

9/11 and the War on Terror, 2001



Photo by Paul Morse, Courtesy of the George W. Bush Presidential Library. (National Archives)

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BY TOBY SMITH, LISA ANDERSEN, AND TIM BAILEY (CREATED 2016, REVISED 2023)

Toby Smith has taught high school social studies in New York for over fifteen years. Lisa Andersen has taught US history courses in higher education for fifteen years and is the Gilder Lehrman Institute's director of academic strategy. Tim Bailey taught elementary and middle school in Utah for over twenty years. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute's director of curriculum development and instructional design.

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GRADE LEVELS: 9–12

RECOMMENDED TIME FOR COMPLETION: Four 45-minute classes

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary and secondary source materials. These skills will enable students to understand, summarize, and evaluate documents of historical significance.

The four lessons in this unit explore Al-Qaeda's attack on the United States on September 11, 2001, and the first days of the War on Terror. Students will examine a scholarly essay, an interview and voice recording, and political speeches. Students' understanding of the event and the documents will be assessed using an activity sheet that compares primary sources and a related United Nations resolution and a written response to a prompt.

Students will be able to

- Identify the key points of a secondary source
- Describe a historical event and its significance (e.g., 9/11, War on Terror)
- Identify historical people and organizations (e.g., George W. Bush, Osama bin Laden, Al-Qaeda)
- Describe and summarize primary sources
- Compare/contrast various aspects of speeches in the following areas: intended audience, purpose, tone, structure, supporting evidence, strategies

ESSENTIAL QUESTIONS

- What occurred on September 11, 2001?
- How was 9/11 experienced by people living and working in New York City?
- What key events preceded and followed 9/11?
- How did President George W. Bush and Osama bin Laden explain the significance of the US invasion of Afghanistan?

COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.RH.9-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-12.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-12.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

MATERIALS

- Source 1: Historical Background: “9/11 and the War on Terror” by Victor McFarland, Associate Professor of History, University of Missouri
- Activity Sheet 1: Analyzing a Scholarly Essay: Important Phrases
- Activity Sheet 2: Analyzing First-Person Accounts of 9/11
 - o Robert Larocco, Lieutenant, Ladder 9, New York Fire Department. Interview by Monte Feller (New York Fire Department), October 12, 2001. “The Sept. 11 Records,” *New York Times*, archive.nytimes.com/www.nytimes.com/packages/html/nyregion/20050812_WTC_GRAPHIC/met_WTC_histories_full_01.html
 - o CeeCee Lyles, Flight Attendant, United Flight 93, transcript of a phone message left for her husband at 9:47 a.m. on 9/11, “Phone Calls from Flight 93,” Flight 93 National Memorial, National Park Service, nps.gov/flni/learn/historyculture/phone-calls-from-flight-93.htm
- Source 2: George W. Bush, Address to the Nation, October 7, 2001, White House Archives, georgewbush-whitehouse.archives.gov/news/releases/2001/10/20011007-8.html. Video of the address is available online at
 - o George W. Bush: The American Presidency Project on YouTube: <https://www.youtube.com/watch?v=X2ktwDMP0Cs>
 - o American History TV, C-SPAN at <http://www.c-span.org/video/?c4357133/bush-speech-1072001>
- Source 3: Osama bin Laden, Transcript of videotaped statement, undated, “A Nation Challenged; Bin Laden’s Statement: ‘The Sword Fell,’” *New York Times*, October 8, 2001, translation provided by Reuters, <https://www.nytimes.com/2001/10/08/world/a-nation-challenged-bin-laden-s-statement-the-sword-fell.html>. archives.gov/news/releases/2001/10/20011007-8.html.
 - o Another version is available at “Bin Laden: America ‘filled with fear;’” CNN.com, www.cnn.com/2001/WORLD/asiapcf/central/10/07/ret.binladen.transcript/index.html.

- o A version showing Bush's address and Bin Laden's statement side by side can be found at the University of Chicago Press website, <http://www.press.uchicago.edu/Misc/Chicago/481921texts.html>.
- Activity Sheet 3: Summarizing a Speech
- Source 4: United Nations, Resolution 1368 (2001) adopted by the Security Council at its 4370th meeting, on 12 September 2001, United Nations Digital Library, <https://digitallibrary.un.org/record/448051?ln=en>
- Activity Sheet 4: Comparing the Primary Sources
- Computer with LCD projector (or any other way to playback the video and audio: Smartboard, an overhead projector, Elmo projector, or similar device)

HISTORICAL BACKGROUND

9/11 AND THE WAR ON TERROR

by Victor McFarland, University of Missouri

On September 11, 2001, nineteen members of Al-Qaeda hijacked four US airliners and used them to carry out a devastating terrorist attack. They flew two of the planes into the Twin Towers of the World Trade Center in New York City, destroying the buildings. A third plane struck the Pentagon, and a fourth was headed toward Washington, DC—probably to attack the Capitol building—but crashed in Pennsylvania instead, after the passengers fought back. Nearly 3,000 people died, most of them in the World Trade Center.

