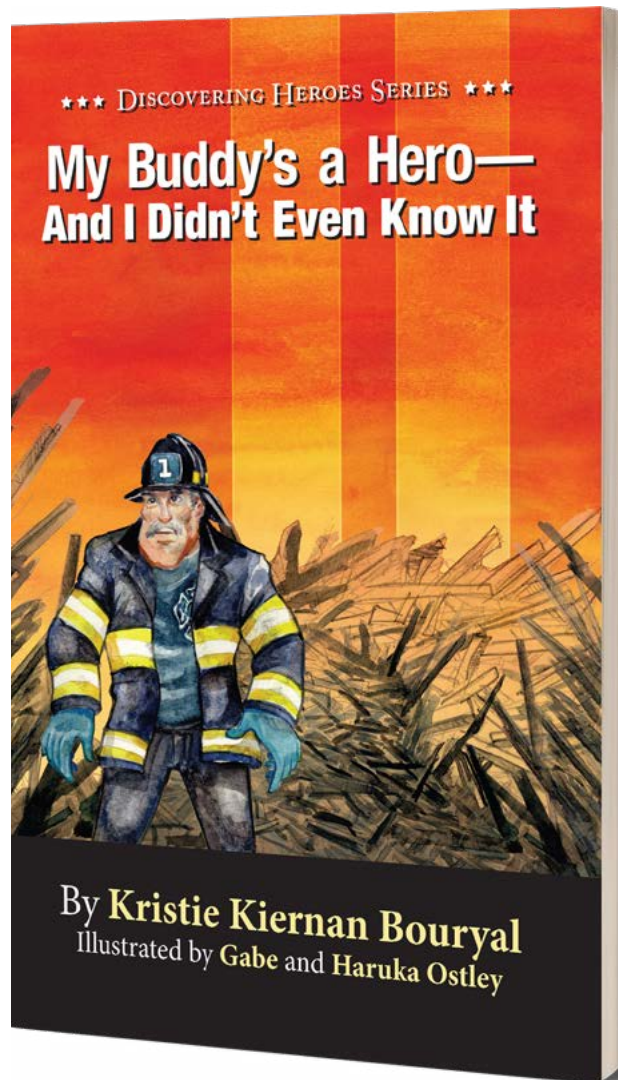


★★★ DISCOVERING HEROES® SERIES ★★★

9/11 Instructional Unit I

Grades K-2



This unit is based on “My Buddy’s a Hero — And I Didn’t Even Know It,” the first book in the *Discovering Heroes*® series by Kristie Kiernan Bouryal, which is an authentic account of September 11, 2001. Bouryal’s intent for writing this story and the other books in the series is to encourage young readers to find deeper meaning about 9/11 through emphasizing the heroism of everyday people on that day and in its aftermath. Because of the heroism of everyday people, in the end, goodness overcame the evilest of deeds.

Discovering Heroes® Series

9/11 Instructional Unit I

Grades K-2

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To the Teacher

This unit is designed for the teaching of “My Buddy’s a Hero — And I Didn’t Even Know It,” the inaugural book in the *Discovering Heroes*® series. “Remembering Heroes” is the second book in the series. “9/11 Courage and Tributes” is the third. Each book has its own unit for teaching.

This Guide lays out an approach for elementary students to acquire a deeper understanding of the heroism displayed by real people on September 11, 2001. It shares a first-person account of the disaster at the World Trade Center (WTC) in New York City. The author, Kristie Kiernan Bouryal, gives us a story that instills the importance of questioning and sharing what it meant.

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.

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, 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 “My Buddy’s a Hero — And I Didn’t Even Know It.” It begins with the Author’s Note to the reader to find deeper meaning in everyday heroes on that day and forever. Hopefully, the author expects these young readers to embrace her story and come to tell their own. She introduces the grandchildren characters, Tyler, Olivia and Sophia, and encourages the readers to try their approach with people in their own lives to learn more. Students will acquire a firsthand experience as the main character, Grandpa, takes them through the events at the WTC and his participation as a former fireman and first responder. An essential question serves as an arc extending over the entire story with guided questions for each chapter to guide student engagement in the narrative. Where applicable, students’ tasks are inserted, usually at the end of each chapter’s questions, as a sense of closure.

