

The background of the page is a stylized American flag. The top left corner features a field of white stars on a blue background, while the rest of the page is filled with wavy, horizontal stripes in shades of red and white.

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PATRIOT DAY AND NATIONAL DAY OF SERVICE AND REMEMBRANCE, 2014

In the United States, Patriot Day and National Day of Service and Remembrance occurs on September 11 of each year, designated in memory of the 2,977 killed in the September 11, 2001 terrorist attacks.

On December 18, 2001, President George W. Bush signed into law Patriot Day as a day of remembrance. The American flag should be flown at half-staff in American homes, at the White House, and on all United States government buildings and establishments, home and abroad. The President also asks Americans to observe a moment of silence beginning at 8:46am EST - the time the first plane crashed on September 11, 2001. A presidential proclamation is also issued each year in honor of Patriot Day.

In 2009, Congress designated September 11th as a National Day of Service and Remembrance under federal law, and charged the Corporation for National and Community Service with helping to support this effort across the country. President Obama and the First Lady asked Americans to volunteer in their communities as a way to honor the heroes of September 11th and those who serve our military. The goal is to honor not only those who lost their lives in this tragedy, but also to reignite the spirit of unity and service that inspired Americans after the September 11th tragedy.

Corporation for National and Community Service September 11 National Day of Service and Remembrance website: <http://www.serve.gov/?q=site-page/september-11th-national-day-service-and-remembrance>

Bringing 9/11 into the Classroom—13 Years Later

Today's high school students were in pre-school or early elementary school when the terrorist attacks occurred on September 11, 2001. Today's elementary students were not yet born. Even though students have often heard the term "9/11" and associate it with terrorist attacks, it doesn't mean that they have great knowledge about the events of that day. What students understand and believe about the events of 9/11 is based on what they have heard at home, in school, and from the media.

As we approach the anniversary of 9/11, students will be seeing and hearing more about the event. Television programming will feature film of the day's events and its aftermath. Students will be presented with images of terror and grief. Educators and parents need to be ready to help students.

With that in mind, *Teaching Tolerance** offers the following tips for educators as the anniversary approaches:

Whether schools opt simply to memorialize the victims or decide to turn the anniversary into a teachable moment, one thing is clear: It's going to be complicated. Educators bringing 9/11 into the classroom, particularly during the anniversary, need to be skilled and sensitive.

Children need to feel safe. For younger children especially, discussion of the day should include messages of reassurance that they are safe. Talk about the fact that the attack was shocking because it was unusual, and that nothing like it has happened since then in the United States. Emphasize stories of heroic and selfless actions rather than stories about victims.

Involve families. Work with the PTA/PTO to get the word out to parents to monitor closely what's on television, and remind them that scenes of violence can lead to anxiety in vulnerable children.

Understand how wide the 9/11 impact has been. Children across the country—not just those in New York, Washington, D.C., and Pennsylvania—have been personally affected by the events and aftermath of 9/11. Consider whether your students include:

- Children of military personnel, who are already anxious about their parents' wellbeing;
- Children who have lost a military parent in Iraq or Afghanistan;
- Children whose parents are firefighters, police officers and other first-responders;
- Children who are Muslims;
- Children whose families have come from countries where terrorism is much more common; and
- Children vulnerable to anxiety or depression.

Be aware of what children know and think about 9/11. Even though they don't remember the day, students will have a narrative in their heads about what happened. It's the rare family that will have ignored 9/11. The narrative however, might be long on opinion and short on details. If you are going to teach older students about the day or its consequences, be prepared to confront some strongly felt beliefs calmly.

Anticipate questions. For many children, this anniversary may be the first time they've really talked about 9/11 in school. They will have questions, many of which cannot be easily answered. Plan ahead by meeting with other teachers to brainstorm likely questions and to decide what's age-appropriate.

It's not enough to remember. Many communities will memorialize those killed on 9/11 and the men and women who have been casualties in the resulting wars. Educators need to go beyond memorializing to create lessons that help students make sense of the world and be agents of positive change.

There is no dearth of ways to teach about 9/11. Here are some of the topics we think are worth exploring.

