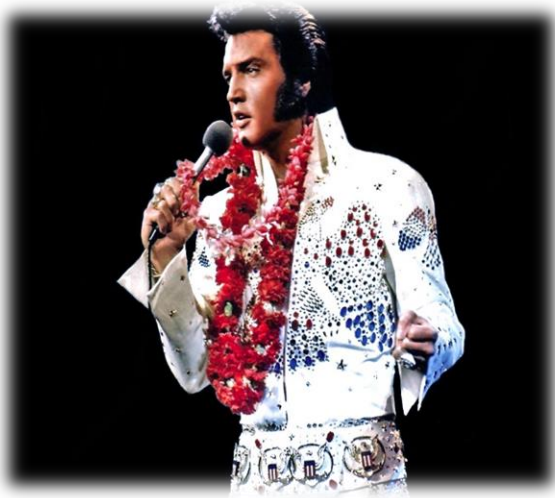


AREA 51

MYSTERIES AND CONSPIRACIES IN HISTORY



Tanisha S. Crosson
Grades 6-8
July 18, 2019



Introduction

“Don’t become a mere recorder of facts, but try to penetrate the mystery of their origin”- Ivan Pavlov, Physiologist

Conspiracy theories and other mysteries of history has always piqued the interest of gifted learners. In order to understand their foundation, one must have several skills to navigate through the information in order to form an opinion based on the facts alone. This unit is designed to introduce gifted learners to complex vocabulary, organized research and methods of presentation. Under the guise of learning about their favorite conspiracy theories and other mysteries in history, gifted learners will embark on learning essential skills in the development of their high level performance and strong critical thinking abilities.

Students will know:

- The definition of truth: that which is in accordance with reality.
- Truth has different meanings in different disciplines:
 - Math:** logic that is undeniable
 - Science:** Clear observations based on reality that can be tested
 - History:** Validity based on personal interpretation
- The definition of conspiracy: A secret plan to do something harmful or unlawful
- The definition of theory: an idea used to justify a situation or justify an action
- The steps to conducting research
 1. Identify a problem
 2. Develop a plan of research
 3. Collect relevant data / information
 4. Analyze data / report findings
 5. Take action

Students will be able to:

- Conduct research
- Collect, organize and analyze data
- Explain the meaning of truth through investigation in various disciplines

This unit is particularly beneficial or appropriate for gifted learners due to the various methods of learning that are designed based on the dimensions of differentiation. The content, process and product are all differentiated based on the level of readiness, interest and learning profile of each of the learners. The content of this unit has incorporated high level concepts that are not normally a part of the middle grades social studies classroom. The learners will be in the role of private investigators and had the real world opportunity to investigate a popular conspiracy theory or mystery of history to determine validity based on factual information. The population of learners are those of diverse cultural, ethnic and

socioeconomic status. The learner's personal achievement level determines their starting point as well as guide them through the stage of research and final presentation. The learning environment fosters student engagement, listening and debate skills that are required for in depth high level performance activities. Students are required to use technology as well as primary and secondary source documents.

Content Goals and Outcomes

Goal 1: To compare historical and contemporary events and issues to understand continuity and change.

Students will be able to...

- A. Determine the central ideas of a primary and secondary source
- B. Analyze the influence of historical and contemporary events on society
- C. Examine the role of society in the creation and spread of conspiracy theories
- D. Compare and contrast conspiracy theories with valid information

Process Goals and Outcomes

Goal 2: Analyze how cultural expressions reflected the values of civilizations, societies, and regions (e.g., oral traditions, art, dance, music, literature, architecture, etc.)

Students will be able to...

- A. Explain how oral tradition spread various conspiracy theories and mysteries of history to different parts of the world
- B. Explain how cultural norms are a reflection of the influence of conspiracy theories
- C. Present a claim about an issue, distinguish the claim from alternate claims and organize evidence logically (research)
- D. Integrate visual information with other information in print and digital texts.

Concept Goals and Outcomes

Goal 3: To understand the concept of *Truth*

Students will be able to...

- A. Analyze and determine truth in the disciplines of math, science and social studies

- B. Determine the meaning of words or phrases from primary sources
- C. Cite textual evidence to support analysis of primary sources
- D. Interpret and draw conclusions based on information obtained via research

(From: Durham Public Schools Curriculum Map 2018-2019- NCSCOS)

Assessment Plan(s)

This unit is designed for the duration of 4-5 days of coursework and research. The length of the class period will determine the number of days needed to complete task. Assessments of student understanding are of the formative and summative formats to monitor all areas of learning. Upon the completion of ground work, students are required to complete a performance task that tests the knowledge of student understanding and mastery of the skills studied throughout the unit. The goal of this unit is for students to present their findings in a presentation form to their peers and instructor. Students are to create presentations by using Microsoft PowerPoint, Prezi or Google Slides. Below you will find the required performance task that is introduced to the learners on day 1 or day 2 of the unit to give them insight on the purpose of the unit. Performance task and sample of student work are as follows:

TOP SECRET

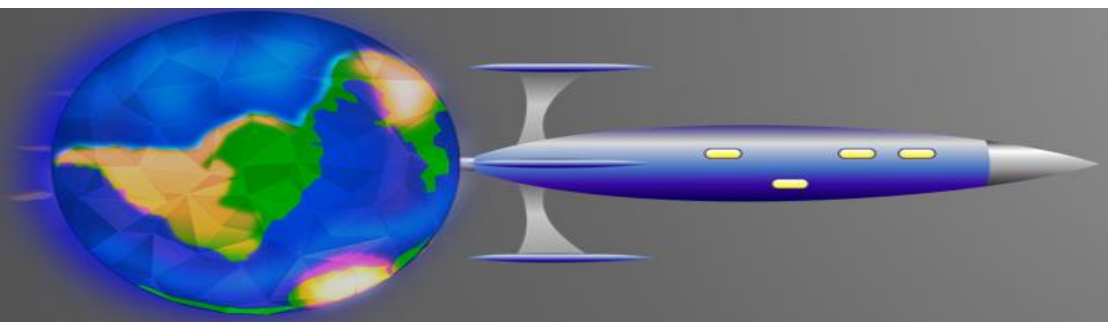
Greetings Investigators! In recent years, there has been a spike in inquiry of many of history's most interesting mysteries and conspiracies. Due to the high volume of public interest, the United States Government is now interested in investigating some of history's most notorious mysteries and conspiracies. Because you are well trained in conducting research and determining fact vs. opinion, the SPARK Detective Agency has been hired to do the job. There are six (6) top secret mysteries that our agency has been asked to investigate with the hopes of determining the truth for once and for all.

