Introduction
Terrorism in America

In today's day and age of globalization, internationally connected economies, and ease of travel, terrorism, on many levels, affects our daily, personal lives. Terrorism is today a very relevant issue as the events of September 11th, 2000 has shown us, and it is an issue with which all of us are responsible for being familiar with, as how we choose our country's leaders directly affects how the world views and treats the United States. This lesson is designed to heighten student awareness in key issues of terrorism, and to expose students to possible approaches to influence the threat of terrorism as American citizens.

This unit, consisting of 3 lessons, has been extensively modified to accommodate students in Sheltered Instructional classes.

1. **Grade level:** This lesson is designed for grades 9-12 and Adult ESL students
2. **Target group:** Content based Social Studies ESL class
3. **Source of reading materials:** CRF (Constitutional Rights Foundation)-USA:
4. **Source of lessons:**
   1) [http://www.cqpress.com/context/articles/cqr_terror_def.html](http://www.cqpress.com/context/articles/cqr_terror_def.html)
5. **Learning goals:**
   a. I want my students to be able to define terrorism.
   b. I want my students to be able to identify examples of international terrorism
   c. I want my students to be able to discriminate between terrorists linked to Islam, and non-terrorist Muslims.
   d. I want my students to be able to analyze solutions to terrorism.
   e. I want my students to discriminate between reliable and unreliable media news coverage
## Sheltered ELL Strategies Chart

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<tr>
<td>I. A. Build and activate background knowledge</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>I. B. Use extensive visuals, realia, manipulatives &amp; gestures</td>
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<td>I. C. Model</td>
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<tr>
<td>I. D. Create opps. to negotiate meaning/check understanding</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

| II. Make content comprehensible                              |          |          |          |
| II. A. Intentional use of graphic organizers                | ✓        | ✓        | ✓        |
| II. B. Develop vocabulary                                   | ✓        | ✓        | ✓        |
| II. C. Modify written text                                   | ✓        | ✓        | ✓        |

| III. Make talk comprehensible                                |          |          |          |
| III. A. Pace teacher’s speech                                | ✓        | ✓        | ✓        |
| III. B. Use of listening guides                              |          |          |          |
| III. C. Use of word walls                                    |          |          |          |
| III. D. Frame main ideas                                     | ✓        | ✓        | ✓        |
| III. E. Check for understanding                              | ✓        | ✓        | ✓        |

| IV. Engage opportunities for output                          |          |          |          |
| IV. A. Use teacher questioning and response strategies       | ✓        | ✓        | ✓        |
| IV. B. Practice instructional conversations                  | ✓        | ✓        | ✓        |

| V. Engage at appropriate language proficiency levels         |          |          |          |
| V. A. Use language appropriate for lang. proficiency levels in conversation, activities and assessments | ✓        | ✓        | ✓        |

| VI. Give students voice                                      |          |          |          |
| VI. A. Challenge students to produce extended talk | ✔ | ✔ | ✔ |
|VI. B. Model language for oral and written production |   |   |   |
|VI. C. Use group/pair work to elicit student talk; students as researchers | ✔ | ✔ | ✔ |
# Terrorism in America

Grammar and Functions checklist

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<thead>
<tr>
<th>Grammar</th>
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<tr>
<td>Articles</td>
<td>1</td>
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<tr>
<td>Contractions-__n’t</td>
<td>2</td>
</tr>
<tr>
<td>Modals</td>
<td>2, 3</td>
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<tr>
<td>Present tense</td>
<td>1</td>
</tr>
<tr>
<td>Pronouns</td>
<td>2</td>
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<tr>
<td>S+V+O word order</td>
<td>1</td>
</tr>
<tr>
<td>Verbal phrases</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying</td>
<td>1</td>
</tr>
<tr>
<td>Give examples</td>
<td>1</td>
</tr>
<tr>
<td>Explain</td>
<td>1, 2</td>
</tr>
<tr>
<td>Responding to questions</td>
<td>1, 3</td>
</tr>
<tr>
<td>Debate (compare/contrast)</td>
<td>2</td>
</tr>
<tr>
<td>Stating opinion</td>
<td>2</td>
</tr>
</tbody>
</table>
Lesson 1
Terrorism in America

Lesson 1

1. **Grade level:** This lesson is designed for grades 9-12 and Adult ESL students

2. **Target group:** Content based Social Studies ESL class

3. **Source of reading materials:** CRF (Constitutional Rights Foundation)-USA:
   

4. **Source of lesson:** [http://www.cqpress.com/context/articles/cqr_terror_def.html](http://www.cqpress.com/context/articles/cqr_terror_def.html)

Content objectives:

   a. I want my students to be able to define terrorism.
   
   b. I want my students to be able to identify examples of international terrorism

Language objectives:

   a. Identify terrorism vocabulary
   
   b. Write words, sentences and paragraphs on terrorism
Objectives Expressed in Performance Indicators: Lesson # 1

Unit: Terrorism in America

<table>
<thead>
<tr>
<th>Domain &amp; Task</th>
<th>Language Proficiency Levels →</th>
<th>Nearly Fluent Level 5</th>
<th>Intermediate Level 4</th>
<th>Speech Emergent Level 3</th>
<th>Early Production Level 2</th>
<th>Pre-Production Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Topic: <strong>Analyzing terrorism</strong></td>
<td>Ss will silently read modified versions of text as the instructor reads aloud.</td>
<td>Ss will silently read modified versions of text as the instructor reads aloud.</td>
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</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Topic: <strong>Describing terrorism</strong></td>
<td>Ss will use a code to list to unknown vocabulary words working in pairs. Using the modified text and guided questions, Ss will write 10 sentences resulting in a paragraph, working individually.</td>
<td>Ss will use a code to list unknown vocabulary words working in pairs. Using the modified text and guided questions, Ss will write 8 sentences, working in pairs.</td>
<td>Ss will use a code to list unknown vocabulary words working in pairs. Using the modified text and partially completed sentences, Ss will write 8 simple sentences, working in groups of 4.</td>
<td>Ss will use a code to list unknown vocabulary words working in groups of 4. Using a vocabulary bank and partially completed sentences, Ss will write 6 simple sentences, working in groups of 4.</td>
<td>Using a vocabulary worksheet, Ss will complete 3 definition circles working in groups of 4. Using word circles, Ss will complete 3 simple sentences, working in groups of 4.</td>
</tr>
</tbody>
</table>

**Content Objectives:**

Students will be able to:

1. Define terrorism
2. Identify examples of international terrorism

**Language Objectives:**

1. Identify terrorism vocabulary
2. Write words, sentences and paragraphs on terrorism
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/topic</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
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<tbody>
<tr>
<td>Identifying</td>
<td>Defining terrorism</td>
<td>- Terrorism is __</td>
<td>Confusing</td>
<td>Present/past tense;</td>
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<tr>
<td></td>
<td></td>
<td>- Terrorism is__</td>
<td>Violence against government</td>
<td>S+V+O: articles</td>
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<tr>
<td>Responding to questions</td>
<td></td>
<td>- There are__</td>
<td></td>
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<td></td>
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<td>- The students wanted to__</td>
<td>Many</td>
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<td>- Ireland has __</td>
<td>a few</td>
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<td>__ and __ are fighting</td>
<td>a couple</td>
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<td>- Israel has angered __</td>
<td>kinds of</td>
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<td>- Islamic groups are angry because__</td>
<td>Overthrow</td>
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<td>- American police call __</td>
<td>Israel</td>
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<td>- In Italy, __ wanted to overthrow__</td>
<td>Palestine</td>
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<td>- Ireland has __</td>
<td>Islam</td>
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<td>- The __ and __ are fighting</td>
<td>Jews</td>
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<td>- Israel was established as __</td>
<td>Have</td>
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<td>- Israel has angered __</td>
<td>Taken</td>
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<td>- There have been</td>
<td>Land</td>
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<td>Red Brigade</td>
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<td>Capitalist Masters</td>
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<td>Catholics</td>
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<td>Protestants</td>
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<td>Home land</td>
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<td>Bombings</td>
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<td>Airline hijackings</td>
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<td>Attack</td>
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<td><strong>act of __</strong></td>
<td><strong>Domestic</strong></td>
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<td>-America has had</td>
<td>Established</td>
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<tr>
<td>___</td>
<td>Government</td>
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<tr>
<td>-Terrorists attacked ___</td>
<td>Imperialism</td>
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<tr>
<td>-America dominates ___</td>
<td>Imprisoned</td>
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<td>-no solution in sight</td>
<td>Left wing</td>
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<td>Marxist</td>
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<td>Military</td>
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<td>Political violence</td>
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<td>Suicide</td>
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|                     |                     |
|                     |                     |
|                     |                     |
# Lesson Plan #1

**Name:** Charlee Young  
**School:** SCSU  
**Topic:** Terrorism vocabulary/Exploring kinds of terrorism  
**Period:**  
**Time:** 1 hr.  
**Grade:** 9-Adult  

**Lesson Objectives:**

**Content:** Students will be able to:  
1. Define terrorism  
2. Identify examples of international terrorism  

**Language:**  
1. Identify terrorism vocabulary  
2. Write words, sentences and paragraphs on terrorism

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 15 mins | **Activity 1:**  
**Vocabulary:**  
- Divide class into pairs (levels 3-5) or groups of 4 (levels 1-2).  
- Hand out text and vocabulary sheets (see "comments," opposite).  
  In pairs, Ss use checklist  
  symbols to mark their vocabulary sheets:  
  ![known words](v)  
  ![unclear words](?)  
  ![new words](+)  
  (these symbols appear on sheets)  
- Building background knowledge: Vocabulary  | Text & Vocabulary sheets to be handed out:  
- Text & Vocab. Sheet for level 1, pg. 12  
- Text & Vocab. Sheet for level 2, pg. 14  
- Text & Vocab. Sheet for level 3, pg. 16  
- Text & Vocab. Sheet for level 4, pg. 18  
- Text & Vocab. Sheet for level 5, pg. 20  
- Vocab. Sheet for levels 1-2 pg. 22  
- Writing sheet for level 1 pg. 23  
- Writing sheet for level 2 pg 24 |
In groups of 4, Ss discuss Vocabulary sheet (pg. 22) with support from circulating teacher. levels 1-

Pairs & groups allowed to talk in L1 and English provided they are on task, and Ss conversation is about vocabulary.

The teacher will circulate among pairs isolating most difficult words and giving explanations, using the black/white board as necessary.

| Activity 2: | -Background Knowledge
-Pre-reading exercise |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Class divided into pairs/groups of 2/4 (Ss can shift pairs/groups from last activity or remain in the same pairs/groups). Using new vocabulary, each pair/group will answer the question: “What is terrorism?” A spokesperson will be designated by each pair/group to answer.</td>
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<tr>
<td>Levels 1-2: multiple answers from each group of 4-orally.</td>
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<tr>
<td>Levels 3-5: spokesperson for each pair will orally report the pair’s answer using simple sentences, other Ss in pair will help correct answer.</td>
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</table>

<table>
<thead>
<tr>
<th>Activity 3:</th>
<th>Reading the text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Teacher will read text(s) aloud and answer additional vocabulary and comprehension questions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 4:</th>
<th>Analyzing the text, practice with written responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: based on the text, in groups of 4, using vocabulary and writing worksheet (pg. 24), complete sentences about terrorism.</td>
<td></td>
</tr>
<tr>
<td>Level 2: based on the text, in groups of 4 using vocabulary and writing worksheet</td>
<td></td>
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</tbody>
</table>

Writing sheets to be handed out:
- Writing Sheet for level 1, pg. 24
- Writing Sheet for level 2, pg. 25
(pg. 25), complete sentences about terrorism.

- **Level 3**: based on the text, in groups of 4 using vocabulary and writing worksheet (pg. 26), complete sentences about terrorism.

- **Level 4**: based on the text, in pairs, using vocabulary and writing worksheet (pg. 27), answer questions using simple sentences.

- **Levels 5**: based on the text, individual Ss using vocabulary and writing worksheet (pg. 28) answer questions using simple sentences in paragraph form.

When done, Ss can write their sentences on the board in paragraph form for analyzing and correction.

The teacher will put the CONTENT objective on the board: “1. Define terrorism & 2. Identify examples of international terrorism.”

Students will then be asked to raise their hands if they feel they have met this objective. Depending upon show of hands, the teacher will gain insight as to how effective his/her lesson was, and to re-teach areas where necessary.

Assessment

Writing sheet for level 3, pg. 25

Writing Sheet for level 4, pg. 26

Writing Sheet for level 5, pg. 27

Vocab. Sheet for levels 1-2, pg. 22
World Terrorism

Terrorism = Violence against a government

West Germany: Red Army vs. the People
Italy: Red Brigade vs. the People
Ireland: Protestants vs. Catholics
Israel: Palestinians vs. Jews
USA: Islam vs. America

(vs. = fighting against)

Some say: “One man’s terrorist is another man’s Freedom Fighter”
Vocabulary 1

Lesson 1

Military

Army

America's ______
is at war

soldiers

civilian

Muslim people

Christian

Islam

People of ______ believe
in the prophet Mohammed

religious belief

someone who fights
a government

Terrorist

The ______ hijacked
the plane

freedom-fighter

Peace
Modification of text

Rewrite 2

Lesson 1

- Terrorism = Violence against a government
- Kinds of Terrorism: (vs. = fighting against)
  - West Germany: Red Army vs. the People
  - Italy: Red Brigade vs. the People
  - Ireland: Catholics vs. Protestants
  - Israel: Jews vs. Palestinians
  - USA: Islamic groups vs. Americans

- Some say, “One man’s terrorist is another man’s freedom fighter”
Vocabulary 2

Terrorism in America-Vocabulary

Which words do you know?

