



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 6: September 12 and Beyond—The
Pentagon and the Nation Post 9/11***

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

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and success of liberty.

President John F. Kennedy

The attacks of September 11th were intended to break our spirit. Instead, we have emerged stronger and more unified. We feel renewed devotion to the principles of political, economic and religious freedom, the rule of law and respect for human life. We are more determined than ever to live our lives in freedom.

Rudolph W. Giuliani
(then) Mayor of the City of New York
December 31, 2001

The United States of America is no stranger to war or anger. In the years following the September 11, 2001 attacks, we learned of a new enemy. This enemy opposed freedom and our way of life. We, as a country, have learned to embrace our liberty and freedom anew. In times of great sorrow and tribulation people learn what is truly important to them. We have learned to reflect and protect our nation's identity and greatest strengths.

This nation was founded on central guiding principles: democracy, liberty, freedom, and the fundamental rights of life, liberty, and the pursuit of happiness. We had to fight to gain these rights, and many generations have had to fight to keep those rights. We fight not only with violence but also with our minds and hearts. Since the attacks on September 11, 2001 our country has faced many difficult problems: How do we ensure that we are not attacked again? What does it mean to be American? What is liberty and why is it essential to America and America's identity?

In post-9/11 America we have seen two wars, our first black president, continued success of a democratic shift in power, and peaceful debate in the face of economic hardship. While many of these events are not directly tied to the events of September 11, 2001, we have once again shown the world the strength of our democracy and will continue to work towards peace and unity. While our nation continues to be strong, the nation is also ripe with debate.

Thomas Tondorf
Washington Jesuit Academy
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New Governmental Structures

One of the biggest changes to our society following 9/11 was the creation of the Department of Homeland Security. The United States Department of Homeland Security (DHS) is a cabinet department of the United States federal government, created in response to the September 11 attacks, and with the primary responsibilities of protecting the territory of the U.S. from terrorist attacks and responding to natural disasters.³⁵¹ In Fiscal Year 2010, DHS was allocated a budget of \$45.9 billion and spent net \$55.3 billion.³⁵²

³⁵¹ "Department of Homeland Security Mission and Responsibilities" *Department of Homeland Security* n.d. Web. February 25, 2011. <<http://www.dhs.gov/xabout/responsibilities.shtm>>

³⁵² "Budget in Brief Fiscal Year 2011" *Department of Homeland Security*. n.d. Web. February 25, 2011. <http://www.dhs.gov/xlibrary/assets/budget_bib_fy2011.pdf>

Whereas the Department of Defense is charged with military actions abroad, the Department of Homeland Security works in the civilian sphere to protect the United States within, at, and outside its borders.³⁵³ The Department's mission is to ensure a homeland that is safe, secure, and resilient against terrorism and other hazards.³⁵⁴ DHS has five departmental missions: prevent terrorism and enhance security; secure and manage our borders; enforce and administer our immigration laws; safeguard and secure cyberspace; ensure resilience to disasters.³⁵⁵

With more than 230,000 employees, DHS is the third largest Cabinet department, after the Departments of Defense and Veterans Affairs.³⁵⁶

Tom Ridge was named the first Secretary of Homeland Security on January 24, 2003.³⁵⁷ DHS officially began operations on January 24, 2003, but most of the department's component agencies were not transferred into the new department until March 1, 2003.³⁵⁸ After establishing the basic structure of DHS, working to integrate its components and get the department functioning, Ridge announced his resignation on November 30, 2004 following the re-election of President Bush.³⁵⁹ On January 11, 2005, President Bush nominated federal judge Michael Chertoff to succeed Ridge.³⁶⁰ Chertoff was confirmed on February 15, 2005, by a vote of 98–0 in the U.S. Senate.³⁶¹ He was sworn in the same day and served until January 2009.³⁶² In January 2009, Janet Napolitano was confirmed as the third Secretary of the Department of Homeland Security.³⁶³

Also created as a result of the September 11th attacks was the Transportation Security Administration (TSA), to strengthen the security of the nation's transportation systems. The Aviation and Transportation Security Act, passed by the 107th Congress on November 19, 2001, established the agency and gave it three major mandates:

- Responsibility for security for all modes of transportation;
- Recruit, assess, hire, train, and deploy Security Officers for 450 commercial airports from Guam to Alaska in 12 months; and,
- Provide 100 percent screening [in all airports] of all checked luggage for explosives by December 31, 2002.

