

# CHALLENGING PRECONCEIVED NOTIONS



## MYTH OR FACT?: PRE-VISIT

**OVERVIEW** When people hear the word terrorism, they often have preconceived notions about what it is, some of which may not be accurate. Ideas must be researched in order to prove whether they are myths or facts.

### AGE GROUP

Grades 9-12, College Level

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

#### HISTORY

- 1 The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources.
- 3 The significance of ideas as powerful forces throughout history.

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

#### Writing

- 9 Draw evidence from informational texts to support analysis, reflection, and research.

#### READING

- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

### LENGTH OF LESSON

45 minutes

### RATIONALE

To determine the truth about students' preconceived notions, they will analyze statements about terrorism based on their prior knowledge and compare them with fact-based answers at the CELL. This type of critical thinking will benefit their understanding not only of terrorism but of how they take in and make sense of information.

### OBJECTIVES

Students will

- Assess and analyze their prior knowledge about terrorism.

#### MATERIALS

- Worksheet 1: Warm-up/Bell Starter Questions
- Worksheet 2: Myth or Fact – Which is it?

#### INCLUDED:

- Worksheet 1: Warm-up/Bell Starter Questions
- Worksheet 2: Myth or Fact – Which is it?

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### LESSON

1. Warm-up/Bell Starter:
  - a. Display the questions on the board or distribute a copy of Worksheet 1: Warm-up/Bell Starter Questions and have students answer them on a piece of paper or in their journals.
  - b. Once students have answered the questions, discuss them as a class while writing their answers on the board.
2. Tell students that they will be looking at statements about terrorism and deciding if they are myths or facts based on their current knowledge.
3. Distribute Worksheet 2 and instruct students to complete only the shaded columns and that the rationale column should include information about why students think that the statement is a myth or a fact and where they attained the information (media, parents, religion, etc.)
4. Remind students to bring Worksheet 2 with them to the exhibit so that they can complete the non-shaded columns.



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## MYTH OR FACT?: PRE-VISIT

### WORKSHEET 2: PRE-VISIT AND DURING VISIT

**Directions:**

- Using your current knowledge, complete the shaded portion of the chart by stating whether or not each statement is a myth or a fact and your rationale for choosing that answer. Your rationale should include information to explain why you think that the statement is a myth or a fact and where you attained the information (media, parents, religion, etc.).
- Bring this chart with you to the exhibit to complete the non-shaded portion. At the exhibit, lift up the card mounted to the wall to see the actual answer to the question and the explanation. Check the correct response and briefly summarize the given explanation.

Statement	Initial Response: Myth or Fact?	Your Rationale	Exhibit Response: Myth or Fact?	Exhibit Explanation
1. Terrorism is a global problem affecting many nations.	<input type="checkbox"/> Myth <input type="checkbox"/> Fact		<input type="checkbox"/> Myth <input type="checkbox"/> Fact	
2. Terrorism is aimed at the immediate victims of the attack.	<input type="checkbox"/> Myth <input type="checkbox"/> Fact		<input type="checkbox"/> Myth <input type="checkbox"/> Fact	
3. There's no universally accepted definition.	<input type="checkbox"/> Myth <input type="checkbox"/> Fact		<input type="checkbox"/> Myth <input type="checkbox"/> Fact	
4. Terrorist victims are primarily western Christians and Jews.	<input type="checkbox"/> Myth <input type="checkbox"/> Fact		<input type="checkbox"/> Myth <input type="checkbox"/> Fact	
5. American citizens have not been arrested on charges related to terrorism.	<input type="checkbox"/> Myth <input type="checkbox"/> Fact		<input type="checkbox"/> Myth <input type="checkbox"/> Fact	
6. Anti-government protests are considered one of the 8 signs of terrorism defined by the U.S. government.	<input type="checkbox"/> Myth <input type="checkbox"/> Fact		<input type="checkbox"/> Myth <input type="checkbox"/> Fact	
7. Citizen action can make a difference in the fight against terrorism.	<input type="checkbox"/> Myth <input type="checkbox"/> Fact		<input type="checkbox"/> Myth <input type="checkbox"/> Fact	

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Statement	Initial Response: Myth or Fact?	Your Rationale	Exhibit Response: Myth or Fact?	Exhibit Explanation
8. Poverty breeds terrorism	<input type="checkbox"/> Myth <input type="checkbox"/> Fact		<input type="checkbox"/> Myth <input type="checkbox"/> Fact	
9. Islam is not a religion of hatred. It has been "hijacked" by cynical militants who use Islam as a propaganda tool.	<input type="checkbox"/> Myth <input type="checkbox"/> Fact		<input type="checkbox"/> Myth <input type="checkbox"/> Fact	
10. Children are rarely recruited into terrorist groups.	<input type="checkbox"/> Myth <input type="checkbox"/> Fact		<input type="checkbox"/> Myth <input type="checkbox"/> Fact	
11. Countries have been known to provide support to terrorist groups.	<input type="checkbox"/> Myth <input type="checkbox"/> Fact		<input type="checkbox"/> Myth <input type="checkbox"/> Fact	
12. Terrorists are always part of a larger organization.	<input type="checkbox"/> Myth <input type="checkbox"/> Fact		<input type="checkbox"/> Myth <input type="checkbox"/> Fact	