

## Activity 6

## How 9/11 Became a Day of Service

9<sup>TH</sup> THROUGH 12<sup>TH</sup> GRADE

<b>Goals</b>	<ul style="list-style-type: none"> <li>Describe how 9/11 became a day of service.</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>CCSS.ELA-Literacy.RI.9-12.1</li> <li>CCSS.ELA-Literacy.RI.9-12.2</li> <li>CCSS.ELA-Literacy.W.9-12.2</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>How 9/11 Became a Day of Service slide deck (Activity 1)</li> <li>How 9/11 Became a Day of Service Comprehension Check</li> <li>Presentation software, such as Google Slides</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Print copies of How 9/11 Day Became a Day of Service PDF for each student or small groups of students to reference.</li> <li>Print a copy of How 9/11 Became a Day of Service Comprehension Check for each student.</li> <li>Consider the degree to which you will address the events of September 11 with your students. This activity 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 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.</li> </ul>
<b>Background</b>	<ul style="list-style-type: none"> <li>In the days after 9/11, people across the country felt united by a desire to help and support one another, creating an extraordinary spirit of empathy and resilience.</li> <li>Many Americans stopped thinking about the differences that often separate us, at least for a while.</li> <li>For those who lived through the tragedy of 9/11, that time of caring and helpfulness remains an important reminder that we are stronger as people, and as a nation, when we work together</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>For context, ask students to briefly summarize their understanding of the events of September 11, 2001.</li> <li>Display the How 9/11 Became a Day of Service slide deck.</li> <li>Read the presenter notes for each slide aloud.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>Distribute a copy of How 9/11 Became a Day of Service Comprehension Check to each student.</li> <li>Have students answer each question.</li> <li>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.</li> <li>Have volunteers share their answer to the last question. If answers vary, discuss the evidence that supports each answer until students can reach consensus.</li> </ul>



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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.

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

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

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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.

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