

LEARNING FROM THE CHALLENGES OF OUR TIMES:

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

Middle School

Lesson Plans & Themes

Unit I

Human Behavior

Unit I: Human Behavior

Grade Levels: 6-8

Time: Two 40-minute class periods

Lesson MI-1: An American Moment

Objective:

Students will be able to identify and analyze different communities that make up American culture.

Key Terms:

Inauguration

Invocation

Community

Culture

Sub-culture

Immigrant

Race

Religion

Ethnicity

Humility

Civility

Materials:

- Quote from the Reverend Rick Warren’s invocation at the inauguration of Barack Obama as President of the United States. <http://www.wnd.com/index.php?fa=PAGE.view&pageId=86632> (This site provides the full text of the invocation.)

Teacher’s Note: Although this is a quote from a religious figure, it should be used and analyzed in the context of the key terms listed and references that may be interpreted by the students for their particular applicability to the history of the United States and recent events.

Activities/Procedures:

- Group share/brainstorm/journal
 - Define the key terms.
 - Discuss the definitions and give examples of community, culture, sub-culture, immigrant, race, religions, ethnicity.
- Have students listen to the entire invocation
- Select a quote from Pastor Rick Warren’s invocation at President Obama’s inauguration (see example below):

...to remember that we are Americans, united not by race, or religion, or blood, but to our commitment to freedom and justice for all. When we focus on ourselves, when we fight each other,...,forgive us. When we fail to treat our fellow human beings and all the earth with the respect that they deserve, forgive us. And as we face these difficult days ahead, may we have a new birth of clarity in our aims, responsibility in our actions, humility in our approaches, and civility in our attitudes, even when we differ...

 - a. Explain the meaning of the quote.
 - b. How does this quote relate to the United States?
 - c. What do you think are the aims and responsibility of the United States?
 - d. What do you think are your aims and responsibilities as a citizen of this nation? Of this state? Of your community? Of your family?

Evidence of Understanding:

Write a short essay or a poem or make a drawing that reflects the message about the nature of American unity. Student participation in the small and large group discussions as well as the journal prompt.

Extension Activities: Taking Action and Giving Service

Read one of the following:

- Second Inaugural Address of Abraham Lincoln
- First Inaugural Address of Franklin Roosevelt
- Inaugural Address of John F. Kennedy
 - Identify the main cause of concern voiced in the inaugural speech you read.
 - Explain any message of hope in the speech.
 - List any particular idea or activity that the speaker is asking of the American people.
 - List any references to the nation's history, past or current, at the time.
 - Identify any references to the rest of the world.

Unit I: Human Behavior

Grade Levels: 6-8

Time: 90 minutes

Lesson MI-2: Another View of an American Moment

Objective:

Students will analyze and evaluate specific examples of problems arising out of diversity in America.

Key Terms:

Bystander

Human Rights

Integration

Jim Crow Laws

Perpetrator

Segregation

Upstander

Victim

Materials:

- Copy of *Forrest Gump* (teacher needs to obtain the film) - Little Rock 9 scene from *Forrest Gump* of girl walking into school when she dropped her books (chapter 4 of the video at approximately minute 23);
- photographs of sit-ins and protests found at web sites:
www.american.edu/bgriff/H207web/civrights/sit-ins1963.gif

Activities/Procedures:

1. Show the clip from *Forrest Gump* and have students write their reactions to this movie clip.
2. Students will identify the terms bystander, perpetrator, collaborator, victim.
3. Instruct students that they will view the movie clip a second time and identify the key terms that were just reviewed.
4. Discussion questions will arise from defining the roles. Suggested questions include but are not limited to the following:
 - a. Why was there such hatred aimed at these children?
 - b. Why does Forrest Gump help?
 - c. Does Forrest see just the little girl or the entire picture?
 - d. What is the power of one person?
 - e. Is there more than "one" in this clip?
 - f. Who is empowered in this clip?
 - g. Are you able to divide the group into "us" and "them?"
 - h. Who is afraid in this clip?
 - i. What is the cause of their fear?
 - j. How are they handling this fear? (not only the victim but also the perpetrator?)
5. If the video *Forrest Gump* is not available, use photographs that may be found in the websites listed under materials above and in Teacher Resources below to implement this lesson. Many of the same questions listed above but slightly rephrased may be used with the photographs.

Evidence of Understanding:

Independently or in small groups, students will brainstorm and identify specific examples of problems arising out of diversity in America. For each example, students will identify victim, bystander, upstander, perpetrator, and collaborator.

Extension Activities: Taking Action and Giving Service

1. Research the lives of Elizabeth Eckford and Hazel Massery. Fifty years later in 2007, where were the two women and what were they doing? How did this event shape their lives? Did their views of one another change? Explain.
2. Identify an upstander in your community and write about that person.

