Social Science Department
United States History II
June 1-June 5

Greetings US II Students! We are moving into June and hope that you are all safe and well with your families. Below is the lesson for this week:

Content Standard:

Content Topic 5: United States and globalization

Using primary sources, analyze the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon

Practice Standard(s):
3. Organize information and data from multiple primary or secondary sources

6.Argue or explain conclusions, using valid reasoning and evidence.

Weekly Learning Opportunities:

1. Interpreting JFK Inauguration
2. Watergate Scandal with questions
3. Analyzing the Great Society
4. Kennedy, Johnson and Nixon Domestic Policy PPT

Long Term Opportunities:

- **JFK Digital DBQ:**

https://sites.google.com/site/americandreamsdigitaldbq/home/jfk-assasination

- **The Century, America's Time:** *"1960-1964 Poisoned Dreams":* https://www.youtube.com/watch?v=93iBar-VrqA

- **The Century, America's Time:** *"1971-1975 Approaching the Apocalypse":* https://www.youtube.com/watch?v=4cLvv5FH0FA

- **The Final Report:** *Watergate (National Geographic:* https://www.youtube.com/watch?v=vC9PE2CiSGA

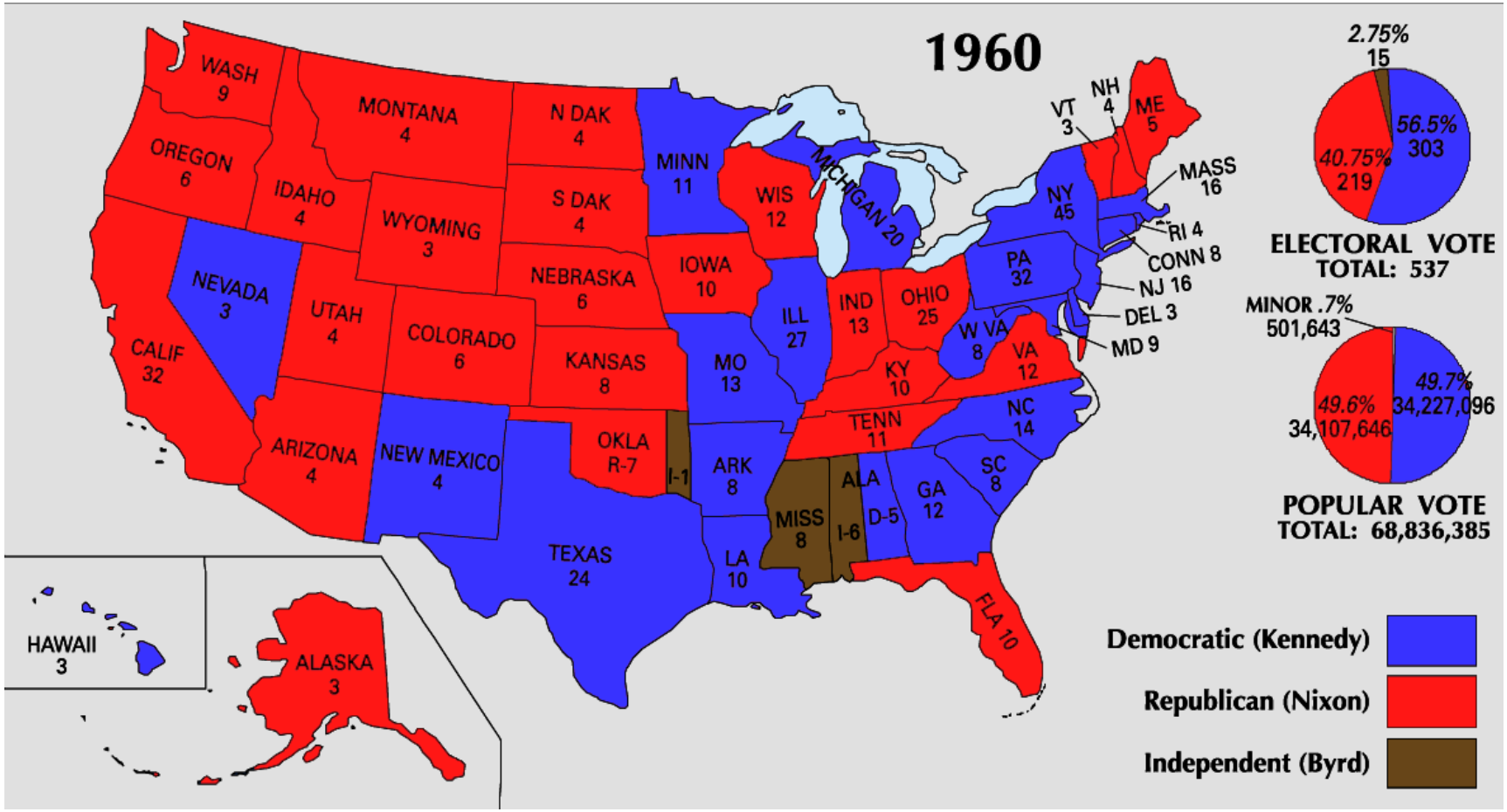
Note to students: Your Social Science teacher will contact you with specifics regarding the above assignments in addition to strategies and recommendations for completion. Please email your teacher with specific questions and/or contact during office hours.

Election of 1960 and Kennedy's Presidency

US II.28

Perceptions

- Coming into the first televised Presidential debate, John F. Kennedy had spent time relaxing in Florida while Richard Nixon maintained a hectic campaign schedule.
- As a result, Kennedy appeared tan and relaxed during the debate while Nixon seemed a bit worn down.
- Radio listeners proclaimed Nixon the better debater, while those who watched on television made Kennedy their choice.


1960
WASH 9
OREGON 6
CALIF 32
IDAHO 4
NEVADA 3
MONTANA 4
WYOMING 3
UTAH 4
ARIZONA 4
COLORADO 6
NEW MEXICO 4
N DAK 4
S DAK 4
NEBRASKA 6
KANSAS 8
OKLA R-7
TEXAS 24
MINN 11
IOWA 10
MO 13
ARK 8
LA 10
WIS 12
ILL 27
MICHIGAN 20
I-1
MISS 8
I-6
ALA D-5
TENN 11
IND 13
OHIO 25
KY 10
GA 12
FLA 10
SC 8
NC 14
VA 12
W VA 8
PA 32
NY 45
VT 3
NH 4
ME 5
MASS 16
RI 4
CONN 8
NJ 16
DEL 3
MD 9
HAWAII 3
ALASKA 3
2.75%
15
56.5%
303
40.75%
219
ELECTORAL VOTE
TOTAL: 537
MINOR .7%
501,643
49.7%
34,227,096
49.6%
34,107,646
POPULAR VOTE
TOTAL: 68,836,385
Democratic (Kennedy)
Republican (Nixon)
Independent (Byrd)

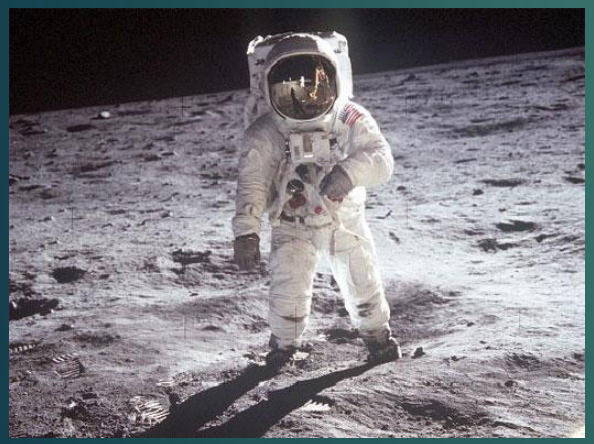
US II.28 Kennedy Domestic Policy

- In a speech early in his presidency, Kennedy said that the nation was poised at the edge of a "New Frontier."
- Kennedy's efforts to improve the economy included ordering a federal investigation into steel price fixing and proposing a large tax cut.
- Many of Kennedy's proposals aimed to combat poverty and inequality.
- These included an increase in the minimum wage, funding for urban renewal, abolishment of poll taxes, and the Equal Pay Act, which required all employees doing the same work in the same workplace to receive equal wages.

