GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

HEALTHCARE SCIENCE

COURSE: 25.564 Emergency and Disaster Preparedness

UNIT: 20.1 Terrorism Awareness

☑ INTRODUCTION

Annotation:

This unit will include the definition of terrorism and the identification of common terrorist goals, weapons, and targets. Preparation for terrorist attacks will be discussed.

Grade(s):

X	9th
X	10th
X	11th
X	12th

Time: Ten 50 minute periods

Author:

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Additional Author(s):

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Focus Standards:

HS-EDP-9. Students will define terrorism and identify common terrorist goals.

   a. Identify potential targets in the community.

   b. Discuss operating procedures for a terrorist incident.

   c. Identify the most commonly used terrorist weapons.

   d. Discuss the B-NICE indicators and the cues that help to identify when a terrorist attack has occurred.

   e. Describe the actions to take following a suspected terrorist incident.

GPS Academic Standards:

ELA11SLV1. The student participates in student-to-teacher, student-to-student, and group verbal interaction.

ELAALRC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA11W3. The student uses research and technology to support writing.

ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

National / Local Standards / Industry / ISTE:

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the definition of terrorism as well as the most common targets of terrorists. Additionally, students will understand different types of terroristic attacks and the effects each may have on individuals and the community-at-large.

Essential Questions:

- What is terrorism?
- Why do terrorists attack?
- What are different ways terrorists attack?
- What are the most likely targets for terroristic attacks?
- What is the difference between a hate crime and terrorism?

Knowledge from this Unit:

- Student knows the definition of terrorism.
- Student knows likely targets and methods of terrorists.
- Student knows the range of effects different types of attacks may cause.

Skills from this Unit:

- Student can prepare in advance for a possible terroristic attack.

✓ ASSESSMENT(S)

Assessment Method Type:

            Pre-test
            Objective assessment - multiple-choice, true- false, etc.
                 __ Quizzes/Tests
                 __ Unit test
X   Group project
X   Individual project
            Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
                 __ Self-check rubrics
                 __ Self-check during writing/planning process
                 __ Journal reflections on concepts, personal experiences and impact on one's life
                 __ Reflect on evaluations of work from teachers, business partners, and competition judges
                 __ Academic prompts
                 __ Practice quizzes/tests
            Subjective assessment/Informal observations
                 __ Essay tests
                 __ Observe students working with partners
                 __ Observe students role playing
            Peer-assessment
                 __ Peer editing & commentary of products/projects/presentations using rubrics
                 __ Peer editing and/or critiquing
X   Dialogue and Discussion
                 __ Student/teacher conferences
                 __ Partner and small group discussions
                 _X_ Whole group discussions
                 __ Interaction with/feedback from community members/speakers and business partners
            Constructed Responses
                 __ Chart good reading/writing/listening/speaking habits
                 __ Application of skills to real-life situations/scenarios
            Post-test

Assessment(s) Title:

- Timeline Poster Project
- Group Slideshow Project
- Oral Presentation

Assessment(s) Description/Directions:

- Timeline Poster Project: distribute rubric at beginning of assignment so that expectations are clear.
- Group Slideshow Project: distribute rubric at beginning of assignment so that expectations are clear.
- Oral Presentation Rubric: distribute rubric at beginning of assignment so that expectations are clear.

Attachments for Assessment(s):

- Timeline Poster Project Rubric
- Group Slideshow Project Rubric
- Oral Presentation Rubric

✅ LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-EDP-9. Students will define terrorism and identify common terrorist goals.

2. Review Essential Questions.

- What is terrorism?
- Why do terrorists attack?
- What are different ways terrorists attack?
- What are the most likely targets for terroristic attacks?
- What is the difference between a hate crime and terrorism?

3. Identify and review the unit vocabulary.

Pre-assign unit by having students define terms as homework assignment.

Assassination, Coerce, Explosion, Biological Threat, Chemical Threat, Cyber Attack, Hate Crimes, Hijacking, Molotov Cocktail, Nuclear Blast, Radiological Dispersion Device (RDD), Skyjacking, Terrorism, Weapons of Mass Destruction (WMD)

LESSON ONE

1. Ask students how they would define terrorism. Write on the board FEMA's definition of terrorism: "Terrorism is the use of force or violence against persons or property in violation of the criminal laws of the United States for purposes of intimidation, coercion, or ransom."

