



Learning Resources for Teachers

Copyright © 2008 by Oklahoma City National Memorial Foundation, All Rights Reserved.

No part of this publication may be reproduced in whole or in part in a retrieval system, or transmitted in any form, or by any means, electronic, mechanical, photocopying, recording or otherwise, without written permission of the publisher.

Oklahoma City National Memorial, On American Soil, and the Survivor Tree image, along with the associated logos and designs are trademarks owned by the Oklahoma City National Memorial Foundation, and are registered in the U.S. Patent and Trademark Office.

First printing, November 2003 - Published by the Oklahoma City National Memorial Foundation, P.O. Box 323 Oklahoma City, Oklahoma 73101, Printed in the U.S.A.

INTRODUCTION

The Hope Trunk was created by educators as a classroom resource to be used as a pre-visit activity for students who are coming to the Oklahoma City National Memorial & Museum, or as a stand alone unit to teach students about the April 19, 1995, bombing of the Alfred P. Murrah Federal Building and the lessons learned as a result. Through its education and outreach programs, the Memorial seeks to help students understand the impact of violence, the senselessness of using violence as a means to effect change and the importance of personal responsibility.

Although the exercises in this manual are grouped by school levels – elementary, middle and high school – resources included in the trunk are easily adaptable to existing curriculum at all levels in a variety of subject areas. Additional lesson plans are available on the Memorial’s Web site, www.oklahomacitynationalmemorial.org.

Artifacts in the trunk are items that have been left on the Fence at the Memorial by visitors to the Outdoor Symbolic Memorial. The first Fence was installed to protect the site of the Murrah Building. Almost immediately, people began to leave tokens of remembrance and hope on the Fence. Those items now number more than 60,000. Some are preserved in our Archives and many are used for education and outreach in a variety of projects. More than 200 feet of the original Fence is part of the Outdoor Symbolic Memorial.



HOW TO BECOME A HOPE BEAR SCHOOL

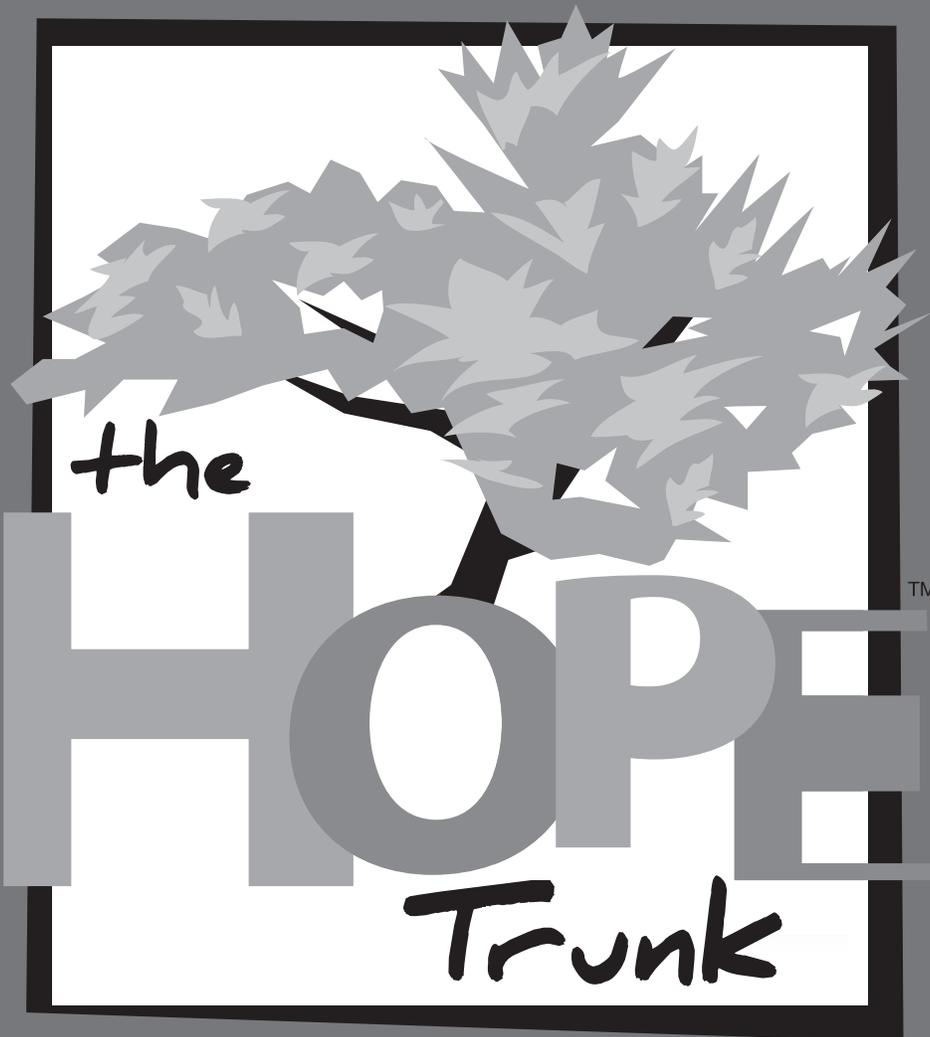
1. Return to Oklahoma City National Memorial & Museum copies of some of the completed exercises from the trunk's *Learning Resources* book or others you developed using the trunk's contents.