Put a √ mark by the words you know
Put a ? mark by the words that are unclear
Put a + mark by the words that are new to you.

Vocabulary

| ( ) Bombed   | ( ) Jewish |
| ( ) Catholic | ( ) Military |
| ( ) Freedom Fighter | ( ) Protestant |
| ( ) Government | ( ) Violence |
Terrorism in America

The Meaning of Terrorism

Terrorism is confusing. Terrorism is violence against a government. “One man’s terrorist is another man’s freedom fighter.”

Kinds of Terrorism

There are many kinds of terrorism. West Germany faced the Red Army. The Red Army did not like the American army. The Red Army killed many people and bombed many areas.

In Italy, the Red Brigade was students who wanted to overthrow their “Capitalist Masters.” The Red Brigade killed 400 people.

Ireland also has terrorism. The south became independent, and was Catholic. The north was 60% Protestant, and 40% Catholic. The Catholics and Protestants committed acts of terrorism.

Israel has much terrorism. Israel has angered the Islamic groups, and there have been many acts of terrorism.

America has also seen terrorism. Islamic groups are angry at America because of its international dominance in military and economic areas.
Which words do you know?
Put a V mark by the words you **know**
Put a ? mark by the words that are **unclear**
Put a + mark by the words that are **new to you**.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) Army</td>
<td>( ) Government</td>
</tr>
<tr>
<td>( ) Brigade</td>
<td>( ) Islamic groups</td>
</tr>
<tr>
<td>( ) Bombed</td>
<td>( ) Military</td>
</tr>
<tr>
<td>( ) Capitalist Masters</td>
<td>( ) Overthrow</td>
</tr>
<tr>
<td>( ) Catholic</td>
<td>( ) Protestant</td>
</tr>
<tr>
<td>( ) Committed</td>
<td>( ) Terrorist</td>
</tr>
<tr>
<td>( ) Dominance</td>
<td>( ) Violence</td>
</tr>
<tr>
<td>( ) Economic</td>
<td></td>
</tr>
<tr>
<td>( ) Freedom Fighter</td>
<td></td>
</tr>
</tbody>
</table>
Terrorism in America

The Meaning of Terrorism

The meaning of terrorism is confusing. The American police call terrorism violence against a government. Terrorism is a violent action against any government. Some people say, “One man’s terrorist is another man’s freedom fighter.”

Kinds of Terrorism

There are many kinds of terrorism all over the world. In the 1970s and ‘80s, West Germany faced the Red Army. The Red Army did not like the American army in other countries. The Red Army killed many people and bombed many areas.

In Italy, the Red Brigade was made up of university students who wanted to overthrow their “Capitalist Masters.” Throughout the 1970s and 80s, the Red Brigade killed more than 400 people. Finally, by the late 1980s, the Italian police had arrested the group.

Ireland also has terrorism. The British government divided Ireland into 2 parts. The part in the south became independent, and was Catholic. The part in the north was 60% Protestant, and 40% Catholic. In the north, the Catholics and Protestants committed acts of terrorism against each other.

Israel has much terrorism. Israel was established as a country for the Jewish people. This has angered the Islamic groups, and there have been many acts of terrorism including ambushes, car bombings, suicide attacks, and airline hijackings.

America has also seen terrorism. Many Islamic groups are angry at America because of its international dominance in military and economic areas. As the American army dominates more countries, more and more acts of terrorism are aimed against Americans.
### Vocabulary 4

**Lesson 1**

**Terrorism in America-Vocabulary**

Which words do you know?

Put a ✓ mark by the words you know

Put a ? mark by the words that are unclear

Put a + mark by the words that are new to you.

<table>
<thead>
<tr>
<th>( ) Airline Hijackings</th>
<th>( ) Freedom Fighter</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) Ambushes</td>
<td>( ) Government</td>
</tr>
<tr>
<td>( ) Army</td>
<td>( ) Islamic groups</td>
</tr>
<tr>
<td>( ) Arrested</td>
<td>( ) Jewish</td>
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<tr>
<td>( ) Attack</td>
<td>( ) Military</td>
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<td>( ) Brigade</td>
<td>( ) Overthrow</td>
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<td>( ) Capitalist Masters</td>
<td>( ) Protestant</td>
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<td>( ) Catholic</td>
<td>( ) Suicide Attacks</td>
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<tr>
<td>( ) Dominance</td>
<td>( ) Terrorist</td>
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<td></td>
<td>( ) Violence</td>
</tr>
</tbody>
</table>
Terrorism in America

The Meaning of Terrorism

The meaning of terrorism is confusing. The American police call terrorism violence against a government. Terrorism is a violent action against any government. There is domestic (from inside one country) terrorism, and international terrorism (from outside the country). Some people say, “One man’s terrorist is another man’s freedom fighter.”

Kinds of Terrorism

There are many kinds of terrorism all over the world. In the 1970s and ’80s, West Germany faced the Red Army. The Red Army was left wing, or Marxist terrorism group that did not like American imperialism, or the American army in other countries. The Red Army killed many people and bombed many areas. The West German police finally put most of the Red Army terrorists in prison.

In Italy, in the 1980s, the Red Brigade terrorist group was formed. The Red Brigade was made up of university students who wanted to overthrow their “Capitalist Masters.” Throughout the 1970s and 80s, the Red Brigade committed more than 10,000 acts of political violence and killed more than 400 people. Finally, by the late 1980s, the Italian police had arrested and imprisoned most of the group.

Ireland has also seen much terrorism. In the 1920s, the British government divided Ireland into 2 parts. The part in the south became independent, and was mostly Catholic. The part in the north remained British and was 60% Protestant, and 40% Catholic. In the north, the Catholics and Protestants committed acts of terrorism against each other. In the past 25 years, over 3,000 people have been killed by both sides.

Israel has seen much terrorism over the years. After World War 2, Israel was established as a country for the Jewish people. This has angered the Islamic groups of the area, and there have been many acts of terrorism including ambushes, car bombings, suicide attacks, and airline hijackings. This violence continues today, with no solution in sight.

America has also seen acts of terrorist violence. The World Trade Towers attack in 2001 is an example. Many Islamic groups are angry at America because of its international dominance in military and economic areas. As the American army dominates more countries, more and more acts of terrorism are aimed against Americans.

Vocabulary 5
Lesson 1

Terrorism in America - Vocabulary

Which words do you know?

Put a √ mark by the words you know
Put a ? mark by the words that are unclear
Put a + mark by the words that are new to you.

Vocabulary

| ( ) Airline Hijackings   | ( ) Imprisoned                  |
| ( ) Ambushes            | ( ) Islamic groups              |
| ( ) Attack              | ( ) Jewish                      |
| ( ) Brigade             | ( ) Left-wing                    |
| ( ) Capitalist Masters  | ( ) Marxist                      |
| ( ) Bombings            | ( ) Military                     |
| ( ) Catholic            | ( ) No solution in sight         |
| ( ) Domestic            | ( ) Overthrow                    |
| ( ) Dominance           | ( ) Political Violence           |
| ( ) Established         | ( ) Protestant                   |
| ( ) Freedom Fighter     | ( ) Suicide                      |
| ( ) Government          | ( ) Terrorist                    |
| ( ) Imperialism         | ( ) Violence                     |
Terrorism in America-Vocabulary

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bombed</td>
</tr>
<tr>
<td>Catholic</td>
</tr>
<tr>
<td>Government</td>
</tr>
<tr>
<td>Jewish</td>
</tr>
<tr>
<td>Military</td>
</tr>
<tr>
<td>Protestant</td>
</tr>
<tr>
<td>Violence</td>
</tr>
</tbody>
</table>

- bombed
- Jewish
- Catholic
- military
- terrorist
- Protestant
- government
- violent
Terrorism in America-Vocabulary

From the words in the circles, make 3 sentences:

1. A f______ fighter is another man's terrorist.

2. Terrorists use ______. 

3. P______ and animals must live together.
Terrorism in America-Vocabulary

<table>
<thead>
<tr>
<th>Terrorism</th>
<th>Jews</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholics</td>
<td>Islamic</td>
<td>Red Brigade</td>
</tr>
<tr>
<td>Protestants</td>
<td>Palestinians</td>
<td>Ireland</td>
</tr>
</tbody>
</table>

From the words in the box, make 5 sentences:

1. _________ is violence against a government.

2. In West Germany, the Red Army fought the ______.

3. In Italy, the ______ fought the people.

4. In ______, the Catholics are fighting the Protestants.

5. The _________ and Jews are fighting in Israel.

6. In America, ______ groups are fighting the government.
Terrorism in America-Sentence writing

Using your reading text, answer the following questions.

Example:

Question: Is the meaning of terrorism confusing?
Answer: The meaning of terrorism is confusing.

1. What is terrorism?
Terrorism is violence _______ a _________.

2. Are there many kinds of terrorism in the world?
There are ________ of terrorism in the world.

3. Does Ireland have terrorism?
Ireland has ________.

4. Who is fighting in Ireland?
The ________ and the ________ are fighting in Ireland.

5. Who has Israel angered?
Israel has ________ Islam.

6. Have there been many acts of terrorism in Israel?
There have been _______ _______ terrorism in Israel.

7. Has America seen acts of terrorism?
America has seen acts ________.

8. Does America dominate many countries?
America dominates ________.
Terrorism in America-Sentence writing

Using your reading text, answer the following questions. Try to use a minimum of words.

Example:

Question: Is the meaning of terrorism confusing?
Answer: The meaning of terrorism is confusing.

1. What do the American police call terrorism?

2. Are there many kinds of terrorism in the world?

3. Does Ireland have terrorism?

4. Who is fighting in Ireland?

5. Who has Israel angered?

6. Have there been many acts of terrorism in Israel?

7. Has America seen acts of terrorism?

8. Does America dominate many countries?
**Terrorism in America-Paragraph writing**

Using your reading text, make a paragraph by answering the following questions. Try to use a *minimum* of words.

**Example:**

**Question:** Is the meaning of terrorism confusing?

**Answer:** The meaning of terrorism is confusing.

1. What do the American police call terrorism?
2. Are there many kinds of terrorism in the world?
3. In Italy, who wanted to overthrow the Capitalist Masters?
4. Does Ireland have terrorism?
5. Who is fighting in Ireland?
6. Was Israel established as a country for the Jewish people?
7. Who has Israel angered?
8. Have there been many acts of terrorism in Israel?
9. Where did terrorists attack in America in 2001?
10. Does America dominate many countries?
How this lesson was modified for Sheltered Instructional Strategies

This lesson was originally intended for a mainstream content social studies 12th grade class. The entire content of this lesson has been adapted and modified for grades 9 – Adult Sheltered Instructional Content classes.

Modifications to the text have included: text and sentence length, vocabulary and sentence structure (Echevarria & Graves, 2007). The text was shortened and modified to facilitate ELLs. Key points were accentuated and made more accessible by repetition. High frequency vocabulary was introduced to enhance word recognition, and vocabulary lists and activities were introduced.

Lesson activities were also modified to accommodate sheltered instruction of ELLs. On the lower levels, greater emphasis was placed on small groups and allowing the use of discussions and shared writing. On more advanced levels, focus was shifted to encompass the structure and use of simple and compound sentences.

Activity 1 (see lesson plan, pg. 9) involving vocabulary was modified to assist lower level ELLs by allowing group participation in defining word meanings; more advanced levels were allowed to work in pairs.

Activity 2, likewise allowed group discussion on the lower levels and the expectation of written responses by the upper levels as well as the use of simple sentences.

Activity 3, reading, was modified on the text level (see above).

