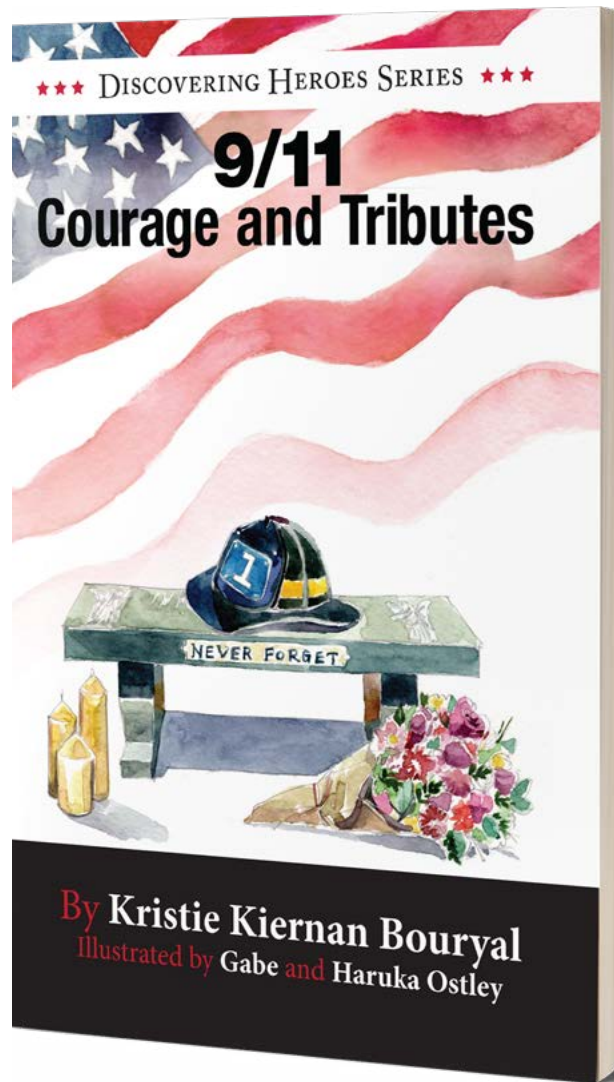


★★★ DISCOVERING HEROES® SERIES ★★★

# 9/11 Instructional Unit III

## Grades 3-5



This unit is based on “9/11 Courage and Tributes,” the third book in the *Discovering Heroes*® series by Kristie Kiernan Bouryal, which is an authentic account of September 11, 2001. The author dedicates this book to those who fell on September 11, 2001, and those who had to carry on.

*Discovering Heroes®* Series

# 9/11 Instructional Unit III

## Grades 3-5

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## To the Teacher

This unit builds on the continued learning cycle of three grandchildren as their Grandpa and Grandma show them how 9/11 heroism is remembered. The author has an apt title for this book because it takes the reader from the acknowledgement of heroism to the way the public paid tribute to it. Central to the study of the book is the importance of the children's questioning, which the author uses expertly to convey what happened and how people responded on the darkest day in America.

### 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 spend the weekend with their grandparents to learn more about September 11, 2001. The family visits very special tributes created to honor and remember people who lost their lives that day. By asking questions and actively listening, the kids learn about 9/11's lasting impact and the courage of everyday heroes, including their role in our nation's largest water evacuation.

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

### Author's Dedication

This book is dedicated to those who fell on September 11, 2001, and those who had to carry on. May America never forget.

## 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. 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, "9/11 Courage and Tributes." It follows the second book in the series, "Remembering Heroes," and the first, "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 important tributes to their sacrifice so they will always be remembered. Student engagement in guiding questions will drive the inquiry process in each chapter and culminate each lesson with an activity/task related to what they have learned.

## Unit Objectives

Students will:

- Understand that September 11, 2001, is continuing to take lives due to illnesses.
- Learn that America's largest water evacuation was on September 11, 2001.
- Learn that there are many ways to honor and remember people who lost their lives on September 11, 2001.
- 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

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

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## 9/11 Background Information

### To 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, "9/11 Courage and Tributes," 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

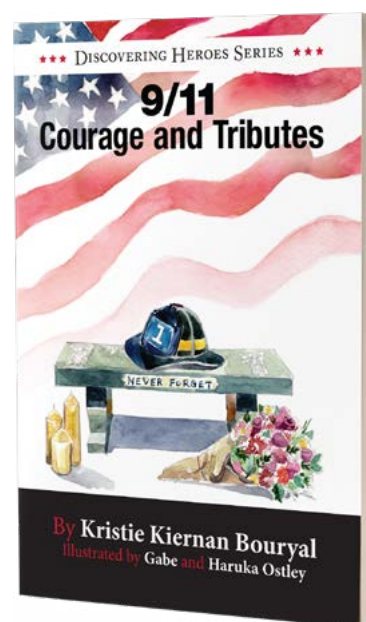
Today we're going to read a book about the courage of everyday heroes. It is a story about paying tribute

to these heroes. The idea of heroism and the need to honor it will play a central role in the book. The author, Kristie Kiernan Bouryal, provides us with real examples of heroism and the way it has been kept alive through the power of tributes.

## Introduce the Book

### Description of '9/11 Courage and Tributes'

- In "9/11 Courage and Tributes," the family visits very special places created to remember and honor those who lost their lives on 9/11.
- The grandkids learn how the fallen are remembered. They also learn that the largest water evacuation in our country's history took place on 9/11 and it only happened because everyday heroes answered the call for help.
- The grandkids also learn that 9/11 is continuing to take lives. Many have lost their lives since that day, either from related illnesses or military action. And many continue to suffer with illnesses and fight the war on terror, which was sparked by September 11, 2001.



# Lesson 1: ‘9/11 Courage and Tributes’ – Chapter 1

## 1. Begin With an Essential Question

**What tributes would be most appropriate to honor and celebrate the courage of our 9/11 heroes?**

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

### Teacher

As we look at the essential question, which we will pursue throughout this unit, let’s examine a couple of the key words in it.

