



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 5: Those Affected at the Pentagon

I am a Survivor and a Family Member

By: Zenovia Cuyler, daughter of Ada M. Davis

I was working at the Pentagon on September 11, 2001 and evacuated to safety but I also lost my mother, who was another Pentagon employee, that day.

The day was sunny and beautiful. Mom was dressed in a red dress with white polka dots; she was wearing black Reebok tennis shoes and white bobby socks that I hated. Her little baseball bat legs looked funny. I was wearing a long grey knit dress with a black short jacket and my 3-inch charcoal grey pumps. I wanted to look my best.

We drove into the South Parking lot where I let her off to go to her desk. I told her to please take off those socks and tennis shoes. She said she had her good shoes under her desk and if she felt like it she would change, otherwise to leave her alone. She could have retired in July but stayed because her supervisor was going to have knee surgery and needed her until January. We said goodbye and we loved each other. She closed the door and proceeded to her desk.

I drove to the North Parking side where my office in the DiLorenzo clinic was located. She was so proud that I would be in the presence of Generals at times. It meant the world to her—her love of the Army was great.

I parked the car, took the long walk to my desk, called her and told her that I would be going up to do a briefing on the 5th floor. In what was to be our last conversation, she then asked me to come over and help her fix her email. She was not very computer savvy. I went upstairs to the 5th floor to do my presentation, and waited in the audio visual room for my turn to speak.

Before I had a chance to present, the building vibrated and I assumed that one of the construction workers had dropped something on the roof. Then came the loud sound of the fire alarms screaming over head. We were told to evacuate the building. I followed the event staff down 5 flights of stairs, down the long corridor to the main hall which led everyone out the building. We got outside and all I could see were people everywhere and a huge black cloud of smoke rising up in the air and coming towards us. I panicked and started asking everyone what was going on. No one knew.

I saw so many people with red on that day but none looked like my mom. I continued walking and kept looking for her. I had no phone, no purse, no money -- just my ID and my copies for my brief. I was walking in the direction of 395 towards Macy's and there was a lady on a motorcycle who offered a phone to anyone who needed to make a call. I called my dad and told him that I was okay, but that I could not find mom. He said okay keep looking and to let him know.

A few minutes later as I walked by a police cruiser, I heard over the radio that there was another plane coming in our direction, about 25 miles out. "Move the people out more." That is when I realized that a plane had hit our building and that the smoke was not from a building fire, but from a plane crashing into the building. I then was on a mission to find mom and walked everywhere looking for her.

Then one of the Air Force nurses found me walking alone and told me to come with her to be with the clinic staff that were rescuing and treating those that could be helped. I still did not know what part of the building was hit until someone told me corridors 3, 4 and part of 5. Tears just began to fall and I knew that my mom was gone. I continued sitting there watching and crying as the building continued burning. It seemed as though they would never put out that fire.

Later that day, as the sun began to set, they were able to get the fire under control. They allowed us to go inside of the building to gather our belongings with an escort. I went back into a cold and very isolated part of the building; nothing was moving, no co-workers to be found. I gathered my purse, flat shoes, cell phone and keys.

I got to my car, wiped my face of the tears and started dialing home. I called my dad to tell him that I was going to the hospitals in the area to see if she was taken to any one of them. I started in Virginia thinking it was the closest area and then went into DC. I went to the Washington Hospital Center because they have a burn unit. I went inside but was told the only victim they had was Antoinette Sherman. She was in my mother's department; her desk was over to the left closer to Corridor 5/6. She survived for about a week or two, but her body rejected the "skin" that was to be used to help her heal. I then decided to go home and make some calls. When I got home, the family was there sitting in front of the TV watching all that was going on. I said hello and that none of the hospitals I went to had an Ada Davis in it. I went into the back bedroom and got down on my knees and asked God to give me the strength to deal with what was about to happen. I did not know how to tell my family.

Mom's desk had been in the newly renovated area of the Pentagon, 1E424. She liked to brag about the fact that they had an office with a window. I knew almost all of her co-workers, and to my surprise they knew me. Even the new hire who had just started working there in the office. She was one of the survivors; she was at the fax machine faxing over her time sheet when the plane hit.