Unit Objectives

All students will:

- Acquire pertinent vocabulary from an expanded list of key terms.
- Acquire a conceptual and real identity of the idea of “everyday heroes.”
- Understand the importance of remembering 9/11 heroes.
- Sense the emotional impact 9/11 had on the nation.

- Perceive a personal need to remember 9/11 to honor the fallen heroes.
- Learn why 9/11 is called the darkest day in America.
- Understand that it is important to be an active listener and ask questions to uncover extraordinary, untold stories of heroism that are all around them.
- Complete learning tasks related to the story to enhance understanding of September 11, 2001.

THE UNIT TEACHING/LEARNING PROCESSES SUPPORT LEARNING STANDARDS.

Instructional Focus

- Working with text by asking and answering questions about key details.
 - Inferencing (drawing conclusions) based on textual evidence.
 - Identifying character traits.
-

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, “My Buddy’s a Hero — And I Didn’t Even Know It,” 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.

Description of 'My Buddy's a Hero — And I Didn't Even Know It'

In "My Buddy's a Hero — And I Didn't Even Know It," the main characters learn America was attacked on September 11, 2001.

- The grandchildren characters discover their grandfather was part of a group that helped to rescue the last man out alive from the ruins of the World Trade Center.
- It's the first time the grandkids ever heard that their grandfather was part of the rescue and recovery efforts.
- They also learn Grandpa and Grandma lost many of their friends on 9/11.
- This story, and others that follow, only unravel because the kids are curious, ask a lot of questions, and their grandparents answer in an informed, loving way.

Lesson 1: Real-Life Heroes – Author’s Note and Chapter 1

Chapter 1: Summary

Chapter 1 begins with Grandpa and the grandchildren having dinner, in which the family discusses going to the firehouse tomorrow for a ceremony for those who died in the attack on the Twin Towers. The grandchildren ask questions while Grandpa answers their questions about the ceremony and why it is taking place. Olivia asks Grandpa about his friends who responded to the attack and asked if he went there. Although retired, Grandpa tells how he got his gear to wear and Grandma drove him to a firehouse, so he could travel to a ferry boat that took him from Staten Island, NY, to Manhattan to help with the rescue efforts.

1. Begin With an Essential Question

Why is it important to remember and honor our heroes?

(The Essential Question is not designed to be answered directly. It is the overarching or big question. Its answer is contained within student responses to the guiding questions.)

Teacher Explains by Asking:

- Who are your heroes?
(Responses will vary with a reference to a parent or possibly a famous person.)

- What makes them a hero?
(Most responses will probably vary, but may refer to various skills or productions, including everything from music to sports and acting.)
- Can a regular person be a hero? How?
(These questions get closer to what happened on 9/11 by having students look more realistically at heroic acts that may have touched their lives or that they gleaned from the news.)

2. Teaching Point/Students’ Task

Together as a class, complete a Word Web for the concept of hero. (See the Word Web Template in the Appendix of Unit Materials. Ask the class for words that come to mind when they hear the word “hero” and write them around the word on the template.)

3. Introduce the Book

Tell students, “We’re going to read an important book today about September 11, 2001. It must seem like long ago, but some things must never be forgotten. This is so true about this day.”

“The book is called ‘My Buddy’s a Hero — And I Didn’t Even Know It.’ Can anyone tell me what they see in the picture on the cover?”

“How do you think the picture relates to the title?”

“Does anyone want to predict what this book may be about?”

“The author, Kristie Kiernan Bouryal, is going to tell us a story about brave people, many of whom she knew, who were involved in the events that took place on 9/11. She’s going to tell us about the heroes who

did so much to help others. These were real people who did great things despite the danger and personal risks they were taking.”

4. Read the Author's Note

Teacher/student reads the Author's Note.

Teacher poses the following questions to the class.

