

RUNNING HEAD: Education in the Wake of Disaster: A Case Study in the Post-9/11 Era

EDUCATION IN THE WAKE OF DISASTER:
A CASE STUDY IN THE POST-9/11 ERA

By

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A dissertation submitted to the

Graduate School of Education

Rutgers, The State University of New Jersey

in partial fulfillment of the requirements

for the degree of

Doctor of Education

Graduate Program in Social Studies Education

written under the direction of

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New Brunswick, New Jersey

January 2017

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ABSTRACT OF THE DISSERTATION

PROBLEM: Educators struggle with how to include the attacks of September 11th, 2001 in the nation's social studies classrooms. This study investigates how teachers engage in instruction about these events and the messages students take away from that instruction. Much of the research to date on the instruction of 9/11 focuses on resources and materials. This study examines an area with less research: classroom-based instruction about the events of September 11th, 2001. This study examines teachers' lessons and students' knowledge, learning, and feelings about 9/11.

METHOD: This is a case study using several data collection tools with purposeful sampling of subjects in a confidential manner. One school district, located in a New Jersey suburb, served as the research site. Grade levels 5-8 were selected for research. Data collection tools included classroom observations, interviews, surveys, and focus groups. Transcription, coding, memoing, and drawing conclusions and assertions followed.

FINDINGS: There were several key findings of this research study. As the grade levels increased, the lessons presented to the students about 9/11 increasingly reflected Westheimer's view of democratic patriotism. Students developed their own versions of the narrative surrounding the events of 9/11. Students perceived the events of 9/11 as an American, rather than a global event. Additionally, several different instructional approaches were used by teachers, and the variety of these approaches increased as the grade levels increased. Students were disconnected from the events of 9/11 because they were not alive at the time of the attacks. Teachers were concerned about teaching about

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the events of 9/11 because of presumed cultural and religious sensitivities on the part of some of their students. Finally, it was determined that students had surface level understandings of 9/11 due to the complexities that surrounded the roots of the event.

IMPLICATIONS: This research study is significant in that it helps to determine what types of professional development and resources are needed to meet the challenges that educators and students face when discussing the tragedy of the September 11th attacks. Professional development might include how an educator could use multiple instructional lenses to teach about the events.

I dedicate this research study to all of the victims, heroes, servicemen and women, family,
and friends who were impacted due to the tragic events that surrounded
September 11, 2001.

ACKNOWLEDGEMENTS

I am grateful to not just have the opportunity to complete my studies at Rutgers University, but to also have professors, Dr. Ben Justice and Dr. Eric Davis, that were willing to take the time to serve as my committee. They provided valuable insight that helped transform my original ideas into a final dissertation. I am especially grateful to Dr. Beth Rubin and her unwavering support and feedback throughout this entire process. Her willingness to accommodate in-person meetings, as well as her expertise and professionalism, were tremendous assets that allowed this large undertaking to be completed, with a final product that I will be proud of for years to come.

I am extremely thankful for the many participants that agreed to be a part of this research study. Great appreciation is given to my colleagues, who agreed to allow me to come into their classrooms for data collection on their already filled schedules, or to the parents and administrators, who agreed to take part in this study as well. I am truly thankful to all of the students who were willing to participate in this research. It is their contribution most of all that will allow the education field to know how to best suit the needs of our future students.

Finally, I am truly appreciative and indebted to my family and friends for their unending support throughout this arduous process. In particular, my mother and father have always provided a loving environment and always encouraged me to follow my dreams and stood by every one of my accomplishments. My sister and twin brother have always played an active role in all my endeavors. Most of all, I am immensely grateful to my wife. There are no words to express her continued emotional support for me to complete

the requirements for this program of study. She unselfishly volunteered to help in any way possible, standing by my side during each step of this process. I am thankful for our son Bradley, who has helped to remind me what a good role model I can be in his educational career. I hope to always support him as he pursues his own educational goals.

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CHAPTER I

PROBLEM STATEMENT

At 8:46 am on the day of September 11, 2001, the lives of many Americans changed. Within a few short hours, citizens saw their fellow Americans running down the streets of Manhattan, sounding out for help in the towers, and being carried away by emergency personnel. Almost immediately, heroic acts of kindness and bravery prevailed as policemen, firemen, and other emergency services personnel took action to save lives. Furthermore, citizens united in their efforts to perform their civic responsibility. For example, Americans donated blood for those injured, helped move supplies to needed areas, and for those on one United Airlines flight, they gave an ultimate sacrifice to protect their nation and its citizens.

By 10:28 that same morning, Americans were left with bewilderment over the events that had just occurred. They had seen with their own eyes, or live on television, icons of their country destroyed by an enemy unknown to many Americans at the time. “Who was Osama bin Laden?” “What was Al-Qaeda?” some Americans may have wondered. The events of this September morning changed the lives and direction of the American nation. The aftermath of the event was immediately seen, as President Bush’s foreign policy responded to include the War on Terror, the creation of Homeland Security, the PATRIOT Act, and several changes to the airports around the nation.

Following this tragedy, a new challenge arose. Should the events of the September 11, 2001 terrorist attacks be taught in public schools across the country?

If so, how should the events be taught? In only a few short years following the events of September 11, 2001, students entered elementary and middle school with no firsthand knowledge or memory of the events. How do Americans want their children to remember it?

This research study was designed to examine the larger question about how students were being educated about the events of September 11th. This study used the terms 9/11 and September 11th to identify the events of the September 11, 2001 terrorist attacks. Following the events of 9/11, textbook companies and publishers scrambled to compile materials for schools, teachers, and students. However, those companies still knew relatively little about the event when those materials were published. An original problem that faced educating students about this event was a lack of sufficient and accurate information in resource materials. Years later, however, those published materials improved, and schools and students had access to better knowledge about the event. However, more facts about 9/11, or any event, may not mean that all educators instruct that event in the same manner. Rather, a deluge of better information surrounding the events of 9/11 spurred a new and different problem; there were multiple ways to instruct students about the events. Americans are not sure of the objectives and messages being taught about 9/11, nor what a typical lesson about 9/11 even looks like. How do districts and educators add to the nation's public memory, now and in the future? How does this happen, particularly following this national tragedy?

The main question guiding this investigation was:

- What was the nature of and relationship between learning and instruction about the September 11, 2001 terrorist attacks in the social studies classrooms of a suburban middle school?

Several sub-questions guiding this investigation included:

- What curricula, objectives, lessons, activities, and assessments were used by teachers to instruct about the events of 9/11?
- What did the actual instruction about 9/11 look like in the middle school classroom?
- What factors shaped instruction and learning about the September 11, 2001 terrorist attacks?
- In what ways did stakeholders (teachers, administrators, parents, and students) influence the instruction of 9/11?
- What opportunities and challenges emerged for teachers and students in relation to the instruction of the September 11, 2001 terrorist attacks?
- What conclusions did students develop from the instruction of the events of 9/11?
- In what ways did students feel that knowledge about 9/11 was important to them as US citizens in a post-9/11 world?

Guided by these questions, this case study investigated how teachers and students in this one school district made meaning of the events that transpired on September 11, 2001, and how this school district has connected the event to a

citizenship unit that was part of social studies instruction during the anniversary of 9/11.

The results of this study will be important to New Jersey residents. New Jersey's location placed the state in a unique position to feel a large impact from 9/11. Although New Jersey is mostly an urban state, with many residents living in very populated areas, many residents in the northern part of the state feel particularly connected to New York City. Many New Jersey residents continue to commute to New York City for work and leisure. Due to New Jersey's close proximity and connection to New York City, the state suffered casualties on that day. "New Jersey does not expect a return to the way of the world pre-September 11; most expect some important, permanent changes to result from the terrorist attack" (Star Ledger, Rutgers Eagleton, 2001, p. 1). A Rutgers Eagleton poll (2001) published less than a month after the attacks described the impact of the events on New Jersey residents. Almost half of these residents (47%) attended a memorial service, 61% participated in singing a patriotic song, 80% of residents displayed a flag at their home or on their automobile, and 90% of New Jersey residents stated they prayed for victims of the September 11th attacks (Star Ledger/Eagleton-Rutgers Poll, 2001).

In 2002, a Rutgers Eagleton poll surveyed 804 New Jersey adults about the frequency in which they found themselves thinking about the 9/11 attacks. One year after the attacks, this survey discovered that 89% of the respondents found themselves thinking about the event approximately once a week, with 43% of the total respondents admitting that they found themselves thinking about the events at

least once a day (Star Ledger/Eagleton-Rutgers Poll, 2002). In 2003, a similar study conducted by Rutgers Eagleton also included 804 New Jersey adults that were asked how often they found themselves thinking about the events of September 11th, 2001. The results of the survey concluded that approximately 78% of these residents found themselves thinking about the tragedy approximately once a week, two years after the event occurred, with 22% of these residents having stated that they found themselves thinking about the event at least once a day (Star Ledger/Eagleton-Rutgers Poll, 2003). Clearly, 9/11 has had a lasting impact on the thoughts and feelings of the citizens of New Jersey. As a country, we needed to dig deeper into how the citizens of our nation were choosing to remember these events. The examination of how students were learning and interpreting these events, which they either were not alive for or did not remember, provided our nation with a way to see how this tragedy has been stored into our nation's public memory.

Julie Reuben (2005) discusses how schools help to participate in the defining of US citizenship. Reuben stated, "The history of citizenship in the United States has been closely intertwined with the history of education. Americans have looked to schools to foster individuals' identification with the nation" (Reuben, 2005, p. 1). Over the past few decades though, notes Levinson (2013), civic courses in school curricula have been reduced, straining the historical tradition that Reuben discusses of the role that schools play in civic development. Reuben described that public schools were often looked to for help in interpreting how events of importance were to be remembered. She said it was not always easy to determine how to remember American events. This was clear in the 1920s when Reuben stated that there was a

campaign to attack American history books that did not teach the continued historical lessons that many citizens were most comfortable reading. In other words, schools have helped to develop the American narrative, or what historical content became part of the nation's public memory. The examination of one school district, through this case study, can give insight into how Americans made meaning of the events of 9/11.

This case study looks at the implementation of the instruction about 9/11 from a variety of community perspectives. Existing research examines the resources available about the events; however, more research is needed on what materials school districts actually use, why they use those lessons/resources, and how stakeholders in the community (teacher, parents, students, school leaders) feel about it. This case study delves more deeply into how one suburban school district taught about 9/11, how students interpreted what they were taught, and the students' thoughts and feelings about the information they were taught.

The following chapter will explain the literature and conceptual framework used for this case study. A chapter describing the methodology follows. Subsequent chapters describe research findings of the case study and the implications of those findings.

CHAPTER II

CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW

Conceptual Framework

This study is based on two theoretical frameworks: collective memory and citizenship.

Collective Memory

When a person is required to endure a tragedy in his life, he struggles to make meaning of that event, often feeling forced to ask questions such as “Why did this happen?” or “How didn’t I see this coming?” That person strives to make the event a memory that is acceptable on his own terms. On a larger scale, the nation struggles in a similar way to place events of tragedy within an appropriate frame into a collective, or public, memory that can be accepted by its citizens.

“Remembering events links people and forms a collective memory to national groups...it is the enduring qualities of citizens’ memories and emotions that mold us together as a nation” (Waterson and Haas, 2011, p. 147). Scholars have suggested that meaningful citizenship education requires that the central idea behind social studies includes the examination of issues that have a large impact on the United States, and its stance toward the rest of the world (Waterson and Haas, 2011).

Maurice Halbwachs’ (1941/1992) thoughts on how individuals reconstruct the past has made him an integral scholar on the topic of collective memory. Individuals’ memories are set within the contexts of various groups. When memories are set within a context, Halbwachs argued that it helped give a

framework to that particular memory or event, such as the story of the Pilgrims.

The scholar believed that an individual's memory is part of the group because it is the group that aids in how this memory was internalized (as cited in Coser, 1992).

In other words, Halbwachs believed that "the mind reconstructs its memories under the pressure of society" (as cited in Coser, 1992, p. 51). Without the group to help frame these images into memories, they would remain as images with no context. Collective memory can exist within multiple contexts, such as through the family, religion, social class, or location (as cited in Coser, 1992).

Physiological changes may account for how individuals remember as well. David Lowenthal (2015) discusses how the synapses between neurons in the brain can shrink or grow, affecting memory. Memory will change and alter as it goes into long-term storage in the brain. Lowenthal believes that although memory might be personal to an individual, history requires a social aspect. He argues that the individual needs groups in order to make the past real, and that "unlike memory, history is intrinsically social," and that "history is by its very nature collective" (Lowenthal, 2015, p. 380). According to this scholar, the past can be altered. It is not a concrete set of facts. History is in part created by one's own background. History used to be viewed as more linear, but Lowenthal states that this linear path of history does not work so well with the diverse group of citizens our nation has now. Rather, history must not be viewed as linear, as to not skip over the history of various groups of citizens living in our nation. This change in the way our nation views history demonstrates the idea that history is malleable. It reacts to the group.

Scholar Diana Hess (2009) has researched controversial issues in the classroom. Hess noticed that people agreed that 9/11 needs to be discussed. It is undeniable, noted Hess, that the debate among citizens was not whether the event should be taught in public schools, but how the event should be taught. In other words, Americans are not in agreement about how the events of the September 11, 2001 terrorist attacks be collectively remembered. This disagreement might be attributed to citizens' varying concepts and ideas about good civic values. After the tragedy, "the tensions between these competing views on what good citizens should do have become much more public" (p. 133). Hess also states, "It is important to point out that most of the disputes about what to teach about 9/11 and its aftermath focus primarily on the point of view of the messages" (p. 134). For example, Hess described one instance where Wisconsin passed a law to recite the Pledge of Allegiance following the September 11th attacks. One Wisconsin school board chose to use an instrumental version of the Pledge instead, which caused outcry from the community. She also described debates that occurred among prominent education professionals over what path to choose in the teachings surrounding the tragedy.

The events of 9/11 are frequently compared to the attack on Pearl Harbor. Although there were many differences between the two events, both the attacks at Pearl Harbor, Hawaii, in 1941 and the eastern seaboard of the United States in 2001 shared striking similarities. The United States was not involved in a war with the attackers at the time of the attack. The attacks initiated US entrance into a major military conflict. Extreme discrimination was directed toward those that resembled the attackers (Japanese Americans in the case of the Pearl Harbor attacks, and

Muslim or Arab Americans in the case of the 9/11 attacks). Hence, it was useful to examine how collective memory was impacted following the attacks at Pearl Harbor, in order to determine the way in which collective memory was impacted following the events of September 11, 2001. As scholar Emily Rosenberg (2003) stated, “Pearl Harbor and September 11 thus stand as reusable and interrelated icons, shaping popular memories of past and present. Through Pearl Harbor, many of the rhetorical conventions of September 11 have been established...” (Rosenberg, 2003, p. 2).

Even though a particular set of facts exists for events such as Pearl Harbor and 9/11, the overall collective memory of such events was starkly different among various parties. Yujin Yaguchi (2003) discovered through a history education workshop between American history teachers and Japanese history teachers that the events of Pearl Harbor were remembered differently. The two nations held different collective memories about Pearl Harbor. American history teachers found that the Pearl Harbor memorial (USS *Arizona*) was a way to remember the battle cry for revenge during the American entrance into World War II. However, the Japanese history teachers saw the Pearl Harbor memorial as a way to remember peace. Yaguchi stated that “shared popular memory – silently and yet powerfully – urges teachers and students to identify with the nation to which they feel most attached” (Yaguchi, 2003, p. 3).

While collective memory in Japan is strong because the country is relatively small in size and has a limited diversity among its people (Tong, 2004), the United States is a country filled with much diversity, ranging in religion, language, ethnicity,

and race. A collective memory making process faces more hurdles for a country like the United States. Following an event like the September 11, 2001 attacks, the American citizens must determine how to incorporate that event into its collective memory. Since the American story has historically been taught as a narrative of progress, these US citizens must figure out how to remember the events of 9/11, even when “negative patriotism” led some Americans to discriminate against Muslim Americans. This research study in part aimed to determine how the youth of this school district made meaning of the events of 9/11 in order to place those events into the collective memory of the student body.

Citizenship

This study was also grounded in the idea that the context in which a lesson on 9/11 is taught can be important in determining how that lesson is instructed by the educator, and then perceived by the student. In other words, we need to understand the current state of the nature of citizenship within the larger society in order to understand how a lesson on 9/11 within a citizenship unit is to be instructed. For the nature of citizenship, I turn to several scholars, including Russell Dalton and Michael Schudson.

Evidence of the evolving definition of American citizenship can be seen in the research of scholars Russell Dalton and Michael Schudson. Dalton suggests that citizenship is not a stagnant constant, rather it changes with the generations. His research contests several previous studies stating that American youth were becoming less civically-motivated, arguing that these prior research studies failed to

account for the evolving concept of the citizen. Dalton argued that the way in which citizens displayed their citizenship adapts. For example, he suggested that people displaying the duty-based model of citizenship (a model of citizenship that places the primary emphasis on responsibilities of citizenship with a more limited role in active participation) may display their citizenship in ways such as voting, serving on a jury, or joining the military (Dalton, 2009). "Duty-based model of citizenship evokes traditional images of citizenship," he writes (p. 31). He suggests that more recent generations have adapted their citizenship to a more engaged model. For these citizens, "participation is not just an expression of allegiance and duty, but an attempt to express policy preferences" (p. 32). For example, these younger generation citizens may be less likely to vote or join political groups. However, these same citizens may be more likely to email elected officials, run community service projects, or join Facebook petitions on issues they approve or disapprove. Similarly, Svi Shapiro (2002) argued that in a post-9/11 era, the United States showed a shift in citizenry pushing for more service to others, rather than making money. Dalton concluded that the American citizen has not become a worse citizen, but rather citizenship has evolved in form and character. The data from this study states that there seems to be an erosion of duty-based norms and an increase in engaged norms (Dalton, 2009). Based on Dalton's research, I believe that lessons instructing the events of 9/11 are done so in a context in which Americans tend to be more actively involved in their citizenship.

Dalton's research is reinforced by the historical research of Michael Schudson's *The Good Citizen*. The scholar discussed the entire time period of

American history and described the changing role that citizens played in political life. Schudson explained how American citizenship originated as well-defined roles between the classes in which the lower classes held faith in the upper classes to make the right decision, and that it was an obligation of the upper class to fulfill these positions. Citizenship morphed throughout American history and later included an idea “where the model citizen...would be disciplined enough to choose candidates with little or no party guidance, and docile enough to leave many matters for experts” (Schudson, 1998, p. 185). Schudson implied that American citizens faced a new challenge as time went on. This challenge calls for a citizen to be “more intelligent than loyal” (Schudson, 1998, p. 182). In other words, “those who would vote needed more information to cast a ballot than the loyal partisan of the nineteenth century” (Schudson, 1998, p. 185). Hence, we expect our citizens to be knowledgeable in politics and current affairs, as to select a candidate without the help of another. Citizens need to be informed and comprehend issues, not just locally and nationally, but also globally as well, and understand the interconnectedness of the seemingly shrinking world.

Civic education has diminished in the last few decades. The nation’s students are being educated in a time in which much of civic education focuses on global citizenship, rather than simply national citizenship. Noddings (2005) and Carlsson-Paige and Lantieri (2005) discuss the importance of the change that has begun to occur in many school districts around the nation. This change is the focus on having students realize that they are part of a global community, not just a national community; what happens in other places affects them. As Daisaku Ikeda (as cited

in Noddings, 2005) writes, “The September 11, 2001, terrorist attacks in the United States were a grave challenge...But it cannot stop there. Ultimately, the challenge must be taken up in terms of our understanding and approach to human civilization itself” (p. ix). The events of 9/11, in other words, must be viewed globally. Hence, today’s students should be introduced to curricula that include much more exposure to global citizenship.

Waterson and Haas (2011) argued that 9/11 is at the root of 21st Century citizenship education. It is vital for citizens of the United States to continually examine issues that impact them and their relationship to others in the world. “It is clear that 9/11 has had a number of affects on our culture and society” (Waterson and Haas, 2011, p. 148). It is necessary that 9/11 be examined by the citizens of America as “there are several outcomes that civic educators do not want to see as the end product of addressing or neglecting to address 9/11 in the social studies classroom,” such as hatred or negative stereotyping against specific groups of people (Waterson and Haas, 2011, p. 148). It is important for particularly young citizens, argues Waterson and Haas, that citizens do not begin to long for a “return to a mythical time based on the misconception that there was an idealistic, comfortable, productive life with freedom and opportunity that was ruined by 9/11” (p. 150). It is important for these young citizens to realize that there never was a “perfect time” in our nation’s history. The September 11th attacks are a continuation of some of the difficult parts of our nation’s history, just as the Civil War and Pearl Harbor were during their own eras. The American values that define our country are determined by each generation’s actions (Waterson and Haas, 2011). Today,

our young citizens are faced with the ongoing struggle after 9/11 to find the balance between security and one's personal liberty (Waterson and Haas, 2011).

The scholars suggest that our present day definition of American citizenship is not the same as American citizenship in past generations. The definition of American citizenship alters and evolves with time. This is not surprising, considering the fact that US demographics has changed throughout much of its history. For example, significant demographic changes occurred with the passing of immigration reform in 1965.

As mentioned earlier, Schudson described the increasing trend for Americans to become knowledgeable about the candidates and issues. The citizens no longer need to rely on others to make informed decisions on their behalf. Rather, the citizens can become knowledgeable on their own. Second, as mentioned above, Dalton described that today's youth is more engaged in actions to help others as demonstrations of good citizenship. Pressing the "cast vote" button does not guarantee good citizenship in the eyes of America's youth. Students, according to Noddings, are not just American citizens, but they are global citizens needing to consider the interconnectedness of the modern era. Dalton stated that American citizenship evolves. The objectives and goals in a lesson about 9/11 may reflect modern notions of what makes a good citizen in a post-9/11 era.

Furthermore, "there is no better way for social studies professionals to set the example of citizenship for the next generation than to examine the trials and sacrifices of their fellow citizens during 9/11" (Waterson and Haas, 2011, p. 151).

The scholars believe that 9/11 is a way for citizens to remind "themselves that

democratic principles and values demand that all citizens apply scholarship and ethics in daily decision-making as active citizens” (Waterson and Haas, 2011, p. 151). Therefore, it is the very nature of contemporary civic education for American citizens to examine and continually reexamine the values, principles, and ideals that make us American citizens in the 21st century.

Meira Levinson (2012) studied the civic empowerment gap, the concept that describes that certain groups of people have higher civic participation than do other groups. She uses civic participation in her research to include voting, working on a candidate’s campaign, being involved in a protest, or contacting representatives. She argues that differences in civic knowledge through standardized testing is different along socio-economic lines. Wealthier, white students tend to score higher on civic knowledge than students who are non-white and in a lower socio-economic bracket. Based on Levinson’s discoveries showing a civic knowledge gap, one might wonder whether there is a uniform reaction to sensitivity and instruction surrounding lessons about 9/11.

One’s civic knowledge is correlated with increased levels of political participation. Less education also translates to less participation politically. Levinson describes how those individuals without a high school diploma are significantly less likely to act politically, not just with voting, but other forms of political activity as well. Levinson suggests that there are ways to close this civic empowerment gap. The author believes that school districts need to require formal civic education for its students every year. Often, students are not exposed to a civics class until their senior year of high school. Levinson believes that if the nation

devotes the same energy and resources to the education of civics as it does to the standardized testing subjects of math and language arts, then all students will have a higher capacity to act and engage politically within their community. As a result, the civic empowerment gap will shrink. Hence, Levinson believes that school districts need to promote a “pro-civic culture.” Students need to feel that educators respect their opinions and thoughts.

Adding to Levinson’s statements, Eamonn Callan (2016) states that responsible voting relies on the use of skills that have been learned by the citizen over time. The action of voting takes seconds; the know-how to be knowledgeable about what candidate to select, the platform of that party, the current issues at stake in the election, and ultimately the meaning of the vote is a lengthy behind-the-scenes process. Callan suggests that citizens need appropriate civic education “otherwise, they will be badly prepared to discharge the duty to vote responsibly” (p. 82). It’s not good enough to have just the opportunity to learn about civic responsibility, it must be taught as well.

Literature Review

Although the events of the September 11, 2001 terrorist attacks are a fairly recent event, research conducted in this area has been growing, particularly in curriculum, as well as the materials and resources used to instruct about the events of 9/11. The literature review is divided into two main sections. The first section describes research that has been completed on 9/11 curriculum, materials, and

other resources. The second component of the literature review discusses the research that has been completed on 9/11 instruction in the classroom.

Materials and Curriculum

Initially, materials, resources, and curriculum that focused on the 9/11 attacks were poor in quality for several reasons. For example, Tamara Henry (2002) examined the state of textbook publication during the September 11, 2001 terrorist attacks. The scholar discovered that textbook publishing companies were in the process of updating their social studies textbooks in 2001. It is common for textbook publishers to be several years apart in implementing updates to a subject. In 2001, many social studies textbooks were in the year for revision and updates. Because of this, textbook publishers had the rare opportunity to include the 9/11 terrorist attacks on the United States in their new textbooks almost immediately. In fact, several publishers requested deadline extensions so that they could make certain that this new material would be included in their next production of that textbook (Henry, 2002).

Scholars David Hoff and Kathleen Manzo (2001) argue that because the event of 9/11 was so new, and publishers were working with a time constraint to get the updates completed for the social studies textbooks, a challenge was presented for the publishers. These publishing companies had to deal with a continually immense influx of new information that was being reported on a daily basis following the 9/11 terrorist attacks (Hoff and Manzo, 2001). It was impossible for textbook writers to accurately answer questions such as: *Who was to blame? Will*

the United States go to war, and against whom? How will this event affect the economy? How will this event affect the position of the presidency? How will this event affect the life of an American citizen? Publishing companies did not want to publish inaccurate information that might be disputed days after publication (Hoff and Manzo, 2001). Textbook publishers had to determine in a short span of time how much space to devote to 9/11 within the textbook and how that content would be discussed (Coeyman, 2001). Some publishers decided not to provide space or mention the event, while other textbook companies discussed the event in a few paragraphs, several pages, or entire textbook sections. Some publishers created separate materials, or even posters, for the classroom teachers to aid with instruction of the event (Henry, 2002).

Textbook publishers needed to keep in mind school curriculum standards. Many present-day social studies/history standards include the September 11th attacks, but in 2001-2002, no such standard would have existed (Wiener, 2005). Even leading up to the tenth anniversary of the events of 9/11, several states had not directly indicated that 9/11 should be included in the curriculum standards, “including, surprisingly, New York” (Waterson and Haas, 2011, p. 150). In a pilot study I conducted, I found that no direct standards were stipulated for the instruction of 9/11 in the school’s curriculum, which was written in 2003 (Mortimer, 2011). In the New Jersey Core Curriculum Content Standards for Social Studies (NJCCCS), the word “terrorism” was not mentioned in grade levels K-8. Only by grade 12, did the state content standards mention that word. Although the NJCCCS for Social Studies did not state to instruct about the events of 9/11,

suggestions about teaching concepts related to event exist through indirect language of the strands. For example, the NJCCCS stipulates that by the end of fourth grade, students should be able to “discuss how the United States interacts with other nations of the world through...cultural contacts, and sometimes through the use of military force” (NJDOE, 2011). Based on this standard, a teacher may instruct a lesson or unit about Afghanistan or Iraq. By the end of the eighth grade, students will be able to “analyze how prejudice and discrimination may lead to...acts of hatred and violence...” (NJDOE, 2011).

Diana Hess and her colleagues examined several social studies curricula, textbooks, and supplemental materials about 9/11. Her research was conducted immediately after the 9/11 attacks and resulted in four key findings. First, the 9/11 attacks were used in a variety of ways to support the mission of the organization that presented the message. For example, the organization Rethinking Schools, which promotes multiculturalism, used the facts about 9/11 to have its audience understand different cultures and promote tolerance (Hess, 2009).

Hess’ second finding concluded that many of the materials examined failed to provide clear details or elaborative information on what happened September 11, 2001. The third key finding of the research study was that “the ideological range did not extend to the outer reaches of the political spectrum” in either the textbooks or the supplemental materials (Hess, 2009, p. 146). The fourth finding uncovered the attempts of these publishers to create materials that might be viewed as “fair and balanced” (Hess, 2009, p. 153).

Hess and her colleagues compared fifteen supplemental materials against nine textbooks. Her results concluded that eight of the nine most commonly used textbooks stated that the event was historically significant. Depending on the textbook, Hess stated that the message varied on what stance the students were supposed to understand about the 9/11 attacks.

Hess also examined how these resources assessed the students. The scholar noted that the assessments used in the textbooks coincided with the mission of the textbook publisher. She discovered the average textbook used approximately ten assessment items, and Hess characterized these items as mainly LOT (Lower Order Thinking). Most of these items were designed to have the student focus on the content that he or she had just read in that textbook, rather than to ask that student's opinion on a particular aspect of the 9/11 attacks (Hess, 2009).

Hess and her colleagues discovered that only four of the nine textbooks discussed the number of people killed that day. Little detail about 9/11 was mentioned within the social studies text. Five of the nine textbooks did not tell the audience who was responsible for the terrorist attacks of September 11, 2001. The scholar discovered another conclusion. Many of the textbooks acknowledged that the definition of terrorism was concrete, and could not be changed. As Hess discovered, the textbooks themselves tended to disprove their own stipulation of this rule, thus proving that the definition of terrorism was in fact disputable. The researchers noticed that the concrete definition of terrorism sometimes did not match the examples that the textbook provided for the term. For example, some textbooks defined terrorism as an act against civilian targets, but then showed

photographs or written examples of military targets such as the Pentagon or US Naval ships (Hess, 2009). For the purposes of this research study, terrorism is defined as an act of violence, aggression, or intimidation, usually against civilian targets, that seek to accomplish a political goal.

Hess and her colleagues described several conclusions regarding supplemental materials. She noticed that several organizations produced materials about the 9/11 events. All of the supplemental materials studied in the research showed that there was unanimous agreement that the event was significant (as compared to the eight of the nine textbooks that did). Six of the fifteen supplemental materials provided a discussion to the aftermath of 9/11. These resources mentioned the wars in Afghanistan and Iraq. She noted that the authors of the supplemental materials argued over several important aspects of the event (Hess, 2009).

Similar to textbooks, Hess discovered that the assessments matched the mission of the organization presenting the content on 9/11. Hess and her colleagues identified an average of forty-two assessment items used by the supplemental materials (the highest being ninety-eight), compared to only ten assessment items from the textbooks. The research concluded that the supplemental materials used more HOT (Higher Order Thinking) assessment items than did textbooks. When detail of the event was presented, Hess continued to notice that the supplemental materials lacked factual information (similar to textbooks). Hess suggested that it was in part because the event was so recent that perhaps Americans were simply expected to know what happened. She noted that

the research concluded that many adults were not familiar with the facts and details surrounding the events of 9/11 (Hess, 2009). The omission of facts from both the textbooks and the supplemental materials may be from a combination of the fact that 9/11 was a recent occurrence, the term terrorism is ill-defined, and many Americans did not understand the sources of hatred that motivated the terrorists' actions.

However, unlike its textbook counterparts, the supplemental materials on the event suggested that the definition of terrorism was not concrete. Rather, it was a definition that had room for dispute and alteration. Even though some of the organizations posted examples of terrorism that did not match their own definition presented, they left room for error by stating that the definition of terrorism was itself not concrete (Hess, 2009).

Overall, Hess and her colleagues concluded that the supplemental materials tended to be more useful resources for several reasons. Many of the organizations that produced the supplemental materials were nonprofit, thereby offering their product free much of the time, or at production cost. Since these organizations were nonprofit, they were less likely to be focused on a buyer. Catering to a buyer might influence the content published in the resource (Hess, 2009).

Nonprofit organizations published materials that supported their mission, so the shopper (or educator) should be aware of the organization's purpose before using it. Many of the supplemental materials were available online. Although many textbooks were coming out with online versions, the ability for the nonprofit

organizations to outperform textbook companies in the speed of its availability and updates was unprecedented, and very useful to educators (Hess, 2009).

When it came to educators using textbooks or supplemental materials, it would probably have been more advantageous to use both, as a plethora of resources can help the students to learn in a multitude of ways. However, when compared side by side, the supplemental materials, especially those that came from nonprofit organizations, tended to outperform their textbook counterparts.

Since the event had been so new and so devastating, textbook publishers faced the additional challenge of what content to publish about 9/11 that would have been age appropriate. The companies strived to determine whether a second or third grade social studies textbook should be focused on firefighters, police officers, civic responsibility, or heroism, among a list of other very complex issues. And if so, the companies needed to figure out whether the event of 9/11 should be mentioned within these topics, or let the teachers use their own discretion to determine how to handle that text. The publishers needed to figure out at what grade level more detail about 9/11 should be added (Wiener, 2005).

