

CURRICULUM GUIDE: MEDIA IN THE TIME OF TRAGEDY



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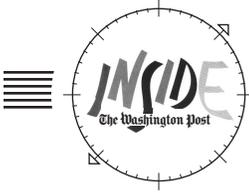
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Dear Educators:

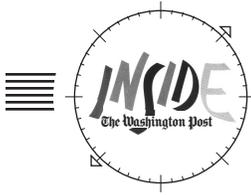
This Web site, still in its infancy, is devoted to bringing newspaper-related classroom curriculum to educators. Last Tuesday's tragic acts of terrorism have prompted us to add a special resource to the site today. Designed to help teachers and publications advisers, the following collection of activities, lesson plans and resources are meant to use these unprecedented acts in the American experience to teach students how such colossal tragedy is handled in the media. We hope that the following pages are instructional as well as thought provoking.

The newspaper continues to be a reliable source to relay facts. Part of our mission through The Washington Post's Newspaper In Education program is to help you use newspapers to illustrate real-life applications of learning. We hope these lessons will help you use The Post to guide schoolchildren through this crisis and eventually to help them process this national disaster as a learning experience.

As the nation absorbs the shock, fear and sadness of last week's events, students might need extra help with coping and processing this national tragedy. As adults and educators, our role in reestablishing a sense of safety and security in our schools is a priority. Children will look to us for information and guidance on how to react and understand the national events as they unfold. Within this special resource, we have included the Web addresses for various sites that provide additional information to help students cope with the uncertainty of these events and the consequences such terror dictates.

The Educational Services Department of *The Washington Post*





Dealing with Terrorism

With Respect and Sensitivity

It is our business to report the news. We have found the words and taken the pictures to fulfill our professional commitment to you. We also want to be a good neighbor. Tuesday's unimaginable acts of horror touch us all. Images of the terrorist attacks and aftermath are in all media and in our conversations. We witness families, friends and neighbors of individuals who lost their lives in New York City, Pennsylvania and Virginia grieving. This is an emotional time for adults. It can be a very frightening time for children.

Area school systems and media, sensitive to the emotional impact of these events and coverage on children, have provided adults with guidelines for listening to and talking with children of all ages in times of loss, violence and disaster. You may wish to check their Web sites. On the Web sites listed here mental health professionals share what is known about the impact of disasters on children and suggest ways to help children to cope and to heal.

KidsPost has provided news of our national tragedy and examples of bravery for our young readers. Articles in the Post and online discussions have reminded adults not to neglect our responsibility to our children. They all stress the importance of listening, loving and helping others.

Dr. Stanley Greenspan, M.D., clinical professor of psychiatry, George Washington University Medical School, in a [washingtonpost.com](http://discuss.washingtonpost.com/wp-srv/zforum/01/nation_greenspan0912.htm) online discussion, provided this advice. (More of Dr. Greenspan's answers to questions posed can be found at http://discuss.washingtonpost.com/wp-srv/zforum/01/nation_greenspan0912.htm.)

"[T]he understanding of terrorism has to be geared to the child's age and level of thinking and language. For a very young child, it can be explained in very simple terms — like explaining that someone did something very very bad. For a school age child, you can begin having a discussion that is a bit more complex but not too complex. It should be discussed in two contexts simultaneously. In terms of the fundamental wrongness of actions that take other people's lives, but also in terms of the longer term goals to help all people around the world resolve conflict through negotiation and problem solving, not violence. Even younger children can be helped to see the importance of problem solving."

How to Cope and Heal

ON THE WEB

<http://www.nimh.nih.gov/publicat/violence.cfm>

Helping Children and Adolescents Cope with Violence and Disasters

The National Institute of Mental Health provides information about the impact of violence and disasters on children and suggestions for minimizing long-term emotional harm.

<http://www.apa.org/>

American Psychological Association

A special section, The Nation in Shock: Managing the Traumatic Stress of Tuesday's Terrorism, has been added. The section includes guidelines for handling the special needs of children.

<http://www.childrenshomesociety.org/>

Children's Home Society of Washington

Tips for talking to children about tragedy are presented by the Children's Home Society of Washington. Common questions asked by children and suggested answers are included. Signs of stress and other resources give parents and teachers helpful information.

<http://www.mentalhealth.org/cmhs/emergencyservices/index.htm>

Disaster Mental Health Services

This branch of the U.S. Department of Health & Human Services is located in Rockville, Md. When the president declares a disaster, the Center for Mental Health Services provides support to individuals and communities. Click on Tips For Talking About Disasters and check out Mental Health Aspects of Terrorism, How to Help Children After a Disaster and After a Disaster: What Teens Can Do.