- Explore the nature of terrorism with high school students. There is no one definition of the word *terrorism*, even in the international community. Present students with two or three cases of terrorism (e.g. 9/11, the attacks in Norway and Irish Republican Army attacks during "the troubles") and challenge them to find the commonalities.
- Examine the ways in which stressful events put pressure on civil liberties and rights. During wartime, societies often reduce liberties—think of the Japanese- American internment during World War II, the imposition of martial law during the Civil War and passage of the Patriot Act in 2001—to gain security. Help students see that these changes need not be permanent, mainly because dissenters rise up to restrictions on liberty.
- Develop historical thinking by exploring the consequences of 9/11. Help students see that the attacks themselves and the response to them have led to, among other things, two wars, a shift in national priorities, mistrust of Muslims and renewed arguments about the limits of religious tolerance.

Most important, let's keep in mind the role education plays in healing. We teach to help children recognize and overcome the hatreds, challenges and fear that—along with the ash and sorrow—became embedded in our lives twelve years ago.

Tips from: *Maureen Costello, Director Teaching Tolerance**

*Founded in 1991 by the [Southern Poverty Law Center](http://www.southernpovertycenter.org/), Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children. <http://www.tolerance.org/about>

Background Information on the September 11, 2001 Terrorist Attacks

Overview:

On September 11, 2001, 19 militants associated with the Islamic extremist group al-Qaeda hijacked four airliners and carried out suicide attacks against targets in the United States. Two of the planes were flown into the towers of the World Trade Center in New York City, a third plane hit the Pentagon just outside Washington, D.C., and the fourth plane crashed in a field in Pennsylvania. Often referred to as 9/11, the attacks resulted in extensive death and destruction, triggering major U.S. initiatives to combat terrorism and defining the presidency of George W. Bush. Over 3,000 people were killed during the attacks in New York City and Washington, D.C., including more than 400 police officers and firefighters.

Events:

On September 11, 2001, at 8:45 a.m. on a clear Tuesday morning, an American Airlines Boeing 767 loaded with 20,000 gallons of jet fuel crashed into the north tower of the World Trade Center in New York City. The impact left a gaping, burning hole near the 80th floor of the 110-story skyscraper, instantly killing hundreds of people and trapping hundreds more in higher floors. As the evacuation of the tower and its twin got underway, television cameras broadcasted live images of what initially appeared to be a freak accident. Then, 18 minutes after the first plane hit, a second Boeing 767—United Airlines Flight 175—appeared out of the sky, turned sharply toward the World Trade Center and sliced into the south tower near the 60th floor. The collision caused a massive explosion that showered burning debris over surrounding buildings and the streets below. America was under attack.

The attackers were Islamic terrorists from Saudi Arabia and several other Arab nations. Reportedly financed by Saudi fugitive Osama bin Laden's al-Qaeda terrorist organization, they were allegedly acting in retaliation for America's support of Israel, its involvement in the Persian Gulf War, and its continued military presence in the Middle East. Some of the terrorists had lived in the United States for more than a year and had taken flying lessons at American commercial flight schools. Others had slipped into the country in the months before September 11 and acted as the "muscle" in the operation. The 19 terrorists easily smuggled box-cutters and knives through security at three East Coast airports and boarded four flights bound for California, chosen because the planes were loaded with fuel for the long transcontinental journey. Soon after takeoff, the terrorists commandeered the four planes and took the controls, transforming ordinary commuter jets into guided missiles.

As millions watched the events unfolding in New York, American Airlines Flight 77 circled over downtown Washington, D.C., and slammed into the west side of the Pentagon military headquarters at 9:45 a.m. Jet fuel from the Boeing 757 caused a devastating inferno that led to the structural collapse of a portion of the giant concrete building. All told, 125 military personnel and civilians were killed in the Pentagon, along with all 64 people aboard the airliner.

Less than 15 minutes after the terrorists struck the nerve center of the U.S. military, the horror in New York took a catastrophic turn for the worse when the south tower of the World Trade Center collapsed in a massive cloud of dust and smoke. The structural steel of the skyscraper, built to withstand winds in excess of 200 miles per hour and a large conventional fire, could not withstand the tremendous heat generated by the burning jet fuel. At 10:30 a.m., the other Trade Center tower collapsed. Close to 3,000 people died in the World Trade Center and its vicinity, including a staggering 343 firefighters and paramedics, 23 New York City police officers and 37 Port Authority police officers who were struggling to complete an evacuation of the buildings and save the office workers trapped on higher floors. Only six people in the World Trade Center towers at the time of their collapse survived. Almost 10,000 others were treated for injuries, many severe.

Meanwhile, a fourth California-bound plane—United Flight 93—was hijacked about 40 minutes after leaving Newark International Airport in New Jersey. The plane had been delayed in taking off, resulting in passengers on board learned of

events in New York and Washington via cell phone and Airfone calls to the ground. Knowing that the aircraft was not returning to an airport as the hijackers claimed, a group of passengers and flight attendants planned an insurrection. One of the passengers, Thomas Burnett Jr., told his wife over the phone that "I know we're all going to die. There's three of us who are going to do something about it. I love you, honey." Another passenger—Todd Beamer—was heard saying "Are you guys ready? Let's roll" over an open line. Sandy Bradshaw, a flight attendant, called her husband and explained that she had slipped into a galley and was filling pitchers with boiling water. Her last words to him were "Everyone's running to first class. I've got to go. Bye."

The passengers fought the four hijackers and are suspected to have attacked the cockpit with a fire extinguisher. The plane then flipped over and sped toward the ground at upwards of 500 miles per hour, crashing in a rural field in western Pennsylvania at 10:10 a.m. All 45 people aboard were killed. Its intended target is not known, but theories include the White House, the U.S. Capitol, the Camp David presidential retreat in Maryland or one of several nuclear power plants along the eastern seaboard.

At 7 p.m., President George W. Bush, who had spent the day being shuttled around the country because of security concerns, returned to the White House. At 9 p.m., he delivered a televised address from the Oval Office, declaring, "Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shatter steel, but they cannot dent the steel of American resolve." In a reference to the eventual U.S. military response he declared, "We will make no distinction between the terrorists who committed these acts and those who harbor them."

Operation Enduring Freedom, the American-led international effort to oust the Taliban regime in Afghanistan and destroy Osama bin Laden's terrorist network based there, began on October 7. Within two months, U.S. forces had effectively removed the Taliban from operational power, but the war continued, as U.S. and coalition forces attempted to defeat a Taliban insurgency campaign based in neighboring Pakistan. Osama bin Laden, the mastermind behind the September 11th attacks, remained at large until May 2, 2011, when he was finally tracked down and killed by U.S. forces at a hideout in Abbottabad, Pakistan. In June 2011, President Barack Obama announced the beginning of large-scale troop withdrawals from Afghanistan, with a final withdrawal of U.S. forces tentatively scheduled for 2014.

- <http://www.history.com/topics/9-11-attacks>

Patriot Day Narrative for the Moment of Silence to be Observed at 8:46 a.m.

Today, Thursday, September 11, 2014, is Patriot Day. This day marks the 13th anniversary of the September 11, 2001 terrorist attacks against the United States at the World Trade Centers, the Pentagon, and aboard United Flight 93.

Nearly 3,000 innocent victims perished on September 11, 2001 as planes struck the skyline of New York City, the Pentagon in Washington, D.C., and a farm field in Pennsylvania. Many victims died in the first few minutes; others died seeking safety following the senseless attacks. First responders including police, firefighters, members of the Armed Forces, and private citizens also made the ultimate sacrifice working to assist others in the immediate aftermath of the attacks.

In honor of the thousands who lost their lives on September 11, 2001 and their families, we ask you now to observe 30 seconds of silence.

Thank you.

Additional Resources for Patriot Day and National Day of Service and Remembrance

U.S. Department of Education 911 Materials for Teachers: <https://www.ed.gov/911anniversary>

911 Memorial Teach and Learn: <http://www.911memorial.org/teach-learn>

Pentagon Memorial 911 Educational Materials: <http://pentagonmemorial.org/learn/education-materials>

New York Times Lesson Plans on September 11:

<https://www.nytimes.com/learning/general/specials/terrorism/sept11lessons.html>

For Action Initiative: <http://www.foractioninitiative.org/>

Patriot Day Lesson Plan Ideas



Elementary Plan: The Survivor Tree

Secondary Plan: Days of Infamy

Elementary Lesson Plan (Grades K-5)

As you prepare to teach this lesson, be sensitive to the topic and how it may affect students, at any age. Even if a student was not born yet, they may know about the events of the day from their families.

- Ask if any students or their family members know people who were directly or indirectly affected by the terrorist attacks on September 11, 2001.
- Give students the option of observing or not participating at all, if they wish.
- Allow students to talk about their personal connection to 9/11 if they want to.
- Indicate to the entire class that talking about 9/11 and thinking about the events of that day may cause people to experience different kinds of emotions. This is not unusual.
- Encourage students to tell their families about the lesson.
- Remember to be aware of your own reactions or thoughts.

Title: The Survivor Tree

Benchmark(s): Next Generation Sunshine State Standards for Social Studies

Kindergarten	SS.K.A.1.2	Develop an awareness of a primary source
Grade 1	SS.1.A.1.1	Develop an understanding of a primary source
	SS.1.A.2.1	Understand history tells the story of people and other times and places
Grade 2	SS.2.A.1.1	Examine primary and secondary sources
	SS.2.A.3.1	Identify terms and designations of time sequence
Grade 3	SS.3.A.1.1	Analyze primary and secondary sources.
Grade 4	SS.4.A.1.1	Analyze primary and secondary resources to significant individuals and events throughout history
		Use primary and secondary sources to understand history

Objectives: At the conclusion of this lesson, students will be able to:

1. Explain why living plants and trees have become symbols of remembrance and memory.
2. Explain how a tree or other plant that survives a terrible tragedy or destructive event may become a symbol of hope to people as it eventually thrives and blooms again.

Key Terms:

Terrorist	Collapse	Survivor
Scorched	Survive	Nursery
Uprooted	Replanted	Recovered
Flora	Horticulture	Primary Source

Materials:

The Survivor Tree (attached): story from Miami-Dade Public Schools Department of Social Studies

ABC video link: <http://abcnews.go.com/WNT/video/ground-pear-tree-survived-terrorist-attack-13540761>

Photographs (attached) or found here: <https://www.911memorial.org/photo-albums/survivor-tree>

Photo Analysis Worksheet from the National Archives (attached)

Activities:

1. Read aloud or have students read the story: The Survivor Tree. ABC also has a video story of the Survivor Tree.
2. Discuss the story and ask students to tell how they feel about the tree. Discuss the general condition of the tree, describing its damage and its chance for survival and recovery. Discuss the term “survivor” and ask students why they think this tree is called “The Survivor Tree.”
3. Show the class a photograph of the tree at the time it was selected and moved to the Arthur Ross Nursery in Van Cortlandt Park.
4. **For grades K-3:**
Ask students to describe what they see in the photo of the tree.
Do they think this tree would have a chance to survive and grow?
For 4th and 5th grade students:
Distribute copies of the Photo Analysis Worksheet from the National Archives website.
Working individually or in pairs, have the students complete Steps 1 A & B, 2, and 3 A.
5. Show them the second photograph of the tree as it appeared in April 2009.
For grades K-3:
Ask the students what they think of the tree shown in the photo.
How has its appearance changed?
Would they recognize it as the same tree just by looking at the two photos?
Why did workers try to save the tree?
Why do you think they moved the tree to the 9/11 Memorial?
For 4th and 5th grade students:
Distribute another copy of the Photo Analysis Worksheet from the National Archives website.
Working individually or in pairs, have the students complete Steps 1 A & B, 2, and 3 A.
6. Finally, show the students the photograph of the Survivor Tree at the 9/11 memorial site in March 2012.

Evidence of Understanding:

Explain to students that the callery pear tree is a beautiful tree but it is not unusual or rare. Have them write a paragraph or a poem describing the tree and explaining why people wanted to save it as a “living memorial.” Have students create a drawing of the tree to accompany their written work.

Additional Activities and Resources:

- Have the students research the flora at the plaza of the National September 11 Memorial and Museum at the World Trade Center. Ask:
 - What are some of the other flora and objects in and around the plaza?
 - What do the flora and other objects symbolize?
- Read the poem “Trees,” by Joyce Kilmer. Then relate the words of the poem to the story of the 9/11 Survivor Tree. Ask the students, “Why does flora hold such an important position in world cultures as a symbol of so many things—important events, memorials, and gifts?”
- Have the students research the poet Joyce Kilmer. Have each student prepare and present a short presentation about his life and accomplishments, memorials that have been created in his honor, etc.
- Have students research the Oklahoma Survivor Tree (found at <http://www.oklahomacitynationalmemorial.org/secondary.php?section=5&catid=120>)
- Have the students read about the Rowan tree, a Celtic symbol of resilience (found at <http://www.treesforlife.org.uk/tfl.rowan.html>, or http://www.agriculture.gov.ie/media/migration/forestry/publications/Rowan_low.pdf, or http://cartin.co.uk/main4/index.php?option=com_content&task=view&id=29&Itemid=39)

Taking Action and Giving Service:

- Have the students visit the Living Memorial Project web site from U.S. Forest Service (found at http://www.livingmemorialsproject.net/ABOUT/livingmem_greeningres2.htm).
 - Ask the students to consider creating a living memorial in their community, or have them determine if there is a living memorial already in the community.
 - Ask, “How and what can you do to contribute to a community garden?”