Your task is to follow the steps of conducting research to determine the truth about your assigned mystery or conspiracy. You will be required to present your findings in a presentation to your peers and representatives from the federal government. In your presentation, be sure to introduce your case by providing background, present facts with supporting documentation, and give your final position on the validity of the case supported by your findings. Be cautious of your own bias towards your assigned case and to determine your final judgement based on the facts alone. Remember, "truth shapes knowledge". Good luck!

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Was The Moon Landing Faked?

By Benjamin Lee, John McNulty and Carter
Crutchfield



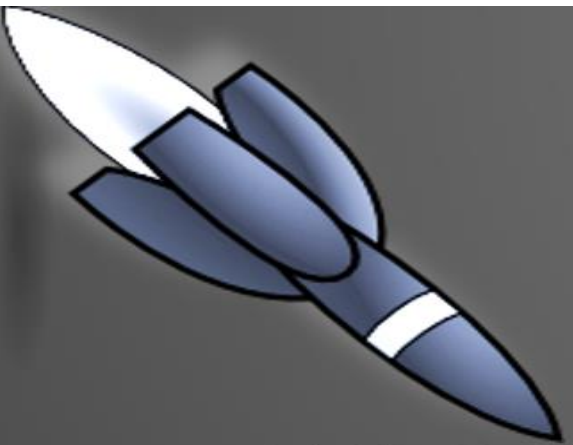
V.S.



moon landing conspiracy

Evidence For the Conspiracy Theory

- Skeptics say that have film of the lunar module leaving the moon, they would have to have a 4th person included on the rocket, and there was only 3 men on board.
- People say that the American flag rippling on the moon with no wind is evidence that the landing was faked.
- People say to prove that the landing is real, NASA could use the Hubble Space telescope to look for the moon landing site. Some people say the landing was faked because a later movie filmer created a movie that looked exactly like the Apollo 11 landing.



Evidence Against Conspiracy Theory

- To film the lunar module leaving the moon they could have left a camera behind.
- Supporters of the lunar landing say that the flag was rippling because the rod which held the flag across was bent downward
- Scientists of NASA claim that hubble space telescope can only see large objects, not campsites that are 10 meters across
- The concept that the way the shadows looked is evidence of hollywood lighting is easily debunked by the fact that the shadows are created by light reflecting off the moon's surface



The Footprint evidence



Some sceptics believe that the moon landing was faked because the space boots and the footprint on the moon do not match. This makes some sceptic believers say the the entire thing was faked. Another concept of this evidence is that if there is no moisture on the moon, how did the dirt clump together to form footprints.

Countering the footprint evidence



Scientists easily debunk this piece of evidence in several statements. The part of the boots and footprints not matching is explained by the Astronauts wearing overshoes, attachments that enable astronauts to walk on the moon. The part about the dirt not being to able to clump to form footprints is debunked by stating that moon dust has a different

Video Animation of Apollo 11



The Star evidence

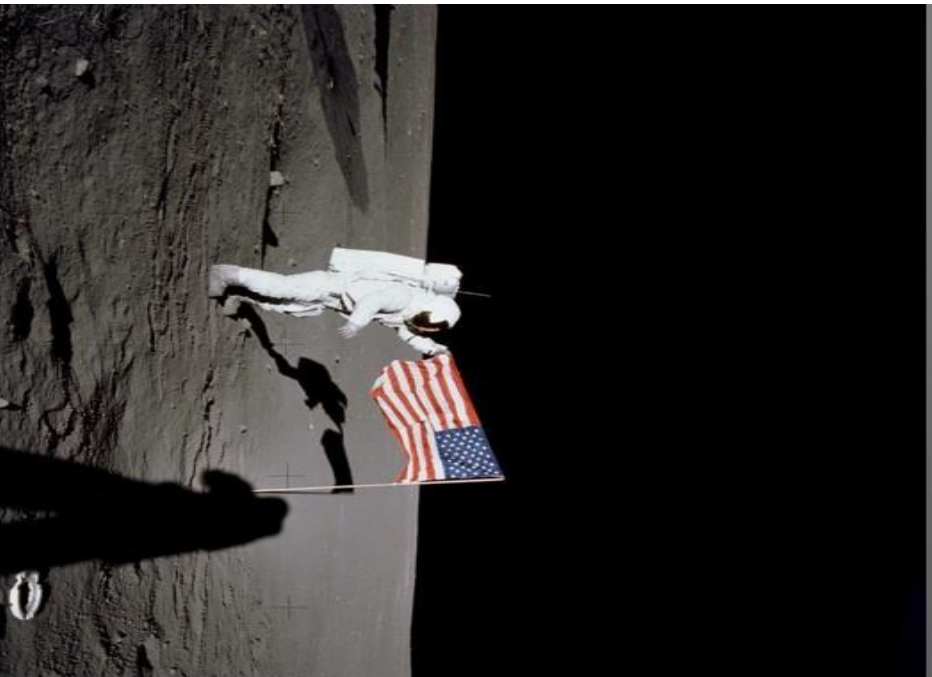


Look,
there are
no stars

Some sceptics believe that since there are no stars in the backgrounds in many of the photos taken on the moon, this points to them being fake. Another part of this idea is that they used special hollywood lighting to make it look like there were stars in the sky, but it didn't work.

Star evidence debunked

Scientists come up with a simple answer to explain what most sceptics point as the fatal flaw in the “faked landing”. They state that since the astronauts were using a quick - exposure camera, and because the moon is constantly lit, it made it impossible for the camera to capture the brightness of the stars. This made the stars not appear on the photos



Celebrities that think it's fake too

Famous people like Marion Cotillard, Whoopi Goldberg, and 2 time NBA MVP Stephen Curry believe in this conspiracy theory.



