LESSON TITLE: DEAR HERO

Common Core Standards

R 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

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

Key Questions/Issues Addressed
Do children throughout the world share a common vision of a hero?

Lesson Goals/Objectives
Students will comprehend how children use art to express emotions.

Key Terms
Artifact, Hero, Podcast

Materials
Tanya Hoggard Oral History podcast: www.911memorial.org/dear-hero-collection
Artifacts from the “Dear Hero” collection: www.911memorial.org/dear-hero-collection
Images from “Dear Hero” Collection (See Appendix A)

Background for lesson
Basic Background of 9/11: See 9/11 FAQ: www.911memorial.org/faqabout911

Instructional Activity/Procedures

1. Provide the following journal prompts for your students:
   • Who is your hero?
   • What qualities does s/he possess?
   • Has your hero changed for you as you have gotten older? How?

2. Compile a list of class heroes.
   • What common threads do they share?
   • Are most of the heroes known personally to the students?

4. Listen to Tanya Hoggard’s podcast.
   - Why do you think that Ms. Hoggard devoted eight years to gather all of the materials for the collection?
   - How did the pictures, notes and projects find their ways to the various firehouses in NYC if they were only addressed to “Dear Hero”?
   - Why do you think that one of the firehouses kept all of the items which the children sent despite the space constraints?

5. View the photographs of the collection. Have students choose one artifact that “speaks” to them.

6. Have students describe the artifact in their own words.
   - Why did you choose that particular work?
   - How old do you think the artist was?
   - Do you think the artist was from New York City or the surrounding areas? Why or why not?

7. Ask: If you could add something of your own to the “Dear Hero” collection, what medium would you use? Why?

Evidence of Understanding

Student responses during class discussion.

Extension Activities

Have students design a memento to honor a 9/11 hero. Display the memento in the classroom or in a public venue, such as the local library.

Students write a poem to honor a hero of 9/11.

Discuss with the class the role of a “hero” in contemporary literature, film, and/or books. Does the “Dear Hero” collection capture/match those portrayals? Explain.
APPENDIX A

All images:
Dear Hero Collection.
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