



Remember

Remembrance is Continuing the Resistance
NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION

9/11 Lessons for the Classroom

K – 5 Lesson Plans

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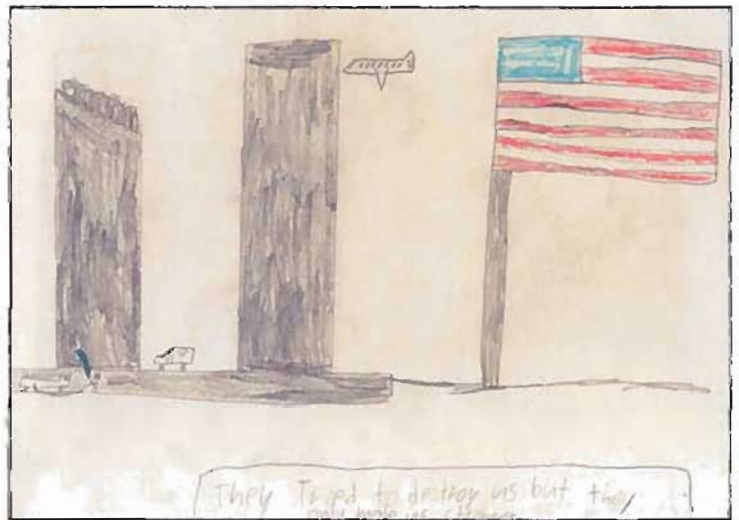
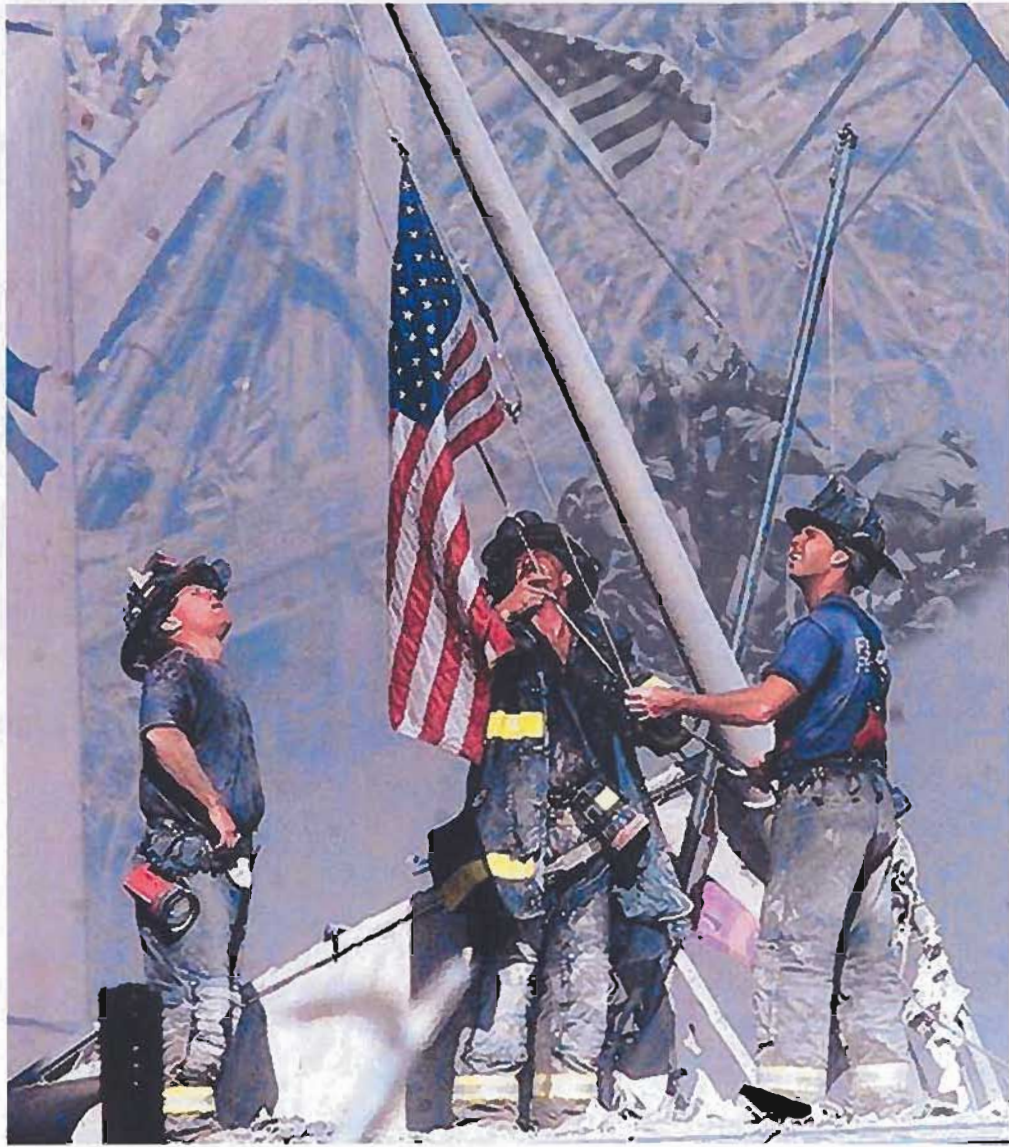
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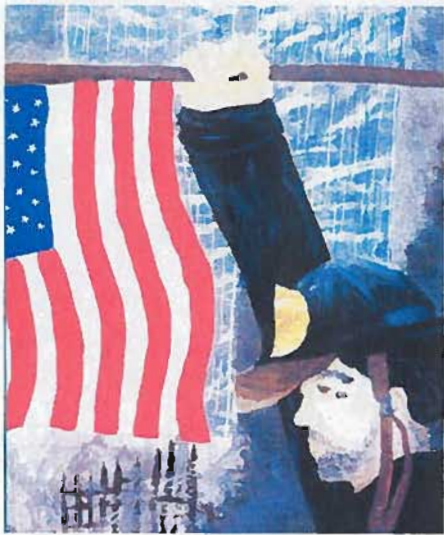
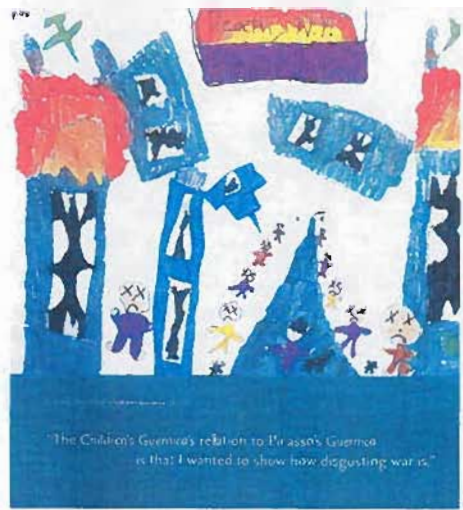
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K – 5 Lesson Plans

Name the Stereotype

recognizing stereotypes; how to respond to a stereotype—Grades 2-5_____1

The Zax

understanding the affects of our words and actions on others;
examine how everyone can make a contribution – use of
book The Zax to introduce less on – Grades 4-5_____3

Building Friends from Enemies

examines the meaning of being a friend and how to find
peaceful solutions to problems; use of book Enemy Pie – Grades K-5_____5

Meanest Thing You Can Say

use book by same title as lesson (by Bill Cosby) to
examine mean words and brainstorm ways to respond
to mean words – Grades K-5_____7

The Powerful Response: Responding to Name-Calling and Bullying

using several different scenarios to develop techniques
to respond to name-calling and bullying; develop a
“powerful words toolkit” – Grades K-5_____8

Standing Up To Bullies

recognizing and identifying bullying; taking action to
defend self and others when being bullied; using
jigsaw strategy to develop a series of possible solutions – Grades K-5_____10

Bullies Don't Make Friends

characteristics of a bully; how people view bullies;
possible ways to get bullies to change their behavior;
story of Billy the Bully (story included in lesson) – Grades K-4_____12

Making Choices: The Island of the Skog

examining things that frighten us; identifying different
roles as in title; problem solving situations/things that
frighten one; The Island of Skog – Grades 1-3_____14

Making Choices: Story of Brave Mole

examining things that frighten us; identifying different
roles as in title; problem solving situations/things that
frighten one; The Island of Skog – Grades 3-5_____16

Making Choices: Bystander, Perpetrator, Victim, Rescuer

examining things that frighten us; identifying different
roles as in title; problem solving situations/things that
frighten one; The Island of Skog – Grades 3-5_____18

Mr. Lincoln's Way

using the book of this title to examine why a person sometimes act in a particular way and how people can change; use of idea of a "troubled" student and behavior; teacher trying to help such person – Grades K-5 _____ 20

Pocahontas

use of scene from the Disney film and/or the song "Colors of the Wind" to examine prejudice, cultural attitudes and values, culturally based prejudice, importance of understanding views of other people. Grades 3-5 _____ 22

A Child's First Look at the Holocaust

understanding of basic issues involved in the Holocaust; viewing the Holocaust from the point of a child; story When the Soldiers Were Gone - Grades 3-4 _____ 24

Carousel Brainstorming for Number the Stars

using this strategy to identify the important issues in the book; identifying prejudices in daily life – Grades 4-5 _____ 25

Making Comparisons & Contrasts between September 10, 2001 & September 12, 2001

using a variety of visuals to compare NYC skyline, Pentagon on the two days and identifying the changes; various strategies for students to use to compare and contrast; using headlines of September 12th to create a word collage to tell about the 11th – Grades 3-5 _____ 27

Interpreting September 11th, 2001 through the poetry of Mattie Stepanek

how poems are used to express emotions; how the boy Mattie Stepanek described that day and outcomes of that terrible day – Grades 3-5 _____ 29

Memories of 9/11/01: Personal Stories from Friends and Family

interviewing family members and/or friends about what they remember about the day, reporting responses back to class, making charts of types of responses and frequency, etc. Grades K-5 _____ 31

From Natural Disasters to Man-Made Disasters: A Book of Hope

using book on that Day: A Book of Hope for Children, examine fear created by terrible events, man-made and natural; link to events of 9/11; examine "goodness" of people at such times. Grades K-3 _____ 33

Students Telling Students 9/11 Stories through Interstate Connections

linking with a class in a state in a different region of the country and telling them about 9/11 from view of those near scenes of tragedy that day – Grades 2-5 _____ 35

Gathering Primary Sources: Oral Testimonies	
importance of recording testimonies, etc. for important events for history, primary and secondary sources, nature of primary sources, interviewing a person for their recollections of 9/11 - Grade 5	37
How the World Reacted to September 11, 2001	
using headlines from newspapers around the world to examine world response to that day's events with students reporting on an assigned country – Grades 3-5	39
Pledge of Allegiance	
examine words of pledge; rewrite in own words of class, understand meaning of pledge. Grades 2-5	41
Remembrance Through Song, Art, and Writing	
finding themes, message, etc. in songs, poems, etc.; using music as means of expression; art and poetry as means of expression. (Song "Believe") Grades 4-5	42
Creating a Memory Quilt	
using testimony from family, friends, other sources, create a memory patch; connect patches to make a quilt; how memorials tell a story. Grades K-5	44
Writing to a Victim's Family	
remembering loved ones, learning about those lost, expressing sympathy/empathy, compassion – Grades 2-5	46
Inspirational Quotations: What Do They Mean To You?	
quotations from St. Paul's website, interpreting message, why important for future, share the message – Grade 2-5	47
Recognizing Similarities and Differences with Children Around the World	
appreciate commonalities and differences with children of other nations and cultures; research an assigned country to learn about life of people there; share info with class to gain perspective about people around world – Grades K-5	48
"Where in the World?" Week	
learn about and appreciate other world cultures by sharing information about culture(s) of fellow students – Grades K-5	50
Building Global Connections Through e-pals	
using Internet to connect with students of different countries and sharing information about selves with each other; Grades 3-5	51
The Tin Forest	
using book/video of this title, learn about symbols, change, renewal, environmentalism, etc. – Grades K-3	52

Making the World a More Beautiful Place

through story of Miss Rumphius, brainstorm ways to make a difference in the world and to make the world a better place – Grades K-5_____

54

It Could Be You

importance of showing compassion for others; expression through poetry; how we treat strangers and want to be treated ourselves. Grades 3-5_____

55

Creating a “Pledge to the World” as a Global Citizen

look at ideas/themes found in national pledge; identify shared ideas; develop a world pledge reflecting common hopes, themes, etc. – Grades K-5_____

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Grade Level: 2-5
Time: 30-45 minutes

Name the Stereotype

Interdisciplinary Connections: social studies, literacy, character education

Key Terms:
Stereotype

Objectives:
Students will be able to identify stereotypes as they surface in conversations.

