

9/11 MEMORIAL

UNIT: Historical Impact

GRADE LEVEL/S: 6-8

TIME NEEDED: 1 sessions

TEACHER: Andrea Kovack

LESSON TITLE:

GLOBAL RESPONSES TO 9/11

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.

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

- How did the United States respond to the attacks of 9/11?
- What were the global responses to the attacks?
- Were the responses empathetic?
- What can newspaper headlines tell us about these responses?

Lesson Goals/ Objectives

- Students will be able to analyze the range of global responses to the 9/11 attacks.
- Students will create a front-page headline capturing global perspectives on 9/11

Key Terms

Empathy, Perspectives, Support

Materials

- Frankel, Max. September 11, 2001. (Andrews McMeel Publishing, 2001)
- Translation software or translation dictionaries
- Document Analysis worksheet: www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

Background for lesson (if necessary)

The book, September 11, 2001, is a collection of front pages from 9/11 and 9/12 from American and international newspapers.

For the final activity, students' skill and the capacity of your school will dictate which software (i.e. Microsoft word, Adobe inDesign, etc.) to use.

**Instructional
Activity/
Procedures**

1. Examine and compare (at least) three front pages from the Max Frankel book, September 11, 2001, with students. Ask students: *What are the different elements of a front page? Are the headlines similar? How are they different? Do they have different perspectives? How do you know?*
2. Have students examine one global and two national front pages (using translation software/dictionary, if needed) and complete the Document Analysis Worksheet for each front page, comparing and contrasting the papers' headlines.
3. Based on this discussion and analysis, students will each play the role of newspaper editor and design and create a front page that captures a "global" perspective. Questions to consider include: *How will you depict the event? What parts of the story will you focus on? How much weight will you give to differing viewpoints?*
4. Compile the final front pages into a book similar to Frankel's.

**Evidence of
Understanding**

Students will create a newspaper front page and show an understanding of multiple perspectives through their discussions, the completion of the Document Analysis Worksheet and their final front pages.

**Extension
Activities**

- View headlines from the day after the killing of Osama bin Laden and compare the different headlines and reactions across the world. *Are there a range of opinions?*