

Global Voices Information Sheet

September 11 ten years later



The World Trade Center towers pictured on September 11, 2001

Background Info

- On September 23, 2001, then U.S. President Bush signed Executive Order (EO) 13224, declaring a state of national emergency after the World Trade Center attacks. The EO was designed to stop money from getting to designated terrorist groups. It also prevented humanitarian aid distribution to regions where the President thought it might hurt his ability to face the national emergency. At the time, some charities were shut down.
- The Horn of Africa is currently experiencing the region's worst drought in over 60 years, and famine has been declared in Somalia. Millions of people are in desperate need of food.
- Provisions have been made in U.S. law, but the EO is still making it difficult for non-profits to work in Somalia.
- Parts of Somalia are controlled by Al-Shabaab, a terrorist group known to steal food aid and sell it for money. There is still confusion among charities working in Somalia as to whether or not they can be held responsible for the actions of Al-Shabaab.

Key terms

- **Terrorism**—violent acts which are intended to create fear, sometimes for the sake of political gain.
- **War on Terror**—a military campaign launched by international governments, led by the United States, with the purpose of attacking Al-Qaeda and eliminating them.
- **Al-Qaeda**—a multinational terrorist group that has claimed responsibility for military and civilian attacks around the world, including those of September 11, 2001.
- **Al-Shabaab**—a terrorist group fighting to overthrow the government of Somalia.
- **Compassion**—a deep awareness of another's suffering coupled with the desire to relieve it.
- **Humanitarian aid (or aid)**—material assistance provided to save lives and alleviate human suffering.
- **Dadaab**—The world's largest refugee camp, now home to 400,000 refugees, including Somalis who fled famine in recent months. It is located in Kenya, Africa.

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections:

- Themes: 9/11, Dadaab, drought, terrorism, tragedy, compassion, emotional response, giving back
- Course Connections: The Arts, Language, Social Studies, History and Geography

Materials:

- Chart paper or blackboard
- Global Voices column
- Newspapers and magazines
- Computers and internet
- Paper and drawing utensils

Specific Expectations and Learning Goals:

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Reading Comprehension:

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary.

- iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
- c. Reading steps:
 - i. Go around the circle and have each student read a section of the column to the class, so that each student gets a turn to read.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
- d. Post reading steps:
 - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.

Knowledge and Understanding:

1. Discussing the Global Voices Column (estimated time: 10 minutes)
 - a. Ask students the following suggested questions about the column:
 - i. What happened on September 11, 2001?
 - ii. What events took place on that day?
 - iii. What emotions do you feel when you think about this day?
 - iv. How did the world react to the events of September 11th?
 - v. What was the motive behind these attacks?
 - vi. What were Craig's observations on the day of the attacks?
 - vii. What is Dadaab?
 - viii. What is a drought? How does this affect the people involved?
 - ix. How do the events of September 11 relate to the situation in Dadaab?
 - x. What is the message Craig is trying to put across in this column?
 - b. Conclude this discussion by clarifying any additional questions students have on the column and the events of 9/11.

Thinking:

2. Where Were You? (estimated time: 30 minutes)
 - a. Ask students to think back to the day of September 11, 2001 and recall where they were when the attacks occurred.
Teacher Note: For younger students, ask them to recall the first time they learned about the attacks on September 11, 2001.
 - b. Encourage students to share their experiences on this day, explaining their reaction and the reactions of the people around them.
 - c. Thinking back to this day, ask students to draw a picture representing where they were in this moment, as well as the emotions, reactions and attitudes they witnessed at that time. Encourage students to use creative illustrations and colours to represent these components.
 - d. Distribute paper and drawing utensils and let students begin their pictures.
 - e. Display completed pictures around the classroom.

Communication:

1. Remembering 9/11 (estimated time: 45 minutes)
 - a. In the Global Voices column, Craig discusses the outpouring of compassion that occurred following the tragic event. Ask students to search through the column and find evidence of this compassion.
 - b. Next, ask students to discuss the reasons why they feel tragedy can sometimes bring out the best in people and cause them to reach out in compassionate ways.
 - c. To follow suit with the theme of compassion, explain to students that they are going to create a presentation for the school in remembrance of 9/11.
 - d. Provide students with the following questions to help them determine what their presentation will look like:

- i. What are some of the most important points about 9/11 that their presentation should include?
- ii. What would you like your peers to remember about that day?
- iii. What message would you like to spread?
- iv. How would you like to honor and remember the victims who lost their lives on that day?
- v. How would you like to do this presentation? What is the best form of communication? (e.g.: speech using Power Point, a skit, etc.)
- vi. What would you like to ask of your peers during this remembrance?
- e. Once students have answered all of the above questions and determined the goals of their presentation, ask students to begin planning.
- f. When planning is complete, execute the presentation in front of the school.

Application:

1. Post 9/11 (estimated time: 30 minutes)
 - a. With the 10 year anniversary of 9/11 upon us, this will be an active topic in the media.
 - b. Ask students to use the sources available to them in the classroom such as newspapers and the internet, in search of evidence of changes that have happened around the world since 9/11. (e.g.: students may come across new protocol in airports and security measures that were put in place as a result of 9/11).
 - c. When students find examples of these changes, ask them to discuss their findings with a partner.
 - d. When this is complete, bring the class back together and ask students to share what they have found. At this time, clarify any questions students may have about these changes.

Additional Resources:

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – www.freethechildren.com

We Day – www.weday.com

TIME Photo Essay of 9/11 - <http://www.time.com/time/photogallery/0,29307,1660644,00.html>