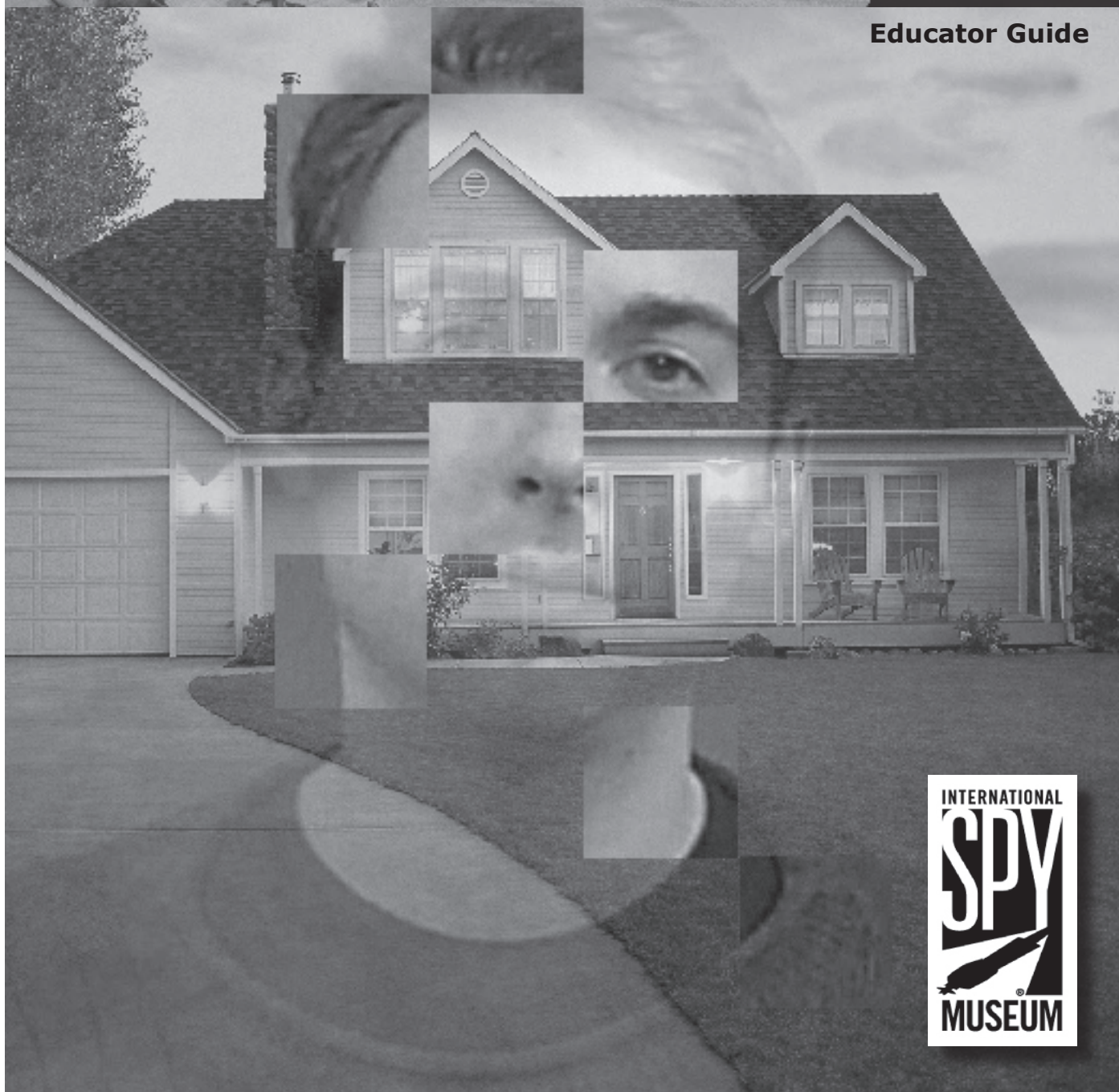


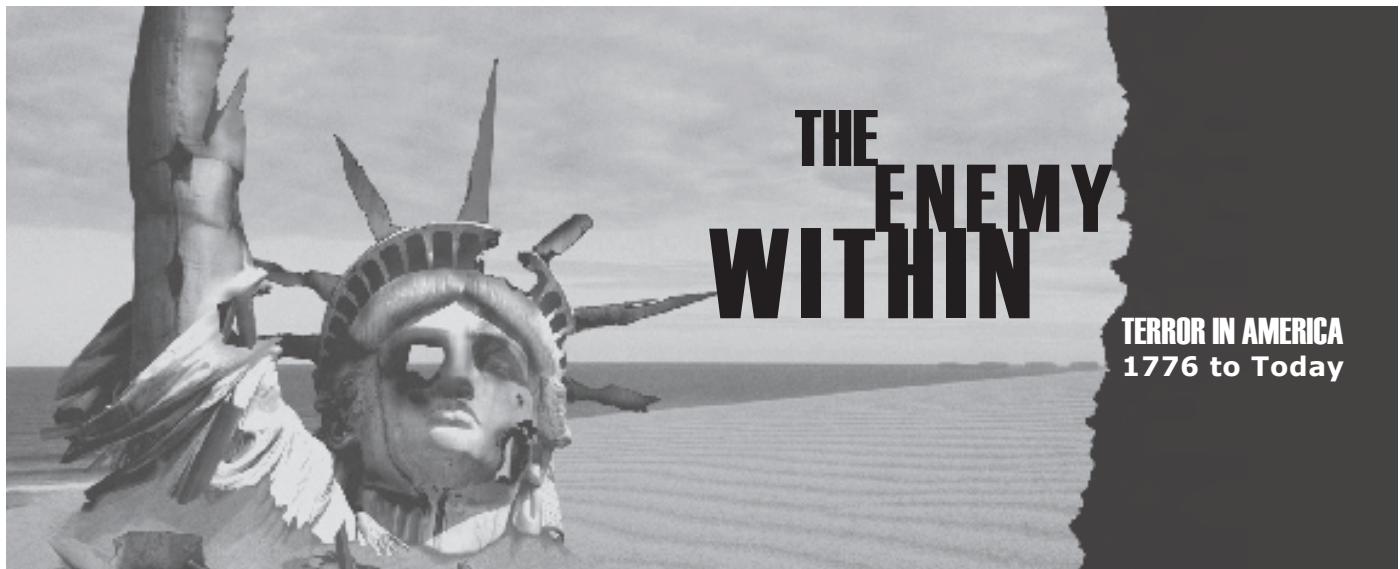
A black and white photograph of the Statue of Liberty's head and crown, set against a desolate, cracked, and barren landscape. The sky is overcast. The image is partially obscured by a dark, jagged vertical tear on the right side.

# THE ENEMY WITHIN

TERROR IN AMERICA  
1776 to Today

Educator Guide





## Introduction

Do your students know that September 11th was not the first time that America has experienced an attack on its own soil? **The Enemy Within: Terror in America—1776 to Today** exhibition offers teachers and students an unprecedented perspective on terror in American history. The exhibition uncovers the forgotten stories of domestic terrorists and foreign agents, militant radicals and saboteurs who have threatened America's sense of security. It also explores the questions: how do we identify who the enemy is? And how do we keep the country safe without compromising the civil liberties upon which it was founded?

Throughout the exhibition students can discover dramatic news stories from the past, including:

- City of Washington Captured and White House Torched – 1814
- Manhattan Hit by Massive Explosions in New York Harbor – 1916
- American Leaders Targeted by Anarchist Mail Bomber – 1919
- Bomb Rips Senate Wing of Capitol – 1971

The stories are told in themed environments that evoke the spirit of the times and include artifacts, replicas, historic photographs and film footage, interactive displays, and video. By examining dramatic episodes in American history from 1776 to the present, students are provided with an excellent introduction to the rich context from which current U.S. security measures emerged. The exhibition addresses many National Curriculum Standards in Social Studies including those in Time, Continuity and Change; Power, Authority and Governance; Culture; and Civic Ideals and Practices.

The Museum encourages educators (especially middle and high school level) to visit this thought-provoking exhibition with their students.

## The Educator Guide

This guide provides the following:

- A worksheet to help guide students through a visit to the exhibition.
- Five lesson plans that encourage deeper examination of the topics covered in the exhibition and its companion book.
- Activities and ideas that can be developed into lesson plans.
- A bibliography and internet resource list.
- A matrix of National Curriculum Standards in Social Studies met through a visit to the exhibition.

