

# ***Which Presidential Decisions Had the Greatest Impact on Society?***

## **Extended Controversial Issue Discussion: Presidential Decisions**

**Lesson Title:** The Impact of Presidential Decisions

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**Contact Information:** Carson High School

**Appropriate for Grade Level(s):** High School – 11<sup>th</sup> Grade U.S. History or 12<sup>th</sup> Grade Government

H2.[9-12].10 Analyze the policies and programs of the New Deal and their effects on political, economic, and diplomatic institutions

H2.[9-12].11 Describe the cultural, economic, political, and technological impact of World War II on the United States

H2. [9-12].12 Describe the causes and effects of changing demographics and developing suburbanization in the United States.

H2.[9-12].14 Examine the changes in the political culture of the United States during the 1960's and 1970's

H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States: Korea, Vietnam, Persian Gulf War, Iraq and the War on Terror

H3.[9-12].9 Identify and describe the major issues, events and people of minority rights movements – Civil Rights Act of 1964

H3.[9-12].10 Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influence the world economy and politics.

CCSS Speaking and Listening Standards 11-12:

Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Discussion Question (s):**

*What presidential decision had the greatest impact on society?*

Throughout the course of this lesson students will participate in respectful civic discourse reflecting multiple perspectives on the impact of decisions made by Presidents of the United States.

**Engagement Strategy:** The cooperative learning strategy used with this lesson is the "jigsaw" technique which helps students create their own learning. Students will begin in same topic group and research their topic. Then, students will regroup into different topic groups in which they will serve as topic "experts" and teach their classmates their content. In this way

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students teach each other multiple content and perspectives providing a complete overview of the material.

### **Student Readings (list):**

Source 1: Eisenhower – Interstate Highway System

Source 2: FDR – Four Freedoms Speech

Source 3: Nixon – Watergate Timeline

Source 4: Truman – Decision to Drop the Atomic Bomb

Source 5: Kennedy – Space Race

Source 6: LBJ – 1964 Civil Rights Act

**Total Time Needed: 4 block class periods**

### **Lesson Outline:**

<b>Time Frame (e.g. 15 minutes)</b>	<b>What is the teacher doing?</b>	<b>What are students doing?</b>
Day 1  30 minutes	Introduce the concept of the “Jigsaw” strategy to students and identify the desired learning goals of the experience.  Review process terms essential to understanding how to set up an argument – Claim, Reason, Evidence  Guide the class as a whole to define the question terms greatest, impact and society	Learning the concept of “Jigsaw” strategy  Reviewing terms: Claim Reason Evidence  Analyzing terms in the question – greatest, impact and society
5 minutes	Divide students into groups so that each group focuses on a single presidential decision. Strategically group students to create diverse groupings with	Moving into assigned Presidential Decision Groups: Eisenhower, FDR, Nixon, Kennedy, LBJ, Truman

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	multiple skill levels within each group.	
15 minutes	Modeling for the students how to analyze their Presidential Decision using an example such as Jefferson's Louisiana Purchase or Lincoln's Emancipation Proclamation	Following teacher "think aloud" of the process and learning how to analyze the Presidential Decision Source.
30 minutes	Assign each group the task of reading, answering source questions and discussing their actual presidential decision using their Presidential Decision Source.	Working collaboratively in groups to analyze their specific Presidential Decision Source, making sure all members contribute and have completed response sheets.
Day 2 30 minutes	Ask students to generate arguments in favor of their decision and prioritize them, citing their numbered source as evidence and record information on PREPARING MY ARGUMENT STUDENT HANDOUT	Generating arguments supporting their presidential decision Prioritizing arguments Recording claims, reasoning and evidence on PREPARING MY ARGUMENT STUDENT HANDOUT
30 minutes	Distribute additional lettered primary and secondary resources specific to each Presidential Decision Group and direct students to review all new sources and create a brainstorm impact poster as a group for their decision using the sources using IMPACT ANALYSIS STUDENT HANDOUT	Discussing each additional source and creating an impact Brainstorm Poster for their Presidential Decision and completing the IMPACT ANALYSIS STUDENT HANDOUT. All members are participating and all members have complete responses.
30 minutes	Instruct Presidential Decision Groups to finalize their discussion by coming to an agreement about what their group determines to be the 5 most significant impacts of their president's decision.	Reviewing all impacts and assigning priority numbers 1-5 to the most significant impacts. Circling and numbering the top five impacts.
Day 3 10 minutes	Teach students Jigsaw Ground Rules for Discussion	Learning expectations of the discussion and preparing to participate

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5minutes	Regroup students into Decision Expert Groups. In these groups each individual will represent their president to the rest of the group.	Regroup into Decision Expert Groups
45 minutes	Distribute PRESIDENTIAL DECISION STUDENT NOTETAKER HANDOUT. Direct each student to identify their president, explain the decision and share the top five societal impacts of the decision.	Presenting as expert to their group. Allowing time for classmates to record information. Answering questions pertaining to their decision. Recording information presented by other group members on PRESIDENTIAL DECISION STUDENT NOTETAKER HANDOUT. Asking questions as needed. Continuing until complete.
Day 4 30 minutes	Direct students to gather again in Decision Expert Groups. Explain to students that their next challenge is to engage in group discussion and come to an agreement about what their group determines to be the top three presidential decisions having the greatest impact on society. All 3 choices must be listed as claims, explained with sound reasoning and supported with evidence from the sources.	Discussing in Decision Expert Groups which presidential decisions will make the top three. Students are making claims, sharing their reasoning and proving their points with evidence from the sources.
20 minutes	Provide time for each Decision Expert Group to share their top three decisions with the class as a whole.	Sharing their group choices and listening to the choices selected by other groups.
40 minutes	Task students with writing a five paragraph argumentative essay in which they select what they determine to be their three top choices. They may use what their group generated or select their own.	Writing a five paragraph argumentative essay complete with an introduction, 3 body paragraphs that incorporate claims, reasoning and evidence and a thoughtful conclusion.
Post lesson	Return graded essays and ask students to complete the learning self-assessment for the lesson. Debrief as appropriate.	Learning self-reflection and receiving feedback from teacher on essay.

