

Unit K -- Terrorism

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **June**
Length: **2 Weeks**
Status: **Published**

Unit Overview

This unit will cover America's war on terrorism. Students will learn why 9/11 happened and how the world changed in the following decade. This unit will cover the following information:

- * Goals of terrorists
- * 9/11 and why it happened
- * War in Afghanistan
- * War in Iraq
- * World Events Today

Enduring Understandings

- Religion can foster both peace and conflict.
- Terrorism is a tool used by various people to try and bring about change.
- The Middle East has been a focal point for conflict for centuries.

Essential Questions

- How does one's perspective influence how we see people who want to bring about political change?
- How has Middle Eastern history shaped what the region has become?
- What factors cause people to use terrorism as a tool to affect change?

Lesson Titles

- Terrorism Activity
- 9/11
- Wars in Afghanistan and Iraq
- Review Game

Standards/Indicators/Student Learning Objectives (SLOs)

Analyze why terrorist movements and acts of terrorism have proliferated, and evaluate their impact on governments (e.g., increased cost of security), individuals, and societies (e.g., diminished freedoms, concern for safety).

6.2.12.A.6.c

Assess the role of boundary disputes and limited natural resources as sources of conflict (e.g., Iraq and Kuwait, Sudan and South Sudan, and Namibia and Botswana).

6.2.12.B.5.e

6.2.12.B.6.a

Standards/Indicators

SOC.6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
SOC.6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
SOC.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
SOC.6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
SOC.6.2.12.CS6	Contemporary Issues: Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

21st Century Skills and Career Ready Practices

- Communication and Collaboration
- Critical Thinking and Problem Solving
- Global Perspectives
- Information Literacy

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team

	members. They plan and facilitate effective team meetings.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
PFL.9.1.12.G.7	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

ELA

Sociology

LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.3.3.3	In-groups and out-groups

SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Blooms:

Students will define vocabulary from the unit (Remembering).

Students will be able to identify what terrorists want (Understanding).

Students will try to solve and find solutions to America's problems in the Middle East (Applying).

Students will compare and contrast the wars in Afghanistan and Iraq (Analyzing).

Students will defend America's war on terrorism (Evaluating).

Students will predict America's role in the world in the future (Creating).

- Compare and Contrast
- Delsea One
- Map Activity
- Media Center
- Post Test
- Review Game
- SWAG
- Video Analysis
- Vocabulary Exercises

Modifications:

ELL Modifications

- Use real objects when possible
- Be flexible with time frames and deadlines
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Delsea One

- Group students
- Offer alternate/or modify assessments
- Provide ELL students with multiple literacy strategies
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Repeat, reword, clarify
- SWAG
- Use visuals from 9/11 live broadcasts

IEP & 504 Modifications

- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- Preferential Seating
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- Use visuals from 9/11
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- Current events can be watched or read
- Delsea One
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- Projects can be submitted digitally or paper
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- Read test aloud
- reducing homework length to just those most important for review
- SWAG
- Test in small groups
- word banks, multiple choice, matching questions help when possible

G&T Modifications

- Argumentation and debate

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Delsea One
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two.
- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Media literacy to evaluate credible sources
- Repetition of key concepts through varied methods
- Student led/directed discussions
- SWAG

At Risk Modifications

- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances
- SWAG

Formative Assessment

Warm-Up:

Current Event Activity

Idea Spinner

Current Event Quizzes

Anticipatory Set:

Why did 9/11 happen?

What do terrorists want?

What did you learn about this year?

Prepare and Motivate Students Before Their Test/Quiz

Closure:

Exit Card

Homework Assignments

Quizzes on 9/11 and terrorism

Self Assessment

Linkage

Think-Pair-Share

Whip Around

Oral Questioning

Observation

Group Activity/Collaboration

Summative Assessment

- DBQ on terrorism
- Essay on terrorism
- Notebook
- Post Test
- Student Speeches on post 9/11
- Test on Post 9/11

Benchmark

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

- Chapter Primary Sources
- DVDs
- GoGuardian
- Kahoot
- Maps of the Middle East Today
- Quizlet
- Textbook -- World History : Connections To Today
- Turnitin

Technology

- Chromebooks
- DVD -- Clips from the movie "The Twin Towers"
- DVD -- Clips from the movie "United 93"
- GoGuardian.com
- Kahoot.com
- Quizlet.com
- Smartboard
- Sporcle.com
- Student Created PowerPoints
- Turnitin.com
- YouTube -- <https://www.youtube.com/watch?v=1lKZqqSI9-s>
- YouTube -- <https://www.youtube.com/watch?v=FYg2krLsPB8>
- Youtube -- <https://www.youtube.com/watch?v=YVDdjLQkUV8>

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS4	The influence of technology on history.