

Lesson: *Heroes of 9/11*

Objective:

- Students will learn what a hero is
- Students will learn about the heroes of 9/11 such as firefighters and paramedics, etc.
- Students will examine pictures of heroes of 9/11 in action

Advance Organizer: To grab the student's attentions and get them focused on the topic of the lesson, heroes, read *New York's Bravest* by Mary Pope Osborne and Steve Johnson which is a tall tale about a legendary firefighter written in remembrance of those who served on 9/11.

Methods: The introduction to the lesson will be to read a children's book on heroes. Make sure to have students ask questions during the reading and answer questions you pose about the story. After the story is read, have students brainstorm words that define what a hero is and record them on the board. Have students identify specific heroes during September 11th, 2001. List those heroes on the board as well. Ask students the following questions: Why are they heroes? What did they do? How do you think they felt? After this discussion have students look at real pictures of heroes in action on September 11th. Discuss with students what is going on in each picture, what they think the person/persons are doing, and how those people might have felt.

Concepts Taught:

Students will learn about what a hero is and the heroes that were present during September 11, 2001.

Resources:

New York's Bravest by Mary Pope Osborne and Steve Johnson
Paper
Crayons
Chalk board/chalk (or somewhere to brainstorm as a class)

Assessment:

Students will be assessed informally through their participation throughout story and discussion. Each student must complete their page for the Heroes of 9/11 class book.

Closure: A good closure to the lesson would be to have each student complete a page for a class book on the heroes of 9/11. Have students fill in the following sentence: _____ was a hero on September 11, 2001 because _____. Students will then draw a picture at the top of the page.

Illinois State Learning Standards Addressed:

2A.1b. Social/Emotional Learning (SEL): Use listening skills to identify the feelings and perspectives of others.

16.A.1b Social Studies: Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).

16.B.1 (W) Social Studies: Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.

Special Needs Student Accommodations: If you have a gifted student that may finish the assignment quickly, a good idea may be to have them complete another page for the class book. Gifted students may also want to help you read or write certain words on the board. Also, another adaptation for a student that may be having difficulty with the assignment may be to ask for their help on a cover/title page. Instead of forcing them to create their own page, if this is too difficult, helping create the title page will still keep them involved in the class project and allow them to contribute in another way.