

SPECIAL ED

TERRORISM



INCLUDES GOOGLE SLIDES

This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, has a very short attention span, and has a few foundational math skills. With some support, he is able to do this unit and enjoys the challenge. He is my tester!!



Responding to Terrorism Unit

By
Christa Joy
Special Needs for Special Kids



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Also included with this unit is a power point show that is narrated and has automatic advancement of slides. Let me know in the feedback if this was helpful 😊

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This unit contains almost 150 pages of material and 32 google slides. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

US Response to Terrorism

Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and also one for the teacher to use in I Spy games

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.

The lesson plans contain:

Overall tips for teaching students with significant needs

Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	7	<ul style="list-style-type: none">• Book• Vocab cards activity• Writing prompt
2	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	8	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet 1
3	<ul style="list-style-type: none">• Book• Vocab cards activity• What would you do? worksheet	9	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet 2
4	<ul style="list-style-type: none">• Book• Vocab cards activity• What would you do? worksheet	10	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet 3
5	<ul style="list-style-type: none">• Book• Vocab cards cut and paste	11	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet 4
6	<ul style="list-style-type: none">• Book• Vocab cards cut and paste	12	<ul style="list-style-type: none">• Assessment

The lesson plans contain:

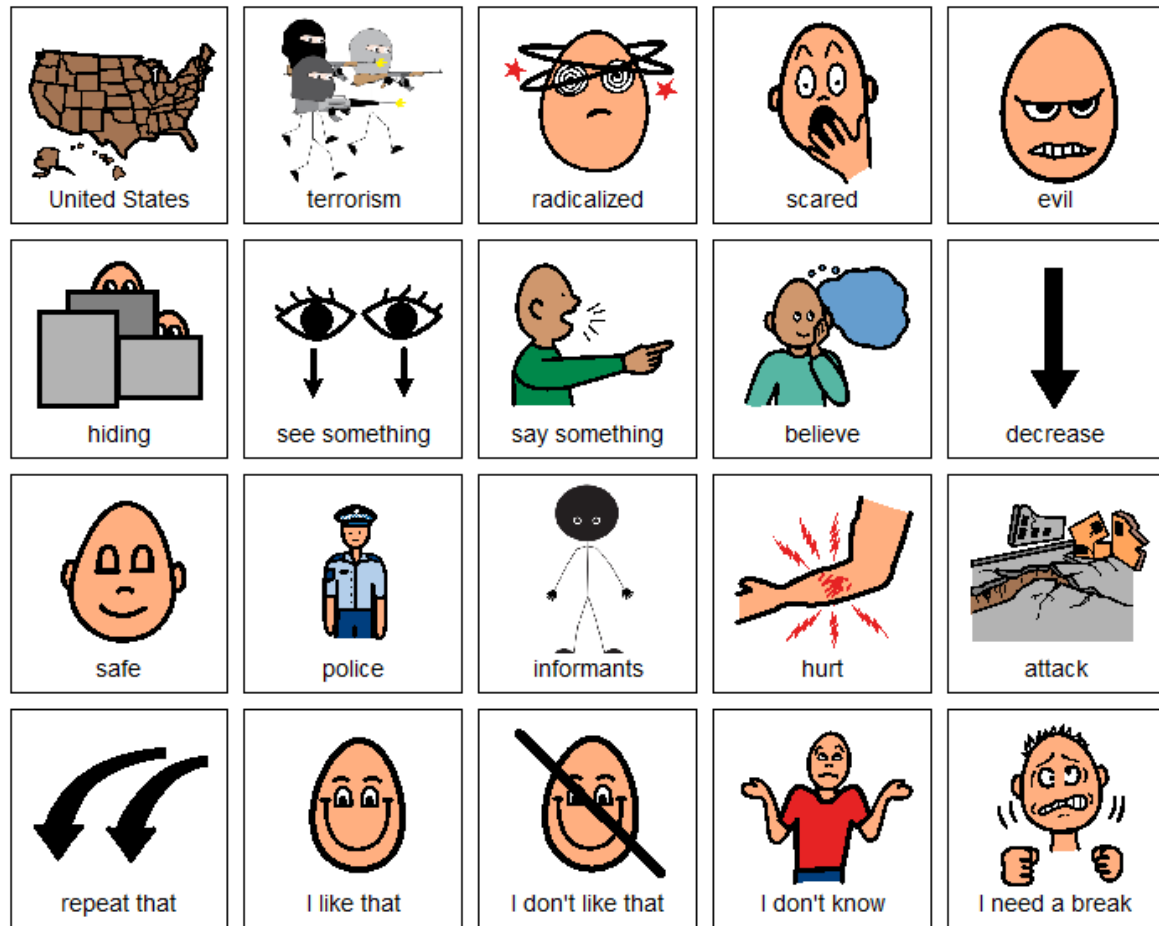
A quick look at what you will do each day

