



Teaching Guide

SEGMENT 4, WEBISODE 16

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview

Sitting among a class of second graders at a school in Sarasota, Florida, to highlight his administration's education programs, President George W. Bush was visibly shaken at 9:05 A.M., when Andrew Card, White House chief of staff, told him a second plane had hit the twin towers of the World Trade Center in New York City. Via television, as the world looked on in horror, the terrible events of September 11, 2001, unfolded. President George W. Bush, forty-third president of the United States, placed the nation's armed forces on high alert to face an unprecedented terrorist threat. Over the next several days and months, in speeches that outlined the events and America's response, the president rallied the nation and formulated the beginning of a new policy of pro-active defense.

Teacher Directions

1. Explain to the students that much of what we know about history comes from people writing down their observations. We call these observations first person accounts or primary sources. They include diaries, recordings, and newspaper articles; in short, any record created by someone who actually experienced the historic events that they write about or document. Some famous diaries include the works of Holocaust victim Anne Frank and the Civil War diary of Mary Chestnut.
2. Lead the students to reflect upon their memories of the events of September 11, 2001.
3. Ask the students to consider what they might say about those events when they are old men and women to people who had not experienced them.
4. Ask the students:
 - How will you explain the events and why they happened?
 - What was America's response to these attacks?
 - What should America have done?



Let's Discuss

Let's Discuss, Cont.

- How did you personally feel about the events while they were happening and afterward?

5. Remind students that some day they may be asked questions like these by people who were not alive and cannot remember these events firsthand. Impress upon the students that they live through important historical events (although many of these events are not as dramatic or as shattering as the ones of September 11, 2001), and that it is important to be aware and knowledgeable about what is happening in the world around them.

Teacher Directions

Activity One

1. Explain to the students that living through a historical event allows a person to recount the events firsthand, but that usually the passage of time provides the distance needed to determine what the event really means.
2. Help the students recount incidents in their own lives that were confusing when being experienced but made sense later.
3. With the students, develop a general list of how Americans and the nation responded to the attacks of September 11, 2001, and the War on Terrorism.
4. Distribute the Student Sheet: *George W. Bush History Cube*.

Note to the Teacher: The History Cube can be enlarged or the students can create the cube using cardboard boxes. In other History Sleuth activities for Webisode 16, students can create cubes for the presidents from Nixon to George W. Bush. By turning the cubes, the students can compare and contrast the presidents' domestic policies, foreign policies, greatest failures, greatest contributions, and personal characteristics.

5. Explain to students that they will record their opinions about the George W. Bush administration on the History Cube as a document to include in a time capsule. Students use current administration policies along with their own personal opinions and speculations to complete the appropriate sections of the cube.
6. Students may work in teams and share what they feel is the most important information that they documented in the time capsule with the class. Ask the students to consider how the passage of time might change the perception of Bush's presidency.



History Sleuth, Cont.

Activity Two

1. Using the Student Sheet: *Tenets of Four Religions*, websites, textbooks, encyclopedias, or other appropriate resources, students research some basic information about the religion of Islam.

Note to the Teacher: Help students locate appropriate resources that give clear factual information. Such websites about Islam include <http://encarta.msn.com/encnet/refpages/refarticle.aspx?refid=761579171> and <http://islam-usa.com/25ques.html#1>.

2. Students work in small teams to record information about the founder, basic beliefs, and world impact of Islam. Each team selects the way in which it will share its findings. For example, the team might choose a particular graphic organizer, a poster, or a FAQ (frequently asked questions) format.
3. The teams share information with the class. Students determine the commonalities and differences between Islam, Christianity, and Judaism.

Teacher Directions

1. Share with students the following quote from President Bush's speech of September 20, 2001, which first advanced his administration's policy to fight terrorism.

