How has Terrorism Changed The United States?

9/11 Memorial, New York City


Supporting Questions- These are used to structure and develop the inquiry

1. What were the circumstances surrounding the major terrorism attacks in modern America?
2. What political changes have resulted from terrorism attacks in the United States?
3. How has American society changed as a result of terrorism in the United States?
Overview – How has Terrorism Changed the United States Inquiry

What Influenced the Creation of the U.S. Constitution?

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- **Supporting Questions - These are Used to Structure and Develop the Inquiry**

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<td>E: Cover photo from media article on TSA</td>
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### Summative Performance Tasks

**ARGUMENT:** Students will synthesize their understanding of how terrorism has changed the social and political climate in the United States to create an informative pamphlet for voters.

**EXTENSION:** Students will write a reflection essay about how terrorism has impacted their own lives.

### Taking Informed Action

Students will use their pamphlets/infographics to inform the voting populace (within their school community or community at large) about the issues surrounding terrorism in the United States.

### Taking Informed Action: UN Sustainable Development Goals

Students will rank the UN Sustainable Development Goals in terms of level of impact resulting from ongoing terrorism and defend their rationales in small groups and class discussion.
Optional Background Resources

Websites:

- Federal Bureau of Investigations [https://www.fbi.gov/investigate/terrorism](https://www.fbi.gov/investigate/terrorism)
- Transportation Security Administration [https://www.tsa.gov/](https://www.tsa.gov/)
- Flight 93 National Memorial [https://www.nps.gov/flni/index.htm](https://www.nps.gov/flni/index.htm)
- Oklahoma City National Memorial and Museum [https://oklahomacitynationalmemorial.org/](https://oklahomacitynationalmemorial.org/)

General Types of Supports

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<td>Illustrations, diagrams, and drawings</td>
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Introducing the Compelling Question – The Hook (15-20 Minutes)

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<th>Compelling Question</th>
<th>How Has Terrorism Changed America?</th>
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</table>
| **Featured Source(s)**                | A: Definitions of Terrorism in U.S. Code from FBI [https://www.fbi.gov/investigate/terrorism](https://www.fbi.gov/investigate/terrorism)  

**INSTRUCTIONS/PROCESS FOR INTRODUCING THE COMPELLING QUESTION:**

Divide students into groups. Write the following headlines on the board and ask students to decide whether each headline denotes an act of terrorism.

- Gunman Targets Church Congregation
- Suicide Bomber Sets Sights on Shopping Mall
- Animal Rights Group Defaces Fur Store
- Earth Liberation Front Member Convicted of Arson

Conduct a quick poll of groups and lead a discussion on which headlines the groups feel denotes terrorism and why.

Have each group develop their own definition of terrorism and share.

After groups have developed their own definition, give them the “Definitions of Terrorism in U.S. Code” as described on the FBI website. Discuss the differences between student-generated definitions and the U.S. Code.

Have students revise their determination of which headlines denoted terrorism based on the U.S. Code definition of terrorism and discuss (all headlines denote terrorism).

Have students examine the chart of incidents and casualties of terroristic acts since 1970. Discuss the following questions:

- Does the number of incidents surprise you? Does it make sense now that you know the definition of terrorism?
- Can you identify some incidences that led to deaths and injuries in the United States that are reflected on the graph? For example, what terroristic event resulted in the large death toll in 2001?

Introducing the Compelling Question – Featured Sources

| Featured Sources | A: Definitions of Terrorism in U.S. Code from FBI [https://www.fbi.gov/investigate/terrorism](https://www.fbi.gov/investigate/terrorism)  
Featured Source A:

Definitions of Terrorism in U.S. Code

18 U.S.C. § 2331 defines "international terrorism" and "domestic terrorism" for purposes of Chapter 113B of the U.S. Code, entitled "Terrorism."

"International terrorism" means activities with the following three characteristics:

- Involve violent acts or acts dangerous to human life that violate federal or state law;
- Appear to be intended (i) to intimidate or coerce a civilian population; (ii) to influence the policy of a government by intimidation or coercion; or (iii) to affect the conduct of a government by mass destruction, assassination, or kidnapping; and
- Occur primarily outside the territorial jurisdiction of the U.S., or transcend national boundaries in terms of the means by which they are accomplished, the persons they appear intended to intimidate or coerce, or the locale in which their perpetrators operate or seek asylum.*

* FISA defines "international terrorism" in a nearly identical way, replacing "primarily" outside the U.S. with "totally" outside the U.S. 50 U.S.C. § 1801(c).

