



# 9/11 Instructional Unit X

## Grades K-2



This unit is designed to increase understanding about September 11, 2001 among elementary school students, grades K-2. This Guide includes ancillary art lessons, learning activities and background for teachers. From basic facts about America's darkest day, to connections through creative and visual art, this unit will give students a foundational understanding of 9/11 and the emotional impact it has on the nation.

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## To the Teacher

This unit is designed for teaching the events of September 11, 2001, and its emotional impact to grades K-2. This Guide lays out an approach for students to acquire a deeper understanding of the way artists express their feelings about the 9/11 attacks through artistic choice, as well as the heroism displayed by real people on 9/11, and the impact that 9/11 continues to have on people today.

In addition, this unit approach encompasses best practices regarding pedagogy and application of Learning Standards.

## 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 for students to complete learning tasks.

## 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

This unit is designed to increase understanding about September 11, 2001 among elementary school students, grades K-2. This Guide includes ancillary art lessons, learning activities and background for teachers. From basic facts about America's darkest day, to connections through creative and visual art, this unit will give students a foundational understanding of 9/11 and the emotional impact it has on the nation.

## Unit Objectives

All students will:

- Complete learning tasks to better understand how art can support feelings and express emotions about the events of 9/11.
- Understand the importance of remembering 9/11 heroes.
- Sense the emotional impact 9/11 had on the nation.
- Perceive a personal need to remember 9/11 to honor the fallen heroes.

THE UNIT TEACHING/LEARNING PROCESSES SUPPORT LEARNING STANDARDS.

## Instructional Focus

- Analyze artistic work.
- Participate in collaborative conversations.
- Create and present artwork.

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# 9/11 Background Information

## For the Teacher

When speaking with young children about the events of September 11, 2001, it is common for children to ask many questions. To help you answer common questions we have provided information about the events of the day, in terms children will understand.

On September 11, 2001 America was attacked by a group of men who did not like the freedoms that America has. They took control of planes and flew them into the two tall buildings called the Twin Towers in New York City and the Pentagon near Washington D.C. On a fourth plane they took control of, the passengers and crew made phone calls to authorities and loved ones and learned about what had happened in New York City and at the Pentagon. They were not going to let their plane be used as a weapon so they worked together to fight back against the bad people who had taken control of their plane. In doing so, the plane did not reach its intended location and went down in an empty field near Shanksville, Pennsylvania, taking the lives of all onboard.

Altogether 2,977 people lost their lives that day. In New York City 2,753 people lost their lives. More than 400 were first responders, of which 343 were members of the Fire Department of New York City (FDNY). At the Pentagon 184 people were killed and near Shanksville, PA, 40 people lost their lives.

In New York City, people worked to clean up the attack site and search for victims for months. People breathed in things that are not good for our bodies on September 11, 2001 and in the days and months that followed. Many have gotten very sick and lost their lives from what are called 9/11-related illnesses and many are continuing to get sick and are still losing their lives all these years later.

We have many tributes and memorials around the country and the world dedicated to the people who lost their lives on 9/11 and from 9/11-related illnesses. Learning about September 11, 2001 is one way we honor all who lost their lives or who are suffering with 9/11-related illnesses.

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# Lesson 1: 9/11 Art — Color Choice

## Background for the Teacher

Artists express themselves through many different formats. This lesson teaches students about how color choice serves as a form of artistic expression and can represent many different feelings and emotions.

*After the Twin Towers Collapsed*, by Gabe and Haruka Ostley, was commissioned for use in the Discovering Heroes® series of books for kids to convey certain key messages. It shows the devastation to lower Manhattan after the attacks on the World Trade Center. Thick dust covered the streets and cars, and papers fell through the sky like rain.

*Hero Highway*, by Gabe and Haruka Ostley, was commissioned for use in the Discovering Heroes® series of books for kids to convey certain key messages. It depicts the praise and thanks people showed first responders who left ground zero. Civilians lined West Street, in New York City, shouting, “Thank you,” and holding signs. Their appreciation meant so much to first responders who tirelessly worked cleaning debris and searching for remains.

