

Survivor Tree

The Tree that Tells Stories.

Remembering September 11, 2001

“We Survived the destruction
of the collapse of the two
towers because we think
higher and feel deeper.”

-Elie Wiesel

Approach from a new Angle

The Survivor Tree.

The Tree that Tells Stories.

Think
Higher
Feel
Deeper



How to get
the kids to
think
higher and
feel
deeper?



Mouthpieces of Nature

Bodhi Tree/India

Trees that Tell Stories

Anne Frank Tree/Amsterdam

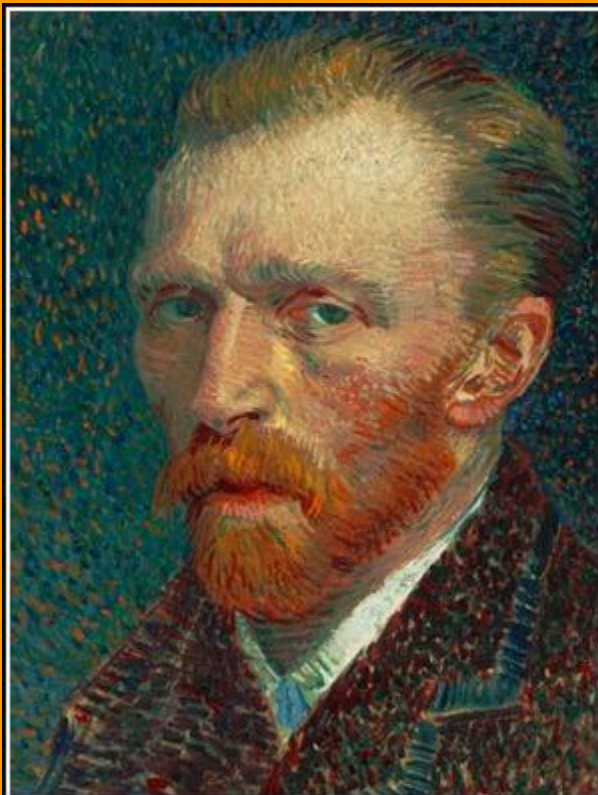


TREES, Witnesses of HISTORY.

“All Our Wisdom is in the Trees. - Cheyenne

“Upon visiting the site of Ground Zero, the day after the attack, the one image that has stayed with me is that of the tree which was covered in concrete, dust, and ash, and filled with traces of human life.”

- Mayor Sacco, North Bergen



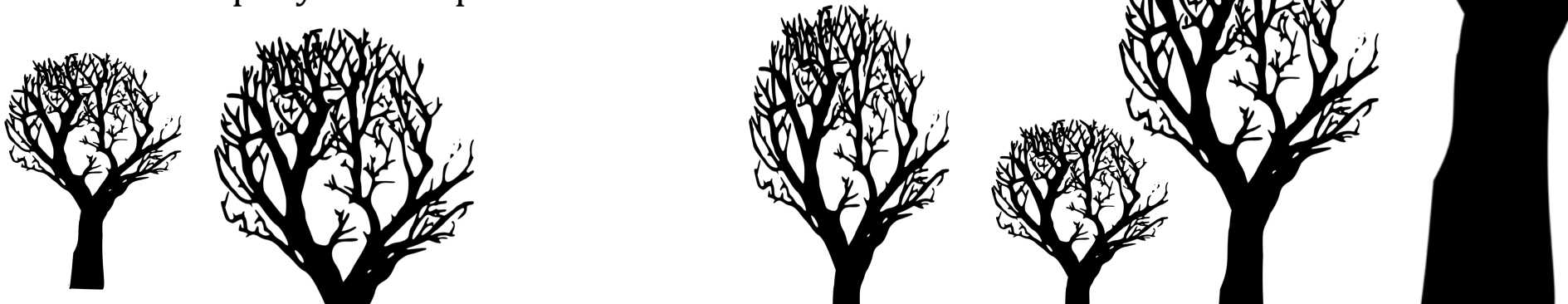
In trees, I see expression and soul

— *Vincent Van Gogh* —

AZ QUOTES

The Tree that Tells Stories

- ❖ Tell the story of the events that occurred on September 11, 2001 through the eyes of the Survivor Tree
- ❖ Imagine what you would see, feel, hear, taste, & smell as the tree using interdisciplinary questions
- ❖ Use our palette to answer our “PFQs” or problem finding questions
- ❖ Synthesize your writing & create a visual image to accompany that response



