

9/11 Instructional Unit II

Grades 3-5



This unit is based on “Remembering Heroes,” the second book in the *Discovering Heroes*® series by Kristie Kiernan Bouryal, which is an authentic account of September 11, 2001. The author dedicated the book to first responders and all of those loved and lost, including Fire Department of the City of New York (FDNY) members who made the supreme sacrifice in the performance of their duty at the World Trade Center on September 11, 2001, at Manhattan BOX 5-5-8087.

Discovering Heroes® Series

9/11 Instructional Unit II

Grades 3-5

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To the Teacher

This unit builds on the continued learning cycle about 9/11 for three cousins, Tyler, Olivia and Sophia. The unit provides elementary students with a deeper understanding of the heroism displayed by real people on 9/11. The author, Kristie Kiernan Bouryal, creates a story that brings the reader into contact with people who were there and the tribute paid to those who made the supreme sacrifice.

In addition, this unit approach encompasses best practices regarding pedagogy and application of Learning Standards. Each section of the Guide is replete with guiding questions that require inferencing and text-based evidence.

From the Author Kristie Kiernan Bouryal

Heroes are among us, hidden in plain sight.

Do you know who they are? Do you know their stories?

In this story, based on true events, Tyler, Olivia and Sophia join their grandparents at a memorial service for September 11, 2001, at the Fire Department of New York City's (FDNY) Rescue 1. There, they learn about some of their grandparents' brave friends, everyday heroes, and uncover a lot they never knew about America's darkest day by asking questions and actively listening.

"Remembering Heroes" is the second book in the *Discovering Heroes*[®] series of books for kids of all ages, especially 7-11. "My Buddy's a Hero — And I Didn't Know It" is the first book of the series. "9/11 Courage and Tributes" is the third. Each book has its own unit for teaching.

Author's Dedication

The author, Kristie Kiernan Bouryal, dedicates her book, "Remembering Heroes," to first responders and all of those who were loved and lost, including FDNY members who died in the performance of their duty at the World Trade Center on September 11, 2001, at Manhattan BOX 5-5-8087. The reference to Manhattan BOX 5-5-8087 is special language, or code, the FDNY uses for emergencies. The numbers indicate the seriousness of the situation and its location so the FDNY can get the right people there. On September 11, 2001, this is the code that was given to the emergency at the World Trade Center.

In the story we will meet Grandpa and Grandma and their three grandchildren: Tyler, Olivia and Sophia, who are cousins. The grandchildren have already learned a great deal about what happened on 9/11 by asking questions and reflecting on what they learned in the author's first book, "My Buddy's a Hero—And I Didn't Even Know It." Also, they have thought deeply about what it means to be a hero, and they see these traits in Grandpa. He is their hero, and they didn't even know it. Now, it is time to remember the other heroes that Grandpa and Grandma knew and with whom Grandpa worked.

Students will work in paired teams as you get ready to read the book and deal with the questions and activities that follow.

Unit Adaptation /Differentiation

To facilitate learning and tasks for English Language Learners (ELL) and students with special needs (SPED), modifications may have to be made. For example, more time may be needed in reviewing vocabulary and explaining who the characters are and the situations they find themselves in. The essential question should receive consistent consideration through the lessons, as well as the idea of theme, e.g., heroes must not be forgotten.

Unit Implementation Schedule

It is recommended that unit implementation take place at any time during the school year, especially on or near September 11.

Unit Description

The unit is based on the book, “Remembering Heroes.” It follows the first book, “My Buddy’s a Hero — And I Didn’t Even Know It.” The main characters, Grandpa, Grandma, and their grandchildren, Tyler, Olivia, and Sophia, continue a journey to acquire knowledge of the heroes of 9/11 and the importance of remembering them.

Students gain deeper meaning of the hero concept as it is presented and expanded through the chapters. Heroism and remembering are reinforced through the use of real people, specifically firefighters from Rescue Company 1 who made the ultimate sacrifice on 9/11 at the Twin Towers (which were part of the set of buildings known as the World Trade Center).

Based on an essential question, students work through the unit with guided questions and specific learning tasks. Where applicable, students’ tasks are inserted, usually at the end of each chapter’s guiding questions to provide lesson closure.

Unit Objectives

Students will:

- Acquire pertinent vocabulary from a list of key terms to support understanding.
- Relate the idea of “hero” to the identities of real, everyday people.

- Emphasize and communicate the importance of remembering 9/11 heroes.
- Convey the emotional impact 9/11 had on the nation to family and friends.
- Understand what it means to remember and honor 9/11 fallen heroes.
- Acknowledge why 9/11 has become the “darkest day” in America.
- Acquire creative approaches to honor the memory of 9/11 heroes.
- Complete learning tasks related to the story to enhance understanding of 9/11.

