

Unit K -- Terrorism

Content Area: **Social Studies**
Course(s): **Honors 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

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| 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.C.6.a | Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities. |
| SOC.6.2.12.C.6.b | Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. |
| 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.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. |
| SOC.6.3.12.CS1 | Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. |
| SOC.6.3.12.CS3 | Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. |

21st Century Skills and Career Ready Practices

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

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible

and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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| 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.6 | Explain how to self-insure and how to determine when self-insurance is appropriate. |
| 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

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| LA.RH.9-10.1 | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| LA.RH.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| LA.RH.9-10.2 | Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| 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.RH.9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. |
| LA.RH.9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| LA.RH.9-10.9 | Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. |
| 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. |

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| LA.WHST.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences 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.9-12.1.1.1 | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. |
| SOC.9-12.1.3.1 | Distinguish valid arguments from false arguments when interpreting current and historical events. |
| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. |
| SOC.9-12.2.2.1 | Ethnocentrism |
| SOC.9-12.2.3.2 | Social statuses and roles |
| SOC.9-12.3.1.1 | Primary agents of socialization: family, peers, media, schools, and religion |
| SOC.9-12.3.3.2 | Primary and secondary 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).

SWAG

Meetings at Delsea One

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

Modifications:

ELL Modifications

- SWAG
 - Meetings at Delsea One
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- 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
 - 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
 - Use real objects when possible
 - Use visuals from 9/11 live broadcasts

IEP & 504 Modifications

- SWAG
 - Meetings at Delsea One
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- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
 - Current events can be watched or read
 - Preferential Seating

- 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
- reducing homework length to just those most important for review
- 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)
- Tap prior knowledge
- Test in small groups
- Use visuals from 9/11

G&T Modifications

- SWAG
- Meetings at Delsea One
- Annotating
- 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.
- 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.
- Jigsaw
- Media literacy to evaluate credible sources
- Repetition of key concepts through varied methods
- Student led/directed discussions

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

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Formative Assessment

Warm-Up:

Current Event Activity

Idea Spinner

Current Event Quizzes

Journal Entry

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:

Debriefing

Exit Card

Homework Assignments

Quizzes on 9/11 and terrorism

Self Assessment

Linkage

Think-Pair-Share

Whip Around

Oral Questioning

Turn To Your Partner

Observation

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Summative Assessment

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

Resources & Materials

- Chapter Primary Sources
- DVDs
- GoGaurdian
- Kahoot
- Maps of the Middle East Today
- Quizlet
- Textbook -- "World History : The Modern Era"
- 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=1IKZqqSI9-s>
- YouTube -- <https://www.youtube.com/watch?v=FYg2krLsPB8>
- Youtube -- <https://www.youtube.com/watch?v=YVDdjLQkUV8>

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| 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. |