

Lesson Plan Patriot Day  
Grades 9-10



WE WILL NEVER FORGET  
9/11/2001



# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 9 <sup>th</sup> & 10 <sup>th</sup>	Lesson: Patriot Day, September 11

<p><b>OBJECTIVES:</b> CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Discussion Questions</li> <li><input type="checkbox"/> K-W-L</li> <li><input type="checkbox"/> Small Groups</li> <li><input type="checkbox"/> Large Group</li> </ul>
<p><b>MATERIALS:</b></p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; Copies of K-W-L Worksheet; Copies of President George W. Bush 9/11 Address to the Nation; Copies of the Rhetorical Analysis Worksheet; Copies of 9/11 Interview/Reflection Worksheets</p>
<p><b>Engage:</b> Hook the students</p>	<p>Explain to students: 9/11/2001 changed the political, economic, and social structures of communities around the globe, from individual families to entire countries. None of you were alive on that day, however, you live in a world that was profoundly impacted by the events of that day. We will look at the influence it has had on individuals, the United States, and the world. Students will fill in the first parts of the K-W-L worksheet. Play the following video clip, CBS News-9/11/01: The Towers are Hit <a href="https://youtu.be/9eTzV7HvKHU">https://youtu.be/9eTzV7HvKHU</a></p>
<p><b>Explore:</b> Students make sense of a concept through observations.</p>	<p>Students will read President George W. Bush's 9/11 Address to the Nation. Students will complete the Rhetorical Analysis Worksheet. Play the video: The Children of 9/11: Hope &amp; Healing 20 Years Later   This video interviews 4 children who were born after their fathers died during the September 11th terrorist attacks. <a href="https://youtu.be/AOQg4u9bFTs">https://youtu.be/AOQg4u9bFTs</a> Handout 9/11 Interview/Reflection Worksheets, assign a due date for this project. Students will complete the K-W-L Worksheet.</p>
<p><b>Explain:</b> Teacher introduces formal vocabulary and language to students.</p>	<p><b>ethos-</b> appeals to the writer's character. Ethos can also be thought of as the role of the writer in the argument, and how credible his/her argument is. <b>logos-</b>appeals to reason. Logos can also be thought of as the text of the argument, as well as how well a writer has argued his/her point. <b>pathos-</b> appeals to the emotions and the sympathetic imagination, as well as to beliefs and values. Pathos can also be thought of as the role of the audience in the argument.</p>
<p><b>Elaborate:</b> Students apply what they have learned.</p>	<p>Students will evaluate a speaker's point of view by analyzing primary source materials-videos and speeches. Students will complete the rhetorical analysis sheet, the 9/11 interview and reflection to gain an understanding of the impact of 9/11 on individuals and nations.</p>
<p><b>Evaluate:</b> assessment.</p>	<p>Teachers should choose which activities to use as formal/informal assessments.</p>
<p><b>Enrichment/Service-Learning Project</b></p>	<p>Presidents often ask Americans to serve people in their local communities as part of their official Proclamation for Patriot Day. Let students Brainstorm a way to serve in their local community-need ideas? See the last page of this lesson plan for some "Find a Way to Serve" suggestions. No act of kindness is ever too small a gesture!</p>

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## Patriot Day K-W-L

Name \_\_\_\_\_

**What I KNOW:**

**What I WANT to KNOW:**

**What I LEARNED:**

The graphic is a large number '111' composed of a chain of small circles. The first '1' is on the left, the second '1' is in the middle, and the third '1' is on the right. The top and bottom horizontal bars of the '111' are continuous across all three columns. The vertical bars of each '1' are also continuous. This graphic is intended to be used as a template for the K-W-L chart, with the text 'What I KNOW:', 'What I WANT to KNOW:', and 'What I LEARNED:' positioned above the respective columns.

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### President George Bush Address to the Nation September 11, 2001-8:30 pm

Good evening.

Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. The victims were in airplanes or in their offices: secretaries, businessmen and women, military and federal workers, moms and dads, friends, and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror. The pictures of airplanes flying into buildings, fires burning, huge -- huge structures collapsing have filled us with disbelief, terrible sadness, and a quiet, unyielding anger. These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong.

