## LESSON TITLE:
**COMMEMORATING 9/11 : GRADES 9-12**

### Common Core Standards

**SL 1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**RH 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### 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 become familiar with the World Trade Center and the Twin Towers before 9/11.
- Students will understand what happened on 9/11 and during its aftermath.
- Students will articulate why they think commemorating and remembering 9/11 is important.

### Key Terms
- Commemoration, Courage, Memorial, Museum

### Materials

- Foundational 9/11 lesson: [www.911memorial.org/sites/all/files/Understanding%209.11.pdf](http://www.911memorial.org/sites/all/files/Understanding%209.11.pdf)
- “102 MINUTES: Last Words at the Trade Center; Fighting to Live as the Towers Die” (see Appendix)
- Red Bandana or image of red bandana (see Appendix)

### Background for lesson

- Basic Background of 9/11, see 9/11 FAQ: [www.911memorial.org/faq-about-911](http://www.911memorial.org/faq-about-911)
- Interactive 9/11 Timeline: [http://timeline.911memorial.org/#Timeline/2](http://timeline.911memorial.org/#Timeline/2)
- Biography of Welles Crowther: [www.crowthertrust.org/welles-story/](http://www.crowthertrust.org/welles-story/)
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. Tell students that they will be investigating a very ordinary object that became a useful tool on 9/11. A similar artifact is in the 9/11 Memorial Museum.

4. Display a red bandana or an image of a red bandana for the class. Ask: How many of you have ever owned or seen one of these? What are they called? What is the first thing that you notice about this bandana? (Students will likely note the bright red color.) Why might the color be useful in an emergency? (It’s bright; it’s easy to see.) How could a bandana like this have been used to help someone on 9/11? (Cover a wound; cover face; to use as a signal)

5. Distribute the excerpt from the New York Times. Tell students that they will read, individually or in small groups, a short excerpt from a news article to help determine the significance of the bandana.

6. As students read, they should answer the following questions by circling or underlining the following information:
   About the document:
   - Document name/title
   - Date
   - Source/Creator

   Within the document:
   - **Who**: People mentioned in the document.
   - **Where**: Setting, locations identified in the document.
   - **What**: What’s going on in this document?
   - **Why**: Why did I give you this document?

7. Collect answers from students and use them to construct a picture of what it was like in the South Tower’s 78th floor sky lobby. Ask students: What did “the man in the red bandana” do on 9/11? How did he use the red bandana? Point out that in the article, we are introduced to a person called “the man in the red bandana” who is credited with saving a dozen lives, but that we never learn his name.
8. Share the story of how ‘the man in the “red bandana” was identified:

Thanks in part to this article, the world now knows that the man in the red bandana was named Welles Remy 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.

Though Welles died on 9/11, the last hours of his life remained a mystery for months, until May 26, 2002, when the article students just read 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, I found you.” Alison was Welles’s mom. South Tower survivors 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.

9. 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

Excerpt from:
“102 MINUTES: Last Words at the Trade Center; Fighting to Live as the Towers Die”

In the moments before the second impact, everyone in the 78th floor sky lobby was poised between going up or down. Kelly Reyher, who worked on the 100th floor at Aon Corporation, stepped into a local elevator headed up. He wanted to get his Palm Pilot, figuring it might be a while before he could return to his office. Judy Wein and Gigi Singer, also both of Aon, debated whether to go back and get their pocketbooks from their 103rd floor office. But Howard L. Kestenbaum, their colleague, told them to forget about it. He would give them carfare home.

[ . . . ]

At the instant of impact, a busy lobby of people - witness estimates range from 50 to 200 - was struck silent, dark, all but lifeless. For a few, survival came from having leaned into an alcove. Death could come from having stepped back from a crowded elevator door.

[ . . . ]

A mysterious man appeared at one point, his mouth and nose covered with a red handkerchief. He was looking for a fire extinguisher. As Judy Wein recalls, he pointed to the stairs and made an announcement that saved lives: Anyone who can walk, get up and walk now. Anyone who can perhaps help others, find someone who needs help and then head down.

In groups of two and three, the survivors struggled to the stairs. A few flights down, they propped up debris blocking their way, leaving a small passageway to slip through.

A few minutes behind this group was Ling Young, who also survived the impact in the sky lobby. She, too, said she had been steered by the man in the red bandanna, hearing him call out: “This way to the stairs.” He trailed her down the stairs. Ms. Young said she soon noticed that he was carrying a woman on his back. Once they reached clearer air, he put her down and went back up.


1 A Palm Pilot was one of many personal data assistants that allowed people to sync their computers to a portable device and eventually browse the internet and make calls. They were the precursor to current Android and Apple devices like iPhones and tablets.