

*Why was the United States attacked on September 11, 2001?*

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**Overview:** The lesson we are going to use for this section is known as an inquiry lesson. It is a lesson that focuses on a complex question that does not have one exact answer. This question is then analyzed by looking at primary and secondary sources that offer different perspectives from opposing viewpoints. The students have already been exposed to different inquiry lessons throughout the year. We have already looked at the Clinton administration and are just starting to study the early part of President Bush's first term. The students know that there were some very life-changing events that occurred early in Bush's presidency. This lesson plan will focus on a question that many people cannot give a well-informed response to even though it is one of the most widely talked about events in the last 50 years. This is the last inquiry of the year and focuses on a very important question that is connected to their lives both in and out of the classroom. The focus question the students are going to examine in this lesson plan is: *Why was the United States attacked on September 11, 2001?*

**Background:** The teacher should read the following: "Every generation has a day that they can remember exactly what they were doing, where they were, and what they felt. For my grandparents it was December 7, 1941 (Japanese attack on Pearl Harbor). For my parents it was November 22, 1963 (President Kennedy's assassination). For me and millions of other Americans, this date was September 11, 2001. On this day, 19 international terrorists boarded four different United States passenger airplanes. These planes were then hijacked and three out of the four reached their intended targets. One plane crashed into the North Tower of the World Trade Center in New York City. The second plane crashed into the South Tower of the World Trade Center. The third plane crashed into Pentagon building in Arlington, Virginia. The final plane, which did not reach its intended destination, was crashed into an open field outside of Shanksville, Pennsylvania. As our country was in shock, many Americans quickly looked for a reason behind this atrocity. Almost everyone has a possible hypothesis why these attacks happened, but few really understand why a group of Islamic extremists would ever want to hijack four planes, crash them into buildings, and kill almost 3000 people including themselves. The answers to this question are much deeper and complex than most of us could imagine. It is now your turn as students to formulate your own ideas as to the question of *Why was the United States attacked on September 11, 2001?* There is not a clear cut answer to this question; however, there is a lot of information that will help us understand how and why September 11<sup>th</sup> occurred in the first place. During the next few class periods you and your classmates will be given a variety of sources that will serve as data sets to help you formulate your own viewpoint on this controversial topic."

**Rationale:**

This inquiry lesson is extremely important for the students to take part in because it looks at a day like September 11<sup>th</sup> from viewpoints that they probably never thought existed. Examining the different viewpoints of the events that took place will give the students a deeper and more meaningful understanding of the events that took place on this day. I believe the United States is the best country in the world, and there is no place on Earth I would rather live. With that said, I am also aware that like anything in this world, we are not perfect. There is no way a country can prosper and gain as much power as the U.S. has if it does not step on a few toes along the way. Throughout history, the greatest nations, countries, and empires always had their faults, but it was their positive attributes that made them stand out above the rest. Students should be exposed to both the positive and the negative aspects of our country in order to develop their own viewpoint of our country and not one that was handed down to them from the previous generation. I do not feel patriotism is a blind allegiance to one's country but rather being able to look holistically and critically at one's nation in order to take note of both its positives and negatives. This lesson is much more than just learning about September 11, 2001. It is about helping young minds grow and think on a higher level when dealing with material that does not have a clear cut answer.

**Objectives:** During this lesson, students will:

1. Explain different points of view on the same subject using data gathered from numerous sources. (B.12.1)
2. Analyze primary sources related to a historical question to evaluate their relevance and come to a reasoned conclusion. (B.12.2)
3. Gather various types of historical evidence in order to analyze issues of liberty, justice, and freedom in order to form a reasoned conclusion in light of other possible conclusions. (B.12.5)
4. Explain global influence of religions such as Islam (B.12.14)
5. Analyze and use information from various sources to understand an issue of public concern, take a position, and communicate the position. (C.12.8)
6. Evaluate the ways in which public opinion can be used to influence and shape public policy. (C.12.18)

**Grade Level:**

This inquiry lesson plan is intended for grades 11<sup>th</sup> or 12<sup>th</sup>. Some of the material requires higher level thinking skills that need to be utilized by students at this grade level.

**Time:**

This inquiry lesson plan is intended for five fifty minute class periods. This time can be altered if students are having an easy or difficult time with the data sets. Also, if the data sets are eliciting more discussion than expected, the lesson will be modified appropriately. I feel this lesson is extremely beneficial to the students, and do not want to cut them short if they are engaging in meaningful discussion.

**School demographics/Intended Course:**

The school that is intended for this lesson is most likely going to be a school in Southeastern Wisconsin or Northern Illinois. The High School accommodates roughly 1600 students and is comprised of grades 9-12. The percentage of minority students is between 14-18%. The breakdown of students is approximately 82-86% Caucasian, 6-8% African American, 4-5% Hmong/Asian American, and 4-5% Hispanic American. Approximately 6-8% of the student body has some sort of special needs. These needs range from speaking a foreign language to learning disabilities such as ADD. The size of my classroom will probably range between 25-30 students. I am expecting to have one or two students with some kind of special need in my classroom at all times.

This inquiry lesson plan is designed for a High School U.S. History or World History, class. It could also be used in a Civics or Political Science class. Most likely it will be used for a U.S. History class and will be one of the last lessons taught in the class. This lesson covers many important themes covered throughout the semester such as: foreign relations, patriotism, religious tolerance, justice, and public opinion.

