

Terrorism

Lesson Synopsis:

Students will participate in class discussion utilizing a timeline and collage on Terrorism in the late 20th century and then gather materials to create a poster concerning how we can combat terrorism.

TEKS:

- 2 History. The student understands how the present relates to the past. The student is expected to:**
- 2A Identify elements in a contemporary situation that parallel a historical situation;**
- 26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:**
- 26D Transfer information from one medium to another, including written to visual, and ~~statistical to written or visual~~, using computer software as appropriate.**

GETTING READY FOR INSTRUCTION

Performance Indicator(s):

- Create a Terrorism Awareness Campaign poster. Include illustrations that represent terrorist acts and a timeline highlighting some of the acts of terrorism that you believe have defined the late 20th century. In addition, provide an impact statement to demonstrate how you and your family are living in the post 9/11 World. (2A)
- ELPS** 1C; 4G; 5B

Key Understandings and Guiding Questions:

- A group's desire to attain political, ideological, economic, or religious goals may create the perceived need to use force.
 - What is terrorism?
 - What are the intermediate objectives of terrorism?
 - What are the long term goals of terrorism?
 - What are the some of the operations commonly associated with terrorism?
 - Is terrorism a product of the 20th century or has it existed in some form throughout the history of the world?

Vocabulary of Instruction:

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| • terrorism/terrorist, | • Palestine Liberation Organization (PLO) | • Armadas de Revolucionarias de Colombia), |
| • terrorist profile/group | • Hamas | • Red Brigade, |
| • crusader, criminal, crazies (three psychological categories), | • Taliban | • Earth Liberation Front (ELF) |
| • Weapons of Mass Destruction (WMD) | • Osama bin Laden | |
| • Abu Nidal Organization (ANO) | • Al-Qaeda | |
| • Fatah | • Revolutionary Armed Forces of Columbia (FARC – Fuerzas | |
| • Hezbollah (Islamic Jihad) | | |

Materials:

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|---------------------------|---------------|
| • poster board | • markers |
| • construction paper | • chart paper |
| • pictures from magazines | • scissors |

Resources:

- Teacher Resource: **News Report: New Act of Terror!**
- Terrorism Vocabulary
- Handout: **Vocabulary Exercise**
- Handout: Placards: **Terrorist Acts**

- Handout: **Rubric: Terrorist**
- Teacher Resource: **Terrorist Information**

Advance Preparation:

1. Read and gather resources concerning terrorism such as current news items.

Background Information:

Terrorism is a big topic today and is dominating politics and economics. Students need a good working knowledge of what is going on in the world and how it is affecting them. The attack on 9/11 was an eye opener for the U.S.A but not as new as one might think. A decade before a terrorist had tried to destroy and damage the World Trade Center. Before then, terrorists struck in other ways such as the taking of the Jewish athletes in the Munich Olympics in 1972. That event brought terrorism to the forefront in global issues.

One connection for Texas is the wall that is being built along the Texas – Mexico border. This is a Homeland Security issue and is intended to be a means of protecting ourselves from the threat of Illegal Immigration and Terrorism (but obviously it has political and economic repercussions).

GETTING READY FOR INSTRUCTION SUPPLEMENTAL PLANNING DOCUMENT

Instructors are encouraged to supplement, and substitute resources, materials, and activities to differentiate instruction to address the needs of learners. The Exemplar Lessons are one approach to teaching and reaching the Performance Indicators and Specificity in the Instructional Focus Document for this unit. A Microsoft Word template for this planning document is located at www.cscope.us/sup_plan_temp.doc. If a supplement is created electronically, users are encouraged to upload the document to their Lesson Plans as a Lesson Plan Resource in your district Curriculum Developer site for future reference.

INSTRUCTIONAL PROCEDURES

Instructional Procedures

ENGAGE

- Read the following to the students as a whole as if it just happened within the hour in a location near by.

News report: A local militia, believed to be a terrorist organization, attacked the property of private citizens today at the port. Although no one was injured in the attack, a large quantity of merchandise, considered to be valuable to its owners and loathsome to the perpetrators, was destroyed. The terrorists, dressed as natives and apparently intoxicated, were able to escape into the night with the help of local citizens who harbor these fugitives and conceal their identities from the authorities. It is believed that the terrorist attack was a response to the policies enacted by the occupying country's government.

