Teacher Answer Key

Case Study

1. Jaylen turns to primary sources and living witnesses, exactly as the reading describes: educators use recorded voices, photographs, and survivor testimony so students encounter real memory instead of secondhand summary. By interviewing the adults around him, he converts a stale slideshow into direct testimony, letting people who remember teach those who cannot.

2. The afternoon of September 11 revealed a country of blood donors, volunteers, and strangers helping one another, which is what the attackers failed to destroy. Victims' families pushed for the Day of Service in 2009 so the anniversary would renew that generosity each year. Jaylen's food drive makes his school part of that living answer to the attacks.

Multiple Choice

1. A
2. C
3. D

Matching

1-B, 2-D, 3-E, 4-A, 5-C

Fill-in-the-Blank

1) half-staff, 2) 1993, 3) sixty

Short Answer (Sample Responses)

Q1: Keeping schools and workplaces open weaves remembrance into daily life instead of setting it apart as a day off, so the moment of silence and acts of service interrupt ordinary routines the way the attacks did. The design suggests remembrance should be an active choice made inside normal life, not a vacation from it.

Q2: As witnesses age, events risk becoming distant facts that students memorize without feeling their weight. Educators respond with primary sources such as recorded calls, photographs, and artifacts, and with living testimony from survivors and family members who visit schools, so direct memory is transferred before it disappears.

Q3: Answers vary. The name reading preserves each victim's individuality; Tribute in Light preserves a public, visible act of collective memory; the Day of Service preserves the post-attack spirit of generosity; funding health care for ill rescue workers preserves the nation's obligation to those still paying the cost. Any two with explanations earn full credit.