

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.