

Waynesburg University TPS Unit Outline



Title of Learning Center: Recalling September 11th, 2001

Subjects: Language Arts, Science, Social Studies and Art (enrichment)

Grade Level/Range: 4th grade

Overarching Goal or Concept for the Learning Center:

September 11th, 2001 is known as the day that changed America. It affected the world in many different ways. This unit provides students with a snapshot of the different ways our society was impacted. Some of the key topics discussed in the unit are how everyday people became heroic figures, how pollution changed the city, and how the attitudes of everyday life were changed after the event.

Overview:

In this unit, students will be focusing on the idea of heroism and creating their own hero, researching different particles of air pollutions, constructing awareness posters on September 11th, 2001, and expressing their beliefs and emotions through works of literature.

Written By: Tia Wadsworth, Melanie Polesovsky, and Reba Parry

Date: September 22, 2011

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Title of Lesson/Activity #1: How has September 11th, 2001 changed you?

Created By: Melanie Polesovsky

Overview of Lesson:

In this lesson, students will use literature to express their feelings about the events September 11th, 2001.

PA Standards:

1.4.4. A: Write poems, multi-

-Include detailed descriptions of people, places, and things

-Include literary elements

-Begin to use literary devices.

1.4.4. B: Write multi-paragraph informational pieces (e.g., descriptions, letters, reports, instructions)

-Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

Investigative Question for this activity:

What are some different kinds of ways students can express themselves about September 11th, 2001 by using literature?

Objective(s):

- Students will learn various ways to use writing to expression emotion
- Students will listen to re-accounts of September 11th, 2001 and learn what happened that day.
- Students will recognize individuals can have different perspectives about the same historical event.

Materials:

- Pencils
- Markers
- Colored pencils
- Chart paper
- Writing prompt worksheet
- Paint brushes

Print Sources:

See the attached organizer

Internet sources:

<http://www.youtube.com/watch?v=3jlgZMZRf64> – Video of what happened on September 11th, 2001.

Student Learning Process:

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Description of each step	Key Instructional Discussion Questions	Inquiry Cycle Action
1. Engage students by asking them about a time when they have used writing, drawing or even music to express themselves.	In what ways have you expressed yourself?	Connect
2. Show students the http://www.youtube.com/watch?v=3jlgZMZRf64 video.	What happened on September 11 th 2001?	Wonder
3. Show visuals and writing examples, including poems, photographs, paintings, stories, interviews and etc.	What different kinds of ways did these students express themselves? Which one is your favorite? Can you feel the emotion behind the different pieces?	Investigate
4. Provide the students with time to brainstorm ideas on different ways they can express their feelings. i.e. stories, poems, songs, drawings, art, etc After students have had time to think begin a class discussion making note on the board for reference.	What different kinds of ways can you express your emotions about September 11 th , 2001 What different figurative words can be used to describe yourself?	Express
5. Inform the students that they will use a form of expression we just discussed to express their feelings on the events that took place on September 11 th , 2001. Distribute writing prompts to students.	Did the events of the event change your thoughts about your life? In what ways, if any, did they change?	Construct
6. When all students have completed the writing prompt, students will peer review each other's writing prompt making any grammatical corrections necessary.	Is figurative language used?	Reflect
7. Students will then rewrite their final piece of literature on nice paper. Then using the materials provided (crayons, markers etc) students will to add color and personal design to their piece.	What type of writing did you choose to use to express your emotions about September 11 th , 2001?	Construct

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Closure:

To close the lesson, students will share their pieces of literature to the class. Students will explain why they choose their particular type of literature to express themselves. Students will also be encouraged to use literature to express themselves outside the classroom.

Modifications/Accommodation Techniques for Students with Special Needs:

Students will have the option to work with a partner and create one piece of writing together.

Students will be able to use a computer to help with spelling and grammar.

Post-instruction Assessment

Students will understand how to express themselves through different works of literature including, poetry, short stories, haikus, and sonnets. After completing this assignment, students will be able to correctly use figurative language to expression their emotion and beliefs.

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Name _____

September 11th, 2001: How has it changed you?

