

# 9/11 MEMORIAL

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UNIT: Heroes and Service

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GRADE LEVEL/S: 7-8, 9-10

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TIME NEEDED: 3-4 sessions

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TEACHER: Taralyn Ciaramello

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LESSON TITLE:

## K-9 ELEVEN

### Common Core Standards

**W 3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**W 8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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### Key Questions/ Issues Addressed

- How were Search and Rescue (SAR) and therapy dogs utilized at the WTC and Pentagon sites?
- What impact did therapy dogs have on rescue workers and survivors?
- What obstacles did SAR dogs face? How were these problems addressed?

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### Lesson Goals/ Objectives

- Students will understand and appreciate the role of Search and Rescue (SAR) and therapy dogs in the aftermath of 9/11.
- Students will understand the challenges faces by the dogs during and following their service.

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### Key Terms

Obituary, Search and Rescue Dogs, Therapy Dogs

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### Materials

- Rachel McPherson oral history: [www.911memorial.org/sites/all/files/DocServer/FINAL\\_Rachel\\_McPherson\\_Podcast.mp3](http://www.911memorial.org/sites/all/files/DocServer/FINAL_Rachel_McPherson_Podcast.mp3)
- Computer with Internet connection, an LCD projector, and speakers
- Student laptops/desktops for Internet based research
- Note Taking Handout

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### Background for lesson (if necessary)

- Students should be familiar with Newspaper obituaries.

**Instructional  
Activity/  
Procedures**

1. Write “K-9 Eleven” on the board. State that the class will be exploring the role that dogs played in the 9/11 attacks and aftermath.
2. Ask: *How did dogs assist at the World Trade Center site?* Solicit answers, along with questions that students have about dogs’ roles in the aftermath of 9/11.
3. Following the discussion, share the oral history of Rachel Mcpherson, the founder and executive director of the Good Dog Foundation, a therapy dog organization in New York City. Following the clip, solicit students’ reactions: *Does anyone want to share their reaction? How did it make you feel?*
4. Project the following website on the screen: <http://www.9-11dogs.org/Memorials-MAIN.htm>. Explain that the University of Pennsylvania School of Veterinary Medicine conducted a three year study of the health and behavioral effects of 9/11 on the Search and Rescue dogs. While the study found no direct link between their health and the work they did, 29 of the 97 dogs in the study have died of unrelated causes. This website has a photo of each of these SAR dogs.
5. Explain that students will pick one of these dogs, and guided by the Note Taking Handout, create a factual and detailed obituary for him or her. *What facts will you include? How do capture an entire life with few words?* Let students know they will be handing in their completed Note Taking Handouts and bibliographies upon completion.

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**Evidence of  
Understanding**

The use of authentic details in the obituaries will show the level of research and demonstrate comprehension of the task.

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**Extension  
Activities**

- The obituaries can be read aloud and/or made into a book to be shared with other students.