

## Participant Lesson Plan

**Title:** *Memorials and Their Meaning*

**American Treasures Collection:** September 11, 2001: Do You Remember?

**Grade Level:** Grade 6

**Time Frame:** 2-3 weeks in 50 minute periods

**Subject:** History and Language Arts

**Historical Era:** [Era 10: Contemporary United States \(1968-present\)](#)

**Primary Source Format(s):**

Photographs, Newspaper Articles, and Posters

**Secondary Source Format(s):**

Video: Symbols in America, Books relating to September 11, 2001

**Teacher Name:** Amy Pohodich

**Email Address:** AmyLPohodich@hotmail.com

**Date:** 9/24/2008

**School District:** Teaching With Primary Sources Waynesburg University

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**National Center for History in the Schools Historic Era:**

United States History Era 10: Contemporary United States (1968 – Present)

<http://nchs.ucla.edu/standards/era10.html>

World History Era 9: The 20<sup>th</sup> Century Since 1945: Promises and Paradoxes

<http://nchs.ucla.edu/standards/worldera9.html>

**Pennsylvania Academic Standards:**

1.2.5A Read and understand essential content of informational texts and documents in all content areas

- Differentiate fact from opinion within text.
- Distinguish between essential and nonessential information within a text.

- Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on text.
- Analyze text organization and content to derive meaning from text using established criteria.

#### 1.6.5A Listen to Others

- Ask pertinent questions.
- Distinguish relevant information, ideas and opinions from those that are irrelevant.
- Take notes when prompted.

#### 1.6.5E Participate in small and large group discussions and presentations

- Participate in everyday conversation.
- Present oral readings.
- Deliver short reports (e.g., Show-and-Tell, field trip summary).
- Conduct short interviews.
- Plan and participate in group presentations.

#### 1.8.5C Understand Historical Research

- Evaluate the usefulness and qualities of the sources.
- Facts, folklore and fiction
- Formation of historical questions
- Primary sources
- Secondary sources
- Conclusions (e.g., storytelling, role playing, diorama)

#### **Objectives:**

- 1) The students will be able to analyze primary sources to learn about the events, victims, heroes, and emotions of September 11, 2001
- 2) The students will be able to design a memorial to commemorate, honor, and remember this day in American History.

#### **Learning Activities:**

**Focus Activity:** Begin the lesson by reviewing the definition of a symbol. Then have the students watch the short video titled Symbols of America (about 30 min). When the video is complete, ask the students what symbols of America the video discuss? In what ways

can memorials symbolize people, ideas, or events? Ask students if they can name other symbols of America that were not included in the video and create a class list on the board.

**Inquiry Activity:** Have students share what they learned from the video about the symbolism of the Statue of Liberty. What does this statue symbolize to Americans, immigrants, and people elsewhere in the world? Why was it placed in New York Harbor? What do specific parts of the statue symbolize (its size, broken chains, torch, and seven rays of light in the crown, the direction the statue faces, and the words on the tablet)? Discuss with students why people who design monuments give so much time and thought to symbolism. Why do they think we visit these monuments?

Explain to students that the Statue of Liberty symbolizes the idea of freedom, but monuments can also help us remember people and historical events. Share Primary Sources on the Statue of Liberty. Have student's refer back to and expand on the class list created from the previous day. Using the examples in the list, have students brainstorm why it might be important for Americans to have monuments that symbolize people and events.

**Application Activity:** As a class, make a list of events that have occurred during their lives that would be important for future generations to remember. The terrorist attacks on September 11, 2001, will most likely be mentioned. From here, ask the students about all the items on the list (save Sept 11<sup>th</sup> for last) and why they feel these moments and structures are important for future generations to remember.

\* From this point, your focus will be based on what happened on September 11, 2001. (Please use judgment when modifying for younger students, the items you select to share with the students as you will not know the emotional impact it will have on them.)

Ask the students why they think it is important for future generations to remember September 11?

