

9/11 MEMORIAL

UNIT: Making of a Memorial Museum

GRADE LEVEL/S: 6-8

TIME NEEDED: 2-3 Sessions

TEACHER: Karen H. Levine

LESSON TITLE:

CREATING A MEMORIAL MUSEUM

Common Core Standards

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

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 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Key Questions/ Issues Addressed

Why do we choose to memorialize certain events?

How do we decide which artifacts, objects, and ephemera to include in that memorialization?

What purpose/s does memorialization serve for individuals and societies?

Lesson Goals/ Objectives

Students will be able to differentiate between different types of museums.

Students will be able to identify and describe the various items that make up a memorial museum.

Students will be able to identify and analyze the choices made in museums.

Key Terms

Artifacts, Archival Matter, Digital Media, Ephemera, Tribute Art

Materials

[Analysis sheet](#)

Computer access

Background for lesson

Students should have an understanding of the events of 9/11. See [9/11 FAQ](#).

Instructional Activity/ Procedures

1. Ask students to describe different types of museums. *What is the difference among the museums? What is a memorial museum? What types of events might be memorialized in a museum?*

Note: This can be a journaling activity or a class discussion.
2. Review/discuss the events and aftermath of 9/11 (see the [9/11 FAQ](#)). *Why might people want to come to a museum to learn about 9/11 and remember its victims?*
3. Using a pair-share technique, have students compile a list of things they would expect to see/hear/experience in a memorial museum about 9/11. A list of these should be made as each pair shares its list with the class.
4. Define and explain the Key Terms. *Why are these important to include in a memorial museum? What else would you include?*

Possible answers include: Photographs, videos, artwork, books
5. The following activity can be done independently, in pair-share, or in small groups. Give each student/pair/group an [Analysis Sheet](#) and direct students to the 9/11 Memorial Collections webpage: www.911memorial.org/collection.
6. Students complete the [Analysis Sheet](#) by choosing and analyzing three items that represent different curatorial categories (such as artifacts, ephemera, testimony).
7. The completed sheet can be shared with the rest of the class using the “jigsaw” procedure or presentations in front of the class.

Alternate methods:

Teacher assigns photographs and documents to each group. If computers are not available for the class, these pictures and documents can be downloaded prior to the lesson. In this case, students can display their pictures and documents, along with the information that the students have collected. The class can then conduct a gallery walk highlighting these different items.

Evidence of Understanding

Students will display understanding through the completion of analysis sheets, and (if applicable) the gallery walk.

Extension Activities

Students work in groups to create a mini-9/11 Memorial Museum. The students will have to decide which pictures, artifacts, art and ephemera best communicate the events and impacts of 9/11. These can be displayed in a classroom, school library or a public library.

APPENDIX A

ANALYSIS SHEET

Student Name/s _____

1. Identify the items you selected from the Museum website. Your item might fall into more than one category. Identify all that apply.

2. Were the items created before, during, or after 9/11? How do you know?

3. Who do you think created these items? What makes you think this?

4. Describe your items in detail.

5. What do your items communicate about 9/11 or the World Trade Center?

6. If you were visiting the museum, would these items be something that you would spend time looking at, listening to, or reading? Why or why not?

