Remembering September 11

TEACHER SUPPORT PAGES

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www.onlinelearningexchange.com/content/products/home.html
September 2011

Dear Esteemed Colleague,

As our nation observes the tenth anniversary of the September 11 terrorist attacks, Pearson would like to acknowledge the importance of your work as a social studies educator. As a teacher of tomorrow’s citizens, you play a unique role in shaping students’ knowledge and understanding of the values that all Americans share—the same values that came under attack on September 11, 2001.

Most of us can recall where we were when we first heard about the attacks on that Tuesday morning, but the students in our classrooms today cannot. Although their lives have been shaped by the event, they may not be familiar with the horrors that unfolded on that day or the heroic efforts that have taken place since then to keep our nation secure.

We at Pearson share your goal of helping our students understand not only the events of September 11, but also the determination that has inspired our actions as a nation since that day.

We hope the materials included in this module, Remembering September 11, will help you and your students continue the important work of both learning about and living out the core American values of democracy, freedom, justice, and equality.

Sincerely,

Peter Cohen
CEO
Pearson School
**A Historian Remembers September 11**

**Teach**  Before students read the lesson, have them preview the images to anticipate the content. Encourage them to write down any questions or observations for later class discussion.

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<th>Differentiated Instruction</th>
<th>Middle School Students</th>
<th>Teaching the Essay</th>
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<td><strong>Teach</strong></td>
<td><strong>Discuss with students the phrase on the receiving end of history.</strong> Explain that it means “to participate in or experience history yourself.” Ask students to share a news event that they have participated in or that has affected them.</td>
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<td><strong>Explain that this essay is a first-person remembrance of the writer’s experiences on September 11, 2001. Discuss how historical remembrances differ from history textbooks.</strong></td>
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<td><strong>Ask</strong> How is it different to describe a historical event as it is happening than to describe it 10 years later? (When experiencing a major historical event, people only have what they can see or know from their personal viewpoint. Later they have all the information that came from others or was learned over time.) <strong>Ask</strong> What does the writer know when his wife tells him a plane has hit the World Trade Center? What doesn’t he know? (He knows that a plane hits the World Trade Center because his wife sees it on television. He doesn’t know that it was hijacked by terrorists. He doesn’t know that they meant to hit the WTC. He doesn’t know that another plane will hit the second tower.)</td>
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<td><strong>Encourage students to think about the actions different affected people in the essay take. Discuss why each action is necessary at the time.</strong> <strong>Ask</strong> Why must Larisa and her classmates run north away from the World Trade Center? (Their school is very near the World Trade Center. It’s not safe to be there as the buildings are on fire. They run north to get away.) <strong>Ask</strong> Why does Michael try to get closer to the site of the attacks? (He realizes that his family may be in danger. He goes closer in order to help and protect them if he can.)</td>
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<td><strong>Discuss with students the efforts people made to feel connected after the attacks. Point out that the writer’s first response is to think of people he might know in the area. From this personal concern grows concern for others who may also be affected.</strong> <strong>Ask</strong> Why do you think people want to share their experiences and reactions during major historical events? (Sample: People want to feel that they are not alone. They want to understand events by collecting information. They want to feel part of a group.)</td>
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<td><strong>Have student listen to the sample interviews available online. Suggest possible sources for information in your community, such as National Guard and military bases, military support organizations, or anyone that was traveling on 9/11. Some other options include people who live in any major U.S. city, many of whom felt potentially threatened on 9/11, as well as those who regularly travel to the New York City area for business or family purposes. Remind students of the attacks at the Pentagon and on Flight 93. You might also help students focus their questions to fit the experiences of people in your community. This web site offers a lot of information, as well as some oral histories:</strong> <a href="http://www.911memorial.org/">http://www.911memorial.org/</a></td>
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Timelines of September 11

**Teach** Before students read the lesson, have them preview the timelines to anticipate the content. Encourage them to write down any questions or observations for later class discussion. Remind them that interactive versions of the timelines are available online. If students wonder how to pronounce “Al-Qaeda,” it is Al-ky-EE-duh.

**Differentiated Instruction**

**Middle School Students** Clarify that the two timelines overlap, guiding students to see that one is a close-up of a single day on the other.

**Ask** What is the title of the timeline on page 6? (September 11, 2011) What is the title of the timeline on page 7? (September 11 in Context) Where on the second timeline would you put the events on the first timeline? (All the events on the first timeline would fit into the 2001 entry on the second timeline.)

