

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 1 is based on the first book in a three-part series, "My Buddy's a Hero — And I Didn't Even Know It." It begins with a note from the author inviting readers to find deeper meaning in everyday heroes, embrace her story and come to tell their own. Students are introduced to the characters of Tyler, Olivia and Sophia and encouraged to mirror the characters' approaches to people in their own lives. Students acquire firsthand experience as the main character, Grandpa, takes them through the events at the WTC and his participation as a former fireman and first responder. An essential question is an arc extending the entire story with guided questions for each chapter to guide student engagement in the narrative. 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.

UNIT OBJECTIVES

- Students will:**
- Acquire pertinent vocabulary from an expanded list of key terms.
 - Acquire a conceptual and real identity of the idea of "everyday heroes."
 - 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.
 - Learn why 9/11 is called the darkest day in America.
 - Contribute their understanding of 9/11 to others from their book experience.
 - Complete learning tasks related to the story.

UNIT LEVEL QUESTIONS

- Essential Question**
Why is it important to remember and honor our heroes?
- Guiding Questions**
- Who are your heroes?
 - What makes them a hero?
 - Can a regular person be a hero? How?

UNIT LEVEL VOCABULARY

- | | | |
|---------------|--------------|--------------|
| • Bravery | • Desolate | • Ruins |
| • Context | • Eerily | • Demolished |
| • Inspiring | • Manhattan | • Darkest |
| • Perspective | • Devastated | • Plumes |
| • Ceremony | • Disaster | • Retired |
| • Debris | • Rubble and | • Smoldering |

Complete word list including definitions is on page 15 of the Instructional Unit.

INCLUDED ANCILLARY MATERIALS

- Expanded Word List for "My Buddy's a Hero — And I Didn't Even Know It"
- Frayer Template for Concept of Hero
- Cause and Effect Framework
- Reading Comprehension Worksheet and Worksheet Responses
- Reading Comprehension Quiz and Quiz Answers

ELA CONNECTIONS

- Grade 3 CCSS**
RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, 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, 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.Eco.1.3-5**
Compare the benefits and costs of individual choices.
- D2.Civ.4.3-5**
Explain how groups of people make rules to create responsibilities and protect freedoms.
- D2.Civ.6.3-5**
Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations and families.