Curriculum Unit Plans

*On Teaching September 11, 2001*

*Designed for Pull-out ELL Students - Grades 3-5*

*(Designed for 40-55 minute class period)*
LESSON PLAN 1

Standards: Iowa English Language Proficiency Standards – Grades 3-5
Listening – working toward understanding material that is comprehensible to peers of the same age and educational background – recognizing a variety of content-related words presented orally (reading).

Theme: Providing children with the background knowledge necessary to comprehend and understand the ramifications of the events that occurred in America on September 11, 2001.


Objectives: Students will complete a worksheet that demonstrates their comprehension of what transpired on September 11, 2001.

Language:

- With the instructor stopping the documentary for questions and discussion, students should be able to complete the graphic organizer by filling in blanks and defining key vocabulary words as they are mentioned in the video, using both context and illustrative cues.

- Students should be able to write 1-2 sentences with proper mechanics (correct capitalization, punctuation, grammar) with some to little support.

Content:

- Students should be able to comprehend the timeline of events that transpired on that day using pictures and context clues from the video to complete their graphic organizer.

- During discussion, students should be able to articulate questions and provide inferences using some grade-level vocabulary with the aid of visual support.

Learning Strategies:

Key Vocabulary:

<table>
<thead>
<tr>
<th>condemn</th>
<th>urge</th>
</tr>
</thead>
<tbody>
<tr>
<td>avoid</td>
<td>off duty</td>
</tr>
<tr>
<td>commercial (adj.)</td>
<td>spectacular</td>
</tr>
<tr>
<td>hijack</td>
<td>terrorists</td>
</tr>
<tr>
<td>passenger</td>
<td>first responder</td>
</tr>
<tr>
<td>rubble/debris</td>
<td>resident</td>
</tr>
<tr>
<td>tourist</td>
<td></td>
</tr>
</tbody>
</table>

condemn – complete disapproval
avoid – to keep away from
commercial (adj.) – making a profit
hijack – to take control of
passenger – a traveler
rubble/debris – what remains after
something is wrecked or destroyed.
tourist - a person traveling or visiting
a place for fun

urge – to want badly
off duty – not working
spectacular – dramatic
terrorists – a person using fear
or violence to make a political point.
first responder – a person trained to deal with emergencies
resident – person who
lives at a place permanently.
**Materials:**


- Worksheet (provided)

- Pencils

**Motivation:**

Prepare students for video by asking them about the picture of the skyline featuring the twin towers. Ask students if they know where the picture was taken and if they know the names of the tallest buildings (World Trade Center, Twin Towers) and what they were used for (finance, international business) and finally, what happened to the buildings? The purpose of this preliminary activity is to gauge the student’s level of understanding of what happened to these buildings and the East Coast on September 11, 2001.

**Presentation:**

If students are not already aware, explain in a large group setting that the towers were hit by two airplanes and fell to the ground over 12 years ago. Allow students an opportunity to ask questions and provide straight-forward and accurate answers to their questions. Don’t feel compelled to tell the whole story – the documentary will do that for you in a fairly straight-forward, accurate, and succinct way. Following the discussion, introduce the Nick News Video on September 11, 2001.

Distribute the September 11 handout that accompanies the video. This worksheet includes a vocabulary word bank, fill-in-the-blank questions that directly follow the movie script, and a final section for open-ended and reflective writing prompts.

**Practice/Application:**

Before playing to documentary, encourage students to raise their hand throughout the video if they have questions or feel the need to discuss the events taking place in the documentary. Circulate among the class and pause the film to ask questions and check on student understanding.
Throughout the film, students should be filling in the blanks to comprehend the events that happened on that day. If students need more time to fill in the blanks, pause the video.

**Review/Assessment:**

Group the class into small groups and ask them to share their responses with each other. Their fill-in-the-blank questions should match one another, so if they have questions, they may compare their answers with other students. If the small group or partners cannot agree on an answer, they may wait to discuss that portion of the worksheet as an entire class. At the end of the unit, students will turn in their final worksheets and they will be used as a formative assessment and graded for completion.

**Extension:**

At the end of class, ask students to consider how other countries might have felt about what was happening in The United States. How do you think they helped or responded to the United States? This prompt may help get students trigger or begin contemplating their cultural schemas and background knowledge.