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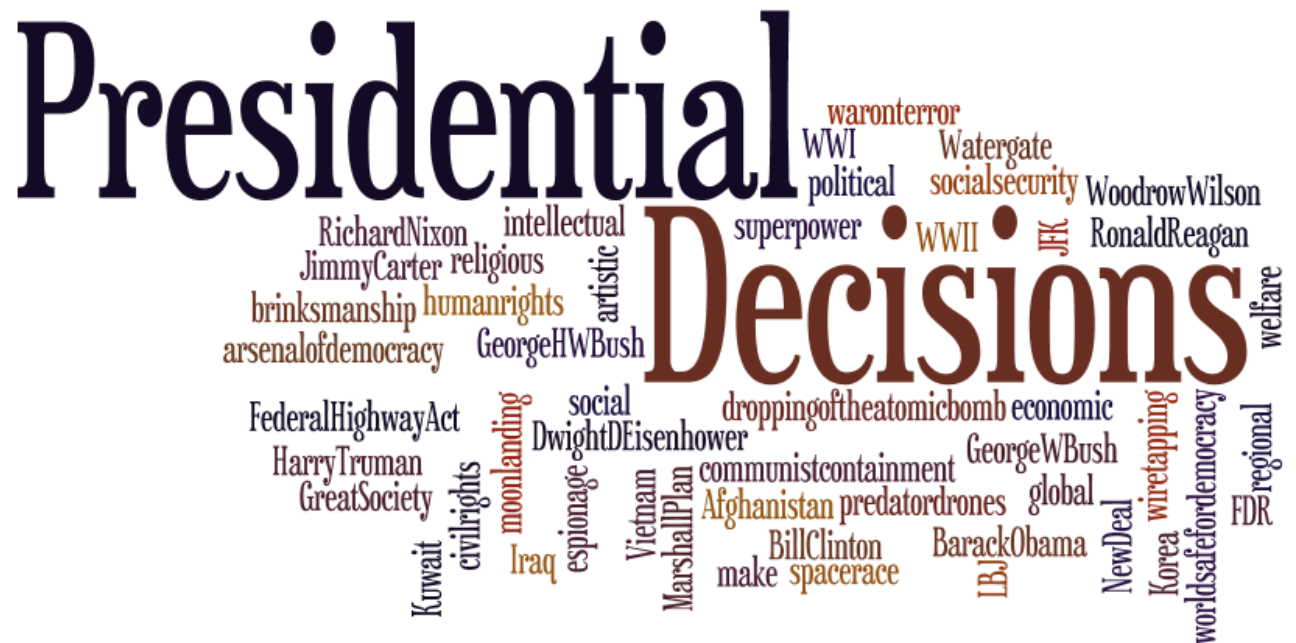
### **Description of Lesson Assessment Tied to Objective/Standards:**

Rubric for Discussion is directly tied to state standard and common core standards cited in lesson plan. Teacher discussion participation checklist equips the teacher to gauge student engagement and use of interaction strategies.

### **How will students reflect on their learning & understanding?**

Students will spend time reflecting on both the whole class and individual experience using the handout provided.

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Using your own background knowledge and the following documents, please evaluate the following statement:

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Designed by Jennifer Chandler, Carson High School

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### **PRESIDENTIAL DECISION SOURCE 1: EISENHOWER'S INTERSTATE HIGHWAY SYSTEM**

Long before taking office, Eisenhower recognized the importance of highways. His first realization of the value of good highways occurred in 1919, when he participated in the U.S. Army's first transcontinental motor convoy from Washington, D.C., to San Francisco. On the way west, the convoy experienced all the woes known to motorists and then some - an endless series of mechanical difficulties; vehicles stuck in mud or sand; trucks and other equipment crashing through wooden bridges; roads as slippery as ice or dusty or the consistency of "gumbo"; [and] extremes of weather from desert heat to Rocky Mountain freezing. During World War II, Gen. Eisenhower saw the advantages Germany enjoyed because of the autobahn network. He also noted the enhanced mobility of the Allies when they fought their way into Germany. Eisenhower debated for the highways for the purpose of national defense. In the event of a ground invasion by a foreign power, the U.S. Army would need good highways to be able to transport troops across the country efficiently. Following completion of the highways the cross-country journey that took the convoy two months in 1919 was cut down to two weeks.



Unveiling the Eisenhower Interstate System sign on July 29, 1993, are (from left): Rep. Nick Rahall (D-W.Va.), John Eisenhower (President Eisenhower's son), Federal Highway Administrator Rodney Slater, and Rep. Norman Mineta (D-Calif.).

1954 was a year in which a new Federal-aid highway act would be needed, and from the start, during the State of the Union Address on Jan. 7, Eisenhower made it clear that he was ready to turn his attention to the nation's highway problems. He considered it important to "protect the vital interest of every citizen in a safe and adequate highway system." What was needed, the president believed, was a grand plan for a properly articulated system of highways. The president wanted a self-liquidating method of financing that would avoid debt. He wanted a cooperative alliance between State and Federal officials to accomplish the Federal part of the grand plan. And he wanted the Federal government to cooperate with the States to develop a modern State highway system. On Jan. 5, 1956, in his State of the Union Address, the president renewed his call for a "modern, interstate highway system."

The **Federal-Aid Highway Act of 1956**, popularly known as the **National Interstate and Defense Highways Act** (Public Law 84-627), was enacted on June 29, 1956, when Dwight D. Eisenhower signed the bill into law. With an original authorization of 25 billion dollars for the construction of 41,000 miles (66,000 km) of the Interstate Highway System supposedly over a 10-year period, it was the largest public works project in American history through that time.

Biographer Stephen E. Ambrose stated, "Of all his domestic programs, Eisenhower's favorite by far was the Interstate System." Eisenhower's 1963 memoir, *Mandate for Change 1953-1956*, explained why: More than any single action by the government since the end of the war, this one would change the face of America. ... Its impact on the American economy - the jobs it would produce in manufacturing and construction, the rural areas it would open up - was beyond calculation.

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**PRESIDENTIAL DECISION SOURCE 1:**

**EISENHOWER'S INTERSTATE HIGHWAY SYSTEM**

1. When did Eisenhower first see the need for a unified system of roads within the United States?
2. According to Eisenhower, what role would an effective transportation system play in relation to national security needs?
3. How did Eisenhower draw attention to the need for this highway system?
4. According to the document, what obstacles had to be overcome in creating the Federal Highway Act of 1956?
5. Using this and the additional sources, determine the impact of the highway system on the United States:



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### IMPACT SOURCE A: PHOTOS AND ADVERTISEMENT



**Early Road Conditions.** Often, road conditions were abysmal, as this early traveler experienced while navigating through mud. Photo courtesy of CALTRANS.



**Route 8, Imperial County, 1910.** This image is another view of the road conditions early travelers endured. Photo courtesy of CALTRANS.