Activity 4, the most modified, ranged in responses from the lower level 1 oral answers to the use of phrases in level 2. Level 3 used oral answers to questions in the form of simple sentences, whereas levels 4-5 complete a series of questions using simple and compound sentences that resulted in a paragraph.
# ORIGINAL LESSON PLAN # 1

Name: Charles Young  
School: SCSU  
Topic: Defining Terrorism/Exploring kinds of terrorism

<table>
<thead>
<tr>
<th>Period</th>
<th>Time: 55 mins</th>
<th>Grade: 9-Adult</th>
</tr>
</thead>
</table>

**Lesson Objectives:**

- Students **identify vocabulary** surrounding terrorism  
- Students **define** the term Terrorism  
- Students read accounts of the **various kinds** of Terrorism around the world

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 15 mins | **Activity 1:**  
Class divided into pairs/groups of 2/4. (Upper levels, pairs; lower levels, groups). Each pair/group will read through vocabulary list:  
In pairs, Ss discuss  
\( \forall \) = words known  
? = unclear words  
+ = new words  
In groups, Ss discuss vocabulary with each other and circulating teacher  
Pairs/groups allowed to talk in L1 and L2.  
Teacher circulating among groups | - Building background knowledge: Vocabulary | Vocabulary sheets to be handed out:  
Vocab. Sheet for levels 1-2, pg. 11  
Vocab. Sheet for level 3, pg. 13  
Vocab. Sheet for level 4, pg. 15  
Vocab. Sheet for level 5, pg. 17 |
| 10 mins | **Activity 2:**  
Class divided into pairs/groups of 2/4 (Ss can shift pairs/groups from last activity or remain in the same pairs/groups). Using new vocabulary, each pair/group will answer the question: **“What is terrorism?”** A spokesperson will be designated by each pair/group to answer.  
- **Levels 1-2:** multiple answers from each group of 4- orally.  
- **Levels 3-5:** spokesperson for each pair will write and orally report the pair’s answer using simple sentences, other Ss in pair will help correct answer. | - Background Knowledge  
- Pre-reading exercise |  |
| 10 mins | **Activity 3:**  
**Reading:** Teacher will read text(s) aloud and answer additional vocabulary and comprehension questions. | **Reading the text** | Text sheets to be handed out:  
Text sheet for level 1, pg. 9  
Text sheet for level 2, pg. 10  
Text sheet for level 3, pg. 12  
Text sheet for level 4, pg. 14  
Text sheet for level 5, pg. 16 |
| 20 mins | **Activity 4:**  
- **Level 1:** based on the text, answer | **Analyzing the text,**  
**practice with oral and** | **Grammar:** Present tense; articles; |
the following questions using simple sentences orally, or by circling correct answer on text sheet.

-What is terrorism?
-Where does terrorism occur in the world?

**Level 2**: based on the text, using vocabulary and phrase worksheet (pg. 11), in groups of 4, complete sentences about terrorism.

**Level 3**: based on the text, in groups of 4, answer the following questions using simple sentences orally (a spokesperson may be designated, or others from the group may answer):

1. Is terrorism confusing?
2. What is terrorism?
3. Are there many kinds of terrorism?
4. In Italy, who wanted to overthrow their Capitalist Masters?
5. Does Ireland have terrorism?
6. Who is fighting in Ireland?
7. Who has Israel angered?
8. Why are Islamic groups angry at America?

**Levels 4-5**: based on the text, individual Ss write answers to the above questions using simple and compound sentences.

When done, Ss can write their sentences on the board in paragraph.
form for analyzing and correction.
Terrorism: How Have Other Countries Handled It?  
How Should We?

The attacks on the World Trade Center and the Pentagon on September 11, 2001 took the lives of thousands of people and demonstrated that terrorism is one of the most significant problems facing the United States.

For the past 30 years, terrorists have operated in many countries. Except for a few small violent leftist groups during the Vietnam War years, the territorial United States has been relatively free of this plague. A sign of things to come, however, occurred in 1993 when a massive explosion destroyed the underground garage of the World Trade Center in New York City, killing six. Those responsible belonged to a group of Arab extremists who viewed America as an evil force in the world. The bombing of the federal building in Oklahoma City on April 19, 1995, did more than end the lives of 168 persons. It also brought terrorism to the heartland of America.

But the Oklahoma City bombing was the work of a small group of Americans angry with their own government. The most recent terrorist attacks seem to be the work of foreign extremists determined to change U.S. policy in the Middle East by causing as many deaths as possible.

What is terrorism? The British government, which has been fighting terrorism in Northern Ireland since the late 1960s, provides one definition: "the use of violence for political ends." This includes "any use of violence for the purpose of putting the public . . . in fear." Terrorist groups typically reject democratic means of change, like elections, and believe that only violence can bring about their political goals.

Terrorists often strike at ordinary, innocent people—even children. They want to show that the government cannot protect its own citizens. When the government tries to increase public safety by restricting certain freedoms, the terrorists are likely to charge that it has become a dictatorship not worthy of public support. The aim of terrorists is to turn people against the government.

While most Americans may not know much about terrorists and how they behave, other nations have had a great deal of experience. Many democracies have shown that terrorism can be eliminated or at least greatly reduced. How have other countries fought terrorism within their borders? What should we do about it here?

West Germany: Red Army Faction

In the 1970s and '80s, the most dangerous terrorists in Europe were associated with Marxist and other left-wing revolutionary groups. One of the first of these violent groups to form was the Red Army Faction (RAF), also known as the Baader-Meinhof Gang. Operating mostly in West Germany throughout the 1970s, the RAF directed its terrorist acts at "American imperialism." Targets included the U.S. military as well as German political and business leaders. The Red Army Faction carried out bombings, shootings, kidnappings, and bank robberies.

From 1970 to 1979, the RAF killed 31 persons, injured about 100, took 163 hostages, and was responsible for 25 bombings. Among those killed were the attorney general of West Germany, the head of a national employer association, and several American soldiers stationed in West Germany.
The West German government responded to the terrorist threat in different ways. One early anti-terrorist measure required all government employees to take a loyalty oath. But this measure was soon criticized as a pointless intrusion into people's lives and was virtually abandoned.

In 1976, West Germany made it a crime to establish a terrorist organization. Other changes in the law increased police powers. With court approval, the police could search entire apartment buildings for suspected terrorists. The police could also establish checkpoints on roadways to stop traffic and inspect the identification of travelers.

The West Germans expanded their intelligence gathering agencies. They also organized a crack anti-terrorist reaction unit. This unit could reportedly assemble in 15 minutes and deploy anywhere in the country within an hour with high-speed helicopters, special land vehicles, and high-tech weapons.

At first, the West Germans granted concessions to the Red Army Faction terrorists in hostage situations. But this only prompted the RAF to take more hostages and demand that the government release RAF leaders in prison. In 1975, West German Chancellor Helmut Schmidt reversed the policy of granting concessions to terrorists. When he refused to give in to RAF demands after it took over the West German embassy in Sweden, terrorists murdered two diplomats and blew up the embassy. The blast killed two of the terrorists. The other four were deported to West Germany, tried, and sent to prison. Hostage taking by the RAF dropped off after this incident. Most governments today say they do not negotiate or grant concessions to terrorists. But experts caution never to say never.

By the early 1980s, most Red Army Faction members were either dead or in prison. The success of this West German anti-terrorist effort was due mainly to good intelligence and police work that did not seriously threaten the civil liberties of the people.

**Italy: Red Brigades**

The Red Brigades began forming in Milan auto factories around 1970. These revolutionary groups were led by Marxist university students who believed that the workers were ready to rise up against their "capitalist masters." Soon the Red Brigades started committing major terrorist acts throughout Italy. They participated in kidnappings, bombings, political assassinations, and shootings. A favorite tactic was "kneecapping," shooting victims in the legs to permanently cripple them.

During the 1970s and early 1980s, Red Brigade terrorists committed more than 10,000 acts of political violence, killing over 400 people. This group's most notorious act was the kidnapping and murder of Aldo Moro, the former leader of Italy. His brutal killing ended whatever sympathy Italians had for the Red Brigades.

Nearly four years later, Red Brigade terrorists kidnapped General James Lee Dozier, the American NATO commander. But by this time, Italian anti-terrorist intelligence units were closing in and Dozier was rescued.

As Red Brigade violence grew during the 1970s, the Italian government increased the authority of police to stop, search, and detain terrorist suspects. Individuals who refused to identify themselves could be held and questioned for up to 24 hours without having a lawyer present. Restrictions on telephone wiretaps were eased. It became a crime to join, organize, or promote any group seeking to overthrow the democratic system through violence.
One of the most successful tactics used by the Italian government was to reduce the sentences of convicted terrorists if they volunteered information about Red Brigade leaders and activities. Many youthful Brigade members, facing decades behind bars, chose to cooperate with the authorities. Consequently, the Red Brigade movement began to collapse. Over 800 members were arrested following the rescue of Dozier in January 1982.

By the mid-1980s, the Red Brigades were nearly extinct. As in Germany, the Italian government managed to wipe out a dangerous terrorist threat with minimal disruption to the rights of ordinary citizens.

Northern Ireland: Protestants vs. Catholics

In the 1920s, the British Parliament divided Ireland into two parts. It granted independence to most of the island, which formed the Irish Republic. Its population is more than 90 percent Catholic. It retained, however, the northern six counties as part of Great Britain. Northern Ireland, also called Ulster, is about 60 percent Protestant and 40 percent Catholic.

Since the partition of Ireland, the Protestants and Catholics in Ulster have sought different political goals. The Protestant majority, which dominates the Ulster government, wants Northern Ireland to remain a part of Great Britain. The Catholic minority, which fears discrimination by the Protestants, wants Northern Ireland to unify with the independent nation of Ireland. If this were to happen, the Protestants would become the minority. They fear they would then be subject to Catholic discrimination. Because of these fears, religious and political hatreds fueled by terrorist violence have divided the Protestant and Catholic communities in Northern Ireland for more than half a century.

In 1969, rioting reached such a dangerous state that the British Army was sent to Northern Ireland to restore order. The army remains to this day due to continued violence by both Protestant and Catholic terrorist groups.

Over the past 25 years, terrorists have killed more than 3,000 persons in Northern Ireland. About 800 bombings have taken place. While most of the terrorism has occurred in Northern Ireland, bombings and other violent acts have also been carried out on the British mainland.

The Northern Ireland (Emergency Provisions) Act, passed by the British Parliament in 1978, granted significant powers to the army, police, and prosecutors. Under certain circumstances, police may conduct searches and arrests without warrants. Police may detain “suspected terrorists” for up to 72 hours before bringing them before a judge. Jury trials in criminal cases have been abolished because terrorist groups have intimidated jurors. During trial, prosecutors may submit evidence by affidavit instead of calling witnesses to testify in person. The burden of proof in illegal firearms possession cases is placed on the defendant.

Britain also passed a Prevention of Terrorism (Temporary Provisions) Act, which has been renewed annually since 1974. This act outlaws certain groups that have advocated violence, such as the Irish Republican Army (IRA). The act also authorizes the detention of suspects without charge for up to seven days.

Unlike West Germany and Italy, Great Britain did not ever completely put terrorist organizations out of action. One major reason for this is the widespread support and protection terrorists get from the Protestant and Catholic communities in Northern Ireland.
The presence of the British Army in Northern Ireland along with major restrictions on civil rights have, however, considerably reduced the level of violence.

Political negotiations have progressed significantly. Brokered by former U.S. Senator George Mitchell, a historic peace agreement was signed in 1998 by leaders from all sides. Voters in the Irish Republic and the North overwhelmingly approved the pact. The pact provided for self-rule for Northern Ireland. The pact had many conditions, and some terrorism has continued. But recently, the Irish Republican Army, started disposing of its arms, as promised in the pact. A permanent political settlement for Northern Ireland may be near.

Israel: A Target of Terror

Perhaps no nation on earth has had more experience in combating terrorism than Israel. Numerous groups oppose the existence of Israel or its policies toward the Palestinians. For example HAMAS, the Islamic Resistance Movement, has used terror to promote its goal of establishing an Islamic Palestinian state in place of Israel. The Popular Front for the Liberation of Palestine is a Marxist-Leninist group that has used terror to oppose détente with Israel among moderate Arab countries. Over the years, Israelis have suffered deadly ambushes, car bombings, suicide attacks, and airline hijackings from these and other terrorist groups.

To counter these threats, the Israeli government has established extensive intelligence gathering and security systems. The Mossad, the Israeli intelligence agency, maintains extensive files on suspected terrorists and terrorist groups. It uses agents to infiltrate the groups to gather information or spread disinformation. It also employs controversial tactics including assassinating leaders and preemptive strikes on terrorist groups.

Because of the daily danger of terrorism, Israeli citizens have learned to cope with a wide range of security measures. Consider what it is like to fly on Israel's airline El-Al.

Passengers are subjected to intense scrutiny before they board an El-Al flight. Agents carefully examine suitcases, often removing all articles and checking them individually. Agents also thoroughly interrogate each passenger, asking whether the person has ever been to Israel before, where the person is going, where the person is going after the visit, and who packed the passenger's bags. Any nervousness or reluctance on the part of the passenger can result in further and even more detailed questioning. Passengers are also often separated from travel mates and questioned individually to determine if there are any contradictions in their stories. Even after this process, which can take 30 minutes or more, passengers may be called back and the questioning begins again.

Israeli security agents also make use of "profiling." Every passenger is checked through Interpol to determine if he or she has a criminal record. Passengers traveling from certain countries are more closely scrutinized. Arabs and certain foreigners are often subjected to intense questioning and more detailed searches, while most Israeli Jews proceed to board the planes. Using such practices in the United States would be very controversial and might run contrary to the Constitution and other laws.

All baggage on a flight must be matched to a given passenger before the plane takes off. Baggage is not only passed through x-ray and metal detectors, but is also placed in a decompression chamber that will trigger certain bomb fuses.
Armed, undercover Israeli security agents, trained to stop hijackers, fly on every plane. To keep any hijacker from taking over a plane, the cockpit door is locked once the pilot enters.

