

LESSON E-UV-L1

September Roses

Unit V: Post 9/11: Challenges and Consequences

Grade Levels: K–3

Time: 30 minutes



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Interdisciplinary Connections

Literacy, geography, character education

Objectives

- Identify the choices of individuals in a threatening situation to help others.
- Realize that we are all able to make contributions and help others.
- Understand the effects of our words and actions on others.

Key Terms

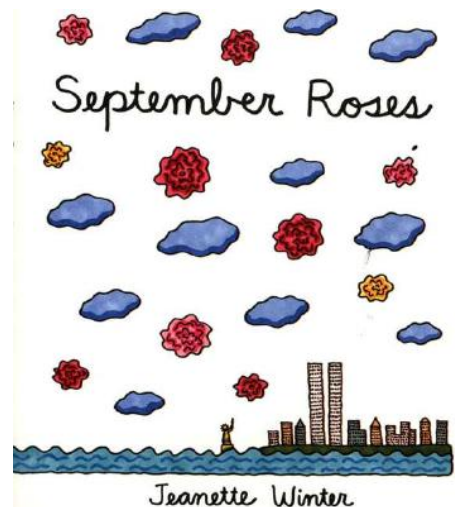
- “peace rose”
- roses
- September 11, 2001
- South Africa

Lesson Materials

- *September Roses* by Jeannette Winter (Frances Foster Books, Farrar Straus, New York) Also available at <http://www.nyhumanities.org/roses/>
- map of South Africa and Africa
- drawing paper
- crayons or markers
- seeds and planting materials for rose-colored flowers
- optional: roses of different colors (one for each student; may be artificial)

Lesson Plan

- As a warm up, ask students the following questions:
 - Where is South Africa? (show a map)
 - Do you have a flower garden?
 - What is your favorite flower?
 - What do flowers represent?
 - What do roses represent? How do they make you feel?
- Introduce the book *September Roses* and read it aloud to the class. Then ask the students to think about and discuss these questions:
 - What flowers did the two sisters grow in South Africa?
 - What does the “peace rose” symbolize?
 - Why did the two sisters come to New York with their roses?
 - What happened when the two sisters came to New York?
 - What happened on September 11, 2001?
 - What problems did the sisters face when they arrived at the airport (list on the board)?
 - Who came to the rescue? What did they do?



Jeannette Winter
September Roses,
by Jeannette Winter

Where did the two sisters stay?

What did they create with their roses?

How did the survivors feel when they saw roses?

- Optional: Give each student a rose to decorate the room. You may also use photos or illustrations, silk or paper roses, etc.

Evidence of Understanding

- Have the students design cards using a “rose” motif to give to friends and family who are ill or experiencing hardship.
- Have the class plant seeds and grow rose-colored flowers. Encourage the students to give the flowers to friends or family who are ill or experienced hardship.

Additional Activities and Resources

Have students talk with family, friends, neighbors, other adults in the school, etc. for other symbols of peace, love, expressions of sympathy, and friendship. Make a list on an easel pad or on the board of the various symbols that they learned from others. Have each student select the symbol that s/he likes best and make an illustration of it on drawing paper. The drawings may be posted around the classroom or in the hallway outside the classroom entry.

Taking Action and Giving Service

- This story highlights the impact of 9/11 on two people whose lives were directly affected when visiting the U.S. from another country in September of 2001. They were not family members or friends of those who died or were displaced, but as strangers, they did play an important role in commemorating the event. The story underscores how many “others” were influenced by this event, how 9/11/01 is a time in history that belongs to the world.
 - Ask students to consider similar situations in their own lives or their own communities. How did they or could they reach out to others who have experience tragic events in the global community (the tsunami, the earthquake in Japan, the Gulf Coast hurricanes, the tornadoes in the Midwest)?
- The images and colors (vivid colors to gray tones) can be an important point to launch conversation and create projects about the physical and emotional world after 9/11. Ask students to design a commemorative poster or flyer using color and natural materials.