



**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 3-5. 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 elementary school students, grades 3-5. 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?
  - How was what Rick King saw when he arrived at the crash site different from what he thought he would see?

**UNIT LEVEL VOCABULARY**

- Unlawful
- Evacuate
- U.S. Capitol
- Symbol of the American Republic
- Devastation

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 3 CCSS**  
RI.3.1, RI.3.4, W.3.2.b, W.3.4, W.3.8, SL.3.1.c, SL.3.1.d, SL.3.2, L.3.4.d, L.3.5.a
- Grade 4 CCSS**  
RI.4.1, RI.4.4, RI.4.6, W.4.2.b, W.4.2.d, W.4.4, SL.4.1.c, SL.4.1.d, SL.4.2, L.4.4.a, L.4.4.c, L.4.5.a
- Grade 5 CCSS**  
RI.5.1, RI.5.4, RI.5.6, W.5.2.b, W.5.2.d, W.5.4, SL.5.1.c, SL.5.1.d, SL.5.2, L.5.4.c, L.5.5.a

**C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS**

- D2.His.4.3-5**  
Explain why individuals and groups during the same historical period differed in their perspectives.
- D2.His.10.3-5**  
Compare information provided by different historical sources about the past.
- D2.His.12.3-5**  
Generate questions about multiple historical sources and their relationships to particular historical events and developments.