

Learning About 9/11 Day

Objectives and Standards

9TH THROUGH 12TH GRADE



INTERACTIVE

Lesson 3 – 9/11 Day

Objectives and Standards

Teacher Goals

- Teach students how 9/11 Day became a national day of service.
- Inspire students to learn more about September 11, 2001.

Student Goals

- Create a presentation to share new knowledge of 9/11.
- Create artwork to symbolize unity or empathy.

Social-Emotional Domains

- Relationship skills

Common Core State Standards

- CCSS.ELA-Literacy.RI.9-12.1
- CCSS.ELA-Literacy.RI.9-12.2
- CCSS.ELA-Literacy.W.9-12.2
- CCSS.ELA-Literacy.W.9-12.6
- CCSS.ELA-Literacy.W.9-12.7
- CCSS.ELA-Literacy.SL.9-12.5

C3 Framework for Social Studies Standards

- D2.His.1.9-12
- D2.His.4.9-12

MATERIALS

- 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
- Student computer access
- Student access to presentation software, such as Google Slides
- Miscellaneous art supplies per student (see Preparation)

PREPARATION

- Optional: Print copies of How 9/11 Day Became a Day of Service PDF for each student or small groups of students to reference. (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 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.
- For homework, students will be creating open-ended artwork in any format they choose; think through what supplies, if any, you will make available in the classroom to support this assignment.



Lesson 3 Activities

Read About It

- For context, ask students to briefly summarize their understanding of the events of September 11, 2001.
- Display the How 9/11 Became a Day of Service slide deck.
- Have volunteers read each slide aloud.
- Distribute a copy of How 9/11 Became a day of Service Comprehension Check to each student. Have students answer each question.
- As students work, they may need to reference the slide deck in order to cite textual evidence; you may wish to leave the slide deck playing, or you can make printed copies of the companion PDF available.

Talk About It

- Share the 9/11 Day Ambassador video interview with Cindy McGinty (<https://vimeo.com/744801233>).
- Referencing the 9/11 Day slide deck and the Cindy McGinty interview as needed, lead a discussion on the meaning of unity, empathy, and service as they were demonstrated in the days after 9/11.
- Invite students to share examples of each concept from their own lives or which they have witnessed.

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.

Learn About It

- Have students research the stories of people who lived through 9/11 and whose lives were impacted by it. The 9/11 Day Ambassador videos available on [911Day.org](https://www.911day.org) are an excellent resource for this.
- Optional: students may research any aspect of 9/11 about which they want to know more.
- Have students create and present a slide deck of their own which summarizes what they learned.

Make It

- For homework, have students create artwork that symbolizes the spirit of unity, empathy, and/or service.
 - Some may choose to focus on these concepts as they relate to 9/11; others may choose to represent them in a more general way. Leave this assignment very open-ended, so students are free to both interpret and to depict them in any way they desire.
- Create a display of the artwork and invite others to view it.

Extension Activities

- Create a class video in which each student discusses the artwork they created, specifically pointing out any symbolism.
- After research, have students prepare an infographic detailing statistics of interest to them about the events or aftermath of September 11, 2001. Use this as an example to reinforce concepts like evaluating reliable sources and citing them.
- Invite students to send emails to 9/11 Ambassadors through the [911Day.org](https://www.911day.org) web site.



Name _____ Date _____

How 9/11 Became a Day of Service

Comprehension Check

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.

