



# 9/11 Instructional Unit V

## 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, learning activities and background for teachers. From basic facts about America's darkest day, to comparing and contrasting first-person video accounts about the day, to learning about 9/11's legacy of goodness, this unit will give students a strong foundational understanding of 9/11.

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## 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 that 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 in reviewing vocabulary and explaining who people are and the situations they find themselves in. Also, turning on the closed captions within the video player may be necessary 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, learning activities and background for teachers. From basic facts about America's darkest day, to comparing and contrasting first-person video accounts about the day, to learning about 9/11's legacy of goodness, this unit will give students a strong foundational understanding of 9/11.

## Unit Objectives

All students will:

- Acquire pertinent vocabulary from a list of key terms.
- Complete learning tasks to better understand the events of 9/11 as they unfolded.
- 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 heroes.

THE UNIT TEACHING/LEARNING PROCESSES  
SUPPORT LEARNING STANDARDS.

## Instructional Focus

- Comparing and contrasting primary and secondary sources.
- Answering questions based on information gained from multiple sources.
- Comparing different experiences of the same event.

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# 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.

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# Lesson 1: The 9/11 Attacks

## Background for the Teacher

### Video Summary



FDNY Battalion Chief Joseph Pfeifer

Joseph Pfeifer recounts his day as a Battalion Chief for the Fire Department of New York City (FDNY) on September 11, 2001. Chief Pfeifer was about a dozen blocks from the World Trade Center (WTC) when he saw the first plane fly into the North Tower of the Twin Towers. He sent the FDNY units he was with to the World Trade Center and radioed a second alarm, and then a third alarm. He told the dispatcher that the plane was aiming for the building and that many floors were on fire.

Chief Pfeifer entered the North Tower and began delegating FDNY personnel to climb the stairs

and evacuate and help the people in need. That morning, he ordered his brother, a lieutenant from Engine Company 33, to ascend the stairs with his unit. He heard the rumbling sound of the South Tower collapsing and went to an alcove off of the lobby of the North Tower. He made the difficult decision to order all units in the North Tower to evacuate, knowing that hundreds of civilians were still trapped inside. When he heard the rumbling of the North Tower collapsing, he ran as far and as fast as he could. He remembers the area went completely dark and silent. He then approached the site where the Twin Towers of the World Trade Center once stood and began the rescue and recovery efforts.

After 9/11, Chief Pfeifer saw unity in the city, the country and the world. He saw people from all over the country and the world coming to New York City to ask how they could help. He also acknowledges the people today who continue to die and suffer from 9/11-related illnesses.

### 1. Begin With an Essential Question

**What impact did the 9/11 attacks have on our country, its people and how does it continue to impact people today?**

*(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 reads the overarching question of the lesson.

Teacher says, “Today we are going to focus on the impact that the 9/11 attacks had on our country, its people and how it continues to impact people today.”

Teacher then asks, “What is a primary source? How does a primary source differ from a secondary source?”



*(A primary source is an eyewitness account of an event from someone who has a direct connection to it. A secondary source is a retelling of the events by someone who did not have a direct connection to it. For example, Harry and Maria were fighting. If Maria tells George what happened, George is hearing the story from a primary source. If George starts telling others about the fight, he is a secondary source. He did not see the fight, but he heard about it and is retelling the events.)*

Next, the teacher goes over helpful vocabulary for student understanding.

### 3. Vocabulary Review

**Unlawful:** Against the law.

**Evacuate:** To remove someone from a place of danger and move them to a safer place.

**U.S. Capitol:** A building in Washington, DC, where members of the United States government meet.

**Symbol of the American Republic:** Something that represents the freedom of America and our government. It could be a building, like the White House, or a statue, like the Lincoln Memorial.

**Devastation:** Great damage.

### 4. Students' Task

Students should work on their own to use each vocabulary word in a sentence and write them down.

After students are finished, they can share their sentences with their partner or group before continuing with the lesson.

*Sentence Examples:*

*It is **unlawful** to steal something without paying for it.*

*Police officers and firefighters help **evacuate** people from buildings when there is danger.*

*Many politicians in the United States meet at the **U.S. Capitol** to discuss creating laws.*

*The Statue of Liberty in New York City has come to be a **symbol of the American Republic**.*

*When the Twin Towers fell there was great **devastation** in New York City.*

### 5. Introduce the September 11, 2001 Reading Sheet

Teacher says, "We are going to learn about what happened on September 11, 2001 and gather facts by reading this Reading Sheet."

Teacher/student begins reading aloud the September 11, 2001 Reading Sheet, located in the Appendix of Unit Materials.

Upon completing the reading, ask the class to write down if they believe the September 11, 2001 Reading Sheet is a primary or secondary source and why?

*(The reading sheet is a secondary source because it provides the facts of the events of September 11, 2001 from someone who was not directly connected to the attacks.)*

### 6. Introduce the Video

Say to the class, "We are going to watch a short video from a first responder in New York City on September 11, 2001. He is retelling what happened that day."

Then ask the class, "Would this be a primary or secondary source?"

Teacher continues, "This is a primary source since he was present during the attack and is

telling us what he witnessed. I want you to pay close attention to his account of this day.”

Teacher then plays the video of Battalion Chief Joseph Pfeifer located [here](https://T2T.org/lesson-1-joseph-pfeifer) [https://T2T.org/lesson-1-joseph-pfeifer].

## 7. Students’ Task

After viewing the video, the teacher asks the class to compare the video source and the September 11, 2001 Reading Sheet source, also located in the Appendix of Unit Materials, The 9/11 Attacks, Primary and Secondary Sources Short Response.

Students should write a short response comparing the video source and the September 11, 2001 Reading Sheet. How are these two sources the same and how are they different?