Our response involves far more than instant retaliation and isolated strikes. American should not expect one battle, but a lengthy campaign, unlike any other we have ever seen. It may include dramatic strikes, visible on TV, and covert operations, secret even in success. We will starve terrorists of funding, turn them one against another, drive them from place to place, until there is no refuge or rest. And we will pursue nations that provide aid or safe haven to terrorism. [Every nation, in every region, now has a decision to make, either you are with us, or you are with the terrorists. From this day forward, any nation that continues to harbor or support terrorism will be regarded by the United States as a hostile regime.] Our nation has been put on notice: We are not immune from attack. We will take defensive measures against terrorism to protect Americans.

Note to the Teacher: If you want to use a shorter portion of the quote, refer to the content in brackets in the above resource.

2. Guide the students with identifying how the war on terrorism reflects this policy. Ask the students to share their own points of view.
 - Do you agree or disagree with this policy to fight terrorism? Why?



What Do You Think,
Continued.



- Do you think this is the right policy to adopt in order to combat this threat? Why or Why not?

Encourage an open discussion with many points of view.

Teacher Directions

Activity One

1. Show a transparency of the Student Sheet: *Liberty or Safety?* Help the students interpret the quotations of Benjamin Franklin, James Madison, and Thomas Jefferson. Encourage the students to express their opinions about the statements.
2. Help the students understand that fear of peril from foreign nations and people can easily convince a freedom loving people to voluntarily part with liberties they would otherwise consider indispensable. People may willingly give up rights and privileges in the hope of gaining safety. Remind the students that this happened in 1798 when Congress passed the Alien and Sedition Acts to protect the new nation against the sense of danger from France. Instead, the Acts violated the First Amendment freedoms and deprived aliens of basic due process of law.
3. Lead the students in a discussion concerning the sense of danger from abroad and the acts of terrorism in the aftermath of the September 11, 2001, attacks and the subsequent anthrax scare.
4. Introduce the USA Patriot Act of 2001, passed by Congress and signed into law on October 26, 2001, by President George W. Bush "... to deter and punish terrorist acts in the United States and around the world, to enhance law enforcement and investigatory tools, and for other purposes."

Note to the Teacher: For the entire text of H.R. Bill 3162, the USA Patriot Act of 2001 (Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism), visit the Jurist: The Legal Education Network @ <http://jurist.law.pitt.edu/terrorism/hr3162.htm>.

5. Explain to the students that under this legislation, government investigators can more easily eavesdrop on Internet activity, FBI agents are charged with gathering domestic intelligence, Treasury Department officials are charged with gathering financial information about Americans for use by the CIA, and the CIA is permitted to use evidence from federal grand juries and criminal wiretaps. In addition, President George W. Bush signed an Executive Order to provide secret military tribunals to try suspected foreign terrorists. These courts will not apply the principles of law and rules of evidence used by American courts in other trials,

eliminating due process.

6. Ask the teams to compare and contrast the USA Patriot Act of 2001 to the Alien and Sedition Acts of 1798, identifying their similarities and differences.

Help the students understand that the measures of the USA Patriot Act of 2001 are mild in comparison to the Alien and Sedition Acts of 1798. The Patriot Act does not infringe on freedom of speech like the Sedition Act: Americans are still free to criticize or applaud government actions and officials. However, government officials can now monitor the email communications of innocent citizens and where they surf on the Web.

7. Discuss the ramification of Bush's executive order with the students: non-citizens suspected of terrorism are denied the safeguards of due process of law—the very principles that form the foundation of the American justice system.

8. Invite the students to share their reactions to the USA Patriot Act of 2001 and President Bush's executive order.

- Do they think the act and the executive order are necessary measures? Why or why not?
- Do they think the act and the executive order put our First Amendment rights at risk? Why or why not?
- Can the act and the executive order be considered as necessary war measures? Why or why not?
- Should the procedures of the military tribunals in the executive order concern Americans? Why or why not?

9. Show the Transparency: *Liberty or Safety?* once more. Ask the students to reconsider the quotations of Franklin, Madison, and Jefferson in light of the events of September 11, 2001.

- Do the students think the Patriot Act moves our nation toward freedom, or does the act impinge on our First Amendment rights?
Students explain their opinions.