educate

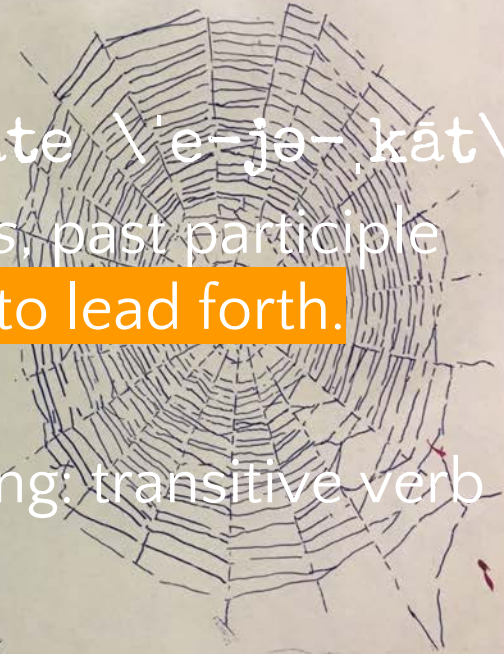
verb ed·u·cate \ 'e-jə-ˌkāt \

Middle English, to rear, from Latin *educatus*, past participle of *educare* to rear, educate, from *educere* to lead forth.

Latin/ Definition of **educate**

educated; educating: transitive verb

to bring out





Nevin Trueblood - Grade 6

The day was like no other,
The geese migrating above,
Through the baby blue sky we will never see again.
The sun is shining.
Wind whispering to me words I do not understand,
The butterfly effect topples over.
The sky turns dark with smoke,
I sway as I get weaker by the minute.
There is nothing I could do,
Helpless in a time of action,
Flames and debris burn my leaves.
I heard stories of a hero-
A Hero with a red bandanna,
My hope divided until,
The light shined through making me multiply;
It was like the Rise of the Roman Empire.

Nick Halecki – Grade 12

That morning you could feel a death like darkness in the air. The birds didn't notice. A tornado of division and subtraction took hold of New York. Irrational black holes took the laughs of the innocent faster than a tsunami. These storms bombarded my trunk. But not storms of sweet rain but a storm of absolute terror and sadness.

This morbid shower from the sky was sent to destroy the truth of innocence and security of family. Never have I ever seen the beginning and the end of the life cycle all at once.

I find myself hidden in all the countries of the

world in the form of ash. I have become a part of the family of trees that would inspire many to become heroes and to rise up and survive. And this family bonds the faith of our nation.



I find myself hidden in all the countries of the world in the form of ash. -Nick Halecki 17 years old

Destruct

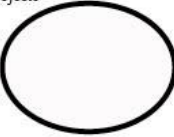
ion



Palette Paradigm • Problem Finding Questions • PFQ's

Choose questions that have a positive/negative direction and or express the dichotomy of your lesson plan.