**Materials:**

1. Computer w/internet access that can be hooked up to a television or overhead projector.
2. 30 copies of hypothesis/evidence worksheet (Attached)
3. 6 copies of series of data set (Attached)
4. 30 copies of writing rubric (Attached)
4. Overhead projector and markers
- 5 Whiteboard or chalkboard

## Procedure:

### I. Engagement in the Inquiry

To start this inquiry lesson, the teacher will show a brief tribute video of September 11, 2001. This video can be found on my website at: <http://www.kn.att.com/wired/fil/pages/listsept11mf.html>. The purpose of this video is to elicit an emotional response to the lesson. Hopefully by creating an emotional attachment the students will be more eager to analyze the focus question. After the video is over, the teacher should ask the following questions to the class in an informal manner:

- Does anyone remember where they were when the planes hit the towers in New York City?
- What was your first emotion when you saw the attacks on television?
- How did this emotion change when you found out it was not an accident?
- Have your feelings changed about September 11<sup>th</sup> in the past five years?

### II. Elicit Hypotheses

After the teacher gets the students discussing their feelings about September 11<sup>th</sup>, he/she should direct the discussion towards the focus question and ask the students, “*Why was the United States attacked on September 11, 2001?*” (Write this question on the chalkboard or whiteboard in bold writing.) The teacher should then ask the student to take out a piece of paper and write down 3-4 possible answers to this question. The teacher should then break the class up into 6 groups and have the student sit with their group. The teacher will then hand out the hypothesis/evidence worksheet to the students while they are getting situated in their groups. After the students are in their groups, the teacher should read the question again out loud, and ask the students to share some of their untested hypotheses. The teacher should start with group 1, and write their proposed hypothesis on the overhead projector so that the entire class can see it. The teacher should then ask group 2 for a hypothesis followed by groups 3 then 4 and so on. The teacher will continue to ask groups for possible hypotheses until there are not anymore new ideas to write down.

### III. Data Gathering, Data Processing, and Hypothesis Revising

The teacher will begin the data activities by playing a short speech given by President Bush on September 11, 2001. This speech can also be found on my web address mentioned earlier Step I. The teacher will then hand out Data Set one to each group and ask a student to read it for the class. All other students should be listening to the student and/or following along with the data set presented to their group. The teacher will then ask the students to discuss this data set in their groups and fill in any information that is relevant to any of the hypotheses generated by the class. The teacher should be walking around the room to help students with any questions or redirect any students that have gotten on path in their discussions. After 2-3 minutes, the teacher should then ask the students if this data set offers any evidence that supports or undermines any of the earlier hypotheses. The teacher should note this on the overhead so all students can see. If students disagree that the data set supports or undermines a hypothesis, the teacher should encourage discussion. The teacher then asks the students how they came up with their reasoning and what information in the data set supports or contradicts their claim. If there is information that adds to a certain hypothesis, the students should be encouraged to change them accordingly. This process of testing and revising hypotheses is very important. Students should be aware that one data set cannot confirm or disregard a hypothesis. The teacher should pose questions in a “devils advocate” type manner if there is no discussion. Once the students get comfortable with the process, the teacher will not be needed to guide discussion. The teacher will then ask if any new hypotheses can be added to the list based on the information provided in the data set. If there are any new hypotheses, the teacher will write them on the overhead. After any discussion of the analyzed data set has come to an end, the teacher will then hand out the next data set to each group. The class should repeat this step until all of the data sets are looked at. Because the lesson will

take more than one class period, the teacher should keep the overhead transparency in order to keep track of information discussed during different class periods.

#### IV. Conclusion

After the last data set is presented and the students have discussed and revised/added any hypotheses, the teacher should ask the students, “*Why was the United States attacked on September 11, 2001?*” The teacher should wait a few moments before calling on a student that wants to share their interpretations. If the student gives their interpretations without calling upon any of the data, the teacher should ask the student where they obtained this information. After this student has presented their views, the teacher should ask if anyone disagrees with this interpretation. If the students are shying away from discussion the teacher should be a facilitator and help get the ball rolling. After discussion has come to an end, the teacher should hand out the rubric for the essay the students will be required to write. The teacher should read the rubric aloud, and go over what is expected in order to receive 4,3,2, or 1 point. The teacher should make sure the students understand what is expected of them.

#### Assessment

The teacher will assess the students informally by classroom and group discussions and also formally with the writing assignment. Informal assessment is very important in this lesson. The class will be discussing as a whole and in groups for most of this lesson. It is important that they are engaged in higher order thinking because most of the issues surrounding this lesson are ones that do not have a clear cut answer. The students will need to be able to understand the material on a meaningful level in order to participate in discussion. The teacher should monitor group discussion to make sure one or two people are not dominating the group. If this is noted, the teacher should enter group discussion and ask a group member that is not participating what they feel about the current conversation. This will help all group members be heard and also provide all students with a chance to think on a higher level about the material. Formally, the teacher will assess the student’s using the essay rubric that was distributed during class (See Attached Rubric). It is important the students understand what is expected of them from the writing assignment in order to elicit better responses. As noted by the attached rubric, the scores correspond to objectives set forth at the beginning of this lesson. In order for students to receive the highest score, they must show that they have achieved the objectives for the lesson. The teacher will also provide written comments on the essays to help the students understand their strengths and weaknesses. Any objectives that are not clearly outlined on the essay rubric will be assessed informally through class and group discussion.

#### Lesson Plan Evaluation/Reflection

##### I. Appropriateness of lesson

This lesson plan is very appropriate for the intended school, grade, level and school. Since this lesson will most likely take place near the end of the school year, inquiry lesson plans will not be something new to the students: therefore, the students will be able to handle some of the abstract/complex ideas that are in this lesson. I do not think I would use this as my first inquiry lesson because most likely the students have never been presented with material in this manner. The grade level of 11-12 is also appropriate because some of the material in this lesson requires higher level thinking skills that students in grades 6-10 may not have developed yet.

