

Healing Fields and 14 Cows – 9/11 Tributes

Author
Grade Level
Duration

Lisa Leo
6-8
1-3 class periods

National Standards

GEOGRAPHY

Element Two: Places and Regions

4. The physical and human characteristics of places
6. How culture and experience influence people's perceptions of places and regions

Element Four: Human Systems

10. The characteristics, distribution and complexity of Earth's cultural mosaics

AZ Standards

ELA

Writing Production and Distribution of Writing

6.W.4, 7.W.4, and 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Arizona Social Science Standards

Geography

Human-environment interactions are essential aspects of human life in all societies.

6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere. Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.

8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. Key concepts include but are not limited to language, land and sea transportation and trade routes

7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places. Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters

History

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.

7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.

8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.

Overview

The 9/11 attacks in the United States impacted countries across the world. In coping with tragedy and the grief that followed, countries created memorials, tributes, and remembrances. Some of these reflect the culture of their countries as they honored those who died in the attacks.

Purpose

In this lesson, students will learn the impact of terrorism and the tragic events of 9/11 on the United States. They will also learn that countries and their cultures can be connected by tragedy and that easing the suffering of others can be a common ground for kindness and respect. In an optional activity, students can do a study in a Healing Field and conduct research on the victims of 9/11.

Materials

- Healing Fields and 14 Cows Activity worksheet and Answer Key
- Colored Pencils
- Cowbell
- Internet/projection device/computer
- 14 Cows for America by Carmen Agra Deedy or show the YouTube Video 14 Cows for America (8:40 min) <https://www.youtube.com/watch?v=-QVhwCHelX8>
- The Story Behind 14 Cows for America YouTube Video (3:21 min) <https://www.youtube.com/watch?v=JDMf8Pqf384>

- Brain Pop September 11 Attacks YouTube Video (5:38 min) <https://www.youtube.com/watch?v=1a8gyUpvZww>
- 9/11 Tributes and Name That Tribute worksheet and Answer Key
- Resource materials on 9/11 or internet and student devices
- Healing Fields Activity worksheet and Field Study Assignment (optional)
- Tribute Project Luminaria (optional)
 - Paper Bags
 - Art supplies and hole punch
 - Sand
 - Flameless candles
- Vocabulary Test and Answer Key (optional)

Objectives

The student will be able to:

- Explain how tributes, memorials, monuments, and gifts can ease suffering and reflect cultures.
- Identify cultural and physical geography elements in literature.
- Describe how human caused catastrophic events in one place affect people living in nearby and distant places.

Procedures

Prerequisite Skills: Students should know the characteristics of a culture. A lesson that can be used to teach this can be found at: <https://geoalliance.asu.edu/Culture> Pay special attention to deep elements of the Iceberg Model of Culture.

SESSION ONE

1. Begin the lesson by distributing Healing Fields and 14 Cows Activity worksheet, and a set of colored pencils. Review what are the elements of culture. Project the Iceberg Model of Culture if needed.
2. Instruct students to complete questions 1, 2, and 4. Tell them to listen for the cowbell. It is the signal to move to the next part of the assignment.
3. When most of the students are done, ring the cowbell and explain questions 3, 5 & 6.
4. Inform the students that when the reading of the story is complete, they are to begin answering the three questions. The cowbell will signal the time to discuss their answers.
5. Read the story and project the illustrations from the book or play the YouTube Video 14 Cows for America (8:40 min)
<https://www.youtube.com/watch?v=-QVhwCHelX8>
6. Give students time to answer the three questions.
7. Play The Story Behind 14 Cows for America YouTube Video (3:21 min)
<https://www.youtube.com/watch?v=JDMf8Pqf384>
8. Play 9/11/Kenya/Enoosaen/Gift (1:49 min)
<https://www.youtube.com/watch?v=pS2hlyv0dGI>
9. If time, have students discuss their answers to question 4 and compare it to the gift of cows.

SESSION TWO

1. Play Brain Pop September 11 Attacks YouTube Video (5:38 min)
<https://www.youtube.com/watch?v=1a8qyUpvZww>
1. Distribute the 9/11 Tributes and Name That Tribute worksheet. Have students complete question 1 after looking at their Session One worksheet. Model how to search for 9/11 tributes using resource materials provided or the internet. Have several students share their H responses.
2. Have class share their responses to the last question.

SESSION THREE (Optional)

- Option A: Field Study done in a Healing Field for 9/11 victims.
1. Distribute the Healing Fields Activity. Do the first part as a whole group activity. Explain the Field Study Assignment.
 2. Take students to the Healing Field to conduct their research. Upon return to the classroom,

students can do online research about their 9/11 victims, if needed.

Option B: Tribute Project

1. Have students complete the Tribute Project Luminaria or another art project (sculpture, drawing, storyboard, etc.) based on what they hold dear to them that they would give away to make someone else feel better.

Option C: Vocabulary Test

1. Review the vocabulary that should have been learned through this lesson. Have students take the Vocabulary Test.

Assessment

Geography

The Healing Fields and 14 Cows Activity worksheet can be graded for correct answers. Mastery will be considered a score of 80% or higher.

ELA and Geography

Name That Tribute worksheet can be graded for correct answers. Mastery will be considered a score of 80% or higher.

Healing Field Activity can be graded for correct answers. Mastery will be considered a score of 80% or higher.

The Vocabulary Test can be given to measure language acquisition. Mastery will be considered a score of 80% or higher.

Extensions

1. Book Talk/Group Project on any of the following books
 - a. *30,000 Stiches - The Inspiring Story of the National 9/11 Flag*– Written by Amanda Davis
 - b. *America Is Under Attack* by Don Brown
 - c. *Branches of Hope -The 9/11 Survivor Tree* by Ann Magee
 - d. *Fireboat – The Heroic Adventures of the John J. Harvey* by Maira Kalman
 - e. *I Survived – The Attacks of September 11,2001* by Lauren Tarshis
 - f. *International Terrorism* by Richard Edwards (Older Students)
 - g. *National Geographic Readers: September 11* (Level 3) by Libby Romero
 - h. *Nine, Ten: A September 11 Story* by Nora Raleigh Baskin
 - i. *Saved by the Boats – The Heroic Sea Evacuation of September 11* by Julie Gassman

- j. *September 11 Then and Now* (A True Book: Disasters” by Peter Benoit
 - k. *Sirius, the Hero Dog of 9/11* by Hank Fellows
 - l. *The Man in The Red Bandanna* by Honor Crowther Fagan
 - m. *The Survivor Tree* by Cheryl Somers Aubin
 - n. *This Very Tree – A Story of 9/11, Resilience, and Regrowth* by Sean Rubin
2. Visit and/or Volunteer at a Healing Field
- a. Tempe: tempehealingfield.org
 - b. Prescott Valley: healingfieldpv.com/

Sources

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<https://www.youtube.com/watch?v=1a8gyUpvZww>

Deedy, Carmen Agra. In collaboration with Wilson Kimeli Naiyomah; *“14 Cows For America”* – (Peachtree Publishers-2009) ISBN: 978-1-56145-490-7 \$17.95 www.peachtree-online.com

Henry, Susie Williams. *Healing Fields Information Sheet and Field Trip Assignment 2017*, teacher at Kirkland School, Arizona