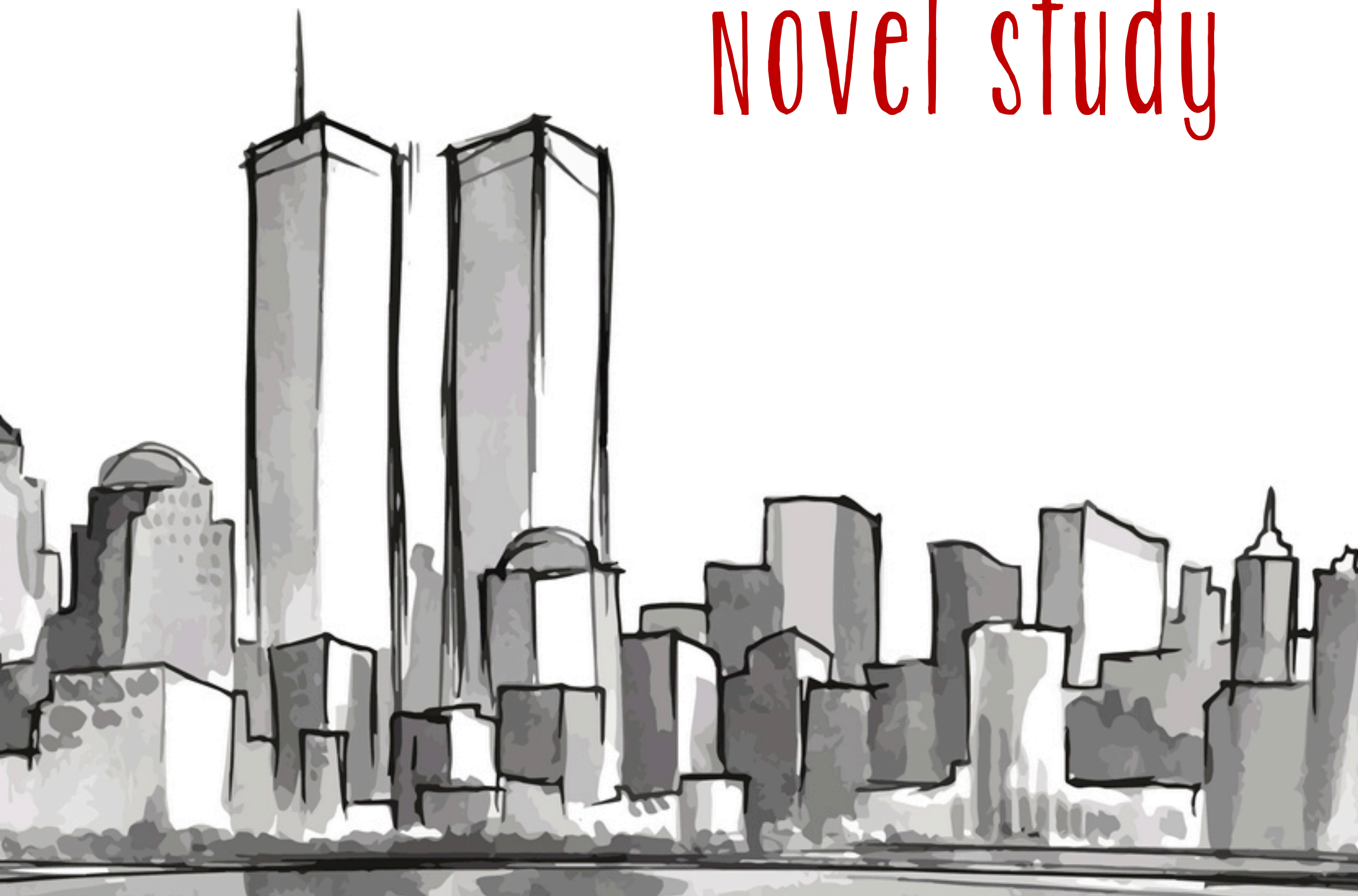


GROUND ZERO

novel study



NOVEL UNIT CONTENTS

- 19 Comprehension Reading Response Assignments
- 19 Analysis Reading Response Assignments
- 19 Close Reading Assignments & 4 Novel Analysis Tasks
- Character Timelines & Story Comparison Organizer
- History of 9/11 Resources
 - 15 Informational Texts – A & B Response Formats
 - 15 Extension Activities – Pair with Nonfiction Readings
- 19 Mini-Quizzes – Check for Understanding
- 3 Novel Quizzes – Comprehension & Analysis
- Final Novel Assessment – A & B Differentiated Format
- 5 Vocabulary Sets – Each Include Crossword Puzzle, Practice Assignment, Quiz
- Essay Choice Board & Project Choice Board
- Anticipation Guide & Activities
- Instructional Pacing Guide & 30 Lesson Plans
- Digital Links for Google Drive™
- Answer Keys for Applicable Activities!

READING RESPONSE A

GROUND ZERO

Name: _____

Reading Response A: Chapters 1-2

Brandon: How We Survive

Reshmina: Right Here Right Now

1. What are these two chapters mostly about? Summarize the reading with key details and support with textual evidence.

2. When does the novel take place? Where does it take place? What is life for the characters in these settings like? Support with evidence from the text.

3. Where does Brandon have to go with his dad? Why does Brandon have to go? How does Brandon's father feel about his son joining him? Support with textual evidence.

4. What mantra, or saying, do Brandon and his father live by? How do they stick together and survive? When did they begin to use this saying? Support with textual evidence.

5. How does Brandon's father define a bully? How does Brandon try to prove to his father he is not a bully? Explain and support with evidence from the text.

➤ 19 Assignments
– 8 Questions
Each

➤ Comprehension
Questions

➤ Prompts Require
Textual Evidence

➤ Common Core-
Aligned Material

READING RESPONSE A

6. How are Reshmina's and Pason's chores different? How are their futures expected to be different as well? Why are their roles and responsibilities so different? Explain and support with evidence from the text.

7. Briefly summarize the Taliban's history. Who makes up the Taliban now? What is their primary goal? Support with textual evidence.

8. What happens in Reshmina's village? Why might this event be happening? Make an inference and support with evidence from the text.

VISUALIZE THE TEXT

Directions: Identify an example of figurative language or imagery from the reading that helps you visualize the text. In the space below, draw the image the figurative language or imagery creates. Include the quote and page number.