#### Highways for National Defense

By C. H. PURCELL, State Highway Engineer

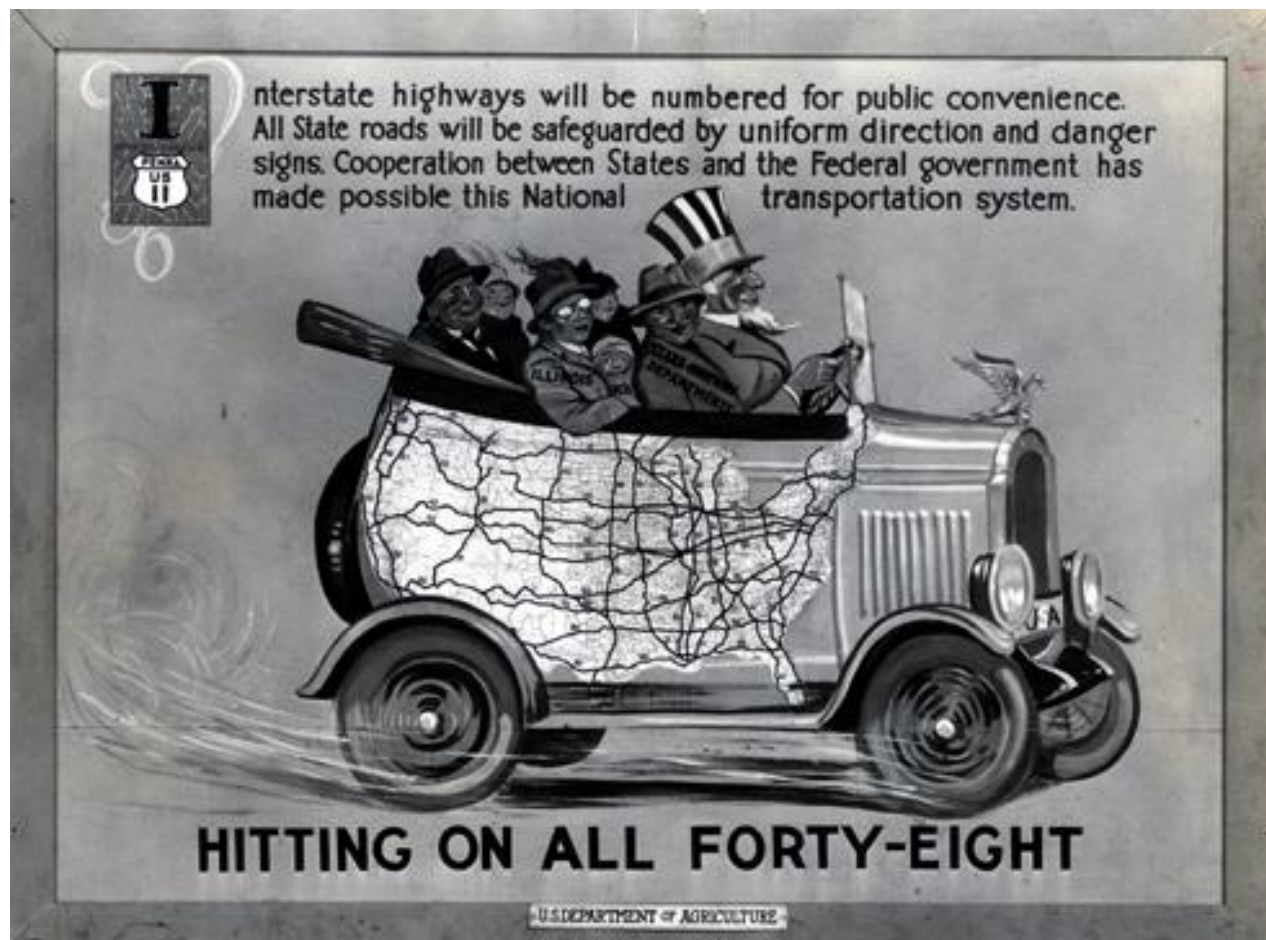
**Highways for National Defense Advertisement, 1940.** This advertisement appeared in a 1940 edition of California Highways and Public Works. Courtesy of CALTRANS.



**Traffic on the Harbor Freeway, I-110, July 24, 1958.** Photo courtesy of CALTRANS.

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**IMPACT SOURCE B: HITTING ON ALL FORTY-EIGHT**



Courtesy of AAA archives

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**IMPACT SOURCE C: THE INTERSTATE HIGHWAY SYSTEM - IMPACT ON THE  
QUALITY OF LIFE**

- **Expanded employment freedom:** The interstate highway system has made it possible for people to pursue employment across far larger areas than before. People in previously isolated rural areas are now able to use the interstates to reach employment centers. Within urban areas, where interstate highways have reduced travel times up to 60 percent, the interstates make it possible for workers to travel relatively quickly to virtually any location for employment.
- **Expanded residential freedom:** The interstate highway system has played a significant role in producing the American dream of the single family house in the suburbs.
- **Multi-purpose trips:** The improved mobility provided by the interstates has supported a significant increase in multi-purpose trips. People regularly combine child care, shopping, and other trips with work trips, making valuable time available for preferred activities.
- **Empowerment of the poor:** The combination of market priced (lower priced) gasoline and the interstate highway system have truly democratized mobility in the United States. The large majority of households, including households below the poverty line, have automobiles available and are thus able to access a broader range of employment, shopping, and other opportunities.
- **Lower retail prices:** America's democratized mobility has lowered retail prices, thus benefitting consumers. As freedom of movement has expanded, people have been able to travel further to shop. One of the most important reasons that people get more for their retail dollar today is that they have more options.
- **Improved access to health care:** By making it possible to transport those in need of acute care to hospitals much more quickly and over greater distances, the interstates have reduced mortality. The interstate highway system also improves access to specialists and specialized medical equipment for chronic care patients.
- **Improved Air Quality:** Interstate highways contribute materially to the reduction of air pollution and, thereby to improved health by permitting more consistent speeds and smoother traffic flows. The "stop and go" traffic typical of non-interstate roadways, increases air pollution by up to three times that of smoothly operating traffic, which is typical of most interstate highways.
- **Security:** There is considerable concern about personal security in the United States. People tend to feel safe from crime in their automobiles, and the interstate highway system has permitted people, especially women, to confidently travel longer distances at virtually any time of the day.
- **Leisure activities and vacations:** The broadened mobility provided by the interstate highway system has made it possible for people to take longer trips on weekends and during vacations. This, in turn, has generated a significant increase in highway related businesses, such as lodging establishments, restaurants, service stations, etc.

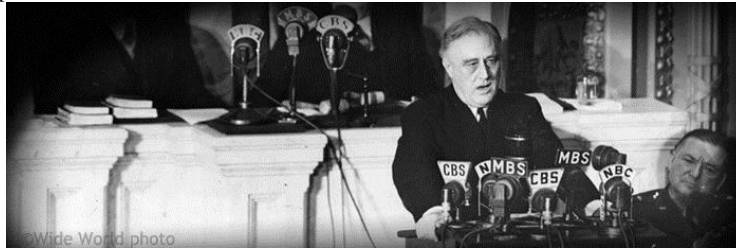
Cox, Wendell, and Jean Lowe. "A Tribute to the Dwight D. Eisenhower System of Interstate and Defense Highways." *The US Interstate Highway System: 40 Year Report*. American Highway Users Alliance, June-July 1996. Web. 02 May 2013. <<http://www.publicpurpose.com/freeway1.htm>>.

