
History – Enquiry 2: “Out of the blue”: When did 9/11 begin?

“I’ve heard ...”

What can we do when we hear conspiracy theories?

This aims to help any teachers who want to tackle the issue of conspiracy theories about 9/11, if only because many students will have come across these.

There are various points at which these issues could be tackled, e.g.

- At the outset, using the following question: “**What do we know – or think we know – about 9/11?**” to bring the conspiracy theories to the forefront and get the students to challenge them. However, it may be best to leave this until later and instead show respect for the people affected by 9/11 – the victims and bereaved – and ensure that there is a shared knowledge of actual events.
- During the second history enquiry, whose overarching title is “**Out of the blue”: When did 9/11 begin?** Some teachers may want to deal with conspiracy theories before doing either of the main stages within the enquiry, which are called **Mindless terrorism** and **Why?**
- After doing the first two stages of this enquiry, i.e. “**We’ve looked at what many people would agree are the origins and causes of 9/11 but others have different explanations ...**”
- As part of the work on the consequences of 9/11, i.e. “**How has 9/11 shaped your world?**” One way in which 9/11 may have shaped some people’s world is to make them question accepted explanations.

It is not the place of these resources to offer a detailed critique of these conspiracy theories. However, teachers may find it helpful to turn to a US Government web page called **The Top Ten September 11 Conspiracy Theories**, which sets out to deal with some commonly held “conspiracy theories” about 9/11. The site can be found at: www.america.gov/st/pubs-english/2006/September/20060828133846esnamfuaK0.2676355.html.