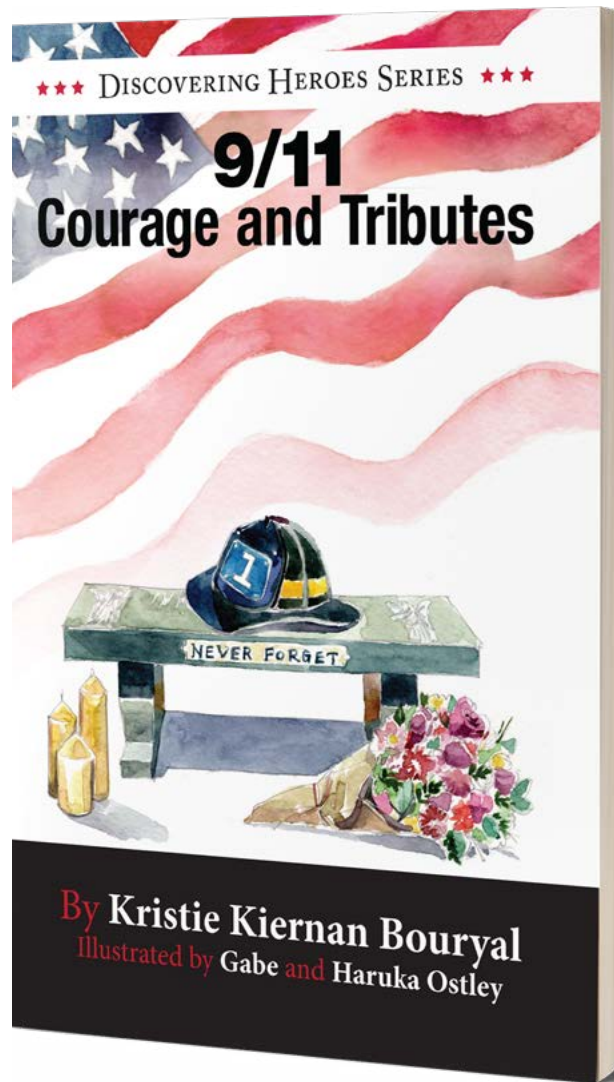


★★★ DISCOVERING HEROES® SERIES ★★★

9/11 Instructional Unit III

Grades K-2



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 9/11. 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 K-2

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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 in. The essential question should receive consistent consideration through the lessons, as well as the idea of theme, e.g., heroes must not be forgotten.

Unit Implementation Schedule

It is recommended that unit implementation take place any time throughout the school year, especially around 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 using the text to support ideas.
- Creating innovative ways to pay tribute to 9/11 heroes.

9/11 Background Information

For the Teacher

The sole purpose of this 9/11 background information is to provide you, the teacher, with a snapshot of what happened on that day. It may serve as a cautious reference in working with young readers. The book, "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

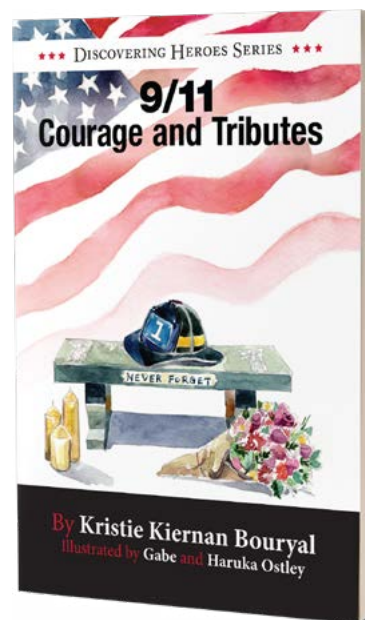
Today we're going to read a book about the courage of everyday heroes. It is a story about paying tribute

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 9/11-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

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.

1. 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 explains, “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.

- What does “courage” mean?

(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.)

2. Introduce the Book

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

“The title of this book is ‘9/11 Courage and Tributes.’ What do you see in the picture on the cover? How does this picture relate to the title?”

