

Teaching about September 11, 2001

<i>Teaching About 9/11</i> by Alan Singer	2
<i>Teachers Discuss Teaching About 9/11</i>	4
<i>National September 11 Memorial & Museum</i>	9
<i>September 11th Education Program: A National Interdisciplinary Curriculum</i>	10
<i>Documenting 9/11 and Events and Controversies that Followed</i>	12
<i>DBQ: Evaluating the U.S. Response to 9/11</i> prepared by Atif Khalil	20
<i>Using Popular Music in Lessons on Terrorism Across History</i> by Susan Daly	24
<i>Terrorists in United States History</i>	25
<i>An Eighth-Grade Unit Centered on 9/11</i> by Daniel Noviello	27
<i>Recovering from a 9/11 Loss: An interviewed with Amy Warchola</i> by Justin Sulsky ..	28
<i>Better Days Foundation – Camp Better Days</i>	29
<i>An Interview with Pete Dunn, 9/11 Responder</i> by Justin Sulsky	30

Teaching About 9/11

by Alan Singer, editor, *Social Science Docket*

Sunday, September 11, 2011 will be the tenth anniversary of the aerial attacks on the World Trade Center and the Pentagon. The politicalization of the events and the ways they should be remembered intensified with efforts to block the construction of an Islamic cultural center in Lower Manhattan. Its founders envisioned the center, which will include an area for prayer, as an opportunity to promote brotherhood, diversity, and interdenominational cooperation. Critics of the cultural center argue it is an insult to the memories of people who died in the attack and their families.

Support for the culture center, even within the Islamic community has been tepid. It is typified by President Obama and others who defended religious freedom as a fundamental principle, but questioned the judgment of building it at that location. The Republican Party, Tea Party activists, and the Fox News network tried to make opposition to the center a litmus test for both patriotism and common sense. It was a bludgeon in their campaign to overturn Democratic Party majorities in the House of Representatives and the Senate in the 2010 mid-term elections. New York City Mayor Michael Bloomberg was one of the few vocal supporters of the Islamic Center.

For the 10th anniversary, major commemoration ceremonies are being planned for sites in New York City and Washington DC, and in Pennsylvania where the fourth hijacked aircraft was forced down by passengers. In the days that precede and follow the tenth anniversary there will also be activities in schools and other public places. Teachers will be asked to involve their classes in observations and discussions.

An important, and perhaps contentious issue will be whether teachers are involved in the planning of the school commemorations or will simply be directed to attend with students and implement lessons generated from above. Teachers, who have daily contact with young people and who are most familiar with both their levels of understandings and their feelings are best positioned to help students raise questions and express their views.

Social studies teachers have an especially crucial role to play because of their skill in addressing sensitive and controversial issues in the classroom, and because for most students, the events of September 11, 2001 are part of learned history rather than lived experience. In 2007, I conducted a workshop on the significance of 9/11 for ninth graders who were nine years old at the time of the attacks. None of them remembered the events based on their own memories. In 2011, other than children who suffered personal loss at the time, there will probably be no students left in public school with personal recollections.

While September 11, 2011 will most likely be reserved for quiet contemplation and other solemn ceremonies, the tenth anniversary should be used to engage students in discussions of a number of vital questions prior to and after the actual date. They include: What should happen at the commemoration? Who should be included in the preparations? How should we respond to the families? Who legitimately represents them? Should we assume they speak with one voice when some of the families have protested against U.S. actions in Iraq and Afghanistan under the slogan "not in our name"? Should events be organized for them specifically or for the nation? Can we respect their desires, without granting them a veto over arrangements? Is it time for the nation and the families to move on so that wounds are allowed to heal?

I also think there should be serious discussion of the kind of country the United States has become since September 11, 2001. Are Guantanamo, Abu Ghraib, and the Patriot Act consistent with the American value on justice? Does the treatment of immigrants and Moslems undermine long cherished American beliefs? Why is there opposition to an Islamic cultural center in downtown Manhattan near the site of the World Trade Center? Has concern for national security canceled out respect for diversity, the ideals of universal brotherhood, and tolerance of difference?

There also needs to be an evaluation of U.S. foreign and military policy. There are no weapons of mass destruction in Iraq or Afghanistan and it is highly unlikely that military occupation will ever lead to democratic government. The U.S. has failed to provide basic stability and infrastructure in Iraq, leading Iraqi civilians to derisively demand to know "*Maki Kahraba*," "Where is the electricity?" The War on Terrorism, a war without end, is bankrupting the United States, undermining its international stature, and producing more terrorists than it is

eliminating. The U.S. and the international community must decide what actually constitutes terrorism and stop acting reflexively.

Activities organized around the tenth anniversary of the 9/11 attacks should provide an opportunity to engage students in an evaluation of U.S. policies that may have contributed to the attacks and may make the U.S. vulnerable again. Few high school students are ever exposed to critical analyses of United States foreign policy, which leaves them completely unable to evaluate the standard narrative presented in school and the media that somehow the United States is different from other nations, a shining democratic “city on the hill” for others to emulate and the defender of freedom around the world.

Chalmers Johnson, author of *Dismantling the Empire: America's Last Best Hope* (NY: Metropolitan Books, 2010), disagrees with this formulation. He sees the United States as a disruptive force in world affairs and is especially concerned that it cannot long survive as both a domestic democracy and a foreign imperialist power (28). Rather than exporting democracy, he believes the U.S. is exporting dictatorship and ruin. He views democratic movements in Japan, South Korea, and Latin America in the era after World War II as reactions against U.S. intervention rather than as movements nurtured by U.S. actions and beliefs.

Johnson is far from being a radical, which makes it difficult to dismiss his arguments. He was an expert on East Asian affairs and a professor at the University of California, San Diego until he died in 2010. From 1968 until 1972, Johnson was a consultant for the U.S. Central Intelligence Agency Office of National Estimates. Johnson's books and articles initially focused on China and Japan, but starting in the late 1990s he analyzed and commented on U.S. military and foreign policy. One of his goals was to explain why so many other countries seemed to hate the United States. He argued that in many cases the hatred was justified. Johnson also took the very unpopular stance of explaining the attacks of 9/11 as “blowback,” a CIA term that he uses to refer to unanticipated consequences of U.S. imperialist policies in the Islamic world.

Johnson dates the underlying causes of the 9/11 attacks on the United States to a decision by President Jimmy Carter and his national security advisor Zbigniew Brzezinski in July 1979 to provide secret aid to insurgents opposing the pro-Soviet government of Afghanistan. This decision triggered a Soviet invasion and led to an expanded civil war, the emergence of U.S. financed and armed Islamic fundamentalist military forces, including thousands of soldiers under the command of Osama Bin Laden, and Taliban control over Afghanistan. In addition to U.S. aid, the Islamic fighters received as much as \$25 million a month from Saudi Arabia and military training from the Pakistani army, two countries that were supposedly coordinating their activities with the United States. The money provided by the U.S. and its allies helped Bin Laden build his military base of operations in Khost, Afghanistan.

Johnson argues that U.S. intervention in the Islamic world is just one example of its post-World War II imperialist policies. Since 1953, the United States CIA and military have overthrown, attempted to overthrow, or interfered with legitimate governments in Iran, Guatemala, Cuba, Congo, Brazil, Indonesia, Haiti, the Dominican Republic, Vietnam, Laos, Cambodia, Greece, Chile, Afghanistan, Grenada, El Salvador, Nicaragua, and Iraq. The Federation of American Scientists documents that between the end of World War II and 2001, the United States military and covert spy agencies were involved in over two hundred military operations, none of which produced democratic governments. To enforce its will, the currently United States maintains over 850 overseas military bases with 200,000 troops in more than 40 countries (not including Iraq and Afghanistan) around the world.

This is a very different picture of the United States and of 9/11. Whether you agree or disagree with this interpretation of events, it is an interpretation that students have a right to hear, analyze, and reject if they find it inadequate or misguided. They certainly should be exposed to it before they are asked to enlist in the military to fight in Iraq or Afghanistan and before they are asked to vote for candidates who support continued war policies.

I am especially concerned, and I think everyone should be concerned, about whether oppositional ideas will be expressed during the 10th anniversary celebrations. People fear being targeted because of their beliefs and we may be entering another era like the 1950s when McCarthyism and red-baiting equated a belief in human decency with treason. I believe the official response to WikiLeaks, including holding its chief officer on unsubstantiated charges of sexual misconduct and threats to try him as a spy or for treason, was designed to silence future dissidents and whistle-blowers, not just to punish him.

Teachers Discuss Teaching About 9/11

Len Romano, Northport, NY schools (retired), President, NYSCSS: Every teacher, every year, has an obligation to make students aware of the tragedy that took place on September 11, 2001. That will be no different this year. What is striking for me is that although for most teachers this was an event that we lived through and left a deep impression on our lives, fifteen year olds in tenth grade were only five-years-old when the attacks occurred. Unless their family had a first hand connection to the tragedy, they probably know little or nothing about what happened. Teaching about 9/11 is becoming more like teaching about the Vietnam War and Pearl Harbor, events that shaped the lives of people who are still living, but are now lumped together in the curriculum as part of the distant past. I would focus on helping students understand the magnitude of this event, for people in the New York metropolitan region, for the United States, and on the global scene. A key part of 9/11 was the fall-out, both short term and long term. That cannot be addressed in one or two lessons. If we take the commemoration of 9/11 seriously, we will need to develop a unit for serious study to be included at the end of the calendar year when 8th and 11th grade classes discuss recent events in United States history. The unit should include domestic concerns about the constitutionality of the Patriot Act, changes in air travel, precautions at sporting events, and attitudes toward immigrants. There are also economic implications that need to be discussed. Foreign policy discussions should focus on the "War on Terror," wars in Iraq and Afghanistan, other conflicts between the west and the Islamic world, and the new alliance system.

Jayne O'Neill, Passaic County Technical Institute, Wayne, NJ, former President NJCSS: My school has a 9/11 commemoration every year including an assembly with speakers. One local woman speaks on a regular basis. She is a mother who lost two sons in the September 11, 2001 attack. She talks about her sense of loss and the impact on her entire family and on the nation as a whole. The school has a significant number of Islamic students and she explains how it is important not to stereotype people or hold entire groups responsible for the actions of a few. Right after the attack, there was a backlash against Muslims in the local population but that problem has receded in the

past few years. Our student population is diverse and the climate in our school is peaceful. For teaching, I recommend materials distributed by the newspaper the Bergen Record. They are available for free at <http://LearnAbout9-11.org>.

Laura Gibbs, K-12 social studies coordinator, Freeport, NY: Our district concentrates on building awareness of the 9-11 attacks in the earlier grades. In middle and high school students are given the opportunity to research the details and analyze and evaluate the events leading to the attack. They also assess U.S. foreign policy before and after the events. Students debate questions such as: Why was the United States targeted? Was the U.S. response in Afghanistan and Iraq justified? Has the U.S. response been successful? Has the U.S.A. Patriot Act enhanced national security?

Mark Schwarz, supervisor of social studies and art, Jefferson Township High School, Oak Ridge, NJ: The events of the past decade have stimulated me to evaluate my views about the role of the United States in the world. I suggest involving students in understanding and evaluating the current international situation should be part of the tenth anniversary commemoration and a continuing part of the social studies curriculum.

One of the greatest problems facing this nation (and subsequently the world) is the recent polarization of the American two-party system along ideological lines. Gerrymandering and party politics have always been disturbing practices, but their evolution in the current digital/information age appears to be curbing the influence of sectionalism and increasing the salience of religious and economic beliefs. It also seems the further we polarize as individuals the less rational we become. Consider the pendulum swing between the rampant jingoism behind the Iraq War and the idealistic election of the inexperienced Barack Obama. Each event had its rationale, but similarly its own partisan hysteria.

As the leading world power, the United States needs to put an end to the entrapment of narcissism. Currently, its government operates in a quite fair and transparent fashion but it is not perfect. The United States arrived at its current state of democratic luxury

not because of fair practice, but because of economic opportunism and its resultant rewards. How can the U.S. refuse to reach out to nations such as Iran, Cuba and Venezuela with fair trade policy? Surely an economic partnership would inextricably carry with it a obligatory respect for each others' sovereignty.

We need a new system of international policy. Instead of the elementary labeling of friend and foe, perhaps we should intellectually consider a principal of inclusiveness based on benefit of the doubt. No one is innocent. No nation is perfect. We all had to start from somewhere. Maybe we can all agree that every nation deserves the benefit of the doubt until proven otherwise. Should any nation bite the hand that feeds or undeniably threatens a peaceful world, it would then be that much easier to rationalize sanctions or militarily intervention. Contrary to what our own extremists might have us believe, being tough and fair are not mutually exclusive. That is an important lesson for our students to learn.

