

**Unit IV:** 9/11 – A Contemporary Case Study

**Grade Level Range:** 7-8

**Time:** Two 45 -minute class periods

## Lesson MIV-8: A Moment in Time

### Objective:

Students will be able to discuss the basic sequence of events occurring before, during and after 9/11/01.

### Activities/Procedures:

1. Ask students to respond to the following prompt:
  - What do you know about the attacks on 9/11/01?
  - What do you know about other events before, during and after?
2. Students will go to the board and fill in their responses under “before,” “during,” and “after.”
3. Reflect on their answers, clarifying misconceptions and expanding on the information the students have provided by using the provided links to timelines.
4. Class discussion
  - Although this is a tragic story, what are the “glimpses of courage/hope/heroism in the story of 9/11?”
  - What changes have been made in this country since 9/11 in reference to policy, government, human and social, etc.?

### Key Background Detail for Teachers:

- A historic 36-foot timeline exhibition that depicts the tragic and heroic events that occurred at the World Trade Center on September 11, 2001, designed by the museum and developed with the assistance of family members who lost loved ones that day, is now installed at Ground Zero. The timeline, which was installed on the World Trade Center viewing wall on Church Street near the temporary World Trade Center PATH Station, presents a chronological portrayal of events that occurred between 6:30 a.m. and 11:29 p.m. on September 11. [http://www.nysm.nysed.gov/wtc\\_timeline/](http://www.nysm.nysed.gov/wtc_timeline/)

### Evidence of Understanding:

Students will accurately identify three events that occurred before, during, or after 9/11/01.

### Extension Activities: Taking Action and Giving Service

1. Ask an older family member or friend about this event.
  - Why was it so important/tragic for people all over the globe?
  - Write a letter of thanks after your interview, telling him/her that you appreciate sharing this time in their lives and your reaction to his/her experience.
  - Choose one service activity to honor your interviewee’s help in this project.
2. Identify people who were helpful/important before, during or after 9/11/01.
  - What did they do? Why were their actions noteworthy?
  - Identify someone in your own life who has been important to you or your family during a time of crisis or need.
3. Draw a timeline of events from 1993 leading up to the destruction of 9/11/2001, the series of events that date, and the events of the following years up to 2010.
  - Include related events in places throughout the world during this time period.
  - Include your own family’s events as well (birthdates, work and school, etc).

- Research changes in safety regulations that have been implemented since 9/11, discuss how they affect your life and whether or not you agree with them.