US II.28 Kennedy Domestic Policy

- Improved surplus food to unemployed Americans
- Largest defense buildup in peacetime history
- Help to communities plagued by long-term unemployment
- Extension of Social Security benefits
- Expansion of National Park System
- Doubling of federal resources combating water pollution
- Construction of the world's largest nuclear power plant
- Tightening of food and drug laws
- Encouragement of free trade
- Signing of the Nuclear Test Ban Treaty
- Changes in the welfare system
- Creation of first federal program to address juvenile delinquency

US II.28 A: Space Exploration Program



The Soviet Union's launch of the Sputnik satellite in 1957.

On July 20, 1969, American astronaut Neil Armstrong became the first person to walk on the moon.

1961 and 1962

1957

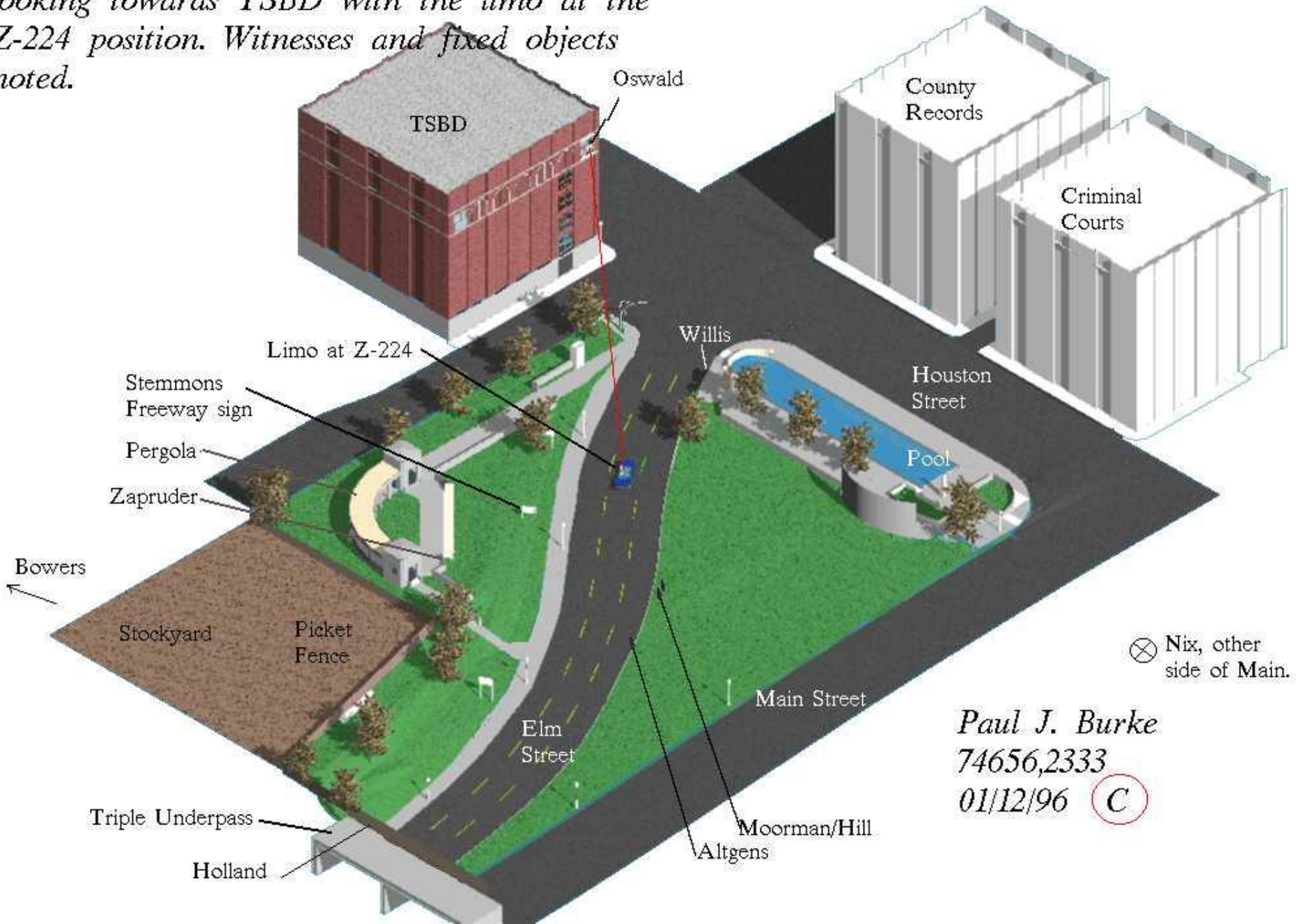
20 July 1969

In 1961 and 1962, American astronauts made initial space flights.

US II.28 B: Kennedy Assassination

- On November 22, 1963, Kennedy was shot while riding in an open limousine through Dallas, Texas.
- Shots fired from the sixth-floor window of the Texas School Book Depository mortally wounded Kennedy, making Vice President Lyndon Johnson the new President.
- The prime suspect in Kennedy's murder, Lee Harvey Oswald
- To investigate Kennedy's murder, President Johnson appointed the Warren Commission, after its chairman, Supreme Court Chief Justice Earl Warren.

PLAZAO.gif Dealey Plaza from the southeast, looking towards TSBD with the limo at the Z-224 position. Witnesses and fixed objects noted.



