US History Honors

Crook Brown

Week 5, 6, 7, & 8 Apr 27 – May 29

Teacher Name:	
Student Name:	
History is happening right now!	

Covid-19 **Co**rona **Vi**rus **D**isease 20**19** is history in the making and you are a part of it.

Assignment: I'd like you to write about your experience with what is going on. Think of it like our Bell Work.



- *Write as much or as little as you'd like. (I recommend 5 sentences)
- *Be honest. No one will read this except for me.
- *Your opinion matters because YOU MATTER! There is no such thing as a wrong opinion as long as you can explain it.

Week 3: Start: April 27th, 2020 Due: May 1st, 2020

What are you doing to keep yourself entertained while you are "social distancing" from others during this time? Do you have any hobbies at home, shows/movies you are watching, games you are playing, ect...



Name:	Teacher:	Period:
	Due Date: May 15th, 2020	

1970s- Present Vocabulary

Directions: Define as explained in the textbook. Provide a definition and a connection to another term.

- 1. Stagflation
- 2. OPEC
- 3. Détente
- 4. SALT
- 5. Camp David Accords
- 6. Ayatollah Ruhollah Khomeini
- 7. AIDS
- 8. NAFTA
- 9. Watergate Scandal
- 10 New Federalism
- 11. War Powers Act
- 12. Iran Hostage Crisis
- 13. Reaganomics
- 14. Homeland Security
- 15. Perestroika
- 16. Iran-Contra Scandal
- 17. Glasnost
- 18.9/11
- 19. Nuclear Proliferation
- 20. Osama Bin Laden
- 21. Al Qaeda
- 22. War on Terror

WATERGATE SCANDAL PRIMARY SOURCE LESSON

Thank you so much for your support! This lesson features an excellent primary source document to have your students analyze.

This actual memo can be found on Page 2. It was written for the Watergate Special Prosecutor in August of 1974 after Nixon resigned, but before President Ford pardoned him. Page 3 is a transcription of the same document. I provide this if you find that your students might struggle to read the actual document.

The main question of the document is, "Should the special prosecutor seek an indictment of the former President?

I start the lesson by having students view a background video. Two options for this can be found below. The WatchMojo one is a little more in-depth and I actually prefer it over the History version.

Next, we review the timeline so students can get a better idea of how the events transpired.

Finally, I have students review the memo in small groups and complete the worksheet. I give them about 20 minutes to read it and craft their responses. We then come together and list their reasons for/against prosecution on the board. This leads to a great class discussion on whether or not Nixon should have been charged or if his pardon was truly best for the country. It's great to connect this to current events and help students to understand that a lot of the public's distrust of Washington and distaste of politics comes directly from this scandal.

Background Videos

WatchMojo: "The Watergate Scandal: Timeline and Background" - https://youtu.be/IHnmriyXYeg

History Channel: "Watergate Explained" - http://www.history.com/topics/watergate

GOOGLE DRIVE

Are you in a paperless classroom? You can <u>access the Google Drive Version of this resource here</u>. This slightly modified lesson includes links to various online resources that may benefit students as well. The link above will have you make a copy of the Google Doc, so be sure to be signed in to your Google account. The answer key is not included there, so you can share directly with your students.

If you are interested in more Google Digital Resources, check out my <u>Digital Interactive Notebooks</u> <u>here</u>. Here are some additional resources that you might enjoy as well:



Memorandum

Special Prosecutor Leon Jaworski

2

DATE: August 9, 1974

Carl B. Feldbaum ** FROM

Peter M. Kreindler

Factors to be Considered in Deciding Whether to Prosecute Richard M. Nixon for Obstruction of Justice susject:

In our view there is clear evidence that Richard M. Nixon the identity of those responsible for the Watergate break-in and other criminal offenses. There is a presumption (which in the past we have operated upon) that Richard M. Nixon, like every citizen, is subject to the rule of law. Accordingly, one begins with the premise that if there is sufficient eviquestion then becomes whether the presumption for proceeding is outweighed by the factors mandating against indictment and dence, Mr. Mixon should be indicted and prosecuted. The prosecution.

The factors which mandate against indictment and prose-

- 1. His resignation has been sufficient punishment.
- He has been subject to an impeachment inquiry with resulting articles of impeachment which the House Judiciary Committee unanimously endorsed as to Article I (the Watergate cover-up). ci
- Prosecution might aggravate political divisions in the country. 3
- As a political matter, the times call for conciliation rather than recrimination. 4
- There would be considerable difficulty in achieving a fair trial because of massive pre-trial publicity. 2

The factors which mandate in favor of indictment and prosecution are:

- The principle of equal justice under law requires position or office, answer to the criminal justice system for his past offenses. This is a particularly weighty factor if Hr. Nixon's aides and associates, who acted upon his orders and what they conceived to be his interests, are to that every person, no matter what his past be prosecuted for the same offenses.
- office by erosion of his political base. This final disposition may be necessary to preserve the integrity of the criminal justice system and the legislative process, which together marshalled the substantial evidence of Mr. Nixon's guilt. The country will be further divided by Mr. Nixon unless there is a final disposition of charges of criminality outstanding against him so as to forestall the belief that he was driven from his ri.
- liable and subject to Indictment, Trial, Judgment, and Punishment, according to Law." The Framers contemplated that a person removed from office because of abuse of his public trust still would Article I, Section 3, clause 7 of the Constitution provides that a person removed from office by impeachment and conviction "shall nevertheless be have to answer to the criminal justice system for criminal offenses. 1
- It cannot be sufficient retribution for criminal offenses merely to surrender the public office and trust which has been demonstrably abused. person should not be permitted to trade in the abused office in return for immunity. 4
- The modern nature of the Presidency necessitates massive public exposure of the President's actions through the media. A bar to prosecution actions, however criminal. Moreover, the courts may be the appropriate forum to resolve questions of pre-trial publicity in the context of on the grounds of such publicity affectively would immunize all future Presidents for their an adversary proceeding. ú

Source: "Justice Department Memorandum Considering Indictment of Richard M. Nixon" - Record Group 460 Records of the Watergate Special Prosecution Force National Archives and Records Administration

MEMORANDUM

TO: Leon Jaworski, Special Prosecutor DATE: August 9, 1974

FROM: Carl B Feldbaum & Peter M. Kreindler

SUBJECT: Factors to be Considered in Deciding Whether to Prosecute Richard M. Nixon

for Obstruction of Justice

In our view there is clear evidence that Richard M. Nixon participated in a conspiracy to obstruct justice by concealing the identity of those responsible for the Watergate break-in and other criminal offenses. There is a presumption (which in the past we have operated upon) that Richard M. Nixon, like every citizen, is subject to the rule of law. Accordingly, one begins with the premise that if there is sufficient evidence, Mr. Nixon should be indicted and prosecuted. The question then becomes whether the presumption for proceeding is outweighed by the factors mandating against indictment and prosecution.

The factors which mandate against indictment and prosecution are:

- 1. His resignation has been sufficient punishment.
- 2. He has been subject to an impeachment inquiry with resulting articles of impeachment which the House Judiciary Committee unanimously endorsed as to Article I (the Watergate cover-up).
- 3. Prosecution might aggravate political divisions in the country.
- 4. As a political matter, the times call for conciliation rather than recrimination.
- 5. There would be considerable difficulty in achieving a fair trial because of massive pre-trial publicity.

The factors which mandate in favor of indictment and prosecution are:

- 1. The principle of equal justice under law requires that every person, no matter what his past position or office, answer to the criminal justice system for his past offenses. This is a particularly weighty factor if Mr. Nixon's aides and associates, who acted upon his orders and what they conceived to be his interests, are to be prosecuted for she same offenses.
- 2. The country will be further divided by Mr. Nixon unless there is a final disposition of charges of criminality outstanding against him so as to forestall the belief that he was driven from his office by erosion of his political base. This final disposition may be necessary to preserve the integrity of the criminal justice system and the legislative process, which together marshalled the substantial evidence of Mr. Nixon's guilt.
- 3. Article I, Section 3, clause 7 of the Constitution provides that a person removed from office by impeachment and conviction "shall nevertheless be liable and subject to Indictment, Trial, Judgment, and Punishment, according to Law." The Framers contemplated that a person removed from office because of abuse of his public trust still would have to answer to the criminal justice system for criminal offenses.
- 4. It cannot be sufficient retribution for criminal offenses merely to surrender the public office and trust which has been demonstrably abused. A person should not be permitted to trade in the abused office in return for immunity.
- 5. The modern nature of the Presidency necessitates massive public exposure of the President's actions through the media. A bar to prosecution on the grounds of such publicity effectively would immunize all future Presidents for their actions, however criminal. Moreover, the courts may be the appropriate forum to resolve questions of pre-trial publicity in the context of an adversary proceeding.

Watergate Scandal Timeline

June 1972 Five men linked to Republican President Richard Nixon's reelection campaign were arrested for trying to bug (plant listening devices in) the offices of the Democratic National Committee in the Watergate office building in Washington, DC.

April 1973 Nixon denied knowledge of the Watergate break-in or any cover-up.

May 1973 Archibald Cox was named as the Justice Department's special prosecutor for Watergate. The Senate Watergate Committee began nationally televised hearings.

June 1973 Former White House advisor John Dean told investigators that Nixon authorized a cover-up.

July 1973 Nixon, claiming executive privilege, refused to release tape recordings made of secretly recorded Oval Office conversations.

October 1973 Nixon offered summaries of the tapes, which Special Prosecutor Cox refuses. Nixon fires Cox.

