



CELL Exhibit Legacy of 9/11: National Security in Focus Post Tour Lesson Plan

Lesson Title: *My Role in National Security*

Grade Level: *9th-12th grade is our target audience; occasionally 8th grade*

Duration: *45 minutes*

Content Area: *Post 9/11 Tour lesson*

Standards Content Area: *Comprehensive Health, and Reading, Writing and Communicating, and History*

Overview:

This lesson will provide students the opportunity to reflect on the impact 9/11 had on the world and the changes made after 9/11 to create safer security measures. Finally, students will write a written reflection about individual's thoughts on the role they play in community AND national safety.

Learning Objectives:

In this lesson, students will:

- Analyze the historical and administrative changes due to the 9/11 attack
- Recognizing themes from violent extremist attacks (*civilian and safety personnel responses, vulnerability to radicalization, human cost of attacks*)

Essential Questions:

- Factual:
 - *What changes were made after the 9/11 attacks to national and international security to counter terrorism?*
 - *How can everyday citizens become a force multiplier in keeping your community safe?*
- Conceptual:
 - *Identify and then reflect upon personal connections to community systems and what contributions you can make to ensure community and national safety.*

Key Terms:

- Terrorism: the premediated use of violence or the threat of violence targeting civilians or their property for political, religious or ideological gain
- Counterterrorism: political or military activities designed to prevent or thwart terrorism
- Suspicious Behaviors: any observed behavior that may indicate pre-operational planning associated with terrorism or terrorism-related crime¹

Materials:

- Student generated concept maps
- Completed graphic organizer from 9/11 Tour Exhibit
- Paper/computers for students to complete reflection

Lesson Activities: Total of 37-47 minutes

¹ <https://www.dhs.gov/see-something-say-something/recognize-the-signs>



Activity 1: Think/Pair/Share

- You have heard from people who experienced 9.11, how has your perspective of the historical attack changed or remained the same after these experiences?

Activity 2: Completion of Phase 2 of the Concept Map

- Students use their graphic organizer handout from the CELL Exhibit tour to complete Phase 2 of the Concept Map

Activity 3: Gallery Walk of Concept Maps

- Class previews all students completed concept maps, either using the rubric or guiding questions while doing the gallery walk.
 - Guiding questions:
 - What themes do you see in the Concept Maps?
 - How did 9/11 shape national and global security measures?
 - What are current threats to U.S. security today and how are individuals depicted as being part of the security solution?

Activity 4: Student Reflection:

- In your own words:
 - How did the events of 9.11 forever change the way the U.S. and other nations address national security (consider administrative offices, everyday security measures)?
 - How did it inspire others to go into public service? In listening to their stories, how can you envision yourself helping enhance our community safety?
 - What more can you learn about to enhance our community safety?
 - How can you be part of the solution in preventing violent extremism locally and nationally?
 - Promoting inclusive communities, learning about law enforcement roles and security policies, engaging in civil discourse, recognizing and reporting suspicious behaviors.
 - Consider where/how you can serve your community and come together for the common good and democratic ideals.

CDE Standards:

Academic

- *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.
- *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

