



A Nation Remembers- Teachers' Guide and Resources

9/11 Lesson Plans and Activities Grades 6-12

Created by:
Educators' Leadership Group,
Pentagon Memorial Fund

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Introduction

This teachers' guide and resources were developed to assist teachers and educators in sharing information about the events on September 11, 2001 at the Pentagon, in New York City and in Pennsylvania.

ON SEPTEMBER 11, 2001, nineteen al Qaeda terrorists hijacked four commercial aircraft, intending to strike the World Trade Center (WTC) and various targets in Washington, D.C.¹ At **8:46AM**, hijackers deliberately crashed American Airlines Flight 11 (scheduled from Boston to Los Angeles), carrying 87 passengers and crew, into floors 94-98 of the North Tower (1 WTC), and at **9:03AM**, United Airlines Flight 175 (also scheduled from Boston to Los Angeles), carrying 60 passengers and crew, into floors 78-84 of the South Tower (2 WTC).²

At **9:37AM**, hijackers purposely crashed American Airlines Flight 77 (scheduled from Washington Dulles to Los Angeles), carrying 59 passengers and crew, into the Pentagon, near Washington, D.C.³

At **10:03AM**, after learning of the other attacks, passengers on United Airlines Flight 93 (scheduled from Newark to San Francisco), which carried 40 passengers and crew, launched a counter-attack on hijackers aboard their plane to try to seize control of the aircraft.⁴ In response, the hijackers crashed the plane into an empty field in Somerset County, Pennsylvania.⁵

Within an hour of the first crash, all U.S. flights were halted and military fighters had established combat air control over New York City.⁶ As a result of the attacks, all seven buildings at the World Trade Center were destroyed and a portion of the Pentagon collapsed, resulting in almost 3,000 fatalities -- the largest loss of life from a hostile attack by a foreign entity on American soil.⁷

As a teacher, you may remember where you were when you heard about the attacks. These events have been a defining moment in our history. But for many students in today's classrooms, these events are merely part of the historical record. Younger students may not have even been born, and even those in the upper grades had just started elementary school. As a result, the Pentagon Memorial Fund feels a responsibility to provide information and materials to assist teachers who would like to cover the events of September 11, 2001 in their classroom.

We know that teachers may have difficulty finding relevant material and time to cover this topic in an already full school year. Thus, the lessons and activities provided will work in a variety of subject areas to encourage use wherever there might be time and space in your planning.

These materials were developed as a companion piece to the documentary, "A Nation Remembers," which tells the story of the National 9/11 Pentagon Memorial in a 60-minute DVD.

¹ "9/11: Stories of Survival and Loss Commemorative Resources for High School Educators" *National September 11 Memorial and Museum* n.d. PDF. March 16, 2011 page10 <<http://www.national911memorial.org/img/EDUCATION%20Packet%20-%20206.pdf>>

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ Ibid.

It is our hope that you will use this teachers' guide either in its entirety, should you have the time to devote to several concurrent sessions, or individually, where the lessons or activities meet your specific time limitations. We encourage using the materials in observance of the commemoration of September 11th, but we hope you will find that these materials can be used at any point during the year.

The teachers' guide and resources included target a middle and high school audience (grades 6-12). You may find that a particular lesson does not meet your exact needs and some modifications are necessary for your classroom. If you do make specific modifications, use the evaluation form included at the end of these materials to send us information on what you changed and why. You may also choose to access the elementary-level lessons on our website, though we understand this may be a difficult topic to share with very young students.

Please use the evaluation form at the end of this guide to send us feedback on how we may make changes for clarity, organization of content, or inclusion of additional information.

Any additional questions or comments may be directed to the Pentagon Memorial Fund, info@pentagonmemorial.net or via fax at 391-560-3401.

Background and Purpose

The Pentagon Memorial Fund, Inc. (PMF) was incorporated in May 2003 as a non-profit 501(c)(3) organization to raise the private funds necessary to design, build and maintain the Pentagon Memorial.

The PMF convened an Educators' Leadership Group comprised of teachers, administrators, university personnel, communications specialists, PMF Board Members and others to help draft a set of educational materials that could be used in or out of the classroom. This teachers' guide was one of the results of that convening, and were written as a companion to the documentary, "A Nation Remembers," available online in the education section of our website (<http://www.pentagonmemorial.org/learn/educational-resources/media/video/nation-remembers>).

In order to help tell the whole story of what happened on September 11, 2001, the PMF works closely with their counterparts in New York and Pennsylvania. We encourage you to visit their websites (listed below), view their resources and ask your own questions.

National September 11 Memorial and Museum: <http://www.national911memorial.org>

Tribute World Trade Center (WTC) Visitor Center: <http://www.tributewtc.org>

Flight 93 / National Park Service: <http://www.nps.gov/flni/index.htm>

Following the September 11th events, there were thousands of volunteers who were part of the rescue, recovery and rebuilding efforts in New York, at the Pentagon and in Shanksville, PA. We also saw a shift in our culture and an increase in the number of people volunteering all over the United States. That spirit of service lives on, as September 11th is now a National Day of Service and Remembrance. In honor of all of the lives that were lost that day, you might consider organizing a service project for your class or encouraging your students to plan their own. Visit <http://911dayofservice.org/> for others' ideas and resources, and to register your own ideas.

As the National 9/11 Pentagon Memorial, we feel a responsibility to contribute to the literature currently available and to ensure that the story of the events that happened at the Pentagon are told in a way that is as respectful of the victims and survivors as possible, and honors the work done to rebuild lives.

Our goal is to provide resources and materials in order to help educators teach the events of September 11, 2001. We encourage you to explore our website (<http://www.pentagonmemorial.org>) and let us know if there is any information you are in search of that is hard to find. All content is available electronically and free of charge. We would like to hear about your experience as well, so please use the evaluation form located at the end of these materials to share your story.

Chapter Overviews

A Nation Remembers: Teachers' Guide and Resources provides information about the construction, purpose and history of the Pentagon prior to September 11, 2001. These materials were developed as a companion to the Pentagon Memorial Fund documentary entitled, "A Nation Remembers," which tells the story of the construction of the National 9/11 Pentagon Memorial. The full version of "A Nation Remembers" can be found on the Pentagon Memorial Fund's website: <http://www.pentagonmemorial.org/learn/educational-resources/media/video/nation-remembers> .

Chapter One: Life at the Pentagon Before September 11, 2001

This chapter is focused on life as we knew it in the days preceding the September 11th attacks. Students will learn that although the Pentagon is home to the Department of Defense, there are both military and civilian employees working there.

This chapter best complements the documentary from 0:00 minutes through 7 minutes, 14 seconds.

Chapter Two: September 11, 2001—The Attacks in New York City, at the Pentagon and in Shanksville, PA

This chapter leads students through the events of the day, and asks them to think about al Qaeda and the escalation of terrorism acts in recent years. The documentary shows the imagery of the attacks, including photos and videos of the sites in New York City, at the Pentagon and in Somerset County, PA. It also includes several interviews with government officials including: former President George W. Bush, former Secretary of Defense Donald Rumsfeld, Senator Joseph Lieberman (I-CT) and Senator Carl Levin (D-MI).