Quiz:

- Visualization Section – Figurative Language

- Accommodate for ALL Learners

- Great for Small Group or Rotation Models

- Rigorous Materials

READING RESPONSE B

GROUND ZERO

Name: _____

Reading Response B: Chapters 1-2

Brandon: How We Survive

Reshmina: Right Here Right Now

1. Describe the setting of the novel. When and where does it take place? What is significant about the two settings? What conflict do these settings emphasize? Support with textual evidence.

2. Describe Brandon's relationship with his father. What is it like? Why might their relationship be like this? Support with evidence from the text.

3. How does Brandon's father define a bully? Do you agree with him? Why or why not? Based on Brandon's actions, would you characterize Brandon as a bully? Why or why not? Support with textual evidence.

4. What is Brandon's tone towards the North Tower? Why does he have this attitude? What evidence does the author include to develop Brandon's tone?

5. How are Reshmina's and Pason's roles and responsibilities different? What do these differences reveal about the societal roles of men and women in Afghanistan? Explain and support with evidence from the text.

➤ 19 Assignments
– 8 Questions
Each

➤ Analysis &
Critical Thinking
Questions

➤ Prompts Require
Textual Evidence

➤ Stimulate Class
Discussion

READING RESPONSE B

6. How has Reshmina's relationship with her brother changed recently? Why has it changed? What is Reshmina's tone towards this change? Explain and support with evidence from the text.

7. What does Reshmina hope to do when she grows up? What obstacles does she already face as she tries to reach her dream? What do these obstacles reveal about life in Afghanistan? Support with textual evidence.

8. According to Reshmina's family, what was life under Taliban rule like for the people of Afghanistan? Why does the group still fight today? What might motivate Pashoon to want to join the Taliban? Support with evidence from the text.

CRITICAL CONNECTIONS

Directions: Based on this reading, identify how Brandon and Reshmina's stories are similar. Then, explain how the similarities connect and what the author may want readers to understand through this connection.

Brandon's Story	Reshmina's Story

How do the similarities connect? What might the author want readers to learn through this connection?

Quiz:

➤ Critical Connections Section— Character Story Comparison

➤ Use for Differentiation

➤ Google Slides™ Links – Pre-made Text Boxes for Students

➤ Answer Keys

CLOSE READING RESOURCES

GROUND ZERO

Name: _____

Close Reading 1: Chapters 1-2
 Brandon: How We Survive
 Reshmina: Right Here Right Now

Setting

- _____ and _____ of a story.
- Setting affects _____, creates a _____, and develops/drives _____.

Setting can also extend beyond just time and place. It can also include several other elements such as:

- _____ - Country, state, house, basement, rural/urban
- _____ - Day, night, weather, season, physical details
- _____ - Values, ideals, attitudes, politics
- _____ - Time period, year, major events
- _____ - Time elapsed, time of day, flashbacks, between scenes

Identifying Aspects of Setting

Directions: In the chart below, identify the various aspects of the two settings of the novel. Be as specific as possible.

Aspect	Setting: Brandon's Story	Setting: Reshmina's Story
Geographical		
Physical		
Cultural / Political		
Historical		
Time		

➤ 19 Close Reading Assignments

➤ Notes for Literary Elements

➤ Graphic Organizers to Scaffold Learning

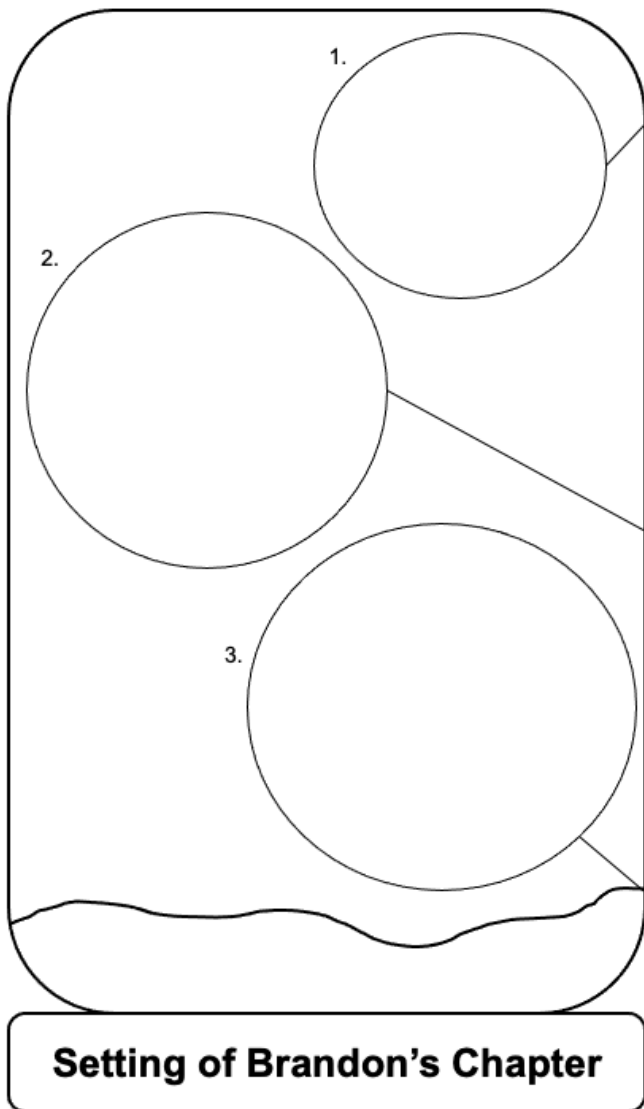
➤ Literary Skills-Based

CLOSE READING RESOURCES

Directions: The settings in *Ground Zero* create distinct moods. Reread Chapter 1 *Brandon: How We Survive* and select a color you believe represents the mood the setting of his chapter creates. Color the mood lamp that color. Then, in the lamp's three bubbles, draw the three elements of the setting that create the mood you selected. In the boxes to the right, explain how each of the three elements you selected help create that mood. Then, answer the question that follows.

Color of Mood Lamp: _____

Mood: _____



1. What element or aspect of the setting in Brandon's chapter helps create the mood you selected? How does it help create this mood?

2. What element or aspect of the setting in Brandon's chapter helps create the mood you selected? How does it help create this mood?

3. What element or aspect of the setting in Brandon's chapter helps create the mood you selected? How does it help create this mood?

1. What color did you choose for the mood lamp? Why? What aspects of the setting help create this mood? Support your answer with details from the text.

➤ 4 Whole Novel Analysis Assignments

➤ Rigorous & Creative Tasks

➤ Accommodate for ALL Learners

➤ Text-Based Questions & Analysis

CLOSE READING RESOURCES

Setting Analysis

3. What aspect of the setting (i.e. geographical, historical, political, etc.) do you think is most important to the entire novel so far? Why? Support with evidence from the text.

