

9/11 MEMORIAL

UNIT: Memorialization

GRADE LEVEL/S: 2, 3-5

TIME NEEDED: 1 Session + Project

TEACHER: Victoria Curry

LESSON TITLE:

HELPING OTHERS COPE

Common Core Standards

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

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

RI 3 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

RI 3 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

RI 3 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.

RI 3 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

- How can we make a tribute to 9/11?
- What does it mean to hold a memorization service for one person or for many people?

Lesson Goals/ Objectives

- Students will read one fictional family's account of 9/11 in The Mouse Family's Most Terrible, Terrifying Day by Dr. Joan S. Dunphy.
- Students will be able to read, write, speak and reflect about ways that they can be active in the memorialization process. After viewing this book, the students will complete a project that allows them to be part of the continuing memorialization of 9/11.

Key Terms

Cope, Healing, Memorial, Terrorism*

*Violent acts intended to create and spread fear to further religious, political or ideological goals. The attacks of 9/11 are a large-scale example of terrorism.

Materials

Dunphy, Joan S. The Mouse Family's Most Terrible, Terrifying Day. (New Horizon, 2002)

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**Background
for lesson**
(if necessary)

Dr. Joan S. Dunphy wrote a book for children titled: The Mouse Family's Most Terrible, Terrifying Day. In this story we are taken through an ordinary family's experience on 9/11. The family loses an uncle and we see the ways that the adults help the children cope with loss. They hold a memorial service for the uncle, and they conjure up a list together, including things that they can do to make themselves feel better. They also make a list of things that they can do for others who were worried or harmed by 9/11. They end up making cookies together for a local fire station. This book allows children to see that they too can be active in the healing and memorial process. A class, grade, or school can develop lists just like these storybook characters. Their lists can be thoughts and ideas for projects that can continue the memorization of 9/11.

**Instructional
Activity/
Procedures**

1. Read The Mouse Family's Most Terrible, Terrifying Day to the class.
2. Suggest that the class together, in groups, or individually create list of ideas on how the students can be active within a community that has lived through terrorist acts or other crises. There are many active charities that should be considered when designing the lists.

The book gives suggestions that teachers can use to help spark conversation, such as:

- a. Write letters to rescue workers, service people, fire fighters and police to thank them for their bravery and hard work.
- b. Write letters to the children who lost a parent telling them you remember their parent's sacrifice.
- c. Wash cars, have bake sales or sell lemonade and give the money to charity funds for the victims.
- d. Donate money from your allowance to children being hurt by terrorists around the world, through charity funds like Feed the Children, Save the Children, and UNICEF.
- e. Help your school organize a holiday toy drive for children who lost a parent to terrorist attacks.
- f. Collect clothes for families in need.
- g. Hang a flag in your room.

It is encouraged that the teacher allow for the children to direct and guide the way in which the list and action project is created. If they have a sense of ownership over the activity, it will be more personal to them and more meaningful an experience. There is no right or wrong way to express feelings of gratitude or to give to charities. Classes should be encouraged to enter into a dialogue to be able to develop a project germane to their own community's values.

**Evidence of
Understanding**

Students will demonstrate their understanding of how they can help others in the healing and memorial process though the creation of their action projects.

**Extension
Activities**

The action projects that the class develops can vary in scope. For an extension, individuals or teams of students can collaborate on separate pieces of a larger project.