

Remembering 9/11  
Building Tolerance

We the People

# Constitution Day

ACROSS THE COUNTRY ★ SEPTEMBER 17, 2011





EQUAL JUSTICE





## INTRODUCTION

On September 11, 2001, the United States suffered a coordinated terrorist attack. Four U.S. airliners were hijacked shortly after departure from Boston. Two of the aircraft were flown directly into the twin towers of the World Trade Center in New York City; both towers collapsed within hours. The destruction of the towers caused extensive damage to lower Manhattan, including the collapse of 7 World Trade Center. Meanwhile, the third plane was intentionally crashed into the Pentagon, and the fourth—believed to have been heading for Washington, D.C.—crashed in a field in Shanksville, Pennsylvania, after a struggle between the passengers and hijackers.

Thousands of people died that day: passengers, crewmembers, hijackers, workers in the buildings, persons on the ground, and scores of emergency workers. The aftermath was marked by terror, fear, and immense loss, but the hours and days that followed also included extraordinary acts of heroism, personal sacrifice, and a tremendous will to move forward.

This unit of five lessons, *Remembering 9/11: Building Tolerance*, serves to commemorate the events of September 11, 2001, by asking students to look not just at the events of that day, but of the following days and years.

By studying the format of a newspaper, students are able to explore fact versus opinion and compare reactions, views, and perceptions of the day from various parts of the United States and the world. By blending History and English-Language Arts, students not only learn about the parts of a newspaper and the functions of a news article, but also the importance of a free press in a democratic society. Students will discuss the need for and role of heroes (public and personal), identify unifying factors in a diverse society, analyze legal issues that have arisen as a result of the terrorist attacks, and much more.

Each lesson can be completed as an individual, independent lesson, separate from the unit. However, teaching the entire unit is far more enriching for students.

# LESSON 1

## PARTS AND FUNCTION OF A NEWSPAPER

### LESSON OVERVIEW

This lesson introduces students to the unit, but can easily be used as a stand-alone. The lesson begins by helping students identify the parts of a newspaper and its general function in society. The group activities allow for a discussion on the importance of a free press in a democratic society. An optional activity on court cases related to a free press has been included to deepen the discussion for older students.

### SUGGESTIONS FOR TEACHERS

**Grade Level**

5–8 (*Adaptable for grades 9–12*)

**Courses**

Language Arts, Math,  
Social Studies, Computers / Internet

**Time to Complete**

Approximately 45 minutes

### OBJECTIVES & KEY TERMS

**Objectives**

After completing this lesson, students will be able to

- identify the main parts of a newspaper,
- recognize the Five Ws and One H in a newspaper article, and
- discuss the importance of a free press in a democratic society.

**Key Terms**

- Five Ws and One H: Who, What, Where, When, Why, and How

### MATERIALS NEEDED

- Newspapers (*at least four different editions or publications*)
- Chart paper and markers
- Copies of the First Amendment to the U.S. Constitution

## LESSON PROCEDURE

### 1 Beginning the lesson

Begin the lesson with the following hypothetical: The mayor of your city announces that a new sports arena is going to be built. What questions do you ask? (Examples: Who will use the arena? What specific activities will be held there? Where will it be built? When will it be completed? How will construction of the arena be funded?)

### 2 The parts of a newspaper

Organize students into groups of four. Give each group a different newspaper. In the small groups, have students identify the sections of the newspaper. As a class, review the different sections, title roles, and vocabulary of a newspaper.

### 3 Identifying the Five Ws and One H

Choose an article from a current newspaper. Model for students how to recognize the writing style of the Five Ws and One H (Who, What, Where, When, Why, and How). Highlight the Five Ws on paper copies using a graphic organizer, or on an interactive white board, if available.

### 4 Working together

Working in their small groups, have students complete the following activity:

- a Choose an article in the newspaper, identify the Five Ws from the article, and list them on chart paper.
- b Answer the following questions:
  - i How does this style of writing help the reader?
  - ii What role does the newspaper play in our society?
  - iii What role would a free press play in a democratic society?
  - iv Where in the U.S. Constitution do you find protections for a free press? Why would the Constitution protect the press?

