

# New Jersey State Museum 9.11 Collaborative Learning Program Teacher's Guide

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## **Remember 9.11:**

Reflections and Memories from New Jersey

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**Remember 9.II: Reflections and Memories from New Jersey  
Exhibit and Collaborative Learning Program**

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Cover Images:

*Memorial, St. Paul's Chapel, Broadway, New York, 2001* Photograph by Donald Lokuta  
*Missing, Fabian Soto, 2001* Photograph by Donald Lokuta  
Other Photographs provided by the New Jersey State Museum

New Jersey State Museum  
**9.II Collaborative Learning Program Teacher's Guide**



**Remember 9.II:**

Reflections and Memories from New Jersey

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# Letter to Educators

Welcome to the New Jersey State Museum's 9.11 Collaborative Learning Program -- a compilation of engaging short videos and lesson plans designed to help you impart the vital lessons of September 11, 2001. As you can see, the program helps educators understand the opportunity to meet common core curriculum standards through 9/11 instruction.

September 11, 2001 is viewed as a defining day in American and New Jersey History. That day, 677 New Jerseyans - the second highest casualty toll after New York - perished at the World Trade Center (WTC), Pentagon, and in Shanksville, Pennsylvania. Beyond the casualty toll, New Jersey's "9/11 story" includes countless tales of survival, volunteerism, remembrance and renewal.

The New Jersey State Museum, located just steps from the State House in historic Trenton, offers a robust slate of 9/11 programming including public programs, lesson plans, teacher training workshops and the exhibition -- **Remember 9.11: Reflections and Memories from New Jersey**. Developed in partnership with educators, the State Museum recently prepared this distance learning program to bring the rich content of the Remember 9.11 exhibition directly into the classroom. Featuring first person testimonials from 9/11 family members and Ground Zero volunteers connected to the artifacts on display in the exhibition, this program meets core curriculum content standards. It also serves the museum's mission to be YOUR state museum, telling stories of New Jersey and making those stories available onsite, online, and in the classroom.

The lessons included in this teacher's guide are designed to be used with the New Jersey State Museum 9.11 Collaborative Learning Collection Videos. Each video vignette can be shown individually or all together. Videos can be paused and replayed as you use them to foster classroom discussion. We have even included some questions within the videos that can spark and provide a framework for those discussions. With these videos you have access to primary sources, artifacts and oral history accounts from New Jerseyans affected by 9/11 along with commentary provided by museum professionals.

The enclosed DVD can be viewed with a DVD player or on a computer. To download the video files go to [www.statemuseum.nj.gov](http://www.statemuseum.nj.gov).

It is our hope that this program will help you teach and foster active discussion with your students about this seminal historic event.

Sincerely,



Anthony Gardner  
*Executive Director*



Beth J. Cooper  
*Curator of Education*

# How to Use These Lessons

The New Jersey State Museum in partnership with the New Jersey Department of Education Commission on Holocaust Education designed these lessons to work *with* a visit to our Remember 9.11 exhibit *or without*. We want you to be able to use these lessons for many years to come. In order to access the NJSM 9.11 Collaborative Learning Collection Videos you simply need a DVD player or an internet connection.

Each lesson meets specified common core and New Jersey standards and focuses on a specific section of the 9.11 Collaborative Learning Collections Video. There are 4 distinct sections within the video compilation. There are two lessons designed for middle school students and two lessons for high school students. You are welcome to use all four sections of the collections video in your classroom regardless of the age of your students. You can either easily adapt these lessons to your class or create your own lessons specific to your classroom learning objectives.

We invite you to visit the museum with your class while the exhibit is still on view (through July 2013). In addition, many of the objects in the exhibit are part of the Museum's permanent collection and as such, may be displayed long past 2013. A visit to the Museum can stimulate even more discussion and excite students as they experience the real artifacts they have studied in the classroom, in-person.

Prior to introducing the lessons in class, find out if 9/11 is a sensitive subject for your students (i.e. personally impacted by the event). If so, consider providing the student with another project/assignment in lieu of participating in the lesson. Begin by providing a general overview on the events of 9/11 for context. Consider asking students to share their own personal memories (if any); a good resource to provide a general overview of the events is the National September 11th Memorial and Museum's interactive timeline available at: <http://www.911memorial.org/interactive-911-timelines>. Please note: The timeline contains some graphic images and sensitive content due to the nature of the events related to the 9/11 attacks and the aftermath.



*Missing, Fabian Soto, 2001*  
Photograph by Donald Lokuta

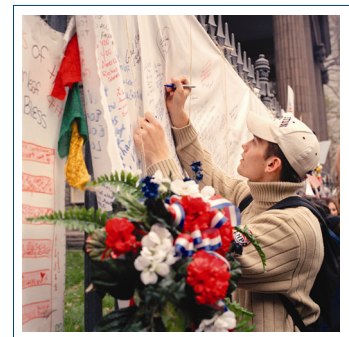
Following the overview, introduce the NJSM videos/select lessons. Each lesson includes key questions/issues; lesson goals/objectives; vocabulary; materials needed for the lesson; links to background materials; instructional activities/procedures; and extension activities. After you complete the lessons with your students you might consider completing some of the suggested follow up activities to help you assess what they learned or to add to their knowledge base.

#### Suggested Follow-up Activities:

- Have your students compile their oral history interviews into an archive for the school; making them available to future history classes.
- In groups, have your students create their own documentary about their experience studying the events of 9/11 and what they learned about history, the United States and themselves. Create a Film Festival for students and families.
- Invite a speaker into your classroom to give another perspective on the events of 9/11. This could be someone you know personally or someone involved in the various 9/11 memorial and charity groups in New York and New Jersey. Make sure your students have prepared questions related to what they have been studying. The NJSM 9.11 Speakers Bureau is also available, contact Nicholas Ciotola at 609-826-3935 for more information.
- Students as Curators: Create a classroom exhibit about the events of 9/11. What would you include? What themes would be addressed? Students must choose artifacts and photographs that tell a story and write labels and panels to interpret the objects.

