

9/11 MEMORIAL

UNIT: Heroes and Service

GRADE LEVEL/S: K-2

TIME NEEDED: 2 sessions

TEACHER: Jamie Fidler

LESSON TITLE:

WHAT IS A HERO?

Common Core Standards

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

W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Key Questions/ Issues Addressed

- What is a hero? What qualifies someone as a hero?
- What kinds of people/animals can be heroes?
- Why were the 9/11 heroes so important?
- How does one show gratitude for their heroic acts?

Lesson Goals/ Objectives

- Students will grasp the concept of a hero, expanding their knowledge beyond superheroes.
- Students will write a letter about something important in society.
- Students will understand that 9/11 is an important historical event that changed New York City and the country.

Key Terms

9/11**, Bravery, Community, Hero, Twin Towers**

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

Materials

- Englar, Mary. [September 11 \(We the People\)](#). (Compass Point books, 2006)
- Chart paper
- Writing Paper, specifically designed for letter writing

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**Instructional
Activity/
Procedures**

1. Begin the activity by asking students to define a 'hero.' Chart students' answers on a chart labeled "What Makes a Hero?" This conversation will greatly vary depending on the level of the students. Have them stay focused on the characteristics of heroes, rather than just providing examples of heroes.
 - If they name a hero, you can reframe the question to ask, *What about them seems heroic? Did they do or say something important?*
2. After they brainstorm a list of a hero's characteristics, move into articulating examples of heroes. *Can we all think of some examples of heroes? They may not be alive anymore, but they can't be fictional characters. I am asking for people who are living, or who once lived.* Write the list on the bottom of the other chart.
3. Try and get about 5-10 names down. As the kids list the people who they deem a hero, ask: *What makes them a hero?*
4. Have students choose one person, either from this list or someone else who they think is a hero (including a family member, a family friend, a neighbor, etc.) and write that person a letter. The letter should express why they are a hero, and why they are important to the student.
 - If the person is alive, let students know that we can send the letter. But, if the person is not alive, save the letters as a reminder of how the important things one does are remembered.
5. After the activity, choose a few students to share their letters.
6. About a week later...Read [September 11 \(We the People\)](#).
7. Remind students about last week's lesson: "We learned about heroes. We talked about what makes someone a hero, and we even named a bunch of heroes. We also chose one person who we thought was a hero, and wrote a letter to them."
8. After the read aloud, bring out the definition of the word 'heroes' that the class created in the previous lesson. Ask the students: *Are there any people who are described in this book who would be considered a hero?*
9. Start a chart titled "9/11 Heroes," and list the student responses, asking each: *What makes them a hero? If they are no longer living, how can we remember and honor them? Why is remembering them, and that day, so important?*
10. Create a follow-up activity, where the students can make a memorial for 9/11 heroes, either individually, with partners, or as a whole class (see Memorials and Memorialization lessons for suggested activities).

Evidence of Understanding

Students will demonstrate their understanding through their letter writing, discussion, and through the final memorial activity.

Extension Activities

- See other “Heroes and Service” lessons; specifically, [The Heroic Actions of the Passengers of Flight 93](#), [Brave Individuals](#), and [Remembering Heroes](#).