

Elementary Mini-Qs™  
Volume 2, Unit 10

---

# How Do We Remember 9/11?

---

## MINI-Q™ LESSON PLAN

**NOTE:** Time required to do a Mini-Q varies greatly with skill level, grade, and DBQ experience.

**2 class periods: 90 minutes**

**Step One: Hook** Refer to the Step One teacher notes in the Mini-Q. Read the directions aloud. The purpose is to get students engaged, talking, and wanting to do the Mini-Q.

**Step Two: Background Essay** Refer to the Step Two teacher notes in the Mini-Q. Students can write out answers to the BGE questions or the questions can simply be discussed.

**Step Three: Understanding the Question and Pre-Bucketing** The task of recognizing and defining key words in the question is a crucial habit of mind. The second task of pre-bucketing based on clues in the question is an important categorization skill.

**2 - 3 class periods: 90 - 135 minutes**

**Step Four: Document Analysis** Model Document A with the whole class, showing the kind of thinking and detail you expect in student answers to the Document Analysis questions. Working in pairs or groups of three, students proceed to examine the remaining documents, writing answers to the Document Analysis questions, or alternatively, filling out the Document Analysis sheets located in the Toolkit. Conclude by asking volunteer pairs to present the remaining documents to the class by going through the Document Analysis questions and discussing their answers.

**1 - 2 class periods: 45 - 90 minutes**

**Step Five: Bucketing, Chickenfoot, and Thrash-Out** Have students complete the bucketing and chickenfoot work page. This step will help students clarify their thesis and road map. Then do a Thrash-Out.

**2 class periods: 90 minutes**

**Step Six: Essay Writing** Conduct an in-class Writing Workshop. You may want to use the Outline Guide Sheet or the Guided Essay in the Toolkit. The Guided Essay is especially helpful for students needing extra support.

## MINI-Q™ LESSON PLAN: CLEAN VERSION OPTION

If students are ready, use the Clean Version of the Mini-Q, which requires them to handle more of the analysis on their own.

## MICRO-Q OPTION

For students with emerging skills, or for an even shorter option, use the Micro-Q version.

## **TEACHER DOCUMENT LIST (EV)**

There are five documents in this Mini-Q. Students are provided with a document list, but it is not divided into analytical categories or buckets.

### **Remembering the Victims**

Document A: Reflecting Absence (photographs)

Document B: Tower of Voices (photographs)

Document D: Memorial Benches (photographs)

### **Remembering the Survivors**

Document C: Survivor Tree (photographs)

Document D: Memorial Benches

### **Remembering the Helpers**

Document A: Reflecting Absence

Document E: The Story of Gander (text and photograph)

---

# How Do We Remember 9/11?

---

EV



**Overview:** On September 11, 2001, the United States was attacked. Terrorists used airplanes as weapons and crashed into the World Trade Center in New York City, the Pentagon in Washington, D.C., and a field in Pennsylvania. Almost 3,000 people from 90 different countries lost their lives. This Mini-Q looks at different ways we remember this tragedy.

## The Documents:

- Document A: Reflecting Absence
- Document B: Tower of Voices
- Document C: Survivor Tree
- Document D: Memorial Benches
- Document E: The Story of Gander

---

A Mini Document Based Question (Mini-Q)

## Step One: The Hook

---

**Directions:** The purpose of the Hook Exercise is to create some initial interest in the Mini-Q and get students talking with each other. Read the directions and address any questions. Then divide the students into pairs and give them five to ten minutes to do the activity. A full-class discussion should follow.

### Teaching Tips for Class Discussion

#### Part I: Ranking the Guidelines

This ranking exercise has no “correct” answers. The important thing is for students to explain their reasoning for prioritizing one guideline over another. However, with a sensitive topic like 9/11, it is essential that the conversation not devolve into a debate.

Encourage students to state their opinions without actively disagreeing with one another. One student might say that acknowledging those who died is the most important guideline because that is the very definition of “memorial.” Another student might say that having a place for reflection is most important because memorials are places for the victims’ families to remember them. A third student might say that educating visitors about 9/11 is most important so that we can try to avoid such a tragedy in the future.

#### Part II: Light and Water

Answers will vary. Students may suggest that light and water represent life. Light and water are often key features in sacred places, e.g. stained glass windows in cathedrals and fountains in mosques. Light and water might also be used to create an atmosphere that is soothing and beautiful. Encourage students to look for elements of light and water in the memorial designs found in the documents.

## Hook Exercise: Designing a 9/11 Memorial

In the years following the 9/11 attacks, plans began for the creation of a memorial at the site of the World Trade Center. A memorial committee was formed, and this committee came up with guidelines for the memorial designs. More than 5,000 ideas were submitted. The committee chose eight finalists before choosing the winning design.

### Part I: Ranking the Guidelines

With a partner, discuss the five 9/11 Memorial guidelines below and then rank them in order of importance. Put a 1 next to the guideline that you think is MOST important and a 5 next to the guideline that you think is LEAST important. Be ready to defend your thinking with the class.