THE UNIT TEACHING/LEARNING PROCESSES SUPPORT THE ACQUISITION OF LEARNING STANDARDS.

Instructional Focus

- Working with text by citing textual evidence to support ideas.
- Inferencing (drawing conclusions) based on textual evidence.
- Writing an argument to support a claim.
- Writing informative text to explore a topic.
- Creating innovative devices to honor 9/11 heroes.

9/11 Background Information

For the Teacher

The sole purpose of this 9/11 background information is to provide you, the teacher, with a snapshot of what happened on that day. It may serve as a cautious reference in working with young readers. The book, “Remembering Heroes,” is the focus of the unit, with unsung “everyday heroes” being the central idea.

On September 11, 2001, the United States was attacked with a series of airline hijackings committed by 19 militants associated with the Islamic extremist group al-Qaeda. These were the deadliest terrorist attacks on American soil in U.S. history. In New York City 2,753 people were killed, at the Pentagon 184, and in Pennsylvania, where one of the hijacked planes crashed after the passengers attempted to retake control of the plane, 40 died. All of the terrorists died in what were suicide attacks. Firefighters, police and paramedics in New York City were especially impacted as hundreds rushed to the scene of the attacks. More than 400 were killed; 343 were members of the Fire Department of New York City (FDNY).

Most of the hijackers were from Saudi Arabia, and many were in the U.S. prior to the attacks. They traveled in small groups while some received flight training in the United States just prior to the attacks. On September 11, 2001, groups of attackers boarded four domestic aircrafts at three East Coast airports. Soon after takeoff they disabled the flight crews using box cutters as weapons. They took control of the aircrafts, which were headed for the West Coast with full loads of fuel.

At 8:46 a.m. American Airlines flight 11, which left from Boston, was flown into the North Tower of the World Trade Center’s (WTC) Twin Towers. Initially, most people thought this was an accident. Seventeen minutes later, at 9:03 a.m., United Airlines flight 175 from Boston struck the South Tower. Then, the U.S. knew it was under attack. The Twin Towers were badly damaged and in flames, with workers trapped above the points of contact. Rather than face death in the infernos that were raging, some chose to leap to their deaths.

At 9:37 a.m. the third plane, American Airlines flight 77, which left Dulles International Airport near Washington, D.C. earlier, struck the southwest side of the Pentagon, which is just outside of the city, touching off a dangerous fire. Minutes later the Federal Aviation Authority ordered a nationwide ground stop for all aircraft for the first time in history.

At 9:59 a.m., people around the world watched in disbelief as the South Tower of the WTC collapsed. At 10:03 a.m. the fourth aircraft, United Airlines flight 93, which left from Newark, NJ, crashed near Shanksville, PA, countryside after its passengers attempted to overpower the terrorists. The passengers on this flight were aware of what was happening in New York and at the Pentagon through their cellular phones and decided to take matters into their own hands to spare another building or landmark from being hit. At 10:28 a.m., the North Tower of the WTC collapsed just 102 minutes after being struck.

After the attacks, authorities quickly learned that Osama bin Laden and his al-Qaeda organization were solely responsible. Osama bin Laden made a declaration of holy war against the U.S. 9/11 was the darkest day in America’s history, as it was the deadliest terror attack to ever take place on U.S. soil.

Teacher

We're going to read an important book today about the darkest day in America. It is a story about remembering heroes and that's the name of it. Keep the idea of "hero" in your mind as we read the book. The author, Kristie Kiernan Bouryal, is going to take us on a journey to show us some things people do to keep the memory of 9/11 heroes alive.

Description of 'Remembering Heroes'

In "Remembering Heroes," the grandchildren and their grandparents attend a 9/11 memorial service at FDNY's Rescue Company 1 in Manhattan.

- There, the grandkids learn about the nearly 3,000 people who lost their lives on 9/11, including the 343 members of the FDNY, and the 11 fallen men from Rescue 1.
- They learn about the character of the 11 men who lost their lives from Rescue 1.
- They also learn what an everyday hero is, and they see many of them in action.

Lesson 1: Remembering 9/11 Heroes – Chapter 1

1. Begin with an Essential Question

What are some of the best ways to honor and remember our 9/11 heroes?

(The essential question is overarching and will be answered based on the guiding questions students discuss throughout the unit.) Discuss the guiding questions that follow.

