

SKYJACK

A Simulation of International Terrorism in the 21st Century

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The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. SKYJACK provides many opportunities for performance assessment as students learn about the relationships between countries faced with the threat of international terrorism. The students conduct research, work in teams to make decisions, and write about what they have learned. SKYJACK is a standards-based simulation addressing selected curriculum standards identified by the National Council of Social Studies (NCSS), National Council of Teachers of English (NCTE), as well as California Applied Learning Standards. These standards include:

NCSS Curriculum Standards for Social Studies

Strand VI: *Power Authority, & Governance*

The learner can:

- Examine issues concerning power, who holds it, and how it is gained, used and justified.
- Describe the means by which nations attempt to resolve conflicts and seek to establish order and security.
- Utilize problem-solving and decision-making strategies to address persistent issues.

Strand IX: *Global Connections*

The learner can:

- Analyze tensions between national interests and global priorities.
- Analyze global decisions, interactions and consequences.
- Offer possible solutions to persistent and emerging global issues.

Standard 2: *Historical comprehension*

The student is able to:

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- B. Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- C. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
- D. Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past.
- E. Read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved—their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.

STANDARDS

- F. Appreciate historical perspectives—(a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like (b) considering the historical context in which the event unfolded—the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.
- G. Draw upon data in historical maps in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-made features of the place and critical relationships in the spatial distributions of those features and historical event occurring there.
- H. Utilize visual, mathematical, and quantitative data presented in charts, tables and bar graphs, flow charts, Venn diagrams, and other graphic organizers to clarify, illustrate, or elaborate upon information presented in the historical narrative.
- I. Draw upon visual, literary, and musical sources to clarify, illustrate, or elaborate upon information presented in the historical narrative.

Standard 3: *Historical Analysis and Interpretation*

The student is able to:

- A. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- B. Consider multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- C. Analyze cause-and-effect relationships bearing in mind multiple causation, including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- D. Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.
- E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- F. Compare competing historical narratives.
- G. Challenge arguments of historical inevitability by formulating examples of historical contingency, of how different choices could have led to different consequences.
- H. Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- J. Hypothesize the influence of the past, including both the limitations and the opportunities made possible by past decisions.

Standard 4: *Historical Research Capabilities*

The student is able to:

- A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- B. Obtain historical data from a variety of sources including library and museum collections, historic sites, historical photos, journals, diaries...oral testimony from living witnesses...censuses, tax records, etc.
- C. Interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistence and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of the facts.
- D. Identify the gaps in the available records and marshal contextual knowledge and perspectives of the time and place in order to elaborate imaginatively upon the evidence, fill in the gaps deductively, and construct a sound historical interpretation.
- E. Employ quantitative analysis in order to explore such topics as changes in family size and composition, migration patterns, wealth distribution, and changes in the economy.
- F. Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

Standard 5: *Historical issues-analysis and decision-making*

The student is able to:

- A. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- B. Marshal evidence of antecedent circumstances and current factors contributing to contemporary problems and alternative courses of action.
- C. Identify relevant historical antecedents and differentiate from those that are inappropriate and irrelevant to contemporary issues.
- D. Evaluate alternative courses of action, keeping in mind the information available at the time, in terms of ethical considerations, the interests of those affected by the decision, and the long- and short-term consequences of each.
- E. Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.
- F. Evaluate the implementation of a decision by analyzing the interests it served estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.

STANDARDS

STANDARDS

STANDARDS

NCTE Standards for the English Language Arts

Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Standard 8: Students use a variety of technological and information resources (e. g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

California Applied Learning Standards

Standard 6: Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8: Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

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SKYJACK
CONTENTS

SKYJACK participants discover first-hand the problems nations face in dealing with international terrorism. Through research, discussion, and decision-making in a simulated incident following an airplane tragedy, students learn about terrorists: who they are, what they want, why they are powerful, and what nations can do to counter their global threat. The simulation meets a number of educational objectives.

Knowledge

- Identifying terrorist groups
- Understanding the methods and motives of terrorists
- Understanding factors contributing to the rise of terrorist groups
- Understanding the problems nations face in dealing with terrorists
- Identifying successful strategies in countering terrorism
- Identifying various nations' interests as regards the terrorist threat
- Understanding ways in which nations influence one another

Skills

- Reading maps
- Listening
- Taking notes
- Utilizing the Internet and the *Reader's Guide to Periodical Literature* for research
- Synthesizing information
- Decision-making based on an identification of alternatives and analysis of consequences

Feelings and Attitudes

- Appreciation of the law as a guiding principle in our lives
- Appreciation of the need for international cooperation in solving global problems
- Awareness of the complexities of international cooperation
- Realization of the role national interest plays in the actions of world leaders

PURPOSE

OVERVIEW

OVERVIEW

SKYJACK involves five teams of students representing fictional countries dealing with an act of international terrorism. The students fill the roles of governmental leaders of the various countries. The teacher assumes the role of the Press Secretary to the President of Moya, a nation with great economic, political, and military strength, and a dominant world power. The simulation begins with a **News Release** that interrupts the class: terrorists have skyjacked a Moyan Airlines plane and crashed it, killing citizens of the five countries.