- **Class, we will divide students into groups and discuss this news report.**
- Give the groups a few minutes to discuss who they think the terrorist groups is and in what location that this might be.
- Solicit from the students who they think the terrorist organization is and the location. Write the responses on the board.
- Give each group the handout: **Vocabulary Exercise** and have them recreate the handout on chart paper.
- Solicit from the student groups their graphic organizers.
- As a class based on the student's definitions, create a class definition for terrorism and write it on the board.

Notes for Teacher

NOTE: 1 Day = 50 minutes
Suggested time: 1/2 Day

Solicit from the students any comments as you read.

MATERIALS:

Teacher Resource: **News Report: New Act of Terror!**
Handout: **Vocabulary Exercise**

Instructional Procedures

- Does this event in the news report meet the criteria of a terrorist attack? Why or why not?
- Does anyone know if this act is from a previous time in our history? (*It is the Boston Tea Party.*)
- Do you think that in the eyes of the British that the Boston Tea Party was a terrorist activity? Why or why not? Were the colonists justified in taking this action due to their beliefs? Is anyone ever justified in committing these types of activities? What drives people to do this type of activity? These are things that we will explore further.

EXPLORE

- Many of you associate 9/11 with the first attack on American soil by foreign interest, but this is really not the case. Why it is deemed such is because of the shock and awe created by the death of over 3,000 people and the destruction of two structures that symbolized the United States predominance in the world. We are going to find out today though about some other events that occurred in the late 20th century that led up to that fateful day in 2001.
- Pass out to various students one of the placards that has a date on one side and a terrorist attack on the other. Have the students line up at the front of the class in chronological order.
- Have each student read the back of their placard.
- As each student reads their placard ask the students to keep this question in mind. **What is it that terrorists hope to achieve?**
- Place the students in groups and give each group one of the placards. The groups will respond to the above question.
- Solicit from the groups their responses and list them on the board. (*Responses may include: recognition, overreaction by the government, to harass, weaken, or embarrass the government security forces of a nation, extort money and/or equipment, destruction, discourage foreign investment or assistance, influence government decisions, legislation, or other initiatives, free prisoners, satisfy vengeance, or turn the tide in guerilla warfare*)

EXPLAIN

- Write this question on the board. **What are the long term goals of terrorism, if any?**
- Tell the students to respond to this question based on the list they created on what terrorists hope to achieve. (*Responses may include: they hope to cause a monumental event or series of events that will accomplish a revolution, sub-revolution, or permanent establishment such as an Islamic state, a theocracy or regime where only one rule of law prevails by a select few, such as, the Ayatollahs in Iran or the Taliban. Terrorist groups are seeking some form of resolution and they feel that they have no other recourse than the use of force. Students may also list other goals.*)
- Now that we have explored the goals of terrorist groups and terrorist acts that have occurred in the late 20th century, how has your life been affected, if at all, by these events or the prospect of these event happening again?
- The students will reflect individually then solicit from the class responses to

Notes for Teacher

Suggested time: 1/2 Day

MATERIALS:

Placards: **Terrorist Acts**

Different terrorist events may be added as additional placards. Information on additional events may be found in the

Teacher Resource: **Terrorist Information**

Suggested time: 1/2 Day

Instructional Procedures

this question.

ELABORATE

Guantanamo Bay

- **Currently, the U.S.A holds our known and suspected terrorists that have been captured in Iraq and Afghanistan in Guantanamo Bay, Cuba. What are the current issues regarding Guantanamo Bay?**

1) *Currently there are allegations of torture.* 2) *Prisoners are being held without legal council.* 3) *Are the prisoners entitled to a trial or can they be held indefinitely?*

- Questions to Debate:
 - Even though our Bill of Rights states that no “*cruel and unusual punishments inflicted,*” should that apply to non-citizens (or prisoners)?
 - What constitutes torture? Would you count playing heavy metal music very loud for extended period of time torture? Water-boarding, which simulated drowning, is current being debated – what do you think?

