

## al-Qaeda Versus ISIS Post-Tour Lesson Agenda: Timeline and Activity Descriptions

### Learning Objectives:

In this lesson, students will:

- Analyze how al-Qaeda and ISIS continue to evolve and pose security threats.
- Evaluate U.S. and global counterterrorism strategies aimed at mitigating these threats.
- Analyze the impact of foreign terrorism (ISIS and al-Qaeda) inspired domestic radicalization in the U.S. and global communities.

### Lesson Time

(75 minutes, plus extension options)

### Activity Instruction

### Activity Content

(Materials, Key terms, Essential Questions)

<b>Activity 1:</b> <b>Think, Pair, Share</b> (10 minutes)	Considering recent events and knowledge from your CELL Tour, summarize the ongoing threat of ISIS and al-Qaeda to national and global security.	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Student Handout</li> </ul>
<b>Activity 2:</b> <b>Group Discussion</b> (15 minutes)	<p><b>Directions:</b> Break into five small groups. Each group will begin at a different question station (A–E), where a piece of butcher paper is posted with one of the guiding questions below. Conduct two rounds of discussions.</p> <p><b>Essential Question:</b>          What recent actions by al-Qaeda and ISIS demonstrate their ongoing threat to national and global security?</p> <p>How have al-Qaeda and ISIS adapted their recruitment and</p>	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Butcher Paper and markers</li> <li>• Student Handout</li> </ul> <p><b>Round 1:</b> Break into four small groups. Each group will begin at a different question station where a piece of butcher paper is posted with one of the following guiding questions. Read the question aloud, discuss as a group while referencing the examples from the tour and your previous knowledge, take notes directly on the butcher paper.</p> <p><b>Round 2:</b> Rotate to a new station, read the notes from the previous group and continue to add new insights, challenge prior ideas, make connections to current events and previous learning.</p> <p><b>Discussion question and answers:</b></p> <ul style="list-style-type: none"> <li>• How do ISIS and al-Qaeda differ in their goals and tactics today?</li> <li>• What counterterrorism policies have been implemented to reduce their influence?</li> </ul>

	<p>communication tactics in response to counterterrorism efforts?</p> <p>Why do extremist groups like al-Qaeda and ISIS continue to pose a significant threat despite territorial defeats and leadership losses and what factors contribute to the resilience of extremist groups?</p>	<ul style="list-style-type: none"> <li>• How have these groups adapted to territorial losses and leadership setbacks?</li> <li>• What current threats do these groups pose to U.S. security?</li> <li>• What role do policies, technology, and community-based efforts play in countering these threats?</li> <li>•</li> </ul>
<p><b>Activity 3:</b> <b>Threat Response Table</b> (20-25 Minutes)</p>	<p><b>Directions:</b> Divide students into small groups (3-4 per group). Each group completes the threat response table by brainstorming specific examples and proposing realistic solutions.</p> <p><b>Essential Question:</b> What strategies have been used by the U.S. and its allies, like NATO or regional partnerships, to disrupt the operations of al-Qaeda and ISIS?</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student Handout, Threat Response Table</li> </ul>
<p><b>Activity 4:</b> <b>Reflection Writing</b> (10 minutes)</p>	<p><b>Directions:</b> Students write a written reflection (250-600</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student handout</li> </ul>

	<p>words) based on the prompt in the handout.</p> <p><b>Essential question:</b> In what ways does online radicalization present new challenges in combating terrorism?</p> <p>What role does misinformation and propaganda play in strengthening extremist narratives?</p>	
<b>Activity 5: Call to Action</b> (5 minutes)	<b>Directions:</b> Students summarize their call to action in 10 words or less and post it in the classroom.	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Student Handout</li> <li>• Post it notes</li> </ul>

### Al-Qaeda Versus ISIS Post-Tour Lesson Agenda: Colorado Academic Standards

Content Area	Standard Number	Grade Level Expectation or Essential Skill
Geography	SS.HS.2.3-GLE.3	Investigate patterns of the interconnected nature of the world, its people, and places.
Civics	SS.HS.4.1-GLE.1	Research and formulate positions on government policies and on local, state, tribal, and national issues to be able to participate and engage in a civil society.
History	SS.HS.1.2-GLE.2	Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present. Includes: “the war on terror (e.g., 9/11, Afghanistan and Iraq wars... and the evolution of U.S. counterterrorism efforts).”
History	SS.HS.1.3-GLE.3	Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present. Includes: “the Shiite/Sunni split in Islam... international terrorism... issues of unity and diversity in world history... world conferences and international agreements (e.g., ...United Nations).”
Reading for all purposes	RW20-GR.H1-S.2-GLE.2	Understand the logical progression of ideas in increasingly complex texts.
Reading for all purposes	RW20-GR.HS2-S.2-GLE.2	Interpret and evaluate complex informational texts using various critical reading strategies.
CO Essential Skill – Entrepreneurial Skills	Critical Thinking/Problem Solving	Recognize that problems can be identified and possible solutions can be created.
CO Essential Skill – Personal Skills	Adaptability/Flexibility	Recognize emotional response to ideas that differ from own.
CO Essential Skill – Civic Engagement	Civic/Interpersonal Skills	Identify and reflect upon personal connections to community systems.