

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.

National security is a complex and controversial topic that arouses heated arguments on our most basic needs and cultural values.

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

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.

How do you believe the U.S. should interact with other nations to best keep the country and its people safe?

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?

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.

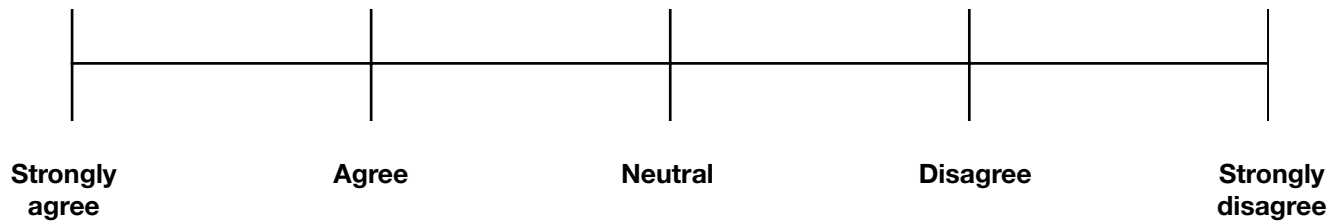
1. Before students enter the room, have the following statements written on the front board or overhead, but covered to be revealed one at a time:

- 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:



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

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

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. ➡**

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Student Handout 1: Four Foreign Policy Positions

Directions: Divide your group into four smaller groups. Then in pairs or trios, the sub-groups will lead discussions of one of the four questions on the graphic organizer. Either read silently, or take equal turns reading aloud. The graphic organizer can be completed at the end of the entire reading or at the end of each section. Either way, each student pair or trio should state aloud what he/she wrote and have the conclusions confirmed by both their pair or trio and the entire group, before moving to the next question. You should each note (use initials) if any students had a different answer than the majority of the group. This requires that every student state their conclusions to the group, because the graphic organizer must be marked with "all" if everyone was asked and agreed, or with initials of one or more students who differed from the majority.

Unilateralism is a foreign policy doctrine that advocates a one-sided action. Countries that practice unilateralism take action without the permission, support, or approval of other countries. Proponents of this policy believe that the benefits of the United States "going it alone" far outweigh the harm that resentments and actions based on those resentments by other countries may cause.

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
- The U.S. has the right to protect its economic interests and security with military force, when necessary
- Though alliances can be helpful, the U.S. has the right to take action on its own to protect the nation's interests, which always comes first before other global interests
- No nation should have "veto power" over any matters of U.S. national security



In pairs or trios, the sub-groups will lead discussions of one of the four questions on the graphic organizer. Either read silently or take EQUAL turns reading aloud.

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Student Handout 2 GRAPHIC ORGANIZER for Readings

Articles	Author's main points	Author's foreign policy position and an example used for support
Reading 1		
Reading 2		
Reading 3		
Reading 4		

It is also the ability to attract, and attraction often leads to acquiescence. Simply put, in behavioral terms, soft power is attractive power. Soft power resources are the assets that produce such attraction.

If I am persuaded to go along with your purposes without any explicit threat or exchange taking place—in short, if my behavior is determined by an observable but intangible attraction—soft power is at work. Soft power uses a different type of currency—not force, not money—to engender cooperation. It uses an attraction to shared values, and the justice and duty of contributing to the achievement of those values...

Soft power has always been a key element of leadership. The power to attract—to get others to want what you want, to frame the issues, to set the agenda—has its roots in thousands of years of human experience. Skillful leaders have always understood that attractiveness stems from credibility and legitimacy. Power has never flowed solely from the barrel of a gun; even the most brutal dictators have relied on attraction as well as fear.

When the United States paid insufficient attention to issues of legitimacy and credibility in the way it went about its policy on Iraq, polls showed a dramatic drop in American soft power. That did not prevent the United States from entering Iraq, but it meant that it had to pay higher costs in the blood and treasure than would otherwise have been the case. Similarly, if Yasser Arafat had chosen the soft power model of Gandhi or Martin Luther King rather than the hard power of terrorism, he could have attracted moderate Israelis and would have a

Palestinian state by now. I said at the start that leadership is inextricably intertwined with power. Leaders have to make crucial choices about the types of power that they use. Woe be to followers of those leaders who ignore or devalue the significance of soft power.

