

Remembering 9/11/2001

A lesson plan developed by NYSUT Research and Educational Services

Lesson grade levels: 6 – 8

Time requirement: 80 minutes

Objectives of the lesson: Students will be able to:

- Understand the events of 9/11/2001 through the eyes of rescuers, recovery people, and volunteers
- Understand the concept and idea of heroism
- Understand the importance of volunteerism

Student skills:

- Use higher level thinking skills of comprehension, analysis, synthesis, and evaluation
- Develop a plan for problem-solving
- Participate in group planning and discussion
- Incorporate a set of positive learning attitudes
- Use media and various visuals for communicating ideas

Concepts:

- Empathy
- Identity
- Justice
- Decision making
- Human rights
- Civic values

NYS Learning Standards

- Social Studies Standard 1: History of the United States and New York – Intermediate
 - KI 2 PI 2; KI 3 PI 3; KI 4 PI 1,2,3,4
- Social Studies Standard 2: World History – Intermediate
 - KI 4 PI 3
- Social Studies Standard 3: Geography – Intermediate
 - KI 1 PI 4
- Social Studies Standard 5: Civics, Citizenship, and Government – Intermediate
 - KI 1 PI 1; KI 2 PI 5; KI 3 PI 2, 3; KI 4 PI 1, 2

NYS P-12 Common Core Learning Standards for English Language Arts and Literacy

- Reading Standards for Literature 6 – 12
 - Grade 6: 11(b); Grade 7: 11(b); Grade 8: 11

- Reading Standards for Informational Text 6 – 12
 - Grade 6: 9(a); Grade 7: 9(a); Grade 8: 9(a)
- Writing Standards 6 – 12: Responding to Literature
 - Grade 6: 11(a, b, c); Grade 7: 11(a, b); Grade 8: 11(b)
- Speaking and Listening Standards 6 – 12
 - Grade 6: 1(b, c), 2(a), 5, 6; Grade 7: 1(b, c, d), 2(a), 5, 6; Grade 8: 1(b, c), 2(a), 5, 6
- Language Standards 6 – 12
 - Grade 6: 1(a, b, c, e), 2(a, b), 3(a, b), 4(a, b, c, d), 5(a, b, c), 6
 - Grade 7: 1(b, c), 2(a, b), 3(a), 4(a, b, c, d), 5(a, b, c), 6
 - Grade 8: 1(b, c, d), 2(a, c), 3(a), 4(a, b, c, d), 5(a, b, c), 6
- **Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6 – 12**
- Reading Standards for Literacy in History/Social Studies 6 – 12
 - Grades 6 – 8: 4, 7
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
 - Grades 6 – 8: 1(c), 2(c, d, e), 4, 5, 6, 9, 10

Vocabulary:

- Responsibility
- Virtue
- Hero
- Capacity
- Volunteerism

Technology required:

- Internet access
- Interactive white board or LCD projector
- Speakers for computer

Materials needed:

- Copies of song “Heroes” lyrics
- Newsprint

Student activities:

Anticipatory set:

- Have the room set up so students sit in groups of four. At each group site, have a large newsprint page with an outline drawing of a human and one blank page.
- As students enter the room, have the song, “Heroes”, by Amy Matthews and Karen Mack playing.
- <http://www.9-11heroes.us/911-heroes-song.php>
- Once students are settled play the song again.
- While the song is playing, show photos of heroes of 9/11 found at
- http://www.fema.gov/kids/nse/photo_911.htm

- After the song has played, distribute the lyrics. Instruct the students to read the lyrics silently.
- After reading instruct the students to do the following:
 - On the blank outline of a human, record what your group thinks are the characteristics of a hero.
- After sufficient time, ask each group to read the characteristics they have listed. Students may add other characteristics to their outline based on the sharing.

