



# 9/11 Instructional Unit VI

## Grades 9-12



This unit is designed to increase understanding about September 11, 2001 among high school students, grades 9-12. This Guide includes ancillary social studies lessons, learning activities and background for teachers. From basic facts about America's darkest day, to the aftermath of the attacks, globally and at home, 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 9-12. 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 of practice 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 high school students, grades 9-12. This Guide includes ancillary social studies lessons, learning activities and background for teachers. From basic facts about America's darkest day, to the aftermath of the attacks, globally and at home, 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 around the country.
- Complete learning tasks to better understand the global impact of 9/11.
- Understand the importance of remembering 9/11 heroes.
- Sense the emotional impact 9/11 had on the nation.
- Understand the impact that 9/11 continues to have on people today.
- Perceive a personal need to remember 9/11 to honor the fallen heroes.

THE UNIT TEACHING/LEARNING PROCESSES SUPPORT LEARNING STANDARDS.

## Instructional Focus

- Answering questions based on information gained from multiple sources.
- Analyzing historical texts.
- Writing informational texts by gathering information from multiple sources.

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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: 9/11 The Events of the Day

## Background for the Teacher

### Video Summaries



**Tim Brown, FDNY Firefighter and 9/11 World Trade Center Survivor**

On September 11, 2001, Tim Brown was a Fire Department of New York City (FDNY) firefighter detailed to New York City Mayor Rudolph Giuliani's Office of Emergency Management. Firefighter Brown was in 7 World Trade Center, across from the North Tower of the World Trade Center (WTC) when the first plane hit the Twin Towers, making impact on the higher floors of the North Tower. He went up to his office on the 23rd floor of 7 World Trade Center where he told his supervisor, Mike Berkowitz, "Full activation. Power everything up."

Firefighter Brown then went into the lobby of the North Tower. While in the lobby of the North Tower, he saw one of his best firefighter friends, Chris Blackwell, from Rescue Company 3 in the Bronx, New York. Chris expressed how bad this emergency was but he continued into the stairwell and up the stairs to help people in need. Then, Firefighter Brown saw his best friend, Captain Terry Hatton of Rescue Company 1 in Manhattan, New York. Captain Hatton told Firefighter Brown that he loved him and that he may never see him again, before he took the men of Rescue Company 1 into the stairwell.

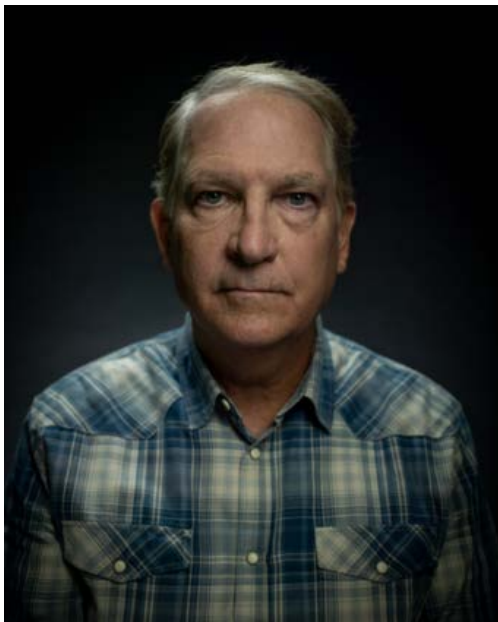
A firefighter came running into the lobby of the North Tower and stated that another plane hit the South Tower. Firefighter Brown and FDNY Assistant Chief Donald Burns went to the South Tower, where many injured people were filling the lobby. Chief Burns sent Firefighter Brown out of the South Tower to get paramedics. Firefighter Brown was on his way back to the building, 20 feet from the doors, when the South Tower collapsed. He heard the loud sound as each floor collapsed onto itself, because the floors could no longer hold the weight of the floors above them. He ran with the paramedics into the lobby of the Marriott Hotel. The South Tower collapsed onto the Marriott Hotel, and the Marriott Hotel collapsed around Firefighter Brown. He remembers the room was clear and within an instant there was complete darkness. The wind blew everything around the room and Firefighter Brown could not see or breathe. He found a column, wrapped his arms around it and waited to be crushed. Miraculously, he was spared. He saw a firefighter with a flashlight, followed his light, and was able to escape. Where Firefighter Brown was trapped was one of the few areas where people survived.