Allow the groups to share their work and responses.

## OPTIONAL ACTIVITIES

### 1 Freedom of the Press – A Look Back

Place the following quotation on the board or overhead projector:

*“In the first Amendment, the Founding Fathers gave the free press the protection it must have to fulfill its essential role in our democracy. The press was to serve the governed, not the governors. The Government’s power to censor the press was abolished so the press would forever remain free to censure the Government.”*

*Justice Hugo Black, concurring in **New York Times Company v. United States** (1971)*

What do you think Justice Black meant when he wrote these words?  
Would you agree with his sentiment? Why or why not?

### 2 Investigating the history of the free press in the United States

Divide the class into small groups. Assign each group one of the following cases. (The case list is neither exhaustive nor does it cover every aspect of a free press; however, these cases do relate to Justice Black’s quote and the basic concepts covered in the lesson.)

- a *The Trial of Peter Zenger* (1735)
- b *Near v. Minnesota* (1931)
- c *New York Times Company v. Sullivan* (1964)
- d *Brandenburg v. Ohio* (1969)
- e *New York Times Company v. United States* (1971)
- f *United States v. Progressive* (1979)

Ask each group to answer the following questions for their case.

- What is the background of the case?
- How was the case resolved?
- Explain the impact of this case on freedom of the press in the United States.

## OPTIONAL ACTIVITIES

### 3 War, Emergencies, and a Free Press

#### a Background

Share the following with students:

During wars and emergencies, free speech and free press frequently are curtailed. Government officials may seek to limit dissent or criticism in the name of national security. Early examples include the Alien and Sedition Acts of the 1790s and restrictions on expression imposed during the Civil War.

From World War I through the McCarthy era of the 1950s, state and national governments enacted laws punishing suspected anarchists, socialists, and communists for advocating overthrow of the U.S. government. Many people were prosecuted for violating the laws.

In 1969, the Supreme Court adopted an approach to free speech and press that was much more tolerant of provocative, inflammatory speech than past approaches. The court explained that its decision had

*“fashioned the principle that the constitutional guarantees of free speech and press do not permit a State to forbid or proscribe advocacy of the issue of force or of law violation except where such advocacy is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.”*

**Brandenburg v. Ohio (1969)**

Between 1969 and 2001, the Court heard very few cases involving the Brandenburg test. However, the 2001 terrorist attacks on the United States rekindled public debate about whether the Brandenburg test is too lenient in times of war and emergency.

#### b Discussion point

As a whole-class discussion or in small groups, ask students the following questions:

- Do you think that in times of war or emergency, the government should be able to place greater limitations on freedom of the press than other times? Why or why not?
- If you believe that the government should have this authority, what would constitute an “emergency”?
- What standard, if any, would you suggest be adopted?

\* Adapted from Lesson 29, We the People: The Citizen & the Constitution, Level 3

# LESSON 2

## POINTS OF VIEW – REACTIONS FROM AROUND THE COUNTRY AND AROUND THE WORLD

### LESSON OVERVIEW

This lesson helps students to identify point of view in a newspaper article. The activities help students recognize the need to use a variety of sources when seeking information, especially about significant events or political issues.

### SUGGESTIONS FOR TEACHERS

**Grade Level**

5–8

**Courses**

Social Studies, Language Arts, Computers/Internet

**Time to Complete**

One class period

### OBJECTIVES & KEY TERMS

**Objectives**

After completing this lesson, students will be able to

- distinguish between fact and opinion and
- identify a point of view in a newspaper article.

**Key Terms**

- emotionally charged words
- point of view

### MATERIALS NEEDED

Newspaper articles

### BEFORE THE LESSON

Choose age- and reading-level-appropriate articles from 9/11 and the days following from the list of sources provided. Be sure to choose articles from a variety of sources, both local and international.



## LESSON PROCEDURE

### 1 Beginning the lesson

Ask students to work through the following scenario:

During recess, you kick a soccer ball that accidentally hits a classmate in the leg. You, the child who got hit, and a “witness” are all asked to write reports of the incident. How might they be the same? How might they differ? What might cause these differences? How can the person reading the various reports come to a valid conclusion?

