

FIRST YEAR AND COMMON
READING RESOURCE GUIDE
TO TOM RINALDI'S

The Red Bandanna



GUIDE WRITTEN BY CHRIS GILBERT

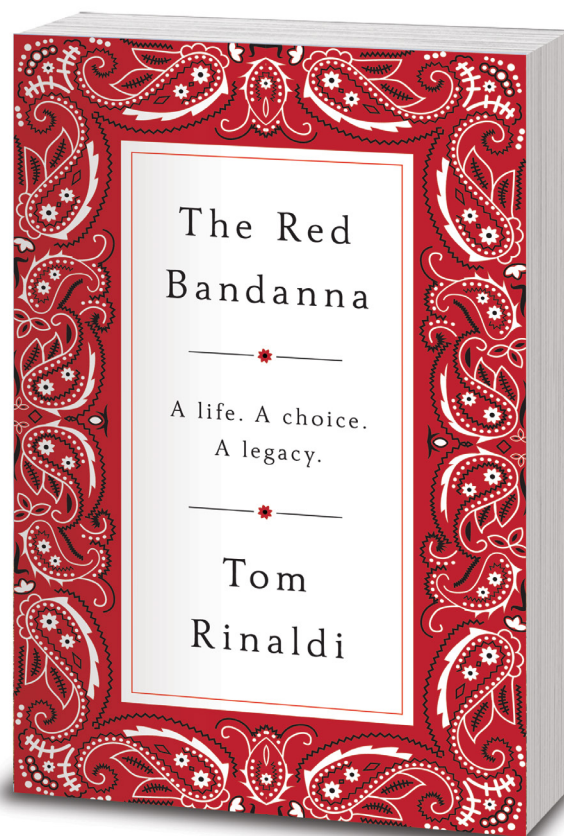


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The Red Bandanna First Year and Common Reading Resource Guide

I. INTRODUCTION

The Red Bandanna tells the incredible true story of Welles Crowther, a young man who made the ultimate sacrifice while leading others to safety during the 9/11 attacks. The reader first encounters Welles as a young boy, and the book details his journey as he becomes an athlete, a volunteer firefighter, and eventually an equities trader working on Wall Street. During this journey, the reader witnesses Welles's kindness, his enthusiasm for life, and his courageous actions during the largest terrorist attack in our nation's history. *The Red Bandanna* provides students with an intimate view of a true hero, and it asks them to consider the importance of compassion, courage, leadership, and service to others. Welles's moving story, grounded in the 9/11 attacks, also brings students into close contact with an event that occurred when most of them were too young to perceive it. This guide is designed to assist students during their exploration of this content. Through the questions, activities, and resources featured within, students are encouraged to adopt an analytical view of *The Red Bandanna*, relevant personal experiences, and related topics. This guide contains five sections: discussion questions, various classroom activities, research opportunities, service learning projects, and other resources for students, teachers, and programs. Each section is applicable to multiple curricular areas, and as such, this document has an interdisciplinary focus. Activities can also be easily modified and scaled, as they were constructed with flexibility in mind. Lastly, students are encouraged throughout to utilize technology and work collaboratively as they complete their First Year Experience (FYE); this guide should provoke meaningful analysis and reflection, and it supports the overall purpose of the FYE: to fuse rigorous classroom study with immersive, communal learning experiences.



II. DISCUSSION QUESTIONS

These questions can be posed to an entire class, given to small groups, used to initiate online discussions, etc.

