



9/11 Instructional Unit VIII

Grades 3-5



This unit is designed to increase understanding about September 11, 2001 among elementary school students, grades 3-5. This Guide includes ancillary social studies lessons, background for teachers, and learning activities to further children's understanding of compelling and supporting questions while students pursue their own research. From basic facts about America's darkest day to the impact it continues to have on people today, this unit will give students a strong foundational understanding of 9/11 and how to research the topic.

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Table of Contents

1. To the Teacher	1
• Unit Adaptation/Differentiation	
• Unit Implementation Schedule	
• Unit Description	
• Unit Objectives	
• Instructional Focus	
2. 9/11 Background Information	2
3. Lesson 1: Compelling vs. Supporting Questions	3
4. Lesson 2: 9/11 – New York City	5
5. Lesson 3: 9/11 – The Pentagon	7
6. Lesson 4: 9/11 – United Airlines Flight 93	9
7. Lesson 5: 9/11 Research Essay	11
8. Appendix of Unit Materials	12
• 9/11 Research: NYC Reading Sheet	
• 9/11 Research: The Pentagon Reading Sheet	
• 9/11 Research: Flight 93 Reading Sheet	
• Transitional Words and Phrases	
• 9/11 Research: Essay Graphic Organizer	
• Additional 9/11 Research	

To the Teacher

This unit is designed for teaching the events of September 11, 2001 to grades 3-5. This Guide lays out an approach for students to acquire a deeper understanding of the heroism displayed by real people on 9/11, the perseverance of people following the attacks, as well as the impact 9/11 continues to have on people today.

In addition, this unit approach encompasses best practices regarding pedagogy and application of Learning Standards. Each section of the Guide is replete with guiding questions.

Unit Adaptation/Differentiation

To facilitate learning and tasks for English Language Learners (ELL) and students with special needs (SPED), modifications may have to be made. For example, more time may be needed for students to complete learning tasks and a graphic organizer may be needed to assist students when organizing their thoughts. Also, adjustments like closed captions may need to be made for hearing impaired students when watching videos.

Unit Implementation Schedule

It is recommended that unit implementation take place at any time during the school year, especially on or near September 11.

Unit Description

This unit is designed to increase understanding about September 11, 2001 among elementary school students, grades 3-5. This Guide includes ancillary social studies lessons, background for teachers, and learning activities to further children's understanding of compelling and supporting questions while students pursue their own research. From basic facts about America's darkest day to the impact it continues to have on people today, this unit will give students a strong foundational understanding of 9/11 and how to research the topic.

Unit Objectives

All students will:

- Conduct a short research project to build knowledge about 9/11.
- Complete learning tasks to better understand the events of 9/11.
- Understand the importance of remembering 9/11 heroes.
- Sense the emotional impact 9/11 had on the nation.
- Perceive a personal need to remember 9/11 to honor the fallen.

THE UNIT TEACHING/LEARNING PROCESSES
SUPPORT LEARNING STANDARDS.

Instructional Focus

- Ask and answer questions based on experiences or information gained.
- Participate in collaborative conversations.
- Write an informative essay to provide information about the events of September 11, 2001.

9/11 Background Information

For the Teacher

The sole purpose of this 9/11 background information is to provide you, the teacher, with a snapshot of what happened on that day.

On September 11, 2001, the United States was attacked with a series of airline hijackings committed by 19 militants associated with the Islamic extremist group al-Qaeda. These were the deadliest terrorist attacks on American soil in U.S. history. In New York City 2,753 people were killed, at the Pentagon 184, and in Pennsylvania, where one of the hijacked planes crashed after the passengers attempted to retake control of the plane, 40 died. All of the terrorists died in what were suicide attacks. Firefighters, police and paramedics in New York City were especially impacted as hundreds rushed to the scene of the attacks. More than 400 were killed; 343 were members of the Fire Department of New York City (FDNY).

Most of the hijackers were from Saudi Arabia, and many were in the U.S. prior to the attacks. They traveled in small groups while some received flight training in the United States just prior to the attacks. On September 11, 2001, groups of attackers boarded four domestic aircrafts at three East Coast airports. Soon after takeoff they disabled the flight crews using box cutters as weapons. They took control of the aircrafts, which were headed for the West Coast with full loads of fuel.