Day 3

Activity	Notes	Materials
Read or listen to a recording of the book (15 minutes)	<ul style="list-style-type: none">• Read through the story, asking lots of questions<ul style="list-style-type: none">◦ Therefore it usually takes me a little longer to read each day. I can ask more questions as they get more familiar with the material.◦ You don't want to ask so many questions you lose the flow of the story, but enough to make sure your students are truly engaged• Continue to make connections between book and vocabulary board	<ul style="list-style-type: none">• Book• Vocabulary board
Vocabulary cards Spy Game (10 minutes)	<ul style="list-style-type: none">• Determine how many cards your students can handle in front of them. This can vary, some students may be able to have all the cards, so may only be able to handle a field of 3-5• Discuss relevant points on the card<ul style="list-style-type: none">◦ You can also play this game in this manner having them find the symbol on their vocabulary board	<ul style="list-style-type: none">• Vocabulary cards (student set and teacher set)
Circle map review (5 minutes)	<ul style="list-style-type: none">• Review the circle map completed yesterday	<ul style="list-style-type: none">• Circle map completed yesterday
What would you do? worksheet (10 minutes)	<ul style="list-style-type: none">• Complete the first 2 what would you do worksheets<ul style="list-style-type: none">◦ Make connections to the book and fact sheet as necessary◦ There should be a lot of good conversations and questions surrounding these worksheets	<ul style="list-style-type: none">• worksheet• Scissors• Glue
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares their finished worksheets using the communication method of their choice	<ul style="list-style-type: none">• Completed worksheet• Communication devices

The lesson plans contain:

Detailed instructions on how that day's lesson should run



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This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

President Bush declared a **War on Terror** after the attack, and so began the very long war against terrorism in Afghanistan.



By Christa Joy, Special Needs for Special Kids

Over the years, and especially since 9/11, police officers and the FBI have gotten much better at stopping attacks before they happen.



By Christa Joy, Special Needs for Special Kids

There is a book with this unit using simple text and photos. It is 54 pages and is an overview of how the United States has learned to deal with and prevent terrorist attacks.

- pdf version
- voice-recorded PPT
- mp4 movie format

September 11, 2001

Most deadly terrorist attack in United States.



terrorism

Using violence against civilians for political or religious reasons.



War on Terror

War on terrorist groups in Afghanistan started by President Bush after 9/11.



Al-Qaeda

Small group of terrorists who were responsible for the attack on 9/11.



Osama bin Laden

Leader of al-Qaeda and in charge of attack on 9/11.



jihadist

People carrying out terrorist attacks in the name of Osama bin Laden.



radicalization

Process of convincing a person that terrorism is a good thing and encourages them to do attacks.



Social media

Apps like Facebook, Instagram and others that allows people to share ideas and beliefs with lots of people.

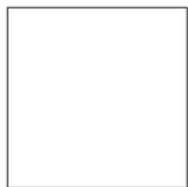


There are 12 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

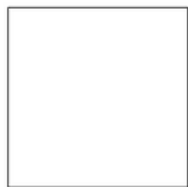
Osama bin Laden

Leader of al-Qaeda and in charge of attack on 9/11.



jihadist

People carrying out terrorist attacks in the name of Osama bin Laden.