Conclusion

From the facts we have gathered we can tell that NASA actually sent people to The Moon. We think this because every decent theory that has come up that the landings was faked has been easily debunked including the footprint evidence and the Star Evidence. Based on this conclusion we think that it is likely that many other space achievements have also been judged as “faked”

Unit Lesson Plans

TEACHER NAME		Lesson #
T. Crosson		1
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	Social Studies	6-9
CONCEPTUAL LENS		LESSON TOPIC
Truth		History's Mysteries and Conspiracies
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
6.C&G.1.2 - Summarize the ideas that shaped political thought in various civilizations, societies and regions. 6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change. 6.H.2.4 - Explain the role that key historical figures and cultural groups had in transforming society. 6.C.1.1 - Analyze how cultural expressions reflected the values of civilizations, societies and regions.		
THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION
<i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Truth shapes knowledge</i>		<i>How does truth shape knowledge?</i>
CONTENT KNOWLEDGE		PROCESS SKILLS
(What factual information will students learn in this lesson?)		(What will students be able to do as a result of this lesson?)
Students will know: • The definition of TRUTH: that which is in accordance with reality. • Truth have different meanings in different disciplines such as: Math: logic that is undeniable		Students will be able to: • Conduct research • Collect, organize and analyze data • Determine “truth”

Science: Clear observations based on reality that can be tested.

History: Validity based on personal interpretation.

- **The definition of conspiracy: A secret plan to do something harmful or unlawful.**
- **The definition of theory: an idea used to justify a situation or justify an action.**
- **The steps to conducting research**
 1. **Identify a problem**
 2. **Develop a plan of research**
 3. **Collect relevant data/information**
 4. **Analyze data/report findings**
 5. **Take action**
- **That the difference between fact and opinion is validity (can be proven true).**

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:

- What is truth?
- What is knowledge?
- What is conspiracy?
- How is truth related to knowledge?

During Lesson Questions:

- What are the characteristics of a conspiracy theory?
- How can you prove the accuracy of a conspiracy theory?
- What positive AND negative impact does conspiracy

Post Lesson Questions:

- What was the main idea of participating in this seminar?
- What did you learn about truth and knowledge based on your seminar experience?

• How is knowledge related to conspiracy? • What approach would you use to prove or debunk a myth/conspiracy?	theories have on our society? • What attracts people to conspiracy theories?	• How did this seminar deepen your knowledge of conspiracy theories? • What challenges did you experience during this seminar? • What new information did you learn about conspiracy theories after participating in this seminar? • EQ: How does truth shape knowledge?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
The content for this learning experience represents above grade level material for the students participating.	Students will participate in a Socratic Seminar. Students will facilitate the seminar by generating guiding questions. They will be held responsible for maintaining integrity during the seminar.		Students will work independently, small group and seminar.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As the students enter into the classroom, there will be different stations set up with the theme of different mysteries and conspiracies. They will be asked to go to the station with the mystery or conspiracy that spark their interests. At the group, there will be a confidential folder with an ice breaker exercise for the students to complete as well as name tags for each participant.

Next, students will be introduced to the purpose of this course through the discussion of the pre-lesson questions. Each student will answer the lesson questions individually, then they will discuss them within their small groups. The teacher then will bring the group together to discuss the pre-lesson questions as a whole as well as explain the expectations and goals of the workshop.

- What is truth?
- What is knowledge?
- What is conspiracy?
- How is truth related to knowledge?
- How is knowledge related to conspiracy?
- What are some ways that we use the terms truth, knowledge, and conspiracy?
- What approach would you use to prove or debunk a myth/conspiracy?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Teacher will begin with a questioning session on the key vocabulary terms that students will need to know before moving on to the next phase of the seminar. Those key terms are:

- Truth

- Knowledge
- Conspiracy
- Myth

After questioning session on key vocabulary, the seminar will move on to the next phase.

Students will be divided into two groups to read about their first conspiracy; The Assassination of John F. Kennedy (Newsela). Students will be instructed to read silently and independently. Each student should annotate the text to accomplish the initial reading. When all group members have read the article, the group should discuss notes and questions that they wrote in the margins of their article. Each group should come up with 6 questions as a result of their independent reading. The questions should encourage high level thinking skills. (These questions along with the “during” lesson questions will be discussed during the seminar.)

<https://newsela.com/read/lib-kennedy-assasination/id/38068/>

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

When the group have finished their task, the teacher will ask the following questions based off of their first impression of reading about the JFK assassination:

- What are the characteristics of a conspiracy theory?
- How can you prove the accuracy of a conspiracy theory?
- What are positive AND negative impacts conspiracy theories have on our society?
- What attracts people to conspiracy theories?

Students will respond by raising their hands and after being chosen, responding orally. Different perspectives will be allowed.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage, students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

Students are divided into two different groups. One group will be the inner circle of the Socratic Seminar and one group will form the outer circle of the Socratic Seminar

experience. The inner circle members will begin a dialogue while the outer circle members will remain quiet, observing the discussion. The outer members should also focus on one participant in the inner circle (preferably the person in front of them). This will be their partner in the seminar. The teacher will select a leader to begin the seminar with a provocative question. Students are required to follow participation expectations that will be posted in the front of the classroom. **(Expectations for the Socratic Seminar will be discussed prior to student participation)**

Opening questions might include: (If student does not have a question or if the students are having trouble starting the seminar)

- After reading about the JFK assassination, how does truth shape knowledge?
- How do the facts support or debunk this conspiracy?

Students will dialogue for 12 minutes and then the inner and outer circles will change places. The students in the outer circle will then follow the same protocol as the previous outer circle members.

When the students have completed the seminar, the teacher will project the following questions for whole group discussion:

- What was the main idea of participating in this seminar?
- What concept did you explore in this seminar?
- How did this seminar deepen your knowledge of conspiracy theories?
- What generalizations could you make about the impact of the assassination of President Kennedy on American society?
- What is the impact that conspiracy theories have on our society?
- What challenges did you experience during this seminar?
- What new information did you learn about conspiracy theories after participating in this seminar?
- **EQ: How does truth shape knowledge?**

After students have shared their responses, students will go back to their original small groups. Students will reflect about the process of the seminar as well as the content of the seminar by writing a 3-5 sentence reflection. Reflections must include individual and group perspectives.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

EU: Truth shapes knowledge

The experience will be accomplished when all groups has had the opportunity to present their findings that supports their position. Students will understand the essential understanding “truth shapes knowledge” by actively participating in seminar. Teacher observation and notes will be used to assess individual student effort/input.

The Assassination of President John F. Kennedy

President John F. Kennedy (rear left) pictured in the limousine in Dallas, Texas, minutes before the assassination. Also in the limousine were first lady Jacqueline Kennedy



(rear right), Texas Governor John Connally (middle left) and his wife, Nellie (middle right).

