

LEARNING FROM THE CHALLENGES OF OUR TIMES:

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

High School

Lesson Plans & Themes

Unit V

Post 9/11: Challenges and Consequences

Unit V: Post 9/11 - Consequences and Challenges

Grade Levels: 9-12

Time: 120-150 minutes

Lesson HV-14: Reactions to and from the Muslim and Arab Communities After 9/11

Objective:

Students will assess the validity of accusations and acts of violence against the Muslim and Arab communities following the events of 9/11.

Key Terms:

Muslim

Arab

Qur'an

Materials:

Library/internet

Activities/Procedures:

- Students will bring up the following website:
<http://groups.colgate.edu/aarislam/response.htm>
- Students will research the answers to the following questions based on the information found on the site. (Questions will be on a separate page.)
- Teacher will engage the class in discussion of their findings.

Background for subject of lesson

Attached is the transcript of the website so that the teacher may understand the content in advance.

Evidence of Understanding (Assessment of Student Performance: Formative and Summative)

Based on the answers to the questions asked, students will write an essay analyzing the Muslim and Arab communities' responses to the events of 9/11.

OR

Create a multimedia presentation analyzing the Muslim and Arab communities' responses to the events of 9/11

Extension Activities: Taking Action and Giving Service:

Students will compare the statements issued by various humanitarian and peace organizations to those thoughts of Nobel Peace Prize winners and develop a "response plan" to terrorism.

Research Questions:

1. Who authored this website?
2. What were the reactions of Muslim leaders (from around the world) to the events of 9/11?
3. Did any of the above reactions differ? Was there a common thread?
4. What were the opinions voiced concerning acts of terrorism, Islamic law and the Qur'an?
5. Discuss the increase in and types of incidents against Arab and Muslim Americans after 9/11.
6. Identify various groups listed in the website and their positions on terrorism.
7. What is the purpose of this website? What message are the authors promoting?

8. What is the true definition of the word "jihad?"
9. What messages do the pictures on the website send to you?

Unit V: Post 9/11 - Consequences and Challenges

Grade Levels: 9-12

Time: 45-60 minutes

Lesson HV-15: Debate - Security vs. Civil Liberties After 9/11

Objective:

Students will weigh three controversial issues associated with the Patriot Act and American civil liberties, and how 9/11 has affected viewpoints.

Student will analyze the inconsistencies that may occur when trying to balance the need for national security and the need to protect civil liberties.

Key Terms:

Patriot Act Civil Liberties

Materials:

1. Security vs. Civil Liberties debate article by Robert Mander and Janice Hyde divided into 3 rounds on the following issues: <http://www.loc.gov/loc/lcib/0408/safefree.html>
 - "The USA Patriot Act: Patriotism at Work or an Intolerable Law in a Constitutional Democracy?"
 - "The Balance Between Freedom and National Security: Must Americans Accept Limitations on Their First Amendment Rights to Be Successful in the Battle Against Terrorism?"
 - "Enemy Combatants/Military Tribunals: Fair vs. Foul Means in the War Against Terrorism."
2. U.S. Bill of Rights
3. Student worksheet on Mander and Hyde article (included).

Activities/Procedures:

1. Review the rights of all Americans as listed and explained in the U.S. Bill of Rights.
2. Divide the class into three groups, one for each of the three debate rounds. Or, this may be done as a class, reviewing each of the three round questions together. Each group should have a "reporter" who will report the main points of the group discussion back to the class.
3. For approximately 30 minutes, students should read the round questions and perspectives. They should discuss each argument, while expanding the ideas inherent in each.
4. Coming together as a class once again, each group reporter should read the question and explain the basic arguments, pro and con.
5. Homework: Students should research one of the issues in the debate, gathering more information on the subject at home. They should be encouraged to use news websites or government agencies to avoid partisanship and bias and document the source from which they researched.
6. Tomorrow, students will share their additional information with their groups or as a class.
7. Discuss: After reviewing the Bill of Rights and the issues addressed in the debate, determine what the balance should be between national security and the protection of civil rights. Has this balance been found?

Evidence of Understanding (Assessment of Student Performance)

Formative:

1. Student class or group discussion on the three rounds of the debate on Security vs. Civil Liberties.
2. Completion of worksheets on debate questions.