### 9/11 Memorial Guidelines

**The 9/11 Memorial should:**

- \_\_\_\_\_ recognize each individual who died
- \_\_\_\_\_ recognize all those who helped in rescue, recovery, and healing
- \_\_\_\_\_ create a space for remembering and reflection
- \_\_\_\_\_ educate visitors about 9/11 and encourage people to learn more
- \_\_\_\_\_ change over time (e.g. trees that grow or flowers that bloom in spring)

### Part II: Light and Water

In addition to following the guidelines above, the eight finalists included two other features in their designs: **light** and **water**. Discuss these questions with your partner:

- Why do you think light was used in so many of the 9/11 Memorial designs?
- Why do you think water was used in so many of the designs?

## Step Two: Establishing the Context

---

### Time, Place, Story

The main purpose of the Background Essay is to create a context for the Mini-Q exercise. Its job is to provide a sense of time, place, and story, and to introduce important vocabulary and concepts. Doing this well gives all students a better chance of succeeding with the Mini-Q.

**Time:** Review the Timeline, which spans the period from the construction of the World Trade Center to the present.

**Place:** The epicenter of the 9/11 attacks is often called Ground Zero, the site of the World Trade Center. The map in the Background Essay shows the home countries of victims of 9/11 and highlights the international nature of the tragedy.

**Story:** This Background Essay focuses on the events of September 11, 2001, and the memorialization of these events.

### 4-Step Reading Strategy

**STEP 1: Preview the Text** With students, number each paragraph. Read aloud the first sentence of each paragraph to preview the text.

**STEP 2: Vocabulary** Pre-teach the boldface terms in the Background Essay. Our feeling about vocabulary is that some pre-teaching is good but keep the word list short.

**STEP 3: Read Aloud** We suggest that you read the Background Essay aloud. It is good for students, even strong readers, to hear the words as they see them. For many, it is important to hear the cadence of the language, and to experience pauses and emphasis.

**STEP 4: Summary Exercise—Using Headings** As you read the Background Essay, ask students to circle the headings for each section of text. After finishing the essay, have students work in pairs, using information from the essay to verbally answer the questions posed by the three headings:

- What happened?
- How did people react?
- Where are 9/11 memorials?

Finally, ask students to write answers to these questions to create a short summary of the Background Essay. See the next teacher page for a model.

## How Do We Remember 9/11?

EV

### What Happened?

It was a beautiful Tuesday morning in New York City. For many children, it was the first day of school. New Yorkers remember the sunshine and cloudless blue sky, and how the streets buzzed with activity. However, this day—September 11, 2001—is also now remembered as the day of the deadliest **terrorist** attacks in US history.

On September 11, at 8:45 a.m., a plane crashed into the north tower of the **World Trade Center** in New York City. Many thought it was an accident. Eighteen minutes later, a second plane crashed into the south tower, and people realized that America was under attack. Then a third plane struck the **Pentagon** in Washington, D.C. A fourth plane crashed in a field in Somerset County, Pennsylvania. The “Twin Towers,” the largest buildings in New York and the workplace for thousands of people, soon collapsed. In the span of three hours, nearly 3,000 people lost their lives.

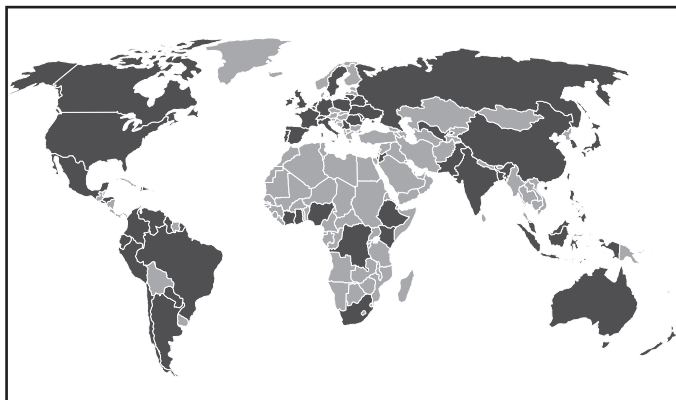
### How Did People React?

In the days, weeks, and months that followed, Americans and people all over the world were filled with many different emotions: shock, horror, sadness. Some people grieved for loved ones who had died. Some were angry at the 19 terrorists who had **hijacked** the planes. Other people were afraid of more attacks.

However, there were positive emotions, too. Many were concerned for the survivors and wanted to help. Many were inspired by the brave heroes of the day: firefighters, police officers, and regular people who risked their lives to save others. From around the world, many sent messages of love and concern to those affected by the attacks. In New York City, signs were hung on firehouse doors, reminding people to “Never Forget.”

### Where Are 9/11 Memorials?

On the tenth anniversary of the 9/11 attacks, a **memorial** opened in New York City. Other



Dark shading indicates the countries with 9/11 victims.

memorials stand at the Pentagon and the site in Pennsylvania where Flight 93 crashed. In fact, almost a thousand 9/11 memorials have arisen around the United States and throughout the world. People from 90 different countries lost their lives, including 67

people from the United Kingdom, 47 from the Dominican Republic, and 41 from India. The effects of 9/11 were felt around the globe.