*(Both sources give information about what happened. The secondary source, the Reading Sheet, has many facts. The primary source, the video, shows more emotion and appeals to the senses. For example, you learn details about what the first responder saw, heard and felt during the attack.)*



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## Lesson 2: Comparing 9/11 Points of View

### Background for the Teacher

#### Video Summaries



New York City Mayor Rudolph Giuliani

New York City Mayor Rudolph Giuliani began his day on September 11, 2001 with a breakfast, accompanied by his counsel, Dennison Young, and a close friend. At the conclusion of breakfast, a member of Mayor Giuliani's security detail told Dennison Young that there was a terrible fire at the World Trade Center and that the North Tower of the Twin Towers was hit by a twin engine plane,

as was indicated in preliminary reporting. Mayor Giuliani tried to use his cell phone to call his Fire Department of the City of New York Commissioner Thomas (Tom) Von Essen and New York City Police Commissioner Bernard (Bernie) Kerik but he couldn't get through – cell phones weren't working – all signals were busy each time he tried to call. He began to think about the possibilities surrounding the situation in New York City.

When Kerik was finally able to get a call through to the Mayor, the two discussed their emergency plans for the city. The Mayor then learned about the second attack on the South Tower of the Twin Towers, and it was decided that they would follow the terrorist attack emergency plan. Police were sent to secure the most prominent places in NYC that terrorists might attack. The bridges and tunnels were closed so that no one could enter or leave NYC. When Mayor Giuliani saw the Twin Towers in flames for the first time, he realized the situation was much worse than he had ever planned for. Despite the fact that he, Kerik and Richard Sheirer, the Commissioner of New York City Emergency Management, were extremely confident in their plans and preparedness – there was no plan for an attack of this magnitude. Mayor Giuliani then recalls a lesson about remaining calm that his father had instilled in him throughout his life. That lesson was top of mind because he knew that the people of New York City would be looking to him to lead and watching for his response to set the tone. He and his team couldn't, and wouldn't, let the people of NYC down.



**Firefighter Justin Tirelli, Arlington County Fire Department and Pentagon First Responder**

Firefighter Justin Tirelli, along with the rest of the crew from Truck 106 from the Arlington County Fire Department, pulled up to the Pentagon and could see people quickly walking through the parking lot, away from the building. People were trying to make phone calls with their cell phones, but they were not panicked. After they pulled up next to one of the corridors that opened to the courtyard of the Pentagon, the rookie firefighter was told by his Captain to gather as many supplies as he could carry and to await an assignment. Once given clearance, the crew, along with Firefighter Tirelli, entered the inner courtyard, where they were told to relieve an Engine Company inside the building. After getting their air packs on, they were given instructions inside the building.

They made their way through a breezeway to a hole in the wall, which was where the nose of the plane had penetrated the building. He could see pieces of the plane scattered about. They fed the hose through the hole and Firefighter Tirelli held onto the hose so that he did not get lost in the darkness. Once they found the Engine crew they

tapped them and told them to come out. His crew then began to use the hose to douse the fire that spanned as far as their eyes could see. After a few minutes of work, Firefighter Tirelli took over the hose, but his efforts did not help to extinguish the jet fuel fire of this magnitude, there was no way his efforts could, the fire was just too hot and too big. The firefighters' air tanks began getting low. They had to back out and away from the fire. They were exhausted from trying to balance themselves on debris from the building that was completely unstable the entire time they were at the site trying to do their duty and help as best they could.



**Stanley Praitnath, Executive at Fuji Bank, Limited and 9/11 World Trade Center Survivor**

Stanley Praitnath worked as an Assistant Vice President for Fuji Bank, Limited on the 81st floor of the World Trade Center, in the South Tower of the Twin Towers. While in his office he could see fireballs falling from the North Tower of the World Trade Center's Twin Towers, but he did not know what had happened to the North Tower. He and his coworker, Delis, both decided to leave the building. Many people were doing the same, so they had to wait some time for an elevator.

Once they entered the lobby of the South Tower, a security officer told them the building was secure and that they should go back to their offices. Delis was still very nervous, so Stanley gave her the day off and he headed back up to his office. Upon reentering his office, he received a phone call from a coworker in another branch who shouted at him to leave the building. During this phone call, through a window, Stanley saw a plane coming towards him. As the plane hit the South Tower, and his floor, Stanley dove under his desk for protection.

The ceiling above Stanley collapsed and was hovering overhead. He saw a flashlight at the end of the floor and crawled towards it, shouting to the person, begging the person not to leave him. Finally, he reached a wall and the person with the flashlight on the other side of the wall was telling Stanley to climb over it because the ceiling was hollow. But Stanley could not climb over the wall. He was, however, able to punch his fist through the wall repeatedly until a small hole became big enough for the person to pull him through it to the other side. The man who helped him was named Brian Clark. The two men, Stanley and Brian, helped each other and began their long journey home together, from Manhattan.

Teacher, for your own informational purposes, please note that Stanley also worked in the same building in 1993, when the same group of evil people attacked the World Trade Center that year. While only 6 people lost their lives that day in 1993, many were injured.

## 1. Remind Students of the Essential Question

**What impact did the 9/11 attacks have on our country, its people and how does it continue to impact people today?**

*(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 begins the lesson by reviewing the events of September 11, 2001 and briefly explaining what happened in New York City, near Shanksville, Pennsylvania and at the Pentagon.

The teacher then says, “Today we are going to discuss how the day affected people differently depending on their situation. We are going to look at what the day was like from the point of view of someone who worked in government, a first responder and a survivor of the attacks.”

## 3. Introduce the First Video

Teacher says, “We are going to start with a video of former New York City Mayor Rudolph Giuliani. Pay close attention to how he describes what some of his day was like on September 11, 2001. We will answer questions after the video.”

Teacher then plays the video of Mayor Rudolph Giuliani located [here](https://T2T.org/lesson-2-rudolph-giuliani) [https://T2T.org/lesson-2-rudolph-giuliani].

## 4. Students’ Task

After viewing the video students should answer the following questions, also located in the Appendix of Unit Materials, Comparing 9/11 Points of View Question Sheet.

1. On September 11, 2001, what emergency plans did Mayor Giuliani put in place? Why were they important?  
*(Mayor Giuliani closed the bridges and tunnels to New York City. He also sent police officers to protect other areas that might be targets. These plans were meant to protect the citizens of New York City from any further attacks or danger.)*

2. How did Mayor Giuliani need to behave during the attack and why did he need to behave that way?  
*(Mayor Giuliani needed to remain calm so that others, who looked to him for guidance, would also remain calm. He also needed to focus on the situation so he could think of what action he needed to take to protect people.)*
3. What was Mayor Giuliani's focus during the attack on the World Trade Center?  
*(Mayor Giuliani was focused on protecting the people of New York City from further attacks and making sure the first responders were able to save as many people as possible.)*

Teacher should go over the answers to the questions and allow the students time to share their answers with the class.

