

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
and 9/11 in the Classroom**

Elementary School

Lesson Plans & Themes

Unit III

Historical Context of Terrorism

Unit III: Historical Context of Terrorism

Grade Levels: 3-5

Time: Two 60-minute periods

Lesson EIII-8: Walls

Interdisciplinary Connections:

Geography, literacy, character education

Objectives:

- Students will be able to use a computer to research various walls that are mentioned in the book *Talking Walls*.
- Students will be able to identify and find countries of the walls discussed in the book *Talking Walls*.
- Students will be able to locate where the wall goes on a world map.
- Students will be able to understand that greatness isn't only for famous people or famous deeds.
- Students will be able to understand the affects of our words and actions on others.

Key Terms:

Wall **Names of countries of the walls mentioned in the book**

Materials:

- *Talking Walls* by Margy Burns Knight, illustrated by Anne Sibley O' Brien
- Drawing paper, notebooks
- Crayons or markers
- Globe and map of the world
- Computers notebooks

Activities/Procedures:

- Put the word "wall," on the board or flip chart. Ask students to define "wall."
Noun: an upright structure of wood, stone, brick, etc., serving to enclose, divide, support, or protect; specif., such a structure forming a side or inner partition of a building
- Ask students the question: "Do walls talk? If they could tell stories, what would they say?"
"Are there any walls in your neighborhood? If so, can you describe them?"
- Divide the class into groups and assign each group a wall and country mentioned in the book in advance of reading.

Classroom Activity:

- Read the story to the class and show walls mentioned in the book to the students.
- Stop after each wall mentioned and ask the students to find the wall on the world map. Students place a sticker on the country where the wall being discussed is located.

- Think-pair-share activity focusing on research questions brainstormed by class:
 - Questions about the wall: size, structure, design, uses or purpose, etc.
 - Who are the people living in the country?
 - What do they look like? What are they wearing?
 - What type of homes do they live in?
 - What type of foods do they eat?
- Students will work in pairs using the computer and library to research their walls.

Evidence of Understanding:

- The student pairs will create a presentation to describe their walls and the countries where they are located. The presentation will include the culture of the people.
- Create a chart with the class to contrast and compare the purpose of walls:
 - Are they for protection? Do they divide people? Can they unite people?

Extension Activities: Taking Action and Giving Service:

- Discussion of memorials that are walls, such as the Vietnam Veterans Memorial. Refer to Eve Bunting's book, *The Wall*.
- Use the internet to show the various memorials in Washington DC. Ex: Korean War Memorial, World War II Memorial, Lincoln Memorial.
- If possible, take a trip to Washington DC to see various memorials.
- Define the term, "Wall Street," using computers for your research. Discuss the history and founding of Wall Street in NYC.
- Show Video by Reading Rainbow called *The Tin Forest*. The students at P.S. 234 in this Reading Rainbow episode show how important it is to them to be back at their school after the events of September 11. Discuss what it means to have pride in one's school. Ask students what makes their school a great place to be. Write their ideas on the board or on a chart. Have students create a peace wall for their school. Although the Reading Rainbow program left the air after 2006, many of the materials are available through the publisher GPN Educational Media. Materials can be found listed on the company website under Reading Rainbow. Many of the books can also be found through websites for bookstores, book distributors, etc.
- Take a class trip to visit a 9/11 Memorial Site.
- Do a class research project to discover the purpose and location of various memorials in your county and/ or state or in nearby areas. Plan a visit to some of those within a reasonable distance for a class trip. Make a map indicating the location of each memorial site and develop a short accompanying brochure giving a brief background about each memorial site.

*“A guide to the day that
changed the world
and the consequences
for our future.”*

*The Hon. Thomas Kean, former New Jersey Governor and
Chair, the National Commission on Terrorist Attacks Upon the United States*