Discuss with the students what happen on this day and ask them if they can remember what they were doing at the time. (Many students will have no recollection of this event because they were too young to remember or did not understand what was going on). Explain that one way to learn about events that happened in

our countries history is by reading and viewing primary sources. Describe a primary source as one that reflects the individual viewpoints of a person that was present at the event or an observer to that event. They are original documents and objects that were created at the time the event took place and can be things like newspaper and magazine articles, photographs, essays, journals, video and sound clips, interviews, or anything else created at the time of the event. Have students review primary sources about September 11, 2001 that you have screened and selected I would recommend about 30-40 sources for the students to choose from and use (see below in the bibliographic organizer)

Allow time for the students to view the resources and discuss them in a small group. Have the students use the photo analysis worksheet to document their thoughts and feelings, to describe the photo and also to cite their sources accurately so we can find them at a later date. Using information from these sources, the students will create three lists about September 11: events, people, and emotions and ideas. (You will later have the students come together as a class to create three class lists like they did while in their small groups. See next paragraph.)

Once the students have had some time to explore the sources and create their lists, call them together and discuss what they have learned from the sources and their understanding of what took place that day. (It is important to see what they already know about a situation before sharing what you know). Make a class list for each of the three areas for the students to reference while working on their assignments. You also can incorporate the information from their personal stories they shared with the class.

Once the discussion is complete, tell the students that they will get back into the same groups when they viewed the resources. Inform the students that like the people that built the statue of liberty to represent the idea of freedom, the groups will be planning and creating memorials that commemorate the events, victims, heroes, and emotions of September 11, 2001. Students can use their photo analysis worksheets, class discussion posters, and the primary sources as a guide during the planning stages of their memorial. Brainstorm with the students to help get the creative juices flowing and to point them in the right direction.

To help the students understand what is being asked of them, show the students pictures of memorials that were created by students and adults after the attacks on September 11, 2001. Discuss the memorials with

the class asking what these memorials are displaying, what their feelings could have been while designing the memorials, and what the memorials represent today.

Next, have the students get into groups to brainstorm the type of memorial they feel would best commemorate the events, victims, heroes, and emotions of September 11, 2001. Then have the students create their memorial plan.

Their memorial plans should include the following:

- A sketch of the design and a physical description, size specifications, colors, and building materials.
- A proposed location for their memorial and an explanation for why this is the best location.
- A Description on how their memorial captures the events and emotions of September 11, 2001.
- Information from at least three primary sources that helped to inspire their design.

Once students have completed their plans, they will be able to create a model of their memorial to share with other classes in a classroom display. Their memorial should also include a written explanation covering the information and inclusions written above.

When students have created small models of their memorials, the groups will have the opportunity to present them in front of the class. Memorials can be created in the form of a diorama, clay models, a painting, or any representation you approve for your class. (Another possibility would be to collaborate with your buildings Art teacher to gain ideas of what types of models can be created and build them in art class with the Art teachers providing assistance and guidance.)

\*If you choose to collaborate be sure to stop down in the art room while your students are there providing support to both the students and the Art teacher.

### **Assessment:**

When working in Groups, students will be evaluated based on this point rubric.

- **Eight to Ten points:**
  - Students worked cooperatively in groups; were able to find and use 3 or more primary sources as a research tool
- **Five to Seven points:**
  - Students worked somewhat cooperatively in groups; were able to some extent to find and use 2 primary sources as a research tool
- **One to Four points:**
  - Students did not work cooperatively in groups; were not able to find and use one primary sources as a research tool

When evaluating students Memorial Plans, the design plan should incorporate the following criteria. Each section is worth 25 points.

- A sketch of the design and a physical description, size specifications, colors, and building materials.
- A proposed location for their memorial and an explanation for why this is the best location.
- 3-5 page paper describing how their memorial captures the events and emotions of September 11.
- Properly documented information from at least three primary sources that helped to inspire you design with a photo analysis worksheet for each source used
- The groups three lists about September 11, 2001: events, people, and emotions and ideas.
- During the students presentation of their memorials each student will have a checklist (see below) to evaluate their peers
  1. Teachers Evaluation Page also included

\*Student evaluation checklist with reflective comments will be turned in by each individual in the classroom. Once reviewed by the teacher, they will be handed to the designated group for review by the group members.