Materials:
Eggspert buzzer game or another “buzzer” or bell
Pre-written dialogues (taped or photocopies of script for students to read)
*dialogues attached (feel free to use these or write your own)

Activities/Procedures:

I. Introductory Activity

1. Ask students to think and/or write their own definition of a “stereotype”?
2. Recognition practice:
 - a. Provide students with a slip of paper with 3 sentences on it.
(or write sentences on board or overhead projector)
 - b. Students identify which of the sentences includes an example of a stereotype and what the stereotype is.

II. Classroom Activity

1. Explain the game “Name the Stereotype” to the students and ask for volunteers to read the first dialogue. Directions for students: When it’s your turn, you will listen to a dialogue and decide if you hear any stereotypes. Whenever you hear a stereotype, press your buzzer and be prepared to identify what words were used to make the stereotype. Remember, some dialogues may not contain any stereotypes.
2. Student volunteers read the first dialogue aloud. The first student contestants, or players, prepare to buzz in (if you are using the Eggspert game, 6 students will be able to play at once)
3. Students can keep score of their individual points or points can be added to team scores. One point is earned for every stereotype correctly identified. One point is taken away for stereotypes not identified or incorrect attempts to identify a stereotype.
4. Repeat Step # 2 until all students have had an opportunity to recognize stereotypes in spoken dialogues

Evidence of Understanding:

- I. Discuss the strategies students used to recognize examples of stereotypes in the game.
- II. Ask students to consider whether they have ever said a stereotype or heard someone else stereotype without realizing it.
- III. Facilitate the following discussions:
Should we use stereotypes? Why or why not?
Now that we can recognize stereotypes, what can we do about them?
How do we avoid using them? What should we say when we hear someone use one?

Extension Activities:

See lesson on 'power tools' and possible reactions and responses

SAMPLE DIALOGUES:

- I. Brother & Sister
Brother – When do you have your math and social studies tests?
Sister- We usually have our social studies tests on Mondays and math on Wednesdays.
Brother – We have a social studies test on Tuesday next week.
Sister- We never have any tests on Fridays.
Brother- That's because teachers don't do any work on the weekends.

- II. Classmate A: What do your parents do for work?
Classmate B: My Dad works in a bank and my Mom works in a store.
Classmate A: Did you know that people who were born in the United States have better jobs?
Classmate B: No, I didn't.
Classmate A: That's what my parents told me, so it must be true.

- III. Father: Son, you're going to take the bus to school today, ok?
Son: Okay, Dad but I would rather get a ride with you.
Father: I have to do some work from home and then go in to work late today.
Why don't you like the bus?
Son: No reason. It's just that all the poor kids ride the bus to school everyday.
Father: Now that's a silly thing to say.

- IV. Friend A: I hate driving with all this traffic.
Friend B: And it doesn't help that most of the cars are from out of state.
Friend A: New York drivers are the worst! They don't know how to drive.
Friend B: That's true. And they are always tailgating.

Grade Level: 4-5

Time: 2 Sessions of 60 minutes

The Zax by Dr. Seuss

Interdisciplinary Connections: literacy, social studies, character education

Objective:

The student will be able to describe how we are all able to make contributions and help others.

The student will understand the effects of our words and actions on others.

Key Terms:

Stubborn

Rigid

Inflexible

Flexible

Open-minded

Materials:

The Zax by Dr. Seuss

Drawing paper

Crayons or markers

Journals

Activities/Procedures:

I. Introductory Activity:

1. Write the vocabulary words on the board and ask students to think about situations where they encountered people who acted in these ways. They can fill in a chart with the titles: stubborn, rigid, inflexible, flexible and open-minded.
2. Students will work in pairs to talk about situations where people acted in these ways.
3. Have a class discussion on the advantages and disadvantages of stubbornness versus flexibility.

II. Classroom Activity

1. Teacher introduces story and asks students to listen to the story about a Zax.
2. Teacher reads the story to the class and shows pictures from the book. Discuss the dedication page and the historical note.
3. Think-pair-share activity focusing on discussion questions one at a time:
 - Identify the message of the story
 - Why did Dr. Seuss write this story?
 - What lesson was he trying to teach?
 - Do you agree with the actions of the Zax?
 - What would you have done?

Evidence for Understanding:

1. Model the *Literary Elements Mapping* (<http://www.ReadWriteThink.org>) to help the students to identify and map the conflict found in the story: *The Zax*.

Extension Activities:

In addition to **The Zax**, there are many other Dr. Seuss stories that are appropriate for older students and adults to read and discuss. Display and discuss a selection of Dr. Seuss titles such as: **The Giving Tree**, **Ladies First**, **The Missing Piece**, **Horton Hears a Who**, and **Oh, The Places You'll Go**.

Divide the class into groups and have them select a story. They will read and discuss the story based on these questions:

- What is the main idea of the story?
- Has anything like this ever happened before?
- What conflicts arise in the story,
- How do the characters resolve their conflicts?
- Do the characters resolve their conflicts?
- What is the author's message to his readers?
- How can you apply the message to your life?

Create a chart and ask the class to complete the last column: *Social Issue Presented*

Story and Author, and Related Title Social Issue Presented

The Zax by Dr. Seuss

The House Without a Christmas Tree by Gail Rock
Stubbornness; Refusal to change

Horton Hears a Who by Dr. Seuss

Pralie Whispers by Frances Arrington
Respect for life

The Sneetches by Dr. Seuss

Maniac Magee by Jerry Spinelli
Prejudice

Oh, The Places You'll Go by Dr. Seuss

Finding Zola by Marianne Mitchell
Overcoming obstacles

Ladies First by Shel Silverstein

Emily Upham's Revenge by Avi
Equality

The Missing Piece by Shel Silverstein

Pictures of Hollis Woods by Patricia Reilly Giff
Building relationships

Grade Level: K-5
Time: 60 minutes

Building Friends from Enemies

Interdisciplinary Connections: character education, literacy

Objective:

Students will be able to describe what it takes to be a friend.

Students will be able to identify peaceful solutions to problems with other people. (conflict resolution)

Key Terms:

Enemy – unfriendly; foe; a person who hates another and wishes, or tries, to injure him

Bulles - a person who hurts, frightens, or browbeats over people who are smaller, weaker

Friend – a person whom one knows well and is fond of

Conflict – to fight or battle; to struggle

Peace – calm, quiet; to be in harmony; no disturbance or struggle

Materials:

Link to "Enemy Pie" on pbskids.org

Optional: Book **Enemy Pie** by Derek Munson. Illustrated by Tara Calahan King.

Activtles/Procedures:

I. Introductory Activity:

1. Show opening playground clip to **Enemy Pie** from www.pbskids.org.
2. What is the conflict in this scene with the basketball?
3. Do they resolve the conflict? If so, how? If not, why not?
4. Has this ever happened to you? How did you feel?
5. Did you resolve your conflict? Explain.

II. Classroom Activity:

1. Let the narrator begin to tell the story **Enemy Pie**.
2. Pause the narration after "What are the ingredients for an enemy pie?"
3. Provide students with an image of an empty pie. Ask students to draw pictures of or list the ingredients that they would include in an enemy pie.
4. Continue the narration.
5. Pause the narration after "What do you have to do to make the enemy pie work?"
6. Ask the following questions.
 - a. Why does the main character not like Jeremy?
 - b. What is an enemy to you?
 - c. What is an enemy pie?
 - d. What ingredients do you need to make an enemy pie?
 - e. Why would he use the enemy pie?
 - f. How does the main character learn about the 'enemy pie'?
 - g. Why do you think his Dad told him about the enemy pie?
7. Continue the narration.
8. Pause the narration after the main character arrives at Jeremy's house.
9. What is the special ingredient in enemy pie?

10. What does main character need to do in order for the enemy pie to work?
11. Read the conclusion of the story.
12. Why did Dad include the special ingredient?
13. What were some things the two boys found that they had in common?
14. How did the character's feelings change toward Jeremy?
15. Why did the boy hesitate to take Jeremy into his tree house?
16. How did he solve his dilemma so that Jeremy could enter the tree house?
17. How did they spend their time in the tree house?
18. What happened to the enemy pie that Dad had baked?
19. How do you solve problems with your "enemies"?
20. Can your enemies become your friends? Why or why not?
21. What would your "enemy pie" look like?
22. What are the qualities of being a friend?

III. Closing Activity:

1. Set up a table and chairs. Have the students make a sign with the words "Peace Table" to place in the middle of the table. Discuss some rules all must observe when seated at the table. (respect each other, discuss views quietly, share ideas on how to solve problem, etc.)
2. Celebrate and eat pie at a Peace Table.

Evidence of Understanding:

- I. Ask students to illustrate a pie that they would give to a friend. Draw slices on the pie. Label each slice of the pie with an ingredient that would be in that pie. Each student should explain to the class how the "friend pie" is different from the "enemy pie" of the story.
- II. Have the students describe a problem that an adult has helped them to solve that involved a dispute with another person. How was the problem resolved? How did the student feel about the solution to the problem? How did the other person feel about the solution to the problem? What was the attitude of each person toward the other person after the resolution to the conflict? Would the student solve the problem in a different way if it occurred again with the same person or a different person? How would the student go about solving the problem?

Extension Activities:

- I. For further development of similar activities refer to the activity packet on **Enemy Pie** by Derek Munson at the website:
http://www.enemypie.com/enemy_pie_creative_writing.pdf
- II. Set up a small table or corner in the classroom and label it "Peace Table" or "Peace Site." Invite students to sit at the table or at the site to discuss and work out disagreements in a peaceful manner. Carry on this activity throughout the school year as students are encouraged and assisted by the teacher and/or others to develop conflict resolution skills.
- III. Teaching Tolerance lesson "Friendship Pizza."
<http://www.tolerance.org/teach/activities/activity.jsp?ar=1023>

Grade level: K-5

Time Frame: 30-45 minutes

Meanest Thing You Can Say

Interdisciplinary Connections: literacy, character education

Objective:

The students will be able to identify appropriate responses when someone bullies them.

