

# PRIMARY PATHWAYS

## September 11th

**Pre-Service Teacher:**

Shannon Rogers

**Grade & Georgia Standard:**

5th Grade - SS5H7

**Topic:**

September 11th Attacks in the United States

**Lesson Objective(s):**

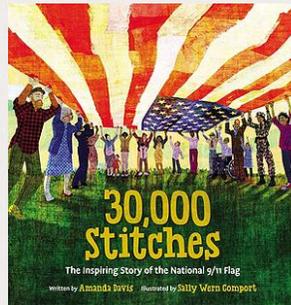
Students will be able to describe the key events that took place in the U.S. on September 11, 2001, and analyze how these events have shaped our country.

**Teaching Time:**

60 minutes

**Materials:**

- [High School Student Survivor Testimony](#)
- [World Trade Center Hotel Survivor Testimony](#)
- [BrainPop video explaining 9/11](#)



### 30,000 Stitches

*The Inspiring Story of the National 9/11 Flag*

**Author:** Amanda Davis

**Published:** 2021

**Publisher:** WorthyKids

#### Primary Sources



**are eyewitnesses to history.**

*Example(s): diaries, letters, photographs*

#### Secondary Sources



**are the results of research.**

*Example(s): nonfiction history books*

### Introduction

Show the [BrainPop video](#) explaining 9/11 to the class. Have students think about and discuss what they believe 9/11 victims may have experienced and how it impacted their lives, based on their prior knowledge and what they just learned in the video in a moderated class discussion.

**Teacher Strategy (ACT):** By having a moderated class discussion, I am encouraging both **active learning** and **thoughtful reflection** in a safe, welcoming environment.

**Student Strategy (SEE):** Students will be **seeking multiple sources** as they draw ideas from the video and from one another during discussion time.

## Direct Instruction

Read *30,000 Stitches: The Inspiring Story of the National 9/11 Flag* aloud to the class. If students would like to take turns reading together, we will do so. I will provide context of the story, giving them a little background about what life was like before 9/11 (ex: changes in airport security, immigration concerns).

I will then review the student strategies for investigating challenging histories with the class:

- Seek multiple sources
- Evaluate credibility
- Engage critically

**Teacher Strategy (ACT):** During the introduction, I will provide students with an opportunity to practice **active learning** by reading the book together, out loud. I will demonstrate **contextualization** by explaining what life was like before 9/11.

**Student Strategy (SEE):** Students will **engage critically** with the picture book, as they analyze the information we read together.

## Guided Practice

Create small groups of 3-4 students, depending on how small or large the class is. Have each group read printed [audio transcripts of World Trade Center Hotel Survivor Testimony](#) and [High School Student Survivor Testimony](#) together. On a sheet of paper, each student will write about 2-3 things that stick out to them from the texts.

**Teacher Strategy (ACT):** Through this guided practice, I will engage students with survivor testimonies from 9/11 attacks. These primary sources will provide **contextualization** for students. By requiring each student to write down 2-3 things that stuck out to them from the texts, **active learning** will be taking place through participation.

**Student Strategy (SEE):** Students will be **seeking multiple sources** as they read both audio transcripts. By analyzing the information together in groups, they are **engaging critically** with the texts.



## FREE Self-Paced Online Course

Georgia Historical Society presents the *Teaching Challenging Histories: A Primary Source Approach* self-paced online course for teacher professional development. **Unveiling the Past: Integrating Picture Books, Community Voices, and Archives in Teaching Challenging Histories** will equip educators with strategies for supporting students in investigating complex topics using primary sources and picture books.

## Independent Practice

Students will work independently on a journal prompt, writing a 5-6 sentence paragraph answering one of the following questions:

- What are some reasons why 9/11 survivors may want to share their story?
- What events took place on September 11, 2001, and how did American citizens feel about them?

**Teacher Strategy (ACT):** During independent practice, I can implement **thoughtful reflection** by giving students the opportunity to practice journaling.

**Student Strategy (SEE):** By answering the question, "What are some reasons why 9/11 survivors may want to share their story?", students are **evaluating credibility**. If students choose to answer the question, "What events took place on September 11, 2001, and how did American citizens feel about them?" they are **engaging critically** by deciphering facts from feelings.

## Closure

Students will raise their hand to share their responses to the journal prompt, and I will make sure only one student is sharing at a time. We will talk about any feelings they may have about what we've just learned. The journal prompt will be collected as a ticket-out-the-door activity.

**Teacher Strategy (ACT):** By encouraging students to share what they've written, I am promoting **active learning**. I am implementing **thoughtful reflection** through this ticket-out-the-door activity as well.

**Student Strategy (SEE):** Through thoughtful conversation and deciphering facts from their own feelings about what happened on 9/11, students will be **engaging critically** with the lesson.

## With Support From

