

# OKLAHOMA CITY NATIONAL MEMORIAL & MUSEUM

## TEACHER LESSON PLANS WITH HOPE

BASED ON OBJECTS AND REFLECTIONS OF THE  
OKLAHOMA CITY NATIONAL MEMORIAL & MUSEUM

### WITH HOPE

Seven Hills Charter School  
Worcester, MA  
Kathleen Holton

#### ACTIVITIES

Taught the following songs in music classes

#### GRADES 4 – 8

- ✿ "I Believe I Can Fly"
- ✿ "From A Distance"
- ✿ "Love Can Build a Bridge"
- ✿ "The Cup of Life"
- ✿ "Get on Your Feet"
- ✿ "Child of the Universe"
- ✿ "One Moment in Time"
- ✿ "Answer in the Sky"
- ✿ "Imagine"
- ✿ "What a Wonderful World"
- ✿ "Tomorrow"
- ✿ "Rainbow Connection"
- ✿ "I Am But a Small Voice"
- ✿ "Put a Little Love in Your Heart"
- ✿ "Cantare, Cantaras"
- ✿ "We Are the World"

#### GRADES K – 2

- ✿ "I Got HOPE"
- ✿ "Wisdom, Justice"
- ✿ "We Are One Big 7 Hills Family"

Questions should  
be directed to  
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405.235.3313  
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405.203.6732 cell or  
lr@oklahomacitynational  
memorial.org

## GRADE 3

- ✿ “Three Little Birds”
- ✿ “It’s a Beautiful Day”
- ✿ “It’s A Small World”
- ✿ “Walk Together Children”
- ✿ “Somewhere Over the Rainbow”
- ✿ “High Hopes”

Our entire school participated in an assembly to kick off this “Intensive Unit” entitled “With Hope.” There was a rainbow of balloons that all of the children passed under to come into the auditorium. This was our 10th year celebration and we tied it in with this unit on Hope. The agenda included the following:

- ✿ We started the assembly with a slide show of memories over the last 10 years as we played “Rainbow Connection.”
- ✿ Teachers who had been with the school for 10 years talked about their hopes when we first came to the school and hopes for our future.
- ✿ The Mime Club presented a dance to “What a Wonderful World.”
- ✿ Each class sang one of the songs that they learned about hope.
- ✿ The Hope Trunk was unveiled.

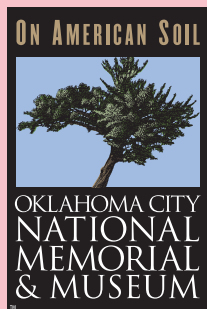
Bulletin boards were created on the theme of hope and of the Memorial itself.

All children in grades 3, 4, and 5 began learning the songs for the entire show entitled “Together: A celebration of our Global Community” by Teresa Jennings. Songs included “:Together,” “We’re Not that Different,” “The Only World We’ve Got,” “Let’s Talk It Through,” “I Can, You Can, We Can.”

Order this show from Plank Road Publishing, PO Box 26627, Wauwatosa, WI 53226. 1.800.437.0832

- ✿ We created Hope Islands in cross-curricular lessons in geography and art classes.
- ✿ We read all the books in the Hope Trunk as well as others.
- ✿ Students created murals and books.
- ✿ The library and music teachers worked together reading books relating to hope and getting along.
- ✿ Some teachers created Word Walls and placed some of the new vocabulary on the walls.
- ✿ We used many of the writing activities in the Hope Trunk, examined all of the artifacts and participated in many of the suggested activities.
- ✿ The entire school participated in a Hope Fest in a park near our school at the conclusion of this unit. Parents came and enjoyed the songs. Each class presented a song from the “Together” show. We concluded with “I Hope You Dance” sung by one of our teachers, and a mime of “We Are the World.”

Note: This unit was about to conclude when the disaster in Louisiana occurred. We took what we had learned through this unit and began to focus on hope for the people of Louisiana, Mississippi and Georgia.



