

LEARNING FROM THE CHALLENGES OF OUR TIMES:

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

Elementary School

Lesson Plans & Themes

Unit IV

A Contemporary Case Study in Terrorism

Unit IV: 9/11 A Case Study in Contemporary Terrorism

Grade Level Range: 3-5

Time: 45-60 minutes

Lesson EIV-9 A Fireboat and Its Heroic Adventures

Objective:

- Students will be able to understand that greatness isn't only for famous people or famous deeds.
- Students will be able to realize that we are all able to make contributions and help others.
- Students will be able to understand the effects of our words and actions on others.
- Students will be able to demonstrate an understanding that everyone has the potential to be a hero.

Key Terms:

Diesel engine

Control dial

Brass nozzle

Propeller

Materials:

- *Fireboat: The Heroic Adventures of the John J. Harvey* by Maira Kalman or video of the same name produced by Spoken Arts. Additional resources found at: <http://www.fireboat.org/index.asp> (see Extension Activities for additional web links).
- Drawing paper, crayons or markers, easel, paper, poster boards, white t-shirts, Venn Diagram

Activities/Procedures:

- Ask students: "What is a hero?" Divide the class into groups of 4 or 5. Introduce a word association game and give the groups 3 minutes to write down as many words as they can to explain or describe the word, "hero." Ask students to share their answers and put them on a class chart.
- Each student should select his/her own hero. Ask the students to list descriptions of their heroes. Ask students to identify their heroes. (If students name a celebrity hero, explore and discuss if these people are heroes because of their celebrity or because they did something heroic.)
- Have each group write down which of those traits they see in their friends and in themselves.
- Ask students to write an essay titled, "I think _____ is a hero because..."

Classroom Activity:

- Introduces story and ask students to listen to the story about a fireboat.
- Read the story to the class and show pictures from the book. Discuss the explanation of September 11th.
- Have the groups discuss the following questions one at a time. Use easel note pad.
 - What happened in 1931? List achievements.
 - Describe the John J. Harvey fireboat when it was launched.
 - Who was the crew?
 - How was the fireboat brave? What did it do? Who did it save?
 - What happened in 1995 to the John J. Harvey?
 - Why was the boat saved? What people saved the John J. Henry?
 - What happened on September 11th?
 - Who were the heroes on September 11th?

What did the John J. Harvey do to help the firefighters on that day?

Why was the fireboat a hero?

What award was given to the John J. Harvey?

- Students work in their groups to create a Venn diagram of the history of the John J. Harvey. Make the center of the Venn diagram the events of September 11th.

Evidence of Understanding:

- These three activities will enable students to identify the characteristics of a hero and complete a project that reflects that person. (They can use heroes from September 11th.)
- Divide the class into three groups to:
 1. Write a slogan that honors a hero who has done something great in your community.
 2. Design a poster explaining the slogan.
 3. Use the slogan to create a t-shirt for the hero in your community. Invite local him/her to class to give them the t-shirts.

Extension Activities: Taking Action and Giving Service

- View documentary, *Fireboat: The Heroic Adventures of the John J. Harvey*.
- Divide the class into groups to research the articles on the John J. Harvey website:
<http://www.fireboat.org/index.asp>. Ask the groups to present different reports:
 - History of the John J. Harvey including pictures
 - About the role the fireboat played on September 11th
 - Explain the original project to restore the John J. Harvey
 - Where is the fireboat today? What is the John J. Harvey organization?
 - What can we do as volunteers?
- Invite someone from the John J. Harvey organization to speak to your class.
- Raise money as a class and purchase John J. Harvey t-shirts to help your school.
- Have a John J. Harvey Day at your school to honor the firefighters in your town.
- Write letters to firefighters thanking them for the job they do.
- Invite a firefighter and present him/her with thank you notes and T-shirts.
- Create a stamp for John J. Harvey. Send it to the U.S. Postal Services.
- Other web sites and stories about the John J. Harvey fireboat:
 - <http://newtownpentacle.com/2009/07/26/john-j-harvey-fireboat-trip-part-1-the-north-river/>
 - <http://newtownpentacle.com/2009/07/28/john-j-harvey-fireboat-trip-part-2/>
- Plan a service project for the community. Visit www.911dayofservice.org for ideas or to post your class project.

Other Resources about Heroes:

John Henry: An American Legend by Ezra Jack Keats.

A Hero- New York's Bravest by Mary Pope Osborne

Video by Reading Rainbow called *The Tin Forest*

The students at P.S. 234 in the Reading Rainbow episode show how important it is to them to be back at their school after the events of September 11. Discuss what it means to have pride in one's school. Ask students what makes their school a great place to be. Write their ideas on the board or on a chart. Have students and make illustrated poster that tells something good about their school.

<http://www.shopgpn.com/Search.aspx?Search=TIN+FOREST>

Unit IV: 9/11: A Contemporary Case Study

Grade Level: 3-5

Time: 30-45 minutes

Lesson EIV-10 A Poem about St. Paul's Chapel: "The Little Chapel That Stood"

Objectives:

- Students will be able to choose objects that represent metaphors for what the chapel represented to people near the Twin Towers on September 11th.
- Students will be able to identify the support structures or networks in their own lives.

Key Terms:

Chapel

Terrorist

Metaphor

Materials:

The Little Chapel That Stood by A.B. Curtiss;

Metaphor objects: toothpicks ice pop sticks, cotton balls, rocks, cut-outs of rainbows, stars, suns, piece of grass or leaf. The text of the book is also available online:

http://www.abcurtiss.com/graphics/books2/l_chapel/little_chapel1.htm

Activities/Procedures:

- Read *The Little Engine That Could* to the class.
- What were the qualities of the "little engine?"
- What challenges did the little engine face?
- How did it overcome those challenges?

Classroom Activity:

- Read *The Little Chapel That Stood* to the students (students can be assigned different parts of the poem to read aloud to the group).
- Ask them to think about the questions or write about them in a journal and then share them with classmates (in small groups or large group).

What did the chapel represent to people in New York City prior to 9/11?

Who and what are the characters of this book?

What role did the chapel play on September 11th and the days following September 11th?

What is your reaction to the fact that the chapel stood after the towers fell?

What did the chapel represent on September 11th and the days following?

What does it symbolize today?

Evidence of Understanding:

- Students select objects that they feel represent what the chapel symbolized for the people on September 11th and the days following. Students explain the symbolic associations/reasons for their choices.

- Provide students with objects to choose from: Cotton balls, toothpicks, ice pop sticks, rock, cut-outs of rainbows, suns, stars, pieces of grass or leaves, etc.

- Students come up with their own metaphor objects and bring them to class the following day.

- Students explain why they chose these objects and what they mean to them.
- Ask students to identify structures or units of support in their lives.
What are they?
How do they provide support?

Extension Activities: Taking Action and Giving Service:

- Students could select images of places and things that symbolize:
Support Comfort Hope Empowerment
- Poem: *My Own Little Good Deed*
Read the poem lines on the page with the fire truck again (4 pages from end of book).
- Ask students to discuss what they think the last line means.
Ask them if they feel that they are tall or small.
What can you do?
Do you feel like you are a link in a chain?
What is a "little good deed" you can do?
- Review artifacts and messages from the St. Paul's Chapel website:
<http://www.Trinitywallstreet.org/files/congregation/stpaul/exhibit/ARCHIVE/index.php?range=1&id=5>
- Plan a service project in honor or in memory of someone special in the class or school.
Visit www.911dayofservice.org for ideas or to post your project.