

9/11 MEMORIAL

UNIT: Mourning, Memorializing, and Meaning-Making of 9/11

GRADE LEVEL/S: 9-12

TIME NEEDED: 2-3 sessions

TEACHER: Vincent Soccodato

LESSON TITLE: MUSICAL TRIBUTES

Common Core Standards

SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

How does music help with the healing process?

Lesson Goals/ Objectives

Students will be able to explain how music can affect people during times of emotional turmoil.

Key Terms

N/A

Materials

Computer with internet capabilities

Poster Board

Speakers

Art Supplies

www.911memorial.org

www.911memorial.org/blog/tribute-music-ten-years

http://en.wikipedia.org/wiki/List_of_songs_about_the_September_11_attacks

Background for lesson

Note to teacher: The Wikipedia list contains several songs that are politically charged and contain a variety of different perspectives.

Instructional Activity/ Procedures
(continued)

1. In a class discussion, ask students to share what type of music they like (rock, rap, country, classical, etc). Ask students to explain what music means to them personally. Some questions to consider: *How often and in what situations do they listen to music? Does it evoke emotion from them? Does it have the ability to affect their mood?* Explain that in the weeks and months following the attacks, artists from all musical backgrounds began performing tributes to the victims of 9/11.
2. Direct students to the 9/11 Memorial “Memo Blog” at www.911memorial.org/blog/tribute-music-ten-years. Have students read the story and click on the full list of artists and their songs that memorialize 9/11.
3. After reviewing the list, students will select three songs to analyze. In a class discussion, ask students to answer the following questions:
 - Can they describe common themes or messages found in each song?
 - Who is the artist’s audience?
 - How do you see these songs paying tribute to the victims of 9/11?
4. Divide the class into groups of three. Each group will create their own 9/11 “memorial album” consisting of a minimum of nine songs (each student should choose at least three songs). Students can access a list of songs about 9/11 at http://en.wikipedia.org/wiki/List_of_songs_about_the_September_11_attacks.
Note: Artists cited include Bruce Springsteen, Bon Jovi, The Black Eyed Peas, The Eagles, etc.
5. Using poster board, each group will design an “album cover” commemorating 9/11 and present it to the class. Each presentation should include the following:
 - An explanation of the significance of the artwork used on the album cover. The cover can contain drawings, sketches, photos, words, phrases, etc.
 - Name the artists and songs that were selected. Each student can play a short audio clip from one of his or her chosen songs.
 - Students should explain what their songs are about, and state what was most meaningful to them in the ones they selected.
6. “Album covers” can be hung in the classroom or hallway creating a “9/11 Wall of Tribute.”

Evidence of Understanding

The class discussion, album covers, and group presentations will highlight students’ understanding of the lesson’s goals.

Extension Activities

Create a “Found Poem” reflecting the ideas and emotions found in each song students chose to put on their albums.

Write a song reflecting the events and emotions of 9/11.