

numbers or statistics. Instead, they are portrayed as unique individuals who lived meaningful lives, and who suffered tragically as innocent victims when they were targeted in the attacks. Indeed, this documentation effort by the New York Times is itself heroic; it remains highly emotional and poignant, and it compassionately honors these very real and diverse Americans in an ongoing online exhibit.

[THE SEPTEMBER 11TH DIGITAL ARCHIVE:](#)

More than 150,000 items have been included in this Smithsonian Digital Archive for September 11th, where you can browse through stories, images, documents, videos, animations and interviews. Be sure to check out the Special Collection, where you can contribute your own stories, as well as the FAQs page with a chronology of events, emergency rescue responses and rebuilding efforts all documented. There is much here to examine and explore, and the collaborative efforts behind the archiving project are impressive.

[AMERICA REMEMBERS 9/11:](#)

[\[LINK2\]](#) [\[LINK3\]](#)

What do Americans feel has changed for them - both personally, and for their country - since the attacks on 9/11? Find a "Video Quilt" of reflections here, sponsored by PBS NewsHour. Access the 2nd link above for a video of first graders, with a transcript also published, as a sampling for elementary classes. You can also submit your own 90-second video to add to the memory quilt; find guidelines for submission at the 2nd link above, and get your class involved.

[9/11 TEN YEARS LATER - THE NEW YORK TIMES PROJECT:](#)

The New York Times is hosting their own video channel on YouTube, "Reflections on 9/11," where anyone can upload a video of their memories and thoughts, along the questions provided, for possible posting on this memorial exhibit. The New York Times may choose one of your videos to post; it's a great project using popular technology for your class or students to respond to the events of 9/11.

[THE LIBRARY OF CONGRESS 9/11 DOCUMENTARY PROJECT:](#)

Audio collections, videos, written narratives, drawings and photographs all document this collection - an American collective memory - of the events that changed our lives on Sept. 11th, 2001. Several elementary school drawings were submitted and can be viewed under the drawing category. You may wish to create your own posters, cards or flags after viewing some of the entries here.

[SEPTEMBER 11TH THROUGH CHILDREN'S EYES:](#)

This ThinkQuest entry offers some ideas for you and your students to incorporate a service project, commemorate the events of 9/11, learn about the history of the World Trade Center, read some interviews by kids or simply view photos of the events. Use the photos with caution with younger students; ask all students to respond to the exhibit with their own comments, interviews or drawings.

[TRIBUTE COLLECTIONS:](#)

[\[LINK2\]](#)

These 9/11 memorials all show tribute to the heroes and events of September 11th. Find a 1,000 Crane Quilt, a Flag of Remembrance, a Beaded Flower Memorial Wreath Project and more. Use these "real people" projects to inspire your own memorial for 9/11, or access the lesson plan at the 2nd link above to help you create a class memorial.

[9/11 - AN INTERACTIVE TIMELINE:](#)

Students can journey through all of the events of the day on September 11th, including conferences and meetings planned at the World Trade Center. The interactive journey begins at 5:45 a.m. and ends at 8:30 p.m., and has been itemized meticulously. In this kind of detailed resource, we must note that some disturbing images, videos and graphics are included; we recommend previewing the resources to deem them appropriate or not for your age group, and proceeding with caution.

[REMEMBERING 9/11:](#)

Images, interviews, mementos and memories.... They all have a lasting impact on how we continue to be affected by the tragic events on 9/11. National Geographic offers a panoramic exhibit on the many facets of our American lives, then and now.

[MAKE HISTORY - A COLLECTIVE MEMORIAL:](#)

Find a collective memorial exhibit here, with stories from around the world of those who experienced 9/11. You can search by Featured Stories, a Topic Search or by geographic locations. Images are included, and you can submit your own stories, photos or videos as well.

[10 YEARS LATER - THE ATLANTIC ANALYSIS:](#)

The Atlantic offers this resource for commentary and review on the events of 9/11, with essays from the magazine's writers framing a wide range of related topics and perspectives on the challenges and changes we have faced as a country.

[VOICES OF 9/11 - HERE IS NEW YORK:](#)

High school students can visit this digital archive for a time capsule of personal testimonies from the attacks on the World Trade Center. Please note that the recordings are unscripted; caution and previewing content are advised before allowing unmonitored student access. We suggest instead finding a few testimonials that you preview to share with your students to spark discussion.

[HEROES OF GROUND ZERO:](#)

[\[LINK2\]](#)

As we approach the 10th anniversary of 9/11, in many ways, we can't help but relive the trauma we all felt. Many of your younger students, however, will not harbor such vivid memories. While we strongly advise you to use caution with this contingent in introducing or viewing explicit photos of the towers burning or falling, for instance, it may be helpful to review the heroes of those tragedies. Find stories here of the firefighters and the FDNY, including histories, their own words, a timeline and a Firehouse Primer. A secondary school lesson plan on civics is available at

memory box or collage, and the dialogue is supported with several related children's titles.

