



20TH Anniversary of 9/11: Paying Tribute Through Good Deeds Virtual Field Trip

Objectives

Students will be able to:

- Explain the role civic engagement, at the both the local and national level, plays in creating a more responsive and democratic government.
- Reflect on personal and social identity to help build self- and social awareness.
- Use responsible decision making to identify and plan for acts of service in observance of 9/11 Day and throughout the year.
- Build social awareness by considering the importance of valuing diversity and working collaboratively to make the world a better place for all people.
- Learn the reasons why the 9/11 community wanted to make 9/11 a Day of Service.

Pre-VFT Activity

Students will prepare for the Virtual Field Trip by exploring the connection between civic participation and acts of service, specifically in observance of 9/11 Day. Students will begin conceptually by working together to better understand civic engagement and explore the many ways individuals can contribute to their community and nation. Next, the class will narrow their focus by using a questioning strategy to consider what gives acts of service, on 9/11 Day and throughout the year, the power to exemplify shared values, inspire action, and even change the world one good deed at a time.

Target Audience

6th–8th Grade

Pre-Viewing Materials:

- Pens/Pencils
- Question Start Slips of Paper (cut before using, one per student)

Pre-Viewing Activity: What is Civic Participation?

Procedure

- Begin the day by sharing that the class will be watching a virtual field trip called *20th Anniversary of 9/11: Paying Tribute Through Good Deeds* that explores the power of turning tragedy into positive civic action.
- Because today's students are not old enough to remember the events of 9/11, they may not make the connection that 2021 is



the 20th anniversary of the 9/11 terrorist attacks in New York, Washington D.C., and Pennsylvania. It may be beneficial to provide students with a summary of the events from the day. However, the focus of the VFT (virtual field trip) will not be on the history of the attacks but will highlight how the day is now seen as a way to make a positive difference in the world.

- To get students thinking about important themes from the VFT, post on the board or chart paper the following two questions: "What does civic participation look like?" and "Why is it especially relevant for the anniversary of 9/11?"
- Ask students to consider these questions by writing thoughts/examples on a sticky note. You may choose to provide students with a simple definition of civic participation: *Civic participation is any individual or group activity that positively engages in and/or addresses issues of public concern.* After a minute or so, allow students to post their notes on the board or chart paper. Students may respond with examples like "voting," joining the military" or "it brings people closer together for a common goal."
- As you read out a few responses, ask students if they would consider "acts of service" to be a form of civic participation. As students respond, pose a follow-up question by asking students to identify types of service that they think help contribute to a positive social good in their community or around the world. As students begin to identify answers, it may be useful to keep a running list for the class to see. After students have shared examples, ask students if they notice any similarities or differences. This list will be helpful for completing a post-VFT activity.
- Next, work with the class to understand how these examples can unite people under a shared set of values. Acts of service or good deeds, like the ones listed in class, build trust, empathy, and lasting human connections that create a positive change in their community. Share with the class that as they watch the VFT, they should keep in mind the 9/11 Day core message, that tragedy brought people together and awakened an understanding, however brief, that what we have in common as human beings is far more profound than our perceived differences.
- Finally, gather the twelve *Question Start* slips of paper and distribute one slip to each student. Instruct students that they are going to use the question-starter slip to help generate a thought-provoking question on the bigger issue of "Civic Participation." This is an opportunity for students to think more broadly and creatively about the topic; it may also be helpful to provide a few examples like:
 - **Why...** is civic participation such a big deal?
 - **What would be different...**if everyone participated in one day of service?
 - **How could we change...**the way future generations understand 9/11?
- After students have generated a question or two, ask students to share their responses. Remind students to listen carefully as each student shares their question. Finally, provide students with time to consider the following questions.
 - What new ideas do you have about civic participation that you did not have before?
 - In what ways could you perform an act of service in honor of 9/11 Day and beyond?



- As students finish their reflections, explain that as they watch the VFT they will be using the following prompts to discuss what they saw after the video is complete. Students may do this on a scrap sheet of paper or their notebook or using the ***Paying Tribute Through Good Deeds*** Notetaker.
 - What do you SEE?
 - Write things that you see in the video that are interesting to you.
 - What are you THINKING?
 - Write down some things that you are thinking about or connections you are making as you watch.
 - What are you WONDERING?
 - As you watch, questions may come to mind about the events, acts of service, or what you can do to support others. Be sure to write those down.



