

Patriot Day

September 11, 2017

**In Remembrance of the 16th Anniversary of the Terrorist Attacks on
New York City, Washington, D.C., and Shanksville, Pennsylvania**



Six months after the Twin Towers fell in 2001, they returned in the form of two blue beams of light illuminating the Manhattan skyline. Since then, they have lit the sky annually as a Sept. 11 commemoration known as Tribute in Light. The blue beams illuminate the New York City sky just south of the Memorial site. Tribute in Light can be seen in a radius of 60 miles on a clear night.

Photo source: http://www.forumdaily.com/wp-content/uploads/2016/09/september-11-tribute_650.jpg

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An Instructional Note to Teachers about Patriot Day

In the United States, each September 11th is designated as Patriot Day in memory of those who died in the September 11, 2001 terrorist attacks.

While sixteen years have passed since the terrible events of September 11, 2001, all Americans, including the students in our schools, continue to struggle to understand what happened on that fateful day and why. Students must continue to examine the lessons of September 11th and how the attacks continue to affect our nation's security and place in the world.

In recognition of Patriot Day, it is strongly recommended that schools develop a short commemorative program which incorporates a moment of silence at 8:46 a.m. in the memory of those who lost their lives in the 9/11 terrorist attacks.

To assist schools in observing Patriot Day, staff in the Department of Social Sciences has developed this instructional resource guide which includes:

- **BACKGROUND INFORMATION** - This section includes background and reference information on Patriot Day, including detailed information on the terrorist attacks. Additional information is included about the 9/11 Day of Service and the National 9/11 Memorial Museum in New York City. Suggestions for teachers and parents on how to best discuss 9/11 with younger children is also provided.
- **LESSON PLANS** - This section includes both an elementary and secondary lesson plan which may be utilized on September 11th to commemorate Patriot Day.
- **INTERNET RESOURCES** - Additional related lesson plans, teacher background information, interactive activities and downloadable worksheets may be found on the websites listed in this section of the guide.
- **CHARACTER EDUCATION RESOURCES** – Additional lesson ideas are included to support the core value of “respect,” which has been designated for the month of September.

Background Information

- The History of Patriot Day
- Patriot Day Narrative for a Moment of Silence to be Observed at 8:46 a.m. on Monday, September 11, 2017
- National Day of Service and Remembrance, September 11, 2017
- The National 9/11 Memorial Museum
- Talking to Younger Children About 9/11 and Terrorism – Advice for Teachers and Parents from the National 9/11 Memorial Museum
- Bringing 9/11 Into the Classroom 16 Years Later - Suggestions from *Teaching Tolerance*
- Background Information on the September 11, 2001 Terrorist Attacks

The History of Patriot Day, September 11th

In the United States, each September 11th is designated as Patriot Day in memory of those who died in the September 11, 2001 terrorist attacks in New York City, Washington, D.C., and Shanksville, Pennsylvania. This year marks the 16th anniversary of the tragic events which changed all our lives in both subtle and dramatic ways.

On Patriot Day, the President directs that the flag of the United States be flown at half mast in American homes, at the White House, and on all United States government buildings and establishments, both home and abroad. The President also asks Americans to observe a moment of silence beginning at 8:46 a.m., marking the time of the first plane crash on September 11, 2001. A presidential proclamation is also issued each year in honor of Patriot Day. In his 2016 Patriot Day proclamation, President Barack Obama stated:

“Fifteen years ago, nearly 3,000 innocent lives men, women, and children who had been going about their normal routines were taken from us, depriving families and loved ones of a lifetime of precious moments. But the acts of terror of September 11, 2001, sought to do more than hurt our people and bring down buildings: They sought to break our spirit and destroy the enduring values that unite us as Americans. In the years that followed, our capacity to love and to hope has guided us forward as we worked to rebuild, more sound and resilient than ever before. With the hearts of those we lost held faithfully in our memories, we reaffirm the unwavering optimism and everlasting strength that brought us together in our darkest hour, and we resolve to give of ourselves in service to others in that same spirit.

The pain inflicted on our Nation on September 11 was felt by people of every race, background, and faith. Though many young Americans have grown up without knowing firsthand the horrors of that day, their lives have been shaped by it. They hear of the many acts of service that occurred coworkers who led others to safety, passengers who stormed a cockpit, and first responders who charged directly into the fire. Many Americans did everything they could to help survivors, from volunteering their time to donating food, clothing, and blood. And many signed up to don our Nation's uniform to prove to the world that no act of terror could eclipse the strength or character of our country.

United by a common creed, a commitment to lifting up our neighbors, and a belief that we are stronger when we stand by one another, we must find the courage to carry forward the legacy of those who stepped up in our time of need. By devoting ourselves to each other and recognizing that we are a part of something bigger than ourselves just as heroic patriots did on September 11 we are paying tribute to their sacrifices. On

this National Day of Service and Remembrance, we must ensure that darkness is no match for the light we shine by engaging in acts of service and charity. I invite all Americans to observe this day with compassionate and selfless deeds that embody the values that define our people, and to visit www.Serve.gov to find opportunities to give back to their communities.

America endures in the tenacity of our survivors, and in the dedication of those who keep us safe. Today, we honor all who lost their lives in the heartbreaking attacks of September 11, and all who made the ultimate sacrifice for our country in the years that followed. In memory of these beautiful souls, we vow to keep moving forward. Let us have confidence in the values that make us American, the liberties that make us a beacon to the world, and the unity we sustain every year on this anniversary. Above all, let us stand as strong as ever before and recognize that together, there is nothing we cannot overcome.

By a joint resolution approved December 18, 2001 (Public Law 107-89), the Congress has designated September 11 of each year as "Patriot Day," and by Public Law 111-13, approved April 21, 2009, the Congress has requested the observance of September 11 as an annually recognized "National Day of Service and Remembrance."

NOW, THEREFORE, I, BARACK OBAMA, President of the United States of America, do hereby proclaim September 11, 2016, as Patriot Day and National Day of Service and Remembrance. I call upon all departments, agencies, and instrumentalities of the United States to display the flag of the United States at half-staff on Patriot Day and National Day of Service and Remembrance in honor of the individuals who lost their lives on September 11, 2001. I invite the Governors of the United States and its Territories and interested organizations and individuals to join in this observance. I call upon the people of the United States to participate in community service in honor of those our Nation lost, to observe this day with appropriate ceremonies and activities, including remembrance services, and to observe a moment of silence beginning at 8:46 a.m. Eastern Daylight Time to honor the innocent victims who perished as a result of the terrorist attacks of September 11, 2001.

IN WITNESS WHEREOF, I have hereunto set my hand this ninth day of September, in the year of our Lord two thousand sixteen, and of the Independence of the United States of America the two hundred and forty-first."

BARACK OBAMA

Note: At the time this resource guide was distributed, the 2017 Patriot Day Presidential Proclamation had not yet been posted. The 2017 proclamation may be accessed at <https://www.whitehouse.gov/briefing-room/presidential-actions/proclamations>

**Patriot Day Narrative for a Moment of Silence to be
Observed at 8:46 a.m. on Monday, September 11, 2017**

Monday, September 11, 2017 is Patriot Day. This day marks the 16th anniversary of the September 11, 2001 terrorist attacks against the United States at the World Trade Centers, the Pentagon, and aboard United Flight 93.

