

Introduction to Events: 9/11

Rationale:

Students already have some concept of events from 9/11. Understanding what students already know is essential to moving forward and determining the best learning activities and assessments to use. The lessons in this unit vary in difficulty, focus and time needed to complete. Finding out your student's prior knowledge and interests is essential at the start of this unit. This lesson is a place to assess prior knowledge and get the students to use inquiry to find out the answers that they don't know.

Grade Level: 9-12

Time Needed: 45 minutes

Materials Needed:

- Computers/internet for each student (could work in pairs also)
- Handout of inquiry questions
- Sources to use:
 - [Huffington Post: September 11 Timeline: A Chronology Of The Key Events That Shaped 9/11](#)
 - [History.com:9/11: TIMELINE OF EVENTS](#)
 - [About the NIST World Trade Center Investigation](#)
 - [9/11 to now: Ways we have changed](#)

Lesson Sequence:

- Tell the students they will be asked to answer questions as best as they can from what they know, what they remember, what they've heard and what they believe about 9/11.
- Hand out the questions and ask them to answer everything they can
- Then let them go online and find out if their answers are correct/what they're missing. Ask them to open the links to the timelines and then check their answers.
- After completing the inquiry based research, ask the students:
 - What new thing did you learn?
 - Was there something you were wrong about?
 - What do you still want to know more about? What questions do you have? (write on your paper)

Assessment: Completed handouts and further questions written and handed in to teacher. Teacher can collect materials and get an idea of what the students understand and what they still want to know.

Optional further activities: Students come up with questions at the end that can guide their learning. The inquiry process can continue and lead to a researchable thematic question for a research essay or debate.

Name _____

Date _____

9/11: What do you know?

Directions: Read the following questions and answer them to the best of your ability. There are no penalties for getting anything wrong, just write what you know, remember or have learned in your life.

1. What year did 9/11 happen? _____
2. What time of day did it happen? _____
3. What places were attacked?

4. What was the first place attacked? _____
5. How did the perpetrators hijack the planes?

6. What happened to the towers and why?

7. How many people were killed on 9/11? _____
8. Where was flight 93 headed? What happened to it?

9. How long was the recovery and cleanup effort? _____
10. What were some of the changes to America after 9/11?

11. Write at least two questions you have. Can be what you want to know more about, can be a question you have always been curious about, etc.)

Lesson 1: Jigsaw Reading and Thematic Analysis

Rationale:

Created by Marilyn Byrd, Fannie Lou Hamer Freedom High School, 9-12th grade

There are several common themes in the stories of first responders. Each of the first-hand accounts in the book We're Not Leaving show these commonalities as well as explore the rich array of unique individual experiences that allow the reader to gain a fuller understanding of what happened for the responders on that day and the weeks, months and years afterwards.

Jig-saw read and thematic analysis:

- Each group reads a chapter and answers questions about their reading.
 - Suggested questions
 - Summarize in one paragraph the main ideas of the narrative you read
 - What are 2-3 sentences that grab your attention/move you? Why did you choose these sentences?
 - Is there any particular issue or point brought up that you agree or disagree with from this passage?
- As a class, identify common themes in each account. What are some common themes you see in each story? (graphic organizer below)

Themes students may find:

- Shock/perception
- "I would do it again"
- Ongoing ailments
- Hopelessness
- Perseverance
- Camaraderie
- Terrorists
- Authority changes, no one in charge
- Gov responsibility to the sick
- Not enough protective equipment/no protocol

Assessment: Analysis/Writing: What can we learn about the human experience during and after a traumatic event from the common threads in these accounts?

Name _____

Whose story did you read? (write their first name here) _____

Jigsaw Reading Activity

Created by Marilyn Byrd, Fannie Lou Hamer Freedom High School, 9-12th grade

Directions: Read your chapter and then fill out the theme chart below. You'll then compare the themes you found with themes found in other passages in the book to see what these stories have in common and discuss what we can learn from thinking about these passages.

Theme (maybe a topic that is brought up, a feeling that is mentioned, a main idea of the passage, a lesson learned from passage)	Evidence From the Passage (Include where in the passage this theme occurs. You may use a direct quote if needed)

Lesson 2: What is Terrorism?

Rationale: Often students don't truly understand what terrorism means or how to look at historic conflicts and put them in context. This lesson challenges their ideas and asks them to apply the definition of terrorism to some significant historical events.

Grade Level: 11-12

Time Needed: 45 min

Lesson Sequence:

1. Class definition of terrorism.

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- On board, write: What is Terrorism?
- Record student answers on board

2. Post definition and read as a class. Review.

3. Ask for examples they know of already of terrorism, record on the board.

4. Read each situation and then ask students to say if it is terrorism or not. Have them fill in their answers on the chart (below), citing reasoning from the “official” definition the class created. Then, show an example of when this has happened in history and see if they want to stick to their original answer.

Situations and origin events answer key:

1. A paramilitary group seeking independence blows up the military headquarters of the occupying force. The group's warning that there will be a bombing is ignored, and many people, civilian as well as military, are killed. ([Based on the Irgun's bombing of the King David Hotel.](#))
2. Rebels seeking to set up an independent state fire at occupying troops from concealed positions. ([Based on the tactics of the American colonists at Concord, Massachusetts, during the Revolutionary War.](#))
3. Members of a particular ethnic or religious group are killed in order to frighten other members of their group into fleeing territory. ([Ethnic cleansing, seen in Rwanda, Bosnia, and other contexts. Class might also discuss whether American acts against Native Americans would fall into this category.](#))
4. A radical group makes a list of opponents it believes should be killed and distributes it to sympathizers, telling them that they will be rewarded in heaven for defending the innocent if they carry out these assassinations. ([Radical anti abortion groups have published lists of doctors who perform abortions. Many people believe this is an encouragement to murder them.](#))
5. More than a dozen undercover agents of the state are killed in one day by a radical rebel group. ([Michael Collins and the IRA killed 14 British secret agents in 1920 in Dublin.](#))
6. A government routinely "disappears," tortures, and murders civilians as well as political and military leaders whom it suspects of opposing the regime. ([Iraq is a prime example of this, but there are and have been many other examples, including Chile under Gen. Pinochet.](#))
7. A militant religious group attacks, among others, women it feels are acting in an immodest fashion in public in order to pressure other women to behave in a

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certain way. (The Armed Islamic Group in Algeria, the Lashkar-e Tayyiba in Pakistan, and other groups have threatened women who do not wear a veil or who otherwise breach the group's vision of modesty.)

8. Religious militants attack members of the government, including an assassination attempt on the president. The government responds by sending in troops and destroying an urban area where the religious militants are based, killing more than 10,000 people in the process, including many civilians. (Syria's Hafez al-Asad attacked the city of Hama, a stronghold of the Muslim Brotherhood, in 1982.)

Source: <http://www.pbs.org>

Questions for further writing:

- What is the difference between a terrorist and a revolutionary?
- Why do people resort to terrorism?
- Can terrorism be stopped before it starts? How?

Name: _____

Date _____

Is it Terrorism?

Directions: For the scenarios below, decide whether the situation is an example of terrorism or not. Explain your reasoning based on the definition of terrorism.

Situation 1: A paramilitary group seeking independence blows up the military headquarters of the occupying force. The group's warning that there will be a bombing is ignored, and many people, civilian as well as military, are killed.

Yes it's terrorism _____

No, it's not terrorism _____

Explain using evidence from definition

--

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Situation 2: Rebels seeking to set up an independent state fire at occupying troops from concealed positions.

Yes it's terrorism _____

No, it's not terrorism _____

Explain using evidence from definition

Situation 3: Members of a particular ethnic or religious group are killed in order to frighten other members of their group into fleeing territory.

Yes it's terrorism _____

No, it's not terrorism _____

Explain using evidence from definition

Situation 4: A radical group makes a list of opponents it believes should be killed and distributes it to sympathizers, telling them that they will be rewarded in heaven for defending the innocent if they carry out these assassinations.

Yes it's terrorism _____

No, it's not terrorism _____

Explain using evidence from definition

Situation 5: More than a dozen undercover agents of the state are killed in one day by a radical rebel group.

Yes it's terrorism _____

No, it's not terrorism _____

Explain using evidence from definition

Situation 6: A government routinely "disappears," tortures, and murders civilians as well as political and military leaders whom it suspects of opposing the regime.

Yes it's terrorism _____

No, it's not terrorism _____

Explain using evidence from definition

Situation 7: A militant religious group attacks, among others, women it feels are acting in an immodest fashion in public in order to pressure other women to behave in a certain way.

Yes it's terrorism _____

No, it's not terrorism _____

Explain using evidence from definition

Situation 8: Religious militants attack members of the government, including an assassination attempt on the president. The government responds by sending in troops and destroying an urban area where the religious militants are based, killing more than 10,000 people in the process, including many civilians.

Yes it's terrorism _____

No, it's not terrorism _____

Explain using evidence from definition

Questions for further writing:

- What is the difference between a terrorist and a revolutionary?
- Why do people resort to terrorism?
- Can terrorism be stopped before it starts? How?

Lesson 3: Key Quotes and Questions

Rationale:

This lesson gets students interacting with text on multiple levels. Students break down the text into smaller parts for analysis, they question the text, they point out subtext or references, and they take a stance on what they've read. This is a lesson that can be engaging for students at a variety of levels because it's all about associations and opinions, regardless of background knowledge or skill level. It's also a good introductory lesson for students who are learning to annotate text. This lesson has many quotes and can be used as a whole or in parts. Each quote has its own page, so the facilitator could choose whichever quote is most relevant to their work.