# AT THE MUSEUM STUDENT WORKSHEET

Name of Student: \_\_\_\_\_

**The Enemy Within explores eight historic case studies. See if you can discover:**

**Case Study #1** Title of the case-study presented: \_\_\_\_\_

Act of terror that takes place: \_\_\_\_\_

Perpetrators or perceived perpetrators: \_\_\_\_\_

Perpetrators' motivation or cause: \_\_\_\_\_

Government reaction (were laws passed, new agencies created, etc?): \_\_\_\_\_

Public reaction: \_\_\_\_\_

Lessons learned that can be applied to today: \_\_\_\_\_

**Case Study #2** Title of the case-study presented: \_\_\_\_\_

Act of terror that takes place: \_\_\_\_\_

Perpetrators or perceived perpetrators: \_\_\_\_\_

Perpetrators' motivation or cause: \_\_\_\_\_

Government reaction (were laws passed, new agencies created, etc?): \_\_\_\_\_

Public reaction: \_\_\_\_\_

Lessons learned that can be applied to today: \_\_\_\_\_

**Case Study #3** Title of the case-study presented: \_\_\_\_\_

Act of terror that takes place: \_\_\_\_\_

Perpetrators or perceived perpetrators: \_\_\_\_\_

Perpetrators' motivation or cause: \_\_\_\_\_

Government reaction (were laws passed, new agencies created, etc?): \_\_\_\_\_

Public reaction: \_\_\_\_\_

Lessons learned that can be applied to today: \_\_\_\_\_

**Case Study #4** Title of the case-study presented: \_\_\_\_\_

Act of terror that takes place: \_\_\_\_\_

Perpetrators or perceived perpetrators: \_\_\_\_\_

Perpetrators' motivation or cause: \_\_\_\_\_

Government reaction (were laws passed, new agencies created, etc?): \_\_\_\_\_

Public reaction: \_\_\_\_\_

Lessons learned that can be applied to today: \_\_\_\_\_

**Case Study #5**Title of the case-study presented:  

---

Act of terror that takes place:  

---

Perpetrators or perceived perpetrators:  

---

Perpetrators' motivation or cause:  

---

Government reaction (were laws passed, new agencies created, etc?):  

---

Public reaction:  

---

Lessons learned that can be applied to today:  

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**Case Study #6**Title of the case-study presented:  

---

Act of terror that takes place:  

---

Perpetrators or perceived perpetrators:  

---

Perpetrators' motivation or cause:  

---

Government reaction (were laws passed, new agencies created, etc?):  

---

Public reaction:  

---

Lessons learned that can be applied to today:  

---

**Case Study #7**Title of the case-study presented:  

---

Act of terror that takes place:  

---

Perpetrators or perceived perpetrators:  

---

Perpetrators' motivation or cause:  

---

Government reaction (were laws passed, new agencies created, etc?):  

---

Public reaction:  

---

Lessons learned that can be applied to today:  

---

**Case Study #8**Title of the case-study presented:  

---

Act of terror that takes place:  

---

Perpetrators or perceived perpetrators:  

---

Perpetrators' motivation or cause:  

---

Government reaction (were laws passed, new agencies created, etc?):  

---

Public reaction:  

---

Lessons learned that can be applied to today:  

---

# LESSON PLANS

## Educator Note

These lessons are designed to be used in conjunction with a visit to the exhibition. Three of the lessons, however, can be adapted for independent use. It is recommended that **The Enemy Within** companion book be used as an additional resource.

## Overview of Lessons

The five lesson plans in this guide extend the concepts presented in the exhibition into the classroom.



## Summary of Lessons

### #1 REACTION TO TERRORISM

Explores federal reactions to terrorist acts in history and legislation created as a result of terrorist acts.

### #2 PUBLIC OPINION: A PRODUCT OF OUR TIME

Uses polling questions to measure public opinion about the balance of national security and civil liberties. Provides historic poll results to explore changes in public opinion.

### #3 20/20 HINDSIGHT

Uses newspaper articles about historic terrorist attacks to explore the accuracy of media coverage and its impact on public perception.

### #4 IS SHE OR ISN'T SHE?

Uses primary documents from an FBI file to examine evidence and evaluate a possible communist threat during the Red Scare period.

### #5 TERROR: CAUSES AND ALTERNATIVES

Explores motivations of groups that have used terror as a means for change and ideas for peaceful alternatives.

# REACTION to TERRORISM



## Overview

Using selected case studies from the exhibition, students will research the actions the U.S. government took in response to potential and actual acts of terror in American history and examine whether any of these actions were similar to those taken following the terrorist attacks after September 11, 2001. Students will discover the historic precedents for today's actions by the federal government and the legislation that provides its authorization.

## Objectives

Students will be able to:

- identify key U.S. government actions in response to terrorist activity in the past.
- research whether these actions are being used to fight terror today.
- identify legislation that authorizes these actions.
- discuss how the actions taken after the 9/11 terrorist attacks will guide our actions in future terrorist incidents.

## Teacher Key

Assigned Action	Exhibition Case Study
1) Deportation	<b>Radicalism</b> (Early 20th Century Anarchism)
2) Incarcerate or detain in internment camps	<b>World War</b> (WWII Japanese Internment Camps) & <b>Radicalism</b> (Early 20th Century Anarchism)
3) Remove funding	<b>Hate</b> (KKK) & <b>Extremism</b> (Militia Groups)
4) Report to government	<b>Subversion</b> (1950s Red Scare)
5) Profiling	<b>Radicalism</b> (Early 20th Century Anarchism)



### **Activity**

Divide the class into five small groups. Assign each group one of the U.S. government actions that has been taken in the past (listed below). Each group will need to:

- Research when the federal action was taken in history, referring to the case studies in the exhibition, and determine whether the action was considered successful in combating terror. Case studies can be found in the exhibition and companion book.
- Research whether the action has been applied following the 9/11 terrorist attacks. If so, what has been the result? What law authorizes this action and when was it passed? Students can refer to the Domestic Security Legislation Chart to reference key legislation that may authorize the action.
- Have students debate the pros and cons of these actions.

### **Past U.S. government actions taken in response to terror:**

- 1) Deport all foreign-born suspects (both citizens and non-citizens).
- 2) Incarcerate or detain in internment camps all suspect groups or individuals.
- 3) Freeze or confiscate funds from organizations and/or groups suspected of aiding terrorist causes and/or activities.
- 4) Request citizens report to the federal government any suspicious activity of individuals or groups with similar cultural or religious background as those under suspicion.
- 5) Adopt profiling as standard practice at airports, transportation centers, and other key public spaces.

### **Additional Information**

A Domestic Security Legislation Chart is on pages 8 and 9, which will assist students as they research their assigned action.

# DOMESTIC SECURITY LEGISLATION CHART

Official Name	Popular Name	Description	Enactment	Statute	Update
Naturalization Act, Alien Act, Alien Enemies Act, Sedition Act	The Alien and Sedition Acts	Collective title for four acts passed by Congress in the span of one month. The laws strengthened the federal government in the face of a war with France. The Naturalization Act increased the residency requirement for citizenship from 5 years to 14. The Alien Act authorized the President to deport "dangerous" aliens during peacetime. The Alien Enemies Act allowed the wartime arrest and detention of enemy aliens. The Sedition Act declared that any treasonable activity, including the publication of "any false, scandalous and malicious writing," was a high misdemeanor, punishable by fine and imprisonment.	June 18, 1798 [Naturalization Act] June 25, 1798 [Alien Act] July 6, 1798 [Alien Enemies Act] July 14, 1798 [Sedition Act]	Naturalization Act - Chapter 54, 1 Stat. 566 Alien Act - Chapter 58, 1 Stat. 570 Alien Enemies Act - Chapter 66, 1 Stat. 577 Sedition Act - Chapter 73, 1 Stat. 596	Naturalization Act - Repealed 1802 Alien Act - Expired 1800 Alien Enemies Act - Expired 1801 Sedition Act - Expired 1801
Alien Immigration Act		Codified existing immigration law and substantially adding to the list of inadmissible immigrants. The act was also the first to exclude immigrants based on their beliefs, by deeming as inadmissible "anarchists, or persons who believe in, or advocate, the overthrow by force or violence the government of the United States, or of all government, or of all forms of law, or the assassination of public officials."	March 3, 1903	Chapter 1012, 32 Stat. 1213	Act Repealed.
Espionage Act	Barbour Espionage Act	Imposed heavy punishment on any activities that weakened or imperiled the country's national defense in both wartime and peace. Punishable offenses included obtaining information on military operations and passing documents, blueprints and photographs to others with the intent of injuring the U.S. To assist in military recruitment in World War I, the act also outlawed public objection to the war.	June 17, 1917	Chapter 30, 40 Stat. 217	Amended. Various sections revised and codified in 18 USC §§11, 791-794, 2388, 3241; 22 USC §§220-222, 401-408; 50 USC §§191, 192, 194
Sabotage Act		Made it a crime to damage or destroy property or utilities used in connection with the war.	April 20, 1918	Chapter 59, 40 Stat. 533	Enactment repealed by Act of June 25, 1948. Some sections revised and codified in 18 USC §§2151-2156
Sedition Act		Declared it unlawful for any person to publish any disloyal, profane, scurrilous, or abusive language intended to cause contempt for the government, Constitution, or flag of the United States.	May 16, 1918	Chapter 75, 40 Stat. 553	Act Repealed.
Deportation Act		Provided that aliens convicted under the Espionage Act, Sabotage Act, or other criminal acts of the United States could be taken into the custody on a warrant and deported 'if the Secretary of Labor, after hearing, finds that such aliens are undesirable residents of the United States.'	May 10, 1920	Chapter 174, 41 Stat. 593	Act Repealed.
Immigration Act		Established a quota system for immigration based on nationality that severely restricted immigration.	May 26, 1924	Chapter 190, 43 Stat. 153	Act Repealed.
Foreign Agents Registration Act	Propaganda Agency Act	Requires every agent of a foreign government to register with the Department of Justice and file forms outlining its agreements with, income from, and expenditures on behalf of the foreign government.	June 8, 1938	Chapter 327, 52 Stat. 631	Codified at 22 USC §§611-621
Alien Registration Act	Smith Act	Required the registration and fingerprinting of all aliens over age 14. Makes punishable the advocacy of the overthrow of any government - federal, state or local - by force and violence and organization of or membership--past or present-- in any group which so advocates.	June 28, 1940	Chapter 439, 54 Stat. 670	Enactment repealed by Act of June 25, 1948. Revised and codified in 18 USC §§2385.



