

Fundamentalism and Terrorism

TEACHER GUIDE

BACKGROUND

The term “fundamentalism” can be considered arbitrary at best. It brings a jumble of images and terms into one’s mind—both negative and positive—depending on your point of view. When you hear the term, what do you think of? Perhaps “Christian Coalition” or “Born Again Christian” come to mind? Or you might be thinking in broader terms, considering that “fundamentalism” dictates a strict interpretation of one’s faith—not exclusive to Protestantism.

Let’s look first at the Protestant movement in the United States at the turn of the 20th century that was identified and defined as “Fundamentalism.” It was associated with a compilation of writings called *The Fundamentals* that offered essentials or basic beliefs of a Christian’s faith. These Fundamentalists ascribed to a set of religious doctrines and believed in a literal translation of the Bible. For example, Fundamentalists of today believe that the Bible accurately describes the end of the world. Thus, in the United States, Fundamentalism is generally defined as a broad movement within Protestantism that is committed to preserving what it considers the basic ideas, or fundamentals, of Christianity as outlined in an inerrant Bible.

Now let’s think about fundamentalism in the broader definition. This definition simply refers to one’s base philosophies or basic beliefs in a system—generally religious or political. Worldwide, every religion, political system, and ideology includes individuals who can be termed “fundamentalist.”

On the other hand, consider the term “terrorism.” Although a mix of images comes to mind, the definition of the term is less arbitrary. Terrorism is “the use or threat of violence to create fear and alarm.” It is generally accepted that terrorism occurs when an ardent believer in a system—either religious or political—uses force or violence at any cost to threaten others who do not share their view. Terrorists can come from any social, political, or religious group. Terrorism has one main goal: to throw society into chaos.

The September 11, 2001 terrorist attacks on the United States have prompted some people to equate fundamentalists and terrorists. For them, the parallels are clear. While this interpretation and/or confusion of belief systems or ideologies is logical, this video series and accompanying educational materials strive to enhance understanding around these two terms. The goal is to help the viewer better differentiate between the terms “fundamentalism” and “terrorism,” while gaining history and broadening one’s perspective regarding the ideologies that label one as a “fundamentalist” and another as a “terrorist.”

AT A GLANCE

The American Civics standards state that students should understand the effects that significant world political developments have on the United States (e.g., terrorism; multiplication of nation-states and the proliferation of conflict within them). In this unit, students will gain an understanding of different ideologies and how these sometimes result in conflict. In particular, students will investigate fundamentalism and terrorism and the beliefs that are held by people involved in one or the other. In the “Explore” section, students investigate the characteristics of fundamentalism by studying one

perspective, that of Billy Graham, and by interviewing fundamentalists (either online or in the community) and finding out about their stance on certain issues and the basis of their views. In the “Apply” section, students study aspects of terrorism by creating a news magazine that investigates a terrorist group, its history, location, members, timeline of activities as known (do they present terrorist threats today?), their cause/complaints, their methodology, and any additional information that becomes available to them in their search and news gathering. In the “Extend” section, students will work as members of the President’s new Department of Homeland Security and develop and propose an antiterrorism campaign that will be presented to the President’s Cabinet. Finally, in the “Assess” section, students will use the methods and information obtained in this unit to gather evidence and determine if the Palestinian Liberation Organization (PLO) would be considered a terrorist organization.

THE BIG QUESTION

What are the differences between fundamentalism and terrorism? In what ways has modern terrorism changed our world?

SOCIAL STUDIES STANDARDS ADDRESSED¹

Historical Understanding

[Understands the historical perspective](#)

Grades 5-6

- Understands that specific individuals had a great impact on history.
- Understands that specific ideas had an impact on history.
- Understands that specific decisions and events had an impact on history.

Grades 7-8

- Understands that specific individuals and the values those individuals held had an impact on history.
- Analyzes the influence specific ideas and beliefs had on a period of history.
- Analyzes the effects specific decisions had on history.

Grades 9-12

- Analyzes the values held by specific people who influenced history and the role their values played in influencing history.
- Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs.
- Analyzes the effects specific decisions had on history and studies how things might have been different in the absence of those decisions.
- Understands how the past affects our private lives and society in general.
- Knows how to perceive past events with historical empathy.

