

# 9/11 MEMORIAL

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UNIT: Individuals and 9/11

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GRADE LEVEL/S: K-2

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TIME NEEDED: 1 session

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TEACHER: Dena Ann Drobish

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## LESSON TITLE: IN CASE OF AN EMERGENCY

### Common Core Standards

**SL 5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**W 2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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### Key Questions/ Issues Addressed

Why is it important to be prepared for emergencies?

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### Lesson Goals/ Objectives

Students will be able to explain the importance of being prepared for an emergency.  
Students will be able to explain how they prepare for an emergency.

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### Key Terms

Emergency, Evacuation

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### Materials

Images of different flashlights donated to the museum:  
See Appendix A

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### Background for lesson

On 9/11, as electrical power wavered and failed in the World Trade Center (WTC) complex and in surrounding buildings, flashlights played a crucial role. Remembering darkened corridors and stairwells when the World Trade Center had been bombed on February 26, 1993, Dianne DeFontes always carried a flashlight and fresh batteries in her purse. On 9/11, it provided helpful illumination as she and other occupants of the 89th floor of the North Tower began their arduous descent to safety. Bright red or yellow flashlights were carried by volunteer Fire Safety Wardens, such as George Mironis, who became involved in fire safety initiatives adopted at the WTC after 1993. Mironis emerged safely on Vesey Street after a harrowing descent from the 48th floor of the North Tower. Both DeFontes and Mironis donated their flashlights to the 9/11 Memorial Museum.

- Description courtesy of the 9/11 Memorial Museum

**Instructional  
Activity/  
Procedures**

1. Ask students what they do to prepare for emergencies.
2. Discuss different types of procedures for different types of emergencies. *Why are fire drills important?*
3. Ask students: *Have you ever had a “real” emergency? Discuss what happened and how you responded to the emergency. Did you learn something from it?*
4. Show students the pictures of the flashlights from in Appendix A and discuss the importance of a flashlight.
5. Students will draw a picture of an emergency procedure or route. *What is your route at school? At home? What path did you take? Why?*
6. Share responses with the class.

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**Extension  
Activities**

Students will be assessed through their drawings and oral explanations of emergency procedures.

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**Evidence of  
Understanding**

- Discuss family emergency procedures.
- Create an evacuation plan for your house.
- Discuss important items to have in an emergency and make an emergency kit.

APPENDIX A



Flashlight used by Dianne DeFontes during her evacuation. Collection 9/11 Memorial Museum. Gift of Dianne Rice Defontes in memory of the brave firemen who gave their lives.



W.T.C. Fire Safety Flashlight used by Brain Clark to rescue Stanley Praitnath during their evacuation from 2 World Trade Center. Collection 9/11 Memorial Museum. Gift of Brian Clark and Stanley Praitnath.

APPENDIX A



Flashlight used by Dan Potter on September 11, 2001. Collection 9/11 Memorial Museum. Gift of FDNY Firefighter Dan Potter.