EVALUATE

- **Create a Terrorism Awareness Campaign poster. Include illustrations that represent terrorist acts and a timeline highlighting some of the acts of terrorism that you believe have defined the late 20th century. In addition, provide an impact statement to demonstrate how you and your family are living in the post 9/11 World.**

Notes for Teacher

Suggested time: 1/2 Day

Many may not realize that we have a military base in Cuba. It was a part of an agreement in 1903. The Communist Cuban government has been working to have the U.S.A military base removed but has been unsuccessful. We continue to pay the Cuban Government \$4085 per year for the lease of Guantanamo Bay or “GITMO”.

As for as the allegation of torture, one might consider why the prisoners are being held in Cuba and not at our maximum military prison in Ft. Leavenworth, Kansas.

Bring to the students' attention the fact that Westerners that are captured by terrorist groups are also often tortured and some have even been beheaded and that horrendous act has been broadcast to the world.

Note: President Obama has now ordered Guantanamo to be closed within a year.

Suggested time: 1 Day

MATERIALS:

Handout: **Rubric: Terrorist**

Students may use magazine pictures on their posters.

News report: New Act of Terror!

A local militia, believed to be a terrorist organization, attacked the property of private citizens today at our nation's busiest port. Although no one was injured in the attack, a large quantity of merchandise, considered to be valuable to its owners and loathsome to the perpetrators, was destroyed. The terrorists, dressed in disguise and apparently intoxicated, were able to escape into the night with the help of local citizens who harbor these fugitives and conceal their identities from the authorities. It is believed that the terrorist attack was a response to the policies enacted by the occupying country's government. Even stronger policies are anticipated by the local citizens.

Terrorist Placards

Unattended horse-drawn wagon with TNT exploded on Wall Street and 35 people were killed and hundreds were injured. No one ever claimed responsibility and the attack was never solved despite beliefs that Bolsheviks or immigrant anarchists may have been responsible.

1920

Terrorist Placards

The Olympic Games returned to Germany, they had hosted the event in 1936. The games were held in Munich. Palestinian gunmen gained access to the Olympic village and took Israeli athletes hostage in the hopes of bringing attention to their cause and demanded the release of prisoners held by European nations and Israel.

An American, David Berger, a weightlifter, who was competing for Israel was killed by Black September on September 5, 1972. He had dual citizenship in the United States and Israel.

1972

Terrorist Placards

A bomb was set and detonated in the historic Fraunces Tavern in New York City where 4 were killed and another 50 injured. Unlike the attack of 55 years prior, this time a terrorist group known as the Puerto Rican Nationalist Group (FALN) claimed responsibility and 13 other bombings were also tied to this group.

1975

Terrorist Placards

Radical Iranian students seized the U.S. Embassy in Tehran, Iran and took 66 people hostage. 12 were released and the remaining 52 were held in captivity for 444 days.

1979

Terrorist Placards

Members of another PLO faction hijack the ship the Achillo Lauro. A wheel-chair bound Jewish-American named Leon Klinghoffer was murdered and his body dumped overboard to demonstrate their commitment to seeing their demands met, which included free passage and immunity for crimes and the release of other terrorists whom they deemed political prisoners of Israel.

1985

Terrorist Placards

In a coordinated strike on the United States, terrorists crashed hijacked commercial jetliners into the twin towers of the World Trade Center, in New York City, and the Pentagon. A fourth hijacked airliner crashed in Pennsylvania. The unprecedented attack destroyed the World Trade Center and killed more than 3,000 people. The Al-Qaeda terrorist network of Saudi Arabian exile Osama bin Laden was soon identified as the group responsible for the attack.