## II. PASS standards

### Standard One: Higher Order Thinking

I feel my inquiry lesson scored a 5 on this standard. The entire lesson revolves around the students being able to synthesize, generalize, explain, hypothesize, and arrive at conclusions. This lesson will not be able to function if the students are not engaged in these mental processes. Throughout the lesson, the students were presented with new material most of them have never seen before. They were then asked to analyze, interpret, explain, and generalize the material in a way that helped them produce a new and meaningful understanding of the content. Throughout the lesson I also monitored discussion informally to make sure the students were staying on course during their group activity.

### Standard Two: Deep Knowledge

I feel my inquiry lesson scored a 5 on this standard. This score is appropriate because the students were required to focus on a significant topic, demonstrate their understanding of the information, arrive at a conclusion, and support their conclusion using different sources as well as their understanding of the material. Since this is such a hot topic today, I feel almost all of the students would be engaged in a way that is different from other topics. Also, I feel almost all of the students will really want to learn possible answers to the inquiry question as well as form their own conclusion based upon their understanding.

### Standard Three: Substantive Conversation

I feel my inquiry lesson scored a 5 on this standard. I feel this score is appropriate given the requirements put forth by the PASS standards. First, the material in the lesson includes an abundance of higher order thinking which requires the students to come to a conclusion based on the information gathered from the data sets and classroom discussions. Second, the conversations/discussions in this lesson plan are not scripted and are controlled mainly by the students. The teacher is there to guide the students, but the vast majority of discussion will be between the students. Since this material will most likely elicit an emotional response from the students, I feel the students will be better connected to the material. Lastly, the discussion that takes place in this lesson will help students get a better understanding of the topic being discussed. There are many different viewpoints put forth by the data sets, but also most of the students most likely have their own viewpoints based on their prior knowledge of the events. This will only further help discussion and lead to a more engaging classroom.

### Standard Four: Connection to the World Beyond the Classroom

I feel my inquiry lesson scored a 4 on this standard. The score for this standard is appropriate this lesson covers a topic that is very recent. This is probably the first lesson that the students will actually be able to remember the events that took place. The connection to the outside world will happen automatically because of the relevancy of the topic. Also, the lesson will build upon the students' personal experiences, feelings, emotions, and opinions that they had prior to the lesson. This lesson will also focus on how connected the world is and how the actions of the U.S. affect so many people worldwide. This lesson did not score a five on this standard because there is no effort to use the knowledge in ways that will influence a larger audience.

### Standard Five: Ethical Value

I feel my inquiry lesson scored a 4 on this standard. The score is appropriate because much of the lesson is centered on larger issues such as foreign relations, patriotism, religious tolerance, and justice. The students will have to consider what is right/wrong, fair/unfair, and just/unjust. The data

sets will offer many different perspectives to the students which are most likely new and somewhat uncomfortable for them to learn about. The information presented in the data sets is very important because it gives the students a better understanding of world outside of America. The teacher will also help the students stray away from an ethnocentric viewpoint that only focuses on one's own culture. By doing this, the students will take into account alternative standards of living that other cultures follow.

#### Standard Six: Integration

I feel my inquiry lesson scored a 5 on this standard. This lesson scored a five because it meets three out of the four requirements outlined by the PASS standards. First, two or more social studies disciplines are integrated in this lesson. The lesson uses History (events that occurred before the 9/11 attacks), Political Science (ideas of foreign relations, patriotism, religious tolerance, and justice), and also Economics (looking at foreign aid and how the attacks affected our economy). Second, the lesson also connects the ideas in this lesson to the past, present, and future. The attacks on September 11, 2001 did not occur because Osama bin Laden had a bad night's sleep on September 10, 2001. The students will show their deep understanding of the material by connecting it to other places and time periods. Lastly, the lesson plan integrates the uses of relevant skills used by Social Scientists. These skills include forming hypotheses, analyzing data, testing hypotheses, interpreting data, discussing possible hypotheses, coming to a conclusion based on your data, and reporting your conclusions in a well organized manner. The teacher will make sure the students are aware of what and why they are doing this lesson and how these skills are needed by not only Historians, but U.S. citizens in general.

#### III. Evaluation/Future Suggestions

Overall, I am extremely pleased with how this lesson turned out. Some potential changes for this lesson plan could be finding additional data sets, bringing in guest speakers, or incorporating more multimedia activities. I am sure that given more time, I could have probably come up with a few more data sets that offered even a wider range of viewpoints. This topic is so important today and it seems everyone in America has an opinion on it. Secondly, bringing in guest speakers could really enhance this lesson. Personal experiences are great ways to connect students to the material they are studying. Although this topic is already very personal, the more connected a student is to an important topic, the more they will get out of the lesson. Lastly, I would like to use more multimedia activities during this lesson. I am sure that if I looked hard enough I could find many good videos or internet activities. The context of this lesson is pretty much geared only towards 11-12 graders. Because much of the material focuses on abstract ideas, I do not feel it is a suitable lesson for younger students. This lesson would stay the same no matter what the political demographics of the surrounding community. There are enough perspectives presented that make this a very well-rounded lesson plan and the teacher should not shy away from certain data sets because they do not want to "upset" people.

#### IV. Transcendent Teaching and Learning Issues

While creating this lesson, I came across an abundance of different possible data sets and had to spend a lot of time copying and pasting in order to make them more concise and compact. While creating this lesson plan, I came to understand that creating good inquiry lesson plans is very time consuming and also very rewarding. The more time you put into getting good data sets, the more your students will get out of your lesson. Creating this lesson also helped me get a deeper understanding of the material before I even taught it to a class. This inquiry lesson is very close to my teaching philosophy in that it presents the students with a wide range of perspectives with very different and sometimes contradicting viewpoints. It is very important that students are presented with this type of material in order for them to obtain a deeper understanding of the material being covered in class. I feel that Social Studies is more about the process than the destination. Asking questions is one of the

most useful tools used in Social Studies and this lesson is geared in that way. Discussing and debating are very important skills that students will use everyday outside of school. The students are not going to be shouting across the room arguing which hypotheses are “right”. Rather they will have to use supporting evidence to back up any statement they may feel strongly about.