November 1973 Leon Jaworski is named as the new Special Prosecutor.

March 1974 Former Nixon administration officials are indicted on charges of conspiracy in the Watergate break-in. Nixon is named as an "unindicted co-conspirator."

July 1974 The Supreme Court ruled unanimously that Nixon had to surrender all White House recordings requested by the new special prosecutor. The House Judiciary Committee recommended impeachment for the president.

August 1974 Transcripts of tapes show that Nixon ordered a cover-up of the Watergate break-in. On August 9th, Nixon became the first U.S. President to resign.

September 1974 President Gerald Ford (Nixon's former Vice President) pardons former President Nixon.

Dean

Gerald

Ford

laworski



Cox

Nixon

WATERGATE SCANDAL PRIMARY SOURCE ANALYSIS

Directions: Analyze the memorandum prepared for the Watergate Special Prosecutor Leon Jaworski.

- 1. What crime was the Special Prosecution considering against President Nixon?
- 2. What "clear evidence" was there that Nixon was guilty of this crime?

- 3. What are the most convincing reasons for prosecuting Nixon?
- 4. What are the most convincing reasons for **not** prosecuting Nixon?

5. Should Richard Nixon have been indicted and prosecuted? Use evidence from the memo and your own background knowledge to support your answer.







GUIDED READING The Nixon Administration

A. As you read about the Nixon administration, take notes to describe President Nixon's policies toward the problems facing him.

Problems	Policies
Size and power of the federal government	
2. Inefficiency of the welfare system	
3. Vietnam War and domestic disorder	
4. Nixon's reelection	
5. Liberalism of Supreme Court justices	
6. Stagflation and recession	
7. U.S.–China relations	
8. U.S.–Soviet relations	

B. On the back of this paper, explain the significance of **realpolitik** and **OPEC** during the Nixon years.

Name	Date	



RETEACHING ACTIVITY The Nixon Administration

Finding	Main	Ideas
- III MIII 19	IAICHE	IMEGS

The following questions deal with counterculture movement. Answer them in the space provided. $\,$

In what ways did Nixon's New Federalism both enhance and hurt federal social programs?
What was President Nixon's Southern strategy?
Did Richard Nixon help or hinder the civil rights movement? Explain.
What steps did President Nixon take against stagflation? What were the results?
What effect did realpolitik have on Cold War tensions between the United States and Soviet Union
How did Richard Nixon put the philosophy of realpolitik into action?

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PRIMARY SOURCE Newspaper Front Page

On July 20, 1969, about 600 million Americans tuned in to watch a historic event on their TV sets. They witnessed Neil Armstrong step out of the lunar module, the Eagle, and stand on the surface of the moon. Study this New York Times front page to learn more about the first moon walk.



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Activity Options

- 1. With a partner, use information from this newspaper front page as well as from your textbook to re-create a TV broadcast of the moon walk. Act as newscasters who report the event live from earth.
- 2. Write your own headline about the moon walk that could have been printed on this front page and share it with the class.



AMERICAN LIVES Henry Kissinger

Secretly Seeking Shared Interests

"In a democracy the results of negotiations obviously have to be made available to the public. . . . The process by which these results are achieved generally should have a private phase."—Henry Kissinger in an interview with American Heritage magazine (1983)

Henry Kissinger was the first foreign-born person to serve as the U.S. Secretary of State. He achieved this high position through his skill at diplomacy.

Kissinger was born in Germany in 1923. Increasingly threatened after the Nazis took control in 1933, his family fled to the United States in 1938. He joined the army in 1943 and fought in the closing years of the war in Europe. Back in the United States after the war, Kissinger attended college and graduate school. He began to teach and write on defense issues. An early book introduced the idea of "flexible response." This idea rejected the 1950s policy of reliance on nuclear weapons for national defense. He argued that the United States should, instead, build conventional forces to be able to defend itself without nuclear weapons. President Kennedy adopted the policy.

After his election as president in 1968, Richard Nixon named Kissinger as his national security advisor. The post gave Kissinger daily access to the president and broad authority to carry out Nixon's new foreign policy ideas. The two worked together very closely. Kissinger launched talks with the Soviet Union to limit nuclear weapons. His secret visits to China and the Soviet Union paved the way for Nixon's historic visits. Secret talks with North Vietnam paved the way for the end of U.S. involvement in Vietnam, and he shared the Nobel Peace Prize in 1973 with Le Duc Tho, a North Vietnamese diplomat. In that year he helped negotiate a halt to fighting in the Middle East.

When Nixon resigned over the Watergate scandal, Kissinger—now secretary of state—stayed in office to serve President Gerald Ford. He returned to the Middle East countless times, using "shuttle diplomacy" to persuade Israel and Egypt to take some early steps toward peace. His efforts also established close American ties with Egypt. Negotiations with the Soviet Union reached another arms control agreement.