Please share feedback on your experience in implementing the lessons in your classroom by completing the Museum's program evaluation survey (enclosed in this packet) and available via email upon request.

*Memorial, St. Paul's Chapel,  
Broadway, New York, 2001*  
Photograph by Donald Lokuta



# *Exhibit Overview*

## **Remember 9.11: Reflections and Memories from New Jersey**

*On view through July 28, 2013*

On September 11, 2001, the world watched in horror as terrorists used commercial airplanes as weapons against the United States, killing 2,979 people, destroying the World Trade Center, and damaging the Pentagon in their brutal coordinated attack. On that fateful day, 677 New Jerseyans - the second highest casualty toll after New York - perished at the World Trade Center (WTC), Pentagon, and in Shanksville, Pennsylvania.

New Jersey played a central role in the turning point in American history now known simply as 9/11. Most of the New Jersey victims commuted daily from towns throughout the state to jobs in Lower Manhattan. Some were New Jersey-born Port Authority police officers who died in the line of duty. Others, like New Jersey resident Jeremy Glick, died after waging a heroic onboard uprising against the terrorists who hijacked United Airlines Flight 93 -- a plane that took off from Newark International Airport. Injured and dazed survivors, many covered in the ash/dust from the WTC collapse, fled to New Jersey. New Jersey hospitals mobilized and waited for the injured. As the smoke billowed from the World Trade Center site, hundreds of New Jersey volunteers participated in the rescue and recovery operations at the World Trade Center site, now known as Ground Zero. Across the Hudson River, the State of New Jersey opened a Family Assistance Center at Liberty State Park to coordinate relief efforts and to offer solace to the families of victims.

In the months leading up to the 10th anniversary of the September 11 terrorist attacks, the staff of the New Jersey State Museum began conceptualizing plans to commemorate the “Day that Changed America.” A small display of State Museum artifacts in the Rotunda of the State House soon evolved



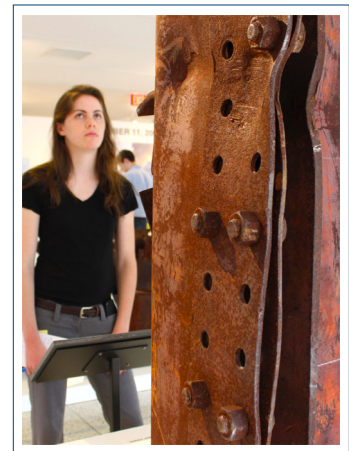
“I brought my children here to explain what happened to America that day. When they grow up I hope that they’ll bring their children here too.”



into the featured exhibition, **Remember 9.11: Reflections and Memories from New Jersey**, which opened on September 7, 2011, on the main floor of the State Museum. The first comprehensive exhibition to tell the history of September 11 from the New Jersey perspective, *Remember 9.11* features an array of evocative artifacts that resonate with the power of history. A twisted piece of impact steel from the World Trade Center conveys the engineering marvel of the World Trade Center and the magnitude of its destruction. Turnstiles and other PATH related artifacts underscore the importance of the Twin Towers as a destination for thousands of New Jersey commuters. Tattered clothing, damaged equipment, and other personal items belonging to the first responders and recovery workers communicate the benevolence that characterized the Ground Zero recovery. The exhibition also includes heart-wrenching photographs by Donald Lokuta, Thomas Franklin, and Robert Cumins, three New Jersey photographers who captured the attacks and their aftermath firsthand.

Many of the artifacts and images in the exhibition have become permanent donations to the Cultural History collection, establishing the New Jersey State Museum as a perpetual steward of artifacts chronicling a seminal moment in our recent past. When the exhibition closes, the State Museum will incorporate 9/11 objects into its long-term Cultural History Collection gallery and explore the prospect of lending additional artifacts to area museums interested in creating 9/11 exhibitions of their own.

Interactives located throughout the exhibition allow visitors to listen to oral history accounts from survivors and to share their own personal stories about the day that changed America.



## Life Before 9/11/2001

Grade Level(s): 5-8

Time: 2 class periods

Author of Lesson: Helen M. Simpkins, Council of Holocaust Educators

### Common Core State Standards

**RH.6-8.7** Integrate visual information with other information in print and digital texts.

**RH6-8.-8** Distinguish among fact, opinion, and reasoned judgment in a text.

### New Jersey Standards

**6.1.12.D.15.d** Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

**6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### Key Questions/Issues

What was a typical day like at the World Trade Center before September 11, 2001?

How has life in the United States changed since the attacks on 9/11/2001?

What changes have been made in the United States and other nations that impact on traveling, visiting government structures and other important sites, attending large scale public venues, diplomatic relations with other nations, personal freedoms, etc.?

How did the World Trade Center PATH station and the skyline with the Twin Towers impact on the lives of New Jersey commuters and New Jersey residents who could see them across the Hudson River?

How has the loss of the PATH station and the WTC changed the lives of the New Jersey residents and commuters into NYC?

### Lesson Goals /Objectives

The student will be able to analyze and evaluate the importance of the WTC PATH station to commuters and visitors traveling between NYC and New Jersey in terms of convenience, economics, time, recreation, etc.

The student will be able to describe a typical commute by rail between New Jersey and New York prior to 9/11 and after 9/11.