*A New Yorker’s Cry*, by Kaitlin Carbonaro, shows the New York City skyline before September 11, 2001, through a single teardrop. The dark background represents the grief felt by so many who remember the attacks.

## 1. Begin With an Essential Question

**How can we express emotions about September 11, 2001 through art?**

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

## 2. Introduce the Lesson

Teacher says, “Artists express themselves through their art and art can take many forms. Today we are going to look at some pieces of art that were created about September 11, 2001 and we are going to try and pay close attention to the colors the artist chose to use. September 11, 2001, was a day when terrible people tried to hurt our country and thousands of people lost their lives. Firefighters, police officers, and ordinary people tried to help people who were hurt or trapped during the attacks, and in doing so they sacrificed their own lives. As we look at these paintings, I want you to notice anything they have in common.”

## 3. Students’ Task

Students should be given a few minutes to look at the three paintings about September 11, 2001, *After the Twin Towers Collapsed*, by Gabe and Haruka Ostley, *Hero Highway*, by Gabe and Haruka Ostley, and *A New Yorker’s Cry*, by Kaitlin Carbonaro, located in the Appendix of Unit Materials. If students are able, they can write down any common themes among color choice that they notice among the paintings.

Teacher says, “Can anyone share with us any similarities or differences in color choice that they noticed among the paintings?”

*(Answers may vary, but After the Twin Towers Collapsed and A New Yorker's Cry share a darker color palette, with greys, black, and dark blue. Hero Highway has bright colors and red, white, and blue.)*

#### 4. Explain 9/11 and Color Choice

Teacher says, "We know that on September 11, 2001, or 9/11 as some people refer to it, terrible people tried to hurt our country. They did this by illegally taking control of four planes. They flew those four planes into four different locations. Two locations were the Twin Towers. They are the two tall buildings seen in the New York City skyline in *A New Yorker's Cry*." Teacher points to the Twin Towers in the painting, *A New Yorker's Cry*. Teacher continues, "Another location was the Pentagon, which is a building shaped like a pentagon, a shape with five sides." Teacher continues, "The last location was an empty field in a state called Pennsylvania, because the people on the fourth plane found out their plane was going to be used to hurt people, and they decided they weren't going to let that happen. They fought back against the terrible people and the plane was put down in an empty field. We see some of the places affected on September 11, 2001, in some of the paintings. Other things we notice in the paintings are the colors, which is what we are going to focus on today. How do these dark colors like grey, black, and dark blue make you feel?"

*(Answers may vary, but dark colors portray a feeling of sorrow, pain, or anger.)*

Teacher continues, "How do your feelings change when you look at these brighter colors in *Hero Highway*?"

*(Answers may vary, but bright colors portray a feeling of joy.)*

Teacher continues, "Does anyone know what the colors red, white, and blue represent?"

*(Red, white and blue represent America, and the colors are chosen to portray American pride.)*

Teacher continues, "We can see many American flags waving in Gabe and Haruka Ostley's *Hero Highway*. This feeling of American pride was a feeling of hope after September 11, 2001, that things would get better, and we would all stick together as people who help others. Bad people tried to hurt America, but America is strong. If you were choosing colors to use to paint about September 11, 2001, what colors would you choose to use and why?"

*(Answers may vary.)*



## Lesson 2: 9/11 Art — Material Choice

### Background for the Teacher

Artists express themselves through many different formats. This lesson teaches students about how material choice serves as a form of artistic expression and can represent many different feelings and emotions.

*After the Twin Towers Collapsed*, by Gabe and Haruka Ostley, was commissioned for use in the Discovering Heroes® series of books for kids to convey certain key messages. It shows the devastation to lower Manhattan after the attacks on the World Trade Center. Thick dust covered the streets and cars, and papers fell through the sky like rain.

*A New Yorker's Cry*, by Kaitlin Carbonaro, uses acrylic paint to show the New York City skyline before September 11, 2001, through a single teardrop. The dark background represents the grief felt by so many who remember the attacks.

