

Created by Stefanie Woods, Bayonne High School, Grade 11

9/11 Unit

Length: 3 - 4 weeks (depending on the pace of the students)

Essential Questions: How has this event impacted the course of history? What impact does personal narrative have on the information and learning of a tragic event? What can people learn from a tragic event?

Objectives:

1. Students will be able to respond in discussions and in writing, using personal, literal, interpretative, and evaluative stances, to works of fiction and/or non-fiction.
2. Students will be able to participate in discussions and draft writing which demonstrates an understanding of diverse cultural perspectives.
3. Students will be able to participate in discussions and draft writing which demonstrates an understanding of personalities, trends, and beliefs that have shaped American history and culture.
4. Students will be able to demonstrate literal and inferential comprehension of works of non-fiction (i.e. newspaper and magazine articles) through participation in discussion and writing activities.
5. Students will be able to engage in informal writing assignments (i.e. reader response, freewriting, focused freewriting, prediction, response journals, dialectical notebook entries, and other pieces of writing that they do not take through the entire writing process).
6. Students will be able to respond orally to written works, grounding their ideas in the text.
7. Students will be able to ask and answer questions logically and effectively.
8. Students will be able to listen attentively.
9. Students will be able to show respect for the diverse dialects, traditions, and opinions of their classmates.
10. Students will be able to use computers and all available technology to enhance their communication skills.

- **Lesson 1 – Depth of Knowledge – Recall, Skill/Concept**

Standards - CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.1.C, CCSS.ELA-LITERACY.SL.11-12.6, CCSS.ELA-LITERACY.W.11-12.1.D, CCSS.ELA-LITERACY.W.11-12.10

Students construct a KWL chart about events of 9/11 – 5 minutes

Students share with the class what they think they Know, does anyone has something similar or the same information? How did they come across this information? How do we know if it is reliable?

Students share what they Want to know or would like to learn, does anyone have similar questions?

Mentally prepare the students for some of the footage and audio they will be in contact with today and tomorrow. If a student feels upset or uncomfortable he/she may leave the room to take a minute. Student can also have the option to skip the video or audio of the more upsetting parts of the timeline and only read the description.

Students will take Chromebooks and go to GoogleClassroom. On my classroom webpage will be the link to the 9/11 Memorial Museum’s interactive timeline for the events during 9/11. Student will need headphones for certain parts of the timeline to listen to first-hand accounts of the events.

Student will not be able to get through all of the timeline today. Circulate through the room to make sure students are not rushing through the timeline. While students are going through the timeline, give out a post-it note for the “What stuck with you today?” exit card. They must construct a response on the post-it something profound that stuck with them while going through the timeline as their ticket out of class. This can be a summary, an observation, or an interpretation of what they read/saw/or heard in the timeline.

5 minute warning – remind students to start logging off and finish filling out their post-it notes. Gauge the completion level of students. Begin think, pair, share before time is up. Have students stick the post it on the wall as they leave.

Assessment – discussions, questions, and exit card

Closing – Think Pair Share

- **Lesson 2 – Blooms – Recall, Skill/Concept, and Strategic Thinking Standards - CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.1.C, CCSS.ELA-LITERACY.SL.11-12.6, CCSS.ELA-LITERACY.W.11-12.1.D, CCSS.ELA-LITERACY.W.11-12.10, CCSS.ELA-LITERACY.W.11-12.9**

Review some of the post-it comments from the day before. Make sure students are actively listening to one another and speaking appropriately and thoughtfully. See if students want to add or change anything to their KWL charts from the day before. What can we now add to the L portion?

Now that we've reviewed student will continue with the timeline assignment from the day before.

Instead of doing a “what stuck with you today?” exit card, student will write a short paragraph on: “Draw a conclusion on why it is important to learn about this event” Students should write a minimum of five sentences and use precise language to explain their thoughts and feelings. Use a least one piece of evidence from the timeline to support your answer. This assignment will be completed as a Googledoc. If student are unable to finish the writing assignment in class then they can finish it and “turn in” the assignment online via Googleclassroom by 7pm.

- **Lesson 3 – Blooms – Recall, Skill/Concept, and Strategic Thinking Standards - CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.1.C, CCSS.ELA-LITERACY.SL.11-12.6, CCSS.ELA-LITERACY.W.11-12.1.D, CCSS.ELA-LITERACY.W.11-12.10, CCSS.ELA-LITERACY.W.11-12.9**

We will address the KWL chart again. Make sure students are actively listening to one another and speaking appropriately and thoughtfully. See if students want to add or change anything to their KWL charts from the day before. What can we now add to the L portion? Now that the Timeline reading and viewing is complete there should be more in the L section than the other two sections.

