

**Ms. Erica Anderson**

**6<sup>th</sup> to 8<sup>th</sup> Grade Social Studies**

**Duration:** two to three 45 minute class periods

**Citations:**

Video: NBC 9/11/01 – 2<sup>nd</sup> Plane Collides length 5:53 minutes

Ten Years after September 11<sup>th</sup>. Junior Scholastic (September, 2011)

**September 11<sup>th</sup>, 2001 Events and Impact**

**Lesson Description:**

The students will learn about the events of 9-11-01 from a video of news coverage of the planes hitting the World Trade Center. The students will also read an article in Junior Scholastics about the events of 9-11 from the perspective of a person who lost a brother in the tower and witnessed the planes collision. The teacher will present information about the changes that occurred after 9-11 as outlined in the article. The students will then create and present a poster, newspaper article, or pamphlet illustrating the events and impact of 9-11.

**Objective(s) of the Lesson:**

- ✧ Students will describe the events of September 11<sup>th</sup>, 2001.
- ✧ Students will explain the impact of September 11<sup>th</sup> on the United States.
- ✧ Students will identify the impact of September 11<sup>th</sup> on themselves.

**State Standards and Grade Level Expectations:**

Montana Social Studies Content Standard 4

Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

End of Grade 8

Benchmark 1: interpret the past using a variety of sources (e.g., biographies, documents, diaries, eye-witnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.

Benchmark 4: identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.

**Concept(s) and/or Key Words and Definition(s):**

**Assessment:**

Students will complete a poster, newspaper, or pamphlet project that will include the events of 9/11/2001 and the impact of the events on the United States. They will present their project to the class explaining how these events impacted their own lives.

- Students will take notes on news coverage, the article, and lecture 10 pts
- Students will be graded on the poster 20 pts. (rubric attached)
- Presentation to the class 20 points

**Students' Background Knowledge:**

The students will have prior lessons on taking notes. Students will have some knowledge of current events that are connected to September 11<sup>th</sup> from prior discussion of the events.

**Materials and Teaching Aids:**

- Video on news coverage of the planes hitting the World Trade Center on September 11, 2001  
Article: 10 years after September 11<sup>th</sup>. Junior Scholastics (September, 2011)
- Poster board or paper to complete project on
- Markers and color pencils to complete poster

**Classroom Management Suggestions:**

Desks will be arranged facing the board for during the class periods. Students will work independently on the project.

**Teaching Model: The 5 E's Lesson Model**

**Engage the Learner (Day 1)**

Have students watch NBC news coverage of the planes hitting the World Trade Center. The students will be expected to take notes about what occurred. Video is 5 minutes 53 seconds long. Students will discuss what occurred.

**Explore the Concepts (Day 1)**

Students will read article: 10 years after September 11<sup>th</sup> together in class. The students will then take notes about what they have read.

**Explain the Concepts (Day 1)**

Teacher will use the article to elaborate on impact of September 11<sup>th</sup>, 2001 on the United States. Teacher will add information about the five impacts in the article.

**Elaborate the Concept (Day 2-3)**

Students will work in on a poster describing the events and impact of September 11<sup>th</sup>, 2001. The student will use notes from news footage, article, and lecture. Students will present their project to the class explaining the impact of September 11, 2001 on their own lives.

**Evaluate Students Understanding (Day 3)**

Students will be evaluated based on assessment of notes, project and presentation (see assessment section above).

**Indian Education for All:**

**Links outside this lesson:**

- Students will develop the skills needed to analyze eye witness reports of an event.
- Students will learn the events of September 11<sup>th</sup> and the impact on their lives.

**Accommodation for Diversity:**

Students who struggle with note taking will be provided with a partner to help them with their notes.

Student's projects and contributions will be graded upon their abilities.

Teacher will emphasize important information with voice and by writing key points on the board for students who struggle with attention.

Students who struggle to read will have verbal reading of article.

**Making A Poster : September 11th, 2001**

Teacher Name: **Ms. Anderson**

Student  
Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

created: November 1st

## Oral Presentation Rubric : September 11th, 2001

Teacher Name: **Ms. Anderson**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Uses Complete Sentences	Always speaks in complete sentences.	Mostly speaks in complete sentences.	Sometimes speaks in complete sentences.	Rarely speaks in complete sentences.
Speaks Clearly	Speaks clearly and distinctly all the time, and mispronounces no words.	Speaks clearly and distinctly all the time, but mispronounces one word.	Speaks clearly and distinctly most of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Stays on Topic	Stays on topic all of the time.	Stays on topic most of the time.	Stays on topic some of the time.	It was hard to tell what the topic was.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.