1. "What would you do in the last hour of your life? Where would you be? What would it look like? Who would remember it? If you could know, would you want to? Would you receive that knowledge with dread, or accept it with grace? Would there be a peace to be gained, or one already granted?" (p. 95). Answer these questions.
2. "In a way, the firehouse was Welles's first team. There would be many others, with different uniforms on different fields. He poured himself into all of them, hearing the same mantras whatever the season" (p. 23). What were some of the teams Welles found himself on? What important lessons did he learn from them? Think back on your life. Have you been a member of different teams, athletic or otherwise? What did they teach you? How has your character been shaped by them?
3. What are some traits you associate with Welles? Would you associate these same traits with yourself? Why? Why not?
4. "He made sure Welles understood the difference, and then folded the red handkerchief neatly and placed it in the back right pocket of his son's pants. 'You can always keep this back there,' Jeff told him. 'You'll always have it if you need it'" (p. 21). Do you have a personally significant item/object that you have held onto? Why have you kept it? What does it ultimately mean to you? If possible, bring it to class and discuss its significance with your classmates.

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5. In what ways does the discussion of Welles's family help characterize him? Why is it important for the reader to learn about Welles's family? In what ways has your family shaped your identity?
6. How do Welles's childhood and adolescent experiences foreshadow the man he would eventually become?
7. "'Dad,' he said, with a slight pause, 'I think I want to change my career.' 'Excuse me?' came the instant reply" (p. 80). Why do you think Welles wanted to leave his lucrative job on Wall Street? Would you have done the same? Why? Why not?
8. How do you react to Rinaldi's powerful description of grief on p. 143? Have you experienced grief in your life? How did you manage it?
9. "'People found in that area,' Ryan said, 'were seconds away from being clear.' To be so close to an escape but to remain inside was not coincidence. Likely, it was a choice. Welles made it. He was helping. He was at work.'" (p. 153). What do you believe ultimately motivated Welles to stay and help others? If you had been faced with this same decision, what would you have done? Why?
10. *The Red Bandanna* illustrates the importance of service and putting others first. How have you prioritized others during your life? How do you plan on doing so moving forward? In what ways will your future career allow you to serve others?
11. "His example has been made the foundation of a school curriculum and his number worn on jerseys as a sign of honor. His identity has been carved in stone on his college campus, and his symbol waved in stadiums, worn by thousands, preserved in a museum, held up to a generation, presented as a standard for living" (p. 210). How do you explain the powerful connection people have with Welles Crowther's story and his red bandanna?
12. In what ways do disasters such as the 9/11 attacks reveal both the best and worst of humanity?
13. If you could ask Tom Rinaldi one question about *The Red Bandanna*, what would you ask and why?

III. VARIOUS CLASSROOM ACTIVITIES

The following are short activities applicable to a variety of curricular areas.

1. IMAGE CAPTION CREATION

The Red Bandanna features a number of evocative black and white images. This activity requires students to generate captions that reflect their interpretations of several of these images (note that students can certainly respond to the black and white images in the text, but color versions of these images can be found here: <https://tinyurl.com/Wcrowther>).

- To begin, have students (individually or in pairs) select 2–3 images from the book they find particularly striking.
- Next, direct students to locate several passages from the text that connect explicitly and thematically to their chosen images.
- After they locate their passages, students should create a unique caption for each of their selected images. Each caption should reflect their interpretation of the image and capture the essence of related passages.
- Allow students to present their images, their captions, and their explanations of them to the class. Take time to discuss students' interpretations.

2. STUDENT GENERATED QUESTIONS (QAR)

When students are able to generate their own questions, they are typically more invested in the analytical process. Allow them to take ownership of inquiry and explore *The Red Bandanna* through this activity. QAR refers to Question-Answer Relationships, and this activity works well in terms of encouraging both close analysis and personal connections. The types of questions include:

- **Right there questions:** answers to these questions are found explicitly in the text.
(*How does Welles acquire the red bandanna?*)
- **Think and search questions:** answers lie in the text, but may only be found by examining several different sections and piecing them together.
(*How do people who knew Welles remember him?*)
- **Author and you:** answers require personal interpretation based on textual evidence.
(*What do you think drove Welles's decision to stay in the tower? What would you have done?*)
- **On my own:** answers connect personal experience with themes of the text.
(*Have you ever put yourself in danger to help someone else? Explain.*)

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Have students work independently or in pairs to generate several questions per category for a specific section of the book. After these questions are generated, instructors have several options:

- Have students trade and answer each other's questions in writing
- Have students pose their questions during small-group discussions
- Have students select one question to expand upon in an extended written response or brief presentation ("Right there" questions do not work well for this)
- Have students answer each other's questions via collaborative documents on Google Docs (<http://docs.google.com>)*

For more information on this strategy, consult this resource: <http://www.readingquest.org/strat/qar.html>

*All Google resources mentioned in this guide are accessible with a free Google account.

