



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 6-8

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

TIM BROWN

- Describe Tim's morning on 9/11. Where did he work? What was his normal routine?
- As the attacks began, what did Tim notice about how the office workers were behaving inside the North Tower? Why did this lift his spirits?
- Describe Tim's experience when the South Tower collapsed. What helped him survive?
- Tim says that his friends and fellow firefighters performed "acts of the greatest love." How did people show love for others on 9/11 and the months that followed? 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](#).

JAN DEMCZUR

- Describe Jan's morning on 9/11. What did he do before boarding the elevator?
- Describe the process Jan and the other passengers in the elevator went through to escape. What challenges did they face and how did they overcome them?
- 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 role do you think young people play in remembering 9/11?

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

NAVEED SHAH

- Describe how Naveed starts his morning on 9/11. How does his experience change throughout the day?
- How does Naveed describe his reaction to hearing about the Pentagon being attacked? How do the events of 9/11 impact him and his school?
- Naveed says that "[i]n hard times we have to be resilient . . . this too shall pass." How does his personal story demonstrate resilience?

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

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CHRISTINE FIORELLI EPSTEIN

- Describe Christine's morning on 9/11. How did she learn about the attacks at the World Trade Center?
- How did writing help Christine? How has this affected her life since?
- Christine describes her father's personality and shares many of her happy memories of him. Why is it important for her to focus on his life, not just the way he passed away?
- Christine says in her memoir that "Wednesday morning was on the horizon," meaning that life continues even after a tragedy. In what ways has Christine's life changed since 9/11? How does sharing her story help others?

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

REFLECTION ACTIVITIES

You have seen how each speaker chose to respond to the events of 9/11. Now, what will you do? Share your thoughts, reactions, and ideas 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](#).