Reading's Vocabulary

- induce** - to lead or move by persuasion or influence; to cause something to happen
- coerce** - to bring about an action through the use of force or other forms of pressure
- explicit** - fully and clearly expressing or demonstrating something
- Yasser Arafat** - the late Palestinian statesman who was chairman of the Palestinian Liberation Organization until his death in 2004
- Palestinian state** - a historical region of southwest Asia at the eastern end of the Mediterranean Sea, roughly the coextensive with modern Israel and the West Bank. In 1988, the Palestine Liberation Organization under Yasser Arafat declared its intention of establishing an Arab state of Palestine. The Palestinians achieved limited self-rule for a time in the mid-1990s, but negotiations for complete self-rule have been stalled since 2000
- Israelis** - people or citizens of Israel
- Gandhi** - Mohandas Karamchand Gandhi, also known as Mahatma Gandhi; Indian nationalist and spiritual leader who developed the practice of nonviolent disobedience that forced Great Britain to grant India independence (1948). He was assassinated by a Hindu extremist in 1948.
- inextricable** - incapable of being disentangled or released from something

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Student Handout 2 GRAPHIC ORGANIZER for Readings (cont.)

Articles	Author's criticism of other foreign policy positions	Your national security recommendations
Reading 1		
Reading 2		
Reading 3		
Reading 4		

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Student Handout 3: Group 2: Opinions from parents of World Trade Center victims

The following is a letter sent to President Bush from Phyllis and Orlando Rodriguez, sent a few days after September 11, 2001:

Dear President Bush:

Our son is one of the victims of Tuesday's attack on the World Trade Center. We read about your response in the last few days and about the resolutions from both Houses, giving you undefined power to respond to the terror attacks. Your response to this attack does not make us feel better about our son's death. It makes us feel worse. As I justify that our government is using our son's memory as a justification to cause suffering for other sons and parents in other lands. It is not the first time that a person in your position has been given unlimited power and came to regret it. This is not the time for empty gestures to make us feel better. It is not the time to act like bullies. We urge you to think about how our government can develop peaceful, rational solutions to terrorism, solutions that do not sink us to the inhuman level of terrorists.

Sincerely, Phyllis and Orlando Rodriguez

The following is a comment from Bruce DeCell, the father-in-law of a World Trade Center victim:

"I thought that—you know, when they bombed the embassies in Africa a couple of years before 9/11, when they blew up the World Trade Center in '93, I thought that there should have been more of a response of—I don't know if it would be a war-like response, like with numerous planes and ships and stuff like that, but there should have been some violent response to get the people that did that, and...bring them to some kind of a trial, and go after their leaders, and try to educate the people that their leaders were enlisting into the army of terrorism. And that really wasn't a response of our government, they really didn't do stuff like that, for what reason I don't know."

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Student Handout 3: Group 1

Excerpt from Joseph Nye's "Soft Power and Leadership," *Compass: A Journal of Leadership*, Spring 2004

Everyone is familiar with hard power. We know that military and economic might often get others to change their position. Hard power can rest on inducements ("carrots" or threats ("sticks"). But sometimes you can get the outcomes you want without tangible threats or payoffs. The indirect way to get what you want has sometimes been called "the second face of power." A country may obtain the outcomes it wants in world politics because other countries admire its values, emulate its example, aspire to its level of prosperity and openness. This soft power—getting others to want the outcomes that you want—co-optes people rather than coerces them.



Soft power is not merely the same as influence. After all, influence can also rest on the hard power of threats or payments. And soft power is more than just persuasion or the ability to move people by argument, though that is an important part of

Soft power rests on the ability to shape the preferences of others. In the business world, smart executives know that leadership is not just a matter of issuing commands, but also involves leading by example. But so does politics. Others do what you want. Similarly, contemporary practices of community-based policing rely on making the police sufficiently friendly and attractive that a community wants to help them achieve shared objectives.

Political leaders have long understood the power that comes from attraction. If I can get you to want to do what I want, then I do not have to use carrots or sticks to make you do it. Soft power is a staple of daily democratic politics. The ability to establish preferences tends to be associated with intangible assets such as an attractive personality, culture, political values and institutions, and policies that are seen as legitimate or having moral authority. If a leader represents values that others want to follow, it will cost less to lead.