The hijackers belonged to Al-Qaeda, an international terrorist group led by the Saudi exile Osama bin Laden. Bin Laden had the support of the Taliban government in Afghanistan, the site of Al-Qaeda's headquarters and training camps. Bin Laden claimed that he was defending Islam by striking at the United States. He blamed the United States for supporting Israel and oppressing Muslims around the world. Bin Laden also accused the United States of backing governments, like the royal family of his own home country, Saudi Arabia, that he argued were tyrannical and disloyal to Islam.

The attacks on 9/11 caught the US government by surprise. The CIA knew that Bin Laden wanted to attack the United States and had identified some of the hijackers as Al-Qaeda members even before they entered the country. The CIA did not share that information widely enough, however, for the FBI and other agencies to learn what Al-Qaeda was planning. Both Republican and Democratic leaders later agreed that 9/11 had been a major intelligence failure. They established a bipartisan commission to study what went wrong, releasing the influential 9/11 Commission Report in 2002.

Domestically, Congress passed the Patriot Act (2001) to impose harsher penalties against terrorism, give new surveillance powers to the government, and help agencies like the FBI and CIA work together. The National Security Agency expanded its electronic intelligence programs, collecting vast amounts of data from phones and computers. New government organizations like the Department of Homeland Security and the Transportation Security Administration were created. The Bush administration opened a prison in Guantánamo Bay, Cuba, in 2002 to detain suspected terrorists without the legal rights normally given to criminal suspects or prisoners of war. Worries about civil liberties were mostly brushed aside, with counterterrorism at the top of the political agenda and President George W. Bush enjoying a huge surge in popularity. Hate crimes and discrimination against Muslim Americans rose after the attacks, even though Bush insisted that the enemy was terrorism, not Islam.

In terms of foreign policy, the United States invaded Afghanistan less than one month after the attacks. In the short run, the invasion was a success. The United States, its NATO allies, and local Afghan partners quickly removed the Taliban from power and established a new government. The United States, however, failed to capture or kill many top Al-Qaeda leaders. Bin Laden escaped over the border to Pakistan. US forces eventually found him there and killed him in 2011. Many Taliban leaders also survived the 2001 invasion. The Taliban regrouped as a guerrilla movement, waging a violent insurgency against the new Afghan government and its foreign supporters until the United States withdrew after twenty years and the Taliban retook Afghanistan in 2021.

The Bush administration announced that the invasion of Afghanistan was only the opening stage in a broader “war on terror.” Bush declared that the United States would fight terrorist groups and their state sponsors—not just Al-Qaeda and the Taliban—all over the world. He ordered the invasion of Iraq in 2003, even though the Iraqi government had not sponsored the 9/11 attacks or—contrary to the Bush administration's claims—maintained an active nuclear, chemical, or biological weapons program since the early 1990s. The United States also intervened in many other nations as part of the war on terror—sending troops, conducting airstrikes and drone missions, and backing local allies—in a sprawling, worldwide campaign that would continue under Bush's successors.

Victor McFarland is an associate professor of history at the University of Missouri. His first book, Oil Powers: A History of the US-Saudi Alliance, was published by Columbia University Press in 2020.

LESSON 1

THE 9/11 ATTACKS, 2001

BY LISA ANDERSEN AND TIM BAILEY (CREATED 2023)

OVERVIEW

This lesson plan explores the events on 9/11 from the point of view of a first responder to the World Trade Center in New York City and a flight attendant on board Flight 93 shortly before it crashed in a field in Pennsylvania. Students will read the primary source accounts by these two individuals. You will assess students' understanding through their textual analysis of the primary sources. Use your own discretion in the use of these sometimes harrowing accounts.

Students will be able to

- Identify the key points in a secondary source
- Describe a historical event and its significance (e.g., 9/11, War on Terror)
- Describe and summarize primary sources

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GRADE LEVELS: 9–12

RECOMMENDED TIME FOR COMPLETION: One 45-minute class

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary and secondary source materials. The four lessons in this unit explore Al-Qaeda's attack on the United States on September 11, 2001, and the first days of the War on Terror.

MATERIALS

- Source 1: Historical Background: "9/11 and the War on Terror" by Victor McFarland, Associate Professor of History, University of Missouri
- Activity Sheet 1: Analyzing a Scholarly Essay: Important Phrases
- Activity Sheet 2: Analyzing First-Person Accounts of 9/11
 - o Robert Larocco, Lieutenant, Ladder 9, New York Fire Department. Interview by Monte Feller (New York Fire Department), October 12, 2001. "The Sept. 11 Records," *New York Times*, archive.nytimes.com/www.nytimes.com/packages/html/nyregion/20050812_WTC_GRAPHIC/met_WTC_histories_full_01.html
 - o CeeCee Lyles, Flight Attendant, United Flight 93, transcript of a phone message left for her husband at 9:47 a.m. on 9/11, "Phone Calls from Flight 93," Flight 93 National Memorial, National Park Service, nps.gov/flni/learn/historyculture/phone-calls-from-flight-93.htm

PROCEDURE

1. Provide students with background information about 9/11. You may choose to share Source 1, the Historical Background essay by Professor Victor McFarland, and Activity Sheet 1 with the students for homework or in class.

