

9/11 – 20 years later

by Paul Jenkinson



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Die Terrorangriffe vom 11. September 2001 haben die USA nachhaltig geprägt. Mitglieder der Terrorgruppe al-Qaida entführten mehrere Flugzeuge, zwei davon flogen sie in das New Yorker World Trade Center. Im kommenden September jähren sich die Angriffe zum 20. Mal. Was hat sich seitdem verändert? Welche Folgen zog die Terrorattacke nach sich und wie beeinflusst sie uns heute noch? Die Schülerinnen und Schüler setzen sich zunächst mit den Geschehnissen vom 11. September auseinander und beschäftigen sich dann mit den daraus entstandenen Konsequenzen wie beispielsweise dem *War on Terror* oder *Muslim victimisation*.

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Competences and skills:

By working with several non-fiction texts, students enhance their **reading competences**. Furthermore, they gain knowledge of the consequences of the attacks and improve their **viewing and listening skills** when engaging themselves with videos. By completing research tasks, they acquire additional **media competences**. Students also practise their **writing skills** by writing, amongst others, an article and an e-mail.

Overview:

List of abbreviations:

CT Creative Task

GF Gap filling

M Mediation

PR Presentation

RC Reading comprehension

T Working with a text

VI Working with a video

D Discussion/debate

LVC Listening/Viewing comprehension

P Working with a picture/cartoon

R Research

S Summary

V Vocabulary

W Writing

G Group work

Topic	Material	Methods/Skills
1: Responses to 9/11	M1–M3	D, LVC, P, PR, R, RC, VI, W
2: The need for thought	M4–M5	M, R, S, T, W
3: The long-term effects	M6–M9	D, P, R, T, V, W
4: Educating about terror	M10–M11	CT, D, G, RC, T
5: Art in the age of terror	M12–M14	GF, LVC, PR, R, T,

M3 Worksheet – *Where Were You (When the World Stopped Turning)*

Working with the lyrics



1. Identify a line of the lyrics which matches the aspects a)–l). Write down the appropriate section or provide the line number.

a) Being horrified: _____

b) Emotional outburst: _____

c) Happiness: _____

d) National identity: _____

e) Seeking a reason: _____

f) How the musician sees himself: _____

g) A sense of isolation: _____

h) Look towards a forgotten faith: _____

i) Wanting it to be a dream: _____

j) Aware of simple things in life: _____

k) Wanting to defend yourself: _____

l) Wanting to help: _____



2. Identify and analyse the emotional responses to the 9/11 attack that the songwriter asks about. Using your own words as far as possible, write a short text called *Living the nightmare* using no more than 200 words.

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Working with the video



3. You have seen this video and you want to recommend it to an English friend. It has been suggested that this song would be suitable as a tribute to 9/11. Provide your evaluation of the video (music and images) and express your opinion concerning the tribute proposal. https://raabe.click/um_en_video_alan_jackson



Further activity: Research and presentation



4. Search online for other songs, or music videos, which deal with 9/11. Select one and analyse it giving the background and an evaluation of it. Present your research to your class.