4	3	2	1	Score
Student had a clear focus about September 11 th , 2001 and identified topic and task correctly.	Student had a clear focus about September 11 th , 2001, but had trouble identifying the topic and task.	Student had trouble staying focused on September 11 th , 2001 and had trouble identifying topic, and task.	Student did not have a clear focus on September 11 th , 2001, and did not identify topic or complete the task.	
Student organized their piece of writing in a logical order and contains a appropriate title.	Student organized their piece of writing in a logical order, but does not have an appropriate title.	Student did not organize their piece of writing without a logical order but has an appropriate title.	Student piece of work was not organized and has no title.	
Student used correct punctuation, capitalization and spelling with 0-1 errors.	Student somewhat used correct punctuation, capitalization and spelling with 2-3 errors.	Student somewhat used correct punctuation, capitalization and spelling with 4-5 errors.	Student somewhat used correct punctuation, capitalization and spelling with 5-6 errors.	
Student somewhat used suffixes, prefixes and contractions with 0-1 errors.	Student somewhat used suffixes, prefixes and contractions with 2-3 errors.	Student somewhat used suffixes, prefixes and contractions with 4-5 errors.	Student somewhat used suffixes, prefixes and contractions with 5-6 errors.	
Student uses 4-3 figurative words and writing is engaging.	Student uses 3-2 figurative words, but writing is engaging.	Student uses 2-1 figurative words, but writing is engaging.	Student uses no figurative language and writing is not engaging.	

Total Points: _____/20

Comments:

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Title of Lesson/Activity #2: Pollution

Created By: Reba Parry

Overview of Lesson: The students will brainstorm and discuss aspects of air pollution. They will participate in a computer activity, researching certain aspects of air pollution. Students will then relate pollution to 9/11, considering the effect of pollution on the people and the city.

PA Standards:

S4.B.3.2: Describe, explain, and predict change in natural or human-made systems and the possible effects of those changes on the environment.

S4.B.3.2.1: Describe what happens to a living thing when its habitat is changed.

S4.B.3.3: Identify and describe human reliance on the environment at the individual or the community level.

S4.B.3.3.5: Describe the effects of pollution (e.g., litter) in the community.

8.1: Historical Analysis and Skills Development

8.1.4. C: Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research)

Objective(s):

The students will brainstorm ideas about pollution.

The students will use the computer to research different areas of air pollution.

The students will complete a worksheet about a particular item that he/she is assigned.

Materials:

- Computer
- Worksheet
- Pencil

Online Collections/Exhibits/Websites:

Asbestos:

<http://www.epa.gov/asbestos/pubs/help.html>

<http://www.cancer.gov/cancertopics/factsheet/Risk/asbestos>

Benzene

<http://www.bt.cdc.gov/agent/benzene/basics/facts.asp>

<http://www.cancer.org/Cancer/CancerCauses/OtherCarcinogens/IntheWorkplace/benzene>

Particulate Matter

<http://www.epa.gov/pm/basic.html>

http://www.airinfnow.com/html/ed_particulate.html

Sulfur Dioxide

<http://www.cleanairtrust.org/sulfurdioxide.html>

<http://www.dhs.wisconsin.gov/eh/chemfs/fs/SulfurDioxide.htm>

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Student Learning Process:

Description of each step	Key Instructional Discussion Questions	Inquiry Cycle Action
1. As a class, the students will work together to brainstorm ideas about different types of air pollution.	What is air pollution? What causes air pollution? What do you want to learn about air pollution?	Wonder
2. Select students to write the ideas on the board in a concept map.		
3. Introduce the learning center and the assignment they will completing.	*motivate students: tell students they are going to be researchers and investigators of air pollution! What types of information do you hope to find?	Wonder
4. Pass out the worksheet packet to students (there are four different worksheets). Students will only research the element that is on the worksheet received.		
5. Before the students head to the computers, have them complete the first section of the worksheet.	Do you have any questions before you begin? *monitoring is needed in this activity: some students may struggle during computer usage.	investigate
6. The students will head to the computer lab to research and complete the worksheet on their assigned type of pollution.		Investigate
7. Once worksheets are complete, students will head back to the classroom.		
8. Once all students have completed their research, students will be broken into groups according to which element they researched.	Did everyone find the same information? What new information did you learn?	Reflect

