



History

Enquiry 3: What were the consequences of 9/11?

The focus of this topic is on some of the consequences of 9/11, looking back over the short, medium and long term. Students will gauge how particular consequences might link together and judge their relative importance.

Enquiry overview

Students will be helped to understand some of the consequences of 9/11 and how these might be linked together. They will be presented with a set of cards describing some consequences of 9/11 for three separate periods since then;

- 2001 to 2005 (from the 9/11 attacks to the London bombings of July 2005)
- 2006 to 2011 (from the London bombings to the withdrawal of US troops from Iraq in 2011)
- 2011 to 2016 (from the withdrawal of US troops in Iraq to the end of 2016)

Students will work in pairs or small groups to organise a separate set of cards in turn and will also construct “a tree of consequences” diagram. The diagram picks up on the metaphor of the causes of 9/11 being depicted in earlier enquiries as tree roots leading to the attacks. Instead students will represent the consequences of 9/11 as branches stemming from the same trunk; that is the 9/11 attacks. Students will also justify the design of the diagrams to their peers at intervals between card sorting.

Lastly students will select what they considered to be the four or five most significant of the consequences they have sorted, again justifying the choice to their peers.



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National Curriculum links

History

This enquiry links to the KS3 history programme of study by helping students to know and understand:

- significant aspects of the wider world (beyond Britain)
- the changing nature of conflict and cooperation
- diverse experiences and ideas, beliefs and attitudes and how these have shaped the world.

Students will gain historical perspective by understanding connections between:

- local, regional, national and international history,
- cultural, economic, military, political, religious and social history and
- short and long term timescales

This topic develops the students' ability to:

- identify and investigate specific historical questions or issues, making and testing hypotheses
- identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment
- communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary.

Key Stage 4

Although this enquiry is designed for use in KS3, it is possible to adjust both the content and activities for use at GCSE (as part of OCR GCSE History A (9-1) (Explaining the Modern World) - International Relations: Changing international order 1918-2001). Many of the activities in the enquiry are open-ended and could be used to elicit a wider and more sophisticated range of responses from the students.



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Northern Ireland, Scotland and Wales

These materials can easily be adapted to fit the different curriculum requirements for Northern Ireland, Scotland and Wales.

Northern Ireland Statutory curriculum for Key Stage 3
ccea.org.uk/curriculum

Education Scotland Curriculum for Excellence
<http://www.educationscotland.gov.uk/learningandteaching/curriculumareas/socialstudies/>

Welsh Government the school curriculum- history in the national curriculum for Wales
<http://learning.gov.wales/docs/learningwales/publications/130424-history-in-the-national-curriculum-for-wales-en.pdf>

Cross-curricular links

There are opportunities through this topic to make links to some of the other subject topics, particularly the following:

- Citizenship - How do countries respond to terrorism?
- Religious Education - Forgiveness and Retribution

This aims to develop students' understanding of the causes and consequences of 9/11 by placing the events of 9/11 in the broader context of terrorism. In addition, some of the proposed activities help to develop aspects of the following PLTS In addition, some of the proposed activities help to develop aspects of the following generic skills, previously defined as Personal Learning and Thinking Skills (PLTS): team workers and independent enquirers.



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Lessons

Stage A

One way of introducing historical concepts such as change and consequence is to illustrate them by using an analogy that on the surface appears to have little to do with the actual content of the lesson.

If time and space allow set up lines of dominoes in the classroom branching out from each other but which could all be toppled by the ripple effect from knocking down one (this illustrates historical cause and effect where a domino is a particular consequence which then leads to another forming a chain reaction). Invite brief discussion about what is likely to happen when the key domino is knocked over and why this might be the case. After discussion, knock down the key domino.

After the other dominoes have all fallen down (if they do) discuss the extent to which pupil predictions have been proved correct. Alternatively the same point could be made by playing the clip of a domino rally from the recommended resources below. This initial activity sets the context of the study of individual consequences of the 9/11 attacks leading to further consequences which will be returned to later.

Stage B

Play the video clip from the recommended resources, which shows the 43rd US president, George W Bush declaring the apparently successful end of the US led coalition invasion of Iraq in 2003. Lead discussion, taking suggestions from students about what might be the context of the speech (i.e. who the speaker might be, what events he might be referring to, why is he making this announcement etc).

Display a large world map and point out the state of Iraq. Explain that in 2003 a US led coalition (which included the UK) invaded and occupied Iraq. Students will now explore how this event and other events between 2001 and 2005 were consequences of the 9/11 attacks and how they might link together.



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Recommended resources

Links to other websites

- **Short video clip of domino rally**
<https://www.youtube.com/watch?v=hVjbi2WYNzI>
- **Video clip of US President George W. Bush announcing the end of hostilities after the initially successful invasion of Iraq in 2003**
<https://www.youtube.com/watch?v=hVjbi2WYNzI>
(show first two minutes and 23 seconds)
- **What 2003's invasion did to Iraq - BBC News**
<https://www.youtube.com/watch?v=3zbzrjR7oi8>
- **US broadcaster PBS (which is funded independently of US administrations or corporate interests) compiled this material on the invasion of Iraq including interviews**
<http://www.pbs.org/wgbh/pages/frontline/shows/invasion/>

Give out copies of **Resource A** (a card sort explaining how some events between 2001 and 2005 were consequences of 9/11) to pairs or small groups and of students. Allow a limited amount of time for students to read the information on the cards carefully and to discuss how they might be grouped together (an effective means of ensuring that students are on task and also assessing how much has been understood is by circulating around groups, listening to discussion, posing and answering questions). Lead whole class discussion, inviting students to explain how they arranged their cards.

