

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
and 9/11 in the Classroom**

High School

Lesson Plans & Themes

Unit IV

9/11: A Contemporary Case Study in Terrorism

Unit IV: 9/11, A Case Study in Contemporary Terrorism

Grade Levels: 10-12

Time: 100-190 minutes

Lesson HIV-10: The Road to 9/11 - DVD

Objective:

Students will review the historical events that precipitated the attack on the United States on 9/11.

Key Terms:

Ayatollah Ruhollah Khomeini

Caliphate

Dar al Islam

Gammal Abdel Nasser

Mohammad Reza Shah Pahlavi

Muslim Brotherhood

Mustafa Kemal Atatürk

Osama bin Laden

Pan-Arabism

Shah of Iran

Shar'ia

Shia/Shi'ite

Six Day War

Sunni

Wahabism

Materials:

- DVD – The Road to 9/11; a Kunhardt Production – PBS.com
It is available for purchase at the following link:
<http://www.shoppbs.org/product/index.jsp?productId=2366321&cp=&kw=the+road+to+9%2F11&origkw=the+Road+to+9%2F11&sr=1>
- Study Guide with notes and critical thinking questions
(Teacher answer key provided in Background for subject of lesson section)
- DVD player and television/ computer and projector

Activities/Procedures:

1. Review all key terms with students prior to viewing the 60-minute film.
2. Distribute study guides to the students. It is very detailed, providing a wealth of information for students. It also makes them respond to the issues addressed.
3. Start the film.
4. Stop periodically, approximately every 15 minutes, to ask for questions and clarification as necessary.
5. On completion, have students share answers and discuss that which they may have missed.
6. As a class, discuss the issues raised in the film.

Background for subject of lesson:

This lesson includes a study guide for the film, The Road to 9/11.
Answers to the study guide questions are provided below.

TEACHER ANSWER KEY TO STUDY GUIDE QUESTIONS

The study guide itself provides a wealth of information covered in the film. Teachers should view it prior to showing it in class. The answers to the Critical Thinking Questions are listed here:

1. Mostly Britain; France
2. From 1922 (Egypt) to 1971 (UAE); Most gain independence in the years after World War II through the 1960s.
 - 1922 Egypt
 - 1923 Turkey
 - 1930 Iraq
 - 1932 Saudi Arabia
 - 1941 Iran
 - 1946 Jordan
 - 1946 Lebanon
 - 1946 Syria
 - 1948 Israel
 - 1951 Libya
 - 1956 Morocco
 - 1956 Sudan
 - 1956 Tunisia
 - 1960 Cyprus
 - 1961 Kuwait
 - 1962 Algeria
 - 1967 Yemen
 - 1970 Oman
 - 1971 Bahrain
 - 1971 Qatar
 - 1971 United Arab Emirates (UAE)
 - 1979 Iran (Islamic Revolution)
3. Students' answers may vary. Muslims need to find solutions themselves and come to terms with the impact of fundamentalist Islam on the entire faithful.
4. Students' answers may vary. As the film progresses, examples will be cited. Corrupt, tyrannical autocracies propped up by the U.S. and other allies have bribed the people into a dependency. Wahabism, a Spartan, arid form of Islam, has spread globally due to oil money financing schools across the globe; American presidents have kept cordial relations with corrupt Saudi royals; the human rights record, especially concerning women, has been overlooked in favor of cheap gas.
5. Mustafa Kemal Pasha, aka Ataturk's reforms:
 - emancipation of women (you cannot modernize only 50% of the population)
 - ended Shar'ia law

