



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.

2025 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.

TIM BROWN

- Describe Tim's morning on 9/11. What was his job?
- As Tim headed into the North Tower to help, how did he notice office workers behaving? Why is it important to help others in an emergency?
- When the South Tower collapsed, what did Tim see, hear, and feel?
- Tim says that his friends performed "acts of the greatest love." How did the first responders show love on 9/11? How can you show love to your community during times of hardship?

To view a life-size photo of Tim taken by photographer Joe McNally that is currently on display at the Museum, visit [Inside the Collection](#).

2025 VIEWING GUIDE: GRADES 3-5

JAN DEMCZUR

- What was Jan doing on the morning of 9/11? What did he do when he realized that the elevator was not moving?
- How did Jan and the other passengers work together to escape from the elevator?
- Jan says that he shares his story so that students like you, who weren't alive on 9/11, can learn the history of that day. What are some ways you can share what you learned with others?

To learn more about Jan Demczur's story by reading our blog post, [A Window Washer and his Squeegee](#).

NAVEED SHAH

- What was Naveed doing on the morning of 9/11? Describe how his day started. What made her realize something was wrong?
- How did his morning change as he and his classmates learn about the attacks?
- Naveed says that "In hard times we have to be resilient." Someone who is resilient has the ability to recover from challenges and overcome difficulties. Can you think of a time when you faced a challenge and overcame it? How?

To hear from other people who were students on 9/11, visit our [DLE Archive](#).

CHRISTINE FIORELLI EPSTEIN

- Describe Christine's morning on 9/11. How did she learn that something was wrong?
- How did writing help Christine? How is writing important to her life today?
- Christine shares many memories she has of her father before 9/11. Why is it important to remember someone's life, not just the way they passed away?
- What does Christine's life look like now that she's an adult? How might sharing her story help other people who have lost loved ones?

To learn more about Christine's father, Stephen J. Fiorelli, visit 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](#).