

LESSON M-UIV-L1

A Moment in Time:

Part I

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

Grade Levels: 7-8

Time: 90 Minutes



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Objectives

- Discuss the basic sequence of events occurring before, during, and after 9/11/01.

Lesson Background

A historic 36-foot timeline exhibition that depicts the tragic and heroic events that occurred at the World Trade Center on September 11, 2001, designed by the museum and developed with the assistance of family members who lost loved ones that day, is now installed at Ground Zero. The timeline, which was installed on the World Trade Center viewing wall on Church Street near the temporary World Trade Center PATH Station, presents a chronological portrayal of events that occurred between 6:30 a.m. and 11:29 p.m. on September 11, 2001. You can review the timeline and get information at http://www.nysm.nysed.gov/wtc_timeline/.

Lesson Plan

- Ask students to respond to the following prompts:
 - What do you know about the attacks on 9/11/01?
 - What do you know about other events before, during, and after that day?
- Write three headings on the board: *Before, During, After*. Have the students go to the board and fill in their responses under “Before,” “During,” and “After.”
- Reflect on their answers, clarifying misconceptions and expanding on the information the students have provided by using the information provided in the timeline exhibition at Ground Zero (see Lesson Background).
- Guide the class to discuss the following questions:
 - Although this is a tragic story, what are the “glimpses of courage/hope/heroism in the story of 9/11?”
 - What changes have been made in this country since 9/11 related to policy, government, human and social, etc.?

Evidence of Understanding

Have the students accurately identify three events that occurred before, during, or after 9/11/01.

Additional Activities and Resources

- Have students interview an older family member or friend about September 11, 2001. Encourage them to ask: “Why was 9/11 so important/tragic for people all over the globe?” Have the students write a letter of thanks after the interview, telling the person that they appreciate her sharing this time in her life and their reaction to her experience.

Taking Action and Giving Service

- Have each student choose one act of volunteerism in the community to honor her interviewee’s help in this project.
 - Consider the interests of the interviewee. For example, if the interviewee likes to cook, the student can volunteer at a soup kitchen. If the interviewee likes to read, the student can volunteer at the local library or read books to children or the elderly in a nursing home.