

Independent Study Course Syllabus

Course Number: SOC 978

Course Title: 9/11: Tragedy and Triumph

☐ Online ☒ Distance Learning

Instructor: Robert A. Buccheri
Phone number: (945) 797-3353
Email: rbuccher@optonline.net

Units: 3
Grade Level: 5-12

Course Description:

On September 11th, 2001 the United States suffered through the worst Terrorist Attack on U.S. soil. This course will examine the history of Al Qaeda and their attacks on the United States on 9/11. These attacks forever changed the course of American history and were the result of years of planning by Al Qaeda and Osama Bin Laden. This course will examine the origins of modern Islamic Fundamentalism and its increasing animosity toward the United States. Students will learn about the life of Osama Bin Laden and the emergence of an international terrorist organization called Al-Qaeda. The course will also examine the debate between the need for security and protection of individual freedom in a Democracy threatened by Terrorism. Students will also have a travel option to see the memorials in New York City, Washington D.C. and Shanksville, PA. This course is aligned to National Standards – U.S. History Content Standards for Grades 5 – 12, National Council For Social Studies Standards. Teachers will align lessons to include Common Core State Standards for Literacy in History/Social Studies.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

About the Instructor:

Robert Buccheri is a Social Studies teacher at Carmel High School in Carmel, New York. He has been teaching American History for 18 years and is a re-enactor for the French and Indian, Revolutionary and Civil War eras. He has a Bachelor's Degree in history from the University at Buffalo and a Master's Degree from Connecticut State University. He is a Master Teacher for the Living History Education Foundation and has created and instructed courses such as "The Battle for New York in 1776", "Private Yankee Doodle", "Civil War Times and the Industrial Age in the Hudson Valley", "Baseball and the Civil War" and "Johnny Reb Billy Yank". These courses offer participants a total immersion experience in the periods of both the Revolutionary and the Civil Wars. Participants camp, drill and cook as if they were soldiers living in these eras. He currently teaches elective courses for high school students on both the Revolutionary and Civil Wars as well. He has presented at numerous Social Studies conferences throughout New York State for the New York State Council for the Social Studies and the Westchester – Lower Hudson Council for the Social Studies. In 2010 he was awarded the New York State Excellence in Teaching Award by the Daughters of the American Revolution. He is married to Annemarie and has two children. He has traveled extensively to Revolutionary and Civil War sites throughout the country.

Course Materials (Students must purchase these or borrow these from a library)

1. Book: "The Looming Tower: Al-Qaeda and the Road to 9/11". Lawrence Wright. Vintage Books. 2006 ISBN -10: 1400030846
2. DVD: "National Geographic: Inside 9/11 – ASIN: BOOOFUF6QI

Writing Requirements

1. **All essays must be written on a word processed document that is double-spaced with 12 point Times Roman font (1 inch margins, center title of paper, place name on top right corner)**
2. **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
3. **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
4. **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.

Technology Requirements:

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Course Number and Title: SOC 978 9/11: Tragedy and Triumph

Instructor: Robert A. Buccheri

Date of Revision 4/19/16

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Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

National Standards – U.S. History Content Standards for Grades 5 - 12

This course meets the following standards from the **National Center for History in the Schools (National Standards)**

Era 10: Contemporary United States (1968 to the present)

Standard 1: Recent developments in foreign and domestic politics

Standard 2: Economic, social and cultural developments in contemporary United States

National Council For Social Studies Standards

Based on k-12 curriculum standards for social studies as articulated by the National Council for Social Studies (NCSS Bulletin 89), the course is developed around five “social studies thematic standards” of (1) culture; (2) time, continuity and change; (3) individuals, groups, and institutions; (4) power, authority, and governance; and (5) civic ideals and practices.

Throughout this course, students will experience the following:

Culture - the course will include readings and writings that explain the development of Islamic Fundamentalism.

Time, Continuity and Change –the course will include materials that explain the changing relationship between the United States and the Middle East

Individuals, Groups and Institutions – the course will include readings that will explain the biography of people and groups such as Osama Bin Laden, Ramzi Yousef, Ayman al-Zawahiri and Al-Qaeda

Power, Authority and Governance – the course will include materials that will explain effect of 9/11 on security issues in the United States and American citizens abroad.

