

# LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,  
and 9/11 in the Classroom**

**A New Curricular Initiative for Students in Grades K-12**





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**INVESTORS**  
S A V I N G S B A N K  
F O U N D A T I O N

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July 2011

Dear Educator:

The 4 Action Initiative, a collaboration of Families of September 11, Liberty Science Center and The New Jersey Commission on Holocaust Education, is pleased to present a new curriculum, *Learning from the Challenges of Our Times: Global Security, Terrorism and 9/11 in the Classroom*. New Jersey teachers can visit <http://www.state.nj.us/education/holocaust> for NJ Core Curriculum Standards related to the lesson plans. All educators are encouraged to check there for updates and additional resources.

At the 4 Action Initiative inaugural conference in July of 2008, Governor Tom Kean spoke eloquently about the need to educate students about global security and the legacy of September 11th saying, "education is a must to eliminate these tragedies in the future and to educate all as to what happened on 9/11." The lessons contained in this curriculum were developed, piloted in over 60 New Jersey school districts, revised and refined by curriculum developers and the 4 Action Initiative team. While there are lessons for all grade levels, teachers should adjust the lessons for their classes, always taking into account the ages of their students, the potentially traumatic nature of some lessons as they refer to violence, terrorism, and the tragedy of the day (9/11). We urge teachers to be especially mindful of the needs of our youngest students (K-3). This curriculum transcends multiple subject areas with many action-oriented outcomes. We believe that students who engage in meaningful projects or give service enhance their own resilience and understand the value of being global citizens.

Classroom teachers and other educators are encouraged to give us feedback and offer recommendations through our website. In addition, please submit any student work that might be shared with others. This is a dynamic curriculum and your suggestions will allow us to continue to refine the lessons and curriculum guide.

Please visit our website, <https://sites.google.com/site/the4actioninitiative/>, for lesson plans, more information and links to resources.

Thank you for your interest in addressing these important issues and presenting the lessons in your classroom.

Sincerely,

The 4 Action Initiative

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# DEDICATION

*This curriculum is dedicated to the victims of the September 11th terrorist attacks and their families, to those courageous individuals who gave service to others, and to teachers in classrooms that day, who became first responders for students throughout the country.*

*We also dedicate this work to the memory of Sally Goodrich, a teacher and mother who lost her son on 9/11. In a “moment of grace,” Sally realized that taking action was an affirmation of her son’s life. She built a school for girls in Afghanistan and provided educational programs for Afghan students. Sally’s husband, Don, is one of the co-founders of Families of September 11.*

## **Guidelines for Teaching the Lessons in the Classroom**

- Develop a rationale for the lesson that aligns with your school goals and school curricula
  - Examine existing 9/11 anniversary projects or school wide commemorations
  - Unify a school approach – make it an inclusive school event
- Identify the background information needed by the students and/or teachers to accomplish the goals of the lesson.
  - Develop a basic historical overview to meet the needs of your students. Do not assume they have the historical knowledge.
- Identify students in the class who were affected by 9/11, terrorism or violence to assist in building a lesson that will appropriately respond to their needs.
  - Be mindful of trauma and how it has played a role in the lives of your students.
- Be sensitive to the visual materials - photos, videos, audio – and their emotional nature and potential impact upon students. Choose materials that clearly meet the goals and objectives of the lesson.
- In researching the subject matter of 9/11 and terrorism, provide a list of acceptable websites or print materials for the research.
- Be sensitive to the religious diversity in your classroom and choose your language carefully when referring to the perpetrators. Educators should be mindful of stereotyping the Muslim community in particular and how this could have an impact upon students.
- Avoid articulating your personal political beliefs in reference to 9/11 and terrorism by choosing your language carefully.
- Be sensitive to the vulnerability of students who have a history of trauma in their own lives and how they may connect this event to their personal experiences.
- Avoid having students engage in educational activities that simulate the roles of terrorists, perpetrators, bystanders, upstanders, etc. The most acceptable pedagogical principle on this matter deals with the issue that simulating an event of this magnitude and asking students to respond to the simulation is unrealistic and pedagogically flawed.

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Guidelines submitted by Colleen Tambuscio,  
New Milford High School, Teacher and Special Education Department Chairperson

## **Guidelines for Creating a Safe Space in the Classroom**

Donna A. Gaffney, DNSc, PMHCNS-BC, FAAN

As you prepare to teach the lessons in this curriculum, recognize that some of the topics (September 11, terrorism) may affect students in a variety of ways. Even if your students are too young to remember September 11, 2001 or weren't born yet, they may hear about the events of that day from their families or classmates.

Remember that for those students who were 3, 4 or 5 years old in 2011, ten years is a long time. A child who was barely five years old will be at a completely different cognitive and emotional developmental stage than a 15-year old teenager. As children cognitively mature they are able to comprehend much more information. Adolescents are able to perform abstract reasoning. However, a teen may experience feelings of their younger selves on that day; the high school senior may remember the exact feelings he had as a seven year old on September 11 2001.

While some of the topics can frighten, it is our goal to help students understand a complex world by having open discussions and, more importantly, to understand how people in our communities take action to make the world a better and safer place. Whether children are exposed to a single traumatic event in their classroom such as the loss of a peer or teacher or if the entire school is witness to a national tragedy, schools and teachers are ideally positioned to partner with families and communities to support children during these difficult times.

We do not recommend using graphic images of terrorist attacks or destruction at any grade level. However, high school students may be better equipped to handle such photographs. Remember that today's high school students were young children in 2001 and may recall emotional responses and behaviors to images in 2011 as they experienced in 2001. We should be mindful of how certain words and images affect students, especially those students who have experienced any kind of trauma and loss. We strongly urge teachers to preview the images and decide which photographs are appropriate for their students. Before the lesson begins, teachers should tell the class about the images they will be viewing:

“Like many images of disaster and tragic events, the photographs you will be seeing are graphic in nature. Although you may have seen them in newspapers or on the television, they can still be unsettling. Many people experience strong reactions. Be aware of how you are reacting and don't feel you need to look at every photo or any photos.”

Images of destruction should not be posted on bulletin boards or shown on a big screen in a darkened classroom. Smaller photographs allow students to pace themselves and be selective as to how much they want to look at, depending on their personal experience and responses.

Finally, teachers should consider alternate assignments or adapt this assignment for those students who may be more vulnerable to such images.

**Below are some suggestions for keeping your classroom a safe space and recognizing the needs of your students. An important first step is to appreciate how the topics in this curriculum affect you.**

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**1. Be aware of how your experiences, reactions and thoughts may influence how you present and react to the material in the classroom.**

- Enlist a support system, talk about the lessons and your reactions to them.
- If you are comfortable, tell your story to the students. You are their connection with this profound time in our history.

**2. Remember that students K through 3rd grade are too young to comprehend the concepts of terrorism and the terrorist attacks of 9/11/01.**

- Focus on lessons about helping others and building positive relationships.

**3. Create a physical classroom environment that is safe and comfortable**

- Avoid using traumatic images of destruction; focus on rebuilding and resilience.
- Post opportunities to take positive action, school or community projects.

**4. Recognize that a wide range of reactions (physical, emotional, cognitive, behavioral or spiritual) to a disaster or traumatic event is expected and natural in most of us.**

- Emphasize that these responses are common.
- Tell your students that talking about difficult topics may cause people to experience different kinds of emotions. This is not unusual.

**5. Before a lesson, ask if any students or their family members know people who were directly or indirectly affected by the terrorist attacks on September 11, 2001.**

- Ask students if they've heard their friends talking about 9/11.
- Be sensitive to the needs of students who may have stronger ties to these topics, give them the option of observing or not participating at all, if they wish.
- Encourage students to talk to their families about the lessons.

**6. Be aware of how your students react and cope with potentially difficult subjects.**

- Keep the lines of communication open through your availability and accessibility, be honest and supportive.
- Recognize children who may be in the greatest need and if you have concerns about a student, speak to someone about him or her.

*For more information or additional resources, contact Dr. Gaffney at [donnaagaffney@gmail.com](mailto:donnaagaffney@gmail.com).*

# ACKNOWLEDGEMENTS

The 4 Action Initiative Core Committee, comprised of representatives from Families of September 11, Liberty Science Center and the New Jersey Commission on Holocaust Education, initiated the idea of developing a curriculum not only about September 11th, but of the circumstances that caused its occurrence, the role of terrorism in history and how students can take action to help build a better world.

**Donna Gaffney**

**Anastasia Holmes**

**Emlyn Koster**

**Caitlin Olson**

**Jeff Osowski**

**Mary Ellen Salamone**

**Paul B. Winkler**

**The over 60 individuals that piloted the lesson plans in their classroom to ensure appropriate content, age appropriateness and methodology were:**

Vincenza Antonelli	Hillsborough	JoAnn Cooper-Harris	Ewing
Ryan Archer	Parsippany-Troy Hills	Lynn Degen	Warren Township
Richard Asarnow	Parochial	Darrell DeTemple	Hunterdon Central
Lauren Barton	Bloomfield	Suzette Dilzer	Lebanon Township
Jocelyn Bizzarro	Bernards Township	Connie Donvito	Parsippany-Troy Hills
Adele Goldfinger-Black	Rockaway Twsp.	Laura Drago	Essex
Joan Boland	Essex	Dena Drobish	Parsippany-Troy Hills
Kathleen Bradley	Holmdel	Laura Dunn-Grodewald	Jackson
Dominick Casais	Jackson	Nancy Dwyer	Parsippany-Troy Hills
Erin Casey	Bridgewater-Raritan	Janet Engel	Woodbridge Township
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Betty Hatler	Archdiocese of Newark	Elizabeth Petrangel	Bloomfield
Amy Jean Hawke	Fairfield	Joseph Pizzo	Chester Schools
Annarose Haws	Camden County	Phyllis Pollak	Students w/Disabilities
Joanne Hornberger	Hillsborough	Randi Posner	Gloucester Township
Karen Janes	Florham Park	Neda Pourki	Boonton
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Karen H. Levine	Parsippany-Troy Hills	Joan Sheridan	Hillsborough
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Rachel Mizrak	Edgewater	Vincent Soccodato	Woodbridge Township
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The curriculum, *Learning from the Challenges of Our Times: Global Security, Terrorism and 9/11 in the Classroom*, was developed under the auspices of the 4 Action Initiative:

### **Families of September 11**

Donald Goodrich, Board Chairman  
Maryellen Salamone, Advisory Board  
Caitlin Olson, Former Executive Director  
Anastasia Holmes, Executive Director  
Donna Gaffney, Advisory Board

### **Liberty Science Center**

Emlyn Koster, President Emeritus  
Jeff Osowski, Former Vice President of Teaching and Learning  
David Hespe, Co-Executive Director, VP STEM Education

### **NJ Commission on Holocaust Education**

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Paul B. Winkler, Executive Director  
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Patricia Telschow Kebrdle, Lakeland Regional High School  
Arlene Shenkus, Paulsboro High School

# Additional Resources

The list below contains only a small portion of the many resources that are now available relating to the content in this curriculum: terrorist attacks before and since September 11, 2001, the September 11th attacks, There are also articles offering expert advice on working with children and trauma, conflict resolution and peacemaking efforts, and educational materials for teaching about these topics. Good web quest will harvest a large number of possibilities for you. However, the sources listed below will offer you a good places to begin your search for additional information, advice, and materials.

## Museums

**Liberty Science Center** – <http://www.lsc.org/lsc/ourexperiences/exhibits/skyscraper> - Skyscraper! provides an unprecedented look at the planning, design, engineering and technology of these amazing structures – and their impact on human culture, the environment and even local weather patterns. Attendees can walk a steel girder high above the exhibit floor, face down jet-powered hurricane force winds to test a building design, or take a quiet moment to reflect on the destruction of the World Trade Center, Skyscraper! leaves one with a new appreciation – and completely altered view – of the impressive New York City skyline that surrounds us.

**Kidsbridge Tolerance Museum** – <http://www.kidsbridgemuseum.org> - The Kidsbridge Tolerance Museum is located at The College of New Jersey. The museum and the college have collaborated to create a partnership to teach diversity appreciation and character education to elementary school children. The museum provides a learning lab experience and is open to bookings for elementary and middle school age groups.

**National September 11 Memorial and Museum** – <http://www.national911memorial.org> - The Memorial and Museum honors the nearly 3000 victims of the terrorist attacks of September 11, 2001 and February 26, 1993. It recognizes those who survived and all those who risked their lives to save the lives of others. The impact of terrorism on our personal lives as well as on our local, national, and international worlds is demonstrated through the design and the Museum collection. The Memorial Plaza will be a green plaza surrounding Memorial pools sited in the footprints of the North and the South Towers. The Museum continues to gather a tremendous collection of artifacts, ephemera, digital media, photographs, videos/filmed material, artwork, tribute art, books, and archival material. The web site is rich in information and visual images.

**The New York State Museum** – <http://www.nysm.nysed.gov/exhibits/longterm/wtc/> - The State Museum’s significant collection of material from the World Trade Center and objects from the international response to the events of September 11, 2001, tell the story of that day and its aftermath. The World Trade Center: Rescue, Recovery, Response details the history of the World Trade Center, the September 11 attacks, the rescue efforts, the evidence recovery operation at the Fresh Kills facility, and the public response to the September 11th events. The exhibition includes many objects, images, videos, and interactive stations documenting this tragic chapter in New York and America’s history.

**Tribute WTC Visitor Center** – <http://www.tributewtc.org>- offers visitors to the World Trade Center site a place where they can connect with people from the September 11th community. Through walking tours, exhibits and programs, the Tribute WTC Visitor Center offers “Person to Person History,” linking visitors who want to understand and appreciate these historic events with those who experienced them.

**United States Holocaust Memorial Museum** – <http://www.ushmm.org> - In addition to the rich diversity of resources on the Holocaust available on the USHMM web site, there is a plethora of information and materials to be found on current genocides, acts of terrorism, and other human rights violations (past and present) on the site. The museum’s Committee on Conscience reports on current human crises and provides podcasts and many recommended resources.

## **Educational Institutions, Educational Media Organizations**

**Marc Aronson- Race -Teachers' Guide** – [http://www.marcaronson.com/teachers\\_guides/](http://www.marcaronson.com/teachers_guides/) No greater challenge exists for people today than combating racism, yet nothing is more challenging to teach. Sibert Award winner Marc Aronson wrote *Race* and is providing this study guide with historic source materials so that teachers and students may examine the history of race and racism in an educationally sound but sensitive manner. Because school system guidelines along with the comfort level of teachers and students vary tremendously, the historic sources are wide-ranging and the accompanying lessons are filled with options and choices. The lessons are an invitation to learn about a complex, often controversial issue, but one whose consequences are too far-reaching to ignore.

**Joan Bauer Teaching 9-11** – <http://www.joanbauer.com/teaching-9-11.html> In her ten novels, Joan Bauer explores difficult issues with humor and hope. Her books have won numerous awards, among them the Newbery Honor Medal, the LA Times Book Prize, the Christopher Award, and the Golden Kite Award of the Society of Children's Book Writers and Illustrators. She has twice participated in the State Department's professional speaker's program, going to both Kazakhstan and Croatia where she talked with students, writers, educators, and children at risk about her life and her novels. Joan's website contains a Teaching 9-11 page. As she describes it, "The seeds of this page began in 2008 at a conference at Liberty Science Center. The museum, along with Families of September 11 and the New Jersey Commission on Holocaust Education, brought together educators, scientists, therapists, nurses, physicians, writers, and politicians to discuss how to teach about 9-11 and terrorism. My continued thanks to them."

**The Choices Program, Brown University** – <http://www.choices.edu/resources/detail.php?id=26> - The Choices Program out of Brown University developed this five lesson unit, "Responding to Terrorism: Challenges for Democracy." In the unit, students examine questions of how we should respond to terrorists, how do we protect against future attacks, what possible threats exist, and what issues make the question of response complex.

**Clarke Forum at Dickinson College** – <http://www.teaching9-11.org/> - Many excellent lessons plans for teaching about September 11th are available on this site. In addition, there is an extensive list of web sites where additional lesson plans and materials may be accessed.

**Constitutional Rights Foundation** – <http://www.crf-usa.org/america-responds-to-terrorism/> - The CRF has developed a series of lessons available online on the subjects of terrorism, reflecting on September 11th, the war in Iraq, and other related issues.

**Education Development Center** – "Beyond Blame: Reacting to the Terrorist Attack" - <https://secure.edc.org/publications/prodview.asp?1479> - Concerned about a hostile climate for Arab Americans following the terrorist attacks of September 11th, the EDC developed this curriculum for middle and high school students. A pdf download of the curriculum is available for free on the site.

**Facing History and Ourselves** – <http://www.facinghistory.org> – Facing History offers programs and materials emphasizing the importance of making informed moral choices and of respecting and defending civil and human rights. A number of their guides, lesson plans, and other materials are available for free at their web site. In particular lessons on identity, religion, and violence may be found at <http://www.facinghistory.org/resources/facingtoday/identity-religion-violence>.

**Foreign Policy Research Institute** – <http://www.fpri.org/education/resources/understanding911.html> FPRI's Wachman Center is dedicated to improving international and civic literacy by providing enrichment for high school teachers. It focuses its activities in four core areas: Teaching Innovation, Teaching Military History, Teaching the Middle East and 9/11, and Teaching Asia. In 1996, the Wachman Fund inaugurated a series of weekend

History Institutes for secondary school teachers, chaired by Pulitzer Prize-winning historian Walter McDougall and FPRI Senior Fellow David Eisenhower. In addition to papers and audio/video from past conferences, a selection of classroom lessons submitted by participants is available. Footnotes is an FPRI bulletin intended for educators. It seeks to “teach the teachers” drawing both upon the work of FPRI research staff and scholars as well as lectures, papers, and talks presented at FPRI forums and special events.

**History Channel** – <http://www.history.com/topics/9-11-attacks> - A 9/11 video timeline, videos of the towers, “102 Minutes That Changed America” interactive, recommended articles, and many other related topics to explore are part of this outstanding site on the September 11, 2001 terrorist attacks.

**New York Council for the Humanities** – [http://www.nyhumanities.org/discussion\\_groups/community\\_conversations/index.php](http://www.nyhumanities.org/discussion_groups/community_conversations/index.php) - A Community Conversation brings together members of a group, organization or neighborhood to join in a facilitated discussion of a short reading. The facilitator introduces thought-provoking questions and encourages participants to reflect on the issues raised by the reading and discuss how they impact our lives and communities. Engaging in a Community Conversation brings people together for the purpose of sharing and listening. For participants, it can be a unique opportunity to meet neighbors and new friends. For host organizations, a conversation program can bring new audiences and build a site’s capacity as a public forum. For students and teachers, it’s a new way to approach standard material, encouraging individual insight and critical thinking.

**The New York Times** – <http://learning.blogs.nytimes.com> - The New York Times section on the web, “The Learning Network” has well-developed lessons available on a large array of news-related topics. Exploring the archive yields lessons relating to the September 11th attacks, terrorism, racial profiling, prejudice and bigotry, etc.

**PBS** – <http://www.pbs.org/americaresponds/> - This Public Broadcasting System site offers a wide number of programs exploring different aspects of the terrorist attacks of September 11 including the timeline of its own coverage of events in the months that followed the attacks. Many parent and educator resources as well as lesson plans targeted to different age and grade levels can be accessed from this site.

**Scholastic** – <http://www2.scholastic.com/browse/article.jsp?id=4381> – “How to Teach Children About Living in a World with Violence” was published in Scholastic’s Instructor periodical. Readers may click on a seven-step activity guide, related articles, and a lesson plan for young children.

**The September 11th Education Program** – <http://www.learnabout9-11.org/> -This interdisciplinary curriculum was developed by The September 11th Educational Trust under Anthony Gardner, Executive Director, in Partnership with the Taft Institute for Government and its co-directors Professors Jack Zevin and Michael Krasner. This curriculum includes lessons, handouts, an interactive DVD, and web based resources for teaching about September 11.

**September 11 Digital Archive** – <http://911digitalarchive.org/guide.php> - This site provides a guide to September 11 websites.

**The Sikh Coalition** – “Justice & Democracy: Challenges and Opportunities in the Aftermath of September 11, 2001” – This curriculum examines the backlash experienced by Arabs, Muslims, South Asians, Sikhs, and Somalis in the United States following the attacks on September 11, 2001. Issues of creating and sustaining a healthy community, civil and human rights, and exploring solutions to injustice are examined in the curriculum. It is an interactive curriculum with primary resources, a DVD, condensed stories, handouts, and a range of activities. It is designed for use with secondary and college students. Teachers may adapt some lessons for middle school students.

**Southern Poverty Law Center** – <http://www.splcenter.org> – The SPLC is a non-profit civil rights organization

dedicated to fighting the evils of hate and bigotry. It is well known for its work in tracking and exposing hate groups and pursuing justice for the vulnerable through the court system. Its Teaching Tolerance program [www.tolerance.org](http://www.tolerance.org) offers many documentary films, books, lesson plans and other materials promoting tolerance and respect to educators for free. The SPLC maintains the Civil Rights Memorial, its Civil Rights Memorial Center, and Wall of Tolerance in Montgomery, Alabama.

**The Telling Room** – <http://www.tellingroom.org/> - The Telling Room is a nonprofit writing program in Portland, Maine, dedicated to young writers and storytellers between the ages of 8 and 18. The program encourages youth to view the act of storytelling as a vital means of expression and community building.

**Thirteen WNET New York** – <http://www.thirteen.org/teach/tips.htm> - This web site offers tips for parents and educators to help children cope with emotional and mental trauma related to the attacks of September 11 and other violent events. In addition to the tip sheet, there is an extended list of web sites with lesson plans for educators and essays and articles by experts for parents and educators to read.

## Organizations

**About Our Kids** – <http://www.aboutourkids.org/> - This site offers articles with information on helping children handle difficult situations such as coping with illness, death, disaster, violence and other forms of trauma. This includes talking with children about terrorism. The site also offers advice on developing attitudes of respect and tolerance and remaining free of prejudice. Experts in the field of child and teenage mental health write the essays.

**American Red Cross** – <http://ehl.redcross.org/> - The Exploring Humanitarian Law curriculum developed by the Red Cross is an easy-to-use program. Materials include primary source materials, case studies, and interactive lessons. Designed for middle school and high school students, it addresses important questions concerning the protection of human rights during war times. Best known for its roll in assisting people during times of natural disasters and human-driven crises, the Red Cross also has a number of educational curricula and programs available. The EHL may be downloaded in pdf from the web site.

**Children of September 11** – <http://www.childrenofseptember11.org> – This page lists a number of periodical articles for educators, parents, and other adults on helping children to deal with trauma. The page was developed by Families of September 11.

**Good Grief, Inc.** – <http://www.good-grief.org/> - It is important to normalize grief in our society and create resilient communities where children coping with loss grow up emotionally healthy and able to lead meaningful and productive lives. This is done through our year-round peer grief support center and educational workshops.

**Global Survivors Network** – <http://www.globalsn.net/> is a collaboration of victims of terror attacks around the world. They work to tell the story of global terrorism and their website is filled with the stories of victims. This organization produced *Killing in the Name*, a short film nominated for an Academy Award which tells the story of terrorism from a Middle Eastern man's perspective.

**The Inner Resilience Program** – <http://www.innerresilience-tidescenter.org/> - The Inner Resilience Program, a project of the Tides Center, was founded in the spring of 2002 in response to the effects of the events of September 11, 2001 on New York City schools. The aim was to equip school staff and parents with the skills necessary to build back their inner strength, and to model these skills for the children in their care. Initially funded by the American Red Cross and the September 11th fund, we began with a core program of retreats, professional development workshops, bodywork sessions, and yoga classes for school staff, as well as educational workshops for parents. After a while, teachers began to request concrete tools for use in their classrooms – tools that would assist them in

teaching their children the essential skills of inner resilience.

**National Center for School Crisis and Bereavement** – <http://www.cincinnatichildrens.org/school-crisis> - The lives of children are too frequently touched by crises that may include the death of family members, friends, or others important in a child's life. When this occurs, learning, behavior and relationships can be impacted. The National Center for School Crisis and Bereavement (NCSCB) can provide guidance for families and schools to understand and meet the needs of students, families and teachers. The National Center for School Crisis and Bereavement at Cincinnati Children's Hospital Medical Center was established in 2005 with initial support from the September 11th Children's Fund and the National Philanthropic Trust with supplemental funding from Procter & Gamble.

**NYU Child Study Center** – [http://www.aboutourkids.org/articles/talking\\_kids\\_about\\_terrorism\\_or\\_acts\\_war](http://www.aboutourkids.org/articles/talking_kids_about_terrorism_or_acts_war)  
Written by Robin F. Goodman, Ph.D. and updated by Marylene Cloitre, Ph.D., *Talking to Kids About Terrorism or Acts of War* is written as a series of questions from adults with responses from the authors. Robin F. Goodman is a clinical psychologist who specializes in bereavement issues. Dr. Goodman is the Director of Family Programs for VOICES of September 11th. The article with a list of resources is also available on the VOICES site at: <http://www.voicesofseptember11.org/dev/content.php?idtocitems=terrorismrobin>.

**Project Rebirth** – <http://www.projectrebirth.org> - Project Rebirth is the nonprofit organization stemming from the feature-length documentary *Rebirth*, which records the strength of the human spirit coping with disaster and the ongoing redevelopment of the World Trade Center site. Project Rebirth serves as a vehicle to promote the unique preparedness needs of first responders as the frontline of disaster recovery. The mission of Project Rebirth is to chronicle living history and honor 9/11 victims and first responders, and to advance educational initiatives committed to pre- trauma resiliency building for first responders. All proceeds from the commercial distribution of *Rebirth* are endowed to Project Rebirth to support its programmatic efforts.

**Race to Peace** – <http://www.learningpeace.com/pages/rtp10.html> - *Helping Children Cope with War* was written by Naomi Drew, M.A. who is also the author of *Hope and Healing: Peaceful Parenting in an Uncertain World*. In the article she offers 4 important rules of thumb for kids of every age, 6 steps to hope for kids of every age, and a list of additional web site and book resources.

**Traumatic Loss Coalitions for Youth** – <http://ubhc.umdnj.edu/brti/TLC.htm> - The Traumatic Loss Coalitions for Youth Program (TLC) at UMDNJ-University Behavioral HealthCare is an interactive, statewide network that offers collaboration and support to professionals working with school-age youth. The dual mission of the TLC is excellence in suicide prevention and trauma response assistance to schools following losses due to suicide, homicide, accident and illness. This is accomplished through county, regional and statewide conferences, training, consultation, onsite traumatic loss response, and technical assistance. The purpose is to ensure that those working with youth have up-to-date knowledge about mental health issues, suicide prevention, traumatic grief, and resiliency enhancement. Since its inception, the TLC has trained thousands of individuals throughout the state with the purpose of saving lives and promoting post trauma healing and resiliency for the youth of New Jersey.

**VOICES of September 11th** – <http://www.voicesofseptember11.org> - The digital archive contains thousands of stories of those lost on September 11, 2001 at the World Trade Center, Shanksville, and the Pentagon, and of those who survived. The 9/11 Living Memorial, an online interactive tribute, may be accessed from the site as well as other commemorative information and supportive services.

## Taking Action and Giving Service

**Compassionate Kids** – [www.compassionatekids.org](http://www.compassionatekids.org) - Compassionate Kids, Inc. is dedicated to helping teach children compassion towards the Earth, people, and animals. Their website has articles, book reviews, and free printable activities. There are local chapters all across the country that host compassion-oriented field trips and community service events approximately once a month.

**Free Child Project** – [www.freechild.org](http://www.freechild.org) - The mission of The Freechild Project is to advocate, inform, about social change led by and with young people around the world. The Freechild Project works across the United States and Canada, providing tools, training and expert consultation in the fields of youth development, youth empowerment, and youth involvement. The web site lists dozens of issues with information and links explaining its significance in today's world. It is geared toward high school and above, and must be recommended with cautions of internet safety as some of the links are free posting.

**Free the Children** – <http://www.freethechildren.com/index.php> - Free The Children is a large network of children helping children through education, with more than one million youth involved in innovative education and development programs in 45 countries. The primary goals of the organization are to free children from poverty and exploitation and free young people from the notion that they are powerless to affect positive change in the world. Through extracurricular empowerment programs and leadership training, Free the Children inspires young people to develop as socially conscious global citizens and become agents of change for their peers around the world.

**GenerationOn** – <http://www.generationon.org/> - GenerationOn is the global youth service movement igniting the power of all kids to make their mark on the world. As the youth division of Points of Light Institute, generationOn has brought the nation's leading youth service organizations and programs under one umbrella including New York-based Children for Children, The League, Learning to Give, Points of Light Institute's Kids Care Clubs, HandsOn Schools, and HandsOn Network's youth-driven programs. By partnering with teachers, parents, schools, community organizations and businesses, GenerationOn gives kids the opportunity to see firsthand the issues in their communities and the tools and resources they need to respond and become part of the solution.

**Global Youth Leadership Institute** – <http://www.gyli.org> - This organization can provide teachers resources on conflict resolution, environmental sustainability, religious pluralism, collaborative leadership, multi-cultural identity, and building awareness in students. Its program encourages and helps middle and high school students from across the country to get involved in making change for the future.

**Hugs Across America** – <http://www.hugsacrossamerica.net/> - Hugs Across America began as a direct and intuitive response to the World Trade Center disaster. As a teacher at The Churchill School in lower Manhattan, Sue Lucarelli was charged with comforting children whose lives had been dramatically and tragically impacted when they saw the Towers fall on the morning of September 11, 2001. Many of her students lived in the area, others had family working there, and all were terrified. When classes resumed, one child said, "all I know is, I need a hug." He was given a hug, of course, but also one of three teddy bears that happened to be in the classroom. All of the children felt the same need and those three bears were passed around, hugged and shared all day long. Mrs. Lucarelli promised the children that when she returned to school, each would have a teddy of his or her own to ease the many moments of fear. Lucarelli, with the help of Community Reformed Church in Manhasset, ended up providing each of her students and more than 58,000 New York City children with teddy bears in the weeks following the terror attacks. She then started Hugs Across America later in 2001 to brighten up the days of other distressed children across the United States. The program also places bears on fire trucks and in police cars so that emergency responders will have them to give to children at traumatic times. The total of bears sent to children in crisis since 9/11 now tops 750,000 and they have gone to children all across the United States and as far away as Japan.

**My Good Deed** – <http://www.mygooddeed.org/> - My Good Deed was created in 2002 by family members of victims of the attacks of September 11, 2001. It was developed as a way to honor all victims of 9/11 and preserve the spirit of unity and compassion that existed in the nation following the terrorist attacks. The organization encourages community service and allows participants to register their project for recognition on their website. It also has a page which offers ideas for individuals and classes to complete service projects.

**Peace Corp for Kids** – [www.peacecorps.gov/kids](http://www.peacecorps.gov/kids) - The Peace Corps for Kids is a fun, interactive web site for children aged 10 and up that can be used in a classroom. The web site is a challenge game that puts a student in an area of the world where he/she must problem solve global issues and imagine to “win” the game. The student becomes a virtual Peace Corps volunteer, is introduced to international issues a resolution. This site can be used in the classroom or introduced for a child to use at home.

**Peace First** – <http://www.peacefirst.org/site/> -Peace First (formerly Peace Games) began as a response to the sky-rocketing youth homicide rates in the early 1990s, as an approach to look at children as problem-solvers, rather than witnesses, or victims of their surroundings. Peace First was conceived at Harvard University in 1992 as an annual festival where children gathered to play cooperative games and share their dreams of peace. Peace First was student-run until 1996 when it became an independent non-profit organization under the leadership of Harvard graduate, Echoing Green fellow and Ashoka fellow Eric D. Dawson. Peace First has taught over 40,000 students critical conflict resolution skills; created over 2,500 peacemaker projects that improved communities and instilled a sense of civic engagement in students; recruited over 4,000 volunteers who provided 400,000 hours of volunteer teaching service; and trained 2,500 teachers in conflict resolution and classroom management skills.

**Peace Pals** – <http://www.wppspacepals.org/> - Peace Pals is a program designed to encourage young people ages 5-19 to become peacemakers dedicated to living within the ideal of May Peace Prevail on Earth. A World Peace Organization program for youth, Peace Pals sponsors art contests and activity guides for teachers for lessons on promoting peace.

**Points of Light Institute** – <http://www.pointsoflight.org> - Born after the attacks on September 11, Points of Light encourages community service for all youth through corporate entities. Contact the organization to be matched with a community need in your location. Points of Lights also sponsors a high school level youth leadership training program.

**Seeds of Peace** – <http://www.seedsofpeace.org> - Seeds of Peace is dedicated to empowering young leaders from regions of conflict with the leadership skills required to advance reconciliation and coexistence. The Seeds of Peace model begins at the International Camp in Maine and continues through programming in regions around the world through innovative initiatives in the form of conferences, regional workshops, educational and professional opportunities, and an adult educator program. Students are accepted into this program from all over the world, including the United States, and are taught as well as encouraged to be leaders of peace.

**The September 11 National Day of Service** – <http://911dayofservice.org/> - The September 11 National Day of Service and Remembrance is supported annually by MyGoodDeed Inc. and HandsOn Network, which together serve as co-chairs of the National Organizing Committee. MyGoodDeed Inc. led a successful eight-year campaign that culminated in 2009 in the official establishment of September 11 as a National Day of Service and Remembrance under federal law. Many other prominent organizations also participate as Strategic Partners. Students, teachers, schools and communities can get started making a difference by exploring causes that need help. Everyone can voluntarily support charitable causes, perform good deeds and engage in other service activities in observance of the anniversary of the 9/11 attacks.

**School Girls Unite** – <http://www.schoolgirlsunite.org> - School Girls Unite is a project of Youth In Action. It is a group of twenty young teen age girls who support education for all girls worldwide. It is a great model for classroom groups; it is a model of how youth can, in fact, make a difference.

**ServiceNation** – <http://www.servicenation.org/> - is a campaign to increase service opportunities and elevate service as a core ideal and problem-solving strategy in our society. Reaching an estimated 100 million Americans through over 270 member groups, ServiceNation played a leading role in the drafting and April 2009 enactment of the Edward M. Kennedy Serve America Act, which authorized the greatest expansion of national service in America since the creation of the Civilian Conservation Corps during the Great Depression. Originally convened by Be the Change, Inc., Civic Enterprises, City Year, and the Points of Light Institute, ServiceNation was launched September 11 and 12, 2008 with the ServiceNation Presidential Candidates Forum and Summit in New York City, where Presidential candidates Obama and McCain publicly endorsed its policy framework.

**Stayin' Alive** – <http://www.malarianomore.org/what-we-do/stayin-alive> - Stayin' Alive was conceived by a group of high school students in Melbourne, Florida as a simple but effective means to fight malaria in Africa. The website gives support and instructions for sponsoring a dance to raise funds to provide medical care to children in Africa.

**Youth Activism Project** – <http://youthactivismproject.org/> - The Youth Activism Project believes that everyone can make a difference in the world, no matter how old or young one might be. Their motto is "Kids should be seen AND heard." They sponsor a web site that promotes youth activism, provides resources and ideas for youth and teachers, and features a special section that highlights projects sponsored by schools and/or individuals. This is a great site for ideas for young children.

**Zoom Into Action** – <http://pbskids.org/zoom/activities/action/> - Zoom is a PBS program aimed at children ages 7-13. This website offers ideas for community volunteer projects, as well as an area where a child can post their project on the website. Printables on volunteering are also available on this site for teachers.



**LEARNING FROM  
THE CHALLENGES  
OF OUR TIMES:**

**Global Security, Terrorism,  
and 9/11 in the Classroom**

# Elementary School

## Lesson Plans & Themes

The curriculum, *Learning from the Challenges of Our Times: Global Security, Terrorism and 9/11 in the Classroom*, was developed under the auspices of the 4 Action Initiative.

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# Elementary Lesson Plans & Themes

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## Unit I: Human Behavior

### Lesson EI-1 Chrysanthemum

The power of words; the lasting impact of hurtful words – Grades K-5

### Lesson EI-2 The Beauty of Colors

Using the book, *The Colors of the Rainbow*, examine how differences enrich our lives as well as looking at things we share in common – Grades K-5

### Lesson EI-3 Heroes in Our Everyday Lives

Understanding the meaning and characteristics of a “hero;” use of music (song: Hero) to examine concept – Grades K-5

### Lesson EI-4 A Brave Hero

Understanding idea of hero in everyday life; difference between celebrity and hero; use of book, *New York’s Bravest*, about a fireman – Grades K-3

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## Unit II: From Playground to World Stage – Violence, Aggression & Terrorism

### Lesson EII-5 Power of Hurtful Words and Responding to Them

Analyzing words that hurt and the damage they cause – Grades K-5

### Lesson EII-6 Making Choices: Bystander, Perpetrator, Victim, Rescuer

Examining things that frighten us; identifying different roles as in title; problem solving situations/things that frighten one; the book, *The Island of Skog* – Grades 1-3

### Lesson EII-7 Making Choices: Bystander, Perpetrator, Victim and Upstander

Difficult situations and the power of the individual to make a difference; use of the story *The Terrible Things* – Grades 3-5

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## Unit III: Historical Context of Terrorism

### Lesson EIII-8 Walls

Computer use to research walls mentioned in book, *Talking Walls*, and be able to identify boundaries, etc. on map, purpose of walls, impact of one’s words and actions on others, etc. – Grades 3-5

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## Unit IV: 9/11: Contemporary Case Study in Terrorism

### Lesson EIV-9 A Fireboat and Its Heroic Adventures

Story, *Fireboat*, about the *John J. Harvey*, the boat’s history, and the heroism of its crews and actions; what is a hero? – Grades 3-5

**Lesson EIV-10 A Poem About St. Paul’s Chapel *The Little Chapel That Stood* –**

What the chapel represented to the people of NYC before and after 9/11; use of the story, *The Little Engine That Could*, to examine characteristics that determine courage beyond size – Grades 3-5

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## **Unit V: Challenges and Consequences in a Post 9/11 World**

**Lesson EV-11 *September Roses***

Using book of this title, examine acts of kindness, goodness, etc. in NYC that day and reaching across nationality, Americans and visitors – Grades K-3

**Lesson EV-12 *September 12th***

Using book, *September 12th: We Knew Everything Would Be All Right*, examine feelings of security and safety that followed the day and why – Grades 1-3

**Lesson EV-13 *There’s A Big Beautiful World Out There***

Use book of title to connect fears expressed by students and found in the book, ways suggested to overcome fears – Grades K-1

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## **Unit VI: Remembrance and the Creation of Memory**

**Lesson EVI-14 Student Responses to Artifacts in St. Paul’s Chapel**

Using images of artifact archive at St. Paul’s website, write or talk about what artifacts tell us and feelings they create – Grades 4-5

**Lesson EVI-15 *The Survivor Tree***

Living plants and trees as symbols of memory and remembrance; revival of plant life as symbols of hope and renewal – Grades 3-5

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## **Unit VII: Building Better Futures: Narrative, Recovery and Responsibility**

**Lesson EVII-16 *Serving Our Town, Country, and World: National Day of Service***

Learn about the initiative, developing appropriate service ideas, follow through on one or more activities – Grades K-5

**Lesson EVII-17 *Peace Poems***

Interpreting poem, “For Our World,” by Mattie Stepanek to look for suggestions of peace for the future; write poem expressing own ideas for future – Grades 4-5

**Lesson EVII-18 *Universal Declaration of Human Rights: How Can We Put It Into Action?***

Using children’s version, identify the rights and why each is important; brainstorm for ideas of how to make it possible for the rights of every person to be honored – Grades K-5

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## **A Personal Note from MaryEllen Salamone, Co-Founder of the 4 Action Initiative**

### **Some Thoughts on Talking to Children about September 11th**

#### **To Teachers Everywhere-**

On September 11, 2001 my husband John was killed in the World Trade Center attacks. My children were just six, four and two years old. I learned very quickly how to discuss the death of my husband and the events of 9/11, not only with my children, but their friends as well. I certainly did not want to further traumatize them. It was very difficult for me, so I am very sympathetic to the challenges that face all of you when broaching tragic subjects in the classroom.

I agree with the majority of you who believe it is most challenging to discuss September 11th with elementary school children. They are not old enough to recall the events or were born after the attacks. Naturally, we hesitate because we don't want to scare them or intensify feelings of grief or trauma. Yet, September 11, wars and natural disasters are a part of life that all of us, even our children, must learn to face and process.

It is crucial to teach difficult topics in a way that doesn't increase a child's sense of vulnerability or helplessness. As you can imagine, I have talked to many experts about this important topic. Below are some suggestions that I have found very helpful. I'd also like to share a letter I wrote to my niece when she was seven years old. She was born in September 2001 about one week after the attacks. Every year she wonders why there is such sadness in the days and weeks before her birthday. Please feel free to use this story if it helps you with your students in class.

#### **Talking about 9/11 in the classroom**

##### **First, use simple and factual language** but

Avoid graphic details or dramatizing the destruction.

Be sure to include New York, Pennsylvania and Washington, DC, the people who lived and worked in and near those cities as well as people traveling on airplanes. Many people and their families were affected.

Try not to politicize the event or promote bias.

##### **Be positive.**

The evacuation plan at the World Trade Center was a success, many many people got out of the buildings. There were also many people who reached safety at the Pentagon because of the way the building was designed. Talk about safety measures, heroic actions and volunteer efforts following the event.

Point out how changes after 9/11 have made our world a safer place: airplane screening and safety drills.

Start a conversation about how students can help through service projects and individual good deeds. They are not too young to know they can make a difference!

## **A Letter to Caitlyn:**

"You asked your mom why everyone is so sad around your birthday and you wonder why you never got to meet your Uncle Johnnie. I hope I can help you understand.

Before you were born, there were two really big buildings in New York City called the World Trade Center. Some people even called them the Twin Towers. Your Uncle Johnnie worked on the 104th floor of the building, almost at the very top! He worked with bankers and had lots of friends who worked with him.

A week before you were born, a group of men who did not like our country, did a very bad thing. They hijacked airplanes, which means they forced the pilots to let them fly the planes. Instead of landing the planes, they flew the planes into the Twin Towers in New York City, a building called the Pentagon in Washington, and into a field in Pennsylvania. Lots of people were able to get out of the buildings that were hit by the planes and run to safety. But some people did not.

Your Uncle Johnnie could not get out of the building in New York; he worked near the top floors where the plane hit the building. He died that day with lots of his friends who worked with him. Almost 3,000 people died that day, but tens of thousands of people were rescued.

This happened on September 11 in 2001...just a week before you were born. Every year on that day, we all remember your uncle and we all remember how sad that day was when he died. It is an important day, because everyone in America feels sad when they remember that day.

But things have changed since then. Laws changed around the world to make it safer on airplanes and in buildings. People changed and tried to be nicer to each other, and help each other more.

September 11 is a sad day, but it is a day when we remember what happened, and a day we should all try a little harder to make our world a better place. Uncle Johnnie would really like that."

Love,

Aunti Mare

# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
and 9/11 in the Classroom**

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## **Elementary School**

**Lesson Plans & Themes**

# **Unit I**

## **Human Behavior**



**Unit I:** Human Behavior

**Grade Levels:** K-5

**Time:** 30 minutes

## **Lesson EI-1: Chrysanthemum: The Power of Words**

### **Interdisciplinary Connections:**

Literacy, art, character education

### **Objective:**

- The students will be able to explain how words leave an impression on one's heart.

### **Materials:**

- *Chrysanthemum* by Kevin Henkes; cut outs of paper hearts (one for each student)

### **Activities/Procedure:**

- Distribute hearts to the students.
- Explain that you are going to be reading a story to them. They may have heard the story before but this time you want them to pay attention to certain details.
- Direct students that, as you read the story, each time something mean is said to Chrysanthemum, or makes her feel sad, to fold their hearts. It does not matter how they fold their hearts. When positive, nice things are said to Chrysanthemum they are to unfold their hearts.
  - \*As you are reading you may want to pause to make sure that the students are "catching" all the positive and negative things being said to Chrysanthemum.
- When you finish the story their hearts should be unfolded. Direct the students to try to get all the wrinkles (folds/creases) out of the heart. Give them a few minutes to try to get them out. Then discuss how they cannot get them out. Discuss how we can forgive people for saying mean things and hurting our feelings but they still leave an impression or wrinkle on our heart and feelings. The next time a student makes fun of another person you can remind him/her that he/she is causing that person to have a wrinkle or impression on the heart.

### **Evidence of Understanding:**

- The students can be evaluated on their discussion. Older students can write a paragraph explaining what they learned through this lesson.

### **Extension Activities: Taking Action and Giving Service:**

- Explore the symbol of the heart as the seat of emotions. Make a list of the ways the heart shape is used to convey an idea or feeling. (For example: the heart for valentines, for loving another person or pets or flowers, "broken heart," heartache, etc.)
- The concepts and issues raised in this lesson may be reinforced and incorporated into behavior/classroom management throughout the school year by revisiting the story at appropriate times and reminding the students of the activity and the lessons learned when the lesson was originally presented.

**Unit I:** Human Behavior  
**Grade Levels:** K-5  
**Time:** 1-2 class periods

## Lesson EI-2: The Beauty of Colors

### Interdisciplinary Connections:

Science, art, social studies, character education, literacy, mathematics

### Objectives:

- The students will be able to give examples of ways in which each person is unique yet has things in common with others.
- The students will be able to explain why the ways in which each person and group can help enrich and expand the nature of life for everyone.

### Key Terms:

<b>Unique</b>	<b>Burkas</b>	<b>Saris</b>	<b>Pirogi</b>
<b>Curried Chicken</b>	<b>Vibrant</b>	<b>Arc</b>	<b>Hopscotch</b>
<b>Christmas</b>	<b>Hanukkah</b>	<b>Ramadan</b>	<b>Rainbow</b>

### Materials:

- Book: *The Colors of the Rainbow* by Jennifer Moore-Mallinos, Illustrations by Marta Fabrega.
- Jellybean Nation pamphlet (may be obtained free upon request via <http://www.kidscorner.org/html/jellybean.php> courtesy of GlaxoSmithKline, National Liberty Museum in Philadelphia, PA, and Kids Corner WXPB-FM)

### Activities/Procedures:

- Ask the students how many of them have ever seen a rainbow. Call upon the students to offer descriptions of the rainbows they have seen and make a list of some of the words used to describe a rainbow.
- Ask the students to describe how a rainbow makes them feel and make a list of some of the words used in their descriptions. Examine the words and ask the students if the words describe good feelings or bad feelings.
- Ask the students if they can explain why the rainbow makes them feel that way.
- Discuss how and why a rainbow is formed.