- adoption of western dress/no dressing in religious clothing outside a mosque
 - end of the caliphate
 - secular government without a state religion
6. It is upsetting to the fundamentalist Islamic because it successfully combined a secular state with a Muslim people, something they insist is impossible. He is a modernizer who has succeeded.
 7. Muslim Brotherhood formed in reaction to European colonialism; Arabs wanted to rule themselves. They felt that importing infidel ways, methods and laws was a betrayal of their heritage, that they'd abandoned the true faith. Action was needed to return to the true path, an idealized, glorified past.
 8. Angry men can control their women as emancipation of women/women working outside the home was a threat to the family. Student answers may vary explaining the context.
 9. The Third Reich was the enemy of Britain and France, the colonial oppressors, so the Arabs allied with the Nazis.
 10. The Nazis exploited the tensions regarding Palestine, as the British had promised that a Jewish and Palestinian state would be created.
 11. Repressive autocracies replace colonial rule by Europeans; they were focused on hatred of Israel.
 12. As Britain withdrew its forces, the Arab states attacked approximately 500,000 Jewish refugees. They were defeated - subjected to crushing humiliation.
 13. The Arab states were humiliated by their losses; every Arab ruler was deposed or assassinated.
 14. Nasser allied with the Soviet Union. This drew the U.S. closer to Israel.
 15. Losing to Israel in 1967 was the great tragedy of the modern Arab world; worse tyrannical repressive regimes emerge after this loss;
 16. 40 years ago, Islam would have been described as tolerant, able to mix with local culture, modernist, secular and tolerant of the emancipation of women.
 17. Cleric Ayatollah Khomeini, who returned to Iran from exile. While Shia, his beliefs mirrored those of the Muslim Brotherhood (Sunni), and were described as heretical as he distorted tenets of Islam.
 18. No. His assassin shouted, "I have killed Pharaoh," which referenced a corrupt enemy who had embraced western (infidel) ways.
 19. No. Lebanon has passed laws that prohibit Palestinians from getting a job or learning a profession. Saudi Arabia, which has plenty of space and money, has never taken in Palestinian refugees.
 20. Friedman predicts a civil society will emerge after two generations of "decent" government.
 21. They need to be accountable by reviewing their own history. It has not always been outsiders who have inflicted suffering on the Arab people. Tyrannical regimes have played a role in this. If Muslims are successful, they may again live in the Middle East, a center of culture and progress.

Evidence of Understanding:

Formative:

Students will watch the film and complete the critical thinking questions, followed by discussion of the questions with a partner, in groups or as a class, at the teacher's discretion.

Summative:

Students should identify the most significant issue raised in the film that explains the rise of fundamentalist Islamic terrorism and the attack on 9/11. They should justify their choice using information gleaned from the film. This may be done as an essay or oral presentation.

Extension Activities: Taking Action and Giving Service:

Continue any of the curricular activities dealing with 9/11 and its aftermath.

STUDY GUIDE: DVD - The Road to 9/11

By Jill McCracken

DIRECTIONS:

Read the introduction. As you watch the film, jot down answers to the critical thinking questions. On completion, discuss your answers with classmates or partners. Discuss answers you may have missed.

INTRODUCTION:

Since September 11, 2001, Americans have wondered how their nation had come to be so hated by parts of the Muslim world. What could encourage the rise of Islamic extremism? What does Osama bin Laden want? Why are the jihadists so angry with the West?

“The Road to 9/11” is an examination of the forces that have shaped and influenced the modern Middle East. The story begins with the attacks on September 11, 2001 and Osama bin Laden’s references to the “humiliation and disgrace that the Middle East has suffered for more than 80 years”. Most Americans and westerners were perplexed, confused as to what happened 80 years ago in 1918. Middle Easterners were not.

In 1918, World War I had ended with defeat for the Central Powers of Germany, Austria-Hungary and the Ottoman Empire. With the collapse of the Ottomans, the map of the Middle East was redrawn by the British and French colonists, giving no thought to historical or ethnic considerations. This led to the rise of Arab nationalism, followed by the Cold War, the Israeli-Palestinian conflict, the economic importance of oil and the rise of extremism and violence to counter all of the aforementioned leading to religious fanaticism and terrorism.

In the process, the Road to 9/11 makes important observations around such issues as the treatment of women in some Islamic countries, the alliance of clerics and authoritarian regimes funded by oil money, and what many perceive to be the misuse or misinterpretation of the Koran.

This chronicle is told through the perspectives of leading scholars, journalists and experts:

- Bernard Lewis - Professor, Princeton University
- Fareed Zakaria- Editor of Newsweek International
- Thomas Friedman- Pulitzer Prize winning columnist for The New York Times
- Irshad Manji - Journalist, Director of the Moral Courage Project at New York University

“The Road to 9/11” addresses a series of crucial events and themes, each of which relates to how the West deals with progress in the Middle East:

- Impact of European domination on the Middle East after WWI, and the widespread resistance to Westernization and secularization;
- Rise of Muslim fundamentalist groups in the 1930s, their use of assassinations, and their targeting of women’s rights;
- Nazi sympathy and support in the Middle East during WWII;
- Dueling powers of the Soviet Union and the United States in the post-war years;
- Emergence of the Israeli-Palestinian conflict, its use as a political tool for troubled Arab regimes;
- Culture of blame that developed in the wake of the Six Days War;
- Corrupting influence of oil on Middle Eastern governments, and the use of oil revenues to strengthen autocratic tyrannical rulers and Islamic fundamentalists;

- Iranian Revolution of 1979 and the global rise of political Islam;
- Deep historical roots of Al-Qaeda, and the theological and political background of bin Laden and his goals.