Whether Israeli security measures would work for airlines in the United States is unclear. The personnel and technology used would be very expensive. In addition, El Al is a very small airline with only several hundred flights per week and only 26 airplanes. U.S. airlines have thousands of flights each week and possess several thousand airliners.

**United States: Security vs. Freedom**

The United States undoubtedly needs to take new steps to prevent terrorism at home. But to what extent should traditional American rights and freedoms be sacrificed in order to crack down on terrorist groups and suspects? Yale law professor Stephen Carter warns, “If terrorists can cause us to become a closed and fearful society, they win.”

After the World Trade Center bombing in 1993, owners of the New York City office complex spent $25 million annually for security guards, surveillance cameras, and other anti-terrorist measures. Since the events of September 11, billions have been spent in investigating terrorism, helping its victims, and aiding the airlines to recover. But what more needs to be done to prevent terrorism. Should the police be given special powers to search and interrogate terrorist suspects? Should potentially violent organizations be outlawed? James Q. Wilson, former professor of public policy at UCLA, thinks that the best way to control terrorists within the United States is to make use of informants and FBI undercover agents. In any case, Americans can no longer assume that the threat of terrorism is only a problem for other countries.
Lesson 2
Terrorism in America

Lesson 2

1. Grade level: This lesson is designed for grades 9-12 and Adult ESL students

2. Target group: Content based Social Studies ESL class

3. Source of reading materials: CRF (Constitutional Rights Foundation)-USA:
   http://www.crf-usa.org/index2.php?option=com_content&task=view&id=155&pop


Content objectives:

   a. I want my students to discriminate between terrorists linked to Islam, and non-terrorist Muslims.
   b. I want my students to be able to analyze solutions to terrorism.

Language objectives:

   a. discriminate between Islamic terrorists, and non-terrorist Muslims.
   b. orally report positions on discussion topic using simple sentences.
Objectives Expressed in Performance Indicators: Lesson #2

Unit: Terrorism in America

**Content Objectives:**

Students will be able to:

1. Discriminate between terrorists linked to Islam, and non-terrorist Muslims.
2. Analyze solutions to terrorism.

**Language Objectives:**

1. Using modified versions of the text, Ss will discriminate between Islamic terrorists, and non-terrorist Muslims.
2. Students will orally report their position on the discussion topic using simple sentences.

<table>
<thead>
<tr>
<th>Domain &amp; Task</th>
<th>Language Proficiency Levels →</th>
<th>Nearly Fluent Level 5</th>
<th>Intermediate Level 4</th>
<th>Speech Emergent Level 3</th>
<th>Early Production Level 2</th>
<th>Pre-Production Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
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<tr>
<td>Analyzing terrorism</td>
<td>Topic: Reading about terrorism</td>
<td>Ss will silently read modified versions of text as the instructor reads aloud.</td>
<td>Ss will silently read modified versions of text as the instructor reads aloud.</td>
<td>Ss will silently read modified versions of text as the instructor reads aloud.</td>
<td>Ss will silently read modified versions of text as the instructor reads aloud.</td>
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<td><strong>Writing</strong></td>
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<tr>
<td>Describing terrorism</td>
<td>Topic: Terrorism vocabulary</td>
<td>Ss will use a code to list unknown vocabulary words working in pairs.</td>
<td>Ss will use a code to list unknown vocabulary words working in pairs.</td>
<td>Using a vocabulary worksheet, Ss will complete 8 definition circles, in groups of 4.</td>
<td>Using a vocabulary worksheet, Ss will complete 8 definition circles, in groups of 4.</td>
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<tr>
<td><strong>Speaking</strong></td>
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<tr>
<td>Discussing and debating</td>
<td>Topic: Debating solutions to terrorism</td>
<td>Using the position sheet, Ss will discuss their position and orally report to the class, in pairs.</td>
<td>Using a phrase bank, Ss will discuss their position and orally report to the class, in groups of 4.</td>
<td>Using a phrase bank, Ss will discuss their position and orally report to the class, in groups of 4.</td>
<td>Using 2 phrase banks, Ss will discuss their position and orally report to the class, in groups of 4.</td>
<td>Using 2 phrase banks, Ss will discuss their position and orally report to the class, in groups of 4.</td>
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### Functional/Notional Chart: lesson # 2: Terrorism in America

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/topic</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stating personal/group</td>
<td>Stating opinions about terrorism</td>
<td>- I think we should __</td>
<td>Civilian</td>
<td>Modals; n’t contractions;</td>
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<tr>
<td>Group opinions</td>
<td>policy.</td>
<td>- I believe we should __</td>
<td>Commendable</td>
<td>pronouns;</td>
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<td>- We think America should __</td>
<td>Culture</td>
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<td>- We believe America should __</td>
<td>Deplore</td>
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<td>I don’t think we should __</td>
<td>Differentiate</td>
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<td>- I don’t believe we should __</td>
<td>Embassies</td>
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<td>- We don’t think America should __</td>
<td>Equal</td>
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<td>- We don’t believe America should __</td>
<td>Fundamentalism</td>
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<td>Infected</td>
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<td>Interview</td>
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<td>Justify</td>
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<td>Muslims</td>
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<td>Pentagon</td>
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<td>Pure</td>
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<td>Rejects</td>
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<td>Ruled</td>
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<td>Targets</td>
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<td>Thieves</td>
<td>Traditional</td>
<td>Vast majority</td>
<td>Veil</td>
<td>Violating</td>
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</table>
LESSON PLAN # 2

Name: Charles Young

School: SCSU

Topic: How Islam is linked to terrorism & Most Moslems are not terrorists

Period: Time: 1hr. Grade: 9 - Adult

Lesson Objectives:

Content: 1. Students will discriminate between terrorists linked to Islam, and non-terrorist Muslims.

2. Analyze solutions to terrorism.

Language: 1. Reading modified versions of the text, Ss will discriminate between Islamic terrorists, and non-terrorist Muslims.

2. Students will orally report their position on discussion topic using simple sentences.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td><strong>Activity 1:</strong></td>
<td>-Building background knowledge: Vocabulary</td>
<td>Text &amp; Vocabulary sheets to be handed out:</td>
</tr>
</tbody>
</table>

**Vocabulary:**

- Divide class into pairs (levels 3-5) or groups of 4 (levels 1-2).
- Hand out text and vocabulary sheets (see "comments," opposite).

Text & Vocab. Sheet for level 1, pg. 47

Text & Vocab. Sheet for level 2 pg. 49
In pairs, Ss use checklist symbols to mark their vocabulary sheets:

- $\checkmark$ = known words
- ? = unclear words
- + = new words

(These symbols appear on sheets)

In groups of 4, Ss fill in Vocabulary worksheet pg. with support from circulating teacher. The teacher will model how to fill in these exercises for levels 1-2 by writing 1 or 2 examples on a white/black board.

Pairs & groups allowed to talk in L1 and English provided they are on task, and Ss conversation is about vocabulary.

The teacher will circulate among pairs isolating most difficult words and giving...
**Activity 2:**

**Reading:** Teacher will read text(s) aloud and answer additional vocabulary and comprehension questions.

**Activity 3:**

**Discussion:**

- Hand out Discussion Group sheets (see "comments," opposite).

Below are listed some policies that the United States might adopt to try to counter Islamist terrorism. Form small groups to discuss these policies.

1. Each group should choose what it considers to be the most important policy for the United States to adopt now. Groups may develop their own policy choice if they wish.

2. Each group should then: defend its policy choice before the rest of the class.

**Proposed Policies**

1. Remove all American military forces from Saudi Arabia and/or Iraq.

2. Remain in Iraq to develop democracy as a model for other Muslim countries.

3. Pressure Muslim countries to close religious schools that preach hatred.

4. Provide foreign aid to Muslim countries in order to reduce unemployment and poverty.
5. Give foreign aid to countries that curb Islamists.

6. Work to achieve security and justice for Israel and Palestine.

7. Capture, try, and (if convicted) execute Osama bin Laden.

8. Lessen our dependence on Mid-east oil.

(see below for level adjustments)

- Using the phrase bank (pg. 59),
each group will fill in the position sheet.

Levels

The level 1-2 Ss will then report orally their position to the class in simple sentence format, in groups of 4.

- Using the phrase bank (pg. 61),
each group will fill in the position sheet.

Levels

The level 3-4 Ss will then report orally their position to the class in simple sentence format, in groups of 4.

- Using the position sheet, (pg. 62)
Level

the level 5 Ss will then report orally to the class using simple sentence format,
<table>
<thead>
<tr>
<th>in pairs</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will put the CONTENT objective on the board: “Students will be able to discriminate between terrorists linked to Islam, and non-terrorist Muslims.”</td>
<td></td>
</tr>
<tr>
<td>Students will then be asked to raise their hands if they feel they have met this objective. Depending upon show of hands, the teacher will gain insight as to how effective his/her lesson was, and to re-teach areas where necessary.</td>
<td></td>
</tr>
</tbody>
</table>
Terrorism in America

The Rise of Islamist Terrorist Groups

- Most Muslims hate terrorism
- Islamic Law & Fundamentalism
- Terrorist groups take fundamentalists
- Most Islamic fundamentalists are not terrorists

Terrorist groups who want fundamentalism + Islamic Law = Islamic Terrorism
Lesson 2

Terrorism in America-Vocabulary

Opposite meaning: not important; not needed

Basic, original: the core beliefs only

Fundamental-ism

A fundamental understanding

A basic understanding

A fundamentalist = a person who believes in the basics of his/her religion

Muslims Islamic Terrorist(s) Terrorism Law Groups not
Hate Fundamentalism Fundamentalists Most are Who Want Take

From the words in the box, make 3 sentences:

1. Terrorist groups take ________________


   Most I_______ fundamentalists are n____ t__________.
Terrorism in America

The Rise of Islamist Terrorist Groups

- Lebanon, Algeria, Egypt, Palestine, Uzbekistan, the Philippines' and Pakistan have foreign terrorist groups.
- They want Islamist states, based on Islamic fundamentalism.
- Most of Islamic fundamentalists are not terrorists
- Their teachings have been adopted by terrorist groups
- Islamic fundamentalism wants a society ruled by Islamic law
- They want a more equal society with no division between the rich and poor
- They want women to return to their traditional role and dress.
- Most Muslims hate terrorist attacks
- Al Qaeda and other Islamist terrorist groups take their supporters from Islamic fundamentalists.

Americans are the worst thieves in the world today, and the worst terrorists

Osama bin Laden
Vocabulary 2

Lesson 2

Terrorism in America-Vocabulary

Which words do you know?

Put a V mark by the words you know

Put a ? mark by the words that are unclear

Put a + mark by the words that are new to you.

Vocabulary

( ) Equal
( ) Fundamentalism
( ) Ruled

( ) Thieves
( ) Traditional
Terrorism in America

The Rise of Islamist Terrorist Groups


Al Qaeda's leader, Osama bin Laden, called Americans "the worst thieves in the world today and the worst terrorists." He said: "The terrorism we practice is of the good kind for it is aimed at the enemies of God . . . ."

Other groups also commit terrorism in the name of Islam. The U.S. lists Lebanon, Algeria, Egypt, Palestine, Uzbekistan, the Philippines and Pakistan as having foreign terrorist groups.

They all want to set up Islamist states, based on Islamic fundamentalism. Most of Islamic fundamentalists are not terrorists, but their teachings have been adopted by terrorist groups to justify their actions.

Islamic fundamentalism wants a society ruled by Islamic law. They want a more equal society with no division between the rich and poor. They want women to return to their traditional role and dress.

Most Muslims hate terrorist attacks, but Al Qaeda and other Islamist terrorist groups take their supporters from Islamic fundamentalists.
Vocabulary 3

Lesson 2

Terrorism in America-Vocabulary

Which words do you know?
Put a ✓ mark by the words you know
Put a ? mark by the words that are unclear
Put a + mark by the words that are new to you.

Vocabulary

( ) Embassies          ( ) Pentagon
( ) Equal              ( ) Ruled
( ) Fundamentalism     ( ) Thieves
( ) Justify            ( ) Traditional
Terrorism in America

The Rise of Islamist Terrorist Groups

Despite Islamic teachings against suicide and killing innocent people in battle, terrorist groups like Al Qaeda have used a fundamentalist form of Islam to justify an unholy war of terrorism.


Al Qaeda’s leader, Osama bin Laden, called Americans “the worst thieves in the world today and the worst terrorists.” He said, “We do not have to make a difference between military or civilian. He said: “The terrorism we practice is of the good kind for it is aimed at the enemies of God . . . .”

Other groups also commit terrorism in the name of Islam. The U.S. Department of State lists Lebanon’s Hizbollah, Algeria’s Armed Islamic Group, Egypt’s Islamic Jihad, Palestine’s Islamic Jihad and Hamas, Uzbekistan’s Islamic Movement, the Philippines’ Abu Sayyaf, and Pakistan’s Jaish-e-Muhammad (Army of Muhammad) as foreign terrorist groups.

They all want to set up Islamist states, based on Islamic fundamentalism. Most of Islamic fundamentalists are not terrorists, but their teachings have been adopted by terrorist groups to justify their actions.

