



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 9-12. 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 high school students, grades 9-12. This Guide includes ancillary social studies lessons, learning activities and background for teachers. From basic facts about America’s darkest day, to the aftermath of the attacks, globally and at home, this unit will give students a strong foundational understanding of 9/11.

INSTRUCTIONAL FOCUS

- Answering questions based on information gained from multiple sources.
- Analyzing historical texts.
- Writing informational texts by gathering information from multiple sources.

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 around the country.
 - Complete learning tasks to better understand the global impact of 9/11.
 - Understand the importance of remembering 9/11 heroes.
 - Sense the emotional impact 9/11 had on the nation.
 - Understand the impact that 9/11 continues to have on people today.
 - 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**
- What challenges did the White House staff face on September 11, 2001?
 - What impact did the 9/11 attacks have on the world? How does NATO Article 5 shape the response of America’s allies?

UNIT LEVEL VOCABULARY

- Despicable
- Unyielding
- Harbor
- Forthwith
- Concert

Complete word list including definitions is on page 8 of the Instructional Unit.

INCLUDED ANCILLARY MATERIALS

- September 11, 2001 Timeline
- George W. Bush 9/11 Address to the Nation (Modified)
- The North Atlantic Treaty
- Short Essay Question
- 9/11 NEVER FORGET Mobile Exhibit Assembly Worksheet

ELA CONNECTIONS

- Grade 9-10 CCSS**
RI.9-10.1, RI.9-10.7, RI.9-10.9, W.9-10.1.a, W.9-10.2, W.9-10.4, SL.9-10.1.c, SL.9-10.1.d, L.9-10.1, L.9-10.2, L.9-10.4.c
- Grade 11-12 CCSS**
RI.11-12.1, RI.11-12.7, RI.11-12.8, W.11-12.1.a, W.11-12.2, W.11-12.4, SL.11-12.1.c, SL.11-12.1.d, L.11-12.1, L.11-12.2, L.11-12.4.c

C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

- D2.Civ.3.9-12**
Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- D2.Civ.13.9-12**
Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- D2.His.16.9-12**
Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.