2001

Terrorist Information

Terrorism/terrorist – the use of calculated violence or threat of to inculcate fear, intimidate or coerce governments or societies in the ambitions of acquiring political, religious, ideological, and/or economic goals

Terrorist – one who advocates, creates, or employs the use of terrorism

Terrorist Profile – although developing a definitive profile is improbable, generally a terrorist is intelligent, well-educated, reared in middle-class and affluent families, military age, and determined to bring about a change to the status quo

Terrorist Group – organization of like-minded individuals that are committed to using terrorism as a means to acquire particular goals from a government or society; the groups may be national, transnational, international or government affiliated, which is further identified as non state supported (no backing or government support), state supported (direct government support) and state directed (direct support through training, material, and finances)

Crusader, Criminal, Crazies (three psychological categories) - the psychological categories of terrorists; not every terrorist is a fanatic or zealot determined to bring change through self sacrifice and martyrdom; some terrorists commit terrorism due to self gain rather than political or ideological gain; some are simply mentally ill and are sociopaths that have allowed themselves to be influenced; crusaders are exactly that – they have dedicated themselves to a political religious and ideological cause which allows for a deep psychological need to be soothed as many are suffering from mental disorders such as antisocial personalities, psychiatric disturbances and a need to belong by actively participating in bombings, assassinations, armed attacks, kidnappings, skyjacking/mar jacking, violent demonstrations, property destruction, and sabotage; criminals are agents that secure and acquire funding for their group, whether they are committed or not; the terrorist “fund raiser” – they carry out deception, diversion, theft, fraud, extortion, hijackings, corruption, burglary, assault, forgery, drug sales and bombings; crazies are the most dangerous of the profiles as they are unpredictable, impulsive, and the most deteriorated psychologically, no psychiatric care will rehabilitate their delusional state of perceiving themselves as agents of God or even God himself as they are disorientated and usually not organized; crazies carry out bombings, arson, skyjacking, hostage-taking multiple homicides, and sabotage

bombings – the most widely used tactic by terrorists

hijackings/skyjackings – this provides terrorists with hostages and draws wide media attention on an international scale, the aircraft itself provides them with a tool for kamikaze attack

marjackings – this is the same as a skyjacking/hijacking with the exception that it involves watercraft of all sizes

kidnapping/hostage taking – a preferred tactic, the taking of prominent government personnel can pressure the government to meet demands; it also provides for much leverage and protection in the form of a hostage barricade

psychological terror – the inculcation of fear and panic by acts of terrorists and terrorist attacks both in the immediate and long term; this tactic alters human behavior in a society through the fear of the unknown created by terrorists

nuclear, biological, chemical attacks/weapons of mass destruction (WMD) – the use of nuclear weapons or radiological tools to bring about massive human loss and rendering useless electronic media; biological agents allow for mass casualties with minimal effort by the terrorists that will both be immediate and long term as well; chemical attacks provide the same affect as the two prior with minimal effort and loss by the terrorists, weapons of mass destruction is one or any of the precious to bring about the most death and destruction with minimal effort or loss by the attacker, many are skeptical of such an attack but the 1995 Tokyo subway poisoning with chemicals make this a real possibility on a grandeur scale

assassinations – historically, the use of such a tactic is for shock and awe and especially the psychological impact upon people for the effect of extreme vulnerability

hoaxes – this tactic provides much more value for creating fear than what is risked by such an undertaking; the media and populace provide the success that terrorists are seeking without much financial investment or compromising terrorists (i.e. bomb in a plane can close an international Airport with a simple call), false alarms can create a sense of false security and cause security personnel to become complacent and thus degrade readiness in addition to consuming resources that will truly be needed in a real attack

ecological terrorism – a tactic by which a society is attacked environmentally through it's habitat, food, and water to just name a few; creating a natural disaster takes much needed capital and human resources and thus allows for a bigger attack by such diversionary tactics

Abu Nidal Organization (ANO) – originally a part of Fatah, this was known as the Revolutionary Council (*Fatah al-Majles al-Thawry*); the group was named after Abu Nidal “father of the struggle” who was born **Sabri Khalil al-Banna** and regarded as the world’s most dangerous terrorist until his death in Iraq in 2002; this group rejected any peaceful settlement with Israel and formally split from the Palestine Liberation Organization (PLO) in 1974, which was then under Yasser Arafat; Abu Nidal established himself as a freelance contractor and based his organization between Iraq, Syria, Libya, and Egypt; this organization recruited and provided amphetamines to terrorist to conduct violent acts

