

# Responding to Terrorism: Challenges for Democracy

Ninth edition. July 2021.

## HISTORICAL CONTEXT

- Begins with brief references to the French Revolution and Anarchist International.
- Includes the Munich Olympics, Iranian Hostage Crisis, Libyan state-sponsored attacks, Al Qaeda, Baruch Goldstein, Aum Shinrikyo, September 11, and Christian Identity.
- Concludes with a discussion of the ongoing civil liberties debate and the status of the Guantanamo Bay prison as of May 2021.

## STUDENT TEXT

- Defines terrorism as instilling a climate of fear and uncertainty for a political purpose.
- Explains the variety and complexity of terrorism: sponsors, motivations, methods, locations, and responses.
- Overviews al Qaeda and ISIS as regional actors: Yemen, Somalia, Syria, Nigeria.
- Describes major overseas terrorist attacks since September 11.
- Illustrates with brief case studies from the U. S. how extremism has inspired attacks.
- Overviews the histories of the U.S. wars in Afghanistan and Iraq.
- Describes measures taken against terrorism: drone strikes, targeted assassination, diplomacy, Department of Homeland Security, increased security, decreased immigration, the Patriot Act, the Foreign Intelligence Surveillance Act, and detainment.

## CENTRAL ROLE PLAY ACTIVITY

**Question:** What should the U.S. response to terrorism be?

**Setting:** U.S. Senate Committee on Homeland Security and Governmental Affairs

## SKILL DEVELOPMENT THROUGH LESSONS

A short description of each lesson can be found on the unit webpage [here](#).

Students will:

- **Conduct** oral history interviews about September 11, 2001.
- **Analyze** political cartoons.
- **Compare and contrast** case studies to assess how well the U.S. State Department definition of terrorism fits.
- **Close read** the excerpts from the Constitution and a summary of the War Powers Act of 1973. Contextualize the concept of War Powers. Discuss how the War on Terror raises questions about governmental roles and responsibilities.
- **Consider** the threat of terrorism and changes in U.S. policy by role-playing testimony before the Senate Committee on Homeland Security and Governmental Affairs..
- **Collaborate** with classmates to synthesize readings, lessons, and position profiles into class presentations.
- **Reflect** and write their own position on U.S. policy.

## **LINKS FOR FURTHER CURRICULUM EVALUATION**

**Videos** - A free online [video collection](#) accompanies this unit, and the videos are incorporated throughout the Digital Editions.

**Print Format** - This unit [preview](#) includes the table of contents, a reading excerpt, and a sample lesson plan.

**Digital Editions Format** - Interested in what the Digital Editions format looks like? Check out our web-based curriculum [here](#).