

## Optimum Response: Retaliation or Conciliation to Acts of Terrorism

*Cornell T. McGhee*  
Chavez High School

Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that. Hate multiplies hate, violence multiplies violence, and toughness multiplies toughness in a descending spiral of destruction.... The chain reaction of evil -- hate begetting hate, wars producing more wars -- must be broken, or we shall be plunged into the dark abyss of annihilation.

-Dr. Martin Luther King Jr. (1929-1968)

### INTRODUCTION

Scene One, Day One: A nervous young man makes his way through the crowded city streets towards an upscale restaurant. The restaurant is a very popular gathering spot for upper middle class professionals in the city. The guests for the birthday party will be arriving soon and he does not want to be late. This is a very important rendezvous that must be achieved with perfect timing. The temperature is moderate for this time of the year in the Middle East, yet the young man is sweating. He keeps both hands inside his lightweight jacket as he weaves his way through the crowd shifting his shoulders so as not to bump into anyone. As he approaches the restaurant, the young man breathes a sigh of relief in the realization that his timing is perfect; the early dinner crowd is just beginning to filter out as waiters begin seating guests for the birthday party—he smiles with nervous delight. As the sweaty young man approaches the front door of the restaurant, the doorman pleasantly asks if he will be meeting anyone for dinner. “Just seventy virgins in heaven,” says the young man. He grins in delightful anticipation as he presses the bomb detonation switch igniting the thirty pounds of plastic explosives and shrapnel that conspirators have strapped to his body. If all goes according to plan, he will achieve the maximum effect—carnage and coverage during the six o’clock news. The explosion kills six people; shrapnel wounds another eighteen in the attack. Somewhere in another region of the Middle East, the mastermind behind the attack shares a laugh with his co-conspirators as they rejoice in the perverted success of their plan.

Scene Two, Day Four: Somewhere in a small Middle Eastern city, a group of eight men emerges from a sparsely crowded Mosque. They have just completed reciting afternoon prayers. It is a ritual they have religiously maintained since the days of their youth, though they pray for things that would seem to be in contradiction to any of the world’s major religions. After a brief conversation and a smoke, the men separate, quickly ease into three waiting European sedans, and begin speeding towards the remote outskirts of the city. The vehicles make their way through the winding narrow city streets, unaware that an entire organization is watching their every movement from a variety of sources. Covert agents deployed on rooftops near the Mosque relay

information as to the identity of each occupant of the sedans. A number of unseen unmanned aerial drones flying overhead track the movement of the convoy as it travels through the city and countryside. Other reconnaissance elements monitor the cell phone conversations of the vehicles' occupants. The vehicles' occupants are unaware that they will never reach their intended destination. A flight of three Apache Attack Helicopters, each carrying an array of missiles, rockets, and high caliber machine gun rounds, hovers nearby in anxious anticipation. Teams of frantic yet determined analysts collate all the collected information at a remote tactical area military headquarters; they calculate that the most favorable location to strike the convoy is a road junction just outside the city limits. The special operations commander concurs and gives the order to attack. Minutes later, as the convoy enters the designated road junction, two laser-guided rockets explode into each of the three moving vehicles, killing all the occupants. Additional analysts conduct a thorough bomb damage assessment on the vehicles using a variety of sources. The analysts state that there is a high probability that the terrorists did not escape the attack. The special operations commander deems the mission a complete success; the terrorist leader that planned the restaurant bombing is dead. Although several United Nations Security Council members denounce the attack as a failure of the democratic process, the established government sees this as a temporary victory in the fight against terrorism.

Scene Three, Day Twelve: A nervous young man makes his way through the crowded city streets towards the central bus station...

The eagerness and willingness of an established government to use acts of force to punish those who use acts of violence has not diminished the fanaticism for expatriate groups and other organizations to continue their political, ideological, or religious expression through violent paramilitary activity. The primary justification for such acts of violence is often to punish those groups that operate outside the mainstream political process. Unfortunately, the motivation for such retaliation is revenge fueled by the media or a small but vocal minority citizen population. The public perception is that any act of violence by either an established government or a terrorist organization routinely serves as provocation for subsequent acts of retribution. The government and the counter organizations view each incident as justification for further retaliation—and the cycle of violence continues.

The preliminary curriculum theme is to teach that a multi-faceted, graduated response to an act of violence, appropriately tailored to the general situation, will eliminate the threat in the long term. I intend to teach students that it is a societal prerogative to establish standards and expectations for its citizens. Those citizens that defy these standards and expectations by conducting acts against codified rules should suffer consequences significant enough to deter future non-compliance. There should be a stage, prior to the imposition of punishment, whereby those violating the societal standards should have an opportunity to present matters in mitigation or extenuation in an attempt to lessen their punishment. This proceeding should not be a form of negotiating

for favors or additional benefits. The criminal actors should face punishment for crimes committed against the state. The understanding of this process will strengthen the understanding of the democratic process.

## **UNIT BACKGROUND**

The American Declaration of Independence formed the baseline for the establishment of a society through which the citizens of the nation enjoy basic rights and personal freedoms. Used correctly, the American political model is flexible enough to accommodate the economic, social, and political changes that affect any society. Even though initially problematic by not providing for citizenship of African and Native Americans, the Declaration of Independence, Constitution, Bill of Rights, and Constitutional Amendments ultimately proved to be adaptable to accommodate changes in societal events and circumstances.

The Declaration of Independence has served as a model for the nations of the world in that it provides the framework to establish a free and democratic government. Though they express the desire in many different ways, most cultures/societies want to have freedoms and rights from which to pursue a decent living or living wage. The unwritten goal for the government is to keep the masses satisfied; with that goal accomplished, the electorate will remain relatively satisfied with a form of government that provides the means for the attainment of a generally prosperous lifestyle. Both sides profit from this achievement: elected officials remain in power and citizens earn a living wage.

The established governments throughout the world are determined to maintain political and economic stability. The symbiotic relationship between the elected officials and the electorate is what drives that stability. When a government provides an electorate with the means for sufficient capital to acquire food, clothing, shelter, and entertainment, they remain satisfied or preoccupied with the pursuit of happiness rather than altering the status quo. When the electorate views officials as competent in either providing for the welfare of the electorate or creating the conditions for the pursuit of happiness, the economy remains stable.

The American political model has created an excellent framework from which an organized society can effectively remedy any situation encountered by an informed electorate. The system provides the methodology for the average citizen to voice their approval or disapproval with the governmental process. As practiced in its purest form, a citizen or a community elects representatives for the centralized government, which then in turn constructs and enacts rules and regulations that enhance the communal efforts of the citizens. The legislative, executive, and judicial branches of the government, in theory, work together in harmony for the benefit of society as a whole. There are sufficient checks and balances established whereby no one governmental entity could dominate the others; therefore, the society remains relatively stable.

