



**9/11** National Day  
of Service

A Poem about St. Paul's Chapel:  
**"The Little Chapel That Stood"**  
Grades K-5

9/11 Lesson Plans

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## A Poem about St. Paul's Chapel: "The Little Chapel That Stood"

Unit IV- 9/11: A Contemporary Case Study

Grade Level Range: K-5

Time: 30-45 minutes

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As you prepare to teach this lesson, be sensitive to the topic and how it may affect students, at any age. Even if a student was very young or not born yet, they may know about the events of the day from their families.

1. Ask if any students or their family members know people who were directly or indirectly affected by the terrorist attacks on September 11, 2001.
2. Give students the option of observing or not participating at all, if they wish.
3. Allow students to talk about their personal connection to 9/11 if they want to.
4. Indicate to the entire class that talking about 9/11 and thinking about the events of that day may cause people to experience different kinds of emotions. This is not unusual.
5. Encourage students to tell their families about the lesson.
6. Remember to be aware of your own reactions or thoughts.

### Objective

At the conclusion of this lesson, students will be able to:

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

### Key Terms

- chapel
- terrorist
- metaphor

### Materials

*The Little Chapel That Stood* by A.B. Curtiss; Old Castle Publishing, California; 2003

Metaphor objects: toothpicks, popsicle sticks, cotton balls, rocks, cut-outs of rainbows, stars, suns, piece of grass or leaf

The text of the book is also available online: [http://www.abcurtiss.com/graphics/books2/l\\_chapel/little\\_chapel1.htm](http://www.abcurtiss.com/graphics/books2/l_chapel/little_chapel1.htm)

### Activities/Procedures

#### I. Introductory Activity:

- A. Read *The Little Engine That Could* to the class.
  - What were the qualities of the "little engine"?
  - What challenges did the little engine face?
  - How did it overcome those challenges?

## II. Classroom Activity

- A. Read *The Little Chapel That Stood* to the students (modification: Grades 4-5 can be assigned different parts of the poem to read aloud to the group)
- B. Ask students the following questions. Ask them to think about the questions or write about them in a journal and then share them with classmates (in small groups or 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?
  - 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 it symbolize today?

## Evidence for Understanding

1. Students select objects that they feel represent what the chapel symbolized for the people on September 11th and the days following September 11th. Students explain the symbolic associations/reasons for their choices.
  - K-3: provide students with objects to choose from:  
cotton balls, toothpicks, popsicle sticks, rock, cut-outs of rainbows, suns, stars, pieces of grass or leaves, etc.
  - 4-5: students come up with their own metaphor objects and bring them to class the following day
2. Students explain why they chose this object and what it means to them.
3. Ask students to identify structures or units of support in their lives.
  - What are they?
  - How do they provide support?

## Extension Activities: Taking Action and Giving Service

1. Students could select images of places and things that symbolize:
  - support
  - comfort
  - hope
  - empowerment
2. My Own Little Good Deed
  - a. Read the poem lines on the page with the fire truck again.
 

*Each one of us is a link in that chain, to do something grand, or to do something plain.  
First we take heart, then we take aim, our littlest good deed is never in vain.  
Working together is how we got through it.  
Little by little we learned how to do it.  
It's nice to be big and it's nice to be tall.  
But, sometimes, being little doesn't mean being small.*
  - b. Ask students to discuss what they think the last line means.
    - Ask them if they feel that they are tall or small.
    - What can you do?
    - Do you feel like you are a link in a chain?
    - What is a "little good deed" you can do?
  - c. Review artifacts and messages from St. Paul's Chapel's website: <http://www.trinitywallstreet.org/congregation/spc/>

## Acknowledgments

This lesson plan was provided by The 4 Action Initiative, a joint project of Families of September 11, the New Jersey Commission on Holocaust Education and Liberty Science Center. The 4 Action Initiative curriculum includes seven units of lessons in multiple subject areas for grades K-12. In September 2010, the lesson plans will be released to New Jersey educators through the New Jersey Commission on Holocaust Education. The 4 Action Initiative will make the entire curriculum nationwide. For tips on how to approach the teaching of sensitive subjects, please visit us at <https://sites.google.com/site/the4actioninitiative/>

