

# 9/11 MEMORIAL

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

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GRADE LEVEL/S: 6-8

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TIME NEEDED: 2 sessions

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TEACHER: Vernoy Joret Paolini

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LESSON TITLE:

## TRIBUTE IN LIGHT

### Common Core Standards

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

**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.

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

**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.

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### Key Questions/ Issues Addressed

Why are tributes and memorials important to individuals and communities?

What do the nature of tributes and memorials and the type of people and events they honor tell us about the values of the people who created them?

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### Lesson Goals/ Objectives

Students will become familiar with the history of the Tribute in Light.

Students will recognize the significance of public works of art.

Students will further understand the need for people to create memorials.

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### Key Terms

Memorial, Tribute, Tribute in Light

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### Materials

Tribute of Light history: <http://mas.org/tribute-in-light-project-history>

Tribute of Light Powerpoint with images (see attachment to lesson). If no computer available, print out the Powerpoint and distribute hard copy of the photos.

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### Background for lesson

Tribute of Light was created by the artists, Julian Laverdiere and Paul Myoda.

### Instructional Activity/ Procedures

1. Brainstorm definitions of “tribute” individually or in small groups.  
Possible responses include: A gift, payment, declaration, or other acknowledgment of gratitude, respect, or admiration; A tribute recognizes the merits of a person or event.
2. View the Tribute in Light Powerpoint prior to discussion. Hard copy images can be substituted. Students can contribute to this, as well.
3. Research the artists and their past work. They predicted that their artistic rendering of the towers would foster hope, unity, healing, and understanding. Ask students: *Do you think it succeeded in doing so? If so, how was this success demonstrated?*
4. Research how the location for these lights was chosen. Ask students: *Why was the location important to consider? How many lights are used? How far away can they be seen? How long should this annual tribute continue? Why?*
5. Have students interview adults as to their reaction to Tribute in Light. Discuss the positive and negative reactions: *Do you think that most people appreciate this tribute?* Please support your findings.
6. Provide the following prompts for students. These can be the basis for a class discussion or a written activity, with each serving as its own essay question:
  - *Are tributes important and/or necessary in the aftermath of an event such as 9/11? What value does a tribute hold?*
  - *In your opinion, what drives someone to create a tribute such as this? Does a tribute have to be initiated by someone who has a personal experience with the event? Is it more meaningful if the creator was personally involved? Support your opinion.*
  - *Do you think an artistic work such as the Tribute in Light helps people to heal, or conversely, does not allow them to forget? What is the difference? What influences your opinion?*
  - *Is there an event that you believe should have a tribute that does not currently have one? In your opinion, what is the importance of this event and why would a tribute be appropriate?*

Note: Stress to students that tributes are not just created for historical events, such as 9/11. They can also remember a personal event or person in their own life.

  - A memorial is often related to a tragedy, i.e. 9/11 Memorial, Martin Luther King Memorial, Titanic Memorial, Lincoln Memorial, United States Holocaust Memorial Museum. *Is there a difference between a memorial and a tribute? If so, how would you define it?*
7. After discussing student ideas and definitions of “tribute,” students develop/create their personal tributes to either 9/11 or another chosen event. Make sure the students include the history of the event, relevant maps and individuals involved, and the personal relevance to the student.

**Instructional Activity/ Procedures**  
(continued)

8. Display the tributes for other classes or the school community. Providing paper and pens, ask observers to share their reactions in books or on a mural. Use comments to create a memorial book or presentation. Place in school or community library.
9. As a follow up to the display, students share their personal reactions to the process and to the tributes created by their classmates.

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**Evidence of Understanding**

Students will be evaluated on their oral responses during the discussions, their written responses, and the personal tribute activity.

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**Extension Activities**

In the past, the lights in this tribute have attracted thousands of birds, creating confusion in their migration. *Should Tribute in Light be continued or curtailed to save the birds? Is there another plan that would both honor the victims of 9/11 and protect the birds, as well?*

See: [blogs.discovery.com/animal\\_news/2010/09/should-the-911-tribute-of-light-be-shut-down-to-save-birds.html](https://blogs.discovery.com/animal_news/2010/09/should-the-911-tribute-of-light-be-shut-down-to-save-birds.html). After reading this article, determine if this tribute is the only thing negatively affecting migrating birds. *Should all potential threats to wildlife, including birds, be eliminated? If they were eliminated, what problems might be created by its removal?*