Arlene Gardner, President, NJCSS and Executive Director, NJCCLRE at Rutgers University: Yesterday was a beautiful day and my husband and I decided to look at all of the monuments in the town where we live, Westfield, N.J. The latest one is dedicated to the twelve local people who died on September 11, 2001. It is a very understated obelisk that lights up at night. There is a little marker for each person. I believe teachers should present the events of 9/11 from a personal tragedy perspective. However, while that is necessary, it is insufficient. Students also need to explore how the world has changed since 9/11. The tenth anniversary provide a great opportunity for students to appreciate the interplay of individual actions with larger, potentially global, consequences and the way we as individuals function on two levels, a personal level that makes up all aspects of our daily lives and a global level that ties us into people we do not know and events that take place all over the world.

The impact of 9/11 defined the entire last decade. Imagine how different things would be if 9/11 never took place or if the U.S. had reacted in a different way. I always like to ask "what if." What were the options? Students need to recognize that history is not this inevitable flow of predetermined events, which is how history books often portray it. If you think history is an inevitable flow of events, you have no control over it, and might just as well ignore it. That is not the lesson we want students to learn. Probably the best way to

look at 9/11 is for teachers to try to get students to see the contingency of history and ask what alternatives were possible and might still be possible.

Christina Santoriello Samoset Middle School, Lake Ronkonkoma, NY: I marked the 9th anniversary of the 9/11 attacks by teaching my 11th grade U.S. history students about the Patriot Act. Only two students could tell me anything about it. In small groups they had to decide if the Patriot Act was an infringement on the rights and liberties granted in the Constitution. Another day we discussed the controversy over the mosque and cultural center proposed for a site near ground zero. What I saw in my students is a form of "Islamophobia." They assume all Muslims are terrorists. They were quick to give me all the reasons why people would be opposed to building the mosque. As we discussed the underlying ideals of Islam they began to see why some would support the building of the mosque/cultural center. Nine years ago, when I was a 10th grade student, I don't even think I really understood what terrorism was. My students might not be old enough to be able to personally recall what happened on that fateful day nine years ago, but they sure know what it is like to grow up in a world forever changed by the terrorist attacks of 9/11.

Kerri Gallagher, P65K, Brooklyn, NY: The upper elementary school students who I teach will get the most benefit from actually seeing and feeling the emotions of New Yorkers on that day. I would probably start my lesson with video footage of the Towers being attacked, followed by the reactions of civilians. I would use copies of newspapers follow the attacks, as well as radio recordings. I think allowing them to see what those of us who remember that day saw, they can develop their own opinions. The students will be able to see the news as we saw the news. I also think I could use this lesson as a foot hold to springboard as to where we are as a nation today. By that time, we will have been fighting a war for as long as our students can remember. Many have no idea why or how we entered the war we are in. By allowing them to see the emotions behind the attacks on 9/11, they may better understand the drive that many Americans felt for "revenge".

Perez Moore, Freeport (NY) High School: I was a member of the New York Army National Guard from 1984 to 1986 and 1998 to 2005. On September 11,

2001 I was on my way to work with the New York City Department of Social Service. At 8:45 AM I got off the subway and noticed people standing in the street. There was smoke in the sky. I asked, "What happened?" A lady stated to me that a plane had crashed into the World Trade Center. Surprised, I assumed it was an accident. At my worksite, my co-workers were listening to the radio and discussing the "accident." I started my daily routine, but then the second plane hit. There was fear and then panic throughout the office. People had trouble with their cell phones. A few telephone lines did not work. We all crowded around the office television. When the towers fell, I called my Army National Guard base and asked for direction. The operations sergeant stated that the situation was confused and to stand by. A half hour later I received activation orders via fax to proceed to my unit or to any other National Guard location. As I drove to my unit there was chaos and panic in the streets. People were crying and angry. When I arrived at my unit, the 442 Military Police Company, I was instructed to telephone all guard members and have them report as soon as possible. However, most guard members had taken the initiative to report on their own. We loaded up our basic deployment equipment and proceeded to the Senator Jacob Javits building in Manhattan. After our area was organized the entire unit proceeded to ground zero. As we drove down the Westside highway we noticed thousands of people lined up on the highway. We also noticed people verbally abusing anyone they thought was Muslim. There were chants of "death to Muslims." We were ordered to intervene, break up fights, and detain individuals. When we finally made it to ground zero, we experienced the full effect of the attack. Both towers had collapsed and there was tons of debris and charred buildings everywhere. Professional firefighters and police officers walked around in a daze. There appeared to be no action plan or controlling authority. My unit was posted at various checkpoints. For the next two weeks various Search and Rescue units from around the country and a few foreign groups worked the ground zero site. It was my unit's assignment to drive S&R personnel to and from ground zero. My unit stood down after those two weeks. I was happy to be a part of history and experienced a national unity not experienced since. However, I am sorry it was the attack on the towers. I personally agreed with the military action in Afghanistan and Iraq even though Iraq had nothing to do with the terrorist attack.

Atif Khalil, JHS 194Q, Queens, NY: When the September 11 attacks are introduced in classrooms, "patriotic pressures" cloud judgment and analysis. Teachers become servants of power and proclaim false explanations for the attacks, such as "They hate our freedom" or "They want to turn us into a Islamic state." Social Studies classrooms by default are transformed into nationalistic platforms devoid of objectivity. When this happens history is altered and ultimately sold as a lie. Of course we must discuss the horrific events of that day and pay tribute to the innocent lives that were lost. And of course we should honor the brave public servants who risked their lives helping others escape. However, in social studies classrooms we must also analyze the justifications that were presented by participants for these horrifying attacks on the United States. Osama Bin Laden released videotape where he took responsibility for the attacks. In the tapes, Bin Laden claimed that he was waging war on an imperial nation that had taken the lives of hundreds of thousands of innocent victims in Iraq and Palestine. He charged that U.S. foreign policy caused the attacks. According to Bin Laden, just as Muslims had expelled the imperial Soviet Union from Afghanistan, they would expel the Imperial U.S. from the Middle East. Whether you accept his explanation for the attack or not, students, especially high school students, need to discuss this man's reasons and the question of whether U.S. policy in the Middle East played a role in the September 11 attacks? The problem we face as social studies teachers is that there is such hostility to Bin Laden and his followers that it is virtually impossible to discuss this question in any public arena let alone a classroom. Students should also view speeches by U.S. officials after the attacks and draw their own conclusions on their validity. After students they understand the facts and form their own judgments, they need to evaluate U.S. policy and decide if they believe it is helping to prevent terrorism or inciting it?

Gerard Porter, Dake JHS, West Irondequoit, NY: On September 11, 2001 I lost a close loved one who was trapped in the World Trade Centers in a floor above the crash line. Cell phone use was just becoming widespread. He knew he would not be able to get out and he called home to say good-bye to his wife. At the time I was eighteen years old and a freshman at SUNY Buffalo. It was very difficult for my family to confront this as a reality. I did not understand how deeply this

affected me until an incident occurred while I was student teaching three years later. I was placed in the Lackawanna school district in a school with a very diverse student population where a number of students were Islamic. My first day in front of a class I was shaking with nervousness, far more than the regular nervousness that is normal for student teaching. I was supposed to be teaching the class about the Crusades, a religious war between Christians and Muslims. I was twenty-one years old and full of hate. I felt we were in the middle of a religious war all over again. There were students in the room who were wearing traditional Islamic garb and I associated them with the enemy. Talking about the Crusades, I referred to the people of North Africa as "A-rabs," the way I spoke about them with family and friends. A girl politely raised her hand and corrected me. She said the proper way to pronounce the name of this group was Arab. I think she understood I was not intentionally being disrespectful. This girl's calm response was the best thing for me. It

helped me to see my students as children who had nothing to do with terrorism. There was no plot in their book bags. Everyone has not had my experiences, but everyone needs to in some way. Teachers must find ways so their students are able to see people as people rather than grouping them together as enemies to be feared and stopped.

Regina Alatsas, P207, Marine Park, Brooklyn, NY: I teach in a K-8 school where the demographics are very civil servant, white ethnic, with some minority students bused in. Although the 8th graders are multicultural and somewhat aware of 9/11, presenting any viewpoint that is considered anti-American (the school celebrates Flag Day, mandates recital of the pledge, God Bless America, and the National Anthem daily) is considered taboo by administration and most parents. How can I present the good, the bad, and the ugly on the 10th anniversary and beyond of 9/11?

Available online from Rethinking Schools: War, Terrorism and Our Classrooms - Teaching in the Aftermath of the September 11th Tragedy, includes essays by Stephen J. Gould, Alfie Kohn, Bill Bigelow, and Arunhati Roy. http://www.rethinkingschools.org/static/special_reports/sept11/pdf/911insrt.pdf

Available online from Teachable Moment from the Morningside Center for Teaching Social Responsibility: DBQ: What fuels terrorism by Islamic fundamentalists? <http://www.teachablemoment.org/high/terrorismdbq.html>
Controversy over the NYC Muslim Community Center & the 9/11 experience <http://www.teachablemoment.org/middle/park51.html>

Available online from The September 11th Education Trust: Creating Timelines and Using Personal Narratives and U.S. National Security and 9/11 <http://www.learnabout9-11.org>
The full curriculum package can be purchased from Social Studies School Service <http://www.socialstudies.com/c/product.html?record@TF42488>

Labib's Café: Sharing the Bad Times (<http://www.cityofmemory.org/map/#/story/1594/>): Produced, edited and narrated by Judith Sloan for the *Crossing the BLVD* series. In an Egyptian cafe on Steinway Street in Astoria, hate spilled over and was calmly mopped up four nights after the September 11th attack on the World Trade Towers. Four young men entered the Queens, New York coffee shop that Labib Salama, an Egyptian immigrant to the US, had owned for five years. The gang did not hurt anyone, but they smashed everything: the tables, the mirrors, and the pictures on the walls. The police caught the young men but Labib Salama refused to press charges. He told the police he understood their anger and did not to create more. The young men returned to coffee shop an hour later, apologized, and helped to clean up the store that they had ransacked. Judith Sloan talked with owner Labib Salama and his customer Nasser Elgabry about these events.

The West Wing: Episodes of the television series examined terrorism in the wake of September 11, 2001. <http://www.youtube.com/watch?v=NDsY8qCXLHQ>
<http://www.youtube.com/watch?v=1YbN65un7F0&feature=related>
<http://www.youtube.com/watch?v=VatPKqTgzh4&feature=related>
<http://www.youtube.com/watch?v=yXKd8Ps4nKs&feature=related>

John Duggan, Freeport (NY) High School: My teaching about 9/11 is informed by my own experience that day. I worked at 80 Pine Street on the 28th floor on the west side. I sat about five feet from the window, which looked directly at the Twin Towers. The markets that we depended on were just phoning in when we heard a thunderous crash. I mean it sounded like thunder - in New York City terms, a Con Ed accident. There was always building going on downtown and at first we thought it might have been a huge construction truck dropping something. Then oh-my-God, we saw the WTC. The gaping hole and fire started almost immediately. We had no idea what had happened. We thought it was an explosion, maybe a bomb. Quickly from our news monitors we found out that a plane had crashed into the tower. Some left immediately for trains to take them home. I stayed. I watched the plumage of glass, fire, paper and smoke streaming from the hole in the glass building. On that bright sunny morning, I could see the sun shining off the shards falling down. As I stood transfixed, I saw the second plane. It took just a couple of seconds to fly from my left to right and then crash into the second WTC. I would have said it was a small commuter airliner. I remember the sun shining off the aluminum siding but it looked really small in comparison to the towers. Within minutes on the monitors I saw the replay and how big the plane really was. Now we thought we were under attack. Friends from the WTC were now heading into our building with the story of the disaster. While we talked, the Trade Center that I saw hit by a plane collapsed in front of my eyes. The mushroom from the implosion crossed Broadway, through Chase Plaza and came towards our building. Our whole building shook when the mushroom hit. People started screaming. Plan or no plan I walked out the door and headed for the steps. I walked down the twenty-eight floors with strangers heading for uncertainty. The lady next to me was crying that we were all going to die. Like a New Yorker, I told we would die but not today. The ground floor was packed with people heading onto a street that was as dark as dusk. I headed for a bridge to get me off of Manhattan. I was too afraid to take the Brooklyn Bridge because it was too famous and therefore a target. I chose the Manhattan Bridge because nobody knows the Manhattan Bridge. As I headed for the bridge I saw the second WTC collapse and it made me think of Pearl Harbor. I felt that a war would soon start. I reached the Manhattan Bridge and saw a line of NYC Fireman heading for the towers. Once I got north of the towers it was amazing to see what a beautiful day it was. In Brooklyn, near the Queens border, I saw U.S. jets flying above me. I felt safer and angrier at the same time. I stopped twice on the walk to try and reach my wife. Both times a store let me use the phone and offered me water for free. When I reached home I noticed that my black golf shirt was now grey and my hair matted.