Nearly 3,000 innocent victims perished on September 11, 2001 as planes struck the skyline of New York City, the Pentagon in Washington, D.C., and a farm field in Pennsylvania. Many victims died in the first few minutes; others died seeking safety following the senseless attacks. First responders including police, firefighters, members of the Armed Forces, and private citizens also made the ultimate sacrifice working to assist others in the immediate aftermath of the attacks.

In honor of the thousands who lost their lives on September 11, 2001 and their families, we ask you now to observe 30 seconds of silence.

Thank you.

National Day of Service and Remembrance - September 11, 2017

September 11 was officially established as a National Day of Service and Remembrance by Federal Law in 2009. The day provides a way for all Americans to honor not only those who lost their lives in this tragedy, but also to honor those who came together under a spirit of unity to help and serve in the aftermath of the events of September 11, 2001.

On the anniversary of the September 11th attacks, Americans will unite in service in the same remarkable way that so many came together following the attacks. As in years past, we anticipate service and remembrance activities in all 50 states, at which there will be opportunities for hundreds of thousands of volunteers to paint and refurbish homes, run food drives, spruce up schools, reclaim neighborhoods, and support and honor veterans, soldiers, military families, and first responders.

All Miami-Dade County Public Schools are encouraged to support the National Day of Service and Remembrance by encouraging students to participate in service activities during the weeks prior to and following Patriot Day. Senior high schools may opt to provide community service credit for participating students.

For more information on the National Day of Service or to find opportunities to serve, visit the following links:

Links:

- Site for the National Day of Service and Remembrance – <http://www.serve.gov/?q=site-page/september-11th-national-day-service-and-remembrance>
- Toolkits for Organizing Service Activities - <http://www.serve.gov/?q=site-page/toolkits>
- All for Good - <http://www.allforgood.org/volunteer-opportunities-in-miami-fl>

The National 9/11 Memorial Museum



In Memoriam: Memorial Exhibition

About the Museum

The National September 11 Memorial Museum serves as the country's principal institution for examining the implications of the events of 9/11, documenting the impact of those events, and exploring the continuing significance of September 11, 2001.

The Museum's 110,000 square feet of exhibition space is located within the archaeological heart of the World Trade Center site - telling the story of 9/11 through multimedia displays, archives, narratives and a collection of monumental and authentic artifacts. The lives of every victim of the 2001 and 1993 attacks are commemorated as visitors have the opportunity to learn about the men, women, and children who died.

The monumental artifacts of the Museum provide a link to the events of 9/11, while presenting intimate stories of loss, compassion, reckoning, and recovery that are central to telling the story of the attacks and the aftermath.

The Museum was dedicated on May 15, 2014 and opened to the public on May 21, 2014.

The Museum's Mission

The mission of the 9/11 Memorial Museum, located at the World Trade Center site, is to bear solemn witness to the terrorist attacks of September 11, 2001 and February 26, 1993. The Museum honors the nearly 3,000 victims of these attacks and all those who risked their lives to save others. It further recognizes the thousands who survived and all who demonstrated extraordinary compassion in the aftermath. Demonstrating the consequences of terrorism on individual lives and its impact on communities at the local, national, and international levels, the Museum attests to the triumph of human dignity over human depravity and affirms an unwavering commitment to the fundamental value of human life.

Question and Answers with Museum Director Alice Greenwald

Why is this museum called a "Memorial Museum"?

Memorial museums are museums where educational exhibitions and public programs take place within the context of a memorial environment, typically commemorating events of tragic and global or national significance. The 9/11 Memorial Museum tells the individual stories of the 2,977 people killed in the 9/11 terrorist attacks at the World Trade Center, the Pentagon, and on Flight 93, as well as the six people who perished in the February 26, 1993 World Trade Center bombing. In our historical exhibition, we present the story of those attacks and particularly, the events as they unfolded on and after 9/11.

The Museum conveys that those events are part of an ongoing story, one that began long before September 11, 2001, and continues to shape our world today. As a place of memory and learning, situated within the archaeological heart of the World Trade Center, the Museum aspires to educate the millions expected to visit the site each year, in hopes of building a better future and demonstrating the transformational potential of remembrance.

What has informed the planning process for the Museum?

Years of planning and input have helped to inform the design of the Museum. In 2004, the Lower Manhattan Development Corporation - which sponsored the international 9/11 Memorial design competition that chose Michael Arad and Peter Walker's "Reflecting Absence" design - convened key stakeholders to help provide direction for an eventual museum. Their recommendations gave foundational guidance to 9/11 Memorial Museum planners.

Beginning in 2006, a Museum Planning Conversation Series has brought together representatives of different constituent groups - family members of victims, first responder agencies, lower Manhattan residents, survivors, landmark preservationists, and government officials - several times each year to offer their recommendations for, and responses to, the evolving Museum plans. Scholars and cultural advisors have been consulted regularly, and the Museum's exhibitions and planned visitor experience have been developed by a team of curators, historians, educators, professional media developers, and exhibit designers. The Program Committee of the 9/11 Memorial's Board of Directors, which includes a number of 9/11 family members, has provided ongoing, critical oversight of the design and content of the Museum.

What history is covered in the Museum?

The Museum tells the story of 9/11, chronicling the events of the day, exploring the historical context leading up to them (including the February 26, 1993 bombing of the World Trade Center), and examining the aftermath, beginning in the days and weeks immediately following the attacks. The Museum also considers a range of questions and issues arising from the 9/11 attacks that continue to define the world in which we live. In addition, in an area adjacent to visible remnants of original structural columns from the Twin Towers, an exhibition covers the history of the construction of the original World Trade Center.

Why is the primary exhibition space located below ground?

Because of the events that happened on 9/11, elements of what remained at the World Trade Center site achieved landmark status and became subject to federal preservation law. The 9/11 Memorial is, in fact, legally required to preserve the authentic remnants of the original World Trade Center in the area known as bedrock, and to provide meaningful public access to them.

These historic assets include what remains of the foundation slabs of the Twin Towers, the remnants of the exterior structure of the towers known as "box columns," and the retaining wall originally built to keep the Hudson River from flooding the World Trade Center site when it was first excavated, known as the "slurry wall."

On 9/11, despite the devastation of the attacks and the collapse of two 110-story buildings, the slurry wall - while challenged - held firm. Had it breached, lower Manhattan and the subway lines that run through it might have been flooded, and the destruction could have been even more unimaginable. In the original

master plan for the new World Trade Center, architect Daniel Libeskind felt that the slurry wall, in its ability to withstand the forces of destruction, itself had become a symbol of the strength and endurance of our country and its foundational values.

Because of the obligation to make these archaeological elements meaningfully accessible to the public, the Museum had to be placed where they could be seen - at the bedrock level of the site, seven stories below ground. The authenticity of this location becomes one of the characteristics of the 9/11 Memorial Museum that will make it uniquely powerful. Where most museums are buildings that house artifacts, the 9/11 Memorial Museum will be a museum quite literally housed within an artifact.

What types of artifacts are included in the exhibitions?

The Museum displays artifacts of intimate to monumental scale - from a wide range of personal items donated by victims' families in memory of their loved ones to multiple objects salvaged from the wreckage of the World Trade Center.