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### **PRESIDENTIAL DECISION SOURCE 2: FDR'S FOUR FREEDOMS SPEECH**

#### DOCUMENT NOTE:

This is an excerpt from President Franklin Delano Roosevelt's 1941 State of the Union Address, eleven months before the United States entered WWII in response to Japan's attack on Pearl Harbor.



"In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression - - everywhere in the world.

The second is freedom of every person to worship God in his own way – everywhere in the world.

The third is freedom from want –which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants-everywhere in the world.

The fourth is freedom from fear—which, translation into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in own time and generation. That kind of world is the very antithesis of the so-called new order of tyranny which the dictators seek to create with the crash of a bomb.

To that new order we oppose the greater conception—the moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear.

Since the beginning of our American history, we have been engaged in charge—in a perpetual peaceful revolution—a revolution which goes on steadily, quietly adjusting itself to changing conditions—without the concentration camp or the quick-lime in the ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society.

This nation has placed its destiny in the hands and heads and hearts of its millions of free men and women; and its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights or keep them. Our strength is our unity of purpose. To that high concept there can be no end save victory."

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**PRESIDENTIAL DECISION SOURCE 2: FDR'S FOUR FREEDOMS SPEECH**

1. In what context did FDR deliver this speech? (What is going on in the world?)
2. Fill in the first column of the chart below with the four freedoms named in the speech.
3. Fill in the second column with an explanation in your own words of FDR's meaning of each freedom by referring to additional information about each freedom in the speech. Then provide examples of each.

Freedom	Meaning
Examples of this freedom:	
Examples of this freedom:	
Examples of this freedom:	
Examples of this freedom:	

4. How are these freedoms and human rights connected?
5. Using FDR's speech and the additional resources provided, determine its affects on society:

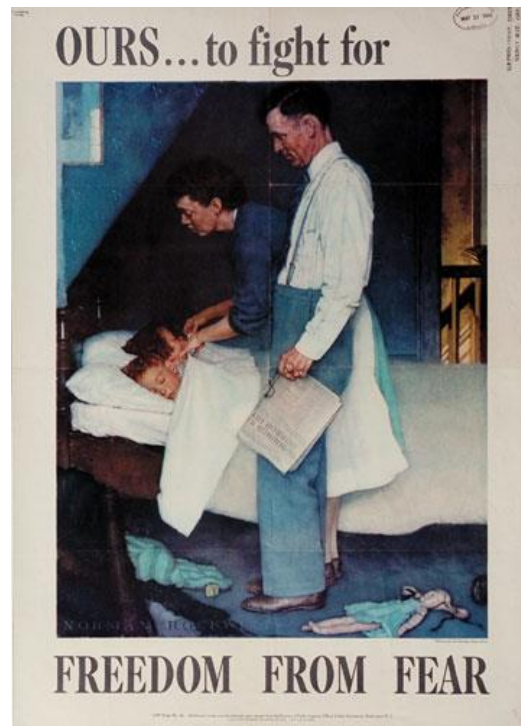
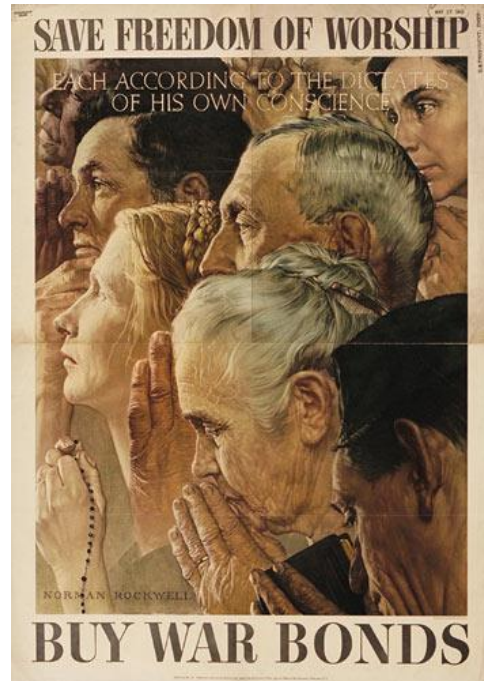


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### IMPACT SOURCE D: ROCKWELL'S FOUR FREEDOMS POSTERS

#### DOCUMENT NOTE:

The speech so inspired illustrator Norman Rockwell that he created a series of paintings on the "Four Freedoms" theme. In the series, he translated abstract concepts of freedom into four scenes of everyday American life. Although the Government initially rejected Rockwell's offer to create paintings on the "Four Freedoms" theme, the images were publicly circulated when *The Saturday Evening Post*, one of the nation's most popular magazines, commissioned and reproduced the paintings. After winning public approval, the paintings served as the centerpiece of a massive U.S. war bond drive and were put into service to help explain the war's aims.



Rockwell, Norman. *The Four Freedoms*. NARA Still Picture Branch: Government Printing Office for the Office of War, 1943. Print.

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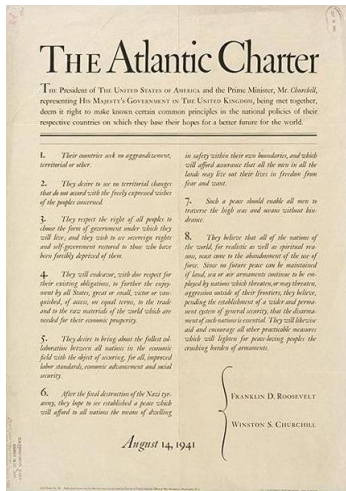
### **IMPACT SOURCE E: FDR – FOUR FREEDOM IMPACT**

Few Americans — especially younger Americans — are familiar with the Four Freedoms, but the vision that FDR articulated in such simple yet eloquent language had an enormous impact not only on the war, but also on the post-war world. For in calling for a world based on these fundamental human freedoms, FDR established a clear link between fundamental human rights and global security. Equally important, the rights that the Four Freedoms called for not only included those that are essentially political in nature, such as speech and worship, but also those that concern one's well being and personal security — want and fear.

Inspired by these goals the United States went on to direct the effort to establish the postwar multilateral economic and security apparatus — including the United Nations and the Universal Declaration of Human Rights, but also the IMF and World Bank — that would lead to an unprecedented period of economic prosperity; economic prosperity that helped prevent the possible outbreak of a Third World War.

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## IMPACT SOURCE F: FDR - THE ATLANTIC CHARTER



**DOCUMENT NOTE:** The Atlantic Charter was drafted at the Atlantic Conference by British Prime Minister Winston Churchill and U.S. President Franklin D. Roosevelt. It was issued as a joint declaration on 14 August 1941. The United States did not officially enter the War until after the Japanese Attack on Pearl Harbor on 7 December 1941. The policy was issued as a *statement*; as such there was no formal, legal document entitled "The Atlantic Charter". It detailed the goals and aims of the Allied powers concerning the war and the post-war world. It was assumed at the time that Britain and America would have an equal role to play in any post war international organization that would be based on the principles of the Atlantic Charter.

