

LESSON E-UIII-L1

Walls

Unit III: Historical Context of Terrorism

Grade Levels: 3–5

Time: 120 minutes



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Interdisciplinary Connections

Geography, literacy, character education

Objectives

- Use a computer to research various walls that are mentioned in the book *Talking Walls*.
- Identify and find countries of the walls discussed in the book *Talking Walls*.
- Locate where the wall goes on a world map.
- Understand that greatness isn't only for famous people or famous deeds.
- Understand the affects of our words and actions on others.

Key Terms

- wall
- names of countries of the walls mentioned in the book

Lesson Materials

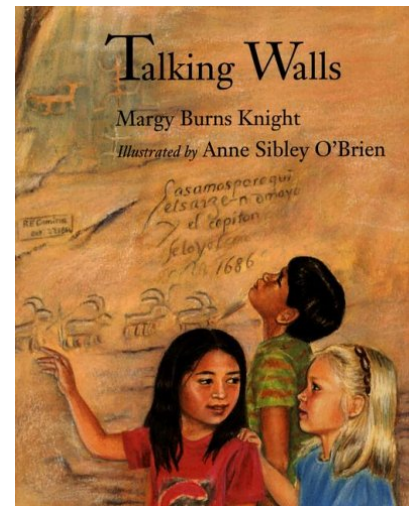
- *Talking Walls* by Margy Burns Knight, illustrated by Anne Sibley O'Brien
- drawing paper
- notebooks
- crayons or markers
- globe
- map of the world
- computers
- *Reading Rainbow* episode “The Tin Forest” (available from GPN Educational Media:
<http://shopgpn.com/search.aspx?find=the+tin+forest>)

Lesson Background

- Write the word *wall* on the board or a flip chart. Ask students to define the word *wall* (for example, (noun) “a structure made of wood, stone, brick, etc., that usually supports a side of a building or divides rooms inside a building.”)
- Ask the students the questions: “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?”
- Before reading, divide the class into pairs and assign each pair a wall and country mentioned in the book.

Lesson Plan

- Read the story to the class and show the walls mentioned in the book to the students.



Talking Walls,
by Margy Burns Knight
margyburnsknight.com

- Stop after each wall mentioned and ask the students to find the wall on the world map. Have the students place a sticker on the country where the wall being discussed is located.
- Have the students participate in a Think-Pair-Share activity focusing on research questions brainstormed by class. For example:
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?
- Have the students work in pairs and use the computer and the library to research their walls.

Evidence of Understanding

- Have pairs create a presentation to describe their walls and the countries where they are located. Tell the students that the presentation should include the culture of the people.
- Create a chart with the class to compare and contrast the purpose of walls. Ask the students: “Are they for protection? Do they divide people? Can they unite people?”

Additional Activities and Resources

- Discuss 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 D.C. For example, the Korean War Memorial, the World War II Memorial, and the Lincoln Memorial.
- If possible, take a trip to Washington D.C. to see various memorials.
- Use computers to research and define the term *Wall Street*. Discuss the history and founding of Wall Street in New York City.
- Show “The Tin Forest” by *Reading Rainbow*. 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 your school. Ask students: “What makes your 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. (Note to Teacher: 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 web site under *Reading Rainbow*. Many of the books can also be found through web sites for bookstores, book distributors, etc. This episode can be accessed at http://www.youtube.com/watch?v=RJM_mg2wJeA)

Taking Action and Giving Service

- Take a class trip to visit a 9/11 memorial site in your community or the National September 11 Memorial and Museum. Check the web site for related activities for the visit: <http://www.911memorial.org/>.
- 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 to take a class trip to visit to some of those within a reasonable distance. Make a map indicating the location of each memorial site. Have the students develop short brochures giving a brief background about each memorial site.