This chapter best complements the documentary from 7 minutes, 15 seconds through 17 minutes, 19 seconds, with the majority of the information about the attacks around 13-minutes.

Chapter Three: The Emergency Response at the Pentagon

This chapter provides students a chance to learn from several first responders who were at the Pentagon on September 11, 2001 and asks them to think critically about the lasting effects of rescue and recovery efforts at a disaster site. In the documentary, there is an interview with Senator Joseph Lieberman (I-CT), images of the Pentagon after the attack and introductions to the victims of Flight 77 and those who died at the Pentagon through a photo montage around 28 minutes.

This chapter best complements the documentary from 17 minutes, 20 seconds through 34 minutes, 58 seconds.

Chapter Four: Honoring Lives Lost

This chapter is intended to help students understand the idea of memorialization and the importance of remembering certain events and the people affected. As the whole movie is dedicated to the building of the

Pentagon Memorial, this chapter focuses on the design, symbolism, meaning of memorialization and the family members impacted by the events on September 11, 2001.

This chapter best complements the documentary from 45 minutes, 19 seconds through 53 minutes, 39 seconds. For the most comprehensive understanding of the material, please view the documentary from 34 minutes, 59 seconds through 53 minutes, 39 seconds.

Additional video footage is also available to complement these lessons and activities:

- The Memorial Dedication <http://www.pentagonmemorial.org/learn/educational-resources/media/video/nation-remembers-memorial-dedication>
- The Reading of Names <http://www.pentagonmemorial.org/learn/educational-resources/media/video/nation-remembers-reading-names>

Chapter Five: Those Affected at the Pentagon

This chapter is focused on the people affected by the attack at the Pentagon. “A Nation Remembers” provides additional information about the National 9/11 Pentagon Memorial in this section. The material included in this chapter focuses on the ‘everyday heroes’—people who worked at the Pentagon and helped with the rescue operations, those involved as first responders, and the individuals who lost their lives as a result of the attack.

These materials best complement the documentary from 45 minutes, 19 seconds through 53 minutes, 39 seconds. For the most comprehensive understanding of the material, please view the documentary from 34 minutes, 59 seconds through 53 minutes, 39 seconds.

Chapter Six: September 12 and Beyond: The Nation and the Pentagon Post 9/11

This chapter focuses on the changes to the Nation and the Pentagon as a result of the September 11, 2001 attacks, including the changes to society, the development of the Department of Homeland Security and the differences in travel experiences since September 11, 2001.

These materials best complement the documentary from 53 minutes, 40 seconds through the end of the film at the 60-minutes.

Using this Guide as a Teaching Tool

The goal of these materials is to provide materials that will help teachers discuss the tragic events of September 11, 2001 with their students. Soon, the majority of young people will not remember when the attacks originally occurred because they will have been too young at the time or not yet born. However, these events were a defining moment for our nation and have changed how we live, travel and interact with others.

The lesson and activities can be used as standalone teaching aids, though we encourage the teacher to show the relevant section of the movie as a warm-up exercise. The content was developed for use in the classroom. Should you wish to use these materials with special needs students, you may need to make the following adjustments:

- Extra processing time
- Adjusted workload
- Preferential seating
- Modified breaks
- Reading of directions
- Visual cues
- Reduce distractions

***Chapter 2: September 11, 2001—The Attacks in
New York City, at the Pentagon and in Shanksville,
PA***

September 11, 2001

"Everything was perfect at 8 o'clock this morning."¹⁹⁰

September 11, 2001 began as just another ordinary day. Parents were getting their children ready for school at the start of another promising academic year. Men and women were gearing up for another work day without anticipation that this day would be different from yesterday or tomorrow. Travelers were preparing for their trips—vacations, conferences and return trips home—checking in for their flights and preparing for uneventful and successful travel.

American Airlines Flight 77 was the airline's daily-scheduled, morning transcontinental flight. Travelling from Washington Dulles International Airport to Los Angeles International Airport, the airplane had a capacity of 176 passengers.¹⁹¹ On this day though, only 58 passengers were preparing to embark on the flight.¹⁹² Tuesdays were, after all, the least travelled day of the week.¹⁹³

Scheduled to depart at 8:10 am, the flight took off from Runway 30 at 8:20 am.¹⁹⁴ On board the flight were 53 average Americans, including three students and three teachers who were starting off on a four-day trip to the Channel Islands, off the coast of Santa Barbara, California, sponsored by the National Geographic Society.¹⁹⁵ Another passenger was returning home after having travelled to North Carolina to watch her college-aged daughter play soccer,¹⁹⁶ while another was on his way back to California to retrieve his family's yellow Labrador Retriever, after having settled into a new home in Arlington, Virginia.¹⁹⁷

Aboard the early morning flight was a Marine lieutenant who had received a Purple Heart for his service in Vietnam,¹⁹⁸ and a family of four headed to Australia, where the mother was going to be a visiting fellow at the Australian National University in Canberra.¹⁹⁹ A lawyer and political commentator who had been scheduled to fly out of town on Monday, but stayed until Tuesday morning to have breakfast with her husband, as September 11th was his birthday, was also aboard.²⁰⁰ For those passengers and 38 others, Tuesday, September 11, 2001, was expected to be another ordinary day.

Meanwhile, at the Pentagon, construction crews were finishing up the first phase of a decade-long renovation project. At a cost of \$250 million, the project included a sprinkler system, blast-resistant windows, and steel-reinforced columns.²⁰¹ On this day, 60 years to the day after original construction on the Pentagon began, this renovated wing of the Pentagon was still not fully reoccupied.²⁰² Where normally upwards of 5,000 people would be working, on this day there were fewer than 1,000.²⁰³ For those occupants of the Pentagon, both

¹⁹⁰ Fisher, M. and D. Phillips. "On Flight 77: Our Plane is Being Hijacked." *Washington Post*. September 12, 2001. Web. February 23, 2011 < <http://www.washingtonpost.com/ac2/wp-dyn/A14365-2001Sep11>>

¹⁹¹ Ibid.

¹⁹² Ibid.

¹⁹³ Ibid.

¹⁹⁴ "American Flight 77 victims at a glance." *USA Today*. September 25, 2001. Web. February 23, 2011.

<<http://www.usatoday.com/news/nation/2001/09/12/victim-capsule-flight77.htm>>

¹⁹⁵ Ibid.

¹⁹⁶ Ibid.

¹⁹⁷ Ibid.

¹⁹⁸ Ibid.

¹⁹⁹ Ibid.

²⁰⁰ Ibid.

²⁰¹ "September 11, 2001" *The Pentagon* n.d. Web. February 23, 2011. < <http://pentagon.afis.osd.mil/september11.html>>

²⁰² Ibid.