- Why do you think the author says that September 11, 2001, was America's darkest day? *(She says this to emphasize how terrible the attacks were, as they were the deadliest attacks of their kind to ever take place on U.S. soil.)*
- What is the author saying to you in her note? *(She is defining the “everyday hero.”)*
- What is she asking you to do? *(She asks them to learn to ask the right questions and relate what they learn to others. She also says her story will help them do this.)*
- What can you tell about the author from her notes? What details support your response? *(Students will be affected by the author's knowledge and personal association with those who were there.)*

5. Read Aloud Chapter 1

Before reading the chapter show students the photo and ask students to describe what they see.

Teacher/student begins reading.

At the bottom of page 1 teacher asks the class, “We have just been introduced to some new characters. How would you describe Tyler?” *(Responses may be silly, funny, caring since he told a joke to help lighten the mood for his family.)*



Teacher/student continues reading.

At the bottom of page 3 teacher asks the class, “Do you notice the grandchildren speaking in a certain way?” *(Answers may vary but the characters keep asking questions.)*

Teacher can reply: “Notice that they keep learning new things when they ask questions? How would you describe someone who asks a lot of questions?” *(Responses may vary but one description is curious.)*

6: Students' Task

Students can independently color and learn vocabulary words by completing the Coloring and Vocabulary Worksheet in the Appendix of Unit Materials.

Lesson 2: Real-Life Heroes – Chapter 2

Chapter 2: Summary

Chapter 2 actually begins with an illustration of the devastation as seen on a street near where the Twin Towers of the World Trade Center collapsed. The grandchildren, who are surprised to learn so many details about 9/11, ask Grandpa what it was like when he arrived at the site. The illustration on the previous page provides an example. Grandpa talks about the dust clouds and smoke and no planes in the air. It is an eerie site, which is so far from normal. He sees firefighters in distress from the near-impossible task of finding people under large piles of steel, dust, concrete and wreckage. The children are astounded by the bravery of Grandpa as he describes a human chain of firefighters, police, and members of the military and other emergency personnel helping them to find survivors — and they did. Grandpa points out that fire trucks were destroyed along with the tools, so they had to move debris that was huge with their bare hands.

1. Remind Students of the Essential Question

Why is it important to remember and honor our heroes?

2. Read Aloud Chapter 2

Before reading, ask the class to look at the photo on page 4.

Ask the students what they see. Say, “Let’s continue to look at this picture while we read the description from Grandpa.”

Teacher/student begins reading chapter 2.

At the bottom of page 7 teacher asks the class, “Grandpa was trained to help people so when he got there he put on his safety gear and started searching for people to help. What words would you use to describe him?”

(Answers may vary and include brave, heroic, helpful, courageous, caring.)

Teacher/student continues reading.

At the bottom of page 8 teacher asks the class, “Imagine that the workers didn’t have any of the tools or help that they normally would have had. How do you think they felt?”

(Answers may vary and include scared, confused, tired, exhausted, sad.)



3. Students' Task

Students can complete Grandpa's Character Trait Worksheet in the Appendix of Unit Materials.

Lesson 3: Real-Life Heroes – Chapter 3

Chapter 3: Summary

Chapter 3 begins with Sophia wondering how Grandpa must have felt as he helped at the site of the destruction, where the Twin Towers once stood. He responds by saying that the only concern he had was getting people out alive. The situation at the site was so bad that Grandpa talks about the constant digging and moving of debris to try to find survivors — and they did. The conditions were awful so the rescuers had to work in teams to allow them time to rest. They were shivering and nauseous from inhaling all the smoke from the fires that were still burning. The illustration on pages 10-11 of the book accurately depicts the conditions and nature of the rescuers' work. To emphasize a critical point to the grandchildren, Grandpa says, "I want you all to remember something important, there will always be people trained for disasters who risk

their lives to take care of other people." He goes on to say that "September 11th was America's darkest day." At the end of the chapter, Tyler says, "I had no idea my buddy is a hero." He is referring to Grandpa, and both Olivia and Sophia agree as all three of them hug him.

1. Remind Students of the Essential Question

Why is it important to remember and honor our heroes?

2. Read Aloud Chapter 3

Teacher/student begins reading Chapter 3.