Michael Romanowski (2009) examined several social studies textbooks to determine what kind of content was omitted about 9/11, or what misconceptions about 9/11 were stated. The scholar examined the strengths and weaknesses of the textbooks about the event of 9/11, and then gave his recommendations for educators regarding the use of textbooks about September 11th. Romanowski discovered that only three of the nine textbooks he researched discussed the motive behind the 9/11 attacks.

Romanowski determined that textbook publishers narrowed their textbooks to a patriotic view for its audience. Romanowski also discovered that each of the textbooks examined provided only a positive angle to this patriotic view. The publishers failed to provide any kind of discussion on how xenophobic or chauvinistic patriotism can have negative effects, such as being the fuel for violence, discrimination, and hate crimes. Rather, Romanowski discovered that the textbook publishing companies repeatedly mentioned in several textbooks how this intense positive patriotism led to candle vigils, the purchase of American flags, and blood donations (Romanowski, 2009). James Loewen (2007) stated that a positive patriotic view for the audience can serve as an extremely powerful tool when teaching American history, because it has the ability to empower minors; they can participate or even be in charge of activities such as food drives, gift drives, litter cleanups, volunteer work. These types of activities can allow the students to believe that they can be the holders and catalysts of positive change early in their lives, even when they are not old enough to vote.

Expanding the argument on patriotism, Joel Westheimer (as cited in DeVitis, 2011) argues that there are two types of patriotism, authoritarian and democratic. Authoritarian patriotism is when citizens believe that the country in which they belong is a superior nation. The argument suggests then that if a nation is superior, there must also be nations classified as inferior. Citizens that believe in authoritarian patriotism are far less likely to question their government's decisions and actions. For them, being a good citizen requires unquestioned complacency to their government, and its decisions. Westheimer stated, "Authoritarian patriotism

demands allegiance to the government's cause and therefore opposes dissent."

People should not question the government according to this model of patriotism.

Westheimer believes that it requires two types of participants for this model to work. One, the government makes decisions and expects the people to be complacent, not to speak out against the government, and have relatively little to no dissent about their government. Second, the citizens must agree to be complacent. The citizens choose not to speak out against the government, or critique their government's decisions and actions. It is comparable to subjects of a monarchy than it is to citizens of democracy.

Westheimer believes that following the 9/11 attacks, students witnessed many actions relating to authoritarian patriotism. Many citizens hung American flags at their homes or on their automobiles, citizens had bumper stickers, or wore American gear. In schools, many libraries were mailed a free video. The film discusses how citizens can demonstrate good citizenship in a post-9/11 America. For example, citizens should respect authority and be unified during times of war and conflict.

Westheimer endorses the second type of patriotism, the democratic model. In this model of patriotism, citizens are expected to critique, question, and assess their government's decisions and actions. By doing this, citizens will ultimately improve their country through this open conversation. It requires thought, hard work, and deliberate action by citizens. Authoritarian patriotism, on the other hand, requires complacency and no open conversation; thus, leading to a government that cannot be improved.

Westheimer believes that schools teach and endorse the authoritarian view of patriotism through their curriculum, materials, and classroom lessons. Rather, he believes that schools should begin to use curriculum, materials, and lessons that endorse the democratic patriotism model. By students learning to question, critique, and assess their government, they will be better citizens.

Westheimer and Kahne (2004) researched what types of citizens were being created when they examined schools that catered toward the democratic patriotism model. The researchers concluded that there are three types of democratic citizens. These three models are similar in the way that as service learning has grown in many schools' curricula, younger citizens are being continually educated to be "good" citizens. However, what does it mean to be a productive citizen?

The first type of democratic citizen described by the scholars is the personally responsible citizen. This type of citizen is one who strives for good character development, and wants to always be honest and responsible. This citizen is concerned about obeying laws and paying taxes as an essential display of what it means to be an ideal citizen. This individual wants to fix a problem. Westheimer and Kahne suggest that if there was a food drive, this type of citizen would be the most likely to donate food to the drive.

The second type of democratic citizen described by the scholars is the participatory citizen. These individuals strive to be active members in the community, also trying to fix problems. It is important to them to know how the government works. These individuals typically take on more leadership roles in the community than their personally responsible citizen counterparts do. Using the

food drive as an example again, these individuals are more likely the ones to be running the food drive, rather than donating.

The third type of democratic citizen is the justice oriented citizen. These individuals are more likely to question why problems in the community are happening, and then address those root problems. They are more likely to see social movements as answers to these problems, rather than volunteering or donating. Using the food drive example, the justice oriented citizen would be less likely to donate to the food drive (personal responsible citizen), or run the food drive (participatory citizen). Instead, these citizens would be most likely to ask, "Why are people in our community hungry in the first place?" and then attempt to solve the problem through a social movement. It is important that schools help to develop critical thinking skills, otherwise, the government could easily manipulate the citizens. These justice oriented citizens are important in identifying root causes of problems, and then using their skills to improve society.

Westheimer and Kahne believe that most school programs on civic education gear their objectives toward constructing students that will be personally responsible citizens. These researchers suggest that schools districts should aim to create citizens that are more justice oriented. Although it is important to donate and run programs as answers to community problems, greater emphasis on understanding root causes to eliminate the problem altogether would be more valuable in school civics programs.

Kahne and Middaugh (2006) conducted a survey with high school seniors in California in order to gather data on student views of patriotism. The researchers

note two types of patriotism, blind and constructive. Blind patriotism is when an individual is complacent, thinks the United States is a superior country no matter the issues, and very rarely criticizes the government or its actions. One might argue whether this passivity is really an indicator of “citizenship.” Constructive patriotism is when an individual both praises the United States for its good actions, but also critiques the nation for its inappropriate actions. Two problems emerged in their research.

First, the students’ survey results appear to signify that it is okay to be a “passive patriot.” In other words, loving one’s country does not mean you necessarily have to be civically or politically active. You do not need to vote or join political groups or activities to show you are a good citizen. Second, many patriotic commitments push citizens toward blind patriotism, rather than the constructive patriotism the researchers suggest would be the ideal. Kahne and Middaugh state, “In short, love of one’s country seems to be distracting some students from recognizing the need for critique in a democracy.”

Romanowski discovered that the aftermath (conflict in Afghanistan and Iraq, Weapons of Mass Destruction, role of oil) of 9/11 received poor treatment. The invasion of Afghanistan was reported as an easy US victory, yet it omitted important concepts, such as noting the struggle in Afghanistan is ongoing. Often, both the military and the civilian casualties and fatalities of the conflict in Afghanistan were omitted. In regards to the war in Iraq that began in 2003, there was some mention by textbooks that discussed weapons of mass destruction being the main catalyst for US invasion, but these same textbooks then omitted the controversy that occurred

when no weapons of mass destruction were ever found in Iraq, or treated that issue as resolved. Romanowksi found that none of the textbooks discussed the natural resource of oil, or its significance in the Middle East region. These textbooks did not mention the relationship that oil plays to the United States (Romanowski, 2009).

Romanowski made several recommendations to educators regarding the use of textbooks and the instruction of 9/11 in the classroom. First, educators should not treat the textbook as the only resource. Second, children should have the opportunity to learn about multiple perspectives of the September 11, 2001 terrorist attacks. Third, the teachers should employ the use of various writing assignments in order to develop the students' critical thinking beyond the textbook chapters. Fourth, the teachers should make use of primary documents and other primary sources whenever possible. Finally, Romanowski stated that teachers should attempt to use pictures, photographs, and other visual icons to enhance students' development of critical thinking skills about the message of the materials being examined. This would allow the students to determine the message and audience of the source (Romanowski, 2009). Kenton Keith (2004) built onto this argument by suggesting that teachers, as well as universities, should prepare students for the 21st century. That meant, argued Keith, that students should be prepared to enter a more global world, and a post 9/11 US education should represent that such a push has been made (Keith, 2004).

Liz Jackson (2011) added to these arguments about textbook omissions. This scholar discussed that since textbook publishers are in the business market to make a profit, these publishers must make decisions that are influenced by various

groups. Jackson stated that many groups and organizations following the September 11, 2001 terrorist attacks placed heavy pressure on textbook publishers not to print content regarding the religion of Islam, or its adherents, Muslims; yet many scholars believed that a better understanding of jihad and various meanings in the Islam faith would better serve the students (Jackson, 2011). Jackson argued educators cannot rely on the textbooks to gain an in-depth and thorough understanding of Islam. The scholar expressed her concern that where textbooks discuss Islam and Muslims, they often do so in a negative approach. For example, textbooks may mention the role that radical Islamists played in 9/11, rather than a discussion on Muslims' contributions to the United States or Muslim condemnations of the 9/11 attack. Nor did most textbooks discuss the discrimination endured by many Muslim Americans following the 9/11 attacks on the United States (Jackson, 2011).

Saleem and Thomas, (2011) shared similar conclusions to Liz Jackson. Saleem and Thomas discovered that some Muslim students felt insulted about Islam's treatment in textbooks. These Muslim students felt that even though they were Americans, the social studies textbooks made them feel as outsiders. These scholars concluded that Muslim students typically felt that the textbooks were biased in their presentation on terrorism. These scholars found that when acts of violence were caused by non-Muslims, the label "terrorism" was not always associated. For example, in the case of Timothy McVeigh and bombing of the Murrah Building in Oklahoma City, when the term "terrorist" or "terrorism" is associated, it is often done so without a link to any self-declared religious affiliation.

However, when acts of violence were committed by Muslims, the term “terrorism” was almost always associated, leading readers to believe that Muslims and terrorism are linked. There was typically no mention of how many Muslims died at the World Trade Center site, or how the Muslim or Arab communities in the United States, or in the world, were otherwise affected due to the attacks on September 11th, 2001. Saleem and Thomas argued that readers should not be left to “question the logic of associating Islam and Muslims with terrorism, a concept that is not compatible with the message of peaceful coexistence that they are required to adhere to and believe in as Muslims” (Saleem and Thomas, 2011, p. 29). Textbooks should only associate Muslims with the peaceful religion of Islam, and not be used as a label for terrorism. In conclusion, several researchers had studied the resources and materials in detail surrounding the events of September 11, 2001.

Abu El-Haj (2007) described how Palestinian students in a northeastern school after 9/11 felt that the term “Arab” was being used interchangeably with “terrorist.” Abu El-Haj noted that some of these students lived their entire lives in the United States, but felt that they were “enemies within” (Abu El-Haj, 2007, p. 287). Although native-born Americans, these youth did not feel that they belonged in the United States. Abu El-Haj concluded that these youth viewed US citizenship positively with regards to civic rights, but yet still felt like outsiders. Their national identities were abroad. When asked to identify themselves, she noted that they were Palestinians (not Americans), even if they had lived their entire life within the United States.

Approaches to Instruction about 9/11

When 9/11 occurred, few Americans disputed the far-reaching impact that this event had on our nation. Many citizens knew that this event became a tragic milestone in our nation's history. Research began immediately on this event. Many scholars set out on the task to determine how citizens would remember the events of 9/11. Many scholars looked to the schools of the nation to determine how today's youth learned about the event. However, much of the research on the instruction of 9/11 had focused on curricula, textbooks, and various resources to tell the story of how the nation chose to incorporate these events into our public memory.

As is common in the field of social studies, two teachers using the same set of facts for any given topic may deliver two entirely different messages to their student population, causing binary thinking if the existing arguments are not discussed. For example, did students learn about the Westward expansion of America as a story of positive progress, one that may celebrate the invention of the "iron horse", the 1849 Gold Rush, the more egalitarian feel of women on the frontier, or did the students understand the story of Westward expansion as a narrative of negative regression of Americans who would push Native Americans off their land and seized lands from Mexico? Perspective is a powerful element in the social sciences. It is no less an important factor when discussing in public schools, the events of the September 11, 2001 terrorist attacks.

What message then should be delivered to the students of American public schools? Many citizens argue that the event is a good way to discuss multiculturalism. A discussion of the United States as a land of diversity, and a way

to enhance the “melting pot” method of history is very applicable here. A discussion in areas of the United States that may include a high Muslim-American population, such as New York and New Jersey (the states with the two highest Muslim populations in the United States), may also find this perspective very meaningful. Rethinking Schools, for example, had a heavy focus on the teaching of multiculturalism and 9/11. This organization was founded to address educational needs. It publishes articles from educators or other stakeholders in education and promotes a theme of multiculturalism and tolerance. Much of its work is dedicated to education reform in urban areas (Rethinking Schools, 2016). Those social studies teachers who used this perspective may ultimately try to instill in the students that, “the life of someone who lives in Kabul or Baghdad is worth no less than the life someone in New York or from our neighborhood” (Kohn, 2001, p. 5).

Another approach to the instruction of the events of 9/11 was through an authoritarian patriotic view. This method delivered a message to the students that in order to be a good citizen, one should be complacent and support the government during times of crisis, and especially when this time of crisis pertains to wartime, or emergencies (Jensen, 2007). Most textbooks portray a narrative of authoritarian patriotism consistently throughout the book.

In contrast to authoritarian patriotism, others argue that students should learn about 9/11 as a reminder that one should never be truly complacent to their government. This is called democratic patriotism, or the dissent view. Rather, dissent view supporters argue that it was one’s civic duty to question the government during wartime, rather than remain complacent. When the

government implemented Japanese-American internment camps during World War II, a complacency versus questioning approach was used to highlight the differences between the authoritarian and democratic patriotism.

Others argued that a “goodness” approach was more appropriate, in which the events of 9/11 are used to deliver a message that goodness can come out of such negative and horrific events in life and history. These events can be overcome as teachers remind students and citizens that acts of goodness should resonate far more than they typically do in society. Students should focus heavily on the good acts of humanity that came out of the September 11, 2001 terrorist attacks (Gould, 2009). In addition, “today’s children are exposed to information about death through a variety of media. We have a responsibility to provide opportunities for children to process this information in ways that are developmentally appropriate” (Sexton-Reade, 2004. p. 1).

Some argue that a roots approach presents a more valuable lesson. This approach stressed why certain events happened, so that they do not appear to have happened “out of the blue”. This approach also focuses on the idea that citizens of the United States should not be in the dark about what their government does abroad, and rather should be more informed on American foreign policy.

Although curricula, textbooks, and other resources have improved since their early inception immediately following the events of 9/11, it should be important to note that research on these topics may not guarantee what the teachers in the classroom are *actually* instructing about 9/11. Although many school curricula did not mention the events of 9/11, it should not be assumed that the events of

September 11th were not being discussed in social studies classrooms. Since many textbooks include excerpts about 9/11, it should not be assumed that the textbook was the main resource being used to instruct a lesson on 9/11.

Leah Kinniburgh and Kelly Byrd (2008) were scholars who organized a lesson at the elementary school level. The lesson incorporated an integrative approach to math and social studies that examined the use of children's literature to learn multiple subjects and topics. Their activity used black dots that illustrated events that students learned, in this case 9/11 (Kinniburgh & Byrd, 2008).

However, there was still little research that showed what social studies teachers did with their students to instruct 9/11 lessons or units that they themselves had prepared for students. Nor, had there been thorough research on what messages and conclusions students learned from these lessons. Even leading up to the tenth anniversary of 9/11, Waterson and Haas acknowledged that "although there are many opportunities and issues to include when teaching 9/11, there are few prepared lessons to use in classrooms" (Waterson and Haas, 2011, p. 150).

In the pilot study that I conducted as a case study, some initial trends emerged about classroom instruction and the teaching of the events of 9/11. At the elementary school level (K-4) many educators did not prepare any lessons on 9/11. When asked about why they chose not to prepare any lessons about the events to their students, many of the teachers echoed similar responses. For example, at such a young age level, it may frighten the children, or it may be too difficult for the children at such a young age to understand all of the events that surrounded 9/11. Some also felt that the administrators thought that the students in the age group

were too young as well (Mortimer, 2011). On the other hand, those elementary school teachers that did acknowledge the events of 9/11 to their students, were far more likely to explain that the activities were based around the acknowledgement of Patriot Day, rather than 9/11 (Mortimer, 2011).

Teachers in grade levels 5-8 dealt with 9/11 in a different manner. Overall, teachers at these grade levels felt it was important to teach about 9/11 to clear up any misconceptions (who was involved, why did it happen, why didn't passengers on the first three flights fight back) that students held. The 5-8 teachers were more likely to acknowledge lessons about 9/11 as the topic of "9/11," whereas the K-4 teachers were more likely to avoid that term. Compared to elementary school, the 5-6 social studies teachers were more likely to instruct a separate lesson about 9/11, and the 7-8 grade social studies teachers were more likely to prepare a unit plan or set of lessons that extended multiple days. These 5-8 social studies teachers were far less likely to mention that it was part of a Patriot Day activity than the elementary school (K-4) teachers (Mortimer, 2011).

Several years have passed now since the events of 9/11 took place. Much of the early research about these events and their instruction aimed at curricula and textbooks. Overall, there still remains little research on what instruction about 9/11 in the public school classroom actually looks like. Some research by various scholars such as Hess, as well as Kinniburgh and Byrd, have given us glimpses into this area. In addition, some organizations have setup blogs and websites encouraging teachers and students to discuss their lessons. What still remains is a

thorough examination about classroom instruction regarding the events of the September 11, 2001 terrorist attacks.

CHAPTER III

METHODOLOGY

Case Study

The format of this research study was a case study. I chose this approach to “allow for the gathering of in-depth descriptions” of how teachers, students, school leaders, and parents felt about the instruction of the events of September 11, 2001 in the classrooms (Westheimer, 1998, p. 25). This case study focused on what that instruction looked like, as well as what the students learned. Public schools are complex environments that house a seemingly endless list of factors for particular outcomes. It would be challenging to a researcher to fully understand how educators instruct the events of 9/11, and how those students in the classroom make meaning of the messages taught in those lessons, without the researcher fully immersing himself into the school environment. A thorough interaction with the participants was needed to determine how the lessons were constructed, what challenges arose for educators instructing these lessons, and ultimately how the students made meaning of these events.

The use of the case study approach helped to “avoid the influx of an unworkable mass of information” (Westheimer, 1998, p. 25). Case studies allow for a complex situation or environment to be studied. Although case studies can make generalizations more difficult, it does allow for small details of the environment to be taken into account, whereas a study that contains multiple research sites would not have that same advantage. This case study allowed for the in-depth data collection of the knowledge and feelings of the stakeholders that would have been

difficult to gather in a research study not designed as a case study. Joel Westheimer stated that “case studies provide a highly contextualized understanding of complex interactions of environmental, organizational, and individual variables and processes at particular sites” (Westheimer, 1998, p. 28).

Rather than simply using a single tool to study several school sites, I felt it would be beneficial to apply various data collection tools to study several groups within one site to determine how the complexities of a single community affect the school’s instruction about the events of 9/11. Hence, “these insights can, in turn, lead to a deeper understanding...at other sites” for the implementation of the instruction of 9/11 (Westheimer, 1998, p. 28). “In addition, the findings of this study can be compared with other case studies to produce new theories and new understandings” (Westheimer, 1998, p. 28).

The case study site was at Moondale School District (pseudonym), a suburban K-8 school district located in Burlington County, New Jersey. Moondale School District has eight schools. There are six elementary schools (grades K-4) and two middle schools (one for grades 5-6 and one for grades 7-8). The school district serves approximately 4,300 students over an approximate 22 square miles, about the same geographic size as the borough of Manhattan.

This research study was designed with nine core components to help answer the main research question, as well as the research sub-questions. By implementing the case study approach at one school district, rather than a quantitative approach at several research sites, I was able to gather a deep understanding of how teachers instructed the events of the September 11 attacks, as well as how students made

meaning from these lessons, and how those students felt about learning the topic. In order to gather a deep understanding of what occurred at this research site, I designed a research study that employed the use of several data collection methods that included observations, interviews, surveys, and focus groups.

Subjects

The subjects for these data collection methods were selected using purposeful sampling. “The concept of purposeful sampling is used in qualitative research. This means that the inquirer selects individuals...for study because they can purposefully inform an understanding of the research problem and central phenomenon of the study” (Creswell, 2007, p. 125). The data collection was confidential. I was the only person who knew the true identity of the subjects. In this manner, the subjects’ names were not published in the results of the research study; rather I referred to the subjects using their role within the school district. The confidential aspect of the study allowed me to be able to do a follow-up interview based on any answers from the data collection tools. An anonymous data collection tool would not have allowed that same flexibility, in which I would not even know the identity of the subject.

The subjects agreed to this research study by having read and signed the Informed Consent forms. Adult subjects agreed to participate in the research study by having signed and dated Appendix E (Informed Consent), and subjects who were minors agreed to participate in the research study by having signed and dated Appendix F (Student Informed Consent), along with guardian approval.

To help subjects decide whether they wanted to participate in this research study, I created recruitment letters that helped explain to the subjects the purpose of the research study. Appendix A (Teacher/Admin Survey Letter) was handed out to the teachers and the administrators. Appendix B (Focus Group Letter) was handed out to students to explain what a focus group was. Appendix C (5-8 Student Survey) was handed out to students to explain the nature of the paper and pencil survey. Last, Appendix D (Parent Survey Letter) was given out to the parents of the students in classrooms that I observed. It explained to them the nature of the paper and pencil survey that I asked them to take.

Data Collection Process

The first step of my research study was to examine the Moondale School District social studies curriculum for grades 5-8. I used the Curriculum Analysis Template (Appendix G). It was useful to include the curriculum as a piece of evidence in the research study since the document served as the school district's framework of instruction, thus guiding the teachers of the content and skills, along with the pace, at which they instructed. It often suggested and/or implied a particular set of essential questions, enduring understandings, and assessments. The examination of the curriculum helped to answer the main research question by answering the following sub-question:

- *What curricula, objectives, lessons, activities, and assessments are used by teachers to instruct about the events of 9/11?*

The second step of my research study was the examination of the school textbooks used in grade levels 5-8. Similar to the curriculum, the textbooks were approved by the Board of Education, thereby they were indirectly accepted by members of the community. The research study used the Textbook Analysis Template (Appendix H) to examine the textbooks. By using the school textbooks, my research sought to discover the themes, messages, assessments, and various other factors that were included in the publication, and how those factors changed throughout the grade levels. The examination of the Moondale School District social studies textbooks for grades 5-8 helped to answer the main question by answering the following sub-question:

- *What curricula, objectives, lessons, activities, and assessments are used by teachers to instruct about the events of 9/11?*

The third step of my research study was to distribute a paper and pencil survey (Appendix I) to all social studies teachers in grades 5-8. The teacher surveys helped to answer the main research question by answering several sub-questions:

- *What curricula, objectives, lessons, activities, and assessments are used by teachers to instruct about the events of 9/11?*
- *What factors shape instruction and learning about the September 11, 2001 terrorist attacks?*
- *In what ways do stakeholders (teachers, administrators, parents, and students) influence the instruction of 9/11?*

- *What opportunities and challenges emerge for teachers and students in relation to the instruction of the September 11, 2001 terrorist attacks?*

The fourth step of my research design was to interview the administrators of the two schools that hold grades 5-8. Since school district administrators are instructional leaders, the research study aimed to gather their perspectives and feelings about the instruction of the events of 9/11. I interviewed the seventh and eighth grade principal, the seventh and eighth grade assistant principal, and a curriculum supervisor for the district. All of these stakeholders affected classroom instruction, and therefore provided a unique and powerful insight as to the choices made about the instruction in the classroom. The administrator interviews employed the use of a digital voice recorder, as well as the Administrator Interview Template (Appendix J). The administrator interview helped answer the main research question by answering the following sub-questions:

- *What curricula, objectives, lessons, activities, and assessments are used by teachers to instruct about the events of 9/11?*
- *What factors shape instruction and learning about the September 11, 2001 terrorist attacks?*
- *In what ways do stakeholders (teachers, administrators, parents, and students) influence the instruction of 9/11?*
- *What opportunities and challenges emerge for teachers and students in relation to the instruction of the September 11, 2001 terrorist attacks?*

The fifth step of my research study consisted of observations. For this step, I selected one volunteer teacher per grade level from grades 5-8 for observations in their classroom. The observations for each of those teachers consisted of the length of time in which that educator was instructing a lesson or unit on 9/11. Some teachers taught a lesson on 9/11 for one day, while other teachers instructed a lesson on 9/11 for several days. Therefore, the length of observations was dependent upon the length of the lesson or unit on 9/11. The observations were guided by the Observation Template (Appendix K) to help standardize the observation process, as Creswell suggested to “design an observational protocol as a method for recording notes in the field” (Creswell, 2007, p. 134). The observations helped to answer the main research question by focusing on two of the sub-questions:

- *What curricula, objectives, lessons, activities, and assessments are used by teachers to instruct about the events of 9/11?*
- *What does the actual instruction about 9/11 look like in the middle school classroom?*

The sixth step of my research study was the implementation of teacher interviews. I designed the research study so that I could interview the teachers that I observed. This interview allowed me to gather more insight following the observation, such as how the lesson was planned or what the teacher’s goals and objectives were. During the teacher interviews, I employed the use of a digital voice recorder to capture the conversation, as well as the use of the Teacher Interview

Template (Appendix L). The teacher interviews helped to answer the main question by answering the sub-questions:

- *What curricula, objectives, lessons, activities, and assessments are used by teachers to instruct about the events of 9/11?*
- *What factors shape instruction and learning about the September 11, 2001 terrorist attacks?*
- *In what ways do stakeholders (teachers, administrators, parents, and students) influence the instruction of 9/11?*
- *What opportunities and challenges emerge for teachers and students in relation to the instruction of the September 11, 2001 terrorist attacks?*

The seventh step of my research study was the use of student surveys (Appendix M). I surveyed the students of the classrooms in which I completed my teacher observations. Therefore, I used students from one classroom per grade level from grade levels five through eight, approximately twenty students per grade. After completing the Student Consent Form, students were given a pencil and paper survey that should have been completed within a single forty-minute class period. The student surveys were designed to answer the main question by answering several of the sub-questions:

- *In what ways do stakeholders (teachers, administrators, parents, and students) influence the instruction of 9/11?*
- *What conclusions do students develop from the instruction of the events of 9/11?*

- *In what ways do students feel that knowledge about 9/11 is important to the as US citizens in a post-9/11 world?*

The eighth step of my research study was the use of student focus groups. These groups consisted of approximately four to six students, and were drawn from the classrooms that I observed. There were four focus groups total, one for each grade level I observed. I lead the focus groups with the aid of a digital voice recorder and the use of the Student Focus Group Template (Appendix N). The student focus groups helped to answer the main research question by answering the following sub-questions:

- *In what ways do stakeholders (teachers, administrators, parents, and students) influence the instruction of 9/11?*
- *What conclusions do students develop from the instruction of the events of 9/11?*
- *In what ways do students feel that knowledge about 9/11 is important to the as US citizens in a post-9/11 world?*

The focus groups were intended to gain a deeper understanding of students' thoughts based on the paper and pencil survey.

The final step was to use parent surveys. This survey was a paper and pencil data collection tool (Appendix O). These surveys were given to the parents of the students in the classrooms I observed. The parent surveys helped to answer the main research question by answering the sub-question:

- *In what ways do stakeholders (teachers, administrators, parents, and students) influence the instruction of 9/11?*

Summary of Data Collection Methods

Curriculum Analysis

What	Moondale Social Studies Curriculum document (Grades 5-8)
How	Read document and use Curriculum Analysis Template (Appendix G)
Why	To identify the curricula, objectives, lessons, activities, and assessments used to instruct about 9/11

Textbook Analysis

What	Grades 5-8 social studies textbooks
How	Read sections of the book related to 9/11 and use Textbook Analysis Template (Appendix H)
Why	To identify the curricula, objectives, lessons, activities, and assessments used to instruct about 9/11

Teacher Survey

Who	All social studies teachers in grades 5-8
What	Paper and pencil survey
How	Use of Teacher Survey (Appendix I)
Why	To identify the curricula, objectives, lessons, activities, and assessments used to instruct about 9/11; To determine the factors that shape the instruction and learning; Teachers' role in influencing the instruction; Identify the opportunities and challenges that emerge for teachers in this instruction

Administrator Interviews

Who	Grades 7 & 8 Principal; Grades 7 & 8 Assistant Principal; Curriculum Supervisor
What	Interview with administrator
How	Use of digital recorder; Use of Admin Interview (Appendix J)
Why	To identify the curricula, objectives, lessons, activities, and assessments used to instruct about 9/11; To determine the factors that shape the instruction and learning; Administrators' role in influencing the instruction; Identify the opportunities and challenges that emerge for teachers in this instruction

Observations

Who	1 volunteer teacher per grade level 5-8
What	Observations of 9/11 lessons/unit
How	Use Observation Template (Appendix K)
Why	To identify the curricula, objectives, lessons, activities, and assessments used to instruct about 9/11; Observe actual instruction

Teacher Interviews

Who	1 volunteer teacher per grade level 5-8 (same as observation teacher)
What	Interview of teacher who instructed the 9/11 lessons observed
How	Use of digital recorder; Use of Teacher Interview (Appendix L)
Why	Same goals as Teacher Survey; More in depth than teacher surveys

Student Survey

Who	Students of classroom that was observed (parents consented)
What	Paper and pencil survey
How	Within one class period; Use of Student Survey (Appendix M)
Why	Students influence on instruction; To identify the conclusions that students develop from instruction; To determine the ways students feel that knowledge about 9/11 is important to them as US citizen in a post-9/11 world

Student Focus Groups	
Who	4-6 students per class observed
What	Small group discussion led by researcher
How	Use of Digital Recorder; Use of Student Focus Group (Appendix N)
Why	Same goals as Student Survey but more in depth; Gain a deeper sense of feeling and emotion than paper and pencil survey
Parent Surveys	
Who	Parents of students in classes observed
What	Paper and Pencil Survey
How	Use of Parent Survey (Appendix O)
Why	Parental influence on instruction

Figure 3.1. This figure summarizes the details of all of the data collection methods.

Data Analysis

My research study was set-up to collect several types of data. I designed this study so that I could gain a deeper understanding of how instruction on 9/11 was occurring within a school district, rather than get a narrow glimpse on several districts from a single, broad questionnaire. Creswell suggested that data analysis for case studies may employ the use of direct interpretation by the researcher, as well as developing naturalistic generalizations while presenting the reader with an in-depth picture of the case (Creswell, 2007). My plan for data analysis was divided into three main sections. These sections are the analysis of the Moondale School District social studies curriculum/textbooks, the analysis of the classroom observations, and the analysis of the surveys, interviews, and focus groups.

Appendix G and Appendix H (Curriculum and Textbook Analysis Templates respectively) were designed to determine what the plan of instruction, or the curriculum, said about the instruction of 9/11, and how the textbook, or the school resource, delivered that instruction. For the curriculum and the textbooks, I used the templates to pre-code my initial thoughts during the reading process to determine early conclusions about the types of messages that the materials were displaying about the instruction of the September 11th events. The templates were created to keep the data organized in a way that was consistent with the ideas that helped to best answer the main research question and its sub-questions.

The second part of the data analysis plan was to begin to analyze the data from the surveys, interviews, and focus groups. For the interviews and the focus groups, which used the aid of a digital recording device, I transcribed the responses into a Microsoft Word document. Transcription was then also completed for the surveys into a Microsoft Word Document. The survey transcriptions were grouped by question, so that I could compare the variety of answers for each question. Once the transcriptions were complete, I began to read through the documents in order to derive at early conclusions and themes that became apparent. For example, what themes/messages were presented in the instruction, what messages students walked away with, and what facts about 9/11 were presented.

The third part of the data analysis section was focused on the classroom observations. This data analysis helped to link the analysis that was completed in the other two sections. The curriculum and the textbooks helped to represent the school's plan of intent for instruction, while the surveys, interviews, and focus

groups were how subjects viewed and portrayed the instruction, messages, and themes taught. This third section of data analysis of the classroom observations was critical in linking the final result of the instruction piece. This final piece was the examination of how the instruction in the classroom actually occurred, rather than basing all of the data analysis on the school's plan of action (the Board approved curriculum) and the resource the school district provided to teach that topic (the Board approved resource). The data collected from the observation template (Appendix K), was transcribed into Microsoft Word and then examined for themes, messages, and other patterns that were useful in answering the research study's main question.

Once all data was collected, I began to separate the information into various sets of codes. Coding is the process of giving the information labels. By coding, one can begin to identify themes, conclusions, and eventually assertions through the use of examining the codes. I began by writing a code chart of all possible codes that might be used throughout the coding process. Many of these early codes were ones that I constructed during data collection and wrote down on the data collection tool sheets. The coding process was completed by examining each data collection tool individually. By using a Microsoft Excel spreadsheet, each piece of information that was taken from a data collection tool was sorted by one or more codes. In other words, one piece of data may have fallen into multiple code categories. The codes that I used are displayed in Figure 3.2.