How to create your own Palette Paradigm • Teacher Edition

ENGLISH	MATHEMATICS	SCIENCE	ART	HISTORY	PSYCHOLOGY
<ul style="list-style-type: none"> •Create your own questions pertaining to the stories you've told and shown visually in class. •Poetry, Music Lyrics, Short Stories, Haikus, Narratives... •Ask students to make critical connections between literature/ writing and the subject matter of your lesson. •Think about novels, historical texts, literature, poetry or lyrics that relate to your lessons. 	<ul style="list-style-type: none"> •Relate mathematical functions and ideas to your lesson plan. •Incorporate mathematical ideas that relate to your student's grade level. -Ratios -solving equations -multiplication, -division addition -subtraction -chaos theory -square roots -Pi 	<p>Think about scientific connections and ask your students to relate your lesson to ideas such as:</p> <ul style="list-style-type: none"> -photosynthesis -mitosis -diffusion -formation of rock -weather patterns -environmental issues -ocean currents -the butterfly effect -various biomes: <ul style="list-style-type: none"> tundras, grasslands, deciduous forests, deserts, mountains, rainforests -cure for Pollio -DNA technology -forensic science -archaeology -modern medicine 	<ul style="list-style-type: none"> •Ask students to think about architecture, design, color theory, pattern, line, the elements of art as they relate to your lesson's subject matter. •Think about how Leonardo DaVinci, Jackson Pollock, Kara Walker, Frida Kahlo, Vincent Van Gogh, Joan Mitchell, Lucien Freud, August Renoir, Edgar Degas, Alexander Calder, Louise Bourgeois, or any other major artist would approach your lesson plan. How would they paint, draw, sculpt or design. "Painting is a Science that Makes Poetry Visible." -Leonardo 	<ul style="list-style-type: none"> •Think about historical events and relate events to the lesson of the day. -Civil rights movement -Deconstruction of the Berlin wall -World wars I and II -Persian Gulf, Iraq, Afghanistan -Civil War -Harlem Renaissance -the Holocaust -Abraham Lincoln's abolishment of slavery -MLK's letters from Birmingham jail -Agricultural revolution -Industrial Revolution -Invention of the lightbulb -Technological Revolution -Women's Rights -Nelson Mandela -Golda Meir 	<ul style="list-style-type: none"> •Ask students to make connections between love, hate, friendship, peace, hope, salvation, resilience, rebirth, remembrance, enlightenment, awareness, social issues, feelings, truths, religion, conflict resolution, emotional intelligence.
<p>•Use the above ideas and synthesize these ideas into poetic verses that will be used to later create art, writing, visual projects and academic presentations.</p> <p>"Principles for the development of a complete mind: Study the science of art. Study the art of science. Develop your senses-especially learn how to see. Realize that everything connects to everything else." -Leonardo da Vinci</p> <p>PFQ's process, relationship, analogy, connection mystery metaphor in nature and imaginative PSQ's</p> 					

English

From the POV of the tree...

-Do you see this tragedy as most analogous to a poem becoming a novel, a short story morphing into a greek tragedy, a verse becoming a film?

-Which book or poem comes to mind about the tree (Joyce Kilmer- tree poem)

- metaphoric thinking- Night's Candle, the Golden Boat,

What kind of candles do the towers look like?

English (con't.)

I am going to read to you four ideas regarding struggle and the human spirit. Select the statement you feel is most connected to the attack on the Twin Towers and the tragedy people experienced that day:

- a. "Darkness cannot drive out darkness, only light can do that. Hate cannot drive out hate, only love can do that." - MLK
- b. "Our greatest glory is not in never falling but in rising every time we fall." Confucius
- c. "That which does not kill us makes us stronger." - Nietzsche
- d. "No cause justifies the deaths of innocent people." - Camus

Mathematics

1.) The mathematician G.H. Hardy said, “mathematicians are like poets and artists, they are creators of new patterns.” The collision of what two mathematical patterns would be most analogous to the collapse of the World Trade Center?

