

SEPTEMBER 11th

personal stories

of transformation



September 11th Personal Stories of Transformation is a classroom resource kit that contains 8 videos. Each story is accompanied by discussion questions that guide students to connect outcomes of the historic events of September 11th to the choices they make in their own lives. The Tribute WTC Visitor Center classroom resources provide historic context, research links, and community service projects for each story.

FOR GRADES 5 – 12



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WHAT CAN WE LEARN FROM STUDYING SEPTEMBER 11th THAT IS APPLICABLE TO OUR FUTURE?

Students hear references to September 11th every day. They are deeply curious about this event that took place during their lifetime, in their living rooms and neighborhoods through the power of instant media. While students want to know more, many teachers and parents may be frightened about confronting this somber history without appropriate material to provide to their students.

The goal of these resources is to provide middle and high school teachers with primary resource classroom materials that introduce the personal impact of September 11th. These 8 story units reveal inspiring examples of how individuals have been transformed by this tragic event to dedicate themselves to generously serving others.



SEPTEMBER 11th TEACHES:

Unspeakable horror

- A major foreign attack on civilians on U.S. soil resulting in thousands of deaths
- Escalating violence and fear in many parts of the world resulting in increased measures for national and international security

Unprecedented humanity

- Dedication of those who put themselves in harm's way to help others
- Extraordinary cooperation; "everyone was a New Yorker"
- Recovery from loss through volunteerism and new sense of civic responsibility
- New appreciation of our global interconnectedness

Global understanding and education is key to stopping violence

- Urgency to encourage tolerance, empathy and compassion for people of different backgrounds through education

Recording and sharing history

- Examination of how history is constructed - the value and limitations of learning from oral histories

MISSION OF THE TRIBUTE WTC VISITOR CENTER

The Tribute WTC Visitor Center, a museum across from the World Trade Center site, offers exhibits and walking tours to the general public. The Tribute Center is a project of the September 11th Families' Association, a 501(c)3 non-profit organization. Through exhibits, walking tours, and online programs the Tribute WTC Visitor Center offers "Person to Person History," linking visitors who want to understand and appreciate these historic events with those who personally experienced them.



Dear Educators,

Why should students learn about the events of September 11, 2001?

At the Tribute Center, we believe that our young people in the United States and around the world need to understand what brought us to this point in history. No one was prepared for these horrifying events in which radical Islamic terrorists from different countries in the Middle East hijacked four U.S. airplanes in order to use them as weapons against innocent people and significant landmarks in the United States.

“The 9/11 attack...was carried out by a tiny group of people.... The group itself was dispatched by an organization based in one of the poorest, most remote, and least industrialized countries on earth.... To us, Afghanistan seemed very far away. To members of Al-Qaeda, America seemed very close. In a sense, they were more globalized than we were.” *The 9/11 Commission Report*

The World Trade Center was first attacked on February 26, 1993 when radical Islamic terrorists detonated a truck bomb in the basement level killing 6 people and injuring thousands. Despite the fact those directly responsible were prosecuted, neither officials nor the general public believed that the World Trade Center would be attacked again.

How can education help young people learn about our world so that they can work towards eliminating the circumstances that cause terrorist attacks? How do we perceive people in other countries and other cultures and how do they perceive us? Why does the threat of terrorism continue? What can we do to minimize it?

At the present time not a single state in the United States has a curriculum in place to teach the history of September 11, 2001. The events of that day have affected and continue to affect U.S. foreign policy, our military actions, our economic actions, and our world psyche in evolving ways. We need to give students a concrete understanding of what happened that day, how people responded, and how people have worked towards changing our world for the better. I feel strongly that we hold in our hands the ability to make great changes in our world by using the events of September 11, 2001 as a catalyst in a positive way. **Teachers in the United States and around the world have the opportunity to guide our young people to realize local and global avenues for change. We must work together to mandate learning standards that include September 11, 2001 in our state and national history curriculum. We must let our teachers do what they love to do - teach, and not just teach to the test. The Tribute Center toolkit provides a guide for taking the first step in educating students about the events that changed our world.**

Sincerely,

A handwritten signature in black ink that reads "Lee Ielpi". The signature is written in a cursive, flowing style.

Lee Ielpi
President, September 11th Families' Association

WWW.TRIBUTEWTC.ORG



HOW TO USE THESE RESOURCES WITH YOUR STUDENTS

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Each story unit (eight in total) is supported by activities that will deeply enrich your students' interaction with this material. A list of the stories and the topics they address are in this teacher's guide.

Be aware that between part 1 and 2 of each film, students are asked to reflect upon a thoughtful question.

- Please familiarize yourself with the **Connect and Reflect Activity**. Accompanying each story unit there are 5 facts and students are asked to connect the story to its historic context. Sometimes questions direct students to connect his history to the choices that they make in their own lives. This activity should be assigned after watching both parts of the video. Students can answer the questions individually or the questions can be used in a teacher-led class discussion.
- **Back Story Biography** provides a more in-depth biography of the person in the story unit.
- **Definitions** are provided to help students understand the meaning of certain terms within this specific context.
- The **Timeline of Events** and **Map** provide chronological and geographical context and orientation.
- **Research Resources** provide links and resources for your students to conduct a deeper investigation of this material.
- **Classroom & Service Projects** offer a rich assortment of projects/assignments for your class or for individual students. We hope your students will take advantage of some of these very unique opportunities.

SHARE YOUR EXPERIENCE

Email your comments to: education@tributewtc.org

- How did you integrate the study of September 11th into your overall curriculum?
- Can you share your students' concluding thoughts after interacting with these materials? In what ways were they affected by this material?
- What suggestions do you have for other teachers on how to use these resources?

INTRODUCTORY EXERCISE

Since September 11th is contemporary history and continues to be part of all of our lives, teachers should introduce the topic by asking students about their own connections to the events. Allow students to share their personal experiences related to the events and aftermath of September 11th, as well as those of their families and friends. Each related experience can be added to a class "timeline of events" and can be used to map out the total chronological experience of the class.

Below are some suggested questions to pose to the students:

1. What happened on September 11, 2001?
2. What was your personal experience regarding the attacks on September 11th? How did you learn about what had happened that day? What about your family and friends?
3. Did the aftermath of these attacks personally affect your family or friends in any way? What was their experience?
4. As a teacher, were you teaching on September 11, 2001? How did you discuss this with your students at the time? Share your personal experiences.

If your class time is limited, you can divide your class into smaller groups and each group can be assigned to complete one unit. Each group can report back to the class summary points that they discovered about their unit. As this is available online, students can be assigned to work on these units individually as a homework assignment, either at home or at the library. Each story unit video (Parts 1+2 combined) is between 4 and 10 minutes long.

- Did your students do any of the community service projects or create their own? Please share these experiences.
- How did you find out about these materials?

Include: Your name, school, grade level, subject you teach?

THE FOLLOWING NATIONAL STANDARDS ARE MET WHEN EXPLORING THESE MATERIALS:

HISTORICAL THINKING STANDARDS

Standard 1 - Student thinks chronologically

Standard 3 - Student engages in historical analysis and interpretation

Standard 4 - Student conducts historical research

Standard 5 - Student engages in historical issues-analysis, decision-making

UNITED STATES HISTORY

Era 10, Standard 1C

Major foreign policy initiatives

Era 10, Standards 2B

New immigration and demographic shifts

Era 10, Standard 2C

Changing religious diversity and its impact on American institutions

Era 10, Standard 2E

How a democratic policy debates social issues and mediates between individual and group rights

WORLD HISTORY

Era 9, Standard 2B

Economic interdependence has transformed human society

Era 9, Standard 2C

Liberal democracy, market economies, human rights movements have reshaped political/social life

Era 9, Standard 2D

Sources of tension and conflict in the contemporary world and efforts to address them

Era 9, Standard 2F

Worldwide cultural trends of the second half of the 20th century

Era 9, Standard 3A

Major global trends since World War II

Era 10, Standard 1

Long-term changes and recurring patterns in world history

NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT

I. What is the relationship of the United States to other nations and to world affairs? What are the roles of the citizen in American democracy?

ENGLISH/LANGUAGE ARTS STANDARDS

Standard 1 - Read a wide range of print/non-print texts to build an understanding

Standard 3 - Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts

Standard 7 - Conduct research, generating ideas and questions, posing problems, gather, evaluate, and synthesize data from a variety of sources, communicate discoveries

Standard 8 - Use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and create and communicate knowledge

Standard 12 - Use spoken, written, and visual language to accomplish their purposes

OVERVIEW OF STORIES

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Unit 1: Rebuilding a School Community



ADA DOLCH

A principal of a high school facing the World Trade Center led her students out of danger and encouraged them to give back to the neighborhood when they returned downtown months later. One year later, she helped build a school in Afghanistan in honor of her sister who was one of those killed on 9/11.

Unit 2: A Survivor Helps Others Heal



MARY LEE HANNELL

An employee of The Port Authority of New York and New Jersey describes her escape from the 67th floor of the WTC. She describes the impact of 9/11 on her three young children who didn't know if she had survived, and healing through honest discussion.

Unit 3: Creating a 9/11 Learning Center



LEE IELPI

A retired firefighter worked on the recovery at the World Trade Center site for 9 months searching for his firefighter son and other victims. Motivated by the need to let people around the world know what happened on 9/11, he created a learning center.

Unit 4: Uniformed Services: Loss and Recovery



NORMA HARDY

A Port Authority police officer arrived at the WTC site just after the towers collapsed. After the recovery period, she was assigned to the site to boost the morale of the people working in the emotionally draining environment and she continues to support others.

Unit 5: Empowering Women Globally



SUSAN RETIK

A widow from Boston lost her husband on American Airlines Flight 11. She and another September 11th widow started an organization to aid widows in Afghanistan.

Unit 6: Being Muslim in New York after 9/11



MOHAMMAD RAZVI

After September 11th, many Arab, South Asian and Muslim communities in America felt under attack. This community organizer worked to help them.

Unit 7: Globalizing Peace



TSUGIO ITO & MASAHIRO SASAKI

Tsugio Ito lost his brother in the bombing of Hiroshima and his son on 9/11 at the World Trade Center. Masahiro Sasaki donated one of the origami cranes folded in 1955 by his sister, the legendary Sadako, to the Tribute WTC Visitor Center as a wish for global peace.

Unit 8: Building National Memorials



JIM LAYCHAK & GORDON FELT

Jim and Gordon lost their brothers, one in the attack on the Pentagon and one on Flight 93. Each took leadership roles in building memorials that pay tribute to the attacks on the nation and the lives lost.

TIMELINE OF EVENTS: SEPTEMBER 11th TIMELINE



SEPTEMBER 11th 2001

8:46 A.M.

American Airlines Flight 11, hijacked by Al Qaeda terrorists, is deliberately flown into the North Tower of the World Trade Center, striking the 94 – 98th floors. First responders arrive immediately. 14,000 people begin to evacuate the towers.

9:03 A.M.

Hijacked United Airlines Flight 175 is deliberately flown into the South Tower, striking the 78 – 84th floors.

9:37 A.M.

Hijacked American Airlines Flight 77 is deliberately flown into the Pentagon in Washington, D.C. killing 184 victims.*

9:59 A.M.

In about 10 seconds, 110 stories of the South Tower (2 WTC) collapse on top of each other, generating a giant dust cloud.

10:03 A.M.

A fourth hijacked plane, United Airlines Flight 93, crashes near Shanksville, PA. 40 victims die in the crash.*

10:28 A.M.

110 stories of the North Tower (1 WTC) collapse on top of each other in about 10 seconds, generating a second giant dust cloud. 2,749 people die at the WTC.* The victims include 343 FDNY firefighters, 23 NYPD police officers and 37 Port Authority police.

11:02 A.M.

An order is issued to evacuate Lower Manhattan.