Science, Technology, and Society – the course will include readings and materials that will explain the technology of the Terrorist attacks on 9/11

Civic Ideals and Practices – This course provides readings and activities that will help students in the study of needs of a Democracy in a time where security takes precedence over individual’s rights.

Learning Objectives /Outcomes

1. Students will be able to analyze the emergence of modern Islamic Fundamentalism and the rise of Al-Qaeda by reading “The Looming Tower: Al-Qaeda and the Road to 9/11”
2. Students will be able to analyze the events leading to 9/11 by watching “National Geographic Inside 9/11”

Course Number and Title: SOC 978 9/11: Tragedy and Triumph

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3. Students will be able to compare the failed intelligence leading to 9/11 by posting a blog on an online discussion forum
4. Students will be able to describe the life of Osama Bin Laden by writing a biographic essay that includes a description of the hunt and subsequent death of Bin Laden. Students will also analyze the loss of Bin Laden's effect on Al Qaeda.
5. Students will be able to describe the experiences of Veterans of the War in Afghanistan
6. Students will be able to describe the experiences of the War in Iraq
7. Students will be able to describe the culture of Islam
8. Students will be able to describe sites such as Ground Zero, the Pentagon, Shanksville, PA or a local 9/11 memorial
9. Students will be able to analyze and process the events of 9/11 by creating a lesson plan

Course Requirements

1. Students will be required to complete reflective essays, postings on online discussion forums, timelines and lesson plans.
2. List of assignments:
 - Assignment #1: Reflective essay on "The Looming Tower: Al Qaeda and the Road to 9/11"
 - Assignment #2: Reflective essay on "National Geographic: Inside 9/11"
 - Assignment #3: Online discussion forum posting on the failed intelligence of 9/11
 - Assignment #4: Biography on Osama Bin Laden (including the hunt and killing of Bin Laden)
 - Assignment #5: Reflective interview of a Afghanistan War veteran
 - Assignment #6: Reflective interview of an Iraq War Veteran
 - Assignment #7: Powerpoint presentation on basic Islamic beliefs
 - Assignment #8: Reflective essay on visit to Ground Zero, the Pentagon, Shanksville, PA or a local 9/11 memorial
 - Assignment #9: Lesson Plan
3. Students will need to contact the instructor at mid-course, as indicated in course booklet.
4. All assignments must be sent in a hard copy format to the instructor – Please send in a word processed document that is double spaced

Schedule of Topics and Assignments:

Assignment #1

1. Students will describe the emergence of Islamic fundamentalism and the birth of modern terrorism by writing a 4-5 page reflective essay on “The Looming Tower: Al Qaeda and the Road to 9/11”. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Assignment #2

2. Students will describe the events leading up to the 9/11 attacks by watching the DVD “National Geographic: Inside 9/11” and writing a 3-4 page reflective essay. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Assignment #3

3. Students will discuss examples of failed intelligence leading up to the attacks on 9/11. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Assignment #4

4. Students will explore the life and death of Osama Bin Laden by writing a 1 –2 page biography using at least 3 internet or book resources. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Assignment #5

5. Students will explore America’s mission in Afghanistan following the invasion of Afghanistan in 2001 and interviewing a veteran or active serviceman or woman of this conflict. Students will ask 10 questions that help to understand the experiences of a person involved in the conflict. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Assignment #6

6. Students will explore America’s mission in Iraq following the invasion of Iraq in 2003 and interviewing a veteran or active serviceman or woman of this conflict. Students will ask 10 questions that help to understand the experiences of a person involved in the conflict. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Assignment #7

7. Students will study the Islamic religion by creating a Powerpoint presentation on basic Islamic

beliefs. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

This assignment will allow students to study a religion many know little about.

Assignment #8 (Travel Option)

8. Students will visit a 9/11 memorial (Ground Zero in Manhattan, The Pentagon, Shanksville Pennsylvania or a local memorial) and write a 1-page reflective essay about their experience. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

The travel option is HIGHLY RECOMMENDED!

