

**CENTER FOR COLD WAR STUDIES**  
**University of California, Santa Barbara**  
**August 2- 7, 2004**

**Lesson Plan Template**

**Participant name:** Scott D. Allen

**School Address:** 5010 11<sup>th</sup> Avenue, Los Angeles, California 90043

**Title of lesson:** An Overview of Terrorism

**Duration of lesson:** 1 ½ periods

**Placement within the unit:** Within the California State Curriculum, this unit should be placed within the Unit on “Problems of the Modern World” including nuclear proliferation. It can also be placed with the “Cold War” unit.

**Rationale:** Under state guidelines, the unit is a mandatory component to be taught. The introductory PowerPoint lesson introduces students to the definition of terrorism and requires them to inquire about the causes and effects of terrorism. After gaining a greater knowledge of “blowback”, as exemplified in an anecdote and analysis of American support for the Mujahadeen in Afghanistan, students view a slide show of the 9/11 attack in order to become emotionally aware of the direct effects of foreign policy upon the lives of average Americans like themselves.

**History standards:** 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

**Student outcomes/ Learning objectives:**

1. Students will define terrorism.
2. Students will articulate examples of terrorism in history.
3. Students will describe and reflect upon causes and effect of terrorism that resulted from the tensions between the Soviet Union and United States.

**Diversity component:** United States, Afghanistan, USSR, Russian Federation, and all other nations affected by terrorism.

**Diverse Student Components:** Students will interact vocally with instructor and each other in warm up exercises and lesson. Students will work on writing projects individually and in groups, hear music, and view slides and video.

**Materials:** pen, paper, Xeroxed timelines of International terrorist events, PowerPoint technology.

**Sources:** Webster's Dictionary

Notes and readings from Jeffrey Bale

[www.thincgrafx.com](http://www.thincgrafx.com) slideshow on 9/11

[www.harunyaha.com](http://www.harunyaha.com) Islamic Foundation video on Terrorism

### **Procedures:**

With guidance from instructor, students begin with an acrostic on T-E-R-R-O-R. Each student adds a word that denotes violence with each letter.

After the students have completed this exercise, the instructor adds the additional syllable, "ism" to the term and then proceeds to define the term, making certain students understand the precise definition within its context.

Four minutes of video, defining and illustrating the history of terrorism, are viewed by the students. A timeline of international terrorist events is handed to each student who then participate in reading this time line to the class. Some events on the timeline will be selected for further discussion by the instructor.

A photograph and synopsis of the guerrilla war against the Soviets in Afghanistan is introduced on a screen via PowerPoint. Five questions for group analysis will be presented to students before the story is presented.

They are: 1. Who are the "players" in the scenario?

2. What are the motives of the individuals?

3. What was the effect of this event?

4. Did those involved achieve their goals?

5. Can you suggest possible alternatives?

Students then break into groups to answer these questions. After this has occurred, groups are called upon to discuss their answers in a debriefing session.

A slide show is then shown on the 9/11 attack to demonstrate the direct effects of terrorism and terrorist policy. Time for questions and reflection is given.

To end the lesson, the quote from Mohandis Gandhi, "An eye for an eye only makes the whole world blind" is presented. For homework, students are asked 1. What does this term mean? And, 2. How can it applied to what we've studied?