

# Additional Resources

The list below contains only a small portion of the many resources that are now available relating to the content in this curriculum: terrorist attacks before and since September 11, 2001, the September 11th attacks, There are also articles offering expert advice on working with children and trauma, conflict resolution and peacemaking efforts, and educational materials for teaching about these topics. Good web quest will harvest a large number of possibilities for you. However, the sources listed below will offer you a good places to begin your search for additional information, advice, and materials.

## Museums

**Liberty Science Center** – <http://www.lsc.org/lsc/ourexperiences/exhibits/skyscraper> - Skyscraper! provides an unprecedented look at the planning, design, engineering and technology of these amazing structures – and their impact on human culture, the environment and even local weather patterns. Attendees can walk a steel girder high above the exhibit floor, face down jet-powered hurricane force winds to test a building design, or take a quiet moment to reflect on the destruction of the World Trade Center, Skyscraper! leaves one with a new appreciation – and completely altered view – of the impressive New York City skyline that surrounds us.

**Kidsbridge Tolerance Museum** – <http://www.kidsbridgemuseum.org> - The Kidsbridge Tolerance Museum is located at The College of New Jersey. The museum and the college have collaborated to create a partnership to teach diversity appreciation and character education to elementary school children. The museum provides a learning lab experience and is open to bookings for elementary and middle school age groups.

**National September 11 Memorial and Museum** – <http://www.national911memorial.org> - The Memorial and Museum honors the nearly 3000 victims of the terrorist attacks of September 11, 2001 and February 26, 1993. It recognizes those who survived and all those who risked their lives to save the lives of others. The impact of terrorism on our personal lives as well as on our local, national, and international worlds is demonstrated through the design and the Museum collection. The Memorial Plaza will be a green plaza surrounding Memorial pools sited in the footprints of the North and the South Towers. The Museum continues to gather a tremendous collection of artifacts, ephemera, digital media, photographs, videos/filmed material, artwork, tribute art, books, and archival material. The web site is rich in information and visual images.

**The New York State Museum** – <http://www.nysm.nysed.gov/exhibits/longterm/wtc/> - The State Museum’s significant collection of material from the World Trade Center and objects from the international response to the events of September 11, 2001, tell the story of that day and its aftermath. The World Trade Center: Rescue, Recovery, Response details the history of the World Trade Center, the September 11 attacks, the rescue efforts, the evidence recovery operation at the Fresh Kills facility, and the public response to the September 11th events. The exhibition includes many objects, images, videos, and interactive stations documenting this tragic chapter in New York and America’s history.

**Tribute WTC Visitor Center** – <http://www.tributewtc.org>- offers visitors to the World Trade Center site a place where they can connect with people from the September 11th community. Through walking tours, exhibits and programs, the Tribute WTC Visitor Center offers “Person to Person History,” linking visitors who want to understand and appreciate these historic events with those who experienced them.

**United States Holocaust Memorial Museum** – <http://www.ushmm.org> - In addition to the rich diversity of resources on the Holocaust available on the USHMM web site, there is a plethora of information and materials to be found on current genocides, acts of terrorism, and other human rights violations (past and present) on the site. The museum’s Committee on Conscience reports on current human crises and provides podcasts and many recommended resources.

## **Educational Institutions, Educational Media Organizations**

**Marc Aronson- Race -Teachers' Guide** – [http://www.marcaronson.com/teachers\\_guides/](http://www.marcaronson.com/teachers_guides/) No greater challenge exists for people today than combating racism, yet nothing is more challenging to teach. Sibert Award winner Marc Aronson wrote *Race* and is providing this study guide with historic source materials so that teachers and students may examine the history of race and racism in an educationally sound but sensitive manner. Because school system guidelines along with the comfort level of teachers and students vary tremendously, the historic sources are wide-ranging and the accompanying lessons are filled with options and choices. The lessons are an invitation to learn about a complex, often controversial issue, but one whose consequences are too far-reaching to ignore.

**Joan Bauer Teaching 9-11** – <http://www.joanbauer.com/teaching-9-11.html> In her ten novels, Joan Bauer explores difficult issues with humor and hope. Her books have won numerous awards, among them the Newbery Honor Medal, the LA Times Book Prize, the Christopher Award, and the Golden Kite Award of the Society of Children's Book Writers and Illustrators. She has twice participated in the State Department's professional speaker's program, going to both Kazakhstan and Croatia where she talked with students, writers, educators, and children at risk about her life and her novels. Joan's website contains a Teaching 9-11 page. As she describes it, "The seeds of this page began in 2008 at a conference at Liberty Science Center. The museum, along with Families of September 11 and the New Jersey Commission on Holocaust Education, brought together educators, scientists, therapists, nurses, physicians, writers, and politicians to discuss how to teach about 9-11 and terrorism. My continued thanks to them."

**The Choices Program, Brown University** – <http://www.choices.edu/resources/detail.php?id=26> - The Choices Program out of Brown University developed this five lesson unit, "Responding to Terrorism: Challenges for Democracy." In the unit, students examine questions of how we should respond to terrorists, how do we protect against future attacks, what possible threats exist, and what issues make the question of response complex.

**Clarke Forum at Dickinson College** – <http://www.teaching9-11.org/> - Many excellent lessons plans for teaching about September 11th are available on this site. In addition, there is an extensive list of web sites where additional lesson plans and materials may be accessed.

**Constitutional Rights Foundation** – <http://www.crf-usa.org/america-responds-to-terrorism/> - The CRF has developed a series of lessons available online on the subjects of terrorism, reflecting on September 11th, the war in Iraq, and other related issues.

**Education Development Center** – "Beyond Blame: Reacting to the Terrorist Attack" - <https://secure.edc.org/publications/prodview.asp?1479> - Concerned about a hostile climate for Arab Americans following the terrorist attacks of September 11th, the EDC developed this curriculum for middle and high school students. A pdf download of the curriculum is available for free on the site.

**Facing History and Ourselves** – <http://www.facinghistory.org> – Facing History offers programs and materials emphasizing the importance of making informed moral choices and of respecting and defending civil and human rights. A number of their guides, lesson plans, and other materials are available for free at their web site. In particular lessons on identity, religion, and violence may be found at <http://www.facinghistory.org/resources/facingtoday/identity-religion-violence>.

**Foreign Policy Research Institute** – <http://www.fpri.org/education/resources/understanding911.html> FPRI's Wachman Center is dedicated to improving international and civic literacy by providing enrichment for high school teachers. It focuses its activities in four core areas: Teaching Innovation, Teaching Military History, Teaching the Middle East and 9/11, and Teaching Asia. In 1996, the Wachman Fund inaugurated a series of weekend

History Institutes for secondary school teachers, chaired by Pulitzer Prize-winning historian Walter McDougall and FPRI Senior Fellow David Eisenhower. In addition to papers and audio/video from past conferences, a selection of classroom lessons submitted by participants is available. Footnotes is an FPRI bulletin intended for educators. It seeks to “teach the teachers” drawing both upon the work of FPRI research staff and scholars as well as lectures, papers, and talks presented at FPRI forums and special events.

**History Channel** – <http://www.history.com/topics/9-11-attacks> - A 9/11 video timeline, videos of the towers, “102 Minutes That Changed America” interactive, recommended articles, and many other related topics to explore are part of this outstanding site on the September 11, 2001 terrorist attacks.

**New York Council for the Humanities** – [http://www.nyhumanities.org/discussion\\_groups/community\\_conversations/index.php](http://www.nyhumanities.org/discussion_groups/community_conversations/index.php) - A Community Conversation brings together members of a group, organization or neighborhood to join in a facilitated discussion of a short reading. The facilitator introduces thought-provoking questions and encourages participants to reflect on the issues raised by the reading and discuss how they impact our lives and communities. Engaging in a Community Conversation brings people together for the purpose of sharing and listening. For participants, it can be a unique opportunity to meet neighbors and new friends. For host organizations, a conversation program can bring new audiences and build a site’s capacity as a public forum. For students and teachers, it’s a new way to approach standard material, encouraging individual insight and critical thinking.

**The New York Times** – <http://learning.blogs.nytimes.com> - The New York Times section on the web, “The Learning Network” has well-developed lessons available on a large array of news-related topics. Exploring the archive yields lessons relating to the September 11th attacks, terrorism, racial profiling, prejudice and bigotry, etc.