Islamic fundamentalism wants a society ruled by Islamic law. Islamists believe their culture has been infected by Western ideas and practices. They want a more equal society with less division between the rich and poor. They want women to return to their traditional role and dress. Fundamentalists call for a return to a strict, “pure” Islam.

Most Muslims hate terrorist attacks and view them as violating the Koran. Even many fundamentalist Muslims believe terrorism violates Islamic law. Nonetheless, Al Qaeda and other Islamist terrorist groups draw their supporters from Islamic fundamentalists.
Vocabulary 4

Lesson 2

**Terrorism in America-Vocabulary**

Which words do you know?

Put a ✓ mark by the words you **know**

Put a ? mark by the words that are **unclear**

Put a + mark by the words that are **new to you**.

| ✓ civilians | ✓ Muslims |
| ✓ Culture | ✓ Pentagon |
| ✓ Embassies | ✓ Political |
| ✓ Equal | ✓ Pure |
| ✓ Fundamentalism | ✓ Ruled |
| ✓ Infected | ✓ Thieves |
| ✓ Justify | ✓ Traditional |
| ✓ Violating/Violates | |
Terrorism in America

The Rise of Islamist Terrorist Groups

Despite Islamic teachings against suicide and killing innocent people in battle, terrorist groups like Al Qaeda have used a fundamentalist form of Islam to justify an unholy war of terrorism.


In a 1998 interview, Al Qaeda's leader, Osama bin Laden, called Americans "the worst thieves in the world today and the worst terrorists . . . ." He said, "We do not have to differentiate between military or civilian. As far as we are concerned, they are all targets." He justified targeting Americans in the name of Islam. He said: "The terrorism we practice is of the commendable kind for it is directed at the enemies of God . . . ."

Other groups also commit terrorism in the name of Islam. The U.S. Department of State lists Lebanon's Hizbollah, Algeria's Armed Islamic Group, Egypt's Islamic Jihad, Palestine's Islamic Jihad and Hamas, Uzbekistan's Islamic Movement, the Philippines' Abu Sayyaf, and Pakistan's Jaish-e-Muhammad (Army of Muhammad) as foreign terrorist groups.

Although their goals differ, they all want to set up Islamist states, based on Islamic fundamentalism. (The political form of Islamic fundamentalism is sometimes called Islamism.) The vast majority of Islamic fundamentalists are not terrorists, but their teachings have been adopted by terrorist groups to justify their actions.

Islamic fundamentalism calls for a society ruled by Islamic law. It rejects most things Western (except technology). Islamists believe their culture has been infected by Western ideas and practices. They want a more equal society with less division between the rich and poor. They want women to return to their traditional role and dress. This can mean women taking care of the family, staying out of the political and business worlds, wearing a veil, and even dressing in clothes that cover them completely. Fundamentalists call for a return to a strict, "pure" Islam.

The vast majority of Muslims deplore terrorist attacks and view them as violating the Koran. Even many fundamentalist Muslims believe terrorism violates Islamic law. Nonetheless, Al Qaeda and other Islamist terrorist groups draw their supporters from the ranks of Islamic fundamentalists.
Vocabulary 5

Lesson 2

Terrorism in America-Vocabulary

Which words do you know?
Put a ✓ mark by the words you know.
Put a ? mark by the words that are unclear.
Put a + mark by the words that are new to you.

<table>
<thead>
<tr>
<th>( ) Civilian</th>
<th>( ) Muslims</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) Commendable</td>
<td>( ) Pentagon</td>
</tr>
<tr>
<td>( ) Culture</td>
<td>( ) Political</td>
</tr>
<tr>
<td>( ) Deplore</td>
<td>( ) Pure</td>
</tr>
<tr>
<td>( ) Differentiate</td>
<td>( ) Rejects</td>
</tr>
<tr>
<td>( ) Embassies</td>
<td>( ) Ruled</td>
</tr>
<tr>
<td>( ) Equal</td>
<td>( ) Targets</td>
</tr>
<tr>
<td>( ) Fundamentalism</td>
<td>( ) Thieves</td>
</tr>
<tr>
<td>( ) Infected</td>
<td>( ) Traditional</td>
</tr>
<tr>
<td>( ) Interview</td>
<td>( ) Vast majority</td>
</tr>
<tr>
<td>( ) Justify</td>
<td>( ) Veil</td>
</tr>
<tr>
<td>( ) Justified targeting</td>
<td>( ) Violating/ Violates</td>
</tr>
</tbody>
</table>
Vocabulary worksheet

Levels 1-2

Lesson 2

Terrorism in America

Use the vocabulary circles below to learn these words:

<table>
<thead>
<tr>
<th>Crisis</th>
<th>Double check</th>
<th>Muslims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Authority</td>
<td>Hate</td>
</tr>
<tr>
<td>Motive</td>
<td>Terrorism</td>
<td>Most</td>
</tr>
<tr>
<td>Go over</td>
<td>Law</td>
<td>Islamic</td>
</tr>
</tbody>
</table>

New word

Word in use

Synonym (similar meaning)

Antonym (opposite meaning)

Meaning

The terrorist crisis began

In Chechnya

Crisis

disaster

trouble free

a time of danger
Islamic Fundamentalism: What Should We Do About It?

Ideas:
1. Remove American military from Saudi Arabia and/or Iraq.
   - Remove = take out
2. Stay in Iraq.
3. Work for peace between Israel and Palestine.
   - Peace = no war
4. Lessen our use of Mid-east oil.
   - Lessen = don't buy
Terrorism in America

Position Sheet: level 1-2

Levels 1-2
Lesson 2

I think we should _______________________

I believe we should _______________________

We think America should _______________________

We believe America should _______________________

I don’t think we should _______________________

I don’t believe we should _______________________

We don’t think America should _______________________

We don’t believe America should _______________________
Terrorism in America

Position Sheet: level 3-4

Activity 3:

Islamic Fundamentalism: What Should We Do About It?

Proposed Policies

- Remove all American military from Saudi Arabia and/or Iraq.
  We think America should or should not

- Remain in Iraq to develop democracy.
  We think America should or should not

- Give money to countries that stop Islamists.
  We think America should or should not

- Work for peace in Israel and Palestine.
  We think America should or should not

- buy Mid-east oil.
  We think America should or should not
Terrorism in America

Position Sheet: level 5

Activity 3:

Islamic Fundamentalism: What Should We Do About It?

There is a connection between certain kinds of Islamic fundamentalism and Islamist terrorism. What should we do about this?

3. Below are listed some policies that the United States might adopt to try to counter Islamist terrorism. Form small groups to discuss these policies.

4. Each group should choose what it considers to be the most important policy for the United States to adopt now. Groups may develop their own policy choice if they wish.

5. Each group should then defend its policy choice before the rest of the class by giving a short, 2-5 minute oral presentation. The group may choose a spokesperson, or individuals from each group may respond.

Proposed Policies

9. Remove all American military forces from Saudi Arabia and/or Iraq.

10. Remain in Iraq to develop democracy as a model for other Muslim countries.

11. Pressure Muslim countries to close religious schools that preach hatred.

12. Provide foreign aid to Muslim countries in order to reduce unemployment and poverty.

13. Give foreign aid to countries that curb Islamists.

14. Work to achieve security and justice for Israel and Palestine.

15. Capture, try, and (if convicted) execute Osama bin Laden.

16. Lessen our dependence on Mid-east oil.
How this lesson was modified for Sheltered Instructional Strategies

This lesson was originally intended for a mainstream content social studies 12th grade class. The entire content of this lesson has been adapted and modified for grades 9 – Adult Sheltered Instructional Content classes.

Modifications to the text have included: text and sentence length, vocabulary and sentence structure (Echevarria & Graves, 2007). The text was shortened and modified to facilitate ELLs. Key points were accentuated and made more accessible by repetition. High frequency vocabulary was introduced to enhance word recognition, and vocabulary lists and activities were introduced.

Lesson activities were also modified to accommodate sheltered instruction of ELLs. On the lower levels, greater emphasis was placed on small groups and allowing the use of discussions and shared writing. On more advanced levels, focus was shifted to encompass the structure and use of simple and compound sentences.

Activity 1 (see lesson plan, pg. 42) involving vocabulary was modified to assist lower level ELLs by allowing group participation in defining word meanings; more advanced levels were allowed to work in pairs.

Activity 2, reading, was modified on the text level (see above).

Activity 3, the most modified, ranged in oral responses from the lower levels, 1-4 using phrase and vocabulary banks to level 5, which produce full oral reports to be presented to the entire class.
Name: Charles Young

School: SCSU

Topic: Terrorism in America

Parts: Time: 45 mins Grade: 12 Social Studies

Lesson Objectives:

Identify the issue(s) under dispute.
Identify areas of agreement and disagreement.
Identify underlying assumptions.
Make sure students concretely define their terms and avoid slogans and epithets.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 20 mins | **ACTIVITY**  
Islamic Fundamentalism: What Should We Do About It?  
There is a connection between certain kinds of Islamic fundamentalism and Islamist terrorism. What should we do about this? | | It is assumed that students have read the 7 page selection indicated in Lesson #2 (Homework) |
6. Below are listed some policies that the United States might adopt to try to counter Islamist terrorism. Form small groups to discuss these policies.

7. Each group should choose what it considers to be the most important policy for the United States to adopt now. Groups may develop their own policy choice if they wish.

8. Each group should then defend its policy choice before the rest of the class.

**Proposed Policies**

17. Remove all American military forces from Saudi Arabia and/or Iraq.

18. Remain in Iraq to develop democracy as a model for other Muslim countries.

19. Pressure Muslim countries to close religious schools that preach hatred.

20. Provide foreign aid to Muslim countries in order to reduce unemployment and poverty.

21. Give foreign aid to countries that curb Islamists.

22. Work to achieve security and justice for Israel and Palestine.

23. Capture, try, and (if convicted) execute Osama
<table>
<thead>
<tr>
<th>25 mins</th>
<th>bin Laden.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24. Lessen our dependence on Mideast oil.</td>
</tr>
</tbody>
</table>
The Rise of Islamist Terrorist Groups

Despite Islamic teachings against suicide and killing innocent people in battle, terrorist groups like Al Qaeda have used a fundamentalist form of Islam to justify an unholy war of terrorism.

In recent years, the terrorist group Al Qaeda has committed terrorist acts killing many innocent men, women, and children. It was responsible for the September 11, 2001, suicide terrorist attacks on New York's World Trade Center and the Pentagon, which murdered close to 3,000 people. On August 7, 1998, Al Qaeda terrorists almost simultaneously set off bombs 150 miles apart at U.S. Embassies in the East African countries of Kenya and Tanzania. The blasts killed 12 Americans and about 250 Africans, most of them Muslims. On May 12, 2003, Al Qaeda suicide terrorists set off bombs in three housing compounds in the capital of Saudi Arabia. The bombs killed 35 people, including 12 Americans. Al Qaeda has been linked to many other attacks and continues to be a threat.

In a 1998 interview, Al Qaeda's leader, Osama bin Laden, called Americans "the worst thieves in the world today and the worst terrorists . . . ." He went on to say that, "We do not have to differentiate between military or civilian. As far as we are concerned, they are all targets." He justified targeting Americans in the name of Islam. He said: "The terrorism we practice is of the commendable kind for it is directed at the tyrants and the aggressors and the enemies of God . . . ."

Other groups also commit terrorism in the name of Islam. The U.S. Department of State lists, to name a few, Lebanon's Hezbollah, Algeria's Armed Islamic Group, Egypt's Islamic Jihad, Palestine's Islamic Jihad and Hamas, Uzbekistan's Islamic Movement, the Philippines' Abu Sayyaf, and Pakistan's Jaish-e-Muhammad (Army of Muhammad) as foreign terrorist groups. Unlike Al Qaeda, most of these groups do not commit terrorism internationally. Instead, they use terrorism to help overthrow the regimes in control of their countries.

Although their goals differ, they all want to set up Islamist states, based on Islamic fundamentalism. (The political form of Islamic fundamentalism is sometimes called Islamism.) The vast majority of Islamic fundamentalists are not terrorists, but their teachings have been adopted by terrorist groups to justify their actions.

Islamic fundamentalism calls for a society ruled by Islamic law. It rejects most things Western (except technology). Islamists believe their culture has been infected by Western ideas and practices, which must be rooted out. They want a more equal society with less division between the rich and poor. They want women to return to their traditional roles and dress. This can mean women taking care of the family, staying out of the political and business worlds, wearing a veil, and even dressing in garments that cover them completely. Fundamentalists call for a return to a strict, "pure" Islam as practiced in the seventh century by the Prophet Muhammad and his immediate successors, the first four caliphs.

But the Encyclopaedia of the Orient states that:

. . . there are no Muslim sources indicating that the Islam of the Golden Age was as strict and conservative as the Islamists believe. All indications show that it was the liberal Islam that paved the ground for cultural, social and military achievements of those days-values foreign to all major Islamist groups. Hence, there is reason to say that the Islamist idea of the Golden Age is a dramatic falsification of history.