“We’re going to read an important book today about tributes to those who made the supreme sacrifice on September 11, 2001. By ‘supreme,’ we mean the highest or greatest sacrifice.”

3. Read Aloud Chapter 1

Teacher/student begins reading Chapter 1.

After paragraph 2 on page 3 ask the class, “What does Grandma mean when she says they’ll be ‘touched’ by these remembrances?”

(Answers may vary but include that the grandchildren will be affected in an emotional way.)

Teacher/student continues reading.

After finishing the sentence at the top of page 5 show the class the photo on page 4 and ask the class to describe what they see.

Teacher/student continues reading.

After the first paragraph on page 7 ask the class, “How did people work together to help make Angels’ Circle what it is?”

(Answers should include people provided photos and mass cards of the people who were lost to display there. Many people, businesses and politicians showed support. A gardening center donated plants, pavers and helped to maintain the land. People donated fencing and holiday decorations, and had electricity installed for lighting at night.)

Teacher/student continues reading.

At the bottom of page 7 ask the class, “Why was Tyler so impressed that it started with a sign in the dirt?”

(Answers may vary but include that it seems like such a small act, but it started such a large, beautiful memorial that people from all over visit.)



4. Students’ Task

Teacher asks students, “Who is an everyday hero in your life? After you think about this, please use Your Everyday Hero Worksheet to draw your answer and tell us why this person is an everyday hero.”

Teacher, this worksheet is in the Appendix of Unit Materials.

Lesson 2: '9/11 Courage and Tributes' – Chapter 2

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 New York City 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.

1. Remind Students of the Essential Question

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

2. Read Aloud Chapter 2

Before reading, show the picture on page 8 and ask the class to describe what they see.

Teacher/student begins reading.

After paragraph 2 on page 10 ask the class, "Loved ones left stones, notes, butterflies and many other things at the memorial. Can you think of anything special you would leave for them? Why? Turn and talk then we will share."

Teacher/student continues reading the chapter.



3. Students' Task

Create your 9/11 Courage and Tributes Banner Worksheet. Your banner can contain pictures and/or words. Once you complete the banner, be prepared to share it with the class.

Teacher, this worksheet is in the Appendix of Unit Materials.

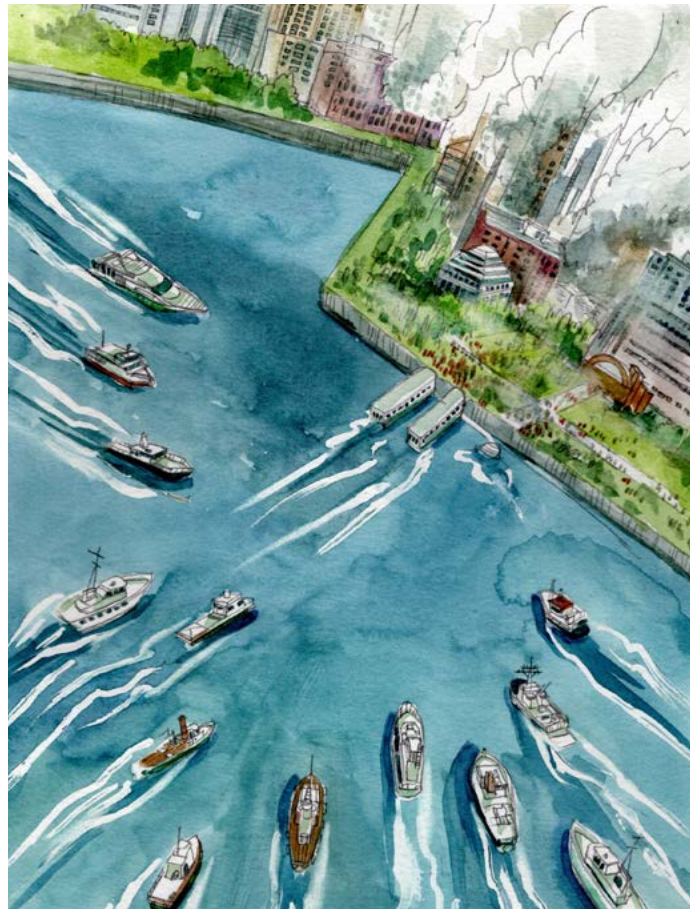
Lesson 3: ‘9/11 Courage and Tributes’ – Chapter 3

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.

