

DOCUMENT RESUME

ED 457 048

SO 031 488

AUTHOR Davis, William
TITLE Terrorist or Freedom Fighter: Whom Can We Trust? Grade 10 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
INSTITUTION San Bernardino County Superintendent of Schools, CA.
PUB DATE 1999-00-00
NOTE 9p.
AVAILABLE FROM Schools of California Online Resources for Education, San Bernardino County Superintendent of Schools, 601 North East Street, San Bernardino, CA 92410-3093. E-mail: webmaster@score.rims.k12.ca.us; Web site: <http://score.rims.k12.ca.us>.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Standards; Government Role; Grade 10; High Schools; Interdisciplinary Approach; *Organizations (Groups); *Political Attitudes; *Political Issues; Role Playing; Social Studies; State Standards; *Student Participation; Student Research; *Terrorism; World History
IDENTIFIERS United Nations

ABSTRACT

In the past 50 years many political organizations have attempted to seek redress from repressive governments. Many have used methods considered to be terrorism. The United Nations (UN) is interested in establishing a set of guidelines dealing with the prevention of terrorism. This unit focuses on several questions that attempt to define terrorism. Students will research a historical or current political organization that has attempted to affect a tremendous change, label the political organization either terrorist or freedom fighter based on its goals and actions, and develop both a definition of terrorism and a policy for dealing with terrorists without violating human rights as established in the UN Declaration of 1948. Students are provided with background information, detailed instructions, online resources, and reflection questions. The teacher's notes describe the unit's purpose, explain its correlation to history/social science standards, and suggest day-by-day teaching strategies.
(BT)

ED 457 048



**Schools of California
Online Resources for
Education (SCORE):
Connecting California's
Classrooms to the
World**

**Terrorist or Freedom Fighter:
Whom Can We Trust?**

10th Grade Lesson by William Davis

SCORE
San Bernardino County Superintendent of Schools
601 North E. Street
San Bernardino, CA 92410-3093

<http://score.rims.k12.ca.us/activity/terrorism/index.html>

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Margaret Hill

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

1999

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2

BEST COPY AVAILABLE

0031488

ERIC
Full Text Provided by ERIC

➔ Teacher Notes



Image courtesy of "cnn"

Terrorist or Freedom Fighter:

Whom Can We Trust?

Introduction

In the past 50 years a tremendous number of political organizations have attempted to seek redress from repressive governments. Many have used methods considered to be terrorism. The United Nations is interested in establishing a set of guidelines dealing with the prevention of terrorism. In order to do this we must decide what terrorism really is. Here are some questions to consider: What were the political organization's goals? What were the political organization's methods? What resulted from their fight? How were others affected by their actions? What is the nature of the society which they are rebelling against? What groups are acceptable targets of violence by the political organization (if any)? These are not easy questions, but the United Nations is dedicated to helping the world deal with terrorism without trampling on the rights of all political organizations. Please review your task immediately and inform us of your results in a timely manner.

Sincerely,

UN Committee on the Prevention of Terrorism

Task

You will be assigned a political organization to represent. Your job is to define terrorism and create a plan to deal with terrorism. Review the questions in the letter from the UN.

- What were the political organization's goals?
- What were the political organization's methods?
- What resulted from their fight?
- How were others affected by their actions?
- What is the nature of the society which they are rebelling against?
- What is an acceptable target of violence by the political organization (if any)?

As a group you should begin researching your political organization. You may know nothing about them! Use all available resources - check a nearby library, look at CD ROMS, and use the internet. Prepare for a roundtable discussion where you will have to convince the UN panel that your political organization is fighting for freedom in an acceptable manner and should not be considered a terrorist organization.

