

GCSE



CCEA GCSE TEACHER GUIDANCE  
**History**

Unit 2:  
International Relations, 1945–2003

**Resource Pack:**  
September 11 attacks





# International Relations, 1945–2003

## Introduction to Resource Pack

This pack has been developed to help support the teaching and learning of ‘*International Relations, 1945-2003*’ and, in particular, content new to this option – ‘*Reasons for September 11 attacks, the response of the USA and its allies, and the war on terror*’. The specification content for this topic is:

<b>New tensions emerge, 1991-2003</b>	<b>Reasons for September 11 attacks</b> <b>The response of the USA and its allies, and ‘the war on terror’</b>
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For each activity, there is a ‘*teacher guidance*’ section as well as ‘*instructions for students*’. Some brief background information for each activity is also provided. Each activity provides opportunities to develop the statutory skills requirements of the Northern Ireland Curriculum at Key Stage 4 as well as the skills students will be expected to demonstrate in the examination for this option:

- demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1);
- explain and analyse historical events and periods studied using second- order historical concepts including continuity, change, cause, consequence, significance, similarity and difference (AO2);
- analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied (AO3); and
- analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied (AO4).

## Background to the topic

The attacks on the World Trade Centre in New York on 11 September 2001 were a defining moment in the emergence of the ‘war on terror’ and its subsequent impact on international relations.

Between 8 and 9 am that morning, four passenger flights were hijacked in north-eastern USA. Two of these planes were crashed into the Twin Towers of the World Trade Centre in New York, while a third crashed into the Pentagon in Washington D.C. A fourth plane was brought down in Pennsylvania after a struggle between hijackers and passengers.

In total, 19 hijackers had killed approximately 3,000 people. The next day, the US President, George W. Bush, declared that the USA was at war with terrorism.

# Activity One

**Title: Reasons for the September 11 Attacks**

**Key question: Why was the USA attacked on 11 September 2001?**

## **Instructions for Students**

\*You will be given information relating to the main reasons for the September 11 attacks. Read the information carefully and place cards in chronological order.

\*Make summative notes on either the Consequence Wheel template or Table template, which your teacher gives you.

\* Use the notes you make to complete a piece of extended writing on this topic, using the writing frame provided.

\*Follow your teacher's instructions to explain the significance of two reasons behind the attacks of 11 September.

## **Teacher Guidance**

\* Provide students with information sheets on reasons behind the attacks of 11 September. These can be cut out individually (Template A).

\* Give out one at a time for students to discuss the information and make notes on each cause. This activity could also be completed as part of a Carousel activity (Template B).

\*Students use a Consequence Wheel or Table to summarise details in chronological order (Template C).

\*Use a writing frame to help students complete an extended piece of writing on the topic (Template D).

\*Ask students to discuss and then explain the significance of two reasons behind the attacks of 11 September (Template E).

## Activity One

### Template A – Reasons for the September 11 Attack

#### **The Afghanistan War, 1979–89**

The Soviets invaded Afghanistan in 1979 to put a Soviet-friendly government in power. This event took place during the Cold War and relations between the USSR and USA deteriorated as a result. In response to the Soviet invasion, the USA, under Ronald Reagan, sent money to the Mujahideen in Afghanistan, who were fighting against the Soviet troops. Muslims from other countries came to support the Mujahideen. Osama bin Laden left his home in Saudi Arabia to fight the Soviets in Afghanistan at this time. These fighters saw the war as a ‘jihad’ or ‘holy war’, and they feared that Islam was being threatened in the region.

#### **The Iran-Iraq War 1980–88**

In 1979, in Iran, the leader known as the Shah was overthrown and replaced by the Ayatollah Khomeini, a radical Shi’ite Muslim. He set up an Islamic government in the country. This had a huge impact on the Middle East, but especially Iraq. Iraq was ruled by Saddam Hussein and the Ba’ath Party, made up of Sunni Muslims (even though 60% of the population was Shi’ite). Iraq invaded Iran in 1980 and the war lasted eight years, but there were no winners. Iraq was left with massive debts – it owed \$14 billion to Kuwait alone. To avoid paying this money, Iraq, led by Saddam Hussein, invaded Kuwait on 2 August 1990.