Jeffrey Glass, Freeport (NY) High School: As a survivor of the attack on the World Trade Center, I plan to discuss with students what I believe are some important messages that do not seem to get enough attention. Inevitably we will have to discuss terrorism, but I will leave that lesson for another day. First, the survival instincts of the people who were physically involved in 9/11 were unbelievably strong. Exiting the WTC down crowded and smoke-filled flight of stairs, people stopped to help and comfort one another, carrying those who could no longer walk and giving articles of clothing to others to help cover wounds and shield eyes and lungs. Immediately outside the towers, the need to comfort and help others overwhelmed the urge to evacuate the area quickly. People who could not run were being helped by those who were in better physical and emotional condition regardless of the expanding cloud of debris that seemed about to engulf everything in its path. While all of these actions may be deemed small gestures of individual kindness and perhaps don't qualify as acts of high heroism, the lesson they can teach us and our students is that, in times of life-threatening crisis, human beings will put themselves and their own safety at risk to help one another. The mass chaos and panic that we see in movies and on television when, for example, aliens chase crowds through the streets thankfully exists only in fiction. In real life, the group experience of danger seems to protect, calm, and strengthen those who are experiencing it. I have never seen people work as hard as they did in the days and weeks that followed 9/11. At Ground Zero, the recovery efforts by legions of people went on nonstop for months. By the next day, the rebuilding was not only under way, but far ahead of what anybody could have imagined possible. Within a few days, the entire financial community had rebuilt to the extent that the financial markets could reopen. The lesson to be learned from such experiences starts with human resiliency, but it really goes much further. In times of crisis, the sum of our collective energy is much greater than the sum of our individual efforts. The title of the social studies lesson I will teach is "Renewed Faith in the Human Race." And its message is that out of atrocity can come strength, goodness, and hope. Human spirit and group strength, unlike buildings, cannot easily be destroyed.

National September 11 Memorial and Museum

The National September 11 Memorial will open on September 11, 2011, the 10th anniversary of the attacks. Designed by Michael Arad and Peter Walker, the memorial is located at ground zero, on the western half of the former World Trade Center complex where the Twin Towers once stood.

The Memorial park surrounds two square waterfalls set within the footprints of the North and South Towers. This is where the towers used to stand. The waterfalls, the largest man-made waterfalls in North America, will cascade into reflecting pools, finally disappearing into the center voids. The names of people who were killed in the 9/11 attacks in New York, at the Pentagon, and on Flight 93, as well as in the 1993 bombing at the WTC, will be etched in bronze around the edges of the pools.



The plaza will be lined with cobblestones and filled with over 300 Swamp White oak trees, creating a space for reflection separate from the sights and sounds of the surrounding city. The trees were selected from a 500-mile radius of the WTC site, including nurseries located in New York, Pennsylvania, and near Washington, DC, to symbolize areas impacted on 9/11. Now, instead of looking up at the towers, we will look down at what is left behind. It will be a different kind of looking, asking us to appreciate the power of what isn't there, the power of staring at an absence.

National September 11 Memorial Museum

The 9/11 Memorial Museum will open on September 11, 2012 and be located beneath the memorial. Visitors enter the 120,000 square foot Museum through a Pavilion where two steel “tridents,” remnants of the North Tower’s façade, stand in the building’s atrium. The main exhibition space will be located seven stories down to the bedrock foundations of the World Trade Center. The Museum will offer displays of artifacts from the WTC and 9/11 attacks, interactive exhibitions, contemplative areas, and programs that will convey individual and collective stories relating the experiences of survivors, responders, area residents and eyewitnesses. A memorial exhibition will honor the individual victims of the attacks.

Education at the Memorial Museum

An exhibition about September 11 will naturally raise complex questions. While demonstrating the worst of human nature and the capacity for hateful ideologies to lead to extreme acts of violence and inhumanity, September 11 also revealed the profound human capacity to care for one another and to recognize our common humanity in acts of spontaneous generosity and response, transcending differences of race, nationality, religion, economic

strata, and political affiliation. This Memorial Museum will present both aspects of the 9/11 story, while acknowledging the unfinished nature of this story and the continuing ambiguities surrounding a full understanding the significance of these relatively recent, historical events.

The 9/11 Memorial Museum’s education pages (<http://www.national911memorial.org/education>) contain numerous resources that speak to these ideas for use in the classroom. More are being developed, but you can currently find:

- In-depth teacher guides for elementary, middle and upper school students and an interactive timeline.
- Information on the WTC, 9/11’s origins and impacts, including the 1993 WTC bombing.
- Online educational resources for learning and teaching about 9/11 from other organizations.
- The webcast series, *Exploring 9/11: The World Before and After*, presenting interviews with a range of experts exploring 9/11 through the lens of various disciplines including geopolitics, art, history, and religion. Each webcast is offered along with its own teaching and learning guide.

For inquiries, questions, or thoughts, please email Noah Rauch, Manager of School and Family Programs at nrauch@sept11mm.org.

September 11th Education Program: A National Interdisciplinary Curriculum

The September 11th Education Program was developed by the September 11th Education Trust. It is an organization comprised of 9/11 victims' family members, survivors, rescue workers, and educators in partnership with the Taft Institute for Government. They are united in the cause of teaching about 9/11 and its aftermath. Its comprehensive lesson plans are unique in that they are personalized and enriched through first-hand accounts, filmed oral histories, and authentic, primary archival materials to permanently record this shared historic event in a way that is inspiring and relevant to the nation's youth. The Trust believes that building on the story of 9/11, the courage, compassion, and unprecedented civic responses, translates beyond the classroom and provides lessons that the nation's youth can apply to lead more meaningful, productive lives.

The curriculum is dedicated to "all the innocent people who died in the September 11th terrorist attacks," but especially the eight children who were killed. They are Christine Lee Hanson, 2 years old, on UA Flight 175, Dana Falkenberg, 3 years old, on AA Flight 77, David Reed Gamboa Brandhorst, 3 years old, on US Flight 175, Juliana Valentine McCourt, 4 years old, on UA Flight 175, Zoe Falkenberg, 8 years old, on AA Flight 77, Bernard Curtis Brown II, 11 years old, on AA Flight 77, Asia S. Cottom, 11 years old, on AA Flight 77, and Rodney Dickens, 11 years old, on AA Flight 77.

The September 11th Education Program: A National Interdisciplinary Curriculum is an attempt to bring order and meaning and to provide context for that day. It was piloted in the fall of 2008 at River Dell High School in Bergen County, New Jersey. At the time, its developers did not know how students would react. Even though September 11, 2001, is viewed as a defining day in American history, educators across the country have grappled with how to preserve and harness its vital lessons and many have never broached the subject with their students.

The seven lessons in the curriculum include recounted memories from elected officials such as Secretary of State Hillary Clinton, former New York City Mayor Rudolph Giuliani, and current and former members of the federal and state legislatures. A DVD provides real time images and oral histories describing the events of September 11th. A website www.learnabout9-11.org is regularly updated with additional relevant information. Every lesson includes vivid photographs, candid oral histories, and video footage that bring the stories of the participants to life. The stories are real, heart wrenching, personal, and true.

The first lesson, "Visualizing 9/11," introduces the events through photographs and oral histories. In the second, entitled "The Historian's Craft," students create a timeline from the oral histories that provides context to the unfolding events of the day. Students also explore broader timelines of different times and places to assist with the understanding of larger historical perspectives.

The third lesson focuses on "The Post-9/11 Recovery Process." Students examine the complexities of recovering the remains of victims as well as analyze U.S. preparedness. In lesson four, "Designing a 9/11 Memorial," students design their own memorial of remembrance for the victims. They also review the controversy over the memorial at the World Trade Center site and gain an appreciation for the balancing act that elected officials encounter when dealing with diverse constituencies. Lesson five, "Honoring Heroes," helps students develop an understanding of heroism and how it applies to the roles individuals played on 9/11. Students thoughtfully consider the actions of ordinary people in extraordinary situations.

Lesson six, "Advocacy: Civic Action and the Role of Government," introduces students to the controversies surrounding the investigation of governmental policies before, during and after the 9/11 attacks. Students also examine the creation of the 9/11 Commission. Finally, in lesson seven, "U.S. National Security and 9/11," students review U.S. foreign policy positions regarding national security and weigh their effectiveness in protecting the U.S. from future terrorist acts.

U.S. National Security and 9/11

Overview: Students become familiar with four possible U.S. foreign policy positions regarding national security. They analyze the reasoning supporting each position and weigh its potential effectiveness in protecting the U.S. from terrorism and other external threats. Incorporating this analysis, students will write a position paper on the most effective foreign policy regarding national security, and create a detailed plan to influence others, particularly government officials, to have their policy implemented.

Goals: Students will understand that the United State can implement a variety of foreign policy positions to increase its national security depending on the circumstances. They will be familiar with four foreign policy options regarding national security available to the United States.

Objectives: Students reflect on their beliefs regarding U.S. foreign policy and national security; describe and analyze soft and hard power, unilateralism, multilateralism, and isolationism; review oral histories, national policy statements, and political analysts' views of proposed policies to address terrorism after 9/11; rank the potential effectiveness of proposed national security positions, supporting their analysis with details; and write a persuasive statement to advance their position.

Background: National security is a complex and controversial topic that arouses heated arguments on our most basic needs and cultural values. Is it possible to work with peoples of other countries and cultures and use negotiation to achieve our national security goals, or should we rely mainly on our superior military force and economic hegemony to advance our interests and policies? It's also possible to argue that the U.S. has no right to intervene in other countries affairs and may only become involved after its own territory has been attacked. This is a position held periodically through America's history. Students analyze the reasoning behind their current beliefs on U.S. national-security foreign policy. They review the positions and reasoning of 9/11 victims' family members, President George W. Bush on the "Bush Doctrine," and two American policy analysts. Incorporating their analysis of this information, students will develop an effective U.S. foreign policy regarding national security and write a persuasive essay supporting their position and outlining a plan to have their proposed policy implemented.

Essential Questions: How should the U.S. manage its relationships with other nations to keep the country and its people safe? What are unilateralism, multilateralism, and isolationism? How can they be applied to America's foreign policy? What is hard power and soft power? How can they be applied to America's foreign policy options?

Activity 1: Students reflect on their beliefs about options for U.S. national security foreign policy and decide whether they strongly agree, agree, are neutral, disagree, or strongly disagree with each statement.

A. Unilateralism: The United States has the right and obligation to take action independently to advance its own interests and further its national security goals, even if it affects other countries.

B. Multilateralism: The United States can better advance its national security interests when it works with allies and international organizations, like the United Nations, to create international policies that apply to all nations, rather than acting independently.

C. Isolationism: The United States should stay out of the affairs of other countries, except when its territory has been directly attacked.

D. Hard Power: The United States should rely more on its military and economic strength to achieve its foreign policy goals, rather than diplomacy.

E. Soft Power: The United States should rely more on its moral leadership and power of persuasion to achieve its foreign policy goals, rather than military and economic might.

Activity 2: The class reads and discusses "Four Foreign Policy Positions" and teams read different "Foreign Policy Readings": Joseph Nye, "Soft Power and Leadership" (<http://hbswk.hbs.edu/archive/4290.html>); "Letter to President Bush from Phyllis and Orlando Rodriguez" (<http://commondreams.org/views01/0919-08.htm>); "Bush Doctrine," June 1, 2002 (<http://www.nytimes.com/2002/06/01/international/02PTEX-WEB.html>); and William Kristol and Robert Kagan, "Reject the Global Buddy System" (http://www.newamericancentury.org/def_natl_sec_044.htm). Teams report to the class and students discuss which of the four author's positions makes the most sense to them, how the authors view human nature, how this view affects their foreign policy position, and which author has the most realistic foreign policy for the United States.