## 5. Introduce the Second Video

Teacher says, "We will now watch a video from a first responder in Arlington, Virginia at the Pentagon. This first responder is a firefighter named Justin Tirelli. On September 11, 2001 he was new to the fire department. He went on to become a Captain in the Arlington County Fire Department years later. We discussed that on September 11, 2001, a plane crashed into the Pentagon, which is a government building that provides military forces needed to protect the United States of America. This building is located in Arlington, Virginia, just across from Washington, D.C., our nation's capital. Pay close attention to how he describes what some of his day was like on September 11, 2001. We will answer questions after the video."

Teacher then plays the video of Firefighter Justin Tirelli located [here](https://T2T.org/lesson-2-justin-tirelli) [https://T2T.org/lesson-2-justin-tirelli].

## 6. Students' Task

After viewing the video students should answer the following questions, also located in the Appendix of Unit Materials, Comparing 9/11 Points of View Question Sheet.

1. Was it surprising to hear that the people evacuating the Pentagon were not panicked? Why do you think people behaved calmly?  
*(Student responses may vary. One might say it is shocking to hear that people were calm when their lives were in immediate danger, but one can believe they were calm, because they were focused on evacuating quickly and safely and by the time they had reached the parking lot, they were essentially out of harm's way.)*
2. Why did this fire emergency tire the firefighters more than usual and why was it so difficult to put the fire out with the fire hose?  
*(This was a very difficult fire to put out, because there was a large area covered in fire, and the type of fire was a very difficult fire to extinguish. The firefighters had a difficult time putting out the jet fuel fire, and using water from their fire hoses did not work well. The teacher should explain to the class that jet fuel is what powers a plane, like gasoline powers a car, and when using water to put out this kind of fire a firefighter would need a very large amount of water to extinguish it. Sometimes a firefighter must suffocate the fire with a special foam that they use, like a typical fire extinguisher that you might see in our school or your home. Also, there was debris, or broken pieces from the building on the ground, which was caused by the plane when it hit the building. The firefighters had to balance themselves on the debris and use their strength to stand and hold the fire hose.)*



3. What was Firefighter Tirelli's focus while working after the attack on the Pentagon?  
*(Firefighter Tirelli and the rest of the crew from his firehouse were focused on putting out the fire and containing the damage that was caused to the Pentagon to prevent the fire from worsening.)*

The teacher should go over the answers to the questions and allow the students time to share their answers with the class.

## 7. Introduce the Third Video

Teacher says, "The last video we will see today is from a man named Stanley Praitnath who worked in the World Trade Center, in New York City. In 2001 Stanley worked on the 81st floor of the South Tower of the Twin Towers, which is one of the floors that was struck by a plane. Pay close attention to his story of survival on September 11, 2001 and we will answer some questions at the end."

Teacher then plays the video of Stanley Praitnath located [here](https://T2T.org/lesson-2-stanley-praitnath) [https://T2T.org/lesson-2-stanley-praitnath].

## 8. Students' Task

After viewing the video students should answer the following questions, also located in the Appendix of Unit Materials, Comparing 9/11 Points of View Question Sheet.

1. What important lesson did you learn from Stanley and Brian's story of surviving this terrible attack together?  
*(Student responses may vary. One might say it teaches us that we should always help those in need when possible. Brian heard Stanley's scream for help and he did not*

*leave him behind. Together they were able to survive a terrible tragedy.)*

2. What was Stanley's focus during the attack on the World Trade Center?  
*(Stanley was focused on getting out of the building, out of danger and getting home.)*

The teacher can go over the answers to the questions and allow the students time to share their answers with the class.

## 9. Extension

As an extension the students can complete a short response question.

How was September 11, 2001 different and the same for the three people whose videos we watched today? Use details you remember from the videos and your answers to the questions to help you.

*(Although Mayor Rudolph Giuliani, Firefighter Justin Tirelli, and Survivor Stanley Praitnath were involved in the same terrible event, their thoughts, actions and focus were different. Mayor Giuliani was focused on keeping the people of New York City safe during the attacks. He says in his video if he was any other person he would have probably been crying, but he was not any other person, he was the Mayor and people would look to how he reacted to shape their own response, he needed to lead. Stanley Praitnath, although also in New York City at the World Trade Center, was focused on getting out of the building and out of danger. He was injured and had to break through a wall and climb through debris to escape. Firefighter Tirelli, on the other hand, went into the burning building at the Pentagon to help try to put out the fire and prevent it from worsening. He, like Mayor Giuliani, needed to remain calm and work to prevent more damage to the building or other people.)*

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## Lesson 3: United Airlines Flight 93

### Background for the Teacher

#### Video Summaries



**Ken Nacke, Brother of United Airlines Flight 93 Victim Louis "Joey" Nacke**

Ken Nacke works in the Baltimore County Police Department in Baltimore, Maryland. On September 11, 2001 he was assigned to the Special Operations Division, K9 Unit and Tactical. That morning, he saw the events of the attacks unfolding in New York City on the television in his locker room at work. He thought about all of the lives that would be lost and was thankful that his family was safe. He had no idea that he would lose his brother that day.

Ken heard about the attack at the Pentagon, and he heard that a plane went down in Pennsylvania on his car radio. He turned on his cell phone and received a phone call from his wife, who had been trying to reach him to tell him that his father believed that his brother, Joey, was on the flight that went down in Pennsylvania.

Ken quickly put his K9 dogs in the kennel and asked his coworkers for a ride to meet his wife so that he could head straight to his parents to await further news and be there to support his parents. On the way to his parents, he received a call from his sister who told him that United Airlines called and verified that his brother was in fact onboard United Airlines flight 93, which had crashed in a field in Pennsylvania.

