A Hero’s Gear

Read the “Directions” sheet for step-by-step instructions.

SUMMARY
In this activity, children and adults will learn about the outfit used by a firefighter on September 11, 2001. Children will then think about the ways they help in their own communities and imagine an outfit that would assist them with those jobs.

WHY
Psychologists recommend talking about community helpers when discussing difficult events with children. This activity will help children learn about firefighters, and then will guide children through thinking about ways they are able to help in their own communities.

TIME
- 15 minutes

CHALLENGE WORDS
- gear: equipment

GET READY
- Read The Little Chapel That Stood together. The Little Chapel That Stood retells the events of the September 11, 2001, terrorist attacks through illustrations and poetry. The book is available in print or online at (http://www.abcurtiss.com/graphics/books2/l_chapel/little_chapel1.htm). Feel free to elaborate or skim over parts of the story to fit the needs and interests of your child. For tips on reading this book together, check out the Guided Reading Activity (http://americanhistory.si.edu/ourstory/pdf/sept11/sept11_reading.pdf).
- Read the Step Back in Time sheets.

YOU NEED
- Directions sheets (attached)
- ThinkAbout sheets (attached)
- Step Back in Time sheets (attached)
- The Little Chapel That Stood book
- Pen, pencil, or markers

More information at http://americanhistory.si.edu/ourstory/activities/sept11/
September 11, 2001, will be remembered as one of the most shocking days in American history. **Terrorists hijacked** four airplanes and used them as weapons against the United States. The attacks destroyed the World Trade Center, harmed the Pentagon, and killed more than 3,000 people.

- The World Trade Center was a group of office buildings in New York City, famous for its Twin Towers that were 110 floors tall. The World Trade Center was hit by two planes.
- The Pentagon is a huge office building near Washington, D.C. where workers and members of the armed forces plan and support the American military. The Pentagon was hit by one plane.
- A fourth plane, Flight 93, was also **hijacked**. Some passengers heard by phone that other **hijacked** planes were being used as weapons, so they organized and stormed the cockpit of the airplane. Ultimately Flight 93 crashed in an open field near Shanksville, Pennsylvania, killing everyone on board. Officials believe the hijackers had been planning to crash into a building in Washington, D.C.

Immediately after the attacks, first responders, including police officers, firefighters, members of the military, and emergency medical workers, raced to the attack sites to rescue survivors and offer help to people at the sites. Many first responders were hurt or killed as a result of the attacks on September 11, 2001.
A Hero’s Gear

Following the terrorist attacks of September 11, children and adults from across the country felt a strong need to aid and show support for the first responders and rescue workers at the three crash sites. Warm notes from supporters were comforting to the workers who had very hard jobs to do. In addition, many individuals across the country responded by making art and jewelry that was specifically related to the sites of the attacks or generally patriotic.

In response to the attacks by al Qaeda, an international terrorist group, America began to lead a war against terrorism that has included fighting in places such as Iraq and Afghanistan.

- **terrorism**: the use of violent actions to frighten people as a way of trying to achieve a political goal (Terrorists are people who use terrorism.)
- **hijack**: to take control of (an aircraft) by force
- **patriotic**: having or showing great love and support for your country

With over 16,000 military employees, the corridors and offices of the Pentagon are filled with uniformed soldiers from the Army, Navy, Air Force, Marines, and Coast Guard. Baseball-style caps like these are authorized for wear on board ship, and are traditional souvenirs of vessels visited or served on. These two hats were recovered from the Pentagon after the attacks on September 11, 2001.
A Hero’s Gear

Directions, page 1 of 2

For adults and kids to follow together:

1. Look through The Little Chapel That Stood to find pictures of firefighters. In each picture, what different pieces of clothing make up their outfits? Point out hats, coats, pants, boots, and other pieces of clothing.

2. Read through the page with in the book with the chandelier and the boots hung on the fence (online page at http://www.abcurtiss.com/graphics/books2/l_chapel/little_chapel10.htm). The firefighters left their shoes on the fence as they pulled on their boots to enter the World Trade Center. Talk about some reasons that the firefighters might have wanted to change into boots.

3. Firefighters’ boots have special features that help the firefighters do their jobs. Explore the coat and boots on ThinkAbout pages 1 and 2.