The students learn that as national leaders, they must deal with the terrorism that caused the deaths of their citizens and endangers the lives of people throughout the world. However, they must counter terrorism in a way that allows them to safeguard their countries' interests and maintain public support at home. The teacher gives further **News Releases**. Students use Internet resources and the *Reader's Guide to Periodical Literature* to complete research on real terrorist groups. Each team pools its information and completes a **PROFILE OF A TERRORIST**, which team members present to the class. Individual students then write summaries of what they have learned, either as explanatory essays or persuasive editorials. The President of Moya makes a series of requests of each of the countries, announced as **Policy Decisions**. Each nation learns the outcome of its chosen course of action through **Consequences**, which reveal the responses of affected parties and, ultimately, the degree to which the leaders are successful in countering terrorism while safeguarding their countries' interests and maintaining support at home. **Fates** that reflect the deteriorating world situation also affect each nation.

Students learn the importance of international cooperation in combating terrorism. Each country may employ **Pressure Actions** ranging from a diplomatic note to a trade embargo if they believe another country is not making a sincere effort to counter terrorism and safeguard world peace.

SKYJACK concludes with a debriefing session in which students discuss the goals and methods of terrorist groups, the problems countries face in dealing with them, and the most effective means of countering international terrorism.

Like all Interact units, SKYJACK provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, and listening). Adjust the level of difficulty as best fits your students. Assist special needs students in selecting activities that utilize their strengths and allow them to succeed. Work together with the Resource Specialist teacher, Gifted and Talented teacher, or other specialist to coordinate instruction.

SETUP DIRECTIONS

1. Before You Begin

Carefully and thoroughly read the Teacher Guide and Student Guide before introducing the simulation to your students. This will help you plan your time and adjust the simulation to meet your students' needs and abilities.

- In preparing materials, *class set* means *one per student*.
- One *Day* on the **Unit Time Chart** is the length of a normal *class period*—45 minutes to one hour.
- All student handouts are listed by name using ALL CAPITAL LETTERS.
- Teacher reference pages are named in **Bold**.

2. Timing Options

Review all teaching instructions and handouts, paying careful attention to the **Unit Time Chart**. Determine the number of class periods you wish to spend on the unit. Note the time variables for the presentation of team research as well as the assorted **Challenge Options**.

- If your students do not make an oral presentation of their **PROFILE OF A TERRORIST** graphic organizer, they will finish their research and writing on Days 2 and 3.
- If your students do make an oral presentation of their **PROFILE OF A TERRORIST** graphic organizer, add an additional day for research and writing between simulation Days 2 and 3.
- Assigning **Challenge Options** at the conclusion of the simulation may add one or two days to the schedule.

3. Grouping Students

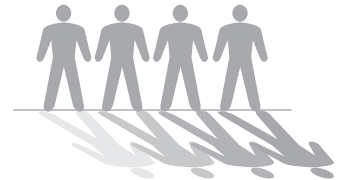
Divide the class into five teams of six students each. Consider both gender balance and academic and leadership abilities in establishing the nation teams. Adjust the number of team members to accommodate the class size.

- For smaller classes, combine responsibilities for the two Under Secretaries on one, several, or all teams.
- For extremely large classes, allow a sixth team to select one of the five counties, and have one set of duplicate—but totally independent—nation teams.



Eight + days

Revise the schedule as necessary to accommodate your students' needs and your teaching objectives.



Cooperative teams of six

DAILY DIRECTIONS

DAY 1

Motivation and Organization

Objectives

- Introduce simulation
- Organize country teams

Materials

- Student Guides — *class set*
- COUNTRY ROSTER — *one*
- Country Folders — *one per team*
- MAP — *one*
- SCORE SHEET — *two*
- SAMPLE SCORE SHEET — *two*
- Hat or basket — *for drawing country names*

Setup

1. Prior to class determine the composition of five cooperative teams.
2. Print the names of the five fictitious countries (*Delora, Gomag, Haga, Solta, Umbron*) on identical pieces of paper.

Procedure

1. Announce **News Release 1**.

“Your attention please. As Press Secretary for the President of Moya, I regret to inform you that our nation has just suffered a terrorist attack.

Within the last half-hour, Moya Airlines Flight 102 was skyjacked by three passengers. The skyjackers altered the planned route of the plane and crashed it into the Moya City capitol building.

Firefighters and local law enforcement agencies are on the scene. The loss of life appears to be great. Rescue efforts are underway. There were 80 passengers aboard the plane, including citizens of Moya, Gomag, Solta, Haga, Delora, and Umbron.

No further information is available at this time. Please stand by for further developments.”