At 8:46 a.m. American Airlines flight 11, which left from Boston, was flown into the North Tower of the World Trade Center's (WTC) Twin Towers. Initially, most people thought this was an accident. Seventeen minutes later, at 9:03 a.m., United Airlines flight 175 from Boston struck the South Tower. Then, the U.S. knew it was under attack. The Twin Towers were badly damaged and in flames, with workers trapped above the points of contact. Rather than face death in the infernos that were raging, some chose to leap to their deaths.

At 9:37 a.m. the third plane, American Airlines flight 77, which left Dulles International Airport near Washington, D.C. earlier, struck the southwest side of the Pentagon, which is just outside of the city, touching off a dangerous fire. Minutes later the Federal Aviation Authority ordered a nationwide ground stop for all aircraft for the first time in history.

At 9:59 a.m., people around the world watched in disbelief as the South Tower of the WTC collapsed. At 10:03 a.m. the fourth aircraft, United Airlines flight 93, which left from Newark, NJ, crashed near Shanksville, PA, countryside after its passengers attempted to overpower the terrorists. The passengers on this flight were aware of what was happening in New York and at the Pentagon through their cellular phones and decided to take matters into their own hands to spare another building or landmark from being hit. At 10:28 a.m., the North Tower of the WTC collapsed just 102 minutes after being struck.

After the attacks, authorities quickly learned that Osama bin Laden and his al-Qaeda organization were solely responsible. Osama bin Laden made a declaration of holy war against the U.S. 9/11 was the darkest day in America's history, as it was the deadliest terror attack to ever take place on U.S. soil.

Lesson 1: Compelling vs. Supporting Questions

Background for the Teacher

It is important for students to become critical thinkers. This is a skill that will prepare and aid students throughout their many stages in life. One way to help students become critical thinkers is to teach them to ask questions. Students can uncover so many truths and stories by questioning the world around them. Compelling questions help students dive into deeper conversations and think more analytically, while supporting questions are simpler and help to break apart the larger, deeper questions, allowing students to actively support their arguments or ideas.

1. Begin With an Essential Question

How can we gather information to learn more about September 11, 2001?

(The Essential Question is not designed to be answered directly. It is the overarching or big question. Its answer is contained within student responses to the guided questions.)

2. Introduce the Lesson

To begin, the teacher should ask the class to share if they know what happened in America on September 11, 2001.

After the class shares what they know, the teacher says, “Today we are going to begin learning about September 11, 2001, by asking questions. There are two types of questions, compelling questions and supporting questions.

Compelling questions are questions that really make you think. They are often tough to answer or might not have one final answer, as they are about important ideas or issues. An example of a compelling question is, ‘Do we have to have rules to behave?’ One might argue that people would not behave if they didn’t have the risk of consequences, but we could also say that behaving isn’t about a reward or a consequence. We behave because we know it is the right thing to do. It is hard to simply answer this question.

Supporting questions can be easily answered through research. They often support, or back up, a compelling question. In some cases, they can be answered with a simple yes or no response. An example of a supporting question is, ‘What are our class rules?’ We can easily look for our class rules and answer this question.”

These examples of compelling and supporting questions, “Do we have to have rules to behave?” and “What are our class rules?” should be left at the front of the classroom for students to easily reference.

3. Students’ Task

Students should work independently to categorize the following questions as compelling or supporting questions and explain why.

- Can there ever be world peace?
- Should it be mandatory to study Social Studies?
- What are the seven continents?
- What is the biggest mountain in North America?

(The first two questions are compelling questions, because their answers cannot be simply found or stated. Their answers lead to deep discussions with critical thinking. The last two questions are supporting questions, because we can easily find and provide their answers.)

4. Students' Task

Teacher says, "Now it is time for you to come up with questions. I want you to write down three questions that you have about September 11, 2001."

After giving students time to write three questions, teacher says, "Now I want you to look at your questions, and with a partner sitting next to you, I want you to categorize your questions. Did you come up with compelling questions or supporting questions?"

5. Introduce Questions Chart

After the students have categorized their 9/11 questions the teacher should use the board or chart paper to write at least 5 compelling questions and 5 supporting questions from the students about September 11, 2001. The 10 or more questions should include all three sites of the attacks on September 11, 2001.