*New York City Firefighter Memorial Wall* was funded and created by Holland & Knight Charitable Foundation. It is dedicated to the 343 members of the Fire Department of the City of New York who perished on September 11, 2001, as well as Glenn J. Winuk, who was a former Holland & Knight partner and volunteer firefighter who also lost his life while saving others in the collapse at the World Trade Center complex. The memorial wall is a 56-foot-long and six-foot-high bronze bas-relief memorial bolted to the side of the Engine 10 Ladder 10 Fire Station, which is directly across the street from the site of the former World Trade Center complex.

*9/11 We Miss You*, is a piece created by a six-year-old student in New York City. It is made with everyday objects, like a plate, plastic food wrap, and a paper towel roll. The use of everyday objects represents the everyday heroes who sacrificed their lives on September 11, 2001, to rescue those in need.

### 1. Begin With an Essential Question

**How can we express emotions about September 11, 2001 through art?**

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

### 2. Introduce the Lesson

Teacher says, “We are learning about how artists express themselves through their art and today we are going to focus on material choice. Material is what objects are being used to make the art. It could be paint, clay, stone, or many other objects. People sometimes make art with everyday objects that we have in our homes.”

### 3. Students' Task

Students should be given a few minutes to look at the pictures of 4 pieces of art about September 11, 2001, *After the Twin Towers Collapsed*, by Gabe and Haruka Ostley, *A New Yorker's Cry*, by Kaitlin Carbonaro, *New York City Firefighter Memorial Wall*, which was created and dedicated by Holland & Knight Charitable Foundation, and *9/11 We Miss You*, created by a student from New York City, located in the Appendix of Unit Materials. If students are able, they can write down anything they notice about the materials used to create the pieces of art.

Teacher says, “Can anyone share with us anything they noticed about the materials used to create these pieces of art?”

*(Answers may vary, but two of the art pieces use paint. One piece of art is bronze. Another piece uses everyday household objects.)*

#### 4. Explain Material Choice

Teacher says, “We learned that artists use certain colors to express their emotions. Today we are going to learn about how artists use materials to express their emotions. If we look at these two paintings, *After the Twin Towers Collapsed*, by Gabe and Haruka Ostley, and *A New Yorker’s Cry*, by Kaitlin Carbonaro, we notice that both artists used paint, but the kind of paint is different, and the difference is meant to make us feel a different way. Notice the colors in both paintings are grey tones, but the colors are much duller, or not as bright, in *After the Twin Towers Collapsed* and much more vibrant in *A New Yorker’s Cry*. The duller color is because the artist used watercolor paint. How does it make you feel?”

*(Answers may vary, but the painting gives a feeling of sadness and calm.)*

Teacher continues, “After the Twin Towers collapsed on September 11, 2001, people nearby said the area was strangely quiet, not loud like it usually was. There was powdered debris, which is broken pieces of the buildings and other things, and paper that covered the area, from the buildings. How does the painting, *A New Yorker’s Cry*, which uses acrylic paint, make you feel?”

*(Answers may vary, but the deep blue and grey and black give a feeling of sadness and emptiness.)*

Teacher continues, “Both pictures might make us feel sad, but in *A New Yorker’s Cry*, there is a sense of longing for something that was once there and now no longer exists. Notice how the light shines off the artwork in the picture of New York City Firefighter Memorial Wall. This memorial wall is bronze, so it reflects the light beautifully and it can withstand harsh weather and time. You can see that it shows firefighters working. On September 11, 2001, we know that terrible people tried to hurt our country. First responders, like firefighters and police officers, raced to the attack sites to help people in need. In New York City, hundreds of people were trapped in the Twin Towers, and needed help getting out. First responders risked their lives to get them to safety, and in doing so, over 400 first responders lost their lives. 343 of those first responders were firefighters in New York City. First responders are everyday heroes, because they risk their lives every day to help others. In *9/11 We Miss You*, the artist used everyday objects to represent the everyday heroes who gave their lives to help people in need. If you were choosing materials to use to create art about September 11, 2001, what materials would you choose to use and why?”