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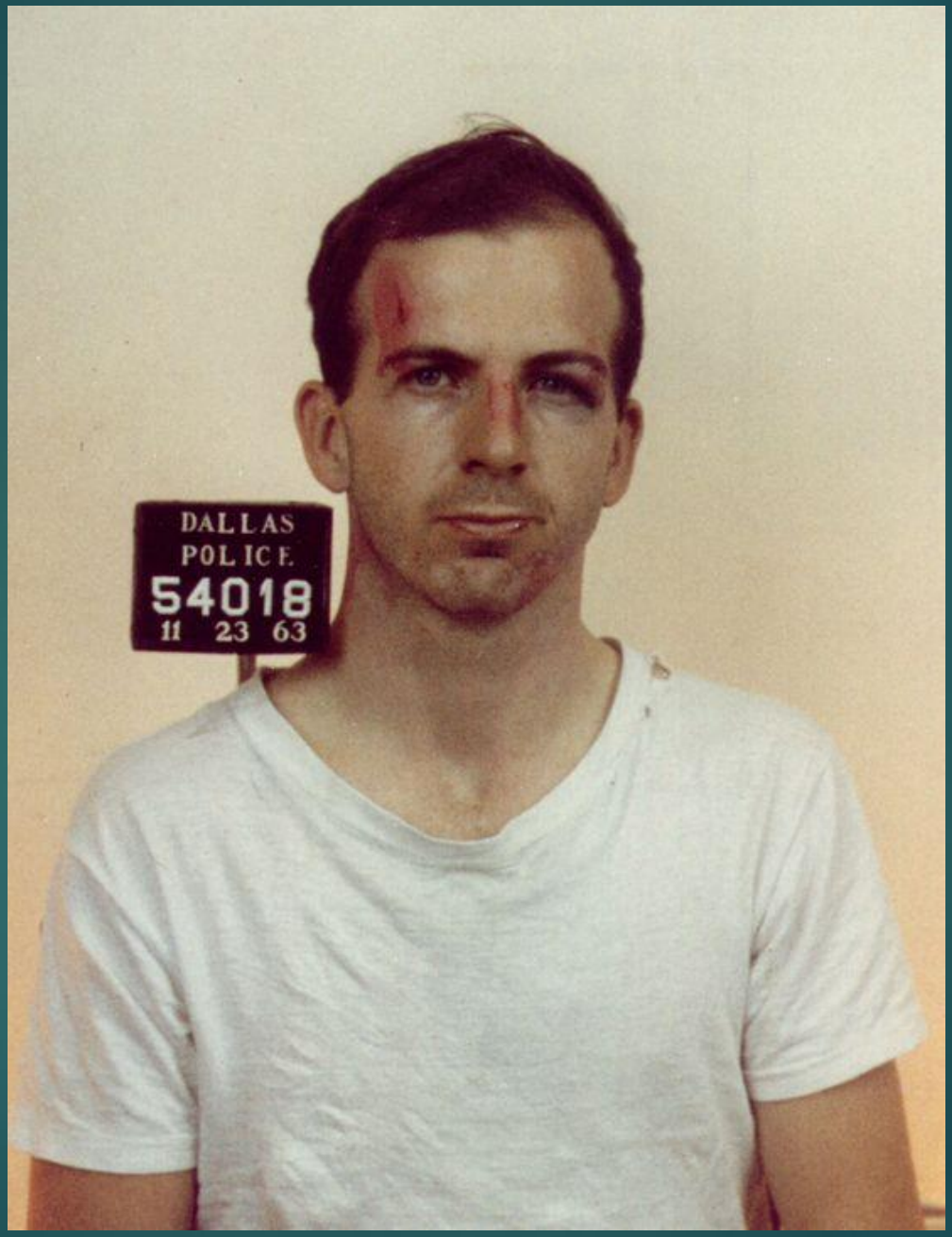
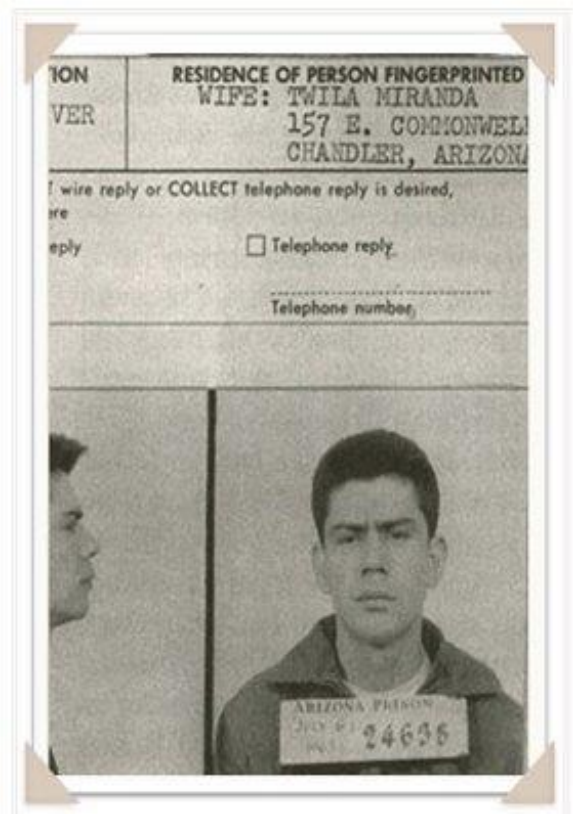

DALLAS
POLICE
54018
11 23 63

US II.28 Johnson's Domestic Policy

The Election of 1964

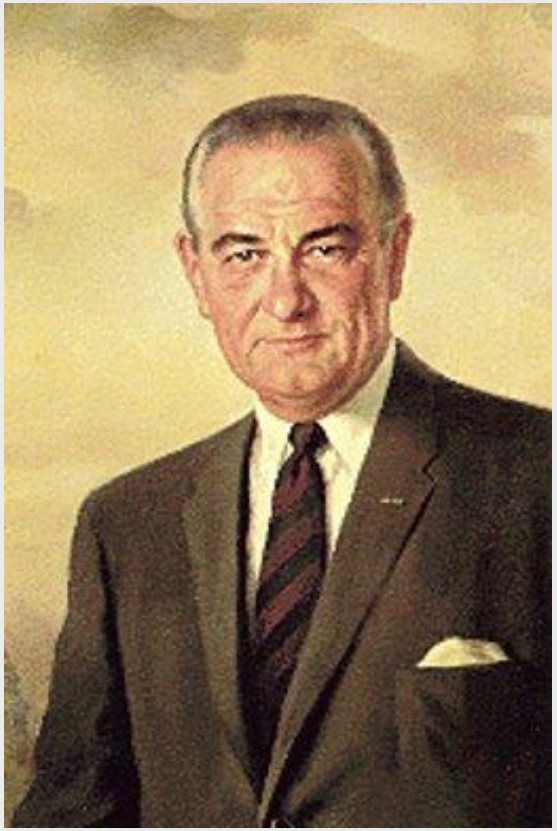
- In the 1964 election, Johnson won a landslide victory over Republican opponent Barry Goldwater.
- A controversial television advertisement known as the "daisy" commercial took advantage of Americans' fear of nuclear war to support Johnson's campaign.

US II.28 Johnson's Domestic Policy



- During the Kennedy-Johnson years, the Supreme Court, headed by Chief Justice Earl Warren, handed down many controversial landmark verdicts.
- The Warren Court was also interested in safeguarding the rights of persons accused of committing crimes. The Miranda rule, a result of the 1966 case Miranda v. Arizona, required police to inform accused persons of their rights.

US II.28 C Johnson's Great Society programs



- The Great Society
- Johnson used his talent in working with Congress to initiate many reforms on domestic issues.
- Johnson's programs on poverty aid, education, healthcare, economic development, and conservation became collectively known as the Great Society.

