



RACIAL PROFILING

Subject: Speech Communications-Informative Speech | Current: 2010 | Grade: 9-12

Day: 1-3 of 3

1 Purpose

To do research on positions related to the topic of racial profiling post September 11, 2001, with a primary focus on citizens of Middle Eastern descent, and to give an informative speech.

2 Duration of Lesson

The duration of the informative speech will vary depending on the length of the speech assigned, the extent of oral critiques following each speech (if they are given), and the number of students in the class. Nearly 3 class periods of 50 minutes will be required for a class of 30 students with each student giving a 2-minute speech and no oral critiques. This includes an initial introduction to the topic described below.

If class time is used for research, it is recommended that one session be held with the library and media specialist focusing on research skills and directing students to appropriate resources for the topic being covered. One or two additional class periods may be used for library research, if time permits, or research may be assigned as homework.

3 Additional Topics

The topic of racial profiling is relevant for study in subjects such as history, government (policy and international relations), and media.

4 Objectives

At the conclusion of this lesson, students will be able to:

- define racial profiling and discuss the historical aspect of racial profiling in the United States
- identify the pros and cons to racial profiling
- understand the difficulties in establishing a balance between promoting public safety and individual rights



5 Standards & Benchmarks

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

SPC.1

Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject. [11.7.1/12.7.1]

SPC.1.1

Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect. [11.7.2/12.7.2]

SPC.1.2

Distinguish between and use various forms of logical arguments, including: [11.7.3/12.7.3] inductive arguments (All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.) and deductive arguments (If all men are mortal and he is a man, then he is mortal.). syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).

SPC.1.3

Use logical, (ad hominem, arguing from a personal perspective; ad populum, appealing to the people) ethical, and emotional appeals that enhance a specific tone and purpose. [11.7.4/12.7.4]

SPC.1.4

Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience. [11.7.12/12.7.12]

SPC.1.12

Identify rhetorical and logical fallacies used in oral addresses including ad hominem (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation). [11.7.13/12.7.13]

SPC.1.13

Indiana Department of Education. (n.d.). Indiana Standards and Resources: English/language arts: High school speech and communication. Retrieved from <http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>



6 Vocabulary

The following terms used in this lesson are directly quoted from Wikipedia, The Free Encyclopedia with specific citations for each term. The bracketed numbers in some of the definitions refer to citations found in the full text at the Wikipedia Web site.

- **Racial Profiling** is the inclusion of racial or ethnic characteristics in determining whether a person is considered likely to commit a particular type of crime or an illegal act or to behave in a “predictable” manner.¹
- The **USA PATRIOT Act**, commonly known as the “Patriot Act”, is a statute enacted by the United States Government that President George W. Bush signed into law on October 26, 2001. The contrived acronym stands for **U**niting and **S**trengthening **A**merica by **P**roviding **A**ppropriate **T**ools **R**equired to **I**ntercept and **O**bstruct **T**errorism **A**ct of 2001 (Public Law Pub.L. 107-56).²

The Act increases the ability of law enforcement agencies to search telephone, e-mail communications, medical, financial, and other records; eases restrictions on foreign intelligence gathering within the United States; expands the Secretary of the Treasury’s authority to regulate financial transactions, particularly those involving foreign individuals and entities; and broadens the discretion of law enforcement and immigration authorities in detaining and deporting immigrants suspected of terrorism-related acts. The act also expands the definition of terrorism to include domestic terrorism, thus enlarging the number of activities to which the USA PATRIOT Act’s expanded law enforcement powers can be applied.³

- **Bigotry**. A **bigot** is a person obstinately or intolerantly devoted to his or her own opinions and prejudices. The correct use of the term requires the elements of obstinacy, irrationality, and animosity toward those of differing devotion.⁴
- **Internment** is the imprisonment or confinement[1] of people, commonly in large groups, without trial. The Oxford English Dictionary (1989) gives the meaning as: “The action of ‘interning’; confinement within the limits of a country or place”. Most modern usage is about individuals, and there is a distinction between internment, which is being confined usually for preventive or political reasons, and imprisonment, which is being closely confined as a punishment for crime.⁵