Or

2. Return to Oklahoma City National Memorial & Museum exercises that you have developed in the areas of non-violent resolution of conflict situations, making your community a safer place to live, and/or developing a better understanding of and tolerance toward other cultures and religions.

HOPE BEAR SCHOOLS WILL

1. Keep the Hope Bear that came to your school in the trunk.
2. Receive a certificate from the Oklahoma City National Memorial & Museum formally proclaiming your school a Hope Bear School.
3. Be listed on the Memorial's website as an official Hope Bear School and a partner with the Memorial in fulfilling our Mission.



ELEMENTARY

EXPLORING THE TRUNK'S MIXED ARTIFACTS

OBJECTIVE: UNDERSTANDING THE IMPACT OF VIOLENCE ON EVERYONE

1. Distribute the mixed artifacts in the trunk to the students.
2. Ask each student to identify his/her artifact.
3. Ask each student to speculate on why that artifact might have been left at the fence.
4. Ask each student if he/she thinks the owner planned to leave the artifact at the fence or if it was left on impulse. What brings the student to this conclusion?
5. If you were to visit the Oklahoma City National Memorial & Museum, would you leave something on the fence? If so, what? Why?

ABOUT THE TRUNK'S MIXED ARTIFACTS

The artifacts selected include items with which the students could personally identify, such as jewelry, hair pieces, combs; sports items; children's items, commonly left because of the 19 children killed in the bombing; items representing holidays; rescue oriented artifacts, such as a dog collar; and items that share accomplishments, such as AA tokens and medals.

We seldom know if an item left has special significance, but it is possible to speculate in many cases. We know that Pamela Argo, who was killed in the bombing, always wore hats and bright red lipstick. Both of these appeared on the Fence with unknown meaning until one day we

met her parents at the Fence. They told us they are slowly putting all of her hats and lipsticks on the fence. Now we know to watch for them. Scott Williams, who was killed in the bombing, coached a baseball team. Baseballs appear on the Fence at regular intervals. Sometimes we find baseballs signed by his team members. Jayce Coyne was a child who was killed in the bombing.



Her grandfather always talked about going fishing with Jayce when she got older. From time to time, we find a fishing pole with a stuffed toy tied to it.

