

# 9/11 MEMORIAL

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UNIT: Heroic Rescue, Recovery, and Cleanup

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GRADE LEVEL/S: 9-10

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TIME NEEDED: 2-3 sessions

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TEACHER: Arlene Shenkus

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## LESSON TITLE: THE DOGS OF 9/11

### Common Core Standards

**R 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**SL 2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### Key Questions/ Issues Addressed

How did dogs play an important role in the 9/11 recovery operations?

How did dogs help the recovery workers, along with the families and friends of victims?

### Lesson Goals/ Objectives

Students will be able to read and analyze firsthand accounts and pictures highlighting the roles of service dogs and search and rescue dogs.

### Key Terms

FEMA Certified SAR Dogs\*, SAR\*\*, Search and Rescue Dogs#, Service Dogs##, Volunteer, Volunteerism

\* Dogs that have been certified according to special FEMA certification. Both the dogs and their handlers must train for and pass rigorous tests in urban search and rescue strategies and techniques. The handler must pass written and oral tests on search and rescue strategies, briefing and debriefing skills and canine handling skills. The canine must exhibit proper command control, agility skills, barking alert skills to notify rescuers of a find and willingness to overcome innate fears of tunnels and wobbly surfaces under their handler's guidance. There are two levels of certification: basic and advanced.

(Source: [www.fema.gov/canine-handler-certification](http://www.fema.gov/canine-handler-certification))

\*\* Search and rescue

# Dogs trained to search for humans via scent, often in disaster areas

##A type of assistance dog trained to help people with physical and mental disabilities

**Materials**

“US&R and the World Trade Center and Pentagon Disaster.”  
[www.fema.gov/world-trade-center-pentagon-disaster](http://www.fema.gov/world-trade-center-pentagon-disaster)

“A Blind Man, His Guide Dog and Lessons Learned on 9/11.”  
[www.foxnews.com/opinion/2011/09/06/blind-man-his-guide-dog-and-lessons-learned-on-11/](http://www.foxnews.com/opinion/2011/09/06/blind-man-his-guide-dog-and-lessons-learned-on-11/)

Graeber, Laurel, “Another Breed of Hero.” *New York Times Family Fare*, Nov. 23, 2001.  
[www.nytimes.com/2001/11/23/arts/family-fare.html](http://www.nytimes.com/2001/11/23/arts/family-fare.html)

“The World Trade Center’s Heroic Dogs.” Saturday, September 15, 2001, Page 1  
<http://dogsinthenews.com/issues/0109/articles/010915a.htm>

“The World Trade Center’s Heroic Dogs.” Tuesday September 18, 2001, Page 2  
<http://dogsinthenews.com/issues/0109/articles/010918b.htm>

“The World Trade Center’s Heroic Dogs.” Wednesday, September 26, 2001, Page 3  
<http://dogsinthenews.com/issues/0109/articles/010926a.htm>

“The World Trade Center’s Heroic Rescue Dogs.” Saturday, October 6, 2001, Page 4  
<http://dogsinthenews.com/issues/0110/articles/011006a.htm>

“The World Trade Center’s Heroic Rescue Dogs.” Tuesday, October 9, 2001, Page 5  
<http://dogsinthenews.com/issues/0110/articles/011009a.htm>

Dale, Steve. “World Trade Center Search and Rescue Dogs, 5 Years Later.”  
[www.stevedalepetworld.com/index.php?option=com\\_content&task=view&id=181](http://www.stevedalepetworld.com/index.php?option=com_content&task=view&id=181)

**Background for lesson**

A dog’s sense of smell is estimated to be a million times more refined than that of a human. They can detect sound vibrations from large distances, as well. They are used for these skills and qualities to assist people in their search and rescue missions.

**Instructional Activity/ Procedures**

1. Divide students into five groups. They will all receive the story about Michael Hingson and about his guide dog Roselle being honored: [www.guidedogs.com/site/PageServer/pagename+about\\_people\\_staffvol\\_bios\\_mhingson](http://www.guidedogs.com/site/PageServer/pagename+about_people_staffvol_bios_mhingson).
2. Review the Key Terms about rescue/service dogs.
3. Provide each group (or direct students to) the material from one page of “The World Trade Center’s Rescue Dogs.” Also, print out and distribute the handout “US&R and the World Trade Center and Pentagon Disaster.”
4. Introduce and discuss the task briefly before each group looks at its handout.
5. Each group will select a story from its handout, research it and present its findings to the class.

Note: The stories and pictures from these sites can be quite emotional.

6. Direct students to the 9/11 Memorial website and type in “canine” to find another story about rescue dogs on 9/11.

**Evidence of Understanding**

Formative

Students will be evaluated throughout their group work and the preparation of their oral report.

Summative

Students will be evaluated on the research they have done and on the presentation of and material in their oral report to the class.

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**Extension Activities**

Students create an artwork of a rescue dog at work, a dog and his handler, or another scene depicting a search and rescue dog or a service rescue dog.

Students may research and report on the use of dogs to help families cope after 9/11. Visit [www.911memorial.org/tribute/good-dog-foundation](http://www.911memorial.org/tribute/good-dog-foundation) for one story.

Students may read and report in writing and/or orally the story of rescue dogs from: Bauer, Nona Kilgore. Dog Heroes of September 11th: A Tribute to America's Search and Rescue Dogs. (Allenhurst, NJ: Kennel Club Books, 2006).

Note: This may also be found on the internet.