- **Terrorism** is the systematic use of terror especially as a means of coercion.[1] At present, there is no internationally agreed definition of terrorism.[2][3] Common definitions of terrorism refer only to those violent acts which are intended to create fear (terror), are perpetrated for an ideological goal (as opposed to a lone attack), and deliberately target or disregard the safety of non-combatants (civilians).⁶
- **Counter-terrorism** (also spelled **counterterrorism**) is the practices, tactics, techniques, and strategies that governments, militaries, police departments and corporations adopt in response to terrorist threats and/or acts, both real and imputed.⁷
- **The War on Terrorism** The War on Terrorism (also known as the Global War on Terrorism or the War on Terror) is the common term for what the George W. Bush administration perceived or presented as the military, political, legal and ideological conflict against Islamic terrorism, Islamic militants and the regimes and organizations tied to them or that supported them, and was specifically used in reference to operations by the United States, the United Kingdom and its allies since the September 11, 2001 attacks. The stated objectives of the war in the US are to protect the citizens of the US and allies, to protect the business interests of the US and allies at home and abroad, break up terrorist cells in the US, and disrupt the activities of the international network of terrorist organizations made up of a number of groups under the umbrella of al-Qaeda[1][6].⁸

1. Racial profiling. (2008, August 18). In Wikipedia, The Free Encyclopedia (para. 1). Retrieved February 6, 2010 from http://en.wikipedia.org/w/index.php?title=Racial_profiling&oldid=342295571
2. <http://www.gpo.gov/fdsys/pkg/PLAW-107publ156/content-detail.html>
3. USA Patriot Act. (2008, December 31). In Wikipedia, The Free Encyclopedia (para. 1, 2). Retrieved February 6, 2010 from http://en.wikipedia.org/w/index.php?title=USA_Patriot_Act&oldid=261118539
4. Bigotry. (2010, February 8). In Wikipedia, The Free Encyclopedia (para. 1, 2). Retrieved February 8, 2010 from <http://en.wikipedia.org/w/index.php?title=Bigotry&oldid=342591699>
5. Internment. (2010, February 8). In Wikipedia, The Free Encyclopedia (para. 1). Retrieved February 8, 2010 from <http://en.wikipedia.org/w/index.php?title=Internment&oldid=342723287>
6. Terrorism. (2010, February 8). In Wikipedia, The Free Encyclopedia (para. 1). Retrieved February 8, 2010 from <http://en.wikipedia.org/w/index.php?title=Terrorism&oldid=342618149>
7. Counter terrorism. (2004, March 15). In Wikipedia, The Free Encyclopedia (para. 1). Retrieved February 8, 2010 from http://en.wikipedia.org/w/index.php?title=Counter_terrorism&oldid=16347770
8. War on Terrorism. (2010, February 8). In Wikipedia, The Free Encyclopedia (para. 1, 2). Retrieved February 8, 2010 from http://en.wikipedia.org/w/index.php?title=War_on_Terrorism&oldid=342762841



7 Materials

After a brief discussion in defining racial profiling, students may begin researching the topic of racial profiling and the controversies surrounding the topic. The following Web sites and articles are good starting points to gather information and analyze the arguments of various groups.