A great people has been moved to defend a great nation. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shatter steel, but they cannot dent the steel of American resolve. America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining. Today, our nation saw evil -- the very worst of human nature -- and we responded with the best of America. With the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could.

Immediately following the first attack, I implemented our government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington D.C. to help with local rescue efforts. Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks. The functions of our government continue without interruption. Federal agencies in Washington which had to be evacuated today are reopening for essential personnel tonight and will be open for business tomorrow. Our financial institutions remain strong, and the American economy will be open for business as well.

The search is underway for those who were behind these evil acts. I have directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them. I appreciate so very much the members of Congress who have joined me in strongly condemning these attacks. And on behalf of the American people, I thank the many world leaders who have called to offer their condolences and assistance. America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism.

Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. And I pray they will be comforted by a Power greater than any of us, spoken through the ages in Psalm 23:

*Even though I walk through the valley of the shadow of death, I fear no evil for you are with me.*

This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day, yet we go forward to defend freedom and all that is good and just in our world.

Thank you. Good night. And God Bless America.

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### **Rhetorical Analysis September 11, 2001, Address to the Nation By President George W. Bush**

1. How does President George W. Bush develop ethos in the speech?
2. Why is his use of ethos effective?
3. Explain why President George W. Bush's use of logos is effective in the speech.
4. Explain why President George W. Bush's use of pathos is particular effective in the speech.
5. Which rhetorical appeal is the most effective and why?
6. What is the purpose of the speech?
7. What is the tone of the speech?
8. How does the structure of the speech enhance its meaning?
9. What is George W. Bush's call to action at the end of the speech?
10. What is the purpose of the biblical allusion at the end of the speech?



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### Answer Key

## Rhetorical Analysis September 11, 2001, Address to the Nation By President George W. Bush

1. How does President George W. Bush develop ethos in the speech? **The speaker develops ethos in his speech in a few different ways: to begin with, he is the Commander-in-Chief during this time of crisis, so people will be looking to him for answers; additionally, he speaks to the people using words like “our” to show trustworthiness and oneness; finally, he addresses the members of Congress and this shows his status.**
2. Why is his use of ethos effective? **The speaker’s use of ethos is effective because he is able to unite the people of America, demonstrate his leadership over the country, and prove his trustworthiness. (Teachers may wish to discuss his approval rating post 9/11. This speaks to his ethos.)**
3. Explain why President George W. Bush’s use of logos is effective in the speech. **His use of logos is effective because he is confirming the events of the day. Furthermore, he provides logos when he updates the American people about the current status of the developing situation. During this time, people were eager for news, and his use of logos satisfies that need. The nation just experienced its worst terrorist attack, and it was already an emotional day.**
4. Explain why President George W. Bush’s use of pathos is particular effective in the speech. **This speech is littered with examples of pathos, and it was effective because people were still grieving the events of the day. The pathos made the speech more heart-felt, more real, and it captured the emotions of the day.**
5. Which rhetorical appeal is the most effective and why? **Answers will vary on this question. However, most students will likely answer pathos because of the emotional nature of the September 11 attacks.**
6. What is the purpose of the speech? **The purpose of the speech is to unite the American people, address a grieving nation, and inform the people about the current updates of the event.**
7. What is the tone of the speech? **President George W. Bush speaks with a saddened, solemn tone that appropriately addresses the mood of the tragedy and the with the resolve needed from the nation’s leader at this time.**
8. How does the structure of the speech enhance its meaning? **The structure of the speech enhances its meaning by first addressing the tragedy with an empathetic and heartfelt response, then by delivering the information that was vital for the American people to hear, and finally by calling for the people to come together to face this tragedy head on and to pray for the nation and the victims.**
9. What is George W. Bush’s call to action at the end of the speech? **The call to action at the end of the speech is to pray for the people who are grieving, the children whose worlds were shattered, and for everyone whose sense of safety and security was threatened. Finally, he calls on the American people to defend freedom and the good and just in the world.**
10. What is the purpose of the biblical allusion at the end of the speech? **The biblical allusion helps unite the country in a prayer, but it also reassures the American people that they will prevail.**

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Teacher:	Date:
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## 9/11 Interviews

Name: \_\_\_\_\_

**DIRECTIONS:** Your assignment is to Interview 2 people who were at least 10 years old on 9/11/2001. Record their answers on this sheet. Complete the Interview Reflection Worksheet.