2001



*number of dead does not include terrorists as victims

SEPTEMBER 12, 2001

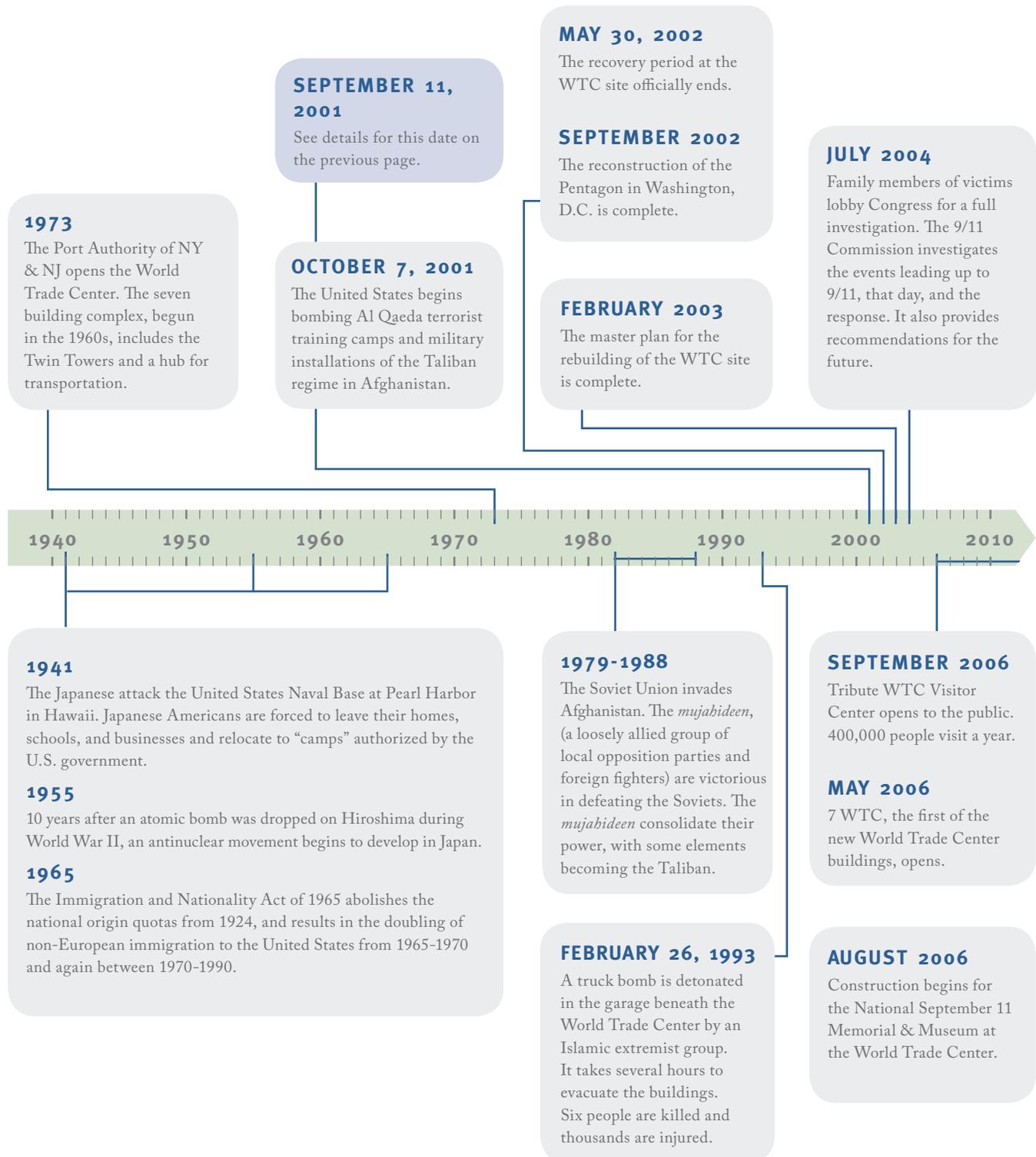
The last survivor is rescued. The sixteen-acre site is covered in burning debris that stands as high as 70 feet. Pockets of fires burn for almost six months. Schools, businesses and residents are relocated for months. Volunteers from across the nation and the world assist in the recovery. Unprecedented generosity is experienced as volunteers, money and supplies begin to arrive.



TIMELINE OF EVENTS: HISTORIC REFERENCES

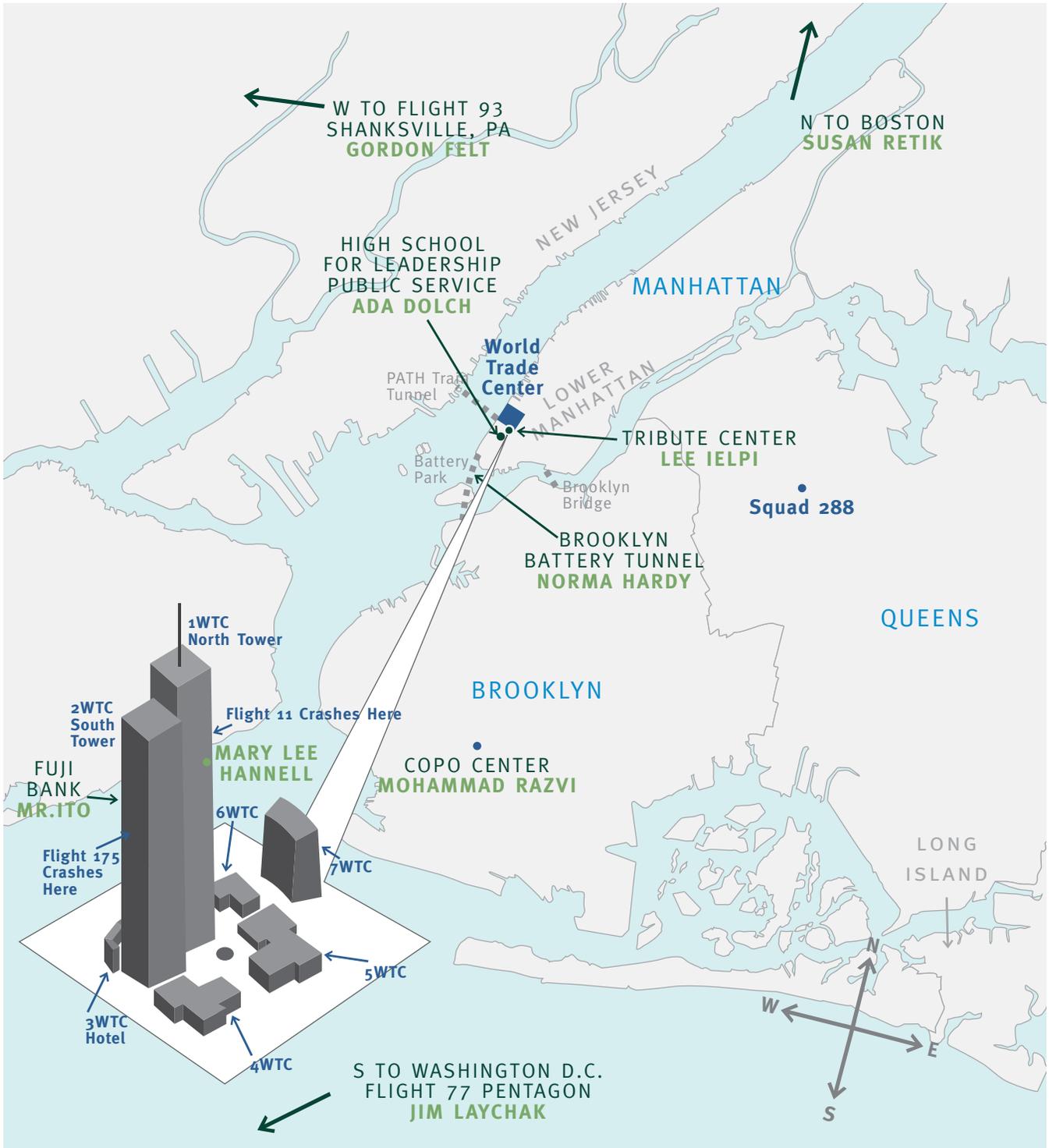
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MAP - WHERE PEOPLE WERE

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GENERAL RESEARCH RESOURCES

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- **The 9/11 Commission Report**
The 9/11 Commission Report provides a full and complete account of the circumstances surrounding the September 11th, 2001, terrorist attacks, including preparedness for and the immediate response to the attacks. It also includes recommendations designed to guard against future attacks. <http://www.9-11commission.gov/report/911Report.pdf>
- **The 9/11 Report: A Graphic Adaptation, Sid Jacobson and Ernie Colon, Hill and Wang, 2006.**
A thoughtful and powerful summary of *The 9/11 Commission Report* that provides a good introduction. Appropriate for middle school students.
- **The New York Times**
Access *The New York Times* coverage of September 11, 2001, including articles, videos, and interviews. http://topics.nytimes.com/top/reference/timestopics/subjects/w/world_trade_center_nyc
- **National September 11 Memorial & Museum**
The official website for the National September 11 Memorial & Museum at the World Trade Center site. <http://www.national911memorial.org>
- **Exploring 9/11: The World Before and After, National September 11 Memorial & Museum**
A webcast series of conversations about the events that lead to September 11th and its aftermath. Student study guides are available for each interview. http://www.national911memorial.org/site/PageServer?pagename=new_history_exploring
- **The September 11 Digital Archive**
The September 11 Digital Archive is a website dedicated to digitally collecting, preserving, and presenting the history of September 11, 2001. The site features videos, photographs, documents, and audio recordings. <http://911digitalarchive.org>
- **9/11 Investigation (PENTTBOM), Federal Bureau of Investigation (FBI)**
On September 27, 2001 the FBI generated a press release that provided information about the hijackers including their names, photographs, country of origin, and places of residency while in the United States. <http://www.fbi.gov/pressrel/penttbom/penttbomb.htm>
- **September 11 Television Archive**
This collection contains television news programs recorded live from around September 11, 2001 by the non-profit Television Archive to help patrons research this important part of United States history. http://www.archive.org/details/sept_11_tv_archive
- **102 Minutes: The Untold Story of the Fight to Survive Inside the Twin Towers, Jim Dwyer and Kevin Flynn, Times Books.**
A riveting description of the events inside the towers from the point of attack to the final collapse.
- **Understanding September 11th: Answering Questions about the Attacks on America, Mitch Frank, Viking, 2002.**
Time magazine reporter Mitch Frank explains and answers many important questions that resulted from September 11th. *What happened on September 11th? Who were the hijackers? Why did the terrorists target the United States?* Appropriate for middle school students.
- **Longitudes and Attitudes: Exploring the World After September 11, Thomas L. Friedman, Farrar, Straus, Giroux, September 2002.**
Comprised of the columns Thomas Friedman has published about September 11th as well his reflections on reporting in the post-September 11th world from Afghanistan to Israel to Europe to Indonesia to Saudi Arabia.
- **Facing History and Ourselves**
A series of lessons from the aftermath of the September 2001 attacks. <http://www.facinghistory.org/resources/facingtoday/confronting-september-11>
- **The September 11th Education Program**
A curriculum developed by the September 11th Education Trust in partnership with the Taft Institute for Government and Social Studies School Service that encourages students to reflect on the impact and legacy of September 11, 2001. <http://www.learnabout9-11.org>
- **The Port Authority and the World Trade Center**
A timeline of construction of the WTC from the beginning blueprints in 1966 to the 1993 bombing and ultimately its collapse in 2001. Includes current photos of the construction of the site and updated progress reports. <http://www.panynj.gov/wtcprogress/history-wtc.html>
- **Daily updates of current building at WTC site**
Silverstein Properties offers daily updates of events taking place at the construction site and documents the rebuilding process. <http://www.wtc.com/>

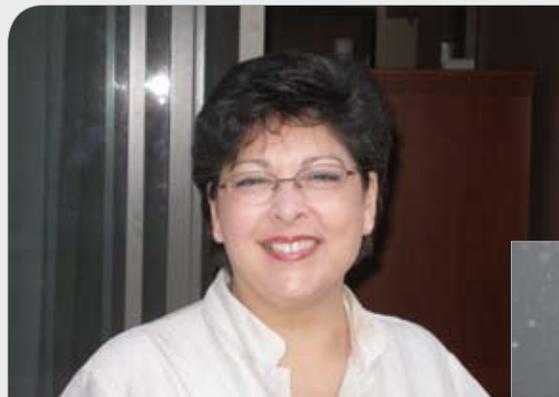
UNIT 1: REBUILDING A SCHOOL COMMUNITY

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ADA DOLCH was the principal of a high school that is a block away from the World Trade Center site. She led her students out of danger and then supported them emotionally when they returned to a challenging environment. In honor of her sister, who died in Tower One, she helped fund a new school in Afghanistan.

“I would say to my students, you are ‘History Makers,’ people will want to talk to you about what you saw and how you felt for the rest of your life.”



UNIT 1: REBUILDING A SCHOOL COMMUNITY

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TOPICS THIS STORY CONNECTS TO:

- Rebuilding from tragic loss through civic engagement
- A description and chronology of the World Trade Center site under attack
- The experience of students during evacuation
- Responsibility of being a personal witness
- Importance of educational opportunities globally

DEFINITIONS

The World Trade Center (WTC) was a seven-building complex spanning more than 16 acres. Buildings 1 and 2, also known as the North and South Tower respectively, were the tallest in the complex at 110 stories and were affectionately referred to as the **Twin Towers**. (See map)

Battery Park is a park at the southern tip of Manhattan. (See map)

Afghanistan is a country in South Central Asia, bordered by Pakistan, Iran, Uzbekistan and China. Traditionally and to this day, the country has been largely governed by tribal leaders who resist foreign interference. Since the late 1970s Afghanistan has been in a continuous state of war involving frequent foreign occupation.