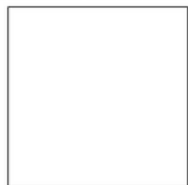
radicalization

Process of convincing a person that terrorism is a good thing and encourages them to do attacks.

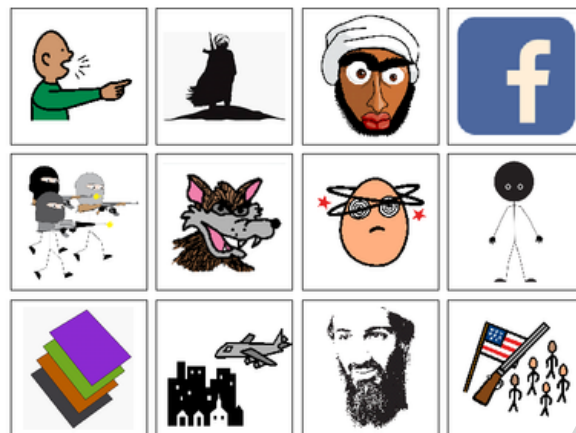


Social media

Aps like Facebook, Instagram an others that allows people to share ideas and beliefs with lots of people.

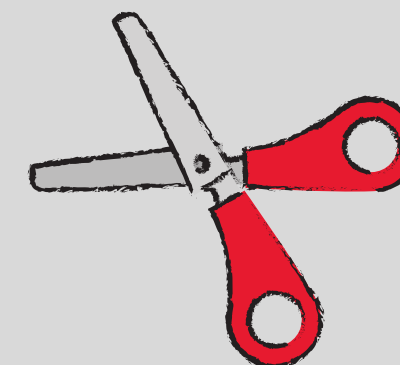


Match the pictures with the definitions on the previous pages.



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There is a cut and paste activity where students will match either the picture to the definition (easier) or the definition to the picture (harder).



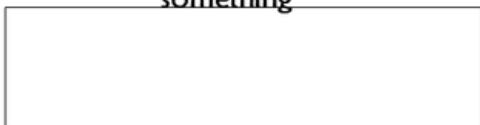
Layers of protection



informants



"if you see something, say something"



lone wolf



Match the definition to the pictures on the previous pages.

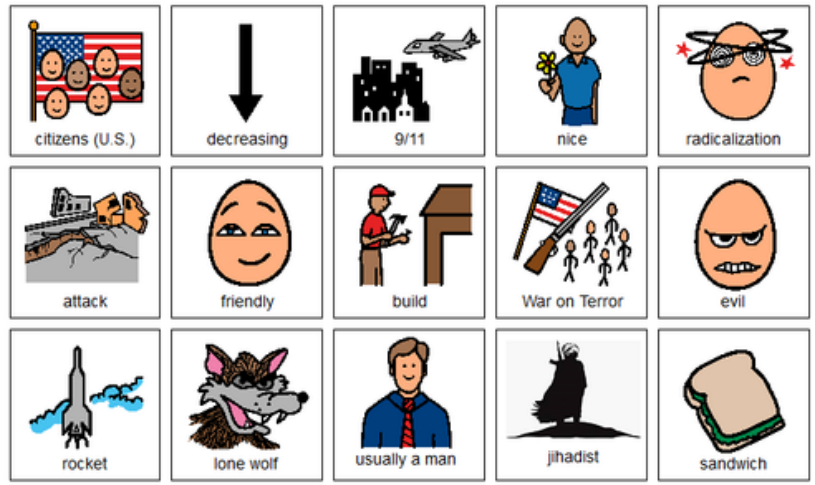
Small group of terrorists who were responsible for the attack on 9/11.	Extremely violent group of terrorists in Afghanistan and Pakistan and recruit people here in the US.	War on terrorism in Afghanistan and Pakistan by President Bush.
Aps like Facebook, Instagram an others that allows people to share ideas and beliefs with lots of people.	Most deadly terrorist attack in United States.	One of the layers of protection. If you see something suspicious, say something to someone about it.
One of the layers of protection, people who work in secret for the FBI looking for evidence of terrorism.	Using various people and businesses to help watch out for suspicious behavior.	Leader of al-Qaeda and in charge of attack on 9/11.
Using violence against civilians for political or religious reasons.	Process of convincing a person that terrorism is a good thing and encourages them to do attacks.	People carrying out terrorist attacks in the name of Osama bin Laden.