Kissinger has said that successful diplomacy has

two keys. One is secrecy. It is important, he believes, for diplomats to meet privately so they can explore possible solutions to a problem without heated public debate. The other is that an agreement must benefit both sides. "Nobody," he warns, "will sign an agreement that is exclusively in the other party's interest."

Kissinger has won wide praise—and criticism. Some criticized him for supporting the invasion of Cambodia and other aggressive acts during the Vietnam War. Others said that his agreements with the Soviet Union were too generous to the Soviets. Many critics focused on how far he went to ensure secrecy. When newspapers published secret government information, Kissinger was angered. He agreed to a Nixon administration plan to tap the telephone of his aides to see if they were responsible for the information reaching the papers. Critics said that the newspapers were simply pursuing the people's right to know and that the wiretaps violated the aides' rights.

In 1977 Kissinger retired as secretary of state and received the Presidential Medal of Freedom, the nation's highest civilian honor. In 1982 he formed an international business consulting company. On occasion, however, he has worked on assignments for the government. In 1983, he headed a commission analyzing U.S. policy in Central America. Four years later, he led a team that discussed arms control with the Soviet Union.

Questions

- 1. Do you think a democracy should be totally open or can it maintain secrecy?
- 2. Anyone, Kissinger once said, can criticize an agreement between nations on the grounds that the other nation gains something. The key to a good agreement is what your own nation gains in return. Do you agree or disagree? Explain.
- 3. Should newspapers have been allowed to publish secret information? Explain.

Nixon Primary Source

Directions: Analyze the memorandum prepared for the Watergate Special Prosecutor Leon Jaworski.

- 1. What crime was the Special Prosecution considering against President Nixon?
- 2. What "clear evidence" was there that Nixon was guilty of this crime?
- 3. What are the most convincing reasons for prosecuting Nixon?
- 4. What are the most convincing reasons for not prosecuting Nixon?
- 5. Should Richard Nixon have been indicted and prosecuted? Use evidence from the memo and your own background knowledge to support your answer.

Guided Reading: The Nixon Administration

A. As you read about the Nixon administration, take notes to describe President Nixon's policies toward the problems facing him.

B. Explain the significance of realpolitik and OPEC during the Nixon years.

Finding Main Ideas The following questions deal with counterculture movement. Answer them in the space provided.

- 1. In what ways did Nixon's New Federalism both enhance and hurt federal social programs?
- 2. What was President Nixon's Southern strategy?
- 3. Did Richard Nixon help or hinder the civil rights movement? Explain.
- 4. What steps did President Nixon take against stagflation? What were the results?
- 5. What effect did realpolitik have on Cold War tensions between the United States and Soviet Union?
- 6. How did Richard Nixon put the philosophy of realpolitik into action?

Henry Kissenger

- 1. Do you think a democracy should be totally open or can it maintain secrecy?
- 2. Anyone, Kissinger once said, can criticize an agreement between nations on the grounds that the other nation gains something. The key to a good agreement is what your own nation gains in return. Do you agree or disagree? Explain.
- 3. Should newspapers have been allowed to publish secret information? Explain.

Teacher name:	Student name:	
Teacher name.	Otddorit Harrio:	

History is happening right now!

Covid-19 **Co**rona **VI**rus **D**isease 20**19** is history in the making and you are a part of it.

Assignment: I'd like you to write about your experience with what is going on. Think of it like our Bell Work.

Just imagine one day being able to look back on your writing and share it with your children or grandchildren! Imagine your writing being used as a primary source document about the Corona Virus of 2020!

- *Write as much or as little as you'd like. (I recommend 5 sentences)
- *Be honest. No one will read this except for me.
- *Your opinion matters because YOU MATTER! There is no such thing as a wrong opinion as long as you can explain it.

Week 4: Start: May 4th, 2020

Due: May 8th, 2020

What do you do to stay informed? Social media, news, radio coverage, family members? Do you set boundaries so that you do not become too informed? Is it possible to be too informed?

Name	Date	
Numer	Dute	_



GUIDED READING The Ford and Carter Years

A. As you read about Presidents Ford and Carter, take notes to describe the policies of each toward the problems facing them.

Problems Faced by Ford	Policies
1. Ending Watergate scandal	
2. Troubled economy	
3. Hostile Congress	
4. Cold War tensions	
5. Southeast Asia	

Policies	
	Policies

B. On the back of this paper, explain the importance of the **Camp David Accords** and the **Ayatollah Ruhollah Khomeini** to the Carter administration.

