

Looking at Memorials

Parent Guide, page 1 of 1

Read the “Directions” sheet for step-by-step instructions.

SUMMARY

In this Take a Trip activity, you and your child will learn about how memorials tell stories, then visit a memorial in your own town.

WHY

Visiting a place outside of school can help children understand how history and ideas connect to the real world. Learning outside the classroom can also inspire children to ask more and better questions about the world around them.

TIME

- 50 minutes or more

CHALLENGE WORDS

- *memorial*: something (especially a monument) that keeps alive the memory of a person or event

GET READY

- Read *The Little Chapel That Stood* together. *The Little Chapel That Stood* retells the events of the September 11, 2001, terrorist attacks through illustrations and poetry. The book is available in print or online at (http://www.abc Curtiss.com/graphics/books2/l_chapel/little_chapel1.htm). Feel free to elaborate or skim over parts of the story to fit the needs and interests of your child. For tips on reading this book together, check out the [Guided Reading Activity](http://americanhistory.si.edu/ourstory/pdf/sept11/sept11_reading.pdf) (http://americanhistory.si.edu/ourstory/pdf/sept11/sept11_reading.pdf).
- Read the *Step Back in Time* sheets.

YOU NEED

- *Directions* sheets (*attached*)
- *ThinkAbout* sheet (*attached*)
- *Step Back in Time* sheets (*attached*)
- Computer with Internet (*preferred*)
- Transportation (*possibly*)

More information at <http://americanhistory.si.edu/ourstory/activities/sept11/>

Looking at Memorials

Step Back in Time, page 1 of 2

For more information, visit the National Museum of American History website <http://americanhistory.si.edu/ourstory/activities/sept11/>.

September 11, 2001, will be remembered as one of the most shocking days in American history. *Terrorists hijacked* four airplanes and used them as weapons against the United States. The attacks destroyed the World Trade Center, harmed the Pentagon, and killed more than 3,000 people.

- The World Trade Center was a group of office buildings in New York City, famous for its Twin Towers that were 110 floors tall. The World Trade Center was hit by two planes.
- The Pentagon is a huge office building near Washington, D.C. where workers and members of the armed forces plan and support the American military. The Pentagon was hit by one plane.
- A fourth plane, Flight 93, was also *hijacked*. Some passengers heard by phone that other *hijacked* planes were being used as weapons, so they organized and stormed the cockpit of the airplane. Ultimately Flight 93 crashed in an open field near Shanksville, Pennsylvania, killing everyone on board. Officials believe the *hijackers* had been planning to crash into a building in Washington, D.C.

Immediately after the attacks, first responders, including police officers, firefighters, members of the military, and emergency medical workers, raced to the attack sites to rescue survivors and offer help to people at the sites. Many first responders were hurt or killed as a result of the attacks on September 11, 2001.



This photograph, taken by firefighter Jon Culberson, is one of the first images of the Pentagon shortly after the terrorist attack.

Looking at Memorials

Step Back in Time, page 2 of 2

Following the *terrorist* attacks of September 11, children and adults from across the country felt a strong need to aid and show support for the first responders and rescue workers at the three crash sites. Warm notes from supporters were comforting to the workers who had very hard jobs to do. In addition, many individuals across the country responded by making art and jewelry that was specifically related to the sites of the attacks or generally *patriotic*.

In response to the attacks by al Qaeda, an international *terrorist* group, America began to lead a war against *terrorism* that has included fighting in places such as Iraq and Afghanistan.

- *terrorism*: the use of violent actions to frighten people as a way of trying to achieve a political goal (Terrorists are people who use terrorism.)
- *hijack*: to take control of (an aircraft) by force
- *patriotic*: having or showing great love and support for your country



With over 16,000 military employees, the corridors and offices of the Pentagon are filled with uniformed soldiers from the Army, Navy, Air Force, Marines, and Coast Guard. Baseball-style caps like these are authorized for wear on board ship, and are traditional souvenirs of vessels visited or served on. These two hats were recovered from the Pentagon after the attacks on September 11, 2001.