2. Discuss definition and have students take notes throughout class.

3. Ask students why they think terrorists attack. According to FEMA, terrorists often use threats to create fear among the public, try to convince citizens that their government is powerless to prevent terrorism, and get immediate publicity for their causes.

4. Ask students where they think likely targets might be for terrorists. According to FEMA, high-risk targets for acts of terrorism include military and civilian government facilities, international airports, large cities, and high-profile landmarks. Terrorists might also target large public gatherings, water and food supplies, utilities, and corporate centers. Further, terrorists are

capable of spreading fear by sending explosives or chemical and biological agents through the mail.

5. Show terrorism slideshow which can be found at http://www.citizencorps.gov/cert/training_downloads.shtm and is attached. Note that in the slideshow, the US Department of Defense defines terrorism slightly differently than the FEMA definition given at the beginning of class. Discuss the two--what are the differences and similarities between the two definitions?

6. Give students opportunity to discuss the terrorism that took place on September 11th, 2001. Discussion questions might include:

  - Where were you when you found out about the planes hitting the towers?
  - How did you and your family react?
  - Did that day change anything about how you live your life?
  - Do you fear a similar incident occurring in the future?
  - Do you think the United States is prepared for another attack?
  - Are there any security measures currently used in airports that you think should be stopped because they are not effective in preventing terrorist attacks? Are there any measures you think would be more effective?

7. Homework assignment: research the difference between hate crimes and terrorism. Write a one page summary on how the two differ and give at least one specific example of each.

LESSON TWO/THREE/FOUR

1. Discuss homework assignment from previous lesson.

2. Have students create a timeline of terrorism. Can choose to include only recent history by assigning each group a decade (1960-69, 1970-79, etc.) or can choose to go back as early as the 13th century.

3. Each group should create a poster with information about the major events that occurred during their assigned time frame and include at least two pictures (see attached rubric). Students should display posters on wall in chronological order. Have students present their posters to rest of class.

   NOTE: First day is for student research, second and third to create and present posters.

LESSON FIVE/SIX/SEVEN

Divide students into small groups and assign topics based on ways terrorists might attack: explosions, biological threats, chemical threats, cyber attacks, hijacking, nuclear blasts, radiological dispersion device (RDD), etc.

1. Have students research these topics and create a slideshow presentation to present to the class (rubric attached). Presentations should include an explanation of the type of attack, at least one example of a real-life incident, and information on what individuals should do in the face of the attack.

LESSON EIGHT/NINE/TEN

1. Assign a notorious individual or group involved in terroristic activities to each student. Each student should conduct research on his/her person or group and prepare a 3-5 minute oral presentation (rubric attached) including the background, activities, beliefs, and goals of the individual or group. Topics might include: Abu Nidal, Carlos the Jackal, Osama bin Laden, Continuity Irish Republican Army (CIRA), Armed Islamic Group (GIA), National Liberation Army (ELN), etc. Be certain to include groups from all over the world.

2. Have students be prepared to explain why their individual or group is guilty of terrorism rather than a hate crime. Day one is for research, days two and three for presentations.

Attachments for Learning Experiences:

Notes & Reflections:
- Show documentary on 9/11.
- Good article on terrorism vs. hate crime:
  http://dir.salon.com/story/news/feature/2003/04/17/terrorist_act/index.html

CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated

Attachments for Culminating Performance Task

UNIT RESOURCES

Web Resources:

http://www.fema.gov/hazard/terrorism/info.shtm

http://www.terrorism-research.com/

http://www.army.mil/terrorism/

http://www.citizencorps.gov/cert/training_downloads.shtm

Attachment(s):

Vocabulary Definitions-can be used for a vocabulary quiz or puzzle

Materials & Equipment:

- Computers
- Internet for student research
- Art materials to create timeline posters

What 21st Century Technology was used in this unit:

x	Slide Show Software		Graphing Software		Audio File(s)
	Interactive Whiteboard		Calculator		Graphic Organizer
	Student Response System		Desktop Publishing		Image File(s)
	Web Design Software		Blog		Video
	Animation Software		Wiki		Electronic Game or Puzzle Maker
	Email	x	Website		