Realistically, it is impossible to please everyone in a country of several million citizens. The established government cannot please all its citizens and therefore focuses its efforts on pleasing the majority that elected them into office. Through the solicitation of campaign votes and funds, a political party identifies its voting base of power. Once legislators and administrators have identified their power base, they feel obligated to reward these groups. Providing goods and services is one method used to reward the faithful. This courtship of convenience is cyclical in nature: when properly executed, the incumbent political party can remain in office in perpetuity.

Political groups or organizations that lack the physical (funds) or political (votes or voters) capital to engage in meaningful discourse frequently seek other means outside the mainstream political process to alter the status quo. One way to obtain attention to a political cause is the use of violence or the threat of violence. The aim of an extra-political organization is threefold: to demonstrate that the ruling government is inept at providing for the needs of the masses; to legitimize their cause in the eyes of the electorate; and finally, to win sufficient converts to change the status quo by force or through the established political process.

The ultimate goal of every political organization is attaining and maintaining real power. By demonstrating political ineptness by the ruling party, the opposition establishes itself as a worthy and legitimate successor. The second step in the extra-political process is the legitimization of the opposition's cause. If the opposition can demonstrate to a skeptical majority that they have not achieved true happiness, the masses will search for answers from another source and the opposition is prepared to demonstrate that there are the legitimate contenders to the throne of power. By winning political converts, the opposition group wins adequate political power to entrench itself as the voice of the majority.

The critical political path for any organized society is the governmental response to extra-political challenges to its authority. A government must understand that it cannot adequately address the needs of the entire populace, but it must make concessions for the minority, thus acknowledging their right to exist. Failure to do so causes animosity and if exploited could erode the power base. Restricting codified freedoms, rights, and individual expressions of frustration without due cause can backfire and provide ammunition for the opposition. However, failure to respond to legitimate criminal activities is another way to generate citizen frustration with the government.

The actions of the ruling party in response to attempts to change the status quo have considerations that are often unanticipated or ignored. Too often, the established political machine responds to violent groups or acts due to pressure from the news media or political pressure from adversarial groups or organizations. An ill-advised action or one taken in haste produces unintended or unforeseen consequences. Conflict between individuals, communities, and political groups with differing ideologies is a natural byproduct of a free and democratic society. How an established political party addresses

and manages conflict, both acts of violence and threats of violence, is a key student learning point.

Confrontations occur daily in the average high school. The disagreements frequently center around one of three situations: student versus student, student versus teacher, or between groups of students. Oftentimes, there are predictable signs that a rational person could or should have recognized, allowing them to then take preventative measures to alleviate the tension surrounding the situation. The central issue of an argument is rarely significant enough to justify violence or even the threat of violence in the resolution of the issue. Yet the failure to take proactive steps to resolve the issue is the American societal norm.

Here is an example of a recent incident that occurred at a local high school. Two separate groups of students each had affiliations with known gangs. The young men distinguished themselves through haircuts, tattoos, or other forms of brand identification. The students had discovered alternative methods to skirt the strictly enforced school dress code: one gang wore Polo© and another gang wore Tommy Hilfiger© shirts. In this particular incident, the trouble started on a Monday morning; a member of the “Polo©” gang broke up with his girlfriend after an argument. The young lady, feeling scorned, retaliated by flirting with a member of the “Hilfiger©” gang in plain view of her previous boyfriend and his associates. Predictably, the members of the “Polo©” gang were insulted and words were exchanged throughout the week. The young lady in the middle of the situation enjoyed being the center of attention; her friends encouraged her to take the new relationship to another level. The new boyfriend and his associates took great pleasure in infuriating their rivals. When the two groups passed each other in the hallway, one side laughed at the other and the other responded by flashing gang signs. As the week progressed, tensions mounted between the new and old boyfriend; both gangs’ associate members demanded action to gain or regain the perceived loss of respect or political power. Neither side wanted to be seen as weak by the student body.

The situation escalated toward the inevitable—the two groups agreed to fight each other after school on Friday. The fight was to occur in the parking lot of an adjacent grocery store. Even though there were numerous indicators that a confrontation would occur, the administration did not take preventative measures to resolve the conflict. On Friday afternoon, ten minutes after the release bell, the two gangs taunted each other as a precursor to violence. The grocery store manager realized that the crowd in the parking lot was a threat to his customers and telephoned the police and school administrators. Before officials arrived, the two groups started fighting. Police officers and school administrators arrived in time to prevent any significant injuries to gang members, customers, or innocent bystanders. The police arrested several members of both gangs, as well as three non-affiliated students who witnesses identified as instigators. Later that evening, members of one gang conducted a drive-by shooting at the house of a rival gang member in retaliation for the day’s fight.

The resulting perceived loss of respect, in the mind of the beholder, is sufficient justification for confrontation. Confrontation leads to a war of words, which then escalates into physical violence. Retaliation is encouraged. Questioning the separated individuals in isolation often yields a common set of observations. There is a lack of meaningful communication between competing groups. There is impatience to use the established process for conflict resolution. Finally, the use of violence to solve problems avoids having to compromise, which is a normal byproduct of the democratic process. In order to change a national retaliatory mindset, we must change the thought process at the individual level. The primary goal of this unit is to teach students that responses to acts of terrorism must be contemplated, measured, and structured so as to achieve the desired long-term result. The secondary goal is to teach students that there are unforeseen consequences for actions taken at every level. The intended student research question is, "What is the optimum response to acts of terrorism?"

## **OVERVIEW**

While nothing is easier than to denounce the evildoer, nothing is more difficult than to understand him.

-Fyodor Mikhailovich Dostoevsky

The founding fathers of the United States of America established this government with some very specific goals in mind. The Constitution of the United States is a document that provides a balance between those who would rule or govern and those governed. There are five duties, responsibilities, or objectives that are eloquently stated in the preamble to the United States Constitution. "We the People of the United States, in Order to form a more perfect Union, (1) establish Justice, (2) insure domestic tranquility, (3) provide for the common defense, (4) promote the general Welfare, and (5) secure the blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America. These five principles are key components in the construction of an optimum response to acts of terrorism.