The student will be able to discuss the role of the Port Authority of New York and New Jersey in the transportation

and communication between the two states and their residents and the economic impact of its role on the region and the lives and lifestyles of region residents.

The students will be able to examine and discuss the impact of the Twin Towers as a symbol and image.

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## Key Terms

PATH  
WTC  
Port Authority of New York and New Jersey  
Commuters  
Symbol  
Mass transit  
Transportation hub  
Turnstile  
Hijacked  
Investment firm  
Cantor Fitzgerald

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## Materials Needed for Lesson

Computer access and oral history worksheet

New Jersey State Museum Collaborative Learning, Collection Video, Vignette 1: - Life Before 9/11: Virginia Bauer talks about her husband, the role of the WTC pre-9/11, his work at Cantor Fitzgerald, and his death on September 11, 2001.

FAQ sheet at <http://www.911memorial.org/faq-about-911>.

Interactive timeline at <http://www.911memorial.org/interactive-911-timelines>

<http://www.911memorial.org/oral-history-archives-2> - audio statement by Jack Trabit, NYC Deputy Police Chief

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## Background for Lesson (if needed)

FAQ sheet at <http://www.911memorial.org/faq-about-911>.

Interactive timeline at <http://www.911memorial.org/interactive-911-timelines>.

Cantor Fitzgerald memorials [www.cantorfamilies.com](http://www.cantorfamilies.com)

The story of Cantor Fitzgerald and 9/11 [http://www.cbsnews.com/2100-18563\\_162-20104050.html](http://www.cbsnews.com/2100-18563_162-20104050.html)

## Instructional Activities/Procedures

1. Students should have a basic understanding of the events of 9/11 including the attacks on the World Trade Center (WTC), the Pentagon, and the crash of Flight 93 in a field in Shanksville, PA. The FAQ sheet on 9/11 can be found at <http://www.911memorial.org/faq-about-911> for summary information. The information may be viewed on the computer or downloaded and printed for distribution to the students. Ask the students if they have seen photographs, videos, computer materials, news stories, programs on television and radio, etc. about the events of 9/11. In a brief class discussion, review some of the things that they have heard about 9/11.
2. List the key terms on the board. Briefly define and discuss each term.
3. Introduce the 9/11 Collections Video. Play the entire 9/11 Collections Video.
4. Vignette 1 of the video focuses on life commuting to work in NYC and displays several artifacts that reflect that life. Virginia Bauer, widow of 9/11, provides a voice over as she talks about her husband who commuted to NYC, his work at Cantor Fitzgerald, and his death on 9/11/2001. Ask students to respond to the question posed in the Vignette.
5. Replay the Vignette 1 portion of the video after directing the students to listen attentively for any references to the key terms that were discussed at the beginning of the lesson.
6. Ask students to think about Virginia's comment that her husband was killed "representing America" what does that mean?
7. Ask students to think about what one thing was encouraging to Virginia after the loss of her husband?
8. After the review of the video portion, divide the class into small groups. Each group should list the terms they heard mentioned in the video and what they learned about it. Each group reports their findings to the class.
9. Why was the location of their offices so critical to the heavy losses of employees that Cantor Fitzgerald suffered on 9/11? (i.e., 658 individuals died, representing 2/3 of their overall workforce; the number of lives lost at Cantor Fitzgerald represent approximately 25% of those killed at WTC).
10. What does Virginia Bauer's commentary tell you about the life of a commuter into a workplace like the WTC in New York? Make a list of things you learned about a pre-911 commuter's life from her comments. All groups share their list with the whole class.
11. Working in the same small groups, study the photo of the personal effects carefully and make a list including each item. What can you learn about the person who owned and carried these items from their presence? Each group shares their thoughts and conjectures with the whole class.
12. Access to a computer and Internet connection is needed for this activity. Go to <http://www.911memorial.org/oral-history-archives-2>. Scroll down the page to the name Jack Trabit, NYC Deputy Police Chief. Click on "Listen". Attentively listen to Trabit's description of the property recovery operation, care of the property, and the effort to return property:
  - What did you learn about the extent of the recovery operation from Trabit's testimony? Make a list of some adjectives that you would use to describe the WTC Property Operation.
  - With the knowledge supplied by the testimony of Deputy Police Chief Trabit, how does it influence your view of the personal property items exhibited in the photos?

- What item did he say was the most requested item that they received from family members? Among the many thousands of items recovered, were any of these items found and returned to the family? Why do you think that item was so important to so many of the families?

**13.** With what you have learned about “Life Before” 9/11 from the artifacts and the description provided by Virginia Bauer, make a list of items that have been changed by 9/11 and describe how those items have changed. For example, security at PATH stations, security entering large public buildings, traveling to-and-from NYC, etc. This activity can be done in pairs or in the small groups. Each pair or small group reports its list to the whole class and a class list is generated from the contributions of all.

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## Evidence of Understanding

1. Make a chart of the way things are today for commuters and tourists traveling and visiting sites, entering large events such as professional ball games and big name concerts, etc. In a second column on your chart, describe the way the same things in life were in “Life Before” 9/11.
  2. Using information gathered from the NJ State Museum 9/11 Collaborative Learning Collections Video and from the 9/11 Memorial web sites; write a concise essay describing the big and small ways in which life for the “average” citizen has been changed by the events of 9/11. In a third column of your chart, make a list of the changes in life as viewed by a family member or other acquaintance who was an adult at the time of 9/11.
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## Extension Activities

1. Museums collect objects that tell a story and museums sometimes also collect stories from individuals. These are called Oral Histories. They are an important primary source research tool for historians. Arrange to interview at least 3 persons who were adults living in the New Jersey-New York-Connecticut area at the time of 9/11/2001. Set up a separate time for each interview. Prepare a list of questions about the way they remember life before 9/11 and how that life has changed since that date. **For reference you can use the oral history tips and worksheet in this packet.** Using the information gained from the three interviews, write a newspaper story about the “Way Things Were and the Way Things Are.”
2. Using the Internet and other resources, search for photos of the building of the WTC and the way it looked when construction was completed. Next, search for photos and other images of the buildings and grounds as they appear today in construction and as they will appear when the new WTC is completed. Examine all images and photos carefully. Do one of the following activities with this information. (Activity may be done individually, in pairs, or in small group.)
  - Select several buildings from the former WTC and the WTC under construction. Make a drawing of

the buildings side-by-side showing the changes they will have in appearance.