Assignment #8 (Non - Travel Option)

8. Students will visit a websites of several 9/11 memorial sites and create a Powerpoint presentation. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Assignment #9 (Lesson Plan):

9. Students will develop a lesson plan that incorporates the information you learned in the course. **(The assignment will require you to create a lesson plan that will incorporate History/Social Studies standards from your state. Indicate what standards are being fulfilled in your lesson. If your state does not have such standards, use national standards)**

Evidence of Learning (The following explains what the how the instructor will observe evidence of student learning for this course)

1. Course instructor observed evidence of understanding of course objectives as demonstrated through students' reflective writing assignment based on the reading of "The Looming Tower: Al-Qaeda and the Road to 9/11".
2. Course instructor observed evidence of understanding of course objectives as demonstrated through students' reflective writing assignment based on the watching of "National Geographic: Inside 9/11".
3. Course instructor observed evidence of understanding of course objectives as demonstrated through students' online discussion posting of the failed intelligence of 9/11.
4. Course instructor observed evidence of understanding of course objectives as demonstrated through students' biographical assignment on Osama Bin Laden which includes the killing of Bin Laden and its effect on Al Qaeda.

Course Number and Title: SOC 978 9/11: Tragedy and Triumph

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Date of Revision 4/19/16

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5. Course instructor observed evidence of understanding of course objectives as demonstrated through students' written interview with an Afghanistan war Veteran.
6. Course instructor observed evidence of understanding of course objectives as demonstrated through students' written interview with an Iraq war Veteran.
7. Course instructor observed evidence of understanding of course objectives as demonstrated through creating a Powerpoint presentation on the basic beliefs of Islam
8. Course instructor observed evidence of understanding of course objectives as demonstrated through students' written description of sites such as Ground Zero, the Pentagon, Shanksville, PA or a local 9/11 memorial.
9. Course instructor observed evidence of understanding of course objectives as demonstrated through students' presentation of lesson plans.

Grading Policies and Rubrics

220 total points possible

220 – 208 = A

207 – 106 = B or Credit Grade

Below 96 points = no credit

- | | |
|---|---------------------------|
| 1. Reflective essay on “The Looming Tower: Al Qaeda and the Road to 9/11” | 40 points |
| 2. Reflective essay on “National Geographic: Inside 9/11” | 20 Points |
| 3. Online discussion forum posting on the failed intelligence of 9/11 | 20 Points |
| 4. Biography on Osama Bin Laden | 20 Points |
| 5. Reflective interview of an Afghanistan War veteran | 20 Points |
| 6. Reflective interview of an Iraq War Veteran | 20 Points |
| 7. Powerpoint presentation on the basic beliefs of Islam | 20 Points |
| 8. Reflective essay on visit to Ground Zero, the Pentagon, Shanksville, PA or a local 9/11 memorial (<u>non-travel</u> option is available) | 20 Points |
| - Powerpoint presentation (alternate assignment) | 20 Points |
| 9. Lesson Plan on the events of 9/11 | 20 Points |
| | 120 total points possible |

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

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Date of Revision 4/19/16

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- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

You will be participating in discussion forums as you progress through the course. There is one grade for all of the forums which is based on the rubric.

Rubric for Evaluating Assignments

Course assignments are graded with the use of a Scoring Rubric. Provide scoring rubric showing quality of work expected for **each assignment**.

Instructor/Student Contact

The student needs to contact the instructor via e-mail after assignments # 2 and 9. They also must post a comment on a discussion board for assignment # (e-mail address: rbuccher@optonline.net)

References/ Resources

1. DVD – NOVA: The Spy Factory
2. “The Killing of Osama Bin Laden: How the Mission to Hunt Down a Terrorists Mastermind was Accomplished” by Mark Yoshimoto Nemcoff
3. “The Search for Al Qaeda: Its Leadership, Ideology and Future Revised Edition by [Bruce O. Riedel](#)
4. “The Occupation of Iraq: Winning the War, Losing the Peace” by [Ali A. Allawi](#)
5. “In the Graveyard of Empires: America’s War in Afghanistan” by [Seth G. Jones](#)
6. “Fiasco: The American Military Adventure in Iraq” by [Thomas E. Ricks](#)

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.

Course Number and Title: SOC 978 9/11: Tragedy and Triumph

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Date of Revision 4/19/16

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Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.



9/11: Tragedy and Triumph
Course Booklet



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Course Number and Title: SOC 978 9/11: Tragedy and Triumph

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Date of Revision 4/19/16

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Welcome to 9/11: Tragedy and Triumph

The instructional focus of this course is for teachers to become familiar with the events that led to the attacks on 9/11 and to bring that information to their students. Teachers will learn about the rise of Islamic fundamentalism and events which led to the attacks on that terrible day.