Grade Level: 9-12

Time needed: Varies depending on how many quotes you choose to mark up.

Lesson Sequence:

1. Review the instructions for marking up the text.

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- a. Explain that being a good reader means reading between the lines, interacting with the text, asking questions and looking at the content from multiple angles.
 - b. Remind them that the best way to do this is to have a paper that is covered in mark ups, don't be shy with your pen!
2. Show the sample marked up text.
 3. Ask for student to read the quote. Then ask the same student to read it a second time.
 4. All students mark up text and agree/disagree
 5. Ask for a few volunteer answers and see if students can state their case against opposing viewpoints.

Assessment: Check that students are able to:

- Mark up text thoroughly and be able to explain their choices
- Create debatable questions (no right or wrong answers)
- Explain their viewpoint on the quote

Name: _____

Date _____

Marking up the Text: Close Examination of Quotes

Directions: For each of the quotes below, mark up the text and then respond with whether you agree/disagree and why. Be prepared to defend your viewpoint!

Marking up the Text



words that you don't understand.

Underline key words or phrases



Make a connection, (or association) with part of the text and write it in the margin. Draw an arrow to the section of text where you found the connection. (Is the speaker referencing something you know about? Or does this remind you of another social issue, quote or topic?)



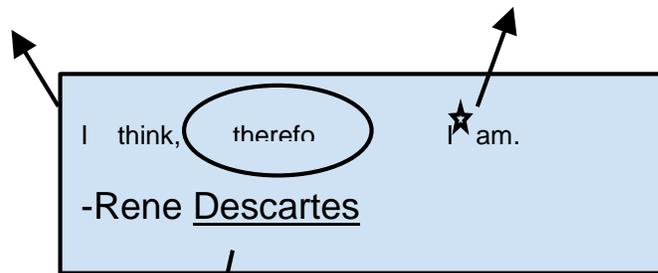
Put a star next to a stand-out phrase (something that you have a reaction to, or want to make a comment on, maybe it makes you angry, happy, shocked, confused, etc)

? Ask a debatable question about one or more parts of the text. (*Debatable questions have no right or wrong answers, and can't be answered simply with "yes" or "no"*) Write your question in the margin.

Sample:

The sneaker

I think this means he



Does this mean that animals and plants don't exist?

He was a French philosopher, so he was probably trying to explain something

1)

“With almost no time to decide, [your loved ones] gave the entire country an incalculable gift. They saved the Capitol from attack. They saved God knows how many lives. They saved the terrorists from claiming the symbolic victory of smashing the center of American government. ... They allowed us to survive as a country that could fight terror and still maintain liberty and still welcome people from all over the world from every religion and race and culture as long as they shared our values, because -ordinary people given no time at all to

decide did the right thing.”

—President Bill Clinton in Shanksville, Pa., in 2011

- Mark up the text

Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

"We completely condemn this very dangerous attack, and I convey my condolences to the American people, to the American president and to the American administration, not only in my name, but on behalf of the Palestinian people." -- Palestinian President Yasser Arafat.

- Mark up the text

Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

3)

Our enemies have made the mistake that America's enemies always make. They saw liberty and thought they saw weakness. And now, they see defeat. --George W. Bush, President of the United States.

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- Mark up the text

Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

4)

We'll have to deal with the networks. One of the ways to do that is to drain the swamp they live in. And that means dealing not only with the terrorists, but those who harbor terrorists. This will take a long, sustained effort. It will require the support of the American people as well as our friends and allies around the world. --Donald Rumsfeld, Press Briefing, September 18, 2001

Mark up the text

Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

5)

"Osama is not a product of Pakistan or Afghanistan. He is a creation of America. Thanks to America, Osama is in every home. As a military man, I know you can never fight and win against someone who can shoot at you once and then run off and hide while you have to remain eternally on guard. You have to attack the source of your enemy's strength. In America's case, that's not Osama or Saddam or anyone else. The enemy is ignorance. That only way to defeat it is to build relationships with these people, to draw them into the modern world with education and business. Otherwise the fight will go on forever."

— Greg Mortenson, Author

Mark up the text

Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

6)

“Now is as good a time as ever to revisit the history of the Crusades, or the sorry history of partition in Kashmir, or the woes of the Chechens and Kosvars. But the bombers of Manhattan represent fascism with an Islamic face, and there's no point in any euphemism about it. What they abominate about 'the West,' to put it in a phrase, is not what Western liberals don't like and can't defend about their own system, but what they *do* like about it and must defend: its emancipated women, its scientific inquiry, its separation of religion from the state.”
– Christopher Hitchens, Author

Mark up the text

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Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

7)

“Stop with all your bull, and do what you’re supposed to do--like we did. The guys are feeling very betrayed. All of us. I hope this thing called the Zadroga bill goes through, because I will commend [Congressmen Anthony] Weiner for standing up for us. Just don’t forget the people who didn’t make it, or the people who are going to die as a result of it. So when you read about these guys that got killed down there and all these people, [realize] how truly heroic they were and the sacrifice the made. Don’t just skim through it in your history book. Read it, because I lived it, a lot of people lived it, and it was horrible.”
-William, a retired police officer. Excerpted from We’re Not Leaving, by Benjamin Luft

Mark up the text

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Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

8)

“I remember saying to my wife ‘That’s going to be nothing compared to what we’re going to see over the next ten or twenty years.’ How many are going to die from the traumatic stress?...What can we do to help these people? We’re learning about these psychological interactions between stress, depression, PTSD and heart disease and the immune systems and other things that shorten lives, but I still wonder how many of these people will end up, unfortunately, dying by their own hand. I’m sure, as much as I’d love to be wrong, more than that have died so far.

-Frank, a psychiatrist who worked with 9/11 responders. Excerpted from We’re Not Leaving, by Benjamin Luft

Mark up the text

Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

9)

I have a recollection of being there twenty-nine to thirty-two days, and that was starting on the morning of the 12th. We worked until they legitimately said the search and rescue effort was over. From what we were pulling out of that Pile, only one body I saw came out intact, and that was a fireman who was stuck in a stairway; everything else was bits and pieces. So after viewing this, after experiencing carrying what was left of a man's head or another man's torso, body parts, intestines, people's brain matter, you probably made the determination that nobody else was going to come out alive. I guess I would like to have it known that I suffer from post traumatic stress syndrome, and I went through a bout psychologically where I felt that I gave of myself, and unless you were there, you can't tell me what I've been through."

-John, a union ironworker. Excerpted from We're Not Leaving, by Benjamin Luft

Mark up the text

Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

10)

"We are very encouraged that the results from our monitoring of air-quality and drinking-water conditions in both New York and near the Pentagon show that the public in these areas is not being exposed to excessive levels of asbestos or other harmful substances....Given the scope of the tragedy from last week, I am glad to reassure the people of New York ... that their air is safe to breathe and the water is safe to drink."

-Christine Todd Whitman, EPA administrator, in a statement made on September 18th, 2001

Mark up the text

Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

11)

We are expected to believe that anyone who objects to the Department of Homeland Security or the USA Patriot Act is a terrorist, and that the only way to preserve our freedom is to hand it over to the government for safekeeping.

-Neil Smith

Mark up the text

Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

12)

“...in New York City, banks tower over cathedrals. Banks are the temples of America. This is a holy war. Our economy is our religion....I saw the windows of Bergdorf and Saks....there were only black curtains, black drapes—showing the mourning of the stores—no mannequins, just veils—black veils. When the mannequins appeared again weeks later—none of them had blond hair. I don’t know if it was because of the mourning rituals or whether the mannequins were afraid to be blond—targets of terrorists. Even they didn’t want to look American. They were out of fashion after the Twin Towers fell. To the point, that even though I had just dyed my hair blond because I was writing Hamlet and Hamlet is blond, I went back to my coiffeur immediately and told him—dye my hair black. It was a matter of life and death, why look like an American. When naturally I look like an Arab and walk like an Egyptian.”

-Giannina Braschi, Puerto Rican writer and poet

Mark up the text

Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

13)

When I look out the window, I exhale a prayer of thanks for the color green, for my children's safety, for the simple acts of faith like planting a garden that helped see us through another spring, another summer. And I inhale some kind of promise to protect my kids' hopes and good intentions we began with in this country. Freedom of speech, the protection of diversity — these are the most important ingredients of American civil life and my own survival. If I ever took them for granted, I don't know.
-Barbara Kingsolver, novelist

Mark up the text

Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

14)

"As a country, I think we've become more focused on what is important and on the challenges we face. Focused on our national identity. And focused on the world beyond our borders -- after years of looking ever-inward, Americans are once again looking outward, in a way I haven't seen since the height of the Cold War. While no one would ever say that September 11 was in any way a good thing, these developments may ultimately prove to be healthy for a democratic nation such as ours, one that wields such great influence and power on the world stage but one that is, as we have learned in such a hard way, still vulnerable to those who hate us." -Dan Rather, former news anchor for the CBS Evening News

Mark up the text

Do you Agree or Disagree with the quote? (circle one) Explain why you think so, and/or make your own commentary here.