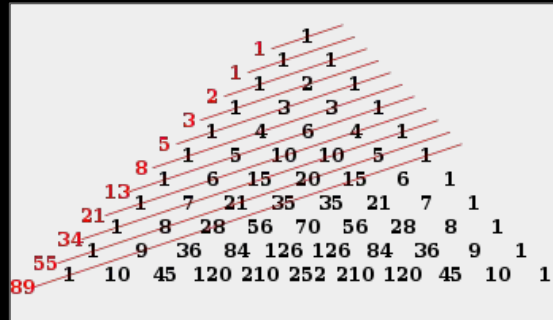
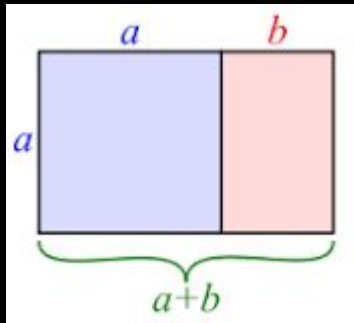
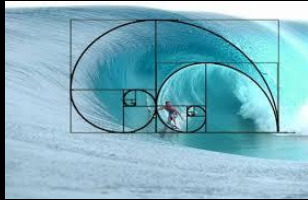
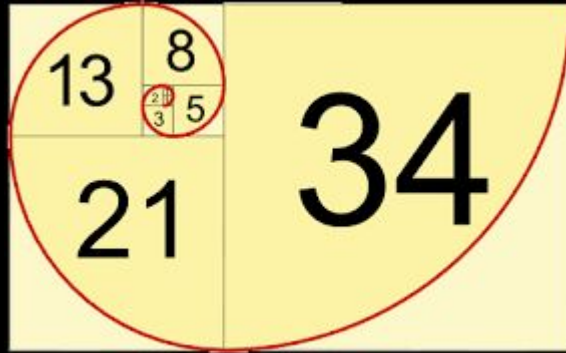
The mathematical patterns are:

- a.) The magical square
- b.) The Fibonacci sequence
- c.) The spiral of Archimedes
- d.) The Golden rectangle
- e.) The wheel calendar

2.) Concerning the themes of resilience and rebirth, what two, three, or four geometrical shapes express this idea? Pythagorean pyramid, a parallelogram, a rhomboid, a circle, a hexagon, the Golden Rectangle, fractals, etc.

Mathematics

1	15	14	4
12	6	7	9
8	10	11	5
13	3	2	16





Science

- Is the Survivor Tree's experience most congruent to the formation of mountains, the process of photosynthesis, metamorphosis, mitosis, fusion, the butterfly effect or respiratory functions such as breathing?
- Is the experience of the survivor tree most like the migration of birds, the currents of the oceans or the movement of weather patterns?
- (•How many ways could the knowledge of science and brain power that created the atomic bomb (which wreaked havoc on the lives of thousands on 9/11) have been directed toward solving world problems like the water crisis, air pollution, the demise of our ocean's coral reef, oil and other pressing environmental issues?)



Visual Arts.



Interdisciplinary Art

If you are making an artwork about the tree's journey... Would: color express emotion? Line express feeling? Texture express turmoil? (Which style tells your story? Pointillism, Cubism, Surrealism, Photographs, Digital...?)

•Thinking of Virgil's quote: "No Day Shall Erase You from the Memory of Time." What shade of blue was the sky on the day the towers were attacked? Has that shade changed forever? If the tree were an architectural structure would it be a library, church, temple, museum, home, or sculpture?

The 9/11 Memorial Museum



History

“Resilience is accepting your new reality, even if it’s less good than the one you had before. You can fight it, you can do nothing but scream about what you’ve lost, or you can accept that and try to put together something that’s good.”

– Elizabeth Edwards

1. Aeschylus said “In war the first casualty is truth.” From The POV of the Survivor Tree...What truths were destroyed the day of the attacks? (lack of honesty, innocence, family, fatherhood, personal connection, genealogy, security, future securities, home, hope in the future?)
2. What two events in human history coincides with the wildness, passion, devastation or impact of the Survivor Tree’s experience. Is it the Civil War, the fall of the Berlin Wall, the attack on Pearl Harbor, Auschwitz, Fall of the Roman Empire, Gulf War, Hurricane Sandy etc?

poem/play

PSYCHOLOGY

1. How can we use the tree's journey from destruction to rebirth as a metaphor for the stages of growth in one's own life?

(Are the roots of the tree one's childhood? Does the trunk symbolize teenage years? Are the branches that break away and divide the choices, decisions, journeys and paths one embarks upon?)



Psychology



2. Imagine instead of gravestones made of marble and concrete, we made gravestones out of the last image a person saw before dying. How would this vision and realization change the way we resolve problems and conflicts in the future? Would we govern differently, would we punish differently? Would we share differently? Would we pray differently?



Genevive O'Brian - Grade 10

One day September 11, 2001, a month before I was born, two days before my brother's 4th birthday, a tree was doing its job - providing oxygen, so the lucky ones, the alive, can breath.

