

# HISTORY OF 9/11

before/during/after



# OVERVIEW OF CONTENTS

- 15 Informational Texts
  - Variety of Text Features
  - A & B Response Formats
- 15 Extension Activities
  - Pair Texts with Nonfiction Readings
- Topics cover events preceding 9/11, events during 9/11, and the aftermath of the attacks
- Google Slides Links for Google Drive™
- Standards-aligned Resources
- Answer Keys for Applicable Activities!

# 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 concerted<sup>1</sup> effort to carry out a terrorist attack on US soil. In fact, two of the terrorists that eventually participated in the attacks on September 11<sup>th</sup>, 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 imminent<sup>2</sup> 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.



Map of Four Flights and Timeline of Events on September 11<sup>th</sup>

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 formulate<sup>3</sup> 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 subsequent<sup>4</sup> 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, catastrophe<sup>5</sup> 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 debris<sup>6</sup> 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 12<sup>th</sup>. Search parties carried on their work for months.

On the evening of September 11<sup>th</sup>, President Bush addressed a reeling<sup>7</sup> 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 distinction<sup>8</sup> 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

<sup>1</sup> Concerted: strenuously carried out; done with great effort

<sup>2</sup> Imminent: about to happen

<sup>3</sup> Formulate: create or devise (as a strategy)

<sup>4</sup> Subsequent: coming after something in time; following

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

<sup>6</sup> Debris: scattered pieces of waste or remains

<sup>7</sup> Reeling: lose one's balance and stagger or lurch violently

<sup>8</sup> 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

Name:

9/11 ATTACKS

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

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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.

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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.

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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.

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

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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.

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- 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 11<sup>th</sup> 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><b>?</b> Question Mark</p>	Write down the question the text raises for you next to the question mark.
<p><b>Circle</b></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. <b>goal</b> regarding its involvement in the Soviet-Afghan War.
<p><b>1, 2, 3</b> 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><b>Highlight</b> Highlight</p>	Highlight textual evidence that reveals the purpose behind a U.S. objective.
<p><b>M, P, S</b> 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><b>Underline</b> Key Vocabulary</p>	<p>Circle the following words when you encounter them in the text.</p> <ul style="list-style-type: none"> <li>• <u>Condemnation</u>: an expression of very strong disapproval</li> <li>• <u>Covert</u>: not openly acknowledged or displayed; secret</li> <li>• <u>Diplomacy</u>: the profession, activity, or skill of managing international relations, typically by a country's representatives abroad</li> <li>• <u>Exploit</u>: make full use of and derive benefit from (a resource)</li> <li>• <u>Imperialism</u>: a policy of extending a country's power and influence through diplomacy or military force</li> <li>• <u>Indigenous</u>: native</li> <li>• <u>Insurgency</u>: an active revolt or uprising</li> <li>• <u>Logistical</u>: relating to or involving organization and planning</li> <li>• <u>Policy</u>: a course of action chosen in order to guide people in making decisions</li> <li>• <u>Vulnerabilities</u>: open to attack or damage</li> <li>• <u>Subjugating</u>: bring under domination or control, especially by conquest</li> </ul> <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 11<sup>TH</sup> ORAL HISTORIES

Extension Activity 7

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

While the September 11<sup>th</sup> 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	
<b>Summary: What is the interview mostly about? Summarize the interview with key details.</b>		
<b>What memorable events does the interviewee recount? Why are these events important?</b>	<b>How does the interviewee feel about these events? How do you know?</b>	
<b>Overall Impact: How is the interviewee affected by the events of 9/11?</b>		

- 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 11<sup>th</sup> 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.

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

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- Foster Critical Thinking
- 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/>

<b>K:</b> What do you <i>know</i> about Ground Zero, the conditions at the site, and the effects of working there?	<b>W:</b> What do you <i>want</i> to know about Ground Zero, the conditions at the site, and the effects of working there?	<b>L:</b> 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 11<sup>th</sup> 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



# BUNDLE & SAVE!

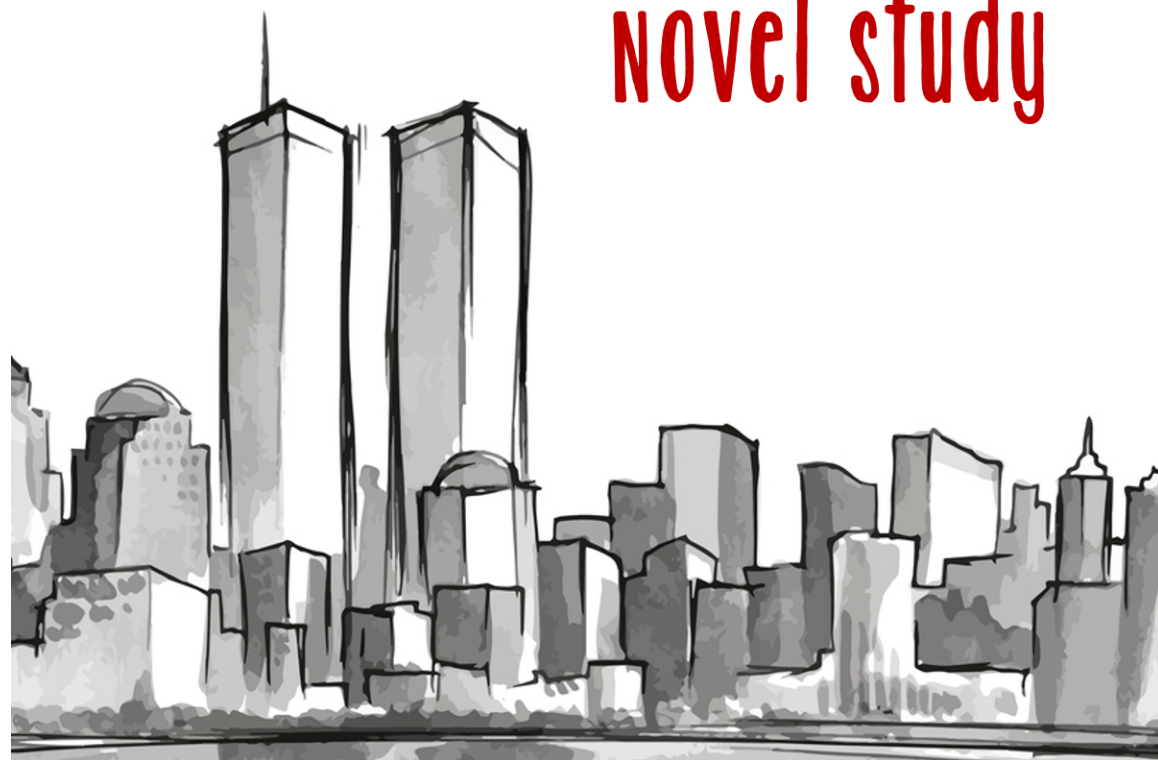
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This resource is part of a comprehensive unit on *Ground Zero*! Click the cover below to preview all the resources available.



## GROUND ZERO

novel study





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