While many people were angry and afraid after 9/11, memorials are not places of anger and fear. Instead, they are places of healing and honoring, of remembrance and **resilience**. As you read through the documents that follow, think of the ways that three particular groups have been remembered: the victims, the survivors, and the helpers. Then answer the question: *How do we remember 9/11?*



## Step Two: Establishing the Context (continued)

---

### Answers to Background Essay Questions and Check for Understanding

1. On what date did the 9/11 attacks occur? (Be sure to include the year.)

September 11, 2001

2. Where did the four hijacked planes crash?

north tower of the World Trade Center; south tower of the World Trade Center;  
Pentagon; a field in Somerset County, Pennsylvania

3. What were some of the *negative* emotions and *positive* emotions that people felt after the attacks?

People felt sad, angry, shocked, and afraid. They also felt concerned and wanted to help.

4. The victims of the 9/11 attacks came from how many different countries?

90 different countries

5. Define these terms:

terrorist: a person who uses fear and violence for political gains

World Trade Center: a building complex in New York City, including the Twin Towers, once the tallest buildings in the world

Pentagon: the five-sided building in Washington, D.C. that is headquarters of the US military

hijack: to take control of an airplane or other vehicle by force

memorial: a monument or structure that serves to remember a person or event

resilience: the ability to recover and heal after something bad happens

- ✓ Write a two- to three-sentence summary of the Background Essay, describing time, place, and story.

On September 11, 2001, terrorists hijacked four planes and crashed them into the World Trade Center in New York City, the Pentagon in Washington, D.C., and a field in Pennsylvania. People felt sad, angry, and afraid, but they also felt concerned and wanted to help. Today, there are 9/11 memorials all over the world.



## Background Essay Questions and Check for Understanding

1. On what date did the 9/11 attacks occur? (Be sure to include the year.)
2. Where did the four hijacked planes crash?
3. What were some of the *negative* emotions and *positive* emotions that people felt after the attacks?
4. The victims of the 9/11 attacks came from how many different countries?

5. Define these terms:

terrorist

World Trade Center

Pentagon

hijack

memorial

resilience

- ✓ Write a two- to three-sentence summary of the Background Essay, describing time, place, and story.

---

### Timeline

- 1968** — Construction begins on the World Trade Center in New York City
- 1974** — Philippe Petit walks a high wire strung between the Twin Towers
- 1993** — Bombing at World Trade Center kills six
- 2001** — Terrorist attacks of 9/11 kill 2,996 people
- 2011** — Memorial at World Trade Center site opens in New York City
- 2017** — *Come from Away*, a musical about passengers stranded in Newfoundland on 9/11, opens on Broadway

## Step Three: Understanding the Question and Pre-Bucketing

---

### Understanding the Question

1. What is the Mini-Q question?

How do we remember 9/11?

2. Which terms in the question need to be defined?

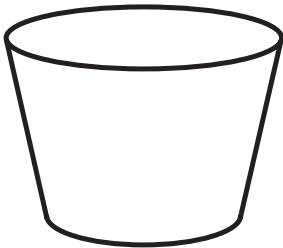
remember; 9/11

3. Rewrite the question in your own words.

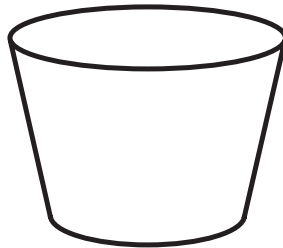
How do we honor the victims, survivors, and helpers of the September 11 attacks?

### Pre-Bucketing

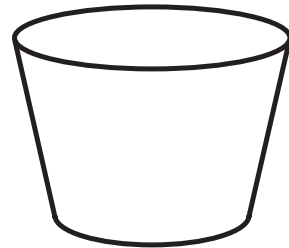
**Teacher Note:** As students suggest their bucket labels, draw buckets on the board. We recommend a bucket for each of the groups mentioned in the last paragraph of the Background Essay.



Victims



Survivors



Helpers

## Understanding the Question and Pre-Bucketing

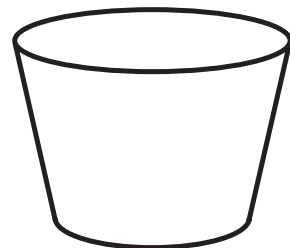
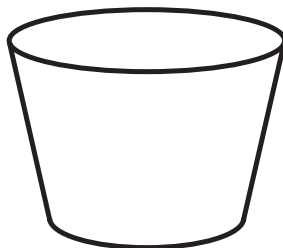
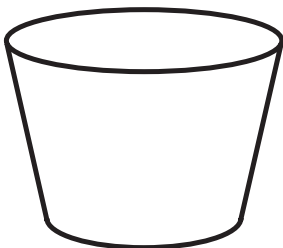
### Understanding the Question

1. What is the Mini-Q question?
2. Which terms in the question need to be defined?
3. Rewrite the question in your own words.

### Pre-Bucketing

*You don't want to write an essay from a big pile of jumbled evidence! Bucketing will help you sort your evidence into groups or categories.*

**Directions:** Label the buckets below with the three groups of people mentioned in the last paragraph of the Background Essay.



## Step Four: Document Analysis

---

### Document A: Reflecting Absence

#### Content Notes:

- The World Trade Center was the site of a previous terrorist attack in 1993. Viewed as a symbol of capitalism and the economic epicenter of the United States, it was a prime target. As the nation's military center, the Pentagon was also a symbolic target. The Capitol was supposedly the intended political target of Flight 93.
- More than 5,000 designs for the World Trade Center memorial were submitted by people from 49 states and 63 countries. Ultimately, a design by New York architect Michael Arad (ah-RAHD) was chosen.
- Rather than putting names in alphabetical order, Arad chose to arrange names based on where victims were and who they were with when they died. In addition, the Memorial Foundation received more than 1,200 requests from victims' loved ones to have names placed next to each other, creating "meaningful adjacencies" among them.