In one of the those breaths, when God blinked for a second that garden turned dark. Far beyond evil, putting the thought of hope in a dungeon with no key, the essence of peace through the paper shredder.

The Twin Towers have fallen like flowers wilting in the ugliest colors - heat, ashes, fire, beauty bloomed into despair. The thorns of roses become too truculent any other unfeigned presence was swallowed into nothingness.

The only peace was when the agony of the in between earth and ashes were between heaven and hell. Their bodies fell broken and as they took flight into the clouds their souls like my leaves, soared with the wind and flew through the unknow.

Courtney R. Rhiel - Grade 12

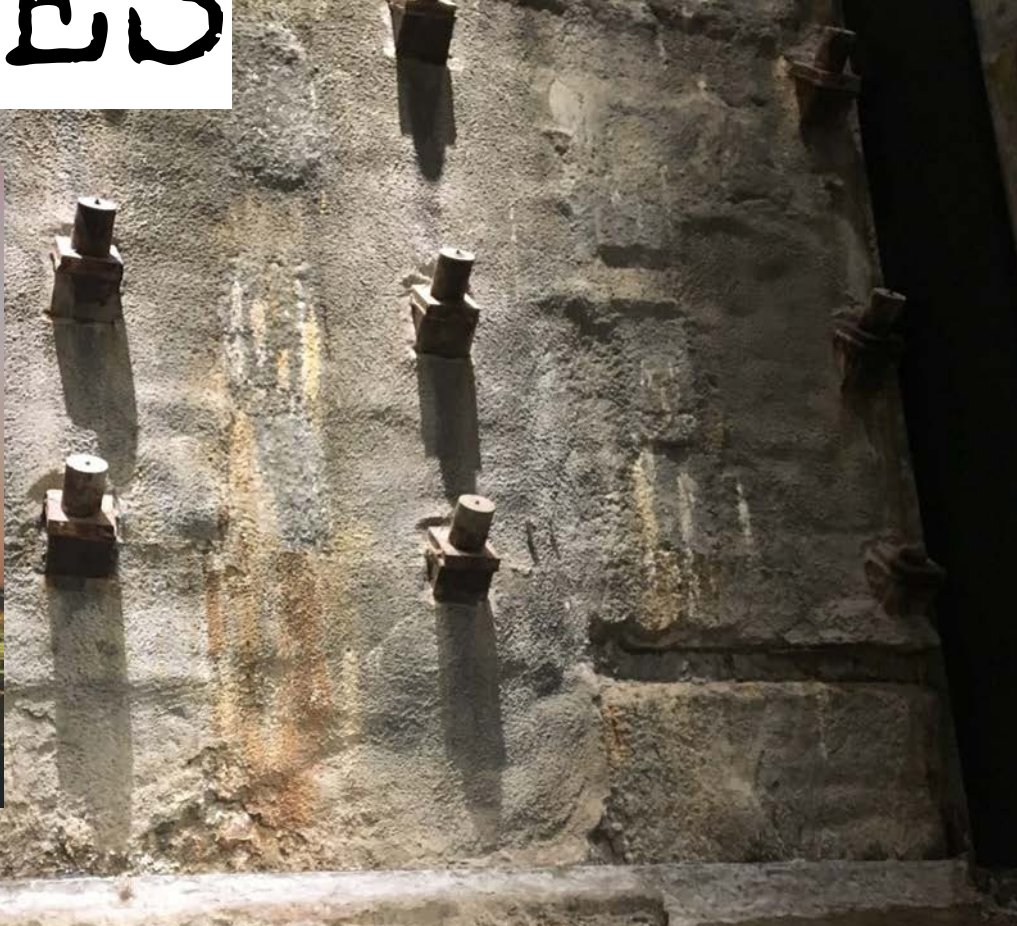
8:46 am is when the South Tower was struck, it was an eerily quiet thirty minutes to follow until the tower crashed and burned. In that half hour I heard hundreds of goodbyes , people saying it to their loved ones, others to co workers, some of whoever was listening I heard them dripping with fear and others with regret. I saw two coworkers jump from one of the high floors, hand in hand, it wasn't romantic. Though it was beautiful - it was raw human interaction. They decided they were going to share their last touch last breath last moment with each other. It was a beautiful scene of pure passion.