Show the photo after reading page 9 and ask the class, "What does this picture show us? Does anything seem familiar?"

(Responses may vary but the illustration shows Grandpa's description of everyone helping, forming a human chain, and digging through debris with their hands.)



Teacher/student continues reading.

After paragraph 4 on page 12 ask the class, “What does Grandpa mean when he says this?”

(Responses may vary but Grandpa means that trained people will always help others even if there is danger to them.)

Teacher/student completes the chapter.

3. Students’ Task

Students can complete the Everyday Hero Chain Worksheet in the Appendix of Unit Materials.

Lesson 4: Real-Life Heroes – Chapter 4

Chapter 4: Summary

The chapter is preceded by an illustration that shows Grandpa and the grandchildren at what appears to be a ceremony. At the beginning of the chapter the children ask to go to the memorial tomorrow. They all go to the Fire Department of New York City's Rescue 1 firehouse ceremony where they see many people and friends of Grandpa who extend their warmth towards one another. Here one man gives Grandpa a big hug and says to the grandchildren, "Did you know your Grandpa is a hero?" As the narrator points out, they did know because they asked good questions. The grandchildren are proud of Grandpa and are now eager to learn more about what he and others did on 9/11 and about the friends he lost.

1. Remind Students of the Essential Question

Why is it important to remember and honor our heroes?

2. Read Aloud Chapter 4

Before reading chapter 4, show the class the photo on page 14 and ask the students to describe what they see and predict what this chapter might be about.

Teacher/student begins reading.

At the bottom of the second paragraph on page 15 ask students, "The author uses the words 'warm hugs and handshakes.' How does that make you feel?"

(Answers may vary and include nice, comfortable,

inviting, like family.)

Teacher responds, "Usually friends and family greet each other this way, so we get the feeling this is a friendly place, right?"

Teacher/student continues reading.

At the end of the chapter ask the class, "How did our characters learn that Grandpa is a hero?"

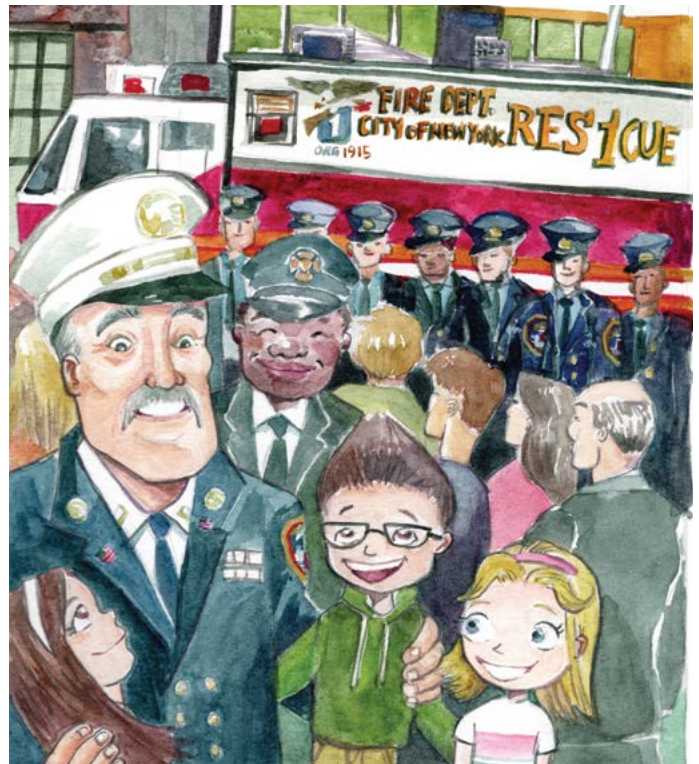
(Answers may vary but they learned this by asking a lot of questions.)

Teacher responds, "Our story ends with a question, so how do you think Tyler, Olivia, and Sophia will learn other stories of heroism?"

(Answers may vary but they will learn by asking questions.)

3. Students' Task

Students can complete the Order of Events Worksheet in the Appendix of Unit Materials.