In March 2003, TSA was moved from the Department of Transportation to the Department of Homeland Security thereby unifying the nation's response to threats against the United States. For additional information on TSA, please see the background information sheet following the next lesson.

³⁵³ "Department of Homeland Security Mission and Responsibilities" *Department of Homeland Security* n.d. Web. February 25, 2011. <<http://www.dhs.gov/xabout/responsibilities.shtm>>

³⁵⁴ Ibid.

³⁵⁵ Ibid.

³⁵⁶ Ibid.

³⁵⁷ "Former Secretaries of Homeland Security" *Department of Homeland Security*. n.d. Web. February 25, 2011.

<http://www.dhs.gov/xabout/history/editorial_0585.shtm>

³⁵⁸ Ibid. >

³⁵⁹ Ibid.

³⁶⁰ "Ibid.

³⁶¹ Ibid.

³⁶² Ibid.

³⁶³ "Secretary Janet Napolitano" *Department of Homeland Security*. n.d. Web. February 25, 2011.

<http://www.dhs.gov/xabout/structure/gc_1232568253959.shtm>

Resulting International Conflict--Afghanistan

On September 11, 2001, the United States vowed that the perpetrators of the 9/11 attacks (determined to be al Qaeda led by Osama bin Laden) would be prosecuted.³⁶⁴ On October 7, 2001, Operation Enduring Freedom and the beginning of "The War on Terrorism" began in Afghanistan.³⁶⁵

At the time, al Qaeda was being protected by the Taliban and both groups went into hiding; they were suspected to be in the mountains of Afghanistan, Pakistan and perhaps Iran.³⁶⁶ An international alliance under U.S. leadership sought the overthrow of the Taliban following their refusal to hand over Osama bin Laden and aiding opposition forces in taking Kabul, the capital city of Afghanistan, in November 2001.³⁶⁷ In December 2001, the Bonn Agreement created the Afghan Interim Authority, led by Hamid Karzai.³⁶⁸ The subsequent fall of Kandahar signaled the fall of the Taliban in December 2001, but Osama bin Laden remained at large.³⁶⁹ However, on Sunday, May 1, 2011 (early Monday morning in Pakistan), U.S. Special Operations Forces shot and killed Osama bin Laden in Abbottabad, Pakistan, and took custody of his body in what President Obama called "the most significant achievement to date in our nation's effort to defeat al Qaeda."³⁷⁰

Resulting International Conflict--Iraq

The Iraq War began in March 2003 with an air campaign, which was immediately followed by a U.S.-led ground invasion.³⁷¹ The purpose of the initial 21 day invasion was to bring down Saddam Hussein, who U.S. leaders felt was harboring and supporting al Qaeda, to search for weapons of mass destruction, and to free the Iraqi people.³⁷²

Baghdad, Iraq's capital city, fell in April 2003 and Saddam Hussein's government quickly dissolved. On May 1, 2003, the US announced that major combat operations in Iraq had ended.³⁷³ However, an insurgency arose against the U.S.-led coalition and the newly developing Iraqi military and post-Saddam government.³⁷⁴ Iraq's

³⁶⁴ Garamone, Jim "America Launches Strike Against Al-Qaeda, Taliban" *Department of Defense*. October 7, 2001. Web. February 26, 2011.<<http://www.defense.gov/News/NewsArticle.aspx?ID=44680>>

³⁶⁵ Ibid.

³⁶⁶ Ibid.

³⁶⁷ Ibid.

³⁶⁸ "About ISAF" *Afghanistan International Security Assistance Force* n.d. Web. February 26, 2011.<<http://www.isaf.nato.int/history.html> >

³⁶⁹ Ibid.

