

The War on Terror: Lesson D

A Social Studies Lesson Plan Developed for Upper Elementary (4-6) and Middle School (7-8)

Created by Kelly Russell, Ph.D. and Louanne Jacobs, Ed. D.

Birmingham-Southern College

Lesson Title: Look for the Helpers

Curriculum Area: Social Studies

Grade Level: 4-8

Estimated Time: Two Class Periods

Alabama Courses of Study Social Studies Standards:

Grade 4:

15. Identify major world events that influenced Alabama since 1950, including the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.

Grade 6:

12. Explaining how conflict in the Middle East impacted life in the United States since World War II Examples: oil embargoes; Iranian hostage situation; Camp David Accords; Persian Gulf Wars; 1993 World Trade Center bombing; terrorist attacks on September 11, 2001; War on Terrorism; homeland security

Objectives:

Students will define the term “first responder.”

Students will identify some occupations that are considered “first responders.”

Students will read to infer some of the character traits of people who become first responders.

Students will read to infer some of the anticipated/expected risks associated with being a first responder.

Students will read to infer some of the unanticipated/unexpected risks associated with being a first responder.

Students will read to infer the motivation behind the actions of Alabama 9/11 first responders.

Students will listen to/read the book, *The Little Chapel that Stood*, to find text evidence for how the chapel became a source of comfort and solidarity for first responders.

Evaluation of Student Learning:

Students will complete the **First Responder Graphic Organizer** Before and After Reading using text evidence

Students will complete the *Little Chapel Graphic Organizer* using text evidence

Teachers may choose to have students present their learning using oral presentations

Learning Design/Activity Plans:

Materials:

Chromebooks or another computer

Pens or pencils in four different colors

Items to be Printed

[First Responders Graphic Organizer](#) – one per student

[Little Chapel Graphic Organizer](#) – one per student

[Etowah County First Responders Handout](#) – one per group

Links for Use in Presentation

Mr. Rogers “Look for the Helpers” video clip: https://www.youtube.com/watch?v=-LGHtc_D328

WVTM Channel 13 - Phil Brassaele story: <https://www.wvtm13.com/article/local-volunteer-remembers-9-11/37551025#>

WBRC - <https://www.wbrc.com/2021/09/09/alabama-911-responders-share-message-about-world-trade-center-health-program/>

The Little Chapel that Stood A B Curtiss YouTube - <https://www.youtube.com/watch?v=6nQIB6SGZek>

The Story of Saint Paul’s Chapel: A 9/11 Sanctuary - <https://911groundzero.com/blog/5-facts-about-st-pauls-chapel/>

9/11, The Chapel that Stood | Trinity Church Wall Street St. Paul’s Chapel -

<https://trinitywallstreet.org/visit/st-pauls-chapel/911>

Procedure:

1. Write the words *First Responder* on the board. Ask students to tell what they think the term means. Do they know anyone who is a first responder? What types of occupations might be considered as first responders?
2. Tell them that they are going to be reading and watching some video clips about first responders and 9/11.
3. Watch the Mr. Rogers clip together. https://www.youtube.com/watch?v=-LGHtc_D328
4. Ask students if they have anything to add to their definition of a first responder
5. Place students in pairs or small groups. Show the *First Responder Graphic Organizer Handout* on a Smart Board or other projection device. Tell students that they are going to be working with their partner/team members to complete the graphic organizer. Give each student a handout but they work as a group to get answers.

6. Ask them to write everything that they *think* they know in each boxes using ONE color pen/pencil.
7. Distribute a copy of the [Etowah County First Responders](#) news story to each group. Ask students to read it and then add to their graphic organizer using a DIFFERENT color pen/pencil.
- 8.. Watch the Phil Brassaele video clip from WVTM. Again, ask students to add to their graphic organizer using a DIFFERENT color pen/pencil.

WVTM Channel 13 - Phil Brassaele story: <https://www.wvtm13.com/article/local-volunteer-remembers-9-11/37551025#>

9. Watch the WBRC video clip. Again, ask students to add to their graphic organizer using a DIFFERENT color pen/pencil.

[WBRC - https://www.wbrc.com/2021/09/09/alabama-911-responders-share-message-about-world-trade-center-health-program/](https://www.wbrc.com/2021/09/09/alabama-911-responders-share-message-about-world-trade-center-health-program/)

10. Ask students to report, either in writing or as a class presentation, what they FIRST thought about first responders and 9/11 and what they NOW know/think about first responders and 9/11.

DAY TWO

1. Tell students that there are also people and places that help and shelter first responders; that today they are going to be reading about one of those places.
2. Watch the Phil Brassaele video clip once again.

WVTM Channel 13 - Phil Brassaele story: <https://www.wvtm13.com/article/local-volunteer-remembers-9-11/37551025#>

3. Tell students they are now going to hear a story/poem about the chapel that Mr. Brassaele talked about in the video.
4. Distribute *the Little Chapel Graphic Organizer Handout*. Tell students that you will be stopping a few times during the reading of the story for them to record what they NOTICE and what they WONDER about the story.
5. Play the [YouTube video of The Little Chapel that Stood](#). The Little Chapel that Stood A B Curtiss YouTube - <https://www.youtube.com/watch?v=6nQIB6SGZek>
Stop 3-4 times for students to record their responses.
6. Place students in pairs or small groups. Tell students that they are going to be reading two passages about the chapel. They can add to the *Little Chapel Graphic Organizer* as they read.
7. Distribute the links to the two St. Paul's stories listed below. (The teacher may prefer to print copies of the article of the first link below so each group can read together). Ask students to read and add to the *Little Chapel Graphic Organizer*. The teacher may want to ask students to cite the source of new information. <https://911groundzero.com/blog/5-facts-about-st-pauls-chapel/>, <https://trinitywallstreet.org/visit/st-pauls-chapel/911>

8. Ask students to write or present their findings, paying particular attention for evidence on how the chapel came to be a symbol and a source of comfort for first responders.

Additional Teacher Resources:

<https://www.france24.com/en/americas/20210911-the-little-chapel-that-stood-a-hub-for-9-11-relief-twenty-years-later>

<https://birminghamwatch.org/climbing-110-flights-to-remember-first-responders-of-9-11/>