Photo by: Walt Cisco, Dallas Morning News. Photo is in the public domain John Fitzgerald

Kennedy was the 35th president of the United States. On November 22, 1963, he was assassinated while traveling through Dallas, Texas.

First lady Jacqueline Kennedy rarely accompanied her husband on political outings,

but she was beside him, along with Texas Governor John Connally and his wife. They were making a 10-mile trip through the streets of downtown Dallas on November 22. Sitting in an open-top convertible, the Kennedys and Connallys waved at the large crowds gathered along the parade route. As their vehicle passed the Texas School Book Depository Building at 12:30 p.m., Lee Harvey Oswald allegedly fired three shots from the sixth floor. These fatally wounded President Kennedy and seriously injured Governor Connally. Kennedy was pronounced dead 30 minutes later at Dallas' Parkland Hospital. He was 46. Vice President Lyndon Johnson was sworn in as the 36th president of the United States at 2:39 p.m. He took the presidential oath of office aboard Air Force One as it sat at the Dallas airport. The swearing in was witnessed by some 30 people, including Jacqueline Kennedy, who was still wearing clothes stained with her husband's blood. Seven minutes later, the presidential jet took off for Washington.

The next day, November 23, President Johnson issued his first proclamation: November 25 would be a day of national mourning for the slain president. On that Monday, hundreds of thousands of people lined the streets of Washington. They watched a horse-drawn car take Kennedy's body from the Capitol building to St. Matthew's Catholic Cathedral. The solemn procession then continued on to Arlington National Cemetery, where leaders of 99 nations gathered for the state funeral. Kennedy was buried below Arlington House, where an eternal flame was lit by his widow to forever mark the grave.

Lee Harvey Oswald, Kennedy's assassin Lee Harvey Oswald, born in New Orleans in 1939, joined the U.S. Marines in 1956. He was discharged, or released, in 1959 and nine days later left for the Soviet Union (USSR), where he tried unsuccessfully to become a citizen. (In the 1990s, the USSR separated into Russia and several other countries.) Oswald worked in Minsk and married a Soviet woman, and in 1962 was allowed to return to the United States with his wife and infant daughter. In early 1963, he bought a pistol and rifle with a telescopic sight through the mail. On April 10 in Dallas, he allegedly shot at and missed former U.S. Army general Edwin Walker, a figure known for his extreme conservative views.

Later that month, Oswald went to New Orleans and founded a group in support of Cuba's leader Fidel Castro. The USSR and Cuba were allies, and both were considered enemies of the U.S. In September 1963, he went to Mexico City, where investigators believe that he tried to secure permission to travel to Cuba or return to the USSR. In October, he returned to Dallas and took a job at the Texas School Book Depository Building. Jack Ruby kills Oswald Less than an hour after Kennedy was shot, Oswald killed a policeman who questioned him on the street near his rooming house in Dallas. Thirty minutes later, Oswald was arrested in a movie theater. He was formally charged on November 23 for the murders of the two men. On November 24, Oswald was brought to the basement of the Dallas police headquarters on his way to a more secure county jail. A crowd of police and people with television cameras gathered to watch his departure. As Oswald came into the room, Jack Ruby emerged from the crowd with a gun and fatally shot Oswald. Ruby was immediately detained. He claimed that rage at Kennedy's murder was the motive for his action. Some called him a hero, but he was nonetheless charged with first-degree murder. Ruby fuels conspiracy theories Jack Ruby, originally known as Jacob Rubenstein, ran dance halls in Dallas and had minor connections to organized crime. Many people have come up with conspiracy theories about the Kennedy assassination. They think there was a secret cover-up, and that powerful people had a grand plan to kill Kennedy.

Many believe Ruby killed Oswald to keep Oswald from revealing a larger conspiracy. In his trial, Ruby denied this. He pleaded innocent on the grounds that his great grief over Kennedy's murder had caused him to shoot Oswald unconsciously. The jury found Ruby guilty of "murder with malice" and sentenced him to die. In October 1966, the Texas Court of Appeals reversed the decision. They said that Ruby could not have received a fair trial in Dallas at the time. In January 1967, while awaiting a new trial, Ruby died of lung cancer in a Dallas hospital. Government reports are still disputed The government investigated Kennedy's assassination in what was called the Warren Commission report of 1964. It concluded that neither Oswald nor Ruby were part of a larger conspiracy to assassinate President Kennedy. Still, conspiracy theories surrounding the event continued. In 1978, the House Select Committee on Assassinations concluded in a report that Kennedy was "probably assassinated as a result of a conspiracy" that may have involved multiple shooters and organized crime. The committee's findings continue to be widely disputed.

TEACHER NAME		Lesson #
T. Crosson		2
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	Social Studies	6-8
CONCEPTUAL LENS		LESSON TOPIC
Truth		History's Mysteries and Conspiracies
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
6.C&G.1.2 - Summarize the ideas that shaped political thought in various civilizations, societies and regions. 6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change. 6.H.2.4 - Explain the role that key historical figures and cultural groups had in transforming society. 6.C.1.1 - Analyze how cultural expressions reflected the values of civilizations, societies and regions.		
THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION
<i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Truth Shapes knowledge		How does truth shape knowledge?
CONTENT KNOWLEDGE		PROCESS SKILLS
(What factual information will students learn in this lesson?)		(What will students be able to do as a result of this lesson?)
Students will know: • The definition of TRUTH: that which is in accordance with reality. • Truth has different meanings in different disciplines such as: Math: logic that is undeniable Science: Clear observations based on reality that can be tested.		Students will be able to: • Conduct research • Collect, organize and analyze data • Explain the meaning of "truth" through investigation

History: Validity based on personal interpretation.

- **The definition of conspiracy:**
A secret plan to do something harmful of unlawful.
- **The definition of theory:** an idea used to justify a situation or justify an action.
- **The steps to conducting research**

6. **Identify a problem**
7. **Develop a plan of research**
8. **Collect relevant data/information**
9. **Analyze data/report findings**
10. **Take action**
- **That the difference between fact and opinion is validity (can be proven true).**

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:

- What do you know or think that you know about conspiracy theories?
- Why do conspiracy theories exist?
- How could conspiracy theories represent “truth”?

During Lesson Questions:

- What is truth?
- What is knowledge?
- What are the characteristics of a conspiracy theory?
- How can you prove the validity of a conspiracy theory?
- What positive AND negative impact does conspiracy theories have on our society?

