

# 9/11 MEMORIAL

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UNIT: Historical Impact

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GRADE LEVEL/S: 9-12

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TIME NEEDED: 1-2 sessions

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TEACHER: Jill McCracken

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LESSON TITLE:

## NATIONAL 9/11 MEMORIAL'S MAKE HISTORY SITE: A FILM BY JOHN AREHART

### Common Core Standards

**R 7** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**W 3** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Key Questions/ Issues Addressed

How were people changed after 9/11?

How can a film depict those changes?

### Lesson Goals/ Objectives

Students will analyze the clean-up of Ground Zero by watching a film and utilizing the 9/11 Memorial website.

### Key Terms

“Let’s Roll”\*

\* United Flight 93 passenger Todd Beamer’s last words, as heard by GTE operator, Lisa Jefferson. Beamer, who was attempting to make a call to his wife, was routed to Ms. Jefferson, a customer-service representative. He told her that the passengers had decided to act and take the plane back from the hijackers. Their effort resulted in the crash of United Flight 93 near Shanksville, Pennsylvania, killing all on board.

### Materials

[Back to Ground Zero](#): A film by John Arehart:

<http://makehistory.national911memorial.org/videos/285005?q=John%20Arehart>

Critical Thinking Discussion Questions: See Activity Procedure #2

### Background for lesson

Introduce the events of 9/11, using the 9/11 Memorial website and/or other lessons from this curriculum, depending on time.

**Instructional  
Activity/  
Procedures**

1. Go to the following link at the 9/11 Memorial website:  
<http://makehistory.national911memorial.org/videos/285005?q=John%20Arehart>. A film by John Arehart will begin. It runs approximately 7 minutes. It begins with the aftermath of the collapse of the Twin Towers with an “I love NY” plastic bag blowing in the wind. The cleanup of Ground Zero has begun. Men and women in hardhats, local people walking through the neighborhood, and other spectators pause to reflect, taking in the process.
2. As a class, discuss the Critical Thinking Questions below. If a journal writing is assigned, collect and discuss.

Note: The teacher may assign the questions as a journal activity, letting the students digest the film’s content and contemplate the message.

CRITICAL THINKING DISCUSSION QUESTIONS:

1. *Why did John Arehart make this film? What might Arehart be saying about Americans in the aftermath of 9/11?*
2. *How did you react? What emotions did the film elicit as you watched?*
3. *How does John Arehart use music to set or influence the mood projected by the film? How would you describe the overall mood of the film?*
4. *In the film, as people come to pay their respects at Ground Zero, how do they behave? How are they remembering the events of 9/11 and those lost?*
3. *From what you observe in the film, how did America and Americans change after September 11, 2001?*
4. Ask your parents, family members, or neighbors about how they think America changed after 9/11. Be prepared to report your findings to the class.

**Evidence of  
Understanding**

Formative: Discussion of the Critical Thinking Questions

Summative: Further exploration of post-9/11 America using various lessons from this curriculum

**Extension  
Activities**

Continue to explore the 9/11 Memorial website. Prepare a written outline of the major sections of the website and a brief description of the contents to be found in each section. Share the outline with the class and/or groups.

Alternative: Make a circle graph rather than an outline. Complete the circle graph by labeling it with the information described in the above activity.