

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
and 9/11 in the Classroom**

High School

Lesson Plans & Themes

Unit I

Human Behavior

Unit I: Human Behavior

Grade Levels: 9-12

Time: 90-120 minutes

Lesson HI-1: The Individual: Identifying with Groups

Objectives:

- Students will be able to recognize that one’s identity is linked to different communities.
- Students will be able to understand the concept of universe of obligation and apply it to one’s own life.
- Students will be able to examine how assumptions can lead to faulty reasoning, and how one’s prejudices can affect others.

Key Terms:

Prejudice

Partisanship

Provincialism

Herd Instinct

Hierarchy

Obligation

Stereotype

Background:

One aspect of human behavior is that we tend to put people into groups or categories. Not only do we do this with others, but we also put ourselves into groups as well, groups with whom we identify and feel comfortable. Our own beliefs will determine how well we relate to others and how much importance we place on their needs, concerns, and values.

Materials:

- “Identity Charts” (found on the Facing History website at <http://www.facinghistory.org/resources/strategies/identity-charts>)
- “Us vs. Them” Activity Sheet (found in the lesson “Everything You Know is Wrong 1: Us and Them” on the Annenberg Classroom Fact Checks website at <http://www.factchecked.org./index.php?s=everything+you+know+is+wrong>)
- Le Pen quotation, included in the following lesson plan, excerpted from The New Yorker, April 28, 1997.
- Universe of Obligation Activity Sheet (found in the lesson “Defining Community: The Universe of Obligation” on the Facing History website at www.facinghistory.org (you must be a member to see this material))
- “Confronting September 11: The Individual and Society: Choosing to Participate, Reading One” (found on the Facing History website at website <http://www.facinghistory.org/node/243>)
- Helen Fein, *Accounting for Genocide*, (Free Press, 1979) p.4
- “A Daughter of Islam, an Enemy of Terror” by Robin Finn, The New York Times, Oct. 25, 2001, Metro Section.
- Journals

Activities/Procedures:

1. As an introduction to the lesson ask students to consider the question, “Who am I?” As they do so, have them create an identity chart (see attached example) in their journals using words and phrases to describe the way they see themselves. Have students share their charts with the class, and then give students the opportunity to add or change any words in their charts. Students should then select one of the groups they identified and share with the class what it means to be part of that group. What are the privileges of membership? What are the challenges? In groups of three, students can use chart paper to create a class identity chart, identifying words and phrases that describe the class (11th grade, football players, etc.). Hang charts around the room and ask students to identify what they may have in common with each other. How do these labels created by the class lead to assumptions and prejudices that can be made about themselves and others?

2. Students will participate in an “Us vs. Them” activity. After sharing the background information (see above), ask students to review their identity charts and write down every group to which they feel they belong. Once students have created their lists, ask for some examples. Choose two or three non-controversial examples and have students discuss characteristics of people in that group. First ask the students who gave each example how he/she would characterize group members; then solicit input from the rest of the class. The teacher should now lead a discussion with the following questions:

- How do the group’s characteristics as described by a group member differ from the characteristics described by outsiders?
- Will every member of that group have these characteristics?
- How does the group identity affect the way you see yourself? How does it affect the way others see you?
- What are the potential benefits of making these assumptions about what group members would be like? What are the potential pitfalls?

Explain to students that it is natural to have positive beliefs about a group to which you belong, and to make both positive and negative assumptions about other groups. However, assumptions about others can sometimes interfere with us making good decisions. Hand out the “Us vs. Them” activity sheet, review each definition with the class and have students cite an example for each. Ask students to share their examples then have them answer the following questions in their journals, “How do you know when you are a member of a group or community? How do you know when you are an outsider?” Teachers may want to utilize the documentary, *Sound and Fury*, (<http://www.pbs.org/wnet/soundandfury/>) depicting the culture of deafness.

3. Introduce students to the concept of Universe of Obligation by having students consider the following quotation:

“I love my daughters more than my nieces, my nieces more than my cousins, my cousins more than my neighbors. But that doesn’t mean that we detest our neighbors.”

Using “Think-Pair-Share, students can determine the meaning of this statement and decide whether they agree or disagree with it.

Ask students to create their own hierarchy of caring, asking themselves the following questions, “Who do I care about? Who do I worry about? For whom do I feel responsible?”