<http://www.sesameworkshop.org/parents/advice/article/0,4125,49560,00.html>

Tragic Times, Healing Words

The Sesame Street Workshop provides guidelines for adults.

www.fema.gov/kids

FEMA for Kids

Although most of this site explains natural disasters so children can understand them and prepare for them, the What's New section talks to kids about the recent terrorist attacks. Younger students are given advice by Herman, the spokescrab.

www.kidshealth.com

KidsHealth

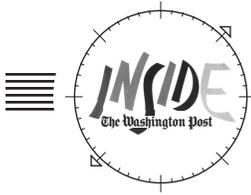
Parents, kids and teens have sections to enter to hear from the medical experts of The Nemours Foundation. A special "Dealing With a Terrorist Tragedy" has been added with articles for all three age groups.

www.nea.org

The National Education Association

"Tips for Caregivers" (PDF) is the effort of several national educational organizations united to assist parents and teachers in helping children. You may also go to the American Federation of Teachers (www.aft.org), National PTA (www.pta.org) and National Association of School Psychologists (www.nasponline.org) sites. NEA plans to rebroadcast its Safe Schools Now series in fall 2001. VHS copies of the nine episodes are available for sale.





Today's First Rough Draft of History

Lesson: Use the newspaper to understand terrorist attacks

Level: Advanced

Subjects: History, Language Arts, Journalism

News stories can help students to understand the attack, the destruction and the response of our citizens and government. The Washington Post reported the horror of the terrorist attacks, the heart-breaking stories of victims and their families and the bravery of firefighters, police, emergency workers, military personnel and ordinary citizens who willing put their own lives at risk to save others. On Sept. 12, the banner headline summarized the facts.

Terrorists Hijack 4 Airliners, Destroy World Trade Center, Hit Pentagon; Hundreds Dead

Banner headlines, headlines that read from margin to margin, are used only for major events. They immediately tell the reader, before the first word is read, that something of importance has happened. Twelve words gave a compact and concise summary of what took place the day before. What kind of verbs was used? Adjectives are used sparingly in headlines. Talk about the impact of the adjectives used.

Five articles were on the front page. One photograph was placed above the fold — a United airliner

approaching the Twin Towers of the World Trade Center in New York City. Smoke is billowing from the North Tower that had been hit at 8:45 a.m. by hijacked American Airlines Flight 11. Three other photographs appeared below the fold. Headlines above the five articles were:

■ ***Bodies Pulled From Pentagon; Troops Patrol District Streets***

■ ***Bush Promises Retribution; Military Put on Highest Alert***

■ ***On Flight 77: 'Our Plane Is Being Hijacked'***

■ ***U.S. Intelligence Points to Bin Laden Network***

■ ***'I Saw Bodies Falling Out — Oh, God, Jumping, Falling'***

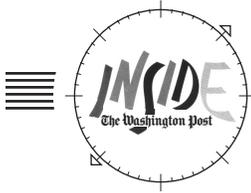
Discuss how the headlines amplify the banner headline as they give more information. Do you know what to expect in the articles? Which articles are going to be straight news? Which articles will have a more personal perspective on the events?

When addressing his editors and correspondents, Philip Graham, publisher of The Washington Post 1946-1961, said, "I am insatiably curious about the state of our world. ... So let us drudge on about our inescapably impossible task of providing every week a first rough draft of a history that will never be completed about a world we can never understand."

Exercises

- Read the five articles that appeared on the front page of the Sept. 12 Post. Summarize each article. Do they capture the facts of the hijackings and aftermath? Beyond the facts, what understanding do you gain as a reader? Together, what do the five articles communicate about events from 8:45 a.m. Tuesday morning until press time?
 - **Bodies Pulled From Pentagon; Troops Patrol District Streets**
http://nl4.newsbank.com/nl-search/we/Archives?p_action=doc&p_docid=0EE7CCF51B9
 - **Bush Promises Retribution; Military Put on Highest Alert**
http://nl13.newsbank.com/nl-search/we/Archives?p_action=doc&p_docid=0EE7CCF453
 - **On Flight 77: 'Our Plane Is Being Hijacked'** URL not available
 - **U.S. Intelligence Points to Bin Laden Network**
http://nl4.newsbank.com/nl-search/we/Archives?p_action=doc&p_docid=0EE7CCF95D7
 - **'I Saw Bodies Falling Out — Oh, God, Jumping, Falling'** URL not available.
- What new information has emerged since Sept. 12? Were the Post reporters accurate in their first news reports, their first rough draft of history? What questions do you still have? Which would you pick as the best-written story of the week?
- Review news articles from Sept. 12 to Sept. 19. How do graphics help tell the story? Artists work with reporters to help convey information. The immediate facts of the situation, research and design combine to help the reader understand what has or will take place. Which is your pick for best graphic?
- What do you think history books will say about Sept. 11, 2001?