"Domestic terrorism" means activities with the following three characteristics:

- Involve acts dangerous to human life that violate federal or state law;
- Appear intended (i) to intimidate or coerce a civilian population; (ii) to influence the policy of a government by intimidation or coercion; or (iii) to affect the conduct of a government by mass destruction, assassination, or kidnapping; and
- Occur primarily within the territorial jurisdiction of the U.S.

18 U.S.C. § 2332b defines the term "federal crime of terrorism" as an offense that:

Is calculated to influence or affect the conduct of government by intimidation or coercion, or to retaliate against government conduct; and
Is a violation of one of several listed statutes, including § 930(c) (relating to killing or attempted killing during an attack on a federal facility with a dangerous weapon); and § 1114 (relating to killing or attempted killing of officers and employees of the U.S.).
Featured Source B:

Student Generated Questions

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
- How can you further your understanding of this topic?
- Where can you access additional sources or information on this topic?
- Who could be an additional resource for your inquiry?

Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

NOTE: It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.
Supporting Question 1 (60-70 Minutes)

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B: [https://www.youtube.com/watch?v=11P9wWlLpZo](https://www.youtube.com/watch?v=11P9wWlLpZo) Video on the 10th anniversary of the bombing of the U.S.S. Cole  
C: [https://www.youtube.com/watch?v=FN3om8DkXug](https://www.youtube.com/watch?v=FN3om8DkXug) Video on the 10th anniversary of the 9/11 attacks  
D: [https://www.youtube.com/watch?v=5kXP_vP5wAY](https://www.youtube.com/watch?v=5kXP_vP5wAY) Video on the 1st anniversary of the Boston Marathon bombings |

Process and Formative Performance Task

Directions:

1. Students should use the videos (featured sources A through D) to complete the graphic organizer (Appendix 1). This can be done as a large group or in smaller groups. Give student adequate time after each video to record their understanding of the specified terrorist attack on their graphic organizer (Appendix 1).
2. Review student answers. Respond to student questions.
3. In small groups, have students complete the discussion questions and making connections prompts (Appendix 2).
4. Optional: Share and discuss group answers.

Featured Sources

FEATURED SOURCE A: [https://www.youtube.com/watch?v=dprTDlmFbOk](https://www.youtube.com/watch?v=dprTDlmFbOk) Video on the 20th anniversary of the Oklahoma City Bombing

FEATURED SOURCE B: [https://www.youtube.com/watch?v=11P9wWlLpZo](https://www.youtube.com/watch?v=11P9wWlLpZo) Video on the 10th anniversary of the bombing of the U.S.S. Cole

FEATURED SOURCE C: [https://www.youtube.com/watch?v=FN3om8DkXug](https://www.youtube.com/watch?v=FN3om8DkXug) Video on the 10th anniversary of the 9/11 attacks
FEATURED SOURCE D: https://www.youtube.com/watch?v=5kXP_vp5wAY Video on the 1st anniversary of the Boston Marathon bombings

Student Generated Questions
It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
- How can you further your understanding of this topic?
- Where can you access additional sources or information on this topic?
- Who could be an additional resource for your inquiry?

Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

NOTE: It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.

Additional Support/Scaffolds/Extensions
These videos will likely trigger many questions from students. Teachers may respond directly to student questions, or have students discover the answers through brief research.

Extension: Have students identify additional terrorist attacks, both in the US and abroad. Discuss the similarities in the style of attacks and motives of terrorists.
# Supporting Question 2 (70-80 Minutes)

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| **Featured Source(s)** | A [https://www.whitehouse.gov/1600/presidents/georgewbush](https://www.whitehouse.gov/1600/presidents/georgewbush) George W. Bush biography excerpt  
B: [https://www.justice.gov/archive/ll/highlights.htm](https://www.justice.gov/archive/ll/highlights.htm) Highlights of the USA Patriot Act  
D: [https://www.tsa.gov/about/psa-mission](https://www.tsa.gov/about/psa-mission) Information about the TSA  

## Process and Formative Performance Task

**Directions:**

1. Provide students with the sources. As groups, students should answer the questions provided (Appendix 3).
2. Discuss answers as a class.
3. Each student should create a twitter entry (144 characters or less) with a statement in support of or opposed to a political change resulting from the terrorism attacks in the United States. Have students submit their entries on a google doc, class discussion board or by simply writing them on the board. As a class, discuss any trends in the statements.