Depending on the reading level of the students, you may have them read the essay independently or "share read" it with the class. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading while you continue to read aloud, still serving as the model for the class. This technique will support struggling readers as well as English

language learners (ELL). Make sure they understand the difference between primary and secondary sources.

Once they have read the essay, you may have them complete the activity sheet or model the activity with the class.

2. Distribute Activity Sheet 2, which includes excerpts from an interview with Lt. Robert Larocco of the NY Fire Department and a phone message left by flight attendant CeeCee Lyles.
 - a. Students can work individually or in small groups to answer the questions.
 - b. Depending on the reading level of the students, you may have them read the documents in their groups or you can share read the documents with them as described above.
3. After the students have completed the activity sheet, open a class discussion with questions like these:
 - a. What do these documents illuminate about the historical context of 9/11?
 - b. What other primary source documents might be helpful if you want to learn more?
 - c. In the study of history, why is it important to analyze primary sources that may be emotionally painful?

LESSON 2

PRESIDENT GEORGE W. BUSH ON THE INVASION IN AFGHANISTAN, 2001

BY TOBY SMITH (CREATED 2016, REVISED 2023)

OVERVIEW

This lesson explores a speech President George W. Bush gave in 2001 explaining the US invasion of Afghanistan. The students' comprehension will be assessed through their identification of the purpose, audience, tone, and main idea of the speech.

Students will be able to

- Describe a historical event and its significance (e.g., 9/11, War on Terror)
- Identify historical people and organizations (e.g., George W. Bush, Osama bin Laden, Al-Qaeda)
- Describe and summarize primary sources
- Compare/contrast various aspects of speeches in the following areas: intended audience, purpose, tone, structure, supporting evidence, strategies

Toby Smith has taught high school social studies in New York for over fifteen years.

GRADE LEVELS: 9–12

RECOMMENDED TIME FOR COMPLETION: One 45-minute class

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary and secondary source materials. The four lessons in this unit explore Al-Qaeda's attack on the United States on September 11, 2001, and the first days of the War on Terror.

MATERIALS

- Source 2: George W. Bush, Address to the Nation, October 7, 2001, White House Archives, georgewbush-whitehouse.archives.gov/news/releases/2001/10/20011007-8.html. Video of the address is available online at
 - o George W. Bush: The American Presidency Project on YouTube: <https://www.youtube.com/watch?v=X2ktwDMP0Cs>
 - o American History TV, C-SPAN at <http://www.c-span.org/video/?c4357133/bush-speech-1072001>
- Activity Sheet 3: Summarizing a Speech
- Computer with LCD projector (or any other way to playback the video and audio: Smartboard, an overhead projector, Elmo projector, or similar device)

PROCEDURE

1. You may open class with motivating questions to help students understand the historical significance of 9/11 and the US response.
 - a. What is an appropriate way for a nation to respond to a violent attack?
 - b. What are some ways nations have responded in the past to being attacked? Are those responses right or wrong?
2. Distribute Source 2, a speech President George W. Bush gave on October 7, 2001, and Activity Sheet 3. Display the text and activity sheet in a format large enough for the whole class to see.
 - a. Ask students to read the text silently to themselves or share read it with the class as described in Lesson 1.

- b. Model how to annotate the document, circling words the students may not know and underlining key ideas the students deem important. Keep in mind the questions in the activity sheet as they mark up the text: purpose of the speech, audience, tone, and main idea/summary.
 - c. Model the responses to the first question on the activity sheet.
 - i. State: In the first row, the students will determine the purpose of the speech or statement and complete the sentence in the second column (“The purpose of the speech is . . .”) in their own words.
 - ii. Cite: They will then locate a quotation from the speech or statement that exemplifies the speaker’s purpose.
 - iii. Explain: They will show how the quotation supports/provides evidence for their answer to the question.
 - d. Students can work independently, in pairs, or in small groups to read the text and respond to the question, but they must complete their own activity sheet as they will need it in Lesson 4.
3. Lead a class discussion to share the students’ findings. You can use the following questions to start the discussion:
- a. If you wanted to learn how President Bush’s message was received by Americans, what type of primary source might you consult?
 - b. Pick three words to describe President Bush’s language and presentation.
 - c. What are some themes in President Bush’s speech? Which vocabulary words reoccur frequently?
 - d. How did President Bush explain calling the invasion of Afghanistan “Operation Enduring Freedom”?
 - e. What sacrifices did President Bush anticipate that Americans would make during the War on Terror?