- *Racial profiling*. (n.d.). Retrieved from the American Civil Liberties Union Web site, Retrieved February 10, 2010 from <http://www.aclu.org/racial-justice/racial-profiling>
- Angula, C. T. & Weich, R. H. (2003). *Wrong then, wrong now, racial profiling before and after September 11, 2001*. Retrieved from the Leadership Conference on Civil Rights/ Leadership Conference on Civil Rights Education Fund Web site, Retrieved August 6, 2009 from <http://www.civilrights.org/publications/wrong-then/>
- Haddad, W.J. (2002). *Impact of the September 11th Attacks on the Freedoms of Arabs and Muslims*. Retrieved on August 6, 2009, from <http://www.arabbar.org/art-sept11impact.asp>
- Harris, D.A. (2002). "Just Common Sense" in the Fight Against Terror? *Criminal Justice Magazine*, 17 (2). Retrieved August 6, 2009, from <http://www.abanet.org/crimjust/cjmag/17-2/profiling.html>
- Kabbany, J. (2001, November 21). Demise of the Racial Profiling Debate. *Front Page Magazine*. Retrieved August 6, 2009, from <http://www.frontpagemag.com/readArticle.aspx?ARTID=24048>
- Kyes, A. (2009, July 2). Racial Profiling: An Unnecessary Hassle or Necessary to Ensure Safety? *Associated Content* Retrieved August 6, 2009, from http://www.associatedcontent.com/article/1887708/racial_profiling.html?singlepage=true&cat=49
- Lee, C. (2004, July 27). The Spread of Racial Profiling Since 9-11 Civil Rights Rollback. *The Village Voice News* Retrieved on August 6, 2009, from <http://www.villagevoice.com/2004-07-24/news/civil-rights-rollback/1>
- Malkin, M. (2004, December 2). Internment: A Tool in the War on Terror? *Middle East Forum* Retrieved August 6, 2009, from <http://www.meforum.org/682/internment-a-tool-in-the-war-on-terror>
- Siggins, P. (2002, March). Racial Profiling in an Age of Terrorism. Presentation at the Santa Clara University Markkula Center for Applied Ethics, Santa Clara, CA. Retrieved August 6, 2009, from <http://www.scu.edu/ethics/publications/ethicalperspectives/profiling.html>



8 Additional Resources

Teacher resources on preparing the speech, conducting research, and outlining and organizing speeches:

- *How to prepare and give a speech.* (n.d.). Retrieved February 10, 2010 from the wikiHow Web site, <http://www.wikihow.com/Prepare-and-Give-a-Speech>
- *How to write a speech.* (n.d.). Retrieved February 10, 2010 from the wikiHow Web site, <http://www.wikihow.com/Write-a-Speech>
- *The basic structure of a speech: Making a simple outline.* (n.d.). Retrieved February 10, 2010 from Peter Ruthven-Stuart's Web site, <http://www.nsknet.or.jp/~peterr-s/public-speaking/simpleoutline.html>
- *A detailed speech outline.* (n.d.). Retrieved February 10, 2010 from Peter Ruthven-Stuart's Web site, <http://www.nsknet.or.jp/~peterr-s/public-speaking/detailoutline.html>
- *A+ research and writing for high school and college students.* (n.d.). ipl2 - a merger of the Internet Public Library (IPL) and Librarians' Internet Index (LII), The iSchool at Drexel University College of Information Science and Technology. Retrieved February 10, 2010 from <http://www.ipl.org/div/aplus/>
- Wilson, S. (Presenter). (n.d.). *High school research paper tips* (Video). Retrieved February 10, 2010 from Videojug Corporation Limited Web site, <http://www.videojug.com/interview/high-school-research-paper-tips>
- *Developing research skills.* (n.d.). Retrieved February 10, 2010 from Literacy Matters Web site, <http://www.literacymatters.org/content/research/develop.htm>
- *Grades 7-12 instructors and students: Developing an outline; Research: Overview; Searching the world wide web; and others.* (n.d.). Retrieved February 10, 2010 from The Purdue Online Writing Lab (OWL) Web site, <http://owl.english.purdue.edu/owl/resource/677/01/>



9 Procedures & Methods

A. Introduction

The September 11, 2001, attack on the World Trade Center towers prompted the U.S. government to take immediate action to maintain the safety and security of its citizens. One of the most controversial approaches to protecting its citizens has been the use of racial profiling.

Given that those who planned and carried out the attack were tied to the Middle East, much of the focus on racial profiling has centered on persons from that part of the world or persons who resemble them in some way. In the process of trying to protect U.S. citizens, individual have been affected.

Policies and practices intended to protect citizens, in some instances, have been misused and abused. Media attention to such instances has raised questions about the necessity and effectiveness of racial profiling and the potential harm to individual rights.