The Teachers Evaluation will be worth 30 points and added to the students score at the end of the presentations

Points can be taken off for designs that do not meet all six criteria listed above and are disorganized or incomplete.

Total Points Possible for this assignment: 190

**Assessment Tool(s):**

Photo Analysis Worksheet

**What Do You See?**

Photographic Analysis – Middle/High School

Objective Deconstruction	Subjective Observation	Prior Knowledge	Deduction
Describe what you see in the photograph—the forms and structures, the arrangement of the various elements. Avoid personal feelings or interpretations. Your description should help someone who has not seen the image to visualize it.	Describe your personal feelings, associations, and judgments about the image. Always anchor your subjective response in something that is seen. For example, "I see..., and it makes me think of..."	Describe prior knowledge that you can associate with this image including prior experience, study, assumptions, and intuitions.	What can you conclude about this photograph?
Questions: What questions does this photograph raise? What else would you need to know?			

**Student Presentation Checklist:**

**Oral Presentation Rubric : Memorial Presentations September 11, 2001**

**Peer Evaluation**

Teacher Name: \_\_\_\_\_

Memorial Name: \_\_\_\_\_

Group Members Names: \_\_\_\_\_

\_\_\_\_\_

CATEGORY	4	3	2	1
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Stays on Topic</b>	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
<b>Collaboration with Peers</b>	All group members took turns speaking during the presentation.	Most group members took turns speaking during the presentation.	Two group members took turns speaking during the presentation.	One group member was responsible for the entire presentation.
<b>Reflective Comments for the Group</b>				
<b>Questions for Group Members that Were Not Answered During the Presentation</b>				



**Teachers Evaluation Rubric:**

**Groups Oral Presentation Rubric : Memorial Presentations September 11, 2001**

**Teachers Evaluation**

Memorial Name: \_\_\_\_\_

Group Members Names: \_\_\_\_\_

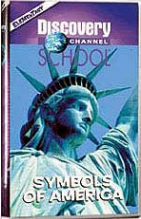




(2 points)



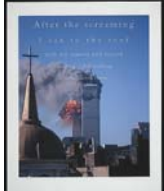


CATEGORY	4	3	2	1
<b>Attire</b>	Business attire, very professional look.	Casual business attire.	Casual business attire, but wore sneakers or seemed somewhat wrinkled.	General attire not appropriate for audience (jeans, t-shirt, shorts).
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Uses Complete Sentences</b>	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.







<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
<b>Comprehension</b>	Students are able to accurately answer almost all questions posed by classmates about the topic.	Students are able to accurately answer most questions posed by classmates about the topic.	Students are able to accurately answer a few questions posed by classmates about the topic.	Students are unable to accurately answer questions posed by classmates about the topic.
<b>Project Criteria</b>	All Six Requirements Were Covered During the Presentation	Five Requirements Were Covered During the Presentation	Four Requirements Were Covered During the Presentation	Three or Less Requirements Were Covered During the Presentation
<b>Use of Primary Sources</b>	At Least 3 Primary Sources that helped to Inspire the Groups Design were Shown and Briefly Discussed	At Least 2 Primary Sources that helped to Inspire the Groups Design were Shown and Briefly Discussed	At Least 1 Primary Source that helped to Inspire the Groups Design was Shown and Briefly Discussed	No Primary Sources that helped to Inspire the Groups Design were Shown or Briefly Discussed