Objectives

- Explain the role civic engagement, at the both the local and national level, plays in creating a more responsive and democratic government.
- Reflect on personal and social identity to help build self- and social awareness.
- Use responsible decision making to identify and plan for acts of service in observance of 9/11 Day and throughout the year.
- Build social awareness by considering the importance of valuing diversity and working collaboratively to make the world a better place for all people.
- Learn the reasons why the 9/11 community wanted to make 9/11 a Day of Service.

Post-Viewing Activity: How Can I Participate?

Following the Virtual Field Trip, student groups will debrief what they observed in the VFT and make connections to their own experiences. They will then independently reflect on a story that made an impact on them and contribute to a class discussion in which they consider how acts of service and civic participation, on 9/11 Day and beyond, can create a lasting impact. Students will ultimately apply what they have learned to create a plan for completing an act of service for 9/11 Day that makes a positive difference in the world.

Post-Viewing Materials

- **Paying Tribute Through Good Deeds** Notetaker
- Circle of Human Concern Graphic Organizer
- 9/11 Day Action Planner
- Access to the website: www.9/11day.org

Procedure

Begin by providing students a few moments to complete their *See Think Wonder* notes. During this time, students should consider connections between what they watched and the impact that comes from acts of service and civic participation. Using their handout as a guide, break students into small groups to discuss the virtual field trip and the stories they witnessed. Encourage students to discuss with their peers any thoughts, questions, or emotions that are on their minds and begin answering the final reflection question at the bottom of the page: "What is the impact of acts of service on 9/11 Day?"

- Bring the class back together for a full-class discussion around the reflection they just completed. Consider facilitating the discussion with the following questions:
 - Was there a particular story or segment from 9/11 Day that resonated with you? Why?
 - Were there stories you heard that helped you learn something new or think about something in a different way?
 - What did these stories teach you about the relationship between identity, civic values, and acts of service?



9/11

- Why do you think acts of service transcend differences people have and build connections between different people and communities?
- Next, distribute copies of the *Circle of Human Concern* to each student. Before students begin reading the instructions, explain that they will be using the information on the handout to reflect on their own identities and consider where people are positioned in their Circle of Human Concern. Students then consider ways in which they can use this activity to expand other individuals or groups into their circle and explore the role empathy plays in civic participation and acts of service. To help students make this connection, remind students that on 9/11 many people responded to the tragedy by expanding their circle of human concern through rushing into danger to save others, donating blood, and providing support for strangers in need.
- Allow students time to read through the handout and consider the task. Explain that they will be using the concentric circles to identify degrees of concern they have for individuals or groups. *Instruct students to place their name in the smallest center circle (Circle 1) and write out a few groups that they feel like they are part of. These might include family, clubs, sports teams, or religious groups. These are groups that help shape their human connection to others in meaningful ways.

It is important to note that students will not need to identify any person or group by name.

- In the next outer circle (Circle 2), ask students to identify people with whom they have the most connection. These people might include parents, siblings, grandparents, step-parents, or close friends.
- In the next circle (Circle 3), have students write individuals on the next level of concern. This means people for whom they have concern, but are not as immediate as groups or individuals in Circle 2.
- In the outermost circle (Circle 4), instruct students to identify a final group of people. These are people for whom they may have concern, but may not think about regularly or often see.
- As students finish their circles, help students connect the activity to the larger themes of the VFT by discussing some of the questions below.
 - What makes you feel like you are connected to the groups you identified with in the innermost circle? Is there a shared sense of belonging or purpose?
 - Why do you think there are varying degrees of concern for individuals or groups in the different circles?
 - As you consider stories from the Virtual Field Trip, why do you think the events of 9/11 expanded everyone's circle of human concern?
 - As a class, revisit the list of acts of service from the pre-VFT activity. Ask students to consider the list and share how they think these acts or good deeds could help widen the circle or make it more inclusive. This could also mean, "How might you reconsider where you place individuals or groups in the circle of concern?"
- During this reflection and discussion, students should be able to see that acts of service help build empathy and create a stronger connection between individuals and groups. This can be supported by considering the stories within the Virtual Field Trip for 9/11 Day and in student's own personal experience.
- To help put learning into action, share with students that they are going to complete a final activity that asks them to plan an act of service for 9/11 Day. As you share this information, begin passing out a



copy of the **9/11 Day Action Planner** to each student and remind them that they can revisit the acts of service that were collected during the beginning of class for inspiration. It may also be important to share with students that no act of service is too small but should consider how acts of service serve to unite individuals and communities.

