What Is the Cost of Freedom?
Digital Lesson Plan

Grade Level: 6-8  Curriculum Focus: Social Studies  Theme: September 11

Objectives

After completing this lesson, students will be able to:

- Describe the impact 9/11 had on Americans around the country;
- Describe the impact 9/11 had on people around the world;
- Examine the role of government in light of its responsibilities to protect citizens;
- Determine the import and reach of the Bill of Rights in light of terrorism and terrorist;
- Examine persistent issues, involving rights, roles, and status on the individual in relation to the general welfare;
- Examine various policies that have been proposed as ways of dealing with social changes, resulting from new technologies;
- Use diverse types of media technology to read, write, create, and review a variety of messages;
- Describe and analyze the effects of changing technologies on global connectivity.

Materials

- “FBI and CIA: The PATRIOT Act and the Criminal and Intelligence Communities” from The Cost of Freedom: Civil Liberties, Security, and the USA PATRIOT Act on Discovery Education streaming;
- “Conflict: Security and Liberty” from TLC Elementary School: American Values in Conflict on Discovery Education streaming;
- “Providing More Protection for Potential Terrorist Targets” from Naming the Nightmare: The Journey Back from 9/11: People Who Keep Us Safe on Discovery Education streaming;
- “An Islamic Activist Discusses His Mixed Reaction to 9/11” from Thomas Friedman Reporting: Searching for the Roots of 9/11 on Discovery Education streaming;
- “The Three Rivers of Rage: Talking to High School Students in Qatar” from Thomas Friedman Reporting: Searching for the Roots of 9/11 on Discovery Education streaming;
- “After the Attacks” from The Secret History of 9/11 on Discovery Education streaming;
- “Actions of the President on 9/11” from The Secret History of 9/11 on Discovery Education streaming;
Classroom Connections

Describe the events of September 11. Who was responsible for the attacks? What actions did President Bush take on 9/11? What was the role of first responders on September 11? How did Americans and others around the world help those directly impacted?

What is Ground Zero? Describe the rebuilding efforts at Ground Zero.

Since 9/11, what measures have been taken to ensure the safety of Americans? Compare security measures before and after September 11, 2001.

What are civil liberties? Why are they important? Define and give examples of our civil liberties.

What is the PATRIOT Act? How does the PATRIOT Act help the FBI and CIA work together?

Why do some people consider the PATRIOT Act dangerous? Why do some people think the PATRIOT Act is necessary?

What is profiling? Does it make our nation safer or weaken our American ideals?

What is tolerance? Why is it important?

Should the Bill of Rights be interpreted differently in times of war?

What is bio-terrorism?

Classroom Activities

**Then and Now:** Did you know that prior to 9/11, if you were flying anywhere, security was not at all what it is now? Prior to 9/11, you could go with a friend or family member to the airport all the way to the gate itself.

That time was *then.*
Today, when we travel by plane, we must arrive at the airport hours before the flight leaves. We cannot go to the gate with friends or family. We must present more than one form of identification. We cannot take water or other liquids on the plane; we must remove jackets and shoes; we must be scanned and, perhaps, be prepared for a hand search.

This time is today.

As a class, discuss what your daily life is like with regard to security. Think about school, community areas, airports, stores, and other places where you encounter a level of security. Then, divide into groups and select a location on which to focus. Create a Digital Then and Now Research Report that will explore and research what your selected location was like before and after 9/11. Your objective will be to assert a position as to whether the increased security ensures every citizen’s freedoms or restricts them. Each Digital Then and Now Research Report must include illustrative points to support your position.

As you work, consider the following:
- Ask family members what daily life and travel was like before 9/11 and after.
- Ask teachers and older students what schools were like before 9/11.
- Think about how the security efforts which are natural to you have not always been so natural.

Share your Digital Then and Now Research Report with the class.

Bio-Terrorism: After 9/11, the United States and its people became more aware and vigilant about everything, including a lingering question: “What other ways could a terrorist attack us?” Fear and trepidation became everyday companions.

What do you and your classmates know about bio-terrorism? Using the video chapter “Providing More Protection for Potential Terrorist Targets” on Discovery Education streaming, create your own Digital Vlog, or Digital Video Web Log, to explore, learn, and reflect on the issue of bio-terrorism and what it means in your daily living. Include images, articles, audio clips, interviews, video clips, and other Internet resources you deem necessary. Your audiences for the Digital Vlog are your friends, family members, and classmates. Your objective is to engage your audience into a virtual conversation on this issue.

As you work, consider the following:
- Ask family members what daily life was like before 9/11 and after.
- Ask teachers and older students what schools were like before 9/11.
- Think about how the security efforts which are natural to you have not always been so natural.
- Research and determine which bio-terrorist strategies the federal government is most familiar.
Share your Digital Vlog with the class.

Vocabulary

Create a Digital Diary using the terms below. You may use any of the digital assets in this lesson, and you may use other resources you find in and outside of class. For example, you may take your own photographs and incorporate them into your Digital Diary.

- Terrorist
- TSA – Transportation Security Administration
- Surveillance
- Bio-Terrorism
- Anthrax
- Sarin Gas

Academic Standards

All Objectives are taken from the National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (Created by National Council of Teachers of Social Studies (NCSS), National Council of Teachers of English (NCTE), and National Science Teachers Association (NSTA)).