Guiding Questions

- What do you think we know about heroes?
(Students may begin with an example of a hero and then explain why the person was a hero in their mind.)
- Why would anyone want to celebrate or remember a hero?
(Heroes represent the good in society and become an inspiration for people to emulate [define emulate: to imitate with effort to equal or excel]). Heroes are important for a nation because they affect what is good and decent and cause others to want to be that way. Look for words like brave, selfless, courageous, etc.)
- Do you have any heroes? Who are they? Why do you believe they are heroes?
(The range of heroes will vary from a parent to an idol. Responding to “why” they are considered heroes will be more difficult for some. Fame may be the basis for most responses.)

Teaching Point/Students’ Task

Working in Think/Pair/Share teams, brainstorm ways that would help us remember a hero, identify the best

ways on the list, and explain why they are the best. *(It may be effective to cite how statues are one way to celebrate a hero, which makes it difficult to forget the person and what he or she did. A plaque is another way to remember great people or events. And, of course a book or film are still other ways.)*

2. Introduce the Book

Show the cover to students and let them know this is the second book in the Discovering Heroes® series of books for kids. In “Remembering Heroes,” the grandparent characters and their grandchildren attend a 9/11 memorial service at FDNY’s Rescue Company 1 in Manhattan.

Chapter 1: Summary

The big event is the memorial ceremony at the Rescue Company 1 firehouse. It is here that the grandchildren recognize how Grandpa and Grandma are liked and how everyone is so close. They are family-like and with family members of those being honored and others. They see the plaque with the Rescue 1 logo and the names of the 11 men who made the ultimate sacrifice when the Twin Towers at the World Trade Center collapsed. The men who died were Grandpa and Grandma’s friends along with many others. In the firehouse the children see photos and fire rescue scenes covering the walls. Everyone shares in a breakfast of scrambled eggs and pancakes as the grandchildren are amazed at the level of friendship they observe. Grandma explains how the people in attendance are related, and at the same time she stresses the importance of goodness.

Teacher

We’re going to read an important book today about a tribute to those who made the supreme sacrifice on September 11, 2001. By supreme, we mean the highest or greatest sacrifice.

However, before undertaking the read-aloud, review key vocabulary with students as a pre-reading strategy. Students continue to work in Think/Pair/Share teams as they will throughout the unit. (*Access the vocabulary for the book from the Appendix of Unit Materials. The words may be reviewed on a smart board or individually with paper copy or on a board.*)

Teaching Point/Students' Task

Listen to each vocabulary word taken from the story as it is pronounced and defined. Respond to each word by adding anything else which brings meaning to the word, such as synonyms and/or antonyms. Placing each word in a sentence will reinforce an understanding of the term.

Teacher

Look at cover of the book. Think about what you can observe.

- What do we learn from the cover of the book?
(*Students see the image of the American flag above a firefighter's helmet propped up by what appears to be wreckage all around. It is a sad image of death and destruction.*)
- What do you predict the book may be about?
(*Students may relate the cover to 9/11 or a similar event.*)
- What's the topic?
(*Most should respond by referring to the idea of firefighters being hurt or worse.*) Why? (*The question is posed to have students defend their response to the question about the topic.*)

3. Meet the Characters

(*Addressed at the back of the book on page 38.*)

About Grandpa

Grandpa is a loving husband, father of four daughters and a former lieutenant in the Fire Department of the

City of New York, where he valiantly served for more than two decades. For about 17 of those years, he was assigned to three of the department's five elite rescue units—Rescue 1, Rescue 2 and Rescue 5.

About Grandma

Grandma is a loving wife; a kind, giving and thoughtful mother to four daughters; and a grandmother to four grandchildren. She is also a former nurse who helped care for countless people throughout her life.

About Tyler, Olivia and Sophia

Tyler is an 11-year-old with an infectious spirit and smile who loves America, his family, baseball, football, fishing and being creative.

Olivia is a bright-eyed, determined 8-year-old who loves an intellectual challenge, art, baking, softball, dance, basketball and video on demand.



Sophia is a witty, playful 6-year-old with a sheepish smile and a sly spirit who loves animals, music, cooking, swimming, gymnastics, mobile devices and video on demand.

4. Read Aloud Each Chapter

Teacher and/or student(s) reads the text aloud while incorporating variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments for a fluent and enjoyable delivery.

Teacher

Let's open the book to Chapter 1. See the illustration on the inside page (page 1):

- Can you anticipate what's going on in the illustration?

(Grandpa and Grandma and the grandchildren are viewing the plaque, which captures their attention. It has the pictures and names of the members of Rescue Company 1 who made the supreme sacrifice to help others on 9/11.)

Continue reading the chapter with students responding to guiding questions at appropriate times.