LESSON 3

OSAMA BIN LADEN CALLS FOR FURTHER ATTACKS ON AMERICA, 2001

BY TOBY SMITH (CREATED 2016, REVISED 2023)

OVERVIEW

This lesson explores a videotaped statement made by Osama bin Laden and distributed by the media in October 2001. The students' comprehension will be assessed through their identification of the purpose, audience, tone, and main idea of the statement.

Students will be able to

- Describe a historical event and its significance (e.g., 9/11, War on Terror)
- Identify historical people and organizations (e.g., George W. Bush, Osama bin Laden, Al-Qaeda)
- Describe and summarize primary sources
- Compare/contrast various aspects of speeches in the following areas: intended audience, purpose, tone, structure, supporting evidence, strategies

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RECOMMENDED TIME FOR COMPLETION: One 45-minute class

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MATERIALS

- Source 3: Osama bin Laden, Transcript of videotaped statement, undated, "A Nation Challenged; Bin Laden's Statement: 'The Sword Fell,'" *New York Times*, October 8, 2001, translation provided by Reuters, <https://www.nytimes.com/2001/10/08/world/a-nation-challenged-bin-laden-s-statement-the-sword-fell.html>.
 - o Another version is available at "Bin Laden: America 'filled with fear,'" CNN.com, www.cnn.com/2001/WORLD/asiapcf/central/10/07/ret.binladen.transcript/index.html.
 - o A version showing Bush's address and Bin Laden's statement side by side can be found at the University of Chicago Press website, <http://www.press.uchicago.edu/Misc/Chicago/481921texts.html>.
- Activity Sheet 3: Summarizing a Speech

PROCEDURE

1. Distribute Source 3 with excerpts from Osama bin Laden's statement and Activity Sheet 3.
 - a. You may ask students to read the text silently to themselves or share read it as described in Lesson 1.
 - b. The students should annotate the speech as they did in Lesson 2, circling words they may not know and underlining key ideas.
 - c. The students should complete the activity sheet, identifying the purpose of the speech, audience, tone, and main idea/summary.

2. Lead a class discussion to share the students' findings. You can use the following questions to start the discussion.
 - a. If you wanted to learn how Osama bin Laden's message was received by Americans, what type of primary source might you consult?
 - b. Pick three words to describe Bin Laden's language and presentation.
 - c. What are some themes in Bin Laden's speech? Which vocabulary words reoccur frequently?
 - d. What comparisons did Bin Laden make between the 9/11 attacks and America's foreign policy in the Middle East?

LESSON 4

THE INTERNATIONAL REACTION TO THE ATTACKS ON THE US, 2001

BY TIM BAILEY (CREATED IN 2023)

OVERVIEW

This lesson uses United Nations Resolution 1368, issued the day after the 9/11 terrorist attacks, as a lens through which to analyze and reflect upon the personal and political reactions to the attack. The students' understanding will be assessed through an activity that integrates the primary sources from Lessons 1–3 and the UN resolution.

Students will be able to

- Describe a historical event and its significance (e.g., 9/11, War on Terror)
- Identify historical people and organizations (e.g., George W. Bush, Osama bin Laden, Al-Qaeda)
- Describe and summarize primary sources

MATERIALS

- Source 1: Historical Background: “9/11 and the War on Terror” by Victor McFarland, Associate Professor of History, University of Missouri
- Activity Sheet 1: Analyzing a Scholarly Essay: Important Phrases (completed)
- Activity Sheet 2: Analyzing First-Person Accounts of 9/11 (completed)
- Source 2: George W. Bush, Address to the Nation, October 7, 2001
- Source 3: Osama bin Laden, Transcript of videotaped statement, undated, “A Nation Challenged; Bin Laden’s Statement: “The Sword Fell,” *New York Times*, October 8, 2001
- Activity Sheet 3: Summarizing a Speech (completed)
- Source 4: United Nations, Resolution 1368 (2001) adopted by the Security Council at its 4370th meeting, on 12 September 2001, United Nations Digital Library, <https://digitallibrary.un.org/record/448051?ln=en>
- Activity Sheet 4: Comparing the Primary Sources
- Computer with LCD projector (or any other way to playback the video and audio: Smartboard, an overhead projector, Elmo projector, or similar device)

PROCEDURE

1. Distribute Source 4: UN Resolution 1368, which was delivered on September 12, 2001, and Activity Sheet 4. The students will also need to be able to access the materials from Lessons 1–3.

Tim Bailey taught elementary and middle school in Utah for over twenty years. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute’s director of curriculum development and instructional design.

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2. You may ask students to read the UN Resolution silently to themselves or share read it as described in Lesson 1.
3. They will complete Activity Sheet 4, examining the personal stories and the two political statements to see how they reflect, or do not reflect, the UN Resolution.
4. The students will integrate their understanding of all the readings in a one-paragraph response to this prompt: Using evidence from the documents in this lesson, how did the various international actors—victims, politicians, perpetrators, and the UN—understand the threat of terrorism?
5. Optional Discussion Question: How has the response to the terrorist attacks on 9/11 played out?