World History

[Understands the search for community, stability, and peace in an interdependent world](#)

Grades 7-8

- Understands the definition of "fundamentalism," and the political objectives of militant religious movements in various countries of the world, as well as the social and economic factors that contribute to the growth of these movements.

[Understands the search for community, stability, and peace in an interdependent world](#)

Grades 7-8

- Understands instances of political conflict and terrorism in modern society.

United States History

Understands economic, social, and cultural developments in the contemporary United States

Grades 7-8

- Understands the growth of religious issues in contemporary society (e.g., the growth of the Christian evangelical movement and its use of modern telecommunications, issues regarding the guarantee of no establishment of religion and the free exercise clauses of the First Amendment, the significance of religious groups in local communities and their approaches to social issues).

LANGUAGE ARTS STANDARDS ADDRESSED¹

Writing

Gathers and uses information for research purposes

Grades 6-8

- Gathers data for research topics from interviews (e.g., prepares and asks relevant questions, makes notes of responses, compiles responses).
- Determines the appropriateness of an information source for a research topic.
- Organizes information and ideas from multiple sources in systematic ways (e.g., timelines, outlines, notes, graphic representations).

Grades 9-12

- Uses a variety of criteria to evaluate the validity and reliability of primary and secondary source information (e.g., the motives, credibility, and perspectives of the author; date of publication; use of logic, propaganda, bias, and language; comprehensiveness of evidence).
- Uses systematic strategies (e.g., anecdotal scripting, annotated bibliographies, graphics, conceptual maps, learning logs, notes, outlines) to organize and record information.
- Uses standard format and methodology for documenting reference sources (e.g., credits quotes and paraphrased ideas; understands the meaning and consequences of plagiarism; distinguishes own ideas from others; uses a style sheet method for citing sources, such as the Modern Language Association, American Psychological Association, or Chicago Manual of Style; includes a bibliography of reference material).

Listening and Speaking

Uses listening and speaking strategies for different purposes

Grades 6-8

- Plays a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator).
- Uses strategies to enhance listening comprehension (e.g., takes notes; organizes, summarizes, and paraphrases spoken ideas and details).
- Listens in order to understand topic, purpose, and perspective in spoken texts (e.g., of a guest speaker, of an informational video, of a televised interview, of radio news programs).
- Makes oral presentations to the class (e.g., uses notes and outlines; uses organizational pattern that includes preview, introduction, body, transitions, conclusion; and point of view; uses evidence and arguments to support opinions; uses visual media).

Grades 9-12

- Asks questions as a way to broaden and enrich classroom discussions.
- Uses a variety of strategies to enhance listening comprehension (e.g., focuses attention on message, monitors message for clarity and understanding, asks relevant questions, provides verbal and nonverbal feedback, notes cues such as change of pace or particular words that indicate a new point is about to be made; uses abbreviation system to record information quickly; selects and organizes essential information).
- Adjusts message wording and delivery to particular audiences and for particular purposes (e.g., to defend a position, to entertain, to inform, to persuade).

Grades 9-12 (continued)

- Makes formal presentations to the class (e.g., includes definitions for clarity; supports main ideas using anecdotes, examples, statistics, analogies, and other evidence; uses visual aids or technology, such as transparencies, slides, electronic media; cites information sources).
- Makes multimedia presentations using text, images, and sound (e.g., selects the appropriate medium, such as television broadcast, videos, web pages, films, newspapers, magazines, CD-ROMS, Internet, computer-media-generated images; edits and monitors for quality; organizes, writes, and designs media messages for specific purposes). Uses a variety of verbal and nonverbal techniques for presentations (e.g., modulation of voice; varied inflection; tempo; enunciation; physical gestures; rhetorical questions; word choice, including figurative language, standard English, informal usage, technical language) and demonstrates poise and self-control while presenting.
- Responds to questions and feedback about own presentations (e.g., clarifies and defends ideas, expands on a topic, uses logical arguments, modifies organization, evaluates effectiveness, sets goals for future presentations).
- Understands influences on language use (e.g., political beliefs, positions of social power, culture).
- Understands how style and content of spoken language varies in different contexts (e.g., style of different radio news programs, everyday language compared to language in television soap operas, tones of news bulletins on Aserious@ and youth-oriented stations) and how this influences interpretation of these texts.

SOCIAL STUDIES STANDARDS ADDRESSED¹

Civics

[Understands the impact of significant political and nonpolitical developments on the United States and other nations](#)

Grades 9-12

- Understands the effects that significant world political developments have on the United States (e.g., terrorism; multiplication of nation-states and the proliferation of conflict within them).

