U.S. National Security and 9/11
TEACHER’S GUIDE

Overview:
In this activity, students become familiar with four possible U.S. foreign policy positions regarding national security. They analyze the reasoning supporting each position and weigh its potential effectiveness in protecting the U.S. from terrorism and other external threats. Incorporating this analysis, students will write a position paper on the most effective foreign policy regarding national security and create a detailed plan to influence others, particularly government officials, to have their policy implemented.

Goals—students will:
- understand that the United States can implement a variety of foreign policy positions to increase its national security, depending on the circumstances
- be familiar with four foreign policy options regarding national security available to the U.S.

Objectives—students will:
- reflect on their beliefs regarding U.S. foreign policy and national security
- describe and analyze soft and hard power, unilateralism, multilateralism, and isolationism
- review oral histories, national policy statements, and political analysts’ views on proposed policies to address terrorism after 9/11
- rank the potential effectiveness of proposed national security positions, supporting their analysis with details
- write a persuasive statement to advance their position

National security is a complex and controversial topic that arouses heated arguments on our most basic needs and cultural values.
Is it possible to work with peoples of other countries and cultures and use negotiation to achieve our national security goals or should we rely mainly on our superior military force and economic hegemony to advance our interests and policy?

Interdisciplinary applications:
U.S. history, world history, U.S. government

Time allotment:
Two to three class periods

National standards:
NCSS:
- Civic ideals and practices
- Power, authority, and governance

Civics:
- Knows examples of conflicts stemming from diversity, and understands how some conflicts have been managed and why some of them have not been successfully resolved

History:
- Understands that the consequences of human intentions are influenced by the means of carrying them out

Materials and supplies:
- Student Handout 1: “Four Foreign Policy Positions”
- Student Handout 2: “Graphic Organizer for Readings”
- Student Handout 3:
  - Group 1: Excerpt from Joseph Nye’s “Soft Power and Leadership”
  - Group 2: Opinions from parents of World Trade Center victims
  - Group 3: Policy statement sometimes referred to as the “Bush Doctrine”
  - Group 4: Reject the Global Buddy System
- Student Handout 4: “Mapping Terrorist Activity”
- Google Earth file: “Mapping Terrorist Activity”
Background for activities:

National security is a complex and controversial topic that arouses heated arguments on our most basic needs and cultural values. Is it possible to work with peoples of other countries and cultures and use negotiation to achieve our national security goals, or should we rely mainly on our superior military force and economic hegemony to advance our interests and policy? It’s also possible to argue that the U.S. has no right to intervene in other countries’ affairs and may only become involved after its own territory has been attacked. This is a position held periodically throughout America’s history.

In this activity, students analyze the reasoning behind their current beliefs on U.S. national-security foreign policy.

They then review the positions and reasoning of 9/11 victims’ family members, President George W. Bush on the “Bush Doctrine,” and two American political analysts. Incorporating their analysis of this information, students will develop an effective U.S. foreign policy regarding national security and write a persuasive essay supporting their position and outlining a plan to have their proposed policy implemented.

Essential Questions:

- How should the U.S. manage its relationship with other nations to keep the country and its people safe?
- What are unilateralism, multinationalism, and isolationism? How can they be applied to America’s foreign policy?
- What is hard power and soft power? How can they be applied to America’s foreign policy options?

How do you believe the U.S. should interact with other nations to best keep the country and its people safe?
Warm-up Activity (20 minutes):

This activity may be done before or after assigned homework readings of Student Handouts 1, 2, and 3. In this activity, students reflect on their current beliefs about the most effective options for U.S. national-security foreign policy.

1. Before students enter the room, have the following statements written on the front board or overhead, but covered to be revealed one at a time:

   a) The United States has the right and obligation to take action independently to advance its own interests and further its national security goals, even if it affects other countries

   b) The U.S. can better advance its national security interests when it works with allies and international organizations like the United Nations to create international policies that apply to all nations, rather than acting independently

   c) The U.S. should stay out of the affairs of other countries, except when its territory has been directly attacked

   d) The U.S. should rely more on its military and economic strength to achieve its foreign policy goals, rather than diplomacy

   e) The U.S. should use its moral leadership and power of persuasion to achieve its foreign policy goals, rather than its military and economic might

2. Vocabulary: the names for each of the above foreign policy options:
   a) Statement A relates to a policy of unilateralism
   b) Statement B relates to a policy of multilateralism
   c) Statement C relates to a policy of isolationism
   d) Statement D relates to a policy of hard power
   e) Statement E relates to a policy of soft power
3. Draw this continuum on the front board large enough for all students to see:

| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |

4. Ask students to take out a sheet of paper and draw the continuum line across the top.

5. Reveal each of the statements on the board sequentially, asking students to mark their position on the continuum using the letters A–E. If they feel closer to neutral, ask them to lean one way or another to make the exercise more interesting.

