



September 2009 Lesson Plans

Created by Children for Children.

For use in conjunction with the National September 11 Memorial Museum's
"The Spirit of Volunteerism: 9/11 and Beyond" Commemorative Resources

September 11th Lesson Plans: America Quilt

Grades K-2:

Materials:

- 4"x4" colorful construction paper, or cardstock paper squares
- hole punch and yarn or strong glue and a brightly colored posterboard or cardboard backing
- OR
- 4"x4" colorful felt or canvas squares,
(optional) a larger 12"x4" square for a message in the center.
- scissors
- glue
- markers

Service lesson:

- Explain that today we will be making a quilt to give to a new immigrants' center to show that Americans are friendly and can cooperate with others. Each of the squares in the quilt should represent something that students like about America. Tell students that we often think about flags and bald eagles as American, but that different people working together represent America, too. As a class, brainstorm ideas for quilt squares on chart paper. Examples include the American flag, a bald eagle, words in different languages, city buildings, a farm.
- Divide students into pairs, and have each pair create a square representing America.
- **Optional:** trace a welcoming message in Arabic or English on a larger square, and have all the students participate in coloring it in.
- Bind the squares together with needle and thread, or a hole punch and yarn, or glue paper quilt squares to a posterboard/cardboard backing.

Reflection:

- Display the completed quilt and give students a chance to look at it. Have students volunteer to explain what they drew and what their square represents. Ask students to share some of the challenges and successes they had in making the quilt. Ask them how they think someone receiving the quilt would feel, and ask them what they think it means to be an American, or what they would say if a classmate said, "You can't be an American if you don't speak English/weren't born in America."

September 11th Lesson Plans: Flag pins

Grades K-2:

Materials:

- safety pins
- narrow tipped pliers
- broad nosed pliers
- small, plastic, red, white, and blue beads

Service lesson

- Explain to students that you will be talking about heroes. Write the word on chart paper or a chalkboard, and make a list of fictional and real life heroes.
- Ask students what characteristics come to mind when they think about the list of heroes that they have created. (courage, sacrifice, kindness, saving others, taking a risk). You may want to come up with a class definition for “hero.” [one who has done something brave and noble, and is considered a role model].
- Ask students why the firefighters and police officers who helped on 9/11 were heroes. Remind students that firefighters and police officers risk their lives to keep other people safe, a person does not have to be famous to be a hero.
- Explain that today, students will make flag pins to give to local firefighters and police officers.
- Have students make flag pins. Students in grade 2 should have printed copies of the flag pin instructions for reference.
- **Extension:** Have students make colorful thank you cards with construction paper and markers to accompany the pins.

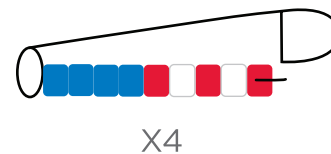
Reflection:

- Ask students what was fun and hard about making the pins. Ask them why they think it is important to honor firefighters and police officers. Ask them to name ordinary heroes in their lives, and to imagine ways that they can become heroes for someone else.

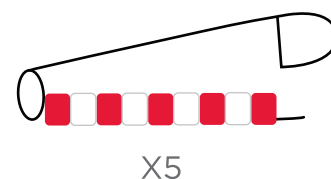
Flag Pins Directions



The first four pins should have (in this order): four blue beads, one red bead, one white, one red, one white, and one red (nine beads total).



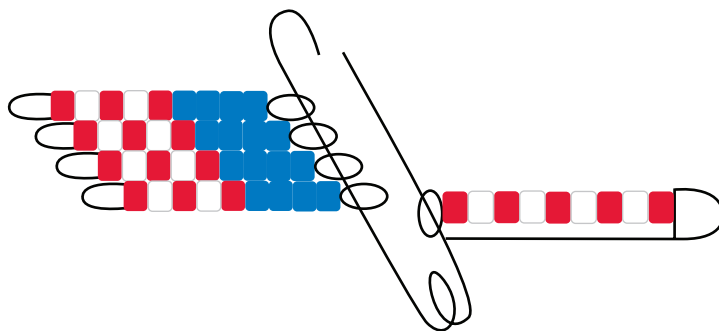
The other five pins should have five red beads and four white beads, in this order: red, white, red, white, red, white, red, white, (nine beads total).