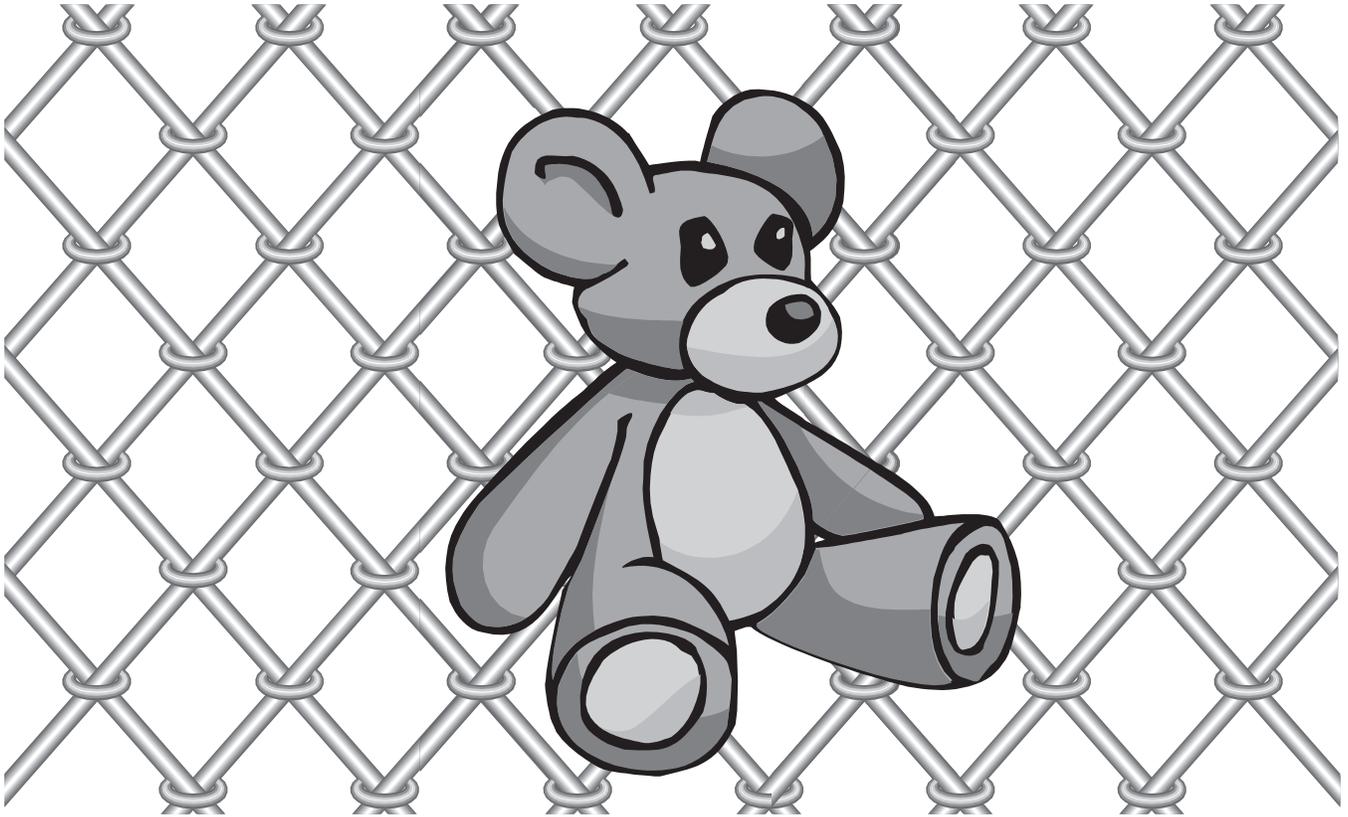
We have noticed that artifacts on the Fence tend to fall into two categories: planned and impulse. Planned artifacts have obviously been prepared in advance and are designed to be resilient and

affixed firmly to the Fence. Impulse gifts are usually something the visitor was wearing or can hastily prepare while standing at the Fence. A baby blanket tied to the Fence is probably an impulse gift. A teddy bear with a note sewn to his chest and flowers glued to his paws must have been planned in advance. Items left on the Fence appear to be about 50% planned and 50% impulse.





My Name Is
HOPE



My name is Hope. One day a little girl put me on the fence at the Oklahoma City National Memorial & Museum.

Have you been to the Memorial?
Have you seen me on the fence?