**PBS** – <http://www.pbs.org/americaresponds/> - This Public Broadcasting System site offers a wide number of programs exploring different aspects of the terrorist attacks of September 11 including the timeline of its own coverage of events in the months that followed the attacks. Many parent and educator resources as well as lesson plans targeted to different age and grade levels can be accessed from this site.

**Scholastic** – <http://www2.scholastic.com/browse/article.jsp?id=4381> – “How to Teach Children About Living in a World with Violence” was published in Scholastic’s Instructor periodical. Readers may click on a seven-step activity guide, related articles, and a lesson plan for young children.

**The September 11th Education Program** – <http://www.learnabout9-11.org/> -This interdisciplinary curriculum was developed by The September 11th Educational Trust under Anthony Gardner, Executive Director, in Partnership with the Taft Institute for Government and its co-directors Professors Jack Zevin and Michael Krasner. This curriculum includes lessons, handouts, an interactive DVD, and web based resources for teaching about September 11.

**September 11 Digital Archive** – <http://911digitalarchive.org/guide.php> - This site provides a guide to September 11 websites.

**The Sikh Coalition** – “Justice & Democracy: Challenges and Opportunities in the Aftermath of September 11, 2001” – This curriculum examines the backlash experienced by Arabs, Muslims, South Asians, Sikhs, and Somalis in the United States following the attacks on September 11, 2001. Issues of creating and sustaining a healthy community, civil and human rights, and exploring solutions to injustice are examined in the curriculum. It is an interactive curriculum with primary resources, a DVD, condensed stories, handouts, and a range of activities. It is designed for use with secondary and college students. Teachers may adapt some lessons for middle school students.

**Southern Poverty Law Center** – <http://www.splcenter.org> – The SPLC is a non-profit civil rights organization

dedicated to fighting the evils of hate and bigotry. It is well known for its work in tracking and exposing hate groups and pursuing justice for the vulnerable through the court system. Its Teaching Tolerance program [www.tolerance.org](http://www.tolerance.org) offers many documentary films, books, lesson plans and other materials promoting tolerance and respect to educators for free. The SPLC maintains the Civil Rights Memorial, its Civil Rights Memorial Center, and Wall of Tolerance in Montgomery, Alabama.

**The Telling Room** – <http://www.tellingroom.org/> - The Telling Room is a nonprofit writing program in Portland, Maine, dedicated to young writers and storytellers between the ages of 8 and 18. The program encourages youth to view the act of storytelling as a vital means of expression and community building.

**Thirteen WNET New York** – <http://www.thirteen.org/teach/tips.htm> - This web site offers tips for parents and educators to help children cope with emotional and mental trauma related to the attacks of September 11 and other violent events. In addition to the tip sheet, there is an extended list of web sites with lesson plans for educators and essays and articles by experts for parents and educators to read.

## Organizations

**About Our Kids** – <http://www.aboutourkids.org/> - This site offers articles with information on helping children handle difficult situations such as coping with illness, death, disaster, violence and other forms of trauma. This includes talking with children about terrorism. The site also offers advice on developing attitudes of respect and tolerance and remaining free of prejudice. Experts in the field of child and teenage mental health write the essays.

**American Red Cross** – <http://ehl.redcross.org/> - The Exploring Humanitarian Law curriculum developed by the Red Cross is an easy-to-use program. Materials include primary source materials, case studies, and interactive lessons. Designed for middle school and high school students, it addresses important questions concerning the protection of human rights during war times. Best known for its roll in assisting people during times of natural disasters and human-driven crises, the Red Cross also has a number of educational curricula and programs available. The EHL may be downloaded in pdf from the web site.

**Children of September 11** – <http://www.childrenofseptember11.org> – This page lists a number of periodical articles for educators, parents, and other adults on helping children to deal with trauma. The page was developed by Families of September 11.

**Good Grief, Inc.** – <http://www.good-grief.org/> - It is important to normalize grief in our society and create resilient communities where children coping with loss grow up emotionally healthy and able to lead meaningful and productive lives. This is done through our year-round peer grief support center and educational workshops.

**Global Survivors Network** – <http://www.globalsn.net/> is a collaboration of victims of terror attacks around the world. They work to tell the story of global terrorism and their website is filled with the stories of victims. This organization produced *Killing in the Name*, a short film nominated for an Academy Award which tells the story of terrorism from a Middle Eastern man's perspective.