³⁷⁰ Wilson, S., Whitlock, C., et al "Osama Bin Laden Killed in US Raid, Buried at Sea" *Washington Post online May 2, 2011* Web. <http://www.washingtonpost.com/national/osama-bin-laden-killed-in-us-raid-buried-at-sea/2011/05/02/AFx0yAZF_story.html>

³⁷¹ "President Bush Discusses the Beginning of Operation Iraqi Freedom" *The White House President George W. Bush Archives* March 22, 2003. Web. February 26, 2011. <<http://georgewbush-whitehouse.archives.gov/news/releases/2003/03/20030322.html> >

³⁷² Ibid.

³⁷³ "President Announces Major Combat Operations in Iraq Have Ended" *The White House President George W. Bush Archives* May 1, 2003. Web. February 26, 2011. <<http://georgewbush-whitehouse.archives.gov/news/releases/2003/05/print/20030501-15.html>>

³⁷⁴ Ibid.

former president, Saddam Hussein, was captured by U.S. forces in December 2003.³⁷⁵ He was executed in 2006.³⁷⁶

In January 2007, a new strategy was presented for Operation Iraqi Freedom based upon counter-insurgency theories and tactics developed by General David Petraeus.³⁷⁷ The Iraq War troop surge of 2007 was part of this "new way forward" and, along with U.S. backing of Sunni groups it had previously sought to defeat, has been credited with a widely recognized dramatic decrease in violence by up to 80%.³⁷⁸

The transition to Operation New Dawn on September 1, 2010 marked the official end to Operation Iraqi Freedom and combat operations by United States forces in Iraq.³⁷⁹ During Operation New Dawn, the remaining 50,000 U.S. service members serving in Iraq will conduct stability operations, focusing on advising, assisting and training Iraqi Security Forces (ISF).³⁸⁰ Operation New Dawn also represents a shift from a predominantly military U.S. presence to one that is predominantly civilian, as the Departments of Defense and State work together with governmental and non-governmental agencies to help build Iraq's civil capacity.³⁸¹

Video Resource:

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> .

As the whole documentary is dedicated to the building of the Pentagon Memorial, this lesson plan and activities focus 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 60 minutes.

³⁷⁵ "President Addresses Nation on the Capture of Saddam Hussein" *The White House President George W. Bush Archives*. December 14, 2003. Web. February 26, 2011.< <http://georgewbush-whitehouse.archives.gov/news/releases/2003/12/20031214-3.html> >

³⁷⁶ Ibid.

³⁷⁷ "Fact Sheet: The New Way Forward in Iraq" *The White House President George W. Bush Archives* January 10, 2007. Web, February 26, 2011.< <http://georgewbush-whitehouse.archives.gov/news/releases/2007/01/20070110-3.html>>

³⁷⁸ Ibid.

³⁷⁹ "Operation New Dawn" *United States Army* September 1, 2010. Web. February 26, 2011. <<http://armylive.dodlive.mil/index.php/2010/09/operation-new-dawn/>>

³⁸⁰ Ibid.

³⁸¹ Ibid.

Additional Resources

The two webcasts below are presented by the National September 11 Memorial & Museum and provide additional information on living in a post 9/11 world, terrorism, and how first responders may have been affected by the dust and debris.

PRINCE EL HASSAN BIN TALAL OF JORDAN

Prince El Hassan bin Talal discusses peacemaking efforts in a post-9/11 world, and the international implications of acts of terrorism. The webcast is approximately 34 minutes, 56 seconds and is broken into six chapters for review. Please view the webcast on their website: <http://www.911memorial.org/world-and-after-9> .

The teaching and learning guide for this webcast is also available on their website: http://www.911memorial.org/sites/all/files/Prince_Hassan.pdf .

DR. PAUL LIOY

Dr. Paul Lioy is a professor and the Vice Chair of the Department of Environmental and Occupational Medicine at the Robert Wood Johnson Medical School. He is also the Director of Exposure Science at the Environmental and Occupational Health Sciences Institute at Rutgers University and author of the book, Dust: The Inside Story of its Role in the September 11 Aftermath. The webcast is approximately 46 minutes, 57 seconds and is broken into seven chapters for review. Please view the webcast on their website: <http://www.911memorial.org/world-and-after-15> .

The teaching and learning guide for this webcast is also available on their website: http://www.911memorial.org/sites/all/files/Webcast_Lioy_guide.pdf .

