

9/11 MEMORIAL

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

GRADE LEVEL/S: 6-8

TIME NEEDED: 2 sessions

TEACHER: Adele Goldfinger Black

LESSON TITLE: QUILTING: AN AMERICAN PROJECT

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.

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

W 1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Key Questions/ Issues Addressed

How can a craft act as a form of memorialization?

How has quilting evolved throughout American history?

Lesson Goals/ Objectives

Students will be able to explain how visualizing the names of the 9/11 victims can serve as an act of memorialization

Key Terms

Memorialization, Quilting

Materials

Computer access

Story of the Quilts:

http://news.nationalgeographic.com/news/2003/09/0909_030910_911quilt.html

Audio of Bonnie Clark:

www.911memorial.org/tribute/america-911-memorial-quilts-project

9/11 Memorial Quilts website: www.911memorialquilts.com

www.cnn.com/SPECIALS/2001/memorial/lists/by-name

www.nytimes.com/interactive/us/sept-11-reckoning/portraits-of-grief.html

Background for lesson

Jeannie Ammerman and Bonnie Clark did not lose any family members or friends on 9/11, but felt moved in the days afterward to honor the memories of those killed.

**Instructional
Activity/
Procedures**

1. Provide the following journal prompt: *Do you (or did you ever) have a childhood object that provided comfort or special meaning? If so, how does it (or did it) make you feel to hold/see it?*
2. Tell students that they will examine something created in the aftermath of 9/11 to provide comfort. Play the audio of Bonnie Clark:
www.911memorial.org/tribute/america-911-memorial-quilts-project
3. Read the National Geographic article about the quilt:
http://news.nationalgeographic.com/news/2003/09/0909_030910_911quilt.html
4. View photos of the quilts: www.911memorialquilts.com.
5. Discuss the following with students. The questions can be answered in a class discussion or as a writing activity:
 - *Can you think of a time during American history when quilting may have played an important role in the lives of women?*
 - *How can a physical object (such as a quilt) provide emotional comfort? Can it help in the process of healing? How?*
 - *Why was it important to include the families of the victims and let them choose a photo to represent their loved one?*
 - *“These are people, not pictures.” How does this statement capture the mission of the quilt?*
 - *Why is it important to put a “face” to the names of the victims?*
 - *Do you think it is important for future generations to know about the lives of the victims? Why?*
 - *Why do you think it was important that individual people around the country were involved in creating the quilt?*

**Evidence of
Understanding**

Students will display understanding through the class discussion and journal prompts.

**Extension
Activities**

“Adopt” a victim who was killed on 9/11 and learn about her/his life (see the CNN or NYT website above for names and short biographies). “Introduce” them to your classmates via a narrative, musical piece, artwork or poetry.

Using paper squares, construct a class memorial quilt using art or poetry to commemorate 9/11.