Summative:

Final student discussion on the inconsistencies that may occur when trying to balance the need for national security and the need to protect civil liberties. Has this balance been achieved? Is it fluid? If another terrorist attack occurs in the U.S. will this debate become more intense?

Extension Activities: Taking Action and Giving Service (Optional)

- Research and examine topics from current events: Closing Gitmo, military tribunals, trial of Khalid Sheikh Mohammed in New York City, etc.
- Research current bills in Congress that might affect rights granted under The Bill of Rights and write a letter to your legislators expressing your opinion on whether or not the bill should pass.

Name: _____

Date: _____

Period/Class: _____

Worksheet: Security vs. Civil Liberties in Three Rounds

Directions:

1. After reviewing the U.S. Bill of Rights, read and discuss the three rounds of the debate on security vs. civil liberties by Robert Mander and Janice Hyde.
2. Use the following questions to guide your discussion. Take notes on your discussion to share with the class.
3. Consider the points made in the roundup discussion, "International Forum on World Terrorism."
4. As homework, research one of the points made during the three debates. What is currently under scrutiny?
 - "The USA Patriot Act: Patriotism at Work or an Intolerable Law in a Constitutional Democracy?"
 - "The Balance Between Freedom and National Security: Must Americans Accept Limitations on Their First Amendment Rights to Be Successful in the Battle Against Terrorism?"
 - "Enemy Combatants/Military Tribunals: Fair vs. Foul Means in the War Against Terrorism."
 - Roundup- "International Forum on World Terrorism"
5. As a class, discuss and debate arguments of the three rounds and roundup, while expanding the ideas inherent in each. What did your homework research uncover?

Discussion Questions:

1. Explain both sides of the issue. Which seems the most convincing? Explain.
2. The argument can be made that compromising our civil liberties in any way means the terrorists have won. Agree or disagree? Explain your reasoning.
3. Has a balance between national security and civil liberties been achieved? Is it fluid? Explain.
4. If another terrorist attack occurs on American soil, will this debate become more intense? Explain.

Unit V: Post 9/11 - Consequences and Challenges

Grade Levels: 9-12

Time: 45-60 minutes

Lesson HV-16: The 9/11 Commission Report

Objectives:

Students will examine the key findings of the 9/11 Commission Report.

Students will compare the recommendations of the 9/11 Commission with the legislation that implemented many of them.

Key Terms:

Millennium Plot

Osama bin Laden

Materials:

- Key Findings of the 9/11 Commission Report reading and critical thinking questions.
- Final 9/11 Commission Report <http://www.gpoaccess.gov/911/index.html>
- A chart comparing the 9/11 Commission recommendations and the legislation can be examined at <http://hsc-democrats.house.gov/SiteDocuments/20070727182653-51415.pdf>

Activities/Procedures:

1. Introduce the origins of the 9/11 Commission and its conclusions about the events leading to 9/11.
2. Students will read the Key Findings of the 9/11 Commission Report, and answer the critical thinking questions.
3. Students should discuss their responses to the questions and share comments on the 9/11 Commission Report. Discussion questions should focus on the following:
 - What weaknesses did the US have that were exploited by the terrorists on 9/11?
 - Is there any way to know if 9/11 could have been prevented?
4. Concluding activity: Students should write an essay or participate in a discussion with their peers on the following question: Is the U.S. safer since enacting many of the 9/11 Commission Report recommendations?

Background for subject of lesson

The National Commission on Terrorist Attacks Upon the United States, also known as the 9/11 Commission, was set up on November 27, 2002 "to prepare a full and complete account of the circumstances surrounding the September 11, 2001 attacks," including preparedness for and the immediate response to the attacks.

The commission was also mandated to provide recommendations designed to guard against future attacks.

Chaired by former New Jersey Governor Thomas Kean, the commission consisted of five Democrats and five Republicans. The commission was created by Congressional legislation, with the bill signed into law by President George W. Bush.

Evidence of Understanding (Assessment of Student Performance: Formative and Summative)

Formative:

1. Students will examine the key findings of the 9/11 Commission Report.
2. Critical Thinking Questions.

Summative:

Essay/discussion prompt: Is the U.S. safer since enacting many of the 9/11 Commission Report recommendations?

