



INTIFADA AND TERRORIST GROUPS

Israel 101, Page 24-27

Rationale and Goals

- To describe the histories of the key terrorist groups involved in the Intifada.
- To underscore the differences among these groups (Islamic vs. nationalist) and, more fundamentally, the similarities in their goals (destroy Israel, hostility to the U.S.) and tactics (terrorism).
- To underscore the suffering these groups' operations have caused.

Discussion Questions

- Compare the charters of Hamas, Fatah and Hezbollah. (Find them at StandWithUs.com under flyers.)
- How have the terrorist groups been influenced by radical Islam? What terrorist tactics were used in the 1960s through the 1980s (attacks in Israel, attacks on Israelis around the world, which declined in the '80s)? When was suicide bombing first used? How did it differ from earlier tactics? What was the world/Israeli response?
- What do terrorist groups hope to accomplish through terrorism? They clearly can't win a military battle against Israel. Do they hope to make life so unbearable for Israelis that they will leave? Alternatively, is their main goal PR and world attention? Or is their goal a combination of these two motives, or others?
- How does terrorism differ from legitimate forms of rebellion? For example, would one call America's Minutemen in 1776 terrorists? Were revolutionaries in France or Russia terrorists? What are the differences or similarities? (One difference is that Israel was in the midst of peace negotiations with the PA, which had agreed to stop violence. Another difference is that terrorists target civilians, while the Minutemen and French and Russian revolutionaries targeted political or military figures and installations.)
- Who supports the various terrorist groups? (This important question is addressed in the *Israel 101* booklet.) Have the nations who are supporting these groups changed? (Iran has taken the place of Egypt, and Jordan is out of the picture, but the other players are the same.) How do foreign countries' involvement change the way you look at terrorists? How much is it a local revolutionary movement and how much a tool used by other Arab/Muslim states to continue the war against Israel?
- If you lived around these terrorists groups and knew that your society glorified suicide bombers as martyrs on TV, in other media, in school and in your religious institution, how do you think it would affect you? How would or could you resist these messages? (Think about a movie, that strongly influenced you and your friends. How did you resist the message of the movie, or did you accept it?) What impact do you think this kind of societal message has on the prospects for peace for the next generation?
- Is suicide bombing a response to poverty and desperation, or is it a tactic/weapon ("human bomb") that terrorist groups have consciously chosen? How would you go about researching this question?

Activities

Activity 1

Creating a Counterterrorist Team

Preparation:

Estimated Time: 1.5 class periods • **Materials:** Students will need to use the information on pp. 24-27 in the *Israel 101* booklet. Students should have access to the Web for further research on the terrorist groups.

Background: Since September 11, 2001, American citizens have become acutely aware of radical Islamic terrorist groups bent on their destruction. Since the founding of their state in 1948, Israelis have been targeted by many terrorist groups. Terrorist groups attacked Israeli citizens during the first Intifada and after the Oslo process in 2000. In this activity, students will imagine serving on a counterterrorist team to learn more about these groups.

Activity:

- Tell the students that counterintelligence units exist all over the world to collect and act on intelligence information about terrorist groups. In this activity, they will imagine serving on a counterterrorist team to learn more about the Palestinian terrorist groups.
- Tell students that they are setting up an imaginary counterterrorist team. Have the students divide into six groups. Each group will focus on a different Palestinian terrorist group, as mentioned in the booklet:

Hamas (Islamic Resistance Movement)

PLO (Palestine Liberation Organization)

Fatah (with two offshoot militias: Tanzim and Al-Aqsa Martyrs Brigade)

Palestinian Islamic Jihad (PIJ)

Hezbollah (Party of God)

PFLP (Popular Front for the Liberation of Palestine)

- As part of their counterterrorism work, each group of students should take 30-45 minutes to prepare information on the following by using the *Israel 101* booklet (p. 24-7) and their Web-based research efforts:
 - History of the Terrorist Group
 - Ideology (See the group's charter, if possible.)
 - Location
 - Recent Operations
 - Past and Present Leaders
 - Notes of Interest

While the above list mirrors what is written in the booklet, students should try to go beyond this information and use the Web and other sources. Make sure that students have access to the charters of the various terrorist groups when possible. (See resource list at the end of this lesson plan on the above groups and on counterterrorism groups throughout the world.)