People leave tokens like me on the fence at the Memorial to bring hope to those who visit the Memorial. I also bring hope to the family members who lost loved ones in the bombing of the Alfred P. Murrah Federal Building on April 19, 1995. That is why my name is

HOPE.



The Memorial Museum tells the story of the rescue and recovery after the bombing.

Here are some of the messages
that have been left at the
Memorial. Tell me what these
messages mean to you.
How do they make you feel?

“Let peace and love be learned.”



**“Life is like a coin. You can spend
it anyway you wish.”**

**“We need peace among
our fellow man.”**



**“We are all connected.
What hurts one affects all.”**

**“May all people on earth learn to
live together in peace and harmony.”**



“Be strong. Don’t be afraid. You’re not alone in this world. Be strong. Take courage and fly.”

**“Hate Hurts.
Love Heals.”**



“To love is the end to all bad things. Thus begins the end.”

“Faith, Hope and Love will get one through tough trials.”



MESSAGES OF PEACE

OBJECTIVE: UNDERSTANDING THE WORD AND IMPLICATIONS OF PEACE

In the Oklahoma City National Memorial & Museum, we had a magnetic wall covered with square tiles, where visitors could leave their thoughts. We received numerous messages pertaining to peace. Samples are listed below.

“Let there be Peace on Earth and let it begin with me.”

“Peace begins with showing kindness to everyone.”

Written on the outline of a child’s hand: – “A new generation of Peace.”

“Give Peace a Chance.”

“Peace begins within every person.”

“Imagine! Peace!”

“Let Peace be in our reach.”

“Achieve Peace. Practice Tolerance.”

“Peace not War”

“Let us learn to live in Peace with all people.”

“Keep Peace.”

“Let there be Peace around the world!”

“Let us bring Peace.”

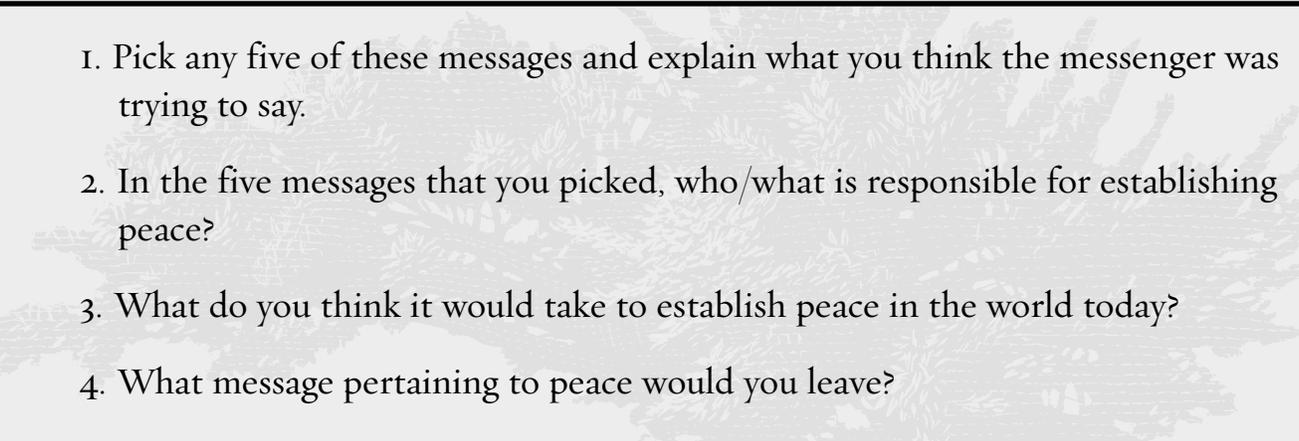
“Give our children a land of Peace.”

“Imagine all the people, living life in Peace.”

“May there be Peace on Earth and let it begin with everyone.”

“Let there be Peace on Earth and let it begin with you.”

“We need Peace.”

- 
1. Pick any five of these messages and explain what you think the messenger was trying to say.
 2. In the five messages that you picked, who/what is responsible for establishing peace?
 3. What do you think it would take to establish peace in the world today?
 4. What message pertaining to peace would you leave?