Activity 1:

- Begin a discussion on 9/11 by asking the class the following prompts:
 - What happened on September 11, 2001?
 - Why do you think there were heroes on that day?
 - Who do you think the heroes were?
- Instruct students to add characteristics of the heroes of 9/11 to their figure.
- Acrostic poetry writing: Instruct each group to take the blank paper and to write HEROES one letter at a time down the page, making sure to leave space between the letters.
- Tell the groups that they will be writing acrostic poems and show examples http://college.holycross.edu/faculty/dhummon/acrostics/north_south_america.html:
- Inform the students of the assignment:
 - Each group will write an acrostic poem using the characteristics listed on the outline form.
 - Use words and/or phrases that you listed on your figure.
- When completed, have groups share their poetry.
- Post the figures and the poetry around the room.

Activity 2:

- Show the video clip on volunteers
 - <http://www.history.com/topics/ground-zero>
- After viewing, ask the students why they think these people and others volunteered to help the rescue and recovery workers. Record these answers on newsprint and post around the room.
- Show the clip of President Obama's address on September 11, 2010
 - <http://www.whitehouse.gov/photos-and-video/video/2010/09/11/weekly-address-a-day-tested-our-country-0>
- After viewing, ask the students why they think President Obama chose 9/11 as a day of service and remembrance. Record these answers on newsprint and post around the room.
- Ask the students what activities and actions they perform that can be considered service to others. Record these answers on newsprint and post around the room.

Culminating activity:

- Assign the students the following activity:
 - Using the information learned about heroes, 9/11, and volunteerism; create a visual representation of your idea of a hero, the events of 9/11, or on

volunteering. Examples of the visual are a written piece, a drawing, a collage, song lyrics, or a dance.

- Allow for time in class and homework for the students to complete the activity.
- Ask students to share their work with the class.

Make a difference:

The web site Heroism in Action has many ideas for children to make a difference locally and globally.

<http://library.thinkquest.org/CR0212302/september11heroes.html>

- Brainstorm with the class on how they can make a difference in their school or their community through volunteerism. The following steps may help in planning:
 - Identify an activity that is doable and within the abilities of the group.
 - Make a list of people and things that will be needed to do the activity.
 - Identify who the community or school partners could be to help with the activity.
 - List the things that could be done to make the activity work.
 - Establish sub-committees to do different parts of the pre-work of the activity such as contacting the school or community group(s), how to advertise the activity, developing the specifics of the activity.
- Some ideas are:
 - Assisting senior citizens
 - Homeless shelters
 - Food banks
 - Ronald McDonald House
 - Special Olympics
 - Habitat for Humanity
 - Animal Shelters
 - Environmental organizations
 - Libraries

Resources:

- Web site with links to information on 9/11
 - <http://www.youngheroesofhistory.com/sept11links.htm>
- How to talk to children about 9/11
 - <http://www.9-11heroes.us/talk-children-war-terrorism.php>
- Hero Song
 - <http://www.9-11heroes.us/911-heroes-song.php>
- FEMA: Kids – The heroes of 9/11
 - http://www.fema.gov/kids/nse/photo_911.htm
- History Channel
 - <http://www.history.com/topics/ground-zero>
- Presidential Proclamation: Patriot Day and National Day of Service and Remembrance
 - http://www.whitehouse.gov/the_press_office/Presidential-Proclamation-Patriot-Day-and-National-Day-of-Remembrance-and-Service/

- President Obama's Weekly Address from September 11, 2010
 - <http://www.whitehouse.gov/photos-and-video/video/2010/09/11/weekly-address-a-day-tested-our-country-0>
- Ideas for volunteerism
 - <http://www.bygpub.com/books/tg2rw/volunteer.htm>
- Catch the Spirit; A Student's Guide to Community Service
 - http://www.pueblo.gsa.gov/cic_text/family/spirit/spirit.htm
- Volunteer Ideas for Five Different Age Groups
 - <http://www.communityservice.org/volunteering/volunteer-ideas-6-age-groups>