#### Teaching Tips:

- Discuss the Document Analysis questions:
  1. What is the name of the 9/11 Memorial at the World Trade Center site?  
Reflecting Absence
  2. What is now in the place where the north and south towers once stood?  
large pools and waterfalls
  3. If you were standing in front of these pools, reading names, what sound would you hear?  
You would hear the sound of water. The waterfalls are designed to block out the noise of the city.

4. How many names are carved into the bronze panels that line the memorial pools?  
almost 3,000
5. How does this memorial honor the victims? Explain.  
The memorial is called Reflecting Absence, to make visitors think about who is missing. The enormous size of the pools makes you reflect on the size of the destroyed towers and the many lives lost. Each victim's name is carved on bronze panels surrounding the pools. The sound of the waterfalls also makes this a peaceful place for people to remember the victims.
6. How does this memorial honor the first responders who helped save others? Explain.  
343 firefighters and 71 police officers who were among the victims. Their names are given special places in the bronze plaques.



#### Skill Builder: Note the Note

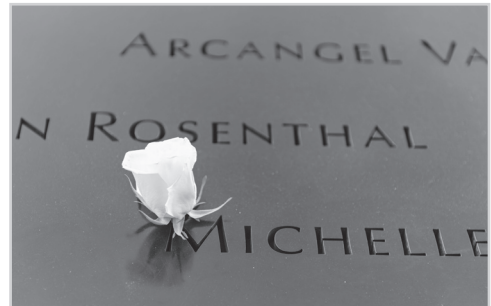
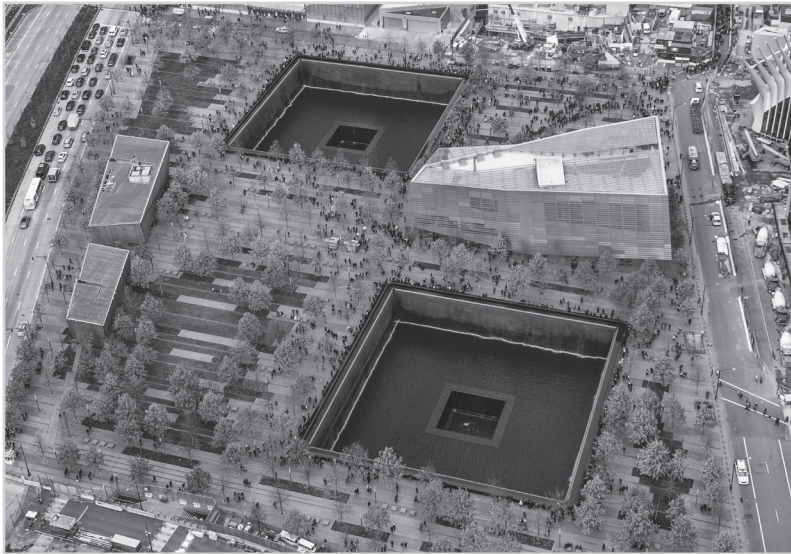
When teaching students document analysis, always have them read any attached notes. The word "Note" is an important signal word that says, "Look at me." Notes are added to documents when further explanation is needed. Unfortunately, notes are often skipped over by students as they read. "Note the Note" is a habit which, once in place, will help students unlock meaning in all types of informational texts.

## Document A: Reflecting Absence

EV

**Source:** Photos of 9/11 Memorial Plaza (left) and bronze panels honoring victims of the attacks (right).

**Note:** These three pictures show the 9/11 Memorial at the World Trade Center in New York City. The memorial is called “Reflecting Absence.” It is designed to help visitors think about those who are missing. The memorial includes two large pools with waterfalls in the exact spots where the north and south towers once stood. The names of the nearly 3,000 people who died in the attacks are engraved on bronze panels. These names include the first responders who gave their lives to help others: 343 firefighters and 71 police officers. A white rose is placed on a name on the person’s birthday. The sound of the waterfalls blocks out traffic and construction noise.



### Document Analysis

1. What is the name of the 9/11 Memorial at the World Trade Center site?
2. What is now in the place where the north and south towers once stood?
3. If you were standing in front of these pools, reading names, what sound would you hear?
4. How many names are carved into the bronze panels that line the memorial pools?
5. How does this memorial honor the victims? Explain.
6. How does this memorial honor the first responders who helped save others? Explain.

## Step Four: Document Analysis (continued)

---

### Document B: Tower of Voices

#### Content Notes:

- The National Park Service describes the Tower of Voices as “a living memorial in sound to remember the forty through their ongoing voices... The intent is to create a set of forty tones (voices) that can connote through consonance the serenity and nobility of the site while also through dissonance recalling the event that consecrated the site.” A simulation of the wind chimes’ sound can be found on the Park Service website. You may want to play the recording for students and ask them to describe what they hear.
- Passengers and crew members aboard Flight 93 are widely regarded as heroes. As they used cell phones and in-flight air-Fones to speak with friends and family on the ground, they learned of the other three hijacked planes and decided to take action. It is believed that their collective efforts to thwart the hijackers prevented the plane from crashing into the US Capitol.