Chapter 6 Vocabulary:

Term	Definition
Comprehension	The act or action of understanding, or grasping understanding with intellect.
DHS	The United States Department of Homeland Security (DHS) is a cabinet department of the United States federal government, created in response to the September 11 attacks, and with the primary responsibilities of protecting the territory of the U.S. from terrorist attacks and responding to natural disasters. ³⁸²
Deterrence	The inhibition of criminal behavior by fear, especially for punishment.
Domestic	Of relating to or originating within a country and especially one's country.
International	Reaching beyond national boundaries.
ISAF	The International Security Assistance Force (ISAF) was created to assist the Afghan people in creating a new government, to provide security in and around Kabul (the capital city) and to begin reconstruction. ³⁸³
Operation Enduring Freedom	Conflict in Afghanistan as a result of the September 11, 2001 attacks by al Qaeda. Began on October 7, 2001, and signaled the beginning of "The War on Terrorism." ³⁸⁴
Operation Iraqi Freedom	The Iraq War began in March 2003 with an air campaign, which was immediately followed by a U.S.-led ground invasion. ³⁸⁵ The purpose of the initial twenty-one day invasion was to bring down Saddam Hussein, who U.S. leaders felt was harboring and supporting al Qaeda, to search for weapons of mass destruction, and to free the Iraqi people. ³⁸⁶
Operation New Dawn	September 1, 2010 marked the official end to Operation Iraqi Freedom and combat operations by United States forces in Iraq. ³⁸⁷ During Operation New Dawn, the remaining 50,000 U.S. service members serving in Iraq will conduct stability operations, focusing on advising, assisting and training Iraqi Security Forces (ISF). ³⁸⁸ Operation New Dawn also represents a shift from a predominantly military U.S. presence to one that is predominantly civilian, as the Departments of Defense and State work together with governmental and non-governmental agencies to help build Iraq's civil capacity. ³⁸⁹
Reflect	To realize or consider.
Remember	To bring to mind or think of again; to retain in the memory.
Renew	To restore to existence.
Strategy	A careful plan or method.
Transportation Security Agency	The Transportation Security Administration protects the nation's transportation systems to ensure freedom of movement for people and commerce.

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

³⁸² "Department of Homeland Security Mission and Responsibilities" *Department of Homeland Security* n.d. Web. February 25, 2011. <<http://www.dhs.gov/xabout/responsibilities.shtm>>

³⁸³ "About ISAF" *Afghanistan International Security Assistance Force* n.d. Web. February 26, 2011. <<http://www.isaf.nato.int/history.html>>

³⁸⁴ Garamone, Jim "America Launches Strike Against Al-Qaeda, Taliban" *Department of Defense*. October 7, 2001. Web. February 26, 2011 <<http://www.defense.gov/News/NewsArticle.aspx?ID=44680>>

6.1 Remember: Profile of a First Responder with Post Traumatic Stress Disorder

The effects of being a part of the response, rescue and recovery efforts at the Pentagon are long-lasting. Sergeant James McMichael is a Deputy Sherriff with the Arlington County Sheriff's Office. He was a first responder to the attack at the Pentagon on September 11, 2001. His video interview can be found on our website by searching the education section for "James McMichael" or "first responder" <http://www.pentagonmemorial.org/education> .

After viewing the video, students will be able to answer the questions below. The accompanying video for this activity can be found online at <http://www.pentagonmemorial.org/education/videos>.

In the space below, please write the biography of James McMichael. It should indicate his title, role during the response at the Pentagon, daily duties as part of his job and how long he has worked in that job.

How did responding to the attacks on the Pentagon change his life?

What is Post Traumatic Stress Disorder (PTSD) and how has it affected him?

³⁸⁵"President Bush Discusses the Beginning of Operation Iraqi Freedom" *The White House President George W. Bush Archives* March 22, 2003. Web. February 26, 2011. <<http://georgewbush-whitehouse.archives.gov/news/releases/2003/03/20030322.html> >

³⁸⁶"President Bush Discusses the Beginning of Operation Iraqi Freedom" *The White House President George W. Bush Archives* March 22, 2003. Web. February 26, 2011. <<http://georgewbush-whitehouse.archives.gov/news/releases/2003/03/20030322.html> >

³⁸⁷ "Operation New Dawn" *United States Army* September 1, 2010. Web. February 26, 2011. <<http://armylive.dodlive.mil/index.php/2010/09/operation-new-dawn/>>

³⁸⁸ Ibid.

