did it help pay for costs of garrisoning the American colonies. Soon the Quartering Act of 1765 was passed, directing the colonies to provide quarters for British soldiers. Americans found this oppressive because it meant that soldiers were placed in colonial homes.

In 1765, Parliament passed the Stamp Act, putting a duty on printed materials. The British were accustomed to paying this tax and regarded it as normal. It made sense to them that the American colonies would pay the same tax as the rest of the empire. Again, this placed a burden on merchants

and the colonial elite who did most legal transactions and read the newspapers. The Declaratory Act followed in 1766 and reaffirmed that the colonies were subject to the will of Parliament. Again, this made sense to the British, as Parliament was, in fact, their ruling body. To the colonies, who had become accustomed to their own government during the years of "Salutary Neglect," this was a direct threat to their way of life.

The Sons of Liberty, while proclaiming their loyalty to the crown and deep conviction that reconciliation with Britain was their long-range goal, engaged in more acts of violence. They proved successful and the Stamp Act became unenforceable; Britain repealed it in May 1766. Unfortunately, this emboldened the colonials to resist other new taxes in the years to come.



One violent act of retribution the Sons of Liberty adopted was tar-and-feathering attacks. In a typical tar-and-feathers attack, the subject of a crowd's anger, usually a tax collector or British official, would be stripped to the waist. Hot tar was either poured or painted onto the person while he was immobilized. This often caused first degree burns. Then, the victim either had feathers thrown on him or was rolled around on a pile of feathers so that they stuck to the tar. Often the victim was then paraded around town on a cart or a rail. The aim was to hurt and humiliate a person enough to leave town and not cause any more mischief. Sometimes the person was paraded through the town in a cart or tied to a rail.

It was used to publicly humiliate the victim. The tar would stick for days, so this was an extended punishment, not to mention the effects of the burns. The objective was to drive them out of town, or force them to toe the line. The practice was never an official punishment, but rather a form of vigilante justice.

The Bostonians Paying the Excise-Man, 1774 British propaganda print depicting the tarring and feathering of Boston Commissioner of Customs John Malcolm. This was the second time Malcolm had been tarred and feathered.

The first recorded tar and feathering in America was in 1766: Captain William Smith was tarred, feathered, and dumped into the harbor of Norfolk, Virginia, by a mob. He was picked up by a ship and survived. Afterward, he was quoted as saying that they "...dawbed my body and face all over with tar and afterwards threw feathers on me." As with most other tar-and-feathers victims, Smith was suspected of informing on smugglers to the British Customs service. Reports of other tarring and feathering occurred throughout the 1760-1770s. There is no case of a person dying from being tarred and feathered in this period.

Three years later, more taxes were imposed on the colonies through the Townshend Acts. They placed duties on lead glass, paper, and tea. The American Customs Service, which enforced the Navigation Act, the Sugar Act, and now the Townshend Acts, was reorganized. The Americans responded to this primarily by boycotting all British goods and by implementing a non-importation agreement. After losing much money, the British decided to repeal the Townshend duties and others, except the one on tea. This was kept to demonstrate Parliament's *right* to tax the colonists. This reminded the colonies that they were, in fact, under British rule.

Sons of Liberty and the Boston Massacre



By now, Sons of Liberty organizations had sprung up all through the colonies. The British referred to them as "Son of Violence" because of their aggressive and frequently deadly behavior. Among numerous reports of violence, one man was tarred and feathered for toasting the King's health! Effigies of the King were frequently burned. Houses might be burned down with no regard for the safety of those inside. The motto of the Sons of Liberty became known as "*no taxation without representation.*"

Paul Revere engraved and printed this depiction of the Boston Massacre in 1770.

On March 5, 1770, Private Hugh White was on guard in front of the King Street Customs House in Boston. A crowd of people had gathered and began harassing the soldier. His calls for help brought nine soldiers led by Captain Thomas Preston. The crowd continued to harass the soldiers with insults, and was throwing snowballs at them. The shouting match between British troops and angry colonial men escalated into a near riot. Although the officer in charge of the troops said he did not want to fire upon the colonists, a voice from somewhere behind the troops yelled "fire" and the troops did! The officer shouted to cease fire and reprimanded his troops. Tragically, five were killed and seven wounded, two mortally. This event would become known as the Boston Massacre.

With British consent, the soldiers were put on trial for murder. Defended by John Adams and Josiah Quincy (who withstood the wrath of angry crowds in the name of justice) all but two were acquitted with justice and truth prevailing. Those two soldiers were found guilty of manslaughter, sentenced to death, sought sanctity of the Church, had their thumbs branded and were returned to their regiment.

In early 1772, *HMS Gaspée*, a British revenue schooner sailed into Rhode Island's Narragansett Bay to aid in the enforcement of customs collection and inspection of cargo. Rhode Island had a reputation for smuggling and trading with the enemy during wartime. The officers quickly antagonized powerful merchant interests in the small colony. On June 9, with the *HMS Gaspée* in the harbor, a band the Sons of Liberty rowed out to confront the officers and crew before the rising tide allowed the ship to free herself. At the break of dawn June 10, the ship was boarded and stripped of valuables. The crew put up a feeble resistance. The *Gaspee's* captain, Dudingston was shot and wounded, and the vessel burned to the waterline. This destruction of government property was a direct challenge to royal authority.

Previous attacks by the colonials on British naval vessels had gone unpunished. The Crown turned to a centuries-old institution of investigation, the Royal Commission of Inquiry, composed of Rhode Island Governor Wanton and four judges from other colonies. After investigating the arson, the Commission was unable to find sufficient evidence to charge any individual. The commission met in early 1773, had difficulty getting witnesses to testify and, when they succeeded, found their accounts were often contradictory. In the end the commission showed remarkable restraint and issued a report

finding that the Gaspee incident was a spontaneous event prompted by Captain Dudingston's numerous provocations. Despite the fact that the raiders' names were well known in the community, they were never divulged to British officials.

This act of destruction was the beginning of the end of the quiet period that had existed for more than two years. Radical forces in Rhode Island chose to ignore the fact that the royal commission had striven to avoid controversy, and stressed the negative in a series of newspaper attacks.

In 1773, the Tea Act was passed giving the British East India Company the monopoly on tea in America. This act would severely lower the price of tea in America, which should have been pleasing to the colonies since tea was a staple of colonial life. It was assumed that the colonists would rather pay the tax than deny themselves the pleasure of a cup of tea. However, local American merchants feared that if the British could control the tea trade, they would soon control other industries. The colonists fought this by preventing British ships from landing in some ports, or by locking the tea away, in some cases, for three years!

Boston Tea Party

On December 16, 1773, an incident called the Boston Tea Party occurred. Three ships from London, the *Dartmouth*, the *Eleanor* and the *Beaver*, sailed into Boston Harbor. Loaded with tea from the East India Company, they were all anchored at Griffin's Wharf, but were prevented from unloading their cargo.

On the cold evening of December 16, 1773, a large group of the Sons of Liberty, led by Samuel Adams, disguised as Mohawk Indians, headed towards Griffin's Wharf and ships. Quickly, quietly, and in an orderly manner, the Sons of Liberty boarded each of the tea ships. Once on board, they went to work striking the chests with axes and hatchets. Thousands of spectators watched in silence. Once the crates were open, they dumped the tea into the sea. Not long after it began, a ship's captain, named Charles O'Connor, was caught filling the lining of his coat with tea. Sons of Liberty George Hewes removed O'Connor's coat, threatened him with death if he revealed the identity of any man present. Working feverishly, by nine o'clock p.m., the Sons of Liberty had emptied a total of 342 crates of tea into Boston Harbor. They covered up or removed all evidence.



This outrageous act of lawlessness and vandalism by the Sons of Liberty against the British government, after they had done what they thought was a favor in lowering the price of tea, prompted the British government to pass a punitive set of acts. The British

did this to warn Americans further that if they didn't behave, they would be subject to further punishment.

W.D. Cooper. "Boston Tea Party.", *The History of North America*. London: E. Newberry, 1789.

The March to War

In March 1774, an angry English Parliament made good on this threat and passed the first of a series of Coercive Acts (called Intolerable Acts by Americans) in response to the rebellion in Massachusetts. The Boston Port Bill effectively shut down all commercial shipping in Boston harbor until

Massachusetts paid the taxes owed on the tea dumped in the harbor and also reimbursed the East India Company for the loss of the tea.

To tighten control of the rebellious Massachusetts colony, General Thomas Gage, commander of all British military forces in the colonies, arrived in Boston. He replaced Hutchinson as Royal governor, putting Massachusetts under military rule. He was followed by the arrival of four regiments of British troops, a necessary step given the level of violence and destruction in Massachusetts. The colonists in Providence, New York, and Philadelphia began calling for an inter-colonial congress to overcome the Coercive Acts and discuss a common course of action against the British.

Further, the next series of Coercive Acts enacted by the Parliament virtually ended any self-rule by the colonists there. Instead, the English Crown and the Royal governor assumed political power formerly exercised by colonists. The Quebec Act, which established a centralized government in Canada controlled by the Crown and English Parliament, was passed. It upset American colonists further by extending the southern boundary of Canada into territories claimed by Massachusetts, Connecticut and Virginia. In September, Massachusetts Governor Thomas Gage seized that colony's arsenal of weapons at Charlestown.

Responding to these British acts, from September 5 - October 26, 1774, the First Continental Congress met in Philadelphia. Attendants included Patrick Henry, George Washington, Sam Adams and John Hancock. The Congress declared its opposition to the Coercive Acts, saying they are "not to be obeyed," and also promoted the formation of local militia units.

In February 1775, a provincial congress was held in Cambridge, Massachusetts, during which John Hancock began defensive preparations for a state of war. On February 9, the English Parliament declared Massachusetts to be in a state of rebellion. In Virginia, on March 23, Patrick Henry delivered a speech against British rule, stating, "Give me liberty or give me death!"

April 1775 began with Massachusetts Governor Gage ordering the enforcement of the Coercive Acts and suppression of the "open rebellion" among the colonists by all necessary force. To this end, he ordered 700 British troops to Concord to seize the colonial weapons cache, an act designed to prevent further violence. From Boston, Paul Revere and William Dawes rode to warn the colonists that the British were coming. Revere reached Lexington about midnight and warned Sam Adams and John Hancock, who were in hiding. At dawn on April 19 about 70 armed Massachusetts militiamen stood face-to-face on Lexington Green with the British advance guard. An 'unordered' volley of British muskets followed by a charge with bayonets left eight Americans dead and ten wounded. The British regrouped and headed for the depot in Concord, destroying the colonists' weapons and supplies. At the North Bridge in Concord, a British platoon was attacked by militiamen, with 14 casualties.

British forces, then, began a long retreat from Lexington back to Boston. They were harassed and shot at all along the way by farmers and rebels and suffer over 250 casualties. News of the events at Lexington and Concord spread like wildfire throughout the Colonies. The Revolutionary War had begun.

Works Cited

"British Justification, causes of the American Revolution." [123HelpMe.com](http://www.123HelpMe.com/view.asp?id=23119). 20 May 2009. <<http://www.123HelpMe.com/view.asp?id=23119>>.

Reading #2- British Viewpoint : Sons of Liberty and the American Revolution

Name _____

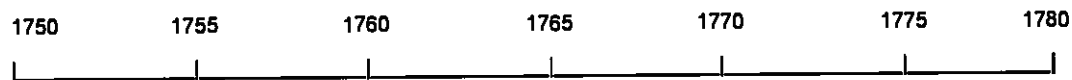
Date _____

Period/Class _____

CRITICAL THINKING ACTIVITIES:

Part I, Timeline and Questions

1. Using *both* sides of the timeline, place the following events in the correct order.



<i>Coercive Acts</i>	<i>Sugar Act</i>	<i>Gaspée Affair</i>	<i>Lexington & Concord</i>
<i>Boston Tea Party</i>	<i>Currency Act</i>	<i>Quartering Act</i>	<i>First Continental Congress</i>
<i>Boston Massacre</i>	<i>Quebec Act</i>	<i>Royal Commission of Inquiry</i>	
<i>Declaratory Act</i>	<i>Townsend Acts</i>	<i>Stamp Act</i>	

2. The Federal Bureau of Investigation (FBI) defines terrorism as follows: *“(i) Terrorism is the unlawful use of force and 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. (ii) to influence the policy of a government by intimidation or coercion.* The reading presents events leading to the Revolutionary War from a British perspective.

3. The British viewed the Sons of Liberty as the “Sons of Violence.” What evidence exists that supports their viewpoint?



4. The Sons of Liberty used tarring and feathering as a tactic to create fear and intimidate agents of the Crown, such as tax collectors. A horrified John Adams once asked his cousin, Samuel Adams, if he supported such brutal and illegal acts in pursuit of a political principle. How would Samuel Adams answer this question?

5. Why is the quote, *“one man’s terrorist is another man’s freedom fighter”* relevant?

6. A state of war between the British and the American colonies existed following Lexington and Concord. Is it fair to say that actions by the Sons of Liberty prior to the beginning of the war were that of an insurgency? Yes or no?

Part II: Summative Activity Chart:

Identifying Viewpoints: Complete the chart using the information and ideas discussed on the Sons of Liberty and events leading to the outbreak of the Revolutionary War.

<p>Directions: After the readings and discussions, in the space provided on the chart, briefly explain the British and American viewpoints on the following issues.:</p>	<p>British Perspective</p> 	<p>American Perspective</p> 
1. Salutory Neglect		
2. Sevens Years War/ Defense of Colonies		
3. Parliament		
4. Taxation		
5. Stamp Act		
6. Quartering Act		
7. Sons of Liberty		
8. Gaspée Burning		
9. Sugar Act		
10. Boston Tea Party		
11. Quartering Act		
12. Coercive/Intolerable Acts		

CRITICAL THINKING QUESTIONS: DVD of HBO Series John Adams- Part I: *Join or Die*

Teacher Note: Using this DVD is optional.

Introduction: John Adams - Part 1 *Join or Die* in its entirety runs approximately 65 minutes; it deals with the Boston Massacre, John Adam's defense of the British soldiers who participated in the Boston Massacre, the role of the Sons of Liberty, and increasing numbers of grievances and tensions between Massachusetts and the crown.

Scene #3: "Damn your Bloods": The funeral procession by the Sons of Liberty for those killed in the Boston Massacre (approximately 5 minutes).

1. Evaluate the mood of the crowd. Do you think the British soldiers can get a fair trial?
2. What role is the Sons of Liberty playing in the funeral?

Teacher Note: **Warning****- Though of great educational value, this scene #6 is graphic with a momentary flash of nudity. Each teacher should determine if showing this clip is appropriate in his/her school. Previewing is strongly advised.**

Scene #6: 'To Compel Compliance:': 'Tarring and Feathering' by Sons of Liberty: (approximately 5 minutes). **Significantly**, during the tarring and feathering scene, a horrified, tearful John Adams asks Samuel Adams if he supports the action.

1. What are John Hancock and the tax collector arguing about at the docks?
2. How does the mob respond to Hancock's defense of himself?
3. As the Sons of Liberty and the mob tars and feather's the tax collector, who is the victim? John Hancock? Massachusetts colonists? The Tax collector? Explain your response.
4. How will being tarred and feather impact the tax collector? What should the British response be to such acts?
5. As the tax collector is tarred and feathers, a horrified and teary-eyed John Adams asks Sam Adams if he support such brutal and illegal act in pursuit of a political principle. Answer John's question.

Grade Level: 9-12
Time: 45-60 minutes

The Origins of Terrorism The French Revolution's Reign of Terror

Objective:

Students will examine the French Revolution's Reign of Terror and analyze the development of the terms 'terrorist' and 'terrorism'.

Students will examine a primary source and identify elements related to terrorism.

Key Terms:

Absolutism - Exemplified by King Louis XIV of France, sovereign power or ultimate authority in the state rested in the hands of a king who claimed to rule by divine right.

Act of terrorism - the calculated use of violence (or the threat of violence) against civilians in order to attain goals that are political or religious or ideological in nature; done through intimidation or coercion or instilling fear.

Bourgeois - The middle or merchant classes, whose status or power came from employment, education, and wealth rather than aristocracy and land-ownership.

Emanation - something that is emitted or radiated

Georges Danton - Longtime Jacobin and close associate of Robespierre who was executed after he began questioning the extremes to which Robespierre was going during the Reign of Terror

Girondins - were a moderate political faction in France within the Legislative Assembly and the National Convention during the French Revolution

Jacobins - largest, most radical and powerful political faction of the French Revolution, responsible for the Reign of Terror; Led by Maximilien Robespierre.

Manorialism - organizing principle of rural economy and society under feudalism in western and central Europe; was characterized by the vesting of legal and economic power in a land-holding lord and from the obligatory contributions of serfs or freemen as part of the peasant population under his jurisdiction.

Opulence - Wealth; affluence; Great abundance

Sans-culottes - Term coined in 1792, the working class radicals of the Third Estate during the French Revolution.

Materials:

Reading #1 – The Origins of Terrorism- The French Revolution and the Reign of Terror

Chart – The Stages of the French Revolution

Critical Thinking Questions

(Optional) Reading #2 -The Political Philosophy of Terror – a speech by Maximilien Robespierre

(Optional) Critical Thinking Questions

Activities/Procedures:

- I. The teacher will instruct students on the events leading to the French Revolution; the chart may prove helpful to this end.
- II. As a class, silently, or in groups, the students will read the reading "The Origins of Terrorism- The French Revolution and the Reign of Terror".
- III. After clarifying any questions, the critical thinking questions should be explored.
- IV. (Optional activity) Read or assign students to read the primary source, The Political Philosophy of Terror, by Maximilien Robespierre (February 5, 1794).
- V. (Optional assessment) Students should complete the critical thinking questions and discuss their answers.

Background for Subject of Lesson:

See textbook chapter on Absolutism and/or the French Revolution

Evidence of Understanding:

- I. **Assessment of Student Performance: Formative and Summative**
 1. **Formative Assessment:**
 - a. Student discussion and responses to critical thinking questions.
 2. **Summative Assessment:**
 - a. **Essay Prompt: Do you characterize the behavior by the Committee on Public Safety as terrorism?**
- II. Explain your response.

Extension Activities (Optional):

Continued study of the Directory and rise of Napoleon or the Terrorism and 9/11 curriculum.

**The Origins of Terrorism –
The French Revolution and the Reign of Terror
By Jill McCracken**

Overview of the Revolution

French society was divided among three estates: the First Estate- the Clergy; the Second Estate-the Nobility; and, the Third Estate- the remaining common people. When King Louis XIV died in 1775, he left France with a heavy burden of debt incurred during his wars of aggression. Although France was a prosperous country, the French monarchy was approaching bankruptcy, both in its finances and in its ability to provide the nation with effective leadership. Louis XIV's successors, Louis XV and Louis XVI, proved incapable of dealing with the government's financial and administrative problems. Rising tensions over taxation among the three estates- First Estate was the powerful Roman Catholic Church; the Second Estate was composed of the nobility; the Third Estate represented the remaining population, also contributed to the start of the French Revolution.

The explosion came with the outbreak of revolution in 1789. During the next two years, the National Assembly, dominated by the reform-minded middle class, established a constitutional monarchy and reduced the power and privileges of the nobility and the Roman Catholic Church.

Under the Legislative Assembly (1791-1792) and the National Convention (1792-1795), the revolution entered a more radical phase. King Louis XVI was tried for treason and executed on January 20, 1793. Radicals saw that the monarchy was abolished and the revolution passed through the Reign of Terror (1793-1794).

In 1794, a new government, known as the Directory, was established. It failed to cope effectively with France's political and economic problems. This failure resulted in the founding of Napoleon Bonaparte's military dictatorship in 1799.

Napoleon's seizure of power marked the end of the revolutionary decade that had begun in 1789. The leaders of the French Revolution had failed to establish an orderly and workable system of government. Nevertheless, they had enacted some enduring reforms. The worst abuses of the Old Regime [*the Ancien Regime*] had been eliminated, including royal absolutism, the privileges of the nobility and the higher clergy, and the remnants of manorialism. The principles of freedom of religion and the equality of all citizens before the law had been introduced, and a number of other reforms had been established.

Origin of the word "Terrorism"

*"Subdue by terror the enemies of liberty, and you will be right, as founders of the Republic" –
Maxmillien Robespierre*

During the French Revolution, the words terrorism and terrorist were first used during the "Reign of Terror" which lasted from September 1793 to July 1794. Two political parties were competing for control of the Revolution, the moderate Girondins and the radical Jacobins. The moderate Girondins favored federalism, while the radical Jacobins believed in the need to remove all social class distinctions. They also believed that the vote should be universal and that government should provide for the welfare of the poor. In the weeks after the execution of King Louis XVI, the French internal and external wars continued to grow. Prussian and Austrian forces pushed into the French countryside. Unable to assemble an army out of the disgruntled and protesting peasants, the Girondin-led National Convention started to panic.

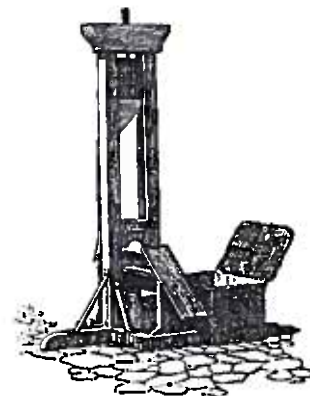


<http://upload.wikimedia.org/wikipedia/commons/thumb/1/12/Robespierre.jpg/225px-Robespierre.jpg>

In addition, a general economic crisis grew more alarming, with grain and bread prices soaring as the masses, known as the sans-culottes, raised their voices louder in protest. Revolutionary leaders began to turn on each other. The Jacobins denounced the Girondins as weak and for aiding, intentionally or not, counter-revolutionary forces. In early spring, Maximilien Robespierre, Jacobin leader, consolidated his power by arresting 22 Girondin leaders. They were tried, convicted, and executed by guillotine.

During the following months of the Reign of Terror, the government put down federalist revolts, sometimes with extreme severity. Robespierre used the Jacobian Committee of Public Safety to provide executive oversight; suspended many clauses of the new constitution; oversaw the police; and controlled the Revolutionary Tribunal to try political cases against French aristocratic citizens. The Revolution shifted to the extreme, as the Committee began pointing an accusing finger at anyone whose beliefs seemed to be counterrevolutionary—citizens who had committed no crime but merely had social or political agendas that varied too much from Robespierre's. It was now illegal to voice any kind of opposition to the Committee of Public Safety and their policy of national purification.

Fear was not limited to only those in political power; everyone from the lowliest peasant to the highest noble lived his or her life in a shadow of doubt and deathly fear. Every sound in the darkness of the night was the soldiers coming to take some unfortunate peasant to be interrogated or tried. No one knew if they would be the next victims, if it would be their brother, mother, or the neighbors. Many people were arrested and convicted of crimes based solely on the testimony of other people. It was simply one man's word against another, and the judges were much more likely to believe the upstanding citizen who was the accuser, because that was the order of the day. The victims were taken to the courtroom in the morning and, no matter how many of them there might be, their fate was settled by two in the afternoon of that same day. By three o'clock their heads had been shaved, their hands tied, and they were on their way to the guillotine.



The agents of the Committee of Public Safety who enforced these policies would be named as "terrorists" and their tactics as "terrorism". From May 1793 to June 1794, 1,225 people were executed in Paris. Even longtime associates of Robespierre such as Georges Danton, who had helped orchestrate the Jacobin rise to power, fell victim to the paranoia. The Reign of Terror executed not only figures from the Old Regime, but also many revolutionary leaders, who were either too radical or too moderate. In April 1794, when Committee member George Danton wavered in his conviction and questioned Robespierre's increasingly rash actions, and tried to arrange a truce between France and the warring countries, he himself lost his life to the guillotine.

On February 5, 1794 Robespierre stated, "*The Terror is nothing other than prompt, severe, inflexible justice.*"

In all about 250,000 people were arrested; 25,000 were tried and guillotined, many with little if any means to defend themselves; another 12,000 were executed without trial; and thousands more died in jail. The First and Second Estates, the clergy and nobility, composed only 15% of the Reign of Terror's approximately 40,000 victims. The rest were peasants and bourgeois who had fought against the Revolution or had said or done something to offend the new order. Virtually all the French

aristocracy was sent to the guillotine during the Reign of Terror. Former Queen Marie Antoinette was its most famous victim.

Instead of unifying the revolutionary nation to a common purpose, the Reign of Terror weakened France across the board. Indeed, the Terror accomplished almost nothing productive. As the cemeteries started to fill up, the commoners shifted their focus from equality to peace.

By 1794, the French army had almost completely expelled foreign invaders; Robespierre no longer had a justification for his extreme actions in the name of public "safety." The final straw was his proposal of a "Republic of Virtue," which would entail a move away from the morals of Christianity and into a new set of values. On July 27, 1794, a group of Jacobin allies arrested Robespierre. Receiving the same treatment that he had mandated for his enemies, he lost his head at the guillotine the following day. The Jacobins had fallen.

After the Jacobins lost power, the word "*terrorist*" became a negative term, insulting to the one being described. Although the Reign of Terror was imposed by a government, in modern times "terrorism" usually refers to the killing of innocent people by a private group in such a way as to create a media spectacle.

The French Revolution would provide an example to future states in oppressing their populations. It also inspired a reaction by royalists and other opponents of the Revolution who employed terrorist tactics such as assassination and intimidation in resistance to the Revolutionary agents.

Critical Thinking Question:

- I. Today, terrorism has many definitions. The F.B.I. uses this definition: *Terrorism is the unlawful use of force and 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.* If you apply this definition to the actions taken by Robespierre and the Jacobins during the Reign of Terror, are they terroristic? Yes? No? Justify your response.
- II. An act of terrorism is defined as the calculated use of violence (or the threat of violence) against civilians in order to attain goals that are political or religious or ideological in nature; done through intimidation or coercion or instilling fear. Is it possible for a government to inflict terrorism on its citizens?

Reading #2 – Primary Source: THE POLITICAL PHILOSOPHY OF TERROR

Directions: Read the excerpts from Jacobin leader Maximilien Robespierre's *Political Philosophy of Terror* speech given to the Convention on February 5, 1794. It is broken into smaller sections to make it easier to understand. Complete the critical thinking questions after each section.

THE POLITICAL PHILOSOPHY OF TERROR

By Maximilien Robespierre – Speech to the Convention on February 5, 1794

Introduction: During the early years of the revolution, Robespierre became head of the Committee of Public Safety, a committee of the National Convention. It was Robespierre who declared that a revolutionary dictatorship was necessary in defense of the revolution, due to the threats posed by domestic opposition and foreign invasion. The "Reign of Terror" that followed sent thousands of nobles and other "enemies of the nation" to their deaths on the guillotine, including Louis XVI and Marie Antoinette. In 1794, however, Robespierre was himself arrested and guillotined. Consider the outcome as you read through Robespierre's words.

Part I.

Citizen-representatives of the people:

...Today we come to expound the principles of our internal (domestic) policy.

After having proceeded randomly for a long time...the representatives of the French people have finally demonstrated a character and a government...it must be agreed that we have been guided, amid stormy circumstances, by the love of good and by the awareness of our country's needs rather than by an exact theory and by precise rules of conduct.

It is time to mark clearly the goal of the revolution, and the end we want to reach; it is time for us to take account both of the obstacles that still keep us from it, and of the means we ought to adopt to attain it...

We must take far-sighted precautions to return the destiny of liberty into the hands of the truth...so that if the government forgets the interests of the people, or if it lapses into the hands of the corrupt individuals...the light of recognized principles will illuminate their treachery, and...every new faction will discover death in the mere thought of crime. . . .

What is the goal toward which we are heading? The peaceful enjoyment of liberty and equality; the reign of that eternal justice whose laws have been inscribed, not in marble and stone, but in the hearts of all men, even in that of the slave who forgets them and in that of the tyrant who denies them.

We seek an order of things in which all the base and cruel passions are enchained, all the beneficent and generous passions are awakened by the laws; where ambition becomes the desire to merit glory and to serve our country; where distinctions are born only of equality; where the citizen is subject to the magistrate, the magistrate to the people, and the people to justice; where our country assures the well-being of each individual, and where each individual proudly enjoys our country's prosperity and glory...and by the need of deserving the esteem of a great people; where the arts are the adornments of the liberty and commerce the source of public wealth rather than solely the monstrous opulence of a few families.

Part I Critical Thinking Questions:

- I. What are the 'stormy' circumstances to which Robespierre refers?
- II. According to Robespierre, what has been guiding the citizens during the Revolution?
- III. Robespierre states that they have not been following an exact theory or precise rules of conduct. Might precise rules of conduct help guide through stormy circumstances? Discuss.
- IV. If government considers forgetting the interests of the people or become corrupt, what should be the result?
- V. How does Robespierre view those who have built personal wealth? Explain.

Part II

Democracy is a state in which the sovereign people, guided by laws which are of their own making, do for themselves all that they can do well, and by their delegates do all that they cannot do for themselves. . . .

What is the fundamental principle of popular or democratic government [that is an] essential mainspring which sustains it? It is virtue. I speak of the public virtue which worked so many wonders in Greece and Rome...that virtue which is nothing other than the love of the nation and its law... The French are the first people of the world who have established real democracy, by calling all men to equality and full rights of citizenship; and there...is the true reason why all the tyrants in league against the Republic will be vanquished.

Since the soul of the Republic is virtue... all your efforts [should be] to develop virtue; because the first care ought to be to fortify the principle of the government...

Here the development of our theory would reach its limit, if you had only to steer the ship of the Republic through calm waters. But the tempest rages and the state of the revolution...imposes upon you another task. . . .We must smother the internal and external enemies of the Republic or perish with them. Now, in this situation, the first maxim of your policy ought to be to lead the people by reason and the people's enemies by terror.

If the spring of popular government in peacetime is virtue, the springs of popular government in revolution are both *virtue and terror*: virtue, without which terror is fatal; terror, without which virtue is powerless. *Terror* is nothing other than prompt, severe, inflexible justice; it is therefore an emanation of virtue; it is not so much a special principle as it is a consequence of the general principle of democracy applied to our country's most urgent needs.

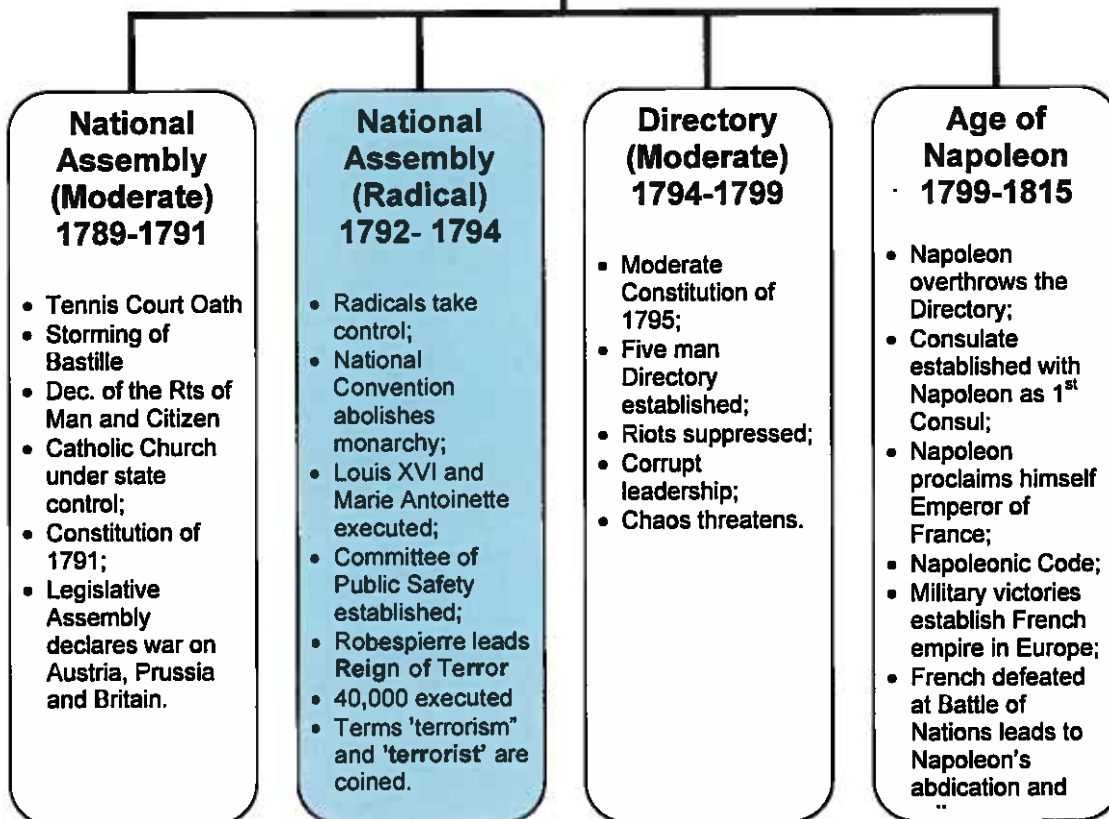
It has been said that terror was the [foundation] of despotic government. Does your government resemble despotism? Yes, as the sword that gleams in the hands of liberty's heroes resembles the one with which the henchmen of tyranny are armed. Let the despot govern his brutalized subjects by terror; he is right to do this, as a despot. Subdue by terror the enemies of liberty and you will be right, as founders of the Republic. The government of the revolution is the despotism of liberty against tyranny. Is force made only to protect crime? And is the thunderbolt not destined to strike the heads of the proud?

Society owes protection only to peaceable citizens; the only citizens in the Republic are the republicans. For it, the royalists, the conspirators are only strangers or, rather, enemies.

Part II Critical Thinking Questions:

- VI. How does Robespierre define democracy? What is 'public virtue'?
- VII. What does Robespierre think should happen to the internal and external enemies of the Republic?
- VIII. How does Robespierre define terror and terrorism? Do you agree? Disagree? Explain
- IX. Robespierre writes that the "government of the revolution is the despotism of liberty against tyranny." Does he think that terror should be used by democracies against its enemies? Explain.
- X. Robespierre writes, "Is force made only to protect crime?" Explain.

Stages of the French Revolution



Grade Level: 9-12
Time: 180-220 minutes

Assassinations of Political Leaders

Objective:

Students will identify whether assassinations of political leaders could be considered acts of terrorism.

Students will ascertain whether assassination is morally and/or legally justified.

Key Terms:

Assassination - 1: to injure or destroy unexpectedly and treacherously 2: to murder (a usually prominent person) by sudden or secret attack often for political reasons

<http://www.merriam-webster.com/dictionary/Assassination>

Anarchist - 1: a person who rebels against any authority, established order, or ruling power 2: a person who believes in, advocates, or promotes anarchism or anarchy; *especially*: one who uses violent means to overthrow the established order

<http://www.merriam-webster.com/dictionary/Anarchist>

Materials:

Library/Internet

Student Notes Matrix on assassination attempts

Student research notes

Jigsaw summative assessment

Teacher rubrics on group research

Activities/Procedures:

- I. Teacher will divide the class into six groups.
- II. Assign each group one of the following historical figures associated with assassination attempts:
 1. William McKinley
 2. Czar Alexander II
 3. Abraham Lincoln
 4. Adolph Hitler (Claus von Stauffenberg)
 5. Benazir Bhutto
 6. Indira Ghandi
- III. Students will research the assassination/attempt on each individual and determine the following:
 1. Who were these world leaders?
 2. Who were the perpetrators?
 3. What were the assassins' missions and did they succeed in fulfilling their objectives?
 4. How did their actions change history? Short Term/Long Term
 5. What became of each of these perpetrators?
- IV. Jigsaw Activity:
 1. Have one student from each group form a new group, resulting in five new groups representing all five historical figures.
 2. In each group, every student will report on his/her individual research.
 3. Each group will answer the following conclusion based on their research:
 - a. Is each one of these incidents an example of terrorism?
 - b. Is assassination ever justified? If so, why? If not, why?

- c. Are there any patterns present in the materials? If so, what are they?

Evidence of Understanding:

- I. **Assessment of Student Performance: Formative and Summative**
 1. **Formative Assessment:**
 - a. Hand in completed evaluations forms on Political Assassinations from Jigsaw groups
 2. **Summative Assessment:**
 - a. Each group will present their findings to the rest of the class. On which points was consensus achieved?
 - b. Student will hand in completed matrix of information
 - c. Teachers complete rubrics while students are performing research and presenting information

Extension Activities:

- I. Watch the *West Wing* episode—Season 3 - on assassinations
- II. Read the play, *Assassins*

Student worksheet
Small Group Research - Political Assassinations

In your small groups research the assassination/attempt on each individual and determine the following:

1. Who was this world leader? What country were they from? What time period are they from?

2. What was the political point of view that was controversial for this political leader?




3. Who were the perpetrators?




4. What were their missions and did they succeed in fulfilling their objectives?

5. Did their actions change history? If so, how?

6. What became of each of these perpetrators?

Political Assassinations

		<p>Who were these world leaders? (who, when, where)</p>	<p>Who were the perpetrators? What became of each of these perpetrators?</p>	<p>Did they succeed in fulfilling their objectives?</p>	<p>Did their actions change history? If so, how?</p>
	<p>www.historyplace.com</p>				
	<p>www.fortunetly.com</p>				
<p>www.civics-online.org</p>					

	Who were these world leaders? (who, when, where)	Who were the perpetrators? What became of each of these perpetrators?	Did they succeed in fulfilling their objectives?	Did their actions change history? If so, how?
 <p>http://library.thinkquest.com</p>				
 <p>www.10news.in</p>				
 <p>www.secret.ucla.edu/</p>				

Areas of Assessment	Points	Teacher Comments
Accurate Historical Content	(0-5)	
Presentation Skills	(0-5)	
Organization	(0-5)	
Thoughtful Analysis	(0-5)	
Credible Sources Research Skills	(0-5)	
TOTAL		Group Members:

Grade Level: 9-12
Time: 45-60 minutes

1920 - The Wall Street Bombing During the Red Scare

Objectives:

Students will analyze the historical context of this act of terrorism and its relevance to today.

Key Terms:

Anarchist - One who believes in or advocates the absence of government in all forms (cf. anarchism), *especially* one who works toward the realization of such. One who disregards laws and social norms as a form of rebellion against authority. *By extension from previous sense*, one who promotes chaos and lawlessness; a nihilist or terrorist. One who resents outside control or influence on his or her life, in particular the government, and therefore desires the absence of political control.

Nativism - In the historical context, this means the favoring of the interests of long-standing inhabitants of an area over those of newcomers. Common in 19th century U.S. when groups opposed the granting of civil rights to immigrants.

Nihilism - a philosophy that embraces an extreme form of skepticism that denies all existence; a doctrine holding that all values are baseless and that nothing can be known or communicated.

Transnational - Multinational; involving or operating in several nations or nationalities; "multinational corporations"; "transnational terrorist networks"

Materials:

Reading *1920: The Wall Street Bombing during the Red Scare*;

Critical Thinking Questions

Article: Newsweek – *Terror on the Streets of New York, Take One!*
<http://connection.ebscohost.com/c/articles/36609677/terror-streets-new-york-take-one>

Activities/Procedures:

- I. The teacher should familiarize self with the historical events prior to the post-World War I Red Scare.
- II. Assign students the reading *1920: The Wall Street bombing during the Red Scare*. They should answer the critical thinking questions.
- III. Discuss the context of the bombing and the response of people in New York, the Stock Exchange, and in the U.S. government.
- IV. Read the Newsweek article *Newsweek – Terror on the Streets of New York, Take One!*
- V. Draw parallels from the 1920 bombing to current events regarding 9/11 and the War on Terror.

Background for Subject of Lesson:

- I. America at the end of World War I;
- II. Red Scare
- III. Rise of Nativism;
- IV. American foreign policy - Isolationism

Evidence of Understanding:

- I. **Assessment of Student Performance: Formative and Summative**
 1. **Formative Assessment:**
 - a. Oral or written discussion question responses by students on readings.
 2. **Summative Assessment:**
 - a. Students should draw parallels from the 1920 bombing to the events of 9/11 and the current War on Terror.

1920: The Wall Street bombing during the Red Scare By Jill McCracken

Wall Street, the financial hub of New York City in 1920, was a bustling, vibrant area, crisscrossed by cars as well as horse drawn carts. Merchants, peddlers, and entrepreneurs conducted business and banking, while the New York Stock Exchange gave continual indication of the health of the economy. Before lunch could begin, at 12:01 p.m. on September 16, 1920, a bomb carried in a horse-drawn cart exploded outside of the J.P. Morgan building. The explosion was contained within the narrow alley between skyscrapers. The concussion of the explosion knocked hundreds of people off their feet. Building paper and awnings burnt to ash in seconds.



(The "Corner" – JP Morgan Building at 23 Wall Street where the bombing took place as it appeared in 1905)

<http://www.dailycognition.com/content/image/11/jpmorgan.jpg>

Automobiles were lifted into the air and overturned, with glass shattering in office windows and doors for blocks. George Weston, an *Associated Press* reporter, witnessed the blast. He called it "an unexpected, death-dealing bolt, which in a twinkling turned into a shamble the busiest corner of America's financial center." He hid in a doorway. "Almost in front of the steps leading up to the Morgan bank was the mutilated body of a man. Other bodies, most of them silent in death, lay nearby. As I gazed horrorstruck at the sight, one of these forms, half-naked and seared with burns, started to rise. It struggled, then toppled and fell lifeless to the gutter."



clothing afire."

Policemen, firemen and ambulances raced to the scene over streets covered with broken glass and debris of all kinds, including maimed bodies. The Stock Exchange closed within a minute of the explosion, fearing for people's lives should more explosions occur.

<http://www.fbi.gov/headlines/wallstreet091707a.jpg>

Police interviewed witnesses to the bombing. Of the explosion, Charles P Dougherty, head of the Stock Exchange's messengers, told the *New York Sun*, "I saw the explosion, a column of smoke shoot up into the air and then saw people dropping all around me, some of them with their

A chocolate peddler, Lawrence Servin was taken to the hospital where he would regain consciousness. He told police that he had seen the driver of the wagon, describing him as a "dark-complexioned, unshaven, wiry man, probably 35 or 40 years old, and dressed in working clothes and a dark cap. He seemed to be about five feet six inches tall. He had dark hair."

Secretary Rebecca Eppstein had seen the wagon pull up to the Morgan building at 23 Wall Street, and the driver walk away towards Broadway just before the explosion knocked her "senseless."

It was learned that the bomb was composed of 100 pounds of dynamite and 500 pounds of cast-iron slugs. These slugs would fragment resulting in a hail of high-velocity debris that was often lethal. It would kill thirty-eight and injure over 400 people, messengers, stenographers, clerks and brokers, who were unlucky enough to be in the area at the time of the blast. It did over \$2 million in property damage. The bomb was detonated with a timer-set device.

Context and Response

That an act of terrorism had occurred was not immediately obvious. The New York Stock Exchange's board of governors met and decided to reopen the next day. They were determined to put on a 'show of strength' in the face of the attack and to show that life would go on as usual. Clean up crews worked overnight, but they also destroyed any physical evidence that may have pointed to a suspect.

The next morning, Wall Street employees went back to work amid heightened security. They were defiant, patriotic and "determined to show the world that business will proceed as usual despite bombs," as the *Sun* and *New York Herald* put it. Volume on the stock exchange was relatively high, and the prices of many stocks rose

Wealthy New Yorkers hired security men to guard their homes. J.P. Morgan, who was in Europe at the time of the blast, hired his own private detectives to try to find the killer. Across the nation, policemen were called out to guard banks and government buildings.

Coincidentally, arrangements had already been made to hold a small parade and ceremony to mark the anniversary of the adoption of the Constitution. At noon Friday, on Sept. 17th, led by the Sons of the American Revolution, thousands of New Yorkers rallied in front of the boarded-up windows of 23 Wall St. They sang *America the Beautiful* and listened to a patriotic speech from World War I hero Brig. Gen. William J. Nicholson.

At the time, American was engulfed in the Red Scare. Small but vocal groups of socialists, communists and anarchists fervently preached the downfall of the corrupt capitalist system and the coming revolution of the proletariat. President Wilson attempted to suppress opposition by signing Congress's 1917 *Espionage Act*, which prescribed prison terms and fines for anyone who spoke out against the draft, criticized the armed forces, or otherwise gave aid and comfort to the enemy. The *Sedition Act* of 1918 followed, which forbid "disloyal, profane, scurrilous or abusive language," against the U.S. government.

On the President's orders, Attorney General A. Mitchell Palmer was conducting mass arrests and deportation of radicals at the height of the post-World War I era. A prior wave of strikes, race riots, and anarchist bombings in eight cities provided the context for the Palmer Raids. One of those bombs partly destroyed Palmer's own home in Washington, D.C. From February 1917 to November 1919, federal agents deported sixty aliens of some 600 arrested as Anarchists. More raids followed over the next two months, the most notable being the 249 persons, including Emma Goldman, who was deported in December. Goldman was a known anarchist, famous for her radical political activism, writing and speeches. During the difficult 1892 Homestead Strike between the Carnegie steel plant and Amalgamated Association of Iron and Steel Workers, Goldman had plotted the assassination of Henry Clay Frick, the factory's manager, with her partner, Alexander Berkman. She anticipated that the assassination would inspire the workers to revolt against the capitalist

system. Ultimately, Berkman shot and stabbed Frick, was charged and convicted of attempted murder. Goldman was ultimately deported in the Palmer Raids.

Investigation and Perpetrators

William J. Flynn, head of the Justice Department's Bureau of Investigation, arrived from Washington with scores of federal detectives.

It was discovered that on the day after the blast, postal inspectors found a message that appeared to come from the actual terrorists:

Remember

We Will Not Tolerate Any Longer Free the political prisoners

Or it will be death

For all of you

American Anarchists Fighters!

The warning, written on ordinary paper and stamped with a rubber printing kit, was found in a mailbox a block away from the explosion. As the mailbox was regularly emptied by the postman at approximately 11:30 a.m., detectives deduced that the terrorists had dropped their message into the mailbox on their way to detonating their bomb. It was clear that the 'American Anarchist Fighters', as they called themselves, had political grievances and wanted reform. Their bombing of Wall Street induced fear and chaos, for the Americans had never experienced this kind of terror. However, there was no reform as a result of this act.

The case was investigated for over three years; in the end, the perpetrators were not identified by the Bureau of Investigation. Decades later, the FBI said "the best evidence and analysis since that fateful day of September 16, 1920, suggests that the Bureau's initial thought was correct—that a small group of Italian Anarchists were to blame. But the mystery remains."

The suspected group of Italian anarchists followed a man named Luigi Galleani. The Galleanists, as they were called, had a motive for planning the bombing. They were incensed over the indictment for murder of two of their colleagues from Massachusetts, Niccolo Sacco and Bartolommeo Vanzetti. Discrimination against immigrants and resident aliens, especially those from Eastern Europe and Sicily, was exceptionally strong during the Red Scare. The Sacco and Vanzetti case remains controversial to this day. Convicted of murder while conducting a bank robbery in Braintree, Massachusetts, they were executed in 1927.

The note that was found was analyzed and its language structure found similar to other 'bomb' leaflets left at the scene by the Galleanists. However, by itself, this was circumstantial evidence at best and insufficient for indictment. Despite vows that the police would catch the perpetrators, no charges were ever filed. The FBI rendered the file inactive in 1940, and the crime remains officially unsolved.

Critical Thinking Questions:

- I. Why does there seem to be a desire to go about one's business in the aftermath of a terrorist attack?
- II. How did the New York Stock Exchange respond to the bombing? New Yorkers? The U.S. government?
- III. Are there similarities between the 1920 bombing and New York City on 9/11? Differences?

Newsweek Article: *Terror on the Streets of New York, Take One* (see web address hyperlinked and listed in materials to find information on how to access the article)

The 20th century closed with a vicious bombing. We've largely forgotten about the one that opened it.

David Wallace-Wells

NEWSWEEK

From the magazine issue dated Feb 16, 2009

Critical Thinking Questions:

- I. Do Americans have a "remarkable lack of memory" for violence? Explain?
- II. According to David Wallace-Wells, in terms of goals, what did the anarchists of 1920 and the Islamic fundamentalist terrorist of 9/11 have in common? How are they different?
- III. Draw parallels from the 1920 bombing to events regarding 9/11 and the current War on Terror.

Grade Level: 9-12

Time: approximately 90 minutes

What is the Ku Klux Klan?

Objective:

Students will analyze the emergence and development of the Ku Klux Klan as a terrorist organization.

Key Terms:

The Freedman's Bureau - established by Congress in March, 1865 to protect the interests of former slaves

Andrew Johnson - President of the U.S., 1865-69

Black Codes - laws that placed severe restrictions on freed slaves

Radical Republicans - political party in Congress that called for harsh reconstruction of the South and freedoms for freed slaves

Segregation - The policy or practice of separating people of different races, classes, or ethnic groups, as in schools, housing, and public or commercial facilities especially as form of discrimination.

Materials:

Article from Spartacus Educational on the history of the Ku Klux Klan:
www.spartacus.schoolnet.co.uk/USAkkk.htm

(Note: If the link takes you to a list of sites on a search page, click on Spartacus Encyclopedia and it will take you to the Spartacus Educational home page. At the "Ask Jeeves" search site on that page, type in USAkkk.htm and it will take you to the history of the Ku Klux Klan page on which you will also find a copy of the leaflet if you scroll down.)

Excerpt from a leaflet circulated by the Ku Klux Klan in Mississippi in 1964

Activities/Procedures:

- I. The teacher will read and discuss the Spartacus Educational article on the history of the KKK.
 1. Questions to be asked:
 2. Why did the KKK view the Radical Republicans as enemies?
 3. Which side did most of the leadership fight for during the Civil War?
 4. What was the main objective of the KKK at first?
 5. What movement in the 1950's revived the KKK?
- II. The teacher will hand out and read aloud the leaflet circulated by the KKK in Mississippi in 1964 and ask the following:
 1. What key words and terms does the pamphlet use that would make ordinary citizens feel better about themselves and their country and want to join the KKK?
 2. How can you refute the claims made in this pamphlet?

Background for Subject of Lesson (when needed):

Evidence of Understanding:

- I. **Assessment of Student Performance: Formative and Summative**
 1. **Formative Assessment:**
 - a. Students can compose a pamphlet listing requirements/reasons necessary to become a member of an “upstander” club.
 - b. Why would people want to join this organization?
 - c. How would this organization be viewed by a hate group?
 - d. What activities can this organization support?
 - e. Could this become a club at your school?

Extension Activities (Optional)

Grade Level: 9-12

Time: 90-100 minutes

Could be 40 minutes less if teacher chooses to not show the DVD

Actions of Hate

Objective:

The student will make the connection between the activities of the Ku Klux Klan and acts of terrorism.

Key Terms:

Intolerance - lack of toleration; unwillingness or refusal to tolerate or respect contrary opinions or beliefs, persons of different races or backgrounds, etc.

Nativism - In the nineteenth century, the term "nativism" referred to white, native-born, Protestant Americans' hostility to European immigrants. Since many of those immigrants prior to the Civil War were Roman Catholics, ethnic prejudice against immigrants was usually accompanied by visceral hatred of Catholics as well.

<http://dig.lib.niu.edu/message/ps-nativism.html>

Alien - Non-citizen of the United States of America

Materials:

DVD player

The Shadow of Hate: A History of Intolerance in America

Can be acquired free from:

Teaching Tolerance

400 Washington Avenue

Montgomery, AL 36104

www.teachingtolerance.org

Evans, Hiram. "America Belongs to Americans." **Ordinary Americans**. Ed Linda R. Monk, 2003. 168-170.

Fowler, Charlotte. "They Have Killed My Poor Grandpappy." **Ordinary Americans**. Ed Linda R. Monk, 2003. 115-16.

"Nightriding With the Klan." *Us and Them-A History of Intolerance in America*. Jim Carnes, 2006. 103-111.

"The Sixteenth Street Baptist Church Bombing."

<http://www.spartacus.schoolnet.co.uk/USAC16.htm> 2009.

"The Murder of Emmett Till." www.watson.org/~lisa/blackhistory/early-civilrights/emmett.html

Thomas-Lester, Avis. "James Cameron -Survived Lynching -Founded Black Holocaust Museum"

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&sqj=2&ved=0CCUQFjAB&url=http%3A%2F%2Ftherockmcc.pbworks.com%2F%2FJames%2520Cameron%2520-Survived%2520Lynching%2520-Founded%2520Black%2520Holocaust%2520Museum%2520-01.doc&ei=4mLFTuvv18nh0QHQ2sX8Dg&usq=AFQjCNEBE5c8Mdg_cN8axUo2L_yxIB6ZssQ&sig2=MI5AbHsl61cMRjepxwLKPw

Activities/Procedures:

- I. Examples of Intolerance can then be shown and discussed by the teacher through the showing of the video, *"The Shadow of Hate"*(40 minutes)
- II. Students will read the following articles for homework:
- III. The recounting the lynching of Thomas Shipp and Abram Smith by James Cameron and "The Murder of Emmett Till."
- IV. Excerpt discussing the 16th Street Baptist Church bombing in 1963.
- V. "They Have Killed My Grandpappy" and "America Belongs to Americans."
- VI. Students will read "Nightriding with the Klan."
- VII. Working in groups of four, have students:
 1. Organize the articles in chronological order according to the events discussed.
 2. Create a chart with the following headings: Year(s), Event, Location, Causes, People/Organization(s) involved, Outcome
 3. Fill in the chart based on the readings
- VIII. Teacher will ask students questions during class discussion. The answers will vary. The teacher may also give these questions to each group in advance.
 1. What is the difference between a hate crime and other crime?
 2. Is there a pattern that leads to an act of violence?
 3. What role does prejudice (pre-judgment) play?
 4. Was there a difference in the tactics and acts of violence over the years? (The first incidents described took place during the late 19th century and the last incidents discussed took place into the latter part of the 20th century)
 5. In what ways are the events described similar? What do they have in common?
 6. In what ways do the events described differ?
 7. How did these hate crimes raise awareness?
 8. Was justice ever served in any of these situations?

Background for Subject of Lesson (when needed):

Attached is a copy of the *New Jersey Hate-Crimes Law*

Evidence of Understanding:

- I. Assessment of Student Performance: Formative and Summative
 1. Individual students are to write an essay based on the following theme: Is violence ever justified? Or
 2. Student groups can evaluate the incidents and answer the following:
 - a. If you were a judge, how would you rule on these hate crimes and what penalties would you give?

Extension Activities (Optional):

- I. Teacher could show clips or the complete film, *The Great Debaters*.

Hate Crime Laws:

NJ

N.J. Stat. § 52:9DD-9

Covers development of "cultural diversity training for law enforcement personnel." >> [More information](#)

NJ

N.J. Stat. § 52:9DD-9

Covers efforts to "promote prejudice reduction and prevent and deter crimes based upon the victim's race, color, religion, national origin, sexual orientation, ethnicity, gender, or physical, mental or cognitive ability." >> [More information](#)

NJ

N.J. Stat. § 2C:44-3

Provides that a court may enhance penalty for crimes committed "with a purpose to intimidate an individual or group because of race, color, gender, handicap, religion, sexual orientation or ethnicity." >> [More information](#)

NJ

N.J. Stat. § 2C:33-9

Covers purposeful desecration of any place of worship. >> [More information](#)

NJ

N.J. Stat. § 2C:33-11

Criminalizes purposeful defacement or damage to any private premises or property primarily used for religious, educational, residential, memorial, charitable, or cemetery purposes, by placing a symbol or object that exposes another to threat of violence. >> [More information](#)

NJ

N.J. Stat. § 2C:33-10

Covers purposely, knowingly, or recklessly putting or attempting to put another in fear of bodily violence by placing on private property of another a symbol or object that exposes another to threats of violence. >> [More information](#)

NJ

N.J. Stat. § 2A:4A-43.2

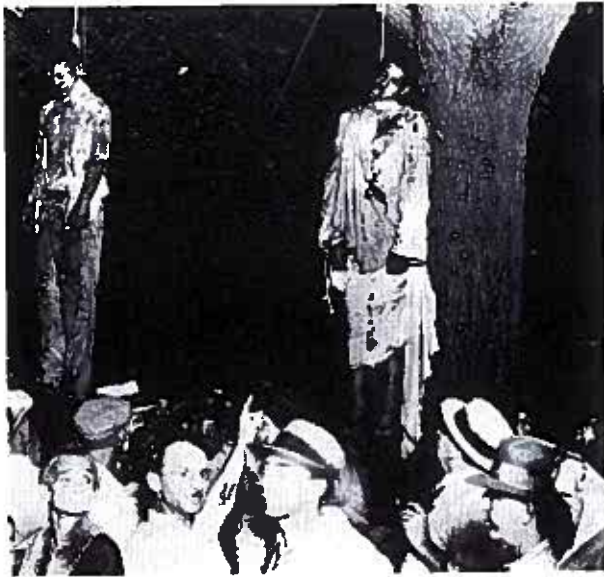
Provide for penalty enhancement for offenses if committed by an adult would constitute bias-motivated violence and intimidation. >> [More information](#)

NJ

N.J. Stat. § 2C:33-4

Enhances penalty for harassment offenses committed "with a purpose to intimidate an individual or group of individuals because of race, color, religion, gender, handicap, sexual orientation or ethnicity. >> [More information](#)

<http://www.partnersagainsthate.org/laws/list-of-hate-crime-laws.html?state=nj>



James Cameron -Survived Lynching -Founded Black Holocaust Museum By Avls Thomas-Lester

Washington Post Staff Writer

"The Murder of Emmett Till."

www.watson.org/~lisa/blackhistory/early-civilrights/emmett.html

"Nightriding With the Klan." *Us and Them-A History of Intolerance in America.* Jim Carnes, 2006. 103-111. (article and materials may be obtained from the Teaching Tolerance Project at www.teachingtolerance.org)

The Sixteenth Street Baptist Church Bombing

<http://www.spartacus.schoolnet.co.uk/USAC16.htm>

Grade Level: 9-12
Time: 45-60 minutes

The Symbionese Liberation Army (SLA) A Case of Domestic Terrorism

Objective:

Students will analyze the tactics of the domestic terrorist group, the Symbionese Liberation Army (SLA) and their motivation in committing terrorist acts.
Students will identify the characteristics of the New Left as they relate to American history in the 1970s.

