

# 9/11 MEMORIAL

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UNIT: Memorialization

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GRADE LEVEL/S: 6-8

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TIME NEEDED: 2 sessions

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TEACHER: Deanna D’Onofrio

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LESSON TITLE:

## THE INTERSECTING LEGACIES OF THE TWIN TOWERS AND THE BAMİYAN BUDDHAS

### Common Core Standards

**RH 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**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 literary or informational texts to support analysis, reflection, and research.

**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.

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### Key Questions/ Issues Addressed

- What are the histories of the Twin Towers and the Bamiyan Buddhas?
- How did the destruction and legacies of these landmarks intersect?
- How can we honor the spirit and memory of these landmarks?

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### Lesson Goals/ Objectives

- Students will learn a brief history of both the Twin Towers and the Bamiyan Buddhas.
- Students will discuss the factors that contributed to the destruction of these landmarks.
- Students will create their own memorials to one or both of these landmarks.
- 9/11 Memorial, Honor, Memorial, Memorial Day, Tribute, Washington Memorial, World War II (WWII) Memorial

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### Key Terms

Bamiyan Buddhas\*, Intolerance, Memorialization, Taliban#, Twin Towers\*\*, World Trade Center\*\*

\* Two 6th century monumental statues that were carved into a cliff in modern-day Afghanistan. Because of their depiction of seated Buddhas, they were dynamited and destroyed, to widespread international criticism, by the Taliban in March 2001.

# A militant Islamist movement which took power in Afghanistan in the aftermath of the Soviet Afghan War, ruling from 1996 until 2001. They harbored al-Qaeda in the years preceding 9/11, and were overthrown in Operation Enduring Freedom in the fall of 2001. The Taliban has since staged a resurgence in Afghanistan, and continues to fight for power.

\*\*See [9/11 FAQ](#) for more information

**Materials**

- 9/11 Memorial “World Trade Center History” page: [www.911memorial.org/world-trade-center-history](http://www.911memorial.org/world-trade-center-history)
- Bamiyan Buddhas resources (to be used as needed):  
[www.msnbc.msn.com/id/3067334](http://www.msnbc.msn.com/id/3067334) (MSNBC, 2001)  
[www.washingtonpost.com/national/remains-of-bamiyan-buddhas-yield-additional-details-about-statues-origins/2011/03/01/ABuc2AO\\_story.html](http://www.washingtonpost.com/national/remains-of-bamiyan-buddhas-yield-additional-details-about-statues-origins/2011/03/01/ABuc2AO_story.html) (Washington Post, 2011)  
[www.npr.org/programs/wesat/features/2002/feb/buddha/buddha.html](http://www.npr.org/programs/wesat/features/2002/feb/buddha/buddha.html) (NPR, 2002)  
[www.aolnews.com/2011/03/05/will-bamiyan-buddha-statue-be-rebuilt-video/](http://www.aolnews.com/2011/03/05/will-bamiyan-buddha-statue-be-rebuilt-video/) (AOL news, 2011)  
[www.smithsonianmag.com/video/A-1970s-Visit-to-Bamiyan.html](http://www.smithsonianmag.com/video/A-1970s-Visit-to-Bamiyan.html) (Smithsonian)
- Image of “Buddhapada,” by artist Andrea Samelson, either in print or via internet, and accompanying artist statement, which can be found via the Artist Registry on the 9/11 Memorial website: [http://registry.national911memorial.org/view\\_artist.php?aid=850](http://registry.national911memorial.org/view_artist.php?aid=850)
- Assorted materials for students to create written and/or visual memorials (art supplies, construction paper, colored pencils, photos, etc).

**Background for lesson (if necessary)**

Any prior knowledge of the 9/11 attacks will assist students in this lesson. See the [9/11 FAQ](#) for further guidance. However, all necessary information is provided through readings and discussion.

Decisions about whether readings and activities should be whole-group, small-group, partner or individual can be based on available time as well as students’ needs, abilities, and levels of engagement.

This lesson may take place in one consecutive block or split across two sessions, according to scheduling needs.

### Instructional Activity/ Procedures

1. Explain to students that they will learn about the 9/11 attacks, explore why they happened, and how they are being memorialized. Solicit background knowledge by asking, *What do you already know about the 9/11 attacks?* Have students share their responses.
  2. View (or print out beforehand) the **World Trade Center History** page on the 9/11 Memorial website. Based on students' needs and abilities, you may read it as a class, individually, or with partners. Discuss the reading to ensure that students have understood it.
  3. Explain that another major landmark was destroyed the same year as the Twin Towers, and by a group aligned with al-Qaeda. Introduce the Bamiyan Buddhas:
 

*The world's two tallest standing statues of Buddha were destroyed on March 11, 2001 in Bamiyan, Afghanistan by the fundamentalist Taliban rulers. These statues were a World Heritage Site and extremely important to the cultural heritage of Afghanistan. Six months later (to the day), the Twin Towers were attacked and destroyed. We are going to learn a little more about these amazing statues, and think about what they had in common with the Twin Towers.*
  4. According to the needs and interests of your students, they can learn about the Bamiyan Buddhas in a variety of ways. All of these resources can be utilized as a whole group, in pairs, or individually. See the suggested videos and articles listed under materials.
  5. Create a Venn diagram with students writing "World Trade Center" and "Bamiyan Buddhas" above the two circles. Review the proper use of these diagrams and solicit student ideas for things that could go in the diagrams – for example, the Twin Towers were in NY, the Bamiyan Buddhas were in Afghanistan, and they both were world-famous landmarks. Allow 10-15 minutes for students to complete diagrams, either individually, with partners, or in small groups.
  6. Display "Buddhapada," an **artwork** created by NYC artist Andrea Samelson as a tribute to both the Buddhas and the Twin Towers. This work was submitted the 9/11 Memorial's Artist Registry. Ask: *How does the artist pay tribute to these two landmarks? What do you notice?* After soliciting students' responses, share the artist's statement about her work (posted on the site).
  7. Review the definition and purpose of a memorial: "To honor the memory of a person, place, or event, and to keep its memory and legacy alive for present and future generations." Explain that memorials can take many forms: they can be structures, artwork, or poems, just to name a few. Ask students to identify memorials they are familiar with.
  8. Introduce task: Students will create a written or visual memorial to the Twin Towers, the Bamiyan Buddhas, or both. Introduce them to the materials available for them to work with and explain that they will have approximately 45 minutes to complete this task. Students will also need to create a brief artist's statement, explaining how their work honors the memory of one or both of these landmarks. Students may work in pairs or individually, accordingly to their preference.
- Finally, have students share their memorials, either through individual/partner presentations or a gallery walk. Display student work so that the entire school/community can share in these memorials.

**Evidence of Understanding**

Students' successful completion of Venn Diagrams and Memorial assignment will highlight their understanding of these sites and the symbolism of both.

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**Extension Activities**

- For another lesson examining international monuments and symbolism, see [From the Ground Up](#).