Official Name	Popular Name	Description	Enactment	Statute	Update
Anti-Subversive Activities Act	Voorhis Anti-Propaganda Act	Barred political groups in the US from either receiving or contributing funds to subversive organizations with an international character.	October 17, 1940	Chapter 897, 54 Stat. 1201	Enactment repealed by Act of June 25, 1948. Revised and codified in 18 USC §2386.
Internal Security Act	McCarran Act	Specified that present or former membership in the Communist party or any other "totalitarian" party or its affiliates was a ground for inadmissibility.	September 23, 1950	Chapter 1024, 64 Stat. 1012	Revised by Act of March 26, 1964; codified at 50 USC §§831-832, 834-835
Communist Control Act		Outlawed the Communist Party of the United States and its affiliates, and prohibited members of Communist organizations from serving in certain representative (government) capacities.	August 24, 1954	Chapter 886, 68 Stat. 775	Codified at 50 USC §§841-844
Anti-Terrorism and Effective Death Penalty Act [AEDPA]		Restricts the possession and use of materials capable of producing catastrophic damage, increases restrictions on alien terrorists and allows for swift deportation of criminal aliens, regulates and monitors the financial support mechanisms of international terrorists, expands the circumstances under which foreign governments may be sued for the terrorist acts of their citizens, and substantially amends U.S. habeas corpus law in order to ensure swifter justice for death row inmates.	April 24, 1996	110 Stat. 1214	Codified at 8 USC § 1189, 8 USC § 1531, 8 USC § 1532, 8 USC § 1533, 8 USC § 1534, 8 USC § 1535, 8 USC § 1536, 8 USC § 1537, 8 USC § 1252c, 18 USC § 2332c, 18 USC § 2332b, 18 USC § 2332d, 18 USC § 2339B, 18 USC § 3059B, 18 USC § 3295, 18 USC § 3613A, 18 USC § 3663A, 22 USC § 2377, 22 USC § , 22 USC § 262p-4q, 22 USC § 2349aa-10, 22 USC § 2781, 28 USC § 2261, 28 USC § 2262, 28 USC § 2263, 28 USC § 2264, 28 USC § 2265, 28 USC § 2266, 42 USC § 10603b, 42 USC § 10608.
Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism [USA PATRIOT ACT]	Anti-terrorism Act of 2001	Provides for more effective deterrence and punishment of terrorist acts in the United States and around the world by coordinating intelligence agencies and removing many of the barriers to investigating terrorism. Enhances law enforcement investigatory tools against terrorists--both domestic and foreign and strengthens the criminal laws against terrorist and related acts. Increases protection on America's borders through wider surveillance and advanced technology.	October 26, 2001	115 Stat. 272	Codified at 50 USC § 403-5d, 50 USC § 1861, 50 USC § 1862, 18 USC § 2712, 31 USC § 5318A, 15 USC § 1681v, 22 USC § 262p-4r, 31 USC § 310, 31 USC § 310, 31 USC § 5331, 31 USC § 5332, 8 USC § 1379, 8 USC § 1226a, 42 USC § 3796c-1, 18 USC § 1993, 18 USC § 2339, 18 USC § 175b, 50 USC § 403-5b, 49 USC § 5103a, 42 USC § 3714, 42 USC § 5195c

## **INTERPRETING THE DOMESTIC SECURITY LEGISLATION CHART: HOW LEGISLATIVE ACTS BECOME USABLE LAW**

When legislation is passed by the United States Congress and signed into law, it is passed as an "Act" which is immediately placed into the Statutes at Large in chronological order. The statute citation for each Act is listed above in the column marked "Statute." The Statutes at Large act as a holding area for the large volume of laws passed by Congress. Thus, the Statutes at Large, when seen in their entirety, contain the whole body of law ever passed by Congress. It does not, however, reflect the current state of law.

At regular intervals, the most recent laws placed into the Statutes at Large are reorganized into the United States Code, which does reflect the current state of US law. The U.S. Code is organized into 50 "Titles" or subjects, which are further broken out into sections and sub-sections. Since an Act may have provisions that cover several titles within the U.S. Code, the Act is "sliced and diced" into the proper categories:

- Title 18: Crimes and Criminal Procedure
- Title 22: Foreign Relations and Intercourse
- Title 50: War and National Defense

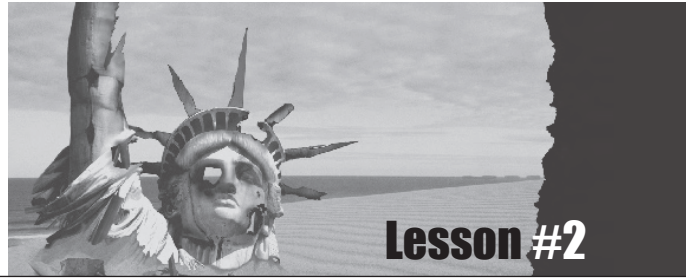
In the chart on the previous pages, under the "update" category, note first that several acts have been completely repealed and thus are no longer U.S. laws. Similar laws may have been enacted since their passage, but the Act itself has been completely stricken. Next are laws that have been amended. In many cases, a subsequent amending law will change some of the language or add to the original law, but the substance of the original law remains much the same. Third are acts that have been revised. Legislation passed on June 25, 1948 reorganized and consolidated several sections. Finally, there are laws that remain largely untouched and are listed as "codified."

### **How to Read the U.S. Code**

The citations for the United States Code appear, for example, as: 22 USC §11, where (22) is the Title, (USC) stands for United States Code, and (§11) is the section within Title 22.



# PUBLIC OPINION: A PRODUCT OF OUR TIME



## Overview

**The Enemy Within** exhibition includes polling stations where visitors are asked to register their opinion about terrorism-related issues. While opinion polls may or may not be useful to those developing national security laws and regulations, they can indicate the fears, hopes, and wishes of the public at large. This activity uses the polling questions in **The Enemy Within**, as well as historic Gallup Organization poll results, as a basis for research and debate. Students can poll their class, school, and/or community and compare the results of different samples. They can then compare their results with those from similar questions in the historic Gallup Organization poll included.

## Objectives

Students will be able to:

- develop and conduct an opinion poll and make inferences based on the resulting data.
- describe the struggle Americans have in balancing national security measures and preserving the civil liberties.

## Background

See attached article, *Public Opinion Polling*, by Albert Cantril, from *The Reader's Companion to American History* (1991).

## Activities

- 1) Students can use the questions from the exhibition on page 12 to conduct a poll. These questions were developed in association with The Gallup Organization. Students can choose to poll a sample of teachers and students at the school, individuals in their community, or the public at large. They can compare the findings from each sample and make inferences as to why the answers may or may not change from sample to sample. They will need to select their sample and list factors that could bias that sample.

OR

- 2) Have students review the questions from the exhibition on page 12 and develop their own questions for a new opinion poll about the balance of civil liberties and national security.

AND

- 3) After polling is complete, students can use the results from the historic Gallup Organization polls on page 13 to compare their results to public opinion from the past. Although these historic questions are not exactly the same as the ones in the exhibition, they are similar in content. Each historic question is numbered to match the question it was paired with in the exhibition. Make inferences as to why public opinion has or has not changed.



**1. Spies caught in this country should receive the death penalty.**

Do you  
5 - Strongly Agree  
4 -  
3 -  
2 -  
1 - Strongly Disagree with this statement.

**2. There should be a law which bans hate groups such as the Ku Klux Klan.**

Do you:  
5- Strongly Agree  
4 -  
3 -  
2 -  
1- Strongly Disagree with this statement.

**3. The government should restrict visits to the United States by people with ties to extremist groups.**

Do you:  
5- Strongly Agree  
4 -  
3 -  
2 -  
1- Strongly Disagree with this statement.

**4. The government should have the authority to deport or indefinitely detain people suspected of supporting groups hostile to the United States.**

Do you:  
5- Strongly Agree  
4 -  
3 -  
2 -  
1- Strongly Disagree with this statement.

**5. The FBI should be allowed to investigate groups that are opposed to the government of the United States.**

Do you:  
5- Strongly Agree  
4 -  
3 -  
2 -  
1- Strongly Disagree with this statement.

**6. Violence by individuals is sometimes justified to bring about change in American society.**

Do you:  
5- Strongly Agree  
4 -  
3 -  
2 -  
1- Strongly Disagree with this statement.

**7. Our government agencies should be allowed to act against groups that encourage violence as a method to change our society and government.**

Do you:  
5- Strongly Agree  
4 -  
3 -  
2 -  
1- Strongly Disagree with this statement.

