“IN MEMORY OF...”

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 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.

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

W 8  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Key Questions/Issues Addressed

• What is a memorial?
• Who/what do we memorialize?
• What are different ways that we memorialize?
• How does the 9/11 Memorial compare to other memorials?

Lesson Goals/Objectives

• Students will learn how different events and/or people are memorialized.
• Students will write/design a memorial based on a profile of a victim of the 9/11 terrorist attacks.

Key Terms

9/11 Memorial, Honor, Memorial, Memorial Day, Tribute, Washington Memorial, World War II (WWII) Memorial

CONTINUED ON THE NEXT PAGE
### Materials
- Chart paper
- Markers
- Paper
- Pencils/pens
- Internet access

### Background for lesson (if necessary)
Events and people are memorialized in different ways, so an in-depth look at other, disparate memorials is worthwhile. Two good examples are the Washington Memorial and the WWII memorial.

### Instructional Activity/Procedures
1. Teacher will lead a classroom discussion about memorials and memorialization: *What do we memorialize? Who do we memorialize? How do we memorialize?* Solicit and record students’ answers.

2. Focus the class on the memorialization of 9/11. Show images of the 9/11 Memorial, the Pentagon and Flight 93 Memorials, and Lady Liberty, comparing and contrasting each. *What is similar? What is different? What symbols are used in each? What does the design of each tell us about the attacks themselves?*

3. In small groups, students design a memorial based on a victim profile from 9/11. See the New York Times “Portraits of Grief” for a list of victims. The memorials can take any form – a written remembrance, a three-dimensional memorial, a painting, etc.

   **Note:** In classrooms with sufficient technology, students can render their memorials using available software.

4. Groups will present and explain their memorials to the whole class, describing their process, designs and symbolism.


**Differentiation:** Modeling, visual aids, peer assistance – groups based on mixed levels of ability to support each other, varied product / length, extra time. Potential for higher functioning students to be creative and extend their project. Individualized Rubrics based on student, if needed.

### Evidence of Understanding
The memorials and the written self-assessments will highlight students’ understanding of the design, function, and uniqueness of memorials.
Extension Activities

- Students create (and explain) a memorial about someone from their life or an historical figure.*
- Students will compare their memorial to those that have been created for the victims of 9/11 (See www.911memorial.org for examples).

*Note: Some sensitivity might be needed for students with a very recent or significant loss – accommodations may be appropriate, perhaps alternate activity.