After the worksheets have been completed and scored, encourage students to take the worksheet home and share what they learned about September 11, 2001 with parents, guardians, or other trusted adults. The worksheet is designed to explain the event using accurate facts and figures, which may help aid discussion between the adults at home and their children. I’ve also considered sending these facts home in monthly ELL letter, so they will also be available in the home language.
VOCABULARY WORD BANK:

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>condemn</td>
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<tr>
<td>tourist</td>
<td>a person traveling or visiting a place for fun</td>
</tr>
<tr>
<td>evacuate</td>
<td>to move away from danger</td>
</tr>
<tr>
<td>urge</td>
<td>to want badly</td>
</tr>
<tr>
<td>off-duty</td>
<td>not working</td>
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<tr>
<td>spectacular</td>
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<td>terrorist</td>
<td>a person using fear or violence to make a political point.</td>
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<td>first responder</td>
<td>a person trained to deal with emergencies</td>
</tr>
<tr>
<td>resident</td>
<td>person who lives at a place permanently.</td>
</tr>
<tr>
<td>revolted</td>
<td>took over</td>
</tr>
</tbody>
</table>

QUESTIONS TO ANSWER:

Where in America did September 11, 2001 happen? __________________________________________

____________________________________________________________________________________

On September 11, ____ men, terrorists, working in small groups, had boarded commercial airline flights in Boston, Newark, and Washington D.C.

Shortly after take-off, the terrorists hijacked ____ commercial airplanes and began to fly those jets, themselves.
Lyla (age 10), Lucas (age 10), and McGee (age 11) lived in _________________________.

Lucas was hearing the first of nearly _____ emergency personnel, many of whom where off-duty that day, making their way to the World Trade Center as fast as possible.

The president was visiting a second grade class in __________________ _________.

The terrorists crashed the third hijacked plane into _____________________________, the headquarters of the United States military.

Flight 93 was now headed toward Washington D.C. but the passengers revolted. United Airlines Flight 93 crashed into an empty ________________ in Pennsylvania.

At this point more than ________ people; workers, residents, and tourists were ordered to evacuate a huge area around the site of the World Trade Center.

Again and again, you saw strangers __________ one another, so that everyone could get to safety – and eventually home.

Although nearly ________ people died in the World Trade Center, 50,000 worked there.

More than ________ died in the Pentagon, but 23,000 people worked there.

Hundreds of firefighters, police officers, and other rescue workers died, but thousands did not, and while more than ________ people died on the four hijacked planes, there were many thousands of planes flying that morning that were not hijacked.

QUESTIONS TO CONSIDER:

Over 10 years have passed since September 11, 2001. What do you think the United States has done to make things better and safer for people in America? _________________

_____________________________________________________________________________

_____________________________________________________________________________

Name one thing you learned from this video that you didn’t know before: ________________

_____________________________________________________________________________

_____________________________________________________________________________

How do you think other countries reacted to what happened in the U.S.A. during September 11?

_____________________________________________________________________________

_____________________________________________________________________________
LESSON PLAN 2

Standards: Iowa English Language Proficiency Standards – Grades 3-5
Writing (as it pertains to reading) – promoting understanding of text content of plot by writing words, simple sentences, and paragraphs.
Reading – reading content to infer traits, feelings, and motives of characters (3-5 Reading Benchmark #A4).

Theme: Investigating the international reaction to the events of September 11, 2001 – and more specifically, how a tribe in Africa responded to events of September 11th 2001.

Lesson Topic: 14 Cows for America by Carmen Agra Deedy– a book that documents the Maasai tribe’s gift of cows to the people of America. The topic gives students insight into what symbolic gestures are and what they can mean to people in need.

Objectives:

Language
- Student will be able to understand the meaning of academic vocabulary (genre (fiction vs. non-fiction), setting, character, event, solution, etc.)
- Student will be able to complete the “Analyze a Story” graphic organizer with some to very little support.

Content
- Students should be able to follow and demonstrate comprehension of the book, 14 Cows for America using their graphic organizer.
- During discussion, students should be able to articulate questions and draw connections between this story and the events that took place in America on September 11, 2001.
- During discussion, students should also be able to offer suggestions pertaining to what they believe the gift of cows and the Maasai ceremony meant for the Maasai, as well as why the tribe felt the need to give something they loved to America.

