



SUBJECT

Art

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

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.

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.

INSTRUCTIONAL FOCUS

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

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.

UNIT LEVEL QUESTIONS

- Essential Question**
How can we express emotions about September 11, 2001 through art?
- Guided Questions**
- How do these dark colors like grey, black, and dark blue make you feel?
 - How do your feelings change when you look at these brighter colors in *Hero Highway*?
 - Does anyone know what the colors red, white, and blue represent?
 - Can anyone share with us anything they noticed about the materials used to create these pieces of art?

UNIT LEVEL VOCABULARY

- Twin Towers
- The Pentagon
- First Responders
- Images
- Duller
- Debris

INCLUDED ANCILLARY 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

NATIONAL CORE ART STANDARDS

- Grade K**
VA:Cr1.1.Ka, VA:Cr2.1.Ka, VA:Pr4.1.Ka, VA:Pr5.1.Ka, VA:Re.7.2.Ka, VA:Re8.1.Ka, VA:Cn10.1.Ka, VA:Cn11.1.Ka
- Grade 1**
VA:Cr1.2.1a, VA:Cr2.1.1a, VA:Cr2.2.1a, VA:Cr2.3.1a, VA:Cr3.1.1a, VA:Pr5.1.1a, VA:Re.7.2.1a, VA:Re8.1.1a
- Grade 2**
VA:Cr1.2.2a, VA:Cr2.1.2a, VA:Cr2.2.2a, VA:Cr2.3.2a, VA:Cr3.1.2a, VA:Pr5.1.2a, VA:Re.7.2.2a, VA:Re8.1.2a

C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

- D2.His.6.K-2.**
Compare different accounts of the same historical event.
- D2.His.9.K-2.**
Identify different kinds of historical sources.
- D2.His.10.K-2.**
Explain how historical sources can be used to study the past.