



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-%206.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 4: Honoring Lives Lost

The National 9/11 Pentagon Memorial

The Pentagon Memorial captures that moment in time at 9:37AM when 184 lives became intertwined for eternity.³²⁰ Each victim's age and location at the time of the attack have been permanently inscribed into the Memorial by the unique placement and direction of the Memorial Units.³²¹ Elegant and simple, the Pentagon Memorial serves as a timeline of the victims' ages, spanning from the youngest victim, three-year-old Dana Falkenberg who was on board American Airlines Flight 77, to the oldest, John D. Yamnicky, 71, a Navy veteran also aboard Flight 77 that morning.³²²



The 184 Memorial Units are located on the age line according to the year the victim was born.³²³ The age lines, denoted by stainless steel strips that cross the Memorial, begin at the zero line, which spans from the Gateway to the entrance of the Memorial. Etched into the granite zero line is the date and time of the attack: "SEPTEMBER 11, 2001 9:37 AM" Visitors to the Memorial may look up a victim's name and birth year on the locator stone within the Pentagon Memorial Gateway. On age lines with multiple victims, the Memorial Units are organized by

³²⁰ "Interactive Map" *Pentagon Memorial Fund* n.d. Web. February 25, 2011

<<http://www.pentagonmemorial.org/explore/interactive-map>>

³²¹ Ibid.

³²² Ibid.

³²³ Ibid.

birth date along that line.³²⁴

Each Memorial Unit is a cantilevered bench, a lighted pool of flowing water, and a permanent tribute, by name, to each victim, in one single element. The memorial benches are made of stainless steel and inlaid with smooth granite.³²⁵ Each Memorial Unit contains a pool of water, reflecting light in the evenings onto the bench and surrounding gravel field.³²⁶ Each Memorial Unit is also specifically positioned in the Memorial to distinguish victims who were in the Pentagon from those who were on board American Airlines Flight 77.³²⁷ At the 125 Memorial Units honoring the victims of the Pentagon, visitors see the victim’s name and the Pentagon in the same view.³²⁸ At the Memorial Units honoring the 59 lives lost on Flight 77, the visitor sees the victim’s name and the direction of the plane’s approach in the same view.³²⁹ Victims from the same family are linked by a plaque at the end of the pool of water, which lists their family members who also died in the attack, forever binding the family together.³³⁰

Within the Pentagon Memorial, 85 Crape Myrtle trees are clustered around the Memorial Units, but are not dedicated to any one victim.³³¹ These trees will grow up to 30 feet to provide a canopy of shade over the Memorial for years to come.³³² The Memorial’s stabilized gravel surface is bordered on the western edge by an Age Wall.³³³ The Age Wall grows one inch per year in height above the perimeter bench relative to the age lines.³³⁴ As visitors move through the Memorial, the wall gets higher, growing from three inches (the age of Dana Falkenberg) to 71 inches (the age of John D. Yamnicky).³³⁵ The Age Wall draws the eye to the Memorial for drivers passing by on Washington Boulevard and the adjacent Arlington County Bike Path, while ensuring solitude for visitors.³³⁶ Ornamental grasses mark the boundaries of the Memorial.³³⁷

The Pentagon Memorial design was developed by Julie Beckman and Keith Kaseman.³³⁸ Their vision for the Memorial was selected from more than 1,100 submissions by a panel of architects, family members, and public figures in the Washington, D.C. area, including two former Secretaries of Defense.³³⁹ The Pentagon Memorial is the first national memorial dedicated to the horrific events that unfolded on September 11, 2001 — events that claimed 184 lives at the Pentagon and thousands more around the United States.³⁴⁰ The Pentagon Memorial is also dedicated to future generations that they might reflect upon and renew their faith in shared American values.³⁴¹

³²⁴ Ibid.
³²⁵ Ibid.
³²⁶ Ibid.
³²⁷ Ibid.
³²⁸ Ibid.
³²⁹ Ibid.
³³⁰ Ibid.
³³¹ Ibid.
³³² Ibid.
³³³ Ibid.
³³⁴ Ibid.
³³⁵ Ibid.
³³⁶ Ibid.
³³⁷ Ibid.
³³⁸ Ibid.
³³⁹ Ibid.
³⁴⁰ Ibid.
³⁴¹ Ibid.



Video Resource:

As the whole documentary is dedicated to the building of the Pentagon Memorial, this chapter focuses on the design, symbolism, importance of memorialization and family members impacted by the events on September 11, 2001. It is important to help students understand the idea of memorialization and why we need to remember certain events and the people affected. You can find the video on our website or at <http://www.pentagonmemorial.org/learn/educational-resources/media/video/nation-remembers> .

