

**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:

<b>Al Qaeda</b>	<b>Fundamentalist</b>	<b>Jihad</b>	<b>Jihadist</b>
<b>Qur'an</b>	<b>Osama</b>	<b>bin Laden</b>	<b>Skinhead</b>
<b>Terrorist</b>			

### Materials:

- Biography of bin Laden [http://news.bbc.co.uk/1/hi/world/south\\_asia/1551100.stm](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](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](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](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](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>