

MISINFORMATION IN U.S. HISTORY

GRADE LEVEL

5-6

ESTIMATED TIME

50m



OVERVIEW

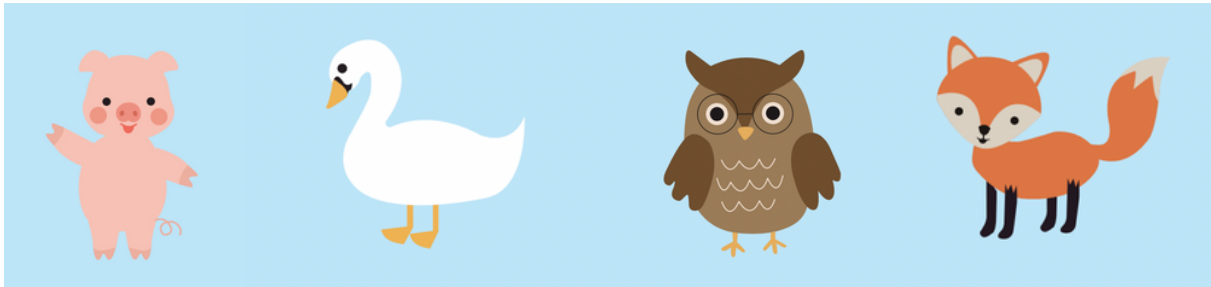
The goal of this lesson is to teach the history of 9/11 in a way that is historically accurate and culturally responsive. There is a lot of misinformation about 9/11 and students must rely on true information to form their opinions. This lesson sheds light on the facts and stories from those who experienced it themselves.

RESOURCES AND PREPARATION

Materials:

The New York Times Bulletin, The Reckoning: America and the World After 9/11.

- Each of the articles corresponds to a theme that students will present as part of a class presentation in Activity 2.



OBJECTIVES

- Students will be able to explain the historical context leading up to and following the September 11th terrorist attack.
- Students will demonstrate an understanding of how September 11th shaped American history and how Muslim Americans have been impacted by harmful stereotypes about Islam.

LESSON PROCEDURE

Part 1: Assessing Prior Knowledge

1. The instructor will create a T-chart on the board with three columns labeled “Things I know,” “Things I think I know,” and “Things I don’t know.”
 2. Students will raise their hands and provide answers about what they do and do not know about 9/11
 3. The instructor will answer questions, clarify facts, provide background information and historical context, as well as address everything in the "Things I don't know" column
- The rationale for this activity is that many students who learn about 9/11 today were not alive to experience that day. It is important for the instructor to counter false and misleading statements about the attack prior to beginning the lesson.
 - Guiding Questions:
 - What is the historical context of 9/11?
 - What happened on 9/11?
 - How did 9/11 change American life?
 - How did 9/11 impact Muslim communities in the United States?

Part 2: Group Work

1. In groups of 2-3, assign each group to read one of the nine thematic areas from the New York Times Bulletin, The Reckoning: America and the World After 9/11.
2. As a group, students will read the article, discuss the content and come up with a summary of the article to share with the class
3. Each group will summarize their article to the rest of the class, share what they learned and how it connects to the larger historical context of the September 11th terrorist attacks.

STUDENT ASSESSMENT/REFLECTIONS

- After the presentations, the instructor will lead a discussion about what they learned. Students will have the opportunity to ask any questions that they have after the lesson.
- Instructors should assess students based on the quality of their class presentations.