Materials:

Meanest Thing You Can Say by Bill Cosby

Paper, pencil, poster/chart paper

Activity/Procedure:

I. Introduction

1. Ask students to raise their hand if someone has ever said something mean to them.
2. Tell students you are going to read them a story and ask them to make a prediction about the theme of the story based on the title.

II. Classroom Activity

1. Discuss and brainstorm (if appropriate for your class) what they think is the meanest thing someone can say. Then read the book to the class.
2. Read the story **Meanest Thing You Can Say**.
3. *K-1 Ask students to share ideas of what to say when someone says something mean to you. Write their ideas on a poster or chart paper to be displayed in the classroom.
4. *2-5 Ask students to take a few minutes to write down what they can say if someone says something mean to them. Then discuss their answers and list them on a poster or chart paper to be displayed in the classroom.

Evidence of Understanding:

The students will be evaluated based upon their discussion and writing.

Grade Level: K-5
Time: 15-30 minutes

The Powerful Response; Responding to Name-Calling & Bullying

Interdisciplinary Connections: character education, literacy, art

Objectives:

Students will recognize several options of actions to take to respond to name-calling or other forms of bullying.

Students will select a toolkit of responses to use when faced with different scenarios of name-calling and bullying.

Key Terms:

Response

Reaction

Bullying

Toolkit

Materials:

Popsicle sticks (5 for each student)

String or yarn

Thin markers or pens

List of bullying scenarios and name-calling

List of possible responses

Activities/Procedures:

I. Introductory Activity

1. Ask students to write in a journal or think about the following scenario:
If someone called you a name you don't like or said, "Hey Fatso", how would you respond?
What would you say in response?
Would you do anything? If so, what would you do?

II. Classroom Activity

1. Present a scenario to the class involving name-calling or bullying. Use the scenario below, or create your own that is grade-level- appropriate.
Bobbie called Suzy a 'dummy'. She became very upset. How could she respond to Bobbie?
2. Elicit student responses to the scenario and write them on the board. Guide the discussion so that the responses stay positive and don't invoke more name-calling or bullying. If students have trouble coming up with more possible responses, the teacher may suggest a few ideas and ask students if they would like them added to the list.
3. *Possible responses (if student responses need to be expanded)*
 - a. Think of something that makes you feel good
 - b. Tell an adult
 - c. Say, "That doesn't bug me."
 - d. Walk away
 - e. Ouch!
 - f. That hurt me!

4. Once there is a selection of at least 8 good possible responses on the board, ask students to select the 5 that they like the best to use if or when they are confronted with name-calling and/or bullying.
5. Students then write the 5 powerful responses they like the most on 5 different popsicle sticks (using thin marker or pen). Then ask students to tie the popsicle sticks together with yarn or string. Explain to students that this bundle of sticks has now become a toolkit for them to use when faced with situations of name-calling and/or bullying. *modification- For younger students who can't write, ask them to draw pictures on each popsicle representing the possible responses.
6. Practice
7. Present different scenarios (listed below)
 - a. Students decide how they would respond and hold that popsicle stick in their hand. (They can use the same popsicle more than once. They can hold more than one popsicle stick in their hand at a time.)
 - b. Students can share how they would respond or keep this to themselves

Evidence of Understanding:

For each scenario of name-calling and/or bullying, students will be able to identify the actions they would take to respond to each scenario.

Extension Activities:

- I. Unit II, in Learning from the Challenges of our Times lesson titled Power of Hurtful Words and Responding to Them and/or the lesson titled Meanest Thing You Could Say could precede this lesson or follow it. Available at:
<http://www.state.nj.us/education/holocaust/911/curriculum/>
- II. Lesson titled Standing Up To Bullies in this guide would be a good lesson to follow this one.

Scenarios of Name-Calling and/or Bullying

(Teacher can also create their own scenarios that are appropriate for the grade level and teaching context)

- A student threatens to steal your lunch money
- A student cuts in front of you in the lunch line and then pushes you back.
- A classmate makes fun of a picture of your family.
- A student punches you on the playground
- A classmate pushes you down the slide before you were ready to go.
- A classmate calls you "stupid".

Grade Level: K-5
Time: 40 minutes

Standing up to Bullies

Interdisciplinary Connections: character education, literacy

Objectives:

Students will be able to recognize and explain what constitutes 'bullying'.

Students will be able to recognize the importance of taking action to defend others who are being 'bullied'.

Students will generate ways to respond to name-calling and bully actions.

Key Terms:

Bullies

Upstander

Defend

Scenario

Materials:

List of scenarios

Ground rules

Action plan sheet

Activities/Procedures:

I. Introductory Activity:

1. **Set ground rules: Ask students not to say names of any student in the school.**
2. Ask students to come up with examples of being bullied and personal experiences of being bullied (if they have had any) and how did those experiences make them feel. *How did they respond to these experiences?*
3. Optional: Students can share their experiences and/or examples with the class. (keeping the discussion brief and anonymous)
4. Introduce the lesson... *Today we're going to work on strategies to help you deal with solutions for dealing with different scenarios of bullying*

II. Classroom Activity:

1. Review "Steps to finding a Good Solution"
2. Divide students into jigsaw small groups and distribute a different scenario of bullying to each group.
3. Provide each group with one action plan sheet.
4. Working in small groups, the students discuss possible solutions for responding to the bullying scenarios and record their ideas on the action plan sheet.
5. In a large group, students present their group scenario and their action plan to respond to the scenario.
 - a. As each group presents, the students consider this question:
Do the group's solutions meet the criteria for the "best solution"?

Evidence of Understanding:

As a large group, students come up with "Rules about Bullying" to honor as a class.

Action Plan Sheet:

Responding to scenarios of bullying

Steps to a Good Solution

→ Understand or identify the problem

→ Come up with two or three possible solutions

→ Choose the best solution

The "best solution" should:

1. make everyone feel better
2. respects others and doesn't hurt anybody

Sample Scenarios:

- I. (Feel free to create more that are appropriate & realistic for your grade level)
 1. You're walking down the hall with a friend, and another student walking down the hall calls your friend a name. What do you do?
 2. You're on the school bus and a fifth grade student threatens to beat up the person sitting next to you if they don't give him/her their lunch money. What do you do?
 3. You're on the school bus and an older student asks the person sitting next to you for the answers to the homework.
 4. You're in the lunch line, and you see a big fifth grader come up and pinch people in front of you in the back. What do you do?

Grade Level: K-4
Time: 20-40 minutes

Bullies Don't Make Friends

Interdisciplinary Connections: literacy, character education, art

Objectives:

Students will identify what actions make the main character, Billy, a bully.
Students will identify how Billy's classmates responded to the bullying.
Students will determine whether Billy learned a lesson.
Students will generate ideas on how they can respond to bullying and how they can help bullies realize that their words and actions hurt.

Key Terms:

Bully
Pick on
Threaten

Materials:

Book: *Don't be a Bully, Billy* by Phil Roxbee Cox. (copy of words attached)
Poster paper & markers

Activities/Procedures:

I. Introductory Activity

1. Elicit responses from students or ask them to list or draw their responses.
 - a. What is a bully?
 - b. What actions do bullies do?
 - c. How do bullies make you feel?

II. Classroom Activity

1. Read *Don't be a Bully, Billy* to the class. Alternative- ask students to read a couple of lines from the story aloud to the class.
2. Ask students to identify the actions that make Billy a bully.
 - a. Write students responses on the board in a list form.
(review any new vocabulary terms as they appear... *threaten, pick on*...
3. Ask students to identify how the classmates respond to Billy's actions and write student responses on the board.
 - a. What are their initial reactions?
 - b. What do they say to Billy to try to get him to stop?
4. Divide students into small groups of 3-5 students.
5. Ask students to come up with possible responses to bullying.
 - a. What could you do if someone like Billy pushed you or kicked you or threatened you?
 - b. What could you say to someone who is being a bully?
6. Students share their possible solutions with the whole class.
Optional: Write group responses on board.
7. Concluding discussion. Ask students:
 - a. Did Billy have any friends? Why or why not?
 - b. Do you think Billy learned a lesson? Why or why not?

Evidence of Understanding:

- I. Students design posters with words and/or pictures.
1 poster: Signs of bullying.
2nd poster: How to respond to bullying
- II. Display posters on a bulletin board or hallway where they will be seen by students in the school.

Extension Activities:

3rd & 4th grade students can visit K-2 classes to read the story and facilitate discussions highlighted in this lesson.

Excerpt from Book - Don't be a Bully, Billy. – A cautionary tale by Phil Roxbee Cox

"Meet Billy. Billy is a bully. Every day at school, Billy punches... Billy snatches... Billy pulls... and Billy scratches... and everyone begs.

'Don't be a bully, Billy!'

But Billy keeps on bullying. Billy the bully kicked Kevin... and kicked Kevin cried, "Don't be a bully, Billy!" and rubbed his knee.

Billy the bully shook Shaun... and shaken Shaun shouted, "Don't be a b-b-bully, Billy!"

And tried to stop sh-sh-shaking." Billy the bully picked on Paula and picked-on Paula pleaded, "Don't be a bully, Billy!" and wiped away her tears.

Billy the bully chased Charlie and chased Charlie panted, "Don't be a bully, Billy!" and hid around the corner. It's Monday morning. Billy the bully is threatening Theo. Then, on the way to class, he barges into Belinda... At lunchtime, Billy the bully pushes Peter into his pudding... so threatened Theo, barged-into Belinda and pudding-plastered Peter plead, "Don't be a bully, Billy!" But Billy keeps on bullying.

After school, Billy follows Bob, the new boy, on his way home. He's all by himself. Billy snatches Bob's ball, and Bob says, "Don't be a bully, Billy!" "Give it back, it's mine!"

"Make me!" says Billy the bully. "I don't have to," says Bob. "Meet my Big Brother." Bob points up to the sky.

"Hi!" says Bob's big brother. "You're coming for a ride!" "HELLLP!" hollers helpless Billy... But Billy's bullied schoolmates simply shout, "Bye-bye, Billy!" and happily head for home.

(Bob's big brother comes in a UFO)

Grade Level: 1-3
Time: 45 minutes

Making Choices: The Island of the Skog

Interdisciplinary Connections: social studies, character education, art, literacy

Objectives:

Students will be able to identify and explain the roles of individuals in a threatening situation.
Students will be able to identify the choices of the individual in a threatening situation.
Students will be able to understand the implications of making assumptions.
Students will be able to appreciate the value of friendship.

