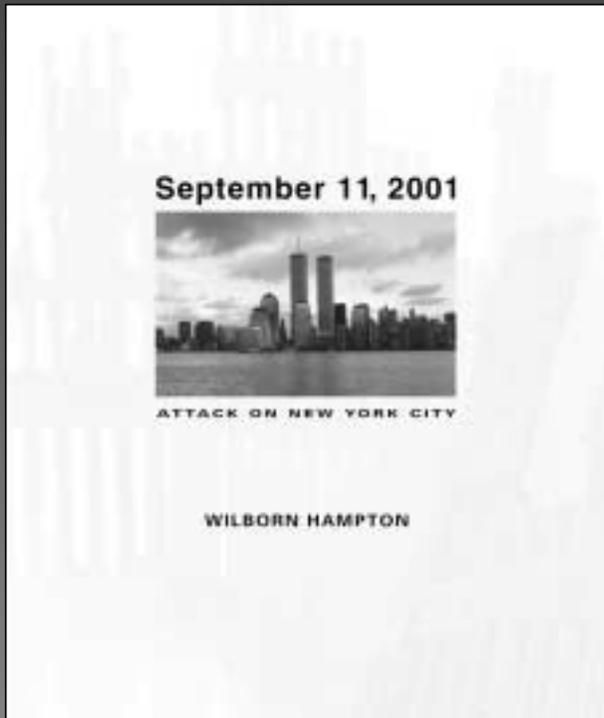


TEACHER'S GUIDE



September 11, 2001

Attack on New York City

BY WILBORN HAMPTON



ISBN: 0-7636-1949-3 • \$17.99 (\$25.99 Can)
160 pages • Grade 7 and up • Age 12 and up
54 black and white photographs

Overview:

Teachers may use Wilborn Hampton's *September 11, 2001: Attack on New York City* to address the terrorist attacks that occurred on 9/11 from the point of view of those who lived through them, as well as to explore what is currently happening as a result. Although this accessible book is appropriate for secondary students, grades 7–12, teachers will want to be sensitive to the emotional responses some students may have to its content. Teachers may adapt any of the following lessons to fit the needs of their students and the time they have available. *September 11, 2001* may be used in any social studies class at any time of year, although it is especially timely in early September. It is an excellent way to introduce any course and to highlight the importance and relevance of course content.

Teachers of the following subjects may wish to focus on the following aspects of the September 11 attacks as their students read and discuss Hampton's book.

U.S. History: significance of 9/11 in American history; comparisons to Pearl Harbor and other major events

Civics / U.S. Government: role of the government in responding to terrorism; conflict of security and freedom; use of military force in response to terrorist threats or actions

World History: worldwide historical comparisons and implications

Social Sciences: coping with terrorism and loss, individually and as a society

Philosophy: ethical issues, imperatives, and decision-making

Economics: costs of 9/11 and impact on the economy, costs of the "war on terrorism," the national budget and deficit spending

Discussion Questions:

The following questions may be used to discuss the book with students or as writing prompts before, during, or after reading.

1. What surprised you as you read? What emotions did you feel as you read?
2. What questions did the book raise for you? What questions did it answer?
3. Where were you on September 11? What do you remember about that day?
4. How did you feel about the September 11 attacks when they occurred? How do you feel about them now?
5. What do you have in common with those whose stories are told in the book?
6. Why do you think the author includes so many details about the people in the book (such as their backgrounds and the routines of their daily lives)?
7. Why do you think the author believes the story of September 11 must be told through the stories of those who experienced the attacks firsthand? How does this kind of firsthand information differ from statistics or news reports?
8. Has your life changed noticeably as a result of September 11?
9. As a nation, what lessons can Americans learn from September 11?
10. What should the United States do to prepare for or prevent terrorist attacks in the future?

Lesson Ideas:

1. Jigsaw

Divide your class into groups of seven (or fewer). Write each of the following names from the book on an index card and have each student in each group draw one of the cards. (Note: It is not necessary that all of the cards be drawn within a

group, but it is important that each group member has a different name.)

Bob Fox	Ladder Company 6
Mayor Giuliani	Mac LaFollette
Wilborn Hampton	Omar Rivera
Jim Kenworthy	

Tell your students that they will present the story of their selected person to the rest of their group. If students have already read the entire book, give them time to look back at the relevant parts of the book in order to prepare to present. If students have not yet read the book and you are short on time, have your students read only the parts of the book about their assigned persons (as well as the Introduction and Epilogue) for class the following day. Next, have your students share the following information with the rest of their group members.

- Who was this person? What did you learn about his daily life and what was important to him?
- What important or difficult decisions did he have to make on 9/11? How did he make these decisions? Would you consider these actions heroic?
- How has 9/11 affected or changed his life?
- Why do you think the author selected this person for the book?
- What does this person's story tell us about what happened on 9/11?

Once all the students have shared, have them draw some conclusions as a group about what people faced on 9/11, what was most important to them on that day, and how they responded and made decisions in the face of danger and uncertainty.

2. Role of government

What is the appropriate role of the government in response to a major threat, crisis, or attack, such as that of 9/11? Discuss with your students. Ask them to talk about the actions of firefighters, police officers, rescue workers, teachers, medical personnel, and elected officials such as Mayor Giuliani, as described in September 11, 2001.