Key Terms:

Anarchism - A late 19th century idea among a number of Europeans, Russians and Americans, that all government should be abolished, and that voluntary cooperation, rather than force, should be society's organizing principle. The movement had its origins in the search for a way to give industrial working classes a political voice in their societies.

Counterculture - The counterculture of the 1960s became identified with the rejection of conventional social norms of the 1950s. Counterculture youth rejected the cultural standards of their parents, especially with respect to racial segregation and initial widespread support for the Vietnam War.

New Left - A political movement originating in the United States in the 1960s, especially among college students, marked by advocacy of radical changes in government, politics, and society

Syndrome - describes the behavior of kidnap victims who, over time, become sympathetic to their captors. The name derives from a 1973 hostage incident in Stockholm, Sweden. At the end of six days of captivity in a bank, several kidnap victims actually resisted rescue attempts, and afterwards refused to testify against their captors. Stockholm Syndrome occurs when captives begin to identify with their kidnapers initially as a defensive mechanism, out of fear of violence. Small acts of kindness by the captor are magnified, since finding perspective in a hostage situation is by definition impossible. Rescue attempts are also seen as a threat; since it's likely the captive would be injured during such attempts. It's important to note that these symptoms occur under tremendous emotional and often physical duress. The behavior is considered a common survival strategy for victims of interpersonal abuse, and has been observed in battered spouses, abused children, and prisoners of war. Patty Hearst was believed to have experienced Stockholm Syndrome during her kidnapping and subsequent joining the SLA.

Materials:

Reading 1- *The Symbionese Liberation Army- A Case of Domestic Terrorism*

Activities/Procedures:

Students should read *The Symbionese Liberation Army- a Case of Domestic Terrorism* together as a class, in groups, or individually as the teacher deems fit.
Discuss the critical thinking questions.

Evidence of Understanding:

(Assessment of Student Performance: Formative and Summative)

Formative:

Discussion Questions from the reading

Summative:

Essay or discussion prompt:

Did the media feed terrorism by encouraging the SLA? Did the media use the story as a fascinating moneymaker? Did the SLA?

Extension Activities (Optional):

- I. View DVD- *Guerilla- The Taking of Patty Hearst* - Filmmaker Robert Stone brings into sharp focus the mood of the early 1970s, a mood that inspired the formation of the first radical domestic terrorist cell to become a media sensation in the United States, the Symbionese Liberation Army (SLA). The SLA wreaked havoc on the West Coast and on the national psyche for over two years, leaving behind a rich trove of paranoid recordings and scores of violent acts, including the kidnapping of heiress Patty Hearst who would subsequently join the SLA under the alias "Tania."
- II. PBS -[Teacher's Guide for Guerilla- the Taking of Patty Hearst](#)
- III. [Patty Hearst on Larry King Live on Youtube.com](#) on the arrests of former SLA member, Sara Jane Olson.
http://www.youtube.com/watch?v=p05xGAvTilg&eurl=http%3A%2F%2Fvideo%2Egoogle%2Ecom%2Fvideosearch%3Fhl%3Den%26ei%3DUF3ySf21D5HKMO3%2D2M8P%26resnum%3D0%26q%3DMurder%2520charges%2520were%2520f&feature=player_embedded.
- IV. Research to find other examples of kidnapping incidents where the victims exhibited symptoms of the "Stockholm Syndrome." Is it a common occurrence among kidnapping victims? What is the process and success rate of recovery? What do you think the role of the media should be in cases like that of Patricia Hearst Shaw and the S.L.A.?

The Symbionese Liberation Army (SLA) – a Case of Domestic Terrorism

By Jill McCracken

From 1973-1975, the Symbionese Liberation Army (SLA) was an American self-styled terrorist group that committed crimes such as bank robberies and murder. It is best known for the kidnapping of 19 year old Patricia Hearst, the granddaughter of millionaire newspaper publisher, William Randolph Hearst.

Context and Background

In the 1960s and 1970s, "New Left" was the name loosely associated with liberal, sometimes radical, political movements taking place primarily among college students. The New Left shifted its activities from an emphasis on labor issues to the counterculture values of social activism and were convinced that they could be the source for a better kind of social revolution.

Most New Left thinkers in the U.S. were influenced by the Vietnam War and the Chinese Cultural Revolution. Other elements of the U.S. New Left were anarchist and looked to libertarian socialist traditions of American radicalism, labor union militancy. The U.S. New Left both influenced and drew inspiration from black radicalism, particularly the Black Power movement and the more explicitly left-wing Black Panther Party.

The SLA was influenced by a number of radical left-wing groups, including the Black Cultural Association of Soledad Prison, Monterey County, California. This radical element of the New Left believed that America's prison systems were concentration camps designed to oppress African-Americans. They believed that the majority of African-American convicts were, in fact, political prisoners. SLA member, Willie Wolfe, took these abstract ideas and wove them into a plan for action, combining student activism and urban guerilla warfare.



http://www.pbs.org/wgbh/amex/querrilla/timeline/images/t_1971.jpg

Symbolism

From the manifesto written by Donald DeFreeze (or Cinque as he was known) titled "Symbionese Liberation Army Declaration of Revolutionary War & the Symbionese Program" he explains that the name 'symbionese' is taken from the word *symbiosis*. He defined its meaning as a body of dissimilar bodies and organisms living in deep and loving harmony and partnership in the best interest of all within the body, which is what the SLA strove to become. Thus, the seven-headed SLA cobra was their symbol; their rallying cry was "Death to the fascist insect that preys upon the life of the people."

On March 5, 1973, Donald DeFreeze escaped from Soledad State Prison. He used his contacts to reconnect with other radicals, who were asked to hide him. Willie Wolfe, Joseph Remiro, and Russ Little came to his aid, along with Patricia Michelle Soltysik (SLA name 'Mizmoon'). In short order, the Symbionese Liberation Army (SLA) was formed. Their first task was to acquire guns and other weapons, practicing with them at public shooting ranges.

Terroristic Attacks Begin

Their first terrorist attack came on November 6, 1973 when they attacked school superintendent, Marcus Foster, and his deputy, Robert Blackburn as they departed from an Oakland school board meeting. The hollow-tipped bullets used to kill Dr. Foster had been filled with cyanide, a lethal poison. Dr. Foster was worthy of execution, in the eyes of Cinque, as he had introduced identification cards into

the Oakland schools, making him a 'fascist'. Ironically, Dr. Foster was not a supporter of the I.D. cards; in exchange for his support, the concept of the I.D. cards had been significantly 'watered-down'. On January 10, 1974, Joseph Remiro and Russ Little were arrested for Foster's murder. They were convicted of murder and received life imprisonment sentences. In 1981, Little's conviction was overturned by the California Court of Appeals. He was later acquitted in a retrial in Monterey County.

With the loss of Remiro and Little, the SLA began planning their next action: it would be a spectacular kidnapping. Whoever was kidnapped had to be an important person, as they wanted to negotiate the trade of their captive for Remiro and Little. They also wanted to attract new recruits, so getting the attention of the media was also a consideration.

Kidnapping

On February 4, 1974, Patricia Hearst and her fiancé, Steve Weed, were relaxing in their apartment at 2603 Benevenue Avenue, Berkley, California, where Patty was a sophomore at the university. Three armed members of the SLA forced their way into the apartment, beating Steven Weed mercilessly. With Weed assaulted, Patty was thrown in the trunk of their car. The SLA had chosen to kidnap Hearst to increase the news coverage of the incident. They would be successful as the kidnapping would be the #1 story for months. One thing had quickly linked the kidnapping of Patty Hearst with the Symbionese Liberation Army. Her kidnapers had fired cyanide-laced bullets into her home—the same type of bullets used four months earlier in Oakland murders.

By her account, Patty was kept blindfolded for two months in a closet at the group's headquarters, unable even to use the bathroom in privacy. DeFreeze realized that her visibility as a social figure that had gained the nation's sympathy would showcase his cause, so he worked to turn her into an angry revolutionary.

On February 6th, a letter arrived at KPFA radio station indicating that Patty was "okay". It continued with Cinque announcing that they had kidnapped Patty, who was now a prisoner of war, would pay for the crimes "her mother and father have committed against the American people and the people of the world." Initially, the SLA issued an ultimatum to the Hearst family: that they would release Patricia in exchange for the freedom of Remiro and Little. The media frenzy was intense, with newspapers printing every word of the SLA's statement. Their release was immediately rejected as completely out of the question.

Two days later, an audio recording in Patty's voice was delivered to KPFA. She spoke to her parents, telling them she was okay. Then, (Donald DeFreeze) "Cinque" demanded food be distributed to poor people in the area and throughout the country. Bewildered and upset, the next day, Patty's father, Randolph Heart, replied to the SLA's food demands, stating that they were "impossible" to meet.

In the next tape recording, Patty asked her parents to "stop acting like I'm dead." DeFreeze said that the SLA was looking for "a good faith gesture." Randolph Hearst was trapped in a "catch-22" by his daughter's statement, "whatever you come up with is basically okay."

On February 19th, Randolph Hearst announced that he would create People in Need (PIN), a food distribution program. PIN director, Ludlow Kramer, anticipated that the \$2,000,000 program would be able to feed approximately 100,000 people for twelve months. The next day, Cinque demanded that the amount be increased to \$6,000,000, which would better reflect Hearst's capability to pay for his crimes against the people.

The first day of food distribution for People in Need ended in riots, though the second and third day would go much more smoothly. Approximately \$30,000 worth of PIN food got into the hands of the

needy, with several other distribution dates upcoming. However, Randolph Hearst stated on camera that \$6 million was beyond his capabilities. "The matter is now out of my hands," he said.



The SLA also wanted their propaganda published, a demand with which Hearst complied. They said they'd made "an arrest" and that Patty was in "protective custody." Then they insisted that more food be distributed, at which point Hearst laid down a condition—namely, Patty's safe return. Abruptly, all negotiations ceased.

Hearst and his wife began to fear the worst when they received no further demands. Throughout this waiting period, several tapes of Patty's voice were released, and the content of these "communiqués" began to show a shift in favor of the SLA's agenda.

Randolph Hearst's representative made an offer to pay \$2 million upon the immediate release of Patty Hearst and an additional \$2 million in January 1975. On April 2, the S.L.A. responded, promising details of Patty's release within 72 hours in a note sent to the San Francisco *Phoenix*.

http://z.about.com/d/terrorism/1/G/1/0/-/Patty_Hearst_SLA.jpg

'Tania' – Urban Guerilla

To everyone's shock, on April 3, 1974, the SLA released an audio recording, in which Patty Hearst announced she was joining the forces of the Symbionese Liberation Army. She further announced that she was changing her name to 'Tania'. Along with the tape was a picture of Hearst holding a machine gun in front of a SLA banner.



On April 15, 1974, a security camera at a Hibernia Bank branch in San Francisco captured the image of a machine gun toting Hearst shouting orders to customers during an SLA robbery. Shortly after the bank robbery, the FBI issued a "Wanted" poster with pictures of SLA members Donald David DeFreeze, Patricia Michelle Soltysik, Nancy Ling Perry, Camilla Christine Hall and Patricia Campbell Hearst. Americans debated whether Hearst participated willingly in the robbery, or whether she was coerced. The FBI simply listed Hearst as a material witness.

http://www-tc.pbs.org/wqbh/amex/querrilla/gallery/images/g_08.jpg

Two days after the robbery, in an audiotape, "Tania" explained that she and her "comrades" had robbed the bank. She said, "My gun was loaded...and at no time did any of my comrades intentionally point their guns at me." Their actions were justified to finance "the revolution." She called her parents "pigs," dismissed her fiancé, and then said, "As for being brainwashed, the idea is ridiculous to the point of being beyond belief." She ended by declaring that "I am a soldier of the people's army."

Later, the argument would be made that Patty Hearst was experiencing Stockholm Syndrome. Named after a 1973 hostage incident in Stockholm, Sweden, at the end of six days of captivity in a bank, several kidnap victims actually resisted rescue attempts, and afterwards refused to testify against their captors. The captives began to identify with their kidnapers initially as a defensive mechanism, out of fear of violence. Small acts of kindness by the captor are magnified, since finding perspective in a hostage situation is by definition impossible. Rescue attempts are also seen as a threat, since it's likely the captive would be injured during such attempts. It's important to note that these symptoms occur

under tremendous emotional and often physical duress. The behavior is considered a common survival strategy for victims of interpersonal abuse, and has been observed in battered spouses, abused children, and prisoners of war.

Tania and the SLA began moving to various 'safe' houses, barely keeping ahead of the FBI. On May 16th, while Bill (Teko) and Emily (Yolanda) Harris were in a store, Patty Hearst remained in the car. She noticed a fight break out between Bill and the store clerk. To prevent the Harris's arrest, she fired 27 rounds into the storefront, nearly hitting the shop owner. Then, they stole one car after another to elude capture, and one kidnapped victim claimed that Patty appeared to be very much in league with the SLA. There was no indication that he could see that she was afraid or coerced. In fact, she had volunteered negative opinions of her family and former life that sounded sincere. However, the Los Angeles Police now realized the SLA was in town.

Siege and Fire

The next day, an anonymous phone call to the L.A.P.D. stated that several heavily armed people were staying at the caller's daughter's house. That afternoon, more than 400 of the LAPD located the SLA apartment and closed in on the terrorists. SLA members used the sizable arsenal they had acquired in a televised gun battle with police SWAT teams. In trying to force them from the house, the police set the house on fire with gas canisters. In real time, a television reporter dramatically announced that anyone in the house must be dead or dying.

His observation was accurate. While several SLA members escaped outside, the rest died from combinations of smoke inhalation, burns and multiple gunshot wounds. According to the coroner's report, it was concluded that Donald DeFreeze committed suicide. After the fire was extinguished, nineteen firearms, including rifles, pistols, and shotguns were recovered. Several thousand rounds were reported fired into the home by police and they reported thousands of rounds being fired out of the house by the SLA. This remains one of the largest police shootouts in history with a reported total of over 9,000 rounds being fired.

The bodies of Nancy Ling Perry ("Fahizah"), Angela Atwood ("General Gelina"), Willie Wolfe (Cujo), Donald DeFreeze ("Cinque"), and Patricia Soltysik ("Mizmoon," "Zoya") were found, most of them huddled in a crawl space under the house which had burned down around them. For several hours there was confusion about whether Hearst was among the dead.

In a seventh tape-recorded message, Patty Hearst offered a eulogy for those killed in the shootout. She proclaimed her love for Willie Wolfe (Cujo) and vowed that the SLA would continue its fight. "I died in the fire on 54th Street, but out of the ashes I was reborn," Patty said. "I know what I have to do."

After the siege, the few surviving SLA members returned to the Bay area, seeking refuge with student radicals. During this time, Bill Harris (Teko) emerged as the SLA's new General Field Marshal, announced that the group was now a unit of the New World Liberation Front (NWLF) as they planned dozens of attacks on the US. They rented a farm as a refuge for Hearst, Bill and Emily Harris. Wendy Yoshimura, a fugitive on the 1972 Revolutionary Army bomb factory charges and fellow radical, joined them.



In April 1975, the SLA reappeared on the scene when four members held up the Crocker Bank in Carmichael, California. A 42-year old bystander, Myrna Opsahl, a mother of two who was there to deposit church collection money, was shot and killed.

Finally, the manhunt for Patty Hearst and the SLA came to an end on September 18, 1975. Members Patty Hearst, Bill and Emily Harris and Wendy Yoshimura were arrested in San Francisco. When asked for her occupation while being booked, Hearst replied, "urban guerrilla." http://www.sbs.com.au/films/upload_media/site_28_rand_125148563_patty_hearts_maxed.jpg

"I was brainwashed."

Soon after she was captured, Hearst reidentified with the role she grew up in: wealthy heiress. In her affidavit, she claimed that S.L.A. members had drugged her with LSD and forced her to take part in the bank raid. Her lawyer claimed that she had been confined in a closet barely large enough for her to sit down, that her contact with the outside world was controlled by her captors, and she was regularly threatened with execution.

However, Hearst's recorded statements, along with the fact that she had not escaped when she had the opportunity, made many think she had thrown in her lot with the terrorists. Despite her claims, she was convicted of the Hibernia Bank robbery and sentenced to seven years in prison, but had only served 21 months when her sentence was commuted by President Jimmy Carter. Eventually she was pardoned by President Bill Clinton.

Justice Enacted

Soliah went underground when an attempt to bomb a police station with pipe bombs went badly. She remained a fugitive in Minnesota, living under the alias Sara Jane Olson; she was married to a doctor and had three daughters. She was arrested on June 16, 1999. Sara Jane Olson was released from the Central California Womens Facility on March 17, 2009, after serving seven years of her fourteen year sentence.

On January 16, 2002, first-degree murder charges for the killing of Myrna Opsahl were filed against the Harrises, Bortin, and Kilgore. All were immediately arrested except for James Kilgore, who remained at large for nearly another year. On November 7, 2002, the first four pleaded guilty to those charges. Emily Harris, now known as Emily Montague, admitted to being the one holding the murder weapon, but said that the shotgun went off accidentally.

In 2002, Patricia Hearst Shaw revealed that she remained horrified by the SLA's acts of violence and that a murder trial might resolve the case for relatives of a woman killed in a 1975 bank robbery that resulted in the death of Mrs. Opsahl. "They wanted to overthrow the government of the United States," Mrs. Shaw said. "They wanted to recruit more members until they started a full-scale war in this country."

According to Patty Hearst Shaw, Montague had dismissed the murder at the time saying, "She was a bourgeois pig anyway. Her husband is a doctor." In court, Montague denied that remark, and said "I do not want [the Opsahl family] to believe that we ever considered her life insignificant."

On November 8, 2002, the day after the guilty pleas, James Kilgore, who had been a fugitive since 1975, was arrested in South Africa and extradited to the United States to face federal explosives and passport fraud charges. Prosecutors alleged a pipe bomb was found in Kilgore's apartment in 1975, and that he obtained a passport under a false name. He pleaded guilty to the charges in 2003.

Sentences were handed out in February 2003 for all four defendants in the Opsahl murder case. Montague was sentenced to eight years for the murder. Her former husband, William Harris, got seven years, and Bortin got six years. Soliah had six years added to the 14-year sentence she was already serving. All sentences were the maximum allowed under their plea bargains.

On April 26, 2004, Kilgore was sentenced to 54 months in prison for the explosives and passport fraud charges. He was the last remaining SLA member to face federal prosecution.

Critical Thinking Questions:

- I. Why did the S.L.A. shoot Marcus Foster? How could his murder help the SLA?
- II. Explain the history of the Symbionese Liberation Army and why they chose kidnapping as a tactic in their struggle. Why did the SLA kidnap Patricia Hearst?
- III. How did the prison movements of the early 1970s impact the S.L.A.?
- IV. How did the killing of six members of the S.L.A. impact the remaining members?
- V. How did the remaining members of the S.L.A. change their lives when they went "underground"? Why do you think they changed their lives?
- VI. Do you think the remaining members of the S.L.A. continued to believe in the views expressed previously by the S.L.A. after they went underground? What evidence do you see that would support your view?
- VII. Do you think the members of the S.L.A. were terrorists according to the FBI definition? Explain your view.

Grade Level: 9-12

Time: 90 minutes

The Iranian Hostage Crisis

Objective:

- Students will describe the events leading to the Iranian Hostage Crisis by reading accounts of the event.
- Students will assess the conditions faced by hostages during their captivity by reading primary source account of it and sharing information with classmates.
- Students will determine if the Iranian Hostage Crisis was an act of terrorism.

Key Terms:

Ayatollah Ruhollah Khomeini - Iranian Shi'ite cleric who led the revolution that overthrew Mohammad Reza Shah Pahlavi in 1979, and who was Iran's ultimate political and religious authority for the next 10 years.

Chador - is a full-length outer cloak worn by many Iranian women in public spaces.

Diplomatic Immunity - Formalized under the Vienna Convention on Diplomatic Relations Treaty of 1961, it is a form of legal immunity and a policy held between governments, which ensures that diplomats are given safe passage and are considered not susceptible to lawsuit or prosecution under the host country's laws (although they can be expelled).

Jimmy Carter - President of the United States, 1977-81 during the Iranian hostage crisis.

Mohammad Reza Shah Pahlavi - Shah of Iran from 1941 to 1979, who maintained a pro-Western foreign policy and fostered economic development in Iran.

OPEC - Organization of Petroleum Exporting Countries; oil cartel instrumental in setting gasoline and petroleum product prices

Ronald Reagan - President of the United States, 1981 -1989. Benefited much from the downfall of Jimmy Carter due to the negative impact of the Iran Hostage Crisis.

Sh'ia (Shi'ite) – Branch of Islam practiced in Iran, as opposed to the Sunni of, for example, Saudi Arabia.

Student-militants – 300-500 Iranian student militants who seized control of the United States Embassy in Tehran. These students wanted the Shah (Pahlavi) to be returned to Iran from the U.S., and tried as a criminal.

Terrorism - While a universal definition has not been agreed upon, it is an act composed of the following characteristics: involving an action of violence, an audience, the creation of a mood of fear, innocent victims, and political motives or goals.

Materials:

Background to the crisis

Reading 1 "The Hostage Crisis in Iran"

Reading 2 "Iran Hostage's Diary / Robert C. Ode

Reading I: The Iranian Hostage Crisis Planning:

In September 1979, Iranian student-militants at the University of Teheran began to plan the seizure of the U.S. embassy. They formed a group for this purpose, the Muslim Student Followers of the Imam's Line.

The student-militants observed the security procedures of the U.S. Marine guards from nearby rooftops overlooking the embassy. They also used experiences from the recent revolution, during which the U.S. embassy grounds were briefly occupied. They enlisted the support of police in charge of guarding the embassy and of Islamic Revolutionary Guards.

According to the group, Ayatollah Khomeini did not know of the plan before hand. The Islamist students had wanted to inform him, but they feared the government would use police to expel them. On the other hand, if Khomeini learned the embassy occupiers were his faithful supporters and that large numbers of pious Muslims had gathered outside the embassy to show their support for the takeover, it would be impossible for Khomeini to oppose the takeover.

Takeover

On November 4, 1979, Iranian student-militants stormed the United States Embassy in Tehran and took approximately seventy Americans captive. This terrorist act triggered the most profound crisis of the Carter presidency that lasted 444 days.



Initially, the student-militants' planned to only make a symbolic occupation of the embassy, release statements to the press and ending the seizure when Iran's security forces came to restore order. When it became clear the U.S. embassy guards would not use deadly force and that a large angry crowd had gathered outside the compound to cheer the occupiers and jeer the hostages, the occupation changed.

Not pleased at first, Ayatollah Khomeini came to support the embassy takeover. The student-militants bound and blindfolded the embassy soldiers and staff and paraded them in front of

photographers. Many of the embassy staff who had snuck out of the compound were rounded up and returned as hostages.

President Carter was determined to see the safe return of the hostages while protecting America's interests and prestige. He embraced a policy of restraint that valued the lives of the hostages more than the use of America's coercive military muscle.

444 Days of Crisis

As part of his policy of restraint, Carter began economic pressure on Iran. On November 14th, 1979, he announced a ban on Iranian oil imports and cancelled a pending sale of weapons to Iran. Both

measures hurt the Iranian economy and military capability. The full impact was felt when the Iran entered a war with Iraq in 1980. However, the ban kept fuel prices in America high during a time when consumers were already being squeezed by the OPEC oil embargo. On November 15th, the Department of the Treasury froze \$8 billion dollars in Iranian assets held by American banks. This measure further crippled Iran's government financially. Unfreezing the assets later became a condition of the hostages' release.

In spite the economic pressures, it soon became clear that rreleasing the hostages quickly was not in the best interests of the new revolutionary government of Iran. As Ayatollah Khomeini told Iran's president:

"This action has many benefiits. ... This has united our people. Our opponents do not dare act against us. We can put the constitution to the people's vote without difficulty, and carry out presidential and parliamentary elections".

Thirteen hostages were released when the student-militants declared their solidarity with other "oppressed minorities" and "the special place of women in Islam," released women and African-Americans in the mid-November 1979. Additionally, one more hostage, Richard Queen, was released in July 1980 after he was diagnosed with multiple sclerosis. The remaining 52 hostages were held captive until the end of the crisis.

By early 1980, Carter was in a quagmire with no strategy to resolve the stand off. On April 25, 1980, the U.S. military attempted a daring rescue mission, seeking to retrieve the hostages. Unfortunately, mechanical failure and a raging dust storm caused Operation Eagle Claw to be aborted. Two helicopters, with vision obscured by the dust and dark, crashed into each other. Eight U.S. servicemen and one Iranian citizen were killed. The White House announced the failed rescue operation the following day. As a result, the 52 hostages were scattered across Iran to make a second rescue attempt impossible. With the wreckage mocked on Iranian television, the Carter administration appeared inept and weak, not a desirable position with a presidential election season in full swing.

The failure of his military rescue signaled the death knell of his Iranian policy of restraint and to the President's reelection hopes. Deals for the release of the hostages were negotiated, accepted by Iranians, and then rejected once again over and over, frustrating the Carter Administration. During the summer, the Shah, who had left the U.S. for exile in Egypt, died of cancer. In September 12th, 1980, as Ayatollah Khomeini announced four conditions for the release of the hostages:

- The Shah's American fortune, amounting to billions of dollars, was to be remitted to the Iranian government.
- American claims against Iran in the International Court of Justice were to be nullified.
- Iranian assets frozen in American banks were to be released
- The United States was to promise never to interfere with Iran's affairs.

Release

That November, Ronald Reagan was elected President of the U.S. in November 4, 1980 by a landslide, 489 electoral votes to Carter's 49. Just weeks before, American diplomats entered into tense negotiations with Iran, with the neutral nation of Algeria serving as an intermediary. It was decided that in exchange for their release, the U.S. agreed to turn over \$8 billion of Iran's frozen assets, and to refrain from interfering politically or militarily in Iran's internal affairs. The U.S. and Iran signed the agreement on January 19, 1981, but in a final embarrassment to Carter, the student-militants did not release the hostages until January 20, the day President Reagan was inaugurated.

The hostages were flown from Teheran via Algiers to Germany and were met by special envoy, former President Carter. The crisis was finally over.

Reaction in Iran

Most Iranians were happy when the crisis ended. An Iranian who left Iran when the Ayatollah Khomeini came to power, Bijan, had never agreed with the approach of the demonstrators. "They shouldn't have taken hostages. The method was too radical and inflexible to gain anything." In his view, "ordinary people in Iran didn't support the hostage situation. Most of my family was against it because the damage it did to the economy and the prestige of the country was worse than the benefits." After the release of the hostages, Iranian attention turned to the on-going war with Iraq, began in 1980. A destructive war of attrition continued until Saddam Hussein developed the ability to produce, store, and use chemical weapons. The threat of bombing the Iran's capital city with missiles carrying chemical warheads is cited as a significant reason why Iran accepted a disadvantageous peace agreement in 1988. Ayatollah Khomeini died on June 3, 1989 and was succeeded by Ali Akbar Hashemi-Rafsanjani.

Impact of the Crisis

The lasting effects of the crisis were numerous. The failure of Operation Eagle Claw to rescue the hostages, together with the intelligence problems caused by President Carter's cutbacks to the CIA, gave President Reagan political fuel for a major military buildup. Iran began a long war with neighboring Iraq with its economy and military capability severely damaged. Antipathy between the U.S. and Iran was established, lasting until today.

Critical Thinking Questions

- I. Why did the Ayatollah Khomeini say, "*This action has many benefits*," What benefits was Khomeini referring to?
- II. Under international law, many embassy personnel around the world have diplomatic immunity, that is, form of legal immunity and a policy held between governments, which ensures that diplomats are given safe passage and are considered not susceptible to lawsuit or prosecution under the host country's laws (although they can be expelled). The Iranian student-militants violated this norm (rule). Were they criminals or terrorists? Explain.
- III. Was there any reasonable justification for the student-militants for seizing the hostages? Explain your response.

Reading 2: [From the Jimmy Carter Library](#): Iran Hostage's Diary / Robert C. Ode

Introduction:

On November 4, 1979, Robert C. Ode was one of the 52 American embassy staff taken hostage by Iranian student-militants. Ode had retired from the Foreign Service, but had accepted a special assignment in Teheran, Iran, anticipating he'd be in the country a few months.

Mr. Ode was permitted to keep a diary as a hostage. During captivity, they were separated into small groups and not allowed to communicate among themselves. Occasionally, Ode was permitted to watch reruns of television programs, such as Donny and Marie, M*A*S*H*, and CHiPS.



Robert C. Ode
State Department
San Francisco, Calif.
Consulting Services

Isolated from the outside, letter writing was allowed, though letters from their families were delivered late or not at all. Blindfolded and handcuffed when moved about, even to the showers or toilet, meals were late and improvised, often consisted of canned soup. Medical attention was extremely inadequate, and given that many of the hostages were senior embassy staff, they had serious medical conditions. During this entire time, the psychological stress of their precarious predicament continued and wore on them greatly.

Mr. Ode corresponded with his wife, Rita, as well as other family and friends. Also living through this nightmare was Mrs. Ruth Ode, who wrote cheery letters to her husband of the new home she was preparing for his retirement.

The oldest of the hostages, Ode died on September 8, 1995 in Sun City West, Arizona, where he had lived in retirement with Rita in the home that she had described to him in her letters while he was captive in Iran.

Excerpts from Robert Ode's Diary:

Nov. 4, 1979: Since I wasn't sure whether we were expected to work at the Consular Section...I went to the office just the same at 7:30 as I had quite a bit of work to do. When I got there...I found that everyone was coming to work as usual... About 9:00 I was in my office when a young American woman, apparently the wife of an Iranian, was show into my office as she wanted to obtain her mother-in-law's Iranian passport... Just as I was talking to her...we were told by the Consul General to drop everything and get up to the 2nd floor...I really didn't know what was happening but was told that a mob had managed to get into the Embassy Compound and, for our own protection, everyone had to go upstairs immediately.

I noticed that the Consul General was removing the visa plates and locking the visa stamping machines. I went upstairs...and could see a number of young men. We were told to sit on the floor. A Marine Security Guard was present and was in contact with the main Embassy building by walkie-talkie. After an hour...we could hear that the mob, which turned out to be student revolutionaries... The marine Guard advised that we were going to evacuate...

I was asked to assist an elderly gentleman (who) was almost blind and was completely terrified...(we were) the first one out of the building. When we got outside, he was met by a relative who took him away...The students...appeared to be somewhat confused at that point...The Consul General and four other Americans started up the street with the intention of going to his residence. When we were about 1 ½ blocks from the embassy we were surrounded by a group of armed students...and told to return to the Compound. When we protested, a shot was fired into the air above our heads....

We were taken back to the Compound, being pushed and hurried along the way and forced to put our hands above our heads....(There) I had my hands tied behind my back so tightly with nylon cord that circulation was cut off. I was taken upstairs and put alone in a bedroom...and blindfolded. After protesting strongly that the cord was too tight, the cord was removed and the blindfold taken off....I strongly protested the violation of my diplomatic immunity, but these protests were ignored....

Then, another older student came in when I again protested the violation of my diplomatic immunity; he confiscated my U.S. Mission Tehran I.D. card. My hands were tied again and I was taken to...where a number of other hostages were gathered. Some students attempted to talk with us, stating how they didn't hate Americans- only our U.S. government, President Carter, etc. We...slept on the floor. We were not permitted to talk to other hostages and from then on, our hands were tied day and night."

Nov 25-26: ...I was awakened; blindfolded and handcuffed, and taken in a vehicle to another location off the Embassy Compound...I was placed in an upstairs room together with David Roeder, Assist. Air Attaché. There were two beds in the room with mattresses. Room was very chilly but an electric heater was placed in the room and we were given extra blankets. Bed had pillow and sheet.... The bathroom was filthy, as usual. Bathroom floor was...swimming in water and dirty...We had to wash our dishes in the sink in this bathroom...Venetian blinds were always closed...and the window was covered inside and out with newspapers... Ugh! Our Thanksgiving Dinner consisted of canned soup!

Dec 12-14: ...I was taken outdoors for the first time for exercise- my 41st day of captivity! Although I had been exercising in my rooms by pacing back and forth..., being out in the fresh air for the first time made me feel almost as though I had just gotten up from a hospital bed...I actually felt rather weak and wobbly. One...guard asked me why I didn't jump around and exercise more vigorously...but I actually couldn't—just felt too weak....

I was given two letters that had arrived from Rita...I was delighted to receive them- the first that I had heard from anyone and noted the address was the "Iran Working Group, Wash. D.C. ...I had to return the letters to my captors after having read them, and was not allowed to retain them in my possession, even though I protested that they were personal letters from my wife....At that moment, I was the only one in my room to receive mail. I felt badly about this...

Dec 24-25, 1979 - On Christmas Eve one of the students came to our room with a number of blank Christmas cards asking whether we wanted to write them to our families. I knew that they wouldn't receive them until long after Christmas, (so) I declined to write....Later we were told that the priests were coming to conduct services and that they would take them back to the U.S. with them for mailing so I wrote a short letter to my wife....

About 2:30 a.m. Dec. 25 we were awakened, told to dress...As we entered the residence...our hands were untied and our blindfolds removed. We were led into the living room where bright lights were directed at us and cameramen were taking films for TV and stills for newspapers.

We had expected that all of us would be in a group for...services or a mass...we found... that only four of us were in the room...(it) had been decorated for Christmas with a tree, decorations on the walls and a table with oranges, apples, some Christmas cookies and Kraft caramels on plates, obviously all this was for public relations (TV), etc., not really to make our Christmas any happier.

Dr. Sloan Coffin of Riverside Memorial Church, New York apparently had been informed that I was the oldest hostage, as he knew my name...I told him that if he was under the impression that the students were being kind to us, that it wasn't true. I took one of the places with an orange, an apple, two Christmas cookies and some caramels. I told him that we could use more fresh fruit as well as more books, as our selection was rather poor. On the floor was a pile of Christmas cards that had been sent to the hostages by Americans in the U.S....I didn't see (Rev. Coffin) again. We were served a special dinner on Christmas—turkey, sweet potatoes, cranberry jelly, cake and jello.

Dec 26, 1979: I...wrote letters to the President, Secretary of State, Senator Warner, Congressman Fischer and the Editor-in-Chief of the Washington outlining the conditions under which we were living. I doubted whether any of these letters would pass the censors, but wrote them anyway. I...wrote a five page letter...strongly protesting the violation of our diplomatic immunity; the forcible taking of my personal possessions and demanding their immediate return; the fact that we were not permitted to speak to each other; that we were kept tied at all times; that the light in our rooms and the constant noise made by our guards and the constant all-night demonstrations and amplifiers prevented us from sleeping, etc. During our stay, conditions became steadily worse.

Other hostages were brought in for showers at all hours and students used the bathroom during the night for showers and laundry. This added to the usual loud whispering or talking...the constant opening of the door...the bright light from the hallways...that made it virtually impossible to sleep at night. Food was passable. One night...we were awakened...by the sound of six or seven shots of gunfire...I later learned that one (Bill Belk) of the hostages had attempted to escape. I don't know who they were or whether anyone was wounded but apparently none escaped.

One of the students handling our mail said that my...letter to the newspaper had been published that was 'against' the students...I had written a letter to the Washington Post...that they, the censors, had read and passed it. That is how I learned that my letter to the Post had been...published. Also,...one I wrote to thank the 4th grade students of "Our Lady of Victories School" in Landesville, New Jersey had appeared in many papers as well as on T.V. This, too, didn't add to my popularity as a hostage!

On February 4, I received a note from my wife dated January 17 telling me how devastated she was on Christmas Eve because she had been informed that I would be telephoning her, but that my call never came! Of course, I knew nothing about it and when I inquired I was told that "some" hostages had been permitted to call their families but that this was done on a 'selective basis" and that I was not one of them. I later received a letter from my sister-in-law telling me how my wife had remained at home alone on Christmas Eve, rather than spend it with them, to await my call which never came. I don't see how anyone could be so cruel as to do anything like that to my wife and disappoint her so—on Christmas Eve or at any other time!

February 6, 1980: At 2:00 a.m. the door to our room was flung open. All four of us in our room were suddenly awakened and told to "stand-up" by masked men in camouflage fatigue uniforms bearing machine guns and automatic rifles. Naturally, we had no idea what was happening and were terrified! When one man pointed his rifle at me and I asked him not to do so, I was told "Don't speak!" We then had to put on our trousers and shoes, were blindfolded and taken into the corridor where we had to lean against the wall in police search fashion. A rifle butt knocked my feet further apart as they apparently were too close together to suit the uniformed guard... I was taken into another room, required to strip and each item of clothing was inspected, including my underwear briefs which I also had to remove pockets were emptied in my trousers, belts removed, etc...I was told I could dress but belt was not returned at that time; was again blindfolded and returned to my room.

The room was a shambles—thoroughly ransacked sheets and blankets torn off the bed, mattress askew, etc. All personal possessions had been examined... Fortunately, my letters from home and friends were still there...Others in my room had family photos taken—everything was in chaos. One of the guards who took me to the bathroom afterward said the men were from a special security force and they were "very angry"! Our drinking glasses and porcelain dishes were removed and plastic dishes substituted. We never did learn the reason for the "Gestapo" type raid. I had a delayed reaction from this frightening experience as about an hour after I had finally fallen asleep again I woke up with my heart pounding so hard I thought I was going to leap out of my chest.

March 3, 1980: ...We had a visit from a person who described himself as an "engineer" – "interested" in the Iranian Government, apparently looking over our quarters. He was accompanied by our Chief Mailman who had become responsible for the hostages' welfare... (his name was Hamid)...He mentioned that our problem...was to convince Carter to stop meddling in Iran's affairs. He gave us no encouragement as to when we might be released.

March 21, 1980: Had our first *really hot* shower. This time in the basement of the "Warehouse". Conditions as filthy as ever, however. Understand some hostages are being kept in the warehouse. Who or how many, I don't know."

April 19, 1980: By chance another hostage was in the toilet when I was admitted (This is never supposed to happen). He was Don Hohman, a U.S. army nurse...His wife lives in Frankfurt and he said he has written her 100 letters and she has received only 8 of them. Likewise, he has only received 7 or 89 from her! He is as fed up as I'm sure everyone else around here...Not only without captors but equally with our own government for it's inaction in getting us out of here. While I have only had a chance to talk with a few captives, everyone I have spoken with so far is of the same opinion.

April 28, 1980: About a week...ago we had clasps applies to the doors of our room and are not padlocked in the room as an extra security precaution! So with the bars on our windows and our doors being padlocked, it is more like a prison that ever!

April 30, 1980 (I) had a chance to talk to Richard Queen. He has been talking to various students and is of opinion that we should be released soon as students are ready to give us up....He also claims that the Iranians are...afraid of the Soviet Union and the invasion of Afghanistan, as well a trouble erupting in Iraq, and they now want U.S. arms and assistance! This I find a bit hard to believe...Tomorrow will be our 180th day in captivity.

May 11, 1980- Hamid...(is) very much concerned about the image the students are creating in world public opinion as they seem to be realizing that they are receiving very bad press reports....Hamid insists that the U.S. government is confiscating our mail since they don't want favorable impressions to reach the U.S. of our treatment.

I mentioned to him that surely he and students must be getting as tired of us as we are tired of being held here...He replied, "Something will happen with in the next few weeks1...The students want it that way!". That is the first time that he has ever given any encouragement as to an end of this affair...they are finally beginning to realize that they have done the wrong thing, are putting Iran in a very difficult situation...

June 1, 1980 – Queen is of the opinion that an Islamic trial is now in process for...35 hostages who are regarded...as 'arch criminals' and that the rest of us are being held without trial because we have not been actively involved in "anti-Islamic activities'...I have no way of knowing what is actually going on. It is inconceivable...that our government would ever permit students to put Embassy employees on any sort of a trial...yet we hear absolutely nothing from our government- or from anyone-as to what measures, if any, are being taken to help us!

June 6, 1980 – Two shots were fired by the guard just outside toilet this morning....things are going from bad to worse here.

July 9, 1980 - ...Mohammed brought in three pieces of correspondence from my wife on International Red Cross forms dated May 28, June 2 and 11 with the Red Cross indication they had been received on June 9, 10 and 16- yet they were just given to me today- July 9th. One had been on the way 43 days, another 38 days and the third 29 days! Some quick service!

July 15, 1980- Akbar came in with some mail. I received nine pieces- only one from my wife dated June 2...However, a letter from Gloria McLeroy was dated April 11- already three months old! Another was from a schoolboy in Oak Forest, Illinois dated March 22- 4 months old...There is no accounting for the way that our mail is handled..Even the old mail is welcome.

July 21, 1980: Nothing doing today. Akbar didn't show his face all day and, as a result, no mail, showers, or anything!

July 24, 1980- Nothing happened yesterday...Akbar showed up...I asked him about mail, as we haven't had any since July 12...He told (me) that...they were restricting mail only to our families. I don't know whether this also includes friends or not...I had written about five letters to the New York Times, Washington Post, Chicago Tribune and Los Angeles Times, as well as to Mike Wallace of CBS "60 Minutes" on July 18...I asked Akbar if my letters had gone out and he said he didn't know.

July 26, 1980 – Just found out today that the bulk of the hostages were taken to Isfahan on or about April 25. Also learned today that the Shah is now in Egypt (this info was in a Socialist newspaper...)...The paper also referred to an aborted 'raid' authorized by the President apparently to rescue us, in which eight U.S. Army Commandos ...were killed.

July 28, 1980: I gave him (Akbar) the following note: "A few days after I was captured your terrorists took 5,400 Iranian Rials from me along with my jewelry, wristwatch, etc...If the post office is changing these denominations into new bills, I believe someone should take my money to the Post office and have it changed...S/s Robert C. Ode. Akbar read it and they said I should change the wording since they were not terrorists! ...I reminded him that he might not wish to regard himself and the other students as terrorists, but that they surely were in my opinion as well as the rest of the world! This was the first time I have really seen Akbar agitated!

August 14, 1980- Jerry has been absolutely terrified and worried sick for months...It is obvious that he feels that they have certain justifications for their actions, an opinion with which I absolutely do not agree... I do not agree that the students had any justification for taking us hostage and I shall consider them terrorists and criminals as long as I live and I shall continue to hate them as long as I live for what they have done to me and to all of us! There is no forgiveness in my heart for a single one of them.

September 26, 1980 (328th Day!) I harped at (Hamid) about how their entire system was wrong, how the students (whom I call terrorists) went out of their way to make us angry and then wondered why we became so. I told him that they were exceptionally cruel and unkind which he denied, saying that they were not 'terrorists' but students but I told him that when I am kept for almost a year in a locked room constantly guarded by so-called students with loaded guns, when I couldn't even go to the toilet or for showers without being blindfolded and constantly guarded- then, in my opinion, they were terrorists and had no right to call themselves anything else...they are terrorists pure and simple and had long ago ceased to be students. He said that they tried to be kind to us but that 'our government' was the one that was difficult as it wouldn't agree to anything. I reminded him again that I told him and the other student-terrorists right from the first day of our captivity that the U.S. Government would never agree to negotiate with 'gangsters and terrorists' and what while they may not consider themselves to be terrorists and gangsters, that is exactly what they are regarded in the eyes of the world.

Nov 4, 1980 (367th Day!!!) – This is the first anniversary of our capture- one year ago today! So we begin a new year of captivity today. This is also "Presidential Election": day in the U.S., Carter vs. Reagan....

November 5, 1980 (368th Day) One of the student-terrorists came in this morning and told us Reagan had won the Presidential election! He got 51% of the votes with Carter obtaining only 43% and Andersen getting 5%. This was a real surprise! Carter deserved to be defeated but now I wonder how this will affect us; that is, whether Khomeini will now hold us until after January 20, 1981 when Regan takes office in order to attempt to negotiate with his administration, or what, only time will tell.

January 4, 1981 (428th Day) We began our 15th month of captivity today! This afternoon the terrorists brought in a doctor to check us over to see if we were in good health. This time it was a proper medical doctor, rather small built man, perhaps in mid-thirties who spoke English well and said he had

bee in New York for six years. He checked each of us for blood pressure and queried us as to whether we had any special complaints. When he examined me he said my blood pressure was 140/80, normal for my age. He also noticed immediately that I had a heart murmur...

January 15, 1981 (439th Day) Started off as another bad day! Hohman has made a number of snide comments lately—about my 'pretending' to exercise...and now this morning about my 'bitching' concerning certain letters I receive when I get more mail than anyone else, etc. Seems this close confinement brings out the true character in everyone and what used to be 'joking' remarks have not turned into bitter, cutting ones...I'm also pretty tired of the others' constant references to me as an 'old man' or 'gramps',...While it appears to be meant as kidding, it too gets pretty caustic at times...

{This was the last diary entry made by William Ode while a captive, shortly before the process began of flying them from Iran to Germany, where they were met by (former) President Jimmy Carter. Ode later wrote the following account to fill in the gaps in his diary entries in his last week in Iran.}

My Love of, and Life in, the Foreign Service

The voice came over the Algerian plane's speaker: "You are not leaving Iranian air space!" What a cheer went up from the American hostages on the plane! This was the moment for which we had waited 444 days. Now we knew we were really free! Even though we had been told by the Iranian terrorists that we were being set free, I'm sure all the hostages didn't really feel that we were on our way to freedom until we actually were out of Iran. So much still could go wrong in the process of obtaining our freedom...but the confirmation that we were actually out of Iran and the Ayatollah Khomeini's jurisdiction made us finally realize that our ordeal was over! What a magnificent feeling! We were on our way at last! We were going home!

For months it seemed that nothing was ever really going to happen but then we realized that progress was being made to reach an agreement to release us, even though the terrorists gave us little news or hope in that regard, except for their usual vague hints that "something would happen soon"... "we would be released soon", etc.

On January 19, 1981 I was taken from my room which I was occupying with five other hostages... Ahmad, who I thoroughly detested and I always referred to as "Shovelface" ...was one of the terrorist-supervisors who had control of the "minor league" terrorist guards who controlled us on a daily basis. "Shovelface" spoke English well and, with a newspaper before him, informed me that "some" of the hostages were to be released that evening and flown to...Germany and that I was "one of the candidates"! While I couldn't seriously believe that our government would permit or accept the release of some, but not all, of the hostages, the thought raced through my mind..."If I am one of the 'candidates'—how do I win this election?"

The next thing I was taken to another room where I was seated before one of the women terrorists...a young woman gowned in the usual black chador who had interviewed me on previous occasions. It was my understanding that she had spent several years of her youth as a resident of Philadelphia where she attended school and learned to speak English like an American. In spite of her long residence in the United States she was rabidly anti-American! Perhaps living in Philadelphia makes one that way! I don't know. Since she spoke English so well I later learned that she had appeared frequently on Iranian propaganda TV broadcasts to the United States using the name of "Mary" and was well-known to American TV viewers who were following the hostage situation. Several TV cameras were focused on us and Mary asked me to describe my daily activities while being held hostage. I related how I did calisthenics each morning; then following breakfast I would pursue my daily regimen—pacing rapidly across my room for approximately 1200 times to equate two miles of

walking; write letters to my wife, other relatives and friends; read, play Scrabble and other games with other hostages in my room, and study Spanish. Mary queried me as to whether I had been well treated to which I replied, "There was much room for improvement in our treatment" Then she asked me whether I felt there was any justification for having been taken hostage. I replied, "There was absolutely no justification...there never was." With that, Mary said, "The interview is over!"

[The hostages were set free on January 21, 1981. Robert Ode wanted this diary made public and donated it to the federal government.]

Critical Thinking Questions:

- I. Describe the takeover of the U.S. embassy in Teheran, Iran. According to Robert C. Ode, how were the hostages initially treated?
- II. How important a role does Ode's sending and receiving mail play during the 444 days of captivity?
- III. On July 28, 1980, Ode used the term 'terrorists' to describe the student-militant writing in his diary that he reminded Akbar "...that he might not wish to regard himself and the other students as terrorists, but that they surely were in my opinion as well as the rest of the world! This was the first time I have really seen Akbar agitated!" Why would the world viewing the student-militants as terrorists be irritating to Akbar?
- IV. How did Richard C. Ode find out about Operation Eagle Claw (the aborted rescue mission), Soviet invasion of Afghanistan, and election of Ronald Reagan as President on November 4, 1980?
- V. Does Ode believe that there was any justification for the student-militants taking the hostages captive? Summarize his commentary from September 26, 1980.
- VI. By January 1981, how is Ode's relationship with the other hostages? Why does he think this is the case?
- VII. Describe the release of the hostages, according to Ode.

Activities/Procedures:

- I. The teacher should acquaint self with background and circumstance that lead to the Iranian Revolution of 1979.
 1. The teacher should acquaint self with the events leading directly to the capture of 52 U.S. embassy staff in Teheran, Iran in November 1979.
 2. Students should read and discuss the events leading to the Iranian Revolution and the role played by the U.S. Use the critical thinking questions to lead the discussion.
 3. Students should then review the excerpts from the diary of hostage Richard C. Ode (pronounced O-dee) and consider what 444 days of capture does to the individual and the group as a whole.

Background for the Hostage Crisis in Iran

By Jill McCracken

1. Establishment of the Shah

In 1921, army general Reza Pahlavi took power in Iran, focusing on modernization through secularism and westernization. He strengthened and united Iran, but ignored their Constitution's religious and democratic measures. Reza replaced Islamic laws with western ones, and forbade traditional Islamic clothing, separation of the sexes and veiling of women. These changes were partly responsible for the division between the Shah and religious Sh'ia in Iran.

In 1941, Reza was removed from power by British and Russian forces, which feared Reza's sympathies with World War II enemy, Nazi Germany. His son, Mohammed Reza Pahlavi, was installed as Shah of Iran by these foreign powers.

Shah Mohammad Reza Pahlavi sought to continue the path to the modernization of Iran, ruthlessly punishing dissent. As this was during the Cold War, Shah kept close relationships with the United States and the west. He remained steadfast in his opposition to communism, the ideology of Iran's powerful northern neighbor, the Soviet Union. Various Iranian groups demonstrated against the Shah's violation of the Iranian constitution, political corruption, and the political oppression by SAVAK, his secret police.

2. Rise of Ayatollah Khomeini

In 1963, Ayatollah Ruhollah Khomeini, a Sh'ia cleric and the leader of the Iranian revolution, rose to political prominence when he headed opposition to the Shah's program of reforms. These reforms aimed to redistribute land owned by some Sh'ia clergy, permit women legal equality in marital issues, allow women to vote, and religious minority groups to hold office, all 'western' influences.

After public demonstrations, Khomeini publicly denounced the Shah as a "wretched miserable man" and promptly was arrested, his house arrest lasting for 8 months. After his release, he condemned the Shah's cooperation with Israel and the extension of diplomatic immunity to U.S. government personnel in Iran. Khomeini was re-arrested in late 1964, and sent into exile for the next 14 years.

3. Iranian Revolution and the Carter Administration

In October 1971, the Shah sponsored an extremely costly celebration of the 2,500th anniversary of the founding of the Persian Empire, inviting only foreign dignitaries. The cost was estimated to be in the range of \$100–120 million during a period when many Iranians were suffering economic hardship brought about by inflation and drought. To them, the Shah appeared incredibly out of touch with his people.

Finally attempting to deal with the economic problems, the Shah took measure to lower inflation and reduce waste in 1976. This resulted in unemployment that heavily affected the poor and unskilled migrants in Iran's population. Many of these people, who already saw the Shah's progressive Westernization as "alien and wicked" went on to form the bedrock of revolution's supporters.

The inauguration of the new American President, Jimmy Carter, took place in January 1977. Because of Iran's history and strategic location, it was important geopolitical ally to the United States. Iran shared a long border with America's cold war rival, the Soviet Union, and the largest, most powerful country in the oil-rich Persian Gulf.

Entering into a post-Vietnam era, the new administration desired a more 'benevolent' American foreign policy; the Administration reminded the Shah of the importance of political rights and freedom. The Shah responded by granting amnesty to approximately 350 political prisoners, and permitted the Red Cross to visit prisons, launching a new period of liberalization by the Shah. Taking full advantage of this new liberalization, throughout 1977 opposition to the Shah formed organizations and openly denouncing the regime. Dissent groups could now gathered without the customary police arrests. Unknown to the Shah or President Carter, this was the beginning of the end of the Shah's regime.

Demonstrations continued and began to escalate in 1978. By September, the nation was rapidly destabilizing, and major protests were becoming a regular occurrence. The Shah declared martial law, and banned all demonstrations to no avail. On September 8, 1977, "Black Friday occurred as thousands of protesters gathered in Tehran and security forces fired on and killed dozens. This was followed by escalating unrest and a general strike, which paralyzed the economy.

Facing a serious revolution, the Shah appealed to the United States for support. On November 4, 1978, Carter's National Security Advisor Zbigniew Brzezinski told the Shah that the United States would "back him to the hilt." However with the Carter cabinet, other high-level officials decided that the Shah had to go, regardless of who replaced him. President Carter could not decide how to appropriately use force and opposed a U.S.-led coup. Ultimately, President Carter supported a regime change and did not provide support for the Shah.

The Shah and the empress left Iran on January 16, 1979, as the successful revolutionaries and crowds cheered. Meanwhile, Washington believed it had worked out a deal with the Iranian military leadership to shift support to a new moderate government. The return of Ayatollah Khomeini from exile in February 12, 1979 dashed all plans for this new pro-American government in Iran.

On October 22, 1979, the Carter Administration permitted the Shah, who was ill with cancer, to enter the U.S. for medical treatment. The American embassy in Tehran had discouraged the request, understanding the political delicacy, but political pressure to approve the request prevailed.

In Iran, this intensified anti-American sentiment and spawned rumors of a U.S.-backed coup to re-installation of the Shah. Ayatollah Ruhollah Khomeini heightened rhetoric against the "Great Satan", the United States, talking of what he called "evidence of American plotting." Later it was learned that the hostage takers were convinced that the U.S. embassy was a center of opposition to the new government.

Evidence of Understanding: (Assessment of Student Performance)

Formative:

1. Critical Thinking Questions from Reading 1: The Iranian Hostage Crisis
2. Critical Thinking Questions from Reading 2- "From the Jimmy Carter Library: Iran Hostage's Diary / Robert C. Ode.

Summative: Essay Prompt/Discussion: While a universal definition of terrorism has not been agreed upon, it is an act composed of the following characteristics: *involving an action of violence, an audience, the creation of a mood of fear, innocent victims, and political motives or goals.* Is the Iranian Hostage Crisis an act of terrorism? Justify your opinion.

Grade Level: 9-12

Time: 45-60

The Hijacking of the Achille Lauro

Objective:

Students will identify the impact of international terrorism on individuals.

Key Terms:

Convicted in absentia - the conviction of a person in a trial in which they are not present to answer the charges.

F-14 Tomcats - U.S. Navy a supersonic, twin-engine, two-seat fighter jet.

Oslo Agreement - A milestone in the Palestinian - Israeli conflict, it was the first direct, face-to-face agreement between Israel and political representatives of Palestinians; it was intended to be a framework for the future relations between Israel and the anticipated Palestinian state, when all outstanding final status issues between the two states would be addressed and resolved in one agreement.

Palestinian Liberation Front (PLF) - Palestinian militant group, which is designated as a terrorist organization by various countries;

Palestinian Liberation Organization (PLO) - Political and paramilitary organization regarded by the Arab League since October 1974 as the "sole legitimate representative of the Palestinian people.

Shia/Shi'ite - Branch of Islam, as opposed to Sunni, which is practiced in, for example, Saudi Arabia.

Materials:

Reading- The Hijacking of the Achille Lauro

Optional- Terrorism in the 1980s with discussion questions

Activities/Procedures:

- I. Teacher should familiarize self with the background information as context for studying the Achille Lauro hijacking incident.
- II. Students and teacher should read together the description of the hijacking. Use the critical thinking questions as a discussion starting point.

Background for Subject of Lesson:

Terrorism in the 1980s

By Jill McCracken

During the 1980s, the portion of the world's population that lived in fear of terrorism increased more than at any previous era. In 1984, there were over 600 international terrorist incidents, a 20% increase over the previous five years' averages.

From 1982 -1985, terrorist acts in the Middle East doubled each year. This sharp rise in assassinations, bombings, hijackings and kidnappings was attributable in part to improved technology. Better communications, more rapid transportation, better access to funds, and superior weapons helped to make terrorist incidents more accurate and deadly.

Another factor that caused a significant rise in terrorist incidents was the increase in state-supported terrorism, with Iran, Syria, Libya, Cuba and Nicaragua actively promoting terrorist acts. These terrorists usually targeted civilians; innocent people were routinely blown up in clubs and buses or gunned down in airports. Kidnapping businessmen proved lucrative, as ransoms brought terrorist groups tens of millions of dollars. From 1980-1981, attacks on diplomats, government officials and facilities rose by 60% when compared to the late 1970s. In the mid-eighties, the U.S. spent \$300-400 million each year to enhance security the at U.S. embassies.

