**CWA: Analyzing & Debating the US Response to Global Terrorism** – Based on the Choices Program

**Student Learning Objectives –** In this lesson unit students will:

* Gather information from source material, including text and video, on both international and domestic terrorism, and US responses to it
* Analyze the issues that frame the current debate on US policy towards terrorism
* Identify and articulate core underlying values of different policy options
* Work cooperatively within groups to integrate evidence from various sources with the arguments and beliefs of the options to create a persuasive and coherent presentation
* Explore, debate and evaluate multiple perspectives on US policy towards global terrorism

**The Town Hall / Debate** – In this culmination activity students will:

* Work as a team to create a 4 – 6 minute persuasive presentation that will convince “the town hall” which option to vote for. Each presentation must include:
	+ A 1-2 minute persuasive speech that promotes your option as THE BEST,
	+ 2-3 supporting visuals (posters or power-point slides) to be displayed during the speech and explained after it
	+ A live interview one witness from a provided list
* Formulate, deliver and discuss relevant open-ended critical thinking questions
* Learn to respectfully debate a controversial topic

The Teams (All jobs include research. Specific jobs include speech giver, interviewer, witness, technical assistant, editor, writer, art director and the “get-it-done person”):

* Option 1: Lead an Assault Against Terrorism
* Option 2: Collaborate to Fight Terrorism
* Option 3: Defend the Homeland
* Option 4: Address the Roots Causes of Terrorism
* Town Hall Members: Actively listen to each presentation, ask Qs and vote
	+ Formulate 2-3 questions each for each group making a presentation, based on your role / you
	+ Potential roles include overseas war veteran, terrorism survivor, family member who lost someone in an attack, student looking towards the future, international businessperson, etc.
* Potential Real-life Witnesses (for interview purposes):
	+ Former president GW Bush, current US President Obama
	+ Current or past US presidential candidates
	+ UN Secretary-General, US Ambassador to the UN
	+ Leaders [Prime Minister, Chancellor, President, King, etc.] of relevant countries such as Belgium, France, Great Britain, Germany, Saudi Arabia, Jordan, Mexico, Pakistan, etc.
	+ US Secretary of State, Directors of the NSA, TSA, Homeland Security Dept., Interpol, etc.
	+ Muslim leaders from the US and / or abroad
	+ Survivors of terrorist attacks, Family members who have lost someone in a terrorist attack

Each group is responsible for any and all technology. If you use it, test it before hand and make sure it works in the classroom. You will be tested on this material so make sure you read and annotate ALL documents given to you and take accurate notes during the presentations. Enjoy the process and the experience!

Adapted from The Choices Program – Responding to Terrorism: Challenge for Democracy. RK/2016

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Now that you have learned about global and domestic terrorism, and have debated its effect on our democracy you are required to TAKE CIVIC ACTION in some way as a culmination activity. Listed in the chart below are various options you can select from to complete this task. Your choice of activity and how you execute it should reflect YOUR VIEWS ON HOW THE USA SHOULD RESPOND TO GLOBAL TERRORISM. Each of these is worth 50 points as a project grade and is in addition to any in-class formative assessment.

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| Write and publicly deliver a 2-3 minute **Soapbox Speech** that clearly expresses your point of view, the reasoning behind it and what you want to US government to do in response to the issue of global terrorism | **Write1-page business style letters to TWO federal level US public officials** (including presidential candidates) who are (or could be) influential policy makers. You must explain who you are, why you are writing them in particular, your views on the issue and what you want them to specifically do in response to global terrorism. |
| Write a **Letter to the Editor** of the LA Times, USA Today or another national level newspaper or magazine, following their guidelines that clearly expresses your point of view, the reasoning behind it and what you want the US government or the next president to do in response to the issue of global terrorism. | **Create a 1-minute Public Service Announcement (PSA) / video or radio commercial** that identifies and explains why global terrorism is an issue, and what you believe needs to be done in response to it. This can be a group project of NO MORE THAN FOUR (4) PERSONS. |
| **Create and explain an ORIGINAL full size 2’ x 3’ full color awareness / action poster** that clearly expresses why global terrorism is an issue and what you want the individual, US government or global community to do about this issue. The poster must have a compelling visual, have an original slogan and a call to action. Write a paragraph explanation of your point of view and how the poster’s components communicate it. | **Create an ORIGINAL 8 ½” x 11”political cartoon** that uses the tools of the political artist to communicate your views on global terrorism, its implications and what should be done in response to it. The cartoon must have a compelling visual based on a current event / situation, use appropriate imagery / artistic technique, and have relevant dialogue [call-outs and /or thought bubbles]. See instructor for clarification on the tools of the political artist. |
| See instructor for format questions and additional information | Any other ideas? Think it through and make a proposal for consideration. |