CRITICAL THINKING QUESTIONS:

1. Examine the map before the film, *The Road to 9/11*, begins. Which European colonial power controlled most of the Middle East?
2. Using the map at this URL:
<http://ocw.nd.edu/arabic-and-middle-east-studies/islamic-societies-of-the-middle-east-and-north-africa-religion-history-and-culture/lectures/lecture-4>
 Independence was gained from ____ year to ____ year, when the last Middle Eastern country became independent.
3. Throughout the program, what “cures” are suggested? Who needs to do the “curing?”
4. Friedman states, “For the past 50 years, we basically treated the Arab world as a series of big gas stations. And all we cared was that you keep the pump open, the prices low and be nice to the Jews -- and you can do whatever you want out back. You can treat your women however you want. Teach whatever you want in your schools -- whatever you want. Well, guess what? On 9/11, we got hit with everything going on out back.” Cite examples that explain Friedman’s point:
5. List reforms made by Turkey’s Ataturk.
6. Why is the modern secular state of Turkey upsetting to fundamentalist Islam? Explain.
7. The Muslim Brotherhood is the forerunner of al Qaeda (“The Base” - Osama bin Laden’s terrorist network), developed as a response to the corruption by colonial leaders. They felt it was foolish to import infidel ways, infidel methods and infidel laws that betrayed their heritage and abandoned the true faith. It was crucial to return to the true path. Two schools of thought emerged:
 - Western reforms have gone too far and it is necessary to re-Islamize by preaching and doing good works;
 - True Islam is on the verge of being obliterated - dramatic action is needed immediately. The Muslim Brotherhood would inspire splinter groups and radicals all across the Middle East.
 Why did the Muslim Brotherhood form in Egypt? What goals did they set? What tactics did they adopt? Where these effective?
8. Conservative elements of the Muslim Brotherhood objected to the following:
 - Abandonment of Shar’ia Law
 - Liberation of women
 - Western influence and rule
 Zakaria describes them as angry men living in a new world they cannot control, which drives them to enhance control over what they can: _____.
 Does this mindset make sense in this context? Explain:
9. In the 1930s, the Arabs became the ally of Nazi Germany; The Head Mufti of Jerusalem offers support to Hitler. How does the quote, “the enemy of my enemy is my friend” apply?
10. By 1938, the patron protector of anti-western causes was the Third Reich. What tensions did the Nazis exploit? What role did anti-Semitism play?
11. The Nazi clone, the Ba’ath Party (Saddam Hussein’s political party) took root in Iraq. The Ba’athists have no roots to the Arab or Islamic past and is purely an import from Europe. Once World War II ended, both France and Britain were too exhausted to maintain their Middle Eastern colonies. What form of government takes their place?
12. By 1947, hundreds of thousands of Jews had migrated to Palestine in the aftermath of the Holocaust. Britain

and the United Nations affirmed that three new entities would be created in Palestine- a/n:

- Arab State
- International zone in Jerusalem
- Jewish State

The Arab League met and rejected the UN resolution, vowing to nullify it by force of arms. As Britain withdrew its forces in 1948, what happened? How did the creation of Israel impact Arabs in the Middle East? Who won?

