September 11th
Grade 5
Social Studies

By Susan Rosinski
Pennsylvania Teaching Standards

1.4.6 B Reading, Writing, Speaking, and Listening
   • Write multi-paragraph informational pieces (e.g., letters, reports, essays, articles, interviews.)

9.2.5 Arts and Humanities
   • Identify, explain and analyze traditions as they relate to works in the arts (e.g., oral histories- poetry, work songs- blue grass).

8.1.5 C History
   • Identify and describe primary sources.

Duration of lesson

The estimated time period for the lesson will be about a week. The first day students will focus on viewing quotes from witnesses and creating questions for an interview. After the questions are over looked by the teacher, the students will have two days to conduct their interview with the person of their choice. By the fourth day, students will have class time to gather all information in a presentation form. The fifth day students will present what they learned in their interview.

Materials

- Video of the 9-11 attacks
- Teacher made handout of witnesses’ accounts
- Paper and pencil
- Rubric for assessment
Inquiry-Based Learning Model

I will use an Inquiry-Based Learning Model with the following components: Ask, Investigate, Create, Discuss, and Reflect.

**Ask** – The teacher will ask the students if they have ever conducted an interview. Then he or she will ask what they remember about the terrorists' attacks on September 11th.

**Investigate** – Teacher will create a hand out of different quotes from witnesses of the attacks, where students will get a glimpse of September 11th.

**Create** – Using the handouts made by the teacher, students will create questions for their interview from what they have read. Teacher will examine questions before students are sent off to interview. Students will interview person of their choice, someone who remembers the events of 9-11.

**Discuss** – Students will gather all of interview information (answers) and put together a presentation to present to class. Students may do a pre-presentation to a partner before presentation day.

**Reflect** – Students will present their interviews to class. They will explain what they have gotten from this assignment, what they have learned that they did not know, and how oral history can help them in the future.
Descriptive Walk Through

**INTRO** – The teacher will begin this unit by showing some clips on the T.V. from September 11th. The students were only about 1 or 2 years old in 2001, so most of them do not recall the events of that day. The video is about 25 minutes long. After viewing the video, teacher will ask students’ opinions about that day.

**ASK** – The teacher will ask several questions to gain information about students' knowledge on some different subjects. First, after hearing the opinions of the video, students will be asked what they may remember about that day whether it was seeing something in the video or hearing a parent/adult talk about it. Next the teacher will ask if anyone has ever heard of the term “oral history”. If not, teacher will give clues such as breaking the term in half, asking what oral means and then asking what history means. Students will be able to put together the meaning of “oral history”. Teacher will explain that this lesson is going to revolve around that term because they will be conducting an oral history interview about the events taken place on September 11th.

**INVESTIGATE** – The teacher will have a teacher-created handout that has different excerpts from witnesses of the Twin Towers being attacked. Students will read this handout, individually, and brainstorm. As they are reading, and after reading, they will brainstorm what types of questions they will want to ask in their interview. Reading the stories from real people who were there in New York or
Pennsylvania will hopefully help them to relate to the feelings of those individuals. This will create a greater sense of the atmosphere of September 11th.

CREATE – After reading and gathering information from the oral history resources of September 11th, students will now put their ideas on paper. Students will create a list of at least 15 different questions for their interview. Each question must relate to the attacks, even if the interviewee was not actually physically there. Some of the students’ questions may be the same as someone else’s. It all depends on what they got from reading the witnesses stories and how it intrigued their mind. Students will then hand in questions for teacher to review before they start their interviews. The teacher will give the students their questions back the next day, where they will have two days to complete their interviews.

Discuss – On the third day of the unit, students will bring their information back from the interview and have class time to look over everything and write a little presentation for the class explaining what they have learned from this experience and how conducting an interview with someone who recollects 9-11 (oral history) helped them understand better. With a partner, students will do a pre-presentation, where their peer may give them advice on their presentation and vice versa.

Reflect – On the last day of the unit, students will present their piece on their interview to the rest of the class. Students are to reflect on how interviewing someone helped them better to understand the attacks, since they were not old enough to remember themselves.
Assessment of Activity

For the assessment, the students will present to the class what they have learned in the experiment (see “Reflect” in Descriptive Walk Through).

Rubric

30 points will be received if all pieces of assignment are correct

- 1 pt. for each precise interview question (15 in all)
- 5 pts. for participation
- 10 pts. for complete and understandable presentation
  2 - talks about the interview,
  2 - how it helped them understand the events
  2 - how oral history can help you understand more and why
  2 - how the United States is different/stronger now
  2 – their favorite part of this assignment and why