²⁰³ Ibid.

civilian and military, there was no expectation that September 11th would be anything more than just another ordinary day.²⁰⁴

By 9:37AM, however, what had begun as an ordinary day had turned into something much different. A Metro train passenger, on his way to Ronald Reagan Washington National Airport, saw a jet heading toward the Pentagon and remembers having concern, thinking, "There's no landing strip on that side of the subway tracks"²⁰⁵. Slamming into the Pentagon at 531 miles per hour, American Airlines Flight 77 was just one of four planes used as weapons of terror on September 11, 2001. With 125 victims on the ground (55 military personnel and 70 civilians), 59 victims on the plane (excluding the hijackers), and 106 additional individuals injured on the ground, the intentional crash of American Airlines Flight 77 into the Pentagon added to the tragedy already being experienced in New York City and Shanksville, Pennsylvania.²⁰⁶

Indeed, none of the 290 victims killed or injured in the attack on the Pentagon had any reason to anticipate the significant event into which they would be thrust that morning.²⁰⁷ They were just going about usual activities in a usual way on a beautiful early fall Tuesday morning.²⁰⁸

And then everything changed. Ordinary Americans became involved in an extraordinary event that would have far-reaching implications both in the United States of America and around the world.

Immediately following the attacks, no individual or group claimed responsibility. But federal officials said they suspected the involvement of Islamic extremists with links to fugitive terrorist Osama bin Laden, who had been implicated in the 1998 bombings of two U.S. embassies in Africa and several other attacks.²⁰⁹ Law enforcement sources said there was already evidence implicating bin Laden's militant network in the attack and politicians from both parties predicted a major and immediate escalation in America's worldwide war against terrorism.²¹⁰

On September 27, 2001, the Federal Bureau of Investigation released 19 photographs of individuals believed to be the hijackers of the four planes that crashed on September 11, 2001 into the World Trade Center in New York, the Pentagon, and in Shanksville, Pennsylvania.²¹¹ The United States government determined that al Qaeda, headed by Osama bin Laden, bore responsibility for the attacks, with the FBI stating, "Evidence linking al Qaeda and bin Laden to the attacks of September 11th is clear and irrefutable".²¹²

²⁰⁴ Ibid.

²⁰⁵ Fisher, M. and D. Phillips. "On Flight 77: Our Plane is Being Hijacked." *Washington Post*. September 12, 2001. Web. February 23, 2011 < <http://www.washingtonpost.com/ac2/wp-dyn/A14365-2001Sep11> >

²⁰⁶ "September 11, 2001" *The Pentagon* n.d. Web. February 23, 2011. < <http://pentagon.afis.osd.mil/september11.html> >

²⁰⁷ "American Flight 77 victims at a glance." *USA Today*. September 25, 2001.. Web. February 23, 2011.

<<http://www.usatoday.com/news/nation/2001/09/12/victim-capsule-flight77.htm> >

²⁰⁸ "American Flight 77 victims at a glance." *USA Today*. 9/25/01. Web. February 23, 2011.

<<http://www.usatoday.com/news/nation/2001/09/12/victim-capsule-flight77.htm> >

²⁰⁹ Grunwald, Michael. "Terrorists Hijack 4 Airliners, Destroy World Trade Center, Hit Pentagon; Hundreds Dead." *Washington Post*. September 12, 2001 Page A01

²¹⁰ Ibid.

²¹¹ Watson, Dale L. "Testimony Before the Senate Select Committee on Intelligence, Washington, DC, February 06, 2002" Federal Bureau of Investigation. February 6, 2002. Web. February 23, 2011 <<http://www.fbi.gov/news/testimony/the-terrorist-threat-confronting-the-united-states>>

²¹² Ibid.

Video Resource:

The full version of "A Nation Remembers" can be found on the Pentagon Memorial Fund's website:
<http://www.pentagonmemorial.org/learn/educational-resources/media/video/nation-remembers> .

This chapter best complements the documentary from 7 minutes, 15 seconds through 17 minutes, 19 seconds, with the majority of the information about the attacks around 13 minutes. The documentary shows the imagery of the attacks, including photos and videos of the sites in New York City, at the Pentagon and in Somerset County, PA. It also includes several interviews with government officials including: former President George W. Bush, former Secretary of Defense Donald Rumsfeld, Senator Joseph Lieberman (I-CT) and Senator Carl Levin (D-MI).

Additional Resources

The National September 11 Memorial & Museum:

The National September 11 Memorial & Museum is a private not-for-profit (501c3), responsible for oversight of the design, raising the necessary funds, programming and operating the Memorial & Museum being built at the World Trade Center site. Construction is underway on the National September 11 Memorial & Museum located at Ground Zero in New York City. The Memorial portion will be dedicated on September 11, 2011 with the full museum set to open on September 11, 2012.

The National September 11 Memorial & Museum produces a webcast series and provides teaching and learning tools to help the public understand some of the larger issues associated with September 11, including the roots of al Qaeda, extremism, and the importance of memorialization.

The webcast related to this chapter is:

Lawrence Wright, a New Yorker staff writer and author of Pulitzer Prize winning, [The Looming Tower: Al Qaeda and the Road to 9/11](#), discusses his writings about al Qaeda and key points in al Qaeda's history. The webcast is approximately 42 minutes, 53 seconds and is broken into eight chapters for your review.

<http://www.911memorial.org/world-and-after-4> . You may download the discussion guide for this webcast at http://www.911memorial.org/sites/all/files/Wright_FINAL.pdf .

Please visit the National September 11 Memorial & Museum's website for additional information, interactive activities, and lesson plans. <http://www.national911memorial.org>

Tribute World Trade Center:

Tribute World Trade Center (WTC) Visitor's Center was established following the September 11th attacks in New York City. The Center expands upon the September 11th Families' Association mission to unite and support victims of terrorism by incorporating the entire 9/11 community: families, survivors, residents, rescue workers and volunteers affected by September 11, 2001. The Center creates a central place for information about 9/11 at the WTC site. Visitors learn factual information about the events on September 11th, the identity of 2,973 people killed in the attacks, the unprecedented rescue and recovery operations, and the tremendous spirit of support and generosity that arose after the attacks.

Educational materials, including their toolkit entitled "September 11th Personal Stories of Transformation," can be found here: <http://www.tributewtc.org/programs/toolkit.html>

Flight 93/National Park Service:

It is the job of National Park Service to ensure that the story of Flight 93 is told for generations to come, and that the crash site of Flight 93 – the Sacred Ground – is protected unimpaired in perpetuity. They have been working to plan for and develop the Flight 93 National Memorial with their partners: the Families of Flight 93, the Flight 93 Advisory Commission, the Flight 93 Memorial Task Force, the National Park Foundation, the local community and many others. Additional information on the Flight 93 Memorial and efforts underway can be found here: <http://www.nps.gov/flni/index.htm>

Chapter 2 Vocabulary:

Term	Definition
9/11 Commission	The National Commission on Terrorist Attacks Upon the United States, also known as the 9/11 Commission, was set up on November 27, 2002 "to prepare a full and complete account of the circumstances surrounding the September 11, 2001 attacks," including preparedness for and the immediate response to the attacks. The commission was also mandated to provide recommendations designed to guard against future attacks. ²¹³
Al-Qaeda	A group that encourages violent jihad (armed struggle on behalf of Islam) intended to expel foreign influence from the Islamic world and to establish a puritanical Islamic society. Founded in 1988 by Osama bin Laden and other jihadists, al Qaeda was responsible for the September 11, 2001 attacks on the World Trade Center and the Pentagon, as well as several other terrorist attacks, before and after 9/11, on U.S. targets abroad as well as in other countries. ²¹⁴
CIA	The Central Intelligence Agency (CIA) is an independent US Government agency responsible for providing national security intelligence to senior US policymakers. ²¹⁵
Cockpit Voice Recorder	Often referred to as a "black box", this is a flight recorder used to record the audio environment in the flight deck of an aircraft for the purpose of investigation of accidents and incidents.
Continuity of Government	The principle of establishing defined procedures that allow a government to continue its essential operations in case of nuclear war or other catastrophic event.
FAA	The Federal Aviation Administration is responsible for providing the safest, most efficient aerospace system in the world. ²¹⁶
Fatwa	A legal opinion or decree handed down by an Islamic religious leader.
FBI	Federal Bureau of Investigation, a threat-based and intelligence-driven national security organization, the mission of the FBI is to protect and defend the United States against terrorist and foreign intelligence threats, to uphold and enforce the criminal laws of the United States, and to provide leadership and criminal justice services to federal, state, municipal, and international agencies and partners. ²¹⁷
FDNY	The New York City Fire Department, or the Fire Department City of New York (FDNY), has the responsibility for protecting the citizens and property of New York City's five boroughs from fires and fire hazards, providing emergency medical services, technical rescue as well as providing first response to biological, chemical and radioactive hazards.

²¹³ "9/11 Commission Report" *National Commission on Terrorist Attacks Upon the United States* July 22, 2004. Web. February 23, 2011. <<http://www.9-11commission.gov/>>

²¹⁴ "Tribute Art and 9/11: Healing Through Artistic Response" *National September 11 Memorial & Museum PDF April 4, 2011* <<http://www.911memorial.org/tribute-art-911>>

²¹⁵ "About CIA" *Central Intelligence Agency* n.d. Web. April 8, 2011 <<http://www.cia.gov>>

²¹⁶ "About FAA" *Federal Aviation Administration* n.d. Web. April 8, 2011 <<http://www.faa.gov/about>>

²¹⁷ "Quick Facts" *Federal Bureau of Investigation* n.d. Web. April 4, 2011< <http://www.fbi.gov/about-us/quick-facts>>

Fireproofing	Fireproofing, a passive fire protection measure, refers to the act of making materials or structures more resistant to fire, or to those materials themselves, or the act of applying such materials.
Foreign Entity	An organization from outside of the country. ²¹⁸
Hijack	To seize (a vehicle or plane) by force or threat of force. ²¹⁹
Incident Command System	The Incident Command System (ICS) was developed to provide federal, state, and local governments, as well as private and not-for-profit entities, with a consistent framework for the preparation for, response to, and recovery from any incident or event, regardless of the size, nature, duration, location, scope, or complexity. ²²⁰
Joint Chiefs of Staff	The Joint Chiefs of Staff consist of the Chairman, the Vice Chairman, the Chief of Staff of the Army, the Chief of Naval Operations, the Chief of Staff of the Air Force, and the Commandant of the Marine Corps. The Chairman of the Joint Chiefs of Staff is the principal military adviser to the President, Secretary of Defense, and the National Security Council (NSC), however, all JCS members are by law military advisers, and they may respond to a request or voluntarily submit, through the Chairman, advice or opinions to the President, the Secretary of Defense, or NSC. The Joint Chiefs of Staff have no executive authority to command combatant forces as the chain of command "runs from the President to the Secretary of Defense; and from the Secretary of Defense to the commander of the combatant command." ²²¹
Joint Session of Congress	Joint sessions of the United States Congress are the gatherings together of both houses of the United States Congress (the House of Representatives and Senate).
NSA	The National Security Agency/Central Security Service (NSA/CSS) is home to America's codemakers and codebreakers. NSA/CSS is unique among the U.S. defense agencies because of their government-wide responsibilities. NSA/CSS provides products and services to the Department of Defense, the Intelligence Community, government agencies, industry partners, and select allies and coalition partners. In addition, they deliver critical strategic and tactical information to war planners and war fighters. ²²²
NYPD	The New York City Police Department (NYPD), established in 1845, is currently the largest municipal police force in the United States, with primary responsibilities in law enforcement and investigation within the five boroughs of New York City.

²¹⁸ “Tribute Art and 9/11: Healing Through Artistic Response” *National September 11 Memorial & Museum* PDF April 4, 2011 < <http://www.911memorial.org/tribute-art-911>>

²¹⁹ Ibid.

²²⁰ “Need for a Common Incident Command System” *New York State Office on Emergency Management*. n.d. Web. February 23, 2011. < <http://www.semo.state.ny.us/programs/training/ICS/ICSexplain.cfm>>

²²¹ “About” *Joint Chiefs of Staff* n.d. Web. February 23, 2011. <<http://www.jcs.mil/page.aspx?id=2>>

²²² “About NSA” *National Security Agency* n.d. Web. April 4, 2011< <http://www.nsa.gov/about/index.shtml>>

Pentagon	A building in Arlington, Virginia, containing most of the United States Department of Defense offices, and named for its five sides. ²²³
Port Authority of New York and New Jersey	The Port Authority of New York and New Jersey (PANYNJ) is a bi-state port district, established in 1921 (as the Port of New York Authority) through an interstate compact, that runs most of the regional transportation infrastructure, including the bridges, tunnels, airports, and seaports, within the Port of New York and New Jersey.
Reflect	To realize or consider.
Remember	To bring to mind or think of again; to retain in the memory.
Renew	To restore to existence.
Resilience	Ability to recover readily from illness, depression, or adversity. ²²⁴
Taliban	A fundamentalist Islamic militia in Afghanistan.
Terrorism	The use of force or violence against persons or property for the purpose of intimidation, coercion, or ransom. Acts of terrorism can range from threats to actual assassinations, kidnappings, airline hijackings, bomb scares, car bombs, building explosions, mailings of dangerous materials, agro terrorism, computer-based attacks, and the use of chemical, biological, and nuclear weapons— weapons of mass destruction (WMD). ²²⁵
USA Patriot Act	The USA PATRIOT Act (commonly known as the "Patriot Act") is an Act of the U.S. Congress that was signed into law by President George W. Bush on October 26, 2001. The title of the Act is a contrived three letter initialism (USA) preceding a seven letter acronym (PATRIOT), which in combination stand for Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001. ²²⁶
Vigil	A period of watchful attention maintained at night or at other times, often accompanied by prayer or other ritual devotions. ²²⁷
Wahabism	A puritanical reform movement dating back to the 18th century in central Arabia and which sought to cleanse, through violent means if necessary, beliefs and practices that it deemed to be un-Islamic accretions. A major focus of the movement’s activity was the attack on the cult of dead saints and the practices associated with the visit to their graves that had developed in the Muslim world. ²²⁸

²²³ “Tribute Art and 9/11: Healing Through Artistic Response” *National September 11 Memorial & Museum* PDF April 4, 2011 < <http://www.911memorial.org/tribute-art-911> >

²²⁴ Ibid.