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<p>9. As the individual groups are discussing, they will complete a concept map and prepare to share information with the class.</p>	<p>What interesting information do you want to share with the class? What did you and your group find shocking or surprising?</p>	<p>Express</p>
<p>10. One at a time, the groups will discuss their topic with the class.</p>	<p>What do the other students find interesting about the other elements? Which elements seem the most common? The most dangerous.</p>	<p>Reflect</p>
<p>11. When all groups are completed students will share any personal comments about their elements that were not shared during the presentations.</p>	<p>Why is it important to know this information? How can we protect ourselves and our environment from these elements? What should we share with others about air pollution?</p>	<p>Connect</p>
<p>12. Inform the students that pollution was a problem during the terror attacks when the buildings fell. Use the smart board to project the primary source of the September 11, 2001 picture. Have the students reflect on what they see.</p>	<p>What types of elements do you think the smoke is made of? Based on your research, what types of effects is the air pollution having on the people and New York City.</p>	<p>Connect</p>

Closure:

To close the lesson, students will compare and contrast how their type of pollution affected the people and rescuers and how it added to the tragedy on Sept. 11th, 2001.

Modifications/Accommodation Techniques for Students with Special Needs:

Students with a learning disability will be given a worksheet with modifications. For example, it will have search terms to help them while searching on the URL's.

For enrichment, students can make a poster to show awareness of air pollution.

Formal Assessment:

The completed paper from the learning center will be graded.

Informal Assessment:

The cooperation of students as they work together to create a concept map will be observed. Also, make sure every student participates during the after group activity.

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Post-instruction Assessment :

After researching particles of air pollution, students will be learning ways to promote pollution awareness in the community. This should show students' understanding of what they learned in this previous lesson. The students should gain an understanding how different particles can affect health issues and the environment. Also, students should realize how people in New York City were affected from the smoke of the tragedy. Students will use the information from this lesson to realize how damaging pollution is, and how students can be proactive about it.

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Name _____

Date _____

Air Pollution Research Center

Directions: Use the computer to research some different particles that make up air pollution. Use ONLY the URL's given on this worksheet. Complete the chart below according to the information that you find on each website. If you have any trouble locating the website, please ask for help!

Asbestos:

Have you ever heard of the term asbestos before?	Yes or No
What do you know about asbestos?	
What do you want to learn about asbestos?	

Type in this URL in the internet browser: <http://www.epa.gov/asbestos/pubs/help.html>
Complete the chart with the new information that you find.

What are asbestos? Name 3 examples of asbestos.	
Where can you find asbestos?	
Name some health effects that asbestos cause.	

After learning this information, can you now think of a situation you either seen or experienced that may have related to asbestos?

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Now, type in this URL and answer more questions about asbestos:

<http://www.cancer.gov/cancertopics/factsheet/Risk/asbestos>

How can someone protect themselves from exposure to asbestos?	
What are side effects or signs that someone has been exposed to asbestos?	

What information did you find really interesting about asbestos?

What surprised you about asbestos?

What would you tell people to warn them about environmental harm due to asbestos?

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Name _____

Date _____

Air Pollution Research Center

Directions: Use the computer to research some different particles that make up air pollution. Use ONLY the URL's given on this worksheet. Complete the chart below according to the information that you find on each website. If you have any trouble locating the website, please ask for help!

Benzene:

Have you ever heard of the term Benzene before?	Yes or No
What do you know about Benzene?	
What do you want to learn about Benzene?	

Type in this URL in the internet browser:

<http://www.bt.cdc.gov/agent/benzene/basics/facts.asp>

Complete the chart with the new information that you find.

What is Benzene?	
Name 3 examples of Benzene.	
Where can you find Benzene?	
Name some health effects that Benzene cause.	

After learning this information, can you now think of a situation you either seen or experienced that may have related to Benzene?

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Now, type in this URL and answer more questions about Benzene:

<http://www.cancer.org/Cancer/CancerCauses/OtherCarcinogens/IntheWorkplace/benzene>.

How can someone protect themselves from exposure to Benzene?	
What are side effects or signs that someone has been exposed to Benzene?	