Islamist terrorists, like Al Qaeda, view themselves as following Muhammad's example. Muhammad in A.D. 622 had to flee from Mecca with a small band of followers. Yet in 630, he returned with an army of followers to conquer Mecca and then spread Islam throughout the Arabian Peninsula. The terrorist groups see themselves as small bands that will lead Islam to victory.
But terrorist tactics run against the basic teachings of Islam. The Koran, the holy scripture of Islam, set strict rules against suicide and killing women, children, and old people in battle.

The overwhelming majority of Muslims deplore terrorist attacks and view them as violating the Koran. Even many fundamentalist Muslims believe terrorism violates Islamic law. Nonetheless, Al Qaeda and other Islamist terrorist groups draw their supporters from the ranks of Islamic fundamentalists.

**Secular States After World War II**

Islam is the religion of more than 80 percent of the people in North Africa, the Middle East, and Central Asia. Islamic empires controlled these areas for more than a thousand years. The last great Islamic empire—the Ottoman Empire—finally collapsed after World War I. During the 200 years it was crumbling, European nations were busy adding most of the heavily Islamic areas of North Africa, the Middle East, and Central Asia to their empires. Following World War I, they carved up most of the remaining parts of the old Ottoman Empire.

European control ended state by state. Most countries in this heavily Islamic area gained their independence shortly after World War II. Almost all the new leaders who emerged in countries like Iraq, Syria, and Egypt chose to follow a secular model of government pioneered by Turkey after World War I. Many adopted European or American legal systems and other Western ways, forcing Islamic law and culture into the background.

The most significant leader of the era was Egypt's Gamal Abdel Nasser. In 1952, he led a group of Egyptian military officers in overthrowing Egypt's weak monarchy, which was supported by the British. Nasser set Egypt on a secular path and tried to unify his people by promoting loyalty to the nation. Islam would remain important, but no longer dominate government, the law, and education.

Egypt under Nasser adopted a socialist economic system and an authoritarian government with close links to the military. For a while, Nasser was an inspiration and hero to many Egyptians and others in the region. But poor management and corruption in the Egyptian government resulted in massive unemployment, increased poverty, and political repression. The same was true of most of the other newly independent states.

**The Jewish State and the PLO**

In 1948, the United Nations, with the strong support of the United States, partitioned the land then called Palestine into Jewish and Arab states. The surrounding Arab countries, however, rejected this partition and attacked Israel. They viewed the partition as another case of European colonialism, with Jews displacing Arabs and taking land that they had occupied for more than a thousand years. But Israel defended its new borders and even gained territory.

In 1967, Nasser asked the U.N. to remove its troops along the Egypt-Israel border, and he blockaded the Straits of Tiran to prevent goods from reaching Israel. When Egypt and Syria mobilized their troops in preparation for war, Israel attacked. This war lasted a mere six days and resulted in Israel occupying Egyptian land all the way to the Suez Canal as well as Jordan's West Bank, Syria's Golan Heights, and East Jerusalem. In 1973, Egypt and Syria attempted to defeat Israel in yet another war, but failed again.

The failures showed that the Arab states were too weak to overcome Israel, which was far more advanced economically and militarily. A new entity, the nationalistic Palestinian Liberation Organization (PLO), stepped in to take up the war against Israel. Founded in 1964 by Arab states, the PLO was set up as an umbrella organization to bring together the many Palestinian groups that had formed in Arab lands. The PLO set two goals: destroying Israel and establishing a secular, democratic state in its place. It never favored an Islamist state. Initially, the PLO launched guerrilla attacks on Israeli military targets. But then factions of it started using terrorism—kidnappings, shootings, bombings, and hijackings. The two most notorious attacks were probably the hostage-taking and murder of 11 Israeli athletes during the 1972 Munich Olympics and the 1985 hijacking of the Italian cruise ship Achille Lauro and murder...
of a disabled American tourist on board. In 1988, the PLO renounced its goal of destroying Israel. (The PLO has consistently denied it was ever involved in terrorism.)

The Rise and Spread of Islamic Fundamentalism

For many years, two main forces have worked to spread Islamic fundamentalism. One is a grassroots, non-governmental effort. The other is sponsored by the government of Saudi Arabia.

One of the primary grassroots efforts has been through the Muslim Brotherhood (the Society of Muslim Brothers). Today, this organization exists in more than 70 nations in the world. It was founded in 1928 in Egypt, during British colonial rule. An Egyptian named Hasan al-Banna wanted to create an ideal government, based on Islamic law and society of the seventh century. Before this ideal Islamist state could be achieved, he argued, the Muslim masses would have to be gradually brought back to a fundamentalist Islam that was unpolluted by Western ideas.

Al-Banna's Muslim Brotherhood preached self-help, generosity, family values, and restricting women to their traditional role in the home. The Brotherhood also worked to provide hospitals, schools, and other services for the poor that the secular government was failing to provide.

In the 1940s, Al-Banna created a secret organization within the Brotherhood that took part in attacks on police and British officials. In December 1948, a member of this group assassinated Egypt's prime minister. Al-Banna had not known about the plan and quickly denounced the killing. But the government retaliated by murdering Al-Banna two months later.

The Brotherhood splintered between those who advocated violence and those who wanted to work non-violently for an Islamist society. The same process has repeated itself in other countries, with the Brotherhood starting as a peaceful organization and sometimes splitting into more radical factions.

A second powerful force pushing fundamentalism has been the Saudi Arabian government. The home to about one-fourth of the world's known oil reserves, Saudi Arabia produces great wealth. The Saudi government supports a fundamentalist Islam called Wahhabism, named after a Muslim named Muhammad bin Abd al-Wahhab who lived in the 1700s. Wahhab led a religious movement to restore the purity of Islam in Arabia, the Muslim holy land where the Prophet Muhammad lived and died. Wahhab believed in the strict literal reading of the Koran. His movement became the model for many Islamic fundamentalists today.

Wahhab joined with the Saudi family of Arabia to violently suppress all Arab Muslims who resisted his fundamentalist version of Islam. After about two centuries of conflict, the Saudis and their Wahhabi allies established the Kingdom of Saudi Arabia in 1932.

Since the founding of the kingdom, the Saudi royal family has handed over control of religious, moral, educational, and legal matters to the Wahhabi clergy. Wahhabi Saudi Arabia has no elected government, and it allows no other religion and few human rights. The hands of thieves are still cut off as they were in Muhammad's time. Women have virtually no public life. They are even forbidden to drive automobiles.

Wahhabism is the basis for the Saudi education system. The curriculum and textbooks refer to infidels (unbelievers in Islam) as the enemy and promote the hatred of Jews, Christians, and Muslims who reject Wahhabi beliefs. (In 2002, the Saudi government promised to remove these passages and promote tolerance in its schools.)

The Saudi government has used money from its oil revenues to fund Wahhabi missionaries, mosques, and schools and to promote Wahhabism in dozens of countries, including the United States.

The Revolution in Iran
Two events beginning in 1979 promoted the spread of radical Islamism. The first took place in Iran. That year’s Iranian Revolution, which overthrew the shah (king), electrified the Muslim world. Many Muslims viewed the shah as a despot who had been in power by the United States and Great Britain. Fundamentalists saw him as a Westernizer and traitor to Islam. During the turmoil that took place during the revolution, radical Muslim students seized the U.S. embassy and held American diplomats hostage for more than a year.

The galvanizing leader of the Iranian Revolution was a Shi’ite Muslim, Ayatollah (a religious title) Ruhollah Khomeini. (Shi’ite Muslims are a small minority—about 15 percent of all Muslims—but they constitute the majority in Iran, Iraq, and Bahrain and are about 40 percent of the population in Lebanon.) A fundamentalist, Khomeini seized power over other factions and created an Islamist state headed by a “Supreme Religious Leader.” Rejecting Western culture, he installed a political system with him as leader for life surrounded by other religious leaders. The new government did hold popular elections for other positions and even allowed women to vote and hold public office. But Shi’ite religious leaders control the military, law-making power, courts, education system, and all matters of public morality, which are enforced by a “morals police.”

Iran has also become a central source for arming and financing radical Islamist groups like Lebanon’s Hizbollah (Party of God). In the 1980s in Lebanon, Hizbollah kidnapped a number of Westerners and was also responsible for the bombing that killed 241 U.S. Marines, sailors, and soldiers. Hizbollah also led an 18-year guerrilla campaign against Israeli occupation of southern Lebanon, which caused Israel to remove its troops in 2000.

But the Iranian Revolution has not improved the lives of many Iranians. Iranians are increasingly demanding democratic reforms. They have elected new members of government who are attempting to modify the religious state. The final word, however, still rests with religious officials.

The Soviet War in Afghanistan

The second event in 1979 that promoted Islamist radicalism was the Soviet invasion of Afghanistan, a remote, mountainous, landlocked country with Muslim inhabitants. The Soviets invaded to help Afghan communists who had seized power. Muslims from around the world called for a jihad, or holy war in defense of Islam, to free the Muslim country from the invaders. Thousands from many countries volunteered to be mujahideen, holy warriors. Saudi-funded religious schools (known as madrasas) in neighboring Pakistan produced many volunteers for the jihad.

Money poured in. The Muslim Brotherhood contributed heavily. But the two biggest backers of the jihad were Saudi Arabia and the U.S. Central Intelligence Agency. The Saudis sent many volunteer fighters and spent untold millions of dollars. The CIA contributed more than $3 billion, supplied more than 1,000 small, portable Stinger missiles (for shooting down helicopters and low-flying airplanes), and trained the mujahideen. Afghanistan had become a battleground in the Cold War between the Soviet Union and the United States.

One of the Saudi volunteers was 25-year-old Osama bin Laden, a member of a wealthy Saudi family. He had attended Wahhabi schools and completed college studying engineering and public administration. In college, he had grown increasingly religious and had come in contact with radical elements of the Muslim Brotherhood. For the Afghan jihad, he raised money through his family connections, set up training camps, and commanded mujahideen in battle against the Soviets. He also created a computer database to organize his fighters. This became known as Al Qaeda (“the base”). After the Soviet Union withdrew its troops from Afghanistan in 1989, bin Laden returned home to Saudi Arabia as a Muslim hero.

But in 1990, Iraq (led by Saddam Hussein) invaded Kuwait. Fearing that Iraq would next invade Saudi Arabia, Bin Laden offered to bring mujahideen from Afghanistan to Saudi Arabia to help defend it from attack. Instead, Saudi King Fahd decided to rely on American military forces to defeat Iraq, and he allowed them to set up bases in the Muslim holy land.
The stationing of non-Muslim troops on Saudi Arabia's holy soil transformed bin Laden. He viewed King Fahd as a traitor against Islam. From this point, bin Laden became an outspoken enemy of the Saudi ruling family and its American defenders.

Saudi Arabia expelled him in 1991. Bin Laden went to Sudan, a country south of Egypt with a strict Islamist government. He took with him an estimated $250 million, part of which he spent to fund terrorist training camps. Outraged with what he was doing, the Saudi government revoked his citizenship, froze his assets remaining in Saudi Arabia, and reportedly even tried to assassinate him in Sudan.

Back in Afghanistan, civil war raged among Muslim warlords, producing chaos and great loss of life. Then, in 1996, a group of former madrassa students, the Taliban, seized power and imposed a strict Wahhabi Islamist regime. (In Arabic, talib means "student.")

Bin Laden had become an international outlaw, and Sudan, under pressure from the United States and Saudi Arabia, expelled him in 1996. The Taliban offered him sanctuary in Afghanistan where he provided the regime with financial aid and fighters. He also created training camps for his growing Al Qaeda terrorist network.

In 1998, bin Laden proclaimed his jihad against Americans and Jews. He declared that since the Gulf War against Iraq in 1991, "the United States is occupying the lands of Islam in the holiest of its territories, Arabia, plundering its riches, overwhelming its rulers, humiliating its people, threatening its neighbors." He also charged that the United States was destroying the Iraqi people with crippling economic sanctions and supporting Israel's occupation of Arab Palestine.

All of these acts, bin Laden argued, added up to a "clear declaration of war by the Americans against God, His Prophet, and the Muslims." Therefore, he concluded, "Jihad becomes a personal duty of every Muslim."

A short time later, bin Laden issued a "fatwa." This a legal opinion issued by a religious authority. Since bin Laden is not a religious authority, only his followers would take his fatwa seriously. Nonetheless, bin Laden decreed that it was the duty of every Muslim "to kill Americans." After bin Laden issued his fatwa, Islamist terrorists began to strike American targets. In 1998, two U.S. embassies were bombed in Africa. In 2000, suicide bombers attacked the U.S.S. Cole warship off the coast of Yemen. In 2001, terrorist airplane hijackers killed almost 3,000 people in the United States.

The United States responded to the September 11, 2001, attacks by declaring a war on terrorism. U.S. troops invaded Afghanistan and overthrew the Taliban. In 2003, the United States and allies invaded Iraq and toppled the regime of Saddam Hussein, a brutal secular dictator. A large force of U.S. troops remains in Iraq and a smaller contingent is in Afghanistan. Bin Laden remains at large, probably in the mountains of Afghanistan or Pakistan.

The overwhelming majority of Muslims today reject terrorism, bin Laden, and his call for a war on America. They view his beliefs as a perversion of Islam.