As Firefighter Brown ran up West Street, he passed FDNY Commissioner Feehan and FDNY Chief Downey who yelled to him to be careful. Ironically, minutes later, they would lose their lives. While Chief Odermatt and Firefighter Brown



were running north to meet with Mayor Giuliani, they heard people begin to scream. Firefighter Brown turned and watched as the North Tower, full of his friends and colleagues, collapsed.

Following the collapse of the Twin Towers, as names were spoken of firefighters who were not accounted for, Firefighter Brown felt a pain in his heart because he knew so many, but he did not have time to grieve, there was still work to do to protect people and try to rescue anyone that could be saved.



**Brad Blakeman, Former Deputy Assistant to President George W. Bush and 9/11 Family Member**

Brad Blakeman is former Deputy Assistant to President George W. Bush and a 9/11 family member. On the morning of September 11, 2001, Blakeman gathered in the Roosevelt Room of the White House with other members of the White House senior staff for a 7 a.m. meeting. The President was at an education event in Sarasota, Florida. At the conclusion of the 7 a.m. meeting, Blakeman went back to his office in the West Wing of the White House, where he put on his television, because any events going on in the world could impact the President's schedule.

He saw the first plane hit the North Tower of the World Trade Center and watched the news coverage. When he saw the second plane hit the South Tower he knew America was under attack.

Blakeman went to the Situation Room to see if additional information was available, but there, they were also watching the events unfold. After being told that a plane that eventually crashed in Pennsylvania was headed for the White House, he was forced to evacuate. He took a team of 150 people with him to an offsite location where they continued to work on behalf of the President. He usually had the President's schedule for 21 days, but he knew that everything they had planned would change. They were scheduling the President by the minute, following the President's movements, until it was decided that the President would return to the White House that afternoon to address the nation from the Oval Office that evening.

Throughout the day, Blakeman's sister was calling because her son, who was a senior court officer in lower Manhattan and a combat trained army medic, was not responding to her calls. Blakeman's brother was also calling him because their nephew was missing and because he was a Commissioner for the Port Authority of New York and New Jersey and he was looking for information about what was happening. Later, Blakeman learned that his nephew left the courthouse to help save lives in the South Tower of the World Trade Center.

When he left work around midnight, Blakeman passed the Pentagon, still ablaze, on the way to his apartment. When he returned to the White House the next morning he told White House Chief of Staff, Andrew Card, that his nephew had not been located and that he was in the World Trade Center area on September 11. Minutes later, President George W. Bush called him at his desk and told him that he would pray for his nephew. "We're going to find the people who did this and bring them to justice," he said.

Blakeman's nephew lost his life on September 11. On that day and afterwards, Blakeman was very proud of the service of the people he worked with and of the President.

## Timeline Information

### For the Teacher

In the Appendix of Unit Materials is a detailed timeline of information that is sourced from the 9/11 Commission Report. The timeline includes the main events of September 11, 2001. Included in this section is additional pertinent information that is helpful for an instructor.

It is noteworthy that all of the flights were scheduled to depart around 8 a.m. They were all hijacked relatively soon after takeoff, with the exception of United Airlines flight 93, which was delayed.

At 8:19 a.m. flight attendant Betty Ong contacted American Airlines via an AT&T airphone to report an emergency onboard. The call lasted about 25 minutes. Ong gave detailed information about the events taking place onboard, including that she thought the plane was being hijacked.

President Bush was inside a classroom in Florida reading with children at 9:05 a.m. when he learned of the second plane hitting the South Tower of the World Trade Center in New York City and it was clear, America was under attack. After the President departed from the school he was moved to a safer location.

At 9:36 a.m. Vice President Cheney was evacuated from the White House after reports that American Airlines flight 77 was circling back towards Washington D.C. He was moved through an underground tunnel to a bunker, where he learned of the attack on the Pentagon.