- Write a script that a tour guide could use while escorting visitors to the new WTC that would provide the visitors with a good comparison/ contrast of the two WTC in New York City. Place some photos and drawings of the new WTC around the classroom and give your class a “guided tour” of the new WTC using your script.

# Relief, Volunteerism, and Good Citizenship

Grade Level(s): 5-8

Time: 2 class periods

Author of Lesson: Helen M. Simpkins, Council of Holocaust Educators

## Common Core Standards

**RH.6-8.3.** Identify key steps in a text's description of a process related to history/social studies.

**RH.6-8.7** Integrate visual information with other information in print and digital texts.

**RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

**WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

## New Jersey Standards

**6.1.12.B.15.a** Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.

**6.1.12.D.15.d** Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

**8.1.C.** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

## Key Questions/Issues

What types of assistance were needed in the aftermath of the tragedy of 9/11?

What were some of the many different types of jobs assumed by volunteers?

Why did so many people commit themselves to be volunteers in the relief and recovery efforts?

Why was the work of the volunteers so essential to the success of the massive relief and recovery efforts in the immediate and long term aftermath of 9/11?

## Lesson Goals /Objectives

The student will be able to provide examples of the varied nature and many forms of work assumed by volunteers after 9/11.

The student will be able to explain the impact of the volunteers on survivors, family and friends of those lost on 9/11, relief and recovery workers, government operations, and on those who witnessed the volunteer efforts.

The student will be able to explain the importance of civic responsibility and volunteerism in times of great disaster, mass tragedy, and in times of individual and community need.

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### **Key Terms**

Volunteers  
Relief and Recovery  
Civic Responsibility  
Soup kitchen

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### **Materials Needed for Lesson**

Computer access and oral history worksheet

New Jersey State Museum 9/11 Collaborative Learning, Collection Video: Vignette 4 - Relief: Sam Johnson, 9/11 relief worker, talks about his work as a soup kitchen volunteer to feed thousands of recovery workers and the broader theme of civic engagement and volunteerism.

Artifacts: Shirt and hat.

Oral History Worksheet

<http://americanhistory.si.edu/september11/collection/record.asp?ID=53> – Artifacts from Nino’s Restaurant at the 911 Memorial Museum.

FAQ sheet at <http://www.911memorial.org/faq-about-911>.

Interactive timeline at. <http://www.911memorial.org/interactive-911-timelines>

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### **Background for Lesson (if needed)**

Explore the interactive timeline at <http://www.911memorial.org/interactive-911-timelines>. Review the FAQ sheet at <http://www.911memorial.org/faq-about-911>.

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### **Instructional Activities/Procedures**

1. View the interactive timeline. Ask students to consider and conjecture about the many types of assistance that would be needed during the recovery and relief as a result of the destruction on 9/11/2001. Make a list of the student suggestions.
2. Play the 9/11 Collections Video; vignette 4 focuses on volunteer Samuel Johnson. Ask students to respond to



the question posed at the beginning of the Vignette.

3. After the initial viewing, replay the section of the video featuring Samuel Johnson. Instruct students to watch and listen carefully to Mr. Johnson.
4. Following the video review of Mr. Johnson's interview, discuss the following:
  - a. What was Mr. Johnson's occupation? What was he doing on the morning of 9/11/01?
  - b. Mr. Johnson was an immigrant. Identify and locate his native country on a map.
  - c. Why did Sam Johnson decide to go to NYC to volunteer his skills?
  - d. Where did he work as a volunteer? How had Nino's changed in the aftermath of 9/11?
  - e. Describe and discuss the volume of work that Johnson's kitchen performed each day during their relief work. Was everyone in the kitchen a volunteer?
  - f. How did Nino's manage to gather all of the supplies needed to cook and feed those who came to the soup kitchen?
  - g. Sam Johnson collected as many pins as possible from other volunteer organizations during the time he volunteered at Nino's. Make a list of as many as possible from viewing vignette 4. Why do you think he chose to wear the pins on his NYFD cap?
  - h. Engine 34 Ladder 21, based in Hell's Kitchen, gave Sam Johnson a shirt. What did the shirt represent? Why do you think that they gave the shirt to him?
  - i. How important do you think the work of Sam Johnson and the many other volunteers in the aftermath of 9/11 were to the overall recovery effort?
  - j. Discuss the meaning of "civic responsibility". Explain why civic responsibility is so important to the successful functioning of a neighborhood, a community, a state, and a nation.
5. Divide the class into small groups of 3-5 students each. Students will develop a plan of action in response to the following question. What kind of volunteer service could you have provided to the recovery effort even if you did not go to one of the 9/11 sites (NYC World Trade Center, Pentagon, Shanksville, PA)?
6. Museums collect objects that tell a story and museums sometimes also collect stories from individuals. These are called oral histories. They are an important primary source research tool for historians. Do you know someone who did volunteer work after 9/11 – on or off site? If so, interview the person and write a description of the work. Describe how the person feels about the volunteer work s/he did. For reference you can use the oral history tips and worksheet in this packet.
7. Working alone or in pairs, students will select and complete one of the following activities:
  - a. Design a patch to be given to volunteer workers in recognition and appreciation of the time and skills they gave in the relief effort for 9/11. Write a brief explanation of the meaning of the colors and symbols that are part of the design created and how they reflect the civic service and responsibility given.
  - b. Write a "letter to the editor" for your local newspaper or a New Jersey magazine in which you express your appreciation for all of the service provided by the volunteers and why their service provided the model of civic responsibility which we should all emulate.

