

## A Hero's Gear

*Parent Guide*, page 1 of 1

*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](http://www.abc Curtiss.com/graphics/books2/l_chapel/little_chapel1.htm) at ([http://www.abc Curtiss.com/graphics/books2/l\\_chapel/little\\_chapel1.htm](http://www.abc Curtiss.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) ([http://americanhistory.si.edu/ourstory/pdf/sept11/sept11\\_reading.pdf](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/>

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### *Step Back in Time*, page 1 of 2

For more information, visit the National Museum of American History website <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.



This photograph, taken by firefighter Jon Culberson, is one of the first images of the Pentagon shortly after the terrorist attack.

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### *Step Back in Time*, page 2 of 2

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.

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*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.

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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](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.

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

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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.

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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

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*Directions, page 2 of 2*

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.

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*ThinkAbout*, page 1 of 4

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.

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*ThinkAbout, page 2 of 4*

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.

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*ThinkAbout, page 3 of 4*

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.

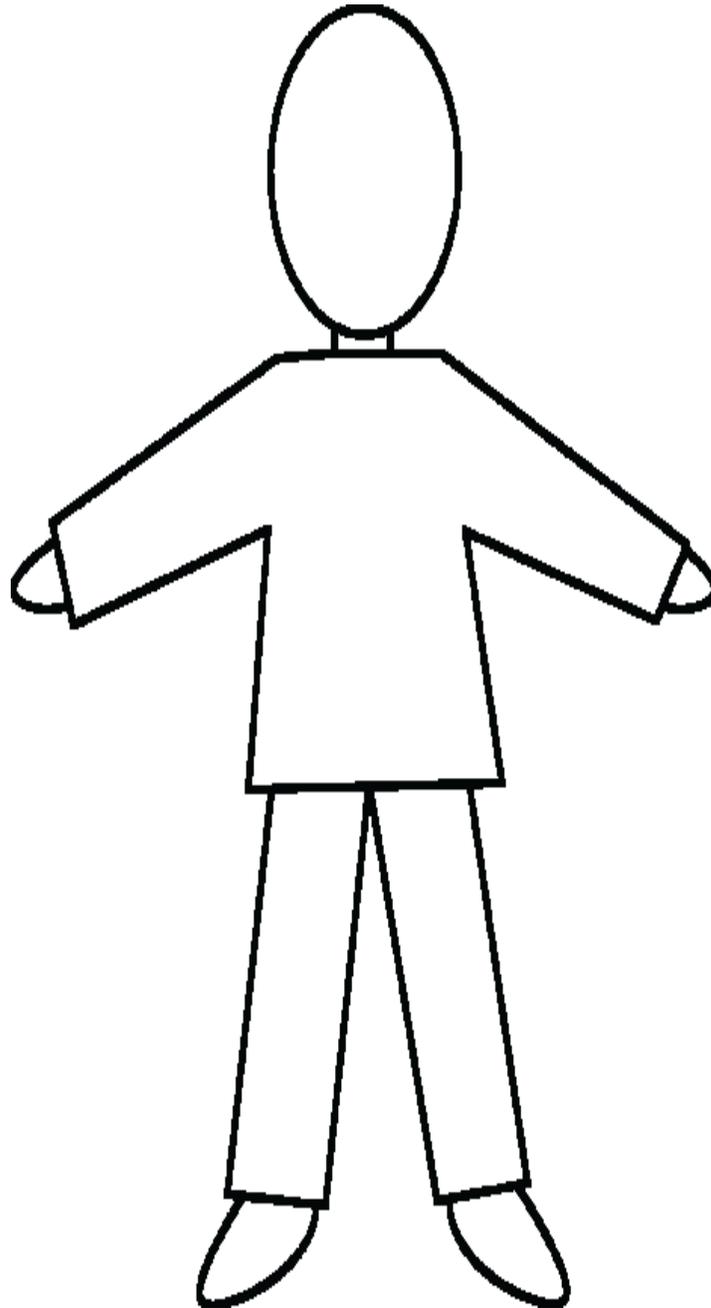
Then, in the same boxes, write some ideas for what gear could help you do that helper duty. In the examples, these are the ideas with a - mark in front of them.

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

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*ThinkAbout, page 4 of 4*

Use this sheet to draw your ideas for gear to help you do your helper duty.



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### *Teacher Guide*, page 1 of 1

*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

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