1. Remind Students of the Essential Question

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



2. Read Aloud Chapter 3

Teacher/student begins reading Chapter 3.

After finishing the sentence at the top of page 14 ask the class, “How do you think Grandpa’s friend Mick felt?”

(Responses may vary but include worry, fear, panic.)

Teacher/student continues reading.

After finishing the sentence at the top of page 15 ask the class, “How did the fireboats help that day?”

(They brought water since it was the only source to help put out the fires.)

Teacher/student continues reading.

After finishing the paragraph at the top of page 16 show the picture on page 17 and ask the class to describe what they see and predict what they will read about.

Teacher/student continues reading.

At the bottom of page 18 ask the class, “How did regular people become everyday heroes and save lives on 9/11?”

(Answers may vary but include they answered the call for help and rescued people from lower Manhattan with their boats.)

3. Students’ Task

Working in pairs, come up with questions you would ask the people who responded to the call for help with their boats. Be prepared to share your questions with the class.

(Students may write questions down.)

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

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 is 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 cofounded by his friend and former FDNY fireman Lee A. Ielpi. 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, which Grandma explains was damaged on 9/11 and nursed back to life.

1. Remind Students of the Essential Question

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



2. Read Aloud Chapter 4

Teacher/student begins reading Chapter 4.

After the third paragraph on page 20 ask the class to confirm comprehension, “Was Glen J. Winuk a fire-fighter on duty in New York City that day?”

(No, he was a businessman who ran from his office to help people evacuate and while doing so he lost his life.)

Teacher/student continues reading.

After the fourth paragraph on page 22 ask the class, “Grandma says it still hurts to talk about 9/11. Does it physically hurt her? What does she mean?”

(Answers may vary but include that Grandma means people feel very sad when they talk about what happened on 9/11, so they don't like to talk about it.)

Teacher/student continues reading.

After finishing the sentence at the top of page 24 show the picture on page 25 and ask students to describe what they see.

Teacher/student continues reading.

At the bottom of page 26 ask the class, “Why is the Survivor Tree so special?”

(Answers may vary but include that it is a reminder of survival and our ability to overcome difficult times.)

3. Students' Task

Students complete the 9/11 Physical Tribute Worksheet in the Appendix of Unit Materials.

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

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 effects 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.

1. Remind Students of the Essential Question

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

2. Read Aloud Chapter 5

Teacher/student begins reading Chapter 5.

After paragraph 3 on page 28 ask the class, “Why would firefighters use a horse-drawn carriage to take them to fires and accidents in the past?”

(When they mention the olden days they mean before cars were invented. People used to travel by horse drawn carriages.)

Teacher/student continues reading.

After reading page 31 show the picture on page 32 and ask the class to describe what they see.

Teacher/student continues reading.

After the first paragraph at the top of page 33 ask the class, “What is so special about the design of the ‘Postcards’ memorial?”

(It is designed to look like two postcards folded, to symbolize a private conversation between loved ones. Directly between the two structures you can look across the water and see the Freedom Tower.)

Teacher/student continues reading.

After completing the first paragraph at the top of page 35 ask the class, “How did the attacks on September 11 impact people for years?”

(People who lived in the area or went to the site to help breathed in dust that has caused many illnesses. People continue to die or need treatment from the illnesses they developed.)

Teacher/student continues reading the chapter.



3. Students' Task

Students complete the Postcard to 9/11 Hero Family Worksheet in the Appendix of Unit Materials.

After students complete their postcard worksheets, send them to the author to share with the families of 9/11 heroes. Mail materials to:

Context Productions
P.O. Box 1292
Hightstown, NJ 08520

Next, students complete the Order of Events Worksheet in the Appendix of Unit Materials.

