

## Lesson Plan: The Legacy of Sept. 11

By Rachel Roberson

### Lesson opener

#### Discussion/Quick-write prompt:

How old were you when you first learned about what happened on 9/11? How did you feel when you first found out? How have your feelings about 9/11 changed as you've grown up?



*(Wikipedia Commons/National Park Service)*

### Objectives

- Students will analyze the ongoing effects of 9/11 on American foreign and domestic policy
- Students will reflect on the impact of 9/11 on their lives and in their communities.

### Essential Question and Lesson Context

#### What is the legacy of September 11, 2001? What does it mean to live in a post-9/11 world?

Students in middle and high school today 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 is a cultural touchstone referenced widely in the media. In this lesson, students explore key aspects of the post-9/11 world and reflect on the ongoing legacy of one of the most significant moments in recent history.

### Activity:

Explain that the events of 9/11 happened years ago but continue to affect our daily lives, especially in the areas of war, 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 one topic. They read that section and prepare a written or oral summary and reflection using the following questions to prepare for sharing out to the class either orally or online:

- 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

- Of the ways the U.S. foreign and domestic policies have changed since 9/11, which has had the greatest impact on your life or your family or community? How?
- Would you change any of the policies or laws that have been put in place since 9/11/01? 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

**Write/speak locally:** Students turn their thoughts about the legacy of 9/11 into a letter, short speech or presentation, then research ways to make their voice heard in their community. (Example: Speaking during the public comment section of a city council meeting, posting on an online forum, etc.) For a list of how to contact local officials in your area, check out [KQED Learning's Local Election Toolkit](#).

## Common Core reading/writing standards and C3 history standards

<a href="#">CCSS.ELA-Literacy.CCRA.R.1</a>	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.
<a href="#">CCSS.ELA-Literacy.CCRA.R.2</a>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<a href="#">CCSS.ELA-Literacy.CCRA.R.7</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">D2.His.2</a>	Classify and analyze change and continuity in historical eras