



Mural created by the lower School Art Students of Porter Gaud School in Charleston, South Carolina in Laura Orvin's Class for the people of New York. Gift of Lawrence Knafo.

2024 VIEWING GUIDE: GRADES 3-5

Instructions: Read the text below before watching the program. As you listen to each speaker's story, think about the following questions.

FOUNDATION: WHAT HAPPENED ON 9/11?

The program begins with a short film that provides a brief overview of the events of the morning of September 11, 2001. Begin the lesson by screening the film for your students. As an alternative, you can also share the key events of the 9/11 attacks using the age-appropriate language below:

On September 11, 2001, four airplanes were hijacked, or taken over, by 19 terrorists—people who use fear to change the way people and governments act—and flown into important buildings. Two planes were flown into the Twin Towers of the World Trade Center in New York City. Another was flown into the Pentagon, outside of Washington DC. This is where our military leaders work. The terrorists tried to crash a fourth plane into another building, but the passengers fought back and the plane crashed into an empty field in Pennsylvania. Almost 3,000 people were killed.

Today, you will learn more about these events by listening to stories from people who were there.

JULES AND GEDEON NAUDET

- Why were Jules and Gédéon at the firehouse on 9/11? What were they there to do?
- What did Jules and Gédéon feel as they learned about the attacks? How do their feelings change as the morning goes on?
- Jules says that when he thinks back on 9/11, he remembers “seeing the best of what human beings are capable of.” Why is it important to remember that people chose to help each other on 9/11?

To view the video camera Gédéon used on 9/11, visit [Inside the Collection](#).

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CAPTAIN RICK THORNTON

- What was Rick doing that morning when the attacks started? What made him realize something was wrong?
- How did Rick and his crew decide to respond? How did their actions demonstrate care for other people?
- Rick said he saw lots of people helping others that day. What are some examples he mentions? How can you show support and care to people in your own community in times of crisis?

To learn more about Captain Thornton's experience, visit the [MEMO blog](#).

ELIZABETH CASCIO

- What did Elizabeth do when she heard what was happening at the World Trade Center? What made her realize something was wrong?
- How did Elizabeth use her experience and skills to help people on 9/11? How do her actions demonstrate care for others?
- How did people show care and support for Elizabeth after 9/11? How can you show support and care to people in your own community in times of crisis?

To hear from other first responders like Elizabeth, visit our [DLE Archive](#).

JOE QUINN

- How did Joe learn something was wrong that morning? Who did he speak to after he learned what happened?
- Joe graduated from the United States Military Academy at West Point in 2002. What did he do after finishing school?
- Joe talks about feeling a range of different emotions because of 9/11. Why is it important to talk about hard feelings? How did it help Joe?

You can learn about Joe's brother, James Francis Quinn, who was killed on 9/11 by visiting the [Memorial Guide](#).

REFLECTION ACTIVITIES

Write a "[Dear Hero](#)" letter, inspired by the many letters children wrote in response to 9/11 or create artwork to honor and thank those in your community who have stepped forward to help others. Share your work on social media using the hashtag #911MuseumEd.

If you're interested in hearing from more stories from 9/11 first responders, family members, witnesses, and survivors, visit our [DLE Archive](#).