Several months prior to the hijacking of the Achille Lauro, on June 14, 1985, Trans World Airline (TWA) Flight 847 was hijacked after taking off from Cairo, Egypt. The terrorists were a Lebanese Shi'ite Islamists group. The aircraft with its passengers and crew endured a three-day intercontinental ordeal during which one passenger, a U.S. Navy diver, was murdered.

The crew of the plane was forced to tell the Air Traffic Controllers that the terrorist "has pulled a hand-grenade pin and is ready to blow up the aircraft if he has to. We must, I repeat, we must land at Beirut. We must land at Beirut. No alternative."

After much delay, Beirut control tower consented, replying, "Very well. Land. Land quietly. Land quietly."

Then another desperate plea came from the crew on board Flight 847; "They are beating the passengers. They are threatening to kill the passengers. We want fuel now. Immediately. Five minutes at most, or he is going to kill the passengers." This was followed by another, threatening voice speaking in broken English, "The plane is booby-trapped. If anyone approaches, we will blow it up. Either refueling the plane or blowing it up. No alternative."

This was the dialogue that began the planes first stop in Beirut, Lebanon. Nineteen passengers were allowed to leave in exchange for fuel. The aircraft continued on to Algiers, Algeria in North Africa where 20 passengers were released during a five-hour stop, before heading back to Beirut Friday night.

At the Beirut International Airport, the hijackers identified a U.S. Navy diver, Robert Stethem, among the passengers. They beat him, shot him in the right temple, and dumped his body out of the plane onto the tarmac as the world watch in horror. Americans were appalled. Seven

American passengers, who were alleged to have Jewish-sounding surnames, were taken off the jet and sequestered in Beirut.

On June 15th, 65 more passengers were released as the plane returned to Beirut for a third time,

The initial demands of the hijackers included:

- The release of all 766 mainly Lebanese Shias transferred to Israel in conjunction with Israel's withdrawal from Lebanon;
- International condemnation of Israeli military activity in southern Lebanon
- Condemnation of U.S. actions in the Middle East.

The Greek government released an accomplice of the terrorists, Ali Atwa. In exchange, the hijackers released eight Greek citizens, including a well known Greek singer.

By the afternoon of June 17th, most of the hostages had been taken from the plane to a secure location. The 40 remaining hostages were held by Lebanon. One of the hostages was released when he developed heart trouble. The other 39 remained captive until June 30, when they were driven to Syria. The hostages then boarded a U.S. Air Force plane and flew to West Germany. Over the next several weeks, Israel released over 700 Shia prisoners, while maintaining that the prisoners' release was not related to the hijacking.

An angry, outraged America vowed to never negotiate with terrorists, and to track down those who participated in such actions.

Critical Thinking Questions:

- I. How did changes in technology contribute to the huge increase in terrorist attacks in the 1980s?
- II. Which nations were involved in the state-sponsorship of terrorism?
- III. Describe the hijacking of TWA Flight 847.
- IV. Was it wise to permit the hijacked plane to land and refuel? Explain your response.

Evidence of Understanding (Assessment of Student Performance):

Formative:

Critical Thinking questions of The Hijacking of the Achille Lauro

Summative:

For discussion or essay: What expectations did hijackings of this type establish for future hijackings of airliners? In the future, would anyone suspect a hijacked airliner might be used as a missile and flown into buildings?

Extension Activities (Optional):

The use of Terrorism in the 1980s reading in class, rather than as background for the teacher.

The Hijacking of the Achille Lauro

By Jill McCracken

It was a beautiful day in October 1985 when Italian cruise ship Achille Lauro, carrying more than 400 passengers and crew, sailed the aqua waters of the Mediterranean Sea off the coast of Egypt. The tranquility of the cruise was soon shattered as four armed Palestinian terrorists boarded the vessel and took the passengers and crew as hostages.

It was later determined that the operation was masterminded by a terrorist named (Mohammed) Abu Abbas, co-founder of the Palestinian Liberation Front (PLF). Communicating by ship-to-shore radio, the 4 hijackers were quick to make their demands known. They demanded the release of 50 of their PLF comrades imprisoned in Israel. As it was Israeli policy to never negotiate with terrorists, the deal was pointblank refused.

Seeking to keep the terrorists confined to the ship, Reagan administration officials reached out to every nation bordering the Mediterranean and asked them to deny the ship entry to their ports.

When the terrorists were refused permission to dock at the Syrian port of Tartus, the hijackers shot disabled cruise ship passenger Leon Klinghoffer, in the forehead and the chest, ordering two members of the crew to throw the elderly man overboard in his wheelchair. One of the reasons Klinghoffer was selected was that he was Jewish. The Achille Lauro incident suddenly became more than just an act of piracy.

<https://www.cia.gov/library/publications/the-world-factbook/maps/sy-map.gif>

The murdered man, Leon Klinghoffer, was born on September 24, 1916, worked in Manhattan, and retired to Long Branch, New Jersey. The father of two daughters, Ilsa and Lisa, Leon and Marilyn Klinghoffer were celebrating their 36th wedding anniversary. During the seizure, Klinghoffer had been separated from his wife, Marilyn; fortunately, she had been spared from witnessing her husband's murder.

The next day, the terrorists requested a deal – they would surrender if they were granted immunity from prosecution and released into the custody of the Palestinian Liberation Organization (PLO). Egypt agreed to the deal, deeply displeasing the U.S. government.



After two more days of negotiations, the hijackers agreed to abandon the liner for safe conduct and were flown towards Tunisia aboard an Egyptian commercial airliner. Of more importance, the remaining Achille Lauro hostages would be released here.

As this was put into motion, word reached President Reagan that the terrorists were getting away. Determined that they would not escape justice, he authorized the carrier USS *Saratoga* to put seven F-14 Tomcats into the air. Their orders were divert the Egyptian aircraft to a NATO base at



Sigonella, Sicily. The appearance of the Tomcats unnerved the Egypt Air pilot, who did exactly as requested. Shaken, he had no way of knowing that the American "top guns" had orders to refrain from shooting down the commercial airliner without direct instructions from President Reagan.

http://www.palestinefacts.org/pf_1967to1991_achille_lauro.php

Once the plane landed at Sigonella Airbase, the Italian government demanded the right to try the terrorists in Italy, since the Achille Lauro was of

Italian registry. Despite calls from President Reagan, the Italian Prime Minister refused to extradite any of the men to the U.S.

Inexplicably, the Italian government permitted Abbas to leave the country. An Italian court convicted 11 of 15 others associated with the hijacking, while Abbas and another terrorist were tried in absentia and found guilty. Nine of them would escape from an Italian jail, two serving their sentences. Bassam al-Asker, one of the Achille Lauro hijackers, was granted parole in 1991. Ahmad Marrouf al-Assadi, another accomplice, disappeared in 1991 while on parole.

Convicted in absentia, Abu Abbas was sentenced to five consecutive life terms in prison, though he would never serve a day. Nor did he give up terrorism; in 1990, he struck again from the sea, with an abortive speedboat attack on bathers on a beach near Tel Aviv, Israel. He spent most of the years after the hijacking in Tunisia before moving to the Gaza Strip in 1996, after the Palestinian Authority took control of the area as part of the peace agreement with Israel.

During a 1996 interview with CNN from Gaza, Abbas said he was sorry for the hijacking. On hearing of this, the daughters of Leon Klinghoffer's responded that Abbas had been convicted of murder and should serve his sentence. However, as a result of the 1995 Israeli-Palestinian interim peace agreement, Abbas and other PLO members were granted immunity for violent acts committed before the signing of the September 1993 Oslo agreement.

On October 15, 1985, Mr. Klinghoffer's body was located by the Syrians and returned to the U.S. A Long Branch, New Jersey resident, Leon Klinghoffer was buried at Beth David Memorial Park in Kenilworth, New Jersey. After his death, his daughters established the Leon and Marilyn Klinghoffer Memorial Foundation with the Anti-Defamation League; the foundation combats terrorism through educational, political and legal means. The foundation is funded by undisclosed settlement paid by the PLO to the Klinghoffer's to settle a lawsuit seeking damages for the PLO's role in the hijacking.

In 1998, from Gaza, Abu Abbas granted the Boston Globe an interview. In it, he claimed that Leon Klinghoffer "provoked" his killers into shooting him. When asked to explain this, Abbas replied, "He created troubles. He was handicapped but he was inciting and provoking the other passengers. So the decision was made to kill him".



http://newsimg.bbc.co.uk/media/images/39103000/jpg/39103111_klinghoffer_ap203body.jpg

In a 2002 interview with The New York Times, Mr. Abbas explained carefully the differences between his acts of terrorism and those of the 9/11 hijackers, who crashed planes into the towers of the World Trade Center and Pentagon. He denounced Osama bin Laden explaining that the Palestinian cause was a separate issue from the broader holy war against the United States declared by al Qaeda.

Abbas insisted the key difference between his group and Al Qaeda, was that he was serving a limited, historical goal – the liberation of Palestinians and recovery of their "occupied" lands. The Achille Lauro operation and his later attacks were serving this goal. Bin Laden, in his view, was engaged in a borderless, limitless holy war on America and Israel, and Americans and Jews.

Asked if he was sorry about Mr. Klinghoffer's death, Mr. Abbas said, "Of course, it wasn't my fault. I didn't shoot the man. But he was a civilian, and I ask myself, 'What was his fault?' It is no different whoever the civilian who is killed may be – whether you drop an atomic bomb on Hiroshima or Nagasaki or you kill some innocent person who is walking down a road."

During the Iraq War, Coalition Special Operations personnel in Baghdad captured Palestinian terrorist Mohammed Abu Abbas on April 14, 2003. The Bush administration immediately began the possibility bringing charges against Abu Abbas. Then State Department spokesman, Philip T. Reeker, reported that this capture was a "major victory in the global war against terrorism and provides further evidence of the Saddam regime's connection to international terrorism".

Of the capture, Lisa Klinghoffer, Klinghoffer's daughters said on NBC's Today show, "We have been waiting for this day for 17 years. I hope this sends that message out to future terrorists out there – or people plotting and planning right now – that they can't hide."

Before legal action could begin, Mohammed Abu Abbas died of a heart attack in Iraq while in the custody of the United States, on March 9, 2004.

In 2006, Spain announced that it was extraditing Syrian-born international arms dealer Monzer al-Kassar to the U.S, where he would face trial for arming terrorist groups in several nations. He was also linked to the hijacking of the Achille Lauro. While he was not directly tried for the murder of Leon Klinghoffer, he was convicted on February 23, 2009, and sentenced to 30 years in prison.

Critical Thinking Questions:

- I. Why did the terrorists seize a cruise ship? Why was Mr. Klinghoffer murdered?
- II. It was the position of the U.S. government to never negotiate with terrorists. The Greek government, for example, has cooperated with terrorists demand and released prisoners. Identify the positive aspects of this policy as well as any limitations.
- III. Abu Abbas was captured by U.S. Special Forces in Iraq in 2003. Had he not died of a heart attack in 2004, should he have stood trial for the death of Mr. Klinghoffer, even if he wasn't one of the terrorists on the Achille Lauro?
- IV. Abu Abbas states that the death of Mr. Klinghoffer "*wasn't my fault. I didn't shoot the man.*" Do you agree with his assessment of the death of Mr. Klinghoffer? As leader of this terrorist cell, is Abu Abbas responsible for their acts?

Grade Level: 9-12
Time: 75-90 minutes

The Lockerbie Bombing

Objectives:

- Students will examine the bombing of Pan Am Flight 103 over Lockerbie, Scotland as an example of state-sponsored terrorism.
- Students will evaluate the role of diplomacy and economic sanctions in altering Libya's policy on terrorism and the acquisition of weapons of mass destruction.

Key Terms:

Basque Fatherland and Liberty (ETA) - Founded in 1959, this terrorist organization seeks to establish an independent homeland in the Spanish Basque region.

Col Moammar Qaddafi - Libya's head of state since 1969.

Gulf of Sidra incident - On August 18, 1981, two Libyan jets fired on U.S. aircraft participating in a routine naval exercise over international waters of the Gulf of Sidra. The U.S. planes returned fire and shot down the attacking Libyan aircraft. This incident further soured the U.S.-Libyan relations, which were already tense.

Palestinian Liberation Organization (PLO) - Founded in 1964 as a Palestinian nationalist umbrella organization dedicated to the establishment of an independent Palestinian state, it has been recognized as the Israel recognized the PLO as the legitimate representative of the Palestinian people.

Pan Am - Pan American World Airways, the principle U.S. based international airline from 1927-1991.

Popular Front for the Liberation of Palestine - PFLP is a Palestinian terrorist group founded in 1967. It has consistently been the second-largest of the groups forming the Palestine Liberation Organization.

Provisional Irish Republican Army of Northern Ireland (PIRA) - an Irish republican paramilitary terrorist organization dedicated to ending British rule in Ireland.

Semtex - a type of plastic explosive.

State-sponsored terrorism - Terrorism sponsored by the governments of countries.

WMD - Weapons of mass destruction which includes nuclear, biological and chemical agents.

Materials:

Background Reading – Review of the U.S.- Libya Relationship with optional Critical Thinking Questions. Reading – The Lockerbie Bombing and Critical Thinking Questions

Summative essay prompt

Activities/Procedures:

- I. The teacher should familiarize self with the background information depicting the history of the relationship between the U.S. and Libya from the point where Colonel Moammar Qaddafi becomes the head of the Libyan state.
- II. If time permits, the students should read the background information as an example of state-sponsored terrorism.
- III. Students should be directed to read, as a class or in groups, The Lockerbie Bombing.
- IV. Discussion using the critical thinking questions should ensue, with the teacher directing the course of the conversation.
- V. As a summative evaluation, the essay should be assigned.

Evidence of Understanding:

Formative:

1. Background Reading – Review of the U.S.- Libya Relationship with optional Critical Thinking Questions.
2. Reading – The Lockerbie Bombing and Critical Thinking Questions. plus discussion.

Summative: Investigate the collapse of the Qaddafi regime in the spring/summer of 2011, through his death in October 2011. How did the families who lost loved ones in the Lockerbie bombing react to the death of Qaddafi? Did it give closure or not? Did the media delve into the Lockerbie bombing and terrorism in their coverage of the death of Qaddafi?

Optional Extension Activity: Playwrite Deborah Brevoort has written a play called *The Women of Lockerbie*. In this play, the women of Lockerbie, Scotland try to cope with the aftermath of the tragic plane crash, while a family from New Jersey joins them in an effort to get closure on their loss. Reading the play or a selection of excerpts would add a fine arts requirement to the study.

Reading: The Lockerbie Bombing

The holiday season was in full swing on the crisp Wednesday morning of December 21, 1988. Pan Am Flight 103 was flying its usual route from West Germany to Heathrow Airport in London, and onto JFK Airport in New York. Among the 243 passengers were 35 students from Syracuse University, 4 from Colgate University, 4 from Brown University, 2 from the State University of New York, and 1 from Hampshire College; all flying home from overseas studies. The crew consisted of 16 members, piloted by Captain "Jim" MacQuarrie, First Officer "Ray" Wagner, and Flight Engineer Jerry Avritt.

Flight 103 had reached Scottish airspace and climbed to 31,000 feet at a speed of 313 knots at 7:02 am. Then, the airliner's transponder stopped replying and contact was lost. It would be learned that Pan Am Flight 103 was destroyed by a bomb, killing all 243 passengers and 16 crew members. On the ground, 11 residents were killed when plane debris crashed onto Lockerbie at more than 500 mph, exploding and creating a crater 155 feet long. Several houses were vaporized, 21 others damaged beyond repair. Four members of one family, Jack, Rosalind, Paul and Lynsey Somerville, perished when their house exploded. The only house left standing intact in the area belonged to Father Patrick Keegans, Lockerbie's Roman Catholic priest. The death toll would rise to 270 people lost.

In shock and disbelief, for many days, Lockerbie residents lived with the sight of bodies in their yards and strewn along their streets. Forensic investigators photographed and identified the location of each body to help determine the exact position and force of the on-board explosion, by coordinating information about each passenger's assigned seat and where they had landed. In a 1993 interview with authors Geraldine Sheriday and Thomas Kenning, Lockerbie resident Bunty Galloway explained these difficult days:

http://www.independent.co.uk/multimedia/archive/00049/lockerbie_ap_49789t.jpg

"A boy was lying at the bottom of the steps on to the road. A young laddie with brown socks and blue trousers on. Later that evening my son-in-law asked for a blanket to cover him. I didn't know he was dead. I gave him a lamb's wool traveling rug thinking I'd keep him warm. Two more girls were lying dead across the road, one of them bent over garden railings. It was just as though they were sleeping. The boy lay at the bottom of my stairs for days. Every time I came back to my house for clothes he was still there. 'My boy is still there,' I used to tell the waiting policeman. Eventually on Saturday I couldn't take it no more. 'You got to get my boy lifted,' I told the policeman. That night he was moved."

Governments urged the distraught families of victims not to travel to Lockerbie, but many, most of them from the U.S., arrived there within days to identify their loved ones. Lockerbie community members established cafeterias, open 24-7, where relatives, soldiers, police officers, accident investigators, and social workers could find a hot meal, free sandwiches, coffee, and someone to speak with. Once they were determined to be of no forensic value, the townspeople washed, dried, and ironed every piece of clothing that was found and returned them to the grieving relatives.

With the investigation in full swing, accident investigators retrieved over 10,000 pieces of debris that were tagged and entered into a computer tracking system. As standard procedure dictated, the fuselage of the aircraft was reconstructed revealing a 20-inch hole consistent with an explosion in the forward cargo hold. Examination of the baggage containers revealed the exact location of the bomb. The container nearest the hole had the most blackening, pitting, and severe damage, which indicated that a "high-energy event" had taken place inside it.

Forensics revealed that the bomb was Semtex (plastic explosive) and assembled in a Toshiba radio cassette player, and then placed in a Samsonite suitcase. Two months earlier, a very similar Semtex bomb was seized by West German police from the Palestinian militant group, Popular Front for the Liberation of Palestine (PFLP). From the same Samsonite suitcase were infant clothing, which were traced to a manufacturer in Malta. These, in turn, were traced to a Maltese merchant, who became a key prosecution witness, having sold the baby clothing to a man of Libyan descent, Abdelbaset Ali Mohamed Al Megrahi.

http://www.timesonline.co.uk/multimedia/archive/00451/Lockerbie_5_451401a.jpg

Investigators also discovered that an unaccompanied bag, likely the Samsonite suitcase, had been routed onto Pan Am 103, via the interline baggage system, from Air Malta flight KM180 to Frankfurt. From there it went by feeder flight Pan Am 103 to London. This unaccompanied bag was shown at the trial to have been the suitcase that contained the bomb.

Two Libyan suspects, Abdelbaset Ali Mohamed Al Megrahi and Lamin Khalifah Fhimah, were indicted in November 1991, and the Libyan government was called upon to extradite them for trial in either the United Kingdom or the United States. Since no bilateral extradition treaty was in force between any of the three countries, Libya refused to hand the men over. However, it did offer to detain them for trial in Libya, as long as all the incriminating evidence was provided. This offer was unacceptable to both the U.S. and U.K., and there was an impasse for years.

Megrahi and Fhimah denied all charges against them. Three outline charges were:

- Murder;
- Conspiracy to murder;
- A breach of the Aviation Security Act 1982.

Eleven years after the bombing of Pan Am 103, the trial of the two Libyans accused, Megrahi and Fhimah, would finally begin on May 3, 2000. The trial concluded seven months later when Megrahi was convicted of murder, the judges commenting,

"There is nothing in the evidence which leaves us with any reasonable doubt as to the guilt of the first accused, and accordingly we find him guilty of the remaining charge in the indictment as amended."

He was sentenced to life imprisonment, with a recommendation that he should serve at least 20 years before being eligible for parole. Megrahi continues the appeal process and insist on his innocence. Fhimah was found not guilty.

Renunciation of State Sponsored Terrorism, Nuclear Weapons and WMDs

Since Col. Moammar Qaddafi came to power in 1969, experts warned that Libya was an emerging threat and was developing its capacity to acquire and facilitate the proliferation of nuclear and other weapons of mass destruction while actively sponsoring international terrorism. The United States policy was to maintain its trade and travel embargoes against Libya, while continuing diplomatic and economic pressure. This pressure helped to bring about the Lockerbie settlement and Libya's renunciation of nuclear and weapons of mass destruction (WMD).

After years of sanctions, Col Qaddafi's desire to come to an agreement with the U.S. on weapons of mass destruction dated back to the Clinton Administration. Not taking the initial Libyan offer seriously, little advancement was made until 1999, when Libya once again opened dialogue with the American and British governments on normalizing relations. They were approached with an offer that eventually resulted in a deal to settle legal disputes regard the bombing of Pan Am Flight 103. Col. Qaddafi's proposal included permitting two Libyans to stand for trial and agreeing to pay reparations in exchange for the end of U.N. and U.S. economic sanctions.

On May 29, 2002, Libya offered US\$2.7 billion to settle claims by the families of the 270 killed in the Lockerbie bombing, representing roughly US\$10 million per family. The Libyan offer also included the follow stipulations:

1. 40% of the money would be released when United Nations sanctions were cancelled permanently;
2. Another 40% would be released when U.S. trade sanctions were lifted;
3. Final 20% would be released when the U.S. State Department removed Libya from its list of states sponsoring terrorism.

Significantly, this was the *first time* a state designated as a sponsor of terrorism offered compensation to families of terror victims.

After diplomatic negotiations, as part of the agreement, on August 15, 2003, Libya's UN ambassador submitted a letter to the UN Security Council formally accepting "responsibility for the actions of its officials" in relation to the Lockerbie bombing. The Libyan government then proceeded to pay compensation to each family, some of which saw this as 'blood money'. Subsequently, the UN Security Council cancelled its embargos against Libya. Separate U.S. sanctions continued, however.

In 2004, Col. Qaddafi announced his government's decision to disclose and dismantle its nuclear, biological, and chemical weapons programs and to allow international inspectors unconditional access to monitor and verify compliance. Additionally, he pledged to support U.S. effort in the war on terror, and the Bush Administration began lifting the economic sanctions. The United States announced resumption of full diplomatic relations with Libya after deciding to remove it from its list of countries that support terrorism on May 15, 2006.

Diplomatic Talks and Reparations Paid

After continued talks, U.S. and Libyan officials agreed to resolve all outstanding claims and counterclaims. These included those surrounding the 1986 Berlin discotheque bombing, which killed 2 American servicemen, injuring more than 50 others, the September 1989 explosion of French airline UTA Flight 772 over the Sahara Desert, which killed 170 people aboard the aircraft, and the U.S. bombing of Libyan cities as retribution.

In October 2008, Libya paid \$1.5 billion into a fund which will be used to compensate relatives of the:

1. Lockerbie bombing victims with the remaining 20% of the sum agreed in 2003;
2. American victims of the 1986 Berlin discotheque bombing;
3. American victims of the 1989 UTA Flight 772 bombing; and,
4. Libyan victims of the 1986 US bombing of Tripoli and Benghazi.

As a result, President Bush signed an executive order that restored the Libyan government's immunity from terror-related lawsuits and dismissing all of the pending compensation cases in the U.S.

Ultimately, in addition to thirty years of economic sanctions and meandering, but intense diplomatic efforts, U.S. actions fighting the war on terror in Afghanistan (2001) and Iraq (2003) also impacted Libya's decision to break with its past policies of developing weapons of mass destruction and supporting international terrorism. Thus far, Libya continues to outpace the U.S. on fulfilling its non-proliferation commitments by ratifying the Comprehensive Nuclear Test Ban Treaty was welcomed back into the community of nations. State sponsored terrorism, nuclear, chemical and biological weapon proliferation remains the concern of the international community.

The "Arab spring" of 2011 brought upheaval and regime change to several Arab states, including Egypt, which saw the fall of the Mubarak regime. With the support of NATO allies, the Obama Administration played a supportive role in aiding the rebel forces against Qaddafi and his forces in Libya. On October 20, 2011, Moammar Qaddafi was killed by rebel forces, ending his 42 year reign of brutality in Libya. He was buried in an unknown location.

Background - Review of the U.S.- Libya Relationship

Once an Italian colony, Libya declared its independence from Italy on December 24, 1951. Colonel Muammar al-Qaddafi came to power in 1969. His foreign policy goals have included seeking greater Arab unity, the elimination of Israel, support for the Palestinians, and elimination of western influence in the Middle East and Northern Africa. The Libyan government was also a state-sponsor of terrorist organizations including but not limited to:

- Provisional Irish Republican Army of Northern Ireland (PIRA)
- Palestinian Liberation Organization (PLO)
- Basque Fatherland and Liberty (ETA)



As a result of these policies and its support for international terrorism, U.S.-Libyan relations became increasingly strained, the U.S. withdrawing its ambassador in 1971. It was Qaddafi who pressed the use of oil embargoes against the U.S. and west, seeking to end their alliance with Israel. As a result of U.S. support for Israel during the Yom Kippur War of 1973, Libya announced that it would embargo all oil shipments to the United States. Saudi Arabia and the other Arab states quickly followed suit. This caused oil prices to jump from \$3 a barrel to \$12. In the U.S., rationing of gas ensued, with consumers waiting in long gas line on 'odd' or 'even' days as determined by the numbers on one's license plate. The stock market declined, and recession began.

At the Washington Oil Summit of 1974, the Arab states, except for Libya, agreed to lift the embargo against the U.S. However, the effects of the energy crisis lingered on throughout the 1970s. The price of energy continued increasing in the following year, amid the weakening competitive position of the dollar in world markets.

<https://www.cia.gov/library/publications/the-world-factbook/maps/ly-map.gif>

Relations with Libya deteriorated by late 1979 and U.S. embassy staff members were withdrawn from Tripoli after a mob attacked and set fire to the embassy. The U.S. government declared Libya a "state sponsor of terrorism" on December 29, 1979.

Tensions with Libya continued throughout the 1980's. The State Department issued a de facto travel ban on U.S. citizens from travel to Libya while advising all U.S. citizens in Libya to return home. Economic sanctions were imposed in 1982 and included prohibitions on the importation of Libyan crude oil.

On August 18, 1981, as U.S. naval vessels were participating in a routine exercise in international waters of the Gulf of Sidra, two Libyan jets fired on U.S. aircraft. The U.S. planes returned fire and shot down the attacking Libyan aircraft. A Libyan ship armed with surface-to-air missiles was also heavily damaged when it came within missile range of the U.S. ships. Of the incident, President Reagan wrote to Congress apprising them of the incident, *"U.S. forces will continue with their current exercises. We will not be deterred by Libyan attacks or threats from exercising our rights on and over the high seas under international law. If Libyan attacks do not cease, we will continue to take the measures necessary in the exercise of our right of self-defense to protect our forces."*

The United States adopted additional economic sanctions against Libya in January 1986, including a total ban on direct import and export trade, commercial contracts, and travel-related activities. In addition, Libyan Government assets in financial institutions in the United States were frozen.

Two weeks later, two American servicemen were killed in the Berlin discotheque bombing of 1986. A bomb placed under a table near the DJ booth exploded, killing 2 U.S. soldiers, and injuring 230 people, including more than 50 American servicemen.

After a telex message from Libya to the Libyan East Berlin embassy was intercepted that congratulated them on a job well done, Libya was blamed for the bombing. The United States responded by launching an aerial bombing attack against targets near Tripoli and Benghazi, killing 100 Libyans, including Qaddafi's 15 month old adopted daughter.

Critical Thinking Questions (Optional)

1. Over what issues were the U.S. and Libya at odds?
2. How did Libya and the U.S. use economic weapons against each other?
3. Why did Libya resort to terrorist bombing of the Berlin discotheque? Was the U.S.'s response of an air attack on Libyan targets fair?

Grade Level: 9-12
Time: 45-60 minutes

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 extreme dangers chemical weapons pose.

Key Terms:

Sarin nerve gas - 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.

Aum Shinrikyo - is the former name of a cult/terrorist group now known as Aum Aleph; On March 20, 1995, Aum Shinrikyo members launched a sarin gas chemical attack on the Tokyo Metro, one of the world's busiest commuter transport systems at rush hour, killing 12 and injuring hundreds.

Materials:

Reading on Aum Shinrikyo's use of chemical weapons - sarin nerve gas

Activities/Procedures:

- I. Students should read the reading on Aum Shinrikyo and the Sarin Nerve Agent Attacks.
- II. They should discuss the critical thinking questions, or write them for homework.

Background to the Lesson:

SARIN NERVE AGENT: Sarin is an extremely toxic substance whose sole application is as a toxic 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:

- coma
- convulsions
- death
- difficulty breathing
- disturbed sleep and nightmares
- extreme sensitivity to light
- foaming at the mouth
- high fevers
- influenza-like symptoms
- loss of consciousness
- loss of memory
- nausea and vomiting
- paralysis
- post-traumatic stress disorder
- respiratory problems
- seizures
- uncontrollable trembling
- vision problems, both temporary and permanent

AUM SHINRIKYO: The Japanese cult, Aum Shinrikyo was founded by Shoko Asahara. His teachings mixed elements of Buddhism and Hinduism, as well as yoga and meditation. At the core of his preachings was the belief that the end of the world was near. Aum followers would be the only people to survive upcoming apocalypse, which was set to occur in 1996, or between 1999-2003. He also claimed that the United States would hasten Armageddon by starting World War III with Japan. Aum accumulated great wealth from operating electronic businesses and restaurants, and requiring

members to sign their estates over to the group. Aum recruited young, smart university students and graduates, often from elite families.

As early as 1990, the group attempted to carry out at least nine biological assaults—all failed—according to a 1998 *New York Times*. Originally, Aum planned to massacre citizens by spraying botulin, the most lethal natural poison to humans, from buildings and modified delivery vans. Aum's team of young scientists cultured and experimented with biological toxins, including botulin, anthrax, and cholera.

In June 1993, Aum was responsible for the release of Anthrax spores from a Tokyo building causing a foul odor in addition to the deaths of some birds, plants, and pets. This incident marks the first instance of anthrax to be used as a weapon against a civilian population. Because this incident was not 'spectacular' enough, Aum switched its attention to chemical weapons.

On March 20, 1995, Aum members put a liquid form of sarin, a deadly chemical nerve agent, into tightly contained in packages made to look like lunch boxes or bottled drinks. In Tokyo, Aum terrorists boarded five subway cars on three separate subway lines located near several Japanese government ministries. The terrorists punctured the packages with umbrella tips, leaving them in subway cars and stations, where the packages began to leak the liquid sarin. Witnesses said that subway entrances quickly came to resembled medical triage as injured commuters lay gasping on the ground with blood gushing from their noses or mouths.

According to investigations and raids after the subway attack, Aum had been capable of producing thousands of kilograms of sarin a year. Due to the 1995 attack, as well as earlier attempts to carry out biological and chemical attacks, Aum Shinrikyo is listed as a terrorist organization. In 2007, the group split into two factions due to internal friction over attempts to moderate the cults' religious beliefs and improve its public image. Both groups remain under surveillance by Japanese authorities. According to the U.S. State Department, Aum currently has approximately 1,800 members.

Aum founder, Shoko Asahara and twelve other members were sentenced to death for the subway attack. After the subway attack, Japanese authorities reinvestigated and found Aum responsible for a 1994 attack on a residential neighborhood that killed 7 and injured over 100 people. The cause of death and injury was later proven to be sarin.

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

Formative:

Students should discuss or write answers to the critical thinking questions.

Extension Activities (Optional)

Sarin Nerve Agent Attacks: The danger of chemical weapons of mass destruction

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- seizures
- uncontrollable trembling
- vision problems, both temporary and permanent

AUM SHINRIKYO: The Japanese cult, Aum Shinrikyo was founded by Shoko Asahara. His teachings mixed elements of Buddhism and Hinduism, as well as yoga and meditation. At the core of his preachings was the belief that the end of the world was near. Aum followers would be the only people to survive upcoming apocalypse, which was set to occur in 1996, or between 18999-2003. He also claimed that the United States would hasten Armageddon by starting World War III with Japan. Aum accumulated great wealth from operating electronic businesses and restaurants, and requiring members to sign their estates over to the group. Aum recruited young, smart university students and graduates, often from elite families.

As early as 1990, the group attempted to carry out at least nine biological assaults—all failed—according to a 1998 *New York Times*. Originally, Aum planned to massacre citizens by spraying botulin, the most lethal natural poison to humans, from buildings and modified delivery vans. Aum's team of young scientists cultured and experimented with biological toxins, including botulin, anthrax, and cholera.

In June 1993, Aum was responsible for the release of Anthrax spores from a Tokyo building caused a foul odor in addition to the deaths of some birds, plants, and pets. This incident marks the first instance of anthrax to be used as a weapon against a civilian population. Because this incident was not 'spectacular' enough, Aum switched its attention to chemical weapons.

On March 20, 1995, Aum members put a liquid form of sarin, a deadly chemical nerve agent, into tightly contained in packages made to look like lunch boxes or bottled drinks. In Tokyo, Aum terrorists boarded five subway cars on three separate subway lines located near several Japanese government ministries. The terrorists punctured the packages with umbrella tips, leaving them in subway cars and stations, where the packages began to leak the liquid sarin. Witnesses said that subway entrances quickly came to resembled medical triage as injured commuters lay gasping on the ground with blood gushing from their noses or mouths.

According to investigations and raids after the subway attack, Aum had been capable of producing thousands of kilograms of sarin a year. Due to the 1995 attack, as well as earlier attempt to carry out biological and chemical attacks, Aum Shinrikyo is listed as a terrorist organization. In 2000, the group changed its name to *Aleph*, seeking to escape its notoriety as a terrorist cult. In 2007, the group split into two factions due to internal friction over attempts to moderate the cults' religious beliefs and improve its public image. Both groups remain under surveillance by Japanese authorities and have renounced violence as a mechanism of change. According to the U.S. State Department, Aum's currently has approximately 1,800 members; while membership is not increasing, it is not decreasing either.

Aum founder, Shoko Asahara and twelve other members were sentenced to death for the subway attack. After the subway attack, Japanese authorities reinvestigated and found Aum responsible for a 1994 attack on a residential neighborhood that killed 7 and injured over 100 people.

Five years after the attack, the University of Tokyo conducted a survey of the victims of the Sarin gas attack wondering what impact the attacks had had upon the quality of their lives. According to the report, nearly 60% of the victims continue to suffer from such physical disorders as persistent eye strain, while 63% reported blurred vision, 60% difficulty in focusing, and 57% reported that their eyes tire easily. Over 40% said that they suffer headaches and experience fatigue regularly.

The more troubling conclusion from the survey found that the respondents indicated continuing levels of mental trauma. They regularly report symptoms such as flashbacks to the event and panic attacks when boarding trains, sleeping problems, depression, and anxiety. A full 60% said they still avoid riding the subway whenever possible, and were "watchful and on guard".

As reported in the Japanese *Daily Yomiuri* newspaper, the survey found many victims still "worry about getting involved in a similar incident"; "feel sad when I encounter something that reminds me of the incident"; and "try not to think about anything related to the incident". The approximately 43% of victims also reported increased tension and forgetfulness. Several victims reported suffering from panic attacks and agoraphobia, the fear of leaving one's home. Many of these symptoms are typical of people suffering from Post-Traumatic Stress disorder (PTSD). PTSD is a psychological disorder that develops as a result of a terribly frightening, life-threatening, or otherwise highly unsafe experience. PTSD sufferers re-experience the traumatic event or events in some way, tend to avoid places, people, or other things that remind them of the event. The effects of the attack are still being felt by the survivors, who seek answers to the question, why Aum attacked them. While some cult followers have expressed remorse, Aum leader Shoko Asahara has not. One victim, Sumiko Kono, who was unable to breathe after her exposure to the sarin, went into cardiac arrest. She slipped into a coma, finally dying from respiratory failure in August 2008, 13 years later.

Each year, Japan marks the anniversary of the attack with quiet and dignified remembrances of those lost and their loved ones.

Critical Thinking Questions:

1. Given Aum Shinrikyo's apocalyptic beliefs, why did they attack the Tokyo subway system with sarin nerve agent?
 2. Should the Japanese government permit Aum, now renamed Aleph, to continue as a religious group? Explain.
 3. If the attack had occurred in America, what role of the Bill of Rights play in determining what the future would hold for Aleph? Explain.
 4. How has this attack impacted the victims?
-

Grade Level: 9-12
Time: 45-60 minutes

Terrorism in the U.S. in the 1990s-2000s

Objective: Students will determine how the tactics of terrorists have changed from the early 1990s to early 2000s.

Key Terms:

Al Qaeda - An international terrorism Sunni Islamist movement founded in 1988 and currently led by Osama Bin Laden; responsible for the attacks on America on September 11, 2001.

Fatwa - A written Islamic decree, edict, or judicial sentence issued by a mufti or a religious lawyer on a specific issue.

Hammas - A Palestinian Sunni paramilitary organization, political party, and terrorist organization; While it holds a majority of seats in the elected legislative council of the Palestinian National Authority, it has targeted and killed many civilians in its aggression toward Israel.

Hezbollah - A Shi'a Islamic political, paramilitary, and terrorist organisation based in Lebanon that opposes Israel; was greatly influenced by Iran's Ayatollah Khomeini, the religious leader of the 1979 Iranian Revolution.

Islamic Jihad - A small terrorist group that espouses the ideology that the destruction of Israel and any Western influences in the Middle East will lead to the liberation of Palestine and the convergence of the Arab and Muslim countries into one great Islamic state. The members of the group believe the way to accomplish this is via jihad, or 'holy war'.

Secular - General assertion that governmental practices or institutions should exist separately from religion or religious beliefs.

Shar'ia - The body of Islamic religious law.

Sudanese National Islamic Front - A terrorist, political organization that has influenced the Sudanese government since 1979, and dominated it since 1989. It supports the maintenance of an Islamic state run on sharia and rejects the concept of a secular state.

Materials:

Reading #1: *Terrorism in the US in the 1990s-2000s*

Reading #2: Types of Terrorist Incidents <http://www.terrorism-research.com/incidents>

Chart of Terrorist Incidents in the 1990s-2000s

Review/discussion Questions for Students

Activities/Procedures:

- I. The teacher should review all vocabulary terms and names of terrorist groups with students prior to reading *Terrorism in the US in the 1990s-2000s*.
- II. Read the chronology of events in groups, as a class, or individually.
- III. Then, read *Types of Terrorist Tactics*. Students should use the chart to categorize the types of terrorist attacks, targets, locations of attacks, outcomes, and perpetrators/suspects. Outcomes should remember the victims as well as political or military response by the U.S.
- IV. Read and/or discuss the *Critical Thinking Questions* with students.

TERRORISM IN THE U.S. IN THE 1990s-2000s

World Trade Center Bombing - 1993

February 26, 1993

New York City

Group Responsible: Islamic extremist groups to which Salameh, Ajaj, Abuhallima, Ayyad, Ismoil and Yousef were all connected.

Synopsis: The terrorists lived in New Jersey prior to the bombing. For approximately two months prior to the attack, they gathered the materials needed for the bomb. The staging area for the construction of the 1,500-pound urea-nitrate bomb was a rented storage space. To transport the bomb to the World Trade Center, they rented a Ryder van. The terrorists drove it into the basement parking garage of World Trade Center One, set the timer, and left. It was their intention that the blast would cause the North Tower to fall into the South Tower, destroying both and killing thousands of people. On detonation, the bomb instantly cut off the center's main electrical power line, knocking out the emergency lighting system. Smoke would rise up to the 93rd floor of both towers, causing smoke inhalation injuries. With the thick smoke filling the stairwells, evacuation proved a nightmare for people trying to get out. Hundreds were trapped in elevators, including a group of 17 kindergartners, who were trapped for five hours. The explosion killed six people and injured over a thousand others. These criminals began a new age in terrorism, desiring only to kill as many people as possible. The men that committed this heinous crime have been linked to several terrorist groups including the Islamic Jihad, Hamas and Sudanese National Islamic Front. Osama Bin Laden has ties to the Sudanese National Islamic Front, often financing their activities.

America's Response: Within a month of the blast, the F.B.I.'s Joint Terrorism Task Force apprehended four individuals held responsible for the attack. The suspects went on trial on September 13, 1993. The trial lasted 6 months with the presentation of 204 witnesses and more than 1,000 pieces of evidence.

On March 4, 1994 a jury found Salameh, Ajaj, Abuhallima and Ayyad guilty of the World Trade Center bombing. They were all sentenced to 240 years in prison. However, the masterminds were not caught until later. Eyad Ismoil and Ramzi Yousef were convicted of murder and conspiracy in the World Trade Center bombing. Prosecutors believe Eyad helped Ramzi load the bomb into the truck and then drive it to the World Trade Center basement and park the vehicle. Eyad was sentenced to 240 years in prison and ordered to pay a 10 million dollar fine. Yousef received life in prison plus 240 years and a 4.5 million dollar fine. He was also ordered to pay 250 million dollars in restitution. The fines were given to insure that these men would never profit from their actions.

Further, the judge recommended that Yousef spend his sentence in solitary confinement. Federal prosecutors are still looking for Adul Rahmin Yasin in connection with the bombing. He fled to Iraq.

On February 7, 1995, authorities in Pakistan arrested the prime fugitive wanted in connection with the bombing and subsequently rendered him to U.S. authorities. This suspect, the mastermind behind the bombing, was sentenced to 240 years in prison on January 8, 1998.

Oklahoma City Bombing - 1995

April 19th, 1995

Oklahoma City, Oklahoma

Group Responsible: Timothy McVeigh and Terry Nichols were indicted and convicted for the bombing.

Synopsis:

Timothy McVeigh was angry at the 1993 Branch Davidian Waco, Texas tragedy, where 82 cult members were killed during an FBI/AFT raid. A year earlier, in 1992, Ruby Ridge was the site of a violent confrontation and siege by the U.S. government in Idaho. McVeigh decided to enact retribution to those he felt responsible -- the federal government, especially the FBI and the Bureau of Alcohol, Tobacco, and Firearms (ATF). In downtown Oklahoma City, the Alfred P. Murrah Federal Building held numerous federal agency offices, including those of the ATF.

McVeigh and friend, Terry Nichols constructed a bomb mounted in the back of a rented Ryder truck. On the second anniversary of the Waco tragedy, April 19, 1995 at 9:00 AM, domestic terrorist McVeigh parked a Ryder truck loaded with explosives outside the Alfred P. Murrah Federal Building. McVeigh ran away from the truck after he ignited two time fuses; one was a two-minute fuse, and another was a backup of five minutes. Most employees of the Murrah Federal Building had already arrived at work and children had already been dropped off at the daycare center. At 9:02 AM, the truck exploded taking the lives of 168 innocent people, including 19 child who attended daycare in the building. His actions also wounded over five hundred and changed the lives of countless others. Nearly the entire north face of the 9-story building was pulverized into dust and rubble.

America's Response: Timothy McVeigh was convicted of the terrorist crime and the murder of 19 children. He was sentenced to death, which was carried out by lethal injection on June 11, 2001.

Terry Nichols was convicted of manslaughter and of conspiring with Timothy McVeigh to destroy the Murrah Federal Building. He was sentenced to 161 consecutive life terms without the possibility of parole.

Khobar Towers Bombing- 1996

June 25, 1996

Dharan, Saudi Arabia

Group Responsible: Saudi Arabian Hezbollah members with support from the government of Iran.

Synopsis: On the evening of June 25th a couple of individuals parked a tanker truck in a parking lot adjacent to the Khobar Tower apartment building #131. This eight-story building housed the 4404th Wing (Provisonal) of the U.S. Air Force. Warning of a plot to blow up Khobar Towers had been received in late 1995. Prior to the bombing, surveillance and other suspicious activity near the perimeter fences of Khobar Towers was noted by U.S. security forces. However, the forces

were forbidden by the Saudi government to act in any capacity outside the perimeter of the compound, and the surveillance continued. The terrorists would claim their goal was to get the United States' military to leave Saudi Arabia.

On June 25, 1996, inside the tanker was a bomb, whose blast would be equivalent to 20,000 to 30,000 pounds of TNT. It had been smuggled into Saudi Arabia through Lebanon. The sentry on duty, Air Force Staff Sergeant Alfredo R. Guerrero, realized the threat of a truck bomb and began evacuating the building. His actions are credited with saving dozens of lives. Many of the evacuees were in the stairwell when the bomb went off. Fortunately the heavy marble stairwell was located on the side of the building away from the truck bomb. Unfortunately, the bomb went off before the building was completely evacuated. In this terrorist attack 19 servicemen lost their lives with hundreds of others wounded. Guerrero was awarded the Airman's Medal, the United States' highest peacetime award for valor.

America's Response: It didn't take long for investigators to identify the actual bombers; they were members of a Shi'ite extremist group, Saudi Hezbollah, an offshoot of the Iran-sponsored organization Hezbollah in Lebanon. However, investigators also developed evidence of a more-disturbing reality—the direct complicity of Iran in the attack.

F.B.I Director Freeh said, "The evidence became clear that, while the attack was staged by Saudi Hezbollah members, the entire operation was planned, funded, and coordinated by Iran's security services, ... acting on orders from the highest levels of the regime in Tehran." A 2001 US federal indictment charging 13 terrorists for the Khobar Towers murders makes 37 specific references to Iran or Iranian involvement in the bombing.

A few of the terrorists were rounded up in Saudi Arabia. Most fled and have remained at large. As for Iran, there have been no consequences. President Clinton was distinctly unenthusiastic about pursuing the question of its complicity as the Administration was seeking to "improve relations with the new, relatively moderate government in Tehran.

Two separate Air Force reports found that the general in charge had done all he could to keep the event from happening. However, Defense Department reports found that General Schwailer could have done more to protect his troops. The blame for the incidents was placed on his shoulders for failing to take the proper actions to protect his troops. To prevent future bombings, the military has removed the vulnerable housing out of a heavily populated residential area.

US Embassy Bombings - 1998

August 7, 1998

Nairobi, Kenya and Dar es Salaam, Tanzania

Group Responsible: The main suspect is Osama Bin Laden, the head of a network of terrorists known as Al Qaeda.

Synopsis: As early as 1993, al Qaeda ("The Base) terrorists began surveillance in of the U.S. embassy in the capital city of Kenya, Nairobi. Built before more stringent safety rules were enacted, al Qaeda operatives concluded the Nairobi embassy was an easy target. A car bomb could be parked close to the building and do devastating damage. Al Qaeda had begun

developing the tactical expertise for such attacks months earlier, when some of its operatives, top military committee members, were sent to Hezbollah training camps in Lebanon.

In February 1998, Bin Laden issued a fatwa, or Islamic edict, approving attacks on the U.S. Over the next four months, the terror cells in Nairobi and Dar es Salaam began to make plans. The terrorists rented residences, and purchased bomb-making components and cars. In a tape delivered to ABC News, Bin Laden stated, "We do not differentiate between those dressed in military uniforms and civilians; they are all targets in this fatwa." As the target date came closer, cells not directly related fled East Africa. Back in Afghanistan, Bin Ladin and the al Qaeda leadership had left Kandahar for the countryside, expecting U.S. retaliation.

On August 7, 1998 at approximately 10:35 AM, in Kenya, the first bomb detonated. Five minutes later, the second bomb blew in Dar es Salam, Tanzania, at the U.S. embassy. Authorities believe that a bomb was planted in a refrigeration truck which was parked outside the embassy in Tanzania. Unfortunately, these two embassies did not meet the newer and stricter security measures of being set back from roadways. The attack on the Tanzanian embassy resulted in 11 deaths and 86 injuries, though none of the victims were Americans. The embassy bombing in Kenya resulted in the deaths of 224 people with over 5,000 injuries. In the Kenyan bombing, 12 of the people killed were Americans.

America's Response: The US, in cooperation with the government of Tanzania, built a new embassy, opening in 2003. The US has also indicted Osama Bin Laden as the mastermind behind the embassy attacks and offered a five million dollar reward for his arrest and conviction.

In response, President Clinton ordered Operation Infinite Reach, attacks on Sudan and Afghanistan with cruise missiles. The US attacked an alleged chemical weapons producing plant in Sudan with 13 cruise missile, which resulted in the death of the night watchmen. This attack has come under a great deal of criticism because there has been no corroborating evidence to support the attack. In Afghanistan, over 70 cruise missiles targeted three different terrorist camps. While it missed Osama Bin Laden, an estimated 24 other terrorists were killed.

Investigation revealed that Mohamed Rashed Daoud al-'Owhali, Khalfan Khamis Mohamed, Wadih al-Hage, and Mohamed Sadeek Odeh are connected with bin Laden's terrorist organization, al Qaeda. Another six defendants are in custody, while at least 15 more, including bin Laden, remain at large. 13 suspects in this case, including Osama bin Laden, were placed on the FBI's Most Wanted Terrorists list on Oct. 10, 2001.

Four men were convicted on May 29, 2001, for their roles in the embassy bombings. On October 18, 2001, they received life sentences without the possibility of parole. Fazul Abdullah Mohammed, indicted in the United States for alleged involvement in the bombings, managed to evade police in a raid in Malindi, along Kenya's coast. The F.B.I. calls Mohammed a senior al Qaeda operative in East Africa and believes he was also involved in attacks on an Israeli-owned hotel and airliner in Kenya in 2002.

U.S.S. Cole – 2000

October 12, 2000

Port of Aden, Yemen

Group Responsible: The main suspect is Osama Bin Laden, the head of a network of terrorists known as Al Qaeda.

Synopsis: On October 12, 2000, *USS Cole* set in to Aden harbor of Yemen for a routine fuel stop. *Cole* completed mooring at 9:30 AM. Refueling started at 10:30. At approximately 11:20 am, a small boat approached the port (left) side of the destroyer. Those aboard the boat waved at the sailors, maneuvering close to the *USS Cole*. Later, the sailors said they thought the boat was just a garbage service boat. This small boat held a group of terrorist suicide bombers who detonated a bomb. The explosion put a 40-by-60-foot gash in the ship's port side. The blast hit the ship's galley, where crew members were lining up for lunch. The attack killed 17 sailors and wounded an additional 39 sailors. The crew fought flooding in the engineering spaces and had the damage under control by the evening. Divers inspected the hull determined it was not damaged. There are eight people being held in connection with the attack. Many believe Saudi Arabian terrorist Osama Bin Laden is connected to the attack.

America's Response: Officials believed there are similarities between this attack and the 1998 bombings of U.S. Embassies in Africa. Osama bin Laden and Al Qaeda have been identified as the perpetrators of this attack on US military forces.

Yemen's security forces have detained a top Al-Qaeda man, a suspected mastermind off the country's coast. Mohammed Hamdi al-Ahdal had evaded arrest despite heading the Arab state's wanted list for nearly 2 years. As of late 2003, the official Yemeni news agency, Saba, said the man, also known as Abu Asem al-Macci, surrendered to police after they surrounded a house in the capital, San'a, where the Islamic militant had been hiding.

A Yemeni security court charged 6 men, alleged al-Qaeda members on July 7, 2007 with plotting the attack on the *USS Cole*, as the 1st trial began. Among defendants was the attack's reputed mastermind, Abd al-Rahim al-Nashiri. Given the sensitivity of the trial, police and soldiers cordoned off security court in San'a and placed expert marksmen on the tops of buildings as the 5 defendants were brought to their indictment.

On 14 March 2007, a federal judge in the U.S. ruled that the Sudanese government was liable for the bombing. On July 25, 2007, the court ordered the Sudanese government to pay \$8 million to the families of the 17 sailors who were killed in the attack.

By May 2008, to great frustration for the American government, all defendants convicted in the attack had escaped from prison or been freed by Yemeni officials. On June 30, 2008, Brig. Gen. Thomas W. Hartmann, legal advisor to the U.S. Military tribunal system, announced charges are being sworn against Abd al-Rahim al-Nashiri, a Saudi Arabian citizen of Yemeni descent, who has been held at the military prison in Guantanamo Bay, Cuba, since 2006.

On February 6, 2008, the hearing of al-Rahim was halted and charges were dropped to avoid conflict between the military and the Obama Administration. Al-Nashiri remains in U.S. custody and could be recharged under the commissions system or a replacement drawn up by the Obama administration.

**World Trade Center
Attack: 9/11/01**

September 11, 2001

New York City

Group Responsible: The main suspect is Osama Bin Laden, the head of a network of terrorists.

Synopsis:

September 11, 2001 began as a normal day for American Airline employees, Pilot John Ogonowski, First Officer Thomas McGuinness, and flight attendants Sara Low, Barbara Arestegui, Jeffrey Collman, Karen Martin, Kathleen Nicosia, Betty Ong, Jean Roger, Dianne Snyder, and Madeline Sweeney. It also began much as it always did for United Airline personnel, Pilot Victor Saracini, First Officer Michael Horrocks, and flight attendants Robert Fangman, Amy Jarret, Amy King, Kathryn Laborie, Alfred Marchand, Michael Tarrou, and Alicia Titus.

Shortly after takeoff, Islamist terrorists, affiliated with al-Qaeda, hijacked the two commercial passenger airliners. They used box-cutters, smuggled aboard, to seize control of the aircraft by killing flight attendants, passengers, and crew members. Having trained to pilot planes, they put their plan into effect.

One of the planes, American Airlines Flight 11, was intentionally crashed into Tower One of the World Trade Center in New York City at 8:50 AM. United Airlines Flight 175 crashed into Tower Two at 9:04 AM. Now it was clear that this was an act of terrorism and not an accident. As the world watched in horror, Tower Two collapsed to the ground at about 10:00 AM. Unfortunately, this horrible scene was repeated at 10:30 AM when Tower One crashed to the ground. Both collapses took the lives of 343 New York firefighters, 23 New York City police officers, 37 Port Authority police officers as well as any other people who remained in the buildings.

This terrorist attack resulted in the death of 2,974 people. The overwhelming majority of casualties were civilians, including nationals of over 90 different countries. When the North Tower collapsed, debris heavily damaged the nearby 7 World Trade Center (7WTC) building. Its structural integrity was further compromised by fires, and the building collapsed later in the day at 5:20 p.m.

Although, this attack killed numerous Americans, its perpetrators have triggered the fury of the civilized world and began the "War on Terror" doctrine of the George W. Bush Administration.

Pentagon Attack

September 11, 2001

Washington D.C.

Group Responsible: The main suspect is Osama Bin Laden, the head of a network of terrorists.

Synopsis:

On the morning of September 11, 2001, Captain Charles Burlingame, First Officer David Charlebois, and flight attendants Jennifer Lewis, Michele Heidenberger, Kenneth Lewis, and Renee May reported to work aboard American Airline Flight 77. That morning, al Qaeda terrorists hijacked four commercial jet planes and attempted to fly them into several U.S. targets. Five Islamic terrorists hijacked AA Flight 77 less than 35 minutes into the flight. The hijackers stormed the cockpit and forced the passengers to the rear of the aircraft. One of the hijackers had trained as a pilot and assumed control of the flight. Unknown to the hijackers, passengers aboard were able to make calls to loved ones and relay information on the hijacking. They used American Airlines Flight 77 like a missile and crashed it into the Pentagon, called the 'Faculty of Law' by the terrorists, at 9:37 a.m. All 64 people on board and 125 in the building were instantly killed.

Dozens of people witnessed the crash and news sources began reporting on the incident within minutes. The impact severely damaged an area of the Pentagon and ignited a large fire. Part of the Pentagon collapsed and firefighters spent days trying to extinguish the blaze. In total, 189 civilians and military personnel lost their lives. This attack was done in concert with the attack on the World Trade Center.

Shocked by the explosion, rescue efforts began almost immediately after the crash of A.A. Flight 77. Nearly all the successful rescues of survivors would happen within 30 minutes of the attack. At first, rescue efforts were led by the military and civilian employees within the building, including the Secretary of Defense, Donald Rumsfeld. Within minutes, the first fire companies arrived and found these volunteers searching for victims near the impact site. The firemen ordered them away, given the hazards of the situation.

The damage to the Pentagon was repaired in 2002, with occupants moving back into the damaged area on August 15, 2002.

Heroes of Flight 93

September 11, 2001

Somerset County, about 80 miles SE of Pittsburgh, PA

Group Responsible: The main suspect is Osama Bin Laden, the head of a network of terrorists.

Synopsis:

On the morning of September 11th, 2001, terrorists hijacked four commercial jet planes and attempted to fly them into several U.S. targets. The terrorists planned to fly this plane into a key U.S. target like the Capitol building as part of their terrorist campaign that included the Pentagon and the World Trade Center. However, the terrorists got more than they bargained for on United Airlines Flight 93. Some passengers were able to make phone calls using the cabin airphone service and mobile phones. Passengers such as Tom Burnett, Jeremy Glick, Sandra Bradshaw and Linda Gronlund provided much valuable information, including that several hijackers were aboard the plane, that mace or other form of noxious chemical spray, such as pepper spray was used, and that some people aboard had been stabbed. Some of the passengers were told of the other terrorists' attacks. They decided as a group that they would not go quietly and would not let the terrorists succeed in attacking the Capitol.

The black box recordings revealed that crew and passengers attempted to seize control of the plane from the hijackers. According to the transcript of Flight 93's recorder, one of the hijackers gave the order to roll the plane once it became clear that they would lose control of the plane to the passengers. Shortly thereafter, the aircraft crashed into a field near Shanksville in Pennsylvania, at 10:03:11 AM. The terrorists discovered first hand the resolve of Americans under duress and in their final moments. These heroes epitomized the sacrifice and courage upon which the nation was founded.

America's Response: The people of America unified like few other times in American history. People responded with donations of blood, volunteerism, and money. Across the nation, police officers, firefighters and rescue workers took leaves of absence and headed to NYC. For the first time, all non-emergency civilian aircraft were grounded. The terrorists hoped to break the will of America but they had only inflamed the will of Americans to insure that freedom, liberty and the American way of life continue.

