

The Enemy Within Teachers Guide
Final Draft

About the Film:

Five years after the attacks on 9/11 and the massive, multibillion-dollar reorganization of government agencies which followed, FRONTLINE and *New York Times* reporter Lowell Bergman investigates the domestic counterterrorism effort and asks whether we are any better prepared to prevent another catastrophic attack. Relying on interviews with high-level sources in the U.S. government, Bergman reveals ongoing interagency rivalry as well as troubling flaws in what has been the largest reorganization of the government in half a century. The documentary focuses on who is the real enemy within the United States and whether we are prepared to defeat him.

Watching the Film:

Teachers can either assign the film for viewing as homework or show the film in class. Suggested discussion questions are provided. The lessons and activities in this guide can be used in the classroom without having viewed the film.

A Note to Teachers:

The lesson itself is, potentially, politically and emotionally charged since it presents students with disturbing historical events and with scenarios and questions to which many answers are possible.

For classes in social studies, civics and government, language arts, current events and history; Grade level 9-12.

Discussion Questions:

This guide includes a list of questions for students to discuss after viewing *The Enemy Within*.

Featured Lesson Plan:

"A Balancing Act"

Lesson Objectives:

Students will:

- Briefly examine the domestic response to the bombing of Pearl Harbor on Dec. 7, 1941
- Learn about some of the government's organizational and policy responses to terrorism and fears of terrorism in the United States since Sept. 11, 2001
- Develop a plan based on their own ideas about how the United States, in the context of our Constitution, might best respond to terrorism and fears of terrorism

Additional Lesson Ideas:

Oral Histories of Sept. 11, 2001

Students will interview several people about their reactions to the events of 9/11 and their ideas about how best to combat terrorist threats.

Personal Responses to Sept. 11, 2001

Students present their responses to the events of Sept. 11 using art, music or writing.

Using Literature to Understand History

Language arts teachers can assign the novel *Snow Falling on Cedars* by David Guterson for students to learn about the Japanese-American internment.

Additional Resources:

An annotated list of relevant Web sites.

Purchasing the Film:

The Enemy Within can be purchased from Shop PBS for Teachers [link] www.shoppbs.org. Also, teachers and students can watch the film streamed in its entirety on FRONTLINE's Web site: [link] www.pbs.org/frontline/enemywithin.

Credits:

This teacher's guide was developed by Simone Bloom Nathan of Media Education consultants. It was written by Ellen Greenblatt of University High School, San Francisco. Advisers were Debra Plafker Gutt, Stuyvesant High School, New York, Patricia Grimmer, educational consultant and Greg Timmons, curriculum writer and educational consultant.

DISCUSSION QUESTIONS

1. Define terrorism. How does your definition fit with the film, "The Enemy Within?"
2. Identify at least two initiatives against terrorism and the fear of terrorism that the United States has taken since Sept. 11, 2001.
3. What initiatives against terrorism and the fear of terrorism were presented in this film?
4. What, according to some people interviewed in the film, are the constitutional dangers to some initiatives against terrorism and the fear of terrorism?
5. What does the Fourth Amendment to the Constitution guarantee?
6. What, according to the film, might the United States learn from the Lodi, Calif. case concerning Umer Hayat and his son?

FEATURED LESSON PLAN

"A Balancing Act"

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Materials Needed:

Internet access

Student Worksheets

Time Needed:

5-10 minutes for group discussion of the general question: "How should the United States respond to attacks within its own borders?"

45 minutes for group research on the history and results of the relocation and internment of Americans of Japanese background after the Japanese bombing of Pearl Harbor on Dec. 7, 1941, and to report group findings to the class

20-30 minutes for work and reporting on Student Worksheet "Some Terms to Know"

20 minutes to prepare in groups about how to respond to scenarios of hypothetical threats to the United States

30 minutes for whole-class discussion of the responses to scenarios of hypothetical attacks on the United States

Procedure:

Step One:

1) Reviewing a shocking event in U.S .history

- Before breaking students into small groups, ask the whole class to write for one to two minutes on the following question: "What do you know about the "relocation" or "internment" of Americans of Japanese descent? What is the difference in connotation between calling the removal of Americans of Japanese descent from their homes "relocation" or calling it "internment"?"
- Divide students into five groups. Each group will read about one aspect of the response to the Japanese attack on American ships at Pearl Harbor, Hawaii before reporting back to class.
 - Group One will read the background of the situation that led to the Japanese Relocation and Internment, focusing on:
 1. the precipitating cause for relocation and internment
 2. the number of people involved
 3. what exactly happened to the individuals relocated and interned[link] <http://www.archives.gov/education/lessons/japanese-relocation/>