- How does Grandpa respond when Olivia asks, "Grandpa, were all of these men your friends?"
(He assures them that they were all his friends, as were others.)
- How does Grandpa respond to Olivia's next question, "What's the ultimate sacrifice?"
(Grandpa responds by saying, "Being willing to do whatever it takes, even to give their own lives to save others.")
- What is there about the firehouse that helps the firefighters and others remember what they do and did?
(Tie student responses to an initial concern in the unit regarding the best ways to honor or celebrate 9/11 heroes. There was the plaque as well as pictures from fire and rescue scenes on the walls and photos of ship, truck and car fires.)

Teaching Point/Students' Task

Review the Writing a Haiku to Honor 9/11 Heroes worksheet with students, which is in the Appendix of Unit Materials. Then tell the class: Either working individually or in your paired teams write a haiku poem that sends a message about the importance of honoring 9/11 heroes. Recall what you've read in Chapter 1 and key vocabulary words. Remember: A syllable is one or more letters in a word that represents a unit of spoken language consisting of a single uninterrupted sound. For example: Here are the syllables in nev-er-the-less (nevertheless). Note: there are four syllables. *(This task culminates the lesson and may require the teacher to commence the activity with a class endeavor of writing a haiku.)*



Lesson 2: Remembering 9/11 Heroes – Chapter 2

1. Remind Students of the Essential Question

What are some of the best ways to honor and remember our 9/11 heroes?

2. Read Aloud Chapter 2

Teacher and/or student(s) continue reading the story aloud while students work in their teams.

Chapter 2: Summary

Tyler opens the chapter with a question: “Grandpa, what were the men like that we’re here to honor?” Grandpa replies by saying that the men were heroes before 9/11. He goes on to relate how they lived ordinary lives but did extraordinary things. They were, in Grandpa’s mind, “everyday heroes.”

“What’s an everyday hero?” Sophia asks. Olivia asks about Captain Hatton, and Grandpa tells how incredible he was as a leader and hero. The grandchildren wish to learn more about the heroes of Rescue Company 1. They talk about one firefighter who was a farmer, and another who was a contractor and plumber. The conversation continues with questions about the heroes as their learning about “everyday heroes” is expanded. The chapter ends with Grandpa talking about the heroism in other firehouses and of a close friend, Mike Esposito.

Teacher

Let’s look at Chapter 2. Here we have another great illustration on the inside page.

(Continue with the reading of the chapter with students responding to the guiding questions at appropriate moments in the reading.)

- What is the atmosphere like in the firehouse based on the illustration?

(People are friendly and smiling as some sit and eat together while others enjoy speaking with people who are there. Everyone there seems close to each other.)

- How does Grandma respond to Sophia’s question when she asks, “What’s an everyday hero?”
(Grandma says they’re regular people who make a difference, such as a mother or father, or people who fight fires or provide medical care.)

- Why does Grandpa take the time to speak extensively about those who gave their lives?
(He wants his grandchildren to know how unique, and yet, how ordinary their lives were.)

Teaching Point/Students’ Task

Working in your teams, examine the role that Tyler, Olivia and Sophia play in Chapter 2 and explain how their roles move the story.

(The role they play is questioner, and they do this by continuously asking questions about the heroes and what makes them “everyday heroes.” For example, when Sophia asks Grandpa about other men, he talks about Brian who followed in the footsteps of his dad, Ed. Brian liked outdoor activities, especially snowboarding and also sailing.)



Lesson 3: Remembering 9/11 Heroes – Chapter 3

1. Remind Students of the Essential Question

What are some of the best ways to honor and remember our 9/11 heroes?

2. Read Aloud Chapter 3

Teacher and/or student(s) reads the text aloud while incorporating variations in pitch, tone, pace, volume,

pauses, eye contact, questions, and comments for a fluent and enjoyable delivery.

As you prepare to read Chapter 3, show students the illustration on the inside page. Continue with the reading of the chapter with students responding to the guiding questions at appropriate moments in the reading.

Chapter 3: Summary

The chapter begins with the cleaning up of breakfast and people moving outside of the firehouse for the memorial ceremony. Important people are conducting the ceremony, and Grandpa is part of this group. The current captain of Rescue Company 1 welcomes and thanks all for being there. After an opening prayer, each of the names of the 11 fallen heroes from Rescue Company 1 are named. This is followed by a moment of silence. Monsignor McGrath spoke about the fallen heroes as he had at many of their funerals and



ceremonies. The moment was sad, with many wiping away tears. The chapter closes with hugs and frowns becoming smiles.

Teacher

As we get ready to read Chapter 3, look at the illustration on the inside page of the book (page 15).

- What inferences may you draw from the illustration on page 15?

(The memorial ceremony is about to begin. Fire officials, a bag piper and the clergy are standing with a fire rig behind them. The people look very serious, which indicates that the ceremony for fallen heroes has an air of sadness around it.)

