

V.267

Unterrichtsmagazin

## The terror attacks of 9/11/2001 – Die Anschläge und ihre Auswirkungen aus heutiger Sicht betrachten (Klasse 8–11)

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Die Anschläge auf die USA am 11. September 2001 haben die Welt so erschüttert wie nur wenige Ereignisse in jüngerer Zeit zuvor. Islamistische Attentäter steuerten zwei entführte Flugzeuge in die Türme des World Trade Center in New York City und brachten sie zum Einsturz. Eine dritte Maschine flog ins Pentagon, eine vierte stürzte in Pennsylvania ab. Bei den Anschlägen kamen etwa 3000 Menschen ums Leben. Diese Ereignisse werden von manchen als historischer Einschnitt mit weltweiten Folgen gesehen.

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### KOMPETENZPROFIL

<b>Klassenstufe:</b>	8–11
<b>Dauer:</b>	7 Unterrichtsstunden
<b>Kompetenzen:</b>	1. Sachkompetenz: ein historisches Ereignis verstehen und einordnen; 2. Selbstkompetenz: Texte ausdrucksstark vor anderen vorlesen; 3. Leseverstehen: Texte verstehen und analysieren
<b>Thematische Bereiche:</b>	9/11, gesellschaftliche Auswirkungen
<b>Material:</b>	Bilder, Texte, Romanauszug



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## Auf einen Blick

### 1. Stunde

**Thema:** Advance organiser

**M 1** **Working into the topic** / Aktivieren von Vorwissen; Entwickeln einer Fragehaltung

### 2./3. Stunde

**Thema:** A narrative of 9/11

**M 2** **“A day to remember!” – A readers’ theatre** / Lesen in verteilten Rollen  
**M 3** **Working with the text** / Erarbeiten einer Zusammenfassung; Beschreiben ausgewählter Szenen

**Benötigt:**  Kopien des Textes für alle Schülerinnen und Schüler

### 4. Stunde

**Thema:** Time line of the events

**M 4** **The attack: how it happened** / Erarbeiten einer emotionalen Reaktion und Analysieren von Effekten hervorgerufen durch eine grammatische Änderung

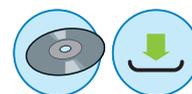
### 5. Stunde

**Thema:** Changes after 9/11

**M 5, M 6** **20 years on – Four major impacts of the attacks** / Erarbeiten und Analysieren von ausgewählten Inhaltsaspekten

**Homework:** Use the R.A.F.T. strategy for a written reaction based on the texts.

**Benötigt:**  Kopien von **ZM 2** „Anticipation guide“



### 6. Stunde

**Thema:** Different perspectives

**M 7, M 8** **The Reluctant Fundamentalist** / Erarbeiten und Analysieren von ausgewählten Inhaltsaspekten

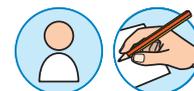
# Advance organiser – Working into the topic

M 1

## Tasks

### 1. Inquiry chart: K-W

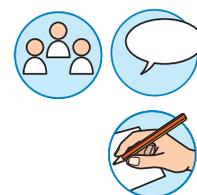
- The following authentic headlines are all related to the topic you are going to study. What do they tell you?
- Use a chart like the one shown below and fill in the K-column.
- Then write questions on what you want to know (W) into the chart.



Mourning in America	Our Worst Nightmare	"We've hit the targets"
Attack on America	Survivors escape inferno	The War on Terror Goes Global
"I Saw Things No One Should Ever See"	A Day of Agony	
What you think you know (K)	What you want to know (W)	

### 2. Approach the picture through questions and exclamations. Work in small groups, first orally and then writing.

- Ask at least 10 questions about it.
- List at least 10 exclamations.
- Share your findings with the entire class.



Some exclamatory openings: Oh my god! - Wow! - What a ...! - I wish ... - Oh ... - If only ... - Please ... - How ... - Holy smoke! - Jeez!



Photo: Suzanne Plunkett/AP/Picture Alliance

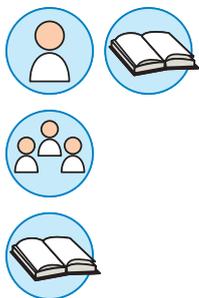
## M 2

## "A day to remember!" – A readers' theatre

A readers' theatre gives you the opportunity to climb inside a character. While you practise and perform, you gain a better understanding of what happened on 11 September 2001.