Name	Date	



RETEACHING ACTIVITY The Ford and Carter Years

Reading Comprehension

Reading Comprehension
Choose the best answer for each item. Write the letter of your answer in the blank.
 1. The agreements signed during the Ford presidency that promised greater cooperation betwee Eastern and Western Europe were known as the a. SALT I Treaty. b. Geneva Accords. c. Helsinki Accords. d. Camp David Accords.
 2. The first African American to serve as U.S. ambassador to the United Nations was a. Andrew Young. b. James Meredith. c. A. Philip Randolph. d. Thurgood Marshall.
 3. The "moral equivalent of a war" is how President Carter described the nation's battle against a. inflation. b. unemployment. c. the energy crisis. d. the Soviet Union.
 4. The 1978 Supreme Court decision that dealt a setback to affirmative action by declaring racial quotas unconstitutional was a. Mapp v. Ohio. b. Miranda v. Arizona. c. Brown v. Board of Education of Topeka. d. Regents of the University of California v. Bakke.
 5. U.S. anger over the Soviet Union's invasion of Afghanistan led to the collapse of the a. SALT II Treaty. b. Geneva Accords. c. Helsinki Accords. d. Camp David Accords.
6. In exchange for releasing 52 Americans hostages, revolutionaries in Iran demanded that the United States a. break is alliance with Israel.

b. remove all troops from the Middle East.
c. hand over the much-hated shah of Iran.
d. supply Iran with military and financial aid.

geography application: human-environment interaction $Oil\ Consumption\ in\ the\ 1970s$

Directions: Read the paragraphs below and study the graphs carefully. Then answer the questions that follow.

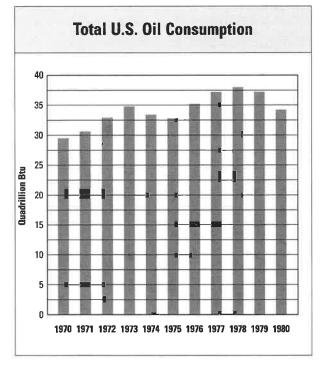
In the 1800s, gasoline was considered a useless by-product of oil refining and was often discarded into bodies of water. Kerosene, for burning in lamps, was the main product distilled from oil. In the 1900s, however, technology changed the way oil was used. Electric lighting replaced kerosene lighting, and automobiles and other motor vehicles began creating a need for all of that unwanted gasoline.

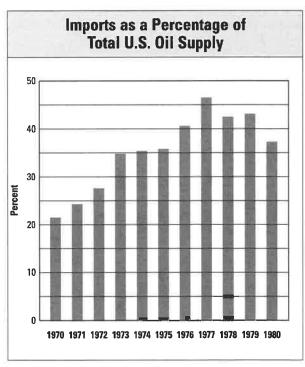
Throughout the century the demand for oil increased, and by 1973, 47 percent of U.S. energy consumption from all sources was coming from oil. Nevertheless, supplies were always abundant, so the price of oil stayed low. As demand began to outstrip U.S. production, however, the United States became increasingly dependent on foreign sources for oil.

Then, the United States experienced two oil crises. In 1973–1974, the Arab members of the

Organization of Petroleum Exporting Countries (OPEC), a collective-bargaining group of oil-producing nations, were angry about Western support of Israel during its 1973 war with its Arab neighbors. They cut off oil exports to the United States, and at the same time the other OPEC members raised prices, from about \$3 to more than \$12 a barrel. U.S. gasoline and heating-oil prices soared. In 1979, OPEC again increased oil prices drastically, and the cost of a barrel of crude oil rose from around \$12 to more than \$30.

The bar graphs below dramatize how dependent the United States was on foreign oil in the 1970s and how the increased cost of oil affected consumption. Oil consumption is measured in British thermal units (Btu), with 1 Btu being the quantity of heat needed to raise the temperature of one pound of water one degree Fahrenheit. A quadrillion is a million billion.





Interpreting Text and Visuals

1.	What was the trend in oil consumption from 1970 through 1973?
2.	How much oil did Americans consume in 1973?
3.	In which year during the 1970s was oil consumption the greatest?
4.	Why were there rather sharp declines in oil consumption after 1973 and 1979?
5.	What do you imagine happened to oil consumption in 1981? Why?
6.	Logically, why should the percentage of imported oil consumed in the United
	States have dropped in 1973–1974?
	Why do you think it did not?
7.	Until 1969, imported oil had never been more than 19.8 percent of the total amount of oil consumed in the United States. In your own words, summarize what happened to U.S. reliance on imported oil in the 1970s.



LITERATURE SELECTION from Memories of the Ford Administration by John Updike

This novel's main character, Alfred Clayton, receives a request from the Northern New England Association of American Historians (NNEAAH) to share his impressions of Gerald Ford's administration. He weaves together his impressions of the politics of the time with memories of events in his own life. As you read this excerpt, think about whether Clayton's impressions of the Ford administration are positive or negative.