The citizens of this country expect the government to establish and maintain justice. Students must understand that society operates by rules; those that refuse to operate by the rules must suffer the consequences. The ruling political power historically incarcerated, excommunicated, or executed those persons or groups who were unwilling or unable to comply with the rules of decent society. It is unlikely that adherence to this principle will change in the near future. Unfortunately, what has occurred since the dawn of modern terrorism is a willingness to redefine the concept of justice into a situationally dependent hodgepodge of meaningless verbiage. The students will examine the concept of justice in a democratic society and its application to acts of violence against an organized society.

To what end should the citizens of a nation be willing to surrender their individual rights and freedoms to ensure the domestic tranquility? Is it proper for a government to

take any restrictive measures so as to prevent interruptions to the domestic tranquility? Who is the honest broker in determining those limits to freedom? The attack on domestic tranquility is a key component to constructing a framework of terror against a democratic society that students will examine.

It is a reasonable expectation of government to provide for the common defense of the citizens. At the national level, we must be prepared to defend against those threats to the country as a whole. In recent times, providing for the common defense has come to mean protecting the national interests, even when those interests do not lie within the territorial boundaries of the nation itself. Does a nation have the right to protect the sources of natural resources that are required for survival? At what cost? A strong Defense against a common enemy and the threats posed therein should be a key deterrent to future acts of violence.

To what end should a society go towards keeping the nation safe for future generations? Should it destroy the future generation of another society to preserve its own? This Darwinian approach towards preservation is acceptable in the wild, but is it proper when applied to the civilized world?

A free market economy benefits society as a whole. Theoretically, this economic reality provides the mechanisms for workers to receive the capital both to sustain their lives and to provide for their offspring. If the established government has implemented the mechanisms for the electorate to receive a living wage, then the electorate remains focused on the pursuit of happiness, instead of seeking to change the current regime.

Arguably, the democratic form of government is the most responsive to an informed electorate, assuming that a benevolent dictator does not exist—Charlemagne where are you? Then the form of government that can respond to the desires of the masses is that which will enjoy the most success. Term limits, periodic voting periods, and restrictions on the eligibility of voters and elected officials arguably add stability to the potentially chaotic process. The terrorist is not capable of solving political problems through traditional means. They cannot successfully operate within the confines of a rational time-consuming political process and therefore seek other more violent and impatient means to achieve their goals.

A terrorist does not operate within the bounds of normative politics. Either because they constitute a minority view within a society or the electorate has deemed them to be outside the mainstream, and thus ineligible to participate in the political process, they seek other methods to express themselves. In many regions of the world, groups with opposing goals and objectives settle their differences in a peaceful manner. The majority must defer certain conditions to the minority in order to maintain the peace. Minor demonstrations of discontent have often been satisfactory catalysts for the ruling party to implement necessary changes to the status quo and thus maintain stability. The terrorist is unsatisfied with minor conciliation.

Why do terrorists exist around the world? Basically, they are impotent and impatient with the traditional political process for one of three primary reasons: religion, politics, or economic conditions. Terrorist groups frequently use religion as a reason stated for committing acts of violence. In some regions of the globe, there is a fundamental difference between two or more competing dogmas that is so distinct that the two groups, cultures, or societies fail to find common ground from which they can build a stable system of government. This perception has no basis in reality...but as men define these situations as real in their minds, the consequences are real in their outcomes. The perception may be that one religious belief places severe limitations on the lifestyle of another religious order. This leads to counter demonstrations or acts of repression.

Political reasons serve as a significant causation of terrorist acts. An election to determine representation in the legislature occurs and the minority party loses by a large margin. The outcast is incapable of gathering support for his cause through traditional methods. Unable to generate support or sympathy from the majority, the sizable minority refuses to concede to the terms of the majority. The ruling party is repressive and institutes methods or mechanisms to stifle the political process.

The terrorist demands economic change and is unwilling or unable to force the desired change through the stated process. In many nations around the world, the average worker does not earn enough money to provide the basics for a family. Oftentimes the worker toils in a factory that produces material goods destined for another country. In other words, they are producing goods that they cannot buy. In fact, the profits from the sale of the goods produced in their homeland do not remain inside their territorial borders adding further insult to injury. This frustration with a lack of capital often serves as a catalyst for paramilitary activity directed at the majority nation or national interests.

In order to determine a proper response to acts of terrorism and all associated activities, the student must understand the various systems involved in the terror/anti-terror interaction. The student must understand the functions of the American branches of government. The student should be comfortable describing how the various agencies, organizations, and departments interact as they provide for the common defense of the nation. For example, the student should know which agencies have primary responsibility for protecting the portals of entry into the nation. The student should also have a basic understanding of the motivations for enlisting in or aligning oneself to terrorist organizations. An initial discussion must begin with defining the key terms and concepts surrounding terrorism.

The United States Department of Defense and the Federal Bureau of Investigation share this definition of terrorism: “the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.” The United States State Department denotes that terrorism may include the use of nuclear, biological, or chemical



weapons, as well as the use of assassinations to accomplish the desired objectives. The consensus definition of Terrorism includes several key components. It involves the use of or threatened use of violence against civilians in order to achieve a desired political effect. An act of terrorism involves a calculation; it is a conscious effort of a determined individual or a group of like-minded individuals.

Secondly, a terrorist uses violent acts, or the threat of violent acts against non-military targets. The purpose of these acts of violence is to achieve a political objective, which the terrorist cannot obtain through the normal political process. In his/her mind, the terrorist is not compelled to follow the rules of conventional warfare. A conventional military force wears a distinct uniform, attacks military targets or those facilities involved in the production of war materials exclusively, and restricts violent activity to the governmental authority or military force with which it is at war. In the past, a nation issued a formal declaration of war to signify its intentions. Those individuals or groups that fail to abide by these normal conventions are by definition terrorists.

Paramilitary organizations are incapable of engaging a modern government army using conventional methods. Imagine any Middle Eastern terrorist group maneuvering en masse to engage a modern Armor Division in a conventional battle. The terrorist organization does not have the fiscal resources to be equipped to conduct such a campaign. Furthermore, in that scenario, the Armor Division would dispatch the terrorist organization before lunchtime. Consequently, to achieve their political objectives, the terrorists adapt to tactics, techniques, and procedures that are favorable to them.

The overall intent is to alter the political will of the electorate, not to engage an armed force in combat. The terrorist often remarks that all targets are legitimate targets and therefore directs violent acts against civilian targets. To a terrorist, the logic is quite simple. Any person, agency, or enterprise that does not support the political aims of the terrorist organization is an enemy and worthy of being attacked. Women have the potential to give birth to political opponents and are therefore legitimate targets. Children have the potential to grow into political opponents and are therefore legitimate targets. This phenomenon of attacking non-combatants is a relatively new idea relative to the twentieth century. There are four incidents that initiated the modern use of terror as a viable alternative to achieving satisfaction through legitimate political means.