These materials best complement the documentary from 34 minutes, 59 seconds through 45 minutes, 18 seconds, with information about the architects, construction techniques, and symbolism to be found in the next section (at 47 minutes, 35 seconds; 48 minutes, 40 seconds; and 49 minutes, 36 seconds respectively). For the most comprehensive understanding, the documentary should be viewed from 34 minutes, 59 seconds through 53 minutes, 39 seconds.

Additional video footage is also available to complete the story of the National 9/11 Pentagon Memorial through the dedication and the reading of victim names.

Memorial Dedication

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

Reading of Names

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

Additional Resources

The two webcasts listed below are from by the National September 11 Memorial and Museum and may provide additional information on memorials, memorialization and the performance of memory. Please visit their website for additional information and resources <http://www.911memorial.org>

DAVID BLIGHT

David Blight is a professor of American History and director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, at Yale University. David Blight discusses 9/11, memorialization, and the American identity. The webcast is approximately 48 minutes, 8 seconds and broken into eight chapters for review.

<http://www.911memorial.org/world-and-after-5>

The Teaching and Learning Guide to accompany this webcast can be found here:

<http://www.911memorial.org/sites/all/files/Blight.pdf>

BRIGITTE SION

Brigitte Sion is an assistant professor of religious studies at New York University. A writer, editor and translator, Sion has studied memorials and the performance of memory. The webcast is approximately 44 minutes, 50 seconds and broken into seven chapters for review. <http://www.911memorial.org/world-and-after-12>

The Teaching and Learning Guide to accompany this webcast can be found here:

<http://www.911memorial.org/sites/all/files/13Sion.pdf>

Chapter 4 Vocabulary:

Term	Definition
Boundary	Something that indicates or fixes a limit or extent.
Cantilever	A projecting beam or member supported at only one end; a bracket-shaped member supporting a balcony or a cornice; either of the two beams or trusses that project from piers toward each other and that when joined directly or by a suspended connecting member form a span of a cantilever bridge.
Civilian	One not on active duty in the armed services or not a member of a police or firefighting force.
Cluster	A number of similar things that occur together.
Distinguish	To perceive a difference in; mentally separate into kinds, classes, or categories; to give prominence or distinction to; characterize; discern; to single out; take special notice.
Etch	To produce (as a pattern or design) on a hard material by eating into the material's surface (as by acid or laser beam); to delineate or impress clearly.
Fiscal Year	An accounting period of twelve months.
Hijack	To steal by stopping a vehicle on the highway; to commandeer (a flying airplane) especially by coercing the pilot at gunpoint; to stop and steal from (a vehicle in transit); kidnap ; to steal or rob as if by hijacking; to subject to extortion or swindling.
Illuminate	Brightened with light; intellectually or spiritually enlightened.
Memorial	Serving to preserve remembrance; commemorative; of or relating to memory.
Military	Of or relating to soldiers, arms, or war; of or relating to armed forces; <i>especially</i> : of or relating to ground or sometimes ground and air forces as opposed to naval forces; performed or made by armed forces; supported by armed force; of or relating to the army.
National Defense Authorization Act	The name of a United States federal law that has been enacted for each of the past 48 fiscal years to specify the budget and expenditures of the United States Department of Defense.
Perimeter	The boundary of a closed plane figure; the length of a perimeter; a line or strip bounding or protecting an area.
Permeate	To diffuse through or penetrate something with a substance.
Reflect	To realize or consider.
Remember	To bring to mind or think of again; to retain in the memory.
Renew	To restore to existence.

All definitions provided above were taken from <http://www.merriam-webster.com> unless otherwise noted.

4.1 Remember—Profile of a Family Member

In this short video, you will be introduced to someone who lost a family member at the Pentagon on September 11, 2001. After watching the video, students will be able to complete the questions below. You can find the video online at <http://www.pentagonmemorial.org/learn/educational-resources/media/video/911-experiences-family-member-jim-laychak> or by searching the resource area with the keyword 'family member'.

In the space below, please write the profile of the family member. Provide the name of the person being interviewed, the name of the family member who was lost, and explain how the person was involved in the building of the Pentagon Memorial.

What does the Pentagon Memorial mean to this person?

What is their career? What is involved in their daily routine to perform their job?

4.2 Lesson Plan: Social Studies and Civics

What Do Memorials Mean to You?

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 Collaboration³⁴²

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 Ideas³⁴³

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 Ideas³⁴⁴

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 the term "memorial."
- Look at the different design elements of the Pentagon Memorial and discuss the symbolism.
- Begin to design and create their own memorials to the events of 9/11 or other events of personal importance to the student.

MATERIALS:

- Interactive Map of the Pentagon Memorial (<http://www.pentagonmemorial.org/explore/interactive-map>)
- Facing History Memorials Module (<http://www2.facinghistory.org/campus/memorials.nsf/Home?OpenFrameSet>)
- Markers, colored pencils, paper, etc.