Key Terms:

Bystander
Bad guy
Victim
Hero
Bullying
Assumptions
Prejudice

Materials:

The Island of the Skog by Steve Kellogg
Drawing paper, crayons or markers, journals

Activities/Procedures:

I. Introductory Activity:

1. Ask students the question: What scares you? What frightens you?
2. Ask students to describe their answers in writing and then draw an image representing what frightens them.
3. Take student volunteers to share their description and/or image with the class. (If available, teacher may use an elmo to project the images on a screen.)
4. What is an island? Show pictures of an island.
5. How do you usually get to an island?
6. What is a 'skog'? What do you think it looks like?
7. Have students draw a 'skog' and hang up their pictures

II. Classroom Activity

1. Teacher introduces story and asks students to listen to the story of the 'Skog'
2. Teacher reads the story to the class.
3. Think-pair-share activity focusing on discussion questions one at a time:
 - Why did the mice leave their home?
 - What should they have done before they left and sailed on the boat?
 - Why did they attack the stranger or Skog before they knew who it was?
 - What lesson do you think the mice and the Skog learned?
 - Who was under that costume?
 - Where is the Skog going?
 - Why was the Skog afraid of mice?
 - Do you think the mice will be happier here than at their old home? Why?

4. Discuss as a class:
 - Who are the bystanders, bad guys, victims, and heroes in this story?
 - Was the Skog misunderstood by the mice? If so, how?
 - Did the mice pre-judge the Skog?
 - What was the 'Skog'?
 - What kinds of things do you think the Skog likes to do?
 - Where do the Skogs live?
 - Can Skogs swim?
5. Look at the pictures of 'Skogs' that the students drew at the beginning of the lesson. Ask the students if they think their pictures resemble the Skog in the story.

Evidence of Understanding:

- I. Discuss what students will need to take along if they go on a journey to an Island.
 1. Make a list of all the items they need.
 2. Give students large bulletin board paper.
 3. Have them work in groups to draw an island and include what they need to survive.
 4. Have them explain their Island.
- II. Ask each student to write about these various questions and about possible problems.
 1. What happens if there is a bad storm, are you prepared to take care of yourself?
 2. What if you run out of food?
 3. What happens if people get sick?
 4. What will you do if you meet a Skog?

Extension Activities:

- I. Other videos, films, or stories about friendship and prejudice that you may consider sharing with the students and discussing with them:
 1. ***Chato's Kitchen*** by Gary Soto, ill by Susan Guevara
 2. ***Crow Boy*** by Taro Yashima
 3. ***Fourteen Rats & a Rat-Catcher*** by James Cressey, ill by Tamasin Cole
 4. ***Here Comes the Cat*** by Frank Asch & Vladimir Vagin
 5. ***Moon Man*** by Tomi Ungerer

Grade Level: 3-5
Time: 45 minutes

Making Choices: Story of Brave Mole

Interdisciplinary Connections: character education, literacy, art

Objectives:

Students will be able to identify and explain the roles of individuals in a threatening situation.

Students will be able to identify the choices of the individual in a threatening situation.

Students will be able to make a decision about what the individual should do in a threatening situation to help others. (student agency-The Power of One)

Key Terms:

Bystander

Perpetrator (Bad guy)

Victim

Rescuer (Hero, Upstander)

Materials:

Brave Mole by Lynne Jonell

Drawing paper, crayons or markers

Activities/Procedures:

I. Introductory Activity:

1. Ask students the question: What scares you? What frightens you?
2. Ask students to describe their answers in writing and then draw an image representing what frightens them.
3. Take student volunteers to share their description and/or image with the class. (If available, teacher may use an Overhead projector (elmo) to project the images on a screen.)

II. Classroom Activity

1. Teacher introduces story and asks students to listen to the story about an ordinary mole who does extraordinary deeds to protect his family..
2. Teacher reads the story to the class.
3. Think-pair-share activity focusing on discussion questions one at a time:
 - Describe the various moles who live in the Moles neighborhood
 - How does Mole feel about being ordinary?
 - What was the bedtime story that Mole read to baby mole?
 - What happened to Mole on the way to work the next day?
 - What did the dragons do? How did Mole feel?
 - How do you feel about this disaster?
 - What did Mole decide to do?
 - Why did the other moles stand around him?
 - Who are the brave moles?
4. Discuss as a class:
 - Who are the bystanders, perpetrators, victims, and rescuers in this story?

Evidence of Understanding:

- I. Have the students act out the story taking on the roles of various moles.
- II. Create a Brave Mole award for students who do extra ordinary kind good deeds each month.
- III. Create a Bulletin Board of Brave Moles or Heroes in their local community.

Extension Activities:

- I. Read or View the **TIn Forest** by Helen Ward
- II. Use **Facing Fear: Helping Young People Deal with Terrorism and Tragic Events** by the American National Red Cross, Washington, DC, 2001. www.911AsHistory.org
- III. Read and discuss **The Terrible Things** by Eve Bunting

Grade Level: 3-5
Time: 60 minutes

Making Choices: Bystander, Perpetrator (Bad guy), Victim, Upstander (Rescuer)

Interdisciplinary Connections: character education, literacy, art

Objectives:

Students will be able to identify and explain the roles of individuals in a threatening situation.
Students will be able to identify the choices of the individual in a threatening situation.
Students will be able to make a decision of what the individual should do in the threatening situation to help others. (student agency-The Power of One)

Key Terms:

Bystander

Perpetrator - Bad guy

Victim

Rescuer - Hero, Upstander

Materials:

The Terrible Things by Eve Bunting
drawing paper, crayons or markers

Activities/Procedures:

I. Introductory Activity:

1. Ask students the question: What scares you? What frightens you?
2. Ask students to describe their answers in writing and then draw an image representing what frightens them.
3. Take student volunteers to share their description and/or image with the class. (If available, teacher may use an overhead projector/elmo to project the images on a screen.)

II. Classroom Activity

1. Teacher introduces story and asks students to listen to what the forest animals in the story are scared of or frightened by and what the forest animal's reactions to what they are scared of are.
2. Teacher reads the story to the class (not necessary to show pictures from the book).
3. Think-pair-share activity focusing on discussion questions one at a time:
 - What do we know about the "Terrible Things"? How do we know that?
 - Do we know who the "Terrible Things" are?
 - What are they trying to do? Why?
 - How does that make you feel?
 - What does Little Rabbit do? Why?
 - How do you think the Little Rabbit feels? What in the text makes you think that?
 - Do you think the Little Rabbit could have done anything different?
 - Could the Little Rabbit have made a different choice? What? How?

- If Little Rabbit does go tell the others about the Terrible Things, will they believe him? Why or why not? What will they decide to do?
4. Discuss as a class: Who are the bystanders, perpetrators, victims, and rescuers in the story?

Evidence of Understanding:

- I. The students will work in their buddy groups to rewrite the ending of the story to reflect what the Little Rabbit might have done differently to change the outcome for the better. Share with class. Teacher records endings on chart paper. Class comes to consensus on which options are best. Follow-up with journal entry.
- II. Students individually will draw a picture illustrating an alternative positive outcome to the story.

Extension Activities:

- I. Heroes in Real Life
- II. Use "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" by the American National Red Cross, Washington, DC, 2001. www.911AsHistory.org

Grade Level: K-5

Time: 40 -60 minutes

Mr. Lincoln's Way

Interdisciplinary Connections: character education, literacy, art, social studies

Objective:

The students will be able to identify characteristics of bullies.

Students will be able to identify how differences make us unique and special.

Key terms:

Prejudice

Racism

Stereotype

Atrium

Trouble

Troubled

Materials:

Mr. Lincoln's Way by Patricia Polacco

Paper, crayons/markers,

Activities/Procedures:

I. Introductory Activity

1. Show the students the story Mr. Lincoln's Way. Ask students to make predictions about the story based on the title. After reading the first page ask the students to describe Mr. Lincoln.

II. Classroom Activity

1. Read the story to the children. Then ask the students if they know anyone that is like Eugene. Then discuss how Eugene changed from the beginning of the story to the end. Have students identify how Eugene was able to change.
2. Write the following quotes on the board or chart paper. "He's not a bad boy, really," Mr. Lincoln said. "Only troubled". To just about everybody in school, though, Eugene WAS trouble, spelled with a capital T. Ask the students to respond and discuss what this means either written or aloud.
3. Discuss the following quote from the story. "I see sparrows, jays, cardinals, nuthatches...and the mallards. Don't all of those beautiful types and colors make this a beautiful place to be-for all of them? Fact is, all of you children here-with all of your cool differences -are my little birds."
4. Have students compare and contrast their differences just like the birds in the atrium.

III. Follow-up activity:

1. Choose either activity.

- a. Have students make birds. Pass out white paper and have students design their bird. It may be any size, color, or shape.
 - b. Have students draw themselves on paper. Then have them draw or glue images and words that describe them.
2. After the students finish their bird or person they will write a paragraph describing or explaining who their bird or person is special and unique.
 3. Display finished projects in the hallway or on a bulletin board.

Evidence of Understanding:

Students will identify the lesson Eugene learned in the story. Teachers can assess this lesson through oral and written responses.

Extension Activity:

- I. Have students role play different situations in the story where Eugene was being a bully. Identify what could be said or done by others.
- II. Discuss how in our history there have been times in which people were bullied or discriminated against such as African Americans (slavery), Native Americans, Women, etc. Then identify how America fought against the bullying or discrimination through our constitution. Have students look at the constitution and amendments and identify the changes made to try to end discrimination.
- III. Have students discuss and brainstorm ways in which they can help stop bullying or discrimination in our school and community.

Grade Level: 3-5
Time: 80 minutes

Pocahontas

Interdisciplinary Connections: history, music, character education, geography, literacy

Objective:

Students will be able to explain both the Native American and European points of view of the European attempts to settle and change the world they found in Virginia.

Students will be able to explain how the lyrics of the song "Colors of the Wind" reflect attitudes on human relations and on the relationship between humans and the natural world.

Key Terms:

Ignorant – having little knowledge or education

Savage – wild, fierce, primitive, without civilization

Myth - a traditional story that may come from an unknown source or retold with an undocumented base

Legend – a story handed down through the generations that is believed to have an historical base but is not necessarily documented

Materials:

Lyrics from the song "Colors of the Wind". (lyrics may be found in the folder of the CD of soundtrack of the movie "Pocahontas" or at one of the following websites.)

<http://www.airsupplyheartandsoul.net/colorsonwindlyrics.html> or

http://www.mtv.com/lyrics/harmon_sally/colors_of_the_wind_from_pocahontas/18751430/lyrics.jhtml

Walt Disney Pictures "Pocahontas" (if possible)

Activities/Procedures:

- I. Introduce the topic by asking the class if they have heard of Pocahontas. Make a brief list of some of the things they have heard.
- II. Discuss some of the sources of information about Pocahontas, her people, and the Europeans who settled the area of Jamestown, Va. (<http://www.archives.gov> is one possible source as well as most elementary United States history books, a good biography, etc.)
- III. Introduce the movie Walt Disney Pictures *Pocahontas*, if available. View scenes 13-15 and scenes 18-21. If not, read about the events in one of the history books, a short book about the events, a short biography of Pocahontas or at a website, etc.
- IV. After viewing or reading, discuss the following questions:
 1. What are the attitudes of the Native Americans toward the Europeans who have come to their land? Why do you think they feel this way?
 2. What have the Europeans done to earn this view of them?
 3. What are the attitudes of the Europeans toward the Native Americans? Why do you think they feel this way?
 4. Why do the Europeans feel entitled to take the land?
 5. How are the Europeans changing the land?
 6. Why do the Native Americans resent the changes?