- Next, help frame the task by explaining that it can be easy to position others outside of your circle of concern. Students may see evidence of this in bullying, name calling, challenge for others in need, or simple indifference to others' feelings or circumstances.
- Ask students to read through the directions carefully and note any questions they may have. After they have had a few moments to read through the directions, remind the class again that no act of service is too small but that they should feel empowered and supported to brainstorm acts of service for 9/11 Day and beyond.
- Provide the class with 15–20 minutes to complete the planning steps. Time may be adjusted based on the needs of the class. As students are working, some students may not connect that they have interests, skills, or talents that can help someone else. It might be useful to share a few ideas that do not take money or significant amounts of time.
- As students begin to finish, remind them that acts of service can be done throughout the year. While 9/11 is a special day for national service, small acts of kindness or good deeds are a way to be civically engaged throughout the year.



Guiding Frameworks, Inquiry Questions, and Standards

C3 Framework

The College, Career, and Civic Life Framework

- D2.Civ.10.6-8: Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- D.4.7.6-8: Assess their individual and collective capabilities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
- D2.Civ.14.6-8: Compare historical and contemporary means of changing societies, and promoting the common good.
- D2.Civ.10.9-12: Analyze the impact and the appropriate roles of personal interest and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- D2.Civ.14.9-12: Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- D4.7.9-12: Assess options for individual and collective action to address local, regional and global problems by engaging in self-reflection, strategy, identification, and complex causal reasoning.

EAD Roadmap

Educating for American Democracy

Grades 6–8: Civics Thematic Questions

- What are the responsibilities and opportunities of citizenship and civic agency in America's constitutional democracy?
- How can I participate?

Grades 6–8: History Thematic Questions

- How have Americans come together in groups, made decisions, and affected their communities, the country, and the world?
- How can that history inform our civic participation today?

Common Core English Language Arts

- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Why...?

What are the reasons...?

What if...?

What is the purpose of...?

How would it be different if...?

Suppose that...?

What if we knew...?

What would change...?

During Activity: Paying Tribute Through Good Deeds Notetaker

STUDENT HANDOUT

See	Think	Wonder
What is interesting to you, what do you notice? What are you thinking about or what connections are you making as you watch?	What are you thinking about or what connections are you making as you watch?	What questions come to mind as you watch?
		Reflection: What is the impact of acts of service on 9/11 Day?