### Guiding Questions

- What does “courage” mean?

*(Students will work from their particular situations to bring meaning to the word. Encourage student engagement and interaction in arriving at a definition that rests upon any of the following: moral strength to do what is right; to withstand danger; being fearless; being gutsy; and variations on these.)*

- Are you familiar with the word “tribute?”

What do you think it might mean?

*(Students may have more difficulty with tribute because it may not be in their typical lexicon. This is where the teacher will need to guide them by identifying an actual tribute such as the Statue of Liberty, which was a gift of friendship from France as a universal symbol of freedom and liberty. This tribute could*

*serve as the basis for the following words: A tribute is something to admire; to show respect; to show affection; an award; and other related words or phrases.)*

## Chapter 1: Summary

The chapter begins with the cousins, Tyler, Olivia and Sophia, preparing to spend the weekend with Grandma and Grandpa. They are excited because they are going to visit some very special tributes to remember and honor those who lost their lives on September 11, 2001. Grandma tells the grandchildren the purpose of their visits. While they have snacks with their grandparents, the children have many questions about the places they will visit. Sophia wants to know how different the places are. Grandma responds by saying, “They all have different appearances and even represent different people in some cases.” As Grandpa backs the car slowly out of the driveway, he asks the children if they remember what he and Grandma told them about September 11, 2001. The children do and mention the attacks as America’s darkest day. Grandma tells them that first they’re going to Angels’ Circle in Staten Island, NY. She goes on to explain who created it and how other people contributed to it. She describes the location of this tribute and the power it has to draw visitors beyond relatives of those who lost their lives. When they arrive at Angels’ Circle, the children are amazed by what they see, as an American flag flies overhead.

### 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 we begin the Read-Aloud, we will review key vocabulary as a pre-reading strategy. You will work in Think/Pair/Share teams throughout most of the unit.



## 2. 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 that brings meaning to the word, such as synonyms and/or antonyms. Placing each word in a sentence will reinforce an understanding of the term. *(Access the vocabulary for the book from the Appendix of Unit Materials. The words may be reviewed on a smart board, with paper copy or on a board.)*

### Teacher

Look at the cover of the book. Think about what you observe and answer the questions that follow.

- What does the cover tell you about what this book might be about?

*(Students will infer from the book cover that it appears to be a sad scene related to 9/11 and they should be asked to explain why they think this is so. Also, students may note the inscription on the bench to "never forget.")*

- Is there a message one can get from the cover?  
*(Most will see the statement on the bench and hopefully relate it to the essential question for the unit.)*

## 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/student 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 page 3 and be ready to answer the guiding questions as we read.

### Guiding Questions

- What can you conclude is going on in the illustration?  
*(The grandchildren are at Grandma and Grandpa's house. They are all getting their coats on to go and visit very special tributes to remember and honor 9/11 heroes.)*

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

- What do the grandchildren want to know about the places they are going to visit?  
*(In particular, they want to know what to expect. Grandma tells them they will visit places created to remember and honor those who were lost on 9/11.)*
- When Grandma says that all the places are different, how does Sophia respond? What does Grandma tell her?  
*(She wants to know how the places are different. Grandma says that some are small and others large, while some focus on first responders and others focus on those who were just going about their day.)*
- Where does their visit begin?  
*(In Staten Island, close to where they are.)*
- What was it that Grandpa and Grandma shared with the children previously about 9/11?  
*(They remember they were told it was America's darkest day. And Grandpa goes on to remind them that nearly 3,000 people lost their lives that day. He tells*

*them that people lost their lives near Shanksville, PA; Washington, D.C.; and in New York City, where the Twin Towers of the World Trade Center collapsed.)*

- Where is their first visit?  
*(Angels' Circle, which is in Staten Island, NY.)*
- What do the children want to know about Angels' Circle?  
*(They are interested to know how it was started and how it became a tribute.)*
- How do the grandchildren respond when they first see Angels' Circle?  
*(They are stunned by what they see, with an American flag flying overhead.)*
- What do you remember about 9/11 and heroes?  
*(Students may recall Grandpa talking about those who made the ultimate sacrifice on 9/11 as being everyday heroes, regular people.)*

## 5. Teaching Point/Students' Task

Address the question: Who is an everyday hero in your life? Then, on the Your Everyday Hero worksheet, draw the person and tell us why this person is an everyday hero.

*(Students need to think about "hero" in terms of what they have learned and what it means to them. A hero could be a parent, a relative, a friend, an artistic or musical figure, a national figure. Access the Your Everyday Hero worksheet from the Appendix of Unit Materials.)*

### Teacher

You will have the opportunity to share your work with the author so it can be considered for publishing online or in print.

# Lesson 2: ‘9/11 Courage and Tributes’ – Chapter 2

## 1. Remind Students of the Essential Question

**What tributes would be most appropriate to honor and celebrate the courage of our 9/11 heroes?**

### Chapter 2: Summary

The family leaves the car and approaches the entrance to the site. A sign captures their attention as Tyler reads it: “Angels’ Circle. A circle of love. A landing zone for our angels of September 11, 2001.” Inside, they see rows of photos of people, including firefighters, a poem and more. When asked if Grandpa knew the firefighters, “I sure did,” he says. He talks about two of the men in the photos being cousins and one was his close friend. The children are amazed by the objects such as stones, statues and sayings that are among the photos. Sophia studies the photos one by one and finds an area of people from the City of New York Police Department (NYPD). Tyler sees a photo of his mother’s friend’s father. As the chapter closes, Grandma, Grandpa and the grandchildren “stared at a full view of Angels’ Circle,” while reflecting on what one person did to create this tribute and inspire others to get involved.

## 2. Read Aloud Chapter 2

Teacher/student 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 look at Chapter 2. Here we have another great illustration on the inside page, which is actually the end of Chapter 1, but we will examine it as we begin reading Chapter 2. Show the illustration of Angels’ Circle for students to acquire a good look. Continue with the reading of the chapter with students responding to the guiding questions at appropriate moments in the reading.

