



For elementary school educators, the ISB recommends this section of

“Learning From The Challenges Of Our Times: Global Security, Terrorism And 9/11 In The Classroom”

a developed by the 4 Action Initiative, a collaboration of Families of September 11, Liberty Science Center and The New Jersey Commission on Holocaust Education. This curriculum provides resources from diverse, credible sources, with a variety of choices for each teacher in regards to texts, activities, virtual or in-person field studies, and baseline vocabulary that are age-appropriate. There are grade-level activities and assessments that offer differentiation, student voice and choice, and connections from past to present.

Elementary Lesson Plans & Themes

Unit I: Human Behavior

Lesson EI-1 Chrysanthemum

The power of words; the lasting impact of hurtful words – Grades K-5

Lesson EI-2 The Beauty of Colors

Using the book, *The Colors of the Rainbow*, examine how differences enrich our lives as well as looking at things we share in common – Grades K-5

Lesson EI-3 Heroes in Our Everyday Lives

Understanding the meaning and characteristics of a “hero;” use of music (song: Hero) to examine concept – Grades K-5

Lesson EI-4 A Brave Hero

Understanding idea of hero in everyday life; difference between celebrity and hero; use of book, *New York’s Bravest*, about a fireman – Grades K-3

Unit II: From Playground to World Stage – Violence, Aggression & Terrorism

Lesson EII-5 Power of Hurtful Words and Responding to Them

Analyzing words that hurt and the damage they cause – Grades K-5

Lesson EII-6 Making Choices: Bystander, Perpetrator, Victim, Rescuer

Examining things that frighten us; identifying different roles as in title; problem solving situations/things that frighten one; the book, *The Island of Skog* – Grades 1-3

Lesson EII-7 Making Choices: Bystander, Perpetrator, Victim and Upstander

Difficult situations and the power of the individual to make a difference; use of the story *The Terrible Things* – Grades 3-5

Unit III: Historical Context of Terrorism

Lesson EIII-8 Walls

Computer use to research walls mentioned in book, *Talking Walls*, and be able to identify boundaries, etc. on map, purpose of walls, impact of one’s words and actions on others, etc. – Grades 3-5

Unit IV: 9/11: Contemporary Case Study in Terrorism

Lesson EIV-9 A Fireboat and Its Heroic Adventures

Story, *Fireboat*, about the *John J. Harvey*, the boat’s history, and the heroism of its crews and actions; what is a hero? – Grades 3-5

Lesson EIV-10 A Poem About St. Paul’s Chapel *The Little Chapel That Stood* –

What the chapel represented to the people of NYC before and after 9/11; use of the story, *The Little Engine That Could*, to examine characteristics that determine courage beyond size – Grades 3-5

Unit V: Challenges and Consequences in a Post 9/11 World

Lesson EV-11 *September Roses*

Using book of this title, examine acts of kindness, goodness, etc. in NYC that day and reaching across nationality, Americans and visitors – Grades K-3

Lesson EV-12 *September 12th*

Using book, *September 12th: We Knew Everything Would Be All Right*, examine feelings of security and safety that followed the day and why – Grades 1-3

Lesson EV-13 *There’s A Big Beautiful World Out There*

Use book of title to connect fears expressed by students and found in the book, ways suggested to overcome fears – Grades K-1

Unit VI: Remembrance and the Creation of Memory

Lesson EVI-14 Student Responses to Artifacts in St. Paul’s Chapel

Using images of artifact archive at St. Paul’s website, write or talk about what artifacts tell us and feelings they create – Grades 4-5

Lesson EVI-15 *The Survivor Tree*

Living plants and trees as symbols of memory and remembrance; revival of plant life as symbols of hope and renewal – Grades 3-5

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

Lesson EVII-16 *Serving Our Town, Country, and World: National Day of Service*

Learn about the initiative, developing appropriate service ideas, follow through on one or more activities – Grades K-5

Lesson EVII-17 *Peace Poems*

Interpreting poem, “For Our World,” by Mattie Stepanek to look for suggestions of peace for the future; write poem expressing own ideas for future – Grades 4-5

Lesson EVII-18 *Universal Declaration of Human Rights: How Can We Put It Into Action?*

Using children’s version, identify the rights and why each is important; brainstorm for ideas of how to make it possible for the rights of every person to be honored – Grades K-5

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A Personal Note from MaryEllen Salamone, Co-Founder of the 4 Action Initiative

Some Thoughts on Talking to Children about September 11th

To Teachers Everywhere-

On September 11, 2001 my husband John was killed in the World Trade Center attacks. My children were just six, four and two years old. I learned very quickly how to discuss the death of my husband and the events of 9/11, not only with my children, but their friends as well. I certainly did not want to further traumatize them. It was very difficult for me, so I am very sympathetic to the challenges that face all of you when broaching tragic subjects in the classroom.

I agree with the majority of you who believe it is most challenging to discuss September 11th with elementary school children. They are not old enough to recall the events or were born after the attacks. Naturally, we hesitate because we don't want to scare them or intensify feelings of grief or trauma. Yet, September 11, wars and natural disasters are a part of life that all of us, even our children, must learn to face and process.

It is crucial to teach difficult topics in a way that doesn't increase a child's sense of vulnerability or helplessness. As you can imagine, I have talked to many experts about this important topic. Below are some suggestions that I have found very helpful. I'd also like to share a letter I wrote to my niece when she was seven years old. She was born in September 2001 about one week after the attacks. Every year she wonders why there is such sadness in the days and weeks before her birthday. Please feel free to use this story if it helps you with your students in class.

Talking about 9/11 in the classroom

First, use simple and factual language but

Avoid graphic details or dramatizing the destruction.

Be sure to include New York, Pennsylvania and Washington, DC, the people who lived and worked in and near those cities as well as people traveling on airplanes. Many people and their families were affected.

Try not to politicize the event or promote bias.

Be positive.

The evacuation plan at the World Trade Center was a success, many many people got out of the buildings. There were also many people who reached safety at the Pentagon because of the way the building was designed. Talk about safety measures, heroic actions and volunteer efforts following the event.

Point out how changes after 9/11 have made our world a safer place: airplane screening and safety drills.

Start a conversation about how students can help through service projects and individual good deeds. They are not too young to know they can make a difference!

A Letter to Caitlyn:

"You asked your mom why everyone is so sad around your birthday and you wonder why you never got to meet your Uncle Johnnie. I hope I can help you understand.

Before you were born, there were two really big buildings in New York City called the World Trade Center. Some people even called them the Twin Towers. Your Uncle Johnnie worked on the 104th floor of the building, almost at the very top! He worked with bankers and had lots of friends who worked with him.

A week before you were born, a group of men who did not like our country, did a very bad thing. They hijacked airplanes, which means they forced the pilots to let them fly the planes. Instead of landing the planes, they flew the planes into the Twin Towers in New York City, a building called the Pentagon in Washington, and into a field in Pennsylvania. Lots of people were able to get out of the buildings that were hit by the planes and run to safety. But some people did not.

Your Uncle Johnnie could not get out of the building in New York; he worked near the top floors where the plane hit the building. He died that day with lots of his friends who worked with him. Almost 3,000 people died that day, but tens of thousands of people were rescued.