## Bibliographic Organizer

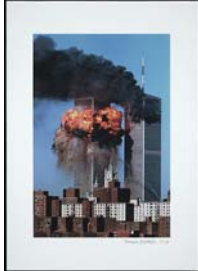


**Title of Lesson: Memorials and Their Meaning**



Thumbnail Image	Title	Library of Congress URL
<b>Primary sources</b>	<b>For The Statue of Liberty</b>	<b>to use with the video</b>
	Symbols of America VHS	Introduction to lesson
	Head of Statue of Liberty on display in park in Paris	<a href="http://hdl.loc.gov/loc.pnp/cph.3a53268">http://hdl.loc.gov/loc.pnp/cph.3a53268</a>  [Head of Statue of Liberty on display in park in Paris]Illus. in NB553.B3 A3 Case Z [P&P]  LC-USZ62-18086 (b&w film copy neg.)
	Colossal hand and torch "Liberty"	<a href="http://hdl.loc.gov/loc.pnp/ppmsca.02957">http://hdl.loc.gov/loc.pnp/ppmsca.02957</a>  Colossal hand and torch "Liberty" LOT 7756 (S) [P&P]
	Statue of Liberty enlightening the world, New York Harbor	<a href="http://hdl.loc.gov/loc.pnp/cph.3a04881">http://hdl.loc.gov/loc.pnp/cph.3a04881</a>  Statue of Liberty enlightening the world, New York Harbor U.S. GEOG FILE - New York--New York City--Statue of Liberty <item> [P&P]
	Liberty enlightening the world--Inauguration of the Bartholdi Statue, Harbor of New York--Military and naval salute, the President's arrival at Liberty Island	<a href="http://hdl.loc.gov/loc.pnp/cph.3a52740">http://hdl.loc.gov/loc.pnp/cph.3a52740</a>  Liberty enlightening the world--Inauguration of the Bartholdi Statue, Harbor of New York--Military and naval salute, the President's arrival at Liberty Island U.S. GEOG FILE - New York--New York City--Statue of Liberty <item> [P&P]

	<p>Statue of Liberty, Frederic Auguste Bartholdi, Sculpture</p> <p>Product ID- pga02071</p>	<p><a href="http://www.loc.gov/shop/index.php?action=cCatalog.showItem&amp;cid=14&amp;scid=163&amp;iid=3848">http://www.loc.gov/shop/index.php?action=cCatalog.showItem&amp;cid=14&amp;scid=163&amp;iid=3848</a></p> <p>Medium : 1 print Created/Published : August 21, 1885 Creator : not attributed Housed in the Prints and Photographs Division of the Library of Congress</p>
<p><b>Sources</b></p>	<p><b>for students to view to gain</b></p>	<p><b>an understanding of what occurred 9/11</b></p>
	<p>Nuns looking at missing notices following September 11<sup>th</sup> terrorists attack, 2001, New York City],</p>	<p><a href="http://www.loc.gov/exhibits/911/images/01932r.jpg">http://www.loc.gov/exhibits/911/images/01932r.jpg</a></p> <p>David Finn, <a href="#">[Nuns looking at missing notices following September 11<sup>th</sup> terrorists attack, 2001, New York City]</a>, 2001 Dye coupler print Gift of the Artist <a href="#">Prints and Photographs Division</a> (133)</p>
	<p>After the screaming..., September 11, 2001</p>	<p><a href="http://www.loc.gov/exhibits/911/images/01705r.jpg">http://www.loc.gov/exhibits/911/images/01705r.jpg</a></p> <p>Marc Yankus, <a href="#">After the screaming.... September 11, 2001</a> Inkjet print <a href="#">Prints and Photographs Division</a> (71)</p>
	<p>Terrorists Destroy World Trade Center, Hit Pentagon in Raid with Hijacked Jets</p>	<p><a href="http://www.loc.gov/exhibits/911/images/sep0005s.jpg">http://www.loc.gov/exhibits/911/images/sep0005s.jpg</a></p> <p>"<a href="#">Terrorists Destroy World Trade Center, Hit Pentagon in Raid with Hijacked Jets</a>", Wall Street Journal (New York, New York) September 12, 2001. Courtesy of the Wall Street Journal. <a href="#">Serial and Government Publications Division</a> (5)</p>
	<p>America's Bloodiest Day</p>	<p><a href="http://www.loc.gov/exhibits/911/images/sep0006s.jpg">http://www.loc.gov/exhibits/911/images/sep0006s.jpg</a></p> <p>"<a href="#">America's Bloodiest Day</a>," Honolulu Advertiser (Honolulu, Hawaii) September 12, 2001. <a href="#">Serial and Government Publications Division</a> (6)</p>