- Ask each group to make a 5-6-minute class presentation on the terrorist group they have researched. After these presentations (30-40 minutes each), have the students discuss the larger issues:
 - Why are there so many Palestinian terrorist groups? What are their differences? (The various groups and factions reflect ideological and sometimes religious differences. They often compete with each other.)
 - What do they have in common? (They are all united in their goal to destroy Israel, and they all favor attacking civilians as a means toward this end.)
 - What are their demands? Would they stop their terrorism if their demands were met?
 - What can be done to counter terrorist groups? (Here, answers will differ.)

Activities

Activity 1

Wrap-Up: A study of Palestinian terrorist groups can help American students better understand the challenges that have faced Israel since its inception. It can also shed light on understanding the challenges that face American and Western countries today and in the foreseeable future. For example, what role does radical Islamic ideology play in fostering and supporting terrorist groups that target civilians from Israel, America and other western countries?



Activities

Activity 2

The History and Psychology of Suicide Bombers

Preparation:

Estimated Time: 1-2 class periods • **Materials:** Students should have access to the Web for relevant materials; without such access, these materials from the Web should be reproduced. The teacher should also show videos of suicide bombers' last statements so students can analyze their motives based on their own words. Palestine Media Watch has videos of suicide bombers' last statements at www.pmw.org.il.

Background: When secular Palestinian terrorist groups (such as the PLO, Fatah and PFLP) began their terrorist activities in the late 1960s and early 1970s, suicide bombing was not one of the methods used. In recent years, suicide bombing has become a major terrorist weapon against Israeli citizens and has been adopted by radical Islamic terrorist groups that target western nations, such as Al-Qaeda. For example, the attacks on the Twin Towers on September 11, 2001, as well as many attacks in Iraq, have resulted from this terrorist weapon. The following activity explores its history and psychology.

Activity:

- The teacher starts the lesson by presenting an orientation to the topic of suicide bombing. (See “Background” above.)
- Give the students 10 minutes to work together in groups and to list the various questions that they would like to ask regarding this phenomenon.
- Present these questions in class. Organize the questions about suicide bombing into three groups:
 - (a) History (e.g., When was suicide bombing first used as a terrorist weapon? How and when did it develop?)
 - (b) Psychology (e.g., What is the ideology behind this phenomenon? What is its goal? What can help us understand why there are so many potential suicide bombers? What, if any, are the connections to radical Islam? Who are the suicide bombers, and what motivates them?)
 - (c) Countries Affected by Suicide Bombing (e.g., Where have suicide bombings occurred and when? (They have occurred throughout the world, from Chechnya to Madrid to Asia.))
 - (c) Other (e.g., Which countries support the use of suicide bombers? What does the United Nations say about suicide bombers? To what extent is suicide bombing supported and even promoted by local Palestinian society? What does this sort of support do to the fabric of that society?)
- Divide the students into groups to research these questions. These groups may be subdivided to help students focus on the relevant issues. Provide each group with relevant resources (Web sites, printed materials, newspaper articles, etc.; see below). Give them a specified amount of time (20-30 minutes) to review this information in class. As an option, extend the activity to include two class periods so students can spend time at home examining the questions before they report in class.
- Have each group present its question and its findings to the entire class.

Wrap-Up: There is good evidence that the rise of suicide bombing is related to the rise of radical Islam. The motivation for many suicide bombers, including the September 11 terrorists, is based on the ideology of radical Islam, i.e., jihad (defined more as a commandment to “kill the infidels,” as opposed to an effort to subdue one’s own emotions, as seen in Sufi Islam) and a better afterlife.

Activities

Activity 3

Video—"To Die in Jerusalem"

Preparation:

Estimated Time: 1 or 2 periods • **Materials:** The film from www.priddybrothers.com/store/details.cfm?item=10005 (cost:\$20.00), a DVD player.

Background: This is an insightful and wrenching documentary about 18-year-old Ayat, a beautiful Palestinian girl, who was a suicide bomber who killed 17-year-old Rachel. The girls looked alike. After Rachel's death, her mother sought to talk to Ayat's mother, to understand what happened and to reach out to her to share their grief. The film traces their efforts to meet and the understanding they did or did not reach. It provides many insights into the conflict and into Israeli and Palestinian societies.