#### **Operation Desert Shield, August 1990**

The US President, George H. Bush, was concerned by Saddam Hussein’s occupation of Kuwait as the USA relied heavily on oil supplies from the Middle East region, particularly Saudi Arabia. President Bush’s fear was that Saddam Hussein would invade Saudi Arabia, so he asked the Saudi government if he could place US troops there to protect them. The Saudis agreed, and Operation Desert Shield was launched by the USA on 7 August 1990.

#### **Al-Qaeda**

In 1988-89 Osama bin Laden created the organisation known as Al-Qaeda. Its aim was to protect Islam around the world. Al-Qaeda hated American values. In 1990 bin Laden had offered the Saudis his army to protect them from a potential invasion by Iraq. When the Saudis accepted the USA’s help instead, bin Laden was furious. He wanted to punish the USA for insulting the sacred Islamic country of Saudi Arabia.

Al-Qaeda’s aim was to overthrow governments in the Middle East and the Muslim world which did not impose strict religious rule. Al-Qaeda wanted to end US influence in these countries, and spread Islamic rule. Bin Laden believed that terrorist tactics could be used in this war against the West – even if this meant killing civilians.

### **Operation Desert Storm, 1991**

Launched on 24 February 1991, the USA and a coalition of 50 countries decided to free Kuwait from Iraqi control. They achieved this by 28 February. President Bush, however, decided not to invade Iraq or remove Saddam Hussein from power fearing that the USA would not be able to establish a stable government in Iraq. Instead, President Bush stationed 5,000 troops in Saudi Arabia to support a 'no-fly zone' over southern Iraq.

### **1993 World Trade Centre Attack**

Al-Qaeda member, Ramzi Yousef, exploded a 1,500lb truck bomb in the car park of the north tower of the World Trade Centre. He hoped to destroy the Twin Towers, and although he failed in doing this, he killed 6 and injured 1042. Al-Qaeda was demonstrating that they were punishing the USA for its recent interference in the Middle East.

### **1996 Taliban take charge of Afghanistan, 1998 Declaration of War by Al-Qaeda and African Embassy attacks**

The Taliban were an extremist Islamic group who had been part of the Mujahideen forces that fought against the Soviets in the war in Afghanistan. They established an Islamic state there. Bin Laden now travelled back to Afghanistan with his Al-Qaeda supporters. He issued a 'Declaration of War' against the USA and its allies on 23 February 1998. Shortly after, Al-Qaeda launched attacks against the USA. On 7 August 1998, US Embassies in Kenya and Tanzania were bombed, killing over 200 people and injuring approximately 4,000. In response, the USA launched attacks on Afghanistan and Sudan and in November, Osama bin Laden was charged by a US Grand Jury with responsibility for the African Embassy attacks.

### **2000 USS Cole attack, Yemen**

An Al-Qaeda network attacked the US navy ship '*USS Cole*' off the coast of Yemen. 17 American sailors were killed. At this time, an Al-Qaeda leader, Khalid Sheikh Mohammad and others were already planning the September 11 attacks.

## Activity One

### Template B – Why was the USA attacked on 11 September 2001?

Make brief notes on the events named in this table. For each section, try and include three main points.

The Afghanistan War, 1979–89
The Iran-Iraq War, 1980–88
Operation Desert Shield, August 1990
Al-Qaeda, 1988+
Operation Desert Storm, 1991
World Trade Centre Attack, 1993
Events, 1996–98
USS Cole, 2000

# Activity One

## Template D – Why was the USA attacked on 11 September 2001?

Use the information you have gathered to write an extended response to the question above.

### Introduction

On the morning of September 11, 2001, four passenger planes were hijacked in the north-east of the USA. Two of these planes were later crashed into the Twin Towers of the World Trade Centre in New York, while one crashed into the Pentagon in Washington D.C., and another over Pennsylvania. A number of factors worked together to cause these attacks.

### Paragraph 1

Some long term causes dated back to the 1979-89 war in Afghanistan...

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### Paragraph 2

Around this time Osama bin Laden established Al-Qaeda...

