

**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.