Lesson 4: Comparing Presidential Speeches After Attacks on American Soil

Rationale:

Created by Marilyn Byrd, Fannie Lou Hamer Freedom High School, 9-12th grade

This lesson has students read two speeches from standing presidents directly after attacks on American soil. There have been no other moments in modern American history that have changed the American conscience like the attacks on Pearl Harbor and the World Trade Center. For each, the American people were shaken, angry and suddenly questioning their safety in a way they had never had to do before. Each president's response reveals a lot about the shifting mood and reactions of the country after an attack. In analyzing the speeches, looking for patterns, and making inferences about what they read, students will find some similarities in the speeches and have a basis for further analysis. This lesson is an interesting way to connect the study of 9/11 to the past, and can be the starting point for further research and writing (see "Suggested Essay Questions" below).

Grade Level: 11-12

Time needed: 45-60 minutes for speech comparison and writing

Lesson Sequence:

1. Ask the students what they know about Pearl Harbor. Record student answers on board and prompt them as needed. Possible student responses:
 - It was the attack that drew the US into WWII
 - Happened in 1941
 - Aerial attack, occurred in two waves
 - Purposely planned as a surprise attack
 - Over 2,000 US citizens were killed
 - FDR declared war on Japan after attack
 - A lot of prejudice and violence occurred towards Japanese Americans after attack
 - Japanese internment camps were created under FDR's orders, to evacuate and imprison American citizens of Japanese ancestry, due to public fears that the Japanese Americans had Japanese loyalties.
 - Widespread hostility kept many Japanese Americans from returning home after the camps were closed.
2. Ask the students what they've learned or remember about American attitudes towards the attacking terrorists after 9/11, and the shift to prejudice towards Islam and Arab cultures in general. Record student answers on board and prompt them as needed. Possible student responses:
 - Many Americans wanted to go to war with those responsible immediately
 - Misunderstandings about religion and culture led to hate crimes against American citizens of Arab/Muslim descent.
 - Changing laws for air travel affected civil liberties in new and controversial ways

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3. After this initial background knowledge review, have the students read the speeches. As an optional exercise, you can listen to the speeches. FDR's speech is [here](#), and Bush's speech is [here](#).
4. After each, have the students mark up, or annotate, the text of the speech using the prompts on the handout. There are a few clarifying questions after each speech as well.
5. Finally, have them compare the speeches using the graphic organizer at the bottom of the handout.

Assessment: Check that students are able to:

- Mark up text thoroughly and be able to explain their choices
- Use critical thinking to make connections between the speeches
- Suggested Further Essay/Research Questions:
 - Compare Bush's speech after 9/11 and FDR's speech after Pearl Harbor for their persuasive qualities. Which speech is the most convincing and why?
 - Compare the Presidential responses to Pearl Harbor and 9/11 and analyze what they show about cultural attitudes after an attack on American soil.
 - Compare the reasons and effects of the cultural backlash experienced by people of Japanese and Arab descent after the attacks on Pearl Harbor and the World Trade Center, respectively.
 - Research the intelligence and security failures in each attack, Pearl Harbor and 9/11, and make recommendations to the current administration for how to prepare for and prevent attacks on American soil.

Lesson 5: Agree/Disagree Debate Activity

Rationale:

The purpose of this lesson is for students to identify and think deeply about common themes and conflicts arising from 9/11 and aftermath. After reading many eyewitness testimonies, students will use that primary source information as evidence to back up their viewpoints to a series of debatable statements. They will consider legal and ethical dilemmas and explore decisions about difficult issues that are raised in the text [We're Not Leaving](#).

Grade Level: 11-12

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Pre-Requisites: Students will need to have read suggested chapters to contribute text based evidence for their arguments. Another option is that students can use information gathered from the introductory lesson in this unit, or the sources for the argument papers in this unit. Also, students can use evidence from first hand knowledge.

Time Needed: 45-60 minutes to set up the debate process and practice a few mini-debates (additional class periods will be needed to complete all the debatable statements listed).

Materials:

- Copies of selected chapters from We're Not Leaving
- Graphic organizers distributed to students
- Signs taped to opposite sides of the room for "Strongly Agree" and "Strongly Disagree"

Lesson Overview

Students will read a series of debatable statements individually and respond to them by agreeing or disagreeing to the statement and then supporting their reasoning with text based evidence. This step is important to teach students to use thoughtful text based evidence. Next, class will stand and get a chance to "vote with their feet". Classroom is labeled with "Agree" and "Disagree" signs on opposite sides of the room. Facilitator will read the statement and students will walk to the side of the room that represents their level of agreement. Students are then asked to defend their opinions from where they stand. If a student has convincing evidence, they can persuade their classmates to their side. Student movement is encouraged as they hear each other's arguments. Students who are in the middle of the room can be convinced by students on the polar sides of "Agree" or "Disagree".

Learning Goals:

Students will consider the following overarching questions:

- Why are eyewitness accounts important in history?
- What is the government's responsibility to its people injured in service to their city?
- What is a hero?
- What should be the response to terrorism?

Students will practice:

- Defending a viewpoint on a controversial topic
- Using primary source material as evidence to support a claim
- Using inference to make decisions about meaning in historical narratives
- Speaking and listening to share information and create a source based argument

Lesson Sequence:

1. Students work individually to complete the graphic organizer and consider their opinions of the debatable statement provided. Students circle "Strongly Agree", "Agree", "Disagree" or "Strongly Disagree" and include some source based evidence to back up their viewpoint.

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2. Label opposite sides of the room with “Strongly Agree” and “Strongly Disagree” signs. Clear a space so that people can walk freely between the signs while they choose a side that represents their opinions.
3. Students stand in the middle of the space. Facilitator reads the statement out loud and students move to the space that represents their opinion, with “Strongly Agree” and “Strongly Disagree” being the polar sides of the spectrum and students making decisions about where to stand in the middle as appropriate. “Not Sure” can be in the center.
4. Once the students have found their spot, ask students to defend their position and encourage them to use evidence to back up their thinking. Encourage students to move on the spectrum if someone creates a convincing argument. This is a good time to encourage students to lead the discussion, and the facilitator may need to remind students about using respectful norms of discussion.
5. Move on to the next debatable statement and repeat the process. You will need to choose one or two for the first day. Debating all the statements will require additional class periods.

Optional Homework:

- Students can choose a debatable statement that they had a strong viewpoint on today to write an argumentative essay using further evidence and utilizing opposing viewpoints explored in the lesson.

Common Core Standards:

Reading: Informational Text

- ❖ [CCSS.ELA-LITERACY.WHST.11-12.1.A](#)
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- ❖ [CCSS.ELA-LITERACY.WHST.11-12.1.B](#)
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

Speaking and Listening

- ❖ [CCSS.ELA-LITERACY.SL.11-12.1](#)
 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- ❖ [CCSS.ELA-LITERACY.SL.11-12.3](#)
 - Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- ❖ [CCSS.ELA-LITERACY.SL.11-12.4](#)

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- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Name _____

Date _____

Agree or Disagree?

Directions: Read the debatable statements below and circle your level of agreement. Then, write your personal reasons explaining your viewpoint. Finally, include some evidence to support your viewpoint. There is no wrong answer here, but you must be able to backup your ideas with evidence.

Debatable Statement	Agree or Disagree (Circle One)	Reasoning for your Viewpoint (Explain why you believe this, 1-2	Evidence for your Viewpoint
----------------------------	---------------------------------------	--	------------------------------------

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		sentences)	
1) First hand narratives are more reliable than other types of reports (news media, textbook accounts, etc) to understand an event.	<p>Strongly Agree</p> <p>Agree</p> <p>Disagree</p> <p>Strongly Disagree</p>		
2) The government should pay for all of the medical bills and treatment of the first responders and recovery effort workers injured in a disaster.	<p>Strongly Agree</p> <p>Agree</p> <p>Disagree</p> <p>Strongly Disagree</p>		
3) There is a fair and equitable way to handle the unexpected ongoing physical and psychological problems experienced by the victims of 9/11.	<p>Strongly Agree</p> <p>Agree</p> <p>Disagree</p> <p>Strongly Disagree</p>		
4) After an attack like 9/11, it's natural and <i>unavoidable</i> for there to be a cultural backlash against the race/culture/religion	<p>Strongly Agree</p> <p>Agree</p> <p>Disagree</p>		

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of the perpetrators.	Strongly Disagree		
5) 9/11 Should be a national holiday.	Strongly Agree Agree Disagree Strongly Disagree		
6) People who are just doing their jobs are not heros.	Strongly Agree Agree Disagree Strongly Disagree		
7) When America is attacked the first thing we must do is use military action to fight back.	Strongly Agree Agree Disagree Strongly Disagree		
8) I'm willing to give up some personal freedoms, such as search of my bag, phone or phone records, if it helps national security.	Strongly Agree Agree Disagree Strongly Disagree		

9/11 Lesson 6: Argument Paper, Patriot Act

Rationale:

This lesson asks students to gather evidence from primary documents and use that evidence to make claims about history. The questions are made to be broad and debatable overarching questions that students must answer using the primary source material provided. The students write source based arguments based on an essential thematic question.

Grades: 11-12

Materials: Copies of excerpts from the Patriot Act Overview, the ACLU flyer and the Justice Department statements

Time Needed: Two 60 min class periods

Lesson Sequence:

Part I:

1. Students read the 3 excerpts. (30 minutes)
2. Class Discussion: Ask the argument question and get initial responses from class, asking them to cite evidence in their thinking. (10 min)
3. Students write argument paper draft in class (20 minutes)

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Part II:

1. Students pair off with someone who wrote the opposing claim to their argument paper.
2. Students read each other's work and peer edit using the rubric. (20 min)
3. Students grade each other based on rubric (20 Min)
4. Share: Did reading the opposing argument change your mind? Why or why not? (10 min)
5. Students get their papers back and make edits before submitting final draft (10 min)

Common Core Standards

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Argument Paper: Source Based Argument, Patriot Act

Directions: Closely read each of the texts provided and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response.