At 9:42 a.m. the Federal Aviation Administration (FAA) ordered all facilities to instruct all aircraft to land at the nearest airport. This was not an easy feat since there were thousands of aircraft that needed to land, but all landed without incident.

At 10:20 a.m. President Bush authorized the shoot down of aircraft, if necessary. Thankfully, the order never needed to be executed.

### 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 asks students to share if they have prior knowledge of the 9/11 attacks.

The teacher should hand out the September 11, 2001 Timeline, located in the Appendix of Unit Materials, so students can follow along throughout the lesson. As the teacher explains the major events of the day, students should point out the times on the timeline where the events occur.

The teacher says, "In 2001 the President of the United States of America was George W. Bush and the Vice President was Richard Cheney. On September 11, 2001 America was attacked in multiple cities by a militant group named al-Qaeda. The group hijacked four planes and crashed them into multiple locations. Two planes were crashed into the Twin Towers, two of the world's tallest buildings located in New York City. One plane was

crashed into the Pentagon, which is headquarters for the U.S. Department of Defense. Passengers on board the fourth plane fought against their hijackers and the plane was put down in an empty field near Shanksville, PA, about 20 minutes flying time from Washington D.C. According to the 9/11 Commission Report it is believed that the hijackers' target for that plane was likely the White House or the U.S. Capitol."

### 3. Students' Task

Students should independently look over the timeline and share what they notice about the events of the day.

*(Some noteworthy things may be that the planes were all scheduled to depart at around the same time, the phone call to American Airlines warning of a hijacking by the flight attendant, or that President Bush ordered the shoot down of any aircraft, if necessary, etc.)*

### 4. Introduce the First Video

To introduce the first video, the teacher says, "First we will watch a video from a 9/11 survivor and first responder in New York City, FDNY Firefighter Tim Brown. This is his account of that day as he retells it more than two decades later."

Teacher then plays the video of Firefighter Tim Brown located [here](https://T2T.org/lesson-1-tim-brown) [https://T2T.org/lesson-1-tim-brown].

### 5. Students' Task

After viewing the video, students should answer the following question.

1. First responders knew they faced a dangerous situation. How did they respond, despite the dangers?

*(First responders knew they faced a dangerous situation, yet they continued to work, rescuing as many people as possible, because they took an oath to protect others.)*

### 6. Introduce the Second Video

To introduce the second video, the teacher says, "Our next video is from a Former Deputy Assistant to President George W. Bush, Brad Blakeman. Mr. Blakeman can tell us about the events he witnessed in the White House as well as his own personal connection to September 11, 2001."

Teacher then plays the video of Brad Blakeman located [here](https://T2T.org/lesson-1-brad-blakeman) [https://T2T.org/lesson-1-brad-blakeman].

### 7. Students' Task

After viewing the video, students should answer the following questions.

1. What challenges did the White House staff face on September 11, 2001?  
*(On September 11, 2001, White House staff faced many challenges. The staff was learning information in real time, just like the rest of the world. They were trying to stay updated and schedule the President minute-by-minute throughout the day, even when they were evacuated, because reports came in that a plane was headed for the White House. Staff continued to work until around midnight at an offsite location and then reported back to the White House early the next morning.)*
2. What was President Bush's response when he was told Mr. Blakeman's nephew was one of the people missing at the World Trade Center?  
*(President Bush said he would pray for his nephew and that we would find the people responsible and bring them to justice.)*



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## Lesson 2: After the 9/11 Attacks

### Background for the Teacher

#### Video Summary



Scott Neil (left), Mark Nutsch (center) and Bob Pennington (right), 5th Special Forces Group, United States Army

Scott Neil, Mark Nutsch and Bob Pennington were members of the 5th Special Forces Group of the United States Army.

When Bob Pennington got home on the evening of September 11, 2001 his wife asked when he would be leaving for deployment. Special Forces tends to be unique, according to Scott Neil, who explains that the members of Special Forces tend to be older and in service longer, so their families are used to their many deployments. When they hear of a deployment it's routine for their families. Their spouses have control of the house and bills, so they try to prepare themselves and spend as much time with their children before it is time for them to depart. Mark Nutsch explains that when their team received their mission they had only a few days to prepare, board the helicopter and be

inserted into Afghanistan, where they were able to meet with their CIA teammates.