Activity Two

1. Talk with the students about the situation in Afghanistan before and after the September 11, 2001, terrorist attacks. Use a KWL Chart to solicit what the students know about Afghanistan. If helpful, arrange the ideas into categories on the KWL Chart.

Moving Toward Freedom,
Continued.

<p style="text-align: center;">K</p> <p style="text-align: center;">What I Know</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">What I Want to Find Out</p>	<p style="text-align: center;">L</p> <p style="text-align: center;">What I Learned</p>

2. To stimulate a consideration of the changes in Afghanistan since September 11, 2001, discuss Donald Rumsfeld's statement: "What a difference a year makes. The Afghan youngsters are back in school. They're learning to play baseball instead of cowering in fear and hiding from the Taliban's religious beliefs."

3. Help the students formulate their research questions (what they want to find out) about Afghanistan. Some possibilities include:

- What was Afghanistan like before and after the events of September 11, 2001?
- What is the Taliban?
- What was Afghanistan like under the Taliban regime?
- Why was Afghanistan the first target in the War on Terrorism?
- How has Afghanistan changed since the United States involvement?
- Write the questions in the want to find out column of the KWL Chart.

4. Students use Internet resources to answer their questions about Afghanistan, past and present. A few informative websites include:

- Afghanistan Info Center @ http://www.afghan-info.com/Info_Home.html
- IRIN News.Org: UN Office for the Coordination of Humanitarian Affairs @ <http://www.irinnews.org/AsiaFP.ASP>
- Building a Nation @ <http://www.pbs.org/newshour/bb/asia/july-dec02/afghanistan8-20.html>
- Afghanistan tests the Taliban: News story written before 9/11/01 @ <http://www.msnbc.com/news/564807.asp#BODY>
- Hunting Bin Laden @ [http://www.pbs.org/wgbh/pages/frontline/shows/binladen/War Against Terror](http://www.pbs.org/wgbh/pages/frontline/shows/binladen/War_Against_Terror) @ <http://www.cnn.com/SPECIALS/2001/trade.center/>

Moving Toward Freedom,
Continued.

- http://www.news.bbc.co.uk/ni/english/in_depth/world/2001/War_on_terror/
 - President Bush's Reaction and Speeches After the September 11, 2001 Attacks @ <http://www.september11news.com/PresidentBush.htm>
 - The White House: George W. Bush @ <http://www.whitehouse.gov>
5. After completing their research, students discuss what they learned and complete the KWL Chart. Students share their questions and findings with the class, answering their own questions, recording other important information, and identifying misconceptions in what they think they knew.
 6. Students speculate on the future of freedom for the Afghan people.
 - What needs to be done to ensure that freedom prevails for the Afghan people?
 - How does America's involvement in Afghanistan move that country toward freedom?
 7. Each student creates his or her own *Afghanistan Road to Freedom*, a graphic organizer of a road with the following boxes on it with spaces for information.
 - 1st box: Why was Afghanistan a target in the War on Terrorism?
 - 2nd box: What was the level of freedom in Afghanistan before and after America's involvement?
- 3rd box: What does the future hold for Afghanistan?

Teacher Directions

Use the following activities with your students.

Art — Students draw political cartoons or create posters to express their views on the War on Terrorism.

Language Arts — Students read statements delivered by President Bush in the days after the September 11, 2002, attacks. Students research how these speeches compare or contrast to similar messages from former presidents and world leaders in time of war (speeches by Winston Churchill, Abraham Lincoln and Franklin D. Roosevelt provide a good starting point).

Music — Students read the lyrics of current popular patriotic songs and compare them to song lyrics from previous American wars and conflicts. What do these lyrics tell us about the American experience during war?



Connections

Connections, Cont.

Math — Students calculate the percent of the world's population that follow the religion of Islam.

Language Arts/Writing — Students write a letter to the editor expressing their dissent or support for a current issue or event.

Research/History — Students research other times in our nation's history when Congress passed laws restricting or violating the rights of immigrants, even after they have become citizens (e.g. Chinese Exclusion Act of 1882, the Japanese internment during World War II).