²²⁵ “Terrorism” *The American Red Cross* March 2007 Web. February 22, 2011.

<<http://www.redcross.org/images/pdfs/code/terrorism.pdf>>

²²⁶ “Public Law 107-56” *United States Congress* 10/26/2001. Web. February 23, 2011. <<http://www.gpo.gov/fdsys/pkg/PLAW-107publ56/pdf/PLAW-107publ56.pdf> >

²²⁷ “Tribute Art and 9/11: Healing Through Artistic Response” *National September 11 Memorial & Museum* PDF April 4, 2011 < <http://www.911memorial.org/tribute-art-911> >

²²⁸ “Webcast: Exploring 9/11 – The World Before and After Supplementary Materials” *National September 11 Memorial & Museum*. N.d. Web. February 23, 2011. < http://www.911memorial.org/sites/all/files/Haykel_FINAL.pdf >

War on Terror	(Also known as the Global War on Terror or the War on Terrorism) A campaign initiated by the US government under President George W. Bush which includes various military, political, and legal actions taken to "curb the spread of terrorism," following the September 11, 2001 attacks on the United States. ²²⁹
Zacharias Moussaoui	Sometimes known as Habib Zacarias Moussaoui; a French citizen who was convicted of conspiring to kill citizens of the US as part of the September 11, 2001 terrorist attacks. As a result of his conviction, he is serving a life sentence without parole at the Federal ADX Supermax prison in Florence, Colorado. ²³⁰

Definitions for the terms above were taken from www.merriam-webster.com unless otherwise noted.

²²⁹ "Glossary" *ProCon*. n.d. Web. February 23, 2011.

<<http://2008election.procon.org/view.resource.php?resourceID=001575#waronterror>>

²³⁰ "Moussaoui Indictment" *Department of Justice, Eastern Division*. n.d. Web. February 23, 2011.

<http://www.national911memorial.org/site/DocServer/Haykel_FINAL.pdf?docID=6404>

2.1 Remember—Profile of an Extremist Group: al-Qaeda

Princeton University Professor Bernard Haykel presents his views on the historical roots and future prospects of al Qaeda. The accompanying video for this activity is provided by the National 9/11 Memorial & Museum and can be found online at: <http://www.911memorial.org/world-and-after-1> . Although there are seven chapters of the video interview, the relevant information to answer the questions below can be found in Chapter 1 (length 7:27) and Chapter 5 (length 4:57).

Additional Teaching and Resource Guide specific to this webcast:

http://www.911memorial.org/sites/all/files/Haykel_FINAL.pdf

In the space below, please discuss the origins and emergence of al Qaeda, noting locations, key figures, and important developments.

Identify the major differences between the Sunni and Shi'a communities within Islam and compare their beliefs and purposes.

2.1 Activity Answer Key—Profile of an Extremist Group: Al-Qaeda

Princeton University Professor Bernard Haykel presents his views on the historical roots and future prospects of al Qaeda. The accompanying video for this activity is provided by the National 9/11 Memorial & Museum and can be found online at: <http://www.911memorial.org/world-and-after-1>. Although there are seven chapters of the video interview, the relevant information to answer the questions below can be found in Chapter 1 (length 7:27) and Chapter 5 (length 4:57).

Additional Teaching and Resource Guide specific to this webcast:

http://www.911memorial.org/sites/all/files/Haykel_FINAL.pdf

In the space below, please discuss the origins and emergence of al Qaeda, noting locations, key figures, and important developments.

Factors in the emergence of al Qaeda:

Al Qaeda is a hybrid movement that brings together several strains of Islamic thought.

- * The Muslim Brotherhood began in Egypt in 1928 as an anti-colonial movement; it called for the Islamization of Arab societies.
- * A religious purist's movement out of Saudi Arabia that has been injected into al Qaeda's philosophy that is very anti-other kinds of Muslim and tries to bring the "wayward Muslim" back to a purist interpretation of Islam.
- * The failure of other ideologies to take root in the Middle East (failed liberalism, nationalist and socialist philosophies).

Al Qaeda is really a product of those failed political movements.

Al Qaeda presents its views and practices as rooted in the earliest understandings of Islam. This is disputed. The violence in wanting to capture a state comes out of the Muslim Brotherhood experience. They are interested in power and are not purists of Islamic thought.

Wahabism started in 1744 when an alliance between a political leader and a religious leader was forged. This philosophy said that the Muslims at the time were not pure and killed other Muslims. They took over Mecca and Medina and were subsequently viewed as fanatics who don't represent true Islam.

Identify the major differences between the Sunni and Shi'a communities within Islam and compare their beliefs and purposes.

The divide is theological and political. There were differences over political succession to the leadership of the Muslim community after the Prophet Mohammad died.

Sunni: Succession as it unfolded was the correct way—one of the Prophet's very good friends should take over the community. Al Qaeda is anti-Shi'a and regards Shi'as as non-Muslim. The Muslim Brotherhood is not anti-Shi'a so there is potential within al Qaeda for a tempering of this split.

Shi'a: The cousin and son-in-law of the Prophet should have succeeded, and have a hierarchy of scholars to whom they defer and to whom they pay taxes. These scholars regard all politics as corrupt and unrighteous (apolitical), with exceptions in Iran and Lebanon (i.e. the Ayatollah in Iraq will not get involved in politics).

2.2 Lesson Plan: Social Studies and Math

Event Timeline

GRADE LEVEL(s): Grades 6-12
Duration: 40-45 minutes

STUDENTS WILL ENGAGE IN: X Independent Activities
Project X Cooperative Learning

COMMON CORE STANDARDS:

Comprehension and Collaboration²³¹

1. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
2. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas²³²

3. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
4. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Integration of Knowledge and Ideas²³³

5. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

OBJECTIVES:

Student Will Be Able To:

- Learn and understand the facts surrounding the events that occurred on September 11, 2001
- Document their own (or a family member's) 9/11 experience by creating a timeline of personal events

MATERIALS:

- Copy of September 11th timeline provided following this lesson, courtesy of National September 11 Memorial & Museum;
- KWL (Know, Want to Know, Learn) Chart;
- Blank timeline templates (electronically if possible);
- Colored Pencils (if using paper version of timeline)

²³¹ "College and Career Readiness Anchor Standards for Speaking and Listening" *Common Core State Standards Initiative* n.d. Web. Page 48 April 9,2011 <http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>

²³² "College and Career Readiness Anchor Standards for Speaking and Listening" *Common Core State Standards Initiative* n.d. Web. Page 48 April 9,2011 <http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>

²³³ "College and Career Readiness Anchor Standards for Reading" *Common Core State Standards Initiative* n.d. Web. Page 35 April 9,2011 <http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>

WARM-UP ACTIVITY:

Video Resource: Watch the section on the attacks from the documentary "A Nation Remembers." The images and content can be found at 13 minutes of the movie.

(<http://www.pentagonmemorial.org/learn/educational-resources/media/video/nation-remembers>)

Ask students if they lost someone they knew as a result of the attacks on September 11, 2001 (raise of hands). If yes, ask student(s) to share the story of who they lost and the impact this had on their lives. If no, share your story of where you were on September 11 and what your reaction was to hearing about the terrorist attacks.