-adapted from 4 Action Initiative, c/o Families of September 11, www.familiesofseptember11.org

The Survivor Tree

In the 1970's, a callery pear tree was planted in front of the World Trade Center in New York City. The tree grew large and blossomed often, until September 11, 2001. On that day, **terrorists** attacked the buildings by flying airplanes into them. This caused the buildings to catch fire and **collapse**, or fall down. Parts of the building fell on the lovely pear tree and crushed its branches. The fire from the buildings **scorched** the tree's trunk.

Workers who were trying to clean up after the attack didn't find the tree until three weeks later. The tree was broken and burned. No one thought it would ever **survive**. But, they decided to take the stump to a plant nursery in hope of saving it. The tree was only 8 feet tall and covered with ash when it arrived at the **nursery**. Mr. Cabo, from the nursery said that the poor tree looked like "a wounded soldier," He didn't think it would survive. What was left of the pear tree was planted in the nursery of a New York park. It was planted on November 11, 2001, two months after the attack.

The people at the nursery fed, watered, and took very good care of the tree. By the next year, the pear tree began to grow- workers could see green sprouts coming from the trunk. Now they knew that the tree was going to live. Everyone was happy and the little pear tree was given a new name. It was now called "The **Survivor** Tree."

During the years the "Survivor Tree" spent in the nursery, it grew 20 ft. In March of 2010 the tree went through another problem...a storm. The storm **uprooted** the tree! But again, it was **replanted** and again **recovered**! The tree was almost 30 feet tall when it was returned to New York City. The "Survivor Tree" was planted back at the World Trade Center site where it will be a part of the 9/11 memorial. On September 11, 2010, the President of the United States, Barack Obama placed a wreath near "The Survivor Tree" to honor the victims of the September 11, 2001 terrorist attacks.

When the National 9/11 Memorial officially opened, the once-wounded tree that no one thought would live was there as a symbol of hope. It represents the people of New York and the people of America. It reminds us that even though things are sometimes very hard, we can make it. Just as the little pear tree survived, so did the hope and spirit of Americans.

The World Trade Center "Survivor Tree" weeks after its replanting in Van Cortlandt Park in November 2001



Michael Browne/Parks Department

The survivor tree April 2009



David W. Dunlap/The New York Times

Survivor Tree at the 9/11 Memorial April 2013



Fred R. Conrad/The New York Times

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Secondary Lesson Plan (Grades 6-12)

As you prepare to teach this lesson, be sensitive to the topic and how it may affect students, at any age. Even if a student was very young or not born yet, they may know about the events of the day from their families.

- Ask if any students or their family members know people who were directly or indirectly affected by the terrorist attacks on September 11, 2001.
- Give students the option of observing or not participating at all, if they wish.
- Allow students to talk about their personal connection to 9/11 if they want to.
- Indicate to the entire class that talking about 9/11 and thinking about the events of that day may cause people to experience different kinds of emotions. This is not unusual.
- Encourage students to tell their families about the lesson.
- Remember to be aware of your own reactions or thoughts.

Title: Days of Infamy

Benchmark(s): Next Generation Sunshine State Standards for Social Studies

Grade 6	SS.6.W.1.3	Interpret primary and secondary sources.
	SS.6.W.1.6	Describe how history transmits culture and heritage and provides models of human character.
Grade 7	SS.7.C.2.13	Examine multiple perspectives on public and current issues.
	SS.7.G.2.1	Locate major cultural landmarks that are emblematic of the U.S.
Grade 8	SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
	SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
Grades 9-12	SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
	SS.912.A.7.15	Analyze the effects of foreign and domestic terrorism on the American people.

Objectives: At the conclusion of this lesson, students will be able to:

1. Learn the significance of the attacks of 9/11 and Pearl Harbor and will be able to make comparisons between these two events.
2. Identify changes to the United States after these events.