¹Kendall, J.S. & Marzano, R.J. (2000). *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*. (3rd ed.). Reston, VA.: Association for Supervision and Curriculum Development:

MATERIALS

Videos:

- *ABC News: Classroom Edition* "Fundamentalism and Terrorism" programs
 - "Part 1: Perspectives"
 - "Part 2: The Tools of Terrorism"
 - "Part 3: Israel, a Case Study"
 - "Part 4: The Rise of Modern Terrorism"
 - "Part 5: Terrorism in the United States"
- Student Activity, "[One Perspective](#)"
- Student Activity, "[Interview a Fundamentalist](#)" (Optional)
- Student Activity, "[Terrorism](#)"
- Student Activity "[Anti-Terrorism Campaign](#): Emergency Preparedness and Response"
- Student Activity, "[Anti-Terrorism Campaign](#): Border and Transportation Security"
- Student Activity, "[Anti-Terrorism Campaign](#): Information and Infrastructure Protection"
- Student Activity, "[Anti-Terrorism Campaign](#): Chemical, Biological, Radiological, and Nuclear Countermeasures"

PROCEDURE

Explore: Students explore the concept of fundamentalism. Students begin by responding to questions about fundamentalism using “The Preacher” segment from “Fundamentalism and Terrorism Part 1: Perspectives.” Procedures 9-13 provide an optional experience for students to investigate the characteristics of fundamentalism by interviewing fundamentalists and finding out about their stance on certain issues and the basis of their views. In completing these interviews, students construct their own definition of fundamentalism from information they gather either from their community or the Web.

1. Ask students to think about a group of people that have strong convictions about the group’s beliefs. Ask volunteers to share their thoughts. Students might suggest environmental groups such as Green Peace, religious groups such as Shiite Muslims, or radical groups such as the People for the Ethical Treatment of Animals (PETA). List student responses on the board. Discuss with students the causes of these organizations and the reasons why such groups are so committed to their cause.
2. Provide students the information found in the first two paragraphs of the “Background” section on page 1 about the history of the Fundamentalist Movement.
3. Explain to students that one group that has strong convictions about their beliefs are the “fundamentalists.” Ask students to describe what they know about fundamentalism in the United States. List student responses on the board. Then read the following definition of fundamentalism as shown on the video “Fundamentalism and Terrorism Part 1: Perspectives.” (Fundamentalism - broad movement within Protestantism that is committed to preserving what it considers the basic ideas, or fundamentals, of Christianity as outlined in an inerrant Bible.)
4. Show the first segment of the video “Fundamentalism and Terrorism Part 1: Perspectives” that includes information about Billy Graham. As students watch this first segment, have them indicate whether they think Billy Graham is or is not a fundamentalist. Students should provide reasons for their decision.
5. Distribute the Student Activity, “[One Perspective](#),” to each group of three students. The activity provides excerpts from the script for the Billy Graham segment of the “Fundamentalism and Terrorism Part 1: Perspectives” video. Ask students to respond to the questions on the student activity sheet using the text as a guide.
6. Students should then write a definition of a fundamentalist using their findings from the Billy Graham segment to guide them. Ask students to describe the benefits and limitations of using this segment as a way to define fundamentalism. Students might suggest that the benefits are that Billy Graham represents a person who believes in a literal interpretation of the Bible, thus a good example of a fundamentalist. Students might also suggest one person cannot represent the complex nature of fundamentalism.

Alternate Strategy Tip

Have students use the resources at the end of this teacher guide to read about how the Christian Evangelical Movement (televangelists and parachurches) has used modern communications (radio, television, and the Internet) to grow and affect social issues. Ask students to write about one example of this growth and note any evidence of impact on

7. Hold a discussion with your students and ask them to consider how fundamentalism has grown over time. Allow students to provide responses. After watching the Billy Graham segment, students might say that fundamentalism has grown through local churches, revivals, and more recently through mass media (radio, television, and the Internet).
8. Explain to students that a broader definition of “fundamentalism” can be defined as people who hold to the fundamentals of their own religion, not just Christianity. Show the second segment called “Satanic Verses.” Explain that this segment is about the reaction of fundamentalist Muslims to a book by Salmon Rushdie. As in the first segment, students should indicate whether the Muslims in this segment should be considered fundamentalists or not according to this broader definition.
9. (Procedures 9-14 are optional.) Tell students that they are now going to find out more about the beliefs of fundamentalists. Distribute the Student Activity, “[Interview a Fundamentalist](#).” This sheet provides some questions that students can ask a person* who claims to be a fundamentalist. Provide some practical tips (pre-script questions, arrive on time, take notes carefully) for conducting an interview and provide a deadline for completion of this assignment. Spend time responding to students’ questions about this assignment. Reinforce the fact that their goal is to gather information.