[A LENS INTO 9/11:](#)

What can photographs, specifically, tell us about the events of 9/11? As we add warnings to several sites that we have included in this special Everyday Teaching issue, it's not difficult for us to understand that images have immediate and visceral impact. Your upper elementary to middle school students will explore the "lens" of 9/11 - the photos that bring home the stories. They will analyze the importance, function and impact of photography, using various online resources (links included) to determine how photos convey information, and how they evoke emotion and visceral responses. They will also be creating narratives for what they think may have happened before the photo was taken and what might have happened after, by looking at photos as mid-narrative documents and then explaining their results in small group presentations.

[CREATE A HALLWAY OF HEROES:](#)

This lesson plan is geared to the K-2 classroom, helping them honor the many lives of heroes lost in the 9/11 attacks and rescue attempts, by learning more about their jobs and what firefighters, for instance, do in students' own communities. They will be working together to learn about local heroes, writing a letter and a list of questions. Lastly, they will be planning a tribute - the Hallway for Heroes - and inviting local heroes to their school to honor them. In your hallway, you can post letters, poems, stories, photos and artwork to make a moving celebration.

[PEACE WALL ART PROJECT:](#)

The art classes from two elementary schools will be creating their own Peace Walls in honor of 9/11. Find out how they will go about it, with this teacher-submitted entry for a 9/11 memorial event.

[E PLURIBUS UNUM \(OUT OF MANY, ONE\):](#)

The key question that students will address in this lesson plan is: What is the function of memorials? After examining various important memorials around the world, they will choose one of two methods to create their own memorials as bearing witness to the events of September 11th. They can select either a poetry exercise (with shape or acrostic poem directions), or tell the story of a pair of shoes that were left behind in 9/11, using pictures from an online exhibit. Find complete instructions here, along with possible extension activities.

[RESONANCE:](#)

It's an important question: are we still reeling from the repercussions of 9/11? And if so, how are we dealing with them? Do we feel safer, as a nation? Ten years later, everyone is examining these issues. With this lesson plan, your students must also take into account the after-effects of the trauma we faced as a nation, using primary documents from the National Archives and Newseum websites (links are given), learning how to make inferences from those documents, captioning images by condensing their force into single words, creating lists of issues and aftershocks and working in groups to take on roles for various tasks. Five separate student groups will cover different assignments: they can work on writing a letter to future students to understand the

events and effects of 9/11; they can analyze the repercussions of historical events that still influence us today (possible themes are included); they can research and analyze newspaper articles to see if the reported events changed significantly, or stood up to actual incidences; they can create a before and after T-Chart to compare data and analyze impacts on various American agencies; or they can assemble presentations, along given topics, of iconic images. (*Note that the team research assignments and roles can also be adapted and applied to any other major historical event for class presentations and topics; keep this excellent lesson plan handy for further use.)

[CREATE A GIVING GARDEN:](#)

If you live in an area where you are fortunate enough to be able to garden most of the year, consider this lesson plan for a service-learning project, and in particular, to commemorate the lives lost in 9/11.

[TIME IS A LINE:](#)

[\[LINK2\]](#)

Whether or not you use the book recommended for this lesson plan, you can still examine the construction and design of timelines as a class, particularly as they apply to the events of 9/11. Access the 2nd link above for an interactive timeline, and then proceed to have students select an event and work in pairs or small groups to research and present a news story related to that specific timeline entry.

[TEACHING & LEARNING ABOUT 9/11:](#)

[\[LINK2\]](#) [\[LINK3\]](#)

The New York Times provides a good deal of material here to support the topic of 9/11 in the classroom. From slide shows to archived newspaper articles, questions for discussion or research and teachers' suggestions, try the links above as jumping off spots to enhance your own curriculum or activities.

[THE WORLD TRADE CENTER - RESCUE, RECOVERY & RESPONSE - A TEACHER'S GUIDE:](#)

With a history of the World Trade Center, this Teacher Guide has been written largely to accompany an exhibit of Rescue and Recovery at the New York State Museum. We include it here because it includes appropriate lessons, terms and concepts to teach your K-12 students about recovery and rescue issues, especially in conjunction with the fallen heroes of 9/11.

[DAY OF INFAMY:](#)

A worksheet is provided for this middle to high school lesson plan, where students will be using assigned online resources to compare the events of the Japanese attack on Pearl Harbor on December 7th, 1941, and the terrorist attacks on the country on September 11th, 2001. In particular, students will analyze and compare the speeches of two American Presidents, former President Franklin Delano Roosevelt, and former President George W. Bush.