### Classroom Activities:

- Ask the students if they have ever thought of people as rainbows. Use their responses as a way to introduce the book, *The Colors of the Rainbow*.
- As you read aloud, hold the book up so students can see the illustrations. Comment on the many colors that can be seen in the illustrations.
- As the class moves through the book, relate the observations in the book to the students in the class, i.e., the many shades of skin, count different colors of hair and hairstyles, the differences in eyes, clothing styles, etc. Make lists for each item. (Be sensitive and careful of your manner and that of the students during this part of the lesson so that students are not offended by anything stated.)
- List some of the different styles of restaurants in the community and ask about the different kinds of food served.

Make a list of some of the foods served in the restaurants. Ask the students, "Who has eaten in some of the restaurants?" and "Who has had similar food at home either through restaurant take-out or prepared at home?"

- Make similar lists of other topics mentioned in the book, i.e. games, holidays, homes, etc.
- At the end of the reading, direct student attention to all of the lists of differences found among the students in the classroom. Count them. Ask if the students have ever thought about all of the differences found among the members of their class.
- Now make a list of the things they share in common: have hair, have clothing, have eyes, have nose and ears, have voices and language, etc.
- Ask the questions: "Are all of your friends JUST LIKE you? Do you ever think about your differences when you are having fun together?"
- Ask the questions: "What do you and your friend(s) enjoy doing together? What do each of you enjoy doing with someone else or by yourself that you do not do together? Are you still friends when you are doing something different?"
- If the teacher has obtained a copy of *Jellybean Nation*, prepare a plastic bag filled with jellybeans. If possible, have beans of different sizes as well as different colors. Ask the students to point out some of the differences among the jellybeans. Can they always tell the flavor by the color? What about the scent found in some jellybeans? Use other comments and observations found in the pamphlet to engage the students in a discussion about differences and similarities among people.
- If there is no concern in the class about sugar, (as expressed in school rules/regulations and/or in parental preferences or health folders via nurse, etc.) give each student 2 or 3 jellybeans to eat as they do their hands-on exercise. Non-sugar jellybeans are available for those who have diabetes, etc. If eating the jellybeans is not acceptable, place them in a clear plastic jar or box to be used in math for guessing numbers, identifying shapes, etc. or some other subject game. Alternatively, adapt the exercise using many different buttons or other inedible objects.

### **Evidence of Understanding**

Give each student a large piece of white paper. Fold the paper in half and then open the paper so that it is possible to see both halves. Students should be given a single color (avoid black or white) crayon and asked to draw a rainbow using only that crayon on one half of the paper. Once that is done, permit each student to have at least six different colors and instruct them to draw another rainbow on the other half of the paper using the many colors. Ask the student to select the rainbow that would make their classroom a happier, better place to work and play. Cut the paper in half and collect the rainbows selected to place around the classroom or on the bulletin board. Before posting the rainbows, have the students stand in a small circle holding their rainbows in front of them. Go around the circle and have each student take a turn explaining how the students in the class make a rainbow and why they like feeling like part of a rainbow.

### **Extension Activities: Taking Action and Giving Service:**

Go to the New Jersey Commission on Holocaust Education website at <http://www.state.nj.us/njded/holocaust> and click on the curriculum guides. Select the curriculum guide for Kindergarten - Grade 4, Caring Makes a Difference. Select one or more of these lessons to do as a follow up lesson.

- *The Colors of Us* by Karen Katz, p.8
- *All Kinds of Children* by Norma Simon, p.9
- *Whoever You Are* by Mem Fox, p. 15
- *The Crayon Box That Talked* by Shane DeRolf, pps 16-17

**Teaching Tolerance Lessons:**

"Getting To Know Each Other" <http://www.tolerance.org/teach/activities/activity.jsp?ar=692>

"Me and We: A Mix It Up Activity" <http://www.tolerance.org/teach/activities/activity.jsp?ar=964>

"Many Shapes and Sizes" <http://www.tolerance.org/teach/activities/activity.jsp?ar=827>

"I Am Special" <http://www.Tolerance.org/activity/i-am-special>

**Note to Teacher:** If you are not familiar with Teaching Tolerance, it is recommended that you visit the website and familiarize yourself with its many free materials and resources. <http://www.teachingtolerance.org>

**Unit I:** Human Behavior

**Grade Levels:** K-1

**Time:** 45-60+ minutes

## **Lesson EI-3: Heroes in our Everyday Lives**

### **Interdisciplinary Connection:**

Literacy, music, art

### **Objectives:**

- The students will be able to define the word hero.
- The students will be able to describe heroic behaviors.

### **Key Terms (when needed):**

**Hero**                      **Characteristics**

### **Materials:**

- Song: Hero by Enrique Iglesias and/or Hero by Mariah Carey. Play the song for the class if you have a copy. If music is not available, lyrics may be found at the following web site: [http://www.oracleband.net/Lyrics/hero\\_carey.htm](http://www.oracleband.net/Lyrics/hero_carey.htm)

### **Activities/Procedures:**

- Have students clear their desks, and clear their minds. Tell the students to actively listen to the lyrics. Play a song about heroes. Example: Enrique Iglesias's Hero or Mariah Carey's Hero or other performance of the song.

### **Classroom Activity:**

- Play the song through first, then replay while displaying lyrics.
  - After the song, tell students to write down their thoughts/ideas and think about who came to mind when they heard the song.
  - After students share their ideas, discuss how they would define the word hero. What makes a person a hero?
  - Discuss, brainstorm and chart a list of heroes in their lives.
  - Have students pick one person in their life who is their hero. They will write explaining why that person is their hero. They will draw a picture or make their hero a badge of honor.
- \*After students complete their writing and badge of honor they can present it to their heroes. (Alternate idea: have a hero day. Have students invite their heroes into their classroom. If a hero is not available, the student can try to bring in a photo of the hero. Each student can read their paragraph then present their hero with the badge of honor.)

### **Evidence of Understanding:**

- The students will share their writing about heroes in their lives.

### **Extension Activities: Taking Action and Giving Service:**

- The class can "Adopt a Hero" and invite the adopted hero into the class for the day. Make it a special day for everyone. Provide lunch, snacks, etc. for the "hero" as well as presenting the badge made to honor him/her. Take photos for a bulletin board and/or album, write a story to send to the local paper, etc.

**Unit I:** Human Behavior

**Grade Levels:** K-3

**Time:** 45-60 minutes

## Lesson EI-4: A Brave Hero

### Interdisciplinary Connections:

Literacy, art, character education, social studies, music

### Objectives:

- The student will realize that we are all able to make contributions and help others.
- The student will understand the effects of our words and actions on others.
- The student will understand that greatness isn't only for famous people or famous deeds.
- The student will appreciate the accomplishments of firefighters.

### Key Terms:

**Upstander**

**Rescuer**

**Hero pumper**

**Volunteer**

**Tenement**

**Wedged**

**Trolley**

### Materials:

- *New York's Bravest* by Mary Pope Osborne; Random House Children's Books; August 2006
- Drawing paper, crayons or markers, and journals
- Other books:
  - American Tall Tales* by Mary Pope Osborne
  - John Henry: An American Legend* by Ezra Jack Keats.

### Activities/Procedures:

- Ask students the question: "What is a hero?" Ask students to describe their answers in writing and then draw an image representing a hero.
- Take student volunteers to share their descriptions and/or images with the class. (If available, teacher may use an overhead projector /elmo to project the images on a screen.)

### Classroom Activity:

- Introduce the story and ask students to listen to the story about a hero.
- Read the story to the class and shows pictures from the book. Discuss the dedication page and the historical note.
- Think-pair-share activity focusing on discussion questions one at a time:
  - How was Mose brave? What did he do? Who did he save?
  - How are real-life firefighters like Mose?
  - How was firefighting different in Mose's day than it is now?
  - What qualities of firefighters are the same?
  - Which are different?
  - Who does Mose represent?
- The children should write their responses in their journals.

- Suggested concluding activity: Invite a firefighter to class for the day.

### **Evidence for Understanding:**

- Ask the students why this book is considered a ‘tall tale.’  
Ask them to name their favorite tall tales.
- Show the students the illustrations by Steve Johnson and Lou Fancher in *New York’s Bravest*. Discuss the traits that make these characters “larger than life.” Brainstorm a list of the different adjectives to describe characters in the tall tales.
- Have students draw a picture of a tall tale character and then have them discuss in think-pair-share groups why they admire these characters.
- Tall tale heroes were ordinary folks about whom extraordinary stories were told. Write tall tales about contemporary, everyday people: firefighters, teachers, nurses, students, police officers, housewives, truck drivers, mechanics, plumbers, waitresses, computer operators, etc.

### **Extension Activities: Taking Action and Giving Service:**

- Have a Mose Humphreys Day at your school to honor the firefighters in your town. Write letters to firefighters thanking them for the job they do. Decorate your room to look like a firehouse. Invite a firefighter and present him/her with the letters.
- Encourage your students to be good citizens in the spirit of Mose Humphreys. Create a Mose Humphreys Good Deed Award. Every month give out the award to a student who does something “above and beyond.”
- Rewrite the story of Mose Humphreys in play form. The students can add new characters and new extraordinary feats that he did. Make hand puppets of the characters and perform it in a puppet theater.
- Davy Crockett and John Henry have songs written about them. Have the students write a song about Mose, New York’s bravest firefighter, using a familiar song.



# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

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## **Elementary School**

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# **Unit II**

## **From the Playground to the World Stage: Violence, Aggression and Terrorism**



**Unit II:** From the Playground to the World Stage

**Grade Levels:** K-5

**Time:** 30+ minutes

## **Lesson EII-5: Power of Hurtful Words & Responding to Them**

### **Interdisciplinary Connections:**

Character education, literacy

### **Objectives:**

- Students will recognize how hateful words make them feel and how they impact others as well.
- Students will identify strategies to use to respond to hurtful words.

### **Key Terms:**

<b>Hurtful</b>	<b>Hateful</b>	<b>Feeling good</b>	<b>Strategy</b>
<b>Sad</b>			

### **Materials:**

- Drawing of sad and happy face
- Poster paper (to make class rules)
- Note-taking paper for students

### **Activities/Procedures:**

- Show a picture of a sad face. What words make you feel sad?  
Optional: In one of the circles, have students draw a sad face.
- What words make you feel happy? Draw a happy face in another circle.

### **Classroom Activity:**

- Ask students to think of words that make them sad or angry. Students write the words on a slip of paper anonymously and the teacher collects the slips of paper.
- Selects words from the slips of paper (avoiding those not appropriate for the grade level) and writes them underneath the picture of the sad face on a board, chart paper, or overhead projection. After selecting words from the slips of paper, fold them in half and staple them shut as students are working in groups.
- Students get into pairs or small groups and discuss the questions:
  - How do these words make you feel?
  - What would you do if you were called one of these words?
  - How could you let the person know how the word(s) make you feel?
  - Share responses with the large group.
- The class collectively decides on the best ways for responding to hurtful words, and together they create class rules to display in the front of the classroom.
- Now discuss words that make students feel good/happy.
- To conclude the lesson on hurtful words, the students come up randomly and take the top paper from the notes on hurtful words, crumple it up, and throw it in the trash.

**Evidence of Understanding:**

The class collectively decides on the best ways of responding to hurtful words. Together the students create class rules to display in the front of the classroom.

**Extension Activities: Taking Action and Giving Service:**

- Ask students to discuss: “What would you do if you heard someone else being called these words?” Talk about being an upstander. (Discuss the difficulties of being an upstander as well as the reasons why we need people – and ourselves – to be upstanders.)
- Read *Words Are Not for Hurting* by Elizabeth Verdick.
- Connect this lesson with the lesson on Chrysanthemum.

However, for this lesson, distribute a paper doll to each student rather than a heart. Read aloud from the list of hurtful words/actions that the class created and bend a piece of the paper doll’s arm or leg or crumple the body a little bit. Then read aloud from a list of words/actions that are happy and make the students feel good. Each time a happy/feel good word/action is read, the students should unbend and smooth one of the wrinkles made in the body of the paper doll.

After completing the reading of the words, ask the students to study the paper doll very carefully and to notice any wrinkles and/or crumpled parts of the doll that remain despite efforts to smooth them out. Discuss how hurtful words/actions can damage a person and how the damage may endure just as the wrinkles on the paper person cannot all be removed.

**Unit II:** From the Playground to the World Stage

**Grade Levels:** 1-3

**Time:** 45 minutes

## **Lesson EII-6: Making Choices: Bystander, Perpetrator (Bad guy), Victim, Rescuer (Hero)**

### **Interdisciplinary Connections:**

Social studies, character education, art, literacy

### **Objectives:**

- Students will be able to identify and explain the roles of individuals in a threatening situation.
- Students will be able to identify the choices of the individual in a threatening situation.
- Students will be able to understand the implications of making assumptions.
- Students will be able to appreciate the value of friendship.

### **Key Terms:**

**Bystander**

**Bad guy**

**Victim**

**Hero**

**Bullying**

**Assumptions**

**Prejudice**

**Skog**

### **Materials:**

- *The Island of the Skog* by Steve Kellogg
- Drawing paper, crayons or markers, journals

### **Activities/Procedures:**

- Ask students the question: "What scares you? What frightens you?"
- Ask students to describe their answers in writing and then draw an image representing what frightens them.
- Take student volunteers to share their description and/or image with the class. (If available, teacher may use an elmo to project the images on a screen.)
- What is an island? Show pictures of an island.
- How do you usually get to an island?
- What is a "Skog"? What do you think it looks like?
- Have students draw a "Skog" and hang up their pictures.

### **Classroom Activity**

- Introduce story and ask students to listen to the story of the "skog."
- Read the story to the class.
- Think-pair-share activity focusing on discussion questions one at a time:
  - Why did the mice leave their home?
  - What should they have done before they left and sailed on the boat?
  - Why did they attack the stranger or Skog before they knew who it was?
  - What lesson do you think the mice and the Skog learned?

Who was under that costume?  
Where is the Skog going?  
Why was the Skog afraid of mice?  
Do you think the mice will be happier here than at their old home? Why?

- Discuss as a class:
  - Who are the bystanders, bad guys, victims, and heroes in this story?
  - Was the Skog misunderstood by the mice? If so, how?
  - Did the mice pre-judge the Skog?
  - What was the Skog?
  - What kinds of things do you think the Skog likes to do?
- Look at the pictures of Skogs students drew at the beginning of the lesson. Ask the students if they think their pictures resemble the Skog in the story.

### **Evidence of Understanding:**

- Discuss what students will need to take along if they go on a journey to an island.
  - Make a list of all the items they need.
  - Give students large bulletin board paper.
  - Have them work in groups to draw an island and include what they need to survive.
  - Have them explain their island.
  - What are some reasons people would choose to leave their homeland and travel to live in a new land?
  - How do you expect to be greeted in your new homeland? How would you view and greet strangers who have come to live in your neighborhood?
- Ask each student to write about these various questions and about possible problems.
  - What happens if there is a bad storm? Are you prepared to take care of yourself?
  - What if you run out of food?
  - What happens if people get sick?
  - What will you do if you meet a Skog?

### **Extension Activities: Taking Action and Giving Service:**

Other videos, films, or stories about friendship and prejudice that you may consider sharing with the students and discussing with them:

*Chato's Kitchen* by Gary Soto, illustrated by Susan Guevara

*Crow Boy* by Taro Yashima

*Fourteen Rats & a Rat-Catcher* by James Cressey, illustrated by Tamasin Cole

*Here Comes the Cat* by Frank Asch & Vladimir Vagin

*Moon Man* by Tomi Ungerer

**Unit II:** From the Playground to the World Stage

**Grade Levels:** 3-5

**Time:** 60 minutes

## **Lesson EII-7: Making Choices: Bystander, Perpetrator, Victim, Upstander**

### **Interdisciplinary Connections:**

Character education, literacy, art

### **Objectives:**

- Students will be able to identify and explain the roles of individuals in a threatening situation.
- Students will be able to identify the choices of the individual in a threatening situation.
- Students will be able to discuss what the individual should do in the threatening situation to help others.

### **Key Terms:**

**Bystander**

**Perpetrator**

**Victim**

**Survivor**

**Rescuer (Hero, Upstander)**

### **Materials:**

- *The Terrible Things* by Eve Bunting
- Drawing paper, crayons or markers

### **Activities/Procedures:**

- Ask students the question: What scares you? What frightens you?
- Ask students to describe their answers in writing and then draw an image representing what frightens them.
- Take student volunteers to share their description and/or image with the class. (If available, teacher may use an overhead projector/elmo to project the images on a screen.)

### **Classroom Activity:**

- Teacher introduces story and asks students to listen to what the forest animals in the story are scared of or frightened by and what the forest animal's reactions are to their fears.
- Teacher reads the story to the class (not necessary to show pictures from the book).
- Think-pair-share activity focusing on discussion questions one at a time:
  - What do we know about the "Terrible Things?" How do we know that?
  - Do we know who the "Terrible Things" are?
  - What are they trying to do? Why?
  - How does that make you feel?
  - What does Little Rabbit do? Why?
  - How do you think the Little Rabbit feels? What in the text makes you think that?
  - Do you think the Little Rabbit could have done anything differently?
  - Could the Little Rabbit have made a different choice? What? How?
  - If Little Rabbit does go tell the others about the Terrible Things, will they believe him? Why or why not?

What will they decide to do?

- Discuss as a class: Who are the bystanders, perpetrators, victims, and rescuers in the story?

**Evidence of Understanding:**

- The students will work in their buddy groups to rewrite the ending of the story to reflect what the Little Rabbit might have done differently to change the outcome for the better. Share with the class. Teacher records endings on chart paper. Class comes to consensus on which options are best. Follow up with a journal entry.
- Students individually will draw a picture illustrating an alternative positive outcome to the story.

**Extension Activities: Taking Action and Giving Service:**

- Use "*Facing Fear: Helping Young People Deal with Terrorism and Tragic Events*" by the American National Red Cross, Washington, DC, 2001. ( [www.redcross.org](http://www.redcross.org) and type title into search box. Click item. PDF takes time to download.)
- Upstanders in real life – have students identify people in their own lives who stood up for another person and have them write a story or a letter to that person.

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# **Unit III**

## **Historical Context of Terrorism**



**Unit III:** Historical Context of Terrorism

**Grade Levels:** 3-5

**Time:** Two 60-minute periods

## **Lesson EIII-8: Walls**

### **Interdisciplinary Connections:**

Geography, literacy, character education

### **Objectives:**

- Students will be able to use a computer to research various walls that are mentioned in the book *Talking Walls*.
- Students will be able to identify and find countries of the walls discussed in the book *Talking Walls*.
- Students will be able to locate where the wall goes on a world map.
- Students will be able to understand that greatness isn't only for famous people or famous deeds.
- Students will be able to understand the affects of our words and actions on others.

### **Key Terms:**

**Wall**                      **Names of countries of the walls mentioned in the book**

### **Materials:**

- *Talking Walls* by Margy Burns Knight, illustrated by Anne Sibley O' Brien
- Drawing paper, notebooks
- Crayons or markers
- Globe and map of the world
- Computers notebooks

### **Activities/Procedures:**

- Put the word "wall," on the board or flip chart. Ask students to define "wall."  
Noun: an upright structure of wood, stone, brick, etc., serving to enclose, divide, support, or protect; specif., such a structure forming a side or inner partition of a building
- Ask students the question: "Do walls talk? If they could tell stories, what would they say?"  
"Are there any walls in your neighborhood? If so, can you describe them?"
- Divide the class into groups and assign each group a wall and country mentioned in the book in advance of reading.

### **Classroom Activity:**

- Read the story to the class and show walls mentioned in the book to the students.
- Stop after each wall mentioned and ask the students to find the wall on the world map. Students place a sticker on the country where the wall being discussed is located.

- Think-pair-share activity focusing on research questions brainstormed by class:
  - Questions about the wall: size, structure, design, uses or purpose, etc.
  - Who are the people living in the country?
  - What do they look like? What are they wearing?
  - What type of homes do they live in?
  - What type of foods do they eat?
- Students will work in pairs using the computer and library to research their walls.

### **Evidence of Understanding:**

- The student pairs will create a presentation to describe their walls and the countries where they are located. The presentation will include the culture of the people.
- Create a chart with the class to contrast and compare the purpose of walls:
  - Are they for protection? Do they divide people? Can they unite people?

### **Extension Activities: Taking Action and Giving Service:**

- Discussion of memorials that are walls, such as the Vietnam Veterans Memorial. Refer to Eve Bunting's book, *The Wall*.
- Use the internet to show the various memorials in Washington DC. Ex: Korean War Memorial, World War II Memorial, Lincoln Memorial.
- If possible, take a trip to Washington DC to see various memorials.
- Define the term, "Wall Street," using computers for your research. Discuss the history and founding of Wall Street in NYC.
- Show Video by Reading Rainbow called *The Tin Forest*. The students at P.S. 234 in this Reading Rainbow episode show how important it is to them to be back at their school after the events of September 11. Discuss what it means to have pride in one's school. Ask students what makes their school a great place to be. Write their ideas on the board or on a chart. Have students create a peace wall for their school. Although the Reading Rainbow program left the air after 2006, many of the materials are available through the publisher GPN Educational Media. Materials can be found listed on the company website under Reading Rainbow. Many of the books can also be found through websites for bookstores, book distributors, etc.
- Take a class trip to visit a 9/11 Memorial Site.
- Do a class research project to discover the purpose and location of various memorials in your county and/ or state or in nearby areas. Plan a visit to some of those within a reasonable distance for a class trip. Make a map indicating the location of each memorial site and develop a short accompanying brochure giving a brief background about each memorial site.

*“A guide to the day that  
changed the world  
and the consequences  
for our future.”*

*The Hon. Thomas Kean, former New Jersey Governor and  
Chair, the National Commission on Terrorist Attacks Upon the United States*



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# **Unit IV**

## **A Contemporary Case Study in Terrorism**



**Unit IV:** 9/11 A Case Study in Contemporary Terrorism

**Grade Level Range:** 3-5

**Time:** 45-60 minutes

## Lesson EIV-9 A Fireboat and Its Heroic Adventures

### Objective:

- Students will be able to understand that greatness isn't only for famous people or famous deeds.
- Students will be able to realize that we are all able to make contributions and help others.
- Students will be able to understand the effects of our words and actions on others.
- Students will be able to demonstrate an understanding that everyone has the potential to be a hero.

### Key Terms:

**Diesel engine**

**Control dial**

**Brass nozzle**

**Propeller**

### Materials:

- *Fireboat: The Heroic Adventures of the John J. Harvey* by Maira Kalman or video of the same name produced by Spoken Arts. Additional resources found at: <http://www.fireboat.org/index.asp> (see Extension Activities for additional web links).
- Drawing paper, crayons or markers, easel, paper, poster boards, white t-shirts, Venn Diagram

### Activities/Procedures:

- Ask students: "What is a hero?" Divide the class into groups of 4 or 5. Introduce a word association game and give the groups 3 minutes to write down as many words as they can to explain or describe the word, "hero." Ask students to share their answers and put them on a class chart.
- Each student should select his/her own hero. Ask the students to list descriptions of their heroes. Ask students to identify their heroes. (If students name a celebrity hero, explore and discuss if these people are heroes because of their celebrity or because they did something heroic.)
- Have each group write down which of those traits they see in their friends and in themselves.
- Ask students to write an essay titled, "I think \_\_\_\_\_ is a hero because..."

### Classroom Activity:

- Introduces story and ask students to listen to the story about a fireboat.
- Read the story to the class and show pictures from the book. Discuss the explanation of September 11th.
- Have the groups discuss the following questions one at a time. Use easel note pad.
  - What happened in 1931? List achievements.
  - Describe the John J. Harvey fireboat when it was launched.
  - Who was the crew?
  - How was the fireboat brave? What did it do? Who did it save?
  - What happened in 1995 to the John J. Harvey?
  - Why was the boat saved? What people saved the John J. Henry?
  - What happened on September 11th?
  - Who were the heroes on September 11th?

What did the John J. Harvey do to help the firefighters on that day?

Why was the fireboat a hero?

What award was given to the John J. Harvey?

- Students work in their groups to create a Venn diagram of the history of the John J. Harvey. Make the center of the Venn diagram the events of September 11th.

### **Evidence of Understanding:**

- These three activities will enable students to identify the characteristics of a hero and complete a project that reflects that person. (They can use heroes from September 11th.)
- Divide the class into three groups to:
  1. Write a slogan that honors a hero who has done something great in your community.
  2. Design a poster explaining the slogan.
  3. Use the slogan to create a t-shirt for the hero in your community. Invite local him/her to class to give them the t-shirts.

### **Extension Activities: Taking Action and Giving Service**

- View documentary, *Fireboat: The Heroic Adventures of the John J. Harvey*.
- Divide the class into groups to research the articles on the John J. Harvey website:  
<http://www.fireboat.org/index.asp>. Ask the groups to present different reports:
  - History of the John J. Harvey including pictures
  - About the role the fireboat played on September 11th
  - Explain the original project to restore the John J. Harvey
  - Where is the fireboat today? What is the John J. Harvey organization?
  - What can we do as volunteers?
- Invite someone from the John J. Harvey organization to speak to your class.
- Raise money as a class and purchase John J. Harvey t-shirts to help your school.
- Have a John J. Harvey Day at your school to honor the firefighters in your town.
- Write letters to firefighters thanking them for the job they do.
- Invite a firefighter and present him/her with thank you notes and T-shirts.
- Create a stamp for John J. Harvey. Send it to the U.S. Postal Services.
- Other web sites and stories about the John J. Harvey fireboat:
  - <http://newtownpentacle.com/2009/07/26/john-j-harvey-fireboat-trip-part-1-the-north-river/>
  - <http://newtownpentacle.com/2009/07/28/john-j-harvey-fireboat-trip-part-2/>
- Plan a service project for the community. Visit [www.911dayofservice.org](http://www.911dayofservice.org) for ideas or to post your class project.

### **Other Resources about Heroes:**

*John Henry: An American Legend* by Ezra Jack Keats.

*A Hero- New York's Bravest* by Mary Pope Osborne

Video by Reading Rainbow called *The Tin Forest*

The students at P.S. 234 in the Reading Rainbow episode show how important it is to them to be back at their school after the events of September 11. Discuss what it means to have pride in one's school. Ask students what makes their school a great place to be. Write their ideas on the board or on a chart. Have students and make illustrated poster that tells something good about their school.

<http://www.shopgpn.com/Search.aspx?Search=TIN+FOREST>

**Unit IV:** 9/11: A Contemporary Case Study

**Grade Level:** 3-5

**Time:** 30-45 minutes

## **Lesson EIV-10 A Poem about St. Paul's Chapel: "The Little Chapel That Stood"**

### **Objectives:**

- Students will be able to choose objects that represent metaphors for what the chapel represented to people near the Twin Towers on September 11th.
- Students will be able to identify the support structures or networks in their own lives.

### **Key Terms:**

**Chapel**

**Terrorist**

**Metaphor**

### **Materials:**

*The Little Chapel That Stood* by A.B. Curtiss;

Metaphor objects: toothpicks ice pop sticks, cotton balls, rocks, cut-outs of rainbows, stars, suns, piece of grass or leaf. The text of the book is also available online:

[http://www.abcurtiss.com/graphics/books2/l\\_chapel/little\\_chapel1.htm](http://www.abcurtiss.com/graphics/books2/l_chapel/little_chapel1.htm)

### **Activities/Procedures:**

- Read *The Little Engine That Could* to the class.
- What were the qualities of the "little engine?"
- What challenges did the little engine face?
- How did it overcome those challenges?

### **Classroom Activity:**

- Read *The Little Chapel That Stood* to the students (students can be assigned different parts of the poem to read aloud to the group).
- Ask them to think about the questions or write about them in a journal and then share them with classmates (in small groups or large group).

What did the chapel represent to people in New York City prior to 9/11?

Who and what are the characters of this book?

What role did the chapel play on September 11th and the days following September 11th?

What is your reaction to the fact that the chapel stood after the towers fell?

What did the chapel represent on September 11th and the days following?

What does it symbolize today?

### **Evidence of Understanding:**

- Students select objects that they feel represent what the chapel symbolized for the people on September 11th and the days following. Students explain the symbolic associations/reasons for their choices.

- Provide students with objects to choose from: Cotton balls, toothpicks, ice pop sticks, rock, cut-outs of rainbows, suns, stars, pieces of grass or leaves, etc.

- Students come up with their own metaphor objects and bring them to class the following day.

- Students explain why they chose these objects and what they mean to them.
- Ask students to identify structures or units of support in their lives.  
What are they?  
How do they provide support?

**Extension Activities: Taking Action and Giving Service:**

- Students could select images of places and things that symbolize:  
Support          Comfort          Hope          Empowerment
- Poem: *My Own Little Good Deed*  
Read the poem lines on the page with the fire truck again (4 pages from end of book).
- Ask students to discuss what they think the last line means.  
Ask them if they feel that they are tall or small.  
What can you do?  
Do you feel like you are a link in a chain?  
What is a "little good deed" you can do?
- Review artifacts and messages from the St. Paul's Chapel website:  
<http://www.Trinitywallstreet.org/files/congregation/stpaul/exhibit/ARCHIVE/index.php?range=1&id=5>
- Plan a service project in honor or in memory of someone special in the class or school.  
Visit [www.911dayofservice.org](http://www.911dayofservice.org) for ideas or to post your project.

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## **Elementary School**

**Lesson Plans & Themes**

# **Unit V**

## **Challenges and Consequences In a Post 9/11 World**



**Unit V:** Challenges and Consequences in a Post 9/11 World

**Grade Levels:** K-3

**Time:** 30 minutes

## **Lesson EV-11: September Roses**

### **Interdisciplinary Connections:**

Literacy, geography, character education

### **Objectives:**

- Students will be able to identify the choices of individuals in a threatening situation to help others.
- Students will be able to realize that we are all able to make contributions and help others.
- Students will be able to understand the effects of our words and actions on others.

### **Key Terms:**

**Roses**

**"Peace rose"**

**South Africa**

**September 11, 2001**

### **Materials:**

- Book: *September Roses* by Jeannette Winter, Frances Foster Books, Farrar Straus, New York.
- Map: South Africa & Africa
- Drawing paper, crayons, or markers
- Optional: Roses of different colors: one for each student (may be artificial)

### **Activities/Procedures:**

- Ask students the following questions:
  - Where is South Africa? (show map)
  - Do you have a flower garden?
  - What is your favorite flower?
  - What do flowers represent?
  - What flowers did the two sisters grow in South Africa?
  - What do roses represent? How do they make you feel?
  - What is the "peace rose?"
  - What does it represent?
- Optional: Give each student a rose to decorate the room.  
May also use photos or illustrations, silk, paper, roses, etc.

### **Classroom Activity:**

- Ask students to think about and discuss these questions:
  - Why did the two sisters come to New York with their roses?
  - What happened when the two sisters came to New York?
  - What happened on September 11, 2001?
  - What problems did the sisters face when they arrived at the airport (list on the board)?
  - Who came to the rescue? What did they do?
  - Where did the two sisters stay?
  - What did they create with their roses?

How did the survivors feel when they saw roses?

**Evidence of Understanding:**

- Plant seeds of rose-colored flowers to give to friends or family who are ill or experienced hardship.
- Design cards using a “rose” motif to give to friends and family who are ill or experiencing hardship.
- Decorate the classroom with artificial roses (made out of tissue paper).

**Extension Activities: Taking Action and Giving Service**

- Have students talk with family, friends, neighbors, other adults in the school, etc. for other symbols of peace, love, expressions of sympathy, and friendship. Make a list on an easel pad or on the board of the various symbols that they learned from others. Have each student select the symbol that s/he likes best and make an illustration of it on drawing paper. The drawings may be posted around the classroom or in the hallway outside the classroom entry.
- Plan a service project in honor or in memory of someone special in the class or school. Visit [www.911dayofservice.org](http://www.911dayofservice.org) for ideas or to post your project.

**Unit V:** Challenges and Consequences in a Post 9/11 World

**Grade Levels:** 1-3

**Time:** 60 minutes

## Lesson EV-12: September 12th

### Interdisciplinary Connections:

History, literacy

### Objectives:

- Students will be able to understand that terrible things happened on September 11th in 2001 but that life in America continued on September 12th.
- Students will be able to explain the ways they feel safe and secure living in America.
- Students will be able to create a visual display representing ways in which they feel safe and secure.

### Key Terms:

**Safety**

**Security**

**National Anthem**

**Patriotic**

### Materials:

- September 12th: *We Knew Everything Would Be All Right*. written and illustrated by first grade students of H. Byron Masterson Elementary in Kennett, Missouri.
- Directions for flag project
- Red, white, and blue construction paper
- White lined paper
- Star pattern

### Activities/Procedures:

- Read and discuss *September 12th: We Knew Everything Would Be All Right*
- Have students create flags
- Students share projects with classmates and display in classroom or hallway

### Evidence of Understanding:

- Students will be able to orally and visually explain how and why they feel safe and secure living in America.

### Extension Activities: Taking Action and Giving Service:

- Invite several adults from the school or parents to visit the classroom and describe some of the changes they have witnessed in the United States since the events of September 11, 2001. Ask the visitors also to talk about those things that have not changed, both important and everyday in nature.
- Have the class write thank you letters to those who help them feel safe, such as members of the military, the police force, firefighters, and other first responders.

**Unit V:** Challenges and Consequences in a Post 9/11 World

**Grade Levels:** K-2

**Time:** 30 minutes

## **Lesson EV-13: There's A Big Beautiful World Out There**

### **Interdisciplinary Connection:**

Literacy

### **Objective:**

- The students will be able to identify fears and ways to overcome their fears.

### **Materials:**

- Book: *There's A Big, Beautiful World Out There* by Nancy L. Carlson.
- Chart paper, marker

### **Activities/Procedures:**

- Draw a two-column chart on the board or chart paper.
- Ask students to name things that frighten them.
- Record their answers in one column on the board or chart paper.
- Introduce the story to the class. Read the story to the class.
- Review fears that are identified in the story and the ways the author suggest to overcome them.
- Have students look back at their list of fears on the board or chart paper.
- Brainstorm and discuss ways to overcome their fears.
- Record ways to overcome fears in the column next to fear.
- Discuss the lesson to be learned from this story.

### **Evidence of Understanding:**

- Discussion and chart with fears and ways to overcome them.

### **Extension Activities: Taking Action and Giving Service:**

- Have the students ask a parent or some other adult with whom they feel safe and comfortable if anything frightened them when they were children. Then the child should ask the adult what happened to make the fear go away or how they conquered the fear. Each student can report what s/he learned back to the class. Have a class discussion about ways in which fears reported from the adults are similar and/or different than the fears the students listed in their original list. Identify ways the adults overcame their fears and how they were similar and/or different from student suggestions.

*Hint:* You may want to prepare a short paper explaining the activity for the student to take with them to explain and initiate their conversations with adults.

# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
and 9/11 in the Classroom**

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## **Elementary School**

**Lesson Plans & Themes**

# **Unit VI**

## **Remembrance and the Creation of Memory**



**Unit VI:** Remembrance and the Creation of Memory

**Grade Levels:** 4-5

**Time:** 45-60 minutes

## **Lesson EVI-14: Student Responses to Artifacts in St. Paul's Chapel**

### **Interdisciplinary Connections:**

History, literacy, art

### **Objectives:**

- Students will study images of real artifacts and explore what these artifacts tell us.
- Students will be able to explain how the artifacts capture a memory.

### **Key Terms:**

**Artifact**

**Archive**

### **Materials:**

- Access to: <http://www.trinitywallstreet.org/files/congregation/stpaul/exhibit/ARCHIVE/index.php?ranger=1&id=5> ...or... printed images from the "Artifact Archive" at St. Paul's Chapel website (enough images for each student in the class to have one). Connect a television or projector to the computer if the images cannot be printed.

### **Activities/Procedures:**

- Each student selects an image from the "Artifact Archive" at St. Paul's Chapel, New York City.  
<http://www.trinitywallstreet.org/files/congregation/stpaul/exhibit/ARCHIVE/index.php?ranger=1&id=5>  
\*if it is difficult for all students to access the Internet, print multiple images from the website prior to the lesson.
- Ask students to respond to these questions as they study the image.  
(They can respond in written or spoken language. It may be more efficient for K-2 to respond by talking about the images instead of writing.)
  - Describe what you see.
  - What does this image tell us?
  - Does this artifact help us remember something or someone?
  - Why do you think this artifact was used to honor or remember 9/11?
  - How do you feel when you look at this image?Students can then share their images and their reactions to them in small groups.

### **Evidence of Understanding:**

- Ask students to name two images they remember clearly from the day's lesson.
  - What do these images help them remember?

**Extension Activities: Taking Action and Giving Service:**

- Do a web search to discover other online artifact exhibits and museums containing artifacts of the tragedies of September 11, 2001 that occurred in New York City, the Pentagon in Washington, and the air crash site in the field in Shanksville, PA.
- Go to Hugs Across America (<http://www.hugsacrossamerica.net/>) and learn how to help give teddy bears to children all over the world. Go to Kids Korner, read the book, T. Bear's Tale: Hugs Across America or bring the play, September Bears ([http://home.nwciowa.edu/barkerplays/one\\_act.htm](http://home.nwciowa.edu/barkerplays/one_act.htm)) to your school.

**Unit VI:** Remembrance and the Creation of Memory

**Grade Level Range:** 3-5

**Time:** 30-60 minutes

## **Lesson EVI-15: The Survivor Tree**

### **Objective:**

- Students will be able to explain why living plants and trees have become symbols of remembrance and memory.
- Students will be able to explain how a tree or other plant that survives a terrible tragedy or destructive event may become a symbol of hope to people as it eventually thrives and blooms again.

### **Key Terms:**

**Survivor**

**Horticulture**

**Furrowed**

**Nursery**

**Flora**

### **Materials:**

- New York Times blog entry of April 30, 2009,  
<http://cityroom.blogs.nytimes.com/2009/04/30/a-911-survivor-blossoms-in-the-bronx?pag>  
or <http://www.portlandonline.com/parks/index.cfm?a=242828&c=50209>
- Photo Analysis Worksheet from the National Archives  
<http://www.archives.gov/education/lessons/> click on the Photograph pdf

### **Activities/Procedures:**

- Read aloud or have students read the story of the “survivor tree” as appropriate to your grade level. (Do not show them a photo of the tree at the time of this reading.)
- Ask, “Why was this tree selected among the other flora found at or near Ground Zero of the Twin Towers destruction of 9/11?”
- Discuss the general condition of the tree, describing its damage and its chance for survival and recovery.
- Show the class a photo of the tree at the time it was selected and moved to the Arthur Ross Nursery in Van Cortlandt Park.

- For 4th and 5th grade students:

Distribute copies of the Photo Analysis Worksheet from the National Archives website.  
Working individually or in pairs, have the students complete Steps 1 A & B, 2, and 3 A.

For 1st – 3rd grade students:

Ask students to describe what they see in the photo of the tree.  
Do they think this tree had a chance to survive and grow?  
how the second photograph of the tree as it appeared in May 2009.

- For the 4th and 5th grade students:

Have them complete a second work sheet answering the same questions.

For 1st-3rd grade students:

Ask what they think of the tree shown in the photo.

How has its appearance changed?

Would they recognize it as the same tree just by looking at the two photos?

Why did the workers at the nursery decide to plant narcissus around the tree when it was taken to the nursery in 2001?

Why did Ronaldo Vega begin to look for the tree? How was it lost? How was it re-discovered?

Where is the Tree Now?

### **Evidence of Understanding:**

- The Callery pear tree is a beautiful tree but it is not unusual or rare.  
Write a paragraph or a poem describing the tree and explaining why people wanted to save it as a “living memorial.” Have students create a drawing of the tree to accompany the written work.

### **Extension Activities: Taking Action and Giving Service:**

- Research the flora at the plaza of the National September 11 Memorial and Museum at the World Trade Center.
- What are some of the other objects in and around the plaza?
- What do the flora and other objects symbolize?
- Read the poem, “*Trees*,” by Joyce Kilmer.
- Relate the words of the poem to the story of the “*9/11 Survivor Tree*.”  
Why does flora hold such an important position in world cultures as a symbol of so many things—important events, memorials, and gifts?
- Research the poet Joyce Kilmer.
  - Prepare and present to the class a short presentation about his life and accomplishments, memorials that have been created in his honor, etc.
  - Visit the web sites below to gather information as well as other resource materials.  
<http://www.poetry-archive.com/k/trees.html>  
<http://www.westernncattractions.com/JKMF.htm>
- Research the Oklahoma Survivor Tree.
- Read about the Rowan tree, a Celtic symbol of resilience.
- Research the Living Memorial Project from US Forest Service  
[http://www.livingmemorialsproject.net/ABOUT/livingmem\\_greeningres2.htm](http://www.livingmemorialsproject.net/ABOUT/livingmem_greeningres2.htm)  
Is there one in your school’s community?  
Can your students contribute to a community garden?

# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
and 9/11 in the Classroom**

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## **Elementary School**

**Lesson Plans & Themes**

# **Unit VII**

## **Building Better Futures: Narrative, Recovery and Responsibility**



**Unit VII:** Building Better Futures: Narrative, Recovery and Responsibility

**Grade Levels:** K-5

**Time:** 30 - 45+ minutes

## **Lesson EVII-16: Serving our Town, Country, and World National Day of Service**

### **Interdisciplinary Connections:**

Literacy, technology, character education

### **Objectives:**

- Students will be able to explain the value of providing service.
- Students will experience being an active participant in their community.

### **Key Terms:**

**Service**

**Appreciation**

**Awareness**

**Charity**

**Reflect**

### **Materials:**

- Information on "National Day of Service and Remembrance."
- Resources from internet sites to help guide teachers to appropriate projects  
Age appropriateness in youth service activities Grades K-5:
  - <http://handsonasheville.org/AboutUs/index.php/Youth/AgeAppropriatenessInServiceActivitiesGradesK-5.pdf>
  - Explains the day: <http://911day.org/>
  - Service opportunities: <http://www.serve.gov/>

### **Activities/Procedures:**

- Explain to the class the initiative for September 11, 2009 as the National Day of Service and Remembrance. Read the following:

From: <http://911day.org/>

#### *Observe a Moment of Service*

*On April 21, 2009, President Barack Obama signed legislation that for the first time officially establishes September 11 as a federally recognized National Day of Service and Remembrance. Join us and many others in supporting this historic and forward-looking observance this year, along with the President's 2009 Summer of Service initiative ([www.serve.gov](http://www.serve.gov)).*

*By pledging to volunteer, perform good deeds, or engage in other forms of charitable service during the week of 9/11, you and your organization will help rekindle the remarkable spirit of unity, service and compassion shared by so many in the immediate aftermath of the attacks. And you'll help create a fitting, enduring and historic legacy in the name of those lost and injured on 9/11, and in tribute to the 9/11 first responders, rescue and recovery workers, and volunteers, and our brave military personnel who continue to serve to this day.*

**Classroom Activity:**

- Using the resources above for service ideas appropriate for your grade level, decide as a class which service project you will work on. (The time needed to complete the service project is in addition to the indicated lesson time.)
- As much as possible, involve students in the planning and decision-making pieces of the project.
- Ask students to reflect (by thinking, speaking, and/or writing) about the experience following each “moment of service.”

**Evidence of Understanding:**

- Discuss the following with the class:
  - Why is service important?
  - Who/what did our project help?
  - Why did the president designate September 11th as a Day of Service?
  - What are some service projects you can do at home or in your community?
  - How did you feel when you were participating in the service activity?

**Extension Activities: Taking Action and Giving Service:**

- Collaborate with another class to do a service project together.
- Join with a community group to engage in a service project together.
- Review the history of Martin Luther King Day and the Day of Service  
<http://MLKday.gov/about/serveonking.php>
- What other times do we give service to honor someone?

**Unit VII:** Building Better Futures: Narrative, Recovery and Responsibility

**Grade Levels:** 4-5

**Time:** 30 minutes – 1 hour

## Lesson EVII-17: Peace Poems

### Interdisciplinary Connection:

Literacy

### Objectives:

- Students will be able to interpret the poem, *For Our World* by Mattie Stepanek.
- Students will be able to design their own poem for the future in light of learning about September 11, 2001.

**Key Terms:** (terms from poem "For Our World")

**Humility**

**Mosaic**

**Nurture**

**Judging**

**Vengeful**

### Materials:

- Poem *For Our World* by Mattie Stepanek from *Hope through Heartsongs*, New York, 2002; pg. 49 (poem written September 2001,
- Definitions of key terms
- Paper and pencils to write poems

### Activities/Procedures:

- Read the biography of Matthew Stepanek who wrote poetry as a young child. (A web search may be conducted to discover information about Mattie.)

### Classroom Activity:

- Obtain book and read "For Our World" by Mattie Stepanek (Teacher may read this aloud to the class or ask a few students to alternate turns reading it.)
- Follow-up discussion:
  - What is Mattie asking us to do in this poem?
  - Why do you think he is asking his readers to do this?
  - In the beginning of the poem he says, "we need to stop."
  - What do you think he means by this?
  - What do we need to stop?
- Ask students to each write their own poem for the future or peace poem.

### Evidence of Understanding:

- Students can read their completed poems to their class and/or in an assembly with their grade level or school.
- Teacher can explore ways to post the poems on the school website

**Extension Activities: Taking Action and Giving Service:**

- Ask other classes at the same grade level to participate in the poem writing activity.
- Hold a poem contest and ask the principal or vice principal to select one poem per class and/or grade level to be read over the school intercom at the beginning or end of the school day. One poem should be read each day until all selected poems have been read.
- Create an album or school newspaper of the peace poems written by the students and illustrated by students. Arrange for students to present a copy of the album/newspaper to the mayor of the town at a meeting, to present copies to local community organizations, and to keep a copy on display in the school library.

**Unit VII:** Building Better Futures: Narrative, Recovery and Responsibility

**Grade Levels:** K-5

**Time:** 30 minutes

## **Lesson EVII-18: Universal Declaration of Human Rights - How Can We Put It into Action?**

### **Interdisciplinary Connections:**

Character education, literacy, civics

### **Objectives:**

- Students will become aware and familiar with the Universal Declaration of Human Rights.
- Students will recognize and be able to explain how these rights relate to them.

### **Key Terms:**

**Human rights**

**Universal**

**Respect**

### **Materials:**

- Copy of Universal Declaration of Human Rights - Children's version at: <http://www.guardian.co.uk/books/gallery/2008/oct/17/amnesty-declaration-human-rights-children?picture=338702837>

### **Activities/Procedures:**

- Read the declaration aloud to the students showing the pictures that accompany the rights in the book/website.  
Variation: Ask students to read one of the "rights" aloud to the class
- Ask students the following questions and discuss them as a class
  - Why are these rights important?
  - How do we respect these rights?
  - Do you think all children and adults feel like these rights are respected?
  - What can we do to make sure the rights of every person in the world are respected and honored?

### **Evidence of Understanding:**

- Students will choose one of the rights that they feel is most important from the declaration. They can create their own drawing that depicts what this right means to them.
- Students will discuss or write how they can make sure everyone around them feels that right is being honored.

