

## Legacy of 9/11: National Security in Focus Pre-Tour Lesson Agenda: Timeline and Activity Descriptions

### 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

Lesson Time	Activity Instruction	Activity Content (Materials, Key terms, Essential Questions)
<b>Activity 1: Introduction</b>  (5-7 minutes)	<i>Idea Generation:</i> As a class, students will generate a collection of ideas they have regarding their knowledge and understanding of 9/11.	<b>Materials:</b> Well known myths and conspiracy theories that students may contribute to the discussion include: <ul style="list-style-type: none"> <li>• 9/11 was done by the U.S. government</li> <li>• The planes could not have destroyed the twin towers, pre-established explosives needed to be in the buildings.</li> <li>• The implosion of the Twin Towers indicates that it was a controlled demolition</li> <li>• Flight 93 was shot down by an Air Force plane</li> <li>• The holes in the Pentagon were too small to have been made by a commercial aircraft</li> </ul>
<b>Activity 2: 9/11 Case Study Reading</b>  (7-10 Minutes)	As a class or in small groups, students will review the CELL Exhibit case study of 9/11.  <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What events led up to the 9/11 attack?</li> <li>• What was the 9/11 attack?</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>• CELL Exhibit 9/11 Case Study</li> <li>• the <a href="#">9/11 Memorial Timeline</a></li> </ul> <b>Key Terms:</b> <ul style="list-style-type: none"> <li>• <u>Al Qaeda</u>: a transnational Sunni Islamist Foreign Terrorist Organization</li> <li>• <u>Terrorism</u>: the premediated use of violence or the threat of violence targeting civilians or their property for political, religious or ideological gain</li> </ul>

		<ul style="list-style-type: none"> <li>• <u>Transnational</u>: involving or operating in several nations or nationalities</li> <li>• 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</li> <li>• <u>Caliphate</u>: The rule or reign of a chief Muslim ruler or caliph</li> <li>• <u>Counterterrorism</u>: political or military activities designed to prevent or thwart terrorism</li> <li>• <u>Fusion Center</u>: 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.</li> </ul>
<b>Activity 3: Case Study Investigation for Concept Map</b>  (3 Minutes)	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.  <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What lessons were learned about national and international security because of the devastating events on 9/11?</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>• CELL Exhibit 9/11 Case Study</li> <li>• Concept Map Explanation</li> </ul>
<b>Activity 3: Concept Map Creation</b>  (15 minutes)	Students will begin Phase 1 of a Concept Map depicting and explaining key concepts about 9/11 using the case study and outside	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Concept Map Exemplar</li> <li>• Concept Map Rubric</li> </ul>

**Commented [LH1]:** Give a definition of a concept map

**Commented [LH2R1]:** Have students build a concept map, the purpose of the concept map is for students to use as a tool when you are interviewing an elder in your community. It is intended to summarize your understanding of 9/11 and terrorism and meant to be a visual tool to help prompt your interviewee.

**Commented [LH3R1]:** Part 2 Concept Map includes what they learn at the exhibit. They can also bring this to the exhibit.

	<p>resources if available. {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.}</p> <p>[15 minutes]</p> <p>Concepts to include are:</p> <ul style="list-style-type: none"> <li>• Definition of Terrorism</li> <li>• Map of attacks</li> <li>• Offices/agencies involved in recovery</li> <li>• Recovery efforts</li> <li>• History of perpetrators</li> <li>• Stories of everyday heroes</li> <li>• Lives sacrificed</li> <li>• Longer term effects</li> <li>• Security at airports day of</li> <li>• Government admin response</li> </ul>	
<p><b>Activity 3: Share out</b></p> <p>(5 minutes)</p>	<p>Students share Concept Map findings in small groups.</p>	<p><b>Discussion questions:</b></p> <ul style="list-style-type: none"> <li>• What are common themes and connections made across the different categories and maps?</li> <li>• What was/is the impact of 9/11 on the human spirit?</li> </ul>
<p><b>Activity 4: Survivor Stories and</b></p>	<p>Students watch Richard Eichen's story of survival, educator can share their 9/11 story</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• CELL Exhibit video of Richard Eichen's Story</li> </ul>

**Commented [LH4]:** Leslie add more in the case study about the recovery efforts. NYFD, NYPD, everyday people in and around the buildings, passengers on planes, EMS, EMT, U.S. Coast Guard, working dogs

<b>Personal Testimonies</b>  (3-5 minutes)		
<b>Activity 4: Common Themes of Survivor and Everyday American recollections of 9/11</b>  (7-10 minutes)	Students engage in guided discussion about common themes they associate with survivor and everyday American's recollections of 9/11	<b>Discussion questions:</b> <ul style="list-style-type: none"> <li>• What are some common characteristics people use to describe those who survived the attack on the Twin Towers?</li> <li>• Identify at least one of the driving forces for Richard Eichen and others that have similar stories of survival?</li> <li>• Why do you think first responders were able to serve beyond their traditional shifts?</li> <li>• 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?</li> <li>• What are some feelings survivors and American's experienced as they came to terms with the events of the morning?</li> <li>• How did survivors keep going in the first few days after and beyond?</li> </ul>
<b>Activity 5: Closing</b> (5-10 minutes)	Students are given the homework assignment to interview an elder.	<b>Materials:</b> <ul style="list-style-type: none"> <li>• 9/11 Interview Assignment</li> <li>• Possible questions: <ul style="list-style-type: none"> <li>- Do you remember where you were when you heard about the 9/11 attacks? What was your initial reaction?</li> <li>- How do you feel like the country/world changed after the 9/11 attacks?</li> <li>- What are your memories of how the country came together after 9/11? How did 9/11 divide the country?</li> <li>- What other events during your life had as big of an impact on the world?</li> <li>- What advice do you have for me to better understand the 9/11 attacks?</li> <li>- What do you wish you knew about the 9/11 attacks?</li> </ul> </li> </ul>

### 9/11 Pre-Tour Lesson Agenda: Colorado Academic Standards

Content Area	Standard Number	Grade Level Expectation or Essential Skill
Comprehensive Health	CH20-GR.HS-S.3-GLE.1	Analyze the interrelationship of physical, mental, emotional, and social health.
Comprehensive Health	CH20-GR.HS-S.3-GLE.3	Advocate to improve or maintain positive mental, emotional well-being for self and others.
Reading, Writing and Comprehension	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.
Reading, Writing and Comprehension	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.
Social Studies	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.
Social Studies	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.
Social Studies	SS22-GR.HS-S.4-GLE.2	Evaluate the purposes, roles and limitations of the structures and functions of government.
Social Studies	SS22-GR.HS-S.4-GLE.3	Analyze the impact of the political institutions that link the people to the government.
CO Essential Skill	Critical Thinking/problem solving	Recognize that problems can be identified, and possible solutions can be created.
CO Essential Skill	Inquiry/Analysis	Recognize and describe cause-and-effect relationships and patterns in everyday experiences.
CO Essential Skill	Self-Awareness	Accurately recognize one's own emotions, thoughts, and values and how they influence behavior.
CO Essential Skill	Global/Cultural Awareness	Compare attitudes and beliefs as an individual to others.
CO Essential Skill	Communication	Articulate personal strengths and challenges using different forms of communication to express themselves.