## Featured Sources:

**FEATURED SOURCE A** George W. Bush biography excerpt from: [https://www.whitehouse.gov/1600/presidents/georgewbush](https://www.whitehouse.gov/1600/presidents/georgewbush)
The airborne terrorist attacks on the World Trade Center, the Pentagon, and the thwarted flight against the White House or Capitol on September 11, 2001, in which nearly 3,000 Americans were killed, transformed George W. Bush into a wartime president. The attacks put on hold many of Bush’s hopes and plans, and Bush’s father, George Bush, the 41st president, declared that his son “faced the greatest challenge of any president since Abraham Lincoln.”

In response, Bush formed a new cabinet-level Department of Homeland Security, sent American forces into Afghanistan to break up the Taliban, a movement under Osama bin Laden that trained financed and exported terrorist teams. The Taliban was successfully disrupted but Bin Laden was not captured and was still on the loose as Bush began his second term. Following the attacks, the president also recast the nation’s intelligence gathering and analysis services, and ordered reform of the military forces to meet the new enemy. At the same time he delivered major tax cuts which had been a campaign pledge. His most controversial act was the invasion of Iraq on the belief that Iraqi President Saddam Hussein posed a grave threat to the United States. Saddam was captured, but the disruption of Iraq and the killing of American servicemen and friendly Iraqis by insurgents became the challenge of Bush’s government as he began his second term. President Bush pledged during his 2005 State of the Union Address that the United States would help the Iraqi people establish a fully democratic government because the victory of freedom in Iraq would strengthen a new ally in the war on terror, bring hope to a troubled region, and lift a threat from the lives of future generations.

**Featured Source B:** Highlights of the USA Patriot Act from:
https://www.justice.gov/archive/ll/highlights.htm

*The Department of Justice’s first priority is to prevent future terrorist attacks. Since its passage following the September 11, 2001 attacks, the Patriot Act has played a key part – and often the leading role – in a number of successful operations to protect innocent Americans from the deadly plans of terrorists dedicated to destroying America and our way of life. While the results have been important, in passing the Patriot Act, Congress provided for only modest, incremental changes in the law. Congress simply took existing legal principles and retrofitted them to preserve the lives and liberty of the American people from the challenges posed by a global terrorist network.*

**The USA PATRIOT Act: Preserving Life and Liberty**
(Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism)

*Congress enacted the Patriot Act by overwhelming, bipartisan margins, arming law enforcement with new tools to detect and prevent terrorism: The USA Patriot Act was passed nearly unanimously by the Senate 98-1, and 357-66 in the House, with the support of members from across the political spectrum.*

**The Act Improves Our Counter-Terrorism Efforts in Several Significant Ways:**

1. **The Patriot Act allows investigators to use the tools that were already available to investigate organized crime and drug trafficking.** Many of the tools the Act provides to law enforcement to fight terrorism have been used for decades to fight organized crime and drug dealers, and have been reviewed and approved by the courts. As Sen. Joe Biden (D-DE) explained during the floor debate about the Act, “the FBI could get a wiretap to investigate the mafia, but they could not get one to investigate terrorists. To put it bluntly, that was crazy! What's good for the mob should be good for terrorists.” (Cong. Rec., 10/25/01)
2. The Patriot Act facilitated information sharing and cooperation among government agencies so that they can better “connect the dots.” The Act removed the major legal barriers that prevented the law enforcement, intelligence, and national defense communities from talking and coordinating their work to protect the American people and our national security. The government's prevention efforts should not be restricted by boxes on an organizational chart. Now police officers, FBI agents, federal prosecutors, and intelligence officials can protect our communities by “connecting the dots” to uncover terrorist plots before they are completed. As Sen. John Edwards (D-N.C.) said about the Patriot Act, “we simply cannot prevail in the battle against terrorism if the right hand of our government has no idea what the left hand is doing” (Press release, 10/26/01).

- Allows law enforcement to use surveillance against more crimes of terror. Before the Patriot Act, courts could permit law enforcement to conduct electronic surveillance to investigate many ordinary, non-terrorism crimes, such as drug crimes, mail fraud, and passport fraud. Agents also could obtain wiretaps to investigate some, but not all, of the crimes that terrorists often commit. The Act enabled investigators to gather information when looking into the full range of terrorism-related crimes, including: chemical-weapons offenses, the use of weapons of mass destruction, killing Americans abroad, and terrorism financing.