Al Qaeda is a global, trans-national, yet stateless, network. It is made up of Islamic extremists. Dedicated to techniques of **terrorism**, its goal is to attack perceived enemies of Islam.

The **Taliban** is a violent, extremist Muslim militia that enforces a fundamentalist code of behavior that violates many human rights such as basic education and women's rights. The **Taliban** originated in Afghanistan and has moved to other countries.

Terrorism is the use of violence against civilians with the intent to cause fear or panic. **Terrorists** commit violent acts to bring attention to their cause.

UNIT 1: REBUILDING A SCHOOL COMMUNITY

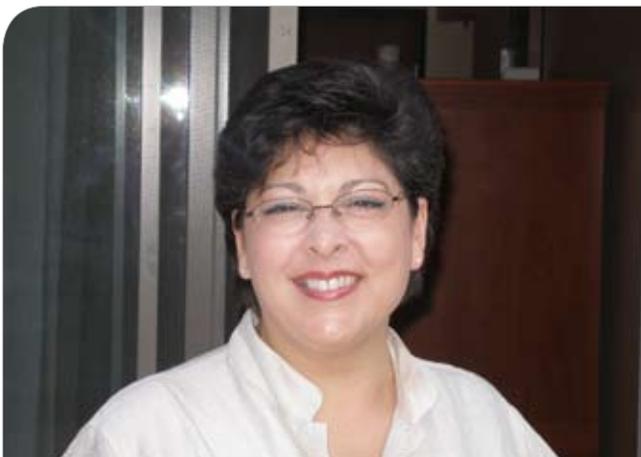
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BACK STORY BIOGRAPHY

Ada Dolch was the principal of the High School for Leadership and Public Service, located one block south of the World Trade Center. The school's mission is to teach students how to give back to their communities through public service. The students came from all 5 boroughs of NYC and they took subway trains that let them off in the concourse of the World Trade Center to get to school. On the morning of September 11th, a student ran in with tears running down his face and said he had just seen a plane strike one of the towers. As more people came into the lobby in shock, Principal Dolch asked which tower had been hit because her sister Wendy worked in an office at the top of the North Tower. There was confusion, and suddenly they heard a second explosion as the second plane hit the South Tower which was closer to the school. Principal Dolch knew then that she had to get the students out of the building. She evacuated them to the very southern tip of Manhattan. Along the way she heard an enormous crackling sound and a cloud of dust covered them, making the students no longer visible. Eventually half of the students got on ferries to Staten Island and New Jersey while Principal Dolch and others walked over the Brooklyn Bridge.

For months after the attacks the blocks around the World Trade Center site were restricted. Students had to relocate and share another school building about 3 miles away until February 2002. During that time, they received gifts, letters of empathy, and support from all over the country. When the students could return to their school, Principal Dolch told them that they were "history makers," that people would want to talk with them about this for the rest of their lives, to ask what they saw from the windows, to ask how they felt, to ask how they evacuated. She didn't want them to walk away with hatred in their hearts, she wanted them to look at the ways people supported each other after September 11th, how people came forward and did whatever they could to help others to heal and rebuild after the tragedy.



I. WATCH PART 1.

II. WHAT WILL HAPPEN NEXT?

As their building was too close to the smoldering, dangerous site, the students and teachers were relocated to a new location about 3 miles away. Should the students remain in their temporary school or return to be part of the revitalization of their neighborhood?

III. WATCH PART 2 TO FIND OUT WHAT HAPPENED TO THE STUDENTS.

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IV. CONNECT AND REFLECT ACTIVITY

1. Fact: On the morning of September 11th American Airlines Flight 11 and United Airlines Flight 175 both departed from Boston. Both flights were headed to California and were hijacked by Al Qaeda terrorists who flew planes into the Twin Towers at the World Trade Center, 17 minutes apart at 8:46 A.M. and 9:03 A.M.

Personal Experience Question: How does Principal Dolch describe the reaction of her students to what they were witnessing? How does Principal Dolch know that her sister might be in danger? Instead of trying to communicate with her sister why does she choose to concentrate on evacuating her students?

2. Fact: The South Tower (the one closest to the school) was the second tower to be attacked but the first to collapse, 56 minutes after impact. The South Tower collapsed in about 10 seconds, pulverizing the 110 stories and everything in them into a massive dust cloud. The North Tower collapsed 27 minutes later, generating a second dust storm.

Personal Experience Question: Principal Dolch told the students to take a partner and quickly evacuate, moving south. Why is it important to stay together in an emergency?

3. Fact: After the collapse of both towers, the sixteen-acre site was covered in burning debris piles, some reaching 70 feet. Pockets of fires burned for almost six months at high temperatures. Schools, businesses and residents had to be relocated for a long period of time.

Personal Experience Question: How many months passed before the students were able to return to their school? Why did they have mixed emotions? What do you think some of their fears might have been about returning?



4. Fact: 2,749 people were killed at the World Trade Center on September 11th, including people at work, people who rushed in to help and the airplane passengers and crew. In response, many families created foundations, scholarships or special projects to help others in need, as a way to commemorate the loss of their family members.

Personal Experience Question: Why does Principal Dolch want to honor the loss of her sister Wendy by creating a school in Afghanistan? Why does she believe that education is an investment for future peace? What are your thoughts about this?

5. Fact: Nationally and internationally, an unprecedented spirit of volunteerism and community-building after 9/11 helped the city heal. Many city officials have written that 9/11 was the worst experience of their lives, but it was also New York City at its best in terms of how people came together to help and support each other.

Personal Experience Question: Principal Dolch is very concerned that her students not retain hateful, angry feelings, believing that the humanitarian message of 9/11 is an important component. What examples does Principal Dolch share about volunteers coming to help at the school or offering students opportunities to recover and heal? What kind of rebuilding projects does she involve her students in? What does Principal Dolch mean when she says her students are “History Makers?”

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V. SPECIFIC RESEARCH RESOURCES

- **“We Have Some Planes,” *The 9/11 Commission Report***
The first chapter of *The 9/11 Commission Report*, “Inside the Four Flights,” “Improvising a Homeland Defense” and “National Crisis Management.” http://govinfo.library.unt.edu/911/report/911Report_Ch1.pdf
- **“Understanding Islam,” *Global Exchange***
A brief explanation of Islamic belief and the misunderstandings commonly associated with the religion. www.globalexchange.org/countries/features/islam
- ***The Spectator, The Stuyvesant High School Newspaper***
A student newspaper from another high school in Lower Manhattan provides the experiences of students and faculty on September 11th and the months that followed. <http://www.scribd.com/doc/6099146/The-Stuyvesant-Spectator-911-Edition>
- ***Three Cups of Tea, Greg Mortenson, Viking, 2006.***
In 1993 a mountaineer named Greg Mortenson drifted into an impoverished Pakistan village in the Karakoram Mountains after a failed attempt to climb K2. Moved by the inhabitants’ kindness, he promised to return and build a school. *Three Cups of Tea* is the story of that promise and its extraordinary outcome. <http://www.threecupsoftea.com/>
- ***History Makers, Fearless Theater Company, 2002.***
Students from the High School of Leadership and Public Service and High School of Economics and Finance present their ideas and feelings about 9/11. Their schools are located very close to Ground Zero. You can access the full film here: http://www.fearlesstheatercompany.org/action_education.htm

VI. CLASSROOM & SERVICE PROJECTS

Share your projects with the Tribute Center, and we will put them online for other teachers and students to learn about. Send your project descriptions to education@tributewtc.org

1. CONDUCT YOUR OWN ORAL HISTORY

Many other people have used the shock and sadness of traumatic events to motivate them to accomplish an act of public service. Interview someone in your own community that experienced a tragedy or a hard challenge and as a result transformed their life to serve or help others. Link here http://www.tributewtc.org/programs/pdfs/oral_history.pdf for instructions on how to conduct an oral history.

2. BREAKING STEREOTYPES AND BUILDING BRIDGES THROUGH GLOBAL COLLABORATION

Tribute WTC Visitor Center has joined with iEARN (International Education and Resource Network) to support interaction and global collaborative project work with students around the world, including those in conflict situations like Afghanistan, Pakistan and Iraq. **Your class can participate in a web-based project that can help build global understanding.** Find out more about the project on the next page. If you register through the Tribute Center, there is no fee for participation in this program this year (March 2010–February 2011). All iEARN projects build bridges, improve education, and make a difference through direct student-to-student interaction in a safe and secure online “Collaboration Centre.”

3. STUDENTS MAKE A DIFFERENCE

To learn about young people who have taken steps to make a difference in their communities and the world at large visit www.facinghistory.org/bethechange. The site www.DoSomething.org offers many project ideas for how students can get active in their communities. The site www.DonorsChoose.org provides educational projects that individuals and groups can support including how to help other classrooms that are in need.



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DEBUNKING STEREOTYPES AND BUILDING BRIDGES THROUGH GLOBAL COLLABORATION

Two kinds of interaction and collaboration are possible in this project:

1. GENERAL ONLINE FORUM

iEARN can enable you and your students to interact directly with teachers and students throughout its 130-country network, including those in Afghanistan and Pakistan. This can be done through an identification of schools from these countries that are active in iEARN's online discussion forums. In addition, there is an interactive database through which teachers can search for colleagues in these countries. Once you make the connection, you can introduce yourself and your class via the forums to explore possible areas of discussion that might be possible between your classes.

2. DEBUNKING STEREOTYPES

Participate with classes in multiple countries to examine the images and stereotypes that students have about other countries and to learn how their own country is perceived by students around the world. Through student interaction these stereotypes may be challenged. Classes from different countries join the project throughout the year. Currently students are participating from Algeria, Oman, USA, Turkey, Kenya, Macedonia, Morocco, Brazil, Taiwan, Portugal, Azerbaijan, Yemen and other countries.

Project's Purpose: To build critical thinking skills, strengthen cross-cultural awareness, ties of friendship and understanding through a discussion among students of

images and stereotypes about countries and cultures—both their own and others around the world.

Steps in the Breaking Stereotypes Project include:

1. Students in your class identify three stereotypes that they think students in other countries have about their own country.
2. Students discuss these possible stereotypes to see if they think that they are true. If they are not true, how would students share information about their country to create a more accurate image (break the stereotype) of their country.
3. Teachers ask students to think about and write down images of stereotypes that they have about the other participating countries.
4. Students share these stereotypes in the project's forum under the topic that has been created for posting stereotypes about various countries, using text, video, sound or graphics/photos.
5. Students read the stereotypes that others have about their country and respond with thoughtful comments about them.
6. Students discuss in their classroom what they have learned about other countries and how they have shared information about their own culture that breaks stereotypes they have encountered among other students online.

Email education@tributewtc.org if you would like to register for this program.



UNIT 2: A SURVIVOR HELPS OTHERS HEAL

SEPTEMBER 11th

personal stories

of transformation

MARY LEE HANNELL has worked for The Port Authority of New York & New Jersey for over 20 years. This agency built the Twin Towers, and had its headquarters in the World Trade Center on the 67th floor. Mary Lee worked in the Human Resources Department and therefore knew many of the employees, including most of the 84 Port Authority employees who were killed. She survived the first attack on the World Trade Center in 1993 and then the second attack in 2001.

“In the back of your mind, you didn’t know if you would be able to get out when you got to the bottom of the staircase.”



UNIT 2: A SURVIVOR HELPS OTHERS HEAL

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TOPICS THIS STORY CONNECTS TO:

- **Healing through honest discussion of 9/11 trauma**
- The community of the World Trade Center before the attacks
- How the 1993 attack on the World Trade Center influenced the evacuation in 2001
- Description of the evacuation in the stairwells, mezzanine and nearby streets
- How children were affected by September 11th

DEFINITIONS

The Port Authority of New York & New Jersey is a bi-state government agency that builds, operates and maintains the metropolitan region's transportation facilities, including the airports, marine terminals and ports, the PATH train, bus terminal, and the tunnels and bridges between New York and New Jersey.

February 26, 1993 is the date of the first terrorist attack on the **World Trade Center**. A car bomb was detonated in the garage of the North Tower by an Islamic extremist group. Although their plan to cause the North Tower to fall onto the South Tower was not successful, six people were killed and over a thousand were injured.

The **World Trade Center (WTC)** is a seven-building complex on a sixteen-acre site. Buildings 1 and 2, also known as the North and South Tower respectively, were the tallest in the complex at 110 stories and were affectionately referred to as the **Twin Towers**. **(See map)**

The **Tribute WTC Visitor Center Volunteer Tour Program** supports people who were affected by the events of September 11th. They share their personal experiences with the public while serving as walking tour guides.