What information did you find really interesting about Benzene?

What surprised you about Benzene?

What would you tell people to warn them about environmental harm due to Benzene?

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Name _____

Date _____

Air Pollution Research Center

Directions: Use the computer to research some different particles that make up air pollution. Use ONLY the URL's given on this worksheet. Complete the chart below according to the information that you find on each website. If you have any trouble locating the website, please ask for help!

Particulate Matter:

Have you ever heard of the term particulate matter before?	Yes or No
What do you know about particulate matter?	
What do you want to learn about particulate matter?	

Type in this URL in the internet browser: <http://www.epa.gov/pm/basic.html>.
Complete the chart with the new information that you find.

What is particulate matter? Name 3 examples of particulate matter.	
Where can you find particulate matter?	
Name some health effects that particulate matter cause.	

After learning this information, can you now think of a situation you either seen or experienced that may have related to particulate matter?

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Now, type in this URL and answer more questions about asbestos:

http://www.airinfnow.com/html/ed_particulate.html.

How can someone protect themselves from exposure to particulate matter?	
What are side effects or signs that someone has been exposed to particulate matter?	

What information did you find really interesting about particulate matter?

What surprised you about particulate matter?

What would you tell people to warn them about environmental harm due to particulate matter?

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Name _____

Date _____

Air Pollution Research Center

Directions: Use the computer to research some different particles that make up air pollution. Use ONLY the URL's given on this worksheet. Complete the chart below according to the information that you find on each website. If you have any trouble locating the website, please ask for help!

Sulfur dioxide: <http://www.dhs.wisconsin.gov/eh/chemfs/fs/SulfurDioxide.htm>

Sulfur Dioxide:

Have you ever heard of the term sulfur Dioxide before?	Yes or No
What do you know about Sulfur Dioxide?	
What do you want to learn about Sulfur Dioxide?	

Type in this URL in the internet browser: <http://www.cleanairtrust.org/sulfurdioxide.html>
Complete the chart with the new information that you find.

What is Sulfur Dioxide? Name 3 examples of Sulfur Dioxide.	
Where can you find Sulfur Dioxide?	
Name some health effects that Sulfur Dioxide cause.	

After learning this information, can you now think of a situation you either seen or experienced that may have related to Sulfur Dioxide?

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Now, type in this URL and answer more questions about asbestos:

<http://www.dhs.wisconsin.gov/eh/chemfs/fs/SulfurDioxide.htm>.

How can someone protect themselves from exposure to Sulfur Dioxide?	
What are side effects or signs that someone has been exposed to Sulfur Dioxide?	

What information did you find really interesting about Sulfur Dioxide?

What surprised you about Sulfur Dioxide?

What would you tell people to warn them about environmental harm due to Sulfur Dioxide?

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Name _____
Date _____

(MODIFICATION)

Air Pollution Research Center

Directions: Use the computer to research some different particles that make up air pollution. Use ONLY the URL's given on this worksheet. Complete the chart below according to the information that you find on each website. If you have any trouble locating the website, please ask for help!

Asbestos:

Have you ever heard of the term asbestos before?	Yes or No
What do you know about asbestos?	
What do you want to learn about asbestos?	

Type in this URL in the internet browser: <http://www.epa.gov/asbestos/pubs/help.html>
Complete the chart with the new information that you find.

What are asbestos? Name 3 examples of asbestos.	Name given to a number of _____ _____ with high tensile _____, the ability to be woven, and _____ to heat and most chemicals.
Where can you find asbestos?	Roofs, _____, _____
Name some health effects that asbestos cause.	Lung disease, _____, _____, and _____.

After learning this information, can you now think of a situation you either seen or experienced that may have related to asbestos?

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Now, type in this URL and answer more questions about asbestos:

<http://www.cancer.gov/cancertopics/factsheet/Risk/asbestos>

How can someone protect themselves from exposure to asbestos?	Safety regulations and _____ -
What are side effects or signs that someone has been exposed to asbestos?	Shortness of breath, loss of appetite, _____, _____

What information did you find really interesting about asbestos?

What surprised you about asbestos?

What would you tell people to warn them about environmental harm due to asbestos?