If the students struggle, some examples of questions are below.

Compelling Questions:

- Why was America attacked?
- What was the goal for the attackers on September 11, 2001?
- Why did people sacrifice their own lives on September 11, 2001 to try and save others?
- What did people think when they saw the damage caused by the attacks?
- How can we honor the 2,977 victims of the September 11, 2001 attacks?
- How and why did the attackers pick their targets?
- Why did the attackers target office buildings, where people worked?

- What was it like to be at the World Trade Center or the Pentagon during the attacks?
- How many people survived the September 11, 2001 attacks?
- How do the September 11, 2001 attacks continue to impact people today?

Supporting Questions:

- What happened on September 11, 2001?
- What did the crash sites look like?
- Why were planes used to hurt America?
- Were people hurt on September 11, 2001?
- How many people lost their lives on September 11, 2001?
- What were the Twin Towers?
- What is the Pentagon?
- Are people still impacted by the attacks on September 11, 2001?
- Why didn't anyone survive on United Airlines flight 93?

Lesson 2: 9/11 – New York City

Background for the Teacher

Video Summary



FDNY Battalion Chief Joseph Pfeifer (top left), Stanley Praimnath, Executive at Fuji Bank,Limited and 9/11 World Trade Center Survivor (top right), Donna Spera, Administrative Assistant at AON Financial Services and 9/11 World Trade Center Survivor (bottom left), Niels Jorgensen, a FDNY Lieutenant and 9/11 First Responder (bottom right).

The 9/11 Research: NYC video takes students through first-person accounts from first responders, survivors, and others who lived through America's darkest day. Students learn how two aircraft were

taken and flown into the Twin Towers, two of the world's tallest buildings at the time, located in New York City. Students hear firsthand how first responders rushed to the scene and began evacuating the area and rescuing people who were not able to get out on their own. Students will learn what a worker inside of the South Tower of the Twin Towers experienced when it was struck, plus they'll learn what first responders experienced when the North and South Towers collapsed, with their friends still inside, working to rescue others. Students will also learn that September 11, 2001 is not only a day that took 2,977 lives, but rather, a day that continues to take lives due to 9/11-related illnesses.

1. Begin With an Essential Question

How can we gather information to learn more about September 11, 2001?

(The Essential Question is not designed to be answered directly. It is the overarching or big question. Its answer is contained within student responses to the guided questions.)

2. Introduce the Lesson

To begin, the teacher should review compelling and supporting questions. Compelling questions are questions that really make you think about your response. They are often tough to answer or might not have one definitive answer, as they are about important ideas or issues. Supporting questions can be easily answered through research. They often support, or back up, a compelling question.

Teacher says, "Today we are going to watch a video to learn more about what happened in New York City on September 11, 2001. The video we are going to watch contains first-person eyewitness accounts from that day. Does anyone know what an eyewitness account is?"

(An eyewitness account means that the person sharing what happened was there and saw the event with their own eyes.)

Teacher continues, “So if the people in the video were there on September 11, 2001, and were present for the attacks, that means their stories and this video is a primary source. A primary source is a piece of information that comes from a person who lived through an event. Sometimes when we look through information, we aren’t sure if we can trust the source. When we see, hear, or read a primary source about a historical event, we typically trust the source. We always try and find multiple primary sources and compare them to see if they all tell stories along the same storyline, so we know we can trust the information given and it is valid.”

3. Introduce the Video

Teacher says, “Yesterday we asked compelling and supporting questions about the attacks on September 11, 2001. Let’s review some of those questions now.”

Teacher reads the compelling and supporting questions that they wrote on the board or chart paper in the previous lesson, specifically the ones about what happened on September 11, 2001 in New York City.

Teacher says, “Now we will watch a video of eyewitness first responders and survivors to learn about what happened in New York City on September 11, 2001. Let’s see if any of the information gained in this primary source helps us to answer some of the questions we asked yesterday.”

Teacher then plays the video 9/11 Research: NYC, located [here](https://www.t2t.org/lesson-911-research-nyc) [T2T.org/lesson-911-research-nyc].

4. Students’ Task

With guidance from the teacher, after viewing the video and gaining information about what

happened on September 11, 2001 in New York City, students can try and answer the compelling and supporting questions that the class discussed in a previous lesson.

