



Honoring the Spirit of America

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“Pearl Harbor – vs – Sept. 11, 2001”

Grades: 6-8
Social Studies

Objective

- 1 Explain the similarities and differences between Pearl Harbor and September 11, 2001
- 2 Identify how each event changed the United States by making the American people stronger and more loyal to their country.

Character Education Words

- Patriotism
- Courage
- Loyalty

Teacher’s Overview

Students will gain knowledge by better understanding the bombing of Pearl Harbor and the September 11, 2001 terrorism attacks.

Materials

- Research Rubric or Syllabus
- Construction Paper. Two different colors
- Internet: go to google video and search for clips of Pearl Harbor and 9-11
- Library
- Movie/Documentary
 - Tora, Tora, Tora*
 - An HBO Special Presentation: In Memoriam*
 - New York City 9/11/2001*

Introduction

- 1 Discussion: Where were you when you heard about the terrorists

- attacking the Twin Towers?
- 2 Teacher is to give each student one piece of construction paper of one color and a second piece of another color. Title one piece of colored paper "Pearl Harbor" and the other piece "September 11, 2001"
 - 3 Ask students to write down everything they know about each event. They need to have three categories about each event: KNOW, FEEL, PICTURE. The students will write solitary facts they remember about each event, list any feelings associated with that event, and draw a picture depicting the event.
 - 4 Then, have students pair up and discuss their information with a classmate.
 - 5 Students will share one thing about their partner's sheet.

Activity

- 1 Students are to independently research both events by using the Internet, library, viewing movies/documents, and if possible, conduct an interview with someone who actually survived September 11, 2001
- 2 Students are to compare and contrast all researched information by creating a chart contrasting the two events. The chart must include: attackers, attack dates, attack locations, number of people killed, reasons behind attacks, and the reaction of the American government.
- 3 Students are to write a research paper based on their research findings. Examples of possible findings: historical events, reactions from our government, reactions from Americans, and the effects the events had on the world.
- 4 Students are to orally present researched information by either giving a speech, creating a Power Point presentation, producing a documentary, or creating a large art mural.

Individual Practice/Reflection

Students are to identify their personal thoughts of each event by writing a journal or keeping a dairy through out the research process

Assessment

Teacher observes research progress, notes, report, and presentation