

Title of Lesson: Terrorism & U.S. Foreign Policy Unit: **What is “jihad” anyway?** How are Islamic extremists using this term to justify terrorist acts against the United States and other countries?

Deborah Zimmerman, East Hartford High School, Credit Diploma Program, Modern U. S. History, Two 45 minute class periods

Introduction: This lesson starts with a discussion and images of the different meanings of the word, “jihad”. Then, it progresses to student comparison of the meanings of Osama bin Laden’s “Declaration of Jihad against Americans” (1996) and President George W. Bush’s “Address to Congress and the Nation on Terrorism, dated September 20, 2001. Finally, each student creates a “Pinterest” board of his/her Understanding of either speech, which contains 8-10 visual images “Pins” of his/her choosing and WRITTEN COMMENTARY to accompany his images. Each student writes a few sentences to accompany each pin on his board, explaining how a particular image relates to: 1) the overall purpose of the speech; 2) the context of the time period when the statement was made; 3) a persuasive technique used by the author; or 4) the meaning of a particular quote from the author’s statement. This project is collaborative as each student must comment on at least two other students’ boards, to create ongoing dialogue about the meaning of the speech. The teacher provides the class with an example of a “Pinterest” board that she has created in response to President Obama’s speech following the capture and killing of Osama bin Laden.

Vocabulary: Jihad; Polytheistic; Terrorism; al-Qaeda; Taliban; Osama bin Laden.

Content Standards: Common Core Content Standard(s): corestandards.org
CCSS.ELA-Literacy.RH.11-12.2

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.

CCSS.ELA-Literacy.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Essential Questions: If Islam is a peaceful religion, why would Muslim extremists use religion as a justification for the September 11th attacks on the United States and around the world? How and why did the War on Terrorism following the 9/11 attacks lead to a United States doctrine of preemptive military action and a second Gulf War?

Literacy through the Content Area: *Students will analyze excerpts from both Osama bin Laden’s “Declaration of Jihad” and President George W. Bush’s “Address to Congress on Terrorism,” using a graphic organizer designed to guide students to look for details and to infer meaning from the speeches. Then, each student will be create their own “Pinterest board” of the meaning of one of the speeches, using images and accompanying student commentary to show their understanding of the meaning of the speech. A copy of the graphic organizer is in the appendix.*

Placement of Lesson within Broader Curriculum/Context: *This lesson follows the class introduction to the “Terrorism &- U.S. Foreign Policy Unit”. In two earlier lessons, using K-W-L activities, students will learn the meaning of the terms, “Terrorism; al-Qaeda; Taliban, and discuss who Osama bin Laden was. Students will read materials adapted from The Choices Program at Brown University “Responding to Terrorism: Challenges for Democracy,” www.choices.edu. They will have interviewed a family member or friend about the events of September 11th. Also, students will have had a brief overview of Islamic religious beliefs. Note: It should be stressed to students that the Islamic Extremists are not the only religious groups that have been involved in terrorist attacks. Students are given many examples of terrorist attacks by other religious extremists. Following this lesson, students will learn about U.S. foreign policy options and the class will divide into (4) separate groups to simulate the pros and cons of four (4) U.S. policy options.*

Learner Background: *Students will have reviewed the difference between literal reading comprehension and inferential comprehension, by looking at examples of different questions that we ask ourselves to understand the literal meaning of a selection and to then read between the lines for inferential understanding. The graphic organizer will serve as an organizational tool to help students plan what images they will choose for their “Pinterest” board to illustrate each concept they are asked to discover.*

Objective for Lesson: *Students will analyze a document (speech transcript) using a graphic organizer with fewer than three errors.*

Integration of 21st century skills: *Students will use computer skills and graphics to illustrate ideas and persuasive techniques used by speechwriters and to think critically about the meaning of a speech.*

Assessments: *Formative Assessment (attached: graphic organizer of a speech). Summative Assessment (The assessment is a combination of each student’s “Pinterest Board” collaborative discussion on classmate’s boards and performance on weekly quizzes).*

Materials/Resources: Students are given copies of the two (2) speeches for homework in anticipation of this lesson. Copies of the speeches can be downloaded from the links listed in the appendices. The graphic organizers and a sample of this type of “Pinterest Board” are attached hereto. Students are told that they will be writing their own explanations and connections to one of the speeches using Pinterest.

Lesson Development/Instructional Strategies *Introduction: Students are asked for their definitions of the word “jihad”. Then, they are shown the following two images of the word to visualize the two different meanings of the word. **Meaning #1:** “A personal struggle in devotion to Islam, especially involving spiritual discipline.”*

www.merriam-webster.com/dictionary



www.almujtaba.com 300 × 338 Search by image



Meaning #2: “A holy war waged on behalf of Islam as a religious duty.”