5. Summarize Events on September 11, 2001

To conclude the lesson, the teacher should ask the students to summarize the events in New York City on September 11, 2001 with the information gained from the video. To help any struggling students, a 9/11 Research: NYC Reading Sheet is available, located in the Appendix of Unit Materials. The following information should be written on the board or chart paper for student reference.

- A plane was flown into the North Tower of the World Trade Center.
- Emergency personnel, like firefighters, rushed to the scene to help evacuate the building and area.
- A plane was flown into the South Tower of the World Trade Center.
- Emergency personnel worked to evacuate people in both buildings.
- The South Tower of the World Trade Center collapsed.
- Emergency personnel continued working to evacuate the North Tower.
- The North Tower collapsed.
- Emergency personnel began looking through the rubble for survivors.
- People became very sick from working at the site of the attacks in New York City.

The teacher should add one piece of information to the board or chart paper that’s not included in the video, but that can be found in the reading sheet, to complete the lesson. Teacher says, “On September 11, 2001 2,753 people lost their lives in New York City.”

Lesson 3: 9/11 – The Pentagon

Background for the Teacher

Video Summary



Jalin Debeuneure, daughter of James Debeuneure, an American Airlines flight 77 victim (top left), Firefighter Justin Tirelli, Arlington County Fire Department and Pentagon First Responder (top right), Marilyn Wills, Congressional Liaison Officer for the Deputy Chief of Staff for Personnel in the U.S. Army and 9/11 Pentagon Survivor (bottom left), Luticia Hook, Management Support Specialist and 9/11 Pentagon Survivor (bottom right).

The 9/11 Research: The Pentagon video takes students through first-person accounts from

first responders, survivors, and others who lived through America's darkest day. Students learn how an aircraft was taken and flown into the Pentagon, the headquarters for the United States Department of Defense. Students hear firsthand what first responders saw when they rushed to the scene and the experience of two individuals who were inside the Pentagon when the building was struck. Students will also learn how the attack on the Pentagon on September 11, 2001 continues to impact people today.

1. Begin With an Essential Question

How can we gather information to learn more about September 11, 2001?

(The Essential Question is not designed to be answered directly. It is the overarching or big question. Its answer is contained within student responses to the guided questions.)

2. Introduce the Lesson

Teacher says, "We have created our own compelling and supporting questions about the 9/11 attacks. Yesterday we watched a video about what happened in New York City and we were able to answer some of the questions we had. Today we are going to learn about what happened at the Pentagon and hopefully answer more of our questions."

3. Introduce the Reading Sheet

Teacher says, "Before we watch a video about what it was like at the Pentagon on September 11, 2001, we are going to gather background information from a reading sheet. If a primary source is a piece of information that comes from a person who lived through and experienced an event, does anyone know what a secondary source is?"

(A secondary source is a piece of information that comes from a person who was not present during the incident. We are learning the information from

someone who did not witness it but found the information another way.)

Teacher continues, “The person writing information in textbooks, or in this reading sheet, did not experience the event firsthand, so these sources are considered secondary sources.”

Teacher gives each student a copy of 9/11 Research: The Pentagon Reading Sheet, located in the Appendix of Unit Materials. Teacher or student(s) read the reading sheet aloud.

4. Introduce the Video

Teacher says, “We asked compelling and supporting questions about the attacks on September 11, 2001. Let’s review some of those questions now.”

Teacher reads the compelling and supporting questions that were written on the board or chart paper in a previous lesson, specifically the ones about what happened on September 11, 2001 at the Pentagon.

Teacher says, “The video we are going to watch today is another primary source. The individuals in the video are going to share their first-person accounts of their experiences and what happened at the Pentagon on September 11, 2001.”

Teacher then plays the video 9/11 Research: The Pentagon, located [here](https://www.t2t.org/lesson-911-research-the-pentagon) [T2T.org/lesson-911-research-the-pentagon].

5. Students’ Task

With guidance from the teacher, after reading the reading sheet, viewing the video, and gaining information about what happened on September 11, 2001 at the Pentagon, students can try and answer the compelling and supporting questions that the class discussed in a previous lesson.