13. How did the Arab-Israeli war of 1948 affect the Arab states? What happened to the Arab leaders in the aftermath?
14. After 1948, the Arab world saw the rise of repressive autocracies that were bonded by an intense hostility toward Israel. These authoritarian security states were formed by the "man on horseback," that is, army officers who seized power. In 1952, Jamal Abdul Nasser led a coup d'état in Egypt intending to bring "justice through socialism." A popular figure, he began massive land reforms and followed an anti-western foreign policy. In the 1940s and 1950s, the U.S. was admired in the Arab world. The Soviet Union was viewed as a godless communist empire. Who did Nasser turn to in order to get the weapons he needed? How did the U.S. respond to this?
15. When he came to power in Egypt, Nasser had indicated that he would work closely with the Muslim Brotherhood. However, on taking power he refused and marginalized the group, imprisoning and executing many members. By the late 1950s, membership in the Muslim Brotherhood had risen to 500,000, who allied with the U.S. With Egypt in a seemingly permanent economic crisis, a rising population and no new jobs, Nasser began a massive military build-up, seeking to divert attention from his troubled economy by invading and destroying Israel. Israel made a pre-emptive attack, and gained which territories in its six-day victory? How did the Arab world respond to the defeat in 1967?
16. The branch of Islam embraced by the Saudi royal family is Wahabism - an extreme, Spartan, arid view of Islam with cruel rules where punishment is execution. Consider the following analogy: The Ku Klux Klan has taken over all the oil revenue of Texas and has established a large global network of schools and colleges that promote its beliefs all over Christendom. According to Bernard Lewis, this is what the Saudi Wahabism has done with its oil money. Forty years ago, how would Islam have been described by religious scholars?
17. Unlike most Islamic clerics, Wahabi clerics preach that terrorism is mandated by the Koran. While Islam condemns those who commit suicide as a mortal sin, Wahabi clerics interpret it as permissible if one kills infidels when one martyring oneself. Most nations of the world do not create an environment where protests of foreign policy take the form of suicide bombers. Only cultures of violent political extremists without other choices for expression choose this path. Thus, fundamentalist Islam is seen by some to be the only viable alternative to tyrannical rulers in Middle Eastern nations. This was seen in 1979 during the Islamic Revolution in Iran, when the Shah, supported by the U.S., was deposed. Who is the author of the book, *Islamic Government*, that emerged as the fundamentalist political and religious leader in Iran? Were his beliefs about Islam traditional? Explain.
18. Anwar Sadat succeeded Jamal Abdul Nasser as President of Egypt. He described the Ayatollah Khomeini as a "lunatic" and gave the Shah of Iran refuge. In 1979, with the diplomatic efforts of President Jimmy Carter, Sadat made peace with Israel, signing the Camp David Accords. In 1981, Sadat was assassinated, his killer shouting, "I have killed Pharaoh!" In the Koran, the story of Exodus is the same as in the Bible; the Jews are heroes and Pharaoh evil. The assassin's reference to Pharaoh indicates that Sadat was viewed as a corrupter, an idolater, and a tyrannical westernizer. The view of Muslim Brotherhood member Quttub, spiritual mentor of Osama bin Laden, encouraged assassination as a method of fighting back in a system that allows no dissent or opposition. The more the opposition are silenced, the more violent it becomes, the more fragile the government system. According to Bernard Lewis, was Sadat assassinated because he made peace with Israel?
19. The Palestinian-Israeli conflict is seen by some as transcending all else, unifying people who have little in common, feeding animosity and the Arab imagination. For the corrupt tyrannical governments of the Arab states, this conflict is a safety net, allowing the justifiably angry masses to let off steam.
Has Lebanon or Saudi Arabia done anything significant to assist the Palestinian people? Explain.
20. The stagnation and frustration and political extremism in the Arab world will continue to breed terrorism if nothing is done to change it. Arab children are being taught to chant, "I will sacrifice myself for Allah." In its war on terrorism, the U.S. has invaded Afghanistan and Iraq, embarking on a very controversial path.

What does Thomas Friedman predict will happen if two generations are given decent government?

21. It is necessary for Muslims to separate constitutional democracy from western colonialism. There is a misconception in the west that Islam is only compatible with fascism. This is not the case. Islam stressed universal brotherhood, caring for fellow human beings, human freedom, and the worship of god, all liberal human rights. Islam and democracy are not incompatible. Bernard Lewis explains that Arabs have tried military methods: achieving greater and greater defeats constitutional governments: getting oppressive tyranny socialism: having a string of broken down economies, the worst in the world.

There have been two reactions to this history:

- Religious extremists as represented by Sadat of Egypt, Khomeini of Iran, and al Qaeda;
- Not excessive modernization, but inept modernization - which must be reconsidered.

What must Muslims do to get to the root cause of fundamentalist Islamic terrorism?

Unit IV: 9/11, A Case Study in Contemporary Terrorism

Grade Levels: 9 - 12

Time: 2-4 classes

Lesson HIV-11: Interviews and Personal Stories

Objective:

Students will interview a survivor, emergency care worker, first responder, etc. or search the internet for personal stories from 9/11. They will gather information and share their chosen story with the class. Students will select a person and his/her story to put a face on the events of 9/11 and to identify on a personal level with those who experienced that day in New York City.

Materials:

Interview form

Interview release form

Interview sample questions

Interview questions written by students

Internet stories from 9/11. <http://www.nabe.com/am2001/fishmankiss.htm>

<http://www.nabe.com/am2001/bergman.htm>

There are many stories and videos of survivor stories to be found on the internet. The history channel site (<http://www.history.com/content/9-11>) has a whole section devoted to 9/11 that is very well done providing photos, interviews, etc. regarding NYC, the Pentagon, and Shanksville, PA. Also, there is the video production, 102 Minutes That Changed America. This is only one suggestion of the many valuable sites available. (The video is on the site.)