### **Extension Activity: Taking Action and Giving Service:**

- Investigate who wrote the Universal Declaration of Human Rights. Find out which countries of the world have officially adopted or endorsed the rights. Indicate if there are any nations that surprised you for their failure to officially endorse the rights.
- Ask students to tell one adult about the book and an example of a "right" in their own lives.





**LEARNING FROM  
THE CHALLENGES  
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and 9/11 in the Classroom**

# Middle School

## Lesson Plans & Themes

**The curriculum Learning from the Challenges of Our Times: Global Security, Terrorism and 9/11 in the Classroom was developed under the auspices of the 4 Action Initiative:**

**Families of September 11**

Donald Goodrich, Board Chairman  
Anastasia Holmes, Executive Director  
Maryellen Salamone, Advisory Board  
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Caitlin Olson, Former Executive Director

**Liberty Science Center**

Emlyn Koster, President Emeritus  
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# Middle School Lesson Plans & Themes

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## Unit I: Human Behavior

### Lesson MI-1 An American Moment

using quote from President Rick Warren at President Obama’s inauguration, analyze cultures, subcultures, etc., that make up U.S.; respect vs. prejudice – Grades 6-8

### Lesson MI-2 Another View of an American Moment

using scene from Forrest Gump and/or photos from the time, analyze diversity and prejudice in U.S. history and influence one person can have on events – Grades 6-8

### Lesson MI-3 Disaster: Natural vs. Human-made

use “webs” to analyze influence of nature and man on personal characteristics, values, etc.; brainstorm for natural v. human-made disasters and results – Grades 6-8

### Lesson MI-4 The Pyramid of Hate

examine examples of stereotyping, scapegoating prejudice, etc. using the Pyramid of Hate; willingness/unwillingness to intervene; – Grades 6-8

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## Unit II: From Playground to World Stage – Violence, Aggression, & Terrorism

### Lesson MII-5 What Is Terrorism?

analyzing different definitions of terrorism and applying to several different case studies – Grades 7-8

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## Unit III: Historical Context of Terrorism

### Lesson MIII-6 Terrorism: Government Sponsored?

handouts, photos, etc. to investigate types of terrorism (lone, group, government sponsored), use of children – Grades 7+

### Lesson MIII-7 Surprising Klansmen

examine information about two surprising members of the Ku Klux Klan and the prejudices they exhibited – Grades 6-8

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## Unit IV: 9/11 A Contemporary Case Study in Terrorism

### Lesson MIV-8 A Moment in Time

how 9/11 affected individuals in America – work with timelines, Interviews, presentation of information gathered (a number of interviews are included in lesson)– Grades 6+

## **Lesson MIV-9 A Moment in Time (Cont'd from Lesson MIV-8)**

### **Lesson MIV-10 Looking Back: What Happened Before September 11**

Timelines to help students understand the chain of events that led to 9/11 – Grades 7-8

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## **Unit V: Post 9/11: Consequences and Challenges**

### **Lesson MV-11 Civil Rights in the Age of Terrorism**

examine civil rights found in Constitution; purpose of Patriot Act -analyze question of security vs. rights – Grades 7-8

### **Lesson MV-12 The 9/11 Commission: Our Country Gets a Report Card**

group work to examine recommendations of final report, chart of summary grades, categories of grades for government groups, use of Internet to video, suggest ways to improve grades for present and future Grades 7+

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## **Unit VI: Remembrance and the Creation of Memory**

### **Lesson MVI-13 A Random Act of Kindness**

through photo and newspaper story, analyze connections between strangers during times of tragedy; how tragedy can unite people; other tragedies of history – Grades 7+

### **Lesson MVI-14 Remembrance and Memory Seen Through the Eyes of Artists**

Picasso's Guernica and its significance; Children's Guernica and its significance, and the symbolism throughout the art work. Grades 6-8

### **Lesson MVI-15 The Boss and the New Jersey Connection**

selections from Bruce Springsteen's album The Rising (a number of the songs may be found on the Internet at the sites listed) should be analyzed for imagery of 9/11 and after; music as an instrument to express emotions, beliefs, values, etc. Grades 6-8

*OR*

### **Lesson MVI-15 Using Music to Remember and Memorialize**

music of John Lennon, Patricia Welch, Hank Fellows, and Bruce Springsteen that expresses variety of feelings from sorrow to hope; music used to memorialize, remember, etc. Grades 6-8

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## **Unit VII: Building Better Futures:**

### **Narrative, Recovery & Responsibility**

#### **Lesson MVII-16 Why Does Tragedy Bring Us Together?**

Artwork and book expressing and examining the relationship that develops between a young girl and a fireman after 9/11 with each coming to view other as a hero; what is a hero; how others can give us strength Grades 6-8

#### **Lesson MVII-17 The Upstander**

examine attitudes and values of those willing to help others, even at risk to self at times, through such stories as Anne Frank and other stories of tragedy Grade 6-8

**Lesson MVII-18 You Can Do It, Yes You Can!**

Story of a 6<sup>th</sup> grade boy from New Jersey who organizes a “Walk to Remember” and the impact this now annual march has made on his community; students consider and plan what they could do for a project and purpose of project Grades 6-8



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# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

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## **Middle School**

**Lesson Plans & Themes**

# **Unit I**

## **Human Behavior**



**Unit I:** Human Behavior

**Grade Levels:** 6-8

**Time:** Two 40-minute class periods

## Lesson MI-1: An American Moment

### Objective:

Students will be able to identify and analyze different communities that make up American culture.

### Key Terms:

**Inauguration**

**Invocation**

**Community**

**Culture**

**Sub-culture**

**Immigrant**

**Race**

**Religion**

**Ethnicity**

**Humility**

**Civility**

### Materials:

- Quote from the Reverend Rick Warren’s invocation at the inauguration of Barack Obama as President of the United States. <http://www.wnd.com/index.php?fa=PAGE.view&pageId=86632> (This site provides the full text of the invocation.)

**Teacher’s Note:** Although this is a quote from a religious figure, it should be used and analyzed in the context of the key terms listed and references that may be interpreted by the students for their particular applicability to the history of the United States and recent events.

### Activities/Procedures:

- Group share/brainstorm/journal
  - Define the key terms.
  - Discuss the definitions and give examples of community, culture, sub-culture, immigrant, race, religions, ethnicity.
- Have students listen to the entire invocation
- Select a quote from Pastor Rick Warren’s invocation at President Obama’s inauguration (see example below):

*...to remember that we are Americans, united not by race, or religion, or blood, but to our commitment to freedom and justice for all. When we focus on ourselves, when we fight each other,...,forgive us. When we fail to treat our fellow human beings and all the earth with the respect that they deserve, forgive us. And as we face these difficult days ahead, may we have a new birth of clarity in our aims, responsibility in our actions, humility in our approaches, and civility in our attitudes, even when we differ...*

  - a. Explain the meaning of the quote.
  - b. How does this quote relate to the United States?
  - c. What do you think are the aims and responsibility of the United States?
  - d. What do you think are your aims and responsibilities as a citizen of this nation? Of this state? Of your community? Of your family?

### Evidence of Understanding:

Write a short essay or a poem or make a drawing that reflects the message about the nature of American unity. Student participation in the small and large group discussions as well as the journal prompt.

### **Extension Activities: Taking Action and Giving Service**

Read one of the following:

- Second Inaugural Address of Abraham Lincoln
- First Inaugural Address of Franklin Roosevelt
- Inaugural Address of John F. Kennedy
  - Identify the main cause of concern voiced in the inaugural speech you read.
  - Explain any message of hope in the speech.
  - List any particular idea or activity that the speaker is asking of the American people.
  - List any references to the nation's history, past or current, at the time.
  - Identify any references to the rest of the world.

**Unit I:** Human Behavior

**Grade Levels:** 6-8

**Time:** 90 minutes

## Lesson MI-2: Another View of an American Moment

### Objective:

Students will analyze and evaluate specific examples of problems arising out of diversity in America.

### Key Terms:

**Bystander**

**Human Rights**

**Integration**

**Jim Crow Laws**

**Perpetrator**

**Segregation**

**Upstander**

**Victim**

### Materials:

- Copy of *Forrest Gump* (teacher needs to obtain the film) - Little Rock 9 scene from *Forrest Gump* of girl walking into school when she dropped her books (chapter 4 of the video at approximately minute 23);
- photographs of sit-ins and protests found at web sites:  
[www.american.edu/bgriff/H207web/civrights/sit-ins1963.gif](http://www.american.edu/bgriff/H207web/civrights/sit-ins1963.gif)

### Activities/Procedures:

1. Show the clip from *Forrest Gump* and have students write their reactions to this movie clip.
2. Students will identify the terms bystander, perpetrator, collaborator, victim.
3. Instruct students that they will view the movie clip a second time and identify the key terms that were just reviewed.
4. Discussion questions will arise from defining the roles. Suggested questions include but are not limited to the following:
  - a. Why was there such hatred aimed at these children?
  - b. Why does Forrest Gump help?
  - c. Does Forrest see just the little girl or the entire picture?
  - d. What is the power of one person?
  - e. Is there more than "one" in this clip?
  - f. Who is empowered in this clip?
  - g. Are you able to divide the group into "us" and "them?"
  - h. Who is afraid in this clip?
  - i. What is the cause of their fear?
  - j. How are they handling this fear? (not only the victim but also the perpetrator?)
5. If the video *Forrest Gump* is not available, use photographs that may be found in the websites listed under materials above and in Teacher Resources below to implement this lesson. Many of the same questions listed above but slightly rephrased may be used with the photographs.

### Evidence of Understanding:

Independently or in small groups, students will brainstorm and identify specific examples of problems arising out of diversity in America. For each example, students will identify victim, bystander, upstander, perpetrator, and collaborator.

## **Extension Activities: Taking Action and Giving Service**

1. Research the lives of Elizabeth Eckford and Hazel Massery. Fifty years later in 2007, where were the two women and what were they doing? How did this event shape their lives? Did their views of one another change? Explain.
2. Identify an upstander in your community and write about that person.

## **Teacher Resources:**

### *Little Rock 9*

Teachingtolerance.org – this site offers a wide variety of resources and free materials that would be helpful for teaching these issues. This organization also offers a free magazine that addresses issues.

Splcenter.org – this is the web address for the Southern Poverty Law Center. There are a wide variety of resources including information on modern hate groups.

Centralhigh57.org – this is a web site that deals with the integration of schools in Little Rock. There are biographies of the Little Rock 9 as well as activities and lesson plans.

Library.thinkquest.org – this site has information on the Little Rock case as well as suggested activities.

### Jim Crow Laws

Jimcrowhistory.org – this site has a good historical background of the Jim Crow laws as well as other teacher resources.

Afroamhistory.about.com – this site has background on the Jim Crow laws as well as links to other sources. There are also pictures of America during segregation as well as signs from that era.

Pbs.org/wnet/jimcrow/ – this site has not only information on the Jim Crow laws but also stories related to them.

### Segregation

Remembersegregation.org – this is an interactive site that helps people understand the issues that went along with segregation.

Pbs.org/wgbh/amex/till/ –this site has the story as well as teacher resources.

Loc.gov/exhibits/brown/brown-segregation.html – this is a Library of Congress site that deals in detail with the Brown vs. Topeka Board of Education case.

### *Emmett Till*

The Emmett Till case is discussed on the afroamhistory.about.com site in detail, including pictures.

Pbs.org/wgbh/amex/till/ – this site has the story as well as teacher resources.

**Unit I:** Human Behavior

**Grade Levels:** 5-8

Time: 90 minutes

## Lesson MI-3: Natural vs. Human-made

### Objective:

Students will be able to understand how natural and man-made disasters affect people and events.

### Key Terms:

**Nature**

**Human-made**

### Materials:

- [www.Katrinadestruction.com](http://www.Katrinadestruction.com) [http://news.nationalgeographic.com/news/2005/09/0902\\_050902\\_katrina\\_coveage.html](http://news.nationalgeographic.com/news/2005/09/0902_050902_katrina_coveage.html)
- [www.photosfromkatrina.com/default.htm](http://www.photosfromkatrina.com/default.htm) [www.911research.wtc7.net/non911/oklahoma/index.html](http://www.911research.wtc7.net/non911/oklahoma/index.html)

### Activities/Procedures:

1. Students will create a web about their attitudes, likes and dislikes.
2. Class discussion of webs.
3. Define nature and human-made.
  - a. Relating to your webs, which are examples of nature?
  - b. Relating to your webs, which are examples of human-made things or events?
  - c. Analyze the influence of both in your life.
4. Brainstorm for examples of disasters and catastrophes.
  - a. Which were caused by nature?
  - b. Which were caused by humans?
5. Students should view pictures in the websites and identify which were caused by nature and which were caused by humans. (Other disasters and catastrophes may be researched on the Internet.)
6. Give students attached handouts to read.
  - a. How has nature affected these events?
  - b. How have humans affected these events?
7. Ask students how their opinions were changed about the pictures after finishing the readings.
8. Ask students how people may complicate recovery efforts during a natural or human-made disaster.

### Evidence of Understanding:

Webs and class discussion.

## **Extension Activities: Taking Action and Giving Service**

Research additional information about these two events. How does this additional information affect your point of view and insights into these events?

### Hurricane Katrina

In 2005, Hurricane Katrina became one of the costliest and deadliest hurricanes in the history of the United States. It formed over the Bahamas on August 23rd, crossed Southern Florida as a moderate category 1 hurricane, causing some deaths and flooding before rapidly strengthening in the Gulf of Mexico. It made its 2nd landfall as a category 3 storm on the morning of August 29th in Southeast Louisiana. The most severe loss of property and life occurred in New Orleans, Louisiana, catastrophically flooding the levee system, forcing a mass evacuation. Almost every levee in New Orleans was breached as Hurricane Katrina passed. Eighty percent of the city became flooded, and the floodwaters lingered for weeks. Reports confirmed that 1,836 people lost their lives and 705 were missing in the actual hurricane and later in the floods. The highest winds were measured at 175 mph (280 km/h). Places affected by the hurricane included the Bahamas, South Florida, Cuba, Louisiana, Mississippi, Alabama, the Florida Panhandle, and most of eastern North America. Damage was estimated at \$81.2 billion dollars (2005 USD).

### Oklahoma City Bombing

The Oklahoma City bombing April 19, 1995, was the destruction of the Alfred P. Murrah Federal Building, a government office complex in downtown Oklahoma City. In this tragedy, 168 people were killed and over 800 were injured. Besides federal employees, children who were attending a nursery school within the complex also perished. It was the largest terrorist attack on American soil in history before the September 11, 2001 attacks. It remains the deadliest act of domestic terrorism in American history. Within days, Timothy McVeigh and Terry Nichols were arrested for the bombings. As sympathizers of a militia movement, their motive was to retaliate against the government's handling of the Waco and Ruby Ridge incidents. McVeigh was executed by lethal injection on June 11, 2001; Nichols was sentenced to life in prison; a third defendant, Michael Fortier, after testifying against McVeigh and Nichols, was sentenced to twelve years in prison for failing to warn the U.S. government. Today, a memorial stands at the footprint of the federal building, and chairs symbolically represent each victim of this terrorism.

- Ask students to identify ways that people have helped during disasters in their own communities. Suggest they research articles in their local newspapers about those who have made a contribution, in time, talent or money. Have them write a letter of appreciation to those individuals.

**Unit I:** Human Behavior

**Grade Levels:** 6 – 8

Time: One to three class periods (40 – 120 minutes)

## Lesson MI–4: The Pyramid of Hate

### Objective:

- Students will become aware of the power of the individual to intervene in the escalation of discrimination and hate.

### Key Terms:

See Pyramid of Hate glossary.

### Materials:

- Pyramid of Hate [www.sdb.k12.wi.us/mcneel/holocaust/pyramid\\_of\\_hate.htm](http://www.sdb.k12.wi.us/mcneel/holocaust/pyramid_of_hate.htm)
- Glossary

### Activities/Procedures:

1. Do now/journal/class discussion:
  - a. List three to five labels that you have seen in your school. In your community. (Examples of labels: jock, geek, hood, brain, klutz, etc.)
  - b. How do others label you?
  - c. How would you label yourself?
  - d. Is your view of yourself the same as how people view you? If not, how do the views differ?
2. Class discussion:
  - a. How do you choose your friends?
  - b. What are some of the things you have in common with your friends?
  - c. Why are you more comfortable with people with whom you have common interests?
  - d. Why do people categorize or label other people?
  - e. Are some of these labels positive?
  - f. Can a positive label be detrimental?
3. Hand out Pyramid of Hate and glossary
  - a. Can generalizations be useful?
  - b. Is there a danger in using the word “all?”
  - c. When do labels turn into stereotypes? When do stereotypes turn into scapegoating? When does scapegoating turn into hatred?
  - d. Does social avoidance lead to discrimination?
  - e. Using the Pyramid of Hate, what are some other things discrimination can lead to?
4. What are some ways individuals can stop the escalation of hatred?

### Evidence of understanding:

1. Written expression of idea.
2. Identify some actions that you are willing to take to intervene. If you are not willing to take any action or

intervene, explain why you feel this way.

### **Extension Activities: Taking Action and Giving Service**

1. [www.teachingtolerance.org](http://www.teachingtolerance.org) Video - *Shadow of Hate*
2. Movies: The Bielski Brothers (2009 A & E Home Video) *Defiance* (2008 Paramount) *The Power of One* (1999 Warner Home Video)
3. Books: The Bielski Brothers – *Peter Duffy The Power of One* (Young Readers Edition) Bryce Courtenay
4. Find a current event that exemplifies discriminatory behavior. Describe the event and apply terms and concepts from the Pyramid of Hate to aspects of the event.
5. Student handout from The Pyramid of Hate Exercise, page 6 “Have you ever...?” ( [http://www.college.usc.edu/vhi/education/pyramid/POH\\_Final.pdf](http://www.college.usc.edu/vhi/education/pyramid/POH_Final.pdf) )

### **Pyramid of Hate Glossary**

1. assault: to attack someone physically or emotionally
2. bias: favoring one person or side over another
3. civil: matters concerning private rights, not offenses against the state, not criminal
4. criminal: shameful, against the law
5. dehumanization: the act of degrading people
6. desecration: an act of disrespect or wrongdoing towards anything considered sacred
7. discrimination: unfair treatment of a person or group on the basis of prejudice
8. genocide: the systematic killing of a racial or cultural group
9. harassment: the act of tormenting by continued persistent attacks and criticism
10. hate: the emotion of intense dislike
11. prejudice: a judgment or opinion formed before the facts are known; to make a judgment about an individual or group of individuals on the basis of their social, physical, or cultural characteristics
12. ridicule: language or behavior intended to mock or humiliate
13. rumor: gossip, usually a mixture of truth and untruth, passed around by word of mouth; a piece of information of questionable accuracy
14. scapegoat: someone who is punished for the errors of others
15. social avoidance: choosing to stay away from someone or some group based upon prejudice
16. social exclusion: a process of progressive social breakdown, detaching groups and individuals from social relations and institutions preventing them from full participation in the normal activities of the society in which they live
17. stereotype: a popular belief about a type of person or group of people which does not consider individual differences and may be true or antagonism
18. terrorism: the deliberate use of violence (or the threat of violence) against civilians in order to reach goals that are political, religious or ideological in nature; this is done through bullying or cruelty or instilling fear (no specific agreed upon definition and many different explanations have been put forward)
19. vandalism: willful and malicious destruction of the property of others
20. violence: an action intended to cause destruction, pain, or suffering

# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
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## **Middle School**

**Lesson Plans & Themes**

# **Unit II**

**From Playground to World Stage**

# **Violence, Aggression & Terrorism**



**Unit II:** From Playground to World Stage

**Grade Levels:** 7-8

**Time:** 2-3 classes (approximately 90 minutes)

## Lesson MII-5: What Is Terrorism?

### Objectives:

- Students will construct a definition of terrorism.
- Students will analyze several cases and determine if the acts were terrorism.

### Key Terms:

**Assassinate**

**Guerillas**

**Radicalism**

**Systematic**

### Materials:

- Definitions of Terrorism (handout 1)
- Examples of terrorism worksheet (handout 2)

### Activities/Procedure:

1. Give out page with definitions of terrorism. Since some of the terms or concepts may be difficult, this should be discussed as a class.
2. Have pairs of students analyze these definitions and decide.
  - a. What do they mean?
  - b. What similarities are there in the definitions?  
Pairs should then construct their own definition of terrorism.
3. Discuss answers and come up with a class definition.  
(These should include the factors of violence, fear and intimidation.)
4. In groups, students will apply the definition of terrorism to decide if the examples (Handout 2) represent a terrorist activity.

### Evidence of Understanding:

Students should defend their decisions as part of a whole class discussion.

### Extension Activities: Taking Action and Giving Service

Research on the web, in newspapers and magazines, or by watching a news program on television and identify one current event (that occurred within the previous six months) you believe meets your definition of terrorism. Write a brief description of the event and explain why you think it meets your definition.

# HANDOUT 1

## Definitions of Terrorism:

### **ENCYCLOPEDIA BRITANNICA**

"The systematic use of terror (such as bombings, killings, and kidnappings) as a means of forcing some political objective. When used by a government, it may signal efforts to stifle dissent; used by insurrectionists or guerillas, it may be part of an overall effort to effect desired political change."

### **WEBSTERS II NEW RIVERSIDE DICTIONARY**

"Systematic use of violence, terror and intimidation to achieve an end."

### **U.S. DEPARTMENT OF STATE**

"...terrorism is premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine state agents usually to influence an audience."

### **LEAGUE OF NATIONS CONVENTION (1937)**

"All criminal acts directed against a State and calculated to create a state of terror in the minds of particular persons or groups of persons or the general public."

### **UNITED NATIONS**

"An anxiety-inspiring method of repeated violent activity...whereby...in contrast to assassination, the direct targets of violence are not the main targets."

## Handout 2

Use your definition of terrorism to determine whether each of the following is a terrorist activity. Make sure you can defend your answer.

1. Blowing up a government building with people in it.  
a. terrorism                      b. not terrorism                      c. not sure
2. Killing the leader of a government.  
a. terrorism                      b. not terrorism                      c. not sure
3. Training people to attack civilians.  
a. terrorism                      b. not terrorism                      c. not sure
4. Bombing a city that has no military targets.  
a. terrorism                      b. not terrorism                      c. not sure
5. Throwing stones at occupying army soldiers.  
a. terrorism                      b. not terrorism                      c. not sure
6. Kidnapping people and killing them.  
a. terrorism                      b. not terrorism                      c. not sure
7. Exploding a bomb where people shop.  
a. terrorism                      b. not terrorism                      c. not sure
8. Imposing an economic boycott that keeps people from getting food and medicine.  
a. terrorism                      b. not terrorism                      c. not sure
9. A student who opens fire and hurts classmates.  
a. terrorism                      b. not terrorism                      c. not sure



# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

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## **Middle School**

**Lesson Plans & Themes**

# **Unit III**

## **Historical Context of Terrorism**



**Unit III:** Historical Context of Terrorism

**Grade Levels:** 7+

**Time:** 45 minutes +

## Lesson MIII-6: Terrorism: Government Sponsored?

### Objectives:

- Students will differentiate between the various types of terrorism.
- Students will distinguish among the following terms: governmental terrorism, government sponsorship of terrorism, non-governmental sponsored terrorism.

### Key Terms:

**Governmental Terrorism**

**Government Sponsorship of Terrorism**

**Non-Governmental Sponsored Terrorism**

### Materials:

Photographs of:

- Hitler Youth (government)  
<http://www.ushmm.org/lcmedia/viewer/wlc/photo.php?RefId=31516>
- young Uganda soldier (government sponsored)  
[http://yesicare.files.wordpress.com/2010/05/child\\_soldier\\_uganda.jpg](http://yesicare.files.wordpress.com/2010/05/child_soldier_uganda.jpg)
- young KKK (non-government) <http://www.nowpublic.com/world/08kkkfamilyportrait>

Teachers Note: provide an opportunity to discuss the distinction between unintentional civilian casualties or destruction of housing as a result of attacking military targets and deliberate government policies to terrorize civilians. It is important to address the history of the US and its allies in this regard (area bombing of Germany and Japan, Vietnam). The discussion will be important and thought-provoking.

### Activities/Procedures:

1. List the three definitions for types of terrorism.
2. Distribute three handouts with information about the three examples without labels.
3. Students, working in groups, decide which example describes which type of terrorism. They should list at least three reasons to support each decision.
4. Bring the entire group together to analyze their decisions.
5. Revisit the same three photographs and positively identify the Hitler youth, the Uganda child soldier and the young KKK member. Let them identify why each picture matches its type.
6. Which visual clues helped you make a decision? Have the visual clues changed your original decision? Have the labels changed your decision? How do the photographs tell us more about the types of terrorism? Similarities/ differences?
7. Did it surprise you to see children in these pictures? If so, why? What influence does terrorism have on youth? Does terrorism have an age?

### Evidence of Understanding:

Through shared group discussion and the written responses.

### **Extension Activities: Taking Action and Giving Service:**

1. Further learning may continue by consulting the following sources and writing an essay on:
  - 1992 Emmy-winning film. *Confessions of a Hitler Youth, the story of Alfons Heck*.
  - *Warchild*, 2009 book and movie, the story of Emmanuel Jal who, after the age of seven, was recruited into the Sudan People's Liberation Army as a soldier.
  - *Nightriding with the Klan*, 1981, a troubled Alabama teenager enters the brotherhood of hate.
  - *Us and Them, Teaching Tolerance*, 1995.
  - <http://www.splc.org> for hate groups.
2. Visit the web site of the National Archives to download photo analysis worksheets at [http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf). Use the photo analysis worksheet to analyze and interpret the photos provided for this lesson. (There should be one worksheet for each photo.) Find other photos applicable to this topic and apply the same process of analysis to each photo. Using this process, describe additional details and information you were able to discover.

**Unit III:** Historical Context of Terrorism

**Grade Levels:** 6-8

**Time:** 90 minutes

## Lesson MIII-7: Surprising Klansmen

### Objective:

Students will investigate the question, "Why do some people support/become members of the KKK?"

### Key Terms and People:

**Ku Klux Klan**

**Reconstruction**

**William J. Simmons**

**Thomas E. Watson**

### Materials:

- Brief history of the KKK from website article, *Ku Klux Klan*, The Columbia Encyclopedia, Sixth Edition. 2008. Encyclopedia.com. 10 Jul. 2009
- <http://www.encyclopedia.com> Photo of Thomas E. Watson- <http://georgiainfo.galileo.usg.edu/statues/watson2.htm>
- Photo of William J. Simmons- [http://www.imageenvision.com/stock\\_photo/details/0003-0704-2922-2446/william\\_joseph\\_simmons](http://www.imageenvision.com/stock_photo/details/0003-0704-2922-2446/william_joseph_simmons)
- Analysis worksheet for photo- [www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)

### Activities/Procedures:

Journal activity:

1. Show students the image of Thomas E. Watson's statue. You may wish to enlarge the image so that the writing at the base is clear. The inscription on the base is the following:

EDITOR, LAWYER, HISTORIAN,  
AUTHOR, ORATOR, STATESMAN.  
AUTHOR OF  
RURAL FREE DELIVERY  
A CHAMPION OF RIGHT WHO  
NEVER FALTERED IN THE CAUSE

1. Have students write about the kind of person they think Thomas Watson was based on the inscription and the fact that this statue is in front of the main entrance to Georgia's state capitol.
2. Next, show students the image of William Joseph Simmons. Have students study the image and try to determine the time period when the photo was taken and the place/circumstances surrounding the photo. Teachers can visit a website for analyzing photos at: [www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)
3. When all students have completed their journal writing, have them share their observations.
4. Explain to the students the history behind the statue of Thomas E. Watson and the photo of William J. Simmons.
5. Have students read the article, *Ku Klux Klan*, The Columbia Encyclopedia, Sixth Edition. 2008. Encyclopedia.com. July 10, 2009 <http://www.encyclopedia.com>
6. Making Inferences: Based on the activities of the Ku Klux Klan and what you know about two people directly involved in the organization, what did you learn about some members of the KKK that you did not expect to discover?

**Evidence of Understanding:**

Ask students to share their preconceived ideas about the type of person who might be attracted to join the Ku Klux Klan. List the characteristics. Compare and contrast these characteristics with what you have learned about civic leaders, Simmons and Watson.

**Extension Activities: Taking Action and Giving Service:**

1. Research the official attire of the Ku Klux Klan.
  - What are some of the specific features and symbols of the attire?
  - What do these features and symbols represent?
  - Why do members frequently cloak their appearance during Ku Klux Klan activities?
  - Why would prominent men like Simmons and Watson choose to participate in clandestine activities?
  - How has the Ku Klux Klan attire come to be perceived by the general public?
2. Obtain the free film, *Shadow of Hate*, from [www.teachingtolerance.org](http://www.teachingtolerance.org). Thomas Watson is depicted in this film. Henry Ford and Father Charles Coughlin are also featured in this video, two prominent members of society who openly shared their anti-Semitic views.
3. Research former Grand Wizard of the Ku Klux Klan, David Duke, who was a member of the House of Representatives in Louisiana. He also unsuccessfully ran for higher state and national positions.
  - What was David Duke's background?
  - How did the Ku Klux Klan groom him for public/political office?
  - Throughout his political career, how did the public receive him?
  - How is David Duke similar to and different than Simmons and Watson?

*“A guide to the day that  
changed the world  
and the consequences  
for our future.”*

*The Hon. Thomas Kean, former New Jersey Governor and  
Chair, the National Commission on Terrorist Attacks Upon the United States*



# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

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## **Middle School**

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# **Unit IV**

## **9/11: A Contemporary Case Study in Terrorism**



**Unit IV:** 9/11 – A Contemporary Case Study

**Grade Level Range:** 7-8

**Time:** Two 45 -minute class periods

## Lesson MIV-8: A Moment in Time

### Objective:

Students will be able to discuss the basic sequence of events occurring before, during and after 9/11/01.

### Activities/Procedures:

1. Ask students to respond to the following prompt:
  - What do you know about the attacks on 9/11/01?
  - What do you know about other events before, during and after?
2. Students will go to the board and fill in their responses under “before,” “during,” and “after.”
3. Reflect on their answers, clarifying misconceptions and expanding on the information the students have provided by using the provided links to timelines.
4. Class discussion
  - Although this is a tragic story, what are the “glimpses of courage/hope/heroism in the story of 9/11?”
  - What changes have been made in this country since 9/11 in reference to policy, government, human and social, etc.?

### Key Background Detail for Teachers:

- A historic 36-foot timeline exhibition that depicts the tragic and heroic events that occurred at the World Trade Center on September 11, 2001, designed by the museum and developed with the assistance of family members who lost loved ones that day, is now installed at Ground Zero. The timeline, which was installed on the World Trade Center viewing wall on Church Street near the temporary World Trade Center PATH Station, presents a chronological portrayal of events that occurred between 6:30 a.m. and 11:29 p.m. on September 11. [http://www.nysm.nysed.gov/wtc\\_timeline/](http://www.nysm.nysed.gov/wtc_timeline/)

### Evidence of Understanding:

Students will accurately identify three events that occurred before, during, or after 9/11/01.

### Extension Activities: Taking Action and Giving Service

1. Ask an older family member or friend about this event.
  - Why was it so important/tragic for people all over the globe?
  - Write a letter of thanks after your interview, telling him/her that you appreciate sharing this time in their lives and your reaction to his/her experience.
  - Choose one service activity to honor your interviewee’s help in this project.
2. Identify people who were helpful/important before, during or after 9/11/01.
  - What did they do? Why were their actions noteworthy?
  - Identify someone in your own life who has been important to you or your family during a time of crisis or need.
3. Draw a timeline of events from 1993 leading up to the destruction of 9/11/2001, the series of events that date, and the events of the following years up to 2010.
  - Include related events in places throughout the world during this time period.
  - Include your own family’s events as well (birthdates, work and school, etc).

- Research changes in safety regulations that have been implemented since 9/11, discuss how they affect your life and whether or not you agree with them.

**Unit IV:** 9/11 – A Contemporary Case Study

**Grade Levels:** 7-8

**Time:** Two 45-minute class periods, but at least a week apart to allow time for students to prepare interviews.

## Lessons MIV 9: A Moment in Time

### Objective:

The student will describe how September 11, 2001 affected people in their community/state/country.

### Materials:

- Timeline – [www.nysm.nysed.gov/wtc\\_timeline](http://www.nysm.nysed.gov/wtc_timeline)
- Interview questions
- Testimonies from individuals' experiences on September 11

Note: Some of these interviews contain graphic descriptions.

### Activities/Procedures:

#### Day #1

1. Teacher will introduce timelines outlining September 11 sequence of events. Read through the timeline.
2. Follow up with stories of people who
  - a. got out of the building
  - b. were stranded at closed airports away from home
  - c. had to find ways to get out of NYC
  - d. lined up to volunteer to help NYC
  - e. were working their everyday jobs
  - f. lost loved ones
  - g. other people
3. As we read the testimonies about those who escaped the buildings, what images, feelings and reactions were contained in their stories?
4. As we read the testimonies of those who lost loved ones, discuss some of their personal reactions. As you asked the interview questions, did they volunteer information beyond your questions?
5. As we look at other testimonies, why do you think people were so affected even if they did not suffer a loss of a loved one? How does a tragedy go beyond those who perished? What are some ways human kind responded to this tragic event?
6. Homework: Interview someone who remembers the 9/11 tragedy. Create a written narrative, Power Point presentation, video presentation, or timeline based on the information your individual shares with you.

### Interview Questions - Student Assignment:

Students will interview a person who has a recollection of September 11, 2001. This person could be a parent, grandparent, teacher, etc. Guided questions:

1. How old were you on September 11, 2001?
2. Where were you – town, place, residence?
3. Before the tragedy occurred, what is the first thing you remember about that day?
4. How did you first hear about the tragedy of that day?
5. Tell me what you heard or experienced.

6. What was your initial reaction?
7. After your initial reaction, what did you do next?
8. Was there anyone you phoned/contacted? Why did you choose that person?  
Were you able to make contact?
9. Did you have any immediate concerns about your own safety?
10. What feelings or emotions do you remember experiencing on that day or subsequent days?
11. Did you notice any differences in the way strangers treated one another?
12. Did this tragedy change you in anyway? Why or why not?
13. When thinking about September 11, is there anyone you would like to honor?
14. Did this tragedy make you reconnect with someone in your life?
15. Does this timeline invoke any other memories?

### Day #2

Student presentations. As students listen to presentations, classmates should take notes about commonalities among testimonies.

#### 1. Class discussion:

- a. List some ways individuals reacted to this tragedy.
- b. Were you surprised by anything you learned in the interview?
- c. Did your individual emotionally react to your questions?
- d. Was there anyone who refused to be interviewed?
- e. How did you feel as the interviewer?

### **Evidence of Understanding:**

Participation, verbal response, completion of interview, completed interview presentation

### **Extension Activities: Taking Action and Giving Service:**

1. Ask an older family member or friend about this event.
  - Why was it so important/tragic for Americans for people all over the globe?
  - Write a letter of thanks after your interview, telling him/her that you appreciate their sharing of this time in their lives and how you reacted to their experience.
  - Choose one service activity to honor your interviewee's help in this project.
2. Identify people who were helpful/important before, during or after 9/11/01
  - What did they do? For what reason were there actions noteworthy?
  - Identify someone in your own life who has been important to you or your family during a time of crisis or need.
3. Draw a timeline of events from 1993 leading up to the destruction of 9/11/2001, the series of events that date, and the events of the following years up to 2010.
  - Include related events in places throughout the world during this time period.
  - Include your own family's events as well (birthdates, work and school, etc).
  - Research changes in safety regulations that have been implemented since 9/11, discuss how they affect your life and whether or not you agree with them.

## Interviews:

### Dominick

1. Dominick was 64 on September 11, 2001. Prior to retiring from the Port Authority in 1995 he worked in the North Tower on the 72nd floor.
- 2 – 4. He heard about the tragedy from his wife who was visiting their daughter. He was at home and didn't believe it at first. Then he thought it must be a small plane that accidentally flew into the tower. He didn't want to accept what happened.
- 5 – 6. Dominick remained 'glued' to the TV. He immediately thought of the people he worked with and where they were in the building. Kept wondering if they were safe. He was especially concerned about his former boss realizing that he would not leave till everyone else got out. When Dominick worked in the Towers, there had been fire drills. He knew it took 20-30 minutes to get out of the building.
7. He tried calling everyone he knew who still worked in the building but couldn't get through to anyone. When the building collapsed, he cried.
8. He was too upset to contact his own children. His wife called them.
9. Dominick never had concerns about his personal safety because he felt this was an isolated incident.
10. The following days were filled with phone calls trying to get information and then finding out that three or four people with whom he had worked had perished. His former boss was one of them as was a woman with whom he had just worked on a project. He knew that she had young children. Very much later, he thought about the fact that he might have been killed if he had still worked there.
11. Dominick noticed increased hostility toward Muslims.
12. The incident made him feel older. He isn't sure why.
13. The people he knew who he'd like to honor are;
  - Pat Hoey – his boss – his remains were found in the stairwell.
  - Debbie Kaplan – she had 3 young children.
  - There were 3 others he worked with on occasion and he still thinks about them at times.
14. He hasn't reconnected with anyone but did stay connected to some with whom he had worked.
15. Looking at the timeline, Dominick thought these were buildings that would never collapse. He had been an inspector when the Towers were built. Dominick also spoke about a friend of his who did get out. The friend thought everyone had escaped and was shocked to find out that they hadn't.

### Kathy

Kathy's initial reaction when she saw the smoke was a surreal feeling, "What is going on?" Then she thought of her husband and how he was going to have to be shipped out again. Her husband is in the reserves. It was not until she was leaving school that she was concerned about her sister who may have been in the city and, in fact, she was. Her sister, thank goodness, was safe and stayed at a friend's place. Kathy remembers a lot of smoke that day and being told to lower the shades. She heard that other people in the building had a view of the towers and saw the planes hit the towers. She did not have a T.V. in her classroom, so she listened to the radio. The whole school was on lock down and no one was allowed to leave. Kathy remembers Amy H., a fellow teacher, getting news of her brother-in-law who was in the towers.

Kathy remembers hearing about Joanne G. getting a phone call from her son, Jeremy, who was on the plane that crashed in Pennsylvania. Then she recalls Joanne getting a phone call from her daughter-in-law and leaving the school.

Channel 12 News had somehow made their way into the school and they were directed to talk to her since she was the history teacher. They were trying to get information from her like a perspective on what was going on. All she could think about was her husband having to be shipped out. They kept insisting that she have an interview, but she told them to go away and speak to someone else.

When she finally left that day and went home, Kathy did not want to watch what was happening on T.V. and instead sat in the backyard. Her kids came home and so did her husband. He kept going inside to see what was on T.V.

The next 4 days at school all the shades were drawn and the students couldn't go outside for lunch. They supplied lunch to the students who did not bring their own. Every day the superintendent would get on the intercom and talk to the students about what was going on. Some of the little children were scared of his voice and cried a lot. Students were not allowed in the school yard for those 4 days. When it was finally announced they were allowed to go out, the older students cheered.

I asked her what she was wearing that day and she told me a black dress with flecks of white and a red belt. Interesting that she remembers what she was wearing.

## **Brian**

The early morning of Tuesday, September 11, 2001 was no different for me than any other work day. It was a beautiful, sunny morning, and I walked from my apartment on 34th Street and 1st Avenue to the 4-5-6 subway entrance on the northwest corner of 33rd and Park. I passed time on the subway ride replaying over and over in my mind the New York Giants' loss to the Denver Broncos the night before on Monday Night Football, completely unaware of the true horrors that awaited me just a few miles south.

I exited the subway train at the Fulton Street Station just a half a block east of Church Street and was immediately frustrated by the crowds of people building on the stairwell to the street. I maneuvered my way up the stairs, and as the darkness of the station gave way to the glorious sunlight of the beautiful late-summer morning, I noticed debris pouring from the sky. It must be a ticker-tape parade, I thought. There is always something to celebrate in New York.

I looked up. One World Trade Center was on fire. Although I was directly across the street from the building, from where I stood the fire looked relatively mild and contained. Sure, over the years I have seen that gaping hole in the building countless times in pictures and videos; but, at that moment, 100 stories in the sky, it looked no bigger than a grease fire. I remember thinking, "I hope no one is hurt."

My office at Oppenheimer Funds, Inc, a retail mutual fund company, was next door on the 32nd floor of Two World Trade Center. Even though the fire in our neighboring building appeared small, my instinct told me not to go up into my office. In fact, I decided to start heading home. It was 9:03 AM. I turned my head from the World Trade Center site, took two steps back from the subways, and then felt the explosion. I never heard the roar of the engine, and I never saw the plane; just a brilliant flash of light. My work home since 1998 was engulfed in flames. The faces started going through my mind. Who was there? Will I ever see my friends and colleagues again?

I made my way east to Broadway and never really looked back. My sole priority was to find a phone (Cell phones were not working) to tell my family I was unharmed. I asked a young lady for a quarter and waited on line to use the nearest pay phone. I called my father's office in midtown...answering machine. "Hi, Dad, it is Brian. Turn on the television. There were multiple explosions at the World Trade Center. I'm fine, but I'm sure I know a lot of people who are not."

I banged on a cab heading north on Broadway. A man was already in the back seat, and he offered to share the cab. I never got his name, and I cannot even picture his face. I don't even know who paid for the cab. All I remember is

seeing more New Yorkers heading south towards the site than were fleeing the area. I was back in my apartment in minutes. Like most of the rest of the world, I actually watched both towers collapse on television.

Fear grew throughout the day. The Pentagon was hit; a plane went down in Pennsylvania. The rumors started flying. More planes were heading towards New York City. We were stuck on an island, literally. The anxiety was palpable as we New Yorkers worked to assist others and keep themselves out of harm's way. I had to get out of town. I couldn't stand the thought of spending the night in New York City. I convinced a friend to drive me home to New Jersey, and after sitting in traffic for hours, we finally crossed the George Washington Bridge into New Jersey just as the (false) news reports were coming out that the bridge was lined with explosives. I finally reached my parents' house and collapsed into a sea of embraces from friends and family. Will life ever be the same again?

Mayor Rudy Giuliani informed us that the loss of life would ultimately be more than any of us could possibly bear. I was fortunate. Every employee from Oppenheimer Funds escaped unscathed. In fact, we were the largest company to occupy either building to have 100% survival. You don't truly know agony until you wait for your closest friends to contact you to let you know that they are alive and well.

Years later, it all feels so surreal. You never expect to be a witness to history, The fear has subsided, but the pain remains. So many young lives lost.

## Amina

Amina was 19 at the time of the September 11 attack so she was a student at Rutgers University. She heard about the attack when she was in a child psychology class. No memories of the day before ... "It was just another day." Someone walked into the class and handed a note to the professor who then dismissed class. Amina walked to the student center. The campus was unusually quiet...people were in shock. As a Muslim, Amina was concerned that "this was going to be one of those things that associate terrorism with Islam." There were counselors around to help students. She called her parents. After a few days, there was a growing sense of mistrust, and different cliques started to form. People seemed to be less tolerant and generalize the group (Muslims). "So much ignorance."

Amina became frustrated with some of the media and the bias in the media. Islam is against violence and that was being ignored. Strangers seemed to be more negative towards Muslims. A few days after the interview, Amina related that friends mentioned cars of Muslim students being vandalized.

## John

Just passed my 51st birthday. I was on a Continental flight from Newark to Denver. The United SF flight was just in front of us. It was a beautiful day to fly. As we took off, we flew directly over the WTC. The pilot came on the speaker and noted that one of the Towers was on fire. As I looked out, I could see a major fire in one of the Towers; the other Tower was untouched. Therefore, I flew directly over the WTC in between the 12 minutes (I think it was 12 minutes) between the first and second strikes. It looked pretty bad, and so I said a prayer for anyone that might be hurt.

The day was clear, bright and crisp. I was thinking about my business meeting in Denver. We were in flight for about an hour when the plane suddenly started to descend. I was seated next to an elderly grandmother who asked what was going on. I told her the plane was descending and that was not a good thing, but not to worry. Then the pilot announced that due to severe wind shear in Denver the flight was being diverted to Cleveland. At this point I knew something was seriously wrong as 1) the weather in Denver was perfect and 2) wind shear is a sporadic event. The plane would have made its way to Denver and then diverted if a severe wind shear alert was in effect and we would have diverted to any number of large airports near Denver (e.g., Colorado Springs). The plane then landed and I noted that this was not Cleveland. I did not recognize the airport.

Once landed, it seemed like fifty cell phones began to ring and a number of people said NYC was under attack;

another guy said the Sears Tower in Chicago was attacked as well as the White House in DC. I tried to call home on my cell phone, but was unable to secure a line. The pilot then came on the speaker and announced that there was an emergency (he did not say what sort of emergency), and that we should get our belongings and exit the plane quickly and silently. He also noted that we had just landed at Youngstown, Ohio. At that point, I figured flying was probably not going to happen, and called the President's Club of Avis in Youngstown. Incredibly, I 1) got through, and 2) they said they had one compact car left.

As we exited the plane and made our way to the terminal, I continued to call home and my sons in NYC (both of whom worked next to the WTC). I could not get through. The terminal was in chaos with large lines waiting for rental cars. Many people were crying and I started to put together an attack on NYC, Washington, DC, and Chicago. I tried to call my sons, but could not get through. I made it to the front of the Avis line and told them I had a reservation. The counter person looked relieved and said "Thank God, at least now I can tell them all that there are no more cars." I figured we could fit five in the compact car, albeit a tight squeeze. I looked around at several hundred people and announced I was going to Northern New Jersey, would anyone like to come with me? They rushed at me, and I remember feeling in danger and at the same time sorry that they were all stranded. I picked a pregnant lady (who turns out was from Denville) and then closed my eyes and pointed and said "you and you". It was two businessmen, one of whom had already found out that his partner was killed in the WTC attacks.

On the way from Youngstown to NJ, I finally got through to my wife, Janet, who said both of our sons, John and Tom, were fine although John was quite shaken up. I then was able to get through to John and Tom directly as well as our daughter, Betsy, who was in Boston. John related that he was on the street just below the WTC when the attacks occurred. He could not get back into his office building and was directed by police toward the Hudson River and then told to walk north. He related that as he was walking he was "bombarded" by falling bodies, those who chose to leap rather than burn. One of the bodies almost hit him directly, and he was splattered with blood on his face and white shirt. The trip home took about seven hours; we took turns driving. The news reports were coming in and we all got a clear picture of what had happened. There were periods of tears from the pregnant lady and the man who lost his partner. I dropped the two men off in Parsippany where their loved ones had been waiting and then dropped the pregnant lady at her house where her whole family came out and hugged her and then me. It was very emotional.