Data Collection Codes

Quantitative Data	Nine Eleven (9-11)	Active Role
Age Appropriate	Al-Qaeda	Afghanistan
Aftermath	Americans	Arabs
Appreciation	Assessment – No	Assessment – Formative
Assessment – Summative	Assessment – Reflection	Awareness
Bush (President George W. Bush)	Challenge	Clean
Collaboration	Compassion	Complexity
Cultural	Current Event	Destruction
Donations	Emotional	Empathy
Extremism	Details	Feel Good
First Responders	Flight 93	Freedom vs. Privacy
Formative	Government	Grade Level
Graphic	Happened	Health
Hero	History	Homeland Security
Honor	Impact	Instruction
Iraq	Islam	Jihad
Judgment	Knowledge	Landmark
Level of Understanding	Loss	Memorials
Middle East	Military	Misunderstanding
Muslims	Normalcy	Not personal to them
Opinions	Osama bin Laden	Patriotism
Pearl Harbor	Personal Connection	Personal Reaction
Perspective	Planes	Prevent
Proximity	Rebuild	Religion
Remembrance	Repeat History	Rescue
Resources – Non-Technology	Resources – Technology	Revenge
Role of American citizen – has changed	Role of American citizen – has not changed	Root
Sacrifice	Saddam Hussein	Safety
Scared	Security	Skills
Solutions	Strength	Subjective
Summative	Taliban	Terrorism
Tolerance	Tragedy	Travel
United	Vulnerable	War
War on Terror		

Figure 3.2. This figure displays the lists of codes that used in the coding process of data collection.

Each line of the Microsoft Excel spreadsheet was color-coded by grade level. This color-coding allowed me to see in a more organized way, how the different grade levels compared and contrasted on each individual survey or interview question. This type of coding was extremely valuable in determining grade level comparisons. Once the piece of information was color-coded, the next spreadsheet column labeled what source that information came from. For example, did that information derive from an interview or a parent survey? The last column in the spreadsheet described the location of that piece of information from the data collection tool. For example, it may have been Question 4 of the 5th Grade Student Survey.

Last, after examining all of the codes from one data collection tool, I wrote a memo. For example, after coding the teacher interviews I wrote a memo about any trends or conclusions that became apparent from the teacher interview codes. After completing the memos for each data collection tool, I then wrote themed memos. These themed memos were conclusions that I derived from my initial memos. Finally, I used these codes and memos to construct assertions for the findings chapters of this research study.

This research study had limitations. The research site for this case study was conducted at my place of employment. The research that I conducted spanned two schools and four grade levels (5-8). Because the research site is my place of employment, it served to both enhance my case study, as well as complicate it. I was able to recruit research subjects more easily because many of the subjects knew me, and knew that I had been attending a graduate program. I found this important for

a qualitative research case study. Since the data collection tools consisted of conversation components, such as interviews and focus groups, it was beneficial for the researcher and the subjects to know one another. By informing the parents through the recruitment letters that I am a teacher in the school district, it might ease any nervousness to have students in focus groups and classroom observations. Already being familiar with the curriculum and the textbooks, it made classroom observations and interviews with the teachers more efficient by eliminating questions that an outside researcher might have about curriculum, textbooks and materials, and procedures.

Being employed at my research site also created some complications. The teachers who agreed to serve as research subjects are my colleagues. There was the possibility that collecting research from them would seem evaluative, either positive or negative. Typically in the teaching profession, colleagues in the same place of employment should not be placed into an evaluative role among other colleagues. Another complication was that there is always a chance my employment could be impacted positively or negatively. The research study was not designed to gain extrinsic reward or put myself in a position that would cast a negative light. A final complication was that the data collection had to occur around a complex set of scheduling, which had the possibility of limiting data collection. By spanning two schools with different start times for each class period, as well as some social studies classes operating simultaneously, made it difficult to observe every desired class instruction surrounding the events of September 11th.

I implemented four strategies to increase research validity. First, I provided each subject with a consent form that described the nature of the study. These consent forms clarified the purpose of the study and also promised them confidentiality. By using collection tools that were confidential, subjects might be more likely to provide a more genuine response to questions if their name is not linked. The consent forms also informed the subjects that the research study was approved by IRB, or institutional review board, that determines the study is safe for all subjects. Second, I did not include my own students as part of the data sample. My students were not surveyed, interviewed in focus groups, and their parents did not complete the parent survey. Instead, I chose another class within the same grade level that allowed for more research objectivity. Third, I was the only researcher in the study. This component created a research study that was standardized by allowing me to administer each data collection tool in the same manner. Finally, I standardized the data collection tools by using the same question pool for each type of interview and focus group. This ensured that research subjects' responses would be comparable. These four strategies increased the validity and reliability of this case study.

CHAPTER IV

STUDENT PERSPECTIVES

This research study was designed to determine what students know about the September 11th attacks, as well as their thoughts and feelings about learning about the tragedy. Among the data collection tools implemented in the study, several were designed to collect data from the students themselves. For example, students participated in surveys and focus groups. By having paired the data collected from the students with the data from their teachers, administrators, and parents, a more thorough examination of the thoughts that students hold about the tragedy became evident.

Based on the data collected in this research study, I conclude the following:

1. Engaging in lessons and discussions about the events of 9/11 promoted the students' understanding of civic responsibility, or what is involved in being a productive citizen in society. As the grade levels increased, Westheimer's view of democratic patriotism became more apparent.
2. Student classes developed their own versions of the historical narrative surrounding the events of September 11, 2001.
3. Students perceived the events of September 11th as an American, rather than a global event.

1. Engaging in lessons and discussions about the events of 9/11 promoted the students' understanding of civic responsibility, or what is involved in being a productive citizen in society. As the grade levels increased, Westheimer's view of democratic patriotism became more apparent.

Civic responsibility is defined as an individual's understanding of what is involved in being a productive citizen in society, as well as engaging in meaningful civic behavior, such as being informed and voting. Data collected from the research study concluded that the adult stakeholders saw the instruction about the events of September 11, 2001 as an avenue to promote three aspects of civic responsibility. Those three aspects are:

- Students became more informed citizens after participating in lessons about 9/11.
- Post-9/11 citizens are required to be aware and vigilant.
- Civic responsibility following 9/11 required students to display elements of honor and remembrance toward fellow citizens.

Informed Citizen

Nearly all students responded that learning about the events of 9/11 was not too sensitive for their grade level. Rather, virtually every student in grade levels 5-8 responded that learning about the events was important and that participating in lessons about 9/11 improved them as students, by teaching them skills that aimed at meeting various educational goals. Improvement for the students can be defined

as any attribute that affects the students' performance positively in school, such as gaining knowledge, promoting skill growth, and promoting positive behaviors. It was more important to the student that they were informed about the events surrounding 9/11, rather than be shielded from knowing about it.

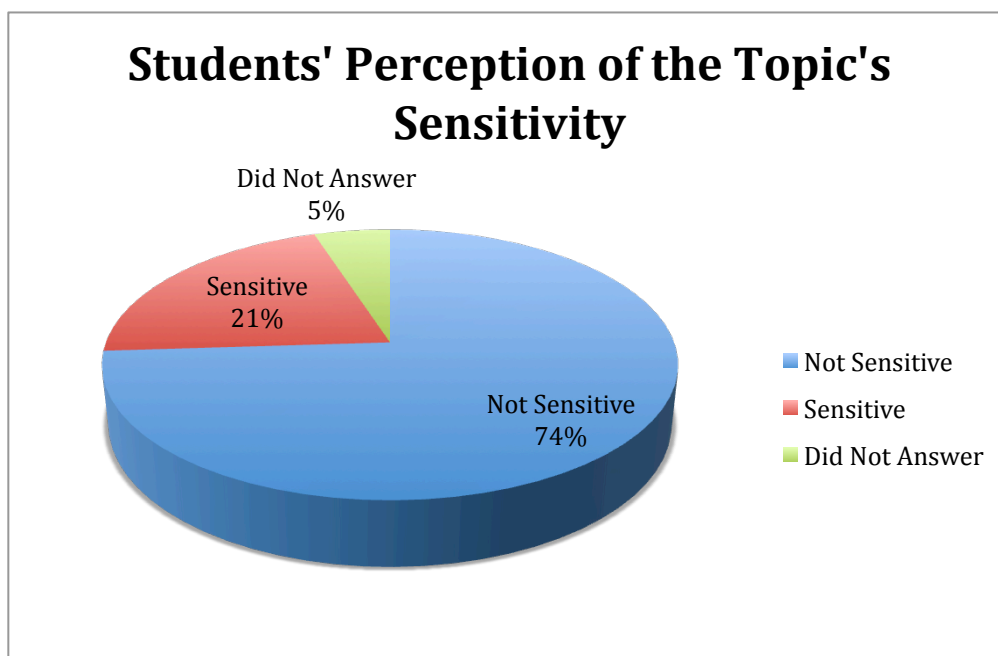


Figure 4.1. This figure shows students views on the sensitivity of learning about the September 11th attacks.

In the grade 5-8 survey responses, students overall felt that the topic of 9/11 was important to learn about. Some students in fifth grade clearly described the event as having a significant impact on the United States. One fifth grade student said it was important to learn about September 11th “because it changed this country.” Another student described a similar reaction when he or she described that the events will help one to “...understand one of the worst terrorist attacks in the US.”

The sixth grade students also provided several comments on the idea that learning about the events of September 11th were significant because it was an important part of our country's history. While one student said we needed to study the event "because people need to know about the past," another student said, "because then we know about what happened in the past." A third student stated, "It tells us history about our land."

Several of the seventh grade students commented on the importance of learning about September 11th due to it being an historical event in America. One student said "it was a turning point in American history. It was a major event that must be understood." Another student said that he believed "9/11 is a very important topic to learn about because it is now part of American history." One seventh grade student responded that the events were significant because "it is one of the biggest things that ever happened to our country. [It] also gives kids more knowledge about our country." Students throughout the grade levels discussed gaining knowledge about terrorism, heroes, important landmarks in the US including the World Trade Center and the Pentagon, and foreign policy.

Similar to all grade levels, the eighth grade students believed the events of September 11th were significant due to the topic's "historicalness." Students responded that the event was a major part of American history; therefore, like other major events, it should be taught. For example, one student stated, "It is a big part in the United States' history," while for another student it was important to "learn about it and how we recovered from it."

Eighth graders also felt that the event should be taught in schools due to its lasting impact on the country. One eighth grader said it would help citizens know “about how America is, how it is today.” Another student stated, “It affected us and the lives of others.” Some students discussed that there was an impact on the airports, as well as greater security in the United States through the creation of Homeland Security and the Transportation Security Administration (TSA). This impact, noted a seventh grade student, is a reason why airport lines take longer to get through. Security must “check your bags and everything/everywhere.” Another student added to this, saying, “They have those new scanners.” Some students commented specifically that the lasting impact of 9/11 was that the US would prepare itself to make sure another event like this did not happen in the future. For example, one student stated that “with all history so it doesn’t repeat itself.” Another student wanted to make sure that people did not forget about the events; and felt “if it is forgotten, then people will make the same mistakes again.” Thus, students reported feeling that the topic of September 11th was not too sensitive to learn about, and that it should be taught to them.

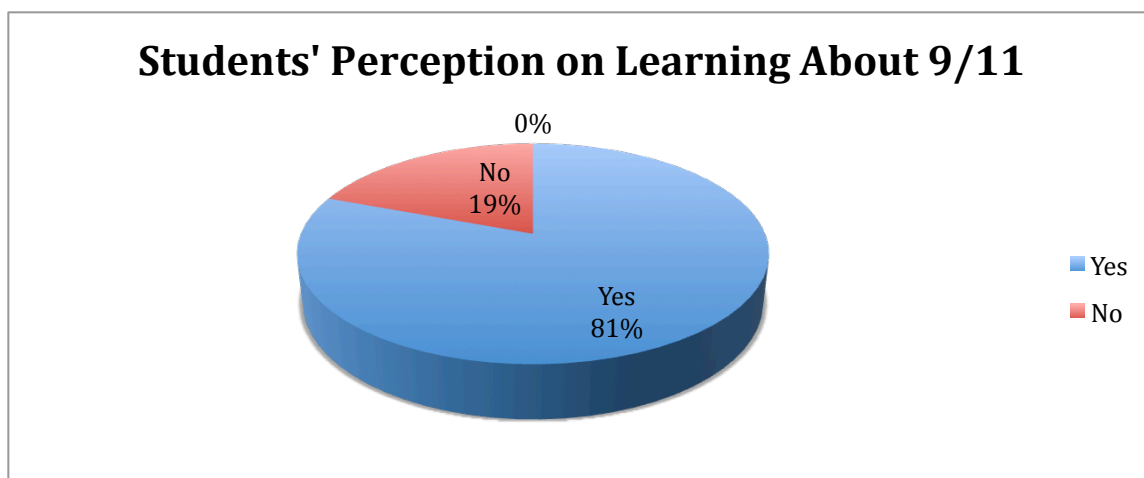


Figure 4.2. This chart displays the percentage of students that believed that learning about the events of September 11th, 2001 improved them as students against the percentage of students that believed it did not improve them as students. For the purposes of this pie chart, students that did not respond to the question were not included.

It became evident that students reported gaining a deeper understanding of being an informed citizen when the students communicated that learning about the tragedy improved them as students in some way. For example, eighty percent of all fifth grade responses indicated that students in this grade level felt that they were improved instructionally. "I feel that it improves me to learn a little more about history/social studies," said one fifth grader.

Students in sixth grade also felt that learning about what happened on 9/11 made them better students academically. From all of the sixth grade students who were surveyed, 100% of those that responded felt that learning about 9/11 improved them as a student. 81% of these responses included comments that suggested the students felt that their improvement was knowledge-based. In fact, several students used words such as "knowledge," "smarter," and "learned" within their responses. 19% of the sixth grade students stated that learning about the events did make them better students, but provided no further explanation as to

how. For example, one sixth grader stated, "I think that 9/11 improves us as students because I think everyone should learn about this and that we can get a lot of knowledge from this event."

Moreover, a majority of the seventh grade students in their surveys felt that learning about the September 11th events improved them as students as well. In the case of seventh grade, 77% of students felt that learning about these events improved them as students. Similar to the other grade levels, instruction was the main reason given for how it improved them. 100% of students in seventh grade responded that it improved them by giving them more knowledge about American historical events. For example, one seventh grader stated, "I now understand it clearly enough to explain. That means that I now know that the more you learn, the better you can explain it, especially when you can picture it."

In eighth grade, student responses in the surveys were similar to the other grade levels. 68% of eighth grade students believed that the learning about the events of 9/11 improved them as students. Of that 68% of eighth graders, 62% of students believed that the significance of learning about these events was instructional in nature. "So you have a better understanding of United States history," stated one eighth grader. "Cause we're learning about something important that happened," stated another eighth grader. However, 32% of eighth grade students gave different reasons for why learning about September 11th improved them as students. Some students believed that it improved their appreciation level. One student believed that "we have to value life and education," while another believed that "it makes me appreciate my life a lot better." A third

student believed that “it definitely changes how you feel about things and makes you more appreciative/grateful for the things you have.” One student believed that learning about 9/11 improved her as a student, not necessarily for the knowledge she gained about the event, rather about the skills she developed while learning about the event. For example, she stated, “The new things I’ve learned help me break down other topics and make things detailed because we learned so much.” Another student believed that learning about these events in school taught him that being civically engaged is important, and thus improved him as a student civically. He stated, “I feel like doing better in the community.”

By seventh and eighth grade, students began to have more reasons as to why learning about the events improved them as a student. These varied reasons were due to the fact that the older the students became, the nature of the lessons changed as well. The fifth and sixth grade classrooms were typically one day lessons with one main approach being instructed, mainly the patriotic banking approach. In contrast, the seventh and eighth grade lessons were typically multi-day lessons about the events, and often encompassed various approaches throughout those days. This instructional difference may have provided the students with more insight as to the impact that the events of September 11th have had on the United States. In the later grades, as students began to understand some of the root causes behind the attacks, what happened that day, and some of the aftermath of the events, students then began to decide for themselves how learning about these events improved them as a student.

It was not surprising that the students felt the way they did about wanting to learn about 9/11 and thinking that it is an important part of history because their parents had similar thoughts. Parents are an integral part in a child's learning career. The way they view particular aspects of education also affects how the child perceives those aspects as well. I thought it significant to determine how the students' parents felt about the instruction surrounding the events of September 11th, 2001. The views of the parents aided in the formation of students' views that a reason to learn about the events of 9/11 was so that they could become more informed American citizens.

When I asked the parents through a survey about their thoughts on teaching students about 9/11, parents overwhelmingly felt that this was an event that needed to be taught in our public schools. 100% of all parents surveyed from grade levels 5-8 stated that they felt it was appropriate for their children to learn about the events of September 11th, 2001 in school. One parent of a fifth grader stated, "I absolutely feel that it is appropriate...to learn about 9/11. It is an important date and event in American history and we have an obligation to teach the children about it." One parent of a sixth grader stated, "I feel students should learn about the history of our country. We can learn from the past experiences." One parent of a seventh grade student shared that "children have been learning history and this is now an important part of American and World history." A parent of an eighth grade student responded passionately by stating,

This date marked an important and horrific event that set in motion the significant events of the next 10 years. So it is a key date in the recent history of

the US and the world. 9/11 marks a series of attacks that all US children should study and remember.

A second parent of an eighth grader stated,

Having such a large scale and horrific foreign terrorist attack on American soil is crucial in educating our youth. Being such a public display of terrorist action this was the first to touch America. Schools need to teach the reason, cause, effect of outside forces that war against 'free nations.'

A third parent of an eighth grader stated,

It is an important piece of Am(erican) History. My boys were very young. Nicholas was only 1 yr and my daughter wasn't even born at the time. It was hard to explain what was happening. Without studying and exploring the attacks, it wouldn't be understood by this generation.

One of the district supervisors stated that she believed that 9/11 represented a major historic event for the United States and "that all students need to be aware that it happened." This particular administrator stressed that she realized that there would be challenges to teaching the topic at younger grade levels, but thought that it should be taught at a more informal level at the younger grades. Some of her beliefs were based off of her experience as a parent as well. She stated, "My son sees, he sees, he just turned eleven, he's in fifth grade and he asked me recently about it where he'll see, I guess because of the news, they're [New York City] opening the museum [9/11 museum], you know and they'll show pictures, and he'll

say, and he'll ask me about that day." She believed that young children would be exposed to information about the event regardless of whether the students heard it from schools or not. Learning about the event, even if very informally in the younger grades, would help the students piece together what they have heard on the news or from other sources. "Even if we [school districts] are hiding it from them, they're going to see it from TV, they're hearing about it, and they, they don't know how to piece that together or understand what happened."

As the students reported their feelings and beliefs on the sensitivity of learning about the events of September 11th and its importance to improving them as students, it became evident that the students' learning of the 9/11 events occurred within a patriotic spectrum. Joel Westheimer notes that there are two types of patriotism, authoritarian and democratic. He suggests that democratic patriotism is what civic education should lean toward in its curriculum, resources, lessons, and activities. All of the 9/11 lessons taught in the district research site occurred within the district's civics unit. Although Westheimer describes these two models of patriotic education, the 9/11 lessons taught in this district were more on a spectrum between these two models. In other words, lessons weren't necessarily all authoritarian or all democratic; rather, those lessons included components of both. This research found that the fifth and sixth grade classrooms employed an authoritarian patriotism model with some components of democratic patriotism, while the seventh and eighth grade classrooms employed a greater mix of authoritarian and democratic patriotism models. Although Westheimer suggests that education should lean towards the democratic patriotism model, the

authoritarian patriotism model demonstrated instructional and learning benefits as well. This was particularly evident in lower grade levels where learning about national pride allowed the teachers to successfully discuss the complex topic of 9/11 at a level developmentally appropriate to students who may never have had formal lessons on the topic before. In the cases where authoritarian patriotism was observed, it corresponded to promoting a positive, unified message to students.

In the fifth and sixth grade building, symbolic gestures representing authoritarian patriotism were evident. During the homeroom period, there was the “9/11 Choir.” This group of students sang American songs over the loud speaker for the September 11th anniversary. The principal discussed the reasons behind “Patriot Day,” an observance formally introduced by the government following the September 11th terrorist attacks. When the principal discussed the reasoning for the anniversary, he mentioned the first responders and paying tribute. It was followed by the students participating in an act of remembrance by remaining quiet during the principal’s “moment of silence” during the homeroom period.

In the fifth grade classroom, moments of authoritarian patriotism were observed. The class began with the students brainstorming reasons to answer the warm-up question: “Why are you happy to be an American?” The students’ responses could be classified as authoritarian patriotism. Students responded with answers that included: “Freedom of speech, independence, strongest military, and bravery.” None of the fifth grade responses displayed democratic patriotism. There were no responses that indicated the students were glad to be Americans because of their freedom to critique the nation or critique the American government. In the

fifth grade classroom, this trend continued as the teacher asked the students to identify what a hero was. The students responded with answers identified as authoritarian patriotism. Some responses included “help others and save lives, fights evil, stands up for country and defends it, fights for rights, helps one in need, and fights for what’s right.”

In the sixth grade classroom students were asked to respond to a warm-up question about what 9/11 meant to them. Their answers fell mainly into the authoritarian patriotism mode. Responses included loss of life and saving victims. The 9/11 attacks, in the minds of the fifth and sixth graders, were not an opportunity for them to reflect upon, critique, or assess the United States or its government. Instead, it was a time for the students to reflect on national pride.

The fifth and sixth grade classrooms employed the use of an educational video. The animated video helped to explain the root causes behind the September 11th attacks. The video helped the students to gain some insight to concepts of democratic patriotism. It discussed generic reasons for why the events of 9/11 occurred. The video also described themes of tolerance. The video exposed students to a broadly formulated depiction of the causes of the 9/11 events: that they occurred, in part, due to US involvement around the globe. However, the video’s description may not have gone far enough to claim that students were learning about the events primarily through a democratic patriotism view. Had the video assessed or analyzed the United States’ actions in other parts of the world prior to the 9/11 attacks, then a more democratic view of patriotism would have taken place.

Since lessons centering around the events of 9/11 were typically one day lessons in the fifth and sixth grade social studies classrooms in the building, time dedicated to build upon the ideas of democratic patriotism would have been more difficult than at the upper middle school levels. Two constraints faced by the fifth and sixth grade teachers made an authoritarian patriotism lesson more likely. One, lessons about the events of 9/11 were typically only one day in the fifth and sixth grade building, reducing discussion time about root causes of the events. Second, many students in the elementary schools did not have formal lessons about the events, causing any analysis about the US involvement in the Middle East difficult to sustain at these two grade levels.

At the seventh and eighth grade levels, more components of democratic patriotism were found. Due to the fact that these upper middle school grades prepared lessons about the 9/11 events that were longer in duration, usually spanning a few days, ideas of democratic patriotism were embedded more than the lower grades. In the seventh grade classroom, the students read an article that explained the events of that particular day on September 11th, 2001. However, the article then discussed the ideas behind Osama bin Laden and Al-Qaeda. As the students read the article, they read about the terrorist organization's views and opposition to US and Western nations and their military involvement in the Arab nations. The article discussed that bin Laden and Al-Qaeda were created in a decades-long movement. It was not an "out of the blue" moment that the organization was created and randomly selected the United States for attack. The students had the opportunity to practice democratic patriotism ideals as they

assessed and critiqued American and Western involvement that in part led to hostile feelings by terrorists. When one student in the classroom discussed the 1993 World Trade Center bombing, it provided the teacher a valuable opportunity to place that event into a larger timeline of events leading to the outcome of the 9/11 attacks. One year, this same seventh grade teacher covered the entire whiteboard with terrorist events around the world that were orchestrated by Al-Qaeda to show the students that 9/11 was part of a much larger timeline in the making of Al-Qaeda.

The eighth grade classroom provided opportunity for the students to engage in components of democratic patriotism as well. Students analyzed the effects of World War II on Japanese Americans. Internment camps, and the conditions of those camps, for Japanese Americans were an area for students to assess how the government should react to Muslim and Arab Americans living in the United States. The teacher had the students read about an Islamic community center that included a mosque opening two blocks from the World Trade Center. The students examined both viewpoints on the opening of the mosque, before making their own decision.

Although all four grade levels contained components of both authoritarian and democratic patriotism, the seventh and eighth grade teachers were much more likely to employ the use of democratic patriotism in their lessons than their fifth and sixth grade counterparts.

In conclusion, students felt and adult stakeholders mirrored the idea that today's youth should learn about the events of September 11th. It was not seen by the participants as too sensitive for the children at the middle school level, and the

students tended to believe that learning about the tragedy improved them as students. Indeed, learning about the events of September 11, 2001 appeared to enhance the students' understanding of civic responsibility.

Awareness

Through learning and discussing important messages and themes centering around 9/11, students, as well as the adult stakeholders, provided responses that were mainly authoritarian. Responses pertaining to awareness became a theme throughout the data collection. Awareness is used in one of two ways in the data collection. One, awareness is defined as understanding current events in the world. Two, awareness is defined as being conscious of your surroundings. Responses of awareness typically demonstrate an authoritarian viewpoint of patriotism. Being informed of current events or suspicious activity does not necessarily encourage democratic forms of patriotism, such as critiquing the government's post-9/11 policies, or using democratic principles such as freedom of speech to help solve problems rooted in the community from 9/11, such as discrimination against Muslim Americans and Arab Americans.

In the sixth grade focus group, I asked the students about the messages they thought their social studies teacher wanted them to take away from learning about the events of 9/11 in class. The students mentioned both types of awareness as a key lesson to take away from their learning about the topic. For example, when I asked, "What message do you think your teachers wanted you to learn about 9/11,"

one sixth grader answered, "Awareness." When I pressed that student to further explain his comment, he stated, "Of what's happening around the world." Another sixth grader in the focus group also stated that he believed his teacher wanted the students to understand that it is important for citizens to "stay aware."

In an interview with the sixth grade teacher of this class, the teacher expressed the importance that an active citizen has in being aware of his or her surroundings. Based on the students' responses of "awareness," it is clear that the students met this teacher's learning goal. For example, when I asked the teacher, "What were the goals you wanted your kids to get, or what was the goal of your lesson (on 9/11)?" the teacher responded that one of his goals was for the students to know "what the government's doing today to help prevent a similar type of attack from occurring." When I asked him what message he thought the students took away from his lesson on 9/11, he responded, "We should try to do everything in our power to prevent something from occurring." As the interview continued, I asked him how teaching about 9/11 connected to his citizenship unit. He answered that students can learn to be "aware of your surroundings and saying 'If I see something that doesn't look right, I need to speak out.'" Here, I would classify the goals as a mixture of both authoritarian and democratic patriotism, as the educator is explaining that the students do play a role in the community. They do not need to be passive patriots, as Levinson states. Everyone, according to the teacher, has a responsibility to make the country succeed by playing an active part in that process. At the same time, the goals could be classified as authoritarian because there is no

analysis, positive or negative, of the government's role. Rather, the expectation here is to be aware for the government and not object to its policies.

Some students in the sixth grade survey also believed that 9/11 was a significant event to study in class because it changed the way the United States is today. One student worried that "things can happen that will be bad." Another sixth grader stated, "We want to prepare ourselves if we have another terrorist attack," while another student said, "You can see why people died and till this day why they are scared." One student described the possibility that "there might be an attack tomorrow or maybe next month." Hence, several sixth grade students commented that learning about the event is important because of the continuing impact that the events of 2001 still have on our country. These student responses are consistent with Westheimer's authoritarian view. Westheimer notes that a national "climate of intimidation," which can result during wartime for example, requires complacency for citizen safety.

Continuing with the authoritarian perspective, several seventh grade students felt that the events were important to learn about in school because of its continuing impact on America, rather than as an opportunity to critique or analyze government policies. One seventh grader believed that Americans should learn about the topic because "one should be aware [that] the war on terror is still going on." Another seventh grade student said, "I think learning about 9/11 is important because we need to know how much this event 12 years ago has affected our lives." Echoing this thought, a student believed that it "is important because we need to know what happened and the effects. Terrorism is still happening all around the

world.” One seventh grade student thoroughly described her thoughts on the lasting impact of 9/11 as being a reason to teach the topic when she stated, “It may be disturbing to talk about, but you can’t not talk about it...You can’t sugar coat it cause that wasn’t the way it happened. Our generation needs to be prepared for what could happen and 9/11 is how we prepare.” Here, this student was suggesting that the events of September 11th were being used as reasoning for helping the government. In other words, the authoritarian view of using this event as an example to unify as a country trumped the democratic view of patriotism in using the event to have more open conversation about government policies and actions.

Additionally, the majority of educators themselves also felt that the events of 9/11 should be taught to students in school. It was evident that a message that was important to educators was that civic responsibility included a component of authoritarian patriotism, such as heightened awareness. In an interview, one sixth grade teacher said, “I think it’s very critical. I think history isn’t always pleasant and kind.” He continued to discuss the importance to not “candy coat things...history is pretty violent to be quite honest with you.” When I asked him about any final thoughts in our interview, he said, “I definitely think it’s something , 9/11, that needs to be talked about because of the national significance, but also because of our geographic location to the areas of the attack.” Here, the educator discussed the significance of 9/11 to support a goal of the government, in this case protecting the citizens of the United States, which requires more complacency.

An eighth grade teacher emphasized in her interview that learning about 9/11 keeps our future citizens more vigilant, thus making sure a future attack is

more preventable. This educator also believed that studying the event helped the students to understand that there are two sides to many global issues. “They [terrorists] have pretty strong reasons why they did this, pretty specific reasons why they did this. And I think it’s, it’s for Americans to know that sometimes...it just didn’t come out of the blue...” The characteristics of authoritarian and democratic patriotism are being discussed in this classroom.

School district administrators were another group of stakeholders that shared the view that awareness, a component of authoritarian patriotism, was a central component of civic responsibility. One administrator saw events such as 9/11 as a constant reminder that his job as a school administrator was serious, because at its core the most important tenet of the job was the safety of everyone in the school building. The seriousness of this interview was soon apparent as the administrator believed that “we’re now their guardians...we have a role in this as well...public servants have a serious responsibility.” He then described the importance of taking all safety drills seriously and to never “take certain things for granted until a 9-1-1 or a Columbine or something else happens.” This administrator expressed the idea that his most important responsibility as an administrator was to be aware of dangers in a post-9/11 world in order to keep the student body safe. This belief reinforced the authoritarian view of patriotism because the administrator discussed the important government goal of protecting its citizens.

A similar example occurred when another administrator of this same school had a similar philosophy believing that in a post-9/11 era, awareness is a key

component of civic responsibility, and this awareness should be taught to the students. This administrator believed that an appropriate question for the students to consider at a middle school age was “how important is preparation in an emergency?” In the same interview with this administrator, she reinforced this same belief by stating that a primary role of hers was to promote safety and awareness. She said, “I practice security drills for a reason, and so for me, I put myself in that role of how do I make sure that my school is ready to respond in an emergency?” She continued her interview by suggesting that civic responsibility does not stop there. Rather, this awareness should be practiced by everyone. It cannot be the job of one person to be aware for everyone. Everyone must be aware for all citizens. For example, she stated, “I think that it is a critical piece that people should carry with them. You need to know what to do. *Where do I go?...What happens if this happens?*” The administrator believed that these “are hard questions to think about, but I think you have to.” She finished her thought on this topic by stating, “And I think we need to instruct our students that if you’re in a place and this happens, what do you do? And it might save lives, and that’s a critical lesson.”

Honor and Remembrance

Through learning about the events of 9/11, students gained a deeper understanding of another authoritarian component of patriotism, the idea that an individual’s civic responsibility post-9/11 included recognition of their fellow citizens’ sacrifice and heroic actions. During an observation in the fifth and sixth grade building on the anniversary of September 11th, I viewed the school’s attitude

toward teaching about the events of 9/11 to the student body. During homeroom, the principal made announcements on the school's PA system. His announcements included a brief explanation to the student body as to why we as a country have Patriot Day. He explained it is a day that centers around Americans saving lives during a tragic event in our history. It is a day that is dedicated to celebrating the courage that first responders face on a daily basis. Ultimately, the principal explained to the student body that Patriot Day is a time when we as a country are to think back to pay tribute to the heroes and victims of September 11th. Here, honor and remembrance are promoting the unquestioning loyalty that Westheimer discusses as an example of authoritarian patriotism. The concepts of honor and remembrance are not being used in a way that we should question the government's decisions related to 9/11 (airport security, Afghanistan War, Iraq War). In this example, we are honoring the victims, while creating a unified citizenry.

Following the principal's initial announcements, he announced that the "9/11 Choir" was going to perform a couple of songs for Patriot Day as part of the school's announcements. The group performed two songs for the student body to listen to. The first song they sang was "The Star Spangled Banner," while the second song was "God Bless America." Following the songs by the "9/11 Choir," the principal then urged the teachers to have at least a brief discussion about 9/11 in their classrooms, such as where the teachers were when the events took place. These songs are typically used to promote unity among citizens, an example of authoritarian patriotism. These songs can be used as examples of democratic

patriotism depending on how their lyrics are discussed, an example that Westheimer noted in his writings.

