



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 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, background for teachers, and learning activities to further children’s understanding of compelling and supporting questions while students pursue their own research. From basic facts about America’s darkest day to the impact it continues to have on people today, this unit will give students a strong foundational understanding of 9/11 and how to research the topic.

INSTRUCTIONAL FOCUS

- Ask and answer questions based on experiences or information gained.
- Participate in collaborative conversations.
- Write an informative essay to provide information about the events of September 11, 2001.

UNIT OBJECTIVES

- All students will:**
- Conduct a short research project to build knowledge about 9/11.
 - Complete learning tasks to better understand the events of 9/11.
 - 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.

UNIT LEVEL QUESTIONS

- Essential Question**
How can we gather information to learn more about September 11, 2001?
- Guided Questions**
- Does anyone know what an eyewitness account is?
 - If a primary source is a piece of information that comes from a person who lived through and experienced an event, does anyone know what a secondary source is?

UNIT LEVEL VOCABULARY

- Compelling Question
- Supporting Question
- Eyewitness Account
- Primary Source
- Secondary Source
- Unlawfully
- Evacuate
- Despite
- Debris
- Devastation
- Renovation
- Authorities
- Overthrow
- U.S. Capitol
- Symbol of the American Republic

INCLUDED ANCILLARY MATERIALS

- 9/11 Research: NYC Reading Sheet
- 9/11 Research: The Pentagon Reading Sheet
- 9/11 Research: Flight 93 Reading Sheet
- Transitional Words and Phrases
- 9/11 Research: Essay Graphic Organizer
- Additional 9/11 Research

ELA CONNECTIONS

- Grade 3 CCSS**
RI.3.1, RI.3.3, RI.3.4, RI.3.5, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, SL.3.1, L.3.1, L.3.2, L.3.4.d
- Grade 4 CCSS**
RI.4.1, RI.4.3, RI.4.4, RI.4.6, RI.4.7, RI.4.9, W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, SL.4.1, L.4.1, L.4.2, L.4.4.c
- Grade 5 CCSS**
RI.5.1, RI.5.3, RI.5.4, RI.5.6, RI.5.7, RI.5.9, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, SL.5.1, L.5.1, L.5.2, L.5.4.c

C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

- D1.2.3-5**
Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- D1.4.3-5**
Explain how supporting questions help answer compelling questions in an inquiry.
- D1.5.3-5**
Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.