

LESSON DETAILS

Subject: ELA Grades 3-5

Objective: Students will understand 9/11 is an important historical event that affected people in the United States and around the world. Students will also explore the concepts of heroism, gratitude, and sympathy.

Essential Question: What is a hero and how can people show gratitude to those who act heroically in their own communities?


Materials: Writing paper, construction paper, [New Yorker cover](#), [9/11 fact sheet](#)


LESSON DESCRIPTION

Display the cover of the New Yorker and ask students what they notice using sentence starter "Based on the image or picture I can infer that..." Keep a list of students responses on a piece of chart paper or the whiteboard.

If students struggle coming up with inferences prompt them with the following questions:

- Who do you see on the cover?
- What time of year for this take place? How can you tell?
- What are the kids doing? How can you tell?
- Why do are they dressed this way?


 Ask students: What is a first responder?

 After a few answer write down the definition of a first responder.

"A term used for firefighters, police officers, paramedics, and other rescue workers who help people in an emergency"

As you read the definition together ask students to name some situations in which first responders would be called to action. Then direct students to the New Yorker cover again and ask them **what they kids are mostly dressed as**. Then ask the students **why the kids would dress this way for Halloween in 2001**. If no one answers explain to students that during 2001 many kids dressed as first responders as a way to express gratitude or sympathy for first responders who were at ground zero during the 9/11 attack.


If students do not know what 9/11 is explain to them,

 "On September 11, 2001, four airplanes were hijacked, or taken over, by 19 terrorists and flown into important buildings. Two planes were flown into the Twin Towers of the World Trade Center in New York City. As people rushed out of the towers, many rushed in to help, including firefighters and police officers, who saved thousands of lives. Almost 3,000 people were killed, including 441 first responders in total."

(Optional) Share the 9/11 fact sheet with students (or post on smartboard) and read them together as a class.

write the title, "Local Heroes," on a large sheet of paper or smartboard. Ask the students to define the word "local" and then "hero," recording their responses below each word. Follow up by asking them to brainstorm a list of "local heroes" in their community and ask the students to share what about the person makes them a hero. This can include first responders as well as other members of the community.

ACTIVITY

 Students will be creating their own "Dear Hero" letters or artwork for a hero in their community the same way children did for first responders after 9/11.

Distribute scrap paper and ask students to brainstorm and sketch ideas. Use one side to brainstorm a picture and the opposite side to write a letter. The class can select one group of people to write letters to (i.e. local firehouse) or each student can pick a person.

A final draft can be done on computer paper or construction paper. When completed, letters can be mailed, dropped off at a specific location, or displayed in the school as a class project.

LESSON DETAILS

Subject:

Students feel they have a safe space for sharing their knowledge, experiences, thoughts, and feelings with an adult (their teacher)

Essential Question:


How can we make each other feel safe in our classroom?

Materials:

Writing paper, construction paper, crayons


LESSON DESCRIPTION

If students have questions about 9/11 because your school observed a moment of silence give students a chance to share their knowledge, questions, and feelings. You might gather your students on the rug and open discussion by saying something like this:


 "We just experienced a minute of silence for people who died on September 11. That was a long time ago--before you were born. Does anyone know what happened that day? We had two very tall buildings in Manhattan. Buildings like these are called skyscrapers because they reach way up into the sky. Since these two buildings stood right next to each other, they were called the Twin Towers. The two buildings had many offices where people worked. On the morning of September 11 2001, two airplanes crashed into the Twin Towers, and both of them fell down. After that happened, firefighters and police officers and many other people tried to help. Every year on September 11, people across the country stop what they're doing for a while to remember that sad day. Does anyone want to say something about September 11? Do you have any questions?"

If no questions are brought up try to express the important lessons of September 11: **that when people are hurt, we need to do what we can to help - and New Yorkers did just that, responding with tens of thousands of acts of kindness and courage on September 11 and the days following.**

Explain to students that New Yorkers were not the only ones who were affected by the situation. People all around the world came together, united, to help each other.

 Watch the book [September 12: We Knew Everything Would Be Alright by Masterson Elementary Students](#). This book tells all the ways kids knew their world was safe after 9/11.

ACTIVITY

 After students watch the video as a class create a list of people everyone feels safe with. Then hand out pieces of white computer paper and have students create pictures of people they feel safe with.

LESSON DETAILS

Subject: ELA/ S.S Grades 6-8

Objective: Students will consider how the concept of safety has changed in the years since 9/11

Essential Question: How did 9/11 affect Americans' sense of safety?

Materials: [New Yorker cover](#), [9/11 fact sheet](#), [Lila Nordstrom Video](#)


LESSON DESCRIPTION

Ask students to look at the cover individually or in small groups for one minute and write down everything they notice on a sheet of paper or on a class [padlet](#) board.


 After one minute, lead a guided inquiry by asking the following questions:

- Who do you see on this cover?
 - ◆ How would you describe them?
- What is happening in this image?
- Where does this take place?
 - ◆ How can you tell?
- When was this issue published?
 - ◆ What is the significance of the date?


After a small discussion share the title of the cover, "Fears of July," by Art Spiegelman.

 Ask students:

- Why do you think he gave it that title?
- What point do you think the artist is trying to articulate through this cover?

 Watch the clip of Lila Nordstrom, a former student at Stuyvesant High School, who discusses some of the ways witnessing the 9/11 attacks impacted her. (Linked above in materials section) **--> complete activity next <--**

ACTIVITY

 /  Students to summarize Lila's experience on a piece of paper or a google document.

Conclude by holding a class discussion focused on the following questions:

- Do you think this cover is still relevant today?
- How does it reflect the reality of living in a post-9/11 world?
- How has the idea of "safety" changed in the years since 9/11?