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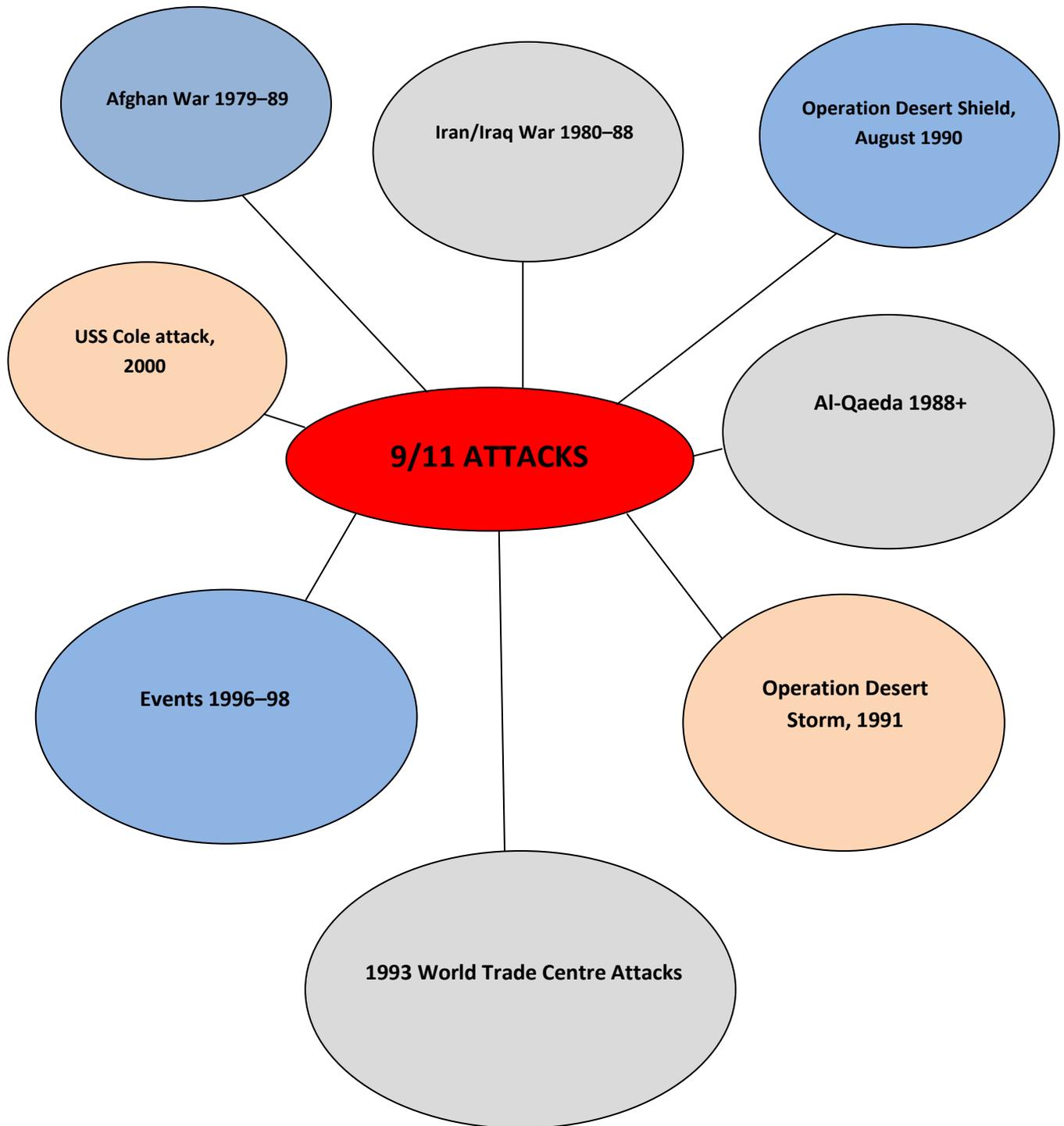
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# Activity One

## Template C – Consequence Wheel: Why was the USA attacked on 11 September 2001?

Copy out the below Consequence Wheel and make brief notes on the reasons for the September 11 attacks



# Activity One

## Template E – Why was the USA attacked on 11 September 2001?

Choose two reasons why the USA was attacked on 11 September and for each reason chosen, explain its significance in helping to bring about the September 11 attacks.

Reason	Significance of the reason
Choice 1	
Choice 2	

## Activity Two

**Title:** The Reasons for the September 11 Attacks

**Key question:** What do the sources tell us about the reasons why the USA was attacked on 11 September, 2001?

### Instructions for Students

- \* Read through all the sources and make notes around them – jot down any ideas that come to mind, based on the knowledge you already have on this topic.
- \* Discuss the sources with your teacher and the person sitting beside you.
- \* Work through the questions one at a time, making sure to ask for input or help if you need this.
- \* Complete all written responses. Give as much detail as you can.