### 2 Modeling

Using either the article selected for the Five Ws in Lesson 1 or a new article, model for students how to identify a point of view.

- Identify the source.
- Identify the frame of reference: time, place, circumstances.
- Find the main idea: What is the main point that the writer, speaker, or artist is trying to make?
- Identify emotionally charged words.
- Identify points of view: How does the writer, speaker, or artist feel?

### 3 Group activity

Divide the class into groups of four. Provide each group with two articles you have selected in advance. Have each group identify the point of view for each article, following the steps modeled above.

### 4 Share the findings

Allow each group to share their articles and the points of view identified for each with the class. Chart the various localities or countries and publication dates of each article on the board as each group presents.

## LESSON PROCEDURE

### 5 Discussion

Engage the class in a discussion about the various points of view that surfaced in the articles. Use the chart as a springboard for the discussion. You may elect to ask the following questions to begin the discussion:

- a Looking at the chart, does the location where the newspaper was published or the date of publication seem to have an impact on the point of view held?
- b What similarities can be found among the articles?
- c What differences are most notable?
- d Why are different points of view important?
- e Under which circumstances would it be important to read a variety of sources?

## WEBSITES

### News from Across the United States on 9/11

<http://www.september11news.com/USANewspapers.htm>

### International Reaction to 9/11

<http://www.september11news.com/Internationallimages.htm>

### Washington Post Archives

<http://www.washingtonpost.com/wpdyn/content/linkset/2006/03/30/LI2006033000769.html>

### New York Magazine Archives

<http://nymag.com/news/articles/wtcl/>

### A 9/11 Digital Archive

<http://911digitalarchive.org/>

# LESSON 3

## PATRIOTIC SYMBOLS

### LESSON OVERVIEW

Students will identify and interpret national patriotic symbols and icons and how they represent democracy in this country. The lesson focuses on the ideals that are common to all as residents of the country. Creating their own symbols allows students to explore their beliefs about the United States and the ideals they hold for the nation. Students can identify a sentiment of patriotism in the use of these symbols.

### SUGGESTIONS FOR TEACHERS

**Grade Level**

5–8

**Courses**

Social Studies, Language Arts,  
Computers / Internet

**Time to Complete**

One class period

### OBJECTIVES & KEY TERMS

**Objectives**

After completing this lesson, students will be able to

- define *symbol* and *icon*,
- interpret the meaning of at least four symbols,
- recognize commonalities and unifying factors in a diverse society, and
- identify at least four unifying ideals of the United States.

**Key Terms**

- icon
- symbol

*(Include any symbols you choose. Here are some examples: bald eagle, flag, Liberty Bell, Lincoln Memorial, Mt. Rushmore, National Anthem, Statue of Liberty, U.S. Constitution, White House)*

### MATERIALS NEEDED

- Construction paper and markers
- Pictures of various symbols and icons of the United States

## BEFORE THE LESSON

Visit the website listed below (or a comparable source) and choose a variety of symbols associated with the United States.

Ben's Guide to U.S. Government for Kids

<http://bensguide.gpo.gov/3-5/symbol>

## LESSON PROCEDURE

### 1 Beginning the lesson

Ask students to define the word *symbol*. Write their definitions on the board. Ask students for various examples of symbols used in contemporary culture. Discuss why individuals, companies, and nations use symbols. Show students a U.S. dollar bill. What do the symbols on the dollar bill represent?

### 2 Working with American symbols

Organize students into groups of four. Each group will be given a different symbol or icon. For each symbol, ask the following questions:

- What is the symbol's name?
- What does the symbol represent?
- How does the symbol make you feel or think about the United States?

### 3 Characterizing the United States

Each group should share the information about their symbol. Then, as a class brainstorm, compose a list of characteristics that define the United States. Explore the students' vision of the United States.

### 4 New symbols

Reconfigure the groups and ask each new group to develop a new visual symbol for the United States. The drawing must include the reason why this is a fitting symbol for the country. After sharing their design with the class, place the new symbols on display in the classroom.