This happened on September 11 in 2001...just a week before you were born. Every year on that day, we all remember your uncle and we all remember how sad that day was when he died. It is an important day, because everyone in America feels sad when they remember that day.

But things have changed since then. Laws changed around the world to make it safer on airplanes and in buildings. People changed and tried to be nicer to each other, and help each other more.

September 11 is a sad day, but it is a day when we remember what happened, and a day we should all try a little harder to make our world a better place. Uncle Johnnie would really like that."

Love,

Aunti Mare

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
and 9/11 in the Classroom**

Elementary School

Lesson Plans & Themes

Unit I

Human Behavior

Unit I: Human Behavior

Grade Levels: K-5

Time: 30 minutes

Lesson EI-1: Chrysanthemum: The Power of Words

Interdisciplinary Connections:

Literacy, art, character education

Objective:

- The students will be able to explain how words leave an impression on one's heart.

Materials:

- *Chrysanthemum* by Kevin Henkes; cut outs of paper hearts (one for each student)

Activities/Procedure:

- Distribute hearts to the students.
- Explain that you are going to be reading a story to them. They may have heard the story before but this time you want them to pay attention to certain details.
- Direct students that, as you read the story, each time something mean is said to Chrysanthemum, or makes her feel sad, to fold their hearts. It does not matter how they fold their hearts. When positive, nice things are said to Chrysanthemum they are to unfold their hearts.
*As you are reading you may want to pause to make sure that the students are "catching" all the positive and negative things being said to Chrysanthemum.
- When you finish the story their hearts should be unfolded. Direct the students to try to get all the wrinkles (folds/creases) out of the heart. Give them a few minutes to try to get them out. Then discuss how they cannot get them out. Discuss how we can forgive people for saying mean things and hurting our feelings but they still leave an impression or wrinkle on our heart and feelings. The next time a student makes fun of another person you can remind him/her that he/she is causing that person to have a wrinkle or impression on the heart.

Evidence of Understanding:

- The students can be evaluated on their discussion. Older students can write a paragraph explaining what they learned through this lesson.

Extension Activities: Taking Action and Giving Service:

- Explore the symbol of the heart as the seat of emotions. Make a list of the ways the heart shape is used to convey an idea or feeling. (For example: the heart for valentines, for loving another person or pets or flowers, "broken heart," heartache, etc.)
- The concepts and issues raised in this lesson may be reinforced and incorporated into behavior/classroom management throughout the school year by revisiting the story at appropriate times and reminding the students of the activity and the lessons learned when the lesson was originally presented.

Unit I: Human Behavior
Grade Levels: K-5
Time: 1-2 class periods

Lesson EI-2: The Beauty of Colors

Interdisciplinary Connections:

Science, art, social studies, character education, literacy, mathematics

Objectives:

- The students will be able to give examples of ways in which each person is unique yet has things in common with others.
- The students will be able to explain why the ways in which each person and group can help enrich and expand the nature of life for everyone.

Key Terms:

Unique	Burkas	Saris	Pirogi
Curried Chicken	Vibrant	Arc	Hopscotch
Christmas	Hanukkah	Ramadan	Rainbow

Materials:

- Book: *The Colors of the Rainbow* by Jennifer Moore-Mallinos, Illustrations by Marta Fabrega.
- Jellybean Nation pamphlet (may be obtained free upon request via <http://www.kidscorner.org/html/jellybean.php> courtesy of GlaxoSmithKline, National Liberty Museum in Philadelphia, PA, and Kids Corner WXPB-FM)

Activities/Procedures:

- Ask the students how many of them have ever seen a rainbow. Call upon the students to offer descriptions of the rainbows they have seen and make a list of some of the words used to describe a rainbow.
- Ask the students to describe how a rainbow makes them feel and make a list of some of the words used in their descriptions. Examine the words and ask the students if the words describe good feelings or bad feelings.
- Ask the students if they can explain why the rainbow makes them feel that way.
- Discuss how and why a rainbow is formed.

Classroom Activities:

- Ask the students if they have ever thought of people as rainbows. Use their responses as a way to introduce the book, *The Colors of the Rainbow*.
- As you read aloud, hold the book up so students can see the illustrations. Comment on the many colors that can be seen in the illustrations.
- As the class moves through the book, relate the observations in the book to the students in the class, i.e., the many shades of skin, count different colors of hair and hairstyles, the differences in eyes, clothing styles, etc. Make lists for each item. (Be sensitive and careful of your manner and that of the students during this part of the lesson so that students are not offended by anything stated.)
- List some of the different styles of restaurants in the community and ask about the different kinds of food served.

Make a list of some of the foods served in the restaurants. Ask the students, "Who has eaten in some of the restaurants?" and "Who has had similar food at home either through restaurant take-out or prepared at home?"

- Make similar lists of other topics mentioned in the book, i.e. games, holidays, homes, etc.
- At the end of the reading, direct student attention to all of the lists of differences found among the students in the classroom. Count them. Ask if the students have ever thought about all of the differences found among the members of their class.
- Now make a list of the things they share in common: have hair, have clothing, have eyes, have nose and ears, have voices and language, etc.
- Ask the questions: "Are all of your friends JUST LIKE you? Do you ever think about your differences when you are having fun together?"
- Ask the questions: "What do you and your friend(s) enjoy doing together? What do each of you enjoy doing with someone else or by yourself that you do not do together? Are you still friends when you are doing something different?"
- If the teacher has obtained a copy of *Jellybean Nation*, prepare a plastic bag filled with jellybeans. If possible, have beans of different sizes as well as different colors. Ask the students to point out some of the differences among the jellybeans. Can they always tell the flavor by the color? What about the scent found in some jellybeans? Use other comments and observations found in the pamphlet to engage the students in a discussion about differences and similarities among people.
- If there is no concern in the class about sugar, (as expressed in school rules/regulations and/or in parental preferences or health folders via nurse, etc.) give each student 2 or 3 jellybeans to eat as they do their hands-on exercise. Non-sugar jellybeans are available for those who have diabetes, etc. If eating the jellybeans is not acceptable, place them in a clear plastic jar or box to be used in math for guessing numbers, identifying shapes, etc. or some other subject game. Alternatively, adapt the exercise using many different buttons or other inedible objects.

Evidence of Understanding

Give each student a large piece of white paper. Fold the paper in half and then open the paper so that it is possible to see both halves. Students should be given a single color (avoid black or white) crayon and asked to draw a rainbow using only that crayon on one half of the paper. Once that is done, permit each student to have at least six different colors and instruct them to draw another rainbow on the other half of the paper using the many colors. Ask the student to select the rainbow that would make their classroom a happier, better place to work and play. Cut the paper in half and collect the rainbows selected to place around the classroom or on the bulletin board. Before posting the rainbows, have the students stand in a small circle holding their rainbows in front of them. Go around the circle and have each student take a turn explaining how the students in the class make a rainbow and why they like feeling like part of a rainbow.

Extension Activities: Taking Action and Giving Service:

Go to the New Jersey Commission on Holocaust Education website at <http://www.state.nj.us/njded/holocaust> and click on the curriculum guides. Select the curriculum guide for Kindergarten - Grade 4, Caring Makes a Difference. Select one or more of these lessons to do as a follow up lesson.