President George W. Bush called for all civilized nations to band together and fight terrorism. Following the attacks, President Bush's job approval rating rose to 86%. The military of the United States mobilized for war. The first operation of the new "War on Terror" was code named Operation *Enduring Freedom*. The government has declared Osama Bin Laden to be the main suspect and is currently seeking him in the countries of Afghanistan and Pakistan. Unfortunately, the Taliban, the ruling party of the country, did not cooperate with the U.S. government. This triggered the U.S. invasion of Afghanistan in October 2001.

Congress passed and President Bush signed the Homeland Security Act of 2002, creating the Dept. of the same name. Congress also passed the USA Patriot Act, believing that it would help

detect and deter crimes. Nations across the world, in solidarity with the US, passed anti-terrorism legislation and froze the bank accounts of anyone suspected of having ties to terrorism. The US also established a detention center at Guantánamo Bay, Cuba, to hold those captured on the battlefield, those deemed to be “illegal enemy combatants”. It is slated for closing in 2010.

In 2003, the United States and coalition partners launched *Operation Iraqi Freedom*, invading Iraq with the goals of regime change (the removal of Saddam Hussein as dictator), preventing Iraq's disputed development of weapons of mass destruction, and the disruption of terrorist training havens believed to be in Iraq. Saddam Hussein was captured by U.S. forces in 2003. He stood trial in an Iraqi court for 148 counts of murder, was convicted, and executed in 2006. Insurgents escalated attacks on American forces in Iraq, damaging American unity at home. The ‘surge’ began in mid-2007, marking increased troop power and new strategies. The surge was successful in reducing violence in Iraq mid-2008.

Zacarias Moussaoui, 37, a Frenchman of Moroccan heritage, was the first person convicted in the United States for his role in the attacks. Nearly 3,000 people died when hijacked passenger jets crashed into the World Trade Center, Pentagon and a Pennsylvania field.

On the stand, Moussaoui said he knew in advance of the plan to hijack passenger jets and fly them into the World Trade Center. He said he was supposed to hijack a fifth plane and fly it into the White House with Richard Reid, known as the shoe bomber. Although he was behind bars on September 11, Moussaoui pleaded guilty in 2003 to terrorism conspiracy.

Reading #2: TYPES OF TERRORIST INCIDENTS

By Jill McCracken

From terrorism-RESEARCH.com

Historically, the most common types of *terrorist incidents* include:

Bombings

Bombings are the most common type of terrorist act. Typically, improvised explosive devices are inexpensive and easy to make. Modern devices are smaller and are harder to detect. They contain very destructive capabilities; for example, on August 7, 1998, two American embassies in Africa were bombed. The bombings claimed the lives of over 200 people, including 12 innocent American citizens, and injured over 5,000 civilians. Terrorists can also use materials that are readily available to the average consumer to construct a bomb.

Kidnappings and Hostage-Takings

Terrorists use kidnapping and hostage-taking to establish a bargaining position and to elicit publicity. Kidnapping is one of the most difficult acts for a terrorist group to accomplish, but, if a kidnapping is successful, it can gain terrorists money, release of jailed comrades, and publicity for an extended period. Hostage-taking involves the seizure of a facility or location and the taking of hostages. Unlike a kidnapping, hostage-taking provokes a confrontation with authorities. It forces authorities to either make dramatic decisions or to comply with the terrorist's demands. It is overt and designed to attract and hold media attention. The terrorists' intended target is the audience affected by the hostage's confinement, not the hostage.

Armed Attacks and Assassinations

Armed attacks include raids and ambushes. Assassinations are the killing of a selected victim, usually by bombings or small arms. Drive-by shootings is a common technique employed by unsophisticated or loosely organized terrorist groups. Historically, terrorists have assassinated specific individuals for psychological effect.

Arsons and Firebombings

Incendiary devices are cheap and easy to hide. Arson and fire bombings are easily conducted by terrorist groups that may not be as well-organized, equipped, or trained as a major terrorist organization. An arson or firebombing against a utility, hotel, government building, or industrial center portrays an image that the ruling government is incapable of maintaining order.

Hijackings and Skyjackings

Hijacking is the seizure by force of a surface vehicle, its passengers, and/or its cargo. Skyjacking is the taking of an aircraft, which creates a mobile, hostage barricade situation. It provides terrorists with hostages from many nations and draws heavy media attention. Skyjacking also provides mobility for the terrorists to relocate the aircraft to a country that supports their cause and provides them with a human shield, making retaliation difficult.

Other Types of Terrorist Incidents

In addition to the acts of violence discussed above, there are also numerous other types of violence that can exist under the framework of terrorism. Terrorist groups conduct maimings against their own people as a form of punishment for security violations, defections, or informing. Terrorist organizations also conduct robberies and extortion when they need to finance their acts and they don't have sponsorship from sympathetic nations. Cyber-terrorism is a new form of terrorism that is ever increasing as we rely on computer networks to relay information and provide connectivity to today's modern and fast-paced world. Cyber-terrorism allows terrorists to conduct their operations with little or no risk to themselves. It also provides terrorists an opportunity to disrupt or destroy networks and computers. The result is interruption of key government or business-related activities. This type of terrorism isn't as high profile as other types of terrorist attacks, but its impact is just as destructive.

Historically, terrorist attacks using nuclear, biological, and chemical (NBC) weapons have been rare. Due to the extremely high number of casualties that NBC weapons produce, they also are referred to as weapons of mass destruction (WMD). However, a number of nations are involved in arms races with neighboring countries because they view the development of WMD as a key deterrent of attack by hostile neighbors. The increased development of WMD also increases the potential for terrorist groups to gain access to WMD. It is believed that in the future terrorists will have greater access to WMD because unstable nations or states may fail to safeguard their stockpiles of WMD from accidental losses, illicit sales, or outright theft or seizure. Determined terrorist groups can also gain access to WMD through covert independent research efforts or by hiring technically skilled professionals to construct the WMD.

CRITICAL THINKING QUESTIONS

1. Complete the Chart of Terrorism actions against the U.S. in 1990-2001.

CHART TERRORISM IN THE U.S. IN 1990s -2001

Terrorist Incidents	Type of Attack	Targets	Location of Attacks	Outcomes of Attack	Perpetrators/ Suspects
World Trade Center 1993					
Oklahoma City 1995					
Khobar Towers 1996					
Embassy Attacks in Tanzania 1998					
Embassy Attack Kenya 1998					
U.S.S. Cole 2000					
World Trade Center 2001					
Pentagon 2001					
Heroes of United Flight 93 2001					

Discussion Questions:

- I. Why didn't Americans really understand the threat of terrorism prior to the attacks of September 11, 2001?
- II. Was there a change in terrorist targets and tactics from 1993-2000?
- III. How did the US respond to terrorist attacks from 1993-2000? How did this change after September 11, 2001? How is it still changing?
- IV. Attacks against American property and lives in foreign countries result in the loss of lives and property of that country also. Give examples of this (if you have any knowledge of it). In the period of 1993-2000, was there a general increase in the use of terrorism on a world-wide basis or was the United States the only target of this increase? Explain. (Questions 4 & 5 may require some additional research and reading or you may gain information for your response by speaking with other students and adults that you know.)

Grade Level: 9-12

Time: 180 – 210 minutes

When Terror Struck the Towers

Objectives:

Students will be able to conduct a free-writing exercise explaining everything they know about the terrorist acts that took place in the United States on September 11, 2001.

Students will be able to analyze the events of September 11th and determine if state and federal officials responded appropriately.

Students will be able to compare and contrast news articles about the 1993 World Trade Center attack to the 2001 attacks and determine what lessons were learned from both.

Students will be able to examine other terrorist groups around the world and compare their goals to the goals of Al Qaeda.

Students will be able to research news articles comparing September 11th to Pearl Harbor and judge whether or not these comparisons are accurate.

Students will be able to examine other terrorist attacks in American history, both foreign and domestic, and then compare them to the events of September 11, identifying both similarities and differences.

Students will be able to create a timeline identifying and analyzing various terrorist acts throughout history.

Students will be able to identify and analyze the qualities and actions of heroes.

Key Terms:

Hijack – To seize illegally or steal while in transit.

Calamity – Misfortune or great distress.

Audacious – Bold; daring or fearless.

Concerted – To act or plan together.

Militant – Engaged in warfare or combat; aggressive.

Repercussion – An unforeseen effect produced by an action.

Solidarity – A union of interests or purposes among members of a group.

Carnage – Bloody slaughter; massacre.

Indelible – Not able to be erased; permanent.

Maelstrom – An irresistible or dangerous force.

Materials:

Schmemmann, Serge. *"Hijacked Jets Destroy Twin Towers and Hit Pentagon"*, New York Times on the Web at

http://nytimes.com/learning/teachers/featured_articles/20010912wednesday.html

"Rescue: September 11, 2001 Timeline", World Trade Center Site at

<http://www.nysed.gov/wtc/rescue/timeline.html>

Zimbalist, Alison. Khan, Javid. *"Another Day That Will Live in Infamy"*,

New York Times on the Web at

<http://nytimes.com/learning/teachers/lessons/20010912wednesday.html>

"Blast Hits Trade Center, Bomb Suspected; 5 Killed, Thousands flee Smoke in Towers", New York Times on the Web at

<http://www.nytimes.com/learning/general/onthisday/biq/0226.html>

"Heroes in Real Life" at www.911AsHistory.org Journals

Activities/Procedures:

- I. Beginning with a Warm-Up activity, students will be given five minutes to write down everything they know about the events of September 11, 2001. Have students share their responses with the class.
- II. As a class read the article, *"Hijacked Jets Destroy Twin Towers and Hit Pentagon"*, then review the timeline of September 11 by having each student read aloud an event in chronological order and highlight the most important facts.
 1. The teacher should now lead a discussion with the following questions:
 - a. How was New York City affected?
 - b. How did New York leaders respond on that day?
 - c. How did President Bush and other United States officials respond on that day?
 - d. Could things have been handled differently?
 - e. Which individuals/organizations were eventually held responsible for these attacks?
- III. Inform the class that they will participate in a cooperative learning activity. Students will be divided into 6 groups; each assigned a different research activity to complete. The class can use the media center or computer lab to complete their research on one of the following activities:
 1. Investigate the 1993 bombing of the World Trade Center. Compare the first New York Times article covering the 1993 terrorist act (*"Blast Hits Trade Center, Bomb Suspected; 5 Killed, Thousands Flee Smoke in Towers,"* <http://www.nytimes.com/learning/general/onthisday/big/0226.html>) to the first New York Times article covering the 2001 act. What similarities and differences exist in the reporting of these acts? Why was the World Trade Center a target in each attack? What lessons were learned in the 1993 attack? What lessons have been learned from the 2001 attack?
 2. Research two other terrorist organizations around the world. What is the mission of each? When was it formed? Who are its leaders? What attacks have they executed, either successfully or not successfully? How are these groups similar and different from Al Qaeda?
 3. Many people in the news media who reported on these attacks compared them to the bombing of Pearl Harbor. Research several of these articles and determine what is both accurate and inaccurate about this comparison. (Example, FDR's "Day of Infamy" speech compared to George Bush's 9/11 speech) Explain whether or not you agree with this comparison.
 4. Research other terrorist attacks that may have occurred in American history. When did they occur? What happened? What was the outcome? Have there been any terrorist attacks that have been domestic in origin? How are any of these other attacks, foreign or domestic, similar to the September 11, 2001 attacks? How do they differ? What stereotypes come to mind when you hear the term "terrorist"? From where do these stereotypes come?
 5. Britannica.com defines terrorism as "the systematic use of terror or unpredictable violence against governments, publics, or individuals to attain a political objective." Create an illustrated timeline of terrorism throughout history (possible examples could be found in ancient Rome, revolutionary France, post Civil War America and the Israeli-Palestinian conflict) summarizing each event.

6. Create a definition of a hero. Research the actions of everyday people caught up in the events of 9/11. (Examples could be firefighters, police, first responders, passengers aboard United Flight #93, and people working in or near the twin towers). How did these people react to the situations they found themselves in? Do you see any similarities in their actions and attitudes? Based on your definition, would you consider each of them a hero? How are these people different from "heroes" of the mass media or in the sports world? How do heroes contribute to our community and country?

Assessment:

Each group will create a poster collage depicting the events they researched, and will present their findings to the class. Hold a class discussion to solicit student's opinions and feelings regarding what they discovered.

Extension:

Using their journals, students will research and describe how people in other countries reacted or responded to the September 11 attacks. They will then interview a parent or other adult and ask them where they were when the attacks occurred. How did they react? Did they take any action then or in the days and weeks immediately following the attacks?

Grade Level: 9-12

Time: Part I 90-100 minutes; Part II 60 minutes; Both Parts 140-160 minutes

What Happened On 9/11?

Objectives:

Students will examine the facts and evidence about the events of 9/11 and what happened on that day. Students will use critical thinking skills to evaluate the events of 9/11, separating fact from opinion. Students will discuss acts of rescue and survival by those in the World Trade Center, the Pentagon, and on Flight 93 on 9/11.

Key Terms:

Part I:

Osama bin Laden - Wealthy Saudi who is the leader of the largest terrorist network in the world, Al Qaeda, with headquarters somewhere in Afghanistan or Pakistan; Al Qaeda; he is blamed for the Sept. 11 terrorist acts;

Part II:

False flag operations - covert operations conducted by governments, corporations, or other organizations, which are designed to deceive the public in such a way that the operations appear as though they are being carried out by other entities. The name is derived from the military concept of flying *false colors*; that is, flying the flag of a country other than one's own.

Loose Change - 9/11 Conspiracy theory video produced by Dylan Avery and two other college students.

NORAD - North American Aerospace Defense Command in Colorado Springs, Colorado.

Materials:

History Channel [9/11](#) website.

History Channel [102 Minutes that Changed America interactive video website](#).

History Channel DVD- [9/11 Conspiracies: Fact or Fiction](#) may be purchased from the [History Channel at http://shop.history.com/detail.php?p=70158](#).

Technology: DVD player and TV or projector and screen, computer/computer lab.

Student History Channel 9/11 website guide with critical thinking and discussion questions.

Activities/Procedures:

Each part of this lesson plan may be used independently of the other.

Part I: The History Channel 9/11 Website

- I. **ANTICIPATORY SET:** The teacher should introduce 9/11 as a focus of study. Students should brainstorm what they know about the day and immediate aftermath.
- II. **INTRODUCTION:** Use the [History Channel's 9/11](#) website to present the events that occurred on 9/11. The site is broken down into sections on [New York City](#), [Washington D.C.](#), and [Shanksville, PA](#) individually. Each has multiple links to examine the events and immediate response to what happened on 9/11. A list of the victims at each site is provided and should be examined as *they must not be forgotten*.

1. New York City- History of the World Trade Center, Port Authority, feats of engineering, and the 1993 bombing are reviewed for the reader.
2. Washington D.C. - History of the Pentagon, The War Department, building the Pentagon (started on September 11, 1941), are reviewed for the reader.
3. Shanksville, PA – Battle for Flight 93, word spreads, and men and women of action are reviewed for the reader.

The teacher may print out these readings and present as a class activity, or divide students into three groups, as the teacher prefers.

- III. [Reactions to 9/11](#) provides a solid overview of the immediate reactions across the nation to 9/11. Again, it may be viewed via computer or printed as the teacher prefers and as a class-wide or group activity.
- IV. [International Reaction](#) provides an overview of how the global community reacted to the events of 9/11. Again, it may be viewed via computer or printed as the teacher prefers and as a class-wide or group activity.
- V. [The Grounding of Planes on 9/11](#) addresses the immediate response by the FAA to get all planes on the ground, including international flight inbound to the U.S. Changes in how the airports function and new regulations would be implemented and are still evolving.
- VI. These video clips provide a wider-view of the World Trade Center, prior to 9/11. The video clips, lasting approximately 3-6 minutes, address the following areas for exploration:
 1. [9/11 Timeline](#)
 2. [Building the Towers](#)
 3. [How the Towers Collapsed](#)
 4. [World Trade Center- Rise and Fall of an Icon](#)
 5. Sounds of 9/11- Radio Broadcasts (from Select a Play list)

A number of these video clips emphasize how *strangers helped strangers to escape*, moved by altruism even in this time of terror and panic. *This should be a focus, that under these terrible conditions, strangers came to each others' aid, even losing their lives helping others.* Again they last 3-6 minutes in duration.

Investigative Reports – Anatomy of 9/11

6. * [9/11- Rescue and Survival](#)
7. * [Escaping the South Tower](#)
8. * [Collapse of the North Tower](#)

- VII. STUDENT INVESTIGATION – PREVIEWING ACTIVITY: Another valuable part of the History Channel's [9/11](#) website is a section called [102 Minutes that Changed America](#). Review the video introduction with all students prior to assigning the interactive map - [102 Minutes](#) – The producer, Nicole Rittmeyer, explains how amateur video was documented into this powerful site, without framing or editorializing. It is just what happened.

- VIII. The [interactive video map of New York City](#) presents unfiltered video captured from nine different eyewitnesses from ten locations around the World Trade Center on the morning of September 11, 2001. There are also links interviews of those who videoed the events of 9/11 that day. **As the video contains images that are graphic and disturbing, teacher discretion is advised.**

Also included is - [I am a witness- Sam Riegel and Quyen Tran](#), in which two people reflect back on their role as eyewitnesses to 9/11 in New York City.

NOTE: iTunes download of *102 Minutes that Changed America* is also available.

Students generally do not believe they are doing homework if they download something from iTunes!

- IX. **STUDENT INVESTIGATION** - Have students investigate the nine different eyewitnesses viewed from ten locations around the WTC. As individuals, in pairs or in groups, they may be assigned two or more of the locations, given the collection of videos run 102 minutes in total. The ten locations are as follows:
- | | | |
|----------------|---------------------------------|-----------------|
| Times Square | West Street and Chambers Street | River Terrace |
| Gateway Plaza | Spring St and W. Broadway | WTC Building #5 |
| City Hall Park | 14 Maiden Lane | NYU Dorm |
| | | Trinity Church |
- They *must* watch the interviews of the filmmakers at the conclusion of *each* site.
- X. Students should consider the following critical thinking questions as they observe:

Critical Thinking Questions for 102 Minutes Videos:

1. What do you observe in the video? Identify the emotions you may be experiencing while watching.
2. How do the eyewitnesses react to the events as they unfold? What range of emotions are they experiencing? After the second plane, how do reactions change?
3. What coping skills are evident?
4. What insights do you gain from listening to the interviews with the filmmakers?

- XI. **CLASS DISCUSSION** - Students should report back to the class on what they observed in the videos from *102 minutes*. They should discuss as a group the following issues:

Discussion Questions as a Class after Viewing 102 Minutes Videos:

1. How did 9/11 impact New York City?
2. How would you characterize the reactions by those in New York City that day? Why do you think they stare up at the towers? How did eyewitnesses cope with what they were seeing?
3. Did you see evidence of people helping each other?
4. How did people react when the WTC towers collapsed?

Part II: DVD- 9/11 Conspiracies: Fact or Fiction (length 50 minutes)

The tragedy of the attacks of 9/11 is ours to share; it is ours to remember; it is ours to understand,

Yet, our memory and understanding were clouded almost from the first horrible moment Flight 11 struck the North tower of the World Trade Center. No-one could believe such a brazen and simple attack could be so tragically effective. Disbelief quickly gave way to conspiracy theories and suspicions. These ideas from the fringe found a fertile breeding ground on the internet and today many of them, through the power of almost infinite repetition, have nearly gained the status of truth.

Further, as time passes, the children in our classrooms have less and less first-hand knowledge of the events of 9/11, as they were mere children, sheltered by the parents and families. Since they lack the memory of the events themselves, they are vulnerable to believing conspiracy theories that abound on the Internet. There are currently over 2 million such sites on the Internet.

The DVD *The 9/11 Conspiracies: Fact or Fiction* exhaustively examines some of the most persistent of these theories: that the World Trade Center was brought down by a controlled demolition; that a missile, not a commercial airliner, hit the Pentagon; and that members of the U.S. government orchestrated the attacks in hopes of creating a war in the Middle East. Each conspiracy argument is countered by a variety of experts in the fields of engineering, intelligence, the military, eyewitnesses, and families of the victims. The program also delves into the anatomy of such conspiracies and how they grow on the Internet.

It is a valuable exercise in the use of evidence rather than conjecture, facts versus suspicion, and debunks the conspiracies head-on. Critical thinking and the ability to separate fact from opinion are valuable skills that must be taught to our students.

Finally, the events of 9/11 are difficult and disturbing for all. By examining these events scientifically and through the venue of debunking the conspiracies, it is easier for students to observe and understand. They gain the facts of the day, while the rest of the curriculum examine the complex issues prior to 9/11 and afterward.

Completing Part I of this lesson plan prior to viewing 9/11 Conspiracies: Fact or Fiction is not necessary, but is preferred. Having students see the events of the day unfiltered and raw, and then evaluating the science behind the investigation is invaluable to the growth of their understanding of what happened on 9/11.

Critical Thinking Questions for 9/11 Conspiracies: Fact or Fiction

(Note: Questions 1-4 deal specifically with the three attacks of 9/11. The remainder of the film and questions deals with other issues associated with this day. If time is short, they may be skipped, which is why questions 5-7 are designated as optional.)

1. According to the experts, why did the North and South Towers of the World Trade Center collapse? What do the engineers and physical evidence explain of the collapse? Why can't it be a controlled demolition? How do the other experts debunk the conspiracists with facts and science?
2. List the evidence that Boeing 757 Flight 77 hit and destroyed part of the Pentagon?
3. Describe the evidence that the passengers of United Flight 93 fought the terrorists for control of this plane which crashed in a field in Shanksville, Pennsylvania?
4. What were the normal air defenses on the morning of September 11, 2001?

(*Optional*)

5. Other buildings in the World Trade Center complex were destroyed on 9/11, such as WTC 4 and 5. WTC 7 was not hit by planes and no one was killed in its collapse. According to the experts, why did WTC #7 collapse on September 11th?
6. Who were the hijacker/terrorists that attacked the United States and its people on September 11, 2001?
7. How do some of the families of the victims respond to the conspiracy theories? Explain.

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

Formative:

Part I: Critical Thinking Questions

Part II: Critical Thinking Questions for *The 9/11 Conspiracies: Fact or Fiction*.

Summative:

Part I: Discussion Questions

Part II:

Extension Activities (Optional)

The History Channel has a website devoted to [9/11: Healing and Rebuilding](#)

[Rebuilding at Ground Zero](#)

[Design of the Freedom Tower](#)

[Master Plan for Ground Zero](#)

[Time-lapse Photography Documents of WTC Rebirth](#)

Name _____

Date _____

Period/Class _____

What Happened on 9/11?

Assignment: The [History Channel 9/11 Website](#)

Directions:

1. Brainstorm what you know about September 11, 2001 and the immediate aftermath.
2. The [History Channel's 9/11](#) site is broken down into sections on [New York City](#), [Washington D.C.](#), and [Shanksville, PA](#). Each has multiple links to examine the events and immediate response to what happened on 9/11. A list of the victims at each site is provided and should be examined.
3. With your group or individually, read the 9/11 site as assigned. Complete the critical thinking questions for each assigned section. Complete the chart.

September 11, 2001	New York City	Washington D.C.	Shanksville, P.A.
History			
Unique Circumstance			
Recovery and Resolution			

4. Discuss the three locations with the class. Takes notes on what they share with you.
5. Click on the link [Reactions to 9/11](#). It provides a solid overview of the immediate reactions across the nation to 9/11. How did reactions vary across the nation on September 11, 2001?

- XII. Click on the link [International Reaction](#). It provides an overview of how the global community reacted to the events of 9/11. How did the world respond to the terrorist attacks on September 11, 2001?
- XIII. [The Grounding of Planes on 9/11](#) addresses the immediate response by the FAA to get all planes on the ground, including international flight inbound to the U.S. Changes in how the airports function and new regulations would be implemented and are still evolving. Evaluate how effective this plan was on 9/11.
- XIV. Explore the video clips as assigned and takes notes on each. They run approximately 3-6 minutes. Address the following areas for exploration:
1. [9/11 Timeline](#)
 2. [Building the Towers](#)
 3. [How the Towers Collapsed](#)
 4. [World Trade Center- Rise and Fall of an Icon](#)
- XV. A number of the following video clips emphasize how *strangers helped strangers to escape, often risking and losing their lives in doing so*. Remember that acts of rescue and altruism were possible in the midst of destructive attacks on 9/11. The video clips last approximately 3-6 minutes. Watch and listen. Who helped each other? Why?

Investigative Reports – Anatomy of 9/11

1. [9/11- Rescue and Survival](#)
 2. [Escaping the South Tower](#)
 3. [Collapse of the North Tower](#)
- XVI. Another part of the History Channel's [9/11](#) website is a section called [102 Minutes that Changed America](#). Review the video introduction to [102 Minutes](#). The producer, Nicole Rittenmeyer, explains how amateur video was documented into this powerful site, without framing or editorializing.
- XVII. In *102 minutes*, look at the interactive video map of New York City. It presents unfiltered video captured from nine different eyewitnesses from ten locations around the World Trade Center on the morning of September 11, 2001. There are also links to interviews of those who videoed the events of 9/11 that day. *Please view both the video and interview with the filmmaker.* Also included is - [I am a witness- Sam Riegel and Quyen Tran](#)
- XVIII. As assigned, [investigate 102 Minutes that Changed America from the nine different eyewitnesses viewed from ten locations around the WTC](#). It can be raw and disturbing, which happens when examining highly emotional events such as 9/11. You may feel sad when viewing; this is perfectly normal. Then, complete the critical thinking questions. Be prepared to discuss what you learned with your classmates. The ten locations are as follows:
- | | | |
|----------------|---------------------------------|-----------------|
| Times Square | West Street and Chambers Street | River Terrace |
| Gateway Plaza | Spring St and W. Broadway | WTC Building #5 |
| City Hall Park | 14 Maiden Lane | NYU Dorm |
| | | Trinity Church |

Critical Thinking Questions for 102 Minutes Videos:

- I. What do you observe in the video? Identify the emotions you may be experiencing while watching.
- II. How do the eyewitnesses react to the events as they unfold? What range of emotions are they experiencing? After the second plane, how do reactions change?
- III. What coping skills are evident?
- IV. What insights do you gain from listening to the interviews with the filmmakers?

Classroom Discussion Questions:

- I. How did 9/11 impact New York City?
- II. How would you characterize the reactions by those in New York City that day? Why do you think they stare up at the tower(s)? How did eyewitnesses cope with what they were seeing?
- III. How did reactions alter once people realized this was a terrorist attack?
- IV. Did you see evidence of people helping each other?
- V. How did people react when the WTC towers collapsed?
- VI. What did people want to 'do' about the attack? Did they suggest how America should respond?

Name _____

Date _____
Period/Class _____

What happened on 9/11?

Part II: 9/11 Conspiracies: Fact or Fiction

Introduction:

The tragedy of the attacks of 9/11 is ours to share; it is ours to remember; it is ours to understand. Yet, our memory and understanding were clouded almost from the first horrible moment Flight 11 struck the North tower of the World Trade Center. No-one could believe such a brazen and simple attack could be so tragically effective. Disbelief quickly gave way to conspiracy theories and suspicions.

The 9/11 Conspiracies: Fact or Fiction exhaustively examines some of the most persistent of these theories: that the World Trade Center was brought down by a controlled demolition; that a missile, not a commercial airliner, hit the Pentagon; and that members of the U.S. government orchestrated the attacks in hopes of creating a war in the Middle East. Each conspiracy argument is countered by a variety of experts in the fields of engineering, intelligence, the military, eyewitnesses, and families of the victims. The program also delves into the anatomy of such conspiracies and how they grow on the Internet. It is a valuable exercise in the use of evidence rather than conjecture, facts versus suspicion, and debunks the conspiracies head-on. Critical thinking and the ability to separate fact from opinion are valuable skills that must be taught to our students.

Critical Thinking Questions

1. According to the experts, why did the North and South Towers of the World Trade Center collapse? What do the engineers and physical evidence explain of the collapse? Why can't it be a controlled demolition? How do the other experts debunk the conspiracists with facts and science?
2. List the evidence that Boeing 757 Flight 77 hit and destroyed part of the Pentagon.
3. Describe the evidence that the passengers of United Flight 93 fought the terrorists for control of this plane which crashed into a field in Shanksville, Pennsylvania?
4. What were the normal air defenses on the morning of September 11, 2001?

Grade Level: 9-12
Time: 45-60 minutes

A Firefighter's Story

Objectives:

Students will examine the events of 9/11 and soon after through the eyes of a New Jersey fireman.
Students will analyze other first responder accounts of the events of 9/11 and determine if these were acts of heroism.

Key Terms:

Hero - A person noted for feats of courage or nobility of purpose, especially one who has risked or sacrificed his or her life.

The City - Term for New York City.

The Pile - Term coined by the rescue workers to describe the tons of wreckage left from the collapse of the World Trade Center; they avoided use of the term "ground zero," which describes the epicenter of a bomb explosion.

Materials:

Story interview of Long Branch, New Jersey firefighter, Thomas H. McGlennon, III
Critical thinking questions
Computer access to the Internet

Activities/Procedures:

- I. The teacher should introduce the topic of 9/11 to the class.
- II. Assign students *A Firefighter's Story: September 11-12, 2001* as a class assignment or as a homework assignment.
- III. Review the critical thinking questions with students. Discuss any insights the students express.
- IV. Students may research other stories by first responders on 9/11 and share their findings with the class.
- V. Students should be asked to define 'hero'. Then, present the definition provided.
- VI. Class Discussion Question on other first responders- Are people like Tom McGlennon heroes or were they just doing their jobs?

Evidence of Understanding (Assessment of Student Performance):

Formative:

Critical Thinking Questions
Researching stories of other first responders on 9/11

Summative:

Class Discussions on stories of other first responders and hero status.

- Are people like Tom McGlennon heroes or were they just doing their jobs?
- Are first responders 'heroic' on days such as 9/11 or every day?
- Did you notice common elements in the actions of firefighters, NYC police officers, Port Authority officers, soldiers and civilians on 9/11 and immediately afterward?
- Define hero in your own words.

Extension Activities:

- I. Read more stories about other firemen on 9/11
- II. Lost Voices: NYC Police Officers and Port Authority Officers killed on 9/11
- III. Examine the list of victims who were killed on 9/11
- IV. Statistics about the impact of 9/11 of people and New York City 9/11/02, one year later.
- V. CBS aired the documentary 9/11 The Filmmakers Commemorative Edition, a film shot by two brothers, Jules and Gedeon Naudet. It is available on Amazon.com.
- VI. Washington Post – June 22, 2008 – The brave who battled fire at the Pentagon
- VII. ABC News Report- 9/8/06- 9/11 First Responders Gravely Ill
- VIII. Time Magazine – 9/06 9/11- Still Killing slideshow

A Firefighter's Story: September 11-12, 2001

"What?" said Tom McGlennon as he listened with the phone to his ear, disbelief ringing from the syllable he'd uttered, his face stricken as he considered what he had just been told.

"A plane hit the World Trade Center? You got to be kidding me?"

Tom quickly ran up the narrow staircase at the West End Firehouse in Long Branch. Three generations of his family had served the City of Long Branch in that firehouse; Thomas H. McGlennon, Sr. had joined the department back in 1925; his son, Thomas H. McGlennon, Jr. in 1959, and now, on September 11, 2001, Thomas H. McGlennon, III was on duty.



Lieutenant Thomas H. McGlennon III of the Long Branch Fire Department, New Jersey

He reached for the TV, flipping it on. Early reports indicated erroneously that a small twin-engine plane had flown into the North Tower. In the course of a few minutes, the phone rang over and over, while several firefighters, all off-duty, joined him at firehouse. They knew the scanner at West End could pick up New York City emergency frequencies. Occasionally, on a slow evening, it was customary for the firemen to listen to what was happening in The City, just 45 miles away. At West End, they'd be able to hear what was going on.

Sitting around the scanner, they were transfixed, listening to what the companies, the fire units, were doing in Manhattan and Brooklyn.

New Jersey



Tom recalled these moments, "Looking at the up-close pictures on the news, we could tell that something larger than a Piper (small plane) had hit the Trade Center. We thought it might have been a C-130, one of those big military cargo planes that lost stabilization or something, and nosedived down. But it definitely wasn't a small plane."

By now, more firemen had joined the group, huddling around the scanner, listening to New York City firemen.

Within minutes, the second tower, the South Tower, was hit by United Airlines Flight 175.

http://web03.bestplaces.net/city/LongBranch_NJ.gif

"The second one hit—all of the media were there, and caught it. We knew right off the bat what was going on- it was a full airliner that hit the South Tower. And now the fire departments just went crazy" said Tom.

Any doubts about the origins of the disaster were banished; New York City was under attack.

"We're watching and listening. We know the protocols of what a normal fire department would do. Whether a building is five stories tall or one hundred stories, there is protocol that is followed," explained Tom McGlennon.

"Now, firemen are going to be assigned to go up, check the floors injured or trapped people, and evacuate them. There are others whose duty is to head to the fire floor to begin putting the fire out. Given the structure of the building, they weren't necessarily worried about collapse. That's why so many firemen were put into the building."

Hit first, the North Tower was struck by American Airline Flight 11 between the 92-98th floors. The South Tower had been hit by the second plane between the 84-78 floors. Because it was hit at a lower level than the North Tower, the South Tower would collapse first, at 9:59 am. Its jagged gashes and burning aviation fuel compromised its ability to carry the greater weight load, causing greater stress and a quicker collapse.

Tom paused recalling the moment when the South Tower collapsed.

"There were seven of us by now, the off-duty guys all gathering around. When we saw the first collapse, we knew. We'd hear Manhattan on the scanner, we knew where they were. The tower came down, and all you hear is:

'Manhattan to Field Command'
'Manhattan to Command Post'
'Manhattan to Chief Ganci'

Manhattan to this, Manhattan to that....and you aren't hearing any response."

The eerie silence lasted an eternity. Listening intently, Tom heard them slowly starting to come back on line.

"There were 'maydays' from all over the place. You hear guys saying 'I'm trapped...My crew is trapped...This is ladder 217, we're trapped'. You're hearing all this stuff, all these maydays...and we're just thinking, oh my God, what is going on?"

In Manhattan, the FDNY had established an incident command post in the lobby of the North Tower. However, due to falling debris and safety concerns, it was moved to a spot located at West Street and Vesey Street, near the North Tower. After the second collapse when the North Tower came down, it took out this command post.

Tom paused as he recounted his memories of those moments- the second collapse and the silent radio. "There was nothing. It wiped out the entire staff of the FDNY. There was absolutely no communication with anybody for a full four or five minutes. You've got all the Manhattan dispatchers calling to *anyone* in Special Operations and *no one answered*. *There is no officer who has radio communications; there is no one there who had communications, no one.*"

After five minutes of dispatchers desperately trying to contact anyone, one Battalion Chief in Brooklyn was the *only one* on the Manhattan frequency who was able to say 'I'm in route'. The rest were either running from the collapse or they were dead. Most had, in fact, been killed in the second collapse.

It would later be learned that Peter J. Ganci Jr., chief of the New York City Fire Department was the highest ranking fire official to die on September 11, 2001.

Tom had several good friends on the job in New York City. One of them, Mike Cioffi, who was off-duty on September 11, 2001, telephoned to tell Tom he was going in. In due course, four or five of the off-duty firemen nodded grimly, and headed to New York City, gear in hand. They were going in too.

Tom explained, "We just felt compelled to 'do' something. There were so many guys who just had the same mind set. Minutes after the building collapsed there were people showing up, calling on the phone. We just had to do something; that's was why we went up there. We just had to."

Heading to the 'Pile'

Tom McGlennon finished his 24-hour shift in West End Firehouse. Then, together with fifteen other Long Branch firefighters, grabbed their gear and headed toward the ferry. The 'Waterway Taxi' was the only viable way into New York City from New Jersey at the time. The ferry was being used for conveying supplies to the World Trade Center site as well as evacuating people who were injured from southern Manhattan.

Before leaving the dock, Tom and his brother firemen helped to load a big shipment of water and supplies on the ferry. It would be used by the first-responders, who were already at work at the pile of rubble that once was the World Trade Center complex.

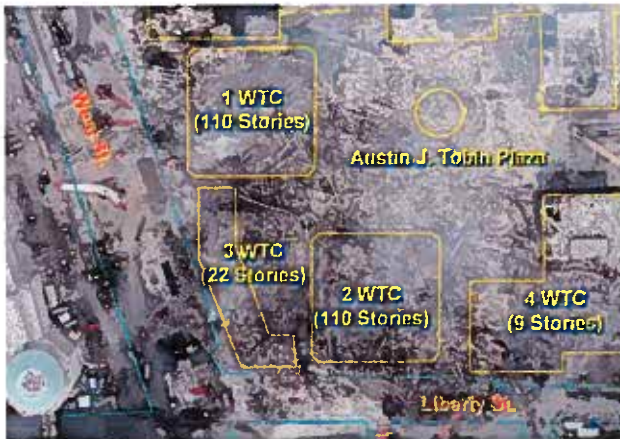
They could already see the thick dust that rose over the city. Normally, this ferry docks at South Street, however, since Battery Park was closer, only about 3 or 4 blocks from the World Trade Center site, it was heading there.

"We tied up and took off I don't know how many cases of water and supplies. And then we started walking toward the Trade Center."

Not certain what they faced, Tom and his men slipped into professional-mode, grimly bracing for what was coming. As they got closer, he noticed tents were set up for rehab, for the firemen and police.

As they reached the massive, smoking, burning pile of rubble, the ruins of the WTC, leaving his men momentarily, Tom quickly found a New York City Division Chief.

Tom explained, "I said that we're 16 guys on the job from New Jersey. We have our own radios, frequency, and cell phones; and I handed him the list of our cell numbers." The chief accepted their offer of help.



"Do you have any idea where you want us?" Tom asked him. He said, "Come through here."

The Long Branch firemen were lead over One World Financial Center, a big building across the street from where the Twin Towers had stood.

"One World Financial's windows had been blown out...and I think there was a gym on the first floor.

You just couldn't get in to the Pile (the large debris field where the WTC once stood) any other way. So, we had to pass through a building and exit through broken windows to get to the site" Tom said shaking his head; it was still unbelievable.

The FDNY Division Chief split the 16 firemen into two groups of eight.



Tom explained that the two groups “literally worked different sides of the Pile, maybe 100 feet apart from each other on the rubble. We were on top of where Marriott Hotel (at WTC 3) had been.”

“At that point we went to work. We had our masks, just surgical masks, to filter the air because it was really bad. What was amazing was the paper. Only paper; no big items, none. You’d think in huge buildings like that, with thousands of computers, desks,

chairs...you’d think you’d find a hard drive. But, no, there was nothing. Pieces of concrete, pieces of metal, yes; but nothing else but paper and dust. It was all just pulverized into the dust.”

When asked what was going through his mind, seeing all this devastation, knowing it was a terrorist attack, and how he managed to focus, Tom replied in a serious tone, “Standing there working ‘The Pile’ was no different from arriving at a fire here. You’re focused where you are, and on what you are doing. There was no jerking around, no discussion...we had a job to do. So we did it. We really didn’t talk about what was going on and what we were doing until we were on the boat going home. Even then, it was very somber”.

Hand-over Hand

Immediately after the towers of the WTC fell, thousands of firefighters, police officers, search-and rescue dogs and their handlers, construction workers, and volunteers headed to Ground Zero to look for survivors. Time was of the essence. It was not known how many people were trapped alive under the rubble. Firefighters and other rescue workers had to search with care through the unstable wreckage for “voids”, air pockets where they might find people who hadn’t escaped from the collapsing buildings. To be cautious, no heavy equipment was utilized in the first days of searching.

Additionally, huge fires burned in the middle of the pile, the heat intense, and the smoke thick and choking. They would continue to burn for months. Jagged, sharp pieces of iron and steel were extended beyond where the eye could see. The danger of stepping and falling 30 or 40 feet into a void was real. It was so dangerous that many first responders wrote their names and phone numbers on their forearms, in case they fell or were crushed. In May 2002, the cleanup officially ended. More than 108,000 truckloads -- 1.8 million tons -- of rubble were taken to a Staten Island landfill by the workers.



Tom described what it was like working the Pile:

"It was all just manual labor, moving metal, moving it to a place that was cleared, hand-to-hand. For example, people in the front were digging out a high beam, which was a fairly heavy piece of steel. They'd pass it to the next guy, and so on down the line. When those in front got tired, they'd go to the back of the line, with everyone else moving up. It was pretty effective."

The scene remained a flurry of activity with adrenaline pumping. The sounds of helicopters, construction equipment and portable generators filled the air. Working a dozen hours or longer under these conditions, hoping to find someone alive, with the rescue-window closing every second required a tremendous determination and grit. Yet, the most difficult moment came about so simply, as Tom recalled.

"When you are on a pile of rubble, there aren't too many things that are soft; it's all metal and concrete. We're walking through this area, and my foot went down. And then my buddy's foot went down, and I said 'What's that?' We moved a few things and dug down a bit, and saw the Members Only jacket. We'd found a body."



Located on the south side of the WTC complex, the Deutsche Bank building, took a direct hit when the south tower collapsed. A large gash was opened in the glass curtain wall of the building, exposing it to the elements. The sprinklers also went off. As the building sat, it became contaminated with mold. Even after the mold was removed, it was decided that the building was not worth saving, and in June of 2003, it was decided that it would be taken down. In this photo, the Deutsche Bank building is covered with black netting supporting a huge American flag.

Tragedy continues to haunt this building. In August of 2007, a fire broke out as the building was being prepared for dismantling. Two firefighters became stranded in the building, and died when their Scott airparks ran out.

In a more reverent voice, Tom continued, "When that happened, everything stopped on the Pile. You call the people over. And there is a moment of silence for the person. The EMT people came over, and FDNY'd dig out around it, and escort it out by bucket brigade-style. It had to be this way because it was so difficult to walk off the Pile. People were in line, and hand-over-hand, we handed over the body to those who took it to the morgue. ."

Frightening moments came when word came that the Deutsche Bank, which had been damaged after being blasted by the avalanche of debris, ash, and dust that spread to engulf it from the WTC, might collapse.

Given the order to evacuate, Tom recalled "that it was pretty surreal. Here we were, the next

day, and the signal came to evacuate immediately! And it passes down to everybody because they were afraid the bank's going to collapse. So, everything that they did yesterday? — We're doing today! And, we went right back out through One World Financial's broken window and into Battery Park. We enter buildings or emergency incidents knowing full well the risks." said Tom.

Tom and the other Long Branch firefighters worked “the Pile” for approximately 12 hours with a break or two in between. During this time, the other group of eight Long Branch firemen discovered the body of a woman with nail polish. The dignified moment of silence occurred, as it would occur again and again as the days turned into weeks and then months.

Going home

After 12 hours, coming off a 24-hour shift the previous day, the LBFD members decided to head home. This led to one of the most surprising moments of the day at the site where the Twin Towers once stood.

“We’re walking to South Street to catch the ferry back; it’s a few blocks on the other side of the island. We turned the corner and right there in front of us is the front landing gear of one of the planes. Nothing was cordoned off, no security, no caution tape...plane parts were just there. They just landed there. Come around a corner making a right...and there it was- unbelievable. And, no one had any pictures left in our camera. Remember, this is before cameras in our cell phones. We just stood, scratching our heads, there saying “Can you believe this?”

“Now, this wasn’t the next block over, this was three or four full blocks away from the WTC. And here was the *landing gear*. We were wondering if we should report it. Why wasn’t this carted out and tagged already? But we realized that we couldn’t be the first one’s to see this, someone had to have reported it already, so we just kept on walking.”

Later, the landing gear was shown to be part of American Airline Flight 11.

The ferry ride home proved reflective, as the firemen let themselves think about what they’d seen and done.

Tom summed it up simply, “I hope that we contributed.”

On the third day, ten more firefighters from Long Branch made the journey to the Pile. With security improving at Ground Zero, New York City officials stopped outside assistance the next day.

It would be learned that three-hundred and forty three FDNY firefighters and paramedics who responded to the attacks on September 11, 2001 lost their lives that day, and countless others were injured.

Tom McGlennon lost two of his good friends in the FDNY that day; Andrew Fredericks from Squad 18 and Raymond Downey, Battalion Chief Special Operations. He attended their funerals among the many he would attend.

Critical Thinking Questions

1. Why do you think the firemen flock to West End firehouse, Long Branch, N.J. on September 11, 2001?
2. Why did Tom McGlennon and the other 15 firemen decide they had to go to NYC? Explain.
3. React to Tom McGlennon’s description of the scanner traffic as the South and North Towers collapsed.
4. What was the Pile? How did they work to clear sections in their search for survivors?
5. What happened when a victim was discovered in the rubble?
6. What discovery surprised the firemen on their way back to the ferry at South Street?

Grade Levels: 9-12
Time: 3-4 class periods

Different Ways to Record an Event

Objectives:

Students will be able to analyze different genres which were used to tell about the events of 9/11: drawings (charcoal, pencil, black and white, color), paintings, comics and poetry.

Students will be able to evaluate the pros and cons of the effectiveness of each method included to tell the story and record the events.

Students will be able to use their talents and interests in a given medium to express their insights and thoughts on an issue or event.

Students will be able to utilize different venues for their expression.

Materials:

Drawings

Comics

Poems

Prose

Worksheets

Activities/Procedures:

- I. Divide the class into groups and give each group the drawings. They are to fill out the drawing worksheet.
- II. Each group will report their answers and observations to the class and discuss these responses.
- III. Distribute the comic pages to each group and have them fill in the Questions for Drawings and Comics Worksheet.
- IV. Each group will report their answers to the class and discuss their responses.
- V. Give each group the poem and prose narrative and have them do Questions for Poem and Prose Narrative Worksheet.
- VI. Go over each group's answers with the class and discuss their responses.

Note: The composition of the groups can be changed to get different responses from the class members as the group dynamics change.

Evidence of Understanding (Assessment of Student Performances):

Formative:

Students will be evaluated throughout the lesson on their group work and their individual work within these groups and in the class discussions.

Students are to select their preferred genre and to write an essay with their selection, examples of this medium and specific reasons for their choice.

Summative:

Students will select their preferred medium to use to present an original reaction to the events of 9/11. The students are to give reasons for their choice to express their ideas plus explain and share their project with the class.

Extension Activities:

- I. Select a format to express your reaction to an event (including 9/11)
- II. Express your reaction in this format (written, drawing, photo, poetry, etc.)
- III. Explain, in writing, your reason for selecting this form of expression.
- IV. Present and explain your project to the class.
- V. Collect class projects and display them in class, in a place in the school and/or collect them in a booklet for sharing.

Sources/Websites for Different Ways to Record an Event:

Sketches

The Truth about 9/11

<http://www.ae911truth.org/images/gallery/weepingliberty.jpg>

Fireman

<http://www.primetimebulldogs.com/ALL%20IMAGES/images/tiredangels.jpg>

Sign

<http://www.fema.gov/kids/images/k2k/cfi09.jpg>

Double Picture

<http://www.ttof.org/fundraisers/9-11.jpg>

Fireman

http://3.bp.blogspot.com/_TOKR6Mm1wq4/SMkA3bBSoot/AAAAAAAAAwM/exbASrUryng/s1600-h/Robert+Foti+9_11.jpg

Comics:

Torres, Alissa. *American Widow*. New York: Villard, 2008. (Art by Sungyoon Choi)

Poetry and Prose:

"The Difference A Day Makes" by Diane C. Swonk

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

"September Eleventh" by Penny Cagan

<http://www.poetry.about.com/library/weekly/aa110901q.htm?p=1>

"Joyce Ng

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

If you have problems with this entry, click on 9/11 page at the top of the page in the above entry. (This is the National Association for Business Economics site.)

Drawing Worksheet

**Objective
Observations**
Event or person
you see with
details

**Subjective
Observations**
emotions
picture
creates

**Historical
Context**
what is depicted

Art Worksheet

Artist's Purpose

What you think artist wanted
Viewer to "see"

Evaluation

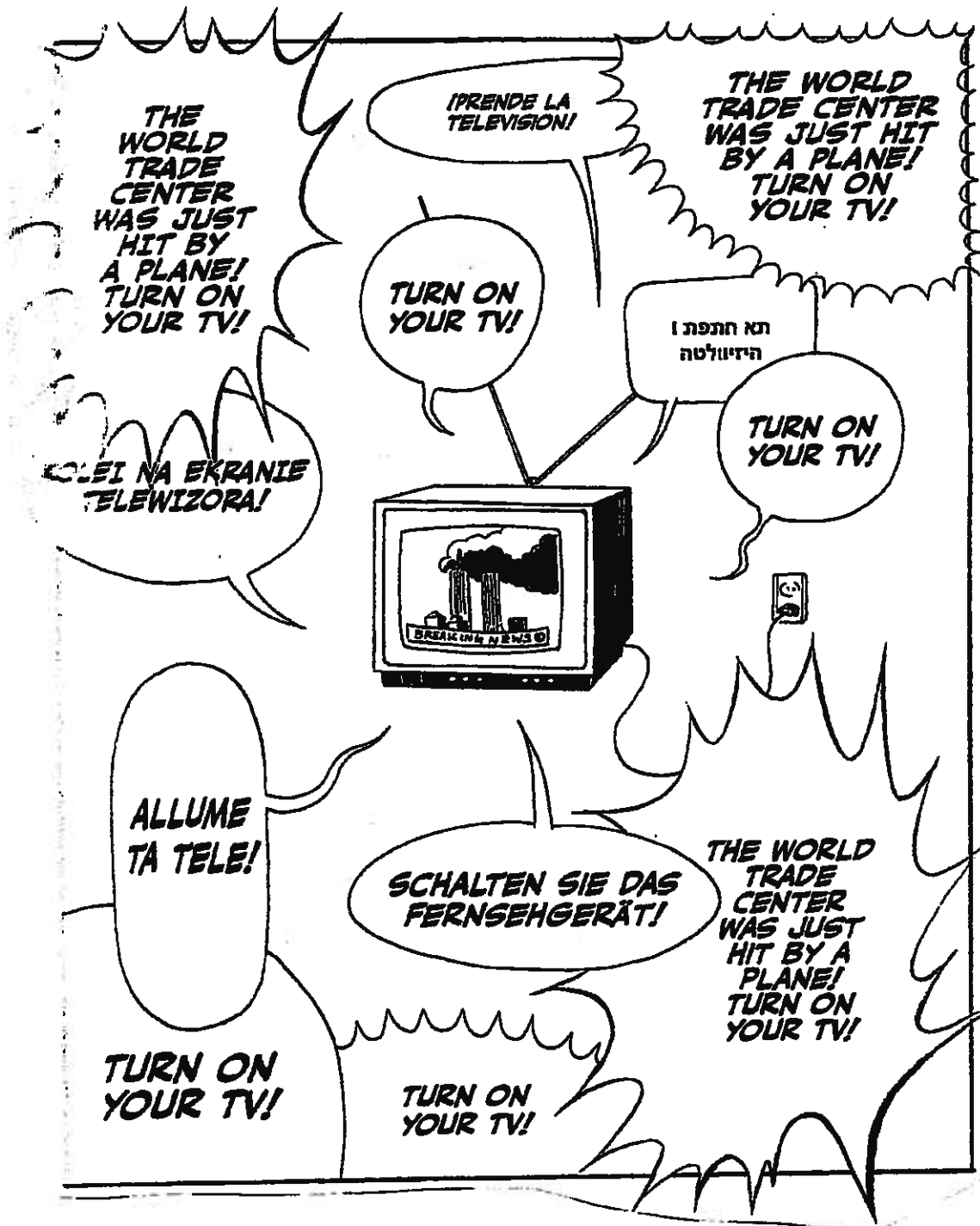
your conclusion about drawing
and its effectiveness

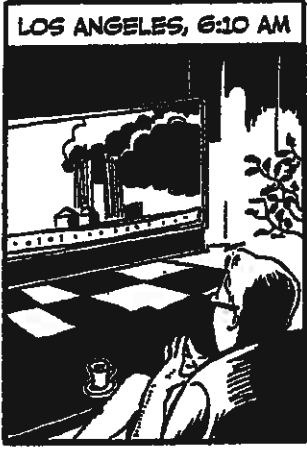
Questions for Drawings and Comics

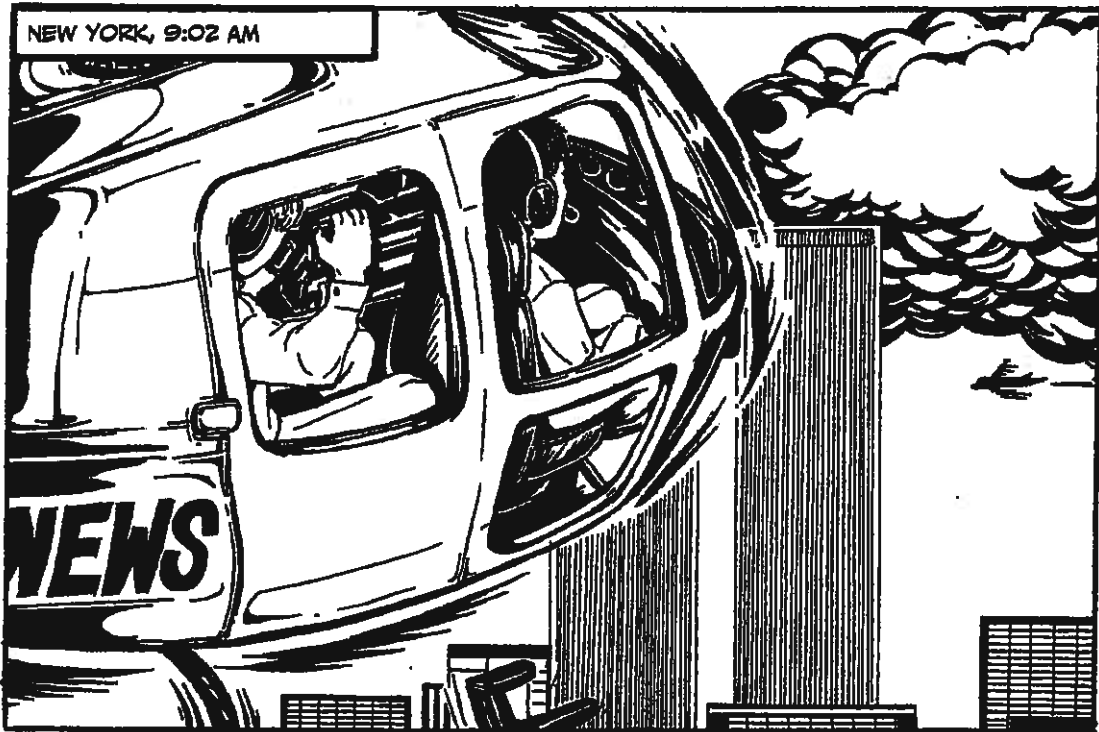
- 1. List benefits of a black and white drawing (at least 6).**
- 2. List problems of using a black and white drawing (at least 6).**
- 3. List the benefits of using a color drawing (at least 6).**
- 4. List the problems with using a color drawing (at least 6).**
- 5. Give your preference of black and white or color to portray events and defend your choice with several reasons.**
- 6. List good points for using comics to portray an event (at least 10).**
- 7. List problems with using comics to portray an event (at least 10).**

Comics:

Torres, Alissa. *American Widow*. New York: Villard, 2008. (Art by Sungyoon Choi)









Grade Level: 9-12
Time: 90 - 180 minutes

Heroism and Unsung Heroes

Objectives:

Students will be able to conduct a free-writing exercise explaining everything they know about the terrorist acts that took place in the United States on September 11, 2001. Students should be able to identify and analyze the qualities and actions of heroes. Students will read several articles comparing and contrasting the roles of "heroes" who were caught up in the events of September 11th.

Key Terms:

Commandeered – to take arbitrarily or by force.
Solemn – Very serious; Characterized by dignity; sacred.
Atrium – The main hall of a building.
Pervasive – To spread through every part of something.
Cadre – A group of trained personnel that form the heart of an organization.
EMT – Emergency Medical Technician
Errant – Straying from what is proper or customary.
Incredulous – Skeptical; disbelieving; expressive of disbelief.
Acrid – Having a sharp, bitter, or irritating taste or smell.

Materials:

Horovitz, Bruce. "Some Surprised to Find Themselves Heroes", USA TODAY.com at <http://www.usatoday.com/money/general/2001-09-12-office-heroes.htm>

Smith, Dennis. "Founding Editor Dennis Smith Describes His Worst Nightmare", Firehouse.Com News at http://www.firehouse.com/terrorist/15_smith.html

"Heroes in Real Life" at www.911AsHistory.org

Journals

Activities/Procedures:

- I. Beginning with a Warm-Up activity, students will be given five minutes to write down everything they know about the events of September 11, 2001. Have students share their responses with the class.
- II. The teacher should now lead a discussion based on student responses to the free writing exercise. Determine if students wrote about any of the individual acts of heroism that took place on that day.
 1. Have students create a definition of a hero.
 2. Students will research the actions of everyday people caught up in the events of 9/11. The class can use the media center or computer lab to conduct their research. (Examples could be firefighters, police, first responders, passengers aboard United Flight #93, and people working in or near the twin towers).
 3. How did these people react to the situations they found themselves in? Do you see any similarities in their actions and attitudes?
 4. Based on your definition, would you consider each of them a hero? How are these people different from "heroes" of the mass media or in the sports world?