Fifth grade students in the focus group referenced honor and remembrance as being important components of learning about 9/11. When shown a photograph of several first responders, students responded that they were heroes who were sacrificed. When I asked the students about what they considered to be the most important piece of information that an individual could learn about 9/11, one student immediately answered, "I think it's important like to honor the people who died." Another student had similar beliefs by responding, "I would say it's important to learn about the heroes because they, even complete strangers, would protect you because you're a citizen." Believing that remembrance was important to learn about 9/11, another student wanted to make sure that fallen heroes are not forgotten by stating, "It was sad that day...I watched a few videos on 9/11 this year and... many of the people like died and were like screaming and were trying to run away and were getting hit (with) all the debris out of the building." At the end of the fifth grade focus group, I asked, "What message do you think kids your age should take away from 9/11?" One student responded that Americans "should like always honor the people," while two other students in the focus group followed with similar comments. The fifth grade students were in agreement that honor and remembrance were dominant lessons from the events of 9/11.

Sixth grade students in their surveys felt learning about 9/11 was important not just because of its "historicalness," but also because of what the Americans would be remembered for during the attacks. For example, one student said,

“because it is when people were killed,” and a second student stated, “because a lot of people died in 9/11,” while another student felt that it was an important event to learn “because then you can see why people died and till this day why they were helpful.”

Similar to many responses from the sixth graders, the eighth graders also commented in their surveys on that learning about this event was significant for remembrance and honor of the heroes and victims, as well as remembering the event for the sake of how many lives it affected. “It is important to learn about 9/11 because it was a traumatic time for the United States and thousands of us died on that day,” stated one student. Another student believed that studying the events of 9/11 was “important because it’s a good topic to see how many citizens were involved.” Another student echoed this response with his own opinion by stating that “if you don’t learn about [9/11], how will you realize [the] people trying to protect and save everybody?” These examples of student responses show the concept of unity among the citizenry. The students do not discuss honor and remembrance as a way to promote the discussion of how the United States can better itself.

In conclusion, students and adult stakeholders recognized the value of honor as part of an individual’s understanding of civic responsibility, as a component of authoritarian patriotism. Honoring the victims of the events were not used in a way to have a discussion on making the country better, rather it was used in a unifying manner.

2. Student classes developed their own versions of the historical narrative surrounding the events of September 11, 2001.

When discussing September 11th with teachers in grade levels 5-8, it was clear that there was instruction happening in the classrooms about this event. Almost all teachers in grade levels 5-8 stated that they taught about 9/11 to some degree in their social studies classroom. Those social studies lessons grew in duration throughout the increasing grade levels.

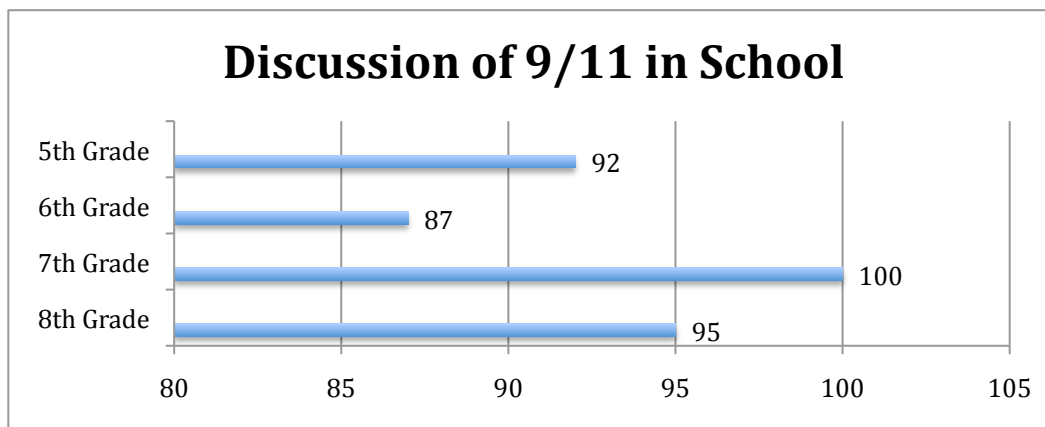


Figure 4.3. This figure showed the percentage of students who reported discussion of 9/11 in school.

In their surveys, virtually all students responded that they learned about the events of September 11th in school. This is seen in Figure 4.3 above. Even among the fifth grade students, almost every student responded that in fifth grade or earlier, they learned about the events of 9/11 in some capacity. The parents overwhelmingly believed that the events of September 11th should be taught to their children, even though about half of the students reported having discussed the event at home. This can be seen in Figure 4.4 below.

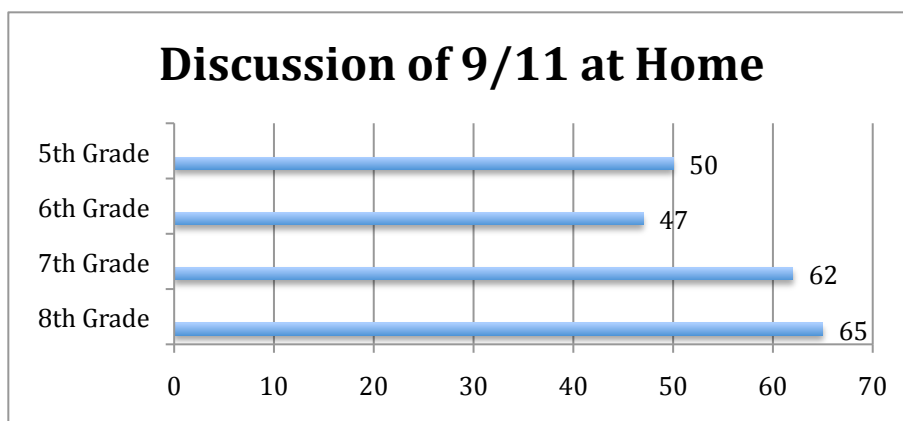


Figure 4.4. This figure shows the percentage of students who reported discussion of 9/11 at home.

Throughout the research study, it became evident that the students, as well as all adult stakeholders, felt that it was important for the events of 9/11 to be taught. The data collected ultimately showed what story of September 11th, 2001 the students have “written” in their version of the American narrative. An historical narrative is the way a particular group defines and tells its history. Historical narratives may vary among a country’s citizens, along racial, gender, and ethnic lines. Historical narratives do not exclusively have to be the nation’s history. For example, there can be historical narratives told as European narratives or global narratives. Some historical narratives are more theme-based, such as colonial history. For the purpose of the research study, the historical narrative is being “authored” by the students of the school district to examine the story of 9/11 through what they know about the event. In other words, how have students internalized what they were taught about the events of 9/11? If the students were to write a chapter in the American narrative, what would it say? It was discovered in this research study that there were two student versions of the September 11th

narrative, one “written” by 5th and 6th graders and one “written” by 7th and 8th graders. The student surveys, observations, and focus groups demonstrated different levels of understanding between these two groups. By using the data collected from the students, I wrote in italics how the fifth/sixth grade version and the seventh/eighth grade version of these student narratives of 9/11 might look. At the end of this section, a table presenting the entirety of the narratives exists for full comparison.

First, let us examine what students know about the day of the event. Many of the students explained that the events began on September 11, 2001. The majority of all students in each of the four grade levels identified 2001 as the date in which the event happened, even though the students were not alive for the event. Those students that answered incorrectly were usually only about a year off the correct day. Particularly for the fifth and sixth grade students, this date of September 11, 2001 is the date for them in which the chapter of 9/11 began, as they did not demonstrate much knowledge surrounding the events that led up to September 11th, 2001. On the other hand, for some seventh graders, and many eighth graders, the chapter of 9/11 began before September 11th, 2001, by examining some of the root causes behind the attacks. Due to an earlier starting date in their version of 9/11, seventh and eighth graders were more likely to see the events of something that was not so “out of the blue” because they examined more of the root causes behind the terrorist attacks than did their fifth and sixth grade counterparts. Much of this difference was due to the extended time that seventh and eighth grade social studies teachers dedicated to the instruction surrounding the events.

The fifth and sixth grade student chapter might begin by stating *...The events of 9/11 began on September 11, 2001...*, while the seventh and eighth grade chapter might sound like *Although the events of 9/11 culminated on the day of September 11, 2001, the seeds for the attacks were planted in the decades before....*

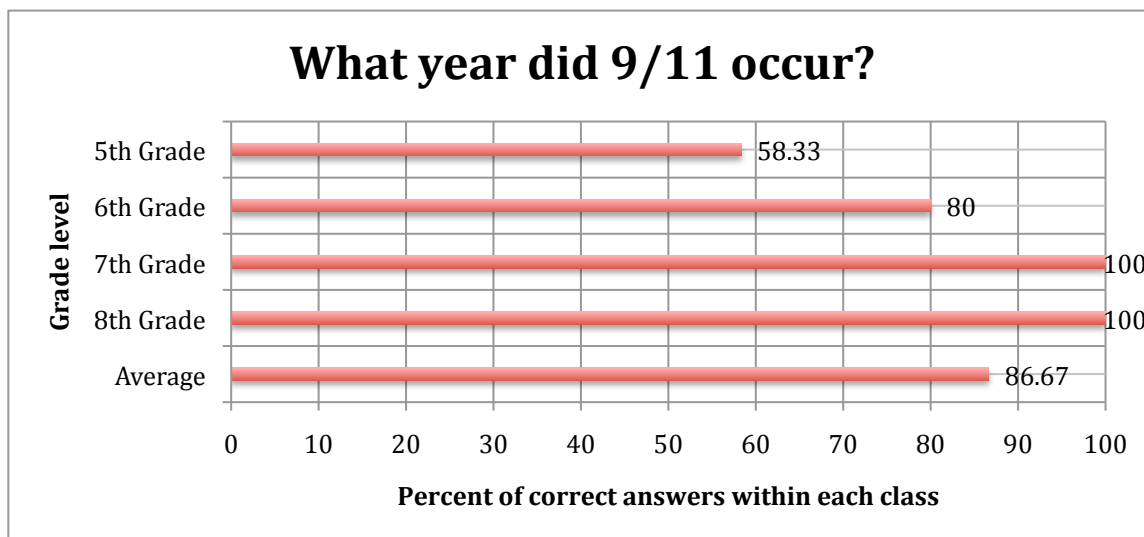


Figure 4.5. Students' responses to a survey question that asked them to state what year the events of September 11th occurred. The bar chart displays the percentage of students from each of the four grade levels that responded correctly to that question.

Second, both student versions of the narrative continued by stating *...and included the hijacking of four planes...* Virtually all students in grade levels 5-8 knew that there were four planes involved in the attacks, with all correct and incorrect responses ranging from three to five. Hence, all students knew that there was a small number of hijacked planes, rather than a much larger quantity. However, both student versions would not mention any of the locations that the planes took off from, the routes in which those flights were originally planning to travel, or that the reasoning behind the terrorists' selection of the aircraft were based on transcontinental flights which carried lots of fuel that were scheduled to leave at

roughly the same times. Almost no students identified that one of the aircraft departed from their home state of New Jersey. Therefore, both student versions would have remained *...and included the hijacking of four planes...* and not included any additional information about the origin or selection of these planes.

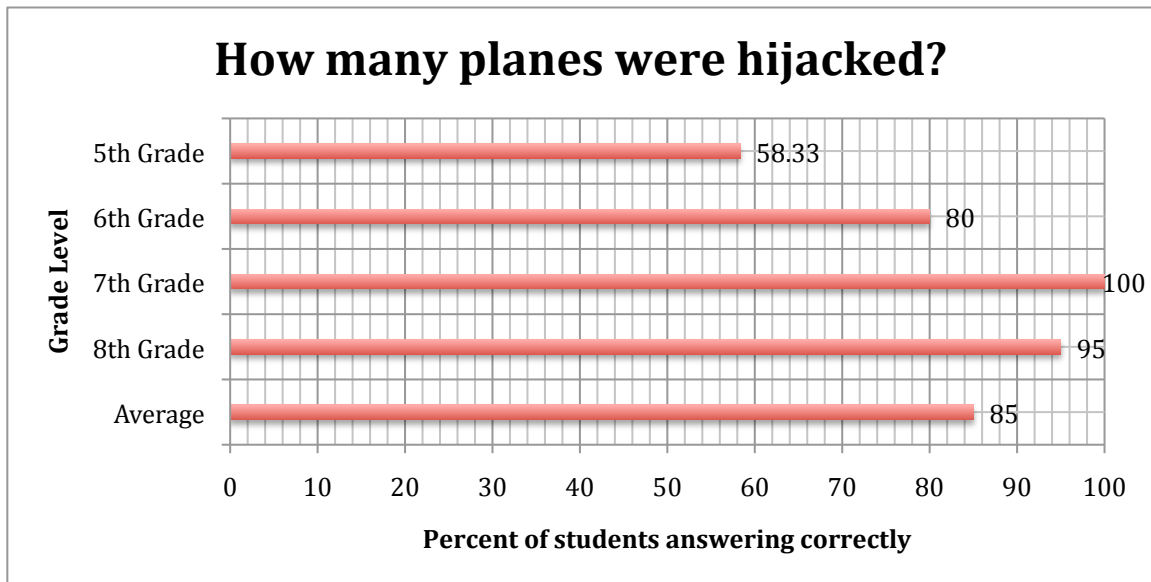


Figure 4.6. The bar graph displays the percentage of students from each of the four grade levels that correctly responded to a survey question asking how many planes were hijacked on September 11th, 2001.

Third, both versions of the 9/11 chapter in the American narrative would discuss at least one landmark that was attacked that day. However, a major difference between the two student versions existed in the number of correct landmarks answered, with seventh and eighth graders listing more correct responses for landmarks or places targeted during the attacks. Hence, the fifth and sixth grade student chapter might have continued by stating *...The terrorist plot included hitting several important national landmarks, such as the Twin Towers and*

the Pentagon... The seventh and eighth grade version would have continued by stating *...The terrorist plot included hitting several important national landmarks, such as the Twin Towers, the Pentagon, and a possible attack at sites located in Washington, D.C., such as the White House or US Capitol Building, which was averted when a final hijacked plane crashed into a field in Shanksville, Pennsylvania.* Once again, almost all students in grade levels 5-8 correctly identified at least one landmark that was attacked on September 11th. The later the grade level, the more accurate the students became at listing several landmarks, such as the Twin Towers/World Trade Center, the Pentagon, Shanksville, Pennsylvania, Washington, D.C., the White House, and the US Capitol Building.

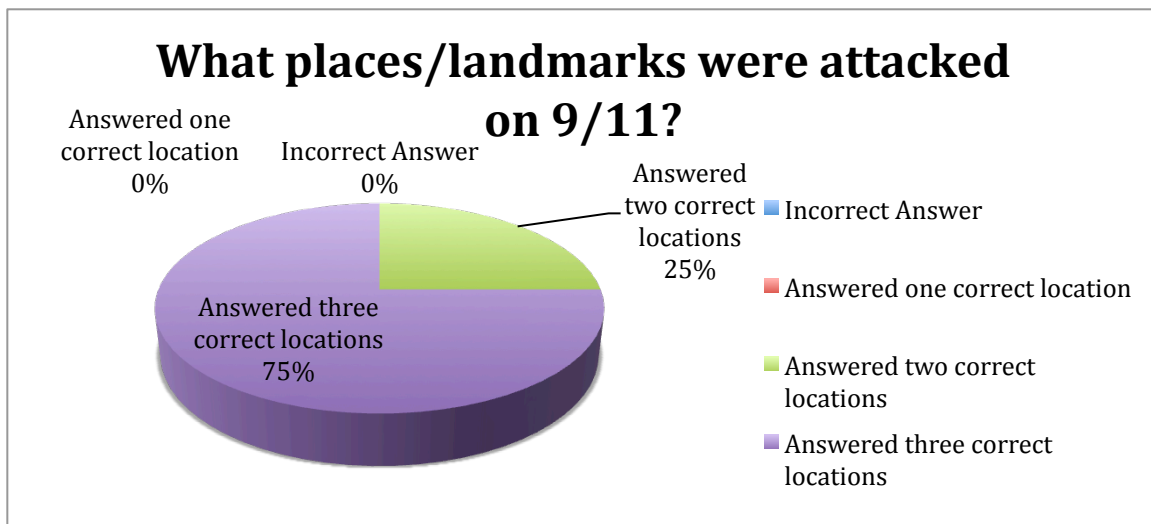
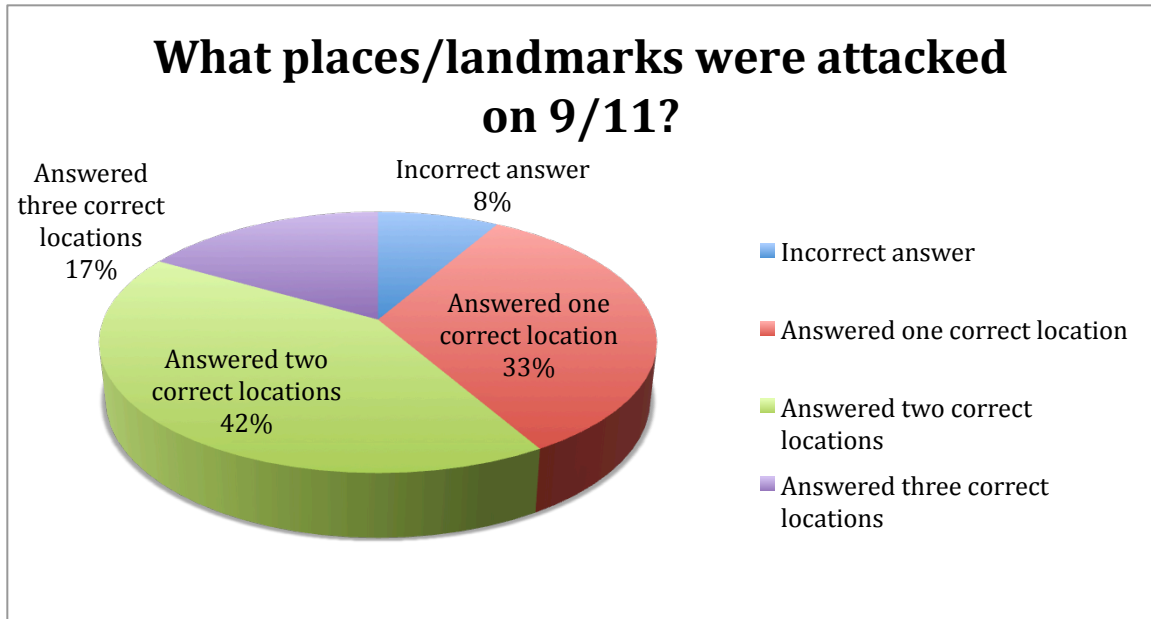


Figure 4.7. The two pie charts show a comparison between fifth grade and eighth grade responses asking about the places and/or landmarks that were attacked on 9/11. In fifth grade (top chart), 17% of students identified three places/landmarks that were attacked, while that percentage increased in each grade level with a maximum of 75% students answering three correct locations by eighth grade. Note: For this question, possible targets such as Washington, D.C., the White House, and the US Capitol Building, as well as Shanksville, Pennsylvania were considered correct responses for this question.

Fourth, the narrative identified that there were “bad guys” responsible for this attack. The fifth and sixth graders struggled to correctly identify Al-Qaeda, but were more familiar with Osama bin Laden. These students understood that, even without knowing the precise name of the group, these “bad guys” were terrorists. Therefore, the fifth and sixth grade chapter may have sounded like *...On this tragic date in history, terrorists led by Osama bin Laden attacked the United States...* The seventh and eighth graders almost all identified that these terrorists were part of Al-Qaeda and that Osama bin Laden was a key figurehead within the organization. Therefore, the seventh and eighth grade chapter might have continued by stating *...On this tragic date in history, Osama bin Laden and other terrorists from the Al-Qaeda organization attacked the United States.*

Furthermore, a dichotomy continued to exist in the students’ knowledge of American leadership that day. Fifth and sixth grade students were uncertain as to who the President of the United States was during the events, while almost all seventh and eighth graders knew that it was President George W. Bush, and some continued to say that they knew he was reading a book to children in Florida when he found out about the attacks. Therefore, the fifth grade and sixth grade version of the 9/11 chapter would omit mentioning the name of the President, while the seventh and eighth grade version would have continued by stating *...At the time of the attacks, George W. Bush was President of the United States...*

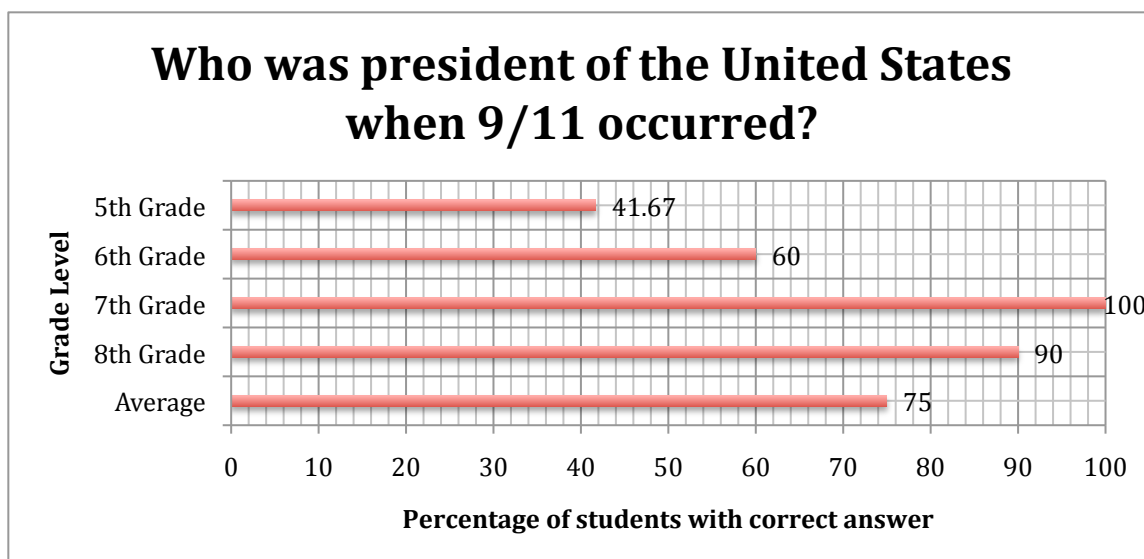


Figure 4.8. The bar graph displays data showing the results of students from each grade level that correctly identified that George W. Bush was President of the United States at the time of the September 11th attacks.

Sixth, the 9/11 chapter would have mentioned Flight 93, but to varying degrees. For example, less than fifty percent of fifth graders accurately gave detail about that flight, while just over fifty percent of sixth graders mentioned accurate detail of the event of Flight 93. In seventh and eighth grade, only a total of three students did not accurately give detail about Flight 93. Therefore, the fifth and sixth grade chapter of 9/11 sounded like *...Of the four hijacked flights on September 11, 2001, one flight did not reach its target...* The seventh and eighth grade version of their 9/11 chapter would have included slightly more detail and state *...Of the four hijacked flights on September 11, 2001, one flight, Flight 93, did not reach its target. Rather, it crashed into a field near Shanksville, Pennsylvania after the passengers on the aircraft attempted to retake the plane, causing it to lose control...*

However, all four grade levels would include in their American narrative chapter of September 11th the acts and deeds that American citizens performed in

the aftermath of the terrorist attacks. The fifth and sixth graders responded with a significant amount of rescue efforts completed by the first responders, while the seventh and eighth graders added the creation of memorials and donations, in addition to rescue efforts. Therefore, the fifth and sixth grade version read

...Following the horrific events of the September 11th attacks on our nation, the American people immediately performed their civic duty by helping out in the rescue efforts such as cleaning rubble, getting people out of the wreckage, putting out fires, and risking their lives... While the seventh and eighth grade version had a slightly more detailed version of this chapter, which read *...Following the horrific events of the September 11th attacks on our nation, the American people immediately performed their civic duty by helping out in the rescue efforts, creating memorials, and donating blood and other supplies for the victims. For example, citizens built memorials to honor those who lost their lives, searched through the rubble to rescue what victims they could still find, donated cards, candles, prayers, wishes, and even blood...*

How did the students retell the aftermath of the September 11th events? The fifth and sixth graders told a different story than their seventh and eighth grade cohorts. Fifth and sixth graders had a difficult time identifying a shaded country on a map as Afghanistan, but some students identified that the country was significant because that was where the terrorists and Osama bin Laden were located. However, the seventh and eighth graders had an easier time understanding that the shaded country was Afghanistan and more clearly identified it as the country where Osama bin Laden and other terrorists were hiding out.

Therefore, the fifth and sixth grade version of their American narrative chapter about 9/11 would read ...*The events of September 11th were felt beyond just that single day. The search for Osama bin Laden and other terrorists around the world remained...* The seventh and eighth grade version would read ...*The events of September 11th were felt beyond just that single day. The United States engaged in military action against Afghanistan in order to search for individuals responsible for global terrorism, including Osama bin Laden...*

Fifth and sixth graders also struggled in identifying that the Taliban was the government in control of Afghanistan during the initial US military conflict. No fifth or sixth grader could identify the term Taliban, while the term provided mixed results in the seventh and eighth grade levels. Therefore, a possible interpretation of the fifth and sixth grade version stated ...*The events of September 11th were felt beyond just that single day. The search for Osama bin Laden and other terrorists around the world remained...* Notice, no new information was presented in this last excerpt. However, the seventh and eighth grade version might now state ...*The events of September 11th were felt beyond just that single day. The United States engaged in military action against Afghanistan and its government, the Taliban, in order to search for individuals responsible for global terrorism, including Osama bin Laden...*

During focus groups, the students were asked about how the conflict with Iraq was connected to September 11th. Fifth and sixth graders struggled with this concept. When I showed an unlabeled map that included Iraq, neither fifth nor sixth graders could identify the country. They were unfamiliar with Saddam Hussein and

the idea that the United States believed Iraq possessed weapons of mass destruction. Therefore, the student historical narrative about 9/11 for fifth and sixth graders would not include the war on Iraq. The seventh and eighth grade students were more familiar with how Iraq fit into the conversation of 9/11. When I showed the seventh grade focus group the unlabeled map that included Iraq, immediately several students stated "Iraq." One student continued by stating, "We thought Saddam Hussein had, like, weapons of mass destruction." In the eighth grade focus group, the students identified the country of Iraq quickly on the map. When I asked why Iraq is connected to 9/11, one student responded that, "The war on terrorism was there." Another student responded that, "The President thought there was weapons of mass destruction were held there." While the fifth and sixth grade classrooms would not include Iraq into their student narrative, seventh and eighth grade students would. Their narrative might continue by stating... *Then, the United States invaded Iraq as part of the continuing war on terror, believing that Iraq possessed weapons of mass destruction...*

Many students from all grade levels, particularly fifth and sixth, struggled in their student surveys to understand the Department of Homeland Security's connection to the September 11th events. Only five students in all grade levels identified that the Department of Homeland Security was the US Department created after the 9/11 attacks. In the fifth and sixth grade focus groups, students could not identify that the reason Homeland Security was significant to 9/11 was that it was created as a direct result of the terrorist attacks, while in the seventh and

eighth grade focus groups students had displayed some knowledge of the origin or purpose of this department.

Although a handful of students correctly named the US Department of Homeland Security in the student survey, most students seemed to think that the connection between the Department of Homeland Security and 9/11 was that the cabinet-level position helped out American citizens during the event. For example, in the fifth grade focus group, one student asked if the Department of Homeland Security were “the people trying to get people out of the Twin Towers?,” while another student wondered whether “they were the people that uh, invaded Af- I can’t think of where.” In sixth grade, one student thought that perhaps “they helped out. They were the ones that, that I think they evacuated everyone,” while another student thought maybe they were the “Secret Service.”

When I showed a photograph of the Department of Homeland Security seal to the seventh grade focus group, one student stated, “That was created after 9/11,” while another stated that the purpose of Homeland Security was to “protect us from terrorists.” Similarly, in the eighth grade focus group, when I displayed an image of the Seal of Homeland Security, one student stated, “It was created right after [9/11].” After additional prompting, the student told me that it was “created by George Bush.” Another eighth grader stated that its purpose was “to protect us.”

The fifth and sixth grade version of the 9/11 chapter would omit the mention and details of the creation of Homeland Security and thus read something similar to *...Following the events of September 11th, the nation faced many changes...* However, the seventh and eighth grade version read something similar to *...Following the*

events of September 11th, the nation faced many changes. One of these was the creation of the Department of Homeland Security created by President George W. Bush in the wake of the disaster. It would be tasked with further protecting the citizens of our great nation from terrorism...

The American narrative continued by having students express in their surveys how they felt that the United States has changed following the events of September 11, 2001. Students from all grade levels discussed greater security as something that changed since 9/11. A fifth grader stated, "You need passports to go everywhere out of the country," and another fifth grader stated that "They [United States] got more weapons and more military help." One sixth grader believed the United States changed following the events because "when you get on planes they are strict now, so they have to check what you have or what's in your suitcase," while another sixth grader stated, "They [United States government] have made security a lot tighter at airports." One seventh grader believed the country "tightened security in airports and public buildings." Another stated, "US has been more secure and aware of threats." One eighth grader noted that "airport security has increased. We are at war with Afghanistan (War on Terror)." One eighth grader stated that "our security has increased and have gotten better in many ways, we are more alert and take threats more seriously." The 9/11 chapter of the American narrative for all grade levels might read ...*The United States has changed due to the events that occurred on September 11, 2001. For example, the United States has taken steps to increase the security of the country, particularly at the nation's airports. American citizens have become more cautious and aware...*

Both student versions of the American narrative chapter on 9/11 might conclude by reading *...The United States has never forgotten about the tragic events of September 11th, 2001. Rather, the citizens of our great nation choose to honor those victims and heroes by having built the Freedom Tower in the place of the Twin Towers, having constructed memorials at the sites of the tragedy, and by being tolerant of one another. In conclusion, the United States has evolved into a nation in which the security of its citizens is only as powerful as the individual citizen's ability and willingness to be vigilant and aware of future suspicious activity. The United States of America continues to endure as a great nation and truly embodies what it means to have freedom.*

The historical narrative might interest readers in two ways. One, it gives citizens an idea of what some middle school students might know about the events of 9/11. For adults who were alive for the event, they may remember every small detail they saw on the television, read in the newspaper, or even saw firsthand. However, some readers might be curious to see what a generation of students who were not alive for the event, know about it. Second, this metaphoric student narrative of the event provides a framework of how students are internalizing the events of September 11th, 2001.

As mentioned earlier, education about the 9/11 attacks mostly coincided with Westheimer's view on authoritarian patriotism, with some components of democratic patriotism particularly in the seventh and eighth grade classes. By using this metaphoric chapter of student knowledge about September 11th, it becomes

evident that the student frame of thinking about the events is dominantly authoritarian as well.

September 11th Historical Narrative Chapter

<u>5th and 6th Grade Student Chapter</u>	<u>7th and 8th Grade Student Chapter</u>
<ul style="list-style-type: none"> • The events of 9/11 began on September 11, 2001... • And included the hijacking of four planes... • The terrorist plot included hitting several national landmarks, such as the Twin Towers and the Pentagon... • On this tragic date in history, terrorists led by Osama bin Laden attacked the homeland of the United States... • Of the four hijacked flights on September 11, 2001, one flight did not reach its target... • Following the horrific events of the September 11th attacks on our nation, the American people immediately performed their civic duty by helping out in the rescue efforts such as cleaning rubble, getting people out of the wreckage, putting out fires, and risking their lives... • The events of September 11th were felt beyond just that single day. The search for Osama bin Laden and other terrorists around the world remained... • Following the events of September 11th, the nation faced many changes... • The United States has changed due to the events that occurred on September 11, 2001. For example, the United States has taken steps to increase the security of the country, particularly at the nation's airports. American citizens have become more cautious and aware... • The United States has never forgotten about the tragic events of September 11, 2001. Rather, the citizens of our 	<ul style="list-style-type: none"> • Although the events of 9/11 culminated on the day of September 11, 2001, the seeds for the attacks were planted in the decades before... • And included the hijacking of four planes... • The terrorist plot included hitting several important national landmarks, such as the Twin Towers, the Pentagon, and a possible attack at sites located in Washington, D.C., such as the White House or US Capitol Building, which was averted when a final hijacked plane crashed into a field in Shanksville, Pennsylvania... • On this tragic day in history, Osama bin Laden and other terrorists from the Al-Qaeda organization attacked the homeland of the United States... • At the time of the attacks, George W. Bush was President of the United States... • Of the four hijacked flights on September 11, 2001, one flight, Flight 93, did not reach its target. Rather, it crashed into a field near Shanksville, Pennsylvania, after the passengers on the aircraft attempted to retake the plane, causing it to lose control... • Following the horrific events of the September 11th attacks on our nation, the American people immediately performed their civic duty by helping out in the rescue efforts, creating memorials, and donating blood and other supplies for the victims. For example, citizens build memorials to honor those who lost their lives,

<p>great nation chose to honor those victims and heroes by having built the Freedom Tower in the place of the Twin Towers, having constructed memorials at the sites of the tragedy, and by being tolerant of one another. In conclusion, the United States has evolved into a nation in which the security of its citizens is only as powerful as the individual citizen's ability and willingness to be vigilant and aware of future suspicious activity. The United States of America continues to endure as a great nation and truly embodies what it means to have freedom.</p>	<p>searched through the rubble to rescue what victims they could still find, donated cards, candles, prayers, wishes, and even blood...</p> <ul style="list-style-type: none"> • The events of September 11th were felt beyond just that single day. The United States engaged in military action against Afghanistan and its government, the Taliban, in order to search for individuals responsible for global terrorism, including Osama bin Laden... • Then, the United States invaded Iraq as part of the continuing war on terror, believing that Iraq possessed weapons of mass destruction • Following the events of September 11th, the nation faced many changes. One of these was the creation of the Department of Homeland Security created by President George W. Bush in the wake of the disaster. It would be tasked with further protecting the citizens of our great nation from terrorism... • The United States has changed due to the events that occurred on September 11, 2001. For example, the United States has taken steps to increase the security of the country, particularly at the nation's airports. American citizens have become more cautious and aware... • The United States has never forgotten about the tragic events of September 11, 2001. Rather, the citizens of our great nation chose to honor those victims and heroes by having built the Freedom Tower in the place of the Twin Towers, having constructed memorials at the sites of the tragedy, and by being tolerant of one another. In conclusion, the United States has evolved into a nation in which the security of its citizens is only as powerful as the individual citizen's
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	ability and willingness to be vigilant and aware of future suspicious activity. The United States of America continues to endure as a great nation and truly embodies what it means to have freedom.
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Figure 4.9. This chart displays how chapters about 9/11 could look based on what the students in this case study knew, learned, and felt about September 11th. On the left hand side is how the fifth and sixth grade version of the historical narrative chapter of 9/11 might look, while the right hand side of the chart displays how the seventh and eighth grade version of the historical narrative chapter of 9/11 might look.