#### Teaching Tips:

- Discuss the Document Analysis questions:
  1. Where is the Tower of Voices?  
Somerset County, Pennsylvania
  2. How tall is the tower? Why is this number significant?  
The tower is 93 feet tall in honor of Flight 93 that crashed at the site on 9/11.
  3. How many wind chimes are in the tower? Why is this number significant?  
There are 40 wind chimes. This is the number of people on Flight 93 who died.

4. How does this memorial honor 9/11 victims?

This memorial honors 9/11 victims through the music of wind chimes. Each chime plays its own special sound. It is called the Tower of Voices to help visitors remember the 40 lives, or voices, that were lost there on 9/11.

5. Could the people aboard Flight 93 be considered helpers as well as victims? Explain.

Yes, the passengers and crew of Flight 93 were also helpers. They fought back against the hijackers so that the plane couldn’t crash into another building. They sacrificed themselves in order to save others.



#### Skill Builder: Analyzing Complementary Images

The two images in this document work together. The large image shows the whole scene. The inset image shows a closeup.

Ask students to use the large image to help them understand the inset image. Can they identify the perspective of the second image? In other words, where would the people in the large image need to stand in order to see what’s shown in the inset image? (inside the tower, looking up at the 40 wind chimes)

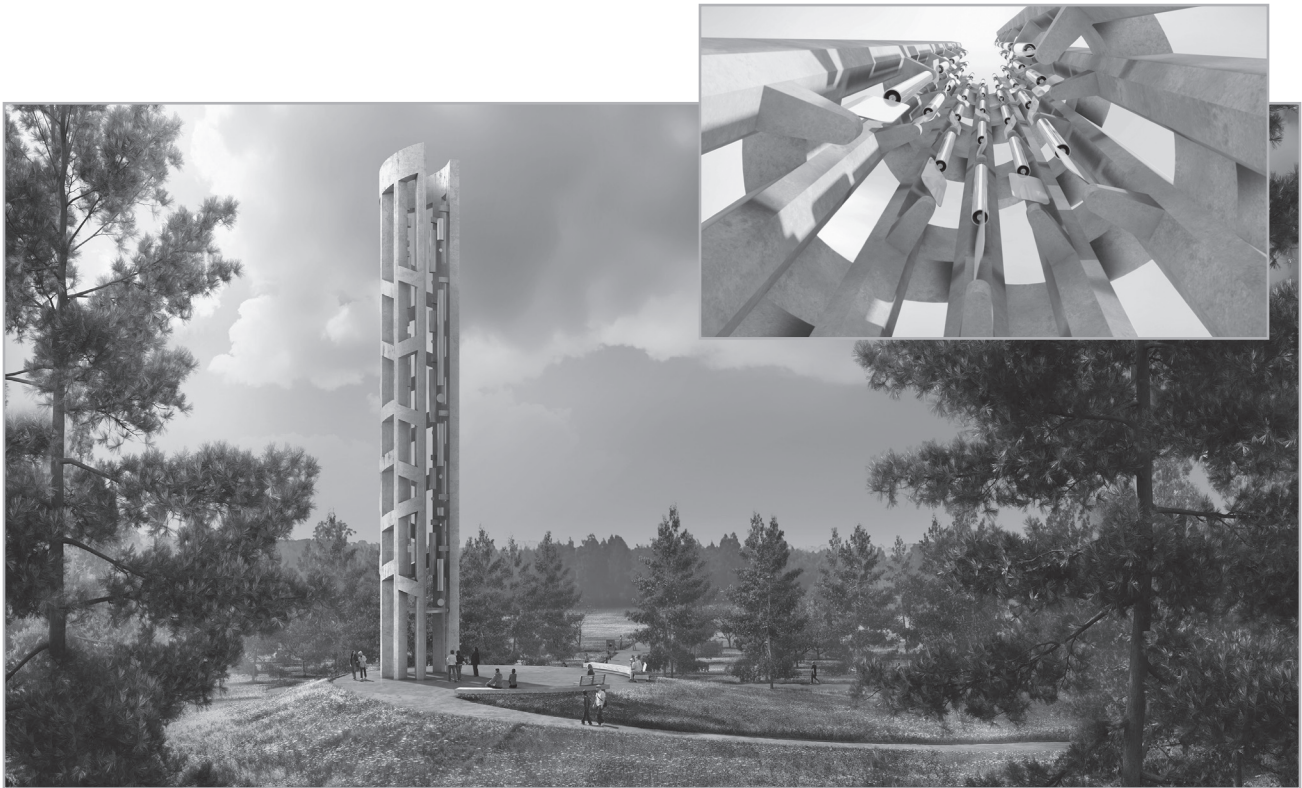


## Document B: Tower of Voices

**Source:** Images of the Tower of Voices park (left) and wind chimes (right) from Paul Murdoch Architects, designers of the memorial, which opened in 2018.

**Note:** Flight 93 was the fourth and last hijacked plane to crash on September 11, 2001. The 33 passengers and seven crew members fought the hijackers. They succeeded in stopping them before the plane could be used to strike another building. The Tower of Voices is a memorial marking where Flight 93 crashed in Somerset County, Pennsylvania. The tower stands 93 feet tall and features 40 wind chimes. Each chime makes its own special sound. The chimes represent the passengers and crew members who lost their lives on Flight 93.