Appendix

Unit Materials

Instructional materials for the unit are contained in this Appendix:

- Word List for '9/11 Courage and Tributes'
- Coloring and Vocabulary Worksheet
- Your Everyday Hero Worksheet
- '9/11 Courage and Tributes' Banner Worksheet
- 9/11 Physical Tribute Worksheet
 - » For Kindergarten
 - » For Grades 1-2
- Postcard to 9/11 Hero Family Worksheet
 - » For Kindergarten
 - » For Grades 1-2
- Order of Events Worksheet 1
- Order of Events Worksheet 2

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.

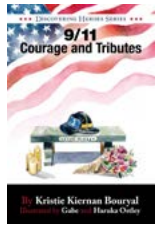
Resilience: Resilience is our ability to overcome a difficult time.

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.

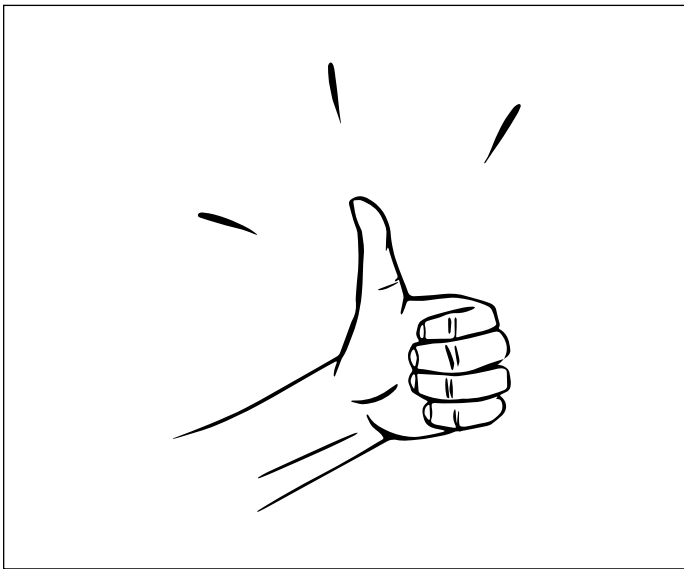
'9/11 Courage and Tributes' Coloring and Vocabulary Worksheet

Name: _____

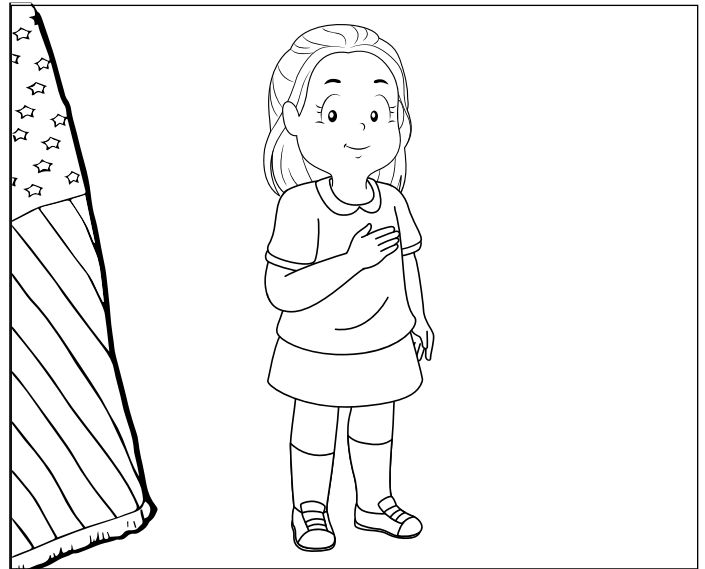
Class: _____ Date: _____



Color and learn new vocabulary.