As the night went on, my sisters, aunts and I were calling around to the hospitals looking for her. Finally, we decided to just wait it out. Someone was going to let us know something. That night my dad received a call from one of her friends who called to see if she was okay; they had been on the phone talking when the first plane hit the World Trade Center. This woman was at home watching it on TV and they were talking about it. My dad informed her that I was home but that we were still searching for mom.

Several days passed and we were told that they had pulled everyone out, and all families had been notified. Our next task was to ensure that she was in the building at the time; they would need to do a DNA on the remains that were found. My aunt, her sister, was asked to provide a blood sample and I was to obtain her dental records. I proceeded to get them from her dentist. Also at this time we were provided a "Casualty Assistance" person who was available to us to take care of us to the best of his ability. He took the records to the office in which they were needed.

I returned to the clinic after about a week and tried to be as close to what was going on around me as possible. I wanted to make sure that if any information came through, I was going to be the first to find out. Then I would let my family know. I was now tasked with taking care of them. Mom needed me to be strong and to do this.

The clinic staff was so very supportive to me. They were at my desk trying to make me feel okay. There was one guy, Heinz, who wouldn't let anyone near me to ask me questions or to remind me of anything. All posters were to be removed that depicted what had happened. He was my protector. I did my job to the best of my ability. Then we were told that there were mental health providers in the clinic to help us to deal with what had happened and how we were going to feel. We had breakout sessions daily. I attended only one. I needed to stay focused and not let this get the best of me. I had to take care of my family. Dad, my two young children, my mom's sisters and her three other children needed me to step up to the plate and take control. No time for a "pity party" -- keep the family's spirits up and make sure no one would ever forget. I was the person that did the talking and made sure nothing got out to them unless I felt they could handle it. Ada Davis had been that person for our family for all of my life. I had to keep it going.

More days passed and on October 4th, Dad's 65th birthday, there was a knock on the door. Two Army personnel came to tell us that they had positively identified remains that were my mother's. That was the first time as an adult I had seen my strong Army Retired father break down in tears. He said to me, "I was in the war and came back alive. She should not have been taken away like that."

They told me that her remains would be sent from Dover Air Force Base to a funeral home of my choice, and that I could have a memorial. They would also provide me with the time and date that I would be allowed to have her buried at Arlington Cemetery, since she was the spouse of a military person. They had a special section that would be allotted for those that perished who were military or the spouse of a military person. Other directions given to us were that a military escort would be coming with the casket and would remain with it until she was buried. I was not allowed to give my mom the pretty pink casket that I wanted to. I was not allowed to provide a cute suit to bury her in or have her hair and makeup done to make sure she looked pretty as she was going to see God. I did not have a chance to say, "Goodbye Mommy. I love you."

Her service was well attended -- standing room only -- and it was beautiful. My brother read a poem, which was beautiful. I had it all together. I just let a few tears fall, but I was in control. The last prayer was offered and they started to take the casket down the aisle, I lost it and fell. I knew the next step would be that long ride to Arlington Cemetery where the casket would go into the ground and I would not see her again. We drove down Suitland Parkway, through DC and into Virginia; we went into Arlington and were escorted to our tent. The hole was dug waiting for her casket. The prayer was said, the flag was folded and given to my dad and the doves were released. We said our goodbyes and went back to the cars. We made it home, family and friends there to console us. We all started talking about "remember when's."

I can still remember everything as if it only happened yesterday. My heart still gets heavy and my eyes still well up. My dad does not sleep well, but we are making sure he has no time to get depressed. My son, her grandson, still gets weak when we talk about her. My daughter cries when she hears her grandmother's favorite songs. My middle sister goes to the cemetery every Thursday to put flowers on her grave. And on special occasions, you may see her remembered in The Washington Post.

I find myself seeing other older couples that are still together and I get mad because that should be my parents. I see the building where it all happened, and it looks like nothing has happened from the outside. I go inside and I see the guards carrying machine guns, and there are guards on the roof. When I started working at the Pentagon, I thought I was in the safest place ever. Now I feel as though my world has been invaded and someone knows everything about me. I am not safe. I worked at the Pentagon until 2004 to be close to where she was. I visit now and then and have been to the Memorial outside to sit on her bench and talk to her, but it is not the same. Mom, you are so very missed.

