

9/11 MEMORIAL

UNIT: Heroes and Service

GRADE LEVEL/S: 10-12

TIME NEEDED: 2 sessions

TEACHER: Brian Marggraf

LESSON TITLE:

FIRST FALLEN: FOLLOWING FATHER JUDGE

Common Core Standards

RH 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.

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

W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 is a hero?
- What defines heroism?
- Who was Father Mychal Judge?
- How did he affect the lives of others and how is he remembered?
- How diverse were heroes on 9/11?

Lesson Goals/ Objectives

- Students will define and recognize the characteristics of heroes, appreciating their diversity and complexity.
- Students will learn about, discuss, and analyze the life and death of Father Mychal Judge.

Key Terms

Hero, Heroism, Mychal Judge Act*, "Walk of Remembrance "

* Officially titled "The Mychal Judge Police and Fire Chaplains Public Safety Officers Benefit Act," this 2002 law allows domestic partners of police officers and firefighters killed in the line of duty to collect their federal death benefit.

Materials

- Images, quotes, audio/video of Father Mychal Judge:
<http://saintmychaljudge.blogspot.com/>
- Internet Access for research
- Articles:
 - USA Today : Making of Saint Mychal
www.usatoday.com/news/nation/2003-02-19-mychal-cover_x.htm
 - New York Magazine: The Fireman's Friar
<http://nymag.com/nymetro/news/sept11/features/5372>

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**Background
for lesson**
(if necessary)

Students should have a grasp of 'heroic' historical figures (i.e. Founding Fathers, Abraham Lincoln, Martin Luther King Jr.).

Students, prior to lesson, should read the article (basic facts and background) on Father Mychal Judge: and http://en.wikipedia.org/wiki/Mychal_Judge.

Note: Although this page is deemed biographically accurate by Father Judge's friends, you might want to view the two options below if you/your school has issues with using Wikipedia as a source.

For more in-depth research, see Father Michael Duffy's homily to Father Judge: www.hnp.org/publications/articles_view.cfm?id=16&yr=2001 and Father Mychal Judge: [An Authentic American Hero](#) by Michael Ford.

**Instructional
Activity/
Procedures**

1. Ask students to provide heroic archetypes, making connections to past lessons. *What traits do these individuals have in common? Are there facets in their life that wouldn't be deemed 'heroic'? Does this change your perception of them?*
2. Introduce Father Mychal Judge. Briefly review key points from the background article and show students multimedia materials about Father Judge from <http://saintmychaljudge.blogspot.com>.
3. Class will independently read material about Father Judge. Divide class into two groups, with each group reading either the New York Magazine or USA Today article.
4. In groups, students will discuss their article within their groups, guided by following questions from the teachers:
 - *How was Father Judge a hero?*
 - *How was he exceptional? How was he unexceptional?*
 - *To whom can we compare Father Judge, either from our personal experience or from history?*
5. Create a Graphic Organizer with the following categories: *The Man, The Priest, The Hero, His Legacy*. Students will populate the graphic organizer with information from their articles.
6. Assign students a short essay where they define a hero and discuss individuals that either fit or do not fit that definition throughout history.

Consider the following questions:

 - *How do you define hero?*
 - *How did you come to that definition?*
 - *Who unexpectedly fits that definition?*
 - *Who surprisingly doesn't?*
7. As a final activity, ask students to research individuals from 9/11 who fit their definitions of "hero," many of whom practiced other religions. Gather images and biographical information and create individual presentations highlighting and honoring these individuals.

Evidence of Understanding

Students' participation, essays and final presentation will highlight their understanding of the diversity and complexity of heroes

Extension Activities

- Students write an essay on the question: *How can religion serve as a motivator of both good and bad?*
- Students view the documentary [Saint of 9/11](#) and write a response/review.