Internet videos of survivors' stories from 9/11

Activities/Procedures:

1. Introduce the idea of collecting stories through interviews or research of sources on the internet.
2. Students will research and select an area they wish to concentrate on (survivor, firemen, police, EMTs, first responders, survivors, rescue dog handlers, etc.).
3. Students will research information about the category they selected. They will develop questions for this category.
4. Students will refine these questions for their interview in groups and get group feedback on their list of questions.
5. Students will partner with a fellow student and practice interviewing using their questions with their partner to further refine these questions and to add any new questions.
6. Students will interview their person using the guidelines for an interview and the questions they have developed, refined and practiced. They have based these questions on their research and their knowledge of their person and his/her experiences in the events of the day.
7. Students are to remember the release form for the person to read and sign.
8. Students will prepare an oral presentation from their interview to share the information and the experiences with their classmates.
9. They will write their person's story in one of the following formats: story, journalistic report, interview format (interviewer's question, then narrator's answer).

Evidence of Understanding

Formative:

Students will give an overview of the person they researched/interviewed and the method they used to gather information about this person.

Teacher will assess group work throughout the lesson.

Summative:

Students will be evaluated on the oral report, which they have prepared from the person they interviewed, telling his role and story as well as his insights. This may also include pictures, news reports, quotes their person shared in telling his story, and background information.

Extension Activities: Taking Action and Giving Service:

Students may want to use the articles, interviews and stories they have written and put them into a booklet of their collected writings for the class as a record of the personal stories, the people and the events of 9/11 to which they had a connection through their project.

A service project in honor of someone who died on 9/11 can be a living memorial. Visit 9/11: Day of Service (<http://911dayofservice.org>) to volunteer service as a living memorial to a person or all those who perished on 9/11. OR Plan a service project in memory of someone special to the student as a living memorial to their life.

Interview Suggestions:

1. Learn all you can about the subject and the particular area you are researching, i.e. emergency worker, first responder, survivor, etc.
2. Conduct a pre-interview to gather biographical information about the person to be interviewed, establish rapport with that person and identify interview topics.
3. Based on the pre-interview and your research, develop questions and a sequence for asking these questions.
4. Select a comfortable location for the person being interviewed.
5. The interviewer should arrive on time and introduce himself/herself and state why the interview is being conducted.
6. The interviewer should set up a tape recorder (with the permission of the interviewee) so that both parties can be recorded.
7. Ask the interviewee if he/she is ready to begin and, if yes, start the interview.
8. State the name of the person being interviewed, the name of the person conducting the interview, the topic, the place, date and time of the interview first.
9. Begin the interview with a few simple, open-ended questions that the person being interviewed can answer easily and that will put her/him at ease.
10. Ask many open-ended questions so that the person will find it easier to tell her/his story rather than give brief yes or no answers.
11. Speak clearly so that the narrator can hear and understand you easily.
12. Do not rush the narrator. Silence can be productive. Time to think will give the narrator a chance to recall incidents and details. Try to pause at least 10 seconds before asking the next question after an answer.
13. Be well-prepared but do not limit the interview to the prepared questions. Engage in active listening.
 - Always listen to the narrator's response and ask a follow-up question if it will provide more information.
 - If a thought shared is a sad or painful memory, respond by pausing for a moment. Follow this suggestion out of sensitivity, giving recognition to the story just shared before moving on to the next question.
 - To bring out more detail and description, always ask follow-up questions when the information given mentions a significant event.
14. Feel free to ask challenging but respectful questions.
15. Never challenge or correct a narrator. They are recounting their memories as best as they can.

16. Props such as pictures, scrapbooks, newspaper clippings, maps, etc can be used during the interview to jog the narrator's memory and bring out more stories and details.
17. Have a good closing question to summarize or end the interview.
18. Always thank the person you interviewed for her/his time and for sharing her/his memories and experiences.
19. Have the narrator sign and date a prepared interview release form that gives the person who conducted the interview permission to use the information for educational purposes. (See attached form.)
20. Write a personal thank-you note to the narrator. Mail it within a week of the interview.

NOTE:

Be sure to have an introduction for the interview stating who the person is and what role he/she played in the events of 9/11 or what the narrator witnessed and/or experienced.

Interview Suggestions:

1. What was your job?
2. Why were you there?
3. What did you see?
4. What happened to you, specifically?
5. What was it like for others you saw?
6. Any specific incident that you remember that you would like to elaborate with details?
7. What was your immediate response to the events around you?
8. When and how did you learn exactly what was happening that day?
9. What happened to you in the first days after 9/11?
10. Any reaction to the events of the day that you can share with us today?