B. Development

After introducing the topic, spend approximately 15 minutes having different students share their opinions in relation to the following questions:

- From your point of view, what is racial profiling? Give examples.
- Why has racial profiling been used?
- Are there responsibilities that the government may have that are more important than your individual rights? Explain.
- Are there constitutional rights that you are willing to give up or have restricted for national safety and security? If so, what are they? How far are you willing to go?
- Who should make the decision about which is more important – the government’s responsibilities or your individual rights – in situations such as this?
- The government? The police? Citizens? The courts? Explain.

After the brief discussion, indicate that on August 14, 2009, Indian actor Shah Rukh Khan was held for over an hour and questioned by U.S. customs officials at Newark Liberty International Airport in New Jersey. His detention sparked international coverage and concern. Persons critical of his being held cite this as an example of racial profiling.



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Then, either select one of the following media accounts of the incident for all of the students to read, divide them into groups and have each group read a different account, or simply allow each student to go online and select an account to read of his or her choosing. Having them compare and contrast how the story was covered from different parts of the world (including their local media) may generate more diverse perspectives on how citizens across the globe responded to the incident. The following accounts come from the United States, United Kingdom, Middle East, India, and Malaysia.

- Shah Rukh Khan's detention in US raises ire. (2009, August 18). The Star Online. Retrieved February 11, 2010 from <http://star-ecentral.com/news/story.asp?file=/2009/8/18/movies/20090818144819&sec=movies>
- Shah Rukh Khan detained for two hours at U.S. airport. (2009, August 16). The Hindu (Online edition of India's National Newspaper). Retrieved February 11, 2010 from <http://www.thehindu.com/2009/08/16/stories/2009081650340100.htm>
- Bollywood star Shah Rukh Khan detained at airport. (2009, August 17). Telegraph. Retrieved February 11, 2010 from <http://www.telegraph.co.uk/news/newstopics/celebritynews/6040296/Bollywood-star-Shah-Rukh-Khan-detained-at-US-airport.html>
- Resmovits, J., & Kolodner, M. (2009, August 17). Shah Rukh Khan controversy mars India independence day parade. New York Daily News. Retrieved February 11, 2010 from http://www.nydailynews.com/ny_local/2009/08/17/2009-08-17_indian_pride_and_bias_ire_on_parade.html
- Wax, E. (2009, August 16). Indian star questioned at airport, raising ire. The Washington Post. Retrieved February 11, 2010 from <http://www.washingtonpost.com/wpdyn/content/article/2009/08/15/AR2009081501595.html>
- Bollywood star treatment raises ire in US, abroad. (2009, August 18). Gulf News. Retrieved February 11, 2010 from: <http://gulfnews.com/news/world/india/bollywood-star-treatment-raises-ire-in-us-abroad-1.535889>

Following the reading, repeat the preceding questions and discuss with students how their views did or did not change and why. This activity should take approximately 30 minutes.

Based on this activity, review of vocabulary, and any readings that the students have done, students should be expected to take a position on the topic of racial profiling, conduct research, organize and prepare and deliver an informative speech.



C. Independent Practice

Students should organize their research on note cards (either electronically or on hard copy), use the reference style used by the school or school district, and sort or organize them in relation to arguments in support of and/or against racial profiling. These should be organized in relation to the outline of their speech. Once the teacher has approved the speech outline and the research to be presented, students should rehearse their speeches independently.

D. Practice

The teacher may choose to use classroom time to have the students practice their informative speeches in either pairs of students or in larger groups. The intent is to make certain that each student has appropriately organized arguments in relation to their speeches and also to provide them the opportunity to speak in front of their peers, briefly. The purpose is to help them overcome fear and anxiety in relation to public speaking.

