

9/11 Instructional Unit II

Grades K-2



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 K-2

Table of Contents

1. To the Teacher	1
• Author's Dedication	
• Unit Adaptation/Differentiation	
• Unit Implementation Schedule	
• Unit Description	
• Unit Objectives	
2. 9/11 Background Information	3
3. Description of 'Remembering Heroes'	4
4. Lesson 1: Remembering 9/11 Heroes – Chapter 1	5
5. Lesson 2: Remembering 9/11 Heroes – Chapter 2	7
6. Lesson 3: Remembering 9/11 Heroes – Chapter 3	8
7. Lesson 4: Remembering 9/11 Heroes – Chapter 4	10
8. Appendix of Unit Materials	11
• Word List for 'Remembering Heroes'	
• 9/11 Remembrance Plaque Worksheet	
• Emotions Worksheet	
• Create Your Own Sign Worksheet	
• Order of Events Worksheet 1	
• Order of Events Worksheet 2	

To the Teacher

This unit builds on the continued learning cycle about September 11, 2001, 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, writes 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.

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 Company 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.

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 any time throughout the school year, and especially around 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) in New York City.

Based on an essential question, students work through the unit with guided questions and specific learning tasks. Where applicable, students’ tasks are inserted.

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.
- Understand that everyday people acted heroically during America’s darkest day and continue to do so.
- 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 THE ACQUISITION OF LEARNING STANDARDS.

Instructional Focus

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

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 Company 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

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 like family 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.

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.)

Teacher explains, "What does the word 'honor' mean?"
(Answers may vary but include pay tribute and respect. The teacher may guide responses by explaining that books, movies, or statues are often ways to honor events or people.)

2. Introduce the Book

Show the cover of the book to students and let them know this is the second book in the *Discovering Heroes®* series of books for kids.

"The title of this book is 'Remembering Heroes.' What do you see in the picture on the cover?"

"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 the greatest sacrifice."

"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."

3. Students' Task

Before beginning the book students can complete the Coloring and Vocabulary Worksheet in the Appendix of Unit Materials.



4. Chapter 1 Read Aloud

Before reading, show the class the photo on page 1 and ask students to describe what they see.

Teacher/student begins reading.

After reading paragraph 1 on page 2 ask the class, “Why do you think the fire department was so close, like family?”

(Answers may vary, but they were close because they looked out for each other in times of danger and they grieve loss together.)

Teacher/student continues reading.

After reading paragraph 2 on page 4 ask the class, “When Grandma runs her hand over Sophia’s head and cheek, what does that show about Grandma?”

(Answers may vary but this shows that Grandma is caring and nurturing.)

Teacher/student continues reading.

At the bottom of page 6 ask the class, “What in particular makes everyone feel so sad at the memorial?”

(Answers may vary but people feel sad because there was so much loss of life after the attacks on September 11 and so many innocent people lost their lives.)



5. Students' Task

Students can complete the 9/11 Remembrance Plaque Worksheet in the Appendix of Unit Materials.

Lesson 2: Remembering 9/11 Heroes – Chapter 2

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 shares 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.

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

Before reading Chapter 2 show the class the photo on page 7 and ask students to describe what they see. Teacher/student begins reading Chapter 2.

After reading paragraph 1 on page 9 ask the class, “Grandpa says there is more that makes these men everyday heroes. What made them everyday heroes?” *(Answers may vary but include that they lived their lives helping others.)*

Teacher may reply, “What is something you can do to be an everyday hero? Turn and talk, then we will share.”

Teacher/student continues reading the chapter.

At the bottom of page 14 ask the class, “As Grandpa recounts stories with his friends he often smiles and laughs even though he is sad they are gone. Why do you think this is?”

(Answers may vary but include when we remember good times with someone, even if we don’t see them anymore, it brings us joy to remember those happy times.)

3. Students’ Task

Tyler, Olivia and Sophia ask many questions, which is how they learn so much. Talk to a partner and think about the questions you would ask Grandpa. Be prepared to share your answers with the class. (Children in older grades may also write their questions down.)



Lesson 3: Remembering 9/11 Heroes – Chapter 3

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.

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

Before reading Chapter 3 show the class the photo on page 15 and ask students to describe what they see.

Next, tell students, “I am going to turn back to the picture from Chapter 2 at the firehouse and I want you to compare these photos and tell me how the



mood is different in the photos.”

(Answers may vary but include that the photo in Chapter 2 is full of smiles and joy, while the photo in Chapter 3 is sad and serious.)

Teacher/student begins reading the chapter.

After the chapter ask the class, “This chapter was filled with many tears, but it ended with smiles. Why is this?”