# OKLAHOMA CITY NATIONAL MEMORIAL & MUSEUM

## TEACHER LESSON PLANS

### HOPE ISLAND

BASED ON OBJECTS AND REFLECTIONS OF THE  
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## HOPE ISLAND

### AUTHOR

Laura Arsenault

### GRADES

4 – 8 (May be adapted for higher grades)

### SUBJECTS

Art and Geography

### TIME

At least two 45 minute class periods

### BACKGROUND KNOWLEDGE

- ✦ Children will have learned about the Oklahoma City bombing through the big book, *On American Soil*, a Day to Remember.
- ✦ Children will have experienced several activities from the Hope Trunk and have talked about hope for the future, and what that will feel and look like.
- ✦ The students will go through the Symbols of Hope book in the Hope Trunk, and discussed hope.
- ✦ CHILDREN WILL STUDY WHAT AN ISLAND IS (*a piece of land surrounded by water*).

### OVERVIEW

Students will learn about hope and cartography and the meaning if each through creating an illustration of what a “Hope Island” would like like.

### PURPOSE

To teach the importance of having hope and giving students a chance to create an illustration of an island and learn the art of map drawing by creating their own “Hope Island.”

### OBJECTIVES

- ✦ Students will be able to see the connection of art with other subject areas, such as geography.
- ✦ Students will be able to create simple illustrations of an island.
- ✦ Students will be able to interpret and illustrate the meaning of hope.

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## MATERIALS

- ✿ Large white paper
- ✿ A large map to use as a guide
- ✿ Pencils
- ✿ Crayons

## VOCABULARY

Cartography  
Interpret  
Illustrate and illustrations  
Visual representative  
Island  
Topography

## PROCEDURE

1. Distribute white paper and pencils.
2. Discuss the theme of hope and what kind of topography you might find on a “Hoe Island.”  
(*Examples: Wisdom Waterfall, Hills of Happiness, Integrity Mountain*)
3. Review the definition of an island.
4. Have the students design their island with pencils first then add the colors.

## TYING IT TOGETHER

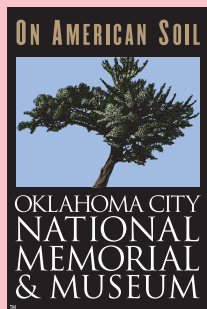
Talk about the hope that the people of Oklahoma had to have to keep going. Continue to discuss the idea that we must all learn to get along before things can get better and what kinds of values they might look for on a Hope Island.

## DISCUSSION QUESTIONS

- ✿ What kinds of values did you include in your topography?
- ✿ Will someone who sees your island want to go there?
- ✿ Why would someone not want to visit your island? What’s missing?

## EVALUATION

The teacher will ask for volunteers to talk about their islands. The art portion of the project will be pass/fail. The geography teacher will check for inclusion of the required topography.



# OKLAHOMA CITY NATIONAL MEMORIAL & MUSEUM

## TEACHER LESSON PLANS

### I KNEW EVERYTHING WOULD BE ALL RIGHT

BASED ON OBJECTS AND REFLECTIONS OF THE  
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#### “I KNEW EVERYTHING WOULD BE ALL RIGHT”

##### AUTHOR

Kathleen Holton

##### GRADE LEVELS

2-4

##### SUBJECT(S)

Music/Library

##### LENGTH OF LESSON/PROJECT

45 minutes

##### BACKGROUND KNOWLEDGE

- ✦ Children will have learned about the Oklahoma bombing through the Big Book story “On American Soil, A Day to Remember”.
- ✦ Children will have experienced several activities from the “Hope Trunk” and have talked about “Hope for the Future” and what that will feel and look like.
- ✦ Children have learned about “9/11”
- ✦ Children have talked about what it is like to have something bad happen.

##### OVERVIEW

Students Purpose:

To teach the importance of having “Hope” and teaching students that they must move on with their lives and hope for a better tomorrow.