Among the larger artifacts presented are the two forked steel beams known as "tridents," already visible through the Museum Pavilion's glass atrium. Standing over seven stories tall, these columns were once part of the original façade of the Twin Towers. Now, they signify the power of the historical artifacts within the Museum.

In addition to the tridents, there are two FDNY fire trucks, an ambulance, structural steel from the point of impact where Flight 11 crashed into the North Tower, and the 36-foot high Last Column, the last piece of structural steel to be removed from the site at the end of the recovery effort in May 2002. The column is covered with mementos, memorial inscriptions, and missing posters affixed by ironworkers, rescue personnel, and others. During the ceremony that marked the end of the recovery period, the Last Column was laid on a flatbed truck, draped with an American flag and escorted from the site by honor guard. In the Museum's Foundation Hall, it stands tall again, exemplifying the foundations of resilience, hope, and community with which we will build our collective future.

Source: The National September 11 Memorial Museum, <http://www.911memorial.org/museum>

For virtual tours of the Museum, visit:

- Wired website at <http://www.wired.com/2014/05/watch-a-tour-inside-the-new-911-museum/>
- National September 11 Memorial Museum website at <http://www.911memorial.org/interactive-museum-experience>

Talking to Younger Children About 9/11 and Terrorism – Advice for Teachers and Parents from the National 9/11 Memorial Museum

Every year, the attacks of 9/11 recede further into the past. However, for those of us who lost someone close or otherwise experienced that day - whether in person or on television - thinking and talking about 9/11 may still evoke strong emotions that transport us back to the tragedy and can jar emotions long forgotten. Current events can do the same. Many others will have little or no recollection of the event itself, understanding its details and ramifications through the lens of a somewhat impersonal history and through media coverage of the event.

Between managing these difficult emotions and conveying the details of such a tragic event, discussing 9/11 isn't an easy task. We often hear, "I want to tell my child what happened that day but don't know where to begin." The following tips, then, have been prepared to provide broad guidelines to help you in these conversations. Information about the 9/11 attacks and their aftermath can be found on the museum's website at 911memorial.org.

For more in-depth resources for talking to children about 9/11 and terrorism, visit the National Center for School Crisis and Bereavement at www.schoolcrisiscenter.org or the National Association for School Psychologists and download the PDF file at: file:///C:/Users/John/Downloads/Helping%20Children_Cope_With_Terrorism_2013.pdf

Guidelines:

Listen. Some children will want to talk about the attacks and some won't. Both reactions are common. If they do want to talk, it's important to offer children a safe space to share their memories, beliefs, and questions. Actively listen to their thoughts, attend to their body language, validate their emotions, and encourage respectful conversation and discussions. If they don't feel like talking, don't force the discussions. Continue to check in and let them know you are ready to listen whenever they're ready to talk.

Don't avoid difficult conversations. Parents and caregivers understandably don't want to cause anxiety and distress in their children. This often results in shying away from difficult conversations that we presume will provoke these emotions. It is the attacks themselves, though, that are upsetting, not the conversations about them. Invite the conversation with open-ended questions such as: "What would you like to know about 9/11?" or "Why do you think we are remembering the anniversary of 9/11?" Let the child's interests and thoughts guide the conversation. Use age-appropriate language

and be aware of your tone, reassuring children about their own safety and allowing them to express concerns about 9/11 and its aftermath in more depth.

Answer questions about the attacks with facts. As the years have passed since 9/11, our collective memory has slowly hardened into history. This passage of time means that your children might have no direct memory of the attacks of 9/11. Their understanding comes from the myriad sources around them - their families, schools, friends, and media - and as is often the case with so many voices, these sources can sometimes contradict each other. It is important, then, to answer children's questions about what happened with basic facts and point them to reliable sources of information for further research. Be prepared for your child to ask questions about death when discussing 9/11, and to answer these questions in a way that is honest and developmentally-appropriate. To access the New York Life Foundation's useful tools for dealing with grief, visit: www.achildgrief.com.

Acknowledge that we don't have all the answers. It's all right not to know the answer to every question. 9/11 is an incredibly complex subject, with repercussions that are still evolving today. If you can't answer your child's question, be honest. Use the opportunity to model yourself as a learner, and explore the question together.

Be specific. It can be easy to make generalizations when discussing 9/11. As with many tragedies, some have a tendency to talk in broad strokes. For example, comparing the suffering of one person to another or assigning blame to an entire group. The story of 9/11 is actually thousands of individual stories. Highlight those specific stories to help humanize the events, and avoid stereotypes and simplifications.

Emotions vary. Children's responses to the anniversary of 9/11 will vary widely depending on their age, personality, actual or perceived ethnic or religious background, connection to the attacks, and exposure to other past traumatic experiences. As the anniversary approaches, look for changes in mood, behavior, and daily habits, and remember that children who have experienced trauma, even if unrelated to 9/11, are at a higher risk of experiencing distress. Unhealthy behaviors, such as substance abuse, self-harm, and bullying, are unhealthy, no matter the circumstances, and warrant professional attention.

Monitor the TV and internet. Around the anniversary of 9/11, it is likely that television programs and news shows will discuss the attacks and their aftermath in some depth. Programs may include footage from 9/11 itself, and include scenes that are not appropriate for children to view at all or without supervision. Similarly, children may use

the internet to seek out answers to their questions. Be actively involved in the quality and amount of information they receive.

Know yourself. You aren't immune to the emotions sparked by 9/11. Acknowledge and attend to your own reactions and feelings, your memories and connections. 9/11 is not an easy topic to think about, let alone discuss with a child. Recognizing your feelings beforehand and then sharing them honestly with your children offers them a model in their own difficult conversations and will help engender a safe, trusting environment. Seek assistance if the anniversary of 9/11 evokes feelings in you that are overwhelming or difficult to manage.

Emphasize hope. The attacks of 9/11 showed us the worst in people. But it was also a time when many wonderful, compassionate, and heroic deeds occurred. "Heroes" were everywhere on 9/11 and in the days afterwards. The shock and the sadness also brought people - families, friends, and strangers alike - together in a way that felt special. It is important to remind your children that we are also remembering those heroes and those times. Help your children recognize how their own compassion can prevent future acts of intolerance and violence by reminding them to express their ideas respectfully and to treat people who are different from themselves with kindness.

Suggested resources:

- National September 11 Memorial & Museum: www.911memorial.org
- National Center for School Crisis and Bereavement: www.schoolcrisiscenter.org
(downloadable PDF available at <https://www.schoolcrisiscenter.org/wp-content/uploads/2017/05/Talking-to-Children-about-Terrorist-Attacks.pdf>)
- New York Life Foundation resource page: www.achildgrief.com

Source: Adapted from the National 9/11 Memorial and Museum,
<http://www.911memorial.org/museum>

Bringing 9/11 Into the Classroom 16 Years Later – Suggestions from *Teaching Tolerance*

Today's high school students were infants or toddlers when the terrorist attacks occurred on September 11, 2001. Today's elementary students were not yet born. Even though students have often heard the term "9/11" and associate it with terrorist attacks, it doesn't mean that they have great knowledge about the events of that day.