# LESSON 4

## TODAY'S HERO

### LESSON OVERVIEW

Children frequently hear the word *hero* used today, but what does it mean to be a hero? This lesson asks students to explore the concept and characteristics of heroism and to look for those qualities in the people around them and in themselves. This lesson includes an activity for children in grades K–3. The lesson can be adapted for use with these grades.

### SUGGESTIONS FOR TEACHERS

**Grade Level**

Grades K–8

**Courses**

Social Studies, Language Arts,  
Computers / Internet

**Time to Complete**

One class period

### OBJECTIVES & KEY TERMS

**Objectives**

After completing this lesson, students will be able to identify the characteristics of a hero, whether a famous figure or personal hero.

**Key Terms**

- characteristic
- hero

### MATERIALS NEEDED

- Construction paper
- Crayons, markers
- Scissors
- Picture frame: 8"×10" (without backing or glass)



## LESSON PROCEDURE

### 1 Beginning the lesson

Begin by asking children to create dictionary entries for the word *hero*. Review the different parts of an entry—the word divided into syllables, pronunciation, part of speech, and definition—and have students include these components. After they share what they've written with the class, record a class definition for display. Refer to this definition to help students identify heroes in their own lives, in history, and literature. Remind them that they each may have many heroes. Make a list of the various characteristics of a hero as the students share their responses.

### 2 Characteristics of a hero

Based on the grade level of the students, complete one of the following activities.

#### a Hero Sandwich (K–3)

What characteristics make up a hero? Pose this question to your students and list their responses on a chart. First, have them cut out construction paper "bread slices." Then ask each student to cut out a few construction paper sandwich fillings (such as meat, cheese, lettuce, and tomato). Have them label each with one characteristic of a hero, using the chart you've created as a reference. Stack and staple the fillings between the bread to make booklets. Invite students to share and compare their booklets to discover that heroes can exhibit any combination of heroic qualities.

#### b Personal Heroes (4–8)

To help children recognize heroes among the people in their own lives, ask them to think about family members, friends, neighbors, teachers, coaches, and so on. Do they have special admiration for any of these people? What qualities do they admire? Why? Record their responses on the board or chart paper. Give children time to consider these questions, then have them write a paragraph about their personal hero.

### 3 Historical heroes

Looking at the list of characteristics the students have developed, ask them to identify persons they would consider to be heroes in American history and why. Lead students in naming some living heroes, such as a president or other public figure, or historical heroes, such as Johnny Appleseed or the Mayflower pilgrims who set sail in September 1620. As the discussion evolves, challenge children to think of other living and historical heroes they might identify.

## LESSON PROCEDURE

### **4 Reflecting on 9/11**

Ask students to think about some of the articles they have read while studying this unit. Who were some of the heroes of 9/11? How did they represent the characteristics listed earlier in this lesson?

### **5 Hero Hall of Fame (optional)**

Students can honor their living and historical heroes with portraits in a class "hall" of fame. Have students create portraits of their favorite heroes using crayons, markers, colored pencils, paint, and craft items such as yarn, fabric, buttons, wallpaper, newspaper, and so on. Display the portraits under a "Hero Hall of Fame" banner, with students taking turns as tour guide.

### **6 Concluding the Lesson: The hero in me**

Give students an opportunity to think about times in their own lives when they faced a challenge in order to help someone. Bring in an empty picture frame (at least 8"×10") and remove the glass and backing. Seat students in a circle and pass the frame around. Encourage each student to look through the frame and describe how he or she went out of their way to come to someone's aid. For example, "I was helpful when I made friends with the new kid," or "I was helpful when John fell off his bike and I brought him to the nurse." Once everyone has had a turn, have classmates describe helpful qualities about each child in the frame. Depending on the grade, this activity can be extended into a writing or art activity.

## OPTIONAL ACTIVITIES

### 1 Superhero comic strip (3–8)

- ❑ Ask students to describe their favorite superheroes and why they admire them. What is the difference between a superhero and a hero?
- ❑ Tell students to imagine that they have been asked to create a new superhero for a comic strip. What would that superhero look like? What special powers might he or she have?
- ❑ Organize students into small groups to work together to create their own superhero and write a four- to five-panel comic strip for their new character.
- ❑ Groups work together to develop their superhero character and comic strip. Students may bring superhero comics to class for reference. If Internet access is available, you might have students consult the Superhero Cartoon Database (<http://superhero.pazzaz.com/>) and The Superhero Dictionary (<http://shdictionary.tripod.com/>) for visual references and background information.
- ❑ Have students share their superhero comic strips in class.
- ❑ Consider collecting the comic strips and binding them together to create a superhero comic book.

