



**SUBJECT**

Social Studies

**UNIT IMPLEMENTATION SCHEDULE**

It is recommended that unit implementation take place at any time during the school year, especially on or near September 11.

**OVERVIEW**

This unit is designed for teaching the events of September 11, 2001 to grades 6-8. This Guide lays out an approach for students to acquire a deeper understanding of the heroism displayed by real people on 9/11, the perseverance of people following the attacks, as well as the impact that 9/11 continues to have on people today.

**UNIT DESCRIPTION**

This unit is designed to increase understanding about September 11, 2001 among middle school students, grades 6-8. This Guide includes ancillary social studies lessons, learning activities and background for teachers. From basic facts about America’s darkest day, to comparing and contrasting first person video accounts about the day, to learning about 9/11’s legacy of goodness, this unit will give students a strong foundational understanding of 9/11.

**INSTRUCTIONAL FOCUS**

- Comparing and contrasting primary and secondary sources.
- Answering questions based on information gained from multiple sources.
- Comparing different experiences of the same event.

**UNIT OBJECTIVES**

- All students will:**
- Acquire pertinent vocabulary from a list of key terms.
  - Complete learning tasks to better understand the events of 9/11 as they unfolded.
  - Understand the importance of remembering 9/11 heroes.
  - Sense the emotional impact 9/11 had on the nation.
  - Perceive a personal need to remember 9/11 to honor the fallen heroes.

**UNIT LEVEL QUESTIONS**

- Essential Question**  
What impact did the 9/11 attacks have on our country, its people and how does it continue to impact people today?
- Guided Questions**
- Would this be a primary or secondary source?
  - When Rick King arrived at the crash site, did he find what he expected, or was the situation different? Please explain.

**UNIT LEVEL VOCABULARY**

- Hijacker
- Department of Defense
- Void
- Militant
- Magnitude
- Evacuate

Complete word list including definitions is on page 4 of the Instructional Unit.

**INCLUDED ANCILLARY MATERIALS**

- September 11, 2001 Reading Sheet
- The 9/11 Attacks, Primary and Secondary Sources Short Response
- Comparing 9/11 Points of View Question and Answer Sheet
- United Airlines Flight 93 Question and Answer Sheet
- 9/11’s Legacy of Goodness Question and Answer Sheet
- 9/11 NEVER FORGET Mobile Exhibit Assembly Worksheet

**ELA CONNECTIONS**

- Grade 6 CCSS**  
RI.6.1, RI.6.4, RI.6.7, W.6.2.a, W.6.2.b, W.6.2.c, W.6.4, SL.6.1.c, SL.6.2, L.6.4.c, L.6.5.a, L.6.5.b, RH.6.1, RH.6.4, RH.6.9
- Grade 7 CCSS**  
RI.7.1, RI.7.4, RI.7.7, W.7.2.a, W.7.2.b, W.7.2.c, SL.7.1.c, SL.7.2, L.7.4.c, L.7.5.a, RH.7.1, RH.7.4, RH.7.9
- Grade 8 CCSS**  
RI.8.1, RI.8.4, RI.8.7, W.8.2.b, W.8.2.c, W.8.4, SL.8.1.c, SL.8.2, L.8.2.c, L.8.4.c, L.8.5.a, RH.8.1, RH.8.4, RH.8.9

**C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS**

- D2.His.1.6-8**  
Analyze connections among events and developments in broader historical contexts.
- D2.His.3.6-8**  
Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- D2.His.9.6-8**  
Classify the kinds of historical sources used in a secondary interpretation.