##### OBJECTIVES:

- ✦ Students will be able to see the connection of music with other subject areas.
- ✦ Students will be able to observe illustrations and a story by other children their age.
- ✦ Students will be able to learn how these children dealt with a tragedy.
- ✦ Students will be able to learn a song about “Hope”

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**MATERIALS**

- ✿ CD of “Three Little Birds” by Bob Marley
- ✿ Book- “I Knew Everything Would Be All Right” (Written by children who lived in New York during “9/11”).

**VOCABULARY**

Interpretations

Optimistic

Authors

Tragedy

**PROCEDURE**

1. Review the information about the Oklahoma City bombing and “9/11”.
2. Talk about what a tragedy is. Encourage children to talk about what they would do in a tragic situation.
3. Introduce the book, “I Knew Everything Would Be All Right” Tell the children it was written by children their age.
4. Discuss the book.
5. Tell the children you are going to learn a song about “Hope”.
6. Teach the song, “Three Little Birds”

**TYING IT TOGETHER**

Talk about the “Hope” that the people of Oklahoma and New York had to have to keep going. Continue to discuss the idea that we must all learn to get along before things can get better.

**DISCUSSION QUESTIONS**

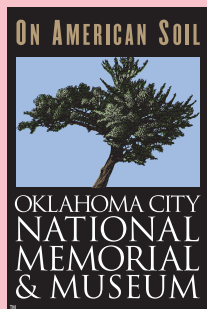
What would you do if you lived in Oklahoma or New York during the tragedies?

**USEFUL INTERNET RESOURCES**

Lyrics.com

**EVALUATION**

The teacher will observe to see if students are actively listening to the story and are participating in the song.



# OKLAHOMA CITY NATIONAL MEMORIAL & MUSEUM

## TEACHER LESSON PLANS

### WHAT A WONDERFUL WORLD

BASED ON OBJECTS AND REFLECTIONS OF THE  
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## WHAT A WONDERFUL WORLD

### AUTHOR

Kathleen Holton/Laura Arsenault

### GRADES

4 – 8 (May be adapted for other grades)

### SUBJECTS

art, music

### TIME

At least two 45 minute class periods

### BACKGROUND KNOWLEDGE

- ✦ Children will have learned about the Oklahoma City bombing through the big book, *On American Soil, A Day to Remember*.
- ✦ Children will have experienced several activities from the Hope Trunk and have talked about hope for the future, and what that will feel and look like.

### OVERVIEW

Students will learn the song, “Imagine” (John Lennon) and illustrate what they think a perfect world would look like. You can also illustrate themes of other songs about hope such as “Wonderful World,” “Rainbow Connection” and “I Hope You Dance.”

### PURPOSE

To teach the importance of having hope and giving students a chance to illustrate what a better world will look like.

### OBJECTIVES

- ✦ Students will be able to see the connection of music and art with other subject areas.
- ✦ Students will be able to create simple illustrations on a mural.
- ✦ Students will be able to interpret music through art.
- ✦ Students will be able to create a visual representation of a song.

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## MATERIALS

- ✿ CD Imagine John Lennon
- ✿ Sample mural on an overhead project
- ✿ Pencils
- ✿ Paint
- ✿ Paint brushes

## VOCABULARY

- Interpret
- Illustrated/Illustrations
- Visual representative
- Imagine
- Lyrics

## PROCEDURE

1. Distribute and read the lyrics of “Imagine.”
2. Discuss the theme of hope and how these lyrics relate to it.
3. Go over the melody of the song.
4. Have students listen to the song.
5. Tell the students they are going to interpret the lyrics on a mural.
6. Distribute the pencils.
7. Play the song and have the students illustrate the lyrics  
(*may take two class periods*).
8. Take a look at the pencil drawings first to see if they get the idea.
9. Distribute paint and brushes to add color.

## TYING IT ALL TOGETHER

Talk about the hope that the people of Oklahoma had to have to keep going. Continue to discuss the idea that we must all learn to get along before things can get better and what a perfect world might look like.

