

**SUBJECT**

Social Studies

**UNIT IMPLEMENTATION SCHEDULE**

It is recommended that unit implementation take place at any time during the school year, especially on or near September 11.

**OVERVIEW**

The Discovering Heroes® series is designed to increase awareness about 9/11 and everyday heroes. Each book in the trilogy is paired with a teacher's guide that includes a full unit of ancillary social studies lessons, learning activities and background for teachers.

**UNIT DESCRIPTION**

Unit 2 is based on the second book, “Remembering Heroes,” in the Discovering Heroes® series. The main characters in the story, Grandpa, Grandma, and their grandchildren, Tyler, Olivia and Sophia, continue a journey to acquire knowledge of the heroes of 9/11 and the importance of remembering them. Students gain a deeper meaning of the hero concept presented and expanded through the chapters. Heroism and remembering are reinforced through the use of real people, specifically the firefighters from Rescue Company 1 who made the ultimate sacrifice on 9/11 at the Twin Towers (which were part of the set of buildings known as the World Trade Center). Students work through the unit with guided questions and specific learning tasks based on an essential question. Throughout the unit, student tasks support learning and instruction.

**INSTRUCTIONAL FOCUS**

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

**UNIT OBJECTIVES**

**Students will:**

- Acquire pertinent vocabulary from a list of key terms to support understanding.
- Relate the idea of “hero” to the identities of real, everyday people.
- Emphasize and communicate the importance of remembering 9/11 heroes.
- Convey the emotional impact 9/11 had on the nation to family and friends.
- Understand what it means to remember and honor 9/11 fallen heroes.
- Acknowledge why 9/11 has become the darkest day in America.
- Acquire creative approaches to honor the memory of 9/11 heroes.
- Complete learning tasks related to the story to enhance understanding of 9/11.

**UNIT LEVEL QUESTIONS**

**Essential Question**

What are some of the best ways to honor and remember our 9/11 heroes?

**Guiding Questions**

- What do you think we know about heroes?
- Why would anyone want to celebrate or remember a hero?
- Do you have any heroes? Who are they? Why do you believe they are heroes?

**UNIT LEVEL VOCABULARY**

- Manhattan BOX 5-5-8087
- Logo
- Dedicated
- Exemplary
- Perspectives
- First Responder
- Painstaking
- Debris
- Rubble
- Vast
- Devastated

Complete word list including definitions is on page 14 of the Instructional Unit.

**INCLUDED ANCILLARY MATERIALS**

- Expanded Word List for “Remembering Heroes”
- Writing a Haiku to Honor 9/11 Heroes
- Create Your Own Sign Worksheet
- Reading Comprehension Worksheet and Answer Key

**Additional Resource**

Reading Comprehension Quiz and Answer Key

**ELA CONNECTIONS**

**Grade 3 CCSS**

RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, W.3.1.c, SL.3.1, SL.3.1.a, SL.3.1.b, SL.3.1.c, SL.3.1.d, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.3, L.3.4, L.3.4.a, L.3.4.d, L.3.5.b, L.3.6

**Grade 4 CCSS**

RL.4.1, RL.4.2, RL.4.3, RL.4.6, RL.4.7, W.4.1.c, SL.4.1, SL.4.1.a, SL.4.1.b, SL.4.1.c, SL.4.1.d, SL.4.2, SL.4.3, L.4.1, L.4.4, L.4.4.a, L.4.4.c, L.4.5.c, L.4.6

**Grade 5 CCSS**

RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9, W.5.2.c, SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, L.5.1, L.5.4, L.5.4.a, L.5.4.c, L.5.5.c, L.5.6

**C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS**

**D2.His.14.3-5**

Explain probable causes and effects of events and developments.

**D2.His.2.3-5**

Compare life in specific historical time periods to life today.

**D2.Civ.10.3-5**

Identify the beliefs, experiences, perspectives and values that underlie their own and others’ points of view about civic issues.