

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
and 9/11 in the Classroom**

Elementary School

Lesson Plans & Themes

Unit I

Human Behavior

Unit I: Human Behavior

Grade Levels: K-5

Time: 30 minutes

Lesson EI-1: Chrysanthemum: The Power of Words

Interdisciplinary Connections:

Literacy, art, character education

Objective:

- The students will be able to explain how words leave an impression on one's heart.

Materials:

- *Chrysanthemum* by Kevin Henkes; cut outs of paper hearts (one for each student)

Activities/Procedure:

- Distribute hearts to the students.
- Explain that you are going to be reading a story to them. They may have heard the story before but this time you want them to pay attention to certain details.
- Direct students that, as you read the story, each time something mean is said to Chrysanthemum, or makes her feel sad, to fold their hearts. It does not matter how they fold their hearts. When positive, nice things are said to Chrysanthemum they are to unfold their hearts.
*As you are reading you may want to pause to make sure that the students are "catching" all the positive and negative things being said to Chrysanthemum.
- When you finish the story their hearts should be unfolded. Direct the students to try to get all the wrinkles (folds/creases) out of the heart. Give them a few minutes to try to get them out. Then discuss how they cannot get them out. Discuss how we can forgive people for saying mean things and hurting our feelings but they still leave an impression or wrinkle on our heart and feelings. The next time a student makes fun of another person you can remind him/her that he/she is causing that person to have a wrinkle or impression on the heart.

Evidence of Understanding:

- The students can be evaluated on their discussion. Older students can write a paragraph explaining what they learned through this lesson.

Extension Activities: Taking Action and Giving Service:

- Explore the symbol of the heart as the seat of emotions. Make a list of the ways the heart shape is used to convey an idea or feeling. (For example: the heart for valentines, for loving another person or pets or flowers, "broken heart," heartache, etc.)
- The concepts and issues raised in this lesson may be reinforced and incorporated into behavior/classroom management throughout the school year by revisiting the story at appropriate times and reminding the students of the activity and the lessons learned when the lesson was originally presented.

Unit I: Human Behavior
Grade Levels: K-5
Time: 1-2 class periods

Lesson EI-2: The Beauty of Colors

Interdisciplinary Connections:

Science, art, social studies, character education, literacy, mathematics

Objectives:

- The students will be able to give examples of ways in which each person is unique yet has things in common with others.
- The students will be able to explain why the ways in which each person and group can help enrich and expand the nature of life for everyone.

Key Terms:

Unique	Burkas	Saris	Pirogi
Curried Chicken	Vibrant	Arc	Hopscotch
Christmas	Hanukkah	Ramadan	Rainbow

Materials:

- Book: *The Colors of the Rainbow* by Jennifer Moore-Mallinos, Illustrations by Marta Fabrega.
- Jellybean Nation pamphlet (may be obtained free upon request via <http://www.kidscorner.org/html/jellybean.php> courtesy of GlaxoSmithKline, National Liberty Museum in Philadelphia, PA, and Kids Corner WXPB-FM)

Activities/Procedures:

- Ask the students how many of them have ever seen a rainbow. Call upon the students to offer descriptions of the rainbows they have seen and make a list of some of the words used to describe a rainbow.
- Ask the students to describe how a rainbow makes them feel and make a list of some of the words used in their descriptions. Examine the words and ask the students if the words describe good feelings or bad feelings.
- Ask the students if they can explain why the rainbow makes them feel that way.
- Discuss how and why a rainbow is formed.

Classroom Activities:

- Ask the students if they have ever thought of people as rainbows. Use their responses as a way to introduce the book, *The Colors of the Rainbow*.
- As you read aloud, hold the book up so students can see the illustrations. Comment on the many colors that can be seen in the illustrations.
- As the class moves through the book, relate the observations in the book to the students in the class, i.e., the many shades of skin, count different colors of hair and hairstyles, the differences in eyes, clothing styles, etc. Make lists for each item. (Be sensitive and careful of your manner and that of the students during this part of the lesson so that students are not offended by anything stated.)
- List some of the different styles of restaurants in the community and ask about the different kinds of food served.

Make a list of some of the foods served in the restaurants. Ask the students, "Who has eaten in some of the restaurants?" and "Who has had similar food at home either through restaurant take-out or prepared at home?"