Rough Draft continued: What Older Rough Drafts Teach Us

In 1999, The Washington Post reflected on the previous 100 years in the column The Century in the Post. Each day readers were provided with "excerpts from 'the first rough draft of history' as reported in The Washington Post on this date in the 20th century." You are provided with links to three days — December 7, 1941; November 23, 1963; and December 22, 1988. Download and share them with your students.

Date of Infamy

http://nl4.newsbank.com/nl-search/we/Archives?p_action=doc&p_docid=0EB2C3EF22325E6F&p_docnum=20&s_subterm=Subscription%20until%3A%2012%2F31%2F2010%2023%3A59%3A59&s_subexpires=12%2F31%2F2010%2023%3A59%3A59

The unexpected Japanese attack on Pearl Harbor on Dec. 7, 1941 — "a date which will live in infamy," as President Roosevelt called it in his emergency address to Congress the next day — devastated the U.S. Pacific fleet and left it temporarily powerless to halt Japan's expansion across Southeast Asia and the western Pacific Ocean. It also enraged Americans and propelled the United States into World War II. An excerpt from The Post of Dec. 8, 1941.

Where Were You?

http://nl4.newsbank.com/nl-search/we/Archives?p_action=doc&p_docid=0EB2C3E9CCE64F92&p_docnum=35&s_subterm=Subscription%20until%3A%2012%2F31%2F2010%2023%3A59%3A59&s_subexpires=12%2F31%2F2010%2023%3A59%3A59

A sunny autumn day in Dallas. A handsome young president and his beautiful wife. Gunshots. And suddenly a world of questions: Who shot Kennedy? How great a president would he have been? Would he have ended the Vietnam War? Could the bitterness and division of the late 1960s have been prevented? Was there ever, really, a Camelot? It began to seem that before the assassination and afterward lay only uncertainty. The sniper fire faded; the questions reverberate still. An excerpt from Nov. 23, 1963.

Death on Flight 103

http://nl4.newsbank.com/nl-search/we/Archives?p_action=doc&p_docid=0EB2C3F41C884C8F&p_docnum=8&s_subterm=Subscription%20until%3A%2012%2F31%2F2010%2023%3A59%3A59&s_subexpires=12%2F31%2F2010%2023%3A59%3A59

The explosion of Pan Am Flight 103 over Lockerbie, Scotland, which killed all 259 people on board, many of them Americans, and 11 others on the ground, was later determined to have been a terrorist attack. Two Libyan intelligence agents were accused on planting the bomb, and Libyan leader Moammar Gadhafi was accused of harboring them, resulting in U.N.-imposed sanctions. Gadhafi turned the suspects over to Scottish authorities in 1999. Abdel Basset Ali Mohamed al-Megrahi in 2000 was convicted to life imprisonment for his role in the downing of Pan Am Flight 103 over Lockerbie. An excerpt from The Post of Dec. 22, 1988.

Exercises

- Compare and contrast the headlines and first paragraphs with each other and the five articles that appeared on the front page of the Post on Sept. 12. What elements of news — who, what, where, when and how — are included?
- Study the first sentences from the three earlier articles. Does sentence length influence initial impact? Does some news demand the

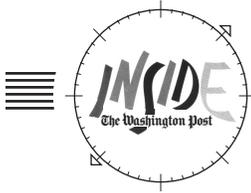
longer traditional news lead and other news the short declarative punch?

- The United States of America and the Empire of Japan are at war.
 - A Pan American jumbo jet bound from London to New York crashed into this Scottish town last night, apparently killing all persons aboard.
 - President John F. Kennedy is dead.
- Is enough information provided by the reporter for you to understand the event that took place? What

details are helpful? Have the recent Post articles contained similar details?

- Are some of the same questions asked then as now?
- What elements of each story of the century are reflected in actions and speeches since the terrorist attacks of Sept. 11? Are there lessons to be learned from Pearl Harbor, Dallas and Lockerbie?





Use the Newspaper

It is important that students read the facts for themselves. It is also important to have a safe environment in which to voice their fears, concerns and opinions.