- *The Colors of Us* by Karen Katz, p.8
- *All Kinds of Children* by Norma Simon, p.9
- *Whoever You Are* by Mem Fox, p. 15
- *The Crayon Box That Talked* by Shane DeRolf, pps 16-17

Teaching Tolerance Lessons:

"Getting To Know Each Other" <http://www.tolerance.org/teach/activities/activity.jsp?ar=692>

"Me and We: A Mix It Up Activity" <http://www.tolerance.org/teach/activities/activity.jsp?ar=964>

"Many Shapes and Sizes" <http://www.tolerance.org/teach/activities/activity.jsp?ar=827>

"I Am Special" <http://www.Tolerance.org/activity/i-am-special>

Note to Teacher: If you are not familiar with Teaching Tolerance, it is recommended that you visit the website and familiarize yourself with its many free materials and resources. <http://www.teachingtolerance.org>

Unit I: Human Behavior

Grade Levels: K-1

Time: 45-60+ minutes

Lesson EI-3: Heroes in our Everyday Lives

Interdisciplinary Connection:

Literacy, music, art

Objectives:

- The students will be able to define the word hero.
- The students will be able to describe heroic behaviors.

Key Terms (when needed):

Hero **Characteristics**

Materials:

- Song: Hero by Enrique Iglesias and/or Hero by Mariah Carey. Play the song for the class if you have a copy. If music is not available, lyrics may be found at the following web site: http://www.oracleband.net/Lyrics/hero_carey.htm

Activities/Procedures:

- Have students clear their desks, and clear their minds. Tell the students to actively listen to the lyrics. Play a song about heroes. Example: Enrique Iglesias's Hero or Mariah Carey's Hero or other performance of the song.

Classroom Activity:

- Play the song through first, then replay while displaying lyrics.
 - After the song, tell students to write down their thoughts/ideas and think about who came to mind when they heard the song.
 - After students share their ideas, discuss how they would define the word hero. What makes a person a hero?
 - Discuss, brainstorm and chart a list of heroes in their lives.
 - Have students pick one person in their life who is their hero. They will write explaining why that person is their hero. They will draw a picture or make their hero a badge of honor.
- *After students complete their writing and badge of honor they can present it to their heroes. (Alternate idea: have a hero day. Have students invite their heroes into their classroom. If a hero is not available, the student can try to bring in a photo of the hero. Each student can read their paragraph then present their hero with the badge of honor.)

Evidence of Understanding:

- The students will share their writing about heroes in their lives.

Extension Activities: Taking Action and Giving Service:

- The class can "Adopt a Hero" and invite the adopted hero into the class for the day. Make it a special day for everyone. Provide lunch, snacks, etc. for the "hero" as well as presenting the badge made to honor him/her. Take photos for a bulletin board and/or album, write a story to send to the local paper, etc.

Unit I: Human Behavior

Grade Levels: K-3

Time: 45-60 minutes

Lesson EI-4: A Brave Hero

Interdisciplinary Connections:

Literacy, art, character education, social studies, music

Objectives:

- The student will realize that we are all able to make contributions and help others.
- The student will understand the effects of our words and actions on others.
- The student will understand that greatness isn't only for famous people or famous deeds.
- The student will appreciate the accomplishments of firefighters.

Key Terms:

Upstander

Rescuer

Hero pumper

Volunteer

Tenement

Wedged

Trolley

Materials:

- *New York's Bravest* by Mary Pope Osborne; Random House Children's Books; August 2006
- Drawing paper, crayons or markers, and journals
- Other books:
 - American Tall Tales* by Mary Pope Osborne
 - John Henry: An American Legend* by Ezra Jack Keats.

Activities/Procedures:

- Ask students the question: "What is a hero?" Ask students to describe their answers in writing and then draw an image representing a hero.
- Take student volunteers to share their descriptions and/or images with the class. (If available, teacher may use an overhead projector /elmo to project the images on a screen.)

Classroom Activity:

- Introduce the story and ask students to listen to the story about a hero.
- Read the story to the class and shows pictures from the book. Discuss the dedication page and the historical note.
- Think-pair-share activity focusing on discussion questions one at a time:
 - How was Mose brave? What did he do? Who did he save?
 - How are real-life firefighters like Mose?
 - How was firefighting different in Mose's day than it is now?
 - What qualities of firefighters are the same?
 - Which are different?
 - Who does Mose represent?
- The children should write their responses in their journals.

- Suggested concluding activity: Invite a firefighter to class for the day.

Evidence for Understanding:

- Ask the students why this book is considered a ‘tall tale.’
Ask them to name their favorite tall tales.
- Show the students the illustrations by Steve Johnson and Lou Fancher in *New York’s Bravest*. Discuss the traits that make these characters “larger than life.” Brainstorm a list of the different adjectives to describe characters in the tall tales.
- Have students draw a picture of a tall tale character and then have them discuss in think-pair-share groups why they admire these characters.
- Tall tale heroes were ordinary folks about whom extraordinary stories were told. Write tall tales about contemporary, everyday people: firefighters, teachers, nurses, students, police officers, housewives, truck drivers, mechanics, plumbers, waitresses, computer operators, etc.

Extension Activities: Taking Action and Giving Service:

- Have a Mose Humphreys Day at your school to honor the firefighters in your town. Write letters to firefighters thanking them for the job they do. Decorate your room to look like a firehouse. Invite a firefighter and present him/her with the letters.
- Encourage your students to be good citizens in the spirit of Mose Humphreys. Create a Mose Humphreys Good Deed Award. Every month give out the award to a student who does something “above and beyond.”
- Rewrite the story of Mose Humphreys in play form. The students can add new characters and new extraordinary feats that he did. Make hand puppets of the characters and perform it in a puppet theater.
- Davy Crockett and John Henry have songs written about them. Have the students write a song about Mose, New York’s bravest firefighter, using a familiar song.

LEARNING FROM THE CHALLENGES OF OUR TIMES:

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Elementary School

Lesson Plans & Themes

Unit II

From the Playground to the World Stage: Violence, Aggression and Terrorism

Unit II: From the Playground to the World Stage

Grade Levels: K-5

Time: 30+ minutes

Lesson EII-5: Power of Hurtful Words & Responding to Them

Interdisciplinary Connections:

Character education, literacy

Objectives:

- Students will recognize how hateful words make them feel and how they impact others as well.
- Students will identify strategies to use to respond to hurtful words.

Key Terms:

Hurtful	Hateful	Feeling good	Strategy
Sad			

Materials:

- Drawing of sad and happy face
- Poster paper (to make class rules)
- Note-taking paper for students

Activities/Procedures:

- Show a picture of a sad face. What words make you feel sad?
Optional: In one of the circles, have students draw a sad face.
- What words make you feel happy? Draw a happy face in another circle.