3. PAIDEIA SEMINAR

A Paideia Seminar is a student-centered, Socratic discussion. In it, the teacher serves as facilitator by providing students with open-ended questions, prompting students to respond, and by linking student comments. There are three main question categories: *opening questions*, *core questions*, and *closing questions*. *Opening questions* identify main ideas from the text (What larger points does the book make about self-sacrifice and leadership?). *Core questions* require students to analyze textual details (In what ways does Welles's early life foreshadow the man he would eventually become?). Finally, *closing questions* personalize textual concepts (What sort of lessons did you learn from the book? Why do you think the red bandanna has become such a powerful symbol in our society?). Construct multiple questions like these, and have students gather in a large circle.

Establish group goals for the discussion and have students create individual goals as well. Some group goals could include practicing active listening strategies, disagreeing constructively, and having each participant express at least two thoughts. Individual goals could include referring to specific passages, building on another's comment, and making consistent eye contact with others. Facilitate the conversation and concentrate on eliciting student responses. When the discussion concludes, have students self-assess and provide feedback on the seminar. Note that many of the discussion questions in this guide can be used during this activity.

For more information, consult <https://www.paideia.org/about-paideia/socratic-seminar/>

4. VIRTUAL TOUR

"But others believed in its mission, contributed to its displays and collections, and found a quiet and deep honor in having their kin remembered and their deaths marked in a place of permanence for generations to see" (p. 195).

Those who lost their lives in the 9/11 attacks have been remembered in books such as *The Red Bandanna* and through exhibits such as those featured in the National September 11 Memorial Museum. This activity utilizes technology to provide students access to the memorial museum. To begin, ask students to take one, or all, of the virtual tours described below. As they begin their chosen tour(s), ask students to keep a "travel diary." In this diary, students should record what strikes them (both intellectually and emotionally) during their tour, and they should also strive to make connections between the content of the tour and *The Red Bandanna*. After all tours are completed, allow students to discuss their related thoughts, feelings, and questions, and ask them to specifically discuss the connections they made to the book. Invite students to share their travel diaries with each other if they are comfortable doing so.

- <https://www.911memorial.org/take-virtual-visit1>
This site provides students with a 360-degree view of the 9/11 Memorial. Through the use of Google Maps, students will be able to tour the World Trade Center site and explore the North and South pools of the Memorial.
- <http://ladyliberty.911memorial.org>
This site provides students with a "tour" of "Lady Liberty," a Statue of Liberty replica that stood honor guard outside the Engine 54/Ladder 4/Battalion 9 firehouse after the 9/11 attacks. This particular firehouse lost 15 of their men on 9/11. "Lady Liberty" is covered with a variety of ornaments and messages that pay tribute to those who perished.
- <https://www.911memorial.org/interactive-museum-experience>
This site allows students to take a virtual tour of the 9/11 Memorial Museum. Students can explore its vast spaces and view its many exhibitions during this "walk" through its corridors.

5. VIDEO ANALYSIS

"In the years to come, the piece would air every year on September 11. Posted on the Internet by dozens of sites, the video drew millions of views. Maybe some already knew the story, while others heard Welles's name for the first time" (pp. 193).

In the latter section of *The Red Bandanna*, Rinaldi describes his involvement in a feature about Welles Crowther that ESPN first ran in 2011. Ask students to view this video by navigating to the link below. As students watch, have them record their

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impressions and thoughts. After they finish the video, have students share their reactions in pairs. Next, transition to a whole-class discussion and use the questions below (and your own) to direct the conversation.

