

LESSON H-UI-L3

The Allure of Terrorism

Unit I: Human Behavior

Grade Levels: 10-12

Time: 80-100 Minutes



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Objective

- Investigate the relationship between the environment and individuals who become terrorists.

Key Terms

- al-Qaeda
- Self-actualization
- Fundamentalist
- Jihad
- Jihadist
- Osama bin Laden
- Qur'an
- Skinhead
- terrorist

Lesson Materials

- Biography of Osama bin Laden and or other terrorists:
http://news.bbc.co.uk/1/hi/world/south_asia/1551100.stm
<http://www.pbs.org/wgbh/pages/frontline/shows/network/personal/whowere.html>
- Biography of accused terrorist Wadhi El Hage
<http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/>
- Erickson's Theory of Psychosocial Development:
<http://psychology.about.com/od/theoriesofpersonality/a/psychosocial.htm>
- Erickson's Psychosocial Stages Summary Chart:
http://psychology.about.com/library/bl_psychosocial_summary.htm
- Historical background on the Middle East region:
<http://www.globalissues.org/Geopolitics/MiddleEast.asp>
- Student Assignments (see below)

Note to Teacher: It is important to point out that terrorism is NOT just about Muslims. Please see Lesson H-UII-L1 for a comprehensive discussion on stereotyping of terrorists.

Lesson Background

- Note to Teacher: Below are resources and background information to review before presenting this lesson.
- Review Maslow's Theory of Self-Actualization and Hierarchy of Needs. See Unit I, Lesson 2: Maslow's

Hierarchy of Needs.

- Abraham Maslow is famous for his work on his hierarchy of needs. After basic physiological and safety needs are met, humans attempt to meet their need for love and belonging, and self-esteem and self-actualization.
- Erik Erikson was a psychologist who greatly influenced the study of personality development. He stresses that individuals move through specific crisis periods where they have to make choices about the direction of their lives. These crises are created by the individuals age, as well as the society in which they live. The choices they make greatly impact their future personalities and behavior. To read more on Erikson’s Theory of Psychosocial Development, go to <http://psychology.about.com/od/psychosocialtheories/a/psychosocial.htm>. Also see the chart at http://psychology.about.com/library/bl_psychosocial_summary.htm.
- Review Maslow’s Hierarchy of Needs pyramid (found at <http://careersintheory.wordpress.com/2010/01/20/classics-maslows-hierarchy-of-needs/>) You may also review the pyramid in Lesson: H-UI-L2.
- Review the chart below showing Erickson’s Eight Stages of Psychosocial Development:

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

- Review historical background on the Middle East region (found at <http://www.globalissues.org/Geopolitics/MiddleEast.asp>)

Lesson Plan

- Distribute the Student Assignment and Student Worksheet to the class. Explain that they will complete the first part of the assignment with the class, and then work in pairs and individually to complete the rest of the assignment. Have them read the Assignment Background on the Student Assignment sheet.
- Review with the students Maslow’s Theory of Self-Actualization and Hierarchy of Needs.
- Discuss Erikson’s Theory of Psychosocial Development and the eight stages of psychosocial development.
- Define the key terms.
- Review and discuss the historical background information on the Middle East region with the students.
- As a class, read the biography of accused terrorist Wadhi El Hage. Apply Maslow and Erikson’s theories to his life, identifying key factors and choices. Discuss as the reading progresses.
- Have the students read the biographies of Osama bin Laden or other terrorists. Considering the theories of Maslow and Erikson, ask the students to identify factors that made these people turn to a life of terror. Have the students work in pairs and report their findings to the class in list format.
- Have the students work in groups or individually to answer the Critical Thinking Questions on the Student Worksheet.
- Explain the policy paper assignment. Answer questions as needed.
- Collect the assignments and grade them using the suggested point values (or alter the point values as you wish).

