

**LESSON H-UIV-L4**

# Pictures of 9/11

**Unit IV:** 9/11: A Case Study in Contemporary Terrorism

**Grade Levels:** 9–12

**Time:** 200 minutes



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## Pictures of 9/11

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### Objectives

- View, organize, research, and provide captions for pictures of the events of 9/11.
- Become familiar with a timeline of events on 9/11, give faces to the events, and develop a picture essay of the day.
- Analyze photographs as primary source documentation, describe the photos as records of history, and see from these photos the events, the stories, and the extraordinary acts performed by many different individuals from on 9/11.

### Lesson Materials

- timeline (found at [http://www.nysm.nysed.gov/wtc\\_timeline/](http://www.nysm.nysed.gov/wtc_timeline/) or <http://www.911memorial.org/interactive-911-timelines>)
- photographs
- scissors
- paste
- paper
- computer internet access for research, additional information, and photographs

### Lesson Background

As suggested in the guidelines for implementing this curriculum, the classroom must be a safe space for all students. We should be mindful of how certain words and images affect students, especially those students who have experienced trauma and loss. We strongly urge teachers to preview the images at the links listed below and decide which photographs are appropriate for their students. Before the lesson begins, teachers should tell the class about the images they will be viewing using this suggested language or similar language:

*Like many images of disaster and tragic events, the photographs you will be seeing are graphic in nature. Although you may have seen them in newspapers or on the television, they can still be unsettling. Many people experience strong reactions. Be aware of how you are reacting and don't feel you need to look at every photo or any photos.*

Images of destruction should not be posted on bulletin boards or shown on a big screen in a darkened classroom. Smaller photographs allow students to pace themselves and be selective as to how much they want to look at, depending on their personal experience and responses.

Finally, teachers should consider alternate assignments or adapt this assignment for those students who may be more vulnerable to such images.

### Web Resources for Student Research

On the websites listed below you will find photographs from 9/11:

<http://www.september11news.com/>

<http://www.newseum.org/todaysfrontpages/> (choose dates from Archives)

[http://topics.cnn.com/topics/september\\_11\\_attacks](http://topics.cnn.com/topics/september_11_attacks)

<http://news.nationalgeographic.com/news/2011/09/pictures/110908-about-911-september-9-11-twin-world-trade-center-towers-indelible/> (if link doesn't work, copy and paste into browser)

<http://nymag.com/news/articles/wtc/gallery/>

## Lesson Plan

- Give the students a timeline for the events of 9/11 (NYC, D.C., and PA) and discuss it with the class.
- Divide students into groups to use the web resources to examine photographs in the following categories:
  - morning skyline and physical consequence
  - people
  - rescue workers, first responders, and volunteers
  - national and international community reactions
- Have each group decide on the organization of their photographs using the timeline for reference.
- Have the students give each photograph a title and a caption (some may have a title in bold and an extended caption). The captions can draw on information from the timeline and students' research). They may include historical facts/headlines/speeches/articles from the day and afterwards. Their purpose is to tell a story of what they see and what they want to say about 9/11 and beyond.
- Instruct the groups to arrange their photographs with titles and captions on pages to show the events through pictures.
- Have each group write a one-page introduction for their section of the picture timeline.

### Optional

- Form Jigsaw Groups with members from each of the original groups. Instruct the group members to learn from each other by each presenting and discussing his section of the picture timeline. Then have them write an introduction for the entire array of photographs.
- Have each Jigsaw Group report on their overall introduction and then have the class agree on one inclusive introduction using the information provided by each group plus their new contributions.

## Evidence of Understanding

### Formative Assessment

- Have the students present a copy of the photographs with titles and captions as well as their section's introduction from their original groups. Have them prepare a hard copy report and a brief oral presentation.
- Have the class present the overall introduction for the picture timeline both orally and as a text.

### Summative Assessment

Have the students assemble a final booklet to copy and distribute to each student. The final booklet should include: overall introduction, each section of the timeline with an introduction, photographs with titles and captions, and a front cover designed by and agreed upon by the class.

## **Taking Action and Giving Service**

Have the students present and share the final booklet with other classes (e.g., art, photography, social studies).