

Task #1: Description

Directions: Read the article listed under Task #1 and reference the video from the overview to describe the 5 senses of 9/11. Be specific with word choice. NO RIP words allowed. If you use direct quotes, you MUST put the text in quotation marks. **The more detail the better.**

clear skies.

5 Senses	Description
Sight	• beautifully sunny day, planes crash into towers, smoke. • people getting injured, fire, smoke, running away from towers and other buildings, towers falling
Sound	• metal crushing, towers falling, explosions, flip flops, running away, shouts. • contact bit planes and control tower. • concern from tower about plane behavior • reported hijacking from Nydia "hijackers." • fighter jets, screaming, sirens, "incoming,"
Touch/Feeling	• stabbings, fear, shaking, heat, terror, confusion (down air traffic) • burns on body, handrails break from wall, rattling, saying goodbye
Smell	• jet fuel, ashes, metal burning, blood, smoke, sweat
Taste (literal and figurative)	• fear, fuel, anxiety, metal, paper, nervous laughter, smoke, dying by choice not by hijacker (survival)

Primary Source	Secondary Source
• air traffic controllers • footage (film) • pictures (ID.) • survivor stories. • people's reactions	• recounting of events

Task #2: Cause & Effect

Directions: Watch the video under this task and the linked article about the children who lost their parents on 9/11. List the EFFECTs this event had and has had on their lives for the last 20 years. Be specific with word choice and details. NO RIP words are allowed. If you're going to use direct quotes, you MUST put this text in quotation marks. The more effects the better.

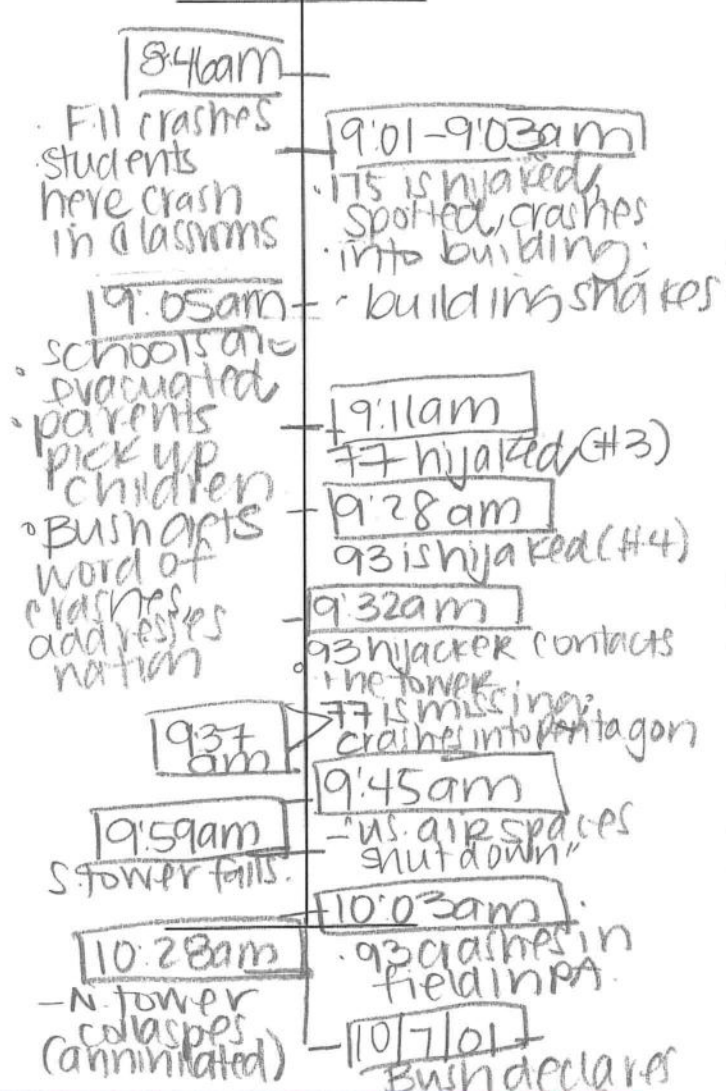
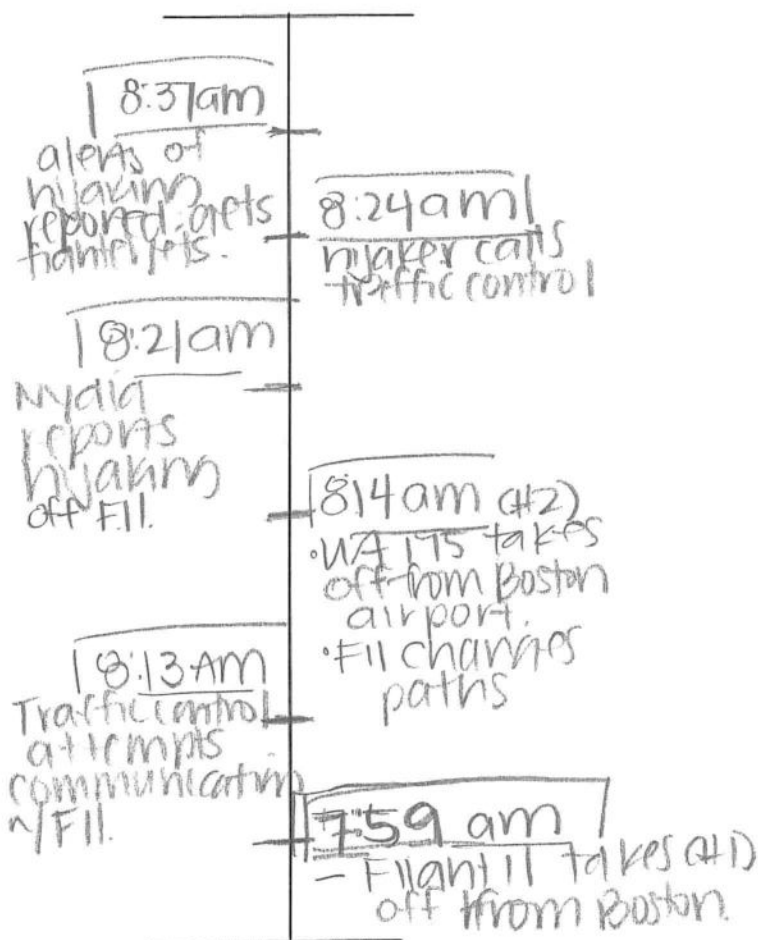
Legacy Letters