³⁴² "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>

³⁴³ "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>

³⁴⁴ "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: Show the documentary "A Nation Remembers" from 34 minutes, 59 seconds through 45 minutes, 18 seconds. Information about the architects, construction techniques, and symbolism can be found at 47 minutes, 35 seconds; 48 minutes, 40 seconds; and 49 minutes, 36 seconds respectively. For the most comprehensive understanding, please view 34 minutes, 59 seconds through 53 minutes, 39 seconds. (<http://www.pentagonmemorial.org/learn/educational-resources/media/video/nation-remembers>)

Ask students to think of a memorial or monument that they have visited or seen in pictures. Does it have meaning to them? Why? Share with a partner and describe the elements of the memorial or monument. Begin to create a general definition of a memorial.

Brainstorm with students different uses of symbolism in their world.

PROCEDURE:

This lesson will be completed using Facing History's "Memorials Module," which can be found online at <http://www2.facinghistory.org/campus/memorials.nsf/Home?OpenFrameSet> . This online module is comprised of a series of essays, web links, articles and images. It is organized around eight major sections or chapters. Within each section there are several case studies, focusing on a specific memorial or monument, and exploring dilemmas related to its design, interpretation or community impact. Many of these case studies also contain related information, providing background and additional resources. By positioning your mouse over any of the section titles, you can see what case studies and related information may exist. Once you've opened any page within this module, a box containing "Related Information" becomes visible. Within any "Related Information" box, you can see what other case studies, articles or resources may also be available. Additionally, each page can be selected in a print-friendly format by clicking the Print icon.

Students may choose which module they would like to view or they may view them in succession.

- 1.) Based on the information contained in the modules they have viewed, instruct students to define the term "memorial."
- 2.) Share pair-created definitions with the whole class and create a class definition of "memorial." Compare with a dictionary definition of memorial:

Memorial: serving to preserve remembrance.³⁴⁵

- 3.) Have students read the introduction to this chapter and view the interactive map of the Memorial online to answer the questions below: <http://www.pentagonmemorial.org/explore/interactive-map>
 - What are the elements that comprise the Memorial?
 - What does each of these elements represent?
 - Why do you think the designers chose to create the Memorial in this way?

³⁴⁵ "Memorial" *Merriam Webster Dictionary* n.d. Web April 4, 2011
<<http://www.merriam-webster.com/dictionary/memorial>>

- 4.) View the “Memorials and Monuments in the Classroom” module at <http://www2.facinghistory.org/campus/memorials.nsf/Home?OpenFrameSet> in order to view the case studies and additional resources available. After establishing an understanding of the potential power of memorials and monuments, teachers and students construct their own personal monuments or memorials. In many cases, a series of essential questions are posed:
- What would you like people to feel or think about when they visit the monument that you are designing?
 - Who is it built for? What will be the audience?
 - Is it possible to create a "neutral" monument, or is remembering inherently an act of selection and the expression of a point of view?
 - What message will it convey? What point of view will it assume?
 - How can your monument be most effective in connecting the public to the point in the past that you have chosen to remember?

You may decide to come together to brainstorm and discuss what comes to mind when students hear the word "monument." They can discuss how monuments have changed over time, how they reflect the values of a particular segment of society, and how they speak to what a society wants to communicate about itself. Ultimately, students explore the challenges facing individuals and groups who choose to remember an event, and idea, or acts of great heroism.

- 5.) Have students begin to sketch out their memorials.

ASSESSMENT: Grading Rubric

Criteria	Rating	
Students demonstrated an understanding of memorials	Needs Improvement	Met Objective
Students drafted own Memorial	Needs Improvement	Met Objective
Use of symbolism in own creation was clear	Needs Improvement	Met Objective
Students worked cooperatively together	Needs Improvement	Met Objective
Student discussion exhibits respect for others opinion	Needs Improvement	Met Objective

4.3 Activity: Social Studies and Language Arts
Memorial Compare and Contrast

This activity asks you to compare and contrast the National 9/11 Pentagon Memorial with another memorial that you have visited or researched. You may use the following website to identify and research another memorial to use in your comparison.

http://www.usa.gov/Federal_Employees/Veterans_Memorials.shtml

Category	Pentagon Memorial	Other:
Total Construction Cost		
Architect(s)		
Construction Materials Used		
Date of Event Commemoration		
Location		
Construction Time		

4.4 Reflect: Designing a Personal Memorial

If you had to design a memorial to honor your family, what would it look like and include? You may choose to write your description or draw a picture.

4.5 Renew: Describe Your Feelings after Learning about the National 9/11 Pentagon Memorial

Please answer below:

Are you surprised by any particular emotion you might be experiencing? Why or why not?