- Allows federal agents to follow sophisticated terrorists trained to evade detection. For years, law enforcement has been able to use “roving wiretaps” to investigate ordinary crimes, including drug offenses and racketeering. A roving wiretap can be authorized by a federal judge to apply to a particular suspect, rather than a particular phone or communications device. Because international terrorists are sophisticated and trained to thwart surveillance by rapidly changing locations and communication devices such as cell phones, the Act authorized agents to seek court permission to use the same techniques in national security investigations to track terrorists.

- Allows law enforcement to conduct investigations without tipping off terrorists. In some cases if criminals are tipped off too early to an investigation, they might flee, destroy evidence, intimidate or kill witnesses, cut off contact with associates, or take other action to evade arrest. Therefore, federal courts in narrow circumstances long have allowed law enforcement to delay for a limited time when the subject is told that a judicially-approved search warrant has been executed. Notice is always provided, but the reasonable delay gives law enforcement time to identify the criminal's associates, eliminate immediate threats to our communities, and coordinate the arrests of multiple individuals without tipping them off beforehand. These delayed notification search warrants have been used for decades, have proven crucial in drug and organized crime cases, and have been upheld by courts as fully constitutional.

- Allows federal agents to ask a court for an order to obtain business records in national security terrorism cases. Examining business records often provides the key that investigators are looking for to solve a wide range of crimes. Investigators might seek select records from hardware stores or chemical plants, for example, to find out who bought materials to make a bomb, or bank records to see who's sending money to terrorists. Law enforcement authorities have always been able to obtain business records in criminal cases through grand jury subpoenas, and continue to do so in national security cases where appropriate. These records were sought in criminal cases such as the investigation of the Zodiac gunman, where police suspected the gunman was inspired by a Scottish occult poet, and wanted to learn who had checked the poet's books out of the library. In national security cases where use of the grand jury process was not appropriate, investigators previously had limited tools at their disposal to obtain certain business records. Under the Patriot Act, the government can now ask a federal court (the Foreign Intelligence Surveillance Court), if needed to aid an investigation, to order production of the same type of records available through grand jury subpoenas. This federal court, however, can issue these orders only after the government demonstrates the records concerned are sought for an authorized investigation to obtain foreign intelligence information not concerning a U.S. person or to protect against international terrorism or clandestine intelligence activities, provided that such investigation of a U.S. person is not conducted solely on the basis of activities protected by the First Amendment.
3. **The Patriot Act updated the law to reflect new technologies and new threats.** The Act brought the law up to date with current technology, so we no longer have to fight a digital-age battle with antique weapons-legal authorities leftover from the era of rotary telephones. When investigating the murder of *Wall Street Journal* reporter Daniel Pearl, for example, law enforcement used one of the Act's new authorities to use high-tech means to identify and locate some of the killers.

- **Allows law enforcement officials to obtain a search warrant anywhere a terrorist-related activity occurred.** Before the Patriot Act, law enforcement personnel were required to obtain a search warrant in the district where they intended to conduct a search. However, modern terrorism investigations often span a number of districts, and officers therefore had to obtain multiple warrants in multiple jurisdictions, creating unnecessary delays. The Act provides that warrants can be obtained in any district in which terrorism-related activities occurred, regardless of where they will be executed. This provision does not change the standards governing the availability of a search warrant, but streamlines the search-warrant process.

- **Allows victims of computer hacking to request law enforcement assistance in monitoring the "trespassers" on their computers.** This change made the law technology-neutral; it placed electronic trespassers on the same footing as physical trespassers. Now, hacking victims can seek law enforcement assistance to combat hackers, just as burglary victims have been able to invite officers into their homes to catch burglars.

4. **The Patriot Act increased the penalties for those who commit terrorist crimes.** Americans are threatened as much by the terrorist who pays for a bomb as by the one who pushes the button. That's why the Patriot Act imposed tough new penalties on those who commit and support terrorist operations, both at home and abroad. In particular, the Act:

- **Prohibits the harboring of terrorists.** The Act created a new offense that prohibits knowingly harboring persons who have committed or are about to commit a variety of terrorist offenses, such as: destruction of aircraft; use of nuclear, chemical, or biological weapons; use of weapons of mass destruction; bombing of government property; sabotage of nuclear facilities; and aircraft piracy.