Learning Strategies:
Teacher will read the book aloud to students. Students will then take copies of the book and partner-read the book. If there are not enough copies to do this, students can popcorn-read (take turns reading and when they are finished, select a person of their choosing to continue) in a large
group. Students will most likely need require assistance with the Maasai tribe names and parts of language. Proper pronunciations for these words can be heard at http://www.14cowsforamerica.com/.

**Key Vocabulary:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>remote</td>
<td>distant or far away</td>
</tr>
<tr>
<td>surrounds</td>
<td>to be all around</td>
</tr>
<tr>
<td>shelter</td>
<td>protection from danger</td>
</tr>
<tr>
<td>starve</td>
<td>suffer from hunger</td>
</tr>
<tr>
<td>tradition</td>
<td>Things families do that are passed down through the years.</td>
</tr>
<tr>
<td>gathers</td>
<td>come together</td>
</tr>
<tr>
<td>disbelief</td>
<td>shock and surprise</td>
</tr>
<tr>
<td>ceremony</td>
<td>a celebration to honor someone or something</td>
</tr>
<tr>
<td>symbol</td>
<td>something that represents someone or something else (flag, trophy)</td>
</tr>
<tr>
<td>nomadic</td>
<td>group of people with no permanent home</td>
</tr>
<tr>
<td>tribe</td>
<td>group of people</td>
</tr>
<tr>
<td>elders</td>
<td>older person who is respected</td>
</tr>
<tr>
<td>herd</td>
<td>group of animals</td>
</tr>
<tr>
<td>blessing</td>
<td>to wish someone luck and protection</td>
</tr>
<tr>
<td>embassy</td>
<td>a nation’s office in another country</td>
</tr>
<tr>
<td>diplomat</td>
<td>an official person representing another country</td>
</tr>
<tr>
<td>sacred</td>
<td>holy or deserving respect</td>
</tr>
<tr>
<td>wounded</td>
<td>to be hurt by someone or something</td>
</tr>
<tr>
<td>mighty</td>
<td>strong</td>
</tr>
<tr>
<td>mourn</td>
<td>to be sad for someone or something</td>
</tr>
</tbody>
</table>

**Materials:**

- World map
- “Analyze a Story” worksheet (provided)
- Pencils

**Motivation:**

Begin discussion by asking students if they have any further questions about the events that took place in the U.S.A. on September 11, 2001. Allow for questions and comments, and address further inquiries about these events if students have them.

Ask students to think about and/or share their responses to the last question on their worksheets. Students may share their responses in partners, small groups, or as a class. The purpose of this activity is to get students thinking about what was happening in other parts of the world when these events were taking place in the United States.

**Presentation:**

Present the map of the world and ask students to locate the United States of America, and New York City. From there, ask the students if they can find Africa, and from there, if they can find
Kenya. After students have gauged the distance between these nations on the map, introduce the book, *14 Cows for America*.

Present the book by reading it first aloud to the entire class – this way, students will hear the rhythm, cadence, and expression in the English words, but will also be acquainted with the correct pronunciation of the Maasai language.

Distribute the “analyze a story” worksheet and have students work in pairs or in a group setting, taking turns reading the pages. Pair students according to ability (higher students with ELLs of lower proficiency), so students can assist each other effectively with the worksheet. Circulate the classroom to monitor student involvement and interaction.

**Practice/Application:**

The students will complete the worksheet in pairs or groups. When students are finished, as a class, reconvene to review the worksheet. Ask the students what type of book this is and how did they knew (fiction v. non-fiction, etc.). Ask the students where the book set and who the main characters are. From there, students should be able to relay the problem in the story and how the Maasai people did to go about solving it. Students may refer to their worksheets to answer these questions in detail.

Lastly, discuss the story Kimeli told his tribe. What was his story about and what does it have to do with the events we learned about yesterday? Why does the cow mean so much to the Maasai tribe? And why did the Maasai tribe give the cows away when they loved them so much?

Students should offer responses that emphasize comfort and kindness when people feel sad and hopeless. The gift of cows was one of the most sacred things the Maasai people could offer and sometimes these gifts are the ones that mean the most because they show the person suffering just how much you care.

