



The Legacy of 9/11: National Security in Focus Pre- Tour Lesson Plan

Lesson Title: The Legacy of 9/11: National Security in Focus

Grade Level: Typically, 9th-12th; occasionally 8th grade

Duration: 50-65 minutes

Content Area: National security, historical significance of 9/11, social-emotional learning

Standards Areas: Civics, History, Comprehensive Health, Reading, Writing and Communicating and Essential Skills

Overview:

9/11 was a pivotal turning point in both national and international security interests. This lesson will help students gain a better understanding of the key events on 9/11 and how they shaped national security thereafter. This lesson will include an analysis of first-person accounts, and a synthesis of primary source materials related to the 9/11 attacks.

Learning Objectives:

In this lesson, students will:

- Examine events leading up to and during the 9/11 attack
- Investigate and analyze first-person accounts of 9/11
- Analyze the historical and administrative changes due to the 9/11 attack

Essential Questions:

- Factual
 - What events led up to the attacks on 9/11?
 - What happened on 9/11?
- Conceptual
 - What lessons were learned about national and international security because of the devastating events on 9/11?
 - What are common themes and characteristics of 9/11 survivors and everyday Americans' stories who were alive and how can/do communities embody those characteristics today?

Key Terms:

- Al Qaeda: a transnational Sunni Islamist Foreign Terrorist Organization
- Caliphate: The rule or reign of a chief Muslim ruler or caliph
- Counterterrorism: political or military activities designed to prevent or thwart terrorism
- Foreign Terrorist Organization: A foreign organization that engages in terrorist activity, and the activity threatens the security of U.S. nationals, or the national security of the U.S. as categorized by the U.S. Department of State
- Fusion Center: state owned and operated centers that serve as focal points in states and major urban areas for the receipt, analysis and sharing of threat related information between State, Local, Tribal and Territorial, federal and private sector partners.



- Terrorism: the premeditated use of violence or the threat of violence targeting civilians or their property for political, religious, or ideological gain
- Transnational: involving or operating in several nations or nationalities

Materials:

- General list of ideas associated with 9/11
- Richard Eichen video
 - <https://vimeo.com/1020298129?share=copy>
 - Password: TheCELL24
- 9/11 Memorial: September 11 Attack Timeline
- 9/11 Case Study
- 9/11 Concept Map Exemplar

Lesson Activities: Total of 65 minutes

Activity 1: 9/11 Idea Generation

- As a class, students will generate a collection of ideas they have regarding their knowledge and understanding of 9/11 [5-7 minutes]
 - Well known myths and conspiracy theories that students may contribute to the discussion
 - 9/11 was done by the U.S. government
 - The planes could not have destroyed the twin towers, pre-established explosives needed to be in the buildings.
 - The implosion of the Twin Towers indicates that it was a controlled demolition
 - Flight 93 was shot down by an Air Force plane
 - The holes in the Pentagon were too small to have been made by a commercial aircraft

Activity 2: Read and review CELL Exhibit case study of 9/11

- As a class or in small groups, students will review the CELL Exhibit case study of 9/11 and the [9/11 Memorial Timeline](#) [7-10 minutes]

Activity 3: Concept Map Creation

- Teacher demonstrates how to pull information from the sources to populate a category in the Concept Map. The teacher also introduces the Concept Map Assignment. A Concept Map is a diagram that shows the relationships between different ideas to help one understand how the ideas are connected. Concepts can be represented by shapes, images and pictures and relationships can be represented by a connecting word, verb, or lines. [3 minutes]
- Students will begin Phase 1 (Phase 2 will be completed after the tour) of a Concept Map depicting and explaining key concepts about 9/11 using the case study and outside resources if available. [15 minutes]
 - Concepts to include in Phase 1 (pre-tour lesson) are:
 - Working definition of terrorism



- Map of attacks
- Recovery efforts
- History of perpetrators
- Stories of everyday heroes
- Lives sacrificed
- Students will share Concept Map findings in small groups [5 minutes]

Activity 4: Richard Eichen video

- Students will watch Richard Eichen's story of survival, educator may also share their 9/11 story [3-5 minutes] Access to this video can be found on this link:
 - <https://vimeo.com/1020298129?share=copy>
 - Password: TheCELL24
- Students will engage in guided discussion about common themes they associate with survivors and everyday American's recollections of 9/11 [7-10 minutes]
 - Guiding questions for discussion
 - What are some common characteristics people use to describe those who survived the attack on the Twin Towers?
 - Identify at least one of the driving forces for Richard Eichen and others that may have similar stories of survival?
 - Why do you think first responders were able to serve beyond their traditional shifts?
 - What do you think it was like for survivors to realize that the first plane crashing into the tower was not an accident, but a planned attack?
 - What are some feelings survivors and Americans' experienced as they came to terms with the events of the morning?
 - How did survivors keep going in the first few days after and beyond?

Activity 5: Preview homework: Interview questions for 9/11 experience

- Teacher will introduce homework assignment
 - Students will select an elder/community member to interview about their 9/11 experience. Students will ask someone who remembers 9/11 4-6 questions and record answers on paper or digitally.
- Students will generate 4-6 questions they can ask an elder about their 9/11 memories in preparation for their homework [5-10 minutes]
 - Possible questions might be:
 - Do you remember where you were when you heard about the 9/11 attacks? What was your initial reaction?
 - How do you feel like the country/world changed after the 9/11 attacks?
 - What are your memories of how the country came together after 9/11? How did 9/11 divide the country?
 - What other events during your life had as big of an impact on the world?
 - What advice do you have for me to better understand the 9/11 attacks?
 - What do you wish you knew about the 9/11 attacks?

**Standards:****Colorado Academic Standards:**

- CH20-GR.HS-S.3-GLE.1: Analyze the interrelationship of physical, mental, emotional, and social health.
- CH20-GR.HS-S.3-GLE.3: Advocate to improve or maintain positive mental, and emotional well-being for self and others.
- RWC20-GR.9/10-S.4-GLE.1: Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
- RWC20-GR.11/12-S.4-GLE.1: Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
- SS22-GR.HS-S.1-GLE.1: Apply the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.
- SS22-GR.HS-S.1-GLE.2: Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.
- SS22-GR.HS-S.4-GLE.2: Evaluate the purposes, roles, and limitations of the structures and functions of government.
- SS22-GR.HS-S.4-GLE.3: Analyze the impact of the political institutions that link the people to the government.

Skills:

- Critical thinking/problem solving: Recognize that problems can be identified, and possible solutions can be created.
- Inquiry/Analysis: Recognize and describe cause-and-effect relationships and patterns in everyday experiences.
- Self-awareness: Accurately recognize one's own emotions, thoughts, and values and how they influence behavior.
- Global/Cultural Awareness: Compare attitudes and beliefs as an individual to others.
- Communication: Articulate personal strengths and challenges using different forms of communication to express themselves.

Additional Resources:

- [9/11 Memorial Museum Timeline](#)