E. Accommodations (Differentiated Instruction)

For higher ability students, it is recommended that they write their speeches in their entirety. This allows for demonstrating competence in grammar, punctuation, and writing style. The use of multi-media may be encouraged, as well, as a part of their speech. The time for the speech may be lengthened. For students who have or are studying another language, they may be required to conduct some research in the literature of that language. These students, instead of the teacher, might be asked to provide oral critiques of one another's speeches and evaluate their peers, as the teacher does. For some students, giving an oral presentation may not be feasible or appropriate. Small group presentations, allowing for each student to contribute in some way – from researching, organizing information, or speaking – may provide an alternative. Permitting students to use audio and video equipment for interviewing persons informed on the subject provides another way that students can contribute.

F. Checking For Understanding

As the students prepare their speeches, the teachers should check for their understanding of the topic in at least two ways: (a) review the outlines of their speeches that they prepare and (b) review the note cards or other ways they may collect references and accompanying information.



G. Closure

Once the speeches have been delivered, ask the students through a brainstorming activity to identify the kinds of careers and jobs that one might pursue related to Emergency Preparedness and Homeland Security that emphasize the study of communications in a post-secondary education program.

Then share the following links and ask them to explore these sites and bring to school the next day a list of jobs that they believe require strong communications preparation.

- *Career opportunities.* (n.d.). Retrieved February 12, 2010 from Central Intelligence Agency, United States Government Web site, <https://www.cia.gov/careers/opportunities/cia-jobs/index.html>
- *Federal Bureau of Investigation careers.* (n.d.). Retrieved February 12, 2010 from Federal Bureau of Investigation, U.S. Department of Justice, United States Government Web site, <http://www.fbijjobs.gov/>
- *Careers at Homeland Security.* (n.d.). Retrieved February 12, 2010 from Department of Homeland Security, United States Government Web site, <http://www.dh.gov/xabout/careers/>
- *Career opportunities in emergency management.* (n.d.). Federal Emergency Management Agency, U.S. Department of Homeland Security, United States Government, <http://www.fema.gov/>. Retrieved February 12, 2010 from <https://dhsjobs.dhs.gov/careersection/FEMA/jobsearch.ftl?lang=en&organization=89040010112>

During the first 10 minutes of the next class period, list the kinds of jobs the students have discovered that require strong communications preparation. Examples should include legal services, information management, multimedia, and publications. Having persons from the community who are working with or have worked in these careers to share their experiences with the students and answer their questions would be an ideal use of the remainder of this class period.



10 Evaluation

----- Following are examples of rubrics that have been used for evaluating speeches:

- *Oral presentation rubric.* (n.d.). Retrieved February 12, 2010 from The Technology Applications Center for Educator Development Web site, <http://www.tcet.unt.edu/START/instruct/general/oral.htm>
- *Oral presentation rubric.* (n.d.). Retrieved February 12, 2010 from Louisiana Voices in Folklife in Education Project, Louisiana Division of the Arts Web site, http://www.louisianavoices.org/unit3/edu_unit3_rubric_for_oral.html
- *Scoring rubric for speech.* (n.d.). Retrieved February 12, 2010 from Schools of California online resources for education (SCORE; a project of the San Bernardino County Superintendent of Schools) Web site, http://score.rims.k12.ca.us/sub_standards/scoring_rubric_for_speech.html

11 Teacher Reflection

----- To be completed by teacher following the lesson.



12 Resources & Media

----- Resources covering the topic of racial profiling:

- *Racial profiling*. (n.d.). Retrieved from the American Civil Liberties Union Web site, Retrieved February 10, 2010 from <http://www.aclu.org/racial-justice/racial-profiling>
- Angula, C. T. & Weich, R. H. (2003). *Wrong then, wrong now, racial profiling before and after September 11, 2001*. Retrieved from the Leadership Conference on Civil Rights/ Leadership Conference on Civil Rights Education Fund Web site, Retrieved August 6, 2009 from <http://www.civilrights.org/publications/wrong-then/>
- Haddad, W.J. (2002). *Impact of the September 11th Attacks on the Freedoms of Arabs and Muslims*. Retrieved on August 6, 2009, from <http://www.arabbar.org/art-sept11impact.asp>
- Harris, D.A. (2002). “Just Common Sense” in the Fight Against Terror? *Criminal Justice Magazine*, 17 (2). Retrieved August 6, 2009, from <http://www.abanet.org/crimjust/cjmag/17-2/profiling.html>
- Kabbany, J. (2001, November 21). Demise of the Racial Profiling Debate. *Front Page Magazine*. Retrieved August 6, 2009, from <http://www.frontpagemag.com/readArticle.aspx?ARTID=24048>
- Kyes, A. (2009, July 2). Racial Profiling: An Unnecessary Hassle or Necessary to Ensure Safety? *Associated Content* Retrieved August 6, 2009, from http://www.associatedcontent.com/article/1887708/racial_profiling.html?singlepage=true&cat=49
- Lee, C. (2004, July 27). The Spread of Racial Profiling Since 9-11 Civil Rights Rollback. *The Village Voice News* Retrieved on August 6, 2009, from <http://www.villagevoice.com/2004-07-24/news/civil-rights-rollback/1>
- Malkin, M. (2004, December 2). Internment: A Tool in the War on Terror? *Middle East Forum* Retrieved August 6, 2009, from <http://www.meforum.org/682/internment-a-tool-in-the-war-on-terror>
- Siggins, P. (2002, March). Racial Profiling in an Age of Terrorism. Presentation at the Santa Clara University Markkula Center for Applied Ethics, Santa Clara, CA. Retrieved August 6, 2009, from <http://www.scu.edu/ethics/publications/ethicalperspectives/profiling.html>



Newspaper Articles

- Shah Rukh Khan's detention in US raises ire. (2009, August 18). The Star Online. Retrieved February 11, 2010 from <http://star-ecentral.com/news/story.asp?file=/2009/8/18/movies/20090818144819&sec=movies>
- Shah Rukh Khan detained for two hours at U.S. airport. (2009, August 16). The Hindu (Online edition of India's National Newspaper). Retrieved February 11, 2010 from <http://www.thehindu.com/2009/08/16/stories/2009081650340100.htm>
- Bollywood star Shah Rukh Khan detained at airport. (2009, August 17). Telegraph. Retrieved February 11, 2010 from <http://www.telegraph.co.uk/news/newsttopics/celebritynews/6040296/Bollywood-star-Shah-Rukh-Khan-detained-at-US-airport.html>
- Resmovits, J., & Kolodner, M. (2009, August 17). Shah Rukh Khan controversy mars India independence day parade. New York Daily News. Retrieved February 11, 2010 from http://www.nydailynews.com/ny-local/2009/08/17/2009-08-17_indian_pride_and_bias_ire_on_parade.html
- Wax, E. (2009, August 16). Indian star questioned at airport, raising ire. The Washington Post. Retrieved February 11, 2010 from <http://www.washingtonpost.com/wpdyn/content/article/2009/08/15/AR2009081501595.html>
- Bollywood star treatment raises ire in US, abroad. (2009, August 18). Gulf News. Retrieved February 11, 2010 from: <http://gulfnews.com/news/world/india/bollywood-star-treatment-raises-ire-in-us-abroad-1.535889>



Standards:

Indiana Department of Education. (n.d.). Indiana Standards and Resources: English/language arts: High school speech and communication. Retrieved from <http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>

Vocabulary:

- Racial profiling. (2008, August 18). In Wikipedia, The Free Encyclopedia (para. 1). Retrieved February 6, 2010 from http://en.wikipedia.org/w/index.php?title=Racial_profiling&oldid=342295571
- <http://www.gpo.gov/fdsys/pkg/PLAW-107publ156/content-detail.html>
- USA Patriot Act. (2008, December 31). In Wikipedia, The Free Encyclopedia (para. 1, 2). Retrieved February 6, 2010 from http://en.wikipedia.org/w/index.php?title=USA_Patriot_Act&oldid=261118539
- Bigotry. (2010, February 8). In Wikipedia, The Free Encyclopedia (para. 1, 2). Retrieved February 8, 2010 from <http://en.wikipedia.org/w/index.php?title=Bigotry&oldid=342591699>
- Internment. (2010, February 8). In Wikipedia, The Free Encyclopedia (para. 1). Retrieved February 8, 2010 from <http://en.wikipedia.org/w/index.php?title=Internment&oldid=342723287>
- Terrorism. (2010, February 8). In Wikipedia, The Free Encyclopedia (para. 1). Retrieved February 8, 2010 from <http://en.wikipedia.org/w/index.php?title=Terrorism&oldid=342618149>
- Counter terrorism. (2004, March 15). In Wikipedia, The Free Encyclopedia (para. 1). Retrieved February 8, 2010 from http://en.wikipedia.org/w/index.php?title=Counter_terrorism&oldid=16347770
- War on Terrorism. (2010, February 8). In Wikipedia, The Free Encyclopedia (para. 1, 2). Retrieved February 8, 2010 from http://en.wikipedia.org/w/index.php?title=War_on_Terrorism&oldid=342762841