4. What mood or atmosphere do the settings create in the story? How do the settings create this mood? Support with evidence from the text.

5. How are the characters' lives shaped by the setting? What aspect of the setting shapes their lives the most? Why? Support with textual evidence.

6. Although the two settings seem starkly different, how do they connect? What is a similarity that exists between the two? Why is this similarity important? Support with evidence from the text.

7. Why might the author choose these two settings for the novel? What might the author want readers to understand through the inclusion of both settings? Support with textual evidence.

➤ Character
Timelines to
Track Stories

➤ Character
Narratives
Comparison
Organizer

➤ Google
Slides™ Links

➤ Great for
Rotation Model
& Centers

ASSESSMENT RESOURCES

GROUND ZERO

Reading Check 1

Name:

Chapter 1 – Brandon: How We Survive
Chapter 2 – Reshmina: Right Here, Right Now

1. Where does Brandon's dad work?
2. Why is Brandon with his dad?
3. What group does Pason want to join?

GROUND ZERO

Reading Check 3

Name:

Chapter 5 – Brandon: Trapped
Chapter 6 – Reshmina: Pashtunwali

1. What does Brandon find to dig through the drywall?
2. What killed Reshmina's sister, Hila?
3. Who does Reshmina encounter while she's collecting firewood?

GROUND ZERO

Reading Check 2

Name:

Chapter 3 – Brandon: Windows on the World
Chapter 4 – Reshmina: A Clean Slate

1. What does Brandon want to buy at the underground mall?
2. What surprises Reshmina about the translator with the soldiers?
3. Why are the ANA and American soldiers searching houses in the village?

GROUND ZERO

Reading Check 4

Name:

Chapter 7 – Brandon: In Case of Emergency
Chapter 8 – Reshmina: The American Devil

1. What does Brandon find to help make a bigger hole in the drywall?
2. What happens to the elevator just after everyone escapes?
3. What is the American soldier's good luck charm?

➤ 19 Mini-Quizzes – 3 Questions per Reading

➤ Google Forms for Easy Grading

➤ Common Core-Aligned Materials

➤ Check for Understanding

ASSESSMENT RESOURCES

GROUND ZERO Name: _____

Novel Quiz 1: Chapters 1-12
Brandon: How We Survive –
Reshmina: The Apache

SECTION I: Order the following events of Brandon's story in chronological order

- _____ - Brandon escapes the elevator and gets survivors to save the other passengers.
- _____ - Brandon leaves the Windows on the World while his father is managing a kitchen fire.
- _____ - Brandon climbs over debris and destruction as he makes his way up the tower towards his dad.

SECTION II: Order the following events of Reshmina's story in chronological order

- _____ - Reshmina leads a wounded American soldier into her home and gives him refuge.
- _____ - Reshmina searches for Pason before he reaches the Taliban and gets caught in a battle.
- _____ - Afghan and American forces search the homes in Reshmina's village.

SECTION III: Mark true statements with a T, and false statements with an F

- _____ - Brandon wants to go to the underground mall to get a Bugs Bunny stuffed animal for his friend.
- _____ - Reshmina's sister, Hila, was killed by the Taliban during a battle with American soldiers.
- _____ - Reshmina's school textbooks included messages about fighting back against Soviet invaders.
- _____ - Brandon helps the other elevator passengers escape by finding an axe to chop through the wall.
- _____ - When Brandon reaches the 89th floor, a TV helicopter spots him from outside the building.

SECTION IV: Fill-in-the-blank

1. When Reshmina's home is searched, she is impressed to discover the translator is a woman named _____.
2. Brandon and his father live by the saying "We're a _____."
3. Brandon's father works at the Windows on the World in the _____ Tower of the World Trade Center.
4. In Pashtunwali, the right to seek revenge against someone who wronged you is called _____.
5. Taz's good luck charm is a _____.

SECTION V: Multiple-choice

1. _____ Which aspect of the setting in Reshmina's story influences the characters the most?
 - a. The mountains of Afghanistan
 - b. The war between the Taliban and the American-led forces
 - c. The poverty of the village and lack of access to resources
 - d. The effects from the Soviet-Afghan War
2. _____ Which of the following best describes the point of view of the novel?
 - a. First person from Brandon's and Reshmina's perspectives
 - b. Third person omniscient
 - c. Third person limited from Brandon's and Reshmina's perspectives
 - d. First person from the narrator's perspective

➤ 3 Novel Quizzes – 1 per Third of Book

➤ Depth of Knowledge Questions

➤ Use for Assessment or Practice

➤ Essay Choice Board

ASSESSMENT RESOURCES

GROUND ZERO

Final Literary Assessment: A

Name: _____

Character Quote Matching

Match the correct quote OR description to the right character.

1. _____ Brandon	A. "It just scars over, like a bad cut. It still aches every now and then, when it's cold and gloomy outside and you're left alone with your thoughts. But most of the time...most of the time you just forget it's there."
2. _____ Reshmina	B. "Tell him that even if there are only women and children left alive to fight in our village, we will not let the Taliban take him..."
3. _____ Pasoon	C. "You punch somebody, you get suspended, no matter why you did it. Your actions have to have consequences. If they didn't, <i>you'd</i> be the bully."
4. _____ Richard	D. "We survive <i>together</i> . That's what you always say...I can't do this alone."
5. _____ Leo Chavez (Brandon's father)	E. <i>Everyone we know and love. Mor was right. I brought death to our village...</i>
6. _____ Anaa (Reshmina's grandmother)	F. "If I'm going to die one way or another, I might as well die fighting."
7. _____ Baba	G. "She has never known a better Afghanistan, as I have, and cannot trust in the promise of a brighter Afghanistan, as you do."

Figurative Language Matching

Write the correct type of figurative language on the blank, using S for simile, M for metaphor, P for personification, and O for onomatopoeia.

- _____ To Reshmina it looked like a giant metal grasshopper: green all over, with a big nose, long tail, and folded-up wings.
- _____ Brandon's ears were still buzzing. Maybe they were playing tricks on him.
- _____ "Pasoon?" Reshmina whispered. The little toad had to be in here somewhere.
- _____ There were burn marks around the blown-out elevator doors by the stairs, as though giant balls of flame had blasted down all the way from above.
- _____ *Poom*. The tiny echo of an explosion somewhere far away made them both flinch.