**8. How much confidence do you have in the U.S. government to protect its citizens from future terrorist attacks?**

1. A great deal  
2. A fair amount  
3. Not very much  
4. None at all  
5. Don't know

**9. Based on what you have read or heard, do you think the Patriot Act – Goes too far, Is about right, Does not go far enough – in restricting people's civil liberties in order to fight terrorism?**

1. Goes too far  
2. Is about right  
3. Does not go far enough  
4. Don't know

**10. Should the government authorize the assassination of known terrorists?**

1. Yes  
2. No  
3. Don't know

*Did you know that since October 2001 the CIA is authorized by presidential order to assassinate certain terrorists, including Osama Bin Laden?*

# THE GALLUP ORGANIZATION HISTORIC POLLING RESULTS

Here are related historic questions from The Gallup Organization from various time periods in history. They are numbered to relate to the questions on page 12. Use these as a comparison to the page 12 questions and track how public opinion has changed over the years.

Question posed in July 1942:

**1. What punishment should be given to spies caught in this country?**

	%	N
Death	49.60	749
Shot	28.74	434
Hung	4.70	71
Imprisonment	3.77	57

Question posed in August 1946:

**2. Do you think there should be a law which forbids the Ku Klux Klan Organization?**

	%	N
Yes	56.12	715
No	29.28	373
No Opinion	14.60	186

Question posed on 20 April 1995, one day after the Oklahoma City bombing:

**3. Would you support the following as a way to reduce terrorist acts, or do you think it is going too far: Restricting visits to the U.S. by people from countries with known ties to terrorism?**

	%	N
Support	76.14	460
Going too far	20.73	125
Don't Know/Refused	3.13	19

Question posed in September 2002:

**4. As part of the effort to combat terrorism, would you support or oppose allowing the government to deport or indefinitely detain any foreigner in this country who is suspected of supporting any organization involved in terrorism?**

	%	N
Support	77.02	370
Oppose	19.87	95
Don't know	1.20	6
Refused	1.92	9

Question posed in October 1947:

**5. Do you think the FBI should or should not keep a constant check on all members of the Communist Party in this country?**

	%	N
Should	91.80	1355
Should not	4.00	59
No opinion	4.20	62

**6. Do you think that violence is sometimes justified to bring about change in American society, or not?**

	%	N
Yes	27.95	403
No	66.02	952
Don't Know/NA	6.03	87

There is no related question for #7 on page 12.

Question posed in January 2004:

**8. How much confidence do you have in the U.S. government to protect its citizens from future terrorist attacks?**

	%	N
A great deal	30.92	318
A fair amount	49.77	512
Not very much	15.33	158
None at all	3.62	37
Don't Know	0.13	1
Refused	0.24	2

Question posed in November 2003:

**9. Based on what you have read or heard, do you think the Patriot Act – Goes too far, Is about right, Does not go far enough – in restricting people's civil liberties in order to fight terrorism?**

	%	N
Goes too far	24.43	116
Is about right	44.97	214
Does not go far enough	20.20	96
Don't Know	10.06	48
Refused	0.34	2

Question posed in September 1986:

**10. Should the U.S. order the CIA to assassinate known terrorists before they can commit future terrorist acts?**

	%	N
Yes	27.70	95
No	65.01	223
Don't know	7.29	25

*Did you know that this has been the law in times of war since the Espionage Act of 1917?*

## PUBLIC OPINION POLLING

Albert H. Cantril

Although the systematic collection of information about society and social issues can be traced to eighteenth-century England, it was not until the early nineteenth century in the United States that public opinion became the subject of empirical study.

Among the earliest soundings of opinion on record are those of the *Harrisburg Pennsylvanian* and the *Raleigh Star* in connection with the 1824 presidential election. In July, the *Pennsylvanian* reported that Andrew Jackson received 335 of more than 500 votes cast in a poll it conducted in Wilmington, Delaware. A month later the *Star* reported Jackson the heavy favorite in canvassing it did at political meetings in North Carolina.

Concurrent with these early soundings of opinion was the independent development of the theoretical underpinnings of sampling. In 1848, the Belgian mathematician Adolphe Quetelet advanced the idea of the "average man" by arguing that the concept of the normal distribution of observations around a mean could be applied to analysis of society as well as to the physical world.

This fundamental conception was the link to more rigorous forms of sampling and the measurement of opinion that took place in the 1920s. Techniques of consumer and audience research were refined as Archibald M. Crossley pioneered the measurement of the American public's radio listening habits, and George H. Gallup developed techniques to assess reader interest in newspaper articles.

The presidential election of 1936 brought the new "science" of polling to prominence when three independent polls (by Crossley, Gallup, and Elmo Roper) predicted Franklin D. Roosevelt's victory over Alf Landon. These polls stood in stark contrast to the prediction of the *Literary Digest* that Roosevelt would receive only 40.9 percent of the vote. As in its widely publicized reports about public opinion over the preceding decade, the *Digest* rested its 1936 prediction on a tally of ballots returned from millions that had been mailed out across the country. That Crossley, Gallup, and Roper had the audacity to base predictions on relatively small samples (compared to the 2 million ballots on which the *Digest* based its

claim) was itself newsworthy. But when their projections were borne out by the election returns, the validity of modern polling had been established. The point had been made that the way a sample is drawn is more important than its size. Bias toward the affluent inherent in the lists from which the *Digest* had drawn names—telephone subscribers and owners of automobiles—could not be offset by large numbers.

Confidence in the potential of the new polling technique abounded for the next decade. Gallup and Roper found journalistic sponsors for their polls, Gallup through syndication to newspapers and Roper in a relationship with *Fortune* magazine. Opinion research also demonstrated its usefulness for government. In 1939, Rensis Likert developed polling for the U.S. Department of Agriculture, the first such operation within an agency of government.

Polls by Hadley Cantril provided President Roosevelt with valuable information on American public opinion throughout World War II. The Office of Public Opinion Research he established in 1940 at Princeton University conducted research into the methodology of polling and became a central archive for polling data. In 1941, the National Opinion Research Center, now at the University of Chicago, was established.

These were also years in which practitioners from commercial and academic research came together in an awareness that their new field had intellectual merit and a legitimate public purpose. The *Public Opinion Quarterly*, now the principal journal in the field was founded in 1937, and the American Association for Public Opinion Research was organized in 1947. But in 1948 President Harry S. Truman's defeat of Governor Thomas E. Dewey by almost five percentage points stung the pollsters, all of whom had predicted a Dewey victory. Credibility was on the line as newspapers canceled subscriptions to the Gallup Poll and Roper reported a drop in business. A panel of the Social Science Research Council reviewed polling procedures that had been employed and urged the pollsters to improve their sampling methods and continue interviewing until the closing days of future election campaigns.

From the 1948 debacle until the mid-1970s the field was preoccupied with technique and issues

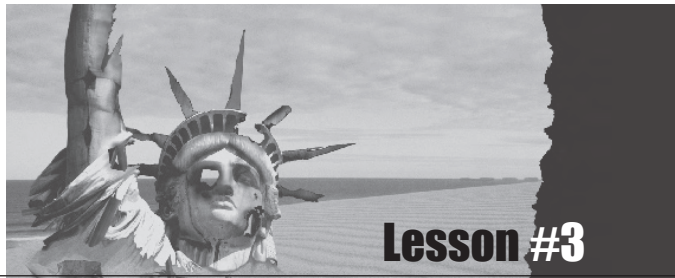


Only recently (1984) have polls themselves been shown to have an impact—though limited—on public opinion. Some voters may be influenced by poll results early in a presidential primary campaign when they have little information about any of the candidates and the outcome of the primary is in doubt. But it has been shown that such “bandwagon” effects dissipate as the election approaches. News organizations are the primary sponsors of election polls and many now conduct their own. One result is tension between journalistic criteria of what is newsworthy and research criteria of how reliable the data are and whether reports of a poll portray its results accurately and fully. The matter is high on the agenda of contemporary polling as it strives to raise standards of professional competence and devise more effective forms of accountability to the public.

**Norman M. Bradburn and Seymour Sudman, *Polls and Surveys: Understanding What They Tell Us* (1988); Albert H. Cantril, *The Opinion Connection: Polling, Politics, and the Press* (1991).**

of data reliability. The focus was on measurement issues, improved sampling procedures, and increasingly complex forms of data analysis. Particular emphasis was placed on the importance of repeated efforts (“callbacks”) to contact hard-to-find respondents in order to protect against overrepresentation of those who happen to be at home when interviewers first call. Much of opinion research since the mid-1970s can be described as a quest for validity. Researchers, seeking to ensure that the conclusions they draw from poll data are appropriate, have paid close attention to nonsampling error, including the many ways question wording, question order, and the interviewing process itself may affect the results a poll yields.

The election of 1988 was regarded by many in the polling community as a watershed in terms of the legitimacy of polling. Concern about the quality of electoral politics was voiced by political observers and picked up in the polls. Some pollsters worried that their craft had become part of the problem by providing the insights upon which political consultants cynically framed campaign issues and targeted their negative television commercials.

**Overview**

During a crisis the pressure on officials to provide answers and for the press to report them is intense. It's usually not until days, months, and sometimes years after an incident that we have a clear understanding of what actually took place.

This pressure to “get the word out” as quickly as possible, often leads to misinformation in media coverage during the event—and this coverage helps shape public opinion and can generate misperceptions and public fear.