The age of modern terrorism began on July 23, 1968. On that day, three members of the Popular Front for the Liberation of Palestine hijacked an Israeli Boeing 707 airliner bound from Rome, Italy to Tel Aviv, Israel. There were forty-eight passengers aboard El Al Flight 426; thirty-eight passengers, and ten crewmembers. The terrorists forced the aircraft to land in Algiers, Algeria. Although there were no casualties during this incident, the terrorists released the non-Israeli passengers and crew almost immediately. However, the terrorists held the twenty-two Israeli passengers from Flight 426 and the aircraft for approximately five weeks. The terrorists released the Israelis and the aircraft after the Israeli government succumbed to terrorist demands and released sixteen

Palestinian prisoners from Israeli detention. This was the first hijacking by a terrorist organization; it was successful in that the terrorists received unprecedented worldwide media attention toward the legitimization of their “cause.” The terrorists had obviously realized that by taking the struggle outside of the conventional area of operations they would achieve success.

On August 29, 1969, members of the Popular Front for the Liberation of Palestine hijacked a Trans World Airline Boeing 707 airliner bound from Rome, Italy to Athens, Greece. There were one hundred and thirteen people aboard the aircraft. The terrorists forced the plane to land in Damascus, Syria. The terrorists released all but six of the passengers and crew immediately, and then proceeded to destroy the aircraft cockpit with explosives and machine gun fire. The terrorists released the six Israeli nationals months later in exchange for prisoners held in Israel. Once again, a terrorist organization achieved a political objective, media coverage and the release of political prisoners, through the use of criminal activity.

One of the most infamous terrorist incidents occurred on September 5, 1972. Eight members of a splinter group of the Palestine Liberation Organization terrorist group called Black September seized control of a dormitory used by athletes at the Munich Olympics. Under cover of darkness, the terrorists captured 11 Israeli athletes and coaches. The terrorists demanded the release of two hundred Arab prisoners held in Israeli jails. The terrorists also demanded safe passage for themselves and their hostages from Germany to Cairo, Egypt. The American Broadcast Television network, led by Olympic anchorman Jim McKay, televised the incident to a shocked television audience. The members of the world community wondered who would use an event such as the Olympics to gain sympathy for a political cause using violent terrorist methods.

After a series of negotiations, the German police escorted the terrorists and their hostages to a remote military airfield outside the Munich city limits. An airliner full of fuel awaited its passengers to transport them to Cairo. Unbeknownst to the terrorists, teams of German sharpshooters were also in wait to deny successful completion of the hostage situation. The German police miscalculated the number of terrorists as well as failed to provide the requisite equipment for eliminating the terrorists before they could board the awaiting aircraft. While transferring the terrorists and their hostages to the awaiting airliner, a firefight ensued between the terrorists and the German police. The hostages, four terrorists, and one German police officer died in the attack. The authorities captured and arrested three Arabs at the scene. The incident was a small victory for both sides. The German government prevented the terrorists from departing the country with the hostages, but with a significant cost of prestige and loss of life. The terrorists succeeded in gaining unprecedented worldwide media attention to their cause. Just three weeks later, they would gain another significant victory.

On October 29, 1972, members of the Al Fattah terrorist organization hijacked a Lufthansa aircraft bound from Beirut, Lebanon to Ankara, Turkey. The hijackers forced

the flight to land in Zagreb, Croatia. The terms for release of the aircraft, passengers, and crew were simple—release the three terrorists held in German prisons responsible for the murder of the eleven Israeli athletes at the Munich Olympics. The German government capitulated and released the terrorists. Since that time, terrorist organizations have increased the use of sensational acts of violence to attempt to gain sympathy and worldwide recognition for their causes.

Teaching this topic is important. Students, by their general nature, are inquisitive; they want to know not only what is going on, but also why things happen in a given manner. As pertains to terrorism, students want to know why the terrorists continue to attack America and its interests around the world. The defense of the homeland is often seen as an issue of respect, power, and might—the nation must be defended against any foreign invasion. The students see the nation as an extension of their neighborhood. When someone attacks the neighborhood, responsible citizens defend their territory.

Students wrestle with the mixed message of retaliation and conciliation daily. I recently counseled a young man who had been suspended from school for fighting. In his mind, the actions he took to defend himself were justified. Another student in his math class had pushed him. He initially tried to avoid a confrontation by yelling at the student to watch himself. The other student, not willing to be seen as weak in front of his peers, pushed him again and told him to watch out himself. Feeling like he could not resolve the insult peacefully, my student struck the other young man in the face and a fight began. The end result was that two students were bloodied, bruised, and taken out of the classroom because they could not reach an equitable solution to a trivial problem.

Inner city youth must respond to acts of violence at home and at school. Failure to learn the proper response to externally stimulated events could affect neighborhoods and societies as a whole. Today's students constitute the voting block of tomorrow. Students that fail to understand the root causes and effects of terrorist acts and the responding governmental actions could stall the political process.

The research and study requirements for this lesson will enhance the students' abilities to perform at or above grade levels on standardized tests such as the Texas Assessment of Knowledge and Skills and the Scholastic Aptitude Test. The students will also learn how to improve their reading skills, conduct objective learning, and conduct targeted research from a variety of sources. Most importantly, the students will learn how to develop a sense of rational behavior in response to acts of violence at the individual and communal levels. Finally, the requirement to view films related to the topic will enhance the students' abilities to comment objectively and analyze events from a historical perspective. The deliverables for this unit include a group oral presentation and a written report. Each of these requirements will enable the student to develop their academic skills in this area.

## IMPLEMENTATION STRATEGIES

The educational topic of this unit is the optimum response to acts of terrorism. As we continue to view acts of violence against innocent civilians for political reasons on the evening news, on the internet, and in every major news periodical, we can deduce the following: terrorism or acts of terror will not go away in the future; how we respond could determine future actions of terrorist groups; and modern terrorism will continue to affect nations, markets, and societal relationships, especially in a diverse country like the United States.

The average high school student feels the need to respond in kind to acts of violence, whether verbal or physical, as the norm. In the minds of many citizens across the globe, retaliation to acts of violence is no longer optional, but mandatory. Unfortunately, the root causes of the trouble between the two sides often go undiscovered and unresolved. Ultimately, the goal is for individuals and communities to solve their differences through peaceful means.