Once the nine “bead pins” have been made and closed up, they will be connected to the tenth safety pin. The loop end of the safety pin must be widened using the narrow tipped pliers, wide enough so that the nine “bead pins” can connect the closed side of the tenth safety pin. This is so the flag pin can be worn when completed.



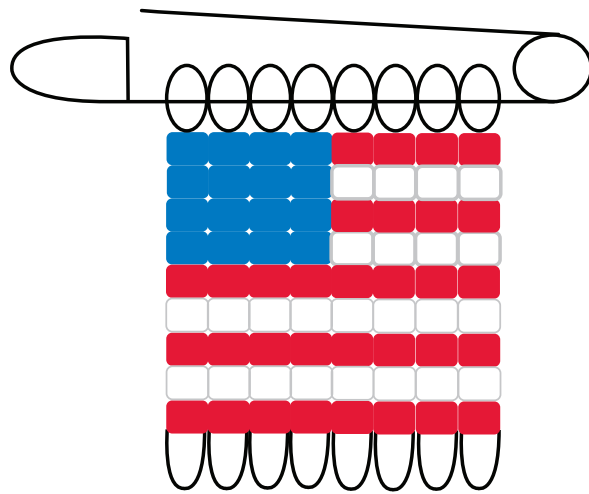
Connect the nine “bead pins”, starting with the four blue “star” pins, and finishing with the final five “stripe” pins. Be careful not to put them on backwards!



Once all nine “bead pins” are on the tenth safety pin, re-close the loop end of the safety pin with the broad nosed pliers.

Flag Pins Directions

When finished, your flag pin should look something like this:



September 11th Lesson Plans: Thank You Cards

Grades 3-5:

Materials:

- construction paper
- markers
- pencils
- scissors
- glue

Service lesson:

- Explain to students that the tragedy of September 11, 2001 shows us how important it is to be thankful for our firefighters, policemen, and ambulance doctors. (When someone gets very badly hurt and needs help right away, we can call 911 and an ambulance or emergency responder will come to help. The doctors who help people in the ambulances are called paramedics.) Because of our brave emergency responders, most of those people were able to evacuate safely. However, it was very dangerous, and many firefighters, policemen and paramedics were hurt or died trying to save people.
- Explain to students that we are going to thank all firefighters, policemen, and paramedics for the work that they do.
- Review friendly letter format (salutation, body, closing).
- As a class, brainstorm letter ideas (I want to be a firefighter someday, I appreciate your work because . . ., I wanted to thank you for . . .).
- Have students write letters on white paper.
- Students may want to glue their letters into folded sheets of construction paper, and decorate the construction paper to look like a beautiful card.
- Locate your local fire or police department, or EMT office and arrange a trip for the class or a few student representatives to take the cards and flag pins to say thank you in person.
- **Extension:** Students may want to interview a recipient to learn more about what is rewarding about their job, and why they chose that career path.

September 11th Lesson Plans: Thank You Cards

Grades 3-5:

Reflection:

- What was the most challenging part of writing the cards? What was the most rewarding?
- Why do you think people decide to become a firefighter, a policeman, or a paramedic? Would you? Why or why not?
- Are there other people whom we don't thank enough? How can we thank them?

September 11th Lesson Plans: Writing an “Officers Are Our Friends” Play - Grades 3-5:

Materials:

- pens
- paper

Service lesson:

- Explain to students that on September 11th, 2001, 60 police officers died trying to save people. A police officer’s job is to uphold the law, and keep people safe, but many people are afraid of police and don’t respect them or don’t cooperate with them, which makes them harder.
- Explain that students will write a short play about how to interact safely and respectfully with police officers. The students will perform this play to younger students or another class.
- If necessary, introduce students to very basic script format (Name of Character: Lines). The students must include at least two characters:
 - **Student** (a young student who is afraid of or dislikes police officers)
 - **A police officer**
- The students should also include the following safety basics:
 - Never run from police.
 - When a police officer asks for your name and address, you must give it to them.
 - Always be respectful when talking to a police officer. Make eye contact and call the officer “ma’am” or “sir.”
- **Extension:** Have an officer come in as a guest speaker to share tips with the class.
- Students can include other characters, come up with names for their characters. Be creative!
- Have students read the play aloud while sitting down. This gives the facilitator a chance to make or suggest edits or additions.
- Have students rehearse the play.
- Students perform the play for an audience.