5. How do heroes contribute to improving the quality of life in our communities and country?
6. Have you ever done anything that would be considered by others to be "heroic"? Do you personally know any "unsung" heroes?
7. As a closing activity the class can read together the above articles and in a class discussion, compare and contrast these individuals and their actions to the "heroes" they previously researched.

Evidence of Understanding:

Utilizing their research, each student will write an essay based on the questions they answered and will present their findings to the class. Students will explain what this person or persons did, and what affect their story had on the student.

Extension Activity:

Students can interview a parent or other adult and ask them their definition of a hero. Students should then ask for examples, why they were chosen, and then compare the interviewee's choices to their own.

Grade Level: 9-12
Time: 45 minutes

What Would You Do? - Muslim Discrimination

Objective:

Students will evaluate responses of bystanders to acts of discrimination in a post-9/11 world.
Students will consider how acts of terrorism may lead to prejudice and discrimination.

Key Terms:

Bystander - One who is present and observing, but not taking part in a situation or event.

Upstander - Unlike a 'bystander', an upstander chooses to defend his or her own rights and to defend the rights of others

Materials:

ABC News Primetime Live- *What Would You Do? Muslim Discrimination* – Part I Introduction (3 minutes):

<http://www.youtube.com/watch?v=8czPXxwbq5U&url=http://video.google.com/videosearch?hl=en&q=Primetime+What+would+you+do%3F&um=1&ie=UTF-8&ei=V-qj>

Part 2 Detailed Discussion (6 minutes)

<http://www.youtube.com/watch?v=PqbQWxHIn4U&feature=related>

Formative discussion questions and summative assignment

Activities/Procedures:

- I. The teacher will introduce the Muslim discrimination clip from the ABC News Primetime Live Limited Edition series.
- II. Students should make a prediction as to how bystanders may respond to the discrimination.
- III. After viewing, students should discuss the choices made by the bystanders.
- IV. This lesson should stress that twice as many of the bystanders (13 of 19) become upstanders, while 6 of 19 support the bakery owner.

Background for Lesson:

- I. ABC Primetime Live- *What Would You Do?* is a hidden camera series that asks what would you do facing an ethical dilemma. Based on the real-life experiences of a Muslim woman while living in Texas, a Muslim woman enters a bakery and because she is wearing a veil, is denied service as other customers look on. Will these bystanders come to her defense? Will they support the bakery owner?
Many of the bystanders support the Muslim woman (13 out of 19), outraged that she is being treated so badly. They affirm that this is not what "America" is about. However, six people support the bakery owner, indicating that he has the right not to serve anyone he wants. This is very thought-provoking!
- II. [CAIR Report on American Attitudes toward Muslims](#)
In a comparison study done by the Council on American-Islamic Relations (CAIR) in 2006 on American attitudes toward Muslims, the following was determined.
 1. First Impressions: Americans were asked, "When you hear the word 'Muslim,' what is the first thought that comes to your mind?"
 - a. 2004: 2% 2005: 6%
Positive Comments – included "good religion," "good people," "faithful," "devout,"

- b. 2004: 67% 2005: 57%
Neutral Comments- "mosque," "religion," and "desert."
- c. 2004: 32% 2005: 26%
Negative Comments- "violence," "hatred," "terrorists," "war," "guns"

Although still low, the number of positive comments has grown since 2004, and the number of negative comments has declined.

- 2. **Negative and Positive Statement Tests:** Respondents were asked to state their agreement or disagreement with twenty statements reflecting favorable and unfavorable perceptions of Islam and Muslims. The 2005 survey affirmed last year's finding that 25% of Americans agree with one or more of the following extremely negative statements:

- a. "Muslims teach their children to hate unbelievers."
- b. "Muslims value life less than other people."
- c. "The Muslim religion teaches violence and hatred."

This percentage has not changed since 2004.

- 3. When responding to the statement "Muslims made significant contributions to civilization," a significant portion of 43% agreed in 2005—down from 47% in 2004. More than a third reported no opinion and a significantly growing segment, or 23%—up from 17% in the previous year—disagreed.

When asked to respond to the statement "The American-Muslim community is cooperating in the fight against terrorism" a similar pattern emerges; 41% agreeing, 23% disagreeing and 34% having no opinion. A passively positive statement, i.e., suggesting that "Muslims are just like everyone else," 50% agreed, while 25% disagree.

- 4. When asked, "Because of security needs, the civil liberties of American Muslims should be restricted" approximately one fifth of the respondents *agreed*. Indeed, 19% confirmed that, "Because of security needs, the civil liberties of American Muslims should be restricted." This was certainly a problematic response.

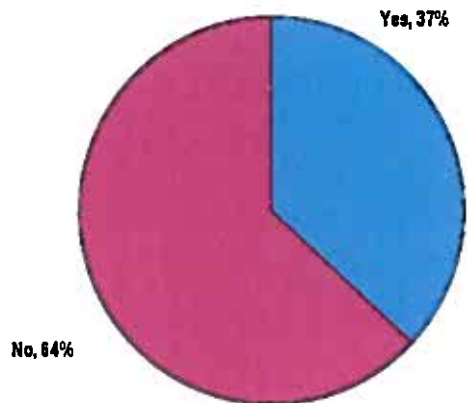
However, 51% disagreed (strongly or somewhat) with this proposition. Additionally, 17% agreed that "It's okay to lock up Muslims, just in case they are planning terrorist acts." Compared to 2004, this figure declined by 4%.

- 5. Knowledge of the basic tenets of Islam remain sketchy. In 2005, only 2% of respondents said they are "very knowledgeable" about Islam; a 39% felt they were "somewhat knowledgeable." Nearly 60% said they were "not very knowledgeable" or "not at all knowledgeable" about the faith.

A more telling factor is the low number of Americans who reported having Muslim friends. On average, only one-fifth of respondents in 2004 and 2005 reported having Muslim colleagues or friends. In other words, most Americans lack personal experience with Muslims.

- 6. Americans tend to have only scanty knowledge of specific Islamic topics. Although nearly 60% said they know the name of the Muslim holy book (Qu'ran or Koran), only one-third of respondents are aware that Muslims worship the same God as Christians and Jews do. Nearly 10% said Muslims worship a "moon god," a notion that most Muslims would find not only false but also offensive.

Did you hear Muslim Leaders condemn Terrorism?



The vast majority of Americans are poorly informed about their Muslim counterparts and their role in American society. Nearly two-thirds said they did not hear, see or read about “any Muslim leaders who have condemned terrorism.”

Among those who answered affirmatively, the overwhelming majority learned about such Muslim positions only casually. Nearly 80% said the source of this knowledge was television.

These findings point to a vast difference in perception between American Muslims and their neighbors. Most American Muslims will point to the numerous condemnations of terrorism that their representative organizations have issued. However, it is clear that such condemnations are not being heard by other citizens. This may be the result of decisions by media outlets that acts of terror are more newsworthy than statements condemning senseless violence.

Only one-third of the 2005 sample claimed awareness of the fact that Muslims participated in relief efforts aiding victims of Hurricane Katrina. One-fifth disagreed with the statement that Muslims played part in the relief effort, while 46% had no opinion.

7. Segmentation Analysis - The fact is that anti-Muslim prejudice is reflected in *some* views of many Americans, a finding confirmed in both the 2004 and 2005 surveys. To determine how this impacted American responses, a segmentation analysis was performed. This is a statistical procedure that looked at responses to all twenty negative and positive statements as scattered plot data. Responses to similar questions have been clustered, revealing the following four major blocs of American public attitudes about Islam and Muslims:

- a. Ambivalent. Over one-third (34%) either express “no opinion” on the attitude questions have mixed opinions—not leaning toward the accepting or the rejecting side—or simply state that they “do not know.”
- b. Tolerant. About one-fourth (27%) of the population rated themselves as accepting of Muslims. This segment of the population consistently rejects anti-Muslim stereotypes and strongly agrees that Muslims are just like everyone else and that their civil rights have been violated after 9/11. They strongly disagree that it is okay to lock up Muslims just in case; that Muslims value life less than others; that Muslims teach children to hate; that Islam teaches violence and hatred; that the war on terror is a war against Islam, that Muslims worship a moon god or want to impose their faith on others. This is to be commended. However, members of this segment are not entirely pro-Muslim. In fact many moderately agree that Islam encourages the oppression of women.
- c. Somewhat intolerant. A smaller portion of the U.S. population (22%) is somewhat intolerant. Members of this segment may passively accept Muslims but they also believe in long-held stereotypes. For example, members of this segment strongly agree that Islam oppresses women. Also, they only moderately *disagree* that it is acceptable to lock up Muslims just in case they are planning terrorist attacks. They do not know if Muslim American civil rights have been limited since 9/11, and they do not know if Muslims worship the same god as Christians and Jews do. Finally, this segment of respondees only moderately agree that Muslims are just like everyone else.
- d. Intolerant. A little less than one-fifth (17%) admits to intolerant feelings toward Muslims. (Although one-fourth agreed with three major anti-Muslim statements, a *significantly less percentage remained negative about the remaining attitude statements*). That is more than 1 out of every 5 people who would strongly agree with the statement that Muslims value life less than other people do; that they

worship a moon god; that Islam oppresses women; that it is acceptable to lock up Muslims; that they teach children to hate; that their faith teaches violence and hatred; that the war on terror is war on Islam; and that Muslims seek to impose their faith on others.

8. Despite negativity and indifference, most respondents said they would change their view if American Muslim took measures to condemn terrorism more strongly (69%), to improve the status of Muslim women (68%), to work harder for improving America's image in the Middle East (63%), to demonstrate concern for other Americans (60%) and to emphasize shared values with Christians and Jews (59%).

Conclusion:

This survey provides us with replicated statistical evidence suggesting that nearly 1-in-5 Americans maintain a strong anti-Muslim attitude. Noteworthy is the fact that more than 1-in-4 Americans (27%) are tolerant towards Muslims, only 6% have a positive first impression of Muslims.

Evidence of Understanding (Assessment of Student Performance):

Formative:

Critical Thinking Questions:

1. How do the upstanders explain their views?
2. Some bystanders support the bakery owner, giving him the thumbs-up sign.. What do they say in defense of their views?
3. This episode is based on one Muslim-American woman's experiences. If you were to write her a letter, what would you say?

Summative:

Essay Prompt

If one of the root causes of terrorism might be discrimination, and if Americans discriminate against Muslims in America, are we become like the terrorists? If so, are they 'winning'?

Extension; Optional

This can be combined with the lesson plan "Yeh Hum Naheen" if time permits.

Grade Level: 9-12

Time: 45 minutes

'Yeh Hum Naheen' – "That Is Not Us"- An Anti-Terrorism Song from Pakistan

Objective:

Students will analyze the Pakistani hit song "Yeh Hum Naheen" for its theme, connections, and concerns about living in a post-9/11 world.

Students will investigate the webpage of the Yeh Hum Naheen (YHN), a non-profit Pakistani organization (www.yehhumnaheen.org) for its goals of promoting tolerance and understanding that Islamic terrorists do not represent all Muslims.

Materials:

Lyrics to Yeh Hum Naheen

[Watch the video of Yeh Hum Naheen](#) on [youtube.com \(with English subtitles\)](#) It is quite powerful and moving, as Muslims reach out for understanding that they are not terrorists.

[Yeh Hum Naheen website:](#) <http://www.yehhumnaheen.org/>

Formative discussion questions and summative assignment

Activities/Procedures:

- I. The teacher will distribute the lyrics of the song as the class listens to it together.
- II. In small groups or as a class, the students will discuss the song and its message.
- III. Students will use the list of discussion questions as a starting point for their discussions

Background for Subject of Lesson:

THE SONG: Yeh Hum Naheen was a unique musical event. Featuring the vocal talents of some of Pakistan's biggest music artists, including Haroon, Ali Haider, Ali Zafar, Shufqat, Strings, Shuja Haider and Hadiqa Kiani, uniting to sing out the message the world needs to hear, much like the 1985 song, "We are the World".

Written by Ali Moeen and Shuja Haider, Pakistan's foremost composer and lyricist, its central message is of reconciliation, a message of peace and a message of truth. *Yeh Hum Naheen* has given a voice to the silent majority, those in the Muslim world who have for too long been misrepresented. These are the people who are saddened and shocked at the actions of Islamic terrorists, and want to stand up and shout "*This is Not Us*". The song was recorded during a three month period from November 2006 to January 2007 at Sound of Speed studios in Karachi, Pakistan.

Evidence of Understanding (Assessment of Student Performance):

Formative:

- I. Discussion Questions on the song, *Yeh Hum Naheen*, and the Yeh Hum Naheen NGO.:
 1. The opening lyrics of the song begins with "This story that is being spread in our names is a lie". What lie is being spread?
 2. What do you believe "the coming of night, one loses one's way" means?
 3. The singers proclaim that they are 'scared of the dark so much that we are burning our own home- What is this rising all around us...". How do they feel?

4. What is the common ground referred to in the lyrics, "Your hurts are a deep sea- our wounds are deep."
5. After listening to *Yeh Hum Naheen*, do you agree with the lyric, "We have lost on the way of the lesson of living together". Explain why or why not? What can be done to find our way?

Summative:

- I. Students will write a poem/song responding to '*Yeh Hum Naheen*' from an American perspective. If we respond to terrorism by making innocent civilians the targets of prejudice and discrimination, are we becoming terrorist ourselves? Completed poems/song should be shared with the class.
- II. Students newspaper article assignment.
 - a. Students will research the level of hate crimes directed at Muslims in American and/or New Jersey since 9/11 using www.ADL.org, the [F.B.I. Hate Crimes Statistics Report 2007](#), [Southern Poverty Law Center](#), or other appropriate source. They will write a newspaper article on the results of their research. On completion, a class-wide discussion of their articles should occur, sharing their results, thoughts and conclusions.

FACT SHEET ON YEH HUM NAHEEN FOUNDATIONS

The Yeh Hum Naheen Foundation is a Pakistan based non-profit organization that was established under the Societies Act of Pakistan in October 2007, with the following key aims:

- To reinforce the point that Islam is a peaceful faith that promotes tolerance and harmony.
- To develop an awareness among people regarding the issues of the growing radicalization of Pakistani youth.
- To promote better understanding and co-existence of Muslims around the world among non-Muslim communities.
- To convey that the majority of Muslims do not support the rise in terrorism, and to deny Muslims the opportunity for involvement in terrorist activities.
- To show the positive impact of Pakistan and Muslims around the world, and remove the distance between east and west through media education.

Activities of the Foundation shall be funded by means of grants from public authorities, from income of broadcasting activities (including distribution of programs) as well as from gifts, legacies or donations from Associations, organizations, institutions, private individuals, etc.

Yeh Hum Naheen song
by Ali Moeen, Shuja Haider, and YehhumNaheen.org

Countless innocents are being murdered by terrorists claiming to fight in the name of Islam
Lyrics can be found at http://yehhumnaheen.org/cc.php?finalpage_os=lyrics.php

Discussion Questions on the song, Yeh Hum Naheen, and the Yeh Hum Naheen NGO.:

1. The lyrics of the song begins with *"This story that is being spread in our names is a lie"*. What lie is being spread? How do you feel when lies are told about you?
2. What do you believe *"the coming of night, one loses one's way"* means?
3. They singers proclaim that they are *'scared of the dark so much that we are burning our own home- What is this rising all around us...'*. How do they feel?
4. What is the common ground referred to in the lyrics, *"Your hurts are a deep sea- our wounds are deep."*
5. The singers proclaim *"This is not us."* If so, who are they?
6. After listening to Yeh Hum Naheen, do you agree with the lyric, *"We have lost on the way of the lesson of living together"*. Explain why or why not?
7. What can be done to find our way? Consider recent events. Do any support the idea that we are closer to 'finding our way'?
8. If we respond to terrorism by making innocent civilians the targets of prejudice and discrimination, are we becoming terrorist ourselves?

Grade Level: 9-12

Time: 3-4 block schedule periods (80 minutes) or
5-6 standard instructional periods (40 minutes)

Individual Liberties and National Security: 9/11 and Challenges to Civil and Human Rights

Objectives:

Students will be able to define key terms as listed below in the Key Concepts and terms section.

Students will be able to compare and contrast arguments supporting or opposing restrictions on individual liberties implemented by the U. S. government to enhance national security.

Students will be able to evaluate the short and long-term consequences of restrictions on individual liberties for individuals and groups.

Students will be able to develop informed predictions regarding the potential impact of government policies and practices designed to enhance national security on civil and human rights guarantees.

Key Terms:

Civil Rights

Human Rights

National Security

Constitution of the United States (Bill of Rights)

Universal Declaration of Human Rights

International Covenant on Civil and Political Rights

United Nations Convention on Torture

Materials:

Case studies of individuals who experienced the impact of the U. S. policy of covert rendition (NY Times, www.nytimes.com and Amnesty International, www.amnestyusa.org)

Copies of the *Convention on Torture and the International Covenant on Civil and Political Rights*, and the *Universal Declaration of Human Rights from The United Nations and Human Rights, 1945-1995* (New York: The United Nations, 1995).

Readings from the newsletter *The Bill of Rights in Action* by the Constitutional Rights Foundation

Excerpts from Isidore Starr, *The Idea of Liberty*, (St. Paul MN: West Publishing Co., 1978), pp. 1-10, 136-139.

Articles from the New York Times regarding implementation of the U. S. government's post 9-11 policies regarding surveillance, incarceration of individuals considered threats during the war on terror, and the use of extraordinary rendition procedures.

Street Law resource packet on the *Korematsu v. U. S.* case: accessed from www.landmarkcases.org

Activities/Procedures:

Day One

- I. Introduce scenario that contains action by government to enhance national security but which challenges protections of civil and human rights (scenario

- based on Amnesty International Case study about rendition practices of US government regarding suspects in war on terror)
- II. Review scenario to establish facts and raise questions about content for further investigation
 - III. Examine value conflicts inherent in scenario: explore with students, and then pose central question: **To what lengths should government go in restricting individual liberties to enhance national security?**
 - IV. Distribute materials on U. S. government actions after 9-11 that restrained individual liberties (surveillance, airport security measures, “watch” list for terrorists, capture and incarceration of potential terrorists without charge)

Day Two

- V. Students read articles for homework, list information and issues related to central question
- VI. In small groups, students speculate regarding impact of measures to prevent violence against U. S. residents based on measures taken by U. S. government and do the same for threats/limitations imposed on individual liberties
- VII. Distribute Starr section on how Supreme Court reviews cases using four approaches (precedents) to first amendment cases; read, review and clarify meaning(s) of terms
- VIII. Create teams to present arguments pro and con regarding hypothetical case of individual charged with supporting terrorist groups based on publication of an article in a college newspaper that calls for an investigation of rendition and torture by the U. S. government and the potential trial of the U. S. president for criminal behavior against those imprisoned without charge and harmed by excessive interrogation techniques
- IX. One team will be the US Supreme Court, one team will be the advocates of the U. S. government position, one will be the advocates of the defendant (article author)
- X. Teams do research on relevant cases in NY Times as well as in historic cases, such as *Korematsu v. US* and challenges to Cold War measures (registration of Communists, loyalty oaths for teachers, others); teacher also introduces international human rights treaties and documents which the USA has signed and ratified

Days Three and Four

- XI. Arguments are created and presented by teams with Supreme Court team utilizing Starr precedent materials to frame questions and decisions on case
- XII. Following presentations of both sides, questions from justices, and further clarification of issues by teacher via questioning, justices prepare written decisions and read them to the class. Majority rule will determine the final verdict, but each justice must not share their views with others until they reveal their decision to the full class.
- XIII. Teacher debriefs full lesson and introduces follow-up writing assignment focused on the call for a “truth commission” dealing with the actions of the Bush administration and whether that is an appropriate and/or justifiable measure regarding the central question (essay for student completion).

Extension Activities:

Application of the same process to hypothetical cases dealing with threats to privacy due to enhanced access to personal information requested by the government to deter terrorist activity

Evidence of Understanding (Assessments of Student Performance):

- I. Outline for oral arguments by presentation teams
- II. Decision speeches by justices in the role play
- III. Written completion of follow-up essay regarding establishment of truth commission concerning government activities that may have violated civil and human rights guarantees

Scenario

You are a resident alien whose parents were born in Yemen. You came to the United States when you were 5 years old with your parents, who are now elderly. You married a U. S. born woman of Syrian heritage and you have 3 children, 2 males and one female, all of whom are under the age of 10.

Your family is at home watching television one evening. Suddenly, a group of U. S. government vehicles arrive in front of your home, and a knock is heard on the door. The government official, a member of the FBI, is accompanied by a team of armed agents and local police. The official indicates he/she has a search warrant for your home, and requests that the team enter. You permit them to enter as your family watches with apprehension.

The search team finds in your home a copy of the Koran as well as business documents that document your work as an international importer of goods from the Middle East. Inspecting the business documents, one of the FBI agents speaks to an FBI colleague, and they nod in approval. At this point, the FBI agents tell you that you are under arrest and will be removed to a local jail. You are read your Miranda rights and then handcuffed, after which you are taken in the FBI vehicles to the local jail, as your family cries and you ask your wife to contact an attorney.

Once at the local jail, you are questioned about alleged ties to terrorist organizations, since the business document seized at your home suggests that you have been doing business with a terrorist front organization in the Middle East. You state you know nothing about such terrorist activities, and after 3-4 hours of questioning, you are again moved to another penal facility, this time in a large city where you are sequestered away from other accused individuals. Efforts by your family to have an attorney contact you are frustrated by the authorities, and you are not able to reach them by phone.

The next day, after you have continued to state you know nothing about the alleged terrorist ties of the business organization in your documents, you are blindfolded, placed in a vehicle and taken to an airport. At this airport, you are placed in the custody of non-U. S. officials and placed on an aircraft, the destination being unknown. Continued efforts by your family to locate you and speak to you are not supported by government officials who indicate you are in custody but that your whereabouts are not to be made known for reasons of national security.

FOREWORD

Writing about the idea of liberty presents many problems. It is not an easy subject to study because it is abstract. It deals with relationships between individuals and the State as they impinge on beliefs, thoughts, expression, and action. As the individual condemns the State for injustices, the State is placed in the dilemma of protecting that individual's liberty and, at the same time, protecting the community against dangers to the public welfare.

The problems of liberty also spill over into confrontations between or among individuals or groups. Hate-mongering, slurs and epithets have brought speakers and audiences or marchers and on-lookers to the verge of riots. Which side can legitimately lay claim to liberty? How should the State use its power in such cases?

Writers on liberty have the option of writing technical tomes for scholars or simplified exercises for students. We have attempted to walk the line between the two. Our plan has been to present scholarly materials and yet, at the same time, to use a format which will be interesting to the general reader.

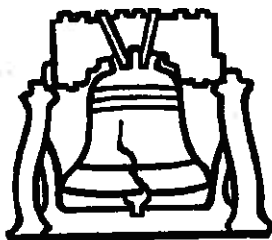
In treating the six principles of the idea of liberty in six sections, we have tried, wherever possible, to present historical background materials and landmark Supreme Court rulings. A special feature of this volume is the section entitled: *Issues to be Analyzed*. Here we present statements of facts from important cases and we ask you to play the role of judge. That should be an interesting exercise because here you have the opportunity to use the case study method:

1. What are the relevant facts?
2. What are the arguments of the opposing sides—the adversaries?
3. What are the issues?
4. What is your decision?
5. What is your opinion—the reasons for your decision?

Now, and only now, are you ready to compare your ruling with that of the Court. You will find the court opinions presented in a section following the case studies.

Do not be disappointed if your opinion differs from that of the Court! After all, yours may have great merit in its own right. Under liberty, you are always free to disagree with and criticize even the opinions of the Supreme Court of the United States.

ISIDORE STARR



INTERPRETING THE FIRST AMENDMENT FREEDOMS

As one reads the material which follows, it will soon become evident that there is no one single interpretation of the idea of liberty. As judges look at the value conflicts in each case, they look to the past for guidance. The precedents do not speak with one voice. Judges come to their cases with philosophies about society and the individual and they tend to express their system of ideas within the language of the law. The tendency of the courts is to follow precedents as a means of sustaining continuity in decision-making so that the law will convey a sense of predictability. In other words, if we are to be held accountable for the consequences of what we say and do, we must be able to predict in some fashion how the judges will decide similar facts and circumstances.

The idea of liberty, which goes to the very heart of the nature of government and the dignity and integrity of the governed, does not lend itself to easy generalizations. In interpreting the provisions of the First Amendment, judges tend to differ on the meaning of phrases, such as freedom of speech, freedom of the press, freedom of religion, the right to assemble, the right to petition, and separation of church and state. And in addition as Mr. Dooley has reminded us, "the Supreme Court follows the election returns." The Court is sensitive to public opinion.

What follows is a brief summary of some of the interpretations which have emerged from the thinking of those who have grappled with this issue.

Start-Greek Ideas in the Law '18 3 amph.

7

THE ABSOLUTE POSITION



It is my belief that there are "absolutes" in our Bill of Rights, and that they were put there on purpose by men who knew what words meant, and meant their prohibitions to be absolutes.

Justice Hugo L. Black in *The Great Rights* edited by Edmund Cahn

HUGO L. BLACK
1886-1971
Associate Justice
1937-1971

THE PREFERRED POSITION

The case confronts us again with the duty our system places on the Court to say where the individual's freedom ends, and the state's power begins. Choice on that border, now as always delicate, is perhaps more so where the usual presumption supporting legislation is balanced by the preferred place given in our scheme to the great, the indispensable democratic freedoms secured by the First Amendment.

Justice Wiley Rutledge in *Thomas v. Collins* (1944)



WILEY S. RUTLEDGE
1894-1949
Associate Justice
1943-1948

THE CLEAR AND PRESENT DANGER RULE

The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree.

Justice Oliver Wendell Holmes, Jr.,
Schenk v. United States (1919)



OLIVER WENDELL HOLMES
1841-1935
Associate Justice
1902-1932

THE BALANCING DOCTRINE



FELIX FRANKFURTER
1882-1965
Associate Justice
1939-1962

The demands of free speech in a democratic society as well as the interest in national security are better served by candid and informed weighing of the competing interests, within the confines of judicial process, than by announcing dogmas too inflexible for the . . . problems to be solved. . . .

Justice Felix Frankfurter in *Dennis v. United States* (1951)

There are other rules which have been formulated to settle the perennial problem of individual's rights and society's needs: the Bad Tendency Test and the Gravity-of-the-Evil Test. Suffice it to say, that the ones that have been presented above are sufficient as guides through the thicket of problems which follow. Try to apply each of these guidelines to the cases and try to determine which one can best serve the idea of liberty.

The existence of these rules or guidelines should, in no way, discourage you from devising principles of your own. As you study the cases, give your imagination free rein and create principles which help to resolve the problems presented. Keep in mind that we are dealing with the idea of liberty—its meaning today and its implications for the future.

CHAPTER 13

ACADEMIC FREEDOM

Although the idea of academic freedom is not mentioned in the Constitution, it is today regarded as one of the freedoms included in the First Amendment. The origins of academic freedom are generally traceable to the German universities. The rationale for this idea of freedom in the school and university is that learning and teaching must be directed to the search for truth and its dissemination throughout society. In recent years, the term "academic freedom" has been expanded to include other school-related activities.

Academic freedom cases involve students and teachers. Examples of these have been discussed: The *Tinker* case, the *James* case, the *Epperson* case, and the *Russo* case. In each of these cases, we noted a confrontation between school authorities and students or teachers involving First Amendment rights. Professor Ladd has designated this situation as a clash between the Puritan and the Madison Models of school governance. The former is based on the proposition that the school authorities generally know best what is good for students. Their training and experience qualify them for their roles as decision-makers. The Madison Model regards the rights of students as central to the education process because the schools are training grounds for democracy.

The Madison Model recognizes that there are times when restrictions are necessary because of compelling reasons (violence, destruction, learning environment), but these limitations must be weighed against the rights granted to all people under the First Amendment.

In the cases of students, academic freedom cases include hair style and dress codes, student newspapers, student clubs, and the right to petition. In the case of teachers, academic freedom issues include dress style, selection of materials for student use, use of language or teaching methods, and the right to join associations.

When it comes to the use of teaching materials, teachers are generally safe except when a student or a parent objects on grounds of morality or obscenity. Issues of this nature are generally resolved on the following guidelines: Are the teaching materials and teaching strategies relevant to the subject matter? Are the materials appropriate to the age and maturity levels of the students? Will they disrupt the discipline of the school? Do the materials and the methods conform to acceptable professional standards? Is the judge sympathetic to academic freedom? In the following pages we shall juxtapose viewpoints of judges on this issue.

LOYALTY OATHS AND LOYALTY LEGISLATION

The loyalty oath is one of the techniques used by governments to insure the loyalty of their citizens and their employees. How effective a loyalty oath really is in practice is difficult to tell. Sometimes a loyal citizen will refuse to take the oath on grounds of conscience, while one who is disloyal will not hesitate to do so because he or she feels that there will be little likelihood of discovering the truth about them.

In the late 1940's and 1950's state legislatures enacted loyalty legislation to counteract the dangers of Communism and subversion. The Feinberg Law, passed in 1949, required boards of education in New York State to prepare lists of subversive organizations and to discharge any educator who belonged to any of these organizations. In 1952 in *Adler v. Board of Education*, 342 U.S. 485, 72 S.Ct. 380, 96 L.Ed. 517, the Supreme Court upheld this law by a 6 to 3 ruling. Justice Minton's opinion for the Court contained the rationale for the Court's decision.

A teacher works in a sensitive area in a schoolroom. There he shapes the attitude of young minds towards the society in which they live. In this, the state has a vital concern. It must preserve the integrity of the schools. That the school authorities have the right and the duty to screen the officials, teachers, and employees as to their fitness to maintain the integrity of the schools as a part of ordered society, cannot be doubted. One's associates, past and present, as well as one's conduct, may properly be considered in determining fitness and loyalty. From time immemorial, one's reputation has been determined in part by the company he keeps. In the employment of officials and teachers of the school system, the state may properly inquire into the company they keep, and we know of no rule, constitutional or otherwise, that prevents the state, when determining the fitness and loyalty of such persons, from considering the organizations and persons with whom they associate.

The same year in another case, *Wieman v. Updegraff*, 344 U.S. 183, 73 S.Ct. 215, 97 L.Ed. 216, the Supreme Court unanimously voided an Oklahoma law requiring a lengthy loyalty oath attesting to the fact that the state employee did not belong to any subversive organization and that they would take up arms in defense of the United States. A group of college instructors challenged this law. Justice Frankfurter's concurring opinion has been oft-quoted in a defense of academic freedom.

To regard teachers—in our entire educational system, from the primary grades to the university—as the priests of our democracy is therefore not to indulge in hyperbole. It is the special task of teachers to foster those habits of openmindedness and critical inquiry which alone make for responsible citizens, who, in turn, make possible an enlightened and effective public opinion. Teachers must fulfill their function

by precept and practice, by the very atmosphere they generate; they must be exemplars of open-mindedness and free inquiry. They cannot carry out their noble task if the conditions for the practice of a responsible and critical mind are denied to them. They must have the freedom of responsible inquiry, by thought and action, into the meaning of social and economic ideas, into the checkered history of social and economic dogma. They must be free to sift evanescent doctrine, qualified by time and circumstance, from that restless, enduring process of extending the bounds of understanding and wisdom, to assure which the freedom of thought, of speech, of inquiry, of worship are guaranteed by the Constitution of the United States against infraction by National or State Government.

Here we have the classic confrontation: The defense of the teacher's right to academic freedom and the support for the State's right to screen its teachers for fitness and loyalty.

In 1964 in *Baggatt v. Bullitt*, 377 U.S. 360, 84 S.Ct. 1316, 12 L.Ed. 2d 377, the Washington Loyalty Oath was declared an unconstitutional violation of the Due Process Clause of the Fourteenth Amendment. The 7 to 2 ruling found this law to be so vague, uncertain, and broad that a public servant might have difficulty in differentiating "what is and is not disloyal."

Two years later, in *Eljbrandt v. Russell*, 384 U.S. 11, 86 S.Ct. 1238, 16 L.Ed.2d 321, a 5 to 4 Court voided the Arizona loyalty oath law on the ground that it presumed a person to be guilty if he belonged to certain organizations until he proved himself innocent. In 1967 the Court returned to the Feinberg Law, which it had declared to be constitutional, but this time in a 5 to 4 decision, in *Keyishian v. Board of Regents of New York*, 385 U.S. 589, 87 S.Ct. 675, 17 L.Ed.2d 629, the majority found the language of the law to be imprecise. Membership in the Communist Party, they said, is not enough to disqualify a teacher from public service. It must be shown that the teacher knew of and had specific intent to further the aims of the proscribed organization.

Once again the clash of opposing view points is heard.

Justice Brennan's opinion for the majority discusses the subject of academic freedom in these words:

Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom. "The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools." . . . "The classroom is peculiarly the marketplace of ideas." The Nation's future depends upon leaders trained through wide exposure to that robust exchange of ideas which discovers truth "out of a multitude of tongues, [rather] than through any kind of authoritative selection." . . .

Justice Clark's dissent responded with equal eloquence.

The majority says that the Feinberg Law is bad because it has an "overbroad sweep." I regret to say—and I do so with deference—that the majority has by its broadside swept away one of our most precious rights, namely, the right of self-preservation. Our public educational system is the genius of our democracy. The minds of our youth are developed there and the character of that development will determine the future of our land. Indeed, our very existence depends on it. The issue here is a very narrow one. It is not freedom of speech, freedom of thought, freedom of press, freedom of assembly, or of association, even in the Communist Party. It is simply this: May the State provide that one who, after a hearing with full judicial review, is found to have wilfully and deliberately advocated, advised, or taught that our Government should be overthrown by force or violence or otherwise unlawful means; or to have wilfully and deliberately printed, published, etc., any book or paper that so advocated and to have *personally* advocated such doctrine himself; or to have wilfully and deliberately become a member of an organization that advocates such doctrine, is *prima facie* disqualified from teaching in its university? My answer, in keeping with all of our cases up until today, is "Yes"!

There is another aspect of academic freedom which is unique because it pits the administrators and teachers, who are now on the same side, against a group of parents or community leaders. The issue generally takes the form of textbook selection, or books or magazines used in school, or courses, like sex education and family life, or curricular materials. In legal terms, the equation takes the form of a right and a power on a collision course. The parents have the right to guide the upbringing of their children, while the state has the power to develop requirements for citizenship education. In exercising its power, the state must not engage in capricious, arbitrary, and unreasonable conduct. On the other hand, the position of the parents in opposing the school authorities must not only be reasonable, but they must also bear the burden of proof in the case. It all comes down to whether the issue is a legal one or an educational one. If it is an educational problem, courts will tend to let the educators decide it. If the issue passes over to the due process area of the Constitution, the tendency will be for the courts to step in.

As we shall see in the following chapters, the issue of academic freedom extends into freedom of the press and the right to assemble peaceably through associations. In this chapter we have set up the clash of values which will continue to resound as long as there are teachers, students, administrators, boards of education, parents, and college trustees pressing on the rights and responsibility equations in the world of education.

The New York Times – Tortured Justice - Editorial
<http://www.nytimes.com/2008/12/08/opinion/08mon1.html>

The New York Times – Out of Sight by Reuel Marc Gerecht
<http://www.nytimes.com/2008/12/14/opinion/14gerecht.html?pagewanted=all>

The New York Times – Obama Backs Off a Reversal on Secrets
<http://www.nytimes.com/2009/02/10/us/10torture.html>

The New York Times – Appeals Court Hears Case of Canadian Citizen Sent by U.S. to Syria by Benjamin Weiser
<http://www.nytimes.com/2008/12/10/nyregion/10arar.html>

The New York Times – The Unfinished Case of Maher Arar – Editorial
<http://www.nytimes.com/2009/02/18/opinion/18wed2.html>

The New York Times – In Adopting Harsh Tactics, No Look at Past Use by Scott Shane & Mark Mazzetti
<http://www.nytimes.com/2009/04/22/us/politics/22detain.html?pagewanted=all>

The New York Times – In the Spirit of Openness - Editorial
<http://www.nytimes.com/2009/04/23/opinion/23thu1.html>

Center for Constitutional Rights
Arar v. Ashcroft et al
<http://ccrijustice.org/ourcases/current-cases/arar-v.-ashcroft>

Grade Level: 9-12
Time: 45-60 minutes

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:

Millenium Plot - The year 2000 attack plots were terrorist attacks planned to occur on or near January 1, 2000: the bombing of four sites in Jordan, the bombing of Los Angeles International Airport (LAX), and the bombing of the USS *The Sullivans*. The first two plots were foiled by law enforcement agencies; the third was aborted after a mistake occurred.

Osama bin Laden - Wealthy Saudi who is the leader of the largest terrorist network in the world, Al Qaeda, with headquarters somewhere in Afghanistan or Pakistan; Al Qaeda; he is blamed for the Sept. 11 terrorist acts

Materials:

Key Findings of the 9/11 Commission Report reading and critical thinking questions.

(Optional) [Executive Summary of the 9/11 Commission Report \(http://www.9-11commission.gov/report/911Report_Exec.pdf\)](http://www.9-11commission.gov/report/911Report_Exec.pdf)

[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>.

Activities/Procedures:

- I. The teacher will introduce the origins of the 9/11 Commission and its conclusions about the events leading to 9/11.
- II. Students will read the Key Findings of the 9/11 Commission Report, and answer the critical thinking questions.
- III. Students should discuss their responses to the questions and share comments on the 9/11 Commission Report. Discussion questions should focus on the following:
 1. What weaknesses did the US have that were exploited by the terrorists on 9/11?
 2. Is there anyway to know if 9/11 could have been prevented?
- IV. 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 (Optional):

- I. Students may explore the [PBS: Frontline: Trail of A Terrorist](#) site for additional information on the foiled Millenium Plot. Information links include the following areas:
 1. Introduction
 2. Inside Ressam's Millenium Plot
 3. Is Canada a safe haven for terrorists?
 4. Crossing borders: How terrorists use fake passports.
 5. Links and Readings

Name _____

Date _____
Class/Period _____

Key findings of the 9/11 Commission Report

The US 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](http://www.9-11commission.gov/report/911Report_Exec.pdf) 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:
 - 1993 bombing of the World Trade Center,
 - Foiled plot to blow up the Holland and Lincoln Tunnels and other New York landmarks,
 - 1993 Somali "Black Hawk Down" battle that killed 18 and wounded 73, who were assisted by al Qaeda,
 - 1995 Ramzi Yousef plot to blow up dozens of US airliners flying over the Pacific,
 - 1996 Riyadh, Saudi Arabia car bombing that killed 5 Americans,
 - 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),
 - 1998 attacks on U.S. embassies in Tanzania and Kenya, killing 12 American and 224 others,
 - 1999 foiled attack on Jordanian hotels frequented by Americans,
 - 2000 foiled "Millenium" plot on the Los Angeles International Airport
 - 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:

- Plans to use the missile-equipped Predator aircraft to target bin Laden and his chief lieutenants were developed and were on President Bush's desk awaiting his signature on September 11, 2001.
- Allowing two hijackers, Khalid al-Midhar and Nawaq 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 "millenium" 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, 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 FBI 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-](#)

<http://www.homelandsecurity.state.pa.us/homelandsecurity/cwp/view.asp?A=519&Q=173883>

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.?

Grade Level: 9-12
Time: 60-90 minutes

International Terrorism since 9/11: Web-quest Research Project

Objectives:

Students will examine the issue of global terrorism and how it impacts the lives of people in different countries.

Students will assess the response by governments and efforts to seek justice after terrorist attacks.

Materials:

Various web-based news media sources.

1. Bali, Indonesia Bombing – October 12, 2002; October 1, 2005
 - [BBC NEWS website on the Bali Bombing](#) – Bali Death Toll set at 202.
 1. [‘It was a horrible sight’](#)
 2. [Australians in shock after Bali attack](#)
 3. [Disbelief at devastation](#)
 4. [Bomb casts cloud over paradise island](#)
 5. [Bali - a survivor's tale](#)
 6. [Eerie calm settles over Kuta](#)
 7. [Desperate search for Bali missing](#)
 8. [Deserted Bali fears for future](#)
 9. [Bali loses its innocence](#)
 - [BBC NEWS – Bali Bombers Network of Terror - Analysis](#)
 1. [The Bali bombing plotters](#)
 2. [Profile: Mukhlas](#)
 3. [Unease over anti-terror decrees](#)
 4. [Hambali: ‘Asia’s Bin Laden’](#)
 5. [Profile: Abu Bakar Ba’asyir](#)
 6. [Indonesia’s moment of truth?](#)
 7. [Megawati hit by Bali bomb fallout](#)
 8. [The al-Qaeda - Bali bomb connection](#)
 - Read the [CBS News Archive- Indepth- The Bali Bombing](#) on the progression of the trial of the Bali bombers.
 - Review [ABC News Online – Struggling and Surviving](#) – How the survivors recall the Bali bombing.
 - [BBC NEWS: Bali Bombing 2005](#)
 1. [Militants jailed for Bali attacks](#)
 2. [Bombs ‘were suicide attacks’](#)
 3. [Brother criticises UK Bali advice](#)
 4. [In quotes: World reaction](#)
 5. [In pictures: Aftermath](#)
 6. [‘It couldn’t happen again’](#)
 7. [Tourists on holiday give their accounts of the bombs](#)
 8. [Indonesian media reflect pain](#)
 9. [Another blow to fragile tourism](#)
 10. [Families’ horror at Bali blasts](#)
2. Madrid, Spain bombing – March 11, 2004
 - [BBC NEWS – Indepth: Madrid Train Attacks](#)
 1. [Spain steps up hunt for bombers](#)
 2. [Madrid ‘ringleader’ dies in blast](#)

3. [Rail line bomb 'matches Madrid'](#)
 4. [In pictures: Apartment blast](#)
 5. ['Bomb suspect' group named](#)
 6. [Aznar says no regrets over poll](#)
 7. [Madrid honours bombing victims](#)
- **EYEWITNESS:**
 2. [Morocco's shock at bomb link](#)
 3. [Spain awakes to socialist reality](#)
 4. [Spain votes under a shadow](#)
 5. [Private grief shared by a nation](#)
 6. ['My wife was snatched away'](#)
 - [BBC NEWS Timeline: Madrid Investigation](#) – Features and Analysts
 1. [The defendants](#)
A look at those convicted and acquitted over the attacks.
 2. [2. Views from Madrid](#)
 3. [Survivor reacts to verdict](#)
 4. [*Madrid's legacy](#)
 5. [Guide to Madrid attacks](#)
 6. [Day for reflection](#)
 - [CBS News.com Madrid Bombing Photos](#)
 - [TIME – Madrid Verdicts: Was justice done?](#)
 - [BBC NEWS: The Legacy of the Madrid Bombings](#)
3. London, United Kingdom bombings (July 7, 2005 / attempted bombing of July 21, 2005)
 - [BBC NEWS- Indepth: London Attacks](#)
 1. [7 July: What happened](#)
 2. [7 July: The investigation](#)
 3. [7 July bombers 'did practice run'](#)
 4. [London bomber video aired on TV](#)
 5. [Bomber called accomplices](#)
 6. [21 July: What happened](#)
 7. [21 July: The investigation](#)
 8. [Bomb plot charges in full](#)
 9. [Full list of arrests and charges](#)
 10. [Suspect remanded in custody](#)
 11. [Court delay for bombings accused](#)
 12. [Bus bomb suspect family's shock](#)
 13. [Failed attacks: What we know](#)
 - [BBC NEWS: Priority One](#)
 - [BBC NEWS: Background](#)
 1. [Key findings of London Assembly](#)
 2. [At-a-glance: Government reports](#)
 3. [Q&A: July bombings report](#)
 4. [Missed opportunities](#)
 5. [Bomber 'influenced' by preacher](#)
 6. [Community may hold clues](#)
 7. [Pakistani bomb trail cold](#)
 8. [Profiles: Suicide bombers](#)
 - [BBC NEWS: Bombing Condolence Book Archived](#)
 - [CBS NEWS Indepth: London on edge](#)

Activities/Procedures:

- I. Three major international attacks since 9/11 have been selected for researching;
 1. The 2002/2005 Bali, Indonesia bombings;
 2. The 2004 Madrid, Spain Train attacks;
 3. The 2005 London, United Kingdom bombings;
- II. Divide students into three groups. Each group will research one of the global examples of terrorism using the provided links. They may do additional research if the teacher desires.
- III. Students should investigate the following topics for each case study:
 1. The terrorist attack – event, locations, method, and perpetrators;
 2. Immediate and long-range response by law enforcement and first responders;
 3. Impact on victims, citizens, nation and international response;
 4. Trials of perpetrators and efforts to increase security;
 5. Map, Chart, photographs that depict the event and relevant information;
 6. If applicable- subsequent attacks and attempted events
 7. Research the current status of the nation regarding terrorism.
- IV. Students will write a report/poster-chart on the assigned attack, drawing conclusions and evaluating the impact the terrorist attack has had on the country under study.
- V. A suggested assessment rubric is attached. Point values are suggestions and may be altered as necessary.

Background for Teacher and Students:

BBC NEWS Country Profiles links;

1. [On the BBC NEWS- Country Profile- Indonesia](http://news.bbc.co.uk/1/hi/world/asia-pacific/country_profiles/1260544.stm)
http://news.bbc.co.uk/1/hi/world/asia-pacific/country_profiles/1260544.stm
2. Using the [BBC NEWS site- Country Profile- Spain](http://news.bbc.co.uk/1/hi/world/europe/country_profiles/991960.stm);
http://news.bbc.co.uk/1/hi/world/europe/country_profiles/991960.stm
3. [Using the BBC NEWS site- Country Profile- United Kingdom](http://news.bbc.co.uk/1/hi/world/europe/country_profiles/1038758.stm)
http://news.bbc.co.uk/1/hi/world/europe/country_profiles/1038758.stm

Evidence of Understanding (Assessment of Student Performance):

Formative:

Research on the international terrorist incident;

Summative: Essay:

Report on the international terrorist incident covering the following major areas:

- The terrorist attack – event, locations, method, and perpetrators;
- Immediate and long-range response by law enforcement and first responders;
- Impact on victims and people
- Impact on nation and citizens
- Trials of perpetrators
- If applicable- subsequent attacks and attempted events
- Current status of the nation regarding terrorism

A suggested rubric is attached; modify as needed.

Extension Activity:

Investigate the terrorist attack on [BBC NEWS: Mumbai, India on November 2, 2008](#) or another example of contemporary terrorism.

International Terrorism Since 9/11

Name _____

Period/Class _____

#1 Bali _____

#2 Madrid _____

#3 London _____

#4 Other _____

CATEGORY	Advanced	Proficient	Novice	Omission (0)	Points
Description of the terrorist attack, location, methodology 15 points	Everything Proficient plus: <ul style="list-style-type: none"> Clearly written, thorough description of the event;; Specific location of event(s) Neat and orderly 15-13 points 	Accurate and Sufficient and /or <ul style="list-style-type: none"> Clear written description; Location identified; Neat and organized; 12-10 points 	Inaccurate and/or Insufficient <ul style="list-style-type: none"> Incomplete description of the event Failure to follow directions; Not neat 9-6 points 	Not found - 0	
Identification of (alleged) perpetrators and their group affiliates. 15 points	Everything in Proficient plus: <ul style="list-style-type: none"> Detailed presentation of individuals allegedly involved; Thoroughly explanation using details of group allegedly involved; 15-13 points 	Accurate and Sufficient and/or <ul style="list-style-type: none"> Adequate description of individuals involved; Some explanation of details pertaining to group involved; 12-10 points 	Inaccurate and/or Insufficient Information <ul style="list-style-type: none"> Brief to inadequate description of individuals involved; Sketchy to no details about the group involved; 9-6 points; 	Not found - 0	
Impact on victims, citizens, and nation; International response 15 points	Everything in Proficient plus: <ul style="list-style-type: none"> Detailed explanation of impact of the attack on local people and/or victims/ nation; Use of interviews or video clips in evidence; 15-13 points 	Accurate and sufficient and/or <ul style="list-style-type: none"> Adequate explanation of impact on citizens, victims/ nation 12-10 points 	Inaccurate and/or Insufficient <ul style="list-style-type: none"> Brief or vague explanation of the impact on people/victims/nation 9-6 points 	Not found - 0	
Minimum one map/chart or photographs that visually demonstrates analysis of the event 5 points	Everything in Proficient plus: <ul style="list-style-type: none"> 1 or more clear maps/chart/photo; Appropriately explanation of how map to illustrates point(s); 5-4 points 	Accurate and sufficient and/or <ul style="list-style-type: none"> 1 Map/chart/photo that explanations how map illustrates main point; 4-3 points 	Inaccurate and/or Insufficient information <ul style="list-style-type: none"> Irrelevant Map/chart/photo with a vague explanation of main point; 3-2 points 	Not found - 0	
Trials of perpetrators and efforts to seek justice and security 10 points	Everything in Proficient plus: <ul style="list-style-type: none"> Comprehensive review of trial, prosecution and defense; Outcome of trials/sentencing; Detailed review of issues of security; 10-9 points 	Accurate and sufficient and/or <ul style="list-style-type: none"> Adequate review of trial, prosecution and defense mentioned; Outcome of trials; Issues of security included; 8-7 points 	Inaccurate and/or Insufficient Information <ul style="list-style-type: none"> Trials are mentioned; sketchy review of defense and prosecution; Outcome of trials; Brief review issues of security; 	Not found - 0	
Writing Mechanics: 10 points	Less than 2 errors in: <ul style="list-style-type: none"> Solid sentence structure; All original writing/ captions spelling & punctuation; 10-9 points 	2-5 errors in <ul style="list-style-type: none"> Decent sentence structure; Some original writing/captions Spelling & Punctuation Some cut & paste 8-7 points 	More than 5 errors in: <ul style="list-style-type: none"> Sentence structure errors; Little original writing/ Spelling & punctuation errors; Cut and pasted text; 6 points 	More errors than not; - 0 <ul style="list-style-type: none"> No proof-reading; Less or no original work; 5-0 pts 	
Personal conduct and cooperation during research. 10 points	Everything in Proficient plus: <ul style="list-style-type: none"> Comprehensive research; Cooperative and creative work ethic; 10-9 points 	Accurate and sufficient and/or <ul style="list-style-type: none"> Adequate research on identifying main points; Some cooperation noted; 8-7 points 	Inaccurate and/or Insufficient Information <ul style="list-style-type: none"> Some -little research; Doing work other than project No assisting others; 6-4 points 	Not found - 0	

Grade Level: 9-12
Time: 45-60 minutes

The 'War on Terror' - Operation Iraqi Freedom

Objective:

1. Students will objectively examine the causes of Operation Iraqi Freedom (Iraq War).
2. Students will analyze the impact of the 'surge' on stability in Iraq.
3. Students will research and evaluate the current situation in Iraq.

Key Terms:

al Qaeda - In Arabic, literally 'The Base'; terrorist organization founded by Saudi Osama bin Laden with bases in Sudan and the Taliban-run Afghanistan in the 1990s.

Abu Nidal Organization - Formerly part of Fatah, the International terrorist organization believed that both inter-Arab and intra-Palestinian terrorism are needed to precipitate an all-embracing Arab revolution that alone can lead to the liberation of occupied Palestine; It has carried out terrorist attacks in 20 countries, killing or injuring almost 900 persons. Major attacks included the Rome and Vienna airports in December 1985, the Pan Am Flight 73 hijacking in Karachi in September 1986, and assassinated a Jordanian diplomat in Lebanon in January 1994. ANO activities declined through the 1990s until Abu Nidal (Sabri Khalil al-Banna) was found dead of gunshot wound(s) in his Baghdad apartment in the summer of 2003.

Bush Doctrine - During the George W. Bush (43) administration, American foreign policies stressing unilateralism, attacking nations that harbor terrorists, pre-emptive strikes, and fostering democratic regime change.

Chapter VII the United Nations Charter - Part of the Charter of the United Nations sets out the UN Security Council's powers to maintain peace; It allows the Council to "determine the existence of any threat to the peace, breach of the peace, or act of aggression" and to take military and nonmilitary action to "restore international peace and security".

Coercive diplomacy - is a diplomatic method used by a country in which the use of force, military action or economic sanction is threatened or hinted at to force another country to give in to a certain demand or take or not take a particular action

Democratization: The process by which a country transforms its government to a democratic one by developing democratic institutions, practices, and values.

Fatah - is a major Palestinian political party and the largest faction of the Palestine Liberation Organization (PLO), a multi-party confederation. Fatah considered a terrorist organization by the U.S. and Israel until 1988 when it renounced terrorism in 1988. In the 2006 parliamentary election, the party lost its majority in the Palestinian parliament to Hamas, and resigned all cabinet positions.

First Persian Gulf War - Jan.–Feb., 1991, was an armed conflict between Iraq and a coalition of 32 nations including the United States, Britain, Egypt, France, and Saudi Arabia. It was a result of Iraq's invasion of Kuwait on Aug. 2, 1990;

The Iraq Survey Group (ISG) - a fact-finding mission sent by the multinational force in Iraq after the 2003 Invasion of Iraq to find the alleged Iraqi weapons of mass destruction (WMD) that had been the main ostensible reason for the invasion. Its final report is commonly called the Duelfer Report.

Mujahedin-e-Khalq - MEK, an Iranian-based terrorist organization.

Persian Gulf Wars or Gulf Wars - were two conflicts involving Iraq and U.S.-led coalitions in the late 20th and early 21st cent.

Sarin nerve gas - 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 1997.

VX - most toxic nerve agent ever synthesized; chemical weapon nerve agent; Production and stockpiling of sarin was outlawed by the Chemical Weapons Convention of 1997.

Weapons of Mass Destruction-(WMDs) - Weapons that can kill large numbers of humans and/or cause great damage to man-made structures (e.g. buildings), natural structures (e.g. mountains), or the environment, that include nuclear, biological and chemical agents.

Materials:

- Reading: Iraq and the War on Terror
- Critical Thinking Questions
- [TIME Photo Gallery: Iraq Sees a Revival](#)
- [Democratic Dawn in Iraq](#)

Activities/Procedures:

- I. The teacher should decide if s/he wants to incorporate the Iraq- 1991-2003 background for subject as part of the reading that students will be assigned. It may be presented by the teacher without requiring student reading.
- II. Assign the reading Operation Iraqi Freedom and Iraq War;
- III. Read Operation Iraqi Freedom and the Iraq War as a class or in groups, as the teacher prefers.
- IV. Students should use the critical thinking questions and discuss the reading as it progresses.

Background for subject of lesson (when needed)

IRAQ- 1991-2003

Introduction and Background

In late 1990, Iraq invaded and then annexed Kuwait, which it had long claimed as part of Iraqi territory. Iraqi President Saddam Hussein declared that the invasion was a response to overproduction of oil in Kuwait, which had cost Iraq an estimated \$14 billion a year when oil prices fell. Hussein also accused Kuwait of illegally utilizing slant drilling to pump oil from Iraq's oil fields.

<http://www.pbs.org/wgbh/pages/frontline/gulf/art/maps5b.gif>

The UN Security Council called for Iraq to immediately withdraw and subsequently embargoed most trade with Iraq. On Aug. 7, U.S. troops moved into Saudi Arabia to protect Saudi oil fields from threat by Iraq. The United Nations set Jan. 15, 1991 as the deadline for a peaceful withdrawal of Iraqi troops from Kuwait. Iraq refused to comply, and on Jan. 18, 1991 Operation Desert Storm was launched under the leadership of U.S. Gen. Norman Schwarzkopf.

The first phase of the U.S.-led coalition war began with a massive air bombardment to destroy Iraq's military and civil infrastructure. Iraq responded with calls for terrorist attacks against the Christian invaders. Iraq also launched Scud missiles at Saudi Arabia and Israel, attempting to widen the scope of the war and break up the coalition.

The second phase of the war, the ground invasion began on Feb. 24th, simultaneously invading southern Iraq and Kuwait. Over four days, coalition forces engaged and defeated the Iraqis. Kuwait was liberated and thousands of Iraqi military personnel surrendered. President George H. W. Bush declared a cease-fire on Feb. 28, 1991 when the U.N. objectives had been achieved.

<http://www-tc.pbs.org/wgbh/pages/frontline/gulf/art/maps5c.gif>

1991-2003 - Between the Wars

Unfortunately, Saddam Hussein was left in power in a military and economically weakened Iraq. Hussein was free to suppressing any Shiite and Kurd revolts, which he did with ruthless efficiency. Although the war was a decisive military victory for the coalition, Kuwait suffered enormous environmental and property damage, including Iraqi sabotage of the oil wells when they setting them afire while retreating. While Iraq accepted the Coalition's peace terms, Hussein made every effort to frustrate and delay implementation of the terms, particularly UN weapons inspections.

In 1993, it was necessary for the U.S., France, and Britain launched several air strikes against Iraq due to various provocations, which included an alleged plan to assassinate former President George H. W. Bush. In 1994, Iraqi staged a troop buildup along the Kuwaiti border. The U.S. responded by bolstering the number of troops in Kuwait and adjacent areas. Most distressing was Hussein's continued defiance and obstruction of U.N. weapons inspections, leading to additional bombing raids against Iraq. Trade sanctions imposed on Iraq and would remain in place until after the U.S. invasion of 2003.

The No-Fly Zones

To provide humanitarian protection of the Kurds in northern Iraq and the Sh'ia minority in the south, the U.S., British and French established "no-fly zones" where Iraqi aircraft were forbidden, authorized by UN Resolution 688. The policy was enforced by US, UK and French aircraft patrols until France withdrew in 1998.