**September 11, 2001**

Help students make sense of the information and sequence in the timeline on page 6. Ask them to link photos and time entries to confirm their understanding. Then discuss the overall picture of the day that the timeline creates.

**Ask** Summarize the attack that occurred on September 11, 2011. (Terrorists hijacked four planes and used them as bombs to attack buildings and people. Planes attacked the World Trade Center in New York City and the Pentagon in Washington, D.C. One plane crashed near Pittsburgh and never reached its target.)

**Ask** What happened at 9:49 am? Why did this action make sense? (The FAA halted aircraft takeoffs in the U.S. This made sense because no one knew if there were more attacks coming from other airplanes.)

**Ask** How were the events at 9:50 and 10:29 the same? Different? (Both events were collapses of buildings at the World Trade Center. The first was the South Tower, the second was the North Tower.)

**Background**

Explain that the passengers on flight 93 were aware of the earlier attacks. They knew that their plane was going to be used as a bomb. Many sent farewell messages to their loved ones. A group then tried to take control of the plane from the hijackers. As a result of their bravery, the plane crashed in an open field instead of a populated area.

**September 11 in Context**

Stress that the views of al-Qaeda represent a radical version of Islam that few Muslims share. Review with students that Islam is a major world religion that shares many principles with Christianity and Judaism. All three religions share a belief in one god, a view called monotheism. Muslims believe Abraham, Moses, and Jesus were important prophets before Muhammad. Help students understand the events on the timeline.

**Ask** What happened in 1993? (Al-Qaeda bombed the World Trade Center.) How did this event differ from the events on 9/11/2001? (The first attempt was unsuccessful, while the second destroyed the buildings.)

**Ask** Where have other terrorist attacks occurred in the years since 1993? (Oklahoma City and London, England) Challenge advanced students to learn about additional terrorist attacks, such as those in Spain, Russia, Japan, and India.

**Ask** What military actions did the United States take in the years between 2001 and 2011? (The U.S. invaded Afghanistan and Iraq.)

**Ask** Where were you when you learned of Osama bin-Laden’s capture and killing? What reactions did you hear or see around you? (Answers will vary, but students should be as specific as possible.)
## Impact on American Life

### Teach
Before students read the lesson, have them preview the images to anticipate the content. Encourage them to write down any questions or observations for later class discussion.

### Differentiated Instruction

#### Middle School Students
Define historical references that may be unfamiliar. For example, *the Republic* refers to the U.S., *the Civil War* refers to the American Civil War of the 1860s, *the War on Terror* is the war against terrorism begun by President Bush after the 9/11 attacks. Explain that during World War II, Japanese American citizens and legal residents were held in camps for fear that they might help Japan. The U.S. government later apologized.

### Security and Freedom
Help students understand the purpose of different security measures.

**Ask** Why did the government respond to 9/11 by increasing security at airports and public buildings? (*The weapons in the 9/11 attacks were airplanes, which the terrorists used as bombs. One of the targets was the Pentagon, a government and public building.*) Challenge students to share any incidents they know of where security measures have stopped potential attacks. (*Students may mention incidents when potential terrorists hid weapons in a shoe, in liquid, in underwear.*) Then discuss what is lost and gained by increased security.

**Ask** How was the Patriot Act intended to protect Americans? (*The Patriot Act allows the government to monitor private records and communications in order to identify possible terrorists.*) **Ask** What problems could result if a government can monitor citizens’ activities without restriction? (Sample answer: Governments might monitor behavior of those in opposition political movements, minority religious or ethnic groups, or anyone else that the government didn't like. This would stifle public debate and political/religious freedom.)

### New Vulnerability, I
Help students understand how public feelings changed after 9/11, and how this affected the powers given to the government. Discuss the priorities people often have in making decisions during times of fear or anxiety.

**Ask** How did Americans feel after the 9/11 attacks? Why? (*Many felt afraid. The country had been attacked on its own soil, during a time of apparent peace, and most of the victims had been civilians. This made people feel that their everyday lives were threatened.*) **Ask** What was most important to Americans in the time just after 9/11? (*They wanted the government to keep them safe.*) What is most important in 2011? (*Most Americans list the economy as their highest concern in 2011.*)

### New Vulnerability, II
Guide students to see the link between the shapeless nature of terrorist enemies and the suspicion of Muslim Americans that has arisen since 9/11. Explain that people often want to name the enemy, so that they know who or what to fight or fear. The problem is intensified with terrorism, which is an enemy without nation or army. There is also a human inclination to be suspicious of that which is unfamiliar.
### Impact on Foreign Policy

#### Teach
Before students read the lesson, have them preview the images to anticipate the content. Encourage them to write down any questions or observations for later class discussion. If students wonder how to pronounce “Al-Qaeda,” it is Al-ky-EE-duh.