Video Resource:

This chapter best complements the documentary "A Nation Remembers" from 45 minutes, 19 seconds through 53 minutes, 39 seconds <http://www.pentagonmemorial.org/learn/educational-resources/media/video/nation-remembers>.

The focus of the written materials is on the people affected by the attack at the Pentagon, while the documentary provides additional information about the Memorial in this section. We have chosen to focus these materials 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.

Chapter 5 Vocabulary:

TERM	DEFINITION
Cemetery	A burial ground.
First Responder	Individual who in the early stages of an incident is responsible for the protection and preservation of life, property, evidence, and the environment, including emergency response providers, as well as emergency management, public health, clinical care, public works, and other skilled support personnel (such as equipment operators) that provide immediate support services during prevention, response, and recovery operations. ³⁴⁶
Hero	A person admired for his or her achievements and noble qualities... one who shows great courage; the object of extreme admiration and devotion.
Honor	Good name or public esteem; reputation; privilege; one whose worth brings respect or fame; a keen sense of ethical conduct; integrity; one's word given as a guarantee of performance.
Hope	To desire with expectation of obtainment; to expect with confidence.
Memorial	Something that keeps remembrance alive; something (as a speech or ceremony) that commemorates.
Military	Armed forces of a nation.
Patriotism	Love for or devotion to one's country.
Pentagon	The <i>Pentagon</i> building, headquarters of the Department of Defense; the United States military leadership.
Rank	A grade of official standing in a hierarchy.
Reflect	To realize or consider.
Reflection	A thought, idea, or opinion formed or a remark made as a result of meditation; consideration of some subject matter, idea, or purpose.
Remember	To bring to mind or think of again; to retain in the memory.
Renew	To restore to existence.
Respect	High or special regard; to consider worthy of high regard.
Security	Freedom from danger; freedom from fear or anxiety.
Survive	To remain alive or in existence; to continue to function; to continue to exist or live after.
Terrorism	Terrorism is 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). ³⁴⁷
Victim	One that is injured, destroyed, or sacrificed under any of various conditions; one that is subjected to oppression, hardship, or mistreatment.

All definitions are from <http://www.merriam-webster.com> unless otherwise noted.

³⁴⁶ "Homeland Security Directive 8: National Preparedness" *Department of Homeland Security*. n.d. Web. February 25, 2011. <http://www.dhs.gov/xabout/laws/gc_1215444247124.shtm>

³⁴⁷ "Terrorism" *The American Red Cross* March 2007 Web. February 22, 2011. <<http://www.redcross.org/images/pdfs/code/terrorism.pdf>>

5.1 Remember—Profile of a Hero

In this short video, you will be introduced to someone who was at the Pentagon on September 11, 2001 and worked diligently to try to save lives as fires raged and the building crumbled. There are several video interviews with first responders available for this activity, and students can also choose to read a written account of the experiences. After watching the video, students will be able to complete the questions below. You can find the materials at <http://www.pentagonmemorial.org/learn/educational-resources/media> and search for 'first responder' or by the name of the responder you are most interested in.

Sergeant James P. McMichael, *Arlington County Sheriff's Office* (video)

Arthur Castellano (Retired), *Arlington County Sheriff's Office* (video)

Chief Deputy Paul Larson, *Arlington County Sheriff's Office* (written statement included in chapter three)

Captain James Wasem, *Arlington County Police Department* (written statement)

Officer Isaac Ruiz, *Arlington County Police Department* (written statement included in chapter three)

Officer Scott Wanek, *Arlington County Police Department* (written statement)

In the space below, please write the profile of the hero. It should include the hero's name, title and organization, as well as a description of how he or she was involved in the events at the Pentagon on September 11, 2001.

What was the most surprising part of the events for this person?

What advice does he give for students who might be interested in pursuing a career like his?