6. Summarize Events on September 11, 2001

To conclude the lesson, the teacher should ask the students to summarize the events at the Pentagon on September 11, 2001 with information gained from the reading sheet and the video. The following information should be written on the board or chart paper for student reference.

- A plane was flown into the Pentagon.
- Emergency personnel, like police officers and firefighters, rushed to the scene to help evacuate people and contain the fires.
- People at the Pentagon evacuated the Pentagon without panic.
- People were injured during the attack on the Pentagon.
- 184 people lost their lives at the Pentagon on September 11, 2001.

Lesson 4: 9/11 – United Airlines Flight 93

Background for the Teacher



Terry Horniacek, Inflight Service Coordinator for United Airlines at Newark International Airport (top left), Ken Nacke, the brother of Louis “Joey” Nacke, a United Airlines flight 93 victim (top right), Rick King, Volunteer Firefighter, and United Airlines flight 93 First Responder (bottom left), Kevin Huzsek, Somerset Area Ambulance, and United Airlines flight 93 First Responder (bottom right).

The 9/11 Research: Flight 93 video takes students through first-person accounts from first responders, family of the fallen, and others who experienced America’s darkest day. Students learn how United Airlines flight 93 was illegally taken

in an attack on our nation and how crew members and passengers onboard fought back against the people who took control of their flight, causing it to crash land in an empty field near Shanksville, Pennsylvania. The heroism of the people on board the plane led to them losing their lives while saving the lives of others by preventing a target from being hit. First responders share what they witnessed when they arrived at the crash site and how they searched for survivors, but unfortunately no survivors were found.

1. Begin With an Essential Question

How can we gather information to learn more about September 11, 2001?

(The Essential Question is not designed to be answered directly. It is the overarching or big question. Its answer is contained within student responses to the guided questions.)

2. Introduce the Lesson

Teacher says, “We have created our own compelling and supporting questions about the 9/11 attacks. We watched videos about what happened in New York City and at the Pentagon to answer some of the questions we created. Today we are going to learn about what happened onboard United Airlines flight 93, the fourth and final plane that was taken on September 11, 2001, and hopefully answer more of our questions.”

3. Introduce the Reading Sheet

Teacher says, “Before we watch a video about what happened to United Airlines flight 93 on September 11, 2001, we are going to gather background information from a reading sheet. Can someone share with the class whether this reading sheet is a primary or secondary source, and why?” *(The reading sheet is a secondary source, because the person who wrote the information did not experience the event firsthand. Instead, the person*

gathered the information from other sources.)

Teacher gives each student a copy of 9/11 Research: Flight 93 Reading Sheet, located in the Appendix of Unit Materials. Teacher or student(s) read the reading sheet aloud.

4. Introduce the Video

Teacher says, “We asked compelling and supporting questions about the attacks on September 11, 2001. Let’s review some of those questions now.”

Teacher reads the compelling and supporting questions that they wrote on the board or chart paper in a previous lesson, specifically the ones about what happened on September 11, 2001 onboard United Airlines flight 93 and the other planes that were taken.

Teacher says, “Both of the videos we watched earlier included primary sources, because they were first-person accounts, told by people who experienced firsthand the tragic events in New York City and at the Pentagon. Today’s video is a mixture of primary and secondary sources that focus on what happened during United Airlines flight 93’s flight. This means that the people in the video were not on the flight, because we know after reading our reading sheet that all 40 passengers and crew members lost their lives when the plane crashed. The people in this video are sharing information about their own experiences that day and what they were told happened, by either the people onboard the flight, or others. The first responders in the video, who responded to the crash site, are sharing eyewitness information about what they saw when they arrived. The first responders are primary sources of information. When we work with secondary sources, just like primary sources, we gather as many stories about the event as possible, to verify that the information is valid. Even though some people are secondary sources, we know we can trust the information we are going to hear today, because many people

and official reports have told the same, or similar stories about the events onboard United Airlines flight 93.”

Teacher then plays the video 9/11 Research: Flight 93, located [here](https://www.t2t.org/lesson-911-research-flight-93) [T2T.org/lesson-911-research-flight-93].

5. Students’ Task

With guidance from the teacher, after viewing the video, and gaining information about what happened on September 11, 2001 onboard United Airlines flight 93 and after the plane crash landed in a field, students can try to answer the compelling and supporting questions that the class created in a previous lesson.

