

References

- Berson, I. & Berson, M. (2001). The trauma of terrorism: Helping children cope. *Social Education*, 65(6), 341-343.
- Bisland, B. (2006). At the edge of danger: Elementary teachers in Queens, New York, September 11, 2001. *Education and Urban Society*, 38, 375-395.
- Chick, K. (2004). Making meaning for children: The events of 9-11. *Social Studies and the Young Learner*, 17(1), 25-29.
- Hess, D. & Stoddard, J. (2007). 9/11 and terrorism: "The ultimate teachable moment" in textbooks and supplemental curricula. *Social Education* 71(5), 231-236.
- National Council for the Social Studies. (n.d.) Chapter 2—The themes of social studies. Retrieved from <http://www.socialstudies.org/standards/strands>
- National September 11 Memorial & Museum. (2011). Education goals and key questions: Teaching guides. Retrieved from <http://www.911memorial.org/teach-learn>
- Ray, B.B. & Pemberton, C.L.A. (2010). Engaging 9/11 as a learning event: Teachers' perspective examined. *Social Studies Research and Practice*, 5(1), 58-74. Retrieved from <http://www.socstrp.org/issues/PDF/5.1.6.pdf>
- Singleton, L.R. (2001). Following a tragic event: A necessary challenge for civic educators. *Social Education*. Retrieved from http://findarticles.com/p/articles/mi_hb6541/is_7_65/ai_n28877622/
- Webeck, M.L., Black, M.S, Davis, O.L. & Field, S. (2001). Both sides of the classroom door: After 9-11, the many facets of teaching. *Social Studies and the Young Learner*, 14(3), 6-9. Retrieved from <http://downloads.ncss.org/lessons/bothsides.pdf>