Errorless version

Cut apart pictures and place in circle map.



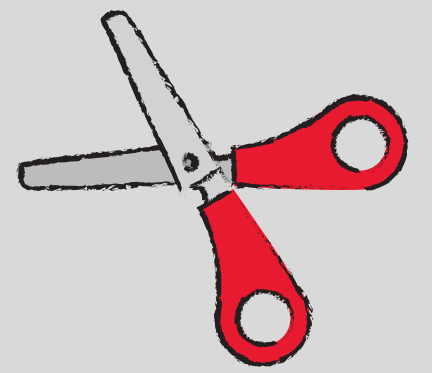
Cut apart pictures and place in circle map **ONLY IF** they relate to terrorism in the US.



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There are 2 circle maps in this unit. This one covers general facts about terrorism in the United States.

Circle maps are a great way for students to see the concept at a glance.



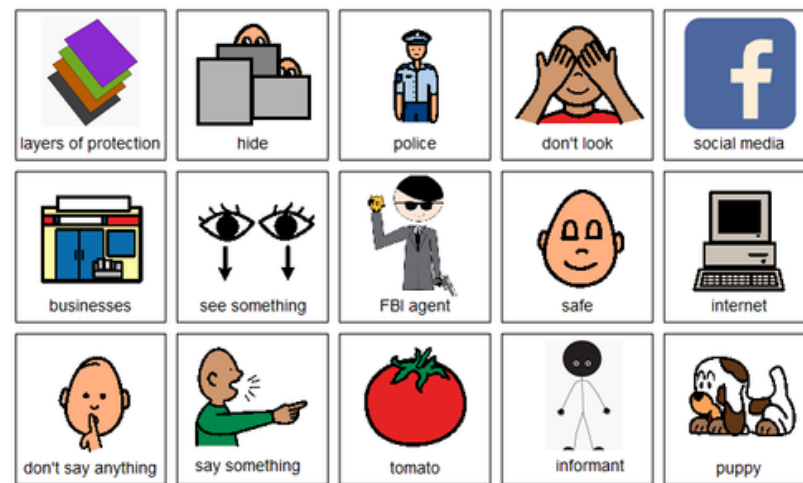
Preventing Terrorism



Cut apart pictures and place in circle map.



Cut apart pictures and place in circle map **ONLY IF** they relate to preventing terrorism in the US.

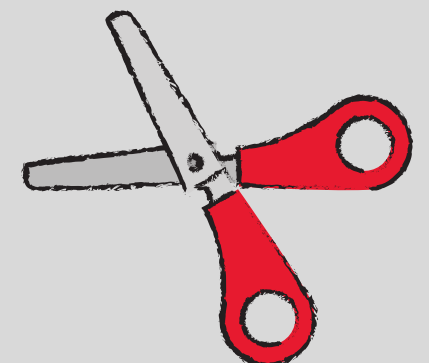


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This circle map focuses on what is being done to prevent terrorism.

Each circle map has 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside

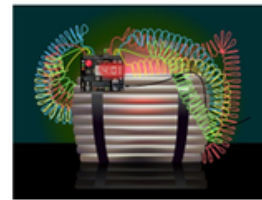


What Should You Do?



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What Should You Do?



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There are 16 different scenarios presented as images. Students decide if they should tell someone or do nothing (looks ok).

Learning about terrorism makes me feel...

