

# 9/11 – Ten Years On

## Editorial

Osama bin Laden's recent killing marks the near ten year period since the September 2001 attacks. Whether this event should be celebrated, taken in soberly, or even critiqued brings one to the issue of how the tenth anniversary of 9/11 should best be taught. Teaching 9/11 is complex for many reasons. Calling the attacks "9/11" invokes a process of memorializing events in a limited fashion. Similarly, the decision about what image to put on the cover of this issue involved trying to avoid the manner in which the attacks were visually reduced to the destruction of the WTC Towers.

Most German students will be too young to remember 9/11. Their memories will be determined by footage they have seen and their parents' and teachers' viewpoints. In response, this issue suggests a multi-phase learning process in which students have the opportunity to empathize with first-hand accounts of loss. More critical learning phases follow in which they contextualize events and analyze ways in which 9/11 has been mediated. Teaching September 11, 2001 inevitably involves politics. Some articles in this issue present the attacks as a tragedy that changed the world. Others view events as the result of US foreign policies and as the catalyst for two highly problematic American-led wars. This variety of responses will be mirrored in how readers of this issue experienced 9/11: Did they know someone who died in the attacks? And/or, did they protest against the American invasion of Iraq in 2003? A similar ambivalence is reflected in the editor's proud choice of a NYFD t-shirt for her youngest child during a recent visit to NY and her simultaneous condemnation of US policies that were justified by 9/11.

Greta Olson

## LEAD ARTICLE

GRETA OLSON

- 2 September 11, 2001: Ten Years On**  
**Acquiring Media Literacy**

## METHOD IN FOCUS

- 8 Critical Media Studies**

## TEACHING UNITS

JOHANNA LÖBER

- 10 Now Everything is Different** GRADES 6–7  
**Learning about 9/11 via a Poem Written by an American Child**

Students transform emotions evoked by a short piece of literature into an illustration.

ISA KNILL

- 15 Where Were You on that September Day?** GRADES 8–9  
**A More Personal Approach for a Better Understanding of the Tragedy of 9/11**

Work on the country music song *Where Were You (When the World Stopped Turning)* is complemented by a diary entry about the day.

MARTIN GENETSCH

- 20 'I love my dirty Uncle Sam'** GRADES 9–10  
**Emotions in US American Pop Music about 9/11**

The angry American, the critical American: Two pop songs voicing different responses to 9/11 are contrasted.

ANNA SCHMID

- 26 Outsourcing Torture** GRADES 10–12  
**Extraordinary Rendition and the American Legal System: Ethical Discussions**

Students learn about part of the aftermath of 9/11 via the movie *Rendition*.

GRETA OLSON

- 30 'such an America had to be stopped'** GRADES 10–12  
***The Reluctant Fundamentalist* (2007) – Critical Perspectives on 9/11**

Students address prejudices about Muslims and Arabs by working with excerpts of Mohsin Hamid's novel.

WOLFRAM HALLET · MARTIN LÜTHE

- 38 Haunted by Images of 9/11** GRADES 10–12  
**Art Spiegelman's Graphic Novel *In the Shadow of No Towers***

Analyzing the highly fragmented text reveals why the author expresses individual and cultural trauma in such a complex collage.

EDITED BY GRETA OLSON

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**48 List of Available Titles, Company Details**