Documenting 9/11 and Events and Controversies that Followed

1. Hijacked Jets Destroy Twin Towers and Hit Pentagon

Source: Serge Schmemmann, *New York Times*, September 12, 2001, pg 1

A. Hijackers rammed jetliners into each of New York's World Trade Center towers yesterday, toppling both in a hellish storm of ash, glass, smoke and leaping victims, while a third jetliner crashed into the Pentagon in Virginia. There was no official count, but President Bush said thousands had perished, and in the immediate aftermath the calamity was already being ranked the worst and most audacious terror attack in American history. The attacks seemed carefully coordinated. The hijacked planes were all en route to California, and therefore gorged with fuel, and their departures were spaced within an hour and 40 minutes.



B. In all, 266 people perished in the four planes and several score more were known dead elsewhere. Numerous firefighters, police officers and other rescue workers who responded to the initial disaster in Lower Manhattan were killed or injured when the buildings collapsed. Hundreds were treated for cuts, broken bones, burns and smoke inhalation. But the real carnage was concealed for now by the twisted, smoking, ash-choked carcasses of the twin towers, in which thousands of people used to work on a weekday. The collapse of the towers caused another World Trade Center building to fall 10 hours later, and several other buildings in the area were damaged or aflame.

C. For hours after the attacks, rescuers were stymied by other buildings that threatened to topple. But by 11 p.m., rescuers had been able to begin serious efforts to locate and remove survivors. Mr. Giuliani [New York City Mayor Rudolph Giuliani] said two Port Authority police officers had been pulled from the ruins, and he said hope existed that more people could be saved. Earlier, police officer volunteers using dogs had found four bodies in the smoldering, stories-high pile of rubble where the towers had once stood and had taken them to a makeshift morgue in the lobby of an office building at Vesey and West Streets.

D. Within an hour of the attacks, the United States was on a war footing. The military was put on the highest state of alert, National Guard units were called out in Washington and New York and two aircraft carriers were dispatched to New York harbor. President Bush remained aloft in Air Force One, following a secretive route and making only brief stopovers at Air Force bases in Louisiana and Nebraska before finally setting down in Washington at 7 p.m. His wife and daughters were evacuated to a secure, unidentified location. The White House, the Pentagon and the Capitol were evacuated, except for the Situation Room in the White House where Vice President Cheney remained in charge, giving the eerie impression of a national capital virtually stripped of its key institutions.

Questions

1. What happened to the World Trade Center in New York City?
2. Why was it difficult to assess the amount of damage and the number of people injured or dead?
3. In your opinion, why was the United States put on an immediate war footing?

Document 2. President George W. Bush Addresses the Nation, September 11, 2001

Source: <http://www.americanrhetoric.com/speeches/gwbush911addresstothetation.htm>

A. Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. The victims were in airplanes or in their offices: secretaries, businessmen and women, military and federal workers, moms and dads, friends and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror. The pictures of airplanes flying into buildings, fires burning, huge – huge structures collapsing have filled us with disbelief, terrible sadness, and a quiet, unyielding anger. These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong.



B. A great people has been moved to defend a great nation. 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. America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining. Today, our nation saw evil – the very worst of human nature – and we responded with the best of America. With the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could.

C. Immediately following the first attack, I implemented our government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington D.C. to help with local rescue efforts. Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks. The functions of our government continue without interruption. Federal agencies in Washington which had to be evacuated today are reopening for essential personnel tonight and will be open for business tomorrow. Our financial institutions remain strong, and the American economy will be open for business as well.

D. The search is underway for those who were behind these evil acts. I have directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them. I appreciate so very much the members of Congress who have joined me in strongly condemning these attacks. And on behalf of the American people, I thank the many world leaders who have called to offer their condolences and assistance. America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism. Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened.

E. This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day, yet we go forward to defend freedom and all that is good and just in our world.

Questions

1. Why does President Bush believe the attacks on the United States will fail?
2. What did President Bush do to secure the safety of the American people?
3. According to President Bush, what are the goals of the United States following the attack?

Document 3. New York City Mayor Rudolph Giuliani Addresses the United Nations, October 1, 2001

Source: <http://www.americanrhetoric.com/speeches/rudygiuliani911unitednations.htm>

A. On September 11th 2001, New York City -- the most diverse City in the world -- was viciously attacked in an unprovoked act of war. More than five thousand innocent men, women, and children of every race, religion, and ethnicity are lost. Among these were people from 80 different nations. To their representatives here today, I offer my condolences to you as well on behalf of all New Yorkers who share this loss with you. This was the deadliest attack -- terrorist attack in history. It claimed more lives than Pearl Harbor or D-Day.

B. This was not just an attack on the City of New York or on the United States of America. It was an attack on the very idea of a free, inclusive, and civil society. It was a direct assault on the founding principles of the United Nations itself . . . Indeed this vicious attack places in jeopardy the whole purpose of the United Nations.



C. Terrorism is based on the persistent and deliberate violation of fundamental human rights. With bullets and bombs, and now with hijacked airplanes, terrorists deny the dignity of human life. Terrorism preys particularly on cultures and communities that practice openness and tolerance. Their targeting of innocent civilians mocks the efforts of those who seek to live together in peace as neighbors. It defies the very notion of being a neighbor. This massive attack was intended to break our spirit. It has not done that. It's made us stronger, more determined, and more resolved.

D. The strength of America's response . . . flows from the principles upon which we stand. Americans are not a single ethnic group. Americans are not of one race or one religion. Americans emerged from all of your nations. We're defined as Americans by our beliefs, not by our ethnic origins, our race or our religion. Our belief in religious freedom, political freedom, economic freedom -- that's what makes an American. Our belief in democracy, the rule of law, and respect for human life -- that's how you become an American. It's these very principles and the opportunities these principles give to so many to create a better life for themselves and their families that make America and New York a shining city on a hill. There's no nation in the history of the world and no city that has seen more immigrants in less time than America. And people continue to come here in large, large numbers to seek freedom, opportunity, decency, [and] civility.

E. It's tragic and perverse that it's because of these very principles, particularly our religious, political, and economic freedoms, that we find ourselves under attack by terrorists. Our freedom threatens them, because they know if our ideas of freedom gain a foothold among their people, it will destroy their power. So they strike out against us to keep those ideas from reaching their people. The best long-term deterrent and approach to terrorism, obviously, is the spread of the principles of freedom and democracy and the rule of law and respect for human life.

Questions

1. Why does Mayor Rudolph Giuliani consider 9/11 an attack on the principle of freedom?
2. According to Giuliani, what are the great strengths of the United States as it confronts this crisis?
3. In your opinion, why did Giuliani make this address at the United Nations?

Document 4. President George W. Bush’s “Afghanistan Speech”, October 7, 2001
Source: <http://www.americanrhetoric.com/speeches/gwbush911intialafghanistanops.htm>

A. On my orders, the United States military has begun strikes against al-Qaeda terrorist training camps and military installations of the Taliban regime in Afghanistan. These carefully targeted actions are designed to disrupt the use of Afghanistan as a terrorist base of operations and to attack the military capability of the Taliban regime. We are supported by the collective will of the world.



B. More than two weeks ago, I gave Taliban leaders a series of clear and specific demands: Close terrorist training camps. Hand over leaders of the al-Qaeda network, and return all foreign nationals, including American citizens unjustly detained in your country. None of these demands were met. And now, the Taliban will pay a price.

C. By destroying camps and disrupting communications, we will make it more difficult for the terror network to train new recruits and coordinate their evil plans. Initially, the terrorists may burrow deeper into caves and other entrenched hiding places. Our military action is also designed to clear the way for sustained, comprehensive and relentless operations to drive them out and bring them to justice. At the same time, the oppressed people of Afghanistan will know the generosity of America and our allies. As we strike military targets, we will also drop food, medicine and supplies to the starving and suffering men and women and children of Afghanistan.

D. The United States of America is a friend to the Afghan people, and we are the friends of almost a billion worldwide who practice the Islamic faith. The United States of America is an enemy of those who aid terrorists and of the barbaric criminals who profane a great religion by committing murder in its name. This military action is a part of our campaign against terrorism, another front in a war that has already been joined through diplomacy, intelligence, the freezing of financial assets and the arrests of known terrorists by law enforcement agents in 38 countries. Given the nature and reach of our enemies, we will win this conflict by the patient accumulation of successes, by meeting a series of challenges with determination and will and purpose.

E. Today we focus on Afghanistan, but the battle is broader. Every nation has a choice to make. In this conflict, there is no neutral ground. If any government sponsors the outlaws and killers of innocence, they have become outlaws and murderers themselves. And they will take that lonely path at their own peril.

F. We’re a peaceful nation. Yet, as we have learned, so suddenly and so tragically, there can be no peace in a world of sudden terror. In the face of today’s new threat, the only way to pursue peace is to pursue those who threaten it. We did not ask for this mission, but we will fulfill it. The name of today’s military operation is Enduring Freedom. We defend not only our precious freedoms, but also the freedom of people everywhere to live and raise their children free from fear.

Questions

1. What military actions were ordered by President Bush?
2. Why did the United States and its allies take these actions?
3. What is the broader struggle identified by President Bush?
4. In your opinion, what did President Bush mean when he stated: “In this conflict, there is no neutral ground.” Do you agree or disagree? Explain.

Document 5. Senator Robert Byrd Fears for the Future, February 12, 2003

Source: <http://www.commondreams.org/views03/0212-07.htm>

A. To contemplate war is to think about the most horrible of human experiences. On this February day, as this nation stands at the brink of battle, every American on some level must be contemplating the horrors of war. Yet, this Chamber is, for the most part, silent – ominously, dreadfully silent. There is no debate, no discussion, no attempt to lay out for the nation the pros and cons of this particular war. There is nothing. We stand passively mute in the United States Senate, paralyzed by our own uncertainty, seemingly stunned by the sheer turmoil of events. Only on the editorial pages of our newspapers is there much substantive discussion of the prudence or imprudence of engaging in this particular war. And this is no small conflagration we contemplate. This is no simple attempt to defang a villain. No. This coming battle, if it materializes, represents a turning point in U.S. foreign policy and possibly a turning point in the recent history of the world.

B. This nation is about to embark upon the first test of a revolutionary doctrine applied in an extraordinary way at an unfortunate time. The doctrine of preemption – the idea that the United States or any other nation can legitimately attack a nation that is not imminently threatening but may be threatening in the future – is a radical new twist on the traditional idea of self-defense. It appears to be in contravention of international law and the UN Charter. And it is being tested at a time of world-wide terrorism, making many countries around the globe wonder if they will soon be on our – or some other nation’s – hit list.

C. High-level Administration figures recently refused to take nuclear weapons off of the table when discussing a possible attack against Iraq. What could be more destabilizing and unwise than this type of uncertainty, particularly in a world where globalism has tied the vital economic and security interests of many nations so closely together? There are huge cracks emerging in our time-honored alliances, and U.S. intentions are suddenly subject to damaging worldwide speculation. Anti-Americanism based on mistrust, misinformation, suspicion, and alarming rhetoric from U.S. leaders is fracturing the once solid alliance against global terrorism which existed after September 11.

D. One can understand the anger and shock of any President after the savage attacks of September 11. One can appreciate the frustration of having only a shadow to chase and an amorphous, fleeting enemy on which it is nearly impossible to exact retribution. But to turn one’s frustration and anger into the kind of extremely destabilizing and dangerous foreign policy debacle that the world is currently witnessing is inexcusable from any Administration charged with the awesome power and responsibility of guiding the destiny of the greatest superpower on the planet. Frankly many of the pronouncements made by this Administration are outrageous. There is no other word.

E. Yet this chamber is hauntingly silent. On what is possibly the eve of horrific infliction of death and destruction on the population of the nation of Iraq a – population, I might add, of which over 50% is under age 15 – this chamber is silent. On what is possibly only days before we send thousands of our own citizens to face unimagined horrors of chemical and biological warfare – this chamber is silent. On the eve of what could possibly be a vicious terrorist attack in retaliation for our attack on Iraq, it is business as usual in the United States Senate. We are truly “sleepwalking through history.” In my heart of hearts I pray that this great nation and its good and trusting citizens are not in for a rudest of awakenings.

Questions

1. Why is Senator Byrd concerned about the “doctrine of preemption”?
2. Why does Senator Byrd believe going to war with Iraq is a mistake?
3. In your opinion, why does Senator Byrd accuse the Senate and the American people of “sleepwalking through history”?