- Group Two will examine President Franklin Roosevelt's Dec. 8, 1941 "A Day that will Live in Infamy" speech. Instruct students in Group Two to scroll to the bottom of [link] http://www.archives.gov/exhibits/american_originals/fdr.html where they can both read the speech and hear a short excerpt. Students in this group should focus on:
 1. the effect of the words Roosevelt chose to characterize the Japanese (e.g. false, deceive, onslaught, premeditated, dastardly)
 2. the effect of the repetition in the speech
 3. the purpose of the speech
- Group Three will read Executive Order 9066 at [link] <http://historymatters.gmu.edu/d/5154>
They can also view a photograph of the public posting of the order at [link] <http://www.archives.gov/education/lessons/japanese-relocation/images/order-posting.gif>
Students in this group should read the paragraph summary, but should focus on the order itself.
 1. What, according to the order, is the justification for the action?
 2. What is the effect of the mention of "military areas?"
 3. What is the effect of *not* mentioning a particular group for exclusion?
- Group Four will read the Civil Liberties Act of 1988, popularly known as the Japanese American Redress Bill, an act that acknowledged the "grave injustice" of internment and mandated a \$20,000 payment to each victim of internment. [link] <http://www.pbs.org/childofcamp/history/civilact.html>
The Presidential letter of apology accompanying reparations checks is viewable at [link] <http://www.pbs.org/childofcamp/history/clinton.html>
Students should focus here on:
 1. the effect of the words of the act (e.g. prejudice, failure, injustice, restitution)
 2. the *tone* of the Civil Liberties Act of 1988
 3. the effect of the words of the Presidential letter of apology
- Group Five will read the opinions (concurring and dissenting) for *Korematsu v. U.S.* (1944), the case that found the internment of Japanese and Japanese Americans constitutional. (Teachers might divide students into two subgroups, one to read Justice Black's opinion affirming the decision, the other to read the three dissenting opinions.) [link] <http://www.tourolaw.edu/patch/Korematsu/> Students should focus on:
 1. the reasons for Justice Black affirming the decision
 2. the reasons for the dissenting opinions

2) Reporting In:

- Each group will report to the whole class its findings about the period following Dec. 7, 1941.
- The teacher will lead a brief discussion on the following topic: "In the political fear and hysteria after the bombing of Pearl Harbor:
 - was the internment of Americans of Japanese descent *understandable*?

- was it *justifiable*?
- what is the difference?
- If time permits,
 - the teacher can write the following sentence from the Civil Liberties Act of 1988 on the Board, then ask students how they think this aspect of the Act has been implemented:
[There should be] "a public education fund to finance efforts to inform the public about the internment so as to prevent the recurrence of any similar event."
 - the teacher can ask why students think the Civil Rights Act of 1988 took so many years to pass.

Step Two: "What's Your Plan? What means are appropriate, in the context of our Constitution, in the war against terror within the United States?"

1) Distribute Student Worksheet: Some Terms to Know

Allow students to work in pairs. Assign each pair to check the Web sites for two terms, one term from Column One, and one term from Column Two. After students have defined the terms they were assigned, conduct a whole-class discussion to insure that everyone has a working knowledge of all the terms.

2) Students will make a policy decision to address a specific threat or perceived terrorist threat to the United States looking at two possible scenarios.

The purpose of this exercise is to illustrate the difficulty government agencies face as they attempt to balance the civil liberties that United States citizens value with the need to avert catastrophes like the events of Sept. 11, 2001.

- Divide the students into groups of four. Half the students will work on Scenario A, the other half on Scenario B.
- Distribute Scenarios A and B to students.
- Ask students to follow the directions on the sheet they have received and to develop a plan to address the scenario.
- After the groups have finished, put all the A and all the B students together to see if they can come to consensus.
- Have each group present its consensus and/or disagreements to the other half of the class. Anyone can ask questions or make comments during this part of what becomes a whole-class discussion.
- The teacher should act as moderator.

Step 3: Homework: Choose one of the following:

- **Letter to the Editor:** Write a two or three paragraph letter that articulates your position on how, in the context of our Constitution, to manage the threat of terror in the United States.
- **Ben Franklin said:** "Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety." (Source: <http://www.bartleby.com/73/1056.html>). Write a response to Ben

Franklin. You may agree or disagree, and you may write in the form of a poem or an essay.

- **Write an evaluation:** Both the bombing of Pearl Harbor and the attacks of Sept. 11, 2001 evoked an overwhelming sense of fear in the United States, yet the responses are different. How might you account for the different nature of the responses?

Methods Of Assessment:

- Participation in group discussion and worksheets
- Completion of Letter to the Editor, response to Ben Franklin quote, or written evaluation of the different responses to Pearl Harbor and the events of Sept. 11, 2001.