The most serious response came in September 1996, after Hussein ordered tanks into the Kurdish town of Irbil. Twenty-two cruise missiles rained down on Iraqi targets, as President Clinton defended US actions that were caused by Iraq's flagrant violations.

http://upload.wikimedia.org/wikipedia/commons/thumb/1/11/Iraq_NO_FLY_ZONES.PNG/250px-Iraq_NO_FLY_ZONES.PNG

Operation Desert Fox was put into action from December 16-19, 1998; it was an important four-day bombing campaign on Iraqi targets by the United States and United Kingdom. These strikes were officially undertaken in response to Iraq's failure to comply with United Nations Security Council resolutions.

In December 1998, Iraq announced it would no longer respect the no-fly zones and resumed its efforts in shooting down Allied aircraft. Saddam Hussein offered a \$14,000 reward to anyone who could accomplish this task, but no manned aircraft were ever shot down by Iraq.

Economic Sanctions and Oil-for-Food

The UN Security Council imposed comprehensive economic sanctions against Iraq on August 6, 1990, just after the Iraqi invasion of Kuwait. After successfully restoring Kuwaiti sovereignty, the U.N. did not lift the sanctions. They kept them to keep pressure on Iraq to disarmament and meet their obligations. The US and UK governments always made it clear that they would block any lifting or serious reforming of sanctions as long as Hussein remained in power.

Concern over the harsh impact of the sanctions on innocent Iraqi civilians did not move Saddam. Instead an empathetic world launched the UN "Oil-for-Food Programme" in late 1997. It allowed Iraq to sell limited and then unlimited quantities of oil provided most of the money went to buy humanitarian goods such as food and medicine.

This program was wildly mismanaged by the U.N., causing a huge investigation in 2004. It was concluded in 2005 that paid kickbacks and illegal surcharges were paid to win lucrative contracts while Iraqi dictator Saddam Hussein pocketed \$1.8 billion at the expense of his people.

Evidence of Understanding (Assessment of Student Performance):

Formative: Critical Thinking Questions

Summative: Using sources such as the BBC News, CNN, or Fox News, research the current conditions in Iraq. Consider the political, economic, social aspects of the national life of Iraq. Is democracy taking root? How has the impact of US troop withdrawal affected Iraq?

Extension Activities (Optional)

- [View President Bush's 9/11 Speech](#) or [Read President Bush's 9/11 Speech](#). How does President Bush describe the state of affairs immediately after 9/11? Who is the enemy?
- [President Bush's speech announcing war against Iraq](#) – Consider the reasons the US is going to war against Iraq. Which seem the most important? Least important? Why?
- See lesson plan Unit V: Abu Gharib and the Torture Question
- See lesson plan Unit V: Security vs. Civil Rights Debate

Reading: Operation Iraqi Freedom and Iraq War

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 of them regretted not insisting on regime change, the removal of Saddam Hussein from power, in 1991.

In January 2001, George Walker Bush took the oath of office as the 43rd President of the United States. Eight months later, his Presidency would be abruptly altered by the tragic events of September 11, 2001, when the forces of al Qaeda (*Arabic for "the Base"*), led by Saudi Osama bin Laden, attacked the North and South Towers of the World Trade Center and Pentagon using airplanes as missiles, with a fourth flight crashing in Pennsylvania, killing nearly 3,000 Americans in total that day.

The Clinton Administration had viewed terrorism as a law enforcement problem, and dealt with the first bombing of the Trade Center in 1993, the bombing of US embassies in Africa, and the bombing of the USS Cole as such. This approach to 9/11 was not appropriate given the loss of American life and destruction in the homeland. Within three weeks, President Bush declared a "War on Terror" and invaded Afghanistan, launching Operation Enduring Freedom. The Taliban were providing safe-harbor for Osama bin Laden and al Qaeda.

Stemming from the attacks of 9/11, the War on Terror would target any nation that threatened world security and stability by supporting terrorism and terrorists. The Bush Doctrine of preemption was introduced in June 2002. Preemption meant that the US was committed to striking first against another state to prevent a potential attack or a threat from growing into one. "Our security will require all Americans... [to] be ready for preemptive action when necessary to defend our liberty and to defend our lives" In Jan., 2002, President Bush proclaimed Iraq, North Korea and Iran, as being part of "an axis of evil". With the Taliban successfully removed from power in Afghanistan in early 2002, the Bush administration's attention turned to Iraq.

Causes of the War on Iraq - 2003

1. End of the Gulf War

The 1991 Gulf War had ended with Saddam Hussein in power, and free to terrorize his opponents as well as the Kurds, who had allied with coalition forces during the hostilities. Launched in 2003, Operation Iraqi Freedom was a largely U.S.-British invasion of Iraq that, in many ways, was the final, long-delayed campaign of the first Persian Gulf War. Some of the members of the "coalition of the willing" were Australia, Turkey, Macedonia, Estonia, Mongolia, Poland, Bulgaria, and Albania, totaling 26 in all.

2. Lack of Cooperation with UN Resolutions

The war with Iraq arose in part because the Iraqi government failed to cooperate fully with UN weapons inspections in the years following the first conflict. It was the position of the Clinton Administration that it had the right to attack Iraq to force Saddam Hussein to open sites to weapons inspectors is based on a succession of Security Council resolutions and statements and on Chapter VII the United Nations Charter itself. The Bush Administration also held this position. The summaries of following UN resolutions are the most important relating to military action and Iraq, the most important Resolution 1441.

http://upload.wikimedia.org/wikipedia/commons/e/ee/Iraq_map.png

UN Resolution 678: authorized the attack against Iraq in January 1991, referred to using "all necessary means" to get Iraq out of Kuwait and "to restore international peace and security in the area." A Congressional resolution last month supporting the use of force in the Persian Gulf also cited this resolution.

UN Resolution 687 made the cease-fire in the gulf war contingent on Iraq's "unconditional" agreement to the destruction or elimination of chemical, biological and missile capabilities and "immediate on-site inspection" by the United Nations.

UN Resolution 688 permitted the establishment of the Iraqi no-fly zones by U.S. and British militaries.

UN Security Council Resolution 1373: Reaffirming its unequivocal condemnation of the terrorist acts that took place in New York, Washington, D.C., and Pennsylvania on 11 September, the Security Council this evening unanimously adopted a wide-ranging, comprehensive resolution with steps and strategies to combat international terrorism.

States should prohibit their citizens, people or domestic institutions from making funds, financial assets, and economic resources, financial or other related services available to persons who commit or attempt to commit, facilitate or participate in the commission of terrorist acts. States should also refrain from providing any form of support to entities or persons involved in terrorist acts; take the necessary steps to prevent the commission of

terrorist acts; deny safe haven to those who finance, plan, support, commit terrorist acts and provide safe havens as well;

UN Resolution 1441: Declared Iraq to be "in material breach" and offered Saddam Hussein government "a final opportunity to comply with its disarmament obligations" that had been set out in several previous resolutions of the ceasefire terms presented under the terms of Resolution 687. Iraq's breaches related not only to but also the known construction of prohibited types of missiles, the purchase and import of prohibited armaments, and the continuing refusal of Iraq to compensate Kuwait for the widespread looting conducted by its troops during the 1991 invasion and occupation.

It also stated that "...false statements or omissions in the declarations submitted by Iraq pursuant to this resolution and failure by Iraq at any time to comply with, and cooperate fully in the implementation of, this resolution shall constitute a further material breach of Iraq's obligations."

3. Iraqi Disarmament and UN Inspections

That the 1991 Gulf War had set back the Iraqi nuclear, biological, and chemical programs was known. What remained uncertain was how far the programs had been deterred. The fact that Saddam Hussein had already used chemical and biological weapons against the Kurds and Iranians, weighed heavily on the Bush White House. The very real concern was that Hussein would give terrorists' access to WMD to use against the US.

From 2002-2003, the issue of Iraq's disarmament reached a crisis, when the U.S. demanded full compliance with UN Resolutions, and a total end to alleged Iraqi production of weapons of mass destruction. This required UN weapons inspectors to have unfettered access to suspected weapons production facilities in Iraq .

During 2002, seeking the enforcement of UN Resolution 144, the U.S. used coercive diplomacy, backing demands that Iraq permit UN weapons inspectors with threats of military force. As a result, Iraq announced in Sept., 2002, that UN inspectors could return. However, Iraq was incredibly slow to agree on inspection terms and U.S. insistence on stricter conditions for Iraqi compliance stalled the inspectors' return. Stalling was a tactic with which Saddam Hussein was very familiar.

When the inspections finally occurred, the results were mixed. While no new WMD programs were discovered, they also concluded that the Iraqi declarations failed to demonstrate the proper destruction of all such weapons in Iraqi arsenal. The U.S. accused Iraq of failing to abide by the terms of the 1991 cease-fire by continuing the development of WMD after 1991, possessing and hiding WMD, and refusing to fully cooperate with UN weapons inspectors.

4. Iraq: State Sponsor of International Terrorism

Iraq had been officially designated a state sponsor of terrorism from the 1960s -1980s. After its invasion of Kuwait in 1990, it was again placed on the list of state sponsors of terrorism. Iraq was known to have provided bases to the Mujahedin-e-Khalq (MEK, an Iranian-based terrorist organization), the Palestine Liberation Front (PLF), and the Abu Nidal organization (ANO). In the 1980s, Abu Nidal, or "father of the struggle" was widely regarded as the world's most dangerous terrorist leader.

Abu Nidal and ANO carried out one of its most famous attack on December 27, 1985, four gunmen approached Israel's national air carrier, El Al's ticket counter in Rome, and opened fire, killing 16 people and wounding 99 others. A few minutes later, in Austria's Vienna International Airport, three men threw hand grenades at passengers waiting for a flight to Tel Aviv, killing two and wounding 39. At the time, Austria and Italy were the two European countries with the closest ties to the PLO, and both governments were actively involved at the time of the attacks in trying to bring the Israelis and Palestinians together for peace talks. Abu Nidal also provided the bomb that would destroy Pan Am Flight 103 over Lockerbie, Scotland in 1988, killing 270 people. In 2003, after living unchallenged in Iraq for a decade, terrorist mastermind, Abu Nidal would be found by Coalition forces, shot to death in his Baghdad apartment.

That several terrorist camps of the Ansar al Islam group were operating in northern Iraq was known. Further, terrorist Abu Musab Zarqawi, who had joined Al Qaeda in Afghanistan, was known to be in Iraq, having been given safe passage by Hussein. Specifically, more substantial ties between the Iraqi regime and al Qaeda did not exist. However, what was known was Qa'ida's enduring interest in acquiring chemical, biological, radiological and nuclear expertise from Iraq.

Considering Iraq's past culpability as a state sponsor of international terrorism, coupled with its possession and use of WMD in the past, the Bush Administration considered whether the "war on terror" might be expanded to include Iraq. It was feared that Iraq would sell WMD to terrorists groups such as PLF or al Qaeda in the future. Thus, the Bush Administration became more forceful in their denunciations of Iraq for resisting UN arms inspections, calling for "regime change" in Iraq. The administration also insisted United Nations act with strength against Iraq or risk becoming "irrelevant" as had befallen its predecessor, The League of Nations, a paper tiger.

5. Congressional Approval of Use of Force against Iraq

In October 2002, given the lack of cooperation from Saddam Hussein regarding UN resolutions, weapons inspections, no-fly zones, and the like, the Congress approved the use of force against Iraq; the Senate vote was 77-22, the House 296-133. This measure passed by wider margins than the 1991 resolution that empowered President George H. Bush (41) to go to war to expel Iraq from Kuwait. That measure passed 250-183 in the House and 52-47 in the Senate. Of the vote, Senate Majority Leader Tom Daschle (D) said that he would support President George W. Bush (#43) on Iraq, saying it is important for the country "to speak with one voice at this critical moment."

At the time, the House, Minority Leader Richard Gephardt (D), said giving Bush the authority to attack Iraq could avert war by demonstrating the United States is willing to confront Saddam over his obligations to the United Nations.

"I believe we have an obligation to protect the United States by preventing him from getting these weapons and either using them himself or passing them or their components on to terrorists who share his destructive intent," said Gephardt, who helped draft the measure.

Of this outcome, President Bush said, "The Congress has spoken clearly to the international community and the United Nations Security Council...Saddam Hussein and his outlaw regime pose a grave threat to the region, the world and the United States. Inaction is not an option, disarmament is a must."

Not all members of Congress were in support of the measure approving the use of force against Iraq. Sen. Robert Byrd, D-West Virginia, attempted to mount a filibuster against the resolution but was cut off on a 75 to 25 vote.

Byrd had argued the resolution amounted to a "blank check" for the White House.

"This is the Tonkin Gulf resolution all over again," Byrd said. "Let us stop, look and listen. Let us not give this president or any president unchecked power. Remember the Constitution."

In the House, six Republicans -- Ron Paul of Texas; Connie Morella of Maryland; Jim Leach of Iowa; Amo Houghton of New York; John Hostettler of Indiana; and John Duncan of Tennessee -- joined 126 Democrats in voting against the resolution.

In November, the U.N. Security Council passed a resolution offering Iraq a "final opportunity" to cooperate on arms inspections. A strict inspections timetable was established, and active Iraqi compliance insisted on. Inspections again resumed in late November.

A December declaration by Iraq that it had no weapons of mass destruction was generally regarded as incomplete and uninformative, but by Jan. 2003, UN inspectors had found no evidence of forbidden weapons programs. However, they also indicated that Iraq was still not actively cooperating with their efforts to determine if previously known or suspected weapons had been destroyed and weapons programs had been ended.

Opposition to Military Action

In spite of UN Resolution 1441, the US and the UK pushed for a second resolution specifically authorizing an invasion. The French and German governments, amongst others, took the position that the UN inspection process should be allowed to be completed. France's Foreign Minister received loud applause for his speech against the Iraq War at the United Nations on February 14, 2003. Neither of these countries sent troops to Iraq. However, despite popular opinion in their countries, the governments of Italy and Spain supported the war politically and militarily, although Spain ceased to do so after the election of a Socialist government in 2004 (following the major terrorist attack on Madrid).

The United States and Britain continued their military buildup in areas near Iraq, insisting that Iraq was hiding weapons of mass destruction. Turkey, which the allies hoped to use as a base for a northern front in Iraq, refused to allow use of its territory, but most Anglo-American forces were in place in Kuwait and other locations by March 2003.

Within the United States, popular opinion on the war has varied significantly with time. Although there was significant opposition to the idea in the months preceding the invasion of Iraq, Gallup polls taken during the invasion showed that a majority of Americans, 75%, supported their America's action. However, public opinion had shifted by 2004 to a majority believing that the invasion was a mistake, and has remained so since then. The same poll retaken in April 2007, 58% of the participants stated that the initial attack was a mistake.

Operation Iraqi Freedom

After failing to win the explicit UN Security Council approval desired by Britain, President Bush issued an ultimatum to Iraqi president Hussein on Mar. 17, 2003. Two days later, the war began with an airstrike against Hussein and the Iraqi leadership. Anglo-American and other international coalition forces began invading the following day, surging primarily toward Baghdad, the southern oil fields, and port facilities; a northern front was opened by Kurdish and airborne Anglo-American forces late in March. Unlike the Gulf War of 1991, Iraqi forces were prevented from lighting the oil wells afire, causing environmental disaster.

Commander of Coalition Forces, General Tommy Franks wrote in his autobiography, that US Marines located hundreds of chemical-biological protection suits and masks, hundreds of field-syringe injectors filled with nerve gas antidote, atropine, and two fully equipped field decontamination vehicles. Around Basra, British troops found a similar cache. Evidence also showed that the Iraqis were preparing to fight with chemical weapons, likely VX and Sarin nerve gas. However, the chemical attack never materialized as "shock and awe" brought about the fall of Baghdad on April 9, 2003. By mid-April, 2003, Hussein's army and government had collapsed, he himself had disappeared, and the allies were largely in control of the major Iraqi cities.

On May 1, 2003, President George W. Bush declared an end to formal combat operations. Over the course of four weeks, American, British, and Australian forces accomplished a remarkable feat, defeating a 400,000-man military, overthrowing a dictator, and successfully prosecuting major urban combat operations while suffering fewer than 200 combat deaths.

Intelligence Reports on Iraq's WMD

While some weapons of mass destruction were found, they were not in the amounts that U.S. and British leaders anticipated. This low number of WMD led to accusations that President Bush and Prime Minister Blair exaggerated the Iraqi biological and chemical threat in order to justify the war. Subsequently, much of the intelligence, dating back to the Clinton Administration and used to justify the war was criticized as faulty by anti-war groups in the U.S. as well as U.S. and British investigative bodies.

The belief that Saddam Hussein had and was continuing to develop WMD was thoroughly believed by politicians in both the Clinton and Bush administrations.

In the prior Clinton Administration, on February 4, 1998, in a speech to the Pentagon President Clinton said, "UNSCOM inspectors believe that Iraq still has stockpiles of chemical and biological munitions, a small force of Scud-type missile, and the capacity to restate quickly its production program and build many, many more weapons....let us remember the past here. It is against the background that we have repeatedly and unambiguously made clear our preference for a diplomatic solution."

The next day, the Washington Post reported a statement made by President Clinton, 'Yesterday, Clinton reiterated that he would prefer a "diplomatic solution" to the standoff with Iraq but added, "One way or the other, we are determined to deny Iraq the capacity to develop weapons of mass destruction and the missiles to deliver them. That is our bottom line".

President Clinton's Secretary of State, Madeleine Albright stated in November 1999 when pressed to explain the Clinton Administration's support of economic and trade embargo against Iraq, "If you remember in 1991, Saddam Hussein invaded another country, he plague it, he set fire to it, and he decided that he could control the region. Before that, he gassed his own people. Saddam had been acquiring weapons of mass destruction...The United Nations Security Council imposed a set of sanctions on Saddam Hussein until he (got rid of weapons of mass destruction) that...There has never been an embargo against food or medicine. It's just that Hussein has not chosen to spend his money on that. Instead, he has chosen to spend his money on building weapons of mass destruction, and palaces for his cronies."

More recent members of Congress also had access to the same intelligence reports that President Bush used to make his decision to invade Iraq. Congressional remarks on the subject are as follows:

"In the four years since the inspectors left, intelligence reports show that Saddam Hussein has worked to rebuild his chemical and biological weapons stock, his missile delivery capability, and his nuclear program. He has also given aide, comfort, and sanctuary to terrorists...It is clear that if left unchecked, Saddam Hussein will continue to increase his capacity to wage biological and chemical warfare." -- Sen. Hillary Clinton (D, NY, October 10, 2002).

"I will vote to give the President of the United States the authority to use force- if necessary- to disarm Saddam Hussein because I believe that a deadly arsenal of weapons of mass destruction in his hands is a real and grave threat to our security...The argument for going to war against Iraq is rooted in enforcement of the international community's demand that he disarm. It is not rooted in the doctrine of preemption." -- Sen. John F. Kerry (D, MA, October 9, 2002)

Clearly not a Bush Administration fan, on September 23, 2002, former Vice-President Al Gore addressed the subject of Iraq in California,

"If we quickly succeed in a war against the weakened and depleted fourth rate military of Iraq and then quickly abandon that nation as President Bush has abandoned Afghanistan after quickly defeating a fifth rate military there, the resulting chaos could easily pose a far greater danger to the United States than we present face from Saddam. We know that he has stored secret supplies of biological and chemical weapons throughout his country...If we end the war in Iraq the way we ended the war in Afghanistan, we could easily be worse off than we are today..."

Nevertheless, Iraq does pose a serious threat to the stability of the Persian Gulf and we should organize an international coalition to eliminate his access to weapons of mass destruction. Iraq's search for weapons of mass destruction has proven impossible to completely deter and we should assume that it will continue for as long as Saddam is in power."

In fact, in 2004, Brig. Gen Mark Kimmitt, the chief military spokesman in Iraq at the time, confirmed that a 155-millimeter artillery round containing Sarin nerve agent was found in Baghdad. Brig. General Kimmitt said, "The round had been rigged as an IED (improvised explosive device) which was discovered by a U.S. force convoy." Also discovered were IED bombs laced with mustard gas and thus, WMD remained a threat to coalition forces in Iraq.

By 2006, declassified portion of a report by the National Ground Intelligence Center, a Defense Department intelligence unit, reported that since 2003, "coalition forces have recovered approximately 500 weapons munitions which contain degraded mustard or sarin nerve agent. Despite many efforts to locate and destroy Iraq's pre-Gulf War chemical munitions, filled and unfilled pre-Gulf War chemical munitions are assessed to still exist."

In 2008, 550 metric tons of "yellowcake", the seed material for higher-grade nuclear enrichment, was discovered in Iraq. Its discovery brought relief to both U.S. and Iraqi authorities, who had worried the cache, would reach insurgents or smugglers crossing to Iran to aid its nuclear ambitions. While yellowcake alone is not considered potent enough for a so-called "dirty bomb" - a conventional explosive that disperses radioactive material - it could stir widespread panic if incorporated in a blast. Yellowcake also can be enriched for use in reactors and, at higher levels, nuclear weapons using sophisticated equipment. It was sold by the Iraq government to Canada, and transported there to a secure facility.

Regardless, the intelligence gathered during the 1990s and into the early War on Terror period was badly flawed. (A full report of the investigation into this intelligence debacle can be [found here](#).) Just prior to leaving office in an interview with ABC News, President George W. Bush said the biggest regret of his presidency was flawed intelligence that Iraq had weapons of mass destruction. President Bush left the White House with public approval ratings near record lows partly due to the unpopular Iraq war that left more than 4,200 U.S. casualties.

Post-War Reconstruction and Insurgency

Once combat operations in Iraq were officially over in May 2003, allies gradually turned their attention to the rebuilding of Iraq and the establishment of a new Iraqi government, but progress toward that end was hampered by lack of foresight by Defense Secretary Donald Rumsfeld and the Bush Administration. Lawlessness, especially in Baghdad where widespread looting initially had been tolerated by U.S. forces, contributed to the disorder and disruption of life for ordinary Iraqis.

American Paul Bremer, a diplomat and former head of the counter-terrorism department at the State Department, worked with Iraqi leaders to establish an interim Constitution and government, serving with Iraqi-Interim President Ghazi al-Yawer. After intense negotiations between leading Sunni, Sh'ia, and Kurdish leaders, an interim Constitution of Iraq was established that protects basic human freedoms. It provides for a presidency, national assembly, judicial system, and the framework for a democratic government.

However, during 2003, the remnants of the Iraqi Ba'athists party began an insurgency that created bloodshed, insecurity and instability in post-Hussein Iraq. Saddam Hussein was captured in Dec., 2003. In 2004, he was transferred to Iraqi legal custody. In an Iraqi national court, he was tried in the Iraqi judicial system, and convicted of crimes against humanity. The charges largely stemmed from the use of chemical weapons on the Kurds in March 1988. Saddam Hussein was executed by hanging in 2006.

Diligence led to the establishment of an elected Iraqi government as attacks by insurgents, desperate to prevent the installment of a democracy in Iraq, escalated.

It was in this unstable environment that on January 30, 2005, in spite of predictions of mass violence by the world media, the Iraqi people voted in the first Iraqi election in fifty years. With over 70 political parties on the ballot, it is estimated that over 70% of voters participated in the election.

As evidenced in the Iraq Election graphic to the left, Sunni participation was expectedly low in 2005.

Of the election, Interim Prime Minister Ayad Allawi said that Iraq was *"entering a new era of our history and all Iraqis — whether they voted or not — should stand side by side to build their future. I will begin a new national dialogue to ensure all Iraqis have a voice in the new government. The whole world is watching us. As we worked together yesterday to finish dictatorship, let us work together towards a bright future — Sunnis and Shiites, Muslims and Christians, Arabs, Kurds and Turkmen"*.

While the national constitutional referendum and elections in 2005 were victories for the Iraqi people, these positive events were followed by a series of attacks that initiated a cycle of sectarian violence, undermined political gains.

The situation in Iraq continued to deteriorate in 2005 and 2006. Approximately 80% of all attacks occur in Sunni-dominated central Iraq. The Kurdish north and Shia south remained relatively calm. In 2005, it was estimated that there were at least 40,000 hardcore fighters in the insurgency, out of a total of more than 200,000 part-time fighters and volunteers who provide intelligence, logistics and shelter. Estimates indicated that roughly 1,000 foreign Islamic jihadists joined the insurgency. During this time, high-profile video-taped kidnappings and beheadings by insurgents were released that had a dramatic impact on the perceptions of the American population. At home, American support for the war began to waver and declined.

In April 2006, President Bush admitted that the United States underestimated the nature of the threats U.S. and Iraqi forces would find inside the country.

"You know, every war plan is perfect until it meets the enemy and its fine on paper until you actually start putting it into practice," he said. "...Decisions, you know, like preparing an Iraqi army for an external threat. Well, it turns out there may have been an external threat but it's nothing compared to the internal threat." President Bush added that his critics have every right to question his decisions on the war in Iraq. "I fully understand people are going to think back and [ask] could you have done something different or not different. And that's fair. And it's worthwhile. And we still have members of Congress who are coming in, and they should, coming in and said, 'Mr. President, have you thought about this' or 'You going to do that?'"

U.S.-led occupation forces and Iraqi security forces struggled into 2006 with insurgency and sectarian violence that military and civilian planners had failed to foresee and prevent. Shootings and regular bombings had closed Baghdad's stores, creating a refugee crisis. Improvised explosive devices (IEDs) were the weapon of choice against U.S. and coalition forces, resulting in an escalating number of U.S. casualties (see Average Weekly Attacks chart).

General David Petraeus offered an analysis of the errors that were made in Iraq in 2006.

- The U.S. government underestimated the security challenges in Iraq, particularly after the Feb. 22, 2006, bombing of the Golden Mosque in Samara. The United States also "overestimated its ability to create new security institutions following the disbandment of the Iraqi security forces," he wrote.
- U.S. military was slow to recognize and react to the evolving threat in Iraq. What began as an insurgency morphed into a conflict that includes insurgent attacks, terrorism, sectarian violence, and violent crime.
- De-Baathification, which was intended to remove former Iraqi President Saddam Hussein's henchmen created a major problem as there was no way for Ba'athists to reconcile with the new regime, and therefore, no reason to support the new government.

- A reconciliation commission at Mosul University recommended that more than 100 university officials and teachers be reinstatement in their jobs. The names were submitted to the de-Ba'athification committee in Baghdad, but no action was taken. "As Realizing there would be no reconciliation, the support for the new Iraq government shrank in Sunni Arab majority areas.
- Decision to disband the Iraqi military, was far larger than Iraq needed, was correct. However, it was announced without the simultaneous creation of a stipend and pension program for those in the Iraqi army, without an announcement of how the military would be reconstituted, and how former soldiers could rejoin and reclaim their careers. This created tens of thousands of former soldiers and officers who were angry, feeling disrespected, and worried about how they would feed their families. A stipend was announced five weeks later, but it did not cover senior officers. This action likely fueled the early growth of the insurgency and anti-coalition feeling.
- Prison abuse at Abu Gharib inflamed the insurgency and damaged the credibility of the coalition in Iraq and around the world.
- The national elections were expected to unify the country behind a legitimate Iraqi government, but did the opposite, hardening sectarian positions as Iraqis voted largely based on ethnic and sectarian group identity;
- No adequate plan for post-invasion reconstruction were developed, who delayed moving along this phase of the operation.
- Command structure in Iraq for the first 15 months was inadequate for the twin jobs of managing counter-insurgency operations and the political and reconstruction work.

The Surge

From this report, the Presidential Strategic Review commissioned of November 2006 found that prior efforts to stabilize Baghdad failed for two principal reasons: 1) the lack of adequate Iraqi and Coalition forces to hold areas cleared of terrorists and extremists, and 2) restrictive Iraqi rules of engagement that allowed Iraqi political interference in operations.

A new approach to post-conflict reconstruction was employed by joint US-Iraqi forces in 2007 that:

- restored the confidence of the Iraqi people in their government;
- built strong security institutions capable of securing domestic peace;
- defended Iraq from outside aggression;
- gained support for Iraq among its neighbors, the region, and the international community.

These strategic goals were implemented by the fledgling democratic government of Iraq, with the goal of remaining a unified, democratic, federal nation that can govern itself, defend itself, and sustain itself, and that is an ally to the U.S. in the war on terror.

In 2006, "The New Way Forward" or "the surge" as it has been dubbed, was and it was announced by President Bush. He ordered the deployment of 20,000 soldiers into Iraq, five additional brigades, and sent the majority of them into Baghdad. He also extended the tour of 4,000 Marines already in the Anbar Province area. The overall objective was to establish a "...unified, democratic federal Iraq that can govern itself, defend itself, and sustain itself, and is an ally in the War on Terror."

The major element of the strategy was a change in focus for the US military "to help Iraqis clear and secure neighborhoods, to help them protect the local population, and to help ensure that the Iraqi forces left behind are capable of providing the security". The President stated that the surge would then provide the time and conditions conducive to reconciliation among political and ethnic factions.

The surge allowed Iraq to make improvements in its political institutions, economic system, and provided localized, sustainable security.

So dramatic was the improvement in Iraqi security, that all the major legislative benchmark insisted upon by the US Congress were met. Though Senator Barak Obama opposed the "surge", while on the campaign trail as a candidate for the Presidency, he said that the surge in Iraq had succeeded in reducing violence "beyond our wildest dreams" in September 2008.

http://upload.wikimedia.org/wikipedia/commons/a/a6/Iraqi_voters_inked_fingers.jpg

The Sunni bloc, who had boycotted participation in the 2005 Iraqi election, has returned to full participation. Many Iraqi provinces are now under local Iraqi control, and Najaf International Airport has reopened. Investment in Iraq has blossomed in Baghdad with the ground breaking of a new \$300 million luxury hotel and \$50 million in refurbishment of the airport road.

In 2009, about 7.5 million voters cast ballots across central and southern Iraq, making for a turnout of roughly 51%. The vote marked Iraq's second provincial elections, which determine the makeup of provincial councils that in turn elect regional governors. Some 500,000 independent observers watched over polling centers nationwide and Iraqi officials say no major incidents or serious complaints were reported. Election Day 2009 was also seen as a key test for the Iraqi security forces, which staged a massive operation to secure the streets. Thousands of Iraqi army soldiers and police officers stood watch as voters headed to the polls. American military patrols were also on the scene in Baghdad, but U.S. forces largely stayed in the background.

There were other many factors at work, but the surge and the change in U.S. counterinsurgency strategy made all else possible. The "Anbar Awakening" that allied formerly insurgent Sunni Muslims with the coalition and influential Shiite cleric Moqtada al-Sadr's cease-fire were other factors that fed into the turn around in Iraq. The chart below indicates US military casualties in Iraq from April 2005-April 2009. By July 2009, America has sustained approximately 4,300 troop casualties in Iraq with 31,500 troops wounded.

<http://www.cybercastnewsservice.org/cns/images/surge-graph1.JPG>

National Sovereignty Day 2009

On June 30, 2009 saw the founding of a new Iraqi holiday, National Sovereignty Day and the capital city of Baghdad threw a giant party to mark the eve of the changeover. Iraqi soldiers paraded through Baghdad's streets on Monday in vehicles decorated with flowers and Iraqi flags, while patriotic songs were played through loudspeakers at checkpoints. Signs were draped on some of Baghdad's concrete blast walls reading "Iraq: my nation, my glory, my honor."

By June 30, 2009, all U.S. combat units pulled out of Iraq's urban centers and redeployed to rural bases, according to a bilateral security pact that requires all U.S. troops except for trainers and advisers to leave Iraq by the end of 2011. President Obama has maintained his campaign pledge to end US involvement in Iraq, and this appears too probable.

With US forces leaving, some feared a resurgence of violence in Iraq's cities, although their bases outside remain close enough that they can redeploy if needed.

On whether Iraqi forces were prepared to take over when American forces withdrew to the countryside, Dawood Dawood, 38, who owns a bathroom appliance shop in downtown Baghdad, "Definitely, our forces can take control of things now. The US withdrawal is a positive step."

In fact, militants did step up attacks in the weeks prior to National Sovereignty Day, including two of the biggest bombings in more than a year that killed 150 people between them. Both American and the Iraqi commanders say they are expecting al-Qaeda in Iraq and other groups to attempt to re-ignite sectarian tensions.

"These are some extremist elements who are trying to bring attention to a movement that's fractured," reported General Ray Odierno, commander of US forces in Iraq.

"We are still at low levels of overall violence."

US-led combat operations are due to end by September 2010, with all troops gone from Iraq by the end of 2011, ten years after 9/11.

Critical Thinking Questions

1. Examine the reasons the U.S. went to war against Iraq. Rank them according to importance, 1-5, and explain your reasons for the ranking.
2. How had the Iraqi regime supported terrorism through the 1980s and 1990s?
3. How did democratization take place in Iraq? Compare the election of 2005 with that of 2009. Were there improvements?
4. Why did the insurgency take root in post-Saddam Iraq? Identify errors made by the U.S. What were the top three mistakes made by the Bush administration in the conduct of post-war reconstruction?
5. How did the surge improve security in Iraq?
6. As American troops are preparing to withdraw by 2011, what concerns remain?
7. Examine the [TIME Photo Gallery: Iraq Sees a Revival](#) on the impact of the surge. Based on these photographs, how would you evaluate the effect of the surge on Iraq?
8. Read the article [Democratic Dawn in Iraq](#). Iraq has held elections in 2005 and 2009. Compare the elections and determine if they have been successful. Does this mean Iraq may be a democratic model for all Arab states? Explain.
9. Use the internet to research the current state of Iraq. You may use the following link from BBC News.
http://news.bbc.co.uk/2/hi/in_depth/middle_east/2002/conflict_with_iraq/default.stm.
Write down five things about Iraq you did not know before. Be prepared to share your findings with the class.

Grade Level: 11-12th
Time: 45-60 minutes

The Route to Prisoner Abuse in Iraq

Objective:

Students will examine the sociological factors that may have contributed to the abuse of prisoners in Iraq.

Key Terms:

Abu Ghraib - Notorious prison during the reign of Saddam Hussein; US forces took control of it after the U.S. invasion of Iraq in 2003 holding over 7,000 prisoners at its peak. The abuse of detainees caused a major scandal and investigation after it came to light in 2005.

Stanford prison experiment - Conducted by psychology professor Philip Zimbardo at Stanford University in 1971. It was a study of the psychological effects of becoming a prisoner or prison guard. Undergraduates were selected to play the roles of guards and prisoners and live in a mock prison in the basement of the Stanford psychology building.

Prisoners and guards rapidly adapted to their roles, stepping beyond the boundaries of what had been predicted and leading to dangerous and psychologically damaging situations. One-third of the guards were judged to have exhibited "genuine" sadistic tendencies, while many prisoners were emotionally traumatized and two had to be removed from the experiment early. Zimbardo concluded that both prisoners and guards had become too grossly absorbed in their roles and terminated the experiment after six days.

Materials:

[Article by Dr. Ervin Staub- The Route to Prisoner Abuse in Iraq](http://www.apa.org/monitor/julaug04/sp.html); American Psychological Association Monitor online <http://www.apa.org/monitor/julaug04/sp.html>;

Factors identified by Dr. Staub

- The creation of hostile images of an enemy
- Holding suspected terrorists without recourse
- The system inherent to prisons easily generates abusive treatment by guards
- Supervision by those with authority is essential to prevent the evolution of a culture and system of abuse

Critical Thinking questions;

[Stanford Prison Experiment by Philip Zimbardo](#) – Homework article links:

Parallels with Prisoner Abuse in Iraq:

- [Stanford Experiment Foretold Iraq Scandal](#) (*San Francisco Chronicle*, May 8, 2004)
- [Power Turns Good Soldiers into "Bad Apples"](#) (Zimbardo editorial, May 9, 2004)
- [The Fine Line Between "Normal" and "Monster"](#) (*New York Times*, May 6, 2004)
- [Researcher: It's Not Bad Apples, It's the Barrel](#) (CNN, May 21, 2004)

Other Information on Prisoner Abuse in Iraq:

- [Zimbardo Helps Time Magazine Break Abu Ghraib Story](#) (May 18, 2007)
- [SPE Linked to Abu Ghraib by Investigators](#) (August, 2004; see Appendix G)
- [Investigation of the 800th Military Police Brigade](#) (Army report, 2004)
- [The Torture Question](#) (PBS Frontline, October 18, 2005)
- [Torture at Abu Ghraib](#) (*New Yorker*, May 10, 2004)
- [Abuse of Iraqi POWs by GIs Probed](#) (60 Minutes II, April 29, 2004)
- [Shock, Outrage Over Prison Photos](#) (CNN, May 1, 2004)
- [How Psychology Can Help Explain the Iraqi Prisoner Abuse](#) (from APA)

Activities/Procedures:

- I. The teacher should introduce the subject of prisoner abuse in Iraq's Abu Ghraib prison.
- II. As an effort to understand the sociological factors that contribute to such behavior, students will read Dr. Staub's article.
- III. After reading, students will answer the critical thinking questions individually for approximately 15 minutes.
- IV. Students will then spend 15 minutes comparing answers with 2-3 other students. Students will determine which of the Staub factors is the most significant.
- V. For homework, students will read and summarize one of the articles from Philip Zimbardo's website dealing with Abu Ghraib and prisoner abuse.

Background for Subject of Lesson:

[Stanford Prison Experiment by Philip Zimbardo](#)

There are numerous extension links dealing with Abu Ghraib and prisoner abuse.

Evidence of Understanding (Assessment of Student Performance):

Formative:

1. Critical thinking questions and discussion
2. Review of homework

Summative:

Read one of the extension articles from Dr. Zimbardo's webpage on the Stanford Prison Experiment.

Extension Activities: (Optional)

Terrorism & 9/11: A Threat to Human Peace and Security curriculum
Unit V: Abu Ghraib and the 'War on Terror'

Reading:

Shared Perspectives by Dr. Ervin Staub

<http://www.apa.org/monitor/julaug04/sp.aspx>

Critical Thinking Questions:

1. How are 'enemies' portrayed in the U.S. media – television, cable programs, Internet, blogs, etc.?
2. According to Dr. Staub, how did holding suspected terrorists without recourse contribute to the environment that lead to prisoner abuse?
3. What role does the passive bystander play in a powerful group process such as this?
4. Those with authority established rules that permitted the abuse of prisoners. What can prevent such things from occurring?

Grade Level: 11-12
Time: 90-200 minutes

Abu Ghraib and the 'War on Terror'

Objectives:

Students will examine the Geneva Conventions and the Uniformed Code of Military Justice and contrast them with the treatment of POWs and alien enemy combatants.

Students will investigate the context of how the abuses at Abu Ghraib prison in Iraq occurred in 2003.

Students will review the Military Commissions Act of 2006 (MCA) that established new guidelines for interrogating and prosecuting terror suspects.

(Optional) Students will examine the definition of torture and its use, evaluating the need for national security and the need to maintain human dignity and American moral values in a post-9/11 world.

(Optional) Students will define 'rendition' and discuss its role in the war on terror.

(Optional) Students will analyze the impact of post-traumatic stress disorder and its impact on soldiers as well as civilians.

(Optional) Students will read John McCain's story of his captivity as a prisoner of war during the Vietnam War.

Key Terms:

Alien unlawful enemy combatant - A civilian who directly engages in armed conflict in violation of International Humanitarian Law (IHL) and may be detained or prosecuted under the domestic law of the detaining state for such action.

Civil Liberties - Are freedoms that protect the individual from the government. Civil liberties set limits for government so that it cannot abuse its power and interfere with the lives of its citizens. Common civil liberties include the rights of people, freedom of assembly, freedom of the press, freedom of religion, and freedom of speech, the right to due process, to a fair trial, to own property, and to privacy.

Geneva Conventions - A basic summary follows:

- Persons who do not or can no longer take part in the hostilities are entitled to respect for their life and for their physical and mental integrity. Such persons must in all circumstances be protected and treated with humanity, without any unfavorable distinction whatever.
- It is forbidden to kill or wound an adversary who surrenders or who can no longer take part in the fighting.
- The wounded and sick must be collected and cared for by the party to the conflict which has them in its power.
- Medical personnel and medical establishments, transports and equipment must be spared. The Red Cross or Red Crescent on a white background is the sign protecting such persons and objects and must be respected.
- Captured combatants and civilians who find themselves under the authority of the adverse party are entitled to respect for their life, their dignity, their personal rights and their political, religious and other convictions. They must be protected against all acts of violence or reprisal. They are entitled to exchange news with their families and receive aid.
- All people must enjoy basic judicial guarantees and no one may be held responsible for an act he has not committed.
- No one may be subjected to physical or mental torture or to cruel or degrading corporal punishment or other treatment.

International humanitarian law (IHL) - The laws of war, the laws and customs of war or the law of armed conflict, comprised of the Geneva and Hague Conventions, treaties, case law, and customary international law." It defines the conduct and responsibilities of belligerent nations, neutral nations and individuals engaged in warfare, in relation to each other and to *protected persons*, usually meaning civilians.

Military Interrogators (MIs) - Military Intelligence Officers; often utilized as interrogators.

Military Police (MPs) - uniformed law enforcement branch of the United States Army. Investigations are conducted by Military Police Investigators.

Rendition - handing over prisoners to countries where torture is allowed.

Torture - Occurs when severe suffering or pain is intentionally inflicted on a civilian, prisoner or detainee for a specific purpose, which is often to obtain information. Torture may also be used as punishment. It can be used to deter people from some action, for instance, giving evidence at a trial. The intention may also be to intimidate people – forcing ethnic groups to move out of an area. Torture is prohibited under international law and the domestic laws of most countries.

The U.S. military defines torture as: an act committed by a person acting under the color of law specifically intended to inflict severe physical or mental pain or suffering (other than pain or suffering incidental to lawful sanctions) upon another person within his custody of physical control.

Writ of Habeas Corpus - a judicial mandate to a prison official ordering that an inmate be brought to the court so it can be determined whether or not that person is imprisoned lawfully and whether or not he/she should be released from custody.

Materials:

Frontline: The Torture Question Webquest Activity;

- Introduction
- Is torture ever justified?
 - [What tactics would be justified in what's known as the "ticking time bomb" scenario?](#)
 - [Would a recent amendment proposed by Sen. John McCain \(R-Ariz.\) solve the problem of prisoner abuse?](#)
 - [What can we learn from the experiences of other countries that have grappled with the torture question?](#)

Study Guide for the Frontline film, *The Torture Question*.

Online Frontline Video in 6 parts: *The Torture Question* (approximately 90 minutes) <http://www.pbs.org/wgbh/pages/frontline/torture/view/>. It contains graphic photos from Abu Gharib prison. Use with caution if you choose to use at all. (*The Torture Question* DVD is available for purchase as at [SHOP PBS](#).)

Access to the Frontline *The Torture Question* Webquest activity.

The Military Commission Act (MCA) and the Supreme Court.

(Optional) CNN News story: [Obama gives military's interrogation rules to CIA](#)

(Optional) FOXNews.com [Obama to Close Guantanamo and Foreign Prisons, Limit CIA Methods](#)

(Optional) New York Times article [Interrogation Memos Detail Harsh Tactics by the C.I.A.](#)

(Optional) New York Times [Chart of Interrogation Tactics Memos Released by President Obama](#)

(Optional) [The New Yorker: Outsourcing Torture](#)

(Optional) Charles Krauthammer- [Torture? No. Except](#)

(Optional) Reading #9 [Post-Traumatic Stress Disorder and its Impact](#) plus critical thinking questions

(Optional) John McCain, [Prisoner of War- A First-Person Account](#) plus critical thinking questions.

Activities/Procedures:

- I. The teacher will familiarize self with international humanitarian law and the limitations on armed combatants. This should include the basic elements of the Geneva Conventions. The International Committee of the Red Cross curriculum is very useful in this endeavor.
- II. Read all the recommended readings from a variety of new sources, plus ongoing current national discussion topics.
- III. The teacher should familiarize self with the Frontline website, [The Torture Question](#), including the video, which may be viewed online or purchased.
- IV. All students will be responsible for reading the [Introduction to the Frontline: The Torture Question](#) site.

- V. The teacher will divide students into three groups, representing a, b or c. Using [Is Torture Ever Justified](#) – Student groups should choose one (or be assigned) of the following questions to explore on the site.
1. [What tactics would be justified in what's known as the "ticking time bomb" scenario?](#)
 2. [Would a recent amendment proposed by Sen. John McCain \(R-Ariz.\) solve the problem of prisoner abuse?](#)
 3. [What can we learn from the experiences of other countries that have grappled with the torture question?](#)
- VI. After students have discussed the questions, they should report back to the full class on the major issues or concerns the groups identified. A jigsaw configuration would also be appropriate.
- VII. Together as a class, view the [video- The Torture Question](#). Students should complete the study guide as they watch.
- VIII. Discuss the questions from the study guide.
- IX. Read The Military Commission Act (MCA) and the Supreme Court. Consider the difficult issues discussed in the reading- rights of non-citizen enemy combatants and writs of habeas corpus.
- X. Discuss the critical thinking questions as a class. Or, the teacher may divide the class into groups, assigning one of the critical thinking questions to each group. When students have finished their discussions, as a whole, discuss the issues inherent in each question.
- XI. **Optional:** Students may be divided into groups or assigned one of the following readings from a variety of new sources as the teacher prefers and time permits. It is recommended that The New Yorker: "Outsourcing Torture" and Krauthammer's "Torture? No. Except" be combined to provide a fair and balanced presentation. Some of the articles are shorter than others. The more lengthy are appropriate for honors or AP level classes.
1. Summary of the Military Commission Act of 2006 (provided)
 2. [Obama gives military's interrogation rules to CIA](#)
 3. [Obama to Close Guantanamo and Foreign Prisons, Limit CIA Methods](#)
 4. [Interrogation Memos Detail Harsh Tactics by the C.I.A.](#)
 5. New York Times [Chart of Interrogation Tactics Memos Released by President Obama](#)
 6. [The New Yorker: Outsourcing Torture](#) – this is a long reading, which may be appropriate for honors/AP students.
 7. Charles Krauthammer- [Torture? No. Except](#)
- XII. **Optional:** Students will read [John McCain's account of being a prisoner of war](#) for 5 ½ years during the Vietnam War. He was tortured during his captivity and offers a unique perspective.
- XIII. **Final (ongoing) Discussion:** Students will debate the need for national security vs. the need to maintain human dignity and American moral values in a post-9/11 world when it comes to interrogation and detention of the enemy during the 'War on Terror'.

Background for Subject of Lesson:

- I. International Humanitarian Law: Examine the ICRC curriculum on EHL- [International Committee of the Red Cross Exploring Humanitarian Law Virtual Campus](#). It provides a wealth of information for the teacher on international humanitarian law regarding conflict and civilians.
 1. [Introductory exploration: Images and perceptions](#) (13 pages, 307 Kb)
 2. [Module 1: The humanitarian perspective](#) (39 pages, 1.5 Mb)
 3. [Module 2: Limits in armed conflict](#) (89 pages, 5.5 Mb)
 4. [Module 3: The law in action](#) (63 pages, 1.4 Mb)
 5. [Module 4: Dealing with violations](#) (63 pages, 1.6 Mb)
- II. Much is still being debated on the question of use of harsh interrogation techniques on high value terrorist detainees. This lesson plan deals with this issue by allowing students to apply the definition of the tactic as described in the released memos and to a definition of torture that aligns with several sources, and making up their own minds. The teacher should be aware that this may be a controversial subject, which is why it remains an optional activity.

Evidence of Understanding (Assessment of Student Performance):

Formative:

Review questions for Frontline: *The Torture Question*, "Is torture ever justified?" link.
Review questions from study guide of the Frontline film: *The Torture Question*.

Summative:

Discussion or essay prompt: Students will debate the need for national security vs. the need to maintain human dignity and American moral values in a post-9/11 world when it comes to interrogation and detention of the enemy during the 'War on Terror'.

Extension Activities: (Optional)

Continue the exploration of Frontline- *The Torture Question* website.

Examining the paper trail

- [Chronology: The New Rules of War](#)
- [The Investigations](#)
- [Interrogation Rules of Engagement](#)
- [Email from Cpt. William Ponce](#)
- [Government Documents on Torture](#)

Analysis

- [Who is to blame?](#)
- [Redefining torture](#)
- [New Rules for a New Kind of War](#)
- [Sidelining Geneva](#)
- [What do we know about the Guantanamo detainees?](#)

- [General Baccus](#)
- [Bradford Berenson](#)
- [Thomas Berg](#)
- [Roger Brokaw](#)
- [Jack Cloonan](#)
- [Mark Danner](#)
- [Mark Jacobson](#)
- [Janis Karpinsky](#)
- [Jack Keane](#)
- [Anthony Largouranis](#)
- [Michael Ratner](#)
- [Michael Scheuer](#)
- [John Yoo](#)

Interviews

Name _____

Date _____

Study Guide for Frontline: *The Torture Question* film

Directions: Watch the film, [Frontline: The Torture Question](#) at the website. Complete the study guide questions as you watch.

Part 1: Laying the Groundwork

1. August 17, 2005 - What happened in cellblock 1A (and 1B)? What are the conditions in Iraq? How are they impacting the U.S. military?
2. What reputation did Abu Ghraib prison having under Saddam Hussein's regime?
3. Washington DC- September 11, 2001: How do General Kearn and Sec. of the Army Thomas White remember 9/11?
4. How does the White House react to the terrorist attacks of September 11, 2001? What does President Bush intend to do?
5. Traditionally, the rules of war were set for uniformed soldiers from enemy countries (state actors). Why did the lawyers for the President think this would be a 'different kind of war'? How did today's enemy differ from those of past conflicts?
6. Following 9/11, Congress gives President Bush unprecedented power to fight war on terror. In hindsight, does this demonstrate how shaken the nation was by the September 11th attacks?

Part II: The Afghanistan War Prisoners

7. In Afghanistan within a month of 9/11, U.S. forces begin to capture al Qaeda operatives. What were the rules for this?

8. High Value Terrorists (HVT): Small number of captives have important strategic information. How did CIA and FBI interrogation techniques differ? Why did the CIA and FBI fight over access of the HVT?
9. What is rendition?
10. Secretary of Defense Donald Rumsfeld wanted "Geneva out of the way", interpreting the War Powers Act with maximum flexibility. Secretary of State Colin Powell 'pushed back'; what did he warn?
11. Do the Geneva Accords apply to al Qaeda terrorists captured on the battlefield in Afghanistan? Explain.

Part III: Gitmo's Camp X-Ray January 11, 2002

12. Why was Guantanamo the ideal place to bring alien enemy combatants?
13. How do the young, inexperienced military interrogators handle the new arrivals? What is actionable intelligence? What tactics do they use to gain 'actionable intelligence'?
14. How does General Baccus's treatment of detainees at GITMO compare with General Kean's? Who's philosophy wins out?

Part IV: New Commande & New tactics

15. General Miller arrives at Camp Delta. What changes does he institute regarding the detainees? What tactics are now in use?
16. What was the "Bybee Memo"? New rules for the road were implemented. How was the '20th hijacker' Detainee 063 treated? Did he provide actionable information?

Summary: In the aftermath of 9/11 (1 ½ years), the following policy shifts occurred:

- Broader presidential authorization of war power
- Limits Geneva Conventions
- Skirted uniformed code military justice (UCMJ)
- Authorize harsh, coercive interrogation techniques
- Redefined 'torture'

Part V: Taking the Gloves Off – March 20, 2003

By mid-2004, the Iraqi insurgency is growing, as are American casualties. List the challenges facing U.S. forces in Iraq:

- .
- .
- .
- .
- .
- .
- .

Conclusion: Track down insurgents and get actionable intelligence to continue to track down insurgents! Get more MPs and a larger prison system. Over 10,000 National Guard members arrive in Iraq.

17. According to General Janis Karpinsky, Abu Gharib Prison was located in the "Sunni Triangle", a de facto combat zone with frequent mortar attacks. It was 280 acres, the size of airport, with 3 guard towers, and generally in disrepair. Why is it the perfect symbol for attacks by the insurgents?
18. At Abu Ghraib, was the blurring of MP and MI responsibilities successful? Explain. What questions did they ask detainees?
19. Confusion over the status of insurgents captured in Iraq exists. The Geneva Conventions cover uniformed soldiers in national armies of sovereign countries. Are insurgents in Iraq, captured in civilian clothing POWs covered by the Geneva Conventions? Or, Are insurgents terrorists, and not covered by the Geneva Conventions?
20. Does General Sanchez order General Miller to "GITMOize" Abu Gharib? Does General Karpinsky agree with General Miller's assessments?

Part VI: Abu Gharib and Beyond

21. What is the Hard Site? Describe the “bad things” that happened to Detainee 07, a HVT, in cellblock 1A and 1B.

22. On May 7, 2004, photographs of detainees from Abu Ghraib are released. Twelve investigations ensue.
 - a. Janis Karpinsky is demoted and found guilty of dereliction of duty in an unrelated personal matter.
 - b. Col. Pappas is relieved of his command and reassigned.
 - c. 7 MPs and MIs are charged and found guilty under UMCJ
 - d. Abu Ghraib is considered an aberration, and not widespread.

Senator John McCain introduces an amendment to a defense bill mandating the humane treatment of detainees; it passes the Senate 90-9. Senator Lindsey Graham affirms that this is not one of our greatest chapters, but we “cannot become your enemy while defeating your enemy”.

Follow-up:

On April 16, 2009, President Obama released Top Secret memos regarding harsh CIA interrogation methods. The memos included a tactic by tactic review and analysis as to whether or not its use amounted to the use of torture. In all cases, their conclusion was that they were not torture. This, however, had not been the obvious conclusion for all. National debate continues on the subject.

Name _____ Date _____

**#1. CRITICAL THINKING QUESTIONS FOR *FRONTLINE: THE TORTURE QUESTION*
WEBQUEST**

By Jill McCracken

Directions: Using Frontline's *Is Torture Ever Justified website*, complete the following questions to explore on the site.

- I. What tactics would be justified in what's known as the "ticking time bomb" scenario?
 1. Regarding the use of "highly coercive interrogation" (HCI), do you find merit in Oren Gross and Stanford Levinson's arguments? Explain?
 2. David Rivkin argues that the use of torture would fundamentally degrade our society and political system. Do you agree?
 3. Would using the type of psychological and physical intimidation coercion that is routinely meted out in basic military training in interrogating unlawful enemy combatants be a fair compromise?

- II. Would a recent amendment proposed by Sen. John McCain (R-Ariz.) solve the problem of prisoner abuse?
 1. Michael Traylor suggests that justifying exceptions to prohibitions is a 'slippery slope'. Is his argument valid?
 2. Juliette Kayyem discusses the 'shock the conscience' test for determining if cruel, inhuman, or degrading treatment (CID) is occurring. Would this be effective in preventing interrogations from going too far?
 3. David Rivkin fears that the McCain amendment would prevent the military from gathering any 'actionable' intelligence. Is his argument valid?

- III. What can we learn from the experiences of other countries that have grappled with the torture question?
 1. How did the European Court for Human Rights rule in *Ireland v. United Kingdom*?
 2. What does Tom Parker conclude about Britain's use of HCI in Northern Ireland? Was it effective?
 3. What are the 5 techniques? Are any of these acceptable to use on alien enemy combatants who are not entitled to Geneva Convention protections?

- IV. The following factors contributed to an environment that permitted the abuse of detainees at Abu Ghraib prison in Iraq. After watching the film, in relation to each other, how much do you think that each contributed and impacted the situation? Make a mark along the continuum as you decide.

	Contributed more	Contributed less
Redefining of torture;		
New rules for a new kind of war;		
Sidelining Geneva;		
GITMO experiences with alien enemy combatants applied to Iraq		
Escalating insurgency and dangerous conditions in Iraq;		
Pressure to get actionable intelligence to prevent future attacks;		
Blurring lines between MPs and MI with lesser training;		
Disagreement and clashing of military leadership		

- V. Assume that you were an advisor to General Janis Karpinsky at Abu Ghraib. You can foresee the dangers of the current situation. You have it in your power to change one, but only one, of the factors identified in the above question.
1. Which factor would you change? Why?
 2. Do you think that by changing this one factor, you could change the outcome and avoid the abuse of detainees at Abu Ghraib? Why or why not?

Reading #2: The Military Commissions Act (MCA) and the Supreme Court:

1. **Background:** As the war on terror in Afghanistan, and later, Iraq, progressed, coalition forces captured enemies on the battlefield. The Bush Administration determined that these captured enemies, who wore no national military uniforms while engaging in hostile action against coalition forces, were proclaimed 'enemy combatants' rather than prisoners of war (POWs). Thus, they were not subject to POW status, which would entitle them to Geneva Conventions protections (Geneva applies to *only* uniformed military personnel of national armies). The Bush administration chose Guantanamo Bay, Cuba as the place to house those captured in other countries and suspected of terrorism as it was off the U.S. mainland. In several lower court cases, the detainees claimed that the writ of habeas corpus, dating back centuries in English law and enshrined in the Constitution that gives a prisoner the ability to protest his confinement before an independent judge. In an effort to implement court decisions and to correct the abuse of detainees that occurred at Abu Ghraib, the Congress passed and president Bush signed the Military Commissions Act of 2006.

2. **Purpose:** The MCA establishes procedures governing the use of military commissions to try alien unlawful enemy combatants engaged in hostilities against the United States for violations of the law of war and other offenses triable by military commission.

- The President is authorized to establish military commissions under this chapter for offenses triable by military commission as provided in this chapter.
- The procedures for military commissions set forth in this chapter are based upon the procedures for trial by general court-martial in the Uniform Code of Military Justice.
- A military commission established under this chapter is a regularly constituted court, affording all the necessary 'judicial guarantees which are recognized as indispensable by civilized peoples' as supported in the Geneva Conventions.
- No alien unlawful enemy combatant subject to trial by military commission under this chapter may invoke the Geneva Conventions as a source of rights.
- Any alien unlawful enemy combatant is subject to trial by military commission under this chapter.