➤ Final Literary Tests

➤ A & B Format – Accommodate ALL Learners

➤ Flexible Implementation

➤ Answer Keys & Google Forms™ Links for ALL Resources

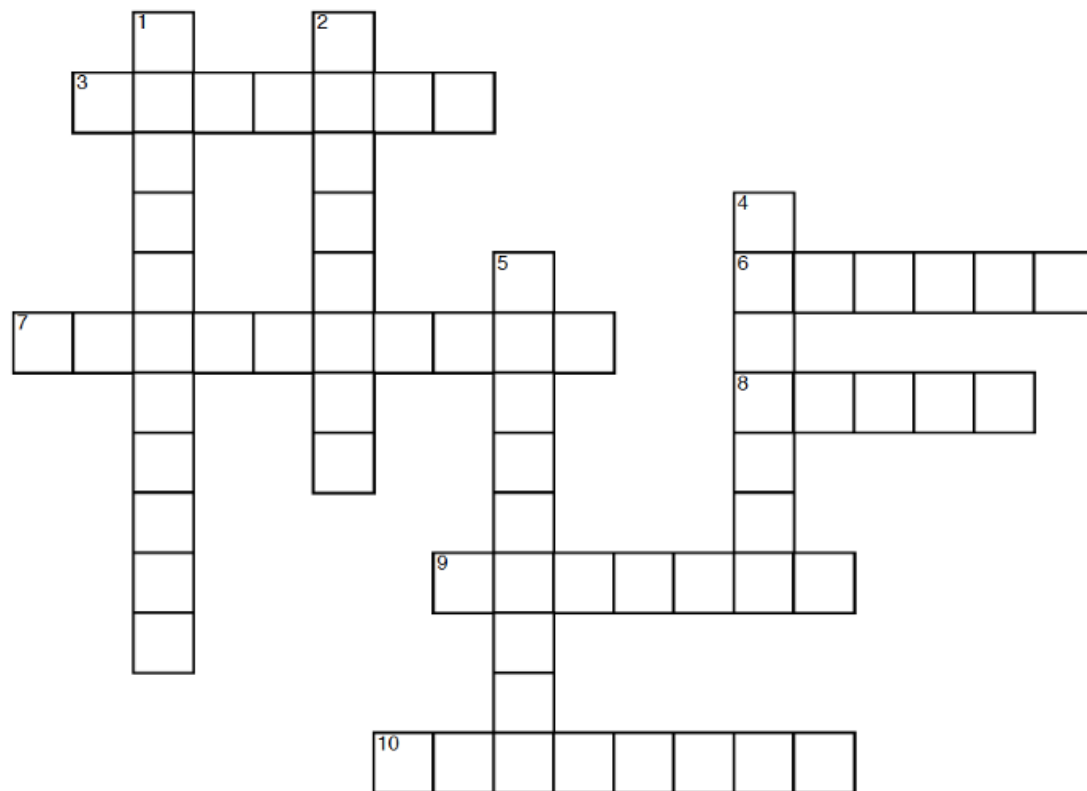
VOCABULARY RESOURCES

GROUND ZERO

Crossword Puzzle 1

Name: _____

Directions: Match the definition, synonym, antonym, or sentence with the correct word.



ACROSS

- 3 Synonym: Untidy, messy
- 6 Since I never have any change at lunch, I plan to try and _____ my carrot sticks for a tastier treat.
- 7 The town was _____ when the beloved mayor was arrested for embezzlement.
- 8 Synonym: Store, stockpile, supply
- 9 Their boss _____ at the suggestion of pay raises for all employees.
- 10 The _____ from the blast could be found almost a mile away from the impact site.

DOWN

- 1 Not concerned
- 2 Antonym: Indifference or laziness
- 4 Antonym: Clear, obvious
- 5 Make someone accept (a disagreeable or unwelcome thing)

WORD BANK: AMBITION, ASTONISHED, BARTER, CACHE, OBSCURE, RECONCILE, SCOFFED, UNKEMPT, UNPERTURBED, WRECKAGE

- 5 Vocabulary Lists - Word Location
- Google Forms for Easy Grading
- 5 Vocabulary Practice Assignments
- Multi-Model & Engaging

VOCABULARY RESOURCES

GROUND ZERO

Vocabulary Practice 1

Name: _____

Part I

Directions: Read the following sentences. Put a checkmark (✓) on the blank when the vocabulary word is used correctly. Put an x (X) on the blank when the vocabulary word is used incorrectly.

- _____ - After several customer compliments, the manager finally praised the employee's unkempt appearance.
- _____ - The hikers accidentally stumbled upon a large food and weapons cache during their remote hike.
- _____ - The family was astonished when their neighbors gifted them a new car for the holiday season.
- _____ - The bright, blue sky obscured his view. He could see for miles and miles.
- _____ - The firefighters sifted through the wreckage, searching for clues about the fire's origins.

Part II

Directions: For the following vocabulary words, circle all correct synonyms or antonyms for the word.

Reconcile – SYNONYMS	Scoffed – ANTONYMS
Refuse Accept Wonder Count Reject Come to terms with Organize Resolve	Compliment Mock Attack Flatter Joke Praise Question Ridicule
Wreckage – ANTONYMS	Bartered – SYNONYMS
Ruins Explosion Whole Destruction Remains Trash Intact Debris	Sell Donate Sail Trade Swap Store Exchange Keep

Part III

Directions: Create a sentence using the following vocabulary words. Be sure to include context to show the meaning.

1. **Unperturbed** – _____

2. **Ambition** – _____

3. **Unkempt** – _____

➤ Use Synonyms, Antonyms, Definitions

➤ Determine Correct Usage in Context

➤ Create Sentences

➤ 5 Vocabulary Quizzes – Check for Understanding

VOCABULARY RESOURCES

GROUND ZERO

Name:

Vocabulary Check 1

Name:

SECTION I: Match the correct definition, synonym, or antonym with the correct word

1. _____ Barter	a. Definition: Exchange for other goods or services without using money
2. _____ Scoff	b. Definition: The remains of something that has been badly damaged or destroyed
3. _____ Cache	c. Antonym: Bore or expect
4. _____ Wreckage	d. Synonym: Mock or ridicule
5. _____ Astonish	e. Synonym: Stockpile or supply

SECTION II: Fill in the blank with the correct word

1. After years of fighting, the siblings finally _____ their differences and put their past conflicts aside.
2. When the parents' children returned from a week-long camp looking wild and _____, they decided to send them to another place the next summer.
3. The dense fog _____ the morning view of the bay from my window. I could not see more than five feet in front of my face.
4. While I worried about the incoming storms, my mother seemed _____ by the news.
5. Her _____ was to become an astronaut. She worked towards that goal each day.