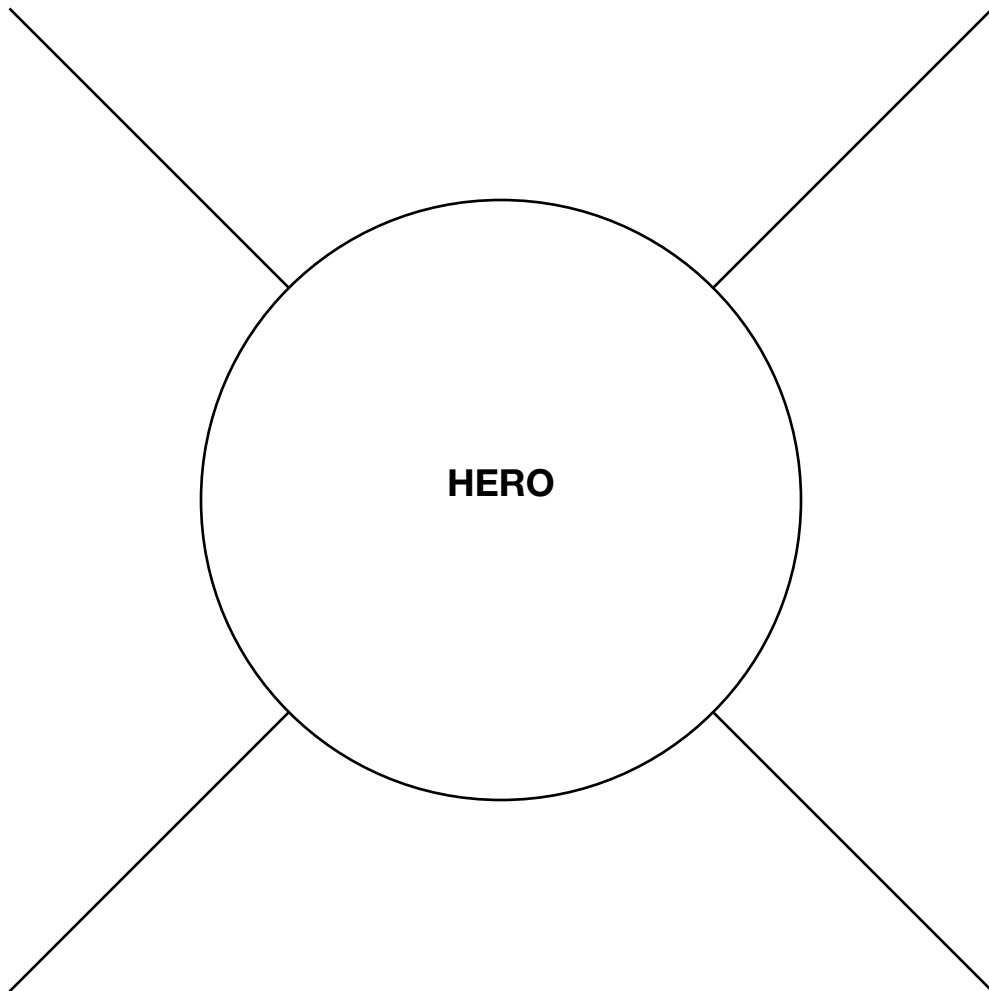
Appendix

Unit Materials

Instructional materials for the unit are contained in this Appendix:

- Word Web Template
- Expanded Word List for ‘My Buddy’s a Hero — And I Didn’t Even Know It’
- Coloring and Vocabulary Worksheet
- Grandpa’s Character Traits Worksheet
- Everyday Hero Chain Worksheet
- Order of Events Worksheet 1
- Order of Events Worksheet 2

Word Web Template



Expanded Word List

'My Buddy's a Hero — And I Didn't Even Know It'

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.

Bravery: Showing strength in the face of danger.

Context: The situation in which something exists or happens.

Inspiring: An encouraging feeling making a person want to do something.

Perspective: Points of view or thoughts people may have about someone or something.

Ceremony: A formal event held for a special occasion.

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

Desolate: An empty, depressing, or grim place without pleasant features.

Eerily: Odd and strange. On 9/11 it was odd and strange that there was no noise in Manhattan because it's usually very loud and busy.