It would be unrealistic to say I could do an inquiry lesson for every unit, but I feel that some units need more special attention than others. By using this model to highlight the most important and underlying topics, students will gain more depth in crucial topics throughout history. Inquiry lesson plans should be used when applicable and serve as great learning tools for everyone involved.



# Inquiry Lesson Rubric

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date : \_\_\_\_\_

Title of Work: \_\_\_\_\_

Objectives	Characteristics				Points
	1	2	3	4	
<b>Explains different points of view using numerous sources.</b>	Does not explain different points of view.	Explains only one point of view using only one source.	Explains different points of view but does not use numerous sources.	Thoroughly and insightfully explains different points of view using numerous sources.	_____
<b>Analyzes issues such as liberty, justice, freedom, and foreign policy.</b>	Does not analyze any of these major issues.	Analyzes only one of these issues.	Analyzes two of these issues in light of their possible conclusion.	Thoroughly and insightfully analyzes 3 out of 4 of these issues in light of their possible conclusion.	_____
<b>Explains the global influence of Islam in regions like the Middle East.</b>	Does not explain the global influence of Islam in the Middle East.	Evaluates the global influence but does not give enough support to back claim.	Evaluates the influence but misses one or two major key points.	Thoroughly and insightfully evaluates the global influence of Islam and uses credible support to back up claim.	_____
<b>Mechanics/Spelling</b>	Numerous mechanical/spelling errors make the essay difficult to understand.	Several mechanical/spelling errors.	Few mechanical/spelling errors.	No significant mechanical/spelling errors throughout the essay.	_____
					_____
				<b>Total----&gt;</b>	_____

**Teacher Comments:**

# Inquiry Lesson Hypothesis/Evidence Sheet

*Why was the United States attacked on September 11, 2001?*

Hypotheses	Evidence Supporting and Undermining

## Data Set 1

Speech given by President George W. Bush in front of Congress on September 20, 2001

On September the 11th, enemies of freedom committed an act of war against our country. Americans have known wars -- but for the past 136 years, they have been wars on foreign soil, except for one Sunday in 1941. Americans have known the casualties of war -- but not at the center of a great city on a peaceful morning. Americans have known surprise attacks -- but never before on thousands of civilians. All of this was brought upon us in a single day -- and night fell on a different world, a world where freedom itself is under attack.

Americans have many questions tonight. Americans are asking: Who attacked our country? The evidence we have gathered all points to a collection of loosely affiliated terrorist organizations known as al Qaeda. They are the same murderers indicted for bombing American embassies in Tanzania and Kenya, and responsible for bombing the USS Cole.

Al Qaeda is to terror what the mafia is to crime. But its goal is not making money; its goal is remaking the world -- and imposing its radical beliefs on people everywhere.

The terrorists practice a fringe form of Islamic extremism that has been rejected by Muslim scholars and the vast majority of Muslim clerics -- a fringe movement that perverts the peaceful teachings of Islam. The terrorists' directive commands them to kill Christians and Jews, to kill all Americans, and make no distinction among military and civilians, including women and children.

This group and its leader -- a person named Osama bin Laden -- are linked to many other organizations in different countries, including the Egyptian Islamic Jihad and the Islamic Movement of Uzbekistan. There are thousands of these terrorists in more than 60 countries. They are recruited from their own nations and neighborhoods and brought to camps in places like Afghanistan, where they are trained in the tactics of terror. They are sent back to their homes or sent to hide in countries around the world to plot evil and destruction....

Excerpted from George W. Bush's "Address to a Joint Session of Congress and the American People,"  
September 20, 2001.

## Data Set 2

Osama bin Laden's speech aired on Qatari al-Jazeera Satellite TV - October 7, 2001

I bear witness that there is no God but Allah and that Mohammad is his messenger. There is America, hit by God in one of its softest spots. Its greatest buildings were destroyed, thank God for that. There is America, full of fear from its north to its south, from its west to its east. Thank God for that.

What America is tasting now is something insignificant compared to what we have tasted for scores of years. Our nation (the Islamic world) has been tasting this humiliation and this degradation for more than 80 years. Its sons are killed, its blood is shed, its sanctuaries are attacked, and no one hears and no one heeds.

When God blessed one of the groups of Islam, vanguards of Islam, they destroyed America. I pray to God to elevate their status and bless them.

Millions of innocent children are being killed as I speak. They are being killed in Iraq without committing any sins, and we don't hear condemnation or a fatwa (religious decree) from the rulers. In these days, Israeli tanks infest Palestine - in Jenin, Ramallah, Rafah, Beit Jalla, and other places in the land of Islam, and we don't hear anyone raising his voice or moving a limb.

When the sword comes down (on America), after 80 years, hypocrisy rears its ugly head. They deplore and they lament for those killers, who have abused the blood, honor and sanctuaries of Muslims. The least that can be said about those people is that they are debauched. They have followed injustice. They supported the butcher over the victim, the oppressor over the innocent child. May God show them His wrath and give them what they deserve....

When people at the ends of the earth, Japan, were killed by their hundreds of thousands, young and old, it was not considered a war crime, it is something that has justification. Millions of children in Iraq is something that has justification. But when they lose dozens of people in Nairobi and Dar es Salaam (capitals of Kenya and Tanzania, where U.S. embassies were bombed in 1998), Iraq was struck and Afghanistan was struck. Hypocrisy stood in force behind the head of infidels worldwide, behind the cowards of this age, America and those who are with it.