The learning objective is two-fold. The first learning objective is for students to have a greater understanding as to the impacts of acts of terrorism as well as the impacts of national responses to terrorist acts. The second learning objective is that the student will understand that there are consequences for actions, intentional and unintentional. The student will have a greater understanding of the consequences of acts of violence at the personal, communal, national, and international levels. Since society is a conglomerate of individual citizens, the collective will is the sum total of the individual wills.

I intend to teach this lesson using two methods: collaborative learning and competitive learning. The collaborative learning method will require the students to research case studies, articles, and other written materials about terrorism, governmental structures, the media, and how different societies respond or have responded to acts of terrorism. Students will be required to read excerpts from the following books: *Why Terrorism Works*, by Alan M. Dershowitz; *Inside Terrorism*, by Bruce Hoffman; *Fighting Terrorism*, by Benjamin Netanyahu; and *Obedience to Authority*, by Stanley Milgram. Students will be required to review material from several periodicals and Internet news sources to reference current terrorist acts, governmental responses, and crisis intervention by international mediation groups or authority figures. For homework, students will be required to view one of the following recent films with terrorist themes during the first four weeks of the course: *Air Force One*, directed by Wolfgang Peterson, produced by Columbia Pictures in 1997; *Executive Decision*, directed by Stuart Baird, produced by Warner Studios in 1996; *Peacemaker*, directed by Mimi Leder, produced by Dreamworks SKG in 1997; or *The Siege*, directed by Edward Zwick, produced by Twentieth Century Fox in 1998.

Using the competitive learning method, two groups of students will compete against one another through role-playing. The groups will respond to scripted events and actions

that I will provide during a two class period “war game.” Based upon student personalities and knowledge gained from the collaborative learning process, I will divide students into two competing groups. The red group will portray the role of an active terrorist organization. The blue group will portray the role of an established democratic government. The teacher will portray the role of an international mediation authority similar to that of the United Nations. The master event list, or MEL, will structure a series of events that all players must respond to according to their ideology, government regulations, or charter. The first major event will be the forced resettlement of an ethnic group out of their ancestral homeland, which is located inside the territorial boundaries of the established government. The second major event will be the suicide bombing of an airliner traveling from the host nation to the United States of America. The third major event will be the assassination of the leader of the major liberation group by the established government. The fourth major event will be the suicide bombing of a school bus by the major terrorist extremist group. The final event will be a brokered cessation of hostilities by the neutral mediation authority.

## **LESSON PLANS**

### **Lesson Plan One: American History, Citizenship, Democracy, and Freedom**

#### ***Time***

225 minutes

#### ***Competency***

Determine how history has shaped citizenship today. Correlate citizenship to the facets of American government.

#### ***Lesson Question***

How does our government ensure our freedoms?

#### ***Lesson Objectives***

*Compare* and contrast the freedoms of the United States with other countries.

*Explain* how the government gets its authority and why it is important to our freedoms.

*Differentiate* between limited and unlimited government.

*Differentiate* between a republic and a democracy.

*Judge* the current state of our government and how to improve it.

#### ***Resources***

Dictionaries, JROTC Textbook *Citizenship and American History*, Unit 6 CD-ROM, Computer with Internet access, Monitor

#### ***Lesson Preview***

It is important that the cadets understand the You the People (YTP) process and know how to utilize the YTP Citizenship Skills.

*Inquire*

Using a KWL chart, conduct a discussion about freedoms.

*Gather*

In their YTP Small Groups, cadets research questions about the freedoms of other countries.

*Process*

In their YTP Small Groups, cadets research questions about their government.

*Apply*

Using a quote by Lord Thomas MacCauley, cadets judge the current state of the United States government and hypothesize on how to improve it.

*Assessment*

Use the YTP: Grading Matrix to assess the small group's performance.

***Phase 1 -- Inquire***

*Resources*

Computer, Monitor or Overhead projector, Objectives, TV, VCR, Video: *Freedoms*, Unit 6 CD-ROM

*Setup*

1. Display objectives on the board or from the Unit 6 CD-ROM.
2. Create a KWL chart on the board or display it from the Unit 6 CD-ROM.

*Direct Cadet Focus (30 minutes)*

1. Review the objectives with the class.
2. Have cadet watch the videotape: *Freedoms*.

*Learning Activity (15 minutes)*

Using the KWL chart, ask cadets the following questions and complete the K and W columns only:

- K: What freedoms does our country provide for its citizens? What freedoms do other countries provide for their citizens?
- W: What would you like to know about our freedoms and the freedoms of other countries?

*Reflection (5 minutes)*

1. Review the information listed on the KWL chart.
2. Ask for any additional comments for the K and W columns.

## ***Phase 2 -- Gather***

### *Resources*

Computer with Internet access, Library access, Monitor

### *Direct Cadet Focus (5 minutes)*

Ask the cadets to think about the following: How do your freedoms compare with those in other countries?

### *Learning Activity (75 minutes)*

- a. Form cadets into their YTP Small Groups.
- b. Assign each small group one of the following questions:
  - How many other countries have freedoms like those in the United States?
  - How many other countries are ruled by their citizens?
  - How many other democracies/republics can you find in history and why did they fail?
- c. Using the Internet, library or history books, ask each small group to research assigned question and elect a representative to report their findings to the class.

### *Reflection (5 minutes)*

Ask cadets the following questions:

- What new insights have you gained about the freedoms in other countries?
- How do your freedoms compare with those in other countries?
- What can you do to ensure our government is successful?

## ***Phase 3 – Process***

### *Resources*

Computer, Monitor or Overhead projector, Unit 6 CD-ROM, Visual 1: Quote, Cadet Reference

### *Setup*

Display Visual 1 on the board or from the Unit 6 CD-ROM.

### *Direct Cadet Focus (5 minutes)*

1. Using Visual 1, ask cadets to read the quote.
2. Ask cadets to think about the following question: How does our government protect our freedoms?

### *Learning Activity (35 minutes)*

1. Form cadets into the YTP Small Groups.
2. Using the quote by George Washington and the Declaration of Independence in the Cadet References, have cadets answer the following questions:

- What is government?
  - Where does government get its authority?
  - Why is government necessary?
  - What is the purpose of rules and laws?
  - What are the differences between limited and unlimited governments?
  - Why is it important to limit the power of the government?
  - What is the difference between a republic and a democracy?
3. Ask each small group to share their answers with the class.

*Reflection (5 minutes)*

Ask cadets the following questions:

- How does our government protect our freedoms?
- Do you think its laws and rules limit our freedoms or increase them? Explain.
- What is your responsibility to our government?