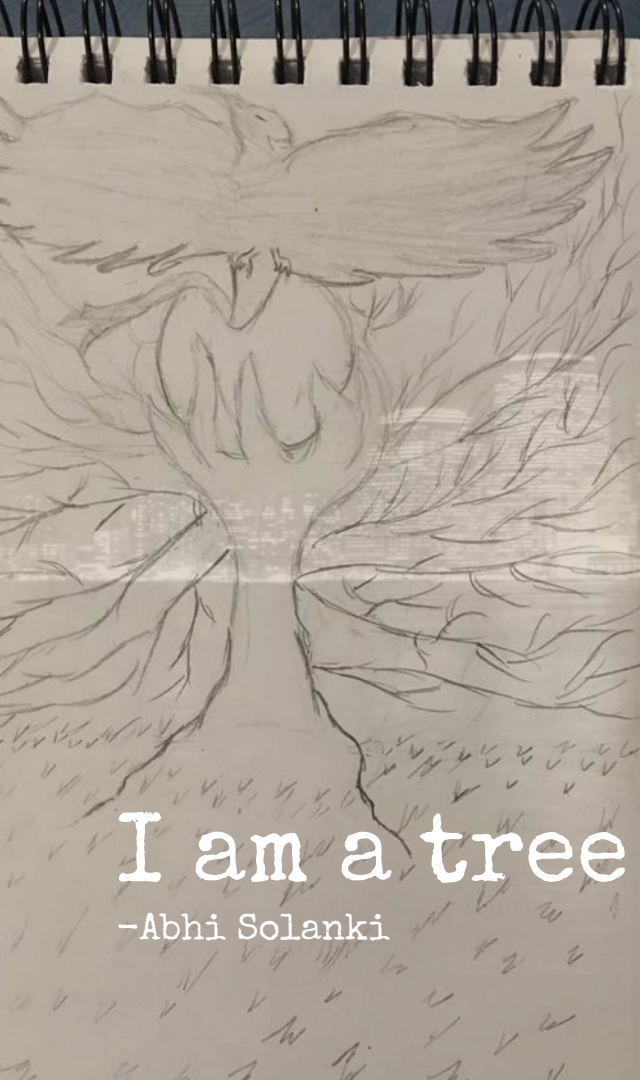
I hear one woman crying belching her love out to her unborn granddaughter, swearing she will always protect her. Another man sits there sulking over the loss of his life, rambling about the friends he never met, like Van Gogh he will remain one with the flowers friendless but truly loved. A friend is one that knows you as you are, understands where you have been, accepts what you have become and still gently allows you to grow.

A young woman seems to say goodbye to all the lost literature the poems the books the speeches. All the words she reads she utters in a beautiful soliloquy, one worthy of Shakespeare's ears. A young man says goodbye to all his brothers and sisters, fellow veterans he whispers "I made it out of war but I am going to die in a suit at a job I never liked."

I can't help but feel honored to have been able to hear the thoughts of these people to see them in their most raw and noble state of mind.