Teacher Tips

1. Alternate Strategy Tip

Determine how many interviews you would like the students to complete. One option would be to have everyone complete at least one, and then students from the entire class can combine their data for analysis. Another option would be for small groups of four students to interview several people. This would allow each group to complete an analysis.

2. Teacher Tip

The Student Activity, “[Interview a Fundamentalist](#),” contains blank boxes for you and your students to add issues for the interview. Possible issues that could be added include abortion, homosexuality, or evolution/creation.

3. *Teacher Tip

Caution students about interviewing people they do not know. Tell them it is fine if an adult accompanies them during this interview. Emphasize that students should stress that the responses will be kept anonymous and individual information will not be disclosed to others.

4. Alternate Strategy Tip

You may anticipate issues around asking your students to conduct community interviews. If so, consider offering them the option of conducting an online search using the terms “fundamentalism+interview.” From the resulting list, they may select no fewer than three interviews of fundamentalists representing one or more ideologies. This will provide an expanded view of fundamentalism, contrasting the results that students may find in your community.

5. Caution

We strongly suggest that you monitor students when they are completing their Web searches. Provide guidance when students find Web pages that have questionable or biased content. You may want to provide students with choices of Web sites that contain interviews of fundamentalists that you have pre-selected.

10. Once students have completed this assignment, have them meet in small groups. Ask them to compare their responses, looking for commonalities. Caution students to avoid religious debate, and remind them of their information-gathering goal. Ask students questions similar to the following:
- Do you notice any patterns in the results?
 - What are some differences?
 - Were there any surprises in the information you obtained?
 - Do the responses confirm the definition provided in the video? If so, describe how. If not, describe why not.
 - How should we organize this information so that it could be presented to others?
 - In what ways can this information be used?
 - In what ways should this information NOT be used?
 - What are some of the limitations of this information?
 - What additional questions do you have?
11. Allow students time to organize the information and to answer the questions on the student activity sheet.
12. Now that students have a sampling of information about fundamentalism in a local context, ask them to consider how fundamentalism has grown over time. Allow students to provide responses. After watching the Billy Graham segment, students might say that fundamentalism has grown through local churches, revivals, and more recently through mass media (radio, television, and the Internet).
13. Ask students if they believe that there can ever be a militant form of fundamentalism. Allow students to respond. Ask them what they would have to do to provide evidence to their claims. Explain that beginning as early as the 1920s, a militant fundamentalism appeared. It was a separatist movement that used the term “fundamentalist” as a battle cry. Ask students to consider one of the issues in the questions in the interview and determine how some militant religious movements could take one of these issues to an extreme. One example would be the bombing of an abortion clinic. As an assignment, students should research evidence of militant religious movements either in the United States or in other countries by using archived newspapers at the library, or the Internet. As part of this assignment, students should determine the political objectives of this act.
14. Once students have had a chance to find examples of militant fundamentalists, have them report back their findings to the class. Their presentations should include brief descriptions of the act and the objectives of the perpetrators. Conclude this session by asking students to consider the point at which a fundamentalist becomes a terrorist.

Caution:

We strongly suggest that you monitor students when they are completing their literature searches for procedure 13. Archived news sources may contain a degree of bias and information that might be upsetting to some students. Provide guidance when students find sources that have questionable or biased content. You may want to provide students with choices of sources that contain interviews of fundamentalists that you have pre-selected.

Apply: Now that students have had the opportunity to explore the concept of fundamentalism and have reached some understanding of the basic philosophy or belief system needed to fit the definition of “fundamentalist,” we turn to the concept of terrorism. Since September 11, 2001, the words “fundamentalism” and “terrorism” have been linked in the public mind. However, upon scrutiny, clear differences between the two emerge.