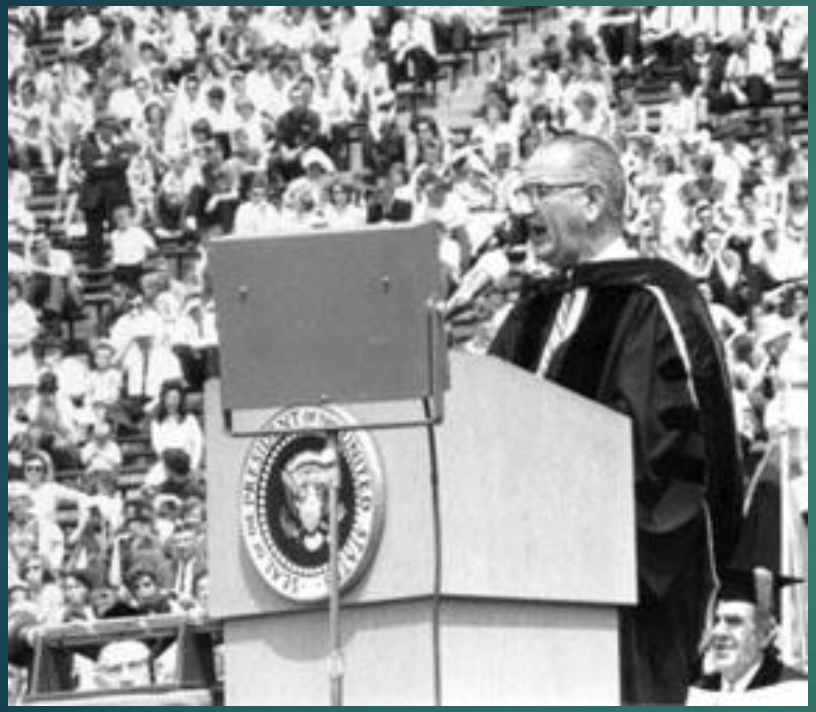
US II.28 C The Great Society

Great Society Reforms

- The Tax Cut — Like Kennedy, Johnson believed that a budget deficit could be used to improve the economy. A tax cut caused the deficit to shrink, since renewed prosperity generated new tax revenues.
- The War on Poverty — Johnson initiated new programs such as Head Start, a preschool program for low-income families, and Volunteers in Service to America (VISTA), which sent volunteers to help people in poor communities.
- Aid to Education — The 1965 Elementary and Secondary Education Act, also initiated by Johnson, provided billions of dollars in aid to public and private schools.
- Medicare and Medicaid — Johnson helped Congress pass two new programs, Medicare and Medicaid. Medicare provides low-cost medical insurance to most Americans over age 65, while Medicaid provides similar services to poor Americans of any age.
- Immigration Reform — The Immigration Act of 1965 replaced immigration quotas with overall limits from various parts of the world. Immigration rose during the 1960s and 1970s.

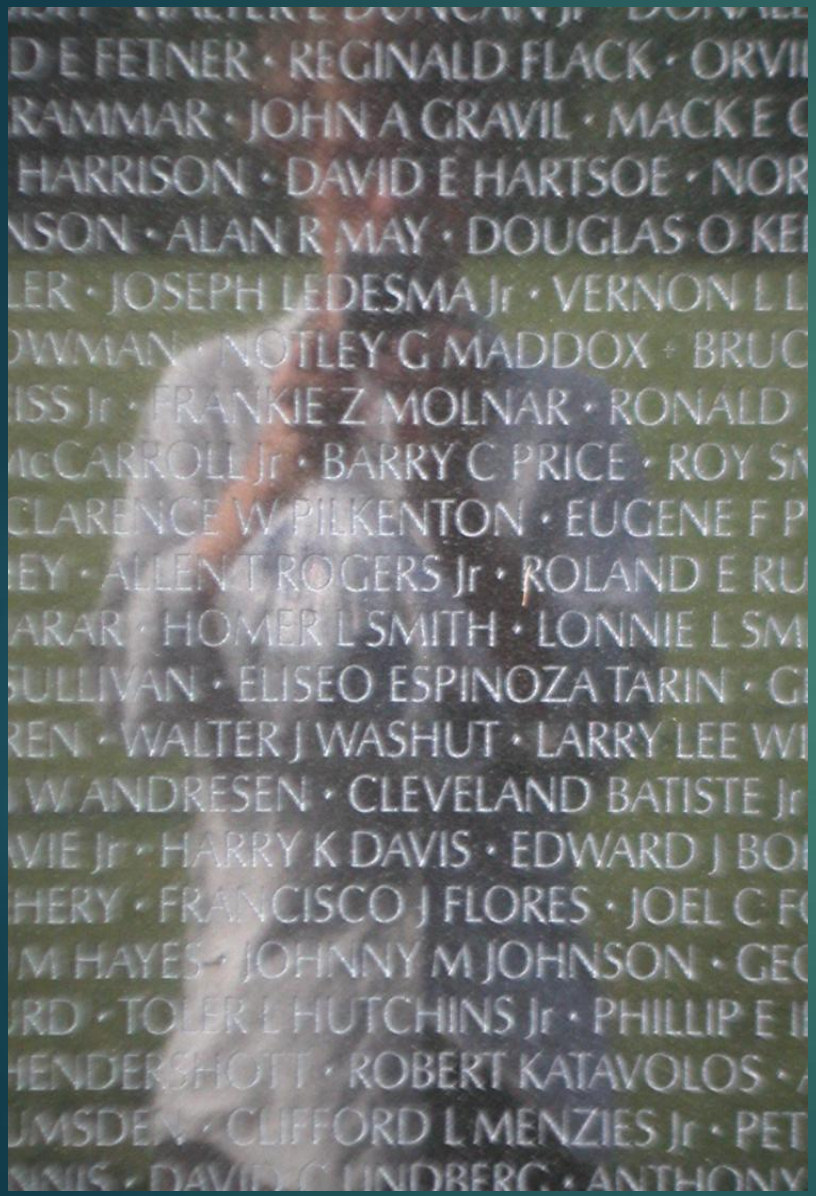
US II.28 Johnson's Great Society

Effects on Poverty



- During the 1960s and early 1970s, the number of Americans living in poverty in the United States was cut in half.
- However, some Americans complained that too many of their tax dollars were being spent on poor people. Others criticized the way Great Society antipoverty programs expanded the size of the federal government.

