

9/11 MEMORIAL

UNIT: Individuals and 9/11

GRADE LEVEL/S: 9-12

TIME NEEDED: 2-3 sessions

TEACHER: Vincent Soccodato

LESSON TITLE:

ORDINARY PEOPLE IN EXTRAORDINARY CIRCUMSTANCES

Common Core Standards

W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W 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

Who were the passengers flying on the four hijacked airliners on 9/11?

Lesson Goals/ Objectives

Students will research various passengers and crew members from the four hijacked airplanes.

Students will understand that the victims on the planes were ordinary people caught up in extraordinary circumstances.

Key Terms

Hijack

Materials

Computer with internet capabilities

Victim profiles via New York Times "Portraits of Grief":

www.nytimes.com/interactive/us/sept-11-reckoning/portraits-of-grief.html

Background for lesson

Note to teacher: The internet has quite a bit of information on the victims of 9/11 in the form of tributes, obituaries etc. Students should encounter little difficulty when researching their individuals.

Instructional Activity/ Procedures

1. Ask your class: *Who were the passengers flying on the four hijacked airplanes on September 11, 2001?*
2. Direct students to the Interactive Timeline on www.911memorial.org.
3. Find the individual seating charts for each of the hijacked airliners: American Airlines Flight 11, American Airlines Flight 77, United Airlines Flight 93, and United Airlines Flight 175.
4. Students choose at random one crew member or passenger from each of the four flights to research.
5. Using “Portraits of Grief” as a starting point, have students research the lives of the four individuals they chose and write a biography for each person. Each biography should focus on the individual’s actions while on board their flight, if known, on the morning of 9/11, as well as the contributions made through their occupations, hobbies or interests.

While writing the biographies, students should consider the following questions:

- a. *Which individuals did you choose?*
- b. *Why were they on their respective flights?*
- c. *What type of job or career did they have?*
- d. *What interests, sports, or hobbies did they enjoy?*
- e. *Whether through their job or personal interests, what accomplishments or meaningful contributions did each person make to society?*
- f. *After their plane’s hijacking, describe what actions, if known, your individuals took.*
- g. *What friends or loved ones did each person leave behind?*
- h. *Why did you select these individuals? Do you feel a personal connection to any of them? What characteristics do you most admire about them?*

Evidence of Understanding

Students’ understanding will be displayed in the four descriptive biographies.

Extension Activities

While a few of the passengers on the four flights were able to call and speak to family or friends, most did not have that opportunity. Choose an important person in your life such as a parent, sibling, or friend and write a letter to them. Imagine you were taking a trip and would not be able to speak to them again. Consider the impact they have had on your life. *What would you like to say? What would you ask them?*

Optional: If possible, give the letter to the person you chose to write to. Explain the assignment to them and ask them to write a response to you.