- What is unusual about the location of Angels’ Circle?  
*(It’s at the intersection of two busy roadways.)*
- What would be significant about the location?  
*(The location makes Angels’ Circle stand out. You can’t miss it and what it represents.)*
- How does the family respond to what they see inside the gate of Angels’ Circle?  
*(They are amazed. There are so many different types of items that pay tribute to people who lost their lives on 9/11.)*
- What is Tyler’s response on page 9?  
*(He is fascinated by the picture of a friend of Grandpa, Michael Esposito, whose picture, a poem and a picture of his family are in Angels’ Circle. It seemed so personal.)*
- Beyond firefighters, what other group of 9/11 heroes are represented in Angels’ Circle?  
*(City of New York Police Department [NYPD] 9/11 heroes.)*
- How does Grandma personalize their visit for Tyler?  
*(Grandma tells Tyler to look at a remembrance for Harry Taback, who she says is his mom’s friend’s father.)*
- In what way is the visit to Angels’ Circle brought to a close?  
*(The family comes together and stares at the full view of Angels’ Circle. Olivia says it’s beautiful as the family joins hands and prays for the fallen and their families.)*

- What central idea does the author express in the last paragraph of Chapter 2?

*(Tyler brings up what Grandma and Grandpa taught them about everyday heroes and how they make a difference.)*

### 3. Teaching Point/Students' Task

Working in your teams, create a banner to fly as a “9/11 Courage and Tributes” symbol. What would your banner look like? It could contain pictures and/or words. Once you complete the banner in your team, be prepared to share it with the class and explain how viewers might interpret it. *(Students are encouraged to be as creative as possible as they construct their team banner. It could contain a slogan, picture, objects, figures, numbers, etc. Access the banner worksheet from the Appendix of Unit Materials.)*



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# Lesson 3: ‘9/11 Courage and Tributes’ – Chapter 3

## 1. Remind Students of the Essential Question

**What tributes would be most appropriate to honor and celebrate the courage of our 9/11 heroes?**

### Chapter 3: Summary

It is the next day and the grandchildren are up early preparing to visit more 9/11 tributes. While driving with the family, Grandpa gets a call on his cell phone from Mick, who was assigned to the Fire Department of the City of New York’s (FDNY) Marine 9 fireboat on 9/11, which was docked off of Staten Island. Tyler asks Mick what it was like on 9/11. Mick relates how he was ordered to get the fireboat near the World Trade Center site to help. The fireboat, “Fire Fighter,” was built in 1938 and had the most powerful water-pumping abilities of the time. But it wasn’t a speed boat so it took a while for the fireboat to get to its destination. Mick shares his experience over Grandpa’s car speaker. He shares that he heard calls for help and was able to inform others. Tyler asks Mick what he saw at the World Trade Center site. Mick responds by describing the fires, collapsed buildings, cars on fire and land fire hydrants not working. Firefighters on Marine 9 set up their hoses, which were able to pump 20,000 gallons of water a minute to relay water at the site. Mick was pleased when Grandpa told him that he and Grandma were teaching the kids about that day and planning to visit a lot of places. Finally, Grandpa tells the children that the only way to leave that part of Manhattan on 9/11 was by boat due to the destruction. All of the other means of transportation

were blocked. When the Coast Guard realized what was happening, they called for help from boaters in the area and hundreds responded. These were regular people who wanted to help. Grandpa says this was the largest water evacuation in our nation’s history, with no one being trained in advance. Everyday heroes answered the call.

## 2. Read Aloud Chapter 3

Teacher/student 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

Before we begin reading Chapter 3, I’d like for you to look at the illustration on page 17 and answer some questions.

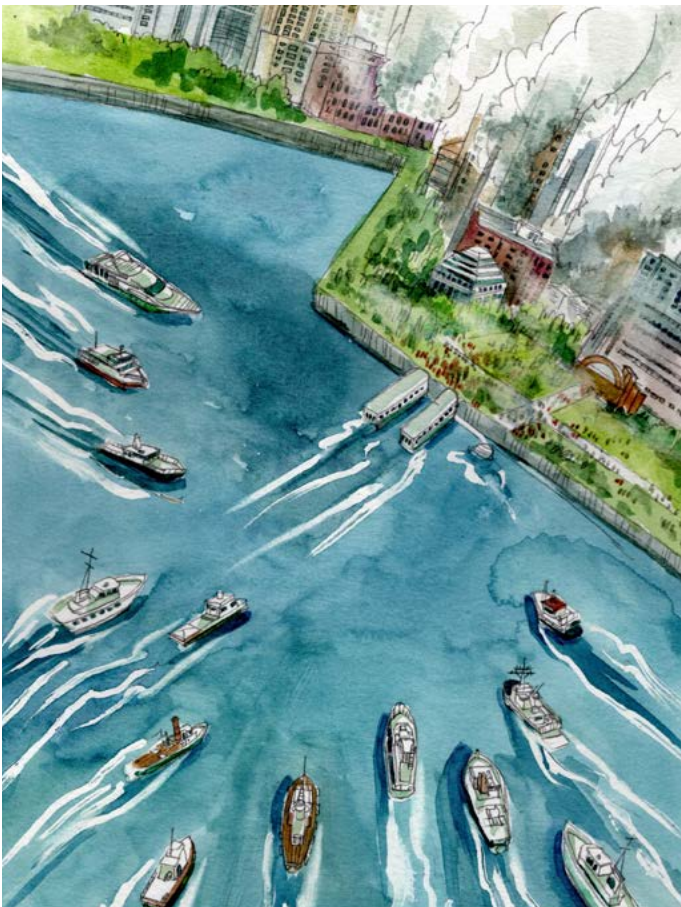
- What appears to be happening in the illustration? *(Students’ responses will vary; however, most will speak about a water scene that shows a response to danger. Some may even relate the scene to the collapse at the World Trade Center.)*

