

9/11 MEMORIAL

UNIT: Making of a Memorial Museum

GRADE LEVEL/S: 6-8

TIME NEEDED: 2 sessions

TEACHERS: Adele Goldfinger Black & Karen H. Levine

LESSON TITLE:

ORDINARY OBJECTS – EXTRAORDINARY MEANING

Common Core Standards

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

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

Why do we save objects that are important to us?

How can an object acquire meaning over time?

Lesson Goals/ Objectives

Students will demonstrate their ability to understand how everyday objects can become mementos of an event.

Key Terms

Generations, Memento

Materials

Computer access

Websites

- <http://timeline.national911memorial.org/#/Explore/2>

- <http://turbulence.org/Works/saddest/index.php?id=277>

Background for lesson

N/A

Instructional Activity/ Procedures

- Provide the following journal prompts for your students:
 - List a few objects that you have saved.
 - Why did you save these objects?*
 - What memories do these objects evoke?*
 - Do you have mementos (pictures, photo albums, clothing, jewelry) that at one time belonged to family members from previous generations?
 - Is the value of these objects monetary or do they have some other value to your family? Explain.*
 - How were these objects passed down from one generation to the next?*
 - Why might a person save a pair of shoes?*
- View the following websites:
 - <http://timeline.national911memorial.org/#/Explore/2>
(Listen to the audio, as well as viewing the photos)
 - <http://turbulence.org/Works/saddest/index.php?id=277>
- Having seen shoes that were worn on 9/11 by various people, discuss the following:
 - Why would people think it is important to donate these shoes to the 9/11 Memorial Museum?*
 - Why do you think the Museum considers it is important to display shoes that were worn on 9/11?*
 - Why did Beth post this information about her shoes on a website with the name: "The Saddest Thing I Own"?*
 - What other items might people have saved or donated to the Museum from 9/11?*
- Compare and contrast the stories of the six pairs of shoes.
- Have students journal how everyday objects can become mementos with emotional meaning and resonance.

Evidence of Understanding

Students will display understanding through their responses during the discussion and in their journals.

Extension Activities

- Go to the United States Holocaust Museum (USHMM) websites below:
 - www.ushmm.org/lcmedia/viewer/wlc/photo.php?RefId=85615
 - <http://www.ushmm.org/information/press/press-kits/20th-anniversary/shoes-confiscated-from-prisoners-at-majdanek>
 - <http://digitalassets.ushmm.org/photoarchives/detail.aspx?id=1043162>
 - <http://osd.dtic.mil/news/Mar2001/200103164e.jpg>

**Extension
Activities**
(continued)

2. Read and discuss the quote that appears on the wall opposite the shoe exhibit at the USHMM:

“We are the shoes, we are the last witnesses. We are shoes from grandchildren and grandfathers from Prague, Paris, and Amsterdam. And because we are only made of fabric and leather, and not of blood and flesh, each one of us avoided the Hellfire.”
3. *How does this quote relate to the story of the 9/11 shoes?*