Take time to talk about the attack, the destruction, the cleanup. Remember the acts of kindness and bravery and the people who lost their lives. Appreciate and evaluate the coverage of events. Debate the decisions to be made. Use The Washington Post as your source of information and stimulus for discussion and action.

1. The terrorist attacks on the United States will have effects around the world. Read the newspaper to find out how the government leaders of other countries are responding. Can you find out how citizens of the world are reacting? What types of actions are these countries taking?

2. Use KidsPost articles with younger students. In addition to what happened, children need to be told of the bravery and acts of kindness that have followed the destruction.

Discuss the KidsPost articles with your students. What do they understand about what took place on Sept. 11? Do they know of other people who are brave? Create a wall of heroes in your classroom. What are ways students can make a difference and be problem solvers?

- KidsPost, C16, Wednesday, Sept. 12, 2001 "A National Tragedy': Terrorism Hits New York and Washington," <http://www.washingtonpost.com/wp-dyn/articles/A14216-2001Sep11.html>
- KidsPost, C14, Thursday, Sept. 13, 2001 "Acts of Bravery: Americans Do What They Can To Recover From Tragedy." URL not available.
- KidsPost, C12, Friday, Sept. 14, 2001 "Clues to the Killers: How Investigators Will Build Their Case,"

<http://www.washingtonpost.com/ac3/ContentServer?pagename=article&articleid=A28>

3. Use art as a means of expression. Draw a picture, write a poem or create a song to remember Sept. 11. Share with students the work of artists, poets and musicians that captured an event for later generations as well as their own.

4. All media have indicated where blood can be donated and other ways in which individuals can help. When violence occurs, people want to reach out to the families of victims. As a class, discuss ways people can help these families and the rescue workers. Then write a letter to the editor to urge people to help or to commend an individual or group that is helping. Make sure the letter is in the correct form of a business letter.

5. In this most difficult of times, the Post introduced readers to those who lost their lives. Reporters provided mini-profiles of innocent individuals who were used by terrorists to make a statement. Post reporters talked with the families, friends and colleagues of the victims. Some families shared photographs of their loved ones. Why is it important to have features in addition to news stories? Does the public need to know the victims? How does a profile communicate more than a list of names?

6. The attack by terrorists on Sept. 11 stunned Americans because they brought terrorism to "safe" places in our own country. Would you be willing to surrender any of your freedoms to fight terrorism? Americans hold their rights to be inalienable. The Government does not give Americans their rights; it protects and guarantees those rights. Is there a difference between a right and a freedom?

FIRST DRAFT OF HISTORY

If you don't have The Washington Post in your hands, go online at washingtonpost.com. News articles, commentary and analyses, editorials and photographs, speeches and statements have been archived.

Go to America Attacked for the unfolding story (<http://www.washingtonpost.com/wp-dyn/nation/specials/attacked/>). Here you will find today's articles, commentary and Post editorials.

Multimedia provides footage of the Pentagon attacked, the Twin Towers of the World Trade Center attacked and their collapse.

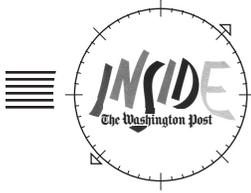
In the Photo Gallery (<http://www.washingtonpost.com/wp-dyn/photo/dayinphotos/index.html>), images in The Day in Photos will remind you of the horror and the heroes.

Friday, Sept. 14, is preserved in Slideshow: A Day of Mourning (<http://www.washingtonpost.com/wp-srv/mmedia/nation/091401-15v.htm>).

Do you want to verify a quotation? In Text: Transcripts, Statements, Speeches (http://www.washingtonpost.com/wp-srv/nation/attacked/transcripts/texts_091301.html) contains texts of key news conferences, speeches and statements covering the aftermath of the terrorist air attacks on the United States.

Transcripts of Online discussions beginning Sept. 11 at noon have also been archived (<http://www.washingtonpost.com/wp-v/liveonline/special/attack.htm>).





"None of us or our children will forget yesterday's horrifying images. They will become unfortunate but indelible icons of the 21st century."

— James B. Cunningham, Acting U.S. Permanent Representative to the United Nations

Statement in the UN General Assembly, Sept. 12, 2001

7. As newsroom editors scrambled to convey the terrorist attacks, they had some tough decisions to make. Photographs of the airliners hitting their targets in New York City and Virginia and the blackened earth in Pennsylvania had to be included. These are the images of history. Also part of the emotion of the event were photographs of individuals leaping from the World Trade Center and the Twin Towers collapsing. Should these images have been printed as part of the coverage?

