

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 the different experiences had by survivors and first responders of the day, this unit will give students a strong foundational understanding of 9/11.

INSTRUCTIONAL FOCUS

- Answering questions based on information gained from primary sources.
- Make arguments to support claims.
- Generating questions from multiple sources to pursue further inquiry.

UNIT OBJECTIVES

- All students will:**
- Complete learning tasks to better understand the events of 9/11 as they unfolded around the country.
 - 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.

UNIT LEVEL QUESTIONS

- Essential Question**
What was the experience of someone who lived through September 11, 2001?
- Guided Questions**
- What were the conditions like when Lieutenant McLoughlin and Officer Jimeno were first trapped? How did those conditions change after the second Tower fell?
 - How did Donna Spera persevere, or show determination, during and after the 9/11 attacks on the World Trade Center?

UNIT LEVEL VOCABULARY

- The Pentagon
- The Twin Towers
- Ground Zero
- Crush Syndrome
- Hijacked
- Headquarters
- Post Traumatic Stress Disorder
- Excerpt
- Bucket Brigade

INCLUDED ANCILLARY MATERIALS

- Pentagon Photographs
- Donna Spera Transcript Excerpt
- 9/11 In Their Own Words Worksheet and Answer Key

ELA CONNECTIONS

- Grade 6 CCSS**
W.6.1, W.6.4, SL.6.1, SL.6.2, SL.6.4, L.6.4, L.6.6, RI.6.1, RI.6.4, RI.6.7, RI.6.10
- Grade 7 CCSS**
W.7.1, W.7.4, SL.7.1, SL.7.2, SL.7.4, L.7.4, L.7.6, RI.7.1, RI.7.4, RI.7.7, RI.7.10
- Grade 8 CCSS**
W.8.1, W.8.4, SL.8.1, SL.8.4, L.8.4, L.8.6, RI.8.1, RI.8.4, RI.8.10

C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

- D2.His.1.6-8.**
Analyze connections among events and developments in broader historical contexts.
- D2.His.12.6-8**
Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- D2.His.14.6-8.**
Explain multiple causes and effects of events and developments in the past.