Fatah – the Revolutionary Council; the Palestinian National Liberation Movement; Black June; Black September (Munich Massacre – 1972); The Revolutionary Arab Brigades; The Revolutionary Organization of Socialist Muslims; The Egyptian Revolution; Revolutionary Egypt; Al-Asifa (The Storm); a name also used by Fatah; Al-Iqab (the Punishment); and The Arab Nationalist Youth Organization - the word is actually a reverse acronym from the Arabic name *Harakat al-Tahrir al-Watani al-Filastini* which literally means “Palestinian National Liberation Movement” and it is the largest group of the Palestine Liberation Organization(PLO); “Fatah” means “conquest” or “opening” in the literal Arabic language; “fatah” is the word reversed from “Hataf” (*HARakat al=TAhrir al-Watani al-Filastini*), which literally means “sudden death” in Arabic and originates from 1958-1959 and took controlling leadership of the PLO in 1969 under Yasser Arafat

Hezbollah (Islamic Jihad) – the “party of God” is a Shi’a Islamic militia based in Lebanon and adheres to the strict ideology of **Ayatollah Ruhallah Khomeini**, who was the leader of the Islamic Revolution in Iran (U.S. Hostage Crisis -1979); this group took form on three stances – Western Imperialism, destruction of the state of Israel, and the building of an Islamic state (caliphate) to

dominate the world; financed by Iran and has been provided much aid and blessings from Syria – the group has grown from a militia to a dominating political party with radio and satellite programs, and programs for social development which wins it much support from the public in finances and recruits because of its hospitals and schools; reputed to be the first amongst terrorist groups to use Suicide Bombers against foreign soldiers in the Middle East (U.S. Embassy Beirut Bombing)

Palestine Liberation Front (PLF) – a militant Palestinian organization founded in 1959 and presently led by Abu Nidal al-Ashqar that has received strong support and assistance by Syria; fractured by internal strife and outright armed conflict with other PLO groups it has been stationed in different areas in the Middle East – Lebanon, Syria, Tunisia, and Iraq; the **Abu Abbas** group was responsible for the 1985 marjacking of the *Achille Lauro* which caused it's expulsion from Tunisia to Iraq, where it was provided safe haven, arms, and much intelligence and financial assistance in addition to partaking in military training authorized and encouraged by Saddam Hussein; dedicated to the destruction of the state of Israel

Hamas – *Harak al-Muquawama al-Islamiyya* – the name is actually the acronym of the literal translation for “Islamic resistance Movement” and the acronym means “zeal” in Arabic; officially the leading body of the Palestinian National Authority (PNA); widely known for its direct attacks on unarmed civilians, military and security forces, its official charter from 1988 calls for the complete and utter destruction of the state of Israel – “There is no solution for the Palestinian question except through Jihad.”; financed and supported by Shia from Iran, Palestine, Saudi Arabia and other Arab states; its rise to political power through the building and funding of schools, welfare programs, orphanages, and healthcare clinics have caused a refusal for western nations to provide foreign humanitarian aide, which allows the group much needed propaganda for continued support and recruits to continue armed conflict and conduct terrorist attacks; the charter of this group calls for 2027 to be the year that Israel will be destroyed and that it is the duty of every Muslim to ensure this feat

Taliban – a strictly Sunni faction that established rule in Afghanistan from 1996 until their ousting by Multi-National Forces in 2001; a puritanical Islamic and Pashtun-nationalist movement, they are still engaged in guerilla war against NATO forces in Afghanistan; the word means “student” (*Talib*) in Arabic and gets much financial and spiritual support from religious seminaries or *madrasahs* from Pakistan and within Afghanistan; opium poppies then and now are the principal main stay of the economy for Afghanistan, which now produces 87% of the world's opium supply; the word Taliban, which is plural in Pashtu, means “Seeker”