UNPERTURBED – RECONCILED – OBSCURED – UNKEMPT – AMBITION

➤ 5 Crossword Puzzles

➤ Use for Centers or Rotation Model

➤ Graphic Organizers & Activity

➤ Answer Key & Google Slides™ & Forms™ Links

INFORMATIONAL TEXTS TOPICS

- Modern History of Afghanistan
- Afghanistan & the Rise of Al-Qaeda
- Terrorism Grows Around the Globe
- World Trade Center Becomes a Target
- 9/11 Attacks
- Attack on the World Trade Center, Pentagon Attack, Flight 93 (3)
- First Responders, Heroes & Patriot Day
- Ground Zero Recovery
- The War on Terror & War in Afghanistan (2)
- Post 9/11 United States & The Patriot Act (2)
- 20 Years Later *(Article will be updated pending any major changes)*

INFORMATIONAL TEXTS

9/11 ATTACKS

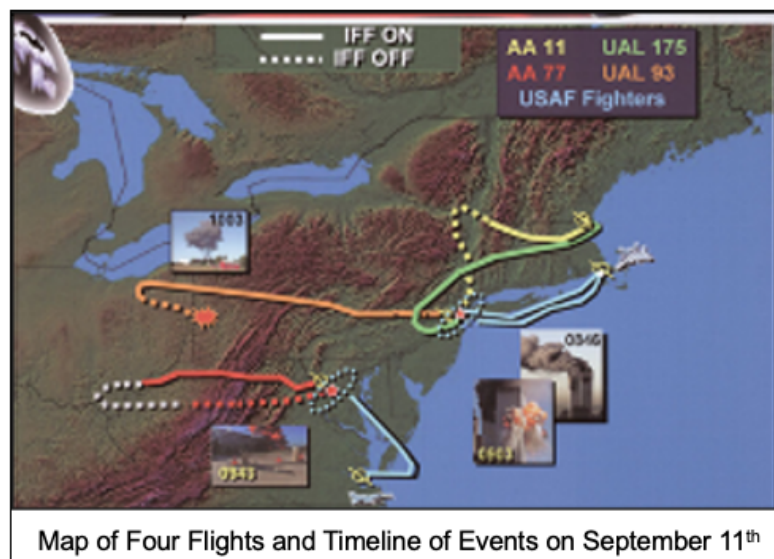
Nonfiction Reading 5

Name: _____

The Islamist extremist group al-Qaeda had been expanding its reach and influence across the globe by January 2000 when operatives connected to the group began a concerted¹ effort to carry out a terrorist attack on US soil. In fact, two of the terrorists that eventually participated in the attacks on September 11th, 2001 entered the United States that month. Soon after, they began to attend flight school. Over the course of a year and a half, a total of 19 hijackers would come to the US to participate in the plot. Despite FAA (Federal Aviation Administration) warnings, FBI warnings, and other intelligence information gathered from agencies across the globe about an imminent² attack, the plan proceeded because there were no simple system in place for law enforcement to connect these signs and thwart the plot.

The Attacks

On the morning of September 11, 2001 (9/11), 19 al-Qaeda terrorists boarded four planes bound for California. After taking flight, the group successfully executed the first part of their plan when they seized control of each plane's cockpit. Next, they turned their attention to steering the four planes toward their respective targets. Among them, American Airlines Flight 11 took off from Boston shortly before 8 am. One hijacker on this flight, in an attempt to communicate with the plane's cabin, accidentally contacted air traffic control, alerting the control tower that the plane was hijacked. However, before the Northeast Air Defense Sector (NEADS) could scramble fighter planes, Flight 11 crashed into the North Tower of the World Trade Center (WTC) at 8:46am.



Records of Commissions of the Legislative Branch, Record Group 148

Initially, officials and agencies believed the crash to be an accident, delaying the evacuation of the WTC's South Tower. The evacuation orders went out over the public address system at 9:02am. Amidst the uncertainty and confusion, United Airlines Flight 175 crashed into the South Tower. Meanwhile, on American Airlines Flight 77, passengers had been able to contact loved ones that alerted them to the hijackings. Before NEADS could scramble planes to intercept the aircraft or passengers could formulate³ a response, Flight 77 was flown into the Pentagon in Washington, D.C at 9:37am. On United Airlines **Flight 93**, the last hijacked plane still in the air, passengers also called family and loved ones. Passengers made approximately 37 phone calls during the frightening situation. When the passengers learned of the other hijackings and subsequent⁴ attacks, a group of brave crew members and individuals stormed the cockpit to prevent the terrorists from reaching their target. Flight 93 crashed in a field near Shanksville, Pennsylvania.

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- 15 Nonfiction Readings
- Educational Text Features
- Glossary of Key Vocabulary
- 2 Pages Per Reading

INFORMATIONAL TEXTS

A few minutes prior to the crash of Flight 93, catastrophe⁵ struck in New York City. The South Tower of the World Trade Center had fallen. Within the next hour, the North Tower of the WTC came down as well, and part of the Pentagon building collapsed. From the moment of the first plane hijacking only three and a half hours before, nearly 3,000 people lost their lives, including Americans, international citizens, and first responders.

The Immediate Aftermath

By 12:16pm the only plane left flying in United States airspace was Air Force One. All other planes were grounded. President Bush and his staff had been briskly escorted to different military bases to ensure their safety. As the dust and debris⁶ from the Twin Towers began to clear, a group of survivors was discovered in the North Tower's Stairwell B. The fourteen survivors were all first responders with the exception of one civilian. Throughout the rest of the day, more first responders and rescue groups began to arrive at the WTC's remains and search the rubble. Many called the ruins **Ground Zero**, a term typically used for the blast sight of an atomic bomb. In total, eighteen people were rescued from the WTC in those frantic hours after the attack, the last on September 12th. Search parties carried on their work for months.

On the evening of September 11th, President Bush addressed a reeling⁷ nation and a stunned world. In his statement he said, "Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shattered steel, but they cannot dent the steel of American resolve." He further outlined the United States' path forward when he stated, "The search is underway for those who are behind these evil acts. I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction⁸ between the terrorists who committed these acts and those who harbor them." The US government's immediate and subsequent actions in response to the 9/11 attacks would have lasting effects, just as the terrorist attacks of that day did and still do for millions in the US and across the globe.

“ Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shattered steel, but they cannot dent the steel of American resolve. ”

~ President Bush (September 11, 2001)

GLOSSARY OF TERMS

¹ Concerted: strenuously carried out; done with great effort

² Imminent: about to happen

³ Formulate: create or devise (as a strategy)

⁴ Subsequent: coming after something in time; following

⁵ Catastrophe: an event causing great and often sudden damage or suffering; a disaster

⁶ Debris: scattered pieces of waste or remains

⁷ Reeling: lose one's balance and stagger or lurch violently

⁸ Distinction: a difference or contrast between similar things or people

➤ Appropriate Spacing to Allow for Annotation

➤ Common Core-Aligned

➤ Informational Texts and History Standards

➤ Critical Thinking Opportunities

INFORMATIONAL TEXTS

Nonfiction Text Analysis A
Name:

9/11 ATTACKS

NONFICTION TEXT FEATURES

Directions: Fill out the following organizer, identifying the key features of the informational text.

Feature 1: Map	Feature 2: Quote
What is it? Name/describe the feature.	What is it? Name/describe the feature.
How does this feature contribute to your understanding of the whole article?	How does this feature contribute to your understanding of the whole article?

KEY TERMS & VOCABULARY

Directions: Define the key terms below by using context clues from the text.

9/11	
Flight 93	
Ground Zero	

MAIN IDEA & KEY DETAILS

Directions: Fill out the graphic organizer below in order to determine the main idea of the text.

Title:		
Key Detail 1:	Key Detail 2:	Key Detail 3:
Main Idea: What is the article mostly about?		

- Comprehension & Analysis Questions
- Format A – Text Features, Main Idea
- Format B – Analysis Questions
- Depth of Knowledge Prompts

INFORMATIONAL TEXTS

Nonfiction Text Analysis B

9/11 ATTACKS

Name:

1. Summarize the events of 9/11. What happened on September 11th? Explain the main events and support with key details from the text.

2. How did the US military plan to stop the terrorists from carrying out their plan? What questions might this raise for you in terms of the role of the military and its protection of America? Support with textual evidence.

3. How did the passengers and crew of Flight 93 thwart the terrorists' plan? What do their actions reveal about the passengers' character? Explain and support with evidence from the text.

4. Why was the site of the WTC towers collapse called Ground Zero? What does the meaning behind the name reveal about the conditions in the area? Explain at least two reasons and support with evidence.

5. What were the effects of the 9/11 attacks? Explain at least three and support with evidence from the text.

6. Examine the "Quote" text feature at the end of the article. What is the deeper meaning of President Bush's statement? What might he be trying to communicate to America, the terrorists, and the world? Support with evidence from the text.

- 2 Formats to Allow for Differentiation
- Use for Centers or Rotation Model
- Pair with Novel – Cross-text Connections
- Answer Key & Google Slides™ Links

EXTENSION ACTIVITIES TOPICS

- Afghanistan Country Study (Research)
- U.S. Soviet-Afghan War Objectives (Historical Document Analysis)
- Attack Investigation Brief (Research)
- Presidential Daily Brief 08/06/01 (Historical Document Analysis)
- The Man in the Red Bandana Documentary
- President Bush Addresses the Nation (Speech Analysis)
- September 11th Oral Histories
- Honoring Heroes (Letter Writing, Civic Engagement)
- The Weight of Dust Podcast
- War on Terror Leaflets (Historical Document Analysis)
- War in Afghanistan Statistics (Research)
- Examining the Drone Strike Policy (Historical Document Analysis)
- The Privacy Debate
- TED Talk – What It's Like to Be Muslim in America
- Breaking News Report (Current Events Research)

EXTENSION ACTIVITIES

U.S. SOVIET-AFGHAN WAR OBJECTIVES

Extension Activity 2

Name: _____

Annotating the Text

Directions: The following document, "U.S. Policy, Programs, and Strategy in Afghanistan," was composed in 1985 during the Soviet-Afghan War. For the first reading, annotate the text with the symbols below. Then, reread the document and complete the graphic organizer to arrange the ideas you identified.

Annotation	Task to Complete
<p>? Question Mark</p>	Write down the question the text raises for you next to the question mark.
<p>Circle</p>	Circle when the document explains a major strategy the U.S. has been using to achieve its major goals in the Soviet-Afghan War.
<p>★ Star</p>	Draw a star when the document outlines a major U.S. goal regarding its involvement in the Soviet-Afghan War.
<p>1, 2, 3 Numbers</p>	When the document explains a U.S. objective in the Soviet-Afghan War, write 1 next to the first objective. Then, write 2 next to the second, and so on.
<p>Highlight Highlight</p>	Highlight textual evidence that reveals the purpose behind a U.S. objective.
<p>M, P, S Label</p>	Label the steps the U.S. plans to take to achieve their objectives with either a M (military step), P (political step), or S (social step).
<p>Underline Key Vocabulary</p>	<p>Circle the following words when you encounter them in the text.</p> <ul style="list-style-type: none"> • <u>Condemnation</u>: an expression of very strong disapproval • <u>Covert</u>: not openly acknowledged or displayed; secret • <u>Diplomacy</u>: the profession, activity, or skill of managing international relations, typically by a country's representatives abroad • <u>Exploit</u>: make full use of and derive benefit from (a resource) • <u>Imperialism</u>: a policy of extending a country's power and influence through diplomacy or military force • <u>Indigenous</u>: native • <u>Insurgency</u>: an active revolt or uprising • <u>Logistical</u>: relating to or involving organization and planning • <u>Policy</u>: a course of action chosen in order to guide people in making decisions • <u>Vulnerabilities</u>: open to attack or damage • <u>Subjugating</u>: bring under domination or control, especially by conquest <p>*Mujahidin: Insurgent group in Afghanistan fighting the Soviet Union *Soviet Union: Communist state that invaded Afghanistan</p>

➤ 15 Extension Activities

➤ Variety of Materials – Speech, Video

➤ Engage with Different Activities

➤ Comprehension & Analysis Questions

EXTENSION ACTIVITIES

SEPTEMBER 11TH ORAL HISTORIES

Extension Activity 7

Name: _____

While the September 11th terrorist attacks are history for those born after that tragic day, others remember 9/11 like it was yesterday. Due to advances in technology, the 9/11 attacks and its aftermath were captured by many different people, from many different perspectives. The ease with which people can videotape, record, and snap pictures of seminal moments can be taken for granted these days, but in 2001, it was new development for society to have such expansive access to so many first-person accounts. For this activity, you will explore the power of oral histories, and then create your own to add to the growing historical record.

The following two websites contain short, oral histories of those impacted by the 9/11 attacks. Listen to several and then select three to analyze in depth.