As we approach the anniversary of September 11th, students will be seeing and hearing more about the events of that fateful day. Television programming will feature film of the day's events and its aftermath. Students will be presented with images of terror and grief. Educators and parents need to be ready to help students.

Whether schools opt simply to memorialize the victims or decide to turn the anniversary into a teachable moment, one thing is clear: It's going to be complicated. Educators bringing 9/11 into the classroom, particularly during the anniversary, need to be skilled and sensitive.

With that in mind, *Teaching Tolerance** has compiled the following tips for educators as the anniversary approaches:

Tips:

Children need to feel safe. For younger children especially, discussion of the day should include messages of reassurance. Talk about the fact that the attack was shocking because it was so big, and while terrorism is still real and poses a threat, nothing like 9/11 has happened since then in the United States. Emphasize stories of heroic and selfless actions rather than stories about victims.

Involve families. Work with the PTSA to get the word out to parents to monitor closely what's on television, and remind them that scenes of violence can lead to anxiety in vulnerable children.

Understand how wide the 9/11 impact has been. Children across the country - not just those in New York, Washington, D.C., and Pennsylvania - have been personally affected by the events and aftermath of 9/11. Consider whether your students include:

- Children of military personnel, who are already anxious about their parents' wellbeing;
- Children who have lost a military parent in Iraq or Afghanistan;
- Children whose parents are firefighters, police officers and other first-responders;
- Children who are Muslims;

- Children whose families have come from countries where terrorism is much more common; and
- Children vulnerable to anxiety or depression.

Be aware of what children know and think about 9/11. Even though they don't remember the day, students will have a narrative in their heads about what happened. It's the rare family that will have ignored 9/11. The narrative however, might be long on opinion and short on details. If you are going to teach older students about the day or its consequences, be prepared to confront some strongly felt beliefs calmly.

Anticipate questions. For many children, this anniversary may be the first time they've really talked about 9/11 in school. They will have questions, many of which cannot be easily answered. Plan ahead by meeting with other teachers to brainstorm likely questions and to decide what's age-appropriate.

It's not enough to remember. Many communities will memorialize those killed on 9/11 and the men and women who have been casualties in the resulting wars. Educators need to go beyond memorializing to create lessons that help students make sense of the world and be agents of positive change.

There is no lack of ways to teach about 9/11. Here are some of the topics we think are worth exploring.

- Teach about Islam to dispel stereotypes and help children understand that not all Muslims are terrorists - and not all terrorists are Muslim.
- Explore the nature of terrorism with high school students. There is no one definition of the word *terrorism*, even in the international community. Present students with two or three cases of terrorism and challenge them to find the commonalities.
- Examine the ways in which stressful events put pressure on civil liberties and rights. During wartime, societies often reduce liberties - think of the Japanese-American internment during World War II, the imposition of martial law during the Civil War and passage of the Patriot Act in 2001 - to gain security. Help students see that these changes need not be permanent, mainly because dissenters rise up to restrictions on liberty.
- Develop historical thinking by exploring the consequences of 9/11. Help students see that the attacks themselves and the response to them have led to, among

other things, two wars, a shift in national security priorities, mistrust of immigrants, especially Muslims, and renewed arguments about the limits of religious tolerance.

Most important, let's keep in mind the role education plays in healing. We teach to help children recognize and overcome the hatreds, challenges and fear that - along with the ash and sorrow - became embedded in our lives fifteen years ago.

Adapted from "Tips from: *Maureen Costello, Director Teaching Tolerance*" *

*Founded in 1991 by the Southern Poverty Law Center, *Teaching Tolerance* is dedicated to reducing prejudice, improving intergroup relations, and supporting equitable school experiences for our nation's children (<http://www.tolerance.org/about>).

Background Information on the September 11, 2001 Terrorist Attacks

Overview

On September 11, 2001, 19 militants associated with the Islamic extremist group al-Qaeda hijacked four jet airliners and carried out suicide attacks against targets in the United States. Two of the planes were flown into the towers of the World Trade Center in New York City, a third plane hit the Pentagon just outside Washington, D.C., and the fourth plane crashed in a field in Shanksville, Pennsylvania. Often referred to as 9/11, the attacks resulted in extensive death and destruction. A total of 2,977 people were killed in New York City, Washington, DC and outside of Shanksville, Pennsylvania, in the worst terrorist attack in U.S. history. The victims included more than 400 police officers and firefighters. The attacks triggered major U.S. initiatives at home and abroad to combat world-wide terrorism and to ensure the safety of American citizens.

The Events

On Tuesday, September 11, 2001, at 8:46 a.m., an American Airlines Boeing 767 loaded with 20,000 gallons of jet fuel crashed into the north tower of the World Trade Center in New York City. The impact tore through the building near the 80th floor of the 110-story skyscraper, instantly killing hundreds of people and trapping hundreds more in the floors above. Eighteen minutes later, as the evacuation of the north tower and its twin got underway, television cameras focused on a second Boeing 767 – United Airlines Flight 175 – as it turned sharply toward the World Trade Center and crashed into the south tower near the 60th floor. The collision caused a massive explosion that showered burning debris over surrounding buildings and the streets below. No longer believing that an accident had occurred, Americans now knew we were under attack.

The 19 attackers were terrorists from Saudi Arabia and several other Arab nations. Financed by Osama bin Laden's al-Qaeda terrorist organization, they were allegedly acting in retaliation for U.S. support of Israel, its involvement in the Persian Gulf War, and its continued military presence in the Middle East. Some of the terrorists had lived in the United States for more than a year and had taken flying lessons at commercial flight schools. Others had slipped into the country in the months before the attack. The 19 terrorists smuggled box-cutters and knives through security at three East Coast airports and boarded four flights bound for California, chosen because the planes were loaded with fuel for the long transcontinental journey. Soon after takeoff, the terrorists commandeered the four planes and took the controls, transforming the jets into guided missiles.

Background Information on the September 11, 2001 Terrorist Attacks (continued)

As millions of Americans watched the events in New York City, American Airlines Flight 77 circled over downtown Washington, D.C., and crashed into the west side of the Pentagon military headquarters at 9:37 a.m. Jet fuel from the Boeing 757 caused a inferno that led to the collapse of a portion of the giant concrete building. In total, 125 military personnel and civilians were killed in the Pentagon, along with all 64 people aboard the airliner.

Less than 15 minutes after the terrorists struck the Pentagon in Washington, D.C., the south tower of the World Trade Center collapsed in a mass of tangled steel and crushed concrete. The structural steel of the skyscraper, built to withstand winds in excess of 200 miles per hour and a large conventional fire, could not withstand the tremendous heat generated by the burning jet fuel. At 10:28 a.m., the north Trade Center tower also collapsed. Over 2,700 people died in the World Trade Center and its vicinity, including a staggering 343 firefighters and paramedics, 23 New York City police officers and 37 Port Authority police officers who were struggling to complete an evacuation of the buildings and save the office workers trapped on higher floors. Only six people in the World Trade Center towers at the time of their collapse survived. Almost 10,000 others were treated for injuries, many severe.