	<p>U.S. Attacked</p>	<p><a href="http://www.loc.gov/exhibits/911/images/sep0018.jpg">http://www.loc.gov/exhibits/911/images/sep0018.jpg</a></p> <p>"U.S. Attacked," Courtesy of <i>Potomac News and Manassas Journal Messenger</i> (Manassas, Virginia) September 11, 2001. <a href="#">Serial and Government Publications Division</a> (18)</p>
	<p>They struck our towers, but we still have our Liberty</p>	<p><a href="http://www.loc.gov/exhibits/911/images/01673r.jpg">http://www.loc.gov/exhibits/911/images/01673r.jpg</a></p> <p>Sara Handspicker, <a href="#">They struck our towers, but we still have our Liberty</a>, 2001 Graphite <a href="#">Prints and Photographs Division</a> (46)</p>
	<p>Everyone was cool</p>	<p><a href="http://www.loc.gov/exhibits/911/images/01683r.jpg">http://www.loc.gov/exhibits/911/images/01683r.jpg</a></p> <p>Ronnie Rogers, <a href="#">Everyone was cool</a>, 2001 Porous point pen <a href="#">Prints and Photographs Division</a> (63)</p>
	<p>Young Girl and Family</p>	<p><a href="http://www.loc.gov/exhibits/911/images/01743r.jpg">http://www.loc.gov/exhibits/911/images/01743r.jpg</a></p> <p>Kevin Bubriski, <a href="#">Young girl and family</a>, <i>World Trade Center series, New York City</i>, October 29, 2001. Gelatin silver print <a href="#">Prints and Photographs Division</a> (107)</p>
	<p>Man In Median</p>	<p><a href="http://www.loc.gov/exhibits/911/images/01747r.jpg">http://www.loc.gov/exhibits/911/images/01747r.jpg</a></p> <p>Daryl Donley, <a href="#">Man in median</a>, September 11, 2001 Dye coupler print <a href="#">Prints and Photographs Division</a> (111)</p>
	<p>Explosion</p>	<p><a href="http://www.loc.gov/exhibits/911/images/01747r.jpg">http://www.loc.gov/exhibits/911/images/01747r.jpg</a></p> <p>Daryl Donley, <a href="#">Explosion</a>, September 11, 2001 Dye coupler print <a href="#">Prints and Photographs Division</a> (112)</p>

	<p>Memorial to Matthew Diaz following September 11th terrorists attack, 2001, New York City</p>	<p><a href="http://www.loc.gov/exhibits/911/images/01938r.jpg">http://www.loc.gov/exhibits/911/images/01938r.jpg</a></p> <p>David Finn,  <a href="#">[Memorial to Matthew Diaz following September 11<sup>th</sup> terrorists attack, 2001, New York City]</a>, 2001  Dye coupler print  Gift of the Artist  <a href="#">Prints and Photographs Division</a> (135)</p>
	<p>The Sun</p>	<p><a href="http://www.loc.gov/exhibits/911/images/02027r.jpg">http://www.loc.gov/exhibits/911/images/02027r.jpg</a></p> <p>Alex Spektor,  <a href="#">The Sun</a>, 2002.  <a href="http://www.september11victims.com">www.september11victims.com</a>  Color offset poster.  Gift of Bolivar Arellano Gallery.  <a href="#">Prints and Photographs Division</a>(144)</p>
	<p>Superman and the heroes of September 11, 2001</p>	<p><a href="http://www.loc.gov/exhibits/911/images/02028r.jpg">http://www.loc.gov/exhibits/911/images/02028r.jpg</a></p> <p>Alex Ross,  <a href="#">[Superman and the heroes of September 11, 2001]</a>, 2001  Watercolor, gouache and opaque white over graphite under drawing on paper  Published as cover of DC Comics' <i>9-11 September 11th 2001</i>  Gift of the artist and DC Comics  <a href="#">Prints and Photographs Division</a> (145)</p>
	<p>Firefighters standing among smoke and debris with the remains of the super-structure of collapsed World Trade Center towers in the background, September 11<sup>th</sup> terrorist attack, 2001, New York City</p>	<p>Steven Hirsch.  [Firefighters standing among smoke and debris with the remains of the super-structure of collapsed World Trade Center towers in the background, September 11<sup>th</sup> terrorist attack, 2001, New York City], 2001.  Inkjet print.  Gift of Thomas B. and Katherine B. Martin.  <a href="#">Prints and Photographs Division</a> (153)</p>
	<p>Wreckage of City of New York Fire Department chief's car covered with ashes and debris following the September 11<sup>th</sup> terrorist attack, New York, New York; fire fighters and fire ball at site of World Trade Center visible in background],</p>	<p>William Cirone.  [Wreckage of City of New York Fire Department chief's car covered with ashes and debris following the September 11<sup>th</sup> terrorist attack, New York, New York; fire fighters and fire ball at site of World Trade</p>