Manhattan: Manhattan is another name for New York City.

Devastated: A feeling of being 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.

Disaster: A sudden event that brought about great damage and loss of life and property.

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

Demolished: To deliberately destroy something, as in the case of the Twin Towers.

Darkest: As used in calling 9/11 America's darkest day. It is a figure of speech to represent an event that resulted in a dark cloud lying over America due to the disaster of the attacks and the largest number of people killed in such an attack on American soil.

Plumes: Plumes of smoke are giant, thick clouds of smoke rising high into the sky. They covered downtown Manhattan that day and could be seen from miles away.

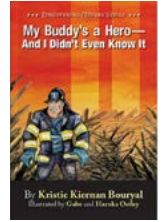
Retired: Grandpa met the requirements for the number of years he had to work, plus he reached an age that was old enough to stop working, so he did.

Smoldering: Fires burn with flames, but when the flames go away, whatever is burning is still hot and you can see smoke coming off of it.

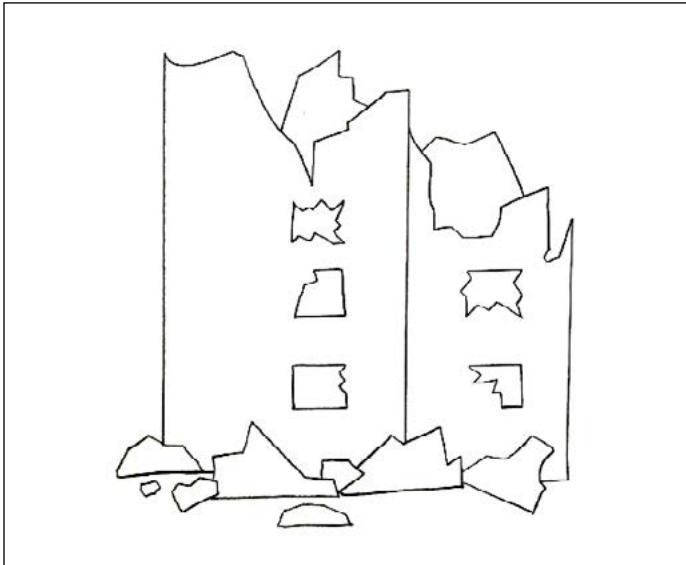
'My Buddy Is a Hero — And I Didn't Even Know It' Coloring and Vocabulary Worksheet

Name: _____

Class: _____ Date: _____



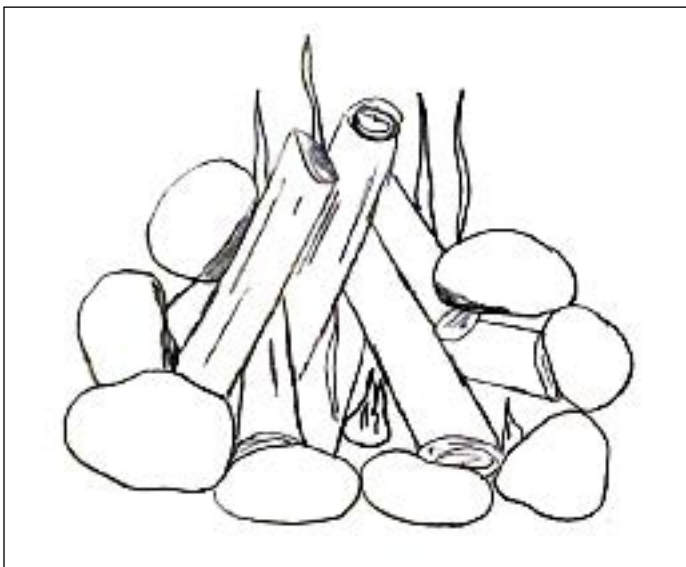
Color and learn new vocabulary.



