

LESSON H-UIV-L1

The Road to 9/11

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

Grade Levels: 10–12

Time: 100–190 minutes



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Objective

Review the historical events that precipitated the attack on the United States on 9/11.

Key Terms

- Ayatollah Ruhollah Khomeini
- Caliphate
- Dar al Islam
- Gammal Abdel Nasser
- Mohammad Reza Shah Pahlavi
- Muslim Brotherhood
- Mustafa Kemal Atatürk
- Osama bin Laden
- Pan-Arabism
- Shah of Iran
- Shar'ia
- Shia/Shi'ite
- Six Day War
- Sunni
- Wahabism

Lesson Materials

- *The Road to 9/11: A Brief History of Conflict in the Middle East* DVD (available for purchase at: <http://www.shoppbs.org/product/index.jsp?productId=2366321>)
- Study Guide: *The Road to 9/11* (one copy for each student; see below)
- DVD player and television or computer and projector

Lesson Background

This lesson includes a Study Guide for the film, *The Road to 9/11*. Teachers should view the film prior to showing it in class. The answers to the critical thinking questions on the Study Guide are provided below.

Lesson Plan

1. Review all the key terms with the students prior to viewing the 60-minute film.
2. Distribute the Study Guide: *The Road to 9/11* to the students. It is very detailed, providing a wealth of information for students. It also helps them respond to the issues addressed. Have the students read through the introduction and the critical thinking questions before starting the film.
3. Start the film, *The Road to 9/11*.
4. Stop the film periodically, approximately every 15 minutes, to ask for questions and clarification as necessary.
5. When you are finished watching the film, have the students share answers in small groups and discuss any questions they may have missed.
6. As a class, discuss the issues raised in the film.

Evidence of Understanding

Formative Assessment

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

Summative Assessment

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

Taking Action and Giving Service

Ask students to identify organizations or websites that serve to educate the public about understanding “the road” to 9/11.

- Have the students explore these resources and if and how young people are educated about these complex issues.
- Have students identify one of these events or issues and research public response to the event, focusing on how young people (students) react.
- Ask the students, “If you planned an assembly for our school to raise consciousness about any one of these events, who would you bring as a quest speaker or members of a panel?” Have the students identify those individuals and bring biographies to the class for discussion.

Answer Key: Study Guide: *The Road to 9/11*

The Study Guide provides a wealth of information covered in the film *The Road to 9/11*. Teachers should view the film prior to showing it in class. The answers to the critical thinking questions on the Study Guide are listed here:

1. Mostly Britain; France
2. From 1922 (Egypt) to 1971 (UAE); Most gain independence in the years after World War II through the 1960s.
 - 1922 Egypt
 - 1923 Turkey
 - 1930 Iraq
 - 1932 Saudi Arabia
 - 1941 Iran
 - 1946 Jordan
 - 1946 Lebanon
 - 1946 Syria
 - 1948 Israel
 - 1951 Libya
 - 1956 Morocco
 - 1956 Sudan
 - 1956 Tunisia
 - 1960 Cyprus
 - 1961 Kuwait
 - 1962 Algeria
 - 1967 Yemen
 - 1970 Oman
 - 1971 Bahrain
 - 1971 Qatar
 - 1971 United Arab Emirates (UAE)
 - 1979 Iran (Islamic Revolution)

3. Students' answers may vary. Muslims need to find solutions themselves and come to terms with the impact of fundamentalist Islam on the entire faithful.
4. Students' answers may vary. As the film progresses, examples will be cited. Corrupt, tyrannical autocracies propped up by the U.S. and other allies have bribed the people into a dependency. Wahabism, a Spartan, arid form of Islam, has spread globally due to oil money financing schools across the globe; American presidents have kept cordial relations with corrupt Saudi royals; the human rights record, especially concerning women, has been overlooked in favor of cheap gas.
5. Mustafa Kemal Pasha, aka Ataturk's reforms:
 - emancipation of women (you cannot modernize only 50% of the population)
 - ended Shar'ia law^{H-56}
 - adoption of western dress/no dressing in religious clothing outside a mosque
 - end of the caliphate
 - secular government without a state religion
6. It is upsetting to the fundamentalist Islamic because it successfully combined a secular state with a Muslim people, something they insist is impossible. He is a modernizer who has succeeded.
7. Muslim Brotherhood formed in reaction to European colonialism; Arabs wanted to rule themselves. They felt that importing infidel ways, methods and laws was a betrayal of their heritage, that they'd abandoned the true faith. Action was needed to return to the true path, an idealized, glorified past.
8. Angry men can control their women as emancipation of women/women working outside the home was a threat to the family. Student answers may vary explaining the context.
9. The Third Reich was the enemy of Britain and France, the colonial oppressors, so the Arabs allied with the Nazis.
10. The Nazis exploited the tensions regarding Palestine, as the British had promised that a Jewish and Palestinian state would be created.
11. Repressive autocracies replace colonial rule by Europeans; they were focused on hatred of Israel.
12. As Britain withdrew its forces, the Arab states attacked approximately 500,000 Jewish refugees. They were defeated—subjected to crushing humiliation.
13. The Arab states were humiliated by their losses; every Arab ruler was deposed or assassinated.
14. Nasser allied with the Soviet Union. This drew the U.S. closer to Israel.
15. Losing to Israel in 1967 was the great tragedy of the modern Arab world; worse tyrannical repressive regimes emerge after this loss;
16. Forty years ago, Islam would have been described as tolerant, able to mix with local culture, modernist, secular and tolerant of the emancipation of women.
17. Cleric Ayatollah Khomeini, who returned to Iran from exile. While Shia, his beliefs mirrored those of the Muslim Brotherhood (Sunni), and were described as heretical as he distorted tenets of Islam.
18. No. His assassin shouted, "I have killed Pharaoh," which referenced a corrupt enemy who had embraced western (infidel) ways.
19. No. Lebanon has passed laws that prohibit Palestinians from getting a job or learning a profession. Saudi Arabia, which has plenty of space and money, has never taken in Palestinian refugees.
20. Friedman predicts a civil society will emerge after two generations of "decent" government.
21. They need to be accountable by reviewing their own history. It has not always been outsiders who have inflicted suffering on the Arab people. Tyrannical regimes have played a role in this. If Muslims are successful, they may again live in the Middle East, a center of culture and progress.