<http://www.espn.com/video/clip?id=11505494>

- How did you react to hearing and seeing some of the individuals (particularly Welles) mentioned in the text?
- What are some specific passages from the text that connect to this short film?
- How did this video make you feel?
- Do you view the text differently after viewing this video? If so, in what ways?
- What were specific moments from the video that particularly resonated with you?

6. REMEMBER THE FALLEN

“They came to the towers with their birthmarks and degrees, allegiances and scars, student loans and night cravings. They came with their loved ones cherished and lost, fights joined and surrendered, bills paid and ignored...There were 14,154 people in the World Trade Center that morning. It was a city unto itself” (p. 100).

Through his writing, Rinaldi created a vivid portrait of Welles Crowther. Have students read portraits of others who lost their lives on 9/11 by having them access *The New York Times* “Portraits of Grief” archive, a collection of over 2,500 sketches of those who died that day. To begin, direct students to the link below. Next, ask them to browse the archives and select 3–5 portraits that particularly resonate with them. Then, ask students to read these portraits and prepare to present them to the class. Finally, allow each student to present his or her selected portraits. During the presentations, students should share the content of the portraits, explain the reasons why they chose them, and discuss what resonated with them.

Note that by using the link below, students can also access a “Portraits Redrawn” feature that details how several people who lost loved ones in the attacks have coped with loss. Since *The Red Bandanna* explores grief, students may find this feature to be both relevant and powerful. Two related questions for students: How have these individuals grieved? What do their individual stories illustrate about the process of grief?

<http://www.nytimes.com/interactive/us/sept-11-reckoning/portraits-of-grief.html>

7. ARTISTIC INTERPRETATION

After the 9/11 attacks, many used art to express their feelings and process this terrible day. Invite your students to do the same via this activity. After they finish reading *The Red Bandanna*, encourage them to create a unique work of art that expresses their thoughts and emotions related to the book and the 9/11 attacks. For this activity, students could artistically interpret a specific passage from the text, or they could base their artwork on an aspect of 9/11 not explicitly discussed in the book. Students could:

- Create works of digital art through the use of Adobe Photoshop or other graphic design programs
- Work with other students to create murals in the community
- Create black and white or color sketches
- Create acrylic or oil paintings
- Craft sculptures
- Create a collage
- Design clothing
- 3D print objects

The possibilities are endless. If your school has a Makerspace, invite students to utilize it for this activity. Lastly, to help students get inspired, have them access the following websites that feature various pieces of 9/11-inspired artwork:

- <http://www.nytimes.com/interactive/2011/09/08/us/sept-11-reckoning/folk-art.html#1>
- <http://rendering.911memorial.org>
- http://www.huffingtonpost.com/2012/09/11/september-11-art_n_1872099.html

Whatever students decide to create, encourage them to display their artwork for others to see.

IV. RESEARCH OPPORTUNITIES

The following topics are designed to provide students with opportunities for extended inquiry and analysis. In response to these, students could:

- Compose a research paper
 - Deliver a presentation
 - Design a lesson plan and teach a class
 - Create a website (<http://www.wix.com>, <http://www.weebly.com>, and <https://sites.google.com> are excellent free resources for this)
1. Welles's body was found next to FDNY members, some of the many responders who lost their lives during the attacks. Fortunately, some 9/11 responders did survive the attacks and the subsequent aftermath, and many of them have discussed their experiences in interviews. Use the following links to access some of these interviews and research their experiences:

- <http://www.wtcwellnessprogram.org/history-of-the-project/>
- <http://www.cbsnews.com/news/eyewitness-interviews-with-9-11-responders/>
- <https://www.911memorial.org/oral-history-archives-2>

During your research, also consider the experiences of recovery workers, some of whom are featured here:

- <https://www.911memorial.org/oral-history-archives-1>

From these interviews, what have you learned about the experiences of these brave individuals? How did the events of 9/11 affect them (consider both physical and psychological effects)? What sort of assistance do these individuals still require? How can this assistance be provided?