Ken's mother heard about a candlelight vigil being held in Somerset County, Pennsylvania for the passengers and crew aboard flight 93 and she wanted to go. Ken mapped the directions, loaded the car and they drove to Somerset County. He remembers the courthouse was beautiful and there were 40 candles for each of the lives lost aboard flight 93, with speakers, and many people in attendance. He remembers later that night he started to learn about the phone calls people made from aboard flight 93, and that once the passengers and crew aboard the flight learned their plane would be used as a weapon, they decided to take matters into their own hands and do something about it. Ken believes the passengers and crew of flight 93 are heroes. He remembers the outpouring of support that the families who lost loved ones received after September 11, 2001.





**Rick King, Volunteer Firefighter, United Airlines Flight 93 First Responder**

Rick King works in the Snyder of Berlin Potato Chip Factory in Berlin, Pennsylvania. He and his wife owned a small convenience store in Shanksville, Pennsylvania, where they lived with their two children. On September 11, 2001, someone in the store told him that a plane had hit one of the World Trade Center buildings in New York City. He went to his house to watch the news and watched the second plane hit the South Tower of the World Trade Center.

At that point, Rick hadn't heard from one of his sisters, so he called her to see if she had heard about what happened in New York City and at the Pentagon. While on the phone, his sister said she could hear a plane that was very loud. Rick stepped out onto his front porch with the phone and he also could hear the loud sound of a plane. Then, on the other side of town, he saw a large fireball, a cloud of smoke and the town and his front porch shook.

Rick ran to his store and told his wife that a plane had crashed and that he had to go to the

volunteer fire station. At the fire station he picked up a radio and called Somerset 911 to ask who had been dispatched. He requested additional fire units and EMS to assist, knowing that he had just witnessed the crash of a commercial airliner. He waited for more volunteer firefighters to arrive but after three men showed up, he drove the fire engine, with them, to the crash site.

On the drive Rick thought about what he might encounter and he developed a plan of action. He thought he would find hundreds of injured people and a lot of jet fuel fires. He called County 911 and asked them to put medical helicopters on standby. He was filled with fear over what he was about to encounter as well as fear for the nation.

When he arrived at the scene, he saw smoke, small pieces of debris about the size of a piece of paper, one landing tire on fire, small fires in the woods, a large crater that was smoldering and singed trees. He started to doubt what he heard and thought maybe he hadn't heard a large airliner, since there was no immediate indication that this was a large plane full of passengers. The volunteer firefighters conducted a search for survivors but they did not find any. Shortly after, two FBI agents arrived on scene and told him that they had information from a passenger onboard that this plane had also been hijacked, and Rick knew this incident was connected with the attack on the nation.

## **1. Remind Students of the Essential Question**

**What impact did the 9/11 attacks have on our country, its people and how does it continue to impact people today?**

*(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

The teacher begins the lesson by telling students, “We have been discussing the events of September 11, 2001. Today we will focus on the heroic actions of the passengers of United Airlines flight 93 and their tragic story. On September 11, 2001, multiple passengers and crew members aboard flight 93 made phone calls from the plane to let people know that control had been taken away from their flight’s pilot and crew. In making these calls, they were able to gain information about the three other planes that had also been flown into the two Twin Towers and the Pentagon. The passengers aboard flight 93 talked and decided that they would not let their plane fly into another building and harm more people. They used anything they had onboard and fought back against the evil people to gain access to their plane’s cockpit, the room where the pilot controls the plane. The plane went down in an empty field near Shanksville, Pennsylvania. The passengers and crew lost their lives that day, but their heroic actions are believed to have saved many lives. It is important to note that the passengers acted together, and they made sure that they were in agreement and had created a plan before taking any action.”

## 3. Introduce the First Video

The teacher introduces the video of Ken Nacke saying, “Today we are going to watch a video of a man named Ken Nacke, whose brother, Joey, was onboard United Airlines flight 93 on September 11, 2001. Ken’s brother, Joey, lost his life that day. Let’s watch as Ken Nacke recounts this tragic day for his family.”

Teacher then plays the video of Ken Nacke located [here](https://T2T.org/lesson-3-ken-nacke) [https://T2T.org/lesson-3-ken-nacke].

## 4. Students’ Task

After viewing the video, students should answer the following question independently or with a partner, also located in the Appendix of Unit Materials, United Airlines Flight 93 Question Sheet.

1. Ken Nacke mentions he visited a candlelight vigil for the passengers and crew of United Airlines flight 93. What is one way you can honor the passengers and crew of United Airlines flight 93 for their sacrifice?  
*(Student responses may vary. One might say they can light a candle, build a statue, or make signs to thank the passengers and crew for their heroic sacrifices. They can also tell their story so that others will learn what they did and never forget.)*

## 5. Introduce the Second Video

The teacher can introduce the video of Rick King, by saying, “Our last video today is from a first responder at the scene of the crash. In many parts of the country firefighters work as volunteers. This means that they have other paying jobs, but when they are available to help during an emergency they volunteer their time, meet at the firehouse, gather their gear and head to the emergency. Rick King had a job, he owned a store with his family, but he was also a volunteer firefighter in his town. This is his account of the crash of United Airlines flight 93.”

Teacher then plays the video of Rick King located [here](https://T2T.org/lesson-3-rick-king) [https://T2T.org/lesson-3-rick-king].

## 6. Students’ Task

After viewing the video, students should answer the following question, which is also located in the United Airlines Flight 93 Question Sheet, located in the Appendix of Unit Materials.

1. How was what Rick King saw when he arrived at the crash site different from what he thought he would see?  
*(Rick King expected there to be many injured passengers and crew from the flight. He requested additional firehouses and emergency personnel to help, as well as medical helicopters on standby to take anyone seriously injured to a hospital. When he arrived, Rick King saw only small pieces of plane debris and there were no survivors.)*

To further engage students in these videos and to conclude the lesson, students should be asked to answer the following question and write down their responses. Students should be given time to share their answers with the class to stimulate a thoughtful discussion.

If you could ask one question to the passengers, crew, or first responders of United Airlines flight 93, what would you ask them?