## **Evidence of Understanding**

1. Write a poem or a journal entry expressing the meaning of civic responsibility and how volunteers make the lives of everyone in the community/state/nation better.
  2. Develop a plan of action for yourself that would assist in addressing a problem of your school/neighborhood/community, etc. Identify and describe the problem and how your actions would help resolve it.
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## **Extension Activities**

1. Research and discover the identity of one person who became a volunteer (before the age of 15) to resolve a problem and to help others. Describe the problem, what the volunteer did, and the impact of her/his efforts.
2. Work with your classmates to identify one service project that you and/or everyone in the class could work together and make a difference. Develop a plan of action, a timeline for that action, etc.

# Collapse of the World Trade Center Twin Towers: Causes and Lessons Learned

Grade Level(s): 9-12

Time: 3-4 class periods

Author(s) of Lesson: Reba Petraitis and Helen M. Simpkins, Council of Holocaust Educators

## Common Core Standards

**RST.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., qualitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.9** Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

## New Jersey Science Standards

**5.1** Science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge.

**5.1.12.A.1:** Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations.

**5.1.12.A.3** Use scientific principles and theories to build and refine standards for data collection, posing controls, and presenting evidence.

## Key Questions/Issues

Why did the Twin Towers and WTC 7 collapse the way that they did?

What was learned about construction and safety measures through the study of the collapse of the buildings?

How and why have building codes changed as a result of the findings of the investigation into the destruction of the World Trade Center's Twin Towers?

## Lesson Goals /Objectives

The student will be able to explain some of the reasons for the collapse of the Twin Towers and why the buildings collapsed.

The student will be able to analyze how the study of the collapse of the Twin Towers has led to changes in building codes.

The student will be able to identify and explain the expected benefits of new building codes and architectural designs.

## Key Terms

Redundant design  
Structural strength  
Fireproofing  
Debris  
Skyscrapers  
National Institute of Standards and Technology  
Primary Sources  
Objects/Artifacts  
Museums  
Oral Histories

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## Materials Needed for Lesson

Computer access

New Jersey State Museum 9/11 Collaborative Learning, Collection Video: Vignette 2 – Structural steel tested by NIST and impact steel from the North Tower; Voice over by Anthony Gardner, Executive Director of NJSM, talking about impact points on the towers, the science of the collapse, and the testing by NIST.

Artifacts: Structural steel tested by NIST and impact steel from the North Tower

<http://architecture.about.com/od/disastersandcollapses/a/twintowerfall.htm> - Why the World Trade Center Towers Fell on September 11

<http://architecture.about.com/od/structural/a/Did-9-11-Change-The-Way-We-Build.htm> - Did 9/11 Change the Way We Build?

<http://www.buildings.com/tabid/3334/ArticleID/6719/Default.aspx> -High-Rise Intl. Building Code Changes Reflect Lessons Learned from 9/11

<http://www.nist.gov/el/disasterstudies/wtc/> - World Trade Center Disaster Study

[http://www.nist.gov/el/disasterstudies/wtc/wtc\\_about.cfm](http://www.nist.gov/el/disasterstudies/wtc/wtc_about.cfm) - About the NIST World Trade Center Disaster Study

[http://www.nist.gov/el/disasterstudies/wtc/wtc\\_recommendations.cfm](http://www.nist.gov/el/disasterstudies/wtc/wtc_recommendations.cfm) - World Trade Center Disaster Study Recommendations

[http://www.nist.gov/manuscript-publication-search.cfm?pub\\_id=909017](http://www.nist.gov/manuscript-publication-search.cfm?pub_id=909017) - Federal Building and Fire Safety Investigation of the World Trade Center Disaster: Final Report of the National Construction Safety Team on the Collapses of the World Trade Center Towers

[http://www.nist.gov/el/disasterstudies/wtc/wtc\\_finalreports.cfm](http://www.nist.gov/el/disasterstudies/wtc/wtc_finalreports.cfm) – Final Report on the Collapse of World Trade Center Building 7, Federal Building and Fire Safety Investigation of the World Trade Center Disaster

## Background for Lesson (if needed)

Students should have a general understanding of the events of 9/11/01.

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## Instructional Activities/Procedures