Once on the ground in Afghanistan, the team was able to meet with General Abdul Rashid Dostum to receive initial information. General Dostum took six members of the Special Forces team, on horses, for the first time, into his mountain headquarters. The first day that they were inserted, October 20, 2001, they laid eyes on the Taliban and al-Qaeda.

Horses were the mode of transportation for the Afghan Resistance fighters in Northern Afghanistan. They were pushed deep into the rugged mountains and they could either walk, carrying what was needed, or use pack animals, like donkeys, to move equipment around. The Special Forces team had to adapt and learn to ride horseback. The team was able to unite different ethnic leaders which led to thousands of militia fighters riding horseback. The Special Forces team had to learn to ride horseback in rugged terrain, through mine fields, carrying gear and military rifles, while watching out for the enemy. The U.S. Army had not had to ride horses in combat like this since World War II.

The motto of Special Forces is *De Oppresso Liber*, which means to free the oppressed. The Hazaras, Uzbeks, and Tajiks were very welcoming groups, who saw the Special Forces group as an opportunity to rise up and fight the Taliban and al-Qaeda with the Americans. Hundreds of America's Afghan allies lost their lives and hundreds more were wounded in their fight against oppression. As the Special Forces went through the country, civilians and children waved and smiled in appreciation. The liberated regions were in tears and thankful that they were no longer under Taliban rule. September 11, 2001 shined a spotlight on the oppression that the Afghan people lived with, where militant Islamic groups took over and limited education, women's rights and daily living activities.

As Special Forces united leaders of different tribes, they needed to bring in more Special Forces groups to assist and work with those leaders, but that combined effort is accredited with being the catalyst of the union of the five Northern Provinces, liberating the city of Mazar-i Sharif, Afghanistan, a city of over 300,000 people, which emboldened other ethnic groups around the country to rise up and fight.

By December 5, 2001, Kandahar, Afghanistan was the last major city in the south to be liberated. This momentum ultimately led to about 100 Green Berets in about 100 days dismantling the Taliban and sending al-Qaeda on the run.

### 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 can begin the lesson by saying, “Yesterday we learned about the 9/11 attacks. Today we are going to look at what happened after and what resulted because of the attacks.”

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

### 3. Vocabulary Review

**Despicable:** Deserving hatred and contempt.

**Unyielding:** Inflexible; firm.

**Harbor:** To shelter or hide a criminal or wanted person.

**Forthwith:** Immediately; without delay.

**Concert:** Arrange something by mutual agreement.

### 4. Introduce George W. Bush 9/11 Address to the Nation



President George W. Bush addresses the nation from the Oval Office the evening of September 11, 2001. (Source: The George W. Bush Presidential Library and Museum)

The teacher can introduce the Presidential address by saying, “As we mentioned yesterday, in 2001 our President was George W. Bush. He was inaugurated in 2001, which means the attacks happened during his first year in office. On the evening of September 11, 2001, he addressed the nation from the Oval Office. This is part of his address that we are about to read.”

Teacher/students should read the George W. Bush 9/11 Address to the Nation, located in the Appendix of Unit Materials.

## 5. Students' Task

After reading the George W. Bush 9/11 Address to the Nation students should work independently to answer the following questions.

1. What was President Bush's main priority after 9/11?

*(Bush implemented the government's emergency response plans and sent emergency teams to NYC and Washington, D.C. to help with local rescue and recovery operations. The government's priority on the night of September 11, was getting help to those who had been injured and protecting citizens from further danger.)*

2. President Bush thanks Congress. Why is it necessary to have members of Congress' approval?

*(President Bush thanks Congress for condemning the attacks because a President cannot declare war. The Constitution grants Congress the sole power of declaring war. The President knew he needed Congress' approval to go to war to hold the militant group responsible for the attacks accountable for their crimes.)*

3. According to President Bush, what are America's goals moving forward? Do you agree or disagree with America's response, and why?