Document 6. American Civil Liberties Union Criticizes the USA Patriot Act, April 3, 2003

Source: <http://www.aclu.org/national-security/surveillance-under-usa-patriot-act>

A. Just six weeks after the September 11 attacks, a panicked Congress passed the “USA/Patriot Act,” an overnight revision of the nation’s surveillance laws that vastly expanded the government’s authority to spy on its own citizens, while simultaneously reducing checks and balances on those powers like judicial oversight, public accountability, and the ability to challenge government searches in court. Most of the changes to surveillance law made by the Patriot Act were part of a longstanding law enforcement wish list that had been previously rejected by Congress, in some cases repeatedly. Congress reversed course because it was bullied into it by the Bush Administration in the frightening weeks after the September 11 attack.

B. The Patriot Act increases the government’s surveillance powers in four areas:

- Records searches. It expands the government’s ability to look at records on an individual’s activity being held by a third parties.
- Secret searches. It expands the government’s ability to search private property without notice to the owner.
- Intelligence searches. It expands a narrow exception to the Fourth Amendment that had been created for the collection of foreign intelligence information.
- “Trap and trace” searches. It expands another Fourth Amendment exception for spying that collects “addressing” information about the origin and destination of communications, as opposed to the content.

C. The Patriot Act makes it far easier for the authorities to gain access to records of citizens’ activities being held by a third party. At a time when computerization is leading to the creation of more and more such records, Section 215 of the Patriot Act allows the FBI to force anyone at all - including doctors, libraries, bookstores, universities, and Internet service providers - to turn over records on their clients or customers . . . The result is unchecked government power to rifle through individuals’ financial records, medical histories, Internet usage, bookstore purchases, library usage, travel patterns, or any other activity that leaves a record . . . The government no longer has to show evidence that the subjects of search orders are an “agent of a foreign power,” a requirement that previously protected Americans against abuse of this authority. The FBI does not even have to show a reasonable suspicion that the records are related to criminal activity, much less the requirement for “probable cause” that is listed in the Fourth Amendment to the Constitution. All the government needs to do is make the broad assertion that the request is related to an ongoing terrorism or foreign intelligence investigation.

D. For centuries, common law has required that the government can’t go into your property without telling you, and must therefore give you notice before it executes a search. That “knock and announce” principle has long been recognized as a part of the Fourth Amendment to the Constitution. The Patriot Act, however, unconstitutionally amends the Federal Rules of Criminal Procedure to allow the government to conduct searches without notifying the subjects, at least until long after the search has been executed. This means that the government can enter a house, apartment or office with a search warrant when the occupants are away, search through their property, take photographs, and in some cases even seize property - and not tell them until later . . . Under the Patriot Act, the FBI can secretly conduct a physical search or wiretap on American citizens to obtain evidence of crime without proving probable cause, as the Fourth Amendment explicitly requires.

E. The Patriot Act gives the attorney general unprecedented new power to determine the fate of immigrants. The attorney general can order detention based on a certification that he or she has “reasonable grounds to believe” a non-citizen endangers national security. Worse, if the foreigner does not have a country that will accept them, they can be detained indefinitely without trial.

Questions

1. What was the purpose of the USA/Patriot Act?
2. How did the USA/Patriot Act change government surveillance policies and practices?
3. Why is the ACLU critical of the USA/Patriot Act?

Document 7. Osama Bin Laden Speaks to the American People, November 2004

Source: <http://www.foxnews.com/story/0,2933,137129,00.html>

A. To the American people, my talk to you is about the best way to avoid another Manhattan, about the war, its reasons and its consequences. I tell you, security is an important element of human life, and free people do not give up their security. Unlike what Bush says that we hate freedom, let him tell us why didn't we attack Sweden, for example. It is known that those who hate freedom do not have dignified souls, like those of the 19 blessed ones. We fought you because we are free and want to regain freedom for our nation. As you undermine our security we undermine yours.



B. Even as you enter the fourth year after the September 11 attacks, Bush is still misleading and deluding you and hiding the real reason from you. Consequently, there are still reasons to repeat what happened. I will tell you about the reasons behind these attacks and will tell you the truth about the moments during which the decision was made, for you to contemplate.

C. God knows that it had not occurred to our mind to attack the towers, but after our patience ran out and we saw the injustice and inflexibility of the American-Israeli alliance toward our people in Palestine and Lebanon, this came to my mind. The incidents that affected me directly go back to 1982 and afterward, when America allowed Israelis to invade Lebanon, with the help of the American 6th Fleet. In these tough moments, many things raged inside me that are hard to describe, but they resulted in a strong feeling against injustice and a strong determination to punish the unjust. While I was looking at these destroyed towers in Lebanon, it sparked in my mind that the tyrant should be punished with the same and that we should destroy towers in America, so that it tastes what we taste and would be deterred from killing our children and women.

D. We did not find it difficult to deal with Bush and his administration, because it is similar to regimes in our countries, half of which are ruled by the military and the other half are ruled by the sons of kings and presidents. We have a long experience with them. Both types include many who are full of arrogance and greed. This resemblance became clear in the Bush the father's visits to the region. He wound up being impressed by the royal and military regimes and envied them for staying decades in their positions and embezzling the nation's money with no supervision. He passed on tyranny and oppression to his son, and they called it the Patriot Act, under the pretext of fighting terror. Bush the father did well in placing his sons as governors and did not forget to pass on the expertise in fraud from the leaders of the [Mideast] region to Florida to use it in critical moments.

E. We had agreed with the general emir Mohammed Atta, God bless his soul, to carry out all operations within 20 minutes before Bush and his administration noticed. It never occurred to us that the commander in chief of the American armed forces would leave 50,000 of his citizens in the two towers to face these horrors alone. It appeared to him [Bush] that a little girl's talk about her goat and its butting was more important than the planes and their butting of the skyscrapers. That gave us three times the required time to carry out the operations, thank God.

F. Your security is not in the hands of Kerry, Bush or al-Qaida. Your security is in your own hands. Any state that does not mess with our security has naturally guaranteed its own security.

Questions

1. According to Bin Laden, why did al-Qaida target the United States?
2. Who does Bin Laden blame for the casualties at the World Trade Center?
3. In your opinion, why is Osama Bin Laden addressing this statement to the American people?

Document 8. Chalmers Johnson Sees Blowback
Source: <http://www.tomdispatch.com/post/160594/>

Chalmers Johnson (1931-2010) was a professor of Asian Studies at the University of California, San Diego. From 1968 until 1972 he was a consultant to the Office of National Estimates of the Central Intelligence Agency on Asian Affairs. He is the author of a number of books on U.S. military and foreign policy.

A. I had set out to explain how exactly our government came to be so hated around the world. As a CIA term of tradecraft, “blowback” does not just mean retaliation for things our government has done to, and in, foreign countries. It refers specifically to retaliation for illegal operations carried out abroad that were kept totally secret from the American public. These operations have included the clandestine overthrow of governments various administrations did not like, the training of foreign militaries in the techniques of state terrorism, the rigging of elections in foreign countries, interference with the economic viability of countries that seemed to threaten the interests of influential American corporations, as well as the torture or assassination of selected foreigners. The fact that these actions were, at least originally, secret meant that when retaliation does come -- as it did so spectacularly on September 11, 2001 -- the American public is incapable of putting the events in context. Not surprisingly, then, Americans tend to support speedy acts of revenge intended to punish the actual, or alleged, perpetrators. These moments of lashing out, of course, only prepare the ground for yet another cycle of blowback.

B. I then began doing research on the network of 737 American military bases we maintained around the world (according to the Pentagon's own 2005 official inventory). Not including the Iraq and Afghanistan conflicts, we now station over half a million U.S. troops, spies, contractors, dependents, and others on military bases located in more than 130 countries, many of them presided over by dictatorial regimes that have given their citizens no say in the decision to let us in.

C. As our occupations of Afghanistan and Iraq turned into major fiascoes, discrediting our military leadership, ruining our public finances, and bringing death and destruction to hundreds of thousands of civilians in those countries, I continued to ponder the issue of empire. In these years, it became ever clearer that George W. Bush, Dick Cheney, and their supporters were claiming, and actively assuming, powers specifically denied to a president by our Constitution. It became no less clear that Congress had almost completely abdicated its responsibilities to balance the power of the executive branch. Despite the Democratic sweep in the 2006 election, it remains to be seen whether these tendencies can, in the long run, be controlled, let alone reversed.

D. Whether Americans intended it or not, we are now seen around the world as approving the torture of captives at Abu Ghraib prison in Iraq, at Bagram Air Base in Kabul, at Guantánamo Bay, Cuba, and at a global network of secret CIA prisons, as well as having endorsed Bush's claim that, as commander-in-chief in “wartime,” he is beyond all constraints of the Constitution or international law. We are now saddled with a rigged economy based on record-setting trade and fiscal deficits, the most secretive and intrusive government in our country's memory, and the pursuit of “preventive” war as a basis for foreign policy.

E. If we choose to keep our empire, as the Roman republic did, we will certainly lose our democracy and grimly await the eventual blowback that imperialism generates. There is an alternative, however. We could, like the British Empire after World War II, keep our democracy by giving up our empire . . . [T]he overall thrust of postwar British history is clear: the people of the British Isles chose democracy over imperialism.

Questions

1. According to Chalmers Johnson, why is the United States “hated around the world”?
2. What is “blowback”?
3. Why does Chalmers Johnson believe democracy in the United States is at risk?
4. In your opinion, does Chalmers Johnson support the United States response to 9/11? Explain.

DBQ: Evaluating the U.S. Response to 9/11

Atif Khalil developed this document-based essay for use with high school United States history classes. It is intended as an assessment for a final unit where students examine issues facing the United States and the world at the start of the 21st century.

Historical Context: Al-Qaeda is a fundamentalist Islamic religious group and para-military organization currently based in Afghanistan. It was initially supported by the United States during the Soviet occupation of that country. After the first Persian Gulf War in 1991, al-Qaeda became increasingly hostile to the United States and was responsible for attacks on three American embassies in East African cities in 1998. On September 11, 2001, nineteen members of al-Qaeda seized control of four commercial passenger jet airliners in the United States. They crashed two airplanes into the twin towers of the World Trade Center in New York City, killing everyone on board the planes. Both towers collapsed within two hours resulting in the death of almost 3,000 additional people who were either in the buildings at the time or emergency workers who responded to the attack. The al-Qaeda operatives flew a third airplane into the Pentagon building just outside of Washington, DC. The fourth plane crashed in a field in rural Pennsylvania after passengers and crew tried to retake control. The United States government under President George W. Bush responded to the 9/11 attacks by declaring a “War on Terror.” It accused Afghanistan and Iraq of supporting the al-Qaeda operation, invaded both countries, and brought down and replaced their governments. It also tightened domestic security at airports and in public spaces and along the nation’s borders. In the years following the 9/11 attacks, there has been ongoing debate over actions taken by the United States government. Critics have questioned whether the responses were appropriate and/or effective.

Task: Using the information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you to write the Part B essay in which you will be asked to:

- Identify and explain two actions taken by the United States after the 9/11 attacks.
- Identify and explain two criticisms leveled against actions taken by the United States.
- Discuss how decisions made by the United States are impacting on both the United States and other countries.

Part A: Short - Answer Questions

Document 1. Hijacked Jets Destroy Twin Towers and Hit Pentagon

Source: New York Times, September 12, 2001, pg 1

“Hijackers rammed jetliners into each of New York’s World Trade Center towers yesterday, toppling both in a hellish storm of ash, glass, smoke and leaping victims, while a third jetliner crashed into the Pentagon in Virginia. There was no official count, but President Bush said thousands had perished, and in the immediate aftermath the calamity was already being ranked the worst and most audacious terror attack in American history.”

Question: What happened on September 11, 2001?

Document 2. Not In Our Son’s Name

The son of Phyllis and Orlando Rodriguez was a World Trade Center victim. They distributed this letter on September 15, 2001 before the start of the bombing of Afghanistan.

Source: Zinn and Arnove, eds. (2009). *Voices of a People’s History, 2nd edition* (NY: Seven Stories Press), p. 603.

“Our son Greg is among the many missing from the World Trade Center attack. Since we first heard the news, we have shared moments of grief, comfort, hope, despair, fond memories with his wife, the two families, our friends and neighbors, his loving colleagues . . . , and all the grieving families that daily meet at the Pierre Hotel. We see our hurt and anger reflected among everybody we meet. We cannot pay attention to the daily flow of news about this disaster. But we read enough of the news to sense that our government is heading in the direction of violent revenge, with the prospect of sons, daughters, parents, friends in distant lands, dying, suffering, and nursing further

grievances against us. It is not the way to go. It will not avenge our son's death. Not in our son's name. Our son died a victim of an inhuman ideology. Our actions should not serve the same purpose. Let us grieve. Let us reflect and pray. Let us think about a rational response that brings real peace and justice to our world. But let us not as a nation add to the inhumanity of our times.”