I CAN MAKE A DIFFERENCE

OBJECTIVE: PLAYING A ROLE IN MAKING THE WORLD A BETTER PLACE

Read the poem by John A. LaCouture, "I Can't Make-a-Difference."

1. The students should list ways in which they can make a positive difference in their home, school, and community. Identify specific ways to carry out the suggestions on their lists.
2. After they have listed these and discussed them, they should be encouraged to star a couple of their suggestions and implement them.

Example: When I hear others teasing a classmate, I will try to help the classmate rather than joining the group doing the teasing.

“I
CAN’T”

MAKE A DIFFERENCE

I can make a difference
though it may be very small

The difference that I make is
better than no difference at all

You, too, can make the difference
in the mixed up world about.

When we put our heads together,
results start to mount.

We can make a difference and
reach goals up to the sky.

But for any or us to do anything,
we must start with: “I Will Try!”

SHARING THE KEY CHAINS

OBJECT: UNDERSTANDING THE IMPACT OF VIOLENCE

1. Distribute the key chains and key rings in the trunk to the students.
2. Ask each student to identify the source of his/her key chain/ring. (i.e., individual's name, city, state, etc.)
3. How many different locations are represented by the key chains/rings in your trunk? What does this tell you about how many people come to visit the Memorial? On a map, plot the locations represented by your key chains/rings.
4. Why do you think someone would leave a key chain/ring on the fence?
5. What does your key chain/ring tell you?
6. Design your own key chain. Write a brief message reflecting hope or peace that can fit on a key chain.

HEROES

OBJECTIVE: PROVIDE A MORE REALISTIC PERSPECTIVE ON EVERYDAY HEROES

You may try listing words that describe a hero, working individually or in small groups. By sharing these lists with the whole class you can reach a consensus for the definition of the word hero.

Or, you may want to write the word hero on the chalkboard with its definition: (1) A hero is a person who is admired for his or her achievements or qualities (2) One who has shown great courage. (*Webster*)

Label two sections of the chalkboard as Achievements and Qualities.

1. Ask the students to identify persons from history who qualify in their minds as heroes and to put them in the section that best describes their reason for listing this person as a hero.
2. Ask the students to identify persons within their own community who qualify in their minds as heroes and to put them in the section that best describes their reason for listing this person as a hero.

Read “Gotham’s Real Heroes Wear Fire Helmets” by Rhonda Chriss Lokeman, *The Kansas City Star*.

Supplementary idea

1. Write an acrostic poem using HERO

H

E

R

O

GOTHAM'S REAL HEROES WEAR FIRE HELMETS

BY RHONDA CHRISS LOKEMAN

REPRINTED BY PERMISSION OF *THE KANSAS CITY STAR*

(Written after September 11, 2001)

When I grow up, I want to be a firefighter. I want to rush into buildings on the verge of collapse, where people are hanging for dear life from window ledges and hoping rescuers will see them and bring them safely down. I want to submerge in my subconscious the acrid stench of unidentified dust and melting steel—or worse—as I listen for the tap, tap, tap of fingers beneath rubble telegraphing: “Over here! I’m over here!” And then, when I find a moment to myself, I will collapse in a heap of emotions beneath my helmet, convulse and with dirty hands wipe away my sooty tears.

Then I will return to confront the horrible sight of people with no place to turn except to me. I get no bonuses, no commissions, for each life saved. When I grow up, I want to be a firefighter.

I want to be like Kirk Pritchard. The New York firefighter, along with countless others, risked his life in the rescue effort at the World Trade Center after its twin towers sustained aerial assaults. Armed only with hoses, ladders, and pickaxes, firefighters faced the world’s most diabolical foes: terrorists who had hijacked two commercial jets and used them as guided missiles to kill thousands of people.

According to the *New York Times*, Pritchard’s spine was fractured after he was hit by falling debris. And yet—and yet—Pritchard managed to walk for hours trying to find others, including fellow firefighters, who were trapped in the tangle of steel and concrete.

