

Directions: For each of the following texts, **annotate** as you read, asking questions / making notes to the right about the **rhetorical strategies** that each author uses to achieve his/her purpose. Then, on the final page, complete the graphic organizer to illustrate the differences in strategies among the pieces of 9/11 rhetoric.

Bush, George W. Presidential Address to the Nation. 12 September 2001. Print. 11 September 2013.

I just completed a meeting with our national security team, and we've received the latest intelligence updates.

The deliberate and deadly attacks, which were carried out yesterday against our country, were more than acts of terror. They were acts of war.

This will require our country to unite in steadfast determination and resolve. Freedom and democracy are under attack. The American people need to know we're facing a different enemy than we have ever faced.

This enemy hides in shadows and has no regard for human life. This is an enemy who preys on innocent and unsuspecting people, then runs for cover, but it won't be able to run for cover forever. This is an enemy that tries to hide, but it won't be able to hide forever. This is an enemy that thinks its harbors are safe, but they won't be safe forever. This enemy attacked not just our people but all freedom-loving people everywhere in the world.

The United States of America will use all our resources to conquer this enemy. We will rally the world. We will be patient. We'll be focused, and we will be steadfast in our determination. This battle will take time and resolve, but make no mistake about it, we will win.

The federal government and all our agencies are conducting business, but it is not business as usual. We are operating on heightened security alert. America is going forward, and as we do so, we must remain keenly aware of the threats to our country.

Those in authority should take appropriate precautions to protect our citizens. But we will not allow this enemy to win the war by changing our way of life or restricting our freedoms.

This morning, I am sending to Congress a request for emergency funding authority so that we are prepared to spend whatever it takes to rescue victims, to help the citizens of New York City and Washington, D. C., respond to this tragedy, and to protect our national security.

I want to thank the members of Congress for their unity and support. America is united. The freedom-loving nations of the world stand by our side. This will be a monumental struggle of good versus evil, but good will prevail. Thank you very much.

“Talking to Your Children about the WTC Attack.” *The Onion*. 26 September 2001. Web. 11 September 2013.

The events of Sept. 11 are extremely difficult for a child to understand. What should you tell your child when he or she asks why this happened? Obviously, there's no easy answer, but the following is a start:

- Sit your child down, and gently explain to him or her that the destruction of the Twin Towers was part of a Holy War, or *jihad*, against the U.S. perpetrated by a small faction of Islamic fundamentalists bent on the annihilation of Western society.
- As your child may or may not know, much of modern Islamic fundamentalism has its roots in the writings of Sayyid Qutb, whose two-year sojourn to the U.S. in the late 1940s convinced him that Western society and non-Islamic ideologies were flawed and corrupt. Over the course of the next several decades, his writings became increasingly popular throughout the Arab world, including Afghanistan.
- Patiently explain to your child that in 1979, the Soviet Union invaded Afghanistan, outraging the U.S. Determined to stem the tide of communism, the U.S. provided Afghanistan with military support in the form of weapons and training. Among the beneficiaries of this support were many of Qutb's radical-fundamentalist adherents. These fundamentalists eventually took over Afghanistan in the form of a group called the Taliban. Militarized and radicalized by years of war, Taliban leaders turned against the U.S., which long supported them in their fight against the occupying Soviets but eventually came to be seen as the embodiment of Western immorality.
- You should also let your child know that among those supported by the Taliban is Osama bin Laden, a Saudi multi-millionaire and terrorist who for years has taken refuge in encampments in the rugged hills of Afghanistan. Like his Taliban brethren, bin Laden believes that the U.S. is guilty of apostasy and should be punished accordingly.
- Your child will likely ask why bin Laden is so angry at the U.S. Explain to him or her that much of his anger is rooted in the fact that, during the Gulf War, the U.S. stationed troops in Saudi Arabia, the nation that is home to the Islamic holy cities of Mecca and Medina. Bin Laden was further angered by America's post-Gulf War efforts to oust Iraqi dictator Saddam Hussein by imposing an embargo against his nation.