They have agreed upon the following joint declaration: The President of the United States and the Prime Minister, Mr. Churchill, representing H. M. Government in the United Kingdom, being met together, deem it right to make known certain common principles in the national policies of their respective countries on which they base their hopes for a better future for the world.

1. Their countries seek no aggrandisement, territorial or other.
2. They desire to see no territorial changes that do not accord with the freely expressed wishes of the peoples concerned.
3. They respect the right of all peoples to choose the form of Government under which they will live; and they wish to see sovereign rights and self-government restored to those who have been forcibly deprived of them.
4. They will endeavour with due respect for their existing obligations, to further the enjoyment by all States, great or small, victor or vanquished, of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity.
5. They desire to bring about the fullest collaboration between all nations in the economic field with the object of securing for all improved labour standards, economic advancement, and social security.
6. After the final destruction of Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own boundaries, and which will afford assurance that all the men in all the lands may live out their lives in freedom from fear and want.
7. Such a peace should enable all men to traverse the high seas and oceans without hindrance.
8. They believe all of the nations of the world, for realistic as well spiritual reasons, must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea, or air armaments continue to be employed by nations which threaten, or may threaten aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will likewise aid and encourage all other practicable measures which will lighten for peace-loving peoples the crushing burden of armament."



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### **IMPACT SOURCE G: 1948 UNIVERSAL DECLARATION OF HUMAN RIGHTS**

DOCUMENT NOTE: The Universal Declaration of Human Rights, which was adopted by the UN General Assembly on 10 December 1948, was the result of the experience of the Second World War. With the end of that war, and the creation of the United Nations, the international community vowed never again to allow atrocities like those of that conflict happen again. World leaders decided to complement the UN Charter with a road map to guarantee the rights of every individual everywhere. The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected. The Declaration contains 30 articles specifying human rights around the world. Eleanor Roosevelt, FDR's widow was a driving influence on the committee that designed the declaration.

#### **Article 3.**

- Everyone has the right to life, liberty and security of person.

#### **Article 12.**

- No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

#### **Article 18.**

- Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

#### **Article 19.**

- Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

#### **Article 25.**

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

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### **PRESIDENTIAL DECISION SOURCE 3: NIXON - WATERGATE TIMELINE**

May 28, 1972	Operatives working for the Committee to Re-elect the President (CRP) Burglarize the Democratic National Committee headquarters in the Washington, DC Watergate office complex.
June 19, 1972	The Washington Post reports one of the burglars is the security director for the CRP. John Mitchell, former Attorney General and head of CRP, denies any knowledge.
August 1, 1972	The Washington Post reports a check for \$25,000 was deposited in the account of one of the burglars. This check was linked to the CRP. In the White House, Nixon tells Haldeman, "...whoever made the decision (to break in) was about as stupid as I ever heard."
August 30, 1972	Nixon announces that White House counsel John Dean has investigated the matter and found no one in the White House was involved.
October 10, 1972	The Post reports that the FBI has linked the Watergate break-in to the CRP and its broad activities of political spying and sabotage.
March 21, 1973	John Dean tells President Nixon, "We have a cancer – within-close to the Presidency, that's growing." He tells the president that the burglars are demanding money and that maybe one million dollars would be needed in the end. "We could get that ...," the president replies.
April 17, 1973	White House staff will appear before the Senate committee, says Nixon. An official White House statement claims Nixon had no prior knowledge of the break-in.
June 3, 1973	The Post reports that John Dean has told investigators that he discussed the cover-up with Nixon at least 35 times.
June 15, 1973	Dean testifies before the Senate Watergate committee claiming Nixon was involved in the cover-up soon after the break-in.
July 7, 1973	Claiming executive privilege, Nixon refuses to grant the Senate Watergate committee access to presidential documents. He informs Senators Ervin that he will not testify before the committee.
July 16, 1973	Alexander Butterfield, a former aide to the president and one of the few who knew about Nixon's tape recorders, testifies before the Senate committee and says that "there is no tape in the Oval Office." Nixon orders end to secret taping two days later.
July 23, 1973	The Watergate committee and special prosecutor Cox demand Nixon surrender certain tapes and documents.
July 25, 1973	Nixon refuses to surrender the tapes, claiming executive privilege.
July 26, 1973	The Senate committee subpoenas White House tapes.
August 9, 1983	Nixon refuses to comply and the Senate committee takes legal action.



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- August 15, 1973 Nixon addresses the nation for a second time concerning Watergate. He explains his claim of executive privilege and why the tapes should not be turned over to the committee. The special prosecutor and the Senate committee ask the Supreme Court to decide the issue.
- November 17, 1973 At a press conference, Nixon urges the nation to move beyond Watergate and defends himself, arguing "I'm not a crook."
- February 6, 1974 The House votes to authorize the Judiciary Committee to investigate grounds for impeaching the president.
- March 1, 1974 Seven of Nixon's former staff are indicted by a grand jury for Watergate-related crimes. Nixon is named an "unindicted co-conspirator" by the grand jury.
- July 27-30, 1974 The House Judiciary Committee adopts three articles of impeachment against the president: obstructing the Watergate investigation, misuse of power and violating his oath of office, failure to comply with House subpoenas.
- August 5, 1974 Nixon releases transcripts of three conversations between himself and Haldeman held on June 23, 1972, six days after the Watergate break-in. These transcripts become known as the "smoking gun." They show that Nixon obstructed justice by ordering the FBI to stop its investigation of the break-in. Other transcripts show he directed a cover-up. Republicans on the Judiciary Committee who voted against impeachment announce they will change their vote.
- August 8, 1974 President Nixon announces to the nation in a televised address that he will "resign the Presidency, effective at noon tomorrow."



"The Watergate Files." *Gerald R. Ford Library and Museum Online Exhibit Files*. N.p., n.d. Web. 03 May 2013.  
 <[http://www.fordlibrarymuseum.gov/museum/exhibits/watergate\\_files/content.php?section=5](http://www.fordlibrarymuseum.gov/museum/exhibits/watergate_files/content.php?section=5)>.