**Review/Assessment:**

At the end of the class, collect the “analyze a story” worksheets and assess for proper mechanics. While circulating the classroom, formatively assess each student’s progress as they take turns reading their passages aloud. Also take note of struggling to complete the worksheet and offer support when necessary. Completion of this worksheet will also demonstrate their overall comprehension of the story.

During discussion, students should be making connections between the book and the documentary they watched the day before. Using the questions above as prompts, students should begin considering the symbolism in the book.
Extension:

Ask students to think about what they have at home or at school that they value like the Maasai value their cows. Provide examples of the things you value in the classroom (iPads, favorite notebooks, etc.) How do we care for them? Why do these things mean so much to us? When would you consider giving these items away? Could you do it? These anticipatory questions are meant to get students thinking about what their valuables signify.

The following day, instruct students to make a symbol of the things they listed in class that they value. These personal symbols will help students comprehend the symbols New York City is using to remember what happened on September 11, 2001.
ANALYZE A STORY

Book Title: ________________________________________________________________

Author: ___________________________ Illustrator: ___________________________

What type of book is this? __________________________________________________

Characters

Setting

Problem:

Important Events:

Solution:
LESSON PLAN 3

Standards: Iowa English Language Proficiency Standards – Grades 3-5
Speaking – working to determine the meaning of new words from their context (esp. as it relates to reading (3-5 Reading Benchmark #3)).
Writing – working to gain accuracy in spelling, capitalization, punctuation and grammar.

Theme: Symbolism – seeing the impact and significance September 11, 2001 had on so many individuals and how the City of New York plans to commemorate what happened that day using signs and symbols in the new buildings they design.

Lesson Topic: Examining the symbols we use as Americans and learning how September 11, 2001 will be symbolized in New York City architecture. After contemplating this information, students will select one symbol that represents what the United States of America means to them.

Objectives:

Language:
- Students will be able to demonstrate their understanding of symbols (by choosing their own) using phrases, details, and/or complete sentences.
- Students will be able to demonstrate meaning by explaining the symbol they have chosen and what it represents. Students will share the significance of their symbols individually with the instructor.

Content:
- Students will be able to recognize and apply symbols to various ideas and concepts they’ve learned about during this unit on September 11, 2001.
- Using the information we’ve learned over the unit, students will be able to define and illustrate their own symbol of what it means to live in the United States.

Learning Strategies:

Modeling: model your own unique symbol of what the United States means by filling out the worksheet and identifying a symbol that demonstrates this meaning effectively. This worksheet may serve as an example to students to demonstrate the process and what constitutes acceptable work.

Also during group work, pair the more experienced or higher-proficiency students with students that have lower levels of language proficiency.

Key Vocabulary:

| vision (noun): a plan or idea of the future |
| remnants: what is left after something has been taken away or destroyed |
| gateway: the entrance to a place |
Materials:

- A quarter, dime, nickel, and penny in U.S. Currency
- White board/Overhead projector
- Discovery Channel Video: “Rising - Rebuilding Ground Zero: The Big Picture”  
- Aerial depiction of the new World Trade Center and the September 11 memorial:  
  (http://www.nyc-tower.com/world-trade-center-1-renderings/show/image/aerial-view-of-new-wtc-site/)
- The Noun Project to be used for inspiration and examples of symbols to represent nouns  
  http://thenounproject.com/
- Pencils
- Crayons, Markers, etc.

Motivation:

Place a quarter, dime, nickel and penny in a prominent location so the entire class can see them (use a camera projector or print copies of the visual to the left for each student). Ask the students to verify the value of each coin.

Present each coin by asking students what these pictures might mean or represent on the “tails” side of the coin. Why are these pictures so important? How are they symbols of the United States? This activity is meant to get students thinking about how many symbols are present in the things we use every day (like money) and what these symbols represent for the United States of America.

Presentation:

Inform the students that New York City has begun re-building the part of the city that was destroyed during September 11, 2001. When making the new buildings, the designers have put a lot of thought into the use of symbols to remember the people who died and all the things our country stands for.

Introduce the vocabulary above before playing the Discovery Channel video. After the video, pass out the worksheet with the new World Trade Center and memorial rendering. Have students work in groups or partners to identify symbols using what they learned from the video
clip and the layout of the area on the worksheet. When students have finished discussing the symbols, invite them to share their observations with the class. Compile their ideas for class benefit using a worksheet of your own.