Study Guide: The Road to 9/11

by Jill McCracken

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

Lesson: H-UIV-L1

Name _____ Date _____

Period/Class _____

Directions

Before the film begins, read through the introduction and the critical thinking questions. As you watch the film, jot down answers to the critical thinking questions. When you finish watching the film, discuss your answers with classmates or partners. Discuss any answers you may have missed.

Introduction

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

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

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

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

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

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

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

- Impact of European domination on the Middle East after WWI, and the widespread resistance to Westernization and secularization;
- Rise of Muslim fundamentalist groups in the 1930s, their use of assassinations, and their targeting of women’s rights;
- Nazi sympathy and support in the Middle East during WWII;
- Dueling powers of the Soviet Union and the United States in the post-war years;
- Emergence of the Israeli-Palestinian conflict, and its use as a political tool for troubled Arab regimes;
- Culture of blame that developed in the wake of the Six Days War;
- Corrupting influence of oil on Middle Eastern governments, and the use of oil revenues to strengthen autocratic tyrannical rulers and Islamic fundamentalists;
- Iranian Revolution of 1979 and the global rise of political Islam;
- Deep historical roots of Al-Qaeda, and the theological and political background of Osama bin Laden and his goals.

Critical Thinking Questions

1. Before watching film, *The Road to 9/11*, examine the map found at <http://ocw.nd.edu/arabic-and-middle-east-studies/islamic-societies-of-the-middle-east-and-north-africa-religion-history-and-culture/lectures/lecture-4>. Which European colonial power controlled most of the Middle East?
2. Using the same map, examine the dates of independence for countries in the Middle East. Independence was gained from the year _____ to the year _____, when the last Middle Eastern country became independent.
3. Throughout the program, what “cures” are suggested? Who needs to do the “curing?”
4. Friedman states, “For the past 50 years, we basically treated the Arab world as a series of big gas stations. And all we cared was that you keep the pump open, the prices low and be nice to the Jews—and you can do whatever you want out back. You can treat your women however you want. Teach whatever you want in your schools—whatever you want. Well, guess what? On 9/11, we got hit with everything going on out back.” Cite examples that explain Friedman’s point.
5. List reforms made by Turkey’s Ataturk.
6. Why is the modern secular state of Turkey upsetting to fundamentalist Islam? Explain.
7. The Muslim Brotherhood is the forerunner of al Qaeda (“The Base”- Osama bin Laden’s terrorist network), developed as a response to the corruption by colonial leaders. They felt it was foolish to import infidel ways, infidel methods, and infidel laws that betrayed their heritage and abandoned the true faith. It was crucial to return to the true path. Two schools of thought emerged:
 - Western reforms have gone too far and it is necessary to re-Islamize by preaching and doing good works;
 - True Islam is on the verge of being obliterated; dramatic action is needed immediately. The Muslim Brotherhood would inspire splinter groups and radicals all across the Middle East.
 - Why did the Muslim Brotherhood form in Egypt? What goals did they set? What tactics did they adopt? Where these effective?

8. Conservative elements of the Muslim Brotherhood objected to the following:

- Abandonment of Shar'ia Law
- Liberation of women
- Western influence and rule

Zakaria describes them as angry men living in a new world they cannot control, which drives them to enhance control over what they can: _____.

