

LEARNING FROM THE CHALLENGES OF OUR TIMES:

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

High School

Lesson Plans & Themes

Unit VII

Building Better Futures: Narrative, Recovery and Responsibility

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Grade Levels: 9-12

Time: 120 minutes or more

Lesson HVII-20: Cycle of Liberation – A Model to Work Out World Problems?

Objective:

The student will learn to read, analyze and discuss the Cycle of Liberation model.

Key Terms:

Model	Intrapersonal	Interpersonal	Systemic
Privilege	Ally	Inspiration	Authenticity
Introspection	Internalized oppression	Coalescing	Assumptions

Cognitive Dissonance

Materials:

Cycle of Liberation from Adams, M., Bell, L.A., & Griffin, P. (eds.), Teaching for Diversity and Social Justice: A Sourcebook, New York, Routledge, 1997.

Graphic of Cycle of Liberation by Bobbie Harro

<http://www.library.wisc.edu/edvrc/docs/public/pdfs/SEEDReadings/CycleLiberation.pdf>

Activities/Procedures:

1. Hand out copies of the Cycle of Liberation and project the model onto the board.
2. Show students how to follow the flow of the diagram beginning with the darkened stages: waking up, getting ready, reaching out, building community, coalescing, creating change, maintaining.
3. Do not forget to discuss the core results.
4. Questions: Why is the model divided into the three areas?
5. Why are the three areas placed in the order that they are?
 - Either teacher or students choose an incident that created cognitive dissonance. (This incident could be a local event or situation at school.)
 - Have students break up into three groups: intrapersonal-reaching out; interpersonal-building community; systematic-creating change.
 - Students will analyze the event based on the parameters of their grouping, according to the flow chart.
 - Lesson will end with each group reporting back and the class constructing a master plan of how to deal with a local event
6. Questions to ask the class: How might we be able to translate your plan to the global world?

Evidence of Understanding:

In your group, construct a model that would affect a situation/event in the global world.

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Grade Levels: 9-12

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

Lesson HVII-21: Crossing Boundaries: Truth and Reconciliation in a Difficult Time

Objectives:

- Students will be able to identify and explain various models employed to rebuild relationships in societies facing civil conflict.
- Students will be able to establish connections between the participants and victims of the 9-11 terrorist acts and truth and reconciliation models.
- Students will be able to analyze the strengths and weaknesses of truth and reconciliation models in promoting or fostering intercultural understanding and common goals.
- Students will be able to prepare and defend a plan to implement one or more truth and reconciliation model(s) to reduce the potential for future terrorist violence.

Key Terms:

Truth and reconciliation processes

Terrorism

Rule of law

Materials:

1. Models drawn from a range of societies that have experienced civil conflict as displayed in the Truth and Reconciliation Archive at the U. S. Institute of Peace, available at www.USIP.org/library/truth.html, "Truth Commissions Digital Collection."
2. Eyewitness perspectives of survivors, groups supporting violent resolutions to conflicts, non-violent advocates of truth and reconciliation processes.
 - U. S. Holocaust Memorial Museum: www.ushmm.org, Committee on Conscience, Podcasts, "Voices on Genocide Prevention", specifically those listed below.
 - a. "Narrating Atrocities," Nov. 29, 2007
 - b. "Memory and Ethics," Nov. 22, 2007
 - c. "Women Changing Rwanda's Future," May 1, 2008
 - d. "My Neighbor, My Killer," May 14, 2008
 - e. "The Arrest of Karadzic," Aug. 7, 2008
 - f. "Courage to Forgive and to Bring Hope," Nov. 27, 2008
 - An archive of news reports and updates on prosecution and punishment of perpetrators of genocide is available at the Prevent Genocide website (updated periodically) at www.preventgenocide.org, specifically under the "Punishment" section.
 - U. S. Holocaust Memorial Museum: www.ushmm.org, Committee on Conscience, "World is Witness" section, which contains updates (photos, videos and text) on current genocides, massive violations of human rights and potential genocidal situations.
3. Audio visual and related materials on alternative models of truth and reconciliation.
 - Film, *Facing The Truth*, about the process of truth and reconciliation in South Africa after apartheid, by Bill Moyers. Available from www.pbs.org. An associated website is located at www.pbs.org/pov/