Extension Activities: Taking Action and Giving Service:

Students may explore the PBS: Frontline: Trail of A Terrorist site <http://www.pbs.org/wgbh/pages/frontline/shows/trail/> for additional information on the foiled Millennium Plot. Information links include the following areas:

1. Introduction
2. Inside Ressam's Millennium Plot
3. Is Canada a safe haven for terrorists?
4. Crossing borders: How terrorists use fake passports.
5. Links and Readings

Key findings of the 9/11 Commission Report

By Jill McCracken

The U.S. 9/11 commission's report is 576 pages in length. It outlines the intelligence that was gathered on Osama bin Laden and al Qaeda, as well as U.S. responses to this intelligence. The conclusions in the report urge real changes on how American intelligence services, such as the F.B.I. and C.I.A. function and coordinate their missions. The full executive summary may be viewed at http://www.9-11commission.gov/report/911Report_Exec.pdf.

The key findings include:

1. Development of al-Qaeda - Al-Qaeda was allowed to develop into a significant danger to the U.S., concluding that while the attacks "were a shock... they should not have come as a surprise as Islamist extremists had given plenty of warning that they meant to kill Americans indiscriminately and in large numbers."
 - "The 9/11 attack was driven by Osama bin Laden" who "built over the course of a decade a dynamic and lethal organization" in al-Qaeda.
 - Events that preceded 9/11 that give indication that "Islamists were determined to kill Americans indiscriminately" included:
 - a. 1993 bombing of the World Trade Center;
 - b. Foiled plot to blow up the Holland and Lincoln Tunnels and other New York landmarks;
 - c. 1993 Somali "Black Hawk Down" battle that killed 18 and wounded 73, were assisted by al Qaeda;
 - d. 1995 Ramzi Yousef plot to blow up dozens of U.S. airliners flying over the Pacific;
 - e. 1996 Riyadh, Saudi Arabia car bombing that killed 5 Americans;
 - f. 1996 truck bombing of Khobar Towers, Saudi Arabia that killed 19 U.S. servicemen and wounded hundreds of others (though this was carried out with Iranian backed Hezbollah terrorist group);
 - g. 1998 attacks on U.S. embassies in Tanzania and Kenya, killing 12 American and 224 others;
 - h. 1999 foiled attack on Jordanian hotels frequented by Americans;
 - i. 2000 foiled "Millennium" plot on the Los Angeles International Airport; and
 - j. 2000 attack on the U.S.S. Cole that killed 17 American sailors.
 - "What we can say with confidence is that none of the measures adopted by the U.S. government from 1998 to 2001 disturbed or even delayed the progress of the al-Qaeda plot."
2. Missed opportunities - The report finds that the 9/11 plot might have been interrupted and deterred had the security services done their work more thoroughly. However, it accepts that "since the plotters were flexible and resourceful, we cannot know whether any single step or series of steps would have defeated them."

The report accuses "organizations and systems of that time" of:

- Developing and planning to use the missile-equipped Predator aircraft to target bin Laden and his chief lieutenants. Those plans were on President Bush's desk awaiting his signature on September

11, 2001.