Unit IV: 9/11, A Case Study in Contemporary Terrorism

Grade Levels: 9-12

Time: 3-4 block schedule periods (80 min.) or 5-6 standard instructional periods (40 min.);
total time estimated to be 240 minutes

Lesson HIV-12: Challenges in Enhancing Media Literacy Regarding Global Terrorism

Objectives:

Through participation in this lesson, students will be able to identify and practice selected skills necessary for the critical analysis and evaluation of mass media content related to global terrorism.

Apply core concepts (terrorism, media literacy) to case studies on terrorism and related topics (wars in the Middle East) to deepen student understanding of the complexities of local, national and international decision-making related to global terrorism.

Analyze the impact of media content on public responses to terrorism and how mass media corporate and public entities (broadcast, cable and satellite television; internet sources; cell phone and other portable electronic device providers) influence patterns of decision-making by governments and others related to global terrorist activity.

Key Terms:

Media Literacy

Terrorism

Skills to be Practiced (Based on NCSS Position Statement on Media Literacy, NCSS 2009)

1. Accessing messages (media content)
2. Analyzing the content of messages
3. Creating media content (messages)
4. Distributing media content (messages)
5. Interpersonal skills of collaboration and networking

Materials:

1. NCSS Position Statement on Media Literacy: accessible at <http://www.socialstudies.org/positions/medialiteracy1> (Position Statements) (primarily a teacher resource, but parts can be used by students as well)
2. Content of Images of War and War Reporting sections of website of Frank Baker, accessed at http://www.frankwbaker.com/images_of_war.htm
3. Links to mass media content on Iraq war available at the website of Fairness and Accuracy in Reporting, accessible at <http://www.fair.org/index.php?page=13>
4. Questions for media analysis from A Media Education Approach to Teaching/Talking about the War authored by Chris Workshop, accessible at http://www.frankwbaker.com/war_reporting.htm in the War Reporting resources section of the website.
5. Townshend, Charles. Terrorism: A Very Short Introduction, New York, Oxford University Press, 2002

Activities/Procedures:

Day One

1. Invite students to offer their own definitions of the phrase "media literacy." Initially have students brainstorm what they consider to be characteristics of a "media literate individual" (keep in mind that brainstorming does

not involve judgments of contributions, just listing of them). After the brainstorming has occurred, set up small groups of 4-5 students so they can develop a definition using the list of characteristics prepared by the class. Each group should have these roles: moderator, recorder, summarizer, and 2 researchers (these individuals can access additional content for the task if needed using computers).

2. Once each group has developed a definition, the summarizer in the group should read it to the class. As each group's definition is read aloud, students should note areas of agreement and disagreement. The teacher should then ask students to examine their definitions in light of the definition prepared by the NCSS (see above under Key Concepts and Terms), and then identify how they compare. It is important at this point to encourage students to explore what skills a person would need to become "media literate," along with the types of messages and communication devices a person should use and understand to meet the definitions being utilized.
3. If the class develops agreement or consensus on a definition, the lesson can move forward with that in hand, or if more than one is acceptable to the class when judged against the criteria of clarity, comprehensiveness, and applicability to multiple situations and contexts, then the teacher should move on to the next step in the lesson.
4. With a definition or definitions now solidified, the teacher should pose this essential question: What Challenges Does the Public Face in Using Media Content to Understand Global Terrorism?
 - Ask students to list subsidiary questions that come to mind which are prompted by this essential question. Similar to the opening brainstorming activity, the teacher should not judge or comment on the questions posed by the class, but simply list them. If students need time to list the questions, given them 3-5 minutes and insist that students actually state questions, not just words, phrases, or declarative sentences.
 - The teacher or a recorder should collect all the questions posed by the class, and then assign a student to cluster them within categories that appear to have common content or ideas. Once this is completed, then the lesson can move forward (this may be done as a homework assignment if time is in short supply).
 - With the clustered list now available (if done on a computer with an overhead display, have the document projected so the full class can see it). If not, then prepare the document in Word and have it photocopied for the class.
 - The teacher should now assign the homework for the next day: students will be asked to identify relevant sources of information they would use to investigate the competing perspectives on the Iraq War, which will be used as a case study for examining the role of the media (and as a prelude for the culminating assessment of student understanding for this lesson). Students are required in this assignment to identify 4 print resources, 4 broadcast sources, and 4 electronic sources (not broadcast). At least 2 of the sources in each category must be from outside of the U.S., and of those 2, at least 1 must be from the Middle East.