EV



### Document Analysis

1. Where is the Tower of Voices?
2. How tall is the tower? Why is this number significant?
3. How many wind chimes are in the tower? Why is this number significant?
4. How does this memorial honor 9/11 victims?
5. Could the people aboard Flight 93 be considered helpers as well as victims? Explain.



## Step Four: Document Analysis (continued)

---

### Document C: Survivor Tree

#### Content Notes:

- Each year since 2013, the 9/11 Memorial has given seedlings from the Survivor Tree to other communities that have experienced a tragedy. In recent years, seedlings have been sent to Charleston, South Carolina, and Parkland, Florida, in response to horrific shootings at Emanuel African Methodist Episcopal Church and Marjory Stoneman Douglas High School. Other seedlings were sent to Puerto Rico and Haiti in the aftermath of hurricanes Maria and Matthew.
- When visiting the 9/11 Memorial in Lower Manhattan today, one will see more than 400 swamp white oak trees. The Survivor Tree, a Callery pear tree, stands distinct from all the others. It is the only tree from the original World Trade Center site.

#### Teaching Tips:

- Discuss the Document Analysis questions:
  1. What tree is shown in these two images?  
A pear tree known as the Survivor Tree
  2. What happened to the tree on September 11, 2001?  
It was badly burned in the attacks on the World Trade Center.

3. Where can the tree be found today?

It can be found at the 9/11 Memorial at the World Trade Center in New York City.

4. A plaque at the 9/11 Memorial calls the Survivor Tree “a living symbol of resilience.” Explain what this means.

We learned in the Background Essay that “resilience” means the ability to recover and heal after a terrible event. The Survivor Tree was almost killed by the 9/11 attacks, but the fact that it is alive, healthy, and beautiful today makes it a symbol of resilience for all 9/11 survivors.

5. What group of people does this tree honor? Explain.

This tree honors survivors, particularly the people who survived the 9/11 attacks. We learn from the note that almost 10,000 people who were inside the World Trade Center on September 11 did manage to escape. This tree represents their survival.

## Document C: Survivor Tree

**Source:** Survivor Tree photographs by Michael Brown of New York City Parks, 2001 (left) and Carl DeAbreu for Alamy, 2018.

**Note:** More than 10,000 people who were inside the World Trade Center on September 11 survived the attacks. One pear tree survived as well. This tree has become known as the Survivor Tree. It was discovered among the wreckage of the Twin Towers. Its bark was charred from fires at the site and many of its limbs were reduced to stumps. Yet somehow, the tree still showed signs of life. In November of 2001, recovery workers transported the tree to a nursery in the Bronx. There, it received tender care. With time, the burned stumps gave way to long, smooth branches. Replanted at the 9/11 Memorial in New York City, this Survivor Tree bursts into blossom each spring.

EV



Survivor Tree, 2001



Survivor Tree, 2018

### Document Analysis

1. What tree is shown in these two images?
2. What happened to the tree on September 11, 2001?
3. Where can the tree be found today?
4. A plaque at the 9/11 Memorial calls the Survivor Tree “a living symbol of resilience.” Explain what this means.
5. What group of people does this tree honor? Explain.

## Step Four: Document Analysis (continued)

---

### Document D: Memorial Benches

#### Content Notes:

- The Pentagon is a building, but it is also shorthand for the United States Department of Defense. Construction of the Pentagon began on September 11, 1941, exactly 60 years before the 9/11 attacks. The building is located across the Potomac River from Washington, D.C., in Arlington, Virginia.
- 9/11 marked the most significant foreign attack on a Washington government building since the British burned the city during the War of 1812.

#### Teaching Tips:

- Discuss the Document Analysis questions:
  1. What is the main feature of the 9/11 Memorial at the Pentagon?  
184 benches
  2. Who do you think is meant to sit on these benches?  
Maybe the victims' family members or visitors who want to sit quietly, reflecting on the tragedy.

3. How does this memorial honor 9/11 victims?

This memorial honors them by giving each victim their own dedicated bench. Their name is carved into the bench, and there is a pool that is lit from below. The water and the light might be symbols of life.

4. How does this memorial honor 9/11 survivors?

The benches can honor survivors by giving them a place to reflect and remember those they lost.

5. Who else does this memorial honor? Explain.

The plaque at the site says the memorial also honors those who sacrifice for our freedom. This could include veterans, members of the military, firefighters or police, or anyone who helps others and serves our country.

## Document D: Memorial Benches

**Source:** Photos of the 9/11 Pentagon Memorial, including a plaque in honor of the victims (top right) and a father and daughter seated on a memorial bench (bottom right; date unknown).

**Note:** The 9/11 Memorial at the Pentagon building in Washington, D.C., features 184 benches. Each bench honors one of the 125 people who died in the building and the 59 people aboard Flight 77. The benches are engraved with the names of the victims and are arranged according to age, from three-year-old Dana Falkenberg to 71-year-old John Yamnicky, Sr. Each bench arches over a reflecting pool that lights up from below.

EV



We claim this ground in remembrance  
of the events of September 11, 2001.

To honor the 184 people whose lives were  
lost, their families, and all who sacrifice  
that we may live in freedom.

We will never forget.