Classroom Activity:

- Ask students to think of words that make them sad or angry. Students write the words on a slip of paper anonymously and the teacher collects the slips of paper.
- Selects words from the slips of paper (avoiding those not appropriate for the grade level) and writes them underneath the picture of the sad face on a board, chart paper, or overhead projection. After selecting words from the slips of paper, fold them in half and staple them shut as students are working in groups.
- Students get into pairs or small groups and discuss the questions:
 - How do these words make you feel?
 - What would you do if you were called one of these words?
 - How could you let the person know how the word(s) make you feel?
 - Share responses with the large group.
- The class collectively decides on the best ways for responding to hurtful words, and together they create class rules to display in the front of the classroom.
- Now discuss words that make students feel good/happy.
- To conclude the lesson on hurtful words, the students come up randomly and take the top paper from the notes on hurtful words, crumple it up, and throw it in the trash.

Evidence of Understanding:

The class collectively decides on the best ways of responding to hurtful words. Together the students create class rules to display in the front of the classroom.

Extension Activities: Taking Action and Giving Service:

- Ask students to discuss: “What would you do if you heard someone else being called these words?” Talk about being an upstander. (Discuss the difficulties of being an upstander as well as the reasons why we need people – and ourselves – to be upstanders.)
- Read *Words Are Not for Hurting* by Elizabeth Verdick.
- Connect this lesson with the lesson on Chrysanthemum.

However, for this lesson, distribute a paper doll to each student rather than a heart. Read aloud from the list of hurtful words/actions that the class created and bend a piece of the paper doll’s arm or leg or crumple the body a little bit. Then read aloud from a list of words/actions that are happy and make the students feel good. Each time a happy/feel good word/action is read, the students should unbend and smooth one of the wrinkles made in the body of the paper doll.

After completing the reading of the words, ask the students to study the paper doll very carefully and to notice any wrinkles and/or crumpled parts of the doll that remain despite efforts to smooth them out. Discuss how hurtful words/actions can damage a person and how the damage may endure just as the wrinkles on the paper person cannot all be removed.

Unit II: From the Playground to the World Stage

Grade Levels: 1-3

Time: 45 minutes

Lesson EII-6: Making Choices: Bystander, Perpetrator (Bad guy), Victim, Rescuer (Hero)

Interdisciplinary Connections:

Social studies, character education, art, literacy

Objectives:

- Students will be able to identify and explain the roles of individuals in a threatening situation.
- Students will be able to identify the choices of the individual in a threatening situation.
- Students will be able to understand the implications of making assumptions.
- Students will be able to appreciate the value of friendship.

Key Terms:

Bystander

Bad guy

Victim

Hero

Bullying

Assumptions

Prejudice

Skog

Materials:

- *The Island of the Skog* by Steve Kellogg
- Drawing paper, crayons or markers, journals

Activities/Procedures:

- Ask students the question: "What scares you? What frightens you?"
- Ask students to describe their answers in writing and then draw an image representing what frightens them.
- Take student volunteers to share their description and/or image with the class. (If available, teacher may use an elmo to project the images on a screen.)
- What is an island? Show pictures of an island.
- How do you usually get to an island?
- What is a "Skog"? What do you think it looks like?
- Have students draw a "Skog" and hang up their pictures.

Classroom Activity

- Introduce story and ask students to listen to the story of the "skog."
- Read the story to the class.
- Think-pair-share activity focusing on discussion questions one at a time:
 - Why did the mice leave their home?
 - What should they have done before they left and sailed on the boat?
 - Why did they attack the stranger or Skog before they knew who it was?
 - What lesson do you think the mice and the Skog learned?

Who was under that costume?
Where is the Skog going?
Why was the Skog afraid of mice?
Do you think the mice will be happier here than at their old home? Why?

- Discuss as a class:
 - Who are the bystanders, bad guys, victims, and heroes in this story?
 - Was the Skog misunderstood by the mice? If so, how?
 - Did the mice pre-judge the Skog?
 - What was the Skog?
 - What kinds of things do you think the Skog likes to do?
- Look at the pictures of Skogs students drew at the beginning of the lesson. Ask the students if they think their pictures resemble the Skog in the story.

Evidence of Understanding:

- Discuss what students will need to take along if they go on a journey to an island.
 - Make a list of all the items they need.
 - Give students large bulletin board paper.
 - Have them work in groups to draw an island and include what they need to survive.
 - Have them explain their island.
 - What are some reasons people would choose to leave their homeland and travel to live in a new land?
 - How do you expect to be greeted in your new homeland? How would you view and greet strangers who have come to live in your neighborhood?
- Ask each student to write about these various questions and about possible problems.
 - What happens if there is a bad storm? Are you prepared to take care of yourself?
 - What if you run out of food?
 - What happens if people get sick?
 - What will you do if you meet a Skog?

Extension Activities: Taking Action and Giving Service:

Other videos, films, or stories about friendship and prejudice that you may consider sharing with the students and discussing with them:

Chato's Kitchen by Gary Soto, illustrated by Susan Guevara

Crow Boy by Taro Yashima

Fourteen Rats & a Rat-Catcher by James Cressey, illustrated by Tamasin Cole

Here Comes the Cat by Frank Asch & Vladimir Vagin

Moon Man by Tomi Ungerer

Unit II: From the Playground to the World Stage

Grade Levels: 3-5

Time: 60 minutes

Lesson EII-7: Making Choices: Bystander, Perpetrator, Victim, Upstander

Interdisciplinary Connections:

Character education, literacy, art

Objectives:

- Students will be able to identify and explain the roles of individuals in a threatening situation.
- Students will be able to identify the choices of the individual in a threatening situation.
- Students will be able to discuss what the individual should do in the threatening situation to help others.

Key Terms:

Bystander

Perpetrator

Victim

Survivor

Rescuer (Hero, Upstander)

Materials:

- *The Terrible Things* by Eve Bunting
- Drawing paper, crayons or markers

Activities/Procedures:

- Ask students the question: What scares you? What frightens you?
- Ask students to describe their answers in writing and then draw an image representing what frightens them.
- Take student volunteers to share their description and/or image with the class. (If available, teacher may use an overhead projector/elmo to project the images on a screen.)

Classroom Activity:

- Teacher introduces story and asks students to listen to what the forest animals in the story are scared of or frightened by and what the forest animal's reactions are to their fears.
- Teacher reads the story to the class (not necessary to show pictures from the book).
- Think-pair-share activity focusing on discussion questions one at a time:
 - What do we know about the "Terrible Things?" How do we know that?
 - Do we know who the "Terrible Things" are?
 - What are they trying to do? Why?
 - How does that make you feel?
 - What does Little Rabbit do? Why?
 - How do you think the Little Rabbit feels? What in the text makes you think that?
 - Do you think the Little Rabbit could have done anything differently?
 - Could the Little Rabbit have made a different choice? What? How?
 - If Little Rabbit does go tell the others about the Terrible Things, will they believe him? Why or why not?

What will they decide to do?

- Discuss as a class: Who are the bystanders, perpetrators, victims, and rescuers in the story?

Evidence of Understanding:

- The students will work in their buddy groups to rewrite the ending of the story to reflect what the Little Rabbit might have done differently to change the outcome for the better. Share with the class. Teacher records endings on chart paper. Class comes to consensus on which options are best. Follow up with a journal entry.
- Students individually will draw a picture illustrating an alternative positive outcome to the story.