*(America's goals are to find the terrorists responsible for the attacks, bring them to justice and begin a worldwide war against terrorism.)*

## 6. Introduce the Video

The teacher can introduce the video of the three members of the 5th Special Forces Group of the United States Army by saying, "Now we will watch a short video of three men who were deployed after

September 11, 2001 in the United States Special Forces Group that was sent to Afghanistan."

Teacher then plays the video of Special Forces members located [here](https://T2T.org/lesson-2-special-forces) [https://T2T.org/lesson-2-special-forces].

## 7. Students' Task

After viewing the video students should answer the following questions.

1. Earlier you answered whether you agree with America's response after the 9/11 attacks. After watching the video does your answer remain the same? Why or why not?
2. What did 9/11 bring awareness to for the Afghan people?  
*(People in Afghanistan had been living under the oppression of the extremist militant group, the Taliban, that had taken over their country and denied them basic human rights.)*

## 8. Introduce the North Atlantic Treaty

The teacher should first give background information and explain what NATO is.

The teacher can say, "NATO is the North Atlantic Treaty Organization. It was created in 1949, after the end of World War II. Its purpose is to provide security for all the countries who are members. The United States, Canada and many Western European countries are members of NATO. The goal of NATO is to promote peace between nations, and to help in times of war. Today we are going to look at one part of the Treaty, Article 5. This article was written using British English, so you may see some words spelled slightly different, but it will not hinder our understanding of the text."

Teacher/students should read The North Atlantic Treaty, Article 5, located in the Appendix of Unit Materials, labeled The North Atlantic Treaty.

## 9. Students' Task

After reading Article 5 of The North Atlantic Treaty students should independently answer the following question.

What does Article 5 state will happen if one nation is attacked?

*(Article 5 states that if one nation is attacked, it is an attack on them all, and therefore they will all support the attacked nation(s) however necessary to bring about peace.)*

## 10. Further Explanation of the North Atlantic Treaty, Article 5

The teacher should explain that when America was attacked, since it is a member of NATO, all of the other countries who are members had to support the war efforts. After the attacks, America financially tried to hurt al-Qaeda, the militant group responsible, by signing an executive order that froze their assets and the assets of any group that tried to help them. This action cut off access to al-Qaeda's money. Many other countries assisted by also issuing orders freezing assets. On October 7, 2001 the U.S. began military efforts to dismantle the Taliban and al-Qaeda and liberate the Afghan people. Many other countries assisted militarily as well. This war was called The Global War on Terror. President Bush said that the goal was to find and stop every terrorist group in the world.

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## Lesson 3: After the 9/11 Attacks Short Essay

### 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 can begin the lesson by saying, “Yesterday we discussed the events that occurred after September 11, 2001. We read President Bush’s address to the nation, we saw a video from military personnel who fought in the War on Terror and we read Article 5 of NATO. Today, we are going to use that information to write a short essay.”

### 3. Students’ Task

Students should work independently to write a short, two to three paragraph essay answering the following question.

What impact did the 9/11 attacks have on the world? How does NATO Article 5 shape the response of America’s allies?

For Teachers in NY State, a New York Regents Style short essay question is located in the Appendix of Unit Materials, labeled Short Essay Question.



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## Lesson 4: 9/11-Related Illnesses – The Day That Continues to Take Lives

### Background for the Teacher

#### Video Summary



Niels Jorgensen, FDNY Lieutenant  
and 9/11 First Responder

Niels Jorgensen is a retired FDNY Lieutenant who was diagnosed with a rare cancer in 2012 that he incurred from working in September 11, 2001 rescue and recovery operations. In 2008, he did not feel right. In 2009, he went to see a doctor who dismissed his illness because there was a lot of denial in the beginning about 9/11-related illnesses. In 2011 he was taken off duty after a department medical report came back and his

blood platelet count was very low. He was told that he could bleed to death from a small knife cut. A month later he was waiting for a doctor who did not show up and he collapsed. He was rushed to New York-Presbyterian Brooklyn Methodist Hospital where doctors told him he might have been dead within 48 hours had he not been rushed to the hospital.