### Document Analysis

1. What is the main feature of the 9/11 Memorial at the Pentagon?
2. Who do you think is meant to sit on these benches?
3. How does this memorial honor 9/11 victims?
4. How does this memorial honor 9/11 survivors?
5. Who else does this memorial honor? Explain.



## Step Four: Document Analysis (continued)

### Document E: The Story of Gander

#### Content Notes:

- Gander International Airport opened in 1938. With four paved runways, it was at one point the largest airport in the world. Throughout World War II, Gander was a strategic staging point for Allied aircraft in the European theater.
- *Come from Away*, by Irene Sankoff and David Hein, is a musical set in Gander in the week following the September 11 attacks. The show was first produced at Sheridan College in Oakville, Ontario, in 2013. It has since been performed in San Diego, Seattle, Toronto, London, Melbourne, and New York City. In October 2018, it became the longest-running Canadian musical in Broadway history.

#### Teaching Tips:

- Discuss the Document Analysis questions:
  1. Why couldn't planes land in US airports on September 11, 2001?  
The United States air space was closed. (This is because it was unclear how many planes were in danger of being hijacked and used as weapons.)
  2. How did the town of Gander help?  
Be specific.  
First, Gander opened its airport and allowed 38 planes to land. Then, the people of Gander gave food and shelter to the almost 7,000 people and 17 pets on board the planes.
  3. Describe three details in the mural that help to tell the story of what happened in Gander on 9/11.  
Answers will vary. Details might include: Canadian and American flags united; planes landing; Twin Towers in the background and memorial pools in the foreground; hearts and peace signs.

4. Does this mural honor the victims, the survivors, or the helpers? Explain.

This mural mostly honors the helpers. It was a gift to the people of Gander from the 9/11 Memorial Museum in New York City. The mural helps to tell the story of a Canadian town that went above and beyond the call of duty. It's a tribute to people "at their best."



#### Skill Builder: Analyzing an Image

##### Step 1: Observation and Collecting Evidence

- Study the image for two minutes and form an initial impression.
- Based on your initial impression, come up with a title for the image.
- Divide the image into quadrants and look closely at each section. What new details emerge? (e.g. memorial pools in foreground; international flags; NYFD and NYPD; hearts and peace signs; planes)

##### Step 2: Making Inferences

- Based on what you observe in the image, make a list of at least three inferences about what you see (e.g. planes refer to how Gander helped the "plane people"; international flags show the world coming together; hearts symbolize love).
- What do you think the artists were trying to tell you with this image?

##### Step 3: Using the Evidence

- How does this image help you answer the Mini-Q question? Who does this mural honor?

## Document E: The Story of Gander

**Source:** Petula Dvorak, *The Washington Post*, September 10, 2016.

**Note:** In the hours after the 9/11 attacks, American air space was closed. Hundreds of planes already in the sky were ordered to land outside the United States. Gander International Airport in Newfoundland, Canada, opened its runways, taking in 38 planes. The story of Gander is so remarkable that it has inspired a hit musical, *Come from Away*.

[Gander] didn't have hotels or restaurants to take in nearly 7,000 passengers, and the community knew that the people from more than 100 countries stuck on those planes were mothers, fathers, daughters, sons, grandmothers. Just like the Newfoundlanders were....

The people of Gander and surrounding fishing villages filled their schools, community rooms and churches with cots for... stranded passengers.... [M]any of the townspeople opened their homes and offered their beds to the "plane people."

They found a way to care for the 17 dogs and cats... that were also aboard the planes.

There, on a Canadian island of green hills and rocky coasts, humans were at their best.

**Source:** Photo of Gander mural by photographer Jin Lee, date unknown.

**Note:** This mural was created by visitors to the 9/11 Memorial Museum in New York City. It was given to an elementary school in Gander in 2016 to thank the people of the town.



### Document Analysis

1. Why couldn't planes land in US airports on September 11, 2001?
2. How did the town of Gander help? Be specific.
3. Describe three details in the mural that help to tell the story of what happened in Gander on 9/11.
4. Does this mural honor the victims, the survivors, or the helpers? Explain.

