

9/11 MEMORIAL

UNIT: Community and Conflict

GRADE LEVEL/S: K-2, 3

TIME NEEDED: 1 Session

TEACHER: Jamie Fidler

LESSON TITLE:

IMPORTANT BUILDINGS

Common Core Standards

RL 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Key Questions/ Issues Addressed

- What is a landmark?
- How can buildings be important to a community?
- How was St. Paul's Chapel important to its community during and after the attacks of 9/11?
- What buildings are important in your community? How are they similar and different?

Lesson Goals/ Objectives

- The students will be able to understand how/why buildings are important to a community.
- The students will be able to understand and explain how St. Paul's Chapel was important to various communities before, during and after 9/11.
- The students will be able to make comparisons between St. Paul's Chapel and important buildings in their own community.

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Key Terms

Chapel, Community, Landmark, Mourning

Materials

- Curtiss, A.B. The Little Chapel That Stood. (Oldcastle Publishing, 2005)
 - Chart Paper
 - Markers
 - Writing Paper (differs by grade & handwriting curriculum), the paper should include a space for a picture, and lines for a written response.
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Background for lesson
(if necessary)

This lesson fits into a variety of curriculums: a neighborhood study, a NY study, or a community/diversity study (most appropriate for the beginning of the school year)

Instructional Activity/ Procedures

1. Read The Little Chapel That Stood. Stop throughout the book to discuss important or unknown words (this will vary depending on grade level).
 2. After reading the book, create a chart, "Important Buildings in your Community." As you create the list, discuss why these buildings are important to their community, asking: *What makes them meaningful to the people who live in that community? What happens inside the buildings?*
 - Possible answers include: Firehouses, the YMCA, churches, a mosque, a synogogue, a Senior Citizen Center, Recreation Center, a school, a homeless shelter, food pantry, or a landmarked building.
 3. After creating the list, explain to students that they will now choose a building that is important in their community (the building doesn't need to be on their list), and compare it to St. Paul's Chapel. *How are they similar? How are they different?*
Note: If the students are older, they can create their own Venn diagram or T-chart, and compare and contrast the two buildings.
 4. The students will then draw the building in their community and write about why it is important to their neighborhood, their family, and their neighbors.
 5. The students will then share their work and discuss which buildings they chose and why.
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Evidence of Understanding

The written component of the final activity will help recognize who understood the lesson and the relationship between a building in their community and the chapel, during and after 9/11. In addition, the class discussion will serve as an assessment.

**Extension
Activities**

- Older students can take their Venn Diagram and use it to write an essay comparing and contrasting the buildings, or they could use it to write a persuasive essay, encouraging people to visit this important place.
- Students construct their chosen building out of a shoebox or cereal box. Each takes a picture of the building in their community and uses the photograph to re-create the building. Use construction paper and any other craft materials to provide details. As a culmination of the activity, the teacher could create a display of all of the buildings: "Important Buildings in our Community."