Osama bin Laden – the world's most foremost terrorist and leader of Al-Qaeda “The Base”; this terrorist mastermind ahs taken responsibility for the bombings of U.S. Embassies in Africa, the attack on the USS Cole, and the attack on the World Trade Centers on September 11, 2001; born to a Yemeni father and Syrian mother, he was the 17th son of a billionaire, who had much influence and support of the Saudi Royal family; by 1998 he would call for the killing of Jews and Americans alongside their children; his health and whereabouts are all questions as he still remains unaccounted for by U.S. State officials

Al-Qaeda – “the Base” in the literal Arabic translation; the name is traced back to the training camps of the Afghan resistance against the Soviet invasion in 1979; it is the name that Osama bin Laden gave the multi-international alliance of militant Muslims; the ideology can be placed in the salafist strain of Sunni-Islam and wahabism, which calls for an end of Western influence in all Muslim countries, the eradication (genocide) of “infidels” (non-Muslims), the destruction and end of the state

of Israel, and the establishment of a new Islamic caliphate for world domination; attacks suspected, claimed, and believed to be the responsibility of Al-Qaeda:

1993 – planned and carried-out garage bombing of the World Trade Center

1993 - Somali attack of U.S. Army Rangers - “Battle of Mogadishu” (BLACKHAWK DOWN)

1994 - the Khobar Towers bombings in Saudi Arabia

1998 –the bombings of U.S. Embassies in East Africa

1999 - foiled millennium celebration attack in Seattle

2000 - attack on *USS Cole*

2001 - suicide aircraft-borne attack on the World Trade Center on September 11, 2001

2002 - bombing of ancient synagogue in Tunisia, vehicle borne improvised explosive device (VBIED) outside hotel and American Consulate in Pakistan, nightclub bombings in Bali, suicide attack in Kenya

2003 – bombings and suicide bombers in Riyadh, Saudi Arabia, bombings in Casablanca, Morocco targeting Jewish, Spanish, and Belgian Sites, Suicide-VBIED (SVBIED) at Marriot Hotel in Indonesia, simultaneous SVBIED at two synagogues in Istanbul, Turkey, bombing of British bank

2004 – 10 bombs explode during rush hour in Madrid, Spain, kidnapping and execution of 22 oil workers in Saudi Arabia of which all but 3 were foreigners, kidnapping and execution of Paul Johnson, Jr., an American, and later posting photos of his body on Islamic websites, attack on U.S. Consulate in Jiddah, Saudi Arabia

2005 – London bombings in subway and on a double-decker bus, three suicide bombers in Bali, Indonesia, three American hotels attacked in Amman, Jordan

Revolutionary Armed Forces of Columbia (FARC – Fuerzas Armadas de Revolucionarias de Colombia) – one of the largest, well-organized, and trained militaries numbering between 18,000-20,000 according to some estimates that is lead by middle-and upper-class intellectuals; close relationship with narco-traffickers in world drug trade, money received for protection finances FARC in addition to kidnappings, extortion, and robberies; the objectives of FARC are to overthrow the Columbian government and replace it with a leftist and anti-American regime, to create a “anti-monopolistic” and “anti-imperialist” front and unify the left-wing parties and organizations into a unified political powerhouse that will force the U.S. and other “imperialist” interests out of Columbia

Red Brigade (Italy) – the *Brigate Rosse* (Italian) is a group believed to number less than 100, this terrorist group is based in Italy and strongly desires to create fear among NATO allies and has operated in Rome, Naples, Genoa, Milan, and Tuscany with members caught and arrested in France, which appears to be a safe-haven for members; in addition to opposing NATO in Italy it seeks to destroy “imperialistic multinational cooperation.”

Earth Liberation Front (ELF) – this is the most unique of terrorist organizations because unlike others who prey on the populace and seek to willfully destroy as much property as possible as well,