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Title of Lesson/Activity #3: Terrorism Awareness

Created By: Melanie Polesovsky, Tia Wadsworth, and Reba Parry

Overview of Lesson:

The students will observe primary sources of other students' drawings of a September 11, 2001 reflection. Students will discuss how they think people felt about the event. Then, students will create their own poster of the event, displaying the awareness of terrorism and their reflection of the event.

PA Standards:

8.4.4. C: Explain how continuity and change in world history have influenced personal development and identity.

Belief systems and religions

Commerce and industry

Technology

Politics and government

Physical and human geography

Social organization

9.1.5. E: Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.

Investigative Question for this activity:

How do you think children and adults were affected by September 11, 2001? How do you feel?

Objective(s):

The student will create a poster that reflects personal feelings of September 11, 2001, and display the awareness of Terrorism.

The students will present and explain their reasoning for their poster.

The students will encourage others to know more about September 11, 2001 by presenting posters to younger grades.

Materials:

Paint

Stencils

Poster board

Colored paper

Crayons

Pencils

Rulers

Markers

Scissors

Paint brushes

Glitter

Worksheet

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Student Learning Process:

Description of each step	Key Instructional Discussion Questions	Inquiry Cycle Action
1. Display primary sources around the room before the students enter the classroom. *Posters are images from September 11 th , 2001.		
2. As the students walk in the door, have them get a worksheet and go to each poster and observe it. Students must write what they are feeling and attitudes that feel are represented through the art work.	How do you think people felt after September 11, 2001? How do these pictures make you feel? What types of feelings are displayed?	Wonder Investigate
3. When the students are finished, they will go back to their seats.		
4. Explain to the students that they will use any materials to create their own poster about 9/11. Tell students they will be sharing these posters with the younger students, so take your time.	What aspects in your poster do you want to display? What do you want other people to know about 9/11?	Construct
5. Monitor the progress of students to make sure their posters are appropriate, and to help them with creative ideas.		
6. After the posters are completed, students will share their poster with the class, explaining how they feel about 9/11 and why they chose to design the poster.		Express
7. The students will eventually (when time is available) be going to younger grades to share posters with younger students.		Reflect

Closure:

After students present posters to the younger grades, students will reflect as a class on how the students reacted on their poster.

Modifications/Accommodation Techniques for Students with Special Needs:

Students who are not confident about their artwork can trace sources from the computer. Also, a student with special needs can work with a partner. If a student is not able to speak in front of the class, he/she can write down their thoughts and have someone else read it.

Formal Assessment:

The posters will be evaluated by a rubric.

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Informal Assessment:

Student effort will be evaluated. Also, the seriousness of the topic should be respected by students. In addition, the participation during the younger elementary presentation will be evaluated.

Post-instruction Assessment :

Students will be evaluated on their creation of their September 11th poster. The poster will be hung around the school, showing the awareness of the event.

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Name _____

Date _____

9/11 Poster Rubric

<p>Artwork:</p> <ul style="list-style-type: none">1- Sloppy; shows no relation to 9/112- Sloppy but can interpret some aspect of 9/113- Neat but cannot interpret attitudes about 9/114- Very neat and creative, shows an effective attitude towards about 9/11.	<p>1 2 3 4 Comments:</p>
<p>Interpretation:</p> <ul style="list-style-type: none">1-cannot interpret any attitudes or events of 9/112-shows an event of 9/11 but no reflective attitudes3-displays understanding of the 9/11 and attitudes about the event.4- displays understanding of 9/11 and personal feelings, thoughts, and attitudes about the event	<p>1 2 3 4 Comments:</p>

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Posters of September 11, 2001

Directions: Take time to examine each of the photos around the classroom. Complete this worksheet as you visit each poster.

Poster 1:

What do you think this picture is representing?

What types of feelings are portrayed in this picture?

What do you feel as you look at this picture?

Poster 2:

What do you think this picture is representing?

What types of feelings are portrayed in this picture?

What do you feel as you look at this picture?

Poster 3:

What do you think this picture is representing?

What types of feelings are portrayed in this picture?

What do you feel as you look at this picture?

Poster 4:

What do you think this picture is representing?