Post Lesson Questions:

- What were the main characteristics that made your case eligible to be considered as a conspiracy theory?
- Why is it important to be aware of conspiracy theories and mysteries throughout history?
- What role does society play in the development of these conspiracy theories?

How could truth be viewed as knowledge?	What attracts people to conspiracy theories?	- What is the most harmful impact can a conspiracy theory have on society? - Why is it important to determine the validity of a conspiracy theory? - How does truth shape knowledge?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
Students will engage with content that is complex and unique for their grade level.	Student groups will work with open ended questions that encourage high level thinking. Students will need to form a judgement on their conspiracy theory and be able to defend that judgement.	Students will present their findings by creating a PowerPoint presentation to be presented to their peers and teacher/facilitator. The product will be created entirely by the students.	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

To engage students after they enter into the classroom, they will be asked to conduct a "brain dump" on all prior information that they know or think they know about conspiracy theories. After "brain dumping" for about 2- minutes students will share out what they know or think they know about conspiracy theories. Teacher will then introduce the video to the students.

Top 10 Conspiracy Theories of All Time <https://www.youtube.com/watch?v=hoTAorV89u0>

Students will watch a video about some of the most popular conspiracy theories that exist in our society. After watching the video, we will discuss the pre-lesson questions:

- **Why do conspiracy theories exist?**
- **Why do people believe in conspiracy theories and what attracts people to them?**
- **What trends can be seen in conspiracy theories throughout history?**
- **What do conspiracy theories tell us about society, culture and ourselves?**
- **What positive AND negative impacts does conspiracy theories have on society?**

Students will use a graphic organizer to identify four (4) conspiracy theories that interest them. The graphic organizer will assist students in organizing information about the conspiracy theories of their interest by categorizing information (Theory, Characters, Topic, Period in History). Whole group will compile a list of the most popular theories among the whole group. This list will determine choices for students to choose from as their first exercise in using research to prove validity.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will be placed in small groups based on individual interest in certain conspiracy theories. In their groups, they will explore the theory of their choosing

using the steps of research to determine validity during their initial investigation. Students will create a 7-10 slide presentation to present their findings to the whole group. Conspiracy theories that may be presented are but is not limited to:

- * Area 51
- * Illuminati
- * The Staging of 9/11
- * Reptilians are running the world
- * The moon landing is fake
- * Chemtrails
- * The Holocaust did not happen
- * Elvis is alive
- * The Queen is a cannibal
- * The Earth is flat
- * Lewis Carroll was Jack the Ripper
- * Sir Paul McCartney is dead
- * The FDA is hiding a cure for cancer
- * The CIA created AIDS
- * The Super Bowl is rigged

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher facilitates the students' research as they explore their conspiracy, being available to discuss any concerns that the learner may have or if they are faced with an unforeseen obstacle. The teacher may stop periodically to address the during lesson questions to ensure that students are not only researching their conspiracy but also gaining understanding of the lesson's concept.

- **What is truth?**
- **What is knowledge?**

- **What are the characteristics of a conspiracy theory?**
- **How can you prove the validity of a conspiracy theory?**
- **What positive AND negative impact does conspiracy theories have on our society?**
- **What attracts people to conspiracy theories?**

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage, students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students are to be working on their presentations at the point. They are to introduce the class to their conspiracy and discuss why and how it became a conspiracy. Then they will explain the information that they found about their conspiracy through their research. Finally, they will discuss their position on the validity of the theory and support their position with factual information. This will be presented in the power point formation.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Each group will present their final product to the class. The student audience will have a reflection sheet, where they can write down questions, comments and key points for their peer presentations. At the end of each group's presentation, students will be allowed to ask questions, give positive comments and general kudos for their hard work. After all student groups have presented, the teacher will close by leading a discussion to answer the post lesson questions:

- **What was the main characteristics that made your case eligible to be considered as a conspiracy theory?**
- **Why is it important to be aware of conspiracy theories and mysteries throughout history?**
- **What role does society play in the development of these conspiracy theories?**
- **What is the most harmful impact can a conspiracy theory have on society?**
- **Why is it important to determine the validity of a conspiracy theory?**

- **How does truth shape knowledge?**

	Characters	Topic	Period in History	Location
Conspiracy Theory #1				
Conspiracy Theory #2				
Conspiracy Theory #3				
Conspiracy Theory #4				

TEACHER NAME		Lesson #
T. Crosson		3
MODEL	CONTENT AREA	GRADE LEVEL
Taba	Social Studies	6-8
CONCEPTUAL LENS		LESSON TOPIC
Truth		History's Mysteries and Conspiracies
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
6.C&G.1.2 - Summarize the ideas that shaped political thought in various civilizations, societies and regions. 6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change. 6.H.2.4 - Explain the role that key historical figures and cultural groups had in transforming society. 6.C.1.1 - Analyze how cultural expressions reflected the values of civilizations, societies and regions.		
THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION
<i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Truth Shapes knowledge		How does truth shape knowledge?
CONTENT KNOWLEDGE		PROCESS SKILLS
(What factual information will students learn in this lesson?)		(What will students be able to do as a result of this lesson?)
Students will know: • The definition of TRUTH: that which is in accordance with reality. • Truth have different meanings in different disciplines such as: Math: logic that is undeniable Science: Clear observations based on reality that can be tested.		Students will be able to: • Conduct research • Collect, organize, analyze and explain data • Determine the meaning of “truth” through investigation

History: Validity based on personal interpretation.

- **The definition of conspiracy: A secret plan to do something harmful of unlawful.**
- **The definition of theory: an idea used to justify a situation or justify an action.**
- **The steps to conducting research**
 11. **Identify a problem**
 12. **Develop a plan of research**
 13. **Collect relevant data/information**
 14. **Analyze data/report findings**
 15. **Take action**
- **That the difference between fact and opinion is validity (can be proven true).**

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:

- What is truth?
- What does truth mean to you?
- How do you determine what is true?
- What is research?
- What do you know about research?

During Lesson Questions:

- What is the definition of truth in this article?
- What theories of truth are discussed in this article?
- What is a generalization you might make about truth after reading this article?

Post Lesson Questions:

- What is the relationship between truth and research?
- How does research form truth?
- How does research determine or debunk “truth”?
- What is the relationship between truth and knowledge?

