

# Economics Lesson Plan

## MEMORIAL MAPPING: TRANSNATIONAL 9/11 MEMORIALS

### LESSON OVERVIEW

In this lesson, students will examine and analyze the many 9/11 memorials outside of the United States-- transnational 9/11 memorials-- using the digital scholarship website [memorialmapping.com](http://memorialmapping.com). Using this online interface, students will be able to explore these memorials on both a broad level using the interactive global memorial mapping tool, but also on a more detailed and specific level using the pages dedicated to each memorial. Through this online tool, students will see firsthand how different people around the world remember and memorialize the same event, and gain a better understanding about the economic forces behind the September 11, 2001 terrorist attacks and its memorialization around the world.

### LESSON OBJECTIVES

Students will be able to

- Develop an understanding of the transnational nature of the September 11th terrorist attacks
- Think critically about the role economics plays in large global events and how they are remembered
- Understand how memorials contribute to both local and global economies
- Demonstrate skills regarding digital media use, critical thinking, and class discussion

## NUMBER OF CLASS PERIODS

One 45-minute class period

## GRADE LEVEL

Grades 8-12

## COMMON CORE STATE STANDARDS

- [CCSS.ELA-LITERACY.RH.9-10.2](#)
- [CCSS.ELA-LITERACY.RH.9-10.1](#)
- [CCSS.ELA-LITERACY.RH.9-10.10](#)

## HISTORICAL BACKGROUND

On September 11, 2001, a group of nineteen terrorists attacked the United States. In separate yet coordinated incidents, they hijacked four airplanes in mid-flight. They flew two of these planes into the two skyscrapers of New York's World Trade Center in Lower Manhattan, which destroyed the buildings and much of the surrounding neighborhood. They flew another plane into the Pentagon in Arlington, Virginia. A fourth plane, originally intended to target either the White House or the U.S. Capitol in Washington, D.C., crashed in a remote hillside location near Shanksville, Pennsylvania. In total, 2,996 people were killed in the 9/11 attacks, including 246 people on the four airplanes, 2,606 in the Twin Towers at the World Trade Center, and 125 people at the Pentagon. Overall, people from 92 countries died in the terrorist attacks of 9/11. Accordingly, the global circulation of 9/11 memorials is unusual, as permanent commemorations of the tragedies of particular nations are typically confined to those nations. This pilot project, Memorial Mapping: Transnational 9/11 Memorials explores where and why these memorials were made, and what implications they have on different cultures' priorities, values, and identities.

# ESSENTIAL QUESTIONS

What was the economic impact of 9/11 on the United States and around the world? How are economics, memorialization, and ideas about nationalism, history, and memory related?

## MATERIALS

- Laptop, tablet, or desktop where students can access <http://www.memorialmapping.com/>
- Projector for teacher to display his or her screen

## PROCEDURE

1. Students jot responses to these questions written on the board using digital or paper notes:
  - Do you remember 9/11? What is your first memory of 9/11?
  - What do you think has been the estimated cost of 9/11 to the United States?
    - i. 3.3 trillion dollars
      1. <http://www.nytimes.com/interactive/2011/09/08/us/sept-11-reckoning/cost-graphic.html>
  - How many countries do you think lost one or more citizen on 9/11?
  - What is the point of making a memorial?
2. Have the students think-pair-share their answers.
3. Discuss historical memory and memorials from an American Studies perspective. Introduce historical memory as a cultural force that can shape the past, present, and future-- a force that can dictate the fortune of economies around the world.
  - The *International Encyclopedia of Political Science* states, "The concept of 'historical memory,' often expressed as 'collective memory,' 'social memory,' or for political scientists, 'the politics of memory,' refers to the ways in which groups, collectivities, and nations construct and identify with particular narratives about historical periods or events. Historical memories are foundational to social and

political identities and are also often reshaped in relation to the present historical-political moment.”

i. Question to class: What are ways in which countries spend money to express their social and political identities?

- In her book *Memorial Mania*, Erika Doss states, “At the most basic level, memorials are designed to recognize and preserve memories. They are typically understood as acts and gifts that honor particular people and historical events.” She then discusses the widespread use of memorials around the world today. Doss states, “Their omnipresence can be explained by what I call *memorial mania*: an obsession with issues of memory and history and an urgent desire to express and claim those issues in visibly public contexts... Driven by heated struggles over self-definition, national purpose, and the politics of representation, memorial mania is especially shaped by the affective conditions of public life.”

i. Question to class: What role does economics play in struggles about national purpose and definition? How much do you think is a matter of individual people’s choices, and how much is a matter of economics?

- In another book titled *The Emotional Life of Contemporary Memorials*, Erika Doss states, “Understood as collective social ritual, redemptive agent, subaltern expression, and/or mode of identity politics, memory’s montage of meanings dominate contemporary cultural sensibilities.”

i. Question to class: “Cultural sensibilities” can be thought of as things that matter deeply to a society. What are some other “cultural sensibilities” that Americans value, associate with their identity, and spend large amounts of money on?