Soft power is not merely the same as influence. After all, influence can also rest on the hard power of threats or payments. And soft power is more than just persuasion or the ability to move people by argument, though that is an important part of

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Student Handout 3: Group 3: Policy statement sometimes referred to as the "Bush Doctrine"

Excerpt from President Bush's commencement address at the United States Military Academy at West Point, New York, June 1, 2002:

"For much of the last century, America's defense relied on the Cold War doctrines of deterrence and containment. In some cases, those strategies still apply. But new threats also require new thinking. Deterrence—the promise of massive retaliation against nations—means nothing against shadowy terrorist networks with no nation or citizens to defend. Containment is not possible when unbalanced dictators with weapons of mass destruction can deliver those weapons on missiles or secretly provide them to terrorist allies.

We cannot defend America and our friends by hoping for the best. We cannot put our faith in the word of tyrants, who solemnly sign non-proliferation treaties, and then systematically break them. If we wait for threats to fully materialize, we will have waited too long. (Applause.)

Homeland defense and missile defense are part of stronger security, and they're essential priorities for America. Yet the war on terror will not be won on the defensive. We must take the battle to the enemy, disrupt his plans, and confront the worst threats before they emerge. (Applause.) In the world we have entered, the only path to safety is the path of action. And that nation will act. (Applause.)

Our security will require the best intelligence, to reveal threats hidden in caves and growing in laboratories. Our security will require modernizing domestic agencies such as the FBI, so they're prepared to act, and act quickly, against danger. Our security will require transforming the military you will lead—a military that must be ready to strike at a moment's notice in any dark corner of the world. And our security will require all Americans to be forward-looking and resolute, to be ready for preemptive action when necessary to defend our liberty and to defend our lives. (Applause.)"

Reading's Vocabulary

- Cold War** - an intense economic, political, military, and ideological rivalry between nations, short of military conflict; a continual state of resentful antagonism between two parties short of open hostility. A state of cold war existed between the United States and the former Soviet between 1947 and 1991.
- containment** - the act or policy of restricting the territorial growth or ideological influence of another
- non-proliferation** - the action or practice of curbing or controlling an excessive, rapid spread of something
- deterrence** - a policy or action that tends to discourage an action (possibly harmful) by another entity

There will always be a number of countries increasing their hard power. This threat is unlikely to go away.

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Student Handout 3:
Group 4:

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

Reject the Global Buddy System

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

The Clinton Administration has been trying to frame the foreign policy debate for the 2000 election in the simplest possible terms: It's Clintonian internationalism versus Republican isolationism. Samuel Berger, the national security adviser, offered the fullest version of this thesis last Thursday, arguing that the Senate's rejection of the Comprehensive Nuclear Test Ban Treaty means we have returned once again to the "old debate" of the 1930's.

It is true that some Republicans want the United States to pull back from its overseas commitments and stay out of messy conflicts 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. Both believe in American leadership and global responsibilities. Both supported intervention in the Persian Gulf at the beginning of this decade and in Kosovo at the end. No matter who wins next November, American foreign policy after 2001 is going to be characterized by some version of internationalism.

The real debate in the coming year will be: What brand of internationalism? This is the debate between the internationalism of Theodore Roosevelt and that of Woodrow Wilson, between the internationalism of Ronald Reagan and that of Jimmy Carter.

The Clinton Administration has placed itself squarely in the tradition of Presidents Wilson and Carter, and never more so than in Mr. Berger's speech, entitled "American Power: Hegemony, Isolationism or Engagement." Mr. Berger is opposed to American hegemony and decries Republican calls for increased defense spending. The true test of leadership, he argues, is not whether the United States remains militarily powerful, but whether it signs onto international conventions such as the Comprehensive Test Ban Treaty and the Climate Change Treaty, provides enough money to global poverty programs and supports the United Nations.

It is on these matters, Mr. Berger argues, "that our most fundamental interests are at stake." Mr. Berger derides those who worry about the threat posed by China or Russia as "nostalgic" for the cold war. In the Clinton Administration's world, there are no enemies or even potential enemies. There are only potential partners in the

search for what Mr. Berger calls an international "common good."

This is the kind of utopian internationalism that the Democratic Party rejected under the hardheaded leadership of Harry Truman and Dean Acheson but embraced again after Vietnam. It is the internationalism of Jimmy Carter, squeamish and guilty about American power and content to base America's security, and the world's security, on arms control agreements rather than on American arms. This is the internationalism which in the late 1970's and early 1980's favored the SALT II agreement and the "nuclear freeze" and opposed the Reagan arms buildup and the Strategic Defense Initiative.