- **Enhanced the inadequate maximum penalties for various crimes likely to be committed by terrorists:** including arson, destruction of energy facilities, material support to terrorists and terrorist organizations, and destruction of national-defense materials.

- **Enhanced a number of conspiracy penalties,** including for arson, killings in federal facilities, attacking communications systems, material support to terrorists, sabotage of nuclear facilities, and interference with flight crew members. Under previous law, many terrorism statutes did not specifically prohibit engaging in conspiracies to commit the underlying offenses. In such cases, the government could only bring prosecutions under the general federal conspiracy provision, which carries a maximum penalty of only five years in prison.

- **Punishes terrorist attacks on mass transit systems.**

- **Punishes bioterrorists.**

- **Eliminates the statutes of limitations for certain terrorism crimes and lengthens them for other terrorist crimes.**

The government's success in preventing another catastrophic attack on the American homeland since September 11, 2001, would have been much more difficult, if not impossible, without the USA Patriot Act. The authorities Congress provided have substantially enhanced our ability to prevent, investigate, and prosecute acts of terror.
FEATURED SOURCE C: Political Cartoon Criticizing Patriot Act from

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FEATURED SOURCE D: Information about the TSA from https://www.tsa.gov/about/tsa-mission

Mission

Protect the nation's transportation systems to ensure freedom of movement for people and commerce.

Vision

Provide the most effective transportation security in the most efficient way as a high performing counterterrorism organization.

Core Values

Integrity. Innovation. Team spirit.
Workforce Expectations

Hard work. Professionalism. Integrity.

History

On the morning of September 11, 2001, nearly 3,000 people were killed in a series of coordinated terrorist attacks in New York, Pennsylvania and Virginia. The attacks resulted in the creation of the Transportation Security Administration, designed to prevent similar attacks in the future. Driven by a desire to help our nation, tens of thousands of people joined TSA and committed themselves to strengthening our transportation systems while ensuring the freedom of movement for people and commerce.

The Aviation and Transportation Security Act, passed by the 107th Congress and signed on November 19, 2001, established TSA.

FEATURED SOURCE E: Cover photo from media article on TSA from: http://www.theatlantic.com/politics/archive/2015/06/the-tsa-doesnt-work-and-maybe-it-doesnt-matter/394673/
Student Generated Questions

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
- How can you further your understanding of this topic?
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Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

**NOTE:** It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.

Additional Support/Scaffolds/Extensions

Students may need additional background information to comprehend these topics.

Sample twitter entries may need to be provided.

Students may be given the opportunity to explore different opinions about the controversial changes after the 9/11 attacks. Have students research the conflicting viewpoints of a change (such as the passage of the Patriot Act) and explain their position on the issue in a persuasive paragraph or by splitting the class and debating the merits of these actions.

Supporting Question 3 (35-45 Minutes)
Supporting Question | How has American society changed as a result of terrorism in the United States?
---|---
Formative Performance Task | Students will generate a list of interview questions and targets to enhance a documentary on the social and economic impacts of 9/11.

Featured Source(s) | A. “Psychological and Emotional Effects of the September 11 Attacks on the World Trade Center—Connecticut, New Jersey, and New York, 2001” from http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5135a2.htm
| B. Video on 9/11 social and economic impacts (student-created documentary) https://www.youtube.com/watch?v=x5x6RZiRjM4

**Formative Performance Task and Instructional Approach**

**Directions:**

1. Refer students back to discussion question 1 from Appendix 2 and discuss the emotions they experience viewing the footage of acts of terrorism. Read the CDC article on the psychological and emotional effects of September 11 (Source A) and clarify any questions.
2. Then have students view the video (Source B) as a class. It is highly recommended that you start the film at the 3:20 mark, which begins the social and economic impacts of the 9/11 attacks.
3. After viewing the video, break students into groups to brainstorm ways in which to expand on this documentary (which was student-produced). Each group should be given a topic addressed in the film. As a group, they should create a list of people to interview and a list of questions to ask those people. For example, the group assigned the economic impact could ask a stock trader how 9/11 impacted his/her job, an investor how 9/11 impacted his/her investments and a leading economist how this compared to trends after previous disasters. The various topics/group assignments are:
   - Anti-Islam prejudice
   - Conspiracy theories (was 9/11 and inside job?)
   - Changes in travel habits
   - Economic impacts
   - Rise in patriotism
   - Psychological impacts
4. Have each group report out their interview subjects and questions, and identify people in the school and surrounding community who would make good interview subjects.

