

The War on Terror: Lesson Plan 8 Part E

A Social Studies Lesson Plan Developed for Upper Elementary (4-6) and Middle School (7-8)

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Lesson Title: War on Terrorism From 9/11 to 9/11 (Twenty Years)

Curriculum Area: Social Studies

Grade Level: 4-8

Estimated Time: Three +

Alabama Courses of Study Social Studies Standards:

Grade 4:

15. Identify major world events that influenced Alabama since 1950, including the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.

Grade 6:

12. Explaining how conflict in the Middle East impacted life in the United States since World War II
Examples: oil embargoes; Iranian hostage situation; Camp David Accords; Persian Gulf Wars; 1993 World Trade Center bombing; terrorist attacks on September 11, 2001; War on Terrorism; homeland security

Objectives:

Students will collaborate to create a timeline of the War on Terror from 2001 – 2021.

Students will read critically to identify the major events of each of the twenty years of the war from 2001 – 2021.

Students will read critically to determine on the 5 most important events of the war from 2001 – 2021.

Students will read a newspaper story about the Alabama service men and women who died during the War on Terrorism.

Students will use the *Alabamians Who Died Graphic Organizer* to investigate and draw conclusions about the Alabamians who died during the War on Terror.

Students will use a map of the state of Alabama to represent the hometown locations of the Alabamians who died during the War on Terrorism.

Evaluation of Student Learning:

Completion of assigned section of the two handouts – [Twenty-Year Graphic Organizer for Afghanistan](#) and the [Eight-Year Graphic Organizer for Iraq](#)

Completion of the handout - [Alabamians Who Died Graphic Organizer](#)

Learning Design/Activity Plans:

Materials:

[Large Alabama map](#)

Push pins

[Large world map](#)

Chromebooks or another computer per group

Items to be Printed

[Twenty-Year Graphic Organizer for Afghanistan](#) - one for each student

[Eight-Year Graphic Organizer for Iraq](#) – one for each student

[Alabamians Who Died Graphic Organizer](#) – one for each student

[Alabama List of Casualties Handout](#) - Teacher may decide to provide the following link for students instead of printing this list. The names listed in the *Alabama List of Casualties Handout* are the same as those listed in the link: <https://www.al.com/news/birmingham/2021/09/911-20th-anniversary-remembering-140-of-alabamas-fallen-soldiers.html>

Links for Use in Presentation

Timeline of US Involvement in Afghanistan: <https://www.cfr.org/timeline/us-war-afghanistan>

Timeline of US involvement in Iraq: <https://www.cfr.org/timeline/iraq-war>

List of Alabama soldiers killed in War on Terror: <https://www.al.com/news/birmingham/2021/09/911-20th-anniversary-remembering-140-of-alabamas-fallen-soldiers.html>

Alabama Veterans Memorial Park in Birmingham: www.alabamaveterans.org

Procedure: (You may want to do AT LEAST Lesson A in this Lesson 8 War on Terror series as a prelude to this lesson)

1. Write 2001 and 2021 on opposite sides of the board.
2. Ask students to think about those two dates and about all the things that they know or think they know that happened with the War on Terror during this time period. Ask students to share what they remember.
3. Remind students of what happened on September 11, 2001 if they do not mention it.
4. Locate Afghanistan and Iraq on the world map.
5. Locate the United States and Alabama on the world map.
6. Tell students that after the events of 9/11, service people from the United States including service people from Alabama were deployed to Afghanistan and Iraq as part of the War on Terror.
7. Tell students that over the next two days they will be reading about that war and thinking about the years between the two dates on the board.

8. Hand out the *Twenty-Year Graphic Organizer for Afghanistan*. Tell students that our troops were deployed to Afghanistan in 2001
9. Place students into pairs or small groups. Assign one or more of the twenty years (2001 – 2021) to each pair or group.
10. Have students go to the timeline website listed in Materials <https://www.cfr.org/timeline/us-war-afghanistan>
11. Do the year 2001 as a model. Ask students to read the section on 2001 and determine one or more most important things that happened that year. Ask them to write the events on their timeline.
12. Tell them that they will be working with their partner/team to read and determine the most important events for each of their assigned years. Each student completes their own timeline with the group's decisions.
13. Provide time to read and work.
14. Open a [blank timeline](#) that can be projected for the class. Ask each group to add their "important events" to the blank timeline providing the rationale for choosing each. Students can add the information to their own timeline.

DAY TWO

- 1 -14 Hand out the *Eight-Year Graphic Organizer for Iraq*: Repeat the process as on # 9-14 above; tell students that the US became involved in Iraq in 2003; Go to the timeline website <https://www.cfr.org/timeline/iraq-war>

DAY THREE

1. Refer to the Alabama state map. Tell students that there were many Alabamians who sacrificed their lives during the War on Terror. Tell them that they will be reading about those individuals and drawing some conclusions about them from a data chart.
2. Hand out the [Alabama Who Died Graphic Organizer](#)
3. Place students into pairs or small groups.
4. Ask students to open the *Birmingham News* article: <https://www.al.com/news/birmingham/2021/09/911-20th-anniversary-remembering-140-of-alabamas-fallen-soldiers.html> or if the teacher decided to print the list of names from the [Alabama List of Casualties](#) Handout, give one copy to each group.
5. Ask students to look over the entire list and think about what the list says about each person. Ask students what are the two main countries where the deaths occurred? Soldiers in some other countries were also killed during this time period. Ask students to name some of these countries. Also ask what branches of the Armed Services (Army, Navy, Marines, Coast Guard, or Air Force) had more Alabamians listed. Tell students to use their *Alabama Who Died Graphic Organizer* to record information about people from Birmingham and the towns that are close. (Pelham, Irondale, Trussville, Hoover, and Pinson). Teachers may want to categorize these 140 names differently for use on the *Graphic Organizer*. For instance, list the soldiers who were 22 or younger; or the names could be divided between the groups and each group could take a different list of names to use for the *Alabama Who Died Graphic Organizer*.

7. When students are finished, ask them to look at the data collected on the Alabamians Who Died *Graphic Organizer*. Are there patterns? What can be said about the data? What do you notice? What do you wonder?
8. Ask students to share their thinking.
9. Ask students to look again at the entire list of names: the teacher can call out the names of several Alabama towns that are represented and have groups put push pins on the Alabama map.
10. Tell students that Birmingham has a park called the Alabama Veterans Memorial Park which is located just off I-459 at the Liberty Parkway Exit. The park has a beautiful wooded trail that leads to a Memorial Plaza where the names of the Alabamians who died are engraved on the walls in the Hall of Honor. They can learn more about the Park by visiting www.alabamaveterans.org.