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

- Where is the family headed for today? *(They are planning to visit a few places in New York City, which are 9/11 Tributes.)*
- What takes place in the car as they are leaving to drive to the City that brings some incredible information about 9/11 to their awareness? *(Mick, Grandpa’s long-time friend, calls to find out how things are going, and he is asked by Tyler to tell his story about his experience on a FDNY fireboat that day.)*

- What did Mick tell them he saw when he arrived at the World Trade Center site on 9/11?  
*(He said there were fires burning where the building collapsed, cars around them were on fire and land fire hydrants were not working.)*
- When asked by Sophia what he did when he realized the land fire hydrants weren't working, what did Mick say?  
*(He explained what had to be done to pump water to fire trucks because the hydrants did not work, and how proud he was of the members of Marine 9.)*
- What does Grandpa tell the grandchildren about the situation in Manhattan and the effect it had on people who were there on 9/11?  
*(Grandpa reminds them that the subway system, bridges and tunnels were closed on 9/11, and then he asks the children how people got off the island. Olivia says by boat, and Grandpa responds in the affirmative.)*

- So, how were people able to get off Manhattan by boat on that day?  
*(Grandpa said that thousands had to walk from the World Trade Center site to the water. The Coast Guard radioed for help so boats could assist getting people off the island. All kinds of boats responded — from tug boats to party boats — to answer the call for help. Grandma reminds the children that these were regular people, true “everyday heroes,” who filled their boats and returned to do it again and again.)*
- Now, how does the illustration you looked at earlier relate to what you have learned?  
*(It shows boats of all types moving to Manhattan to rescue people on 9/11. You can see the smoke in the background, which reinforces the importance of leaving the island to get to safety.)*
- What does Grandma say was the significance of the water rescue?  
*(She says it was the largest water evacuation in our nation's history.)*
- How does the author, Kristie Kiernan Bouryal, extend the book's story of 9/11 to include the great water evacuation?  
*(The author's technique was to bring a story into a story by having Mick tell what he remembered about 9/11.)*



### 3. Teaching Point/Students' Task

Work in Think/Pair/Share teams and complete the Courage and Tribute Containers worksheet. Fill in the blocks of the two (2) diagrams to provide synonyms for “courage” and examples of “tributes” that would honor 9/11 heroes. *(Have students think about the two blocks as a structural tribute to 9/11 heroes to expand people's thinking about heroism and possible tributes. Access the worksheet from the Appendix of Unit Materials.)*



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## Lesson 4: ‘9/11 Courage and Tributes’ – Chapter 4

### 1. Remind Students of the Essential Question

**What tributes would be most appropriate to honor and celebrate the courage of our 9/11 heroes?**

#### Chapter 4: Summary

The grandchildren want to know why they have not heard all of these stories before. Grandma tells them not to focus on why they have not heard the stories, but to focus on what they are hearing and what more they can learn. She tells them to listen. They are on their way to Manhattan to visit the FDNY Memorial Wall on the side of the FDNY Ten House, just across the street from the World Trade Center site. At the site the children are delighted by what they see. The bronze sculpture with its incredible length and dedication plaque was awesome. Olivia reads the plaque, which commemorates the 343 of the city’s bravest who lost their lives on 9/11. Tyler reads the bronze panels of art, particularly the last line, which says: “May we never forget.” The memorial captures the essence of what happened on America’s darkest day, and it serves to further the children’s understanding of what happened and who was there to help. Next, Grandpa wants to show them the 9/11 Tribute Museum, a special place his friend, Lee A. Ielpi, a former FDNY fireman, cofounded. Lee lost his son, Jonathan, a firefighter, on 9/11. Sophia notices a piece of twisted steel and learns that it came from the rubble of the World Trade Center. The museum contained many artifacts from 9/11, from firefighter helmets to ID cards and photos. When they leave the

building, Tyler asks about the tall building ahead of them. Grandpa tells him that it is One World Trade Center, also known as the Freedom Tower. Grandpa explains all that took place in constructing the new tower. The children learn that the names around the pools are those who lost their lives on 9/11 across the sites impacted, and how white flowers are placed near names on their birthday. Finally, they are told about the Survivor Tree that Grandma explains was damaged on 9/11 and nursed back to life.

### 2. Read Aloud Chapter 4

Teacher/student 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

As we get ready to read Chapter 4, let’s take a look at the illustration on page 25.

- Can you predict what you’re looking at?  
*(Students may be familiar with what the illustration presents. Let them guess and discuss the particular features in the illustration.)*
- How do you think the illustration might relate to what we are about to read in Chapter 4?  
*(Students may relate the illustration to the visits the grandchildren are making with Grandma and Grandpa to further their understanding of what happened on 9/11.)*

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

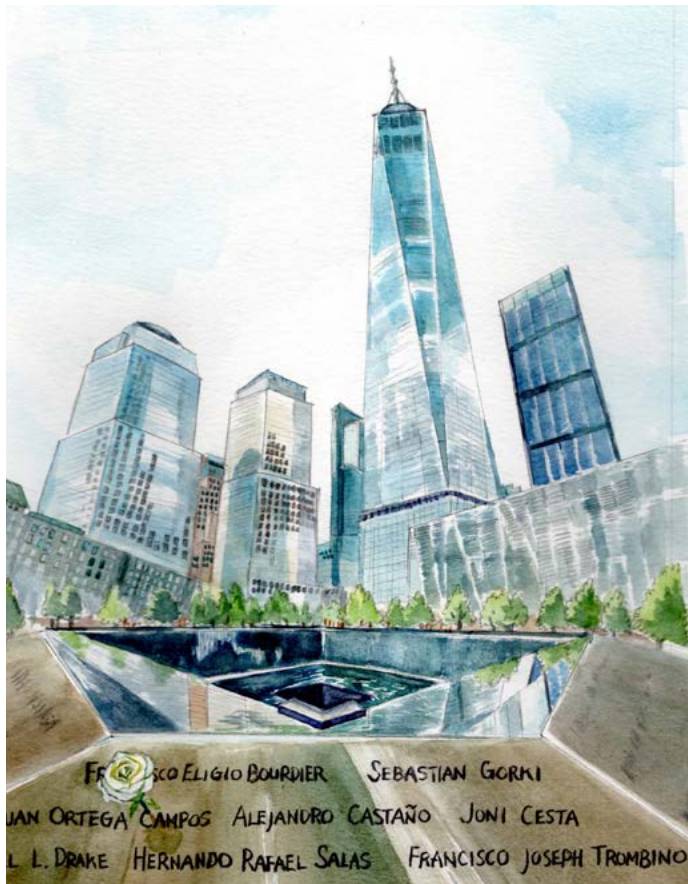
- Why are the grandchildren “shaking their heads in disbelief” at the beginning of the chapter?  
*(They are surprised to learn so many things about 9/11 that they never learned before.)*

