

9/11 MEMORIAL

UNIT: Memorialization

GRADE LEVEL/S: 4-5, 6-8

TIME NEEDED: 5-7 sessions

TEACHER: Monique Stanton

LESSON TITLE:

FROM THE GROUND UP

Common Core Standards

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 5 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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.

L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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**

- Why was the World Trade Center (WTC) built?
- Why do cultures/societies build monuments?
- What do monuments communicate?
- What makes a monument significant?
- What is a monument's form versus function?

**Lesson Goals/
Objectives**

- Students will understand the cultural and architectural significance of a monument.
- Students will identify the reasons monuments are constructed.
- Students will realize the magnitude of the loss of the Twin Towers.
- Students will recognize that monuments possess both form and function.
- Students will create three-dimensional structures from a two-dimensional image.
- Students will construct a monument as a possible model to restore the WTC complex.

Key Terms

Architecture, Form, Function, Monument, Multi-Cultural, Purpose, Scale, Sculpture, Society, Three-Dimensional

Materials

- 9/11 Memorial Museum website: www.911memorial.org
- Drawing Paper
- Pencils
- Rulers
- Construction Paper, multi-colored
- Craft Paper
- Glue
- Scissors
- Assorted Collage Materials
- Milk containers, plastic bottles, small and medium boxes [or any container that can serve as an armature for a structure]
- WTC Construction WebCam
www.911memorial.org/911-memorial-webcam
- Perspective Drawing Tutorial
www.explore-drawing-and-painting.com/perspective-drawing.html
- Image: House of Parliament
<http://politicsforalevel.files.wordpress.com/2010/02/housesofparliament.jpg>
- Image: Pyramids
www.globetourguide.com/wp-content/uploads/2009/04/pyramids_of_giza_egypt5b15d.jpg

Materials
(continued)

- Image: Eiffel Tower
www.worldculturepictorial.com/images/content/eiffel-tower_france.jpg
- Image: Taj Mahal
www.worldhistoricalsites.com/images/tajmahal.jpg
- Image: St.Basil's Cathedral
famouswonders.com/wp-content/uploads/2009/04/st-basils-cathedral.jpg
- Image: Washington Monument
www.american-architecture.info/USA/USA-Washington/Washington_Monument_Dusk_Jan_2006.jpg

**Background
for lesson**
(if necessary)

World monuments possess vast cultural and architectural significance. This lesson will explore that significance as it compares international monuments to the Twin Towers. Using the restoration of the WTC site as motivation, students will design a three-dimensional monument that reflects multicultural influences in architectural styles while conveying a sense of rebirth.

Information on World Monuments:

www.nationsonline.org/oneworld/most_famous_landmarks.htm

Information on the history of the World Trade Center and 9/11:

www.911memorial.org/world-trade-center-history

Instructional Activity/ Procedures

1. Show students images of international monuments.
 - Monuments may include but are not limited to: House of Parliament, Pyramids, Eiffel Tower, Taj Mahal, St. Basil's Cathedral.
2. Have students describe them and lead a compare/contrast discussion highlighting different architectural features. You might also include the mixed reviews initially received by both the World Trade Center and the Eiffel Tower.
3. Ask students: *Why do you think these buildings were created?* Explain to students that this question refers to the building's 'function.'
4. Ask students: *What makes them significant and/or beautiful?* Explain that this question refers to the building's 'form.'
5. Show students photos of the Twin Towers, asking them to describe the buildings' principal characteristics.
6. Using the 9/11 Memorial website, show students the plan to rebuild the WTC complex. Explain that this is a very important project, as it marks the restoration of the site after 9/11. Ask students to contribute ideas as to how the memorial should be designed. *How does your memorial reflect the Twin Towers?*
7. Distribute drawing paper, pencils and rulers. Demonstrate for students how to draw a rectangular prism. Refer to perspective drawing tutorial www.explore-drawing-and-painting.com/perspective-drawing.html. Model for students how this image can ultimately become a rendering of a skyscraper. Discuss the difference between two-dimensional and three-dimensional. Add architectural features from the other monuments (see Materials) reflecting cultural influences. Instruct students to create an illustration of a monument that they feel would be a substantial replacement of the Twin Towers.
8. Incorporating their work and designs from #7, explain to students that they are going to transfer their illustration into a three dimensional form. Students first design the overall shape of their structure using the container(s) of their choice. In subsequent sessions students cut and glue paper, cardboard and assorted collage materials to their buildings until it reaches their interpretation of a monument.

Evidence of Understanding

- Verbal articulation of the cultural and architectural significance of monuments
- Accurate identification of the purpose of monuments; their form and function
- Successful creation of a unique three-dimensional structure from a two-dimensional image that incorporates distinguishable architectural and cultural influences.

Extension Activities

- Students situate their monuments together to create a mini-city.
- Students compose a proposal for the planned use of the building i.e., residential or business site.
- Students design an advertisement to promote rental space in their building.
- Students design a restaurant in their building complete with décor and menu.