These events have divided the whole world into two sides. The side of believers and the side of infidels, may God keep you away from them. Every Muslim has to rush to make his religion victorious. The winds of faith have come. The winds of change have come to eradicate oppression from the island of Muhammad, peace be upon him.

To America, I say only a few words to it and its people. I swear by God, who has elevated the skies without pillars, neither America nor the people who live in it will dream of security before we live it in Palestine, and not before all the infidel armies leave the land of Muhammad, peace be upon him.

God is great, may pride be with Islam. May peace and God's mercy be upon you.

### Data Set 3

The suicidal assassins of September 11, 2001, did not "attack America," as our political leaders and the news media like to maintain; they attacked American foreign policy. Employing the strategy of the weak, they killed innocent bystanders who then became enemies only because they had already become victims. Terrorism by definition strikes at the innocent in order to draw attention to the sins of the invulnerable. The United States deploys such overwhelming military force globally that for its militarized opponents only an "asymmetric strategy," in the jargon of the Pentagon, has any chance of success. When it does succeed, as it did spectacularly on September 11, it renders our massive military machine worthless: The terrorists offer it no targets. On the day of the disaster, President George W. Bush told the American people that we were attacked because we are "a beacon for freedom" and because the attackers were "evil." In his address to Congress on September 20, he said, "This is civilization's fight." This attempt to define difficult-to-grasp events as only a conflict over abstract values--as a "clash of civilizations," in current post-cold war American jargon--is not only disingenuous but also a way of evading responsibility for the "blowback" that America's imperial projects have generated.

"Blowback" is a CIA term first used in March 1954 in a recently declassified report on the 1953 operation to overthrow the government of Mohammed Mossadegh in Iran. It is a metaphor for the unintended consequences of the US government's international activities that have been kept secret from the American people...

Osama bin Laden joined our call for resistance to the Soviet Union's 1979 invasion of Afghanistan and accepted our military training and equipment along with countless other mujahedeen "freedom fighters." It was only after the Russians bombed Afghanistan back into the stone age and suffered a Vietnam-like defeat, and we turned our backs on the death and destruction we had helped cause, that he turned against us. The last straw as far as bin Laden was concerned was that, after the Gulf War, we based "infidel" American troops in Saudi Arabia to prop up its decadent, fiercely authoritarian regime. Ever since, bin Laden has been attempting to bring the things the CIA taught him home to the teachers. On September 11, he appears to have returned to his deadly project with a vengeance.

There are today, ten years after the demise of the Soviet Union, some 800 Defense Department installations located in other countries. The people of the United States make up perhaps 4 percent of the world's population but consume 40 percent of its resources. They exercise hegemony over the world directly through overwhelming military might and indirectly through secretive organizations like the World Bank, the International Monetary Fund and the World Trade Organization ....

On the day after the September 11 attack, Democratic Senator Zell Miller of Georgia declared, "I say, bomb the hell out of them. If there's collateral damage, so be it." "Collateral damage" is another of those hateful euphemisms invented by our military to prettify its killing of the defenseless. It is the term Pentagon spokesmen use to refer to the Serb and Iraqi civilians who were killed or maimed by bombs from high-flying American warplanes in our campaigns against Slobodan Milosevic and Saddam Hussein. Excerpt

Excerpted from, "Blowback," by Chalmers Johnson, *The Nation*, October 15, 2001.

## Data Set 4

...Because of our nation's unprecedented liberties, Americans were free to form independent judgments and act on them. This environment spawned the Industrial Revolution, which saw great technological advances and labor-saving devices, such as the steel girders and elevators that made skyscrapers possible. More specifically, the twin towers embodied capitalism, whose foundation -- the right to life, liberty and the pursuit of happiness -- spawned America's unsurpassed prosperity.

Those gleaming, soaring, stately towers were a proud boast of all these sublime human values and achievements. And this is why the religious nihilists twice targeted them. More specifically, they targeted the towers' source: the liberated human mind. Militant Islamicists don't want America's freedom, its industriousness, its technological advances, its high standard of living -- nor its skyscrapers. They only want us to lose them through their destructive acts.

This upcoming war is between America and Islamic fundamentalists. In essence, Americans use reason to choose their values and actions; the terrorists have blind faith in Allah's word. We value freedom; they value religious totalitarianism. We value the individual; they force the individual to submit and sacrifice to their religious dogma. We pursue and achieve happiness here on earth; they damn this world and martyr themselves for an alleged afterworld.

At root, we want life and they want death. (As a Taliban spokesman put it, "Americans want to live; but we Muslims are willing to die for our beliefs.") Our leaders should give the death-worshiping terrorists what they want, in part, as an act of justice for we Americans who want to live.

Excerpted from "Sept. 11<sup>th</sup>: An Attack on Our Values," by Joseph Kellard.  
<http://www.CapMag.com/article.asp?ID=4779>.

## Data Set 5

As Americans wake from the nightmare of yesterday's onslaught against their key commercial and political buildings, two questions, are likely to be on their lips: who and why? ...

Since 1991, American-led sanctions against Iraq and the effects of depleted uranium have killed 1m children. Who knows if the attackers intended all flights inside the US to come to a halt, but for a day at least they succeeded in turning the tables on the no-fly zone in force over Iraq. Since the Palestinian uprising started last September, American Apache helicopters, F-16s and M-16 rifles have been responsible for killing 700 Palestinians and injuring 25,000 more. Since CNN isn't there, by design rather than accident, to capture every smashed skull and charred corpse, westerners remain ignorant of US terrorism....