tvraceinitiative/facingthetruth/

- Facing History and Ourselves has created a study guide for this film which is available through their website as a free download at www.facinghistory.org/resources/publications/facing-truth
 - The website of the Canadian Broadcasting Corporation, www.cbc.ca/canada has a FAQ page concerning the truth and reconciliation commission established in Canada regarding the abuses of aboriginal peoples in state-run orphanages.
4. Chapter 6, "International Action: Strengthening Norms and Institutions" in Madeline K. Albright and William S. Cohen, *Preventing Genocide: A Blueprint for U. S. Policymakers* (Washington, D.C.: U. S. Holocaust Memorial Museum, 2008). Available online at www.ushmm.org/genocide/taskforce.
 5. Analysis sheets and presentation evaluation sheets

Activities/Procedures:

Day One

1. Introduce the essential question: What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?
2. Explore the students' views on the question and define terms—terrorist, civil conflict, rule of law. Identify issues that the students raise as needing investigation to pursue the essential question, and list them on the board.
3. Outline the process by which students will investigate the question and develop a decision about how best to promote improved understanding.
 - Review essential question and define key terms
 - Identify key issues and subsidiary questions for study.
 - Locate resources that will contribute to informing the investigation (see learning materials section below).
 - Form groups for student investigation (3-5 students per group; assign moderator, recorder and researcher roles in each group).
 - Have students begin research (see specification sheet for research requirements).

Day Two

1. Engage students in preparing arguments for various models of truth and reconciliation that they have studied regarding terrorist violence and civil conflict. See the archive at the United States Institute of Peace concerning truth and reconciliation commissions for examples of country projects on this topic.
2. Introduce a model that is employed for truth and reconciliation commissions (South Africa is a good example of one model). Outline the key elements in the model and explore with students the pros and cons of this model. Once the pro and con list has been developed, have students begin preparing their presentations based on their research per the specification sheet for the project. Be certain to address the issue of cultural reconciliation, not just those concerns related to political conflict.
3. If needed, use the film, *Facing The Truth*, from PBS dealing with South Africa, and the related website curriculum materials to amplify understanding of this model. See www.pbs.org/pov/tvraceinitiative/facingthetruth/ for more information.

Day Three

1. Present and clarify the criteria by which each group's presentation will be evaluated by the class and by the teacher. See the criteria for evaluation handout accompanying this lesson.
2. Have groups meet to clarify their key points, organize their strategy for the presentation and practice it.

Day Four

1. Each group will present their truth and reconciliation model, responding to the essential question for the lesson but also meeting the requirements for the oral presentation as outlined on the specifications sheet. Each presentation should take no more than 10 minutes and can include audiovisual components.
2. As the presenters speak about their model, the audience will develop questions to help them identify and discuss the pros and cons of each model. Questions should be directed to the presenters by the audience and the teacher to clarify key points and to discuss pros and cons.
3. Once all presentations are completed, the students will complete their analysis sheets for the presentations, preparing an argument regarding which model or combination of models would serve best to answer the central question.
4. The teacher should now lead a debriefing discussion (or on day five if needed) that examines similarities and differences among the models.

Evidence of Understanding:

1. Completion of research and presentation per specification sheet requirements.
2. Completion of analysis sheet about group presentations.
3. Completion of evaluation sheet and subsequent 3-4 page paper that answers the essential question based on analysis of all models presented, with specific reference to the aftermath of 9-11 and how such a process could help promote an end to terrorist violence and improved intercultural understanding.

Extension Activities: Taking Action and Giving Service:

Using sources on Iraq and Afghanistan, the class can develop a proposal for a post-conflict truth and reconciliation process and send that proposal to federal elected officials as a social participation activity.

Specification/Evaluation Form: Truth and Reconciliation Models

Essential Question: What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?

Instructions: This form outlines the specifications for your research and presentation on a model dealing with truth and reconciliation in societies seeking to recover from years of civil conflict and human rights violations. This same set of specifications will be employed to structure the evaluation of your final product by both your peers and the instructor.

Specifications: (Evaluation form should be designed by the instructor to assess student progress in both areas.)

Process:

- Has the group established specific roles and responsibilities for each group member?
- Has equity been reinforced in the completion of group responsibilities and development of the final product?
- Have checkpoints been established so that the group can examine its progress and make adjustments where needed?
- Has the group developed a sense of shared ownership for the final product and how it will be presented to the class?
- Has the group practiced their oral presentation, and developed a PowerPoint or Keynote presentation with no more than 6 slides, with content that is bulleted and which is only a reference point for the presentation (not to be read verbatim by presenters)?