Question:

Does the Patriot Act violate civil liberties?

Your Task:

Carefully read each of the texts provided. Then, using evidence from all three texts, write a well-developed argument regarding the question. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from both texts to develop your argument. Do not simply summarize each text.

Guidelines:

- Establish your claim regarding the topic.
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from all three texts to develop your argument
- Identify each source that you reference by text number or graphic (for example: Text 1, or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Text 1 [Patriot Act Overview](#)

Text 2 [ACLU Flyer about Patriot Act](#)

Text 3 Justice Department explains the Patriot Act

Text 1

USA PATRIOT Act Summary

The USA Patriot Act is an acronym for *Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism*.

The USA Patriot Act was passed by Congress as a response to the terrorist attacks of September 11, 2001. The Act allows federal officials greater authority in tracking and intercepting communications, both for purposes of law enforcement and foreign intelligence gathering. It gives the Secretary of the Treasury regulatory powers to combat corruption of US financial institutions for foreign money laundering purposes; it more actively works to close our borders to foreign terrorists and to detain and remove those within our borders; it establishes new crimes, new penalties and new procedural techniques for use against domestic and international terrorists.

The purpose of the USA PATRIOT Act is to deter and punish terrorist acts in the United States and around the world, to enhance law enforcement investigatory tools, and other purposes, some of which include:

- To strengthen U.S. measures to prevent, detect and prosecute international money laundering and financing of terrorism;
 - To subject to special scrutiny foreign jurisdictions, foreign financial institutions, and classes of international transactions or types of accounts that are susceptible to criminal abuse;
 - To require all appropriate elements of the financial services industry to report potential money laundering;
 - To strengthen measures to prevent use of the U.S. financial system for personal gain by corrupt foreign officials and facilitate repatriation of stolen assets to the citizens of countries to whom such assets belong.
-

Text 2

Click Here for [ACLU Flyer about Patriot Act](#)

Text 3

Dispelling Some of the Major Myths about the USA PATRIOT Act

Myth: The ACLU claims that the Patriot Act "expands terrorism laws to include 'domestic terrorism' which could subject political organizations to surveillance, wiretapping, harassment, and criminal action for political advocacy." They also claim that it includes a "provision that might allow the actions of peaceful groups that dissent from government policy, such as Greenpeace, to be treated as 'domestic terrorism.'" (ACLU, February 11, 2003; ACLU fundraising letter, cited by Stuart Taylor in "UnPATRIOTic," *National Journal*, August 4, 2003)

Reality: The Patriot Act limits domestic terrorism to conduct that breaks criminal laws, endangering human life. "Peaceful groups that dissent from government policy" without breaking laws cannot be targeted. Peaceful political discourse and dissent is one of America's most cherished freedoms, and is not subject to investigation as domestic terrorism. Under the Patriot Act, the definition of "domestic terrorism" is limited to conduct that (1) violates federal or state criminal law and (2) is dangerous to human life. Therefore, peaceful political organizations engaging in political advocacy will obviously not come under this definition. (Patriot Act, Section 802)

Myth: The ACLU has claimed that "Many [people] are unaware that their library habits could become the target of government surveillance. In a free society, such monitoring is odious and unnecessary. . . The secrecy that surrounds section 215 leads us to a society where the 'thought police' can target us for what we choose to read or what Websites we visit." (ACLU, July 22, 2003)

Reality: The Patriot Act specifically protects Americans' First Amendment rights, and terrorism investigators have no interest in the library habits of ordinary Americans. Historically, terrorists and spies have used libraries to plan and carry out activities that threaten our national security. If terrorists or spies use libraries, we should not allow them to become safe havens for their terrorist or clandestine activities. The Patriot Act ensures that business records - whether from a library or any other business - can be obtained in national security investigations with the permission of a federal judge.

- Examining business records often provides the key that investigators are looking for to solve a wide range of crimes. Investigators might seek select records from hardware stores or chemical plants, for example, to find out who bought materials to make a bomb, or bank records to see who's sending money to terrorists. Law enforcement authorities have always been able to obtain business records in criminal cases through grand jury subpoenas, and continue to do so in national security cases where appropriate. In a recent domestic terrorism case, for example, a grand jury served a subpoena on a bookseller to obtain records showing that a suspect had purchased a book giving instructions on how to build a particularly unusual detonator that had been used in several bombings. This was important evidence identifying the suspect as the bomber.
- In national security cases where use of the grand jury process was not appropriate, investigators previously had limited tools at their disposal to obtain certain business records. Under the Patriot Act, the government can now ask a federal court (the Foreign Intelligence Surveillance Court), if needed to aid an investigation, to order production of the same type of records available through grand jury subpoenas. This federal court, however, can issue these orders only after the government demonstrates the records concerned are sought for an authorized investigation to obtain foreign intelligence information not concerning a U.S. person or to protect against international terrorism or clandestine intelligence activities, provided that such investigation of a U.S. person is not conducted solely on the basis of activities protected by the First Amendment.
- Congress reviews the government's use of business records under the Act. Every six months, the Attorney General must "fully inform" Congress on how it has been implemented. On October 17,

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2002, the House Judiciary Committee issued a press release indicating it is satisfied with the Department's use of section 215: "The Committee's review of classified information related to FISA orders for tangible records, such as library records, has not given rise to any concern that the authority is being misused or abused."

Myth: The ACLU claims that the Patriot Act provision about delayed notification search warrants "would allow law enforcement agencies to delay giving notice when they conduct a search. . . . This provision would mark a sea change in the way search warrants are executed in the United States." (ACLU, October 23, 2001)

Reality: Delayed notification search warrants are a long-existing, crime-fighting tool upheld by courts nationwide for decades in organized crime, drug cases and child pornography. The Patriot Act simply codified the authority law enforcement had already had for decades. This tool is a vital aspect of our strategy of prevention - detecting and incapacitating terrorists *before* they are able to strike.

- In some cases if criminals are tipped off too early to an investigation, they might flee, destroy evidence, intimidate or kill witnesses, cut off contact with associates, or take other action to evade arrest. Therefore, federal courts in narrow circumstances long have allowed law enforcement to delay for a limited time when the subject is told that a judicially-approved search warrant has been executed. This tool can be used only with a court order, in extremely narrow circumstances when immediate notification may result in death or physical harm to an individual, flight from prosecution, evidence tampering, witness intimidation, or serious jeopardy to an investigation. The reasonable delay gives law enforcement time to identify the criminal's associates, eliminate immediate threats to our communities, and coordinate the arrests of multiple individuals without tipping them off beforehand. In all cases, law enforcement must give notice that property has been searched or seized.

The Supreme Court has held the Fourth Amendment does not require law enforcement to give immediate notice of the execution of a search warrant. The Supreme Court emphasized "that covert entries are constitutional in some circumstances, at least if they are made pursuant to a warrant." In fact, the Court stated that an argument to the contrary was "frivolous." *Dalia v. U.S.*, 441 U.S. 238 (1979)

●

Authority to intercept wire, oral, and electronic communications relating to terrorism.

Summary: Allows law enforcement to use the existing electronic-surveillance authorities to investigate certain crimes that terrorists are likely to commit.

Myth: "Because the government already had substantial authority under FISA to obtain a wiretap of a suspected terrorist, the real effect of this amendment is to permit wiretapping of a United States person suspected of domestic terrorism." [Electronic Privacy Information Center (EPIC), Mar. 19, 2003]

Reality:

- Before the PATRIOT Act, law enforcement had the authority to conduct electronic surveillance - by petitioning a court for a wiretap order - when investigating many **ordinary, non-terrorism crimes**. Agents also could use wiretaps to investigate some, but not all, of the crimes that terrorists often commit.

The non-terrorism offenses for which wiretaps were available included: drug crimes, mail fraud, and passport fraud.

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- Section 201 enabled investigators to gather information when looking into the **full range of terrorism-related crimes**, including: chemical-weapons offenses, the use of weapons of mass destruction, killing Americans abroad, and terrorism financing.
- Section 201 **preserved all of the pre-existing standards** in the wiretap statute. For example, law enforcement still must: (1) apply for and receive a **court order**; (2) establish **probable cause** that criminal activity is afoot; and (3) first have tried to use "**normal investigative procedures**."
- Section 201 has proven to be extremely useful to law enforcement officials, as several recent wiretap orders have been based on this expanded list of terrorism offenses.