**Featured Sources:**


To measure the psychological and emotional effects of the September 11, 2001, terrorist attacks on the World Trade Center (WTC), Connecticut, New Jersey, and New York added a terrorism module to their ongoing Behavioral Risk Factor...
Surveillance System (BRFSS). This report summarizes the results of the survey, which suggest widespread psychological and emotional effects in all segments of the three states' populations. The findings underscore the importance of collaboration among public health professionals to address the physical and emotional needs of persons affected by the September 11 attacks.

BRFSS is a random-digit--dialed telephone survey of the noninstitutionalized U.S. population aged ≥18 years (1,2). The terrorism module consisted of 17 questions which asked respondents whether they were victims of the terrorist attacks, attended a memorial or funeral service after the attacks, were employed or missed work after the attacks, increased their consumption of tobacco and/or alcohol following the attacks, or watched more media coverage following the attacks. The survey was conducted during October 11--December 31. A total of 3,512 respondents completed the module in the three states (1,774 in Connecticut, 638 in New Jersey, and 1,100 in New York). SAS and SUDAAN were used in the analyses to account for the complex sampling design.

Of the 3,512 participants, approximately 50% participated in religious or community memorial services, and 13% attended a funeral or a memorial service for an acquaintance, relative, or community member (Table). Three fourths (75%) of respondents reported having problems attributed to the attacks. Nearly half (48%) of respondents reported that they experienced anger after the attacks. Approximately 12% of respondents with problems reported getting help. Family members (36%) and friends or neighbors (31%) were the main source for help. Approximately 3% of alcohol drinkers reported increased alcohol consumption, 21% of smokers reported an increase in smoking, and 1% of nonsmokers reported that they started to smoke after the attacks.

The impact of the attacks varied by sex, age group, educational level, and race/ethnicity. Compared with men, women were more likely to have participated in a religious or community memorial service (55.1% [95% confidence interval (CI)=54.2%--55.9%] versus 43.0% [95% CI=41.7%--44.3%]) and to get help with the problems they experienced (15.3% [95% CI=13.0%--17.6%] versus 8.8% [95% CI=7.9%--9.6%]). Men were more likely than women to drink more alcohol (4.2% [95% CI=3.4%--4.9%] versus 2.4% [95% CI=2.1%--2.6%]), and women smokers were more likely than men to smoke more as a result of the attacks (27.1% [95% CI=23.9%--30.3%] versus 14.8% [95% CI=12.3%--17.3%]).

Approximately 27% of respondents who were working at the time of the attacks missed work afterwards. The major reason for missing work was transportation problem (51%). Approximately 21% of workers had to be evacuated on the day of the attacks. Approximately 80% of respondents reported watching more media coverage than usual on television or through the Internet. Approximately 3% of respondents reported that they were victims of the attacks, 7% had relatives who were victims, and 14% had friends who were victims. In Connecticut, New Jersey, and New York, 4%, 17%, and 35% of the respondents, respectively, reported being in New York City during the attacks.

Reported by: TA Melnik, DrPH, CT Baker, Bur of Chronic Disease Epidemiology and Surveillance, New York State Dept of Health. ML Adams, MPH, Connecticut Dept of Health. K O'Dowd, PhD, New Jersey Dept of Health and Senior Svcs. AH Mokdad, PhD, DW Brown, MSPH, W Murphy, WH Giles, MD, VS Bales, MPH, Div of Adult and Community Health, National Center for Chronic Disease Prevention and Health Promotion, CDC.

Editorial Note:

The findings in this report document the widespread emotional and psychological effects among residents of three states following the September 11 attacks and indicate that some persons sought help to cope with the catastrophic events. Although this survey inquired about the short-term effects of the attacks, the findings suggest the need to consider the long-term emotional and psychological health of the affected population. The flexible design of BRFSS allows states to add questions to their ongoing surveys to address changing situations and crises, such as the WTC attacks.
Public health professionals should consider the emotional and psychological well-being of persons after traumatic events. The results of community-based surveys can help target programs designed to help residents deal with the aftermath of terrorist attacks. In response to national disasters, several programs have been implemented successfully to provide immediate medical care and to prevent the spread of infections and disease; however, the long-term emotional pain and suffering associated with disasters also needs to be considered in response planning. State and federal agencies should prepare programs to address the emotional and psychological health of persons, and these programs should be integrated with other disaster-preparedness plans.