STUDENT WORKSHEET: SOME TERMS TO KNOW

Your Name _____

Note: The terms and abbreviations below have become part of our nation's vocabulary in the last five years, but it is difficult even for experts to identify and/or clarify the intersection of the many branches of government that have become part of the effort to combat terrorism and the perception of terrorism in the United States. The purpose of this exercise is to introduce you to some of the terms, not to make you an expert!

Directions: Working with a partner and using the Web sites below, write a sentence or two identifying the terms you have been assigned (one from Column One, and one from Column Two). During class discussion, write information for the terms that other students are presenting. Use the back of the sheet or another paper for your responses.

COLUMN ONE:

1. USA Patriot Act

Read Title I and Title II at [link] [http://thomas.loc.gov/cgi-bin/bdquery/z?d107:HR03162:@@D&summ2=m&Dangers of the Renewed Patriot Act](http://thomas.loc.gov/cgi-bin/bdquery/z?d107:HR03162:@@D&summ2=m&Dangers%20of%20the%20Renewed%20Patriot%20Act) [link]
<http://www.cnn.com/2005/LAW/06/01/ramasastry.patriotact2/index.html>

2. "Warrantless Surveillance"

[link] <http://www.abcnews.go.com/Politics/wireStory?id=2505896>

3. "Sneak and Peek"

[link] pro <http://www.fbi.gov/publications/leb/1997/feb975.htm>
[link] con: <http://www.aclu.org/natsec/emergpowers/12481leg20011023.html>
[link] http://www.law.uga.edu/academics/profiles/dwilkes_more/36sneak.html

4. FISA (Foreign Intelligence Surveillance Act)

[link] http://caselaw.lp.findlaw.com/cascode/uscodes/50/chapters/36/subchapters/i/sections/section_1802.html

COLUMN TWO:

1. Fourth Amendment to the Constitution

Find the text of the Amendment and annotations and commentary at [link]
<http://caselaw.lp.findlaw.com/data/constitution/amendment04/>

2. NSA (National Security Agency)

[link] <http://www.nsa.gov/about/index/cfm>

3. "National Security Letters"

[link] <http://www.washingtonpost.com/wp-dyn/content/article/2005/11/05/AR2005110501366.html>

4. FBI (Counterterrorism branch)

[link] <http://www.fbi.gov/terrorinfo/counterterrorism/waronterrorhome.htm>

5. CIA

[link] <https://www.cia.gov/cia/information/info.html>

Student Worksheet
Scenario A
"In Your Neighborhood"

Name _____

Directions:

Consider the hypothetical scenario below and, using what you have learned about Constitutional protections and about tactics available to the U.S. government, develop a plan to guide law enforcement personnel. Remember, your task is not easy: you must balance civil liberties and public safety. Think carefully before you plan a course of action. Be sure to be able to justify your position. Feel free to revisit "Student Worksheet: Some Terms to Know" to refresh your memory.

There is no single "correct" response.

Your neighbors, Joe and Cindy McGuire, have been involved in politics and political action for as long as you can remember. They have always been the ones with signs in front of their house, supporting a candidate or a cause. They have often carried petitions around the neighborhood, in favor of or against a cause. Over the years, they have become upset with American foreign policy, and the signs in front of their house have taken on a stronger, angrier tone. In addition, they have begun to have political meetings in their house several times a week, and, increasingly, those who are attending look as if they were not born in the U.S. Because you have been neighbors for so long, you receive the emails they have sent out, emails that seem to you to advocate increasingly harsh resistance to American policy. They even wrote in one email, "America deserved what it got on 9/11."

Are the McGuires national security risks?

Even if they are not, could people attending their meetings be security risks?

Should the police or FBI be able to get a court order to review the McGuires' email list?

If the FBI or police believe the McGuires will destroy their email lists if they know they will have to turn them over, should the government be able to do a "sneak and peek" or other warrantless search?

In other words, how will you handle the potential conflict between Constitutional guarantees and the need to prevent terrorism that people fear?

Student Worksheet
Scenario B
"I saw it on the way home."

Name _____

Directions:

Consider the hypothetical scenario below and, using what you have learned about Constitutional protections and about tactics available to the U.S. government, develop a plan to guide law enforcement personnel. Remember, your task is not easy: you must balance civil liberties and public safety. Think carefully before you plan a course of action. Be sure to be able to justify your position. Feel free to revisit "Student Worksheet: Some Terms to Know" to refresh your memory.

There is no single "correct" response.

