

9/11 MEMORIAL

LESSON TITLE:

COMMEMORATING 9/11 : GRADES 3-5

Common Core Standards

W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Key Questions/ Issues Addressed

What happened on 9/11?

Why is it important to commemorate the anniversary of 9/11?

How do artifacts and other primary sources tell stories about 9/11?

Lesson Goals/ Objectives

Students will be introduced to a brief history of 9/11.

Students will become familiar with a personal 9/11 narrative through storytelling and an artifact.

Students will demonstrate why they think commemorating and remembering 9/11 is important by writing thank-you letters.

Key Terms

Commemoration, Courage, First Responder, Memorial, Museum

Materials

Foundational 9/11 lesson:

www.911memorial.org/sites/all/files/Understanding%209.11.pdf

The Man in the Red Bandana

The Story of Welles Crowther (See Appendix)

Art Supplies

White Paper

Background for lesson

Basic Background of 9/11, see 9/11 FAQ: www.911memorial.org/faq-about-911

Interactive 9/11 Timeline: <http://timeline.911memorial.org/#Timeline/2>

Biography of Welles Crowther: www.crowthertrust.org/welles-story/

**Instructional
Activity/
Procedures**

1. If conducting this lesson on September 11, tell students that today is the anniversary of the attacks. Tell students that the 9/11 Memorial opened on the 10th anniversary, in 2011, and the 9/11 Memorial Museum opened in May 2014. Both honor and remember the lives of those who were killed.
2. Complete the Foundational Lesson with students to establish a baseline knowledge of what happened on 9/11. Use any questions students may have raised about the victims of 9/11 and their stories to transition to an activity that will focus on learning one individual's story. If students have already studied the events of 9/11, this step can be skipped.
3. Create a class word web. Begin with the word "courage" in the middle. Ask: *What does it mean to have courage or be courageous? What words can you think of to describe courage?* Allow students to brainstorm definitions individually or in small groups.
4. Collect class answers, using them to fill in the word web. Compare/contrast class definitions to that of the dictionary.
5. Ask students — if they have not mentioned them already — to identify different kinds of jobs that they think require courage, like being a police officer or a firefighter. Explain that on 9/11, many people decided to do everything they could to help others. These people included both uniformed first responders and regular office workers.
6. Display a picture of Welles Crowther to introduce him. Tell students that Welles was a regular office worker who went to work on 9/11 at the World Trade Center, and that he was able to help many others that day through his courageous actions. Rather than having you tell students what Welles did, they will learn by reading a book about him called *The Man in the Red Bandana*.
7. Read *The Man in the Red Bandana* by Honor Crowther Fagan. If you do not have a copy of the book, see the Appendix. After you are done, ask:
Who was the man in the red bandana? What did he do on 9/11?
What does the word courage mean? Did Welles show courage on 9/11? How?
What is the most courageous thing you have ever done?
8. Share that Welles's mom spoke at the ceremony when the Museum was dedicated. Read her words from the ceremony:
"Welles believed that we are all connected, as one human family...that we are here to look out for one another and to care for one another. This is life's most precious meaning. It is our greatest hope that when people come here and see Welles's red bandana, they will remember how people helped each other that day, and that they will be inspired to do the same, in ways both big and small. This is the true legacy of September 11."

Instructional Activity/ Procedures
(Continued)

9. Ask: *Who is the most courageous person you know? Why do you think so?*
10. Tell students that after 9/11, thousands of letters came to New York City from children from all over the country and the world to thank courageous police officers, firefighters, and recovery workers for their work. Many began with the words, “Dear Hero.”
11. Students will now have a chance to write their own letters. They will create postcards to say thank you to someone in their community who has demonstrated courage and bravery while helping someone in need.
12. Ask students to select a person or a group of people to thank. The class can also select a recipient together and send all of their postcards to the same location (for example, a local firehouse or police station).
13. Distribute scrap paper and ask students to brainstorm and sketch ideas. Use one side to brainstorm a picture and the opposite side to write a letter.
14. Distribute a half sheet of white construction paper. You may choose to provide paint, colored pencils, crayons, or markers for students to color their sketches, along with rulers to assist them in creating lines on which to write their letters.
15. Tell students that this is one story among thousands from that day. Conclude the lesson by asking: *Why is it important that people your age learn about individuals like Welles and about 9/11?*

Evidence of Understanding

Students will be evaluated on oral responses during the discussions and activities.

Extension Activities

Complete the foundational lesson on the 9/11 Memorial here:
www.911memorial.org/sites/all/files/Introducing%20the%209.11%20Memorial_0.pdf

Ask students to select a victim’s name on the 9/11 Memorial Guide:
<http://names.911memorial.org/>. Research that individual, creating a snapshot of his/her life. Ask students as a guiding question: *What would you want people to know about the individual you selected?*

View 9/11 memorials around the world by visiting:
<https://registries.911memorial.org/#/memorials>.

Appendix

The Story of Welles Crowther

On 9/11, Welles was working on the 104th floor of the South Tower of the World Trade Center. Ever since he was a small child, Welles was known to carry a red bandana with him (a present from his father) wherever he went. When Welles became a volunteer firefighter at age 16 in his hometown of Nyack, NY, he even wore it under his helmet. He always imagined himself eventually leaving his job in finance to become a full-time firefighter.

It is unclear exactly where Welles was at 9:03 a.m. when Flight 175 was deliberately flown into the South Tower, but at 9:12 a.m., he left a voice message for his mother, letting her know that he was safe. Unfortunately, that would be the last time that his family would hear his voice. According to an article published by the New York Times, two women who were in the South Tower on 9/11, Judy Wein and Ling Young, recalled a man in a red bandana helping direct people to the stairs. He even carried a woman on his back to clearer air. Once safe, he put her down and went back up to help others.

Though Welles died on 9/11, the last hours of his life remained a mystery for months, until May 26, 2002, when the article was published by the New York Times. A woman named Alison happened to read that article, and when she came to the section describing the man in the red bandana, she said ‘Oh my God, Welles’s, I found you.’ Alison was Welles’ mom. Judy Wein and Ling Young were able to confirm through a photograph that Welles was, in fact, the man in the red bandana.

Welles was made an honorary member of the FDNY in December 2006, the first time anyone had been so honored.

Jim Dwyer, Eric Lipton, Ford Fessenden, Kevin Flynn, and James Glanz, “102 MINUTES: Last Words at the Trade Center; Fighting to Live as the Towers Die,” New York Times, May 26, 2002, <http://www.nytimes.com/2002/05/26/nyregion/26WTC.html?pagewanted=7>.

Seth Joseph, “Welles Crowther’s Red Bandana: Inside the South Tower,” in the stories they tell, ed. Clifford Chanin and Alice M. Greenwald. (New York: Skira Rizzoli Publications, Inc., 2013), 90.