- What seems to be Grandpa and Grandma's plan for making the visits to the various sites dedicated to 9/11 heroes?

*(Their plan is to show what has been done to create tributes to remember the courage of those who died on 9/11. Remember that the central message of the book is in its title, "9/11 Courage and Tributes.")*

- What makes the FDNY Memorial Wall so impressive?

*(For one thing, it's gigantic in length and contains bronze plaques dedicated to those who died on 9/11. It's a sculpture that is 56 feet long and 6 feet tall, which is the largest in North America. And, it pictures a major scene of firefighters responding to the situation.)*



- What is it that Lee A. Ielpi does to pay tribute to 9/11 courage and why?

*(Lee is prompted by the death of his son, Jonathan, a firefighter like himself, to create a 9/11 Tribute Museum.)*

- How does Grandma respond to Olivia's question about the families of those who died?

*(She responds by saying that when you lose someone you love you never forget them because love never ends. And some families went on to create charities.)*

- What is unique about the height of One World Trade Center, or the Freedom Tower?

*(It is 1776 feet high to symbolize the year of America's independence.)*

- How extensive is the tribute to courage at the Freedom Tower site?

*(Extensive. Not only the height of the tower, which recognizes America's independence, but also the pools with the names of all those who died across the different sites on 9/11. Their names are in bronze and light shines through each letter at night. There is also a museum there that Grandpa says they can see another time.)*

- How close was your interpretation of the illustration on page 25 to what we learned in the chapter?

*(Most students would confirm that their interpretation was quite accurate based on what they already learned in the story.)*

- What is the significance of the Survivor Tree in terms of what it represents after the disaster of 9/11?

*(The tree had to be nursed back to life, which took a few years, and it represents a renewal of the courage of Americans in going forward after 9/11.)*

### 3. Teaching Point/Students' Task

Working individually, complete the Message for First Responders worksheet.

*(Here students may create a message or ask first responders questions. The author may select a response for publication. Access the worksheet from the Appendix of Unit Materials.)*



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## Lesson 5: ‘9/11 Courage and Tributes’ – Chapter 5

### 1. Remind Students of the Essential Question

**What tributes would be most appropriate to honor and celebrate the courage of our 9/11 heroes?**

#### Chapter 5: Summary

The grandchildren want to know if there are more things to see about 9/11. Grandpa tells them that they are going to the New York City Fire Museum so they can see firefighting equipment from over the years and a remembrance for the FDNY’s 343 members who lost their lives on 9/11. When Tyler remarks about there being a lot of places to remember 9/11, Grandma tells them about the memorial near Shanksville, PA, and the Pentagon and what was done there to pay tribute to 9/11 heroes. As the family enters the fire museum, the grandchildren think the place is so cool. When they enter the special room to remember 9/11, they see a large display in the center of the room made of black marble with many tiles. The tiles contain the names of the 343 FDNY members who made the ultimate sacrifice on 9/11. This tribute has a powerful effect on each of the grandchildren. Tyler says, “We’ll never forget.” Olivia says, “No way; we won’t.” Sophia adds, “Nope.” They are fascinated by the timeline of everything that happened on 9/11. They leave the museum and drive back to Staten Island to visit another tribute, a sculpture. When asked what the sculpture represents, they are told it represents two postcards that are folded as if they hold private messages to be shared only between loved ones. Grandma tells them how incredible this memorial is, which creates much

anticipation. They arrive at the memorial, and Olivia cannot believe what she sees from the steps overlooking the memorial. Looking through the sculpture on Staten Island and across the water, they can see the Freedom Tower. The sight is incredible, as pictured in the illustration on page 33. With light shining on the memorial, they are able to see the names and silhouettes of those who died on 9/11 from Staten Island. At the water’s edge, engraved in granite, are the names of those from Staten Island who lost their lives in recent years due to 9/11-related illnesses. Grandpa explains the effect of the destruction when the buildings collapsed on 9/11 and the dangerous dust that people inhaled for hours, days and even months. The family discusses how that dust has led to many different diseases in people. It becomes very personal when Sophia asks if Grandpa and Grandma have 9/11-related diseases, and the grandchildren learn that they do. The visit at the memorial ends with hugs, and the family plans to discuss what they’ve seen and use the internet to see other memorials. Finally, the grandchildren commit to tell their parents and cousins what they have learned about courage and tributes.

### 2. Read Aloud Chapter 5

Teacher/student 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

This last chapter ends our journey in learning about courage and tributes related to 9/11. Take a moment and think about what we have already seen in the visits with Grandpa, Grandma and the three grandchildren. Remember Angels’ Circle was where we began. Let’s now find out what is next.

- Why would Grandpa want the grandchildren to visit the New York City Fire Museum?

*(He would like them to see and learn about the history*

*of firefighting equipment from the past, as well as remembrances for the 343 FDNY members lost on 9/11.)*

- What does Tyler learn when he asks about other places remembering 9/11?