A bookstore you pass on the way home has signs in the window featuring books by Muslim clerics about studying the Koran, histories of struggles in the Middle East, testimonials by American converts to Islam, and denunciations by American and foreign authors of American foreign policy. The bookstore does not pretend to offer a balanced array of books, and it allows its store to be used for readings by authors unsympathetic to American policies in Iraq, Afghanistan, and the Middle East. The FBI and the Counter Terrorism Center have received a tip that the bookstore may be a front for terrorist activity.

How will you advise them? Should they obtain a warrant to seize credit card receipts of people who have bought books at the store?

Should they, instead, under authority of the Patriot Act, simply seize the receipts on the theory that the store will destroy them if they know they are about to be seized?

If they do seize receipts, should they tell people whose credit card information they have seized that they are under some suspicion?

In other words, how will you handle the potential conflict between Constitutional guarantees and the need to prevent terrorism that people fear?

Additional Lesson Ideas:**Oral Histories of Sept. 11, 2001**

Students will interview several people about

- what they remember about their reactions to the catastrophic events of Sept. 11, 2001
- how they feel the United States might best combat terrorist threats and fears of terrorist threats in our own country

Students can present what they learn through an expository essay, a first-person diary, or a narrative poem.

Personal Responses to Sept. 11, 2001

Invite students to view photographs, magazines, personal accounts, posters, fine art, comic books, etc. created in response to the events of Sept. 11 and collected by the Library of Congress at [link] <http://rs6.loc.gov/ammem/today/sep11.html>

Students can use a visual or written medium to present their own responses.

Using Literature to Understand History

Language arts teachers can assign the novel *Snow Falling on Cedars* by David Guterson for students to learn about the Japanese-American internment. Set in the Pacific Northwest in the 1950s, the novel deals, as part of its plot, with the unresolved tensions and anger resulting from the treatment of Japanese-Americans during World War II.

ADDITIONAL RESOURCES:

A Note about Internet Resources

Students should be aware that Web sites often present only one view of an issue. Encourage students to think about and question Web sites even as they are reading. Guiding questions as they review Web sites are: What did you learn from this site? What didn't you learn from this site? Who sponsors this site? What bias might the sponsor have? How current is the site?

Web Sites

The Enemy Within

www.pbs.org/frontline/enemywithin

This companion site to the FRONTLINE documentary features extended interviews with counterterrorism experts and the prosecution and defense in the Hayat trial, including Umer Hayat. Also included are special reports on dealing with the homegrown terrorist threat: the new legal strategies, police technologies, immigration reforms and the military's involvement.

Japanese American Internment Curriculum

<http://bss.sfsu.edu/internment/njahs3.html>

This site is sponsored National Japanese American Historical Society. This particular lesson deals with the Japanese Internment and the Bill of Rights.

<http://www.archives.gov/education/lessons/japanese-relocation/>

This Web site is from the United States Archives. It contains primary source material and photographs as well as lesson ideas.

Korematsu v United States

<http://www.tourolaw.edu/patch/Korematsu/>

This site contains the full Court of Appeals decision that found the internment of Japanese and Japanese Americans constitutional.

Counter Terrorism Center

<http://www.whitehouse.gov/news/releases/2003/02/20030214-1.html>

The official White House press release from February 2003 creating the Counter Terrorism Center as a way to ensure that various government agencies cooperate in anti-terrorism efforts.

<http://www.whitehouse.gov/news/releases/2004/08/20040827-5.html>

This is the Executive Order creating the National Counterterrorism Center on Aug. 27 2004

<http://www.washingtonpost.com/wp-dyn/content/article/2005/06/02/AR2005060201819.html>

This Washington Post article describes problems with getting the Counter Terrorism Center off the ground.

<http://www.cbsnews.com/stories/2006/09/06/fyi/main1973860.shtml>

Behind The Counterterrorism Center: A Look At How The Center Functions And What Its Purpose Is. This CBS News Web site is packed with several interesting sub-Web sites.

The Roots of Terrorism

www.pbs.org/frontline/teach/terror

This teacher's guide uses a series of four documentaries produced by FRONTLINE in the wake of Sept. 11 to explore the roots of terrorism and the complex evolution of U.S. policy and Islamic fundamentalism. The guide includes maps, background information and nine classroom activities.

America Responds to Terrorism

<http://www.crf-usa.org/terror/America%20Responds%20to%20Terrorism.htm>

This site, created by the Constitutional Rights Foundation, has a series of online resources and lesson plans concerning the origins and results of terrorism.

FRONTLINE Teachers Guide: A Class Divided

<http://www.pbs.org/wgbh/pages/frontline/teach/divided/>

This lesson, which recounts the classic "brown eyes/blue eyes" exercise originally conducted by Iowa teacher Jane Elliot following Martin Luther King Jr.'s assassination, lets students explore the historical role of racism in the United States, as well as prejudice and stereotypes in their own lives.