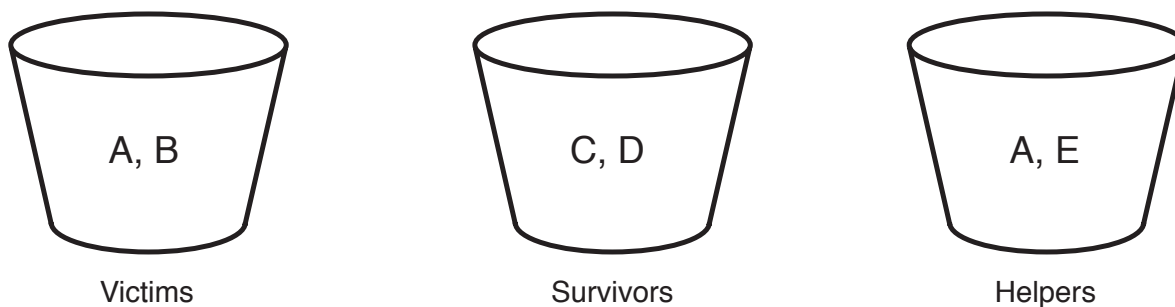
EV

## Step Five: Bucketing—Getting Ready to Write

---

### Task One: Bucketing

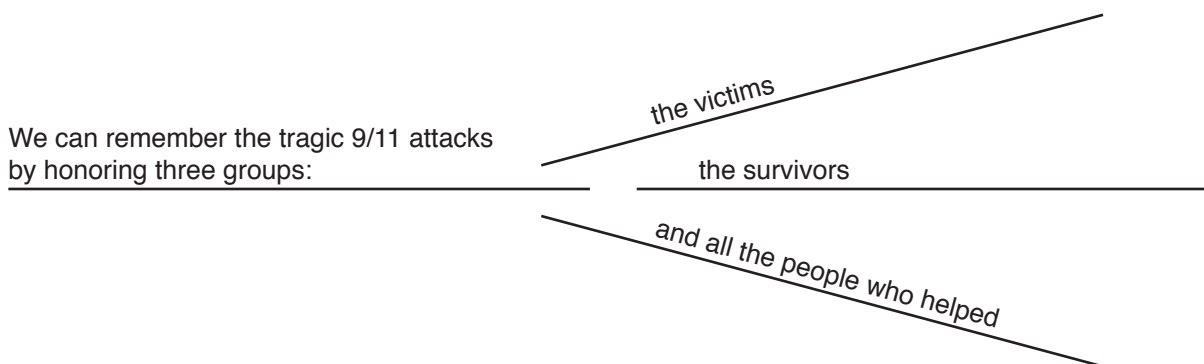
Below is one way students might bucket the documents. There are other possibilities.



### Task Two: Thesis Development and Road Map

#### The Chickenfoot

Once students establish their bucket labels, they will enter these labels on the “toes” of the chickenfoot. The “leg” of the chickenfoot begins the thesis statement and should address the Mini-Q question. Students can use the chickenfoot to construct their thesis and road map in both their outline and essay.

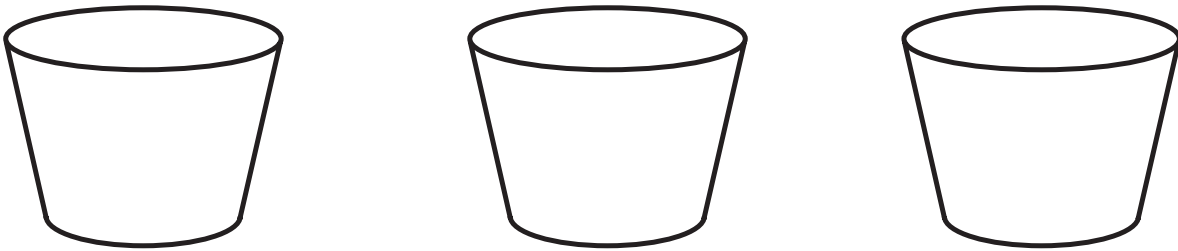




## Bucketing—Getting Ready to Write

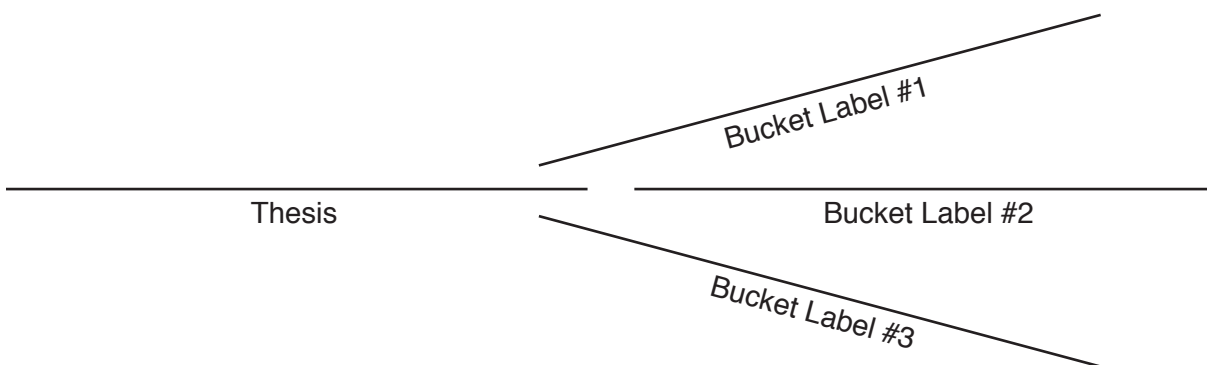
### Bucketing

Look over all the documents and organize them into your final buckets. Write labels under each bucket and place the letters of the documents in the buckets where they belong. Remember, your buckets are going to become your body paragraphs.



### Thesis Development and Road Map

On the chickenfoot below, write your thesis and road map. Your thesis should answer the Mini-Q question. Your road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.



## From Thesis to Essay Writing

### Mini-Q Essay Outline Guide

**Working Title:**

#### **Introductory Paragraph**

Grabber:

Background:

Restating the question with key terms defined:

Thesis and road map:

#### **Body Paragraph #1**

Baby Thesis for bucket one:

Evidence: Supporting detail with citation

Argument: Connecting evidence to thesis

#### **Body Paragraph #2**

Baby Thesis for bucket two:

Evidence:

Argument:

#### **Body Paragraph #3**

Baby Thesis for bucket three:

Evidence:

Argument:

#### **Concluding Paragraph**