### 2 Community hero

Lesson four shows how anyone can be a hero in many different ways.

As a class, decide to “be the hero” for a local group or individual.

Brainstorm what some of the local issues are that face the community, the school itself, or even a specific individual.

- ❑ Decide what impact you want to make on the community through your project.
- ❑ Create short-term and long-term goals.
- ❑ Develop a method to measure the impact of your project. How will you know if your project is successful? Surveys are a great tool and can provide time for some math activities.

## OPTIONAL ACTIVITIES

- ❑ Develop a timeline for your project.
- ❑ Determine individuals and groups to contact for assistance in achieving your goals.
- ❑ Determine roles and responsibilities for individuals and partner organizations.
- ❑ Share what you've done and learned either in the school newspaper, a bulletin board, local paper, class website, or other source.

# LESSON 5

## CREATING A NEWSPAPER

### REMEMBERING 9/11: BUILDING TOLERANCE

#### LESSON OVERVIEW

Students will be able to create their own newspaper incorporating all the lessons in the unit. The theme of the paper will be “Remembering 9/11.”

#### SUGGESTIONS FOR TEACHERS

**Grade Level**

Grades 5–8

**Courses**

Language Arts, Math, Social Studies,  
Computers / Internet

**Time to Complete**

Two class periods

#### OBJECTIVES & KEY TERMS

**Objectives**

After completing this lesson, students will be able to

- identify the parts of a newspaper,
- discuss the events of 9/11 from a historical perspective and a human interest perspective,
- compare and contrast the climate surrounding the attacks in 2001 and today, ten years later,
- identify at least two major legal issues that arose as a result of 9/11, and
- describe at least three ways in which life in the United States has changed since 9/11.

**Key Terms**

Review all previous key terms



## LESSON PROCEDURE

### **1 Beginning the lesson**

Show students a current newspaper. Ask them which stories they would report on if they were responsible for the news that day. Revisit the parts of a newspaper. Inform students that they will be creating their own newspaper, a 9/11 Anniversary Edition.

### **2 Looking back on the unit**

Review with students the writing style of the Five Ws and One H, point of view, heroes, symbols, etc. Discuss with the students all the concepts and ideas they have covered in this unit on remembering 9/11, including the articles on the attacks and their aftermath. Be sure to point out the various legal issues that have arisen.

### **3 Assignment desk**

Divide the class into small groups. Each group should choose (or you can assign) a section of the newspaper to populate. Help the groups decide the articles or type of segment they wish to create. One of the groups should be the design group, which puts the paper together. While the other groups are creating their segments, this group should be working on the paper's layout design. Give the students both in-class and homework time to complete their assignments.

### **4 Hot off the press**

Once the groups have completed their work, build the newspaper and print it. Depending on the equipment available, the paper can be completed by hand, on a computer, or on a wiki site.

## ONLINE RESOURCES

### **Newspaper Articles on 9/11**

*<http://www.september11news.com/>*

### **Newspaper and Magazine Headlines and Covers from 9/11**

*<http://americanhistory.si.edu/september11/collection/record.asp?ID=136>*

### **Sept. 11 Digital Archive**

*<http://911digitalarchive.org/>*

### **Quotes on 9/11**

*<http://www.foxnews.com/story/0,2933,62173,00.html>*

### **Images from Ground Zero**

*<http://www.911exhibit.com/>*

Within a few days of the September 11, 2001, attack on the World Trade Center in Lower Manhattan, the Museum of the City of New York engaged the noted photographer Joel Meyerowitz to create an archive of the destruction and recovery at Ground Zero and the immediate neighborhood.

### **Library of Congress Archives**

*<http://www.loc.gov/exhibits/911/>*

## CREDITS

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