**Adult #1 Name:** \_\_\_\_\_

**Relationship to student:** \_\_\_\_\_ **AGE on 9/11/2001** \_\_\_\_\_

1. Where were you on 9/11/2001 when you heard a plane had crashed into the World Trade Center?

\_\_\_\_\_

2. Where were you when you heard a 2nd plane crashed into the North Tower?

\_\_\_\_\_

3. What emotions did you feel when you found out the United States was under attack?

\_\_\_\_\_

\_\_\_\_\_

4. What is your most vivid memory from 9/11?

\_\_\_\_\_

\_\_\_\_\_

5. What changes if any, did you notice among people in the United States immediately following September 11?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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6. Is there anything special or interesting you do on 9/11 to observe Patriot Day?

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7. In your opinion, what is the most important thing young people, who have no memory of 9/11, need to know about the events on September 11?

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8. Please add any additional comments you would like to share about 9/11 here.

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**Thank you for allowing me to interview you for this project.**



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**Adult #2 Name:** \_\_\_\_\_

**Relationship to student:** \_\_\_\_\_ **AGE on 9/11/2001** \_\_\_\_\_

1. Where were you on 9/11/2001 when you heard a plane had crashed into the World Trade Center?

\_\_\_\_\_

2. Where were you when you heard a 2<sup>nd</sup> plane crashed into the North Tower?

\_\_\_\_\_

3. What emotions did you feel when you found out the United States was under attack?

\_\_\_\_\_

\_\_\_\_\_

4. What is your most vivid memory from 9/11?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What changes if any, did you notice among people in the United States immediately following September 11?

\_\_\_\_\_

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\_\_\_\_\_

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**Thank you for allowing me to interview you for this project.**

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**Name** \_\_\_\_\_

**9/11 Interview Reflection Worksheet**

Your reflection should be clearly written and well structured (introduction; body paragraphs; conclusion). It should consist of a summary and analysis of your interviews, especially the experiences of your interviewees relative to the events of 9/11.

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### Find a Way to Serve!!

- Form a school club whose focus is community service work. Organize it so it is sustainable, so future classes can participate.
- Volunteer to tutor students who need help with academic work or study skills.
- Read aloud to a person who is visually impaired.
- Organize a reading hour for children at your school or library.
- Make reading or math flashcards for elementary students.
- Set up a buddy system at your school for students with special needs.
- Coordinate with school resource officers to create a booklet that teaches young children how to stay safe at home while their parents are away.
- Collect shoes, eyeglasses, etc. for children in a third world country
- Create a cookbook to sell and donate profits to charity.
- Organize a food or clothing drive and donate the proceeds to a local charity.
- Organize a food drive for a local animal shelter.
- Volunteer at a local animal shelter.
- Help an elderly neighbor with yard work.
- Interview senior citizens and report on – personal histories, community, and stories of character.
- Make gift baskets and deliver to senior citizens or veterans in hospitals.
- Sing, perform a play, give a magic show, host a dance, or play an instrument for senior citizens.
- Become pen pals with residents of a local senior center.
- Help an elderly neighbor with their yard work.
- Work with senior citizens to create a "then and now" book on themes such as school, childhood games, work, recreation food, music, etc.
- Translate town pamphlets and flyers into other languages to help community members who do not speak English.
- Organize and host an event to help prepare students making the transition to (middle school or high school).
- Volunteer at your local public library once a week.
- Volunteer at a local soup kitchen or food bank.

[DoSomething.org](http://DoSomething.org) is the largest non-profit exclusively for young people and social change. Their digital platform activates millions of young people to create offline impact across the globe.