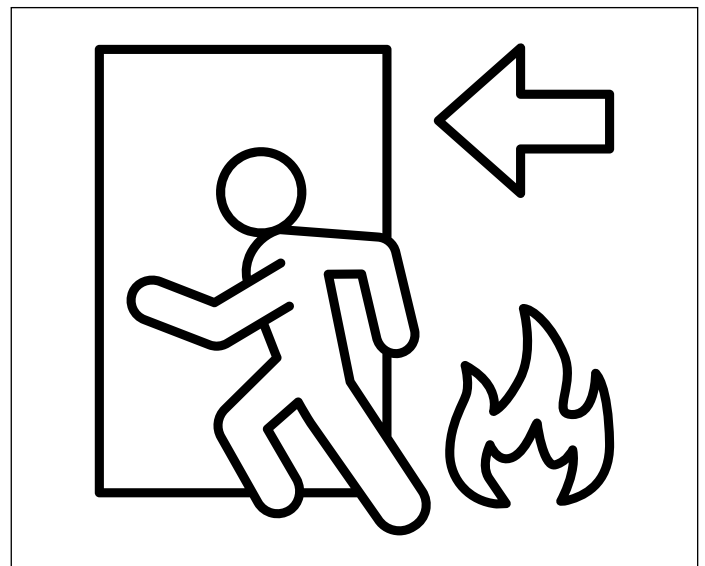
10-4



tribute



passersby

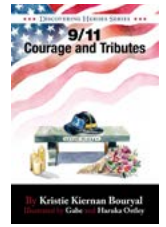


evacuation

'9/11 Courage and Tributes' Your Everyday Hero Worksheet

Name: _____

Class: _____ 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.

Context Productions

P.O. Box 1292

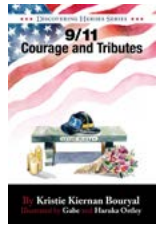
Hightstown, New Jersey 08520

'9/11 Courage and Tributes'

9/11 Courage and Tributes Worksheet

Name: _____

Class: _____ Date: _____



Create your own banner to fly as a tribute.

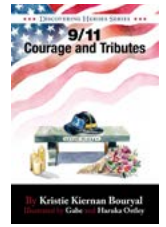


‘9/11 Courage and Tributes’

9/11 Physical Tribute Worksheet for Kindergarten

Name: _____

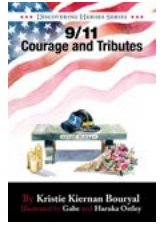
Class: _____ Date: _____



We’ve read about many physical tributes like plaques, statues, monuments, buildings or gardens. Design your own physical tribute for the heroes of 9/11 below.

'9/11 Courage and Tributes'

9/11 Physical Tribute Worksheet for Grades 1-2



Name: _____

Class: _____ Date: _____

We've read about many physical tributes like plaques, statues, monuments, buildings or gardens. Design your own physical tribute for the heroes of 9/11 below.

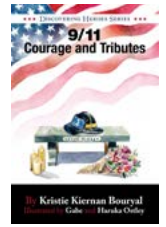
Explain your tribute below:

'9/11 Courage and Tributes'

Postcard to 9/11 Hero Family for Kindergarten

Name: _____

Class: _____ Date: _____

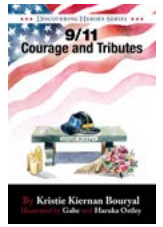


Color a postcard to the family of a 9/11 hero.

The image shows a large rectangular area for coloring a postcard. Inside the rectangle, there is a dashed rectangular box in the center, which is intended for a drawing. In the bottom right corner of the rectangle, there is a cloud-shaped bubble with the text "HERO FAMILY" inside it. The entire area is enclosed in a solid black border.

'9/11 Courage and Tributes'

Postcard to 9/11 Hero Family for Grades 1-2



Name: _____

Class: _____ Date: _____

Color a postcard and write a message to the family of a 9/11 hero.