	2001.	Center visible in background], 2001. Inkjet print. Gift of Thomas B. and Katherine B. Martin. <a href="#">Prints and Photographs Division</a> (156)
	[View of World Trade Center towers, New York, New York, with tower #2 exploding in a ball of fire after the September 11 <sup>th</sup> terrorist attack],	<a href="http://www.loc.gov/exhibits/911/images/01810r.jpg">http://www.loc.gov/exhibits/911/images/01810r.jpg</a>  Tamara Beckwith, <a href="#">[View of World Trade Center towers, New York, New York, with tower #2 exploding in a ball of fire after the September 11<sup>th</sup> terrorist attack]</a> , September 11, 2001. Inkjet print Gift of Thomas B. and Katherine B. Martin <a href="#">Prints and Photographs Division</a> (157)
	Man covered in ashes assisting and walking with woman holding a particle mask to her face	<a href="http://www.loc.gov/exhibits/911/images/01813r.jpg">http://www.loc.gov/exhibits/911/images/01813r.jpg</a>  Don Halasy, <a href="#">[Man covered in ashes assisting and walking with woman holding a particle mask to her face]</a> , 2001 Inkjet print Gift of Thomas B. and Katherine B. Martin <a href="#">Prints and Photographs Division</a> (158)
	[People crossing the Brooklyn Bridge away from Manhattan, with the towers of the World Trade Center smoking heavily above the skyline following September 11 <sup>th</sup> terrorist attack, 2001, New York City], 2001.	William C. Lopez. [People crossing the Brooklyn Bridge away from Manhattan, with the towers of the World Trade Center smoking heavily above the skyline following September 11 <sup>th</sup> terrorist attack, 2001, New York City], 2001. Inkjet print. Gift of Thomas B. and Katherine B. Martin. <a href="#">Prints and Photographs Division</a> (160)
	[Pedestrians flee in advance of billowing smoke and dust from collapsing World Trade Center towers following September 11 <sup>th</sup> terrorist attack, 2001, New York City], 2001.	Robert Mecea. [Pedestrians flee in advance of billowing smoke and dust from collapsing World Trade Center towers following September 11 <sup>th</sup> terrorist attack, 2001, New York City], 2001. Inkjet print. Gift of Thomas B. and Katherine B. Martin. <a href="#">Prints and Photographs Division</a> (161)
	Firefighter gazing up in awe, as vehicles burn behind him],	Todd Maisal.