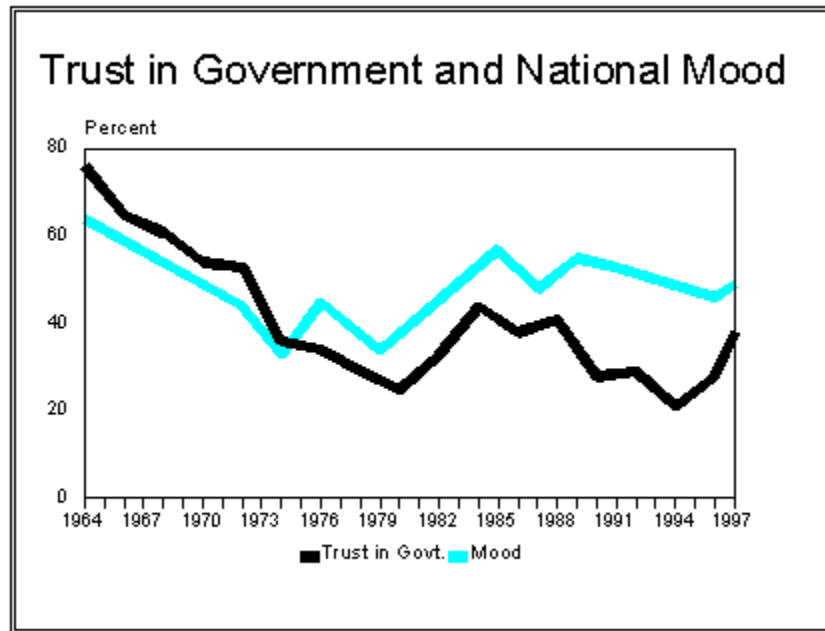
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### **PRESIDENTIAL DECISION SOURCE 3: NIXON - WATERGATE TIMELINE**

1. What type of document is Source 3?
2. What specific crime is noted on May 28, 1972?
3. What does Nixon first tell the American public about the situation and the White House? Why?
4. How does information shared by John Dean change between August 30, 1972 and June 15, 1973?
5. What is contradictory about the entry on July 16, 1973? Which part is correct? How do you know?
6. Why does Nixon claim “executive privilege” on September 15, 1973? Do you think this made the situation better or worse? Why?
7. What is Nixon accused of?
8. Is Nixon impeached? Why or Why not?
9. Using this and the additional sources, how did Nixon’s handling of the Watergate scandal affect society?

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### IMPACT SOURCE H: NIXON - PUBLIC OPINION DATA



Confidence in government and ratings of the nation both plummeted in the 1960s during the Vietnam years and fell even further in the 1970s in response to Watergate. Both measures remained low throughout the 1970s, presumably in response to the high inflation and unemployment of that era. There was somewhat of a rebound in trust and rating of the nation during Reagan's "Morning in America" years, though it ended abruptly with public disillusionment over the Iran-Contra scandal. Trust and satisfaction with the state of the nation have fluctuated somewhat since then, but have never fully recovered.



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### IMPACT SOURCE I: NIXON - HERBLOCK POLITICAL CARTOONS



**DOCUMENT NOTE:** As the 1972 presidential campaign progressed, reports surfaced of violations of campaign regulations and laws. On August 26, the General Accounting Office said that it had found irregularities in reports by the Republican Committee to Re-elect the President (known by the acronym CREEP). Democrats complained that an investigation by the Justice Department and the White House were insufficient and called for a special team to handle the matter.

"There's no need for an independent investigation—We have everything well in hand," September 8, 1972 Ink, graphite, and opaque white over graphite underdrawing on layered paper, Published in the *Washington Post* (74) LC-USZ62-126916



**DOCUMENT NOTE:** On May 22, 1973, President Richard Nixon admitted that he had concealed aspects of the case involving the break-in at Democratic headquarters in the Watergate Hotel in Washington. He did so, he said, to protect national security "operations." Nixon affirmed his innocence and said he would stay in office. Herb Block, whose earliest cartoons critical of Nixon had appeared twenty-five years before, saw Nixon seeking cover amidst evidence of wiretapping, break-in, political sabotage, laundered FBI funds from Mexico, and other illegal activities.

*National-security blanket*, May 27, 1973. Ink, graphite, and opaque white over graphite underdrawing on layered paper Published in the *Washington Post* (75) LC-USZ62-126917

## *Which Presidential Decisions Had the Greatest Impact on Society?*

### PRESIDENTIAL DECISION SOURCE 4: TRUMAN'S DECISION TO DROP THE ATOMIC BOMB

THE WHITE HOUSE

Washington, D. C.

IMMEDIATE RELEASE

#### STATEMENT BY THE PRESIDENT OF THE UNITED STATES

Sixteen hours ago an American airplane dropped one bomb on \_\_\_\_\_ and destroyed its usefulness to the enemy. That bomb had more power than 20,000 tons of T.N.T. It had more than two thousand times the blast power of the British "Grand Slam" which is the largest bomb ever yet used in the history of warfare.

The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet. With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces. In their present form these bombs are now in production and even more powerful forms are in development.

It is an atomic bomb. It is a harnessing of the basic power of the universe. The force from which the sun draws its power has been loosed against those who brought war to the Far East.

Before 1939, it was the accepted belief of scientists that it was theoretically possible to release atomic energy. But no one knew any practical method of doing it. By 1942, however, we knew that the Germans were working feverishly to find a way to add atomic energy to the other engines of war with which they hoped to enslave the world. But they failed. We may be grateful to Providence that the Germans got the V-1's and V-2's late and in limited quantities and even more grateful that they did not get the atomic bomb at all.

The battle of the laboratories held fateful risks for us as well as the battles of the air, land and sea, and we have now won the battle of the laboratories as we have won the other battles.

Beginning in 1940, before Pearl Harbor, scientific knowledge useful in war was pooled between the United States and Great Britain, and many priceless helps to our victories





## *Which Presidential Decisions Had the Greatest Impact on Society?*

### SOURCE 4 Page 2

have come from that arrangement. Under that general policy the research on the atomic bomb was begun. With American and British scientists working together we entered the race of discovery against the Germans.

The United States had available the large number of scientists of distinction in the many needed areas of knowledge. It had the tremendous industrial and financial resources necessary for the project and they could be devoted to it without undue impairment of other vital war work. In the United States the laboratory work and the production plants, on which a substantial start had already been made, would be out of reach of enemy bombing, while at that time Britain was exposed to constant air attack and was still threatened with the possibility of invasion. For these reasons Prime Minister Churchill and President Roosevelt agreed that it was wise to carry on the project here. We now have two great plants and many lesser works devoted to the production of atomic power. Employment during peak construction numbered 125,000 and over 65,000 individuals are even now engaged in operating the plants. Many have worked there for two and a half years. Few know what they have been producing. They see great quantities of material going in and they see nothing coming out of these plants, for the physical size of the explosive charge is exceedingly small. We have spent two billion dollars on the greatest scientific gamble in history -- and won.