Day Two

1. Students will now post their list of sources (either on a bulletin board, or electronically on a class website, Wikispaces or discussion board) from their homework and the full class will spend 15 minutes reviewing the findings. Once the full class "walk-around" or website/Wikispaces review has occurred, students will categorize the resources in each of the three classifications (print, broadcast, electronic) into subgroups by areas of origin (North America, Europe, Middle East). In the case of businesses, students may want to create subgroups that reflect other characteristics (i. e., multinational corporations), and in the case of websites, other subgroups may be needed (non-governmental organizations, individuals, and so forth).
2. If the students have not found sufficiently broad resources in their homework assignment, utilize the links from FAIR (noted above under Learning Materials and Resources) to complement their findings.
3. Return to the essential question and the subsidiary questions raised by the students. Ask students these two questions—(1) If you were to prepare a recommendation for people who had never heard of the Iraq War about

what sources they should consult in order to get a comprehensive and balanced perspective on the conflict, what would you say? (2) What criteria would you employ to make thoughtful judgments about the sources you are recommending? Facilitate the discussion by asking students to examine their subsidiary question list, and to identify key questions that might contribute to answering these two inquiries. The goal of the discussion is to have students generate a set of criteria and possible resources that would inform this member of the public about the Iraq War so that person could reach a thoughtful, independent decision about it.

4. As you facilitate the discussion, keep these ideas in mind, which are extracted from Chris Workshop's suggested approach to media education about war. The teacher should introduce these ideas if student questions and comments do not bring them forward.
 - Audience—Who is asking, and on whose behalf?
 - Audience/ideology/values/politics—Whose content is included, and whose is excluded?
 - Versions of reality—How reliable and fair are the presentations of media content?
 - Audience positioning/politics—How does the content make us feel, and is this part of our criteria?
 - Commercial interests/ownership—Is the question of audience share, ratings and profits being raised?
 - Values/ideology—Are we asking if our personal assumptions about the war are being reinforced, or are we open to alternative perspectives?
 - Audience/response/form and content/aesthetics—What is the style of presentation in the media content?
 - Diversity—How does the content relate to groups defined by race/ethnicity, gender, class, religious faith, nationality, sexual orientation, and others?
 - What other questions should we be asking?
 - How would we know what a "good" answer might look like?
5. Once the discussion has reached a point where a relatively common set of criteria have been generated, as well as a set of resources that reflect a range of perspectives and viewpoints, then the homework assignment should be provided. That homework assignment is noted here.
 - Ask students to answer this question by consulting at least 6 sources (2 from each category, 1 from North America or Europe, and 1 from the Middle East)—What has been the impact on daily life in Iraq of the Iraq War since 2003? The task is to identify a balanced set of sources that would fairly present an answer to the question to an uninformed individual.
 - Students should identify the sources and compose a list in preparation for the final lesson day's activity (Day three). The listing of links on the FAIR website on the Iraq war is a good starting point for students in need of support.

Day Three

1. Students will return to their Day one groups and share their findings from the assignment. Since most of the content will be available via the internet, or in some cases in video format (possibly on YouTube or in video archives of broadcasters or non-governmental organizations), it is important that the teacher provide sufficient time for each small group member to learn from his or her peers by reviewing the content of the recommended sources. Each student should receive the media analysis form (see final page of this lesson) and use it to critique the recommended resources (at least one in each of the three categories, but making sure that all sources in the group are being examined at least once by a group member using the form).
2. Once the media analysis forms are completed, the instructor poses the final question for the lesson: Based on your review of the sources in your group, what qualities did the best resources have that made them ideal for our

uninformed citizen? Provide 10-15 minutes for each small group to discuss and justify their list of qualities, and then have each group report out to the class. Facilitate the discussion of the multiple responses, and have one student record the results for future reference.

3. Return to the essential question, and pose the culminating assessment of student performance.
 - Based upon our activity using the Iraq War, prepare a two-page set of guidelines for how to better understand global terrorism through the media. Your final document should be in Word, and be double-spaced with one-inch margins all around. Review the list of subsidiary questions the class posed about our essential question and make sure you have addressed most, if not all of them. Also, keep in mind the contents of the discussions in small groups as well as the final listing of qualities which the class developed for making good choices about media content for the Iraq War.

Evidence of Understanding (Assessments of Student Performance)

Completion of two-page guidelines document by each class member reflecting the work of the prior 3 days, and adhering to the criteria of clarity, cogency, and comprehensiveness. As needed, the instructor can return to the Workshop questions and other resources listed on the Frank Baker site or links noted on the NCSS Position Statement on Media Literacy to inform final evaluations of student work.