Students will examine and evaluate the media coverage surrounding four of the case studies in the exhibition. They will compare reports written during the event to reports written afterward to evaluate if misinformation was reported and if public fear was intensified as a result.

**Objectives**

Students will be able to:

- identify and research newspaper accounts of terrorist incidents in the past.
- compare and contrast newspaper accounts of the same historical event over time.
- evaluate newspaper accounts for misinformation and make inferences as to how this affected the public at the time.
- examine media accounts of current events critically.





## Activity

Assign students one of the Incidents of Terror below for which they are to find at least three historic newspaper articles. Try to find at least one on the day or day after the incident occurred, one within the same week, and one that is within two weeks to two months after the incident. Newspaper articles can be downloaded from:

- The Washington Post website **www.washingtonpost.com**  
Write the name of the event in Search and depending on the results you can refine your search by clicking on Advanced Article Search.
- The New York Times **www.nytimes.com**  
Click on Advanced Search/Archive and follow instructions on that page.

## Incidents of Terror

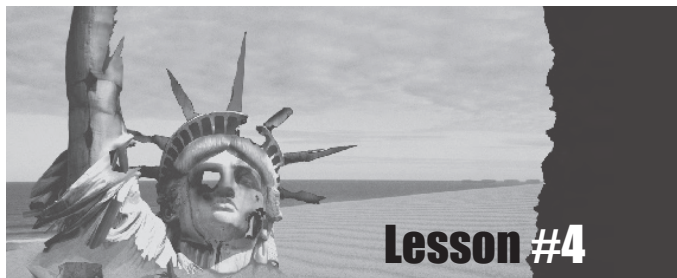
---

- 1) July 30, 1916 German saboteurs destroy Black Tom Island in New York Harbor.
- 2) June 2, 1919 anarchist bombing of Attorney General A. Mitchell Palmer's home.
- 3) April 19, 1995 Oklahoma Bombing Attack.
- 4) September 11, 2001 terrorist attacks on Pentagon and World Trade Center.

## Students should analyze the reports in light of the following:

- In what ways did media accounts change over time? For example, if there were victims, how many victims were initially reported? Did that number change?
- What caused the change in the reporting?
- Was language used in the accounts that may have intensified or diminished public fear?
- First impressions are lasting: How do you think early reporting effected people's long term impressions of the incident?

# IS SHE OR ISN'T SHE



## Overview

**The Enemy Within** provides visitors with an opportunity to place themselves in the shoes of an FBI case officer in the 1950s Red Scare period of American history. In this activity, students will be able to replicate and augment the exhibition experience by examining several documents from Lucille Ball's FBI file to determine if she was or was not an active Communist.

## Objectives

Students will be able to:

- describe the types of documents that are collected by the FBI and make inferences as to the significance of these documents.
- interpret the codes that FBI Special Agents use to classify cases and apply to document information.
- examine primary documents for historical context.
- evaluate the legitimacy of the FBI investigation of Lucille Ball.
- describe the Red Scare period in America's history and the roots of anti-communism.

## Activity

1. Tell students that they will be acting as the FBI SAC (Special Agent in Charge) of Lucille Ball's case file. Students will need to answer the following questions:

- Why was the case opened?
- Why was the case closed?
- Was Lucille Ball a Communist?
- Was she a threat?
- Why was the public submitting letters and documents to the FBI about Lucille Ball?



2. Have students examine the FBI file documents that follow this lesson plan. These documents have been excerpted from Lucille Ball's FBI file. The complete file was declassified in 1996 and made available to the public via the Freedom of Information Act (FOIA). The selected documents are representative of materials found in a complete FBI file, which can contain:

- memos between FBI agents and officers
- letters from private citizens to the FBI
- transcripts of interviews with other government agencies
- newspaper clippings pertinent to the case

## Extension Activity

Choose another famous person from the listing in the Reading Room Index on the FOIA website [www.foia.fbi.gov/foiaindex/foiaindex.htm](http://www.foia.fbi.gov/foiaindex/foiaindex.htm).

You can use this "CODE BOOK" to decipher some of the codes on FBI documents.

# FBI

**SAC**

Special Agent in Charge  
For example, "SAC, LA" is the agent in charge of the Los Angeles office.

**SA**

Special Agent

**SM-C**

Security Matter - Communism

**100-41702**

Case File Number  
The number before the hyphen refers to the type of case. 100 is a "Domestic Security" case. The number after the hyphen is the person's specific case number.

**b7c**

Blacked out to protect the identity of an FBI informant or FBI employee.

**b7d**

Blacked out to protect the identity of a confidential source (individual or organization).

**b2**

Blacked out to protect information about the personnel rules and practices of a federal agency.

# Office Memorandum • UNITED STATES GOVERNMENT

TO : SAC

DATE: 1/4/52

b7C

FROM : SA [REDACTED]

SUBJECT: JUCILLE BALL  
S' - C

100 - 41702\*  
+ info.

WILLIAM A. WHEELER, Special Investigator, HQNA, advised the writer this date that he has obtained a copy of a registration of voters affidavit which reflected that JUCILLE BALL, actress, 1344 Ogden Drive, Los Angeles, registered as Communist in 1936.

WHEELER advised he has made inquiries through the Screen Actors Guild and has determined that JUCILLE BALL, the screen and TV actress, resided at 1344 Ogden Drive in 1936.

b7C

[REDACTED]  
J.C.-new

ALL INFORMATION CONTAINED  
HEREIN IS UNCLASSIFIED  
DATE 2-20-16 BY SP4 [REDACTED]

#378872

re opened 4/14/57

open 2/20/57

100-41702-2

b7C

TRUE COPY



Dear Winchell;

What are these bums trying to prove? Lucille Ball defended the UNFRIENDLY TEN as late as 1948 and Grandpa was not around to guide her at that time.

Clyde of the Bism Agency knew this dame was on the Pinko side when he signed her for Morris Cigarettes. Now Metro and the Morris people are trying to save what they can out off the mess by pushing aside Winchell and others who had the guts to PORVE THAT THIS DAME SIGNED WITH THE COMMT PARTY.

Ball is 42 now. In 1936 she was 29--well over the 21 year old mark and should have had all of her marbles regarding political parties. FIVE YEARS AGO 1948, she STILL SHOULD HAVE HAD ENOUGH BRAINS TO KNOW THAT THE UNFRIENDLY TEN OF HOLL: FOOD WERE STILL COMMT BUMS....But no she went along with them.

If Walter Winchell had bothered to call Dixey he would have handed Winchell the same lies he handed the Herald Express the other day--namely she never registered as a member of the Communist Party...WHEN THE HERALD HAD THE SIGNED PROOF RUNNING IN THE PAPER AS DESIE DENIED IT. I still think the show should be called

I LOATHE LUCY and every real American feels that way too.

b7c



*Index* (with arrow pointing to the redacted area)

ALL INFORMATION CONTAINED  
HEREIN IS UNCLASSIFIED  
DATE 2-26-94 BY SP4 [redacted]  
# 378872

b7c

100-417022-19

SEARCHED	INDEXED
SERIALIZED	FILED
SEP 29 1953	
FBI - LOS ANGELES	

(9/29/53)

TRUE COPY

SECURITY INFORMATION - CONFIDENTIAL

DIRECTOR, FBI

March 27, 1953

SAC, LOS ANGELES (100-41702)

LUCILLE BALL, was.  
SECURITY MATTER - C

[redacted] the National Heart Association, furnished the following information to SA [redacted] in strict confidence.

[redacted] the National Heart Association and their program for the fund drive in February, 1953 was to be centered around a "Mr. and Mrs. Heart of 1953". The two individuals who had been tentatively selected [redacted] for "Mr. and Mrs. Heart of 1953" were LUCILLE BALL, the well-known television and screen actress, and her husband, DESI ARNAZ.

b7c  
b7D

[redacted] advised that upon his learning of the selection of LUCILLE BALL and DESI ARNAZ, he immediately contacted [redacted] the National Heart Association, and very confidentially advised him that LUCILLE BALL was not the proper type of person to represent the National Heart Association because of her connections with subversive activities and organizations. [redacted] that he had heard from a fairly reliable source that the House Committee on Un-American Activities might possibly subpoena LUCILLE BALL in 1953, and he felt that with the fund drive of the National Heart Association in February, 1953 the organization would not be able to stand the unfavorable publicity which might result if LUCILLE BALL were to be subpoenaed.

[redacted] promoters of the National Heart Association withdrew their support of LUCILLE BALL and are selecting a new "Mr. and Mrs. Heart of 1953".

Mr. WILLIAM A. WHEELER, Special Investigator, House Committee on Un-American Activities, advised that he had obtained information to the effect that LUCILLE BALL had registered to vote in 1936, expressing her preference for the Communist Party.

Mr. WHEELER further advised that he interviewed Miss BALL in this regard and that she advised him that in 1936 she, her grandfather, her brother

Reg. [redacted]

b7c [redacted]

b7c

[redacted] SP4  
EX-2-26-96  
#378872

SECURITY INFORMATION - CONFIDENTIAL

100 - 41702 - 5

LA 100-41702

and her mother registered as Communists at the insistence of her grandfather. She pointed out that the grandfather was an old man who was losing his mental balance and that he repeatedly "nagged" his family to register as Communists. She advised that according to her mother her grandfather was a Communist. However, she never actually saw the Communist Party card in his possession.