Cause: Losing parents in 9/11 and living life without them for 20 years. Effect #8 - have lived longer w/o parents - are grateful for people who stood in parents' shoes - still not the same, miss all the time - closer?	Effect #1: specific moments of the day - vivid memories or very few memories. - different levels of trauma.
	Effect #2: feelings of stress, sadness, pride, anger, loneliness, regret, hope, the illusion of where parents are, did proud?
	Effect #3: grow stronger w/ each anniversary but still filled w/ hurt; August is toughest.
	Effect #4: struggles to accept and understand purpose behind deaths - hate vs. forgiveness => difficult
	Effect #5: living "terrorism" vs. the word - coming to terms w/ experience. anniversaries are for others.
	Effect #6: forever pain, wavering voices, sadness, devastation. - difficult to talk about.
	Effect #7: Keeping memories alive w/ grandchildren and as kids get older - explaining events is challenging - honoring parents everyday.
Primary Source	Secondary Source
- interview answers, revisiting memories - memories read on camera.	Gayle King's questions

Task #3: Sequence

Directions: Read the article from the description, rewatch the overview video, and listen to Olivia Perez's story from "The Children of 9/11...." to create a timeline of events of 9/11. Be specific with word choice and details. NO RIP words are allowed. If you're going to use direct quotes, you MUST put this text in quotation marks. The more **paraphrasing (putting text into your own words without losing original meaning)** the better.

Sept 11, 2001



Primary Source	Secondary Source
footage air traffic control tape audio of passengers.	Hakerman's recount of daughters last moments.

Text Structure Project-- 9/11 December 2021	Student Name: <u>KEY</u> Period:
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Task #4: :Problem & Solution

Directions: Watch the following videos and read this article to track the obstacles survivors faced while in the towers and the decisions they made to survive the attack. Be specific with word choice and details. NO RIP words are allowed. If you're going to use direct quotes, you MUST put this text in quotation marks. The more **paraphrasing (putting text into your own words without losing original meaning)** the better

Problems Survivors Faced	Solutions Survivors used to Escape
#1 Smell of jet fuel, firefighters bringing down burn victims, water.	#1 people started running through basement area and then saw tower-fire!
#2 Dr. Sokolow saw other victims w/ wounds	#2 He helped them get treatment and survive their wounds.
#3 Darkness for minutes as towers fell, can't see anything	#3 victims, people New Yorkers walked to other locations; walked for miles, hours.
#4 groups walked down via stairwells.	#4 took off shoes, held hands, prayed, and walked out; left immediately. did not wait for direction.
#5 See initness the planes destruction in North tower; people being "removed" from building, "frozen" people. raining "concrete, people, steel."	#5 feelings of fleeing filled will to move; listening to "gut" to avoid elevators

Primary Source	Secondary Source
*memories of the day	newscast and article.

problem

~~cause~~ #6

- building is breaking
- rocking back and forth stops.

solution

~~cause~~ #7

"stunned" silence → tried to communicate via phones. walked down stairs.

problem ~~cause~~ #7

watching firefighters go to their deaths to rescue people ~~above~~.