This Course is About....

You will develop the knowledge and skills necessary to develop a comprehensive understanding of the 9/11 attacks and how they occurred . Working through the assignments in this course, you will develop the strategies and skills necessary to incorporate them into your own curriculum.

Who Should Take This Course?

Teachers, or anyone working with students in any capacity will find this course useful. This course is appropriate for everyone who works with students in the field of teaching, psychology and guidance will find this course valuable.

What Do You Need to Know in order to take this course and successfully pass?

You should be able to read and analyze information in text form and digital form. You should have some experience making Powerpoint presentations.

About the Course Textbooks...

The main text, “The Looming Tower”, will help to place events in order and help the participant become familiar with the overall background needed to comprehend the event. The DVD entitled, “Inside 9/11” will help participants understand the immediate events leading up to the attacks on 9/11.

About the Syllabus/Course Of Study...

The Syllabus/Course of Study is designed to give you the information necessary to successfully pass this course. Students should read the Syllabus/Course of Study completely before starting this course and then refer to it as needed for the completion of this course. If you have any questions about assignments or modifying assignments, please call (845) 797 - 3353 or send me an email at rbuccher@optonline.net

Course Number and Title: SOC 978 9/11: Tragedy and Triumph

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This course is organized by topics. Each assignment is explained in detail. Evidence of learning and rubrics for each assignment is included in each assignment detail.

Schedule of Topics and Assignments

Assignment #1

1. Students will describe the emergence of Islamic fundamentalism and the birth of modern terrorism by writing a 4 -5 page reflective essay on “The Looming Tower: Al Qaeda and the Road to 9/11”. The reflection should include an analysis of the events leading to the attacks on 9/11, including the rise of modern Islamic fundamentalism. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Instructor Voice:

It is important for students to realize the modern Islamic Fundamentalism developed in the Middle East because a dissatisfaction with Westernization and modernization. This book gives an excellent background for students to discover this.

Evidence of Learning

1. Instructor will observe evidence of learning based on a 4-5 page essay on “The Looming Tower: Al Qaeda and the Road to 9/11”

	40 Points	20 Points	10 - 0 Points
<u>Reflective Essay on “The Looming Tower”</u>	<p>The reflection effectively summarizes the chapters in the book and is clear, concise and specific to course content.</p> <p>The reflection clearly demonstrates the student read the book and has gained knowledge from it</p>	<p>The reflection provides an adequate description of the book and provides some critical analysis of the book</p>	<p>The reflection is vague and provides no critical analysis of the book</p>

Assignment #2

2. Students will describe the events leading up to the 9/11 attacks by watching the DVD “National Geographic: Inside 9/11” and writing a 3 – 4 page reflective essay .Students should focus on the immediate events leading up to the attacks on that day paying close attention to the last 5 years. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Instructor Voice:

Students will discover and understand all of the events leading up to the attacks on 9/11 including missed intelligence opportunities.

Evidence of Learning

2. Instructor will observe evidence of learning based on a 1 – 2 page reflective essay on “National Geographic: Inside 9/11”.

<u>Criteria</u>	<u>20 Points</u>	<u>15 Points</u>	<u>10-0 Points</u>
<u>Reflective Essay on “Inside 9/11”</u>	<p>The essay summarizes the major points made in the documentary film</p> <p>The essay consists of thoughts and responses to the film</p> <p>The reviewer reacts to the film and how well the filmmaker was able to portray the events</p> <p>The essay consists of thoughts and responses to the film</p> <p>The reviewer reacts to</p>	<p>The essay summarizes most of the major points but misses a few key events</p> <p>The essay consists of a few thoughts and responses to the film</p> <p>Reaction is simple and not detailed Essay is organized but may not flow into ideas as well</p>	<p>The essay summarizes the film but misses many key events and people</p> <p>Essay lacks detail and expresses thought about the film but are not explained</p> <p>Essay is not well organized</p>

Course Number and Title: SOC 978 9/11: Tragedy and Triumph

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Date of Revision 4/19/16

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	<p>the film and how well the filmmaker was able to portray the events</p> <p>Essay is well organized and structured with introduction, several body paragraphs and a conclusion</p> <p>Ideas flow easily and can be understood</p>		
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Assignment #3

3. Students will discuss examples of failed intelligence leading up to the attacks on 9/11 and post them to a blog (Word Press). Students will use information learned from the text and DVD resources. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Instructor Voice:

It is important to identify the failed signals that could have thwarted the attacks and saved thousands of lives. Students will go onto the website entitled “buccheri911blog” (<http://buccheri911blog.wordpress.com/author/buccheri911blog/>.) and post a comment that consists of at least **one paragraph** describing one specific example of failed intelligence.