From: Alfred L. Clayton, A.B. '58, Ph.D. '62

To: Northern New England Association of American Historians, Putney, Vermont

Re: Requested Memories and Impressions of the Presidential Administration of Gerald R. Ford (1974–77), for Written Symposium on Same to Be Published in NNEAAH's Triquarterly Journal, Retrospect

I remember I was sitting among my abandoned children watching when Nixon resigned. My wife was out on a date, and had asked me to babysit. We had been separated since June. This was, of course, August. Nixon, with his bulgy face and his menacing, slipped-cog manner, seemed about to cry. The children and I had never seen a President resign before; nobody in the history of the United States had ever seen that.

Our impressions—well, who can tell what the impressions of children are? Andrew was fifteen, Buzzy just thirteen, Daphne a plump and vulnerable eleven. For them, who had been historically conscious ten years at the most, this resignation was not so epochal, perhaps. The late Sixties and early Seventies had produced so much in the way of bizarre headlines and queer television that they were probably less struck than I was. Spiro Agnew had himself resigned not many months before; Gerald Ford was thus our only non-elected President, unless you count Joe Tumulty in the wake of Wilson's stroke or James G. Blaine during the summer when poor Garfield was being slowly slain by the medical science of 1881, . . .

[W]as there ever a Ford Administration? Evidence for its existence seems to be scanty. I have been doing some sneak objective research, though you ask for memories and impressions, both subjective. The hit songs of the years 1974–76 apparently were

"Seasons in the Sun"

"The Most Beautiful Girl"

"The Streak"

"Please, Mister Postman"

"Mandy"

"Top of the World"

"Just You and Me"

"Rhinestone Cowboy"

"Fame"

"Best of My Love"

"Laughter in the Rain"

"The Hustle"

"Have You Never Been Mellow?"

"One of These Nights"

"Jive Talkin'"

"Silly Love Songs"

"Black Water"

"Don't Go Breakin' My Heart"

"Play That Funky Music"

"A Fifth of Beethoven"

"Shake Your Booty"

"Breaking Up Is Hard to Do"

"Love Is Alive"

"Sara Smile"

"Get Closer"

I don't recall hearing any of them. Whenever I turned on the radio, WADM was pouring out J. S. Bach's merry tintinnabulations or the surging cotton candy of P. I. Tchaikovsky, the inventor of sound-track music. No, wait—"Don't Go Breakin' My Heart" rings a faint bell, I can almost hum it, and the same goes for "Breaking Up Is Hard to Do," if it's not the same song. In fact, all twenty-five titles give me the uneasy sensation of being the same song. The top non-fiction bestsellers of those years were All the President's Men, More Joy: Lovemaking Companion to the Joy of Sex, You Can Profit from a Monetary Crisis, Angels: God's Secret Agents, Winning Through Intimidation, Sylvia Porter's Money Book, Total Fitness in 30 Minutes a

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Week, Blind Ambition: The White House Years, The Grass Is Always Greener over the Septic Tank, and The Hite Report: I read none of them. Fiction, too, evaded my ken; the multitudes but not I revelled in the dramatized information of such chunky, universal titles as Jaws, Shogun, Ragtime, Trinity, Centennial, and 1876, or in the wistful escapism of All Things Bright and Beautiful and Watership Down, which was, I seem very imperfectly to recall, somehow about rabbits. The top TV shows were All in the Family, Happy Days, and Laverne and Shirley: I never watched them, having no TV set in my furtive digs. I would half-hear the interrupting news bulletins on WADM whenever some woman would take a shot at Ford or Ford took a shot at the Cambodians—Cambodia being the heart of the world's darkness in these years—but otherwise the only news that concerned me was what came over the telephone and up the stairs. . . .

The last thing I remember about the Ford

However much

Carter wanted to be

liked, we could not

quite like him: the

South couldn't quite

like him because he

was liberal and

an engineer, the

Northeast liberals

couldn't because he

was a Southerner

and a born-again

Christian.

Administration is sitting with my children watching, while a New England January held us snug indoors, a youngish-seeming man walking down Pennsylvania Avenue with one hand in his wife's and the other waving to the multitudes. Washington City was bathed in telegenic white sunlight and Carter was hatless, in pointed and rather embarrassing echo of Kennedy fourteen years and four Presidents ago. A hundred years after the end of Reconstruction and the one indisputably fraudulent Presidential election in American history, a son of the South had risen, without benefit of (cf. Truman, Tyler, and Johnsons) another two President's demise. The youngish, hatless man's smile was broad and constant but not, absolutely, con-

vincing; we were in a time, as in the stretch between Polk and Lincoln, of unconvincing Presidents. But Polk and Lincoln, too, had their doubters and mockers and haters by the millions; perhaps it lies among the President's many responsibilities to be unconvincing, to set before us, at an apex of visibility, an illustration of how far short of perfection must fall even the most conscientious application to duty and

the most cunning solicitation of selfish interests, throwing us back upon the essential American axiom that no divinely appointed leader will save us, we must do it on our own. Of all the forty-odd, handsome Warren Harding was in a sense the noblest, for only he, upon being notified that he had done a bad job, had the grace to die of a broken heart.