In conclusion, the students “wrote” a chapter about the September 11th attacks into their “books” about the American narrative. Students from grade levels five through eight had a story to tell about 9/11, although the fifth and sixth grade students’ perspectives varied a bit from their seventh and eighth grade counterparts’ perspectives.

3. Students perceived the events of September 11th as an American, rather than a global event.

Data collected from this research study led to a third conclusion regarding students’ perspectives about 9/11. The events surrounding September 11, 2001 were typically viewed as an American event, leaving its global counterpart behind. Although the events of September 11th did occur on American soil, its roots reached far beyond American soil. Victims from other countries perished in the attacks as well. Other than the September 11th attacks, the United States does not typically

rank high on lists of countries that have high rates of terrorism. Yet, the conversation of 9/11 by all stakeholders was dominantly seen as “American,” even as the invasion of Afghanistan and Iraq was the result of a coalition of countries.

The students perceived the event as an American event. When asking students in their surveys how the United States has changed since the day of 9/11, no students from grades 5-8 mentioned the US on the global stage. Rather, students reported that the US changed much in terms of its security. One fifth grader stated that “You need passports to go everywhere out of the country.” A second fifth grader echoed that response as well by stating that “You need to get a passport, and people have become stronger and more united.” When fifth grade students were asked whether they thought that learning about the events were important, almost all students answered that it was important to learn about; however, all responses given by these fifth grade students were American in nature, rather than global. For example, “you can understand one of the worst terrorist attacks in the US,” stated one student. Another student stated that learning about the events was important “because it changed the country.” Two other students mentioned it was important to learn about the Twin Towers, an American landmark.

When asked in the fifth grade focus group why the students thought that 9/11 happened, one student responded that “they wanted to see like, uh America, to harm, to harm Americans,” while a second student said that “Osama bin Laden wanted to harm the Americans.” Hence, in the student focus group responses, the students chose to use the term “American” rather than perhaps “Western” when discussing the victims of terrorism. Therefore, all of the fifth grade students’

responses were American in nature, and did not discuss 9/11 or terrorism as a global concept.

A sixth grade student responded how he thought that the US had changed because “when you get on a plane they are strict now so they have to check what you have or what’s in your suitcase.” Several other sixth grade responses discussed airport security, the government’s attempt to be more careful and prevent further attacks on the homeland, and the mentioning of landmarks such as the Twin Towers, the Freedom Tower, and the Pentagon. Similar to fifth grade, students did not respond to America’s changing after 9/11 in any global context, such as its relationship to other countries following the events or the United States’ role in a coalition effort in the Afghanistan conflict.

In the sixth grade focus group one student mentioned that “Al-Qaeda was more powerful than the government and they wanted us to be scared of them,” suggesting that Al-Qaeda’s only target in the world was the United States. When asking the sixth grade students about Americans’ thoughts regarding the September 11th attacks, students again answered with only “American” events, such as the attacks on Pearl Harbor, Hawaii and the bombing of the first World Trade Center. They lacked examples of Americans thinking about events and issues in other parts of the world. This thinking suggested that the students were referencing 9/11 as solely an American event by then referencing other American events when determining what other people thought about previous to the 9/11 attacks. Even in the two cases that were mentioned (Pearl Harbor and 1993 World Trade Center bombing), the students again referenced them from an American perspective, rather

than a global perspective. Hence, students' thoughts about historical events, such as 9/11, suggested that students internalized events of history through a predominantly national perspective, thus making the American narrative for these students very "American."

Seventh graders also viewed the events of 9/11 as American in their student surveys. Several students discussed that learning about 9/11 was important so that they can learn more about American history. "It was a turning point in American history. It was a major event that must be understood," stated one seventh grader. "It helps you understand more things about the US," stated another seventh grader. Another stated that the topic was important "because it is now part of American history." One seventh grader believed that learning about September 11th was important because "it is one of the biggest things that ever happened to our country. Also, it gives kids more knowledge about our country."

In the seventh grade focus group, the conversation also was predominately a national, rather than a global, view except for one instance about why the United States was attacked. The conversation began within a national perspective, such as "I don't think Al-Qaeda liked us for whatever reason," and because as another student suggested, "We're very democratic," while a third student stated that "it's against their religion." However, one student then stated that Al-Qaeda and Osama bin Laden "didn't like Western, democratic countries." Although in the seventh grade focus group there was a brief glimpse of seventh graders having placed the event into a larger global context when I asked why the September 11th attacks occurred, the conversation then quickly shifted back to a national-dominated theme.

As the conversation progressed, I asked students several questions pertaining to their thoughts about the September 11th attacks. Although their responses were thought-provoking, overall 9/11 remained within a national context within these conversations among the seventh graders. For example, engaging discussions from these seventh graders pertained to the landmarks attacked on the day, tolerance among citizens living in the United States, airport security within the country, and privacy versus national safety.

The eighth grade student population viewed the events of September 11th, 2001 as a national, rather than global event as well. When asking the students if they felt that learning about 9/11 was important, their responses were typically national in nature. One student said it was important because students could “learn about how united America became,” while another student stated, “It will teach others about how America is, how it is today.” A third student continued that “it is a big part in the United States’ history,” while a fourth student stated that “it changed American citizens’ lives.” Another eighth grader believed learning about the events was significant “because it was the worst attack in U.S. history.”

Although the students as a whole viewed the events of September 11th as predominantly an American event, the eighth grade students did the best at being able to view it in a global context. In the focus group, when asked why the events of September 11th happened, some students jumped immediately to global events. For example, when one student stated that the United States was attacked “because they hated us,” a second student continued by stating, “Wasn’t it like the oil wars (pause) it was like Israel.” Here the eighth grade students began to connect what they had

learned about in class from a series of textbook readings assigned by the teacher, reinforced by the educator's in-class discussions. The conversation continued with another student having stated that "Americans kept on getting involved," followed by another student explaining to me that 9/11 also stemmed back to "the fights between Afghanistan and the Soviet Union," while another student added in, "Israel." I questioned the eighth grade group further by asking them more specifically about what the United States did to get involved in other parts of the world, particularly the Middle East. One eighth grader responded that "we aided Israel," and when I asked about what one student said previously about oil, the student continued by stating, "The Gulf War." Even though the majority of all students, including eighth grade, viewed 9/11 as only an American event, several eighth graders displayed the ability of placing September 11th into a global context.

When asking parents/guardians how they felt about their children learning about the events of September 11th, parents overwhelmingly mentioned that the event was significant as part of American history, rather than mentioning any global component. A parent of a fifth grader stated that "it is an important date and event in American history and we have an obligation to teach the children about it." A sixth grade parent believed that it was appropriate for her child to learn about the events because "students should learn about the history of our country. We can learn from past experiences." Another sixth grade parent explained the significance of learning about the events as an "important part of U.S. history. We should honor those who lost their lives." A third parent of a sixth grader felt that it was appropriate to learn about "for my child...because it is a major part of our history."

Moreover, a seventh grade parent stated that “it is part of our history and I think it should be taught from different perspectives,” and a second parent stated that it is “part of our country’s history.” Eighth grade parents also viewed the event dominantly as a national viewpoint. One parent believed it was important to her children “because it’s a tragic event in American history.” Another stated, “It was a very important (although tragic) event that happened in the United States.” One stated, “It is an important piece of American history,” and another eighth grade parent said, “They should know America’s history.”

However, there was one seventh grade parent that did make a point in adding a global perspective by stating that 9/11 “is now an important part of American and World history,” and one eighth grade parent explained that “it is a key date in the recent history of the US and the world.” When responses regarding the event mentioned world history, respondents typically did not elaborate as to how it was a global event.

In conclusion, all stakeholders including the students, tended to view the events surrounding 9/11 as an American, rather than a global, event. Within the entirety of this chapter, it became evident how the students’ perspectives of 9/11 were framed. First, lessons about 9/11 helped to promote three different aspects of civic responsibility. Second, the student-constructed historical narrative of September 11th had two versions, one for fifth and sixth grade, then one for seventh and eighth grade. Third, the students tended to perceive the events on terms of a national, rather than an international, level. In summary, the findings of this chapter

should make clear to the reader what students know and think about the events of the September 11, 2001 terrorist attacks.

CHAPTER V

INSTRUCTIONAL APPROACHES

Throughout the research study, it became evident that educators' lessons on the events of September 11th did not always leave the students with the same final message about the importance of learning about those events. Rather, educators presented the lessons through a variety of instructional approaches. These approaches were factors in how students perceived the messages of September 11th. In this chapter I will make three conclusions regarding instructional approaches.

- Social studies educators frame their instruction about the events of 9/11 through at least one instructional approach.
- Fifth and sixth grade teachers were more likely to use one instructional approach as a dominant approach, while seventh and eighth grade educators were more likely to use multiple instructional approaches.
- Students taught through the “roots” and “aftermath” approaches were more likely to gain deeper understandings of the events surrounding the September 11th attacks.

Teaching about this tragedy that took place on American soil provided educators with the framework in which to instruct through several approaches of history. For this research study, an approach was defined as one way or avenue in which a person can “see” an historical event. This allowed educators to teach this

tragedy at a variety of developmental levels. An overview of these instructional approaches is shown below.

Instructional Approaches Summary

<u>Instructional Approach</u>	<u>Description</u>
Aftermath	When reflecting on events such as 9/11, students should understand the effects that took place as a result of the event.
Patriotic Banking	Events such as 9/11 should be embraced to teach about citizenship education. The events can present a tangible source for why students should feel a sense of pride to be a citizen of their country.
Democratic Patriotism/ Dissent	During times of crisis, the government may ask for unprecedented powers to carry out wartime responsibilities. In doing so, the government usually asks for unquestioned complacency among its citizens. Therefore, it becomes important for citizens to question the government during wartime so that their democratic privileges are not taken away.
Goodness	When reflecting on tragic events such as 9/11, it is important to remember that the acts of goodness and kindness far outnumber acts of evil. This approach focuses on the idea that citizens should remind themselves what “good” things came out of such an event.
Military/Anti-Military	Schools have the unequal potential to be used as breeding ground for military use. Under NCLB, military recruiters can use school records to recruit students. However, anti-war groups do not have this same access; therefore, making schools politically slanted towards federal policies.
Roots	When reflecting on events such as 9/11, students should be required to understand with more clarity the underlying causes behind such tragic events. Although not excusable, students should understand why these events are not just “out of the blue.”
Tolerance	The facts of 9/11 are used to teach students that one should understand other cultures, societies, and government systems, in order to promote an idea of tolerance.

Figure 5.1. This table describes the various instructional approaches that September 11th can be used for teaching about the September 11th attacks.

As students became more developmentally and academically ready, as well as more time having been devoted to the older grade levels about the topic, more approaches were used as the dominant approaches when instructing about the events of 9/11, a conclusion that is described below. My pilot study from grade levels K-4 showed that when September 11th was discussed, it was done so primarily using the patriotic banking approach, mainly including themes of honor and remembrance. However, by fifth and sixth grade, 9/11 is introduced as a more formal topic. A close examination of classroom observations helped to identify the approaches used to instruct about the events of 9/11 at these grade levels. The following approaches were observed in the research study during my observations of social studies classrooms in grade levels five through eight.

Patriotic Banking

The first approach that will be examined is the patriotic banking approach. This approach combines Westheimer's view of authoritarian patriotism and that of Paulo Freire's (1968) discussion on banking. As discussed in the literature review, Westheimer describes two types of patriotism, authoritarian and democratic. Authoritarian patriotism is when citizens do not question the government's policies and actions. Instead, the citizens are complacent with government policy and decisions because that's what a good citizen would do (according to that view). Paulo Freire discusses two opposing educational concepts, banking and problem posing. Banking refers to the "depositing" of information from teacher to student. Freire uses the term to suggest that students are learning passively. However, for

this research study, the term banking is defined as a method to instill knowledge, not necessarily passive learning. Although Westheimer suggests schools should focus more on democratic patriotism, and Freire suggests that schools should focus more on problem posing, authoritarian patriotism and banking can be developmentally appropriate at younger grade levels. Therefore, I use the term patriotic banking to suggest that students learning from this approach will learn in a way that promotes positive feelings toward their country, have pride in their country, and will not question the nation's policies. I found the use of this approach to be developmentally appropriate for the younger students in my study (fifth and sixth graders).

As mentioned earlier, my pilot study concluded that in grades K-4, 9/11 is not typically taught as a formal lesson. When it is taught as a formal lesson, it is usually done so more to Patriot Day, rather than 9/11. Thus, the fifth and sixth grade students might not be at an age-appropriate position to be utilizing a democratic patriotism approach. They may not have the background and knowledge about the complex issues surrounding 9/11 to engage in questioning the government's policies, such as the US invasion of Afghanistan and Iraq, the use of the PATRIOT Act, or infringement of a citizen's privacy at an airport. At the younger grade levels, lessons on 9/11 do not typically extend beyond one social studies class period, making it more difficult for students to possess enough knowledge to question such policies. By the seventh and eighth grade classrooms, the students will be at a more age-appropriate stage to begin using the democratic patriotism approach.

I will begin with an observation of a fifth grade classroom. According to fifth grade teacher surveys, it was common for lessons about September 11th not to exceed one class period. The lesson that I observed took place on the twelfth anniversary of 9/11. The approach used in this fifth grade classroom was primarily patriotic banking, while other approaches were used to a lesser degree. In this classroom, one would find the students seated together in groups. The teacher had four different sets of desks that faced slightly different ways, but all accessible to the focal point, which was the Activboard (an interactive whiteboard). At the front of the room, one would find a map that showed this teacher's travels throughout the country.

In my teacher observation, I noted that the teacher started the class by asking the students to consider their own thoughts about being an American. He had the students answer a writing prompt in their journals. The prompt asked, "Why are you happy to be an American?" After a few minutes of individual brainstorming and writing, the teacher asked for student volunteers to record some of their responses onto the whiteboard. I observed responses that included "Freedom," "Independence," "Bravery," "United," and "Strongest." Student responses already had a patriotic banking tone to them, due to it having been the most common approach used in the younger grades when teaching about this topic.

After the students provided responses about why they were happy to be Americans, the teacher asked the fifth grade students if they knew what today (September 11 – the day the observation was conducted) was called. The students responded with a variety of answers. One student raised his hand and stated "Hump

Day” (the lesson happened to fall on a Wednesday that school year). Another student stated “Independence Day,” while two other students hit the mark with “9/11” and “Patriot Day.”

Data collected from my pilot study suggested that elementary school teachers (K-4) do not typically reference the day as “9/11” to the children during their lessons. It was found in the pilot study that elementary school teachers were more likely to reference the day as “Patriot Day,” and often included few details about the actual events of 9/11, but instead focused more on heroism. Therefore, when the fifth grade teacher asked the students, “What is today called?” many students were unaware of the specific reference to “9/11.” By the teacher asking the students this question, it provided him the opportunity to make sure that each student was now on the same page about what the class was going to talk about for the day. Since many elementary school lessons instructing about Patriot Day were typically done so with the patriotic banking approach, the fifth grade teacher was able to continue to use this approach with ease, in which the students were already accustomed from previous grades.

At one point in the lesson, the fifth grade teacher asked the students to raise their hands and identify what a patriot was. One student raised his hand and stated, “Having pride in your country.” The teacher responded with a class question, “Do you consider yourself a patriot?” He gestured the class to raise their hands if they thought the answer was “yes.” A few minutes later into the lesson, the teacher asked the students to return to their journals and respond to a new question, “What is a hero?” The students were asked to write at least one to two sentences to answer

this prompt. After a few minutes passed, students were asked to volunteer their answers. One student responded that a hero is one that “helps others and saves lives,” while another student said that a hero is one that “fights evil.” A third student stated that a hero is one that “stands up for (his or her) country and defends it.” Other responses included “fights for rights,” “helps one in need,” and “fights for what’s right.” The responses of the students matched the approach being presented by the educator. The students’ patriotic journal responses correlated to the teacher’s use of the patriotic banking approach when the instruction was delivered.

The fifth grade teacher’s lesson ended with a handout. It asked the students to make a connection to their own lives by writing “a letter to someone you consider a hero and what you admire about them.” This activity connected back to the original journal prompt of “Why are you happy to be an American?” Based on the data collected from this case study, the teacher in this fifth grade classroom used a highly patriotic banking approach in which to teach the events of September 11th.

In the sixth grade classroom, the lesson taught surrounding the events of September 11th also followed a patriotic banking approach, and was the length of one class period. The teacher’s approach in this grade level started similar to that in fifth grade, by having students responding to a journal prompt. The students were given several minutes to answer the prompt, “What does 9/11 mean to you?” These students were more familiar with the term “9/11” than the fifth graders. The students answered the prompt individually and then when asked to volunteer answers, the educator called on a few students. One student responded that 9/11 meant that “important people died,” while a second student said, “Veterans died,”

and a third student responded with “lost lives.” One student related on a more personal note by responding “It could have been where we lived.”

The students in the sixth grade class were arranged by group-seating, five to a group. Following the individual answers to the journal prompt, the students were asked to determine which answers of their own were similar to someone else’s in the group. Students then wrote those similar responses onto the whiteboard. The teacher stated that this item “can be translated into a drawing, word, or sentence.” The teacher referred to this as a graffiti board.

Graffiti Board

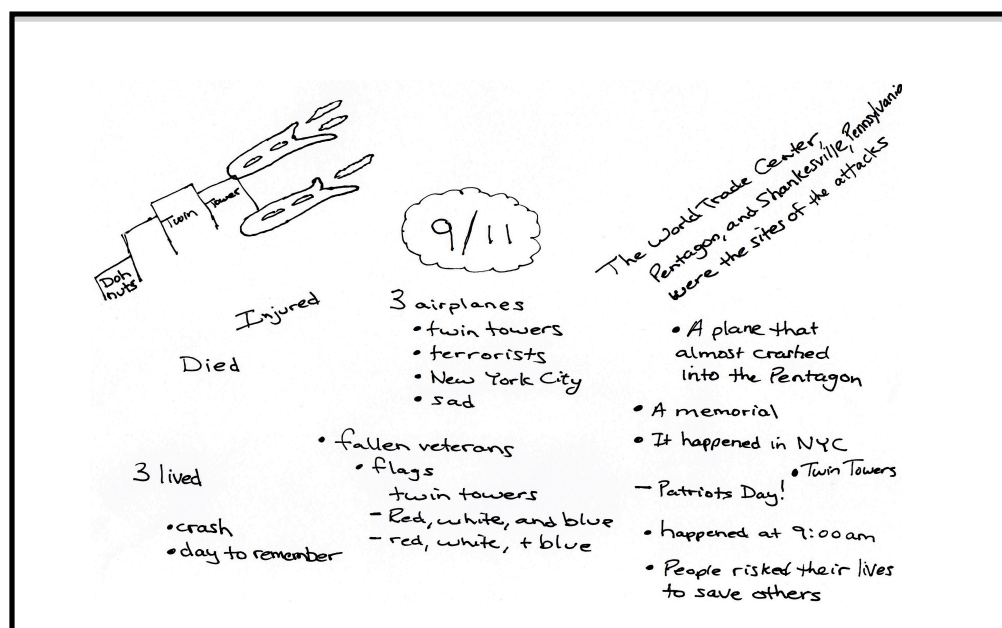


Figure 5.2. This figure displays 6th grade student responses to a journal prompt completed in class.

The drawing above in Figure 5.2 displays the graffiti board. The students were required to pull from prior knowledge they held on the events of 9/11. Many of their responses were reflective of patriotic banking. Some students shared facts

about the day, such as “It happened in NYC” and “The World Trade Center, Pentagon, and Shankesville [sic], Pennsylvania were the sites of the attacks.” One student drew a picture of an airplane heading towards the Twin Towers. Several sixth graders added the following terms: “Fallen veterans,” “Flags,” and “Red, White, and Blue.”

This sixth grade classroom was another example that showed how the fifth and sixth grade classrooms typically focused on a single dominant approach. The graffiti board lesson was an example that employed the use of the patriotic banking approach as its primary approach. As was described earlier, in grade levels 5 and 6, it was common for younger grades to use only one dominant approach. While other approaches were used, they were not done so in a way that was central to the lesson.

When I observed the seventh and eighth grade classrooms, the lessons taught surrounding the events of the 9/11 attacks resembled a well-organized series of multi-day lessons, rather than a single lesson plan, as was observed in the fifth and sixth grade social studies classrooms. Based on data collected from teacher surveys, the trend of fifth and sixth grade lessons about 9/11 were typically one class period in length (40 minutes), while teacher surveys at the seventh and eighth grade levels showed that it was typical for lessons to be multi-day in length (multiple 40 minute lessons).

On the second day of the seventh grade lesson, the teacher had the students analyze the informational text on the whiteboard he had displayed at the beginning of the previous day’s lesson. The teacher went through with the students what the

article stated happened that day on September 11, 2001. Following the analysis of the informational text, the students turned their attention to the projector images at the back of the classroom. The teacher displayed a photograph of the New York City Memorial. He had the students think about the fountain in the New York City Memorial and determine why the architect of the memorial would use a fountain. The students examined the names of the victims on the side of the memorial. The students performed similar exercises of analysis with other photographs that included the memorial at the Pentagon, the Flight 93 crash, and a photograph of Osama bin Laden. On this second day of the lesson, the teacher used a patriotic banking approach to teach the events of September 11th through honoring of the victims at these memorial sites.

As one entered the door to this eighth grade social studies class, it was not easy to miss this teacher's passion for teaching about the events of 9/11 in a meaningful way to her students. The room was filled with projects about the September 11th attacks from previous years, a way to spark the interest of the students she would now have for an entire year. On one section of the whiteboard was the "What's Due" area that reminded students that their "9/11 News Article" would be due on Friday. That area of the whiteboard also reminded the students to complete their "9/11 textbook readings and questions about Middle East Conflicts and Arabs." This referred to a section of the students' textbooks that discussed the Arab-Israeli conflict as one of several regional conflicts leading to American involvement in the Middle East that would help to reinforce the textbook's explanation that "the United States was often called upon to take the lead in

resolving regional conflicts. But, as grief-stricken Americans learned on September 11, world leadership could carry a high price" (Davidson & Stoff, 2003, p. 883).

On one of the days I observed this class, the teacher began class with a "Do Now" activity. The directions for her students asked them to create a T-chart. On the left-hand side, the students wrote down "What I know about 9/11," while on the right-hand side of the chart, the students wrote down "What I want to know about 9/11." The teacher provided a few examples of her own to help the students begin the activity. After a few minutes of individual writing, she directed the students to find a partner and complete a "Think, Pair, Share," a form of partner work. Following about two minutes, the students were directed back to their seats for a whole class discussion on what they wrote.

When she asked the students to raise their hands and state what kinds of facts they already know about 9/11, there seemed to be no shortage of responses. One student stated, "four planes." Another said, "It happened in New York," while a third student stated that, "Al-Qaeda planned it." Other answers included: "Osama bin Laden was the leader of Al-Qaeda," "Bush was reading to children," "War on Terror started," "Afghanistan," "Iraq," and several of the landmarks.

After the Do Now activity, the teacher engaged in a lesson that displayed patriotic banking. She prepared the students to watch a video of President Obama explaining how Americans should honor the victims and heroes of September 11th. The video was President Obama's tenth anniversary speech of 9/11. The teacher discussed with the students that the video explained that a way to honor the victims and heroes of 9/11 is to simply be kind to someone else. The eighth grade teacher

then handed out a strip of colored paper to each student and asked them to think about one thing that they could do that week to honor those who were lost that day in 2001. Those strips of paper would then be linked together to form a chain that would be hung in the classroom. Hence, this lesson taught the topic of 9/11 using patriotic banking.

In conclusion, the patriotic banking approach was used throughout grade levels 5-8. It was the dominant lens of the fifth and sixth grade classrooms, and remained a dominant approach throughout the seventh and eighth grade classrooms. By seventh and eighth grades, the educators tended to also include other approaches within their multi-day units on September 11th. For example, let us examine the use of the tolerance approach in the next few paragraphs.

Tolerance

Although the patriotic banking approach was used the most, the tolerance approach was also a frequently used approach by the educators. By seventh and eighth grade, educators tended to use multiple approaches, as well as more complex themes throughout their lessons on 9/11. Much of this was due to the fact that seventh and eighth grade lessons were typically longer in duration on the topic. Many educators in these two grade levels used approaches that included roots, aftermath, and tolerance as core components of their lessons, rather than simply touching upon them. By seventh and eighth grades, these educators found that the students were at a spot academically, as well as social-emotionally, to take on the

increased challenge of learning about this severe tragedy that did not take place very far from their homes.

Although the fifth grade teacher used a patriotic banking approach to begin the lesson with, he started to introduce two other approaches, roots and tolerance, towards the end of the lesson. The fifth and sixth grade teachers showed the students a video that aimed at helping young children understand and comprehend why someone would want to attack the United States. The video also displayed important goals the nation should focus on. One of these goals was to introduce tolerance to the students. Following the video, the fifth grade teacher wrote the term “TOLERANCE” on the whiteboard to examine this issue a bit further. This educator continued on the tolerance approach by stating to the children, “Al-Qaeda is NOT tolerant” and “Freedom of Religion.” The teacher impressed upon the students that tolerance is an important concept. Understanding that the school district is one that has diversity, including a Muslim population, the educator took the time to particularly acknowledge religious tolerance and how that tolerance is important following the events of the September 11, 2001 terrorist attacks. After explaining to the class that there are Muslim students in the school and in the classroom, he emphasized that “we accept each other for what we are.”

The seventh grade teacher had set up a video clip that, in part, portrayed the significance of tolerance to the audience. As the clip played, the message of the video explained to the students in the classroom that we live in a country where you can practice any religion. The video embodied a message of religious tolerance, an essential message that this seventh grade educator decided was important for his

students. The teacher reinforced to the students that after 9/11 treating all people as equals, regardless of religion, was vital.

Tolerance was also a focal point in the eighth grade social studies classroom as well. During my second observation of this eighth grade educator, I came in to find that the paper chain that the students had been working on previously was now completed and hung from the whiteboard in the classroom. There was another “Do Now” activity on the front whiteboard that asked the students to: “Please read President Bush’s speech. Following the reading, students should write down what they think the main idea of the speech is.” The speech the students were reading was the September 20, 2001 Address to Joint Session of Congress, in which President George W. Bush placed a strong emphasis on informing all Americans that terrorism and Islam are separate entities, and to make sure that as a nation, the United States and its citizens should not discriminate, stereotype, or mistreat fellow Americans, should they be Muslim, or any other faith. The students then spent a few minutes reading the speech. Following the individual reading and writing of the Do Now, the teacher moved on to a discussion portion from the informational text.

“Why did Bush need to say this?” the teacher asked, causing the students to think about the main idea of his speech. One student responded with “Don’t blame them (Muslims).” Another student responded with “It’s what happened to Japanese Americans,” referring to the backlash against Japanese Americans following the attacks at Pearl Harbor, in which many of them were placed into internment camps for the “protection” of the rest of the country. The teacher continued to say that there were lots of emotions following the attacks of 9/11, such as backlash and

feelings of wanting revenge. She stated to the students that after Pearl Harbor, “we” didn’t trust Japanese Americans. The Japanese Americans lost homes, jobs, and lived in bad conditions.” Some of these Japanese Americans were relocated to New Jersey. She explained that they were kept in one spot so that they could be watched, an action she stated that we do not want to repeat with Muslim Americans.

The teacher then moved the conversation to a question that she asked the students: “What is a mosque?” As the educator passed out a handout to the students about mosques, several students began to raise their hands to provide responses. One student replied to her, “It’s like a Muslim church.” She responded back to the class, “A Muslim place of worship. What is the religion?” A student answered, “Islam.” She continued explaining to the students that they would be reading an informational text about a mosque and Islamic community center that was planned to open approximately two blocks from the location of the World Trade Center attack.

The teacher had the students take out a piece of paper and create a T-chart. On the left side was “Favor,” while on the right side she directed them to write “Against.” She told the students “as we get older, we need to make informed decisions, so we need to see both sides of the issue.” She directed the students to think of all possible reasons why someone would be in “favor” or “against” the construction of this mosque located close to the World Trade Center. She put the students into groups of four as they read the article and created a bulleted list together. This is an excellent way to have classroom discuss issues centered around tolerance. Afterwards, the teacher directed the students back to their desks to show

them a video clip of the opening of the mosque that the students had just read about. After the clip, she asked the class about what arguments were made in the video “for” and “against” why they decided to open up the mosque in that location. One student responded, “It’s an insult,” while a second student claimed that it could “endanger the people that made it.” A third student cited the First Amendment right by stating, “Freedom of religion,” and another student agreed by saying that it would be “unfair to not do it.”

The eighth grade teacher ended the class with an activity. The students decided how they felt about the building of a community center for Muslims that would include a mosque after having read the article and watched the video clip on the opening of the building. She explained that the students needed to stand up and choose the side of the room that corresponded to their viewpoint (Window = You think that the mosque should be built; Door = You think the mosque should not be built; Middle of room = You are undecided). Most students stood close to the window or slightly from the window, showing that they overall supported the construction of the community center and mosque after understanding the arguments made from the informational text and the video clip.

This eighth grade teacher established a classroom culture that allowed students to feel comfortable in their expressions, opinions, and thoughts. They respected each other and the teacher. The students felt welcomed and accepted. This type of classroom culture is needed for engagement in activities centering on tolerance, such as the “Take a Stand” activity described. Classmates possessing varying views not only need to be “tolerated,” but accepted. When pertaining to this

particular activity, potential problems can arise. Can a student be viewed as intolerant if he or she stands on the side of the room that disagrees with the building of the mosque in the community center near Ground Zero? Can a Muslim student feel that their classmates do not accept him or her if that classmate stands on the disagree side of the room? Developing an appropriate classroom culture, in which lessons on tolerance allows for acceptance of multiple views, is important.

Roots

The roots approach to instructing about the September 11th events is defined as an educational approach that seeks to have students discover the causes behind the attacks, so that students are not left with the feeling that these events happened simply “out of the blue.” The roots approach was also used within the 5-8 grade levels, and was used more in the seventh and eighth grade classrooms. In the fifth grade classroom, the teacher implemented a small amount of the roots lens through the use of a video aimed at helping young children understand and comprehend why someone would want to attack the United States. The short film was an animation that was narrated by two fictitious characters that examined the tragedy of the day, but also examined why that tragedy occurred. The video clip began with a letter from a student asking the characters why somebody would knock down the Twin Towers. Hence, the film echoed the concerns that some of the educators felt about teaching about the September 11th attacks; it is difficult to understand the root causes of this event. There is an immense amount of history, geographical

knowledge, and cultural understanding that would need to be learned in order to achieve the educational goal of understanding why the event occurred.

