

September 11th Lesson Plan
Response to the Nation and World

Standards:

CCSS.ELA-LITERACY.RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.6 -Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.SL.8.2- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Driving Questions for the Unit:

- How can one event impact and / or unite a nation or community?
- What three words would you choose to describe a leader and why?

Objectives:

- Students will read and respond to the opening quote by John Kerry.
- Students will examine the wordle created over George W. Bush's speech.
- Students will analyze George W. Bush's 9-11 Address (reading and listening to the speech).

Starting quote: (Quick Write to start class)

-Project the following quote for students to see. Students will do a quick write as they work to explore the quote - 5 minutes to write (What strikes you about this? What are your first thoughts or reactions? What do you think or remember and why? What other connections can you make with the text?)

John Kerry, "It was the worst day we have ever seen, but it brought out the best in all of us."

-Students will discuss their ideas with either a partner or the class. Key point of discussion is how can something so bad bring out the best in everyone?

Analyzing George W. Bush's 9-11 Address:

Next display the Wordle that was created over President George Bush's 9-11 Address. (I hide the title of the wordle until later).

9-11 Wordle

Directions for students:

Analyze this wordle. Create a list of 5 or more words that stick out to you. What do these words mean? Why did you pick them? What is your interpretation of this wordle? Is it positive? Negative?

After 5 minutes have the class discuss their findings. What five words stood out and why? What ideas or thoughts do they have over this wordle? Are there patterns? Remember that the larger the word, the more it was used.

After discussing the wordle, tell them it was from President Bush's 9-11 Address to the nation. Ask the students if this changes their interpretation or ideas? If so, how?

Analysis of Speech

Hand out (or have available) President Bush's speech. Tell students that first they will listen and watch President Bush give his speech to the nation.

For students as they watch and follow along:

Think about his body language and overall presentation.

-Does he seem strong or intimidated? How do you know? What message do you think he is sending to Americans? To the world? Why?

Focus on the Words-

-As you listen, think about the words. Why are they powerful? What do they tell us? After listening to the speech, how would you feel as an American?

After watching the speech, take time to discuss.

Digging Deeper

Double Journal entry

With a partner or on their own, students will complete a double journal entry over the speech.

Double Journal Entry Assignment

The left side must contain a minimum of 3 quotes or lines from the speech. If it is a particularly large selection, you may paraphrase it.

The right side must analyze why you feel this is an important part of the speech. You can respond to questions such as:

- What strikes you about this? Why?
- What was your first thought when you read this? Why?
- What does the passage / idea make you think of or remember? How / Why?
- Do you want to agree or disagree with a statement that was made?
- How do you feel about this?
- What else have you read / heard / or experienced that connects with the author's ideas?

Remember each response should be at least 3 or more sentences. Explain your ideas.

Quote	Explanation

After examining the Wordle and the speech, why do you think the President focused on words like "America" and "American" instead of some of the other smaller words on the Wordle? In a paragraph summarize this speech. Include what happened, why it happened (according to the President), and how America plans to move forward.

Resources:

Speech (with text and video)

Created by Kevin Johnson, Lynnville-Sully Community School District, 8th Grade Language Arts

<http://www.americanrhetoric.com/speeches/gwbush911addresstothetation.htm>

Wordle

<http://www.georgewbushlibrary.smu.edu/Teachers/Classroom-Resources/~media/3813BFD657F84FE2B64FA7D082C46EC4.pdf>

Analysis Ideas

http://salempress.com/store/pdfs/address_to_the_nation.pdf

Extension activity or another lesson:

Students can watch the “Bullhorn” speech given by President Bush on September 14th, 2001. The speech is on Ground Zero just days after these attacks. After watching this (they can read the text also), students can compare this speech to the address given just days before.

Questions to consider:

- Do you think the message is still the same? Why? What is it?
- How did you feel as people began to yell USA? Why?
- Do you think his words are as important as the chanting in the background? Why or why not?

“Bullhorn” speech and text

<http://www.americanrhetoric.com/speeches/gwbush911groundzerobullhorn.htm>