

Lesson Plan: Major Impacts of 9/11

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Lesson opener

Discussion/Quick-write prompt:

How old were you when you first learned about what happened on 9/11? Describe your initial reaction. How have your feelings about 9/11 changed as you've gotten older?



(Wikipedia Commons/National Park Service)

Objectives

- Students will analyze the ongoing impacts of 9/11 on U.S. domestic and foreign policy.
- Students will reflect on how 9/11 has affected their own lives and communities.

Essential Question and Lesson Context

What is the legacy of 9/11? What does it mean to live in a post-9/11 world?

Today's middle and high school students have little or no personal memories of Sept. 11, 2001. Yet the legacy of 9/11 continues to have a major impact on U.S. foreign and domestic policy and remains a major touchstone that's still referenced widely in the media. In this lesson, students explore key aspects of the post-9/11 world and reflect on the legacy of one of the most significant, traumatic moments in recent U.S. history.

Activity:

Explain that even though the terrorist attacks of 9/11 happened 15 years ago, the events continue to affect our daily lives, especially in the areas of foreign wars, immigration, transportation and government surveillance. To preview each topic as a class, watch the short videos embedded in The Lowdown post: [How 9/11 Changed America](#).

Divide the Lowdown post into sections by topic. Individually or in groups, students choose or are assigned a single topic. Have them read that section and prepare a written or oral summary and reflection to share with the class. Use the following questions as a guideline:

- 1) What was life like before 9/11? How did it change after 9/11?
- 2) Who was most affected by this change? How were they affected?
- 3) Do you think the events of 9/11 justified this change? Why or why not?

Discussion questions

- Which 9/11-related changes have had the greatest impact on your life? In what way?
- Would you change any of the policies or laws that have been put in place since 9/11? Which ones? Why would you change them? Remember to cite evidence to support your claims.
- Do you think future generations of students should learn about 9/11 and its legacy? Why or why not?

Extension activities

- **KQED's Do Now:** On Friday, Sept. 9, [KQED's Do Now](#) will feature a question about the legacy of 9/11. Students can Tweet their answers to the question @KQEDedspace using the hashtag included in the post. Find a guide to using Twitter with your students [here](#).
- **A national platform for your students' voices:** Students make their voices heard on issues they care about by participating in [Letters to the Next President 2.0](#). This national initiative gives youth a platform to express their opinions about election issues that matter most to them. Teachers must sign up and get a group code that students can use to upload letters.

Common Core reading/writing standards and C3 history standards

CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
D2.His.2	Classify and analyze change and continuity in historical eras