What types of feelings are portrayed in this picture?

What do you feel as you look at this picture?

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Title of Lesson/Activity #4: Superman and the heroes of September 11, 2001

Created By: Tia Wadsworth

Overview of Lesson:

The lesson will begin with introducing to students what a hero is. The teacher will give an example to guide the students in the right direction. An example of different types of heroes from September 11, 2001 is to give the students an idea. A few of the heroes on the picture consist of a fireman, police officer, nurse, etc. The visual aid is called "Superman and the heroes of September 11, 2001." They will be asked to fill in the concept map which will have eight puzzle pieces total. After choosing their hero they will fill in the eight available spaces with characteristics which fit their hero.

PA Standards:

8.3.4. C: Explain how continuity and change in U.S. history have influenced personal development and identity.

Belief systems and religions

Commerce and industry

Technology

Politics and government

Physical and human geography

Social organization

1.4.4. B: Write multi-paragraph informational pieces (e.g., descriptions, letters, reports, instructions)

Investigative Question for this activity:

What do you think are a few qualities of a hero?

Objective(s):

1. The student will be able to understand the definition of a hero
2. The student will choose a hero after viewing the visual and provided by the teacher. (Superman and the heroes of September 11, 2001)
3. The students will list eight characteristics of their hero on a puzzle pieces provided by the teacher.

Materials:

Puzzle Pieces/Concept Map

Superman and the Heroes of September 11, 2001 Picture

Colored Pencil

Crayons

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Print Sources:

<http://www.loc.gov/pictures/item/2002716831/>

http://www.loc.gov/pictures/item/2002716829

http://www.loc.gov/pictures/item/2002717289

Student Learning Process:

Description of each step	Key Instructional Discussion Questions	Inquiry Cycle Action
1. The teacher will show an image to the classroom (Superman and the heroes of September 11, 2001.)	“What occupations do you see in the picture?”	Investigate
2. Once students have had time to view the image begin a discussion about heroes. Be sure to include specific characteristics such as fair, caring, smart, dedicated, etc. These characteristics will be written on a puzzle concept map.		
3. The teacher will present to the students a picture of his/her “hero” (Mother, Father, Grandfather, etc) and discuss the characteristic this person has that makes them a hero.	“What occupation does this picture represent?”	Wonder
4. The teacher will then inform the students that they will select an occupation and complete a puzzle activity to assist them in selecting characteristics people display		Reflect
5. The teacher will then distribute materials needed and directions to follow while completing the activity.		
6. The student will work independently at their desk in order to complete the hero activity.		Construct

Closure:

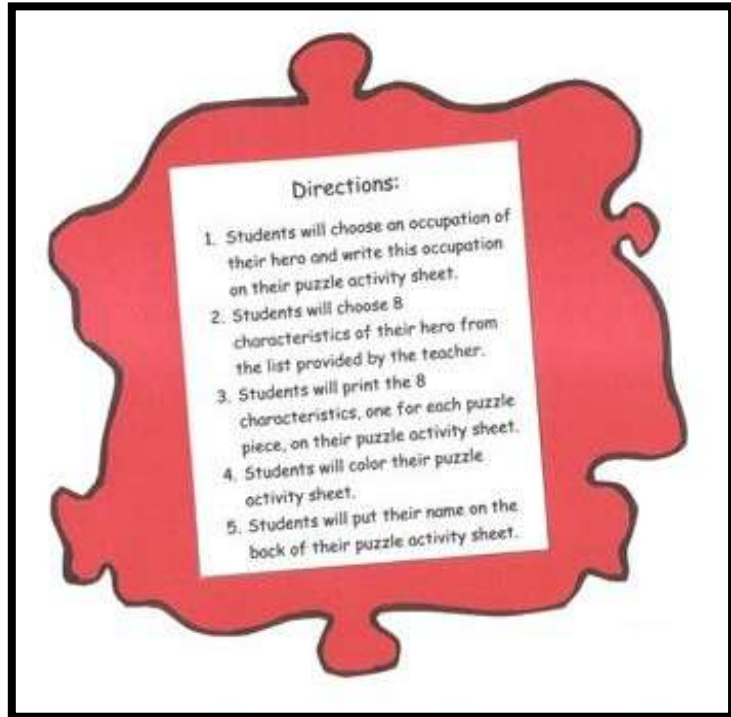
The student will be asked to present their hero to the class and describe the characteristics they feel make this person a hero.

