

9/11 MEMORIAL

UNIT: Community and Conflict

GRADE LEVEL/S: 6-8

TIME NEEDED: 1-2 sessions

TEACHER: Milena Sherry

LESSON TITLE: SACRIFICE

Common Core Standards

W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Key Questions/ Issues Addressed

- What does it mean to sacrifice?
- What did the United States sacrifice on 9/11?
- Was 9/11 an act of war?
- Does war require sacrifice?

Lesson Goals/ Objectives

- Students will identify the ways in which different groups sacrifice during conflicts

Key Terms

al-Qaeda**, Perspective, Sacrifice*

* The act of giving up something for a reason or cause. One can sacrifice many things, including money, possessions, time, animals, or even a life. Often, someone who sacrifices does so out of a sense of duty or responsibility.

**See [9/11 FAQ](#) for more information

Materials

- Internet access
- Dictionaries

Background for lesson (if necessary)

Prior knowledge of the basic facts and events of 9/11 (See [9/11 FAQ](#))

Familiarity with the op-ed section of the newspaper

Note: Depending on the teacher's time constraints, Activity #'s 5-7 can be conducted either as stand-alone or successive projects.

Instructional Activity/ Procedures

- Facilitate a discussion examining “sacrifice” around the following questions:
What does it mean to sacrifice? Is sacrifice necessary? When and under what circumstances?
 - Possible examples include: Parents sacrifice time or money for their children; soldiers sacrifice lives and comfort for their country
- Continue the conversation by letting students know that some individual’s notions of sacrifice can result in harm to other people. Ask if they can provide such examples.
- Ask students: *Are these instances examples of sacrifice? Why or why not? Do you consider the willingness to die a sacrifice? Is this like other types of sacrifice? To what extent does killing other people mean that a terrorist has not made a sacrifice?*
- Remind students that 9/11 contained many examples of sacrifice, some of which we have just been discussing. Ask: *What kinds of sacrifice were exhibited on 9/11?*
- Break students into groups. Each group will be assigned one of the sentence prompts below. The group must complete their sentence explaining how and why sacrifice was exhibited on or after 9/11. Have students share and record their answers for the class. Students should discuss if they agree or disagree with the way each group chose to complete their sentence.
 - Workers inside the towers sacrificed _____ because...
 - Rescue workers sacrificed _____ because...
 - Volunteers sacrificed _____ because...
 - American citizens sacrificed _____ because...
 - American soldiers are asked to sacrifice _____ because...
 - The terrorists were willing to die. Was this a sacrifice?
- Explain to students that many communities were affected by the events of 9/11. In groups, students will brainstorm ways in which they believe the following communities were affected by that day: *What did each of these communities sacrifice on 9/11? Are there ways in which these communities are still sacrificing today? How so?* Groups should share out their answers.

Suggested communities:

- Lower Manhattan residents
- New York City residents
- 9/11 Victims’ Families
- Military families
- Americans
- Muslim communities in the United States or in the Middle East.

7. Have students write an Op Ed 'letter to the editor'. Choose a question prompt and write a one-page opinion piece about the ongoing sacrifices many communities face today as a result of 9/11. For each question, identify the conflict, the communities affected, and the sacrifices being made:

- *Are the wars in Afghanistan and Iraq worth the sacrifice of our troops and money? Use facts or data from recent articles and/or news reports to support your opinion.*
- *Do you believe the Patriot Act balances sacrificing the rights of United States citizens and providing necessary protections for air travel? That is, do you think the increased safety is worth the sacrifice? Why or why not? Include an amendment from the Bill of Rights that supports your opinion.*
- *Do terrorists achieve their goals by sacrificing their own lives and others? Give an example of a recent terrorist plot or attack that supports your opinion.*

Have students read their letters to the class. Discuss student reactions to the letters. Do their letters include facts to support their opinion?

Evidence of Understanding

Students completion of the writing prompts and the final op-ed piece will provide evidence of students' recognition and understanding of different notions of sacrifice.

Extension Activities

See [Civil Liberties and Airport Security](#) lesson for activity examining the balance between airport security and civil liberties.