5. Discuss how effective music is as a way to express a response to tragic events.

Cartoon B

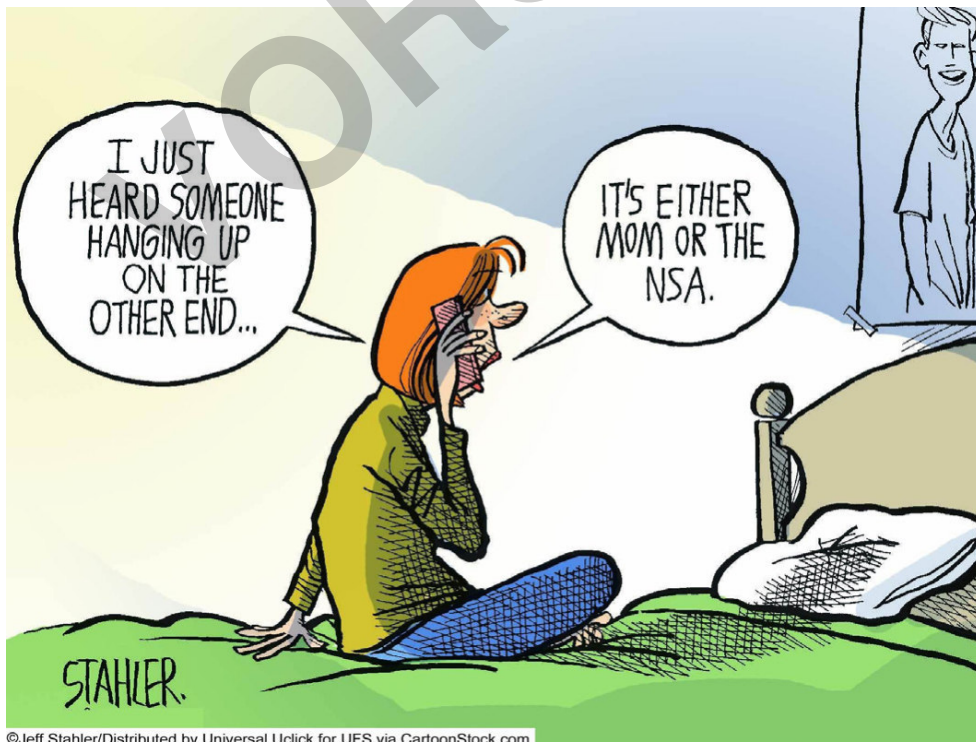


Cartoons B–C:
© Cartoonstock

"Wow, this is the same model we have in school."

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Cartoon C



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M7 Worksheet – How America changed after 9/11

Working with the cartoons

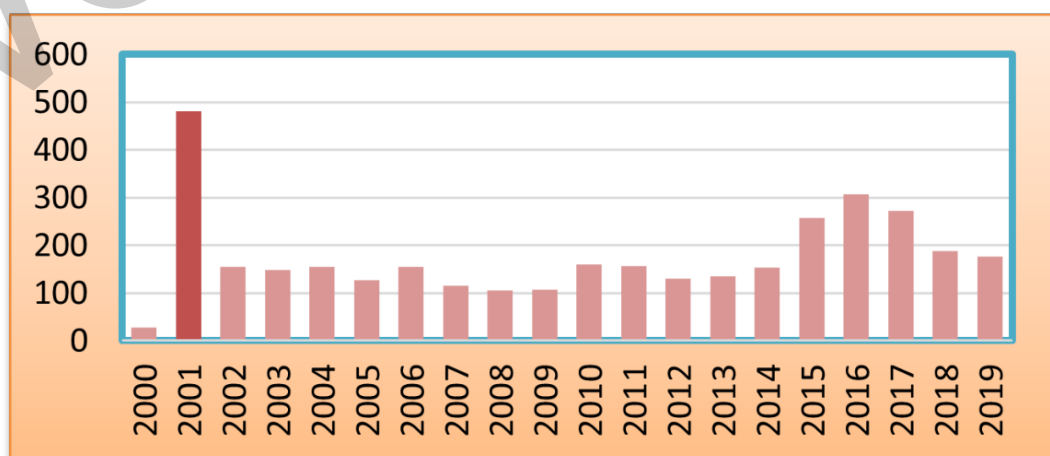


- After 9/11, America changed in many ways. Look at the three cartoons and decide what developments they refer to. Provide a heading for each. Cartoon B deals with two topics, therefore two headings are required. Decide which is your best heading, tell your class and explain why you think it is suitable.
- Describe and analyse cartoon A.
- Imagine that you have just seen cartoon B and you wish to ask your American friend about the subject it deals with. Write an e-mail describing the cartoon and posing some relevant questions about the situation.
- Look at cartoon C. In turns around class, give a detailed oral description of one person or object illustrated. Continue until everything has been dealt with.
- In your class, talk about the points a)–e). Wait until one point has been exhausted before moving onto the next.
 - What is your view of security checks at airports?
 - Should security checks be extended to all vulnerable places, such as shops, train stations, sporting events, pubs and nightclubs?
 - Do security checks make you feel safer or more vulnerable?
 - Tell any stories of your experiences of security checks that you are willing to share.
 - Should there be more security checks in German schools, like in America?

Working with a diagram



- Analyse the diagram on incidents of anti-Muslim hate attacks in the USA 2000–2019. Use internet research to account for any observations.



Source of data: FBI statistics