Note that firefighters ran into the World Trade Center buildings with little hope of putting out the fires and patiently tried to evacuate as many people as possible. And as Hampton reports, Mayor Giuliani worked tirelessly and patiently and “by word and example . . . almost single-handedly grabbed New York City by its lapels and dragged it back to its feet.” Federal officials searched for who was responsible for the attacks, and once the connection to Al Qaeda was found, launched an attack on Afghanistan and the ruling Taliban regime that had supported the terrorist attackers.

Next, ask your students what they think is the appropriate role of the government in response to terrorism, and to support their views with research. Supports may include historical precedents, U.S. laws and policies, public opinion, and political ideology. Then ask students to analyze the U.S. government’s response to 9/11 based on their answers. Students may present their positions and research in written form, in small group discussions, or through a class debate.

You may wish to conclude or extend this lesson with a discussion of the justifiable use of force by a government in response to direct attack or the presumed threat of attack, and how a government should protect its citizens while still allowing for their freedom.

3. Historical comparisons

Ask your students what historical comparisons they can make to 9/11, “the worst attack in [U.S.] history.” For example, how can we compare 9/11 to the attack on Pearl Harbor? Hiroshima? How can we compare the motives and identities of the attackers, the numbers lost, the targets of the attacks, and the military response of the U.S. to the attacks?

Have your students select an event such as Pearl Harbor and list comparisons with 9/11, using their own knowledge and readily available sources such as their textbooks. Next, have them read firsthand accounts of the events they selected. Students might interview older persons who lived through or remember the events selected. Or they might

read and consider the firsthand accounts of reporters who covered major historical events. Two such accounts are Wilborn Hampton’s *Kennedy Assassinated! The World Mourns* [Candlewick Press, 0-7636-1564-1] and *Meltdown: A Race Against Nuclear Disaster at Three Mile Island* [Candlewick Press, 0-7636-0715-0].

Finally, have students report (either orally or in writing) what they learned from firsthand accounts that they could not have learned from statistics or the historical accounts in their textbooks.

4. Role of media

What is the role of the media in a time of national crisis or military conflict? What are the responsibilities of individual journalists? Are there any reasonable limitations on what should be reported? Under what conditions should the media investigate and even criticize the actions of government officials? Have your students discuss, debate, research, and respond to these important questions. You may wish to have your students read the firsthand reports of journalists who have covered important events in U.S. history. Examples include Wilborn Hampton’s *Kennedy Assassinated! The World Mourns* and *Meltdown: A Race Against Nuclear Disaster at Three Mile Island*.

Next, ask your students to analyze the media coverage of 9/11 and its aftermath. Have them consider the round-the-clock coverage that followed immediately, as well as the more recent coverage of the war in Afghanistan, the reports from embedded journalists in Iraq, and coverage of the federal government’s response to the terrorist threat. Students may report orally or in writing.

5. Aftermath

What have been the results and aftermath of 9/11? Ask your students to refer to the last two chapters of *September 11, 2001* (“The Aftermath” and “Epilogue”) and think about what they know from current events. Work with your students to make a list of results/aftermath that includes cleanup and rebuilding at the attack sites, new security measures at airports and other locations,

the creation of a Department of Homeland Security, economic downturn, the “war on terrorism,” war in Afghanistan, and even U.S. relations with the U.N. and war in Iraq. Divide your students into groups and have each group research one of the items on your list. Why and how has it occurred? How is it connected to the attacks on 9/11 (and in the case of Iraq, is the connection justifiable)? What does it mean for average Americans? Have each group present their findings to the rest of the class. Conclude by asking your students to predict how historians will write about September 11 a century after the event. You may even wish to have your students try writing such an account, based on their predictions. Will they include statistics? Firsthand accounts?

Extension Idea:

Have your students write and create a September 11 book for your school or local area. First, ask your students to interview people about what happened to them on that day, and then write their stories. Then have students select the stories they think are representative of that horrible day in their area. Students may then edit these and put them together in a book, complete with photos, if possible. The book may be “published” and made available to others in your school community through the main office or school library.

Standards:

NCSS Thematic Strands:

- V. Individuals, Groups and Institutions
- VI. Power, Authority and Governance
- VIII. Science, Technology and Society
- IX. Global Connections
- X. Civic Ideals and Practices

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About Wilborn Hampton

Wilborn Hampton was a reporter for U.P.I. from 1963 to 1979, covering events that he later wrote about in the books *Kennedy Assassinated! The World Mourns: A Reporter’s Story* and *Meltdown: A Race Against Nuclear Disaster at Three Mile Island*. Since 1979, Wilborn Hampton has worked at *The New York Times* as a theater and book critic, and most recently as an editor on the foreign news desk.

Although he did not cover the attacks of September 11, 2001, he undertook to write the story of that awful day because he felt that “no single event since the attack on Pearl Harbor has so traumatized and galvanized the American People. It seemed important, especially for younger readers who may have questions about what happened in years to come, to try to put on paper an account of what took place in New York City that day. And the only way to begin to understand the horror of what occurred on September 11 was to recount it through the eyes of those who experienced it firsthand.”