Extension Activities: Taking Action and Giving Service:

1. Students can prepare their guidelines lists and a cover letter, and send their recommended guidelines to media outlets, elected officials, other faculty, and non-governmental organizations, as well as media analysis experts and groups to inform them about their work and invite critiques to assist them in further investigation of the topic.
2. An alternative approach to the culminating assessment would be for students to create a podcast or brief video that presents the guidelines with relevant audio and/or video content that illustrates the proposed guidelines.

Media Analysis Form

Student Name: _____

Date Completed: _____

Instructions: Using the checklist provided below, assess the quality of the resource being examined in light of the question being posed.

Question for Investigation: _____

	Rating/Explanation (4=excellent to 1=very poor)	
Criteria	Rating	Explanation
--Impartiality of presentation	_____	
--Creator is clearly recognizable or identifiable	_____	
--Topic of the content is clear	_____	
--Intended audience is clear	_____	
--Images/audio/text can be understood by a non-expert	_____	
--Narration is impartial and lacks bias	_____	
--Presentation is given sufficient time to deliver a clear, thorough message	_____	
--Presentation avoids editorializing about the topic from a single perspective	_____	
--Other (Elaborate) _____		
_____	_____	

Unit IV: 9/11, A Case Study in Contemporary Terrorism

Grade Levels: 9-12

Time: 5 class periods

Lesson HIV-13: Pictures of 9/11

Objective:

Students will view, organize, research, and provide captions for pictures of the events of 9/11. They will familiarize themselves with the timeline, give faces to the events and develop a picture essay of the day.

Students will be able to analyze photographs as primary source documentation, describe the photos as records of history, and see from these photos the events as well as the extraordinary acts performed by individuals from all walks of life and the stories of 9/11.

Materials:

Timeline

Photographs

Scissors, paste, paper

Computer internet access for research, additional information and photographs

As suggested in the guidelines for implementing this curriculum, the classroom must be a safe space for all students. We should be mindful of how certain words and images affect students, especially those students who have experienced trauma and loss. We strongly urge teachers to preview the images at the links listed below and decide which photographs are appropriate for their students. Before the lesson begins, teachers should tell the class about the images they will be viewing:

“Like many images of disaster and tragic events, the photographs you will be seeing are graphic in nature. Although you may have seen them in newspapers or on the television, they can still be unsettling. Many people experience strong reactions. Be aware of how you are reacting and don’t feel you need to look at every photo or any photos.”

Images of destruction should not be posted on bulletin boards or shown on a big screen in a darkened classroom. Smaller photographs allow students to pace themselves and be selective as to how much they want to look at, depending on their personal experience and responses.

Finally, teachers should consider alternate assignments or adapt this assignment for those students who may be more vulnerable to such images.

Activities/Procedures:

1. Students will be given the timeline for the events of 9/11 (NY, DC, PA) and discuss this with the class.
2. Students will be divided into groups and photograph web resources of the following categories:
 - morning skyline and physical consequences
 - people
 - rescue workers, first responders and volunteers
 - national and international community reactions
3. Each group will decide on the organization of their photographs using the timeline for reference.
4. Each photograph is to be given both a title and a caption (which is to include information from the timeline and their research).
5. The groups are to arrange their photographs with titles and captions on pages to show the events through

pictures.

6. The groups are to write an introduction of at least one page for their section.

Optional:

- A jigsaw group with members from each of the original groups will form new groups. These groups are to learn from each other by presenting and discussing each section. They will then write an introduction for the entire array of photographs.
- Each jigsaw group will report on their overall introduction and the class will compose an inclusive introduction using the information provided by each group plus their new contributions.

Evidence of Understanding (Formative and Summative Assessment)

Formative:

Students will present a copy of the photographs with titles and captions as well as their section's introduction from their original groups. This is to be a hard copy and a brief oral presentation.

A copy of the overall introduction will be presented both orally and as a text.

Summative:

A final booklet will be assembled for and distributed to each student which will include: overall introduction, each section with an introduction, photographs with titles and captions and a front cover designed by and agreed upon by the class.

Extension Activities: Taking Action and Giving Service:

The final booklet may be presented to and shared with other classes (i.e. art, photography, social studies).

Web Resources for Student Research

On the websites listed below you will find photos from 9/11 (some may have a title in bold and an extended caption). You may include historical facts/headlines/speeches/articles from the day and afterwards. Their purpose is to tell a story of what they see and what they want to say about 9/11 and beyond.

<http://www.september11news.com/>

<http://www.newseum.org/todaysfrontpages/> (choose dates from Archives)

http://topics.cnn.com/topics/september_11_attacks