In their journals, have students create their own definition of a Universe of Obligation and determine if there is a relationship between this and a hierarchy of caring. Solicit and discuss student responses.

Have students complete the Universe of Obligation worksheet. Solicit and discuss student responses, then share with the class Helen Fein’s definition of Universe of Obligation, which is “the circle of individuals and groups toward whom obligations are owed, to whom rules apply, and whose injuries call for amends”. Ask students to compare this definition to their own and decide where their school would fall in their Universe of Obligation.

Students should then reflect on their responses and answer the following questions in their journals: “To whom do we feel the most responsibility? Whom do we include or exclude in our community? Which choices were both easy and difficult for you to make? Why? What are the implications regarding the choices we make?”

Evidence of Understanding:

Students will complete a written reflection of their Universe of Obligation Activity Sheet describing how it represents their identity, notion of community, and sense of responsibility. Students will also interview a parent or other family member and ask them if there was ever a time in their life when they felt separated or isolated from others and how they resolved this issue. Teachers may want to provide some sample questions for students to use as a way to gain deeper insight into the people they are interviewing.

Extension Activities: Taking Action and Giving Service:

The following reading provides an additional example of how another individual defines their Universe of Obligation. Students can create an identity chart and complete a Universe of Obligation Activity Sheet for the main subject of the reading.

"A Daughter of Islam, an Enemy of Terror" by Robin Finn, New York Times, Oct. 25, 2001, Metro Section, focuses on an American Muslim woman and her reactions to the September 11, 2001, terrorist attacks on the World Trade Center and the Pentagon. In the reading students learn about the identity crisis facing Asama Khan as she struggles to respond to the tragedy as an American, as a Muslim, and as a citizen of the world. While she must endure the negative stereotypes and fears directed toward Muslims that emerge in the popular culture, the tragedy has also galvanized her sense of civic responsibility, expressed in her founding of the organization called Muslims Against Terrorism.

Unit I: Human Behavior

Grade Levels: 9-12

Time: 60-90 minutes

Lesson HI-2: Maslow's Hierarchy of Needs

Objective:

Students will explore Maslow's hierarchy of needs, identifying the importance of satisfying these needs in pursuit of human development and growth.

Key Terms:

Psychological needs

Self-actualization

Materials:

- Reading on Maslow's Hierarchy of needs <http://www.edpsycinteractive.org/topics/regsys/maslow.html>
- Assignment
- Answer key for the teacher
- Handout of pyramid graphic of Maslow's Hierarchy of Needs

Activities/Procedures:

1. Introduce the topic of human nature and human development.
2. Distribute Maslow's Hierarchy of Needs reading and assignment.
3. Review the theory with students, then the five levels of human needs.
4. Complete items 1-5 together. Then have students complete the remainder.
5. Review answers and discuss any ambiguity.

Answer Key to Maslow Hierarchy Assignment

1. 4	10. 3	19. 5
2. 3	11. 2	20. 1
3. 5	12.4 (could be security)	21. 2
4. 2	13.1	22. 4
5. 1	14. 3	23. 5
6. 3	15. 4 (maybe level 5)	24. 4 (could be 5)
7. 5	16. 4	25. 2
8. 3	17. 2	
9. 2	18. 2 (maybe 1)	

Evidence of Understanding (Assessment of Student Performance):

Formative Assessment:

Hierarchy Assignment (items 1-15)

Summative Assessment:

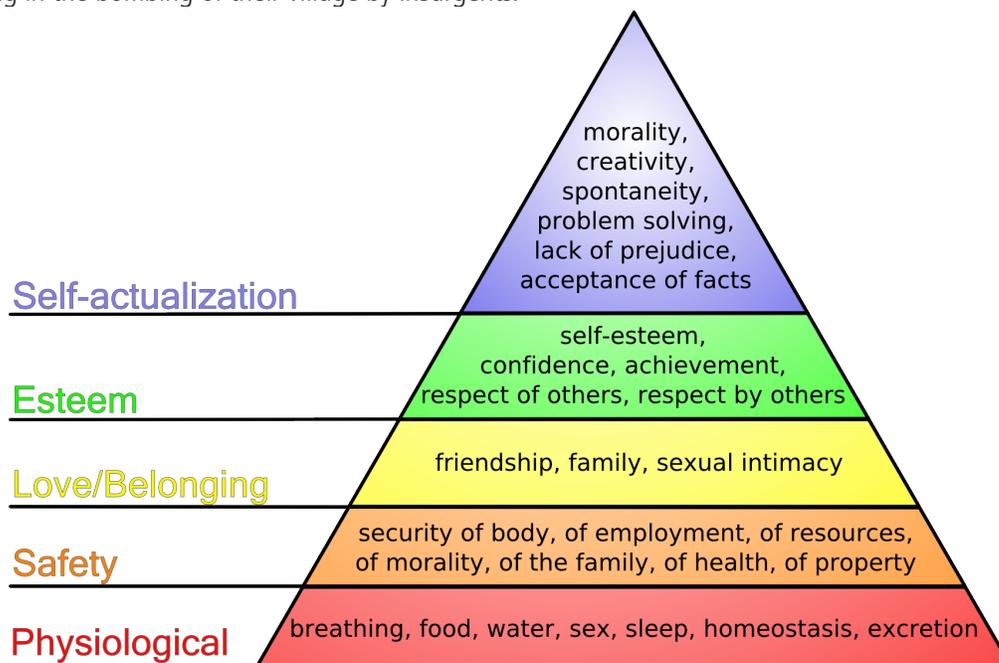
Discussion question: If people are consistently frustrated in meeting their needs, how might this impact their lives?

DIRECTIONS: Identify the level (1-5) by applying Maslow's theory to the following real life scenarios.

Handout of pyramid graphic of Maslow's Hierarchy of Needs

- _____1. As Tyrone studied in smaller chunks of time, repeatedly over a few weeks, his quiz grades improved. He began to see himself as a good student as did his teachers.
- _____2. Lastri, 7 years old, becomes a Siaga Mula in the Gerakan Pramuka (Indonesian Girl Scouts), proudly wears her new beige uniform and red scarf to the meeting.
- _____3. Former Vice-President Al Gore's film, An Inconvenient Truth, is nominated for an Oscar and wins. Then, Al Gore wins the 2007 Nobel Peace Prize!
- _____4. As the conflict between the Sri Lankan government and Liberation Tigers of Tamil Eelam (L.T.T.E.) escalated, women and children ran through a river to escape being shelled from both sides.
- _____5. Liam's stomach was grumbling during class. He watched the hands on the clock tick toward the end of class and lunch time, not really hearing Mr. McNeely's lecture.
- _____6. The perpetrators at Columbine H.S. felt isolated and alienated from their peers, lashing out in a hate-filled murderous rampage.
- _____7. In an effort to make a productive change for the better, a smiling Oprah Winfrey spent \$40 million dollars opening a new school for girls in South Africa.
- _____8. On Valentine's Day, everyone in Mrs. French's 3rd grade class exchanged valentines with a personalized message about why each student is 'a nice person.'
- _____9. Larry, age 12, was afraid to go to school because another boy was constantly calling him names, embarrassing him, so he pretended to be sick and stayed home.
- _____10. Daquain was the only one from his high school class who went to T.C.N.J. He and his roommate happily pledged and joined a fraternity.
- _____11. Teri learned basic kung fu in an effort to feel better about working the night shift at Pathmark.
- _____12. After the restructuring of the company in an effort to reduce costs, Azhure was happy to accept her appointment as supervisor of two departments.
- _____13. While learning how to scuba dive, Ernesto's air tank malfunctioned, causing the instructors to take emergency action.
- _____14. A few months after her marriage, Vanessa began to fully enjoy her new role as wife and partner to her husband.
- _____15. While serving a 10-year prison term for armed robbery, Charlie vowed to change his life, completed an online G.E.D. and then earned his B.S. degree in marketing.
- _____16. In 2009, as the unemployment rate climbed to 10.1% in Cairo, Sebek despaired of ever being able to care properly for his family, as a man should.

