

9/11 MEMORIAL

UNIT: Mourning, Memorializing, and Meaning-Making of 9/11

GRADE LEVEL/S: 9-12

TIME NEEDED: 1 session

TEACHER: Patricia Kebrdle

LESSON TITLE:

SPORTS, FATE, AND NEW YORK

Common Core Standards

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

SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Key Questions/ Issues Addressed

How did sports play an influential role in restoring the spirit of Americans after 9/11?

Lesson Goals/ Objectives

Students will be able to describe how sports play a role in American life and how it helped individuals recover in the aftermath of 9/11.

Students will be able to recognize and identify the many symbols that proliferate during spectator sporting events.

Key Terms

National Pastime

Materials

Access to 9/11 Memorial website:

www.911memorial.org/blog/small-pieces-create-bigger-911-picture

Articles found at following sites:

www.azcentral.com/review/2009/sports/articles/2009/12/23/20091223sports-decade-2001.html#ixzz1QF8JczC3

http://mlb.mlb.com/mlb/baseballs_best/mlb_bb_gamepage.jsp?story_page=bb_01ws_gm4_arinyy

www.usatoday.com/sports/baseball/al/yankees/2011-06-10-2000-derek-jeter_N.htm

Background for lesson

Students should be familiar with the events of 9/11 and why America was still in a state of recovery in the fall of 2001. See www.911memorial.org for information.

This lesson, although applicable to classes around the country, is focused on New York.

**Instructional
Activity/
Procedures**
(continued)

1. Ask students: *What is a pastime? What is America's pastime?* Discuss with students that many consider baseball to be America's pastime, although other sports, especially football, are currently more popular. Ask: *Do people watch sports in your household? Do you stay up for the games?*
2. As a class read the oral history located at:
www.911memorial.org/blog/small-pieces-create-bigger-911-picture.
Have students answer the following questions.
 - There are several different references to New York sporting events in this short reading. The first is a reference to the rainout of the Yankees game that left many sports fans staying up late to watch the football game. *Have you or a family member stayed up late to watch or go to a game? What is your reaction to the line, "Monday Night Football ran very late, and, in turn, many who watched it were running behind to work on the morning of September 11, narrowly escaping a fate shared by thousands"? Do you believe in fate?*
 - Examine the ticket shown at the top of the webpage. Thousands of people fit in sports arenas. Reflect on the title of the event. *Should the event have been just for New York or was the reference to America a better choice? Why?*
 - The photo at the bottom of the webpage depicts Steven Morello's Yankee hat. *Do you have any personal sports attire or memorabilia that you always wear? What is the significance of this hat?*
3. Discuss with students that after 9/11, America was in shock and sporting events were put on hold. When they began again, they provided a sense of normalcy and helped America recover.
4. Go to the websites listed in the Materials section and have students read one or both of the articles.
 - *What is the significance of President Bush throwing out the first ball? What do you think it symbolized and how do you think it helped America recover from the fear of 9/11? How many American symbols were described in the "D-Backs' heist of Game 6 paved way for epic finale" article?*
 - The World Series was one of the first major sporting events in New York after the attacks. Security at the stadium was increased but it did not deter fans, as the games were sold out. *What security measures should be routinely used at sporting events and large gatherings of people?*
 - Derek Jeter reflects on his home run at the end of one of the articles. *Do you think having a "Mr. November" moment helped New York move forward? Why or why not?*

Evidence of Understanding

Student's understanding will be displayed through their responses to the articles and their participation.

Extension Activities

Interview an adult about the 2001 World Series. Ask: Do you remember...

- The nickname "Mr. November"?
- President Bush giving the thumbs up to the crowd?
- The bald eagle flying in Yankee Stadium?
- How the 7th inning stretch has changed since 2001?
- What the Yankee players wore instead of their uniform hats?
- How you felt to see the players take the field that night?
- The crowd and player response to the rendition of "God Bless America" sung that night?

Conduct an informal poll of a minimum of 10 - 15 teenagers and adults. Make those polled a mix of sports fans and non fans, male and female, teenager and older adults. Ask the following questions:

- *Do you think Americans place too much emphasis on sports?*
- *Do you think baseball in particular is given too much importance?*
- *Do you think Americans spend too much money on sports?*
- *Do you think sports can and sometimes do play an important role in raising the spirits of Americans during difficult times? Why or why not?*
- *If, for once in your lifetime, you could have the "best seat in the house" at a sporting event, which sport would you choose and which event would you attend? Explain your choice.*

Record each response to all of the questions. Make a graph or chart of the results. *Do you notice any particular trend in the responses? For example, perhaps age, gender, etc. influences the responses. What conclusions can you draw based upon this (unscientific) poll?*