debris



plumes

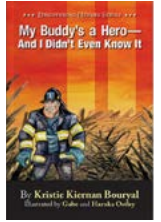


smoldering



firefighter

'My Buddy Is a Hero — And I Didn't Even Know It' Grandpa's Character Traits

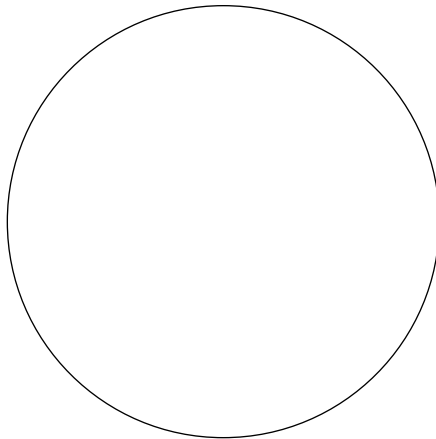


Name: _____

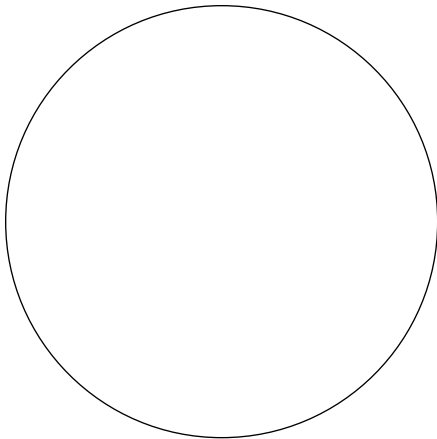
Class: _____ Date: _____

Color Grandpa and in each circle draw a picture to help you remember his character trait.