6. After students have considered every statement, survey students randomly, asking for both their position as well as their reasoning behind it. This should yield a range of positions.

7. Tell students that each of these statements relates to an established foreign policy option that the U.S. has at its disposal, and that there are specific names for each of these policies. Other countries have also implemented these policies, sometimes in response to the U.S. policy at the time. Reveal the names of each policy, calling attention to the prefixes of the first three words.
   - Statement A relates to a policy of *unilateralism*
   - Statement B relates to a policy of *multilateralism*
   - Statement C relates to a policy of *isolationism*
   - Statement D relates to a policy of *hard power*
   - Statement E relates to a policy of *soft power*

8. Tell students that they will be analyzing these foreign policy positions in the following activity to prepare them to create their own foreign policy.
Foreign policy positions activity

Part A:
Readings on foreign policy positions
(one class period):

1. The day before the lesson, either before or after the warm-up activity, distribute Student Handout 1: “Four Foreign Policy Positions,” and Student Handout 2: “Graphic Organizer for Readings,” to every student.

2. After distribution handouts, if needed, you may review Handout 1 with the class to prepare students for their homework reading.

3. Divide the class into four groups.

4. Distribute one of the Student Handout 3 foreign policy readings to every member of one group; use a different Student Handout for each group. Review the requirements and answer questions, and assign both the reading and the Graphic Organizer as homework. You may require that students complete the first three columns of their graphic organizer or add their own recommendations prior to meeting with their group.

5. The next day, after the warm-up activity (if not done the previous day), review Handout 1, instruct the class that within their groups each student should state their conclusions and have them verified by the rest of the group. Have groups brainstorm recommendations for effective national security policies and prepare to share their reading summaries, analysis, and recommendations with the class.

6. Each group will present to the class and answer any questions as students complete their Graphic Organizers.

7. Lead a discussion of the following questions:
   a. Which of the four author’s positions made the most sense to you? Why?
   b. What is your sense of each author’s view of human nature? How might these views affect foreign policy?
   c. Which author’s suggestion do you feel is a realistic foreign policy for the U.S., and why? What seems less realistic about other policies?
Part B:  
Mapping terrorist activity using Google Earth  
(one class period):

1. Based on the number of computers with Internet access, group students in pairs, or groups of three or four

2. Distribute Student Handout 4: “Mapping Terrorist Activity,” and review directions

3. Accessing the Google Earth file “Mapping Terrorist Activity,” have students research the incomplete placemarks and position all placemarks in the appropriate places

4. Have students answer the questions on Student Handout 4

5. After students have labeled all 18 attack sites, discuss the following questions:
   a. What do these countries have in common?
   b. What types of areas or buildings were targeted in each country? Are there similarities?
   c. Why do you think these areas were considered as targets?
   d. What interest do these areas have for the U.S.?
   e. What policies, laws, or procedures might have prevented each attack?
   f. What organization or individuals do you feel should be responsible for making policies and taking actions to prevent each attack?
   g. What responsibility does or should the U.S. have to prevent attacks in other countries?

6. These questions lead to a discussion of the initial topic of foreign policy. Review the following points:
   a. What foreign policy (or combination of policies) do they feel would best keep the country safe at this time?
   b. Why do they feel this foreign policy is superior to the others they considered?
   c. How, if at all, did their analysis of the targets using the Google Earth tool influence their choice of foreign policies?

7. To assess students’ understanding, you may assign an essay using instructions on their Student Handout 4 and the rubric below to grade the essay
Rubric for essay on the most effective foreign policy position:

1. Explains the reasoning behind and recommended actions of each foreign policy position studied: unilateralism, multilateralism, isolationism, and hard and soft power

2. Ranks the policy positions in order of effectiveness in maintaining U.S. national security and give concrete support for each element of the ranking

3. Explains how, if at all, the study of the different foreign policy positions and their supporters’ reasoning affected the student’s originally held position on the ideal national security foreign policy position to safeguard the U.S.