### Teacher Guidance

- \* Give source material to students. Allow them time to read this individually to begin with (Template A).
- \* Discuss source content, authorship, audience, context etc. for Sources A, B and C. Display sources visually on a screen and annotate around them one at a time.
- \* Ask students to confer with each other when preparing written responses to the questions (Template B).
- \* Assist students who require help during write-up stage of this activity.
- \* Ask students to consider continuity in respect of the ideas and beliefs of Islamic extremists across two periods by examining Sources A and C.

## Activity Two

### Template A – The reasons for the September 11 attacks

Read all the sources then complete the written exercises which follow.

#### Source A

From Sayyid Qutb, *Islam and the Problem of Civilisation* (Dar al-Shuruq, 1962). Adapted from *The War on Terror*, David Downing, Franklin Watts, 2007.

“What should be our verdict on this fake, Western Culture? What should be done about America and the West, given their danger to humanity? Should we not issue a sentence of death? Is it not the verdict most appropriate to the crime?”

#### Background information

*Qutb was a leading member of the Muslim Brotherhood, which was founded in Egypt in 1928. Its aim was to make Egyptian society more Islamic. Qutb and his disciples believed that Western culture was corrupt.*

© ‘The War on Terror - Timeline Series’ by David Downing, Franklin Watts Publishers, 2008

#### Source B

From the teachings of Abdullah Azzam, date unknown. Adapted from *OCR Modern World History*, Ben Walsh, Hodder Education, 2009.

“My fellow Muslims, ‘Jihad’ or ‘holy war’ is the purpose of your lives...Those of the opinion that the religion of Allah can win without a holy war or without a battle against those of no religion in the Western world and without violence, fool themselves. They do not understand the true features of the Islamic religion.”

#### Background information

*Azzam was a Palestinian teacher who established an organisation in Pakistan (after the Soviet invasion of Afghanistan) in 1979, whose aim it was to recruit Muslim soldiers. Along with Osama bin Laden, Azzam helped create Al-Qaeda as a worldwide Muslim army.*

© ‘OCR GCSE Modern World History’ by Ben Walsh, Hodder Education, 2009

#### Source C

From a statement by Osama bin Laden, February 1998. Adapted from *OCR Modern World History*, Ben Walsh, Hodder Education, 2009.

“The ruling to kill the Americans and their allies – civilians and military – is an individual duty for every Muslim who can do it in any country where it is possible to do it...This is what the Almighty Allah teaches us, we will fight the pagans all together as they fight you all together and fight them until there is no more trouble from them.”

#### Background information

*Osama bin Laden was the son of a wealthy Saudi Arabian construction company owner. He fought alongside the Mujahideen during the Afghanistan war, 1979-89. He later helped to form Al-Qaeda. Bin Laden was supposed to have been one of the master planners behind the September 11 attacks on the USA in 2001.*

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Now show two ways in which Sources B and C **differ**.

	<b>Source B</b>	<b>Source C</b>	<b>Summary notes</b>
<b>Difference 1</b>			
<b>Difference 2</b>			

3. In Source A, Sayyid Qutb is speaking in 1962, while in Source C, Osama bin Laden is speaking in 1998.

Write down two examples in the table which show continuity in the beliefs of Islamic extremists between 1962 and 1998:

	<b>Source A</b>	<b>Source C</b>	<b>Explanation of continuity (in your own words)</b>
<b>Continuity example 1</b>			
<b>Continuity example 2</b>			

## Activity Three

**Title:** The response of the USA and its allies to the attacks of September 11

**Key question:** How did the USA and its allies respond to the attacks of 11 September?

### Instructions for Students

- \* Read through both sources and make notes around them – jot down any ideas that come to mind, based on the knowledge you already have on this topic.
- \* Discuss the sources with a partner or in small groups.
- \* Answer all questions in as much detail as you can.

### Teacher Guidance

- \* Issue source material to students. Allow students time to study the sources individually to begin with.
- \* Discuss source content, authorship, audience, context etc. for Sources A and B. Enlarge the sources and display them so as they can be annotated.
- \* Allow students the opportunity to discuss their ideas/plan their written responses to the questions.