As you continue with reading the chapter, the guiding questions will assist students in comprehending the deeper meaning of the story.

- What would be a good definition for “memorial?”
(A definition of “memorial” would be something that needs to be preserved permanently.)
- How is this ceremony a memorial event?
(It is held to preserve the honor of those firefighters who gave their all and remembering who they were by reading their names and having a moment of silence.)
- Why do you think the bagpiper was included in the memorial service?
(His music adds to the mood to make it solemn [serious, dignified feeling].)
- How is the relationship between Grandma and Grandpa portrayed?
(They are a caring and loving couple as expressed by Grandpa when he gives her a kiss as she holds back tears.)

Teaching Point/Students’ Task

Explain why the chapter ends the way it does based on the events in the final paragraph on page 18.

(It is Grandma who feels the need for a family hug that affects all those around them. This moves the moment from sad to uplifting. It is an effective and creative way to complete the chapter.)

Lesson 4: Remembering 9/11 Heroes – Chapter 4

1. Remind Students of the Essential Question

What are some of the best ways to honor and remember our 9/11 heroes?

2. Read Aloud Chapter 4

Teacher and/or student(s) read the text aloud while incorporating variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments for a fluent and enjoyable delivery.

Chapter 4: Summary

After talking with friends, Grandpa, Grandma, and their three grandchildren drive to Rescue Company 2 in Brooklyn. On the way it is Grandma who asks the question about the memorial ceremony: “So, what do you think about today so far? Was it what you expected?” On the way to Brooklyn they experience a reenactment of what it was like on 9/11 with people lining the road with signs and flags to say thank you and never forget. Tyler continues to be curious and asks about the meaning of the reenactment. Grandpa explains how the road to and from Ground Zero (*what they called the World Trade Center site after the Twin Towers fell*) was closed to regular traffic. Grandpa also explains how it felt to be at Ground Zero and the effect it had on those first responders physically and emotionally. However, he goes on to explain how, when traveling back on a bus and feeling alone, people lined the street as they cheered and waved

signs. That part of the road was called Hero Highway. The grandchildren feel enlightened by learning so much, and they have a strong desire to learn more.

- How does the opening of the chapter contribute to the idea of remembering heroes?

(They are on their way to Brooklyn and Rescue Company 2 to pay their respects, which reinforces the idea of the importance of remembering.)

- Why do the grandchildren behave the way they do in the beginning of the chapter?

(They continue to be very curious about 9/11 and wish to know more.)

- How does the reenactment scene contribute to the purpose of the story?

(It highlights the importance of remembering heroes to support the idea of never forgetting, and the grandchildren understand this.)

Ask students to examine the illustration on pages 21-22 and respond to the question.

- Why was this scene so important to Grandpa during his bus ride from Ground Zero?

(It raised his spirit when he was feeling alone and somewhat dejected after being at Ground Zero as a first responder.)



Teaching Point/Students' Task

Based on the illustration in Chapter 4 (pages 21-22), create your own sign using the Create Your Own Sign Worksheet and share it with the class by explaining what you intend your sign to mean. Work in your paired teams. *(Access the Create Your Own Sign worksheet from the Appendix of Unit Materials.)*

Lesson 5: Celebrating and Remembering 9/11 Heroes – Culminating the Unit

In closing the unit it is important that students' semantic memory prizes the learning opportunity reading "Remembering Heroes" provided so it may stay with them each year as we approach 9/11.

- What have you learned about 9/11 from the story?

(It's important to listen and to ask questions if you are to learn anything about this important tragedy and everyday heroes.)

- How do you plan to contribute to the importance of remembering our "everyday heroes" who made the supreme sacrifice?

(Teacher could capture a list of students' thoughts to keep remembering alive.)

Teaching Point/Students' Task

Complete the Reading Comprehension Worksheet for "Remembering Heroes" individually with a class review of responses for each question. *(Worksheet and answer key are in the Appendix of Unit Materials.)*

To the Teacher

The Guide provides a reasonable approach in working with the story; however, you will undoubtedly experience additional insights in the use of the Guide while your students' lives are touched by these "everyday heroes." Therefore, anything to improve the use of the Guide will be appreciated and should be sent to the author, Kristie Kiernan Bouryal, by using the "Contact" page at www.contextproductions.com.

Appendix

Unit Materials

Instructional materials for the unit are contained in this Appendix:

- Word List for 'Remembering Heroes'
- Writing a Haiku to Honor 9/11 Heroes
- Create Your Own Sign Worksheet
- Reading Comprehension Worksheet and Answer Key

Additional Resource

- Reading Comprehension Quiz and Answer Key

Word List

‘Remembering Heroes’

This book contains some phrases and words that you may not be familiar with, so Grandma and Grandpa explain what they mean in this word list, also known as a glossary of terms, you can refer to as a reminder.