4. Firefighters help their communities by preventing fires, putting out fires, and rescuing people who are in dangerous situations. Together, talk about the duties your child does that make him or her a helper at home, school, or in the community.

5. Pick one duty to focus on. Using the list at the top of ThinkAbout page 3, write down some notes about your helper duty.

   Tip See the firefighter and table-setter examples on the ThinkAbout sheet, and consider taking notes on actions, conditions, goals, or tools associated with the duty.

6. Brainstorm a design for an outfit that would be especially helpful for doing your
helper duty. You can talk about ideas together, write them next to your notes, or draw them on the ThinkAbout page 4.

**Tip** Make the ideas as realistic or imaginative as you want. For example, if your child picks up litter from the sidewalk, she could wear plastic gloves to protect her from dirt, or she could have giant magnets that help her lift things without touching them.
The National Museum of American History collected many pieces of clothing and other objects from people who helped on September 11, 2001. One of those people was Joseph Pfeifer, a New York Fire Chief. These were his boots.

The firefighter can hold on to these straps to pull the boots on quickly and easily.

A special red cloth is part of these boots. The cloth protects the firefighter from getting burned from heat in fires.

The bottoms (soles) of the boots are made of a special rubber that keeps the firefighter from slipping on wet floors.
The National Museum of American History collected many pieces of clothing and other objects from people who helped on September 11, 2001. One of those people was Joseph Pfeifer, a New York Fire Chief. This was his coat.

The collar on this coat is wide and can be connected to a firefighter’s helmet. It’s important that a firefighter protects every inch of skin from fires.

The letters on the back of this coat are big and made of reflective tape, so people can read them from far away or in the dark.

The cuffs at the bottom of this coat’s sleeves keep the firefighter’s wrists safe. They prevent debris, hot water, and dangerous gases from getting trapped in the coat’s sleeves.
The two examples below include notes about what an adult helper (a firefighter) and a child helper (who sets the table before dinner) do to help in their community. In the third column, take notes on actions, conditions, goals, or tools associated with the duty you do to help in your community.

Then, in the same boxes, write some ideas for what gear could help you do that helper duty. In the examples, these are the ideas with a - mark in front of them.

<table>
<thead>
<tr>
<th>FIREFIGHTER</th>
<th>HELPER WHO SETS THE TABLE BEFORE DINNER</th>
<th>________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works in places that have fires</td>
<td>Keeps the dishes clean</td>
<td></td>
</tr>
<tr>
<td>- clothes can’t catch on fire</td>
<td>- clean gloves</td>
<td></td>
</tr>
<tr>
<td>Has to walk on uneven floors</td>
<td>Doesn’t break the dishes</td>
<td></td>
</tr>
<tr>
<td>- boots with special bottoms</td>
<td>- shoes that keeps you from slipping</td>
<td></td>
</tr>
<tr>
<td>that keep you from slipping or ripping open</td>
<td>- radar that keeps you from bumping into anything</td>
<td></td>
</tr>
<tr>
<td>Kneels down a lot to pick up people and things</td>
<td>Always on time before dinner</td>
<td></td>
</tr>
<tr>
<td>- kneepads that won’t rip</td>
<td>- built in alarm clock set for dinner</td>
<td></td>
</tr>
</tbody>
</table>

Smithsonian
National Museum of American History
Kenneth E. Behring Center

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Use this sheet to draw your ideas for gear to help you do your helper duty.
Read the “Directions” sheets and “Parent Guide” for step-by-step instructions.

OBJECTIVES
The students will be better able to:

- Describe one or more danger faced by firefighters.
- Describe and analyze one or more helping duty performed by the student.
- Explore possible solutions to problems.

STUDENT PERFORMANCE CRITERIA
- Defends or provides a sound explanation for outfit design choices.

STANDARDS

NCHS History Standards
K-4 Historical Thinking Standards
4B: Obtain historical data from a variety of sources.

K-4 Historical Content Standards
4B: The student understands ordinary people who have exemplified values and principles of American democracy.

21st-Century Skills

Learning and Innovation Skills
- Critical Thinking and Problem Solving
- Creativity and Innovation

More information at http://americanhistory.si.edu/ourstory/activities/sept11/