Mr. WHEELER related that in view of Miss BALL's explanation and inasmuch extensive investigations and hearings held by the HCUA in Hollywood had failed to reflect that LUCILLE BALL has ever been a Communist Party member, she will not, in his opinion, ever be subpoenaed to appear before this committee.

It is to be noted that informants who have been familiar with the identities and the activities of members of the Communist Party in the motion picture industry have not reported any information reflecting Communist Party membership on the part of Miss BALL.

The above information is being submitted for the information of the Bureau. It is to be noted that additional information concerning Miss BALL was submitted by Los Angeles letter to the Director, dated 11/2/51, entitled "FRED HENRY BALL, SECURITY MATTER-C".

in 100 \*  
file

# LUCILLE BALL FACES CHECK ON FEW POINTS

### No Case Closed, Jackson Says, Going to Latin America

Investigation of Lucy Ball's "grandpa" inspired Communist voter registration yesterday was in status quo coincident with the departure of Rep. Donald L. Jackson of the House Un-American Activities Committee for South America.

The Congressman, who on Monday released the text of a transcript of testimony by the famed television star in which she told of registering and voting as a Communist in 1936 to humor "a sweet old guy," will be gone for six weeks.

Jackson disclosed that investigation of the case would be continued, explaining that "no case is ever closed" and that "there are a couple of points we want to check."

### REGISTERED

Transcripts of testimony before the committee last September 4, by Miss Ball, her mother, Desire E. Ball, and her brother, Fred M. Ball, disclosed that they registered as Communist voters to protect the aging grandfather, the late Fred Hunt.

At a press conference at their San Fernando Valley ranch home, Lucy and her TV partner husband, Desi Arnaz, explained how Grandpa Hunt dominated the family's political thinking prior to his death in 1932.

Meanwhile, it was announced the Arnaz home, that the telephone was ringing copiously and telegrams were pouring in from television fans and photographers all around the world.

At Columbia Broadcasting headquarters here, which carries the popular "I Love Lucy" program, spokesman who were contacted yesterday said that they would have no statement to make until today.

However, Lucy and Arnaz said they had received a telephone message from their

(Continued on Page 8, Col. 6)

# LUCY THANKS WELL-WISHERS

### Star Feels Career Uninjured— That Public Understands

(Continued from Page One)

sponsor with whom they have an \$8,000,000 contract, assuring them of his support.

And yesterday, red-haired Lucy, who has vowed she "never was interested in politics" and is not now, was doing housework and tending her babies at the Arnaz home.

### COOK'S DAY OFF

"The housekeeper and the cook are gone today," explained Desi. "Lucy is busy with the cooking and the babies, and I'm answering the phone constantly."

"We're tremendously happy and grateful to everyone all over the country for their support," Desi told the Examiner. "We've had thousands of wire and telephone messages and they're still pouring in."

He added that he and his wife were grateful to the press for its complete handling of the facts.

When he released Lucy's sworn statement to the press, Representative Jackson said that there was no evidence that the actress was a member of the Communist Party.

### OVERJOYED

"I'm overjoyed and amazed that thousands of people have written and telegraphed that they are behind me," she claimed Lucy at her home.

"She insists she does not feel that her career has been injured or that the public will misunderstand her motives in registering as a Communist voter 17 years ago."

100-41702\*

LOS ANGELES EXAMINER  
12-11-53

SEP 21 1953

41-111-10000  
SEARCHED INDEXED  
SERIALIZED FILED  
SEP 21 1953  
FBI - LOS ANGELES

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100-41702-8

SEARCHED INDEXED  
SERIALIZED FILED  
SEP 21 1953  
FBI - LOS ANGELES

b7c



## TOWN MEETING

# Says Lucy Didn't Seem Red

**Town Meeting:** One of the surest ways in promoting communism is to convince the weak and feeble that a loved one doesn't did it. I don't remember myself among the followers of "I Love Lucy," because television is far more "nouveau," "given," or expensive—I don't even own a set—but I do know Lucy is loved by millions of Americans.

I knew Lucille Ball in 1936. If she was a communist then she was the queerest-acting communist (besides being the greatest actress) anyone ever heard of. She was not a communist.

The fourth estate has a responsibility to the nation in direct proportion to the number of people it influences. To use its influence to subvert is to turn freedom of the press into license and lawlessness.

—BETH AGNEW.

100-41702

LUCILLE BALL  
SECURITY MATTER - C

HOLLYWOOD CITIZEN-NEWS  
SEPTEMBER 16, 1953  
HARLAN PALMER, JR., - MANAGING EDITOR

22694

[REDACTED]

b7c

b7c  
SEARCHED INDEXED  
SERIALIZED [REDACTED]  
SEP 18 1953

100-41702-18

# Quiz by Solon Probers Told By Actress

CALIFORNIA }  
 LOS ANGELES } SS. **AFFIDAVIT OF REGISTRATION**  
 I, **Lucille D. Ball**, being duly sworn, says: I will be at least twenty-one years of age at the time of election, a citizen of the United States ninety days prior thereto, and a resident of the State ninety days and of the Precinct forty days next preceding such election, and will be as a next succeeding election.  
 I have not been convicted in the State since January 1, 1935.  
 I have not been convicted under the laws of any other State or Territory of the United States since January 1, 1935.  
**Miss Lucille D. Ball**  
**1344 - North Ogden Drive - east**  
**Delaware**  
**1344 - North Ogden Drive**  
**actress**  
**5** Sect. **64** Section  
**New York**  
 (State or Country)  
 I declare the facts set forth are true and correct.  
 Subscribed by: **Lucille D. Ball**  
 My commission expires: \_\_\_\_\_  
 Subscribed by: \_\_\_\_\_  
 My commission expires: \_\_\_\_\_  
 Subscribed by: \_\_\_\_\_  
 My commission expires: \_\_\_\_\_

COPY OF LUCILLE BALL'S AFFIDAVIT OF REGISTRATION IN RECD. PART  
 The Affidavit of Registration Was Dated March 18, 1936, and Refers To Being  
 Affiliated at the Evening Primary Election With the Democratic Party

LOS ANGELES DISTRICT ATTORNEY  
 OFFICE  
 SEP 12 1936

2-26-36

SA

b7c

112-41702-11  
 SEARCHED..... INDEXED.....  
 SERIALIZED.....  
 MAR 18 1936  
 FBI - LOS ANGELES

AIR-TEL - AIR MAIL - REGISTERED  
XXXXXX

FBI, LOS ANGELES 9-11-53 5:30 P. M.  
DIRECTOR, FBI U R G E N T

HOUSE COMMITTEE ON UNAMERICAN ACTIVITIES. LA PRESS TODAY  
RELEASED INFO RE RECENT APPEARANCE OF LUCILLE BALL,  
PROMINENT MOVIE AND TV ACTRESS, BEFORE AN INVESTIGATOR OF  
THE HCUA IN LA REGARDING HER NINETEEN THIRTYSIX REGISTRATION  
AS A CP VOTER. THE INFO RE BALL'S APPEARANCE BEFORE THE  
HCUA WAS NOT RELEASED BY THE HCUA. WILLIAM A. WHEELER, HCUA  
REPRESENTATIVE, LA, ADVISED THIS OFFICE TODAY THAT A STATEMENT  
TO THE PRESS RE BALL'S TESTIMONY BEFORE THE COMMITTEE WILL  
BE MADE TODAY AT SIX P. M., AT WHICH TIME THE HCUA WILL  
MAKE THE STATEMENT THAT BALL HAS APPEARED BEFORE THE HCUA,  
THAT SHE REGISTERED TO VOTE ON THE CP, THAT SHE SIGNED A  
PETITION FOR THE NOMINATION OF EMIL FREED ON THE CP AND  
THAT HER NAME APPEARED ON THE CENTRAL STATE COMMITTEE OF  
THE CP. THE HCUA WILL MAKE THE STATEMENT THAT THERE IS NO  
EVIDENCE OF CP MEMBERSHIP OR ATTENDANCE AT CP MEETINGS FOR  
BALL. WHEELER ADVISED THAT THE RELEASE OF THE INFO RE BALL

[REDACTED]  
62-1664

cc: 1 - 100-41702 (LUCILLE BALL)  
1 - 100- [REDACTED]  
1 - 100- [REDACTED]  
1 - 100- [REDACTED]

b7c

b7c

ALL INFORMATION CONTAINED  
HEREIN IS UNCLASSIFIED  
DATE 1-26-91 BY [REDACTED]  
#3788

m

100-41702-7

PAGE TWO

BY THE LA NEWSPAPERS STEAL FROM THE RECENT RADIO ANNOUNCE-  
MENT OF WALTER WINCHELL RE THE SUBPOENA OF A PROMINENT TV  
AND MOVIE ACTRESS BEFORE THE HCUA IN LA. WHEELER ADVISED  
THAT THE HCUA WILL RELEASE THE INFO RE BALL TOMORROW A. M.  
THE LA PRESS DISPLAYED A PHOTO OF BALL'S NINETEEN THIRTYSIX  
VOTERS REGISTRATION IN THE CP AND STATED THAT A CP NEW  
MEMBERS' MEETING FOR INSTRUCTIONS IN COMMUNISM WAS HELD  
AT BALL'S HOME AT ONE TIME. DESILU PRODUCTIONS RELEASED  
A STATEMENT FROM BALL SAYING THAT SHE HAD TALKED TO A  
REPRESENTATIVE OF THE HCUA AND THAT SHE HAD GIVEN FULL AND  
TRUTHFUL ANSWERS TO ALL THEIR QUESTIONS. THE NEWSPAPERS  
QUOTE BALL AS SAYING QUOTE I AM VERY HAPPY TO HAVE HAD THIS  
OPPORTUNITY TO REPLY TO UNFOUNDED RUMORS AND HOPE VERY MUCH  
THE COMMITTEE WILL SEE FIT TO RELEASE A COMPLETE TRANSCRIPT  
OF THE INFO I GAVE OUT UNQUOTE. WHEELER ADVISED THAT

[REDACTED]

[REDACTED] TESTIFIED BEFORE THE HCUA TODAY  
REGARDING THEIR FORMER CP ACTIVITIES.