- _____17. The citizens of Harare, Zimbabwe experienced a deadly outbreak of cholera in part due to lack of access to safe water and poor sanitation, sickening almost 100,000 people and killing 4,200.
- _____18. With her parents divorcing, her father unemployed, and having to move to a new city, Fernanda's grades fell as drastically as her weight.
- _____19. In 2002, Daniel Libeskind won the invitational competition to develop a master plan for the World Trade Center's redevelopment.
- _____20. Ali's stomach became upset as he approached the checkpoint manned by armed national soldiers. Stopping, he showed identification cards and watched as his car was searched.
- _____21. Violent ethnic conflict in that displaced 250,000 people, who are housed in state-run camps as aid agencies provide water and food.
- _____22. In Afghanistan, Kinah was not permitted to attend school under the Taliban. Since the 2002 fall of the Taliban, she enrolled in Girls School No. 2 and has learned to read and write.
- _____23. After 10 years of intense study, Shawnika played Rachmaninov's 3rd Piano Concerto perfectly at her audition and was admitted to the Juilliard School of Music.
- _____24. Arthur Goldberg served as U.S. Secretary of Labor before being appointed as a Justice of the Supreme Court by President Kennedy.
- _____25. Last week, Farzin's family was forced to flee their Kandahar home after violence escalated, resulting in the bombing of their village by insurgents.



J. Finkelstein

Unit I: Human Behavior
Grade Levels: 10-12
Time: 80-100 minutes

Lesson HI-3: The Allure of Terrorism

Objective:

The student will investigate the relationship between the environment and individuals who become terrorists.

Key Terms:

Al Qaeda	Fundamentalist	Jihad	Jihadist
Qur'an	Osama	bin Laden	Skinhead
Terrorist			

Materials:

- Biography of bin Laden http://news.bbc.co.uk/1/hi/world/south_asia/1551100.stm and or other terrorists.
<http://www.pbs.org/wgbh/pages/frontline/shows/network/personal/whowere.html> or
<http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/>.
- Erikson's 8 Stages of Personality Development:
<http://psychology.about.com/od/theoriesofpersonality/a/psychosocial.htm>.
- Chart of Erikson's 8 Stages of Development: http://psychology.about.com/library/bl_psychosocial_summary.htm
- Students' assignment and worksheet (included).

Theoretical Background:

1. Familiarize self with Maslow's Theory of Self-actualization – See Unit I lesson 2 - Maslow's Hierarchy of Needs lesson plan.
2. 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, self-esteem and self-actualization.
3. Erik Erikson was a psychologist who greatly influenced the study of personality development. He stresses that individual's move through specific crisis periods where they have to make choices about the direction of his or her life. These crises are created by one's age as well as the society in which he/she lives. The choices that are made greatly impact one's future personality and behavior. To read more on Erikson's Eight Stages of Development Theory on personality, go to <http://psychology.about.com/od/theoriesofpersonality/a/psychosocial.htm>. Also see the chart at http://psychology.about.com/library/bl_psychosocial_summary.htm.

Maslow's Hierarchy of Needs pyramid.

<http://careersintheory.wordpress.com/2010/01/20/classics-maslows-hierarchy-of-needs/>

Chart showing Erickson's 8 stages of Human Psychosocial Development.

<http://www.sinclair.edu/academics/lhs/departments/nsg/pub/maselowover.pdf>

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

Historical background on the region

<http://www.globalissues.org/Geopolitics/MiddleEast.asp>

Activities/Procedures:

1. Review Maslow's Theory on the Hierarchy of Needs and Self-Actualization.
2. Review Erikson's 8 Stages of Man Theory.
3. Define the terms listed above
4. Review and discuss Middle Eastern Living article with the students.
5. Review a biography of bin Laden http://news.bbc.co.uk/1/hi/world/south_asia/1551100.stm and or other terrorists. <http://www.pbs.org/wgbh/pages/frontline/shows/network/personal/whowere.html> or <http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/>, then identify the factors that made them turn to a life of terror.
6. Students may work in pairs and should report their findings to the class in list format.
7. As a class, read the biography of accused terrorist Wadiah El Hage. Apply Maslow and Erikson's theories to his life, identifying key factors and choices. Discuss as the reading progresses.
8. Assign student project to class, distributing the assignment and student worksheet.

9. Assign final assessment – the position paper.
10. Assignment Point Values: The point values are suggested and may be altered as teachers wish.

