

9/11 MEMORIAL

UNIT: Individuals and 9/11

GRADE LEVEL/S: 6-8

TIME NEEDED: 2 sessions

TEACHER: Vernoy Joret Paolini

LESSON TITLE:

THE MAN IN THE RED BANDANA

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.

W 1 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

What traits or characteristics are exhibited by those who act in an heroic manner in difficult and/or dangerous circumstances?

What motivates a person to reach out and help others, including strangers, despite the fact that it may pose a danger?

Lesson Goals/ Objectives

Students will familiarize themselves with a brief history of 9/11.

Students will identify the characteristics of a "hero."

Students will recognize and verbalize the impact of helping another person.

Key Terms

Courage, Hero, Selflessness

Materials

Biography of Welles Crowther (see [Appendix A](#))

Powerpoint about Welles Crowther (See attachment on website)

Interactive 9/11 Timeline: www.911memorial.org/interactive-911-timelines

Background for lesson

Basic Background of 9/11. See [9/11 FAQ](#): www.911memorial.org/faqabout911

Instructional Activity/ Procedures

1. Brainstorm definitions of “hero” individually or in small groups. Include criteria that make someone a hero, using three to five characteristics. Compare/contrast class definitions to that of the dictionary.
2. Read the biography and view the Powerpoint about Welles Crowther to introduce him to the class as an “everyday” child who grew up with some of the same experiences they have had.
3. Ask students if they identify with or relate to all or some of the photos in the presentation. *Do they have any similar pictures of themselves and their family?*
4. Discuss students’ involvement in sports and/or team activities, including the arts, music, drama, clubs, etc. Brainstorm reasons for their involvement and how they think it may affect how they relate to others. Ask the group if they think that being a part of a group or team makes a person more understanding, compassionate, responsible or tolerant of others. *How does involvement in team activities make you feel?*

Throughout his lifetime, Welles was involved in team sports and group activities. *Do you think this involvement affected Welles decision to help others on 9/11 at great risk to himself?*

5. View the collage of Welles’ sports team photos in the Powerpoint. Welles believed the following quote to be true: “There is no ‘I’ in “team.” *What do you think this statement means? How did this philosophy define the actions that Welles took on 9/11?* Be specific in identifying what Welles did on 9/11 that supports his belief in those words.
6. Review and discuss photos and biography of Welles Crowther with students. *After hearing about his past, were you surprised about Welles’ response on 9/11?* Mr. and Mrs. Crowther were asked this same question and responded, “No, it made perfect sense.” *What do you think they meant? Why do you think they believed that to be true?*
7. Write the following quote on the board:

“I see this incredible hero, running back and forth and saving the day...People can live 100 years and not have the compassion, the wherewithal to do what he did.”

This quote is accredited to Judy Wein, who acknowledges that Welles Crowther directed her and several others on the 78th floor to safety on 9/11, thus saving her life along with many others. *What do you think drove Welles to be the person Judy Wein describes? Have you ever helped someone you did not know? How did it feel? Would you do it again? If you have not done this, would you, in the future, after hearing about Welles?*

**Instructional
Activity/
Procedures**
(continued)

8. Welles' father always carried a blue bandana with him. Welles carried a red bandana with him every day. *Why do you think Welles chose that bandana as something important enough to carry with him on a daily basis? Do you have something similar that is important to you? Why is it significant in your life?* We know Welles used his bandanna to protect his mouth and nose from dust and debris during his rescue efforts on 9/11. *In what other ways might a red bandana be used?*
9. At the memorial service for his son, Welles' father, Jeff Crowther, said that he realized that his son was a "collector of friendships." *What do you think would have made his father come to that conclusion?*
10. Ask each student to list three characteristics that they believe describe Welles Crowther. Ask for examples supporting their choices. Create a list as groups share their characteristics. *According to the class's definitions of "hero," does Welles fit this profile?*
11. Welles' parents and family were asked to provide three words to describe Welles, as well. His dad said: courageous, naïve, worldly. His mom thought these words described her son best: valiant, persistent, caring, fun-loving. Finding three words to describe their son was a difficult task for Mr. and Mrs. Crowther. *Why do you think this was true? Do you think they would have wanted to list more qualities of their son? Less?*
12. Conclude the lessons with the following questions:
 - *Was there anything in the story of Welles Crowther that had an effect on you or made you think about your own actions? If so, describe.*
 - *Do you think that people, in general, will step forward to help others, even if they are strangers? Why or why not? What would be your motivation to do this? Your hesitation?*
 - *Have you ever seen someone take this sort of action in school? In your neighborhood? On the school bus?*
 - *Do we all have the potential to do what Welles did on 9/11?*

**Evidence of
Understanding**

Students will be evaluated based upon their written and/or oral responses during the discussions and activities.

**Extension
Activities**

Have students bring in photos from home that represent who they are (i.e. photos with parents, siblings, holidays, sports, teams, hobbies, etc.). Students should choose a characteristic that relates to each of their photos to create a class collage. Discuss and share contributions.

**Extension
Activities**
(continued)

Discuss the meaning behind quotes that address the concept of “team”:

- “Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work.” Vince Lombardi
- “The way a team plays as a whole determines its success.” Babe Ruth
- “It is amazing how much you can accomplish when it doesn’t matter who gets the credit.” Author Unknown

Ask students: *What three words best describe your character? Ask your parents/ guardians what three words they would use to describe your character, as well. Are there any qualities you would like to nurture in your personality? If so, what are they and why? How would you go about living up to that quality?*

APPENDIX A**WELLES REMY CROWTHER**
The Man in the Red Bandana

Welles Remy Crowther, 24 years old, Boston College, Class of 1999, was an equities trader with Sandler O'Neill and Partners, 2 WTC, 104th floor. At the age of 16, Welles became a volunteer firefighter and a fully trained member of Empire Hook & Ladder Co., No. 1, Upper Nyack, NY. He always carried a red bandana in his pants pocket, a habit he learned from his father as a child. It was this signature that ultimately led to his identification as "The Man in the Red Bandana," who had been known to save many lives on September 11th. Talk of his actions had begun only a few days after September 11th among workers at Ground Zero who mounted rescue and recovery operations.

Nearly nine months later, two references in a New York Times article to a "mysterious man in a red kerchief" caught the eye of Welles' mother. She was able to contact eyewitnesses, Judy Wein and Ling Young, who, through photographs, confirmed that Welles was indeed the man with the red bandana who had saved their lives and many others that day. Making multiple trips between the South Tower's 78th floor Sky Lobby and clear air at the 61st floor, Welles found, carried and escorted victims down the only stairwell that remained passable after a hijacked Boeing 767, United Airlines Flight #175, struck the South Tower at 9:03 am. When he finally reached the ground floor lobby, he remained with members of the FDNY at the Command Center. They lost their lives when the tower collapsed. Welles was recovered on the 19th of March, 2002 with the incident command center personnel of the FDNY.

The Crowther family learned, nearly three years later, that the men were on their way back up the South Tower with a Hurst "jaws of life" tool to free victims trapped under debris when the building collapsed. On December 15, 2006, Welles was made, posthumously, an honorary member of the FDNY.

The Crowther family established The Welles Remy Crowther Charitable Trust to honor Welles' memory through scholarships and support of organizations that assist young people in their pursuit of excellence. The work of the trust is made possible through the generosity of others; donations and participation in very special fund-raising events. We hope that you will help us carry on Welles' legacy.

Source: www.redbandannarun.com | www.redbandanna.com | www.crowthertrust.org