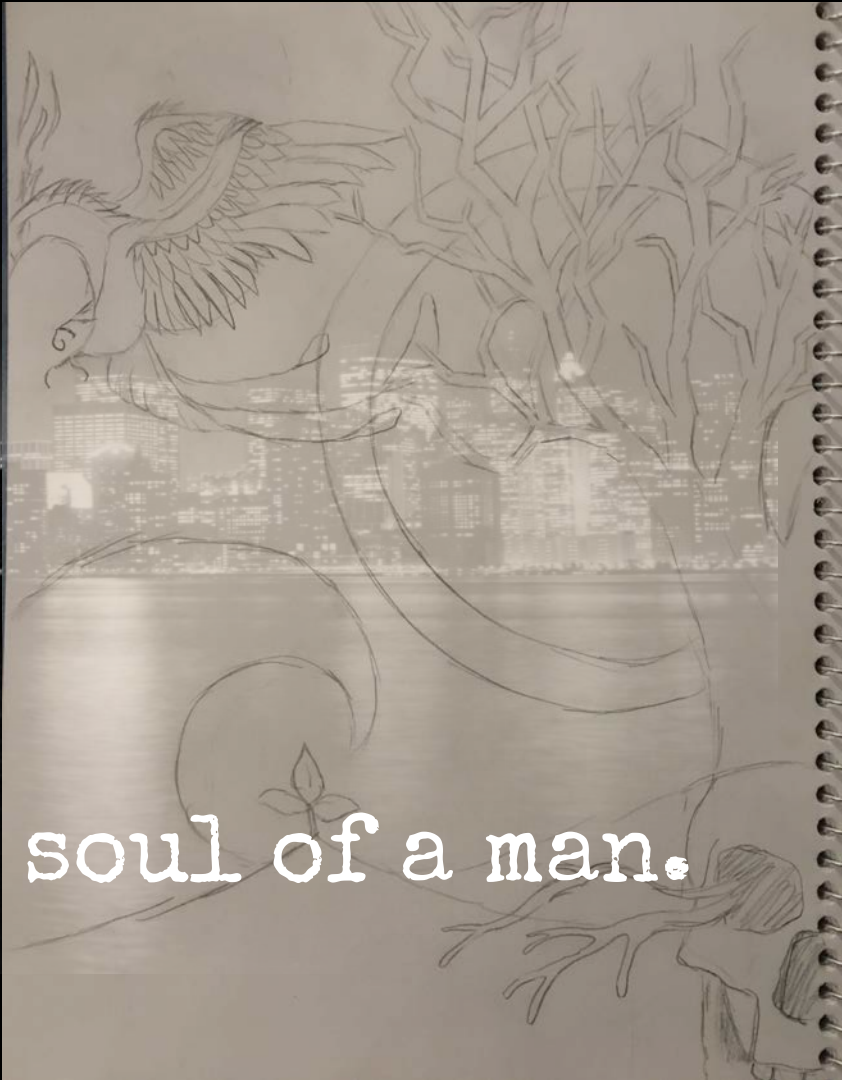
RESOURCES





I am a tree with the soul of a man.

-Abhi Solanki



The 9/11 Memorial



Remembrance, Resilience, Rebirth



What actually happened on 9/11?

- Discover the history behind the events that occurred on 9/11.

- Use the website 911memorial.org

- Navigate throughout webquest.

- Uncover true stories of what really happened on that tragic day.

*After gaining an insight into September 11, 2001, we will explore the concepts of: *Remembrance*, *Resilience*, & *Rebirth.9.11.01*

The Red Bandanna • Welles Remy Crowther, HERO.

Play to their Senses INSPIRE.

Tell stories of defying odds,
heroism & humanity.

Show images, play videos
listen to music.

-Relate stories to student's
lives. Read poetry, myths,
legends.

-Sports, media, art, novelty.

