

#12051

THE DAY THE TOWERS FELL

NEW DIMENSION MEDIA/QUESTAR, 2003

Grade Level: 9–13+

28 Minutes



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TEACHER'S GUIDE

The Day the Towers Fell

(Dealing With Terrorism Series)

Grade Level: 9-12 & UP

Subject area: Social Studies, United States History

SYNOPSIS:

Soon after the attack on New York City's World Trade Center, much of the media's focus was on what group committed the act and when they might strike again. This moving program refocuses attention on the human side of the historic tragedy, giving students a restrained and dignified view through words, sounds, and a combination of still and moving images. Photojournalists, rescue professionals, and other eyewitnesses convey the grim reality generated by the early uncertainty of what had happened, by the buildings' collapse, and by the desperate search for survivors. Perhaps most importantly, they show and tell of many acts of heroism that enabled this great American city to survive the flames and fury of large-scale terrorism.

LEARNING OBJECTIVES:

Objective 1) Students will be able to recall the events of the September 11, 2001 attack on the World Trade Center

Objective 2) Students will be able to describe the acts of heroism and self-sacrifice made by firefighters, rescue professionals, and ordinary citizens

Objective 3) Students will be able to discuss how the events of September 11th affected Americans

PRE-VIEWING QUESTIONS AND DISCUSSION:

1) Review the events of September 11th, 2001. Define terrorism. Who led the terrorist attacks and why?

2) Show students a photograph of the World Trade Center before the 9/11 attack.

POST-VIEWING QUESTIONS AND DISCUSSION:

1) Describe the events of September 11th. How did the eyewitnesses interviewed in the program describe the events? How did people feel on that day? How did you feel on that day?

2) How did the September 11th attacks affect Americans' sense of security? Why? Do you feel safe from terrorist attacks? Why or why not?

3) In what ways did the people of New York come together during the crisis? How did firefighters, search and rescue professionals, medical professionals, and boaters help the community? How did people outside of New York support the victims of the attacks?

4) In what ways did the September 11 terrorist attacks change people's lives? How did the attacks affect many Americans' priorities? How did the attacks affect you?

5) Who are the heroes of September 11th? What does it mean to be a hero?

6) What is the significance of the photographs taken of the September 11th attack? Do these photographs give you a wider or different understanding of the terrorist attack?

7) Discuss how the visual and audio elements of this program create the way it affects its audience. What kind of images did you see? Were they all moving images? All still pictures? A combination? Describe the sounds you heard (both the sound effects and the music) How were the images and sounds different from those you may have seen in television reports of the events of September 11 and after? This discussion could be the basis for further research and writing about the tone and feeling the program was trying to convey and how it is different from or similar to other media presentations.

ADDITIONAL ACTIVITIES:

1) Have students write about a day that greatly affected their lives. Ask them to describe the events of that day, how they felt on that day, and explain how the day changed their lives.

2) Research the history of the World Trade Center. Why do you think terrorists chose to attack this building?

3) Look at photographs taken after the 9/11 terrorist attacks. What emotions do the photographs capture? How do you feel looking at them? Discuss in particular the shots of the fireman coming up the stairs and the three firemen raising the American flag. How do they make you feel? How do they compare to combat or other disaster photos you have seen? Think especially of the World War II photo of the Marines raising the flag on Iwo Jima, seen in the program. This activity could be expanded into a comparison of the ways in which motion media, still pictures, or graphic images influence the way we react to powerful events.

4) Divide the class into small groups and ask them to design a memorial for the September 11th attack on the World Trade Center. Allow each group to present their design to the class.

VOCABULARY:

Twin Towers, World Trade Center, terrorism, terrorist, Ground Zero, contaminants, rubble, debris, traumatic, adjacent, fireboats, photojournalism, unity

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