

# 9/11 MEMORIAL

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UNIT: Historical Impact

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GRADE LEVEL/S: 10-12

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TIME NEEDED: 2-3 sessions

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TEACHER: Shirley Lew

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## LESSON TITLE: **ICONIC MOMENTS**

### Common Core Standards

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

**W 9** Draw evidence from informative texts to support analysis, reflection and research.

**W 2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### Key Questions/ Issues Addressed

- What is an iconic moment?
- What is an iconic image?
- What makes an image iconic?

### Lesson Goals/ Objectives

- Students will view iconic photographs and recognize their traits, power, and resonance over time.

### Key Terms

Disaster, Iconic Moment, Rescue Workers, Tragedy, Victims

### Materials

- Thomas, Annie, Batra, Taresh, and Smith, Anna Deavere. With Their Eyes: September 11th: The View from a High School at Ground Zero. (Collins, 2002)
- 9/11 Interactive Timeline: [www.911memorial.org/interactive-911-timeline](http://www.911memorial.org/interactive-911-timeline)
- Computer
- PowerPoint (or other presentation software)
- Internet access

### Background for lesson (if necessary)

Student will have prior knowledge utilizing PowerPoint to produce a slide show presentation.

**Instructional Activity/ Procedures**

1. Read With Their Eyes: September 11th: The View from a High School at Ground Zero.
2. Have students journal their 9/11 memories triggered by the book. If the students don't have memories of 9/11, ask them to reflect on which parts of the book resonated with them and why.
3. Show the Interactive 9/11 timeline and have each student find one image, video or audio snippet that speaks to them. This can be done in small groups, as well.
4. In small groups, students discuss the image, video, or audio snippet that spoke to them from the timeline: *What makes it compelling? What make it iconic?* Have students jot notes into their journal.
5. As a class, compare and contrast other iconic images from 9/11 and other historical and contemporary events: *What do they have in common? How are they different? Why are they all iconic?*

Possible images include:

- "Raising Flag on Iwo Jima" Joe Rosenthal
  - "Raising Flag over Ground Zero" Thomas E. Franklin
  - "Kent State University Massacre" John Filo
  - "V-J Day in Times Square" Alfred Eisenstaedt
  - "Tiananmen Square" Stuart Franklin Magnum
6. Students, then, individually, will find an historical image they find iconic and create a presentation (i.e. PowerPoint) examining the image, its origins, its author, the story behind it, and why it resonated with them. They will then present these to the class.

**Evidence of Understanding**

Students' participation during discussions, the content of their journal writing, and presentation will highlight their understanding of the power, resonance, and traits of iconic images.

**Extension Activities**

- Have students interview a single person in their lives – a parent or relative or friend – and write about that person's experience on 9/11 or in other iconic events. *What images stick in their minds? Why?*