- Allowing two hijackers, Khalid al-Midhar and Nawaf Alhamzi, to enter and move about the U.S. without proper surveillance despite their known links to al-Qaeda.
 - "Not linking the arrest of Zacarias Moussaoui, described as interested in flight training for the purpose of using an airplane in a terrorist act, to the heightened indications of attack."
 - Not discovering false statements on visa applications and not recognizing faked passports.
 - Not expanding no-fly lists to include names from terrorist watch lists and not searching airline passengers identified by computer-based screening.
 - Not hardening aircraft cockpit doors or taking other measures to prepare for the possibility of suicide hijackings.
3. Open to attack - While praising the response of members of the emergency services to the attacks, the report finds institutional weaknesses within the U.S. which both made it easier for extremists to attack and harder for the authorities to respond adequately:
- During the abbreviated transition time from Clinton to the Bush administration, military options for dealing with bin Laden in Afghanistan remained unappealing. As summer 2001 reports that something "very, very big" was being planned, all indicators pointed overseas, where security was buffed up, but not domestically. The threat did not receive media attention comparable to the "millennium" alert.
 - "The hijackers had to beat only one layer of security - the security checkpoint process... Once on board, the hijackers were faced with aircraft personnel who were trained to be non-confrontational in the event of a hijacking." The success rate was 19 for 19.
 - "The civilian and military defenders of the nation's airspace... attempted and failed to improvise an effective homeland defense against an unprecedented challenge." Existing protocols on 9/11 were ill-suited in every respect for an attack using hijacked jumbo jets.
 - "The chain of command did not function well. The president could not reach some senior officials. The secretary of defense did not enter the chain of command until the morning's key events were over."
4. Government and Policy - "Terrorism was not an overriding national security concern for the U.S. government under either the Clinton or pre-9/11 Bush administrations."
- America's homeland defenders faced outward. NORAD itself occasionally...considered the danger of hijacked aircraft being guided to American targets from overseas.
 - "The most important failure was one of imagination. We do not believe leaders understood the gravity of the threat" to the American homeland. All previous attacks had occurred overseas.
 - "At no point before 9/11 was the Department of Defense fully engaged in the mission of countering al-Qaeda, even though it was perhaps the most dangerous foreign enemy threatening the United States."
 - "The FBI did not have the capability to link the collective knowledge of agents in the field to national priorities."
 - "Congress gave little guidance to executive branch agencies on terrorism," did not reform agencies to meet the threat and "did not attempt to resolve the many problems in national security and domestic agencies."
 - "The terrorist danger from bin Laden and al-Qaeda was not a major topic for policy debate among the public, in the media, or in the Congress. Indeed, it barely came up during the 2000 presidential

campaign.”

- No single individual or organization was to blame, but both individuals and institutions had to take responsibility for failing to stop the attacks.
- There was no operational link between al-Qaeda and ousted Iraqi President Saddam Hussein and President Bush believed that “Iraq was not the immediate problem” following 9/11.
- “Iraq’s long standing involvement in terrorism was cited as well as its interest in weapons of mass destruction.”
- No Saudi nationals were flown out of the U.S. prior to the reopening of U.S. airspace on September 13, 2001.

5. Are we safer? - “Since 9/11, the U.S. and its allies have killed or captured a majority of al Qaeda’s leadership, toppled the Taliban, which gave al Qaeda sanctuary in Afghanistan, and severely damaged the organization.”

- “Al Qaeda remains an ideological movement, not a finite group of people that has transformed itself into a decentralized force.”
- Because of offensive actions against al-Qaeda since 9/11, and defense actions to improve homeland security, we believe we are safer today. But we are not safer. Therefore, we make the following recommendations that we believe will make America safer and more secure.”

6. Key recommendations - The 9/11 Commission Report warns against complacency and makes detailed recommendations:

- To create a national counter-terrorism center “unifying strategic intelligence and operational planning against Islamist terrorists across the foreign and the domestic divide.”
- To appoint a new Senate-confirmed national intelligence director to unify the intelligence community of more than a dozen agencies.
- To create a “network-based information sharing system that transcends traditional governmental boundaries.”
- To set up a specialized and integrated national security unit within the FBI; the report did not support creation of a new domestic intelligence agency.
- To devote maximum effort of countering the proliferation of weapons of mass destruction.
- To strengthen Congressional oversight.
- To strengthen the F.B.I. and Homeland defenders.
- To improve technologies associated with screening travelers and establish them as standard practices
- To root out terrorist sanctuaries, actual and potential.
- To develop global strategy of diplomacy and public relations to dismantle Osama bin Laden’s al-Qaeda terror network and defeat militant Islamic ideologies.
- To establish a better dialogue between the West and the Islamic world

7. Implementation of the 9/11 Commission Recommendations

Signed into law by President Bush on August 3, 2007, the Implementing Recommendations of the 9/11 Commission Act of 2007 codified into law many of the 9/11 Commission recommendations. A chart comparing the 9/11 Commission recommendations and the legislation can be examined at

<http://hsc-democrats.house.gov/SiteDocuments/20070727182653-51415.pdf> .

8. Department of Homeland Security Fact Sheet: Department of Homeland Security Counter Terrorism Page
<http://www.dhs.gov/files/counterterrorism.shtm>

Critical Thinking Questions

1. In your opinion, what were three key weaknesses cited in the 9/11 Commission Report that contributed to the success of the 9/11 terrorist attacks? Explain.
2. Give five examples on how we are safer and 5 examples of how we are not safer.
3. Of the recommendations that were implemented, which do you think has contributed the most to a safer homeland? Explain.
4. What remains to be done to improve the security of the U.S.?