PROCEDURE:

1. Students complete the K & W sections of a KWL chart on the events of September 11th.
2. Students read the timeline provided following this lesson aloud and have a class discussion to clarify understanding of the events of the day.
3. Teacher demonstrates how to document the events in a timeline by completing the first two or three events of the day. Instruct students to form groups of 3-4.
4. Teacher works with student groups to complete the September 11th timeline.
5. Class completes the L section of the KWL chart.
6. In preparation for their homework assignment, teacher shares his/her own September 11th timeline. This timeline would show his/her personal 9/11 experience. (Ex. 8:55AM: I had just gotten to my desk in Philadelphia, PA and I heard from my colleague that two planes hit the towers in NYC.)
7. Students complete a September 11th timeline for homework to be posted around the room upon returning to class the next day. This timeline should be created to show how they or a family member experienced 9/11.

ASSESSMENT:

Student will be graded on the successful creation of a timeline based on the official events of September 11, 2001 completed during class time, as well as the turned in assignment to create a timeline of the day's events based on their own or a family member's experience.

September 11th: The Timeline of Events

Timeline provided courtesy of The National September 11 Memorial & Museum. There is also an interactive version of this timeline available on their website: <http://timeline.national911memorial.org/#/Explore> .

8:46AM: A hijacked passenger jet, American Airlines Flight 11 out of Boston, Massachusetts, crashes into the North Tower of the World Trade Center, tearing a gaping hole in the building and setting it on fire.

8:50AM: President Bush is notified of the terrorist attacks while on a visit to a Sarasota, Florida elementary school.

9:03AM: A second hijacked plane, United Airlines Flight 175 from Boston, crashes into the South Tower of the World Trade Center and explodes. Both buildings are burning.

9:36AM: Vice President Dick Cheney is evacuated from the White House.

9:37AM: American Airlines Flight 77 crashes into the Pentagon, sending up a huge plume of smoke. Evacuation begins immediately.

9:42AM: The Federal Aviation Administration (FAA) halts all flight operations at U.S. airports, the first time in history that air traffic nationwide has been halted.

9:45AM: Evacuation of the White House and U.S. Capitol.

9:59AM: The South Tower of the World Trade Center collapses, plummeting into the streets below. A massive cloud of dust and debris forms and slowly drifts away from the building.

10:03AM: United Airlines Flight 93, also hijacked, crashes in Somerset County, Pennsylvania, southeast of Pittsburgh.

10:15AM: A portion of the Pentagon E Ring collapses.

10:28AM: The World Trade Center's North Tower collapses from the top down as if it were being peeled apart, releasing a tremendous cloud of debris and smoke.

11:02AM: New York City Mayor Rudolph Giuliani urges New Yorkers to stay at home and orders an evacuation of the area south of Canal Street.

12:16PM: American air space is cleared and the last commercial flight over the continental United States lands.

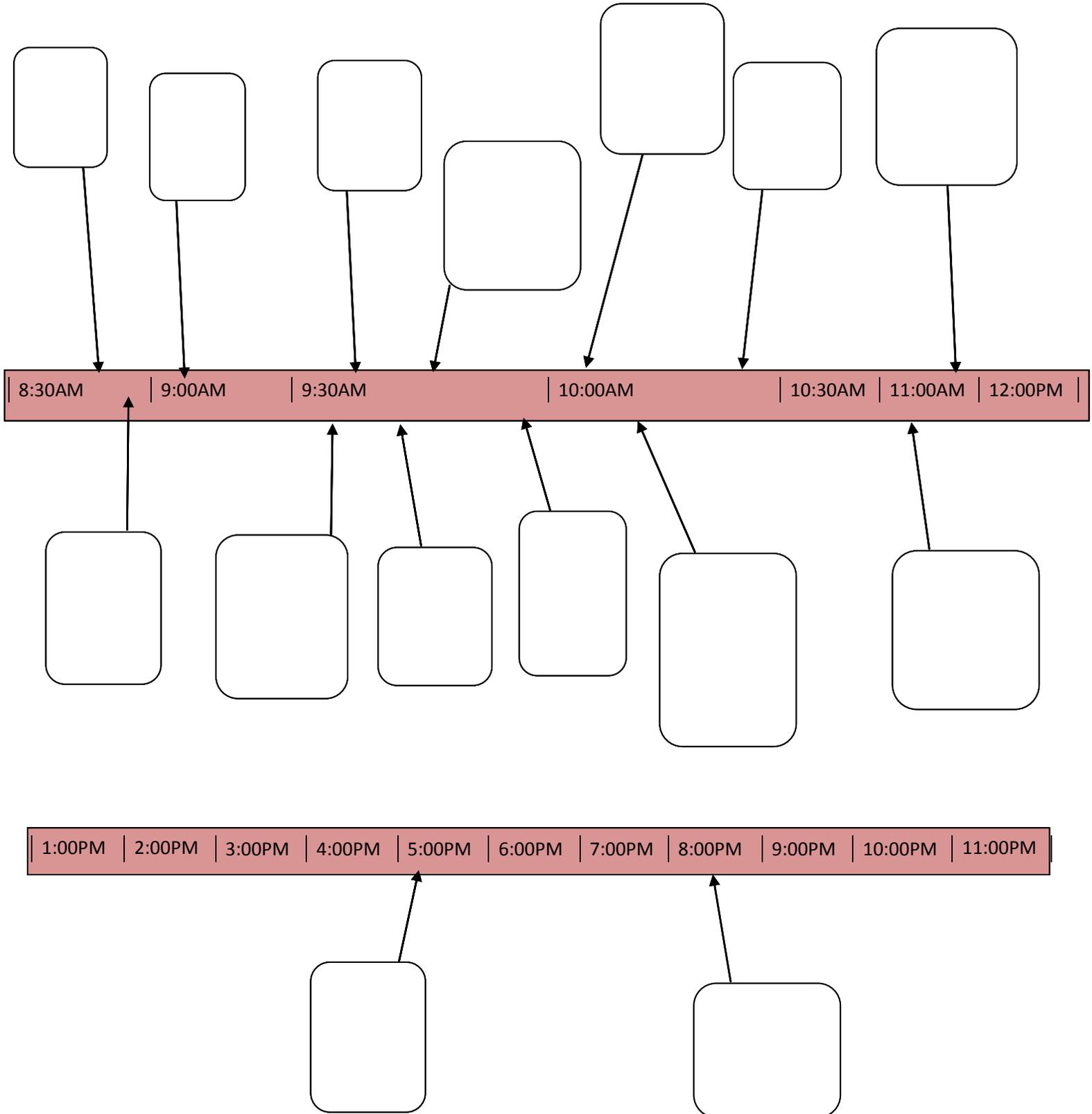
5:20PM: Collapse of 7 WTC after burning for most of the day. There are no casualties since the building had been evacuated earlier in the day.

8:30PM: President George W. Bush addresses the nation.