Evidence of Learning

3. Instructor will observe evidence of learning based on a posting made on the website entitled “9/11 tragedy and triumph” (<http://buccheri911blog.wordpress.com/author/buccheri911blog/>.). The students should identify and describe at least one example of the failure of American intelligence sources.

	<u>20 Points</u>	<u>15 Points</u>	<u>10-0 Points</u>
<u>Discussion Forum Posting</u>	Posting fully addressed the question and delivers information that is full	Posting is descriptive and shows some analysis	Posting is vague

Course Number and Title: SOC 978 9/11: Tragedy and Triumph

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	of insight, thought and analysis		
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Assignment #4

4. Students will explore the life and death of Osama Bin Laden by writing a 1 – 2 page biography using at least 3 internet or book resources .Students will cite resources. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Instructor Voice:

Osama Bin Laden became the key figure behind Al-Qaeda and the 9/11 attacks. To understand his motivations it is important to discover the events that shaped his life. The biography should include a discussion of key events throughout his life and his death in 2011. Pay close attention to the sources of your biographical information. Sites which consider him a martyr and hero should be avoided. A site such as” biography.com” is a reputable site which provides an unbiased view.

Evidence of Learning

4. Instructor will observe evidence of learning based on a 1 – 2 page biography on Osama Bin Laden.

	<u>20 Points</u>	<u>15 Points</u>	<u>10-0 Points</u>
<u>Biography on Bin Laden</u>	<p>Biography fully explains and analyzes Bin Laden’s life from his birth to his death</p> <p>Biography includes insights into Bin Laden’s transformation into an international Terrorist and his involvement with Al Qaeda</p> <p>Biography concludes with a description of the killing of Bin</p>	<p>Biography includes a few key events and adequately explains his transformation into a terrorist and his involvement with Al-Qaeda.</p>	<p>Biography misses major events in Bin Laden’s life and does not make a connection with Al-Qaeda.</p>

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	Laden its effect on Al Qaeda		
	Bibliographic info is included		

- Please use APA style for citation of sources
- These can be found at (<http://www.library.cornell.edu/node/147>) The Cornell University Library site

Assignment #5

5. Students will explore America's mission in Afghanistan following the invasion of Afghanistan in 2001 and interviewing a veteran or active serviceman or woman of this conflict. Students will ask 10 questions that help to understand the experiences of a person involved in the conflict. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Instructor Voice:

The war in Afghanistan has been going on since 2001. Students should understand America's mission in this area and the difficulties faced by American armed forces. Students should ask questions which help to determine the interviewees view on the war itself. Questions such as "Do you feel that our involvement improved the situation and America and Afghanistan?" Students can contact local VFW chapters and Veterans Associations to find people to interview. A good website to use to generate questions is: <http://www.loc.gov/vets/questions.html>. Another website is: "<http://www.wv2f.com/military-service-record-genealogical-research/19600-veteran-interview-question-guide.html>."

Evidence of Learning

5. Instructor will observe evidence of learning based on a written interview of at least 10 questions to a serviceman or woman.

	<u>20 Points</u>	<u>15 Points</u>	<u>10-0 Points</u>
<u>Reflective Interview of an Afghanistan War Veteran</u>	Interview asks questions that delve into the difficulties in fighting the enemy in the local terrain and around the local population	Interview asks vague questions that somewhat reflect course content Interview reflects some thought but only	Interview asks questions unrelated to course content

Course Number and Title: SOC 978 9/11: Tragedy and Triumph

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	<p>Interview ascertains the opinion of the veteran about the effectiveness of America's mission there</p> <p>Interview ascertains the veteran's opinion of the long term effect o the history of the region</p>	gives a broad view of the situation in the local area	
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Assignment #6

6. Students will explore America's mission in Iraq following the invasion of Iraq in 2003 and interviewing a veteran or active serviceman or woman of this conflict. Students will ask 10 questions that help to understand the experiences of a person involved in the conflict. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Instructor Voice:

The war in Iraq has been going on since 2003. Students should understand America's mission in this area and the difficulties faced by American armed forces. Students should ask questions which help to determine the interviewees view on the war itself. Questions such as "Do you feel that our involvement improved the situation and America and Iraq?" Students can contact local VFW chapters and Veterans Associations to find people to interview. A good website to use to generate questions is: <http://www.loc.gov/vets/questions.html>. Another website is: "<http://www.ww2f.com/military-service-record-genealogical-research/19600-veteran-interview-question-guide.html>."