## Activity Three

Template A – What was the response of the United States and its allies to the attacks of September 11?

Study the sources below and complete the written exercise which follows:

### Source A

Quote from *The War on Terror, David Downing, Franklin Watts, 2007.*

“On 12 September George W. Bush provided the answer: the USA was at war with terrorism. Two days later, the US Congress passed the Use of Military Force Authorisation which gave President Bush the legal right to use ‘all appropriate and necessary force’ against this new enemy. On 21 September he insisted that all the world’s governments should say which side they were on.

© *The War on Terror - Timeline Series by David Downing, Franklin Watts Publishers, 2008*

### Source B

Editor Jean-Marie Colombani writing in *Le Monde* newspaper, France, 12 September, 2001.  
Adapted from *The War on Terror, David Downing, Franklin Watts, 2007.*

“In this tragic moment, when words seem so inadequate to express the shock people feel, the first thing that comes to mind is this: We are all Americans!...

Indeed, just as in the gravest moments in our own history, how can we not feel that we must stand with those people, that country, the United States, to whom we are so close and to whom we owe our freedom?”

© *The War on Terror - Timeline Series by David Downing, Franklin Watts Publishers, 2008*





## Activity Four

**Title:** The September 11 attacks and its consequences

**Key question:** What were the consequences of September 11 attacks up to the end of 2001?

### Instructions for Students

- \* Read through all the consequence cards you are given.
- \* Work with students in your group to discuss the order in which these cards should appear chronologically. Agree on final order in your group.
- \* Decide which cards should appear under the immediate consequences banner, and which should appear under the short-term consequences banner. There are also two longer-term consequences mentioned.
- \* Once all groups have discussed their ordering, write the information into the timeline which your teacher gives to you.
- \* Now pick one consequence of the September 11 attacks and explain why you think it was the most significant.
- \* Assess the significance of the events of September 11 for international relations by participating in a whole class discussion and completing the 'significance' template questionnaire.

### Teacher Guidance

- \* Cut out and give students a set of consequence cards (Template A). These should not be chronologically ordered, as they currently are on the template sheet which follows.
- \* Working in small groups, students should try and arrange cards in order - some cards have dates while others do not.
- \* Now ask students to discuss which consequences are immediate/short term, up to around the end of 2001. Two longer term consequences are also mentioned as part of this activity. There should be whole class feedback at this stage of the activity.
- \* Students then write up consequence order in the timeline provided (Template B).
- \* Ask students to individually select one consequence of the September 11 attacks and explain why they think this is the most significant consequence (Template C). This could be completed as part of an *Each One Teach One* activity.
- \* Students participate in a whole class discussion on the significance of the events of September 11 for international relations. Provide students with a questionnaire template (provided at the end of this resource) and work through each question. Students make notes and give explanation as they proceed (Template D).

## Activity Four

### Template A – Consequence cards

#### Immediate consequences

American Airline Flight 11 to L.A., which had departed from Boston at 8am, crashed into the North Tower of the World Trade Centre in NYC. At 9.03 am, United Airlines Flight 175 from Logan Airport NYC, crashed into the South Tower. At 8.20 am, American Airlines Flight 77 departed from Washington D.C. At approximately 10 am it crashed into the West side of the Pentagon in Washington D.C.

United Flight 93 from Newark, New Jersey, crashed into a field in Pennsylvania, after hijackers clashed on board with passengers. It had been on its way to San Francisco.

During the attacks, 2,977 people were killed, including 19 hijackers. Many were also left very badly injured. 343 paramedics and fire fighters died. The vast majority who died were aged between 35 and 39. It was estimated that the number of children who lost a parent in these attacks was 3,051, while the number of people who lost a partner or spouse was 1,609.

On September 11, all airspace of the USA and Canada was frozen. Aircraft were ordered to land immediately at the nearest airport, while other planes heading to the USA were diverted to other countries in South America and the Caribbean, or they were simply told to fly back home again. As well as this, all international and internal flights to and from the USA were cancelled.

## Short-term consequences

The attacks had a massive impact on the American economy. The US stock markets had to close until 17 September 2001, and when markets re-opened, the Dow Jones Industrial Average fell 684 points – a record-breaking one day decline. In 2001 dollars, stocks lost \$1.4 trillion of their value. Many businesses and buildings were badly damaged or destroyed in NYC on 9/11 (including many housed inside the Twin Towers themselves).