2. Perform research to learn about the experiences of those who survived the 9/11 attacks. Locate interviews with survivors, such as those featured on websites such as these:
 - <https://www.911memorial.org/oral-history-archives-3>
 - <http://hereisnewyorkv911.org>

What do these oral histories reveal about the experiences of those who were inside the Twin Towers during the attacks? What can you learn about trauma, and its physical and emotional effects, from these survivors? How have these survivors managed to move forward in their lives? What allowed them to do so? What larger lessons about courage and persistence can be learned from them?

3. "We are honoring a true hero," Cassano said. "He had the genes of a New York City firefighter." The commissioner and chief of the department named Welles a member, forever part of its rolls, a brother among the bravest" (p. 183).

Undoubtedly, Welles was a hero. What exactly does it mean to be called a "hero," however? Perform research and examine how the archetype of the hero has changed over time.

Examine how heroes were depicted in ancient myths and literary tales, and compare these older conceptions of the hero archetype to its present incarnation. How has our perception of the hero changed (or not changed) throughout time? How do different cultures define the concept of hero?

4. The September 11th attacks have become part of our national identity. Perform research and examine how the 9/11 attacks have been represented and remembered in the United States. How has the meaning of the attacks changed throughout time? How has 9/11 been politicized and utilized to support specific purposes and agendas? How has the attack been interpreted by various media sources? Also, consider how 9/11 has been interpreted by those in countries other than the United States.
5. Perform research and examine the factors that drove terrorists to initiate the 9/11 attacks. Who performed the attacks? Why? More broadly, research terrorism as it has affected the United States (you may consider how terrorism has affected other countries as well). Who were/are the central players in these terrorist attacks? What drives these individuals and groups to initiate these attacks? What should be done to address terrorism and prevent future attacks? Consider political, religious, social, and economic factors as you research and address these questions.
6. "We want to be a team, a team that cares for each other. The guy on your right and left is counting on you. We talk about how important the team is. Here's a story about a team guy, a guy that cares more about other people than himself, and lived it, and he was *one of them*. They could taste it, feel it, and touch it. It became real in front of them" (p. 205). Perform research to explore the connections between sports and character development. In *The Red Bandanna*, Welles Crowther grew from his athletic experiences. How exactly did his athletic participation contribute to his growth? More broadly, how can participation in a sport positively impact one's character? Perform research and identify other athletes who have made positive contributions to society. Who are these individuals? How have they enriched the lives of others? In what ways did athletic participation shape them and inspire their larger social efforts?

V. SERVICE LEARNING PROJECTS

These projects are designed to connect students' learning experiences with the larger community.

1. BECOME A RAKTIVIST

"'It is our greatest hope,' she said, her voice ringing through the hall, 'that when people come here and see Welles's red bandanna, they will remember how people helped each other that day. And we hope that they will be inspired to do the same, in ways both big and small. This is the true legacy of September 11'" (p. 200).

Welles Crowther lost his life while helping others. While this was his greatest act of devotion and self-sacrifice, his earlier life was characterized by various acts of compassion and service to others. Thus, one of the most important lessons students can learn from his story is the importance of helping others in "ways both big and small." Encourage your students to emulate Welles's kind personality through their work as "RAKtivists."

- A "RAKtivist," as defined by the Random Acts of Kindness Foundation, is a "Random Acts of Kindness activist." Invite your students to become RAKtivists by directing them to <https://www.randomactsofkindness.org/become-a-aktivist>.
- Once there, they can sign up and join an online community of thousands of other people who have joined the kindness movement.
- After they sign up, direct students to <https://www.randomactsofkindness.org/kindness-ideas>. Here, they can browse an extensive menu of kindness ideas. Have students, either individually or in pairs, select several ideas they are willing to implement. Give them time to plan, and instruct them to carry out their plans in the community. Encourage students to capture images and video of their kindness efforts.
- After all students implement their plans, come together as a class and debrief. Have students discuss the specific acts of kindness they performed, and have them consider the effects of their compassionate actions on both themselves and others. If they have images and videos, ask students to share these with classmates. Also, encourage students to utilize social media to share their kind actions with the larger community.
- Finally, tell students they can also participate in Random Acts of Kindness Week, from February 11-17, 2018. Direct students to <https://www.randomactsofkindness.org> for more information.