References


Student Generated Questions

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
- How can you further your understanding of this topic?
- Where can you access additional sources or information on this topic?
- Who could be an additional resource for your inquiry?

Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

NOTE: It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.

Additional Support/Scaffolds/Extensions

Some of the content of the video may be disturbing to some students. It is HIGHLY ENCOURAGED that you preview the video and adjust accordingly.

Students may need help understanding the statistical analysis in the article. Provide scaffolding where appropriate.
Students may be asked to follow up on their interview questions by locating someone to interview and conducting a brief interview (in person or through technology) to actually interview. Results of these interviews should be presented to the class, through such means as an oral presentation, a short audio or video presentation or through writing.

### Summative Performance Task

<table>
<thead>
<tr>
<th>Summative Performance Task</th>
<th>ARGUMENT</th>
<th>Students will synthesize their understanding of how terrorism has changed the social and political climate in the United States to create an informative pamphlet for voters.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXTENSION</td>
<td>Students will write a reflection essay about how terrorism has impacted their own lives.</td>
</tr>
</tbody>
</table>

### Description

Now that students have examined how terrorism has had an impact on the United States, they will use their knowledge and understanding to inform voters about this pivotal issue. Students will create a pamphlet or infographic titled “How to be an Informed Voter in an Age of Terrorism.”

Within their product, students should include the following information:

- How does terrorism affect foreign policy?
- How does terrorism affect domestic policy?
- What issues has terrorism contributed to and to what extent?
- What is the role of elected officials in combatting terrorism?

Students may be assigned this task as individuals or in groups.

Evaluate student assignments using the rubric found in Appendix 4.

EXTENSION: Ask students to write a reflection essay about how terrorism has impacted their own lives, using supporting evidence from the historical examples used in class or through other examples that students research.
Taking Informed Action

| Taking Informed Action | Students will use their pamphlets/infographics to inform the voting populace (within their school community or community at large) about the issues surrounding terrorism in the United States. |

**DESCRIPTION/NOTE TO TEACHER:** Taking informed action can manifest itself in a variety of forms and in a range of venues: Students may express action through discussions, debates, surveys, video productions, and the like; these actions may take place in the classroom, in the school, in the local community, across the state, and around the world.

The pamphlets/infographics created by students as their summative performance task serve as the foundation for the “Taking Informed Action” component of this inquiry.

**Short Version:** Have students share their pamphlets/infographics with other students. This can be done through a cross-curricular approach with government classes or by posting pamphlets/infographics in school common areas or through a school news program.

**Long Version:** Allow students time to evaluate the work of their peers. As groups, students should identify strong examples from amongst their peers and collaboratively settle on the best, most authoritative version of the pamphlet/infographic. This can be further vetted by soliciting feedback from experts, such as representatives from the Fairfax County Board of Elections, League of Women Voters, Community Activists, etc. Once a class has completed production of their comprehensive pamphlet/infographic, copies should be distributed to registered voters in the school and community (and can perhaps be aided through the experts involved in the vetting of the materials).

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Taking Globally Informed Action

| Taking Informed Action: UN Sustainable Development Goals | Students will rank the UN Sustainable Development Goals in terms of level of impact resulting from ongoing terrorism and defend their rationales in small groups and class discussion. |

**Taking Informed Action: UN Sustainable Development Goals**

The [UN Sustainable Development Goals (SDG)](https://www.un.org/sustainabledevelopment/) outline “a supremely ambitious and transformational vision” for humanity. These 17 goals, and their 169 targets, offer teachers and students an opportunity to frame their C3 Inquiry in a global context. By engaging classes with informed action that addresses the SDG, students nurture their global citizen competencies, disposition, and mindset.

Our decision to develop Informed Action tasks that are globally minded highlight both the benefits of social studies teaching and learning and addresses a gap in educational resources of this genre.
Ultimately, teachers who use a global scope better prepare students to navigate, understand, and act in a future that is increasingly complex and interconnected.

- Twitter: @GlobalGoalsUN
- Twitter: @SustDev

Directions:

1. Guide students to the UN Sustainable Development Goals website and explore the 17 goals. Discuss the implication terrorism can have on the ability for the UN to achieve the Sustainable Development Goals.
2. In groups, have students rank the Sustainable Development Goals (1-17) with 1 being the goal most impacted by ongoing terrorism and 17 being the goal least impacted by ongoing terrorism, providing a rationale for each ranking.
3. Use these rankings to guide a class discussion.
4. Further extensions could include:
   b. Create multi-media campaigns to inform the community about the UN Sustainable Development Goals and its connection to terrorism.

