

Survey of Terrorism

Grade Level:	11-12
Length:	1 Semester
Period(s) Per Day:	1
Credit:	½
Credit Requirement Fulfilled:	Social Studies Elective

Course Description

Survey of Terrorism is a historical study of the use of terrorism for political gain from the Zealots of ancient Judea to the modern disciples of Osama Bin Laden. This course will also contrast the opposite philosophy of civil disobedience of Nelson Mandela, Gandhi, and Martin Luther King, Jr.

Course Objectives and Expectations

1. To study evolution of terrorism from World War 11 to present.
2. To study terrorism inside the US.
3. To study terrorism outside the US.
4. To reinforce study skills and provide cooperative learning experiences.
5. Class will typically revolve around class discussion, research, and class notes.
Cooperative learning is heavily emphasized along with independent research, and class reading and discussion of novels.

Coursework

Pacing

Roots of Terrorism

Weeks 1-6

Iranian Hostages

Iran/Iraq War

Afghanistan/Russian War

Kite Runner

Internal Terrorism

Weeks 7-12

1st Trade Tower Bombing

Blind Sheik- Muslim Brotherhood

Ruby Ridge

Waco

Oklahoma City

Abortion Clinics

9/11

Pentagon

Patriot Act

Greetings from Afghanistan

Montana Standards for Social Studies

Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Benchmarks:

1. Analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified and used (e.g., checks and balances, Bill of Rights, court decisions).
2. Compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States.
3. Identify representative political leaders and philosophies from selected historical and contemporary settings.
4. Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments.
- 5a analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society. 5b analyze the impact of the Constitution, laws and court decisions on the rights and responsibilities of citizens.
6. Analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television).
7. Analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.

Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Benchmarks:

1. Interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).

2. Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population).
3. Assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution).
4. Analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).
5. Select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.
6. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources).
7. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches).

Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

1. Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.
2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other.
3. Apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.
- 4a Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world. 4b analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.
5. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.

6. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).

7. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).

Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks:

1. Analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity.

2. Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.

3. Analyze the impact of ethnic, national and global influences on specific situations or events.

4. Evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).

5. Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world.

6. Analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, globalization).