Bin Laden appeals to those who believe the United States is the enemy. In the last 25 years, Islamic fundamentalism had gained more adherents. It has attracted the poor, the unemployed and underemployed, and frustrated young people. Most of the states in the Middle East, North Africa, and Central Asia have failed to improve the lives of their citizens. Some are brutally oppressive, and Islamist groups sometimes offer opposition to the rulers. Some Islamists have joined terrorist groups linked to Al Qaeda's international network and its jihad against the United States.
Lesson 3
Terrorism in America

Lesson 3

1. **Grade level:** This lesson is designed for grades 9-12 and Adult ESL students

2. **Target group:** Content based Social Studies ESL class

3. **Source of reading materials:** CRF (Constitutional Rights Foundation)-USA:

   http://www.crf-usa.org/index2.php?option=com_content&task=view&id=155&pop

**Source of lesson:** http://www.crf-usa.org/america-responds-to-terrorism/fact-finders.html

**Content objectives:**

I want my students to discriminate between reliable and unreliable media news coverage

**Language objectives:**

Write sentences and paragraphs regarding reliable and unreliable media news coverage.
# Objectives Expressed in Performance Indicators: Lesson # 3

**Unit: Terrorism in America**

<table>
<thead>
<tr>
<th>Language Objectives:</th>
<th>Content Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will write simple sentences and paragraphs regarding reliable and unreliable news coverage.</td>
<td>Students will be able to: Discriminate between reliable and unreliable news coverage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Proficiency Levels</th>
<th>Nearly Fluent</th>
<th>Intermediate</th>
<th>Speech Emergent</th>
<th>Early Production</th>
<th>Pre-Production</th>
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<tbody>
<tr>
<td>Level 5</td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 1</td>
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</table>

<table>
<thead>
<tr>
<th>Domain &amp; Task ↓</th>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Topic:</td>
<td>Ss will read modified versions of text as the instructor reads aloud.</td>
<td>Ss will read modified versions of text as the instructor reads aloud.</td>
<td>Ss will read modified versions of text as the instructor reads aloud.</td>
<td>Ss will read modified versions of text as the instructor reads aloud.</td>
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<td></td>
<td>Analyzing terrorism</td>
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<tr>
<td></td>
<td>Ss will use a code to list unknown vocabulary words working in pairs.</td>
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<td>Ss will use a code to list unknown vocabulary words working in pairs.</td>
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<tr>
<td></td>
<td>Using the modified text and guided questions, Ss will write 10 sentences resulting in a paragraph, working individually.</td>
<td>Using the modified text and guided questions, Ss will write 8 sentences working in pairs.</td>
<td>Using the modified text and partially completed sentences with guided questions, Ss will write 9 simple sentences working in groups of 4.</td>
<td>Using a word bank and incomplete sentences with blanks, Ss will complete 5 simple sentences working in groups of 4.</td>
<td>Using a vocabulary worksheet, Ss will complete sentences working in groups of 4.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Topic:</td>
<td>Ss will use a code to list unknown vocabulary words working in pairs.</td>
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<td>Ss will use a code to list unknown vocabulary words working in pairs.</td>
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<tr>
<td></td>
<td>Describing terrorism</td>
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<tr>
<td></td>
<td>Using the modified text and guided questions, Ss will write 10 sentences resulting in a paragraph, working individually.</td>
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<td>Using the modified text and partially completed sentences with guided questions, Ss will write 9 simple sentences working in groups of 4.</td>
<td>Using a word bank and incomplete sentences with blanks, Ss will complete 5 simple sentences working in groups of 4.</td>
<td>Using a vocabulary worksheet, Ss will complete sentences working in groups of 4.</td>
</tr>
</tbody>
</table>
### Functional/Notional Chart: Lesson #3: Terrorism in America

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/topic</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Responding to questions with simple sentences | Answering questions about reliable and unreliable news sources                  | - Where does the ___?  
- Why do ___?  
- How good is ___?  
- Double check the ___?  
- Go over ___?  
- Make sure ___?  
- In times of ___?  
- We should ___?                      | Authority  
Be wary  
Biased sources  
Breaking news  
Circumstances  
Conclusions  
Crisis  
Deadlines  
Disrupted  
Double-check  
Evaluate  
Eyewitness  
Go over  
Hearsay  
Logically consistent  
Misinterpreted  
Minute –by-minute  
Motive  
Notable  
People drawing wrong conclusions  
Point of view | Verbal phrases; modals               |
<table>
<thead>
<tr>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine</td>
</tr>
<tr>
<td>Rumors</td>
</tr>
<tr>
<td>Second party</td>
</tr>
<tr>
<td>Skeptical</td>
</tr>
<tr>
<td>Slant</td>
</tr>
<tr>
<td>Sources</td>
</tr>
<tr>
<td>Split-second decisions</td>
</tr>
<tr>
<td>Trace</td>
</tr>
<tr>
<td>Turn to</td>
</tr>
<tr>
<td>Up-to-the-minute reports</td>
</tr>
</tbody>
</table>
LESSON PLAN # 3

Name: Charles Young

School: SCSU

Topic: Media Misinformation

<table>
<thead>
<tr>
<th>Period:</th>
<th>Time: 1 hr.</th>
<th>Grade: 9-Adult</th>
</tr>
</thead>
</table>

**Lesson Objectives:**

**Content:** Students will discriminate between reliable and unreliable media news coverage

**Language:** Students will write sentences and paragraphs regarding reliable and unreliable media news coverage

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td><strong>Activity 1:</strong></td>
<td>-Building background knowledge: Vocabulary</td>
<td>Text &amp; Vocabulary sheets to be handed out: Text &amp; Vocab. Sheet for level 1, pg. 80</td>
</tr>
<tr>
<td></td>
<td><strong>Vocabulary</strong></td>
<td>-Divide class into pairs (levels 3-5) or groups of 4 (levels 1-2). -Hand out text and vocabulary sheets (see “comments,” opposite).</td>
<td>Text &amp; Vocab. Sheet for level 2 pg 82</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In pairs, Ss use checklist symbols to mark their vocabulary sheets:</td>
<td>Text &amp; Vocab. Sheet for level 3 pg 84</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Text &amp; Vocab. Sheet for level 4 pg 86</td>
</tr>
<tr>
<td>✓ = known words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✔ = unclear words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ = new words</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Levels 3-5**

(These symbols appear on sheets)

In groups of 4, Ss fill in Vocabulary worksheet pg.91 with support from circulating teacher.
The teacher will model how to fill in these exercises for levels 1-2 by writing 1 or 2 examples on a white/black board.

Pairs & groups allowed to talk in L1 and English provided they are on task, and Ss conversation is about vocabulary.

The teacher will circulate among pairs isolating most difficult words and giving explanations, using the black/white board as necessary.

Text & Vocab. Sheet for level 5 pg. 88

Vocab. Worksheet for levels 1-2 pg. 91
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity 2:</th>
<th>Activity 3:</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td>Reading: Teacher will read text(s) aloud and answer additional vocabulary and comprehension questions.</td>
<td>Writing: - Hand out writing sheets (see &quot;comments,&quot; opposite). - Level 1 Ss fill in blank words on sheet creating 5 sentences in response to questions based on reading text. - Level 2 Ss fill in blank words on sheet creating 6 sentences in response to questions based on reading text. - Level 3 Ss fill in blank words on sheet creating 8 sentences in response to questions based on reading text. - Level 4 Ss write 8 full sentences in response to questions based on reading text. - Level 5 Students write a paragraph in response to questions based on reading text.</td>
<td>Writing sheets to be handed out: Writing sheet for level 1, pg. 93 Writing sheet for level 2, pg. 94 Writing sheet for level 3, pg. 96 Writing sheet for level 4, pg. 97 Writing sheet for level 5, pg. 98</td>
</tr>
</tbody>
</table>
| The teacher will put the CONTENT objective on the board: "Students will be able to discriminate between reliable and unreliable media news coverage."

Students will then be asked to raise their hands if they feel they have met this objective. Depending upon show of hands, the teacher will gain insight as to how effective his/her lesson was, and to re-teach areas where necessary. | Assessment |
Terrorism in America

Fact Finders—The Media During Times of Crisis

Be sure of your information. Use the SMART system:

- **Source.** Where does the story come from?
- **Motive.** Why do they say so?
- **Authority.** How good is the source?
- **Two-source test.** Double-check everything
- **Review.** Go over the story carefully
Terrorism in America-Vocabulary

Crisis    Review
Source
Motive    Authority

From the words in the box, fill in the correct word

1. ______ is a reason to do something.

2. A _____ is where information comes from.

3. A ______ is a time of trouble.

4. An ________ is an expert on a subject.

5. To ______ is to re-examine or check something.
Terrorism in America

During times of crisis, people want information. False reports are sometimes believed.

In some cases, rumors spread.

Information is received by the media, then reported to the public, then found to be wrong. Other times, accurate information is reported, but wrong.

Fact Finding in the Information-Age

Use the following SMART test to check your sources:
Source. Where does the story come from?
Motive. Get all sides to a story.
Authority. Make sure it is a source you can trust.
Review. Go over the story carefully.
Vocabulary 2

Lesson 3

Terrorism in America-Vocabulary

Which words do you know?

Put a √ mark by the words you know
Put a ? mark by the words that are unclear
Put a + mark by the words that are new to you.

Vocabulary

<table>
<thead>
<tr>
<th>Authority</th>
<th>Motive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circumstances</td>
<td>Rumors</td>
</tr>
<tr>
<td>Crisis</td>
<td>( ) Source</td>
</tr>
<tr>
<td>Double-check</td>
<td></td>
</tr>
<tr>
<td>Go over</td>
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</tbody>
</table>
Terrorism in America

During times of crisis, people want information. At the same time, news sources are working on short deadlines. Under these circumstances, false reports are sometimes believed.

In some cases, rumors spread and actual lies are told.

Imagine the large amount of information the media was getting during the terrorist attacks in America, and continues to receive as the world responds to the events.

Sometimes quick decisions are made to report breaking news. Once in a while, information is received by the media, then reported to the public, then found to be wrong. Other times, accurate information is reported, but misinterpreted and spread by viewers and listeners.

Fact Finding in the Information-Age

To judge the reliability of the story, you should always consider the source. Use the following SMART test to check your sources:

Source. Where does the story come from? Is the person reporting the story an eyewitness to the story? If the source is unclear, be skeptical about the story.

Motive. Sources often have a special interest or particular point of view. Get all sides to a story.

Authority. How good is the source? Make sure it is a source you can trust, for example an expert on the subject, a newspaper with good fact checking.

Review. Go over the story carefully. Does it make sense?

Two-source test. Double-check everything. Talk to a second party or listen to other newscasts.
Vocabulary 3

Lesson 3

Terrorism in America-Vocabulary

Which words do you know?

Put a √ mark by the words you know

Put a ? mark by the words that are unclear

Put a + mark by the words that are new to you.

Vocabulary

| ( ) Authority                      | ( ) Misinterpreted            |
| ( ) Breaking news                 | ( ) Motive                    |
| ( ) Circumstances                 | ( ) Reliability               |
| ( ) Crisis                        | ( ) Rumors                    |
| ( ) Deadlines                     | ( ) Second party              |
| ( ) Double-check                  | ( ) Skeptical                 |
| ( ) Eyewitness                    | ( ) Source                    |
| ( ) Go over                       |                                 |
Terrorism in America

Misinformation in the time of terrorist crisis

Fact Finders—The Media During Times of Crisis

During times of crisis, people want information. They read news sources to find out what is happening. At the same time, news sources are working at full capacity on short deadlines. Under these circumstances, false reports are sometimes believed.

In some cases, rumors spread and actual lies are told.

On a normal day, reporters have time to sort through information and decide what they will report, and how they will report it. Imagine the large amount of information the media was receiving during the terrorist attacks in America, and continues to receive as the world responds to the events.

Sometimes split-second decisions are made to report breaking news. People turn on radio and television broadcasts to get up-to-the-minute reports. Once in a while, information is received by the media, then reported to the public, then found to be wrong. Other times, accurate information is reported, but misinterpreted and spread by viewers and listeners.

Fact Finding in the Information-Age

Like journalists, you depend on sources for information. You may read a story in the newspaper, see it on television. To judge the reliability of the story, you should always consider the source. Use the following SMART test to check your sources:

Source. For you to evaluate a source, you have to know who or what the source is. Where does the story come from? Is the person reporting the story an eyewitness to the story? From eyewitnesses? From officials? If the source is unclear, be skeptical about the story.

Motive. Why do they say so? Sources often have a special interest or particular point of view that may cause them to slant information to suit their beliefs or causes. Get all sides to a story.

Authority. How good is the source? Eyewitnesses can be wrong. Was the witness in a good position? Make sure it is a source you can trust -- e.g. an expert on the subject, a newspaper with good fact checking.

Review. Go over the story carefully. Does it make sense? Make a list of questionable facts. Develop questions about the story.