Teacher resources on preparing the speech, conducting research, and outlining and organizing speeches:

- How to prepare and give a speech. (n.d.). Retrieved February 10, 2010 from the wikiHow Web site, <http://www.wikihow.com/Prepare-and-Give-a-Speech>
- How to write a speech. (n.d.). Retrieved February 10, 2010 from the wikiHow Web site, <http://www.wikihow.com/Write-a-Speech>
- The basic structure of a speech: Making a simple outline. (n.d.). Retrieved February 10, 2010 from Peter Ruthven-Stuart's Web site, http://www.nsknet.or.jp/~peterr-s/public_speaking/simpleoutline.html
- A detailed speech outline. (n.d.). Retrieved February 10, 2010 from Peter Ruthven-Stuart's Web site, http://www.nsknet.or.jp/~peterr-s/public_speaking/detailoutline.html
- A+ research and writing for high school and college students. (n.d.). ipl2 - a merger of the Internet Public Library (IPL) and Librarians' Internet Index (LII), The iSchool at Drexel University College of Information Science and Technology. Retrieved February 10, 2010 from <http://www.ipl.org/div/aplus/>
- Wilson, S. (Presenter). (n.d.). High school research paper tips (Video). Retrieved February 10, 2010 from Videojug Corporation Limited Web site, <http://www.videojug.com/interview/high-school-research-paper-tips>
- Developing research skills. (n.d.). Retrieved February 10, 2010 from Literacy Matters Web site, <http://www.literacymatters.org/content/research/develop.htm>
- Grades 7-12 instructors and students: Developing an outline; Research: Overview; Searching the world wide web; and others. (n.d.). Retrieved February 10, 2010 from The Purdue Online Writing Lab (OWL) Web site, <http://owl.english.purdue.edu/owl/resource/677/01/>



Resources for careers:

- Career opportunities. (n.d.). Retrieved February 12, 2010 from Central Intelligence Agency, United States Government Web site, <https://www.cia.gov/careers/opportunities/cia-jobs/index.html>
- Federal Bureau of Investigation careers. (n.d.). Retrieved February 12, 2010 from Federal Bureau of Investigation, U.S. Department of Justice, United States Government Web site, <http://www.fbijobs.gov/>
- Careers at Homeland Security. (n.d.). Retrieved February 12, 2010 from Department of Homeland Security, United States Government Web site, <http://www.dh.gov/xabout/careers/>
- Career opportunities in emergency management. (n.d.). Federal Emergency Management Agency, U.S. Department of Homeland Security, United States Government, <http://www.fema.gov/>. Retrieved February 12, 2010 from <https://dhsjobs.dhs.gov/careersection/FEMA/jobsearch.ftl?lang=en&organization=89040010112>

Examples of rubrics that have been used for evaluating speeches:

- Oral presentation rubric. (n.d.). Retrieved February 12, 2010 from The Technology Applications Center for Educator Development Web site, <http://www.tcet.unt.edu/START/instruct/general/oral.htm>
- Oral presentation rubric. (n.d.). Retrieved February 12, 2010 from Louisiana Voices in Folklife in Education Project, Louisiana Division of the Arts Web site, http://www.louisianavoices.org/unit3/edu_unit3_rubric_for_oral.html
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