Extension Activities: Taking Action and Giving Service:

- Use "*Facing Fear: Helping Young People Deal with Terrorism and Tragic Events*" by the American National Red Cross, Washington, DC, 2001. (www.redcross.org and type title into search box. Click item. PDF takes time to download.)
- Upstanders in real life – have students identify people in their own lives who stood up for another person and have them write a story or a letter to that person.

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
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Elementary School

Lesson Plans & Themes

Unit III

Historical Context of Terrorism

Unit III: Historical Context of Terrorism

Grade Levels: 3-5

Time: Two 60-minute periods

Lesson EIII-8: Walls

Interdisciplinary Connections:

Geography, literacy, character education

Objectives:

- Students will be able to use a computer to research various walls that are mentioned in the book *Talking Walls*.
- Students will be able to identify and find countries of the walls discussed in the book *Talking Walls*.
- Students will be able to locate where the wall goes on a world map.
- Students will be able to understand that greatness isn't only for famous people or famous deeds.
- Students will be able to understand the affects of our words and actions on others.

Key Terms:

Wall **Names of countries of the walls mentioned in the book**

Materials:

- *Talking Walls* by Margy Burns Knight, illustrated by Anne Sibley O' Brien
- Drawing paper, notebooks
- Crayons or markers
- Globe and map of the world
- Computers notebooks

Activities/Procedures:

- Put the word "wall," on the board or flip chart. Ask students to define "wall."
Noun: an upright structure of wood, stone, brick, etc., serving to enclose, divide, support, or protect; specif., such a structure forming a side or inner partition of a building
- Ask students the question: "Do walls talk? If they could tell stories, what would they say?"
"Are there any walls in your neighborhood? If so, can you describe them?"
- Divide the class into groups and assign each group a wall and country mentioned in the book in advance of reading.

Classroom Activity:

- Read the story to the class and show walls mentioned in the book to the students.
- Stop after each wall mentioned and ask the students to find the wall on the world map. Students place a sticker on the country where the wall being discussed is located.

- Think-pair-share activity focusing on research questions brainstormed by class:
 - Questions about the wall: size, structure, design, uses or purpose, etc.
 - Who are the people living in the country?
 - What do they look like? What are they wearing?
 - What type of homes do they live in?
 - What type of foods do they eat?
- Students will work in pairs using the computer and library to research their walls.

Evidence of Understanding:

- The student pairs will create a presentation to describe their walls and the countries where they are located. The presentation will include the culture of the people.
- Create a chart with the class to contrast and compare the purpose of walls:
 - Are they for protection? Do they divide people? Can they unite people?

Extension Activities: Taking Action and Giving Service:

- Discussion of memorials that are walls, such as the Vietnam Veterans Memorial. Refer to Eve Bunting's book, *The Wall*.
- Use the internet to show the various memorials in Washington DC. Ex: Korean War Memorial, World War II Memorial, Lincoln Memorial.
- If possible, take a trip to Washington DC to see various memorials.
- Define the term, "Wall Street," using computers for your research. Discuss the history and founding of Wall Street in NYC.
- Show Video by Reading Rainbow called *The Tin Forest*. The students at P.S. 234 in this Reading Rainbow episode show how important it is to them to be back at their school after the events of September 11. Discuss what it means to have pride in one's school. Ask students what makes their school a great place to be. Write their ideas on the board or on a chart. Have students create a peace wall for their school. Although the Reading Rainbow program left the air after 2006, many of the materials are available through the publisher GPN Educational Media. Materials can be found listed on the company website under Reading Rainbow. Many of the books can also be found through websites for bookstores, book distributors, etc.
- Take a class trip to visit a 9/11 Memorial Site.
- Do a class research project to discover the purpose and location of various memorials in your county and/ or state or in nearby areas. Plan a visit to some of those within a reasonable distance for a class trip. Make a map indicating the location of each memorial site and develop a short accompanying brochure giving a brief background about each memorial site.

*“A guide to the day that
changed the world
and the consequences
for our future.”*

*The Hon. Thomas Kean, former New Jersey Governor and
Chair, the National Commission on Terrorist Attacks Upon the United States*

LEARNING FROM THE CHALLENGES OF OUR TIMES:

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Lesson Plans & Themes

Unit IV

A Contemporary Case Study in Terrorism

Unit IV: 9/11 A Case Study in Contemporary Terrorism

Grade Level Range: 3-5

Time: 45-60 minutes

Lesson EIV-9 A Fireboat and Its Heroic Adventures

Objective:

- Students will be able to understand that greatness isn't only for famous people or famous deeds.
- Students will be able to realize that we are all able to make contributions and help others.
- Students will be able to understand the effects of our words and actions on others.
- Students will be able to demonstrate an understanding that everyone has the potential to be a hero.

Key Terms:

Diesel engine

Control dial

Brass nozzle

Propeller

Materials:

- *Fireboat: The Heroic Adventures of the John J. Harvey* by Maira Kalman or video of the same name produced by Spoken Arts. Additional resources found at: <http://www.fireboat.org/index.asp> (see Extension Activities for additional web links).
- Drawing paper, crayons or markers, easel, paper, poster boards, white t-shirts, Venn Diagram

Activities/Procedures:

- Ask students: "What is a hero?" Divide the class into groups of 4 or 5. Introduce a word association game and give the groups 3 minutes to write down as many words as they can to explain or describe the word, "hero." Ask students to share their answers and put them on a class chart.
- Each student should select his/her own hero. Ask the students to list descriptions of their heroes. Ask students to identify their heroes. (If students name a celebrity hero, explore and discuss if these people are heroes because of their celebrity or because they did something heroic.)
- Have each group write down which of those traits they see in their friends and in themselves.
- Ask students to write an essay titled, "I think _____ is a hero because..."

Classroom Activity:

- Introduces story and ask students to listen to the story about a fireboat.
- Read the story to the class and show pictures from the book. Discuss the explanation of September 11th.
- Have the groups discuss the following questions one at a time. Use easel note pad.
 - What happened in 1931? List achievements.
 - Describe the John J. Harvey fireboat when it was launched.
 - Who was the crew?
 - How was the fireboat brave? What did it do? Who did it save?
 - What happened in 1995 to the John J. Harvey?
 - Why was the boat saved? What people saved the John J. Henry?
 - What happened on September 11th?
 - Who were the heroes on September 11th?

What did the John J. Harvey do to help the firefighters on that day?

Why was the fireboat a hero?

What award was given to the John J. Harvey?

- Students work in their groups to create a Venn diagram of the history of the John J. Harvey. Make the center of the Venn diagram the events of September 11th.

Evidence of Understanding:

- These three activities will enable students to identify the characteristics of a hero and complete a project that reflects that person. (They can use heroes from September 11th.)
- Divide the class into three groups to:
 1. Write a slogan that honors a hero who has done something great in your community.
 2. Design a poster explaining the slogan.
 3. Use the slogan to create a t-shirt for the hero in your community. Invite local him/her to class to give them the t-shirts.

