



K-12 Teach EU Studies Bootcamp

Summer 2024

EU and US Policies on Terrorism

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Social Studies, Grades 9-12



Co-funded by the
Erasmus+ Programme
of the European Union

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EU AND US POLICIES ON TERRORISM

2024

OVERVIEW		SUBJECT
Students will answer the question: How has the European Union and United States evolved in concern to terrorism with its member states?		Social Studies
	TEACHER GUIDE/ STUDENT GUIDE	PREPARED BY
OBJECTIVES/STANDARDS	SS.912.W.9.7 Describe the impact of and global response to international terrorism	Krizia Columna
	Objectives <ul style="list-style-type: none"> • Students will be able to define the basic elements of terrorism including commonalities amongst terrorism policies between the US and EU. • To assist students in gaining an understanding of terrorism and its role in domestic and international politics • To acquaint students with different ways in which terrorism may be addressed 	GRADE LEVEL 9-12
WARMUP BACKGROUND INFORMATION	The students will do a quick write in a sticky note and answer the question: When you hear the word “terrorism,” what events come to mind? What about these events fall into the category of terrorism, in your opinion?	<ul style="list-style-type: none"> • Sticky note • T-Chart • Terrorism Policies
	<p>Recognizing that there are many points of view about what terrorism is the students’ challenge is to try to develop a definition with which the group is comfortable.</p> <p>Step 1 Select a group recorder, someone who will write down your group definition and present it to class.</p> <p>Step 2 Take 10 minutes to develop a group definition of terrorism. Write down your own group definition for presentation to the class.</p> <p>Students will create their own definition of terrorist and terrorism. Compare and Contrast definitions of terrorist and terrorism.</p>	

**MID LESSON
ACTIVITY**

The teacher will provide students with policies on terrorism. One from the United States and the other from the European Union

United State: https://www.dhs.gov/sites/default/files/publications/cttv_action_plan.pdf
https://www.dni.gov/files/NCTC/documents/news_documents/NSCT.pdf

EU: <https://www.consilium.europa.eu/en/policies/fight-against-terrorism/>
<https://www.cepol.europa.eu/training-education/elesson-radicalisation-extremism-and-prevention-terrorism>

The teacher will have the students compare and contrast with a T-Chart where students need to list the similarities between responses and differences between responses.

The teacher will then have students the Three Stray one Stays Strategy: This strategy prompts students to brainstorm and discuss ideas, come to a consensus, and share information with other students. Group members move separately around the room, interviewing their peers to gather information about different aspects of a common topic. This strategy allows students to develop a deeper understanding through discourse with peers.

Explanation of Strategy:

Summary Moving between peer groups, students discuss and research a topic.

Procedure 1. Present the class with a discussion prompt or topic. For example, "Homework: Should students have to do it?"

2. Split the class into groups of four. Assign each group a subtopic. Example subtopics might include "pros," "cons," "what the research says," "time constraints," "family conflicts," etc. Ask each group to discuss and take brief notes over their assigned subtopic, coming to a consensus.

3. Ask one student per group to stay, acting as a group representative. This student should describe the group's answer and reasoning to other students as they move through the room.

4. Ask each of the remaining group members to stray, each traveling to a different subtopic (that is, not going to the same tables).

5. Ask students to interview the representative in their new group to gain a deeper understanding of the subtopic and main topic. Students should take notes and prepare to share with their original group later.

	<p>6. Have students return to their original groups and share what they have learned. 7. Ask each group to synthesize the information they learned and share it with the class.</p> <p>The students will come back and discuss with their groups why would the EU have more similarities with the United States than not.</p>
<p>FINAL LESSON ACTIVITY</p>	<p>Ask students to discuss what they know about terrorism. Where have they gotten their information about terrorism?</p> <p>What kind of terrorism are they familiar with?</p> <p>What historical examples do they know?</p> <p>What have they seen in the news about terrorism?</p> <p>What major terrorist groups do they know?</p> <p>How are domestic terrorism and international terrorism defined differently in U.S. law and EU policies?</p> <p>Has the threat from terrorism increased, decreased, or remained steady? Why do you say so?</p>
<p>EXTENSION</p>	<p>Part 1</p> <p>Mark with a T each item below that you think is an act of terrorism; mark it with an N if you do not think it an act of terrorism; mark it with a U if you are uncertain.</p> <ol style="list-style-type: none"> 1. Blowing up a government building and the civilians in it. 2. Bombing a city that has many civilians, but few, if any, soldiers or military targets. 3. Exploding a bomb in a marketplace, in a department store or on a bus. 4. Imposing an economic boycott on a country that results in a lack of food and medicine and the deaths of civilians. 5. Blowing up barracks full of soldiers. 6. Releasing poison gas in a subway. 7. Kidnapping people and then killing them <p>The students will compare lists and see why they will fall under Terrorism or not.</p>

Part 2

Definitions of terrorism:

"Terrorism—: the political use of terror and intimidation"

—*American Heritage Dictionary of the English Language*

"Terrorism is premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine state agents, usually intended to influence an audience."

—*U.S. State Department, Patterns of Global Terrorism*

"By and large the term 'terrorism' is used to describe the tactics and methods of the weak, while the indiscriminate violence of the strong is portrayed or glorified under labels such as 'patriotism' and 'national security'.... To sponsor violence against the civilian population of foreign countries is to adopt terrorism as a policy."

—*Richard Falk, professor emeritus of international law, Princeton University*

The latter two quotes appear in Richard Falk's "Thinking About Terrorism," *The Nation*, 6/28/86

Once students have read the statements on Part 2, discuss the following with the class:

- According to the State Department definition, which acts in Part 1 represent terrorism?
- According to Falk, which acts represent terrorism?
- According to American Heritage Dictionary, which acts represent terrorism?
- Do you prefer one definition over the others? Which? Why or why not?