

Global History & Geography II

Unit: Global Citizenship - September 11, 2001

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Aim:

As New Yorkers, Americans and global citizens: How do we use the lessons of September 11, 2001 to plan for the future that we want?

How do we honor and remember those that were impacted most by the events of September 11th?

Objectives: Students will be able to:

- Articulate their feelings/reactions when viewing images related to the events of 9/11
- Evaluate and utilize information on the 9/11 Memorial & Museum website to answer questions
- Compare events in world history to the events surrounding 9/11
- Use primary and secondary sources on 9/11 to support individual claims and ideas
- Use research skills to find credible information that works to support/expand claims
- Take informed action by: writing letters to sitting U.S. Congresswomen/senators, raise money to assist schools in Afghanistan and purchase a memorial flag for our school's Field of Honor

Motivation:

Students will be asked to walk around our classroom "museum gallery" that consists of images related to the attacks on New York on September 11, 2001 (see Day 1 attachment & 9/11 images attachment). Next to each group of images there will be a piece of paper on the wall that is divided into three sections.

- In the top section, students will be asked to write down adjectives or single words that come to mind when viewing the image.
- In the middle section, students will be asked to write down a question that they have
- Finally, the bottom section, students will be asked to explain why these images might be considered important in our history.
- Once students have returned to their seats, they will be asked to reflect on the images they have viewed and brainstorm possible answer to the following question: *What is our responsibility as New Yorkers, Americans, and global citizens of the world to; honor, remember, and learn from the events of 9/11?*

Activity:

Day 1

- Students will listen (hopefully) as I tell my personal story as a volunteer EMT at Ground Zero during the days following the 9/11 attacks. I will explain my personal experiences during the rescue and recovery operation as well as my time providing first aid and assistance to New York City Firefighters. I will further share the stories of the losses so many of those close to me suffered and allow students to share similar stories if they wish. I will finally explain how my experiences associated with 9/11 were a force or a "tipping point" that ultimately motivated me to become a social studies teacher in New York.
- Students will be asked to use the 9/11 Memorial & Museum website (<https://www.911memorial.org/faq-about-911>) to answer the following question: Why did the events of 9/11 happen? Students will be asked to use the terms: Islamist Extremist, al-Qaeda, terrorism, and Afghanistan in their answers (see Day 1 attachment).
- Students will be asked to share their work and submit work before leaving. This will act as an "Exit Ticket" and evidence of understanding so that we may move on to the next day's activity.

Day 2

- As a class, we will view season 1, episode 1 of HBO's VICE. The episode demonstrates how in Afghanistan, senior members of the Taliban are manipulating children and teenagers into joining their terrorist organization.
- Students will be asked to explain what they have learned from this source and to use the information in this documentary segment to either support, expand, or even refute what they have already learned about the connection between Afghanistan, al-Qaeda, and the events of 9/11 (see Day 2 attachment)
- As a class, we will begin to examine solutions to the question of; what can we (as students in a democracy) do now (with the information we have) to prevent future events similar to those of 9/11?

Day 3

- Students will analyze the photos of the "Afghan girl" from National Geographic both from 1985 and 2002 (see Day 3 attachment). As a class, we will discuss possible responses to these questions.
- Our guest speaker, Oceanside student, Zahraa Khan, will speak to the class about her parents' experience living under Taliban control in Afghanistan. She will also speak about her own experiences visiting her family in Afghanistan and share her thoughts on what it is like to be a young Muslim girl living in New York today. Students will have a chance to both answer and ask questions about this topic.

Day 4

- After three days of examining and analyzing both primary and secondary sources, students will now be asked to utilize this information to take action and engage in the democratic process. We will analyze the quote Eli Weisel made following the events of 9/11. *"What is it that seduces some young people to terrorism? It simplifies things. The fanatic has no questions, only answers. Education is the way to eliminate terrorism."*
- As a class, we will discuss answers to the possible questions: *As New Yorkers, Americans and global citizens: How do we use the lessons of September 11, 2001 to plan for the future that we want? How do we honor and remember those that were impacted most by the events of September 11th?*
- Students will be asked to write a well-organized letter to their congresswomen and senators (see Day 4 attachment). The letter will include the following:
 - An explanation of who you are and why you are writing this letter
 - An explanation of why you are concerned about the situation by using primary and secondary sources (Teacher's stories as a volunteer at Ground Zero, personal reactions and feelings regarding 9/11, photographs from 9/11, VICE episodes, 9/11 Memorial Museum resources, Zahraa's accounts, any other researched information)
 - A description of what we as a class are doing to address the situation (raising and donating money to the Hoopoe Books for Afghanistan charity organization that will help educate Afghan children who are often potential Taliban recruits, donating money to our school's Field of Honor to honor and remember those who were impacted most by the events of 9/11)
 - Possible solutions to this problem; what we want the U.S. government to do about it.
 - An explanation of the risks of not responding (What can happen if we do not help educate children in Afghanistan?)
- Students will be instructed to use the following websites for assistance: amnesty.org, un.org, globalissues.org, and millennium-project.org
- This assignment will be collected, graded, and sent to our congresswomen and senators.