### DISCUSSION QUESTIONS

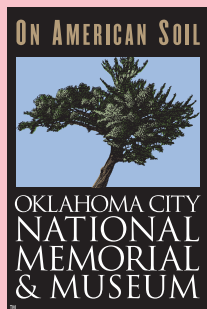
- ✿ What would your perfect world really look like?
- ✿ Will someone who sees your mural know what your world will look like?
- ✿ What would you add to this perfect world?
- ✿ Did you add people to your illustrations? Why or why not?
- ✿ What are the people doing in your illustrations?

Lyrics.com is a useful internet resource.

### EVALUATION

The teacher will ask for volunteers to discuss their murals. The art portion of the project will be pass/fail. The music teacher will observe the student's ability to sing the song with the rest of the group in tune and with feeling and assign a pass/fail.





# OKLAHOMA CITY NATIONAL MEMORIAL & MUSEUM

## TEACHER LESSON PLANS

### IMAGINE

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## IMAGINE

### AUTHOR

Kathleen Holton/Laura Arsenault

### GRADE LEVELS

4-8 (Can be used for higher grades)

### SUBJECT(S)

Art/Music

### LENGTH OF LESSON/PROJECT

At least two class periods of 45 minutes

### BACKGROUND KNOWLEDGE

- ✦ Children will have learned about the Oklahoma bombing through the Big Book story “On American Soil, A Day to Remember”.
- ✦ Children will have experienced several activities from the “Hope Trunk” and have talked about “Hope for the Future” and what that will feel like and look like.

### OVERVIEW

Students will learn the song “Imagine” (John Lennon) and illustrate what they think a perfect world would look like. (You can also illustrate themes of other songs about “Hope” in a bound book such as:

“Wonderful World” (Louis Armstrong)

“Rainbow Connection” (Kermit)

“I Hope You Dance” (LeAnn Womack)

### PURPOSE:

To teach the importance of having “Hope” and giving students a chance to illustrate what a better world would look like.

### OBJECTIVES:

- ✦ Students will be able to see the connection of music and art with other subject areas.
- ✦ Students will be able to create simple illustrations on a mural.
- ✦ Students will be able to interpret music through art.
- ✦ Students will be able to create a visual representation of a song.

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## MATERIALS:

- ✿ CD – “Imagine” (John Lennon)
- ✿ Sample mural on an overhead projector
- ✿ Pencils
- ✿ Paint
- ✿ Paint Brushes

## VOCABULARY

Interpret  
Illustrate/Illustrations  
Visual representative  
Imagine  
Lyrics

## PROCEDURE

1. Pass out and read the lyrics of “Imagine”.
2. Discuss the theme of “Hope” and how these lyrics relate to it.
3. Go over melody of the song.
4. Have students listen to the song.
5. Tell students they are going to interpret the lyrics on a mural.
6. Pass out the pencils.
7. Play the song and have the students illustrate the lyrics. (This may take two classes)
8. Take a look at the pencil drawings first (to see if they get the idea.)
9. Pass out paint and brushes to add color.

## TRYING IT TOGETHER

Talk about the “Hope” that the people of Oklahoma had to have to keep going. Continue to discuss the idea that we must all learn to get along before things can get better and what a perfect world might look like.

## DISCUSSION QUESTIONS

What would your perfect world really look like?

Will someone who sees your mural know what your world will look like?

What would you add to this perfect world?

Did you add people to your illustrations? Why or why not?

What are the people doing in your illustrations?

## USEFUL INTERNET RESOURCES

Lyrics.com

## EVALUATION:

The teacher will ask for volunteers to stand up and talk about their mural. The student/students will be given either a "Pass" grade or "Fail" grade for the art portion of the project. For the music grade, the teacher will observe the students ability to sing the song with the rest of the group in tune and with feeling. The music grade will be a "Pass"/ "Fail grade as well. If the student is singing, they pass, if they aren't singing and not looking at the music, they will get a "Fail" grade.

*(This project is done with both the music and art teachers as a cross-curricular project)*