1. Houses, cars, sporting events

4. Economics are relevant to both the terrorist attacks of September 11, 2001 and their commemoration around the world. Keep the following themes in mind throughout the lesson:

- Cost
- Consumer confidence and fears
- Different sectors of the economy
- Financial markets
- Human capital
- Insurance
- Loss

- Macro vs. microeconomics
  - Property value
  - Real value vs. nominal value
  - Recession and security
  - Short term vs. long term impacts
  - Stability/instability
  - Tourism/ commerce
5. Share the following facts about the economics of the actual event of 9/11 itself (facts from Kurt Von Sneidern and 9/11 Tribute Center)
- Property/Human Loss
    - i. World Trade Center complex destroyed – 10 million sq. feet of office space in Lower Manhattan, 2001
    - ii. Insurance claims (\$40B)
    - iii. Dow Jones dips 1,000 points
    - iv. Human capital destroyed (Cantor Fitzgerald lost 658 people, 2/3 of its employees were killed.)
    - v. Property values in Lower Manhattan plummeted.
  - Government Response
    - i. Wars in Afghanistan and Iraq. \$1.4T spent.
      1. Iraq: \$823B; 4,500 killed; 32k seriously wounded
      2. Afghanistan: \$557B; 1,500 killed; 16k seriously wounded
      3. 2.2m troops deployed
    - ii. Created Department of Homeland Security
    - iii. Congress passed Patriot Act (limited people's rights in return for security. What was cost of implementing this?).
    - iv. TSA created at airports (What was cost of implementing transportation security?)
    - v. Airline Industry Bailout (\$15B)
  - Travel & Tourism
    1. Fear of flying
    2. Airlines laid off workers
    3. Destination tourist spots economies hurt (e.g. Florida, Hawaii)
    4. All flights grounded on 9/11 – took days/weeks to reset airline industry/passengers.
6. Economics also play a key role in historical memory. Money is designated to specific initiatives in order to remember events in specific ways.
- 9/11 Memorial in New York cost \$700 million to build and still costs \$1 million a week to run.
    - i. <http://www.dailymail.co.uk/news/article-2200892/How-9-11-memorial-cost-700million-build-needs-1million-week-run.html>

7. In light of the above quotes, explain to the class how, economics can help highlight what a society prioritizes and views as important. By tracking what we spend money on, we can gain insight into how we choose to remember and identify as a collective society.
8. Allow students to explore the website for 10-15 minutes. Guide them to the “Map” page and the “Memorials by Country” page. While they do so, put the following guiding questions on the shared screen and have them look for the answers on the site.
  - How many countries lost one or more citizen in the September 11th terrorist attacks?
    - i. 92 countries
  - Which country has the most 9/11 memorials outside of the United States?
    - i. Israel
  - Where are the memorials in Afghanistan? Why do you think they are here?
    - i. The memorials in Afghanistan are located on United States military bases.
  - What countries had casualties on 9/11 but lack 9/11 memorials? Investigate these countries’ GDP’s and compare them with the GDP’s of countries with memorials.
    - i. Argentina, Bangladesh, Belarus, Belgium, Chile, China, Côte d’Ivoire, Colombia (17 casualties), Democratic Republic of Congo, Dominican Republic (47), Ecuador, el Salvador, Ethiopia, Ghana, Guyana, Haiti, Honduras, India (41), Indonesia, Jamaica (16), Jordan, Lebanon, Malaysia, Moldova, Netherlands, Nigeria, Pakistan, Peru, Philippines (16), Romania, Russia, South Africa, South Korea (28), Sweden, Switzerland, Republic of China (Taiwan), Trinidad and Tobago (14), Ukraine, Uzbekistan, Venezuela
9. Regroup as a class. Ask the students what they found about the guiding questions, and when done, ask them the following reflection questions. Allow time for them to think, and encourage discussion *between* the students throughout the activity.
  - Where there more or less transnational 9/11 memorials than you thought?
  - Why do countries outside of the United States memorialize 9/11?
  - Some countries that have 9/11 victims do not have 9/11 memorials. Consider why and what factors are involved in building a memorial.
  - Does this website change the way you think about 9/11? If so, explain how and why.

# ASSESSMENT AND SUMMARY

Students will work in groups of 3 to create a short presentation that answers the following questions about economics and transnational 9/11 memorials:

*As a case study for the intimate relationship between economics, global events, and memorialization, compare and contrast transnational 9/11 memorials with the GDP of their representative countries. Consider the following:*

1. *Are there connections between economic partnership and memorialization?*
2. *Where are these connections especially evident?*
3. *How is memorialization used as a source of economic revenue?*
4. *How do economic factors influence the way we remember events?*

# CITATIONS AND ADDITIONAL READING MATERIALS

Doss, Erika. *Memorial Mania: Public Feeling in America*. Chicago and London: the University of Chicago Press, 2010.

Doss, Erika. *The Emotional Life of Contemporary Public Memorials*. Amsterdam: Amsterdam University Press, 2008.

Hite, Katherine. "Historical Memory." In *International Encyclopedia of Political Science*, edited by Bertrand BadieDirk Berg-Schlosser and Leonardo Morlino, 1079-1082. Thousand Oaks, CA: SAGE Publications, Inc., 2011.