MALONE

b7c

# Office Memorandum • UNITED STATES GOVERNMENT

TO : SA [REDACTED]

DATE: 6/24/52

b7c

FROM : SA [REDACTED]

SUBJECT: JUSTINE HALL, War.  
SECURITY MATTER - C

This case was opened on the basis of information furnished to the writer by WILLIAM A. WHEELER, Special Investigator, MOJA, on 4/14/52, to the effect that the Subject had registered to vote in 1936 expressing her preference for the Communist Party.

WHEELER further advised that he interviewed HALL in this regard and that she advised him that in 1936 she, her grandfather, her brother and her mother registered as Communists at the insistence of the grandfather. She pointed out that the grandfather was an old man who was lacking his mental balance, and that he repeatedly nudged his family to register as Communists. She advised that according to her mother, her grandfather was a Communist; however, she never actually saw a Communist Party card in his possession.

A review of the Los Angeles indices revealed that the foregoing information and all other pertinent information concerning the Subject was furnished to the Bureau by letter dated 10/2/51, entitled, "JUSTINE HALL, SECURITY MATTER - C".

A review of the office indices failed to reflect any activities on the Subject's part in the Communist Party or any current activity in Communist-dominated organizations.

b7c

[REDACTED]  
California, advised the writer on 7/15/52, that he was a member of the Communist Party in Hollywood from 1935 to 1943, and had no information in his possession which would reflect that the Subject was a member of the Communist Party or in sympathy with this Party's ideologies.

[REDACTED] who was familiar with the activities of the Southern Party in the Western Section during the period 1943-45, could furnish no information concerning Subject.

b2/b7D

[REDACTED] who was familiar with the activities of the Communist Party in Los Angeles County during the period 1945-47, could furnish no information concerning Subject. Inasmuch as there is no information available to this office which would reflect Communist Party membership on the Subject's

b7c

[REDACTED]  
100-21702

*Classified (as in)*  
*8-20-52*

[REDACTED] ← b7c → [REDACTED]

SEARCHED	INDEXED
SERIALIZED	FILED
AUG 1 1952	
FBI - LOS ANGELES	

100-41762-3

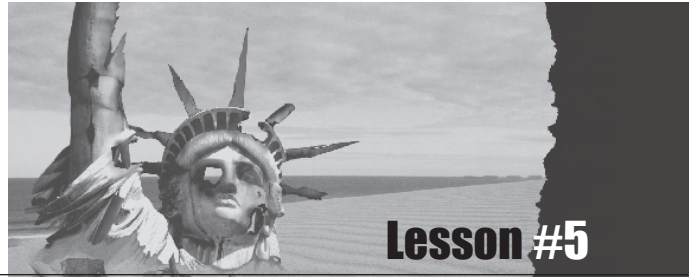
ALL INFORMATION CONTAINED  
HEREIN IS UNCLASSIFIED  
DATE 2-22-94 BY [REDACTED] #378872

LA 100-41702

part and further, instruct as there is no current activity in Communist-dominated organizations on the Subject's part, subsequent to January, 1960, this case does not merit investigation, and it is recommended that this case be placed in a closed status administratively. It is noted that the Bureau has been previously advised of the past activities of the Subject.

CLOSED.

# TERROR: CAUSES AND ALTERNATIVES



## Overview

This activity encourages students to take a closer look at four of the eight case studies in the exhibition to determine the motivations of those involved in acts of terror as well as to suggest possible alternatives to violence.

## Objectives

Students will be able to:

- identify an historic act of terror that occurred on American soil and describe the motivations of those involved.
- identify peaceful means and alternatives for making change.
- identify groups/individuals today who use peaceful means to create change and determine the efficacy of their efforts.

## Activity

Research each of the following case studies in the exhibition. You can divide the students up into four small groups and assign a case study to each group or each student can research all four case studies.

- 1) The Ku Klux Klan
- 2) Anarchist activities in the early 20th century
- 3) The Weather Underground activities in the 1970s
- 4) Right-wing extremists from 1990 to today (choose one from the exhibition)

Each group or each student needs to answer the following questions in relation to each historic case:

- 1) What is the cause that the group or individual espoused?
- 2) At what point did the group's actions become violent?  
Did the group evolve from another group with a similar cause?
- 3) Did the group actually effect change through their violent act(s)?
- 4) Could the group have effected change through peaceful means?  
If so how?

Students can also identify current groups or individuals who advance their cause through peaceful means. They can examine peaceful mechanisms that are employed and evaluate if they are effective.



## Extension Ideas and Activities



**These ideas and activities are for use in the classroom. Although most can stand alone, those followed by an \* can only be used within the context of a visit to the exhibition.**

- Compare and contrast the roles and responsibilities of the CIA and the FBI in fighting terrorism. This information can be found on the websites: [www.cia.gov](http://www.cia.gov) and [www.fbi.gov/terrorinfo/counterterrorism/waronterrorhome.htm](http://www.fbi.gov/terrorinfo/counterterrorism/waronterrorhome.htm)
- Using the exhibition or companion book, examine the case study of the Ku Klux Klan and list examples of the different ways the federal and state government and individuals have confronted the Klan over the years.
- Debate how terrorism in the 21st century is similar to and/or different than the acts of terror described in the exhibition's case studies? \*
- Create a Timeline of Terror. Information on late 20th century terrorist incidents by year can be found in annual reports on the FBI's website in at [www.fbi.gov/publications/terror/terrorism.htm](http://www.fbi.gov/publications/terror/terrorism.htm). What percentage of terrorism has been at the hands of domestic versus international terrorists?
- There is no universal definition for terrorism. People have suggested that terrorism can be divided into different categories based on the type of perpetrator—from an individual to the state—or by the cause—from religious to political. Identify different definitions of terrorism and discuss the following:
  - Why is there no universal definition?
  - How does the definition influence the punishment?
  - Do different types of terrorist acts result in different types of punishments? Does the punishment "fit the crime?"
- The United States of America Patriot Act was enacted in October 2001. List the key elements of the Act. How has the Act been challenged in the courts? Have any provisions, such as federal internet searches, been struck down?



# Teacher Resources

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## WEBSITES FOR LESSON PLANS

Constitutional Rights Foundation  
America Responds to Terrorism  
[www.crf-usa.org](http://www.crf-usa.org)

Offers lesson plans and guides on terrorism.

Association of Former Intelligence Officers  
[www.afio.com](http://www.afio.com)  
Offers daily updates on Intelligence in the news.

The New York Times Teacher Connections  
[www.nytimes.com/learning/teachers](http://www.nytimes.com/learning/teachers)  
Offers daily lesson plans on current events.

New York Times Learning Network America Attacks  
<http://www.nytimes.com/learning/general/specials/terrorism/index.html>  
Offers lesson plans.

PBS | America Responds  
[www.pbs.org/americaresponds/educators.html](http://www.pbs.org/americaresponds/educators.html)  
Offers lesson plans relating to 9/11.

About.com | Teaching about Terrorism  
<http://7-12educators.about.com/cs/terrorism/index.htm>  
Lesson plans about terrorism.

National Council for the Social Studies  
Teaching About Tragedy  
<http://www.ncss.org/>  
Lesson plans for classroom activities.

CSPAN | September 11th and its Aftermath:  
[www.cspan.org/classroom/current/sept11\\_about.asp](http://www.cspan.org/classroom/current/sept11_about.asp)  
Materials designed to foster critical thinking and learning.

CNN | Teacher Resources  
<http://fyi.cnn.com/fyi/teachers/>  
Lesson plans for classroom activities.

Social Science Research Council.  
Teaching Resource for High School and College  
Classrooms [http://www.ssrc.org/sept11/essays/teaching\\_resource/tr\\_intro.htm](http://www.ssrc.org/sept11/essays/teaching_resource/tr_intro.htm)

Educators for Social Responsibility.  
<http://www.esrnational.org/wtcllessons.htm>

Jewish Education Center of Cleveland.  
A Day Of National Tragedy: Response Curriculum  
<http://www.jecc.org/edres/curric/irc/tragedy.htm>

## BIBLIOGRAPY AND WEB SITE RESOURCES

### Books for Students

Issues In Focus Series:

Ron Fridell, *Terrorism – Political Violence at Home and Abroad* (New Jersey: Enslow Publishers, Inc., 2004).