Modifications/Accommodation Techniques for Students with Special Needs:

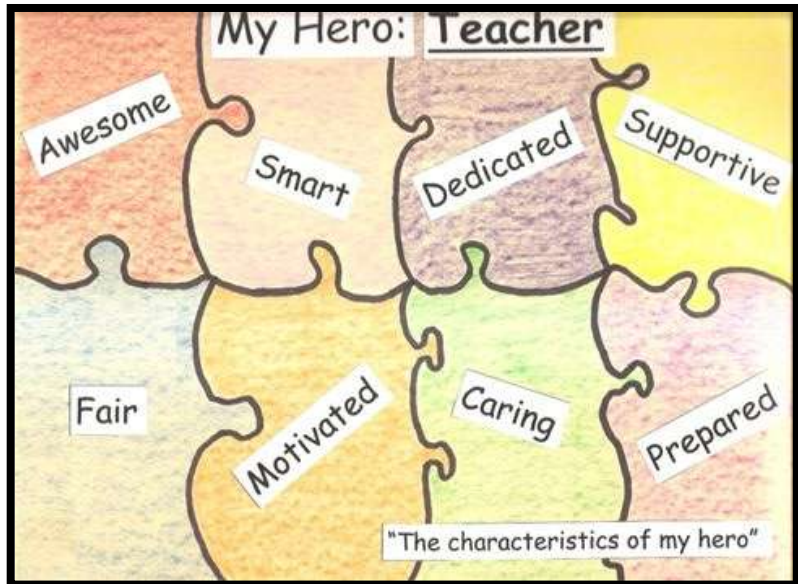
The student will be given a list of characteristics for various occupations seen in the visual aid. They will be able to pick from the list eight characteristics they like the most.

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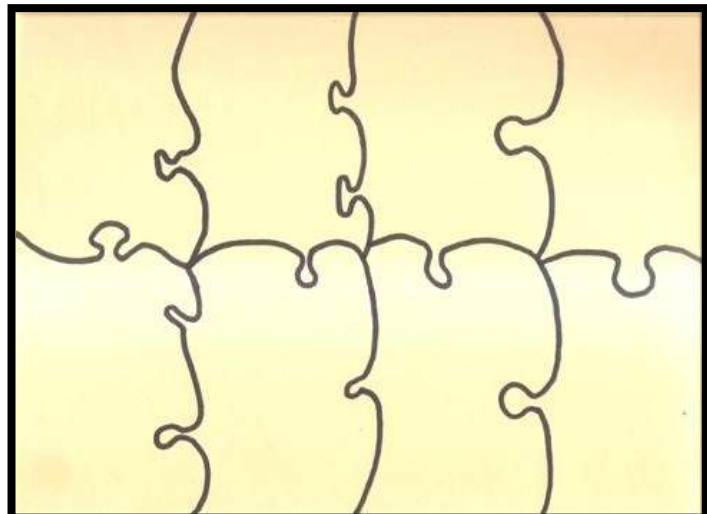
The directions for the activity that will be handed out to the students.



An example provided for students of the activity.



An example provided for students of the activity.



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List of Occupations and Characteristics for Heroes of 911

Occupations:

- Teacher
- Fireman
- Policeman
- Nurse
- Doctor
- Secretary
- Manager
- Pilot
- Construction Worker
- Student

Characteristics:

Caring	Motivated	Friend	Prepared
Supportive	Smart	Fair	Dedicated
Great	Leader	Understanding	Confident
Awesome	Brave	Fierce	Loyal
Determined	Courageous	Helpful	Hopeful
Generous	Loving	Kind	Focused
Ordinary	Unknown	Super	Honorable

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Formal Assessment:

Students will be evaluated on the completion of their puzzle piece concept map.
They will also be evaluated on the completion of the Hero essay

Informal Assessment:





Students will be evaluated on their class participation, completion of the activity,
and time on task.