After running tests, the doctors concluded that he had a rare Leukemia, but there was a new drug that showed positive results for getting the disease into remission. There were usually only 500 cases of this cancer in North America each year, but when he was diagnosed there were already seven cases from 9/11 first responders within six months. The doctors treated Lieutenant Jorgensen and within months he was in remission. The cancer is still in his body, but it is at such a low level that doctors are not particularly concerned.

Many of his colleagues and friends are now sick. Out of the 25 first responders from FDNY's 114 Truck who he responded with on September 11, 2001, about 14 have or have had cancer. He continues to hear about his fellow FDNY firefighters who are diagnosed with illnesses and he continues to receive phone calls from people he doesn't know, but who have been diagnosed with the same rare Leukemia after working at the World Trade Center site on September 11, 2001 or in its aftermath.

### 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 can begin the lesson by saying, “We have been discussing the attacks of September 11, 2001 and its impact. Today we will learn more about how this day is continuing to take lives due to 9/11-related illnesses. According to the World Trade Center Health Program, which was created in 2011 to help monitor and treat illnesses that have been associated with 9/11, it is estimated that over 400,000 people were exposed to toxins and risked other physical and emotional injury on September 11, 2001 and in the months that followed. Over 118,000 people were enrolled in the program as of June 30, 2022.”

*years, people are still being diagnosed with 9/11-related illnesses, because one would think doctors would be able to find cancers and other illnesses quicker to better treat patients, especially knowing people who were exposed on September 11, 2001 have a higher risk of illness. Unfortunately, though, some cancers take a long time, even as long as 20 years or more to develop in people.)*

3. What ideas do you have for ways we can help people impacted with 9/11-related illnesses? *(Student responses may vary, but one might say we can pay for the medical bills of anyone who has acquired an illness from September 11, 2001.)*

## 3. Introduce the Video

To introduce the video, the teacher says, “Before we learn more about these illnesses, let’s watch a video from a 9/11 first responder from New York City who is living with a 9/11-related illness. This is Lieutenant Niels Jorgensen’s story.”

Teacher then plays the video of Lieutenant Niels Jorgensen located [here](https://T2T.org/lesson-4-niels-jorgensen) [https://T2T.org/lesson-4-niels-jorgensen].

## 4. Students’ Task

After viewing the video students should answer the following questions.

1. Were doctors originally understanding of Lieutenant Niels Jorgensen’s illness?  
*(Doctors were originally dismissive of Lieutenant Niels Jorgensen’s illness, and they didn’t make a connection to 9/11.)*
2. Are you surprised to hear that after 20 years, people are still being diagnosed with 9/11-related illnesses?  
*(Student responses may vary, but one might say they are surprised to hear that after 20*

## 5. Explain the Types of Illnesses and Why

The teacher can explain why people are getting sick by saying, “On 9/11, people were physically injured by the attacks in New York City, Pennsylvania and at the Pentagon, whether they were survivors, witnesses or responders to the attacks. People breathed in contaminants that were toxic for days or months, especially in the case of people who were involved in the rescue and recovery operations. In doing so, they have acquired 9/11-related illnesses such as different types of cancers, chronic sinusitis and asthma to name a few illnesses. Even all of these years later, people continue to develop illnesses and enroll in the World Trade Center Health Program.”

## 6. Explain What is Being Done to Help

The teacher can explain what is being done in the United States to help those who are or have been impacted by the attacks of 9/11 by saying, “Shortly after September 11, 2001 the September 11th Victim Compensation Fund was created by an act of Congress to monetarily help individuals or families of individuals who were injured or lost loved ones due to the attacks. Different programs

have been created to monitor and treat those who have been diagnosed with 9/11-related illnesses, like the World Trade Center Health Program and before this, the Medical Monitoring and Treatment Program and the World Trade Center Environmental Health Center Community Program. These programs and the compensation fund have not come without a fight from those who have been impacted or lost loved ones. The Victim Compensation Fund was originally only funded until the end of 2003. As we know, many people became seriously ill and were not diagnosed until years, sometimes decades later. The Victim Compensation Fund was reopened in 2011 by President Obama, but after its reopening it only allowed claims to be made within 5 years, and then in 2015 it was extended an additional 5 years. Individuals began filing claims and due to the number of claims the Special Master determined there would not be enough funding available and began making changes to reduce compensation to all who were in need. In 2019 President Trump authorized the Victim Compensation Fund Permanent Authorization Act, which meant that the Victim Compensation Fund would be fully funded and people would be able to file their claims until 2090, which ensures that all who have been impacted will be compensated.”

