OVERVIEW The purpose of this activity is to get students thinking about terrorism, reflecting on preconceived notions they might have that may or may not be accurate. They will also have the opportunity to participate in a group activity that enables them to compare their prior knowledge, thoughts and ideas with their classmates to begin expanding their own thinking prior to a field trip to The CELL.

CMCS [Standard Number]
READING AND WRITING
[2] Students will write and speak for a variety of audiences and purposes.
[4] Students will apply their thinking skills to their reading, writing, listening, and viewing.

CIVICS
[1] Students understand the purposes of government, and the basic constitutional principles of the United States republican form of government.
[4] Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels - local, state and national.

LENGTH OF LESSON 50 minutes

RATIONALE How do high school juniors and seniors construct meaning around the issues concerning terrorism? Where have they obtained their knowledge and how? What are their opinions about visiting an exhibit on terrorism? Before a visit to The CELL, students need to think about how they view terrorism and how others might view it, and examine their own beliefs before reading any material about the exhibit.

OBJECTIVES Upon completion of this lesson, students will be better able to:
• examine their own beliefs about terrorism while thinking about other viewpoints; and
• express their thoughts about terrorism on paper and orally.

MATERIALS
• One copy of the handout “My thoughts about terrorism”
• One copy of the “Self-Assessment Rubric” per student
• Large pieces of butcher paper to cover each group’s table or desks (group: 3-4 students)
• One set of colored markers per group
• A copy of the handout, “World Café-How We Make it Work” if needed

Included
• Handout “My Thoughts about Terrorism”
• “Self-Assessment Rubric”
• Handout “World Café-How We Make it Work”
## LESSON

1. If students are not familiar with the World Café model, you will need to take some time either before the lesson on the same day, or during an earlier lesson, to teach them how to use the model. You may also choose some other form of group sharing that works for your students (e.g. Kagan structures, cooperative learning, etc).

2. Divide the students into groups of 3-4. It is important to not have students share their opinions with others before they complete the “My thoughts about terrorism” worksheet.

3. Warm-up/Bell Starter: As students enter the room, ask them to not take out any of their supplies. Tell them to come in and talk with each other about five things they need to remember to do when traveling outside of school.

4. After the bell has rung, begin the class by announcing that the class will be visiting The Center for Empowered Living and Learning exhibit and ask them what they shared with each other about traveling outside of school. Share with the students that this is an exhibit that addresses terrorism. Try not to say much more so that the students can reflect on their own ideas before sharing as a group. Ask the students to silently think for a minute about what comes to mind when they think about terrorism.

5. Tell the students to clear their desks to prepare for the next activity. Distribute one “My Thoughts about terrorism” handout to each student. Ask them to complete it silently. Allow 5-10 minutes for them to complete this worksheet.

6. When it appears most people are finished, ask students to put the butcher paper on their tables and get out the markers. They need to begin the steps for World Café, or other group sharing method. (See handout, “World Café-How We Make It Work” for more details).

7. Tell the students to pick one question to which everyone would like to respond. Inform them that they will have 10 minutes to discuss questions as a group. They may discuss more than one if they would like. Remind them to sketch, doodle, write, etc. on the butcher paper to record what they have discussed. The teacher should circulate and join the discussion where appropriate. After nine minutes, give them the warning that they will mix it up in one minute.
LESSON

8 Small Group Work, Round 2: repeat Step #7 but with new groups. The table hosts will begin the discussion.

9 Small Group Work, Round 3: repeat Step #7 but with new groups. The table hosts will begin the discussion. (If needed, you may omit a third round).

10 Small Group Sharing: ask the students to return to their first group. Tell them to talk briefly, about what they learned from other tables.

11 Large Group Reflection: ask for volunteers to share some of their key ideas with the larger group. Prompt students to examine the source of their knowledge about terrorism and assess what their own beliefs are. Who would see things differently? Ask several questions from the worksheets.

12 Collect worksheets at the end and post the butcher papers from each table to provide further reflection throughout the unit on The CELL.

13 If you’d like, students can either work around the room gathering information on the multiple sections represented, questioning their classmates and reading the charts, or you can move the class directly into group-led discussion. Each group should share their information and the process they used to discern the most relevant information. Additionally, each group should bring one or more of their questions to the group for discussion and reflection.

EXTENSION

1 Students could be given extra copies of the worksheet to give to friends and family members to gather more information on how they view terrorism. Holding a follow-up discussion, the following day in class is sure to bring out many different viewpoints. Students also could be asked to watch the news or read the newspaper (online or in print) to look for articles or reports on terrorism and bring those to class the next day.

2 Many questions arise when discussing terrorism. Posting all of the students’ questions on a piece of chart paper would be a great way to get students thinking before the visit. After the visit, they could look at the questions again and see if they could answer them.

3 Encouraging students to keep a daily journal during this unit is also helpful in providing a space for them to process their thoughts.
My Thoughts about Terrorism

Name_________________________________________ Date____________________

1. What do you believe about terrorism? Terrorists? ______________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. What is your source(s) of knowledge on terrorism? ______________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. Can you think of other people who would interpret these two terms (terrorism and terrorist) differently from you? Who? Why? ______________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
4. Can you list at least three examples of terrorist acts? Provide as many details about these examples as you can.

5. How do you think we should combat terrorism? Why do you think that way?

6. Who might disagree with you? Why?

7. What are some words that you think of when you think of terrorism or terrorists?

8. Anything else you’d like to share?
**Self Assessment Rubric**

Name__________________________________________

Date______________________ Period___________________________

How did I do?

<table>
<thead>
<tr>
<th>I participated in the discussion.</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>I thought about my own beliefs about terrorism and why I think the way I do.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>While I listened to others, I thought about connections, comments, or questions to share with my group.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>When moving to a new group, I shared our insights from the previous group.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I thought about views other than my own.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I doodled, sketched, drew, wrote, etc. on the paper.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Total__________

Answer the following questions in complete sentences. Write in complete sentences for each one. Use the back if you need to.

What was the hardest thing to do? __________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

How did this lesson change your understanding of terrorism? _________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

What questions or comments do you have about terrorism? _________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Sketch something about today’s discussion.
The World Café

At small tables, begin by assigning one person to be the table host. This person does not leave the table. He or she is responsible for two things:

a. Summarizing what is said at the table for others
b. Introducing new people to the table

Answer the question by taking turns. Be sure everyone gets a chance to contribute. Don’t forget that a conversation can go deeper than the original question.

As you share stories, ideas and insights, use the paper and markers to doodle, draw, and take notes. Listen for new ideas, connections, patterns, deeper questions, and great stories.

Repeat the process.
When you change tables, carry the insights from your table to the next one. Listen for connections that echo with your own experience.

Come together as a group to share your wisdom and make meaning.

How we make it work