But it is the unqualified US support for Israel that most enrages Muslims. Camp David was no random choice. The site of the first peace agreement between a Muslim state and Israel in 1978, is still seen by many as a capitulation and a sell-out of the Palestinians. Official US aid to Israel this year amounts to a non-repayable \$6bn. This week Israel announced it was to exercise an option to buy 50 more F-16s in order to keep up its military superiority over all its Arab neighbours. That it is almost exclusively the US in the firing line and not other western countries suggests that for the militants, silence in the continued oppression of the Palestinians is excusable, direct complicity is not.

It is unlikely this will happen, but if the dark cloud of Muslim terrorism has a silver lining one prays it is an internal review of US foreign policy, especially with regards to Israel....

But if previous bombings have not shocked the US into self-reflection it is unlikely that even this, the biggest attack on its shores since Pearl Harbour, will do so. The likelihood is that Washington will order its spin doctors to steer the public gaze well away from itself and towards intensified military efforts to snuff out Bin Laden. That would be the most terrifying outcome of all. One living Bin Laden is better than a martyr who spawns a hundred more.

Excerpted from "Symbols of Oppression" by Faisal Bodi, *Guardian*, September 12, 2001.  
[http://www.guardian.co.uk/wtccrash/story/0,,550445,00.html#article\\_continue](http://www.guardian.co.uk/wtccrash/story/0,,550445,00.html#article_continue).

## Data Set 6

### US foreign aid to Israel:

1. Constitutes 30% of the total US foreign aid budget, which renders Israel to be the largest recipient of US aid in the world
2. Started in 1948 and gradually increased over the years
3. Promotes American interests in the Middle East
4. Proposed by Israel in 1998 to be reduced in an effort to establish an economically independent country.

The total amount of aid received by the State of Israel by 1997 was calculated to be a grand total of nearly 85 billion US dollars. That included direct aid grants and loans of around 74 billion US dollars, around 10 billion in other US aid, and around 1.5 billion US\$ earned by Israel from interest on advance payments.

In addition to the foreign assistance, the United States has provided Israel with \$625 million to develop and deploy the Arrow antimissile missile (an ongoing project), \$1.3 billion to develop the Lavi aircraft (cancelled), \$200 million to develop the Merkava tank (operative), \$130 million to develop the high energy laser anti-missile system (ongoing), and other military projects. In FY2000 the United States provided Israel an additional \$1.2 billion to fund the Wye agreement, and in FY2002 the United States provided an additional \$200 million in anti-terror assistance.

Excerpted from: <http://www.miftah.org/display.cfm?DocId=3326&CategoryId=4>.

**Average U.S. Economic/Military Assistance, 2000-2003 (millions of U.S. dollars)**



**Average aid given to each country: 387.4 (million U.S. dollars)**

## **Data Set 7**

Osama bin Laden's statement Sunday after the first Allied air strikes was mostly what one would expect, the usual denunciations of the United States and "the chief infidel Bush," but did contain two curious passages: "Our nation has undergone more than 80 years of this humiliation..."; and: "When the sword reached America after 80 years..." Eighty years? 1921? Is he saying that this whole thing is Warren G. Harding's fault?

Bin Laden is talking about the 1920 Treaty of Sèvres imposed on the Turks after World War One, which detached their Arab provinces and spelled the end of the Ottoman Empire. The Ottomans had ruled the region for 600 years or so, and brought varying degrees of political harmony under the Sultanate and religious unity under the Caliphate. The 1920 treaty did away with the political order, and the Caliphate was banned by Kemal Ataturk [first president of the Republic of Turkey] in 1924. The European powers saw to the disposition of the Arab lands, the route to British India was secured from Russian expansionism, France was given an interest in Syria, and the Mideast oil supplies were safe.

Old news? Well, we are dealing with people with long historical memory. Ayman Zawahri, leader of the Egyptian Jihad, stated Sunday that his group "will not tolerate a recurrence of the Andalusia tragedy in Palestine." (The Andalusia tragedy is the end of Moorish rule in Spain in 1492.)

So the World Trade Towers had to come down because some psychopath can't come to grips with the end of World War I? Basically, yes. In bin Laden's universe, that was when everything started to go wrong. Viewed in that context, his plots against the Saudi and Jordanian monarchies make perfect

sense. They are products of this original sin, the establishment of the political order of the Middle East by the Allied powers 80 years ago. The founding of Israel ("the Zionist entity") is an echo of the same Western interference. Iraq's annexation of Kuwait in 1991 was an attempt to right things — Kuwait was part of the same administrative division as Iraq within the Ottoman Empire, so it is only just that it be reclaimed. Hence, Western opposition to Saddam's invasion is a key event to bin Laden. He mentions this specifically in his 1998 *fatwa* against Americans, and also in his most recent statement in which he says there will be no peace until, among other things, "and all infidel armies depart from the land of Mohammad," i.e., Americans leave Saudi Arabia...

Bin Laden said Sunday, "These events have divided the world into two parts: a part that espouses faith and is devoid of hypocrisy, and an infidel part, may God protect us from it." As an Al Qaeda spokesman put it, "There are only two sides and no third one. Either you chose the side of faith of that of atheism." There can be no compromise; this is war to the death.

Excerpted from, "Bin Laden's Vision Thing," by James S. Robbins, [www.nationalreview.com](http://www.nationalreview.com) October 8, 2001.

## **Data Set 8**

...No, we fight because we are free men who don't sleep under oppression. We want to restore freedom to our nation, just as you lay waste to our nation. So shall we lay waste to yours...