Two-source test. Double-check everything, if possible. Talk to a second party or listen to other newscasts to see if they are also reporting the same story.
Terrorism in America - Vocabulary

### Vocabulary

<table>
<thead>
<tr>
<th>Authority</th>
<th>Misinterpreted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaking news</td>
<td>Motive</td>
</tr>
<tr>
<td>Circumstances</td>
<td>Reliability</td>
</tr>
<tr>
<td>Conclusions</td>
<td>Routine</td>
</tr>
<tr>
<td>Crisis</td>
<td>Rumors</td>
</tr>
<tr>
<td>Deadlines</td>
<td>Second party</td>
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<td>Double-check</td>
<td>Skeptical</td>
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<td>Evaluate</td>
<td>Slant</td>
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<tr>
<td>Eyewitness</td>
<td>Sources</td>
</tr>
<tr>
<td>Go over</td>
<td>Split-second decisions</td>
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<tr>
<td></td>
<td>Up-to-the-minute reports</td>
</tr>
</tbody>
</table>
Terrorism in America

Misinformation in the time of terrorist crisis

Fact Finders—The Media During Times of Crisis

During times of crisis, people want information. They read news sources to find out what is happening and to help them figure out what might happen. At the same time, news sources are working at full capacity on short deadlines. Under these circumstances, false reports are sometimes believed.

In some cases, rumors spread and actual lies are told. This can add to the public's fear or contribute to people drawing wrong conclusions.

Minute-by-minute, the media receives news from around the world. On a normal day, news editors and reporters have some time to sort through information and decide what they will report, and how they will report it. But when a major event happens, just as the public's normal routine is disrupted, so is that of the media. Imagine the large amount of information the media was receiving during the terrorist attacks in America, and continues to receive as the world responds to the events.

Sometimes split-second decisions are made to report breaking news. People around the world tune in to radio and television broadcasts to get up-to-the-minute reports. Once in a while, information is received by the media, then reported to the public, then found to be wrong. Other times, accurate information is reported, but misinterpreted and spread by viewers and listeners.

Fact Finding in the Information-Age

Like journalists, you depend on sources for information. You may read a story in the newspaper, see it on televisions, or hear it from a friend. To judge the reliability of the story, you should always consider the source. Use the following SMART test to check your sources:

Source. For you to evaluate a source, you have to know who or what the source is. Where does the story come from? Is the person reporting the story an eyewitness to the story? Did the person get the story from others? From eyewitnesses? From officials? Trace the source down. If the source is unclear, be skeptical about the story.

Motive. Why do they say so? Sources often have a special interest or particular point of view that may cause them to slant information to suit their beliefs or causes. Biased sources can be accurate, but you need to check them carefully. Get all sides to a story.

Authority. How good is the source? Eyewitnesses can be wrong. Was the witness in a good position? If the source isn’t an eyewitness, make sure it is a source you can trust -- e.g. an expert on the subject, a newspaper with good fact checking. Be wary of any source that is repeating hearsay and rumors.

Review. Go over the story carefully. Does it make sense? Is it logically consistent? Are there any notable errors in facts or conclusions? Make a list of questionable
facts. Develop questions about the story.
Two-source test. Double-check everything, if possible. Talk to a second party or
listen to other newscasts to see if they are also reporting the same story. Research
the subject in the library, by interviewing others, and search on the Internet. Does
your two-source test confirm or contradict the story?
Vocabulary 5

Lesson 3

**Terrorism in America-Vocabulary**

**Which words do you know?**

Put a ✓ mark by the words you **know**

Put a ? mark by the words that are **unclear**

Put a + mark by the words that are **new to you**.

---

**Vocabulary**

| ✓ Authority | ✓ Misinterpreted |
| ✓ Be wary | ✓ Minute-by-minute |
| ✓ Biased sources | ✓ Motive |
| ✓ Breaking news | ✓ Notable |
| ✓ Circumstances | ✓ People drawing wrong conclusions |
| ✓ Conclusions | ✓ Point of view |
| ✓ Crisis | ✓ Reliability |
| ✓ Deadlines | ✓ Routine |
| ✓ Disrupted | ✓ Rumors |
| ✓ Double-check | ✓ Second party |
| ✓ Evaluate | ✓ Skeptical |
| ✓ Eyewitness | ✓ Slant |
| ✓ Go over | ✓ Sources |
| ✓ Hearsay | ✓ Split-second decisions |
| ✓ Logically consistent | ✓ Trace |
| | ✓ Turn to |
| | ✓ Up-to-the-minute reports |
### Terrorism in America - Vocabulary

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Authority</td>
<td>Go over</td>
</tr>
<tr>
<td>Circumstances</td>
<td>Motive</td>
</tr>
<tr>
<td>Go over</td>
<td>Rumors</td>
</tr>
<tr>
<td></td>
<td>Source</td>
</tr>
</tbody>
</table>

**Synonym (similar meaning)**

**Antonym (opposite meaning)**

**New word**

- Word in use
- Meaning

**Rumor**

- lies
- truth

**The terrorist rumor came from TV**

**Source**

- base of story
- baseless
- The source was wrong
- origin of story
A terrorist's motive is equality.

Motive
- without cause
- reason

Authority
- master
- unofficial
- command

Circumstance
- occurrence
- The circumstances were strange
- happening
Terrorism in America-Vocabulary

<table>
<thead>
<tr>
<th>Crisis</th>
<th>Go over</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Why</td>
<td>Double check</td>
</tr>
<tr>
<td>Motive</td>
<td>Authority</td>
<td>How</td>
</tr>
</tbody>
</table>

From the words in the box, make 5 sentences:

1. ______ does the story come from?
2. _____ do they say so?
3. ___ good is the source?
4. __ _____ the story carefully.
5. ______ ____ everything.
From the words in the box, make 5 sentences:

1. _______ does the story come from?
2. _______ do they say so?
3. _______ good is the source?
4. _______ the story carefully.
5. _______ _______ everything.
6. Make sure your source is an _______ on the subject.
7. What reason, or ______ does the media have for its reporting?

8. In times of ______, the media may report things wrong.

9. Always double check your ______ of the story.
Terrorism in America-Sentence writing

Using your reading text, answer the following questions.

Example:

**Question:** What do people want in times of crises?

**Answer:** People want information.

1. Do news sources work on short deadlines?

   News sources ____________.

2. Do news sources sometimes tell rumors and lies?

   News sources sometimes ____________.

3. Are quick decisions made about breaking news?

   Quick decisions ____________?

4. Is information sometimes wrong?

   Information ____________.

5. Should we be skeptical about stories?

   We should ____________.

6. Should we make sure a source is trustful?

   We should make sure ____________.

7. Should we review a story?

   We should ____________.

8. Should we double check everything?

   We should ____________.
Terrorism in America-Sentence writing

Using your reading text, answer the following questions. Try to use a minimum of words.

Example:

Question: What do people want in times of crises?

Answer: People want information in time of crises.

1. Do news sources work on short deadlines?

____________________________________________________________________________________

2. Do news sources sometimes tell rumors and lies?

____________________________________________________________________________________

3. Are quick decisions made about breaking news?

____________________________________________________________________________________

4. Is information sometimes wrong?

____________________________________________________________________________________

5. Should we be skeptical about stories?

____________________________________________________________________________________

6. Should we make sure a source is trustworthy?

____________________________________________________________________________________

7. Should we review a story?

____________________________________________________________________________________

8. Should we double check everything?
Terrorism in America-Paragraph writing

Using your reading text, make a paragraph by answering the following questions. Try to use a minimum of words.

Example:

Question: What do people want in times of crises?

Answer: People want information in time of crises.

1. Do news sources work on short deadlines?
2. Do news sources sometimes believe false reports?
3. Are rumors and lies sometimes reported?
4. When a major event happens, is the media’s routine disrupted?
5. Are split decisions made about breaking news?
6. Is accurate information sometimes misinterpreted?
7. What test should you use to judge the reliability of a story?
8. Should we be skeptical about unclear sources?
9. Should we be wary of rumors?
10. Should we double check everything?
How this lesson was modified for Sheltered Instructional Strategies

This lesson was originally intended for a mainstream content social studies 12th grade class. The entire content of this lesson has been adapted and modified for grades 9 – Adult Sheltered Instructional Content classes.

Modifications to the text have included: text and sentence length, vocabulary and sentence structure (Echevarria & Graves, 2007). The text was shortened and modified to facilitate ELLs. Key points were accentuated and made more accessible by repetition. High frequency vocabulary was introduced to enhance word recognition, and vocabulary lists and activities were introduced.

Lesson activities were also modified to accommodate sheltered instruction of ELLs. On the lower levels, greater emphasis was placed on small groups and allowing the use of discussions and shared writing. On more advanced levels, focus was shifted to encompass the structure and use of simple and compound sentences.

Activity 1 (see lesson plan, pg. 76) involving vocabulary was modified to assist lower level ELLs by allowing group participation in defining word meanings; more advanced levels were allowed to work in pairs.

Activity 2, reading, was modified on the text level (see above).

Activity 3, writing, the most modified, ranged in responses from the lower levels 1-3 filling in blanks with required vocabulary and phrases. Level 4 used guided questions resulting in simple sentences; and level 5 likewise used guided questions but resulting in a paragraph.
# ORIGINAL LESSON PLAN #3

**Name:** Charles Young

**School:** SCSU

**Topic** Terrorism in America

<table>
<thead>
<tr>
<th>Period</th>
<th>Time: 45 mins</th>
<th>Grade: 12 Social Studies</th>
</tr>
</thead>
</table>

**Lesson Objectives:**

- Students will become directly aware, and report on misinformation
- Identify the issue(s) under dispute (terrorism)
- Identify areas of agreement and disagreement in regards to terrorism
- Identify underlying assumptions in regards to terrorism

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 mins</td>
<td>Hand out packet</td>
<td>1. The teacher will introduce the topic of misinformation via the media by putting the following questions on the board. The class will be divided into groups of 4-6. <strong>ACTIVITY Questions:</strong> Have you heard any inaccurate information from the media or from other...</td>
<td></td>
</tr>
<tr>
<td>20 mins</td>
<td><a href="http://www.crf-usa.org/index2.php?option=com_content&amp;task=view&amp;id=155&amp;pop">CRF</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
people?

• If so, what was the information?
• Why do you think that mistake was made?
• How does misinformation impact the media?
• How does this impact the public?
• What can people do to keep themselves informed of the truth?

Each group will discuss the above questions, and then report to the class. Groups may fragment in individual answers. They may report as an whole group with a spokesperson, or by individual.

2. The teacher will distribute and read the text: **Fact Finders—The Media During Times of Crisis.**
   Ss will then break into different groups of 4-6 and report on the following questions:

• What sources do you trust? What sources do you not trust? Why?
• Have you seen or heard any reports that you think are motivated by a particular point of view or set of beliefs? Why is it important to get both sides to a story?
• Where do you get your news? (Television and radio stations, newspapers, Internet, people you know, etc.)
• Where would you go to use the two-source test?
Misinformation in the time of terrorist crisis

Fact Finders—The Media During Times of Crisis
During times of crisis, people want information. They turn to news sources to find out what is happening and to help them figure out what might happen. At the same time, news sources are working at full capacity on short deadlines. Under these circumstances, false reports are sometimes circulated and believed.

In some cases, rumors spread and actual lies are told. This can add to the public’s fear or contribute to people drawing wrong conclusions. This activity provides an opportunity for your students to discuss the role media plays.

Minute-by-minute, the media receives news from around the world. On a normal day, news editors and reporters have some time to sort through information and decide what they will report, and how they will report it. But when a major event happens, just as the public’s normal routine is disrupted, so is that of the media. Imagine the vast amount of information the media was receiving during the terrorist attacks in America, and continues to receive as the world responds to the events.

Sometimes split-second decisions are made to report breaking news. People around the world tune in to radio and television broadcasts to get up-to-the-minute reports. Once in a while, information is received by the media, then reported to the public, then found to be inaccurate. Other times, accurate information is reported, but misinterpreted and spread by viewers and listeners.

Fact Finding in the Information-Age

Like journalists, you depend on sources for information. You may read a story in the newspaper, see it on televisions, or hear it from a friend. To judge the reliability of the story, you should always consider the source. Use the following SMART test to check your sources:

Source. For you to evaluate a source, you have to know who or what the source is. Where does the story come from? Is the person reporting the story an eyewitness to the story? Did the person get the story from others? From eyewitnesses? From officials? Trace the source down. If the source is unclear, be skeptical about the story.

Motive. Why do they say so? Sources often have a special interest or particular point of view that may cause them to slant information to suit their beliefs or causes. Biased sources can be accurate, but you need to check them carefully. Get all sides to a story.

Authority. How good is the source? Eyewitnesses can be wrong. Was the witness in a good position? If the source isn’t an eyewitness, make sure it is a source you can trust — e.g. an expert on the subject, a newspaper with good fact checking. Be wary of any source that is repeating hearsay and rumors.

Review. Go over the story carefully. Does it make sense? Is it logically consistent? Are there any notable errors in facts or conclusions? Make a list of questionable facts. Develop questions about the story.

Two-source test. Double-check everything, if possible. Talk to a second party or tune-in to other newscasts to see if they are also reporting the same story. Research the subject in the library, by interviewing others, and search on the Internet. Does your two-source test confirm or contradict the story?
References