Key Terms:

Terrorist
Ambush

Infamy
Sacrifice

Response

Materials:

- Franklin Delano Roosevelt Speech 12/7/1941:
 - Video (<https://www.schooltube.com/video/0f079f46b1202a14896e/>)
 - Written text (attached)
- George W. Bush Speech 9/11/01:
 - Video (<https://www.youtube.com/watch?v=XbqCquDI4k4>)
 - Written text (attached)
- Event Comparison Analysis Worksheet (attached)

Activities:

1. Lead a discussion with students around how an event can lead a lasting, personal memory. Ask the students, “Is there a day you remember (good or bad) that has stayed with you?”
2. Expand the discussion into how such an event can change the course of a person’s life. Ask the students if there is a day that changed how they lived.
3. Tell the students that a few events in the past have been important enough to change history and some of these events are referred to as “infamous” or “days of infamy”.
4. Have students work with a partner to come up with a definition for “infamous” or “days of infamy”. Share with the class some of the definitions.
5. Tell students that they are now going to watch two speeches that were given on such days. Students will view videos of both presidential speeches and take notes using the Event Comparison Analysis Worksheet.
6. In groups, have students discuss their findings from both speeches, focusing on the similarities and differences between both. Share with the class some of the groups’ findings.
7. Students will then reflect independently by writing on the usefulness and impact of the speeches. When finished, offer them the opportunity to share with the class.

Evidence of Understanding:

The worksheets, discussions, and final written pieces will highlight students’ understanding of the events and the impact and utility of the speeches.

Extension Activities:

Students can investigate, compare, and contrast additional historic presidential speeches.

FDR's Joint Address to Congress Leading to a Declaration of War Against Japan

December 8, 1941

Mr. Vice President, and Mr. Speaker, and Members of the Senate and House of Representatives:

Yesterday, December 7, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation.

As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.

But always will our whole Nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory. I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces- with the unbounding determination of our people- we will gain the inevitable triumph- so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

Text of Bush's address

September 11, 2001 Posted: 11:14 PM EDT (0314 GMT)

(CNN) -- The text of President Bush's address Tuesday night, after terrorist attacks on New York and Washington:

Good evening.

Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts.

The victims were in airplanes or in their offices -- secretaries, businessmen and women, military and federal workers. Moms and dads. Friends and neighbors.

Thousands of lives were suddenly ended by evil, despicable acts of terror.

The pictures of airplanes flying into buildings, fires burning, huge structures collapsing, have filled us with disbelief, terrible sadness and a quiet, unyielding anger.

These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong. A great people has been moved to defend a great nation.

Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shatter steel, but they cannot dent the steel of American resolve.

America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining.

Today, our nation saw evil, the very worst of human nature, and we responded with the best of America, with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could.

Immediately following the first attack, I implemented our government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington, D.C., to help with local rescue efforts.

Our first priority is to get help to those who have been injured and to take every precaution to protect our citizens at home and around the world from further attacks.

The functions of our government continue without interruption. Federal agencies in Washington which had to be evacuated today are reopening for essential personnel tonight and will be open for business tomorrow.

Our financial institutions remain strong, and the American economy will be open for business as well.

The search is underway for those who are behind these evil acts. I've directed the full resources for our intelligence and law enforcement communities to find those responsible and bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them.

I appreciate so very much the members of Congress who have joined me in strongly condemning these attacks. And on behalf of the American people, I thank the many world leaders who have called to offer their condolences and assistance.

America and our friends and allies join with all those who want peace and security in the world and we stand together to win the war against terrorism.

Tonight I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. And I pray they will be comforted by a power greater than any of us spoken through the ages in Psalm 23: "Even though I walk through the valley of the shadow of death, I fear no evil, for You are with me."

This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time.

None of us will ever forget this day, yet we go forward to defend freedom and all that is good and just in our world.

Thank you. Good night and God bless America.

- <http://edition.cnn.com/2001/US/09/11/bush.speech.text/>

Event Comparison Analysis Worksheet

ANALYSIS QUESTION	EVENT #1	EVENT #2
Who is speaking?		›
Who is the intended audience?		›
When was the speech delivered?		›
What is the topic of the speech?		›
List the three most important points of the speech		›
Quote a line that captures the speech's intent		›
Do you think the speech caused the desired effect? Why/Why not?		›

