

9/11 MEMORIAL

UNIT: Historical Impact

GRADE LEVEL/S: 3-5, 6-8

TIME NEEDED: 4 sessions

TEACHER: Monique Stanton

LESSON TITLE:

A LENS INTO 9/11

Common Core Standards

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.

W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**New York State
Education
Department
Learning
Standards
for the Arts:**

Standard 1: Creating, Performing and Participating in the Art Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Standard 2: Knowing and Using Arts Materials and Resources Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Standard 3: Responding to and Analyzing Works of Art Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

**Key Questions/
Issues Addressed**

- How can photographs tell a story?
- What gives a photograph meaning and/or impact?
- How do photographs affect our emotions?
- What stories do 9/11 photographs tell?

**Lesson Goals/
Objectives**

- Students will know the purposes of photography.
- Students will analyze photographs and identify the emotions evoked by them.
- Students will recognize that photographs possess both historical and artistic value.
- Students will develop sensitivity and respect for the photographs' subject matter.
- Students will create narratives surrounding photographs pertaining to 9/11.

Key Terms

Caption, Composition, Documentation, Historical Fiction, Inference, Lighting, Mood, Narrative, Photograph, Prediction, Subject

Materials

- Visual Aids- select photos from www.911memorial.org: <http://makehistory.national911memorial.org/photos/33185>, <http://makehistory.national911memorial.org/photos/37319>, <http://makehistory.national911memorial.org/photos/37420>, <http://makehistory.national911memorial.org/photos/38173>
- Chart Paper
- Marker
- Loose Leaf Paper
- Pencils
- Black Construction Paper, 12" x 18" [optional - for presentation purposes]
- Copies of photographs for each student [optional - for display purposes]

Background for lesson (if necessary)

Photographs are visual narratives that capture moments in time. Select images from 9/11 will be analyzed in terms of subject matter, composition, lighting, mood and purpose. Students will write passages that frame the evolution of the photograph- the circumstances preceding the photo and the events that follow it creating a small but reflective piece of historical fiction.

Information on the history of the World Trade Center and 9/11 (see [9/11 FAQ](#))

**Instructional
Activity/
Procedures**

1. Ask students to define a photograph. Explain why photographs are important.
 - Possible responses include: they provide information; document history; form of memoir or narrative.
2. Ask students to describe the utility of photographs.
 - Possible responses include: evoke emotions; memory of an event; artistic expression; advertising and marketing tool.
3. Lead a discussion to compare/contrast photographs with realistic paintings. Teacher explains that one critical difference is that a photograph captures an exact moment in time.
4. Display photograph and facilitate a class discussion of its subject matter, composition, artist's purpose, mood, and what story it might tell. Ask students: *How does this photograph make you feel?*
5. Have a chart tablet sheet prepared with three columns. Column 1 is labeled pre-photo, Column 2 is labeled photo, Column 3 is labeled post-photo.
6. Tell students to think of this photograph as the middle of a story, perhaps the turning point. Ask: *What may have happened immediately before this was taken? Cite clues in the photograph that helped you make this inference.* Chart student answers in Column 1.
7. Ask: *What may happen after this photo was taken? Cite clues in the photograph that led to you make this prediction.* Chart student responses in Column 3. Teacher will encourage students not to duplicate answers, challenging them to create varying scenarios surrounding the circumstances of the photo.
8. Instruct students to focus on the photograph. Ask students to think of a caption, phrase or title that would somehow reflect the message of the photograph. Encourage students to put themselves in the photograph. *What might they be thinking?* Chart student's responses in Column 2 of the chart. Teacher reviews the chart and explains that as a class they have created possible narratives to accompany the photograph.
9. Divide students into groups, each group receiving a photograph from the 9/11 website. As a group, they will conference and analyze the photograph. Distribute paper and instruct students to write an inference about pre-photo circumstances, a prediction of post-photo events, and a caption or phrase fitting to the subject matter of the photograph. Peer and teacher conferences follow to revise and edit student's writing.
10. For presentation purposes, students glue their photo in the center section of their final draft writing paper. Their pre-photo passage is written on top, their post-photo passage is written on the bottom, and their caption sits directly beneath the photograph. The writing paper is mounted on black construction paper framing the completed piece for display.

Evidence of Understanding

- Verbal analysis of photographs with accurate identification of: purpose, composition, subject, matter and mood.
- Articulation of photographs' value as both historical and artistic.
- Creation of written documents that are reflective, creative, and relevant to photograph with evidence of mastery and sophistication in all areas of their written language.

Extension Activities

- Photographs from other landmark events can be used.
- Additional photographs from <http://makehistory.national911memorial.org/> can be used. Teacher can select at their own discretion based on their student's level.
- This activity can be extended to older grades with more technical instruction on the elements photography and photograph analysis.