*(Answers may vary.)*



# Lesson 3: 9/11 Images

## Background for the Teacher

Artists express themselves through many different formats. This lesson teaches students about how images help shape perception, influence our view, and in doing so, influence our artistic expression.

### 1. Begin With an Essential Question

**How can we express emotions about September 11, 2001 through art?**

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

### 2. Introduce the Lesson

Teacher says, “We are learning about September 11, 2001, and how artists express themselves through their art. Today we are going to look at images, or photos, that represent, or are about, September 11, 2001. Photos are accounts of past events. They give us a real look into what happened. Looking at photos might also help you get a better understanding of how people felt after September 11, 2001.”

### 3. Students’ Task

Teacher should give each student a copy of 9/11 Images Worksheet, located in the Appendix of Unit Materials. Students should color the face under each picture to tell how they felt after looking at the image. Students should color the smiling face to say the image made them feel

good, the middle face, to say the image didn’t make them feel anything, the sad face, to say the image made them feel sad, or the question mark if they are unsure how the image made them feel. There are two versions differentiated for student abilities.

### 3. Explain 9/11 Images

Teacher should go over and explain what each image shows. Below is an explanation for each image.

1. This picture is of the Twin Towers in New York City before September 11, 2001. They were two of the tallest buildings in the world.
2. This picture shows the Twin Towers after they were hit and the smoke that filled the air in New York City.
3. This picture shows the Pentagon after it was hit. You can see the smoke and fire.
4. This picture shows the empty field in Pennsylvania where flight 93 crashed. You can see the hole from the airplane and smoke.
5. This picture shows Angels’ Circle, a memorial created in Staten Island, New York. There are photos of more than 200 people from Staten Island who lost their lives on September 11, 2001, with beautiful flowers and decorations.
6. This picture shows American flags and flowers left at a memorial for the people who lost their lives on September 11, 2001. It reads, “Your bravery, your lives, will not be forgotten.”

Teacher says, “Do these images make you feel the same after you learned more about them?”

*(Answers may vary. Some students might feel differently after they learn what is portrayed in the images. For instance, the sixth image portrays a feeling of happiness with grass, flowers, and the American flag, but after hearing that it is at a memorial, students might feel sad.)*

Teacher says, “After looking at these images that represent September 11, 2001, do you feel differently about the events of September 11, 2001? How so?”

*(Answers may vary, but some students might not have had a particular feeling about September 11, 2001. After seeing the images of fire and smoke and American flags, they might feel sad about what happened and a feeling of pride in America as a country.)*

# Lesson 4: 9/11 Art Creation

## Background for the Teacher

This lesson, which is intended to last more than one period, allows students to express their own feelings towards the events of September 11, 2001 through color and material choice, to show that artists use many different techniques and materials to support their expression.

### 1. Begin With an Essential Question

**How can we express emotions about September 11, 2001 through art?**

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

### 2. Introduce the Lesson

Teacher says, “We have learned about how artists use many techniques to express their feelings or emotions. We learned about color choice and material choice. Can anyone explain to me how color choice might portray certain feelings or emotions?”

*(Answers may vary, but dark colors portray a feeling of sorrow, pain, or anger, while bright colors portray a feeling of joy. Red, white, and blue portray a feeling of American pride.)*

Teacher continues, “Can anyone explain to me how material choice might portray certain feelings or emotions?”

*(Answers may vary, but different materials can make us feel different emotions when we look*

*at them, like the texture or color depth of paint. Lighter paint might help us feel calm or a gentle emotion, while deep colors can help us feel a stronger emotion. Materials can also represent different things to express different emotions in art.)*

### 3. Students’ Task

Teacher says, “Now it is your turn to create your own 9/11 art. Think about how September 11, 2001 makes you feel and use colors and materials to share those emotions through art.”