- Make similar lists of other topics mentioned in the book, i.e. games, holidays, homes, etc.
- At the end of the reading, direct student attention to all of the lists of differences found among the students in the classroom. Count them. Ask if the students have ever thought about all of the differences found among the members of their class.
- Now make a list of the things they share in common: have hair, have clothing, have eyes, have nose and ears, have voices and language, etc.
- Ask the questions: "Are all of your friends JUST LIKE you? Do you ever think about your differences when you are having fun together?"
- Ask the questions: "What do you and your friend(s) enjoy doing together? What do each of you enjoy doing with someone else or by yourself that you do not do together? Are you still friends when you are doing something different?"
- If the teacher has obtained a copy of *Jellybean Nation*, prepare a plastic bag filled with jellybeans. If possible, have beans of different sizes as well as different colors. Ask the students to point out some of the differences among the jellybeans. Can they always tell the flavor by the color? What about the scent found in some jellybeans? Use other comments and observations found in the pamphlet to engage the students in a discussion about differences and similarities among people.
- If there is no concern in the class about sugar, (as expressed in school rules/regulations and/or in parental preferences or health folders via nurse, etc.) give each student 2 or 3 jellybeans to eat as they do their hands-on exercise. Non-sugar jellybeans are available for those who have diabetes, etc. If eating the jellybeans is not acceptable, place them in a clear plastic jar or box to be used in math for guessing numbers, identifying shapes, etc. or some other subject game. Alternatively, adapt the exercise using many different buttons or other inedible objects.

Evidence of Understanding

Give each student a large piece of white paper. Fold the paper in half and then open the paper so that it is possible to see both halves. Students should be given a single color (avoid black or white) crayon and asked to draw a rainbow using only that crayon on one half of the paper. Once that is done, permit each student to have at least six different colors and instruct them to draw another rainbow on the other half of the paper using the many colors. Ask the student to select the rainbow that would make their classroom a happier, better place to work and play. Cut the paper in half and collect the rainbows selected to place around the classroom or on the bulletin board. Before posting the rainbows, have the students stand in a small circle holding their rainbows in front of them. Go around the circle and have each student take a turn explaining how the students in the class make a rainbow and why they like feeling like part of a rainbow.

Extension Activities: Taking Action and Giving Service:

Go to the New Jersey Commission on Holocaust Education website at <http://www.state.nj.us/njded/holocaust> and click on the curriculum guides. Select the curriculum guide for Kindergarten - Grade 4, Caring Makes a Difference. Select one or more of these lessons to do as a follow up lesson.

- *The Colors of Us* by Karen Katz, p.8
- *All Kinds of Children* by Norma Simon, p.9
- *Whoever You Are* by Mem Fox, p. 15
- *The Crayon Box That Talked* by Shane DeRolf, pps 16-17

Teaching Tolerance Lessons:

"Getting To Know Each Other" <http://www.tolerance.org/teach/activities/activity.jsp?ar=692>

"Me and We: A Mix It Up Activity" <http://www.tolerance.org/teach/activities/activity.jsp?ar=964>

"Many Shapes and Sizes" <http://www.tolerance.org/teach/activities/activity.jsp?ar=827>

"I Am Special" <http://www.Tolerance.org/activity/i-am-special>

Note to Teacher: If you are not familiar with Teaching Tolerance, it is recommended that you visit the website and familiarize yourself with its many free materials and resources. <http://www.teachingtolerance.org>

Unit I: Human Behavior

Grade Levels: K-1

Time: 45-60+ minutes

Lesson EI-3: Heroes in our Everyday Lives

Interdisciplinary Connection:

Literacy, music, art

Objectives:

- The students will be able to define the word hero.
- The students will be able to describe heroic behaviors.

Key Terms (when needed):

Hero **Characteristics**

Materials:

- Song: Hero by Enrique Iglesias and/or Hero by Mariah Carey. Play the song for the class if you have a copy. If music is not available, lyrics may be found at the following web site: http://www.oracleband.net/Lyrics/hero_carey.htm

Activities/Procedures:

- Have students clear their desks, and clear their minds. Tell the students to actively listen to the lyrics. Play a song about heroes. Example: Enrique Iglesias's Hero or Mariah Carey's Hero or other performance of the song.