***Phase 4 -- Apply***

*Resources*

Computer, Dictionaries, Monitor, Unit 6 CD-ROM, YTP: Grading Matrix, YTP: Group Evaluation Form, YTP: Individual Evaluation Form, Exercise 1: Lord Thomas MacCauley Quote

*Setup*

Copy Exercise 1 for distribution to the class.

*Direct Cadet Focus (5 minutes)*

Using Exercise 1, have cadets read the quote by Lord Thomas MacCauley.

*Learning Activity (30 minutes)*

1. In their small groups, ask each group to discuss this quote and decide where they think America is in the cycle and why. They may use a dictionary, if needed.
2. Conduct a class discussion and have the small groups share their answers with the class. As a class, decide how to reverse or at least stop this cycle and why.

*Reflection (10 minutes)*

Following the discussion, have the cadets complete the YTP: Group Evaluation Form and the YTP: Individual Evaluation Form in private.

*Homework*

Using their notebooks, cadets interview their parents or any other adult about the freedoms they experience and how our government provides them.

*Assessment*

Use the YTP: Grading Matrix to assess the small group's performance.



## **Lesson Plan Two: Citizenship and American History**

### ***Time***

90 minutes

### ***Competency***

Evaluate sources of power within the United States government.

### ***Lesson Objectives***

*Identify* the steps followed in electing a President.

*Match* Propaganda Techniques with examples.

*Create* a Presidential ad using Propaganda Techniques.

*Demonstrate* the use of Propaganda Techniques in advertising.

### ***Lesson Preview***

#### ***Inquire***

Form cadets into pairs or as a class play Video 1.

#### ***Gather***

Using Exercise 2, have cadets identify which propaganda technique is used in each scenario.

#### ***Process***

Have each team develop a two-minute role-play for a mythical presidential campaign. Their role-play must include the following: posters or other props, at least four or more propaganda techniques.

#### ***Apply***

Using a T-Chart, have each team identify each advertisement in one column and the propaganda techniques used in them in the other column.

#### ***Assessment***

Use Assessment 1: Propaganda Techniques.

### ***Phase 1a -- Inquire***

#### ***Supplies***

Chart paper, Markers

#### ***Setup***

Provide cadets with flip chart paper and markers.

#### ***Direct Cadet Focus (2 minutes)***

1. Form cadets into teams of 3-4.
2. Have cadets divide a sheet of flip chart paper into four sections. Label one section Athlete, one section President, one section Movie Star, and one section Military Hero.

*Learning Activity (5 minutes)*

1. Indicate to cadets that they will have to decide within their team who they consider to be the greatest Athlete, President, Movie Star, and Military Hero.
2. Tell cadets that they have 30 seconds for each section.
3. At the end of two minutes, have each team post their answers.
4. Compare answers and discuss why the individuals chosen were “the greatest.”

*Reflection (3 minutes)*

Ask cadets the following questions:

- How did your team make its choice?
- Did you feel that the choice was democratic? Why or why not?
- What criteria, if any, were used to make these decisions?

***Phase 1b -- Inquire***

*Resources*

Key Words, Objectives, Exercise 1: Steps Involved in a Presidential Election and Answer Key, Video 1: Steps to a Presidential Election, Student text, Unit 6 CD-ROM, Computer, Monitor, or Overhead projector

*Setup*

Display key words and objectives on the board or from the Unit 6 CD-ROM, Display Video 1 from the Unit 6 CD-ROM.

*Direct Cadet Focus (2 minutes)*

1. Review key words and objectives with the class.
2. Tell cadets that today’s lesson will be on Political Parties, Voting, and Elections.
3. Ask cadets to think about the activity from the Energizer.
  - Did any of the teams simply nominate candidates and then vote?
  - What is missing from this method of choosing?  
**Note:** Elicit answers such as, which characteristics, skills, and accomplishments qualify a person to be “the greatest”?
4. Tell cadets that when the President of the U.S. is elected, the process is much more complicated and includes many stages.

*Learning Activity (15 minutes)*

1. In a class discussion, ask cadets to brainstorm as many steps in the Presidential election process as possible. Record all responses on the board.

2. Review the list. While some of the steps may be missing, cadets will probably indicate primaries, national conventions, debates, political ads, and elections. Some may even recognize the role of the Electoral College.
3. Form cadets into teams of 3-4.
4. Using their student text, have cadets complete Exercise 1.
5. Ask volunteers to share their answers with the class. Use the Exercise 1: Answer Key to verify cadet answers.

*Reflection (3 minutes)*

Ask cadets the following questions:

- What parts of the Presidential election process are most important? Why?
- What parts of the Presidential election process need improvement? Why?
- If you could make one change in the process, what would it be? Why?

***Phase 2 -- Gather***

*Resources*

Exercise 2: Propaganda Techniques and Answer Key, Video 2: Propaganda Techniques, Student text, Unit 6 CD-ROM, Computer, and Monitor.

*Setup*

Copy Exercise 2 for distribution to the class.

*Direct Cadet Focus (2 minutes)*

Indicate to cadets that in an attempt to win an election, campaigns use various “Propaganda Techniques” to mold or change the public’s opinion. Propaganda techniques take many forms. Some are written, some are verbal, and some are visual.

*Learning Activity (15 minutes)*

1. Form cadets into pairs.
2. Ask each pair to review the Propaganda Techniques section of their student text.
3. Using Exercise 2, have cadets identify which propaganda technique is used in each scenario.
4. Review each example with the entire class.

*Reflection (3 minutes)*

Ask cadets the following questions:

- Which of the propaganda techniques carry a negative tone? Explain why.
- Which carry a positive tone or are neutral? Explain why.
- Which of the techniques are most effective? Why?

### ***Phase 3 -- Process***

#### *Supplies*

Chart paper, Markers

#### *Resources*

Assessment 1, Exercise 3: Propaganda Techniques Role-play, Exercise 4: Propaganda Techniques Checklist

#### *Setup*

1. Copy Exercise 3-4 for distribution to the class.
2. Provide teams with chart paper and markers.

#### *Direct Cadet Focus (1 minute)*

Tell cadets that they will be involved in developing a political campaign. The campaign will consist of propaganda techniques.

#### *Learning Activity (22 minutes)*

1. Form cadets into teams of 3-4.
2. Distribute copies of Exercises 3-4 to each team.
3. Have each team develop a two-minute role-play for a mythical presidential campaign. Their role-play must include the following: Posters or other props, At least four or more propaganda techniques.
4. Each team must identify their propaganda techniques on Exercise 3.
5. Using Exercise 4, have teams present their role-play and have the remainder of the class identify the propaganda techniques used by each team.