Evidence of Understanding

- Evaluate students based on their participation in the class discussions. All students are expected to participate in a class discussion presenting and evaluating each other’s policies papers.
- Evaluate the students’ work on the Student Assignment and Worksheet, including the list of defined terms, the list of factors that may have influenced people to turn to a life of terror, answers to the Critical Thinking Questions, and the typed, one-page policy paper.

Taking Action and Giving Service

Using Erikson’s Theory of Psychosocial Development as a foundation, ask the students how they could change the environment of a child, an adolescent, or an older adult to help them accomplish the central tasks of the related stage. Have them research their own communities for programs built on Erikson’s theory and contact those agencies to explore options for a service-learning placement.

Student Assignment: The Allure of Terrorism

Unit I: Human Behavior

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Name _____ Date _____

Period/Class _____

Assignment Background

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

Key Terms

- al-Qaeda
- jihadist
- fundamentalist
- terrorist

Assignment

- Discuss Maslow’s and Erikson’s theories with your class.
- Discuss the key terms listed above. Record the definitions on the Student Worksheet (Question 1 on worksheet).
- Examine historical information on the Middle East region with your class. (Your teacher will provide background information.)
- With your class, read the biography of accused terrorist Wadhi El Hage:
<http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/>
- Read the biographies of Osama bin Laden and other terrorists:
http://news.bbc.co.uk/1/hi/world/south_asia/1551100.stm
<http://www.pbs.org/wgbh/pages/frontline/shows/network/personal/whowere.html>
<http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/>
- Considering the theories of Maslow and Erikson, identify the factors that may have contributed to their involvement in terrorism. Work with another student to record a list of possible factors on the Student Worksheet and then report back to the class (Question 2).
- Work with another student to answer the Critical Thinking Questions on the Student Worksheet (Question 3).
- Work with your partner to write a typed, one-page policy paper and present it to the class. You will find the description of this assignment on the Student Worksheet (Question 4).
- Everyone in class will be expected to participate in a class discussion presenting and evaluating each other’s policies. You will critique, defend, and discuss the policies proposed (Question 5).
- Thoroughly complete all activities on The Allure of Terrorism Student Worksheet. At the completion of this assignment, you will be evaluated on your:

1. typed list of defined terms (not only the highlighted Key Terms, but also any terms you found in your readings or research). *15 points*
2. typed list of the factors that may have influenced people to turn to a life of terror. *10 points*
3. typed answers to the Critical Thinking Questions. *30 points*
4. typed, one-page policy paper. *30 points*
5. participation in the peer evaluation and the class discussion. *15 points*

Student Worksheet: The Allure of Terrorism

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Name _____ Date _____

Period/Class _____

1. List of defined terms (not only the highlighted Key Terms, but also any terms you found in your readings or research) *15 points*
2. List the factors that may have influenced people to turn to a life of terror. *10 points*
3. Answer the following Critical Thinking Questions. *30 points*

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

What two stages of psychosocial development does a person experience during the teens and early 20s?

What is the difference between a jihadist, fundamentalist, Muslim, and al-Qaeda? (Do not repeat the definitions, actually compare them and discuss the relationships.)

What facts about the researched terrorists' lives are worst or have the greatest negative impact? What factors are different from your life and surroundings?

How are the environmental (e.g., political, social, economic) factors affecting the identity of these people different?

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

Can the U.S. help change the results of these factors? How?

The United States declared a "War on Terrorism" after September 11, 2001 and went to war in Afghanistan and Iraq. Based on the theories discussed above, can a physical altercation on such a large scale possibly stop the growth of terrorist organizations? Why or why not?

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

4. Write a typed, one-page policy paper that addresses the question: What can be done by the United States and the international community to help stop the growth of the pool of candidates for possible terrorism? Using your list of factors that can potentially create a terrorist, outline the underlying psychological issues behind the allure of terrorism and then propose a policy that the United States could follow that would stop or hinder people from being interested in joining terroristic organizations. How can we meet the psychological or social needs of individuals instead of having them support terrorists? *30 points*

5. Peer evaluation and class discussion. *15 points*