



Mural created by the lower School Art Students of Porter Gaud School in Charleston, South Carolina in Laura Orvin's Class for the people of New York. Gift of Lawrence Knafz.

WEBINAR STORIES: BRIDGET GORMLEY

This story is excerpted from the annual [Anniversary in the Schools](#) webinar. As you listen to Bridget's story, think about the following questions.

GRADES 3-5

How does Bridget describe the World Trade Center when she saw it for the first time after the attacks?

What does the word 'hero' mean to you? Why does Bridget consider her father a hero?

How is Bridget helping the 9/11 community today? What can you do in your own community to help people in times of need?

GRADES 6-8

After Bridget's mother picked her up from school on 9/11, she sees what was left of the World Trade Center. How does Bridget describe what she saw?

Why does Bridget consider her father a hero? How did he inspire her in the years after 9/11?

What do you think Bridget means when she says "9/11 didn't end on 9/11 for me." How does 9/11 continue to impact people today?

GRADES 9-12

How does Bridget describe what's left of the World Trade Center when she sees it for the first time?

According to Bridget, what were some characteristics that made her father a hero? How did that influence her work as an advocate?

Bridget says "9/11 didn't end on 9/11" for her. In what ways does 9/11 still affect survivors and younger generations today?

ADDITIONAL RESOURCES

To learn more about 9/11 related health effects, visit [Inside the Collection](#). Explore additional enduring repercussions of the attacks by visiting the [9/11 Primer](#).