

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.