



OKLAHOMA CITY NATIONAL MEMORIAL & MUSEUM

DISCOVER EXPERIENCE LEARN

LESSONS FROM THE OKLAHOMA CITY BOMBING

GRADE LEVEL

High School

SUBJECTS

Oklahoma History &
Government

Financial Literacy

THE REAL MEANING OF COMMUNITY SERVICE: THE ECONOMIC AND FINANCIAL IMPACT OF THE OKLAHOMA CITY BOMBING



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OKLAHOMA PASSPORT TO FINANCIAL LITERACY OBJECTIVE

Students will explain the costs and benefits of charitable giving.

- 1) Identify types of charitable giving (e.g., monetary gifts, gifts-in-kind, and volunteer service).
- 2) Describe the impact of charitable giving on the individual (e.g., budget, time, personal satisfaction, and tax benefits) and the community.
- 3) Identify tools to research a charitable organization's mission/purpose, activities, and recipients (e.g., specific organizations' Web sites, Guidestar®, and regulatory agencies).

OKLAHOMA HISTORY AND GOVERNMENT C3 STANDARD 5

Students will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma during the 1950s through the present.

- 10) Cite specific textual and visual evidence to analyze the causes and effects of the domestic terrorist attack on the Murrah Federal Building in Oklahoma City including the responses of Oklahomans to the event, the concept of the "Oklahoma Standard" and the creation of the Oklahoma City National Memorial and Museum.

ADDITIONAL OBJECTIVES:

- 1) Students will research groups in their community involved in disaster relief efforts.
- 2) Students will choose a non-profit group and then carry out a collection drive to contribute to the group.

PURPOSE

Students will examine the financial and economic problems caused by the Oklahoma City bombing and cite examples of aid provided to assist victims and their families in the community. They will investigate the role of the government, private charities, and for-profit businesses on assisting in the recovery of the downtown area and on personal financial stress that resulted from the attack on the Murrah Building. Students will investigate local charities and design a philanthropic activity and carry out a community service project.

ECONOMIC TERMS

Opportunity Cost: The cost of an opportunity that must be given up in order to pursue an alternative course of action.

Monetary Gifts: Gifts of money

Charitable Giving: The act of giving to charitable organizations or to those in need.

Gifts in-Kind: Donations that are done in goods or services rather than cash.

For Profit Groups: A business whose primary purpose is to make a profit for its investors.

Nonprofit Organization: A legal organization providing services or activities without commercial or monetary gain; organized for purposes other than earning a profit.

Volunteer Service: An activity that promotes good or improves the quality of human life.

MATERIALS REQUIRED

Computers with Internet access

Handouts

BACKGROUND

On April 19, 1995, at precisely 9:02 a.m. a terrorist bomb exploded at the site of the Alfred P. Murrah Federal Building in downtown Oklahoma City. The blast took the lives of 168 people, including 19 children, and injured more than 680 others. Official reports say that the blast destroyed or damaged 324 buildings within a sixteen-block radius, destroyed or burned 86 cars, and shattered glass in 258 nearby buildings. The bomb was estimated to have caused at least \$652 million worth of damage.

Financial and physical recovery from the devastation was a result of a combination of efforts. These efforts included assistance from FEMA (Federal Emergency Management Agency), federal grants, charitable

donations from the Red Cross, Salvation Army, Americorp, Feed the Children, Oklahoma Restaurant Association, Oklahoma Credit Union League, and Goodwill Industries amongst numerous others. Thousands of dollars in monetary gifts also came from individuals and churches, as well as in-kind gifts from around the state and nation.

PROCEDURES

Day 1

1. Review with students the background information. Tell students that any time there is a community disaster (including natural disasters such as tornados, floods, and fires) individuals and organizations will rise to the occasion and offer services to help in recovery efforts.
2. Explain that after the Oklahoma City bombing there were numerous needs. Ask them to brainstorm who needed help. (Survivors with injuries, survivors without physical injuries, family members of victims, exhausted fire fighters, police and other rescue workers, people who lost their cars, workers who no longer had jobs, local businesses who could no longer operate)
3. Ask students to brainstorm what was needed. (The needs included food, water, shelter, clothing, blankets, medicine, child care, mental health care, etc.)
4. Review with students the sources of assistance in times of hardship predominant in the United States which were available to residents in Oklahoma City after the bombing.
 - a) Federal Government – FEMA provided recovery assistance, Congress provided Oklahoma City \$53,385,300 million in Community Development Block Grants (CDBG) to assist in rebuilding and revitalization of the area surrounding the blast site. These grants helped business owners who sustained losses, but not until after January 10, 1996. The Small Business Grants Assistance Program provided grants for up to \$10,000 until the CDBG funds were available. A total of \$381,263 was dispersed through the small business grants.
 - b) State Government Agencies – The Office of State Medical Examiner (provided a Family Assistance Center), Oklahoma Department of Education (provided counselors), Oklahoma Health Department, Oklahoma Department of Human Services, Oklahoma Department of Mental Health and Substance Abuse, Oklahoma Department of Civil Emergency Management, Oklahoma National Guard.
 - c) Non-Profit Organizations – such as the Red Cross, Salvation Army (provided food and spiritual assistance), Feed the Children (provided food and assistance to churches), the United Way, St. Luke’s Methodist Church, First Christian Church.
 - d) For-Profit Organizations – provided gifts “in-kind”. For example, the Oklahoma Restaurant Association provided meals to volunteers. Members of the Dallas Cowboys made visits to survivors and family members.
 - e) Volunteers – over 12,000 volunteers officially registered. Additionally, individuals donated their money, clothing, blankets, boots, and any other items that were requested.