Source 1: Historical Background

9/11 AND THE WAR ON TERROR

by Victor McFarland, University of Missouri

On September 11, 2001, nineteen members of Al-Qaeda hijacked four US airliners and used them to carry out a devastating terrorist attack. They flew two of the planes into the Twin Towers of the World Trade Center in New York City, destroying the buildings. A third plane struck the Pentagon, and a fourth was headed toward Washington, DC—probably to attack the Capitol building—but crashed in Pennsylvania instead, after the passengers fought back. Nearly 3,000 people died, most of them in the World Trade Center.

The hijackers belonged to Al-Qaeda, an international terrorist group led by the Saudi exile Osama bin Laden. Bin Laden had the support of the Taliban government in Afghanistan, the site of Al-Qaeda's headquarters and training camps. Bin Laden claimed that he was defending Islam by striking at the United States. He blamed the United States for supporting Israel and oppressing Muslims around the world. Bin Laden also accused the United States of backing governments, like the royal family of his own home country, Saudi Arabia, that he argued were tyrannical and disloyal to Islam.

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Domestically, Congress passed the Patriot Act (2001) to impose harsher penalties against terrorism, give new surveillance powers to the government, and help agencies like the FBI and CIA work together. The National Security Agency expanded its electronic intelligence programs, collecting vast amounts of data from phones and computers. New government organizations like the Department of Homeland Security and the Transportation Security Administration were created. The Bush administration opened a prison in Guantánamo Bay, Cuba, in 2002 to detain suspected terrorists without the legal rights normally given to criminal suspects or prisoners of war. Worries about civil liberties were mostly brushed aside, with counterterrorism at the top of the political agenda and President George W. Bush enjoying a huge surge in popularity. Hate crimes and discrimination against Muslim Americans rose after the attacks, even though Bush insisted that the enemy was terrorism, not Islam.

In terms of foreign policy, the United States invaded Afghanistan less than one month after the attacks. In the short run, the invasion was a success. The United States, its NATO allies, and local Afghan partners quickly removed the Taliban from power and established a new government. The United States, however, failed to capture or kill many top Al-Qaeda leaders. Bin Laden escaped over the border to Pakistan. US forces eventually found him there and killed him in 2011. Many Taliban leaders also survived the 2001 invasion. The Taliban regrouped as a guerrilla movement, waging a violent insurgency against the new Afghan government and its foreign supporters until the United States withdrew after twenty years and the Taliban retook Afghanistan in 2021.

The Bush administration announced that the invasion of Afghanistan was only the opening stage in a broader “war on terror.” Bush declared that the United States would fight terrorist groups and their state sponsors—not just Al-Qaeda and the Taliban—all over the world. He ordered the invasion of Iraq in 2003, even though the Iraqi government had not sponsored the 9/11 attacks or—contrary to the Bush administration's claims—maintained an active nuclear, chemical, or biological weapons program since the early 1990s. The United States also intervened in many other nations as part of the war on terror—sending troops, conducting airstrikes and drone missions, and backing local allies—in a sprawling, worldwide campaign that would continue under Bush's successors.

Victor McFarland is an associate professor of history at the University of Missouri. His first book, Oil Powers: A History of the US-Saudi Alliance, was published by Columbia University Press in 2020.

NAME

PERIOD

DATE

Activity Sheet 1

Analyzing an Essay: Important Phrases

Which phrases or sentences in this essay are the most important or informative? Select three and give the reason for each selection.

Phrase 1:

Why is this phrase important or informative?

Phrase 2:

Why is this phrase important or informative?

Phrase 3:

Why is this phrase important or informative?

NAME

PERIOD

DATE

Activity Sheet 2

Analyzing First-Person Accounts of 9/11

Read the text in the left column and then answer the questions in the right column. The first document is from an interview with a lieutenant in the New York Fire Department who was a first responder to the attack on the World Trade Center (the Twin Towers) on September 11, 2001. The second is a phone message left by a flight attendant on United Flight 93, one of the planes hijacked on 9/11.

Robert Larocco, Lieutenant, Ladder 9, New York Fire Department. Interview by Monte Feller (New York Fire Department), October 12, 2001.

Oral History Interview	Questions
<p>I threw on my uniform. I jumped in my bunk pants. I grabbed my turnout coat and helmet. I ran a block and a half over to Broadway, and I flagged down a cop car.</p> <p>They stopped and just said, “Come on, get in.” So I dove in the back of the cop car, and they drove me down Broadway. We stopped somewhere east of the towers, possibly at Broadway and Dey. I’m really not sure of the street.</p> <p>I hopped out of the car. There was pandemonium. There were emergency vehicles all over Broadway. There were a lot of people running around in the streets. Anyway, I knew I had to make my way through to the towers. As I started walking onto the side street—actually as I stepped onto the side street, the strangest thing I noticed was there was like three inches of snow on the ground. The snow was probably pulverized concrete, sheetrock, loose tiles, insulation, asbestos or what-have-you.</p> <p>As I started walking west, I was looking at the towers and I was amazed. On both towers there was ten or more floors of fire going on. I wasn’t aware the second plane had hit. I thought it was all from one plane. I didn’t know.</p>	<p>How did Lt. Larocco arrive at the World Trade Center in New York City on 9/11?</p> <p>What did Lt. Larocco see as he got closer to the Twin Towers?</p>

NAME

PERIOD

DATE

There were people's unidentifiable guts here and there on Liberty Street. The one thing that I remember most was that I noticed a forearm and hand. It looked like a young woman. Her hand was manicured, and she had a nice ring on. I looked at it for like an extra half a second. I was amazed how it kind of looked fake, like a mannequin.

