

Responding and Remembering Through Art

Parent Guide, page 1 of 1

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

SUMMARY

In this activity, you and your child will look at ways artists and members of the public responded to the events of September 11, 2001. You will then use images of those responses to create a digital memorial of photographs.

WHY

Children can feel powerless in the face of difficult situations. By exploring some examples of adults using art to share their emotions about September 11, 2001, children can gain familiarity with artistic expression as a way of coping with a difficult situation.

RECOMMENDED AGE GROUP

This activity will work best for children in 3rd through 5th grades.

TIME

- 30 minutes

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](http://www.abcurtiss.com/graphics/books2/l_chapel/little_chapel1.htm) at (http://www.abcurtiss.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*)
- *WebQuest Sources* sheet (*attached*)
- *Step Back in Time* sheets (*attached*)
- Computer with Internet

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

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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.

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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.

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For adults and kids to follow together.

1. Together, use the [WebQuest Sources](#) sheet to look at a few of the ways people have chosen to remember the events of September 11, 2001.

Tip The artifacts selected on the Web Quest Sources list were specifically chosen. Some of the other artifacts and stories on the *Bearing Witness* site might be disturbing to a young child. If you choose to explore the site with your child by clicking on the “related objects,” the menus, or “Tell Your Story,” please preview the materials to make sure you are comfortable sharing them with your child.

2. While looking at the [WebQuest Sources](#) together, consider using the TalkAbout questions at the bottom of the page to learn more from each artwork.

3. As you explore, save pictures of any of the artifacts and supporting materials that you think are especially interesting or appealing. Create a folder on your computer with all of the images you select.

Tip Save an image by left clicking on it once, to open it up in its largest size, then right click on that larger version. Select “save image as” or “save picture as” to save it to your computer.

4. Download the free collage-building program from [ShapeCollage.com](#). Save it to your computer and install it.

Tip ShapeCollage has an online version (<http://www.shapecollage.com/online/>), if you cannot download the program on your computer. The online version has fewer features and may be difficult to use, especially since it does not allow you to show a picture more than once.

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Tip For tips on using ShapeCollage for this project, watch our tutorial (<http://americanhistory.si.edu/ourstory/v/shapecollage.html>) or the tutorial from ShapeCollage (<http://www.youtube.com/watch?v=iMrSkUzg7ws>).

5. Create a collage using pictures of the artworks you downloaded from the site. Consider what shape or letters you will use as the outline.

6. Since all of the pictures you used in your collage came from the National Museum of American History, it would be a good idea to write the Museum's name on your collage. If you ever want to see the pictures again or remember their stories, you'll be glad you wrote down the note!

Tip This reminder about ethical use of web resources may seem overly academic for a home activity, but consider it an opportunity to reinforce the lessons that your child hears at school.

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WebQuest Sources

<http://americanhistory.si.edu/september11/collection/record.asp?ID=110>

Americans Side by Side poster

<http://americanhistory.si.edu/september11/collection/record.asp?ID=112>

Rise Above poster

<http://americanhistory.si.edu/september11/collection/record.asp?ID=115>

9.11.01 Silkscreen print

<http://americanhistory.si.edu/september11/collection/record.asp?ID=159>

Commemorative engravings

<http://americanhistory.si.edu/september11/collection/record.asp?ID=95>

Artist's Scrapbook

<http://americanhistory.si.edu/september11/collection/record.asp?ID=148>

Navajo commemorative earrings

TALK ABOUT

- Many of these artworks are made up out of smaller items or words. Which ones have small parts that tell a story together?
- Which of these artworks use words? Which don't? What do the words say?
- What do you think the artist was trying to communicate by creating this artwork? Sadness, fear, hope, pride in America? How can you tell?
- If you were going to make art to remember September 11, 2001, which of these examples do you think would be most like your art?
- Which of the artworks incorporates American symbols, such as the flag, the Statue of Liberty, or red, white, and blue? Think of other places you see those American symbols in your daily life.
- Which of the artworks is specifically about one of the crash sites? Which ones are more general?

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

OBJECTIVES

The students will be better able to:

- Identify emotions associated with the events of September 11, 2001.
- Make connections between artworks and communication of emotions.

STUDENT PERFORMANCE CRITERIA

- Identifies emotions communicated in works of art and supports conclusions based on specific features or details.

STANDARDS

NCHS History Standards

K-4 Historical Thinking Standards

2H: Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

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

K-4 Historical Content Standards

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

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