1. Provide students with a basic overview of the events of 9/11/01. Consider starting the lesson by asking students the following: What caused the collapse of the World Trade Center Twin Towers?
2. Access the 9/11 Memorial Museum's interactive timeline of 9/11/01 accessible via the internet: <http://www.911memorial.org/interactive-911-timelines>. Watch the events of 9/11/01 on the interactive website of the 9/11 Memorial Museum, including the collapse of the Twin Towers.
3. Play 9/11 Collaborative Learning Collections Video; vignette 2. This segment focuses on World Trade Center steel and the NIST investigation into the Twin Towers' collapse. If you choose, begin the discussion with the question posed at the beginning of the Vignette.
4. After viewing the program, have students work in groups or individually to develop responses to the following questions.
  - a. How do the artifacts shown reflect what you have learned about the impact and collapse of the towers from the vignette and your readings on the websites explored?
  - b. How did location in the towers influence the possibility of surviving on September 11, 2001?
  - c. What is NIST and what conclusions did NIST reach regarding the stairways in the towers?
  - d. Using information gained from the websites utilized in this lesson and the NJSM vignette, explain how the recommendations of NIST have changed building codes, fire and safety codes, architectural designs, construction materials, communication devices, etc.
  - e. Via the Internet, have students access photos of the World Trade Center, particularly the Twin Towers, and the models of future buildings at the site
5. Have the students describe the fall of the two towers based on the visual.
6. Have the students offer reasons (orally or in writing) why they think the towers fell the way that they did.
7. Using the websites listed under Materials above, have the students read about the collapse of the towers and the explanations that were developed to explain why the collapse occurred as it did. Also, answer the following questions:
  - a. Why didn't the towers collapse immediately after being struck by the plane?
  - b. What is redundant design?
  - c. At what temperature does steel melt? What happened to the steel in the towers?
  - d. What does "pancaked" mean? Compare this term's definition to the visual you saw of the collapsing buildings on the 9/11 Memorial Museum interactive timeline. Does it accurately describe what you saw?
  - e. Based on your reading, explain how the collapse of WTC 7 differed from the collapse of the Twin Towers.

f. What have we learned from the collapse of the towers that will improve construction and safety in the future? List and describe a minimum of 4 things that were recommended by NIST. Discuss the answers to the questions with the class.

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### **Evidence of Understanding**

Imagine that you are a construction engineer or an architect working to build new structures on the sites of former World Trade Center buildings. Give examples of things that you will be required to know and do as a result of codes developed for designing and building in the post 9/11 world.

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### **Extension Activities**

1. The original plan for the structure to rise on the grounds of the twin towers was called the “Freedom Tower.” The structure that finally began to rise in that place is called “World Trade Center 1.” Why was the name changed? Locate photographs and drawings and descriptions on the web of the “Freedom Tower,” “World Trade Center 1,” and the “Twin Towers.” How do the buildings differ in visual appearance? Explain how materials, structural design, safety and fire materials and design, etc. were changed for the building of WTC 1.
2. Research some of the disputes that arose over the building of the World Trade Center with its Twin Towers. Make a chart listing the topic of each of these disputes and indicate how the dispute was resolved. Make another chart listing the disputes that have arisen over the rebuilding of the WTC. Indicate how each dispute was resolved and indicate which disputes remain to be resolved.
3. Identify one dispute regarding the building of a new World Trade Center that remains to be resolved before construction can continue and the WTC completed. Write an essay in which you develop a good, functional resolution to the disagreement.

# Recovery Work of 9/11

Grade Level(s): 9-12

Time: 2 class periods

Author(s) of Lesson: Helen M. Simpkins, Council of Holocaust Educators

## Common Core Standards

**RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

**RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## New Jersey Standards

**6.1.12.B.15.a** Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.

**8.1.B** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

## Key Questions/Issues

What is the importance of primary sources for the development of an accurate historical record of an event?

How has the evolution in photography impacted on the ability of professionals and amateurs to create a visual record of events, human behavior, objects, etc?

How did the recovery period at Ground Zero proceed from the time of the 9/11 attacks until its closing in May 2002?

What were some of the dangers and difficulties faced by the recovery workers?

Why and how did a supplemental search operation commence at Ground Zero in October 2006?

## Lesson Goals /Objectives

The student will be able to explain how the recovery operation proceeded in the early aftermath of the 9/11 attacks and the tragic destruction that occurred.

The student will be able to describe the massive nature of the recovery operation and the individual, personal stories that functioned within the larger operation.

The students will be able to analyze the importance of primary sources such as interviews, photography, artifacts,

ephemera, etc. for the development of a sound historic record of the events of 9/11 and its impact on the lives of individuals and on the nation and the world.

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## Key Terms

Recovery  
Ground Zero  
Ephemera  
Artifacts

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## Materials Needed for Lesson

Computer access

New Jersey State Museum 9/11 Collaborative Learning, Collection Video: Vignette 3 –Recovery: Donald Lokuta, New Jersey photographer, talks about the visit to Ground Zero and his work photographing before 9/11 and in the aftermath.

Artifacts: The photography of Donald Lokuta.

Worksheet: Photo Analysis

FAQ sheet at <http://www.911memorial.org/faq-about-911>.

Interactive timeline at <http://www.911memorial.org/interactive-911-timelines>

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## Background for Lesson (if needed)

FAQ sheet at <http://www.911memorial.org/faq-about-911>.

Explore the interactive timeline at <http://www.911memorial.org/interactive-911-timelines>

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## Instructional Activities/Procedures

1. Students should have a basic understanding of the events of 9/11 including the attacks on the World Trade Center (WTC), the Pentagon, and the crash of Flight 93 in a field in Shanksville, PA. The FAQ sheet on 9/11 can be found at the <http://www.911memorial.org/faq-about-911> for summary information. The information may be viewed on the computer or downloaded and copies made to distribute to the students for use throughout a study of 9/11 events. Ask the students if they have seen photographs, videos, computer materials, etc. on the events of 9/11.