- A military commission under the MCA shall have authority to try any offense committed by an alien unlawful enemy combatant before, on, or after September 11, 2001.
- Military commissions shall not have jurisdiction over lawful enemy combatants.
- A military commission may, under such limitations as the Secretary of Defense may prescribe, determine any legal punishment, including the death penalty.

The US Army Field Manual has guidelines for determining whether a person is or is not entitled to prisoner of war (POW) status, and consists of a board of not less than three officers, which referred to as a "competent tribunal". This is in compliance with the Geneva Conventions. However, the rights guaranteed by the third Geneva Convention to lawful combatants are expressly denied to *unlawful* military combatants.

3. If the U.S. government chooses to bring a prosecution against the detainee, a military commission (trial) is convened for this purpose. The following rules are some of those established for trying alien unlawful enemy combatants.

Upon the swearing of the charges, the accused shall be informed of the charges against him as soon as practicable.

- A civilian defense attorney may not be used unless the attorney has been determined to be eligible for access to classified information that is classified at the level Secret or higher.
- A finding of Guilty by a particular commission requires only a two-thirds majority of the members of the commission present at the time the vote is taken.
- In General— No person may invoke the Geneva Conventions or any protocols thereto in any habeas corpus or other civil action or proceeding to which the United States, or a current or former officer, employee, member of the Armed Forces, or other agent of the United States is a party as a source of rights in any court of the United States or its States or territories.
- As provided by the Constitution and by this section, the President has the authority to interpret the meaning and application of the Geneva Conventions and to promulgate higher standards and administrative regulations for violations of treaty obligations which are not grave breaches of the Geneva Conventions.
- No person may, without his consent, be tried by a military commission under this chapter a second time for the same offense.

The Act also contains the "habeas provisions", that is, removing access to the courts for any alien detained by the United States government who is determined to be an enemy combatant, or who is 'awaiting determination' regarding enemy combatant status. This allows the United States government to detain such aliens indefinitely without prosecuting them.

These provisions are as follows:

No court, justice, or judge shall have jurisdiction to hear an application for a *writ of habeas corpus* filed by or on behalf of an alien detained by the United States who has been determined by the United States to have been properly detained as an enemy combatant or is awaiting such determination.

No court, justice, or judge shall have jurisdiction to hear or consider any other action against the United States or its agents relating to any aspect of the detention, transfer, treatment, trial, or conditions of confinement of an alien who is or was detained by the United States and has been determined by the United States to have been properly detained as an enemy.

The [Military Commission Act of 2006](#) made illegal several broadly defined abuses of detainees, while

leaving it to the president to establish specific permissible interrogation techniques. In July 2007, an executive order signed by Mr. Bush allowed the C.I.A. to use some methods banned for military interrogators but which the Justice Department determined were not violations of the Geneva Conventions.

Follow up: In 2008, in a 5-4 decision, the U.S. Supreme Court ruled that foreign terrorism suspects held at Guantanamo Bay, Cuba, have a constitutional right to challenge their detention in U.S. civilian courts.

The Supreme Court had several major determinations to make in this ruling. First, they had to decide whether those held in Guantanamo have a right to habeas under the Constitution. It ruled that they do due to U.S. government's control of the land at Guantanamo Bay, Cuba.

The court acknowledged that this was the first time it ruled that "non-citizens detained by our Government in territory over which another country maintains *de jure* sovereignty have any rights under our Constitution." Such a constitutional right can be suspended by Congress only in times of "rebellion or invasion".

Secondly, the court had to decide whether the method devised for determining whether a detainee could be classified as an enemy combatant -- and thus indefinitely held -- is an adequate substitute for a habeas hearing before a judge.

Those hearings, called *Combatant Status Review Tribunals*, are held before military authorities, much as those used with U.S. military

personnel who have been accused of violations. The Supreme Court majority noted the following: that the prisoners are not represented by lawyers and have limited ability to present evidence on their behalf. There is no mechanism for their release by a federal court reviewing the decision if the court feels there is inadequate reason to hold them.

Writing for the majority, Justice Kennedy wrote that "the risk of error is too great, especially when a person is detained because of an executive order... We hold that those procedures are not an adequate and effective substitute for habeas corpus," he wrote.

Writing for the minority, Chief Justice John G. Roberts Jr., wrote a stinging rebuttal defending what he called "the most generous set of procedural protections ever afforded aliens detained by this country as enemy combatants."

He assailed the majority for rebuffing the system "crafted" by the political branches before it had been fully reviewed and implemented by the lower courts. The decision, he said, "is not really about the detainees at all, but about control of federal policy regarding enemy combatants."

In his dissenting opinion, Justice Scalia, accused the majority of ignoring a precedent that declined to extend habeas protection to foreign aliens, and noted it had suggested in earlier rulings that the President and Congress work together to come up with a substitute for such hearings.

Writing for the majority, Justice Kennedy explained, "The laws and Constitution are designed to survive, and remain in force, in extraordinary times."

Guantanamo and the Courts

The Supreme Court's ruling opens up direct access to federal courts for Guantanamo detainees.

US Supreme Court

US Court of Appeals for the DC Circuit

US District Court

Guantanamo
Detainee held at
Guantanamo Bay, Cuba

"The costs of delay can no longer be borne by those who are held in custody," wrote Kennedy, who, in a return to the pivotal role he played last term, joined the court's liberal justices -- John Paul Stevens, David H. Souter, Ruth Bader Ginsburg and Stephen G. Breyer. "The detainees in these cases are entitled to a prompt habeas corpus hearing." The court acknowledged it was the first time it had ruled that "noncitizens detained by our Government in territory over which another country maintains *de jure* sovereignty have any rights under our Constitution."

CRITICAL THINKING QUESTIONS

1. Who is an unlawful enemy combatant? How do they differ from prisoners of war?
2. Explain the importance of habeas corpus?
3. Do you agree or disagree that non-citizen enemy combatants should be afforded the same rights as U.S. citizens under the Constitution?
4. Do you agree with the majority opinion or the dissenting opinion? Explain your response fully.

Reading #3:

CNN News

Obama Gives Military's Interrogation Rules to CIA

<http://www.cnn.com/2009/POLITICS/01/22/obama.interrogations/index.html>

From Mike Mount

January 22, 2009

CNN Senior Pentagon Producer

CRITICAL THINKING QUESTIONS

1. What are 'stress incentives'? Explain their use.
2. According to the 2006 Army Field Manual, what techniques are not permissible when interrogating a prisoner?
3. Respond to Sec. of Defense Robert Gates' comments, "I think you have to weigh the costs of the more severe interrogation measures with, as the president talked about in his inaugural address, our values and the impact on our values." Where is the balance?

Reading #4:

FOXNews.com

Obama to Close Guantanamo and Foreign Prisons, Limit CIA Methods

<http://www.foxnews.com/politics/2009/01/21/obama-close-guantanamo-foreign-prisons-limit-cia-methods/>

CRITICAL THINKING QUESTIONS

1. Why has the Obama Administration put the CIA on the 'same page' as the military regarding interrogations?
2. Summarize the arguments for and against the closure of the prison at Guantanamo Bay?
3. How do the families of those killed in the terrorist attacks of 9/11 think about the suspension of the military trials of some charged in these attacks?

Reading #5:

New York Times.com

Interrogation Memos Detail Harsh Tactics by the C.I.A.

By MARK MAZZETTI and SCOTT SHANE

<http://www.nytimes.com/2009/04/17/us/politics/17detain.html>

CRITICAL THINKING QUESTIONS

1. How many of the interrogation techniques used from 2002-2005 are regarded as torture by Attorney-General Eric Holder?
2. Why did CIA Director Leon Panetta advise President Obama not to release the memos?
3. Based on the reading, do you believe that the Bush Administration lawyers who wrote the memos should be prosecuted? Explain.

Reading #6

New York Times Chart of Interrogation Tactics Memos Released by President Obama

<http://www.nytimes.com/interactive/2009/04/17/us/politics/20090417-interrogation-techniques.html>

April 17, 2009

CRITICAL THINKING ACTIVITY:

Definition of Torture: Occurs when severe suffering or pain is intentionally inflicted on a civilian, prisoner or detainee for a specific purpose, which is often to obtain information. Torture may also be used as punishment. It can be used to deter people from some action, for instance, giving evidence at a trial. The intention may also be to intimidate people – forcing ethnic groups to move out of an area. Torture is prohibited under international law and the domestic laws of most countries.

The U.S. military defines torture as: an act committed by a person acting under the color of law specifically intended to inflict severe physical or mental pain or suffering (other than pain or suffering incidental to lawful sanctions) upon another person within his custody of physical control.

Directions: After completing the reading, consider the definition of torture and the descriptions of the interrogation techniques. Decide if the technique is or is not “cruel, inhuman or degrading”. Place each techniques described into the following categories on the chart and jot down your thoughts under the explanation column.

Interrogation Technique	Not Torture	Torture	Explanation
Sleep deprivation			
Nudity			
Dietary manipulation			
Abdominal slap			
Attention grasp			
Facial slap			
Facial hold			
Waterboarding			
Wall standing			
Water dousing			
Stress positions			
Cramp confinement			
Confinement with insects			
Walling			

Reading #7

Outsourcing Torture by Jane Mayer

http://www.newyorker.com/archive/2005/02/14/050214fa_fact6?currentPage=all

Reading #8

The Use of Torture and What Nancy Pelosi Knew by Charles Krauthammer

<http://www.washingtonpost.com/wp-dyn/content/article/2009/04/30/AR2009043003108.html>

Friday, May 1, 2009

Reading #9

The War on Terror has impacted U.S. service personnel as well as the citizenry of Iraq and Afghanistan economically, socially, politically, and certainly physically. One effect of sustain war and insurgency can be Post-traumatic Stress Disorder (PTSD). The following information comes from the National Center for Post-Traumatic Stress.

<http://www.ptsd.va.gov/>

<http://www.ptsd.va.gov/public/pages/common-reactions-after-trauma.asp>

<http://www.ptsd.va.gov/public/pages/what-is-ptsd.asp>

<http://www.ptsd.va.gov/public/pages/overview-mental-health-effects.asp>

CRITICAL THINKING QUESTIONS

1. List the common responses to trauma. Who is at risk for developing PTSD?
2. How does post-traumatic stress disorder occur?
3. On their redeployment to the states, how many soldiers/marines have experienced PTSD?

Grade Level: 9-12
Time: 45-60 minutes

Amerithrax Attack in the Wake of 9/11

Objective:

Students will examine the Amerithrax case as an example of the impact of biological weapons of mass destruction and how the U.S. government has changed as a result.

Students will determine how the Amerithrax attacks have had a long-term impact on the Americans, New Jerseyans, and survivors, and how their lives have been altered.

Key Terms:

Anthrax - Anthrax can enter the human body through the intestines (ingestion), lungs (inhalation), or skin (cutaneous) and causes distinct clinical symptoms based on its site of entry. An infected human will generally be quarantined. However, anthrax does not usually spread from an infected human to a noninfected human. But if the disease is fatal, the person's body and its mass of anthrax bacilli becomes a potential source of infection to others and special precautions should be used to prevent further contamination. Inhalational anthrax, if left untreated until obvious symptoms occur, will usually result in death as treatment will have started too late.

Anthrax can be contracted in laboratory accidents or by handling infected animals or their wool or hides. It has also been used in biological warfare agents and by terrorists to intentionally infect humans, as occurred in the 2001 anthrax attacks.

Materials:

Reading 1- "*Amerithrax Attack in the Wake of 9/11*"

Amerithrax discussion questions

Reading 2- *November 2001: The Impact of Anthrax Attacks on the American Public Survey and Anthrax Survivors: Still Suffering One Year Later*

Activities/Procedures:

- I. The teacher will review the vocabulary content prior to assigning the reading "Amerithrax Attack in the Wake of 9/11".
- II. Students will read, silently or aloud, in class or for homework, Reading #1- Amerithrax Attack in the Wake of 9/11" pondering the discussion questions.
- III. During a classroom-wide discussion, care should be taken not to forget who the victims were as people.
- IV. Emphasis should be placed on the changes in the U.S. government in response to the Amerithrax attack. Are we better prepared today for a biological weapon of mass destruction incident?
- V. Assign students Reading #2 on the impact of the Amerithrax attacks on Americans in general and New Jerseyans in particular.
- VI. Ask students the question, "How did the anthrax attack of 2001 impact the people living in New Jersey?"
- VII. Brainstorm – What can be done to help them?

Evidence of Understanding (Assessment of Student Performance):

Formative:

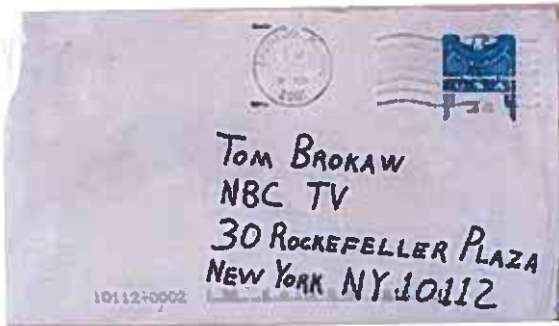
1. Discussion questions from Reading 1- *Amerithrax Attack in the Wake of 9/11*
2. **Journal Prompt/ Writing/Discussion assignment:** How did the anthrax attack of 2001 impact the people living in New Jersey?

Summative: Essay: How has the U.S. government responded and adapted to the threat of biological weapons of mass destruction since the anthrax attack in 2001?

Amerithrax Attack in the Wake of 9/11

The First Anthrax Attack

Amerithrax is the name given to this terrorist incident by the Federal Bureau of Investigation. The 2001 anthrax attacks in the United States occurred over the course of several weeks beginning on September 18, 2001, exactly one week after the September 11, 2001 attacks. The anthrax attacks came in two waves. The first set of anthrax letters had a Trenton, New Jersey postmark dated September 18, 2001. Five letters are believed to have been mailed at this time to: ABC News, CBS News, NBC News and the *New York Post*, all located in New York City and to the *National Enquirer* at American Media, Inc. (AMI) in Boca Raton, Florida.



Robert Stevens, the first person who died from the mailings, worked at a tabloid called *Sun*, also published by AMI. Only the *New York Post* and NBC News letters were actually found; the existence of the other three letters is inferred because individuals at ABC, CBS and AMI became infected with anthrax. According to scientists examining the anthrax from the *New York Post* letter, the anthrax appeared as a coarse brown granular material.

<http://www.msnbc.msn.com/id/3067576>

The Second Anthrax Attack

Two more anthrax letters, bearing the same Trenton postmark, were dated October 9, three weeks after the first mailing. The letters were addressed to two Democratic Senators, Tom Daschle of South Dakota and Patrick Leahy of Vermont. Daschle was serving as the Senate Majority leader at the time; Senator Leahy was head of the Senate Judiciary Committee. An aide opened the Daschle letter on October 15, and the government mail service was immediately shut down. The unopened Leahy letter was discovered in an impounded mail bag on November 16. Due to an incorrect ZIP code, the Leahy letter had been erroneously sent to the State Department mail center in Sterling, Virginia; a postal worker there, David Hose, contracted inhalational anthrax. He would survive the disease.

The Evidence

The anthrax that was sent to the media was a coarse brown material, while the Capitol received a fine white powder. The brown granular anthrax sent to media outlets in New York City caused only skin infections, *cutaneous anthrax*. The anthrax sent to the Senators caused the more dangerous form of infection known as *inhalational anthrax*, as did the anthrax sent to AMI in Florida. The material in the Senate letters was a highly refined dry powder consisting of about one gram of nearly pure spores. It was far more potent than the brown anthrax sent to the media. Molecular biologists and research professors, have described the material as "weaponized" or "weapons grade" anthrax.

<http://news.bbc.co.uk/2/hi/americas/1617049.stm>

http://www.thefullwiki.org/2001_anthrax_attacks

At least 22 people developed anthrax infections, with 11 of the especially life-threatening inhalational variety. Five died of inhalational anthrax: Stevens; two employees of the Brentwood mail facility in Washington, D.C., Thomas Morris Jr. and Joseph Curseen; and two whose source of exposure to the bacteria is still unknown: Kathy Nguyen, a Vietnamese immigrant resident in the borough of the Bronx who worked in New York City, and Ottilie Lundgren, a 94-year old widow of a prominent judge from Oxford, Connecticut. Mrs. Lundgren was the last known victim.

The anthrax letters are believed to have been mailed from Princeton, New Jersey. In August 2002, investigators found anthrax spores in a city street mailbox near the Princeton University; it was the only one to test positively for anthrax. The New York Post and NBC News letters contained the following note:

09-11-01
THIS IS NEXT
TAKE PENACILIN NOW
DEATH TO AMERICA
DEATH TO ISRAEL
ALLAH IS GREAT

The second anthrax note that was addressed to Senators Daschle and Leahy read:

09-11-01
YOU CAN NOT STOP US.
WE HAVE THIS ANTHRAX.
YOU DIE NOW.
ARE YOU AFRAID?
DEATH TO AMERICA.
DEATH TO ISRAEL.
ALLAH IS GREAT.



The letters addressed to Senators Daschle and Leahy had this return address:

4th Grade
Greendale School
Franklin Park NJ 08852



While Franklin Park, N.J exists, the address is fictitious. The ZIP code 08852 is for nearby Monmouth Junction, N.J. However, there is no Greendale School in Franklin Park or Monmouth Junction, N.J., though there is a Greenbrook Elementary School in adjacent South Brunswick Township, N.J., of which Monmouth Junction is a part.

A Suspect Emerges

In mid-2008, the FBI narrowed its focus to Bruce Edwards Ivins, a scientist who worked at Fort Detrick, in Frederick, Maryland in the government's biodefense labs. Told he was going to be prosecuted for the anthrax attacks, on July 29, 2008, Ivins committed suicide by taking an overdose. On August 6, 2008, federal prosecutors declared Ivins to be the sole culprit of the crime.

A well-respected and award-winning scientist, Ivins co-wrote a slew of anthrax studies, including a recent work on the treatment for inhalation anthrax published in the July 7 issue of the *Antimicrobial Agents and Chemotherapy* journal. As for motive, investigators seemed to offer two possible reasons for the attacks: that the brilliant scientist wanted to bolster support for a vaccine he helped create and that the anti-abortion Catholic targeted two pro-choice Catholic lawmakers.

Anthrax victim, Leroy Richmond, a now retired postal worker, still suffers from severe fatigue as a result of his anthrax exposure in 2001. Learning that the authorities were about to arrest and indict Bruce E. Ivins for the attacks, Richmond has said to reporters, "I am totally relieved. This brings a lot of closure," said Richmond. "It may not have brought the closure that others may have wanted, to see this person face justice as opposed to take his own life . . . but I think they have the right person."

America since the Amerithrax Attacks of 2001

Much has changed since the Amerithrax attacks of 2001. The Bush Administration established the National Counterterrorism Center (NCTC), and it also created a National Counterproliferation Center (NCPC) to cover the entire range of proliferation challenges. At the State Department, the Weapons of Mass Destruction - Terrorism (WMD-T) office was created to help partner nations assess risks from WMD and work with foreign governments to ensure continuous improvement in our collective capabilities to reduce risks from WMD.

A repeat of an anthrax attack is much harder today, since the Bush Administration enacted new security measures at domestic biological lab facilities. The safety and security guidelines for biological laboratories are designed to manage the risks posed by accidental infection of researchers, intentional theft, or diversion of materials that could enable a catastrophic bioterrorism attack.

The Department of Agriculture and the Department of Health and Human Services (HHS) have identified those select agents that present significant bioterrorism risks and increased security requirements. The Department of Homeland Security, which was created to oversee domestic security,

preparations and events, Environmental Protection Agency, and HHS deployed the first ever bioaerosol monitoring system – Biowatch – to more than 30 major metropolitan areas to provide early warning of an attack and enable quick response.

Further, HHS created a laboratory response network of approximately 170 public health laboratories nationwide to assist in detecting disease outbreaks that could be associated with bioterrorism attacks.

The Bush Administration also created the National Science Advisory Board for Biosecurity (NSABB) to advise the U.S. government on strategies for minimizing the potential for misuse of information and technologies from life sciences research. The NSABB currently is developing recommendations to enhance personnel reliability practices at domestic institutes that store or work with select agents and toxins.

The Defense Secretary has certified 53 National Guard WMD civil support teams stationed across the United States, including the District of Columbia and the U.S. territories. President Bush has expanded funding for anti-bioterrorism research at the National Institutes for Health from \$53 million in 2001 to more than \$1.7 billion annually to study threat agents and other novel or emerging pathogens.

Finally, Project Bioshield and the Biomedical Advanced Research and Development Authority were created to manage the development and acquisition of needed vaccines, drugs, and diagnostic tools. To this end, the Bush Administration has stockpiled enough smallpox vaccine for every American and more than 60 million 60-day courses of preventive antibiotics and 5.6 million vaccines regimens against anthrax.

Discussion Questions

1. Which cities received anthrax letters in the mail from September-October 2001?
2. What are the two types of anthrax infection that may be caught?
3. Dr. Bruce E. Ivins is believed to have been the culprit of the Amerithrax attacks. Deduce what his motivation may have been when he chose the specific content of his notes? Explain.
4. Using the chart, how many people were infected and died during these attacks? Who were they? Where did they live?
5. How did America responded and changed since 9/11 and the Anthrax attacks of 2001? Are we better prepared today for a biological weapon of mass destruction incident?

http://en.wikipedia.org/wiki/Timeline_of_the_2001_anthrax_attacks

Reading #2 November 2001: The Impact of Anthrax Attacks on the American Public Survey

The National Impact:

A survey conducted by researchers at the Harvard School of Public Health in November 2001, just weeks after the anthrax incidents, showed that Americans considered bioterrorism to be the *most urgent* health problem facing the country. However, the national survey indicated that the vast majority of Americans did not think it likely that they or family members would contract anthrax. Less than 1 in 10 believed that they or members of their immediate family were very or somewhat likely to contract anthrax or smallpox during the next 12 months. Significantly more, 18% of Americans thought they or a family member was likely to get injured by some other terrorist act.

Nationwide, relatively few people were impacted directly or indirectly by the anthrax incidents. Only 4% reported that they, a friend, or a family member had been exposed to or tested for anthrax, or had their workplace closed due to known or suspected anthrax contamination or disease. Nationwide, 5% of adults nationwide reported that their mail delivery had been interrupted due to fears of anthrax contamination.

About one fourth of Americans were very or somewhat worried that they could contract anthrax from opening their mail at work or at home. At the time of the survey, 32% of Americans were taking precautions when opening their mail -- including washing their hands after opening mail, wearing gloves, or completely avoiding opening their mail -- as a result of recent incidents of anthrax in the mail.

About one fourth of Americans reported that they or someone in their household had maintained emergency supplies of food, water, or clothing because of reports of bioterrorism. About 1 in 10 adults nationwide said that they had avoided public events or consulted a Web site for information about how to protect themselves. Only 1% to 2% of Americans reported buying gas masks as a precaution against bioterrorist threats.

In an October 2001 national survey, 41% said they would take an anthrax vaccine if it were available, even knowing there were potential side effects. Although not a single case of smallpox had been reported, about half of respondents in the national survey said they would take a smallpox vaccine as a precaution if it were available, even knowing there were potential side effects.

Residents of the Washington, DC, Trenton/Princeton, and Boca Raton Areas

As compared with the national results of 4%, the lives of a larger share of people were affected directly or indirectly in 3 metropolitan areas where cases of anthrax had occurred. About 20% residents of the Washington, DC and Trenton/Princeton, NJ areas reported that they, a friend, or a family member had been exposed to or tested for anthrax or had their workplace closed due to known or suspected anthrax contamination or disease. A significantly smaller proportion of Boca Raton, Florida-area residents, 9% had been affected.

Of Trenton/Princeton-area residents, 58% reported that their mail delivery had been interrupted due to fears of anthrax contamination. A significantly smaller proportion of Washington-area (19%) and Boca Raton-area (11%) residents said their mail delivery had been interrupted.

The anthrax incidents left 21% of Trenton/Princeton-area, 17% of Washington-area, and 14% of Boca Raton-area residents thinking that they or a family member were very or somewhat likely to contract the disease during the next 12 months. Of the Trenton/Princeton and Washington areas, 39% and 33% respectively, were very-somewhat worried that they could contract anthrax from opening their mail at work or at home. In the Boca Raton area, only 26% were very or somewhat worried about this.

While nationally 32% were taking precautions in November 2001, 54% of Trenton/Princeton-area residents were taking precautions when opening their mail -- including washing their hands after opening mail, wearing gloves, or completely avoiding opening their mail -- as a result of recent incidents of anthrax in the mail. This was a significantly higher proportion than among either Washington or Boca Raton-area residents of 37% each.

As in the national survey, 25% of residents of each of the affected areas reported that they or someone in their household had maintained emergency supplies of food, water, or clothing because of reports of bioterrorism. However, unlike the national result of 10%, in the Washington and Trenton/Princeton areas, about 1 in 6 consulted a Web site for information about how to protect themselves, a significantly larger proportion than in Boca Raton's 11%. About 1 in 10 residents of each of the affected areas said that they or someone in their household had avoided public events.

At least 54% of the residents of each affected area said they would take a smallpox vaccine as a precaution if it were available, even knowing that there were potential side effects.

http://cme.medscape.com/viewarticle/430197_2

Anthrax Survivors: Still Suffering One Year Later by [Elizabeth Peterson, MFA](#)

In 2004, the Journal of the American Medical Association published a study on the long-term health effects of anthrax infection after studying fifteen survivors of the 2001 anthrax terrorist attack. They found that one year after their initial infection, anthrax survivors were still suffering from significant health problems and quality of life issues.

When compared to the general population, the researchers found that anthrax infection survivors reported a greater number of persistent health concerns such as respiratory tract problems, fatigue, joint swelling and pain, and memory problems than the general population. They also reported more symptoms of psychological distress, including depression, anxiety, obsessive-compulsive disorder, and hostility, all symptoms of post-traumatic stress disorder. In fact, 53% of the survivors reported they had been unable to return to work since the attack and 100% of the victims were still receiving some kind of psychiatric treatment.

With the anthrax attacks starting a week after 9/11, the changes in America have been profound. Not only must American be diligent in defending against terrorism, in the aftermath of an attack, a significant portion of the populace may suffer from devastating psychological effects of the event.

Discussion Questions:

- I. According to the Harvard School of Public Health study, what was the most urgent health problem facing the United States in November 2001?
- II. What precautions did Americans take with regard to opening their mail during the Amerithrax attacks?
- III. Why do you think the people of Trenton/Princeton-area (New Jersey) and Washington, D.C. respond with greater fear and concern than did people in Boca Raton, Florida?
- IV. Describe the long-term difficulties the anthrax survivors are experiencing as a result of this type of terrorism. What can be done to help them?

Grade Level: 9-12
Time: 45-60 minutes

Foiled Terror Plots Against America Since 9/11

Objective:

Students will examine the extensive list of foiled terrorism plots against the U.S. and American people, and draw conclusions about their level of safety in a post-9/11 world.
Students will identify the most common tactics utilized by contemporary terrorist groups.

Materials:

Article #1 - Fox news list of foiled terrorism plots (dated September 11, 2008)

<http://www.foxnews.com/story/0,2933,335500,00.html>

Article #2 - News story on foiled Fort Dix, N.J. Plot and convictions of terrorists (2007)

<http://www.foxnews.com/story/0,2933,271205,00.html>

Article #3 - News story on foiled New York City synagogue bombing plot (5/09)

<http://www.nytimes.com/2009/05/22/nyregion/22terror/html>

Discussion and Critical Thinking Skills Questions.

Activities/Procedures:

- I. Think Pair/Think Square: The teacher will provide a copy of the news stories on the foiled plots to each student, student pair, or student quad, as the teacher prefers.
 1. Article #1 - Fox news list of foiled terrorism plots (dated September 11, 2008)
 2. Article #2 - News story on foiled Fort Dix, N.J. Plot and convictions of terrorists (2007)
 3. Article #3 - News story on foiled New York City synagogue bombing plot (5/09)
- I. Working individually, in pairs, or in quads, students will read the articles.
- II. Then, students will use the blank chart to categorize the types of attacks that have been thwarted. Each chart may vary, depending on how student discussion and organization of the material.
- III. Students will use the critical thinking skills questions to discuss the major issue- does the fact that so many plots have been thwarted increase one's sense of personal security? Regional security? National security? Explain.
- IV. (Optional) Students may research recent developments regarding foiling terrorist plots.

Background for Subject of Lesson:

Learning from the Challenges of our Times: Global Security, Terrorism, and 9/11 in the Classroom Curriculum (<https://sites.google.com/site/the4actioninitiative/> and/or on the New Jersey Commission on Holocaust Education web site (<http://www.state.nj.us/education/holocaust/911/>) has multiple units and lesson plans that might further the teacher's understanding of global and domestic terrorism.

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

Formative:

1. Blank analysis chart of Foiled Plots.
2. Students' responses to discussion/critical thinking questions to articles.

Summarative:

Question #3 – Does the fact that so many attacks have been thwarted add to your personal feelings of security? Collectively, as nation? Yes or No. Explain

Extension Activities (Optional):

Continue to monitor terrorism as it occurs domestically and globally.

Article#1

Foiled Terror Plots Against America Since 9/11

<http://www.docstoc.com/docs/69244060/Foiled-Terror-Plots-Against-America-Since-9-11>

Thursday, September 11, 2008

By Joseph Abrams and Jonathan Passantino

Article #2

Friend: Fort Dix Terror Suspect had Bomb Recipes, Called Bin Laden "Uncle Benny"

Thursday, May 10, 2007

Associated Press

NEWARK, N.J. —

<http://www.foxnews.com/story/0,2933,271205,00.html>

Article #3

N.Y. Bomb Plot Suspects Acted Alone, Police Say

http://www.nytimes.com/2009/05/22/nyregion/22terror.html?_r=2&pagewanted=print

May 22, 2009

By Javier C. Hernandez and Sewell Chan Avier C. Hernandez

Name _____ Date _____

Class/Period _____

Student Assignment - Foiled Terror Plots Against America Since 9/11

CRITICAL THINKING QUESTIONS: Read through the articles of thwarted terrorist plots. Answer the following questions using the chart as needed.

- I. Classify the types of attacks that were planned. Ex: Bombing airplanes, using explosives...Who or what was targeted by the terrorists? Organize your classifications on the blank chart. You need not use all the blocks. If you need an additional row, draw it in.
- II. Many of the suspects have been apprehended and tried in American courts. What were the outcomes?
- III. Does the fact that so many plots have been thwarted increase one's sense of personal security? Regional security? National security? Explain.

Grade Level: 9-12
Time: 90 -180 minutes

Grief, Loss, and Public Memorials

Objectives:

Students will be able to explain how personal experiences of loss and grief can affect individuals, a community and a nation.

Students will be able to discuss various ways to cope and heal from loss and grief.

Students will be able to analyze ways to help others cope with loss and grief in the aftermath of violence.

Students will be able to identify creative methods as vehicles for coping and remembrance.

Key Terms:

Razed – Demolished; torn down or broken up.

Perimeter – A boundary line; a line enclosing an area.

Shrine – A place for sacred relics; a place considered sacred because of an event or person associated with it.

Vernacular – Common; being or characteristic of or appropriate to everyday language.

Immunity – An act exempting someone.

Malice – The direct intention or desire to harm others.

Unfathomable – Abysmal; so deep as to be immeasurable.

Admonish – To warn a person to correct a fault; to criticize in a gentle way.

Martyrdom – One making great sacrifices to advance a cause, belief, or principle.

Voyeuristic – An obsessive observer of sordid details or sensational subjects.

Mitigate – To make or become less severe or painful.

Materials:

Jorgensen-Earp, Cheryl, Lanzilotti, Lori. *“Public Memory and Private Grief: The Construction of Shrines at the Sites of Public Tragedy”*, *Quarterly Journal of Speech*, 84 (1998): 150-170, EBSCO Publishing, 2003.

Journals

Activities/Procedures:

- I. Beginning with a Warm-Up activity, students will respond to the following prompts: "The time I felt the saddest was..." "The way I overcame my sadness was..." Have students volunteer to share their responses with the class.
- II. As a class, read the excerpts from *“Public Memory and Private Grief.”* Discuss the article with the class and have students orally answer the following questions:
 1. What affect does the creation of a shrine or memorial have on individuals or society?
 2. When tragedy strikes a community, why does the loss of children appear to receive the most attention?
 3. Reread the quotes from the visiting businessman and Chris Fields, the firefighter at Oklahoma City. What affects does the news of the death of children in general have on anyone who is a parent? Explain.
 4. Do you think we should try to forgive those who perpetrate wrongs or violence against us? Why or why not?

- III. Divide the class into groups of three. Have each group talk about the following questions and record their responses in their journals.
1. Do you think it is harder for young people to deal with grief and loss than others?
 2. Do you think that young people have to deal with more grief and loss today? Has that hardened young people to feeling when they suffer the death of a loved one or other losses?
 3. What other kinds of losses can cause you to grieve? Can a divorce or the end of a friendship, or moving away from a familiar home make you feel a loss as deeply as a death? How, if at all, would you change your coping strategies for these different kinds of losses?
 4. What kind of losses can cause not just individuals, but groups and communities to grieve? How can we help communities heal from wounds? How do these strategies differ from those for individuals?
 5. Besides strategies already discussed, how can we help ourselves and others overcome grief? How can we employ art and creativity to help us heal?
 6. When death is caused by violence, how does violence intensify the effects of the loss on the survivors?
 7. What are the pros and cons of having multiple memorials on a school campus? Does erecting memorials on a school campus foster a culture of death?

Evidence of Understanding:

- I. Students can choose one of the following:
 1. Write an essay describing methods you would use to help yourself, family members, or others to cope with a loss and grief. Draw on your own experience or on what was discussed in class.
 2. Creative expression is one way an individual can help themselves cope with grief. An individual's creative expression can also help a larger community deal with grief; for example, witness the numerous sculptural memorials to the victims of the Holocaust, or the Vietnam and Oklahoma City Memorials. Drawing on your own experience or that of your community, create a piece of art, such as creative prose, poetry, drawing, or a collage etc. that expresses your experience of loss and remembrance.

Extension:

Is it possible to combat violence in our communities or schools? Why or why not? In groups of three have students create a plan for combating violence in their school. Students should attempt to include all relevant stakeholders, such as the administration, faculty, parents, coaches, police department.

Grade Level: 9-12
Time: 90-120 minutes

Memorials of the Lockerbie Air Disaster: Remembrance after Terrorism

Objective:

Students will examine the memorials erected to remember the victims of the bombing of Pan Am Flight 103 over Lockerbie, Scotland, comparing symbolism and style. Students will consider what elements should go into memorials to victims of terrorist attacks by planning a memorial to victims of 9/11 or another chosen terrorist attack.

Key Terms:

Cairn - A traditional Scottish monument form that can vary from an informal pile of stones or a crafted masonry project.

Pan Am - Pan American World Airways, the principle U.S. based international airline from 1927-1991.

Materials:

Photographs of the Lockerbie memorials or access to a computer to download photos of the memorials. Photos used with permission of Scott Michael.

[Syracuse University Memorial Webpage](#) or [hardcopy print out of the page for use in class.](#)

[Syracuse University Photos of the campus memorial](#)

Computer and/or projector with access to [Artists Registry at the National September 11 Memorial Museum](#) and [9/11 Living Memorial](#) sites.

Activities/Procedures:

- I. The teacher should familiarize self with the background information. If time permits, the teacher should teach this unit prior to beginning.
- II. Students should be directed to read, as a class or in groups, The Lockerbie Bombing.
- III. Students will read and/or view the [BBC video of the December 21, 2008 memorial service](#) (1.20 minutes) held in Lockerbie on the 20th anniversary of the disaster; [Video #2 A priest recalls his role](#) that day (6.20 minutes);
- IV. Students will examine photographs of three memorials to the Lockerbie Air Disaster and consider the different medium and presentation of each: Why so different?
 1. Lockerbie, Scotland
 2. Arlington National Cemetery, Virginia
 3. Syracuse University, New York
- V. Students should visit the [9/11 Living Memorial](http://www.911livingmemorial.org/) (<http://www.911livingmemorial.org/>). Click on the memorial icon at the left. Select the New Jersey tab. Students should look for their home city or town and see if a memorial exists. Explore other memorials in other towns and states as a class (via projector or possibly as a power point) or individually in a computer lab, or as homework on the students' personal computers.
- VI. (Optional) Students will be directed to the Artists Registry at the National September 11 Memorial Museum, where they can register and submit their finished products, if they so choose.

Background:

- I. Teachers should familiarize themselves with the concept of memorialization by reading the following links:
 1. [Living Memorials Project](#)

2. [Choosing A Memorial](#) – (United Kingdom) National Association of Memorial Masons
3. [Download Memorial Specification Guide](#) – National Association of Memorial Masons (this is hands-on with specific styles of tombstones and monuments).
4. [Arlington National Cemetery Lockerbie Memorial](#)
5. [9/11 Living Memorials \(Database\)](#) – Click on 'memorials' on the left.
6. [National September 11 Memorial and Museum](#) - The Artists Registry at the National September 11 Memorial Museum (NS11MM) is an online digital database. The Registry's mission is to provide a gathering place and virtual gallery for art created in response to the events of September 11 by members of a diverse artistic community ranging from seasoned professionals to individuals inspired, perhaps for the first time, to express their reactions to 9/11 through visual, tactile or auditory media. Students may create accounts and submit their artwork should they wish to actually create it and submit it.
7. BBC News Report- December 21, 2008 – [Lockerbie Bombing Anniversary marked](#)
8. BBC News Report- October 6, 2008 - [Quilt Tribute to Disaster Victims](#)

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

Formative:

Discussion and critical thinking question on the memorials to the Lockerbie Air Disaster.

Summative

Students will design a memorial to the victims of a chosen terrorist incident or 9/11.

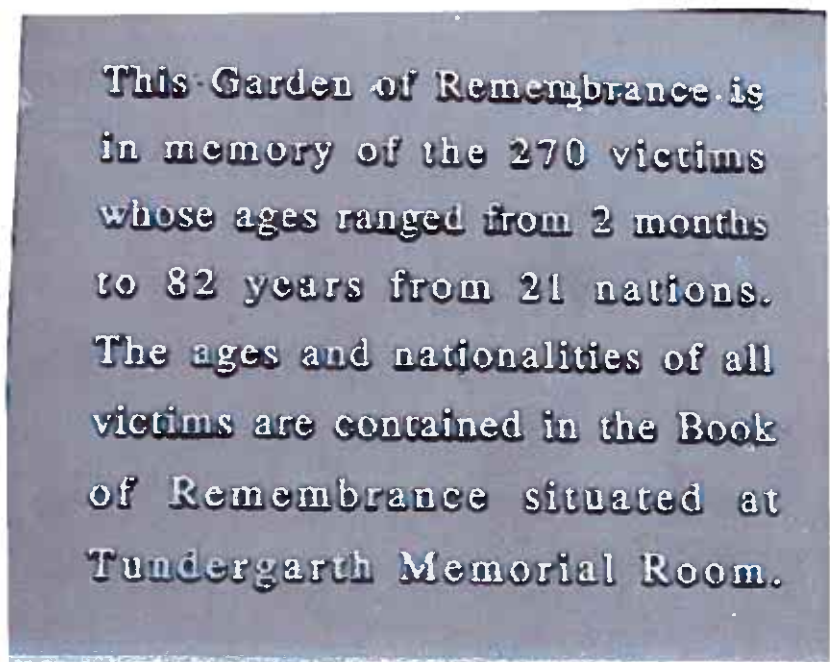
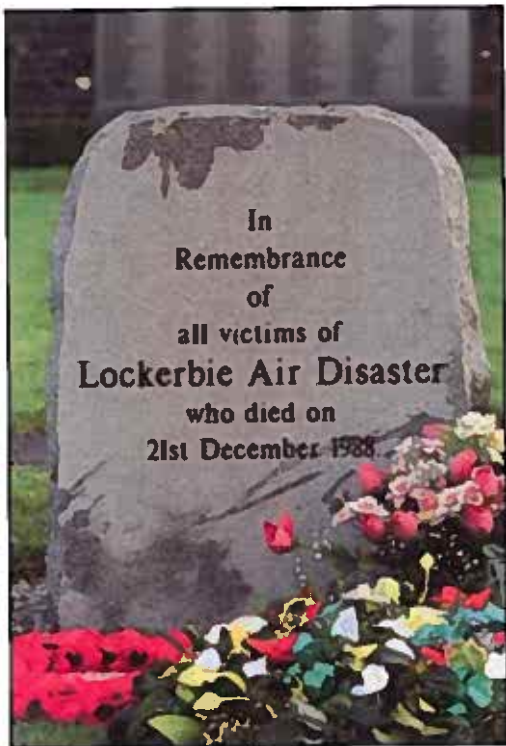
Lockerbie Memorials and Remembrance

Directions: How to remember the victims of terrorist attacks can be emotional as well as controversial. Remembering those lost is intensely personal for the families and loved ones, while the nation also grieves their tragic loss.

Each of the memorials to the victims of the Lockerbie Air Disaster is different from the others. Examine the photographs of the memorials. Consider the following elements:

- Medium (stone? metal? cloth? paint?)
- Size and shape
- Symbolism
- Wording of plaques
- Sculpture/art/poetry
- Living memorial
- Interior memorial vs. exterior memorial
- Personal recollections of victims
- Virtual Memorialization

1. Lockerbie, Scotland Memorials



Lockerbie Air Disaster Memorial, Lockerbie, Scotland



Photo by Scott Michael; Used with permission



Photo by Scott Michael; Used with permission

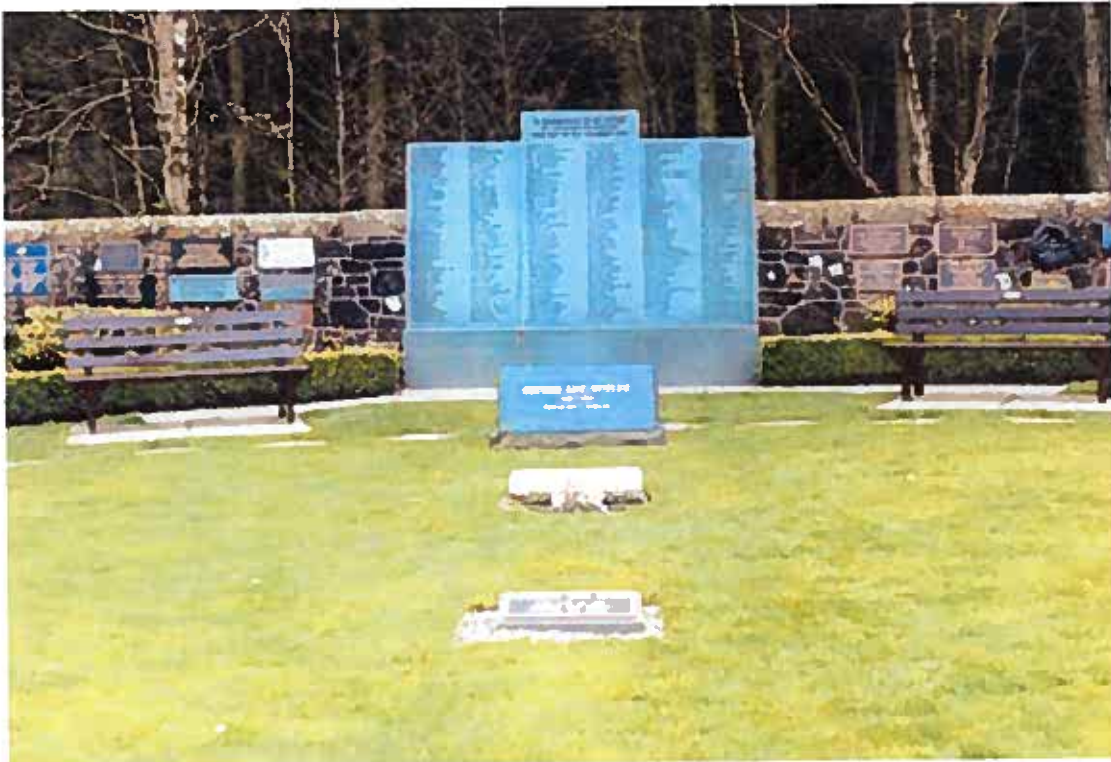


Photo by Scott Michael; Used with permission



Garden of Remembrance, Lockerbie, Scotland

Dryfesdale Lodge Visitor's Center at the Lockerbie Cemetery, Scotland

In the town of Lockerbie, the Dryfesdale Lodge Visitor's Center was once a house for the local cemetery caretaker. Today, it is a center for the local community, visitors to Lockerbie and the Memorial Garden. An exhibit in the Dryfesdale Lodge Visitor's Center is a quilt which is dedicated to the memory of victims. Click on the quilt to read the BBC story, [Quilt tribute to disaster victims](#).



LEST WE FORGET

This quilt is dedicated to all those who lost their lives in the events of 21 December 1988.

The 259 leaves on the tree depict the souls who lost their lives whilst passengers on Pan Am Flight 103.

The 11 pebbles depict the residents of Lockerbie who lost their lives.

The tree, underpinned by strong roots, represents the continuity of life reflecting the way the community of Lockerbie and families of those who died have striven to overcome this tragedy.

The quilt was made as a remembrance of the twentieth anniversary of the disaster.

The quilt was designed and made by Kate Henderson, Elma Graham, Ena McKay, Barbara Watts and Margaret Stockdale, members of Solway Quilters for Dryfesdale Lodge Visitors' Centre Trust.

2. Lockerbie Memorial at Arlington National Cemetery



Photos by Ron Williams. Lockerbie Memorial – Arlington National Cemetery

A cairn is a traditional Scottish monument form that can vary from an informal pile of stones or a crafted masonry project. It was decided that a cairn monument would be a fitting memorial to the victims of the Lockerbie Air Disaster.

To build the cairn memorial at Arlington National Cemetery, the town of Lockerbie shipped 270 locally quarried sandstone blocks to the United States. Each block of the distinctive reddish stone represented a life lost in the disaster. Frank Klein, a builder from New Jersey, whose daughter Patricia had been on Pan American Flight 103, was selected to build the memorial. Frank moved to Washington DC to oversee the building of the 'cairn' that now stands in Section 1 of Arlington National Cemetery.

3. Syracuse University Memorial to the victims of Lockerbie.

In addition to a memorial to its 35 students who were killed on December 21, 1988 ([Syracuse University Photos of the campus memorial](#)), Syracuse University has created a webpage memorial as well. The [Syracuse University Memorial Webpage](#) has a variety of information about the disaster and the physical memorial on campus.



*Memorial on the campus of Syracuse University, New York
Webpage memorial on the Syracuse University webpage.*

A screenshot of the Syracuse University College of Law website page titled "Remembering Lockerbie". The page has a blue header with navigation links: Home, College Overview, Apply, Visit, Make a Gift, News, Search, and a Go button. Below the header is a navigation menu with links for ACADEMICS, BERNIS & FACULTY, STUDENT LIFE, ADMISSIONS, FINANCIAL AID, LAW LIBRARY, CAREER DEVELOPMENT, and ALUMNI & FRIENDS. The main content area is divided into two columns. The left column has a sidebar with links for ACADEMICS VIDEO, ACADEMIC PROGRAMS, CENTERS AND INSTITUTES, COURSE DESCRIPTIONS, ACADEMIC SUPPORT, CALENDARS & SCHEDULES, ACADEMIC RULES (PDF), and EXTRACURRICULAR LEARNING. Below this is a section for ACADEMICS NEWS with three items: Professor Gregory Germain Receives Res Ipsa Loquitur Award From Students, 2008-09 Catalog and Application are available online, and Facilities Suggestion Form. The right column has a breadcrumb trail: Home > Academics > Centers and Institutes > Center for Global Law & Practice > Remembering Lockerbie. The main text on the right states: "This page is dedicated to the thirty-five Syracuse University students (126k gif) who were killed on December 21, 1988 when Pan Am flight 103 exploded over Lockerbie, Scotland. It contains important legal developments, cases, laws and treaties which are related to the bombing." Below this is a paragraph: "This page is designed as a public educational resource. It is NOT the private website created especially for the victim families, which is confidential." Underneath is a section titled "GENERAL INTRODUCTION" with a list of links: Timeline of Lockerbie Case Developments, The Scotsman (Scotland's leading newspaper) Lockerbie section, Pan Am 103 links from About.com, Syracuse University's Lockerbie Scholars and Remembrance Scholars, Victims of Pan Am Flight 103, Inc., Creating the Lockerbie Trial - Families Project Website, Libya, Lockerbie and the Long-Deferred Settlement, and The Lockerbie Settlement: Survivors and Sanctions. To the right of the text is a small image of the memorial on the S.U. campus with the caption: "Memorial on the S.U. campus. Click [here](#) for more photos."

Critical Thinking Questions

1. What are the purposes of memorials? Why do we want to remember?
2. Compare the three memorials to the victims of the Lockerbie Air Disaster. How are they alike? Different? Explain.
3. What is it that each of the memorials is trying to convey? Are they successful?
4. Many of the bodies of the Lockerbie victims were not recovered. Do the memorials provide a place family and loved ones can gather to remember their loved one?
5. Why a quilt? How does it say 'we shall not forget'?

Activity:

1. Design a memorial to the victims of a chosen terrorist incident or 9/11.
2. Examine the [9/11 Living Memorials webpage](#). Scroll to the memorials to 9/11 in New Jersey or your state. Does one exist in your city or town? What form does it take?
3. Research a terrorist attack
4. [National September 11 Memorial and Museum](#) - The Artists Registry at the National September 11 Memorial Museum (NS11MM) is an online digital database. The Registry's mission is to provide a gathering place and virtual gallery for art created in response to the events of September 11 by members of a diverse artistic community ranging from seasoned professionals to individuals inspired, perhaps for the first time, to express their reactions to 9/11 through visual, tactile or auditory media. Students may create accounts and submit their artwork should they wish to actually create it and submit it.

Grade Level: 9-12
Time: 160-240 minutes

Theater, Literature, and the Art of Lockerbie

Objectives:

Theater:

Students will read or perform the excerpts from the play to examine the use of literary fiction as remembrance.

Students will create original interpretations of scripted roles demonstrating a range of various appropriate acting styles and methods.

Students will interpret a script by creating a production concept with informed, supported, and sustained directorial choices.

Students will plan and rehearse improvised and scripted scenes.

Students will describe the process of character analysis and identify physical, emotional, and social dimensions of characters from dramatic texts.

Students will analyze the structural components of plays from a variety of social, historical, and political contexts.

Visual Art:

Students will identify and interpret themes using symbolism through the production of three-dimensional art.

Students will analyze various methods and techniques used in the production of works of art.

Students will recognize that creators of performances use a number of forms, techniques, and technologies to convey their messages.

Key Terms:

agon - ('contest'): in Greek tragedies, a debate between two characters in long, formal speeches setting out structured arguments.

Catharsis - ('cleansing' or 'purification'): refers to a sudden emotional breakdown or climax that constitutes overwhelming feelings of great pity, sorrow, laughter or any extreme change in emotion that results in the renewal, restoration and revitalization for living.

iambic pentameter - the basic meter of spoken dialogue (actually six, not four feet long like Shakespeare).

Pan Am - Pan American World Airways, the principle U.S. based international airline from 1927-1991.

Protagonist - central character in the story plot.

Shelves of Sorrow - The warehouse in Lockerbie where the debris and wreckage was organized and catalogued during the criminal investigation.

Stichomythia - a technique in drama or poetry, in which single alternating lines, or half-lines, are given to alternating characters, voices, or entities. The term originated in the literature of Ancient Greece, and is often applied to the dramas of Sophocles, though others like Shakespeare are known to use it.

Winter Solstice - Midwinter occurs on December 21 or 22 each year in the Northern Hemisphere, and June 21 or 22 in the Southern Hemisphere. It is the shortest day and the longest night of the year often associated with rebirth.

Materials:

Theater and Literature: *The Women of Lockerbie* is a work of fiction and does not purport to be a factual record of real events or real people. Although it is loosely inspired by historical incidents, the names, persons, characters, dates, and settings have been completely fictionalized, as have all of the dramatic situations.

Copies of the excerpts from the play, *The Women of Lockerbie*;

[Study guide for the Women of Lockerbie -http://www.theactorsqanq.com/pdf/lockerbie_study_guide.pdf](http://www.theactorsqanq.com/pdf/lockerbie_study_guide.pdf)

Visual Arts: Website- [Dark Elegy \(http://www.darkelegy103.com/about.html\)](http://www.darkelegy103.com/about.html) and video: [Remembering the Moment \(http://www.darkelegy103.com/remembering.html\)](http://www.darkelegy103.com/remembering.html) -approximately 7 minutes in length.
[Comfort in Cloth - http://www.nyfolklore.org/pubs/voic34-3-4/comfort.html](http://www.nyfolklore.org/pubs/voic34-3-4/comfort.html). The Syracuse University Remembrance Quilt.

Background for Lesson:

- I. Notes from the author of *The Women of Lockerbie*, Deborah Brevoort: When I began work on *The Women of Lockerbie*, I set out to write the play in the form of the Greek tragedy. There was something about the scale of the horror that was unleashed on Lockerbie, Scotland, the size of the emotions experienced by the victim's families and the heroic scope of the laundry project that said "Greek" to me. After all, the form of the Greek tragedy was designed to tell these kinds of stories, the horrible stories like Lockerbie, of holocausts, wars, plagues, and genocides. It was a form designed to handle the big emotions and extreme behaviors that attend these kinds of events by presenting them in a way that the audience can bear.

During the writing of the play, my original hunch proved to be right. Naturalism as a theatrical form was simply inadequate in capturing the dimensions of this story and whenever the play veered in that direction, the characters and situation sunk to the level of melodrama. I found that the trick to keeping the play heightened was to stick closely to the conventions used by the Greeks. The episode/dialogue/ ode structure, as well as the use of theatrical conventions such as stichomythia, poetic speech, recited language and heightened gestures showed me how to calibrate emotion, thought, engagement and distancing effects within the performance so that the audience can not only endure the spectacle on stage, but enjoy it and experience catharsis. I also realized how specific the form was—every element was precisely arranged with a mind to what the audience can, and cannot take, at any given moment. In other words, the structure had "rhythm."

Writing *The Women of Lockerbie* taught me to trust the form, even when I didn't always understand it. In the end, it was the form, as opposed to the characters or situations that led me to the conclusion of the play and revealed to me moment by moment how the story had to be told. My advice to the actors and directors of *The Women of Lockerbie* is to trust the form also and, most importantly, to use it. Method acting and the modes of naturalism don't work here.

A few other things to pay attention to: The play is not written in prose. The dialogue is laid out on the page in a poetic form to give the speaker a sense of the musicality, shape and rhythm of each line. Do not try to make the language sound more natural or conversational; if you stick closely to the rhythm of the language it will ground you in your character and have a stronger emotional impact on the audience. With the exception of George Jones, and his scene with Hattie, there is no subtext in *The Women of Lockerbie*. Every character expresses what they think and feel fully and directly on the line. Not below it. Keep in mind that every character has a different relationship to the tragedy. This is especially important for the women of Lockerbie. At no point should they get swept into Madeline's energy or get emotional about what has happened to them (Olive's explosion being the only exception). The women's moments in the play are largely contained in the dialogues or odes, which should be in direct contrast in tone and feeling to Madeline's episodes. The Choral dialogues and odes are somewhat matter-of-fact reflections on the event and for the most part are designed to give the audience some distance and breathing room. The Lockerbie women are above all practical, and not precious, about how to get through this tragedy. "You have to give love," "You have to hate someone" and other such lines should be spoken as if they are simply telling someone how to make a good scene.

A word about emotion in this play: it needs to be carefully controlled. If the actors emote, the audience won't. So, keep the emotion of the play reined in. If you do, then those moments when it does pop out, and there should be very few of them, will be much stronger. And finally, don't forget the humor. There's a lot of it in the play, just like there was in Lockerbie, Scotland. People are more apt to smile through a tragedy than to frown and humor is one of the ways we get through these things. It's key to helping the audience get through the play, too.

Activities/Procedures:

- I. Part I: *The Women of Lockerbie*- The teacher should explain what happened to Pan Am flight 103 over Lockerbie, Scotland and that this was an act of terrorism.
- II. The teacher should use the study guide as necessary. [Study guide for the Women of Lockerbie -http://www.theactorsgang.com/pdf/lockerbie_study_guide.pdf](http://www.theactorsgang.com/pdf/lockerbie_study_guide.pdf)
- III. Students should have explained to them Deborah Brevoort's intentions/notes regarding the performance of *The Women of Lockerbie*, focusing on the tradition of Greek tragedy performance.
- IV. Assign the excerpts/parts to the students, organizing the class as the teacher deems most effective (i.e., dividing the class into two or three performance groups. They may rehearse for performance of the scenes at the teacher's discretion.
- V. Discuss the evolution of the characters and the crisis each faces.
- VI. Part II: *Dark Elergy* sculpture and *Comfort in Cloth* quilt- The students should explore the art created by Suse Lowenstein, whose son, Alexander, was one of the victims killed in the bombing of Pan Am 103.
- VII. After discussing the pieces of sculpture, view the video [Remembering the Moment](#). This video reviews the impact of terrorism and specifically the bombing of Pan Am Flight 103 over Lockerbie and lasts approximately 7 minutes. It is very moving, as the sculptures depict mothers at the instant they learned that the flight had crashed, and their child has died. Use the questions to begin a discussion about the sculpture and what it means, what its message may be.
- VIII. They should then read the article by Dee Briton, [Comfort in Cloth](#), on the quilt created to commemorate the 10th anniversary of the bombing of flight 103 and the loss of 259 people, including 35 students from Syracuse University.
- IX. Complete the discussion questions on the *Comfort in Cloth* article.
- X. Students should create a poem, short story, music, essay, or other visual art that reflects their ideas of remembrance and memory.

