Common Core Social Studies Learning Plan Template

**Lesson Title:** Terrorism Concept Lesson

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**Appropriate for Grade Level(s):** 10th/ 11th

**History Standard(s)/Applicable CCSS(s) (RI, W, S&L, L):** CCSS.ELA-Literacy.CCRA.SL.1, CCSS.ELA-Literacy.CCRA.SL.2

**Type of Lesson:** Close Reading, Research Based Discussion Strategy, Document Based Question, Argumentative Writing, Concept Lesson

**Student Readings (list):** N/A

**Total Time Needed:** One block or two 50 minute classes

**Lesson Outline:**

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| **Time Frame**  **(e.g. 15 minutes)** | **What is the teacher doing?** | **What are students doing?** |
| 1 min. | Teacher is having students read the three sentences using the term terrorism. | Have students read quietly or aloud the three sentences using the term terrorism. |
| 10- 15 min. | Teacher is monitoring and guiding struggling students to come up with words/ phrases to write in the boxes. | Students are filling out at least 12 boxes with words or phrases that come to mind when thinking about the word terrorism. They can use background knowledge or the three phrases to help guide their thinking. |
| 5- 10 min. | Teacher is monitoring and probing students who make have difficulty sharing their information. | Students are sharing their words with the other students in their group and filling in the empty boxes. |
| 20- 25 min. | Teacher is monitoring and guiding students to create categories. Some students struggle quite a bit with this part. | Students are using all of their words in the boxes to categorize them in order the get a better sense of the meaning of the concept. |
| 5- 10 min. | Teacher is assisting any groups that need help in creating their definitions. | Students are creating a definition for terrorism using their words and categories. |
| 5- 10 min. | Teacher is listening to different groups’ definitions. | Students are sharing their definitions with the class and then writing down a response why they think there are some many different definitions. This is designed to help students understand there are different ways of thinking about terrorism. |
| 5 min. | Teacher is probing students to help create a class definition of terrorism. | Students are creating as a whole, a definition of terrorism. |
| 10- 15 min. | Teacher is helping students that may need help thinking people who may have been terrorists. | Students are creating a list of three people they think were terrorists and explaining why they think so. |
| 5- 10 min. | Teacher is helping guide students to choose a person that they think may have been a terrorist in the past but is not thought of so today. | Students are discussing with their groups a person from their list that they think may have not have been a terrorist in the past. This is designed to help students understand that terrorism can be about perspective. |
| 5 min. | Teacher is monitoring and guiding students to choose a definition of terrorism. | Students are discussing and choosing a definition that they think best fits the concept of terrorism. Students then explain why that definition best suits the concept. |
| 5 min. | Teacher is preparing to show the Powerpoint that has each person’s face and name. | Students are circling the people they think look like terrorists. The idea behind this is that students understand that terrorists don’t all look the same. |
| 5 min. | Teacher shows the ppt to the students to see if their predictions were correct or not. | Students are putting a mark next to the people they correctly identified as terrorists. |
| 5 min. | Teacher is monitoring the groups and listening to their responses. | Students discuss with their group what can be learned by when they identified their terroists. |
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**Description of Lesson Assessment:** Students can answer the following question in a number of ways i.e. exit ticket, Edmodo response, etc. How has your understanding of terrorism changed or been reinforced?

**How will students reflect on the process and their learning?** Through the writing process students will think about their own understanding of a difficult concept and how it has changed or how it has been reinforced.

**Task: Read through the sentences below that contain the word terrorism.**

*The use of violence against Irving created a fear of terrorism when he saw Kevin.*

*Terrorism has become a weapon that has no face.*

*People have used terrorism to created fear for hundreds of years.*

**Task: In the boxes below, please write down every word or phrase that comes to mind when you hear the word “terrorism”. At a minimum come up with 12 words. When done share you list with your group to create a larger list that fills in ALL the boxes.**

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**Task: Now that you have a long list of words and phrases, create 4-5 categories for all of your words. You can only use each word/ phrase once and no category can be miscellaneous or other.**

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| --- | --- | --- | --- | --- |
| **Category 1:** | **Category 2:** | **Category 3:** | **Category 4:** | **Category 5:** |
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**Task: In your group after you have categorized your words come up with a definition of “terrorism” in the space provided.**

Terrorism is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Task: After hearing other group’s definitions, come up with a reason why you think there are many different definitions of terrorism.**

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**Write down the class definition below:**

**Task: With your group, list three people that you think were terrorists, past or present. Explain why you think they were considered so.**

1)

2)

3)

**Who from the past that may have been considered a terrorist that today would not be seen as so? Explain why they are viewed differently today.**

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**Circle which definition of terrorism is more accurate?**

*The systematic use of terror (such as bombings, killings, and kidnappings) as a means of forcing some political objective. When used by a government, it may signal efforts to stifle dissent; used by insurrectionists or guerrillas, it may be part of an overall effort to effect desired political change.*

***Encyclopedia Britannica***

*Systematic use of violence, terror, and intimidation to achieve an end.*

***Webster’s II New Riverside University Dictionary***

*Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.*

***Federal Bureau of Investigation***

**Why is that definition the most accurate?**

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Circle which of these people do you think is a terrorist? You can pick more than one.



[](http://www.sodahead.com/united-states/sodahead-slideshow-most-historic-oval-office-address/blog-351083/)

Discuss with your neighbor what these pictures tell us about how we think of terrorists.