



# The September 11th Education Trust

*The premier resource for 9/11 and civic education programs*

## Teaching 9/11 Using Primary Sources Course Syllabus

### Course Description

While September 11, 2001 is viewed as a defining day in American history, the Pearl Harbor moment of our time, many teachers struggle with how to approach this topic in the classroom. Further compounding this challenge is the fact that students no longer have direct memories of 9/11/01, and with each generation, memories of these events will continue to fade. In this course, participants will examine world events that occurred before, during, and after the terrorist attacks, and reflect on how to portray them in a sensitive and meaningful way to help middle and high school students learn through primary sources as they try to answer the question, “*Why did this happen?*” Participants in this course will view and read primary source materials, including oral histories of individuals with direct experiences of 9/11/01, archival footage, time lines, and related articles. Lesson plans will help guide teachers as they incorporate the content into the classroom. By the end of this course, teachers will be able to understand not just the context of the event, and why they should teach their students about 9/11, but also how doing so builds U.S. and world history literacy; encourages critical thinking, civic participation, and leadership; and develops 21st century skills in students.

### Course Text & Resources

- *The September 11th Education Program: A National Interdisciplinary Curriculum* Greg Timmons and Lanore Larson, Ed., 2009, September 11th Education Trust
- <http://www.learnabout9-11.org/>
- Additional readings as indicated.

### Course Objectives

After completing this course, educators will know about

- historic events that led up to the terrorist events on September 11, 2001, as well as those that occurred during and after;
- primary source resources and materials to help with meaning making;

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- how to present the information in a sensitive way, taking into consideration students' skills and background knowledge; and
- how to apply *The September 11th Education Program: A National Interdisciplinary Curriculum*, skills, strategies, and resources in the classroom.

## Course Outcomes

After completing this course, educators will be able to

- relate historic content and context expertise surrounding the events on 9/11 to help respond to the questions “*What happened?*” and “*Why?*”;
- evaluate primary source resources and materials for relevance and appropriateness for students;
- check for background knowledge, utilize protocols, administer formative and summative assessments, and deliver sensitive materials with thoughtful presentation; and
- transfer content knowledge into classroom practice and application.

## Module 1: Understand the History

### Objectives

After completing this unit, educators will be familiar with

- historic events that led up to the terrorist events on September 11, 2001, as well as those that occurred during and after.

### Outcomes

After completing this unit, educators will be able to

- relate historic content and context expertise surrounding the events on 9/11 to help respond to the questions “*What happened?*” and “*Why?*”

### Activities

- Remembrance Video
- Reflection Journal
- Lesson #2: Historian's Craft

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- Video Timeline
- Discussion Question
- Additional Required Reading
- Read and React
- Self-check

## **Additional Readings**

- [Celebrating a Death: Ugly, Maybe, But Only Human](#)
- [Commemorate 9/11 by Confronting Islamophobia](#)

## **Module 2: Honoring Heroes**

### **Objectives**

After completing this unit, educators will be familiar with

- primary source resources and materials to help with meaning making.

### **Outcomes**

After completing this unit, educators will be able to

- evaluate primary source resources and materials for relevance and appropriateness for students.

### **Activities**

- Lesson #5: Honoring Heroes
- Discussion Question
- Excerpt from Jack and Evelyn Zelmanowitz Transcript
- Reflection Journal
- Additional Required Reading
- Read and React
- Self-check

## **Additional Readings**

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- [Teacher's Use of Primary Sources](#)

## Module 3: Helping Students Find Their Own Voice

### Objectives

After completing this unit, educators will be familiar with

- primary source resources and materials to help with meaning making.

### Outcomes

After completing this unit, educators will be able to

- evaluate primary source resources and materials for relevance and appropriateness for students.

### Activities

- Lesson #1: Visualizing 9/11
- Photograph Slide Show Analysis
- Discussion Question
- Additional Required Reading
- Read and React
- Reflection Journal
- Midterm Assessment

### Additional Readings

- [Tribute Art: Healing Through Artistic Response](#)

## Module 4: Civic Action

### Objectives

After completing this unit, educators will be familiar with

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- primary source resources and materials to help with meaning making.

## **Outcomes**

After completing this unit, educators will be able to

- evaluate primary source resources and materials for relevance and appropriateness for students.

## **Activities**

- Lesson #6: Civic Action and the Role of Government
- Lesson #7: U.S. National Security and 9/11
- Discussion Question
- Additional Required Reading
- Read and React
- Reflection Journal
- Self-check

## **Additional Readings**

- [The Top 14 Student Activism Stories of the Year](#)
- [The New Student Activism](#)

## **Module 5: After 9/11**

### **Objectives**

After completing this unit, educators will be familiar with

- primary source resources and materials to help with meaning making.

### **Outcomes**

After completing this unit, educators will be able to

- evaluate primary source resources and materials for relevance and appropriateness for students.

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## Activities

- Lesson #3: The Post 9/11 Recovery Process
- Lesson #4: Designing a 9/11 Memorial
- Discussion Question
- Additional Required Reading
- Read and React
- Reflection Journal
- Self-check

## Additional Readings

- [Why the 9/11 Museum Failed](#)
- [Honoring the Memory of 9/11 With a New Museum](#)

## Module 6: Knowing Your Students

### Objectives

After completing this unit, educators will be familiar with

- how to present the information in a sensitive way, taking into consideration students' skills and background knowledge.