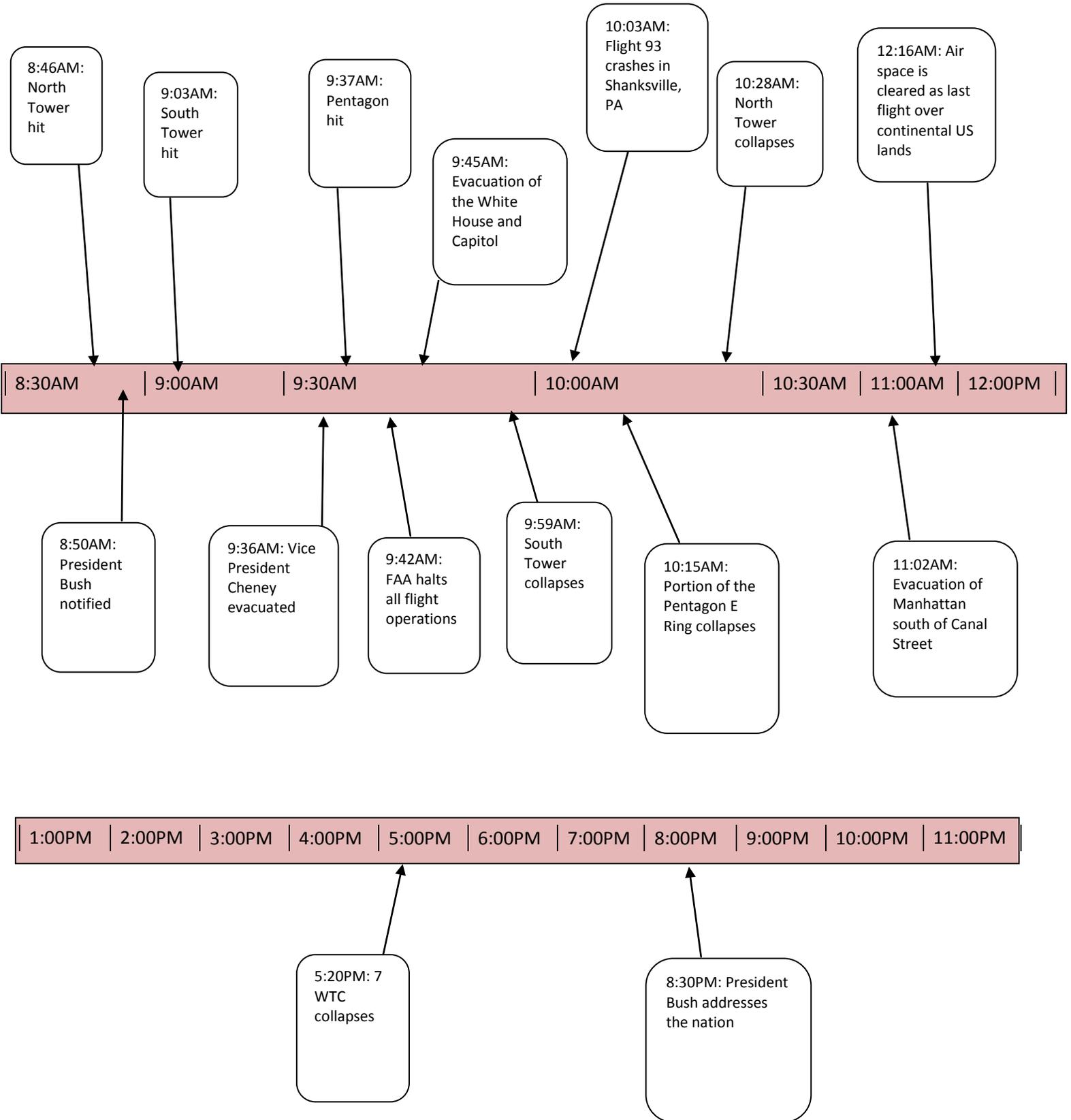
Activity: Math

Plotting the events of the day— September 11, 2001

Use the Template below to plot the specific events listed on the September 11: Timeline of Events handout that you were given.



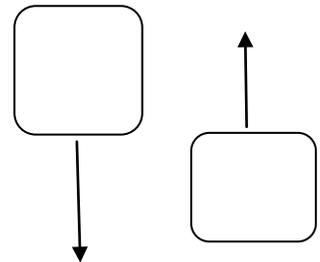
Activity Answer Key: Timeline of the Day



2.3 Activity: Math

Creating a Personal Timeline

Student should plot their own or a family member's personal events of the day using the timeline provided. Boxes and arrows may be copied and pasted if completing electronically. You may add text to the box by right-clicking on the individual box, and choosing the "ADD TEXT" option from the menu. If you would like to add additional boxes, you will need to copy and paste both the box and arrow. You can copy the boxes and arrows by clicking on each, and simultaneously holding CTRL, click on the arrow line and then right-click to choose "COPY" and "PASTE".



8:30AM	9:00AM	9:30AM	10:00AM	10:30AM	11:00AM	12:00PM
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1:00PM	2:00PM	3:00PM	4:00PM	5:00PM	6:00PM	7:00PM	8:00PM	9:00PM	10:00PM	11:00PM
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2.4 Lesson Plan: Social Studies and Civics

Terror: Point of Impact

GRADE LEVEL(s): Grades 9-12
Duration: 40-45 minutes

STUDENTS WILL ENGAGE IN: x Independent Activities
Project x Cooperative Learning

COMMON CORE STANDARDS:

Comprehension and Collaboration²³⁴

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas²³⁵

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Integration of Knowledge and Ideas²³⁶

6. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

OBJECTIVES:

Student Will Be Able To:

- Define terrorism and al Qaeda
- Identify and compare targets of al Qaeda terrorism
- Use a data table

MATERIALS:

- Wall map of the world
- Al Qaeda data table (provided following this lesson)
- Individual World map (provided following this lesson)
- Sticky notes

²³⁴ "College and Career Readiness Anchor Standards for Speaking and Listening" *Common Core State Standards Initiative* n.d. Web. Page 48 April 9,2011<http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>

²³⁵ "College and Career Readiness Anchor Standards for Speaking and Listening" *Common Core State Standards Initiative* n.d. Web. Page 48 April 9,2011< http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>

²³⁶ "College and Career Readiness Anchor Standards for Reading" *Common Core State Standards Initiative* n.d. Web. Page 35 April 9,2011 <http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>

WARM-UP ACTIVITY:

Watch the first seventeen minutes of the documentary “A Nation Remembers,” (<http://www.pentagonmemorial.org/learn/educational-resources/media/video/nation-remembers>) then display a definition of terrorism and a definition of al Qaeda and its mission. Hold a class discussion about how the two definitions are related. (Definitions and citations can be found in the vocabulary chart above.)

Terrorism: The use of force or violence against persons or property for the purpose of intimidation, coercion, or ransom. Acts of terrorism can range from threats to actual assassinations, kidnappings, airline hijackings, bomb scares, car bombs, building explosions, mailings of dangerous materials, agro terrorism, computer-based attacks, and the use of chemical, biological, and nuclear weapons—weapons of mass destruction (WMD).