Source: http://www.justice.gov/archive/ll/subs/u_myths.htm

Argument Paper Rubric

Criteria	6	5	4	3	2	1
Claim	-precise,	-precise,	-precise and	-reasonable	-simple and	-do not

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	complex and insightful claim	complex and detailed claim	specific claim	claim	basic claim	introduce a claim
Analyzes Claim	-in-depth and insightful analysis and discussion of the texts to support the claim	-LONG and DETAILED analysis and discussion of the texts to support the claim	-appropriate and accurate analysis and discussion of the texts to support the claim	-BRIEF analysis and discussion of the texts that supports claim	-confused or unclear analysis of the texts	-do not demonstrate analysis and discussion of the texts
Opposing Argument	-in depth and complex explanation of WHY opposing claims are incorrect	-explains opposing claims AND are why they are incorrect	-explains alternate or opposing claims	-insufficient explanation of alternate or opposing claims	-DOES NOT explain opposing claims	-no opposing claim mentioned
Evidence	-discusses a WIDE RANGE of evidence from multiple angles and sources to strongly support the claim	-discusses evidence clearly and accurately, makes effective use of specific and relevant evidence	-discusses specific and relevant evidence to support analysis	-discusses evidence TOO BRIEFLY to support analysis. Needs more discussion to be convincing	-evidence discussion is inconsistent and/or inaccurate. May use some evidence that is irrelevant	-present little or no evidence from the texts
Citation	-cites all sources, uses smooth transitions and author's name when referring to sources	-correctly and neatly cites sources and quotes	-correctly cites sources and uses quotes on evidence	-cites sources or uses quotes, sometimes incorrectly	-cites and quotes some sources but not others	-does not make use of citations or quotes
Organization	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay	-exhibit logical organization of ideas and information to create a cohesive and coherent essay	-exhibit acceptable organization of ideas and information to create a clear essay	-some organization of ideas and information, essay is mostly clear	-inconsistent organization of ideas and information, essay is unclear	-exhibit little organization of ideas and information
Spelling/ Grammar	-essentially no errors, even with sophisticated language	-occasional errors only when using sophisticated language	-occasional errors, but the paper still makes sense	-occasional errors that make the paper hard to understand	-frequent errors that make the paper hard to understand	-minimal writing, making assessment of conventions unreliable

Overall _____

Lesson 7: Argument Paper, Healthcare for First Responders

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Rationale:

This lesson asks students to gather evidence from primary documents and use that evidence to make claims about history. The questions are made to be broad and debatable overarching questions that students must answer using the primary source material provided. The students write source based arguments based on an essential thematic question.

Grades: 11-12

Materials (attached below):

Text 1: The James L. Zadroga 9/11 Health & Compensation Act

Text 2: Why I'm against the Zadroga 9/11 health bill: Sen. Mike Enzi explains his concerns with legislation

Text 3: Reauthorization of the Zadroga 9/11 bill is an American duty

Time Needed: Two 60 min class periods

Lesson Sequence:

Part I:

1. Students read the three excerpts. (20 minutes)
2. Students write argument paper draft in class (40 minutes)

Part II:

1. Students pair off and exchange their papers.
2. Students read each other's work and edit using peer edit protocol. (20 min)
3. Students grade each other based on rubric (20 Min)
4. Students get their papers back and make edits before submitting final draft (20 min)

Common Core Standards

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

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CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Argument Paper: Source Based Argument

Directions: Closely read each of the three texts provided and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response.

Question:

What is the government's responsibility to first responders?

Your Task:

Carefully read each of the three texts provided. Then, using evidence from all three texts, write a well-developed argument regarding the question you chose. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least three texts to develop your argument. Do not simply summarize each text.

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Guidelines:

- Establish your claim regarding the topic.
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from all three of the texts to develop your argument
- Identify each source that you reference by text number or graphic (for example: Text 1, or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Text 1: The James L. Zadroga 9/11 Health & Compensation Act

Text 2: Why I'm against the Zadroga 9/11 health bill: Sen. Mike Enzi explains his concerns with legislation

Text 3: Reauthorization of the Zadroga 9/11 bill is an American duty

Argument Paper Rubric

Criteria	6	5	4	3	2	1
Claim	-precise, complex and insightful claim	-precise, complex and detailed claim	-precise and specific claim	-reasonable claim	-simple and basic claim	-do not introduce a claim
Analyzes Claim	-in-depth and insightful analysis and discussion of the texts to support the claim	-LONG and DETAILED analysis and discussion of the texts to support the claim	-appropriate and accurate analysis and discussion of the texts to support the claim	-BRIEF analysis and discussion of the texts that supports claim	-confused or unclear analysis of the texts	-do not demonstrate analysis and discussion of the texts
Opposing Argument	-in depth and complex explanation of WHY opposing claims are incorrect	-explains opposing claims AND are why they are incorrect	-explains alternate or opposing claims	-insufficient explanation of alternate or opposing claims	-DOES NOT explain opposing claims	-no opposing claim mentioned
Evidence	-discusses a WIDE RANGE of evidence	-discusses evidence clearly and accurately,	-discusses specific and relevant	-discusses evidence TOO BRIEFLY to	-evidence discussion is inconsistent	-present little or no evidence from

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	from multiple angles and sources to strongly support the claim	makes effective use of specific and relevant evidence	evidence to support analysis	support analysis. Needs more discussion to be convincing	and/or inaccurate. May use some evidence that is irrelevant	the texts
Citation	-cites all sources, uses smooth transitions and author's name when referring to sources	-correctly and neatly cites sources and quotes	-correctly cites sources and uses quotes on evidence	-cites sources or uses quotes, sometimes incorrectly	-cites and quotes some sources but not others	-does not make use of citations or quotes
Organization	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay	-exhibit logical organization of ideas and information to create a cohesive and coherent essay	-exhibit acceptable organization of ideas and information to create a clear essay	-some organization of ideas and information, essay is mostly clear	-inconsistent organization of ideas and information, essay is unclear	-exhibit little organization of ideas and information
Spelling/ Grammar	-essentially no errors, even with sophisticated language	-occasional errors only when using sophisticated language	-occasional errors, but the paper still makes sense	-occasional errors that make the paper hard to understand	-frequent errors that make the paper hard to understand	-minimal writing, making assessment of conventions unreliable

Overall _____

Text 1

The James L. Zadroga 9/11 Health & Compensation Act, from NYC.gov

The James L. Zadroga 9/11 Health & Compensation Act, signed into law by President Obama in early 2011, establishes the World Trade Center (WTC) Health Program. It ensures that those affected by 9/11 continue to receive monitoring and treatment services for 9/11-related health problems through at least 2015.

The WTC Health Program consists of a Responder Program (for rescue and recovery workers, including more than 15,000 New York City firefighters) and a Survivor Program (for those who lived, worked or went to school in lower Manhattan on 9/11). Services also are available for responders to the Pentagon and Shanksville, PA sites also attacked by 9/11 terrorists. People eligible can receive services, no matter where they live now in the US.

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The director of the National Institute for Occupational Safety and Health (NIOSH) administers the WTC Health Program. The federal government and New York City pay for it.

In addition, the 9/11 Health and Compensation Act re-opened the September 11 Victim Compensation Fund. This allows those affected to file claims for economic losses due to physical harm or death caused by 9/11. Most people were required to register by October 3, 2013; however people with WTC-related cancer or who first became aware of their WTC-related illnesses after October 3, 2011 can still register.

Why can't people with 9/11-related health conditions use their insurance if they're sick?

Private insurance doesn't pay for work-related illness, so people currently being treated for 9/11-related health conditions who got sick because they worked at the WTC site do not have coverage.

In addition, many of the people being treated by the programs currently are under-insured, or don't have any insurance at all.

But if people are receiving Workers Compensation or they do have insurance, why should tax dollars be used to fund WTC treatment?

It shouldn't. Worker's compensation and insurance must be used before federal funds go to 9/11 health care.

What about those affected who are outside the NY metropolitan area? Isn't the 9/11 health legislation only for New York area residents?

No. While the New York/New Jersey area had the largest number of people affected, people from all over the country came to New York to help in the rescue and recovery effort. Ten thousand (10,000) WTC Health Registry enrollees (nearly 15% of the total) live outside the New York/New Jersey area. In fact, WTC Health Registry enrollees live in almost every Congressional district, reflecting the breadth of the nation's emergency response to the terrorist attacks, as well as the re-location of many Americans who were directly exposed to the WTC collapse.

The federal government monitored the health of more than 2,000 responders outside the New York City area and treated almost 800 from October 2009 through September 2010. The WTC Health Program establishes a nationwide network of providers to monitor and treat BOTH responders and survivors no matter where they live now.

Who is eligible for the WTC Health Program?

Anyone currently enrolled in one of the federally funded WTC programs—nearly 60,000 people—is eligible for the WTC Health Program. All these individuals have met certain criteria establishing that they were exposed to the WTC disaster. As many as 25,000 additional responders and 25,000 additional survivors also are

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eligible provided they meet the specific requirements established by the legislation. For example, only survivors who lived, worked or went to school within 1.5 miles of the WTC site during a defined time period are eligible. However, the legislation also includes a review process so people with 9/11-related health problems who don't meet the eligibility criteria can also receive monitoring and treatment.

What will the WTC Health Program cover?

The WTC Health Program provides screening and medical treatment for 9/11-related health conditions which research suggests may be related to WTC exposure, or which may have been aggravated by WTC exposure. These conditions include aerodigestive disorders, such as chronic cough, asthma, sinusitis, gastroesophageal reflux disorder (GERD), sleep apnea and many different types of cancer, mental health problems, such as post-traumatic stress disorder and depression and other health problems, such as lower back pain and carpal tunnel syndrome.

In addition, the 9/11 health legislation assures continued funding for the WTC Health Registry which tracks the health of more than 71,000 people exposed to the WTC disaster. Since it was established by the federal government and the New York City Department of Health in 2003, the Registry has completed two health surveys of enrollees. Future surveys, including one that will be launched in 2011, will help determine to what extent physical and mental health conditions have persisted after 9/11, and whether any new symptoms and conditions have emerged.

What does the research tell us about 9/11 health effects?