Content

- Has the group identified an actual model dealing with issues of truth and reconciliation that is in use in a post-genocidal society?
- Has the group located a minimum of 6 sources (at least 3 print sources and at least 3 electronic sources), which inform them about the model being investigated?
- Do these sources include content providing eyewitness accounts and/or testimony about the human rights violations and genocidal acts that took place, as well as efforts to seek truth and reconciliation in the society?
- Do the sources provide evidence from both victims and perpetrators?
- What criteria has the group developed to determine if the model being investigated is working to promote improved understanding among groups in society?
- What are the concluding judgments of the group regarding the effectiveness of the model being investigated, based on the criteria used to assess the model?
- Can this model be transferred to other world societies facing similar efforts to rebuild after years of civil conflict and/or terrorist violence? If so, what suggest this is possible? If not, what obstacles do you believe would prevent its successful use?

Analysis Sheet: Truth and Reconciliation Models

Your Name: _____

Essential Question: What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?

<u>Model Chosen</u>	<u>Where is Model Employed Post Conflict Society)?</u>	<u>Stated Goal(s) of Model</u>	<u>How is Model Implemented?</u>
		1. _____	
		2. _____	
		3. _____	

Pros and Cons of This Model (Based on Presentation and Study of Issues—Refer back to essential question for guidance.)

Pros

- a.
- b.
- c.

Cons

- a.
- b.
- c.

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Grade Levels: 9-12

Time: 120 minutes

Lesson HVII-22: The Next Step: Volunteering and Giving Service

Objectives:

Students will be able to describe various volunteerism programs and explain their functions.

Students will be able to apply knowledge and skills in addressing a community, state, or national need through the completion of a student-designed service project.

Students will be able to engage in active citizenship through the giving of their time, talents, and skills.

Key Terms:

AmeriCorps

Peace Corps

Teach for America

CitizenCorps

Senior Corps

Materials:

- The Corps Experience found at <http://www.teachforamerica.org>
- “Stories of Service” found at http://www.americorps.gov/for_individuals/current/stories.asp (see attached document)
- Journals
- “United We Serve” found at <http://www.serve.gov/about.asp>
- The Peace Corps <http://www.peacecorps.gov/>

Activities/Procedures:

1. Beginning with a warm up activity, give students five minutes to respond to the following questions:

- Have you ever been in the position of helping someone in need?
- Describe the situation. What was the outcome?
- How did you feel when it was over?

Explain to students that the situation should have significant relevance.

Have students share their responses with the class.

2. Using the computer lab or the media center, have students research AmeriCorps and answer the following questions:

- What is AmeriCorps? Peace Corps? 911 Day of Service? Others?
- What is its origin and how is it funded?
- Who are its members and how can you join?
- What are the benefits to joining?
- Make a list of all the civic or community activities in which the organization is engaged.

3. Have students brainstorm a list of possible community projects in which they would like the school to become involved and select one through a class vote. (Topics could include but not be limited to the following: poverty, hunger, disaster relief, community blood drive, and support for the military/veterans.)

4. After a project has been selected, students can begin to determine the need by completing the following tasks:

- Create a survey to assess the needs of the target group
- Brainstorm ideas for publicizing the event
- Contact local businesses or organizations to solicit aid/support
- Design posters and brochures to publicize the event
- Contact media for coverage and publicity
- Set deadlines and develop a schedule for completion of all project components
- Explore various career options
- Write thank you letters to community members, businesses, or organizations that participated in the project

Note to teacher: This is a general list , which can be tailored to meet the specific needs of the selected project.

5. Once the class project is completed, have students read "Stories of Service," then write and submit their own story of service.

Evidence of Understanding:

Assessment:

1. Have students write a reaction essay to any phase of the project
2. Have students journal the process and any challenges they faced, and describe how they overcame them
3. Monitor student/group progress
4. Use attached rubrics to evaluate project

Extension Activities: Taking-Action and Giving Service:

Students can identify services their town provides to the unemployed, homeless, or others in need. They will research information about the programs in their community that provide clothing, food, jobs, medical and legal services, and shelter to people who cannot afford them. Students can do volunteer work with these agencies and gather information to write letters to the editor or editorials concerning the current situations regarding the community and suggest ways to make it better.