Al Qaeda: A group that encourages violent jihad (armed struggle on behalf of Islam) intended to expel foreign influence from the Islamic world and to establish a puritanical Islamic society. Founded in 1988 by Osama bin Laden and other jihadists, al Qaeda was responsible for the September 11, 2001 attacks on the World Trade Center and the Pentagon, as well as several other terrorist attacks, before and after 9/11, on U.S. targets abroad, as well as in other countries.

PROCEDURE:

1. Assign pairs of students to transfer the information (location, place, number of Americans killed from each of the nine attacks) on the data table to a sticky note for each attack. Data table is included on the following page.
2. Attach sticky notes to the world map on the country of each attack (notes may be overlapping).
3. Ask students where the notes are clustered (Answer: Clustered in the Middle East and Sub-Saharan Africa). Note: Indonesia and the first attack on the WTC will have sticky notes, but they are not within the “cluster” of notes.
4. Students should then add a sticky note for the 9/11 attacks in New York, at the Pentagon, and in Shanksville, PA to the map: (New York, 2973; Pentagon, 184; Shanksville, 40)
5. Students should compare the information on other notes with the information on the 9/11 notes. Note that the 9/11 attack was different in number of casualties, in type of target, and in method.
6. On a blank world outline map (provided following the data table), have students shade in countries with casualties. Make a legend that shows a shade for countries with 1-5 casualties, 6-10 casualties, 11-20 casualties and 20+ casualties. (Some countries have experienced more than one attack so those casualties should be added together for shading purposes.) Students should write a paragraph explaining how this map reflects the goals and aims of al Qaeda.
7. On a blank world outline map, shade in the countries where Americans have lost their lives to al Qaeda attacks.

ASSESSMENT:

Have students answer the following questions at the conclusion of the lesson:

1. Which country has had the most casualties?
2. Using the definition of al Qaeda's goals, why is the U.S. a prominent target?
3. According to the documentary, "A Nation Remembers," Americans were surprised by the 9/11 attack. Using the information from this lesson, list three reasons why.
4. What country has experienced the highest frequency of al Qaeda attacks aimed against Americans living in that country? List two reasons why this country might be a frequent target.

Answers to the questions above could include:

1. According to the data table, the United States has suffered the most casualties, because of the events of September 11, 2001, but has not experienced the largest number of attacks.¹
2. Goals and purposes of al Qaeda: An international terrorist organization founded in the late 1980s, by Osama bin Laden and Muhammad Atef, al Qaeda calls for the use of violence and force in bringing about the end of non-Islamic governments and, in particular, a wish to drive the US armed forces out of Saudi Arabia and Somalia. Establishing training camps in areas such as Afghanistan, Pakistan, Kenya and Saudi Arabia, al Qaeda is responsible for the proliferation of terrorists throughout the world, and providing them with military equipment and financing.
3. Americans were surprised by the 9/11 attacks because the attack occurred on American soil; the targets were considered "hard" and not the usual "soft" targets preferred by al Qaeda in the past; the type of attack was unusual in concept and the number of casualties was stunningly significant.
4. Saudi Arabia has experienced the largest number of attacks. Possible reasons could include that Saudi Arabia has a non-Islamic government and al Qaeda wished to drive U.S. forces out of Saudi Arabia.

Data Table: Significant al Qaeda Attacks against Americans

The following list includes the date, target of al Qaeda attacks, and American casualties of significant attacks

- 1) **1993 (February):** Bombing of World Trade Center (WTC); 6 killed (suspected al Qaeda).²³⁷
- 2) **1993 (October):** Killing of 18 U.S. soldiers in Somalia.²³⁸
- 3) **1998 (August):** Bombing of U.S. embassies in Kenya and Tanzania; 301 killed, including 12 Americans.²³⁹
- 4) **2000 (October):** Bombing of the USS Cole in port in Yemen; 17 U.S. sailors killed.²⁴⁰
- 5) **2001 (September):** Hijacking of four U.S. airplanes, two of which crashed into the World Trade Center, a third crashed into the Pentagon and the fourth was brought down in a field in Shanksville, PA; 2,974 killed, the majority killed of whom are American.²⁴¹
- 6) **2002 (October):** Nightclub bombings in Bali, Indonesia; approximately 180 killed, including 7 Americans.²⁴²
- 6) **2003 (May):** Suicide bombers strike at housing compounds for Westerners in Riyadh, Saudi Arabia; 34 killed, including 8 Americans.²⁴³
- 7) **2003 (November):** Twin suicide truck bombing attacks carried out on synagogues in Istanbul; 25 people killed, including 2 Americans.²⁴⁴
- 8) **2004 (March):** Bomb attacks on Madrid commuter trains: approximately 200 people killed, including 3 Americans.²⁴⁵
- 9) **2005 (July):** Bombings of the London public transportation system; 56 people killed, including 1 American.²⁴⁶

²³⁷ Ibid.

²³⁸ "Terrorist Attacks by al-Qaeda" *Congressional Research Service* March, 31, 2004. Web. February 24, 2011.

<<http://www.fas.org/irp/crs/033104.pdf>>

²³⁹ Ibid.

²⁴⁰ Ibid.

²⁴¹ "Al-Qaeda Backgrounder" *The Council on Foreign Relations* n.d. Web. February 24, 2011. < <http://www.cfr.org/terrorist-organizations/al-qaeda-k-al-qaida-al-qaida/p9126#p8>>

²⁴² Ibid.

²⁴³ Ibid.

²⁴⁴ Ibid.

²⁴⁵ "al-Qaeda Backgrounder" *The Council on Foreign Relations* n.d. Web. February 24, 2011. < <http://www.cfr.org/terrorist-organizations/al-qaeda-k-al-qaida-al-qaida/p9126#p8>>

²⁴⁶ Ibid.

World Map



2.5 Reflect – Why were the Washington, New York, and Pennsylvania sites significant as selected (or unintended) terrorist targets on September 11, 2001?

Please respond below:

2.5 Reflect Answer Key: Significance of Locations

Possible answers could include:

For their assault on the United States homeland on September 11, 2001 the terrorists, identified as belonging to the al Qaeda network headed by Osama bin Laden, chose four targets known to the world as prominent symbols of American prestige and power. The first two, the Twin Towers of the World Trade Center in New York, were icons representing American economic strength. The third, the Pentagon, represented U.S. military might. The fourth and highest-value target selected -- presumably the White House or the Capitol -- escaped attack when the hijacked plane destined for it crashed in Shanksville, Pennsylvania, making it the only unintended target.

Previous attacks against U.S. official facilities by radical Muslim terrorists had occurred overseas. The only strike within the United States by Middle Eastern terrorists occurred in February 1993 when they exploded a truck bomb in a parking garage under the World Trade Center in New York City, killing six people. Before 2001, the al Qaeda terrorists had decided to aim at more high-value and high-visibility targets in the United States.

2.6 Renew—Write a Poem or Draw a Picture of the events of September 11, 2001

In the space below, write a poem or draw a picture that represents your interpretation of the events that took place on September 11, 2001. You may choose to represent all three locations (New York, NY; Washington D.C; Shanksville, PA) or select a single location.