*(Grandpa tells him about the Flight 93 Memorial with its statue and wind chimes and the one at the Pentagon, with the engraved benches of those who died on that day. He also said that there are many more across the country and the world.)*

- What tribute did the children find inside of the fire museum?

*(The tribute was a display of black marble tiles with the names and pictures of the 343 members of the FDNY who died on 9/11. Each also has an American flag, badges and the names of firehouses they worked at.)*

- What might be the mantra (statement or slogan stated repeatedly) that is reinforced during the meeting at the fire museum?

*(We'll never forget! Grandpa says it, and the grandchildren repeat their own version of it.)*

- Why was the timeline in the museum impressive?

*(The timeline listed what happened every few minutes throughout the day on 9/11.)*

- Why is the Staten Island sculpture so different in terms of what it represents?

*(It has two large postcards that are folded to hold private messages between loved ones, and it visually ties in the Freedom Tower from across the water. It also has silhouettes of the fallen from Staten Island.)*

- Why is the Staten Island sculpture positioned in the way it is?

*(Its position allows visitors to look through it across the water to the Freedom Tower. It makes an incredible connection between the two sites as a tribute to the people who made the ultimate sacrifice.)*

- How does the discussion about 9/11-related illnesses relate to the family?

*(The grandchildren learn about the dangerous dust that formed when the Twin Towers collapsed and how it has caused many different diseases. They also learn their grandparents have 9/11-related illnesses.)*

- How do the final paragraphs in the book support the mantra: We'll never forget?

*(Grandpa, Grandma and the grandchildren will review what they have seen and learned. They will even look at pictures on the internet taken at other sites impacted on 9/11; but, more importantly they will share their knowledge of 9/11 with their parents and cousins.)*



## Teacher

Now you're going to take a brief quiz to see what you understand from our reading of "9/11 Courage and Tributes."

## 3. Teaching Point/Students' Task

Complete the Multiple Choice Reading Comprehension Quiz for "Remembering Heroes" individually with a class review of responses for each question. *(Access the quiz and answer key from the Appendix of Unit Materials.)*

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# Appendix

## Unit Materials

Instructional materials for the unit are contained in this Appendix:

- Word List for '9/11 Courage and Tributes'
- Your Everyday Hero Worksheet
- Creating a Banner to Honor 9/11 Heroes
- Courage and Tribute Containers
- Message for First Responders
- Multiple Choice Reading Comprehension Quiz and Answer Key

## Additional Resource

- Reading Comprehension Worksheet and Answer Key

## Word List

### '9/11 Courage and Tributes'

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.

**Devastated:** Devastated means feeling shocked or deeply saddened. Countless people felt devastated by what happened on September 11, 2001, and they continue to.

**Eternally and Eternity:** Eternally means forever and can sometimes refer to appreciation. Eternity means forever or unending time.

**10-4:** 10-4 means OK. It's a code typically used in radio transmissions used by people like firefighters, police officers and boaters.

**Evacuation:** Evacuation means removal. In this story, people were removed by boat from the land near the World Trade Center site and taken to safer areas.

**Passersby:** Passersby are people walking past something.

**Rubble and Ruins:** Pieces of the buildings that collapsed and everything that was in them are called rubble or ruins.

**Centerpiece:** A centerpiece is a main feature or highlight. Today, One World Trade Center, also known as the Freedom Tower, is the centerpiece of the set of buildings known as the World Trade Center.

**Symbolize:** Symbolize means a symbol of, or a representation of, something. America gained its independence in the year 1776. The Freedom Tower stands 1,776 feet tall to symbolize America's independence.

**Void and Absence:** The words void and absence are used to mean completely gone or empty.

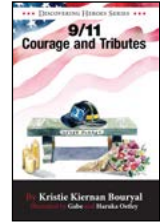
**Ultimate Sacrifice:** The ultimate sacrifice is being willing to do whatever it takes, even to give their own lives, to save others.

**Resilience:** Resilience is our ability to overcome a difficult time.

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

9/11 Courage and Tributes

# Your Everyday Hero



Name: \_\_\_\_\_  
Class: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_ Date: \_\_\_\_\_

Who is an everyday hero in your life? Draw the person and tell us why this person is an everyday hero.

Share your work with the author 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 content may be published. Mail your work to:

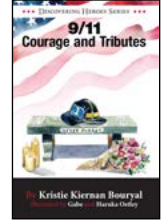
**Context Productions**

P.O. Box 1292

Hightstown, New Jersey 08520

9/11 Courage and Tributes

# Your Everyday Hero



Name: \_\_\_\_\_

Class: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Date: \_\_\_\_\_

Who is an everyday hero in your life? Draw the person and tell us why this person is an everyday hero.