#### Middle School Students
Direct students’ attention to the phrase “nation state.” Clarify that the United States is a nation state. Saudi Arabia and Afghanistan are nation states. Al-Qaeda is an organization that does not represent a specific country. Discuss the challenges of fighting against such an organization.

**Ask** Why would it be hard to find an enemy like Al-Qaeda? *(You can't invade their “territory” because there is no specific nation.) *(It is hard to distinguish between civilians and soldiers when there is no nation and no identified army.)*

#### Introduction
To provide context, share statistics and briefly describe the War of 1812, the Spanish American War, or the Gulf War.

**Ask** What are two important ways that the deaths caused by the 9/11 terrorist attacks are different than those caused by those earlier wars? *(Deaths from the 9/11 attacks were largely civilian and rescue workers while deaths from the wars were largely military personnel. Deaths from the 9/11 attacks occurred during peacetime while the other deaths occurred during acknowledged wars.)*

#### Background
Invite students to share what they know about Al-Qaeda. Correct any misconceptions, in particular those that equate terrorism with Islam in general. Explain Al-Qaeda’s belief that Western powers in the Middle East have suppressed Muslims. Provide some context to help students appreciate the full range of viewpoints in the Middle East. Explain that while political and cultural context varies from country to country, in general Arab-Muslim culture is more socially conservative than American culture. Additionally, in some nations religious leaders dominate the government, while in others religion and government are separate. Repeat that the views of al-Qaeda and the Taliban represent an extreme view of Islamic values that seeks to limit outside influence and dramatic change in society.

#### Fighting a New Kind of Enemy
Clarify that Afghanistan’s government had given shelter to Osama bin-Laden and al-Qaeda but it was not the nation of Afghanistan that attacked the U.S. on 9/11.

**Ask** Why did the U.S. invade Afghanistan? *(The U.S. invaded Afghanistan because it had sheltered Osama bin-Laden and Al-Qaeda.)*

**Ask** Did the capture and killing of Osama bin-Laden mean that the war against terrorism was won? Explain. *(No, there were many other terrorists and terrorist networks.)*

#### Long-Term Impact
Clarify that U.S. forces went into Pakistan, a neighbor of Afghanistan, to kill bin-Laden. The invasion was not coordinated with Pakistan. Discuss the difficult decisions the U.S. must make in working with allies it may not fully trust or admire. Help students identify the compromises the U.S. makes to gain the support of particular allies.

**Ask** Should the U.S. partner with countries with which it disagrees in order to fight terrorism? *(Students’ answers will range from “never” to “yes, if the goal is worth it.” Require those students who support compromise to define goals that they consider sufficiently important.)*

#### Student Activity
Direct students to appropriate information sources, such as U.S. military websites and major news outlets. Suggest that they organize their findings—statistics, quotations, images—as the page of a history scrap book.
## Impact on The Economy

**Teach** Before students read the lesson, have them preview the images to anticipate the content. Encourage them to write down any questions or observations for later class discussion.

### Differentiated Instruction

**Middle School Students** Focus on clarifying the dollar values in the essay. Write $1,000,000,000. Explain that this numeral stands for one billion dollars. One billion is a million thousands. To provide context, give approximate prices for some items visible in the classroom. Additionally, define some of the economic terms in the essay, such as the New York Stock Exchange, the Federal Reserve (the Fed), key interest rates, and credit.

### Immediate Costs

Help students understand the difference between immediate and long-term costs, and between monetary and other costs, such as the loss of life. Discuss the chain reaction that occurred as monetary costs spread through American society.