(Answers may vary but include, they all hug.)

Teacher may reply, “Sometimes a simple hug can lift our spirits when we are sad.”

3. Students’ Task

Students may complete the Emotions Worksheet in the Appendix of Unit Materials.

Lesson 4: Remembering 9/11 Heroes – Chapter 4

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 after 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 nicknamed Hero Highway. The grandchildren feel enlightened by learning so much, and they have a strong desire to learn more.

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/student begins reading Chapter 4.

After the first paragraph on page 23 ask the class, “People held signs and thanked first responders. How did that make Grandpa feel?”

(Answers may vary but include that Hero Highway made him feel good.)

Teacher may reply, “Sometimes simple acts of kindness and appreciation can lift spirits.”

After this conversation show the class the photo on pages 21 and 22 and ask the class to describe what they see.

Teacher/student continues reading chapter 4.



3. Students' Task

Based on the illustration in Chapter 4 (pages 21-22), students create their own sign using the Create Your Own Sign Worksheet in the Appendix of Unit Materials. Tell students they will share their signs with the class and explain what they intend their sign to mean.

Next, 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 List for ‘Remembering Heroes’
- Coloring and Vocabulary Worksheet
- 9/11 Remembrance Plaque Worksheet
- Emotions Worksheet
- Order of Events Worksheet 1
- Order of Events Worksheet 2

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.

'Remembering Heroes'

Coloring and Vocabulary Worksheet

Name: _____

Class: _____ Date: _____



Color and learn new vocabulary.



first responder



rubble



devastated



plaque

'Remembering Heroes'

9/11 Remembrance Plaque Worksheet

Name: _____

Class: _____ Date: _____



Design your own plaque to remember 9/11 heroes.

9/11 HEROES

'Remembering Heroes'

