

# 9/11 MEMORIAL

---

UNIT: Historical Impact

---

GRADE LEVEL/S: 6-8, 9-12

---

TIME NEEDED: 1-2 sessions

---

TEACHER: Andrea Kovack

---

## LESSON TITLE: DAYS OF INFAMY

### Common Core Standards

**RH 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RH 2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RH 6** Assess how point of view or purpose shapes the content and style of a text.

**RH 7** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**RH 8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**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.

---

### Key Questions/ Issues Addressed

- What does 'Day of Infamy' mean?
- What days in American history are considered 'Days of Infamy'?
- What were the Presidential responses to these events?
- What was the country's response?

---

### Lesson Goals/ Objectives

- Students will learn the significance of the attacks of 9/11 and Pearl Harbor.
- Students will be able to make comparisons between these two events.
- Students will be able to identify changes to the United States after these events.

---

### Key Terms

Ambush, Infamy, Response, 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.

**Materials**

- Franklin Delano Roosevelt Speech 12/7/1941 – Video (Youtube) and written text (<http://docs.fdrlibrary.marist.edu/oddec7.html>)
- George W. Bush Speech 9/11/01 – Video (Youtube) and written text ([http://www.washingtonpost.com/wp-srv/nation/specials/attacked/transcripts/bushaddress\\_092001.html](http://www.washingtonpost.com/wp-srv/nation/specials/attacked/transcripts/bushaddress_092001.html))
- [Event Comparison Worksheet](#)

**Background for lesson**  
(if necessary)

Prior knowledge of the Japanese attack on Pearl Harbor.

Prior knowledge of the terrorists' attack on the World Trade Center.

**Instructional Activity/ Procedures**

1. Lead a discussion with students around how an event can leave a lasting, personal memory. Ask the students: *Is there a day that you remember (good or bad) that has stayed with you?*
2. Expand the discussion into how an event can change the course of a person's life. Ask the students: *Is there a day when something important happened that changed how you live?* (i.e. birth, death, moving)
3. Tell the students that a few events in the past have been important enough to change history, and some of these events have been referred to as “infamous” or “days of infamy.”
4. Work with students to define the meaning of ‘Infamous’ and ‘Day of Infamy.’
5. Tell students that they are now going to watch two speeches that were given on such days. Students will view videos of both presidential speeches separately and take notes using the [Event Comparison Worksheet](#).
6. Form students into groups to discuss their findings from the two speeches, including similarities and differences of both the events and the speeches.
7. Following these group discussions, students will individually reflect and write on the usefulness and the impact of the speeches. When they have finished, offer them the opportunity to present their thoughts to the class.
6. Students, then, individually, will find an historical image they find iconic and create a presentation (i.e. PowerPoint) examining the image, its origins, its author, the story behind it, and why it resonated with them. They will then present these to the class.

**Evidence of Understanding**

The worksheets, discussions, and final written pieces will highlight students understanding of the events and the impact and utility of the speeches.

**Extension Activities**

Students can investigate, compare, and contrast additional historic presidential speeches.

# 9/11 MEMORIAL

## EVENT COMPARISON WORKSHEET

### ANALYSIS QUESTION

### EVENT #1

### EVENT #2

---

**Who is speaking?**

>

>

---

**Who is the  
intended audience?**

>

>

---

**When was the  
speech delivered?**

>

>

---

**What is the topic  
of the speech?**

>

>

---

**List the three most  
important points  
of the speech**

>

>

---

**Quote a line that  
captures the  
speech's intent**

>

>

---

**Do you think the  
speech caused the  
desired effect?  
Why/Why not?**

>

>