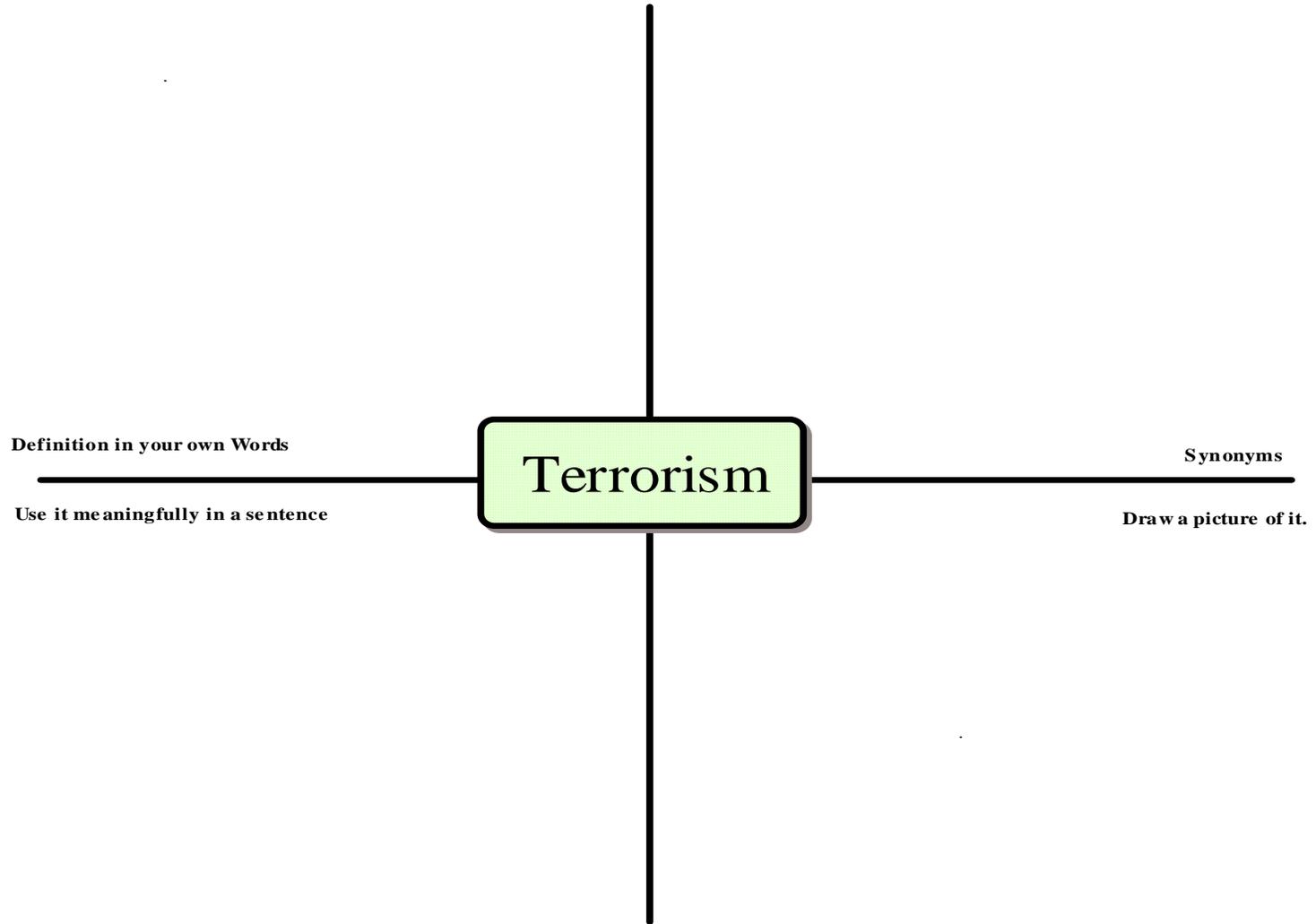
the ELF's guidelines require that anyone acting on its behalf "take all necessary precautions against harming any animal – human or nonhuman" and destroy no more than what is necessary to protect the natural environment, which they believe they must protect for the use of animals and people who value the environment; the amount of losses in the United States alone has been in excess of \$200 million dollars after 1,200 acts of vandalism and arson; the organization is active in the United States, Canada, Greece, and the United Kingdom; *ecotage* is what they call the sabotage of companies and groups who they believe to be enemies of the environment, animals, and people, the activities surrounding such acts are distinct in the Western and Eastern Hemispheres, where Rod Coronado is the "unofficial self-proclaimed" spokesperson for the EFL in North America after Craig Rosebraugh served in the same capacity from 1997-2001; the group originates from Brighton, England and the members of "Earth First!" and took the name from the Animal Liberation Front (ALF), who used similar tactics to protect animals and liberate them from companies using them for their by-products and animal testing and since 1996 virtually no actions have been claimed by the UK EFL unlike the North American group which has been deemed the most active terrorist group in the Western Hemisphere by the FBI; loosely structured with no true leadership, EFL is highly successful and clandestine despite such with the following "nonviolent" guidelines:

1. Inflict maximum economic loss and damage to entities profiting from the destruction and exploitation of our natural environment.
2. Create public awareness and support for their cause by revealing and making the public aware of the crimes and atrocities being committed against our Earth and all who inhabit it.
3. Take all necessary precautions to prevent harm or loss to life.

Domestic Terrorism

1995 - The Oklahoma City bombing was a domestic terrorist attack on April 19, 1995 aimed at the U.S. government in which the Alfred P. Murrah Federal Building was bombed in an office complex in downtown Oklahoma City, Oklahoma. The attack claimed 168 lives and left over 800 injured. Timothy McVeigh and Terry Nichols were both arrested for their roles in the bombing. Investigators determined that McVeigh and Nichols were sympathizers of an anti-government militia movement and that their motive was to avenge the government's handling of the Waco and Ruby Ridge incidents (the bombing occurred on the anniversary of the Waco incident). McVeigh was executed by lethal injection on June 11, 2001. Nichols was sentenced to life in prison. A third conspirator, Michael Fortier, who testified against McVeigh and Nichols, was sentenced to twelve years in prison for failing to warn the U.S. government.

Vocabulary Exercise



Rubric: Terrorist

Criteria	Level IV	Level III	Level II	Level I
Imaginative	<ul style="list-style-type: none"> The piece is highly original and sparkles with new thoughts. It demonstrates a high level of creativity that is ingenious and clever. 	<ul style="list-style-type: none"> It is an original piece of work that glimmers with a new idea. It is produced in a creative manner that is inventive and clever. 	<ul style="list-style-type: none"> The piece is mostly original, borrowing from others at times. It is somewhat creative and displays an attempt to be innovative. 	<ul style="list-style-type: none"> The piece lacks original thought. It lacks creativity and any notion of innovative thought.
Accuracy	<ul style="list-style-type: none"> A variety of quotes, facts, and references are made to prove accuracy of the text. The work is precise, exact, and perfectly understood. 	<ul style="list-style-type: none"> The text is supported with accurate facts and quotes. To a large degree, precise and exact information reflects comprehension. 	<ul style="list-style-type: none"> A moderate number of facts are stated to prove the accuracy of the text. Meager amounts of exact and precise information are given. 	<ul style="list-style-type: none"> The information is vague and unclear. There is a complete lack of exactness and precision, indicating the text was not understood.
Synthesis	<ul style="list-style-type: none"> Deep thought and reflection are used. The information is put together extensively to design a new whole. 	<ul style="list-style-type: none"> Thought and reflection are used. The information is put together to design a new whole. 	<ul style="list-style-type: none"> Brief thought and reflection are used. There are attempts to put information together to design a new whole. 	<ul style="list-style-type: none"> Little to no thought and reflection are used. The information is not put together properly to design a new whole.
Captioning	<ul style="list-style-type: none"> All captions that are present thoroughly support the work. The meaning and message of the work are clear and precise. The meanings are clear, detailed, and easy to read or follow, and provide all of the descriptive material necessary. 	<ul style="list-style-type: none"> Most of the captions are present to support the work. The meaning and message of the work are reflected. Most of the meanings are clear and easy to read and are quite thorough and descriptive. 	<ul style="list-style-type: none"> A meager amount of expression is used for the caption, which makes the work somewhat unclear. There is a reflection of limited meaning. The captioning that is used could be more thorough and descriptive. 	<ul style="list-style-type: none"> The work is confusing; there is a total lack or an insignificant use of captions. The captions do not reflect the meaning of the work. The captioning information, if present at all, is confusing and leaves the reader puzzled.

Bibliography

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