Unit V: Post 9/11 – Consequences and Challenges

Grade Levels: 9-12

Time: 90-160 minutes

Lesson HV-17: ‘War on Terror’- Afghanistan: The Fall of the Taliban and After

Objective:

- Students will examine the Taliban regime and reason for the U.S. going to war against Afghanistan as part of the War on Terror.
- Students will identify the restrictions and their impact on women who lived under the Taliban’s ‘gender apartheid’ laws from 1996-2001.
- Students will analyze the progress Afghanistan had made in forging a democracy since the fall of the Taliban.
- Students will evaluate the challenges a resurgent Taliban represent to the U.S. and democratic Afghan government.

Key Terms:

al Qaeda	Burqa	Democratization	Gender apartheid
Hamid Karzai	Hazaras	I.E.D.	Mujahideen
Osama bin Laden	Pashtuns	Shar’ia	Taliban
Tajiks	Uzbeks		

Materials:

1. Reading 1: The War on Terror- The Fall of the Taliban.
2. Reading 2: Buried Alive: Afghan Women Under the Taliban
3. Reading 3: Five Years After the Fall of the Taliban: Afghanistan and the War on Terrorism
4. Reading 4: BBC: Q&A: Democracy in Afghanistan with review questions
5. Reading 5: Challenges faced by the Afghan elections: could they follow current polarizations and ethnic divisions? (sic)
6. Internet/Computer for Webquest: Frontline: The War Briefing –Internet activity and student worksheet.
7. (Optional) Frontline film: Afghanistan- The Other War
8. (Optional) Frontline film: Return of the Taliban
9. (Optional) Webquest: Activity #2 U.S. Institute of Peace – Passing the Baton Conference with student worksheet.
10. (Optional) Frontline film: Pakistan Children of the Taliban

Background for subject of lesson:

1. The Soviet Union invaded Afghanistan in 1979, seizing control of cities, military bases, and communication and trade routes. The Afghan Mujahideen, a group of loosely allied opposition groups, fought the Soviets from 1979-1989. The mujahideen were significantly assisted by the C.I.A. during the Carter and Reagan administrations.

When the Soviet Union pulled troops out of Afghanistan in 1989, civil war began as the Mujahideen factions began fighting each other for control of Kabul, the capital city. After several years of devastating infighting, a new armed movement emerged, known as Taliban, or “students of Islam” and took control. The Taliban implemented one of the strictest interpretations of Shar’ia law ever seen in the Muslim world including the complete ban of education for girls and employment for women. The new regime was and widely criticized internationally for its treatment of women.

Women were forced to wear the burqa in public, because, according to a Taliban spokesman, “the face of a woman is a source of corruption” for men not related to them. A burqa (http://en.wikipedia.org/wiki/File:Burqa_Afghanistan_01.jpg) is an outer garment that cloaks the entire body and head, with a mesh panel covering the eyes. Women were not permitted to work; prior to the Taliban women made up 25% of the Afghan government’s work force. While female health care workers were exempted, they endured a segregated bus system and extreme harassment. The education of girls was banned after the age of eight, and until then, they were permitted only to study the Qur’an. Women seeking an education were forced to attend underground schools where they and their teachers risked execution if caught. They were not allowed to be treated by male doctors unless accompanied by a male chaperone, which led to illnesses remaining untreated. For violating these prohibitions, they faced public flogging and execution. The Taliban allowed and in some cases encouraged marriage for girls under the age of 16. Amnesty International reported that 80 percent of Afghan marriages were without the girl’s consent.

From May 1996, Osama bin Laden, founder of the terrorist group al Qaeda and responsible for the 9/11 attacks on the U.S., was living in Afghanistan with other members, operating terrorist training camps in a loose alliance with the Taliban. Following the 1998 U.S. embassy bombings in Africa, President Clinton order the military air strikes at these camps with limited effect on their overall operations.

2. Frontline: Dave Johns - Who are the Taliban?
3. View DVD, Charlie Wilson’s War, for an understanding of the covert C.I.A. aid to the Mujahideen, who were fighting the Soviet Union after their invasion of Afghanistan.