Human Resource Department is a personnel department that provides policies, procedures, people-friendly guidelines and support within an organization.

UNIT 2: A SURVIVOR HELPS OTHERS HEAL

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BACK STORY BIOGRAPHY

Mary Lee Hannell has worked for The Port Authority of New York & New Jersey for over 20 years and is currently the Director of Human Resources. She manages a department that is responsible for the agency's 7,000 employees. The Port Authority designed and built the World Trade Center and its staff felt a tremendous sense of ownership over it. Their headquarters were housed in the North Tower and Mary Lee had spectacular views from her office. On September 11th, she had just arrived at her office on the 67th floor when the first plane hit the building. She could see large pieces of metal falling past the windows and then she saw smoke pouring out of an elevator. Remembering that during the bombing of the WTC on February 26, 1993, the smoke was the biggest problem in evacuating the building, she told the staff, "We need to go and we need to go now." Since 1993, the employees had regular evacuation drills every six months and knew they had to quickly walk down the stairs. Only when she saw firemen walking up around the 28th floor did she realize that if they could get up, she could get down. By the time she reached the plaza level, Mary Lee could see the devastating and deadly impact of the disaster. She managed to get two blocks away from the building before she felt the rumble of the collapse.

Her three children were 5, 7 and 9 at the time, and they all had very different responses. The way in which Mary Lee has discussed September 11th with her children has changed with their ages and the passage of time. In her work in the Human Resources Department, Mary Lee has helped to develop a volunteer program in which both old and new employees can participate in community service around the anniversary of September 11th every year. Mary Lee joined the Tribute Center as a volunteer and leads tours that share the history of the World Trade Center and her experiences in 1993 and 2001.



I. WATCH PART 1.

II. WHAT WILL HAPPEN NEXT?

Mary Lee narrowly escaped the collapse of the towers, but lost 84 of her co-workers. How can she help both her children and her colleagues heal from this trauma?

III. WATCH PART 2 TO FIND OUT HOW MARY LEE HEALS.

UNIT 2: A SURVIVOR HELPS OTHERS HEAL

SEPTEMBER 11th

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IV. CONNECT AND REFLECT ACTIVITY

1. Fact: The Port Authority of NY & NJ opened the World Trade Center in 1973, as a center where people of all nationalities could come together to establish “peace and stability through trade.” The two towers were part of the seven-building World Trade Center complex, designed to provide office space for approximately 50,000 people as well as a hub for transportation and location for cultural events.

Personal Experience Question: How did Mary Lee describe life at the World Trade Center before September 11th? What do you think the Towers symbolized?

2. Fact: On February 26, 1993, a truck bomb was detonated in the underground garage of the World Trade Center by members of the same Islamic extremist group that attacked the Towers in 2001. Six people were killed. Smoke filled the elevators and stairwells and it took several hours for people to evacuate.

Personal Experience Question: How did Mary Lee’s evacuation experience in 1993 affect her response to the attacks in 2001? Do you think this experience helped or hindered her when evacuating the World Trade Center on September 11th? How do previous experiences help us make decisions in the present?

3. Fact: On September 11th, the 110 stories in each of the Twin Towers collapsed straight down in about 10 seconds resulting in a massive cloud of dust that covered Lower Manhattan. The cloud was composed of the pulverized building and all of its contents.

Personal Experience Question: While evacuating Mary Lee was unsure of what was happening to the buildings. How would you describe her thoughts as she watched the place she had worked in disappear?



4. Fact: 2,749 people were murdered at the World Trade Center on September 11th including 84 Port Authority employees, 37 of whom were Port Authority police. About 3,000 children lost their parents during the attacks of September 11th.

Personal Experience Question: How did Mary Lee help her children heal from the trauma of fearing the loss of their parents? What kind of questions have you asked your parents, guardians, or teachers about the events of September 11th?

5. Fact: The Tribute WTC Visitor Center began giving tours in 2005. Thousands of visitors come to the center to learn more about September 11th.

Personal Experience Question: How does Mary Lee honor the loss of her co-workers and the events of September 11th? Think of another personal account of an historic event that you have learned about. How has the personal story affected your understanding of that event?

UNIT 2: A SURVIVOR HELPS OTHERS HEAL

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V. SPECIFIC RESEARCH RESOURCES

- ***The World Trade Center: In Memoriam, The History Channel***
The World Trade Center before 9/11. This documentary and lesson plan focuses on the design, engineering, and history of the World Trade Center site before 9/11.
http://www.history.com/classroom/admin/study_guide/archives/thc_guide.1183.html
- ***New York: A Documentary Film, PBS***
“The Center of the World, Episode Eight: 1946-2003” Available through Facing History and Ourselves’ lending library and at <http://www.pbs.org/wnet/newyork>. A teacher’s guide is also available on the PBS website.
- **Great Buildings**
Information on the architecture of the World Trade Center. http://www.greatbuildings.com/buildings/World_Trade_Center.html
- ***The New York Times***
The New York Times coverage of the attack on February 26, 1993. <http://www.nytimes.com/learning/general/onthisday/big/0226.html>
- **“We Have Some Planes”, *The 9/11 Commission Report***
The first chapter of *The 9/11 Commission Report*, “Inside the Four Flights,” “Improvising a Homeland Defense” and “National Crisis Management.” http://govinfo.library.unt.edu/911/report/911Report_Ch1.pdf
- **Tribute WTC Visitor Center**
Information about the events of 9/11 and the response. www.tributewtc.org

VI. CLASSROOM & SERVICE PROJECTS

Share your projects with the Tribute Center, and we will put them online for other teachers and students to learn about. Send your project descriptions to education@tributewtc.org

1. CONDUCT YOUR OWN ORAL HISTORY

Many other people have used the shock and sadness of traumatic events to motivate them to accomplish an act of public service. Interview someone in your own community that experienced a tragedy or a hard challenge and as a result transformed his or her life to serve or help others. Link here http://www.tributewtc.org/programs/pdfs/oral_history.pdf for instructions on how to conduct an oral history.

2. MEMORY, HISTORY AND MEMORIALS

Facing History and Ourselves provides inspirational thoughts about how and why people create memorials to commemorate historic and important events. This website will help you to design a memorial to an event or significant person. <http://www2.facinghistory.org/Campus/memorials.nsf/home?openframeset>

3. STUDENTS MAKE A DIFFERENCE

To learn about young people who have taken steps to make a difference in their communities and the world at large visit www.facinghistory.org/bethechange. The site www.DoSomething.org offers many project ideas for ways in which students can actively participate in their communities. The site www.DonorsChoose.org provides educational projects that individuals and groups can support, including how to help other classrooms that are in need.

UNIT 3: CREATING A 9/11 LEARNING CENTER

SEPTEMBER 11th

personal stories
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LEE IELPI is a retired member of the Fire Department of New York (FDNY) where he served in a specialized firefighting unit in Brooklyn, New York. His two sons also became firefighters. On September 11, 2001, Lee's older son, Jonathan, responded to the World Trade Center and was killed. Lee worked at the recovery site for 9 months searching for victims. He became a spokesperson for the September 11th Families' Association and was a strong advocate for building a memorial. In 2004, Lee co-founded the Tribute WTC Visitor Center so that visitors from around the world could learn more about the attacks of 9/11 and their aftermath.

“Who better to tell this story than people who experienced it?”



UNIT 3: CREATING A 9/11 LEARNING CENTER

SEPTEMBER 11th

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TOPICS THIS STORY CONNECTS TO:

- Honoring the memory by creating a center for learning about September 11th
- Experience of working in recovery at the site after September 11, 2001
- Brotherhood and family traditions of firefighters

DEFINITIONS

Rescue and recovery refers to the period at the World Trade Center site after the attacks of September 11th. On September 12th, the last 2 people were rescued from the site. When it was determined that no other survivors would be found, the site was declared a **recovery** operation, where workers were dedicated to the recovery of human remains.

“**The pile**” is one term that firefighters, police, iron workers, construction workers, and volunteers used when describing the debris that stood up to 70 feet above street level and 7 stories below ground.

“**The site**” refers to the 16 square acres of the World Trade Center site, also referred to by the media as Ground Zero.

First Responders are uniformed service workers including firefighters, police officers and emergency medical technicians.

September 11th Families’ Association is an organization of families who lost loved ones on 9/11. The membership of several thousand members also includes survivors, local residents, volunteers and first responders.

Tribute WTC Visitor Center is a project of the September 11th Families’ Association. It is a museum dedicated to people sharing their personal experiences of September 11th, the tragic loss and the humanitarian spirit in the aftermath.

The **9/11 community** refers to those people directly affected by the attacks, including survivors, first responders, residents of Lower Manhattan, families who lost loved ones and volunteers who came to help.

UNIT 3: CREATING A 9/11 LEARNING CENTER

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BACK STORY BIOGRAPHY

Lee Ielpi is a retired, highly decorated member of the Fire Department of New York (FDNY). Lee's father encouraged him to be a responsible citizen and when he was 18, he joined the volunteer fire department in his town. Lee realized that in fighting fires he was helping people – both saving lives and protecting their belongings – and he liked the work so much that he decided he wanted to become a firefighter with the FDNY, a professional, paid department. He joined the department in 1970, and after 7 years was promoted to the specialized company Rescue 2, one of the busiest and most experienced companies in the city. He worked there for 19 years and developed strong bonds with the other men in his company. Lee had 4 children, 2 boys and 2 girls, and his boys followed their father into the firefighting tradition.

On the morning of September 11th, Lee's son Jonathan called to tell him that the World Trade Center had been hit by a plane, and that his company was being called to respond. After the second plane hit the other tower, Lee and his younger son, Brendan headed into the city. When Lee arrived at the World Trade Center site, the towers had collapsed, fires were raging, and the site was strewn with huge pieces of twisted steel and crushed fire trucks. Lee worked for the 9 months of the recovery, crawling into voids at the WTC site, searching for remains. He and a group of other senior firefighters who were searching for their sons became known as the “Band of Dads,” older men who lost their sons in the attacks and came to the site every day. They inspired others with their fortitude and determination.

Everyday recovery at the site was a world apart from the reality of life in the rest of the city. Lee realized that he wanted to tell people about the experience shared by all of the men and women who put aside their own wellbeing as they searched the site for remains. He spoke with journalists and civic leaders, sometimes guiding them around the site. With his calm demeanor, Lee became recognized as a spokesperson for 9/11 family members in public forums and was instrumental in developing the activities of the September 11th Families' Association. In 2004 he co-founded the Tribute WTC Visitor Center, a small museum next to the WTC site where visitors can come to learn more about 9/11 through the personal stories of those who experienced the events. The Tribute Center's motto is “Person to Person History.”



I. WATCH PART 1.

II. WHAT WILL HAPPEN NEXT?

Lee worked on the recovery for 9 months advocating for the needs of families of victims. How will he share these 9/11 experiences with others?

III. WATCH PART 2 TO SEE WHAT HAPPENS.

UNIT 3: CREATING A 9/11 LEARNING CENTER

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IV. CONNECT AND REFLECT ACTIVITY

1. Fact: At 8:46 A.M., the hijacked American Airlines Flight 11 flew into the North Tower of the World Trade Center. At 9:03 A.M. a second plane, United Airlines Flight 175, was flown into the South Tower. Within 102 minutes both towers collapsed.

Personal Experience Question: When Lee arrived at the site, he said it looked like a horror movie. What happened to everything in the buildings due to the force of the collapse?

2. Fact: The members of the Fire Department of New York were charged with going into the World Trade Center to put out fires and help people get out. The New York City Police Department was primarily charged with safely moving people out of the area and guarding other potential targets. Eight million New Yorkers were provided assistance and protection by the New York Police Department. At the end of the day, 343 FDNY firefighters, 23 NYPD police officers and 37 Port Authority police were killed.

Personal Experience Question: How do you think the loss of so many members affected the police and fire departments? Has your community ever lost a member of the police or fire department? How was that loss commemorated?

3. Fact: Fire and police departments have a history of generations from the same family choosing to work in these demanding jobs. The “Band of Dads” encouraged the careful search of all of the materials at the site, so that as many victims as possible could be found. More than 20,000 human remains were found at the site, and DNA samples were used to try to identify them. Fewer than half of the victims have been identified thus far.

Personal Experience Question: Why do you think that the “Band of Dads” who worked together for 9 months served as an inspiration to the other people working in the grueling environment? How has DNA been used in your community to solve a crime?



4. Fact: The plans for the memorial at the World Trade Center site began with discussions among state and city officials, business and civic leaders, family members and people who live and work in Lower Manhattan. The National September 11th Memorial & Museum is being built on the World Trade Center site.

