

LESSON M-UIII-L1

Terrorism: Government Sponsored?

Unit III: Historical Context of Terrorism

Grade Levels: 7+

Time: 45 Minutes+



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Objectives

- Differentiate the various types of terrorism.
- Distinguish among the following terms: governmental terrorism, government sponsorship of terrorism, non-governmental sponsored terrorism.

Key Terms

- government sponsorship of terrorism
- governmental terrorism
- non-governmental sponsored terrorism

Lesson Materials

- Prepare definitions of these three types of terrorism: governmental terrorism, government sponsorship of terrorism, non-governmental sponsored terrorism.
- Prepare three handouts that *describe* the examples of each type of terrorism represented by the photographs (see below: Hitler youth, young soldier from Uganda, young KKK members). Do not label the handouts by the type of terrorism. The following websites provide more information:
 - references for Hitler’s regime – governmental terrorism
<http://www.terrorism-research.com/state/>
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005686>
 - references for wars in Uganda, child soldiers in Uganda – government sponsorship of terrorism
<http://www.state.gov/j/ct/rls/crt/2000/2441.htm>
http://www.start.umd.edu/start/data_collections/tops/terrorist_organizations_by_country.asp?id=UG
 - references for KKK – non-governmental sponsored terrorism
<http://kellogg.nd.edu/publications/workingpapers/WPS/286.pdf>
<http://www.uhv.edu/asa/articles/KKKAmericasForgottenTerrorists.pdf>
- photograph of Hitler youth (labeled governmental terrorism) (found at <http://www.ushmm.org/lcmedia/viewer/wlc/photo.php?RefId=31516>)
- photograph of a young soldier from Uganda (labeled government sponsorship of terrorism) (found at http://yesicare.files.wordpress.com/2010/05/child_soldier_uganda.jpg)
- photograph of young KKK members (labeled non-governmental sponsored terrorism) (found at <http://www.nowpublic.com/world/o8kkkfamilyportrait>)

Lesson Plan

- List definitions for these three types of terrorism: governmental terrorism, government sponsorship of terrorism, non-governmental sponsored terrorism.

- Distribute the three handouts.
 - Working in groups, have the students decide which example describes which type of terrorism. They should list at least three reasons to support each decision.
 - Bring the entire group together to analyze the decisions.
- Then have the students examine the three labeled photographs and identify the Hitler youth, the young Uganda soldier, and the young KKK members.
 - Let them discuss why each photograph represents the type of terrorism.
 - Bring the entire group together to analyze the decisions. Ask, “Which visual clues helped you decide why a picture matches its type?”
- After viewing the handouts and photographs, ask the students:
 - Have the visual clues changed your original decisions about the situations described in the handouts?
 - Did the labels on the photographs (types of terrorism) change your decision?
 - How do the elements in the photographs tell us more about the types of terrorism?
 - What are the similarities between the types of terrorism? What are the differences?
 - Did it surprise you to see children in these pictures? If so, why?
 - What influence does terrorism have on youth?

Note to Teacher: Provide an opportunity to discuss the distinction between unintentional civilian casualties or destruction of housing as a result of attacking military targets and deliberate government policies to terrorize civilians. It is important to address the history of the U.S. and its allies in this regard (area bombing of Germany, Japan, and Vietnam). The discussion will be important and thought provoking.

Evidence of Understanding

- Evaluate students’ understanding based on their participation in the group discussion and their written responses.

Additional Activities and Resources

- Further learning may continue by consulting the following sources and writing an essay on:
 - The 1992 Emmy-winning film, *Confessions of a Hitler Youth*, the story of Alfons Heck
 - *Warchild*, the 2009 book and movie which tells the story of Emmanuel Jal who, at the age of seven, was recruited into the Sudan People’s Liberation Army as a soldier
 - “Nightriding with the Klan, 1981: A Troubled Alabama Teenager Enters The Brotherhood of Hate,” found in *Us and Them: A History of Intolerance in America* by Jim Carnes, Herbert Tauss, and Justice Harry A. Blackmun (Oxford University Press, 1999)
 - Search the Student Press Law Center (<http://www.splc.org>) for their articles and resources on students and hate groups, hate speech, hate crimes, hate crime violations, and the freedom of information law (also see <http://www.splc.org/knowyourrights/legalresearch.asp?id=14>)
- Visit the web site of the National Archives to download the Photo Analysis Worksheet (found at http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf). Have the students use the Photo Analysis Worksheet to analyze and interpret the photos provided for this lesson.

(They should use one worksheet for each photo.) Find other photos applicable to this topic and apply the same process of analysis to each photo. Using this process, ask students to describe additional details and information they were able to discover.

Taking Action and Giving Service

- Ask students to identify 1–2 organizations and web sites that address government sponsored terrorism, particularly those enlisting children.
- Point out how Invisible Children’s KONY 2012 Campaign (<http://www.kony2012.com/>) has attempted to address the issue of children used for terrorist purposes.
 - Discuss the controversies surrounding the organization covered by the media and the students’ reactions to this article focusing on the specific choices made in the film by the founder: http://www.washingtonpost.com/blogs/post-partisan/post/the-controversy-over-kony-2012/2012/03/10/gIQAzc6M3R_blog.html. Ask the students, “Does the value of the organization’s work serve a greater purpose and outweigh concerns about methods used to promote the cause?”
 - Ask the students to explore ways they can help or write an email raising their concerns to Invisible Children or a similar organization.
- Have students investigate the role of social media in fundraising and consciousness-raising for different causes.
 - KONY2012 has received a great deal of attention because of the overwhelming success of social media.
 - Ask, “When a film or tweet goes “viral” what is an organization’s responsibility to those they serve?”
 - Ask the students to describe how social media fueled the 2011 protests and uprising of young people in the Middle East (Arab Spring) and changed the course of history for some countries.