

The Legacy of 9/11: National Security in Focus Post Tour Lesson Plan Timeline

Learning Objectives:

In this lesson, students will:

- Analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Lesson Time	Activity Instruction	Activity Content (Materials, Key terms, Essential Questions)
Activity 1 Introduction/Hook Think, Pair, Share (5-7 minutes)	<i>Students will individually consider the question: How has your perspective of 9/11, the historical terrorist attack on the United States, changed over the last few days? Students then pair up with a neighbor and share their answers with each other,</i>	<i>Students may have experienced the following changes:</i> <ul style="list-style-type: none"> - More awareness of the facts and events of the day - Greater knowledge of why the U.S. has some security practices in place - Greater empathy for those who lived through 9/11 - Increased understanding of the rise and fall of different ideologies linked to terrorist attacks - Awareness of one's own role in identifying suspicious behaviors - Greater hope for how local, state and national government agencies can work together to protect and safeguard a community.
Activity 2 <i>Complete Phase 2 of 9/11 Concept Map</i> (15 minutes)	Students will build complete Phase 2 of their Concept Maps using their graphic organizers for the CELL Exhibit Tour	Materials: <ul style="list-style-type: none"> - Completed CELL Exhibit Tour Graphic Organizer - Material for Phase 2 of Concept Map
Activity 3	Students will display their full concept maps for the class.	Essential Questions: <ul style="list-style-type: none"> - What changes were made after the 9/11 attacks to national and international security to counter terrorism?

<p>Gallery Walk of student's Concept Maps</p> <p><i>(7-10 minutes)</i></p>	<p>Students circulate around the gallery of Concept Maps and consider similarities and differences.</p>	<ul style="list-style-type: none"> - While 9/11 was a national terrorist attack, consider how those who lived through the attack and have since learned about it interpret it differently and why that is important to recognize.
<p>Activity 4 (Final) Individual written reflection on 9/11: Yesterday, today and tomorrow <i>(Closing)</i></p> <p><i>(10-15 minutes)</i></p>	<p>Students will write an individual reflection (suggested 3-5 paragraphs) answering the question:</p>	<p>Reflection prompt: How did the events of 9/11 forever change the way the U.S. and other nations addresses national security (consider administrative offices, everyday security measures) and how might you improve it for the future? Finally, where do you fit into the web of protection against terrorism?</p>

9/11 Post-Tour Lesson Agenda: Colorado Academic Standards

Content Area	Standard Number	Grade Level Expectation or Essential Skill
Social Studies	SS22-GR.HS-S1- GLE. 1	Use 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.
History		
History		
Reading for all purposes		
Reading for all purposes		
CO Essential Skill – History		
CO Essential Skill – History		
CO Essential Skill – Geography		

- RWC20-GR.HS-S1.GLE.1: Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
- RWC20-GR.HS-S3.GLE.2: Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.

Skills

- Global/Cultural Awareness: Compare attitudes and beliefs as an individual to others
- Civic Engagement: Identify and reflect upon personal connections to community systems
- Productivity/Accountability: Articulate the requirements of a task or job