Meanwhile, a fourth California-bound plane – United Flight 93 – was hijacked about 40 minutes after leaving Newark International Airport in New Jersey. Because Flight 93 had been delayed in taking off, passengers on board knew of the events in New York and Washington, D.C. via cell phone and Airfone calls. Knowing that the aircraft was not returning to an airport as the hijackers claimed, a group of passengers and flight attendants planned to fight back against the terrorists. One of the passengers, Thomas Burnett Jr., told his wife over the phone that "I know we're all going to die. There's three of us who are going to do something about it. I love you, honey." Another passenger – Todd Beamer – was heard saying "Are you guys ready? Let's roll" over an open line. Sandy Bradshaw, a flight attendant, called her husband and explained that she had slipped into a galley and was filling pitchers with boiling water. Her last words to him were "Everyone's running to first class. I've got to go. Bye."

The passengers on Flight 93 fought the four hijackers and are suspected to have attacked the cockpit with a fire extinguisher. The plane then flipped over and sped toward the ground at upwards of 500 miles per hour, crashing in a rural field in western Pennsylvania near Shanksville at 10:10 a.m. All 45 people aboard were killed. The terrorists' intended target is not known, but theories include the White House, the U.S. Capitol, the Camp David presidential retreat in Maryland, or one of several nuclear

Background Information on the September 11, 2001 Terrorist Attacks (continued)

power plants along the eastern seaboard. By fighting back against the terrorists, the passengers of Flight 93 likely saved many lives while losing their own.

At 7 p.m. on September 11, 2001, President George W. Bush, who had spent the day being shuttled around the country because of security concerns, returned to the White House. At 9:00 p.m., he delivered a televised address from the Oval Office, declaring, "Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shatter steel, but they cannot dent the steel of American resolve." In a reference to the eventual U.S. military response he declared, "We will make no distinction between the terrorists who committed these acts and those who harbor them."

Operation Enduring Freedom, the American-led international effort to oust the Taliban regime in Afghanistan and destroy Osama bin Laden's terrorist network based there, began on October 7, 2001. Within two months, U.S. forces had effectively removed the Taliban from operational power, but the war continued, as U.S. and coalition forces attempted to defeat a Taliban insurgency campaign based in neighboring Pakistan. Osama bin Laden, the mastermind behind the September 11th attacks, remained at large until May 2, 2011, when he was finally tracked down and killed by U.S. forces at a hideout in Abbottabad, Pakistan. In June 2011, President Barack Obama announced the beginning of large-scale troop withdrawals from Afghanistan, with a final withdrawal of U.S. forces scheduled for 2014.

Source: This article was adapted from History.com

Additional Recommended Resources:

- Encyclopedia Britannica - An encyclopedia article detailing the events of the September 11, 2001 and its aftermath, <https://www.britannica.com/event/September-11-attacks>
- History.com - An interactive, detailed timeline of the events on September 11, 2001, <http://timeline.911memorial.org/#Timeline/2>

Lesson Plans

Two lesson plans are provided – one for elementary students and another for secondary students. Teachers are encouraged to adapt the lesson plan to address the grade level of their students.

- Elementary Lesson Plan (K-5) - The Survivor Tree
- Secondary Lesson Plan (Grades 6-12) - Remembering 9/11: 16 Years Later

Additional lesson plans can also be accessed at the websites included in the Internet Resources section of this instructional resource guide.

**Patriot Day 2017
Elementary Lesson Plan
Grades K-5**

TITLE: The Survivor Tree

OBJECTIVES: Objectives from the Florida Standards are noted with FS.

1. The student will use primary and secondary sources, including photographs, to understand historical events.
2. The student will actively engage in group reading activities with purpose and understanding. (FS)
3. The student will answer key questions about details in a text. (FS)
4. The student will engage effectively in a range of collaborative discussions on topics and texts, building on others' ideas and expressing their own clearly. (FS)

SUGGESTED TIME: 1 hour

DESCRIPTION OF ACTIVITIES:

TEACHER'S NOTE: Before beginning this lesson, it is suggested that teachers review the document entitled "Bringing 9/11 Into the Classroom 16 Years Later - Suggestions from Teaching Tolerance" found in the Background section of this instructional resource guide. The document provides suggestions for presenting sensitive information to younger students.

Separate lesson plans and activities are provided within this lesson plan for both primary and intermediate students.

For Primary Grades:

1. Ask students what they know or have heard about the events of September 11, 2001. Introduce age-appropriate information on the terrorist attacks of September 11, 2001 and describe a brief timeline of the events of 9/11.

TEACHER'S NOTE: See the Background section of this instructional resource guide for information on the events of September 11, 2001.

2. Explain that in this lesson students will learn about a special tree that survived the terrorist attack and how the tree reminds us that even when very bad things happen, we can still hope that things will get better.
3. Read aloud “The Survivor Tree” (Handout A – provided). If technology is available, ABC News also has a video story produced several years ago about the Survivor Tree at <http://abcnews.go.com/WNT/video/ground-pear-tree-survived-terrorist-attack-13540761>

Discuss the story and ask students to share how they feel about the tree. Discuss the condition of the tree after the attack and in 2011. Discuss the term “survivor” and ask students why they think this tree is called “The Survivor Tree.”

4. After watching the ABC video or reading the “Survivor Tree” (Handout A – provided), show students the photograph of the tree in 2001 (Handout B- provided).

Discuss the following:

- Describe the condition of the tree in the picture.
 - Do you think the tree would have had a chance to live and grow without help? What kind of help would be needed for the tree to survive and grow?
5. Show how students the photograph of the tree in 2011 and in a more recent photo (Handouts C and D - provided).

Discuss the following:

- How has the tree changed since 2001? Why?
- Why did workers try to save the tree?
- Why do you think they moved the tree to the National 9/11 Memorial?

For Intermediate Grades:

1. Ask students what they know or have heard about the events of September 11, 2001. Introduce age-appropriate information on the terrorist attacks of September 11, 2001 and describe a brief timeline of the events of 9/11.

TEACHER'S NOTE: For background information, teachers may wish to have intermediate students read and discuss the Scholastic article entitled, “What

Happened on 9/11?" The article may be found on-line at <http://www.scholastic.com/browse/article.jsp?id=3756477>

2. Explain that in this lesson students will learn about a special tree that survived the attack and how it reminds us that even when very bad things happen, we can hope that things will get better.

Further explain that the lesson will help them learn to study and analyze photographs just like a historian.

3. Have students read the story "The Survivor Tree" (Handout A – provided). If technology is available, ABC News also has a video story produced several years ago on the Survivor Tree at <http://abcnews.go.com/WNT/video/ground-pear-tree-survived-terrorist-attack-13540761>

Discuss the story and ask students to share how they feel about the tree. Discuss the condition of the tree after the attack and in 2011. Discuss the term "survivor" and ask students why they think this tree is called "The Survivor Tree."

4. After listening to or reading the "Survivor Tree" (Handout A – provided), show students the photograph of the tree in 2001 (Handout B- provided).

Discuss the following:

- Describe the condition of the tree in the picture.
 - Do you think the tree would have had a chance to live and grow without help? What kind of help would be needed for the tree to survive and grow?
5. Show how students the photograph of the tree in 2011 and in a more recent photo (Handouts C and D - provided).

Discuss the following:

- How has the tree changed since 2001? Why?
- Why did workers try to save the tree?
- Why do you think they moved the tree to the National 9/11 Memorial?