Anyway, so I continued to the building. I got up against the south tower. I put my hands on the building, and I sidestepped, looking up, trying to avoid getting hit from stuff that was falling. Ahead of me between where I was and the doorway that I wanted to get into, two people jumped from an upper floor, and they hugged all the way down. When they hit the ground, I could just see like a smash, not realizing the damage they had done to themselves.

What else did Lt. Larocco see as he got closer to the Twin Towers?

Anyway, just to describe to you the collapse of the south tower coming down, I really wasn't aware there was a full collapse. I thought it might have been just a localized collapse. It was the loudest noise I've ever heard in my life. It was in both ears. Kind of like those rockets that they launch the space shuttles with, it was like I had one going off in each ear. When I thought it was the loudest noise I ever heard, every second it was just increasing, getting louder and louder.

I was running as fast as I could. With this noise getting louder and louder, also what's happening simultaneously was light. Whatever light we had was becoming darkness, like obscuring and getting dark fast, like someone pulling down the shades real fast.

Anyway, it kind of sounded to me as if the collapse was aimed right at me, right at my back. I was running as fast as I could, and when I felt that I was getting overtaken by the collapse, where there was no hope, I threw myself on my knees at the next concrete column that I came up against I kept that on my right side.

What did Lt. Larocco hear as the Twin Towers began to collapse?

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<p>I stood on the west side of West Street and Vesey Street facing south, and I was looking for that command post that I thought would be there and wasn't there.</p> <p>What I saw was total pandemonium. I saw policemen, firemen, running around, civilians running, no real direction.</p> <p>They were all running in all different directions in a panic. Some civilians were covered with blood. I recall that. Looking up at the tower, another jumper coming down.</p>	<p>How did Lt. Larocco characterize crowd behavior as the collapse was occurring?</p>
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Source: Robert Larocco, Lieutenant, Ladder 9, New York Fire Department. Interview by Monte Feller (New York Fire Department), October 12, 2001. "The Sept. 11 Records," *New York Times*.

CeeCee Lyles, Flight Attendant, United Flight 93, phone message left for husband at 9:47 a.m. on 9/11

Phone Message	Questions
<p>Hi, Baby. I'm— Baby, you have to listen to me carefully. I'm on a plane that's been hijacked. I'm on the plane. I'm calling from the plane. I want to tell you I love you. Please tell my children that I love them very much and I'm so sorry, babe. Umm. I don't know what to say. There's three guys. They've hijacked the plane. I'm trying to be calm. We're turned around and I've heard that there's planes that's been, been flown into the World Trade Center. I hope to be able to see your face again, baby. I love you. Good-bye.</p>	<p>What did the passengers on Flight 93 know about what had just happened to the Twin Towers [World Trade Center]?</p>

Source: CeeCee Lyles, Flight Attendant, United Flight 93, transcript of a phone message left for her husband at 9:47 a.m. on 9/11, "Phone Calls from Flight 93," Flight 93 National Memorial, National Park Service.

Source 2

George W. Bush, Address to the Nation, October 7, 2001

Good afternoon. On my orders, the United States military has begun strikes against al Qaeda terrorist training camps and military installations of the Taliban regime in Afghanistan. These carefully targeted actions are designed to disrupt the use of Afghanistan as a terrorist base of operations and to attack the military capability of the Taliban regime.

We are joined in this operation by our staunch friend, Great Britain. Other close friends, including Canada, Australia, Germany and France, have pledged forces as the operation unfolds. More than 40 countries in the Middle East, Africa, Europe and across Asia have granted air transit or landing rights. Many more have shared intelligence. We are supported by the collective will of the world.

More than two weeks ago, I gave Taliban leaders a series of clear and specific demands: Close terrorist training camps; hand over leaders of the al Qaeda network; and return all foreign nationals, including American citizens, unjustly detained in your country. None of these demands were met. And now the Taliban will pay a price. By destroying camps and disrupting communications, we will make it more difficult for the terror network to train new recruits and coordinate their evil plans.

Initially, the terrorists may burrow deeper into caves and other entrenched hiding places. Our military action is also designed to clear the way for sustained, comprehensive and relentless operations to drive them out and bring them to justice.