- A religious fundamentalist is traditionally a member of a “back-to-basics” faith-based group. The movement started in Protestantism, but can also be found in other faiths, including Judaism and Islam.
- Terrorism, on the other hand is “the use or threat of violence to create fear and alarm.” Terrorists can come from any social, political, or religious group.

Terrorism has one main goal: to **throw society into chaos.**

1. After viewing Parts 1, 2, 4, & 5, divide the class into groups of no fewer than four students each. Distribute the Student Activity, “[Terrorism](#),” to each student. Ask students to first write their own definition of terrorism. After sharing their definitions within their group, students should then work together to form a collective definition. Ask group recorders to write their group’s definition on the board. Allow each group to present its definition, and provide an opportunity for class discussion around each definition.
2. Following the discussion, ask each group to take the opportunity to revise their definition if they choose.
3. Next, ask each group to engage in a brainstorming activity, compiling a list of tools or methods that terrorists use to commit terrorist acts. The goal here is to elicit students’ prior knowledge concerning the methods terrorists use. Students should note the contrast of terrorists infiltrating a political leader’s staff (e.g., Indira Ghandi and Yitzhak Rabin) with assassination as its goal vs. targeting public transit (e.g., Tokyo subway attack, Achille Lauro, Pan Am Flight 103) vs. the taking of hostages (Iranian hostage crisis), and additional methods displayed in the videos.
4. Ask each group to discuss how and why methods vary, to take a position on a tool that they believe serves terrorists in their goal to create chaos, and to list three reasons why this method is effective. If some groups have difficulty coming to an agreement, ask them if they think that a lack of consensus happens within terrorist groups, and how they might resolve conflict.
5. Working back in their small groups, ask each group to choose (or you may assign) a terrorist group and their actions from the list shown in the “*ABC News Classroom Edition Terrorism Segments*” box. The students’ assignment is to produce the next segment of the *ABC News Classroom Edition*, creating a news magazine that investigates the terrorist group, its history, location, members, timeline of activities as known (do they present terrorist threats today?), their cause/complaints, their methodology, and any additional information that becomes available to them in their search and news gathering. In reporting back to the class, encourage students to be creative in their

Teacher Tip

Use the graphic organizers that accompany the one-page teacher guides on the video sleeve located at <http://www.abcnewsclassroom.com> to facilitate note taking and concept attainment.

ABC News Classroom Edition Terrorism Segments

Part 1:

- Ecoterrorism/ELF, ALF
- Shining Path

Part 2:

- Gandhi assassination
- Airplane hijackings/Sikh violence
- Achille Lauro/PLF
- Tokyo Subway/Aum Shinri Kyo

Part 4:

- American Embassy Tehran/Iran
- Embassy bombings in Kenya & Tanzania/AI Qaida
- USS Cole

Part 5:

- Oklahoma City bombing/McVeigh
- Sept. 11, 2001 terrorist attacks

presentation, but mindful of accuracy in reporting. Groups may choose to view the *ABC News Classroom Edition* segment to review how that group was represented. However, their research will take them to alternate sources of information as well. Remind students that objective reporting is their goal.

6. As students view each group's presentations, ask them to note defining characteristics of each group. In so doing, ask them to consider the following questions and answer them on their activity sheet.
 - Is there religious motivation behind this terrorist group?
 - Does this group present terrorist threats today? If so, how?
 - Is there any United States action evident against this terrorist group?
 - As a result of this terrorist group and its actions, can you identify anything that has changed the way we do things in the United States?
 - Can you think of a way in which the United States might protect itself (in a way that doesn't exist now) from attack from this terrorist group?

Extend: What was your reaction when you first heard about or saw the September 11 terrorist attacks on the World Trade Center and the Pentagon? Did you ask questions like, "Was there anyone I know involved? ...anyone known to my family or friends?" Prior to September 11, 2001, the worst act of terrorism on United States soil was the bombing of the Alfred P. Murrah Federal Building in Oklahoma City in April 1995. One-hundred-and-sixty-eight people died, including 19 children; more than 600 others were injured. Hundreds of friends and families' lives will never be the same because of this event. And the same question that we all ask is, "Why?" How can you get into the mind of a terrorist to understand their motivation to commit these acts? How can we make sense out of something for which there is seemingly no sense? In this section, students will work as members of the President's new Department of Homeland Security to develop and propose an antiterrorism campaign that will be presented to the President's Cabinet. The goal of this campaign is to safeguard our way of life.