**Draw your everyday hero below:**



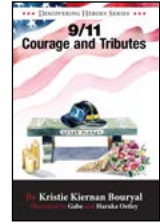
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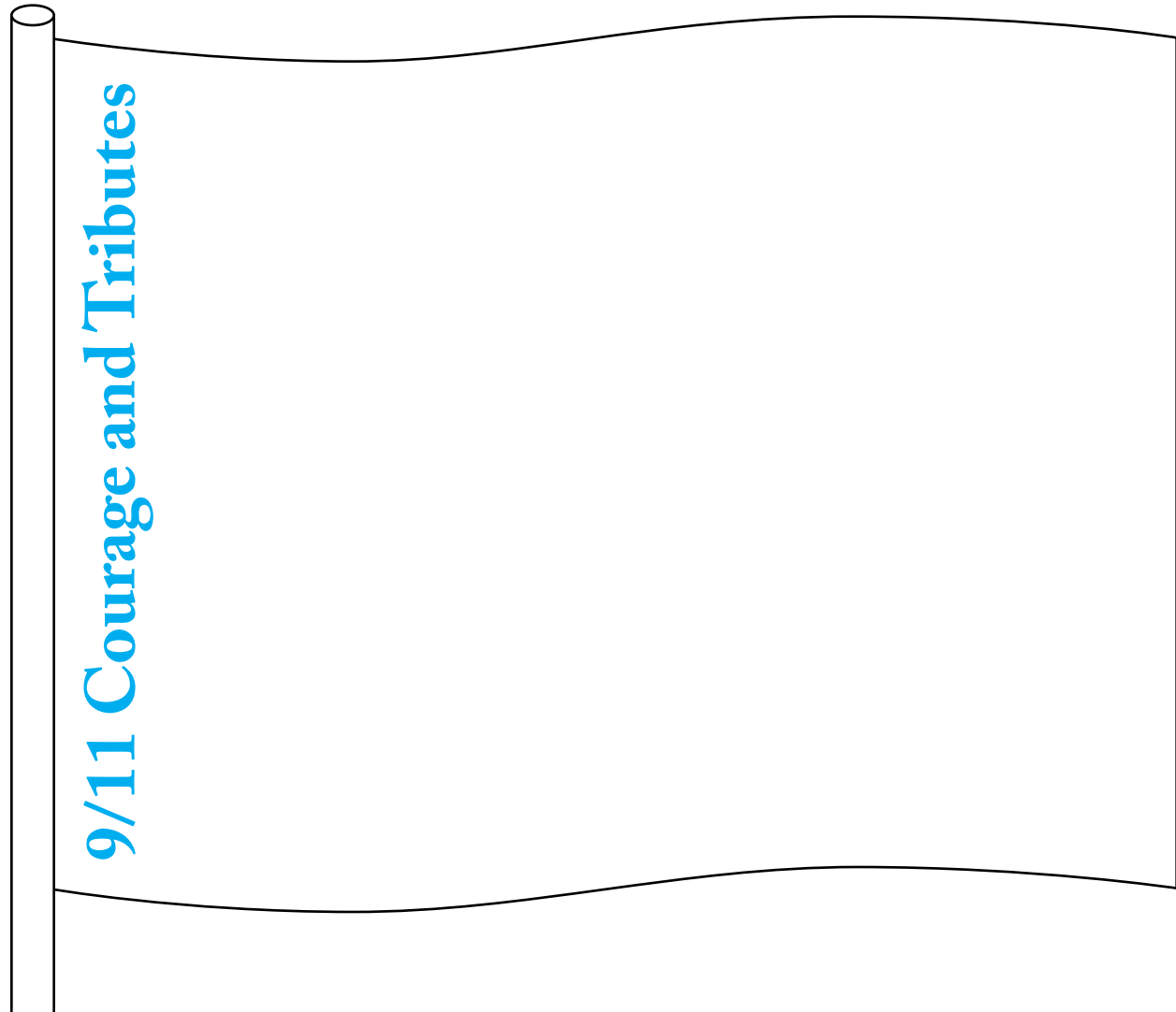
9/11 Courage and Tributes

# Creating a Banner to Honor 9/11 Heroes



Name: \_\_\_\_\_  
Class: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_ Date: \_\_\_\_\_

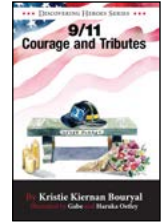
We need a banner to fly as a 9/11 Courage and Tribute symbol. What would your banner look like? It could contain pictures and/or words. Once you complete the banner in your team, be prepared to share it with the class to explain what it means.





9/11 Courage and Tributes

# Courage and Tribute Containers



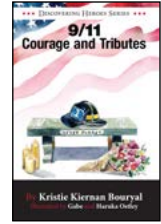
In each space write a word that is synonymous with COURAGE.

List a type of TRIBUTE in each block to celebrate COURAGE.


Note: Think about the kinds of tributes your team could imagine to keep the memory of the courage of 9/11 heroes and what they did alive.

9/11 Courage and Tributes

# Message for First Responders



Name: \_\_\_\_\_  
Class: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Date: \_\_\_\_\_

Do you have a message for first responders, or any questions you'd like to ask? Share your message or questions here.

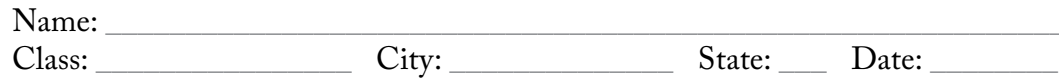
Share your work with the author so it can be considered for publishing online or in print. If selected, your first name, first initial of your last name, city, state and content may be published. Mail your work to:

## Context Productions

P.O. Box 1292

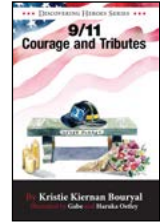
Hightstown, New Jersey 08520

# Message for First Responders

[illegible]

9/11 Courage and Tributes

# Multiple Choice Reading Comprehension Quiz



Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

1. What was the first place the family visited?

- a. Manhattan
- b. Brooklyn
- c. Angels' Circle
- d. The 9/11 Tribute Museum

2. What does it mean when it says in the book that Tyler, Olivia and Sophia were stunned?

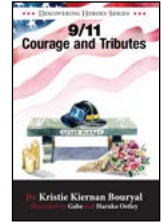
- a. They were hit
- b. They were amazed
- c. They were confused
- d. They were scared

3. Why did family and friends put objects next to their loved ones' photos at Angels' Circle?

- a. They thought it looked pretty
- b. They thought they were supposed to
- c. The objects helped them understand what happened
- d. The objects reminded them of the loved ones they lost

9/11 Courage and Tributes

## Multiple Choice Reading Comprehension Quiz



4. Grandpa's friend Mick was assigned to FDNY's Marine 9 fireboat on September 11, 2001.

What problems did he say the fire companies on land had that he and the members of Marine 9 were able to solve?

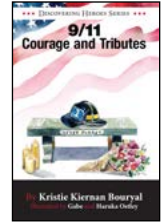
- a. They didn't have water. The hydrants were covered in debris so they pumped water to them.
- b. They didn't have any equipment to fight the fires
- c. They didn't have enough boats
- d. They had too much water

5. Grandpa says the boats played a critical role in helping with the response. What do you think critical means?

- a. Mean
- b. Judgmental
- c. Important
- d. Easy

9/11 Courage and Tributes

## Multiple Choice Reading Comprehension Quiz



6. Since the subway system was shut down and bridges and tunnels were closed, how did hundreds of thousands of people get out of Manhattan on September 11, 2001?