Republicans in the coming election will likely propose a very different kind of internationalism. In the tradition of Teddy Roosevelt and Ronald Reagan, they will argue that the United States can and should lead the world to a bet-

ter future, one built around American principles of freedom and justice—but only if it has the power and the will to use that power.

Republicans will argue that American security cannot be safeguarded by international conventions. Instead, they will ask Americans to face this increasingly dangerous world without illusions. They will argue that American dominance can be sustained for many decades to come, not by arms control agreements, but by augmenting America's power and, therefore, its ability to lead.

President Clinton may enjoy calling Republicans isolationists, but a year from now, Democrats will be running against the party of Reagan. It looks as if they plan to run as the party of Jimmy Carter.

—New York Times, October 25, 1999

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Reading's Vocabulary:	
internationalism - the principle of cooperation among nations, for the promotion of the common good	SALT II - Strategic Arms Limitations Treaty: the second of two preliminary five-year agreements between the United States and the Soviet Union for the control of certain nuclear weapons. The first was concluded in 1972 (SALT I) and the second was drafted in 1979 but never ratified by the U.S. Senate. However, its terms were honored by both sides until 1986 when the Reagan administration withdrew from SALT II, accusing the Soviets of violating the treaty.
free-trader - a person who advocates free trade, or trade between countries without protective duties or tariffs	Strategic Defense Initiative - a U.S. weapons-research program begun in 1984 to explore technologies, including the use of lasers, for destroying attacking missiles and warheads (nicknamed "star wars")
hegemony - leadership or predominant influence exercised by one nation over others	augment - to make larger, enlarge in size, number, strength, or extent
utopian - founded on or involving idealized perfection	
nuclear freeze - a proposed agreement between the world's nuclear powers, primarily the United States and the then-Soviet Union, to stop all production of new nuclear arms	

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Student Handout 4:
Mapping Terrorist Activity
with Google Earth

Overview:

In this activity, you use Google Earth to document terrorist activities alleged to have been carried out by al-Qaeda. This activity provides you with details and a visual examination of al-Qaeda terrorist activities throughout the world, before and after the attacks of September 11, 2001. Some of details of the attacks have been researched for you, while some you'll have to research yourself. Becoming familiar with these attacks may change your opinion on the most effective foreign policy option, or it may reinforce your previous opinion. The lesson concludes with a brief written assignment on this topic.

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 that event, while others don't.
4. Equally divide the work with your partner and research the incomplete place markers with the following details:
 - Location, date, identification of prime target, casualties (number and description), details of the attack, perpetrators
5. For each attack, move the place marker to its correct location on the map.
 - February 1993: World Trade Center bombing
 - November 1995: Bombing in Riyadh, Saudi Arabia
 - June 1996: Khobar Towers bombing in Dhahran, Saudi Arabia

- August 7, 1998: U.S. Embassy bombings in Nairobi, Kenya, and Dar es Salaam, Tanzania
- December 22, 2000: USS Cole is attacked in Yemen
- September 11, 2001: Attack on the World Trade Center in New York City
- September 11, 2001: Attack on the Pentagon, Washington D.C.
- September 11, 2001: Plane crashes in Pennsylvania field
- April 2002: Attack outside a synagogue in Tunisia
- October 2002: Attack on a French tanker off the coast of Yemen
- November 2002: car bomb attack and a failed attempt to shoot down an Israeli jetliner in Mombasa, Kenya
- 2002-present: Countless suicide bombings and other attacks on civilians in Iraq
- May 2003: Car bomb attacks in Riyadh, Saudi Arabia
- March 2004: Bomb attacks on Madrid, Spain, commuter trains
- July 2005: Bombings of the London public transportation system
- February 2006: Attack on the Abqaiq petroleum-processing facility in Saudi Arabia
- December 2007: Bombing and suicide attacks in Algiers
- Also label Osama bin Laden's believed location in the mountains of Afghanistan

6. After identifying and locating all 18 attack sites, analyze the map with your partner by discussing 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 could 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?
7. Write a five-paragraph essay to demonstrate your new understanding. Be sure that your essay answers the essential question, "What foreign policy position do you feel would best keep the United States safe from terrorist attacks?" Be sure to address the following:
- a) A brief summary of the reasoning behind and actions suggested by the four foreign policy positions
 - b) 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 why your choice is superior to the others you considered
 - c) How your analysis of the targets using the Google Earth tool modified or reinforced your choice of foreign policies