5. Discuss the following with students
 - a) What financial needs might people have after a disaster?
 - b) Looking over the list of federal and state agencies, what kind of assistance could they provide people when there is a disaster in the community?
 - c) What resources does the government have available to it that is not generally available from individuals or non-profits?
 - d) What talents were needed from members of the community? (i.e. doctors, engineers, counselors)
 - e) How is the assistance provided by non-government groups and volunteers different from help provided by government agencies?
 - f) Where does the money come from that is provided by non-profits?
 - g) Where does the money come from that is provided by the government?
 - h) Why would for-profit organizations volunteer to give their money and time?
 - i) What motivates individuals to volunteer their time and money?
 - j) Explain to students the meaning of “opportunity cost.” Ask them what the opportunity costs were for the government, charities, and individuals.
 - k) How would Oklahoma City’s recovery have been different if the volunteers and non-profit organizations had not been available to assist and donate?

DAY 2 AND 3

The activity that follows is an opportunity for students to apply what they have gleaned from the discussion about volunteerism and charitable giving which followed the bombing. Students are challenged to identify the needs in their community, research volunteer opportunities and local charities, and then develop a plan for a collection drive to support one of the charities.

1. Have students use the Internet to complete the “Investigating a Charity” Exercise. You might want each student to investigate a different charity (or work with a partner). Depending on the time you have, students could investigate more than one charity.
2. Distribute copies of the “PACED” handout to students.
3. Explain to students that they will be completing a community service project whereby they will choose a local charity and coordinate a collection drive for that charity.
4. Read the handout aloud.
5. Either working as a whole class or in small groups, ask students to brainstorm a list of ten problems in their community. (i.e. drugs, gang violence, homelessness, failing schools, poverty, unemployment, problems resulting from natural disaster)

6. After they compile their list ask them to prioritize the problems.
7. Tell them to consider local non profit groups that provide services in the community. Identify which charities are currently helping with the problems students identified.
8. Working in groups of 3 or 4, assign students to develop a criteria for determining which problem and group they will work with. Students need to think about what is important to them.
9. Allow enough time for students to complete the criteria and then have students share them with the whole class.
10. Work as a whole class to narrow the criteria so that the whole group can support it.
11. Next, as a whole class, they should evaluate the non profit groups that are available for them to work with. Which ones meet their criteria?
12. Next ask them to decide which group they will carry out their collection drive for. ...
13. Once they have decided upon a collection drive you will need to have a student contact the group to inform them of the decision. Students will need to decide how they will carry out the collection drive and what materials they will need to complete the task. They will probably need to make signs, provide boxes, write announcements for the PA system, etc. They will need to go through your school's proper procedures for scheduling the dates of the collection drive. They will need to determine how the items collected will be delivered to the organization.

ASSESSMENT:

Students should write a 500-word essay about what they learned from this experience. The essay should be an assessment of what the student thinks worked about the project and what they would do differently if they could. The essay should address why community service is a valuable civic exercise.

SOURCES OF ASSISTANCE

AVAILABLE TO OKLAHOMA CITY

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PACED

A DECISION MAKING MODEL

Most of us benefit from the support of others. Sometimes the support we receive is in the form of a listening ear when we have a problem, a friend who will drive us to an appointment when we have a flat tire, or a neighbor who brings us soup and bread when we are sick with the flu. At other times we may be in a situation when we need more substantial support. We may lose a job and receive food from the local food bank, have a wreck and receive blood from the blood bank, or receive free books from a book donation drive. Americans are known for being generous when others are in need of help.

It is part of the civic responsibility of all citizens to “give back” to the community that helps to sustain them. Giving back can take many forms, which include public service such as philanthropy, volunteering to read to the elderly, sorting cans at the food bank, organizing a blood drive, providing meals to volunteers after a flooding disaster, cleaning out debris after a fire, or raising money for United Way.

YOUR ASSIGNMENT:

Working as a group, the class will select a non-profit organization that is involved in disaster relief efforts and design a plan to support the organization through a collection drive. Follow the steps below in designing your plan.

1. Problem - Brainstorm a list of problems you see in the community. Remember to include problems related to disaster. Prioritize the list. Which problems are the most important?
2. Alternative. Consider the non-profit organizations in the area. Which ones are your best alternative to address the problem you have chosen.
3. Criteria. What will be your criteria for choosing a non-profit group to support? (Examples of criteria include location of the non-profit, the mission of the organization, the actual need of the organization v. what your class is able to provide)
4. Evaluate your options. Which non-profits meet your criteria? If the non-profit group does not meet your criteria strike them from the list.
5. Decide. Based upon your analysis, which group is the best choice for your drive?

INVESTIGATING A CHARITY

Part A: Researching non-profit charitable organizations

Directions: Use the following websites to investigate a charity for your project. Complete the following chart as you do your research.

<http://www.charity-charities.org/charities/OK.html>

<http://www.guidestar.org>

<http://www.charitywatch.org>

Name of Charitable Group: _____

What is the group's mission or main focus?

How does the group achieve its mission (i.e. What activities does it carry out? For example, a group might focus on prevention, education, or immediate assistance).

Is there evidence that the group is achieving its goals?

What could you (or your school) do for this group? Do they need volunteers, donations of food, clothing, toys, or monetary gifts?

Are donations to the group tax deductible?

Does the group provide financial information?

PART B. REFLECTION

Based upon your research, would this group be a valid choice for your community service project? Does it meet your criteria? Why or why not?