- a. Why do they think these photographic records have such intense impact on people?
  - b. What can we learn from studying a photograph?
  - c. What value will these photographs have for the historical record?
- 2.** Introduce the 9/11 Collaborative Learning Collections Video. Consider playing the entire 9/11 Collections Video.
  - 3.** Vignette 3 of the video focuses on the photographic work of New Jersey photographer Donald Lokuta, both in capturing the building of the Twin Towers in the late 1960s/1970s as he visited Ground Zero in the aftermath of 9/11. After the initial viewing of the video, replay Vignette 3 with the voice over of Donald Lokuta. Ask the students the question posed in the beginning of the vignette and/or any of the following questions:
    - a. Why did Donald Lokuta decide to go into New York City and photograph what he would see there after 9/11?
    - b. What did his photographs record? What experience did Mr. Lokuta have with the Twin Towers before 9/11?
    - c. How was he personally affected by what he saw and heard and recorded in his photographs?
  - 4.** Divide the class into pairs of students. Distribute a copy of the Observation and Inference: Analyzing Photographs worksheet. Provide a copy of one of Donald Lokuta's photographs to each pair of students.
  - 5.** Working in pairs or groups, students are to analyze their assigned photo and record their observations, inferences, etc. on the worksheets. Allow approximately 5-7 minutes for this part of the activity.
  - 6.** Each pair or group shares their photo and the information on their worksheets with the class.
  - 7.** Repeat the exercise with the Observation and Inference: Analyzing Photographs worksheet using other photos of 9/11 and the recovery period. There are many sources on the web and in print for photos to examine. These include the web site of the National September 11th Memorial Museum and the New Jersey State Museum 9/11 Collections Video; the History Channel web site; etc. Students should provide a copy of the photo (or computer projection) for the class when discussing their chosen photo and what they learned from it. Alternatively, the teacher may wish to provide students with a wide selection of photos from which to choose for the exercise.
  - 8.** Two suggestions for New Jersey photojournalists to include are Thomas Franklin and Robert A. Cumins. Mr. Franklin's photo of three firefighters raising the American flag at Ground Zero has been published and printed many times since it first appeared. Mr. Cumins's award winning photo of the second airplane about to strike the South Tower was used as a two page foldout cover of People Magazine.
  - 9.** In small groups, the students should examine the photo analysis worksheets created from the two activities. From the information gathered, each small group should then create a list of things they have learned about the recovery through the study of the photographs. Conclude the activity with the sharing of the information by each group with the whole class.

## Evidence of Understanding

1. Students may select several photos of artifacts, images of persons, ephemera, etc. from the National September 11th Memorial Museum website, the New Jersey State Museum 9/11 Collaborative Learning, Collection Video, the History Channel website, or other reliable source. Through an analysis of the photos, the student will construct an essay to tell the story of the person or object in the photos and the connection to the events of 9/11. The essay will contain an explanation of the role of these photos and thousands – or millions – of others in recording and telling the story of 9/11 for history.
  2. Using what has been learned from the photos, explain what was involved in the recovery process and the scope of that process in terms of what was examined, the type of things found, property returned to family members and survivors, etc.
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## Extension Activities

1. Visit one of the following sites:
  - New Jersey State Museum exhibition of 9/11 artifacts
  - Liberty Park Memorial for 9/11 at Liberty State Park, New Jersey
  - 9/11 Memorial in NYC
  - National 9/11 Memorial Museum in NYC (when completed)
  - Pentagon Memorial for 9/11 victims
  - Memorial for victims of Flight 93 in Shanksville, PA
  - Another memorial for victims of 9/11 at a local site

Take photos of the site during your visit that will reveal different aspects of the memorial. Prepare a presentation for your class using your photos to help you tell the story of 9/11 and the memorial.

2. Using photos gathered from periodicals, newspapers, the Internet, etc., create a visual display of the extensive nature of the Recovery and the many aspects of that Recovery – small, personal, large, reflecting many and much, individual, etc. Mount the display of images where it can be viewed by all coming to the school.

# New Jersey State Museum

## 9.11 Collaborative Learning Program Teacher's Guide

### Oral History Interview Worksheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Oral History is the collection of a person's memories about his or her own life experiences using a video or audio recorder and preserving those memories in a museum, library, or archive. Sometimes, oral history is used to document genealogy and family history. Other times, it is used to document historical time periods or a specific historical event, such as the September 11 terrorist attacks.

In New York City, oral historians at the National September 11 Memorial Museum are building an archive of oral histories of World Trade Center survivors and workers involved in the rescue and recovery operations at Ground Zero. In Western Pennsylvania, the National Park Service has compiled hundreds of hours of oral history interviews with people impacted by the crash of hijacked Flight 93 in Shanksville.

Thousands of Americans were touched by the events of September 11, 2001. By capturing and recording their stories, we can ensure that future generations have a permanent record of September 11 told through the words of those who experienced the events firsthand.

#### Preparation

Read Tips for Conducting the Interview. Decide how you are going to record the information. Do you want a written document or a video or audio recording of the actual interview or both? If you are relying on a written account of the interview make sure you take detailed notes.

#### Planning the Interview

The interview should begin with a brief introduction. Explain the project, its purpose and introduce yourself and the interviewee.

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### **Gather Background Information**

Write three questions to establish basic information about the interviewee that could include their name, birth date, birthplace and occupation.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **Recording the Story**

Write at least six questions to help you get the story and details from your interviewee.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Prepare some follow-up questions.**

These questions should help you to clarify and expand upon the information from your interview.

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## New Jersey State Museum

### 9.11 Collaborative Learning Program Teacher's Guide

#### Tips for Conducting Oral History Interviews

- Contact the person who you will interview (known as the interviewee). Arrange a time to meet in person and explain that you will be using this information for a class project. This will help you to develop rapport with them, which is important for getting a good interview.
- When you return for the interview, arrive on time and be respectful. Make sure your interviewee has signed a release form. If you plan to donate the oral history to a library or museum include that in the release form.
- It is best to interview your subject in their own home or somewhere they are comfortable with their surroundings.
- Be completely familiar with your recording equipment and how it works prior to your arrival. This will ensure that there will not be any mechanical problems. Bring extra equipment if possible for trouble shooting.
- Remember that the interview is not a conversation. The interviewee will do the vast majority of the talking. You, the interviewer, should resign yourself to being a good listener and simply asking the questions.
- Never use questions that will result in a simple yes or no answer; instead, ask open-ended questions that will result in long, detailed answers.
- Prepare a list of questions in advance BUT do not feel confined by your question set. Ask any other questions that you see fit based on your subject's personal experiences.
- When possible, use "how" and "why" as follow-ups to other questions so that you obtain your interviewee's personal feelings.
- Do not interrupt the interviewee, especially during long pauses. Always allow him or her to think before jumping in with another question. Pauses are a sign of thought and usually precede an interesting or important statement.
- Do not voice your own opinions in the interview.
- Finish the interview by giving your subject the freedom to add anything else that he or she thinks is important that you did not ask.
- Send a thank you note to the interviewee.