2. BECOME AN EXPERT AND EDUCATOR

Have students select a topic related to *The Red Bandanna* to research in small groups. Some suggested topics include:

- The Justice Against Sponsors of Terrorism Act and related controversy
- The architectural features of the Twin Towers and their collapse
- The relationship of the 9/11 attacks and the ongoing war on terror
- The controversy surrounding the 9/11 Memorial Museum
- The September 11 Victim Compensation Fund

The purpose of this activity is for students to become experts on their topic so that they may effectively educate other members of the campus community. First, student groups should read and analyze the applicable sections of *The Red Bandanna* while performing secondary research as well. After students have sufficiently researched their topic, have them answer the following two questions:

1. What is the essential information that others must know about my group's topic?
2. What are controversial elements of my topic?

Finally, have students present their research to the campus community in such a way that it both informs and invites them to debate the issue. Groups could:

- Staff an information booth (be sure to obtain permission first) in a visible area and distribute brochures, fliers, or other documents. Free web resources such as <https://www.canva.com/> will work for this, or students could use programs such as Microsoft Publisher to create documents.
- Launch an online campaign through social media or a designed website. Encourage students to create captivating presentations through Prezi (<http://www.prezi.com>), Google Slides (<http://www.google.com/slides/about/>), or Microsoft Sway (<https://sway.com>).
- Design and publish infographics. An infographic is a visual representation of information that features short sections of text and multiple charts, graphs, and other visuals. The digital medium offers students a unique way to package and convey knowledge while sharpening their digital literacy skills. Free resources for this include <http://piktochart.com> and <http://easel.ly>.

Regardless of the format students select, their presentations should invite their audience to ask questions and engage in dialogue.

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3. PERFORM A 9/11 INTERVIEW

By reading *The Red Bandanna*, students undoubtedly learn about the remarkable story of Welles Crowther, but they also learn about an event they were likely too young to truly experience: the 9/11 attacks. The attacks, however, were experienced in real-time by many people around the world. Use this activity, an interview with an adult who vividly remembers 9/11, to help students understand how the attacks touched people on that day.

To begin, have students identify and contact potential interviewees. These individuals could be faculty members, family members, community members, etc. The interviewee must be someone old enough to have a vivid memory of 9/11.

Next, have students draft a list of 10–12 interview questions. These questions should be constructed so they elicit thoughtful responses (avoid yes/no questions). To get them started, share these example questions with students:

- Where were you when you learned the attacks had occurred? How did you react?
- Did you reach out to anyone about the news? If so, who?
- In the days after the attacks, how did you feel? What were you thinking at the time?
- How do you believe the attacks have ultimately affected our country and world?

Finally, students should perform the interview. They could record the conversation by using a smartphone app, or they could transcribe on paper or a digital document. If students have a Google account, they could easily compose questions and responses on a Google Document to share with you and their classmates. Also, if the interviewee is comfortable being videotaped, the entire conversation could be filmed (iMovie, for example, allows for easy filming and editing). If students do videotape the interview, encourage them to upload their video to YouTube (with the interviewee’s permission) and share it with classmates. Lastly, ask students to think of creative ways to share these interviews with the larger campus community and beyond. They could share them via the university’s social media sites, for example.