Name: _____

Global Citizenship - September 11, 2001

Day 1

Task 1: As you walk around the room, analyze the images in our classroom museum gallery. Next to each group of images, you will find a piece of paper. Use your marker to fill in the different sections of this paper.

- In the top section, write down adjectives that could be used to describe the mood of the photo or single words that you associate the images with.
- In the middle section, write down questions you might have when analyzing the images.
- In the bottom section, write down why these might be considered important images in our history.

After viewing the images, return to your seat and reflect, and begin to brainstorm possible answers to the following question: *What is our responsibility as New Yorkers, Americans, and global citizens to; honor, remember, and learn from the events of 9/11?*

	As a New Yorker	As an American	As a Global Citizen
Honor			
Remember			
Learn			

Task 2: Use the <https://www.911memorial.org/teach-learn> website to gather information so that you can answer the following questions: *Why did the events of 9/11 happen?* In your answer, make sure to use the following terms: Islamist Extremist, al-Qaeda, terrorism, and Afghanistan. Use the area below to take notes as you read. Your response must be in paragraph form and on a separate sheet of paper.

Name: _____

Day 2

Task: Use the information from HBO's VICE episode on Afghanistan to complete the following:

1. Three things I learned:

a)

b)

c)

2. Questions I still have:

3. How credible is this information? Explain.

4. Summarize the main idea of this documentary.

5. How does the information obtained from this source support, expand, or refute what you have already learned about this topic?

6. What can we (as students in a democracy) do now (with the information we have) to prevent future events similar to those on 9/11?

Name: _____

Day 3



Image A

National Geographic Magazine, 1985

Image B

National Geographic Magazine, 2002

1. What are three adjectives that could be used to describe the subject in Image A?

2. What are three adjectives that could be used to describe the subject in Image B?

3. Hypothesize: What can inferences be made about why these changes took place?

Task: Use the information from our presenter to complete the following:

1. Three things I learned:

a)

b)

c)

2. Questions I still have:

3. Again, what can we (as students in a democracy) do now (with the information we have) to prevent future events similar to those on 9/11?

Name: _____

Day 4

Global citizen – A global citizen is someone who identifies with being part of an emerging world community and whose actions contribute to building this community's values and practices

Background:

In the aftermath of terrorist attacks, education is often advocated as an antidote to terrorism, the idea primarily being that education may make individuals less vulnerable to the false promises of extremist ideologies. For instance, in the aftermath of the terrorist attacks on New York City and Washington DC on September 11, 2001, Eli Wiesel – the 1986 Nobel Peace Prize laureate – argued:

"What is it that seduces some young people to terrorism? It simplifies things. The fanatic has no questions, only answers. Education is the way to eliminate terrorism."

1. Explain the meaning of this quote.

2. Based on our study of world history, when else has the lack of proper education lead to the violation of human rights?

Assignment:

As a class, we will work to help educate children in Afghanistan by working with: <http://booksforafghanistan.org>. This is a charitable organization that works to bring books to secular schools in Afghanistan. In addition to this, one of the most effective methods citizens have for influencing law-makers is by writing letters to these individuals. Members of Congress get hundreds of letters and emails every day but those that are: concise, well thought out and meaningful are more likely to get a response.

In order to write an effective letter, it is important that we gather pertinent information on our issue. The following websites might help you find the necessary information you need in your letter: amnesty.org, un.org, globalissues.org, millennium-project.org.

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Source:

Information:

Source:

Information:

Source:

Information:

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Task: Write a letter to your senator and representative explaining an issue we have studied that you are concerned about and suggest a course of action to improve the situation. Use the outline below as a guide.

Date

Your Name

Your Address

Your City, State, Zipcode

Your E-mail

Your Phone Number

The Honorable _____

House of Representatives or United States Senate

Office Address of Representative or Senator

Dear Representative/Senator _____,

Paragraph 1 - Include personal information.

Explain who you are and the issue you are concerned with.

Paragraph 2 - Include facts

Explain the situation the situation you are concerned with relevant details. Make sure to explain the source of your information.

Paragraph 3 - State what you are asking for.

Offer possible solutions to this problem and what you would like the U.S. government to do about it.

Thank you for your consideration on this matter. I look forward to hearing from you.

Sincerely,

(Signature)

Your Name



Group 1
Images



Group 2
Images





Group 3
Images



Group 4
Images

