

LEARNING FROM THE CHALLENGES OF OUR TIMES:

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

Middle School

Lesson Plans & Themes

Unit III

Historical Context of Terrorism

Unit III: Historical Context of Terrorism

Grade Levels: 7+

Time: 45 minutes +

Lesson MIII-6: Terrorism: Government Sponsored?

Objectives:

- Students will differentiate between the various types of terrorism.
- Students will distinguish among the following terms: governmental terrorism, government sponsorship of terrorism, non-governmental sponsored terrorism.

Key Terms:

Governmental Terrorism

Government Sponsorship of Terrorism

Non-Governmental Sponsored Terrorism

Materials:

Photographs of:

- Hitler Youth (government)
<http://www.ushmm.org/lcmedia/viewer/wlc/photo.php?RefId=31516>
- young Uganda soldier (government sponsored)
http://yesicare.files.wordpress.com/2010/05/child_soldier_uganda.jpg
- young KKK (non-government) <http://www.nowpublic.com/world/08kkkfamilyportrait>

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

Activities/Procedures:

1. List the three definitions for types of terrorism.
2. Distribute three handouts with information about the three examples without labels.
3. Students, working in groups, decide which example describes which type of terrorism. They should list at least three reasons to support each decision.
4. Bring the entire group together to analyze their decisions.
5. Revisit the same three photographs and positively identify the Hitler youth, the Uganda child soldier and the young KKK member. Let them identify why each picture matches its type.
6. Which visual clues helped you make a decision? Have the visual clues changed your original decision? Have the labels changed your decision? How do the photographs tell us more about the types of terrorism? Similarities/ differences?
7. Did it surprise you to see children in these pictures? If so, why? What influence does terrorism have on youth? Does terrorism have an age?

Evidence of Understanding:

Through shared group discussion and the written responses.

Extension Activities: Taking Action and Giving Service:

1. Further learning may continue by consulting the following sources and writing an essay on:
 - 1992 Emmy-winning film. *Confessions of a Hitler Youth, the story of Alfons Heck*.
 - *Warchild*, 2009 book and movie, the story of Emmanuel Jal who, after the age of seven, was recruited into the Sudan People's Liberation Army as a soldier.
 - *Nightriding with the Klan*, 1981, a troubled Alabama teenager enters the brotherhood of hate.
 - *Us and Them, Teaching Tolerance*, 1995.
 - <http://www.splc.org> for hate groups.
2. Visit the web site of the National Archives to download photo analysis worksheets at http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf. Use the photo analysis worksheet to analyze and interpret the photos provided for this lesson. (There should be one worksheet for each photo.) Find other photos applicable to this topic and apply the same process of analysis to each photo. Using this process, describe additional details and information you were able to discover.

Unit III: Historical Context of Terrorism

Grade Levels: 6-8

Time: 90 minutes

Lesson MIII-7: Surprising Klansmen

Objective:

Students will investigate the question, "Why do some people support/become members of the KKK?"

Key Terms and People:

Ku Klux Klan

Reconstruction

William J. Simmons

Thomas E. Watson

Materials:

- Brief history of the KKK from website article, *Ku Klux Klan*, The Columbia Encyclopedia, Sixth Edition. 2008. Encyclopedia.com. 10 Jul. 2009
- <http://www.encyclopedia.com> Photo of Thomas E. Watson- <http://georgiainfo.galileo.usg.edu/statues/watson2.htm>
- Photo of William J. Simmons- http://www.imageenvision.com/stock_photo/details/0003-0704-2922-2446/william_joseph_simmons
- Analysis worksheet for photo- www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Activities/Procedures:

Journal activity:

1. Show students the image of Thomas E. Watson's statue. You may wish to enlarge the image so that the writing at the base is clear. The inscription on the base is the following:

EDITOR, LAWYER, HISTORIAN,
AUTHOR, ORATOR, STATESMAN.
AUTHOR OF
RURAL FREE DELIVERY
A CHAMPION OF RIGHT WHO
NEVER FALTERED IN THE CAUSE

1. Have students write about the kind of person they think Thomas Watson was based on the inscription and the fact that this statue is in front of the main entrance to Georgia's state capitol.
2. Next, show students the image of William Joseph Simmons. Have students study the image and try to determine the time period when the photo was taken and the place/circumstances surrounding the photo. Teachers can visit a website for analyzing photos at: www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf
3. When all students have completed their journal writing, have them share their observations.
4. Explain to the students the history behind the statue of Thomas E. Watson and the photo of William J. Simmons.
5. Have students read the article, *Ku Klux Klan*, The Columbia Encyclopedia, Sixth Edition. 2008. Encyclopedia.com. July 10, 2009 <http://www.encyclopedia.com>
6. Making Inferences: Based on the activities of the Ku Klux Klan and what you know about two people directly involved in the organization, what did you learn about some members of the KKK that you did not expect to discover?

Evidence of Understanding:

Ask students to share their preconceived ideas about the type of person who might be attracted to join the Ku Klux Klan. List the characteristics. Compare and contrast these characteristics with what you have learned about civic leaders, Simmons and Watson.

Extension Activities: Taking Action and Giving Service:

1. Research the official attire of the Ku Klux Klan.
 - What are some of the specific features and symbols of the attire?
 - What do these features and symbols represent?
 - Why do members frequently cloak their appearance during Ku Klux Klan activities?
 - Why would prominent men like Simmons and Watson choose to participate in clandestine activities?
 - How has the Ku Klux Klan attire come to be perceived by the general public?
2. Obtain the free film, *Shadow of Hate*, from www.teachingtolerance.org. Thomas Watson is depicted in this film. Henry Ford and Father Charles Coughlin are also featured in this video, two prominent members of society who openly shared their anti-Semitic views.
3. Research former Grand Wizard of the Ku Klux Klan, David Duke, who was a member of the House of Representatives in Louisiana. He also unsuccessfully ran for higher state and national positions.
 - What was David Duke's background?
 - How did the Ku Klux Klan groom him for public/political office?
 - Throughout his political career, how did the public receive him?
 - How is David Duke similar to and different than Simmons and Watson?

*“A guide to the day that
changed the world
and the consequences
for our future.”*

*The Hon. Thomas Kean, former New Jersey Governor and
Chair, the National Commission on Terrorist Attacks Upon the United States*