**The Inner Resilience Program** – <http://www.innerresilience-tidescenter.org/> - The Inner Resilience Program, a project of the Tides Center, was founded in the spring of 2002 in response to the effects of the events of September 11, 2001 on New York City schools. The aim was to equip school staff and parents with the skills necessary to build back their inner strength, and to model these skills for the children in their care. Initially funded by the American Red Cross and the September 11th fund, we began with a core program of retreats, professional development workshops, bodywork sessions, and yoga classes for school staff, as well as educational workshops for parents. After a while, teachers began to request concrete tools for use in their classrooms – tools that would assist them in

teaching their children the essential skills of inner resilience.

**National Center for School Crisis and Bereavement** – <http://www.cincinnatichildrens.org/school-crisis> - The lives of children are too frequently touched by crises that may include the death of family members, friends, or others important in a child's life. When this occurs, learning, behavior and relationships can be impacted. The National Center for School Crisis and Bereavement (NCSCB) can provide guidance for families and schools to understand and meet the needs of students, families and teachers. The National Center for School Crisis and Bereavement at Cincinnati Children's Hospital Medical Center was established in 2005 with initial support from the September 11th Children's Fund and the National Philanthropic Trust with supplemental funding from Procter & Gamble.

**NYU Child Study Center** – [http://www.aboutourkids.org/articles/talking\\_kids\\_about\\_terrorism\\_or\\_acts\\_war](http://www.aboutourkids.org/articles/talking_kids_about_terrorism_or_acts_war)  
Written by Robin F. Goodman, Ph.D. and updated by Marylene Cloitre, Ph.D., *Talking to Kids About Terrorism or Acts of War* is written as a series of questions from adults with responses from the authors. Robin F. Goodman is a clinical psychologist who specializes in bereavement issues. Dr. Goodman is the Director of Family Programs for VOICES of September 11th. The article with a list of resources is also available on the VOICES site at: <http://www.voicesofseptember11.org/dev/content.php?idtocitems=terrorismrobin>.

**Project Rebirth** – <http://www.projectrebirth.org> - Project Rebirth is the nonprofit organization stemming from the feature-length documentary *Rebirth*, which records the strength of the human spirit coping with disaster and the ongoing redevelopment of the World Trade Center site. Project Rebirth serves as a vehicle to promote the unique preparedness needs of first responders as the frontline of disaster recovery. The mission of Project Rebirth is to chronicle living history and honor 9/11 victims and first responders, and to advance educational initiatives committed to pre- trauma resiliency building for first responders. All proceeds from the commercial distribution of *Rebirth* are endowed to Project Rebirth to support its programmatic efforts.

**Race to Peace** – <http://www.learningpeace.com/pages/rtp10.html> - *Helping Children Cope with War* was written by Naomi Drew, M.A. who is also the author of *Hope and Healing: Peaceful Parenting in an Uncertain World*. In the article she offers 4 important rules of thumb for kids of every age, 6 steps to hope for kids of every age, and a list of additional web site and book resources.

**Traumatic Loss Coalitions for Youth** – <http://ubhc.umdnj.edu/brti/TLC.htm> - The Traumatic Loss Coalitions for Youth Program (TLC) at UMDNJ-University Behavioral HealthCare is an interactive, statewide network that offers collaboration and support to professionals working with school-age youth. The dual mission of the TLC is excellence in suicide prevention and trauma response assistance to schools following losses due to suicide, homicide, accident and illness. This is accomplished through county, regional and statewide conferences, training, consultation, onsite traumatic loss response, and technical assistance. The purpose is to ensure that those working with youth have up-to-date knowledge about mental health issues, suicide prevention, traumatic grief, and resiliency enhancement. Since its inception, the TLC has trained thousands of individuals throughout the state with the purpose of saving lives and promoting post trauma healing and resiliency for the youth of New Jersey.

**VOICES of September 11th** – <http://www.voicesofseptember11.org> - The digital archive contains thousands of stories of those lost on September 11, 2001 at the World Trade Center, Shanksville, and the Pentagon, and of those who survived. The 9/11 Living Memorial, an online interactive tribute, may be accessed from the site as well as other commemorative information and supportive services.