6. To conclude this portion of the lesson, discuss how the Survivor Tree is symbolic of the importance of hope and that even in times of great loss, people can come together to make things better again.
7. To begin the next phase of the lesson, introduce students to the concept of analysis (studying and thinking about something) and inference (reaching a conclusion from something they have seen or heard).
8. Explain that they will be re-examining three photographs of the Survivor Tree and answering questions about what they have observed in the photographs. Explain that this exercise will help them learn how historians analyze photographs and make inferences about events in history.
9. Using copies of the photographs (Handouts B, C, and D) as a reference, have students complete the Photo Analysis Worksheet (Handout E - provided). This may be done individually or in pairs.
10. As a class, discuss the answers from the Photo Analysis activity. Re-emphasize that historians analyze photographs and make inferences about events in history.

ASSESSMENT STRATEGY: Evaluate group and individual work based on depth of understanding, clarity of expressed ideas and relevance to the topic.

MATERIALS NEEDED: Handouts A, B, C, D, and E (provided)

EXTENSION ACTIVITIES:

- a) Have students in primary grades create an illustrated booklet entitled, "The Survivor Tree."
- b) Have students in the intermediate grades write a poem or essay telling why people wanted to save the tree and plant it in the National 9/11 Memorial Museum.

SOURCE: Lesson adapted from: 4Action Initiative c/o Families of September 11

The Survivor Tree

Handout A

In the 1970's, a pear tree was planted in front of the World Trade Center in New York City. The tree grew large and blossomed often, until September 11, 2001. On that day, terrorists attacked the buildings by flying airplanes into them. This caused the buildings to catch fire and collapse, or fall down. Parts of the building fell on the lovely pear tree and crushed its branches. The fire from the buildings scorched the tree's trunk.

Workers who were trying to clean up after the attack didn't find the tree until three weeks later. The tree was broken and burned. No one thought it would ever survive. But, they decided to take the stump to a plant nursery in hopes of saving it. The tree was only 8 feet tall and covered with ash when it arrived at the nursery. Mr. Cabo, from the nursery, said that the poor tree looked like "a wounded soldier." He didn't think it would survive. What was left of the pear tree was planted in the nursery of a New York park. It was planted on November 11, 2001, two months after the attack.

The people at the nursery fed, watered, and took very good care of the tree. By the next year, the pear tree began to grow and workers could see green sprouts coming from the trunk. Now they knew that the tree was going to live. Everyone was happy and the little pear tree was given a new name. It was called "The Survivor Tree."

During the years the "Survivor Tree" spent in the nursery, it grew 20 ft. In March of 2010 the tree went through another problem - a storm. The storm uprooted the tree! But again, it was replanted and again it recovered! The tree was almost 30 feet tall when it was returned to New York City. The "Survivor Tree" was planted back at the World Trade Center site where it is a part of the National 9/11 Memorial. On September 11, 2010, the President of the United States, Barack Obama, placed a wreath near "The Survivor Tree" to honor the victims of the September 11, 2001 terrorist attacks.

The Survivor Tree (continued)

When the National 9/11 Memorial officially opened, the once-wounded tree that no one thought would live was there as a symbol of hope. It represents the people of New York and the people of America. It reminds us that even though things are sometimes very hard, we can make it. Just as the little pear tree survived, so did the hope and spirit of Americans.

Handout B The Survivor Tree in 2011 after the terrorist attack.



Handout C The Survivor Tree in 2001 at the 9/11 Memorial Museum.



Handout D The Survivor Tree in a recent photograph.



Photo Analysis Worksheet Handout E

By following the steps on this worksheet, you will learn to analyze (study and think about) photographs like a historian!

Step #1 – Study the photographs for at least two minutes. What impression or feelings did you get when looking at the photographs? Write your impressions below.

Use the chart below to list at least three things you saw in the photographs and why they interested you.

What I Saw	Why it Interested Me

Photo Analysis Worksheet Handout E (continued)

Step#2 – When you come to a conclusion about something based on what you have seen or heard, it is called an inference. Now that you have looked at the photographs, list two things you might infer from the photographs.

a. _____

b. _____

Step #3 – What other questions do you have about these photographs? Where can you find the answers to your questions?

a. _____

b. _____

**Patriot Day 2017
Secondary Lesson Plan
Grades 6-12**

TITLE: Remembering 9/11: 16 Years Later

OBJECTIVES: Objectives from the Florida Standards are noted with FS.

1. The student will use primary and secondary sources to understand history.
2. The student will utilize timelines to understand the sequence and relationship between historical events.
3. The student will cite specific textual evidence to support analysis of primary and secondary sources. (FS)
4. The student will determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (FS)
5. The student will evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (FS)
6. The student will integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (FS)
7. The student will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (FS)
8. The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (FS)

SUGGESTED TIME: 1-2 class periods

DESCRIPTION OF ACTIVITIES:

1. Ask students what they know about the events of September 11, 2001. Brainstorm and discuss student responses.
2. Review the events of September 11, 2001 and its aftermath. The following print and on-line resources are available for the review:
 - History.com “Background Information on the September 11, 2001 Terrorist Attacks” – This article is provided in the Background section of this instructional resource guide.
 - Encyclopedia Britannica – This article further details the events of the September 11, 2001. The article may be found online at: <https://www.britannica.com/event/September-11-attacks>
 - History.com – This reference provides an interactive, detailed timeline of the events on September 11, 2001. **Discretion is advised when using this material with students.** The timeline may be found online at: <http://www.history.com/topics/9-11-timeline>
 - National Memorial Museum 9/11 Timeline - This site is sponsored by the National 9/11 Memorial Museum and includes an interactive timeline of the events of September 11, 2001. **Discretion is advised when using this material with students.** The timeline may be found online at: <http://timeline.911memorial.org/#Timeline/2>
3. Discuss events related to 9/11 and terrorism which have taken place in the past 16 years; e.g., the Patriot Act, the wars in Iraq and Afghanistan, terrorism around the world including terrorist groups such as al Qaeda and the Taliban, the death of Osama Bin Laden, Benghazi, Syria, ISIS, and terrorist-related events in the U.S., Europe, and Africa.
4. Discuss the importance of remembering the events of 9/11 each year, as well as the following concepts: memorial, commemorative events, and mementos. Note that memorials have been established to honor victims of the terrorist attacks, as well as those who aided and assisted in the aftermath of the attacks.

5. Review the difference between primary and secondary sources. Tell students that they will be examining different sources of information, mementos, and memoirs dealing with the events of September 11, 2001.

TEACHER'S NOTE:

Primary Sources

A primary source provides direct or firsthand evidence about an event, object, person, or work of art. Primary sources include historical and legal documents, eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects. Interviews, surveys, fieldwork, and Internet communications via email, blogs and newsgroups are also primary sources.

Secondary Sources

Secondary sources describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources. Secondary source materials can be articles in newspapers or popular magazines, book or movie reviews, or articles found in scholarly journals that discuss or evaluate someone else's original research.

Source: Ithaca College Library, <https://library.ithaca.edu/sp/subjects/primary>

6. The following research activity requires access to computers and the Internet.

Divide the class into 5 groups, Groups A - E.