Process

1. Begin by reviewing the letter from the Committee. What questions did they suggest you answer? Can you think of others that might be important?
2. Once you have been assigned a political organization, create a chart for your organization. On one side, label it "Know" and the other side should be labeled "Need to Know".
3. Begin researching your political organization and fill in your chart as you work. Be sure to focus on the key questions. Keep a record of any important information you find.
4. Your teacher will tell you how much time you have for research, but as you near the end of the time consider your presentation. The roundtable discussion will ask you to place your political organization on the "Terrorist Spectrum". You will have to decide if your political organization is more like a terrorist or a freedom fighter.
5. The next step is to create a personal definition of freedom fighter and terrorism using examples from the roundtable discussion.



General Resources

<http://www.terrorism.net>

<http://www.closeup.org/terror.htm>

Amnesty Interactive CD from Amnesty International

Specific Resource

The following political organizations have applied for inclusion on the list of freedom fighting political organizations (they do not want to be labeled terrorists):

Civil Rights Movement (Martin Luther King)

<http://www.msstate.edu/Archives/History/USA/Afro-Amer/mlk.html>

<http://www2.lucidcafe.com/lucidcafe/library/96jan/king.html>

Indian National Congress (Mahatma Gandhi)

<http://www.cs.buffalo.edu/~kripa/gAndhIj/>
<http://jan.ucc.nau.edu/~vdk/india/gandhi.html>
<http://www.engagedpage.com/gandhi.html>

Tupac Amaru

<http://www.nadir.org/nadir/initiativ/mrta/>
<http://burn.ucsd.edu/~ats/mrta.htm>

White Rose

<http://members.aol.com/WeiBeRose/index.html>

Industrial Workers of the World or Wobblies

<http://www.iww.org.au/>

Bolsheviks (Lenin)

<http://csf.COLORADO.EDU/psn/marx/Other/Lenin/>

African National Congress (Nelson Mandela)

<http://sociology.adm.binghamton.edu/fbc/iwsoafri.htm>
<http://www.anc.org.za/people/mandela.html>

Irish Republican Army (Michael Collins)

<http://www2.cruzio.com/~sbarrett/mcollins.htm>
<http://michaelcollins.com/cmp/production2.html>



Learning Advice

1. These are complicated questions. Most countries have no easy definition for terrorism, because it does not exist. The line between the two ideas is very fine and it is even easier to cross.
2. Look at as many resources as possible. Don't rely on one resource to make your decision.
3. Remember to work as a group. The value of your report will be determined by your ability to work as a unit.



Evaluation

To evaluate this activity, at the end of the activity, collect a portfolio of the work. The chart, notes, definition, plan, reflection, etc. can be organized into a folder and turned in to

your teacher.

Conclusion

- 1.The UN Declaration of Human Rights should be reviewed. Take notes of any aspects of the Declaration which you can work into your plan.
 - 2.The final step will be to develop your personal plan for dealing with terrorism. It should be two pages, typed and it should list a minimum of three specific ways that governments can prevent terrorism without violating basic human rights as defined by the UN.
 - 3.(optional) Read one other person's proposal to the UN. Evaluate it based on the goals of the assignment. Imagine you are the UN, what would be your response to the recommendation?
-

Reflection

1. What did you learn from this activity that surprised you the most?
 2. How important was the Internet to this activity? How much help was your textbook in researching these issues? Would you have found the necessary information without the World Wide Web?
 3. How would you evaluate your contribution to the group research and paper? How well did your group work together?
 4. The next time you do an activity such as this, what will you do differently?
-

Teacher Notes

Grade/unit:

World History Grade 10

Unresolved Problems of the Modern World

Lesson Purpose:

1. Students will research a historical or current political organization that has attempted to create a tremendous change and attempt to label these groups either terrorists or freedom fighters based on their goals and actions.
2. Students will develop a definition of terrorism and a policy for dealing with terrorists without violating human rights as established in UN Declaration of 1948.

H/SS Standard:

10.10 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, or China, in terms of:

1. challenges in the region, including its geopolitical, cultural, military, and economic significance and the international relationships in which it is involved

11. Students analyze United States foreign policy since World War II, in terms of:

4. the effects of foreign policy on domestic policies and vice versa

Lesson Length: 7-10 class periods

Step 1 - Review the letter with students, explain the process. As you review the letter, you may want to discuss recent terrorist attacks with which students may be familiar.