I will show students a video on how to annotate a piece of text. Getting a quick visual watching someone annotate will be a good briefing before we do it together.

Today we will read and scaffold a first-hand survivor account of the 9/11 terrorist attacks. As we read I will model how to annotate and pick apart a piece of text properly. This will help the students for future lessons during the year. This is a skill they will need in their careers and college also. Since student have already been taught the Notice and Note Signposts the student can also apply this knowledge to the firsthand narratives. We will read together and annotate "Tonya Young – witness, survivor World Trade Center disaster 9/11/2001." Students need to have scaffolding in order to do this properly and have it modeled so they can do it correctly for the rest of the school year.

This lesson will most likely take two or three class periods depending on the amount of scaffolding that needs to occur. The article is also several pages long.

Assessment – Annotations and Exit Card

Closing – Think, Pair. Share Exit their Card findings

- **Lesson 4 – Depth of Knowledge – Recall, Skill/Concept, and Strategic Thinking, Extended Thinking**

Standards - CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.1.C, CCSS.ELA-LITERACY.SL.11-12.6, CCSS.ELA-LITERACY.W.11-12.1.D, CCSS.ELA-LITERACY.W.11-12.10, CCSS.ELA-LITERACY.W.11-12.9, CCSS.ELA-LITERACY.RL.11-12.1

Because students worked on the last informational text/first hand narrative with the instructor they will complete the next texts more on their own. They will read on their own "9/11 Survivor of Twin Towers" by Glenda Cooper. They will be allowed to read it online via a link through GoogleClassroom or use the printed version. After reading on their own for a majority of the class period we will address any and all of the sign posts students noticed thus far. Because this text is 9 pages long it will take about two class period for students to work on this. They will be instructed to continue reading and annotating for homework.

On the second day of the lesson student will be given time to tie up any loose ends in reading, annotating, and answering the sign post sheet. They will only get about ten minutes to do so. Students will be put into groups with their articles and a large

piece of paper. Each group must agree to focus on one sign post and find as many examples of that sign post as possible. Students will pick their assigned sign post out of the fishbowl so that it is fair and random. With the last few minutes of class student will present their findings to the rest of their peers.

Assessments – Sign post paper, group discussion, whole class presentation, big paper cited evidence

Close – Students sharing of sign post evidence

- **Lesson 5 – Depth of Knowledge – Recall, Skill/Concept, and Strategic Thinking, Extended Thinking**

Standards - CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.1.C, CCSS.ELA-LITERACY.SL.11-12.6, CCSS.ELA-LITERACY.W.11-12.1.D, CCSS.ELA-LITERACY.W.11-12.10, CCSS.ELA-LITERACY.W.11-12.9, CCSS.ELA-LITERACY.RL.11-12.1

They will read on their own “Esquire Online Magazine’s 9/11 Narrative of What I’ve Learned: Michael Wright”. They will be allowed to read it online via a link through GoogleClassroom or use the printed version. After reading on their own for a majority of the class period we will address any and all of the sign posts students noticed thus far. Because this text is 11 pages long it will take about two class period for students to work on this. They will be instructed to continue reading and annotating for homework.

On the second day of the lesson student will be given time to tie up any loose ends in reading, annotating, and answering the sign post sheet. They will only get about ten minutes to do so. Students will be put into groups with their articles and a large piece of paper. Each group must agree to focus on one sign post and find as many examples of that sign post as possible. Students will pick their assigned sign post out of the fishbowl so that it is fair and random. With the last few minutes of class student will present their findings to the rest of their peers.

Assessments – Sign post paper, group discussion, whole class presentation, big paper cited evidence

Close – Students sharing of sign post evidence

- **Lesson 6 – Depth of Knowledge – Recall, Skill/Concept, and Strategic Thinking, Extended Thinking**

Standards - CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.1.C, CCSS.ELA-LITERACY.SL.11-12.6, CCSS.ELA-LITERACY.W.11-12.1.D, CCSS.ELA-LITERACY.W.11-12.10, CCSS.ELA-LITERACY.W.11-12.9, CCSS.ELA-LITERACY.RL.11-12.1

Due to the heavy nature of the subject matter surrounding the 9/11 terrorist attacks students will now also be exposed to a more hopeful side of the event. Students will be exposed to the story of The Survivor Tree. Mrs. Woods has an informational story of the survivor tree to share with her students from the 9/11 Memorial Museum. This lesson will be focused on reading and annotating the text together as a class. Because the students have done two lengthy articles on their own, this lesson will serve partly as a benchmark check of their overall skill level progression. We will take note of the sign posts they notice and discuss them as a class along the way. Students will naturally agree or disagree on the categories some of the information falls into, hopefully lively class discussions ensue as a result. This lesson may or may not take two class periods depending on how the class discussions go. I predict two class periods

Assessment – Sign posts, annotations, class discussions

Closing – Exit card (text to self, text to text, test to world?)