The first three groups (A, B, C) will explore the three national 9/11 memorials, as well as the objects on display at these memorials. Students will then complete the worksheet entitled "9/11 Memorials" (Handout A – provided).

The last two groups (D and E) will examine at least three documents from the assigned websites and complete the worksheet entitled "Document Analysis Worksheet" (Handout B – provided) for each document examined.

Group A Memorial Assignment

- The National 9/11 Memorial & Museum, <http://www.911memorial.org/>

Objects on view - World Trade Center

<http://americanhistory.si.edu/september11/2011/wtc.asp>

Group B Memorial Assignment

- The National 9/11 Pentagon Memorial, <http://pentagonmemorial.org/>

Objects on view - Pentagon

<http://americanhistory.si.edu/september11/2011/pentagon.asp>

Group C Memorial Assignment

- Flight 93 National Memorial, <http://www.nps.gov/flni/index.htm>

Objects on view - Flight 93

<http://americanhistory.si.edu/september11/2011/shanksville.asp>

Group D Document Assignment

- September 11 Digital Archive - Personal Stories from September 11, 2001
http://911digitalarchive.org/search?query=%E2%80%A2%09Personal+Stories+from+September+11%2C+2001&submit_search=Search

Group E Document Assignment

- Personal Accounts - <http://911digitalarchive.org/collections/show/278>

7. Each group should complete the written assignment as a group with one worksheet completed for each group.
8. Each group shall also prepare a 3-5 minute oral presentation on the results of their research. After the group presentations, discuss the research findings as a class.
9. Have individual students write a 3-5 paragraph essay documenting their reactions to their research and the class presentations. Did their feelings/opinions change as a result of this activity? If so, in what way did they change?

ASSESSMENT STRATEGY: Evaluate individual and group work based on depth of understanding, clarity of expressed ideas and relevance to the topic.

MATERIALS NEEDED: Internet Access; “9/11 Memorials” Handout A (provided); and, “Document Analysis Worksheet” Handout B (provided).

9/11 Memorial Notes Handout A

Name of Memorial _____

Site/location _____

Significance of site selection _____

Description of the memorial _____

Who is the memorial honoring? _____

How does the memorial honor the above mentioned honorees? _____

How was the design for the memorial chosen? _____

9/11 Memorial Notes Handout A continued

What is the significance of the architectural design? _____

What objects/artifacts are in the memorial (or museum)? If the artifacts are not yet present, which will be collected? _____

Examine 3 objects/artifacts on display (or scheduled to be displayed). Explain: 1) what the artifact is; 2) the significance of the artifact; 3) why you think the artifact was chosen to be in the memorial; and, 4) your feelings upon viewing this artifact.

Artifact A

Artifact B

Artifact C

Document Analysis Worksheet Handout B

1 What type of document you are examining? (examples: newspaper article, diary, letter, photograph, e-mail, blog)

2 What can you tell about the author from what is written?

3 Document Information (There are numerous ways to answer A-E.)

A. List three things the author said that you think are important.

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

E. Write a question to the author that is left unanswered by the document.

Source: Adapted from The National Archives

Internet Resources to Support Patriot Day

Internet Resources

When utilizing any online or print resource with students regarding the September 11, 2001 terrorist attacks, teachers should first review the material to determine if it is appropriate for the age and maturity of the students.

General Resources

9/11 Fast Facts - This CNN site includes a detailed chronology of the events of 9/11.
<http://www.cnn.com/2013/07/27/us/september-11-anniversary-fast-facts/>

9/11 Memorial - This website includes lesson plans, teacher's guides and other resources for all grades.
<http://www.911memorial.org/teach-learn>

Encyclopedia Britannica – This background article details the events of the September 11, 2001.
<https://www.britannica.com/event/September-11-attacks>

Flight 93 National Memorial – This is the official National Park Service website of the Flight 93 National Memorial in Pennsylvania.
<http://www.nps.gov/flni/index.htm>

History.com – This reference provides an interactive, detailed timeline of the events on September 11, 2001. Discretion is advised when using this material with students.
<http://www.history.com/topics/9-11-timeline>

Scholastic – “What Happened on 9/11?” This brief article is most appropriate for intermediate and middle school students.
<http://www.scholastic.com/browse/article.jsp?id=3756477>

The National 9/11 Pentagon Memorial – This site includes resources and links to lesson plans and activities regarding the events of 9/11.
<http://pentagonmemorial.org/>

Elementary (K-5) Lessons and Activities:

Flight 93 Memorial Reading – This resource includes a printable reading detailing the story of Flight 93 on September 11, 2001.
<http://www.nps.gov/flni/historyculture/upload/Flight-93-story-printable-2.pdf>

National Museum of American History – In this lesson plan – “A Hero’s Gear” - students explore firefighters’ gear worn in the aftermath of the September 11th attacks. The plan includes teacher directions, worksheets, and information sheet.

http://americanhistory.si.edu/ourstory/pdf/sept11/sept11_gear.pdf

Pearson On-Line Learning - “Remembering September 11th” - This site includes whiteboard-ready interactive timelines and lessons using images and text appropriate for younger students.

http://onlinelearningexchange.com/content/products/remembering911_el.html

Pentagon Memorial - “Responding and Remembering Through Art.” - In this lesson, students explore the ways people responded to 9/11. The link contains a teacher guide, worksheets, web quest links, a link to the book *The Little Chapel That Stood*, and directions for creating a digital memorial.

http://pentagonmemorial.org/sites/default/files/educationalresources/sept11_remembering.pdf

See also: “Reading the Little Chapel That Stood” lesson plan - The plan contains a teacher’s guide, reading strategies, a link to the book, and background information on 9/11.

Grades K-4

<http://pentagonmemorial.org/sites/default/files/educational-resources/The%20Little%20Chapel%20That%20Stood.pdf>

Link to the Book: “The Little Chapel That Stood” -

<http://www.abcurtiss.com/the-little-chapel-that-stood.html>

Secondary (6-12) Lessons and Activities:

Pearson Online Learning - “Remembering September 11th” (Grades 6-12) - This module includes everything needed to help students understand the September 11 terrorist attacks and their impact on the United States. The module includes a 16-page downloadable student booklet, whiteboard-ready interactive timelines, audio files of student interviews, and full Teacher Support lesson plans.

http://onlinelearningexchange.com/content/products/remembering911_hs.html

Teacher Planet - This site can be searched for lesson plans and other resources.

<http://www.teacherplanet.com/node/229>

**Elementary and Secondary Character
Education Activities to Support
Patriot Day**

Elementary and Secondary Character Education Activities to Support Patriot Day

Core Value: Respect

Miami-Dade County Public Schools (M-DCPS) is committed to helping all students develop the values and strength of character needed for them to become caring, responsible citizens at home, school, and in the community. To support this goal, character education has been an instructional requirement, grades K-12, since 1995.

The foundation of the District's character education requirement is the nine core values adopted by The School Board of Miami-Dade County, Florida in 1995. The District's nine core values are: citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. Each month a different core value has been designated for emphasis in all classrooms throughout the District.

In September, students need to understand the importance of respect. Respect should include showing regard for the worth and dignity of everyone. Students should learn to respect individual differences and views of others. Respect should include showing regard for oneself, one's school, and the rules and expectations for behavior in the school and the community.