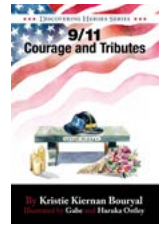
front

back

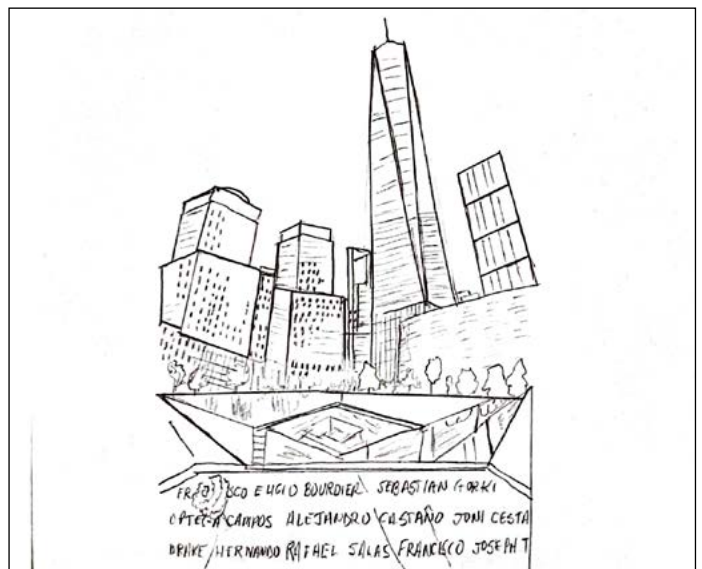
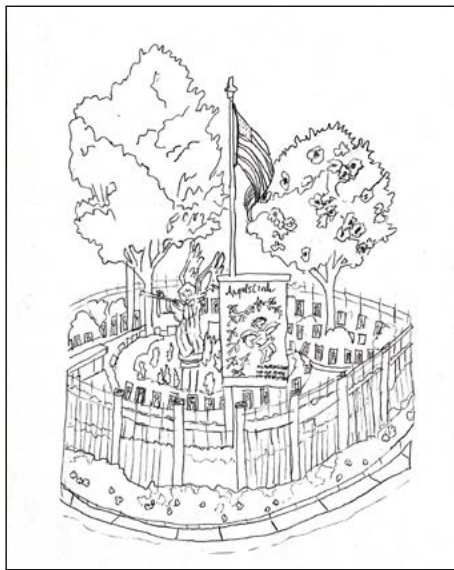
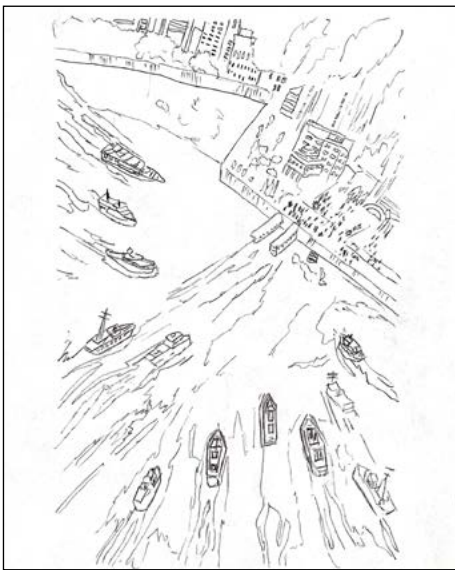
‘9/11 Courage and Tributes’ Order of Events Worksheet (Page 1)

Name: _____

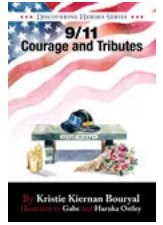
Class: _____ Date: _____



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



'9/11 Courage and Tributes' Order of Events Worksheet (Page 2)



Name: _____

Class: _____ Date: _____

First, the family got ready for a weekend of visiting tributes.

Then, they went to Angels' Circle and learned how one small act made a special tribute.

After, they learned about the nation's largest water evacuation and how ordinary people helped rescue others.

Next, they visited the 9/11 Tribute Museum and the site where the Twin Towers once stood, which is now the Reflecting Pools near the Freedom Tower.

Finally, the family visited a tribute called "Postcards," where they saw the names and profiles of people who lost their lives and learned that 9/11 is still hurting people today.

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