*(Student responses may vary, but sample questions may be similar to the following:*

*Question for passengers: How did you vote onboard flight 93 and agree to fight back against the people who took control of the plane?*

*Question for first responders: Were you scared when you knew you had to respond to a plane crash site?*

*Question for the crew: Did anything in your training prepare you for a situation like that?)*

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## Lesson 4: 9/11's Legacy of Goodness

### Background for the Teacher

#### Video Summaries



**FDNY Lieutenant John Kiernan**

FDNY Lieutenant John Kiernan of Rescue Company 1 recounts the days after September 11, 2001.

After working all day at Ground Zero on the rescue and recovery efforts and feeling discouraged, Lieutenant Kiernan recalls getting a ride in the back of a pickup truck. He jumped in the back of the truck, put his head back and was on his way to the Rescue Company 1 firehouse in the early hours one morning, when he saw people

lining West Street, leading out of Ground Zero, applauding the workers leaving the site. The sight and sounds of them gave him chills and still touch him emotionally. In the years since 9/11, people continue to line the streets on the anniversary of September 11, reenacting that time, holding signs that read “America’s Heroes.”

Lieutenant Kiernan remembers an outpouring of support in the days following the 9/11 attacks in New York City. He remembers people donating boxes of clothes, toothbrushes, toothpaste and flashlights. A neighbor who lived next door to the firehouse went away for the weekend and left keys to their apartment in case anyone needed a place to stay. People tried to donate money and so much more. A restaurant near the firehouse, Le Madeleine, donated trays of food, but the firefighters working at the site were discouraged and not eating much, so the restaurant started delivering plated portions of food, so the food could be taken with them and eaten later. Someone donated a refrigerator to the firehouse because there were so many food donations. Lieutenant Kiernan recalls the people who were trying to leave Manhattan on 9/11, helping one another. Even though they didn’t know each other and they themselves were in distress, they took the time to help one another. It was a day when the goodness in humanity outshined the vilest of deeds.



**Captain Rick Thornton, NY Waterway**

Rick Thornton is a Captain at New York Waterway, which is a ferry boat company in New York connecting communities across New Jersey to Downtown and Midtown Manhattan. On September 11, 2001 Captain Thornton and his crew of three men heard a plane fly over and thought it was unusual, because it was very loud. They then saw a plane fly into the North Tower of the World Trade Center. They unloaded their passengers from New Jersey into the terminal in New York City. When the second plane hit the South Tower, they knew this was an attack, so they decided to make their way towards the Twin Towers to help.

Captain Thornton and his crew saw people in the water, trying to escape from Manhattan. They helped rescue swimmers and pulled up to a pier, where people began loading onto their ferry boat. They brought them safely to New Jersey. Once unloaded, Captain Thornton and his crew began making another trip to help rescue as many people as they could. They headed back towards Manhattan into a giant smoke cloud with zero visibility. He heard the U.S. Coast Guard request

all available boats to report to lower Manhattan to assist in evacuating people.

Captain Thornton saw many different types of boats answering the call for help. The evacuation efforts naturally became more coordinated. The boats lined up behind the pier to work together, taking turns loading and unloading passengers from lower Manhattan. Captain Thornton and his crew estimates that they made about twenty trips and brought about 8,000 people to safety on September 11, 2001.



**Tunnel to Towers Foundation Chairman and CEO Frank Siller**

Frank Siller is the Chairman and CEO of the Tunnel to Towers Foundation, a Foundation that was started in honor of his brother, a New York City firefighter who lost his life while saving others on September 11, 2001.

There are seven children in the Siller family. Frank Siller remembers the morning of September 11, 2001, he and his three brothers planned to play golf. His youngest brother, Stephen, who worked at FDNY's Squad 1 in Brooklyn, New York, was on



his way to meet up with his brothers after his night tour. Unbeknownst to the brothers, Stephen called his wife, Sally, and told her to tell his brothers he would catch up with them later. Stephen had heard about what happened at the World Trade Center, turned his truck around and headed back to his firehouse, but Squad 1 had already left to respond to the emergency. Stephen gathered his gear and started to drive to Manhattan in his own truck. When he reached the Brooklyn Battery Tunnel, he could not get through, because it was closed for security reasons. He strapped on his gear and ran on foot, through the tunnel to the Towers.

Later that day, Frank Siller received a phone call from a firefighter, Richie Obermayer, telling him that Stephen was on the list of missing firefighters. Frank told him that he was unable to get in touch with Stephen. Obermayer told him that things were really bad in Manhattan and that Stephen was not coming home. The Siller family was overwhelmed with grief. Their little brother had been orphaned at ten years old after both of their parents had passed away.

Shortly after September 11, 2001, Frank told his brother he felt like they needed to do something to honor Stephen's sacrifice. With Sally's blessing, the family started the Tunnel to Towers Foundation, where they helped families of fallen first responders with young children. To raise funds, they planned a run from the Brooklyn Battery Tunnel, to where the Twin Towers had stood, to retrace Stephen's heroic steps, and this event is now one of the top 5K events in America every year. The Foundation has grown through the years to also help Gold Star families with young children and others in many ways.

## 1. Remind Students of the Essential Question

**What impact did the 9/11 attacks have on our country, its people and how does it continue to impact people today?**

*(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 begins by saying, "When we talk about 9/11 we refer to it as the darkest day, because it was a terrible attack on our country, the worst of its kind, with the most loss of life – 2,977 people lost their lives that day and many more have lost their lives since from 9/11-related illnesses. The people responsible for the attacks thought they would ruin us and our country, but they didn't. Surprisingly, a lot of good came from that day, and in the days and years that followed. Today, we are going to focus on some of the good that came from that day."

## 3. Introduce the First Video

Teacher introduces the video of FDNY Lieutenant John Kiernan. "The first video we will watch today is of Lieutenant John Kiernan from the Fire Department of New York City. He was not working on September 11, 2001 but he went into Manhattan when he learned of the attacks to help in whatever way he could. Let's listen as he recounts the good that he saw after New York City was attacked."

Teacher then plays the video of Lieutenant John Kiernan located [here](https://T2T.org/lesson-4-john-kiernan) [https://T2T.org/lesson-4-john-kiernan].