Extension Activities: Taking Action and Giving Service

- View documentary, *Fireboat: The Heroic Adventures of the John J. Harvey*.
- Divide the class into groups to research the articles on the John J. Harvey website:
<http://www.fireboat.org/index.asp>. Ask the groups to present different reports:
 - History of the John J. Harvey including pictures
 - About the role the fireboat played on September 11th
 - Explain the original project to restore the John J. Harvey
 - Where is the fireboat today? What is the John J. Harvey organization?
 - What can we do as volunteers?
- Invite someone from the John J. Harvey organization to speak to your class.
- Raise money as a class and purchase John J. Harvey t-shirts to help your school.
- Have a John J. Harvey Day at your school to honor the firefighters in your town.
- Write letters to firefighters thanking them for the job they do.
- Invite a firefighter and present him/her with thank you notes and T-shirts.
- Create a stamp for John J. Harvey. Send it to the U.S. Postal Services.
- Other web sites and stories about the John J. Harvey fireboat:
 - <http://newtownpentacle.com/2009/07/26/john-j-harvey-fireboat-trip-part-1-the-north-river/>
 - <http://newtownpentacle.com/2009/07/28/john-j-harvey-fireboat-trip-part-2/>
- Plan a service project for the community. Visit www.911dayofservice.org for ideas or to post your class project.

Other Resources about Heroes:

John Henry: An American Legend by Ezra Jack Keats.

A Hero- New York's Bravest by Mary Pope Osborne

Video by Reading Rainbow called *The Tin Forest*

The students at P.S. 234 in the Reading Rainbow episode show how important it is to them to be back at their school after the events of September 11. Discuss what it means to have pride in one's school. Ask students what makes their school a great place to be. Write their ideas on the board or on a chart. Have students and make illustrated poster that tells something good about their school.

<http://www.shopgpn.com/Search.aspx?Search=TIN+FOREST>

Unit IV: 9/11: A Contemporary Case Study

Grade Level: 3-5

Time: 30-45 minutes

Lesson EIV-10 A Poem about St. Paul's Chapel: "The Little Chapel That Stood"

Objectives:

- Students will be able to choose objects that represent metaphors for what the chapel represented to people near the Twin Towers on September 11th.
- Students will be able to identify the support structures or networks in their own lives.

Key Terms:

Chapel

Terrorist

Metaphor

Materials:

The Little Chapel That Stood by A.B. Curtiss;

Metaphor objects: toothpicks ice pop sticks, cotton balls, rocks, cut-outs of rainbows, stars, suns, piece of grass or leaf. The text of the book is also available online:

http://www.abcurtiss.com/graphics/books2/l_chapel/little_chapel1.htm

Activities/Procedures:

- Read *The Little Engine That Could* to the class.
- What were the qualities of the "little engine?"
- What challenges did the little engine face?
- How did it overcome those challenges?

Classroom Activity:

- Read *The Little Chapel That Stood* to the students (students can be assigned different parts of the poem to read aloud to the group).
- Ask them to think about the questions or write about them in a journal and then share them with classmates (in small groups or large group).

What did the chapel represent to people in New York City prior to 9/11?

Who and what are the characters of this book?

What role did the chapel play on September 11th and the days following September 11th?

What is your reaction to the fact that the chapel stood after the towers fell?

What did the chapel represent on September 11th and the days following?

What does it symbolize today?

Evidence of Understanding:

- Students select objects that they feel represent what the chapel symbolized for the people on September 11th and the days following. Students explain the symbolic associations/reasons for their choices.

- Provide students with objects to choose from: Cotton balls, toothpicks, ice pop sticks, rock, cut-outs of rainbows, suns, stars, pieces of grass or leaves, etc.

- Students come up with their own metaphor objects and bring them to class the following day.

- Students explain why they chose these objects and what they mean to them.
- Ask students to identify structures or units of support in their lives.
What are they?
How do they provide support?

Extension Activities: Taking Action and Giving Service:

- Students could select images of places and things that symbolize:
Support Comfort Hope Empowerment
- Poem: *My Own Little Good Deed*
Read the poem lines on the page with the fire truck again (4 pages from end of book).
- Ask students to discuss what they think the last line means.
Ask them if they feel that they are tall or small.
What can you do?
Do you feel like you are a link in a chain?
What is a "little good deed" you can do?
- Review artifacts and messages from the St. Paul's Chapel website:
<http://www.Trinitywallstreet.org/files/congregation/stpaul/exhibit/ARCHIVE/index.php?range=1&id=5>
- Plan a service project in honor or in memory of someone special in the class or school.
Visit www.911dayofservice.org for ideas or to post your project.

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Elementary School

Lesson Plans & Themes

Unit V

Challenges and Consequences In a Post 9/11 World

Unit V: Challenges and Consequences in a Post 9/11 World

Grade Levels: K-3

Time: 30 minutes

Lesson EV-11: September Roses

Interdisciplinary Connections:

Literacy, geography, character education

Objectives:

- Students will be able to identify the choices of individuals in a threatening situation to help others.
- Students will be able to realize that we are all able to make contributions and help others.
- Students will be able to understand the effects of our words and actions on others.

Key Terms:

Roses

“Peace rose”

South Africa

September 11, 2001

Materials:

- Book: *September Roses* by Jeannette Winter, Frances Foster Books, Farrar Straus, New York.
- Map: South Africa & Africa
- Drawing paper, crayons, or markers
- Optional: Roses of different colors: one for each student (may be artificial)

Activities/Procedures:

- Ask students the following questions:
 - Where is South Africa? (show map)
 - Do you have a flower garden?
 - What is your favorite flower?
 - What do flowers represent?
 - What flowers did the two sisters grow in South Africa?
 - What do roses represent? How do they make you feel?
 - What is the “peace rose?”
 - What does it represent?
- Optional: Give each student a rose to decorate the room.
May also use photos or illustrations, silk, paper, roses, etc.

Classroom Activity:

- Ask students to think about and discuss these questions:
 - Why did the two sisters come to New York with their roses?
 - What happened when the two sisters came to New York?
 - What happened on September 11, 2001?
 - What problems did the sisters face when they arrived at the airport (list on the board)?
 - Who came to the rescue? What did they do?
 - Where did the two sisters stay?
 - What did they create with their roses?

How did the survivors feel when they saw roses?

Evidence of Understanding:

- Plant seeds of rose-colored flowers to give to friends or family who are ill or experienced hardship.
- Design cards using a “rose” motif to give to friends and family who are ill or experiencing hardship.
- Decorate the classroom with artificial roses (made out of tissue paper).

Extension Activities: Taking Action and Giving Service

- Have students talk with family, friends, neighbors, other adults in the school, etc. for other symbols of peace, love, expressions of sympathy, and friendship. Make a list on an easel pad or on the board of the various symbols that they learned from others. Have each student select the symbol that s/he likes best and make an illustration of it on drawing paper. The drawings may be posted around the classroom or in the hallway outside the classroom entry.
- Plan a service project in honor or in memory of someone special in the class or school. Visit www.911dayofservice.org for ideas or to post your project.

Unit V: Challenges and Consequences in a Post 9/11 World

Grade Levels: 1-3

Time: 60 minutes

Lesson EV-12: September 12th

Interdisciplinary Connections:

History, literacy

Objectives:

- Students will be able to understand that terrible things happened on September 11th in 2001 but that life in America continued on September 12th.
- Students will be able to explain the ways they feel safe and secure living in America.
- Students will be able to create a visual display representing ways in which they feel safe and secure.