1. Read the following paragraph to your students:

On October 8, 2001, by executive order, President George W. Bush established the Department of Homeland Security. It represented a major reorganization of the government. Twenty-two federal agencies were combined into a new cabinet-level department. This new department under the direction of Tom Ridge is tasked to prevent future terrorist attacks against the United States. The creation of the Department of Homeland Security is the most significant transformation of the United States government in over a half-century. The mission of the Department of Homeland Security is to prevent terrorist attacks within the United States; reduce America's vulnerability to terrorism; and minimize the damage and recover from attacks that do occur.

2. Further, explain to students that the United States Department of Homeland Security has a clear and efficient organizational structure with four divisions:
 - Border and Transportation Security
 - Emergency Preparedness and Response
 - Chemical, Biological, Radiological, and Nuclear Countermeasures
 - Information Analysis and Infrastructure Protection
3. Divide the class into four teams, ensuring that minimally one member from each of the "Apply" groups is represented on each new team. Explain that each team will act as one of the four divisions that currently make up the Department of Homeland Security. Once the teams are

assembled, allow the members to decide which division they will represent. Make sure that each division is represented. Explain that the group's first task is to define the roles and responsibilities of the agencies that would make up their division. Prompt groups that are having difficulty by asking them to think about events that have happened in the recent past that have required services that are suggested in the names of the divisions. For example, during the September 11, 2001 events, local fire and police departments were involved in rescue operations in both New York City and Washington, D.C. However, the nature of this division may also involve coordination with the American Red Cross and local hospitals.

4. Explain to students that they are going to develop an anti-terrorism campaign that will proactively prepare for possible future terrorist actions against the United States. Distribute the appropriate Student Activity, "Anti-Terrorism Campaign," to each student based on the group they are in. Students should record the definition that their group used to describe the roles and responsibilities of their division.
5. Students should divide the leading questions on the sheet so that each student (or pair) will have one or two questions to answer. Provide the time and resources (library, Internet resources in the resource section below, and *ABC News: Classroom Edition* videos) to respond to the questions. The questions are open-ended, but are specific to their division.
6. Explain that once students have answered these questions to the best of their ability, they should combine the responses within their division into a comprehensive report that will be presented to the President and his Cabinet. This report will determine the appropriate resources and planning that will be needed to defend America against terrorism. Provide time for students to work in their group to prepare the report.
7. A spokesperson from each group should present the report to the President (you) and the Cabinet (fellow students). Each presentation should be limited to 5-10 minutes, but be as complete as possible. Allow a short time for questions from the students after each presentation.

Alternate Strategy Tip

Students in each division could prepare a PowerPoint presentation that will be used to brief the President and the Cabinet. Explain that while the presentation should be complete it should be able to be delivered in 5 to 10 minutes, as the President is limited to a 20-minute meeting with the Department of Homeland Security.

Assess: Near the end of World War II, world leaders considered establishing a Jewish state, but they were faced with deciding where it should be located? We know that multiple sites were considered for the new Jewish state, but the current state of Israel was determined to be the best location. However, consider the implications (from the time of the mid-1940s to today) if the state of Israel had been located in a different region of the world. Ask your students to pose the question and argue the ramifications had the current state of Israel been located in Germany, where prior to the War, there had been a large population of Jewish citizens. One rationale for this action might be that placing the Jewish state in Germany would have enabled the German population to make reparation for the multiple atrocities committed against the Jewish populace prior to and during World War II.

The following questions may serve as research, debate, and/or whole-class discussion topics. Whichever approach you choose, encourage students to provide a rationale for their position or response to the question.

- A Jewish state in Germany would have enabled the continuation of the state of Palestine in present-day Israel. How would that affect international relations as we know them today?

- Would the Jewish nation have accepted the offer of a German homeland, fully realizing that their holy city of Jerusalem would be under Palestinian rule?
- Would the location of the Jewish state in Germany have ensured a peaceful resolution in the Middle East?
- How would the allocation of land for a Jewish state in Germany have affected these two cultures in Western Europe?