US II.28 Johnson's Great Society



The End of the Great Society

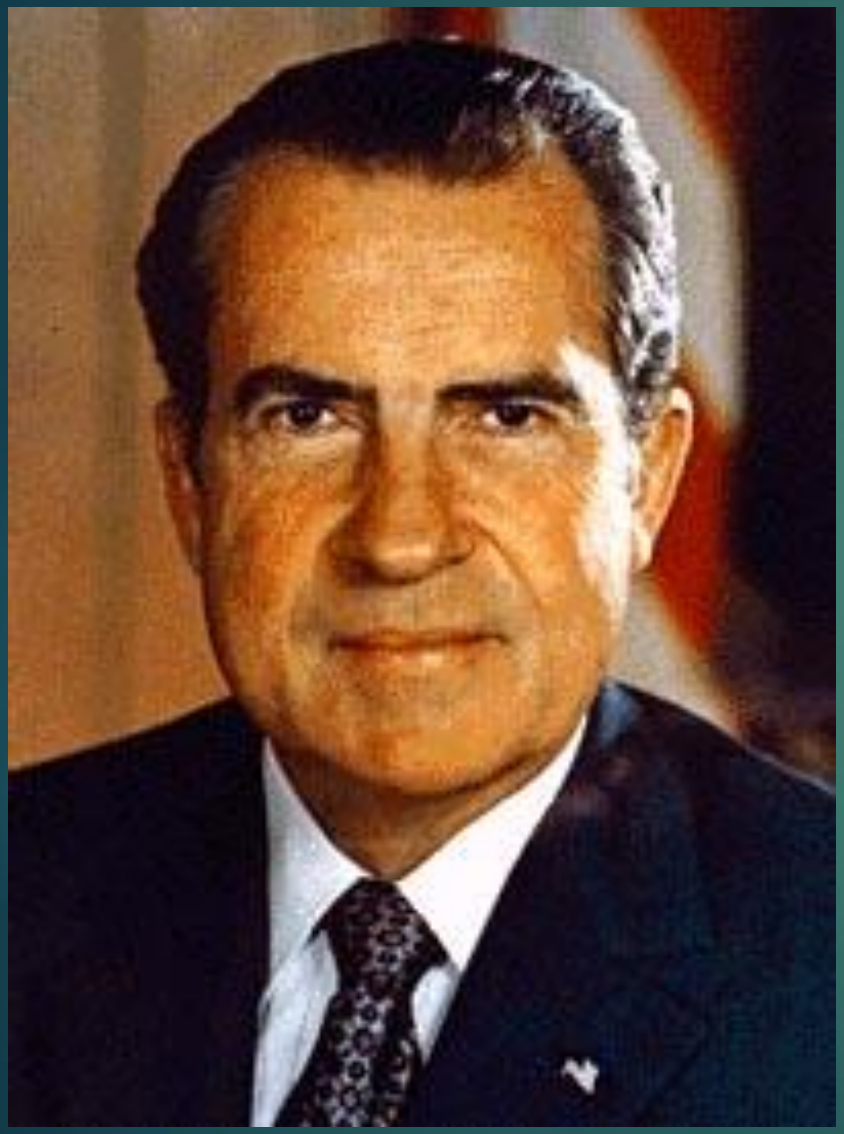
- Johnson received both praise and criticism for Great Society reforms.
- A conflict in Southeast Asia, later to become the Vietnam War, began to consume the resources Johnson needed for his domestic programs.
- The Great Society came to an end when Johnson failed to contain the Southeast Asia conflict.

Richard Nixon's Presidency

US II.28 E: Nixon's Domestic Policy

- During Nixon's first few years in office, unemployment and inflation rose, and federal spending proved difficult to control.
- In response, Nixon turned to the practice of deficit spending, or spending more money in a year than the government receives in revenues.

US II.28 E: Nixon's Domestic Policy



- Under Nixon's New Federalism, states were asked to assume greater responsibility for the well-being of their citizens, taking some of this responsibility away from the federal government..

US II.28 H: the creation of the Environmental Protection Agency (EPA) in 1970

- In 1970, President Nixon established the Environmental Protection Agency (EPA).
- The EPA's responsibilities included enforcing the 1970 Clean Air Act and the 1972 Clean Water Act.
- The Clean Water Act regulated the discharge of wastewater and provided grants to build better sewage-treatment facilities

US II.28 F: Nixon's appeal to "the silent majority"

The Silent Majority

- As President, he strengthened this position, discouraging protest against the Vietnam war.
- In a 1969 speech, Nixon appealed to those who, he felt, quietly supported his policies. He referred to this group of Americans as "the silent majority."

US II.28 G: the Watergate scandal (including the Supreme Court case, *U.S. v. Nixon*)

- March 1972, a group within the Committee to Reelect the President made plans to wiretap the phones at the Democratic National Committee Headquarters at the Watergate apartment complex in Washington, D.C.
- On June 17, 1972, five men were arrested. The money they carried was traced directly to Nixon's reelection campaign, linking the break-in to the campaign.
- The break-in and the cover-up which resulted became known as the Watergate

US II.28 G: the Watergate scandal (including the Supreme Court case, *U.S. v. Nixon*)

- Congress began the process of determining if they should impeach the President, or charge him with misconduct while in office.
- In the summer of 1974, the House Judiciary Committee voted to impeach Nixon on numerous charges.
- On August 9, 1974, Nixon resigned, the first President ever to do so. Gerald Ford was sworn in as the new President.

THE WHITE HOUSE

WASHINGTON

August 9, 1974

Dear Mr. Secretary:

I hereby resign the Office of President of the United States.

Sincerely,

Richard Nixon

11.35 AM

HK

The Honorable Henry A. Kissinger
The Secretary of State
Washington, D. C. 20520

Interpreting JFK's Inaugural Address

Topic: President Kennedy's Inaugural Speech

Grade Level: 9- 12

Subject Area: US History

Time required: 1 class period

Goals/ Rationale: President Kennedy's inaugural speech addressed not only the American people, but also people throughout the world—including newly independent nations, old allies, and the Soviet Union. In this lesson plan, students are challenged to consider how the speech might have resonated with some of these audiences.

Essential Question: How can a speech or public statement resonate differently with various audiences, depending upon their point of view?

Objectives Students will: discuss the significance of events leading up to Kennedy's inauguration. analyze the inaugural address from three perspectives—a young civil rights activist, a Soviet diplomat, and a Cuban exile. evaluate the speech from one of these perspectives.

Connections to Curriculum (Standards) National History Standards U.S. History: Postwar United States (1945 to early 1970s), Era 9: 2A: The student understands the international origins and domestic consequences of the Cold War. 3B: The student understands the "New Frontier" and the "Great Society."

MA Framework USII.21: Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (Seminal Primary Document to Read: JFK's Inaugural Address)

USII. 28: Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon.

Prior Knowledge and Skills Students: should have a working knowledge of the Cold War, Civil Rights Movement, and the major events following World War II. Students should also know how to analyze a piece of text and draw their own conclusions.

Historical Background and Context: On January 20, 1961, a clerk of the U.S. Supreme Court held the large Fitzgerald family Bible as John F. Kennedy took the oath of office to become the nation's 35th president. Against a backdrop of deep snow and sunshine, more than twenty thousand people huddled in 20-degree temperatures on the east front of the Capitol to witness the event. Kennedy, having removed his topcoat and projecting both youth and vigor, delivered what has become a landmark inaugural address.

His audience reached far beyond those gathered before him to people around the world. In preparing for this moment, he sought both to inspire the nation and to send a message abroad signaling the challenges of the Cold War and his hope for peace in the nuclear age. He also wanted to be brief. As he'd remarked to his close advisor, Ted Sorensen, "I don't want people to think I'm a windbag."

He assigned Sorensen the task of studying other inaugural speeches and Lincoln's Gettysburg Address to glean the secrets of successful addresses. The finely crafted final speech had been revised and reworked numerous times by Kennedy and Sorensen until the president-elect was satisfied. Though not the shortest of inaugural addresses, Kennedy's was shorter than most at 1,355 words in length and, like Lincoln's famous speech, was comprised of short phrases and words. In addition to message, word choice and length, he recognized that captivating his audience required a powerful delivery. On the day before and on the morning of Inauguration Day, he kept a copy handy to take advantage of any spare moment to review it, even at the breakfast table.

Having won the election by one of the smallest popular vote margins in history, Kennedy had known the great importance of this speech. Following his inaugural address, nearly seventy-five percent of Americans expressed approval of President Kennedy.

Materials:

- Timeline of Cold War and civil rights events that occurred from Jan. 1959 to Jan. 20, 1961
- JFK's inaugural address
- Three profiles of fictional individuals

Procedure:

- Provide students with the handout Timeline: Kennedy's Inaugural Address which provides a chronology of Cold War and civil rights events that occurred from January 1959 to January 20, 1961.
- Students choose which fictional individual they want to focus on.
- Answer the questions that go with your individual.
- Write a one page letter to President Kennedy explaining their reaction to the letter according to the person they chose.