#### *Reflection (2 minutes)*

Ask cadets the following questions:

- How will your knowledge of propaganda techniques affect your ability to assess candidate?
- Aside from political campaigns, where else are propaganda techniques used?
- When have you used propaganda techniques in your personal life?

#### *Assessment*

Use Assessment 1: Propaganda Techniques.

### ***Phase 4 -- Apply***

#### *Supplies*

Chart paper, Markers

### *Resources*

Magazines, Newspapers, Notebooks, Computer with Internet access, Monitor, Useful Websites, Unit 6 CD-ROM

### *Setup*

1. Clip advertisements from magazines and newspapers that are examples of propaganda techniques. Post these items around the room.
2. Provide teams with chart paper and markers.

### *Direct Cadet Focus (5 minutes)*

1. Tell cadets that many of the propaganda techniques used in political campaigns are also an important part of advertising.
2. Have cadets read the advertisements posted around the room.

### *Learning Activity (8 minutes)*

1. Form cadets into teams of 3-4.
  2. Using a T-Chart, have each team identify the posted advertisements in one column and the propaganda techniques used in them in the other column.
  3. Post the T-Charts around the room and have each team share their charts class.
- Self-paced Option: Have the cadet create a collage using magazines and newspapers of a specific propaganda technique.

### *Reflection (2 minutes)*

Ask cadets the following questions:

- Does advertising create a need for products that would not otherwise exist?
- Without advertising, would products be cheaper or more expensive?
- Without advertising, how would magazines and newspapers be different?

### *Homework*

In their notebooks, have cadets create a notebook entry about how they have been influenced by a propaganda technique. Note: Refer to the Useful Websites when cadets are conducting their research.

## **Lesson Plan Three: The Nation's Defense Forces, The Department of Defense**

### *Time*

90 minutes

### *Competency*

Explore the components of the nation's defense forces.

### *Lesson Question*

How does the Department of Defense exercise control over the individual services?

### ***Lesson Objectives***

*Examine* the mission of the Department of Defense (DoD).

*Identify* the four major responsibilities inherent to DoD's mission and relate how they individually and collectively contribute to its accomplishment.

*Identify* the major elements of DoD.

*Explain* the meaning of Civilian control over the military; include which positions in DoD are under civilian control.

*Explain* the relationship of the Joint Chiefs of Staff to DoD, its composition; who heads it and how its missions compare to those of the DoD.

### ***Supplies***

Chart paper, Colored markers, Posters

### ***Resources***

Key Words, Objectives, Assessment 1: Civilian or Military, Student text, Unit 1 CD-ROM, Computer, Monitor

### ***Key Words (Found in student textbook)***

Operational Commands, Specified, Strategic, Tactical, Theater Unified Commands

### ***Setup***

*Inquire* - Display objectives. Distribute colored markers and chart paper around the classroom for team participation.

*Gather* - Option 1: Display Concept Web in front of room. Distribute chart paper and colored markers. Option 2: Distribute chart paper and colored markers

*Process* - Option 1: Distribute chart paper and colored markers. Cadets should use materials available in the classroom as props if needed. Option 2: Distribute colored markers and posters.

*Apply* - Display Assessment 1: Civilian or Military Matrix in front of class. Prepare copies of the matrix ready to hand out to cadets.

### ***Lesson Preview***

#### ***Inquire***

Cadets discuss what they know about the Department of Defense and list their answers on chart paper.

#### ***Gather***

Cadets jigsaw the student text and other available materials in teams and make a Concept Web.

*Process*

Each team creates a song, play, rap, or poem discussing or demonstrating the civilian and military chain of command in the DoD.

*Apply*

Cadets will complete Assessment 1: Civilian or Military Matrix.

*Assessment*

Assessment 1: Civilian or Military Matrix

***Phase 1 -- Inquire***

*Supplies*

Markers, Chart paper

*Resources*

Lesson objectives, Unit 1 CD-ROM, Computer, Monitor

*Setup*

Display objectives on board or from Unit 1 CD-ROM, Distribute chart paper and colored markers.

*Direct Cadet Focus (4 minutes)*

Ask cadets to think about what government agencies come to mind when they hear the letters “D-O-D”.

*Learning Activity (9 minutes)*

1. Cadets form a circle in the center of the room with the instructor in the center.
2. Without breaking the bond of the circle have the cadets shift around to form 5 equal straight lines that still touch on each end. (This will form a pentagon.)
3. While in the center, break each side of the pentagon apart and have them become a team.
4. Each of the teams discusses what is known about the DoD.
5. Teams record their answers on chart paper.
6. Each team will present what they have determined.

*Reflection (2 minutes)*

Ask cadets the following questions:

- Why did we form a circle first and then break into separate teams from the lines later?
- From the comments received, what is the real purpose of the Department of Defense?
- Are there other important pieces of information that we should know about the DoD?

## ***Phase 2 -- Gather***

### *Supplies*

Chart paper, Color red markers

### *Resources*

Student textbook, Unit 1 CD-ROM, Computer, Monitor.

### *Setup*

1. Display Concept Web on board or from Unit 1 CD-ROM.
2. Distribute chart paper and colored markers.

### *Direct Cadet Focus (2 minutes)*

Ask the cadets to explain the structure of the DoD to a foreigner.

1. Direct the cadets to regroup in the same teams from the inquire phase above.
2. Inform the cadets they will be making a Concept Web of the DoD. They need to show the relationship of the individual services and the relationship to Joint Chiefs of Staff (JCS). In addition they need to address the authority for the CINCs.
3. Cadets jigsaw the student text and other available materials.
4. Cadets select one team member to record their answers.
5. Cadets write the mission of the DoD in the center of their Concept Web.
6. Make sure cadets identify the 4 major responsibilities.
7. Cadets will present their results to the class.

### *Reflection (10 minutes)*

Ask cadets the following questions:

- How does the JCS fit into the Department of Defense picture?
- What is the mission of the DoD?
- What are the four major responsibilities of the DoD's mission?

## ***Phase 3 -- Process***

### *Supplies*

Chart paper, Markers, Posters

### *Setup*

1. Distribute chart paper and colored markers.
2. Cadets should use materials available in the classroom as props, if needed.

### *Direct Cadet Focus (2 minutes)*

Ask cadets to think about the role DoD plays in their state and community.

### *Learning Activity (14 minutes)*

1. Cadets create a song, play, rap, or poem discussing or demonstrating the civilian control and military chain of command in the DoD.



