

LEARNING FROM THE CHALLENGES OF OUR TIMES:

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

Elementary School

Lesson Plans & Themes

Unit VII

Building Better Futures: Narrative, Recovery and Responsibility

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

Grade Levels: K-5

Time: 30 - 45+ minutes

Lesson EVII-16: Serving our Town, Country, and World National Day of Service

Interdisciplinary Connections:

Literacy, technology, character education

Objectives:

- Students will be able to explain the value of providing service.
- Students will experience being an active participant in their community.

Key Terms:

Service

Appreciation

Awareness

Charity

Reflect

Materials:

- Information on "National Day of Service and Remembrance."
- Resources from internet sites to help guide teachers to appropriate projects
Age appropriateness in youth service activities Grades K-5:
 - <http://handsonasheville.org/AboutUs/index.php/Youth/AgeAppropriatenessInServiceActivitiesGradesK-5.pdf>
 - Explains the day: <http://911day.org/>
 - Service opportunities: <http://www.serve.gov/>

Activities/Procedures:

- Explain to the class the initiative for September 11, 2009 as the National Day of Service and Remembrance. Read the following:

From: <http://911day.org/>

Observe a Moment of Service

On April 21, 2009, President Barack Obama signed legislation that for the first time officially establishes September 11 as a federally recognized National Day of Service and Remembrance. Join us and many others in supporting this historic and forward-looking observance this year, along with the President's 2009 Summer of Service initiative (www.serve.gov).

By pledging to volunteer, perform good deeds, or engage in other forms of charitable service during the week of 9/11, you and your organization will help rekindle the remarkable spirit of unity, service and compassion shared by so many in the immediate aftermath of the attacks. And you'll help create a fitting, enduring and historic legacy in the name of those lost and injured on 9/11, and in tribute to the 9/11 first responders, rescue and recovery workers, and volunteers, and our brave military personnel who continue to serve to this day.

Classroom Activity:

- Using the resources above for service ideas appropriate for your grade level, decide as a class which service project you will work on. (The time needed to complete the service project is in addition to the indicated lesson time.)
- As much as possible, involve students in the planning and decision-making pieces of the project.
- Ask students to reflect (by thinking, speaking, and/or writing) about the experience following each “moment of service.”

Evidence of Understanding:

- Discuss the following with the class:
 - Why is service important?
 - Who/what did our project help?
 - Why did the president designate September 11th as a Day of Service?
 - What are some service projects you can do at home or in your community?
 - How did you feel when you were participating in the service activity?

Extension Activities: Taking Action and Giving Service:

- Collaborate with another class to do a service project together.
- Join with a community group to engage in a service project together.
- Review the history of Martin Luther King Day and the Day of Service
<http://MLKday.gov/about/serveonking.php>
- What other times do we give service to honor someone?

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

Grade Levels: 4-5

Time: 30 minutes – 1 hour

Lesson EVII-17: Peace Poems

Interdisciplinary Connection:

Literacy

Objectives:

- Students will be able to interpret the poem, *For Our World* by Mattie Stepanek.
- Students will be able to design their own poem for the future in light of learning about September 11, 2001.

Key Terms: (terms from poem "For Our World")

Humility

Mosaic

Nurture

Judging

Vengeful

Materials:

- Poem *For Our World* by Mattie Stepanek from *Hope through Heartsongs*, New York, 2002; pg. 49 (poem written September 2001,
- Definitions of key terms
- Paper and pencils to write poems

Activities/Procedures:

- Read the biography of Matthew Stepanek who wrote poetry as a young child. (A web search may be conducted to discover information about Mattie.)

Classroom Activity:

- Obtain book and read "For Our World" by Mattie Stepanek (Teacher may read this aloud to the class or ask a few students to alternate turns reading it.)
- Follow-up discussion:
 - What is Mattie asking us to do in this poem?
 - Why do you think he is asking his readers to do this?
 - In the beginning of the poem he says, "we need to stop."
 - What do you think he means by this?
 - What do we need to stop?
- Ask students to each write their own poem for the future or peace poem.

Evidence of Understanding:

- Students can read their completed poems to their class and/or in an assembly with their grade level or school.
- Teacher can explore ways to post the poems on the school website

Extension Activities: Taking Action and Giving Service:

- Ask other classes at the same grade level to participate in the poem writing activity.
- Hold a poem contest and ask the principal or vice principal to select one poem per class and/or grade level to be read over the school intercom at the beginning or end of the school day. One poem should be read each day until all selected poems have been read.
- Create an album or school newspaper of the peace poems written by the students and illustrated by students. Arrange for students to present a copy of the album/newspaper to the mayor of the town at a meeting, to present copies to local community organizations, and to keep a copy on display in the school library.

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

Grade Levels: K-5

Time: 30 minutes

Lesson EVII-18: Universal Declaration of Human Rights - How Can We Put It into Action?

Interdisciplinary Connections:

Character education, literacy, civics

Objectives:

- Students will become aware and familiar with the Universal Declaration of Human Rights.
- Students will recognize and be able to explain how these rights relate to them.

Key Terms:

Human rights

Universal

Respect

Materials:

- Copy of Universal Declaration of Human Rights - Children's version at: <http://www.guardian.co.uk/books/gallery/2008/oct/17/amnesty-declaration-human-rights-children?picture=338702837>

Activities/Procedures:

- Read the declaration aloud to the students showing the pictures that accompany the rights in the book/website.
Variation: Ask students to read one of the "rights" aloud to the class
- Ask students the following questions and discuss them as a class
 - Why are these rights important?
 - How do we respect these rights?
 - Do you think all children and adults feel like these rights are respected?
 - What can we do to make sure the rights of every person in the world are respected and honored?

Evidence of Understanding:

- Students will choose one of the rights that they feel is most important from the declaration. They can create their own drawing that depicts what this right means to them.
- Students will discuss or write how they can make sure everyone around them feels that right is being honored.

Extension Activity: Taking Action and Giving Service:

- Investigate who wrote the Universal Declaration of Human Rights. Find out which countries of the world have officially adopted or endorsed the rights. Indicate if there are any nations that surprised you for their failure to officially endorse the rights.
- Ask students to tell one adult about the book and an example of a "right" in their own lives.