Key Terms:

Safety

Security

National Anthem

Patriotic

Materials:

- September 12th: *We Knew Everything Would Be All Right*. written and illustrated by first grade students of H. Byron Masterson Elementary in Kennett, Missouri.
- Directions for flag project
- Red, white, and blue construction paper
- White lined paper
- Star pattern

Activities/Procedures:

- Read and discuss *September 12th: We Knew Everything Would Be All Right*
- Have students create flags
- Students share projects with classmates and display in classroom or hallway

Evidence of Understanding:

- Students will be able to orally and visually explain how and why they feel safe and secure living in America.

Extension Activities: Taking Action and Giving Service:

- Invite several adults from the school or parents to visit the classroom and describe some of the changes they have witnessed in the United States since the events of September 11, 2001. Ask the visitors also to talk about those things that have not changed, both important and everyday in nature.
- Have the class write thank you letters to those who help them feel safe, such as members of the military, the police force, firefighters, and other first responders.

Unit V: Challenges and Consequences in a Post 9/11 World

Grade Levels: K-2

Time: 30 minutes

Lesson EV-13: There's A Big Beautiful World Out There

Interdisciplinary Connection:

Literacy

Objective:

- The students will be able to identify fears and ways to overcome their fears.

Materials:

- Book: *There's A Big, Beautiful World Out There* by Nancy L. Carlson.
- Chart paper, marker

Activities/Procedures:

- Draw a two-column chart on the board or chart paper.
- Ask students to name things that frighten them.
- Record their answers in one column on the board or chart paper.
- Introduce the story to the class. Read the story to the class.
- Review fears that are identified in the story and the ways the author suggest to overcome them.
- Have students look back at their list of fears on the board or chart paper.
- Brainstorm and discuss ways to overcome their fears.
- Record ways to overcome fears in the column next to fear.
- Discuss the lesson to be learned from this story.

Evidence of Understanding:

- Discussion and chart with fears and ways to overcome them.

Extension Activities: Taking Action and Giving Service:

- Have the students ask a parent or some other adult with whom they feel safe and comfortable if anything frightened them when they were children. Then the child should ask the adult what happened to make the fear go away or how they conquered the fear. Each student can report what s/he learned back to the class. Have a class discussion about ways in which fears reported from the adults are similar and/or different than the fears the students listed in their original list. Identify ways the adults overcame their fears and how they were similar and/or different from student suggestions.

Hint: You may want to prepare a short paper explaining the activity for the student to take with them to explain and initiate their conversations with adults.

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Lesson Plans & Themes

Unit VI

Remembrance and the Creation of Memory

Unit VI: Remembrance and the Creation of Memory

Grade Levels: 4-5

Time: 45-60 minutes

Lesson EVI-14: Student Responses to Artifacts in St. Paul's Chapel

Interdisciplinary Connections:

History, literacy, art

Objectives:

- Students will study images of real artifacts and explore what these artifacts tell us.
- Students will be able to explain how the artifacts capture a memory.

Key Terms:

Artifact

Archive

Materials:

- Access to: <http://www.trinitywallstreet.org/files/congregation/stpaul/exhibit/ARCHIVE/index.php?ranger=1&id=5> ...or... printed images from the "Artifact Archive" at St. Paul's Chapel website (enough images for each student in the class to have one). Connect a television or projector to the computer if the images cannot be printed.

Activities/Procedures:

- Each student selects an image from the "Artifact Archive" at St. Paul's Chapel, New York City.
<http://www.trinitywallstreet.org/files/congregation/stpaul/exhibit/ARCHIVE/index.php?ranger=1&id=5>
*if it is difficult for all students to access the Internet, print multiple images from the website prior to the lesson.
- Ask students to respond to these questions as they study the image.
(They can respond in written or spoken language. It may be more efficient for K-2 to respond by talking about the images instead of writing.)
 - Describe what you see.
 - What does this image tell us?
 - Does this artifact help us remember something or someone?
 - Why do you think this artifact was used to honor or remember 9/11?
 - How do you feel when you look at this image?Students can then share their images and their reactions to them in small groups.

Evidence of Understanding:

- Ask students to name two images they remember clearly from the day's lesson.
 - What do these images help them remember?

Extension Activities: Taking Action and Giving Service:

- Do a web search to discover other online artifact exhibits and museums containing artifacts of the tragedies of September 11, 2001 that occurred in New York City, the Pentagon in Washington, and the air crash site in the field in Shanksville, PA.
- Go to Hugs Across America (<http://www.hugsacrossamerica.net/>) and learn how to help give teddy bears to children all over the world. Go to Kids Korner, read the book, T. Bear's Tale: Hugs Across America or bring the play, September Bears (http://home.nwciowa.edu/barkerplays/one_act.htm) to your school.

Unit VI: Remembrance and the Creation of Memory

Grade Level Range: 3-5

Time: 30-60 minutes

Lesson EVI-15: The Survivor Tree

Objective:

- Students will be able to explain why living plants and trees have become symbols of remembrance and memory.
- Students will be able to explain how a tree or other plant that survives a terrible tragedy or destructive event may become a symbol of hope to people as it eventually thrives and blooms again.

Key Terms:

Survivor

Horticulture

Furrowed

Nursery

Flora

Materials:

- New York Times blog entry of April 30, 2009,
<http://cityroom.blogs.nytimes.com/2009/04/30/a-911-survivor-blossoms-in-the-bronx?pag>
or <http://www.portlandonline.com/parks/index.cfm?a=242828&c=50209>
- Photo Analysis Worksheet from the National Archives
<http://www.archives.gov/education/lessons/> click on the Photograph pdf

Activities/Procedures:

- Read aloud or have students read the story of the “survivor tree” as appropriate to your grade level. (Do not show them a photo of the tree at the time of this reading.)
- Ask, “Why was this tree selected among the other flora found at or near Ground Zero of the Twin Towers destruction of 9/11?”
- Discuss the general condition of the tree, describing its damage and its chance for survival and recovery.
- Show the class a photo of the tree at the time it was selected and moved to the Arthur Ross Nursery in Van Cortlandt Park.

- For 4th and 5th grade students:

Distribute copies of the Photo Analysis Worksheet from the National Archives website.
Working individually or in pairs, have the students complete Steps 1 A & B, 2, and 3 A.

For 1st – 3rd grade students:

Ask students to describe what they see in the photo of the tree.
Do they think this tree had a chance to survive and grow?
how the second photograph of the tree as it appeared in May 2009.

- For the 4th and 5th grade students:

Have them complete a second work sheet answering the same questions.

For 1st-3rd grade students:

Ask what they think of the tree shown in the photo.

How has its appearance changed?

Would they recognize it as the same tree just by looking at the two photos?

Why did the workers at the nursery decide to plant narcissus around the tree when it was taken to the nursery in 2001?

Why did Ronaldo Vega begin to look for the tree? How was it lost? How was it re-discovered?

Where is the Tree Now?

Evidence of Understanding:

- The Callery pear tree is a beautiful tree but it is not unusual or rare.
Write a paragraph or a poem describing the tree and explaining why people wanted to save it as a “living memorial.” Have students create a drawing of the tree to accompany the written work.