- V. Distribute a copy of the lyrics to "Colors of the Wind." Have the students read the words silently to themselves as they listen to the music if it is available. If not, read the words aloud in class.
- VI. What point is Pocahontas trying to make to John Smith about European attitudes?
- VII. Does John Smith understand what Pocahontas is saying? Do any of his actions indicate what he thinks about her words? Explain.
- VIII. Read a description of the outcome of the Jamestown settlement from a general history book, from a book about Jamestown, or a magazine article about the settlement.
 1. What happens to the Jamestown settlers and the settlement?
 2. What happens to Pocahontas and her people?

Evidence of Understanding:

- I. Make a chart listing the difference in viewpoints of the European settlers and the Native Americans on the following items:
 1. Clearing the land
 2. Ownership of land
 3. Government
 4. Being a "savage"
 5. Being "educated"
- II. Write a poem about Pocahontas and her efforts to find a way for the two groups of people to develop an understanding of each other and to live in peace. Alternatively, make a drawing illustrating her efforts.

Extension Activities:

- I. Create one of the following to compare and contrast the views that a modern day Native American and an American of European, African, or Asian heritage might have of the European settlement and colonization of America. Consider views on land ownership, treatment of the land and animals, treatment of the native people.
 1. Make a chart
 2. Write a paragraph
 3. Write a poem
 4. Write a song or a set of lyrics set to music from another song
 5. Write a letter to today's government expressing your views

Grade Level: 3-4

Time: Two-week unit

A Child's First Look at the Holocaust

Objectives:

Students will comprehend a basic introduction to the Holocaust.

Students will gain an understanding of the basic issues involved with the Holocaust.

Students will examine the Holocaust from the viewpoint of a child character in an historical fiction novel.

Key Terms:

Holocaust

Netherlands

German Occupation

Prejudice

Sacrifice

Bravery

Courage

Kindness

Friendship

Loyalty

Materials:

When the Soldiers Were Gone by Vera Propp

web site containing associated lesson plans, discussion questions and puzzles

<http://www.campusschool.dsu.edu/loftj/soldiers.htm>

Activities/Procedures:

- I. Read *When the Soldiers Were Gone* as a class, over an approximate two-week period
- II. Discuss thoroughly while reading, focusing on the above mentioned "Key Terms"
- III. Complete lesson plans or activities using link above or other teacher-created vocabulary, comprehension, critical thinking, character analysis, or book report activities
- IV. Students may write a book review upon completion, before or after reading a student review found at <http://www.stonesoup.com/writing/361>

Evidence of Understanding:

- I. Through journal writing or class discussion, students will do the following:
 1. Identify a time in history when prejudice and hatred led to the destruction of many lives.
 2. Give examples of how courage and kindness helped save the lives of many during this time of planned human destruction.

Extension Activities:

From the list of resources provided at the web site, select another book or story to read. After reading the book/story, write a paragraph describing the difference(s) in that reading from the story found in *When the Soldiers Were Gone*.

Grade Level: 4-5

Time: 1 (60 minute) class period

Carousel Brainstorming for Number the Stars

Interdisciplinary Connections: reading, language arts, history, geography, character education

**Teacher's Notes: This activity can be done with any form of literature dealing with prejudice or unfair treatment of groups of people. This lesson needs to be done at the completion of the novel. This novel is set during the time of WWII in Denmark.*

Objectives:

Students will identify themes or important messages from the novel Number the Stars by Lois Lowry and explain why those themes were chosen.

Students will identify prejudices that occur in our daily lives and that occurred in Number the Stars.

Students will apply traits to characters from the novel to form accurate characterizations.

Key Terms:

Theme - a unifying or dominant idea

Prejudice - unreasonable feelings, opinions, or attitudes, esp. of a hostile nature, regarding a racial, religious, or national group

Characterization - description of character

Materials:

Poster paper, one for every group - with a different open ended question on each paper, different colored marker for each group

Activities/Procedures:

- I. Explain to the students there are several posters with a question that needs to be answered. They will be in groups and will decide as a group the best answers. They can write down as many answers as they can think of in the time they have.
- II. The groups will rotate and add on to the posters until they have filled out each one. They need to add something new to each poster. They can't write something another group has already written. They must work as a team.
- III. One person in each group will be chosen to be the writer.
- IV. Time them so that they have written a few good ideas but have not exhausted the possibilities for other groups. Watch the groups for how much they have written.
- V. After all groups have contributed at each poster, have each group choose their favorite answers at each poster by putting a star by them.
- VI. Each group stops at a poster and reads the favorite things chosen.
- VII. Divide the class into groups, 4-6 people in each group. Have them stand together by one of the posters. Have one person from each group read the question on their poster for their group.

Questions to be Written on Posters:

- I. Poster #1 - What are some important messages or things we can learn from the novel, Number the Stars?
- II. Poster #2 - Number the Stars talks about the Germans' prejudices and unfair treatment of the Jewish people and the Danish people as well. List as many of these prejudices or unfair treatments as you can. On the second column, list any unfair treatments or prejudices that you observe in your daily lives.
*If your class size is larger and you need 4 posters, this question can be turned into two questions. One poster can list the unfair treatments of the Jews. The other poster would list any unfair treatments the students observe in their lives.
- III. Poster #3 - Write words to characterize these characters from Number the Stars. Kirsti, Annemarie, German Soldiers, Uncle Henrik, Peter.

Evidence of Understanding:

- I. Each group will be given a different colored marker so the teacher can measure the level of participation for each group.
- II. The teacher will watch as the groups work to see which students are contributing. Those who are not will be recorded and asked specific questions at the end of the activity to check their understanding.
- III. Each group will orally explain their favorite answer to each poster, justifying their responses.

Extension Activities:

- I. Complete story map of the novel Number the Stars.
- II. Compose a narrative or descriptive writing piece from a time that witnessed prejudice or what the student knows of such a time.
- III. Use the carousel idea for a review of different aspects of the novel for a report, assessment, etc.

Grade Level: 3-5

Time: 60 minutes (2 - 30 minute activities)

Making Comparisons & Contrasts Between September 10, 2001 & September 12, 2001

Interdisciplinary Connections: history, art & photography, literacy

Objectives:

Students will be able to compare and contrast the image of the NYC skyline and the Pentagon before and after 9/11.

Students will be able to compare and contrast the news before and after 9/11.

Students will be able to draw some conclusions from the news stories on the impact of 9/11 and what changed.

Key Terms:

Skyline

Compare

Contrast

Pentagon

Headline (of a newspaper)

(Any additional vocabulary from news articles that need to be given a context)

Materials:

Postcards of New York City & D.C. (pre & post 9/11) and/or pictures of New York City skyline & Pentagon pre & post 9/11

Images could also include mini clips from movies pre & post 9/11

Newspaper headlines pre & post 9/11 (source: Internet, library files, etc.)

Activities/Procedures:

I. Introductory Activity

1. Discuss the terms "compare" and "contrast". Review other key terms.

II. Classroom Activities

ACTIVITY 1

1. Provide students with visuals (picture prompts) of NYC skyline & Pentagon pre 9/11 and post -9/11
2. Ask students to compare and contrast the images. *What is different? What is the same?*
3. Compare & Contrast Activities - *choose the activity below that best matches your grade level and class.
 - a. Students make a list of differences and similarities between pictures.
 - b. Students create a Venn Diagram comparing and contrasting the visuals.
 - c. Students draw their own version of the before and after pictures. (Students could draw a before 9/11 picture, then trace it with pencil, then adjust the traced image to represent post-9/11.)

- d. Provide students with their own copy of the before and after pictures. Students count and circle/highlight the differences they find
4. After completing the activity, re-focus the discussion to ...*What is still the same?*

ACTIVITY 2

1. Provide students with newspaper headlines from 9/10/01 and 9/12/01
2. Ask students to compare and contrast the headlines
3. Select from the following activities (based on the level and context of your class)
 - a. Students list similarities and differences
 - b. Students draw a Venn Diagram of similarities and differences
 - c. Students make a word collage ... 1 side of the paper includes words from 9/10 ... the back or adjacent side of the paper includes words from 9/12
 - d. Students list adjectives and emotional words used in 9/10 news and in 9/12 news
...compare and contrast the choice of words used
...what do these words tell us about how people were feeling before and after 9/11

Evidence of Understanding:

- I. Concluding Discussion
 1. Ask students to reflect on this question and share with the class in a group discussion. Aside from the visual changes in the NYC skyline and the Pentagon, what changed after 9/11? What conclusions can we draw from the news stories about the impact that 9/11 had?

Grade Level: 3-5
Time: 20-30 minutes

Interpreting September 11th, 2001 Through the Poetry of Mattie Stepanek

Interdisciplinary Connections: literacy, history

Objectives:

Students will be able to use the poem to interpret the events of September 11th, 2001.

Key Terms:

Elders

Faith

Citizens

National Security

Materials:

Poem by Mattie Stepanek from *Hope through Heartsongs*, New York, 2002; pg. 48 Poem title: "9-11...2001"

Dictionaries and/or definitions for key terms

Activities/Procedures:

I. Introductory Activity

1. Read the poem aloud to the class once.

II. Classroom Activity

1. Working together as a class, define the key terms from the poem.
2. Ask students to identify what they think the terms mean based on the context of the poem.
3. Provide definitions for each of the terms after writing student-generated definitions on the board.
4. Read the poem aloud to the class a second time.
5. Ask students to first write a response and/or think about the questions below before discussing them with the class.
6. Discussion questions:
 - a. What adjectives did Mattie use to describe 9-11?
 - b. Based on the description in the poem, what were the negative outcomes of 9/11 on that day?
 - c. Based on the words in the poem, was there anything positive that came from the day? If so, what?

Evidence of Understanding:

- I. Based on the words from the poem, what were the emotions and feelings that came out of September 11, 2001?
- II. What changed?
- III. Based on the poem, did this day bring the country together or separate people more?

- IV. Explain what you think the term 'national security' is and how did this change as a result of the events of 9/11?

Extension Activities:

- I. Read more poems about 9/11 and compare and contrast the way they describe the day.
- II. Ask students to write their own poem entitled "9-11...2001" using what they already know about the day.

Grade level: K-5

Time: 40-60 minutes (divided into 2 classes)

Memories of 9/11/01: Personal Stories from Friends and Family

Interdisciplinary Connections: literacy, math, history, art

Objectives:

Students will learn about September 11th through the memories of their own family and/or friends.

Key Terms:

New vocabulary may be addressed as it arises during students' interview reports

Materials:

List of possible interview questions (grade level appropriate)

*attached

Pre-reading activity providing context of 9/11/01

Activities/Procedures:

Another lesson focusing on 9/11/01 might be helpful to do before this one to give the students more of a context for 9/11/01. Suggested sources for such a lesson are listed on the New Jersey Commission on Holocaust Education web site (<http://www.state.nj.us/education/holocaust/911/>) and/or the curriculum guide **Learning From The Challenges of Our Times: Global Security, Terrorism, and 9/11 in the Classroom** (<https://sites.google.com/site/the4actioninitiative/>)

DAY 1:

- I. Assign Task- Homework: Interview 1 or more family members or friends of the family about 9/11/01. Record notes on their responses.
- II. Distribute a list of pre-written questions for students to ask – OR –
- III. Give students 3 minutes to make a list of 2 questions they would like to ask. Solicit questions from students to compile a longer list of questions on the board. Students write/copy down the questions they want to ask from the board.