Evidence of understanding:

Formative:

Critical Thinking Questions:

1. What reasons do you have when you join a club or organization? Where is this reflected in Maslow's Theory?
2. What facts about these people's lives are worst? What factors are different from your life/surroundings?
3. What is the difference between a jihadist, fundamentalist, Muslim, and al-Qaeda?
4. How are the environmental (political, social, economic) factors affecting the identity of these people different?
5. What two stages of psychosocial development are a person experiencing during the teens and early 20s?
6. How can the U.S. help change the results of these factors?
7. How are these factors impacting the psychosocial crises of these people?
8. The United States has declared a "War on Terrorism" and actually gone into war. 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?
9. 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?

Summative:

1. Policy paper: After compiling the factors that potentially can create a terrorist, students will devise policies on how to deal with this growing problem. What can be done by the United States/International community to help stop the pool of candidates for possible terrorism? Students will write a one- page typed policy paper wherein they outline the underlying psychological issues behind the allure of terrorism and their proposals for dealing with this issue.
2. Class discussions: All students are expected to participate in a class discussion presenting and evaluating each other's policies papers.
3. Project: At the completion of this project, student pairs will complete the following for grading:
 - Typed list of defined terms;
 - Typed list from Procedures 4;
 - Typed answers to critical thinking questions;
 - Typed one-page paper answering your final evaluation paper;

Resources: Initial Lesson Developed by: Mike Wildermuth and Valerie Nugent East Brunswick High School, East Brunswick, NJ

THE ALLURE OF TERRORISM - STUDENT ASSIGNMENT

Note: It is important to realize that terrorism is NOT just about Muslims.

Introduction:

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.

Terms

Al-Qaeda, terrorist, fundamentalist, jihadist

Activities/Procedures:

1. Present or review Maslow's and Erikson's Theories with class.
2. Define the terms listed above.
3. Examine current Middle Eastern living <http://www.time.com/time/2002/afghanistan/> as a class.
4. Review a biography of bin Laden http://news.bbc.co.uk/1/hi/world/south_asia/1551100.stm and other terrorists <http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/>.
5. Assign the reading of the biography of accused terrorist Wadhi El Hage.
6. Based on the biographies and the theories of Maslow and Erikson, students should identify the factors that made these men turn to a life of terror. Students will develop a list and report back to the group and class.
7. Answer the Critical Thinking Questions.
8. Assign the proposal paper for U.S. policy makers.
9. Peer Review: Students will critique, defend, and discuss the policies that have been proposed.

Critical Thinking Questions:

1. What reasons do you have when you join a club or organization? Where is this reflected in Maslow's Theory?
2. What two stages of psychosocial development are a person experiencing during the teens and early 20s?
3. What facts about the researched terrorist's lives are worst? What factors are different from your life/surroundings?
4. What is the difference between a jihadist, fundamentalist, Muslim, and al-Qaeda?
(Do not repeat definitions actually compare them and discuss the relationship.)
5. How are the environmental (political, social, economic) factors affecting the identity of these people?
6. How can the U.S. help change the results of these factors?
7. How are these factors impacting the psychosocial crises of these people?
8. The United States has declared a "War on Terrorism" and actually gone into war. 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?

9. 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?)

Final Evaluation:

What can be done by the United States/International community to help stop the pool of candidates for possible terrorism? Everyone in class will be expected to participate in a class discussion presenting and evaluating each other's policies.

Write a one- page typed policy paper where you 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?

To be collected for grading: Thoroughly complete all activities on The Allure of Terrorism Student Worksheet. At the completion of this project, you and your partner, if you choose to work with one, will hand in:

1. Typed list of defined terms (not only the terms highlighted above but any terms you found in your readings or research) <10points>
2. Typed list from Procedures 4 <10points>
3. Typed answers to critical thinking questions <20points>
4. Typed, one-page paper answering your final evaluation paper <30points>
5. Peer critic and discussion <10points>

Name _____

Date _____

Period/Class _____

ALLURE OF TERRORISM – STUDENT WORKSHEET

1. List of defined terms (not only the terms highlighted above but any terms you found in your readings or research)
<10points>

2. List from Procedures 4: Identify the factors that may have influenced people to turn to a life of terror. <10points>

3. Critical Thinking Questions: <20points>

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

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

11. The United States has declared a "War on Terrorism" and actually gone 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?

12. 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?)

13. Typed, one-page paper answering your final evaluation paper:

What can be done by the United States/International community to help stop the pool of candidates for possible terrorism? Write a one-page typed policy paper where you 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? <30points>

14. Peer critic and discussion. <10points>