#### 4. Students' Task

After viewing the video students should answer the following questions, also located in the Appendix of Unit Materials, 9/11's Legacy of Goodness Question Sheet.

1. Why were the people who were cheering and clapping on West Street so important for first responders?

*(Student responses may vary. The people who were cheering and clapping on West Street were important because while the first responders were tired and feeling discouraged and upset, seeing people lined up cheering and showing their support offered unexpected kindness that lifted their spirits and gave them emotional strength.)*

2. How did regular people help in any way they could?

*(Student responses may vary. People helped by donating clothes, food, money and other items. They cheered on first responders to help lift their spirits and give them emotional strength to keep working for weeks and months.)*

#### 5. Introduce the Second Video

The teacher introduces the video of Captain Rick Thornton by saying, "Next we will watch a video of Captain Rick Thornton. He drove a ferry boat and was part of our country's biggest water evacuation on September 11, 2001. After New York City was attacked and the bridges and tunnels were closed, there were few options for people to get out of Manhattan, which is an island. The U.S. Coast Guard put out a call on their radio asking any boats willing to assist in the evacuation to come and help. What resulted were boats of all different kinds coming to assist in any way they could. Ordinary people who were out on their

boats and heard the call raced to Manhattan to help rescue people and bring them to safety. Let's watch as Captain Thornton tells us what it was like on September 11, 2001 from his point of view."

Teacher then plays the video of Captain Rick Thornton located [here](https://T2T.org/lesson-4-rick-thornton) [https://T2T.org/lesson-4-rick-thornton].

#### 6. Students' Task

After viewing the video, students should answer the following questions, also located in the Appendix of Unit Materials, 9/11's Legacy of Goodness Question Sheet.

1. Why do you think regular boaters answered the U.S. Coast Guard's call for help and helped to evacuate people from Manhattan?

*(Student responses may vary, but regular boaters answered the call for help because ordinary people witnessed the worst attacks on U.S. soil and wanted to help in any way that they could.)*

2. Are you surprised to hear that there were no major accidents during the water evacuation? Why or why not?

*(Student responses may vary. One can say it is surprising to hear that there were no major accidents during the mass water evacuation since so many boaters responded to the emergency call, the smoke was thick, there was zero visibility, there was no plan and no training for an evacuation this large.)*

#### 7. Introduce the Third Video

Teacher introduces the video of Frank Siller by saying, "Our last video today comes from a man named Frank Siller. Frank's little brother, Stephen, was a firefighter in the Fire Department

of New York City. Tragically, Stephen lost his life while saving others on September 11, 2001. To remember him, his family created a Foundation in his brother's honor to help people in need. This is their story."

Teacher then plays the video of Frank Siller located [here](https://T2T.org/lesson-4-frank-siller) [https://T2T.org/lesson-4-frank-siller].

## 8. Students' Task

After viewing the video students should answer the following questions, also located in the Appendix of Unit Materials, 9/11's Legacy of Goodness Question Sheet.

1. Why is the Foundation named the Tunnel to Towers Foundation?  
*(The Foundation is named the Tunnel to Towers Foundation because Stephen was unable to drive through the Brooklyn Battery Tunnel because it was closed for security reasons. He got out of his truck, put on his gear and ran through the tunnel to the Towers to help people in need. Stephen's running from the tunnel to the Towers led to the Foundation's name.)*
2. What are some of the ways the Tunnel to Towers Foundation helps people in need?  
*(The Tunnel to Towers Foundation helps the families of fallen first responders with young children, families of fallen military personnel with young children, and helps people in many other ways.)*

To conclude the lesson students should work independently to answer what they think the following statement means:

**On America's darkest day, we saw light through the darkness.**

*With guidance from the teacher the students should respond that even though many terrible events happened on 9/11 and 2,977 people lost their lives, many people did wonderful things that spread good. The darkest day is a metaphor for September 11, 2001 and the light is a metaphor for the good that came out of that day. The teacher can also remind students that even though one good act might seem small and insignificant, it can make a tremendous difference.*

## Lesson 5: 9/11 NEVER FORGET Mobile Exhibit Assembly

This lesson is meant to be an assembly for either a class, grade or multiple grades.

### Background for the Teacher

#### Video Summary



Two retired chiefs from the Fire Department of New York City (FDNY) take viewers on a tour of the Tunnel to Towers 9/11 NEVER FORGET Mobile Exhibit, a high-tech, 83-foot tractor-trailer, which transforms into an 1,100 square foot museum with items and artifacts from America's darkest day, September 11, 2001. FDNY Chiefs John LaBarbera and John Carroll describe objects on display, such as pieces of fire trucks recovered from the rubble, steel beams from the Twin Towers of the World Trade Center and photos from rescue and recovery operations there. Viewers can also hear firefighter radio transmissions and first-hand accounts from people who lived through this tragic day in American history. Reading the names

of the 2,977 innocent people who lost their lives that day, plus those who have died since from 9/11-related illnesses, we're reminded of the importance of honoring and paying tribute, so we can keep the vow our nation made to NEVER FORGET.

### 1. Remind Students of the Essential Question

**What impact did the 9/11 attacks have on our country, its people and how does it continue to impact people today?**

*(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 should begin the lesson by explaining the reason for holding the assembly. The teacher says, "We have spent this week learning about the attacks of September 11, 2001 and the events that happened thereafter. Today we will honor 9/11 heroes by having an assembly where we will watch a video and gain deeper knowledge about that day. Our video is a tour of the 9/11 NEVER FORGET Mobile Exhibit, created by the Tunnel to Towers Foundation, which holds items and artifacts from September 11, 2001."

Teacher then plays the video of 9/11 NEVER FORGET Mobile Exhibit Assembly located [here](https://T2T.org/lesson-5-mobile-exhibit-assembly) [https://T2T.org/lesson-5-mobile-exhibit-assembly].



### 3. Students' Task

Students can complete their assembly worksheet, 9/11 NEVER FORGET Mobile Exhibit Assembly Worksheet, located in the Appendix of Unit Materials, during the video or after it. Students should be given 5-10 minutes after the conclusion of the video to complete their worksheet.

In a classroom setting, students can share their work with the class.