Display **Resource B**, a picture of a tree. Remind students how they identified the causes of 9/11 as the different routes of a tree that culminated in the attacks. Allow time for students to sketch a tree trunk in their pairs/small groups. Then ask them to rearrange their cards in to rows of consequences representing branches of consequences coming off the trunk with labels identifying a theme. This could be modelled for students with a heading such as " the Iraq War" or a more generic theme such as "human rights" or "surveillance". Throughout the discussion display a large world map so that students can refer to particular locations mentioned on the cards if necessary.

Lead discussion, inviting students to display their "Tree of consequences" diagrams to each other, encouraging and allowing them to challenge each other's versions.



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Stage C

Play the video clip from the recommended resources, which shows the 44th US president, Barack Obama announcing the withdrawal of US troops from Iraq in 2011. Lead discussion about how what he said and the tone in which he spoke might be different to that of President George W Bush in 2003.

Recommended resources**Links to other websites**

- **BBC summary of the effects of the "War on Terror" worldwide between 2001 and 2011**
<http://www.bbc.co.uk/news/world-14844727>
- **Video clip of US President Barak Obama paying tribute to withdrawn US combat troops from Iraq in 2011**
<https://www.youtube.com/watch?v=Hlq9eltoAlg>
- **BBC Timeline of events in Iraq 1991 to 2009**
<http://www.bbc.co.uk/news/magazine-36702957>

Give out **Resource C**, a card set which describes some of the consequences of the 9/11 attacks between 2005 and 2011. Allow a limited amount of time for students to carefully read the detail on the cards and then select events to extend the length of the existing branches on their "Tree of consequences". (Before starting explained that students might decide that a particular consequence of 9/11 between 2005 and 2011 justified the creation of a new branch on their diagram. If they create one they will need to decide which existing branch the consequence stems from whether or a completely new branch needs to be drawn from the trunk of the tree itself).

Lead discussion, inviting students to display and explain their diagrams to the class. Encourage students to question and challenge each other's diagrams by reference to details from the card sort and if necessary change their design as a result of the discussion.



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Stage D

Play the video clip from the Recommended resources of the 45th US president, Donald J. Trump calling for Muslims to be banned from the United States during his campaign to become the Republican party candidate in 2015 in the run up to the US presidential election in 2016.

Lead discussion taking suggestions about how what he said and its tone compared and contrasted with the earlier clips of President Bush and President Obama. Use the video clips in the recommended resources section below to give students an outline of two key events that were not direct consequences of the 9/11 attacks but without an understanding of which they will not be able to understand the last card sort- the Arab Spring of 2011 which saw popular movements challenge long established dictatorialships across the Arab world and the European refugee crisis of 2014 onwards (partly triggered by the Syrian civil war in itself an outcome of the Arab Spring). (The interactive timeline could be used for supplementary detail).

Try not to get bogged down in too much detail when referring to these complex events as they are not the direct focus of study in themselves. The essentials that students need to understand are that the Arab Spring occurred in 2011 and that the resulting Syrian civil war helped to trigger the refugee and migrant crisis in Europe.

Recommended resources**Links to other websites**

- **Video clip of potential Republican Party presidential nominee Donald J Trump urging a ban on Muslims entering the US Dec 2015**
<https://www.youtube.com/watch?v=viDffWUjcBA>
- **Video clip of BBC Summary of Arab Spring events in 2011**
<http://www.bbc.co.uk/news/world-middle-east-16212447>
- **Video clip of BBC explanation of Syrian and European refugee and migrant crisis (Sept 2015)**
<https://www.youtube.com/watch?v=cScIIA3cpL0>



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- **Publicity and information relating to actual (and possible) Western military intervention in Syria and Iraq from an anti-war perspective**
<http://www.stopwar.org.uk/index.php/resources/leaflets-factsheets-pamphlets>
- **Website of the UK Iraq Inquiry published July 2016**
<http://www.iraqinquiry.org.uk/>
- **PBS coverage of the Snowden revelations (2014)**
<http://mediaroots.org/pbs-frontline-united-states-of-secrets/>
- **BBC account of the rise of I S I L**
<http://www.bbc.co.uk/news/world-middle-east-35695648>

Give out **Resource D**, a card set describing consequences of the 9/11 attacks between 2011 and 2016. Repeat the previous activity pattern where students read the cards carefully, extend their "Tree of consequences" diagram and justify their diagram to the class.

Refer back to the domino rally used as the initial activity for the enquiry. Explain how if one domino is removed from part of the rally then some lines of dominoes will remain standing after all (if necessary this could be demonstrated by setting up the earlier domino rally, removing a particular domino and repeating the pushing down of the key domino).

Give students a limited amount of time to discuss which consequence (or consequences) on their "Tree of consequences" might be taken out and what impact this might have had on its shape (e. g . What might have happened if President Bush had not invaded Iraq in 2003? Would ISIL have become so powerful in 2014 if President Obama had not withdrawn US troops from Iraq in 2011?). Lead discussion taking suggestions from students.

Lastly, allow a limited amount of time for students to discuss what they consider the three or four most important consequences of 9/11 were. Lead discussion, taking suggestions from students.

If necessary display **Resource E** as a prompt.

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