I never had any immediate concerns for my own safety (but felt a) combination of rage and thankfulness. Rage at the idea that someone would hurt innocent people on such a grand scale, and thankfulness that my sons were not hurt. I picked John and Tom up at the Morristown train station the next day. John was still wearing his blood stained shirt, and I thought he was hurt. He still looked dazed and explained where the blood came from; Tom was fine.

At the airport, I saw the best and worst of human behavior. On the one hand I saw people pulling together in kindness to try and make some sense out of what to do next, and, on the other hand, I saw people yelling and screaming at counter people who were just trying to do their jobs and people pushing and shoving others out of their way as they forced themselves to the front of the line. I stopped one rather swarthy "gentleman" from basically body blocking a woman who was in line for a car.

Profoundly, I think about 9/11 every day, and how lucky I was to have my family intact; that it was not my plane that was hijacked. To this day, I look at all passengers on the flights I take, and pick out the most likely terrorists. I am prepared to take action, and help the flight marshals. I will not go down without a fight like they did in NYC and DC. I think Mayor Giuliani showed extraordinary leadership in a very difficult situation. Our family has always been very close, but the bond from 9/11 brought us together even closer.

## Roger

Tuesday morning started out unremarkably. I took my usual 5:10 a.m. bus from the Park & Ride in East Stroudsburg, arriving at North Bridge on the West Side Highway around 6:35 a.m. I remember it being a perfect weather day; almost no clouds and the temperature was in the 70's. I walked under North Bridge (which connects The World Trade Center to The World Financial Center) and entered Tower 1. After passing the security checkpoint, I took an elevator to the 35th floor. The elevator service was shut off to the 34th because of the construction, so you had to go to 35 and walk down one flight.

I was on the floor by 6:45am and sat down with a few of the guys that had already arrived. The conversations were pretty much about the usual topics; ball scores, girls, stupid things the other trades were doing. I wasn't very excited about the work ahead that day. Monday I had been doing tops with L.A. Ray and was not looking forward to more of the same. "Tops" is the sheet rocking of walls above the ceiling line. You have to work on a scaffold up close to all the pipes and ductwork. It's dirty, tedious work and most of us don't like it, but like many things in life, someone has to do it.

I've enjoyed working in Manhattan for the last three years and had been working, on and off, in Tower 1 of the Trade Center for the last two years. I did three floors for Lehman Bros. and a bank branch for Chase last year, a small office on the 84th floor for Temonos USA and had just started working on the 34th floor for Lehman Brothers the week before the 11th. I also had done a lot of work in the surrounding buildings; 1 Liberty Plaza, 195 Broadway (which is attached to the Millennium Hotel), World Financial Center 2 & 3, and the Winter Garden.

At 8:46 a.m. I was standing on the north side of the floor facing west when the first plane hit. We were all knocked off our feet, not really knocked all the way down, but almost as if you had lost your balance and caught yourself with one hand. Thinking back, I recall that I heard the roar of the plane engines a split second before impact. The impact moved the building almost two feet. I was on the 34th floor, so you can imagine how far it must have moved on the highest floors. If you have ever heard a car accident, it was very similar, only deeper. The first deep thud was quickly followed by a bone shaking, "BOOM!" A few seconds later, there was a small explosion in the center north/south corridor. Debris shot out into the main area. Somebody shouted, "Those bastards. They did it again!!" Most of the guys ran for the stairwells. Our company had about 15 carpenters on the floor and the electricians had about 20 men. Looking outside, I saw a blizzard of glass, bits of steel and paper. I'll never forget the incredible amount of office paperwork that was just swirling around outside. You could hear the tinkling of broken glass. I walked around to the east side and met up with Timmy (the foreman) and Tattooed Pattie. The three of us went into the east/west corridor yelling, "Is anybody hurt!" "Is anybody down!" The corridor was thick with dust and it was difficult to see. Timmy was very distressed because he had sent a few men to work in the corridor and we could not find them.

We cautiously approached the intersection of the east/west and north/south corridor. I looked south and saw that about ten feet of wall was missing next to an open shaft. A few weeks later, Richie S. told me that he was working on a ladder right next to that wall. The plane impact had knocked him off the ladder and as he was starting to get up, the wall exploded towards him, and then got sucked into the shaft along with his ladder. Someone picked him up and practically threw him into the "B" stairwell. He's still not sure who that was but was glad to be out of there.

Next to the now exposed shaft, a broken sprinkler main had cracked and was spraying water. I again yelled, "Is there anybody down in here!" There was no response so I headed north out of the corridor. I approached Timmy and said that maybe we should throw the tools in the gang box. In my mind, I thought we would probably be back in the building in a week or so. I grabbed a TrackFast gun that was hanging on a ladder as we walked around the east side to the south side where the gang boxes were. I tried calling my wife, Annette, on my cell phone but could not get a connection. I knew she didn't watch TV during the day, but I wanted to get a hold of her before she found out. I later learned that my brother Charlie had called her from New Hampshire. She was watching before the second tower was hit.

I threw my tools in the gang box along with the TrackFast, and then went to look out the windows on the south side of the floor. The Marriott Hotel's rooftop was about 10 floors below us. There were dozens of little fires on the roof and in the plaza below. There also was a women's body on the roof. Timmy and Pat were standing on the east side. Tim was trying to get a call out on his cell. As I started to walk over to them, I saw Jimmy, the electrician's sub-foreman, walking towards me from the west side. He had two of his men with him. "Jimmy, you got your guys out?" "Yeah, I think they're all gone."

As I approached Timmy, Pat was coming over from looking out the east side windows. He said, "Oh my God, I just saw a body go by." I looked out the east side, into the main plaza and saw many more small fires and debris everywhere. The tinkling of glass was subsiding but the blizzard of papers continued unabated. Hundreds of people were standing across Church Street, and I thought they had better move or there's going to be a lot more people hurt. All six of us were standing on the east side now. The "C" stairwell was only twenty feet from us and I could see it was packed with people. Jimmy was trying to make a call on his cell, without much luck and I tried once again to reach Annette. My cell phone beeped to signal that I had a voice message. I said out loud "Well, she knows now." I got a pit in my stomach because I knew that Annette would be very distressed and I wasn't able to talk to her yet. We were reasonably sure everyone was off the floor, so we headed for the stairs. I remember looking north up the floor and saw the new \$3,500 laser on its stand still running. I thought there goes those batteries, but I'm not going to worry about it now.

The stairwell was crowded, but orderly. It took us almost a half hour to get down but everyone, for the most part, stayed calm and kept moving down. As we were walking down, we heard that an airplane had hit the building. Somewhere around the 20th floor, injured people started passing us. As someone got close, you would hear people call out "Injured people! Move to the right!" and everyone would stop and make an aisle so they could quickly pass by. About a half dozen people passed us that had been flash burned from head to toe. Many had their skin draped on their arms and legs. They looked like they had been spray-painted. Their hair, skin and clothes were all the same shade of dark gray. Below 20, we started passing firemen on their way up. We were all amazed at the amount of equipment they were carrying, air tanks, hoses, axes, etc., fifty to sixty pounds of equipment per man being carried up from the street. There wasn't any smoke in the stairwell, but the air was getting more acrid as we got to the lower floors. I remember that my eyes were stinging a little, making me blink a lot. We were using our shirts to breathe through. Many people were pouring water on their shirts and blouses and breathing through that.

The second plane hit Tower 2 while I was in the stairwell. Talking with some of the guys after, most felt the second impact, but a few of us, including me, did not. I recall looking at my watch at 9:01 and the 2nd hit was only a few minutes later, but I don't remember feeling anything. We saw an officer directing people to keep moving. His voice was urgent, but calm as he was saying that there was water on the stairs lower down, but don't worry, it was safe and we would be able to get out. He told us to please keep moving. I saw him come up the stairs several times. He must have been circling down another stairwell, as I never saw him going down, only up. In the weeks following that day, I've thought a lot about those firemen. Many couldn't have been much older than 20. I'm sure we passed at least two-dozen men as they made their way up. I did get a moment of hope a week later. Monday, the 17th, the day the Stock Market re-opened, the news included a story about Officer Lim. He was a canine officer who lost his partner, a German Shepard, in the collapse of Tower 1. He was the last officer to be pulled out alive having been buried in the rubble for almost four hours. I recognized him as that calm policeman in the stairwell that had kept us moving toward safety.

When we got down to 5, water from broken sprinkler heads was coming out from the office spaces. By the time we reached the 2nd floor, it was cascading down like small waterfalls. We exited the stairs on the 2nd floor, which was on the plaza level, so you could see outside. Right outside the closest revolving door was a burning body and I could still see small pieces of debris falling all over the Plaza. One of the security guards was directing us to go down one more level to the concourse, where all the elevators are. The concourse had at least an inch of water on the floor. All

of the revolving doors that exit into the shopping mall were broken. I looked back at the elevators and most were blown out from the cars that had fallen. Two-inch thick marble was buckled like it was paper. I remember wondering if anyone was in the elevators because they couldn't possibly have survived. Information signs were dangling, most windows were broken, and there was glass everywhere. I couldn't believe that there was so much damage at that level, considering the relatively small amount that was on the 34th floor.

We entered the concourse shopping mall and dashed under broken sprinkler heads. We walked past the escalators for the PATH trains, past Godiva Chocolate and Sabaro's Pizza and headed for the escalators near the east side of building 5. As we walked up the escalator, we were relieved to find the two guys who had been working in the center corridor. One had a cut on his hand, but otherwise was okay. When we got to the doors, more security people were telling us to stay under the overhang. There was a lot of debris around but it was clear next to the building. Once outside, we started to cross Church Street and I looked back at the Towers. There was a hole on the north face of Tower 1, two or three stories high and a hundred feet wide. There were fires on a few floors and I saw some broken windows and a small fire in Tower 2. At that point, I didn't know that Tower 2 had also been struck. It looked like a wing of the airplane that hit Tower 1 had flown across making a large gash in Tower 2 and igniting a small fire. I never thought for a moment that the towers would come down.

We crossed Church Street and started up Fulton Street towards Broadway. We met up with the guys that were working at 195 Broadway. They had watched the second plane hit Tower 2. After hugs and "Glad to see-ya's", the police told us that we had to keep moving out of the area. Nothing was running downtown. No buses and all subways were stopped, so we just started walking up Broadway. For the first ten blocks or so, we were walking in the street. Almost all of us have cell phones and were trying to call home.

Around 10:15am, Eddie got through to his wife and she took the phone numbers of everyone in our group. She got a hold of Annette about 10 minutes before Tower #1 fell, so Annette knew I was out of the building, but she didn't know how far away I was.

About 15 blocks north, we saw the billowing clouds coming up Broadway. We thought that the terrorists had blown up the Stock Exchange because, from our vantage point, that's where the smoke seemed to be coming from. When we got to Houston Street, we split up. Most of the guys live over in Brooklyn or out on Long Island, so they were going to try to walk over the Brooklyn Bridge. Cops said all bridges and tunnels were closed, but thought that they were allowing pedestrians to cross.

I was trying to get to New Jersey, Charlie was heading up to his girlfriend's apartment in the 80's, Timmy was going to try to get to his brother's up in the 110's and Jerry wasn't quite sure where he was going to cross the East River, but decided to stay with us. As we continued north, fire trucks, police cars, EMS, ambulances and FBI zoomed passed us with sirens blaring and lights flashing.

About 20 blocks north, we saw a bar on a side street and decided to ask to use the bathroom. The bar was closed but the guy said that we could come in. He had the TV on and that's when we found out that both Towers had fallen and that the Pentagon had been hit and that there were still 8 airplanes unaccounted for. I saw a phone on the wall and asked if I could use the phone since our cell phones weren't working. He said that phone was dead. The bathrooms were downstairs and next to them was a pay phone. I picked it up and got a dial tone, so I tried calling home. It took about five minutes to get through but finally I was able to talk to Annette. Up to that point, I had been fine emotionally, but when I heard Annette's voice, I choked up and couldn't speak. I knew I had to say something so that Annette would know I was okay. It was only a few seconds, but it seemed like minutes before I could force myself to say, "I'm okay." I let her know that I was fine, many blocks away and in no danger. I told her to charge up her cell phone, as I might need her to come and get me if I could figure out how to get out of the city. If I could get to New Jersey, I would let her know where to pick me up.

As we were watching TV, a man came in and said we needed to leave the building. He was in charge of an office on the fifth floor of the building. He said he worked for the Israeli Intelligence and felt it would be wise to evacuate. After a few more minutes of watching TV, we thanked the bartender for the use of the bathrooms and phone. He locked the front doors after us as we left. As we weren't far from the Williamsburg Bridge, Jerry decided to try for that. We wished him luck and continued north.

100's of 1,000's of people were walking north out of lower Manhattan. Some buses were passing us, but they were so packed that we felt safer to just stay on foot. We kept shifting avenues to the east to get away from the crowd, but it didn't make much difference, every street was packed. As we got within sight of the Empire State Building, we went further east. We didn't want to be near any more landmarks.

Sometime after 11:00am, we had made it up to 38th and 3rd Avenue. Charlie and Timmy decided they really could use a beer so we stopped at another bar. We each had a couple of beers and watched the news with a few hundred people (the place was packed). While we were watching TV, an older gentleman with a cane came in to get a beer. As you might expect, the conversation came around to the fact that we were in the towers. Jim said he was on the 69th floor and saw the plane coming right at him. At the last moment it veered up and hit some 15 floors above him. Jim worked for the Port Authority and was there in 1993. He commented that the building shook much worse than the bombing in 1993.

After about 45 minutes, I told Charlie and Timmy that I was going to go over to the Bus Terminal. Even though we had heard it was closed, I wanted to get whatever info I could on getting over the Hudson River. I was really hoping that I wouldn't have to walk all the way to the George Washington Bridge. Jim was also trying to get to New Jersey and I could tell that he really didn't want to be alone. Charlie offered a bed at his girlfriend's apartment if I couldn't get out of Manhattan, so I got all of Charlie's info (address, phone numbers, etc.) and Jim and I headed west and Timmy and Charlie continued north.

Jim and I made our way over to the Port Authority Bus Terminal at 40th and 8th Avenue. The Port was closed up tight. I told Jim to sit tight for a minute and I would go and ask the cops what was going on. The cop outside said that the Port would not be opening anytime soon. I don't think it opened for two days. The police did tell us that the ferries were operating, so we continued west. We walked past the entrance to the north tube of the Lincoln Tunnel. Two city buses had been parked in the entrance and a dozen cops were guarding it.

The NY Waterway Ferry dock is at 40th and 12th Ave., also known as the West side Highway. We were told that the end of the line was "That way" (south). We walked down to 36th before we found the end of the line and joined it. We continued south to 31st before the line turned north. We could see the ruins of the towers burning as we were waiting. Pairs of F-18's flew over us all afternoon. The FBI was guarding the 30th Street heliport in full battle gear (helmets, vests and machineguns). The line went north to 42nd Street, turned south to 38th, back north to 42nd, then finally to the dock at 40th. I was on line 2 1/2 hours. On line we met a few of Jim's friends and co-workers, and made a few new friends. Several times employees of the ferry company approached us. They were taking pregnant women and people with disabilities right up to the ferry. Since Jim was walking with a cane, they offered to take him to the front. Jim refused to cut the line. "I've been with these people all afternoon, and I'm staying with them!" One man in our group said, "If I'm pregnant, can I go?" The response: "If you're pregnant, I'll take you to Ripley's!"

On the ferry, I got separated from Jim. I went to the upper deck and Jim stayed downstairs. The sun was still shining bright and I ended up with sunburn. The ferry headed south down the Hudson to Hoboken. As we neared the ferry dock, the boat engines stopped with a loud cluck. A woman next to me glanced around nervously. When she looked at me, she seemed a little embarrassed. She said, "I guess I'm just a bit jumpy". I could see that all of the slips were full with boats, so I told her we would just have to wait our turn. As we bobbed around in the river, we were only a mile or so from ground zero and just about everyone on the boat couldn't take their eyes off of it. The smoke just

kept billowing up, covering most of lower Manhattan. After 10 minutes or so, we approached the dock and the captain announced over the public address that the police requested anyone that was within 10 blocks of the Trade Center should disembark first, and everyone else please stay on board.

The ferry probably had 1000 people on it and about 50 of us got off first. We were led through the ferry terminal to a garage area where the local fire department had set up a decontamination area. There was a concern of asbestos contamination and they wanted to hose off all the dust. I met up with Jim again as we were walking. We were allowed to put our cell phones and other electronics into plastic bags, and then walked between two firemen with hoses to hose off our shoes. I still had on my work boots and they were covered with sheetrock dust, so I knew they would want to really soak them. Next we went through a tent that had two more firemen with water wands and they sprayed us from head to toe. Jim went through first, held his arms straight out, leaned his head back and slowly turned around. "Ahhh, How refreshing!!" The firemen laughed, "Another satisfied customer!" The next woman through was complaining that she had a designer dress on. When they sprayed her, she started swearing like a sailor on a Saturday night. Then I went through. It was cold!

Luckily it was quite warm outside. They had towels for us to dry off with and cups of water to drink. We were moved along to another open area where doctors did a quick checkup. I was asked where I had been, did I have any trouble breathing and did I have any injuries? He had a stethoscope and listened as I took some deep breaths. I was cleared in a few minutes and headed off to find a train to Dover. My brother-in-law Paul lives right near Dover, so I knew he could pick me up.

The train pulled out of Hoboken about 20 minutes behind schedule at 4:15pm. I looked back at the Manhattan skyline and still couldn't believe the towers were gone. They must just be behind that plume of smoke. At some of the train stops, I saw EMS personnel and a few cops on the platform. I guessed they were there to help anyone that might need it. Some towns had no one, and some, like Summit, had dozens. I later heard on the news that Summit, a town of about 10,000, had lost at least 20 of its residents in the collapse. When we pulled into Morristown, I called Paul to let him know I would be arriving in Dover in 20 minutes or so.

When we pulled into Dover, the entire police department must have been there. 30 to 40 police, firemen and EMS were on the platform. As I walked down the platform, a police detective showed me his badge and asked if I was coming from New York. I said, "Yes, I was in the Towers." He seemed to be caught off guard. I think he'd been asking that question all afternoon and I was one of the few that answered yes. He asked if it would be all right to take some information from me. He took my name, address, phone number and social security number. He wanted to know where I was when it happened, if I had any injuries and if any other officials had talked to me. Finally he asked if there was anything he could do for me. I thanked him but said, "No, my brother-in-law is in the parking lot somewhere and would be taking me home."

Paul met me with a "Holy s---t! Some day, huh." Annette had left East Stroudsburg for Paul's an hour earlier but was delayed because of a bomb scare at the Delaware Water Gap Bridge. She was detoured through Portland and picked me up at his house 45 minutes later. I finally made it home around 8:00pm. When I walked in the house, my son, Daniel, greeted me with his usual, "So Dad, how was your day?"

**Unit IV:** A Contemporary Case Study

**Grade Levels:** 7-8

**Time:** 90-120 minutes

## **Lesson MIV-10: Looking Back: What Happened Before September 11**

### **Objectives:**

- Students will be able to recognize that September 11 was not an isolated event.
- Students will be able to understand the chain of events which led to the formation of al- Qaeda and bin Laden's role in terror attacks.

### **Key Terms:**

**Fatwa**

**al-Qaeda**

**Osama bin Laden**

**Extremist**

### **Background:**

September 11 was not a random or isolated attack on America, bin Laden and al-Qaeda had been growing in strength since the late 1980's. Their opposition to the United States was defined through multiple terror attacks prior to the attacks on September 11. A timeline will assist students in understanding these events and the history of bin Laden and al Qaeda prior to 9/11.

### **Materials:**

- "Bill Moyers Journal, Brief History of al-Qaeda" and timeline found on <http://www.pbs.org/moyers/journal/07272007/alqaeda.html>
- al-Qaeda timeline  
[http://www.cbc.ca/news/background/osamabinladen/alqaeda\\_timeline.html](http://www.cbc.ca/news/background/osamabinladen/alqaeda_timeline.html)  
<http://www.history.com/topics/al-qaeda>

### **Activities/Procedures:**

1. Instruct the students to build a foundation for this lesson by defining key terms.
2. Assign students the reading from the PBS website (and other websites) which gives a brief history of the events which led to 9/11.
3. The development of al-Qaeda is a substantial amount of information. To enhance the understanding of the sheer number of violent incidents, instruct the students (working in groups) to write an incident and its description on an 8.5x11" piece of paper.
4. Then have the students create a large timeline around the perimeter of the classroom.

### **Evidence of Understanding:**

Students will discuss the complexity, magnitude and the length of time that led to the attacks of September 11, 2011.

### **Extension Activities: Taking Action and Giving Service:**

As the students increase awareness, they will share this information by discussing what they learned in the lesson with others. Have them identify three incidents in the timeline and share with an adult.

# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
and 9/11 in the Classroom**

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## **Middle School**

**Lesson Plans & Themes**

# **Unit V**

## **Post 9/11: Consequences and Challenges**



**Unit V:** Post 9/11: Consequences and Challenges

**Grade Levels:** 7-8

**Time:** 80 minutes

## Lesson MV-11: Civil Rights in the Age Of Terrorism

### Objectives:

- Students will define and identify some American civil rights.
- Students will analyze hypothetical cases and discuss the impact of terrorism on these rights.

### Key Terms:

**Civil rights**

**Consensus**

**Profiling**

### Materials:

- Case studies
- Copy of Constitution
- Background information on the Patriot Act (<http://www.justice.gov/archive/11/highlights.htm>)

### Activities/Procedures:

1. Students will review the Patriot Act and respond to the journal prompt: "Security at the expense of justice is no security at all."
  - What do they think the statement means?
  - Do they agree or disagree?
  - How does this statement pertain to terrorism?
2. Students will share their journal responses.
3. Introduce the term "civil rights." Students should list some of their rights.
4. Break students into groups and distribute all four case studies to each group. Groups will analyze the cases and decide: What are the issues? What rights are being violated? How should this case be handled? Why?
5. Groups should present their findings to the class.

### Evidence of Understanding:

Questions for large group discussion or possible writing prompts:

1. What were some of the problems your group had determining answers?
2. Which case studies were the most difficult? Why?
3. When discussing the case studies dealing with students, did you visualize a particular group?  
How did that influence your decisions?
4. In what ways was there a difference in your discussions between the class trip case study and the 9/11 case?  
Why?
5. Go back to the original journal entry: "Security at the expense of justice is no security at all." How has this activity influenced your perception and understanding of civil rights? How can the U.S. protect its civil rights while maintaining our nation's security?

Teachers' Note: Students may also select 2 of the 4 case studies (randomly or assigned to each group to insure that all 4 cases can be covered in class).

## **Extension Activities: Taking Action and Giving Service**

1. Research information about organizations that have been established in the history of United States specifically to address issues of civil rights and the protection of civil rights for all. Explain why some of these groups were viewed as so controversial. (Possible examples: American Civil Liberties Union, Southern Poverty Law Center, etc.) Do you think such organizations play an important role for the citizens of the nation? Explain why or why not.
2. Identify several legal cases that have reached the United States Supreme Court over an issue of civil rights. Make a chart with columns headed as follows: Name of case, Date of case, Brief summary of case, Civil right in question, Decision of court.

## **Civil Rights in the Age of Terrorism and Case Studies**

In each of these case studies, your group should come to a consensus on the following issues:

What civil rights are being violated?

What actions should the authorities take, keeping in mind the issue of security?

The group should discuss each of the suggestions and determine which one is the best.

Keep in mind the issues of civil rights and security.

### **Case Study 1 – The Airport**

After 9/11, U.S. security authorities adopted a series of measures at airports. These included body searches and interrogations. In addition, certain background information (passports from certain countries, last minute reservations) was also used to decide who should be searched and questioned. It was suggested by some that people were being selected by race, religion or nationality. This action could be considered profiling.

Some suggestions to alleviate this issue are:

1. Search everyone.
2. Search randomly.
3. Use profiling to determine who should be searched.
4. Do not search anyone.
5. Other?

### **Case Study 2 – The Drug Case**

There are rumors of drug use in the local school. Which would be the best way to fight this problem?

1. Administer a drug test to all students once a month without prior notification.
2. Use group profiling to determine who should have a drug test. Groups known to have access to drugs or a history of drug use would be given a drug test.
3. Administer a drug test without prior notification to teachers and students whom the administration suspects of drug use.
4. Administer a drug test to 20 randomly selected students.
5. Other?

### **Case Study 3 – The Class Trip**

You are on an overnight class trip. Someone informs the teacher chaperones that a group has been partying with alcohol. What should be done?

1. Cancel the rest of the trip and take all the students home.
2. Send home the students who are suspected of using the alcohol.
3. All the students should be questioned and subsequent actions should be taken as needed.

4. Nothing, after all, it was just a rumor.
5. Other?

#### **Case Study 4 – The Patriot Act**

After 9/11, the U.S. government passed a law called “the Patriot Act.” This act gives the government the right to search telephone, e-mail, and medical records of possible terrorist suspects without a court order. It also allows for the indefinite detention (imprisonment) of suspected immigrants.

1. The act is unconstitutional and should be eliminated.
2. Restrict use of the act.
3. Limit the amount of time a person can be detained.
4. Use this only with individuals suspected of posing an immediate threat to our security.
5. The government should use it every time it determines it is necessary.
6. Other?

**Unit V:** Post 9/11: Consequences and Challenges

**Grade Levels:** 7 – 8

**Time:** 90 minutes

## Lesson MV-12: The 9/11 Commission

### Objective:

- Students will describe the findings of the 9/11 Commission and the responses of government and individuals to the final report.

### Key Terms:

**National Commission of Terrorist Attacks Upon the United States (known as the 9/11 Commission)**

**Homeland Security**

**Nonproliferation**

### Materials:

Newspaper articles and online video segments (below)

- <http://video.nytimes.com/video/2007/08/21/washington/1194817092301/c-i-a-s-9-11-report-faulted-tenet.html?scp=3&sq=9/11%20report%20reactions&st=cse>
- <http://www.cbsnews.com/stories/2006/12/06/iraq/main2232860.shtml> <http://www.9-11pdp.org/>
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- [http://www.pbs.org/newshour/bb/terrorism/july-dec05/commission\\_12-5.html](http://www.pbs.org/newshour/bb/terrorism/july-dec05/commission_12-5.html)

### Activities/Procedures:

#### 1. Group Share/Brainstorm

- Place the quote of Rep. Edward Markey of Massachusetts (December 5, 2005) on the board for students to group share/brainstorm: "The country had a heart attack on 9/11. The 9/11 Commission today said if we don't put in better prevention -- unless we change our habits -- we'll have that second heart attack, a second terrorist attack. Let's hope that the country listens."
- What does this quote mean?
- Has the United States "changed its habits" since 9/11?

#### 2. Students will be placed in groups and each group will have a copy of the Final Report on 9/11 Commission Recommendations. Assign each group one category from the three listed - Homeland Security and Emergency Response; Intelligence and Congressional Reform; Foreign Policy and Nonproliferation.

#### 3. Students will present a summary of their topic to the class.

- Students will use the various websites listed above to help them gather news reports of the Commission's recommendations.
- Students should view at least one online video from one of the above websites.
- Students should include reactions and quotes from government leaders as well as individuals. Students may wish to present their findings in a PowerPoint format, poster format, or report format.

#### 5. Students will orally share their research with the members of the other groups.

### Evidence of Understanding:

Based upon group presentations of the material.

### Extension Activities: Taking Action and Giving Service

1. Students can describe changes in government policy as of today.
2. Research: how can United States security improve without infringing on the rights of citizens?

# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
and 9/11 in the Classroom**

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## **Middle School**

**Lesson Plans & Themes**

# **Unit VI**

## **Remembrance and the Creation of Memory**



**Unit VI:** Remembrance and the Creation of Memory

**Grade Levels:** 7+

**Time:** One 45-minute class period

## Lesson MVI-13: A Random Act of Kindness

### Objective:

- Student will begin to understand shared grief and empathy after a national tragedy.

### Key Terms:

**Serendipitous**

**Materials**

### Activities/Procedures:

- Star-Ledger feature article titled “A Random Act of Kindness” by Rudy Larini

### Activities/Procedures:

1. Before reading article, have students study the two pictures shown in the newspaper article.
  - Where and when was this photo taken?
  - What emotions do you see?
  - What details in the photo suggest sorrow? Mourning? Patriotism?
2. Read article together.
  - What change did Albert Nastasi experience after this September 16 incident?
  - What tools did Nastasi use to cope with his grief?
  - Nastasi assumed what the old man’s son was like, but is there evidence the old man lost a son?
  - How did two strangers connect? What bound them in that moment?
3. How does a tragedy redefine lives?
4. How does a terrorist event like 9/11 unite people?
5. How does it affect human behavior? Actions?
6. Does it cause change? If yes, how?
7. What need does spirituality fulfill when one is in grief?
8. Brainstorm for other historical times when individuals were bound in grief by tragedy.  
(Vietnam War, Assassination of JFK, Assassination of Martin Luther King, Jr.)
9. Think of other moments in our lives when we need to be consoled.
  - What does consolation/empathy do for the grieving person?
  - What does it do for the person giving consolation?

### Evidence of Understanding:

1. Based upon student participation and contributions during brainstorming sessions.
2. Participation and responses during class discussions.

### Extension Activity: Taking Action and Giving Service:

- Have students collect photographs of other tragedies that occur in life. How do people join in their grief? What similarities are in the photographs? Differences?
- Offer students the opportunity to write a letter of condolence to a person in their community.



## NEWS AT A GLANCE

## WAR ON TERRORISM

**U.S. forces heard** Osama bin Laden issuing orders over short-range radio in Afghanistan's rugged Tora Bora region last week, bolstering reports that the admitted terrorist chief remained pinned down in the mountains with his troops. **Page 1**

**Secretary of State** Colin Powell's diplomatic skills are being put to the test as he helps orchestrate the rebuilding of Afghanistan, presses for truce talks in the Middle East and defends President Bush's withdrawal from a major arms control accord. Any one alone would be an enormous assignment. **Page 11**

**Afghans were making** last-minute preparations for the Eid al-Fitr, three feast days beginning today to mark the end of the fasting month of Ramadan. In keeping with Eid tradition, Afghans scraped together money for toys and new clothes for their children. And they gave alms to the needy — for most people in Kabul, a case of the poor giving to the poorer. **Page 8**

**The average American** or European would not know what to do with a bag of raw grain. But for millions of Afghans facing starvation after years of drought and war, it is the best thing aid officials say they can give. **Page 16**

**Acting on intelligence** gathered by American and allied agencies, the United States is tracking ships that have left ports in Africa and are in the Mediterranean that may be involved in smuggling goods to finance terrorist groups, according to a senior U.S. military officer in Europe. **Page 33**

## HOME FRONT

**Sharon Booker of Newark** and Lois Diehl of Brick Township were both successful women with every reason to look forward to the rest of their lives. Then the unthinkable happened. Their husbands went to work and never came back. And their lives — like those of thousands of others whose mothers, fathers, daughters and sons were in the World Trade Center that late summer morning — veered

into uncharted waters. This is the story of the first three months of a journey that only the loved ones of the victims have traveled. **Page 1**

**Even as the war** in Afghanistan has produced a surge in patriotism, the ripple effects of the September attacks have struck hard at some of the most quintessentially American tourist attractions. From Graeceland to Disney World, from the Ponderosa Ranch to the Spam Museum, this has been a difficult season — marked by falling attendance, stalled projects and even layoffs. **Page 1**

**Since Sept. 11**, federal officials have quietly warned the chemical industry that terrorist-launched attacks could turn hazardous-materials plants into weapons of mass destruction. **Page 6**

**For Muslims**, it's supposed to be a wonderful time of the year. But in America of 2001, Muslims' traditional upbeat mood after the holy month of Ramadan has been dampened in the atmosphere of anxiety brought on by the Sept. 11 attacks and subsequent war on terrorism. **Page 9**

Follow the coverage online at [www.nj.com/crisis](http://www.nj.com/crisis).

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Big Game jackpot  
reaches \$32 million

The jackpot in the multi-state Big Game lottery drawing has grown to \$32 million.  
None of the tickets sold for Friday's \$28 million drawing matched all five lotto numbers and the Big Money Ball. The next drawing will be Tuesday.

Five second-prize winners won \$150,000 in Friday night's drawing from matching the five lotto numbers.

Another 20 players matched four numbers, plus the Big Money Ball number — good for third prizes of \$3,000 each.

The winning numbers from Friday night's drawing were: 5, 27, 28, 29, 42. The Big Money Ball number was 36.

New Jersey and six other states — Georgia, Virginia, Illinois, Maryland, Massachusetts and Michigan — participate in the Big Game lottery.

## LOTTERY

The winning numbers  
for Saturday, Dec. 15

NEW JERSEY

Midday  
Pick 3: 373 Payoff: \$280  
Box: \$93 Pairs: \$28  
Pick 4: 4860 Payoff: \$2,338  
Box: \$97

Evening  
Pick 3: 325 Payoff: NA  
Box: NA Pairs: NA  
Pick 4: 1434 Payoff: NA  
Box: NA  
Cash 5: 1, 7, 12, 23, 24  
Lottoze: 24, 46, 54, 67  
Tomorrow's Pick 6  
jackpot: \$2 million

NEW YORK

Midday  
Daily: 614 Win 4: 6922  
Evening  
Daily: 991 Win 4: 0488  
Take 5: NA  
Lotto: NA  
Supplementary number: NA  
Pick 10: NA

PENNSYLVANIA  
Daily: 772 Big-4: 4823  
Super-6 Lottery: 10, 27, 28, 55,  
63, 64  
Cash-5: 3, 14, 21, 27, 38

## THEN AND NOW | THE STRANGER

Grief, and comfort, in Liberty State Park



SCOTT LILICH/THE STAR-LEDGER

**Now** To Albert Nastasi, the source of his spontaneous act of compassion was a series of self-discoveries that brought him from a life of material greed to one of spirituality.

## A random act of kindness

The sight of an older man, alone and in tears, broke Albert Nastasi's heart. The rest was automatic.

BY RUDY LARINI  
STAR-LEDGER STAFF

His friends call it "the Albert Hug." His way of greeting people.

Not with a handshake; not with a pat on the back. He just drapes his arms around their shoulders and booms a hearty greeting.

"Some people greet with kisses," he said. "I like to greet my friends with hugs."

On the morning of Sept. 16, Albert Nastasi hugged an elderly, grief-stricken stranger he found crying in a Jersey City park where a few mourners of the Sept. 11 disaster had gathered. He hugged the man to give comfort,

because he thought that's what he was meant to do.

And he has never seen the man again. But there's this picture of the moment, of the Albert Hug.

Nastasi, a 35-year-old Catholic high school teacher in Staten Island, had dropped off his mother at Newark International Airport that Sunday and decided to stop at Liberty State Park to take in the once-breathtaking, now-heartbreaking view of Lower Manhattan.

As he prayed at the memorial of flowers, flags and candles, he saw the older man sitting nearby, on a bench along the Liberty Walk.

"All of a sudden he just burst out in tears uncontrollably, and it broke my heart," Nastasi said.

He recalled hesitating. "I wanted to give him a hug, but I didn't know how he would react," he said.

"It hurt me to see him cry so much. 'Finally I said: You know what, I don't care if I'm embarrassed or anything. That was it. I couldn't take it anymore, so I just reached over and gave him this big hug.'

"I was just thinking of what his son must have been like, because all I could picture was that maybe it was his son that he lost."

Nastasi said he thought the man said, "Thank you," in a barely audible voice. "Then I told him it was going to be all right," he said.

"So I started to walk away, thinking I had done everything I came to do."

A photographer shooting pictures at the park told him the moment had been

captured on film, but Nastasi thought nothing of it. There were too many other images. Too much other suffering.

Weeks later he got a call at work from his new wife. They had been married just eight days.

"My wife said, 'I've got a surprise for you, but I can't really tell you about it over the phone. I have to show it to you,'" Nastasi said.

Kathleen Auger-Nastasi had been at work that day at Priests for Life, an anti-abortion group, when two co-workers using old newspapers as packing material came across a full-page, color picture of Nastasi and the man.

"One of them recognized Albert's face and the other one saw the name," Auger-Nastasi said. "And they were so excited — the whole place. They were waiting for me when I came in that morning, on the steps in the back, holding the paper up."

When she got home, she sprang the picture on her unsuspecting husband.

"When she told me she had a surprise, that was the last thing in the world I would have thought of," he said. "I'll tell you, when I saw that picture, my heart broke for that man all over again."

A chance encounter of two strangers in a park, followed by a serendipitous discovery of the photo in a pile of discarded newspapers?

Don't try to convince the Nastasis it was chance.

"We don't see it that way," Auger-Nastasi said. "We see it as God at work. There's no such thing as coincidence to us."

Her husband is convinced the episode had its origins late one night six years earlier. Nastasi said he had been a free-wheeling stockbroker who put profits before propriety, but that night he had a spiritual awakening as he stood in a nightclub, about to make a decision he would have lived to regret. He won't say what it was.

"I was about to get involved in something that would have been very bad," he said. "But in an instant, it was as if a pair of hands came upon my chest and I couldn't move. And I tried to move forward and participate in this thing I was going to do, and it was like somebody was holding me back invisibly."

It was four days later, he said, on Ash Wednesday, that he stared at a man with the symbolic ashes of repentance on his forehead, and thoughts of the nightclub



NONA ARDUCCI/THE STAR-LEDGER

**Then** Albert Nastasi with the stranger he encountered Sept. 16 in a Jersey City park, in plain view of the terrible destruction across the river.

flashed back at him.

"At that moment I realized that what happened to me had to do with God," said Nastasi, a baptized Catholic who had fallen from the church.

Later that day, he went to his first confession since childhood. "It lasted about a half-hour and I cried through it," he said.

The priest told him of a saint, Sister Faustina Kowalska. She would become a symbol of Nastasi's own religious rediscovery after he read the story of her life.

"When I read her book — and I know this may sound crazy because I don't believe it now — her words spoke to me so much that I actually thought I might be her, reincarnated," he said.

Moved by the experience, Nastasi had

business-size religious cards printed. They bear a picture of Christ and Sister Faustina's "Divine Mercy" exhortation, "Jesus, I trust in you."

He now gives out the cards as a sign of his renewed faith and devotion.

At the Liberty State Park vigil, he left about a dozen of those cards. One on each individual memorial. On the flowers. On the flags. On the candles.

Then he met the man. The one he hugged. The one he believes he was destined to hug.

"It's the way God works," he said.  
*(This is the first in a seven-part series that looks back at the lives of seven people and how their lives were affected by Sept. 11.)*

**Unit VI:** Remembrance and Memory

**Grade Levels:** 6-8

**Time:** 90+ minutes

## Lesson MVI-14 Remembrance and Memory As Seen Through the Eyes of Artists

**Objective:**

- Students will be able to demonstrate their ability to comprehend the use of art by children and adults to express emotions and viewpoints and to preserve memory.

**Key Terms:**

**Carnage**

**Modern Art**

**Materials:**

- *The Day Our World Changed: Children's Art of 9/11* by Robin F. Goodman
- Pablo Picasso's painting, *Guernica*,  
<http://arts.anu.edu.au/polsci/courses/pols1005/2007/Images/Picasso.Guernica2.jpg>.

**Activities/Procedures:**

1. Direct students to "pair share" a response to the statement: "Many historians have stated that those who ignore history tend to repeat it."
  - What does this statement mean?
  - Do you agree or disagree with this statement? Explain your response.
  - Students should share responses as a class.
2. Display Picasso's painting, *Guernica*,  
(<http://arts.anu.edu.au/polsci/courses/pols1005/2007/Images/Picasso.Guernica2.jpg>)
  - Have students carefully examine the painting.
  - Make a list of images seen in each quadrant.
  - What are some shapes and colors?
  - What symbols, if any, are used in the painting? If so, what do those symbols represent?
  - What is the artist trying to tell the viewer?
  - Students will share their observations as a class.
3. Once everyone has had an opportunity to share their observations and reactions to the painting, teacher will explain that this work of art depicts suffering/destruction of people, animals, and buildings wrenched by violence and chaos. It is Picasso's depiction of the Nazi bombing of the city of Guernica, Spain, on April 26, 1937. Picasso painted it as an expression to the world of the meaningless carnage of wars.
  - Explain that a tapestry copy of this painting was made and placed in the United Nations Building in New York City at the entrance to the Security Council Room.
  - Have students discuss why this image was placed there. (To remind people of the horrors of war.)
  - Explain to the students that this painting is believed to be modern art's most powerful antiwar statement.
4. Students will now view *Children's Guernica* (page 46 of *The Day Our World Changed*).
  - Discuss what is depicted in the picture.
  - How and why did this child relate his painting to Picasso's?

(You may read the quote of the artist after the picture is discussed.)

5. Students will now view *They Saw, They Conquered, We Cried* (page 27 of *The Day Our World Changed*).
  - Discuss what is depicted in the picture.
  - Read the artist's feelings and reactions to not seeing the Twin Towers that day.
6. Students will now view *Untitled* (pages 102 and 103 of *The Day Our World Changed*).
  - Discuss why this child chose to paint the skyline of NYC as it was before 9/11.
  - In what ways were the events depicted in *Guernica* similar to the 9/11 attacks?
7. Discuss the importance of art as a form to express emotion and preserve memory.

**Evidence for Understanding:**

1. Students will reflect on these images and answer in writing:
  - What does this artwork express that is not described in history books?

**Extension Activities: Taking Action and Giving Service:**

1. Students may design a postage stamp to memorialize and remember the events of 9/11.
  - Can art be a form of activism?
2. Students will research another work of art after 9/11 that has meaning for them.
3. Students will create their own art.

**Unit VI:** Remembrance & Memory

**Grade Levels:** 6+

**Time:** Two 45-minute class sessions

## Lesson MVI-15 The Boss and the New Jersey Connection

### Objective:

- Students will be able to analyze the lyrics of songs written in the aftermath of 9/11.
- Students will be able to conceptualize how music can memorialize people lost through tragedy.

### Key Terms:

**Figurative language Lyrics Miracle Ruins**

**Spirituality**

### Materials:

Bruce Springsteen's The Rising album Access to lyrics:

- [http://www.lyricsfreak.com/b/bruce+springsteen/the+rising\\_20025196.html](http://www.lyricsfreak.com/b/bruce+springsteen/the+rising_20025196.html)
- [http://www.lyricsfreak.com/b/bruce+springsteen/into+the+fire\\_20025188.html](http://www.lyricsfreak.com/b/bruce+springsteen/into+the+fire_20025188.html)
- [http://www.lyricsfreak.com/b/bruce+springsteen/youre+missing\\_20025199.html](http://www.lyricsfreak.com/b/bruce+springsteen/youre+missing_20025199.html)
- [http://www.lyricsfreak.com/b/bruce+springsteen/my+city+of+ruins\\_20025192.html](http://www.lyricsfreak.com/b/bruce+springsteen/my+city+of+ruins_20025192.html)
- [http://www.lyricsfreak.com/b/bruce+springsteen/countin+on+a+miracle\\_20025185.html](http://www.lyricsfreak.com/b/bruce+springsteen/countin+on+a+miracle_20025185.html)

### Activities/Procedures:

1. Explain that Bruce Springsteen's album was distributed in 2002 as a response to 9/11. It contains fifteen songs; almost all were written after 9/11. One song, "My City of Ruins," was written by Springsteen as an expression of his feelings for his hometown, Asbury Park. The song can also be analyzed in view of 9/11.
2. Divide the class into groups using any of the following four songs from the album: "Into the Fire," "My City of Ruins," "The Rising," and "You're Missing." [Groups are determined by teacher according to class size. Note: For each song, at least two students will be analyzing the same song.]
3. In groups, students will read and analyze their song and answer the following questions:
  - Explain the figurative language used in the lyrics.
  - How can these lyrics refer to 9/11?
  - Whose voice is Springsteen using (victim, loved one of victim, etc.)?
4. Suggestions and hints for the teacher
  - "Into the Fire" - the plight of firefighters that day
    - a. "up the stairs"
    - b. "love & duty"
    - c. How might "strength give us strength," "faith give us faith," "hope give us hope," and "love bring us love?"
  - "My City of Ruins" – symbol of NYC
    - a. What images do the lyrics convey?
    - b. How might this be NYC after the tragedy?
    - c. Explain the spirituality in this song.
    - d. Why do people turn to religion in the midst of crisis?
    - e. Explain the symbolic significance of this place. Is it just a location?
  - "The Rising" – victim rising beyond the fire
    - a. The song progresses from the person feeling a great burden to one reaching the sky.
    - b. At the end of the song, the image of the sky is frequently repeated... from "blackness and sorrow" to "sky of blessed life." What might each line/stage represent?
  - "The Missing" – the loved one praying for the victim's return
    - a. Explain the scene at home.
    - b. How do you

know the victim has a family? c. What is the significance of the last two lines, "God's drifting in heaven, devil's in the mailbox/ I got dust on my shoes, nothing but teardrops?" d. After student analyses, ask students to find any word or line in the songs that show hope.

5. Have all students examine the lyrics to "Countin' on a Miracle."

- Find the lines that show sadness.
- Find the lines that show hope.
- How is remembrance a strong emotion in this song?  
What message is Springsteen giving to those who lost loved ones?
- How do we make our own miracles?
- Listen to the audio of the songs. Continue discussion.
- Does the musical artist stress any feelings in each song?
- How does his singing style bring emotions to the songs?
- After loss, how can music give hope?
- Could these songs also be applied to other sad situations in life?
- How does music help us heal?

### **Evidence for Understanding:**

1. Response to questions as a journal entry or as an essay:

- How can music respond to a tragedy?
- How does music affect remembrance & memory?
- How can the musical artist convey his/her own feelings of grief while echoing the feelings of so many others?
- Does the musician have the right to speak for those lost? Can music heal?
- What other forms of art can express feelings and preserve memory?

### **Extension Activities: Taking Action and Giving Service**

1. Students could write their own poem/lyrics as a memorial to 9/11 or any other tragedy. This exercise could be extended to include the music teacher and/or art teacher as students discover other ways to memorialize events and those who serve in the aftermath of a community disaster.
2. Students can write their own songs to honor those who volunteered after 9/11.
3. Students could hold a concert as a fundraiser or memorial.

## Unit VI: Remembrance and the Creation of Memory

**Grade Levels:** 6-8

**Time:** 80 minutes

# Lesson MVI-15: Using Music to Remember and Memorialize

### Objectives:

- Students will demonstrate their understanding of music as a vehicle through which to express themselves.
- Students will explain how music can help heal in time of tragedy.
- Students will be able to give examples that demonstrate the value of music as a means of remembering and memorializing.

### Key Terms:

**Memorialize**

**Commemorate**

### Materials:

Lyrics of the songs: "The Rising," "United We'll Stand," and "Imagine."