Activity:

Watch the film. After the film is shown, discuss with students:

- What they learned from the movie.
- How they felt about the movie.
- What insights the movie gave them into Palestinian society and into Israeli society.
- Why they think Ayat committed the suicide-murder.
- How Ayat's society/family responded to her actions and how Israeli society responded.
- How their research in Activity #2 helped them interpret the movie.
- Whom they felt more sympathy for in the film.

Wrap-Up: This movie gives a human, personal perspective to suicide bombing and its effects.



Resources

Internet

Descriptions of terrorist groups (2006)–www.jewishvirtuallibrary.org/jsourc/Terrorism/terror_report_orgs.html

Hamas (Islamic Resistance Movement)–www.standwithus.com/pdfs/flyers/Hamas_covenant.pdf
www.jewishvirtuallibrary.org/jsourc/Terrorism/hamastoc.html

PLO (Palestine Liberation Organization)–www.standwithus.com/pdfs/flyers/plo_charter.pdf
www.jewishvirtuallibrary.org/jsourc/Terrorism/plotoc.html

Fatah (Movement for the National Liberation of Palestine)–www.jewishvirtuallibrary.org/jsourc/Terrorism/Fatahtoc.html

Tanzim (Fatah militia)–www.jewishvirtuallibrary.org/jsourc/arabs/Tanzim.html

Al-Aqsa Martyrs Brigade (Fatah militia)–www.jewishvirtuallibrary.org/jsourc/Terrorism/alaksabrigades.html

Palestinian Islamic Jihad (PIJ)–www.jewishvirtuallibrary.org/jsourc/Terrorism/pijtoc.html

Hezbollah (Party of God)–www.standwithus.com/pdfs/flyers/hezbollah_program.pdf

PFLP (Popular Front for the Liberation of Palestine)–www.jewishvirtuallibrary.org/jsourc/Terrorism/pflptoc.html

PLO Compliance Report (December 2000-June 2001)–www.jewishvirtuallibrary.org/jsourc/Terrorism/PLOreport.html

PLO Compliance Report (November 2002 -July 2003)–www.jewishvirtuallibrary.org/jsourc/Terrorism/PLOreport02.html

See “Arafat and the Intifada”–www.standwithus.com/flyers.asp

See “Terrorism”–www.standwithus.com/flyers.asp

The Al-Aqsa Intifada (Myths and Facts)–www.jewishvirtuallibrary.org/jsourc/myths/mf19a.html

The Palestinian War (Myths and Facts): 2000-2005–www.jewishvirtuallibrary.org/jsourc/myths2/PalestinianWar.html

Understanding [Radical] Islamism–www.jewishvirtuallibrary.org/jsourc/reviews/obsession.html

Terrorism before 2000– www.mfa.gov.il/mfa/terrorism-%20obstacle%20to%20peace/palestinian%20terror%20before%202000

Terrorism since 2000–www.mfa.gov.il/mfa/terrorism-%20obstacle%20to%20peace/palestinian%20terror%20since%202000

Collection of articles focusing on terrorism–www.mfa.gov.il/mfa/terrorism-%20obstacle%20to%20peace/terror%20groups

Early origins of suicide bomb attacks–www.jewishvirtuallibrary.org/jsourc/Terrorism/suicide.html

The ideology of suicide bombers–www.timesonline.co.uk/tol/life_and_style/article543551.ece

Profile of suicide bombers–www.jewishvirtuallibrary.org/jsourc/Terrorism/suicide1.html

“Does oppression cause suicide bombing?”–www.standwithus.com/news_post.asp?NPI=69

See “Suicide Bombing/Indoctrination of Children”–www.standwithus.com/flyers.asp

“Palestinians exploit children for terror – Background”

www.mfa.gov.il/MFA/Terrorism-+Obstacle+to+Peace/Terror+Groups/Palestinians%20exploit%20children%20for%20terror%20-%20March%202004

Palestinian Authority Sermons (In Part I, Common Themes, see: “Shahids and the Rewards of Martyrdom” and “Educating Children to Martyrdom.”)–www.jewishvirtuallibrary.org/jsourc/arabs/sermons.html

Overview of State-Sponsored Terrorism (2003)

www.jewishvirtuallibrary.org/jsourc/Terrorism/sponsortoc03.html

FrontPage magazine article on “Terrorism: The Root Causes” (2005)

www.frontpagemag.com/Articles/Read.aspx?GUID=AC3B4357-6C12-4062-8FD3-1614685CBEC7

www.frontpagemag.com/Articles/Read.aspx?GUID=2897C633-4C6E-4209-A68F-2BBA060906E7

