

# 9/11 MEMORIAL

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UNIT: Historical Impact

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

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TIME NEEDED: 1-2 sessions

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TEACHER: Leigh Wishney

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LESSON TITLE:

## AIRPORT SECURITY VS. CIVIL LIBERTIES

### Common Core Standards

**RL 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 8** Assess how point of view or purpose shapes the content and style of a text.

**RH 9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RH 10** Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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### Key Questions/ Issues Addressed

- Do full body scanners and pat-downs violate our rights?

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### Lesson Goals/ Objectives

- Students will be able to interpret a political cartoon.
- Students will be able to explain both sides of the current airport security debate.

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### Key Terms

Civil Liberties\*, Pat-Downs, Security, Scanners

\*Individual rights and freedoms guaranteed by the Constitution, such as freedom of religion, freedom of speech, due process, and equal protection under the law.

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### Materials

- Handouts 1, 2, and 3
- Video: <http://www.cbsnews.com/video/watch/?id=7059890n>
- Articles:  
[www.pbs.org/newshour/extra/features/us/jan-june10/security\\_01-12.pdf](http://www.pbs.org/newshour/extra/features/us/jan-june10/security_01-12.pdf)  
[www.worldhum.com/print/item/features/post-9-11-airport-security-do-you-know-where-your-dignity-is-20090910/](http://www.worldhum.com/print/item/features/post-9-11-airport-security-do-you-know-where-your-dignity-is-20090910/)

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**Background  
for lesson  
(if necessary)**

Prior knowledge of the events of September 11, 2001 (See [9/11 FAQ](#)).  
Prior knowledge of the Constitution and Bill of Rights.

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**Instructional  
Activity/  
Procedures**

1. Using [Handout 1](#), ask students to write and share out their responses to a political cartoon.
  2. Play the CBS news video about airport security screenings.
  3. Students will be given two articles to read independently. While they are reading they will be asked to use [Handout 2](#) to chart evidence from the texts about the oppositional sides of the debate.
  4. Students will be assigned a partner. Each partner will be assigned one of the two sides to debate for (whether they actually agree with this side or not). Partners will engage in a silent debate using [Handout 3](#).
  5. Once students are done with their silent debates, the teacher will take a class vote to see which side students actually agree with and why. Discuss this issue as a class. *Are there comparable examples in history? Do you feel the same way about those examples?*
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**Evidence of  
Understanding**

The written responses to the handouts using evidence from the texts and the discussions following the silent debate will highlight their knowledge of the issue and use of evidence-based arguments.

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**Extension  
Activities**

- Students can create their own political cartoon showing the airport security debate.
- Conduct a poll with other grades and classes. How do the results compare? Are there differences based on age or gender?





### HANDOUT 3      Silent, Compendious Debate

**Positions:**

1. The new airport security measures make us safer, therefore, they are worth the slight infringement into our civil liberties.
2. The loss of our civil liberties is not worth whatever extra safety the new airport security measures provide.

Partner One's Name:

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Partner Two's Name:

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Partner One's Opening Statement:

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Partner Two's Opening Statement:

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Partner One:

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Partner Two:

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Partner One:

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Partner Two:

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### HANDOUT 3

Partner One:

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Partner Two:

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Partner One:

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Partner Two:

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Partner One:

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Partner Two:

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Partner One:

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Partner Two:

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