

Response to September 11 Lesson Narrative

Task- Students will participate in a Structured Academic Controversy (SAC) in which they will debate the appropriateness of the Patriot Act after the September 11, 2001, terrorist attacks on the World Trade Centers in New York. Students will first work in pairs to read and analyze provided sources based on assigned perspectives (“for” or “against” the Patriot Act). There will be two rounds of the SAC. In round one, each pair of students will then pair with another set of students who were assigned the opposite viewpoint (for a total of 4 in a group) to debate. In round two, the pairs will then switch viewpoints and be provided with new “for” or “against” sources. After reading and analyzing the new set of sources, the students will debate again. After the two rounds, the students will “drop” their assigned viewpoints to discuss the sources from their own perspectives based in historical reasoning and sourcing to answer the central question.

Lesson Overview: The lesson is the culmination of a multi-day unit on the September 11th terrorist attacks and the United States’ reaction. Students will first participate in an “opener” to engage their background knowledge from the previous lessons in the unit. The teacher will then review the requirements of the SAC before assigning viewpoints and sources to the students. Students will follow the SAC procedures. After the SAC, students will drop their assigned viewpoints and participate in a whole class discussion. After the discussion, the students will complete the post-test writing assignment (can be given the day of the SAC or the next class).

Persistent Issue - What actions are justified in the interest of the welfare or security of the community?

Central Question - Was the Patriot Act the most appropriate way to protect the United States after 9/11?

LESSON PURPOSES:

- 1) Examine sources from multiple viewpoints on the passage and implementation of the Patriot Act.
- 2) Debate the justification of the provisions of the Patriot Act that seemingly conflict with the Bill of Rights.
- 3) Build evidence-based argument skills.

LESSON MATERIALS:

- Sources with Questions (“For” and “Against”)
- Reading Scaffolds
- SAC Notes Scaffolds
- Discussion Protocol

- Independent Assignment
- Rubric

STRUCTURED ACADEMIC CONTROVERSY ACTIVITY PROCEDURE:

*This lesson is the culminating activity following the mini unit on the September 11 terrorist attacks. Please refer to the Unit Map for additional information.

1. Do Now: [Political Cartoon](#)

2. Review/Overview of the Structured Academic Controversy

- Review information previously discussed in the mini unit (example: increased patriotism and fear)
- Explain that the focus of the day is to answer the central question: Was the Patriot Act the most appropriate way to protect the United States after 9/11?
- Remind students to source, take notes and analyze the documents using either the [SAC Scaffold-with Reading Scaffold](#) or the [Combo Scaffold](#) provided in the [All Sources](#)
- scaffold preparing their responses.

3. Round 1

- Divide students into pods of 4, and then further divide the students into 2 teams.
- Team A will argue that the Patriot Act was the most appropriate way to protect the US after 9/11 using the source assigned in the [All Sources](#).
- Team B will argue that the Patriot Act was not the most appropriate way to protect the US after 9/11 and/or is an overreach of government's power using the source assigned in the [All Sources](#).
- The teacher will assign one source per student based on Team A or B for each round.
******Please note that students might benefit from reading both sources for their assigned teams. This decision is ultimately the teacher's discretion.** For each assigned source, the students should:
 1. Complete the [Source Reading Scaffold](#)
 2. Answer the corresponding questions for each source on the [All Sources](#) scaffold. The use of textual evidence is highly encouraged.
 3. Take notes on the [SAC Scaffold](#).

- In their pods of 4, Team A and B will make arguments for or against the Patriot Act as the most appropriate way to protect the United States after the 9/11 terrorist attacks.

4. Round 2

- Team A from Round 1 will rotate clockwise to the next pod, thus creating a new grouping of students in each pod.
- Team A will argue that the Patriot Act was not the most appropriate way to protect the US after 9/11 and/or is an overreach of government's power using the source assigned in the [All Sources](#).
- Team B will argue that the Patriot Act was the most appropriate way to protect the US after 9/11 using the source assigned in the [All Sources](#). ******Please note that the teams have swapped positions of the argument.**
- The teacher will assign one source per student based on Team A or B for each round. ******Please note that students might benefit from reading both sources for their assigned teams. This decision is ultimately the teacher's discretion.** For each assigned source, the students should:
 - Complete the [Source Reading Scaffold](#)
 - Answer the corresponding questions for each source on the [All Sources](#) scaffold. The use of textual evidence is highly encouraged.
 - Take notes on the [SAC Scaffold](#).
 - In their pods of 4, Team A and B will make arguments for or against the Patriot Act as the most appropriate way to protect the United States after the 9/11 terrorist attacks.

5. Whole Class Discussion

- The teacher will facilitate a whole class discussion. Please see the [Discussion Protocol Scaffold](#) for suggested questions.
- The students are free to abandon the previously assigned positions when responding to questions.

6. Individual Reflection/Post-Test Writing (can be completed the same day if on block or carried over to the next day's lesson)

- The students will complete the writing assignment used in the Pre-Test.
- This can be found in the [Dialectical Essay](#) assignment.