		<p>[Firefighter gazing up in awe, as vehicles burn behind him], 2001.          Inkjet print          Gift of Thomas B. and Katherine B. Martin.  <a href="#">Prints and Photographs Division</a> (166)</p>
	<p>Billowing smoke and falling debris fill the sky as the World Trade towers begin to collapse following the September 11<sup>th</sup> terrorist attack, 2001, New York City</p>	<p>Robert Miller.          [Billowing smoke and falling debris fill the sky as the World Trade towers begin to collapse following the September 11<sup>th</sup> terrorist attack, 2001, New York City], September 11, 2001.          Inkjet print.          Gift of Thomas B. and Katherine B. Martin.  <a href="#">Prints and Photographs Division</a> (172)</p>
	<p>Two firefighters embrace upon being reunited, after each feared the other was lost, following the September 11<sup>th</sup> terrorist attack, 2001, New York City], 2001.</p>	<p>William C. Lopez.          [Two firefighters embrace upon being reunited, after each feared the other was lost, following the September 11<sup>th</sup> terrorist attack, 2001, New York City], 2001.          Inkjet print.          Gift of Thomas B. and Katherine B. Martin.  <a href="#">Prints and Photographs Division</a> (173)</p>
	<p>Statue of Liberty-- "It's Okay"</p>	<p><a href="http://www.loc.gov/exhibits/911/images/sep0175s.jpg">http://www.loc.gov/exhibits/911/images/sep0175s.jpg</a>          Eddie Hamilton, third grader Sequoyah Elementary School, Knoxville, Tennessee.  <a href="#">[Statue of Liberty-- "It's Okay"]</a>, 2001.  <a href="#">American Folklife Center</a> (175)</p>
	<p>["I picked two buildings with fire burning and airplanes crashing . . ."]</p>	<p><a href="http://www.loc.gov/exhibits/911/images/sep0176s.jpg">http://www.loc.gov/exhibits/911/images/sep0176s.jpg</a>          Megan Yoakley, third grader Sequoyah Elementary School, Knoxville, Tennessee.  <a href="#">["I picked two buildings with fire burning and airplanes crashing . . ."]</a>, 2001.  <a href="#">American Folklife Center</a> (176)</p>



	<p>Shanksville (PA) crash site (close up)</p>	<p><a href="http://www.loc.gov/exhibits/911/images/00037r.jpg">http://www.loc.gov/exhibits/911/images/00037r.jpg</a></p> <p>Mark Stahl.  <a href="#">[Shanksville (PA) crash site (close up)]</a>,  September 11, 2001.  Inkjet print. Reprinted with permission of the artist.  <a href="#">Prints and Photographs Division</a> (204)</p>
	<p>Crying woman standing in street with ambulance in background, following the September 11th terrorist attack on the World Trade Center, New York City</p>	<p><a href="http://www.loc.gov/exhibits/911/images/01812r.jpg">http://www.loc.gov/exhibits/911/images/01812r.jpg</a></p> <p>Don Halasy, <a href="#">[Crying woman standing in street with ambulance in background, following the September 11th terrorist attack on the World Trade Center, New York City]</a>, 2001  Inkjet print  Gift of Thomas B. and Katherine B. Martin  Prints and Photographs Division</p>
	<p>Brooks Breece of Dale City, Va., waves the American flag on a hill overlooking Instate 95 south and U.S. Route 1</p>	<p><a href="http://www.loc.gov/exhibits/911/images/02129r.jpg">http://www.loc.gov/exhibits/911/images/02129r.jpg</a></p> <p><i>The Daily Journal</i>/Dylan Moore.  <a href="#">[Brooks Breece of Dale City, Va., waves the American flag on a hill overlooking Instate 95 south and U.S. Route 1]</a>, 2001.  Kodak Inkjet print.  <a href="#">Prints and Photographs Division</a> (271)</p>
<p><b>Examples</b></p>	<p><b>of memorials created or held</b></p>	<p><b>by students and adults after September 11, 2001</b></p>
	<p>Libertyatconvntn1.jpg</p>	<p><a href="http://911digitalarchive.org/repository_object.php?object_id=35217">http://911digitalarchive.org/repository_object.php?object_id=35217</a></p>
	<p>Dustmask.jpg</p>	<p><a href="http://911digitalarchive.org/repository_object.php?object_id=34246">http://911digitalarchive.org/repository_object.php?object_id=34246</a></p>
	<p>In Memory" 9/11/01</p>	<p><a href="http://www.loc.gov/exhibits/911/images/02026r.jpg">http://www.loc.gov/exhibits/911/images/02026r.jpg</a></p> <p>Brian Niemann,  <a href="#">"In Memory" 9/11/01</a>, 2002  Color offset lithograph  Gift of Griffith Phillips Creative  <a href="#">Prints and Photographs Division</a> (143)</p>