But I am amazed at you. Even though we are in the fourth year after the events of September 11th, Bush is still engaged in distortion, deception and hiding from you the real causes. And thus, the reasons are still there for a repeat of what occurred. So I shall talk to you about the story behind those events and shall tell you truthfully about the moments in which the decision was taken, for you to consider. I say to you, Allah knows that it had never occurred to us to strike the towers. But after it became unbearable and we witnessed the oppression and tyranny of the American/Israeli coalition against our people in Palestine and Lebanon, it came to my mind.

The events that affected my soul in a direct way started in 1982 when America permitted the Israelis to invade Lebanon and the American Sixth Fleet helped them in that. This bombardment began and many were killed and injured and others were terrorised and displaced.

I couldn't forget those moving scenes, blood and severed limbs, women and children sprawled everywhere. Houses destroyed along with their occupants and high rises demolished over their residents, rockets raining down on our home without mercy...

In those difficult moments many hard-to-describe ideas bubbled in my soul, but in the end they produced an intense feeling of rejection of tyranny, and gave birth to a strong resolve to punish the oppressors.

And as I looked at those demolished towers in Lebanon, it entered my mind that we should punish the oppressor in kind and that we should destroy towers in America in order that they taste some of what we tasted and so that they be deterred from killing our women and children.

And that day, it was confirmed to me that oppression and the intentional killing of innocent women and children is a deliberate American policy. Destruction is freedom and democracy, while resistance is terrorism and intolerance.

This means the oppressing and embargoing to death of millions as Bush Sr. did in Iraq in the greatest mass slaughter of children mankind has ever known, and it means the throwing of millions of pounds of bombs and explosives at millions of children - also in Iraq - as Bush Jr did, in order to remove an old agent and replace him with a new puppet to assist in the pilfering of Iraq's oil and other outrages...

Is defending oneself and punishing the aggressor in kind, objectionable terrorism? If it is such, then it is unavoidable for us. This is the message which I sought to communicate to you in word and deed, repeatedly, for years before September 11th...

And Allah is our Guardian and Helper, while you have no Guardian or Helper. All peace be upon he who follows the Guidance.

Excerpted from a speech given by Osama bin Laden on October 29, 2004.  
<http://www.worldpress.org/Americas/1964.cfm>.

## **Data Set 9**

This is a statement put forth by Islamic-World.net on September 20, 2001.

...America is not the most loved among nations. It is a telling fact that millions of people throughout the world hate America, and are convinced they do so with good reason. These deep seated negative feelings toward America are perhaps most evident among the people of the poorest nations in the developing world and the people of many of the world's Islamic nations, who rightly consider themselves to have been oppressed and exploited by America and American interests. There seems to be no question that many million people across the world today are suffering, even dying, both directly and indirectly due to policies and practices of the American government and its allies. Many of those suffering are our Muslim brothers and sisters. Unless the real causes of this deep animosity toward America are removed it is naïve to think that it will be possible to stop those who would be willing to use violence to harm America, American citizens or American interests. Terrorism can never be stopped until injustice in all of its forms is stopped...

Regarding the issue of exploitation, particularly economic exploitation, we view as highly significant a comment made in an address to the people of America several years ago by then President of the United States, Bill Clinton, who said, "America with about five percent of the world's population utilizes about forty percent of the world's resources; and, we are going to have to work ever harder to keep it that way." When you are an African parent sitting homeless in the dust, hungry and thirsty, while your children die slowly before your eyes it is easy to see the blatant unfairness of this economic disparity. Is it then surprising that there will be anger toward America? Allah has told us that wealth must be equitably distributed among the world's people and nations...

The unfettered capitalism of America and the western nations, which has also now been foisted upon much of the rest of the world, is not fair, it is not just and it is not right - in a word it is evil...

America has pushed upon the world, through powerful and often unfair techniques of social influence, a belief in the myth of itself as a model of everything good and right. They insist there is no right political system but the American way, that there is no right social system but the American way, and that there is no right moral system but the American way. In doing so they have stripped the wonderfully varied peoples of the world of their traditional cultures, their traditional beliefs, and their traditional way of living...

America has convinced (through the use of economic, diplomatic, and even military force among other means) much of the world that their form of democracy is the best political system in the world, that it is the only right political system, and that it must be used to govern every nation in the world. As Muslims we must know that the American form of democracy can never be allowed in a truly Islamic society. In the American form of democracy any issue is allowed to be put to a vote of the people, and the majority decision prevails upon all. Can we as Muslims put an issue that has already been decided for us by Allah up for a vote and accept the will of the majority if they vote against the Will of Allah?...

Excerpted from, "The War on Terrorism" found at [http://www.islamic-world.net/war/islamic-world\\_position.htm](http://www.islamic-world.net/war/islamic-world_position.htm).

## **Data Set 10**

### Beyond the Pale II: The Religious Right Comes Under Attack After 9-11

Two days after September 11, conservative religious broadcaster (and former Republican presidential candidate) Marion "Pat" Robertson invited fellow minister and conservative activist Jerry Falwell to talk on his television show about September 11 and its meaning. During the interview, both men blamed the attacks on liberal groups such as the American Civil Liberties Union (ACLU), gays and lesbians, feminists, and advocates of legalized abortion. Excerpts follow:

Falwell: . . . what we saw on Tuesday, as terrible as it is, could be minuscule if, in fact, God continues to lift the curtain and allow the enemies of America to give us probably what we deserve.

Robertson: Jerry, that's my feeling. I think we've just seen the antechamber to terror. We haven't even begun to see what they can do to the major population.

Falwell: The ACLU's got to take a lot of blame for this.

Robertson: Well, yes.