## 7. Students’ Task

To conclude the lesson, students should answer the following question independently.

Do you agree with the government’s response to 9/11-related illnesses? If so, why? If not, what could have been done differently?

## 8. Extension

As an extension to the lesson students can navigate through the WTC Health Program website, located [here](https://www.cdc.gov/wtc/index.html) [https://www.cdc.gov/wtc/index.html] and learn more information about 9/11-related illnesses and what is being done to help treat those impacted.

## 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 begins the lesson by explaining the reason for holding an assembly. The teacher says, "We have spent this week learning about the attacks of September 11, 2001 and the events that happened after. 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 the 9/11 NEVER FORGET Mobile Exhibit Assembly located [here](https://T2T.org/lesson-5-mobile-exhibit-assembly-hs) [https://T2T.org/lesson-5-mobile-exhibit-assembly-hs].



### 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

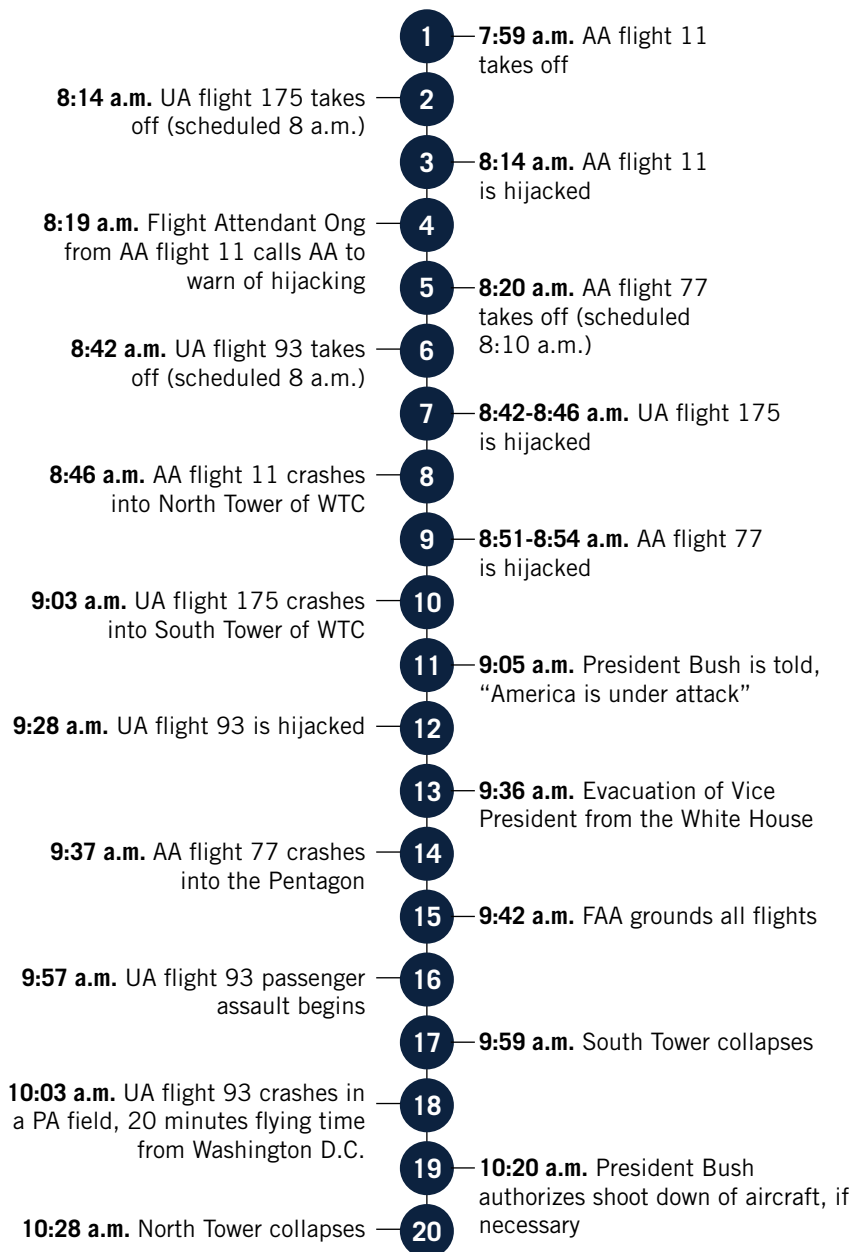
- September 11, 2001 Timeline
- George W. Bush 9/11 Address to the Nation (Modified)
- The North Atlantic Treaty
- Short Essay Question
- 9/11 NEVER FORGET Mobile Exhibit Assembly Worksheet

