

**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 3 is based on the third book, "9/11 Courage and Tributes," in the Discovering Heroes® series. 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 meaningful tributes to their sacrifice so they will always be remembered. Guiding questions drive the inquiry process in each chapter, while a culminating activity or task provides students with an opportunity to demonstrate their learning.

**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.

**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.

**UNIT LEVEL QUESTIONS**

- Essential Question**  
What tributes would be most appropriate to honor and celebrate the courage of our 9/11 heroes?
- Guiding Questions**
- What does "courage" mean?
  - Are you familiar with the word "tribute"? What do you think it might mean?

**UNIT LEVEL VOCABULARY**

- Devastated
- Eternally and Eternity
- 10-4
- Evacuation
- Passersby
- Rubble and Ruins
- Centerpiece
- Symbolize
- Void and Absence
- Ultimate Sacrifice
- Resilience
- First Responder

Complete word list including definitions is on page 16 of the Instructional Unit.

**INCLUDED ANCILLARY MATERIALS**

- Expanded 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

**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, W.3.2, W.3.2.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.1.3-5**  
Create and use a chronological sequence of related events to compare developments that happened at the same time.
- D2.His.3.3-5**  
Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- D2.Civ.7.3-5**  
Apply civic virtues and democratic principles in school settings.