

9/11 MEMORIAL

UNIT: Historical Impact

GRADE LEVEL/S: K-2

TIME NEEDED: 1-2 sessions

TEACHER: Elizabeth Glynn

LESSON TITLE:

SMALL MOMENTS IN THE HISTORY OF THE WORLD TRADE CENTER

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.

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 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.

Key Questions/ Issues Addressed

- What were the Twin Towers?
- What do you wonder about the towers?
- How were they an integral part of the NYC skyline?
- How can we have positive memories about something sad?

Lesson Goals/ Objectives

- Students will identify and describe the Twin Towers.
- Students will identify Philippe Petit and describe his actions at the World Trade Center.
- Students will create a class book of memories.

Key Terms

Memory, Tightrope, Twin Towers**

**See [9/11 FAQ](#) for more information

Materials

- Gerstein, Mordicai. *The Man Who Walked Between the Towers*. (Square Fish, 2007)
- Chart paper
- Markers
- Post-its

**Background
for lesson
(if necessary)**

Discuss with children the New York City skyline. If possible show photographs or other images of the city before 9/11 (see www.911memorial.org for examples). For information on the towers, see the [9/11 FAQ](#).

Determine the extent of the children’s background knowledge of 9/11, and discuss briefly the attacks and the aftermath. Again, see [9/11 FAQ](#) for further information.

**Instructional
Activity/
Procedures**

1. Discuss with children that we are going to read a story about a man who walked on a tightrope high up in the sky.
2. Introduce the story by discussing the cover of the book and ask students: *What are you wondering about?*
3. Take a “picture walk” (preview the pictures to familiarize the students with the story) and encourage students to share what they are wondering about on each page. Record their questions on chart paper.
4. Ask questions to guide discussion. *Who was Philippe? What was his job? How did he entertain people? Why did he decide to walk between the towers?*
5. Read the story, stopping to answer questions from students.
6. Stop at “Now the towers are gone.” (page 32) Have students turn to the person sitting next to them and discuss how they feel about the towers.
7. Ask if the class has questions about the towers, about the people who worked there, or about Phillippe Petit.
8. Read the last page and discuss the memory of the towers, modeling with your own thoughts: *How could we have good memories of something sad? What does it mean to lose something? How do you feel when you lose something you loved?*
9. Discuss losses they may have experienced and positive memories associated with those people, pets, or objects. In the course of that discussion, remind students that though loss is sad, we can often carry positive memories.
10. Students each create an “I lost.....but I remember...” page that is compiled into a class book (i.e. I lost my granny but I remember how she would read me stories).

**Evidence of
Understanding**

The class discussions, reading comprehension ; Writing and effort in final activity.

**Extension
Activities**

- Create a memory bulletin board. Guide a discussion that explores the idea that endings can be happy and sad, but we can focus on holding on to good memories of things that have ended, such as the summer. Children create a class book compiling these ideas. For example, *Good bye Summer, we’re sad to see you go, Good bye warm weather... Hello School, we’re looking forward to...*
- Watch an interview with Philippe Petit describing his walk: www.pbs.org/wgbh/amex/newyork/sfeature/sf_int_pop_08_01_qt.html
- For another lesson on dealing with loss, see [Children Grieve Too](#).