# September 11, 2001 Timeline

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

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

**Information in this timeline is sourced from the 9/11 Commission Report.**



## Key

AA = American Airlines  
 UA = United Airlines  
 FAA = Federal Aviation Administration  
 WTC = World Trade Center  
 PA = Pennsylvania

**In total, 2,753 people were killed at the WTC in New York City; 184 people were killed at the Pentagon; All 40 passengers and crew aboard UA flight 93 were killed when the plane crashed in a field in PA.**

# George W. Bush 9/11 Address to the Nation (Modified)

*delivered 11 September 2001, Oval Office, White House, Washington, D.C.*

Good evening.

Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. The victims were in airplanes or in their offices: secretaries, business men and women, military and federal workers, moms and dads, friends and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror. The pictures of airplanes flying into buildings, fires burning, huge -- huge structures collapsing have filled us with disbelief, terrible sadness, and a quiet, unyielding anger. These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong.

[...]

Immediately following the first attack, I implemented our government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington D.C. to help with local rescue efforts. Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks. [...]

The search is underway for those who were behind these evil acts. I have directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them.

I appreciate so very much the members of Congress who have joined me in strongly condemning these attacks. And on behalf of the American people, I thank the many world leaders who have called to offer their condolences and assistance. America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism.

[...]

This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day, yet we go forward to defend freedom and all that is good and just in our world.

Thank you. Good night. And God bless America.

# The North Atlantic Treaty

*Washington D.C. - 4 April 1949*

## Article 5

The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all and consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defence recognised by Article 51 of the Charter of the United Nations, will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area.

Any such armed attack and all measures taken as a result thereof shall immediately be reported to the Security Council. Such measures shall be terminated when the Security Council has taken the measures necessary to restore and maintain international peace and security.

## Short Essay Question

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

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

This Short Essay Question is based on the accompanying documents and is designed to test your ability to work with historical documents. Each Short Essay Question set will consist of two documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

**Task: Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:**

- 1. Describe the historical context surrounding these documents**
- 2. Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)**

**Document 1 – President Bush’s Address to the Nation September 11, 2001 (Modified)**

*George W. Bush*

*9/11 Address to the Nation*

*delivered 11 September 2001, Oval Office, White House, Washington, D.C.*

Good evening.

Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. The victims were in airplanes or in their offices: secretaries, business men and women, military and federal workers, moms and dads, friends and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror. The pictures of airplanes flying into buildings, fires burning, huge -- huge structures collapsing have filled us with disbelief, terrible sadness, and a quiet, unyielding anger. These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong.

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[...]

This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day, yet we go forward to defend freedom and all that is good and just in our world.

Thank you. Good night. And God bless America.

## **Document 2 – NATO Article 5**

The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all and consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defence recognised by Article 51 of the Charter of the United Nations, will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area.

Any such armed attack and all measures taken as a result thereof shall immediately be reported to the Security Council. Such measures shall be terminated when the Security Council has taken the measures necessary to restore and maintain international peace and security.

# 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 an aspect of September 11, 2001. What artifacts or stories caught your attention most? Why?

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The Tunnel to Towers Foundation holds events to help educate 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 9/11 and those who continue to lose their lives to 9/11-related illnesses?

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