5.2 Lesson Plan: English and Language Arts

Everyday Heroes

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

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

COMMON CORE STANDARDS:

Key Ideas and Details³⁴⁸

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Research to Build and Present Knowledge³⁴⁹

3. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Vocabulary Acquisition and Use³⁵⁰

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

OBJECTIVES:

Student Will Be Able To:

- Define hero and heroism
- Identify heroic qualities in everyday actions
- Build their reading and comprehension skills

MATERIALS:

- The movie "Flight 93" tells the heroic story of the passenger take-down of the fourth plane that was originally thought to be heading to Washington, DC but ended up crashing in Shanksville, PA. The movie is available for purchase through Amazon.com;
- Handout of the military.com news article (following this lesson)

³⁴⁸ "College and Career Readiness Anchor Standards for Reading" *Common Core State Standards Initiative* n.d. Web. April 9, 2011 <<http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-reading/>>

³⁴⁹ "College and Career Readiness Anchor Standards for Writing" *Common Core State Standards Initiative* n.d. Web. April 9, 2011 <<http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-writing/>>

³⁵⁰ "College and Career Readiness Anchor Standards for Language" *Common Core State Standards Initiative* n.d. Web. April 9, 2011 <<http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-language/>>

WARM-UP ACTIVITY:

View segment of "A Nation Remembers" (at approximately 28 minutes) that talks about those lost at the Pentagon. You may also find additional interviews from family members, survivors, and first responders on the Pentagon Memorial Fund's website at <http://www.pentagonmemorial.org/learn/educational-resources/media>

- Define "hero." A person admired for his or her achievements and noble qualities... one who shows great courage; the object of extreme admiration and devotion.

While students are viewing "A Nation Remembers", have them list heroic qualities the victims' family members describe as they relate their stories. They may also choose to list heroic qualities of the survivors and first responders who were present on that day.

- Read the article about how lives were saved at the Pentagon:
<http://www.military.com/news/article/army-news/heroes-saved-lives-in-pentagon-911.html>

PROCEDURE:

- 1.) Based on the work done in the warm-up activity, ask students to share their findings, and working in small groups, write a paragraph or short essay defining unique qualities of heroism that were evident for these victims on September 11th. Each paragraph or essay should contain a topic sentence or thesis that defines heroism as it will be explained in their paper. The conclusion should contain a personal statement, reflecting on the need for heroes, the heroic qualities inherent in every person, or an analysis of the level of heroism exhibited on September 11th.
- 2.) Have students choose one of the victims of the attack at the Pentagon (full biographies can be read at <http://www.pentagonmemorial.org/explore/biographies>) and complete the "Remembrance Card – Hero" activity that follows this lesson in honor of one of the victims.
- 3.) Have students think about their heroic qualities and how they would be remembered if they were no longer with us. Complete the "Remembrance Card – Student" activity that follows the lesson.
- 4.) Post cards in a 9/11 display.
- 5.) For a homework assignment, have students write a poem that expresses the chronology of events on 9/11, culminating with one of the heroic qualities from the list created in the warm-up activity. Post poems in the classroom or hallway bulletin board with permission from the student-poets.

ASSESSMENT:

After completing their information collection, students will form a circle to share information that they learned about their victim. If information is collected and the card is filled out appropriately, an acceptable mark may be given to completed activity cards for the Pentagon heroes and the students themselves.

Article: Heroes Saved Lives in Pentagon 9/11

The original version of this article appeared on the Army News Service Sept. 19, 2001.

September 08, 2008

by Gary Sheftick and Marcia Triggs

WASHINGTON - The casualty toll at the Pentagon may have been much worse September 11, 2001, officials said, without the heroic actions of many soldiers and civilian employees that day.

"There were an unknown number of acts of personal courage and heroism," said then-Brig. Gen. Clyde A. Vaughn, who was serving as deputy director of military support to civil authorities.

Vaughn said he was returning to the Pentagon that morning when he saw a Boeing 757 slam into the west side of the building. He saw people coming out of the building limping badly, he said, "and every one of them had two or three people caring for them and comforting them."

Lt. Col. Ted Anderson carried two of the injured away from the burning building. Then he re-entered the smoke-filled Pentagon through a broken window to drag out two more injured employees, one whose clothes were on fire.

Anderson kicked open an interior door and with the help of two others, carried a heavy woman out of the building and boosted her through the broken window. Then back inside a dark corridor, Anderson said he saw a flash go by and realized a man's clothes were on fire. He tackled the employee and rolled him on the ground to extinguish the flames.