Broadcasters had the same tough decisions, except their dramatic images were in motion. The major networks aired clips of the bodies as they descended. Bill Shine, Fox News executive producer, is quoted in Broadcasting & Cable, that the network "regretfully" showed that footage once or twice. Images of the individuals plummeting were not seen on CNN and MSNBC. Have students discuss the ethics of the images broadcast during prime time.

8. Washington Post staff writers Gene Weingarten and David Von Drehle wrote "A Death Better Than Fate's." The question at the heart of their essay: Why would individuals, some on fire, most not, jump from the World Trade Center on the morning of Sept. 11? Experts try to answer the question. Discuss the essay with older students and psychology students.

Two photographs accompany the essay: In one photograph, a man falls head first, only a bent knee keeps him from being perfectly perpendicular to the lines of the tower behind him; in the

other photograph, minutes before the North Tower will collapse, just above the smoke, windows are lined with people looking out. A photography class might look at the images for their technical qualities of line and contrast, but a deeper dialogue can take place. Is it the photographer's duty to record these images for history?

Should the Post, a family newspaper, have printed these photographs in the Style section?

9. As reports appear of harassment and physical attacks on Arab Americans, teachers may wish to discuss the principles of our democracy found in the First Amendment. We are a country built upon respect of others.

10. What are stereotypes? How have stereotypes been used in literature and movies? What stereotypes of Arabs are being expressed since the attacks on Sept. 11?

Read and discuss the Sept. 14 Post editorial, "Adding Shame to Grief."

The editorial ends, "The rage and sorrow that have filled the country are no excuse for giving in to ugly stereotypes that label whole communities for the acts of extremists. This week many Muslims have struggled to remind their neighbors that they are Americans too, shocked and outraged by the slaughter of innocents. If anger and vengeance are allowed to drown out that message, it will only add shame to the nation's grief."

11. Columnist and essayists get to give their opinions. These two works provide strong models for a composition course.

"On a Mundane Morning, The Clock Struck 9" by Hank Stuever uses numbers with great skill. Stuever covers the range: everyday 9:00 a.m. conversation to Type A punctuality, the military 0900 to 9-1-1. Look at how carefully we are taken to Oklahoma City between 9:01 a.m. and 9:03 a.m. Composition teachers who have used the Pulitzer Prize-winning "Mrs. Kelly's

Monster" by Jon Franklin will want to add this essay to their collection.

"Seeing the Us In Them" by Donna Britt begins so simply with a child's nightmare. There are monsters in the room. Her narrative approach takes us to a few days later when she, and all of us, need assurance that there are no monsters. Study diction and syntax. See where she places the short sentences. "Monsters" takes on proportions in her last line: "Those who would label others as monsters risk becoming monsters themselves."

FACING DIFFERENCES

www.teachingtolerance.org

Teaching Tolerance

The Southern Poverty Law Center is dedicated to fighting hate and promoting tolerance. Three additions respond to the terrorist attacks: "Bias Against Arab and Muslim Americans: How to challenge it in your classroom," "Talking About Terror" and Educators Respond to Terrorist Attacks."

http://www.aboutourkids.org/

About Our Kids

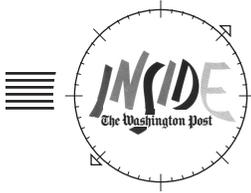
NYU's site offers advice on keeping anger about the attack from turning to hatred. In English and Spanish, learn how to explain war and terrorism to children. For teachers, helping your students to cope with the attack. "Parenting," "Mental Health" and "Is my kid ok?" are always on the New York University Child Study Center site.

http://www.freedomforum.org/religion/haynes/printcomground.asp

Finding Common Ground

Representatives of many faiths collaborated to find a meeting place of respect. Get a closer look at the two clauses of the First Amendment that provide for freedom of religion. Online version of Finding Common Ground, a First Amendment guide to religion and public education.





Write an Editorial

The Horror and the Heroes

Lesson: Write an editorial

Level: Beginning to advanced

Subjects: Journalism, English

Procedure

Students will study a much longer editorial than one usually finds in The Washington Post, or most newspapers. But these are the most unusual of days.

1. Ask students to list 10 areas of concern or questions they have related to people, events, speeches or lack of action since Tuesday, Sept. 11.

2. Then have students write a statement about one of the items from their list. This can be in the form of a proposal to action, a commendation or condemnation or simply a statement of facts.