### 12–14 September, 2001

In the two days following the attacks, there was immediate condemnation from the USA and foreign powers.

George W. Bush declared that the USA was at war with terrorism. Tony Blair, UK Prime Minister, denounced the 9/11 attacks. Blair said separately that Britain would stand ‘alongside the US’ in the battle against terrorism.

In the days after 9/11 many countries declared their solidarity with the USA, e.g. France’s Jacques Chirac expressed support, while Germany’s Chancellor Schroeder denounced the attacks as ‘a declaration of war against the civilised world’. Elsewhere in the days after the attacks, countries in the Muslim world also condemned the horror. These included Egypt, Bahrain, Iran, Kuwait, Yemen and Saudi Arabia.

### 20-24 September, 2001

On 20 September, Bush officially coins the phrase ‘war on terror’. US troops were deployed throughout Afghanistan. On 20 September, the US demanded that the Taliban hand over Osama bin Laden or face invasion. Bush insisted that the world’s governments declare whether they were with the USA in its new struggle against terror, or not. Putin of Russia declared his support for the war on terror on 24 September 2001. Some days later, Musharraf of Pakistan said the USA could use its airbases to launch attacks against Afghanistan.

### 7 October 2001

A US-led group of NATO troops invade Afghanistan. Countries involved included Canada, Germany and the UK. They soon defeat the Taliban but Osama bin Laden escapes death and arrest.

## Longer-term consequences

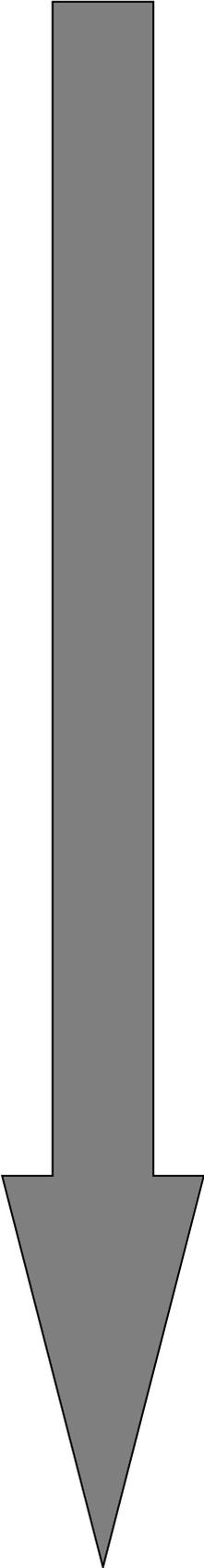
There was a growth in anti-Muslim attacks in the aftermath of the 9/11 attacks. Inside America, the FBI (Federal Bureau of Investigation) said there was a 1,700% increase in hate crimes against American Muslims after 9/11. Stereotyping of Muslims, Arabs and people from the Middle East generally continued well after this.

The subsequent Afghanistan War (2001) and Iraq War (2003) cost trillions of dollars and many lives, alongside homeland security costs in the US of at least \$5 trillion.

# Activity Four

Template B – Consequences of September 11 attacks

## Immediate consequences



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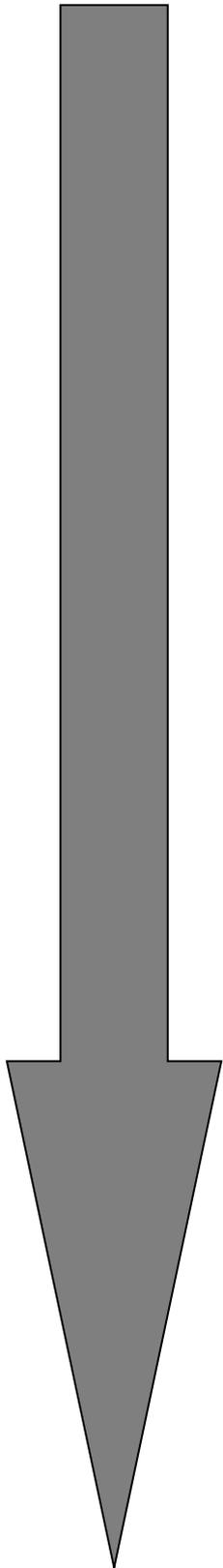
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## Short-term consequences

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**Longer-term consequences**

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## Activity Four

### Template C – Extension tasks

1. Become an expert on one consequence of September 11 attacks. Talk about your consequence in detail to the rest of the class, making sure to explain its significance for international relations.
2. Choose one immediate, one short-term and one longer-term consequence of the attacks of September 11. Record your chosen consequence on the left hand column. In the right-hand column, explain its significance for international relations.