After helping the burn victim out through the window, Anderson turned to go back in again, but was stopped by two firemen who grabbed his shoulders and struggled to keep him from returning into the flames that had ignited from the jet fuel. Anderson said he was upset with the firemen for not letting him go back.

"You don't leave your comrades on the battlefield," said Anderson, a field artillery officer who worked in the Office of the Chief of Legislative Liaison. "To me, this was the battlefield."

Staff Sgt. Christopher Braman, a cook at the Pentagon, and a ranger at heart, also went back inside the burning Pentagon to assist people. Sheila Moody was clapping her hands, hoping someone would hear her. She couldn't speak because of intense smoke inhalation. Braman heard her, and brought her out.

It was Moody's second day on the job September 11, and in an appearance on the Oprah Winfrey show she told the world that Braman was her guardian angel that day.

Braman also helped to find and recover a number of casualties from the Pentagon, volunteering to stay on site into the night working with first responders. He received the Purple Heart for his injuries and the Soldier's Medal for his bravery.

Brig. Gen. Glenn Webster, then-Director of Training in the Office of the Deputy Chief of Staff for Operations and Plans, was in the section of the building one floor above where the plane hit. He and most of his staff were able to get downstairs and outside before the floor caved in.

Everybody moved quickly into the hallway, Webster said, and then a fireball shot forward along the suspended ceiling. Chunks of the suspended ceiling began to fall, he said, as soldiers checked stairwells for heat and smoke to find the safest way out. He said a few others actually ran atop part of the burning aircraft to get out. "Soldiers were helping badly burned and cut personnel out of the building," Webster said. He said other soldiers used debris to break windows open and pull people out.

A contract employee who worked with Webster, retired Sgt. Maj. Ron Schexnayder, went back upstairs to get a flashlight to help guide people out.

"All the lights went off immediately after the big explosion," Schexnayder explained. He moved debris out of the way so people could get through.

Once outside, Webster helped perform first aid on a number of the fire victims. He treated them for shock by loosening clothing, removing shoes, propping up their feet and covering them with whatever he could find. He helped a nurse and medic triage the victims and held an IV bag for one patient.

Spc. Beau Doboszinski also helped provide first aid to the injured immediately following the plane crash. A soldier with B. Co., 3rd U.S. Infantry, Doboszinski had been trained as an emergency medical technician before joining the Army. He served as a volunteer firefighter and EMT in Loretto, Minnesota, before enlisting.

"I come from a family of fire fighters," Doboszinski said.

Doboszinski was working in the Pentagon as a tour guide the morning the aircraft struck the building. The Tour Guide Office is on the opposite end of the building from where the plane hit, so Doboszinski didn't even hear the explosion. But he heard a Navy captain screaming for anyone with medical training.

Doboszinski ran around the building, was stopped by police, so he went around barricades and ran down the George Washington Parkway. He reached Pentagon North Parking where medics from the health clinic were beginning to perform triage on victims of the blast and fire. He joined in to help.

He treated a woman who was having trouble breathing and placed a tube down her throat. Then he helped load the woman and about 20 others who were injured into automobiles so they could be taken to a nearby hospital. Doboszinski then went with a six-man team into the building where the fire was still blazing. They placed doused rags around their faces and spent an hour in calf-deep water searching for survivors.

5.3 Activity: Remembrance Cards-Heroes

Use the layout provided below to research a victim that perished in the September 11th attack at the Pentagon.

In Honor Of:

NAME: _____

Hometown: _____

D.O.B. _____ Occupation _____

Passenger on Flight 77 _____
Pentagon Military Personnel _____
Pentagon Civilian Employee or Visitor _____

Something Special: _____

Never had the chance to: _____

FOR THOSE WE LOST
WE WILL NEVER FORGET
9/11/01



5.3 Activity: Remembrance Cards-Student

Have students fill out the remembrance cards for themselves and include the information that they would want used to honor their memory.

In Honor Of:

NAME: _____

Hometown: _____

D.O.B. _____ Grade _____

Something Special: _____

Never had the chance to: _____

5.4 Reflect: Given the large difference in scale and number of people affected, is the event at the Pentagon any less significant than what happened at the World Trade Center in New York City?

Why or why not? Please answer below:

5.5 Renew: Create a Poem or Picture about the Lives Affected By The 9/11 Attack at the Pentagon.