Looking at Memorials

Directions, page 1 of 2

For adults and kids to follow together.

1. Talk together about the events of September 11, 2001. Use either *The Little Chapel That Stood* book or the *Step Back in Time* sheets as the starting point of your discussion.

2. Talk about the meaning of the word “memorial.” If you wanted to remember the events of September 11, 2001, what words or pictures would you want to use? Would you want to remember the sad events of the day, the positive ways people responded, or both?

3. Visit the Pentagon Memorial website (<http://pentagonmemorial.org/explore/interactive-map>).

4. After exploring the pictures and written descriptions of the Memorial, use the *ThinkAbout* sheet to take notes on the Pentagon Memorial for September 11, 2001.

5. Find a memorial in your community.
 - Many civic centers or libraries have memorials in their buildings or on their grounds.
 - Call your city or state Department of Parks and Recreation to find out if there is a memorial near you.

Tip For this activity, the focus is on memorials that are relatively unchanging places, such as statues, monuments, or park areas.

6. If possible, do a bit of research into the topic of your chosen memorial. For example, if you are visiting the local World War II memorial, refresh your memory

Looking at Memorials

Directions, page 2 of 2

on World War II by visiting the *Price of Freedom: Americans at War* online exhibition to watch the short video overview (<http://americanhistory.si.edu/militaryhistory/exhibition/flash.html>)

7. Visit your chosen memorial together. Use the *ThinkAbout* sheet to record your observations.

Tip Sometimes people leave flowers or drawings at memorials as ways to honor the memory of a person or event. Consider if you would like to leave something at the memorial and plan appropriately.

8. Compare your chosen memorial to the Pentagon Memorial. Looking at your *ThinkAbout* sheet, in what ways are the two memorials similar? How are they different?
-

9. (*Optional*) If you and your child are especially interested in thinking about memorials, return to thinking about a memorial for September 11, 2001. Create a third column on your *ThinkAbout* sheet and describe your own ideas for a memorial about September 11, 2001. If you have the time and materials, consider either sketching the memorial's design or create your very own memorial to September 11, 2001.
-

Looking at Memorials

ThinkAbout for Exploring a Memorial

Memorials are things (especially monuments) that keep alive the memory of a person or event. Some memorials are large, like the Washington Monument in Washington, D.C. Some are very small, like a marker on the highway where someone had a car crash.

Some memorials are mostly for simply looking at and thinking about, like statues, sculptures, or plaques. The questions below will work best with this kind of memorial.

Other memorials are buildings or places where people take part in an activity, like memorial museums, parks, hospitals, or gardens. It can be much more difficult to learn about the meanings of these kinds of memorials.

	PENTAGON 9/11 MEMORIAL	YOUR CHOSEN MEMORIAL
What memory is the memorial keeping alive?		
Where is the memorial located? Does the location have a special meaning for the memory that is being kept alive?		
Is there writing on the memorial? If so, what does it say?		
What symbols are used on the memorial? Do those symbols have a special meaning for the memory that is being kept alive?		
When a person visits the memorial, what can she or he do? (sit, walk around, touch)		
Make a sketch or take a photograph of a part of the memorial that you think is interesting or beautiful.		

Looking at Memorials

Teacher Guide, page 1 of 1

Read the “Directions” sheets and “Parent Guide” for step-by-step instructions.

OBJECTIVES

The students will be better able to:

- Describe a memorial.
- Compare and contrast.

STUDENT PERFORMANCE CRITERIA

- Accurately describes a location or experience.

STANDARDS

NCHS History Standards

K-4 Historical Thinking Standards

2A: Examine local architecture and landscape to compare changes in function and appearance over time.

4A: Formulate historical questions.

4B: Obtain historical data from a variety of sources.

K-4 Historical Content Standards

2A: The student understands the history of his or her local community.

4E: The student understands national symbols through which American values and principles are expressed.

21st-Century Skills

Learning and Innovation Skills

- Critical Thinking and Problem Solving

Information, Media, and Technology Skills

- Media Literacy

More information at <http://americanhistory.si.edu/ourstory/activities/sept11/>