Timeline
Kennedy's Inaugural Address

January 1, 1959	Fidel Castro takes power in Cuba.
January –November, 1960	17 African nations achieve independence.
February 1, 1960	African American students stage sit-in at a segregated lunch counter in Greensboro, NC.
February 20, 1960	"Whatever the exact facts may be about the size of the missile gap, it is clear that we shall need more missiles, more ships, planes and men, more atomic submarines and airlift mobility." --Remarks of Senator John F. Kennedy at Jefferson-Jackson Day Dinner, Hartford, CT.
April 17, 1960	Student Non-Violent Coordinating Committee (SNCC) is formed.
May 1960	American U-2 Plane on an intelligence-gathering mission, piloted by Francis Gary Powers, is shot down over Soviet Territory—the pilot is captured. Paris Summit between Great Britain, France, the U.S. and U.S.S.R. is aborted. U.S.S.R. and Cuba establish diplomatic relations.
July 9, 1960	Khrushchev says in a speech that the U.S.S.R. will come to Cuba's assistance if the U.S. attacks.
July 12, 1960	At a news conference, Khrushchev accuses the U.S. of using the Monroe Doctrine to assert the right to steal from the Latin American people, and says the doctrine no longer applies in that region.
July 14, 1960	U.S. State Department reaffirms that the principles of the Monroe Doctrine are still valid for Latin America.
October 19, 1960	Martin Luther King, Jr. is arrested in Atlanta during mass sit-in demonstrations. JFK's subsequent call to Mrs. King helps gain him African American support in the election.
November 8, 1960	John F. Kennedy elected president.
December 20, 1960	National Liberation Front (also known as Vietcong) is formed in South Vietnam.
January 3, 1961	U.S. breaks off diplomatic and consular relations with Cuba.
January 6, 1961	In a secret speech to Communist leaders in Moscow, Khrushchev says the U.S.S.R. supports wars of national liberation.
January 19, 1961	JFK and selected advisers meet with Eisenhower. On Kennedy's agenda is a discussion of "Trouble Spots"—Berlin, the Far East, and Cuba. Kennedy is told of the critical importance of Laos and the deteriorating situation in that country.
January 20, 1961	JFK's inaugural address.

Analyzing JFK's Inaugural Address

Civil Rights Activist Profile

You are a college-aged, African-American member of the Student Non-Violent Coordinating Committee (SNCC), a group of young civil rights activists formed in April 1960. Although the Supreme Court had ruled in 1954 in their *Brown v. Board of Education* decision that public schools must be integrated, you attended an all-black elementary and high school in Alabama and are now attending Fisk University, a private, all-black college in Nashville, Tennessee. A few months ago, you participated in a sit-in in an effort to desegregate the lunch counter at the local department store. Your organization is planning more non-violent demonstrations.

Initially, you did not support John F. Kennedy for president because you thought that Richard M. Nixon, raised as a Quaker, might be a stronger advocate for civil rights. But, after hearing Kennedy speak during his campaign about ending discrimination in federally subsidized housing "by a stroke of the presidential pen," and after learning that he had called Coretta Scott King when her husband, Martin Luther King Jr., was unjustly thrown into jail in October 1960, you have been hopeful that Kennedy might help gain equality for African Americans.

You are sitting in the college dining hall with your friends, watching President Kennedy's inaugural address on the university's black and white television set. What are your reactions to his speech? Is there anything in the speech that surprises you? What did Kennedy say that might either have reinforced or changed your previously held beliefs?

For more background information on the sit-in movement in Tennessee, visit *The Tennessee Encyclopedia of History and Culture* website:
http://tennesseeencyclopedia.net/entry.php?rec=1210

Analyzing JFK's Inaugural Address

Soviet Diplomat Profile

You are a member of the Soviet Foreign Ministry, and have worked in the Soviet Embassy in Washington, DC for the last seven years. During the summer of 1960, you helped prepare a political profile of Senator John F. Kennedy for Soviet Premier Nikita Khrushchev. Like Khrushchev, you had hoped that Vice President Richard M. Nixon would not succeed President Eisenhower because you viewed Nixon as an aggressive anti-communist, and appreciated Senator Kennedy's statement during the campaign that, unlike Eisenhower, he would have apologized to the U.S.S.R. for Francis Gary Powers' U-2 flight over the Soviet Union. In your profile of Kennedy, you described him as a politician, "not governed by any firm convictions, but by purely pragmatic considerations." You also noted that Kennedy "advocates talks" with the Soviets, but you were concerned about Kennedy's emphasis on strengthening the U.S. military.

You are watching the inaugural address on the color TV in the Soviet Embassy. What are your reactions to the speech? Is there anything in this speech that surprises you? What does Kennedy say that might reinforce or change your previously held beliefs? Is there anything he says that particularly concerns you?

For more background information on the Soviet profile of JFK, go to the *Cold War International History Project Bulletin 4* (Fall 1994)--available online at: https://www.wilsoncenter.org/sites/default/files/CWIHP_Bulletin_4.pdf; scroll through to page 64.

For more background information on the Soviet Foreign Ministry and Khrushchev before and during the Kennedy years, read the interview with Oleg Troyanovksi from the National Security Archive: http://www.gwu.edu/~nsarchiv/coldwar/interviews/episode-8/troyanovski4.html

Cuban Exile Profile

You are a doctor who recently fled Cuba to live with your brother in Miami. He left Cuba six years earlier, fearing the corruption and cruelty of the Fulgencio Batista government. You both had friends and relatives who had been imprisoned and even murdered. Your hopes for a just and free Cuba soared when Fidel Castro and the revolutionary forces entered Havana on January 1, 1959. However, your dream of an independent Cuba seemed unattainable as you witnessed Castro centralize power, authorize executions, and turn to the Soviet Union for economic assistance. You feel deceived by Castro. You thought he stood for justice and freedom, but his actions proved otherwise. Furthermore, he was cementing an alliance with the Soviet Union, making Cuba economically and politically dependent on a foreign Communist country. You believe your homeland will never be free as long as he is in power.

The U.S. presidential campaign has ignited your interest in the democratic process. You can see that both Richard M. Nixon and John F. Kennedy are both strong anti-Communists. You were especially impressed when Kennedy, in the fourth televised debate, claimed that the U.S. had not done enough to stave off communism in Cuba. He warned that the same course of events could easily spread to countries in Latin America, Asia, and Africa.

You are in your brother's living room, watching the new president's inaugural address on television. What parts of the speech address your concerns? How would you characterize Kennedy's commitment to Latin America? Does the speech give you reassurance about Cuba's future? If so, why? If not, why not?

For more background information on Cuban exiles in the US, visit this Library of Congress web page:
https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/cuban5.html

Inaugural Address of President John F. Kennedy
Washington, D.C.
January 20, 1961

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, Reverend Clergy, fellow citizens:

We observe today not a victory of party but a celebration of freedom--symbolizing an end as well as a beginning--signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe--the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans--born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage--and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

This much we pledge--and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do--for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom--and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required--not because the communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge--to convert our good words into good deeds--in a new alliance for progress--to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of

hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this Hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support--to prevent it from becoming merely a forum for invective--to strengthen its shield of the new and the weak--and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course--both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew--remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms--and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah--to "undo the heavy burdens . . . (and) let the oppressed go free."