• What is the relationship between truth and research?	• What are the steps to conducting research? • Based on the articles, what is knowledge? • What are the steps in conducting research? • What are the different forms of research? • After reading the articles, what is the relationship between truth and research? • What is the difference between scientific research and historical research?	• How does truth shape knowledge?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
The readings used in this lesson are sophisticated and	Students will participate in critical thinking to analyze the		

uses advanced concepts and vocabulary.

concept of “truth” through grouping and regrouping.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students’ interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

When the students enter into the classroom, the teacher will have the words “Truth” and “Research” posted on the board. The students will be asked to create main idea webs surrounding the terms to ignite critical thinking about the concept of today’s lesson. The students and teacher will discuss student responses of their graphic organizers. (5-7 minutes)

To engage students, the teacher will them watch two videos about truth and research. After watching the videos, students will brain storm while answering the pre-lesson questions:

- What is truth?
- What does truth mean to you?
- How do you determine what is true?
- What is research?
- What do you know about research?
- What is the relationship between truth and research?

What is Truth <https://www.youtube.com/watch?v=tb46sTEhcY8>

What is Research <https://www.youtube.com/watch?v=EEuul8hBip8>

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

1. Listing

Students will be divided into 2 groups to read 2 different articles silently. One article provides information about truth and the other article is about research. The articles are from Wikipedia and discusses each term as they relate to several different disciplines. At the halfway mark, students will switch groups to read the other article. As students read each article, they will make a bulleted list of people, places and things that are related to each article that they read.

(25 minutes)

Research file:///C:/Users/tanisha_crosson/Downloads/Research.pdf

Truth file:///C:/Users/tanisha_crosson/Downloads/Truth.pdf

Students will share their lists- Teacher will make a list of the median words that students share aloud. Students are recognized by the teacher to share. (5-7 minutes)

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

2. Grouping and Labeling

Students working in groups of 4 or 5 will select about 20 words and/or phrases from the list that the teacher composed on the board. In groups, the students will create smaller word groups based on similarities or “go together”.

Expectations: A) There must be at least 4 different groups.

B) Each group must have at least 3 words and/or phrases.

C) No word can be used more than once

The teacher will circulate the classroom checking in with student groups. The teacher will guide students as necessary with questions but will allow the student groups to come to their own conclusions about final grouping decisions. As the students finish, the teacher will instruct students to label the groups to indicate how the words in each group are related to the concept/lesson. Students will defend their reasoning to the teacher. Teacher will ask students to provide proof that their lists are accurate based on grouping descriptors. Each group will share their labels and reasons with the whole group.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage, students will expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

3. Subsuming, Regrouping, Renaming

Students will be challenged to regroup items. The new groups will consist of new categories and new labels.

Expectations:

- A) Items can be used in more than one category or group
- B) New labels must be assigned for the categories or groups
- C) Groups must have at least three words per group since the words can be used
Multiple times
- D) Categories must be based on some aspect of the concept “Truth”

Teacher will ask all groups to share their categories with the whole group. (3 minutes)

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

4. Generalizing

Students will be asked to create a statement or generalization which represents the relationship between the concept “truth” and the concept “knowledge”.

Students will then write a paragraph (5-7 sentences) explaining how researching truth expands the realm of knowledge. Evidence from the content (articles) should be included in the paragraph as support for the relationship between truth and knowledge. Students will submit their writing at the end of class.

Research

Research is "creative and systematic work undertaken to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications." [1] It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. A research project may also be an expansion on past work in the field. Research projects can be used to develop further knowledge on a topic, or in the example of a school research project, they can be used to further a student's research prowess to prepare them for future jobs or reports.

To test the validity of instruments, procedures, or experiments, research may replicate elements of prior projects or the project as a whole. The primary purposes of basic research (as opposed to applied research) are documentation, discovery, interpretation, or the research and development (R&D) of methods and systems for the advancement of human knowledge. Approaches to research depend on epistemologies, which vary considerably both within and between humanities and sciences. There are several forms of research: scientific, humanities, artistic, economic, social, business, marketing, practitioner research, life, technological, etc. The scientific study of research practices is known as meta-research.

Research has been defined in a number of different ways, and while there are similarities, there does not appear to be a single, all-encompassing definition that is embraced by all who engage in it.

One definition of research is used by the OECD, "Any creative systematic activity undertaken in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this knowledge to devise new applications."

Another definition of research is given by John W. Creswell, who states that "research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". It consists of three steps: pose a question, collect data to answer the question, and present an answer to the question.

The Merriam-Webster Online Dictionary defines research in more detail as "studious inquiry or examination; especially: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws" [3]

Original research is research that is not exclusively based on a summary, review or synthesis of earlier publications on the subject of research. This material is of a primary source character. The purpose of the original research is to produce new knowledge, rather than to present the existing knowledge in a new form (e.g., summarized or classified).

Original research can take a number of forms, depending on the discipline it pertains to. In experimental work, it typically involves direct or indirect observation of the researched subject(s), e.g., in the laboratory or in the field, documents the methodology, results, and conclusions of an experiment or set of experiments, or offers a novel interpretation of previous results. In analytical work, there are typically some new (for example) mathematical results produced, or a new way of approaching an existing problem. In some subjects which do not typically carry out experimentation or analysis of this kind, the originality is in the particular way existing understanding is changed or re-interpreted based on the outcome of the work of the researcher.

The degree of originality of the research is among major criteria for articles to be published in academic journals and usually established by means of peer review. Graduate students are commonly required to perform original research as part of a dissertation.

Scientific research is a systematic way of gathering data and harnessing curiosity. This research provides scientific information and theories for the explanation of the nature and the properties of the world. It makes practical applications possible. Scientific research is funded by public authorities, by charitable organizations and by private groups, including many companies. Scientific research can be subdivided into different classifications according to their academic and application disciplines. Scientific research is a widely used criterion for judging the standing of an academic institution, but some argue that such is an inaccurate assessment of the institution, because the quality of research does not tell about the quality of teaching (these do not necessarily correlate).

Research in the humanities involves different methods such as for example hermeneutics and semiotics. Humanities scholars usually do not search for the ultimate correct answer to a question, but instead, explore the issues and details that surround it. Context is always important, and context can be social, historical, political, cultural, or ethnic. An example of research in the humanities is historical research, which is embodied in historical method. Historians use primary sources and other evidence to systematically investigate a topic, and then to write histories in the form of accounts of the past. Other studies aim to merely examine the occurrence of behaviors in societies and communities,

without particularly looking for reasons or motivations to explain these. These studies may be qualitative or quantitative, and can use a variety of approaches, such as queer theory or feminist theory.