He called out to them by name. Some answered. Some didn’t.

Whoever said our heroes wear Spandex or have phenomenal batting averages or hawk expensive athletic shoes and make six-figure salaries was wrong.

Heroes look like Pritchard, bald and paralyzed and doped up on painkillers as they try to fathom, between slipping in and out of consciousness, whether they dreamed the whole awful mess. For Pritchard and others, their constant nightmare is worse than ours. The scenes on television that we can dismiss with a single channel change play over and again in their heads. It is constant and unrelenting. Every sense—sight, taste, smell, touch, and hearing—is hauntingly fine-tuned to September 11.

Our heroes walk into burning buildings and carry out strangers. They never get the key to the city. But they sometimes get the kid hiding in the closet in a bedroom engulfed in flames. Or they get the once-steely office worker who clings fearfully to a handrail on a stairwell blocked by fire and smoke.

Our heroes wear heavy coats, not red capes. They don't leap tall buildings in a single bound; they walk into towering infernos 100-plus stories high. They have singed mustaches and smudged faces. They have meat on their bones, and some have paunch over their belts. Sometimes they drink too much and sleep too little. Our heroes make mistakes. They are not perfect.

When I grow up, I want to be a firefighter.

I want to be like Mike Fitzpatrick. The New York firefighter told reporters how he and others agonized over the firefighter they had to leave behind. They had just begun to cut him free of the first tower's heap when the second tower showed signs of giving way. They had to leave him. They lost sight of him in the mushroom of dust and smoke that followed. "We were trying to dig him out. We were trying to dig him out," Fitzpatrick repeated, as if trying to reconcile his narrow escape with his conscience.

Our heroes are in constant turmoil about whether they did the right thing, whether they acted quickly enough, whether they could have done more.

When I grow up, I want to be a firefighter, like the ones who worked with Father Mychal Judge. Judge, the New York Fire Department chaplain, was administering last rites to a firefighter trapped by the first tower collapse.

In reverence, Judge removed his fire helmet. Something struck his head and killed him. A small group of firefighters left the scene to carry the monk's lifeless body to a nearby church. They then returned to their weighty task. At Judge's funeral, he was dressed in his brown Franciscan frock. A fire helmet lay beside him in the coffin.

When I grow up, I want to be a firefighter.

FIRST RESPONDERS

OBJECTIVE: MAKING YOUR WORLD SAFER BY KNOWING AND HELPING YOUR FIRST RESPONDERS

First responders are firemen, policemen and medical personnel. These are the first people who respond to a disaster. These are the people who worked for sixteen days in the Alfred P. Murrah Federal Building to rescue the survivors and recover those who were killed. First responders are supported by a network of service organizations that are trained to assist them in disaster incidents.

First responders from all over the world reached out to the Oklahoma first responders to give them support during the rescue and recovery operation. Now, first responders and support organizations from all over the world come to the Memorial Fence at the Oklahoma City National Memorial & Museum to leave their patches.

1. What cities, states and countries are represented in the patches in your trunk?
2. How many cities, states and countries are represented in the patches in your trunk?
3. How many different types of agencies are represented in the patches in your trunk?
4. The Oklahoma City National Memorial & Museum has collected hundreds of first responder patches from the Memorial Fence. It is almost like a pilgrimage for first responders to come to the Memorial to leave a patch. Now the first responders are also going to New York to leave patches. Why do you think they feel compelled to visit these sites and leave a token from themselves?
5. Do you know any first responders?
6. What do policemen do? What do firemen do? What do the medical personnel do?
7. Can you help them do their job during disasters such as Oklahoma City's bombing? How?