No doubt, your child will have more questions. He or she will likely want to know what role other terrorist groups played in the attack, as well as what destabilizing effects a U.S. invasion of Afghanistan could have on the increasingly volatile political climate in Pakistan. Hopefully, though, the above will serve as a start, helping your child better understand why the bad men did this terrible thing.

Sontag, Susan. "The Events of Sept. 11" in *The Talk of the Town*. *The New Yorker*. 24 September 2001. Web. 11 September 2013.

The disconnect between last Tuesday's monstrous dose of reality and the self-righteous drivel and outright deceptions being peddled by public figures and TV commentators is startling, depressing. The voices licensed to follow the event seem to have joined together in a campaign to infantilize the public. Where is the acknowledgment that this was not a "cowardly" attack on "civilization" or "liberty" or "humanity" or "the free world" but an attack on the world's self-proclaimed superpower, undertaken as a consequence of specific American alliances and actions? How many citizens are aware of the ongoing American bombing of Iraq? And if the word "cowardly" is to be used, it might be more aptly applied to those who kill from beyond the range of retaliation, high in the sky, than to those willing to die themselves in order to kill others. In the matter of courage (a morally neutral virtue): whatever may be said of the perpetrators of Tuesday's slaughter, they were not cowards.

Our leaders are bent on convincing us that everything is O.K. America is not afraid. Our spirit is unbroken, although this was a day that will live in infamy and America is now at war. But everything is not O.K. And this was not Pearl Harbor. We have a robotic President who assures us that America still stands tall. A wide spectrum of public figures, in and out of office, who are strongly opposed to the policies being pursued abroad by this Administration apparently feel free to say nothing more than that they stand united behind President Bush. A lot of thinking needs to be done, and perhaps is being done in Washington and elsewhere, about the ineptitude of American intelligence and counter-intelligence, about options available to American foreign policy, particularly in the Middle East, and about what constitutes a smart program of military defense. But the public is not being asked to bear much of the burden of reality. The unanimously applauded, self-congratulatory bromides of a Soviet Party Congress seemed contemptible. The unanimity of the sanctimonious, reality-concealing rhetoric spouted by American officials and media commentators in recent days seems, well, unworthy of a mature democracy.

Those in public office have let us know that they consider their task to be a manipulative one: confidence-building and grief management. Politics, the politics of a democracy—which entails disagreement, which promotes candor—has been replaced by psychotherapy. Let's by all means grieve together. But let's not be stupid together. A few shreds of historical awareness might help us understand what has just happened, and what may continue to happen. "Our country is strong," we are told again and again. I for one don't find this entirely consoling. Who doubts that America is strong? But that's not all America has to be.

Franklin, Thomas E. "Raising the Flag at Ground Zero." *The Record*: Bergen County, New Jersey. 12 September 2001. Web. 11 September 2013.



Berne, Susan. "Ground Zero." *The New York Times*. 21 April 2002. Web. 11 September 2013

And there, at last, I got my ticket to the disaster.

I could see not just into the pit now, but also its access ramp, which trucks had been traveling up and down since I had arrived that morning. Gathered along the ramp were firefighters in their black helmets and black coats. Slowly they lined up, and it became clear that this was an honor guard, and that someone's remains were being carried up the ramp toward the open door of an ambulance.

Everyone in the dining room stopped eating. Several people stood up, whether out of respect or to see better, I don't know. For a moment, everything paused.

Then the day flowed back into itself. Soon I was outside once more, joining the tide of people washing around the site. Later, as I huddled with a little crowd on the viewing platform, watching people scrawl their names or write "God Bless America" on the plywood walls, it occurred to me that a form of repopulation was taking effect, with so many visitors to this place, thousands of visitors, all of us coming to see the wide emptiness where so many were lost. And by the act of our visiting—whether we are motivated by curiosity or horror or reverence or grief, or by something confusing that combines them all—that space fills up again.

Complete the following questions on this page

Part 1: Discuss rhetorical situation of each text. How does each appeal to ethos, pathos, and logos? Finally, how effective is each text in achieving its purpose?

Part 2: How do these documents help to portray the varying facts of American opinion after 9/11? Explain.