Falwell: And, I know that I'll hear from them for this. But throwing God out successfully with the help of the federal court system, throwing God out of the public square, out of the schools. The abortionists have got to bear some burden for this because God will not be mocked. And when we destroy 40 million little innocent babies, we make God mad. I really believe that the pagans, and the abortionists, and the feminists, and the gays and the lesbians who are actively trying to make

that an alternative lifestyle, the ACLU, People for the American Way, all of them who have tried to secularize America. I point the finger in their face and say "you helped this happen!"

Robertson: Well, I totally concur, and the problem is we have adopted that agenda at the highest levels of our government. And so we're responsible as a free society for what the top people do. And, the top people, of course, is the court system.

Falwell: Amen.

The criticism of both men was immediate and bitter. Falwell apologized for his remarks, and Robertson initially denied that he had said anything and put the blame entirely on Falwell for the controversy. Most important, the White House made it clear that neither man's comments pleased the president or represented his views. Falwell and Robertson, who had had enormous power in Republican politics at various times, had been abandoned by the leading Republican in the nation.

The American public was largely unwilling to consider whether America was somehow responsible for the attacks of September 11. It did not matter whether it was Jerry Falwell saying America got "probably what we deserve" because of sodomy and abortion or Noam Chomsky finding the root cause in U.S. support for Israel's brutal occupation of Palestinian territories. The question itself was "beyond the pale" following the September 11 attacks.

From, *9-11: The Giant Awakens*, by Jeremy D. Mayer. p 60.

## Data Set 11

Please examine this chart of the S & P 500. The S & P 500 are 500 stocks that are usually used as a benchmark as to how the economy is doing overall. This chart shows the activity from 1997-2007.



By looking at this chart, what hypotheses can you create as to why the United States was attacked on September 11, 2001?

Why would hurting the United States economy hurt our country as a whole?

Graph found at:

<http://money.cnn.com/quote/chart/chart.html?symb=spx&sid=3377&time=10yr&Submit1=Refresh>.

**Data Set 12**

...Yes. The use of commercial airplanes as missiles, guided into buildings where civilians work, is evil. The goal of the hijackers was the intentional destruction of innocent life so as to strike fear into the heart of America. And what they did was wrong. Not wrong given our point of view or because we were the victims or because of our Judeo-Christian tradition but simply wrong.

It has been said that these attacks were the inevitable reaction to modern-day American [imperialism](#). They are retribution, it is claimed, for our support of Israel, our attacks on Saddam Hussein, cruise missiles launched at Afghanistan and Sudan.

This is nonsense. America's support for human rights and democracy is our noblest export to the world. And when we act in accord with those principles, time after time after time, we act well and honorably. We are not hated because we support Israel; we are hated because liberal democracy is incompatible with militant Islam. Despite what Hussein and Osama bin Laden and, shamefully, some American clerics have said, America was not punished because we are bad, but because we are good...

We must begin to have the courage of our convictions, to believe that some actions are good and some evil and to act on those beliefs to prevent evil.

And so we must respond to these attacks and prevent future attacks. We do this to protect our own citizens and our own way of life. We do this to protect the idea that good and evil exist and that man is capable of soaring to great heights and sinking to terrible lows. We do this, in the end, to prevent the world from becoming the prisoner of terrorists, their way of battle, their way of thinking, their way of life, their way of death.

Excerpted from, "Faced with Evil on a Grand Scale, Nothing is Relative," by William J. Bennett, *Los Angeles Times*, October 1, 2001.

...Our bombing attacks on Iraq certainly caused civilian casualties, and if they were not deliberate, nobody beating the war drums at the time felt much regret for them. For ten years, we have maintained economic sanctions on Iraq that have led to the deaths of hundreds of thousands of civilians, and we have repeatedly bombed it whenever it failed to abide by standards we imposed on it.

Under Bill Clinton, we [again launched bombing raids against civilians](#)—once against so-called "terrorist training camps" supposedly under bin Laden's control in Afghanistan and at the same time against a purported "chemical weapons factory" in Sudan that almost certainly was no such thing. The attacks just happened to occur on the same day as Monica Lewinsky's grand jury testimony that she had engaged in sex with the president. "This is unfortunately the war of the future," Secretary of State Madeleine Albright said in justifying the U.S. raids, officially launched in retaliation for [terrorist attacks on American embassies](#).

Later the same year, Mr. Clinton ordered (but later countermanded) yet more missile attacks on Iraq—the day after the Paula Jones sex scandal was settled in court. Later yet again Mr. Clinton ordered more bombings in Iraq the day before Congress was scheduled to vote on his impeachment. Then there are the Balkans, where the United States has waddled forth to war for [no compelling reason](#), and where it has also slaughtered civilians with its [unprovoked bombings](#).

In all the buckets of media gabble about the terrorist attacks in New York and Washington, not once have I heard any journalist ask any expert the simple question, "Why did the terrorists attack us?"

There is, of course, an implicit answer to the unasked question: It's because the terrorists are "evil"; they "hate democracy"; they are "fanatics," "barbarians" and "cowards." Those, of course, are answers that can satisfy only children. Some day it might actually dawn on someone in this country that the grown-up but unwelcome answer is that the terrorists attacked us because they were paying us back for what we started.

Let us hear no more about how the "terrorists" have "declared war on America." Any nation that allows a [criminal chief executive](#) to use its military power to slaughter civilians in unprovoked and legally unauthorized attacks for his own personal political purposes can expect whatever the "terrorists" dish out to it. If, as President Bush told us this week, we should make no distinction between those who harbor terrorists and those who commit terrorist acts, neither can any distinction be made between those who [tolerate](#) the murderous policies of a criminal in power and the criminal himself...

...What is new is merely that this week, for the first time, the war we started came home—and all of a sudden, Americans don't seem to care for it so much.

Excerpted from, "Why the Terrorists Attacked Us," by Samuel Francis, *Conservative Chronicle*, September 26, 2001.