The body of knowledge about the health impacts of 9/11 continues to grow, thanks in large measure to data and analysis that has emerged from the federally funded WTC Health Program and the WTC Health Registry.

A key force in synthesizing this growing body of knowledge for policymakers was the WTC Medical Working Group, a group composed of City and non-City epidemiologists, environmental health experts, mental health providers, medical researchers, and clinicians, which met from 2007 to 2013. The WTC Medical Working

Will New York City help pay for the WTC Health Program?

Yes, New York City will pay 10% of the program's cost.

Why is it important to reopen the September 11th Victim Compensation Fund?

The federal September 11th Victim Compensation Fund compensated people who lost loved ones or were injured in the 9/11 attacks for their economic losses. In exchange, the claimants agreed not to file lawsuits against the government or airlines for their loss. However, the Fund closed in 2003, well before many people with 9/11-related health conditions got sick.

Reopening the Victim Compensation Fund allows people who became physically ill after the Fund closed to seek compensation for their financial losses.

Is there a deadline to register for the September 11th Victim Compensation Fund?

Yes. By law, WTC-exposed individuals who plan to file a claim with the September 11th Victim Compensation Fund and who knew (or reasonably should have known) that they had a WTC-related physical health condition as of October 3, 2011 were required to register by October 3, 2013. Special circumstances (PDF) apply to people with WTC-related cancer who have longer to register.

WTC-exposed individuals who didn't know as of October 3, 2011 that they had a physical health condition related to their exposure must register within 2 years of the date they learned or reasonably should have known this information for the first time. As long as you register within the relevant two-year window, you can submit your eligibility form online at any time through October 3, 2016.

Text 2

Why I'm against the Zadroga 9/11 health bill: Sen. Mike Enzi explains his concerns with legislation

BY Mike Enzi
NEW YORK DAILY NEWS
Sunday, December 12th 2010

Every member of the U.S. Senate supports the intent of the James Zadroga 9/11 Health and Compensation Act, which the Senate considered last week. But as important as intentions are, the details still matter. There are serious concerns about the existing programs to help 9/11 first responders, and it is not clear that this bill fixes current problems.

Congress has funded numerous programs to provide care and compensation to 9/11 victims, spending several billion dollars on extraordinary and unprecedented efforts. Congress will continue to support these individuals. However, current program administrators have failed to account for much of the previously allocated money. Before we create a new program, we need the basic facts about what worked and what did not work over the past nine years.

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I would like to work with the sponsors of this legislation to try to resolve these concerns. Prior to this week's vote, the Senate Republican Policy Committee sent out an explanation of the contents of the bill. The memo stated Congress' strong support for the 9/11 heroes and also cited concerns about waste, fraud and abuse in the existing programs. The committee's summary contained contributions from the Republican staff of the committees on Health, Education, Labor and Pensions (HELP), Judiciary and Finance. Contrary to New York Daily News reports, I did not circulate a letter to discourage my colleagues from supporting this bill. I appreciate the motivations of the bill sponsors, but rushing a flawed bill through Congress at the end of this lame duck session is not the right way to address these important issues. As a result, we are left in the situation where serious concerns have been raised and we have no real way to address them.

In order to properly address concerns with the bill, the committees of jurisdiction in the House and Senate must be allowed to do their work. The Senate Finance, Judiciary and HELP committees have not convened a single committee vote to consider this legislation. This is not a new issue. This bill has been around for several years. If the majority party really wanted to get this bill signed into law, permitting committee debate, amendments and votes would be the single best and most constructive action they could take.

One of the most significant concerns about this bill is its continued reliance on the National Institute of Occupational Safety and Health to administer 9/11 health programs. NIOSH has sent \$475 million in grants to New York to pay for health care benefits. Yet to this day, NIOSH, the city of New York and the various health care providers who received grants have failed to tell Congress where that money has gone. For example, Mount Sinai Medical Center has received about \$137 million from NIOSH since 2004. Until they can show where that money was spent, it is irresponsible to give them more.

The proponents of this bill say it terminates the current programs and replaces them with one program run by a single administrator. In reality, the new program administrator would still be NIOSH, the same agency that has inadequately administered the program. Without the basic facts about the programs NIOSH administered for the past eight years, it is hard to design an effective program for the future.

The American people need to know that money is being used effectively because frankly, the nation can't afford careless spending, no matter how well-intentioned. Our country is in the midst of trying to head off a short-term economic crisis and long-term deficit crisis that could deeply hurt us all. We need money to help 9/11 responders. We need money to help the men and women who are returning from the front lines of two wars. Victims of natural disasters, the poor and unemployed all warrant our attention. We owe it to all of them to use what money we have in the best way we can. In order to do that, legislators must take the time to consider, amend and vote on bills in the committees of jurisdiction.

I realize that my opposition to this bill, and how it is being considered, is not a popular position in New York. I understand and appreciate the frustration of the 9/11 responders, who want to see a permanent program put in place to address their needs. But it is reasonable for senators to ask

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questions, get answers and amend legislation before it's rushed to the Senate floor during the final moments of a Congress.

Enzi, a Republican, is the senior U.S. senator from Wyoming and ranking member on the Committee on Health, Education, Labor and Pensions.

Text 3

Reauthorization of the Zadroga 9/11 bill is an American duty (editorial)

Republican Sen. Mark Kirk of Illinois supports the Zadroga Reauthorization Act.

Staten Island Advance Editorial By Staten Island Advance Editorial

on April 17, 2015 at 9:14 PM, updated April 17, 2015 at 9:54 PM

To New Yorkers, especially to those of us on Staten Island, the duty to help the sick or injured heroes of 9/11 is virtually undisputed. Unfortunately, this isn't so everywhere in America.

Not until almost a decade after the World Trade Center was destroyed in 2001 did Congress finally OK broad medical benefits and compensation for emergency responders and survivors of the catastrophe.

However, in a political compromise that became necessary to win sufficient support among holdouts for passage, lawmakers on Capitol Hill agreed to impose time limits on the life of the \$4.3-billion James Zadroga 9/11 Health and Compensation Act.

The WTC Health Program, which treats ailing victims in all 50 states, is due to end in 2015, and the reopened September 11 Victim Compensation Fund is to expire in 2016.

Our nation must not let this happen.

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"The people who rushed to the towers on 9/11 and in the days and weeks after are veterans of the War on Terror, and in this country, we take care of our veterans -- no ifs, ands, or buts," vowed Sen. Charles Schumer of New York.

Mr. Schumer (D-N.Y.) and Sen. Kirsten Gillibrand (D-N.Y.) led a bipartisan group of legislators in Washington that joined to announce support for a Reauthorization Act to make the vitally needed Zadroga programs permanent.

Death toll still rising

Almost 3,000 people were killed at the site of the World Trade Center on Sept. 11, 2001. Alarming, many more have died since.

Today over 30,000 responders and survivors have an illnesses or injuries from the attacks or exposure to lethal toxins while toiling at Ground Zero. They are receiving care through the WTC Health Program. Zadroga benefits also apply to those affected by terrorist plane crashes on 9/11 at the Pentagon and in Shanksville, Pa.

"Nearly 14 years ago, we relied on our first responders to lead the rescue and recovery work at Ground Zero, in Shanksville and at the Pentagon -- we cannot turn our back now when they need us most," Ms. Gillibrand said.

Disabled victims of the disaster, many of whom can no longer work, are suffering from a host of chronic diseases, including asthma, obstructive pulmonary disease and cancer.

In addition to the those undergoing medical treatment, more than 60,000 responders and survivors are being monitored.

Increase in cancer cases

One of the major concerns is the rise in cancer.

So far, there are nearly 4,000 certified 9/11 cancers among the responders and survivors in the WTC Health Program, including more than 950 New York City Fire Department members.

The National Institute for Occupational Safety and Health has added several types of cancers to the list of 9/11-related illnesses covered by the Zadroga program.

Ground Zero workers have gotten certain cancers -- including prostate, thyroid, and multiple myeloma -- at significantly higher rates than the general population.

Post-9/11 illnesses have caused major financial strains on victims and their families. Without federal support, they would be forced to bear the high costs of health care.

The September 11th Victim Compensation Fund, which was reopened under the Zadroga legislation, provides for economic losses to ailing responders and survivors.

Now almost 5,000 injured 9/11 individuals have been found eligible for compensation that has totaled over \$1 billion.

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Paying the price

Back in 2010, one of the chief concerns of those who opposed the Zadroga bill was the ultimate costs of health care and financial compensation.

But many of the heroes of Sept. 11 have paid and still are paying far higher prices for their patriotism.

This is why the Zadroga medical care and other benefits should be made permanent.

Republicans from states distant from New York were among those who were reluctant to back the original bill. But it shouldn't be a partisan or a regional issue.

As Mr. Schumer says, it's an American issue.

Lawmakers should, after all this time, be able to put aside regionalism and recognize the solemn duty all Americans owe to those who are still suffering.

Perhaps something like that nationwide awakening may finally be happening: The Zadroga 9/11 Reauthorization Act is backed by two Senate GOP co-sponsors: Mark Kirk of Illinois and Lisa Murkowski of Alaska.

"As a Republican from the heartland, I'm going to say that I love New York," Mr. Kirk said.

We applaud his patriotism.

Let's hope that view prevails.

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Lesson 8: Argument Paper: What should be America's foreign policy towards terrorism?

