

# 9/11 MEMORIAL

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UNIT: Individuals and 9/11

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GRADE LEVEL/S: 9-12

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TIME NEEDED: 1-2 sessions

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TEACHER: Patricia Kebrdle

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LESSON TITLE:

## EVALUATING ARTIFACTS FROM THE 1993 BOMBING

### Common Core Standards

**R 7** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**R 8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### Key Questions/ Issues Addressed

How were people at the World Trade Center impacted by the 1993 bombing?

How do primary sources offer insights into an historical event?

### Lesson Goals/ Objectives

Students will be able to evaluate primary sources from the 1993 bombing of the World Trade Center.

### Key Terms

Artifact

### Materials

[www.911memorial.org/wtc-history](http://www.911memorial.org/wtc-history)

[www.911memorial.org/accounts](http://www.911memorial.org/accounts)

National Archives Evaluation forms:

[www.archives.gov/education/lessons/worksheets/artifact\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/artifact_analysis_worksheet.pdf)

[www.archives.gov/education/lessons/worksheets/sound\\_recording\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf)

### Background for lesson

The World Trade Center (WTC) complex consisted of seven buildings, spanning 16 acres. The complex housed office space, an observation deck and the “Windows on the World” restaurant on the respective tops of the Twin Towers, and an underground shopping mall. It also served as a transit hub for New Jersey PATH train and New York City subway riders. Approximately 35,000 people worked at the WTC, with another 70,000 passing through daily.

Background on the WTC can be found at [www.911memorial.org/wtc-history](http://www.911memorial.org/wtc-history).

**Instructional Activity/ Procedures**

1. Students will read the synopsis: “Two 1993 Survivors Share Stories from the First Attack on the WTC” at [www.911memorial.org/wtc-history](http://www.911memorial.org/wtc-history).
2. Divide the class in half and have them evaluate the primary source pictures with the National Archives [Artifact Analysis Sheet](http://www.archives.gov/education/lessons/worksheets/artifact_analysis_worksheet.pdf): [www.archives.gov/education/lessons/worksheets/artifact\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/artifact_analysis_worksheet.pdf)  
  
The images can be found here:  
  
[Group 1](http://www.911memorial.org/wtc-history) Linda Horan: [www.911memorial.org/wtc-history](http://www.911memorial.org/wtc-history)  
  
[Group 2](http://www.911memorial.org/accounts) Wally Travers: [www.911memorial.org/accounts](http://www.911memorial.org/accounts)
3. Students report to the class about their images and individuals.
4. Discussion questions or journal questions:
  - *Do you think security changed after the 1993 bombing?*
  - *Would you have been scared to return to work in the Twin Towers when they reopened?*
  - *Do you think people thought a terrorist attack would happen again in the same spot? Why or why not?*

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**Evidence of Understanding**

Student participation in class discussions  
Collected and graded completed Analysis forms

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**Extension Activities**

Students complete the [Sound Recording Analysis Form](http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf) on Carl Sellinger from the 9/11 Memorial website:  
[www.archives.gov/education/lessons/worksheets/sound\\_recording\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf)