

9/11 MEMORIAL

UNIT: Making of a Memorial Museum

GRADE LEVEL/S: 4-5, 6-7

TIME NEEDED: 1-2 sessions

TEACHER: Dena Ann Drobish

LESSON TITLE:

OBJECTS IN A MEMORIAL MUSEUM

Common Core Standards

R 7 Integrate and evaluate content presented in diverse media and formats, 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.

Key Questions/ Issues Addressed

What is a memorial museum?

How can an object tell a story?

Lesson Goals/ Objectives

Students will be able to explain why memory and history can provide value and meaning to objects.

Students will be able to explain how an object can be used to help tell a story.

Key Terms

Artifacts, Curator, Memorial Museum

Materials

Object images: See [Appendix](#)

Lady Liberty Interactive: <http://ladyliberty.national911memorial.org/>

Ground Zero Interactive Timeline: <http://timeline.national911memorial.org/>

9/11 Memorial Museum Collections page: <http://www.911memorial.org/collection>

Background for lesson

For an article linking objects and memory, see: When Memories Set Value of Things by Bill Mitchell: http://objectsandmemory.org/Education/Coll_Rec_review_5_09.pdf.

**Instructional
Activity/
Procedures**

1. Show picture of the damaged keyboard from the presentation (see Appendix). Ask students: *What is shown in this picture? Why would someone save this object?* Have students write their thoughts in a notebook and then share with the class.
2. Explain to students that objects can tell stories. An object can be insignificant to one person and priceless to another. Objects become meaningful to a person when they are associated with a memory.
3. Ask students: *What object is important or special to you? Why is this object so meaningful to you?* Have them write their thoughts in their notebook for a few minutes and then share out their responses. *Are there similarities amongst their objects?*
4. Tell students that you will be showing them artifacts. Students should discuss why they believe each item is significant to the people depicted on the slides.
5. View Pages 2 and 3 in the [Appendix](#). Ask students to consider the significance of the neckties. *How are they similar and different?* Both are presented side by side in on page 4.
Note: One was worn by a survivor on 9/11, the other was used as a tourniquet to help another person.
6. Explain that museum curators decide what a museum collects and what objects become part of a museum's collection.
7. Visit the Interactive Lady Liberty interactive on the 9/11 Memorial Museum website. Discuss how the replica became a spontaneous memorial, adorned with tributes, outside of a firehouse in midtown Manhattan.
8. View and discuss the different items covering Lady Liberty. Ask students: *Why do you think the curators thought it was important to have this be a part of the permanent collection at the 9/11 Memorial Museum? What do you think it will help visitors understand?*
9. View the May 28 and May 30, 2002 entries in the Ground Zero Interactive Timeline (click the Ground Zero link at the top of the page).
10. Ask students: *What is the Last Column? Why is it significant? Why do you think the curators thought it was important to have this be a part of the 9/11 Memorial Museum?* Provide time for students to record their thoughts and ideas. Students should share and discuss.
11. Research the 9/11 Memorial Museum website's Collections section. View images, read relevant background, and listen to oral histories to get a sense of the Museum's collection. *What did they find most meaningful? Why?*
12. Ask students: *Why would individuals donate meaningful objects to a Memorial Museum? Why not keep them at home?* Provide time for students to record and share their thoughts and ideas.
13. For a final writing activity, have students write why they think it is important to have a 9/11 Memorial Museum. *What purpose does it serve?*

Evidence of Understanding

Students will demonstrate understanding through their written and oral responses.

Extension Activities

Students write a detailed paragraph or essay about a significant object in their lives.

APPENDIX A

Collection 9/11 Memorial Museum. Gift of Ira Block.



APPENDIX A
(continued)



Photograph © Suzanne Plunkett

Joe Massian running from the dust cloud after evacuating from the 70th floor of the North Tower



Interior Map of *Windows on the World*. Collection 9/11 Memorial Museum. Gift of Sarrea and Paul Layton, sister and brother-in-law of Jay Robert Magazine

APPENDIX A
(continued)



Tie (used as a tourniquet)



Salvation Army photo ID; Work gloves worn and used at the PS 234 triage center on 9/14/01; Dust mask with filter
Collection 9/11 Memorial Museum. Gift of Vlad Gutkovich

Stuyvesant High School student and Salvation Army volunteer, Vlad Gutkovich

APPENDIX A
(Continued)

**How can two
similar items have
different
meanings?**