Procedures/Instructional Activities for students and teacher

Teachers may select portions of this multi-day lesson plan for classroom use at their discretion. The entire lesson need not be utilized.

1. Jigsaw Group Activity: Divide the class into five groups, assigning each one a reading. Each student will be the ‘expert’ on this article when they regroup later.
 - Reading 1: The ‘War on Terror’- The Fall of the Taliban – U.S. response to 9/11 – Fall of the Taliban.
 - Reading 2: Buried Alive: Afghan Women Under the Taliban - Treatment of women under Taliban rule.
 - Reading 3: Five Years After the Fall of the Taliban: Afghanistan and the War on Terrorism Taliban resurgence and challenges that continue in Afghanistan, <http://www.usip.org/events/five-years-after-fall-taliban-afghanistan-and-war-terrorism>
 - Reading 4: BBC: Q&A: Democracy in Afghanistan - Democratization- Holding elections in Afghanistan.
 - Reading 5: Challenges faced by the Afghan elections: could they follow current polarisations and ethnic divisions? - Continued process of democratization in Afghanistan.

Note:

Reading 2, Buried Alive: Afghan Women Under the Taliban, is a lengthy article.

1. You may choose to divide it, assigning students Part I and Part II, or may edit the article. It is appropriate for honors or AP students.

Reading 4 is shorter and more succinct; it is appropriate for use with lower reading level students.

2. After reading, they should identify the main points, issues, problems, and possible solutions dealt with in the articles.
3. Regroup students creating 5 new groups. All five readings are represented in the new group. They should share what they have learned with each other.
4. If possible, have students watch the following films in school or at home: Afghanistan- The Other War (25 minutes). Students should take notes.
5. To examine the current challenges facing the U.S. and democratic Afghanistan today, students will use the

PBS Frontline: The War Briefing. Students should follow the following links to research the situation based on interviews with the experts. The student worksheet is provided.

- Introduction: October 28, 2008 - Afghanistan
 - The War Briefing – What the next President will face
 - The Karzai Question
 - The New Pakistani Taliban
 - A Strategy for the Tribal Areas
 - Any lessons we can grab from Iraq?
6. (Optional) Show both Frontline films: Return of the Taliban and Afghanistan- The Other War. If not, show one; both are excellent.
7. (Optional) Possibly as homework, assign students the webquest activity using U.S. Institute of Peace. – Passing the Baton Conference (<http://www.usip.org/> - type Baton conference into site search box) website. Assign or permit students to select one of the following topics that utilize the USIP Conference Passing the Baton. Video of the sessions is linked to the USIP page.
- “Iraq, Iran, Afghanistan, and Pakistan: Identifying Priorities, Linkages, and Trade-offs”
 - “The Way Forward in Afghanistan”
 - “Proliferation, Catastrophic Terrorism and a New Security Paradigm”
- Listening to the session dealing with Afghanistan and/or terrorism, students should summarize the problems and possible solutions identified by the speakers. They should brainstorm any other solutions.
8. Students should also research current newspaper articles (printed or online) on the topics under discussion.
9. Students should share their summary of problems and solutions results with the class. This may be oral or written, as the teacher prefers. How similar were the issues they identified? The solutions?
10. (Optional) Watch the film online at <http://www.pbs.org/wgbh/pages/frontline/warbriefing/view/>.

Evidence of Understanding (Assessment of Student Performance)

Formative:

Student class or group discussion on the three rounds of the debate on Security vs. Civil Liberties.

Summative:

Sharing of researched information the next day of class.

Optional Extension Activity: Taking Action and Giving Service:

1. Show students Charlie Wilson’s War (2007) – Rated R - 1 hour 37 minutes- Synopsis: Good-Time Charlie” Wilson, a flawed and fun-loving Congressman from East Texas, deftly operates the levers of power to funnel money and weapons to the Mujahedin of Afghanistan following the Soviet invasion of their country in late 1979. Charlie finds assistance in the oddest of places -- a renegade C.I.A. agent whose outsider status and womanizing ways endears him to Wilson; a Houston socialite who leads Wilson to the cause; the willing Pakistani dictator fascinated by the socialite; the Israelis who modify and manufacture Soviet weapons to maintain the wink-and-nudge illusion of American neutrality. There is a brief hot tub scene early in the film; the film may actually be started after this scene with little loss of content.

