The Legacy of 9/11

Essential Question

How do political events impact the lived experiences of people?

Enduring Understanding

Political events have a lasting impact on international and national policies, communities, and the daily lives of individuals in America.

Learning Outcomes

Students will know:
- The "War on Terror" and its' subsequent rhetoric has led to increased fear and unconstitutional policies
- Mainstream news media outlets help construct/ perpetuate the narrative that Muslims are violent, backward, and oppressed
- Racialization and stereotyping of the Muslim identity has caused non-Muslim groups (like Sikhs, Arab Christians, etc.) to experience anti-Muslim racism as well

Students will be able to:
- Analyze how state and federal policies can be used to discriminate and profile Muslims
- Explain how the "War on Terror" impacted the lived experiences of Muslims and those that are perceived to be Muslim.

Standards:

- **CCSS.RH.9-10.2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **CCSS.SL.9-10.1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SS.H.1.9-12**: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
- **SS.H.8.9-12**: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Vocabulary:

- Islamophobia
- Surveillance
- Radicalization

● Racialization

Time:

50-60 Minutes

Materials:

- AFSC Article (printed & cut into sections)
  - Advanced Readers Edition
  - Emerging Readers Edition
- Chart Paper
- Markers/ Pens

Procedure:

1. Opener: Display the Discriminatory US Policies PowerPoint slide deck. (5 min)
   a. Students should analyze each picture and caption. Have them think about: What did the government do? Who did it affect? What does it affect about their lives?
   b. Think-Pair-Share: How have political events influenced policy and public opinion in the United States? What groups have experienced discriminatory policies throughout US history? What evidence do we have?

2. Mini-Lesson: A history of 9/11 slide deck (10 min)

3. Activity: Silent Discussion (20 min)
   a. Prepare students for a Big Paper/ Silent Discussion. Use the AFSC article (or use the emerging readers edition of the text), which examines the impact of US decisions in the aftermath of 9/11. Print out and cut each section of the article. Place each section (total 5) of the article on a separate sheet of chart paper. Be sure to leave plenty of room around the excerpt for students to annotate and silently 'discuss.'
      1. Before beginning the Silent Discussion, have all students read the introduction of the article, either individually or as a whole class.
      2. Alternatively, teachers may also choose to have each group read one section and 'jigsaw' the text where the expert groups present their information to the whole class, or use the Stay and Stray method in small groups.
   b. Additional supports: Provide students with guiding discussion questions that they can think about as they read each excerpt.

4. Extension: As a whole class, listen to the spoken word poem about the experience of this Muslim woman (5 min) "My Name is Zainab, and I am NOT a Terrorist"

5. Whole-Class Discussion (10-15 min)
   a. Have students reflect on the content of the article, highlighting important points that they saw during their silent discussions. The teacher can clarify

misunderstandings and bring up the key talking points that did not come up in the jigsaw or whole-class discussions.
   b. For a more structured discussion format, consider a socratic seminar or Harkness discussion to encourage student-led conversations and engagement.

6. Closing (5 min):
   a. Exit Ticket: How have political events (like 9/11) impacted the lived experiences of Muslims (and those perceived to be Muslim)?

Talking Points

- Even though racism against Muslims did not start with 9/11, the event served as a catalyst for an increase in discrimination against Muslims and people that 'look Muslim.'
   o This graph shows the increase in hate crimes after 9/11

- Muslims are one of the most diverse religious groups in America. Muslims can be of any race, ethnicity and culture. There is no singular way to 'look Muslim,' but because the Muslim identity has become racialized, people assume that all Muslims wear hijab, are brown-skinned, have a beard or wear certain types of clothing. People assume someone is Muslim based on how they look, not necessarily by their actual beliefs (which is what actually makes someone a Muslim).
   o Which is why other groups, like Arab Christians or Sikhs are often thought to 'look Muslim.'

- Scholars have examined how we can use racialized signs other than skin color to determine criminality, from the hoodie to the hijab.
   o Leopold Lambert reports, for example, that "One recent and illustrative example of the use of a piece of clothing as evidence of such an interpretation in a trial was presented during the prosecution of George Zimmerman in July 2013 (State of Florida v. George Zimmerman). The piece of clothing introduced then was the hoodie that Trayvon Martin was wearing when he got murdered by Zimmerman on February 26, 2012 in Sanford, Florida. The evidence was used to show where the clothe had been penetrated by the deadly bullet but, more importantly, it was presented to the jury for it to determine if the hoodie — implicitly complemented by Martin's black body — could present sufficiently suspicious characteristics for Zimmerman to legitimately confront Martin in his claimed expectation that "he was up to no good.""
   o These racial optics have been applied to Muslim communities. For example, women who wear *hijab* have been harassed and criminalized as possible terrorists. Both the hoodie and hijab have been used to provide clues about a person's intentions while hiding the role of racism and racism in making that determination.

- Even though Islam is a religion, not a race, the term Anti-Muslim racism is preferred over Islamophobia. Islamophobia implies an individual fear or hatred of Muslims or Islam, while racism takes into a account how there are systemic issues that unjustly target Muslims and those that 'look Muslim."

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- Muslims often have to deal with discriminatory policies like the Patriot Act, the Muslim Ban, and Countering Violent Extremism (CVE) programs that unfairly profile and target Muslims.
    - o CVE programs use arbitrary 'indicators' to see who is at risk for becoming radicalized. These indicators include growing a beard, going to the mosque or even disagreeing with American foreign policy.
    - o Consequences of these discriminatory policies include community fear and mistrust of police, unwarranted suspicion and stigma, and censorship of religious speech or political activism.

- Portrayal and perpetuation of negative images of Muslim people have real effects on the lives of people--on both personal and institutional levels. The problem with controlling/dominant narratives of Muslims is that they are often singular **and** false. They depict Muslim people as dangerous, violent, radical, militant. The controlling narratives also portray Muslim people as oppressed victims (specifically women). Muslims are essentialized - reduced - to these traits and treated monolithically. These narratives carry cultural weight and significance--they not only influence the way we think about people, what we allow to happen to them, and what we imagine people deserve. They also influence policies and laws that impact Muslim peoples' lives.

- So, when addressing questions of whether the attackers are Muslim, or terrorists, its important to recognize that Muslims are not a monolith. The actions of a small fraction of people do not represent the views and beliefs of an entire religion. The use of the word terrorist has been coded by the media and popular culture to associate the word with black and brown people. For more information, see ReThink Media's guidance on the use of the word terrorist.

Alternate Strategies & Resources

- Cause & Effect Advanced Diagram
    - ○ For a deliverable that students can turn in, have students create a concept map of the ideas discussed in the article along with the information they learned during the mini-lesson. What were the effects of 9/11? What actions led to other actions?

- Timeline Activity
    - ○ Using the timeline from the AFSC article, have students arrange the events in order of when they think those events happened. How long do they think each law took to pass

- Spoken word poem
    - ○ For a more intersectional understanding of how racist policies have affected various minority groups throughout American history, try "America: A Brief History of Parking Disputes."