6. Summarize Events on September 11, 2001

To conclude the lesson, the teacher should ask the students to summarize the events onboard United Airlines flight 93 and after the plane crash landed in a field on September 11, 2001 with information gained from the reading sheet and the video. The following information should be written on the board or chart paper for student reference.

- A plane was taken from Newark International Airport in New Jersey.
- Passengers and crew members on flight 93 began making calls and learned that their plane was going to be used as a weapon.
- Passengers and crew onboard flight 93 created a plan to fight against their attackers.
- Passengers and crew voted on their plan and began their attack.
- After passengers and crew were able to break into the cockpit, the plane crashed in an empty field near Shanksville, Pennsylvania.
- 40 people lost their lives onboard flight 93 on September 11, 2001.

Lesson 5:

9/11 Research Essay

Background for the Teacher

This lesson is not intended to last one period. Students will benefit from being given time to plan, draft, and edit their own writing. Throughout the unit, students will have gained a deep understanding of how to create questions, go through information for answers, and now they have a chance to show what they have learned through writing an informative essay.

1. Begin With an Essential Question

How can we gather information to learn more about September 11, 2001?

(The Essential Question is not designed to be answered directly. It is the overarching or big question. Its answer is contained within student responses to the guided questions.)

2. Introduce the Lesson

Teacher says, “We have spent the week using reading sheets and videos to research and answer our questions about what happened on September 11, 2001. Today we are going to use the information we have learned to write an informative essay about what happened on September 11, 2001.”

Teacher continues, “Before we begin, let’s review the parts of an essay. A good essay has three different parts. Can anyone explain what the first paragraph of an essay is called?”

(The first paragraph is called the introduction. It tells the reader what the essay is going to be about and the information that is in the essay.)

Teacher continues, “The second part of the essay is the body, and it explains each discussion point. The number of body paragraphs can be different in each essay. For our essay today we should have three body paragraphs, one for each site of attack, New York City, the Pentagon, and United Airlines flight 93 in Pennsylvania. Can anyone explain what the last paragraph of an essay is called?”

(The last part of the essay is the conclusion. It is the last paragraph, and it sums up all the points of the essay.)

3. Students’ Task

Students should work independently to write their essays. The teacher can display Transitional Words and Phrases, located in the Appendix of Unit Materials, to help children when writing independently. The teacher can give students who are struggling or in need the 9/11 Research: Essay Graphic Organizer, located in the Appendix of Unit Materials to help them organize their thoughts and keep their writing on task.

4. Extension

As an extension, students can trade essays with a partner to make constructive comments or suggestions. Students can then edit and revise their essays, based on their peer’s constructive comments.

Advanced students can continue their research, independently, to add more information to their essays by using Additional 9/11 Research, located in the Appendix of Unit Materials. The web address will take students to a page on the Tunnel to Towers website that has trusted materials and sources needed to help students gather information to learn more about what happened on America’s darkest day and in its aftermath.

Appendix

Unit Materials

- 9/11 Research: NYC Reading Sheet
- 9/11 Research: The Pentagon Reading Sheet
- 9/11 Research: Flight 93 Reading Sheet
- Transitional Words and Phrases
- 9/11 Research: Essay Graphic Organizer
- Additional 9/11 Research

9/11 Research: NYC Reading Sheet

Name: _____

Date: _____

Vocabulary

unlawfully: against the law

evacuate: to remove someone from a place of danger and move them to a safer place

despite: not prevented by

debris: remains of something broken down or destroyed

devastation: great destruction or damage

On the morning of September 11, 2001, multiple airplanes were **unlawfully** taken in an attack on the United States.

At 8:46 a.m. American Airlines flight 11 flew into the North Tower of the World Trade Center, located in New York City. First responders and emergency personnel rushed to the scene to try to put out the fire and **evacuate** the area. At 9:03 a.m. United Airlines flight 175 flew into the South Tower of the World Trade Center. The emergency doubled and more emergency personnel were called to help.

At 9:59 a.m. the South Tower, the second tower to be hit, collapsed. Emergency personnel continued to evacuate as many people as they could from the area and the North Tower, **despite** the danger to their lives.

