

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 events leading up to the attacks, the heroism displayed by real people on 9/11, the perseverance of people following the attacks, as well as the ramifications of the attacks on 9/11 and the impact it 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, background for teachers, and learning activities to further students' understanding of the global events that led to the attacks of 9/11 and its ramifications. From detailed facts about America's darkest day to the daily impact it continues to have on the way we live, this unit will give students a strong foundational understanding of 9/11 and its aftermath.

INSTRUCTIONAL FOCUS

- Ask and answer questions based on experiences or information gained.
- Participate in collaborative conversations.
- Analyze maps and graphs.
- Write an argumentative essay to evaluate public policies following the events of September 11, 2001 and their effectiveness.

UNIT OBJECTIVES**All students will:**

- Complete learning tasks to better understand the events of 9/11.
- Discern the events that led to the attacks on 9/11 and its ramifications.
- 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**

What events led to the attacks of September 11, 2001, and what were their impacts?

Guided Questions

- Could the rest of the world have done something in any of these countries to prevent terrorism? Why or why not?
- What do you notice about terrorism incidents worldwide?
- Was America's response appropriate after the attacks on September 11, 2001?

UNIT LEVEL VOCABULARY

- Terrorism
- Militia
- Trade Embargo
- Guerilla Groups
- USA PATRIOT Act
- War on Terrorism

INCLUDED ANCILLARY MATERIALS

- Growth of Terrorism Reading Sheet
- September 11, 2001 Worksheet and Answer Key
- USA PATRIOT Act Reading Sheet and Answer Key
- Terrorism Chart
- Worldwide Terrorism Incidents 2001-2023 and Answer Key
- America's Response Argumentative Essay Graphic Organizer
- America's Response Argumentative Essay
- Transitional Words and Phrases

ELA CONNECTIONS**Grade 9 CCSS**

RI.9.1, RI.9.2, W.9.1, W.9.4, W.9.5, W.9.8, SL.9.1, L.9.1, L.9.2, L.9.4a

Grade 10 CCSS

RI.10.1, RI.10.2, W.10.1, W.10.4, W.10.5, W.10.8, SL.10.1, L.10.1, L.10.2, L.10.4a

Grade 11 CCSS

RI.11.1, RI.11.2, W.11.1, W.11.4, W.11.5, W.11.8, SL.11.1, L.11.1, L.11.2, L.11.4a

Grade 12 CCSS

RI.12.1, RI.12.2, W.12.1, W.12.4, W.12.5, W.12.8, SL.12.1, L.12.1, L.12.2, L.12.4a

C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS**D2.Geo.5.9-12.**

Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.8.9-12.

Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

D4.1.9-12.

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.