

LESSON E-UIV-L2

A Poem About St. Paul's Chapel

Unit IV: 9/11: A Case Study in Contemporary Terrorism

Grade Levels: 3–5

Time: 30–45 minutes



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Interdisciplinary Connections

History, literacy, character education

Objectives

- Choose objects that represent metaphors for what the chapel represented to people near the Twin Towers on September 11th.
- Identify the support structures or networks in their own lives.

Key Terms

- chapel
- terrorist
- metaphor

Lesson Materials

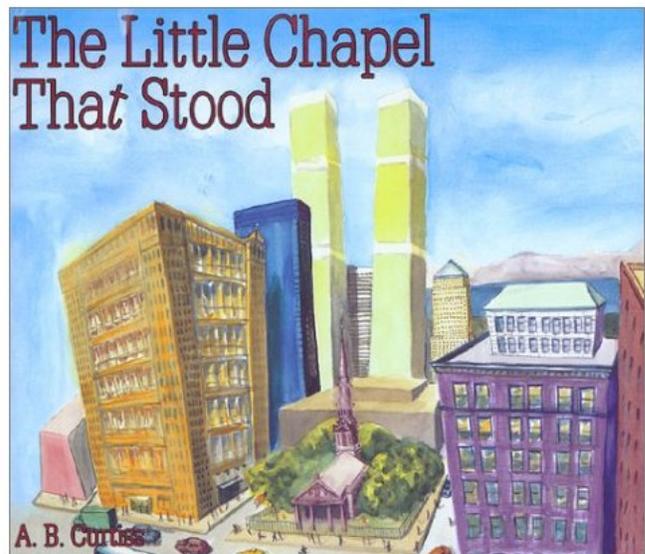
- *The Little Chapel That Stood* by A.B. Curtiss
(The text of the book is also available online:
http://www.abcurtiss.com/graphics/books2/l_chapel/little_chapel1.htm)
- Metaphor objects: toothpicks, ice pop sticks, cotton balls, rocks, cut-outs of rainbows, stars, suns, a piece of grass or a leaf

Lesson Background

- Read *The Little Engine That Could* to the class.
- Discuss the following questions with the students:
What were the qualities of the “little engine?”
What challenges did the little engine face?
How did it overcome those challenges?

Lesson Plan

- Read *The Little Chapel That Stood* to the students. (Alternatively, assign the students different parts of the poem to read aloud to the group.)
- Ask the students to think about these questions or write about them in a journal. Then ask them to share their thinking with classmates (in small groups or a large group).
What did the chapel represent to people in New York City prior to 9/11?
Who and what are the characters of this book?
What role did the chapel play on September 11th and the days following September 11th?



The Little Chapel That Stood,
by A. B. Curtiss

What is your reaction to the fact that the chapel stood after the towers fell?

What did the chapel represent on September 11th and the days following?

What does the chapel symbolize today?

Evidence of Understanding

- Have the students select objects that they feel represent what the chapel symbolized for the people on September 11th and the days following. Ask the students to explain the symbolic associations or reasons for their choices.
 - Provide objects for students to choose from, including toothpicks, ice pop sticks, cotton balls, rocks, cut-outs of rainbows, stars, suns, a piece of grass or a leaf, etc.
 - Also encourage students to come up with their own metaphor objects and bring them to class the following day
 - Have the students explain why they chose the objects and what they mean to them.
- Ask students to identify structures or units of support in their lives.
 - What are they?
 - How do they provide support?

Additional Activities and Resources

- Have the students select images of places and things that symbolize:
 - support
 - comfort
 - hope
 - empowerment
- Read the poem “My Own Little Good Deed.” Read the poem lines on the page with the fire truck again (four pages from the end of the book). Then ask the students the following questions:
 - What do you think the last line means? (Lead a discussion.)
 - Do you feel that you are tall or small?
 - Name several “little good deeds” you can do.
 - Do you feel like you are a link in a chain?
- Review artifacts and messages from the St. Paul’s Chapel web site:
<http://www.Trinitywallstreet.org/files/congregation/stpaul/exhibit/ARCHIVE/index.php?range=1&id=5>

Taking Action and Giving Service:

- After reading the poem “My Own Little Good Deed” (four pages from end of book), review the following questions with the students:
 - What do you think the last line means?
 - Do you feel that you are tall or small?
 - What “little good deed” can you can do?
 - Do you feel like you are a link in a chain?
- Have the students identify and perform a “little good deed.” Once they have completed the deed, have them discuss in class how they chose the good deed and the outcomes of their activities.