

LEARNING FROM THE CHALLENGES OF OUR TIMES:

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

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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(973) 392-4161
ldenny@starledger.com
Jim Willse, Editor,
(973) 392-4127
jwillse@starledger.com
Mark Newhouse, General
Manager, (973) 392-4121
Dennis Carletta, Circulation
Director, (973) 392-1705
dcarletta@starledger.com
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Big Game jackpot
reaches \$32 million

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

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

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

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

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

LOTTERY

The winning numbers
for Saturday, Dec. 15

NEW JERSEY

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

Evening

Pick 3: 325 Payoff: NA
Box: NA Pairs: NA
Pick 4: 1434 Payoff: NA
Box: NA
Cash 5: 1, 7, 12, 23, 24
Lotzee: 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