- Story Corps: <https://storycorps.org/stories/?collection=september-11th>
- 9/11 Memorial Museum: <https://www.911memorial.org/learn/resources/oral-histories>

1 Name of Interviewee	Connection to Events on 9/11	
Summary: What is the interview mostly about? Summarize the interview with key details.		
What memorable events does the interviewee recount? Why are these events important?	How does the interviewee feel about these events? How do you know?	
Overall Impact: How is the interviewee affected by the events of 9/11?		

- Allows for Differentiation
- Standards-aligned – Informational & History Texts
- Pair with Nonfiction Readings
- Make Connections Between Texts

EXTENSION ACTIVITIES

HONORING HEROES

Extension Activity 8

Name: _____

The September 11th attacks revealed the heroism of first responders, essential personnel, and ordinary people. Scores of people rose to meet the moment, doing what they could to make a difference. For this activity, you will define what it means to be a hero, identify a hero to honor, and write a letter thanking them for their heroism.

Defining the Key Term

Idea Web: In the space below, make a web of the qualities or characteristics you think a hero should have.



Sticky Note: After you have brainstormed all the qualities and characteristics a hero should have, pick one that you think is most important. Explain why this is the most important characteristic of a hero. Write the word on the sticky note.

What is the most important quality or characteristic that makes a hero?

- Foster Rich Discussion
- Comprehensive Examination of History
- Prompts Require Evidence-based Responses
- Cross-curricular Learning

EXTENSION ACTIVITIES

THE WEIGHT OF DUST

Extension Activity 9

Name: _____

After the collapse of the World Trade Center towers and complex, first responders, rescue workers, and volunteers flocked to the disaster zone to aid in cleanup and recovery efforts. After over 8 months of intense, painstaking, and emotional work, the recovery at Ground Zero officially ended. However, the effects of working at the site have lingered for years. What were conditions like? How was the site dangerous? What were the effects on the workers? While many of these questions now have answers, some answers are yet to be determined. The podcast, *The Weight of Dust*, tells the story of one recovery worker and the long-lasting effects of working at Ground Zero. Before you listen to the podcast, complete the KWL chart below by filling in the K and W columns. Then, as you listen, answer the questions.

- **The Weight of Dust:** <https://www.pbs.org/wgbh/frontline/podcast/dispatch/the-weight-of-dust/>
- **Transcript:** <https://www.pbs.org/wgbh/frontline/podcast/dispatch/the-weight-of-dust/transcript/>

K: What do you <i>know</i> about Ground Zero, the conditions at the site, and the effects of working there?	W: What do you <i>want</i> to know about Ground Zero, the conditions at the site, and the effects of working there?	L: What have you <i>learned</i> from the podcast about Ground Zero, the conditions at the site, and the effects of working there?

- Foster Critical Thinking
- Scaffold Learning with Graphic Organizers
- Google Slides™
Links for Google Drive™
- Answer Keys for Applicable Resources

INSTRUCTIONAL RESOURCES

Implementation Notes

The paired texts will build your students' knowledge about the historical events preceding the September 11th attacks, the events on 9/11, and the history that unfolded as a consequence. As students engage with the readings, they will also practice key literacy skills aligned to the Common Core Standards, such as using textual evidence, identifying author's purpose, and making inferences, to name just a few. They will also develop their critical thinking skills as they synthesize ideas across texts and make connections to the extension activities. By the time students finish reading, writing, and analyzing these materials, they will have grown in their ability to think critically, consider new perspectives, and carry with them a deeper understanding of this complex history.

- **Nonfiction Articles:** The 15 nonfiction texts comes with two assignments. The first, labeled with an "a," focuses on essential comprehension skills. Students will identify important text features, define terms, use context clues, and determine the main idea of the article. The second assignment for each article, labeled with a "b," sees students answer 7 analysis questions about the article. Use these different parts of the assignment in a way that is best for your students and your classroom. They are particularly suited for rotations or centers, but they could be utilized as part of whole group instruction, assigned individually or in pairs, as work for guided groups and pull-outs, or any other instructional model. The goal is for them to be adaptable to the needs of your classroom while always offering plenty of material to keep students engaged whether they are working independently or directly with you.
- **OPTION – Novel Pairing:** When using these resources in conjunction with a novel, such as *Ground Zero*, *Eleven*, or *Towers Falling*, feel free to synthesize across texts and extend the work to a whole class or small group exercise, utilizing Venn diagrams or charts to help students visualize the similarities and differences between the documents and novels.
- **Accommodations**
 - The nonfiction readings and analysis assignments (A & B versions) naturally enable differentiation. They can be used to accommodate the needs of all your learners. The following suggestions are ways in which the both assignments can be adjusted for students.
 - Limit the number of questions to answer. Instead of 6 questions, consider assigning 3-4 as not to overwhelm students. In this case, half of the questions can be completed in numerous different ways: at home, in class, whole class, small group, independently, etc.
 - Comprehension assignments (A) can be used as independent work while analysis assignments (B) can be utilized for direct instruction, whole group discussion, small group pull-outs, or other models that use guided instruction.
 - If you are assigning different sets of questions to students, the A and B labels are intentionally discrete, which will allow you to respectfully guard your students' privacy.
- **Standards Covered**
 - RI.9.1, 2, 3, 4, 5, 6, 8, 10
 - RH.9.1, 2, 3, 4, 5, 6, 7, 8, 10

PLEASE NOTE

- Please note that terrorist organizations and terrorists are referenced as Islamist. Islamists make up an extremist political movement whose primary goal is to establish Islamic law, especially through violence. Islamism is a political ideology that tries to derive authority through Islam. The word Islamic is a reference to the religion of Islam. Although the usage difference may seem slight Islamist is the appropriate term when referencing or describing terrorists that adhere to extremist ideology while using religion to claim legitimacy. In addition, names of people and groups discussed in the articles have various, accepted spellings. To maintain consistency one spelling is used throughout the texts.

- Implementation Notes for All Resources
- Informational Texts & Extension Activities Pairing Guide
- Answer Keys with Suggested Responses

* BONUS RESOURCES *

GROUND ZERO

Name: _____

Anticipation Guide

Before Reading

Directions: Read each statement carefully and consider reasons why you may agree or disagree with the statement. Then, choose whether you agree or disagree by circling the word. Then, explain your reasoning.

1. People are at their best when the worst happens.

AGREE

DISAGREE

Explain why you agree or disagree with this statement: _____

2. Revenge is a never-ending cycle.

AGREE

DISAGREE

Explain why you agree or disagree with this statement: _____

3. The right thing to do is always the hardest.

AGREE

DISAGREE

Explain why you agree or disagree with this statement: _____

➤ Pre-Reading Activities

➤ Anticipation Guide

➤ Debatable Statements

➤ Final Essay

➤ Generate Interest in Novel

* BONUS RESOURCES *

GROUND ZERO

Name: _____

Introduction to *Ground Zero*

Book Trailer

For this pre-reading activity, you will watch Alan Gratz's book trailer for *Ground Zero*. As you watch the trailer, complete the graphic organizer below to build background knowledge about the book's plot.