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Bibliographic Organizer of Library of Congress Sources

<p>Name of Learning Center Unit:</p> <p>Created by: Tia Wadsworth, Melanie Polesovsky, and Reba Parry</p> <p>Date: September 2011</p>		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1:		
	<p>[Memorial to Matthew Diaz, a victim of the September 11th terrorist attack on the World Trade Center, New York, N.Y.]</p> <p>Finn, David, photographer</p> <p>Date Created/Published: [2001]</p>	http://www.loc.gov/pictures/item/2002717256/
	<p>The World Trade Center attack was awful and my cousin's leg got broken from the people running on him</p> <p>Colbourne, Erik, artist</p> <p>Date Created/Published: [2001]</p>	http://www.loc.gov/pictures/item/2002710538/
	<p>I felt-- shocked & angry. USA, united, democracy, equality ... / submitted by Sara Handspicker, Lake Region Middle School (LRMS), Bridgton, ME, and Age 12 1/2.</p> <p>Handspicker, Sara, artist</p> <p>Date Created/Published: [2001]</p>	http://www.loc.gov/pictures/item/2002716327/
	<p>How my life has changed / Hilary North.</p> <p>North, Hilary, author</p> <p>Date Created/Published: [2001]</p>	http://www.loc.gov/pictures/item/2002716332/

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	<p>Dear U.S.A., over the summer a tragic event changed my life ... / Courtney McClean, Lake Rejion [i.e. Region] Middle School, Bridgton, Maine.</p> <p>McClean, Courtney, author Date Created/Published: [20]01 Dec. 01.</p>	<p>http://www.loc.gov/pictures/item/2002716331/</p>
	<p>WTC 010911 9:15 AM / S. Torre, New York City.</p> <p>Torre, Susana, 1944-, author Date Created/Published: 2001 Sept. 15.</p>	<p>http://www.loc.gov/pictures/item/2002716336/</p>
<p>Lesson #2: Enrichment</p>		
	<p>Our grief is not a cry for war Costanzo, Jim, artist Date Created/Published: 2001 Dec. 28.</p>	<p>http://www.loc.gov/pictures/item/2002716318/</p>
	<p>The Crying Towers Artist: Beach, Hannah Created/Published: 2001</p>	<p>http://memory.loc.gov/cgi-bin/query/h?ammem/afc911bib:@field%28DOCID+@lit%28afc911000238%29%29</p>
	<p>World Trade Center towers covered with flowers Kim, Jen, artist Date Created/Published: [2001]</p>	<p>http://www.loc.gov/pictures/item/2002710544/</p>
<p>Lesson #3: Science</p>		
	<p>Explosion / Daryl Donley. Donley, Daryl, photographer Date Created/Published: 2001 Sept. 11.</p>	<p>http://www.loc.gov/pictures/item/2002713149/</p>

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	<p>Man in the median / Daryl Donley. Creator(s): Donley, Daryl, photographer Date Created/Published: 2001 Sept. 11.</p>	<p>http://www.loc.gov/pictures/item/2002713148/</p>
	<p>View of World Trade Center towers, New York City, with tower #2 exploding in a ball of fire during the September 11th terrorist attack] / Tamara Beckwith, 9/11/01. Creator(s): Beckwith, Tamara, photographer Date Created/Published: c2001.</p>	<p>http://www.loc.gov/pictures/item/2002716959/</p>
	<p>Downed lamp post / Daryl Donley. Donley, Daryl, photographer Date Created/Published: 2001 Sept. 11.</p>	<p>http://www.loc.gov/pictures/item/2002713150/</p>
<p>Lesson #4: Heroes From September 11, 2001</p>		
	<p>Superman and the heroes of September 11, 2001 / Alex Ross. Ross, Alex, 1970-, artist Date Created/Published: [2001]</p>	<p>http://www.loc.gov/pictures/item/2002716831/</p>
	<p>[U.S. Army sergeant working at the Pentagon, Arlington, Va., during disaster recovery operations following the September 11th terrorist attack] Pitts, Diane, photographer Date Created/Published: [2001]</p>	<p>http://www.loc.gov/pictures/item/2002717289/</p>