Elementary:

In addition to the enclosed lessons, teachers may further emphasize the core value of respect through the following lesson ideas.

- In September, we commemorate Constitution Day (September 17th) and Celebrate Freedom Week (the Declaration of Independence; last week in September). Ask students to think about the men who helped write these documents and the respect they earned for helping to create our new nation (i.e., Founding Fathers). Have students write an essay about one Founding Father explaining what challenges this person met and why they chose this person as an individual that is worthy of respect. Invite students to share essays with other class members.
- Review the Pledge of Allegiance and the Star Spangled Banner. Have students study and discuss the meaning of the words and importance of reciting or singing them with respect; i.e., standing at attention, placement of right hand over one's heart.

- Identify and study national symbols and documents and their meaning; e.g., the Declaration of Independence, the United States Constitution, American flag, Star Spangled Banner, the bald eagle, the Statue of Liberty, the Liberty Bell. Review and discuss how these symbols illustrate respect for our country. Ask students to research and write about the various symbols of national pride and why they deserve our respect. Present these reports to other class members.
- Talk about how good manners and following classroom rules generate respect. Brainstorm with students and list the characteristics and behaviors related to being respectful. Try the following exercise. Ask students to pass a pencil, book, or other item to a fellow class member. Then, ask the students to return the item to the same person in a respectful manner. Notice how the two actions differed. Ask students to discuss how the two steps were different. Was one exchange more courteous than the other? Did students say please and thank you? Ask students to discuss how it feels to be treated courteously and with respect.
- Review and discuss the following “dos and don’ts” on how to be respectful:
 - Treat other people the way you want to be treated.
 - Be courteous and polite.
 - Listen to what other people have to say.
 - Don't insult people, or make fun of them, or call them names.
 - Don't bully or pick on others.
 - Don't judge people before you get to know them.
- Discuss: Are kids ever picked on at your school? What do they get picked on about (height, weight, appearance, disability, accent, skin color, etc.)? Exactly how are they picked on? How do you think these kids feel about this? How do you feel about it? What can you do to stop this bullying?
- Have students write a letter to an imaginary bully, telling this person what he or she is doing that you don't like, why they don't like it, and how they want this person to behave instead.
- Create a bulletin board entitled “Respectful Students of the Month” or “Uncle Sam Wants YOU to be Respectful.” Tell students that during the month of September, their pictures will be placed on the bulletin board as they demonstrate acts of respect. Post a picture of students “caught in the act” of being respectful. Each day, ask students to select other class members to be posted on the bulletin board.

- Local, national and world events reported in the newspapers or on television often illustrate actions taken by community members or local groups seeking respect. Discuss local or national events and the actions citizens have taken. Have students look through newspapers and magazines for evidence of community members seeking respect. Create space on a bulletin board or a large poster where students can post these stories.

Other On-going Activities to Promote Character Education

- Invite all students and teachers to an assembly/pep-rally in the school cafeteria, auditorium, or P.E. courts to kick-off character education school-wide. Ask a spirited teacher, parent, principal or guest speaker to motivate students and address character education goals and core values for the coming school year.
- Create a character education steering group made up of administrators, teachers, parents and students that meets regularly to plan activities and events celebrating each monthly value.
- Start a character education book club. Ask the media specialist, language arts or social studies teacher for book recommendations related to the core value of the month. Students should read books related to a particular topic, subject, or author; e.g., books written by a person striving toward a goal. Students may share, discuss and/or report their findings back to the class. Keep a class or personal log of the books read.
- Make character education a regular part of the school day and curriculum. Incorporate student homework related to each designated monthly value. A school newsletter may incorporate information on character education and offer daily suggestions for how to demonstrate each month's value. Morning announcements may also provide an opportunity to support each month's designated value.

Secondary:

In addition to the enclosed lessons, teachers may further emphasize the core value of respect through the following lesson ideas.

- In September, we commemorate Constitution Day (September 17th) and Celebrate Freedom Week (the Declaration of Independence; last week in September). Ask students to think about the men who drafted these documents

and the respect the Founding Fathers earned for helping to create our new nation. Have students write an essay about one Founding Father explaining what challenges this person met and why they chose this person as an individual that is worthy of respect.

- Review the Pledge of Allegiance and the Star Spangled Banner. Have students analyze and discuss the meaning of the words and importance of reciting or singing them with respect; i.e., standing quietly at attention, placement of right hand over one's heart. For students who choose not to participate in the Pledge, discuss how to refrain from participating, but still maintain respect for the occasion.
- Identify American symbols and documents and their significance; e.g., the Declaration of Independence, Preamble, United States Constitution, American flag, Star Spangled Banner, the bald eagle, the Statue of Liberty, the Liberty Bell. Identify and discuss how these symbols became representative of the United States. Ask students to research and write about the various symbols of American national pride and why they deserve our respect.
- In September and October, we also observe Hispanic Heritage Month. Discuss the importance of respecting and celebrating the diverse cultures that exist within our community.

Ask: What does it mean to treat other people with respect? Ask the class to brainstorm a list of do's and don'ts for treating people with respect. Compare the student lists to the following Six Rules of Respect:

1. Treat other people the way you want to be treated.
 2. Be polite and courteous.
 3. Listen to what other people have to say.
 4. Do not insult people, or make fun of them, or call them names.
 5. Do not bully or pick on people.
 6. Do not judge people before you get to know them.
- Write down the name of someone in your life right now who you respect very much. Name two things that person does that cause you to respect him or her. Do you share either of those traits with that person? Write about a time recently when you felt you didn't treat someone with respect. Describe the situation. Why did it happen? Was it the right thing to do? What were the consequences? How did it make the other person feel? Would you behave differently if you were given

another chance? How, and why or why not? What did you learn from the experience?

- Local, national and world events reported in the newspapers or on television often illustrate actions taken by community members or local groups seeking respect. Discuss local or national events and the actions citizens have taken. Have students look through newspapers and magazines for evidence of community members seeking respect. Create space on a bulletin board or a large poster where students can post these stories.
- Throughout history, various human rights groups have demanded respect for the social, political and economic rights of specific groups. Invite students to research organizations and groups that have served as advocates for the rights of others. Have students present skits or write essays representing the point of view of the group.
- Have student's research individuals throughout history that have demonstrated respect for others. Ask students to write biographies based on the person they have chosen. Some examples may include Mother Theresa, Mohandas Gandhi, and Dr. Martin Luther King, Jr.
- Review the following quotes. Choose one or more and ask students to think about, write, or discuss what the quote means.
 - "Nobody can make you feel inferior without your consent." Eleanor Roosevelt
 - "Leaders who win the respect of others are the ones who deliver more than they promise, not the ones who promise more than they can deliver." Mark A. Clement
 - "Not until we dare to regard ourselves as a nation, not until we respect ourselves, can we gain the esteem of others, or rather only then will it come of its own accord." Albert Einstein
 - "The heart of politeness is respect." Unknown
 - "Remember the three R's, Respect for self; Respect for others; and Responsibility for all your actions." Unknown

Source: Activities adapted from Goodcharacter.org, <http://www.goodcharacter.com/>

Anti-Discrimination Policy Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - Prohibits discrimination against employees or applicants because of genetic information.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition: School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.
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