Personal Experience Question: Why do you think it was so difficult to come to a decision about the creation and details of a memorial in the middle of the financial district of Lower Manhattan? If you were helping to create this national memorial what groups would you need to consult?

5. Fact: National and international tourists began making pilgrimages in great numbers to visit the World Trade Center site and to pay tribute to the tragic events and victims.

Personal Experience Question: What was Lee’s main goal in opening the Tribute WTC Visitor Center? How does the sharing of personal experiences about 9/11 help accomplish Lee’s goal of educating the public?

UNIT 3: CREATING A 9/11 LEARNING CENTER

SEPTEMBER 11th

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V. SPECIFIC RESEARCH RESOURCES

- **Tribute WTC Visitor Center**
Information about the events of September 11th and the response. www.tributewtc.org
- **Visitor Response Cards, Tribute WTC Visitor Center**
A selection of visitor response cards from the Tribute Center's collection. www.tributewtc.org/exhibits/visitor_cards.html
- **The September 11th Families' Association**
The parent organization of the Tribute WTC Visitor Center serves as a communication vehicle for families, providing them with updates on information about identifications from the Office of the Chief Medical Examiner, commemorative events for victims of the attacks of September 11th, news and resources for mental and physical health and wellbeing. www.911families.org
- **NYC Fire Department**
The website of the NYC Fire Department has memorials of FDNY members killed on 9/11 and photographs taken by FDNY members. http://www.nyc.gov/html/fdny/html/units/photo/photo_unit_p3.shtml
- ***Report from Ground Zero: The Story of the Rescue Efforts at the World Trade Center, Dennis Smith, Viking, 2002.***
Dennis Smith, former NYC firefighter, interviewed members of the FDNY about their September 11th experiences.
- ***FDNY: An Illustrated History of the Fire Department of New York, The New York City Fire Museum, W.W. Norton & Company, 2003.***
A documentation of fire fighting in New York City from the bucket brigades to the post-9/11 Department through highlights in the Fire Museum's collection

VI. CLASSROOM & SERVICE PROJECTS

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1. CAREER CHOICE

What motivates people to choose a particular career, as Lee and his sons were so motivated to become firefighters? Write about an adult you know who is driven to accomplish his or her career goal of serving others.

2. DEBUNKING STEREOTYPES AND BUILDING BRIDGES THROUGH GLOBAL COLLABORATION

Tribute WTC Visitor Center has joined with iEARN (International Education and Resource Network) to support interaction and global collaborative project work with students around the world, including those in conflict situations like Afghanistan, Pakistan and Iraq. **Your class can participate in a web-based project that can help build global understanding.** Find out more about the project on the next page. If you register through the Tribute Center, there is no fee for participation in this program this year (March 2010–February 2011). All iEARN projects build bridges, improve education, and make a difference through direct student-to-student interaction in a safe and secure online “Collaboration Centre.”

3. ISSUES IN YOUR COMMUNITY

Create a club that could help address an important issue in your school community. What would you have to do to form this new club? Would you bring in speakers to talk about the issue? Would you talk with students from other schools to see if they face the same issue? How would you contact students from other schools in your town or from other schools in the United States or overseas?

UNIT 3: CREATING A 9/11 LEARNING CENTER

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DEBUNKING STEREOTYPES AND BUILDING BRIDGES THROUGH GLOBAL COLLABORATION

Two kinds of interaction and collaboration are possible in this project:

1. GENERAL ONLINE FORUM

iEARN can enable you and your students to interact directly with teachers and students throughout its 130-country network, including those in Afghanistan and Pakistan. This can be done by identifying schools from these countries that are active in iEARN's online discussion forums. In addition, there is an interactive database through which teachers can search for colleagues in these countries. Once you make the connection, you can introduce yourself and your class via the forums to explore possible areas of discussion that might be possible between your classes.

2. DEBUNKING STEREOTYPES

Participate with classes in multiple countries to examine the images and stereotypes that students have about other countries and to learn how their own country is perceived by students around the world. Through student interaction these stereotypes may be challenged. Classes from different countries join the project throughout the year. Currently students are participating from Algeria, Oman, the USA, Turkey, Kenya, Macedonia, Morocco, Brazil, Taiwan, Portugal, Azerbaijan, Yemen, and other countries.

Project's Purpose: To build critical thinking skills, strengthen cross-cultural awareness, create ties of friendship, and increase understanding through a discussion among

students of images and stereotypes about countries and cultures—both their own and others around the world.

Steps in the Breaking Stereotypes Project include:

1. Students in your class identify three stereotypes that they think students in other countries have about their own country.
2. Students discuss these possible stereotypes to see if they think that they are true. If they are not true, how would students share information about their country to create a more accurate image (break the stereotype) of their country.
3. Teachers ask students to think about and write down images of stereotypes that they have about the other participating countries.
4. Students share these stereotypes in the project's forum under the topic that has been created for posting stereotypes about various countries, using text, video, sound, or graphics/photos.
5. Students read the stereotypes that others have about their country and respond with thoughtful comments about them.
6. Students discuss in their classroom what they have learned about other countries and how they have shared information about their own culture that breaks stereotypes they have encountered among other students online.

Email education@tributewtc.org if you would like to register for this program.



UNIT 4: UNIFORMED WORKERS: LOSS AND RECOVERY

SEPTEMBER 11th

personal stories
of transformation

NORMA HARDY is a Captain in the Port Authority Police Department (PAPD). She has worked for the PAPD for most of her career, including spending many years at the World Trade Center. She was on duty during the first bombing on February 26, 1993. On September 11, 2001, Norma responded as soon as she realized what was happening. She spent months working to recover her 37 co-workers and the thousands of other victims who were killed on 9/11. She was called back to the World Trade Center in 2002 to support those rebuilding the site.

“The Port Authority lost 37 officers and I worked with at least 35 of them.”



UNIT 4: UNIFORMED WORKERS: LOSS AND RECOVERY

SEPTEMBER 11th

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TOPICS THIS STORY CONNECTS TO:

- The dedication of police officers and firefighters who suffered great losses
- Role of women in the police department
- Description of site: shock of people who experienced the attacks and aftermath
- Mentoring and supporting young professionals

DEFINITIONS

The **Port Authority of New York & New Jersey** is a bi-state government agency that builds and operates the metropolitan region's transportation facilities, including the airports, marine terminals and ports, the PATH train, bus terminal, and the tunnels and bridges between New York and New Jersey.

The **Brooklyn-Battery Tunnel** opened in 1950. The tunnel connects southern Brooklyn to Lower Manhattan and is the longest continuous underwater vehicular tunnel in North America.

The **bucket brigade** was a system used during the first days of the recovery effort at the World Trade Center site in which workers formed a line and passed buckets from one person to another to search debris carefully for human remains. The name "**bucket brigade**" dates back to a method of firefighting before hand pump engines in which buckets of water were passed from firefighter to firefighter to put out a fire.

UNIT 4: UNIFORMED WORKERS: LOSS AND RECOVERY

SEPTEMBER 11th

personal stories
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BACK STORY BIOGRAPHY

Norma Hardy is a Captain in the Port Authority Police Department. During the first attack on the World Trade Center in 1993 she played an important role evacuating people who were underground and dangerously close to the bomb explosion site. On the morning of September 11th, her mother called her at home and told her a plane had hit the World Trade Center. Norma looked out her window and saw the same sight many people in New York and New Jersey saw – smoke pouring out of upper levels of the Twin Towers. Norma realized that the region was under attack, and she rushed to work. As she was going through the tunnel from Brooklyn to Manhattan, it filled with smoke. Scared, she kept going and emerged from the tunnel into the horrific setting of the World Trade Center neighborhood. Norma parked her car and starting walking towards the street where the Port Authority Police Department was mobilizing. She was in shock. Norma stayed with the hundreds of other rescue workers who poured into Lower Manhattan and worked at the site all day looking for victims and hoping to hear news about her missing co-workers. She worked on the bucket brigades, long lines of people who searched the enormous field of steel and pulverized material inch by inch. Over the next few days, she was very moved by the spirit of cooperation at the site and the hundreds of volunteers who came to support the recovery workers. Norma has kept the memory of her 37 colleagues alive by talking about them and working closely with others who continue to help transform the World Trade Center site. Norma was brought in to work at the site again in 2002 to boost morale with her positive spirit. She stayed until 2008 when she was promoted to Captain. In her spare time Norma mentors young women in law enforcement. She also works with regional programs to promote education and opportunity for teens. In March of 2009, Norma received the Black Achievers in Industry Award – she was the first person in law enforcement to receive this prestigious honor.



I. WATCH PART 1.

II. WHAT WILL HAPPEN NEXT?

After September 11th, Norma worked at the site searching for her colleagues and other victims. Despite the challenges of her work after 9/11, how can Norma honor those lost and support other women in her profession?

III. WATCH PART 2 TO SEE HOW NORMA CONTINUES TO SUPPORT OTHERS.

UNIT 4: UNIFORMED WORKERS: LOSS AND RECOVERY

SEPTEMBER 11th

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V. CONNECT AND REFLECT ACTIVITY

1. Fact: The Port Authority police provide protection for facilities operated by The Port Authority of NY & NJ such as tunnels, bridges, airports and the World Trade Center.

Personal Experience Question: Norma Hardy worked at the World Trade Center for many years and knew the complex very well. Why did she rush into work when she realized that New York was under attack? Do you think her training prepared her for the situation on September 11th? How do you think law enforcement training has changed since September 11th?

2. Fact: By 10:26 A.M. on the morning of September 11th, both the North and South Towers of the World Trade Center had collapsed. The air in Lower Manhattan was thick with smoke and dust from the pulverized buildings.

Personal Experience Question: When she got out of her car in Lower Manhattan, Norma was in a daze as she began walking towards a police command post. Why was she unaware of her surroundings as she walked? What words can be used to describe the sights she saw?

3. Fact: The rescue at the WTC site ended on the morning of September 12th when two Port Authority policemen were the last people to be pulled alive from the rubble. People working at the site hoped they would find more survivors, but realized as the days and weeks went on that it would be a recovery operation in which they only found the dead. The recovery lasted until May 30, 2002.

Personal Experience Question: People working on the recovery at the WTC site developed very strong bonds with each other. How do you think the experiences of people who were at the site were different from the daily experiences of people in the rest of the city at that time? Have you ever had a challenging task to accomplish with others? Did you create a bond?



4. Fact: The Port Authority Police Department lost 37 police, the New York Police Department lost 23 officers. The Fire Department of New York lost 343 men.

Personal Experience Question: Norma knew the majority of the Port Authority victims who were lost. How can she honor their memory?

5. Fact: The people of the United States and the world responded to the attacks of September 11th with unprecedented generosity, sending donations of money, supplies, sympathy and workers. Hundreds of thousands of people volunteered to support the recovery workers by serving them food, providing supplies, offering them medical care, and addressing their spiritual needs.

Personal Experience Question: Norma helps young women in law enforcement deal with issues they face in their work. Do you know anyone who was a volunteer related to September 11th? Do you know someone who volunteers in your community? What type of work do they do? Who provides encouragement to the volunteers who work in your community?

UNIT 4: UNIFORMED WORKERS: LOSS AND RECOVERY

SEPTEMBER 11th

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V. SPECIFIC RESEARCH RESOURCES

■ Volunteerism

A website about the importance of volunteerism in the United States that provides multiple links for volunteer opportunities and stories about the meaning of volunteering. www.nationalservice.gov

■ *Women at Ground Zero: Stories of Courage and Compassion*, Susan Hagen and Mary Carouba, Alpha Books, 2002.

Interviews with female firefighters, police officers, paramedics and other rescue workers who were overlooked by the media at the time.

■ Additional audio recording of Norma Hardy's February 26, 1993 story. (*Will be available online*)

■ *World Trade Center*, Paramount Pictures, 2006, DVD.

A dramatization of the rescue of two Port Authority police officers, who were the last people found alive at the World Trade Center after the attacks of September 11th.

■ *True Blue: Police Stories by Those Who Have Lived Them*, Randy Sutton and Cassie Wells, Martin's Press, 2004.

Personal reflections written by law enforcement officers across the country. These men and women write about defining moments in their careers, including 9/11.

VI. CLASSROOM & SERVICE PROJECTS

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1. WOMEN IN UNIFORMED SERVICE

Research the history of women in the uniformed services either in your community or in the country at large. What roles did women play in the police department or fire department before they began working on the job alongside men? What is the ratio of female officers or firefighters to their male counterparts? Are there any aspects of the job that women are not allowed to perform?

2. POETRY AS MEMORIAL

Norma Hardy wrote a poem about her colleagues, "The Men" that was later put to music and recited at funerals. Poems aim to capture the essence of the feeling of a person, place or time. Write a poem as a tribute to someone or something that you have lost. Can your poem capture the essence of what is lost but what still remains in spirit?