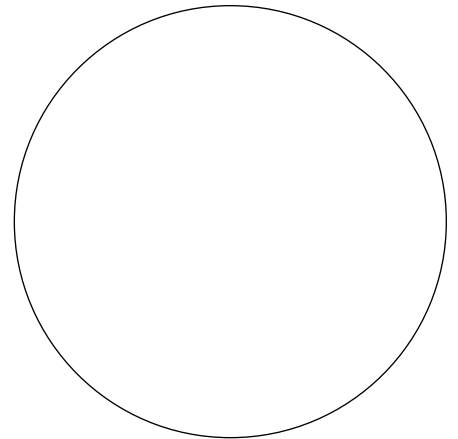
brave



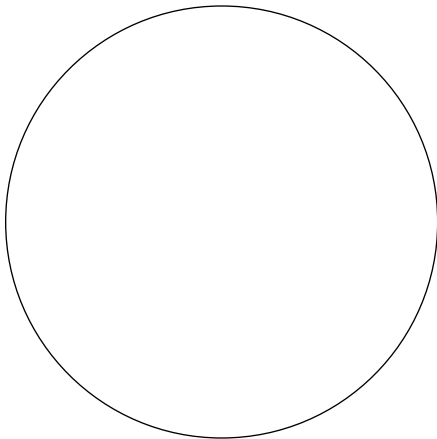
wise



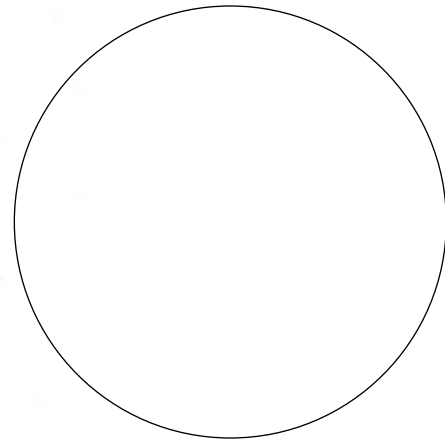
caring



courageous



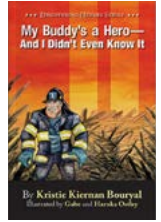
selfless



'My Buddy Is a Hero — And I Didn't Even Know It' Everyday Hero Chain

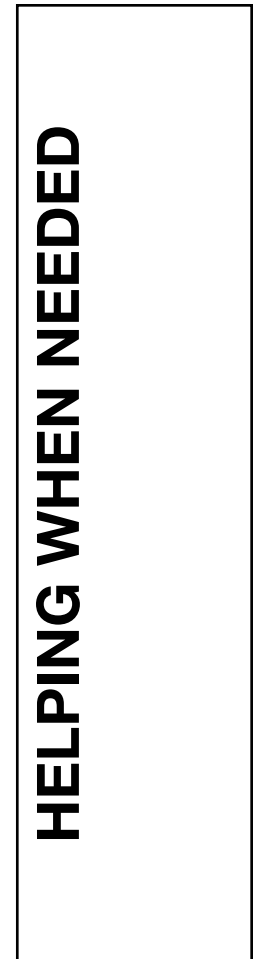
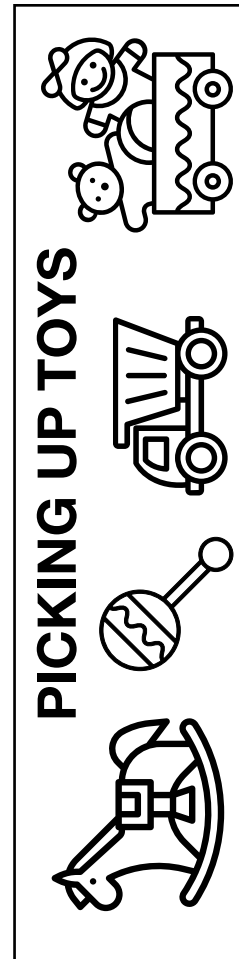
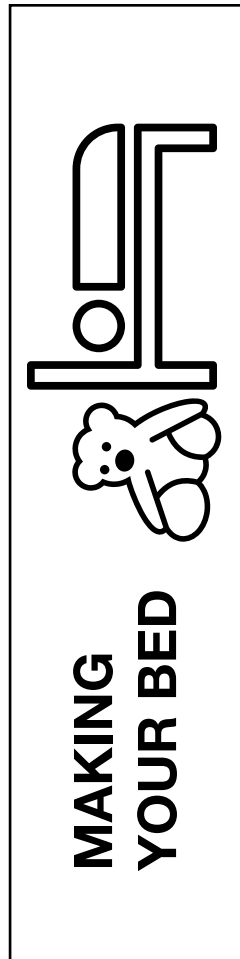
Name: _____

Class: _____ Date: _____

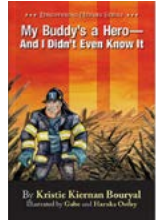


Color each link. Then cut them out, glue one side and put them together to form a chain of ways you can help others and be an everyday hero.

Can you think of one more way you can help others? Draw it on the last link.



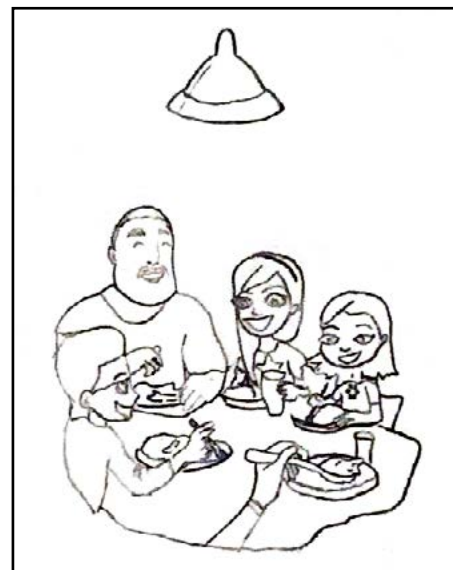
'My Buddy Is a Hero — And I Didn't Even Know It' Order of Events Worksheet 1



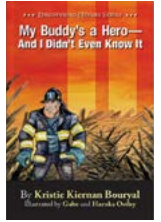
Name: _____

Class: _____ Date: _____

Color the photos from the book. Cut the pictures and paste them in the order of events on the next sheet.



'My Buddy Is a Hero — And I Didn't Even Know It' Order of Events Worksheet 2



Name: _____

Class: _____ Date: _____

First, the family discussed the events of 9/11 during dinner.

Next, they learned downtown Manhattan was covered in debris from the buildings collapsing.

Then they learned their grandfather worked with others to rescue the last man out alive.

Finally, the family gathered at the firehouse to honor the members lost on 9/11.

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