

Learning About 9/11 Day

Objectives and Standards

6TH THROUGH 8TH GRADE



INTERACTIVE

Lesson 3 – 9/11 Day

Objectives and Standards

Teacher Goals

- Teach students how 9/11 Day became a national day of service.
- Teach students what unity means.
- Teach students what service means.

Student Goals

- Define “unity”, “service”, and “empathy”.
- Reflect in writing on personal experiences with unity, service, and empathy.
- Relate another person’s 9/11 experience.

Social-Emotional Domains

- Relationship skills

Common Core State Standards

- CCSS.ELA-Literacy.RI.6-8.1
- CCSS.ELA-Literacy.RI.6-8.2
- CCSS.ELA-Literacy.W.6-8.3
- CCSS.ELA-Literacy.W.6-8.4
- CCSS.ELA-Literacy.W.6-8.5
- CCSS.ELA-Literacy.SL.6-8.1

C3 Framework for Social Studies Standards

- D2.His.4.6-8

MATERIALS

- Presentation software, such as Google Slides, and the ability to display the presentation
- How 9/11 Became a Day of Service slide deck
- How 9/11 Became a Day of Service PDF
- How 9/11 Became a Day of Service Comprehension Check printable
- Journal #4: Unity, Empathy, and Service printable
- The Spirit of 9/11 printable
- Paper, pencils or pens, or computer and paper if preferred

PREPARATION

- Print a copy of How 9/11 Day Became a Day of Service PDF for each student group (see Read About It).
- Print a copy of How 9/11 Became a Day of Service Comprehension Check for each student.
- Print a copy of Journal #4: Unity, Empathy, and Service printable for each student.
- Print a copy of The Spirit of 9/11 for each student.
- Consider the degree to which you will address the events of September 11 with your students. This unit focuses primarily on the sense of community in the days after September 11, 2001 and the 9/11 Day movement. There are many organizations that already provide excellent educational materials and resources to teach students about the events of 9/11 if you wish to go into more depth with your students.
- Preview the 9/11 Day Ambassador interview with Cindy McGinty to determine how much of it you will show students (we recommend the first 4 – 4.5 minutes at a minimum).
 - You may also wish to preview the other 9/11 Day Ambassador videos for possible inclusion in your lesson and/or for students to use as a resource for their writing project.



Lesson 3 Activities

Talk About It

- Ask students to share what they know about the events of September 11, 2001.
 - Be prepared to provide a high-level, age-appropriate summary of the events if students are unfamiliar or have incorrect information.
 - This might be as simple as stating that there were a series of attacks at several places in the United States in which thousands of people, including many first responders, lost their lives and many others were injured.
- Then ask them what stories they have heard about the days and weeks that followed 9/11.
 - If students need help getting started, write the word “unity”, “service”, and “empathy” on the board.
 - Provide simple definitions of each word:
 - + Unity – a sense of togetherness or oneness
 - + Service – doing something for another person
 - + Empathy – understanding or feeling what another person feels
 - Tell students that people all around the United States felt empathy for the people who were harmed and they wanted to help. There was a sense of *unity*; people were not focused on their differences but on their similarities. They wanted to serve others, so they lined up to give their own blood, donated money and supplies, or volunteered to serve meals.
- Explain that 9/11 Day was created to encourage people to remember and repeat the spirit of unity and service that grew in the days after September 11.
- Share the 9/11 Day Ambassador video interview with Cindy McGinty (<https://vimeo.com/744801233>).

Read About It

- Display the How 9/11 Became a Day of Service slide deck.
- Read each slide aloud or have volunteers do so.
- Distribute a copy of How 9/11 Became a Day of Service Comprehension Check to each student and a copy of the How 9/11 Became a Day of Service PDF to each group. Ask students to work in groups to answer each question.
 - Each student should fill out a paper, and students should use pencils because they may need to change their answers to the last question in the next steps.
 - Remind students to write their answers to each question in complete sentences.
- After the groups meet, have a volunteer summarize the text, then ask a representative from each group to share what they think the main idea is.
- From the group suggestions, work as a class to come to consensus on the main idea.
 - If students need to revise the answer they wrote for the last question, they should do so.

Think About It

- Have students reflect in their journals by using the Journal #4: Unity, Empathy, and Service printable to write about times they witnessed or experienced unity, empathy, and service.
 - If students have difficulty thinking of personal experiences, encourage them to reflect on the experiences Cindy McGinty described in the 9/11 Day Ambassador video.

Write About It – The Spirit of 9/11

- Distribute a copy of The Spirit of 9/11 to each student.
- Have students use the questions on the handout to interview someone who has memories of September 11, 2001, such as a parent or grandparent.
- Point out that the questions are meant to be asked orally, so each question has space for the student to record a few notes during the interview.

- Discourage students from having the interviewee complete the questions in writing, unless distance /scheduling makes a live interview impossible.
 - The reason for this is because a live interview affords practice with many relationship skills, including listening, turn-taking, eye contact, focusing attention, and empathy (since a person’s voice and body language convey additional emotional cues beyond the written word).
 - Note-taking is another nice skill gained from the live interview, as it afford practice culling main ideas and key details from a story.
- If students cannot find someone to interview, they can re-watch the interview with Cindy McGinty to complete the form.
 - You may also offer to let them interview you or another staff member who is willing.
- On their own paper or using a computer, have students write a narrative essay that tells the story of their interviewee’s experiences and feelings living through 9/11.
- Have pairs of students read one another’s essays and offer feedback, then revise their essays and submit final drafts.
- Select a few interesting or unique stories from the submissions and read them aloud to the class.

Extension Activities

- As appropriate, encourage students to watch the interviews with other 9/11 Day Ambassadors.
- Use the 9/11 Ambassador videos and student interviews to review the concepts of primary and secondary sources.
- Read or make available the Nora Raleigh Baskin book *Nine, Ten: A September 11 Story* about four middle school students living through 9/11.



Name _____ Date _____

How 9/11 Became a Day of Service

Comprehension Check

Discuss with your group the answers to each question. Then write your own answer.

What was the goal of 9/11 families when they created 9/11 Day? Cite evidence from the text to support your answer.

Through what process did 9/11 become an official day of service?

What are some ways Americans express unity, empathy, and service each year on 9/11?

What is the central idea of the “How 9/11 Became a Day of Service” presentation? Cite evidence from the text to support your answer, using the back of the paper if necessary.





Name _____ Date _____

Journal #4: Unity, Empathy, and Service

Describe a time when you witnessed or heard about people coming together in a spirit of *unity* despite their differences.

Describe a time when you felt *empathy* by understanding or feeling the feelings of another person.

Give an example of an act of *service* you have seen or done yourself.



Name _____ Date _____

The Spirit of 9/11

Use the questions below to interview someone with personal memories of September 11, 2001. Under each question, there is space to write a few notes to remind you of the most important details in each answer.

Where were you on September 11, 2001?

How did you feel when you learned what happened that morning?

What do you remember about the days **after** 9/11?

Did you sense a spirit of unity in people after 9/11? If so, can you give an example?

Do you know of any examples of people who donated their time, money, or services to others as a result of 9/11?

Do you think the spirit of 9/11 is still present today? If so, in what way? If not, how do you think it could be brought back?