Questions

1. Who was Greg Rodriguez?
2. Why did his parents write this letter?

Document 3. President Bush’s Afghanistan speech

Statement on October 7, 2001 by United States President George W. Bush after the start of U.S. and British military strikes on targets in Afghanistan.

Source: <http://www.putlearningfirst.com/language/20rhet/bushat.html>

“On my orders, the United States military has begun strikes against al-Qaeda terrorist training camps and military installations of the Taliban regime in Afghanistan . . . We are supported by the collective will of the world. More than two weeks ago, I gave Taliban leaders a series of clear and specific demands: Close terrorist training camps. Hand over leaders of the al-Qaeda network, and return all foreign nationals, including American citizens unjustly detained in our country. None of these demands were met. And now, the Taliban will pay a price. By destroying camps and disrupting communications, we will make it more difficult for the terror network to train new recruits and coordinate their evil plans . . . Our military action is also designed to clear the way for sustained, comprehensive and relentless operations to drive them out and bring them to justice. At the same time, the oppressed people of Afghanistan will know the generosity of America and our allies. As we strike military targets, we will also drop food, medicine and supplies to the starving and suffering men and women and children of Afghanistan.”

Questions

1. What demands did President Bush make on Taliban leaders?
2. List two reasons President Bush gave for invading Afghanistan.
3. How will the United States and its allies try to win support from the Afghan people?

Document 4. “An Attack on Us All: NATO’s Response to Terrorism”

Remarks by NATO Secretary General, Lord George Robertson of the United Kingdom, at the National Press Club, Washington DC, October 10, 2001

Source: <http://www.nato.int/docu/speech/2001/s011010b.htm>

“The events of September 11 have changed the world. Like the attack on Pearl Harbor 60 years ago, they have seared deeply and unforgettably into our consciousness . . . But unlike Pearl Harbor, it was not just America that suffered. On September 11, the entire civilized world was transformed. In Paris, the headlines read, ‘We are all Americans now.’ On both sides of the Atlantic, pundits are writing epitaphs for the ‘post-Cold-War era’ and birth notices for ‘the age of terrorism.’ Horrifying as September 11 undoubtedly was, it does not in my view warrant this bleak analysis. We do those who lost their lives no service at all by adopting a victim mentality. Yes, we have suffered a great blow. But we have not lost our ability – or our will – to shape events. If this is indeed to become the ‘age of terrorism’, then we will be as much at fault as Osama Bin Laden. I say this because I have been enormously heartened by events since September 11, in NATO and beyond. And because it is already possible to identify a strategy not only to defeat Bin Laden, but to ensure that any terrorist successors remain confined to the margins of history . . . The U.S. government is setting a strong example by its measured determination. No retreat. No knee-jerk quick fixes. No revenge attacks. Instead, there is a deep awareness that this is going to be a long struggle, a struggle in which patience and persistence will be key. Those who expected US unilateralism have witnessed instead a masterpiece of multilateralism – rallying the world behind a common purpose in a way only the U.S. can. This has been coalition-building at its very best.”

Questions

1. According to Lord George Robertson, how are the events of 9/11 different from Pearl Harbor?
2. Why does Robertson believe a “victim Mentality” is a mistake?
3. What actions by the United States does Robertson support?

Document 5. The impact of Bush linking 9/11 and Iraq

Source: *The Christian Science Monitor*, March 14, 2003

“A New York Times/CBS poll this week shows that 45 percent of Americans believe Mr. Hussein was ‘personally involved’ in Sept. 11, about the same figure as a month ago. Sources knowledgeable about US intelligence say there is no evidence that Hussein played a role in the Sept. 11 attacks, nor that he has been or is currently aiding Al Qaeda. Yet the White House appears to be encouraging this false impression, as it seeks to maintain American support for a possible war against Iraq and demonstrate seriousness of purpose to Hussein’s regime . . . Polling data show that right after Sept. 11, 2001, when Americans were asked open-ended questions about who was behind the attacks, only 3 percent mentioned Iraq or Hussein. But by January of this year, attitudes had been transformed. In a Knight Ridder poll, 44 percent of Americans reported that either ‘most’ or ‘some’ of the Sept. 11 hijackers were Iraqi citizens. The answer is zero.”

Question: What was the impact of White House efforts to link Iraq and the events of 9/11?

Document 6. Vice President Dick Cheney on Meet the Press

An interview with Vice-President Dick Cheney by Tim Russert on *Meet the Press* on September 14, 2003.

Source: http://www.msnbc.msn.com/id/3080244/ns/meet_the_press

“We learned more and more that there was a relationship between Iraq and al-Qaeda that stretched back through most of the decade of the ’90s, that it involved training, . . . that al-Qaeda sent personnel to Baghdad to get trained on the systems that are involved. The Iraqis providing bomb-making expertise and advice to the al-Qaeda organization. And we’ve learned subsequent to that, since we went into Baghdad and got into the intelligence files, that these individuals probably also received financing from the Iraqi government as well as safe haven.”

Question: According to Vice President Cheney, what was the connection between Iraq and the attacks on 9/11?

Document 7. Anti-War Activist Protests Iraq War

Cindy Sheehan is an American anti-war activist whose son was killed while serving with the U.S. military in Iraq. She attracted national and international media attention in August 2005 for an extended protest outside President Bush’s Texas Ranch. Bush’s Texas ranch—a stand which drew both passionate support and angry criticism.

Source: http://thinkexist.com/quotes/cindy_sheehan

“I was told my son was killed in the war on terror. He was killed by George Bush’s war of terror on the world . . . President Bush says we’re safer fighting them there than over here. Why are we safer because 120,000 civilians are dead? What makes their babies less precious than ours? . . . We were told that we were attacked on 9/11 because the terrorists hate our freedoms and democracy . . . not for the real reason, because the Arab Muslims who attacked us hate our Middle-Eastern foreign policy.”

Question: What is Cindy Sheehan’s reaction to the U.S. response to 9/11?

Document 8. Global Media Abhors United States Response to 9-11

This article was published September 11, 2006 by the Agence France Presse.

Source: <http://www.commondreams.org/headlines06/0911-01.htm>

“Newspapers across the world have strongly criticized the U.S. response to September 11, accusing the Bush administration of bungling its ‘war on terror’ and squandering global goodwill by invading Iraq. On the fifth anniversary of Al-Qaeda’s assault on New York and Washington, editorials united Monday in condemning the attacks and expressing revulsion for the Islamic extremists who carried out the atrocity. While papers said many people were still grappling with the immensity of what happened on that day, nearly all agreed the world had since become a more dangerous and uncertain place. Much criticism, especially in the Middle East and Europe, was reserved for U.S. President George W. Bush’s decision to invade Iraq under the banner of the ‘war on terror’. *The New York Times* acknowledged the United States had lost the feeling of unity and purpose which gripped the nation in the aftermath of the attacks, and lamented a lost opportunity. ‘When we measure the possibilities created by 9/11 against what we have actually accomplished, it is clear that we have found one way after another to compound the tragedy,’ said the paper’s editorial. Summing up the mood in the British press, the *Financial Times* said: ‘The way the Bush administration has trampled on the international rule of law and Geneva Conventions,

while abrogating civil liberties and expanding executive power at home, has done huge damage not only to America's reputation but, more broadly, to the attractive power of Western values.”

Question: Why do the newspapers cited in this article criticize the U.S. response to 9/11?

Document 9. Obama signs Patriot Act extension without reforms

Source: San Francisco Chronicle, March 1, 2010

“President Obama signed a one-year extension of three sections of the USA Patriot Act on Saturday without any new limits on the measures that many liberal groups and Democrats said were necessary to safeguard American civil liberties. The provisions allow the government, with permission from a special court, to obtain roving wiretaps over multiple communication devices, seize suspects’ records without their knowledge, and conduct surveillance of a so-called ‘lone wolf,’ or someone deemed suspicious but without any known ties to an organized terrorist group . Experts suggest that a string of foiled terrorist plots over the past year combined with the Democrats' falling ratings amid the healthcare debate blunted any move to reform the act, which was passed in the wake of 9/11. ‘We’ve stopped 28 terrorist attacks since 9/11,’ says James Carafano, a homeland security expert at The Heritage Foundation. “The Patriot Act has been a big part of that.”

Questions

1. What type of actions were authorized by the USA Patriot Act?
2. According to the article, why were key parts of the act renewed?

Document 10. George Bush's former aide defends waterboarding of terrorism suspects

On March 12, 2010, *The Guardian*, a British newspaper, reported that Karl Rove, a senior adviser to former President Bush, was proud that the country used waterboarding to elicit information from terrorism suspects.

Source: <http://www.guardian.co.uk/world/2010/mar/12/waterboarding-terrorism-guantanamo-karl-rove>

“Last year President Barack Obama banned waterboarding, stating: ‘I believe that waterboarding was torture and, whatever legal rationales were used, it was a mistake.’ However, in an interview for the BBC’s Newsnight programme, Rove stood by its use. ‘I’m proud that we used techniques that broke the will of these terrorists and gave us valuable information that allowed us to foil plots such as flying aeroplanes into Heathrow and into London, bringing down aircraft over the Pacific, flying an aeroplane into the tallest building in Los Angeles and other plots,’ he said. ‘Yes, I’m proud that we kept the world safer than it was, by the use of these techniques. They’re appropriate, they’re in conformity with our international requirements and with US law.’”

Question: What is the disagreement between Barack Obama and Karl Rove?

Part B Essay: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion.

Use evidence from at least SIX documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information. **In your essay you must:**

- Identify and explain two actions taken by the United States after the 9/11 attacks.
- Identify and explain two criticisms leveled against actions taken by the United States.
- Discuss how decisions made by the United States are impacting on both the United States and other countries.

Using Popular Music in Lessons on Terrorism Across History

Susan Daly developed this lesson for her AP World and Global 10 classes while at teacher at Arcadia High School in the Greece (NY) CSD. It is designed to address New York State Standards for World History, Civics and Government, and United States History as well as AP World themes on the relationship of change and continuity across the world history periods and changes in functions and structures of states and attitudes towards states and political identities. The objective is to make it possible for students to place the events of September 11, 2001 into historical perspective by creating a list of historical events that can be classified as acts of terrorism. Material used may vary depending on whether there are students who had personal family involvement with the events of 9/11.

Day 1: Students view 8 to 10 minutes from a video of the first 24 hours in NYC following the attack. They write a one-page description of their immediate and long-term reactions to the events of 9/11/01 including their remembrance of where they were when they first learned about the attacks. We listen to “Where Were You When the World Stopped Turning” by Alan Jackson and the class discusses the feelings presented in this work, how the music makes them feel, what music expresses about a culture, and how this particular song conveys these things. Essential questions are “What is the function of music in most societies?” and “How does music reflect the culture which created it?” The class discusses “What is a modern definition of terrorism?”; “How has the definition changed over time?”; and “How have the events of 9/11 changed the definition of what terrorism is world wide?” Student teams divide up responsibility to work overnight researching acts of terrorism. They must go back deep into history and only four examples can be since 1945.

Day 2: Based on their research, the class constructs a large flow chart detailing the events they considered examples of terrorism. The list may start with the Mongols throwing plague-ridden bodies into cities they were attempting to take over. We highlight specific examples such as the terrorist tactics used by late 19th century Russian anarchists and actions against civilians by the Irish Republican Army. For homework, students write about how different societies have coped with acts of terrorism and how American society dealt with the events of 9/11.

Day 3: I play selections of popular music and ask students to think about how the artist is expressing his or her reaction to the events of 9/11. Discussion of the lyrics leads to considering what makes an action an act of terrorism, how societies respond to internal radical elements and external threats, especially from a fringe movement whose members are prepared to die for a cause, and how societies cope with the impact of these actions. This leads to a discussion of how American reaction to the events of 9/11 changed the world’s perception of Americans and America. We also discuss how an understanding of history better prepares us understand the reasons behind the attacks on September 11, 2001. For homework, student teams conduct Internet research on terrorist groups from 1950 to the present. Each person in the group is assigned a different world region. They look at both who was involved and why and the government response.

Day 4: Based on the additional research students add to the flow chart. Discussion focuses on how responses to terrorism were similar and different in totalitarian and democratic societies.

Recommended Popular Music

“Courtesy of the Red, White and Blue” by Toby Keith. (L) <http://www.cowboylitics.com/lyrics/keith-toby/courtesy-of-the-red-white-and-blue-10125.html>. (V) <http://www.youtube.com/watch?v=0dBwEeCks5Y>.