### Outcomes

After completing this unit, educators will be able to

- check for background knowledge, utilize protocols, administer formative and summative assessment, and deliver sensitive materials with thoughtful presentation.

### Activities

- Reflection Journal
- PPT presentation
- Discussion Question
- Additional Required Reading

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- Read and React
- Self-check

## **Additional Readings**

- [Managing Hot Moments in the Classroom](#)
- [Discussing Controversial Public Issues in the Classroom](#)
- [Tackling Tough Topics](#)

## **Module 7: Practice and Application**

### **Objectives**

After completing this unit, educators will be familiar with

- how to apply *The September 11th Education Program: A National Interdisciplinary Curriculum*, skills, strategies, and resources in the classroom.

### **Outcomes**

After completing this unit, educators will be able to

- transfer content knowledge into classroom practice and application.

### **Activities**

- PPT presentation
- Discussion question
- Treasure Hunt
- Additional Required Reading
- Read and React
- Reflection Journal
- Final Assessment

### **Additional Readings**

- [Teaching 9/11: Why? How?](#)
- [Why 9/11 Should be Taught More in Schools](#)

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## Methods of Instruction

- Videos
- PowerPoint presentations
- 9/11 curriculum materials and resources
- Additional readings
- Reflection and discussion questions
- Self-check quizzes
- Midterm assessment
- Final assessment

## Plagiarism Policy

Plagiarism is a serious offense. Plagiarism is presenting someone else's work as your own—whether intentional or accidental. Plagiarism includes failing to cite sources for ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade for this course.

## Grading Policy

In order to complete the requirements of the course, the participant must complete all course work; including watching all videos, completing and submitting self-check quizzes, and participating in all discussion forums. Partial credit is not awarded. A participant's final grade is comprised of the following:

25%: Midterm assessment

25%: Final assessment

25%: Self-check quizzes

25%: Reflection journal and discussion questions

## Grading Scale

Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

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## Midterm Assessment (25% of final grade)

In Module 3, various ways of dealing with trauma using the arts is explored. For your midterm exam, you will write a reflective essay.

Midterm Assessment Rubric				
Assignment Component	Excellent (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<b>Described personal reaction and method of artistic healing.</b>	Participant has addressed all elements of the assignment completely.	Participant has sufficiently addressed the elements of the assignment.	Many elements of the assignment are met, but a few elements are underdeveloped.	The assignment is substantially incomplete.
<b>Detailed ways to engage students to make personal connections and artistic healing.</b>	Points are consistently illustrated with relevant information or examples.	Points are mostly supported by relevant information or examples.	Points are supported by minimal information or examples.	Points not supported by relevant information or examples.
<b>Mechanics and Grammar</b>	No grammatical or spelling errors, varied sentence structure, strong paragraph structure and organization.	Less than three grammar or spelling errors, few paragraphs lack varied sentence structure or clear organization.	More than three grammar or spelling errors, many sentences and paragraphs lack structure, organization, or variety.	Significant grammar and/or spelling errors, no varied sentence structure, lacks clarity.

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## **Final Assessment (25% of final grade)**

After completing this course, apply the acquired resources, skills, and strategies to write an essay in which you detail how you plan to teach about the events on 9/11/01 in the coming school year.

<b>Final Assessment Rubric</b>				
<b>Assignment Component</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Mechanics &amp; Grammar</b>	No grammatical or spelling errors, varied sentence structure, strong paragraph structure and organization.	Less than three grammar or spelling errors, few paragraphs lack varied sentence structure or clear organization.	More than three grammar or spelling errors, many sentences and paragraphs lack structure, organization, or variety.	Significant grammar and/or spelling errors, no varied sentence structure, no clarity or obvious paragraph structure.
<b>9/11 Lesson Plan</b>	Detailed plan for teaching content is provided, including plans for checking and building background knowledge, materials/resources and protocols to be used, and differentiated instruction.	Semi-detailed plan for teaching content is provided, some key items are missing, such as: plans for checking and building background knowledge, materials/resources and protocols to be used, and differentiated	Detailed plan for teaching content is not provided, many key items are missing, such as: plans for checking and building background knowledge, materials/resources and protocols to be used, and	Detailed plan for teaching content is NOT provided, and most of the key items are not included, such as plans for checking and building background knowledge, materials/resources and protocols to be

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		instruction.	differentiated instruction.	used, and differentiated instruction.
<b>Standards and Objectives</b>	Thoughtful and creative pairing or linking of course content to other content area objectives and standards is achieved.	Some attempt at thoughtful and creative pairing or linking of course content to other content area objectives and standards is achieved.	A thoughtful <u>or</u> creative pairing of course content to other content area objectives and standards is achieved.	Very little thoughtful or creative pairing of course content to other content area objectives and standards is evidenced.
<b>Assessment Strategy</b>	A thorough plan (including formative and summative assessments) is included to gauge student mastery.	A plan for assessment is included, but does not include both formative and summative assessment.	A plan for assessment is included, but does not adequately address formative and summative assessment.	A plan for assessment is not included or is included, but does not satisfactorily address both formative and summative assessment.
<b>Challenges Considered</b>	Plan anticipates challenges and determines feasible methods to counter them.	Plan anticipates some challenges, but does not determine feasible methods to counter them.	Plan anticipates few challenges, but does not determine methods to counter them.	Plan does not anticipate challenges or methods to counter them.

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