³⁸⁹ Ibid.

Background Information Sheet: Transportation Security Administration (TSA)

The Transportation Security Administration (TSA) was created in the wake of the terrorist attacks of September 11, 2001, to strengthen the security of the nation's transportation systems.³⁹⁰ The Aviation and Transportation Security Act, passed by the 107th Congress on November 19, 2001, established the agency and gave it three major mandates:

- Responsibility for security for all modes of transportation;
- Recruit, assess, hire, train, and deploy Security Officers for 450 commercial airports from Guam to Alaska in 12 months; and,
- Provide 100 percent screening [in all airports] of all checked luggage for explosives by December 31, 2002.³⁹¹

In March 2003, TSA was moved from the Department of Transportation to the Department of Homeland Security thereby unifying the nation's response to threats against the United States.³⁹²

The Transportation Security Administration (TSA) is responsible for:

- Providing security grants to transit systems, intercity bus companies, freight railroad carriers, ferries, and the trucking industry to help protect the public and the nation's critical transportation infrastructure against acts of terrorism and other large-scale events.³⁹³
- Overseeing the Federal Air Marshals who serve as the primary law enforcement entity and are deployed on flights around the world and in the United States to protect air passengers and crew.³⁹⁴ Though the Air Marshals program began in October 1970, on September 11, 2001, the program consisted of less than fifty armed marshals who, by statute, flew only on international flights flown by U.S. air carriers. It was rapidly expanded in the months following the September 11th attacks.³⁹⁵
- Security programs to check air cargo, maintain the watch list system, and ensure that transportation workers have the necessary and adequate credentials to perform their job.³⁹⁶
- Security screening at airports that include both passenger screenings and baggage screening.³⁹⁷

For additional information on the TSA screening process, please visit their website:

http://www.tsa.gov/travelers/airtravel/screening_experience.shtm

³⁹⁰ "Our History" *Transportation Security Administration* n.d. Web. February 26, 2011.

<<http://www.tsa.gov/research/tribute/history.shtm>>

³⁹¹ "Aviation and Transportation Security Act" *Transportation Security Administration* n.d. Web. February 26, 2011.

<http://www.tsa.gov/assets/pdf/Aviation_and_Transportation_Security_Act_ATSA_Public_Law_107_1771.pdf>

³⁹² "Our History" *Transportation Security Administration* n.d. Web. February 26, 2011.

<<http://www.tsa.gov/research/tribute/history.shtm>>

³⁹³ "Grants" *Transportation Security Administration* n.d. Web. February 26, 2011. <http://www.tsa.gov/what_we_do/grants/index.shtm>

³⁹⁴ "Our Mission Law Enforcement" *Transportation Security Administration* n.d. Web. February 26, 2011.

<<http://www.tsa.gov/lawenforcement/mission/index.shtm>>

³⁹⁵ Ibid.

³⁹⁶ "What We Do" *Transportation Security Administration* n.d. Web. February 26, 2011.

<http://www.tsa.gov/what_we_do/index.shtm>

³⁹⁷ Ibid.

6.2 Activity: Social Studies and Civics

Airport Security Before September 11, 2001

References:

<http://www.tsa.gov/index.shtm>

<http://www.todayseengineer.org/2005/Jun/security.asp>

Please indicate whether the questions below are true or false based on the information sheet provided and by accessing the websites listed above for additional information.

PRIOR TO September 11, 2001:

- 1.) The Transportation Security Administration handled all security measures inside an airport.
- 2.) Federal Air Marshals have been on international flights since the late 1970s.
- 3.) Passengers were allowed to bring sharp objects on the plane, such as box cutters, scissors, and nail clippers.
- 4.) Except for the baggage of passengers on international flights, bags of passengers traveling within the United States were not subjected to any kind of security screening.
- 5.) Passengers always had to put their shoes through the X-ray machine.
- 6.) There were hundreds of Air Marshals located on flights all over the United States.
- 7.) Passengers always had to check any large amount of liquids or gels like shampoo, mouthwash.
- 8.) Personal computers, game consoles and cameras were never subjected to individual screening.