3. Give students a copy of the "The Horror and the Heroes," an editorial from Thursday, Sept. 13, 2001 (<http://www.washingtonpost.com/wp-dyn/articles/A21494-2001Sep12.html>). Read and discuss the ideas presented. These may include:

- The use of allusion to Antietam in the first sentence.
- Note the use of specific numbers. Research was done.
- The series of vignettes or images found in the first paragraph.
- "We the survivors know

..." personalized the editorial voice. This is not the editorial "we."

- Who are the heroes given in the second paragraph? What is the significance of two being identified? First, Rudolph Giuliani, then Ali Taqi. The mayor's age is not given. Why is the appositive, 24-year-old firefighter from Michigan, provided?
- The third paragraph focuses on United Airlines Flight 93. How does this paragraph move the theme of the editorial forward?
- Note the specifics of the fourth paragraph. What range of Americans is included?
- In what way does the last paragraph unite the entire editorial?

4. Ask students to state in one sentence the editorial position of the Post.

5. After studying this editorial, ask students to write an editorial. They may go back to their initial list and statement to build an editorial. Don't forget that research is part of editorial writing.

For more information on editorial structure and teaching of editorial writing, go to "Only a Matter of Opinion?" at <http://library.thinkquest.org/50084/index.shtml>.

SYMBOLISM

A symbol is something which is itself. At the same time it represents, suggests or means something else. The American flag is a piece of cloth, but it is much more. It represents our country when it is seen any place in the world. It suggests our citizens' sacrifices and means we love our country. It is our history and our present resilience. It has strong symbolic power.

Among the questions asked since Sept. 11, are why the World Trade Center and the Pentagon were selected as targets. Ask your students to give their views. If it does not emerge in their answers, ask them what these buildings symbolize.

Give students copies of two Post commentary.

- "The Message in the Smoke" by Henry Allen was published on Sept. 12, 2001 (<http://www.washingtonpost.com/ac3/ContentServer?pagename=article&articleid=A13>)
- "Buildings That Stood Tall as Symbols of Strength" by Benjamin Forgey was published Thursday, Sept. 13, 2001 (<http://www.washingtonpost.com/ac3/ContentServer?pagename=article&articleid=A21>).

Compare and contrast the essays written by Henry Allen and Benjamin Forgey. Both opinion pieces appeared in the Style section. Both look to the Twin Towers of the World Trade Center for symbolism. Their voices and messages are strikingly different.

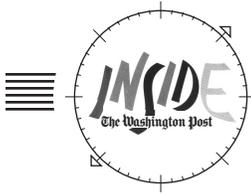
Ask students to write a comparison-contrast essay based upon the two Post writers' views.

Ask students to consider the symbolism and meaning of the Twin Towers of the World Trade Center, then write an essay expressing their own views of architecture's impact and reflection of society.

You may wish to have students read about architecture and its symbolism, before they read the pieces from The Washington Post. Richard Rodriguez aired this essay one week before the attacks.

http://www.pbs.org/newshour/essays/july-dec01/architecture_9-05.html Architectural Ambitions Commentary by NewsHour essayist Richard Rodriguez. The Walt Disney concert hall designed by Frank Gehry





Word Study: A look at terrorism

Have you ever been called a little terror? This would put you in the same category as Dennis the Menace. Just an annoying pest.

The grown up version — terrorist — has a much more serious meaning.

A terrorist engages in acts of terrorism and brings terror, an intense, overpowering fear, into the lives of a community. Terrorism is the unlawful use or threatened use of force or violence by a person or an organized group against people or property to intimidate or coerce a population as for military or political purposes.

Terror is a 14th century word. It comes from Middle English, which is from Middle French *terreur*, from Latin *terror*, from *terrere* meaning to frighten.

It is related to the word "tremble" that originates in Greek *trein*, to be afraid, flee.

It is natural to be afraid or to be uncertain about your safety. That's terrorism.

Terrorists have existed through many centuries throughout the world. There are domestic terrorists and international terrorists. In the late 1700s during the French Revolution, or Reign of Terror, English statesman Edmund Burke wrote "thousands of those hell hounds called terrorists were turned loose by the state against the populace." Burke believed evil succeeds only "when good men do nothing." In 1881 Czar Alexander II of Russia

was killed in a plot sponsored by People's Will, a terrorist organization. In 2000, terrorists were convicted for the bombing in 1988 of Pam Am Flight 103.

In addition to the definitions that you can find in a dictionary, there are specialized definitions. You are familiar with these from science and mathematics textbooks. The U.S. Government has employed the following definitions of terrorism for statistical and analytical purposes since 1983.

