

# 9/11 MEMORIAL

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UNIT: Community and Conflict

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GRADE LEVEL/S: K-2, 3-5

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TIME NEEDED: 1 session + Project

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TEACHER: Victoria Curry

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LESSON TITLE:

## SEPTEMBER ROSES (LESSON II)

### 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 2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

### Key Questions/ Issues Addressed

- What can a person do to help others heal?
- How are flowers a part of the healing process?
- How are gardens, flowers, and plants used to help create memorials?

### Lesson Goals/ Objectives

- Students will explore and discuss the role of flora in our healing processes.
- Students will create a memorial garden or window box for 9/11 within the schoolyard.

### Key Terms

Immigration, Memorial

### Materials

- Winter, Jeanette. September Roses. (Farrar, Straus and Giroux, 2004)
- Roses (The recommendation is for hybrid Tea Roses of which there are many types. They will be in bloom in early September, which will make for a wonderful memorial site.)
- Shovels
- Fertilizer
- Other gardening supplies (These will correspond to the size of your planned garden.)

**Background  
for lesson**  
(if necessary)

The lesson looks at a short picture book that gives a true account of two newly immigrated people in New York City. This story tells the story of how and why they came to New York City and their experience during and after 9/11.

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**Instructional  
Activity/  
Procedures**

1. Read September Roses aloud to the class.
  2. Afterwards, lead a discussion with the students around the key questions. Depending on grade level, teacher can select a small group of students to discuss the key questions with limited adult interaction. Situate this group of students in a smaller circle of about five to six children with the remainder of the class circling around them (often referred to as a fishbowl conversation).
  3. The students on the outer ring of the fishbowl keep notes on effective points they heard in the conversation. If the teacher wishes, the children can rotate between the positions of speaker (inner circle) and listener/note-taker (outer circle). The teacher should model note-taking on large notes if needed.
  4. The whole class should reconvene to discuss how the class, school, or a specific club (maybe your student government or a Key Club) can make a memorial rose garden to honor individuals around the world affected by 9/11. The plan for the garden should be discussed and revisited. There might need to be a fundraising activity tied into the memorial garden so that the school has the appropriate resources.
  5. The making of the garden and tending to the garden should be a project able to be passed down from one year to the next in the school.
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**Evidence of  
Understanding**

- Student articulation of ideas during discussion of key questions and creation of 9/11 Memorial.
  - Student note-taking during Fishbowl conversation.
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**Extension  
Activities**

- The construction and continuance of a rose garden, large or small, which will continue to grow over time.
  - An annual reading of September Roses can take place at the rose garden on 9/11.
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