DAY 2:

- I. Students report the information they learned from the interviews back to the class. Choose from the following activities based on your class level and context:
 1. Literacy Connection - Students write a paragraph summarizing the interview responses.
 2. Math Connection - As a class, make bar graphs and/or pie charts on the board illustrating student interview results
- II. Possible data to chart:
 1. Where were our interviewees on September 11th?
 2. Chart sites: work home school in transit other
 3. What was their initial reaction?
 4. Chart feelings: mad surprised confused shocked ...
- III. Allow the students to determine the categories to chart.
- IV. Students share interview responses with class.
- V. Pair; Share

1. Students draw an illustration of what the person told them, either in a collage of words or pictures, or a combination of both. These collages can then be displayed around the room like a gallery. This allows students an opportunity to view their classmates' work and learn from the collages about the different perspectives.

Evidence of Understanding:

- I. Ask students to identify what they learned about 9/11/01 from these interviews.
 1. What did they learn about interviewing? What were the challenges? How did this historical event affect their family?
- II. Students will draw comparisons from their interview responses.
 1. In what ways were their interviewees' responses similar?
 2. In what ways did they differ?

Extension Activities:

- I. Invite a few family members to come to class to share their memories from the day.
- II. See lesson on "Gathering Primary Sources" in Unit 5 of the curriculum guide Learning From the Challenges of Our Times: Global Security, Terrorism, and 9/11 in the Classroom for a good supplementary lesson. The guide may be accessed from the web site of the 4 Action Initiative (<https://sites.google.com/site/the4actioninitiative/>) and the New Jersey Commission on Holocaust Education (<http://www.state.nj.us/education/holocaust/911/>)

List of Possible Questions:

1. Where were you?
2. Who were you with?
3. How did you first hear about the events of the day?
4. What was your first reaction?
5. Who was the first person you told or talked to after it happened?

Grade Level: K-3
Time: 45-60 minutes

From Natural Disasters to Man-Made Disasters: A Book of Hope

Interdisciplinary Connections: geography, science, literacy, art

Objectives:

Students will be able to identify and explain a threatening situation.

Students will be able to identify the choices of the individual in a threatening situation.

Students will be able to make a decision of what the individual should do in the threatening situation to help others. (Student agency-The Power of One)

Key Terms:

Bad things - tornadoes, earthquakes and fires

Good things - take care of the earth, share, be kind

Materials:

On that Day: A Book of Hope for Children by Andrea Patel; Reading Rainbow; September 2002.
Drawing paper, crayons or markers, globe

Activities/Procedures:

I. Introductory Activity

1. Look at a globe and ask the students to discuss how the earth looks (colors, shapes)
2. What are some things that can happen to the earth that are bad things?
 - a. Introduce the vocabulary of tornadoes, earthquakes and fires.
 - b. Use pictures to show these events
 - c. Ask the students if they every experienced these bad events.
3. Ask students the question: *What scares you? What frightens you?*
4. Ask students to describe their answers in writing and then draw an image representing what frightens them.
5. Take student volunteers to share their description and/or image with the class. (If available, teacher may use an overhead projector/elmo to project the images on a screen.)

II. Classroom Activity

1. Teacher introduces story and asks students: *What happened to the world?*
2. Teacher reads the story to the class and shows pictures from the book.
3. Think-pair-share activity focusing on discussion questions one at a time:
 - a. What "Terrible Things" happened one day? Discuss September 11th.
 - b. Why do bad things happen when people act mean?
 - c. How does that make you feel?
 - d. Is there anything we can do to make the world right again?
 - e. What can you do to help? List all the ways we can help.
 - f. What is an example of goodness?
4. Have students draw a picture of themselves to put on a large shape of the earth.

Evidence of Understanding:

- I. The students will work in their buddy groups to describe their buddies and why they are special and good. Share with class.
- II. Grow plants or flowers in the classroom to plant in the school garden to make the yard more beautiful.

Extension Activities:

- I. Read *The Wonderful Happens* by Cynthia Rylant to discuss the wonder in nature.
- II. Discuss the importance of taking care of our world by separating garbage, being careful not to litter, etc.
- III. Create a class collage of beautiful pictures from nature: birds, flowers, animals, trees, gardens, clouds, a lake, river, ocean for swimming, etc.

Grade Level: (2 – 5)

Time: 30-45 minutes (can be repeated if connections are established)

Students Telling Students 9/11 Stories Through Interstate Connections

Interdisciplinary Connections: Literacy; Geography of the United States

Objectives:

Students will be able to explain the events of September 11th to students of the same grade level.

Students will connect and share with students from different geographical locations in the United States.

Students in the recipient states will gain a more personal and tangible insight of the events of September 11th from students in New Jersey.

Key Terms:

Interstate

Materials:

Postcards, letters, and stamps or access to student email

Information on 9/11 provided to students from personal accounts of family and friends of the family

*This is a good follow-up activity to the student interviews from the lesson "Personal Accounts of 9/11/01" in Unit IV

Establish a connection with another school in a different region of the U.S.

*www.epals.com is a great tool for creating links between teachers and classrooms, both in the U.S. and on an international scale

Activities/Procedures:

I. Introductory Activity

Establish a connection with a teacher and class in a school in a different region of the United States that is interested in learning more about 9/11/01.

II. Classroom Activity

1. Ask students to use prior research or information obtained from interviews (see lesson on "Personal Accounts") to write a summary of what happened on 9/11 to students in another state.
2. Ask students to include some quoted information from the person they interviewed in the summary.
3. Students can write this in one of these forms:
 - a. postcard from their town/state
 - b. letter
 - c. e-mail
4. Ideally this lesson can be extended into a project that includes continued communication between the students. If this is the goal, students should include a note in their summary (e-mail, postcard, letter) that asks the student in the other state what questions they have about September 11th. This can lead into a pen pal exchange with the focus of the letters being a deeper understanding of September 11th, 2001.

Evidence of Understanding:

- I. As part of a class discussion, students will create a chart of key points and facts that they shared with their e-pals.
- II. Each student will make a chart of responses and things s/he learned from the e-pal.

Extension Activities:

The same activity can be done with a connection with students from other countries.

Grade Level: 5
Time: 2 class periods

Gathering Primary Sources—Oral Testimonies

Interdisciplinary Connections: Wars and Conflicts, American History, Social Studies

Objectives:

Students will be able to identify the kinds of primary sources that have been preserved so that future generations can learn about the events of September 11, 2001.

Students will be able to record a story of September 11 and its impact as told through the eyes of someone who remembers it.

Students will be able to compare and contrast the different points of view reflected in various accounts, and recognize that individual and personal memories reflect different perspectives on an event.

Students will be able to recognize the range of artifacts being collected by the National September 11 Memorial & Museum at the World Trade Center.

Key Terms:

Different people may describe or remember the events of September 11, 2001, in different ways.

Artifacts - from building remnants to personal belongings—provide concrete evidence of past events.

Materials:

Paper/notebooks for recording interviews (recorders optional)

Additional first-person accounts (including podcasts) from

<http://www.national911memorial.org/site/PageServer?pagename=New-Home>
StoryCorps (www.storycorps.net), and other sites.

Activities/Procedures:

Day 1:

I. Warm-up/Preparation:

1. Pose this question: *Why is the history of events such as September 11, 2001, important to record?* (Students should understand that for people now and in the future to know what happened, history must be recorded.)
2. Pose this question: *How do historians write history?* Discuss the difference between secondary sources (e.g., books written by historians) and primary sources (e.g., firsthand accounts, diaries, letters, recordings, print interviews, photos, and other artifacts).
3. Review with students this definition of "primary source": a firsthand document, oral testimony, or object that dates from the time of an event in history. Ask: How does a primary source differ from a secondary source?
4. Guide students to help distinguish primary sources. (For example: Who spoke the words? What is that person's relationship to the event? When was the document written, or when was the story recorded? To whom did the object belong? How does the object relate to the event?)
5. Point out that historians evaluate many, often conflicting primary sources, in order to draw historical conclusions about an event such as September 11.
6. Provide examples from September 11 (refer to examples in websites), such as a fire officer's helmet damaged by debris when the South Tower collapsed; an interview with a person who survived the events at the World Trade Center; a twisted piece of steel from the North Tower; interviews with two survivors giving conflicting accounts of the

- same events; a videotape of firefighters entering the South Tower. Ask: Why should these objects and texts be preserved? (Students should understand that these primary sources, even conflicting ones, help historians and future generations learn about the events.)
7. Remind students that primary sources provide firsthand, real perspectives related to events in history.
 8. Explain that they are going to become “primary researchers” on the events of September 11, 2001, and its aftermath. Their research will involve interviewing at least one person who remembers the event. The person could be a family member, friend, or neighbor.
 9. Have students record the following in their notebooks:
Step 1: Record the name of the person being interviewed and how you know him/her.
Step 2: Ask the interviewee these questions and any additional ones you think of:
 - a. Where were you when the events of September 11, 2001 happened?
 - b. How did you learn about the events?
 - c. What do you recall about the events and other events related to it?
 - d. Why is it important for people in the future to know about these events?
 - e. How is your life different as a result of September 11?
 - f. Review the definition of “primary source” and the criteria used for evaluation. Then review the questions that students will be asking during their interviews.

Day 2:

I. Compare and Contrast:

1. After collecting and reviewing student interviews, read aloud four excerpts that show different perspectives on the events of September 11, 2001.
2. Have students create a simple chart to compare and contrast the four examples. Headings could include “Major Similarities” and “Major Differences” and may be further refined based on the contents of the interviews.
3. Now have students respond to these questions orally or in writing:
 - a. What can someone learn about the events of September 11, 2001, from the research you conducted?
 - b. What other information would a historian need to write the history of these events?
 - c. What questions would he or she ask about your primary research?

II. Wrap-up:

1. Have students write thank-you letters to the people they interviewed. In their letters, encourage them to note the importance of primary sources, such as the interviewee's story, to the historical record of events like September 11.

Evidence of Understanding:

Students will be evaluated based upon the research and written work they have completed.

In a class discussion, have the students compile a list reasons for the importance of primary sources for recording history and a second list of the various forms in which those primary sources may occur.

Extension Activities:

Research and create a list of museums, collections, published original accounts, photographs, etc. that contain primary source material of the events of September 11, 2001 in New York, at the Pentagon in Washington, D.C., and in Shanksville, PA.

Grade Level: 3-5

Time: 60min (30min for research –can be assigned as homework; 30 min for Presentations

How the World Reacted to September 11, 2001

Interdisciplinary Connections: literacy, geography, history

Objectives:

Students will learn from one another about the reactions of the media and people in other countries to 9/11/01.

