

# THINKING ABOUT THE QUESTIONS OF TERRORISM



**GENERAL: PRE-VISIT**

**OVERVIEW** The purpose of this activity is to get students thinking about terrorism and the content that they will be presented with at the CELL.

## **AGE GROUP**

Grades 9-12, College Level

## **CO GRADE LEVEL EXPECTATIONS/HS SOCIAL STUDIES STANDARDS**

CIVICS

- 1 Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies.
- 2 Purposes of and limitations on the foundations, structures and functions of government.

## **COMMON CORE STANDARDS (GRADES 11-12)**

WRITING

- 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

## **LENGTH OF LESSON**

30 minutes

## **RATIONALE**

How do high school students construct meaning around the issues concerning terrorism? 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 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
- Express their thoughts about terrorism on paper

## **MATERIALS**

- Worksheet 1: CELL Questions
- Handout 1: Brainstorm

## **INCLUDED**

- Worksheet 1: CELL Questions
- Handout 1: Brainstorm

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### LESSON

1. Warm-up/Bell Starter: Have students write terrorism in the middle of a piece of paper and then write down any words, phrases, or illustrations that come to mind about terrorism in a web format.
2. When it appears most students are finished, ask for students to volunteer one of their ideas and make a brainstorm web to display for the class using any applicable form of technology.
3. After completing the class web, explain to students that while they are visiting the CELL exhibit, they will be engaged in a variety of displays that address eight questions about terrorism.
4. Distribute a copy of Worksheet 1 to each student.
5. Have students compose answers to the eight questions in the “Answer Before Visiting the CELL” column.
6. When visiting the CELL, have students complete the remaining columns.
7. Collect completed worksheets after visiting the exhibit.

### OPTIONAL

- If there are constraints that prohibit a class field trip to the exhibit, then the handout provided could be used for students who visit the exhibit on their own for optional credit.

### EXTENSION

1. Students could be given access to the Internet or print resources to answer the questions after composing their initial answers and before visiting the CELL.
2. Students could compose a new brochure for the exhibit based on their experience at the exhibit, with the questions, and with each display area.

# THINKING ABOUT THE QUESTIONS OF TERRORISM



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### CELL QUESTIONS WORKSHEET 1: PRE-VISIT

Directions: Prior to visiting the CELL, answer the questions posed by the exhibit to the best of your ability. When you visit the exhibit, complete the final columns to add information to your understanding about terrorism and the contents of each display.

Question	Answer Before Visiting the CELL	Answer Discovered at the CELL	Location of Answer in the CELL
1. How is terrorism defined?			
2. Can terrorism happen here?			
3. What types of tools do terrorists use?			
4. How are terrorist groups financed?			

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Question	Answer Before Visiting the CELL	Answer Discovered at the CELL	Location of Answer in the CELL
5. How do terrorist groups recruit children?			
6. How do terrorists exploit the media?			
7. How can we balance civil liberties and security?			
8. What can I do to help prevent terrorism?			

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## HANDOUT 1: BRAINSTORM

Complete the web by illustrating images and adding words, names of key figures, and ideas that you now associate with terrorism after your visit to the CELL.

A large, empty rectangular box with a black border, intended for a mind map. In the center of the box is a white oval containing the word "Terrorism" in black, bold, sans-serif font. The rest of the box is blank, providing space for students to draw and write.