The decision to invade Iraq in 2003 remains controversial to this day. Students should understand America's mission in this area and the difficulties faced by American armed forces.

Evidence of Learning

6. Instructor will observe evidence of learning based on a written interview of at least 10 questions to a serviceman or woman.

	<u>20 Points</u>	<u>15 Points</u>	<u>10-0 Points</u>
<u>Reflective Interview of an Iraq War Veteran</u>	<p>Interview asks questions that delve into the difficulties in fighting the enemy in the local terrain and around the local population</p> <p>Interview ascertains the opinion of the veteran about the effectiveness of America's mission there</p> <p>Interview ascertains the veteran's opinion of the long term effect o the history of the region</p>	<p>Interview asks vague questions that somewhat reflect course content</p> <p>Interview reflects some thought but only gives a broad view of the situation in the local area</p>	Interview asks questions unrelated to course content

Assignment #7

7. Students will create a Powerpoint describing the basic beliefs of the Islamic religion. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

Instructor Voice:

It is important to distinguish between the peaceful worship of one of the most widely practiced religions of the world and the extremist views of the Islamic fundamentalist movement. Millions of Muslims worship peacefully around the country and have no connection with the movement to attack the United States. This assignment will allow students to study a religion many know little about.

Course Number and Title: SOC 978 9/11: Tragedy and Triumph

Instructor: Robert A. Buccheri

Date of Revision 4/19/16

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Evidence of Learning

7. Instructor will observe evidence of learning based on 10-slide Powerpoint presentation on the basic beliefs of Muslims

	<u>20 Points</u>	<u>15 Points</u>	<u>10-0 Points</u>
<u>Powerpoint Presentation of basic Muslim beliefs</u>	Powerpoint includes a detailed description of basic Islamic beliefs with accompanying diagrams or photographs	Powerpoint includes a brief description of basic Islamic beliefs	Powerpoint includes only a cursory visit to a Mosque and describes little of the experience

Assignment #8 (Travel Option)

8. Students will visit a 9/11 memorial (Ground Zero in Manhattan, The Pentagon, Shanksville Pennsylvania or a local memorial) and write a 1-page reflective essay about their experience or they can create a Powerpoint presentation. **(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)**

The reflection should include a description of the site and how it relates to 9/11. Students should also describe the emotional effect of visiting the site and how they can use the site to teach the history of 9/11 to their students.

Instructor Voice

The travel option is HIGHLY RECOMMENDED!

Evidence of Learning

8. Students will visit 5 sites and write a reflective essay or create a Powerpoint based on their experiences.

Travel Option (Reflective Essay)

<u>20 Points</u>	<u>15 Points</u>	<u>10-0 Points</u>
Paragraph describes site name, authenticity, brochure, connection to 9/11 in great detail	Paragraph describes site name, authenticity, brochure, connection to 9/11 in some detail	Paragraph misses a few of the parts of the assignment and descriptions are minimal

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Travel Option (Powerpoint)

20 Points	15 Points	10-0 Points
Slides provide photo and description and how I can be used with students	Slides include photo and description of site	Slides provide little knowledge and no description of site

Assignment #8 (Non - Travel Option)

8. Students will visit a websites of several 9/11 memorial sites and create a Powerpoint presentation. Powerpoint slides should include a description of each siute and how it can be used t teach students about the history of 9/11. Slides for Powerpoint should be printed out and e-mailed to the instructor (rbuccher@optonline.net)

(This assignment addresses United States History Standards for grades 5 – 12, Era 10 Standard 1 & 2)

Instructor Voice

This assignment will help students get information on 9/11 memorial sites if they cannot visit the sites directly.