**Practice/Application:**

Pass out the “WHAT DOES THE UNITED STATES OF AMERICA MEAN TO ME?” worksheet. Ask students to reflect on what they have learned over the past three days from “The Story of September 11, 2001” documentary, and from the conclusions they made after reading *14 Cows for America*. Using that information, think of a symbol – like the ones printed on the coins – that show what the United States of America means to each of them.

Model the assignment by making a list of words that come to mind for you (protection, power, happiness, family are all satisfactory examples) and write them on the board. From there, type these example words into the search bar on [www.thenounproject.com](http://www.thenounproject.com). The website is fairly successful at generating a symbol to represent these words.

Have students select a word and image to show what the United States of America means to them – especially after learning about the events of September 11, 2001. Students should strive to write three sentences about their unique symbol. As students finish, invite each student to share their symbol with you.

**Review/Assessment:**

*Summative Assessment:*

Using the worksheet provided, students should be able to illustrate, define, and explain the symbol they’ve chosen for what the United States of America means to them. In terms of content area, these symbols should portray or relate to the information we’ve learned during the unit.

In terms of language, this activity should assess the student’s ability to identify and convey the meaning of their symbol on the worksheet using proper spelling and mechanics of words, phrases, and/or sentences, as well as their ability to explain the symbol orally to the instructor (use the rubric provided to assess individual students).

**Extension:**

This unit should provide a scaffold for building on the politics and further repercussions of the attacks of September 11, 2001 – as they learn in later years how these events affect domestic and international travel, international relations, and politics. This unit should also build on the cultural schema of each student by encouraging them to contemplate what symbols represent their family, their home country, or their individual interests.
If students feel inclined to learn more about the events of September 11, 2001 and the world’s reaction, invite them to look into this wide range of picture books to short novels about the World Trade Center, the tower’s history, and the world’s response to what happened on that day:


WHAT DOES THE UNITED STATES OF AMERICA MEAN TO ME?

This is a symbol of _____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

This symbol means______________________________________________________________
______________________________________________________________________________
_____________________________________________________________________________________

______________________________________________________________________________
**“WHAT DOES THE UNITED STATES MEAN TO ME?” RUBRIC**

Name: ___________________________  Grade: __________________

Comments: ____________________________________________________________________

<table>
<thead>
<tr>
<th>Symbol Selection, Identification, and Illustration</th>
<th>Starting Pre-Production</th>
<th>Emerging Early-Production</th>
<th>Developing Speech Emergence</th>
<th>Expanding Intermediate Fluency</th>
<th>Bridging Fluent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty comprehending concept. No written response to illustration.</td>
<td>Students comprehends the concept. Associates symbol with word.</td>
<td>Associates word with symbol and provides explanation with some support.</td>
<td>Associates word with symbol and provides a paragraph explanation with some support.</td>
<td>Identifies and explains symbol using paragraph with proper mechanics and grammar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s written explanation of symbol</td>
<td>Writes words or simple sentences. Improper use of mechanics.</td>
<td>Writes simple sentences and can spell a limited number of grade level words.</td>
<td>Writes 1-2 sentences using proper mechanics with support.</td>
<td>Writes a paragraph using proper mechanics, spells many grade level words.</td>
<td>Writes a paragraph with proper mechanics using grade level words correctly.</td>
<td></td>
</tr>
<tr>
<td>Student’s oral ability to respond to questions about symbol using appropriate language, vocabulary, and context</td>
<td>No Response</td>
<td>Nonverbal response or difficulty responding. Relies heavily on gestures and facial expressions.</td>
<td>Responds with limited details. May need questions rephrased or repeated.</td>
<td>Respond appropriately with some details using grade-level vocabulary</td>
<td>Uses a variety of grade level vocabulary words and does so appropriately</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE**
Works Cited:


Pictures Used:

New York City skyline “Reflect” cover page:

New York City skyline prior to September 11, 2001

One World Trade Center Renderings and Plans – Aerial View of new WTC Site:

Illustration of penny, nickel, dime, and quarter:
2http://www.kidport.com/Grade1/Math/lcenter/images/moneycoi.gif