6.2 Activity Answer Key: Airport Security Before September 11, 2001

PRIOR TO September 11, 2001:

1.) The Transportation Security Administration handled all security measures inside an airport.

Answer: FALSE. TSA began as a result of the 9/11 attacks and was present in all 450 US airports by December 2002.³⁹⁸

2.) Federal Air Marshals have been on international flights since late 1970.

Answer: TRUE. The Air Marshals program was implemented in late 1970 but the presence of Air Marshals was required only on international flights.³⁹⁹

3.) Passengers were allowed to bring sharp objects on the plane, such as box cutters, scissors, and nail clippers.

Answer: TRUE. Though needing to be screened through a metal detector, passengers were allowed to bring sharp objects onto their flights.⁴⁰⁰

4.) Except for the baggage of passengers on international flights, bags of passengers traveling within the United States were not subjected to any kind of security screening.

Answer: TRUE. Except for international flights, checked bags were not X-rayed or otherwise inspected.⁴⁰¹

5.) Passengers always had to put their shoes through the X-ray machine.

Answer: FALSE. This policy was enacted by TSA following the attempted shoe bombing of December 2001. You **are now required** to remove your shoes before you enter the walk-through metal detector. All types of footwear must be screened.⁴⁰²

6.) There were hundreds of Air Marshals located on flights all over the United States.

Answer: FALSE. Prior to 9/11/01 this program employed Marshals on International flights only, and there were only about 50 Marshals performing this service.⁴⁰³

³⁹⁸ "History" *Transportation Security Administration* n.d. Web. February 26, 2011.

<<http://www.tsa.gov/research/tribute/history.shtm>>

³⁹⁹ "Our Mission Law Enforcement" *Transportation Security Administration* n.d. Web. February 26, 2011.

<<http://www.tsa.gov/lawenforcement/mission/index.shtm>>

⁴⁰⁰ McClure, George "Has Airport Security Improved Since 9/11?" *IEEE Today's Engineer* June 2005. Web. February 26, 2011.

<<http://www.todayseengineer.org/2005/Jun/security.asp>>

⁴⁰¹ Ibid.

⁴⁰² "Passenger Security Checkpoints" *Transportation Security Administration* n.d. Web. February 26, 2011.

<http://www.tsa.gov/travelers/airtravel/assistant/editorial_1049.shtm>

7.) Passengers always had to check any large amount of liquids or gels like shampoo, mouthwash.

Answer: FALSE. You are now restricted to carrying on 3.4 ounces or less of any liquid or gel and items must fit into one quart-sized zip-top bag; medications, baby formula and food, and breast milk are allowed in reasonable quantities exceeding three ounces and are not required to be in the zip-top bag.⁴⁰⁴

8.) Personal computers, game consoles and cameras were never subjected to individual screening.

Answer: TRUE. Current regulations indicate **that large oversized electronics (laptops, full-size video game consoles, DVD players and video cameras that use cassettes) should not be packed in your checked baggage when possible**, and that you will be required to remove these items from your carry-on bag and submit them separately for X-ray screening.⁴⁰⁵

⁴⁰³ Our Mission Law Enforcement" *Transportation Security Administration* n.d. Web. February 26, 2011. <<http://www.tsa.gov/lawenforcement/mission/index.shtm>>

⁴⁰⁴ "3-1-1 for Carry-ones" *Transportation Security Administration* n.d. Web. February 26, 2011. <<http://www.tsa.gov/311/index.shtm>>

⁴⁰⁵ "How to Get through the Line Faster" *Transportation Security Administration* n.d. Web. February 26, 2011. <http://www.tsa.gov/travelers/airtravel/screening_experience.shtm>

6.3 Lesson Plan: Social Studies and Civics

How the Nation Responded

GRADE LEVEL(s): Grades 8-12
Duration: 40-45 minutes

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

COMMON CORE STANDARDS:

Comprehension and Collaboration⁴⁰⁶

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 Ideas⁴⁰⁷

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 Ideas⁴⁰⁸

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:

- Read and analyze news articles
- Identify key issues from those articles
- Write a coherent research essay

MATERIALS:

- Access to Washington Post Online Photo Gallery

WARM-UP ACTIVITY:

Visit <http://www.washingtonpost.com/wp-dyn/content/linkset/2006/03/30/LI2006033000769.html> and view the articles and photo galleries chronicling the events of September 11th, one year later, and eight years later.