In the three fuzzy heads around me-no, I miscounted, there can be only two, Andy is off at college by January of 1977, he is eighteen and in his freshman year; he chose to go to Duke, to put a bit of distance between himself and his wayward parents—there was, if I can be trusted to read the minds of children, a dubiety not unlike my own at the sunny spectacle being beamed to us from the District of Columbia. No other President had ever seen fit to walk back from the inauguration to the White House. It made him, we felt, a bit too much like the circus clown who, with painted smile, jesting now in this direction and now in that, leads the parade into the big tent—the acrobats and the jug-

glers, the solemn elephants of foreign policy and the caged tigers of domestic distress.

"Showoff, " Buzzy said, in his manly baritone, which I was still not quite used to.

"Suppose he gets shot?" Daphne asked. She had been in my lap, up in our apple-green home at Dartmouth, a few months old, the Sunday that Lee Harvey Oswald had been plugged for his sins on national television. She had been weaned, you might say, on assassination.

However much Carter wanted to be liked, we could not quite like him: the South couldn't quite like him because he was a liberal and an engineer, the Northeast liberals couldn't because he was a Southerner and a born-again

Christian, the Christians were put off because he had told Playboy [magazine] he had looked upon a lot of women with lust, and the common masses because his lips were too fat and he talked like a squirrel nibbling an acorn. Blacks liked him, those blacks who still took any interest in the national establishment, but this worked in his disfavor, since the blacks were more and more seen as citizens of a floating Welfare State concealed within the other fifty, and whose settled purpose and policy was to steal money from hard-working taxpayers. Carter and the other liberal Democrats were white accomplices to this theft, this free ride. Furthermore he told us things we didn't want to hear: We should turn our thermostats down and our other cheek to the Iranians. Our hearts were full of lust, we were suffering from a malaise. All true, but truth isn't what we want from Presidents. We have historians for that.

Forgive me, NNEAAH, and editors of Retrospect; I've not forgotten it was Ford you requested my impressions of, not Carter. But what did Ford do? As I've said, I was preoccupied by personal affairs, and had the radio in my little apartment turned to WADM—all classical, with newsbreaks on the hour of only a minute or two. As far as I could tell, Ford was doing everything right—he got the Mayaguez back from the Cambodians, evacuated from Vietnam our embassy staff and hangers-on (literally: there were pictures of people clinging to the helicopter skids in the newsmagazines in my dentist's office), went to Helsinki to meet Brezhnev and sign some peaceable accords, slowly won out over inflation and recession, restored confidence in the Presidency, and pardoned Nixon, which saved the nation a mess of recrimination and legal expense. As far as I know, he was perfect, which can be said of no other President since James Monroe. Further, he was the only President to preside with a name completely different from the one he was given at birth-Leslie King, Jr. "President King" would have been an awkward oxymoron.

There was a picturesque little layer of snow in Washington on television, so there must have been

mounds of it in New Hampshire, and ice in the river, black and creaky, and bare twigs making a lace at the windows. Twigs. Our nest. Where was [my wife,] Norma? My still regnant Queen of Disorder? Not within the frame of this memory, somehow. She could have been painting in her alluringly odoriferous studio, or drifting through one of her do-it-yourself lectures on art appreciation over at the college, but my memory places her in the kitchen, tossing together a meal for us all. But wait—the 20th of January was a Thursday, according to my perpetual calendar, so Buzzy and Daphne must have been at school, puzzling their way through the post-noon lessons, or gobbling up the beef-barley soup and American chop suey the school cafeteria provides on Thursdays. Perhaps we were all watching Carter's stroll on the eveningnews rerun, and Norma was in the kitchen, cooking our dinner. She wandered in to join us. She held against the bib of her apron a curved wooden sculpting tool, with a serrated edge, that she used as a stew stirrer. She looked over our shoulders and said, "After Watergate, I don't see how the Republicans will ever elect another President."

Discussion Questions

- 1. What is Clayton's first memory of the Ford administration?
- 2. What is his last memory?
- 3. What does Clayton's objective research on popular culture during the Ford administration turn up?
- 4. Based on your reading of this excerpt, how would you characterize Clayton's overall assessment of the Ford administration?

Reagan				
Carter				
Ford				
	Election Significance	Foreign Policy	Domestic Policy	Scandals/Controversie s

	-	

Teacher name:	
Student name:	
	ening right now!

Covid-19 ${f Corona\ Virus\ D}$ is ease 20**19** is history in the making and you are a part of it.

Assignment: I'd like you to write about your experience with what is going on. Think of it like our Bell Work.