Artistic research, also seen as 'practice-based research', can take form when creative works are considered both the research and the object of research itself. It is the debatable body of thought which offers an alternative to purely scientific methods in research in its search for knowledge and truth.

Courtesy of Wikipedia.org

Truth

Truth is most often used to mean being in accord with fact or reality, or fidelity to an original or standard. Truth is also sometimes defined in modern contexts as an idea of "truth to self", or authenticity.

Truth is usually held to be opposite to falsehood, which, correspondingly, can also suggest a logical, factual, or ethical meaning. The concept of truth is discussed and debated in several contexts, including philosophy, art, theology, and science. Most human activities depend upon the concept, where its nature as a concept is assumed rather than being a subject of discussion; these include most of the sciences, law, journalism, and everyday life. Some philosophers view the concept of truth as basic, and unable to be explained in any terms that are more easily understood than the concept of truth itself. To some, truth is viewed as the correspondence of language or thought to an independent reality, in what is sometimes called the correspondence theory of truth.

Various theories and views of truth continue to be debated among scholars, philosophers, and theologians. Language is a means by which humans convey information to one another. The method used to determine whether something is a truth is termed a criterion of truth. There are varying stances on such questions as what constitutes truth: what things are truth bearers capable of being true or false; how to define, identify, and distinguish truth; what roles do faith and empirical knowledge play; and whether truth can be subjective or is objective: relative truth versus absolute truth.

The question of what is a proper basis for deciding how words, symbols, ideas and beliefs may properly be considered true, whether by a single person or an entire society, is dealt with by the five most prevalent substantive theories of truth. Correspondence theories emphasize that true beliefs and true statements correspond to the actual state of affairs. For coherence theories in general, truth requires a proper fit of elements within a whole system. Consensus theory holds that truth is whatever is agreed upon, or in some versions, might come to be agreed upon, by some specified group. Social constructivism holds that truth is constructed by social processes, is historically and culturally specific, and that it is in part shaped through the power struggles within a community. Pragmatic theory suggests that truth is determined by our way of thinking in reference to the evidence that is presented. Each presents perspectives that are widely shared by published scholars.

Theories other than the most prevalent substantive theories are also discussed. More recently developed "deflationary"¹ or "minimalist" theories of truth have emerged as possible alternatives to the most prevalent substantive theories. Minimalist reasoning centers around the notion that the application of a term like true to a statement does not assert anything significant about it, for instance, anything about its nature. Minimalist reasoning realizes truth as a label utilized in general discourse to express agreement, to stress claims, or to form general assumptions.

¹ Decrease in the general price level of goods and services.

TEACHER NAME		Lesson #
T. Crosson		4
MODEL	CONTENT AREA	GRADE LEVEL
Team Based Learning	Social Studies	6-8
CONCEPTUAL LENS		LESSON TOPIC
Truth		History's Mysteries and Conspiracies
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
6.C&G.1.2 - Summarize the ideas that shaped political thought in various civilizations, societies and regions. 6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change. 6.H.2.4 - Explain the role that key historical figures and cultural groups had in transforming society. 6.C.1.1 - Analyze how cultural expressions reflected the values of civilizations, societies and regions.		
THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION
<i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Truth Shapes knowledge		How does truth shape knowledge?
CONTENT KNOWLEDGE		PROCESS SKILLS
(What factual information will students learn in this lesson?)		(What will students be able to do as a result of this lesson?)
Students will know: • The definition of TRUTH: that which is in accordance with reality. • Truth have different meanings in different disciplines such as: Math: logic that is undeniable Science: Clear observations based on reality that can be tested.		Students will be able to: • Conduct research • Collect, organize, analyze & summarize data • Determine the meaning of “truth” through investigation

History: Validity based on personal interpretation.

- **The definition of conspiracy: A secret plan to do something harmful of unlawful.**
- **The definition of theory: an idea used to justify a situation or justify an action.**
- **The steps to conducting research**
 16. **Identify a problem**
 17. **Develop a plan of research**
 18. **Collect relevant data/information**
 19. **Analyze data/report findings**
 20. **Take action**
- **That the difference between fact and opinion is validity (can be proven true).**

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:

- What is the definition of truth (in accordance to history)?
- What is the definition of conspiracy?
- Why is knowing how to conduct research important?

During Lesson Questions:

10 Question Quiz:

1. **On September 11, 2001, Islamic extremists orchestrated what type of catastrophe?**
2. **What terrorist organization was responsible for financing and**

Post Lesson Questions:

- What are some examples of when truth shape knowledge?
- Why is it important to be aware of conspiracy theories?
- Who needs to be aware of the validity of conspiracy theories?

- What are some examples that illustrate conspiracy theories resulting in truth?
- How could the 9/11 attacks be viewed as a conspiracy theory?

planning the attack?

- 3. Who is the leader of the extremists group responsible for the attacks?**
- 4. What was the reasoning behind the terrorist organization's anger against the United States?**
- 5. How did the attackers prepare to carry out this gruesome mission?**
- 6. What were the targets of the attacks?**
- 7. Who is the president of the United States during the time of this attack?**
- 8. How did the government keep President Bush safe after the attacks happened?**
- 9. What happened in June of 2011?**
- 10. What is the main idea of this article?**

- What is the most harmful result of conspiracy theories?
- How does truth shape knowledge?

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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
Students will manipulate content that is sophisticated and unique to their grade level.	Students will work with open-ended, high level questions. Students will need to come to consensus on responses and defend those responses.	Products will vary on student interests and choice.	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

When students enter into the classroom, they will read "A History of the 9/11 Attacks".

file:///C:/Users/tanisha_crosson/Desktop/Sept11Reading.pdf

Students will then watch a short video about what happened on September 11, 2001.