- <http://www.brucespringsteen.net/songs/TheRising.html>
- <http://www.youtube.com/watch?v=JOm-ulPzqpl> [http://www.lyricsfreak.com/bruce+springsteen/the+rising\\_20025196.html](http://www.lyricsfreak.com/bruce+springsteen/the+rising_20025196.html)
- [http://www.patriciawelch.com/united\\_lyrics.htm](http://www.patriciawelch.com/united_lyrics.htm)
- [http://www.lyricsmode.com/lyrics/j/john\\_lennon/imagine.html](http://www.lyricsmode.com/lyrics/j/john_lennon/imagine.html)
- [http://www.last.fm/music/John+Lennon/\\_/Imagine](http://www.last.fm/music/John+Lennon/_/Imagine)
- [http://www.lyricsfreak.com/j/john+lennon/imagine\\_20254371.html](http://www.lyricsfreak.com/j/john+lennon/imagine_20254371.html)
- <http://www.patriciawelch.com/videos.htm>

(Click on the link "United We Stand mp3" at the bottom of the page for a musical version of the song "United We Stand.")

### Activities/Procedures:

1. Discuss the power of music, the effect it may have on the listener. Share personal reactions to particular songs, i.e. the connection/reaction one has and the reasons behind those connections/reactions.
2. Discuss the power of music to heal an individual/a nation.
3. Is it necessary for this type of music to cause sadness to be effective? Why? Why not? Give examples.
4. Do you think this is only an American practice? Explain.
5. Have students listen to music written for 9/11 or songs that may parallel with this event, i.e. Bruce Springsteen's "The Rising." (See web sites above for lyrics.)
6. Check out <http://www.9-11Songs.com> for examples of other songs of remembrance for 9/11. (Songs written by Hank Fellows.) Patriotic songs may also be appropriate.
7. After discussion, distribute the lyrics and play "United We'll Stand" by Patricia Welch. ([http://www.patriciawelch.com/united\\_lyrics.htm](http://www.patriciawelch.com/united_lyrics.htm)) (<http://www.patriciawelch.com/videos.htm> click on the link "United We Stand mp3" at the bottom of the page for a musical version of the song). Students will read the lyrics while listening to the music. Some follow up questions may include:
  - Why is it important for the world to see the United States as "united?"
  - Is this unity/united front important in other aspects of life as well?
  - What does the phrase "children of freedom" mean?

- Why is it significant to the impact of this song?
- Why is it important to remember events such as 9/11, Pearl Harbor, the end of WWII?

8. Brainstorm a list of other events.

- Why do you think music has been written to remember/honor/commemorate events such as these?
- Why do we, as Americans, hold certain buildings or memorials in such high regard?
- What significance does the destruction of such a building or memorial have?
- The lyrics suggest that both police and firefighters emerged as “a new brand of hero.” Do you think this is true? Why or why not? Were they heroes before the incidents of 9/11?

**Alternate activities:**

- In lieu of discussion, students may be asked to write a personal reaction to these questions.
- The class may divide into smaller groups for the discussion and report back to the larger group.
- A debate could be organized around one of the questions or around an issue that emerges.
- Students could write editorials to a newspaper voicing their opinions of remembering 9/11.
- Choose a familiar song and have students rewrite the lyrics in honor of the victims of 9/11, the events of 9/11, the effects of 9/11, etc.

**Evidence of Understanding:**

Using John Lennon’s song, “Imagine,” ask students to write new lyrics as a class to be performed by a choral group at a 9/11 Commemorative Day program. (See Internet addresses above.)

**Extension Activity: Taking Action and Giving Service:**

For interested individual students or as a class project, try rewriting the words to Billy Joel’s “We Didn’t Start the Fire.” The site listed below gives you the history behind each entry in the lyrics. The version written by your classroom would focus on the history of 9/11, the events, the people, the consequences, etc.

[http://en.wikipedia.org/wiki/We\\_Didn't\\_Start\\_the\\_Fire](http://en.wikipedia.org/wiki/We_Didn't_Start_the_Fire)

# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
and 9/11 in the Classroom**

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## **Middle School**

**Lesson Plans & Themes**

# **Unit VII**

## **Building Better Futures: Narrative, Recovery and Responsibility**



**Unit VII:** Building for the Future

**Grade Levels:** 6 - 8

**Time:** 90 minutes

## Lesson MVII- 16: Why Does Tragedy Bring Us Together?

### Objective:

- Students will be able to describe the importance of narrative.

### Materials:

- *The Day Our World Changed: Children's Art of 9/11* by Robin F. Goodman
- Background information on Lt. Victor J. Navarra from the website <http://www.artaid.org/fire/navarra/navarra.html> .

### Activities/Procedure:

1. Journal prompt/do now activity: Do you believe that tragedy brings people together? Why or why not?
  - Student share
  - Discuss situations in the lives of students where this may have occurred.
2. Students read *A New Friend at the Firehouse* (p. 83) from Robin F. Goodman's book.
  - How did Juliana respond to 9/11?
  - Why do you think it was important for her to reconnect with Lt. Navarra?
3. Students read *A Firefighters New Friend* (p. 90) from Robin F. Goodman's book.
  - How did Juliana's gift affect Lt. Navarra?
  - What does his quote, "Through their eyes, we gain our strength" mean?
4. Students discuss as a class the following questions:
  - How did tragedy bring Lt. Navarra and Juliana Hatkoff together?
  - How did compassion and an act of kindness make Juliana a hero in the eyes of the firefighter?
  - How did Juliana's wish to be a firefighter for Halloween impact Lt. Navarra?
5. Read the background information on Lt. Victor J. Navarra from the website: <http://www.artaid.org/fire/navarra/navarra.html>
  - What accomplishments did Lt. Navarra achieve?
  - What words can be used to describe Lt. Navarra?
6. Revisit the journal entries that were written prior to the completion of the various readings. Have students answer the original prompt again.
7. What have students added after they have read and discussed the lives of Julianna and Lt. Navarra?

### Evidence of Understanding:

Student responses to classroom discussions and journal entries.

### Extension Activities: Taking Action and Giving Service

1. Discuss the importance of writing personal testimony.
  - Have they ever kept a diary or journal? If a diary was kept, was putting thoughts and feelings in writing beneficial? If no diary was kept, what may be the benefits of keeping track of thoughts and feelings in writing?

- If students have read *The Diary of Anne Frank*, how did the journal of a young girl make such an impact on future generations?
2. Read along with students the e-book, *Ladder 35 Engine 40*, by Juliana Lee Hatkoff and Craig M. Hatkoff. <http://www.ebookmall.com/ebook/121173-ebook.htm>.
    - After reading the e-book, have your feelings about who is the real hero changed?
    - Why do you think it was important for this book to be written?
  3. Interview an adult (aged 20 and older) who is able to recollect what happened on 9/11. Students will ask the following questions:
    - Has the tragedy of 9/11 brought you closer to someone? If yes, how?
    - Did you have any specific experiences on 9/11 or any other time that support the saying “tragedy brings us together?”
  4. Based upon their personal interviews, students will write a primary source narrative and share it with the class.
    - A classroom “book” of personal narratives can be compiled, with copies distributed to all students as well as to the school library.
    - Students may create a poster to highlight the experiences of their personal narratives.

**Unit VII:** Building for the Future

**Grade Levels:** 6-8

**Time:** One 40-minute class period

## Lesson MVII-17: The Upstander

### Objectives:

- Students will define the terms upstander and bystander and discuss why people take both roles.
- Students will research ways they can help in their community

### Key Terms:

**Upstander**

**Bystander**

### Activities/Procedures:

1. Ask students to define their roles in society (i.e. their class, school, family, community). This can be listed, webbed or sketched.
  - After discussing their answers, put the words bystander and upstander on the board.
  - Discuss the meanings of both words.
  - Have students select one role in which they acted as an upstander or a bystander.
2. Have students journal instances when they have been either a bystander or an upstander and what made them act the way they did.

### Evidence of Understanding:

Students should write an essay about the roles they play in life and how they can be more of an upstander and less of a bystander.

### Extension Activities: Taking Action and Giving Service

- Research other people who acted to effect change.
- Research other causes where they could get involved (i.e. Make A Wish, community food banks, pet shelters).

**Unit VII:** Building for the Future

**Grade Levels:** 6 – 8

**Time:** 90 minutes + time for a community project

## Lesson MVII-18: You Can Do It, Yes You Can!

### Objective:

- Students will demonstrate their comprehension of the power of one.
- Students will brainstorm ideas of how to memorialize September 11, 2001 through service.

### Key term:

**Memorialize**

### Materials:

- <http://www2.scholastic.com/browse/article.jsp?id=3750158>
- *Walking to Remember* article <http://www.schooltube.com/video/3850/paramus-freedom-walk>

### Activities/Procedures:

1. Do now/journal prompt: What are some ways that you have honored someone who has been important in your life? (This person should be someone you personally know. It does not matter if the person is not alive today.)
2. Students will share what they have written with the class.
3. Ask students if they have knowledge of someone their age (or older/ younger) that has made an impact on his/ her town, state or country. Explain.
4. Give students a copy of the Scholastic article, *Walking to Remember*, about the town of Paramus, New Jersey, which has an annual Freedom Walk. In 2007, Joey Rizzolo, a 6th grader, initiated this idea to commemorate those who died on 9/11. Pair students and have them read the article, answering the 5 W's (who, what, where, when, and why) and H (how).
5. Discuss as a class the impact of this young man, while answering the 5 W's and H.
6. View video <http://www.schooltube.com/video/3850/paramus-freedom-walk>
7. Have students discuss:
  - What did you notice about the ages of the participants of the walk?
  - Master Sergeant George Maurer reported that this was an emotional day. Why do you think he made that comment?
8. Ask students some ways that our dreams (goals) can become reality.
9. Have they ever had a "dream come true?"
  - Have students brainstorm and respond to: "Now....what can you do?" (to memorialize 9/11 as an individual, class or school).
  - Have class choose a project that has been presented to class.
    - a. What materials, permission, support, financial backing would be needed for this "dream" to come true?
    - b. Is this something that can be realistically done? If yes...GO FOR IT!
    - c. If not, what modifications need to be made for it to become a reality?
    - d. Can modifications be made? If yes, GO FOR IT! If no, return to (a).

**Extension Activities: Taking Action and Giving Service**

- The teacher/class may wish to follow through with their “dream” to make a difference.
- Go to the Points of Light Institute (<http://www.pointsoflight.org>) and learn more about the National Conference on Volunteering and Service.





**LEARNING FROM  
THE CHALLENGES  
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and 9/11 in the Classroom**

# High School

## Lesson Plans & Themes

The curriculum *Learning from the Challenges of Our Times: Global Security, Terrorism and 9/11 in the Classroom* was developed under the auspices of the 4 Action Initiative:

### **Families of September 11**

Donald Goodrich, Board Chairman  
Anastasia Holmes, Executive Director  
Maryellen Salamone, Advisory Board  
Donna Gaffney, Advisory Board  
Caitlin Olson, Former Executive Director

### **Liberty Science Center**

Emlyn Koster, President Emeritus  
David Hespe, Co-Executive Director, VP STEM Education  
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### **NJ Commission on Holocaust Education**

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Paulsboro High School

Vincent Soccodato  
Woodbridge Township School District

# High School Lesson Plans & Themes

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## Unit I: Human Behavior

### Lesson HI-1 The Individual: Identifying with Groups

links to the community, universe of obligations, identity charts, "Us vs. Them," stereotypes, etc.

### Lesson HI-2 Maslow's Hierarchy of Needs

5 levels of human needs, importance of meeting needs for growth.

### Lesson HI-3 The Allure of Terrorism

relationship between the human environment and individuals who become terrorists.

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## Unit II: From Playground to World Stage – Violence, Aggression, & Terrorism

### Lesson HII-4 Who Is a Terrorist?

influence of stereotyping and prejudice in identifying people as terrorists.

### Lesson HII-5 Defining Terrorism

reviewing multiple definitions of terrorism, applying a definition of terrorism by the United Nations, FBI, etc. to acts to determine if they may be categorized as terrorist acts, terrorist acts and international law, perpetrators of terrorist acts and the judicial system.

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## Unit III: Historical Context of Terrorism

### Lesson HIII-6 An Act of Terror:

the Assassination of Archduke Franz Ferdinand and Archduchess Sophie  
readings on the situation at that time; analyze and evaluate the Black Hand to determine if it was a terrorist group using accepted definition(s) of terrorism; impact of this single act; ethical, moral, legal questions of justifying assassination.

### Lesson HIII-7 The Olympics: Terror at Munich and Atlanta

read about the attacks on Israeli athletes at Munich, the group that carried out the attack and murders, the response of various governments, various organizations, and the people worldwide. Identify the organization claiming responsibility for the attack, the attitude of the attackers, the actions of governments that followed the attack, the short and long range impact of the actions; apply a modern definition of terrorism to the actions of the group and the parent organization and analyze their actions and claims; explain the eventual outcome and results of the attack.

### Lesson HIII-8 Sarin Nerve Agent Attacks: The Danger of Chemical Weapons of Mass Destruction

attack on the Tokyo, Japan Metro (1995) by the Aum Shinrikyo; fear caused by use of chemical weapons; motivations of the Aum Shinrikyo; government responses and reactions of the public; long range effect on victims (physical, emotional, psychological), status of the organization today; international law and treaties governing production of chemical/nerve/biological agents.

### **Lesson HIII-9 Hate Groups Across the United States**

study of the numbers and size of hate groups, locations, motivations, actions, targets of the various groups, goals, "patriot" groups, dangers such groups represent to the United States people, government, institutions, etc.

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## **Unit IV: 9/11 A Contemporary Case Study in Terrorism**

### **Lesson HIV-10 The Road to 9/11 – DVD**

study of the background to the individuals, groups, actions, reactions, etc. that led to 9/11/2001 (May extend beyond two periods).

### **Lesson HIV-11 Interviews and Personal Stories**

students select a type of source they wish to research, find individuals to interview and conduct interviews and/or written responses via mail, etc., use Internet video of survivors, rescuers/responders, witnesses, etc.; understanding importance of primary sources to record history and developing interview skills.

### **Lesson HIV-12 Challenges in Enhancing Media Literacy Regarding Global Terrorism**

identifying the skills and characteristics needed to be "media literate," the importance of developing media literacy in today's world, the applicability of media content on a global basis for analyzing and evaluating terrorism and terrorist groups and their potential threat; apply skills to analyzing media in regard to Iraq War using the criteria developed in the lesson.

### **Lesson HIV-13 Pictures of 9/11**

study and analyze photography of 9/11 along a timeline beginning with the morning skyline and the plane crashes; jigsaw groups to study and relate results of study to other groups.

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## **Unit V: Post 9/11: Consequences and Challenges**

### **Lesson HV-14 Reactions to and from the Muslim and Arab Communities after 9/11**

visit web sites identified, analyze the information gathered at the web site, review the sources of the responses.

### **Lesson HV-15 Debate: Security vs. Civil Liberties After 9/11**

fear, the Patriot Act, civil and human rights, the Constitution, safety and security, etc. – read and evaluate the points of view reflected in the readings; consider the perceived threats to civil liberties in the search for security. Evaluate these tensions between the views, suggest possible compromises and adjustments, where to "draw the line in the sand" when perceived dangers to liberty are present and weigh against perceived dangers and threats.

### **Lesson HV-16 The 9/11 Commission Report**

review origins and tasks assigned to the 9/11 Commission and the key findings of the Commission. Analyze the recommendations of the Commission, the status of those recommendations, and any impact the recommendations have had on daily life in the U.S.

### **Lesson HV-17 War on Terror – Afghanistan: The Fall of the Taliban and After**

readings on Afghanistan under the Taliban and efforts to change life in the country under a new government after the fall of the Taliban; particular attention to the status of women and continued efforts to restrict their movements and education; analyze the threats of a successful resurgence of the Taliban.

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## **Unit VI: Remembrance and the Creation of Memory**

### **Lesson HVI-18 Living Memorials**

use of photography, web sites, descendants, etc.

### **Lesson HVI-19 Music as an Instrument of Memory**

examines songs composed following the attacks of September 11, 2001 and over a number of following years. Examines how music may be used to reflect and/or influence the thoughts and emotions of the composer and of the nation or group and how it may change or remain constant as time passes. Considers how music is both a reflection of and an outgrowth of the culture, traditions, and history of a people.

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## **Unit VII: Building Better Futures: Narrative, Recovery and Responsibility**

### **Lesson HVII-20 Cycle of Liberation: A Model to Work Out Our World Problems?**

study the model and review and discuss its component parts; apply some parts of the cycle to a global problem for its applicability to finding solutions.

### **Lesson HVII-21 Crossing Boundaries: Truth and Reconciliation in a Difficult Time**

investigate several examples of existing models in practice and successes/failures they experience; purpose and function of reconciliation groups/council, etc and the tradition or lack of tradition of such purposes. Complete readings and view videos on various organizations and dire human conditions.

### **Lesson HVII-22 The Next Step: Volunteering and Giving Service**

discover the kind of work performed by many public and private organizations and the people who volunteer and work for these groups. Investigate services that you/a group of you could perform for your community. Draw up plans to cover cost, needs, etc., call for volunteers to assist, etc.

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# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
and 9/11 in the Classroom**

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## **High School**

**Lesson Plans & Themes**

# **Unit I**

## **Human Behavior**



**Unit I:** Human Behavior

**Grade Levels:** 9-12

**Time:** 90-120 minutes

## Lesson HI-1: The Individual: Identifying with Groups

### Objectives:

- Students will be able to recognize that one's identity is linked to different communities.
- Students will be able to understand the concept of universe of obligation and apply it to one's own life.
- Students will be able to examine how assumptions can lead to faulty reasoning, and how one's prejudices can affect others.

### Key Terms:

**Prejudice**

**Partisanship**

**Provincialism**

**Herd Instinct**

**Hierarchy**

**Obligation**

**Stereotype**

### Background:

One aspect of human behavior is that we tend to put people into groups or categories. Not only do we do this with others, but we also put ourselves into groups as well, groups with whom we identify and feel comfortable. Our own beliefs will determine how well we relate to others and how much importance we place on their needs, concerns, and values.

### Materials:

- "Identity Charts" (found on the Facing History website at <http://www.facinghistory.org/resources/strategies/identity-charts>)
- "Us vs. Them" Activity Sheet (found in the lesson "Everything You Know is Wrong 1: Us and Them" on the Annenberg Classroom Fact Checks website at <http://www.factchecked.org./index.php?s=everything+you+know+is+wrong>)
- Le Pen quotation, included in the following lesson plan, excerpted from *The New Yorker*, April 28, 1997.
- Universe of Obligation Activity Sheet (found in the lesson "Defining Community: The Universe of Obligation" on the Facing History website at [www.facinghistory.org](http://www.facinghistory.org) (you must be a member to see this material))
- "Confronting September 11: The Individual and Society: Choosing to Participate, Reading One" (found on the Facing History website at website <http://www.facinghistory.org/node/243>)
- Helen Fein, *Accounting for Genocide*, (Free Press, 1979) p.4
- "A Daughter of Islam, an Enemy of Terror" by Robin Finn, *The New York Times*, Oct. 25, 2001, Metro Section.
- Journals

### Activities/Procedures:

1. As an introduction to the lesson ask students to consider the question, "Who am I?" As they do so, have them create an identity chart (see attached example) in their journals using words and phrases to describe the way they see themselves. Have students share their charts with the class, and then give students the opportunity to add or change any words in their charts. Students should then select one of the groups they identified and share with the class what it means to be part of that group. What are the privileges of membership? What are the challenges? In groups of three, students can use chart paper to create a class identity chart, identifying words and phrases that describe the class (11th grade, football players, etc.). Hang charts around the room and ask students to identify what they may have in common with each other. How do these labels created by the class lead to assumptions and prejudices that can be made about themselves and others?

2. Students will participate in an “Us vs. Them” activity. After sharing the background information (see above), ask students to review their identity charts and write down every group to which they feel they belong. Once students have created their lists, ask for some examples. Choose two or three non-controversial examples and have students discuss characteristics of people in that group. First ask the students who gave each example how he/she would characterize group members; then solicit input from the rest of the class. The teacher should now lead a discussion with the following questions:

- How do the group’s characteristics as described by a group member differ from the characteristics described by outsiders?
- Will every member of that group have these characteristics?
- How does the group identity affect the way you see yourself? How does it affect the way others see you?
- What are the potential benefits of making these assumptions about what group members would be like? What are the potential pitfalls?

Explain to students that it is natural to have positive beliefs about a group to which you belong, and to make both positive and negative assumptions about other groups. However, assumptions about others can sometimes interfere with us making good decisions. Hand out the “Us vs. Them” activity sheet, review each definition with the class and have students cite an example for each. Ask students to share their examples then have them answer the following questions in their journals, “How do you know when you are a member of a group or community? How do you know when you are an outsider?” Teachers may want to utilize the documentary, *Sound and Fury*, (<http://www.pbs.org/wnet/soundandfury/>) depicting the culture of deafness.

3. Introduce students to the concept of Universe of Obligation by having students consider the following quotation:

“I love my daughters more than my nieces, my nieces more than my cousins, my cousins more than my neighbors. But that doesn’t mean that we detest our neighbors.”

Using “Think-Pair-Share, students can determine the meaning of this statement and decide whether they agree or disagree with it.

Ask students to create their own hierarchy of caring, asking themselves the following questions, “Who do I care about? Who do I worry about? For whom do I feel responsible?”

In their journals, have students create their own definition of a Universe of Obligation and determine if there is a relationship between this and a hierarchy of caring. Solicit and discuss student responses.

Have students complete the Universe of Obligation worksheet. Solicit and discuss student responses, then share with the class Helen Fein’s definition of Universe of Obligation, which is “the circle of individuals and groups toward whom obligations are owed, to whom rules apply, and whose injuries call for amends”. Ask students to compare this definition to their own and decide where their school would fall in their Universe of Obligation.

Students should then reflect on their responses and answer the following questions in their journals: “To whom do we feel the most responsibility? Whom do we include or exclude in our community? Which choices were both easy and difficult for you to make? Why? What are the implications regarding the choices we make?”

**Evidence of Understanding:**

Students will complete a written reflection of their Universe of Obligation Activity Sheet describing how it represents their identity, notion of community, and sense of responsibility. Students will also interview a parent or other family member and ask them if there was ever a time in their life when they felt separated or isolated from others and how they resolved this issue. Teachers may want to provide some sample questions for students to use as a way to gain deeper insight into the people they are interviewing.

**Extension Activities: Taking Action and Giving Service:**

The following reading provides an additional example of how another individual defines their Universe of Obligation. Students can create an identity chart and complete a Universe of Obligation Activity Sheet for the main subject of the reading.

*"A Daughter of Islam, an Enemy of Terror"* by Robin Finn, New York Times, Oct. 25, 2001, Metro Section, focuses on an American Muslim woman and her reactions to the September 11, 2001, terrorist attacks on the World Trade Center and the Pentagon. In the reading students learn about the identity crisis facing Asama Khan as she struggles to respond to the tragedy as an American, as a Muslim, and as a citizen of the world. While she must endure the negative stereotypes and fears directed toward Muslims that emerge in the popular culture, the tragedy has also galvanized her sense of civic responsibility, expressed in her founding of the organization called Muslims Against Terrorism.

**Unit I:** Human Behavior

**Grade Levels:** 9-12

**Time:** 60-90 minutes

## Lesson HI-2: Maslow's Hierarchy of Needs

### Objective:

Students will explore Maslow's hierarchy of needs, identifying the importance of satisfying these needs in pursuit of human development and growth.

### Key Terms:

**Psychological needs**

**Self-actualization**

### Materials:

- Reading on Maslow's Hierarchy of needs <http://www.edpsycinteractive.org/topics/regsys/maslow.html>
- Assignment
- Answer key for the teacher
- Handout of pyramid graphic of Maslow's Hierarchy of Needs

### Activities/Procedures:

1. Introduce the topic of human nature and human development.
2. Distribute Maslow's Hierarchy of Needs reading and assignment.
3. Review the theory with students, then the five levels of human needs.
4. Complete items 1-5 together. Then have students complete the remainder.
5. Review answers and discuss any ambiguity.

### Answer Key to Maslow Hierarchy Assignment

1. 4	10. 3	19. 5
2. 3	11. 2	20. 1
3. 5	12.4 (could be security)	21. 2
4. 2	13.1	22. 4
5. 1	14. 3	23. 5
6. 3	15. 4 (maybe level 5)	24. 4 (could be 5)
7. 5	16. 4	25. 2
8. 3	17. 2	
9. 2	18. 2 (maybe 1)	

### Evidence of Understanding (Assessment of Student Performance):

Formative Assessment:

Hierarchy Assignment (items 1-15)

### Summative Assessment:

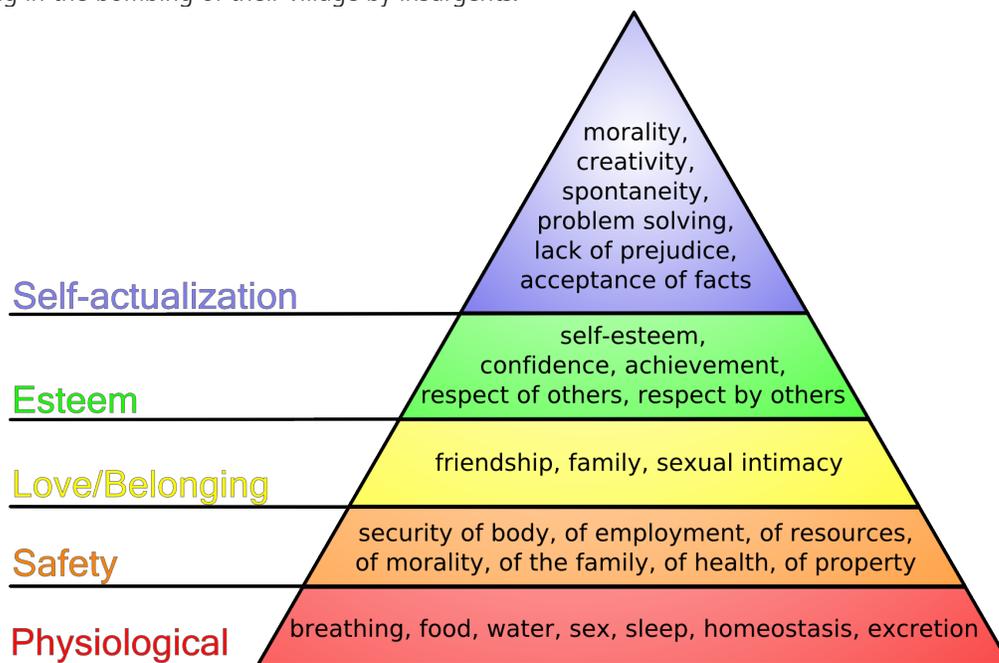
Discussion question: If people are consistently frustrated in meeting their needs, how might this impact their lives?

**DIRECTIONS:** Identify the level (1-5) by applying Maslow's theory to the following real life scenarios.

## Handout of pyramid graphic of Maslow's Hierarchy of Needs

- \_\_\_\_\_1. As Tyrone studied in smaller chunks of time, repeatedly over a few weeks, his quiz grades improved. He began to see himself as a good student as did his teachers.
- \_\_\_\_\_2. Lastri, 7 years old, becomes a Siaga Mula in the Gerakan Pramuka (Indonesian Girl Scouts), proudly wears her new beige uniform and red scarf to the meeting.
- \_\_\_\_\_3. Former Vice-President Al Gore's film, An Inconvenient Truth, is nominated for an Oscar and wins. Then, Al Gore wins the 2007 Nobel Peace Prize!
- \_\_\_\_\_4. As the conflict between the Sri Lankan government and Liberation Tigers of Tamil Eelam (L.T.T.E.) escalated, women and children ran through a river to escape being shelled from both sides.
- \_\_\_\_\_5. Liam's stomach was grumbling during class. He watched the hands on the clock tick toward the end of class and lunch time, not really hearing Mr. McNeely's lecture.
- \_\_\_\_\_6. The perpetrators at Columbine H.S. felt isolated and alienated from their peers, lashing out in a hate-filled murderous rampage.
- \_\_\_\_\_7. In an effort to make a productive change for the better, a smiling Oprah Winfrey spent \$40 million dollars opening a new school for girls in South Africa.
- \_\_\_\_\_8. On Valentine's Day, everyone in Mrs. French's 3rd grade class exchanged valentines with a personalized message about why each student is 'a nice person.'
- \_\_\_\_\_9. Larry, age 12, was afraid to go to school because another boy was constantly calling him names, embarrassing him, so he pretended to be sick and stayed home.
- \_\_\_\_\_10. Daquain was the only one from his high school class who went to T.C.N.J. He and his roommate happily pledged and joined a fraternity.
- \_\_\_\_\_11. Teri learned basic kung fu in an effort to feel better about working the night shift at Pathmark.
- \_\_\_\_\_12. After the restructuring of the company in an effort to reduce costs, Azhure was happy to accept her appointment as supervisor of two departments.
- \_\_\_\_\_13. While learning how to scuba dive, Ernesto's air tank malfunctioned, causing the instructors to take emergency action.
- \_\_\_\_\_14. A few months after her marriage, Vanessa began to fully enjoy her new role as wife and partner to her husband.
- \_\_\_\_\_15. While serving a 10-year prison term for armed robbery, Charlie vowed to change his life, completed an online G.E.D. and then earned his B.S. degree in marketing.
- \_\_\_\_\_16. In 2009, as the unemployment rate climbed to 10.1% in Cairo, Sebek despaired of ever being able to care properly for his family, as a man should.

- \_\_\_\_\_17. The citizens of Harare, Zimbabwe experienced a deadly outbreak of cholera in part due to lack of access to safe water and poor sanitation, sickening almost 100,000 people and killing 4,200.
- \_\_\_\_\_18. With her parents divorcing, her father unemployed, and having to move to a new city, Fernanda's grades fell as drastically as her weight.
- \_\_\_\_\_19. In 2002, Daniel Libeskind won the invitational competition to develop a master plan for the World Trade Center's redevelopment.
- \_\_\_\_\_20. Ali's stomach became upset as he approached the checkpoint manned by armed national soldiers. Stopping, he showed identification cards and watched as his car was searched.
- \_\_\_\_\_21. Violent ethnic conflict in that displaced 250,000 people, who are housed in state-run camps as aid agencies provide water and food.
- \_\_\_\_\_22. In Afghanistan, Kinah was not permitted to attend school under the Taliban. Since the 2002 fall of the Taliban, she enrolled in Girls School No. 2 and has learned to read and write.
- \_\_\_\_\_23. After 10 years of intense study, Shawnika played Rachmaninov's 3rd Piano Concerto perfectly at her audition and was admitted to the Juilliard School of Music.
- \_\_\_\_\_24. Arthur Goldberg served as U.S. Secretary of Labor before being appointed as a Justice of the Supreme Court by President Kennedy.
- \_\_\_\_\_25. Last week, Farzin's family was forced to flee their Kandahar home after violence escalated, resulting in the bombing of their village by insurgents.



J. Finkelstein

**Unit I:** Human Behavior  
**Grade Levels:** 10-12  
**Time:** 80-100 minutes

## Lesson HI-3: The Allure of Terrorism

### Objective:

The student will investigate the relationship between the environment and individuals who become terrorists.

### Key Terms:

<b>Al Qaeda</b>	<b>Fundamentalist</b>	<b>Jihad</b>	<b>Jihadist</b>
<b>Qur'an</b>	<b>Osama</b>	<b>bin Laden</b>	<b>Skinhead</b>
<b>Terrorist</b>			

### Materials:

- Biography of bin Laden [http://news.bbc.co.uk/1/hi/world/south\\_asia/1551100.stm](http://news.bbc.co.uk/1/hi/world/south_asia/1551100.stm) and or other terrorists.  
<http://www.pbs.org/wgbh/pages/frontline/shows/network/personal/whowere.html> or  
<http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/>.
- Erikson's 8 Stages of Personality Development:  
<http://psychology.about.com/od/theoriesofpersonality/a/psychosocial.htm>.
- Chart of Erikson's 8 Stages of Development: [http://psychology.about.com/library/bl\\_psychosocial\\_summary.htm](http://psychology.about.com/library/bl_psychosocial_summary.htm)
- Students' assignment and worksheet (included).

### Theoretical Background:

1. Familiarize self with Maslow's Theory of Self-actualization – See Unit I lesson 2 - Maslow's Hierarchy of Needs lesson plan.
2. Abraham Maslow is famous for his work on his hierarchy of needs. After basic physiological and safety needs are met, humans attempt to meet their need for love and belonging, self-esteem and self-actualization.
3. Erik Erikson was a psychologist who greatly influenced the study of personality development. He stresses that individual's move through specific crisis periods where they have to make choices about the direction of his or her life. These crises are created by one's age as well as the society in which he/she lives. The choices that are made greatly impact one's future personality and behavior. To read more on Erikson's Eight Stages of Development Theory on personality, go to <http://psychology.about.com/od/theoriesofpersonality/a/psychosocial.htm>. Also see the chart at [http://psychology.about.com/library/bl\\_psychosocial\\_summary.htm](http://psychology.about.com/library/bl_psychosocial_summary.htm).

### Maslow's Hierarchy of Needs pyramid.

<http://careersintheory.wordpress.com/2010/01/20/classics-maslows-hierarchy-of-needs/>

### Chart showing Erickson's 8 stages of Human Psychosocial Development.

<http://www.sinclair.edu/academics/lhs/departments/nsg/pub/maselowover.pdf>

Stage	Age	Central Task	Indicators of Positive Resolution	Indicators of Negative Resolution
Infancy	Birth to 18 months	Trust versus mistrust	Learning to trust others	Mistrust, withdrawal, estrangement
Early Childhood	18 months to 3 years	Autonomy versus shame and doubt	Self-control without loss of self-esteem Ability to cooperate and to express oneself	Compulsive self-restraint or compliance Willfulness and defiance
Late childhood	3 – 5 years	Initiative versus guilt	Learning the degree to which assertiveness and purpose influence the environment Beginning ability to evaluate one's own behavior	Lack of self-confidence Pessimism, fear of wrongdoing Over-control and over-restriction of own activity
School age	6-12 years	Industry versus inferiority	Beginning to create, develop, and manipulate Developing sense of competence and perseverance	Loss of hope, sense of being mediocre Withdrawal from school and peers
Adolescence	12 to 20 years	Identify versus role confusion	Coherent sense of self Plans to actualize one's abilities	Feelings of confusion, indecisiveness, and antisocial behavior
Young adulthood	18 to 25 years	Intimacy versus isolation	Intimate relationship with another person Commitment to work and relationships	Impersonal relationships Avoidance of relationship, career, or lifestyle commitments
Adulthood	25-65 years	Generativity versus stagnation	Creativity, productivity, concern for others	Self-indulgence, self-concern, lack of interests and commitments
Maturity	65 years to death	Integrity versus despair	Acceptance of worth and uniqueness of one's own life Acceptance of death	Sense of loss, contempt for others

### Historical background on the region

<http://www.globalissues.org/Geopolitics/MiddleEast.asp>

### Activities/Procedures:

1. Review Maslow's Theory on the Hierarchy of Needs and Self-Actualization.
2. Review Erikson's 8 Stages of Man Theory.
3. Define the terms listed above
4. Review and discuss Middle Eastern Living article with the students.
5. Review a biography of bin Laden [http://news.bbc.co.uk/1/hi/world/south\\_asia/1551100.stm](http://news.bbc.co.uk/1/hi/world/south_asia/1551100.stm) and or other terrorists. <http://www.pbs.org/wgbh/pages/frontline/shows/network/personal/whowere.html> or <http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/>, then identify the factors that made them turn to a life of terror.
6. Students may work in pairs and should report their findings to the class in list format.
7. As a class, read the biography of accused terrorist Wadiah El Hage. Apply Maslow and Erikson's theories to his life, identifying key factors and choices. Discuss as the reading progresses.
8. Assign student project to class, distributing the assignment and student worksheet.

9. Assign final assessment – the position paper.
10. Assignment Point Values: The point values are suggested and may be altered as teachers wish.

### **Evidence of understanding:**

#### Formative:

#### Critical Thinking Questions:

1. What reasons do you have when you join a club or organization? Where is this reflected in Maslow's Theory?
2. What facts about these people's lives are worst? What factors are different from your life/surroundings?
3. What is the difference between a jihadist, fundamentalist, Muslim, and al-Qaeda?
4. How are the environmental (political, social, economic) factors affecting the identity of these people different?
5. What two stages of psychosocial development are a person experiencing during the teens and early 20s?
6. How can the U.S. help change the results of these factors?
7. How are these factors impacting the psychosocial crises of these people?
8. The United States has declared a "War on Terrorism" and actually gone into war. Based on the theories discussed above, can a physical altercation on such a large scale possibly stop the growth of terrorist organizations? Why or why not?
9. Apply what you have learned about terrorist organizations elsewhere in the world to why youth join hate groups (KKK, Skinheads) or violent (gangs) groups in the United States? Who joins these organizations and why?

#### Summative:

1. Policy paper: After compiling the factors that potentially can create a terrorist, students will devise policies on how to deal with this growing problem. What can be done by the United States/International community to help stop the pool of candidates for possible terrorism? Students will write a one- page typed policy paper wherein they outline the underlying psychological issues behind the allure of terrorism and their proposals for dealing with this issue.
2. Class discussions: All students are expected to participate in a class discussion presenting and evaluating each other's policies papers.
3. Project: At the completion of this project, student pairs will complete the following for grading:
  - Typed list of defined terms;
  - Typed list from Procedures 4;
  - Typed answers to critical thinking questions;
  - Typed one-page paper answering your final evaluation paper;

Resources: Initial Lesson Developed by: Mike Wildermuth and Valerie Nugent East Brunswick High School, East Brunswick, NJ

## THE ALLURE OF TERRORISM - STUDENT ASSIGNMENT

Note: It is important to realize that terrorism is NOT just about Muslims.

### Introduction:

Much attention has been dedicated to the question, "How does one become a terrorist?" As a result of 9/11, many researchers are studying contributing factors, not only in Middle Eastern cultures, but also in western cultures. All of these variables affect the environments and, as a result, psychosocial choices of youth. The objective of this lesson is to investigate this relationship.

### Terms

Al-Qaeda, terrorist, fundamentalist, jihadist

### Activities/Procedures:

1. Present or review Maslow's and Erikson's Theories with class.
2. Define the terms listed above.
3. Examine current Middle Eastern living <http://www.time.com/time/2002/afghanistan/> as a class.
4. Review a biography of bin Laden [http://news.bbc.co.uk/1/hi/world/south\\_asia/1551100.stm](http://news.bbc.co.uk/1/hi/world/south_asia/1551100.stm) and other terrorists <http://www.pbs.org/wgbh/pages/frontline/shows/binladen/upclose/>.
5. Assign the reading of the biography of accused terrorist Wadhi El Hage.
6. Based on the biographies and the theories of Maslow and Erikson, students should identify the factors that made these men turn to a life of terror. Students will develop a list and report back to the group and class.
7. Answer the Critical Thinking Questions.
8. Assign the proposal paper for U.S. policy makers.
9. Peer Review: Students will critique, defend, and discuss the policies that have been proposed.

### Critical Thinking Questions:

1. What reasons do you have when you join a club or organization? Where is this reflected in Maslow's Theory?
2. What two stages of psychosocial development are a person experiencing during the teens and early 20s?
3. What facts about the researched terrorist's lives are worst? What factors are different from your life/surroundings?
4. What is the difference between a jihadist, fundamentalist, Muslim, and al-Qaeda?  
(Do not repeat definitions actually compare them and discuss the relationship.)
5. How are the environmental (political, social, economic) factors affecting the identity of these people?
6. How can the U.S. help change the results of these factors?
7. How are these factors impacting the psychosocial crises of these people?
8. The United States has declared a "War on Terrorism" and actually gone into war. Based on the theories discussed above, can a physical altercation on such a large scale possibly stop the growth of terrorist organizations? Why or why not?

9. Apply what you have learned about terrorist organizations elsewhere in the world to why youth join hate groups (KKK, Skinheads) or violent (gangs) groups in the United States? (Who joins these organizations and why?)

**Final Evaluation:**

What can be done by the United States/International community to help stop the pool of candidates for possible terrorism? Everyone in class will be expected to participate in a class discussion presenting and evaluating each other's policies.

Write a one- page typed policy paper where you outline the underlying psychological issues behind the allure of terrorism and then propose a policy that the United States could follow that would stop or hinder people from being interested in joining terroristic organizations.

How can we meet the psychological or social needs of individuals instead of having them support terrorists?

To be collected for grading: Thoroughly complete all activities on The Allure of Terrorism Student Worksheet. At the completion of this project, you and your partner, if you choose to work with one, will hand in:

1. Typed list of defined terms (not only the terms highlighted above but any terms you found in your readings or research) <10points>
2. Typed list from Procedures 4 <10points>
3. Typed answers to critical thinking questions <20points>
4. Typed, one-page paper answering your final evaluation paper <30points>
5. Peer critic and discussion <10points>

Name \_\_\_\_\_

Date \_\_\_\_\_

Period/Class \_\_\_\_\_

## **ALLURE OF TERRORISM – STUDENT WORKSHEET**

1. List of defined terms (not only the terms highlighted above but any terms you found in your readings or research)  
<10points>

2. List from Procedures 4: Identify the factors that may have influenced people to turn to a life of terror. <10points>

3. Critical Thinking Questions: <20points>

4. What reasons do you have when you join a club or organization? Where is this reflected in Maslow's Theory?



10. How are these factors impacting the psychosocial crises of these people? Are their needs being met? If so, which? Which are not?

11. The United States has declared a "War on Terrorism" and actually gone to war in Afghanistan and Iraq. Based on the theories discussed above, can a physical altercation on such a large scale possibly stop the growth of terrorist organizations? Why or why not?

12. Apply what you have learned about terrorist organizations elsewhere in the world to why youth join hate groups (KKK, Skinheads) or violent (gangs) groups in the United States. (Who joins these organizations and why?)

13. Typed, one-page paper answering your final evaluation paper:

What can be done by the United States/International community to help stop the pool of candidates for possible terrorism? Write a one-page typed policy paper where you outline the underlying psychological issues behind the allure of terrorism and then propose a policy that the United States could follow that would stop or hinder people from being interested in joining terroristic organizations. How can we meet the psychological or social needs of individuals instead of having them support terrorists? <30points>

14. Peer critic and discussion. <10points>

# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
and 9/11 in the Classroom**

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## **High School**

**Lesson Plans & Themes**

# **Unit II**

## **From Playground to World Stage: Violence, Aggression and Terrorism**



**Unit II:** Terrorism: From the Playground to the World Stage

**Grade Levels:** 9-12

**Time:** 60 minutes or more

## Lesson III-4: Who is a Terrorist?

### Objective:

The student will understand the role that stereotyping plays when identifying terrorists.

### Key Terms:

**Stereotype**

**Prejudice**

**Terrorism**

### Materials:

- Sketching or blank white paper
- Pencil
- Scotch or masking tape
- Student notebook

### Activities/Procedures:

1. Ask students to close their eyes and picture a terrorist. After one minute, ask them to open their eyes. Hand out paper. Have students write a few sentences (or a list of adjectives) describing their concept of a terrorist, without looking at other students' papers (allow approx. 10 minutes). When they are finished, have students post them around the room. Have students walk around the room and read the words of their classmates. (allow approximately 10 minutes).
2. Have them write down answers to the following questions:
  - What do these words describing terrorists have in common?
  - How many are similar? Calculate a percentage.
3. Class discussion of the observations and answers to the questions (allow approximately 15 minutes).
4. Questions for the teacher to ask:
  - Were any of the terrorists women?
  - Were any of the terrorists children?
  - What were the qualities in your mind that you attempted to depict?
5. Teacher could show video clips, Internet pictures, etc. mentioned in background information.
6. The teacher should now introduce the concept of stereotyping.
7. Discussion: (Approximately 15-20 minutes). Divide class into small groups.
  - About whom else have students heard or used stereotypes?
  - What role does prejudice play in stereotyping?
  - Are stereotypes true?
  - What harm can stereotyping do?
  - Is racial profiling acceptable?
8. End lesson with the questions: Can you really identify a typical terrorist? Are there both good and bad uses of stereotypes?

**Background for Subject of Lesson (when needed):**

Teacher could prepare photographs/descriptions of terrorists accessed from newspapers or the Internet---especially those that do not fit the "stereotype."

- Timothy McVeigh
- Those who shoot and bomb abortion clinics
- Video clips of female and children suicide bombers

**Evidence of Understanding** (Assessment of Student Performance: Formative and Summative)

Essay: How might the use of stereotypes affect our society?  
(summative)

**Extension Activities: Taking Action and Giving Service:**

Research an incident in the United States or in another country that has been identified as a terrorist incident.

- Who perpetrated the incident?
- Why was the incident identified as a terrorist incident?

Do the perpetrators (or alleged perpetrators) fit a stereotype of a terrorist? Explain your response, i.e. give examples of physical, religious, ethnic, cultural, etc. characteristics that would be identified in a stereotype that also are exhibited by the perpetrators. How does the perpetrator differ from the stereotype? Has the perpetrator (or accused perpetrator) been captured, given a trial, and convicted? Was the trial a fair trial? Explain your reasons for saying "yes" or "no" to the question of a fair trial.

Did the concept of a stereotype play a role in helping or harming the effort to find the perpetrator(s)? Explain.

Source: Kleg, Milton, *Hate Prejudice and Racism*, New York: State University of New York Press, 1993

**Unit II:** From Playground to World Stage

**Grade Levels:** 9-12

**Time:** 2 block schedule periods (80 minutes) or four standard instructional periods (40 minutes)

## Lesson III-5: Defining Terrorism

### Objectives:

Students will be able to examine multiple definitions of terrorism and identify areas of agreement and disagreement. Students will be able to categorize violent acts that can be categorized as terrorist acts, as well as those which are not, according to a U.N. definition of terrorism.

Students will be able to interpret and analyze multiple sources of evidence about acts of violence to determine if they can be labeled “terrorist” acts.

Students will be able to make informed decisions regarding how terrorist acts do or do not constitute violations of international law, and how perpetrators of such terrorist acts should be addressed within the judicial system.

### Key Terms:

**Terrorism**

**Humanitarian Law**

**National Security**

**Human Security**

### Materials:

- Dworkin, Anthony. Terrorism in Gutman, Rieff and Dworkin, *Crimes of War: What the Public Should Know 2.0*. London, W. W. Norton, 2007: 396-399.
- Hess, Diane and Jeremy Stoddard. 9/11 and Terrorism: The Ultimate Teachable Moment in Textbooks and Supplemental Curricula. in *Social Education*, September 2007, pp. 231-236.
- United Nations, *Report of the High-Level Panel on Threats, Challenges and Change*, New York, The United Nations, 2004. <http://www.un.org/secureworld/> or <http://www.un.org/secureworld/report2.pdf>
- Wechsler, Lawrence. International Humanitarian Law: An Overview, in Gutman, Rieff and Dworkin, *Crimes of War: What the Public Should Know 2.0*, London, W. W. Norton, 2007: 22-28.
- United Nations, *Human Development Report 1994*, New York, The United Nations, 1994. <http://hdr.undp.org/en/reports/global/hdr1994/>
- Worksheets as noted in the lesson methodology.