Teacher Resources:

Little Rock 9

Teachingtolerance.org – this site offers a wide variety of resources and free materials that would be helpful for teaching these issues. This organization also offers a free magazine that addresses issues.

Splcenter.org – this is the web address for the Southern Poverty Law Center. There are a wide variety of resources including information on modern hate groups.

Centralhigh57.org – this is a web site that deals with the integration of schools in Little Rock. There are biographies of the Little Rock 9 as well as activities and lesson plans.

Library.thinkquest.org – this site has information on the Little Rock case as well as suggested activities.

Jim Crow Laws

Jimcrowhistory.org – this site has a good historical background of the Jim Crow laws as well as other teacher resources.

Afroamhistory.about.com – this site has background on the Jim Crow laws as well as links to other sources. There are also pictures of America during segregation as well as signs from that era.

Pbs.org/wnet/jimcrow/ – this site has not only information on the Jim Crow laws but also stories related to them.

Segregation

Remembersegregation.org – this is an interactive site that helps people understand the issues that went along with segregation.

Pbs.org/wgbh/amex/till/ –this site has the story as well as teacher resources.

Loc.gov/exhibits/brown/brown-segregation.html – this is a Library of Congress site that deals in detail with the Brown vs. Topeka Board of Education case.

Emmett Till

The Emmett Till case is discussed on the afroamhistory.about.com site in detail, including pictures.

Pbs.org/wgbh/amex/till/ – this site has the story as well as teacher resources.

Unit I: Human Behavior

Grade Levels: 5-8

Time: 90 minutes

Lesson MI-3: Natural vs. Human-made

Objective:

Students will be able to understand how natural and man-made disasters affect people and events.

Key Terms:

Nature

Human-made

Materials:

- www.Katrinadestruction.com http://news.nationalgeographic.com/news/2005/09/0902_050902_katrina_coveage.html
- www.photosfromkatrina.com/default.htm www.911research.wtc7.net/non911/oklahoma/index.html

Activities/Procedures:

1. Students will create a web about their attitudes, likes and dislikes.
2. Class discussion of webs.
3. Define nature and human-made.
 - a. Relating to your webs, which are examples of nature?
 - b. Relating to your webs, which are examples of human-made things or events?
 - c. Analyze the influence of both in your life.
4. Brainstorm for examples of disasters and catastrophes.
 - a. Which were caused by nature?
 - b. Which were caused by humans?
5. Students should view pictures in the websites and identify which were caused by nature and which were caused by humans. (Other disasters and catastrophes may be researched on the Internet.)
6. Give students attached handouts to read.
 - a. How has nature affected these events?
 - b. How have humans affected these events?
7. Ask students how their opinions were changed about the pictures after finishing the readings.
8. Ask students how people may complicate recovery efforts during a natural or human-made disaster.

Evidence of Understanding:

Webs and class discussion.

Extension Activities: Taking Action and Giving Service

Research additional information about these two events. How does this additional information affect your point of view and insights into these events?

Hurricane Katrina

In 2005, Hurricane Katrina became one of the costliest and deadliest hurricanes in the history of the United States. It formed over the Bahamas on August 23rd, crossed Southern Florida as a moderate category 1 hurricane, causing some deaths and flooding before rapidly strengthening in the Gulf of Mexico. It made its 2nd landfall as a category 3 storm on the morning of August 29th in Southeast Louisiana. The most severe loss of property and life occurred in New Orleans, Louisiana, catastrophically flooding the levee system, forcing a mass evacuation. Almost every levee in New Orleans was breached as Hurricane Katrina passed. Eighty percent of the city became flooded, and the floodwaters lingered for weeks. Reports confirmed that 1,836 people lost their lives and 705 were missing in the actual hurricane and later in the floods. The highest winds were measured at 175 mph (280 km/h). Places affected by the hurricane included the Bahamas, South Florida, Cuba, Louisiana, Mississippi, Alabama, the Florida Panhandle, and most of eastern North America. Damage was estimated at \$81.2 billion dollars (2005 USD).

Oklahoma City Bombing

The Oklahoma City bombing April 19, 1995, was the destruction of the Alfred P. Murrah Federal Building, a government office complex in downtown Oklahoma City. In this tragedy, 168 people were killed and over 800 were injured. Besides federal employees, children who were attending a nursery school within the complex also perished. It was the largest terrorist attack on American soil in history before the September 11, 2001 attacks. It remains the deadliest act of domestic terrorism in American history. Within days, Timothy McVeigh and Terry Nichols were arrested for the bombings. As sympathizers of a militia movement, their motive was to retaliate against the government's handling of the Waco and Ruby Ridge incidents. McVeigh was executed by lethal injection on June 11, 2001; Nichols was sentenced to life in prison; a third defendant, Michael Fortier, after testifying against McVeigh and Nichols, was sentenced to twelve years in prison for failing to warn the U.S. government. Today, a memorial stands at the footprint of the federal building, and chairs symbolically represent each victim of this terrorism.