Rationale: Students will become the next generation of policy makers and perhaps most importantly: voters. This lesson is about educating students on some of the current viewpoints in America about how to best address and prevent terrorism. Students will practice their critical thinking skills to decide what they would recommend as sound foreign policy towards counter terrorism. The viewpoints listed below are by no means the only ways of looking at terrorism prevention, but rather these viewpoints are meant to represent some of the current schools of thought.

Grades: 11-12

Time needed: two 60 min class periods

Lesson Sequence:

Part I:

1. Have students count off 1-4 and then get into 4 groups spread throughout the the four corners of the room. Give each group the handouts for one option. (So all of group one reads option 1, group 2 reads option 2, and so on). Have each group read their option page. (20 minutes)
2. Each group makes a poster listing the main ideas of their option. Make sure their summaries include the main ideas and some supporting ideas for what their option is and why it might work. Groups can also summarize the (10 min)
 - a. Students should jot down possible claims and opposing claims to prepare to answer the question.
3. Students write argument paper draft in class (30 minutes)

Part II:

1. Students pair off based on question they chose and exchange their papers.
2. Students read each other's work and edit using peer edit protocol. (20 min)
3. Students grade each other based on rubric (20 Min)
4. Students get their papers back and make edits before submitting final draft (20 min)

Common Core Standards

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Argument Paper: Source Based Argument

Directions: Closely read each of the four texts provided and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response.

Question:

What should be America's foreign policy towards terrorism?

Your Task:

Carefully read each of the four texts provided. Then, using evidence from at least three texts, write a well-developed argument regarding the question you chose. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least three texts to develop your argument. Do not simply summarize each text.

Guidelines:

- Establish your claim regarding the topic.
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least three of the texts to develop your argument
- Identify each source that you reference by text number or graphic (for example: Text 1, or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Text 1 Option 1: Direct an Expanded Assault on Terrorism

Text 2 Option 2: Support UN Leadership to Fight Terrorism

Text 3 Option 3: Defend Our Homeland

Text 4 Option 4: Address the Underlying Causes of Terrorism

Argument Paper Rubric

Criteria	6	5	4	3	2	1
Claim	-precise, complex and insightful claim	-precise, complex and detailed claim	-precise and specific claim	-reasonable claim	-simple and basic claim	-do not introduce a claim
Analyzes Claim	-in-depth and insightful analysis and discussion of the texts to support the	-LONG and DETAILED analysis and discussion of the texts to support the	-appropriate and accurate analysis and discussion of the texts to support the	-BRIEF analysis and discussion of the texts that supports claim	-confused or unclear analysis of the texts	-do not demonstrate analysis and discussion of the texts

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	claim	claim	claim			
Opposing Argument	-in depth and complex explanation of WHY opposing claims are incorrect	-explains opposing claims AND are why they are incorrect	-explains alternate or opposing claims	-insufficient explanation of alternate or opposing claims	-DOES NOT explain opposing claims	-no opposing claim mentioned
Evidence	-discusses a WIDE RANGE of evidence from multiple angles and sources to strongly support the claim	-discusses evidence clearly and accurately, makes effective use of specific and relevant evidence	-discusses specific and relevant evidence to support analysis	-discusses evidence TOO BRIEFLY to support analysis. Needs more discussion to be convincing	-evidence discussion is inconsistent and/or inaccurate. May use some evidence that is irrelevant	-present little or no evidence from the texts
Citation	-cites all sources, uses smooth transitions and author's name when referring to sources	-correctly and neatly cites sources and quotes	-correctly cites sources and uses quotes on evidence	-cites sources or uses quotes, sometimes incorrectly	-cites and quotes some sources but not others	-does not make use of citations or quotes
Organization	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay	-exhibit logical organization of ideas and information to create a cohesive and coherent essay	-exhibit acceptable organization of ideas and information to create a clear essay	-some organization of ideas and information, essay is mostly clear	-inconsistent organization of ideas and information, essay is unclear	-exhibit little organization of ideas and information
Spelling/ Grammar	-essentially no errors, even with sophisticated language	-occasional errors only when using sophisticated language	-occasional errors, but the paper still makes sense	-occasional errors that make the paper hard to understand	-frequent errors that make the paper hard to understand	-minimal writing, making assessment of conventions unreliable

Overall _____

Option 1: Direct an Expanded Assault on Terrorism

The United States cannot tolerate acts of terrorism, those who perpetrate them, or those nations who harbor terrorists. As the sole remaining superpower, we have no choice but to take on the job of rooting out terrorism wherever it exists. It is our responsibility and duty to protect ourselves and make the world safe from terrorists. The war on terrorism is a worldwide struggle and we must move forward with a worldwide offensive to combat it until all who threaten peace and security are destroyed. Although it is helpful to have the cooperation of other nations, we must be prepared to fight terrorism—alone if necessary—wherever and whenever it threatens. Nothing less than our own freedom is at stake.

What should we do?

- We should take the war on terrorism to any nation that harbors international terrorists.
- We should devote more of our resources to our military forces.
- We should increase our intelligence capacity.
- International agreements and treaties, like the Geneva Conventions, should not be allowed to hinder our pursuit of terrorists.
- We should encourage and work with any indigenous forces willing to fight a terrorist group and the government that supports it.

Supporting Arguments

- Acting alone when necessary avoids the difficulties that arise from seeking cooperation with other nations that have different political interests and constraints.
- The only way to avert imminent threats to our security is to act preemptively.
- By engaging indigenous forces to fight terrorist groups and their government sponsors, as we did in Afghanistan, we can save American lives.
- Being free of the bureaucracy and political constraints of multinational decision making will allow us to respond more quickly where and when we need to.

Concerns and Tradeoffs

- As the U.S. expands the war on terrorism under its own leadership and on its own terms, anti-American sentiment in other countries will only increase, fueling further terrorism.
- It will require the help of many nations to break up the decentralized network of terrorist cells that currently exists around the world. If we act without regard for international law, we will lose international support.
- If the U.S. takes a go-it-alone approach to defining and rooting out terrorism around the world, flexing U.S. military might unilaterally, we will isolate ourselves from the international community.
- Getting involved with indigenous forces may be expedient at the outset but the risk is too great

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that, after the victory, we will be dragged into supporting and protecting groups that we really do not approve of or that we cannot trust.

- Al Qaeda is the central threat to U.S. security. We can't afford to waste our resources going after countries that don't pose an immediate threat to the United States.
- This response fails to address the underlying causes of terrorism, including a deep-seated resentment of the United States, and will instead only lead to a continuing cycle of violence and more deaths of innocent people.
- Military action overseas diverts resources needed for protection here at home.
- Using our military might as a response to terrorism is bound to result in the deaths of innocent civilians. Our country must respond to terrorism in ways that preserve our national ethics and democratic traditions.

http://www.choices.edu/resources/documents/terrorism_options.pdf

Option 2: Support UN Leadership to Fight Terrorism

Terrorism is a global, not a national, problem. Today our security and the security of the rest of the civilized world depend upon our ability to work together to address this universal threat. We must recognize the UN as the entity with the legitimacy to develop and maintain a long-term, truly international effort to control and eventually wipe out terrorism worldwide. We must play a leadership role in strengthening the effectiveness of the UN on security matters and offer our military, intelligence, and economic support to a UN-led effort to eradicate terrorist cells wherever they are found. We must stand with the world community against lawless terror.

What should we do?

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- We should lead efforts to strengthen the hand of the UN on security matters. This includes taking steps to turn over leadership in post-war Iraq to the UN.
- We should debate any response to future terrorist acts against the United States before the UN General Assembly and the UN Security Council and abide by the Council's decisions.
- We should become a member of the International Criminal Court and prosecute international terrorists there.
- We should carefully follow all existing treaties (like the Geneva Conventions), and we should work with the UN to strengthen the conventions limiting nuclear, chemical, and biological weapons.

Supporting Arguments

- International cooperation brings together the financial, diplomatic, and intelligence tools necessary to address international terrorism.
- Relations with our traditional allies were severely strained when we initiated the war with Iraq without UN approval. We cannot afford to isolate ourselves further from the international community.
- Cooperating as a partner with other nations through the UN will create a truly international response to terrorism, one that reflects the interests and needs of all of the international community, and denies hiding places to terrorists anywhere.
- The UN is only as strong as its member states. In order to make the UN effective as an international organization it must have the full support of the United States.
- The members of the international community will not continue to collaborate unless the decision-making takes all perspectives and interests into account. This will only happen if leadership is shared.

Concerns and Tradeoffs

- When U.S. interests are threatened—here or abroad—we have a right to do what is necessary to defend ourselves, with or without the support of other nations and international organizations.
- Any international coalition will be ineffective without strong U.S. leadership. For that leadership to be effective, we must not be constrained by others in either the nature or the timing of our response.
- The UN already has conventions prohibiting terrorism and biological weapons and has been unable to enforce them. Why will the UN be any more effective now?
- The UN is too slow, too weak, and too indecisive to make any real difference. Giving the institution more power is at best a long-term proposition. It won't do anything for the terrorist threat today.
- While an international effort may be necessary to correctly identify the perpetrators of terrorism and bring them to justice, terrorism will not end until we address its root causes.

