

**LESSON: H-UVI-L1**

# Living Memorials

**Unit VI:** Remembrance and the Creation of Memory

**Grade Levels:** 9–12

**Time:** 40 minutes



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## Objectives

- Analyze pictures photographs as primary source documents.
- Describe and discuss living memorials.

## Key Terms

- legacy
- living legacy
- memorialization

## Lesson Materials

- Primary Source Analysis Tool and Teacher’s Guides (found at <http://www.loc.gov/teachers/usingprimarysources/guides.html> or [http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing Photographs and Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf)) (two copies for each student)
- Photographs of 9/11 children at ABC News (found at <http://abcnews.go.com/US/popup?id=2396057> and [http://abcnews.go.com/US/September\\_11/911-babies-fathers-killed-world-trade-center-attacks/story?id=14482589](http://abcnews.go.com/US/September_11/911-babies-fathers-killed-world-trade-center-attacks/story?id=14482589))
- Photographs of 9/11 widows and their children (found at <http://www.ericaberger.com/widows.html>)

## Lesson Background

The focus of this lesson is to explore how human beings are living legacies to those who have died. The links to photographs provided above can be used to explore this concept. You may want to identify more photographs or ask students to research photographs from the news and/or their own lives.

## Lesson Plan

- Define and discuss the key terms *legacy*, *living legacy* and *memorialization*.
- Hand out one copy of the Primary Source Analysis Tool and one of the pictures. Complete and discuss the photograph analysis as a class.
- Then ask the students:  
How are children living legacies for their parents and grandparents?  
For what reasons do some people have an emotional response to photographs, such as the ones shown in class?”
- Hand out another copy of the Primary Source Analysis Tool and a second picture. Have the students complete the photograph analysis independently.
- Have the students address the following questions in their journals or in an essay:  
How can children be living memorials to those individuals from their past?  
What is the importance of recognizing living memorials from 9/11?

## Evidence of Understanding

- Evaluate students' completed photograph analysis forms.
- Evaluate students' journal writing or essay assignments.

## Additional Activities and Resources

Have the students read about and analyze the individuals in the photographs found at <http://bit.ly/M1Jjz2>.

(original link: [http://www.people.com/people/gallery/0,,1533266\\_1187637,00.html](http://www.people.com/people/gallery/0,,1533266_1187637,00.html))

## Taking Action and Giving Service

- Have the students develop a service project that is centered on a living memorial.
- Have students go to the Living Memorial Project from U.S. Forest Service found at [http://www.livingmemorialsproject.net/ABOUT/livingmem\\_greeningres2.htm](http://www.livingmemorialsproject.net/ABOUT/livingmem_greeningres2.htm). Ask students to consider creating a living memorial in their community, or have them determine if there is a living memorial already in the community. Ask: “What can you do to contribute to a community garden?”