

A Friend in Need



Big inquiry question

How did Canada's response to September 11, 2001 lead to lasting changes in security, travel and cooperation with the United States?

About this activity

The events of September 11, 2001 led to an immediate response in both Canada and the United States, followed by changes that continued in the months and years that followed. In this activity, students will watch the video *A Friend in Need* to trace Canada's response over time and examine how the events of 9/11 influenced security, travel and cooperation between Canada and the United States.

Grade Level

6-12

Learning goals

Students will:

- identify examples of Canada's immediate and longer-term responses to September 11, 2001
- distinguish between an immediate response and a lasting change
- examine how changes affected security, travel and Canada–U.S. cooperation
- use evidence from the video to explain how the effects of a major event can continue over time.

LESSON BREAKDOWN

Get Thinking

Before showing the video, introduce students to the Get Thinking organizer on their worksheet. Explain that students may have very different levels of background knowledge about September 11, 2001. They are not expected to know every detail or have complete answers before beginning the activity.

Have students add short notes, words or point-form ideas to the four sections of the organizer:

- What do you know?
- What questions do you have?
- Why Canada?
- What might have changed?

Invite students to share a few ideas from each section. Record several responses or questions on the board. Do not confirm or correct every response at this stage. Explain that students will use the video to add to, revise or clarify their initial thinking.

Explore, Notice & Gather

Introduce the video *A Friend in Need*. Explain that the video follows Canada's response across several points in time, beginning on September 11, 2001 and continuing into the months and years that followed.

Rather than recording every date or event, have students watch for evidence connected to three areas:

- Security
- Travel
- Canada–U.S. cooperation

As students watch, have them complete the Explore, Notice & Gather chart on their worksheet. For each area, students should record:

- one response or action they notice;
- whether it happened immediately or developed later;
- what changed because of the event.

Encourage students to use short notes or keywords instead of full sentences while watching. After the video, allow students several minutes to complete their notes. Review a few examples as a class. Discuss whether some examples could fit under more than one category.



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Dive Deeper

Explain that some actions are taken immediately during a crisis, while others develop into longer-term changes. Write or project the following on the board:

IMMEDIATE RESPONSE → CHANGE OVER TIME → LASTING IMPACT

Before students begin their next task, clarify each stage:

- **Immediate Response:** What did Canada do during or shortly after September 11?
- **Change Over Time:** What new action, system or approach developed afterward?
- **Lasting Impact:** How did this influence security, travel or cooperation between Canada and the United States?

Have students choose one example from the video and create a Change Pathway on their worksheet.

Possible examples from the video include:

- the closure of U.S. airspace and Operation Yellow Ribbon;
- changes to Canada–U.S. border procedures;
- increased airport passenger and baggage screening;
- the creation or reorganization of government systems related to transportation and border security;
- continued military, surveillance and emergency cooperation between Canada and the United States.

Once students have completed their pathway, have them share with a partner or student who selected a different topic from them. Encourage partners to compare their examples and discuss:

- What similarities/differences do you notice between your pathways?
- How did an immediate response develop into a longer-term change?

Afterwards, bring the class back together and invite a few pairs to share what they noticed.

Teacher Support

Students may identify a range of examples from the video. Possible responses include:

- **Security:** military and airspace cooperation, changes to border security and increased surveillance.
- **Travel:** the closure of U.S. airspace during the immediate crisis, increased passenger and baggage screening, and changes to border procedures.
- **Canada–U.S. cooperation:** Operation Yellow Ribbon, military cooperation, emergency coordination and the Smart Border Declaration.
- **Government systems:** the creation of CATSA and the establishment of the Canada Border Services Agency.

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Encourage students to focus on the relationship between what happened, how Canada responded and what changed afterward, rather than memorizing every time, date or organization mentioned in the video.

When students compare their Change Pathways with a partner, remind them that the goal is not to determine which pathway is “best,” but to notice how different responses led to different longer-term impacts.

Think Further

Use the following questions for a short class discussion. These do not need to be completed in writing.

- Which changes described in the video would have been most noticeable to an ordinary traveller?
- Which changes happened mostly behind the scenes but still affected how Canada responded to security concerns?
- Why might Canada and the United States need to cooperate closely during an emergency that affects both countries?

Return to the Big Inquiry Question: *How did Canada's response to September 11, 2001 lead to lasting changes in security, travel and cooperation with the United States?*

Invite students to use their Change Pathway, or one they discussed with a partner, to help answer the question.

Optional Extension

Ask students to choose one of the following areas:

Security | Travel | Canada–U.S. cooperation

Have them create a simple Then and Now comparison.

- Before or during September 2001: What did this system or response look like?
- After September 2001: What changed?
- Why does it matter? How might Canadians notice or experience this change?

Students can complete the extension as a short written response or discuss their comparison with a partner.



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A FRIEND IN NEED STUDENT WORKSHEET

Name: _____

Big inquiry question:

How did Canada's response to September 11, 2001 lead to lasting changes in security, travel and cooperation with the United States?

Get thinking

Before watching the video *A Friend in Need*, complete the organizer below to record your thinking on what you know about the 9/11 event.

What do you know?	What questions do you have?
What connection does 9/11 have to Canada?	What might have changed since this event?

Explore, notice & gather

As you watch the video *A Friend in Need*, look for examples of how Canada responded on September 11, 2001 and in the years that followed. Use short notes or keywords. You do not need to write complete sentences.

Area	What response or action did you notice?	Immediate or later?	What changed?
Security			
Travel			
Canada - U.S. Cooperation			

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Look more closely

1. Identify one response that happened quickly on or immediately after September 11.

2. Identify one change that developed in the months or years that followed.

3. Which change from the video would an everyday traveller be most likely to notice? Why?

Dive Deeper

Choose one example from the video and trace how it developed over time.

Example: _____

Immediate Response What did Canada do during or shortly after September 11?	Change over time What new action, system or approach developed afterward?	Lasting Impact How did this affect security, travel or Canada–U.S. cooperation?

Final thinking

Return to your Get Thinking organizer at the beginning of the worksheet. What is one idea you would now add, change or a question that you were able to answer?

Complete the sentence:
Canada’s response to September 11 continued to shape the country in the years that followed because...