At the same time, the oppressed people of Afghanistan will know the generosity of America and our allies. As we strike military targets, we'll also drop food, medicine and supplies to the starving and suffering men and women and children of Afghanistan.

The United States of America is a friend to the Afghan people, and we are the friends of almost a billion worldwide who practice the Islamic faith. The United States of America is an enemy of those who aid terrorists and of the barbaric criminals who profane a great religion by committing murder in its name.

This military action is a part of our campaign against terrorism, another front in a war that has already been joined through diplomacy, intelligence, the freezing of financial assets and the arrests of known terrorists by law enforcement agents in 38 countries. Given the nature and reach of our enemies, we will win this conflict by the patient accumulation of successes, by meeting a series of challenges with determination and will and purpose.

Today we focus on Afghanistan, but the battle is broader. Every nation has a choice to make. In this conflict, there is no neutral ground. If any government sponsors the outlaws and killers of innocents, they have become outlaws and murderers, themselves. And they will take that lonely path at their own peril.

I'm speaking to you today from the Treaty Room of the White House, a place where American Presidents have worked for peace. We're a peaceful nation. Yet, as we have learned, so suddenly and so tragically, there can be no peace in a world of sudden terror. In the face of today's new threat, the only way to pursue peace is to pursue those who threaten it.

We did not ask for this mission, but we will fulfill it. The name of today's military operation is Enduring Freedom. We defend not only our precious freedoms, but also the freedom of people everywhere to live and raise their children free from fear.

I know many Americans feel fear today. And our government is taking strong precautions. All law enforcement and intelligence agencies are working aggressively around America, around the world and around the clock. At my request, many governors have activated the National Guard to strengthen airport security. We have called up Reserves to reinforce our military capability and strengthen the protection of our homeland.

In the months ahead, our patience will be one of our strengths—patience with the long waits that will result from tighter security; patience and understanding that it will take time to achieve our goals; patience in all the sacrifices that may come.

Today, those sacrifices are being made by members of our Armed Forces who now defend us so far from home, and by their proud and worried families. A Commander-in-Chief sends America's sons and daughters into a battle in a foreign land only after the greatest care and a lot of prayer. We ask a lot of those who wear our uniform. We ask them to leave their loved ones, to travel great distances, to risk injury, even to be prepared to make the ultimate sacrifice of their lives. They are dedicated, they are honorable; they represent the best of our country. And we are grateful.

To all the men and women in our military—every sailor, every soldier, every airman, every coastguardsman, every Marine—I say this: Your mission is defined; your objectives are clear; your goal is just. You have my full confidence, and you will have every tool you need to carry out your duty.

I recently received a touching letter that says a lot about the state of America in these difficult times—a letter from a 4th-grade girl, with a father in the military: “As much as I don’t want my Dad to fight,” she wrote, “I’m willing to give him to you.”

This is a precious gift, the greatest she could give. This young girl knows what America is all about. Since September 11, an entire generation of young Americans has gained new understanding of the value of freedom, and its cost in duty and in sacrifice.

The battle is now joined on many fronts. We will not waver; we will not tire; we will not falter; and we will not fail. Peace and freedom will prevail.

Thank you. May God continue to bless America.

Source: George W. Bush, Address to the Nation, October 7, 2001, White House Archives, georgewbush-whitehouse.archives.gov/news/releases/2001/10/20011007-8.html.

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Activity Sheet 3: Summarizing a Speech by _____

Question	State – Respond in your own words.	Cite – Quote the text.	Explain – How does the quote support your idea, opinion, findings?
What is the purpose of the speech?	The purpose of this speech is	The speaker stated “	This shows
Who is the audience?	The audience for this speech is	The speaker stated “	This shows
What is the tone of the speech?	The tone of this speech is	The speaker stated “	This shows
What is the main idea of this speech?	The main idea of this speech is	The speaker stated “	This shows

Source 3

Osama bin Laden, Transcript of Videotaped Statement, *New York Times*, October 8, 2001

Here is America struck by God Almighty in one of its vital organs, so that its greatest buildings are destroyed. Grace and gratitude to God. America has been filled with horror from north to south and east to west, and thanks be to God. What America is tasting now is only a copy of what we have tasted.

Our Islamic nation has been tasting the same for more than 80 years, of humiliation and disgrace, its sons killed and their blood spilled, its sanctities desecrated.

God has blessed a group of vanguard Muslims, the forefront of Islam, to destroy America. May God bless them and allot them a supreme place in heaven, for he is the only one capable and entitled to do so. When those have stood in defense of their weak children, their brothers and sisters in Palestine and other Muslim nations, the whole world went into an uproar, the infidels followed by the hypocrites.

A million innocent children are dying at this time as we speak, killed in Iraq without any guilt. We hear no denunciation, we hear no edict from the hereditary rulers. In these days, Israeli tanks rampage across Palestine, in Ramallah, Rafah and Beit Jala and many other parts of the land of Islam, and we do not hear anyone raising his voice or reacting. But when the sword fell upon America after 80 years, hypocrisy raised its head up high bemoaning those killers who toyed with the blood, honor and sanctities of Muslims.