- *Write as much or as little as you'd like. (I recommend 5 sentences)
- *Be honest. No one will read this except for me.
- *Your opinion matters because YOU MATTER! There is no such thing as a wrong opinion as long as you can explain it.

Week 5: Start: May 11th, 2020 DUE: May 15th, 2020

What has surprised you the most about this time of "distance learning". Has it been good, bad, or somewhere inbetween? How will you spend your summer? Will it be different than the last couple months? Are you excited to go back to "real school" next year?



COMPARING PRESIDENTS FOREIGN &

	Ronald Reagan	George H.W. Bush	Bill Clinton
Years in office			
Political Party			
Foreign Policy Philosophy			
3 Most Important Foreign Policy Decisions or Events of their Presidency			
Domestic Policy Philosophy			
3 Most Important Domestic Policy Decisions, Acts, or Events of their Presidency			
Identify 2 significant social aspects of this era			

DOMESTIC POLICIES OF THE 30s - 2000s

George W. Bush	Barack Obama	Donald Trump

Name			
Traille			

COMPARING FOREIGN & DOMESTIC PRESIDENTIAL POLICIES

Directions: After completing the chart, answer the following questions in complete sentences. Be sure to reference specific events and policies in each answer.

- 1. Which president do you feel had the most successful domestic agenda and why?
- 2. How did domestic policies change over time?
- 3. Which president do you feel had the most successful foreign policy agenda and why?
- 4. How did foreign policies change over time?
- 5. Rank your top 5 presidents since World War 2 based on their foreign and domestic accomplishments from 1st (most successful) to 5th (least successful) and provide a brief reasoning for each.

Rank	President	Reasoning
1 st		
2 nd		
3 rd		
4 th		
5 th		

	. Police	
-	ă	
	Jame.	

Trade Organizations

US History

Directions: Search google for each of these organizations. Fill in the spaces below. This assignment is due at the end of class and worth 28 points.

How many members and what general area are they from? (Write down the countries if you can)					
What is the purpose?					
What does the Acronym stand for?					
Name	OPEC	NAFTA	GATT	EU	WTO

Period:

Name:

reacher name:
Student name:
History is happening right now!
Covid-19 Corona VIrus Disease 2019 is history in the making and
you are a part of it.

Assignment: I'd like you to write about your experience with what is going on. Think of it like our Bell Work.

Just imagine one day being able to look back on your writing and share it with your children or grandchildren! Imagine your writing being used as a primary source document about the Corona Virus of 2020!

- *Write as much or as little as you'd like. (I recommend 5 sentences)
- *Be honest. No one will read this except for me.
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Week 5: Start: May 18th, 2020 Due: May 22nd, 2020

If you could pick 3 must haves while in shut down, what would they be? Why? Bonus! Take a picture and send to me!



Class I	number:	Name	e:	Date:		
<u>US 80s, 90s, 2000s Playlist Assignment</u> Directions: As your exam for US History, you will create a playlist of at least 10 songs that remind you of what we learned about during the the 80s, 90s, 2000s era. The songs you choose need to be representative of different phases of presidential administrations. You will fill in the chart below including the title of the song, the artist who recorded/wrote the song and three sentences about why and how the song relates to that presidential administration. It does not need to be a song FROM that specific time period, but it does need to relate in some way to what we did, learned, discussed in each time period. You need to use specific lyrics and historical evidence to prove that the song is related. The Administrations should cover Regan, HW Bush, Clinton, George W. Bush, and Trump.						
Time	Title	Artist	Year	How and why does this song relate to the time period		
Period			written/recorded	specified?		

Class Number :_ Name:_ Date:_ How and why does this song relate to the time period Artist Time Title Year Period written/recorded specified?

Class Number:	Name:	Date:

leachername:	
Student name:	
History is happening right now!	
Covid-19 Co rona VI rus D isease 20 19 is history in the making a	and
you are a part of it.	

wash your hands!

Assignment: I'd like you to write about your experience with what is going on. Think of it like our Bell Work.

Just imagine one day being able to look back on your writing and share it with your children or grandchildren! Imagine your writing being used as a primary source document about the Corona Virus of 2020!

- *Write as much or as little as you'd like. (I recommend 5 sentences)
- *Be honest. No one will read this except for me.
- *Your opinion matters because YOU MATTER! There is no such thing as a wrong opinion as long as you can explain it.

Although these last few months have been filled with obstacles none of us saw coming, I'm glad we were able to work through it together. These posts helped me feel connected to you guys and I hope they kept you feeling connected to me. Have a great summer and I can't wait to see you all once again.

Week 7: Start May 25th, 2020 Due: May 29th, 2020

What has surprised you the most about this time of "distance learning". Has it been good, bad, or somewhere inbetween? How will you spend your summer? Will it be different than the last couple months? Are you excited to go back to "real school" next year?