

# TEACHING AMERICAN HISTORY PROJECT

## *Revolutionist vs. Terrorist.*

**Grade – 11**

**Length of class period – 52 Minutes**

### **Inquiry**

What defines a terrorist? What similarities and differences do they have?

### **Objectives**

Student will be able to compare and contrast the roles of a revolutionist verses a terrorist through looking at case studies of various terrorist groups.

### **Materials**

Case studies can be found on the PBS website @

<http://www.pbs.org/newshour/extra/teachers/lessonplans/terrorism/terrorism1.html>

<http://www.pbs.org/newshour/extra/teachers/lessonplans/terrorism/terrorism3.html>

Attached PowerPoint.

Overhead Venn diagram

Copies of Venn diagram for students.

Primary Sources: State Department List of Terrorist Group

<http://www.state.gov/documents/organization/45323.pdf>

### **Activities**

The beginning of the class will start with the open ended question, “What defines a terrorist?”

After 5-7 minutes of discussion, students will be placed in 2-3 students per group to read their case studies and primary sources from the State Department concerning their terror group to answer the same question. This should take 15-20 minutes for the students to work together in their groups.

Using the handout, the class will work together to add information to the overhead slide to compare and contrast terrorism. The teacher will work with the students with an overhead display to show the similarities and differences of patriots and terrorists.

If the class is longer than 52 minutes, the power point presentation can be shown.

### **How will you assess what student learned during this lesson?**

Assessment will be both through verbal and written response. A handout comparing and contrasting the difference between patriots and terrorism will also be used.

## **Connecticut Framework Performance Standards**

### **3) Historical Themes**

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.