Ron Fridell, *Privacy vs. Security – Your Rights in Conflict* (New Jersey: Enslow Publishers, Inc., 2001).

### General Background

John Lewis Gaddis, *Surprise, Security, and the American Experience* (New Haven: Yale University Press, 2003).

Lyman Tower Sargent, *Extremism in America: A Reader* (New York and London: New York University, 1995).

Athan G. Theoharis (ed.), *The FBI: A Comprehensive Reference Guide* (New York: The Oryx Press, 2000).

Internet Source  
Frank J. Rafalko, ed., “A Counterintelligence Reader: American Revolution to World War II,” National Counterintelligence Center, <http://www.fas.org/irp/ops/ci/docs/ci1/index.htm>.

### Revolution

Dee Brown, *Bury My Heart at Wounded Knee: An Indian History of the American West*, 30th Anniversary Edition (New York: Henry Holt and Company, 2001).

Anthony S. Pitch, *The Burning of Washington: The British Invasion of 1814* (Annapolis, MD: Naval Institute Press, 1998).

Margaret Wagner, Gary Gallagher, and Paul Finkelman, eds., *The Library of Congress Civil War Desk Reference* (New York: Simon & Schuster, 2002).

### Sabotage

Thomas Boghardt, *Spies of the Kaiser: German Covert Operations in Great Britain during the First World War Era* (Basingstoke: Palgrave Macmillan, 2004).

Franz von Rintelen, *The Dark Invader: Wartime Reminiscences of a German Naval Intelligence Officer*, Reprint Edition, with an Introduction by Reinhard R. Doerries (London: Frank Cass, 1998).

Jules Witcover, *Sabotage at Black Tom: Imperial Germany's Secret War in America, 1914-1917* (Chapel Hill, NC: Algonquin Books, 1989).

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## Hate

Patsy Sims, *The Klan* (New York: Stein and Day, 1978).

Wyn Craig Wade, *The Fiery Cross: The Ku Klux Klan in America* (New York: Oxford University Press, 1998).

Internet Source

Southern Poverty Law Center, “*Intelligence Report*,” <http://www.splcenter.org/intel/intelreport/intrep.jsp>

## Radicalism

Ted Morgan, *Reds: McCarthyism in Twentieth-Century America* (New York: Random House, 2003).

Internet Source

University of California, Berkeley, “*The Emma Goldman Papers*,” <http://sunsite.berkeley.edu/Goldman>

## World War II

Greg Robinson, *By Order of the President: FDR and the Internment of Japanese Americans* (Cambridge, MA: Harvard University Press, 2001).

Internet Sources

*Federal Bureau of Investigation, Famous Cases: Dasch and the Nazi Saboteurs*: <http://www.fbi.gov/libref/historic/famcases/nazi/nazi.htm>.

*Duquesne Spy Ring*: <http://www.fbi.gov/libref/historic/famcases/spyring/spyring.htm>.

*Velvalee Dickinson, The Doll Lady*: <http://www.fbi.gov/libref/historic/famcases/dickinson/dickinson.htm>.

## Subversion

John Earl Haynes, *Red Scare or Red Menace? American Communism and Anticommunism in the Cold War Era* (New York: Ivan R. Dee, 1996).

Harvey Klehr and John Earl Haynes, *The Soviet World of American Communism* (New Haven, CT: Yale University Press, 1998).

## Protest

Kathleen Cleaver (ed.), *Liberation, Imagination and the Black Panther Party* (New York: Routledge Press, 2001).

Kenneth J. Heineman, *Put Your Bodies on the Wheels* (Chicago: American Ways, 2001).

Jeremy Varon, *Bringing the War Home: The Weather Underground, the Red Army Faction, and Revolutionary Violence in the Sixties and Seventies* (Berkeley, CA: University of California, 2004).

## Extremism

Howard L. Bushart, John R. Craig, and Myra Barnes, *Soldiers of God: White Supremacists and Their Holy War for America* (New York: Kensington Books, 1998).

Morris Dees with James Corcoran, *Gathering Storm: America's Militia Threat* (New York: Harper Collins, 1996).

Daniel Levitas, *The Terrorist Next Door: The Militia Movement and the Radical Right* (New York: Thomas Dunne Books/St. Martin's Press, 2002).

Internet Source

Anti-Defamation League, “*The Militia Watchdog Archives*,” <http://www.militia-watchdog.org>.

## Terrorism

Richard A. Clarke, *Against All Enemies: Inside America's War on Terror* (New York: Free Press, 2004).

Alan M. Dershowitz, *Why Terrorism Works: Understanding the Threat, Responding to the Challenge* (New Haven, CT: Yale University Press, 2002).

Walter Laquer, *No End To War: Terrorism in the Twenty-First Century* (New York: Continuum, 2003).

National Commission on Terrorist Attacks (ed.), *The 9/11 Commission Report: The Full Final Report of the National Commission on Terrorist Attack*



# GUIDE TO NATIONAL CURRICULUM STANDARDS

The *Enemy Within* exhibition meets the following Social Studies Curriculum Standards from *Social Studies: Expectations of Excellence*, published by the National Council for the Social Studies.

## I. Culture

### Middle Grades

- b. explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference
- d. explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs
- e. articulate the implications of cultural diversity; as well as cohesion, within and across groups

### High School

- b. predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference
- e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups
- g. construct reasoned judgments about specific cultural responses to persistent human issues

## II. Time Continuity & Change

### Middle Grades

- b. identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity
- d. identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighting evidence for claims, checking credibility of sources, and searching for causality
- e. develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts
- f. use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues

### High School

- b. identify and use key concepts, such as chronology, causality, change, conflict, and complexity, to explain, analyze, and show connections among patterns of historical change and continuity
- d. systemically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality
- e. investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment
- f. apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues

## IV. Individual Development & Identity

### Middle Grades

- a. relate personal changes to social, cultural, and historical contexts
- b. describe personal connections to place -

- c. describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity
- d. relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development
- e. identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives
- f. identify and describe the influence of perception, attitudes, values, and beliefs on personal identity
- g. identify and interpret examples of stereotyping, conformity, and altruism

### High School

- a. articulate personal connections to time, place, and social/cultural systems
- b. identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life
- c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self
- d. apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality
- e. examine the interactions of ethnic, national, or cultural influences in specific situations or events
- f. analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity
- g. compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups

## VI. Individuals, Groups, & Institutions

### Middle Grades

- a. demonstrate an understanding of concepts, such as role, status, and social class, in describing the interactions of individuals and social groups
- b. analyze group and institutional influences on people, events, and elements of culture
- c. describe the various forms institutions take and the interactions of people with institutions
- d. identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity
- e. identify and describe examples of tensions between belief systems and government policies and laws
- f. describe the role of institutions in furthering both continuity and change
- g. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

### High School

- a. apply concepts, such as role, status, and social class, in describing the connections and interactions of individuals, groups, and institutions in society
- b. analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings
- c. describe the various forms institutions take, and explain how they develop and change over time
- d. identify and analyze examples of tensions between

- expressions of individuality and efforts used to promote social conformity by groups and institutions
- e. describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements
- f. evaluate the role of institutions in furthering both continuity and change
- g. analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings
- h. explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

## **VI. Power, Authority, & Governance**

### **Middle Grades**

- a. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare
- b. describe the purpose of government and how its powers are acquired, used, and justified
- c. analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security
- d. describe the ways nations and organizations respond to forces of unity and diversity affecting order and security
- f. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
- h. explain and apply concepts, such as power, role, status, justice, and influence to the examination of persistent issues and social problems
- i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.

### **High School**

- a. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare
- c. analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society
- d. compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity
- e. compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings
- f. analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
- h. explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems
- i. evaluate the extent to which governments achieve their stated ideals and policies at home and abroad

## **IX. Global Connections**

### **Middle Grades**

- a. describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding
- b. analyze examples of conflict, cooperation, and interdependence among groups, societies and nations
- d. explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource

- allocation, economic development, and environmental quality
- e. describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people
- f. demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights

### **High School**

- a. explain how which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding
- b. explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies and nations
- d. analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality
- e. analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people
- f. analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights
- h. illustrate how individual behaviors and decisions connect with global systems.

## **X. Civic Ideals & Practices**

### **Middle Grades**

- b. identify and interpret sources and examples of the rights and responsibilities of citizens
- c. locate, access, analyze, organize, and apply information about selected public issues – recognizing and explaining multiple points of view
- e. explain and analyze various forms of citizen action that influence public policy decisions
- f. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making
- g. analyze the influence of diverse forms of public opinion on the development of public policy and decision-making
- j. examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action

### **High School**

- b. identify, analyze, interpret, and evaluate sources and examples of citizens’ rights and responsibilities
- c. locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view
- e. analyze and evaluate the influence of various forms of citizen action on public policy
- f. analyze a variety of public policies and issues from the perspective of formal and informal political actors
- g. evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making