- Ask students to identify ways that people have helped during disasters in their own communities. Suggest they research articles in their local newspapers about those who have made a contribution, in time, talent or money. Have them write a letter of appreciation to those individuals.

Unit I: Human Behavior

Grade Levels: 6 – 8

Time: One to three class periods (40 – 120 minutes)

Lesson MI–4: The Pyramid of Hate

Objective:

- Students will become aware of the power of the individual to intervene in the escalation of discrimination and hate.

Key Terms:

See Pyramid of Hate glossary.

Materials:

- Pyramid of Hate www.sdb.k12.wi.us/mcneel/holocaust/pyramid_of_hate.htm
- Glossary

Activities/Procedures:

1. Do now/journal/class discussion:
 - a. List three to five labels that you have seen in your school. In your community. (Examples of labels: jock, geek, hood, brain, klutz, etc.)
 - b. How do others label you?
 - c. How would you label yourself?
 - d. Is your view of yourself the same as how people view you? If not, how do the views differ?
2. Class discussion:
 - a. How do you choose your friends?
 - b. What are some of the things you have in common with your friends?
 - c. Why are you more comfortable with people with whom you have common interests?
 - d. Why do people categorize or label other people?
 - e. Are some of these labels positive?
 - f. Can a positive label be detrimental?
3. Hand out Pyramid of Hate and glossary
 - a. Can generalizations be useful?
 - b. Is there a danger in using the word “all?”
 - c. When do labels turn into stereotypes? When do stereotypes turn into scapegoating? When does scapegoating turn into hatred?
 - d. Does social avoidance lead to discrimination?
 - e. Using the Pyramid of Hate, what are some other things discrimination can lead to?
4. What are some ways individuals can stop the escalation of hatred?

Evidence of understanding:

1. Written expression of idea.
2. Identify some actions that you are willing to take to intervene. If you are not willing to take any action or

intervene, explain why you feel this way.

Extension Activities: Taking Action and Giving Service

1. www.teachingtolerance.org Video - *Shadow of Hate*
2. Movies: The Bielski Brothers (2009 A & E Home Video) *Defiance* (2008 Paramount) *The Power of One* (1999 Warner Home Video)
3. Books: The Bielski Brothers – *Peter Duffy The Power of One* (Young Readers Edition) Bryce Courtenay
4. Find a current event that exemplifies discriminatory behavior. Describe the event and apply terms and concepts from the Pyramid of Hate to aspects of the event.
5. Student handout from The Pyramid of Hate Exercise, page 6 “Have you ever...?” (http://www.college.usc.edu/vhi/education/pyramid/POH_Final.pdf)

Pyramid of Hate Glossary

1. assault: to attack someone physically or emotionally
2. bias: favoring one person or side over another
3. civil: matters concerning private rights, not offenses against the state, not criminal
4. criminal: shameful, against the law
5. dehumanization: the act of degrading people
6. desecration: an act of disrespect or wrongdoing towards anything considered sacred
7. discrimination: unfair treatment of a person or group on the basis of prejudice
8. genocide: the systematic killing of a racial or cultural group
9. harassment: the act of tormenting by continued persistent attacks and criticism
10. hate: the emotion of intense dislike
11. prejudice: a judgment or opinion formed before the facts are known; to make a judgment about an individual or group of individuals on the basis of their social, physical, or cultural characteristics
12. ridicule: language or behavior intended to mock or humiliate
13. rumor: gossip, usually a mixture of truth and untruth, passed around by word of mouth; a piece of information of questionable accuracy
14. scapegoat: someone who is punished for the errors of others
15. social avoidance: choosing to stay away from someone or some group based upon prejudice
16. social exclusion: a process of progressive social breakdown, detaching groups and individuals from social relations and institutions preventing them from full participation in the normal activities of the society in which they live
17. stereotype: a popular belief about a type of person or group of people which does not consider individual differences and may be true or antagonism
18. terrorism: the deliberate use of violence (or the threat of violence) against civilians in order to reach goals that are political, religious or ideological in nature; this is done through bullying or cruelty or instilling fear (no specific agreed upon definition and many different explanations have been put forward)
19. vandalism: willful and malicious destruction of the property of others
20. violence: an action intended to cause destruction, pain, or suffering