~~cause~~ solution

- struggle still with that "bravery".
- headed out to concourse to further escape.

problem ~~cause~~ #8

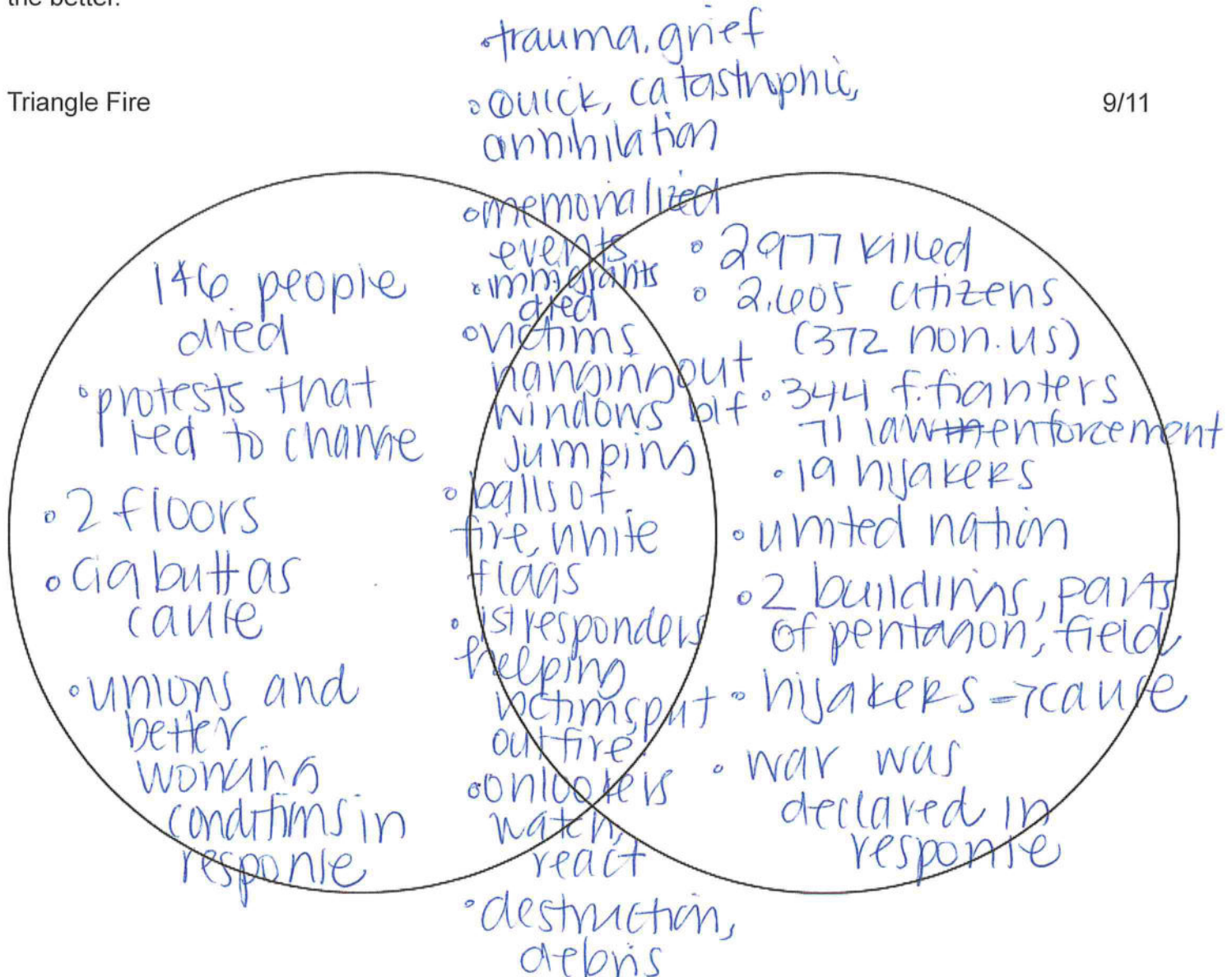
first responders are trying to ~~move~~ a ~~red~~.

~~cause~~ #8 solution

pushing through it as directed by responders

Task #5: :Compare & Contrast

Directions: Look at the linked website about The Triangle Fire again and study the pictures under this task from 9/11. List the similarities and differences between BOTH workplace disasters in New York's history. Be specific with word choice and details. NO RIP words are allowed. The more comparisons the better.



Primary Source	Secondary Source
- pictures - death certificates	- website (triangle fire) - captions.