

WISCONSIN 9/11 MEMORIAL 6-8 LESSON PLAN

Overview

Students will understand the impact of the events of 9/11 and why significant places are often the target of terrorism.

Attachments

Timeline of Events

Maps

Significant Places Investigation

Reflection Questions

Wisconsin Academic Standards Addressed

Introduction

Have students write down a list of everything they think of when they hear the phrase *9/11*. Then have them take a minute to share their thoughts and connections with those around them. If there are similar ideas in small group discussion, have them share out and keep a class list of what their thoughts and connections are.

Prompting Questions

- Do students know the locations of the events on 9/11?
- Why are these places significant?
- Do they know how far New York City is from Wisconsin?
- What would different perspectives look like?
 - Between someone in the building vs. people outside?
 - A first responder vs. someone a block away?
 - Someone that lives in NYC vs. someone that lives in WI?
- What does *significant* mean?
- What are some significant places in Wisconsin?
- Why are government buildings, memorials and monuments considered significant?

Timeline of Events

Share the timeline of the September 11, 2001 attacks with the class. Give students a few minutes to look over the information, noting the times and locations. Then read through the timeline together. Have the students compare the times of each crash and the locations. How could the events on the timeline look different depending on your location? Look at the primary source images and have students share what they see.

Maps

Share the maps with students or use them to provide an overview of the locations of the events of 9/11, connecting the location of Wisconsin to Afghanistan (where the majority of Al-Qaeda was located in 2001). Students can research the distances and identify the locations of the events from the timeline.

Significant Places Investigation

Discuss with students what makes a place significant and some general examples of significant places around the world. Then go over the Significant Places Investigation sheet. Have the students research why certain places are symbols to our country and significant to Wisconsin—ask them to choose 1 or 2 places from the events of 9/11 and a significant place near your community. The students can use the guiding questions provided or add additional questions while researching. They should collect notes as they investigate their topics. Once their research is done, students can create an infographic or digital presentation to share their findings and connections to significant places. Review the different places affected on 9/11 and how each one is significant. Discuss why significant places are symbols and why terrorists would choose them over other buildings/places.

Reflection

Take some time with your students to reflect on the events that occurred on 9/11. How do those events connect to Wisconsin and to our community? Fill in the follow up questions as a class or individually and have students share their thoughts on this significant day.

WISCONSIN ACADEMIC STANDARDS

Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.

SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.

SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.

SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.

SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.

SS.Hist2.b.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

SS.Hist3.a.m Compare events from United States or world history to a current issue or event.

SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.

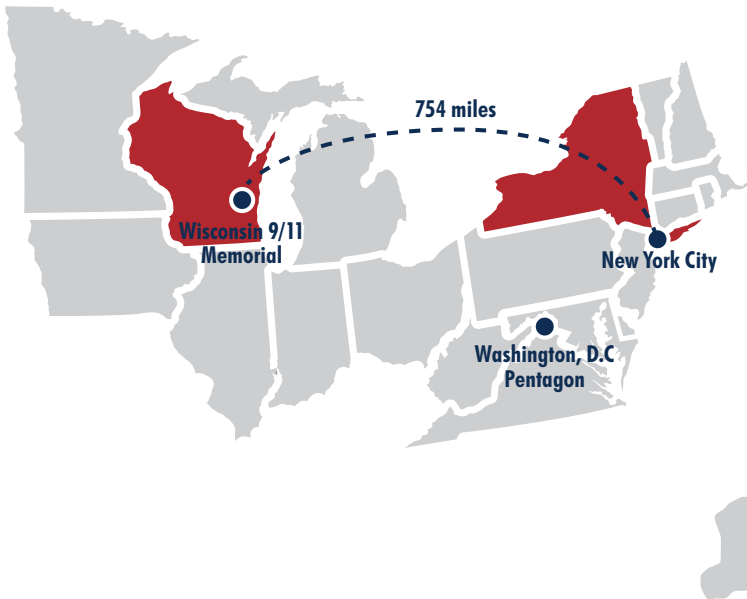
SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.

TIMELINE OF EVENTS

- 7:59 A.M. EDT** American Airlines Flight 11 takes off from Boston for Los Angeles.
- 8:14 A.M. EDT** United Airlines Flight 175 takes off from Boston for Los Angeles.
- 8:20 A.M. EDT** American Airlines Flight 77 takes off from Washington, D.C. for Los Angeles.
- 8:37 A.M. EDT** Boston air traffic control alerts the military of potential hijacking. Air National Guard jets in Massachusetts are mobilized to follow American Airlines Flight 11.
- 8:42 A.M. EDT** Following a delay, United Airlines Flight 93 takes off from New Jersey for San Francisco.
- 8:46 A.M. EDT** Terrorists crash American Airlines Flight 11 into the North Tower of the World Trade Center.
- 8:50 A.M. EDT** President George W. Bush is alerted. His advisors assume this is a tragic accident.
- 8:59 A.M. EDT** Port Authority police order the evacuation of both towers. A minute later, the order is expanded to the entire World Trade Center complex.
- 9:03 A.M. EDT** Terrorists crash United Airlines Flight 175 into the South Tower of the World Trade Center.
- 9:37 A.M. EDT** Terrorists crash American Airlines Flight 77 into the Pentagon.
- 9:42 A.M. EDT** The FAA grounds all flights.
- 9:59 A.M. EDT** The South Tower of the World Trade Center collapses.
- 10:03 A.M. EDT** Terrorists crash United Airlines Flight 93 into a field near Shanksville, Pennsylvania.
- 10:28 A.M. EDT** The North Tower of the World Trade Center collapses.

MAPS

Wisconsin to New York



New York City



Wisconsin to Afghanistan



SIGNIFICANT PLACES INVESTIGATION

Investigation

Why do terrorists target significant places and symbols of a country?

Research/Brainstorm

Please choose 1 or 2 of the following significant places to research:

- World Trade Center
- Pentagon
- United States Capitol
- White House

Take notes on your investigation findings and add more questions as needed. Then investigate the following:

- How is this place significant to the United States?
- What is the history of this significant place?
- How is this place a symbol of our country?
- What does this place mean to others?
- What does this place do for our country?

Next, think about your community and the surrounding area. What significant places (buildings, monuments, memorials) are around you? Then investigate the following:

- What is the history of this significant place?
- How is this place a symbol of your area?
- What does this place mean to others?
- Using your research, explain why significant places become targets for terrorists.

Share Findings

Once research is complete, please share your findings by creating an infographic or slideshow that you can share with others.

REFLECTION QUESTIONS

What does the timeline information tell you about the attacks?

What made the significant places of the 9/11 terrorist attacks important?

After your investigation, what are your conclusions about the connection of significant places and terrorism?

Why are significant places important symbols to our community?