# Appendix

## Unit Materials

- September 11, 2001 Reading Sheet
- The 9/11 Attacks, Primary and Secondary Sources Short Response
- Comparing 9/11 Points of View Question Sheet
- Comparing 9/11 Points of View Question Sheet Answer Key
- United Airlines Flight 93 Question Sheet
- United Airlines Flight 93 Question Sheet Answer Key
- 9/11's Legacy of Goodness Question Sheet
- 9/11's Legacy of Goodness Question Sheet Answer Key
- 9/11 NEVER FORGET Mobile Exhibit Assembly Worksheet

# September 11, 2001 Reading Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_



The North and South Towers of the Twin Towers were part of a complex of buildings in New York City, known as the World Trade Center. They stood at 1,368 ft. and 1,362 ft. respectively. They were the tallest buildings in the world when they were completed. There were hundreds of companies with offices in the buildings and tens of thousands of people worked in these two buildings of the World Trade Center.

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. First responders and emergency personnel rushed to the scene to try to put out the fire and evacuate the area, or move people out of the buildings and streets nearby and away from danger. New York City first responders had never dealt with an emergency this big before. At 9:03 a.m. United Airlines flight 175 flew into the South Tower. In that moment, it became obvious that this was not an accident, America was under attack. The emergency doubled and more emergency personnel were called to help.

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.

At 9:59 a.m. in New York City 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.

Passengers on a fourth plane, United Airlines flight 93 knew that their plane had been unlawfully taken because passengers heard that two planes crashed into the Twin Towers and one was flown into the Pentagon. Without knowing where the evil people were planning on flying their plane, the brave passengers decided to work together to overthrow them. Their plan was successful and at 10:03 a.m. their plane crash landed in a 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 of flight 93 likely saved many lives.

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

The site of devastation 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 the 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.

Today, the World Trade Center site is home to the Freedom Tower and two Reflecting Pools that were created where the Twin Towers once stood. Together, the two Reflecting Pools represent the empty space that was left in the hearts of so many when the buildings collapsed.

Across all the impacted sites on 9/11, 2,977 people lost their lives. 2,753 people were killed 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. At the Pentagon 184 people lost their lives. It is now home to the 9/11 Pentagon Memorial. Flight 93 National Memorial was built to honor the people who stopped an attack on our nation's capital who lost their lives. It includes the Tower of Voices, which is a memorial that stands 93 feet tall and has 40 chimes that each have their own different note to honor the 40 heroes who gave their lives to save others.



**At the National 9/11 Pentagon Memorial, every victim's age and location at the time of the attack are inscribed into the Memorial by the placement and direction of the 184 Memorial Units.**



**The Freedom Tower and one of its Reflecting Pools.**



**The Tower of Voices at the Flight 93 National Memorial stands ninety-three feet tall and holds forty different wind chimes, one for each of the forty passengers and crew aboard flight 93.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Comparing 9/11 Points of View Question Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Please answer the following questions after viewing each video.**

## **Video: New York City Mayor Rudolph Giuliani**

1. On September 11, 2001, what emergency plans did Mayor Giuliani put in place? Why were they important?

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2. How did Mayor Giuliani need to behave during the attack and why did he need to behave that way?

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3. What was Mayor Giuliani's focus during the attack on The World Trade Center?

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## Comparing 9/11 Points of View Question Sheet (cont.)

### Video: Firefighter Justin Tirelli, Arlington County Fire Department and Pentagon First Responder

1. Was it surprising to hear that the people evacuating the Pentagon were not panicked? Why do you think people behaved calmly?

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2. Why did this fire emergency tire the firefighters more than usual and why was it so difficult to put the fire out with the fire hose?

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3. What was Firefighter Tirelli's focus while working after the attack on the Pentagon?

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## Comparing 9/11 Points of View Question Sheet (cont.)

### Video: Stanley Praitnath, Executive at Fuji Bank, Limited and 9/11 World Trade Center Survivor

1. What important lesson did you learn from Stanley and Brian's story of surviving this terrible attack together?

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2. What was Stanley's focus during the attack on the World Trade Center?

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# Comparing 9/11 Points of View Question Sheet

## Answer Key

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Please answer the following questions after viewing each video.**

### **Video: New York City Mayor Rudolph Giuliani**

1. On September 11, 2001, what emergency plans did Mayor Giuliani put in place? Why were they important?  
*(Mayor Giuliani closed the bridges and tunnels to New York City. He also sent police officers to protect other areas that might be targets. These plans were meant to protect the citizens of New York City from any further attacks or danger.)*
2. How did Mayor Giuliani need to behave during the attack and why did he need to behave that way?  
*(Mayor Giuliani needed to remain calm so that others, who looked to him for guidance, would also remain calm. He also needed to focus on the situation so he could think of what action he needed to take to protect people.)*
3. What was Mayor Giuliani's focus during the attack on the World Trade Center?  
*(Mayor Giuliani was focused on protecting the people of New York City from further attacks and making sure the first responders were able to save as many people as possible.)*

### **Video: Firefighter Justin Tirelli, Arlington County Fire Department and Pentagon First Responder**

1. Was it surprising to hear that the people evacuating the Pentagon were not panicked? Why do you think people behaved calmly?  
*(Student responses may vary. One might say it is shocking to hear that people were calm when their lives were in immediate danger, but one can believe they were calm, because they were focused on evacuating quickly and safely and by the time they had reached the parking lot, they were essentially out of harm's way.)*



## Comparing 9/11 Points of View Question Sheet Answer Key (cont.)

2. Why did this fire emergency tire the firefighters more than usual and why was it so difficult to put the fire out with the fire hose?