[SEPTEMBER 11TH NATIONAL DAY OF SERVICE LESSON PLANS:](#)

Three lesson plans are available in pdf here to commemorate the tragic events of 9/11 with

service projects. Students will learn what it means to commit to service projects in their communities, planning together to select an appropriate project and then carrying out their plans.

[CREATIVE CULTURES:](#)

Learning about different cultures goes a long way to understanding and tolerance, and this high school lesson plan asks students to research the different cultures represented in their own communities. After interviews and research, students will work in groups to create a window painting, reflecting their new knowledge and understanding.

[9/11 K-12 LESSON PLANS FROM THE SMITHSONIAN:](#)

Explore Tribute Art, the Spirit of Volunteerism, Webcasts, Students' Responses, Our Stories and more with the extensive resources offered here from the Smithsonian.

[WHAT MAKES A HERO?](#)

Eight activities explore what it means to be a hero - what is a hero in the first place? - with a look at heroes in history and local heroes. Rubrics are included.

[A PORTRAIT OF A HERO:](#)

Benjamin Franklin, among others, provides the stuff that heroes are made of as students explore their own heroes, what makes a hero, and heroes in American history.

[FROM THE GROUND UP - UNDERSTANDING BUILDINGS & DESIGNING A MEMORIAL:](#)

Various examples are used as studies and a foundation here for understanding form, function and the art of buildings around the world. The focus then switches to the twin towers, with students learning about their history and form, while planning their own memorial structures with 3-D models.

[SYMBOLS, BANNERS & DESIGNING MEMORIALS:](#)

Students will use online resources to explore symbols, how we use them and their meanings. They will then work together to design their own banner to commemorate the events of 9/11.

[9/11 SERVICE-LEARNING CURRICULUM:](#)

Early elementary students can create an America Quilt or Flag Pins; upper elementary grades will make their own thank you cards or write a play; middle school students can work together to design a monument or write stories in an oral history lesson plan; and finally, high school students can participate in a "Love Your Block" project.

[SEPTEMBER 11TH - REMEMBRANCE & REFLECTION:](#)

Artifacts found at the sites of the 9/11 attacks are on display online here, with backup text and contextual content to help students reflect on the stories they tell.

[STUDENTS' RESPONSES TO 9/11:](#)

In this lesson plan from the Smithsonian, high school students work in small groups to examine and document the changing reactions and feelings of Americans as they assess 9/11 on its 10th anniversary.

[UNDERSTANDING REMEMBRANCE WITH TRIBUTES:](#)

This guide helps your class to design and carry out a tribute to the victims of 9/11. Guidelines include openings, content, possible questions to respond to and observation tips.

[IN MEMORY OF:](#)

Why and how do we memorialize certain events? That topic is the focus of class discussion, as students compare various memorials for 9/11. They will also be working in small groups, looking at the New York Times' "Portraits of Grief" exhibit, to select a victim profile and create a memorial for that person. The memorial can be designed according to student talents, and may include paintings, art representations, portraits, poems, plays or written remembrances.

[WHAT STUDENTS NEED TO KNOW ABOUT 9/11:](#)

There are two webcasts included in this resource for high school classes, supported by the Foreign Policy Research Institute. Both sessions will take place on Thursday, September 8th, and classes must register prior to the webcasts.

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3. ACTIVITIES FOR FURTHER TEACHING OPPORTUNITIES & DISCUSSION

No doubt students will have many questions left after exploring the events of 9/11. Find resources here to extend the learning, focusing on the resonant questions, creating an art or service project perhaps, addressing fears or developing further lesson plans.

[9/11 IN THE ARTS:](#)

[\[LINK2\]](#)

Find images of the 9/11 Peace Story Quilt, now on exhibit at the Metropolitan Museum of Art in New York City. Ask students how the images portray events and emotions, and plan your own class quilt to display. Other art projects, largely located in the New York Metropolitan area, are listed here; try to visit one if you live in the area. Another topic for discussion: how can the arts help us to heal? How can art, in all of its various forms, document emotions leftover from 9/11? Perhaps you can create an autumn leaf display on a school wall or window, using leaf templates cut out on various colors of construction paper, and listing victims, heroes or ways that 9/11 affected your own community. (Find a template for autumn leaves at the 2nd link above.) Another project would be to allow students to communicate their feelings and reactions by having a sidewalk chalk art and writing display; allow them to work in small groups or pairs if they prefer, or even to work across classrooms and grades.

[LADDER 35, ENGINE 40:](#)

Honoring fallen firefighters who were killed during 9/11, this electronic book documents the feelings and reactions of an 11-year-old girl after the trauma of the events. Questions for discussion and tips on dealing with children's fears are also included.

[KEY QUESTIONS:](#)