2. Each presentation will also show how the JCS fits into this chain of command.
3. Each team presents their product to the class.

*Reflection (4 minutes)*

Ask cadets the following questions:

- What have you found out about the Department of Defense (DoD)?
- Why is this important to you?
- What else do you want to know about the DoD?

***Phase 4 -- Apply***

*Resources*

Assessment 1: Civilian or Military Matrix

*Setup*

Prepare copies of Assessment 1: Civilian or Military Matrix ready to hand out to cadets.

*Direct Cadet Focus (2 minutes)*

Ask cadets to think about what they have learned so far about the DoD and the roles of both the military and civilian employees who work within.

*Learning Activity (13 minutes)*

1. Divide cadets into teams of 2-5 cadets.
2. Each team completes Assessment 1: Civilian or Military Matrix.

*Reflection (5 minutes)*

1. Ask cadets the following questions:
  - What word is a give-away that the person in DoD is a civilian?
  - What phrase is a give-away that the person is a military member?
2. Notebook entry:
  - Direct cadets to research and write in their notebook, the names of the people who currently hold the positions of the Secretary of Defense, the Chairman of the Joint Chiefs of Staff, and the Secretary of the U.S. Army.
  - Direct the cadets to write a paragraph about one person or one aspect of their job that interests them.

*Homework*

1. Research and write the names of the people who currently hold the positions of the Secretary of Defense, the Chairman of the Joint Chiefs of Staff, and the Secretary of the U.S. Army.
2. Write a paragraph about one person or one aspect of their job that interests you.

*Assessment*

Cadets will complete Assessment 1: Civilian or Military Matrix for evaluation.

## ANNOTATED BIBLIOGRAPHY

### Works Cited

- Arendt, Hannah. *On Violence*. New York: Harcourt Brace and Company, 1970.  
Political theorist writes about the relationships between war and politics, power and violence.
- Dershowitz, Alan M. *Why Terrorism Works*. New Haven: Yale UP, 2002.  
Harvard Law Professor Dershowitz argues that extreme approaches to eliminating international terrorism would work if we were not constrained by legal, moral, and humanitarian considerations. He proposes a series of initiatives that could reduce the frequency and severity of international terrorism by striking a balance between security and liberty.
- Hoffman, Bruce. *Inside Terrorism*. New York: Columbia UP, 1998.  
The Director of the RAND Corporation's Washington DC office summarizes the work of terrorist organizations in the last decade. He provides insight into the relationships between terrorists, the media, and western governments.
- Milgram, Stanley. *Obedience to Authority*. New York: Harper & Row Publishers, 1974.  
Mr. Milgram conducted a series of experiments at Yale University from 1961 to 1962. He discovered that at least 65% of his subjects, ordinary residents of New Haven, Connecticut, were willing to give harmful electric shocks to a protesting victim, just because an authority figure commanded them to, even though the victim did not do anything to deserve the punishment.
- Netanyahu, Benjamin. *Fighting Terrorism*. New York: Farrar, Straus, and Giroux, 2001.  
Israeli politician Benjamin Netanyahu argues that domestic terrorist groups are usually no match for an advanced technological society which can successfully eliminate terror without any dilution of our civil liberties.
- Turner, Stansfield. *Terrorism & Democracy—Ten Steps to Fight Terrorism Without Endangering Democracy*. Center for International and Security Studies at Maryland School of Public Affairs, University of Maryland at College Park, September 30, 2001.
- US Army Cadet Command, *Unit 1: Introduction to Junior Reserve Officer Training Program, A Character and Leadership Development Program*, Pearson Custom Publishing, 2002.  
Introduces cadets to American symbols, customs, and traditions, and the history and purpose of Army JROTC. An introduction to the Department of Defense and other services presents the differences and similarities of each service and their unique roles in the defense of the nation.

US Army Cadet Command, *Unit 6: Citizenship and American History*, Pearson Custom Publishing, 2002.

Introduces cadets to the values and principles that underlie good citizenship. Emphasis is placed on topics such as the importance of the United States Constitution and Bill of Rights; responsibilities of U.S. citizens; basic national values; the U.S. federal justice system; and service to the community. In conjunction with citizenship, cadets are introduced to a variety of significant events and historical figures that contributed to our citizenship and American history.

Whyte, William Foote. *Street Corner Society*. Chicago: University of Chicago Press, 1943.

This study provided significant insights into how children are attracted to structured organizations and how the ties to the gang remain intact throughout the lifetime of the gang member.

### **Supplemental Resources**

Arendt, Hannah. *Eichmann in Jerusalem*. London: Penguin Books, 1963.

Political theorist writes about the behavior and motivations behind the atrocities committed by Adolf Eichmann during the Second World War. Her controversial conclusions indicate that anyone is capable of duplicating crimes against humanity.

### **Filmography**

*Air Force One*. Dir. Wolfgang Peterson. Columbia/Tristar Studios, 1997.

Russian terrorists take over the President's plane (Air Force One) on a return flight to the United States from Moscow. The terrorists are seeking the release of a rogue Russian General Officer Alexander who was snatched from his palace in Kazakhstan by Russian and American Special Forces. The President, who is separated from his family and staff during the takeover, fights to regain control of the aircraft and rescue the hostages before the terrorists achieve their aims.

*Executive Decision*. Dir. Stuart Baird. Warner Studios, 1996.

Terrorists hijack a 747 bound from Athens to Washington D.C. The stated aim of the Middle Eastern terrorists is to force the release of their imprisoned leader. A defense intelligence expert suspects another reason for the hijacking and convinces the military that the airplane should not be allowed to enter U.S. airspace. On short notice, the government assembles an assault team that attempts to overpower the terrorists before they can achieve their intended mission.

*Peacemaker*. Dir. Mimi Leder. Dreamworks SKG, 1997.

Two trains crash in Russia, one carrying a nuclear payload. A nuclear explosion follows the crash. A White House nuclear expert doesn't think the explosion or the crash was an accident, neither does an Army Special Forces Officer. Together they travel track the terrorist from Europe to New York to stop him before he accomplishes the intended mission.

*The Siege*. Dir. Edward Zwick. Twentieth Century Fox, 1998.

American Special Forces abduct a sheik suspected of having masterminded the bombing of an American military barracks in the Middle East. An FBI special agent commands an anti-terrorist task force that must track down the terrorist cells responsible for a series of bombings in New York. His partner is an FBI agent of Arabian extraction. A CIA agent with a shadowy past provides limited information regarding the suspected terrorist cells operating in New York. The bombings escalate and the President institutes martial law.