And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again--not as a call to bear arms, though arms we need--not as a call to battle, though embattled we are-- but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"--a struggle against the common enemies of man: tyranny, poverty, disease and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility--I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it--and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you--ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

Was the Great Society Successful?

Directions: Please read the following documents and answer the corresponding questions.

Great Society Speech:

- Source: What type of document is this and who is the audience?

- Close reading: What is the message of this document?

- Context: What sorts of government programs do you think President Johnson would support, based on this document?

Great Society Programs

- Which of these programs have you heard of?

- Which programs do you think have been successful? How would you measure whether these programs were successful?

- How is the Great Society like the New Deal? How is it different?

PRO by Joseph A. Califano

- Source: What type of document is this and who is the audience? Who is the author? What are his qualifications for judging the Great Society?

- Close reading: What is Califano's main argument? What evidence does each use to support his claim?

CON by Thomas Sowell

- Source: What type of document is this and who is the audience? Who is the author? What are his qualifications for judging the Great Society?

- Close reading: What is Sowell's main argument? What evidence does each use to support his claim?

Final Questions:

- Which argument do you find more convincing? Why?

- How are some of these arguments being played out in today's debates over economic recovery?

Great Society Speech, Lyndon B. Johnson, 1964 (Modified)

I have come today from the turmoil of your Capital to the tranquility (peace) of your campus to speak about the future of your country. . .

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning. . .

It is harder and harder to live the good life in American cities today. There is not enough housing for our people or transportation for our traffic. . . . Our society will never be great until our cities are great. . .

A second place where we begin to build the Great Society is in our countryside. We have always prided ourselves on being not only America the strong and America the free, but America the beautiful. Today that beauty is in danger. The water we drink, the food we eat, the very air that we breathe, are threatened with pollution. Our parks are overcrowded, our seashores overburdened. Green fields and dense forests are disappearing. . .

A third place to build the Great Society is in the classrooms of America. There your children's lives will be shaped. Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination. We are still far from that goal. . . Poverty must not be a bar to learning, and learning must offer an escape from poverty. . .

For better or for worse, your generation has been appointed by history to deal with those problems and to lead America toward a new age. You have the chance never before afforded to any people in any age. You can help build a society where the demands of morality, and the needs of the spirit, can be realized in the life of the Nation.

So, will you join in the battle to give every citizen the full equality which God enjoins and the law requires, whatever his belief, or race, or the color of his skin?

Will you join in the battle to give every citizen an escape from the crushing weight of poverty?

Will you join in the battle to build the Great Society, to prove that our material progress is only the foundation on which we will build a richer life of mind and spirit?

Source: The speech above was delivered by President Johnson as a commencement (graduation) speech at the University of Michigan on May 22, 1964.

Major Great Society Programs

War on Poverty: forty programs that were intended to eliminate poverty by improving living conditions and enabling people to lift themselves out of the cycle of poverty.

Education: sixty separate bills that provided for new and better-equipped classrooms, minority scholarships, and low-interest student loans.

Medicare & Medicaid: guaranteed health care to every American over sixty-five and to low-income families.

The Environment: introduced measures to protect clean air and water.

National Endowment for the Arts and the Humanities: government funding for artists, writers and performers.

Head Start: program for four- and five-year-old children from low-income families.

Sampling of the laws passed during the Johnson administration to promote the Great Society.

PREVENTION & ABATEMENT OF AIR POLLUTION
(THE CLEAN AIR ACT)
DEC. 17, 1963

VOCATIONAL EDUCATION ACT
DEC. 18, 1963

CIVIL RIGHTS ACT OF 1964
JULY 2, 1964

URBAN MASS TRANSPORTATION
JULY 9, 1964

FEDERAL-AID HIGHWAY ACT OF 1964
AUG. 13, 1964

CRIMINAL JUSTICE ACT OF 1964
AUG. 20, 1964

FOOD STAMP ACT OF 1964
AUG. 31, 1964

NATIONAL ARTS CULTURAL DEVELOPMENT ACT OF 1964
SEPT. 3, 1964

SOCIAL SECURITY AMENDMENTS
JULY 30, 1965

VOTING RIGHTS ACT OF 1965
AUG. 6, 1965

HOUSING AND URBAN DEVELOPMENT ACT
AUG. 10, 1965

PUBLIC WORKS AND ECONOMIC DEVELOPMENT ACT
AUG. 26, 1965

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT ACT
SEPT. 9, 1965

NATIONAL FOUNDATION ON THE ARTS & THE HUMANITIES ACT
SEPT. 29, 1965

HIGHER EDUCATION ACT OF 1965
NOV. 8, 1965

CHILD NUTRITION ACT OF 1966
OCT. 11, 1966

CHILD PROTECTION ACT OF 1966
NOV. 3, 1966

NATIONAL SCHOOL LUNCH ACT
MAY 8, 1968

Source: http://www.colorado.edu/AmStudies/lewis/2010/gresoc.htm

PRO: What Was Really Great About The Great Society (Modified)

By Joseph A. Califano Jr.
The Washington Monthly (online), October 1999

If there is a prize for the political scam of the 20th century, it should go to the conservatives for [claiming that the] Great Society programs of the 1960s were a misguided and failed social experiment that wasted taxpayers' money.

Nothing could be further from the truth. In fact, from 1963 when Lyndon Johnson took office until 1970 as the impact of his Great Society programs were felt, the portion of Americans living below the poverty line dropped from 22.2 percent to 12.6 percent, the most dramatic decline over such a brief period in this century. . . . If the Great Society had not achieved that dramatic reduction in poverty, and the nation had not maintained it, 24 million more Americans would today be living below the poverty level. . .

Since 1965 the federal government has provided more than a quarter of a trillion dollars in 86 million college loans to 29 million students, and more than $14 billion in work-study awards to 6 million students. Today nearly 60 percent of full-time undergraduate students receive federal financial aid under Great Society programs. . .

Head Start has served more than 16 million preschoolers in just about every city and county in the nation and today serves 800,000 children a year. . . . Lyndon Johnson knew that the rich had kindergartens and nursery schools; and he asked, why not the same benefits for the poor?

Is revolution too strong a word? Since 1965, 79 million Americans have signed up for Medicare. In 1966, 19 million were enrolled; in 1998, 39 million. Since 1966, Medicaid has served more than 200 million needy Americans. In 1967, it served 10 million poor citizens; in 1997, 39 million. . . Closely related to these health programs were efforts to reduce malnutrition and hunger. Today, the Great Society's food stamp program helps feed more than 20 million men, women, and children in more than 8 million households. Since it was launched in 1967, the school breakfast program has provided a daily breakfast to nearly 100 million schoolchildren.

The Voting Rights Act of 1965. . .opened the way for black Americans to strengthen their voice at every level of government. In 1964 there were 79 black elected officials in the South and 300 in the entire nation. By 1998, there were some 9,000 elected black officials across the nation, including 6,000 in the South. . . .

Source: Joseph Califano, Jr., became a special assistant to President Johnson in July 1965, and served as President Johnson's senior domestic policy aide for the remainder of Johnson's term.

CON: War on Poverty Revisited (Modified)

By Thomas Sowell

Capitalism Magazine (online), August 17, 2004

The War on Poverty represented the crowning triumph of the liberal vision of society -- and of government programs as the solution to social problems. . .