Election of Hamas in PA parliamentary elections (2006)

www.frontpagemag.com/Articles/Read.aspx?GUID=F66C6DC6-93EF-4364-8120-6C87CC07BBF2

Counterterrorism efforts—www.jewishvirtuallibrary.org/jsourc/Terrorism/countertoc.html

Media watchdog groups that expose biased reporting:

Note: The mass media (TV, radio, newspapers, magazines, etc.) and the Web rarely fully analyze the problems related to the Intifada and terrorism, nor do many convey what groups like Hamas, Fatah, Islamic Jihad, and Hezbollah are really like. The following are resources for monitoring and exposing bias in coverage of these groups, as well as general media reporting bias on the Middle East.

StandWithUs (monitors media coverage of the Middle East and provides factual information to refute biased reporting)

www.standwithus.com

HonestReporting (monitors and reports anti-Israel bias in the media worldwide)—www.honestreporting.com (Search for “Intifada.”)

CAMERA (Committee for Accuracy in Middle East Reporting in America): monitors and reports anti-Israel bias in media reporting

www.google syndicated search.com/u/camera?domains=camera.org&site search=camera.org&q=intifada&x=0&y=0

FLAME (Facts and Logic About the Middle East): provides factual information to counter common misconceptions about events in Israel—www.factsandlogic.org (Search for “Intifada.”)

Simon Wiesenthal Center (monitors and reports on anti-Israel and anti-Semitic bias in media worldwide)

www.wiesenthal.com/site/pp.asp?c=fwLYKnN8LzH&b=242023

Palestinian Media Watch (monitors Palestinian media articles and reports; comprehensive listing of articles from Palestinian media on such topics as: “Denying Israel’s Right to Exist;” “P.A. Libels, Lies, and Distortions;” “Indoctrinating Children to Aspire to Death for Allah;” “Promoting and Glorifying Terrorism and Murder”)—www.pmw.org.il

MEMRI (Middle East Media Research Institute)

Provides timely translations of Arabic, Persian, and Turkish media, as well as original analysis of political, ideological, intellectual, social, cultural, and religious trends in the Middle East.

www.memri.org

Blog

Little Green Footballs—littlegreenfootballs.com/weblog

Israeli Newspapers

Ha’aretz—www.haaretz.com

Jerusalem Post —www.jpost.com

News Analysts

Alan Dershowitz

Charles Krauthammer

Daniel Pipes (www.danielpipes.org)

Pro-Israel Arab Speakers and Authors

Brigitte Gabriel

Nonie Darwish (text of speeches at www.arabsforisrael.com)

Key People

Sheik Ahmad Yassin (Hamas)—www.jewishvirtuallibrary.org/jsourc/biography/yassin.html

Khaled Mashal (Hamas)—www.jewishvirtuallibrary.org/jsourc/biography/Mashal.html

Yasser Arafat (PLO, Fatah)—www.jewishvirtuallibrary.org/jsourc/biography/arafat.html

Mahmoud Abbas, aka Abu Mazen (PLO, Fatah)—www.jewishvirtuallibrary.org/jsourc/biography/Abbas.html

George Habash (PFLP)—www.jewishvirtuallibrary.org/jsourc/biography/habash.html

Books

Nonfiction

Bard, Mitchell (2002). *Myths and Facts: A Guide to the Arab-Israeli Conflict* (American-Israeli Cooperative Enterprise; New Ed. edition).

Dershowitz, Alan (2004). *The Case for Israel* (NY: Wiley).

Fiction

Ragen, Naomi (2004). *The Covenant* (St. Martin's Press).

Terrorists strike a family living near Jerusalem during the Intifada.

Films (also available on DVD)

One Day in September (Documentary about the massacre of Israeli athletes at the Olympics in Munich in 1972).

Operation Thunderbolt (Documentary about the rescue of Israeli and American passenger taken hostage from an airplane hijacked by Palestinian terrorists in 1976 in Entebbe, Uganda).

Video

The following video is available at no charge (except shipping) from www.israelupclose.org/stories.html

Volume 2: Mike's Place

At popular seaside pub in Tel Aviv, which is touted as a microcosm of Israeli society, customers are interviewed both before and after a terrorist attack, which occurs during filming.