4. Concludes with a detailed, realistic plan for the student to gain the support of other people, especially government officials, to have their preferred policy implemented

5. Explains how one’s belief about human nature affects each of the above topics
Examples of student activities available with the complete curriculum on the following pages. ➡️
Multilateralism is practiced when countries work in concert on a given issue to achieve the greatest good for the greatest number. Countries that practice multilateralism work together through international institutions, laws, and the existing structures of the international community. Multilateralism is an essential component of the United Nations Organization, which aims to promote peace and security, prosperity, and cooperation among nations.


## U.S. National Security and 9/11

### Student Handout: Four Foreign Policy Positions

**Dilemmas:** Decide your group is one of four smaller groups. Then in pairs or alone, the sub-groups will take positions of one of the four foreign-policy perspectives. Your group will be expected to explain by working with organizations such as the United Nations or the World Organization.

**Basic Beliefs:**
- The world should become more interdependent. In one way or another, most of the world’s problems can be solved through international cooperation and mutual assistance. Perspectives in this camp believe that the United States is stronger when it leads the international community to solve these problems.

**Risks:**
- The world should become less interdependent. In one way or another, most of the world’s problems can be solved through international cooperation and mutual assistance. Perspectives in this camp believe that the United States is stronger when it leads the international community to solve these problems.

### Unilateralism

Unilateralism is a foreign policy doctrine that advocates a one-sided approach. Countries that practice unilateralism take action without the permission, support, or approval of other countries. Proponents of this policy believe that one country can act alone to achieve its goals. This approach often involves action by one country in response to unilateral events and actions by other countries in response to actions by one country.

**Basic Beliefs:**
- The U.S. is unquestionably the world’s most powerful country both militarily and economically and does not need any help from other nations.

**Risks:**
- The U.S. has the right to protect its economic interests and security with other nations and wars not related to direct territorial self-defense.

### Multilateralism

Multilateralism is practiced when countries work in concert on a given issue to achieve the greatest good for the greatest number. Countries that practice multilateralism work together through international institutions, laws, and the existing structures of the international community. Multilateralism is an essential component of the United Nations Organization, which aims to promote peace and security, prosperity, and cooperation among nations.

**Basic Beliefs:**
- Multilateralism is the best approach to solving world problems. Countries can work together to achieve their goals, and the United States should lead this effort.

**Risks:**
- Multilateralism is too slow and ineffective. Countries should act alone to achieve their goals, and the United States should lead this effort.

### Isolationism

Isolationism is a foreign policy doctrine that advocates an isolationist approach. Countries that practice isolationism take action and make policy decisions on their own, without the involvement or support of other countries. Proponents of this policy believe that one country can act alone to achieve its goals. This approach often involves action by one country in response to unilateral events and actions by other countries in response to actions by one country.

**Basic Beliefs:**
- The U.S. should focus its attention on protecting its citizens from harm, not on other global interests.

**Risks:**
- The U.S. should not become involved in international affairs. Countries should act alone to achieve their goals, and the United States should lead this effort.

### Protectionism

Protectionism is a foreign policy doctrine that advocates protectionism. Countries that practice protectionism take action and make policy decisions on their own, without the involvement or support of other countries. Proponents of this policy believe that one country can act alone to achieve its goals. This approach often involves action by one country in response to unilateral events and actions by other countries in response to actions by one country.

**Basic Beliefs:**
- The U.S. should protect its economic interests and other nations from unfair trade practices.

**Risks:**
- The U.S. should not become involved in international affairs. Countries should act alone to achieve their goals, and the United States should lead this effort.

## U.S. National Security and 9/11

### Student Handout: 2

**Reading 1**

**Basic Beliefs:**
- The U.S. should focus its attention on protecting its citizens from harm, not on other global interests.

**Risks:**
- The U.S. should not become involved in international affairs. Countries should act alone to achieve their goals, and the United States should lead this effort.

### Reading 2

**Basic Beliefs:**
- Multilateralism is the best approach to solving world problems. Countries can work together to achieve their goals, and the United States should lead this effort.

**Risks:**
- Multilateralism is too slow and ineffective. Countries should act alone to achieve their goals, and the United States should lead this effort.

### Reading 3

**Basic Beliefs:**
- The U.S. has the right to protect its economic interests and security with other nations and wars not related to direct territorial self-defense.

**Risks:**
- The U.S. should not become involved in international affairs. Countries should act alone to achieve their goals, and the United States should lead this effort.

### Reading 4

**Basic Beliefs:**
- The U.S. is unquestionably the world’s most powerful country both militarily and economically and does not need any help from other nations.

