

LEARNING FROM THE CHALLENGES OF OUR TIMES:

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

Elementary School

Lesson Plans & Themes

Unit V

Challenges and Consequences In a Post 9/11 World

Unit V: Challenges and Consequences in a Post 9/11 World

Grade Levels: K-3

Time: 30 minutes

Lesson EV-11: September Roses

Interdisciplinary Connections:

Literacy, geography, character education

Objectives:

- Students will be able to identify the choices of individuals in a threatening situation to help others.
- 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.

Key Terms:

Roses

“Peace rose”

South Africa

September 11, 2001

Materials:

- Book: *September Roses* by Jeannette Winter, Frances Foster Books, Farrar Straus, New York.
- Map: South Africa & Africa
- Drawing paper, crayons, or markers
- Optional: Roses of different colors: one for each student (may be artificial)

Activities/Procedures:

- Ask students the following questions:
 - Where is South Africa? (show map)
 - Do you have a flower garden?
 - What is your favorite flower?
 - What do flowers represent?
 - What flowers did the two sisters grow in South Africa?
 - What do roses represent? How do they make you feel?
 - What is the “peace rose?”
 - What does it represent?
- Optional: Give each student a rose to decorate the room.
May also use photos or illustrations, silk, paper, roses, etc.

Classroom Activity:

- Ask students to think about and discuss these questions:
 - Why did the two sisters come to New York with their roses?
 - What happened when the two sisters came to New York?
 - What happened on September 11, 2001?
 - What problems did the sisters face when they arrived at the airport (list on the board)?
 - Who came to the rescue? What did they do?
 - Where did the two sisters stay?
 - What did they create with their roses?

How did the survivors feel when they saw roses?

Evidence of Understanding:

- Plant seeds of rose-colored flowers to give to friends or family who are ill or experienced hardship.
- Design cards using a “rose” motif to give to friends and family who are ill or experiencing hardship.
- Decorate the classroom with artificial roses (made out of tissue paper).

Extension Activities: Taking Action and Giving Service

- Have students talk with family, friends, neighbors, other adults in the school, etc. for other symbols of peace, love, expressions of sympathy, and friendship. Make a list on an easel pad or on the board of the various symbols that they learned from others. Have each student select the symbol that s/he likes best and make an illustration of it on drawing paper. The drawings may be posted around the classroom or in the hallway outside the classroom entry.
- 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.

Unit V: Challenges and Consequences in a Post 9/11 World

Grade Levels: 1-3

Time: 60 minutes

Lesson EV-12: September 12th

Interdisciplinary Connections:

History, literacy

Objectives:

- Students will be able to understand that terrible things happened on September 11th in 2001 but that life in America continued on September 12th.
- Students will be able to explain the ways they feel safe and secure living in America.
- Students will be able to create a visual display representing ways in which they feel safe and secure.

Key Terms:

Safety

Security

National Anthem

Patriotic

Materials:

- September 12th: *We Knew Everything Would Be All Right*. written and illustrated by first grade students of H. Byron Masterson Elementary in Kennett, Missouri.
- Directions for flag project
- Red, white, and blue construction paper
- White lined paper
- Star pattern

Activities/Procedures:

- Read and discuss *September 12th: We Knew Everything Would Be All Right*
- Have students create flags
- Students share projects with classmates and display in classroom or hallway

Evidence of Understanding:

- Students will be able to orally and visually explain how and why they feel safe and secure living in America.

Extension Activities: Taking Action and Giving Service:

- Invite several adults from the school or parents to visit the classroom and describe some of the changes they have witnessed in the United States since the events of September 11, 2001. Ask the visitors also to talk about those things that have not changed, both important and everyday in nature.
- Have the class write thank you letters to those who help them feel safe, such as members of the military, the police force, firefighters, and other first responders.

Unit V: Challenges and Consequences in a Post 9/11 World

Grade Levels: K-2

Time: 30 minutes

Lesson EV-13: There's A Big Beautiful World Out There

Interdisciplinary Connection:

Literacy

Objective:

- The students will be able to identify fears and ways to overcome their fears.

Materials:

- Book: *There's A Big, Beautiful World Out There* by Nancy L. Carlson.
- Chart paper, marker

Activities/Procedures:

- Draw a two-column chart on the board or chart paper.
- Ask students to name things that frighten them.
- Record their answers in one column on the board or chart paper.
- Introduce the story to the class. Read the story to the class.
- Review fears that are identified in the story and the ways the author suggest to overcome them.
- Have students look back at their list of fears on the board or chart paper.
- Brainstorm and discuss ways to overcome their fears.
- Record ways to overcome fears in the column next to fear.
- Discuss the lesson to be learned from this story.

Evidence of Understanding:

- Discussion and chart with fears and ways to overcome them.

Extension Activities: Taking Action and Giving Service:

- Have the students ask a parent or some other adult with whom they feel safe and comfortable if anything frightened them when they were children. Then the child should ask the adult what happened to make the fear go away or how they conquered the fear. Each student can report what s/he learned back to the class. Have a class discussion about ways in which fears reported from the adults are similar and/or different than the fears the students listed in their original list. Identify ways the adults overcame their fears and how they were similar and/or different from student suggestions.

Hint: You may want to prepare a short paper explaining the activity for the student to take with them to explain and initiate their conversations with adults.