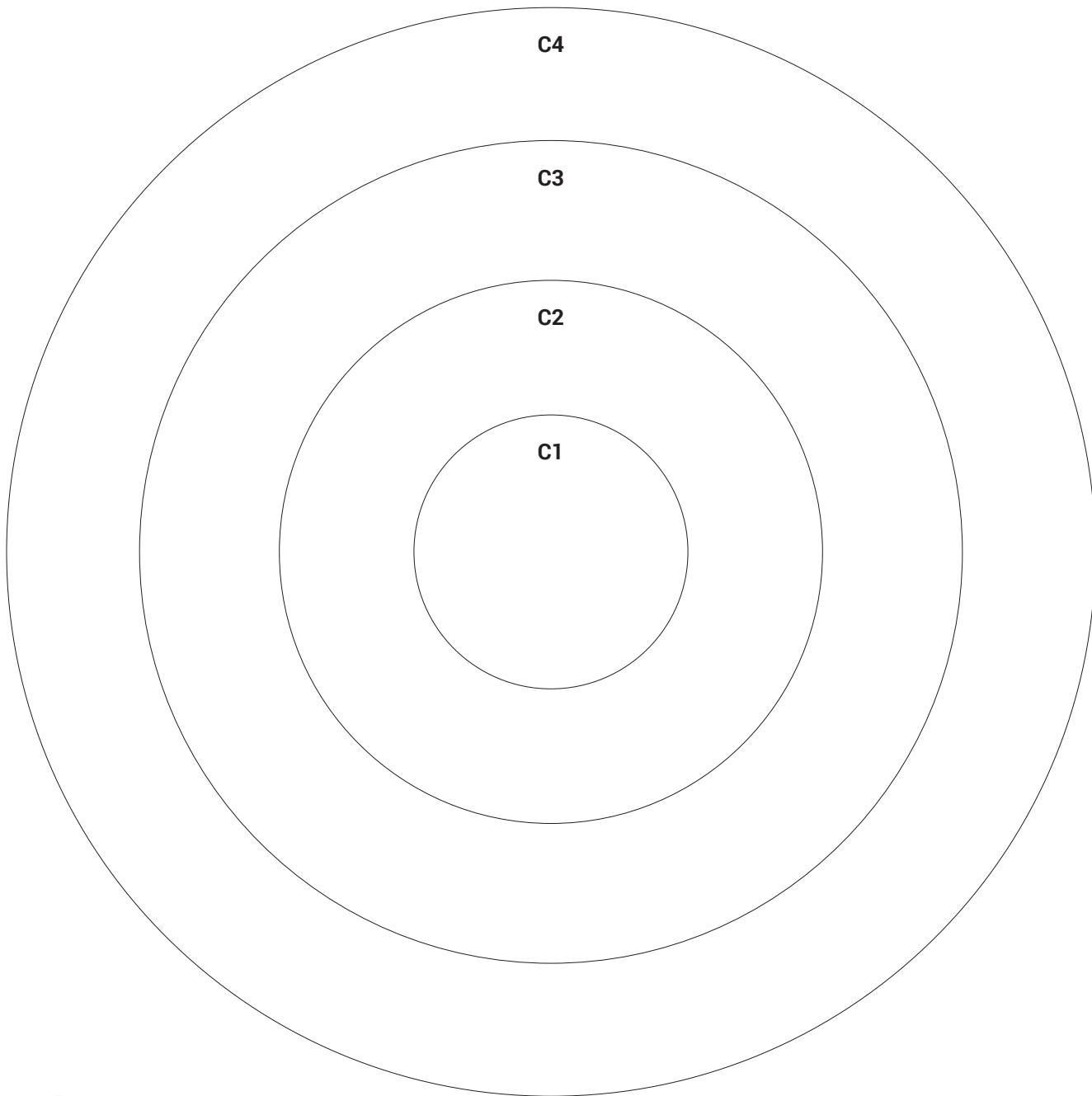


Post-Viewing Activity: Circle of Human Concern

STUDENT HANDOUT

Directions

- Place your name in the center circle (Circle 1) and write out several groups that you feel like you are part of. These might include family, clubs, sports teams, or religious groups.
- In the next circle (Circle 2), identify people with whom you have the most connection. These people might include parents, siblings, grandparents, stepparents, or close friends.
- In the next circle (Circle 3), write individuals on the next level of concern. This means people whom you have concern for, but not as immediate as groups or individuals in Circle 2.
- In the outermost circle (Circle 4), identify a final group of people. These are people for whom you have concern about but may not think about regularly or often see.



Post Viewing Activity: 9/11 Day Action Planner

STUDENT HANDOUT

Introduction: Participating in democracy and good citizenship extends beyond the act of voting and singing the Star-Spangled Banner. As you have learned, acts of service, no matter how big or small, are an important part of our shared story and values as a nation. Use the action-planning steps below to consider an act of service on 9/11 Day that helps strengthen and expand your circle of human concern.

Step 1: Brainstorming Acts of Service

It might be helpful to begin by considering these important questions below:

1. Do you have any special interests, skills, or talents that could be used to support others?
2. Can you identify a specific need in your family, school, or community that you could address?

Using the list of potential acts of service generated in class before viewing the VFT, identify three options that sound achievable for you or a small group. You may also consider adding new actions that were not considered earlier.

Option 1: _____

Why this option?

Option 2: _____

Why this option?

Option 3: _____

Why this option?

Step 2: Planning Acts of Service

Next, consider what you might need to get started. Are there supplies or resources that you need to make your act of service happen?

Should anyone else be involved? Do you need to contact anyone to learn more information or to lend support?

When is it realistic for your act of service to take place?