Throughout the video, the characters flashed back to scenes explaining the chronology of the events, defining key terms such as terrorism, Osama bin Laden, Twin Towers, World Trade Center, Pentagon, Islam, and Muslim. The video explained to the students the philosophy and thinking of the Al-Qaeda terrorist network, as well as Osama bin Laden. The video's explanation behind the root causes of the 9/11 attacks centered around the philosophy behind radical Islam, rather than other factors, such as American and Western intervention in the Middle East. Radical Islam is a politicized religion. Radical Islam does not actually exist because the nature of Islam itself is not radical. Most likely the video, which is intended for student audiences, did not choose to explain the latter explanation due to the complexity revolving around Middle East politics. Teachers acknowledged in the data collection tools that teaching students about Middle East politics leading to 9/11 was a challenge.

In a seventh grade lesson I observed, the educator had them examining an informational text. The teacher aimed to address not just the content that he thought relevant about the September 11th attacks, but to meet other educational objectives such as the school district's emphasis on addressing language arts skills within the social studies classrooms. In this lesson, the students read chunks of an informational text that, in part, examined why the attacks of 9/11 happened. The article discussed Al-Qaeda, Osama bin Laden, the development of radical Islamism, the opposition of the United States and other democratic nations, and the

development of these oppositional feelings to Western powers over the last several decades.

In the eighth grade classroom, the roots approach was also dominant within its multi-day unit. In one of the first lessons that I observed, the teacher assigned the students to read at home the textbook section that dealt with the root causes behind the attacks of September 11th. The textbook, titled *American Nation* (2003), discussed the various causes of 9/11. The textbook's approach to the root causes behind the events of 9/11 discussed how American involvement in areas such as the Middle East drove groups of people to resent the United States and its Western allies.

For example, *American Nation* began its discussion with the Arab-Israeli Conflict, in which it described the American support of the creation of Israel following Jews leaving Europe during the Holocaust. The textbook then moved on to describe the aid the United States provided in overthrowing the government of Iran in 1953, eventually leading the people of that country to erupt in a revolution (by supporting the very repressive Shah of Iran from 1953-1979), bringing in the Ayatollah Khomeini, who the vast majority of Iranians did not support as their new leader. They did not want to substitute a "religious" dictatorship for one that was secular as the new leader of Iran. The book continued its discussion about Iran by then explaining how the effect of President Carter allowing the former leader of Iran into the United States for medical treatment caused the taking of hostages in Iran known in the United States today as the Iran Hostage Crisis.

The textbook described the United States as a leader in the world that had “...the responsibility to use its power wisely” (Davidson and Stoff, 2003, p. 878). The textbook explained that the United States got involved in several global events in order to provide security for the American citizens. As the leader in the world, *American Nation* stated that “...the United States was often called upon to take the lead in resolving regional conflicts. But as grief-stricken Americans learned on September 11, world leadership could carry a high price” (p. 883). Thus, the textbook described that US involvement in regional conflicts was necessary, which then led to those events as becoming root causes for the terrorist attacks on 9/11. The textbook mentioned, but did not elaborate upon, the US support of overthrowing an elected government of Iran in order to restore the previous Shah. In other words, the safety of the United States citizens is not always in the hands of democratic principles abroad. When discussing 9/11 and terrorism specifically, the textbook linked the root causes to the rationale of the terrorists. The textbook stated, “In the Middle East, some radical Muslim groups sponsored terrorism. They were angered by the Persian Gulf War, by United States support for Israel, and by other American policies” (p. 886). The textbook continued with the motive of the attacks by stating, “Extremists also saw American culture as immoral, and offensive to their own very strict brand of Islam, normally a peaceful religion” (p. 886).

The students in this eighth grade classroom were then required to read about the United States’ involvement in the First Persian Gulf War. The textbook described President George H.W. Bush’s involvement in the defense of Kuwait, but whose actions ultimately led to United Nations sanctions that had continued to

affect the Iraqi people after the Persian Gulf War had ended. This eighth grade teacher empowered the students to dive deep into what was happening in the decades that lead to September 11, 2001. Eventually, all of these events throughout the decades led to what the students read in the *American Nation* textbook, that:

“In the Middle East, some radical Muslim groups sponsored terrorism. They were angered by the Persian Gulf War, by United States support for Israel, and by other American policies. Extremists also saw American culture as immoral, and offensive to their own very strict brand of Islam, normally a peaceful religion. As a result, fanatical groups targeted American sites overseas for terrorist acts.” (p. 886)

When I interviewed the eighth grade teacher about her unit plan on the topic of 9/11, she did not hesitate to describe the importance of the root causes of the attacks. When I asked her what an important goal for her students to achieve in the lessons, she stated, “I want them to understand, not just what happened, but why it happened.” She said that the students knew a lot about the attacks from previous grade levels, but seemed to really struggle in grasping the concept of “there’s this big terrorist attack, and it was bad guys from Middle East...and they hit New York. That’s what they all seem to know...They can’t tell me why.” When asked to explain more about the objectives she wished her students achieved, she stated, “My goal is to, for them to understand why, that’s why we start with conflicts in the Middle East that we were involved in from the 70s, and the 80s, and the 90s.”

Aftermath

The aftermath approach to instructing about the September 11th events is defined as an educational approach that seeks to have students understand the

consequences and lasting impact caused by the events of September 11, 2001.

Similar to the roots approach, the aftermath approach was used as one of the dominant approaches in the upper seventh and eighth grades. The aftermath approach was only hinted upon in the lower fifth and sixth grade levels. Although the roots and aftermath approaches could be more difficult approaches to teach from, the multi-day lessons on the topic of September 11th by the seventh and eighth grade educators allowed for the introduction of these lenses to be used in an appropriate way.

When I had the opportunity to observe the seventh grade classroom, I detailed the use of the aftermath approach that occurred on the third day of the lessons about September 11th. The students entered the classroom with several hand-drawn pictures on the whiteboard completed by the teacher. See Figure 5.3 below. The teacher explained to the students that they would be discussing 9/11 and learning how to take appropriate notes on an informational text. The students used the pictures on the board to help process information to improve study habits.

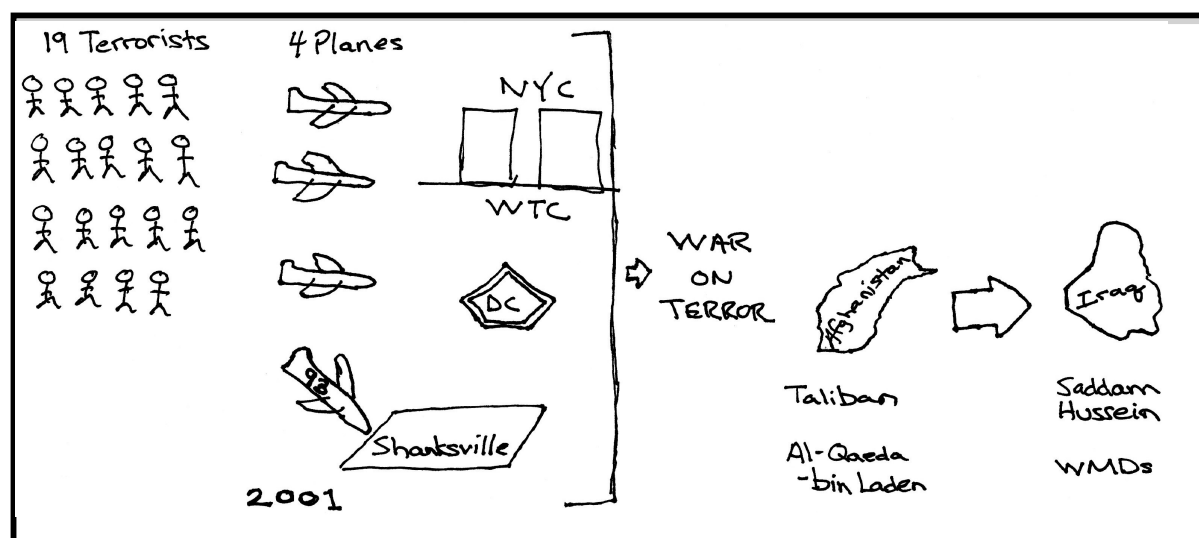
Seventh Grade Teacher's Board Notes

Figure 5.3. This figure displays hand-drawn notes written by the seventh grade teacher.

The educator then switched to a different conversation about 9/11 by asking the students if anyone had gone on a plane this past summer, in which one student responded by saying "Greece." The teacher then replied by saying, "Body scans. Privacy versus Safety. Shoes off?" He motioned to the students about whether anyone has had to take off their shoes to get through a security line at the airport. Some students raised their hands. The teacher continued by explaining to the students that "usually, when we think of war, we think of country versus country, but there is no country called *terrorists*. They are everywhere, even in the United States." Students can have a difficult time understanding asymmetric warfare, warfare that involves having an imbalance in military capabilities. This type of warfare often leads to guerilla warfare, urban fighting, non-traditional fighting strategies.

The teacher continued the story of terrorism by then explaining how Afghanistan fell into the narrative. “We don’t want to take over Afghanistan, we just want to make them more friendly to US and democracy.” He then added Iraq into the story as well by stating, “Then we invade into Iraq. Leader is Saddam Hussein. But (we’re) worried about weapons of mass destruction. US is afraid that they could use them on us. We invade Iraq, but we aren’t sure (if there were weapons of mass destruction).” By using Afghanistan and Iraq as examples, this seventh grade educator reinforced his statement that terrorism became the new enemy after the events of 9/11, hence leading the United States into the War on Terror.

Following this discussion with the students, the seventh grade teacher had set up another video clip. As the clip played, the message of the video explained to the students the United States is a country where one can practice any religion. The video embodied a message of religious tolerance, an essential message that this seventh grade educator showed to his students. The teacher reinforced to the students that after 9/11 treating all people as equals, regardless of religion, is important. Although the video was primarily aimed at distributing the information as part of the tolerance approach, the teacher also linked it back to the aftermath approach by discussing with the students that a result of 9/11 Americans need to be more tolerant of one another.

In the eighth grade classroom, the approach that focused on the aftermath of 9/11 was also observed. As was described in the tolerance approach section, this educator spent portions of her 9/11 unit instilling in her students the importance of accepting all people, with particular regard to whatever religion they may be. It is

important to note that the aftermath approach was applied here as well. The teacher spent large portions of her lesson about accepting others' religions. She felt that it was an important ethical lesson to learn religious tolerance in the wake of the events following the September 11th attacks because there were instances of backlash and prejudice against Americans who were Muslim or Arab. Thus, the teacher dedicated large portions of her lesson to her students understanding the differences between Islam and radical Islam, and that "we" as a country should be tolerant of all Americans, and that this need for tolerance to all groups of Americans should be further emphasized as a result of the aftermath of the 9/11 attacks.

The eighth grade teacher devoted some of her lessons to having the students understand the current concerns Americans have in the United States when it comes to an individual citizen's privacy and safety. She described how her lessons regarding the Constitution (a unit she teaches later in the school year) have changed by the types of questions that she asks the students as a result of the September 11th attacks. For example, she said she now asks the students "should the government be able to tap our phones? Should the government be able to do this? Is security at the airport invading our privacy?" Therefore, the eighth grade teacher also dedicated portions of her 9/11 unit to discussing Constitutional concerns about an individual's right to privacy challenged by the country's constitutional obligation to "defend the common good," as is described in the Preamble to the United States Constitution.

In conclusion, data from classroom observations and the teacher interviews that followed those observations showed that the social studies teachers taught

their lessons about September 11th through at least one instructional approach. For grade levels 5-8, there are eight instructional periods throughout the day. An instructional day is defined in the study as a period in which an academic or performance subject is being taught. Social studies, science, math, physical education, and orchestra are examples of instructional periods. Lunch and homeroom would not be considered instructional periods. Based on this definition, social studies comprises one of the eight instructional periods of the school day, or 12.5% of instructional time.

The fifth and sixth grade classrooms used one dominant approach, while the seventh and eighth grade social studies classrooms employed the use of several approaches as dominant approaches. Furthermore, the roots and aftermath approaches were typically used in the higher grade levels, where a more thorough analysis of the events of 9/11 could take place. Hence, the use of those two approaches coincided with more rigorous units about the 9/11 attacks. Below is a chart displaying the various approaches that were observed or discussed following the teacher interviews.

Dominant Instructional Approaches

	<u>5th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
Aftermath			X	X
Patriotic Banking	X	X	X	X
Roots			X	X
Tolerance			X	X

Figure 5.4. This chart shows the dominant approaches used during the lessons by the social studies teachers. It only includes those approaches that were dominant, rather than approaches that were only touched upon.

CHAPTER VI

CHALLENGES

9/11 education, like any other academic topic, is not free from obstacles, barriers, or hurdles. There are challenges to educating students about the events that occurred on September 11, 2001.

Based on the data collected in this research study, I conclude the following:

-Challenges exist for educators when implementing education about the events surrounding the September 11th events. Those challenges are listed below.

-Challenge 1: *Like many historical events, students are disconnected from the events of September 11th, 2001 because they were not alive at the time.*

- Challenge 2: *Teachers are concerned about teaching about the events of September 11th, 2001 in a cultural and socially appropriate manner because of presumed cultural and religious sensitivities on the part of some of their students.*

-Challenge 3: *Students have limited, or surface level, understandings of 9/11.*

Challenge 1: *Like many historical events, students are disconnected from the events of September 11th, 2001 because they were not alive at the time.*

Among the challenges that are faced in education over a variety of topics and issues, one challenge that faced educators of history more than many others was the personal connection that citizens had, or did not have, to the event. All teachers wonder and strive for how to make any topic relevant and personal to a student.

However, history educators have an added challenge. The older a person becomes, the more they are going to have “lived” through, while at the same time another individual who is younger would lack that same intimacy with historical events. For example, when speaking about the assassination of President John F. Kennedy or the tragedy surrounding the death of Princess Diana, someone who was alive for the event might instantly be able to recall the exact date and time of day in which the event happened. They did not need to “learn” about the event to know when and where it happened. An individual who was not alive for the event may know the event, but would only know about the date and time of the event through learning about that experience through a textbook, classroom lessons, or other traditional methods of instruction.

Some individuals are more removed from a particular event simply because of the era in which he or she was born. In the case of tragedy in history, this can complicate matters more as well. Older students (now in college) may have known someone that perished in the attacks of 9/11, whether it was a friend, family member, or acquaintance. Younger students who were not alive for the event would not have known someone that perished firsthand. However, that child may still have a parent or other family members who might still be sensitive to the loss of a loved one.

One of the challenges faced by these educators when instructing the events of September 11th is that their students were not alive for the event. This is not to say that the students cannot have a personal connection to a parent, aunt, uncle, etc. that may have helped out in the rescue effort or served in the armed forces in

Afghanistan or Iraq following the events of 9/11, but that the event itself is viewed somewhat differently because these students did not “live” through the event. The social studies teachers identified this lack of firsthand intimacy with the events of 9/11 as a challenge.

In an interview, one fifth grade teacher described this challenge by stating, “My students now were not alive at the time. It’s difficult for them to grasp the magnitude of that day.” Another fifth grade teacher in survey response felt that it was difficult to instruct about September 11th because it required the students to have “a sense of history from an event they were not alive for.” One of the fifth grade teachers in the district stressed that “the students I have were too young or were not born when 9/11 occurred. Students’ questions about death and terrorism are hard to answer at a 5th grade level.” As will be discussed more thoroughly in the next challenge, I think this can be difficult because there are few discussions prior to fifth grade about tragic events; hence, it is not typically a natural conversation for the students as they entered the fifth grade.

One seventh grade teacher echoed the same concerns by stating that “most children today were not alive. For some kids it is a sensitive issue, due to causing fear in the child or upsetting the parent/guardian (who may have lost a loved one). Some kids cannot understand the level of terror.” Another seventh grade teacher described two concerns about teaching a topic that is tragic. The educator discussed that there may be a “sensitivity to a student’s relative who may have been affected because of 9/11, even though the child may be too young to know that person but mom/dad may be sensitive.” In other words, the student may not be sensitive, but

might go home to mom or dad and explain what they learned in class, which could bring up painful and emotional feelings for the parents if one of their loved ones was hurt in the event. For instance, one parent from a fifth grade student commented in a parent survey that 9/11 is not a topic that was discussed at home because “we lost (a) friend in tower one and on that day our children almost did not have any parents. For him and I were supposed to be up there at the time it happened.”

Challenge 2: Teachers are concerned about teaching about the events of September 11th, 2001 in a culturally and socially appropriate manner because of presumed cultural and religious sensitivities on the part of some of their students.

The second challenge encountered by these social studies educators dealt with cultural sensitivities. Even if an individual did not lose a loved one, he or she may face other negative consequences because of their religion, nationality, etc. that made thinking about the event more sensitive to the student. For example, this was the case for Japanese Americans after Pearl Harbor, who faced discrimination based on a shared characteristic to the event, having Japanese descent. Although students in grade levels 5-8 were not born or able to remember the September 11th attacks, there was a concern that portions of the student body may be sensitive because of shared commonalities with the event, in this case religious affiliation.

In a teacher survey response, one seventh grade teacher described the emotions that can be brought up when discussing an event that may be sensitive to a child’s characteristic, in this case religious affiliation. The teacher stated that there might be a “sensitivity to the school’s Muslim population/Middle Eastern

population.” As a result, he felt that it was imperative to do “a thorough job to gets kids to understand the roots behind 9/11 because Middle East politics is difficult.”

Thus, understanding the roots behind the attacks will help to teach the students tolerance to all groups of people. Some educators may feel uneasy about a heavy discussion of religion in public schools, but it is necessary to for the students to understand that all religions stress peace and a form of brother/sisterhood.

However, students need to be made aware of the distinction between the holy texts that religious followers practice and that of the efforts of others to distort religious beliefs for political purposes. A constant concern of the educators that took part in this research study was to build tolerance among the student body as to reduce the negative impact that can occur with cultural sensitivities. Tolerance as a topic in the classroom is typically defined as the willingness to accept others despite differences in opinions, race, gender, socioeconomic status, or other characteristics of difference.

The district administrators commented on this concern during their interviews as well. During a discussion about teaching tragedies to students, one administrator stated “we” as a country “are trying to heal from this (9/11), and so here you ought to teach it, but it’s kind of like a slavery thing. You want to teach it, but you know there’s some pain that may be involved.” Here, the administrator made a similar comparison to the idea that teaching about 9/11 may be somewhat sensitive to students who are Muslim because of religious affiliation, whereas some students may feel sensitive about learning about slavery because of skin color.

Hence, this administrator continued by stating, “I guess it’s that tension between

how do you heal, but make sure that you can educate from something that was really awful that took place.”

Another administrator echoed this concern as well. Students who were not alive during the event may still be sensitive because of a particular characteristic. This administrator commented that she “was in a lesson yesterday and the teacher was talking about slavery and I was looking around and I started thinking ‘I wonder what it feels like to be black and they’re talking about slavery.’ And the kids I was looking at seemed okay. But, I still felt like, ‘Well that must be uncomfortable.’ And I think it’s going to be very similar (for the lessons on 9/11).”

This administrator faced a parallel situation. The students were not alive during the era of slavery, but she was still concerned that there might be a sensitivity to the issue for those students that were African American in the classroom. Does it become emotional or painful to “bring up” the topic of slavery to those students who shared a characteristic similar to those that endured the tragic institution of slavery? She then connected this situation to instructing the events of September 11th, 2001. Were students that were Muslim sensitive or uncomfortable about learning about the events of September 11th? One parent of a fifth grader commented in a parent survey on a similar note that other Americans “...now look at every Muslim as a terrorist and I don’t think that is fair, for we are Muslim and because I wear all black sometimes people judge me and I get offended. People have always judge(d) a book by it’s cover.” Learning about the 9/11 attacks may highlight painful discrimination in the lives of the students or their families. This topic can become sensitive to certain students, not because of their religion per se,

but because they realize that their religion is being singled out. The subject of 9/11 can become very personal to the students because they, or their families, may have experienced some form of direct or indirect discrimination.

Hence, as one administrator clarified during an interview, there were “definitely cultural sensitivities.” The individual continued by stating, “Unfortunately, I do believe some people form opinions of...others, you know, where they came from, when they have nothing to do with it type of thing.” Continuing their conversations about the school’s Muslim population, the administrators thought that it was essential to make sure that the schools “really work on teaching tolerance and making sure that all children accept each other for their differences...that we make our world a better place.”

Challenge 3: *Students have limited, or surface level, understandings of the events of 9/11.*

One of the challenges faced by educators in the instruction surrounding the events of 9/11 pertained to students’ level of understanding. Several topics studied in school must often account for the level of understanding that is faced by the students and what content or material is developmentally appropriate for the children in that classroom. For example, when examining mathematics topics, particular concepts such as theorems and proofs may be held off for later grade levels due to their level of difficulty. Although some of these more challenging topics of math might “scare” some students, and even adults, they do not present quite the same challenges as teaching students about a tragedy.

There are unique challenges when dealing with education that centers around tragedies, in this particular case, the tragedy of 9/11. Other factors now become more present in such cases that deal with tragedy education. For example, where does the student live? Was that location particularly close to where the tragedy happened? How recent was the tragedy? Were they alive for it? If so, did they know and/or remember loved ones that may have perished in the tragedy? Is the tragedy likely to repeat? If so, do they still have to worry? What kinds of safeguards are now in place?

First, the topic of 9/11 has multiple concepts, some which can be difficult for many adults to grasp as well. The name of this tragedy is titled after the day in which a series of events culminated on September 11, 2001. To learn about the entirety of the event means to understand historical concepts that date back decades. 9/11 did not begin on September 11th. These concepts often cross into other subjects of the social sciences. To fully understand the events of 9/11, one needs to consider geography, particularly cultural geography, and the impact of colliding cultures in previous years. Understanding that particular historical events, often taught separately and in isolation, are not so isolated (i.e. creation of Israel, 1970s Gas Shortage, Iran Hostage Crisis, and the First Persian Gulf War – events which demonstrated or were linked to US involvement in the Middle East region).

Data collected from my pilot study concluded that the events of September 11th were not widely discussed with students in elementary school through the framework of the event itself. Rather, 9/11 education was taught more of as a “hero day” at the elementary level. There was no treatment to the “why” aspect of 9/11 in

the K-4 grade levels. In the school district that I observed, grade levels 5-8 began to introduce the topic of September 11th more to the students, with a much heavier focus taking place in grade levels seven and eight. When that heavier focus began in seventh grade, much of the challenge became teaching about the event when many of the prerequisite concepts had still not been taught. By the seventh and eighth grades, students had not developed detailed schema for understanding American involvement in the Middle East. This lack of schema caused many students to provide generic answers, with regard to the topic of 9/11.

Based on my classroom observations and other data, I believe this timeline to be sufficient and age-appropriate based on the current structure of the school district. At the elementary schools, social studies is not granted as much instructional time as math and language arts. Math and language arts receive approximately twice the instructional time as social studies in a given year at the elementary level. Further complicating the matter is some teachers at the elementary level receive performance ratings for student performance on math and language arts, not on social studies. This evaluation method may encourage an elementary teacher to focus more on those two subjects or use strategies such as reading a social studies article, but using that article as a language arts lesson. Cross-curricular assignments, such as reading about an historical event and then teaching a language arts lesson about it, has merit. However, the educator must be conscious to explain the social studies content when examining the language arts portion of the lesson as well. Reading about George Washington, but then only

engaging the students in a lesson about writing style, purpose, or audience will diminish the value of the social studies portion of the lesson.

By fifth and sixth grade, students have had less exposure to social studies than they did to math and language arts, giving them less background knowledge to utilize when discussing more complex historical events, such as 9/11. This trend is similar in other parts of the state and country as well. As described in the literature review, Meira Levinson believes not enough time in school is devoted to social studies topics such as civics, and students leave school without sufficient knowledge in how the country operates. In the fifth and sixth grade classrooms, the scope of lessons administered was appropriate, as most elementary lessons on 9/11 are more hero-related and reflective of the patriotic banking approach. Factual details of the events of 9/11 are typically omitted from elementary lessons on September 11th. Instead, students might have activities or lessons surrounding themes of heroism and national pride. Therefore, it is appropriate for the fifth and sixth grade teachers to build off the elementary lessons by including what the students already know (patriotic banking approach), then adding in factual details about the event, including a more formal name of the event (9/11 or September 11th), rather than a discussion on heroism as part of Patriot Day.

Seventh and eighth grade teachers then made appropriate steps to add to the discussion of 9/11. Now that the fifth and sixth grade teachers introduced the topic more formally and included more facts about 9/11 beyond heroism, seventh and eighth grade teachers were able to add in complexity to those lesson. Students were now familiar with the landmarks attacked, who was behind the attack, and

casualties. The seventh and eighth grade teachers could now discuss with them root causes and aftermath of the event.

For this research study, a generic response was defined as a response that was basic in nature and the response can often be “correct” when referencing several other historical topics as well, but at the same time providing the audience with little factual information from the response. For example, when asking where someone lives and they respond with “the Earth.” It is technically correct, but yet gives the audience no “real” information about the location. A specific response in this research study was defined as a type of response that was correct, as well as demonstrated to the audience that there was a deeper level of understanding with regard to the topic/question being discussed. For example, when answering a question about where you live, a more specific response to this question sound like “I live in the township of Moondale, New Jersey.” Here, the audience would have a much clearer understanding of the location of the residence.

Response Types

Generic Response	A response that is basic in nature and even though nothing with the response is incorrect, it does not fully answer the question.
Specific Response	A response that is correct and demonstrates a deeper level of understanding with regards to the topic/question being discussed.

Figure 6.1. This table explains the difference between two response types

One of the challenges that educators faced when instructing the events of 9/11 is that few students had an understanding of the root causes of this event. Many of their responses were generic in nature and thus when asked about why 9/11 happened, few students could describe events leading up to the day. The students' inability to provide root causes of 9/11 may be reflective of students' struggles in analytic understanding of historical topics. Levinson might argue that adding more schedule time for social studies classes could alleviate this issue. In focus groups performed with the students, fifth graders responded with generic answers that included, "Cause they wanted to see like uh America, to harm, to harm Americans," while another student stated, "Like, Osama bin Laden wanted to harm the Americans with a plane crashing into the World's tallest building." Sixth grade students responded with answers that included, "Because they wanted to show that Al-Qaeda was more powerful than the government, and they wanted us to be scared of them." In seventh grade, students stated, "I don't think Al-Qaeda liked us for whatever reason" and "We're very democratic." One student in the seventh grade focus group was more specific and stated, "And they didn't like Western, democratic countries."

Although a significant amount of students, ranging from 67% in fifth grade to 100% in seventh grade understood that Osama bin Laden was the "mastermind" behind the events of September 11th, there was little understanding on the motive of why Osama bin Laden and Al-Qaeda orchestrated the attacks, other than the general reasoning of "hating" Americans or the West. There was an absence of understanding about the decades of involvement of the United States in the Middle

East region, which would have taken some of these generic responses to the specific category. Other than a few student responses, most students were unaware that there was any previous involvement between the United States, Al-Qaeda, and Osama bin Laden. Attempting to have students understand the root causes behind the 9/11 attacks clearly was a challenge that educators faced when instructing this topic, due to its complexity.

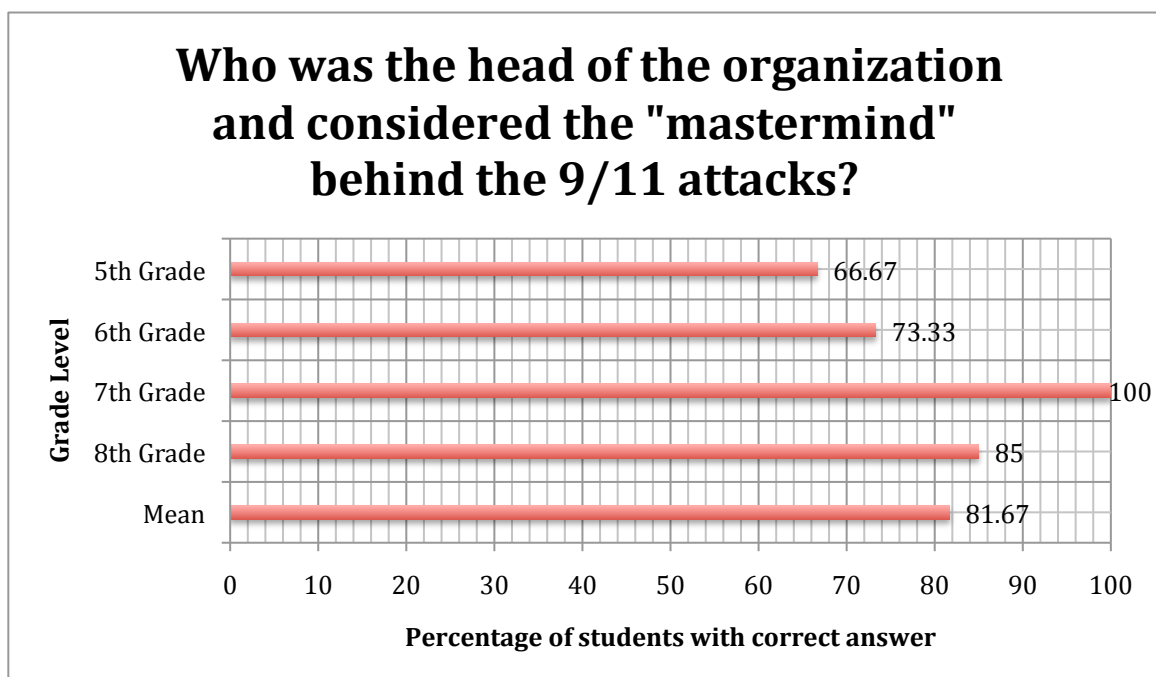


Figure 6.2. Student Survey Question Results presented by grade level

In addition to students having difficulty in understanding the root causes of the events leading to September 11th, students faced challenges in fully understanding the aftermath of the events. For the purpose of this research study, the term aftermath was broken down into three components. The first part of aftermath referred to the immediate events occurring after the attacks, such as in the minutes to the next several days following the attacks. The second component

of aftermath was understanding the role of Afghanistan following the 9/11 attacks. The final component of aftermath was learning about the role of Iraq following the 9/11 attacks.

The majority of students were able to understand the immediate aftermath of the events. Numerous responses included cleaning up rubble, helping to find victims, attempting to rebuild landmarks, making donations, creating memorials, and the installment of better security. For example, in a fifth grade survey, one student wrote that Americans helped to “save lives, others tried to take the fire out and everyone helped in some way.” In sixth grade, a student wrote, “They tried to rescue citizens in the rubble. Police and firemen risked their lives to rescue the citizens...” In seventh grade, a student wrote that “people went into the burning Twin Towers trying to save people. Also, after the Towers collapsed, people went through the wreckage to find survivors.” An eighth grader wrote that people chose to “volunteer for search parties, donate blood...and helped the city with cleanup.”

Students tended to struggle in understanding the aftermath that was not as immediate, beyond the initial cleanup and rescue response. Students had a more difficult time understanding the more long-term aftermath of 9/11, such as Afghanistan and Iraq. When responding to survey questions about the aftermath of 9/11, students typically responded with immediate aftermath answers. When prompted in focus groups, students as a whole had only little to some understanding of how Afghanistan fit into the larger picture surrounding the events of September 11th. The knowledge that students demonstrated about Afghanistan increased in the 7th and 8th grades.

In the student survey, three of the twelve students in fifth grade identified Afghanistan on the map when prompted to name the country the US invaded following the 9/11 attacks. Seven of fifteen students correctly identified the country in sixth grade. Twelve of thirteen students correctly identified the country in seventh grade. Twelve of thirteen students correctly identified the country in seventh grade. Six of twenty students identified Afghanistan in eighth grade; however, nine of the incorrect responses did relate to articles and informational texts read in that class about the September 11th attacks. These incorrect answers reinforced a trend that I occasionally saw in the later grades; incorrect responses were often related to the event, thus were historical misconceptions. In the lower grades, incorrect responses were typically just incorrect.

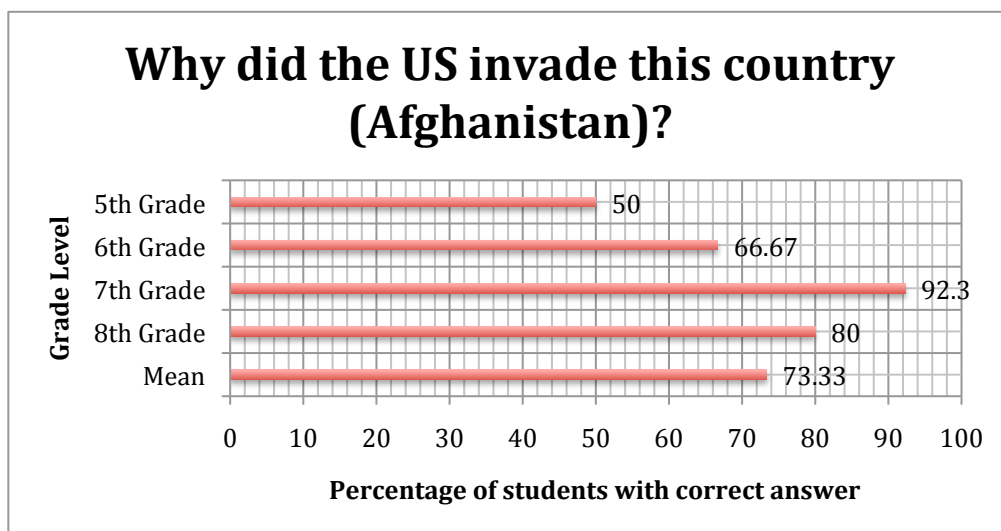


Figure 6.3. For this question, I accepted answers that suggested the US invaded Afghanistan in order to find, kill, or capture Osama bin Laden, terrorists, Al-Qaeda members, radicals, or those responsible in planning and/or aiding the attacks on September 11, 2001.