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- Accommodating other nations' interests in a UN campaign against international terrorism will lead us to compromise our nation's values and force us to support positions abroad that we do not agree with.
- If we pledge to join with the UN in an all-out campaign against international terrorism, we may be forced to spend our own resources on international initiatives that we may not fully approve of at the expense of defending ourselves at home.

http://www.choices.edu/resources/documents/terrorism_options.pdf

Option 3: Defend Our Homeland

The attacks on the World Trade Center and the Pentagon on September 11, 2001 brought a new message to Americans. We have been attacked on our own homeland, and we feel a vulnerability not felt in more than fifty years. Our high-profile foreign policy programs have only bred resentment against us and made us enemies who are intent on doing us harm. The time has come to lower our foreign policy profile, get ourselves out of the sights of terrorists, and build up our national defenses. While civil liberties are important to Americans, we must recognize that we are in a new world. The government must be allowed to take new steps to protect our security.

What should we do?

- We should scale back our foreign involvement by cutting foreign aid programs and reducing our military presence abroad—especially in the Middle East.
- We should build up our intelligence capacity with a focus on understanding the threats that face us here at home.

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- We should launch a coordinated national effort to develop defenses against the new threats that face us—biological, chemical, or nuclear attacks.
- We should establish a national identity card, tighten immigration laws, closely watch high-risk ethnic groups, and allow broader monitoring of communications in order to keep tabs on potential terrorists.

Supporting Arguments

- We live in a world where a small handful of angry individuals can wreak havoc using a small amount of weapons-grade biological or chemical material or a “dirty bomb” in a suitcase. Being prepared for such attacks will save American lives.
- By limiting any response only to those who directly threaten us, we will avoid needlessly drawing the wrath of a wider circle of terrorist organizations.
- Taking sides in the battles of other nations (such as Israel’s struggles with Hezbollah) only increases our own vulnerability by drawing the attention of a wider circle of terrorists. The less we are involved in the affairs of other nations, the more secure we will be.
- Resources saved from international involvement can be redirected to promote enhanced security at home.

Concerns and Tradeoffs

- Terrorism is globalized. It will be impossible to get a full picture of the terrorist threats facing us if we do not bring our intelligence resources together with those of the rest of the world. That integration of intelligence capacity will not happen if we withdraw from the international community.
- Withdrawing from the international community will not protect us from possible attack. As long as there are haves and have-nots in the world, we will remain a target for terrorism. There is nowhere to hide.
- As we have already seen, the United States cannot defend itself against all possible means that terrorists have at their disposal. Our only practical and moral choice is to address the root causes of international terrorism.
- A determination to address our vulnerability to international terrorism solely with civil defense measures at home will inevitably lead to compromising the civil liberties on which our nation was founded. At that point, what are we protecting?

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- The threats to our security are not only here at home. We must be prepared to act preemptively in other regions of the world to stop attacks before they happen.
- The terrorist threat is everywhere. It is better to fight terrorism on foreign soil than to have it come again to our own shores.
- If we are going to ensure the continuing flow of oil from the Middle East, we must maintain our military presence in the region. We cannot assume that the international community will do this for us.

http://www.choices.edu/resources/documents/terrorism_options.pdf

Option 4: Address the Underlying Causes of Terrorism

Terrorism is a crime against humanity and cannot be tolerated. However, further military action will only perpetuate the cycle of violence. We must abandon any plans for further military action and join with others to address the deeper issues underlying terrorism. Terrorism feeds on the frustrations of some of the world's most disadvantaged peoples. We must join with the developed world to devote our attention and our resources to launching a targeted "Marshall Plan" that addresses the underlying causes of terrorism. We must also examine our own policies in many parts of the world to see that we are not inflaming long-standing local and regional conflicts, fueling discontent, and creating a breeding ground for anti-American sentiment.

What should we do?

- We should provide more resources in support of the UN's reconstruction efforts in Afghanistan.
- We should end our military operation in Iraq, turn control of the reconstruction effort over to the UN, and provide whatever aid is necessary to ensure a successful transition to self-rule and a

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peacetime economy in Iraq.

- We should refocus our funding priorities to improve the quality of life of disadvantaged populations around the world.
- We should work for just resolutions to long-term political conflicts (such as the Israeli-Palestinian conflict) that provide breeding grounds for terrorism.
- We should end our support of regimes that do not support human rights and democratic principles, and affirm our commitment to the Geneva Conventions and international law.

Supporting Arguments

- If we do not address the underlying causes of terrorism—including poverty, injustice, powerlessness, hatred, and in some cases U.S. policy—we risk feeding anti-American rage and creating new recruits to terrorist networks. We have no choice.
- Taking a leadership role in addressing the humanitarian needs of populations in failing states will reduce animosity toward the United States. This is not only a humanitarian issue; it has become a security issue as well.
- In order to be a credible force in addressing terrorism, we must demonstrate that we understand the causes of terrorism and are committed to taking action to address them.
- By addressing the underlying causes of terrorism, we will be able to avoid putting our civil liberties at risk from repressive homeland security measures.

Concerns and Tradeoffs

- Addressing the underlying causes of terrorism will take time. Meanwhile we remain vulnerable to more terrorist attacks. Homeland security can only do so much. We have to act now to stop these terrorist attacks at their source.
- Neither the United States nor the international community has the resources to address all of the underlying causes of terrorism.
- We can not afford to redirect so much of our budget to development efforts overseas at a time when those resources are needed to build up our defenses here at home.
- If we focus our efforts on long-term solutions, we will be allowing terrorists to commit horrible crimes without immediate consequences. This will invite additional attacks both at home and abroad.
- Terrorists are angry people who hate the United States and the West for ideological and political reasons. The origins of terrorism have little to do with perceived economic and social injustice.
- There will always be hatred. There will always be violence. No amount of foreign aid will change this. We have no real control over anything but our own security.

http://www.choices.edu/resources/documents/terrorism_options.pdf

Lesson 9: Interviewing an Adult

Rationale:

High school students today have little or no memories of 9/11. However, our students have many adults in their lives with vivid memories and stories to tell. This lesson is designed to provide a guide for students to use to conduct interviews with those adults. There are tips, hints and guiding questions to help them have a productive and respectful conversation.

Grade Level: 11-12

Time Needed:

- about 2 hours outside of class to conduct and record interview and transcribe key elements.
- 60-90 min for sharing their stories with classmates

Lesson Sequence:

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1. Tell students they know people with personal connections to an event that was and will always be a turning point for this country. These stories are important, original, primary sources and maybe someone they know is willing to share their story.
2. Let students know that as they request interviews with people, some people may say no, and that is ok. Respect boundaries and understand that not everyone is ready at all times to discuss their experiences.
3. Give students the interview handout and go over the questions with them, making sure they themselves understand the questions.
4. Discuss the hints and tips section to make sure they understand how to have a successful interview.
5. Have students brainstorm who they would like to ask.
6. Encourage students to add their own questions.

Assessment:

1. Each student transcribes key parts of their interview.
2. Each student writes a thank you to whomever they interviewed.
3. Students write a reflection on the process and what they've learned.

Optional: Have a class reading day where student share their written piece.

Optional: Group publishing activity: Collect all the stories and bind together to create a class booklet. Send one home with each student.

Name _____

Date _____

Interviewing: Where were you on 9/11?

What is the difference between learning from a textbook and learning from oral histories, or first-person narratives? For this assignment, you'll become a historian and interview someone about where they were on 9/11. Like other major events in history, everyone who was old enough to remember knows where they were on this day.

Before your interview, consider the following tips:

- A. Choose who you'd like to interview and get their permission.
- B. Choose which questions you'll ask as appropriate for the person you're interviewing.
- C. Add some of your own questions as necessary.
- D. Choose a location where you can speak without interruptions for 30-60 minutes.
- E. Get a recording device and test it ahead of time to make sure it works.
- F. Start the interview by thanking your person for taking the time to speak with you. Explain that you'll be recording the interview and transcribing elements of the interview.

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- G. Give the reader time to think and respond, make sure you show active listening skills.
- H. Transcribe the interview to tell their story.

Questions to Consider:

1. What is your name?
2. Where did you live at the time of the attacks on 9/11?
3. Had you ever been to the World Trade Center before 9/11? If so, what was your experience there?
4. Did you know anyone that lived near the World Trade Center or worked there?
5. Where were you on 9/11?
6. What were your first thoughts about the attack?
7. What is one moment that stands out to you most and why?
8. What do you most remember about the city in the days and weeks after the attack?
9. Did you visit the site after the attack? If so, what do you remember about seeing it?
10. How do you think America has changed after the attack?
11. How have you changed after the attack?
12. Is there anything you learned or think is important to learn about 9/11?
13. Have you visited the 9/11 Memorial? What do you think about it?
14. Do you think that there needs to be federal funding for people with ongoing physical problems related to their experience on 9/11 and the recovery efforts that followed? Or is this funding New York state should have to pay for? What about healthcare for undocumented immigrants who have no private insurance and are suffering ailments from 9/11, should they be covered too?

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15. _____

16. _____

17. _____

Send a Thank You!

Saying thank you is essential for someone who has shared their story with you. Write a thank you card, or email, (though a card is more formal and personal). Thank the person for their time and any special accommodations they made to speak with you. Also, thank them for their time and willingness to share something personal of themselves with you.

Reflection:

Write a reflection on your experience. Examine what you've learned. This should be about 2 pages long and show that you've thought in-depth about this process and your experience.

1. How did you prepare for the interview?
2. How did the interview go? Was there anything you wish you knew more about?
3. What was something unexpected that came up in your interview?
4. What can we learn from oral histories, or first hand narratives, that we can't learn from a textbook?
5. Can you make a connection between this lesson and other memoirs, oral histories, diaries or first hand accounts that you've read or know about?
6. Why is it important to write down personal stories about a historical event?

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