Classroom Activity:

- Play the song through first, then replay while displaying lyrics.
 - After the song, tell students to write down their thoughts/ideas and think about who came to mind when they heard the song.
 - After students share their ideas, discuss how they would define the word hero. What makes a person a hero?
 - Discuss, brainstorm and chart a list of heroes in their lives.
 - Have students pick one person in their life who is their hero. They will write explaining why that person is their hero. They will draw a picture or make their hero a badge of honor.
- *After students complete their writing and badge of honor they can present it to their heroes. (Alternate idea: have a hero day. Have students invite their heroes into their classroom. If a hero is not available, the student can try to bring in a photo of the hero. Each student can read their paragraph then present their hero with the badge of honor.)

Evidence of Understanding:

- The students will share their writing about heroes in their lives.

Extension Activities: Taking Action and Giving Service:

- The class can "Adopt a Hero" and invite the adopted hero into the class for the day. Make it a special day for everyone. Provide lunch, snacks, etc. for the "hero" as well as presenting the badge made to honor him/her. Take photos for a bulletin board and/or album, write a story to send to the local paper, etc.

Unit I: Human Behavior

Grade Levels: K-3

Time: 45-60 minutes

Lesson EI-4: A Brave Hero

Interdisciplinary Connections:

Literacy, art, character education, social studies, music

Objectives:

- The student will realize that we are all able to make contributions and help others.
- The student will understand the effects of our words and actions on others.
- The student will understand that greatness isn't only for famous people or famous deeds.
- The student will appreciate the accomplishments of firefighters.

Key Terms:

Upstander

Rescuer

Hero pumper

Volunteer

Tenement

Wedged

Trolley

Materials:

- *New York's Bravest* by Mary Pope Osborne; Random House Children's Books; August 2006
- Drawing paper, crayons or markers, and journals
- Other books:
 - American Tall Tales* by Mary Pope Osborne
 - John Henry: An American Legend* by Ezra Jack Keats.

Activities/Procedures:

- Ask students the question: "What is a hero?" Ask students to describe their answers in writing and then draw an image representing a hero.
- Take student volunteers to share their descriptions and/or images with the class. (If available, teacher may use an overhead projector /elmo to project the images on a screen.)

Classroom Activity:

- Introduce the story and ask students to listen to the story about a hero.
- Read the story to the class and shows pictures from the book. Discuss the dedication page and the historical note.
- Think-pair-share activity focusing on discussion questions one at a time:
 - How was Mose brave? What did he do? Who did he save?
 - How are real-life firefighters like Mose?
 - How was firefighting different in Mose's day than it is now?
 - What qualities of firefighters are the same?
 - Which are different?
 - Who does Mose represent?
- The children should write their responses in their journals.

- Suggested concluding activity: Invite a firefighter to class for the day.

Evidence for Understanding:

- Ask the students why this book is considered a ‘tall tale.’
Ask them to name their favorite tall tales.
- Show the students the illustrations by Steve Johnson and Lou Fancher in *New York’s Bravest*. Discuss the traits that make these characters “larger than life.” Brainstorm a list of the different adjectives to describe characters in the tall tales.
- Have students draw a picture of a tall tale character and then have them discuss in think-pair-share groups why they admire these characters.
- Tall tale heroes were ordinary folks about whom extraordinary stories were told. Write tall tales about contemporary, everyday people: firefighters, teachers, nurses, students, police officers, housewives, truck drivers, mechanics, plumbers, waitresses, computer operators, etc.

Extension Activities: Taking Action and Giving Service:

- Have a Mose Humphreys Day at your school to honor the firefighters in your town. Write letters to firefighters thanking them for the job they do. Decorate your room to look like a firehouse. Invite a firefighter and present him/her with the letters.
- Encourage your students to be good citizens in the spirit of Mose Humphreys. Create a Mose Humphreys Good Deed Award. Every month give out the award to a student who does something “above and beyond.”
- Rewrite the story of Mose Humphreys in play form. The students can add new characters and new extraordinary feats that he did. Make hand puppets of the characters and perform it in a puppet theater.
- Davy Crockett and John Henry have songs written about them. Have the students write a song about Mose, New York’s bravest firefighter, using a familiar song.