⁴⁰⁶ "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>

⁴⁰⁷ "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>

⁴⁰⁸ "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>

PROCEDURE:

- 1.) Using the articles and photo galleries viewed during the warm-up activity, ask students to identify the issues that seemed to be priorities for people living in the affected areas in the immediate aftermath of the attacks and record their answers on a piece of paper. Also instruct them to record answers to the following questions:
 - A.) How did local, state, and national leadership respond to these issues?
 - B.) What were the priorities for people living in the affected areas at the one year and eight year commemorations of the attacks?
 - C.) Which of these issues stand out to you?
- 2.) Have a class discussion using students' journal responses and compile a list of issues that the students raise.
- 3.) Prompt more responses if they have not already raised the following issues: civil liberties, war on terrorism, rebuilding what was destroyed (Pentagon, World Trade Center), identity (especially religious and national identity).
- 4.) Instruct students to choose a topic they would like to research and write a coherent research essay focusing on one of those issues (examples include civil liberties, the challenge to rebuild, memorialization, the war on terror) using the five paragraph model. (For additional information on the five paragraph model, please visit <http://www.studygs.net/fiveparag.htm>)

ASSESSMENT: Research Paper Grading Rubric

Criteria	Rating
Students used viable sources and included citations	Needs Improvement Met Objective
Students followed the five paragraph essay model	Needs Improvement Met Objective
Students drafted a well-constructed essay	Needs Improvement Met Objective
Research topics were presented clearly and concisely	Needs Improvement Met Objective

6.4 Reflect: What were some of the positive results of September 11, 2001?

Brainstorm a short list of some of the positive results of September 11, 2001. Choose one and discuss why you believe it is a positive result.

Think about some of the negative results of September 11, 2001. Choose one and discuss how it could be turned into a positive result.

6.5 Renew: Pledge a Day of Service in honor and remembrance

September 11th was declared a National Day of Service and Remembrance. Pledge to serve in honor of those lost on 9/11/01 or plan a service project in your community to honor lives lost. Visit <http://www.911dayofservice.org> for ideas, information and resources and to register your project.

In the space below, provide some ideas for service projects that you could organize in your community in honor of the National Day of Service and Remembrance on September 11th.

Teacher Evaluation

A Nation Remembers – September 12 and Beyond: The Nation and the Pentagon Post 9/11

Thank you so much for reviewing these materials. Please circle your answer or write it in the space provided, and attach additional pages as necessary. **Please fax the completed evaluation to (301)560-3401.**

1. Have you taught 9/11 in your classroom before? Yes No

2. Do these materials make it easier for you to discuss 9/11 in your classroom? Yes No

3. How would you improve the introduction and instructions for teachers to better assist you in using these materials in your classroom?

4. Do you find the overall organization easy to use and understand? Yes No Comments:

5. How many lessons or activities did you teach?
a. 1 b. 2 – 3 c. 4 – 5 d. 6

6. How many class periods did you devote to teaching these materials?
a. 1 – 2 class periods b. 3 – 5 class periods c. Over five class periods

7. Would you/Did you present this material on or around the time of September 11th? Yes No

8. Do these materials answer or help to answer questions about 9/11 that your students ask? Yes No

9. Does your school have a community service requirement for students? Yes No

10. Regarding the Lesson Plans and Activities provided, do you think they offer adequate information and are well-thought out? (Please answer for each one you completed.)