**Ask** What are some immediate costs from a terrorist attack? *(Sample: loss of life, loss of buildings and property, interruption of business)*

**Ask** What kinds of losses can be counted financially? *(Possible answers: Physical structures, businesses, and stock values are all losses that can be counted financially.)*

**Ask** Read the chart. What was the largest portion of costs for the 9/11 attacks? *(14 billion for the private sector)*

**Ask** How did the 9/11 attacks cause business interruptions? *(People who worked in or near the World Trade Center could not go to work. Travel was almost completely stopped for a time, which meant that people who need to travel for work could not. People who wanted to travel for pleasure were worried about flying, so pleasure travel also decreased.)*

### Long-Term Costs

With students, explore the different ways that terrorism can affect an economy over the long-term.

**Ask** What are some ways that the U.S. government has spent money since 9/11 to protect the nation and its citizens? *(Students may mention increases in military spending, airport security, border and port security, intelligence offices.)*

**Ask** What are some ways that private businesses have changed because of 9/11? *(Businesses spend more money now on security for their property and their electronic information than they did before 9/11.)*

### Student Activity

Guide students in identifying expenditures that governments and businesses might make with funds currently spent on security and defense. A virtual or physical tour of the community can help students identify investments such as infrastructure, product research, education, public spaces, and so on. Organize debate teams and moderator, and clarify debate rules.

### New Vulnerability, II

**Ask** What reasons to supporters and opponents of the proposed Islamic Center in New York City give for their views? *(Supporters said Muslim Americans were loyal citizens and the center would help the nation and community heal. Opponents said placing an Islamic center near the 9/11 site was insulting to the memory of the victims.)*

### Student Activity

Provide tarting points for facts about security, such as TSA (http://www.tsa.gov/travelers/index.shtml), USPS, Homeland security (http://www.dhs.gov/index.shtml).
**Impact on Government and Citizenship**

**Teach** Before students read the lesson, have them preview the images to anticipate the content. Encourage them to write down any questions or observations for later class discussion.

**Differentiated Instruction**

**Middle School Students** Explain that a warrant is legal permission to obtain private information about someone, and is usually obtained only with the review of a court. The law enforcement official has to prove that there is enough suspicion of a crime to justify invading someone’s privacy. This is because the Fourth Amendment to the U.S. Constitution protects people in the privacy of their homes. By removing the need for a warrant, the Patriot Act frees law enforcement of the need to justify their searches to an objective outsider.

**A Question of Civil Liberties**

Encourage students to think about the link between the 9/11 attacks and increased security measures such as the Patriot Act. Point out that at the time of 9/11, many people felt that U.S. security systems had failed to prevent the attacks.

**Ask** How did people think heightened security would help the nation? *(They believed that it would reduce the risk of another terrorist attack by catching those involved.)*

**Ask** What powers did the Patriot Act give to the government? *(It allowed the government to monitor communication and review financial documents, often without a warrant.)*

**Ask** Consider the question raised in the essay—how far should individual liberties be sacrificed in the name of security. What do you think? *(Answers will vary but should be supported by logic.)*

**Did 9/11 Unite or Divide Us?**

Help students appreciate the national response that occurred after 9/11 so that they understand the resulting national unity. Point out that for many of the people alive at the time of the 9/11 attacks, the attacks were the first on American soil in their lifetime.

**Ask** What are some actions that Americans took after 9/11 to help each other? *(Sample: They gave blood, donated money, prayed.)*

**Ask** In what way were all Americans the same on 9/11? Explain. *(All Americans felt attacked because their home country had been attacked.)*

**Ask** Why do you think Americans far from the actual sites of the attacks wanted to help and get involved? *(Sample: People felt connected to the victims as Americans and thought more about what they shared than any differences they had.)*

**Afghanistan and Iraq**

Use a graphic organizer to guide students through the cause and effect links between 9/11 and the wars in Afghanistan and Iraq. Start with 9/11 in a circle. Draw a line to a second circle below labeled “Afghanistan invasion” and. Draw another line from the 9/11 circle to a third circle below labeled “Iraq invasion.”

**Ask** What reason should we write for why the U.S. attacked Afghanistan? *(Sample: The Afghan government sheltered al-Qaeda, source of 9/11 attacks.)*

**Ask** What reason should we write for why the U.S. attacked Iraq? *(Sample: The President said that Iraq’s leader posed a threat.)*

**Ask** Should we add an arrow connecting the Iraq and Afghanistan invasion? Explain. *(No. There was no evidence linking Saddam Hussein with the 9/11 attacks.)*

**Student Activity**

Clarify that in this context, citizen refers to anyone living permanently in the United States. Before students begin, explore the idea that citizenship both offers privileges and carries obligations. Encourage students to incorporate both in their message and product.