Evidence of Learning

8. Students will create a Powerpoint demonstrating a knowledge of at least **five** 9/11 Memorial sites.

Criteria (15 points total)	20 Points	15 Points	10 - 0 Points
<u>Content and Facts</u>	<p>The Powerpoint presentation summarizes 5 major 9/11 memorial sites</p> <p>Powerpoint creates descriptions and uses many photographs</p> <p>Presentations should include the notes for each slide.</p>	The Powerpoint presentation summarizes some aspects of 9/11 memorial sites	The Powerpoint has little information and no photographs

Assignment #9 (Lesson Plan):

9. Students will develop a lesson plan that incorporates the information you learned in the course. (The assignment will require you to create a lesson plan that will incorporate History/Social Studies standards from your state or Common Core state standards for ELA and Literacy in History/Social Science. Indicate what standards are being fulfilled in your lesson.

Common Core state standards for ELA and Literacy in History/Social Science include the following skills students should be able to do:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently

Sample social studies lesson plans that include Common Core Standards can be found at:
<http://www.inspiration.com/lessonplans/inspiration#social-studies-lesson-plans>

Other sample lessons can be found at the “9/11 Memorial Site” at:
<http://www.911memorial.org/lesson-plans>

Good lesson plans include the following:

1. Standards to address
2. Clear objectives
3. Materials
4. Anticipatory Set
5. Procedures
6. Independent Practice
7. Closure
8. Assessment
9. Integration with other subjects

Instructor Voice

This assignment will allow participants to bring the knowledge they gained into the classroom and give teachers practice in creating effective lesson plans. Participants will create a lesson plan that will convey this history to students in their classes.

Evidence of Learning

9. Lesson Plan

- Students demonstrate a knowledge of how to apply what they learned to student learning by creating a student lesson plan and performing it in the classroom

<u>Criteria</u>	<u>20 Points</u>	<u>10 Points</u>	<u>5 Points</u>
<u>Instruction Goals and Objectives</u>	Instructional goals and objectives clearly stated	Instructional goals and objectives are stated. Learners have an understanding of what is expected of them.	Instructional goals are not stated
<u>Instructional Strategies</u>	Instructional strategies appropriate for learning outcomes. Strategy based on a combination of practical experience, theory, research and	Most instructional strategies are appropriate for learning outcomes	Instructional strategies are missing or strategies used are inappropriate

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	documented best practice		
<u>Assessment</u>	Method for assessing student evaluating instruction is clearly delineated and authentic	Method for assessing student learning and evaluating instruction is present	Method for assessing student learning and evaluating instruction is missing
<u>Technology Used</u>	Selection and application of technologies is appropriate for learning environment and outcomes. Technologies applied to enhance learning	Selection and application of technologies is basically appropriate for learning environment	Selection and application of technologies is inappropriate
<u>Materials Needed</u>	All materials necessary for student and teacher to complete lesson clearly listed	Most materials necessary for student and teacher to complete lesson are listed	Materials list is missing
<u>Standards Used</u>	Standards are clearly addressed	Standards are addressed in some fashion	Standards are not addressed

Course Checklist

This list presents a step-by-step suggested checklist for completing this course. I have provided a sequence that should be followed to make sure you meet all of the requirements successfully.

The checklist is only a resource and is not required to be returned for evaluation!

_____	Reflective essay on “The Looming Tower: Al Qaeda and the Road to 9/11”	40 points
_____	Reflective essay on “National Geographic: Inside 9/11”	20 Points
_____	Online discussion forum posting on the failed intelligence of 9/11	20 Points
_____	Biography on Osama Bin Laden	20 Points
_____	Reflective interview of an Afghanistan War veteran	20 Points
_____	Reflective interview of an Iraq War Veteran	20 Points
_____	Powrpoint presentation on Islam	20 Points
_____	Reflective essay on visit to Ground Zero, the Pentagon, Shanksville, PA or a local 9/11 memorial (<u>non-travel</u> option is available)	20 Points
_____	Powerpoint presentation (Is the NON-TRAVEL OPTION)	20 Points
_____	Lesson Plan on the events of 9/11	20 Points

When your assignments have been completed and sent to the instructor at:

**Rob Buccheri
16 Gellatly Drive
Wappingers Falls, NY 12590**

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Allow 2 weeks for instructor to grade complete work before grade can be posted

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