



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 9-12

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 were his responsibilities?
- How were the people that Tim observed in the North Tower treating each other? How did this make him feel?
- Describe Tim's experience when the South Tower collapsed. How did he escape?
- 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 what Jan was doing on the morning of 9/11. How did his day begin?
- What were conditions like in the elevator as Jan and the other passengers were trying to evacuate the North Tower? What challenges did Jan face?
- After leaving the North Tower, what does Jan do? Where does he go?
- When reflecting on his experience, Jan says "[n]ever quit. Whatever you have with you, try." How did he demonstrate resourcefulness in the face of a difficult situation?

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

NAVEED SHAH

- Naveed says that he had friends whose parents worked in the Pentagon. How does having a personal connection to the Pentagon change his experience on 9/11?
- How did Naveed's experience on 9/11 impact his military career and advocacy for veterans?
- 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](#).

2025 VIEWING GUIDE: GRADES 9-12

CHRISTINE FIORELLI EPSTEIN

- Describe Christine's morning on 9/11. How did she learn about the attacks at the World Trade Center?
- What did Christine do as a teenager to process her emotions after losing her father? How has this affected her life since?
- Christine describes her father's personality and shares many of her fond 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." What does this mean to her? What does Christine's life look like now, and how can her story help other people experiencing loss?

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](#).