Title 22 of the United States Code, Section 2656f(d) provides the following definitions:

■ The term "terrorism" means premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents, usually intended to influence an audience.

■ The term "international terrorism" means terrorism involving citizens or the territory of more than one country.

■ The term "terrorist group" means any group practicing, or that has significant subgroups that practice, international terrorism.

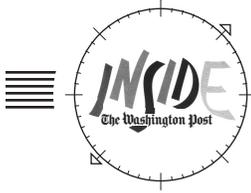
Keep these definitions in mind when you hear President Bush or Secretary of State Colin Powell speak of terrorists.

Definitions are from The American Heritage Dictionary: U.S. Government definition: <http://www.state.gov/s/ct/rls/pgtrpt/2000/index.cfm?docid=2419>

TALKING ABOUT TERRORISM

1. In what ways did the terrorists succeed in perpetrating unlawful acts of violence?
2. Do news reports of phone calls from passengers on the hijacked airliners and people in the World Trade Center make the rest of us feel less intimidated by the terrorists? In those circumstances would you want to make that call? Would you want to receive that call? Read and discuss "In Cellular Age, Saying Goodbye, Is a Tough Call" (<http://www.washingtonpost.com/ac3/ContentServer?pagename=article&articleid=A27>).
3. As a class, brainstorm ways the U.S. could limit terrorism, either alone or working together with other countries. Do you think it is possible to eliminate terrorism?
4. The terrorist attack on sites in the United States has brought calls for more security measures. Read the paper to find stories discussing ways security might be increased for Americans, their institutions and government. Make a master list of suggestions. Then ask students to write. Here are a few ideas:
 - Why are Americans examining safety measures?
 - Compare the benefits and drawbacks of the proposals to improve security.
 - Provide a suggestion for improving security within your school or community.
5. One person's terrorist is another's patriot or liberator. Research groups and individuals associated with terrorism. Here is a beginning of a list: Al-Qaida, Baader-Meinhof Gang, Bidault, Black and Tan, Black Hand Society, Fatah, Hagana, Irish Liberation Army, People's Will and Takfir wa al-Hijra.
6. "Taming Terrorism," a lesson for grades 9-12, is available on <http://www.pbs.org/americaresponds/tamingterroris.html>.





Finding the Local Angle

Activity: Publishing a student newspaper

Level: Middle and high school students

Subject: Journalism, Media Studies, Publications Production

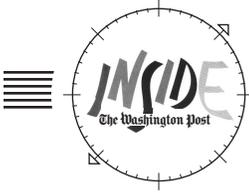
In the aftermath of the terrorist attacks on the World Trade Center and the Pentagon, journalism students can, and should, cover these events in their newspapers in ways that will help students chronicle them for their school community. After processing all of the information on a personal level, remember that your staff's primary purpose is to tell the story of how these events impacted their school.

Tell the stories that won't get told; don't reiterate the information already available on 24-hour news channels. Localize these events to people in your school. Take elaborate steps to solicit the feedback of your readers through announcements, posters and word of mouth to get people to come forward with their stories.

Here are some story and sidebar ideas you might pursue in your publication:

- How did my school respond to the tragedy? Can we write an editorial that praises or criticizes the school's emergency response system? Quote the school's policy handbook on emergency situations and interview the principal or superintendent about the process they followed as the event unfolded and the day after when school was likely canceled. Did the school provide grief counseling or any reminders of how we should treat each other?
- Conduct a "man on the street" question and response with a mug shot of students. Ask, "Where were you when you found out about the attacks, and what was your response?" Be sure to get a range of responses by grade level, ethnicity and gender.
- Write a story or conduct a "man on the street" question to explore why some teachers let students watch the events unfold in class and some did not. Did the principal prevent teachers from showing the news in class?
- How have these events impacted students' friends and family? Chronicle and sensitively cover your school community's loss. Did a student lose a father at the Pentagon? An aunt at the WTC? Can you publish the student's reaction or tell of the family member's life and contributions to society? Did your school lose a classmate, a graduate or teacher? Publish an obituary or advise your readership of any funeral arrangements.
- A newspaper provides a forum by which all of us can relate personal stories of common experiences. Do you have graduates of your school who work at the Pentagon or World Trade Center? E-mail or call them for their stories. During the time of disasters, people want to help others. Were some of your graduates among the rescue workers? Did students donate blood or organize food donations?
- Tell survival stories or anecdotes of "I was supposed to be on that plane." Write a feature story about how people's fate can be changed entirely by small changes in their schedules. One graduate of a Fairfax County high school sent an e-mail to his former English teacher that he was to have been at a Tuesday morning meeting in the WTC, but a conference call required he reschedule it. He watched from a mid-town office window as a plane hit where he would have been. If you cannot publish all the stories you collect, have a place to post them in your school or add to your newspaper's Web site.
- Run a chronological sidebar of the daily events from Tuesday, Sept. 11, to the present day of your publication to remind readers of how things have changed since the attacks first occurred. Consult several Internet resources and newspapers for accuracy.