Reflection:

- What new things did you learn about police officers?
- How did it feel to perform the play?
- Do you think the audience learned from your play?
- How could you make the play even better?

September 11th Lesson Plans: Designing a Monument

Grades 6-8:

Materials:

- pencils, colored pencils, markers, cardstock or other white paper
- a stapler (for posting designs on a board in the hallway)
- pictures of important monuments photocopied from a book such as *Monuments: America's History in Art and Memory* by Judith Dupre.

Service lesson:

- Ask students to brainstorm important monuments and memorials throughout the world. Examples might include the Taj Mahal, the Arc de Triomphe, Washington Monument, Lincoln Memorial, Statue of Liberty, the pyramids of Giza.
- Ask students why many different cultures have monuments and memorials (beauty, to commemorate a great victory, to honor an important death, to show that a civilization is capable of producing something physically impressive).
- **Extension:** Give students information about the design which was chosen for the 9/11 memorial (<http://www.national911memorial.org/>) and give them a picture and a few historical facts and images pertaining to both the 9/11 memorial and the Vietnam memorial. *Carried to the Wall* by Kristin Hass is an excellent resource.
- Then, ask students to design their own monument for 9/11 or another important event of their choice (with teacher or facilitator permission). Explain that these designs will be posted to remind the whole school about the importance of these events.
- Have students write 2-3 paragraphs explaining the significance of their design, and post the designs in a hallway to commemorate 9/11.
- Have students pair off and explain their design to their partner.

Reflection:

- If possible, gather the students into the hallway to post their words and images on the board.
- Give the students a few minutes to circulate and look at all the designs.
- Ask students to regroup in their pairs. Then ask 2-3 students to volunteer to present and explain their partner's idea to the class.
- Ask students what was challenging or rewarding about creating a symbolic monument.

September 11th Lesson Plans: Designing a Monument Grades 6-8:

- Ask students how they think the posted images will impact their school community. Will images make history come alive? What kinds of conversations will students and teachers looking at the images have?
- Ask students why commemoration can be an important kind of service (instills cultural values, reinforces cultural memory, makes history more concrete and permanent).

September 11th Lesson Plans: Looking Back, Talking Back: An Oral History Lesson - Grades 6-8:

Materials:

- paper, pens
- two sheets of construction paper and markers
- hole punch and ribbon or a stapler
- a hat, bucket, or bowl

Service Lesson:

- Tell students that they will be talking about talking.
- Share some vocabulary with students: interrogate, coax, interview, interviewer, interviewee, dialogue, monologue, “flashbulb moment” (phenomenon in psychology where shocking news causes clear, detailed memory. Example: When I heard that President Kennedy had been shot, I was shocked and I spilled coffee on my shirt. It was a blue shirt.)
- Ask students to brainstorm careers which require good interview skills. (Some ideas might include: journalist, sports reporter, radio disk jockey, television talk show host, lawyer, psychologist, college interviewer.)
- Explain to students that they will be engaging in an interview project to record real people’s experiences of major historical events.
- Explain that this is important because recording oral history keeps history alive, and recording history is a way of honoring people in the past. Ask students why it is important to remember events such as September 11th.

The assignment has three parts:

- Students will write 2-3 paragraphs describing 2001 own memory of a shocking historical event in their lifetime (preferably September 11th, but otherwise, an election, the death of a celebrity or assassination of a politician). The event could be national or international.
- Students will interview a person who is one generation (at least 18 years) older than themselves. This interviewee could be an older friend or family member, older community member, or another teacher, and students should interview him or her about the experience of a major historical event (the Challenger explosion, or September 11th).
- Students will interview a person who is two generations older than themselves about their experience of a major historical event. *Before facilitating this service lesson, call activity coordinators at several local rest homes, describe the project, and ask if any residents would be interested in doing phone or in-person interviews with students.