Book Trailer – <https://www.youtube.com/watch?v=4dH56HfviTg>

- What historical event is *Ground Zero* based on? _____
- What is the point of view of the novel? _____

Brandon's Story	Reshmina's Story
When does Brandon's Story take place?	When does Reshmina's Story take place?
Where does Brandon's Story take place?	Where does Reshmina's Story take place?
What conflict does he face in his story?	What conflict does she face in her story?
According to Gratz, how have the events of 9/11/01 impacted people to this day?	
What does Gratz say Brandon and Reshmina learn through their experiences?	
What does Gratz believe is one of the ultimate messages of <i>Ground Zero</i> ?	

➤ Book Trailer Viewing

➤ Build Foundational Knowledge

➤ Make Predictions Prior to Reading

➤ Access Prior Knowledge

* BONUS RESOURCES *

GROUND ZERO

Name: _____

Fact Reflection

War in Afghanistan

GOAL: The goal of this activity is for you and your classmates to arrive at a shared understanding about how to discuss tough topics in a safe and productive way. This shared understanding will help everyone feel welcome, safe, and heard as the class reflects on the challenging topics found in the novel *Ground Zero*.

Directions: Each graphic organizer contains a fact. After you read the fact, fill in each "MY Reflection" surrounding the fact, answering the question or prompt. Then, after you have a chance to record your individual answers, engage in a class discussion about this fact while writing notes in the "CLASS Reflection."

MY Reflection: What questions does this fact raise for you?

MY Reflection: What does this fact make you curious about?

CLASS Reflection:

CLASS Reflection:

The War in Afghanistan is the longest ever war fought by the United States.

MY Reflection: What do I know about this topic? What have I studied?

MY Reflection: What surprises you about this fact? Why?

CLASS Reflection:

CLASS Reflection:

➤ Facts Reflection Discussion Activity

➤ Set Norms for Discussion

➤ Activate Background Knowledge

➤ Create Safe Discussion Space

* BONUS RESOURCES *

GROUND ZERO

Project Choice Board

Name: _____

Directions: Below you will find 9 project options. Each project is assigned a point value. To complete the choice board, you must finish enough projects to reach _____ points. Ask your teacher for additional directions.

➤ Project Choice Board

➤ Thematic Focus

➤ Rubric for Assessment

Choice 1	Choice 2	Choice 3
Select a main character from the novel that makes an important choice. Write a monologue from that character's perspective about the choice they face and why they make the decision they do.	Write the next chapter of the novel. What happens next for Brandon, Reshmina, Pason, or another important character?	Using quotes from the novel, write a found poem that captures the theme of revenge vs. refuge.
1 Point	1 Point	1 Point
Choice 4	Choice 5	Choice 6
Select two main characters that face a difficult choice in the novel. Write a script of a debate between the two characters leading up to a choice they must make.	Pick a main character and write a diary entry from their perspective about the most significant day of their life. Explain the day and why it is the most significant to this character.	Analyze the original motivation for Brandon's choice to join the military and Pason's choice to join the Taliban. Do either of them fulfill their main goal as a result? Why or why not? What can be learned from the consequences of their decisions?
2 Points	2 Points	2 Points
Choice 7	Choice 8	Choice 9
Interview a main character as a reporter. Ask the main character about an important topic (i.e. 9/11 or War in Afghanistan) and capture how the character's thoughts, feelings, and attitude towards this topic have changed by the end of the novel.	What is more influential on the choices a character makes – their character or the conditions they face? Write an argumentative essay explaining what is more influential, character or conditions.	Write a letter from Brandon's perspective to his father. Writing as Brandon, have him explain whether or not he fulfilled his father's last wish: do something worth living for.
3 Points	3 Points	3 Points

* BONUS RESOURCES *

Day 3 Ground Zero Reading 1 & History of 9/11 Study	
Essential Question(s)	
<ul style="list-style-type: none"> How does setting create mood, create conflict, and affect characters in a text? What are important aspects of Afghanistan's history, culture, and society? 	
Essential Standard(s) Covered	
<ul style="list-style-type: none"> RL.7-9.5 – Identify and analyze how the setting contributes to the development of a text OR Analyze how flashbacks contribute to the text's meaning and provide insight into characters RH.7-9.2 – Determine the central ideas or information of a primary or secondary source W.7-9.7 – Conduct short research projects to answer a question 	
Lesson Overview	
Bell Ringer	<ul style="list-style-type: none"> Plot Pusher – What event from (yesterday's reading) of the novel pushes the plot forward the most? How does it push the plot forward?
Vocabulary	<ul style="list-style-type: none"> Complete vocabulary practice 1
Literary Notes	<ul style="list-style-type: none"> Setting notes – feel free to extend into a mini-lesson on setting if needed
Reading	<ul style="list-style-type: none"> Read Chapters 1-2 – reading can be aloud, in groups, or independently
Reading Analysis	<ul style="list-style-type: none"> Reading Response A and/or B Chapters 1-2, Close Reading 1: Setting
Informational Text	<ul style="list-style-type: none"> Nonfiction Reading 1: Modern History of Afghanistan (complete)
Extension Activity	<ul style="list-style-type: none"> Activity 1: Afghanistan Country Study (complete)
Option: Facilitate a discussion with students about the connection between the novel and nonfiction resources.	
Resources Needed	
<ul style="list-style-type: none"> Novel: <i>Ground Zero</i> Vocabulary: Practice 1 (Vocabulary Resources) Reading Response A and B Chapters 1-2 (Reading Response Resources) Close Reading 1: Setting (Close Reading Resources) Nonfiction Reading 1: Modern History of Afghanistan (History of 9/11 Nonfiction Resources) Extension Activity 1: Afghanistan Country Study (History of 9/11 Extension Activities Resources) Exit Ticket Form (Assessment Resources) 	
Homework	
<ul style="list-style-type: none"> Novel Reading 2 – Chapters 3-4 (<i>Optional</i>) 	
Assessment	
<ul style="list-style-type: none"> Exit Ticket – What is unique about the setting of this novel compared to other novels you have read? 	

➤ 6-WEEK Unit with Novel Study Implementation Suggestions

➤ Standards Alignment

➤ 30 Instructional Lesson Plans

➤ Pacing Guide

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