

9/11 MEMORIAL

UNIT: Community and Conflict

GRADE LEVEL/S: K-2

TIME NEEDED: 1 session

TEACHER: Lynne Calman

LESSON TITLE:

MEMBERS OF A COMMUNITY HELP EACH OTHER

Common Core Standards

SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Key Questions/ Issues Addressed

- What is a community?
- Can you be a member of more than one community?
- To what communities do you belong?
- Did you or a member of your family get help from your community? How did you say thank you?
- When did you ever give help to a member of your community? Did that person thank you?
- How did people help others on and after 9/11? What different communities did they come from?

Lesson Goals/ Objectives

- Students will understand what a community is and how members of a community can help each other.
- Students will practice retelling and sequencing skills (in terms of relating their own experiences)

Key Terms

Community, Experience, Help, Organize, Problem, Retell

Materials

- Pictures depicting various types of community members
- Chart Paper

**Background
for lesson**
(if necessary)

A basic understanding of the events of 9/11 (see [9/11 FAQ](#) or the [9/11 Fact Sheet for Early Childhood Students](#) lesson).

The lesson can be split into two parts, with the discussion of 9/11 (#4) initiating part two.

**Instructional
Activity/
Procedures**

1. Introduce the lesson by asking students to define and describe “communities.” Note their answers on the board or on chart paper.
 - A possible definition includes: When groups of people live or do things together, it is called a *community*.
 2. Ask students what communities they belong to and are familiar to them.
 - Possible responses include: family, class, school, house of worship, neighborhood, camp.
 3. Ask students to share a time they experienced a problem and how they gave help to/received help from another member of their community. *Did they say thank you or were they thanked?*
 4. Re-introduce 9/11 from a previous lesson. Remind students that on 9/11, many people helped in different ways. Ask: *What are some of the communities that helped during and after 9/11? What were some of the problems that they helped with? How did the people get organized to help in big ways?*
 5. Students sit in a “Thank You Circle.” They will retell an experience when they were helped and how they said thank you (or how they gave help and someone else thanked them).
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**Evidence of
Understanding**

The students will participate in collaborative conversations and contribute personal experiences in a group share.

**Extension
Activities**

- Students can draw a picture of getting or giving help.
 - A community member (service volunteer) can be invited to the class to talk about how they give help to others.
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