

9/11 MEMORIAL

UNIT: Community and Conflict

GRADE LEVEL/S: K-2, 3

TIME NEEDED: 1-2 sessions

TEACHER: Ann Garvey

LESSON TITLE:

SEPTEMBER ROSES (LESSON 1)

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

RL 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Key Questions/ Issues Addressed

- How did 9/11 affect businesses, both on 9/11 and in its aftermath?
- Why do visitors come to New York City?
- How did people help each other on 9/11?
- How can students comfort other children feeling a loss or facing a crisis?

Lesson Goals/ Objectives

- Students will understand that people come to New York City for many reasons.
- Students identify places named in the story on a New York City map.
- Students identify the sisters' home country on a globe.
- Students report on ways they can comfort other children.

Key Terms

Canceled, Comfort, Design, Journey, Kindness, Repay, Sympathy, Tourist, Towers

Materials

- Winter, Jeanette. September Roses. (Farrar, Straus and Giroux, 2004)
- Globe
- NYC map
- Pencils
- Crayons
- Paper

**Background
for lesson
(if necessary)**

- The teacher briefly reviews the basic events of 9/11 (See 9/11 FAQ).
- Students examine before and after photos of lower Manhattan.

**Instructional
Activity/
Procedures**

1. Review the basic elements of the 9/11 event with your students. (See Background.)
2. Assist students in locating New York City and South Africa on a globe and/or map and tell them these places will be important in the story.
3. Depending on your location, ask students if they or family members from outside New York City have visited the city. Discuss why people come to New York City, explaining and defining the terms “tourist” and “visitor.”
4. Guided listening as the teacher reads September Roses. Ask students to raise their hands when they hear the name of the sisters’ home country. The teacher reminds students that they have located South Africa and New York on a globe.
5. Have students orally answer comprehension questions as the story is read:
 - *Why are the sisters travelling to New York?*
 - *How did the sisters’ business plans change on 9/11?*
 - *What kindness was shown to the sisters?*
 - *How did the sisters repay that kindness?*
6. Following the story, discuss ways in which people in the story comforted and helped each other.
7. Students discuss and illustrate ways in which they could comfort children in their school and in other communities after tragic events (i.e. tornadoes, earthquakes, fires, etc.).
8. Using suggestions, students conceive, create, and send works to those needing help or comfort, either in their community or across the country.

Evidence of Understanding

- Students' discussion and engagement with the oral comprehension questions.
- Students locate places mentioned in the story on a map.
- Students identify and act on ways to make other children feel better.

Extension Activities

- On That Day: A Book of Hope for Children by Andrea Patel is strongly suggested. This book explores ways children can help themselves in the healing process and can provide a basis for reflection on ways of helping others.
- See September Roses Lesson II for other activities around this book.