

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

**Global Security, Terrorism,
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:

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Middle School Lesson Plans & Themes

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

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

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

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

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+

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

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 6th 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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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

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://news.nationalgeographic.com/news/2005/09/0902_050902_katrina_coveage.html
- www.photosfromkatrina.com/default.htm 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
- 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 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)

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

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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

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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
- 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. 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
- Analysis worksheet for photo- 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
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. 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:

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

Middle School

Lesson Plans & Themes

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/

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
- 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.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,
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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/>
- http://www.9-11pdp.org/press/2005-09-11_op-ed.pdf
- 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:

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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**

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The Star-Ledger willingly corrects its factual mistakes. If you think that we have made an error in a news story, call the Metro Desk at (973) 392-4040, or write to The Star-Ledger reader representative, Charles "Chick" Harrison, at 1 Star-Ledger Plaza, Newark, N.J. 07102-1200.

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: 0922

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/into+the+fire_20025188.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/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.patriciawelch.com/united_lyrics.htm
- http://www.lyricsmode.com/lyrics/j/john_lennon/imagine.html
- http://www.last.fm/music/John+Lennon/_/Imagine
- 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/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

LEARNING FROM THE CHALLENGES OF OUR TIMES:

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

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.