### Activities/Procedures:

#### Day One

1. Introduce the topic of terrorism by asking students to place three examples of terrorist acts on a file card. Number the file cards and correlate the numbers to the student names in the class. Then ask each student to define the term “terrorism” and write that definition down in his/her notebook.
  2. Collect the file cards and then redistribute them to the class making sure that each card contains at least three examples of what each student has identified as terrorist acts. Make sure that the students DO NOT receive their own original list back.
  3. Place the students in groups of 3-4, again insuring that their own cards do not reappear in their small working group. Pose this question to the class (write it on the board or distribute it on a half-sheet of paper). “What do the lists you have in your small group have in common?” Once you’ve determined which responses are in common, make a second list of those that were not repeated by anyone in your group. Now, discuss the common examples by completing this worksheet and making sure that each member of the group provides input to the worksheet responses. One worksheet should be completed for each common example.
- Worksheet: Contains requests for this information.

Location of terrorist act  
Date(s) of terrorist act  
Perpetrators of terrorist act  
Victims of terrorist act  
Purpose(s) of terrorist act  
Non-human consequences of terrorist act  
Response to terrorist act by government or others

4. After each group has completed a separate worksheet for each common example, they should move on to the non-repetitive examples and do the same. This may require that they ask questions of the individuals in other groups who suggested those examples, or the teacher can draw this information out through questioning from the full class.
5. Each small group should now examine the completed worksheets and construct a list of attributes that appear in at least two of the examples, again drawing upon the items in the worksheets. For example, are their locations where more than one terrorist act has taken place? Do the same perpetrators appear for more than one example?
6. As each group completes their work, they should compile a list of the common attributes, which will be shared with the full class as the final activity for the day.
7. Homework: Each student will investigate a specific example from those identified in today's activity. Using a similar worksheet (but with the goal of gathering more detail, and now listing reliable sources for their information), each student will complete the worksheet and provide more detailed responses, listing sources on the second worksheet. This should be completed for day two. If implemented within a block schedule format, the teacher can have students use time to work in pairs to do their investigation, and then move on directly to Day Two, part 2 after sharing their findings with the full class.

### Day Two

1. After homework has been checked for completion, the teacher will ask for examples of the second worksheet to be shared with the entire class. Questions should be posed by the teacher and/or students about the quality and reliability of sources used for this second worksheet, as well as what frame of reference or point of view was evident in the source for their work.
2. The teacher should now distribute worksheet three, which contains a range of definitions of terrorism. Those definitions are listed below.

(From Hess and Stoddard article)

"Terrorism is the use of violence against people or property to try to force changes in societies or governments."

(The Americans text)

"Terrorism is the use of violence by nongovernmental groups against civilians to achieve a political goal."

(Democracy in Action text)

"There is no universally accepted definition of terrorism. Countries define the term according to their own beliefs and to support their own national interests." (Constitutional Rights Foundation)

The teacher should now ask each student to determine if their worksheet example can be classified as a terrorist act by one or more of the definitions shown on the worksheet. If so, then the student is required to determine what attributes in their example do or do not match the parameters of the definition.

After each student has taken approximately 5-7 minutes to write down how their example(s) do or do not match each of the definitions, the teacher should facilitate a question-answer session where students present their findings

and defend their judgments, providing evidence from their examples to support their claims. The teacher needs to make sure that students provide both examples and counter-examples, so that the definitions can be validated, or shown to be invalid.

After this questioning strategy has been implemented, the teacher should hand out worksheet number four, which has a list of both recent and more historic examples of violence directed against individuals and groups. Students should then be asked to determine if these examples can be classified as terrorist acts using definitions from the third worksheet.

List of examples: (Drawn from Hess and Stoddard article and other sources)

- Columbine High School killings, 1999
- Bombing of the Murrah Federal Building in Oklahoma City, 1997
- Bombing at the 16th Street Baptist Church in Montgomery AL, 1963
- The activities of the Unabomber, 1975-1995
- Rocket attacks on Southern Israel by Hamas, 2008-09
- Activities of the Ku Klux Klan during Reconstruction
- The assassination of U. S. President William McKinley, 1901
- The Boston Tea Party, 1773
- Bombing of abortion clinics, 1980 to present
- Attack on the U. S. S. Cole, 1993
- John Brown's Raid on the U. S. Armory in Harper's Ferry, VA, 1859
- Attacks on the World Trade Center and the Pentagon, 2001
- Hijacking of the Achille Lauro luxury liner by Palestinian armed group, 1985
- Killing of Israeli Olympic Athletes by Black September group, 1968

The teacher should now make a master list (categorized by definition) of the examples from worksheet #4 and discuss with the class their rationales for placing/classifying one or more of these examples under each definition. It is important for the teacher to make sure that the student(s) publicly offer their rationales and precisely link attributes of the definition to the specific examples being proposed. The teacher should also make sure that examples which are NOT listed under a specific definition are discussed, and have students explain why those examples did not fit a particular definition.

This should end day two in the traditional schedule format. For schools using a block schedule, the teacher can move on to steps 1 and 2 under Day Three at this time.

### Day Three

1. After students enter the room, they should be given the UN definition from the Dworkin article, Terrorism, from the Gutman, Reiff and Dworkin book. That definition is shown below.

Definition (2004): Terrorism is defined as "any action...that is intended to cause death or serious bodily harm to civilians or noncombatants, when the purpose of such an act, by its nature or context, is to intimidate a population, or to compel a Government or an international organization to do or abstain from doing any act."

2. Students should be asked now to return to the first example they investigated, and judge whether it constitutes terrorism under this U.N. definition. Provide some time for students to analyze their example against the definition, and be alert to the need to clarify terms (example, noncombatants) in the definition.
3. The teacher should facilitate a discussion about their findings, and then ask the students to compare the U.N. definition to the three definitions used in worksheet number three. How similar and/or different are the definitions? What do they have in common, and in what ways is the U.N. definition more or less precise than the others?
4. At this point, the teacher should introduce the concepts of “humanitarian law”, “human security” and their meanings. Use the Gutman, Rieff and Dworkin book as a resource (pp. 22-28, article by Lawrence Wechsler) to provide content on humanitarian law, as well as examples (Geneva Conventions, Nuremberg Tribunals, Tribunals on the Former Yugoslavia and Rwanda, and others). Students should copy down the definition and examples as they are provided. For the definition of human security, consult the U.N. Human Development Report from 1994, where a definition and examples are supplied.
5. The teacher should now ask this question: “How might terrorism be considered a violation of humanitarian law and a threat to human security, and if so, how would one know?” Students should be directed to a set of documents (Geneva conventions, other U.N. conventions dealing with protection of human life), and then be given a specific case to investigate that provides content they can use to answer the question. For example, was the bombing of the World Trade Center in 1993 a terrorist act and did it violate international standards of humanitarian law? If so, how could the perpetrator be brought to justice, in what context, and if found guilty, what penalty or penalties should be assessed? In what way(s) should the human and material damages from the terrorist act be addressed and/or compensated?
6. The teacher can determine if this activity requires individual or pair involvement, and the final assessment of student performance for the lesson can then be assigned. Each student or pair will prepare a position paper that answers the question, and proposes a process for bringing perpetrators to justice as well as addressing the short and long-term consequences for human and material damages.

#### Day Four

1. Students should share their findings in a round-table discussion, and the teacher should invite questions from students to their peers regarding their findings and recommendations.
2. After all findings and recommendations have been discussed, the teacher should invite students to prepare a master list of their recommendations that will be condensed into a proposal for an international counter-terrorist program. This proposal should be sent to the relevant U.N. body dealing with terrorist activities, and to the International Criminal Court in The Hague, as well as to both U. S. Senators from N.J. for consideration by the Senate Foreign Relations Committee. This constitutes the final component of the lesson, and can constitute a second assessment of student performance by the teacher if desired.

#### **Evidence of Understanding** (Assessments of Student Performance)

1. Completed position paper—evaluated against criteria of relevance, use of evidence to support one’s argument, clarity of expression, and application of relevant concepts and definitions.
2. Letter to U.N./U.S. Senators: same criteria as for A, but including the criteria of comprehensiveness, as this should reflect the full class’ consensus of what constitutes meaningful recommendations.

#### **Extension Activities: Taking Action and Giving Service**

1. Students can examine other historic examples of possible terrorist acts, and implement simulated judicial proceedings or role plays/sociodramas where the perpetrators, victims and legal participants present their perspectives on the case before a tribunal.
2. Students can engage in online dialogues and possibly video conference with experts from the Gutman, Rieff and Dworkin book to discuss their findings on the topic, and then record their ideas in an online discussion forum that can be archived for future use.

# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
and 9/11 in the Classroom**

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## **High School**

**Lesson Plans & Themes**

# **Unit III**

## **Historical Context of Terrorism**



**Unit III:** Historical Context of Terrorism

**Grade Levels:** 9-12

**Time:** 45-60 minutes

## **Lesson III-6: An Act of Terror: The Assassination of Archduke Franz Ferdinand and Archduchess Sophie**

**Objectives:**

Students will evaluate whether the Black Hand was a terrorist group.

Students will delve into the question of whether terrorism is ever a justified means to an end.

**Key Terms:**

**Hapsburg Empire**

**Austro-Hungarian Empire**

**Black Hand**

**Nationalism**

**Materials:**

1. Map of Europe in 1914 focusing on the Balkans <http://www.pbs.org/greatwar/maps/index.html>
2. Reading: The Assassination of Archduke Franz Ferdinand and Archduchess Sophie
3. (Optional) Computer and LCD projector for viewing video of the royal couple's arrival at City Hall in Sarajevo, June 28, 1914. <http://www.firstworldwar.com/video/ferdinand.htm>

**Activities/Procedures:**

1. Using the Map of Europe in 1914, students should identify the following countries for homework: United Kingdom, France, Italy, Germany, Austria-Hungary, Serbia, Russia, Ottoman Empire
2. Prepare students by briefly explaining the context of nationalistic tensions between Austria-Hungary and Russia in Southeastern Europe in 1914.
3. Assign and complete the reading on the Assassination of Archduke Franz Ferdinand and Archduchess Sophie.
4. Complete and discuss the discussion questions.
5. (Optional) Video: Clip of Archduke Franz Ferdinand and Archduchess Sophie arriving at City Hall, Sarajevo, Bosnia on June 28, 1914. <http://www.firstworldwar.com/video/ferdinand.htm>

**Background for Subject of Lesson:**

The 25 German states were united into the German Empire in 1871 after the Franco-Prussian War. The 'Iron Chancellor' Otto von Bismarck focused on maintaining cordial relations with the other European powers. But when Kaiser Wilhelm II came to the throne in 1888, Bismarck was replaced and policy shifted towards aggressive colonial expansion. This new enthusiasm for colonialism triggered a series of international crises in the early 20th century, and the rapid expansion of the German navy threatened France and Britain. British power was dependent on her navy, and German naval expansion challenged Britain's policy of always having a navy as large as her two nearest rivals combined. The Hapsburg Empire, which can be traced back to the 10th century in Switzerland, had its roots in all the major courts of Europe, including that of England. However, over the centuries, its power declined. In 1867, the Hapsburg lands were reorganized into the Austro-Hungarian Monarchy. The emperors of Austria-Hungary were bent on acquiring former Ottoman lands, such as Bosnia, as this empire was weakening and breaking up.

The decline of the Ottoman Empire resulted in Serbia's independence in 1885. The rise of nationalism in the Balkans also threatened the stability of Austria-Hungary, which contained large ethnic minority groups. While also eyeing territories of the Ottoman Empire, Russia backed the Balkan Slavs' claims for independence putting them into conflict with Austria-Hungary. In 1908, Russia was embarrassed when Austria-Hungary annexed Bosnia-Herzegovina. For the Bosnian Serbs, this quashed any hopes of restored nationhood.

Austria-Hungary could not afford any further increase in nationalism given its huge number of ethnicities. Russia could ill afford to back down a second time should another crisis arise. Conditions were ripe for a diplomatic incident to start war and it was the political murder of Franz Ferdinand that became the catalyst.

**Evidence of Understanding** (Assessment of Student Performance: Formative and Summative)

Formative Assessments:

1. Student completed map activity
2. Student responses to discussion questions, written or verbal

Summative Assessment:

Journal prompt: Given the severe consequences of their actions, was the Black Hand justified in assassinating the Archduke and Archduchess? How else might the Black Hand have addressed its nationalistic aspirations?

**Extension Activities: Taking Action and Giving Service** (Optional)

The study of World War I

## **An Act of Terror:**

The Assassination of Archduke Franz Ferdinand and Archduchess Sophie

By Jill McCracken

Franz Ferdinand, eldest son of Carl Ludwig, the brother of Emperor Franz Josef, was born in 1863. Educated by private tutors, he joined the Austro-Hungarian Army in 1883. In 1889, the succession passed to Franz Ferdinand's father, Carl Ludwig. When he died in 1896, Franz Ferdinand became the new heir to the throne. In 1899, Franz Ferdinand married Sophie von Chotkovato, who would bear him three children.

The 1908 Austrian annexation of Bosnia was unpopular with the Bosnian people, who also disliked the Archduke immensely. Franz Ferdinand's unpopularity was also related to the policies he intended to apply once he assumed the throne. He proposed to replace Austro-Hungarian dualism with 'trialism,' a triple monarchy in which the empire's Slavic peoples would have an equal voice in government with the Germans and Magyars. This would undermine any hope for independence by the many minorities of Austria-Hungary.

In 1913 Franz Ferdinand was appointed Inspector General of the Austro-Hungarian Army. In the summer of 1914, General Oskar Potiorek, Governor of the Austrian provinces of Bosnia-Herzegovina, invited the Inspector of the Armed Forces to watch his troops on maneuvers. Franz Ferdinand agreed, deciding to visit Sarajevo, the capital of Bosnia-Herzegovina. The inspection was scheduled for June 28, 1914. It was planned that Franz Ferdinand and his wife Sophie would be met at the station and taken by car to the City Hall where they would have lunch before going to inspect the troops. Franz Ferdinand was perhaps unaware of the historical significance of the day he chose to visit in Sarajevo. That particular date, June 28th, marked a tragic point in Serb history.

For a map of Austria-Hungary and the current political borders, go to the online Britannica encyclopedia site at <http://www.britannica.com/EBchecked/topic/44386/Austria-Hungary>

The 1389 "Kosovo Polje" or Battle of Kosovo, where Serbia's Christian warriors had been defeated by the Turks, was a national holiday. Serbia would lose its independence for the next 500 years. Serb nationalist feelings were therefore, highly sensitive on the day of the Archduke's arrival.

Still, Franz Ferdinand knew that the journey would be dangerous. A large number of people living in Bosnia-Herzegovina were unhappy with Austro-Hungarian rule and favored union with Serbia. Previous assassination attempts against government officials had occurred. The leader of the Black Hand considered Franz Ferdinand a serious threat to a union between Bosnia-Herzegovina and Serbia. He was worried that Ferdinand's plans to grant concessions to the South Slavs would make an independent Serbian state more difficult to achieve.

Three years earlier, in May, 1910, ten Serbian men formed the Black Hand Secret Society. A founding member, the Black Hand leader was Colonel Dragutin Dimitrijevic, the chief of the Intelligence Department of the Serbian General Staff. The main objective of the Black Hand was the creation, by means of violence, of a 'Greater Serbia'. Its stated aim was: "To realize the national ideal, the unification of all Serbs. This organization prefers terrorist action to cultural activities; it will therefore remain secret."

Col. Dragutin Dimitrijevic used the codename, Apis, established himself as the leader of the Black Hand. In 1911, Apis ordered a Serb, Bogdan Zerajic, to assassinate the Austrian governor of Bosnia-Herzegovina with a poisoned dagger. The attempt failed, but the Black Hand did not disband. By 1914 there were around 2,500 members of the Black Hand. The group was mainly made up of junior army officers but also included lawyers, university professors and journalists. Approximately 30 members lived and worked in Bosnia-Herzegovina.

When Franz Ferdinand's visit to Bosnia was announced in June 1914, three senior members of the Black Hand

group, Apis, Milan Ciganovic, and Major Voja Tankosic, decided that Archduke Franz Ferdinand should be assassinated. Apis was concerned about the heir to the Austro-Hungarian throne, Ferdinand's trialism plan to grant concessions to the South Slavs. If this happened, an independent Serbian state would be much more difficult to achieve.

The Black Hand leadership sent three members of the Black Hand group based in Belgrade, Gavrilo Princip, Nedjelko Cabrinovic, and Trifko Grabez to Sarajevo to carry out the deed. These men arrived in Bosnia-Herzegovina, where they joined forces with six fellow conspirators.

On the morning of June 14, 1914, Archduke Franz Ferdinand and Archduchess Sophie arrived in Sarajevo by train. General Oskar Potiorek, Governor of the Austrian provinces of Bosnia-Herzegovina, was waiting to take the royal party to the official reception at City Hall.

Video: Clip of Archduke Franz Ferdinand and Archduchess Sophie arriving at City Hall, Sarajevo, Bosnia on June 28, 1914. <http://www.firstworldwar.com/video/ferdinand.htm>

It was a beautiful morning and crowds of onlookers waved flags and flowers as the motorcade passed through the streets of Sarajevo. The Mayor of Sarajevo and the city's Commissioner of Police were in the front car. The Archduke and Archduchess were in the second car with General Potiorek. The limousine's top was rolled back in order to allow the crowds a good view of its occupants.

Photos of the Archduke and Archduchess on the day of the assassination may be found at <http://www.firstworldwar.com/bio/ferdinand.htm> .

The assassins were inexperienced with weapons and had been supplied with guns and bombs. At 10:15 am, the six cars passed. The first gunman, Mehmed Mehmedbaši, didn't get a clear line of sight to take the shot so gave up for fear of ruining the operation and alerting the authorities. Then, the motorcade passed the central police station. Black Hand member Cabrinovic hurled a hand grenade at the Archduke's car. The driver accelerated when he saw the object flying towards him and the grenade exploded under the wheel of the next car. Two of the car's occupants were seriously wounded. About a dozen spectators were also hit by bomb splinters.

Swallowing a cyanide pill (each assassin had been equipped with one), Cabrinovic jumped into the nearby Milijacka River. Unfortunately for him, the cyanide pill was too weak or didn't work, and the river was only four inches deep at this time of year. He was dragged out by the angry crowds and captured by the authorities.

Panicked, Franz Ferdinand's driver quickly drove away from the area. At this speed, the other members of the Black Hand group who lined the limousine's route, Cvijetko Popovic, Gavrilo Princip, Danilo Ilic, and Trifko Grabez, were unable to fire their guns or hurl their bombs at the Archduke's car.

Franz Ferdinand and the rest of the procession reached the town hall as he planned to continue with the afternoon's engagements. However, Franz Ferdinand was anxious for information on those injured by Cabrinovic's bomb. Told they were severely injured and at the hospital, the Archduke insisted on being taken to see them. Though a member of the Archduke's staff suggested this might be dangerous, General Potiorek, who was responsible for the safety of the royal party, replied, "Do you think Sarajevo is full of assassins?"

In order to avoid the center of the city, General Potiorek decided that the royal car should travel straight along the Appel Quay to the Sarajevo Hospital. However, Potiorek neglected to tell the Archduke's driver about this decision. On the way to the hospital, the driver took a right turn into Franz Joseph Street. General Potiorek immediately realized the mistake, and shouted "What is this? This is the wrong way! We're supposed to take the Appel Quay!"

As Franz Ferdinand's driver slowed to reverse, Black Hand member Gavrilo Princip was in a nearby café. Jumping at his opportunity, Princip rushed up to the car and at a distance of about five feet, fired several shots into the car. Franz Ferdinand was hit in the neck and his wife, Sophie, in the abdomen. Princip's bullet had pierced the Archduke's jugular vein but before losing consciousness, he pleaded "Sophie dear! Sophie dear! Don't die! Stay alive for our children!" The driver drove the royal couple to the Governor's residence, but although both were still alive when they arrived, they died from their wounds soon afterwards.

Princip and Cabrinovic were both captured and interrogated by the police. They eventually gave the names of their fellow conspirators. Mehmet Mehmedbasic escaped to Serbia, but Grabez, Ilic, Cubrilovic, Popovic, and two others, were arrested and charged with treason and murder.

Eight of the men charged in the assassination of Archduke Franz Ferdinand and Archduchess Sophie were found guilty. Under Austro-Hungarian law, capital punishment could not be imposed on someone who was under the age of twenty when they had committed the crime. Nineteen year old Princip, therefore, received the maximum penalty of twenty years. Gavrilo Princip died of tuberculosis on April 28, 1918.

On July 25, 1914, the Austro-Hungarian government demanded that the Serbian government arrest the remaining three plotters and send them to face trial in Vienna. The Prime Minister of Serbia, Nikola Pasic, told the Austro-Hungarian government that he was unable to hand over these three men as it "would be a violation of Serbia's Constitution and criminal law". Three days later, Austro-Hungarian declared war on Serbia. World War I had begun.

During the first two years of the First World War, the Serbian Army suffered a series of military defeats. Prime Minister Pasic blamed the Black Hand for the war. In December 1916, the organization was disbanded. Dragutin "Apis" Dimitrijevic and several of the Black Hand leaders were arrested and executed the following year.

### **Discussion Questions:**

1. There are many definitions of terrorism. The F.B.I uses this definition "The unlawful use of force or violence against persons or property to intimidate or coerce a Government, the civilian population, or any segment thereof, in furtherance of political or social objectives." Based on the information in the reading and this definition of terrorism, evaluate if the Black Hand was a terrorist group, and whether Gavrilo Princip was a terrorist.
2. Given the severe consequences of their actions, was the Black Hand justified in assassinating the Archduke and Archduchess? How else might the Black Hand have addressed its nationalistic aspirations?
3. Given the example of Serbia's independence from the Ottoman Empire in 1885, do ethnicities seeking their own nations have other methods to address their concerns beyond resorting to terrorism? Explain.

**Unit III:** Historical Context of Terrorism

**Grade Levels:** 9-12

**Time:** 150 minutes

## **Lesson HIII-7: The Olympics: Terror at Munich and Atlanta**

### **Objective:**

Students will examine a terrorist event and justify the choices and consequences of the involved groups.

### **Key Terms:**

**Black September**

**Golda Meir**

**Anwar Sadat**

**NATO**

**Cold War**

**West/East Germany**

### **Materials:**

- Articles/background – 21 Hours at Munich with Study Guide (included)
- DVD: 21 Hours at Munich available at <http://www.amazon.com/21-Hours-Munich-William-Holden/dp/B000BNXD5A>

### **Activities/Procedures:**

- Decide if focus questions should be articulated
- Handout background and supplemental materials
- Students read and answer prior to class
- Discuss questions [Formative assessment]
- View 21 Hours at Munich and answer study guide (Formative assessment.)
- Lead class discussion (Guide to Teachers Critical Questions) lead back to evidence of understanding essay

### **Evidence of Understanding:**

#### Formative:

Student generated answers to the study guide for the film.

#### Summative:

Essay: Did Black September achieve its goals? What was gained through violence? If we are supposed to learn from history, what did we learn from this? (Summative assessment)

### **Optional Extension Activities: Taking Action and Giving Service**

1. Students watch the film, Munich.
2. Investigate the Centennial Olympic bombing at the Atlanta Olympic Games in 1996.
3. Have students discuss how athletes can take a stand against Terrorism at athletic events (for example, using an athlete's celebrity to persuade against the use of violence to achieve an end).

# Terror at the Munich Olympics: 21 Hours at Munich - Study Guide

To see a photo of the 1972 Israeli Olympic team, <http://commonamericanjournal.com/?p=1868>

## What happened?

by Jill McCracken

On September 5, 1972 as the Olympic village athletes lay sleeping, five Arab terrorists wearing track suits climbed the six and 1/2 foot fence surrounding the Olympic Village in Munich, Germany. Once inside, they met up with three others who had managed to acquire fake identification cards. Within 24 hours, 11 Israelis, five terrorists, and a German policeman were dead.

Just before 5:00AM there was a knock on the door of Moshe Weinberg, the Israeli wrestling coach. Opening the door and seeing the terrorists, he immediately realized something was amiss and shouted a warning. Weightlifter Joseph Romano joined Weinberg in trying to block the door, but they were killed by the terrorists. The Arabs then rounded up nine Israelis to hold as hostages.

At 9:30AM, the first demands were issued. After announcing they were Palestinian Arabs, they demanded the Israeli government release 234 Arab prisoners from jail. Likewise, West Germany was ordered to release two German terrorist leaders from a Frankfurt prison. Additionally, they demanded their own safe passage out of West Germany.

After hours of negotiations, a deal was struck with German authorities. They agreed that the terrorists and hostages would be taken to the NATO air base at Furstenfeldbruck, by bus. Then, they would board two helicopters to ferry them to a plane headed for Cairo, Egypt. Meanwhile, Furstenfeldbruck air base had West German sharpshooters ready to target the terrorists, intending to free the hostages.

To see a photo of the Black September terrorists, go to <http://commonamericanjournal.com/?p=1868>

Unfortunately, the rescue plan failed and a bloody firefight between the German officials and Palestinian terrorists followed. The Palestinians set off a grenade in one helicopter, killing all aboard, and terrorists in the second helicopter shot to death the remaining, blindfolded Israeli hostages. Three of the Palestinian Arabs terrorists were captured alive and held in Germany.

A month later, on October 29, 1972, a West German Lufthansa jet was hijacked by Palestinian terrorists. They demanded that the three captured Munich killers be released. The Germans capitulated and the imprisoned terrorists were freed.

Who were the Munich terrorists?

It was later discovered that the Munich operation was ordered by Yasser Arafat, head of the Palestinian Liberation Organization (PLO). It was executed by Fatah, a major Palestinian political party and the faction controlled by Arafat.

The Fatah terrorists called themselves Black September to prevent Fatah's international political image from being tarnished. Black September members deliberately refrained from publishing official statements, and its leaders kept their identity hidden. Violating this caution, in *Stateless*, a book by Abu Iyad, he explains that Black September was closely tied to Fatah. Abu Iyad frequently refers to his personal involvement in the organization:

"Black September was not a terrorist organization, but was rather an auxiliary unit of the resistance movement, at a time when the latter was unable to fully realize its military and political potential. The members of the organization always denied any ties between their organization and Fatah or the PLO. I myself am personally acquainted with

many of them, and can state with conviction that most of them belong to various Fedayeen organizations”.

Abu Daoud, the mastermind of the terrorist assault at Munich, admitted his leadership role in his 1999 autobiography, *Memoirs of a Palestinian Terrorist*. Under interrogation by the Jordanian police in 1972, he was quoted in the *Al-Dustur* newspaper as saying:

“There is no such organization called Black September. Fatah announces its own operations under this name so that Fatah will not appear as the direct executor of the operation.”

### **Afterward**

Following the murder of the Israeli Olympic athletes, Israeli Prime Minister Golda Meir gave instructions for Israeli agents to hunt down and kill those behind it. She told the Knesset on September 12, 1972:

“We have no choice but to strike at the terrorist organizations wherever we can reach them. That is our obligation to ourselves and to peace. We shall fulfill that obligation undauntedly”.

The Israeli Mossad, the Institute for Intelligence and Special Operations, put Operation Wrath of God into effect. It was one of the most ambitious covert counterterrorist campaigns in history. This story is featured in the 2005 film, *Munich*. The Israeli cabinet authorized the assassination of any Black September terrorists involved in the Munich incident. The Mossad assumed the responsibility for implementing the directive and developed several assassination teams. Over a period of years, it was revealed that five of the Munich terrorists were killed, and three more in joint Mossad-IDF (Israeli Defense Force) operations. They also eliminated four other terrorists associated with other crimes against Israel.

Abu Daoud, the leader and planner, remained at large even though he admitted his role in his autobiography. He claimed his terrorist agents never intended to harm the athletes. He blamed their deaths on the German police and the stubbornness Prime Minister Golda Meir. Daoud died in Syria of kidney failure on July 2, 2010 and was buried at the Martyrs Cemetery in the Yarmouk Palestinian refugee camp in Damascus.

### **PARTICIPANTS**

Issa: Lead terrorist

Willy Brandt: President of West Germany

Han Detrich Benser: West German Minister of the Interior

Golda Meir: Prime Minister of Israel

Anwar Sadat: President of Egypt

Mr. Sedki: Prime Minister of Egypt

Moshe Weinberg: Israeli Wrestling Coach, Olympic Village

Dr. Schreiber: Head of Munich Police Dept.

Merk: Bavarian Minister of the Interior

Fraulein Reiss: International Olympic Committee Security

General Zvir Zamir: Israeli Secret Service

Avery Brundage: Pres. International

Olympic Committee

Mohammed Khadif: Egyptian member of the Arab League

**SETTING: SEPTEMBER 4-5, 1972 – XX Olympiad, Olympic Village, Munich, West Germany**

1. As the terrorists make their way to the Israeli apartments, what security measures do they encounter?
2. What is the name of the group that took the Israeli athletes captive? \_\_\_\_\_ What are the goals of the terrorists? What are their demands? The release of \_\_\_\_\_
3. After being informed of Israelis being taken hostage, Bavarian Minister Merk refers to the "6 million ghosts" who are watching. To what is he referring?
4. Why does Dr. Shreiber ask for Fraulein Reiss of the International Olympic Committee Security to approach the terrorist leader, Issa, rather than one of his police officers?
5. What tactics do Reiss and Shreiber use to negotiate with the terrorist leader, Issa? Cite examples of conflict resolution attempts.
6. As explained by Israeli Golda Meir, what is Israel's position on compromising with the terrorists and partially meeting their demands?
7. What does Arab League member Mohammed Khadif suggest to Issa?
8. What startling information does Issa reveal about his family and past to Fraulein Reiss?

9. Given the standoff with the terrorists in the Olympic Village, what is the surrounding environment like?
  
10. What is Egypt's view on this crisis?
  
11. Israeli General Azvir Zamir arrived in Munich and has been observing. What course of action does he suggest to Dr. Shreiber? What are Zamir's concerns? What are Shreiber's?
  
12. Describe the German plan at Fursteneldbruck airport.
  
13. The terrorist, Issa, checks out the tunnel to the helicopters. Who is watching Issa do this?  
  
Why is the walking the tunnel unacceptable to Issa?
  
14. Fraulein Reiss tries a 'last-ditch effort' mediation with Issa, with whom she has tried to establish a rapport. Why does Issa reject her very reasonable suggestion?
  
15. What is the outcome at Fursteneldbruck airport? This is important: Have the terrorists achieved their goals by embarking on this terrorist action?
  
16. Fifty-three days after the end of the terrorist incident at Munich, what did West Germany do regarding the remaining three Munich terrorists?

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Lopresti, Mike, "A decade later, Atlanta Olympic bombing overshadowed," USA Today, July 27, 2006. [http://www.usatoday.com/sports/columnist/lopresti/2006-07-23-lopresti-atl-10-years\\_x.htm](http://www.usatoday.com/sports/columnist/lopresti/2006-07-23-lopresti-atl-10-years_x.htm)

"Mastermind behind Munich Olympics Terror dies," BBC News-Middle East, July 3, 2010.  
<http://www.bbc.co.uk/news/10498912>

### **Optional Extension Activities: Taking Action and Giving Service:**

Centennial Olympic bombing at the Atlanta Olympic Games in 1996

by Jill McCracken

Atlanta Georgia, U.S.A. was the site of the greatly anticipated Summer Olympic Games of 1996. Established as a 'town center' for the competing athletes and visiting spectators from all over the world, Centennial Olympic Park would be the site of a terrorist bombing that marred the games. To see the cover of TIME magazine from this event, go to <http://www.time.com/time/covers/0,16641,19960805,00.html>

The perpetrator would prove to be American Eric Robert Rudolph. During the night of July 27, 1996, Rudolph placed a green U.S. military field pack under a bench near where a concert would be held the next day. The field pack contained three pipe bombs packed in nails, designed to cause severe bodily harm to those in the area at detonation.

The next day, in a stroke of luck, Security Guard Richard Jewell noticed the bag and called in an alert to the Georgia Bureau of Investigations. Rudolph himself would call 911 minutes later to warn that a bomb was going to explode. Jewell and other security guards began clearing the immediate area, waiting for the arrival of the bomb squad. Before they arrived, the bomb exploded at 1:20 P.M., killing 2 and injuring 111 visitors to the games. Turkish cameraman, Melih Uzunyol, died of a heart attack suffered as he fled the area. Alice Hawthorne was killed when a nail stuck her in the head. The bomb was determined to have weighed over 40 lbs, making it one of the largest in American history.

Denouncing the explosion as an "evil act of terror", President Bill Clinton promised to do everything possible to track down and punish those responsible. Clinton said, "We will spare no effort to find out who was responsible for this murderous act. We will track them down. We will bring them to justice."

At first, Richard Jewell was hailed as a hero for acting and dispersing the crowd, which saved many lives. However, he came under investigation by the F.B.I. Eventually Jewell was exonerated. Two additional bombings, one at an abortion clinic and another at a lesbian night club, were so similar to the Centennial Park bombing that the F.B.I. concluded a terrorist was at work, and he was not Richard Jewell. A third bombing at another abortion clinic, which killed a policeman working as a security guard and seriously injured nurse Emily Lyons, gave the FBI crucial evidence. A partial license plate led the FBI to identify Eric Robert Rudolph as the perpetrator.

After more than five years on the run, Rudolph was arrested on May 31, 2003, in Murphy, North Carolina. On April 8, 2005, the government announced Rudolph would plead guilty to all four bombings, including the Centennial Olympic Park attack.

Rudolph is serving four life terms without the possibility of parole. To be spared a possible death sentence, Rudolph agreed to a deal with federal prosecutors and revealed the whereabouts of dangerous explosives he had buried in

Cherokee County, N.C.

Rudolph's justification was political; in his statement he said:

"In the summer of 1996, the world converged upon Atlanta for the Olympic Games. Under the protection and auspices of the regime in Washington millions of people came to celebrate the ideals of global socialism. Multinational corporations spent billions of dollars, and Washington organized an army of security to protect these best of all games. Even though the conception and purpose of the so-called Olympic movement is to promote the values of global socialism, as perfectly expressed in the song Imagine by John Lennon, which was the theme of the 1996 Games even though the purpose of the Olympics is to promote these despicable ideals, the purpose of the attack on July 27 was to confound, anger and embarrass the Washington government in the eyes of the world for its abominable sanctioning of abortion on demand. The plan was to force the cancellation of the Games, or at least create a state of insecurity to empty the streets around the venues and thereby eat into the vast amounts of money invested."

In a statement at his sentencing, Rudolph apologized to the victims and families only of the Centennial Park bombing. He repeated that he was angry with the American government and hoped the Olympics would be cancelled.

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"The Pursuit and Capture of Eric Rudolph Part I and Part II," Federal Bureau of Investigation, August 2009, Part I

<http://www.fbi.gov/page2/may05/swecker051605.htm>

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Ostrow, Richard, "Richard Jewell and the Olympic Bombing Case," Journalism.org – Pew Research Center's Project for Excellence in Journalism, February 15, 2003.

<http://www.journalism.org/node/1791>

"Rudolph Sentenced for Three Bombings," The United States Attorney's Office Northern District of Georgia. August 22, 2005.

<http://www.justice.gov/usao/gan/press/2005/08-22-2005.html>

### **Discussion Questions:**

1. Why would events such as the Olympic Games be attractive to terrorists as the site for an attack?
2. Do you think the Munich terrorists or Rudolph have anything in common? Explain.
3. Munich is an example of international terrorism; Rudolph is an example of a domestic terrorist. How do these types of terrorism differ?

**Unit III:** Historical Context of Terrorism

**Grade Levels:** 9-12

**Time:** 45-60 minutes

## **Lesson HIII-8: Sarin Nerve Agent Attacks: The Danger of Chemical Weapons of Mass Destruction**

### **Objective:**

Students will examine the sarin nerve gas attack in Japan as an example of the dangers associated with chemical weapons of mass destruction (WMDs).

### **Key Terms:**

**Sarin nerve gas/liquid**

**Aum Shinrikyo**

### **Materials:**

Reading – “Sarin Nerve Agent Attacks: The Danger of Chemical Weapons of Mass Destruction”

Readings: [http://www.japan-101.com/culture/sarin\\_gas\\_attack\\_on\\_the\\_tokyo\\_su.htm](http://www.japan-101.com/culture/sarin_gas_attack_on_the_tokyo_su.htm)

<http://www.factnet.org/headlines/index.html>

[www.factnet.org/cults/aum\\_shin\\_rikyo/nerve\\_gas\\_victims.htm](http://www.factnet.org/cults/aum_shin_rikyo/nerve_gas_victims.htm)

<http://terrorism.about.com/od/originshistory/a/AumShinrikyo.htm>

### **Activities/Procedures:**

Background for Subject of the Lesson – Sarin Nerve Agent: Sarin is an extremely toxic substance whose sole application is as a nerve agent. As a chemical weapon, it is classified as a weapon of mass destruction by the United Nations. Production and stockpiling of sarin was outlawed by the Chemical Weapons Convention of 1993. It is estimated that sarin is more than 500 times more toxic than cyanide. The short-and long-term symptoms experienced by those affected include:

- |                                   |  |
|-----------------------------------|--|
| 1. coma                           | 10. loss of consciousness                  |
| 2. convulsions                    | 11. loss of memory                         |
| 3. death                          | 12. nausea and vomiting                    |
| 4. difficulty breathing           | 13. paralysis                              |
| 5. disturbed sleep and nightmares | 14. post-traumatic stress disorder         |
| 6. extreme sensitivity to light   | 15. respiratory problems                   |
| 7. foaming at the mouth           | 16. seizures                               |
| 8. high fevers                    | 17. uncontrollable trembling               |
| 9. influenza-like symptoms        | 18. vision problems, temporary & permanent |

### **Evidence of Understanding** (Assessment of Student Performance)

#### Formative and Summative:

Student response during discussion and written responses to questions selected.

### **Extension Activities: Taking Action and Giving Service:**

1. Research the anthrax attacks that occurred in the United States when several elected officials and public figures received letters in the mail containing a suspicious white powder. Prepare a short 3-6 minute report for the class on the impact and response, by officials, the media, and the general public, to this anthrax threat. Explain the following:
  - What is anthrax?

- Why is it such a frightening threat?
  - What was the government response to the postal workers who may have come into contact with the anthrax while processing and delivering the mail? What precautions were set in place?
  - What post offices were affected? What happened to those postal facilities?
  - How much time passed during the investigation before a person(s) was officially announced as the most likely person to have committed the crime?
  - How long did the primary postal facility contaminated remain closed? What happened to the workers? Were any other persons affected, injured, or killed by the anthrax?
  - What were the motives of the person accused?
  - Do you think that this was a case of terrorism? Justify your response.
2. What are botulin and cholera? Why are they so frightening? Have these biological weapons ever been used in war and/or violent conflict? Investigate the history of these biological agents and identify any instances of natural or human induced outbreaks of either/both diseases including dates, locations, numbers of people fallen ill/ deaths, public reactions, etc.
  3. Research and read about the mass suicide/murder at the "People's Temple Agricultural Project" (known as Jonestown), Guyana in 1978. Explain the origins and nature of the People's Temple. Where did it begin? How did it expand? Why did it leave the United States and move to Guyana? What were its beliefs? What was life like in Jonestown for the people? Why did the leaders decide to instigate a "mass suicide?" Why did the members of the group participate in the suicide/murder?

### **Critical Thinking Questions**

1. What is Aum Shinrikyo? Why did they launch the sarin nerve agent attacks in Tokyo in 1995? What beliefs motivated their founder and its members to institute such attacks against the general public?
2. Prior to the March 20, 1995 sarin nerve agent incident in the Tokyo subway system, had Aum Shinrikyo engaged in any other incidents involving chemical/biological weapons? Describe their actions.
3. What are some of the long term effects of exposure to sarin? Identify physical, psychological, and emotional effects. Describe "post traumatic stress."
4. Does Aum Shinrikyo continue to exist today? If so, where and how large? Why?
5. Why are chemical and biological agents such as anthrax, cholera, botulin, sarin, etc. an especially difficult security problem against which to find a defense? How does an individual, group, community, nation, government, etc. defend against such dangerous agents?

**Unit III:** Historical Context of Terrorism

**Grade Levels:** 9-12

**Time:** 90 minutes

## **Lesson HIII-9: Hate Groups Across the United States**

### **Objective:**

The student will make the connection between the concept of hatred and the violence associated with present-day hate groups.

### **Key Terms:**

**Hate group**

### **Materials:**

- Hate Groups Active in 2008. SPLC Intelligence Report <http://www.splcenter.org/get-informed/intelligence-report/browse-all-issues/2009/spring/the-year-in-hate>

### **Activities/Procedures:**

1. Ask the students to define the word, "hate."
2. After a discussion of the definition, read how the word hate is defined in the Merriam-Webster On Line Dictionary, [www.merriam-webster.com/dictionary/hate](http://www.merriam-webster.com/dictionary/hate)
  - Intense hostility and aversion usually derived from fear, anger, and sense of injury.
  - Extreme dislike or antipathy.
3. Then ask the class, "Where do you think the greatest concentration of hate groups is found in the United States?"
4. Distribute the article, Hate Groups Active in 2008, (<http://www.splcenter.org/get-informed/intelligence-report/browse-all-issues/2009/spring/the-year-in-hate>) and allow students approximately 20-25 minutes to answer the following questions:
  - How many active hate groups were there in 2008?
  - How may that number be compared to 2007?
  - What is the source of the information?
  - What are the criteria for considering a group active?
  - Which group's numbers are understated? Why?
  - What do the following groups profess?
    - a. Christian Identity
    - b. Black Separatist
    - c. New Confederate
    - d. White Nationalist
  - Name some sub-category groups that espouse ideologies of hatred.
  - Which states have the highest concentration of hate groups?
  - Is the number of groups necessarily proportional to the size of the state?
  - What are "patriot groups" and what do they believe in?

5. The teacher will discuss the answers to the questions with the students (approximately 20-25 minutes).

### **Evidence of Understanding**

(Assessment of Student Performance: Formative and Summative)

1. Students will write an essay answering the following:
2. What can you now say about hate groups and the objects of their aggression?
3. What are your projections for the number of hate groups present in the United States for the years 2009 and 2010?
4. What are the reasons for your projections?

### **Extension Activities: Taking Action and Giving Service:**

1. Interactive Website Project:
  - Students will go to the Southern Poverty Law Center website and learn more about hate crime activities. <http://www.splcenter.org> Then click "Intelligence Project" and read information.
  - They will access the map of hate groups across the United States and click on New Jersey. On the website click "Hate Group Map" (<http://www.splcenter.org/get-informed/hate-map>) and then select New Jersey (or another state).
  - Teacher will ask the students, "What conclusions did you draw from this information and were you surprised by this knowledge?"
2. Research Paper:
  - What community groups are there to help alleviate hate?
  - How can legislation and law enforcement intervene?
  - Share these papers and thoughts with your local legislators.

*“A guide to the day that  
changed the world  
and the consequences  
for our future.”*

*The Hon. Thomas Kean, former New Jersey Governor and  
Chair, the National Commission on Terrorist Attacks Upon the United States*



# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
and 9/11 in the Classroom**

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## **High School**

**Lesson Plans & Themes**

# **Unit IV**

## **9/11: A Contemporary Case Study in Terrorism**



**Unit IV:** 9/11, A Case Study in Contemporary Terrorism

**Grade Levels:** 10-12

**Time:** 100-190 minutes

## **Lesson HIV-10: The Road to 9/11 - DVD**

### **Objective:**

Students will review the historical events that precipitated the attack on the United States on 9/11.

### **Key Terms:**

**Ayatollah Ruhollah Khomeini**

**Caliphate**

**Dar al Islam**

**Gammal Abdel Nasser**

**Mohammad Reza Shah Pahlavi**

**Muslim Brotherhood**

**Mustafa Kemal Atatürk**

**Osama bin Laden**

**Pan-Arabism**

**Shah of Iran**

**Shar'ia**

**Shia/Shi'ite**

**Six Day War**

**Sunni**

**Wahabism**

### **Materials:**

- DVD – The Road to 9/11; a Kunhardt Production – PBS.com  
It is available for purchase at the following link:  
<http://www.shoppbs.org/product/index.jsp?productId=2366321&cp=&kw=the+road+to+9%2F11&origkw=the+Road+to+9%2F11&sr=1>
- Study Guide with notes and critical thinking questions  
(Teacher answer key provided in Background for subject of lesson section)
- DVD player and television/ computer and projector

### **Activities/Procedures:**

1. Review all key terms with students prior to viewing the 60-minute film.
2. Distribute study guides to the students. It is very detailed, providing a wealth of information for students. It also makes them respond to the issues addressed.
3. Start the film.
4. Stop periodically, approximately every 15 minutes, to ask for questions and clarification as necessary.
5. On completion, have students share answers and discuss that which they may have missed.
6. As a class, discuss the issues raised in the film.

### **Background for subject of lesson:**

This lesson includes a study guide for the film, The Road to 9/11.  
Answers to the study guide questions are provided below.

## **TEACHER ANSWER KEY TO STUDY GUIDE QUESTIONS**

The study guide itself provides a wealth of information covered in the film. Teachers should view it prior to showing it in class. The answers to the Critical Thinking Questions are listed here:

1. Mostly Britain; France

2. From 1922 (Egypt) to 1971 (UAE); Most gain independence in the years after World War II through the 1960s.

- 1922 Egypt
- 1923 Turkey
- 1930 Iraq
- 1932 Saudi Arabia
- 1941 Iran
- 1946 Jordan
- 1946 Lebanon
- 1946 Syria
- 1948 Israel
- 1951 Libya
- 1956 Morocco
- 1956 Sudan
- 1956 Tunisia
- 1960 Cyprus
- 1961 Kuwait
- 1962 Algeria
- 1967 Yemen
- 1970 Oman
- 1971 Bahrain
- 1971 Qatar
- 1971 United Arab Emirates (UAE)
- 1979 Iran (Islamic Revolution)

3. Students' answers may vary. Muslims need to find solutions themselves and come to terms with the impact of fundamentalist Islam on the entire faithful.

4. Students' answers may vary. As the film progresses, examples will be cited. Corrupt, tyrannical autocracies propped up by the U.S. and other allies have bribed the people into a dependency. Wahabism, a Spartan, arid form of Islam, has spread globally due to oil money financing schools across the globe; American presidents have kept cordial relations with corrupt Saudi royals; the human rights record, especially concerning women, has been overlooked in favor of cheap gas.