**Here is how you proceed:**

1. Take 5 minutes to skim the text and determine which character you would like to perform.
2. Select a part or wait until your teacher assigns the roles.
3. Get into groups of 11. Locate your part and mark it.
4. Begin to practise reading in an expressive and dramatic fashion. Read your part as many times as you find necessary.
5. Practise, practise, practise.



**Narrator 1:** It was a beautiful day. Not a cloud in the sky. The temperature was perfect for the school's sports event that was planned for the afternoon. Students arrived at school, quickly filling up the classrooms. Once seated, they listened to the school announcements, and the first lesson began.

- 5 **Narrator 2:** As usual, students of grade 8 had just sat down in Ms. Stewart's class for Math. They were working on their tasks.

**Emmett:** (rushing through the classroom door) Ms. Stewart, turn on the TV! There is news that a plane has crashed into the World Trade Center!

**Wyatt:** (startled<sup>1</sup> by Emmett's hasty entrance) What's the World Trade Center?

- 10 **Emmett:** They are the tallest buildings in New York City, and a plane just hit them. Can we turn on the TV and see if there is any information?

**Max:** (interrupting) I have been to New York City twice. The buildings are huge. I have never been inside, though. We did go to the top of the Empire State Building.

- Ms. Stewart:** (stunned<sup>2</sup> and still thinking about the current lesson) Uh, wait a minute.  
15 Everybody, pause with your thoughts. Let's finish our tasks first.

**Narrator 1:** She finished her work with the students and took the remote<sup>3</sup> for the TV from her desk.

- Ms. Stewart:** We can take a quick peek<sup>4</sup>. Boys and girls, while I am searching for the right channel, take out your planners, write down your homework, and get ready for your next  
20 lesson.

**Narrator 2:** It is 9:03 a.m. Just as the TV comes on, the students and Ms. Stewart watch as another plane crashes into the World Trade Center.

**Kayla:** (looking dumbfounded<sup>5</sup>) Was that a second plane that just hit the building?

**Ms. Stewart:** (to herself, but loud enough that the students all heard) What in the world ...

- 25 **Narrator 1:** The newscasters could be heard saying, "a second plane did in fact just hit the World Trade Center."

**Wyatt:** Ms. Stewart, what is going on?

- Ms. Stewart:** Wyatt, I have no idea. I probably shouldn't have turned on the TV, but Emmett made me curious. The World Trade Center is made of two really tall buildings, but  
30 not so tall that planes should collide with them because they're flying much higher.

**Narrator 2:** Hands from the whole class went up and students began asking question after question.

**Ms. Stewart:** At first, I just thought it might be a small passenger plane that somehow,

## The attack: how it happened

M 4

Terrorists hijacked four passenger planes, which they crashed into the Twin Towers of the World Trade Center and the Pentagon. One plane crashed into a field in Pennsylvania. Look at how the devastating day unfolded and the havoc wreaked by these carefully coordinated attacks on the symbols of U.S. power. Almost 3,000 people were killed during the attacks.

① 8:45 a.m.: A Boeing 767 hijacked en route from Boston, crashes into the top of the North Tower.

② 9:03 a.m.: Another Boeing 767, also hijacked from Boston, crashes into the South Tower.

③ 9:31 a.m.: President Bush calls the crashes an "apparent terrorist attack." Meanwhile, hundreds of rescue workers arrive at the scene as people try to evacuate the buildings.

④ 9:50 a.m.: The South Tower collapses, killing and injuring thousands and sending smoke and dust billowing through the streets.

⑤ 10:29 a.m.: The North Tower implodes, causing even more destruction and blanketing Manhattan with ash and debris.

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### Tasks

- Individual work.
  - Look at the time cues. The first plane hit at 8:45 a.m., and no one knew what was happening. The second plane hit at 9:03 a.m. What would have been your reaction if you had seen this on television? Make notes.
  - Using your notes, write an account of the day in your diary.
- Here is what President Bush said to an advisor a short time after the attacks. Change some or all of the sentences into questions and see how that changes the effect of what the President said. Which text seems more energetic?

"We need to talk about the big picture. We need to tell the people that an act of war has been committed. This is a different kind of enemy than we have ever faced and they need to know that. We've only had one battle. There are going to be more." – President George W. Bush to his advisor Karen Hughes one day after the attacks.



## M 6

## Working with the text



## B. Working into the text

## 1. Your first reaction

What do you think are the four most powerful sentences in the texts? In groups, share your choices and explain your reasons for choosing them.

## 2. Relate aspects of the texts and the cartoons.

- Individual work. Take notes from the texts to explain the cartoons.
- Use your notes to write a paragraph about each cartoon.



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