Extension Activities: Taking Action and Giving Service:

- Research the flora at the plaza of the National September 11 Memorial and Museum at the World Trade Center.
- What are some of the other objects in and around the plaza?
- What do the flora and other objects symbolize?
- Read the poem, “*Trees*,” by Joyce Kilmer.
- Relate the words of the poem to the story of the “*9/11 Survivor Tree*.”
Why does flora hold such an important position in world cultures as a symbol of so many things—important events, memorials, and gifts?
- Research the poet Joyce Kilmer.
 - Prepare and present to the class a short presentation about his life and accomplishments, memorials that have been created in his honor, etc.
 - Visit the web sites below to gather information as well as other resource materials.
<http://www.poetry-archive.com/k/trees.html>
<http://www.westernncattractions.com/JKMF.htm>
- Research the Oklahoma Survivor Tree.
- Read about the Rowan tree, a Celtic symbol of resilience.
- Research the Living Memorial Project from US Forest Service
http://www.livingmemorialsproject.net/ABOUT/livingmem_greeningres2.htm
Is there one in your school’s community?
Can your students contribute to a community garden?

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Lesson Plans & Themes

Unit VII

Building Better Futures: Narrative, Recovery and Responsibility

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

Grade Levels: K-5

Time: 30 - 45+ minutes

Lesson EVII-16: Serving our Town, Country, and World National Day of Service

Interdisciplinary Connections:

Literacy, technology, character education

Objectives:

- Students will be able to explain the value of providing service.
- Students will experience being an active participant in their community.

Key Terms:

Service

Appreciation

Awareness

Charity

Reflect

Materials:

- Information on "National Day of Service and Remembrance."
- Resources from internet sites to help guide teachers to appropriate projects
Age appropriateness in youth service activities Grades K-5:
 - <http://handsonasheville.org/AboutUs/index.php/Youth/AgeAppropriatenessInServiceActivitiesGradesK-5.pdf>
 - Explains the day: <http://911day.org/>
 - Service opportunities: <http://www.serve.gov/>

Activities/Procedures:

- Explain to the class the initiative for September 11, 2009 as the National Day of Service and Remembrance. Read the following:

From: <http://911day.org/>

Observe a Moment of Service

On April 21, 2009, President Barack Obama signed legislation that for the first time officially establishes September 11 as a federally recognized National Day of Service and Remembrance. Join us and many others in supporting this historic and forward-looking observance this year, along with the President's 2009 Summer of Service initiative (www.serve.gov).

By pledging to volunteer, perform good deeds, or engage in other forms of charitable service during the week of 9/11, you and your organization will help rekindle the remarkable spirit of unity, service and compassion shared by so many in the immediate aftermath of the attacks. And you'll help create a fitting, enduring and historic legacy in the name of those lost and injured on 9/11, and in tribute to the 9/11 first responders, rescue and recovery workers, and volunteers, and our brave military personnel who continue to serve to this day.

Classroom Activity:

- Using the resources above for service ideas appropriate for your grade level, decide as a class which service project you will work on. (The time needed to complete the service project is in addition to the indicated lesson time.)
- As much as possible, involve students in the planning and decision-making pieces of the project.
- Ask students to reflect (by thinking, speaking, and/or writing) about the experience following each “moment of service.”

Evidence of Understanding:

- Discuss the following with the class:
 - Why is service important?
 - Who/what did our project help?
 - Why did the president designate September 11th as a Day of Service?
 - What are some service projects you can do at home or in your community?
 - How did you feel when you were participating in the service activity?

Extension Activities: Taking Action and Giving Service:

- Collaborate with another class to do a service project together.
- Join with a community group to engage in a service project together.
- Review the history of Martin Luther King Day and the Day of Service
<http://MLKday.gov/about/serveonking.php>
- What other times do we give service to honor someone?

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

Grade Levels: 4-5

Time: 30 minutes – 1 hour

Lesson EVII-17: Peace Poems

Interdisciplinary Connection:

Literacy

Objectives:

- Students will be able to interpret the poem, *For Our World* by Mattie Stepanek.
- Students will be able to design their own poem for the future in light of learning about September 11, 2001.

Key Terms: (terms from poem "For Our World")

Humility

Mosaic

Nurture

Judging

Vengeful

Materials:

- Poem *For Our World* by Mattie Stepanek from *Hope through Heartsongs*, New York, 2002; pg. 49 (poem written September 2001,
- Definitions of key terms
- Paper and pencils to write poems

Activities/Procedures:

- Read the biography of Matthew Stepanek who wrote poetry as a young child. (A web search may be conducted to discover information about Mattie.)

Classroom Activity:

- Obtain book and read "For Our World" by Mattie Stepanek (Teacher may read this aloud to the class or ask a few students to alternate turns reading it.)
- Follow-up discussion:
 - What is Mattie asking us to do in this poem?
 - Why do you think he is asking his readers to do this?
 - In the beginning of the poem he says, "we need to stop."
 - What do you think he means by this?
 - What do we need to stop?
- Ask students to each write their own poem for the future or peace poem.

Evidence of Understanding:

- Students can read their completed poems to their class and/or in an assembly with their grade level or school.
- Teacher can explore ways to post the poems on the school website

Extension Activities: Taking Action and Giving Service:

- Ask other classes at the same grade level to participate in the poem writing activity.
- Hold a poem contest and ask the principal or vice principal to select one poem per class and/or grade level to be read over the school intercom at the beginning or end of the school day. One poem should be read each day until all selected poems have been read.
- Create an album or school newspaper of the peace poems written by the students and illustrated by students. Arrange for students to present a copy of the album/newspaper to the mayor of the town at a meeting, to present copies to local community organizations, and to keep a copy on display in the school library.

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

Grade Levels: K-5

Time: 30 minutes

Lesson EVII-18: Universal Declaration of Human Rights - How Can We Put It into Action?

Interdisciplinary Connections:

Character education, literacy, civics

Objectives:

- Students will become aware and familiar with the Universal Declaration of Human Rights.
- Students will recognize and be able to explain how these rights relate to them.

Key Terms:

Human rights

Universal

Respect

Materials:

- Copy of Universal Declaration of Human Rights - Children's version at: <http://www.guardian.co.uk/books/gallery/2008/oct/17/amnesty-declaration-human-rights-children?picture=338702837>

Activities/Procedures:

- Read the declaration aloud to the students showing the pictures that accompany the rights in the book/website.
Variation: Ask students to read one of the "rights" aloud to the class
- Ask students the following questions and discuss them as a class
 - Why are these rights important?
 - How do we respect these rights?
 - Do you think all children and adults feel like these rights are respected?
 - What can we do to make sure the rights of every person in the world are respected and honored?

Evidence of Understanding:

- Students will choose one of the rights that they feel is most important from the declaration. They can create their own drawing that depicts what this right means to them.
- Students will discuss or write how they can make sure everyone around them feels that right is being honored.

Extension Activity: Taking Action and Giving Service:

- Investigate who wrote the Universal Declaration of Human Rights. Find out which countries of the world have officially adopted or endorsed the rights. Indicate if there are any nations that surprised you for their failure to officially endorse the rights.
- Ask students to tell one adult about the book and an example of a "right" in their own lives.