The least that can be said about those hypocrites is that they are apostates who followed the wrong path. They backed the butcher against the victim, the oppressor against the innocent child. I seek refuge in God against them and ask him to let us see them in what they deserve.

I say that the matter is very clear. Every Muslim, after this event, after the senior officials in the United States of America starting with the head of international infidels, Bush and his staff who went on a display of vanity with their men and horses, those who turned even the countries that believe in Islam against us—the group that resorted to God, the Almighty, the group that refuses to be subdued in its religion.

They have been telling the world falsehoods that they are fighting terrorism. In a nation at the far end of the world, Japan, hundreds of thousands, young and old, were killed and this is not a world crime. To them it is not a clear issue. A million children in Iraq, to them this is not a clear issue.

But when a few more than 10 were killed in Nairobi and Dar es Salaam, Afghanistan and Iraq were bombed and hypocrisy stood behind the head of international infidels: the modern world's symbol of paganism, America, and its allies.

I tell them that these events have divided the world into two camps, the camp of the faithful and the camp of infidels. May God shield us and you from them.

Every Muslim must rise to defend his religion. The wind of faith is blowing and the wind of change is blowing to remove evil from the Peninsula of Muhammad, peace be upon him.

As to America, I say to it and its people a few words: I swear to God that America will not live in peace before peace reigns in Palestine, and before all the army of infidels depart the land of Muhammad, peace be upon him.

God is the greatest and glory be to Islam.

Source: Osama bin Laden, Transcript of videotaped statement, undated, "A Nation Challenged; Bin Laden's Statement: 'The Sword Fell,'" *New York Times*, October 8, 2001, translation provided by Reuters, <https://www.nytimes.com/2001/10/08/world/a-nation-challenged-bin-laden-s-statement-the-sword-fell.html>.

Source 4

United Nations Resolution 1368, September 12, 2001

Adopted by the Security Council at its 4370th meeting, on 12 September 2001

The Security Council,

Reaffirming the principles and purposes of the Charter of the United Nations,

Determined to combat by all means threats to international peace and security caused by terrorist acts,

Recognizing the inherent right of individual or collective self-defence in accordance with the Charter,

1. *Unequivocally condemns* in the strongest terms the horrifying terrorist attacks which took place on 11 September 2001 in New York, Washington, D.C. and Pennsylvania and regards such acts, like any act of international terrorism, as a threat to international peace and security;
2. *Expresses* its deepest sympathy and condolences to the victims and their families and to the people and government of the United States of America;
3. *Calls* on all states to work together urgently to bring to justice the perpetrators, organizers and sponsors of these terrorist attacks and stresses that those responsible for aiding, supporting or harbouring the perpetrators, organizers and sponsors of these acts will be held accountable;
4. *Calls also* on the international community to redouble their efforts to prevent and suppress terrorist acts including by increased cooperation and full implementation of the relevant international anti-terrorist conventions and Security Council resolutions, in particular resolution 1269 (1999) of 19 October 1999;
5. *Expresses* its readiness to take all necessary steps to respond to the terrorist attacks of 11 September 2001, and to combat all forms of terrorism, in accordance with its responsibilities under the Charter of the United Nations;
6. *Decides* to remain seized of the matter.

Source: United Nations, Resolution 1368 (2001) adopted by the Security Council at its 4370th meeting, on 12 September 2001, United Nations Digital Library, <https://digitallibrary.un.org/record/448051?ln=en>.

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Activity Sheet 4

Comparing the Primary Sources

Instructions: How is the United Nation's response reflected, or not reflected, in the primary sources you have analyzed. Cite evidence from the document in your response.

UN Resolution 1368	Firsthand Accounts	George W. Bush Address	Osama bin Laden Statement
<p>Unequivocally condemns in the strongest terms the horrifying terrorist attacks which took place on 11 September 2001 in New York, Washington, D.C. and Pennsylvania and regards such acts, like any act of international terrorism, as a threat to international peace and security</p>			
<p>Expresses its deepest sympathy and condolences to the victims and their families and to the people and government of the United States of America;</p>			
<p>Calls on all states to work together urgently to bring to justice the perpetrators, organizers and sponsors of these terrorist attacks and stresses that those responsible for aiding, supporting or harbouring the perpetrators, organizers and sponsors of these acts will be held accountable;</p>			

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<p>Calls also on the international community to redouble their efforts to prevent and suppress terrorist acts including by increased cooperation and full implementation of the relevant international anti-terrorist conventions and Security Council Resolutions, in particular resolution 1269 (1999) of 19 October 1999;</p>			
<p>Expresses its readiness to take all necessary steps to respond to the terrorist attacks of 11 September 2001, and to combat all forms of terrorism, in accordance with its responsibilities under the Charter of the United Nations;</p>			

Using evidence from the documents, how did the various international actors–victims, politicians, perpetrators, and the UN–understand the threat of terrorism?