Reading #1 - The 'War on Terror'- The Fall of the Taliban

by Jill McCracken

New Administration and 9/11

The November 2000 election of George W. Bush as the 43rd President of the United States of America returned to government many officials from his father's administration ('Bush 41'). Given the continued lack of cooperation from Saddam Hussein, in hindsight, many regretted not insisting on regime change, that is, the removal of Saddam Hussein from power in 1991.

The new Bush Administration was barely nine months in office when the Sept. 11, 2001 terrorist attacks on the World Trade Center and Pentagon took place. Al Qaeda (Islamic for "the Base"), a terrorist organization led by Osama bin Laden, took responsibility for the attacks. Shocked and angry, President Bush, with the support of Congress, declared a 'War on Terror'.

It was quickly revealed that the government of Afghanistan, known as the Taliban, were providing safe-harbor for al Qaeda. The U.S. delivered an ultimatum to the Taliban government:

1. Deliver to the US all of the leaders of Al Qaeda;
2. Release all imprisoned foreign nationals;
3. Close immediately every terrorist training camp;
4. Hand over every terrorist and their supporters to appropriate authorities; and
5. Give the United States full access to terrorist training camps for inspection.

In his September 20, 2001 speech to the nation, President Bush said, "These demands are not open to negotiation or discussion. The Taliban must act and act immediately. They will hand over the terrorists or they will share in their fate...Either you are with us, or you are with the terrorists."

On September 21, 2001, the Taliban responded that if the United States could bring evidence that bin Laden was guilty, they would hand him over, stating there was no evidence in their possession linking him to the 11 September attacks.

By late September, the United Arab Emirates and Saudi Arabia withdrew recognition of the Taliban as the legal government of Afghanistan, leaving Pakistan as the lone remaining country with diplomatic ties to Afghanistan.

The U.S. policy would come to be known as the Bush Doctrine and can be summarized as follows:

1. The right to secure itself from countries that harbor or give aid to terrorist groups;
2. Preventive war, which held that the United States could depose foreign regimes that represented a potential or perceived threat to the security of the United States;
3. Spreading democracy around the world as a strategy for combating terrorism; and
4. A willingness to use the U.S. military unilaterally to achieve these goals.

Some of these policies would be codified in a National Security Council text entitled the National Security Strategy of the United States published on September 20, 2002.

On October 7, 2001, before the onset of military operations, the Taliban ambassador to Pakistan offered to "detain bin Laden and try him under Islamic law" if the United States made a formal request and presented the Taliban with evidence. This counter offer was immediately rejected by the U.S. as insufficient.

By now, a relatively small number of U.S. Special Forces soldiers arrived in Afghanistan, meeting with the rebel Afghan members of the Northern Alliance. The Northern Alliance was a military-political umbrella organization

created by those who opposed the Taliban. They would ultimately join with U.S. forces in wresting control of Afghanistan from the Taliban and al Qaeda.

One of the earliest major battles in Afghanistan occurred at Mazari Sharif. On the night of November 12, 2001, Taliban forces fled from the city of Kabul, leaving under cover of darkness. By the time Northern Alliance forces arrived, only bomb craters, burned foliage, and the burnt out shells of Taliban gun emplacements and positions were there to greet them. A brief firefight resulted in the neutralization of the defenders as Kabul fell into the hands of U.S./NATO forces and the Northern Alliance. The battle of Kandahar and Tora-Bora would be followed by Operation Anaconda. Together with the support of U.S. air power, they would topple the Taliban from power in Afghanistan. Military forces from Australia, Canada, Germany, and Norway participated in multiple military engagements during this time.

The results were the liberation of over 13,000,000 Afghan citizens from oppressive Taliban rule and the prevention of al-Qaeda operations in that area. In support, the UN Security Council approved resolution 1378 which condemned "the Taliban for allowing Afghanistan to be used as a base for the export of terrorism by the Al-Qaeda network and other terrorist groups and for providing safe haven to Osama bin Laden, Al-Qaeda and others associated with them, and in this context supporting the efforts of the Afghan people to replace the Taliban regime." It reaffirmed earlier resolutions 1368 and 1373, which called for international cooperation to root out terrorism.

The first task was the creating of a new, democratic government in Afghanistan. A land of tribal war lords, Hamid Karzai emerged as an influential man, who would accept the position as Interim President of Afghanistan.