<b>Consequence</b>	<b>Significance for international relations</b>
<b>immediate</b>	
<b>short-term</b>	
<b>longer-term</b>	

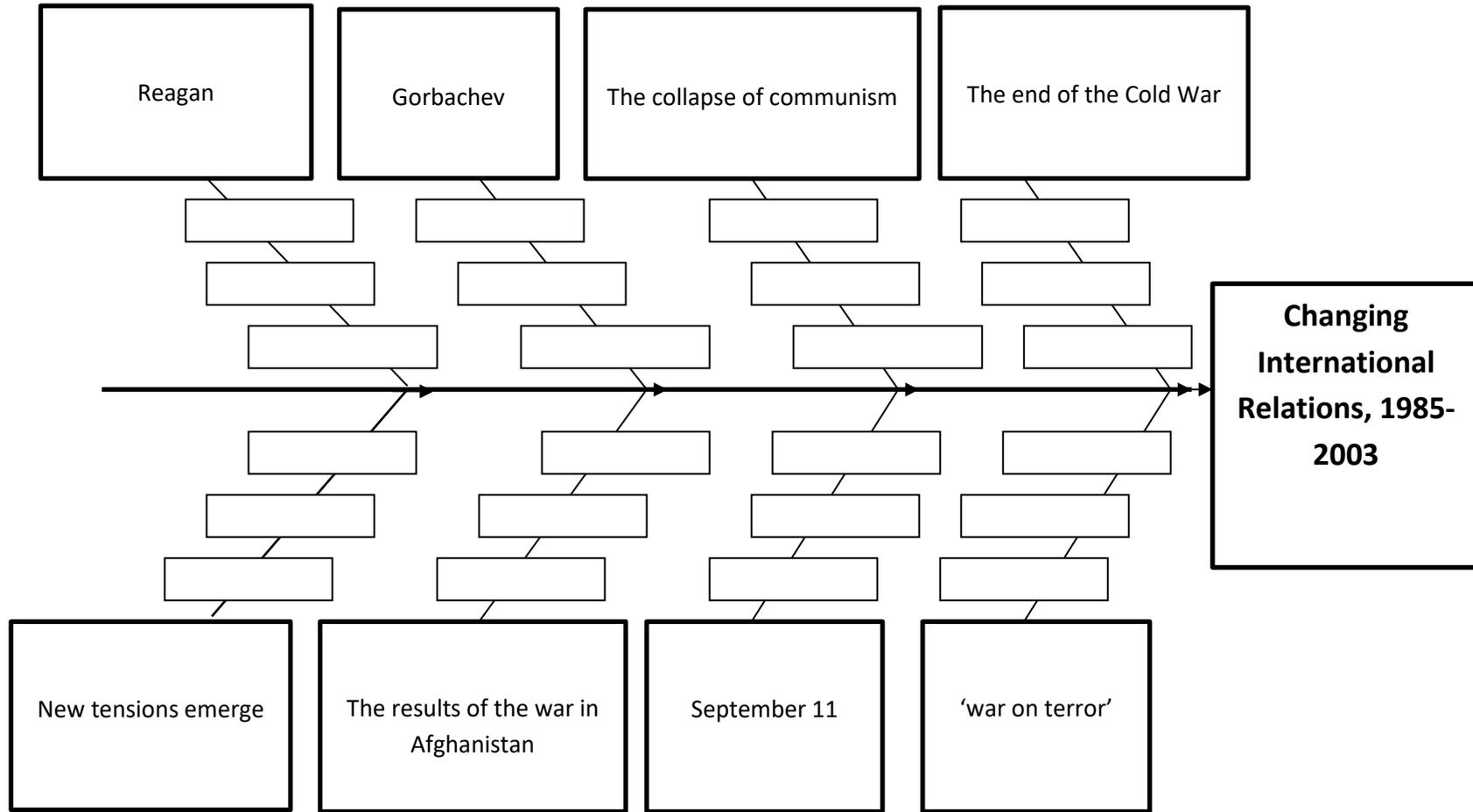
3. As a class, discuss the overall significance of the events of September 11, 2001 for international relations. To help you prepare for the class discussion, use the question sheet below to help you reach a judgement as to the significance of September 11.