## New Jersey State Museum

### 9.11 Collaborative Learning Program Teacher's Guide

#### Observation and Inference: Analyzing Photographs

##### **OBSERVATION**

Study the Image. Look closely at the details. Describe exactly what you see. Don't forget to include people, clothing, jewelry, objects, condition of objects, words, and anything else of interest.

##### **INFERENCES**

After observing, see what you can infer about the photograph. Is the photograph from today or in the past? How can you tell? Are you able to guess the time of day the photo was taken? Are there people in the photo? If so, what are they doing? If there are objects, can you list what they are? Why are they in this photo? Based on what you observed, what story does the picture tell?

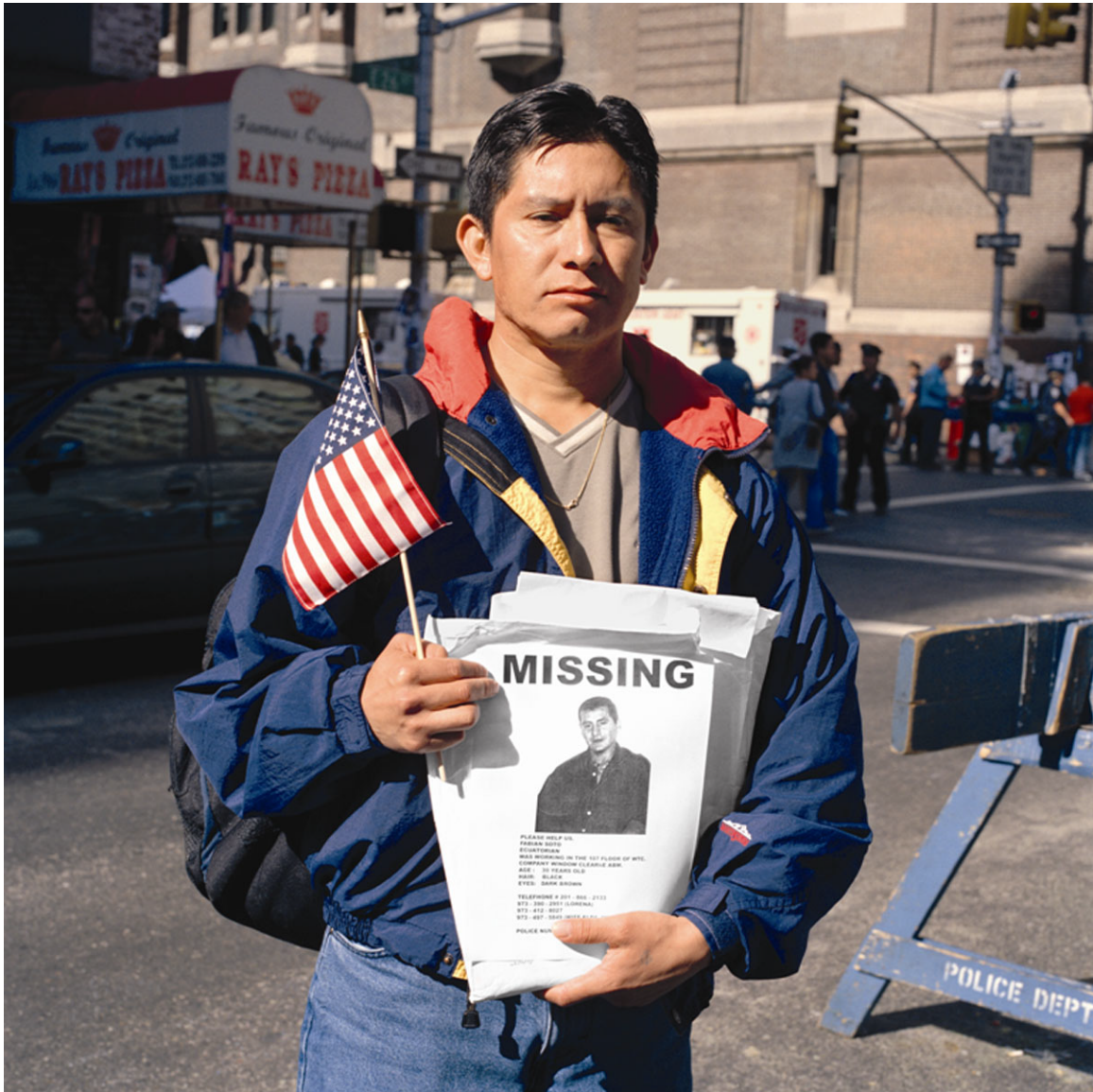
##### **QUESTIONS**

What questions does this picture raise? Where could you find the answers?



*Memorial, St. Paul's Chapel,  
Broadway, New York, 2001*  
Photograph by Donald Lokuta





*Missing, Fabian Soto, 2001*  
Photograph by Donald Lokuta



Police Bag with personal Effects of W. David Bauer,  
National September 11 Memorial Museum