OR

After the Israeli occupation of the West Bank and Gaza Strip in 1967, issues emerged about the status of the Palestinian people, their population, and their homeland. Often, the Palestinians who resisted occupation were considered terrorists. In fact, United States politicians, up to President Ronald Reagan, referred to the Palestinian Liberation Organization (PLO) as a “terrorist gang.” Some might argue that Palestinians, in their struggle to regain their homeland, have been unfairly characterized as terrorists. How does one differentiate between defending your homeland through acts of aggression and terrorist activities? In this assessment, students will gather evidence and make a case whether some Palestinians and/or Israelis should be considered terrorists based on the definitions that were developed during this unit. After students view “Fundamentalism and Terrorism: Part 3: Israel, a Case Study,” discuss the Palestinian/Israeli conflict. Pose the following questions and tasks for students to complete in order for you to assess their thinking, reasoning, and information-gathering skills.

- How was the state of Israel established in 1948? What was the impact on the nation of Palestine at the time?
- What is the basis of the Israeli claim to this land? Is it well-founded?
- What is the definition of a jihad? Is participation in a jihad equivalent to terrorism? Why or why not?
- Ask students to list examples of terrorist activities on the part of Israelis and Palestinians as shown on the video. (Ask students to locate additional evidence by conducting research to support their claim.)
- Considering the term “terrorism” as defined in the “Background” section at the beginning of this guide, challenge students to make a determination whether the Palestinian Liberation Organization (PLO) and/or Israeli extremists should be considered “terrorists.” Ask them to defend their position in a written paper, a class debate, or an oral presentation to the class.
- What if a peace agreement was reached between the Palestinians and the Israelis? As a culminating activity, ask students to work individually or in small groups to design a flag that signifies peace between these two groups. When students present their flag designs to the class, ask them to describe and offer reasoning behind the imagery that they chose.

RESOURCES

Bernstein, R. (2002). *Out of the Blue: The Story of September 11, 2001 from Jihad to Ground Zero*. New York: Time Books, Henry Holt and Company.

Farsoun, S.K. (1997). *Palestine and the Palestinians*. Boulder, Colorado: Westview Press.

Heuvel, K.V. (2002). *A Just Response: The Nation on Terrorism, Democracy and September 11, 2001*. New York: Thunder’s Mouth Press/Nation Books.

Jaber, H. (1997). *Hezbollah: Born with a Vengeance*. New York: Columbia University Press.

Jones, S & Israel, P. (1998). *Others Unknown: The Oklahoma City Bombing Case and Conspiracy*. New York: Public Affairs.

La Guardia, A. (2001). *War Without End*. New York: Thomas Dunne Books.

Rabin, Y. (1996). *The Rabin Memoirs*. Berkeley and Los Angeles, California: University of California Press.

URLs

Religious Broadcasting

<http://religiousbroadcasting.lib.virginia.edu/home.html>

University of Virginia: A gateway to Internet resources about religious broadcasting

<http://www.gospelcom.net/bgc/>

The Billy Graham Center, Wheaton College

<http://www.nrb.org>

National Religious Broadcasters

Terrorism

<http://jurist.law.pitt.edu/terrorism/terrorism3.htm>

U.S. Anti-Terrorism Laws from University of Pittsburgh School of Law

http://nsi.org/Library/Terrorism/CRS_Terrorism_Report.pdf

Library of Congress, Terrorism: Near Eastern Groups and State Sponsors, 2001

<http://www.choices.edu/edsummaries/terrorpage.html>

Responding to Terrorism: Challenges for Democracy: Teacher's Resource Book from Brown University

<http://www.fbi.gov/mostwanted/terrorists/fugitives.htm>

Federal Bureau of Investigation's Most Wanted Terrorists

<http://www.lib.umich.edu/govdocs/usterror.html>

University of Michigan Documents Center: America's War Against Terrorism

<http://www.patriotresource.com/wtc/timeline/sept11.html>

Timeline of terrorists attacks on September 11, 2001

<http://www.state.gov/coalition/>

Diplomacy and the Global Coalition Against Terrorism

<http://www.state.gov/coalition/cr/fs/>

U.S. Department of State Fact Sheets

<http://www.state.gov/r/pa/ho/pubs/fs/5902.htm>

Significant Terrorist Incidents, 1961-2001: A Brief Chronology from the U.S. Department of State

<http://www.teachervision.com/lesson-plans/lesson-6930.html>

Beyond Blame: Reacting to the Terrorist Attack, A curriculum for middle and high school students focusing on issues of justice and mislaid blame

<http://www.whitehouse.gov/deptofhomeland/>

The United States Department of Homeland Security