## Activity Four

Template D – What was the significance of the events of September 11 for international relations?

Questions to help determine significance	Yes or no? To what extent?	Notes
Did September 11 affect a large number of people in the USA and elsewhere?		
Were the effects, positive or negative, for the USA and for international relations?		
Were the effects widespread?		
Were effects long-lasting?		
Are the events of September 11 important for our understanding of the past?		
Are the events of September 11 important for our understanding of the present?		
Has the importance of September 11 changed over time?		
Did 9/11 bring about an important change in international relations?		

# Student Activity: Cause and Effect – International Relations, 1985–2003



How and why did international relations change in the period 1979–2003?

The Soviet war in Afghanistan 1979–89

The end of the Cold War and new tensions emerge

The impact on relations

Gorbachev

Reagan

The collapse of communism and end of the Cold War

New age of conflict

The 'war on terror'

## Activity Five

### Examination Practice

1. Study **Source A** and answer the question which follows:

#### Source A

#### British Prime Minister, Tony Blair speaking to the British people, October 2001

We made it clear following the attacks on the US on 11 September that we would take action once it was clear who was responsible. There is no doubt in my mind, or in the mind of anyone who has been through all the available evidence, that these attacks were carried out by the Al-Qaeda network headed by Osama bin Laden. Let us not forget that the attacks of 11 September represented the worst terrorist outrage against British citizens in our history. The murder of British citizens, whether it happened overseas or not, is an attack upon Britain. But even if no British citizen had died, we would be right to act.

© BBC News

What does **Source A** tell us about the reaction of the British Prime Minister to the events of September 2001? (4 marks)

2. Study **Source B** and **Source C** and answer the questions which follow:

A cartoon by David Eden, an American political cartoonist giving his views on ‘the war on terror’, published in 2010.



© David John Eden

## Source C

An extract from an Internet website explaining the views of someone who is critical of the ‘war on terror’, published in 2016.

I would argue that the failures of America’s ‘war on terror’ have outweighed its successes. In my view the war in Afghanistan scattered the Al-Qaeda network, making it even harder to find them, and that the attacks in Afghanistan and Iraq increased anti-Americanism among the world’s Muslims. Others who support my views suggest that the war on terrorism is all about America’s desire to control the world and that includes controlling the world’s oil reserves, expanding their international military presence, and striking at any power that poses a challenge to them.

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Source B and Source C give different views about impact of the ‘war on terror’.

- (a) Explain **two** ways in which these views differ. (2 x 2 marks)
- (b) Suggest **one** reason **why** the views in **Source B and Source C** are different. (2 marks)
3. Study **Source D** below and answer the question which follows:

## Source D

An extract from a newspaper article in the New York Times, published 11 September, 2008.

Arabs in the Middle East don’t believe the official story of what happened on September 11, 2001 and think the United States government itself had a hand in the terrorist attacks. In fact seven years later, it remains the view here that Osama bin Laden and Al-Qaeda could not have been solely responsible for the attacks of September 11, 2001 and that the United States had to have been involved in their planning and the attacks themselves. And look at what happened after this – the Americans invaded two Muslim countries. They used the attacks of September 11 as an excuse and went to war in Iraq.

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- (c) How convincing is the view in **Source D** about the attacks of September 11?

Explain your answer using **Source D** and **your contextual knowledge**.

- 4 Study **Sources B, C and D** again and answer the question below.

How far do you agree with the view in **Source D** that America “used the attacks of September 11 as an excuse and went to war in Iraq”?

In your answer, you **must** use **Sources B, C and D** and **use information of your own**.

## **Section B – Sample questions**

- Describe two reasons for the attacks of September 11.( 2 x 2 marks)
- Describe two consequences of the Iraq War for international relations. (2 x 2 marks)

**In what ways did international relations change in the period 1979 to 2003?**

- **The Soviet invasion of Afghanistan and its impact**
- **The end of the Cold War**
- **The new age of Conflict**

## **Specimen essay question**

(Use the following guidelines in your answer. You **must** also use information of your own.)