

# Remembering 9/11 -- Poetry Assignment Options

*The goal of this project is to focus on honoring those who died and celebrating the resilience of both the nation and the individual families who lost loved ones. We memorialize things out of respect, to demonstrate that we haven't forgotten their sacrifice, and to stand up for our values and beliefs. The events, and the emotions of that day, are still painful to many of adults, but you don't have to feel the same way. There is no "normal" way to feel about this event or any one way to react to it. The purpose of this project is to examine what came out of 9/11 in terms of our values, and we can explore this through the art and media response to this tragedy.*

**Option #1: Persona Poem:** *The New York Times* has a "Portraits of Grief" archive with hundreds of 200-word stories about individual victims of the 9/11 attack, not obituaries, but rather short portraits that focus typically on a single aspect of the person. You will select one "Portrait" and create a persona poem. Based on what you read about your person, write a poem through their perspective about September 11th (as if they were capturing the moment) **OR** write in the point of view of a close loved one (post 9/11 grief poem—after losing someone they love). 10 lines minimum. <http://www.nytimes.com/interactive/us/sept-11-reckoning/portraits-of-grief.html>

**Option #2: Art inspired poetry:** Select a photo and write a poem that captures the emotion and intensity of the photo. Your poem may be in any form (it does NOT have to rhyme) and should be at least 10 lines. Pay special attention to word choice and remember to use descriptive writing to capture the images in the photo.

[http://www.nytimes.com/interactive/2011/09/11/us/20110912\\_Anniversary\\_gobig.html](http://www.nytimes.com/interactive/2011/09/11/us/20110912_Anniversary_gobig.html)  
[http://www.nytimes.com/slideshow/2006/09/11/us/20060911\\_GROUND\\_SLIDESHOW\\_8.html](http://www.nytimes.com/slideshow/2006/09/11/us/20060911_GROUND_SLIDESHOW_8.html)  
[http://www.nytimes.com/slideshow/2001/09/16/12DEST.7.slideshow\\_1.html](http://www.nytimes.com/slideshow/2001/09/16/12DEST.7.slideshow_1.html)

**Option #3: Visual Creation:** Study one of the 9/11 poems provided in class. Illustrate or set that poem to music. With a sound recording of the poem, a photo montage, a collage, a video, or some other audio or visual project. Include the poem text in the project. **Email to me. \*You may work with a partner for this option ONLY.**

**Option #4: Compare/Contrast 9/11 poems:** Read 2 of the poems about 9/11 from the collection in class. (If you have one you'd like to use, bring it in for approval.) **Compare and contrast the two author's perspectives, styles, messages, attitudes, etc.** You may depict the comparison/contrast in any form (Venn diagram, T-chart, essay, etc.). Make sure to cite the poems.

**Option #5: Music Connection:** Listen to (several times) and study the lyrics to one song that can be related to 9/11 (these do not have to be specifically about 9/11, but you need to be able to connect the song to 9/11). **Create a depiction to show the significant similarities and differences between your song and one of the 9/11 poems.** Go beyond obvious comparisons and look at word choice, irony, and tone or attitude. Pay attention to images and implications. You may depict these similarities in any format (Venn diagram, T-chart, essay, etc.).