UNIT 5: EMPOWERING WOMEN GLOBALLY

SEPTEMBER 11th

personal stories
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SUSAN RETIK lost her husband David on American Airlines Flight 11, which was flown into the North Tower of the World Trade Center on September 11, 2001. At the time, they had two children, and Susan was pregnant with their third. After September 11th, Susan and her friend Patti Quigley, another September 11th widow, started the organization *Beyond the 11th* to aid widows in Afghanistan who have been affected by war, terrorism and oppression. *Beyond the 11th* awards grants to programs that help Afghan widows gain the skills necessary to earn their own income.

“The terrorists who wreaked havoc on us here on September 11th clearly had a mission of spreading hate, and I just didn’t want to be a part of that.”



UNIT 5: EMPOWERING WOMEN GLOBALLY

SEPTEMBER 11th

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TOPICS THIS STORY CONNECTS TO:

- Promoting cross-cultural understanding
- How September 11th inspired individuals to come together with a sense of purpose and global responsibility
- Empathizing with women in need

DEFINITIONS

Afghanistan is a country in South Central Asia, bordered by Pakistan, Iran, Uzbekistan and China. Traditionally and to this day, the country has been largely governed by tribal leaders who resist foreign interference. Since the late 1970s Afghanistan has been in a continuous state of war involving frequent foreign occupation.

Al Qaeda is a global, trans-national, yet stateless, network. It is made up of Islamic extremists. Dedicated to techniques of **terrorism**, its goal is to attack perceived enemies of Islam.

The **Taliban** is a violent, extremist Muslim militia that enforces a fundamentalist code of behavior that violates many human rights such as basic education and women's rights. The **Taliban** originated in Afghanistan and has moved to other countries.

Terrorism is the use of violence against civilians with the intent to cause fear or panic. **Terrorists** commit violent acts to bring attention to their cause.

Family Member refers to a person who lost a family member on September 11th.

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BACK STORY BIOGRAPHY

Susan Retik was living in a suburb of Boston with her husband and two children, ages 2 and almost 4 on September 11th. She was pregnant with their third child. Her husband traveled quite often for business, so it was not unusual for him to be heading to Los Angeles on the morning of September 11th. After taking her children to school, she turned on the car radio and learned of the attacks. When she returned home, she was able to confirm that her husband was on American Airlines Flight 11, the first plane that crashed into the North Tower. People immediately came over to give her support and continued to help her for many months afterwards. Neighbors, family and friends helped her take care of her children and her household; church groups sent quilts; anonymous people sent money in the mail.

One day, Susan was watching a television show, *Oprah*, and there was a story about the roles of women in Afghanistan. She was shocked when she heard about the Taliban terrorizing so many lives in Afghanistan and learned about the difficult life of women, unable to go to school or work. She reflected upon the agony of being a widow in Afghanistan and compared her own situation as a widow. Susan realized that the terrorists who carried out the attacks on 9/11 wanted to spread hate, and she wanted to counter that. She felt that if she could reach out to one woman and help her with food and shelter, she could make a difference. Susan contacted her new friend Patricia Quigley, who had also been widowed on September 11th. Together they formed an organization called *Beyond the 11th* whose mission is to help widows affected by war and terrorism in Afghanistan to gain the skills necessary to earn their own income.



I. WATCH PART 1.

II. WHAT WILL HAPPEN NEXT?

Susan chose to help widows in Afghanistan. How will Susan counter the goals of terrorism through her work with these widows?

III. WATCH PART 2 TO SEE HOW SUSAN'S WORK AFFECTED OTHERS.

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IV. CONNECT AND REFLECT ACTIVITY

1. Fact: Through television, radio and internet broadcasts, it is estimated that about one-third of the world's 6.1 billion people followed the attacks of September 11, 2001, as they were happening.

Personal Experience Question: How does Susan first hear of the attacks? Does your family retain a memory of when they first learned of the attack? What were their thoughts and feelings at the time? How did the media first portray the attacks and how did the accounts change as more information became available?

2. Fact: On the morning of September 11th American Airlines Flight 11 and United Airlines Flight 175 both departed from Boston. Both flights were headed to California and were hijacked by Al Qaeda terrorists who flew planes into the Twin Towers at the World Trade Center, (17 minutes apart at 8:46 A.M. and 9:03 A.M.). Two other planes were hijacked that morning to be used as weapons. As a result, over 3,000 children lost a parent that day, and over 1,600 people lost a spouse.

Personal Experience Question: Susan says that she thinks the terrorists had a mission to spread hate. Why does she feel that anger is not the emotion that she wants to sustain? How will her mission counteract spreading hate? In what ways can you counter aggression through positive actions?

3. Fact: Several September 11th widows became activists and lobbied Congress to demand a full investigation and independent commission on the attacks. The commission created and published *The 9/11 Commission Report*, which was released in July 2004.

Personal Experience Question: Susan chose a different path for her activism. Why did she empathize with the plight of women in Afghanistan? How was her life as a widow in the United States different from that of widows in Afghanistan? Why do some people who are affected by tragedy commit themselves to political action?



4. Fact: Between 1979 and 1988, a war raged in Afghanistan between the Soviet Union and the local *mujahideen*, (a group of opposition parties that rebelled against the Soviet occupation). The United States armed and trained the *mujahideen* to defeat the Soviets. When the Soviet Union withdrew from Afghanistan, internal fighting between factions of the *mujahideen* continued. Some of the *mujahideen* developed into the Taliban militia and gained political power. After decades of war, the people of Afghanistan remain impoverished. There are many widows and little opportunity for women under Taliban rule.

Personal Experience Question: Why is it important to Susan that the programs supported by *Beyond the 11th* give the widows in Afghanistan the opportunity to learn a skill? Before the attacks of September 11th, did you know anything about the Afghan people? Think about your future dreams and the role your education plays in attaining them.

5. Fact: After September 11th, hundreds of family members of the victims created foundations, scholarships, and organizations to conduct charitable acts in memory of their loved ones.

Personal Experience Question: Susan co-founded an organization to support widows in Afghanistan. What can you do in your own community to commemorate September 11th in a positive way?

UNIT 5: EMPOWERING WOMEN GLOBALLY

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V. SPECIFIC RESEARCH RESOURCES

■ **Beyond the 11th**

Beyond the 11th is a non-profit organization that provides support to widows in Afghanistan who have been affected by war, terrorism, and oppression. Started by two September 11th widows, Patti Quigley and Susan Retik, **Beyond the 11th** places a special emphasis on working with women and children, since socio-economic, cultural and legal conditions often favor men and exclude women and minors. <http://beyondthe11th.org/>

■ ***Beyond Belief, Principle Pictures, 2008, DVD.***

Beyond Belief is a documentary by Beth Murphy that follows two September 11th widows, Patti Quigley and Susan Retik over the course of two years, as they struggle to cope with their loss, raise their children alone, and devote themselves to helping widows in Afghanistan. <http://www.principlepictures.com/beyondbelief/>

■ ***Three Cups of Tea, Greg Mortenson, 2006.***

In 1993 a mountaineer named Greg Mortenson drifted into an impoverished Pakistan village in the Karakoram Mountains after a failed attempt to climb K2. Moved by the inhabitants' kindness, he promised to return and build a school. *Three Cups of Tea* is the story of that promise and its extraordinary outcome. <http://www.threecupsoftea.com/>

■ **Agent for Change**

Agent for Change is an initiative of the Tenement Museum that highlights stories of ordinary individuals taking action to make a difference in their communities. These stories encourage people to find their own ways to engage in positive social change. <http://www.tenement.org/agents-for-change/>

VI. CLASSROOM & SERVICE PROJECTS

Share your projects with the Tribute Center, and we will put them online for other teachers and students to learn about. Send your project descriptions to education@tributewtc.org

1. CONDUCT YOUR OWN ORAL HISTORY

Many other people have used the shock and sadness of traumatic events to motivate them to accomplish an act of public service. Interview someone in your own community who experienced a tragedy or a hard challenge and as a result transformed their life to serve or help others. Link here http://www.tributewtc.org/programs/pdfs/oral_history.pdf for instructions on how to conduct an oral history.

2. STUDENTS MAKE A DIFFERENCE

To learn about young people who have taken steps to make a difference in their communities and the world at large visit www.facinghistory.org/bethechange. The site www.DoSomething.org offers many project ideas for how students can get active in their communities. The site www.DonorsChoose.org provides educational projects that individuals and groups can support including how to help other classrooms that are in need.

3. BREAKING STEREOTYPES AND BUILDING BRIDGES THROUGH GLOBAL COLLABORATION

Tribute WTC Visitor Center has joined with iEARN (**International Education and Resource Network**) to support interaction and global collaborative project work with students around the world, including those in conflict situations like Afghanistan, Pakistan and Iraq. **Your class can participate in a web-based project that can help build global understanding.** Find out more about the project on the next page. If you register through the Tribute Center, there is no fee for participation in this program this year (March 2010–February 2011). All iEARN projects build bridges, improve education, and make a difference through direct student-to-student interaction in a safe and secure online “Collaboration Centre.”

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DEBUNKING STEREOTYPES AND BUILDING BRIDGES THROUGH GLOBAL COLLABORATION

Two kinds of interaction and collaboration are possible in this project:

1. GENERAL ONLINE FORUM

iEARN can enable you and your students to interact directly with teachers and students throughout its 130-country network, including those in Afghanistan and Pakistan. This can be done by identifying schools from these countries that are active in iEARN's online discussion forums. In addition, there is an interactive database through which teachers can search for colleagues in these countries. Once you make the connection, you can introduce yourself and your class via the forums to explore possible areas of discussion that might be possible between your classes.

2. DEBUNKING STEREOTYPES

Participate with classes in multiple countries to examine the images and stereotypes that students have about other countries and to learn how their own country is perceived by students around the world. Through student interaction these stereotypes may be challenged. Classes from different countries join the project throughout the year. Currently students are participating from Algeria, Oman, the USA, Turkey, Kenya, Macedonia, Morocco, Brazil, Taiwan, Portugal, Azerbaijan, Yemen and other countries.

Project's Purpose: To build critical thinking skills, strengthen cross-cultural awareness, create ties of friendship, and increase understanding through a discussion among students of images and stereotypes about countries and cultures—both their own and others around the world.

Steps in the Breaking Stereotypes Project include:

1. Students in your class identify three stereotypes that they think students in other countries have about their own country.
2. Students discuss these possible stereotypes to see if they think that they are true. If they are not true, how would students share information about their country to create a more accurate image (break the stereotype) of their country.
3. Teachers ask students to think about and write down images of stereotypes that they have about the other participating countries.
4. Students share these stereotypes in the project's forum under the topic that has been created for posting stereotypes about various countries, using text, video, sound, or graphics/photos.
5. Students read the stereotypes that others have about their country and respond with thoughtful comments about them.
6. Students discuss in their classroom what they have learned about other countries and how they have shared information about their own culture that breaks stereotypes they have encountered among other students online.

Email education@tributewtc.org if you would like to register for this program.



UNIT 6: BEING MUSLIM IN NEW YORK AFTER 9/11

SEPTEMBER 11th

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MOHAMMAD RAZVI is the Executive Director and Founder of Council of Peoples Organization (COPO). He was born in Pakistan and emigrated with his parents to the United States when he was six years old. Following the attacks of September 11th, Mohammad founded COPO to help Arabs, South Asians and Muslims in New York City with the backlash they were experiencing. Today, COPO continues to support, empower, and educate these communities and help them strengthen bonds with their larger multi-cultural city and beyond.

“People were afraid to come forward. The community itself was living in fear. Fear from our fellow Americans.”



UNIT 6: BEING MUSLIM IN NEW YORK AFTER 9/11

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TOPICS THIS STORY CONNECTS TO:

- **Helping a community to advocate for itself**
- Merging Muslim and American identities, embracing diversity
- Civic engagement, importance of the participation of ethnic and religious minorities in civil service, government, and law enforcement
- September 11th resulted in increased interfaith dialogue and increased interest in understanding religions

DEFINITIONS

A **hate crime** is a crime in which the perpetrator targets a victim based on his or her affiliation with a certain group, usually defined by race, gender, sexual orientation, religion, nationality or ethnicity.

Islam in Arabic means the voluntary surrender to The Almighty God (*Allah*). The religion is focused around the holy book *Qur'an*, which promotes peaceful, non-violent resolution to conflict. **Islam** is second to Christianity in the number of followers worldwide. The 1.2 billion people who practice Islam are called **Muslims**.

Terrorism is the use of violence against civilians with the intent to cause fear or panic. **Terrorists** commit violent acts to bring attention to their cause.