<https://www.youtube.com/watch?v=GmedslmeiUc>

The teacher will ask pre-lesson questions:

- What is the definition of truth (in accordance to history)?
- What is the definition of conspiracy?
- Why is knowing how to conduct research important?
- What are some examples that illustrate conspiracy theories resulting in truth?
- How could the 9/11 attacks be viewed as a conspiracy theory?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher passes out a 10 question multiple choice quiz to each student. Students are instructed to complete the quiz independently. They are instructed to choose the best answer. The teacher groups students in their TBL teams (previously determined and are to remain the entire camp). The teacher directs students to come to consensus on their responses to their quiz questions. If student response does not agree with the consensus of the group, they will be required to defend their response. This will continue until the group has found the correct response to each question.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher facilitates a discussion by going through each question of the 10 question quiz with the whole class. The teacher will clarify any misconceptions or misinformation students may have through this discussion. Teacher may provide clarification, input factual or conceptual knowledge at this point. Students are allowed to challenge a correct answer by making a formal rebuttal. The rebuttal is written to the question and cites supporting evidence from the article or video. This will continue until each question is correctly answered or students do not have any further questions about the ground level information of the September 11th attacks. Teacher makes note of any misconceptions by group or individual and may conference with students or groups.

During lesson questions (Quiz Questions):

- On September 11, 2001, Islamic extremists orchestrated what type of catastrophe?
- What terrorist organization was responsible for financing and planning the attack?
- Who is the leader of the extremists group responsible for the attacks?

- What was the reasoning behind the terrorist organization's anger against the United States?
- How did the attackers prepare to carry out this gruesome mission?
- What were the targets of the attacks?
- Who is the president of the United States during the time of this attack?
- How did the government keep President Bush safe after the attacks happened?
- What happened in June of 2011?
- What is the main idea of this article?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage, students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will work in the groups that were determined the first day of camp. They will be instructed to conduct research to prove or debunk the conspiracy theory that they initially chose on the first day of their grouping. The students will be required to present their findings. This will take the form of a power point presentation or a prezzi. The goals of this activity are outlined in the performance task.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

When each group successfully presents its product to the class. Student audience completes a graphic organizer for each group presentation. Teacher closes the lesson with post-lesson questions:

- What are some examples of when truth shape knowledge?
- Why is it important to be aware of conspiracy theories?
- Who needs to be aware of the validity of conspiracy theories?
- What is the most harmful result of conspiracy theories?
- How does truth shape knowledge?

A History of the 9/11 Attacks

The Tribute in Light rises above the New York City skyline in 2013 on the 12th anniversary of the terror attacks of September 11, 2001, on the United States.



Photo from Wikimedia Commons

On September 11, 2001, Islamic extremists hijacked, or overtook, four airplanes and used them to attack the United States. Two of the planes were flown into the towers of the World Trade Center in New York City. A third plane hit a government building called the Pentagon just outside of Washington, D.C. The fourth plane crashed in a field in Pennsylvania. Over 3,000 people were killed, including more than 400 police officers and firefighters. The attacks are often referred to as 9/11. Carefully coordinated attacks

Osama bin Laden's extremist group, al-Qaida, was responsible for planning and financing the attacks. Al-Qaida claimed they were seeking revenge on the United States. They were angry that the U.S. gave money to the country of Israel, a Jewish state in which many Muslims live. The land has been fought over for centuries.

Al-Qaida was also upset at the U.S. for participating in the Persian Gulf War, which would eventually lead to the Iraq War, and for continuing to keep soldiers in the Middle East.

Some of the attackers had taken flying lessons at American flight schools. Others had slipped into the country in the months before September 11. The 19 men snuck box-cutters and knives through security at three East Coast airports. They boarded airplanes headed for California. The four flights were chosen because the planes were loaded with fuel for the long journey. Soon after takeoff, they took over the four planes. Thousands of casualties

Meanwhile, American Airlines Flight 77 crashed into the west side of the Pentagon military headquarters at 9:37 a.m. Jet fuel from the Boeing 757 caused a devastating fire. A portion

of the giant concrete building crumbled. In total, 125 people were killed in the Pentagon, along with all 64 people aboard the airplane.

Roughly 20 minutes later, the south tower of the World Trade Center crumbled. The skyscraper was built to withstand winds of more than 200 miles per hour and a large fire. However, it could not withstand the tremendous heat caused by the highly flammable jet fuel that was burning.

At 10:28 a.m., the other Trade Center tower fell to the ground. Close to 3,000 people died in the World Trade Center and the area. This number includes 343 firefighters and paramedics, 23 New York City police officers and 37 Port Authority police officers. They were struggling to help people escape from the buildings. About 6,000 people were treated for injuries.

Meanwhile, a fourth plane – United Flight 93 – was hijacked about 40 minutes after leaving Newark International Airport in New Jersey. The passengers and flight attendants heard about the attacks in New York and Washington, and decided to fight back. One of the passengers, Thomas Burnett Jr., told his wife over the phone, "There's three of us who are going to do something about it. I love you, honey."

Another passenger, Todd Beamer said, "Are you guys ready? Let's roll." Sandy Bradshaw, a flight attendant, called her husband and explained that she was filling pitchers with boiling water. She said that everyone was running to the front of the plane, where the hijackers were.

The passengers fought the four hijackers, but were not successful. The plane crashed in a farm field in western Pennsylvania at 10:03 a.m. All 45 people onboard were killed. No one knows what its target was. Theories include the White House, the U.S. Capitol or a nuclear power plant. Bush declares war

President George W. Bush had spent the day flying around the country to keep him safe. At 7 p.m., he returned to the White House. At 9 p.m., he spoke to the American public from the White House. "Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America," he said. "These acts shatter steel, but they cannot dent the steel of American resolve."

He declared, "We will make no distinction between the terrorists who committed these acts and those who harbor them." He was talking about a war that was to come.

On October 7, the U.S. led an international military force against Afghanistan and al-Qaida, whose headquarters was there. Within two months, Afghanistan's Taliban government was removed from power. The Taliban are Islamic extremists who gave support to al-Qaida.

However, the war continued, as the U.S. and international forces attempted to defeat Taliban fighters in Pakistan, which borders Afghanistan. Osama bin Laden, who planned the September 11th attacks, was still alive. On May 2, 2011, bin Laden was finally tracked down and killed by U.S. soldiers at his hideout in Pakistan.

In June 2011, President Barack Obama announced that he would begin bringing U.S. troops home from Afghanistan. But in August 2017, President Donald Trump announced he was sending more American soldiers into Afghanistan.

Conspiracy Theory	Important Information
FLAT EARTH	
AREA 51	
FDA	
SUPER BOWL IS RIGGED	
ILLUMINATI	
MOON LANDING = FAKE	

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