Chapter	Material	YES	NO	Comments:
1	REMEMBER: RESEARCH ACTIVITY—PROFILE OF A PENTAGON EMPLOYEE			
1	LESSON PLAN: ENGLISH AND LANGUAGE ARTS--GETTING TO KNOW THE PENTAGON AND DEPARTMENT OF DEFENSE			
1	ACTIVITY: THE PENTAGON BY THE NUMBERS			
1	LESSON PLAN: SOCIAL STUDIES AND CIVICS--GETTING TO KNOW MILITARY CAREERS			
1	ACTIVITY: SOCIAL STUDIES AND CIVICS—ADDING TO YOUR KNOWLEDGE ABOUT MILITARY CAREERS			
1	REFLECT: WHY DO YOU THINK THE PENTAGON WAS A TERRORIST TARGET ON SEPTEMBER 11, 2001?			
1	RENEW: WRITE A POEM OR DRAW A PICTURE OF LIFE AT THE PENTAGON BEFORE 9/11/01			
2	REMEMBER: PROFILE OF AN EXTREMIST GROUP: AL QAEDA			
2	LESSON PLAN: SOCIAL STUDIES AND MATH—EVENT TIMELINE			
2	ACTIVITY: MATH--PLOTTING THE EVENTS OF THE DAY— SEPTEMBER 11, 2001			
2	ACTIVITY: MATH—CREATING A PERSONAL TIMELINE			

2	LESSON PLAN: SOCIAL STUDIES AND CIVICS—TERROR: POINT OF IMPACT			
2	REFLECT – WHY WERE THE WASHINGTON, NEW YORK, AND PENNSYLVANIA SITES SIGNIFICANT AS SELECTED (OR UNINTENDED) TERRORIST TARGETS ON SEPTEMBER 11, 2001?			
2	RENEW—WRITE A POEM OR DRAW A PICTURE OF THE EVENTS OF SEPTEMBER 11, 2001			
3	REMEMBER- THE EXPERIENCE OF A FIRST RESPONDER			
3	LESSON PLAN: LANGUAGE ARTS AND ENGLISH--PRIMARY SOURCES AND EXPOSITORY WRITING			
3	LESSON PLAN: SCIENCE—THE LASTING EFFECTS OF FIRST RESPONSE			
3	REFLECT: WHO DO YOU TURN TO WHEN YOU HAVE AN EMERGENCY OR PERSONAL CRISIS?			
3	RENEW: WRITE A THANK YOU LETTER TO A FIRST RESPONDER			
4	REMEMBER—PROFILE OF A 9/11 FAMILY MEMBER			
4	LESSON PLAN: SOCIAL STUDIES AND CIVICS- WHAT DO MEMORIALS MEAN TO YOU?			
4	ACTIVITY: SOCIAL STUDIES AND LANGUAGE ARTS-- MEMORIAL COMPARE AND CONTRAST			
4	REFLECT: DESIGNING A PERSONAL MEMORIAL			

4	RENEW: DESCRIBE YOUR FEELINGS			
5	REMEMBER—PROFILE OF A HERO			
5	LESSON PLAN: ENGLISH AND LANGUAGE ARTS EVERYDAY HEROES			
5	ACTIVITY: REMEMBRANCE CARDS-HEROES			
5	ACTIVITY: REMEMBRANCE CARDS-STUDENT			
5	REFLECT: GIVEN THE LARGE DIFFERENCE IN SCALE			
5	RENEW: CREATE A POEM OR PICTURE ABOUT THE LIVES AFFECTED BY THE 9/11 ATTACK AT THE PENTAGON.			
6	REMEMBER: PROFILE OF A FIRST RESPONDER WITH POST TRAUMATIC STRESS DISORDER			
6	ACTIVITY: SOCIAL STUDIES AND CIVICS—AIRPORT SECURITY BEFORE SEPTEMBER 11, 2001			
6	LESSON PLAN: SOCIAL STUDIES AND CIVICS— HOW THE NATION RESPONDED			
6	REFLECT: WHAT WERE SOME OF THE POSITIVE RESULTS OF SEPTEMBER 11, 2001?			
6	RENEW: PLEDGE A DAY OF SERVICE IN HONOR AND REMEMBRANCE			

Please provide any additional comments about your experience using these lessons or activities (including any modifications you may have made for use in your classroom):