The words are listed as they appear in the story. The words are to be pronounced and definitions read. Then, identify words that may be similar in meaning (synonyms) and different (antonyms). Use each word in an appropriate sentence.

Manhattan BOX 5-5-8087: This is an example of the special language, or codes, the FDNY uses for emergencies. The numbers indicate the seriousness of the situation and its location so the FDNY can get the right people there. On September 11, 2001, this is the code that was given to the situation at the World Trade Center.

Logo: A logo is a symbol or a design that helps you remember something. In this story, the logo in the plaque represents Rescue Company 1.

Dedicated: The word dedicated is used in two different ways in this book. In one part, Grandma explains that Mrs. Henry dedicated the plaque in the front window of the firehouse, which means she gave or donated it to honor the fallen men. In another part of the book, Olivia comments about how dedicated the firefighters must be. Here, she means the firefighters are devoted, or committed to a task or purpose, like saving people and putting out fires.

Exemplary: When Grandpa describes the fallen as exemplary men, he means the men were the best, role models, people others should admire and praise.

Perspectives: Perspectives are points of view or thoughts people may have about someone or something.

First Responder: A first responder takes action in emergency situations to try to help and/or rescue people in danger. Firefighters, police and emergency personnel are all examples of first responders.

Painstaking: By painstaking, Grandpa meant the work at Ground Zero was extremely difficult, dangerous and required very close attention.

Debris: Debris is pieces of the buildings and other broken materials spread out across the large area where the buildings once stood.

Rubble: Pieces of the buildings that collapsed and everything that was in them may also be called rubble.

Vast: When Grandpa said the site was vast, he meant it was huge, like if you stood at one end you wouldn't even be able to see the other side.

Devastated: Devastated means feeling shocked or deeply saddened, which is how Grandpa and countless others felt at Ground Zero on September 11, 2001, and afterwards; even people who weren't at Ground Zero felt devastated by what happened.

Writing a Haiku to Honor 9/11 Heroes

To capture the feeling or image of an event or situation, a haiku (high-koo) poem is perfect. A haiku is a short three-line poem, which was originally developed by Japanese poets. Actually, a haiku is a simple message about something that inspires us. Usually a haiku is about nature or the seasons.

A haiku poem has a definite form. It contains three (3) lines with a 5-7-5 syllable structure. So, your first line will have five (5) syllables, the second line will have seven (7) syllables, and the last line will have five (5) syllables, for a total of seventeen (17) syllables. Also, it does not have to rhyme. A haiku is written in the present tense. See the example below and note the marks for counting syllables:

My Friend (Title)

Sheila is a star

She makes the heavens brighter

Her light makes me shine

Work in your paired team or individually to create a haiku. The object of your haiku is 9/11 heroes and what you have learned from reading “Remembering Heroes.”

Haiku

(title)

5 syllables

7 syllables

5 syllables

When completed, please share your haiku with the rest of the class.

Remembering Heroes

Create Your Own Sign



Name: _____
 Class: _____ City: _____ State: ____ Date: _____

In “Remembering Heroes,” people lifted the spirits of first responders and shared their appreciation by holding signs on Hero Highway. Create your sign on the next page to show your appreciation.

Share your sign with the author of “Remembering Heroes” so it can be considered for publishing online or in print. If selected, your first name, first initial of your last name, city, state and sign may be published. Mail your sign to:

Context Productions

P.O. Box 1292

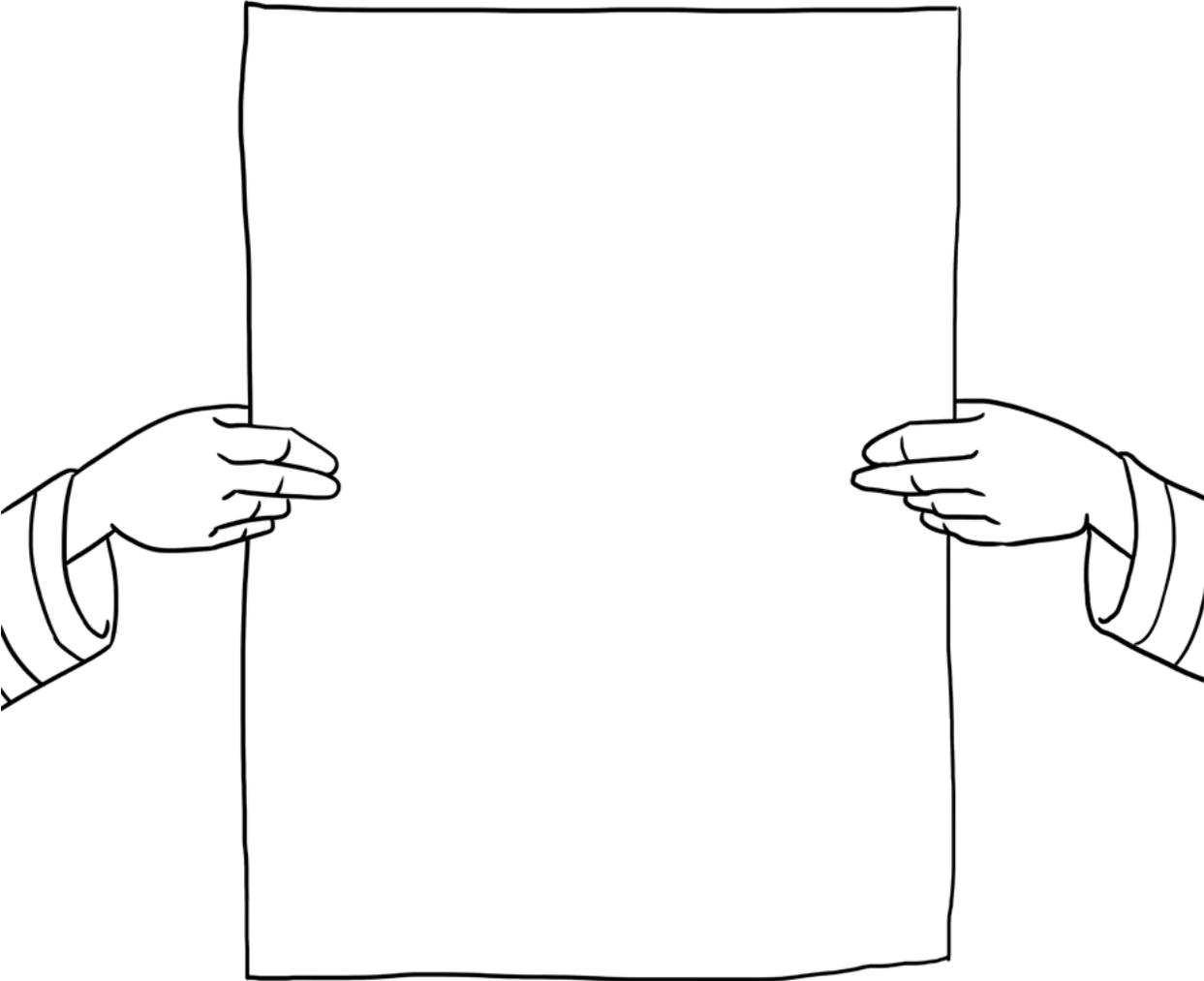
Hightstown, New Jersey 08520

Remembering Heroes

Create Your Own Sign



Name: _____
Class: _____ City: _____ State: _____ Date: _____



Remembering Heroes

Reading Comprehension Worksheet



Name: _____
Class: _____ Date: _____

1. What are some character traits you could list about Grandma?

2. What is one example of an everyday hero that you know in your life? How is that person a hero?

3. What's something you can do to be an everyday hero?

Remembering Heroes

Reading Comprehension Worksheet



4. How do you know that Captain Hatton was a great leader who was loved by many?

5. How were the firefighters who gave their lives on September 11, 2001, honored during the memorial ceremony?

6. What are some of the things the fallen firefighters did when they were not fighting fires?

Remembering Heroes

Reading Comprehension Worksheet



7. What will Tyler, Olivia and Sophia do with all of the information they learned?

8. Are Tyler, Olivia and Sophia excited to go to the special places Grandma and Grandpa are taking them to next? How do you know?

9. What is one question you would ask Grandma and Grandpa about September 11, 2001, or the firefighters that were honored at the Rescue Company 1 firehouse?

Remembering Heroes

Reading Comprehension Worksheet



10. After the memorial ceremony, the family talks and hugs to lift their spirits. What is something you can do to feel better when you are sad?

Remembering Heroes

Answer Key for Reading Comprehension Worksheet



1. What are some character traits you could list about Grandma?

- Some of Grandma's character traits are loving, caring and kind.

2. What is one example of an everyday hero that you know in your life? How is that person a hero?

Responses may vary. Examples of potential responses:

- An example of an everyday hero in my life is my mom/dad/grandparent/aunt/uncle/neighbor who is a firefighter/doctor/police officer, etc.

- An example of an everyday hero in my life is my mom/dad/grandparent/aunt/uncle/babysitter/big brother/sister who helps me a lot.