September 11th Lesson Plans: Looking Back, Talking Back: An Oral History Lesson - Grades 6-8:

- Write the names phone numbers of seniors and appropriate times to call on strips of paper, and place them in a hat.
- Break students into groups of three, and have them brainstorm interview questions.
- Share potential questions as a class, and write good ones on chart paper. Stress the importance of politeness, respect and listening.
- Let students draw phone numbers and names of seniors. Teach students how to introduce themselves on the phone, and role play the beginning of an interview with a student.
- Send students on their way, reminding them to write the stories neatly and in complete sentences, as they will be made into a book.
- At the second session, bind the stories together with construction paper covers. Reflect.
- **Extension:** Have students decorate a cover with the theme “History Comes Alive,” and bind the stories together. Have students write a timeline of the important events on chart paper.

Reflection:

- How did you feel when you were writing about your own experience of an important event?
- How did you feel when you were interviewing people?
- Did anyone react emotionally when you were interviewing them? How did you respond?
- How could you conduct better interviews in the future?
- How was interviewing seniors different from what you might have expected? What did you learn?
- Can you think of other people you would like to interview in order to record oral history?
- In what ways was this project a form of service? (Civics, engagement with the community and seniors, potentially sharing knowledge with others if the book is shared.)

September 11th Lesson Plans: Love Your Block Project

Grades 9-12:

Materials:

- paper
- pens or pencils and markers or crayons
- construction paper
- hole punch and ribbon or a stapler
- photocopier

Service lesson:

- Explain to students that one of the lessons to take away from the events of September 11th, 2001 is the importance of developing good relationships with our neighbors. Neighborliness cannot prevent terrorist attacks, but valuable, meaningful relationships across boundaries of difference can be developed. The importance of being good neighbors is also highlighted by impressive volunteering efforts which occurred within New York. As you have seen in the video, business owners, police officers, firefighters, and other citizens shared their time, money, and kindness with others in a time of crisis and rebuilding. How would our communities be different if neighborliness was an everyday phenomenon instead of an emergency response?
- Explain to students that they will be making healthy cookbooks to give to a neighbor or friend on the block where they live. Students can seek simple recipes from friends, family members, the Internet, cooking magazines and other sources.
- Using the Internet, cookbooks from the library, or donated cooking magazines, work with students as they select recipes to include in their healthy cookbook. Some students will also have brought favorite recipes from home. Ask each student to select one or two recipes to include in the cookbook. Ensure variety by having students sign up to find main a dish, breakfast, or dessert recipe.
- If possible, ask a nutritionist, chef, or other health professional to visit and teach students to make recipes healthier. Ask students to identify the unhealthy parts of their recipes, such as salt or butters, oils, and other fats.
- Students may adapt (possibly eliminating expensive ingredients, substituting olive oil for butter in some savory recipes, substituting low-fat sour cream and skim milk, etc), re-write, and illustrate their recipes.
- Bind the recipes together. You may wish to decorate the cover, or make cards to go along with the cookbook.

September 11th Lesson Plans: Love Your Block Project

Grades 9-12:

- **Extension:** Decide as a class whether it would be feasible to give cookies or some other cooked food item along with the cookbook. As needed, help students decide who will make a large batch of cookies, who will help pay for ingredients, et cetera.

Reflection:

- What was most challenging and rewarding about creating your cookbook?
- How did your neighbor respond to your gift?
- What are other ways we can reach out to neighbors?
- Why is it important to build community, and why do people go years without meeting or interacting with their neighbors?
- Talk about the different ways we can choose to engage, respect, or avoid our neighbors. Pair this discussion with a class reading of Robert Frost's "Mending Wall" and/or Edward Arlington Robinson's "Richard Cory." Have students write their own poems about neighbors and community.