*(This was a very difficult fire to put out, because there was a large area covered in fire, and the type of fire was a very difficult fire to extinguish. The firefighters had a difficult time putting out the jet fuel fire, and using water from their fire hoses did not work well. The teacher should explain to the class that jet fuel is what powers a plane, like gasoline powers a car, and when using water to put out this kind of fire a firefighter would need a very large amount of water to extinguish it. Sometimes a firefighter must suffocate the fire with a special foam that they use, like a typical fire extinguisher that you might see in our school or your home. Also, there was debris, or broken pieces from the building on the ground, which was caused by the plane when it hit the building. The firefighters had to balance themselves on the debris and use their strength to stand and hold the fire hose.)*

3. What was Firefighter Tirelli's focus while working after the attack on the Pentagon?

*(Firefighter Tirelli and the rest of the crew from his firehouse were focused on putting out the fire and containing the damage that was caused to the Pentagon to prevent the fire from worsening.)*

### **Video: Stanley Praitnath, Executive at Fuji Bank, Limited and 9/11 World Trade Center Survivor**

1. What important lesson did you learn from Stanley and Brian's story of surviving this terrible attack together?  
*(Student responses may vary. One might say it teaches us that we should always help those in need when possible. Brian heard Stanley's scream for help and he did not leave him behind. Together they were able to survive a terrible tragedy.)*
2. What was Stanley's focus during the attack on the World Trade Center?  
*(Stanley was focused on getting out of the building, out of danger and getting home.)*

# United Airlines Flight 93 Question Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Please answer the following questions after viewing each video.**

## **Video: Ken Nacke, Brother of United Airlines Flight 93 Victim Louis “Joey” Nacke**

1. Ken Nacke mentions he visited a candlelight vigil for the passengers and crew of United Airlines flight 93. What is one way you can honor the passengers and crew of United Airlines flight 93 for their sacrifice?

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## **Video: Rick King, Volunteer Firefighter, United Airlines Flight 93 First Responder**

1. How was what Rick King saw when he arrived at the crash site different from what he thought he would see?

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## United Airlines Flight 93 Answer Key

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Please answer the following questions after viewing each video.**

### **Video: Ken Nacke, Brother of United Airlines Flight 93 Victim Louis “Joey” Nacke**

1. Ken Nacke mentions he visited a candlelight vigil for the passengers and crew of United Airlines flight 93. What is one way you can honor the passengers and crew of United Airlines flight 93 for their sacrifice?  
*(Student responses may vary. One might say they can light a candle, build a statue, or make signs to thank the passengers and crew for their heroic sacrifices. They can also tell their story so others will learn what they did and never forget.)*

### **Video: Rick King, Volunteer Firefighter, United Airlines Flight 93 First Responder**

1. How was what Rick King saw when he arrived at the crash site different from what he thought he would see?  
*(Rick King expected there to be many injured passengers and crew from the flight. He requested additional firehouses and emergency personnel to help, as well as medical helicopters on standby to take anyone seriously injured to a hospital. When he arrived, Rick King saw only small pieces of plane debris and there were no survivors.)*

# 9/11's Legacy of Goodness Question Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Answer the following questions after viewing each video.**

## **Video: FDNY Lieutenant John Kiernan**

1. Why were the people who were cheering and clapping on West Street so important for first responders?

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2. How did regular people help in any way they could?

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## **Video: Captain Rick Thornton, NY Waterway**

1. Why do you think regular boaters answered the U.S. Coast Guard's call for help and helped to evacuate people from Manhattan?

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## 9/11's Legacy of Goodness Question Sheet (cont.)

2. Are you surprised to hear that there were no major accidents during the water evacuation? Why or why not?

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### **Video: Tunnel to Towers Foundation Chairman and CEO Frank Siller**

1. Why is the Foundation named the Tunnel to Towers Foundation?

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2. What are some of the ways the Tunnel to Towers Foundation helps people in need?

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# 9/11's Legacy of Goodness Question Sheet

## Answer Key

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Answer the following questions after viewing each video.**

### **Video: FDNY Lieutenant John Kiernan**

1. Why were the people who were cheering and clapping on West Street so important for first responders?  
*(Student responses may vary. The people who were cheering and clapping on West Street were important because while the first responders were tired and feeling discouraged and upset, seeing people lined up cheering and showing their support offered unexpected kindness that lifted their spirits and gave them emotional strength.)*
2. How did regular people help in any way they could?  
*(Student responses may vary. People helped by donating clothes, food, money and other items. They cheered on first responders to help lift their spirits and give them emotional strength to keep working for weeks and months.)*

### **Video: Captain Rick Thornton, NY Waterway**

1. Why do you think regular boaters answered the U.S. Coast Guard's call for help and helped to evacuate people from Manhattan?  
*(Student responses may vary, but regular boaters answered the call for help because ordinary people witnessed the worst attacks on U.S. soil and wanted to help in any way that they could.)*



## 9/11's Legacy of Goodness Question Sheet Answer Key (cont.)

2. Are you surprised to hear that there were no major accidents during the water evacuation? Why or why not?

*(Student responses may vary. One can say it is surprising to hear that there were no major accidents during the mass water evacuation since so many boaters responded to the emergency call, the smoke was thick, there was zero visibility, there was no plan and no training for an evacuation this large.)*

### **Video: Tunnel to Towers Foundation Chairman and CEO Frank Siller**

1. Why is the Foundation named the Tunnel to Towers Foundation?

*(The Foundation is named the Tunnel to Towers Foundation because Stephen was unable to drive through the Brooklyn Battery Tunnel because it was closed for security reasons. He got out of his truck, put on his gear and ran through the tunnel to the Towers to help people in need. Stephen's running from the tunnel to the Towers led to the Foundation's name.)*

2. What are some of the ways the Tunnel to Towers Foundation helps people in need?

*(The Tunnel to Towers Foundation helps the families of fallen first responders with young children, families of fallen military personnel with young children, and helps people in many other ways.)*

# 9/11 NEVER FORGET Mobile Exhibit Assembly Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Each item in the 9/11 NEVER FORGET Mobile Exhibit helps to tell a story about a moment of September 11, 2001. What item or story caught your attention most? Why?

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The Tunnel to Towers Foundation holds events to help teach people about what happened on September 11, 2001 and to raise money to do good in honor of our nation's heroes. What are some ways you can honor the 2,977 people who lost their lives on September 11, 2001?

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## **TUNNEL TO TOWERS 9/11 INSTITUTE™ CURRICULUM**

Published by the Tunnel to Towers Foundation  
[www.T2T.org](http://www.T2T.org)

ISBN 978-1-7351151-5-3