- An example of an everyday hero in my life is my friend who plays in a band that visits nursing homes to cheer up elderly people.

3. What's something you can do to be an everyday hero?

Responses may vary. Examples of potential responses:

- To be an everyday hero, I can do kind things for people.

- To be an everyday hero, I can help my baby brother/sister/cousin/parents/neighbor.

Remembering Heroes

Answer Key for Reading Comprehension Worksheet



4. How do you know that Captain Hatton was a great leader who was loved by many?

- I know Captain Hatton was a great leader loved by many because the fire truck and the street were named in his memory, he received many medals and because Grandpa said so.

5. How were the firefighters who gave their lives on September 11, 2001, honored during the memorial ceremony?

Responses may vary. Examples of potential responses:

- During the ceremony the firefighters were honored with prayers, a moment of silence and the reading of their names. They were also honored by the song played by the bagpiper and the words Monsignor McGrath shared about their bravery and courage.

6. What are some of the things the fallen firefighters did when they were not fighting fires?

Responses may vary. Examples of potential responses:

- When they weren't fighting fires, the fallen firefighters were coaches, plumbers and contractors. They fixed fences for their neighbors, built houses, went sailing and snowboarding and one even had a farm.

Remembering Heroes

Answer Key for Reading Comprehension Worksheet



7. What will Tyler, Olivia and Sophia do with all of the information they learned?

- They will help others understand and never forget September 11, 2001.

8. Are Tyler, Olivia and Sophia excited to go to the special place Grandma and Grandpa are taking them to next? How do you know?

- Yes, they are excited to go to the special place Grandma and Grandpa are taking them to. I know this because they asked if they could go that day and they also said they couldn't wait to go there.

9. What is one question you would ask Grandma and Grandpa about September 11, 2001, or the firefighters they honored at the Rescue Company 1 firehouse?

Responses may vary. Examples of potential responses:

- I would ask Grandma and Grandpa what they missed most about the fallen firefighters from Rescue 1.

- I would ask Grandma and Grandpa if they were surprised September 11, 2001 happened.

Remembering Heroes

Answer Key for Reading Comprehension Worksheet



10. After the memorial ceremony, the family talks and hugs to lift their spirits. What is something you can do to feel better when you are sad?

Responses may vary. Examples of potential responses:

- *When I am sad, I can talk to people I am close to.*
- *When I am sad, I can hug people I am close to.*
- *When I am sad, I can talk to my parents. I can hug my parents.*
- *When I am sad, I can write in my journal.*
- *When I am sad, I can cry.*

Remembering Heroes

Multiple Choice Quiz



Name: _____
Class: _____ Date: _____

1. “Grandma rubbed one hand over Olivia’s head and the other across Sophia’s cheek.” This quote shows that Grandma is:
 - a. Tired
 - b. Caring
 - c. Happy

2. “Dedicated” as used in paragraph 8 means “devoted to a task or purpose.” Which line in the book shows devotion to a task or purpose?
 - a. “They must be really dedicated,” said Olivia
 - b. “I mean, all of these fires were so dangerous but they didn’t let that stop them”
 - c. “That’s right. They’re super firefighters,” Grandpa said

3. Based on the food Tyler, Olivia and Sophia ate, what time of the day did the story take place?
 - a. Morning
 - b. Afternoon
 - c. Night

Remembering Heroes

Multiple Choice Quiz

4. What are everyday heroes?
 - a. Only firefighters or police officers
 - b. Regular people who do things that make a difference to others
 - c. People who fight with capes on

5. Why was the rig, or fire truck, named “Outstanding?”
 - a. Because it was the best fire truck
 - b. Because it was named in memory of Captain Terence Hatton
 - c. Because they liked the name

6. What is one word that could be used to explain the mood of the ceremony?
 - a. Somber
 - b. Happy
 - c. Glad

7. What were people doing on Hero Highway?
 - a. They were working
 - b. They were waving signs and cheering
 - c. They were shopping

Remembering Heroes

Multiple Choice Quiz



8. How do you know that Grandpa appreciated the people on Hero Highway?
- a. He laughed when he saw them
 - b. He cried when he saw them
 - c. He said he wanted to personally thank every one of them
9. What was meant when they referred to the firefighters as “fallen”?
- a. They gave their lives on September 11, 2001
 - b. They fell
 - c. They tripped
10. What is meant by “touching”?
- a. Heartwarming
 - b. Feeling with your hands
 - c. Coming close to something

Remembering Heroes

Answer Key for Multiple Choice Quiz



1. b
2. b
3. a
4. b
5. b
6. a
7. b
8. c
9. a
10. a

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