Step 2 - Divide the class into groups. There are eight political organizations suggested here (you may use others). Provide class time for them to search their textbook and any other classroom resources about the political organization, the country or the time period.

Step 3 - Have them create a chart for their organization. On one side label it "Know" and the other side should be labeled "Need to Know". This will serve as a "log" or journal to document their research. A third column could be added to provide the source where information was found.

Step 4 - After a few days of research, explain the concept of a spectrum. For examples you can use a spectrum of light, a political spectrum etc. For a simple explanation, I always draw a line on the board and ask them if they love or hate some thing. Then I put hate on one end of the line and love on the other end. Then students come up and stand in front of the point in the spectrum that represents their opinion on the subject.

Step 5 - Then show them a new spectrum. On one side put the word "terrorist" and on the other put the phrase "freedom fighter". Create a fictional group or take a group not on the list and describe their activities. Ask students where that group might fit on the spectrum.

Step 6 - Allow them another day or two to research.

Step 7 - Hold a class discussion during which each group provides details of the actions, beliefs, etc. of

their organization. You may even have students write an essay in which they answer the questions asked earlier. Have one student from each group come to the front and stand on the spectrum. Classmates may suggest that the student representing an organization move to the left or the right, or they may defend their organizations placement on the spectrum. Ask them to defend their position (Why is this group a terrorist organization and you're not?).

Step 8 - At this point, each student should be asked to prepare a personal definition of terrorism. You can make this as simple as creating their own dictionary entry or as complex as an essay.

Step 9 - Now that the problem has been defined, take a break from terrorism and spend a day reviewing the United Nations Declaration of Human Rights (1948). This is available on the internet at: http://magna.com.au/~prfbrown/un_udhr.html

Step 10 - Return to the discussion of terrorism for one more day. Ask students to imagine they are the leader of a country that has sworn to uphold the UN declaration. Put them back into the same groups to brainstorm ideas to combat terrorism.

Step 11 - Finally ask them to write the laws. How would they stop terrorism. They should create a eight to ten step plan that would not violate rights, but would stop terrorism.

Step 12 - As an optional follow-up activity, students could review the proposals of other students and write responses. Or they could email their solutions to the president or other leaders.

Credits:

William J. Davis
Walnut High School
Walnut Valley Unified School District
wdavis@clubnet.net



[Back to top](#)

Last Revised 4/30/99



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Blanket)

I. DOCUMENT IDENTIFICATION (Class of Documents):

| | |
|--|-------------------|
| All Publications: Schools of California Online Resources for Education (SCORE) History/Social Studies Lesson Plans | |
| Series (Identify Series): | |
| Division/Department Publications (Specify): | Publication Date: |

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to each document.

If permission is granted to reproduce and disseminate the identified documents, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A



Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B



Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate these documents as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

| | | |
|--|--|---|
| Signature: <i>Margaret Hill</i> | Printed Name/Position/Title: Margaret Hill, Ph.D. | |
| Organization/Address: DIRECTOR, SCORE H/SS San Bernardino County Superintendent of Schools 601 North E. Street, San Bernardino, CA 92410 3093 | Telephone: 909-387-4604 | FAX: Date: peg.hill@sbcss.k12.ca.us |



(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

| |
|------------------------|
| Publisher/Distributor: |
| Address: |
| Price: |

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

| |
|----------|
| Name: |
| Address: |

V. WHERE TO SEND THIS FORM:

| |
|--|
| Send this form to the following ERIC Clearinghouse: <p style="text-align: center;">ERIC/CHESS 2805 E. Tenth Street, #120 Bloomington, IN 47408 Attn: Lisa Barnes</p> |
|--|

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080

Toll Free: 800-799-3742

FAX: 301-953-0263

e-mail: ericfac@inet.ed.gov

WWW: <http://ericfac.piccard.csc.com>