4. PARTICIPATE IN THE “ANNIVERSARY IN THE SCHOOLS” WEBINAR

Invite your students to participate in “Anniversary in the Schools,” a free webinar organized by the 9/11 Memorial Museum that commemorates the anniversary of the 9/11 attacks. The webinar is filmed inside the 9/11 Memorial Museum, and it connects students and teachers with Museum staff and guest speakers who discuss topics related to the attacks. During the webinar,

students can ask questions through a live chat with Museum staff, and they will hear stories from survivors, first responders, and family members (the 2017 webinar features Alison Crowther, Welles’s mother). The event is broadcast throughout the day on September 11. A detailed description of the event and a link for registration (you will need to register your class beforehand) are located here:

- <https://www.911memorial.org/anniversary-schools>
Before they participate, ask students to compose several questions to ask during the webinar. After the program concludes, allow students to share their thoughts, feelings, and questions.

5. SUPPORT A 9/11 CHARITY

Despite the years that have passed since the 9/11 attacks, there are still thousands of people in need of assistance. Thankfully, there are several charitable organizations that actively work to assist 9/11 victims, their families, and first responders. Invite your students to support one of these charities by designing and implementing a fundraising campaign.

To begin, have students organize themselves into groups and invite them to select one of the charities described below (note that these are just suggestions; students can look online to locate others as well. If they do so, encourage students to vet charities through the use of <https://www.charitynavigator.org> and <http://www.guidestar.org>):

- Tuesday’s Children (<https://www.tuesdayschildren.org>) works to support family members of those who lost their lives in the 9/11 attacks.
- The FDNY Foundation (<http://www.fdnymuseum.org>) works to support the men and women of the Fire Department of New York; the FDNY lost 343 personnel in the 9/11 attacks.
- The Families of Freedom Scholarship Fund (<http://www.familiesoffreedom.org>) has given “\$115.9 million to 2,825 financially needy dependents of those killed or injured during the 9/11 attacks and rescue efforts.”

After students select a charity, ask them to plan and implement several different fundraising activities to support it. To provide students with some fundraising ideas, refer them to the extensive list located here: <https://www.causevox.com/fundraising-ideas/>.

Whatever students choose to do, encourage them to promote their efforts through social media. After students conclude their fundraising efforts, have them debrief and reflect on what was successful and what could be improved.

VI. OTHER RESOURCES FOR STUDENTS, TEACHERS, AND PROGRAMS

The following are resources useful for extending a study of *The Red Bandanna* and its many related subjects:

- <http://www.crowthertrust.org>
Official website of the Welles Remy Crowther Charitable Trust, a trust that keeps Welles's memory alive through good works that benefit young people.
- <http://www.redbandannaproject.org>
Official website of the Red Bandanna Project, a curriculum inspired by Welles's incredible actions.
- <http://www.nytimes.com/interactive/us/sept-11-reckoning/viewer.html>
A collection of stories and resources from *The New York Times* related to the September 11th attacks.
- <http://www.nytimes.com/2002/05/26/nyregion/fighting-to-live-as-the-towers-died.html?mcubz=0>
"Fighting to Live as the Towers Died," a *New York Times* article specifically mentioned in *The Red Bandanna*.
- <http://www.nytimes.com/2002/05/26/nyregion/accounts-from-the-south-tower.html?mcubz=0>
"Accounts from the South Tower," a *New York Times* article Rinaldi referenced in *The Red Bandanna*.
- <http://govinfo.library.unt.edu/911/report/911Report.pdf>
The Complete 9/11 Commission Report.
- <http://timeline.911memorial.org/#FrontPage>
Three interactive 9/11 timelines featuring images, video, and more.
- <https://www.youtube.com/watch?v=WC36eqR1nxg>
"The Man in the Red Bandanna," a short documentary about Welles Crowther from the ACC Digital Network.
- https://www.youtube.com/watch?v=VpcxG7K_OR0
Footage of Tom Rinaldi reading and discussing *The Red Bandanna* at the Politics & Prose Bookstore, in Washington, D.C.
- <https://www.youtube.com/watch?v=-A29HU-e4Ws>
Footage of the National September 11 Memorial Museum dedication ceremony.

ABOUT THE AUTHOR OF THIS GUIDE

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