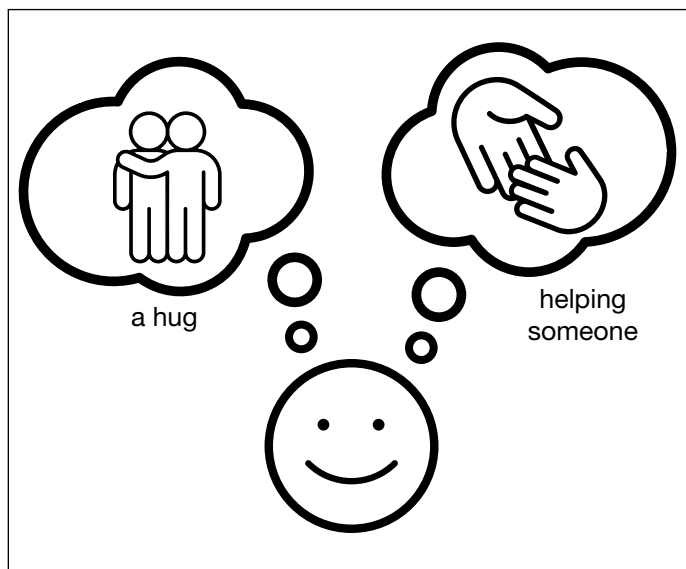
Emotions Worksheet



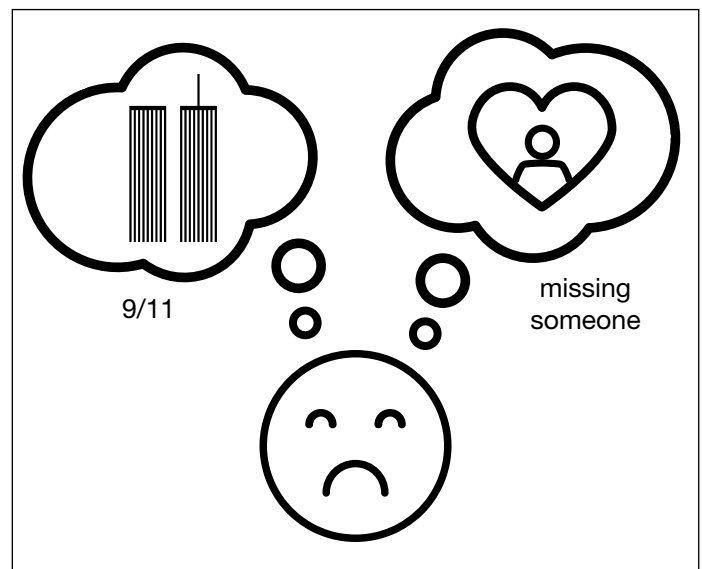
Name: _____

Class: _____ Date: _____

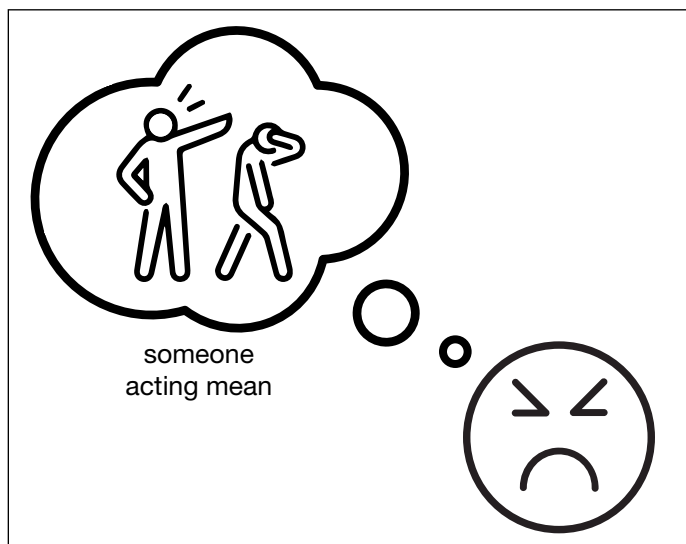
Color the pictures and learn how different things can affect your emotions.



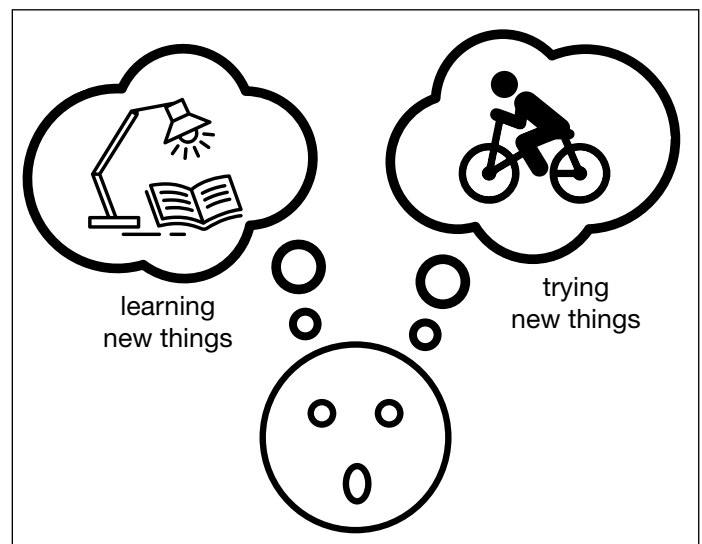
happy



sad



angry



surprised

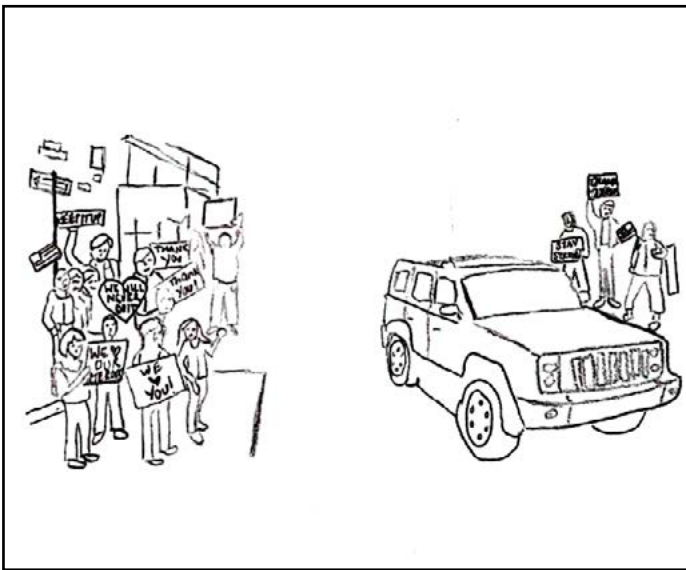
‘Remembering Heroes’ Order of Events Worksheet 1

Name: _____

Class: _____ Date: _____



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



'Remembering Heroes'

Order of Events Worksheet 2

Name: _____

Class: _____ Date: _____



First, the family arrived at the firehouse for the memorial.

Next, they ate and learned about the fallen members of Rescue Company 1.

Then they started the ceremony where they read the fallen members' names, played music and people spoke.

Finally, the family drove through a reenactment of Hero Highway and learned how acts of kindness can help raise someone's spirits.

CONTEXT PRODUCTIONS® CURRICULUM
Discovering Heroes® Series

ISBN: 978-1-7351151-2-2

Published by Context Productions
www.contextproductions.com