But the greatest marvel is not the size of the enterprise, its secrecy, nor its cost, but the achievement of scientific brains in putting together infinitely complex pieces of knowledge held by many men in different fields of science into a workable plan. And hardly less marvelous has been the capacity of industry to design, and of labor to operate, the machines and methods to do things never done before so that the brain child of many minds came forth in physical shape and performed as it was supposed to do. Both science and industry worked under the direction of the United States Army, which achieved a unique success in managing so diverse a problem in the advancement of knowledge in an amazingly short time. It is doubtful if such another combination could be got together in the world. What has been done is the greatest achievement of organized science in history. It was done under high pressure and without failure.

We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have above ground in any city. We shall destroy their docks, their factories, and their communications. Let there be no mistake; we shall completely destroy Japan's power to make war.



## *Which Presidential Decisions Had the Greatest Impact on Society?*

### PRESIDENTIAL DECISION SOURCE 4: Page 3

It was to spare the Japanese people from utter destruction that the ultimatum of July 26 was issued at Potsdam. Their leaders promptly rejected that ultimatum. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth. Behind this air attack will follow sea and land forces in such numbers and power as they have not yet seen and with the fighting skill of which they are already well aware.

The Secretary of War, who has kept in personal touch with all phases of the project, will immediately make public a statement giving further details.

His statement will give facts concerning the sites at Oak Ridge near Knoxville, Tennessee, and at Richland near Pasco, Washington, and an installation near Santa Fe, New Mexico. Although the workers at the sites have been making materials to be used in producing the greatest destructive force in history they have not themselves been in danger beyond that of many other occupations, for the utmost care has been taken of their safety.

The fact that we can release atomic energy ushers in a new era in man's understanding of nature's forces. Atomic energy may in the future supplement the power that now comes from coal, oil, and falling water, but at present it cannot be produced on a basis to compete with them commercially. Before that comes there must be a long period of intensive research.

It has never been the habit of the scientists of this country or the policy of this Government to withhold from the world scientific knowledge. Normally, therefore, everything about the work with atomic energy would be made public.

But under present circumstances it is not intended to divulge the technical processes of production or all the military applications, pending further examination of possible methods of protecting us and the rest of the world from the danger of sudden destruction.

I shall recommend that the Congress of the United States consider promptly the establishment of an appropriate commission to control the production and use of atomic power within the United States. I shall give further consideration and make further recommendations to the Congress as to how atomic power can become a powerful and forceful influence towards the maintenance of world peace.

## *Which Presidential Decisions Had the Greatest Impact on Society?*

### **PRESIDENTIAL DECISION SOURCE 4: TRUMAN'S DECISION TO DROP THE ATOMIC BOMB**

1. When was this statement released by the Truman White House?
2. During the course of WWII, what did the United States discover by 1942 related to atomic bomb development?
3. Describe how Allied strategy for atomic bomb development differed from that of the enemy? Was this tactic helpful or hurtful towards progress?
4. What reasons are given for selecting the United States as the geographic location for Allied atomic bomb research, development and assembly?
5. According to President Truman, what is the greatest marvel of the entire effort in paragraph 8?
6. What had been the goal of the July 26 Potsdam declaration? Why was the goal not achieved?
7. How does President Truman want atomic technology used in the future? How do you know?
8. According to this and the additional resources, what impact did this presidential decision have on society?

# Which Presidential Decisions Had the Greatest Impact on Society?

## IMPACT SOURCE J: V-J DAY NEWS

**OFFICIAL VICTORY!**  
**THE CINCINNATI ENQUIRER**

FINAL EDITION  
 WEATHER—FORECAST AND TIDE: Partly Cloudy; Cooler and Low Breeze Today and Tonight. Predicted High, 10.  
 WEDNESDAY MORNING, AUGUST 15, 1945 50 PAGES FOUR CENTS

# WAR ENDS AS JAPAN QUITS

## TODAY, THURSDAY ARE LEGAL HOLIDAYS

**U.S.S. Indianapolis Lost; All Aboard Are Dead, Missing Or Injured HAD ATOMIC BOMB ROLE**

**Cruiser Carried Explosive To Guam Base Before Sinking With 1,196**

**CELEBRATION WILDEST IN HISTORY OF CITY**

**MacArthur Is Appointed To Accept Surrender, President Says**

**HIROHITO IS ALLIED TOOL**

**All Man-Power Controls Are Removed—Draft Calls To Be Cut**

**WAR CONTRACTS Are Swept Away.**

**Cincinnati Writes Off \$40,000,000 List.**

**Four States Mark Total**

**Tears, Cheers, Whistles, Panser Mark End**

**PETAIN CHIEF**

"V-J Day - "Boy I Got Kissed A Lot That Day!" Remembering the End of WWII." [www.cincinnati.com](http://www.cincinnati.com). The Cincinnati Enquirer, 15 Aug. 2011. Web. 03 May 2013. <<http://www.pagespan.com/cincynow.com>>.



Alfred Eisenstaedt's iconic photo, shot in Times Square as New Yorkers celebrated victory over Japan Aug 14, 1945. The sailor and nurse had never met.

"This is the day we have been waiting for since Pearl Harbor," Truman told a crowd that gathered outside the White House after hearing news of Japan's surrender. "This is the day when fascism finally dies, as we always knew it would."

British Prime Minister Clement Atlee confirmed news of Japan's surrender in a radio broadcast. "The last of our enemies is laid low," he said.

