September 11th Lesson

**Materials:**

* Large sheets of paper
* Markers
* Video screen

**Lesson Resources:**

|  |  |  |
| --- | --- | --- |
| **Title** | **URL** | **Other Information** |
| 9/11 Timeline | <http://www.history.com/topics/9-11-attacks/videos#911-timeline> | Video (History Channel) 4:54 |
| Statue of Liberty “It’s okay”  \*Use for children group | <http://www.loc.gov/exhibits/911/images/sep0175s.jpg> | Eddie Hamilton, third grader  Sequoyah Elementary School, Knoxville, Tennessee. |
| *Bisvera pratiti Mosalamana Amerikara biruddhe, rukhe daraile Musalamanera bijaya anibarya, Osama bina Ladena.*  "If each Muslim resists America, then victory is certain for them. Osama Bin Laden."  \*Use for President group | <http://www.loc.gov/exhibits/911/images/sep0187s.jpg> | September 20, 2001. [Bengali] poster calendar. |
| "America's Bloodiest Day"  \*Use for military example | <http://www.loc.gov/exhibits/911/images/sep0006.jpg> | Honolulu Advertiser  (Honolulu, Hawaii)  September 12, 2001.  Courtesy of Honolulu Advertiser. |
| Mother and daughter  \*Use for parents group | <http://www.loc.gov/exhibits/911/images/01745r.jpg> | October 30, 2001  World Trade Center series, New York City, November 14, 2001 |
| Memorial to Matthew Diaz following September 11th terrorists attack, 2001, New York City, 2001  \*Use for New Yorker Group | <http://www.loc.gov/exhibits/911/images/01938r.jpg> |  |
| Patriot Act Political Cartoon  \*Use for lawmakers group | <http://www.loc.gov/exhibits/telnaes/telnaes-tab.html> | [FBI, child, library bookdrop], Ann Telnaes, June 25, 2002. |

**Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Activity** | **Procedure** |
| Homework from previous class period | Background of 9/11 and document to accompany group for lesson | * Read short article * Complete “Primary Source Analysis” questions specific to the type of source |
| 6-7 minutes | Context video | * Watch context video: 9/11 Timeline from the History Channel |
| 5-6 minutes | Teacher(s) scaffold “Point of View” web | Teacher(s) Military perspective of 9/11 – image will be shown using the LCD projector to the class as a whole |
| 6 minutes | Students create web and put on the board (using white paper and markers) | * + 5 groups of 4 (each has a different stakeholder group) give reactions to the event     - President     - New Yorkers     - Parents     - Children     - Law makers |
| 10 minutes | Discussion of interactions | * + Each group shares 1-2 of their specific stakeholder group’s reactions   + Teacher writes reactions on central 9/11 point of view web |
| 20 minutes | Writing assignment with example | * + Write a paragraph (100 word minimum) explaining a person from one of the stakeholder groups actions in response to the event   + Will be looking for:     - Historical accuracy     - Use of facts     - Description of events     - Description of individuals perspective     - Proper use of the English language |
| Homework | Learn our method of grading student writing | * + Students will read samples of writing assignment using military circle of viewpoints example   + One sample will be an exemplar   + Other example of lower caliber will showcase method of grading |
| Bell-Ringer for following class period | Student writing self-evaluation | * + Hand back paragraphs   + Post-it: One thing I did well with my paragraph was\_\_\_\_\_\_\_\_\_. One thing I need to work on with my writing in the future is \_\_\_\_\_\_\_\_\_. |

Example of “Circle of Viewpoints” for Military Perspective