At 10:28 a.m. the North Tower collapsed. First responders and emergency personnel immediately worked to remove **debris** and rescue anyone trapped within the collapse.

The site of **devastation** in New York City was about 16 acres, which is about 12 football fields. People from around the country went to New York City to help clean up debris. A ceremony with no words marked the end of cleanup on May 30, 2002.

People working there breathed in dust and smoke that was harmful to their health. As a result, many people have died or continue to suffer from 9/11-related health issues.

2,753 people lost their lives at the World Trade Center, including 343 members of the Fire Department of the City of New York, 23 members of the New York City Police Department, and 37 members of the Port Authority Police Department.

9/11 Research: The Pentagon Reading Sheet

Name: _____

Date: _____

Vocabulary

unlawfully: against the law

renovation: act or process of repairing

On the morning of September 11, 2001, multiple airplanes were **unlawfully** taken in an attack on the United States.

At 8:20 a.m. American Airlines flight 77 took off from Washington Dulles International Airport, in Virginia, and was scheduled to land in Los Angeles Airport in California.

At 9:37 a.m. American Airlines flight 77 flew into the Pentagon, the United States government building that provides military forces needed to protect the United States of America. The U.S. Army, Navy, Marine Corps and Air Force have headquarters in the Pentagon.

The Pentagon is made up of five separate pentagon shaped rings, that are connected. At the time of the attack on September 11, 2001, the building was under **renovation**, and luckily many offices were empty where the plane flew into the building.

184 people lost their lives at the Pentagon on September 11, 2001, including all 59 passengers and crew members aboard American Airlines flight 77.

9/11 Research: Flight 93 Reading Sheet

Name: _____

Date: _____

Vocabulary

unlawfully: against the law

authorities: a person or organization that has power or control

overthrow: remove from power

U.S. Capitol: a building in Washington, D.C., where members of the United States government meet

symbol of the American Republic: something that represents the freedom of America and our government

On the morning of September 11, 2001, multiple airplanes were **unlawfully** taken in an attack on the United States.

At 8:42 a.m. United Airlines flight 93 took off from Newark Liberty International Airport, in New Jersey. The plane was supposed to take off at 8 a.m. but was delayed because of early morning traffic at the airport. It was scheduled to land at San Francisco International Airport, in California.

Shortly after their aircraft had been taken over, crew members and passengers on board United Airlines flight 93 began making calls to **authorities** and loved ones and learned that two planes were crashed into the Twin Towers in New York City, one plane was crashed into the Pentagon, near Washington D.C., and that their plane was likely going to be used as a weapon.

Without knowing where the evil people were planning on flying their plane, the brave passengers decided to work together to **overthrow** them. At 9:57 a.m. the passengers and crew began to fight back, and their plan was successful. At 10:03 a.m. United Airlines flight 93 crash landed in an empty field near Shanksville, Pennsylvania.

All 40 people on the flight lost their lives. It is still unknown where the plane was headed, however it is believed that its target was likely the White House, the **U.S. Capitol**, or another **symbol of the American Republic**. The courage and sacrifice of the passengers and crew of United Airlines flight 93 saved many lives.

Transitional Words and Phrases

Name: _____

Date: _____

When introducing a topic:

To begin First

When presenting a similar idea:

Along with Furthermore As well as In addition Similarly

When presenting a different idea:

However In contrast On the other hand Despite

Concluding statements:

In conclusion All in all In other words To conclude In summary

9/11 Research: Essay Graphic Organizer

Name: _____

Date: _____

Introduction Paragraph

On September 11, 2001, America was attacked. _____

Body Paragraph 1

On 9/11, the first area in America that was impacted was New York City. In New York City, _____

Body Paragraph 2

The second area of America that was impacted was the Pentagon. At the Pentagon, _____

Body Paragraph 3

The third area of America that was impacted was Pennsylvania. Onboard United Airlines flight 93, _____

Conclusion Paragraph

In conclusion, _____

Additional 9/11 Research

Name: _____

Date: _____

Type the web address into your browser and independently search through the documents and resources to gather more information about September 11, 2001.

T2T.org/september-11-resources-3-5

TUNNEL TO TOWERS 9/11 INSTITUTE™ CURRICULUM

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