5. Mustafa Kemal Pasha, aka Ataturk's reforms:

- emancipation of women (you cannot modernize only 50% of the population)
- ended Shar'ia law

- adoption of western dress/no dressing in religious clothing outside a mosque
  - end of the caliphate
  - secular government without a state religion
6. It is upsetting to the fundamentalist Islamic because it successfully combined a secular state with a Muslim people, something they insist is impossible. He is a modernizer who has succeeded.
  7. Muslim Brotherhood formed in reaction to European colonialism; Arabs wanted to rule themselves. They felt that importing infidel ways, methods and laws was a betrayal of their heritage, that they'd abandoned the true faith. Action was needed to return to the true path, an idealized, glorified past.
  8. Angry men can control their women as emancipation of women/women working outside the home was a threat to the family. Student answers may vary explaining the context.
  9. The Third Reich was the enemy of Britain and France, the colonial oppressors, so the Arabs allied with the Nazis.
  10. The Nazis exploited the tensions regarding Palestine, as the British had promised that a Jewish and Palestinian state would be created.
  11. Repressive autocracies replace colonial rule by Europeans; they were focused on hatred of Israel.
  12. As Britain withdrew its forces, the Arab states attacked approximately 500,000 Jewish refugees. They were defeated - subjected to crushing humiliation.
  13. The Arab states were humiliated by their losses; every Arab ruler was deposed or assassinated.
  14. Nasser allied with the Soviet Union. This drew the U.S. closer to Israel.
  15. Losing to Israel in 1967 was the great tragedy of the modern Arab world; worse tyrannical repressive regimes emerge after this loss;
  16. 40 years ago, Islam would have been described as tolerant, able to mix with local culture, modernist, secular and tolerant of the emancipation of women.
  17. Cleric Ayatollah Khomeini, who returned to Iran from exile. While Shia, his beliefs mirrored those of the Muslim Brotherhood (Sunni), and were described as heretical as he distorted tenets of Islam.
  18. No. His assassin shouted, "I have killed Pharaoh," which referenced a corrupt enemy who had embraced western (infidel) ways.
  19. No. Lebanon has passed laws that prohibit Palestinians from getting a job or learning a profession. Saudi Arabia, which has plenty of space and money, has never taken in Palestinian refugees.
  20. Friedman predicts a civil society will emerge after two generations of "decent" government.
  21. They need to be accountable by reviewing their own history. It has not always been outsiders who have inflicted suffering on the Arab people. Tyrannical regimes have played a role in this. If Muslims are successful, they may again live in the Middle East, a center of culture and progress.

### **Evidence of Understanding:**

#### Formative:

Students will watch the film and complete the critical thinking questions, followed by discussion of the questions with a partner, in groups or as a class, at the teacher's discretion.

#### Summative:

Students should identify the most significant issue raised in the film that explains the rise of fundamentalist Islamic terrorism and the attack on 9/11. They should justify their choice using information gleaned from the film. This may be done as an essay or oral presentation.

### **Extension Activities: Taking Action and Giving Service:**

Continue any of the curricular activities dealing with 9/11 and its aftermath.

# STUDY GUIDE: DVD - The Road to 9/11

By Jill McCracken

## DIRECTIONS:

Read the introduction. As you watch the film, jot down answers to the critical thinking questions. On completion, discuss your answers with classmates or partners. Discuss answers you may have missed.

## INTRODUCTION:

Since September 11, 2001, Americans have wondered how their nation had come to be so hated by parts of the Muslim world. What could encourage the rise of Islamic extremism? What does Osama bin Laden want? Why are the jihadists so angry with the West?

“The Road to 9/11” is an examination of the forces that have shaped and influenced the modern Middle East. The story begins with the attacks on September 11, 2001 and Osama bin Laden’s references to the “humiliation and disgrace that the Middle East has suffered for more than 80 years”. Most Americans and westerners were perplexed, confused as to what happened 80 years ago in 1918. Middle Easterners were not.

In 1918, World War I had ended with defeat for the Central Powers of Germany, Austria-Hungary and the Ottoman Empire. With the collapse of the Ottomans, the map of the Middle East was redrawn by the British and French colonists, giving no thought to historical or ethnic considerations. This led to the rise of Arab nationalism, followed by the Cold War, the Israeli-Palestinian conflict, the economic importance of oil and the rise of extremism and violence to counter all of the aforementioned leading to religious fanaticism and terrorism.

In the process, the Road to 9/11 makes important observations around such issues as the treatment of women in some Islamic countries, the alliance of clerics and authoritarian regimes funded by oil money, and what many perceive to be the misuse or misinterpretation of the Koran.

This chronicle is told through the perspectives of leading scholars, journalists and experts:

- Bernard Lewis - Professor, Princeton University
- Fareed Zakaria- Editor of Newsweek International
- Thomas Friedman- Pulitzer Prize winning columnist for The New York Times
- Irshad Manji - Journalist, Director of the Moral Courage Project at New York University

“The Road to 9/11” addresses a series of crucial events and themes, each of which relates to how the West deals with progress in the Middle East:

- Impact of European domination on the Middle East after WWI, and the widespread resistance to Westernization and secularization;
- Rise of Muslim fundamentalist groups in the 1930s, their use of assassinations, and their targeting of women’s rights;
- Nazi sympathy and support in the Middle East during WWII;
- Dueling powers of the Soviet Union and the United States in the post-war years;
- Emergence of the Israeli-Palestinian conflict, its use as a political tool for troubled Arab regimes;
- Culture of blame that developed in the wake of the Six Days War;
- Corrupting influence of oil on Middle Eastern governments, and the use of oil revenues to strengthen autocratic tyrannical rulers and Islamic fundamentalists;

- Iranian Revolution of 1979 and the global rise of political Islam;
- Deep historical roots of Al-Qaeda, and the theological and political background of bin Laden and his goals.

### CRITICAL THINKING QUESTIONS:

1. Examine the map before the film, *The Road to 9/11*, begins. Which European colonial power controlled most of the Middle East?
2. Using the map at this URL:  
<http://ocw.nd.edu/arabic-and-middle-east-studies/islamic-societies-of-the-middle-east-and-north-africa-religion-history-and-culture/lectures/lecture-4>  
 Independence was gained from \_\_\_ year to \_\_\_ year, when the last Middle Eastern country became independent.
3. Throughout the program, what “cures” are suggested? Who needs to do the “curing?”
4. Friedman states, “For the past 50 years, we basically treated the Arab world as a series of big gas stations. And all we cared was that you keep the pump open, the prices low and be nice to the Jews -- and you can do whatever you want out back. You can treat your women however you want. Teach whatever you want in your schools -- whatever you want. Well, guess what? On 9/11, we got hit with everything going on out back.” Cite examples that explain Friedman’s point:
5. List reforms made by Turkey’s Ataturk.
6. Why is the modern secular state of Turkey upsetting to fundamentalist Islam? Explain.
7. The Muslim Brotherhood is the forerunner of al Qaeda (“The Base” - Osama bin Laden’s terrorist network), developed as a response to the corruption by colonial leaders. They felt it was foolish to import infidel ways, infidel methods and infidel laws that betrayed their heritage and abandoned the true faith. It was crucial to return to the true path. Two schools of thought emerged:
  - Western reforms have gone too far and it is necessary to re-Islamize by preaching and doing good works;
  - True Islam is on the verge of being obliterated - dramatic action is needed immediately. The Muslim Brotherhood would inspire splinter groups and radicals all across the Middle East.
 Why did the Muslim Brotherhood form in Egypt? What goals did they set? What tactics did they adopt? Where these effective?
8. Conservative elements of the Muslim Brotherhood objected to the following:
  - Abandonment of Shar’ia Law
  - Liberation of women
  - Western influence and rule
 Zakaria describes them as angry men living in a new world they cannot control, which drives them to enhance control over what they can: \_\_\_\_\_.  
 Does this mindset make sense in this context? Explain:
9. In the 1930s, the Arabs became the ally of Nazi Germany; The Head Mufti of Jerusalem offers support to Hitler. How does the quote, “the enemy of my enemy is my friend” apply?
10. By 1938, the patron protector of anti-western causes was the Third Reich. What tensions did the Nazis exploit? What role did anti-Semitism play?
11. The Nazi clone, the Ba’ath Party (Saddam Hussein’s political party) took root in Iraq. The Ba’athists have no roots to the Arab or Islamic past and is purely an import from Europe. Once World War II ended, both France and Britain were too exhausted to maintain their Middle Eastern colonies. What form of government takes their place?
12. By 1947, hundreds of thousands of Jews had migrated to Palestine in the aftermath of the Holocaust. Britain

and the United Nations affirmed that three new entities would be created in Palestine- a/n:

- Arab State
- International zone in Jerusalem
- Jewish State

The Arab League met and rejected the UN resolution, vowing to nullify it by force of arms. As Britain withdrew its forces in 1948, what happened? How did the creation of Israel impact Arabs in the Middle East? Who won?

13. How did the Arab-Israeli war of 1948 affect the Arab states? What happened to the Arab leaders in the aftermath?
14. After 1948, the Arab world saw the rise of repressive autocracies that were bonded by an intense hostility toward Israel. These authoritarian security states were formed by the "man on horseback," that is, army officers who seized power. In 1952, Jamal Abdul Nasser led a coup d'état in Egypt intending to bring "justice through socialism." A popular figure, he began massive land reforms and followed an anti-western foreign policy. In the 1940s and 1950s, the U.S. was admired in the Arab world. The Soviet Union was viewed as a godless communist empire. Who did Nasser turn to in order to get the weapons he needed? How did the U.S. respond to this?
15. When he came to power in Egypt, Nasser had indicated that he would work closely with the Muslim Brotherhood. However, on taking power he refused and marginalized the group, imprisoning and executing many members. By the late 1950s, membership in the Muslim Brotherhood had risen to 500,000, who allied with the U.S. With Egypt in a seemingly permanent economic crisis, a rising population and no new jobs, Nasser began a massive military build-up, seeking to divert attention from his troubled economy by invading and destroying Israel. Israel made a pre-emptive attack, and gained which territories in its six-day victory? How did the Arab world respond to the defeat in 1967?
16. The branch of Islam embraced by the Saudi royal family is Wahabism - an extreme, Spartan, arid view of Islam with cruel rules where punishment is execution. Consider the following analogy: The Ku Klux Klan has taken over all the oil revenue of Texas and has established a large global network of schools and colleges that promote its beliefs all over Christendom. According to Bernard Lewis, this is what the Saudi Wahabism has done with its oil money. Forty years ago, how would Islam have been described by religious scholars?
17. Unlike most Islamic clerics, Wahabi clerics preach that terrorism is mandated by the Koran. While Islam condemns those who commit suicide as a mortal sin, Wahabi clerics interpret it as permissible if one kills infidels when one martyring oneself. Most nations of the world do not create an environment where protests of foreign policy take the form of suicide bombers. Only cultures of violent political extremists without other choices for expression choose this path. Thus, fundamentalist Islam is seen by some to be the only viable alternative to tyrannical rulers in Middle Eastern nations. This was seen in 1979 during the Islamic Revolution in Iran, when the Shah, supported by the U.S., was deposed. Who is the author of the book, *Islamic Government*, that emerged as the fundamentalist political and religious leader in Iran? Were his beliefs about Islam traditional? Explain.
18. Anwar Sadat succeeded Jamal Abdul Nasser as President of Egypt. He described the Ayatollah Khomeini as a "lunatic" and gave the Shah of Iran refuge. In 1979, with the diplomatic efforts of President Jimmy Carter, Sadat made peace with Israel, signing the Camp David Accords. In 1981, Sadat was assassinated, his killer shouting, "I have killed Pharaoh!" In the Koran, the story of Exodus is the same as in the Bible; the Jews are heroes and Pharaoh evil. The assassin's reference to Pharaoh indicates that Sadat was viewed as a corrupter, an idolater, and a tyrannical westernizer. The view of Muslim Brotherhood member Quttub, spiritual mentor of Osama bin Laden, encouraged assassination as a method of fighting back in a system that allows no dissent or opposition. The more the opposition are silenced, the more violent it becomes, the more fragile the government system. According to Bernard Lewis, was Sadat assassinated because he made peace with Israel?
19. The Palestinian-Israeli conflict is seen by some as transcending all else, unifying people who have little in common, feeding animosity and the Arab imagination. For the corrupt tyrannical governments of the Arab states, this conflict is a safety net, allowing the justifiably angry masses to let off steam.  
Has Lebanon or Saudi Arabia done anything significant to assist the Palestinian people? Explain.
20. The stagnation and frustration and political extremism in the Arab world will continue to breed terrorism if nothing is done to change it. Arab children are being taught to chant, "I will sacrifice myself for Allah." In its war on terrorism, the U.S. has invaded Afghanistan and Iraq, embarking on a very controversial path.

What does Thomas Friedman predict will happen if two generations are given decent government?

21. It is necessary for Muslims to separate constitutional democracy from western colonialism. There is a misconception in the west that Islam is only compatible with fascism. This is not the case. Islam stressed universal brotherhood, caring for fellow human beings, human freedom, and the worship of god, all liberal human rights. Islam and democracy are not incompatible. Bernard Lewis explains that Arabs have tried military methods: achieving greater and greater defeats constitutional governments: getting oppressive tyranny socialism: having a string of broken down economies, the worst in the world.

There have been two reactions to this history:

- Religious extremists as represented by Sadat of Egypt, Khomeini of Iran, and al Qaeda;
- Not excessive modernization, but inept modernization - which must be reconsidered.

What must Muslims do to get to the root cause of fundamentalist Islamic terrorism?

**Unit IV:** 9/11, A Case Study in Contemporary Terrorism

**Grade Levels:** 9 - 12

**Time:** 2-4 classes

## **Lesson HIV-11: Interviews and Personal Stories**

### **Objective:**

Students will interview a survivor, emergency care worker, first responder, etc. or search the internet for personal stories from 9/11. They will gather information and share their chosen story with the class. Students will select a person and his/her story to put a face on the events of 9/11 and to identify on a personal level with those who experienced that day in New York City.

### **Materials:**

Interview form

Interview release form

Interview sample questions

Interview questions written by students

Internet stories from 9/11. <http://www.nabe.com/am2001/fishmankiss.htm>

<http://www.nabe.com/am2001/bergman.htm>

There are many stories and videos of survivor stories to be found on the internet. The history channel site (<http://www.history.com/content/9-11>) has a whole section devoted to 9/11 that is very well done providing photos, interviews, etc. regarding NYC, the Pentagon, and Shanksville, PA. Also, there is the video production, 102 Minutes That Changed America. This is only one suggestion of the many valuable sites available. (The video is on the site.)

Internet videos of survivors' stories from 9/11

### **Activities/Procedures:**

1. Introduce the idea of collecting stories through interviews or research of sources on the internet.
2. Students will research and select an area they wish to concentrate on (survivor, firemen, police, EMTs, first responders, survivors, rescue dog handlers, etc.).
3. Students will research information about the category they selected. They will develop questions for this category.
4. Students will refine these questions for their interview in groups and get group feedback on their list of questions.
5. Students will partner with a fellow student and practice interviewing using their questions with their partner to further refine these questions and to add any new questions.
6. Students will interview their person using the guidelines for an interview and the questions they have developed, refined and practiced. They have based these questions on their research and their knowledge of their person and his/her experiences in the events of the day.
7. Students are to remember the release form for the person to read and sign.
8. Students will prepare an oral presentation from their interview to share the information and the experiences with their classmates.
9. They will write their person's story in one of the following formats: story, journalistic report, interview format (interviewer's question, then narrator's answer).

### **Evidence of Understanding**

#### Formative:

Students will give an overview of the person they researched/interviewed and the method they used to gather information about this person.

Teacher will assess group work throughout the lesson.

### Summative:

Students will be evaluated on the oral report, which they have prepared from the person they interviewed, telling his role and story as well as his insights. This may also include pictures, news reports, quotes their person shared in telling his story, and background information.

### **Extension Activities: Taking Action and Giving Service:**

Students may want to use the articles, interviews and stories they have written and put them into a booklet of their collected writings for the class as a record of the personal stories, the people and the events of 9/11 to which they had a connection through their project.

A service project in honor of someone who died on 9/11 can be a living memorial. Visit 9/11: Day of Service (<http://911dayofservice.org>) to volunteer service as a living memorial to a person or all those who perished on 9/11. OR Plan a service project in memory of someone special to the student as a living memorial to their life.

### **Interview Suggestions:**

1. Learn all you can about the subject and the particular area you are researching, i.e. emergency worker, first responder, survivor, etc.
2. Conduct a pre-interview to gather biographical information about the person to be interviewed, establish rapport with that person and identify interview topics.
3. Based on the pre-interview and your research, develop questions and a sequence for asking these questions.
4. Select a comfortable location for the person being interviewed.
5. The interviewer should arrive on time and introduce himself/herself and state why the interview is being conducted.
6. The interviewer should set up a tape recorder (with the permission of the interviewee) so that both parties can be recorded.
7. Ask the interviewee if he/she is ready to begin and, if yes, start the interview.
8. State the name of the person being interviewed, the name of the person conducting the interview, the topic, the place, date and time of the interview first.
9. Begin the interview with a few simple, open-ended questions that the person being interviewed can answer easily and that will put her/him at ease.
10. Ask many open-ended questions so that the person will find it easier to tell her/his story rather than give brief yes or no answers.
11. Speak clearly so that the narrator can hear and understand you easily.
12. Do not rush the narrator. Silence can be productive. Time to think will give the narrator a chance to recall incidents and details. Try to pause at least 10 seconds before asking the next question after an answer.
13. Be well-prepared but do not limit the interview to the prepared questions. Engage in active listening.
  - Always listen to the narrator's response and ask a follow-up question if it will provide more information.
  - If a thought shared is a sad or painful memory, respond by pausing for a moment. Follow this suggestion out of sensitivity, giving recognition to the story just shared before moving on to the next question.
  - To bring out more detail and description, always ask follow-up questions when the information given mentions a significant event.
14. Feel free to ask challenging but respectful questions.
15. Never challenge or correct a narrator. They are recounting their memories as best as they can.

16. Props such as pictures, scrapbooks, newspaper clippings, maps, etc can be used during the interview to jog the narrator's memory and bring out more stories and details.
17. Have a good closing question to summarize or end the interview.
18. Always thank the person you interviewed for her/his time and for sharing her/his memories and experiences.
19. Have the narrator sign and date a prepared interview release form that gives the person who conducted the interview permission to use the information for educational purposes. (See attached form.)
20. Write a personal thank-you note to the narrator. Mail it within a week of the interview.

NOTE:

Be sure to have an introduction for the interview stating who the person is and what role he/she played in the events of 9/11 or what the narrator witnessed and/or experienced.

**Interview Suggestions:**

1. What was your job?
2. Why were you there?
3. What did you see?
4. What happened to you, specifically?
5. What was it like for others you saw?
6. Any specific incident that you remember that you would like to elaborate with details?
7. What was your immediate response to the events around you?
8. When and how did you learn exactly what was happening that day?
9. What happened to you in the first days after 9/11?
10. Any reaction to the events of the day that you can share with us today?

**Unit IV:** 9/11, A Case Study in Contemporary Terrorism

**Grade Levels:** 9-12

**Time:** 3-4 block schedule periods (80 min.) or 5-6 standard instructional periods (40 min.);  
total time estimated to be 240 minutes

## **Lesson HIV-12: Challenges in Enhancing Media Literacy Regarding Global Terrorism**

### **Objectives:**

Through participation in this lesson, students will be able to identify and practice selected skills necessary for the critical analysis and evaluation of mass media content related to global terrorism.

Apply core concepts (terrorism, media literacy) to case studies on terrorism and related topics (wars in the Middle East) to deepen student understanding of the complexities of local, national and international decision-making related to global terrorism.

Analyze the impact of media content on public responses to terrorism and how mass media corporate and public entities (broadcast, cable and satellite television; internet sources; cell phone and other portable electronic device providers) influence patterns of decision-making by governments and others related to global terrorist activity.

### **Key Terms:**

**Media Literacy**

**Terrorism**

**Skills to be Practiced** (Based on NCSS Position Statement on Media Literacy, NCSS 2009)

1. Accessing messages (media content)
2. Analyzing the content of messages
3. Creating media content (messages)
4. Distributing media content (messages)
5. Interpersonal skills of collaboration and networking

### **Materials:**

1. NCSS Position Statement on Media Literacy: accessible at <http://www.socialstudies.org/positions/medialiteracy1> (Position Statements) (primarily a teacher resource, but parts can be used by students as well)
2. Content of Images of War and War Reporting sections of website of Frank Baker, accessed at [http://www.frankwbaker.com/images\\_of\\_war.htm](http://www.frankwbaker.com/images_of_war.htm)
3. Links to mass media content on Iraq war available at the website of Fairness and Accuracy in Reporting, accessible at <http://www.fair.org/index.php?page=13>
4. Questions for media analysis from A Media Education Approach to Teaching/Talking about the War authored by Chris Workshop, accessible at [http://www.frankwbaker.com/war\\_reporting.htm](http://www.frankwbaker.com/war_reporting.htm) in the War Reporting resources section of the website.
5. Townshend, Charles. Terrorism: A Very Short Introduction, New York, Oxford University Press, 2002

### **Activities/Procedures:**

#### Day One

1. Invite students to offer their own definitions of the phrase "media literacy." Initially have students brainstorm what they consider to be characteristics of a "media literate individual" (keep in mind that brainstorming does

not involve judgments of contributions, just listing of them). After the brainstorming has occurred, set up small groups of 4-5 students so they can develop a definition using the list of characteristics prepared by the class. Each group should have these roles: moderator, recorder, summarizer, and 2 researchers (these individuals can access additional content for the task if needed using computers).

2. Once each group has developed a definition, the summarizer in the group should read it to the class. As each group's definition is read aloud, students should note areas of agreement and disagreement. The teacher should then ask students to examine their definitions in light of the definition prepared by the NCSS (see above under Key Concepts and Terms), and then identify how they compare. It is important at this point to encourage students to explore what skills a person would need to become "media literate," along with the types of messages and communication devices a person should use and understand to meet the definitions being utilized.
3. If the class develops agreement or consensus on a definition, the lesson can move forward with that in hand, or if more than one is acceptable to the class when judged against the criteria of clarity, comprehensiveness, and applicability to multiple situations and contexts, then the teacher should move on to the next step in the lesson.
4. With a definition or definitions now solidified, the teacher should pose this essential question: What Challenges Does the Public Face in Using Media Content to Understand Global Terrorism?
  - Ask students to list subsidiary questions that come to mind which are prompted by this essential question. Similar to the opening brainstorming activity, the teacher should not judge or comment on the questions posed by the class, but simply list them. If students need time to list the questions, given them 3-5 minutes and insist that students actually state questions, not just words, phrases, or declarative sentences.
  - The teacher or a recorder should collect all the questions posed by the class, and then assign a student to cluster them within categories that appear to have common content or ideas. Once this is completed, then the lesson can move forward (this may be done as a homework assignment if time is in short supply).
  - With the clustered list now available (if done on a computer with an overhead display, have the document projected so the full class can see it). If not, then prepare the document in Word and have it photocopied for the class.
  - The teacher should now assign the homework for the next day: students will be asked to identify relevant sources of information they would use to investigate the competing perspectives on the Iraq War, which will be used as a case study for examining the role of the media (and as a prelude for the culminating assessment of student understanding for this lesson). Students are required in this assignment to identify 4 print resources, 4 broadcast sources, and 4 electronic sources (not broadcast). At least 2 of the sources in each category must be from outside of the U.S., and of those 2, at least 1 must be from the Middle East.

## Day Two

1. Students will now post their list of sources (either on a bulletin board, or electronically on a class website, Wikispaces or discussion board) from their homework and the full class will spend 15 minutes reviewing the findings. Once the full class "walk-around" or website/Wikispaces review has occurred, students will categorize the resources in each of the three classifications (print, broadcast, electronic) into subgroups by areas of origin (North America, Europe, Middle East). In the case of businesses, students may want to create subgroups that reflect other characteristics (i. e., multinational corporations), and in the case of websites, other subgroups may be needed (non-governmental organizations, individuals, and so forth).
2. If the students have not found sufficiently broad resources in their homework assignment, utilize the links from FAIR (noted above under Learning Materials and Resources) to complement their findings.
3. Return to the essential question and the subsidiary questions raised by the students. Ask students these two questions—(1) If you were to prepare a recommendation for people who had never heard of the Iraq War about

what sources they should consult in order to get a comprehensive and balanced perspective on the conflict, what would you say? (2) What criteria would you employ to make thoughtful judgments about the sources you are recommending? Facilitate the discussion by asking students to examine their subsidiary question list, and to identify key questions that might contribute to answering these two inquiries. The goal of the discussion is to have students generate a set of criteria and possible resources that would inform this member of the public about the Iraq War so that person could reach a thoughtful, independent decision about it.

4. As you facilitate the discussion, keep these ideas in mind, which are extracted from Chris Workshop's suggested approach to media education about war. The teacher should introduce these ideas if student questions and comments do not bring them forward.
  - Audience—Who is asking, and on whose behalf?
  - Audience/ideology/values/politics—Whose content is included, and whose is excluded?
  - Versions of reality—How reliable and fair are the presentations of media content?
  - Audience positioning/politics—How does the content make us feel, and is this part of our criteria?
  - Commercial interests/ownership—Is the question of audience share, ratings and profits being raised?
  - Values/ideology—Are we asking if our personal assumptions about the war are being reinforced, or are we open to alternative perspectives?
  - Audience/response/form and content/aesthetics—What is the style of presentation in the media content?
  - Diversity—How does the content relate to groups defined by race/ethnicity, gender, class, religious faith, nationality, sexual orientation, and others?
  - What other questions should we be asking?
  - How would we know what a "good" answer might look like?
5. Once the discussion has reached a point where a relatively common set of criteria have been generated, as well as a set of resources that reflect a range of perspectives and viewpoints, then the homework assignment should be provided. That homework assignment is noted here.
  - Ask students to answer this question by consulting at least 6 sources (2 from each category, 1 from North America or Europe, and 1 from the Middle East)—What has been the impact on daily life in Iraq of the Iraq War since 2003? The task is to identify a balanced set of sources that would fairly present an answer to the question to an uninformed individual.
  - Students should identify the sources and compose a list in preparation for the final lesson day's activity (Day three). The listing of links on the FAIR website on the Iraq war is a good starting point for students in need of support.

### Day Three

1. Students will return to their Day one groups and share their findings from the assignment. Since most of the content will be available via the internet, or in some cases in video format (possibly on YouTube or in video archives of broadcasters or non-governmental organizations), it is important that the teacher provide sufficient time for each small group member to learn from his or her peers by reviewing the content of the recommended sources. Each student should receive the media analysis form (see final page of this lesson) and use it to critique the recommended resources (at least one in each of the three categories, but making sure that all sources in the group are being examined at least once by a group member using the form).
2. Once the media analysis forms are completed, the instructor poses the final question for the lesson: Based on your review of the sources in your group, what qualities did the best resources have that made them ideal for our

uninformed citizen? Provide 10-15 minutes for each small group to discuss and justify their list of qualities, and then have each group report out to the class. Facilitate the discussion of the multiple responses, and have one student record the results for future reference.

3. Return to the essential question, and pose the culminating assessment of student performance.
  - Based upon our activity using the Iraq War, prepare a two-page set of guidelines for how to better understand global terrorism through the media. Your final document should be in Word, and be double-spaced with one-inch margins all around. Review the list of subsidiary questions the class posed about our essential question and make sure you have addressed most, if not all of them. Also, keep in mind the contents of the discussions in small groups as well as the final listing of qualities which the class developed for making good choices about media content for the Iraq War.

### **Evidence of Understanding** (Assessments of Student Performance)

Completion of two-page guidelines document by each class member reflecting the work of the prior 3 days, and adhering to the criteria of clarity, cogency, and comprehensiveness. As needed, the instructor can return to the Workshop questions and other resources listed on the Frank Baker site or links noted on the NCSS Position Statement on Media Literacy to inform final evaluations of student work.

### **Extension Activities: Taking Action and Giving Service:**

1. Students can prepare their guidelines lists and a cover letter, and send their recommended guidelines to media outlets, elected officials, other faculty, and non-governmental organizations, as well as media analysis experts and groups to inform them about their work and invite critiques to assist them in further investigation of the topic.
2. An alternative approach to the culminating assessment would be for students to create a podcast or brief video that presents the guidelines with relevant audio and/or video content that illustrates the proposed guidelines.

# Media Analysis Form

Student Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

**Instructions:** Using the checklist provided below, assess the quality of the resource being examined in light of the question being posed.

**Question for Investigation:** \_\_\_\_\_

	Rating/Explanation (4=excellent to 1=very poor)	
Criteria	Rating	Explanation
--Impartiality of presentation	_____	
--Creator is clearly recognizable or identifiable	_____	
--Topic of the content is clear	_____	
--Intended audience is clear	_____	
--Images/audio/text can be understood by a non-expert	_____	
--Narration is impartial and lacks bias	_____	
--Presentation is given sufficient time to deliver a clear, thorough message	_____	
--Presentation avoids editorializing about the topic from a single perspective	_____	
--Other (Elaborate) _____	_____	
_____	_____	

**Unit IV:** 9/11, A Case Study in Contemporary Terrorism

**Grade Levels:** 9-12

**Time:** 5 class periods

## Lesson HIV-13: Pictures of 9/11

### Objective:

Students will view, organize, research, and provide captions for pictures of the events of 9/11. They will familiarize themselves with the timeline, give faces to the events and develop a picture essay of the day.

Students will be able to analyze photographs as primary source documentation, describe the photos as records of history, and see from these photos the events as well as the extraordinary acts performed by individuals from all walks of life and the stories of 9/11.

### Materials:

Timeline

Photographs

Scissors, paste, paper

Computer internet access for research, additional information and photographs

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As suggested in the guidelines for implementing this curriculum, the classroom must be a safe space for all students. We should be mindful of how certain words and images affect students, especially those students who have experienced trauma and loss. We strongly urge teachers to preview the images at the links listed below and decide which photographs are appropriate for their students. Before the lesson begins, teachers should tell the class about the images they will be viewing:

“Like many images of disaster and tragic events, the photographs you will be seeing are graphic in nature. Although you may have seen them in newspapers or on the television, they can still be unsettling. Many people experience strong reactions. Be aware of how you are reacting and don’t feel you need to look at every photo or any photos.”

Images of destruction should not be posted on bulletin boards or shown on a big screen in a darkened classroom. Smaller photographs allow students to pace themselves and be selective as to how much they want to look at, depending on their personal experience and responses.

Finally, teachers should consider alternate assignments or adapt this assignment for those students who may be more vulnerable to such images.

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### Activities/Procedures:

1. Students will be given the timeline for the events of 9/11 (NY, DC, PA) and discuss this with the class.
2. Students will be divided into groups and photograph web resources of the following categories:
  - morning skyline and physical consequences
  - people
  - rescue workers, first responders and volunteers
  - national and international community reactions
3. Each group will decide on the organization of their photographs using the timeline for reference.
4. Each photograph is to be given both a title and a caption (which is to include information from the timeline and their research).
5. The groups are to arrange their photographs with titles and captions on pages to show the events through

pictures.

6. The groups are to write an introduction of at least one page for their section.

Optional:

- A jigsaw group with members from each of the original groups will form new groups. These groups are to learn from each other by presenting and discussing each section. They will then write an introduction for the entire array of photographs.
- Each jigsaw group will report on their overall introduction and the class will compose an inclusive introduction using the information provided by each group plus their new contributions.

### **Evidence of Understanding** (Formative and Summative Assessment)

Formative:

Students will present a copy of the photographs with titles and captions as well as their section's introduction from their original groups. This is to be a hard copy and a brief oral presentation.

A copy of the overall introduction will be presented both orally and as a text.

Summative:

A final booklet will be assembled for and distributed to each student which will include: overall introduction, each section with an introduction, photographs with titles and captions and a front cover designed by and agreed upon by the class.

### **Extension Activities: Taking Action and Giving Service:**

The final booklet may be presented to and shared with other classes (i.e. art, photography, social studies).

### **Web Resources for Student Research**

On the websites listed below you will find photos from 9/11 (some may have a title in bold and an extended caption). You may include historical facts/headlines/speeches/articles from the day and afterwards. Their purpose is to tell a story of what they see and what they want to say about 9/11 and beyond.

<http://www.september11news.com/>

<http://www.newseum.org/todaysfrontpages/> (choose dates from Archives)

[http://topics.cnn.com/topics/september\\_11\\_attacks](http://topics.cnn.com/topics/september_11_attacks)



# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
and 9/11 in the Classroom**

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## **High School**

**Lesson Plans & Themes**

# **Unit V**

## **Post 9/11: Challenges and Consequences**



## Unit V: Post 9/11 - Consequences and Challenges

Grade Levels: 9-12

Time: 120-150 minutes

# Lesson HV-14: Reactions to and from the Muslim and Arab Communities After 9/11

### Objective:

Students will assess the validity of accusations and acts of violence against the Muslim and Arab communities following the events of 9/11.

### Key Terms:

Muslim

Arab

Qur'an

### Materials:

Library/internet

### Activities/Procedures:

- Students will bring up the following website:  
<http://groups.colgate.edu/aarislam/response.htm>
- Students will research the answers to the following questions based on the information found on the site. (Questions will be on a separate page.)
- Teacher will engage the class in discussion of their findings.

### Background for subject of lesson

Attached is the transcript of the website so that the teacher may understand the content in advance.

Evidence of Understanding (Assessment of Student Performance: Formative and Summative)

Based on the answers to the questions asked, students will write an essay analyzing the Muslim and Arab communities' responses to the events of 9/11.

OR

Create a multimedia presentation analyzing the Muslim and Arab communities' responses to the events of 9/11

### Extension Activities: Taking Action and Giving Service:

Students will compare the statements issued by various humanitarian and peace organizations to those thoughts of Nobel Peace Prize winners and develop a "response plan" to terrorism.

### Research Questions:

1. Who authored this website?
2. What were the reactions of Muslim leaders (from around the world) to the events of 9/11?
3. Did any of the above reactions differ? Was there a common thread?
4. What were the opinions voiced concerning acts of terrorism, Islamic law and the Qur'an?
5. Discuss the increase in and types of incidents against Arab and Muslim Americans after 9/11.
6. Identify various groups listed in the website and their positions on terrorism.
7. What is the purpose of this website? What message are the authors promoting?

8. What is the true definition of the word "jihad?"
9. What messages do the pictures on the website send to you?

**Unit V:** Post 9/11 - Consequences and Challenges

**Grade Levels:** 9-12

**Time:** 45-60 minutes

## **Lesson HV-15: Debate - Security vs. Civil Liberties After 9/11**

### **Objective:**

Students will weigh three controversial issues associated with the Patriot Act and American civil liberties, and how 9/11 has affected viewpoints.

Student will analyze the inconsistencies that may occur when trying to balance the need for national security and the need to protect civil liberties.

### **Key Terms:**

**Patriot Act      Civil Liberties**

### **Materials:**

1. Security vs. Civil Liberties debate article by Robert Mander and Janice Hyde divided into 3 rounds on the following issues: <http://www.loc.gov/loc/lcib/0408/safefree.html>
  - "The USA Patriot Act: Patriotism at Work or an Intolerable Law in a Constitutional Democracy?"
  - "The Balance Between Freedom and National Security: Must Americans Accept Limitations on Their First Amendment Rights to Be Successful in the Battle Against Terrorism?"
  - "Enemy Combatants/Military Tribunals: Fair vs. Foul Means in the War Against Terrorism."
2. U.S. Bill of Rights
3. Student worksheet on Mander and Hyde article (included).

### **Activities/Procedures:**

1. Review the rights of all Americans as listed and explained in the U.S. Bill of Rights.
2. Divide the class into three groups, one for each of the three debate rounds. Or, this may be done as a class, reviewing each of the three round questions together. Each group should have a "reporter" who will report the main points of the group discussion back to the class.
3. For approximately 30 minutes, students should read the round questions and perspectives. They should discuss each argument, while expanding the ideas inherent in each.
4. Coming together as a class once again, each group reporter should read the question and explain the basic arguments, pro and con.
5. Homework: Students should research one of the issues in the debate, gathering more information on the subject at home. They should be encouraged to use news websites or government agencies to avoid partisanship and bias and document the source from which they researched.
6. Tomorrow, students will share their additional information with their groups or as a class.
7. Discuss: After reviewing the Bill of Rights and the issues addressed in the debate, determine what the balance should be between national security and the protection of civil rights. Has this balance been found?

### **Evidence of Understanding** (Assessment of Student Performance)

#### Formative:

1. Student class or group discussion on the three rounds of the debate on Security vs. Civil Liberties.
2. Completion of worksheets on debate questions.

Summative:

Final student discussion on the inconsistencies that may occur when trying to balance the need for national security and the need to protect civil liberties. Has this balance been achieved? Is it fluid? If another terrorist attack occurs in the U.S. will this debate become more intense?

**Extension Activities: Taking Action and Giving Service** (Optional)

- Research and examine topics from current events: Closing Gitmo, military tribunals, trial of Khalid Sheikh Mohammed in New York City, etc.
- Research current bills in Congress that might affect rights granted under The Bill of Rights and write a letter to your legislators expressing your opinion on whether or not the bill should pass.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period/Class: \_\_\_\_\_

## **Worksheet: Security vs. Civil Liberties in Three Rounds**

### **Directions:**

1. After reviewing the U.S. Bill of Rights, read and discuss the three rounds of the debate on security vs. civil liberties by Robert Mander and Janice Hyde.
2. Use the following questions to guide your discussion. Take notes on your discussion to share with the class.
3. Consider the points made in the roundup discussion, "International Forum on World Terrorism."
4. As homework, research one of the points made during the three debates. What is currently under scrutiny?
  - "The USA Patriot Act: Patriotism at Work or an Intolerable Law in a Constitutional Democracy?"
  - "The Balance Between Freedom and National Security: Must Americans Accept Limitations on Their First Amendment Rights to Be Successful in the Battle Against Terrorism?"
  - "Enemy Combatants/Military Tribunals: Fair vs. Foul Means in the War Against Terrorism."
  - Roundup- "International Forum on World Terrorism"
5. As a class, discuss and debate arguments of the three rounds and roundup, while expanding the ideas inherent in each. What did your homework research uncover?

### **Discussion Questions:**

1. Explain both sides of the issue. Which seems the most convincing? Explain.
2. The argument can be made that compromising our civil liberties in any way means the terrorists have won. Agree or disagree? Explain your reasoning.
3. Has a balance between national security and civil liberties been achieved? Is it fluid? Explain.
4. If another terrorist attack occurs on American soil, will this debate become more intense? Explain.

**Unit V:** Post 9/11 - Consequences and Challenges

**Grade Levels:** 9-12

**Time:** 45-60 minutes

## **Lesson HV-16: The 9/11 Commission Report**

### **Objectives:**

Students will examine the key findings of the 9/11 Commission Report.

Students will compare the recommendations of the 9/11 Commission with the legislation that implemented many of them.

### **Key Terms:**

**Millennium Plot**

**Osama bin Laden**

### **Materials:**

- Key Findings of the 9/11 Commission Report reading and critical thinking questions.
- Final 9/11 Commission Report <http://www.gpoaccess.gov/911/index.html>
- A chart comparing the 9/11 Commission recommendations and the legislation can be examined at <http://hsc-democrats.house.gov/SiteDocuments/20070727182653-51415.pdf>

### **Activities/Procedures:**

1. Introduce the origins of the 9/11 Commission and its conclusions about the events leading to 9/11.
2. Students will read the Key Findings of the 9/11 Commission Report, and answer the critical thinking questions.
3. Students should discuss their responses to the questions and share comments on the 9/11 Commission Report. Discussion questions should focus on the following:
  - What weaknesses did the US have that were exploited by the terrorists on 9/11?
  - Is there any way to know if 9/11 could have been prevented?
4. Concluding activity: Students should write an essay or participate in a discussion with their peers on the following question: Is the U.S. safer since enacting many of the 9/11 Commission Report recommendations?

### **Background for subject of lesson**

The National Commission on Terrorist Attacks Upon the United States, also known as the 9/11 Commission, was set up on November 27, 2002 "to prepare a full and complete account of the circumstances surrounding the September 11, 2001 attacks," including preparedness for and the immediate response to the attacks.

The commission was also mandated to provide recommendations designed to guard against future attacks.

Chaired by former New Jersey Governor Thomas Kean, the commission consisted of five Democrats and five Republicans. The commission was created by Congressional legislation, with the bill signed into law by President George W. Bush.

### **Evidence of Understanding** (Assessment of Student Performance: Formative and Summative)

#### Formative:

1. Students will examine the key findings of the 9/11 Commission Report.
2. Critical Thinking Questions.

Summative:

Essay/discussion prompt: Is the U.S. safer since enacting many of the 9/11 Commission Report recommendations?

**Extension Activities: Taking Action and Giving Service:**

Students may explore the PBS: Frontline: Trail of A Terrorist site <http://www.pbs.org/wgbh/pages/frontline/shows/trail/> for additional information on the foiled Millennium Plot. Information links include the following areas:

1. Introduction
2. Inside Ressam's Millennium Plot
3. Is Canada a safe haven for terrorists?
4. Crossing borders: How terrorists use fake passports.
5. Links and Readings

## Key findings of the 9/11 Commission Report

By Jill McCracken

The U.S. 9/11 commission's report is 576 pages in length. It outlines the intelligence that was gathered on Osama bin Laden and al Qaeda, as well as U.S. responses to this intelligence. The conclusions in the report urge real changes on how American intelligence services, such as the F.B.I. and C.I.A. function and coordinate their missions. The full executive summary may be viewed at [http://www.9-11commission.gov/report/911Report\\_Exec.pdf](http://www.9-11commission.gov/report/911Report_Exec.pdf).

### The key findings include:

1. Development of al-Qaeda - Al-Qaeda was allowed to develop into a significant danger to the U.S., concluding that while the attacks "were a shock... they should not have come as a surprise as Islamist extremists had given plenty of warning that they meant to kill Americans indiscriminately and in large numbers."
  - "The 9/11 attack was driven by Osama bin Laden" who "built over the course of a decade a dynamic and lethal organization" in al-Qaeda.
  - Events that preceded 9/11 that give indication that "Islamists were determined to kill Americans indiscriminately" included:
    - a. 1993 bombing of the World Trade Center;
    - b. Foiled plot to blow up the Holland and Lincoln Tunnels and other New York landmarks;
    - c. 1993 Somali "Black Hawk Down" battle that killed 18 and wounded 73, were assisted by al Qaeda;
    - d. 1995 Ramzi Yousef plot to blow up dozens of U.S. airliners flying over the Pacific;
    - e. 1996 Riyadh, Saudi Arabia car bombing that killed 5 Americans;
    - f. 1996 truck bombing of Khobar Towers, Saudi Arabia that killed 19 U.S. servicemen and wounded hundreds of others (though this was carried out with Iranian backed Hezbollah terrorist group);
    - g. 1998 attacks on U.S. embassies in Tanzania and Kenya, killing 12 American and 224 others;
    - h. 1999 foiled attack on Jordanian hotels frequented by Americans;
    - i. 2000 foiled "Millennium" plot on the Los Angeles International Airport; and
    - j. 2000 attack on the U.S.S. Cole that killed 17 American sailors.
  - "What we can say with confidence is that none of the measures adopted by the U.S. government from 1998 to 2001 disturbed or even delayed the progress of the al-Qaeda plot."
2. Missed opportunities - The report finds that the 9/11 plot might have been interrupted and deterred had the security services done their work more thoroughly. However, it accepts that "since the plotters were flexible and resourceful, we cannot know whether any single step or series of steps would have defeated them."

The report accuses "organizations and systems of that time" of:

- Developing and planning to use the missile-equipped Predator aircraft to target bin Laden and his chief lieutenants. Those plans were on President Bush's desk awaiting his signature on September

11, 2001.

- Allowing two hijackers, Khalid al-Midhar and Nawaf Alhamzi, to enter and move about the U.S. without proper surveillance despite their known links to al-Qaeda.
  - "Not linking the arrest of Zacarias Moussaoui, described as interested in flight training for the purpose of using an airplane in a terrorist act, to the heightened indications of attack."
  - Not discovering false statements on visa applications and not recognizing faked passports.
  - Not expanding no-fly lists to include names from terrorist watch lists and not searching airline passengers identified by computer-based screening.
  - Not hardening aircraft cockpit doors or taking other measures to prepare for the possibility of suicide hijackings.
3. Open to attack - While praising the response of members of the emergency services to the attacks, the report finds institutional weaknesses within the U.S. which both made it easier for extremists to attack and harder for the authorities to respond adequately:
- During the abbreviated transition time from Clinton to the Bush administration, military options for dealing with bin Laden in Afghanistan remained unappealing. As summer 2001 reports that something "very, very big" was being planned, all indicators pointed overseas, where security was buffed up, but not domestically. The threat did not receive media attention comparable to the "millennium" alert.
  - "The hijackers had to beat only one layer of security - the security checkpoint process... Once on board, the hijackers were faced with aircraft personnel who were trained to be non-confrontational in the event of a hijacking." The success rate was 19 for 19.
  - "The civilian and military defenders of the nation's airspace... attempted and failed to improvise an effective homeland defense against an unprecedented challenge." Existing protocols on 9/11 were ill-suited in every respect for an attack using hijacked jumbo jets.
  - "The chain of command did not function well. The president could not reach some senior officials. The secretary of defense did not enter the chain of command until the morning's key events were over."
4. Government and Policy - "Terrorism was not an overriding national security concern for the U.S. government under either the Clinton or pre-9/11 Bush administrations."
- America's homeland defenders faced outward. NORAD itself occasionally...considered the danger of hijacked aircraft being guided to American targets from overseas.
  - "The most important failure was one of imagination. We do not believe leaders understood the gravity of the threat" to the American homeland. All previous attacks had occurred overseas.
  - "At no point before 9/11 was the Department of Defense fully engaged in the mission of countering al-Qaeda, even though it was perhaps the most dangerous foreign enemy threatening the United States."
  - "The FBI did not have the capability to link the collective knowledge of agents in the field to national priorities."
  - "Congress gave little guidance to executive branch agencies on terrorism," did not reform agencies to meet the threat and "did not attempt to resolve the many problems in national security and domestic agencies."
  - "The terrorist danger from bin Laden and al-Qaeda was not a major topic for policy debate among the public, in the media, or in the Congress. Indeed, it barely came up during the 2000 presidential

campaign.”

- No single individual or organization was to blame, but both individuals and institutions had to take responsibility for failing to stop the attacks.
- There was no operational link between al-Qaeda and ousted Iraqi President Saddam Hussein and President Bush believed that “Iraq was not the immediate problem” following 9/11.
- “Iraq’s long standing involvement in terrorism was cited as well as its interest in weapons of mass destruction.”
- No Saudi nationals were flown out of the U.S. prior to the reopening of U.S. airspace on September 13, 2001.