Evidence of Understanding:

Formative:

1. Rehearsal and discussion of the play focusing on the Greek dramatic style.
2. Discussion Questions – *The Women of Lockerbie*.
3. Discussion questions on *Comfort in Cloth* as a visual art and expression of remembrance.

Summative:

1. Student performance of the excerpts from *The Women of Lockerbie*.
2. Student creation of poetry, music, short story, or other visual art that expresses student's ideas on remembrance and memory.

Part I: Discussion Questions – *The Women of Lockerbie*

- I. Madeline Livingston is deeply mourning the death of her son, Adam. How does not having his body or something of Adam's prevent her from healing and moving on? Might other friends and family of victims of terrorism experience the same struggle?
- II. Where was Madeline when she found out her son's plane had crashed? Madeline cries out, "I live in New Jersey! I have two cars in the driveway! This is not supposed to happen to me!" Explain what she means.
- III. Describe what happened in Lockerbie when the plane crashed.
- IV. Madeline accused Bill of not loving Adam as much as she did. What is Bill's defense?
- V. Were you surprised by Olive's loss and bitter outburst? Does she blame America for the loss of her husband and daughter? Does she hate Americans?
- VI. Does Madeline find anything of Adam's on the Shelves of Sorrow? Why does Madeline scratch herself?
- VII. Why does Olive think "Evil has triumphed here (in Lockerbie) after all?"
- VIII. What does George bring to Bill and Madeline Livingston? How do they respond? How is Bill finally able to grieve for Adam? How does Madeline respond to Bill?
- IX. The Women of Lockerbie help each other to wash the clothes. What does washing the clothes symbolize? Does this mean "hatred will not have the last word in Lockerbie"? Explain.
- X. How is the style of *The Women of Lockerbie* different from other plays you have read?
- XI. Is this play an appropriate memorial to the victims of terrorism? Discuss.
- XII. Describe the process of character analysis and identify physical, emotional, and social dimensions of characters from this play.
- XIII. Analyze the structural components of this play from a variety of social, historical, and political contexts.

Part II: Discussion Questions Dark Elergy – [Remembering the Moment Video](#)

- I. The film begins with a series of terrorist attacks. Identify them if you can.
- II. How do the loved ones of the victims remember them?
- III. Describe the sculpture Dark Elergy, created by Suse Lowenstein, who lost her son, Alexander, in the bombing of Flight 103.
- IV. Identify the emotions expressed in the sculpture.
- V. Is Dark Elergy a 'successful' piece of sculpture, as Suse Lowenstein hopes? Will it help you to remember those lost in this attack?
- VI. (Optional) Create your own art work that expresses your thoughts about the legacy of terrorism and remembrance.

Discussion Questions for Comfort in Cloth:

- I. According to sociologist Maurice Halbwachs, how is "collective memory" formed? How does collective memory differ from autobiographical or historical memory? [Comfort in Cloth](#)
- II. The Syracuse University Remembrance Quilt is an example of which type of memory? Explain.
- III. Explain the social tradition of remembrance quilts in a community and how this one differs.
- IV. Some personal items of the 35 students were incorporated into the quilt. What were they?
- V. Describe the community cohesion that developed in the creation of the quilt.
- VI. (Optional) Create your own art work that expresses your thoughts about the legacy of terrorism and remembrance.

The Women of Lockerbie - Excerpts
by Deborah Brevoort

In 1998, The Women of Lockerbie was written in Copenhagen, Denmark by Deborah Brevoort. It was further developed through workshops and readings at the Eugene O'Neil National Playwrights Conference, Oregon. In 2001, it won the silver medal in the Onassis International Playwriting Competition, and was awarded the Kennedy Center Fund for New American Plays award. The excerpts presented here are used with permission.

Characters

Madeline Livingston, a suburban housewife from New Jersey. Her twenty-year old son, Adam, was killed in the Pan Am 103 crash over Lockerbie, Scotland.

Bill Livingston, her husband, father of Adam.

Olive Allison, an older woman, from Lockerbie, Leader of the laundry project.*

Woman 1 and 2, middle-aged woman, from Lockerbie.

Hattie, a cleaning woman, from Lockerbie.

George Jones, the American government representative in charge of the warehouse storing the remains from the Pan Am 103 crash.

Place

The rolling green hills of Lockerbie, Scotland, where Pan Am Flight 103 crashed. There is a stream running between the hills.

Time

The Past: December 21, 1988. A Pan Am plane, carrying 259 passengers, explodes on the Scottish sky, falling on the city of Lockerbie and killing 11 people on the ground. The terrorist attack will keep US authorities busy for many years, trying to find the responsible killers.

Today: December 21, 1995: the seven-year anniversary of the crash. The night of the winter solstice.

***Note**

*After the crash of Pan Am 103, the women of Lockerbie, Scotland set up a laundry project to wash the 11,000 articles of clothing belonging to the victims that were found in the plane's wreckage. Once the clothes were washed, the women packed and shipped them to the victims' families around the world.

PROLOGUE

The play begins in darkness. Night has fallen. From offstage, a flashlight sweeps across the hills which are covered with patches of fog.

Bill. (Off. Calls out) Madeline? Madeline?

Olive. (Off.) Mrs. Livingston? (Bill Livingston and Olive Allison enter. Bill carries a woman's coat. Olive carries a flashlight) Mrs. Livingston?

Bill. Madeline, sweetheart? Where are you? Answer me, Maddie! Please!

Olive. Are you sure she's out here?

Bill. Oh yes. I saw her run in this direction. *(he looks over over the hills)* She's roaming the hills again looking for our son's remains. She's been roaming for two days now ever since we got here. Morning, noon and night that's all she does....*(calls)*

Madeline! *(pause)*

It was all I could do to get her to attend the memorial service. And now, she runs out of the church before it's over. Doesn't even put her coat on. She'll catch her death of cold if we don't find her.

Olive. We'll find her. Don't worry. I've lived in Lockerbie my whole life. I know these hills like I know myself. *(Olive sweeps a flashlight over the surrounding hills.)*
(Calls) Mrs. Livingston? Come on, love. Come back to us!

Bill. It's been seven years since he died in the crash.
Seven long years
and still she can't put aside her grief.
I thought her sorrow would diminish with time.
But it hasn't.
It's as strong today
as it was the day he died.
I don't understand it.
The other families have gone on with their lives.
Why can't she?

Olive. The other families had a body to bury.

Bill. Yes. The body.
Maybe if she had the body things would be different.

Olive. With a body
she would have a coffin,
or an urn,
or a gravesite.
A place to put her grief.
But your wife has no such place.
All she has is the sky
where he vanished.
The sky was not meant
to be a burial ground.
It's too big
and when you store your grief there
it runs wild.

Bill. Yes.
And now that she's here in Lockerbie,
it's running even wilder.
It must be these hills..
(Pause. He looks out over the hills.)

They've got a
strange
kind of
power
these hills
don't they?

Olive. Yes. They do.

Bill. And *beauty*...
Funny.
Beauty is the last thing I expected to find in Lockerbie...
This is the first time we've come here.
I was afraid to bring her all these years.
I was afraid it would make her grief even worse.
And it has.
I don't know...
maybe I did the wrong thing
by bringing her here.
I just thought that
maybe
if she came to Lockerbie
on the anniversary
to attend the service
and see the monument
and meet the other families
maybe
then
she'll stop weeping.
She's been weeping for seven years.
She lies on the living room couch and weeps.
All day.
She can't stop.
Or won't.
Our friends have given up.
They don't call or visit anymore.
Their patience is worn thin.
Mine is worn thin.
I didn't think it was possible
for two eyes
to cry so many tears.
But it is.
I have seen an ocean pour from her eyes.

Olive. There is no greater sorrow than the death of a child.

Bill. No There's not. (*Pause*)
He was our only child. (*Pause*)
He was twenty years old.

Olive. Adam Alexander Livingston

Bill You know his name?

Olive. Everyone in Lockerbie knows the names of everyone who died.

(Flashlights sweeping across the hills.)

FIRST EPISODE

Madeline. (Off)
Adam?

Bill. Maddie?

Woman 1. Is that her?

Bill. Yes. Maddie! Over here!

Woman 2. Where is she?

Woman 1. There
(The women shine their flashlights, catching Madeline as she comes over the hill)

Madeline. Adam?

Woman 1. Poor thing.

Woman 2. Look how she wanders,
her spirit broken.

Woman 1. It breaks my heart to see her.

Woman 2. She is like a tree
that's been struck by lightning.

Woman 1. Split down the middle with grief.

Madeline. Adam?

Bill. Maddie! Over here! *(Bill runs to the top of the hill to meet her.)*

Madeline. He's here, Bill.
Adam is here.
I can feel him.

Bill. Maddie, put your coat on.

Madeline. When I walk over these hills
I can feel him.
If only I could find him.
If only I could find some part of him.
A bone.
The bone

from his *chin*.
I would know it if I saw it!
He had such a
strong
firm
chin...
What I would give...
And what I would give to talk to him.
Even if it was only to say
"Pick up your socks!"
And to hear him say, "*Mom!*"
Remember how he would say that?
He would roll his eyes at me and say "*Mommmmm!*"

Bill. Yes, I remember.
I also remember how mad you got
when he did that.

Madeline. I never got mad.

Bill You always got mad.
you would shoot him a look
and say, "Don't Mom! me!"
(*Madeline heads back up to the hills*)

Bill. Where are you going?

Madeline. To find him.

Bill. You won't find him, Maddie.
There is nothing to find.
The bomb went off in the compartment
under his seat.
Everyone in that part of the plane vanished.
you know that.

Madeline. There's got to be something of him *somewhere!*
(*Madeline breaks away and runs up the hill.*)

Bill. Maddie, please!

Olive. Mr. Livingston.
you can't reason with grief.
It has no ears to hear you.
Let her walk the hills
and tread her grief into the ground.
Do you think you should go with her?

Bill. And do what?

Olive. Walk the hills...
Tread the ground a little yourself, perhaps?

Bill. If I do that, I'll just make matters worse.
(Off stage, a Church bell rings.)

Woman 1. The Candlelight procession has begun.
They're walking to the town square
for the all-night vigil.

Woman 2. Some are going up to Lamb's Hill
to pray at the stone wall.
Used to be
we would celebrate on that wall.
Remember?

Woman 1. Aye. The solstice.
Every December 21st
we'd go up there and light a bonfire
then sit all night
and wait for the return of the sun!

Woman 2. And when it appeared
we'd pop the cork
and toast the coming of spring!

Woman 1. Things are different now.

Woman 2. December 21st is no longer a day of celebration.
It's a day of mourning.

*(Madeline walks slowly along the top of the hill. She looks into the sky and speaks silently to herself.
The women and Bill watch her from a distance.)*

Bill. Maddie, please.

Woman 2. Tell us where you were
and what you were doing
when it happened.

Woman 1. We need to hear it.

Woman 2. And we need to tell our story, too.

Olive. Seven years ago
life as we knew it came to an end
and we are still suffering.

Madeline. I was in the kitchen.
I was baking a pie for Adam.
A pumpkin pie, to welcome him home.
The TV was on.
I listen to it when I'm cooking.
It was tuned to a soap opera.
"All My Children."
One of the couples was fighting.

The woman was pregnant.
I sprinkle flour on the counter
and roll out the pie dough.
I roll it once in each direction
Like this..
(She rolls.)
And then
Ted Koppel comes on the air.
I know immediately that something is wrong.
You only hear Ted Koppel's voice at night
never in the day.
He said:

Bill "We interrupt this program..."

Madeline. I thought,
"Oh dear,
Something awful has happened.
What a shame.
And so close to Christmas."
I grab more flour and sprinkle it.
I roll the crust.
I hear...

Bill. "Pan Am 103"

Madeline. The pie dough sticks to the rolling pin.

Bill. "Pan Am 103 was last seen in a fireball over Scotland."

Madeline. I double over.
I sink onto the kitchen counter.
My face presses into the pie dough.
It is cold on my nose and cheek.
I cannot stand up.
I grope the counter
for something to hold on to.
My arm hits the flour bin.
It crashes to the floor.
I reach for the handle on the refrigerator.
I pull myself up.
And there
in front of me
is a note
held by a magnet
that says
"Adam. 7 pm JFK. Pan Am 103"
(Madeline sinks to the ground, overcome with grief.)

Madeline. I live in New Jersey!
I have two cars in the driveway!
This was not supposed to happen to me!

(Olive lifts Madeline back to her feet. She takes a candle from her coat pocket and offers it to Madeline.)

Olive. Let's light our candles
Shall we?

Madeline. No!
(Madeline breaks away.)
Lighting candles will give me no comfort!
(Madeline runs to the other side of the hill.)
(Olive turns back to the others.)

Olive. I could use the comfort of a candle.

Woman 2. I could too.
(Olive lights her candle. The women light their candles from hers.)

Second Choral Dialogue

Woman 2. I was driving to the petrol station.

Woman 1. I was walking the dog.

Olive. I was baking a pie, like your wife.

Woman 2. Suddenly the sky turned red.

Woman 1. The ground shook.

Olive. The pie fell.

Woman 1. The tree at the end of the lane burst into flames.

Olive. I ran to the door.

Woman 2. I slammed on the brakes.

Woman 1. I turned and looked.
My neighbor's rose garden
was on fire, too.
Green bushes
with
wee
buds
of fire.

Woman 2. I jumped out of the car.

Olive. I ran out of the house.
There
on top of the hill
was a suitcase.

A red suitcase.
Sitting there
as if someone had
set it down.

Woman 1. People were running from their homes
screaming and crying.

Woman 2 Gordon MacPherson
was kneeling in the street
holding the body of his daughter.
His wife was beside him
pushing her fists
into her eyes.

Woman 1. When I got to my house
the lights were still on
but the roof was gone.
I unlatched the gate
and stepped into the yard.
Someone yelled.

Olive "Don't go in there!"

Woman 1. But I didn't listen.
I had to see what had happened.
I pushed open the door.
Inside my living room
was a pile of bodies.
(*pause*)
71 bodies still strapped to their seats.

Woman 2. Suddenly there were helicopters
and police sirens.
Down on Lockerbie Lane
Christmas carols were playing.

Olive. And up above
letters
from mailbags
fell
from the clouds.

Woman 2. They drifted
to the ground
and covered
the street
like snow.
(*Pause*)

Woman 1. We saw the wreckage.

Olive. The things they couldn't show on TV.

Woman 2. We saw the bodies.

Woman 1. and the body parts

Olive. strewn
like litter
along the streets.

Woman 2. And we saw the faces.

Woman 1. Oh God, the faces.

Olive. The faces of the dead.

Woman 1. It's the faces that haunt me the most.

Woman 2. Some had been asleep when it happened.
Their faces were peaceful.

Woman 1. But others were awake.
Their faces frozen
in horror
and disbelief.

Olive. They knew.

Woman 2. Yes they knew.

Woman 1. You could tell they knew what was happening.

Third Episode

(Madeline storms down the hill.)

Madeline. His killers- they should suffer!
At the very least
their suffering should equal
the suffering they've caused!

Bill. You can't repay endless suffering.

Madeline. Those men killed your son!
They killed 270 people!

Bill. I know, but—

Madeline.—How can you be so calm!

Bill. Because rage won't bring him back!
Honey, look I know you're angry—

Madeline. —You're goddamn right, I'm angry!

I didn't deserve this!

Bill. No you didn't.
None of us did.

Madeline. I was a good mother!
And a good wife!
And a good neighbor!
I made cookies for the bake sale!
I gave money to the swim team!
I remembered birthdays!
And this is how I am repaid?
This is what I get?

Bill Honey, I know—
Yes, I do.
It's not fair.
But Maddie,
Life's
Not.
Fair.
At some point, you have to accept that.
You have to move on.

Madeline. *Move on?*
To *what?*
Breakfast?
Lunch?
Dinner?
Driving the car?
I don't know how anyone could *move on*
after something like this!

Bill. I moved on.

Madeline. You didn't love him as much as I did!

Bill. Maddie!

Madeline. If you did, you wouldn't have gotten over it so fast!

Bill. Maddie, that's not true!
You know that's not true!

Madeline. You didn't cry at the funeral!
you didn't cry when you got the news!
you didn't cry at all!

Bill. How could I, Maddie?
I had to do everything!
I had to do everything
to keep *you* from falling apart.
I had to send the medical records to Scotland.

I had to talk to the friends and neighbors.
I had to talk to reporters.
I even had to take his Christmas presents back to the mall
because you couldn't stand the sight of them under the tree!
Do you know what that was like?
Can you even imagine it?
Try!
I have to go to six stores before the day is through.
I have the same conversation in every single place.
(pause)
I didn't show my grief.
I couldn't.
I had to keep myself numb just to get through it.
(Bill turns around and looks in the direction of the hills)
Maddie?
(She doesn't answer.)
(Bill turns around and looks at the women.)
I...I'm sorry...
I...
Oh God.
I don't know what to do.

Sixth Episode

Madeline. *(Off. Calls out.)* –Adam?
(Madeline appears at the top of the hill. She watches the women exiting in the distance. She doesn't see Olive or Bill.)

Madeline. They're gone.
Gone.
They lit their candles and went back to town.
They have forgotten you, Adam.
Just like the world has forgotten.
But I remember.
And these hills remember too.
Look how black they are...
Even the moon light won't shed its light on them.
(Madeline goes to the stream, standing very still.. She steps to the other side, back and forth)

Bill. What is she doing?

Olive. Jumping back and forth across the stream. *(Madeline crosses the stream again.)*

Madeline. Living *(Madeline crosses the stream.)*
Dead *(Madeline crosses the stream.)*
Living *(Madeline crosses the stream.)*
Dead *(she stands very still and doesn't cross the stream again.)*
Dead.
What was it like
to be dead?
Were you drinking a coke?
Eating your peanuts?

Taking a nap?
Having a conversation with the woman right beside you?
Mrs. Cocoran.
Yes, Doris Cocoran, her name was.
She was a teacher
from Syracuse University.
Were you talking about London?
Christmas?
College?
And what
did you
do
the moment it happened...?
Did you grab Mrs. Cocoran's hand?
Hold on to the arm rest?
Or did it happen too fast for any of that?
What
happened
next?
Where did you go?
You have to be *someplace...*
(*Madeline runs to go back to the hills.*)

Bill. Maddie...

Madeline. I thought you were gone.

Bill. No, I'm still here.

Madeline. Leave me alone.
(*Bill fishes a Yankee ticket out of his pocket.*)

Bill. I found something of Adam's...

Madeline. you did?

Bill Yes.

Madeline. What?

Bill. This
Look.
It's the ticket stub from the Yankees game
I took him to on his birthday.
(*Madeline comes back to him. She takes the ticket.*)

Madeline. Where did you find this?

Bill. In the pocket of this old coat.

Madeline. Where's the other ticket?
There should be two.
Not just one.

Bill. Well, I only found this one, Maddie—

Madeline. If it was in your pocket, it's not Adam's.
It's yours.

I don't want anything of yours!
I only want something of Adams!
(She throws the ticket to the ground and walks away. Bill grabs her!)

Bill. God you are so stubborn!

Madeline. Let go of me!

Bill. Why do you hold on to your grief so hard!
Madeline. It's the only think I have left to hold on to!

Bill. You have *me!*
Hold on to *me!*

Madeline. I don't want you!
(She pushes him away!)

Olive. Don't turn your hatred toward your husband, Mrs. Livingston.

Madeline. You stay out of this!

Olive. He's all you've got left.

Madeline. Who are you anyway?

Olive. I'm only trying to help.

Madeline I don't want your help!
You don't know what I need!

Olive. —Yes, I do—

Madeline. —Go away--

Olive. —No—It has everything to do with me--

Madeline. —You have no idea what I've been through!—

Olive. —Yes I do!—

Madeline. —You didn't lose a son in the crash!—

Olive.—No, I lost a daughter and a *husband!*
You son's plane fell on my farm
and killed my family!
My daughter is dead!
My husband is dead!

A plane full of *Americans*
killed everyone I love!
I hate Americans!
You started this whole thing, you know!
You bombed that passenger jet from Iran!
you shot down a plane full of innocent people!
Lockerbie was the revenge for that!
You probably don't even know about it!
You were too busy baking your pies
and driving your big cars
and living in your big houses
to pay any attention!
you Americans!
A bunch of cowboys
galloping through the skies
dropping bombs!
I hate you!
I hate you for this!
(*Olive charges Madeline and starts to hit her. Women 1 and 2 enter.*)

Woman 1. Olive!
Woman 2. Olive stop! What are you doing?!
(*Olive and Madeline fall to the ground.*)

Olive. Oh.....Oh...my

Woman 1. come on, love.
Get up.
(*Olive and Madeline lie in a heap on the ground.*)

Olive. I....
Oh my...
I...
Oh God.
I need to wash.
Where are the clothes?
I need to wash.

Woman 1. We don't have the clothes Olive.

Olive....you don't?

Woman 1. No.

Madeline. What clothes?

Woman 2. From the crash.

Madeline. There are *clothes*?

Woman 2. Yes, But we don't have them.

Woman 1. We were inside the warehouse, Olive.

Woman 2. We got all the way to the Shelves of Sorrow.

Woman 1. But we were caught.
They let us go.
and that's not all.

Woman 2. The fuel trucks have arrived.

Olive...fuel trucks?

Woman 2. yes. They're starting the incineration now.
They are burning the clothes tonight.

Woman 1. Mrs. Livingston?
(Madeline doesn't answer. She starts to exit in the direction of the warehouse.)
(Olive gets up off the ground. She starts to exit in the direction of the warehouse.)

Woman 1. Olive, wait! We're coming with you!

Bill. *(Picks up the ticket stub lying on the ground. He looks at it for a moment, then puts it in his pocket.)*

Woman 1. Sit here with us. Please.

Woman 2. Don't go back to the hotel.
Your wife may not need you right now,
but we do.

Bill. You do?
(they sit on rocks. They sit in silence for a moment.)

Woman 1. I'm shaking. Oh God..the things we have seen tonight.

Woman 2. Yes. It was our first time in the warehouse.

Woman 1. Our first time in the Shelves of Sorrow.

Woman 2. It was like living once again through the horror.

Woman 1. We walked through the wreckage,
past the metal.

Woman 2. mountains of metal
stacked higher than the hills!

Woman1 felt so small walking past them...

Woman 2. When we entered the shelves
with items from the cabin
I cried.

Woman 1. I did too

when I saw the seat cushions
and the pillows and the blankets.
How neatly everything is tacked on the Shelves of Sorrow.

Woman 2. Aye.
So...orderly.
And arranged.

Hattie (*Off. Calls out*) Mr Livingston?

Woman 1. Hattie?
What's happened, Hattie?

Hattie. (*Hattie enters running.*)
Your wife! You wife! She's gone wild!
When she arrived...!
At the warehouse...!
Olive was with her...!
When they saw the fuel trucks
lined up at the warehouse
they fell to their knees
and started to wail.
The crowd of women
fell to their knees too
and wailed with them,
two hundred women
kneeling at the gate and wailing
until the night air was filled
with the cries of the Women of Lockerbie.
And then...!
Mr. Jones stepped outside.
He ordered the fuel trucks to begin.
But the drivers got out of their trucks!
Mr. Jones marched over to the drivers
and ordered them again.
But they folded their arms
and refused to move.
The women wailed even louder!
And then...
suddenly...
Mr Jones
turned
and walked to the gate!
He just stood there
for a long, long time.
And then...
he reached into his pocket,
and pulled out a key
and unlocked the gate!
And then, with television cameras flashing all around him
he led all 200 women into the warehouse!
When they got to the Shelves of Sorrow,
Your wife searched for a bag with your son's name.

But there was none.
She searched the boxes.
Nothing.
When she got to the shelf marked "Unidentified remains"
your wife ripped open the bags
the bags full of bloody scraps
looking for a scrap of your son
and still, she couldn't find one.
And then, she went wild.
She stormed through the warehouse
pulling items from the shelves.
She threw down the overhead bins
She punched through a television monitor!
And then, she fell to her knees
and started to scratch herself.
She scratched her arms
and her chest
until they were bleeding....

Seventh Episode

(Madeline enters walking slowly. Her chest, arms and neck are covered with blood from scratching herself. She stops and stands very still, looking out over the hills.)

Madeline. There is nothing of Adam's
on the Shelves of Sorrow.
(Olive enters with a bag of clothing.)

Woman 1. Olive...
Olive. Yes. We've got the clothes.
All this time
I've been trying to turn their hatred into love.
But the hatred I needed to turn
was my own.

Hattie. I'm full of hate, too.

Olive. Are you, love?

Hattie. Aye. I hate the men who did this.

Woman 1. I hate them too!

Woman 2. We all do.

Olive. Well, then.
Evil has triumphed here after all.
Hasn't it?
Mrs. Livingston...
You're bleeding.

Woman 2. She hurt herself.

Olive (*Gently*) You need to wash, love.

Woman 1. (*Gently*) Yes. Come to the stream, Mrs. Livingston.

Madeline. No.
(Madeline opens her blouse to expose her chest, covered with scratches.)

Madeline. This
is his
gravestone.
I want everyone to see it.
My body will be a monument
to his memory
I want everyone who looks at me
to see what happened to my son!

Olive. (*Gently*) Your son deserves a better monument than that.
Scratch marks and sorrow are not
a fitting way to remember him.
Just as a heart full of hatred is not worthy
of my husband and daughter.
(Olive sets down the bag of clothing.)
We are going to wash the clothes, Mrs. Livingston.
To make our hearts pure again.
That will be our monument to those who died here.
Will you join us?
(Madeline doesn't answer.)
(George Jones enters carrying a suitcase.)

George. This is your son's.
I found it with the luggage.
His clothes are still inside,
just as he packed them.
(George set it down in front of Bill.)
I thought you should have this.
(Madeline crosses to Bill and takes the suitcase.)
(Madeline starts to open it, then stops.)
(She looks over to Bill)

Madeline. Do you want to open it, Bill?

Bill. Yes Maddie. I think I need to do that.
(She sets the suitcase down gently in front of him.)
(Pause. Bill slowly opens the suitcase.)
Look.
The T-shirt he always slept in...
(Madeline takes out the T-shirt.)

Madeline. Look. Inside.

Bill. His name.
You always put his name on everything.

Madeline. He got so mad at me when I did that!
(Bill takes another shirt out of the suitcase.)

Bill. Maddie, look.
a T-shirt he got in London...
(pause)
He put his name inside it too.
(Bill weeps openly for the first time.)
(Madeline comforts him.)

George. So...
if you'll excuse me...
I've got to go.
There's a press conference.
I've got to make a statement.
(George starts to leave. Olive stops him.)

Olive. Mr. Jones?

George. Yes, Mrs. Allison?

Olive. What are you going to say?
In your statement?

George. I don't know yet.
But it won't be about love.

Olive. Why don't you say something about hatred, then?

George. *Hatred?*
Like what?

Olive. Like... "Hatred will not have the last word in Lockerbie."

George. "Hatred will not have the last word in Lockerbie."
That might work.
It would certainly make a good headline.

Olive. Yes, it would.
Especially since it's true.

George. Well, yes, yes. I suppose it is.
Alright, Mrs. Allison.
That's what I'll say.
Thank you
(George reaches out and gives Bill an awkward pat on the shoulder.)

Ladies.
(George Jones exits).

(Olive kneels by the bag of clothing. The women gather around her.)

Olive. Let the washing begin.

(Olive slowly opens the bag.)

(The women look inside, but stop. They are overcome by the sight of the clothes.)

I...I don't know if I'm strong enough to do this...!

Madeline goes to Olive. She gently takes the bag and opens it for her. When Olive doesn't reach inside, Madeline takes out a piece of clothing and hands it to her. Then, she takes out a piece for each of the women. She takes one for herself, then leads Olive and the women to the stream.

They kneel.

Madeline is the first to wash. The others follow.

They wash in silence for a long time.

The stage slowly floods with light.

It is dawn.

The hills, which were black in the night turn green with the morning light.

End of Play.

Use with permission

Part I: Discussion Questions – The Women of Lockerbie:

- I. Madeline Livingston is deeply mourning the death of her son, Adam. How does not having his body or something of Adam's prevent her from healing and moving on? Might other friends and families of victims of terrorism experience the same struggle?
- II. Where was Madeline when she found out her son's plane had crashed? Madeline cries out, "I live in New Jersey! I have two cars in the driveway! This is not supposed to happen to me!" Explain what she means.
- III. Describe what happened in Lockerbie when the plane crashed.
- IV. Madeline accused Bill of not loving Adam as much as she did. What is Bill's defense?
- V. Were you surprised by Olive's loss and bitter outburst? Does she blame America for the loss of her husband and daughter? Does she hate Americans?
- VI. Does Madeline find anything of Adam's on the Shelves of Sorrow? Why does Madeline scratch herself?
- VII. Why does Olive think "Evil has triumphed here (in Lockerbie) after all?"
- VIII. What does George bring to Bill and Madeline Livingston? How do they respond? How is Bill finally able to grieve for Adam? How does Madeline respond to Bill?
- IX. The Women of Lockerbie help each other to wash the clothes. What does washing the clothes symbolize? Does this mean "hatred will not have the last word in Lockerbie"? Explain.
- X. How is the style of *The Women of Lockerbie* different from other plays you have read?
- XI. Is this play an appropriate memorial to the victims of terrorism? Discuss.
- XII. Describe the process of character analysis and identify physical, emotional, and social dimensions of characters from this play.
- XIII. Analyze the structural components of this play from a variety of social, historical, and political contexts.

Grade Level: 9-12

Time: 80 minutes

How Can We Build For a More Humane Future?

Objective:

Students will identify ways in which people selflessly serve communities.

Students will determine methods of moving beyond tolerance to create a basic respect for human rights.

Students will assess the effectiveness of public service projects in response to challenges and problems in the community

Key Terms:

Community - 1: a unified body of individuals: as a: STATE, COMMONWEALTH b: the people with common interests living in a particular area ; *broadly* : the area itself <the problems of a large *community*> c: an interacting population of various kinds of individuals (as species) in a common location d: a group of people with a common characteristic or interest living together within a larger society <a *community* of retired persons> e: a group linked by a common policy f: a body of persons or nations having a common history or common social, economic, and political interests <the international *community*> g: a body of persons of common and especially professional interests scattered through a larger society <the academic *community*> 2: society at large 3 a: joint ownership or participation <*community* of goods> b: common character : LIKENESS <*community* of interests> c: social activity : FELLOWSHIP d: a social state or condition <http://www.merriam-webster.com/dictionary/community>

Materials:

Small group research questions handout

Library/Internet

Presentation rubrics

Activities/Procedures:

- I. Teacher will divide the class into small groups. Each group will be assigned an organization or type of organization to research and complete information form.
- II. Take students to location to complete research
- III. Each group will report to the class on the organization they were assigned as well as present to the class a visual aid on the association either a flyer or bi-fold or poster.

Possible organizations

Civilian Corps

Habitat for humanity

International Red Cross

UNICEF

Seeds of Peace

Emmanuel Cancer Foundation

Local food banks




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

- Completion of group information sheet
- Completion of informational visual aid on Organization and class presentation




Extension Activities (Optional):

- I. Display visual aids for school to see
- II. Create PowerPoint as Public Service announcements on the organizations student groups researched.

Rubric- Public Service Activity

Student Name:				Points Earned
Presentation: How clearly do you present the information asked (50pts)				
Organizations Name:				
Where is the organizations physical location or headquarters?				
When was it created? What is its goal or purpose?				
How does it effect our community, our state, our country the world?				
How can individuals participate in this organization? Specifically, how can today's youth help this organizations cause?				
How does this organization impact the daily life of individuals?				
How does this organization get its funding? How much of each donation goes directly to the purpose of the organization?				
Where is the organizations physical location or headquarters				
When was it created?				
What other local organizations have similar goals to this one?				
If people in your community needed help would they know how to get the resources this organization offers?				
Evidence of effectiveness presented- Explain				

Rubric- Public Service Activity

Student Name:				Points Earned
				
<i>Visual Aid: Were the following areas addressed? (10 pts)</i>				
Pictures (10 pts)				
Well organized? (10 pts)				
Is it visually appealing (10 pts)				
Was your deadline met? (5 pts)				
Group participation (5 pts)				

Total points earned _____

Small group research questions

1. Organizations Name:
2. Where is the organizations physical location or headquarters?
3. When was it created?
4. What is its goal or purpose?
5. How does it affect our community, our state, our country the world?
6. How can individuals participate in this organization? Specifically, how can today's youth help this organizations cause?
7. How does this organization impact the daily life of individuals?

Grade Level: 10-12
Time: 3-5 class periods

The Bystander: Choices and Levels of Action

Objective:

Students will explore levels of action that a bystander can take and the possible repercussions of these actions.

Key Terms:

Kitty Genovese – a 28-year-old New York City woman who was repeatedly attacked on March 13, 1964 and no one came to her assistance.

Samaritan – one who does a good deed

Jeremy Strohmeier – a young man who witnessed a crime and did nothing about it.

Bystander - These terms will be defined.

Altruism - by students at the end of the lesson.

Materials:

Outside a Small Circle of Friends by Phil Ochs (lyrics and CD if available)

The Dying Girl That No One Helped by Loudon Wainwright. See the New Jersey Commission on Holocaust Education web site. **The Holocaust and the Betrayal of Humanity**, V. 1, Reading #19, page 78. Lyrics from the Phil Ochs song also found at beginning of the reading.

The Bad Samaritan. TIME (Vol. 152, No. 10) Sept. 7, 1998 Cathy Booth.

The Bad Samaritan. CBS video Facing History and Ourselves lending library (only after viewing and at the discretion of the teacher)

Bystanders: Conscience and Complicity During the Holocaust. Victoria Barnett, Greenwood Press, 1999, excerpts

Extraordinary Acts of Ordinary People: Faces of Heroism and Altruism. Samuel Oliner, excerpts

Questions and Worksheets

Background:

Please have students read the notes at the end of the lyrics for *Outside of a Small Circle of Friends*.

Activities/Procedures:

- I. Read and discuss the lyrics for *Outside of a Small Circle of Friends*. (The notes should be read before this as background/introduction material.)
- II. Read and discuss *The Dying Girl That No One Helped*. React to the article. Answer Questions for Discussion for the article.
- III. Read and discuss *The Bad Samaritan*. Answer Questions for Discussion for this.
- IV. Divide class into small groups. Distribute worksheet "Issues." Have groups discuss this and then have them fill it out individually or by groups. Distribute worksheet "Issues and Actions" and have students individually fill it out, then share their answers with their group. Then have each group share with the class. Discuss degrees of involvement and give specific examples of each

- degree. (Students will see that action that is helpful may not always involve risk to the person who gets “involved.”)
- V. Students will read and the class will discuss from **Bystanders: Conscience and Complicity during the Holocaust**. They are to answer the questions for the reading. They are to come up with a definition of a bystander. (This can be done in groups, than shared with the class so that a more comprehensive class definition will be obtained.
- VI. Students will list characteristics of an altruistic person and develop a definition of altruism in their small groups. They will then share these findings from their group work with the entire class. They then will receive, read, and discuss excerpts from **Extra-ordinary Acts of Ordinary People: Faces of Heroism and Altruism** and answer the questions for the reading. The answers will be shared and discussed in class. The class will refine their list and definition based on their group work and their reading and come up with a composite class definition and list of characteristics based on their group work and the reading.

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

Formative:

Students will answer questions after each reading. They will also share their group findings.

Summative:

The group and class definitions of bystander and altruism and the list of characteristics of an altruistic person summarize the findings of the unit.

The worksheets give the students actual situations that touch their own lives with a course of action that they can pursue to get involved and make a difference.

Extension Activities:

Students are to research and report on each event mentioned in each stanza of the song by Phil Ochs.

Questions for Discussion:

- I. The Dying Girl That No One Helped
 1. Why did the spectators who were interviewed say that they didn't want to get involved?
 2. What is your reaction to these reasons?
 3. Should there be laws requiring people to come to someone's aid? Why?
 4. Does thinking that most people would act as these people did and not come to help someone make it easier for us to be indifferent to any pain and danger we may see others experience? Why?
 5. What is tragedy in this event? Explain both the obvious one and the one for any one of us.

- II. The Bad Samaritan
 1. Why was Strohmeier angry at the **Los Angeles Times** article?
 2. Why does he feel that he did nothing wrong? Technically, is he correct? (Give both the law and your opinion.)
 3. What did people think and what did they do at Berkeley? Why?
 4. How did the administration at the college react? Why?

5. What do you think the consequences to Strothmeyer should be for his actions within the context of the law and within the context of society. Explain.

III. Bystanders

1. Develop a definition for "bystander".
2. Explain why someone would choose this role.
3. Explain why someone would reject this role.
4. Explain why, from all the areas (perpetrator, collaborator, victim, upstander, bystander) the bystander can be harmful in a serious situation where someone requires help.

IV. Altruism

1. Define the term "altruism".
2. List the characteristics of an altruistic person.
3. Compare your definition and list with the handout and refine/add to both of these from your group work.

Outside of a Small Circle of Friends – Song Lyrics

By Phil Ochs

<http://web.cecs.pdx.edu/~trent/ochs/lyrics/small-circle-of-friends.html>

The Dying Girl That No One Helped – Essay by Loudon Wainwright

<http://shepherdenglish.pbworks.com/f/Essay-The%20Dying%20Girl%20that%20No%20One%20Helped.pdf>

The Bad Samaritan

By Cathy Booth

<http://www.time.com/time/magazine/article/0,9171,989037,00.html>

Extraordinary Acts of Ordinary People: Faces of Heroism and Altruism

By Samuel Oliner

http://www.altruisticlove.org/docs/s_oliner.html

Bystanders: Conscience and Complicity During the Holocaust

By Victoria J. Barnett

Following is an excerpt from the book. (Book can be purchased on Amazon)

Bystanders
excerpts from a critique of *Bystanders: Conscience and Complicity During the Holocaust* by Victoria J. Barnett

What has historically been the role of "ordinary" people? Why do some remain indifferent; why do some take positive action on behalf of the suffering; and, more hauntingly, why do some join the persecutors?

While most "ordinary" people living under Nazism were not Party activists but merely "bystanders," how different were they in attitude? Did "indifference" indicate an inherent capacity to assist the perpetrators? Was it only "chance" that made some persons killers and others onlookers? Given the appalling scope and nature of the genocide carried on for years inside Germany and adjoining territories, how could so many remain indifferent? As Elle Wiesel asked in his *The Town Beyond the Wall*, "How can anyone remain a spectator indefinitely?"

On a wall of the US Holocaust Memorial Museum in Washington, DC is a quotation from Israeli historian Yahuda Bauer: "Thou shalt not be a victim. Thou shalt not be a perpetrator. Above all, thou shalt not be a bystander."

Great evils can enter politics by majority permission. For American analogies, one has merely to remember the evil of slavery and the more recent example of the hysteria that led to the unjust imprisonment of 120,000 Japanese-Americans in 1942.

They (the Nazis) created a "rationality of survival" that rendered "all other motives of human action irrational . . . Rational defense of one's survival called for nonresistance to the other's destruction." This was the operating rule in every Nazi death camp, and it was the rule for all of German society. As in the Rwandan genocide, passive and active collaboration with murder composed one moral-social syndrome, a phenomenon from which no society on earth is immune. If there is anything that citizens of the 20th century have learned about our species it is surely this: "We now know that ordinary human beings are capable of doing and tolerating terrible things."

To round out the intimidating power of her work, however, Barnett provides us with a complementary historical truth: We also know that ordinary human beings are capable of protesting courageously against terrible things. Her primary illustration is the French village of Le Chambon, whose residents collectively rescued some 2,500 Jews from certain death at the hands of the Nazi occupiers during the '40s.

The Le Chambon case is decisive on this point. Under the leadership of its Reformed Church pastor, Andre Trocme, an entire village turned to the task of keeping Jewish children out of the clutches of the Gestapo. When interviewed later about this extraordinary accomplishment, the villagers refused to describe it as extraordinary. They said, "Isn't the protection of victims what Christians should expect from one another? How could we have saved the children if we hadn't agreed together to do so? They may have been strangers, but they were first of all our fellow human beings!"

Grade Level: 9-12
Time: 3-5 class periods

The Upstander

Objective:

Students will be more aware of the impact of enforcing laws on the lives of ordinary people.

Students will be more aware of the repercussions of one's choices on oneself and others.

Students will be more aware of how a person's choice can affect family, neighbors, community, and even the nation at large.

Key Terms:

Plessy v. Ferguson (1896) – This Supreme Court decision established the "separate but equal" doctrine.

Jim Crow laws – State and local laws passed in the United States between 1876 and 1965 mandating segregation with a "separate but equal" status for all black Americans and members of other non-white racial groups. Areas included in these laws were public schools, public transportation, public restrooms, lunch counters in stores, public drinking fountains, etc.

Brown v. Board of Education of Topeka (1954) – The Supreme Court ruled that it was unconstitutional for states to have separate schools for blacks and whites and mandated the desegregation of public schools.

Materials:

Reading *Neighbors*, a short story by Diane Oliver

Film: *Ruby Bridges* (a Disney film)

Handouts: Ruby Bridges and "Ruby Bridges Keeps Talking the Talk and Walking the Walk"

Painting: Copy of Ruby Bridges by Norman Rockwell (preferably in color)

Background:

The focus here is on the human and the universal lessons to be learned. Both the short story and the film focus on the individual child and their family and evolve around their choice concerning the act of sending their black child to an all white elementary school in the first years of desegregation after Brown v. Board of Education ruling from the Supreme Court. Both families realize the importance of their decision and their actions. One family decides not to send their child and one family sends their child to the all white school. The lesson gives the student an awareness of a personal choice and the repercussions of that choice to the child, the family and the community. It shows how a simple act (being an upstander) can also be a very courageous act with long term implications and it can also spark an entire movement.

Activities/Procedures:

- I. Introduce the lesson with background material on Oliver, Bridges and the story and film.
- II. Go over key terms.
- III. Introduce the story and read selections from it in class. Assign the full story to be read. Discuss questions for the story. (see handout)
- IV. Introduce the film. Either watch the entire film or selected segments. Discuss the film. Answer questions. (see handout) Discuss the handout about the film and the article on Ruby Bridges and her reaction to the film and what she is doing today.
- V. Distribute copies of the Norman Rockwell painting. Discuss the painting. Answer the questions. (see handout)

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

Formative:

Students will review the similarities of the story and the movie for the child, the family and the community. List and discuss the characteristics of an “upstander”. Students also will individually answer the assigned questions from each part of the lesson.

Summative:

Students will write a reaction/response choosing to defend Tommy’s family or Ruby’s family on their choice and the many reasons from each work for their choice. They will also explore the repercussions on the participants mentioned in each work. They will argue and defend their choice of Tommy or Ruby and hypothesize on the impact this choice will have later on that child. (They may cite Ruby’s life now as per the handout and give their reflections on this.)

Extension Activities:

Read *The Story of Ruby Bridges* or the Scholastic edition of *Ruby Bridges*.

Have each student select a book written for children where there is a choice to be made and the character becomes an upstander. They will read their chosen book to the class as though they were sharing their book with a child so there is emphasis to their reading, an introduction to the work and a short discussion at the end. If desired, this could become a project where selected students or groups visit local elementary school’s selected grade appropriate classes and present their reading and lesson to the class.

Neighbors

1. What does "neighbors" usually mean?
2. What kind of work do the members of the family do?
3. Does this cause you to prejudge or categorize them in any way? How? Why?
4. What is in the newspaper and how does this affect the family?
5. Is the family threatened? How? Why?
6. Why does everything rest on Tommy? Explain.
7. What does Tommy's father want to do? Why?
8. Can the police protect the family? Why?
9. What decision is made at the end of the story? Why?
10. Do you agree with the decision? Give 5 reasons.
11. What do you learn from this story about the repercussions of your choices? Be specific.
12. Why is the title both ironic and effective?

Ruby Bridges

1. Why was Ruby called on to attend William Frantz School?
2. What were her qualifications?
3. Who asked her family to send her to this school? What was their reason?
4. What kind of work does the family do? Compare this to the story *Neighbors*. Can you draw any conclusions about what kind of person can be an upstander from this?
5. Do you prejudge the family in any way? Why? Do their neighbors judge them (both in their community and in the white community)? Why? Why does the grocery store owner who has sold to the family for years refuse to sell groceries to them now?
6. What is the father's opinion about sending his daughter to school? What is the mother's opinion? Do they differ? How?
7. What happens to the father's job? Why does he bring donuts home? What does this gesture represent? Who gives him a job? Why?
8. What does the mother do the first day of school and why? How is Ruby treated by the Federal Marshals, the principal, other teachers, the crowd the first day of school?
9. Explain how Mrs. Henry treats Ruby. How is she different from the other teachers and the principal at the school? Explain her background and how this influences her actions. Is there a lesson for us to learn from this? What is it?
10. How does Ruby see her teacher?
11. What does Dr. Coles do for Ruby and her family? Why does he decide to do this? (What does he see the first day? What are his motivations?) What does Dr. Coles learn from Ruby? From her family?
12. What happens by the end of the year? Why? Be specific.

Norman Rockwell Painting

1. What is the role of the Federal Marshals?
2. Why are they only shown in front of and behind Ruby?
3. Why are they walking? Is there a difference in the way they seem to be walking and the way Ruby is walking? Explain.
4. Why aren't their faces shown?
5. Why is Ruby walking alone?
6. How is Ruby dressed? Why?
7. Is this an effective depiction of the event of Ruby Bridges desegregating the school? Explain.

Ruby Bridges Keeps Talking the Talk and Walking the Walk

1. How did Ruby Bridges perceive the crowd outside the school? Her mother? Her teacher?
2. What did someone in the crowd do that affected Ruby?
3. How did she affect the life of Dr. Coles?
4. What event in her life made her focus again on her past?
5. What does she devote her life to doing now? Why?
6. How did her actions affect our life and our country?

Diane Oliver

Diane Oliver was born on July 28, 1943. She grew up in Charlotte, North Carolina, where her passage into adolescence coincided with the racial upheavals in the Charlotte-Mecklenburg school system. The Supreme Court ruled on *Brown v. Board of Education* in 1954, mandating desegregation of public schools.

Oliver portrays strong-willed black women caregivers of her era. As abandoned wives, hard-working wives or nurturing daughters, the women struggle to maintain family unity while oppressive social forces work to disintegrate it. They are determined women but they are subtle in their warfare, as the ironic titles of the works illustrate. (Note the title "Neighbors" and the irony of this title as well as the appropriateness of the title.)

Oliver's story focuses on the racial tensions during the era of desegregation and busing. Eloise Mitchell, a twenty-year-old working girl, resides with her family in a Chicago Housing Project that borders a white district that has been targeted for court-ordered school integration. The conflict concerns the family's responses to the bombing of their home and the welfare of the six-year-old son who is the test case. Eloise dissolves family tension in the most unobtrusive manner by redirecting their fears to the mundane issue of breakfast. Her clever ruse contrasts with the disruptive force of the historical moment at hand.

Excerpted from Answers.com, Diane Oliver, African American literature
(<http://www.answers.com/topic/diane-oliver>)

Civil Rights

http://academic.regis.edu/jstclair/EN%20311Q/civil_rights.htm

Ruby Bridges

Ruby Bridges played an important part in the Civil Rights Movement. Ruby was born September 8, 1954 in Tylertown, Mississippi. A year later, her family moved to New Orleans, Louisiana. At that time, people wanted to keep blacks and whites separate because whites didn't think that blacks were as good as them. For example, blacks and whites had separate drinking fountains, blacks had to sit in the back of buses, and blacks and whites each had their own separate schools.

http://library.thinkquest.org/J0112391/ruby_bridges.htm

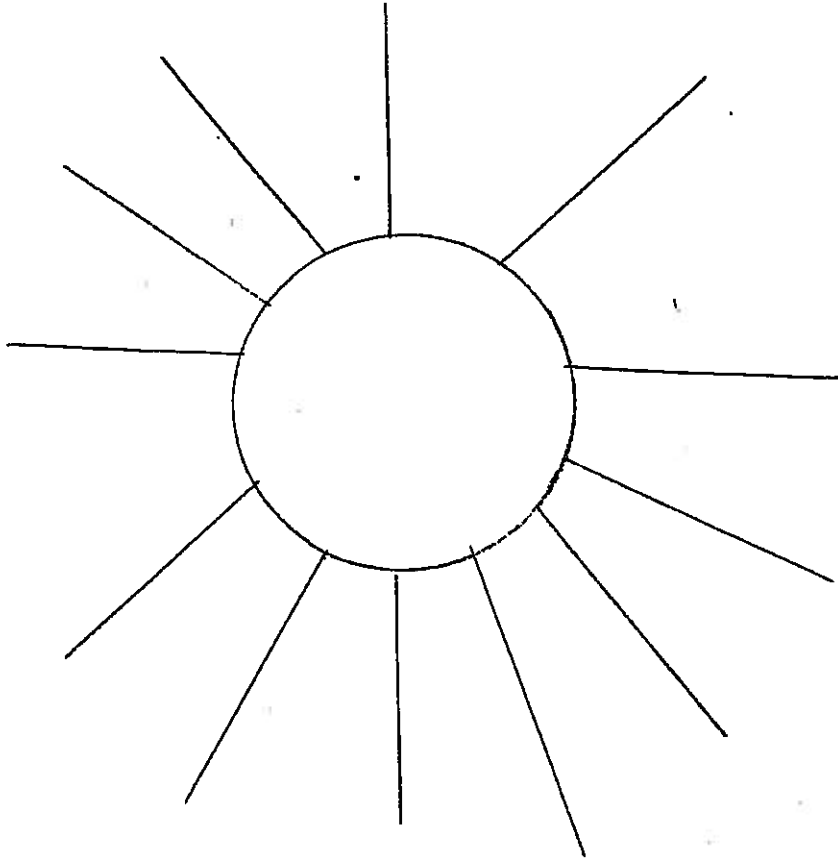
Ruby Bridges Keeps Talking the Talk and Walking the Walk

Wendy McDowell

<http://www.hds.harvard.edu/news-events/2011/02/07/ruby-bridges-keeps-talking-the-talk-and-walking-the-walk>

Worksheet: Issues

Instructions: Write your name in the circle. On the lines or in the spaces write the issues that concern you most.



Worksheet: Issues and Answers

Instructions: Select one of the issues that you wrote on your Issues worksheet. Write it by the word "Issue" on the left above the chart, then fill in the chart below. For example, you may feel strongly that your school needs a separate course that teaches about world cultures and religions and their beliefs and practices. This is your "issue." One of the things you could do would be to write a petition and collect several hundred signatures of students and teachers and present this to your principal. You may not want to do this because of the criticism you feel you would get from others. Fill in all five rows, think twice about it and check columns so that you will see several things you can be comfortable about doing to correct an issue.

Issue:

What I can do about this issue:	Why I might think twice about getting involved:	Check what you will do:
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Grade Levels: 11-12
Time: 2-3 class periods

The Changing Face of America

Objective:

Students will analyze selected statistics from the 2000 census on race, demographics, social characteristics (families, education, age), economic information (income), and housing (owned and rented) for New Jersey. They specifically will be aware of the Latino/Hispanic community and the Arab-American community in New Jersey. Students will present the facts and statistics from the 2000 census in order to dispel the often referred to stereotypes regarding issues and groups.

Key Terms:

Census: A survey taken every ten years of people living in America to gather demographic information on the current population.

Median: the middle point, in this lesson, of the statistical findings in a particular area

Non-family: Those living within a household who are not members of the immediate family.

Tenure: The time when something is in one's possession, i.e. a job

Naturalized Citizen: A person not born in the United States who has been granted full citizenship in this country

Gujarati: the Indic language of Gujarat, a region of Western India bordering on the Arabian Sea and its borders with Pakistan to the northwest. About 46 million people, or about 5% of the population of India (as of 2001 statistics), speak this language and it was the language spoken by Mahatma Gandhi.

SRA: Special Review Assessment for the HSPA (High School Proficiency Assessment) test. This is given to students who do not pass the HSPA as a way to acquire their high school diploma.

Materials:

Readings (which correspond to worksheets)

<http://www.census.gov> – from this site, you can tap into many different pages of the census report for Census 2000. Use the search feature.

<http://www.census.gov/population/www/socdemo/race/racefactcb/html>

<http://www.census.gov/prod/2002pubs/c2kbr01-02a.pdf>

<http://www.census.gov/prod/2002pubs/c2kbr01-02a.pdf>

<http://www.census.gov/prod/2002pubs/c2kbr01-02a.pdf>

<http://www.census.gov/prod/2002pubs/c2kbr01-02a.pdf>

Population by Race Worksheet

Non Hispanic White Population Worksheet

Table DP1 – Profile of General Demographic Characteristics: 2000

Table DP2 – Profile of Selected Social Characteristics: 2000

Table DP3 – Profile of Selected Economic Characteristics: 2000

Table DP4 – Profile of Selected Housing Characteristics: 2000

Arab-Americans (Arab-American Institute)

Arab-Americans (New Jersey)

“The New Face of Race” Newsweek September 18, 2000

Languages Spoken by New Jersey Students

Activities/Procedures

- I. Hand out the Race Data reading and questions and Population by Race reading and questions. Have students read the articles and answer the questions for homework and discuss the readings and answers in class.
- II. Divide the class into four groups. Give group one the DP1 worksheet, group two DP2, etc. Have the groups read the sheet and fill out information for each heading to include the item with the highest percentage, the median percentage, and the lowest percentage for each category. Also, have the groups explain the headings and the categories and comment on any category or number that they found to be something that they did not expect.
- III. Have each group present their information to the class for reporting and discussion.
- IV. Have students read and answer the questions for "The New Face of Race". Discuss the reading and answer the questions in class.
- V. Hand out the worksheet on "Languages Spoken by New Jersey Students". Discuss the information at the top of the sheet and have students do the assignment. Discuss their answers in class.

Evidence of Understanding:

Formative:

Written answers to questions and worksheets will be evaluated.

Class work and group work will be evaluated.

Summative:

What ethnic make-up would you report on the next census for yourself? Explain why. How would you describe your immediate and your extended family?

Check the population of your school for race and gender (entire school, individual grade levels). Check the make up of the faculty for race and gender. Check your administration for race and gender. Check departments and grade levels for faculty race and gender. Compare the English department to the history department members. Compare the elementary school faculty to the high school faculty. Present and comment on your findings.

Write an essay, personal narrative or poem, take or draw a picture, write and/or record a song or rap which portrays the changing face of America. Turn this in and/or present it to the class with an explanation of what you did and what it says.

Extension Activity:

Research findings from the 2010 census and compare the statistics to the 2000 census for New Jersey for each category presented in the DP1 through DP4 readings. Point out areas where there was a significant change (either higher or lower) and comment on these findings (this may be done in written form or as an oral presentation to the class). This work may be done in groups or individually.

Language Spoken by New Jersey Students Worksheets

Students in New Jersey public schools speak over 130 different native languages. Many schools give their morning announcements in English and in another language based on the percentage of non-English speakers in their school.

The state test is given in English, but non-English speaking students who qualify may have one or more accommodations which include:

1. additional time up to 150% of the time indicated for the test
2. translation of the test directions only into the student's native language
3. use of a Bilingual translation dictionary

The Special Review Assessment (SRA) is now available in Spanish, Portuguese, and Gujarati.

With these facts in mind, think about the implications of this data and write a paragraph answering each of the following:

1. Ask a student who does not speak English as her/his native language to defend taking the test with these accommodations.
2. Looking at the ethnic stats for New Jersey, take a position for or against the accommodations for students taking the SRA and explain and defend your position. (Consider: Should there be tests available in more languages? Should more help be given non-English speaking students? How long should a student be in a public school before s/he is expected to be proficient in English? Look at this from both the viewpoint of the newcomer to America and the native born American.)

Race Data Worksheet

1. What were the old standards for race and why were they changed for the 2000 census?
2. What are the new standards and explain the difference from the 1990 census.
3. How was data concerning race tabulated from the 2000 census?

Population by Race

Write a brief summary and /or list the findings from the Population by Race 1980 – 2000 sheet.

Non-Hispanic White Population

Write a summary of the information depicted by the map on the page.

Tables DP1-4

Write a profile of the major group under each heading, the median groups and the lowest group and state and react to any information that you did not expect to find. Mention and address each heading separately from your sheet.

New Jersey

1. **What are the growth trends?**
2. **How do Arab-Americans identify themselves?**
3. **Where do the Arab-Americans in New Jersey come from (their native countries)?**
4. **Where do most Arab-Americans live in New Jersey?**

The New Face of Race

1. Summarize the findings in this reading.
2. After reading the article, how would you define "race"?
3. What ethnic make-up would you expect on the next census?
4. How would you report the members of your immediate and your extended family?

America 2000

1. What state has more minority groups?
2. What groups inter-marry most?
3. What state has the highest number of African-Americans/
4. What state has the least diverse population?
5. What states are the ones the most immigrants will go to live?
6. Look at New Jersey (or your state) and comment on its racial make-up.

7. Comment on "the changing face of America" and the implications for jobs, education, culture, religion, language usage, and any other insights that you would like to comment on from your own experience or knowledge.