When students were required to make deeper connections between 9/11 and Afghanistan, many of the students either could not respond or gave generic answers. Although a generic answer is not incorrect, it fails to prove the student's understanding beyond that one or two word answer. For example, several students understood that the reasoning behind the US-led attack in Afghanistan was to capture or kill Osama bin Laden, "because Osama bin Laden was there and they wanted to kill him," or for "revenge," as students stated in their survey questions. As shown in Figure 6.3 above, an average of almost three in four students were able to sufficiently provide a generic answer, meaning that most students were able to provide a correct one or two word answer to the question, but not enough to provide evidence that they fully understood the events that surrounded the invasion of Afghanistan one month after the 9/11 attacks. However, responses that would be classified as specific responses were mostly absent from the students with regard to Afghanistan. For example, the deeper connection as to why Osama bin Laden and other terrorists were in Afghanistan, as well as any previous connections that Al-Qaeda had with the US, or who the Taliban were and what their role was in Afghanistan, were much more difficult for the students. The aftermath proved difficult for students due to the complexity of the events that followed September 11th. Students found topics such as the larger role that Afghanistan has played in the development of Al-Qaeda, the "making" of Osama bin Laden, and the role of the Taliban challenging.

In fact, when it came to any discussion on the Taliban, there was much confusion. At the fifth and sixth grade levels, the students were not familiar with the

term. However, this also made sense when paired with other data collection in this research study. For example, no stakeholders mentioned the term Taliban in the fifth and sixth grade levels. There was a much greater response at the seventh and eighth grade levels as to what the term Taliban meant. In fact, eleven of the thirteen students in the classroom I observed for seventh grade correctly answered the survey question, "What was the name of the group that was in charge of this country (Afghanistan)?" In eighth grade, this number of correct responses dropped.

However, many of the incorrect responses given by the eighth grade students were related. For example, in the student survey that asked the students to provide the name of the group that was in charge of Afghanistan, every incorrect answer was related to topics discussed in that classroom during their 9/11 unit. Examples of incorrect, yet related, answers included Al-Qaeda and OPEC.

In the student focus groups, students had more opportunity to work out questions as a small group. In the earlier grades, students still struggled with the deeper connection of Afghanistan and the Taliban. After having some difficulty identifying Afghanistan on a map, I pressed the fifth graders into responding why Afghanistan was a discussion point in regards to the topic of 9/11. I stated to the children "...we know certain people were here (in Afghanistan), which people?" One of the students respond "Um, Osama bin Laden." While another student then added to the conversation by stating, "Like, the leader of that whole group of..." After a pause, I asked the group, "Do we have the group name?" Then, a student said, "I've heard of it." After not being able to respond with the correct answer of Al-Qaeda, I told them the answer. Taking this concept one step further, I linked the connection

of Osama bin Laden to Al-Qaeda. "Yeah, so Osama bin Laden is part of Al-Qaeda, and Al-Qaeda was in Afghanistan, but the group that was in charge of it (Afghanistan), do you guys know that group name? It starts with a T," I stated. When one student responded with "terrorists," the other students responded in unison with the term "terrorists" as well. Although the students were familiar with the term "terrorist," it was uncertain whether they were clear on its definition. Unable to answer with "Taliban," I provided them with that response. Fifth grade students were unaware of the Taliban's connection to terrorism. Although these fifth grade students were unable to make a deep and specific connection between 9/11 and the aftermath of Afghanistan, I saw this as a result of students' limited, or surface level understanding. Students coming from the elementary grades most likely did not have exposure to tragic topics in such a degree of detail, nor have the students had many lessons pertaining to the Middle East region or its surrounding areas. As with many topics and questions presented to the students regarding the events surrounding 9/11, similarities were seen between the fifth and sixth grade student responses, while similarities were seen between the seventh and eighth grade students in their survey responses.

The students possessed the generic knowledge in both the student survey as well as in the fifth grade focus group in understanding that the United States was at war with Afghanistan. In the focus group for the fifth grade students, I said to them, "I'm also showing you this (a map with Afghanistan) to you because after 9/11 something happens. What happens with Afghanistan after 9/11?" One student responded with some uncertainty, "War. Do we invade it?"

When I showed the sixth grade focus group the map of Afghanistan, multiple students answered that the country was Afghanistan. When asked, "Why would I show you a picture of Afghanistan," a student responded that, "They are the people that sent the planes to New York City." Another student responded with more detail by stating, "Um, the guy who like took was the leader of Afghanistan was something like Al-Al, and Osama bin Laden was there." The student continued, "He was the main leader, main leader of Al-Qaeda, was the one that like sent all the planes. He sent the people there. And there was a terrorist network that they had Al-Qaeda."

When prompted about the Taliban, the students in the focus group did not know the difference between the Taliban and Al-Qaeda. One student responded, "Taliban? I don't think I've heard of Taliban." In addition, no sixth grade students correctly identified the term Taliban on the student survey as well. However, when asked about what happened after 9/11 with Afghanistan, the sixth grade students in the focus group responded with, "We invade Afghanistan."

When the students were asked questions in the seventh and eighth grade classrooms, there was a much more noticeable spike in knowledge surrounding the events of 9/11, including the aftermath. In the seventh grade focus group, the students responded in unison that the highlighted country I showed them was Afghanistan. When asked why I showed them the map that included Afghanistan, one student responded, "Cause that's where Al-Qaeda is," and another student responded, "Cause that's where terrorists are based." Another student commented, "that's where our troops went."

The seventh grade students in the focus group began to show noticeable difference in the understanding of the Taliban and Al-Qaeda. When asked, “What is the difference between Al-Qaeda and Taliban,” one student responded that, “The Taliban like was more like the government, but they supported Al-Qaeda.” During the conversation the student continued his point by stating that the Taliban was “the terrorist group running the country.” In this particular seventh grade classroom, I observed the teacher instructing the students about the Taliban. During one of my observations to this social studies classroom, I witnessed this educator using hand-drawn pictures/symbols to show who and what was involved in the events of 9/11. In the section that he titled “War On Terror,” which appeared after a section that described the events of 9/11, the teacher had drawn a rough sketch of Afghanistan and Iraq. Under his sketch of Afghanistan, he wrote “Taliban”, “Al-Qaeda,” and “bin Laden.” The diagram is shown below.

Seventh Grade Teacher's Board Notes

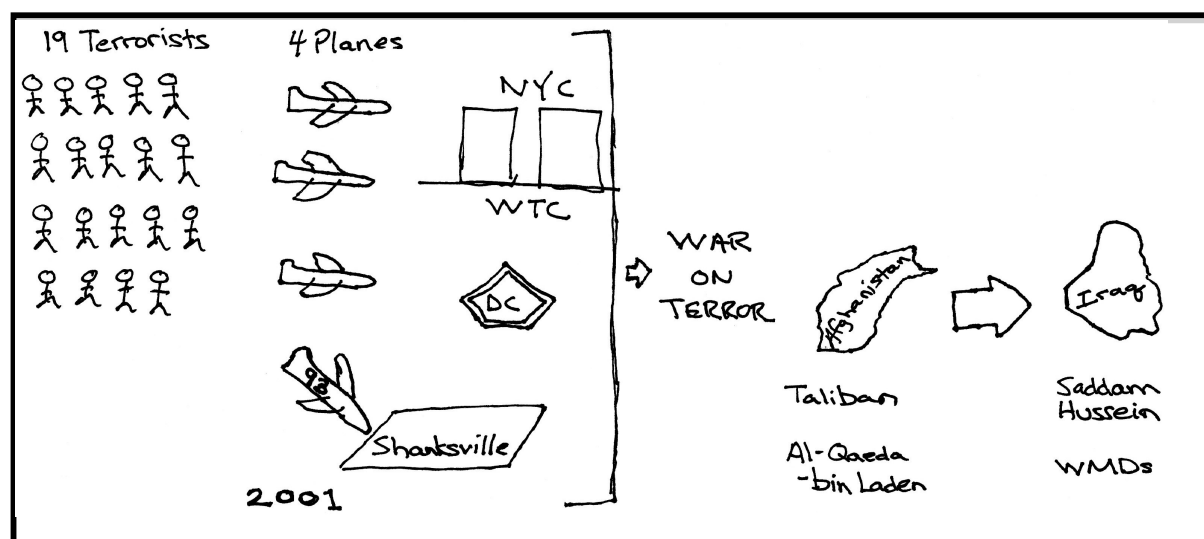


Figure 6.4. This figure displays hand-drawn notes written by the seventh grade teacher.

In the eighth grade classroom, seven of the twenty students answered correctly the name of the country that was invaded by the United States in October 2001. Eight of the students responded with related, but incorrect, answers that the students pulled from their readings on 9/11 in that class. About 75% of the students in that classroom provided responses that demonstrated that their thinking was on target, and were actively engaged with the material related to 9/11. These results were in contrast to those of the fifth and sixth graders, as the majority of the younger students either left these survey questions blank or answered with “wild guesses.”

When delving into the more complex concepts, the knowledge of the students in eighth grade were clearly stronger than their fifth and sixth grade counterparts, but still supported the idea that students possessed a surface level understanding of the events surrounding September 11th, 2001. For example, the eighth grade students displayed an uncertainty of who the Taliban were, and how that group fit into the larger discussion centering around the roots of 9/11 and Osama bin Laden. Only three of the twenty eighth grade students were able to answer the question, “What was the name of the group that was in charge of this country (Afghanistan)?” However, as was seen in previous survey questions, the eighth grade incorrect responses were far more likely than any other grade level to give related, incorrect responses. This showed that the students were pulling from what they knew about the topic already. Many of the terms these students gave were consistent with terms that they encountered in the readings related to the September 11th attacks, such as OPEC, Al-Qaeda, and Palestinians.

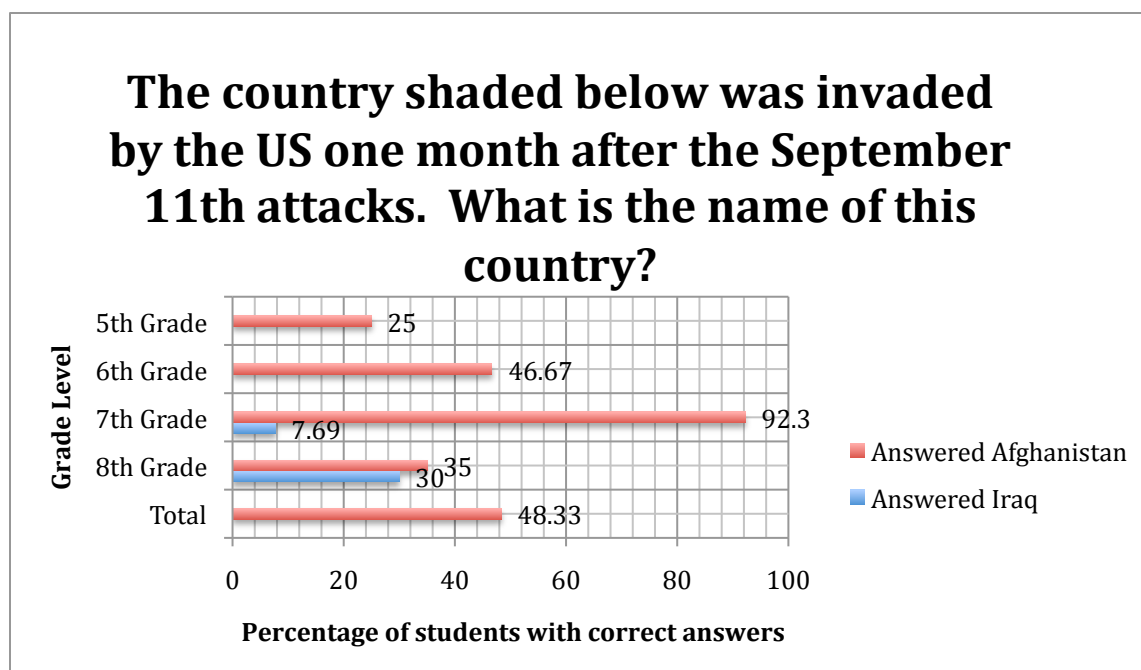


Figure 6.5. Survey question results displayed by grade level. Even though both Afghanistan and Iraq were invaded by the US following the attacks of September 11th, Afghanistan was the first country invaded in October 2001.

When discussing the aftermath of Afghanistan with a small group of students in the eighth grade, they were also able to quickly identify that the country on the map was Afghanistan. Figure 6.5 shows the students' survey question results on this topic. The incorrect answers given by 7th and 8th grade were related to what the students knew about the countries that were involved in the aftermath of 9/11, while the 5th and 6th grade responses were not. Eighth grade students read articles about conflicts in the Middle East that led to frustration against Western powers. These students were most likely pulling from their readings on Iraq when answering this question. Hence, the answer was incorrect, but related to the topic, while fifth and sixth grade students saw no related incorrect answers to the question. Incorrect, but related answers, demonstrates student understanding of

the topic and the schema they draw from to answer those questions. It thus needs to be noted separate from simply an incorrect response. The students in the small group were also able to identify that Afghanistan was significant in the way that Osama bin Laden was located there and that he had “masterminded” the attacks of 9/11.

A final component that students demonstrated a surface level understanding of 9/11 was centered around the topic of Iraq. Although students had a general understanding of why the United States invaded the country of Afghanistan following 9/11, students had difficulty in understanding any connection to the US invasion of Iraq in 2003. When showing students a map that displayed Iraq, fifth and sixth grade students in the focus group struggled to identify the country. When it was identified, there was no clear understanding as to the connection of Iraq and the 2003 US invasion as part of George Bush’s War on Terror campaign that stemmed from the aftermath of 9/11. This connection has also been difficult for many American adults who were alive during the event to understand as well.

Students’ confusion about Iraq and its link to 9/11 parallels the US public’s confusion of this same topic. During President George W. Bush’s 2002 State of the Union Speech, language that he used seemed to mislead the public about Iraq’s role with 9/11. Bush stated, “Iraq continues to flaunt its hostility toward America and to support terror. The Iraqi regime has plotted to develop...nuclear weapons for over a decade. This is a regime that has already used poison gas to murder thousands of its own citizens...” (as cited in *New York Times*, 2002, p. 2). President Bush sent confusing messages to the public that led many to believe two claims. First, that

Iraq possessed weapons of mass destruction. Second, that Iraq had links to the Al-Qaeda terrorist network. In Bush's 2003 State of the Union address, he stated, "And we acted in Iraq, where the former regime sponsored terror, possessed and used weapons of mass destruction" (as cited in *New York Times*, 2003, p. 1). The US invasion of Iraq in 2003 was connected to the 9/11 attacks in that a preemptive attack on Iraq would help with Bush's war on terror campaign by toppling one of the governments in his "axis of evil" (as stated during his 2002 State of the Union address). Bush also included the nations of Iran and North Korea in this group.

Once again, there was more similarity in how the fifth and sixth graders responded, and more similarity in how the seventh and eighth graders responded. In the fifth grade focus group, I showed a map of the Middle East and pointed to Egypt as a reference point. I then asked the students in the small group to tell me what the shaded country was (Iraq). It was a challenge for this age group. At first, one student responded with "South Africa," while another student said, "Looks like Italy. Cause it looks like a boot." After another student responded with "Turkey," the students were unable to get Iraq as the correct response.

When asking both the fifth and sixth grade students why they think that Iraq is relevant as part of the 9/11 discussion, the students quickly pulled their existing schema on Afghanistan. When asked why Iraq is related to the topic of 9/11, one student in the group stated that it was "like part of the terrorist group. Well they were, I think, uh, Osama bin Laden." There seemed to be an understanding that, like Afghanistan, Iraq is probably where there were more "bad guys," but beyond that, the connection was not understood.

The seventh grade focus group made significant jumps in their knowledge of Iraq. When asked what country I was showing them on the map, several students said Iraq. When asked why Iraq related to 9/11, one student stated, "Because that's where I, we, we thought Osama bin Laden was hiding, and that's also where Saddam Hussein was at, I think." When pressed to go further, the student continued, "We thought Saddam Hussein had like weapons of mass destruction." Based on classroom observation and focus group responses, it was clear that the students were familiar the term WMDs and its meaning. Another student stated, "Well, wasn't he (Osama bin Laden) like friends with the um, Al-Qaeda?" The students in the seventh grade focus group told me that their teacher discussed with them Iraq in relation to the War on Terror in response to the 9/11 attacks.

As described earlier in the conversation about Afghanistan, the seventh grade teacher described some of the aftermath of the 9/11 attacks by drawing pictures on the whiteboard. The pictures visually represented to the students the number of hijackers involved that day, how many aircraft were involved that day, what the targets/crash sites were that day and how many aircraft crashed into each site, and then the pictures ended by displaying two hand-drawn countries (Afghanistan and Iraq). Under the picture of Iraq, he had written "Saddam Hussein" and "WMDs", or Weapons of Mass Destruction. This is depicted in the drawing in Figure 6.4.

Similar to the seventh grade focus group, the eighth grade focus group displayed more depth of knowledge when pertaining to the aftermath of 9/11 in relation to Iraq, than did the fifth and sixth grade cohort. When asked to identify the

highlighted country on the map, the eighth graders in the focus group knew that it was Iraq. When asked to make the connection between Iraq and 9/11, one student said, “The War on Terrorism was there,” while another stated, “the President thought there was weapons of mass destruction held there.” The students also stated that if Iraq had weapons of mass destruction, then they might give them to Al-Qaeda.

CHAPTER VII

IMPLICATIONS

Summary of Conclusions

Several conclusions were reached following the data collection of this research study. The first three conclusions were about the perspectives of the students. Data was gathered about the students' thoughts and feelings about learning about the events, as well as what knowledge the students' possessed about the events. First, students' civic understanding occurred within a dominantly patriotic banking approach. It was discovered that as students were formally introduced to the topic of 9/11 in the earlier grade levels of fifth and sixth grade, instruction was dominantly aligned with Joel Westheimer's view of authoritarian patriotism. Although Westheimer suggested that a democratic form of patriotism would be ideal, students beginning to learn about 9/11 in a single day lesson might not be ready to ask questions yet about US government policies leading up to and after the attacks. Typically, by a student's senior year in high school in New Jersey, an individual will take a world cultures or global studies class. By the time students reach this class, they are more likely to ask questions about government policy relating to 9/11. However, the multi-day lessons that were found in the seventh and eighth grades still contained much authoritarianism, but introduced Westheimer's view of democratic patriotism as well. These later grades were able to build upon the foundation that was set by the earlier grade levels.

Second, the student classes developed their own versions of the historical narrative surrounding the events of September 11, 2001. During data analysis, a dichotomy existed between the fifth/sixth grade students and the seventh/eighth grade students. Students in the fifth and sixth grade possessed knowledge about the events of September 11th that were very similar, while the seventh and eighth grade students demonstrated understanding about the events of 9/11 that were very similar. Therefore, two student narratives were constructed in the middle school grade levels, a fifth/sixth grade version and a seventh/eighth grade version.

Third, students perceived the events of September 11th as an American, rather than a global event. This perception may also prevent students from fully understanding root causes of 9/11 since these root causes require global understanding. All stakeholders consistently referred to 9/11 as solely an American event, even though the root causes were more global, such as the American policies that affected the Middle East region. Students and other stakeholders described the event as important to learn as part of American history, but rarely mentioned that learning about the event was significant in the context of world history. World history courses might deserve more attention in the younger grades to help understand events such as 9/11 that had root causes requiring global understanding, as well as the consequences of 9/11 which require global understanding as well.

The next set of conclusions examined data that was collected about the instructional approaches through which the events of 9/11 were taught. First,

middle school social studies educators framed their instruction about the events of 9/11 through at least one instructional approach.

Second, fifth and sixth grade teachers were more likely to employ the use of one instructional approach as a dominant approach. Fifth and sixth grade teachers were typically discussing the events with students who had minimal amounts of formal education on the topic. Therefore, these educators tended to provide single day lessons in which the use of one instructional approach was appropriate. The single day lessons on 9/11 in the fifth and sixth grade classrooms were appropriate in length to bridge what the students had done in elementary school and what they will do with 9/11 in the upper middle school grades. The seventh and eighth grade teachers were able to build upon the foundation that the fifth and sixth grade teachers established with the students about the September 11th attacks. These seventh and eighth grade teachers were more likely to use multiple instructional approaches through their multi-day lessons on 9/11, as these students tended to come into the later grades with some knowledge based on prior classroom experience and home discussion.

Third, students that were taught through the instructional roots and aftermath approaches were more likely to gain deeper understandings of the events surrounding the September 11th attacks. The use of the roots and aftermath approaches coincided with social studies classrooms that employed multi-day lessons and allowed for students to think about harder questions, coinciding with Westheimer's democratic patriotism.

The final set of conclusions discussed the challenges faced when educating students about the events of 9/11. First, like many other historical events, students were disconnected from the event because at the time this research study was conducted, the students were not alive. All of the students were born after the September 11th terrorist attacks took place. Not having a firsthand account may lead to more misconceptions, as the entire event must then be formally learned. Second, the educators are concerned about teaching about the events of September 11th because of presumed cultural and religious sensitivities on the part of some of their students. Some students and their families may have faced discrimination because of this event, and therefore the instruction surrounding this topic becomes difficult for this population of students. The final conclusion discussed that students possess a surface level understanding about the events of 9/11. Many students had varying levels of knowledge about the day of the events. Many students, especially in the younger grades, faced challenges when understanding the root causes and aftermath of the events. Many younger students did not demonstrate that they understood that the event was the result of decades of history. Students were more likely to possess knowledge about the invasion of Afghanistan in relation to 9/11, than they were about the invasion of Iraq in relation to the 9/11 attacks.

This research study can be used to help those readers who choose to further their understandings in fields such as history, education, or civic, and civic education. Some readers may be more interested in this study because of personal reasons; those readers living near the sites of the 9/11 attacks might have an interest in this historical event that happened close to their homes. Whatever the

reasoning, this research study can provide a fresh perspective into how the events of 9/11 have been taught recently in schools, and the types of messages and feelings various stakeholders hold about the events and its current connection to schools. I would like to discuss four different areas of implications, based on the findings of this case study: professional development, social studies materials and resources, teaching of multiple instructional approaches, and citizenship education.

Afterwards, I discuss the research limitations and my recommendations for further research.

Professional Development

The first implication of this research study is it could help to construct and implement more improved forms of professional development for social studies educators across the nation. Having effective professional development opportunities can help to make a difference not just to educators, but the students as well. Research presented by Shaha, Glassett, and Copas (2015) discovered that when teacher observations are paired with effective forms of professional development in reading and math, there were gains in student improvement (Shaha, et al, 2015). Research conducted by Gilles, Wang, Smith, and Johnston (2013) also suggested that professional development can be a powerful tool to help students. Although their research study examined integrating literacy skills effectively into social studies classrooms, their research could be helpful in conjunction with this research as well. The scholars described that social studies educators needed to “buy-in” to the professional development for it to be the most effective, rather than

having professional development directed to them. The authors give the example of being able to provide educator buy-in by having the teachers go through the literacy-based examples themselves so they can understand that they are already proficient in being able to incorporate literacy skills into social studies. (Gilles, et al., 2013).

My research concluded that virtually all stakeholders already have significant buy-in to what can be learned by teaching about the events of September 11th, 2001. This research study was able to identify where the students of today's middle schools are in their knowledge base and feelings toward the events that took place on September 11th, 2001. Providing schools with professional development about where students already are in their knowledge and understanding of the September 11th attacks would aid in disseminating that knowledge to administrators, curriculum supervisors, and educators to better create lessons and activities suitable to each grade level. This data could also help determine which resources would be beneficial for a district to purchase. Ultimately, some professional development could promote further discussion on the topic with their student.

Professional development would be instrumental in meeting the challenges that were presented to teachers and students during the length of this research study. In particular, professional development could be most effective in aiming to help educators understand the cultural sensitivities that may be encountered when instructing this topic. Even though this research study was conducted in a state with a larger Muslim population than most other states, there can often be

confusion on how best to approach radical Islamism and 9/11, particularly in school districts like this one that contain a Muslim minority.

Liz Jackson (2011) expressed concern that Muslims are often referenced in textbooks in a negative light. Jackson might agree with my suggestion here that appropriate professional development aimed at having teachers become educated on the principles of Islam versus the development of Al-Qaeda and terror groups that terrorize in the name of Islam may help educators to better cope with how to explain the roots behind the 9/11 attacks. When explaining the roots behind 9/11, some educators may feel uncomfortable to use the word “Islam” in class, particularly if there are Muslim students in the classroom. Professional development could take the form of school supervisors and administrators reaching out to organizations of Islam that help to promote a better understanding of this issue to the public. The school district could recruit a representative, or materials, from the organization to provide the information to the social studies teachers. These organizations may be able to provide the schools with examples of Muslim casualties in 9/11 and how Muslims helped the nation during and following the attacks, and ultimately that Islam should not be associated with terrorism. For example, I attended a tenth anniversary event of 9/11 in the township where I conducted the research. At this event, the township was displaying metal it received from the wreckage. A former student of mine, who practices Islam, was handing out information from an organization that helped to promote a better understanding of Islam as a peaceful religion.

Professional development about how the Muslim community reacted and still reacts to the events of 9/11 would be appropriate. For example, understanding that the 9/11 attacks, and other Al-Qaeda attacks, did not discriminate against Muslims, and that Muslim-Americans also perished during the attacks on September 11, 2001. Professional development might include how Muslim groups helped out in the immediate aftermath, from the clean up efforts, to the efforts of first responders, and ultimately as servicemen and women in the conflict of Afghanistan that followed one month after the attacks on America's coastline.

Saleem and Thomas (2011) discussed the importance of appropriately incorporating Islam into textbooks in order to help educators and students gain a fuller understanding of the Muslim perspective. The authors stated, "The very term 'terrorism' is a concept that mystifies rather than illuminates. The term is judiciously applied to non-Muslim perpetrators of violence but readily applied to Muslim counterparts" (Saleem & Thomas, 2011, p. 15). The scholars believed that textbooks typically frame historical issues as a "good vs. evil" approach that often is told by the majority. In this case, the scholars stated that the Muslim minority seemed to fall on the "evil side" after the events of 9/11.

Saleem and Thomas discovered that many Muslim students disagreed with material about Islam in textbooks. Those students felt that it gave a wrong and insulting impression about Muslims to their non-Muslim peers. Terms such as "terrorism, Islam, and Muslims tends to distance the Muslim readers from their American identity; thereby making them feel insulted" (Saleem & Thomas, 2011, p. 29). The majority of Muslim students felt that textbooks struggled to give a neutral

explanation about terrorism. Abu El-Haj (2007) found that Palestinian-American Muslims living in the United States also felt distanced from their non-Palestinian peers in school. Her case study in a school in 2003 provided an in-depth examination of how Palestinian-American youth perceive their citizenship in a post-9/11 era. These students felt as outsiders living in the United States, even though they had been born American citizens. When asked about their nationality, these students were more likely to declare themselves Palestinian instead of American. The research discovered that following the September 11th events, these Palestinian youth felt as if they were “enemy outsiders to this nation” (Abu El-Haj, 2007, p. 291). Hence, professional development to social studies educators should include a more complete understanding of students that may feel disenfranchised due to the September 11th events. Although professional development on Islam is crucial as much literature shows, Abu El-Haj’s research also demonstrates a need for understanding that students whose ancestry is of particular countries, especially in the Middle East, may feel as if they do not belong in the United States.

Social Studies Materials and Resources

The second implication of this research study is in relation to the publication of social studies textbooks. When the events of September 11th, 2001 occurred, textbook publishers scrambled to meet publishing deadlines so that their textbooks could include the events. Some textbook publishers requested deadline extensions to be able to meet these demands (Henry, 2002). Textbook companies were forced to meet the challenge of writing sections about 9/11 with information about the

event continuing to pour in daily, some of that information not always correct (Hoff and Manzo, 2001). These same publishers also needed to determine how much of their textbook pages were going to be devoted to the new topic of September 11th, even when its full impact was not yet realized (Coeyman, 2001).

Since the year of 2001, textbook publishers have produced much more accurate material as these initial challenges subsided and more about the event was understood as time elapsed. Social studies is a subject that encompasses the understanding of current events. This can make it a difficult subject for textbook companies to publish because current events are constantly evolving with updated facts and new perspectives, often making it difficult to reduce the content to a small section in a textbook, while at the same time grasping these difficult concepts and varying perspectives. The implications of this research study may apply to the publication of social studies textbooks. The conclusions that were drawn from the research would be beneficial to publishers by providing them with a baseline for what students in middle school grade levels may already have an understanding of about the event, and how the other stakeholders in the students' lives and academic career feel about those events being taught. Since the publishers would have an understanding that parents, administrators, teachers, and the students feel that the events of 9/11 should be taught in the classroom, then the textbook publishers should continue to devote space to the events. Textbook companies can begin to include and elaborate on the information surrounding the events of 9/11 that seemed to be most difficult for the students in this research study. For example,

publishers may want to examine the causes of the events, the aftermath of the events, Middle East culture and geography, and the events' global impact.

Textbook publishers can better suit their social studies textbooks to the educators as well. This research can help publishing companies better decide what instructional approaches to frame their discussions on 9/11. For example, this research study concluded that roots and aftermath lenses were used for higher order thinking in the seventh and eighth grades. A publishing company might want to implement the use of these approaches to increase higher order thinking for particular age groups. An understanding of the types of skills that teachers seemed to frequently use while teaching about the events may also help textbook publishers determine what skills and assessment items they may want to include in their textbooks.

Stakeholders involved in this research study are ready for more information regarding 9/11. Diana Hess found that many published materials on 9/11 seemed to lack clear details and elaborative information about the events (Hess, 2009). Hess also concluded that most textbook assessment items regarding the events of 9/11 were mostly LOT (lower order thinking) items (Hess, 2009). The conclusions from this research study would suggest to publication companies that students, particularly in seventh and eighth grades, are ready for the HOT (higher order thinking) items, as these students are already being taught about the 9/11 events in multiple approaches and using multiple skills throughout the lessons on this topic. In Hess' research, she found that supplemental materials tended to provide more accurate information and more higher order thinking items for assessment.

Textbook publishers can now use the findings from this research study to close the gap between their social studies textbooks and supplemental materials.

Social studies textbooks should consider using multiple approaches in their publications. Most textbooks use a patriotic banking approach (Romanowski, 2009). Often times Romanowski found that the patriotic banking approach was only used in a positive manner, rather than mentioning the negative aspects of patriotism, such as feeling pride in our nation can lead some American citizens to discriminate against Muslim-Americans (Romanowski, 2009). Although the textbook used by the school district in this case study mentioned discrimination against Muslim-Americans, textbook publishers could take a closer look at using several approaches in their discussion on 9/11 so that a more complete telling of the 9/11 events can occur to students, teachers, administrators, and parents who are ready for that more complete discussion.

Romanowski (2009) found that textbook publishers tended to omit important information regarding the Afghanistan conflict and its connection to the September 11th, 2001 terrorist attacks, and that textbooks' discussion surrounding the events of the US invasion of Iraq in 2003 may leave some students puzzled as to what happened when no weapons of mass destruction were ever found. Textbook companies are under pressure to sell to states that represent varying groups of people. In order to sell their textbooks, these publishers may omit information to make their product more marketable. The data collected from this case study also reinforced the findings of Romanowski that some students had difficulty in fully understanding the Afghanistan piece of the 9/11 puzzle, and struggled even more in

understanding concepts surrounding the invasion of Iraq in 2003. This case study also connected to Romanowski's findings that textbooks omitted important information regarding the Middle East that would be useful for students to better understand the events surrounding 9/11. This case study found that teachers faced a challenge, particularly in the earlier grades, that instructing about the events of 9/11 were made more difficult by the fact that the complexities surrounding the topics of the Middle East were not mentioned, taught, or read about in elementary school. One conclusion that this case study discovered was to use the events of 9/11 to practice historical skills. This finding echoed suggestions made in Romanowski's research. In this case study, it was concluded that the teachers were using the topic of 9/11 as a forum and avenue to not just inform students about the events of September 11th, but rather to meet additional educational goals, such as literacy-based skills and cooperative work.

This case study, therefore, holds implications for social studies textbook publication. Publishers should now have a better sense of what information can be included about the events, what information that is currently omitted from textbooks should now be included, what information could be age-appropriate for the middle school level, and what skills should be paired with the lessons on 9/11.