Learning about terrorism makes me feel

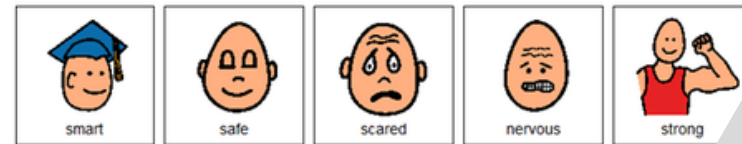
I think learning about terrorism is

I now know

If I saw something, I would tell

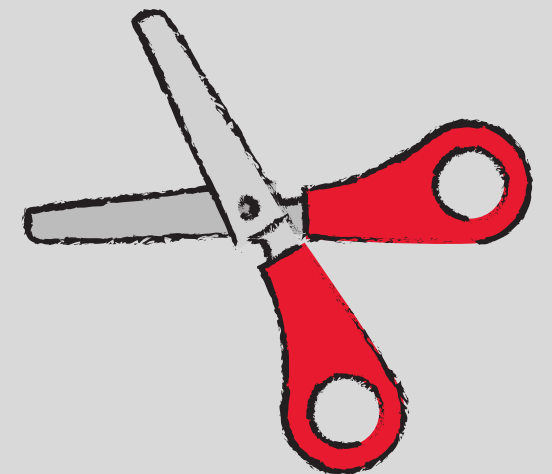
I feel safest at

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There is a writing prompt where students can share how they feel about learning about this material. This is an errorless activity.



Terrorism facts

1. The War on Terror began after .
2. Since 1970, the number of terrorist attacks in the US has .
3. The beliefs most terrorists follow, come from the group .
4. People who carry out terrorist attacks in the US today are called .
5. There are many to stop terrorism in the US.



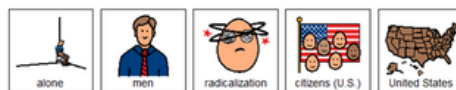
Radicalization

1. Radicalization is how terrorists new people.
2. People who are radicalized are often .
3. People who are radicalized often follow .
4. It is to spot someone who is radicalized.
5. Jihadists often use to find people to radicalize.



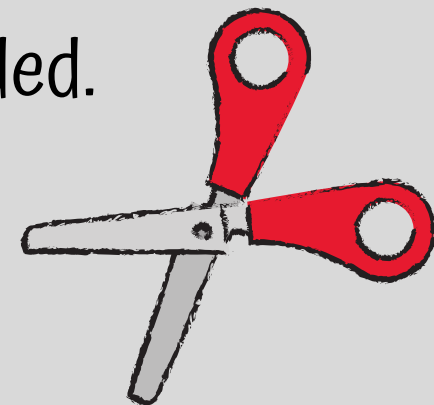
Jihadists

1. Most jihadists today are .
2. Jihadists are usually .
3. A lone wolf is someone who works .
4. Jihadists are responsible for most of the attacks in the .
5. Jihadists use to convince new people to join them.

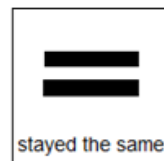
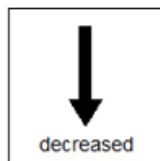
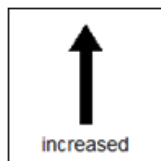


Close worksheets are a great informal assessment. There are 4 worksheets. The first 2 cover facts from the book, 1 is about Jihadists, and one is about radicalization. All the information is covered in the book.

Answer key included.



1. Since 1970, the rate of terrorism in the US has:



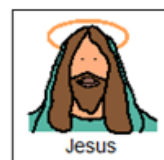
2. Terrorists who attack the US today are called:



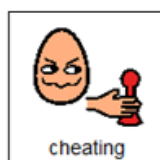
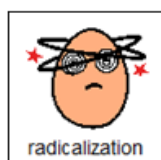
3. Most jihadists are from:



4. Most jihadists follow the teachings of:



5. Business owners are watchful for signs of:

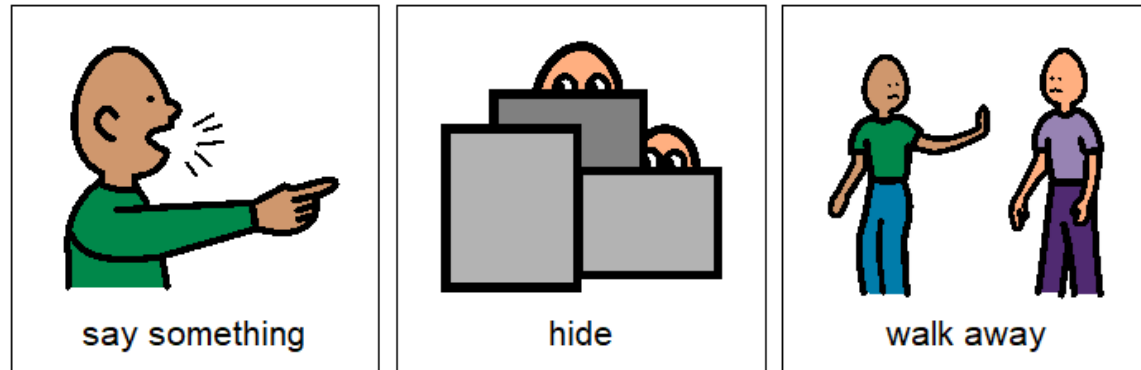


FINALLY the assessment!!
There are 3 versions. This
version has 10 questions with 3
picture choices for each
question.

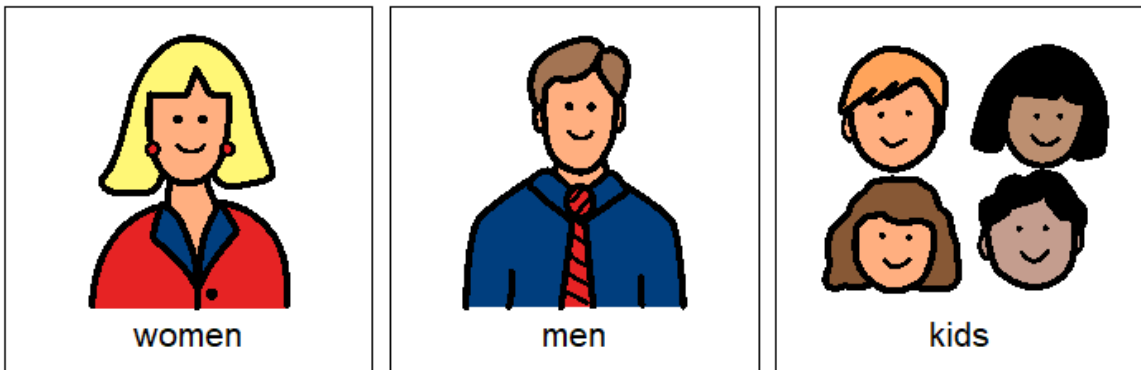
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 7



Q 8



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. Since 1970, the rate of terrorism in the US has:
 - A. Increased
 - B. Decreased
 - C. Stayed the same
2. Terrorists who attack the US today are called:
 - A. Jihadists
 - B. Native Americans
 - C. Superheroes
3. Most jihadists are from:
 - A. Canada
 - B. Germany
 - C. United States
4. Most jihadists follow the teachings of:
 - A. President
 - B. Osama bin Laden
 - C. Jesus
5. Business owners are watchful for signs of:
 - A. Radicalization
 - B. Cheating
 - C. Christmas
6. Who does the FBI use to look for signs of future attacks?
 - A. Kids
 - B. Teachers
 - C. Informants

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.