Key Terms:

Media

Materials:

World map

Headlines from different countries after 9/11/01

<http://www.september11news.com/WorldNewspapers.htm>

World reactions to September 11th (researched information)

Internet access (or copies of prepared research material)

Optional: multimedia resources (TV and radio broadcasts)

Activities/Procedures:

I. Introductory Activity

1. Review geography with the world map.
2. Point out (and mark if possible) the focus countries that will be used in the lesson.

II. Classroom Activity

1. Assign students in pairs, small groups, or as individuals to one country
2. Students then research the news headlines following September 11th and research how people in that country reacted to the events in the U.S.
 - a. What images did the news articles choose to show 9/11/01?
 - b. What emotions were expressed in the news and in reactions?
3. After completing the research, students present their country and reactions of the people in the country to the class.
4. Students should indicate where the country is on the map and then summarize their findings from the research in a presentation of 1-3 minutes.

Evidence of Understanding:

- I. Following the presentations, lead the students in a facilitated discussion:
 1. Why do we think they reacted like they did?
 2. What do we know about this country?
 3. Do you think they know and study more about the United States than we know/study about their country? Why or why not?

Extension Activity:

Research how citizens of the United States who were traveling in Canada or whose aircraft were ordered to land in Canada were treated on September 11, 2001 and during the immediate following days while they awaited permission to travel to their homes. Report what you learn to the class.

Grade Level: 2-5
Time: 45-60 minutes

Pledge of Allegiance

Interdisciplinary Connections: literacy, social studies

Objective:

Students will be able to understand the meaning of the Pledge of Allegiance.
Students will be able to rephrase the Pledge of Allegiance.

Key Terms:

Pledge
Allegiance
Republic
Indivisible
Liberty
Justice

Materials:

Copy of words of Pledge of Allegiance
Dictionaries
Pencils, notebooks, chart paper

Activity/Procedure:

- I. Read the words to the Pledge of Allegiance.
- II. Ask students those words for which they do not know the meaning and make a list.
- III. Have students look up the meaning of words (indivisible, pledge, allegiance, justice, liberty) and write the definitions in their notebook.
- IV. Review the definitions together as a class.
- V. Together, rewrite the pledge in their own words using the definitions.
- VI. Read the new pledge together as a class.
- VII. Post a copy of the Pledge of Allegiance in the classroom and post a copy of the pledge created by the students next to it.

Evidence of Understanding:

The new pledge the class created together.

Extension Activity:

Throughout the school year, ask students what different words in the pledge mean.

Grade Level: 4-5

Time: (2) 45 minutes classes/periods

Remembrance Through Song, Art and Writing

Interdisciplinary Connections: music, art, literacy

Objectives:

Students will be able to actively listen to a song from the group –Yellowcard

Students will be able to analyze and discuss the lyrics of the song.

Students will be able to compose a poem (any form) or art drawing to express the viewpoints, emotions, etc. found in the lyrics and music of the song.

Key Terms:

Materials:

Lyrics for the song, *Believe*, by Yellowcard,

www.sing365.com/music/lyric.nsf/Yellowcard-Lyrics/B63FF91E02B9A70E48256C080004CB3B

<http://www.elyrics.net/read/y/yellowcard-lyrics/believe-lyrics-18.html>

<http://www.songlyrics.com/yellowcard/believe/lyrics/>

Recording of the song, *Believe*,

Samples of different forms of poetry

Art supplies, and/or writing supplies

Activities/Procedure:

I. Introduction Activity

1. Begin by having students close their eyes and clear their heads of any thoughts, ideas, etc. Inform students they are going to listen to a song, "Believe", by a band called Yellowcard.
2. As they listen to the song, have students try to obtain a message or theme of the song.

II. Classroom Activity:

1. After the song, has been played, students are to open their eyes and get ready to discuss what messages or themes the song brought to their minds.
2. The teacher should write all ideas on the board.
3. After the message/theme of "believing everything will be alright and you will become stronger" has been explored and discuss.
4. Students will now be given the opportunity to express the same message/theme through a poem or a drawing.
5. Show student several examples of poems (i.e. acrostic, haiku, etc.)
6. Allow students time to express the message of the song by creating a poem or a drawing.
7. Students will then write what their drawing is about and/or why they choose to write a poem.

Evidence of Understanding:

- I. Students will share poems or drawings with the class.
 1. Teacher will collect poems/drawings for evidence of knowledge/understanding.
 2. Student can self-assess their drawing/poem by a teacher-created sheet.

Extension Activities:

- I. Allow students to find different songs they are familiar with that share a similar theme/message.
- II. Students can compose a song with the common message/theme presented throughout the lesson.

Grade Level: K-5
Time: 45 minutes -1 hour

Creating a Memory Quilt

Interdisciplinary Connections: art, domestic science, history

Objectives:

Students will experience the value of creating a memorial by collectively designing a memory "quilt".

Key Terms:

Quilt

Memory

Materials:

Construction paper or felt

Scissors

Glue

Markers or colored pencils or crayons

Yarn (optional)

Photos of memory quilts (9-11 and others)

<http://chsweb.lr.k12.nj.us/eregn/std/pictures.htm>

<http://www.911memorialquilts.com/pages/quilt%20pages/memoryquilts.htm>

United Flight 93 memorial quilt

Activities/Procedures:

I. Introductory Activity: 10 min

1. Show students pictures of memory quilts.
2. What can we learn from it?
3. What do you feel from looking at it? What does it show us?

This is a good follow up lesson to the interviewing lesson in Unit IV of the curriculum guide **Learning From The Challenges of Our Times: Global Security, Terrorism, and 9/1 in the Classroom** found at the New Jersey Commission on Holocaust Education web site (<http://www.state.nj.us/education/holocaust/911/>) and/or (<https://sites.google.com/site/the4actioninitiative/>)

II. Classroom Activity:

1. 35-40 minutes
 - a. After interviewing family or friends of family (see lesson in Unit IV as above), students create a memory patch that captures the memories that their interviewees shared with them. Provide each student with the same square size of construction paper. (variation: may use felt for the main material)
2. 5-10 minutes
 - a. Connect the memory patches together (using glue, stapler, table, or yarn)
 - b. Hang & Display the Memory Quilt

Evidence of Understanding:

- I. Students will discuss the story that the quilt tells.
 - 1. How do the images capture the memories of September 11th?

Extension Activities:

- I. Invite family members in to see the quilt.
- II. Invite other classes to come see the quilt and discuss the stories it tells.
- III. Read *The Keeping Quilt* by Patricia Polacco.
http://www.patriciapolacco.com/books/keeping_quilt/kq_index.html

Grade Level: 2-5
Time: 45-60 minutes

Writing to a Victim's Family

Interdisciplinary Connections: history, literacy, technology

Objectives:

Students will be able to honor and remember loved ones that died on September 11th.
Students will be able to read biographies about those who died on September 11th.
Students will be able to write a letter to families who lost a loved one on September 11th.

Materials:

Computers with internet access, websites provided, notebook, pencil
http://www.voicesofsept11.org/dev/memorial_family_tributes.php?idtocitems=1,6,13
<http://www.9-11heroes.us/victims-world-trade-center.php>
<http://www.sept11thmemorial.com/default.asp>
(websites that you can find victims of 9/11 and write in guest book)

Activities/Procedure:

- I. Review the events that occurred on September 11, 2001. Discuss how their family and friends felt on September 11th. Discuss different ways in which people can be remembered after they pass away.
- II. Tell the students that they are going to go onto different websites, read biographies about the victims of September 11th. They are then to write a letter or sign a guest book explaining how they read about their loved one (victim of 9/11) and some information they learned about their loved one.

*This is an example or outline of a letter for younger students.

*Dear family and friends of _____
I am ___ years old and learning about the events that occurred on September 11, 2001. I am sorry that you lost a loved one on that day. I read information about your loved one. Give a piece of information from the biography that they related to in some way. Please know that your loved one is being remembered and honored today!
Sincerely,*

Note to teacher: letters can be displayed on the bulletin board as part of the learning activity and do not need to be sent to the victim's family.

Evidence of Understanding:

The students will share information about the victim they chose and their letter.

Grade Level: 2-5
Time: 30-45 minutes

Inspirational Quotations – What Do They Mean To You?

Interdisciplinary Connections: literacy, history, technology

Objectives:

Students will select a quotation that they believe in for the future.

Key Terms:

Inspire

Inspirational

Materials:

Access to: <http://www.saintpaulschapel.org/pyv/>

Or

A page of printed quotations from the "Community Messages" on St. Paul's Chapel website

Activities/Procedures:

- I. Each student selects a quotation from the "Community Messages" on St. Paul's Chapel website. The quotation they select should be one that they believe in for the future.
- II. Ask students to respond to these questions related to their chosen message
 1. What do you think this message means?
 2. How does this quotation relate to September 11th?
 3. Why do you think messages like these are important for our future?
- III. Ask students to think of 2 or 3 people with whom they would like to share this message.
- IV. Students write a short note or letter addressed to those people with this message included. *(optional variation: If there is computer access in a lab for all students, they can e-mail the message with the picture to selected recipients by clicking on the picture of the chosen message.)

Evidence of Understanding:

- I. Ask students to read their quotations aloud to the class. Proceed around the room until all students have been heard.

Grade Level: K-5
Time: 45-60 minutes

Recognizing Similarities and Differences with Children Around the World

Interdisciplinary Connections: geography, literacy

Objectives:

Students will recognize the similarities and differences of themselves and children from other countries.

Students will value what they share in common with other students and appreciate the differences.

Key Terms:

Appreciate

Respect

Materials:

Big map of the world

Resources providing information on students around the world...

School day, food, clothing, hobbies and sports, classes...

Big poster or bulletin board paper

Activities/Procedures:

I. Introductory Activity

1. Do Now: ask students to think about what they have in common and what differences there are between them and students from other countries.
2. Find the focus countries on the map

II. Classroom Activity

1. Provide students with information about students from different countries (grades K-2 : modify by reading the information to them)
This can be done as individual class work or small group work.
 - a. Individual task: give each student information on students from 5+ countries – or
 - b. Small group task: give each student in each group a different country to read about; then students go around and share what they learned about students in that specific country.
2. Ask students to compare the similarities of their lives with the lives of the children in the assigned countries.
3. Ask students to identify the differences.
4. Methods of identifying the similarities and differences:
 - a. Ask students to make a chart of all the countries with one section for similarities and one for differences.

- b. Students can create a Venn diagram with one circle representing themselves and another circle representing students from a specific country.
 - c. Multiple Venn Diagrams could be created to compare the different countries.
 - d. Students can draw images representing the similarities on side of a page and draw differences on the back side of the page.
5. Together students will create a big mural on poster paper or bulletin board paper that shows how they are like students from the world "We're all alike..."
 6. Together students will create a poster of quotes expressing why their differences are valuable... these can be specific or general statements

Evidence of Understanding:

- I. Display the posters and conclude with a group discussion.
 1. What did you learn from this activity?
 2. Do you now have a different perspective of people around the world?
 3. Do you think students in these countries realize that we are so alike?
- II. Students also can return to their "Do Now" notes and compare their thoughts following the activity to their notes prior to the activity

Extension Activities:

- I. Students can present their murals and conclusions to another class in the school.
- II. Read the book *I'm Like You, You're Like Me* by Cindy Gainer
- III. Read the book *Different, Just Like Me* by Lori Mitchell

Grade Level: K-5

Time: 60 minutes each day for one week

“Where in the World?” Week

Interdisciplinary Connections: geography, literacy

Objectives:

Students will be able to gain a better understanding of and appreciation for their own and others' cultures.