Teaching of Multiple Instructional Approaches

A challenge faced by educators in all subject areas was how to fit all aspects of the curriculum into a single school year. New Jersey social studies teachers are expected to teach their curriculum, as well as literacy standards, a concern

discussed by Gilles, et al. (2013). By meeting more standards and the recent addition of the SGO (Student Growth Assessments), with no additional allotted time, further constrains the social studies teachers to cover topics deeply; however, if more time was spent on the instruction of 9/11, a greater quantity of social studies and literacy skills could be taught. This added instructional time could be used to allow the educators to instruct about the events of 9/11 using the different instructional approaches. In the research study, it was discovered that when only one approach was used, it was typically the patriotic banking approach. In the seventh and eighth grades, more instruction was spent teaching about the topic. More instructional days teaching about the events of 9/11 correlated to more instructional approaches being used. In these older grade levels, the use of the roots approach and aftermath approach also tended to accompany lessons where students were required to produce more critical thinking and had a deeper understanding of not just the day of 9/11, but also why 9/11 happened (roots approach) and how our nation has been affected due to the events of September 11th (aftermath approach). Based on the results of this research study, educators and students would benefit from a unit about 9/11, rather than a single-day lesson. Although many fifth and sixth grade teachers may feel that their students might be too young for a small unit plan on the events of 9/11, it should be encouraged for at least the upper middle school grade levels. In conclusion, a unit plan instructing the facts, messages, and themes of 9/11 would allow educators to use a variety of instructional approaches when teaching the topic. Although all of the instructional approaches can be used in a meaningful way, the roots and aftermath approaches

provides an educator the opportunity to expose students to higher order thinking skills. These two approaches deliver to the students a more complete analysis of the topic, leaving those students with fewer misconceptions about the attacks.

Citizenship Education

This research study has implications for civic education as well. For an American in a post-9/11 era, it is important to understand how US citizenship is portrayed today because it becomes an important backdrop for lessons on 9/11. David Cole discussed the unique stresses that are placed on American citizens today in a post-9/11 era, such as securing our right to privacy while balancing that with the needs of protections from the government. The terrorist attacks have forced American citizens to take views on some very challenging topics. Similar to how some Americans may have struggled with the acceptance of Japanese-American internment camps following the attacks at Pearl Harbor, Americans need to be informed about interrogation practices used on terrorists held at the prison at Guantanamo Bay. Citizens need to be informed about the profiling of Arab-Americans and Muslim-Americans following 9/11. Students should be informed of the current dilemmas that the United States faces when trying to secure the country. Americans face a unique challenge in how the citizens should view the possible abuse of power following tragedies, such as how far should the government be able to stretch its powers in search and seizures and surveillance programs (Cole, 2011).

Students are now expected to think about these tough questions presented by author David Cole, and educators are expected to guide them. As this research

study showed, individual citizens must be more aware and vigilant than before, always being prepared to help out should they be called upon on a moment's notice. These post-9/11 students need to have informed opinions about current day issues, such as President Obama's promise to close Guantanamo Bay prison and whether increased airport security measures tip the balance too far to one side of a citizen's privacy versus their security.

Dalton stated that the way citizens display civic responsibility has changed over the course of United States history, arguing that today's youth show their civic responsibility in a way that resembles the engaged model of citizenship, rather than the citizen duty model, than did their cohorts decades ago. This research study would add to Dalton's conclusions by finding that many of the stakeholders interviewed and surveyed believed strongly in the civic responsibility traits of awareness and vigilance after 9/11.

Research Limitations

Research Site

This research study had three limitations. Although the case study method was crucial for allowing in-depth data collection at a research site, one major limitation pertained to the research site. The research site also served as my place of employment. The educators that were observed were my colleagues. My role as an educator is to work collaboratively with my colleagues, rather than evaluate them. It is a challenge to conduct observations and draw conclusions about content and objectives, without taking on an evaluative role with these colleagues. The goal of

this research study was designed to enhance our understanding of the instruction of the events of 9/11, not to affect any one particular teacher's employment by taking on an evaluative position.

Generalization of Results

Another limitation of this research study is the difficulty in generalizing the results of this study. This research study was a case study that was conducted at one school district. Although the student population may be similar to other districts across the nation, it may not represent a comparable sample to districts that do not have a similar student body composition. This research site was part of a school district that was comprised of over 4,000 students through grade levels K-8, along with over 700 staff. The fifth and sixth grade building contained slightly over 900 students during the research year. All of the elementary schools in the district send its student body to this fifth/sixth grade school. 86.6% of the student body spoke English as its home language, followed by Chinese (2.5%). At this school, 61.8% of the student body was White, 14.3% was Black, and 13.3% was Asian. In terms of the fifth/sixth grade building's economically disadvantaged students, 16% of the student body was eligible for the Free and Reduced Lunch Program (NJDOE, 2014).

The seventh and eighth grade middle school in the district contains students from all of the district's elementary schools. In the year that data was collected for the research study, there were just over 900 students for both grade levels. 89.3% of the middle school's home language was English, while Chinese (2.3%) was the

second highest home language spoken. Arabic (.6%) was the sixth most spoken home language in the middle school during that school year. In terms of the middle school's ethnic/racial subgroups, the majority of the student body (65.5%) was white. Black (17%) accounted for the second largest group, and Asian (10.3%) accounted for the third largest subgroup. 17.8% of the middle school's population was classified as economically disadvantaged, qualifying for the Free and Reduced Lunch Program. Schools that have similar demographics, student body size, and Free and Reduced Lunch programs would be Henry C. Beck Middle School located in Cherry Hill, New Jersey and Glenfield Middle School located in Montclair Town, New Jersey (NJDOE, 2014).

A different research site that is comprised of a different student body might produce varying results from this case study. For example, Crossroads North Middle School in South Brunswick, New Jersey. The school houses a similar number of students as the ones in the research study, but with the addition of a sixth grade as well, making the overall students per grade less at Crossroads North Middle School. At Crossroads North during the year of research, 59.3% of students spoke English at home, while Telegu (6.9%) was the second highest. At this school, 54.6% of the student body was Asian, while White (29.8%) was second largest, and Black (8.1%) was the third largest group. At this middle school, 10.8% of the students qualified for the Free and Reduced Lunch Program (NJDOE, 2014).

Based on research written by Jackson (2011), Saleem and Thomas (2011), and Abu El-Haj (2007), research sites that might include a larger Muslim population might produce different results as well. Perhaps survey results of Muslim students,

or their parents, might include responses that are in accordance with the conclusions that these researchers have found. For example, student surveys completed by Muslim students might describe how those children feel like outsiders, as was seen in research by Abu El-Haj.

Longitudinal Data

This case study was not a longitudinal study. The case study involved data collection from four grade levels, but did not follow those students individually throughout the grade levels. Rather, the research study was designed to collect a “snapshot” of what students in grades 5-8 knew and felt about the events of 9/11 being instructed. A longitudinal study may give greater insight into how a particular generation learns about 9/11 throughout several years, instead of an instantaneous snapshot.

Recommendations for further research

This case study was designed to provide an in-depth examination into what students knew about 9/11, what classroom instruction about the events of 9/11 looked like, and how the various stakeholders felt about 9/11 being taught. Further research could still be conducted to explore the instruction surrounding the events of 9/11.

Educational Spectrum

This research was conducted at the middle school level, grades five through eight. Future research could be conducted at elementary and high school levels to

determine the full scope of instruction about 9/11 from grade levels K-12. Research could also be conducted at the collegiate level. Since currently students at the collegiate level were born prior to the September 11th, 2001 terrorist attacks, an interesting comparison might be found in the thoughts, feelings, and messages that these students may hold regarding issues, such as citizenship education.

Further research could also be found in conducting longitudinal studies with students and other stakeholders. A longitudinal study could add great depth to our understanding of how a generation of students learn, think, and feel about 9/11 by tracking a research sample through several years of their educational career. A longitudinal study could provide more than a snapshot of the instruction of the events of 9/11. Instead, the longitudinal study might be able to help researchers determine which activities, lessons, and goals were the most successful with this group of students over an extended period of time. This type of study might also give researchers the data needed to determine how other stakeholders perceive the instruction about 9/11 over a period of time.

International Stakeholders

The data collection in this research study was completed within an American public school system. As mentioned in the findings, stakeholders viewed 9/11 as an American event. Recommendations for future research could include data collection from the international community. A research design promoted to collect data on the knowledge, thoughts, and feelings of stakeholders from Europe or the Middle East could be beneficial to a greater understanding of the tragedy. Teachers and

students could be made more aware of the findings of the Arab Barometer. The Arab Barometer is an example of several regional barometers that have been developed around the world. The goal of these barometers is to measure more accurately the public opinion of citizens about various topics. In the case of the Arab Barometer, several countries in North Africa and the Middle East participated in a series of data collection tools about the thoughts and opinions of individuals in that region. For example, the data collection of the Arab Barometer helps to find attitudes about religion, government, civic engagement, and democracy (Arab Barometer, 2013).

Data collection from any international stakeholders could also include whether there is formal instruction that occurs for those students, the types of activities and lessons implemented to teach the content, and what objectives or goals those educators and school systems want to teach to their student population.

Conclusion

I chose to conduct research about the events of 9/11 for several reasons. September 11th became one of the worst and unforgettable tragedies in our nation's history. Although several events in our nation's history are considered in the top tiers of significance, few events have created a "time marker" in our nation's timeline. Many historians refer to citizens who live in a post-9/11 world, showing the significant impact that the event has had on our citizens. It is not just an event; rather these citizens in a post-9/11 America are perhaps fundamentally different than their pre-9/11 predecessors. Individually vigilant and aware of suspicious

characters and activities, these post-9/11 citizens must be informed about tough issues. These younger citizens have been fundamentally changed by an event that they were not alive for and do not remember. Students should be taught about asymmetric warfare, the challenges in this type of warfare, and how ultimately asymmetric warfare has defined a new era in the history of war.

Ultimately, the attacks of September 11th have defined not just our nation's history, but aided in the evolution of the citizenship of our nation. Rather than allowing the events of the September 11th attacks define our country, further research could serve as a cornerstone in aiding the construction of the type of citizen that we deem meaningful in a post-9/11 era. With the event being only slightly over a decade old, there is a great window of opportunity to study this significant event in a much fuller capacity, especially in the educational arena. The nation can gain a much deeper understanding of what we want our students and future citizens to know and understand about an event that has greatly impacted and shaped who they are as a citizen today.

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Appendix A
Teacher/Admin Survey Letter

March 2013

Dear Educational Professional,

My name is Matthew Mortimer and I am a 7th grade Social Studies teacher at ---- Middle School. I am enrolled in a doctoral program at Rutgers University for Social Studies education. The program requires a dissertation as the final component of my studies. The dissertation requires a research study to be conducted in my field.

My dissertation is a case study that will determine how schools have implemented the events of the September 11th terrorist attacks. I will be studying the district's curriculum, resources, and instructional practices on this topic. Educational professionals, students, and parents will be asked to complete a variety of data collection tools, such as interviews, surveys, observations, and focus groups.

I am requesting your participation in my research study. I would like to gather teacher and administrators' thoughts in regard to the instruction of 9/11 in schools. The attached survey is not expected to take longer than 20 minutes.

Your consent is needed for your participation in this study. Please do the following:

- ✓ Read the green form labeled Informed Consent. Keep this for your records.
- ✓ The white Informed Consent form is identical to the green form. Please sign and date the form.
- ✓ Please complete the survey.
- ✓ Return the white Informed Consent form and completed survey through inter-office mail to MATTHEW MORTIMER, ---- MIDDLE SCHOOL by _____ (date).

I thank Dr. ---- for giving me the opportunity to complete my research study in the ---- school district, and I thank you for your cooperation in my dissertation project. If you have any questions, please contact me at ...

Appendix B
Focus Group Letter

September 2013

Dear Parents/Guardians,

My name is Matthew Mortimer and I am a 7th grade Social Studies teacher at ---- Middle School. I am enrolled in a doctoral program at Rutgers University for Social Studies education. The program requires a dissertation as the final component of my studies. The dissertation requires a research study to be conducted in my field.

My dissertation is a case study that will determine how schools have implemented the events of the September 11th terrorist attacks. I will be studying the district's curriculum, resources, and instructional practices on this topic. Educational professionals, students, and parents will be asked to complete a variety of data collection tools, such as interviews, surveys, observations, and focus groups.

I will be conducting focus groups in your child's social studies class. A focus group is a forum for collecting information verbally. For this research study, the focus group would consist of a small group of students that will engage in a discussion with me about Social Studies, Patriot's Day, heroes, and September 11th. This discussion is not expected to take longer than 20 minutes.

Your consent is needed for your child to participate in this focus group. Please do the following:

- ✓ Read the yellow form labeled Student Informed Consent. Keep this for your records.
- ✓ The white Student Informed Consent form is identical to the yellow form. It requires your child's signature, as well as your signature. Please return it to your child's classroom teacher by _____(date).

I thank Dr. ---- for giving me the opportunity to complete my research study in the ---- school district, and I thank you for your cooperation in my dissertation project. If you have any questions, please contact me at...

Appendix C
5-8 Student Survey Letter

September 2013

Dear Parents/Guardians,

My name is Matthew Mortimer and I am a 7th grade Social Studies teacher at ---- Middle School. I am enrolled in a doctoral program at Rutgers University for Social Studies education. The program requires a dissertation as the final component of my studies. The dissertation requires a research study to be conducted in my field.

My dissertation is a case study that will determine how schools have implemented the events of the September 11th terrorist attacks. I will be studying the district's curriculum, resources, and instructional practices on this topic. Educational professionals, students, and parents will be asked to complete a variety of data collection tools, such as interviews, surveys, observations, and focus groups.

I will be administering a written survey to ---- and ---- students. For this research study, the survey will focus on content questions regarding 9/11, as well as questions about instructional practices related to this event. This survey is not expected to take longer than 25 minutes.

Your consent is needed for your child to participate in this written survey. Please do the following:

- ✓ Read the yellow form labeled Student Informed Consent. Keep this for your records.
- ✓ The white Student Informed Consent form is identical to the yellow form. It requires your child's signature, as well as your signature. Please return it to your child's Social Studies teacher by _____(date).

I thank Dr. ---- for giving me the opportunity to complete my research study in the ---- school district, and I thank you for your cooperation in my dissertation project. If you have any questions, please contact me at...

Appendix D
Parent Survey Letter

October 2013

Dear Parents/Guardians,

My name is Matthew Mortimer and I am a 7th grade Social Studies teacher at ---- Middle School. I am enrolled in a doctoral program at Rutgers University for Social Studies education. The program requires a dissertation as the final component of my studies. The dissertation requires a research study to be conducted in my field.

My dissertation is a case study that will determine how schools have implemented the events of the September 11th terrorist attacks. I will be studying the district's curriculum, resources, and instructional practices on this topic. Educational professionals, students, and parents will be asked to complete a variety of data collection tools, such as interviews, surveys, observations, and focus groups.

I am requesting your participation in my research study. I would like to gather parents' thoughts in regard to the instruction of 9/11 in schools. The attached survey is not expected to take longer than 20 minutes.

Your consent is needed for your participation in this study. Please do the following:

- ✓ Read the green form labeled Informed Consent. Keep this for your records.
- ✓ The white Informed Consent form is identical to the green form. Please sign and date the form.
- ✓ Please complete the survey.
- ✓ Return the white Informed Consent form and completed survey in the self-addressed, stamped envelope by _____ (date).

I thank Dr. ---- for giving me the opportunity to complete my research study in the ---- school district, and I thank you for your cooperation in my dissertation project. If you have any questions, please contact me at...

Appendix E:
INFORMED CONSENT

BRIEF DESCRIPTION OF THE RESEARCH STUDY

This form is intended to inform the subject that this study involves academic research. The purpose of this study is to determine the impact the September 11th event (9/11) has had on education following the tenth anniversary of the event, with specific attention to its implementation in curriculum, textbooks, and instructional practices. This research study will follow a prescribed set of procedures. The study will examine one school district's curriculum, textbooks, and practices, regarding September 11th. Furthermore, education professionals will be asked to complete surveys, participate in interviews, or classroom observations with regard to this topic. Parents will be asked to complete a survey, and students will participate either in focus groups or complete a written survey.

RISKS

There are no anticipated risks that are associated with this research study. Benefits from this research study include an enhanced understanding that can be used by social studies/United States history educators and/or curriculum supervisors/administrative staff in regards to education and instruction of the September 11th event.

RECORD KEEPING

This research study will employ confidential record keeping. All information gathered by the researcher from surveys, focus groups, interviews, and observations will be kept completely confidential. In other words, only the researcher himself will be able to identify the subjects who responded to the data collection.

DATA

The surveys, interviews, and focus groups should be completed in an estimated timeframe of approximately 25 minutes or less. Each observation should only last about 40 minutes. The data collection of the research study is not expected to take more than ten weeks.

PARTICIPATION

The subject should be aware that participation in this research study is completely voluntary. A subject may refuse to participate in the research study without any consequence. Any information collected will not be used in an evaluative manner. Furthermore, the subject may discontinue the research study at any time, without penalty or loss of benefits. There are no consequences for discontinuing participation in the research study (as subject is not receiving compensation or other incentives). If a subject decides to discontinue participation in the research study, the subject should follow the correct procedure. The procedure for discontinuing participation in this research study is to simply state verbally or through writing that the subject would no longer like to participate, or not hand in the survey to the principal investigator. Results of the research study will not be sent to participants following the completion of the research study.

Subject's initials _____

COMPENSATION

Upon a subject's decision to participate in this research study, the subject should be aware that there is no compensation, whether monetary, professional development hours, etc. Furthermore, upon a subject's acceptance to participate in this research study, the subject should be aware that there are no expected uncompensated costs. For example, it is not expected that the subject pay for travel costs or absence from the work place.

PRINCIPAL INVESTIGATOR CONTACT INFORMATION

This research project is being conducted by Matthew Mortimer, Rutgers EdD student. Mr. Mortimer may be contacted at:

Tel: ----

Email: ----

The faculty advisor for this project is Beth Rubin. Dr. Rubin may be contacted at:

Tel: ----

Email: ----

If you have any questions about your rights as a research subject, you may contact the IRB Administrator at Rutgers University at:

Rutgers University Institutional Review Board for the Protection of Human Subjects

Office of Research and Sponsored Programs

3 Rutgers Plaza

New Brunswick, NJ 08901-8559

Tel: ----

Email: ----

Principal Investigator: Matthew Mortimer

Principal Investigator Signature: _____ Date_____

Subject (Printed): _____

Subject (Signature): _____ Date_____

Appendix F:
STUDENT INFORMED CONSENT

BRIEF DESCRIPTION OF THE RESEARCH STUDY

This form is intended to inform the subject that this study involves academic research. The purpose of this study is to determine the impact the September 11th event (9/11) has had on education following the tenth anniversary of the event, with specific attention to its implementation in curriculum, textbooks, and instructional practices. This research study will follow a prescribed set of procedures. The study will examine one school district's curriculum, textbooks, and practices, regarding September 11th. Furthermore, education professionals will be asked to complete surveys, participate in interviews, or classroom observations with regard to this topic. Parents will be asked to complete a survey, and students will participate either in focus groups or complete a written survey.

RISKS

There are no anticipated risks that are associated with this research study. Benefits from this research study include an enhanced understanding that can be used by social studies/United States history educators and/or curriculum supervisors/administrative staff in regards to education and instruction of the September 11th event.

RECORD KEEPING

This research study will employ confidential record keeping. All information gathered by the researcher from surveys, focus groups, interviews, and observations will be kept completely confidential. In other words, only the researcher himself will be able to identify the subjects who responded to the data collection.

DATA

The surveys, interviews, and focus groups should be completed in an estimated timeframe of approximately 25 minutes or less. Each observation should only last about 40 minutes. The data collection of the research study is not expected to take more than ten weeks.

PARTICIPATION

The subject should be aware that participation in this research study is completely voluntary. A subject may refuse to participate in the research study without any consequence. Any information collected will not be used in an evaluative manner. Furthermore, the subject may discontinue the research study at any time, without penalty or loss of benefits. There are no consequences for discontinuing participation in the research study (as subject is not receiving compensation or other incentives). If a subject decides to discontinue participation in the research study, the subject should follow the correct procedure. The procedure for discontinuing participation in this research study is to simply state verbally or through writing that the subject would no longer like to participate, or not hand in the survey to the principal investigator. Results of the research study will not be sent to participants following the completion of the research study

Student's initials _____

Parent/Guardian's initials _____

COMPENSATION

Upon a subject's decision to participate in this research study, the subject should be aware that there is no compensation, whether monetary, professional development hours, etc. Furthermore, upon a subject's acceptance to participate in this research study, the subject should be aware that there are no expected uncompensated costs. For example, it is not expected that the subject pay for travel costs or absence from the work place.

PRINCIPAL INVESTIGATOR CONTACT INFORMATION

This research project is being conducted by Matthew Mortimer, Rutgers EdD student. Mr. Mortimer may be contacted at:

Tel: ----

Email: ----

The faculty advisor for this project is Beth Rubin. Dr. Rubin may be contacted at:

Tel: ----

Email: ----

If you have any questions about your rights as a research subject, you may contact the IRB Administrator at Rutgers University at:

Rutgers University Institutional Review Board for the Protection of Human Subjects

Office of Research and Sponsored Programs

3 Rutgers Plaza

New Brunswick, NJ 08901-8559

Tel: ----

Email: ----

Principal Investigator: Matthew Mortimer

Principal Investigator Signature: _____ Date_____

Student (Printed): _____

Student (Signature): _____ Date_____

Parent/Guardian (Printed): _____

Parent/Guardian (Signature): _____ Date_____

Appendix G:

Curriculum Analysis Template		
Grade level:		
Instruction plan for 9/11:		
Instruction plan for Citizenship:		
Enduring Understandings:		
Essential Questions:		
Theme: <input type="checkbox"/> Patriotic <input type="checkbox"/> Roots <input type="checkbox"/> Dissent <input type="checkbox"/> Multicultural <input type="checkbox"/> Military/Anti-Military <input type="checkbox"/> Positive Outcomes <input type="checkbox"/> Other		

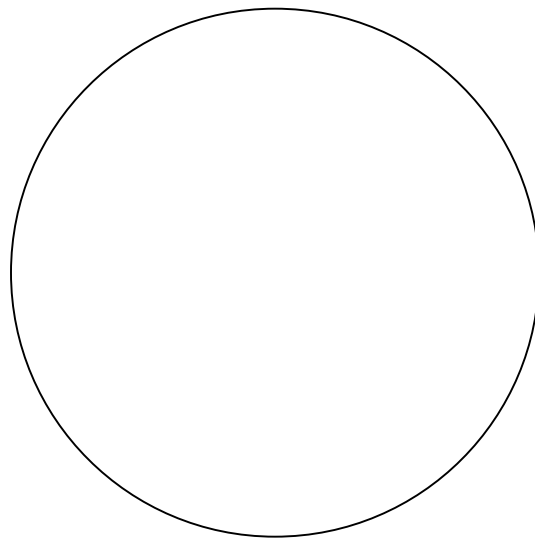
Appendix H:

Textbook Analysis Template		
Textbook Name:		
Grade Levels Textbook is Used in:		
School District Used in:		
Theme:		
<input type="radio"/> Patriotic	<input type="radio"/> Roots	<input type="radio"/> Dissent
<input type="radio"/> Multicultural	<input type="radio"/> Military/Anti-Military	<input type="radio"/> Positive Outcomes
<input type="radio"/> Other		
Message Identified:		
<input type="radio"/> Yes <input type="radio"/> No		

Message Description:		
Content:		
Photographs:		
Assessment:		
Textbook used by teacher at all	<input type="radio"/> Yes	<input type="radio"/> No
Textbook used by teacher for 9/11 lesson	<input type="radio"/> Yes	<input type="radio"/> No

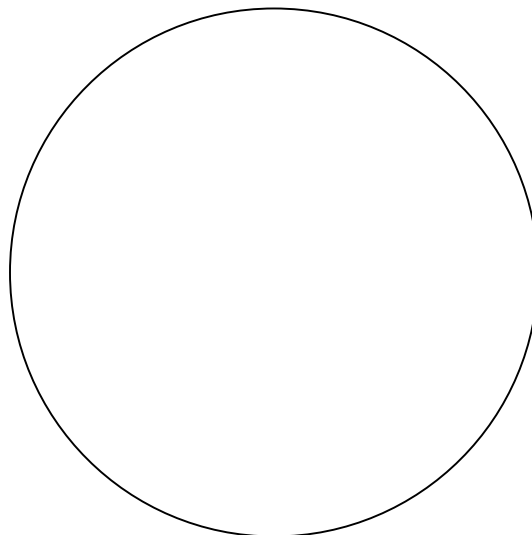
Appendix I:**TEACHER SURVEY (GRADES 5-8)**

1. Do you teach a lesson about Patriot's Day or 9/11?
2. Approximately how long is your lesson on Patriot's Day or 9/11? (For example, is it one 40 minute period, etc.)?
3. What are your learning goals of the lesson?
4. What message do you hope the students will take from your lesson?
5. What materials/resources did you use for this lesson?
6. Identify the extent to which you mention the events of 9/11 during your lesson. Please explain.
7. Do you assess the students on this lesson? If so, please explain.
8. Describe an example of a UBD template related to the events and/or aftermath of 9/11. (Essential Questions, Learning Goals, Big Ideas, Enduring Understandings, Knowledge/Skills, Performance Assessment, Transfer Goals)
9. Do you think the role of the American citizen has changed due to this event? Explain.
10. What are the challenges to teaching lessons about 9/11?
11. What are your overall feelings about teaching this topic?
12. Are there any other points related to this topic that you would like to mention? Explain.
13. What 5 things should every American citizen know about September 11th?
Record pictures, thoughts, ideas in the circle below.



Appendix J:**ADMINISTRATOR INTERVIEW****QUESTION POOL**

1. Do you think that there is a place for the instruction of 9/11 in the school district?
2. If so, should the instruction vary based on grade-level? Please explain.
3. What types of materials do you think would be most beneficial to use for teachers to instruct the events of 9/11?
4. What essential questions do you think would be appropriate for instruction about the events of 9/11? Identify grade levels that apply if necessary.
5. What enduring understandings do you think would be appropriate for instruction about the events of 9/11?
6. Describe an example of a UBD template related to the events and/or aftermath of 9/11. (Essential Questions, Learning Goals, Big Ideas, Enduring Understandings, Knowledge/Skills, Performance Assessment, Transfer Goals)
7. What challenges do you feel face your faculty in the instruction of this event?
8. Do you think the role of the American citizen has changed due to this event? Explain.
9. What are your feelings of whole school events in remembrance of this tragedy?
10. Are there any other points related to this topic that you would like to mention? Explain.
11. What 5 things should every American citizen know about September 11th? Record pictures, thoughts, ideas in the circle below.



Appendix K:

Observation Template		
Principal Investigator:		
Teacher Observed:		Date Observed:
Subject:	Unit:	Lesson:
Classroom Arrangement:		
Whiteboard:		
Other Areas of Writing:		
Lesson Description:		Pre-Coding:
Possible Conclusions/Concluding Thoughts:		

Appendix L:**TEACHER INTERVIEW****QUESTION POOL**

1. What were your lesson goals?
2. Do you think your goals were met? Why or why not?
3. Which of the following themes drive your instruction about Sept. 11th?
 - Patriotic
 - Multicultural
 - Roots
 - Military/Anti-Military
 - Dissent
 - Positive Outcomes
4. What went as expected in your lesson? What did not go as expected?
5. How did you decide how to assess the students?
6. What messages do you think your students took away from the lesson?
7. What is the biggest challenge for your students when learning about 9/11?
8. If you teach this lesson next year, what changes will you make?
9. How does this lesson connect to your Citizenship in Action unit?
10. Do you think the instruction of 9/11 is critical for citizens in our country to know about?
11. Has the event of 9/11 changed social studies instruction? If so, how?

Appendix M:**5-8 STUDENT SURVEY**

(Paper and Pencil survey)

Approximately 25 minutes

Principal Investigator reads:

The following questions will ask about the September 11th terrorist attacks. This survey is part of a research study to determine what students know about the events of September 11th. Your responses will not be scored and this does not impact your grade. All answers will be kept confidential. Spelling does not count.

CONTENT

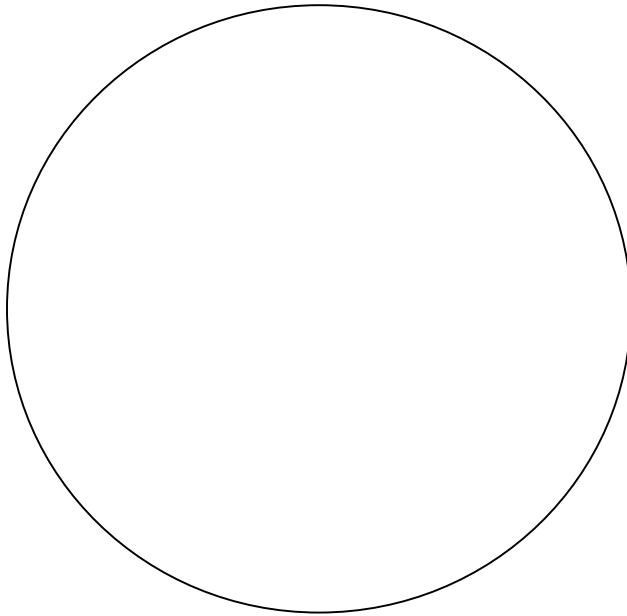
1. What year did 9/11 occur?
2. How many planes were hijacked?
3. How were the planes selected for the attack on 9/11?
4. What places/landmarks were attacked on 9/11?
5. What organization claimed responsibility for the 9/11 attack?
6. Who was the head of this organization and considered the mastermind behind the 9/11 attack?
7. What three cities did the planes take off from?
8. Who was president of the United States during 9/11?
9. Where was the president on the morning of the 9/11 attack?
10. What happened to Flight 93?
11. What kinds of things did American citizens do to help out that day?
12. What is the name of the mayor, Congressman, or a Senator that represents the area you live in?

AFTERMATH OF 9/11

13. What country did the US invade in the month after 9/11?
14. Identify this country on a map. (Map will be provided.)
15. Why did the US invade this country?
16. What was the name of the group of people who led the country that was attacked by the US?
17. What US Department was created by the President following 9/11?
18. How has the US changed since this event?

INSTRUCTIONAL PRACTICES

19. Have you discussed or learned about 9/11 in previous classes or in this year's class?
20. What kinds of activities/lessons did the teacher do to instruct this topic?
21. Have you ever discussed this event at home? Please explain.
22. Do you think that learning about 9/11 is important? Explain.
23. Do you think that the topic is too sensitive to learn about in school?
24. Do you feel that learning about 9/11 improves you as a student? Explain.
25. What 5 things should every American citizen know about September 11th?
Record pictures, thoughts, ideas in the circle below.



Appendix N:**FOCUS GROUP GUIDELINE***(Digital Voice Recorder)**Approximately 20 minutes***POOL OF QUESTIONS**

- What are important events you know of in history?
- What is one of your favorite things to learn about in history/social studies?
- What is Patriots' Day?
- What is a Patriot?
- How can someone become a hero?
- Why do you think 9/11 happened?
- Who was responsible for this event?
- Do you know of any previous attacks by Bin Laden or Al Qaeda prior to 9/11?
- How do you feel about learning about 9/11?
- What was the most important piece of information you learned in the lesson(s) about 9/11?
- What message should kids your age take away from 9/11?
- Why do you think it's important that kids from Moondale learn about 9/11?
- What has changed in our country since 9/11?
- What do you think it was like in our country before 9/11?
- If terrorism is a big focus in the United States today, what do you think would have been a big focus before 9/11?

POOL OF PHOTOGRAPHS

Prompt: Does this picture remind you of anything that you have studied in school?

- Flag
- Fireman/Policeman/EMS worker
- 9/11 photograph of flag raising
- Twin Towers
- Pentagon
- Plane
- Afghanistan
- Iraq
- George Bush

Appendix O:**PARENT SURVEY****Background**

- What grade is your child in (or children if more than one)? _____
- What is the name of the mayor, Congressman, or a Senator that represents the area you live in?

Questions

1. Do you feel that it is appropriate to teach your child about 9/11? At school? At home?
2. Do you feel that the message presented about 9/11 should differ based on the child's age? Please explain.
3. Is this a topic that you have discussed with your child (children) at home? If so, summarize what you have discussed and the message you wanted your child to get out of that discussion.
4. Based on your child's current age, what message, lessons, or activities would you like to see the school district implement, if any?
5. What was your personal reaction when you first heard the news about the 9/11 attacks?
6. Are there any other points related to this topic that you would like to mention? Expand.
7. Do you think the role of the American citizen has changed due to this event? Explain.
8. What 5 things should every American citizen know about September 11th? Record pictures, thoughts, ideas in the circle below.