However, by 2008, it was clear that the Taliban was not completely defeated. A resurgent Taliban, having regrouped in Pakistan, was again engaging U.S., Afghan and international forces in Afghanistan. In the first months of the Obama Administration, additional U.S. forces would deploy to Afghanistan to deal with increasing aggression by the Taliban. Pakistan would prove to be a fragile state, with the Taliban engaging their forces 20 miles from the capital city, Islamabad.

Reading #2: Buried Alive: Afghan Women Under the Taliban

(<http://www.myholyokey.edu/~mvcarmac/woman2.html>) by Jan Goodwin

Reading #3: Five Years After the Fall of the Taliban: Afghanistan and the War on Terrorism

(<http://www.usip.org/events/five-years-after-fall-taliban-afghanistan-and-war-terrorism>) By Beth Ellen Cole and Jorge Aguilar November 2006

Reading #4: BBC- Q&A: Democracy in Afghanistan

Reading #5: Challenges faced by the Afghan elections: could they follow current polarisations and ethnic divisions?

NAME _____

DATE _____

PERIOD/CLASS _____

Webquest - Worksheet for Frontline: The War Briefing

<http://www.pbs.org/wgbh/pages/frontline/warbriefing/>

Directions: Using Frontline: Iraq and the War on Terror website, complete the following activities.

1. Frontline has amassed a collection of sites that explores the challenges in the war on terror in Afghanistan. Use the following links to research the situation based on interviews with the experts. All students should view the Introduction: October 28, 2008 - Afghanistan.

2. Select **two** of the following links on the situation in Afghanistan. Complete the questions that go with each section.

• The War Briefing – What the next President will face? Select two of the following experts. Circle the two names you have chosen. What do they think President Obama will face?

- Robert D. Kaplan
- Steve Coll
- David Kilcullen
- Henry Crumpton
- Vali Nasr
- Lt. Col. John Nagl (Ret.)
- Michele Flournoy
- Richard Armitage
- Michael Scheuer
- Adm. William Fallon (Ret.)

Summary 1:

Summary 2:

• The Karzai Question. Select and circle one of the following experts. What is his view on President Karzai and his policies?

- Steve Coll
- Robert D. Kaplan
- Vali Nasr
- Adm. William Fallon (Ret.)

Summary:

• The New Pakistani Taliban. Select and circle one of the following experts. What is his perspective of the challenges the new Pakistani Taliban are presenting? In your opinion, what is the most challenging problem? Explain.

- Steve Coll
- Dexter Filkins
- Henry Crumpton
- Husain Haqqani

Summary:

- A Strategy for the Tribal Areas. Select and circle two of the following experts. What are his thoughts on the strategy for the Tribal Areas? Do you agree? Disagree? Explain.

- Dexter Filkins
- Henry Crumpton
- Robert D. Kaplan
- Steve Coll
- Richard Armitage
- Adm. William Fallon (Ret.)
- Husain Haqqani

Summary:

Summary:

- Any lessons we can grab from Iraq? Select and circle two of the following experts. Do they believe we can apply anything we have learned from Iraq in Afghanistan? Explain.

- Dexter Filkins
- Henry Crumpton
- Robert D. Kaplan
- Steve Coll
- Richard Armitage
- Adm. William Fallon (Ret.)
- Husain Haqqani

Summary:

Summary:

- (Optional) Watch the film online at <http://www.pbs.org/wgbh/pages/frontline/warbriefing/view/>. Take notes in the space provided.

NAME _____

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**Webquest Worksheet for Activity 2: U.S. INSTITUTE OF PEACE –
PASSING THE BATON CONFERENCE**

Directions:

1. Go to the USIP Passing the Baton Conference website, <http://www.usip.org/baton2009/>.
2. Select one of the following topics addressed at "Passing the Baton." Videos of the sessions are linked to as well as iPod downloads.
 - "Iraq, Iran, Afghanistan, and Pakistan: Identifying Priorities, Linkages, and Trade-offs"
 - "The Way Forward in Afghanistan"
 - "Proliferation, Catastrophic Terrorism and a New Security Paradigm"
3. Listen to the session dealing with Afghanistan and/or terrorism. Summarize the problems and possible solutions identified by the speakers in the space below.

