September 11th Lesson

**Materials:**

* Large sheets of paper
* Markers
* Video screen

**Lesson Resources:**

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| **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, 2001World 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:**

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| **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
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| 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 \_\_\_\_\_\_\_\_\_.
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Example of “Circle of Viewpoints” for Military Perspective