

9/11 MEMORIAL

UNIT: Historical Impact

GRADE LEVEL/S: 6-8

TIME NEEDED: 3-5 sessions

TEACHER: Milena Sherry

LESSON TITLE:

RESONANCE

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 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 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 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Key Questions/ Issues Addressed

- Are the repercussions from 9/11 still with us today?
- Is the United States more prepared for an attack today than before 9/11?

Lesson Goals/ Objectives

- Students will understand how events from the past have future repercussions.
- Students will reflect on how history can change in a day.
- Students will assess the accuracy of primary sources.

Key Terms

Accuracy, Allies/Enemies, Attack, Caption, Judgment, Legacy, Primary Source, Priority, Rights, Twin Towers**, World Trade Center (WTC)**

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

Materials

- Laptop
- Projector
- Internet access
- Flash drives
- Books and other resources
- Paper
- Pens
- Chart paper
- 9/11 Memorial Website: www.911memorial.org
- National Archives Website: www.archives.gov/research
- Newseum Website: www.newseum.org
- www.archives.gov/education/lessons/worksheets/photo.html

**Background
for lesson
(if necessary)**

Depending on the teacher's classroom needs, students may research information prior to completing the activities in class, or if necessary, complete some components at home and save to a flash drive to present in class.

Use the activities in this lesson as a menu from which to choose whatever best fits your classroom needs. You may choose to limit the number of groupings; you may assign specific activities for differentiation purposes or select only the activities that best suit your classroom population

**Instructional
Activity/
Procedures**

1. Using the 9/11 Memorial website, locate a picture of the New York City skyline before and after the 9/11 attack. Project these overhead side by side. In groups, have students brainstorm a list of adjectives to describe the images or the feelings the two images generate. Ask groups to narrow down the list to a single word and then use it in a sentence to create a caption for the images.
2. Have the groups share their captions with the class.
3. Expand the conversation beyond the towers, asking students: *What else changed on 9/11?* Compile a list of these repercussions.
4. Explain to students that they will be divided into six groups. Each group will choose an activity that will require research and presentation of their findings. They are focusing on which facts they believe are essential to retelling the story of 9/11 and its repercussions both within the United States and internationally.

Group 1: Open Letter to a Future Student Using the 9/11 Memorial website, prioritize a list of the 10 facts most important to understanding the events of 9/11. Students will draft a letter to a future student telling them the story of what happened on 9/11. These letters should include reasons why these facts are the most important and what repercussions will resonate into the future.

Instructional Activity/ Procedures (continued)

Group 2: Historical Scientist Presentation Using the 9/11 Memorial website, create a PowerPoint presentation that identifies objects (large and small) that could be used by archaeologists to teach future students about what happened on 9/11. Students should select at least five objects they feel are significant artifacts from this event. Each slide of their presentation should include an image of the object, explain how/where it was found (when possible) and describe why these are the most effective items to teach about the events of 9/11.

Group 3: Current Events Analysis Examine the repercussions of 9/11 still relevant today. Students will present a one-two page research paper giving a brief description of each topic and explaining their connection(s) to the events of 9/11.

Possible themes include:

- Federal government terrorist warning system
- Department of Homeland Security
- War on Terror
- Airline safety measures
- Patriot Act
- School safety drills and measures (types/frequency)
- Health effects of recovery volunteers/Zadroga Act
- Current Events (compile a list of most recent that refer to 9/11 to highlight the continuing and lasting effect)

Group 4: Primary Source Analysis Locate and analyze facts from primary source material located on the 9/11 Memorial website, National Archives Website, or the Newseum Website. Students will make a list of five to 10 facts from newspaper/magazine articles written within the first few days after 9/11. They should then research later resources to see if the facts presented in those first few days ‘stood the test of time’. (Ex: number of victims; identities of the terrorists; etc.) *Where were your facts originally published? Were these facts accurate or did they change? Are the changes significant? Which facts were more accurate and which were more subjective?* The final presentation should include a short presentation of two different sources from the same day that offer different information and an explanation of why this might have happened.

Group 5: Before/After T-Chart Research a list of topics (possible suggestions below) and compare them before and after 9/11. Students will create a *Before/After* chart to present to the class: Provide descriptions, facts, or data in both columns, providing the respective dates in each.

Students should consider whether these data points capture the impact of 9/11. Have them consider whether other data would be needed. *Can you capture the impact with numbers? What else might you need?*

- # Of American troops on active duty
- # Of American troops killed in battle
- Cabinet members

Instructional Activity/ Procedures (continued)

- U.S. Debt
- Stock market indexes
- World Trade Center Complex
- #'s of organizations devoted to public service

Group 6: Iconic Images Create a presentation using iconic images from 9/11. Students will decide what images or pictures from 9/11 will 'stand the test of time' and remain relevant into the future. For each image, the group must include relevant names, facts and other information explaining its significance and connection to 9/11. Students will share their presentations, explaining why they chose certain images over others.

Suggested images:

- Blue sky above the towers that morning
- Twin Towers that morning (after the attack but prior to collapse)
- The Pentagon attack
- Pennsylvania crash site
- 'Missing' posters
- President Bush being notified of the attacks
- Osama bin Laden
- President Bush with bullhorn at WTC site
- U.S. troops entering Afghanistan/Iraq

Upon completion of these presentations, assign students a reflection essay using the following question prompt: *What do you believe is the legacy of 9/11?* Make sure students include facts from the group presentations to support their answers.

Evidence of Understanding

The presentations and final essay will highlight students' understanding of 9/11 legacy and ongoing relevance.

Extension Activities

- List other events or dates in history with long-term repercussions. (e.g. Pearl Harbor; Hurricane Katrina; assassination of Archduke Ferdinand). Create a Venn Diagram to compare and contrast those events with 9/11.
- For another activity exploring iconic moments, see the [Iconic Moments](#) lesson.