-Give kids the tools
(words/ideas) they need to
make connections



www.crowthertrust.org



Newton's Apple Tree, England

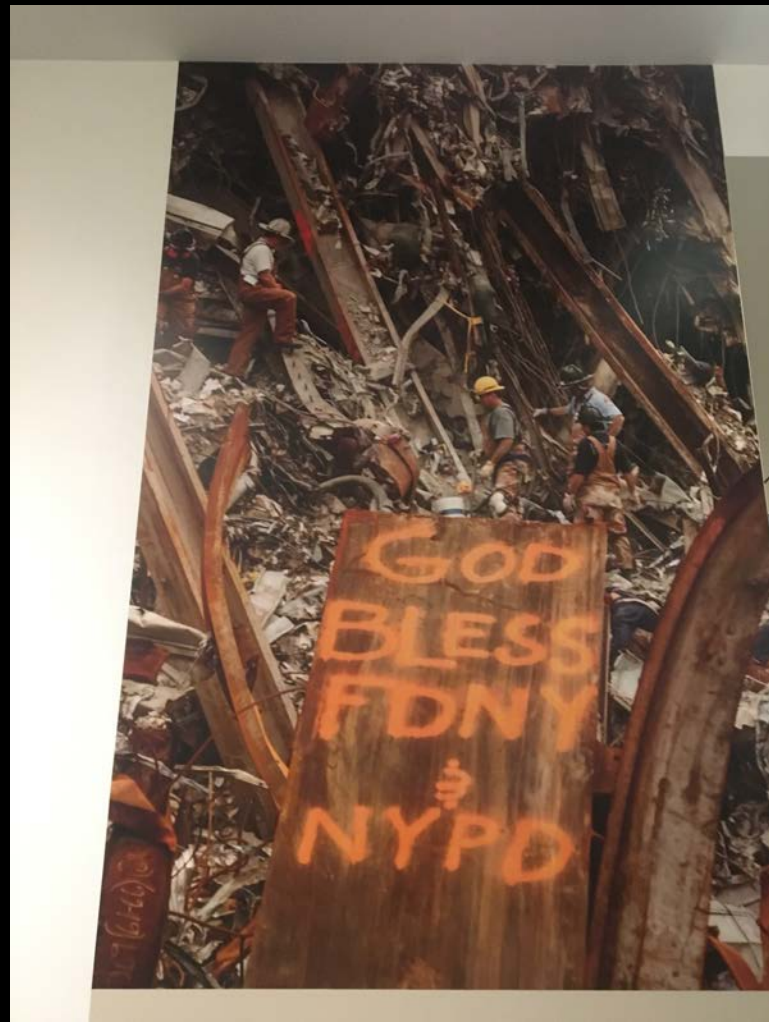


9.11.01





LEFT:
Steel beam,
point of
impact.
South Tower



RIGHT:
Wreckage
&
Rebuild-
ing
efforts
after the
attacks.



I am the GRAVESTONE of the Forgotten, not letting them die in vain." -Younes, 11 years old

The Survivor Tree

A Callery Pear Tree became known as the "Survivor Tree" after enduring the September 11, 2001 terror attacks at the World Trade Center. In October 2001, the tree was discovered at Ground Zero, severely damaged with snapped roots and burned and broken branches. The tree was removed from the rubble and placed in the care of New York City Department Parks and Recreation. After its recovery and rehabilitation, the tree was returned to the Memorial in 2010. New, smooth limbs extended from the gnarled stumps, creating a visible demarcation between the tree's past and present. Today, the tree stands as a living reminder of resilience, survival and rebirth.

The Tree that Tells Stories:

Remember 9/11 through the Eyes of the Survivor Tree



SURVIVOR TREE

English

“My scars remind me that I did indeed survive my deepest wounds. That in itself is an accomplishment. And they bring to mind something else, too. They remind me that the damage life has inflicted on me has, in many places, left me stronger and more resilient. What hurt me in the past has actually made me better equipped to face the present.”

— Steve Goodier

1. Upon the destruction of the towers we lost millions of potentials, millions of dreams, relationships, connections, millions of feelings. Descendants robbed of being born. They have all been evaporated into a pile, lying on the bedrock of NYC. If we view the towers as housing all of the books ever written and all of the art ever created-In your view, how would you explain the cost to humanity as a result of their destruction?
2. Is the story of the Red bandanna, (where we learned of Welles Remy Crowther the trader who led 12 souls to safety before perishing to his own death.) a song, poem, haiku, short story, narrative or rhapsody?
3. If we don't stop and reflect on this tragedy, what will happen to our society? (speak about this in terms of remembrance.)

Mathematics

- 1.) Considering the interruption of lineage/ancestry and the intellectual potential of each perished person... What two mathematical processes combined can express the devastation and magnitude that quantify the loss of genius and humanity that occurred with the crumbling of the towers?
- 2.) What mathematical equation or function could express the amount of strength and determination one might need to endure such an uprising after witnessing such destruction?

...the
sight
of the
stars
makes me
DREAM

...the
sight
of the
stars
makes
DREA

“What lies
behind us and
what lies
before us are
tiny matters
compared to
what lies
within us.”

— Ralph Waldo
Emerson