[http://upload.wikimedia.org/wikipedia/commons/c/c5/Balami - Tarikhnama -The](http://upload.wikimedia.org/wikipedia/commons/c/c5/Balami_-_Tarikhnama_-_The)

[Battle of Badr - The angelic host is sent to assist the Muslims \(cropped\).jpg](http://upload.wikimedia.org/wikipedia/commons/0/0a/Battle_of_Badr_-_The_angelic_host_is_sent_to_assist_the_Muslims_(cropped).jpg)[http://upload.wikimedia](http://upload.wikimedia.org/wikipedia/commons/0/0a/Battle_of_Badr_-_The_angelic_host_is_sent_to_assist_the_Muslims_(cropped).jpg)

. The students will need to discuss which meaning of the word applies to which portion of each speech. Mention of Professor Richard Bulliet's article about the "Crisis within Islam." www.cis.org.au/.../2002-18-4 allowing Osama bin Laden (who is not a religious authority) to assume a position as spokesperson for the world's Muslims. Specifically, he noted, that there is a difference between religious and political views of Muslims, "one can be against U.S. policies in the Middle-East and its global pre-eminence and still actively disavow terrorism done in Islam's name and actively affirm the peaceful nature of Islam."

- Students are divided into collaborative groups of 4-6 students. Each student receives copies of Osama bin Laden's speech and a graphic organizer to assist in analyzing the meaning of the speech and to later decide what image and commentary they may select to accompany each understanding. Each student is expected to complete his own graphic organizer first (15 minutes) and then collaborate for five minutes before reporting back to the whole class on their findings.

- Class Discussion of each group's findings and understandings. (5 minutes)
- Students again break into their small collaborative groups and are each given selections from President George W. Bush's speech and a graphic organizer to assist in analyzing the meaning of this speech and to later choose what image and commentary they may select to accompany each understanding. Each Student is expected to complete his own graphic organizer first (15 min.) then collaborate for 5 minutes with his small group before reporting back to the class on his findings.

- Class Discussion of each group's findings and a comparison of the two speeches. (5 minutes).

- Computer Room –Each student is asked to choose one of the two speeches and then to formulate his/her own "Pinterest board" to display his understanding of the speech. They are told that they will be expected to present their boards to the class on the Smart Board and respond to at least two classmate's boards for homework.

- Students Needing Differentiated Instruction:

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

Most of my students have previously been unsuccessful in high school, so visual images and varied teaching techniques are used to assist with their learning. Students that have difficulty writing may be assigned boards with only 4 Pins. The boards can be saved and printed by students if it helps them to plan their commentary from a hard copy.

How will you provide opportunities for enrichment/higher level of challenge for students?

Some students will be asked to expand on the commentary attached to their pins. They will be asked to write 2 or more paragraphs about a particular pin. Also, they can write a paragraph about the differences between the two speeches.

Appendices:

- *Osama bin Laden's "Declaration of Jihad against Americans" (1996) can be downloaded from the Gilda Lehrman Institute of American History www.gildalehrman.org*
- *President George W. Bush's Address to Congress and the Nation on Terrorism can be downloaded from the 9/11 Memorial Museum www.9/11memorial.org*
- *See separate Example of Pinterest board uploaded to website.*
- *See attached Graphic Organizer 1*

Graphic Organizer #1: Osama bin Laden's "Declaration of Jihad against Americans" (1996)

Question

Answer

image

1. What does Osama bin Laden mean by the words, "Expel the Polytheists from the Arabian Peninsula?" Sentence 1

2. Why might Osama bin Laden and other extremists be so enraged by America's presence in Saudi Arabia? (Paragraph 5)

3. Paragraph 5) What is the meaning of the term "jihad" as used by Osama bin Laden in this paragraph? What hints in the speech, help you decide what he means by this term?

4. Summarize Paragraph 5 in your own words.

5. How does Osama bin Laden try to persuade Muslims to support his jihad? What words does he use?

Graphic Organizer #2: President George W. Bush's Address to Congress and the Nation on Terrorism dated Sept. 20, 2001

Question

Answer

Image

1. What is President Bush's definition of "jihad"? Specifically, what can one infer from his words, "The terrorists practice a fringe form of Islamic extremism that has been rejected by Muslim scholars and the vast majority of Muslim clerics—a fringe movement that perverts the peaceful teachings of Islam."

2. What does President Bush say is al-Qaeda's justification for their terrorist acts against America?

Are these reasons different or the same from the justifications noted by Osama bin Laden? How ?

3. What means will America use to fight this "War on Terrorism"?

4. What is the overall purpose of President Bush's speech?

5. At this point in time, Sept. 20, 2001, is this a defensive war or a pre-emptive war? At what point, did the War on Terror become pre-emptive?

6. What is the main idea of Osama bin Laden's Declaration?