**Risks:**
- The U.S. has the right to protect its economic interests and security with other nations and wars not related to direct territorial self-defense.
The United States and the then—Soviet Union, for the control of certain warheads (nicknamed “star wars”) and other offensive weapons—research program begun in 1984 to explore technologies, including the use of lasers, for destroying attacking missiles and their warheads. The test ban was not ratified when the Democratic Party supported it in 1986, but when the Republicans took over, it was not rescinded. Mr. Berger disagrees with those who worry about how much power China or Russia or India or Pakistan or Taiwan would lose. He believes that there is no reason to fear potential enemies when there are only potential partners in the international arena.

The true test of leadership, he argues, is not whether the United States remains militaristic but whether it signs international agreements, calls for increased defense spending, or supports the United Nations—utterly a utopian hegemony which in the late 1970’s and early 1980’s favored the Republicans isolationists, but a year from now Republicans in the coming election will likely propose a very different kind of internationalism. In the tradition of Teddy Roosevelt and Franklin Roosevelt, the United States and the then—Soviet Union, for the control of certain warheads (nicknamed “star wars”) and other offensive weapons—research program begun in 1984 to explore technologies, including the use of lasers, for destroying attacking missiles and their warheads, was not ratified when the Democratic Party supported it in 1986, but when the Republicans took over, it was not rescinded. Mr. Berger disagrees with those who worry about how much power China or Russia or India or Pakistan or Taiwan would lose. He believes that there is no reason to fear potential enemies when there are only potential partners in the international arena.

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By WILLIAM KRISTOL, editor of the Weekly Standard, and ROBERT KAGAN, senior associate at the Carnegie Endowment for International Peace

The Clinton Administration has placed the United States as the dominant power in the world. It is on these matters, Mr. Berger argues, that the leadership of the United States is not whether the United States initiates militarily a new nor is it whether the United States initiates militaristically a new Cold War. The time is at hand, he argues, for the United States to join the international community in cooperation to achieve the common good.

The notion that the United States is not a nation that is competing internationally is going by the board, he says, dictated by events in the Balkans, East Timor, and elsewhere. But the leading Republican presidential candidates—George W. Bush and John McCain—are both internationalists and free-traders.

The Clinton Administration has placed itself squarely in the tradition of Presidents Ronald Reagan and Jimmy Carter. Mr. Berger considers the United States to be in a “debate” of the 1930’s.

What interest do these areas have for the U.S.?

Write a five-paragraph essay to demonstrate your new understanding.

Rank which foreign policy (or combination of policies) you feel would best keep the United States safe from terrorist attack at this time, clearly explaining how your analysis of the targets using the Google Earth tool modified or reinforced your previous opinion. The lesson concludes with a final written assignment on this topic.

In Google Earth, type “9-11” to locate all the places mentioned in the lesson.

Directions:
1. Access the Google Earth program, “Mapping Terrorist Activity.”
2. Locate several placemarks arranged across the globe in specific locations, as well as others in a bundle lying off the coast of the eastern U.S. in the Atlantic Ocean.
3. Read through all the placemarks. All have dates and titles of the event, some have details of the attacks but others don’t.
4. Equally divide the work with your partner and research the incomplete places marked with the following details:
   a. Location, date, identification of prime target, casualties (casualties and description), details of the attack, perpetrators.
5. For each attack, place the marker to its correct location on the map.
   a. February 1983, World Trade Center bombing
   b. November 1995, Bombing in Riyadh, Saudi Arabia
   c. June 1996, Khobar Towers bombing in Riyadh, Saudi Arabia

How your analysis of the targets using the Google Earth tool modified or reinforced your previous opinion of foreign policies

a. What policies, laws, or procedures could have prevented such attacks?
   b. What organization or individual do you feel should be responsible for making policies and taking actions to prevent such attacks?
   c. Why the decision was right or wrong?
   d. What was the effect of this attack?

Student Handout 3:

The case for a foreign policy that places the United States as the dominant power in the world.

What does the lesson say about the difference between internationalists and free-traders?

What responsibility does or should the U.S. have to prevent attacks in other countries?

What organization or individuals do you feel should be responsible for making policies and taking actions to prevent such attacks?

Where did the terrorist attacks occur? Which countries?

How your analysis of the targets using the Google Earth tool modified or reinforced your previous opinion of foreign policies

a. What policies, laws, or procedures could have prevented such attacks?
   b. What organization or individual do you feel should be responsible for making policies and taking actions to prevent such attacks?