“One Last Time” by Dusty Drake. (L) <http://www.cowboylitics.com/lyrics/dusty-drake/one-last-time-2050.html>. (V) <http://www.youtube.com/watch?v=XGj0c3sKMgg>.

“Where were you When the World Stopped Turning?” by Alan Jackson. (L) <http://www.azlyrics.com/lyrics/alan-jackson/wherewereyouwhentheworldstoppedturning.html>. (V) <http://www.youtube.com/watch?v=fvj6zdWLUuk>.

“The Rising” by Bruce Springsteen. (L) http://www.lyricsfreak.com/b/bruce+springsteen/the+rising_20025196.html. (V) <http://www.youtube.com/watch?v=eNnB4dkVRJI>

“Have You Forgotten” by Darryl Worley. (L) <http://www.cowboylitics.com/lyrics/worley-darryl/have-you-forgotten-3876.html>. (V) <http://www.youtube.com/watch?v=p6yLQRF-cEU>

“Into The Fire” by Bruce Springsteen. (L) http://www.lyricsfreak.com/b/bruce+springsteen/into+the+fire_20025188.html. (V) <http://www.youtube.com/watch?v=usD7RDp-w5Q>

Terrorists in United States History

This lesson can be used as a current events project, in the study of recent United States history, or in a participation in government class. After the class discusses definitions of domestic terrorism and news coverage of the events of September 11, 2001, students explore differences between and similarities of “terrorists” and “freedom fighters.” Groups evaluate a list of proposed terrorists in U.S. history, decide who are the most feared and criminal terrorists in United States history, and present their views to the full class. Groups have made and defended widely different choices. In one class, one team argued Al Qaeda was “the most dangerous because it not only planned attacks on the U.S., but also on other countries.” Another team argued the Ku Klux Klan because it “spread violence against Blacks and created a chaotic feeling among United States citizens.” Other teams selected John Brown’s Raid at Harpers Ferry and the Oklahoma City bombing. – Alan Singer

Aim: Who are the most feared and criminal terrorists in United States history?

Goals:

- Analyze and translate primary source definitions of domestic terrorism.
- Work in teams to evaluate the historic importance of different events.
- Present and defend conclusions to the class.
- Promote interactive discussions based on evidence in small groups and full class.

Main Ideas:

- There have been many events in United States history that can be described as terrorism.
- Prominent Americans and the United States government have been involved in some of these actions.
- There is not always agreement about which people and events should be considered domestic terrorism.
- The FBI and the USA Patriot Act have attempted a formal definition of domestic terrorism.

Materials: List of “terrorists” and online reference material. News coverage of 9/11 attack (<http://www.youtube.com/watch?v=11KZqqSI9-s>, accessed January 12, 2011).

Do Now: Examine these two definitions of domestic terrorism. They are written in official legal language. Translate these official definitions into a simple definition of domestic terrorism.

1. FBI’s Terrorist Research and Analytical Center, 1994: Domestic terrorism is “the unlawful use of force or violence, committed by a group(s) of two or more individuals, against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.”
2. USA Patriot Act, 2001: Domestic terrorism: “(A) involve acts dangerous to human life that are a violation of the criminal laws of the United States or of any State; (B) appear to be intended— (i) to intimidate or coerce a civilian population; (ii) to influence the policy of a government by intimidation or coercion; or (iii) to affect the conduct of a government by mass destruction, assassination, or kidnapping; and (C) occur primarily within the territorial jurisdiction of the United States.”

Motivation: News coverage of 9/11 attack. <http://www.youtube.com/watch?v=11KZqqSI9-s>. Define terrorism and domestic terrorism. Respond to the statement: “One man’s terrorist is another man’s freedom fighter”?

Activities:

1. Students evaluate and translate primary source definitions of domestic terrorism.
2. Students examine news broadcasts about 9/11 and discuss why this was an example of terrorism.
3. Students discuss their opinions on the difference between a terrorist and a freedom fighter?
4. Groups evaluate and sort a list of proposed terrorists in U.S. history.
5. Students present and defend conclusions to the class about the most feared and criminal terrorists in U.S. history.
6. Class questions and evaluates reports.

Summary Question: In your opinion, how do we decide who is the terrorist, who is the freedom fighter, and who is pursuing legitimate government policies?

Aim: Who are the most feared and criminal terrorists in United States history?

Activity: Working in groups and using online sources, decide who are the ten most feared and criminal terrorists in United States history. The list includes both individuals and groups. Some people on the list may surprise you. Assign ten points to your first choice, nine points to your second choice, etc. You can add other candidates to this list if you wish. Be prepared to explain your choices to the class.

1. **ADVOCATES OF SLAVERY.** John C. Calhoun, Jefferson Davis and other southerners who actively defended enslavement of Africans in the United States.
2. **1960S RADICALS.** Bill Ayers, the Weather Underground, the Symbionese Liberation Army, and other radical groups from the 1960s and 1970s.
3. **KKK.** The Ku Klux Klan and other White supremacist groups that lynched and disenfranchised Blacks in the decades after the American Civil War.
4. **INDIAN REMOVAL.** President Andrew Jackson, General George Custer, and other American leaders and military officers who systematically either slaughtered Native Americans or forced them off of their homelands.
5. **CIVIL WAR.** In 1864, General William T. Sherman's Union troops pillaged and burned a large part of Georgia between Atlanta to Savannah in an effort to force the South to surrender.
6. **RADICAL ABOLITIONISTS.** John Brown and radical abolitionists who declared war on the United States in Bloody Kansas and at Harpers Ferry.
7. **ANARCHISTS.** Leon Frank Czolgosz, who assassinated President William McKinley in 1901, and American anarchists such as Emma Goldman who championed violent revolution.
8. **ORGANIZED CRIME.** Al Capone, the Mafia, and any other organized criminal group that has brought drugs and violence into American communities since the 1920s.
9. **ATOMIC BOMB.** President Harry Truman for authorizing the use of the atomic bomb against civilian populations to force Japan to surrender during World War II.
10. **WAR ON IRAQ.** George Bush for misleading the American people to support a war in Iraq that has caused the death of hundreds of thousands of civilians.
11. **ANTI-UNION.** The Pinkertons, private police forces, and the employers who hired them to kill labor organizers and striking workers from the 1870s through the 1940s in order to prevent the formation of labor unions.
12. **PHILIPPINES.** U.S. occupying army in the Philippines during the first half of the 20th century that used waterboarding and widespread torture to suppress the Philippine independence movement.
13. **HAYMARKET.** Albert Parsons and other anarchists accused and executed for setting off a bomb that killed at least one police officer at a demonstration at Haymarket Square in Chicago in 1886.
14. **DRUGS.** Drug Cartels operating in the United States today.
15. **1960S BLACK RADICALS.** Black Panthers and other nationalist groups that championed revolution in the Black community during the late 1960s.
16. **NATIVE AMERICANS.** Geronimo and other Native American leaders who declared war on the United States and often attacked civilian settlements on the frontier.
17. **OKLAHOMA CITY.** Timothy James McVeigh, Terry Nichols, and Michael Fortier and "white power" advocates responsible for the 1995 Oklahoma City bombing that killed 168 people.
18. **SEGREGATIONISTS.** Southern segregationists bombed Black churches and killed Civil Rights workers in the 1950s and 1960s trying to block school integration and voting rights for African Americans.
19. **WTC.** Al-Qaeda, participants in and supporters of the 1993 and 2001 attacks on the World Trade Center.
20. **SONS OF LIBERTY.** The Sons of Liberty in the years preceding the American Revolution and other radicals during and after the war tarred, feathered, and killed supporters of the legitimate government of the colonies.
21. **SCHOOL MASSACRES.** In Michigan in May 1927 a member of a local school board set off three bombs that killed 45 people including 38 children. In August 1966 a University of Texas student who was a former U.S. marine shot and killed 16 people. At Columbine High School in Colorado in April 1999 two students killed twelve students and a teacher. At Virginia Tech in April 2007, a senior English major killed 32 people.
22. **KENT STATE/ JACKSON.** In May 1970, National Guardsmen at Kent State University in Ohio killed four students during a campus protest against the war in Vietnam and the invasion of Cambodia. Ten days later police killed two student protesters and wounded twelve at a protest rally at Jackson State University in Mississippi.

An Eighth-Grade Unit Centered on 9/11

by Daniel Noviello

Daniel Noviello is a social studies teacher at J. W. Dodd Middle School in the Freeport, New York school district. He uses the events surrounding 9/11 and the “War on Terror” to focus on turning points in history and the essential question, “How has the war on terror been a turning point for American domestic and foreign policy?” His learning objectives include having students describe the geographical, economic, political, and social causes of terrorism; compare and contrast various view on terrorism; analyze the events of September 11, 2001; discuss the legality of the USA Patriotic Act; and evaluate the successes and failures of the War in Afghanistan and the Iraq War.

The 9/11 unit begins with a project based learning activity that has the students take on the role of an FBI agent. I assign each student a pair and give them a “top secret” file that contains the following information: “You have just been handed a copy of a press release from the FBI. Included in this document is the bureau’s latest summary of the threats to the United States national security. As advisors to the Senate Select Committee on Intelligence, it is your team’s job to analyze all aspects on terrorism and to provide a summary of the threat assessments. You and your team must determine where and when the next wave of terror might strike and who the guilty parties might be.” We spend two class sessions researching the root causes of terrorism, various terrorist organizations around the world, and the purpose and goals of each group. The students are asked to determine the extent of the threat to the United States from terrorism. The assessment is for the pairs to write a speech and present a PowerPoint presentation to inform the “committee” about one specific terrorist threat.

The next lesson of the unit requires students to analyze the events of September 11th, 2001 and understand how these events are a turning point in American history. Students explore multiple sources of media and varying points of view ranging from the local to the global news media. In groups, the students discuss the similarities and differences among the sources of media. They also identify the various explanations of how the event happened and what the response should be. As a result, the students are able to recognize perspective and conflict between the various broadcasts. As an assessment, I ask the students to act as journalists to create their own source of media about 9/11. They have the option to write a newspaper article or to perform a news broadcast.

The third lesson of the unit asks the students to determine the legality of the USA Patriot Act. I begin the lesson by posting the following statements on the board:

1. Sometimes personal rights must be given up in order to protect people from those who could be a danger to all of us.
2. It's better to be safe than sorry when it comes to fighting terrorism.
3. The government should have the right to investigate to the fullest extent any suspicious person and their activities.
4. Civil Liberties have been granted in the Constitution's Bill of Rights and should be preserved, no matter what.

Students write on a piece of paper whether they agree or disagree with each statement and why. This activity helps facilitate a discussion that leads to the debate over the USA Patriot Act. Next, the students review the provisions of the act as well as review the arguments in the lawsuit filed by the ACLU in relation to the Patriot Act. Lastly, I assess the students by having them perform a mock debate. The students are asked to choose a side, organize their arguments, and participate in a debate.

The last lesson of the unit has students assess the economic costs of both the Iraq War and the War in Afghanistan. I begin the lesson by having the students read an article aloud about President Bush’s war budget. After the reading I ask the students to take a few minutes to brainstorm ideas about what they think the money is being spent on and what the possible future costs will be. This leads into a class discussion about the economic costs of war. I then have the students visit various stations throughout the classroom. At each station is a document-based question. Each document is a chart or graph about the economic and human costs of the wars. Lastly, I assess the students by having them write a two-paragraph evaluation on the successes and failures of both wars.

Recovering from a 9/11 Loss

An interview with Amy Warchola, a 7th grade social studies teacher in Queens, New York by Justin Sulsky.

On September 11, 2001, I was 16 and a junior in high school. That day I was taking my road test and I was with my brother. We first heard about a plane hitting the World Trade Center on the car radio. We went back to my school where my mom worked and started making calls to check on my dad's status. My dad, Lt. Michael Warchola, worked for Engine 24 Ladder 5 in Greenwich Village, which was in very close proximity to the World Trade Center, so we knew he would have been involved in some way. I did not go back to school for the rest of the week as we kept calling hotlines for information. My parents were divorced at the time but we all kept calling to find out.

At one point I called and they mixed up my dad's name with somebody who had been found so I briefly had good news, only to then discover the mistake. That was very difficult. On Friday, September 14, my uncle let us know that my dad was found with other firefighters from his company in the North Tower. I really do not know the specifics of what exactly he was doing when the towers went down. I don't dwell on that aspect of it.

Within a week, there was a funeral arranged by my Uncle Denis in Middle Village, Queens. I remember driving there from upstate — we lived two hours north of the city at that point — and seeing hundreds of firefighters lining up to pay their respects. The image of all of those rescue workers waiting there, saluting is something I will never forget.