Students should be given paper to plan and execute their artwork and they can share materials as they work. Some sample objects that students can use to create their pieces along with paint are forks, tissues, toilet paper or paper towel rolls, plastic cups, aluminum foil, plastic wrap, cut pieces of cardboard, and cotton balls.

When students have completed their artwork, they should be reminded to clean up their work area and given time to do so.

When students are finished creating their 9/11 artwork, and have cleaned up their work area, they should think for a moment about how their own artwork compares to the artwork created by people who lived through September 11, 2001. Teacher says, “Our artwork reflects on what we’ve learned about September 11, 2001. How does our artwork compare to the artwork we’ve studied? Do we notice differences or similarities? Why do you think that is?”

*(Answers may vary, but students might have chosen similar colors in their artwork, because they have a similar feeling of sadness or American pride. They might have chosen different materials to represent something different about September 11, 2001.)*

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# Lesson 5: 9/11 Art Presentation

## Background for the Teacher

Students can display their 9/11 artwork for family, friends, their school, or their community, as a way to honor all who lost or sacrificed their lives on September 11, 2001, and all the everyday heroes who continue to risk their lives for our safety and security. The students can have their own 9/11 gallery where they explain their creative process, including color and material choice, and how it supports their expression.

### 1. Begin With an Essential Question

**How can we express emotions about September 11, 2001 through art?**

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

### 2. Introduce the Lesson

Teacher says, “We planned and created our own 9/11 art using different materials and different color choice. Today we are going to present our pieces. Remember that when we speak, we should use a loud volume and speak clearly so that everyone easily understands us. I want you to tell us why you used the colors and objects that you used, the process you went through to create this art, and how it supports your feelings about September 11, 2001.”

### 3. Students’ Task

The students’ artwork should be displayed around the classroom. When each student presents, they should get out of their seat and stand next to their artwork to present.

# Appendix

## Unit Materials

- *After the Twin Towers Collapsed*, by Gabe and Haruka Ostley
- *Hero Highway*, by Gabe and Haruka Ostley
- *A New Yorker's Cry*, by Kaitlin Carbonaro
- *New York City Firefighter Memorial Wall*, created and dedicated by Holland & Knight Charitable Foundation
- *9/11 We Miss You*, created by a six-year-old student from New York City
- 9/11 Images Worksheet 1
- 9/11 Images Worksheet 2



# *After the Twin Towers Collapsed*

by Gabe and Haruka Ostley





# *Hero Highway*

by Gabe and Haruka Ostley



## *A New Yorker's Cry*

by Kaitlin Carbonaro





## *New York City Firefighter Memorial Wall*

created and dedicated by Holland & Knight Charitable Foundation



## *9/11 We Miss You*

created by a six-year-old student from New York City





# 9/11 Images Worksheet 1

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

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

Directions: After you look at the picture, color the ☹ if you feel sad, 😐 if you don't feel anything, 😊 if you feel happy, or ? if you don't know how you feel.



1. ☹ 😐 😊 ?



2. ☹ 😐 😊 ?



3. ☹ 😐 😊 ?



4. ☹ 😐 😊 ?



5. ☹ 😐 😊 ?



6. ☹ 😐 😊 ?

# 9/11 Images Worksheet 2

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

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

Directions: After you look at the picture, color the ☹ if you feel sad, 😐 if you don't feel anything, 😊 if you feel happy, or ? if you don't know how you feel. Then explain why you felt that way.



1. ☹ 😐 😊 ?

\_\_\_\_\_

\_\_\_\_\_



2. ☹ 😐 😊 ?

\_\_\_\_\_

\_\_\_\_\_



3. ☹ 😐 😊 ?

\_\_\_\_\_

\_\_\_\_\_



4. ☹ 😐 😊 ?

\_\_\_\_\_

\_\_\_\_\_



5. ☹ 😐 😊 ?

\_\_\_\_\_

\_\_\_\_\_



6. ☹ 😐 😊 ?

\_\_\_\_\_

\_\_\_\_\_



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