## Taking Action and Giving Service

**Compassionate Kids** – [www.compassionatekids.org](http://www.compassionatekids.org) - Compassionate Kids, Inc. is dedicated to helping teach children compassion towards the Earth, people, and animals. Their website has articles, book reviews, and free printable activities. There are local chapters all across the country that host compassion-oriented field trips and community service events approximately once a month.

**Free Child Project** – [www.freechild.org](http://www.freechild.org) - The mission of The Freechild Project is to advocate, inform, about social change led by and with young people around the world. The Freechild Project works across the United States and Canada, providing tools, training and expert consultation in the fields of youth development, youth empowerment, and youth involvement. The web site lists dozens of issues with information and links explaining its significance in today's world. It is geared toward high school and above, and must be recommended with cautions of internet safety as some of the links are free posting.

**Free the Children** – <http://www.freethechildren.com/index.php> - Free The Children is a large network of children helping children through education, with more than one million youth involved in innovative education and development programs in 45 countries. The primary goals of the organization are to free children from poverty and exploitation and free young people from the notion that they are powerless to affect positive change in the world. Through extracurricular empowerment programs and leadership training, Free the Children inspires young people to develop as socially conscious global citizens and become agents of change for their peers around the world.

**GenerationOn** – <http://www.generationon.org/> - GenerationOn is the global youth service movement igniting the power of all kids to make their mark on the world. As the youth division of Points of Light Institute, generationOn has brought the nation's leading youth service organizations and programs under one umbrella including New York-based Children for Children, The League, Learning to Give, Points of Light Institute's Kids Care Clubs, HandsOn Schools, and HandsOn Network's youth-driven programs. By partnering with teachers, parents, schools, community organizations and businesses, GenerationOn gives kids the opportunity to see firsthand the issues in their communities and the tools and resources they need to respond and become part of the solution.

**Global Youth Leadership Institute** – <http://www.gyli.org> - This organization can provide teachers resources on conflict resolution, environmental sustainability, religious pluralism, collaborative leadership, multi-cultural identity, and building awareness in students. Its program encourages and helps middle and high school students from across the country to get involved in making change for the future.

**Hugs Across America** – <http://www.hugsacrossamerica.net/> - Hugs Across America began as a direct and intuitive response to the World Trade Center disaster. As a teacher at The Churchill School in lower Manhattan, Sue Lucarelli was charged with comforting children whose lives had been dramatically and tragically impacted when they saw the Towers fall on the morning of September 11, 2001. Many of her students lived in the area, others had family working there, and all were terrified. When classes resumed, one child said, "all I know is, I need a hug." He was given a hug, of course, but also one of three teddy bears that happened to be in the classroom. All of the children felt the same need and those three bears were passed around, hugged and shared all day long. Mrs. Lucarelli promised the children that when she returned to school, each would have a teddy of his or her own to ease the many moments of fear. Lucarelli, with the help of Community Reformed Church in Manhasset, ended up providing each of her students and more than 58,000 New York City children with teddy bears in the weeks following the terror attacks. She then started Hugs Across America later in 2001 to brighten up the days of other distressed children across the United States. The program also places bears on fire trucks and in police cars so that emergency responders will have them to give to children at traumatic times. The total of bears sent to children in crisis since 9/11 now tops 750,000 and they have gone to children all across the United States and as far away as Japan.

**My Good Deed** – <http://www.mygooddeed.org/> - My Good Deed was created in 2002 by family members of victims of the attacks of September 11, 2001. It was developed as a way to honor all victims of 9/11 and preserve the spirit of unity and compassion that existed in the nation following the terrorist attacks. The organization encourages community service and allows participants to register their project for recognition on their website. It also has a page which offers ideas for individuals and classes to complete service projects.

**Peace Corp for Kids** – [www.peacecorps.gov/kids](http://www.peacecorps.gov/kids) - The Peace Corps for Kids is a fun, interactive web site for children aged 10 and up that can be used in a classroom. The web site is a challenge game that puts a student in an area of the world where he/she must problem solve global issues and imagine to “win” the game. The student becomes a virtual Peace Corps volunteer, is introduced to international issues a resolution. This site can be used in the classroom or introduced for a child to use at home.