In the liberal vision, slums bred crime. But brand-new government housing projects almost immediately became new centers of crime and quickly degenerated (declined) into new slums. . .

Rates of teenage pregnancy and venereal disease had been going down for years before the new 1960s attitudes toward sex spread rapidly through the schools, helped by War on Poverty money. These downward trends suddenly reversed and skyrocketed.

The murder rate had also been going down, for decades, and in 1960 was just under half of what it had been in 1934. Then the new 1960s policies toward curing the "root causes" of crime and creating new "rights" for criminals began. Rates of violent crime, including murder, skyrocketed.

The black family, which had survived centuries of slavery and discrimination, began rapidly disintegrating in the liberal welfare state that subsidized (paid for) unwed pregnancy and changed welfare from an emergency rescue to a way of life. . .

The economic rise of blacks began decades earlier, before any of the legislation and policies that are credited with producing that rise. The continuation of the rise of blacks out of poverty did not -- repeat, did not -- accelerate during the 1960s.

The poverty rate among black families fell from 87 percent in 1940 to 47 percent in 1960, during an era of virtually no major civil rights legislation or anti-poverty programs. . . . In various skilled trades, the incomes of blacks relative to whites more than doubled between 1936 and 1959 -- that is, before the magic 1960s decade when supposedly all progress began. The rise of blacks in professional and other high-level occupations was greater in the five years preceding the Civil Rights Act of 1964 than in the five years afterwards.

Source: Thomas Sowell is a conservative economist, author, and social commentator. He is currently a Senior Fellow at the Hoover Institution at Stanford University.

Student Worksheet

May Marks 40th Anniversary of Watergate Hearings

http://www.pbs.org/newshour/extra/2013/05/may-marks-40th-anniversary-of-watergate-hearings/

On June 17, 1972, five men were arrested for breaking into the Democratic National Committee (DNC) headquarters in the Watergate complex in Washington, D.C., setting off the political scandal that brought down President Richard Nixon.

The arrest prompted a series of nationally televised Senate hearings that captivated the nation and prompted Nixon to resign.

The hearings, which took place 40 years ago this month, were convened under the Select Committee on Presidential Campaign Activities with the premise of investigating ethical wrongdoing by both political parties, but soon became known simply as the Watergate Hearings.

A scandal unfolds

When news of a break-in at DNC headquarters first came to light, it was not evident that it was part of a larger scheme of political espionage, or spying.

While looking into the story, young Washington Post reporters Bob Woodward and Carl Bernstein discovered that the burglars received money from Nixon's re-election committee, and that two Nixon aides had guided the burglars through the Watergate complex via walkie-talkies from their perch across the street.

They discovered that Attorney General John Mitchell oversaw a secret Republican fund to gather intelligence on Democrats. The FBI concluded that since 1971, the Committee to Re-elect the President (CRP) and the White House had been spying on Democrats, attempting to pacify Nixon's paranoia about losing his 1972 re-election.

But there was little need to worry. Despite public information about the Watergate burglary and the administration's involvement, Nixon easily won re-election in November 1972 against Democrat George McGovern with one of the largest margins in history.

In January 1973, the five burglars and their two accomplices appeared in federal district court, but even after two men were convicted, questions lingered. The Senate voted unanimously on Sen. Ted Kennedy's resolution to form the select committee to dig deeper into ethical wrongdoing related to the 1972 election.

Into Congress' hands

Four Democratic and three Republican senators were given a $500,000 budget and subpoena powers to investigate the break-in and any subsequent illegal activity that came to light, much of which Woodward and Bernstein's reporting had already illuminated.

Conservative Southern Democrat Sam Ervin, a Senate elder and widely regarded Constitutional expert, was chosen to chair the committee both because he had no higher political aspirations that would compromise his impartiality and because his relative conservatism gave the committee bipartisan credibility.

Nixon forbid his aides from testifying before the committee, claiming executive privilege, but when Ervin threatened to have the White House sergeant at arms arrest the president, Nixon compromised, limiting executive privilege invocations to his records.

John Dean, who had served as White House counsel until Nixon fired him in April, was among the first to testify before the Senate committee in June. Seeking immunity from prosecution, he told senate investigators that Nixon knew about efforts to cover up the Watergate break-in, becoming the first White House insider to turn on Nixon. He recalled telling Nixon that the cover-up was a "cancer on the presidency".

Nixon believed in taping all of his Oval Office conversations, but resisted Ervin's subpoena of his tapes, once again claiming executive privilege. The Senate committee argued that separation of powers required the president to comply and sued Nixon in federal district court.

Nixon did not turn over the tapes until 1974, when the Supreme Court ordered him to in a separate case, United States v. Nixon. The evidence was damning, and the House Judiciary Committee adopted three articles of impeachment, prompting Nixon to resign in August 1974.

A stronger fourth estate

The hearings made Watergate a household name. One month after testimonies began, a whopping 97 percent of Americans knew about the Watergate break-in, and 67 percent believed Nixon to be involved; a dramatic shift from the previous fall when a majority of Americans voted for him.

Americans across the country watched the hearings on television, captivated by the suspense of the political drama growing thicker with each testimony.

The Post's Woodward and Bernstein had connected many of the dots that emerged between the break-in and the White House well before the hearings began. Relying on anonymous sources, they had to convince their editor at the Post, Ben Bradlee, that their story was correct. Woodward famously met periodically in a parking garage with a source called "Deep Throat", later revealed as FBI agent Mark Felt, who confirmed details they'd pieced together.

The Watergate investigation ushered in an era of intensified investigative reporting as journalists in Washington went after corruption in government with renewed confidence.

Limiting executive privilege

Watergate also had a lasting effect on the American political process and the balance of government power.

The hearings showed a strengthened legislative branch holding the executive branch accountable, giving more Americans confidence in the institution. Sen. Joe McCarthy had eroded public confidence in Congress with his attempts to down hunt alleged communists during the Cold War.

As a result of the Watergate Committee's report, Congress amended the Federal Election Campaign Act to include limits on political contributions and the establishment of a public financing system for presidential primaries.

Congress' strengthening of the Freedom of Information Act in 1974 allowed the media more access to the executive branch, while the 1978 Ethics in Government Act (EGA) required financial disclosures for executive and judicial officials. The EGA created the Office of Government Ethics and the position of a permanent special prosecutor to investigate wrongdoing.

– Compiled by Simone Pathe for PBS NewsHour Extra

READING COMPREHENSION QUESTIONS

1. How many years has it been since the Senate hearings that eventually led to the resignation of President Richard Nixon?

2. What is the name of the building complex in Washington, D.C., where the Democratic National Committee headquarters were located?

3. What was the name of the newspaper whose reporters investigated the DNC break-in?

4. What where the names of the two reporters?

5. What evidence did President Nixon attempt to conceal by citing executive privilege?

6. When did President Nixon resign?

7. Who was “Deep Throat”?

8. Name two things that changed because of the Watergate scandal.

DISCUSSION QUESTIONS (more research might be needed)

1. What role does the media play in government? Why do you think it's called the "fourth estate"?

2. What are some ethical problems regarding journalists using anonymous sources? What are pros and cons of anonymous sources?

3. Can you think of other political scandals? What happened and what were the consequences for those involved?

Extension Activity 2

Have students write a 300-500 word essay on this topic providing clear examples. Send your completed editorial to NewsHour Extra (extra@newshour.org). Exceptional essays might be published on our Web site.