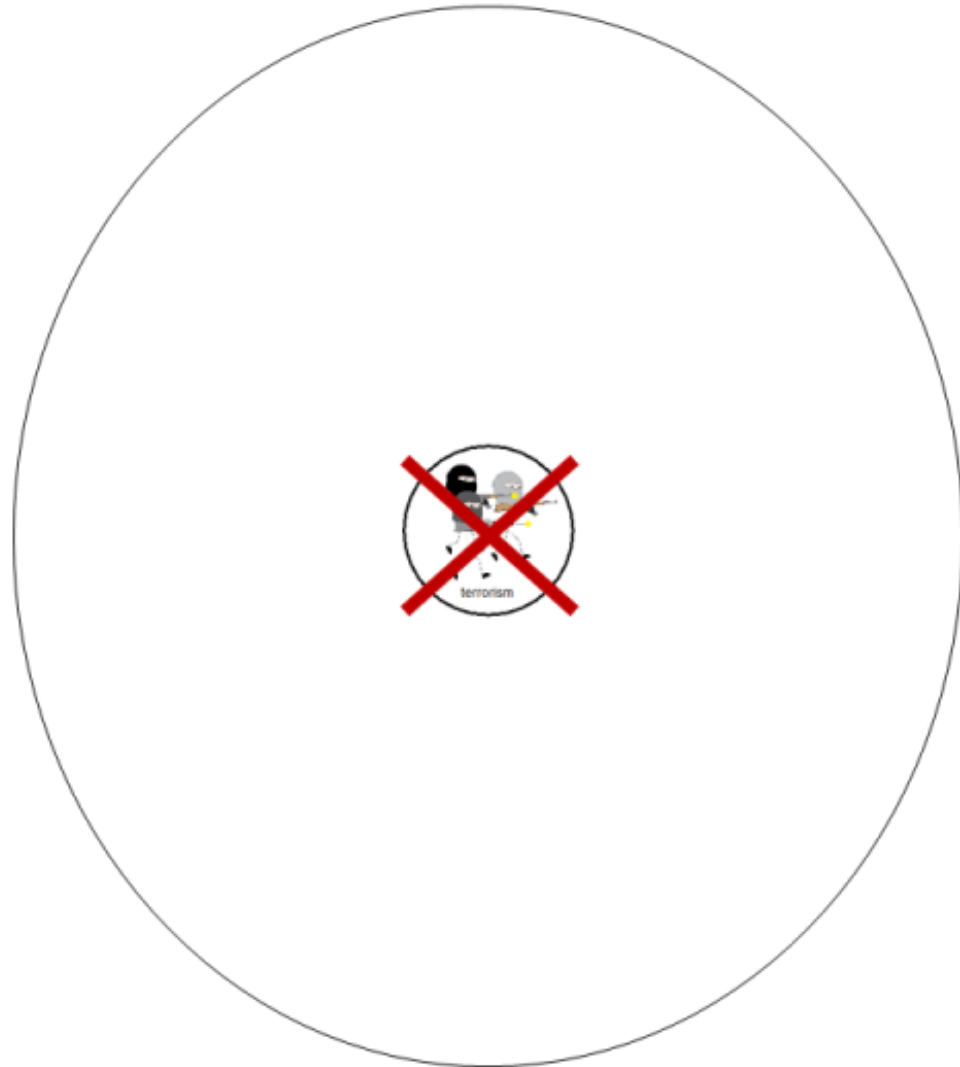
Watch the
movie on
Responding
to Terrorism



RESPONDING TO TERRORISM

By Christa Joy

This unit also has
digital activities.
There is a movie
version of the books
students can listen to
read aloud.



Place pictures in circle map about things relating to preventing terrorism.



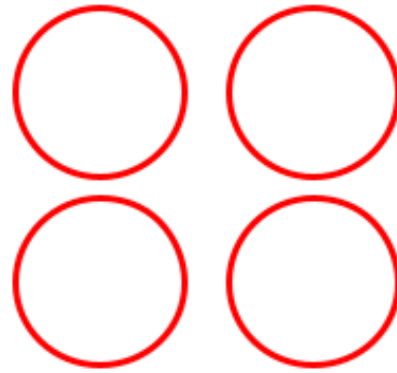
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The digital activities have students click and drag their answers. There are 2 sets of 18 slides.

What Should You Do?



Circle the best answer in each scenario.



The second set of slides is differentiated using color.



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

All of the activities (except the book) come in color and black and white.

[Click Here to read more!!](#)