**Peace First** – <http://www.peacefirst.org/site/> -Peace First (formerly Peace Games) began as a response to the sky-rocketing youth homicide rates in the early 1990s, as an approach to look at children as problem-solvers, rather than witnesses, or victims of their surroundings. Peace First was conceived at Harvard University in 1992 as an annual festival where children gathered to play cooperative games and share their dreams of peace. Peace First was student-run until 1996 when it became an independent non-profit organization under the leadership of Harvard graduate, Echoing Green fellow and Ashoka fellow Eric D. Dawson. Peace First has taught over 40,000 students critical conflict resolution skills; created over 2,500 peacemaker projects that improved communities and instilled a sense of civic engagement in students; recruited over 4,000 volunteers who provided 400,000 hours of volunteer teaching service; and trained 2,500 teachers in conflict resolution and classroom management skills.

**Peace Pals** – <http://www.wppspacepals.org/> - Peace Pals is a program designed to encourage young people ages 5-19 to become peacemakers dedicated to living within the ideal of May Peace Prevail on Earth. A World Peace Organization program for youth, Peace Pals sponsors art contests and activity guides for teachers for lessons on promoting peace.

**Points of Light Institute** – <http://www.pointsoflight.org> - Born after the attacks on September 11, Points of Light encourages community service for all youth through corporate entities. Contact the organization to be matched with a community need in your location. Points of Lights also sponsors a high school level youth leadership training program.

**Seeds of Peace** – <http://www.seedsofpeace.org> - Seeds of Peace is dedicated to empowering young leaders from regions of conflict with the leadership skills required to advance reconciliation and coexistence. The Seeds of Peace model begins at the International Camp in Maine and continues through programming in regions around the world through innovative initiatives in the form of conferences, regional workshops, educational and professional opportunities, and an adult educator program. Students are accepted into this program from all over the world, including the United States, and are taught as well as encouraged to be leaders of peace.

**The September 11 National Day of Service** – <http://911dayofservice.org/> - The September 11 National Day of Service and Remembrance is supported annually by MyGoodDeed Inc. and HandsOn Network, which together serve as co-chairs of the National Organizing Committee. MyGoodDeed Inc. led a successful eight-year campaign that culminated in 2009 in the official establishment of September 11 as a National Day of Service and Remembrance under federal law. Many other prominent organizations also participate as Strategic Partners. Students, teachers, schools and communities can get started making a difference by exploring causes that need help. Everyone can voluntarily support charitable causes, perform good deeds and engage in other service activities in observance of the anniversary of the 9/11 attacks.

**School Girls Unite** – <http://www.schoolgirlsunite.org> - School Girls Unite is a project of Youth In Action. It is a group of twenty young teen age girls who support education for all girls worldwide. It is a great model for classroom groups; it is a model of how youth can, in fact, make a difference.

**ServiceNation** – <http://www.servicenation.org/> - is a campaign to increase service opportunities and elevate service as a core ideal and problem-solving strategy in our society. Reaching an estimated 100 million Americans through over 270 member groups, ServiceNation played a leading role in the drafting and April 2009 enactment of the Edward M. Kennedy Serve America Act, which authorized the greatest expansion of national service in America since the creation of the Civilian Conservation Corps during the Great Depression. Originally convened by Be the Change, Inc., Civic Enterprises, City Year, and the Points of Light Institute, ServiceNation was launched September 11 and 12, 2008 with the ServiceNation Presidential Candidates Forum and Summit in New York City, where Presidential candidates Obama and McCain publicly endorsed its policy framework.

**Stayin' Alive** – <http://www.malarianomore.org/what-we-do/stayin-alive> - Stayin' Alive was conceived by a group of high school students in Melbourne, Florida as a simple but effective means to fight malaria in Africa. The website gives support and instructions for sponsoring a dance to raise funds to provide medical care to children in Africa.

**Youth Activism Project** – <http://youthactivismproject.org/> - The Youth Activism Project believes that everyone can make a difference in the world, no matter how old or young one might be. Their motto is "Kids should be seen AND heard." They sponsor a web site that promotes youth activism, provides resources and ideas for youth and teachers, and features a special section that highlights projects sponsored by schools and/or individuals. This is a great site for ideas for young children.

**Zoom Into Action** – <http://pbskids.org/zoom/activities/action/> - Zoom is a PBS program aimed at children ages 7-13. This website offers ideas for community volunteer projects, as well as an area where a child can post their project on the website. Printables on volunteering are also available on this site for teachers.