

## 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 Secondary 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, Canadian and World Studies, English, Science, Social Sciences and Humanities.

### Materials:

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

### 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. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
  - a. Read the Global Voices column with your students using the following suggested structure.
  - b. Pre reading steps:
    - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
  - c. Reading steps:

- i. Read: students must read the text independently, highlighting important points throughout the column.
- ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.
- iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
- d. Post reading discussion:
  - i. What are the main points of the column?
  - ii. What emotions did this column evoke in you?
  - iii. What problem is identified in the column?
  - iv. What questions do you have about the column?

### 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 11<sup>th</sup>?
    - 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:

1. 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. Recalling 9/11, ask students to write a creative writing piece about the events that occurred when they found out about the attacks, including the emotions, reactions and attitudes they witnessed at that time.. Encourage students to use creative language and a detailed plot.
  - d. When stories are complete, have students pass them in for grading.

### Communication:

1. Bringing Awareness to Dadaab (estimated time: 45 minutes)
  - a. In the Global Voices column, Craig relates the events of 9/11 to those currently happening in Dadaab. Ask students to explain this relationship.
  - b. Ask students to explain the current situation in Dadaab, how it came to be and how and why people are suffering.
  - c. Explain to students that it is important that they shed light on the situation in Dadaab so others can be aware and reach out and help in any way they can.
  - d. Tell students they are going to create a display about Dadaab and the drought in East Africa in the school. Explain to students that the display must include the following information:
    - i. An explanation of the current state of East Africa.
    - ii. Background information about the drought.

- iii. Explanation of Dadaab and situation there.
- iv. Struggles of the people.
- v. Ways they can reach out and help.
- e. Ask students to discuss how they would like to represent all of this information.
- f. Allow students to search for relevant information, pictures and text they would like to include in their display.
- g. When they have gathered all the necessary materials, allow them to begin putting the display together.
- h. When the display is complete, encourage students to reflect on their work and discuss the emotions they hope this display will evoke in their schoolmates.

### Application:

1. Post 9/11 (estimated time)
  - 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 resources available to them in the classroom such as newspapers and the internet, to explore media outlets for 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 write a reflection outlining the following information:
    - i. What protocols were in place before 9/11?
    - ii. What changes were made?
    - iii. Why were these changes made?
    - iv. Are these changes helpful or oppressive?
  - d. When reflections are complete, ask students to hand them in for grading.

### 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](http://www.freethechildren.com)

We Day – [www.weday.com](http://www.weday.com)

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