

Loss and response after September 11

September 11, 2001 | Grade 2 · Read & notice

Teacher note: this topic includes loss, violence, discrimination, or criminal allegations. Preview and choose a suitable reading together. No reenactment of harm is needed.

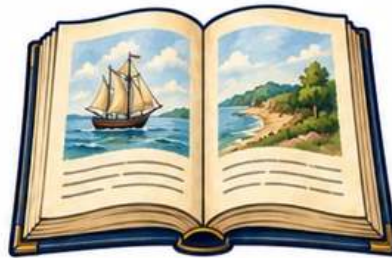
Words to know

loss — no longer having someone or something

help — make a task or situation easier for someone

remember — keep or bring something back to mind

Look closely



Modern topic illustration created for Massachusetts History Explorers. It is not a historical artifact.

Read the story

Two planes used in the September 11 attacks left Boston's Logan Airport. Many people died in the attacks. Families and communities mourned. People worked to help others and remember those who were lost.

Think, talk, and show evidence

1. What happened in this reading? Tell one fact.
2. Who or what is this reading mostly about?
3. Choose a word from the word bank. Explain it in your own words.
4. Look at the picture and its caption. What does it help you notice? Is it from the time of the event?

Follow-up reading: Big Dig tunnels open

2003

Major Big Dig roadways opened in Boston. Cars moved through new tunnels. Removing the elevated highway changed the city above. Construction and other project work continued afterward.

How are the two readings alike or different? Tell a partner one connection. Which event came first?

Teacher guide & source trail

Original classroom adaptation. Suggested reading levels are instructional choices, not standardized readability certifications. Use professional judgment and learner feedback.

ELA practice: RI.2.1: ask and answer questions; RI.2.2: identify a main topic; RI.2.7: use images and words; W.2.2 and SL.2.1: explain and discuss.

These tasks support selected skills in the [Massachusetts 2017 ELA framework](#); they do not establish mastery of an entire standard.

Answer guidance

Factual anchor: Two planes used in the September 11 attacks left Boston’s Logan Airport. Many people died in the attacks. Families and communities mourned. People worked to help others and remember those who were lost. Teach the event without graphic imagery. Distinguish the attackers’ actions from the identities of whole religious or ethnic communities. Local connections include victims, helpers, and long-term community responses.

Accept accurate main ideas and explanations supported by the text. Vocabulary meanings are in the opening word bank. For picture questions, use the caption and credit below; distinguish what is visible from what is inferred. For comparison, accept a specific connection supported by both readings. Do not require personal accounts of trauma.

Continue the inquiry

[Research source for this event ↗](#)

[Research source for follow-up ↗](#)

[Event page, accessible HTML reading, and vocabulary game ↗](#)

Image: Original site illustration.

[Image source and rights record ↗](#)

The PDF contains selectable English text and embedded fonts. For adjustable text and browser reading tools, use the event’s [HTML page](#). External sources may need adult guidance.