Does this mindset make sense in this context? Explain:

9. In the 1930s, the Arabs became the ally of Nazi Germany. The Head Mufti of Jerusalem offers support to Hitler. How does the quote, “the enemy of my enemy is my friend” apply?
10. By 1938, the patron protector of anti-western causes was the Third Reich. What tensions did the Nazis exploit? What role did anti-Semitism play?
11. The Nazi clone, the Ba’ath Party (Saddam Hussein’s political party) took root in Iraq. The Ba’athists have no roots to the Arab or Islamic past and is purely an import from Europe. Once World War II ended, both France and Britain were too exhausted to maintain their Middle Eastern colonies. What form of government takes their place?
12. By 1947, hundreds of thousands of Jews had migrated to Palestine in the aftermath of the Holocaust. Britain and the United Nations affirmed that three new entities would be created in Palestine:
- an Arab State
 - an international zone in Jerusalem
 - a Jewish State
- The Arab League met and rejected the UN resolution, vowing to nullify it by force of arms. As Britain withdrew its forces in 1948, what happened? How did the creation of Israel impact Arabs in the Middle East? Who won?
13. How did the Arab-Israeli war of 1948 affect the Arab states? What happened to the Arab leaders in the aftermath?
14. After 1948, the Arab world saw the rise of repressive autocracies that were bonded by an intense hostility toward Israel. These authoritarian security states were formed by the “man on horseback,” that is, army officers who seized power. In 1952, Jamal Abdul Nasser led a coup d’état in Egypt intending to bring “justice through socialism.” A popular figure, he began massive land reforms and followed an anti-western foreign policy. In the 1940s and 1950s, the U.S. was admired in the Arab world. The Soviet Union was viewed as a godless communist empire. Who did Nasser turn to in order to get the weapons he needed? How did the U.S. respond to this?
15. When he came to power in Egypt, Nasser had indicated that he would work closely with the Muslim Brotherhood. However, on taking power he refused and marginalized the group, imprisoning and executing many members. By the late 1950s, membership in the Muslim Brotherhood had risen to 500,000, who allied with the U.S. With Egypt in a seemingly permanent economic crisis, a rising population and no new jobs, Nasser began a massive military build-up, seeking to divert attention from his troubled economy by invading and destroying Israel. Israel made a pre-emptive attack, and gained which territories in its six-day victory? How did the Arab world respond to the defeat in 1967?
16. The branch of Islam embraced by the Saudi royal family is Wahabism - an extreme, Spartan, arid view of Islam with cruel rules where punishment is execution. Consider the following analogy: The Ku Klux Klan has taken over all the oil revenue of Texas and has established a large global network of schools and colleges that promote its beliefs all over Christendom. According to Bernard Lewis, this

is what the Saudi Wahabism has done with its oil money. Forty years ago, how would Islam have been described by religious scholars?

17. Unlike most Islamic clerics, Wahabi clerics preach that terrorism is mandated by the Koran. While Islam condemns those who commit suicide as a mortal sin, Wahabi clerics interpret it as permissible if one kills infidels when one martyrsoneself. Most nations of the world do not create an environment where protests of foreign policy take the form of suicide bombers. Only cultures of violent political extremists without other choices for expression choose this path. Thus, fundamentalist Islam is seen by some to be the only viable alternative to tyrannical rulers in Middle Eastern nations. This was seen in 1979 during the Islamic Revolution in Iran, when the Shah, supported by the U.S., was deposed. Who is the author of the book, *Islamic Government*, that emerged as the fundamentalist political and religious leader in Iran? Were his beliefs about Islam traditional? Explain.
18. Anwar Sadat succeeded Jamal Abdul Nasser as President of Egypt. He described the Ayatollah Khomeini as a “lunatic” and gave the Shah of Iran refuge. In 1979, with the diplomatic efforts of President Jimmy Carter, Sadat made peace with Israel, signing the Camp David Accords. In 1981, Sadat was assassinated, his killer shouting, “I have killed Pharaoh!” In the Koran, the story of Exodus is the same as in the Bible; the Jews are heroes and Pharaoh evil. The assassin’s reference to Pharaoh indicates that Sadat was viewed as a corrupter, an idolater, and a tyrannical westernizer. The view of Muslim Brotherhood member Quttub, spiritual mentor of Osama bin Laden, encouraged assassination as a method of fighting back in a system that allows no dissent or opposition. The more the opposition are silenced, the more violent it becomes, the more fragile the government system. According to Bernard Lewis, was Sadat assassinated because he made peace with Israel?
19. The Palestinian-Israeli conflict is seen by some as transcending all else, unifying people who have little in common, feeding animosity and the Arab imagination. For the corrupt tyrannical governments of the Arab states, this conflict is a safety net, allowing the justifiably angry masses to let off steam. Has Lebanon or Saudi Arabia done anything significant to assist the Palestinian people? Explain.
20. The stagnation and frustration and political extremism in the Arab world will continue to breed terrorism if nothing is done to change it. Arab children are being taught to chant “I will sacrifice myself for Allah.” In its war on terrorism, the U.S. has invaded Afghanistan and Iraq, embarking on a very controversial path. What does Thomas Friedman predict will happen if two generations are given decent government?