Finding the Local Angle continued

- Run a chronological sidebar of Tuesday, Sept. 11. Include when your school's day began and ended as well as when the attacks took place.
- Write an editorial about whether or not we should rebuild the WTC. Should the ground become hallowed like Gettysburg? Should it be turned into a memorial park like the Oklahoma City bombing site from 1995? If we rebuild and replace the buildings as they were, are we inviting further attacks? If we don't rebuild, are we succumbing to the forces of terrorism?
- Chronicle the greatest days of human loss in American history. From Revolutionary War skirmishes to Civil War battles to Pearl Harbor attack, what were the days in history when we've lost the most American lives on a single day?
- What impact will this tragedy have on school field trips that include air travel? Will any cities be "off limits," or will your school conduct business as usual? Will foreign trips still be allowed?
- Interview Muslim students in your school and find out if they've been subjected to any direct or indirect forms of racism since the events. Do they get looked at differently in class, or has something more drastic happened to them? Measure their perceptions of the events in a feature story. Get statistical information for your school about the number of students who have immigrated to the United States.
- Write an editorial about what the United States should do now in terms of foreign policy. How do we attack an enemy we cannot find? Explain NATO, its member nations and what it means to invoke Article V.
- Don't forget the visual. Include an editorial cartoon.
- Have a glossary sidebar or fact box of military intelligence agencies such as the CIA, FBI and NSA. How do these groups work together to curb terrorist attacks? How much do they spend each year? How many people do they employ?
- Compile a composite story of commonly asked questions and answers such as, "If we've known Osama bin Laden is a danger to the U.S., why haven't we caught him by now?" "Will the cost of airline tickets go up now?" "When will the Pentagon be rebuilt?"

GET THE FACTS

<http://www.first.gov/FirstGov>

The official Web home of the U.S. Government has a section on U.S. Government resources for the Sept. 11 events.

<http://www.state.gov/s/ct/>

Counterterrorism Office:

Within the U.S. State Department, the Office of Counterterrorism works on cooperation with foreign governments and developing and implementing American counterterrorism policy.

<http://www.highschooljournalism.org/teachers/journalismresourcesattack.htm>

High School Journalism: The American Society of Newspaper Editors site in support of scholastic journalism provides resources for student media to cover the attack on the U.S. A word of copyright caution is given: It is important that you not electronically lift graphics or photos from the sites listed here and republish them (unless they are in the public domain, like the Department of Defense material). That is a copyright violation no matter how small your paper is. It is OK to create your own graphics from material, however.

<http://www.terrorism.com>

The Terrorism Research

Center: An academic and public interest site. In addition to analysis and commentary, the site provides extensive links to sites about terrorism.

<http://i.bigchalk.com/U/ustragedy/>

America's Tragedy: This educational resources site provides news updates and links to many resources

including those dealing with grief and tragedy.

<http://www.google.com/>

Google: One of the best search engine sites provides U.S. and International news links and support information links.

<http://www.howstuffworks.com>

How Stuff Works: This great resource has added new articles, including "How Terrorism Works," and "How Osama Bin Laden Works." Marshall Brain has grouped several other articles to help readers on "the most horrific and unbelievable of days ever experienced in the United States." Newspaper reporters may wish to read for background: "How Airport Security Works," "How Cell Phones Work," and "How Building Implosions Work."

IN PRINT

Journalism Education Association. Covering the Unimaginable. The winter 1999 special issue of Communication: Journalism Education Today focuses on the difficult task of covering an emotional event. Students and advisers from middle and high schools and journalism professionals share how they covered the stories. Learn what you should know before disaster strikes. Case studies include natural disasters, school violence, suicide and student deaths and athletic injuries. Exercises are provided. Contact JEA in Manhattan, Kansas, at 785-532-5532 or cfulker@ksu.edu. A preview of the publication is available at <http://www.jea.org/newswire/tragedy/imagine.html>.