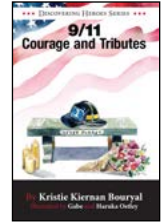
- a. They took a bus
- b. They walked toward the water and took boats
- c. They took a cab
- d. They took a plane

7. Who was the FDNY Memorial Wall dedicated to?

- a. The firefighters who lost their lives on September 11, 2001, and those who continue to work
- b. The first responders who helped to save people
- c. The iron workers who built the memorial
- d. All of the people of New York City

9/11 Courage and Tributes

# Multiple Choice Reading Comprehension Quiz



8. Why did Lee A. Ielpi cofound the 9/11 Tribute Museum?

- a. He lost his son on 9/11
- b. It was going to take many years to build the National September 11 Memorial & Museum
- c. People felt they needed a place to remember the people lost and where people who were affected by that day could explain their experience to others
- d. All of the above

9. Why is One World Trade Center 1,776 feet tall?

- a. It needed to be tall so you could see the whole city from the top
- b. To symbolize the year of America's independence
- c. To be able to hold a lot of offices
- d. It was a mistake

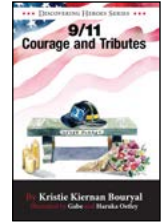
10. What is located across the water and right in the center of Postcards, the memorial in Staten Island?

- a. The Empire State Building
- b. The Freedom Tower
- c. The Twin Towers
- d. The Statue of Liberty



9/11 Courage and Tributes

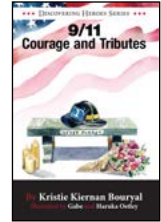
# Answer Key for Reading Comprehension Quiz



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

9/11 Courage and Tributes

# Reading Comprehension Worksheet



Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

1. Were the kids excited to visit places with Grandma and Grandpa? How do you know?

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2. How did Wendy Furtado Pellegrino start Angels' Circle?

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3. What things did people put near their loved ones' photos at Angels' Circle?

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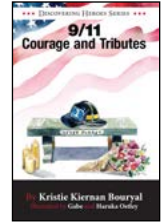
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9/11 Courage and Tributes

# Reading Comprehension Worksheet



4. How did people help and support Wendy Furtado Pellegrino with Angels' Circle?

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5. How do the photos of Angels' Circle help you better understand and connect with the story?

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6. How did regular, everyday people help rescue people from Manhattan on September 11, 2001?

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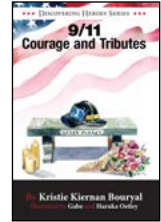
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9/11 Courage and Tributes

# Reading Comprehension Worksheet



7. What did the family see when they visited the 9/11 Tribute Museum?

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8. What do the reflecting pools that were built where the Twin Towers once stood represent?

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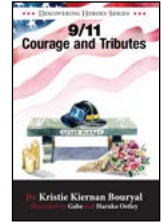
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9/11 Courage and Tributes

# Reading Comprehension Worksheet



9. At the New York City Fire Museum, the kids read each name of the fallen members of the FDNY to honor them. What can you do to honor someone who has passed?

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10. How are people still losing their lives because of 9/11?

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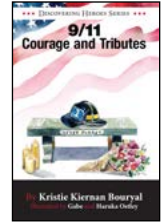
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9/11 Courage and Tributes

# Answer Key for Reading Comprehension Worksheet



**1. Were the kids excited to visit places with Grandma and Grandpa? How do you know?**

*Yes, because Olivia said she couldn't wait to go anymore.*

**2. How did Wendy Furtado Pellegrino start Angels' Circle?**

*She went to her garage and painted a sign that said "God Bless Our Heroes." When she finished it, she placed it with candles in the dirt of an empty piece of land right across the street from where she lived.*

**3. What things did people put near their loved ones' photos at Angels' Circle?**

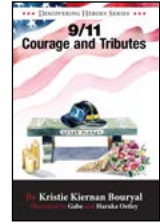
*People put stones with different sayings, or a butterfly statue or a fisherman statue.*

**4. How did people help and support Wendy Furtado Pellegrino with Angels' Circle?**

*They donated plants, flowers, trees, pavers, fencing and electricity. They also helped decorate for holidays.*

9/11 Courage and Tributes

# Answer Key for Reading Comprehension Worksheet



**5. How do the photos of Angels' Circle help you better understand and connect with the story?**

*Answers may vary.*

*- Sample Response: The photo shows an angel statue surrounded by photos like the story explains. It also shows plants and trees and flowers and the story explained people donated these items to the site.*

**6. How did regular, everyday people help rescue people from Manhattan on September 11, 2001?**

*The United States Coast Guard put out a call to all boaters to help evacuate people. Hundreds of boaters filled up their boats with people and took them across the water to land. They did this over and over again for hours.*

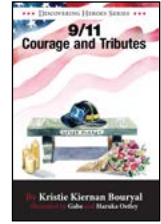
**7. What did the family see when they visited the 9/11 Tribute Museum?**

*They saw photos, metal from the rubble, helmets, jackets, equipment, work ID cards and a stuffed animal.*



9/11 Courage and Tributes

## Answer Key for Reading Comprehension Worksheet



**8. What do the reflecting pools that were built where the Twin Towers once stood represent?**

*They represent the towers as well as the huge void and absence left when the buildings came down and many people were lost.*

**9. At the New York City Fire Museum, the kids read each name of the fallen members of the FDNY to honor them. What can you do to honor someone who has passed?**

*Answers may vary.*

*- Sample Response: Something I can do to honor someone who has passed is say a prayer, bring flowers to their grave, learn more about their life or donate time or items to a cause that was close to them.*

**10. How are people still losing their lives because of 9/11?**

*Many have 9/11-related illnesses.*

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