Presidential History Cube

George W. Bush

Domestic Policies

Foreign Policies

**Greatest
Failures**



**Greatest
Contributions**

**Personal
Characteristics**

Tenets of Four Religions

Protestantism

- God** — One God, as found in the Bible, created the world and is all-knowing and all-powerful.
- Man** — People are created in God's image.
- Sin** — All people are affected by sin.
- Faith** — Faith in Jesus, God's Son, removes the penalty of sin. Sin is not removed by good acts, but good acts are evidence of faith.
- Holy Books** — The Bible is the basis for doctrine and practice.
- Morality** — is based on the Ten Commandments and the teachings of Jesus.
- Leadership** — Protestants reject the belief that the pope is infallible. Every believer can understand the Bible.
- Worship** — Worship service centers around preaching of the Bible, with no images in worship. Place of worship is a church, chapel, or meeting house.
- Afterlife** — Protestants believe in heaven, hell, and a final judgment.

Roman Catholicism

- God** — One God, as found in the Bible, created the world and is all-knowing and all-powerful.
- Man** — People are created in God's image.
- Sin** — All people are affected by sin.
- Faith** — Faith in Jesus, God's Son, removes sin; grace is received through the priesthood by means of seven sacraments.
- Holy Books** — The Bible (with additional books, the Apocrypha included) as interpreted by the church is the basis for doctrine and practice.
- Morality** — Morality is based on the Ten Commandments, teachings of Jesus, and the authority of the church
- Leadership** — Catholics believe in the authority and infallibility of the pope and follow his teachings on matters of faith and practice.
- Worship** — Mass is central to Catholic life and worship. Catholics permit images in worship and believe that the Virgin Mary and saints can intercede between God and people. They worship in a cathedral, church, or chapel.
- Afterlife** — Catholics believe in purgatory, heaven, hell, and final judgment.

Tenets of Four Religions

Judiasm

- God** — One God, as revealed in the Torah, created the world and is all-knowing and all-powerful.
- Man** — People are created in God's image; Jews are God's chosen people.
- Sin** — Jews try to live the best possible life according to the Torah. They fast and pray on Yom Kippur to express sorrow for sin and receive pardon.
- Faith** — God made a covenant with Abraham, the ancestor of the Jews.
- Holy Books** — The Torah (the first five books of the Bible) and the Talmud are the basis for Jewish beliefs.
- Morality** — Jews follow the Ten Commandments and teachings of Moses.
- Leadership** — Moses was the greatest prophet and spiritual leader. Other important leaders include prophets and scholars.
- Worship** — Jews observe a weekly Sabbath or holy day from Friday evening to Saturday evening and other important holy days. They have no images in worship. Place of worship is a temple or synagogue where people are seated facing Jerusalem.
- Afterlife** — The soul is eternal.

Islam

- God** — One God created the world and is all-knowing and all-powerful.
- Man** — People are created in God's image.
- Sin** — All people must work to purge themselves of sin.
- Faith** — Faith alone is not enough; it must be joined with pure intention, and good deeds are the only way to heaven.
- Holy Books** — Muslims follow the Koran, which contains the teachings of Muhammed.
- Morality** — The five basic duties of Muslims are a verbal testimony of faith; giving to the poor; prayer five times a day facing Mecca; fasting during the month of Ramadan; and making a pilgrimage to Mecca once in a lifetime if able.
- Leadership** — Mohammed, God's prophet, founded Islam in the 7th century.
- Worship** — Muslims hold services at a mosque on midday on Friday and at other times. They allow no images in worship. They pray facing Mecca.
- Afterlife** — Muslims believe in a heaven, hell, and a final judgment based on how one lived.

LIBERTY OR SAFETY?

“They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety.”

Benjamin Franklin

“...it is a universal truth that the loss of liberty at home is to be charged to the provisions against danger, real or pretended, from abroad.”

James Madison

The people are “made for a moment to be willing instruments of forging chains for themselves.”

Thomas Jefferson