In my school, I was the only person who lost a family member on 9/11. I never met any other child who lost a parent while I was in high school. It was kind of a lonely situation. It was difficult because my school was very small and everyone knew each other's families. I attended a Christian school and everyone definitely was supportive. Everybody knew I was the girl who lost her dad on 9/11 and they were lovely and nice. My principal came down for the funeral.

I really have not been involved in many organizations dedicated to victims' families. We did get a lot of offers so I do not remember if I said no to different things or if I did not hear about them, especially since we lived so far north from the city. We did go for about 10 months of counseling through the NYU bereavement center, and that was great. They agreed to meet us halfway between our home and Manhattan, which made things easier. They were very supportive and helpful. Aside for the counseling, I had a group of friends and went to church often so I had a lot of support. My mom and family were great at home as well.

Some of my current students know that my dad died on 9/11. Last year, 9/11 occurred on a school day so some teachers and students were talking about it. I don't really bring up my part in it. I want my kids to learn about it without bias. If it arises, I will talk about it. But I do not really discuss it with my students unless it comes naturally with the lesson. Many of my children have a lot of difficult things going on so I don't only want to talk about my issues. But I do want them to know about the attacks and I talk about it in the context of social studies, especially since my current students were very small when it happened.

Since the attacks, I never really connected with anybody else personally affected by it. Nobody really discussed it. I did have a class on terrorism at Hofstra and I let everyone know where I was coming from. The only other person I met who had a connection was somebody I worked with who lost her brother in the attacks. In the future, if the opportunity arose and if it was uplifting and helpful, I would join a group or organization.



Lt. Michael Warchola

<http://bluestarchronicles.com/2010/09/11/lt-michael-warchola-9-11-hero-remembered/>

When it first happened, it was something we haven't experienced here so people treated me special because of my status. But at school, we had 9/11 survivors speak who were actually at the World Trade Center. They had stories that were similar but also very different. After the attacks, as it gets further and further away, the shock value has definitely decreased but that is okay because I'd rather my students know about it and learn about it. I don't want sympathy and pity, especially from my students.

Of course I was angry at the terrorists, but when I was 16 and just going for my driver's test, I did not know much about the causes of that day. I was angry that people could have hatred in their hearts and feel that this was the answer to the disagreement they had with the country. I felt sadness more than anything else. Sadness that I lost my father and that so many people were taken away. I don't think anger really solves anything. I've tried very hard to move past the anger and appreciate the time I had with my dad and the kind of father he was.

As we approach the 10th anniversary of the attacks, I definitely hope it is discussed and remembered in the context of honoring those people who were lost. I hope that it will be. Every year on September 11th, I go the firehouse and a church service, and I am sure I will do the same this year. It is important to talk about your memories and you'll feel the sadness as you remember, and then you can continue with your lives and remember the people who shaped you. On September 11, I like to spend the day with family, and talk about the good memories of my father, instead of dwelling on the hurt feelings.

I was fortunate that after my father passed away I was given a lot of opportunities due to an array of grants and scholarships. The city and State of New York definitely helped my family, and I would like to name the scholarships that I received for my college studies: The Silver Shield National Fallen Firefighters Scholarship, The International Association of Firefighters Scholarship, and the World Trade Center Memorial Scholarship. I am very, very grateful that I was awarded those scholarships. That was something that nobody had to do and it would have been hard for my family to send me to college without them.

Before 9/11, I did have it my mind to become a teacher and 9/11 kind of just confirmed that's what I wanted to do. When you lose a parent or family member, you have an understanding of what's that like for kids. I am able to empathize when my students go through something similar. It is helpful as a teacher to know what kids go through and that has helped me in my teaching as I relate to kids who have difficult home and family issues.

The events of September 11, 2001 will always be in my memory and in my heart. Like so many families across the nation and world, mine will forever be connected with that day. My heart continues to go out to those who lost a loved one that day and to those who assisted so selflessly in the rescue efforts and clean up of Ground Zero. However, as each year passes, I hold with me not anger, but rather powerful memories of my father's heroism and what he gave up to try to help others.

Better Days Foundation – Camp Better Days

The Better Days Foundation (<http://www.campbetterdays.com>), based in Denville, New Jersey, was set up in 2003 out of a great need for long term support for children who lost loved one's in the terrorist attacks on September 11, 2001. The foundation is operated by people who lost family members, friends, and loved ones on that day. Its motto is – *It's about the kids!!!*

Amongst the programs offered by the Better Days Foundation is Camp Better Days, a weeklong residential summer camp at Camp Echo Lake in Warrensburg, New York. where children have fun healing and being together. The staff of Camp Better Days is made up entirely of volunteers. Campers, aged 9 to 17, become junior staff as they grow older and so they never have to leave the "family".

Besides Camp Better Days, the foundation hosts events for the staff and kids all year such as an annual reunion, holiday breakfasts, and trips to baseball games, the Bronx Zoo, and the Liberty Science Center. There is no charge for participants in the events or the camp.

The Better Days Foundation's founding director, Amy Callahan is a licensed clinical social worker whose fiancée, who was 29 years old and worked for Cantor Fitzgerald, died in the 9/11 attacks. Her fundamental belief is that "Out of tragedy emerges life, faith, friendships and most importantly hope."

Donations to its programs can be made online and are always welcomed.

An Interview with Pete Dunn, 9/11 Responder

Interviewed by Justin Sulsky

I am 57 years old. I retired in 2002 from the New York City Police Department (NYPD) and I am currently an adjunct instructor at Suffolk Community College where I teach criminal justice. I started in the NYPD in January 1982 and I have a B.A. in Criminal Justice from C.W. Post. I attended Hofstra University where I earned a Master's in Social Studies Education while I was the commanding officer of the narcotics module in Brooklyn South. I actually had a class scheduled on September 11, 2001.

I was on duty the morning of September 11 and was sitting at my desk preparing for my Hofstra class. My office was in a small building along the waterfront in Brooklyn. After the first plane hit, we didn't know what happened. We thought that this was some kind of an accident, a crappy pilot. The approximately 100 people that reported to me got ready to report to the crash site before the second plane even hit. When the plane hit the second tower, we knew something was going on. I was then beeped and called my boss to say we were on our way. I told my men to grab all the water and soda they could from the vending machines because I knew we would be there for a while.

It was not hard to get into the Brooklyn Battery Tunnel because we were cops and I was in a uniformed shirt. We drove through the tunnel filled with smoke; it was very difficult. We parked in front of the Downtown Athletic Club. That is the home to the Heisman Trophy and I actually saw it in the lobby.

Both Towers Fell

By the time we got there, both towers had fallen. It was a pretty chaotic scene. There was no information while riding over or on the radios. I got the best updates from my wife who was watching TV. I called my daughter who was a freshman in college in Pennsylvania. My brother was working in the American Express building across the street from the World Trade Center. I remember the 1993 bombing when he was told to go back into the building. I told him that time that he needed to get out. He took my advice and told everyone else to leave the building. I called his office number on my way to the crash site and he was aware enough to leave a message on his phone saying that he was okay.

We went to Pier 11 where they sent the Organized Crime Control Bureau people to muster. We were waiting for someone higher up to give instructions but it was chaotic and people were trying to formulate plans as to what to do. After a short while we didn't hear anything and my partner and I said to our squad, "Let's go! Let's see what we can do." We started in what we thought would be a rescue effort and decided to go to the AMEX building on the corner of West and Vespy Street. We went to the 7th floor rotunda and stepped out of a window where the top of the "pile" was. The towers "pancaked" when they came down so there were many stories of rubble to go through. All the responders kept to their own pile. The interactions were good between firefighters, police officers, construction workers, and other civilians who were helping. We dug down with our hands because we didn't have much equipment, and felt removing small bits would be safest. We had five gallon buckets to help get through the rubble. We were looking for survivors, but everyone was dead. Saint Vincent's Hospital had a triage set up but nobody went. It was just a dust debris pile with incinerated body ash. There were a couple of intact bloody bodies but most of it was pieces of people.

In a situation like this, you have a job to do, just like any other job. You didn't have time to be emotional. If you get emotional, you're no good to anybody. It was hard because everybody knew somebody who could have been in there. I knew a number of firefighters socially and people knew there were a lot of cops and bystanders who went in before the towers fell. Everyone was just doing their job and following the directives of their individual supervisors. What else could you do?

At about 3 PM, we went to 7 World Trade Center. We were in there for a little bit looking for people. Then a guy from the FDNY, a "white shirt" [high ranking supervisor], said this building is coming down. 7 WTC was a concern because the Secret Service had some things in there. The "white shirt" did not elaborate on what those "things" were. We stood outside 65 WTC and it was very impressive how it was falling. My father was a demolition engineer and the way it came down was just unreal.

At about 6 or 6:15 PM, we assembled at West and Vesey Streets to make sure that everyone was accounted for. If you came with “X” amount of guys, you wanted to make sure that the same number remained. Fortunately, everyone in our squad was accounted for.

At 7 PM or so, there was a temporary morgue set up where we could bring remains, including pretty small remains. Everything was logged in and there was some semblance of organization. The rescue and recovery operation combing through the rubble continued until 2 AM. At 2:15 we were told to return at 5 AM the next morning. My partner and I went back to the office. It was easy getting through the Brooklyn Battery Tunnel at that point. We got to the office at 3 AM and then I drove to my home on Long Island. I needed to show my wife and son, who was high school age that I was okay. We touched base about what happened to a number of people we knew, mostly firefighters. I showered and then immediately made my way back to my Brooklyn office.

I arrived at the office at 5 AM and by 6 AM we were back at West and Vesey. We continued the same process as the day before and we worked until 5 PM. After that we split in two shifts. One group worked from 5 AM until 5 PM and the other from 5 PM until 5 AM. I was assigned to the night shift. Unfortunately, there were not many people to pull out. We hoped there would be survivors in the garage or in the smashed subway station. We expected to be part of a rescue operation, but that was not what we saw.

Unprepared for What We Found

At the start, while we were sifting through the rubble, we were either wearing gloves or working with our bare hands. Later on we were issued dust masks to wear. Nobody knew what the correct procedure should be to insure safety. There was no precedent for this type of operation so how much can you second-guess? But Christie Todd Whitman (Governor of New Jersey), Rudy Giuliani (Mayor of New York City), and Bernard Kerik (New York City Police Commissioner) all said the air was safe. They said they did tests from helicopters and that none of us would be harmed by the particles in the air.

On September 15, I had the first day where I could relax a bit. Later, I was assigned to the in Fresh Kills landfill on Staten Island to sift through garbage looking

for body parts, pictures, and anything else that could be used as a record of a person. We had cadaver dogs to help. Eventually we were issued special HAZMAT suits, boots, and more appropriate equipment. The operation continued for two and a half months. We were weary but we had a job to do.

There is no way to know if the recovery effort could have been done any differently. It was such an unexpected event. However Mayor Giuliani and the other officials could have been honest about the air quality and the impact it would have on responders. People would have done their jobs anyway; they did not have to lie to us. Giuliani made his name as the “9/11 Mayor,” but when I was walking into the towers, he was going out the other way. He made his name famous on the backs of other people. Maybe what he did was outstanding, but how could we really know?

I was already planning, before 9/11, to retire from the police force in 2002. At first, along with a lot of other guys, I thought I might stay on; but then I changed my mind again. I said to myself, “How important am I really? Someone else will do my job.” So I went ahead and retired in the spring of 2002. I am not a political guy. I was definitely pissed about what happened, but if I let my emotions get a hold of me, I would not have been able to do my job. I do not consider myself a hero. I was just doing what I had to do. The people in the plane over Pennsylvania were heroes because they prevented the plane from hitting another target. The construction workers and other regular people, civilians, who volunteered to help out at Ground Zero were heroes.

I have had health issues since 9/11. My lungs are shot and I basically can’t breathe. About a-year-and-a-half after 9/11, I went to a pulmonologist and he told me my VI (ventilation or breathing rate) is a high 50 when it should be in the 90s. The Mt. Sinai/WTC Monitoring Program at Stony Brook University has provided me with medical care since 9/11 and I have been satisfied with them. They were running out of money until the Zagroda Bill (James Zadroga 9/11 Health and Compensation Act of 2010) extended federal support to provide care for first responders. After 9/11, you would walk down the street in uniform and be treated as a hero. There was such an outpouring of patriotism. Slowly but surely things started changing. It annoys me that it took so long to pass a bill to provide healthcare for 9/11 responders.