

Standard Information: Kristin Kulaga, 11th grade Economics

Descriptive Title: The Economic Impact of 9/11

Lesson Description: The 9/11 attacks have cost America at least \$3.3 trillion as compared to the half million dollars that it cost Al Qaeda to perform the attacks. Put another way, for every dollar Al Qaeda spent to pull off the Sept. 11 attacks, each dollar has cost the United States \$6.6 million. In this lesson the students will analyze the various costs America has incurred due to these devastating attacks.

Objectives of the Lesson: Students will analyze the costs (as broken into 5 categories) associated with the 9/11 attacks. Students will determine and explain the various costs within each category.

State Standards and Grade Level Expectations: *Content Standard 5* – Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption. *Benchmark 2 (end of grade 12)* – use basic economic concepts (e.g. production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies across time and at the present time. *Benchmark 4 (end of grade 12)* – compare and contrast how values and beliefs influence economic decisions in different economic systems. *Benchmark 6 (end of grade 12)* – explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g. social security system, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world (e.g. international trade, space exploration, national defense).

Concepts and/or Keywords and Definitions:

- Al Qaeda - a global broad-based militant Islamist terrorist organization founded by Osama bin Laden sometime between August 1988 and late 1989. It operates as a network

comprising both a multinational, stateless army and a radical Sunni Muslim movement calling for global Jihad.

- Toll and Physical Damage – The actual physical damage occurring from the attacks as well as the loss in value of life for many people.
- Economic Impact – The effect of a policy, program, project, activity or event on the economy of a given area.
- Homeland Security - Security efforts to protect states against terrorist activity.

Students' Background Knowledge: Basic knowledge of the events that occurred on 9/11 as well as basic knowledge of how the U.S. Government and markets work.

Materials and Teaching Aids: Computers with internet access (1 per group), 9/11: The Reckoning Website: <http://www.nytimes.com/interactive/2011/09/08/us/sept-11-reckoning/cost-graphic.html>.

Classroom Management Suggestions: After the introduction the students will be put into 5 groups (groups of 3-5). Each student within the group will be assigned a role: internet searcher, writer, presentation coordinator (2 if groups of 5), or group leader. The teacher will then supervise the progress of each group as they do their research and put together presentations.

Teaching Model (The Learning Cycle):

Exploration:

- Begin by asking the students if they have any memories of September 11, 2011.
- Talk about what happened that day, the various attacks and where and how they took place.
- Talk about the various effects of the attacks: loss of life, physical damage, war, increased security, a new vulnerability felt by Americans, etc.

Concept/Skill Development:

- The teacher will bring up the website (9/11: The Reckoning) and discuss the amount of money spent by Al Qaeda vs. the United States.
- The teacher will then walk the students through the interactive features of the website and show the various categories of post 9/11 U.S. spending.
- The students will then be put into groups with each group assigned to one spending category: Toll and Physical Damage, Economic Impact, Homeland Security, War Funding, or Future War/Future Veterans' Care. Each group will look more closely at the subcategories within their category by discussing and researching these topics.

Concept/Skill Application:

- After gathering some additional information about their source of spending, the groups will create an oral presentation of their findings and then present to the class.
- Each group member is expected participate in the oral presentation (1-2 students should discuss each subcategory). The group will then take any questions from the class.
- The teacher will recap the various types of spending that have occurred since 9/11 and discuss how these sources of spending are continued/discontinued today.

Indian Education for All: N/A

Assessment: The students will be graded (total of 20 points) on their presentation according to the attached rubric.

Links Outside the Lesson: 9/11 is an event that every American should understand and remember. A more thorough understanding of the economic effects of the tragedy will help the students become more knowledgeable citizens.

Accommodations for Diversity: The groups will be assigned by the teacher to ensure that a student with a learning disability will be with peers that will be helpful to him. Once the students are broken into groups, the teacher will discuss the events of 9/11 more in-depth with a foreign exchange student who is unfamiliar with the events.