South Asian refers to people from India, Pakistan, Nepal, Bangladesh, Bhutan, Sri Lanka and The Maldives.

A **social service agency** is an organization that through programming and other opportunities seeks to improve the life and living conditions of members of a community.

Non-profit organization is an organization that uses its profits solely to continue the pursuit of its mission and goals. Most **non-profit organizations** engage in community, cultural or artistic work.

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BACK STORY BIOGRAPHY

Mohammad Razvi is the Executive Director and founder of the Council of Peoples Organization (COPO), based in Brooklyn, New York. Mohammad, a Muslim born in Pakistan, emigrated with his family to the United States when he was six years old. He grew up in a community that had very few South Asians, but contained many other families who had also come from other countries in search of the American dream. When Mohammad grew up, he joined his father in developing businesses needed by the Pakistani community in Brooklyn. Together they opened one of the first Pakistani grocery stores in the neighborhood. The store became a place where people felt comfortable, and as Mohammad says, it was one of the first “social service agencies” in the community. If someone didn’t have cash, the store allowed them to take food on credit. Mohammad and his father were often sought after for advice on cross-cultural issues, such as how to handle a problem with a child in school. After the attacks of September 11th, many people in the Pakistani community came to Mohammad and his father with a different kind of request. Men in their families had been picked up by the FBI because the U.S. government was trying to find anyone living here who might have ties to terrorist activity. Mohammad approached the FBI and elected officials and asked why they were picking up people and what the charges were. He acted as an intermediary between families and government agencies.

Mohammad realized that his community needed to strengthen its ties to the larger New York community in a variety of ways. He formed COPO, a non-profit organization, to provide legal assistance, English language classes for adults, and afterschool programs for children. On the first day the organization offered the English classes, 300 people signed up. Meanwhile, stores on the block were being vandalized, and people were calling Pakistanis and other South Asians “terrorists.” Parents coming into COPO’s classes began talking about their children’s experiences of being bullied in school. Since many people in this community dress similarly to people from Muslim countries, they were targeted by people who misplaced their anger at the terrorists. Mohammad worked with the Mayor’s Office, the NYC Commission on Human Rights and other groups to develop a discrimination survey to assess the types of harassment experienced by Muslims, Arabs and South Asians in New York City. He continues to build bridges between his community and other religious and ethnic communities in New York City with the belief that when people better understand each other, they can then respect each other, prevent further violence and live in harmony.



I. WATCH PART 1.

II. WHAT WILL HAPPEN NEXT?

Mohammad responded to the needs of people in his community after September 11th. How will Mohammad build understanding among different groups?

III. WATCH PART 2 TO FIND OUT HOW MOHAMMAD HELPED HIS COMMUNITY.

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IV. CONNECT AND REFLECT ACTIVITY

1. Fact: On December 7, 1941, the Japanese Navy deployed aerial attacks on the United States Naval Base at Pearl Harbor in Hawaii. As a result from 1942-1945, over 120,000 Japanese Americans were forced to leave their homes, schools, and businesses and were relocated to detention centers administered by the U.S. government.

Personal Experience Question: How does this history relate to the experiences of South Asians, Arabs and Muslims in America right after September 11th? Can you identify another period in history in which a group was unfairly targeted?

2. Fact: The hijackers were Islamic extremists who performed this act of terror in the name of Islam, despite the fact that the Qur'an and other Muslim texts promote tolerance and respect for other religions and emphasize the value of human life. Following September 11th, there was a backlash of attacks ranging from bullying and harassment to acts of violence on Muslim, Arab and South Asian communities across the United States. The actions of the hijackers in the name of Islam negatively affected thousands of Muslims, Arabs, and South Asians who do not support such violence.

Personal Experience Question: When people in Mohammad's community started to come forward with problems of discrimination and hate crimes, what did he do? Why do you think people who experienced discrimination were afraid to come forward initially?

3. Fact: As a result of the backlash against Muslims, Arabs and South Asians after September 11th, many members of those communities became more civically engaged, interacting with government agencies and other organizations to advocate for themselves.

Personal Experience Question: How did Mohammad help his community become more civically involved? What organizations did he work with in order to advocate for his community, which was experiencing prejudice and discrimination?

4. Fact: Despite the backlash against Muslims, Arabs and South Asians after September 11th, many people in these communities maintain their commitment to the practices of their faith and remain proud of their ethnic identity. Young people have expressed more interest in understanding their cultural heritage while celebrating and exercising their status as Americans and participating in their U.S. constitutional democracy.

Personal Experience Question: What did Mohammad mean by the statement, "I literally had to call myself 'Moe' in order to get help and services for these community members"? Why did he later return to using his full name, Mohammad? Why do you think he found it difficult to identify himself as both Muslim and American at the same time? How do you identify yourself?

5. Fact: The events of September 11th were simultaneously witnessed by people around the world who shared in the grief of the United States. The attacks inspired a sense of solidarity across lines of race, religion, and nationality. While our world continues to struggle in the search for peace, this spirit of tolerance can still be found in organizations, many of which were formed in response to the attacks.

Personal Experience Question: Mohammad discusses the diversity of his staff at the COPO office and the importance of exposing his community to people of other ethnic and religious backgrounds. What are the benefits of people becoming familiar with a variety of cultures and religions? In what ways do you come into contact with cultures or religions different from your own on a daily basis? How do these encounters have a positive effect on you?

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V. SPECIFIC RESEARCH RESOURCES

■ **Face to Face, Independent Television Service**

After the attack on Pearl Harbor, people of Japanese ancestry living in the United States were subjected to discrimination with nearly 120,000 people being forced into internment camps. Following the attacks of September 11th, Arab, Muslim, and South Asian Americans were confronted with similar acts of hatred, distrust and discrimination. www.itvs.org/facetoface

■ **9.11 Moments, Independent Television Service**

“How has your life changed after September 11?” 34 short videos by 9 independent producers capture timely and heartfelt reactions to the tragedy that shook the world. www.itvs.org/9.11

■ **Council of Peoples Organization**

Mohammad Razvi’s organization came into being in the aftermath of the 9/11 tragedy. COPO opened its doors on February 1, 2002 to respond to the crisis facing some communities in the U.S. <http://www.copousa.org/>

■ **Discrimination Against Muslims, Arabs, and South Asians in New York City Since 9/11, New York City Commission on Human Rights**

An analysis of surveys that focused on discrimination in Muslim, Arab and South Asian communities after the attacks of September 11th. http://www.nyc.gov/html/cchr/pdf/sur_report.pdf

■ **Five Common Myths About Islam, Global Exchange**

A list of five common myths about Islam and an explanation as to why each is not true. <http://www.globalexchange.org/countries/features/islam/islammyths.pdf>

VI. CLASSROOM & SERVICE PROJECTS

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1. LOCAL SOCIAL SERVICE AGENCIES

Mohammad comments that in many communities “Mom and Pop” shops are often the first means of social service for people. Is there a “Mom and Pop” shop in your community that also provides support and service for people? Describe it. Interview someone who works or volunteers there to find out how it helps people obtain the services that they need.

2. DEBUNKING STEREOTYPES AND BUILDING BRIDGES THROUGH GLOBAL COLLABORATION

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DEBUNKING STEREOTYPES AND BUILDING BRIDGES THROUGH GLOBAL COLLABORATION

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2. DEBUNKING STEREOTYPES

Participate with classes in multiple countries to examine the images and stereotypes that students have about other countries and to learn how their own country is perceived by students around the world. Through student interaction these stereotypes may be challenged. Classes from different countries join the project throughout the year. Currently students are participating from Algeria, Oman, the USA, Turkey, Kenya, Macedonia, Morocco, Brazil, Taiwan, Portugal, Azerbaijan, Yemen and other countries.

Project's Purpose: To build critical thinking skills, strengthen cross-cultural awareness, create ties of friendship, and increase understanding through a discussion among students of images and stereotypes about countries and cultures—both their own and others around the world.

Steps in the Breaking Stereotypes Project include:

1. Students in your class identify three stereotypes that they think students in other countries have about their own country.
2. Students discuss these possible stereotypes to see if they think that they are true. If they are not true, how would students share information about their country to create a more accurate image (break the stereotype) of their country.
3. Teachers ask students to think about and write down images of stereotypes that they have about the other participating countries.
4. Students share these stereotypes in the project's forum under the topic that has been created for posting stereotypes about various countries, using text, video, sound, or graphics/photos.
5. Students read the stereotypes that others have about their country and respond with thoughtful comments about them.
6. Students discuss in their classroom what they have learned about other countries and how they have shared information about their own culture that breaks stereotypes they have encountered among other students online.

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MR. TSUGIO ITO grew up in Hiroshima, Japan. His older brother was killed when the United States dropped an atomic bomb on August 6, 1945 in an effort to end World War II. Fifty-six years later, Mr. Ito's son, Kazushige, died when the South Tower of the World Trade Center collapsed on September 11, 2001. Mr. Ito believes that the events of September 11th reconfirm his belief that we should all work towards global peace.

MR. MASAHIRO SASAKI is the older brother of Sadako Sasaki. Both were children when an atomic bomb hit their city of Hiroshima, Japan during World War II. Sadako developed leukemia as a result of the exposure to radiation. As a wish for good health, she folded more than a thousand origami cranes. After her death, Sadako's classmates advocated for peace by helping to raise funds for a memorial to the children who died from the atomic bomb.

“After September 11th, I realized again how important it is to have peace.”



UNIT 7: GLOBALIZING PEACE

SEPTEMBER 11th

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TOPICS THIS STORY CONNECTS TO:

- Victims of violence often advocate for peace
- Symbolic significance of origami cranes

DEFINITIONS

An **atomic bomb** is an explosive weapon of enormous destructive power. In 1945, during World War II, the United States dropped two atomic bombs on Hiroshima and Nagasaki in Japan with the hope of ending a brutal war.

Hibakusha refers to people who were exposed to the radiation from atomic bombings.

Radiation sickness is a long-term and sometimes fatal illness resulting from exposure to radioactive fallout from an atomic bomb.

Origami is a Japanese word meaning “folded paper.” The origami crane has become a symbol for peace.

BACK STORY BIOGRAPHY

Mr. Tsugio Ito grew up in Hiroshima, Japan. When an atomic bomb was dropped on August 6, 1945, he was playing in his school playground. His older brother who attended a different school was immediately killed. In 1998, Mr. Ito's son, Kazushige, came to New York City to work in the offices of Fuji Bank in the World Trade Center. The office was on a high floor of the South Tower, and on September 11, 2001, Kazushige was killed. In 2007, a group of students from Kazushige's high school came to the U.S. and brought strands of origami cranes. Mr. Ito says that the events of September 11th reconfirm his belief that we should all work to prevent violent tragedies and seek global peace.

Mr. Masahiro Sasaki is the older brother of Sadako Sasaki. He lives in Japan. Sadako was two years old when an atomic bomb was dropped on Hiroshima in 1945. Her family was fortunate to survive the attack, and she was a healthy young girl who loved both her studies and sports in school. When she was 12, Sadako developed leukemia as a result of the long-term effects of exposure to radiation. During Sadako's hospital stay she began the process of folding a thousand origami cranes because her father told her that it would help her get well. She used wrapping papers from get-well gifts and medicine bottle wrappers to create her origami cranes. Although Sadako folded more than one thousand origami cranes, she couldn't overcome her fatal disease. Sadako's classmates helped to raise funds to create a memorial to her and to all of the other children who died as a result of the bombing. Mr. Sasaki empathizes with the families of the victims of September 11th, knowing that all families grieve for their loved ones. He hopes that by continuing to tell his story and the 9/11 families continuing to tell the stories of September 11th, people can all work towards a more peaceful world.



I. WATCH PART 1.

II. WHAT WILL HAPPEN NEXT?

The students from Mr. Ito's son's former high school visited the World Trade Center and brought a symbolic gift of a thousand origami cranes. How did origami cranes become a symbol of peace?

III. WATCH PART 2 TO DISCOVER MORE ABOUT THE SYMBOLIC ORIGAMI CRANE.

IV. CONNECT AND REFLECT ACTIVITY

1. Fact: As a center of international trade, the World Trade Center housed companies from all over the world. In addition, New York is a city of immigrants, with 37% of New Yorkers being foreign-born. Citizens of more than 90 countries were killed in the attacks of September 11th. Families and communities around the world had relatives or knew people who died in the World Trade Center, the Pentagon, and Shanksville.

Personal Experience Question: Why does Mr. Ito find it important to come to the World Trade Center site and encourage others to do so? Why is visiting this site of terrible violence an important thing to do? What other sites of violence around the world do people feel compelled to visit?