	<p>Engine Company 54 lost 15 men 9/11/01</p>	<p><a href="http://www.loc.gov/exhibits/911/images/01679r.jpg">http://www.loc.gov/exhibits/911/images/01679r.jpg</a>  Thomas Lanigan-Schmidt,  <i>Engine Company 54 lost 15 men 9/11/01</i>,  2001/2002  Collage <a href="#">Prints and Photographs Division</a> (56)</p>
	<p>#2. Shanksville, Pennsylvania</p>	<p><a href="http://www.loc.gov/exhibits/911/images/02123r.jpg">http://www.loc.gov/exhibits/911/images/02123r.jpg</a>  Carol M. Highsmith,  <i>#2. Shanksville, Pennsylvania</i>, 2002  Photograph  Gift of the Artist  <a href="#">Prints and Photographs Division</a> (185)</p>
	<p>Temporary memorial, Shanksville (PA)]</p>	<p><a href="http://www.loc.gov/exhibits/911/images/00039r.jpg">http://www.loc.gov/exhibits/911/images/00039r.jpg</a>  Somerset (PA) Rural Electric Co-op.  [<a href="#">Temporariumemorial, Shanksville (PA)</a>],  September, 2001.  Inkjet print from  Digital file.  Gift of Somerset (PA) Rural Electric Co-op.  Reprinted with permission.  <a href="#">Prints and Photographs Division</a> (205)</p>
	<p>9-11 Collage 3.gif</p>	<p><a href="http://911digitalarchive.org/repository_object.php?object_id=34595">http://911digitalarchive.org/repository_object.php?object_id=34595</a></p>
	<p>Hundreds of students gathered at Ball Circle on the campus of Mary Washington College in Fredericksburg, Va. to pray and reflect by candlelight on the day's events]</p>	<p><a href="http://www.loc.gov/exhibits/911/images/00082r.jpg">http://www.loc.gov/exhibits/911/images/00082r.jpg</a>  <i>The Free Lance-Star/Reza A. Marvashti.</i>  [<a href="#">Hundreds of students gathered at Ball Circle on the campus of Mary Washington College in Fredericksburg, Va. to pray and reflect by candlelight on the day's events</a>],  2001.  Epson Inkjet print.  <a href="#">Prints and Photographs Division</a> (269)</p>

		<p>Candles at sidewalk memorial following September 11th terrorists attack, 2001, New York City</p>	<p><a href="http://www.loc.gov/exhibits/911/images/01936r.jpg">http://www.loc.gov/exhibits/911/images/01936r.jpg</a></p> <p>David Finn,  <a href="#">[Candles at sidewalk memorial following September 11<sup>th</sup> terrorists attack, 2001, New York City]</a>, 2001  Dye coupler print  Gift of the Artist  <a href="#">Prints and Photographs Division</a> (134)</p>
		<p>The Sikh at the candlelight service at the Lincoln Memorial]</p>	<p><a href="http://www.loc.gov/exhibits/911/images/02133r.jpg">http://www.loc.gov/exhibits/911/images/02133r.jpg</a></p> <p>Lana Lawrence.  <a href="#">[The Sikh at the candlelight service at the Lincoln Memorial]</a>, September 24, 2001.  Dye coupler print.Reprinted with permission of the artist.  <a href="#">Prints and Photographs Division</a> (194)</p>
		<p>#1. Shanksville, Pennsylvania</p>	<p><a href="http://www.loc.gov/exhibits/911/images/02122r.jpg">http://www.loc.gov/exhibits/911/images/02122r.jpg</a></p> <p>Carol M. Highsmith,  <a href="#">#1. Shanksville, Pennsylvania</a>, 2002  Photograph  Gift of the Artist  <a href="#">Prints and Photographs Division</a> (186)</p>
		<p>A list of Web sites and additional resources can be found at address to the right</p>	<p><a href="http://911digitalarchive.org/">http://911digitalarchive.org/</a></p> <p><a href="http://www.loc.gov/exhibits/911/">http://www.loc.gov/exhibits/911/</a></p>