5. Are we safer? - “Since 9/11, the U.S. and its allies have killed or captured a majority of al Qaeda’s leadership, toppled the Taliban, which gave al Qaeda sanctuary in Afghanistan, and severely damaged the organization.”

- “Al Qaeda remains an ideological movement, not a finite group of people that has transformed itself into a decentralized force.”
- Because of offensive actions against al-Qaeda since 9/11, and defense actions to improve homeland security, we believe we are safer today. But we are not safer. Therefore, we make the following recommendations that we believe will make America safer and more secure.”

6. Key recommendations - The 9/11 Commission Report warns against complacency and makes detailed recommendations:

- To create a national counter-terrorism center “unifying strategic intelligence and operational planning against Islamist terrorists across the foreign and the domestic divide.”
- To appoint a new Senate-confirmed national intelligence director to unify the intelligence community of more than a dozen agencies.
- To create a “network-based information sharing system that transcends traditional governmental boundaries.”
- To set up a specialized and integrated national security unit within the FBI; the report did not support creation of a new domestic intelligence agency.
- To devote maximum effort of countering the proliferation of weapons of mass destruction.
- To strengthen Congressional oversight.
- To strengthen the F.B.I. and Homeland defenders.
- To improve technologies associated with screening travelers and establish them as standard practices
- To root out terrorist sanctuaries, actual and potential.
- To develop global strategy of diplomacy and public relations to dismantle Osama bin Laden’s al-Qaeda terror network and defeat militant Islamic ideologies.
- To establish a better dialogue between the West and the Islamic world

7. Implementation of the 9/11 Commission Recommendations

Signed into law by President Bush on August 3, 2007, the Implementing Recommendations of the 9/11 Commission Act of 2007 codified into law many of the 9/11 Commission recommendations. A chart comparing the 9/11 Commission recommendations and the legislation can be examined at

<http://hsc-democrats.house.gov/SiteDocuments/20070727182653-51415.pdf> .

8. Department of Homeland Security Fact Sheet: Department of Homeland Security Counter Terrorism Page  
<http://www.dhs.gov/files/counterterrorism.shtm>

### **Critical Thinking Questions**

1. In your opinion, what were three key weaknesses cited in the 9/11 Commission Report that contributed to the success of the 9/11 terrorist attacks? Explain.
2. Give five examples on how we are safer and 5 examples of how we are not safer.
3. Of the recommendations that were implemented, which do you think has contributed the most to a safer homeland? Explain.
4. What remains to be done to improve the security of the U.S.?

**Unit V:** Post 9/11 – Consequences and Challenges

**Grade Levels:** 9-12

**Time:** 90-160 minutes

## **Lesson HV-17: ‘War on Terror’- Afghanistan: The Fall of the Taliban and After**

### **Objective:**

- Students will examine the Taliban regime and reason for the U.S. going to war against Afghanistan as part of the War on Terror.
- Students will identify the restrictions and their impact on women who lived under the Taliban’s ‘gender apartheid’ laws from 1996-2001.
- Students will analyze the progress Afghanistan had made in forging a democracy since the fall of the Taliban.
- Students will evaluate the challenges a resurgent Taliban represent to the U.S. and democratic Afghan government.

### **Key Terms:**

<b>al Qaeda</b>	<b>Burqa</b>	<b>Democratization</b>	<b>Gender apartheid</b>
<b>Hamid Karzai</b>	<b>Hazaras</b>	<b>I.E.D.</b>	<b>Mujahideen</b>
<b>Osama bin Laden</b>	<b>Pashtuns</b>	<b>Shar’ia</b>	<b>Taliban</b>
<b>Tajiks</b>	<b>Uzbeks</b>		

### **Materials:**

1. Reading 1: The War on Terror- The Fall of the Taliban.
2. Reading 2: Buried Alive: Afghan Women Under the Taliban
3. Reading 3: Five Years After the Fall of the Taliban: Afghanistan and the War on Terrorism
4. Reading 4: BBC: Q&A: Democracy in Afghanistan with review questions
5. Reading 5: Challenges faced by the Afghan elections: could they follow current polarizations and ethnic divisions? (sic)
6. Internet/Computer for Webquest: Frontline: The War Briefing –Internet activity and student worksheet.
7. (Optional) Frontline film: Afghanistan- The Other War
8. (Optional) Frontline film: Return of the Taliban
9. (Optional) Webquest: Activity #2 U.S. Institute of Peace – Passing the Baton Conference with student worksheet.
10. (Optional) Frontline film: Pakistan Children of the Taliban

### **Background for subject of lesson:**

1. The Soviet Union invaded Afghanistan in 1979, seizing control of cities, military bases, and communication and trade routes. The Afghan Mujahideen, a group of loosely allied opposition groups, fought the Soviets from 1979-1989. The mujahideen were significantly assisted by the C.I.A. during the Carter and Reagan administrations.

When the Soviet Union pulled troops out of Afghanistan in 1989, civil war began as the Mujahideen factions began fighting each other for control of Kabul, the capital city. After several years of devastating infighting, a new armed movement emerged, known as Taliban, or “students of Islam” and took control. The Taliban implemented one of the strictest interpretations of Shar’ia law ever seen in the Muslim world including the complete ban of education for girls and employment for women. The new regime was and widely criticized internationally for its treatment of women.

Women were forced to wear the burqa in public, because, according to a Taliban spokesman, “the face of a woman is a source of corruption” for men not related to them. A burqa ([http://en.wikipedia.org/wiki/File:Burqa\\_Afghanistan\\_01.jpg](http://en.wikipedia.org/wiki/File:Burqa_Afghanistan_01.jpg)) is an outer garment that cloaks the entire body and head, with a mesh panel covering the eyes. Women were not permitted to work; prior to the Taliban women made up 25% of the Afghan government’s work force. While female health care workers were exempted, they endured a segregated bus system and extreme harassment. The education of girls was banned after the age of eight, and until then, they were permitted only to study the Qur’an. Women seeking an education were forced to attend underground schools where they and their teachers risked execution if caught. They were not allowed to be treated by male doctors unless accompanied by a male chaperone, which led to illnesses remaining untreated. For violating these prohibitions, they faced public flogging and execution. The Taliban allowed and in some cases encouraged marriage for girls under the age of 16. Amnesty International reported that 80 percent of Afghan marriages were without the girl’s consent.

From May 1996, Osama bin Laden, founder of the terrorist group al Qaeda and responsible for the 9/11 attacks on the U.S., was living in Afghanistan with other members, operating terrorist training camps in a loose alliance with the Taliban. Following the 1998 U.S. embassy bombings in Africa, President Clinton order the military air strikes at these camps with limited effect on their overall operations.

2. Frontline: Dave Johns - Who are the Taliban?
3. View DVD, Charlie Wilson’s War, for an understanding of the covert C.I.A. aid to the Mujahideen, who were fighting the Soviet Union after their invasion of Afghanistan.

### **Procedures/Instructional Activities for students and teacher**

Teachers may select portions of this multi-day lesson plan for classroom use at their discretion. The entire lesson need not be utilized.

1. Jigsaw Group Activity: Divide the class into five groups, assigning each one a reading. Each student will be the ‘expert’ on this article when they regroup later.
  - Reading 1: The ‘War on Terror’- The Fall of the Taliban – U.S. response to 9/11 – Fall of the Taliban.
  - Reading 2: Buried Alive: Afghan Women Under the Taliban - Treatment of women under Taliban rule.
  - Reading 3: Five Years After the Fall of the Taliban: Afghanistan and the War on Terrorism Taliban resurgence and challenges that continue in Afghanistan, <http://www.usip.org/events/five-years-after-fall-taliban-afghanistan-and-war-terrorism>
  - Reading 4: BBC: Q&A: Democracy in Afghanistan - Democratization- Holding elections in Afghanistan.
  - Reading 5: Challenges faced by the Afghan elections: could they follow current polarisations and ethnic divisions? - Continued process of democratization in Afghanistan.

#### Note:

Reading 2, Buried Alive: Afghan Women Under the Taliban, is a lengthy article.

1. You may choose to divide it, assigning students Part I and Part II, or may edit the article. It is appropriate for honors or AP students.

Reading 4 is shorter and more succinct; it is appropriate for use with lower reading level students.

2. After reading, they should identify the main points, issues, problems, and possible solutions dealt with in the articles.
3. Regroup students creating 5 new groups. All five readings are represented in the new group. They should share what they have learned with each other.
4. If possible, have students watch the following films in school or at home: Afghanistan- The Other War (25 minutes). Students should take notes.
5. To examine the current challenges facing the U.S. and democratic Afghanistan today, students will use the

PBS Frontline: The War Briefing. Students should follow the following links to research the situation based on interviews with the experts. The student worksheet is provided.

- Introduction: October 28, 2008 - Afghanistan
  - The War Briefing – What the next President will face
  - The Karzai Question
  - The New Pakistani Taliban
  - A Strategy for the Tribal Areas
  - Any lessons we can grab from Iraq?
6. (Optional) Show both Frontline films: Return of the Taliban and Afghanistan- The Other War. If not, show one; both are excellent.
7. (Optional) Possibly as homework, assign students the webquest activity using U.S. Institute of Peace. – Passing the Baton Conference ( <http://www.usip.org/> - type Baton conference into site search box) website. Assign or permit students to select one of the following topics that utilize the USIP Conference Passing the Baton. Video of the sessions is linked to the USIP page.
- “Iraq, Iran, Afghanistan, and Pakistan: Identifying Priorities, Linkages, and Trade-offs”
  - “The Way Forward in Afghanistan”
  - “Proliferation, Catastrophic Terrorism and a New Security Paradigm”
- Listening to the session dealing with Afghanistan and/or terrorism, students should summarize the problems and possible solutions identified by the speakers. They should brainstorm any other solutions.
8. Students should also research current newspaper articles (printed or online) on the topics under discussion.
9. Students should share their summary of problems and solutions results with the class. This may be oral or written, as the teacher prefers. How similar were the issues they identified? The solutions?
10. (Optional) Watch the film online at <http://www.pbs.org/wgbh/pages/frontline/warbriefing/view/>.

### **Evidence of Understanding** (Assessment of Student Performance)

#### Formative:

Student class or group discussion on the three rounds of the debate on Security vs. Civil Liberties.

#### Summative:

Sharing of researched information the next day of class.

### **Optional Extension Activity: Taking Action and Giving Service:**

1. Show students Charlie Wilson’s War (2007) – Rated R - 1 hour 37 minutes- Synopsis: Good-Time Charlie” Wilson, a flawed and fun-loving Congressman from East Texas, deftly operates the levers of power to funnel money and weapons to the Mujahedin of Afghanistan following the Soviet invasion of their country in late 1979. Charlie finds assistance in the oddest of places -- a renegade C.I.A. agent whose outsider status and womanizing ways endears him to Wilson; a Houston socialite who leads Wilson to the cause; the willing Pakistani dictator fascinated by the socialite; the Israelis who modify and manufacture Soviet weapons to maintain the wink-and-nudge illusion of American neutrality. There is a brief hot tub scene early in the film; the film may actually be started after this scene with little loss of content.

## Reading #1 - The 'War on Terror'- The Fall of the Taliban

by Jill McCracken

New Administration and 9/11

The November 2000 election of George W. Bush as the 43rd President of the United States of America returned to government many officials from his father's administration ('Bush 41'). Given the continued lack of cooperation from Saddam Hussein, in hindsight, many regretted not insisting on regime change, that is, the removal of Saddam Hussein from power in 1991.

The new Bush Administration was barely nine months in office when the Sept. 11, 2001 terrorist attacks on the World Trade Center and Pentagon took place. Al Qaeda (Islamic for "the Base"), a terrorist organization led by Osama bin Laden, took responsibility for the attacks. Shocked and angry, President Bush, with the support of Congress, declared a 'War on Terror'.

It was quickly revealed that the government of Afghanistan, known as the Taliban, were providing safe-harbor for al Qaeda. The U.S. delivered an ultimatum to the Taliban government:

1. Deliver to the US all of the leaders of Al Qaeda;
2. Release all imprisoned foreign nationals;
3. Close immediately every terrorist training camp;
4. Hand over every terrorist and their supporters to appropriate authorities; and
5. Give the United States full access to terrorist training camps for inspection.

In his September 20, 2001 speech to the nation, President Bush said, "These demands are not open to negotiation or discussion. The Taliban must act and act immediately. They will hand over the terrorists or they will share in their fate...Either you are with us, or you are with the terrorists."

On September 21, 2001, the Taliban responded that if the United States could bring evidence that bin Laden was guilty, they would hand him over, stating there was no evidence in their possession linking him to the 11 September attacks.

By late September, the United Arab Emirates and Saudi Arabia withdrew recognition of the Taliban as the legal government of Afghanistan, leaving Pakistan as the lone remaining country with diplomatic ties to Afghanistan.

The U.S. policy would come to be known as the Bush Doctrine and can be summarized as follows:

1. The right to secure itself from countries that harbor or give aid to terrorist groups;
2. Preventive war, which held that the United States could depose foreign regimes that represented a potential or perceived threat to the security of the United States;
3. Spreading democracy around the world as a strategy for combating terrorism; and
4. A willingness to use the U.S. military unilaterally to achieve these goals.

Some of these policies would be codified in a National Security Council text entitled the National Security Strategy of the United States published on September 20, 2002.

On October 7, 2001, before the onset of military operations, the Taliban ambassador to Pakistan offered to "detain bin Laden and try him under Islamic law" if the United States made a formal request and presented the Taliban with evidence. This counter offer was immediately rejected by the U.S. as insufficient.

By now, a relatively small number of U.S. Special Forces soldiers arrived in Afghanistan, meeting with the rebel Afghan members of the Northern Alliance. The Northern Alliance was a military-political umbrella organization

created by those who opposed the Taliban. They would ultimately join with U.S. forces in wresting control of Afghanistan from the Taliban and al Qaeda.

One of the earliest major battles in Afghanistan occurred at Mazari Sharif. On the night of November 12, 2001, Taliban forces fled from the city of Kabul, leaving under cover of darkness. By the time Northern Alliance forces arrived, only bomb craters, burned foliage, and the burnt out shells of Taliban gun emplacements and positions were there to greet them. A brief firefight resulted in the neutralization of the defenders as Kabul fell into the hands of U.S./NATO forces and the Northern Alliance. The battle of Kandahar and Tora-Bora would be followed by Operation Anaconda. Together with the support of U.S. air power, they would topple the Taliban from power in Afghanistan. Military forces from Australia, Canada, Germany, and Norway participated in multiple military engagements during this time.

The results were the liberation of over 13,000,000 Afghan citizens from oppressive Taliban rule and the prevention of al-Qaeda operations in that area. In support, the UN Security Council approved resolution 1378 which condemned "the Taliban for allowing Afghanistan to be used as a base for the export of terrorism by the Al-Qaeda network and other terrorist groups and for providing safe haven to Osama bin Laden, Al-Qaeda and others associated with them, and in this context supporting the efforts of the Afghan people to replace the Taliban regime." It reaffirmed earlier resolutions 1368 and 1373, which called for international cooperation to root out terrorism.

The first task was the creating of a new, democratic government in Afghanistan. A land of tribal war lords, Hamid Karzai emerged as an influential man, who would accept the position as Interim President of Afghanistan.

However, by 2008, it was clear that the Taliban was not completely defeated. A resurgent Taliban, having regrouped in Pakistan, was again engaging U.S., Afghan and international forces in Afghanistan. In the first months of the Obama Administration, additional U.S. forces would deploy to Afghanistan to deal with increasing aggression by the Taliban. Pakistan would prove to be a fragile state, with the Taliban engaging their forces 20 miles from the capital city, Islamabad.

### **Reading #2: Buried Alive: Afghan Women Under the Taliban**

(<http://www.myholyokey.edu/~mvcarmac/woman2.html> ) by Jan Goodwin

### **Reading #3: Five Years After the Fall of the Taliban: Afghanistan and the War on Terrorism**

(<http://www.usip.org/events/five-years-after-fall-taliban-afghanistan-and-war-terrorism> ) By Beth Ellen Cole and Jorge Aguilar November 2006

### **Reading #4: BBC- Q&A: Democracy in Afghanistan**

### **Reading #5: Challenges faced by the Afghan elections: could they follow current polarisations and ethnic divisions?**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

PERIOD/CLASS \_\_\_\_\_

### Webquest - Worksheet for Frontline: The War Briefing

<http://www.pbs.org/wgbh/pages/frontline/warbriefing/>

Directions: Using Frontline: Iraq and the War on Terror website, complete the following activities.

1. Frontline has amassed a collection of sites that explores the challenges in the war on terror in Afghanistan. Use the following links to research the situation based on interviews with the experts. All students should view the Introduction: October 28, 2008 - Afghanistan.

2. Select **two** of the following links on the situation in Afghanistan. Complete the questions that go with each section.

• The War Briefing – What the next President will face? Select two of the following experts. Circle the two names you have chosen. What do they think President Obama will face?

- Robert D. Kaplan
- Steve Coll
- David Kilcullen
- Henry Crumpton
- Vali Nasr
- Lt. Col. John Nagl (Ret.)
- Michele Flournoy
- Richard Armitage
- Michael Scheuer
- Adm. William Fallon (Ret.)

Summary 1:

Summary 2:

• The Karzai Question. Select and circle one of the following experts. What is his view on President Karzai and his policies?

- Steve Coll
- Robert D. Kaplan
- Vali Nasr
- Adm. William Fallon (Ret.)

Summary:

• The New Pakistani Taliban. Select and circle one of the following experts. What is his perspective of the challenges the new Pakistani Taliban are presenting? In your opinion, what is the most challenging problem? Explain.

- Steve Coll
- Dexter Filkins
- Henry Crumpton
- Husain Haqqani

Summary:

- A Strategy for the Tribal Areas. Select and circle two of the following experts. What are his thoughts on the strategy for the Tribal Areas? Do you agree? Disagree? Explain.

- Dexter Filkins
- Henry Crumpton
- Robert D. Kaplan
- Steve Coll
- Richard Armitage
- Adm. William Fallon (Ret.)
- Husain Haqqani

Summary:

Summary:

- Any lessons we can grab from Iraq? Select and circle two of the following experts. Do they believe we can apply anything we have learned from Iraq in Afghanistan? Explain.

- Dexter Filkins
- Henry Crumpton
- Robert D. Kaplan
- Steve Coll
- Richard Armitage
- Adm. William Fallon (Ret.)
- Husain Haqqani

Summary:

Summary:

- (Optional) Watch the film online at <http://www.pbs.org/wgbh/pages/frontline/warbriefing/view/>. Take notes in the space provided.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

PERIOD/CLASS \_\_\_\_\_

**Webquest Worksheet for Activity 2: U.S. INSTITUTE OF PEACE –  
PASSING THE BATON CONFERENCE**

**Directions:**

1. Go to the USIP Passing the Baton Conference website, <http://www.usip.org/baton2009/>.
2. Select one of the following topics addressed at "Passing the Baton." Videos of the sessions are linked to as well as iPod downloads.
  - "Iraq, Iran, Afghanistan, and Pakistan: Identifying Priorities, Linkages, and Trade-offs"
  - "The Way Forward in Afghanistan"
  - "Proliferation, Catastrophic Terrorism and a New Security Paradigm"
3. Listen to the session dealing with Afghanistan and/or terrorism. Summarize the problems and possible solutions identified by the speakers in the space below.



# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
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## **High School**

**Lesson Plans & Themes**

# **Unit VI**

## **Remembrance and the Creation of Memory**



**Unit VI:** Remembrance and the Creation of Memory

**Grade Levels:** 9-12

**Time:** 40 minutes

## **Lesson HVI-18: Living Memorials**

### **Objectives:**

Students will be able to analyze pictures as primary source documents.

Students will be able describe and discuss living memorials.

### **Key Terms:**

#### **Memorialization**

### **Materials:**

Photographic analysis sheets

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

Link to website with pictures or copies of pictures

<http://abcnews.go.com/US/popup?id=2396057>

<http://thesisterproject.com/galleries/for-erica-berger-and-brother-david-a-silver-lining-in-old-photos/>

### **Activities/Procedure:**

1. Define and discuss key terms.
2. Hand out one of the picture analysis forms and pictures – as a class - complete and discuss
3. Suggested discussion questions
  - How are children living legacies for their parents and grandparents?
  - Why do some people have an emotional response to photographs, such as the ones shown in class?
4. Hand out second photo analysis form and picture. Have students complete independently
5. Journal prompt or writing assignment
  - How can children be living memorials to those individuals from their past? Why is it important that we as Americans recognize living memorials from 9/11?

### **Evidence of Understanding:**

Completed picture analysis forms

Journal writing/writing assignments

### **Extension Activities: Taking Action and Giving Service:**

1. Read stories about individual in pictures –  
[http://www.people.com/people/gallery/0,,1533266\\_1187637,00.html](http://www.people.com/people/gallery/0,,1533266_1187637,00.html)
2. A service project in honor of someone who died on 9/11 can be a living memorial. Visit 9/11: Day of Service (<http://911dayofservice.org>) to volunteer service as a living memorial to a person or all those who perished on 9/11. OR Plan a service project in memory of someone special to the student as a living memorial to their life.

**Unit VI:** Remembrance and the Creation of Memory

**Grade Levels:** 9-12

**Time:** 1-3 class periods

## Lesson HVI-19: Music as an Instrument of Memory

**Objectives:**

- Students will be able to analyze the lyrics and patterns in the music to interpret what the composer is saying through song.
- Students will be able to explain how people may find music a powerful means to express many different emotions, to honor people, and to memorialize both tragic and joyous events.
- Students will be able to explain how the culture, traditions, and history of a people and a nation may be traced and analyzed through its music.

**Key Terms:**

<b>lyrics</b>	<b>verse</b>	<b>stanza</b>	<b>theme</b>
<b>refrain</b>	<b>image</b>	<b>chorus</b>	<b>bridge</b>

**Materials:**

9-11 songs by other artists: [http://en.wikipedia.org/wiki/List\\_of\\_songs\\_about\\_the\\_September\\_11\\_attacks](http://en.wikipedia.org/wiki/List_of_songs_about_the_September_11_attacks)

Bruce Springsteen and the Rising <http://www.musicbox-online.com/9-11.html>

- [http://www.lyricsfreak.com/b/bruce+springsteen/the+rising\\_20025196.html](http://www.lyricsfreak.com/b/bruce+springsteen/the+rising_20025196.html)
- [http://www.lyricsfreak.com/b/bruce+springsteen/into+the+fire\\_20025188.html](http://www.lyricsfreak.com/b/bruce+springsteen/into+the+fire_20025188.html)
- [http://www.lyricsfreak.com/b/bruce+springsteen/youre+missing\\_20025199.html](http://www.lyricsfreak.com/b/bruce+springsteen/youre+missing_20025199.html)
- [http://www.lyricsfreak.com/b/bruce+springsteen/my+city+of+ruins\\_20025192.html](http://www.lyricsfreak.com/b/bruce+springsteen/my+city+of+ruins_20025192.html)
- [http://www.lyricsfreak.com/b/bruce+springsteen/countin+on+a+miracle\\_20025185.html](http://www.lyricsfreak.com/b/bruce+springsteen/countin+on+a+miracle_20025185.html)

[http://www.songfacts.com/category:songs\\_about\\_historical\\_events.php](http://www.songfacts.com/category:songs_about_historical_events.php)

Hank Fellows ([www.9-11Songs.com](http://www.9-11Songs.com))

Copies of the lyrics of songs by Hank Fellows: "The Spirit of America," "Halfway to Heaven," and "One Heart, One Voice." (at end of lesson)

**Background Information:**

Following the September 11, 2001 terrorist attacks, a number of musicians sought to understand 9/11 through music.

Day One

**Activities/Procedures:**

1. Review the key terms and ask students for definitions of each term. Terms should be defined in reference to their musical definition. If students are unable to offer an acceptable definition of a term(s), refer to an on-line dictionary or a hands-on dictionary.
2. Initiate a class discussion about the many uses of music in people's lives and make a list. A few possibilities are as follows: for entertainment; to commemorate an event; to express an emotion; to share a sound or emotion with others such as grief and sorrow, introspection, or humor, etc.; to set the mood in a film, television show, or other performance; to march, dance, strut, or just walk or saunter along; etc. The students may have many other

suggestions drawn from their own experiences with music.

3. Tell the class that you are going to play a song for them. \* (Go to [http://www.songfacts.com/category:songs\\_about\\_historical\\_events.php](http://www.songfacts.com/category:songs_about_historical_events.php)) All they need to do is to listen carefully to the words and music.
4. After the students have listened attentively to the song, tell them that you are going to play the song again but this time you want them to listen and to read the lyrics as they listen to the music. Distribute the sheet of lyrics to the students and replay the music.
5. At the conclusion of the song, ask the students what themes or ideas the songwriter has written about in this song.

### **Evidence of Understanding:**

Working individually, the students will write a brief essay describing/explaining how the songwriter reflected and expressed some of the same feelings and emotions that many people were experiencing at that time. Include in the essay an explanation of the way in which the composer's work continues and is part of the tradition of music as a part of the history of a people/nation.

### Day Two

#### **Activities/Procedures:**

1. Bruce Springsteen's album was recorded in 2002, as a response to 9/11. It contains fifteen songs; almost all were written after 9/11. One song, "My City of Ruins," was written by Springsteen as an expression of his feelings for his hometown, Asbury Park. The song can also be analyzed in view of 9/11.
2. Divide the class into groups using any of the following four songs from the album: "Into the Fire," "My City of Ruins," "The Rising," and "You're Missing." [Groups are determined by teacher according to class size. Note: For each song, at least two students will be analyzing the same song.]
3. In groups, students will read and analyze their song and answer the following questions:
  - Explain the figurative language used in the lyrics.
  - How can these lyrics refer to 9/11?
  - Whose voice is Springsteen using (victim, loved one of victim, etc.)?
4. Suggestions and hints for the teacher
  - "Into the Fire" - the plight of firefighters that day
    - a. "up the stairs"
    - b. "love & duty"
    - c. How might "strength give us strength," "faith give us faith," "hope give us hope," and "love bring us love?"
  - "My City of Ruins" – symbol of NYC
    - a. What images do the lyrics convey?
    - b. How might this be NYC after the tragedy?
    - c. Explain the spirituality in this song.
    - d. Why do people turn to religion in the midst of crisis?
    - e. Explain the symbolic significance of this place. Is it just a location?
  - "The Rising" – victim rising beyond the fire
    - a. The song progresses from the person feeling a great burden to one reaching the sky.
    - b. At the end of the song, the image of the sky is frequently repeated... from "blackness and sorrow" to "sky of blessed life." What might each line/stage represent?
  - "The Missing" – the loved one praying for the victim's return
    - a. Explain the scene at home.
    - b. How do you know the victim has a family?
    - c. What is the significance of the last two lines, "God's drifting in heaven, devil's in the mailbox/ I got dust on my shoes, nothing but teardrops?"
    - d. After student analyses, ask students to find any word or line in the songs that show hope.

5. Have all students examine the lyrics to "Countin' on a Miracle."

- Find the lines that show sadness.
- Find the lines that show hope.
- How is remembrance a strong emotion in this song?  
What message is Springsteen giving to those who lost loved ones?
- How do we make our own miracles?
- Listen to the audio of the songs. Continue discussion
- Does the musical artist stress any feelings in each song?
- How does his singing style bring emotions to the songs?
- After loss, how can music give hope?
- Could these songs also be applied to other sad situations in life?
- How does music help us heal?

### **Evidence for Understanding:**

1. Response to questions as an essay:

- How can music respond to a tragedy?
- How does music affect remembrance & memory?
- How can the musical artist convey his/her own feelings of grief while echoing the feelings of so many others?
- Does the musician have the right to speak for those lost? Can music heal?
- What other forms of art can express feelings and preserve memory?

Or

### **Activities/Procedures:**

- Hank Fellows wrote a number of songs reflecting his exploration of the events of September 11, personal and national responses to the day, and the many emotions people experience since then. Fellows wrote "One Heart, One Voice" four years after 9/11/01.
- Tell the students that the title of the song they will hear and discuss today is "One Heart, One Voice."
- Remind the class to jot down some notes for themselves when they hear some words that they think is a key to a theme (distribute lyric sheets).
- After the song has concluded, move the students into pairs for a pair/share activity or small groups of three or four for a team approach. Each pair/group should use any notes they may have taken as well as their memory of the song to write down some of the themes found in the song. Give the students 5-10 minutes for this activity.
- Regroup into the full class and have each group report its suggestions regarding the song's themes. Make note of the themes suggested by the students.

### **Evidence of Understanding:**

What differences do you see between this song and others written shortly after 9/11/01?

Explain how a songwriter's perspective differs from song to song. Is there any significant difference in the "mood" or "tone" of the music itself in the songs? Explain.

### **Extension Activities: Taking Action and Giving Service:**

1. Obtain the lyrics of other songs written about 9/11/01 or poems about the events of that day. List some of the

words and phrases that are used to describe 9/11/01 in each song and/or poem. Who are the composers and/or authors of each piece of music or poem? Are the words used of a positive nature or a pessimistic nature? Are descriptions of the day more concerned with the physical reality or the pall cast by events of the day? Explain and give examples from several songs and/or poems. Give the name of the song/or poem and the composer/author. Which work do you think best conveys the nature of the day, events, and mood of the people? Why?

2. Write a poem or song that you believe accurately describes the day of September 11, 2001 in mood and in physical reality. Alternatively, paint or draw the scene of that day reflecting the physical and emotional nature of the day.
3. Attend a memorial ceremony for the day of September 11, 2001. Was any music involved in the ceremony? How did the music influence the atmosphere of the memorial ceremony? Find at least three pieces of music written specifically to memorialize an event or a person. For each piece of music, provide the following information: Name of event or person(s); reason for being honored; time period of person or event; reason for "remembering and memorializing."

## ***The Spirit of America***

Words & Music by  
Hank Fellows

Verse: I see children out playing, their mothers are saying,  
Let them be strong as they grow,  
I hear old men tell stories of love, war and glory,  
When they were still young long ago.

And all along my journey, I feel that light still burning  
So deep inside my soul –

Chorus: It's The Spirit of America, I feel it in my heart,  
Of generations come and gone, where each one did their part,  
Of those who served and fought and died so our children can run free,  
A land where truth will always live and fear will never be.

Verse: I see lovers and dreamers, poets and schemers,  
All side by side in the sun,  
I see those who are stronger helping those who take longer,  
So they're home by the time day is done.

And all along the byways, the back roads and the highways,  
It's all so clear to me now –

Chorus: It's The Spirit of America, I feel it in my heart,  
Of generations come and gone, where each one did their part,  
Of those who served and fought and died so our children can run free,  
A land where truth will always live and fear will never be.

Repeat: It's The Spirit of America, I feel it in my heart,  
Of generations come and gone, where each one did their part,  
Of those who served and fought and died so our children can run free,  
A land where truth will always live and fear will never be,  
A land where truth will always live and fear will never be.

## ***Halfway To Heaven***

(A 9-11 Tribute)

Words & Music by

Hank Fellows

Verse: On a bright September morning in the greatest city known,  
A gentle breeze was blowing through the place they called their home,  
And high above the city, they were working side by side,  
In the gleaming towers reaching far up to the sky.

Chorus: They were Halfway to Heaven, and I know they're all there now,  
Fathers, sons, and daughters, and mothers free and proud,  
And those who raced into the flames to save their fellow man,  
I know that they're all home now.

Verse: They will always be among us for their love can never die,  
And we shall walk together though the years will all pass by,  
And at ev'ry graduation, and wherever love is true,  
Set a place at the table, for they will be there too.

Chorus: They were Halfway to Heaven, and I know they're all there now,  
Fathers, sons, and daughters, and mothers free and proud,  
And those who raced into the flames to save their fellow man,  
I know that they're all home now.

Repeat: They were Halfway to Heaven, and I know they're all there now,  
Fathers, sons, and daughters, and mothers free and proud,  
And those who raced into the flames to save their fellow man,  
I know that they're all home now,  
I know that they're all home now.

## ***One Heart, One Voice***

Words and Music by  
Hank Fellows

Verse: When I think how it happened long ago,  
A nation born upon this rugged shore,  
I think of those who once dreamed a special dream,  
To build a land like none that came before.  
They dreamt of

Chorus: One Heart, One Voice, one land where all can be free,  
A dream called America, A dream for you and me.

Verse: When I think of the faces young and old,  
When first they came to see our mighty land,  
I'm proud we welcomed each and ev'ry one,  
And gave them hope and a helping hand.  
We gave them

Chorus: One Heart, One Voice, one land where all can be free,  
A dream called America, a dream for you and me.

Bridge: And on the dark day in September,  
Those who planned far across the sea,  
They thought our Towers tumbling down  
Would bring us to our knees,  
But oh how they were wrong,  
Oh how we were strong –  
We rose with

Chorus: One Heart, One Voice, one land where all can be free,  
A dream called America, a dream for you and me,  
We rose with

Repeat: One Heart, One Voice, one land where all can be free,  
A dream called America, a dream for you and me,  
A dream for you and me.

# **LEARNING FROM THE CHALLENGES OF OUR TIMES:**

**Global Security, Terrorism,  
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## **High School**

**Lesson Plans & Themes**

# **Unit VII**

## **Building Better Futures: Narrative, Recovery and Responsibility**



**Unit VII:** Building Better Futures: Narrative, Recovery and Responsibility

**Grade Levels:** 9-12

**Time:** 120 minutes or more

## **Lesson HVII-20: Cycle of Liberation – A Model to Work Out World Problems?**

### **Objective:**

The student will learn to read, analyze and discuss the Cycle of Liberation model.

### **Key Terms:**

<b>Model</b>	<b>Intrapersonal</b>	<b>Interpersonal</b>	<b>Systemic</b>
<b>Privilege</b>	<b>Ally</b>	<b>Inspiration</b>	<b>Authenticity</b>
<b>Introspection</b>	<b>Internalized oppression</b>	<b>Coalescing</b>	<b>Assumptions</b>

### **Cognitive Dissonance**

### **Materials:**

Cycle of Liberation from Adams, M., Bell, L.A., & Griffin, P. (eds.), Teaching for Diversity and Social Justice: A Sourcebook, New York, Routledge, 1997.

Graphic of Cycle of Liberation by Bobbie Harro

<http://www.library.wisc.edu/edvrc/docs/public/pdfs/SEEDReadings/CycleLiberation.pdf>

### **Activities/Procedures:**

1. Hand out copies of the Cycle of Liberation and project the model onto the board.
2. Show students how to follow the flow of the diagram beginning with the darkened stages: waking up, getting ready, reaching out, building community, coalescing, creating change, maintaining.
3. Do not forget to discuss the core results.
4. Questions: Why is the model divided into the three areas?
5. Why are the three areas placed in the order that they are?
  - Either teacher or students choose an incident that created cognitive dissonance. (This incident could be a local event or situation at school.)
  - Have students break up into three groups: intrapersonal-reaching out; interpersonal-building community; systematic-creating change.
  - Students will analyze the event based on the parameters of their grouping, according to the flow chart.
  - Lesson will end with each group reporting back and the class constructing a master plan of how to deal with a local event
6. Questions to ask the class: How might we be able to translate your plan to the global world?

### **Evidence of Understanding:**

In your group, construct a model that would affect a situation/event in the global world.

**Unit VII:** Building Better Futures: Narrative, Recovery and Responsibility

**Grade Levels:** 9-12

**Time:** 3-4 block schedule periods (80 minutes) or 5-6 standard instructional periods (40 minutes); total time estimated to be 240 minutes

## **Lesson HVII-21: Crossing Boundaries: Truth and Reconciliation in a Difficult Time**

### **Objectives:**

- Students will be able to identify and explain various models employed to rebuild relationships in societies facing civil conflict.
- Students will be able to establish connections between the participants and victims of the 9-11 terrorist acts and truth and reconciliation models.
- Students will be able to analyze the strengths and weaknesses of truth and reconciliation models in promoting or fostering intercultural understanding and common goals.
- Students will be able to prepare and defend a plan to implement one or more truth and reconciliation model(s) to reduce the potential for future terrorist violence.

### **Key Terms:**

**Truth and reconciliation processes**

**Terrorism**

**Rule of law**

### **Materials:**

1. Models drawn from a range of societies that have experienced civil conflict as displayed in the Truth and Reconciliation Archive at the U. S. Institute of Peace, available at [www.USIP.org/library/truth.html](http://www.USIP.org/library/truth.html), "Truth Commissions Digital Collection."
2. Eyewitness perspectives of survivors, groups supporting violent resolutions to conflicts, non-violent advocates of truth and reconciliation processes.
  - U. S. Holocaust Memorial Museum: [www.ushmm.org](http://www.ushmm.org), Committee on Conscience, Podcasts, "Voices on Genocide Prevention", specifically those listed below.
    - a. "Narrating Atrocities," Nov. 29, 2007
    - b. "Memory and Ethics," Nov. 22, 2007
    - c. "Women Changing Rwanda's Future," May 1, 2008
    - d. "My Neighbor, My Killer," May 14, 2008
    - e. "The Arrest of Karadzic," Aug. 7, 2008
    - f. "Courage to Forgive and to Bring Hope," Nov. 27, 2008
  - An archive of news reports and updates on prosecution and punishment of perpetrators of genocide is available at the Prevent Genocide website (updated periodically) at [www.preventgenocide.org](http://www.preventgenocide.org), specifically under the "Punishment" section.
  - U. S. Holocaust Memorial Museum: [www.ushmm.org](http://www.ushmm.org), Committee on Conscience, "World is Witness" section, which contains updates (photos, videos and text) on current genocides, massive violations of human rights and potential genocidal situations.
3. Audio visual and related materials on alternative models of truth and reconciliation.
  - Film, *Facing The Truth*, about the process of truth and reconciliation in South Africa after apartheid, by Bill Moyers. Available from [www.pbs.org](http://www.pbs.org). An associated website is located at [www.pbs.org/pov/](http://www.pbs.org/pov/)

tvraceinitiative/facingthetruth/

- Facing History and Ourselves has created a study guide for this film which is available through their website as a free download at [www.facinghistory.org/resources/publications/facing-truth](http://www.facinghistory.org/resources/publications/facing-truth)
  - The website of the Canadian Broadcasting Corporation, [www.cbc.ca/canada](http://www.cbc.ca/canada) has a FAQ page concerning the truth and reconciliation commission established in Canada regarding the abuses of aboriginal peoples in state-run orphanages.
4. Chapter 6, "International Action: Strengthening Norms and Institutions" in Madeline K. Albright and William S. Cohen, *Preventing Genocide: A Blueprint for U. S. Policymakers* (Washington, D.C.: U. S. Holocaust Memorial Museum, 2008). Available online at [www.ushmm.org/genocide/taskforce](http://www.ushmm.org/genocide/taskforce).
  5. Analysis sheets and presentation evaluation sheets

### **Activities/Procedures:**

#### Day One

1. Introduce the essential question: What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?
2. Explore the students' views on the question and define terms—terrorist, civil conflict, rule of law. Identify issues that the students raise as needing investigation to pursue the essential question, and list them on the board.
3. Outline the process by which students will investigate the question and develop a decision about how best to promote improved understanding.
  - Review essential question and define key terms
  - Identify key issues and subsidiary questions for study.
  - Locate resources that will contribute to informing the investigation (see learning materials section below).
  - Form groups for student investigation (3-5 students per group; assign moderator, recorder and researcher roles in each group).
  - Have students begin research (see specification sheet for research requirements).

#### Day Two

1. Engage students in preparing arguments for various models of truth and reconciliation that they have studied regarding terrorist violence and civil conflict. See the archive at the United States Institute of Peace concerning truth and reconciliation commissions for examples of country projects on this topic.
2. Introduce a model that is employed for truth and reconciliation commissions (South Africa is a good example of one model). Outline the key elements in the model and explore with students the pros and cons of this model. Once the pro and con list has been developed, have students begin preparing their presentations based on their research per the specification sheet for the project. Be certain to address the issue of cultural reconciliation, not just those concerns related to political conflict.
3. If needed, use the film, *Facing The Truth*, from PBS dealing with South Africa, and the related website curriculum materials to amplify understanding of this model. See [www.pbs.org/pov/tvraceinitiative/facingthetruth/](http://www.pbs.org/pov/tvraceinitiative/facingthetruth/) for more information.

### Day Three

1. Present and clarify the criteria by which each group's presentation will be evaluated by the class and by the teacher. See the criteria for evaluation handout accompanying this lesson.
2. Have groups meet to clarify their key points, organize their strategy for the presentation and practice it.

### Day Four

1. Each group will present their truth and reconciliation model, responding to the essential question for the lesson but also meeting the requirements for the oral presentation as outlined on the specifications sheet. Each presentation should take no more than 10 minutes and can include audiovisual components.
2. As the presenters speak about their model, the audience will develop questions to help them identify and discuss the pros and cons of each model. Questions should be directed to the presenters by the audience and the teacher to clarify key points and to discuss pros and cons.
3. Once all presentations are completed, the students will complete their analysis sheets for the presentations, preparing an argument regarding which model or combination of models would serve best to answer the central question.
4. The teacher should now lead a debriefing discussion (or on day five if needed) that examines similarities and differences among the models.

### **Evidence of Understanding:**

1. Completion of research and presentation per specification sheet requirements.
2. Completion of analysis sheet about group presentations.
3. Completion of evaluation sheet and subsequent 3-4 page paper that answers the essential question based on analysis of all models presented, with specific reference to the aftermath of 9-11 and how such a process could help promote an end to terrorist violence and improved intercultural understanding.

### **Extension Activities: Taking Action and Giving Service:**

Using sources on Iraq and Afghanistan, the class can develop a proposal for a post-conflict truth and reconciliation process and send that proposal to federal elected officials as a social participation activity.

# Specification/Evaluation Form: Truth and Reconciliation Models

**Essential Question:** What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?

**Instructions:** This form outlines the specifications for your research and presentation on a model dealing with truth and reconciliation in societies seeking to recover from years of civil conflict and human rights violations. This same set of specifications will be employed to structure the evaluation of your final product by both your peers and the instructor.

**Specifications:** (Evaluation form should be designed by the instructor to assess student progress in both areas.)

## Process:

- Has the group established specific roles and responsibilities for each group member?
- Has equity been reinforced in the completion of group responsibilities and development of the final product?
- Have checkpoints been established so that the group can examine its progress and make adjustments where needed?
- Has the group developed a sense of shared ownership for the final product and how it will be presented to the class?
- Has the group practiced their oral presentation, and developed a PowerPoint or Keynote presentation with no more than 6 slides, with content that is bulleted and which is only a reference point for the presentation (not to be read verbatim by presenters)?

## Content

- Has the group identified an actual model dealing with issues of truth and reconciliation that is in use in a post-genocidal society?
- Has the group located a minimum of 6 sources (at least 3 print sources and at least 3 electronic sources), which inform them about the model being investigated?
- Do these sources include content providing eyewitness accounts and/or testimony about the human rights violations and genocidal acts that took place, as well as efforts to seek truth and reconciliation in the society?
- Do the sources provide evidence from both victims and perpetrators?
- What criteria has the group developed to determine if the model being investigated is working to promote improved understanding among groups in society?
- What are the concluding judgments of the group regarding the effectiveness of the model being investigated, based on the criteria used to assess the model?
- Can this model be transferred to other world societies facing similar efforts to rebuild after years of civil conflict and/or terrorist violence? If so, what suggest this is possible? If not, what obstacles do you believe would prevent its successful use?

**Analysis Sheet: Truth and Reconciliation Models**

**Your Name:** \_\_\_\_\_

**Essential Question:** What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?

<b><u>Model Chosen</u></b>	<b><u>Where is Model Employed Post Conflict Society)?</u></b>	<b><u>Stated Goal(s) of Model</u></b>	<b><u>How is Model Implemented?</u></b>
		1. _____	
		2. _____	
		3. _____	

Pros and Cons of This Model (Based on Presentation and Study of Issues—Refer back to essential question for guidance.)

**Pros**

- a.
- b.
- c.

**Cons**

- a.
- b.
- c.

**Unit VII:** Building Better Futures: Narrative, Recovery and Responsibility

**Grade Levels:** 9-12

**Time:** 120 minutes

## **Lesson HVII-22: The Next Step: Volunteering and Giving Service**

### **Objectives:**

Students will be able to describe various volunteerism programs and explain their functions.

Students will be able to apply knowledge and skills in addressing a community, state, or national need through the completion of a student-designed service project.

Students will be able to engage in active citizenship through the giving of their time, talents, and skills.

### **Key Terms:**

**AmeriCorps**

**Peace Corps**

**Teach for America**

**CitizenCorps**

**Senior Corps**

### **Materials:**

- The Corps Experience found at <http://www.teachforamerica.org>
- “Stories of Service” found at [http://www.americorps.gov/for\\_individuals/current/stories.asp](http://www.americorps.gov/for_individuals/current/stories.asp) (see attached document)
- Journals
- “United We Serve” found at <http://www.serve.gov/about.asp>
- The Peace Corps <http://www.peacecorps.gov/>

### **Activities/Procedures:**

1. Beginning with a warm up activity, give students five minutes to respond to the following questions:

- Have you ever been in the position of helping someone in need?
- Describe the situation. What was the outcome?
- How did you feel when it was over?

Explain to students that the situation should have significant relevance.

Have students share their responses with the class.

2. Using the computer lab or the media center, have students research AmeriCorps and answer the following questions:

- What is AmeriCorps? Peace Corps? 911 Day of Service? Others?
- What is its origin and how is it funded?
- Who are its members and how can you join?
- What are the benefits to joining?
- Make a list of all the civic or community activities in which the organization is engaged.

3. Have students brainstorm a list of possible community projects in which they would like the school to become involved and select one through a class vote. (Topics could include but not be limited to the following: poverty, hunger, disaster relief, community blood drive, and support for the military/veterans.)

4. After a project has been selected, students can begin to determine the need by completing the following tasks:

- Create a survey to assess the needs of the target group
- Brainstorm ideas for publicizing the event
- Contact local businesses or organizations to solicit aid/support
- Design posters and brochures to publicize the event
- Contact media for coverage and publicity
- Set deadlines and develop a schedule for completion of all project components
- Explore various career options
- Write thank you letters to community members, businesses, or organizations that participated in the project

Note to teacher: This is a general list , which can be tailored to meet the specific needs of the selected project.

5. Once the class project is completed, have students read "Stories of Service," then write and submit their own story of service.

### **Evidence of Understanding:**

#### Assessment:

1. Have students write a reaction essay to any phase of the project
2. Have students journal the process and any challenges they faced, and describe how they overcame them
3. Monitor student/group progress
4. Use attached rubrics to evaluate project

### **Extension Activities: Taking-Action and Giving Service:**

Students can identify services their town provides to the unemployed, homeless, or others in need. They will research information about the programs in their community that provide clothing, food, jobs, medical and legal services, and shelter to people who cannot afford them. Students can do volunteer work with these agencies and gather information to write letters to the editor or editorials concerning the current situations regarding the community and suggest ways to make it better.