Appendix 1:

Terrorist Attacks in the United States

Complete the following chart using information gathered from the videos.

<table>
<thead>
<tr>
<th>Terrorist Attack</th>
<th>Date</th>
<th>Location</th>
<th>Summary of Attack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma City Bombing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2:

Terrorism in Modern America

Discussion Questions:

1. While watching the accounts of the terrorist attacks in modern American history, what emotions did you feel?

2. Discuss what it would mean to achieve justice for these attacks. Did the US achieve justice? If not, why not?
3. What were the negative results of these attacks? Were there any positive results? If so, what were they?

4. To what extent can a nation prevent terrorist attacks?

Making Connections:
1. What other terrorist attacks do you know about? What similarities do they have to the attacks you saw in the videos?

2. How have you been affected by terrorist attacks?

Appendix 3:
What Political Changes Have Resulted From Terrorism Attacks in the United States?

1. Based on the excerpt from the George W. Bush biography (Source A), create a web showing the actions he took following the terrorist attacks of September 11, 2001. (Add additional branches as necessary.)
2. Using sources B and C, complete the graphic about the Patriot Act.

<table>
<thead>
<tr>
<th>Ways the Patriot Act Seeks to Limit Terrorism</th>
<th>Criticisms of the Patriot Act</th>
</tr>
</thead>
</table>

3. Using sources D and E, complete the graphic about the Transportation Security Administration.

TSA

Purpose:

Methods:
4. Create a list of ways in which these political changes have had a direct impact on your life:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Appendix 4:

How to be an Informed Voter in the Age of Terrorism Pamphlet/Infographic Rubric

<table>
<thead>
<tr>
<th>How does terrorism affect foreign policy</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly and clearly states a comprehensive accounting of the relevant information which addresses the prompt with relevant support.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Clearly states an accounting of the relevant information to address the prompt with limited support.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Some relevant information is included to address the prompt with limited support.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Little to no relevant information is included to address the prompt.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Questions</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>How does terrorism affect domestic policy?</strong></td>
<td>Strongly and clearly states a comprehensive accounting of the relevant information which addresses the prompt with limited support.</td>
<td>Clearly states an accounting of the relevant information to address the prompt with limited support.</td>
<td>Some relevant information is included to address the prompt with limited support.</td>
<td>Little to no relevant information is included to address the prompt.</td>
</tr>
<tr>
<td><strong>What is the role of elected officials in combatting terrorism?</strong></td>
<td>Strongly and clearly states a comprehensive accounting of the role of elected officials with relevant support (at least 3 historical examples).</td>
<td>Clearly states an accounting of the role of elected officials with limited support (less than 3 historical examples).</td>
<td>Some relevant information is included to address the role of elected officials with limited support.</td>
<td>Little to no relevant information is included to address the role of elected officials.</td>
</tr>
<tr>
<td><strong>What issues has terrorism contributed to and to what extent?</strong></td>
<td>Strongly and clearly states a comprehensive accounting of the relevant information which addresses the prompt with limited support. Project includes at least 3 major issues.</td>
<td>Clearly states an accounting of the relevant information to address the prompt with limited support.</td>
<td>Some relevant information is included to address the prompt with limited support.</td>
<td>Little to no relevant information is included to address the prompt.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Fact-based evidence is used to support all claims.</td>
<td>Fact-based evidence is used to support most claims.</td>
<td>Evidence is used inconsistently.</td>
<td>Evidence is absent or not fact-based.</td>
</tr>
<tr>
<td>Word Choice/Tone</td>
<td>Choice of words that are clear, descriptive, and accurate. Maintains consistent informative tone throughout product.</td>
<td>Adequate choice of words that are clear and descriptive. Demonstrates an informative tone in parts of the product.</td>
<td>Choice of some words that are clear and descriptive. Lacks consistent informative tone.</td>
<td>Language and tone of product is unclear and lacks description.</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mechanics and Grammar</td>
<td>Contains few, if any punctuation, spelling or grammatical errors.</td>
<td>Contains several errors in punctuation, spelling, or grammar that do not interfere with meaning.</td>
<td>Contains many punctuation, spelling, and/or grammatical errors that interfere with meaning.</td>
<td>Contains many punctuation, spelling, and/or grammatical errors that make the piece illegible.</td>
</tr>
</tbody>
</table>