- **Lesson 7 Depth of Knowledge – Recall, Skill/Concept, and Strategic Thinking, Extended Thinking**

Standards - CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.1.C, CCSS.ELA-LITERACY.SL.11-12.6, CCSS.ELA-LITERACY.W.11-12.1.D, CCSS.ELA-LITERACY.W.11-12.10, CCSS.ELA-LITERACY.W.11-12.9, CCSS.ELA-LITERACY.RL.11-12.1

Today students are given a copy of the “Survivor Tree” Poem. First before hearing the poem out loud, students will take a few moments to read it to themselves. Ask students if any words jump out at them in a positive or negative connotation and explain why. Next students will listen to an online audio version of the poem to help them with the pace and flow of the poem. Because I have some classes with special needs students listening to someone read the poem to them often helps. We will go through half of the poem together line by line and find Sign Posts. Students will be expected to explain why a particular Sign Post was chosen to describe a line of phrase. To properly analyze a poem it takes time, so students will complete the rest of the analyzing at home as a homework assignment.

Closure – Similarities and differences between the poem and informational text deal with the same topic of the tree?

Lesson 8 – The next day following up, student need to show me that they analyzed the rest of the poem themselves. It was homework so it needs to be completed in order to complete the lesson properly. Students will share in partners or trios and compare the analyzing they completed on the poem. This will take a good ten minutes. Afterward, they will share as a pair or trio, to the whole class, what they found and anything they had similar or different, if they agree or disagree with each other’s interpretations. This will always lead to a larger discussion about perception and point of view.

Closure – Do you have a different feeling or emotional connection to 9/11 after having read various types of literature associated with the day? Why or Why not?

PROJECT: 9/11 Headline Poem

Explanation: Use the website below and you will create a version of a “found” poem. This version deals with using one type of media or literature provided to you in order to construct a poem. You are limited to the media or literature you have been given. You are not allowed to add words from anywhere else, you need to use what you have and that is it. The way this works in

you arrange the words into a multi-line poem which reflects the topic you've been given. It is a found poem because you found the words within another piece of literature or media. In this case you're given headlines from newspapers, so I titled this the "headline poem".

Definition of Headline Poem: A headline poem is a poem that borrows words or phrases from a variety of newspaper and magazine headlines until they form a poem. Nearly any group of headlines will work; the only basic rule is that the poet should not copy an entire headline.

Task: Your specific task is to create this specific type of "found" poem with the headlines of the fifty newspapers that ran the day after 9/11/2001. You will give the poem a title of your creation.

Topic: 9/11

Length: 14 lines, minimum

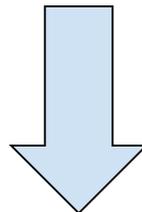
Rhyme: Not required, some of the best poems don't rhyme

Format: Any type of readable font, size 12, 1.5 space (The more attractive the whole page looks the better your chances of a good grade. Think outside the box)

Due: Nov 16th

Worth: Test grade

Website with the headlines: http://www.huffingtonpost.com/2011/09/09/september-11-newspaper-front-pages_n_940867.html



SAMPLES ON NEXT PAGE

The following Samples were made with ONE newspaper's worth of headlines. You have access to fifty, which is why your poem is longer.

Sample Headline Poem #1

Unlikely Faces

Fading

In pursuit of Promises

Precarious

Currents in a Bitter River

Sample Headline Poem # 2

Teenage dinosaur is

seeking to

rebuild fake feet of

extinct scholar.

Intimate 'taboo' troubles

fuming plums.

Sample Headline Poem # 3

Workday worm with

Little leased lashes

lures

legless loon

with gold go-go genes

to drafty disco.

Taxman takes taxi-driver's tips.

Olympian mess

rendered with flair.

TEST DAY

Students will be given a two page article about Marcy Boarders the Bayonne woman who was featured all over the media covered in dust the day the towers fell. They will be required to read and complete the sign post form as their test of their skills.