Students will be able to share with classmates “where in the world” their family origins are located.

Students will be able to locate their family's country/countries of origin on a map.

Key Terms:

Culture

Heritage

Customs

Respect

Pride

Materials:

- I. Each student will bring in the following items to represent their family's culture or cultures.
 1. Example/picture/drawing of the flag(s)
 2. A favorite family recipe (written recipe or the actual food)
 3. An outfit or article of clothing, if applicable
 4. A family photograph
 5. A written sentence, sentences, or paragraph describing an interesting fact about their family's culture (assignment depends on age and ability of student)

Activities/Procedures:

- I. Define and discuss key terms and purpose of “Where in the World?” Week.
- II. Assign students the day of the week they will present, with enough advance notice so they can gather the necessary materials.
- III. Each student will have approximately ten minutes to present their culture(s) to the class.

Evidence of Understanding:

- I. Students will participate in a class discussion following this special week where they each share something new they learned about their own culture and someone else's culture.

Extension Activity:

Create a world map. On the map, place a label with a student's or students' name(s) located on the country or countries of origin for each student. Alternatively, simply place a color marker on each country that is represented by the origins of a student's or a teacher's background. Make a chart listing all of the ethnic origins found among the classroom population (including the teacher's background).

Grade Level: 3-5

Time: 15 minutes (repeated multiple times)

Building Global Connections Through “epals”

Interdisciplinary Connections: computer, literacy, geography

Objectives:

Students will learn about culture, religion, geography, food, and daily life in other countries while building direct connections with students of those countries.

Key Terms:

Connections

Materials:

Computer and internet access

<http://www.epals.com>

Activities/Procedures:

I. Introductory Activity

1. Students brainstorm questions that they would like to ask other students about geography, food, religion, culture, and daily life in the focus country

II. Classroom Activity

(Can be done during computer class or by taking class to the library or computer lab during a literacy or social studies block)

1. Using www.epals.com, students connect with students of their age from countries around the world, and ask them questions to help them learn more about the particular country
*Teachers may choose to organize the activity so that all students connect with the same country. Or teachers may select to have students connect with students from different countries.
2. Students sustain the connection and continue to elaborate on their questions to learn more about the country, while also responding to questions about the United States.
3. Students should keep a log or journal of what they are learning about the country.
4. At the conclusion of the project exchange or during the process, students report back to their class reporting what they are learning about the country.

Evidence of Understanding:

Students will write a summary and/or give a presentation about the country and student with whom they have connected.

Extension Activities:

- I. Students may choose to continue the connection with the 'epal' outside of class time.
- II. Students may choose to connect with an 'epal' from another country.
- III. *Students can collaborate on projects with youth in other countries through “i EARN-International Education and Resource Network” www.iearn.org

Grade Level: K-3
Time: 35 minutes

The “Tin Forest”

Interdisciplinary Connections: literacy, art, environmental science

Objectives:

Students will understand that each of us is unique and special.

Students will appreciate the contributions we are all able to make.

Students will understand that each of us is capable of bringing about change, even in moments of difficulty.

Key Terms:

Tin

Recycle

Home

Materials:

Tin Forest, by Helen Ward.

Video/DVD- on Tin Forest: www.pbskids.org/readingrainbow/levar/adventure_tin_forest.html

Pictures of homes from around the world

Activities/Procedures:

I. Introductory Activity

1. Show students picture of homes around the world revealing how people live.
2. Describe an ideal room or space where they would love to live. What would it look like?

II. Classroom Activity

1. Teacher reads the story to the students and/or shows the video on the Tin Forest.
2. Discuss the following questions.
 - a. Describe the Tin Forest.
 - b. Where was the house?
 - c. Who lived in the house?
 - d. What were his dreams?
 - e. What did the old man do to change the area around his house?
 - f. What is a tin forest?
 - g. What did it symbolize?
 - h. Who came to visit him in the tin forest?
 - i. How did this forest change?
 - j. What made it change?
3. Students draw a mural showing the tin forest and what the tin forest became with the old man's actions. Students can draw the Tin Forest initially with pencils and draw what the tin forest became on the second half of the page using vibrant colors and creativity.

Evidence of Understanding:

Students will be able to discuss the images on the mural they drew in the activity above and the changes that were made to the forest. How can we make these changes in our lives today? How does this relate to 9/11 and our role with the future?

Extension Activities:

- I. Make a mobile out of paper and foil. Students design one side of the mobile pieces in gray and dark colors. Students design the other side with bright colors representing the rebirth of the forest.
- II. Class can use recycled materials to create something that provides life, such as a birdfeeder.
- III. Students can plant a tree, flower, or seed in recycled containers.
- IV. Take a trip to a homeless shelter.

Grade Level: K -5
Time: 45-60 minutes

Making the World A More Beautiful Place

Interdisciplinary Connections: character education, literacy

Objective:

Students will be able to identify ways to make a difference in the world.

Materials:

Miss Rumphius by Barbara Cooney

Computers, Internet, notebook, pencils

http://www.usaweekend.com/diffday/tools/guides/teachers_guide.html

Ideas to make a difference in the world

Activity/Procedure:

- I. Read the story *Miss Rumphius* to the students.
- II. Ask students to name the three things that Miss Rumphius was asked to do. Have students make predictions as to what they think Miss Rumphius will do to make the world more beautiful. Finish reading the story.
- III. Discuss what they think the great niece will do to make a difference in the world. Students brainstorm and discuss ways to make a difference in the world.
- IV. Pick or vote on one of the activities for the class to complete to make a difference in the world or their community.

Evidence of Understanding:

The list of ways to make a difference and the activity to complete as a class.

Extension Activity:

Have students research online children who have made a difference in the world. They can then write a few paragraphs about the child they researched and share the information with the class.

<http://www2.scholastic.com/browse/collection.jsp?id=504>

Scholastic website about children making a difference

http://www.childrensmuseum.org/special_events/powerofchildren/index.htm

Children's museum about children making a difference

*See lesson on National Day of Service for an additional lesson on service initiatives

Grade Level: 3-5
Time: 30 minutes

It Could be You

Interdisciplinary Connections: literacy, character education, language arts

Objectives:

Students will be able to interpret a poem and relate it to their own lives.
Students will be able to explain why it is important to show compassion for all individuals.

Key Terms:

Judgment
Labels
Compassion

Materials:

Poem "*It Could be You*" (attached) (Used with the permission of Gail Wardell Dunn)

Activities/Procedures:

- I. Ask students to think about how they treat "strangers". They can write down notes in a journal or share their responses with the class
- II. Read the poem aloud to the students or have volunteers take turns reading the poem aloud to the class.
- III. Ask students to explain what the poem means.
 - a. What does the poem mean to you?
 - b. Why is it important to show compassion towards strangers?

Evidence of Understanding:

- I. Concluding Discussion
 1. Ask students the following questions:
 - a. Do you treat strangers like you hope to be treated by others?
 - b. Have you ever tried "walking in the shoes" of your enemy or a stranger?
 - c. What might you do differently the next time you meet a stranger?

Extension Activities:

- I. As a class, participate in a local service project helping "strangers" - (food bank, soup kitchen, local hospital, etc.).
- II. Provide background to the poem. It was written for those who help out and volunteer at a food pantry. Research the nearest food pantry/bank to the school. What do they do?

It Could Be You
by
Gail Wardell Dunn

It could be you standing over there all alone.
It could be you without a place to call home.

It could be you confused and lost searching for answers that can never be found,
especially without loved ones around.

A mistake of the past can ruin one's life to the last.
(it could be you)
Never think for a moment we can judge one another
for we all come from a very different mother.

Just remember as you sit in judgment of others...
...it could be you.

As we bask in contentment and reap in our harvests...
Let us not forget those who have nothing to share.

So slip into the shoes of someone different from you,
walk several miles and ponder for a moment..
..Could ...this beyou?

There is judgement in the wind.
There is laughter in the air.
Does anyone care?

Listen.
Listen to the voices within...
Could this be you?

Throw away all your labels, race, color, and creed.
You only need to look into the *heart* on the tag & you will see yourself looking back at you with
need.

Perhaps you are that stranger-
..so stretch out your hand... It could be you.

Thus my friend, open your eyes, feel the pain
for you have much to gain for feeling this compassion for others.
Yes, it could be you.

So when that stranger comes upon you, look not in disgust or rage.
Reach out.
Reach out in prayer or deed, for *remember...*
... *This could be you.*

Grade Level: K – 5
Time: 45-60 minutes

Creating a “Pledge to the World” as Global Citizens

Interdisciplinary Connections: literacy, geography, technology, character education

Objectives:

Students will identify common elements of countries' pledges to their flags.
Students will discuss the value of creating a universal pledge to the world.
Students will collaborate to create a universal 'pledge to the world'.

Key Terms:

Allegiance
Pledge
Indivisible
Liberty
Justice
Universal
Global
Citizen

Materials:

Examples of pledges to the flag (translated to English) from 5+ countries
Copy of the “Pledge of Allegiance”

Activities/Procedures:

I. Introductory Activity:

1. Review key terms and check for understanding.

II. Classroom Activity:

1. Do Now: Provide students with the Pledge of Allegiance and ask them to circle or highlight the five most important words in the pledge. (K-2 modification – read the pledge aloud to students and ask them to identify the most important words.)
2. Provide students with copies of flag pledges from 5+ countries.
3. Ask students to identify the most important words in the pledges.
4. Ask students these questions and discuss as a class: (can be broken down into pair, share as well)
 - a. Is there a shared theme with all the pledges?
 - b. How are they different?
 - c. How are they the same?
5. Ask students to think about this question:
 - a. If we're all part of the world, why don't we all say the same pledge as global citizens?
6. Creating a “Pledge to the World”
 - a. Ask students to think of and/or write down key words that they would like to include in the pledge to the world.
 - b. Solicit responses from the students and record the answers on the board.

7. Students create a pledge:
(this can be done individually, in small groups, or as a class)
 - a. If done individually or in small groups, collect the pledges and compile them together.
*If done in small groups, ask one student from each group to write their pledge on the board or on chart paper.
*If done individually, collect the pledges and compile them together.
 - b. Make copies of the pledges to distribute to the class the following day.
8. Students vote on their favorite pledge to the world or collectively create a new one based on their favorite pledges.
9. Students share this pledge with the school during morning announcements.

Evidence of Understanding:

As a class, students will decide on a pledge that most clearly highlights our responsibility to the world as global citizens. If the class can not agree on one of the current pledge options, they can collectively create a new pledge pulling ideas from the ones already created. Share the chosen pledge with the school during morning announcements.

Extension Activities:

- I. Students could connect with students in other countries through 'epals' or other email exchange programs and ask their opinions of the selected pledges to the world.
- II. Students could work together with students in other countries (via epals or other email exchange programs) to create and vote on their favorite pledge to the world.