2. Fact: Today, one might find strands of origami cranes placed wherever there is a wish for peace around the world. At the Tribute WTC Visitor Center a display includes origami cranes that were left at the World Trade Center recovery site in the late fall of 2001, as well as new origami cranes made by Japanese families who lost their loved ones on September 11th.

Personal Experience Question: Mr. Sasaki read about the origami cranes at the Tribute Center in the Japanese press and decided to donate one of Sadako's original origami cranes to the Tribute Center in New York City as a wish for world peace. What connection did Mr. Sasaki feel with the families of September 11th victims?

3. Fact: Sadako's classmates were shocked to lose their friend and proposed the idea of building a statue to console the spirit of Sadako and all the other children who died from the atomic bombing. They also wanted to use this as an opportunity to teach about what happened and reflect upon peace. In 1955, the students took action and distributed 2,000 handmade leaflets to the Conference of National Junior High Schools Principals' Association. The student councils of every school in the city formed the

"Hiroshima Society of School Children for Building World Peace." Contributions from all around Japan flooded in and these funds helped support the construction of a memorial.

Personal Experience Question: How were young people able to make a difference by bringing attention to a world issue? Can you think of an example when students have worked together to bring attention to an important issue that affected an entire community?

4. Fact: The effects of radiation were not completely understood in 1955 when Sadako died. Some people were prejudiced against survivors because they believed that radiation sickness was contagious or inherited genetically. Testing of nuclear weapons continued in the years after World War II in the American southwest and on islands in the Pacific. Around the time of Sadako's death, the movement to ban atomic bombs gathered momentum in both Japan and the United States. The movement to support the survivors in Hiroshima and Nagasaki intensified, resulting in more health care and the creation of memorials such as the Children's Peace Monument in Hiroshima.

Personal Experience Question: Why did people around the world begin to mobilize against nuclear weapons? How are governments working to control the building of nuclear weapons today? What other movements today can you think of that have international support?

5. Fact: Sadako's story was spread through films, magazine features, news articles, and children's picture books.

Personal Experience Question: What is the role of the media in spreading a message internationally? In this new age of communication, is there a way that students today could actively communicate with other students across the world to promote messages of peace?

UNIT 7: GLOBALIZING PEACE

SEPTEMBER 11th

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V. SPECIFIC RESEARCH RESOURCES

■ Hiroshima Peace Memorial Museum

This site offers information about exhibits, a virtual tour, a “Kids Peace Station” (including Flash animation, a place to post student-developed peace presentations from around the world, and “kids news”), information on steps toward peace, and the text of annual peace declarations. http://www.pcf.city.hiroshima.jp/index_e2.html

■ *Barefoot Gen*, written by Keiji Nakazawa (graphic novel and film)

Barefoot Gen is an illustrated history of the atomic bombing of Hiroshima. Gen is the name of a boy who witnessed the atomic bombing, and includes his first impressions, experiences, and conflict (as seen through the eyes of Gen) after the atomic bombing.

■ *Children of the Paper Crane: The Story of Sadako Sasaki and Her Struggle with the A-Bomb Disease*, written by Masamoto Nasu (book).

■ Children of the Atomic Bomb

This research website project, based at the University of California at Los Angeles, discusses the consequences of the nuclear age on human beings and their environment. The project is led by Dr. James Yamazaki, who at the age of 33 in 1949, was the lead physician of the U.S. Atomic Bomb Medical Team assigned to Nagasaki to survey the effects of the bomb. <http://www.aasc.ucla.edu/cab/200712090009.html>

■ *The Cats of Mirikitani*, DVD, Linda Hattendorf, 2006

The story of an artist living on the streets of New York City, who survived the Japanese-American internment camps of World War II, and whose life was also affected by the attacks of September 11th.

VI. CLASSROOM & SERVICE PROJECTS

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1. TRADITIONAL JAPANESE STORYTELLING – KAMISHIBAI CARDS:

Below is a sample of the kamishibai cards developed by the Stanford Program on International and Cross-Cultural Education (SPICE). Kamishibai is a traditional method of Japanese storytelling in which a storyteller uses sturdy story cards that feature an image on one side and the story text on the reverse. SPICE has developed full color, illustrated 11”x17” kamishibai cards with English and Japanese text that tell the story of Sadako Sasaki and her origami cranes.

Contact SPICE at <http://spice.stanford.edu> to order a set of kamishibai cards for classroom use.



2. MEMORY, HISTORY AND MEMORIALS

Facing History and Ourselves provides inspirational thoughts about how and why people create memorials to commemorate historic and important events. This website will help you to design a memorial to an event or significant person. <http://www2.facinghistory.org/Campus/memorials.nsf/home?openframeset>

UNIT 8: BUILDING NATIONAL MEMORIALS

SEPTEMBER 11th

personal stories
of transformation

JIM LAYCHAK lost his brother Dave at the Pentagon on September 11th. Jim realized the importance of creating a memorial at the Pentagon. He was invited to be one of the family members who would help develop plans. In May 2003, he became President of the Pentagon Memorial Fund. The Pentagon families' statement expressed the desire for "a memorial that would make people think, but not tell them what to think." The Memorial opened on September 11, 2008.

GORDON FELT lost his brother Edward, a passenger on United Flight 93, on September 11th. Ed was a highly accomplished computer engineer who loved to solve problems. Gordon became involved with the Families of Flight 93 organization in December 2002 when the President signed legislation to create a national memorial near Shanksville, to be operated by the National Park Service. Gordon believes that people visiting the Memorial will be inspired by the setting and the design to remember that even in our darkest days we can move forward with hope.

*"A common
field one day.
A field of honor
forever."*



UNIT 8: BUILDING NATIONAL MEMORIALS

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TOPICS THIS STORY CONNECTS TO:

- Building a memorial that acknowledges the attacks on the nation and commemorates the individual victims
- Family members sharing their personal grief with the nation
- Commemorating the crew and passengers of Flight 93 as participants in a collective action that changed the course of history

DEFINITIONS

Family member refers to a person who lost a family member on September 11th.

Non-profit organization is an organization that uses its profits solely to continue the pursuit of its mission and goals. Most **non-profit organizations** engage in community, cultural or artistic work.

A **memorial** is an object, structure, location or concept designed to **commemorate**, or honor, the memory of a person, place or event.

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BACK STORY BIOGRAPHY

Jim Laychak lost his brother Dave at the Pentagon on September 11th. Dave was a civilian working as a budget analyst for the Department of the Army. He had only recently moved from a Department of Defense office in Arizona into an office in the Pentagon located where the plane hit the building. He was 40 years old and married, with 2 young children. After his brother was killed, Jim attended some of the briefing sessions held for families by General Van Alstyne. While listening to the discussions at these meetings, Jim realized the importance of creating a memorial to remember what happened at the Pentagon on September 11th and he wrote suggestions about this to Pentagon staff. A few weeks later, he was invited to be one of the family members who would help in the process of building a memorial. At first he was on the committee to select the design from 1,100 entries that were submitted from around the world. Since Jim had a background in business, he took a leading role to seek funding to build the memorial. In May 2003, he became President of the Pentagon Memorial Fund. The memorial opened on September 11, 2008. It sits adjacent to the rebuilt section of the Pentagon that collapsed on 9/11. The Memorial is open 24 hours a day. The committee hoped that visitors will talk about those who died and the events of that day. The family statement expressed the desire for “a memorial that would make people think, but not tell them what to think.”

Gordon Felt lost his brother Edward, a passenger on United Flight 93, on September 11th. Ed was a highly accomplished computer engineer who loved to solve problems and was married with 2 young children. Gordon became involved with the Families of Flight 93 organization in December 2002 when the President signed legislation to create a national memorial near Shanksville, to be operated by the National Park Service (NPS). The Flight 93 National Memorial is being developed by a partnership that includes family members, community groups, national leaders and federal agencies. When visitors began arriving at the field near Shanksville to see the “sacred ground” where the plane went down, members of the local community began staffing the site so they could tell visitors the story of what happened. Gordon believes that people visiting the memorial will be inspired by the landscape setting and the design to remember that even in our darkest days, we can move forward with hope. The preamble of the memorial’s mission statement is “A common field one day. A field of honor forever.”



I. WATCH PART 1.

II. WHAT WILL HAPPEN NEXT?

When Flight 77 crashed into the Pentagon, family members of victims and Pentagon employees sought a memorial. United Flight 93 crashed in an empty field in Pennsylvania. Who would take responsibility for initiating a memorial there?

III. WATCH PART 2 TO FIND OUT ABOUT THE MEMORIAL IN PENNSYLVANIA.

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IV. CONNECT AND REFLECT ACTIVITY

1. Fact: At 9:37 A.M., as Pentagon employees in Washington, D.C. watched the attacks in New York City, they were shocked as hijacked American Airlines Flight 77 was deliberately flown into the Pentagon in Arlington, Virginia. The 59 passengers on board the aircraft and 125 military and civilian personnel working inside the Pentagon were killed.

Personal Experience Question: Jim Laychak and Gordon Felt, both of whom lost their brothers on September 11th, recognized that their families were experiencing a personal loss, but that the whole nation experienced 9/11 as a collective loss. How do their actions reflect this dual loss?

2. Fact: After a delayed departure, United Airlines Flight 93 took off at 8:42 A.M. from Newark, New Jersey en route to San Francisco, California. Around 9:28 A.M. hijackers in first class attacked, gaining control of the plane and turning towards Washington, D.C. Using cell phones and airplane phones, passengers and crew members learned of what was happening in New York and the Pentagon and decided to rush the cockpit of the plane and overtake the terrorists. As the passengers and crew struggled with the terrorists for control of the plane, Flight 93 crashed in an open field in Somerset County, Pennsylvania at 10:03 A.M., killing the 40 passengers and crew members on board.

Personal Experience Question: What were the passengers and crew trying to prevent by overtaking the terrorists? Why were their actions heroic?

3. Fact: Dedicated on September 11, 2008, the Pentagon Memorial consists of 184 memorial units that are individually engraved with the name of a victim and arranged according to the age of the victim from youngest to oldest. The Flight 93 National Memorial near Shanksville, which will open with a dedication on September 11, 2011, will later add other elements including a visitor center, Forty Memorial Groves of Trees, and a Tower of Voices with 40 wind chimes.

Personal Experience Question: What symbols are built into the designs of these two memorials? How does the design of a memorial affect the experience of visitors? What types of rituals can you envision developing in each memorial?

4. Fact: Staff at the Pentagon and the Army Corps of Engineers took the first steps in deciding to build the memorial at the Pentagon and invited family members of victims to join the process. Near Shanksville, people from five groups — the National Park Service, the Families of Flight 93, the Flight 93 Advisory Commission, the Flight 93 Memorial Task Force and the National Park Foundation — with members from the local community, national leaders and family members, are working together to plan and create the memorial.

Personal Experience Question: What were the roles and responsibilities of different groups in the building of these memorials? Does your community have a memorial to an event in history? Who helped to plan and dedicate it? How does the community acknowledge the memorial's presence?

5. Fact: Both the Pentagon Memorial and the Flight 93 National Memorial acknowledge the importance of remembering the victims as individuals. Jim Laychak said that at the Pentagon, "It's an individual memorial, it's a collective memorial, and it tells the story of what happened that day." Gordon Felt said "We want to remember the collective efforts of people that day, but we don't want to forget the individuals in that process.... There were heroes all over our country that day and we don't want people to lose sight of who those heroes were."

Personal Experience Question: Is it easier to understand history if you think about the personalities of the individual people who participated in that history? How do you think family members have influenced the creation of the 9/11 memorials around the country? Why do personal stories help us to connect with events?

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V. SPECIFIC RESEARCH RESOURCES

- **“We Have Some Planes,” *The 9/11 Commission Report***
The first chapter of *The 9/11 Commission Report*, “Inside the Four Flights,” “Improvising a Homeland Defense,” and “National Crisis Management.” http://govinfo.library.unt.edu/911/report/911Report_Ch1.pdf
- **Flight 93 National Memorial**
National Park Service website for the Flight 93 National Memorial in Somerset County, Pennsylvania.
www.nps.gov/flni
- **Pentagon Memorial Fund**
The website of the Pentagon Memorial Fund, the organization that was the driving force behind the Pentagon Memorial. The site includes photographs, an interactive map of the memorial and individual biographies for each of the 184 victims.
www.pentagonmemorial.net
- ***Among the Heroes*, Jere Longman, HarperCollins, 2002.**
A *New York Times* reporter writes about the passengers and crew who fought the terrorists.

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1. RESEARCHING PUBLIC MEMORIALS

How are memorials funded in other countries? Research two memorials, one in the United States and one in your community. Find out who planned the memorial’s location and its design. Who contributed money towards the building of the memorial? Who visits the memorial? What knowledge and understanding do visitors get from visiting the memorial?

2. MEMORY, HISTORY AND MEMORIALS

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