Suggestions of what to do in a disaster

1. Follow any instructions first responders give you very carefully. Stay away from the disaster zone. Do not cause interference. Allow the trained personnel to do what they do best without being distracted by outsiders.
2. Support your first responders and service agencies. Messages and signs of hope give first responders strength when they feel depressed. In the rescue and recovery after the bombing of the Murrah Building, the rescuers said they would be very tired and discouraged as they ended their work shifts, but when they found the wonderful cards and letters from students, they knew they could work another day. In New York City, when the rescuers would come in for meals, every table was covered with wonderful cards and letters from children, and that is what kept them going for months. Those cards became as important as the food. The Oklahoma City National Memorial & Museum has preserved thousands of those wonderful cards and letters.
3. Respond when volunteers are requested and respond as requested. Striking out on your own is not always the most efficient way to assist first responders. Support your local service agencies that are trained to work with the responders to provide the most efficient assistance.

Perhaps each student could write the agency represented by his/her patch to ask them to share their specific involvement (if any) in the Oklahoma City rescue and recovery. You might also ask them their thoughts about the Oklahoma City incident and the September 11, 2001, incidents. Contact information for these agencies is available on the web. Some of those who responded to Oklahoma City and/or the 9/11 incidents have web sites about the role they played in these rescues and recoveries.

Can you identify some of the service organizations that assist first responders in disaster response? Do you know the service organizations in your local area? You might want to investigate some of the service organizations to see how they function in disasters and to see what training is offered that (1) makes you safer, and (2) would make you a more skilled volunteer should you ever need to help in a disaster situation.

If you were writing a letter or card to a first responder, what would you write, and why?

Emergency Phone Numbers

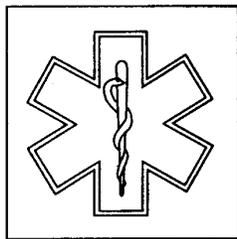
My Family Name _____

My Phone Number _____

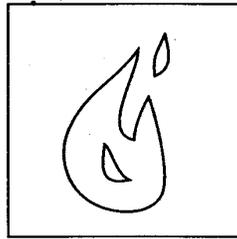
My Address _____

My Town _____

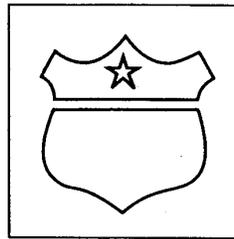
My County _____



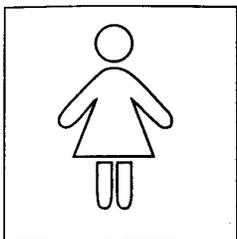
Ambulance



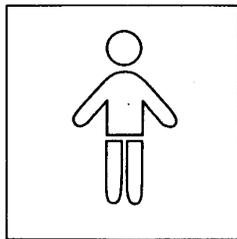
Fire



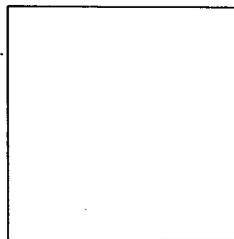
Police/Sheriff



Mother



Father



Other

Teaching Your Children How to Call for Help

Teach children how and when to call for help. They should call 9-1-1 if you live in a 9-1-1-service area. If not, check the telephone directory for local emergency numbers.

Post the numbers near the telephone, clearly visible to children. Even very young children can learn how and when to call for emergency assistance.

If your child can read numbers but not words, the chart on this page has pictures that may help the child to find the right number to call.

As you explain each picture, have your child color the symbol on the chart. Doing so may help your child remember who to ask for in an emergency.



Federal Emergency Management Agency



American Red Cross

LEARNING WITH MUSIC AND ART

OBJECTIVE: USING MUSIC AND ART TO PROMOTE MORE CONCILIATORY BEHAVIOR

These are songs for the students to learn and that could be accompanied by the production of posters or banners exemplifying the meaning for the children.

1. "I Believe I Can Fly"
2. "The Hero"
3. "My Country 'Tis of Thee"
4. "The Greatest Love of All"
5. "Wind Beneath My Wings"
6. "Heal the World"
7. "This Land is Your Land"
8. "The River" Garth Brooks
9. "God Bless the USA" Lee Greenwood
10. "The Change" Garth Brooks
11. "Let There Be Peace on Earth"

We welcome suggestions for other songs that may be of value in this manner.