

A PLACE OF REMEMBRANCE

Study Guide

Grade Level: 8-12

9/11
MEMORIAL

This study guide serves as an educational supplement to *A Place of Remembrance*. Written for upper middle and high school students, the guide poses questions exploring the key themes and issues presented within each chapter. Extension questions are also offered for more sustained research opportunities. As with the majority of our materials, this guide is aligned with the Common Core Standards.

For more materials, including lesson plans, guides, and tools for teaching about 9/11, go to 911memorial.org/teach-learn.



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.

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.

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.

Key Questions

A GLOBAL ICON

What motivated the initial idea for the World Trade Center?

What were some of the criticisms of Yamasaki's design?

What are the origins of Battery Park City?

The writers discuss the Twin Towers "finding their way into the hearts of many as undeniable icons." What did they come to symbolize?

What happened on February 26, 1993?

Extension Question: See pages 38-39 for "World Trade Center by the Numbers." Did any figures surprise you? Research other notable skyscrapers – how do these numbers compare to others around the world?

THE DAY THE WORLD CHANGED

Describe what happened on 9/11.

Look closely at the image on pages 48-49. What do you notice? What does this picture tell us about 9/11?

What is a first responder?

Why did the Vesey Street staircase become known as the "Survivors' Stairs"?

Extension Question: Research one person mentioned in this chapter and write a short biography using outside sources.

FROM RESCUE TO RECOVERY

People responded to the attacks in myriad ways, many offering their expertise to help in the rescue, recovery, and relief effort. Describe an example and why that specific skill was necessary in the aftermath of the attacks.

How did the efforts on the site shift over time?

Why did officials feel it important to open the stock market on the Monday following the attacks?

In the aftermath of the attacks, disputes arose as different constituencies dealt with the immense tolls of the attacks, recovering the remains of victims, and cleaning up the site and its surrounding areas. Describe one of these disputes and how it was resolved. Do you agree with the outcome? Why or why not?

What is the “Last Column”? Describe its importance and symbolism.

What is the significance of the photograph on page 87? What are the implications of no remains being found for many of the victims?

Extension Question: Research the Zadroga Bill. How is it related to the rescue, recovery, and clean-up efforts?

THE IMPULSE TO MEMORIALIZE

The authors include a quote by memorial scholar Edward Linenthal stating that the act of memorializing victims, “is a protest, a way of saying, ‘We will not let these dead become faceless and forgotten.’” Do you agree with this statement? Include evidence to support your position.

What were ways in which individuals and communities memorialized 9/11 in the days and months following the attacks?

What is the LMDC and why was it created?

On page 109, the authors include the following quote by John Whitehead: “This is what the terrorists didn’t understand. This is what they didn’t know. It’s absolutely beautiful.” Who is John Whitehead and what is he referring to?

Describe the process and its underlying principles for choosing the master plan for the site.

Extension Question: There were many ideas for how to rebuild the site in the aftermath of the attacks. Discuss various proposals for what should have been included. How would you have designed the master plan? What would you have included or not included? Why?

ENVISIONING THE MEMORIAL

How did other memorials help guide the 9/11 Memorial design process?

Why do you think Maya Lin felt “extremely scared” as the process began?

Why did the jurors decide to make the international competition anonymous until the last rounds?

The chapter begins with the question: “For whom are we creating this memorial?” Based on the process instituted by the jurors and advisors, how do you think they would answer that question? How would you answer that question?

Extension Question: Listen to James Young, one of the Memorial jurors, discuss the design and selection process on the *Exploring 9/11* webcast and complete the associated study guide here: 911memorial.org/memory-and-memorialization-3

REFLECTING ABSENCE

Why did the Memorial jurors select *Reflecting Absence* as the winning design?

How did Michael Arad's design change from his original submission?

What was the International Freedom Center and why was it controversial? Describe the controversy and its resolution. Do you agree with the outcome? Why or why not?

What is the significance of the quote: "No day shall erase you from the memory of time"?

Extension Question: Victims' family and preservationists successfully advocated for key features of the original World Trade Center to be listed in the *National Register of Historic Places*. Research the *Register*. What are criteria for being included? Why was this request unique? List arguments both in support of and against preserving these features. Which side do you agree with? Why?

THE NAMES

Define "meaningful adjacencies" and describe how this idea determined the ordering of the victims' names around the Memorial pools.

Provide an example of a meaningful adjacency and how it would be challenging to fulfill if the names were arranged more conventionally.

Describe the tensions concerning the listing of the first responders' names. Do you agree with the designers' solution? Why or why not?

What does Michael Arad mean when he says that the "edge of the voids is the most highly charged space in the memorial"?

Extension Question: Visit names.911memorial.org to view the interactive guide to the names on the 9/11 Memorial. On this page, you can view the arrangement as it appears on the Memorial, along with the requested adjacencies made by the victims' families. Spend time exploring the names and research the adjacencies made for a specific victim. What were the reasons behind the request/s? Were the victims' coworkers, friends, or partners? Were they related? Did they meet on 9/11? Find specific stories or information that help you understand these connections between victims and write a short essay explaining these relationships.

BUILDING THE MEMORIAL

The authors discuss the required coordination with other "megaprojects" on and around the World Trade Center site. What is a megaproject and how did the presence of so many complicate the building process?

What thinking informed the selection of the trees for the Memorial? Why did many think they were important for the design?

Which artifacts were lowered into the Museum before its opening? Why was this process necessary?

Pick one element of the Memorial design to research; for example, the pools, names parapets, trees, or waterfalls. Describe the process, challenges, and solutions for building your specific element. What choices did the designers make? What guided their decisions? What features are hidden from view?

Extension Question: Read through the facts on pages 214-215. Pick one figure and present the information visually in an interesting way. Some questions to keep in mind: Why is your fact interesting? Are there similar examples, connected or unconnected to the World Trade Center, to which you can compare your fact? What are they, and how do they provide context for your fact?