

LEARNING FROM THE CHALLENGES OF OUR TIMES:

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

Middle School

Lesson Plans & Themes

Unit VII

Building Better Futures: Narrative, Recovery and Responsibility

Unit VII: Building for the Future

Grade Levels: 6 - 8

Time: 90 minutes

Lesson MVII- 16: Why Does Tragedy Bring Us Together?

Objective:

- Students will be able to describe the importance of narrative.

Materials:

- *The Day Our World Changed: Children's Art of 9/11* by Robin F. Goodman
- Background information on Lt. Victor J. Navarra from the website <http://www.artaid.org/fire/navarra/navarra.html> .

Activities/Procedure:

1. Journal prompt/do now activity: Do you believe that tragedy brings people together? Why or why not?
 - Student share
 - Discuss situations in the lives of students where this may have occurred.
2. Students read *A New Friend at the Firehouse* (p. 83) from Robin F. Goodman's book.
 - How did Juliana respond to 9/11?
 - Why do you think it was important for her to reconnect with Lt. Navarra?
3. Students read *A Firefighters New Friend* (p. 90) from Robin F. Goodman's book.
 - How did Juliana's gift affect Lt. Navarra?
 - What does his quote, "Through their eyes, we gain our strength" mean?
4. Students discuss as a class the following questions:
 - How did tragedy bring Lt. Navarra and Juliana Hatkoff together?
 - How did compassion and an act of kindness make Juliana a hero in the eyes of the firefighter?
 - How did Juliana's wish to be a firefighter for Halloween impact Lt. Navarra?
5. Read the background information on Lt. Victor J. Navarra from the website: <http://www.artaid.org/fire/navarra/navarra.html>
 - What accomplishments did Lt. Navarra achieve?
 - What words can be used to describe Lt. Navarra?
6. Revisit the journal entries that were written prior to the completion of the various readings. Have students answer the original prompt again.
7. What have students added after they have read and discussed the lives of Julianna and Lt. Navarra?

Evidence of Understanding:

Student responses to classroom discussions and journal entries.

Extension Activities: Taking Action and Giving Service

1. Discuss the importance of writing personal testimony.
 - Have they ever kept a diary or journal? If a diary was kept, was putting thoughts and feelings in writing beneficial? If no diary was kept, what may be the benefits of keeping track of thoughts and feelings in writing?

- If students have read *The Diary of Anne Frank*, how did the journal of a young girl make such an impact on future generations?
2. Read along with students the e-book, *Ladder 35 Engine 40*, by Juliana Lee Hatkoff and Craig M. Hatkoff. <http://www.ebookmall.com/ebook/121173-ebook.htm>.
 - After reading the e-book, have your feelings about who is the real hero changed?
 - Why do you think it was important for this book to be written?
 3. Interview an adult (aged 20 and older) who is able to recollect what happened on 9/11. Students will ask the following questions:
 - Has the tragedy of 9/11 brought you closer to someone? If yes, how?
 - Did you have any specific experiences on 9/11 or any other time that support the saying “tragedy brings us together?”
 4. Based upon their personal interviews, students will write a primary source narrative and share it with the class.
 - A classroom “book” of personal narratives can be compiled, with copies distributed to all students as well as to the school library.
 - Students may create a poster to highlight the experiences of their personal narratives.

Unit VII: Building for the Future

Grade Levels: 6-8

Time: One 40-minute class period

Lesson MVII-17: The Upstander

Objectives:

- Students will define the terms upstander and bystander and discuss why people take both roles.
- Students will research ways they can help in their community

Key Terms:

Upstander

Bystander

Activities/Procedures:

1. Ask students to define their roles in society (i.e. their class, school, family, community). This can be listed, webbed or sketched.
 - After discussing their answers, put the words bystander and upstander on the board.
 - Discuss the meanings of both words.
 - Have students select one role in which they acted as an upstander or a bystander.
2. Have students journal instances when they have been either a bystander or an upstander and what made them act the way they did.

Evidence of Understanding:

Students should write an essay about the roles they play in life and how they can be more of an upstander and less of a bystander.

Extension Activities: Taking Action and Giving Service

- Research other people who acted to effect change.
- Research other causes where they could get involved (i.e. Make A Wish, community food banks, pet shelters).

Unit VII: Building for the Future

Grade Levels: 6 – 8

Time: 90 minutes + time for a community project

Lesson MVII-18: You Can Do It, Yes You Can!

Objective:

- Students will demonstrate their comprehension of the power of one.
- Students will brainstorm ideas of how to memorialize September 11, 2001 through service.

Key term:

Memorialize

Materials:

- <http://www2.scholastic.com/browse/article.jsp?id=3750158>
- *Walking to Remember* article <http://www.schooltube.com/video/3850/paramus-freedom-walk>

Activities/Procedures:

1. Do now/journal prompt: What are some ways that you have honored someone who has been important in your life? (This person should be someone you personally know. It does not matter if the person is not alive today.)
2. Students will share what they have written with the class.
3. Ask students if they have knowledge of someone their age (or older/ younger) that has made an impact on his/ her town, state or country. Explain.
4. Give students a copy of the Scholastic article, *Walking to Remember*, about the town of Paramus, New Jersey, which has an annual Freedom Walk. In 2007, Joey Rizzolo, a 6th grader, initiated this idea to commemorate those who died on 9/11. Pair students and have them read the article, answering the 5 W's (who, what, where, when, and why) and H (how).
5. Discuss as a class the impact of this young man, while answering the 5 W's and H.
6. View video <http://www.schooltube.com/video/3850/paramus-freedom-walk>
7. Have students discuss:
 - What did you notice about the ages of the participants of the walk?
 - Master Sergeant George Maurer reported that this was an emotional day. Why do you think he made that comment?
8. Ask students some ways that our dreams (goals) can become reality.
9. Have they ever had a "dream come true?"
 - Have students brainstorm and respond to: "Now....what can you do?" (to memorialize 9/11 as an individual, class or school).
 - Have class choose a project that has been presented to class.
 - a. What materials, permission, support, financial backing would be needed for this "dream" to come true?
 - b. Is this something that can be realistically done? If yes...GO FOR IT!
 - c. If not, what modifications need to be made for it to become a reality?
 - d. Can modifications be made? If yes, GO FOR IT! If no, return to (a).

Extension Activities: Taking Action and Giving Service

- The teacher/class may wish to follow through with their “dream” to make a difference.
- Go to the Points of Light Institute (<http://www.pointsoflight.org>) and learn more about the National Conference on Volunteering and Service.