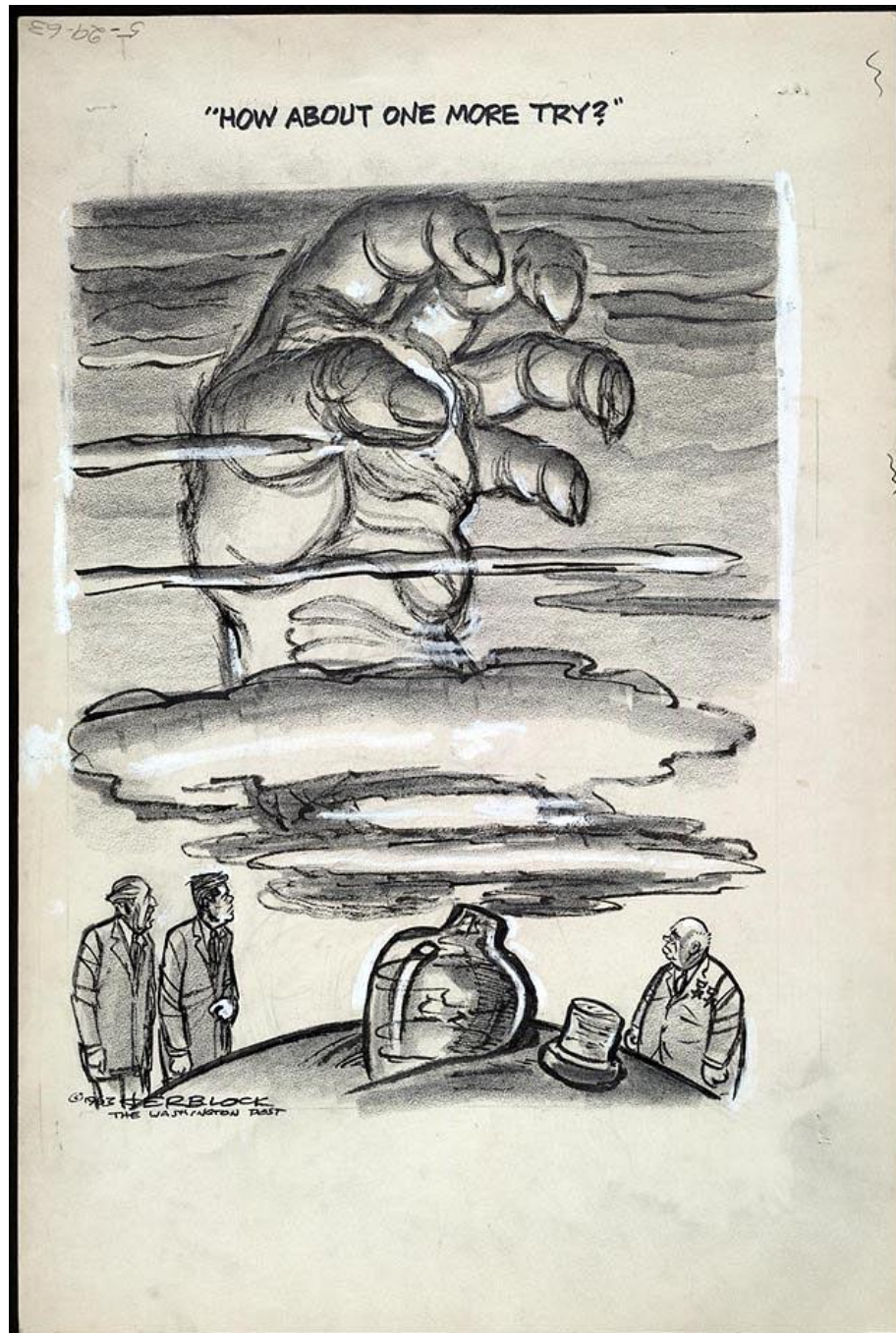
Atlee thanked all nations who supported the effort but expressed particular appreciation to the United States, "without whose prodigious efforts the war in the East would still have many years to run."

VJ Day and End of World War II Remembered, WASHINGTON, Aug. 15, 2005. U.S. Department of Defense, <http://www.defense.gov/home/features/2005/vjday/index2.html> Accessed 5/1/2013

## *Which Presidential Decisions Had the Greatest Impact on Society?*

### IMPACT SOURCE K: POLITICAL CARTOON - "HOW ABOUT ONE MORE TRY?"

DOCUMENT NOTE: In spring 1962, President John F. Kennedy, British Prime Minister Harold Macmillan, and Nikita Khrushchev of the Soviet Union were wrestling with a formula for a nuclear test ban agreement. Kennedy told a press conference that if an accord were not reached soon, "the genie [might be] out of the bottle." On May 29, the *Washington Post* reported that thirty-four senators led by Senator Hubert Humphrey and Senator Thomas J. Dodd, had proposed a ban on atmospheric and underwater testing. A limited Test Ban Treaty was finally ratified in September 1963, the first limitation on the production of nuclear weapons.



*"How about one more try?"* May 29, 1963 Ink, graphite, and opaque white over graphite underdrawing on layered paper  
Published in the *Washington Post* (52) [LC-USZ62-127089](#), Courtesy of the Library of Congress.



## *Which Presidential Decisions Had the Greatest Impact on Society?*

### **PRESIDENTIAL DECISION SOURCE 5: KENNEDY'S MOON SPEECH, 1962**

If this capsule history of our progress teaches us anything, it is that man, in his quest for knowledge and progress, is determined and cannot be deterred. The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time, and no nation which expects to be the leader of other nations can expect to stay behind in the race for space.

Those who came before us made certain that this country rode the first waves of the industrial revolutions, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder in the backwash of the coming age of space. We mean to be a part of it--we mean to lead it. For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace. We have vowed that we shall not see space filled with weapons of mass destruction, but with instruments of knowledge and understanding.



Yet the vows of this Nation can only be fulfilled if we in this Nation are first, and, therefore, we intend to be first. In short, our leadership in science and in industry, our hopes for peace and security, our obligations to ourselves as well as others, all require us to make this effort, to solve these mysteries, to solve them for the good of all men, and to become the world's leading space-faring nation.

We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people. For space science, like nuclear science and all technology, has no conscience of its own. Whether it will become a force for good or ill depends on man, and only if the United States occupies a position of pre-eminence can we help decide whether this new ocean will be a sea of peace or a new terrifying theater of war. . . .

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too. . . .

The growth of our science and education will be enriched by new knowledge of our universe and environment, by new techniques of learning and mapping and observation, by new tools and computers for industry, medicine, the home as well as the school. Technical institutions, such as Rice, will reap the harvest of these gains. . . .

It will be done during the term of office of some of the people who sit here on this platform. But it will be done. And it will be done before the end of this decade. I am delighted that this university is playing a part in putting a man on the moon as part of a great national effort of the United States of America.

Many years ago the great British explorer George Mallory, who was to die on Mount Everest, was asked why did he want to climb it. He said, "Because it is there." Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there. And, therefore, as we set sail we ask God's blessing on the most hazardous and dangerous and greatest adventure on which man has ever embarked.

## *Which Presidential Decisions Had the Greatest Impact on Society?*

### **PRESIDENTIAL DECISION SOURCE 5: KENNEDY'S MOON SPEECH**

1. According to President Kennedy, what is so significant about space?
2. Identify and prioritize (in your own opinion), from most to least important, five justifications Kennedy gives for the "space race":
3. What is the ultimate goal he establishes for the United States? What is the projected timeline?
4. What benefits does Kennedy predict the United States will enjoy as a result of leading the "space race"?
5. What techniques does Kennedy employ to inspire his audience? Are they effective? Why or why not?
6. What risks did Kennedy take in making this speech and establishing these goals?
7. Based upon this speech and the additional sources, what type of impact did this presidential decision have on society?

## *Which Presidential Decisions Had the Greatest Impact on Society?*

### IMPACT SOURCE L: MOON LANDING IMPACT ON TECHNOLOGY

#### **Apollo Anniversary: Moon Landing "Inspired World"**

John Roach for National Geographic News July 16, 2004

Excerpted from full article.

The inspiration provided by the goal of sending humans to the moon is credited for laying the groundwork for, and making widely available, a host of technologies that society depends on today.

As an example, Dick points to the integrated circuit, commonly referred to as a computer chip. The Apollo Guidance Computer, used for the Apollo program, was the largest single consumer of integrated circuits between 1961 and 1965.

"NASA did not invent the integrated circuit, but a good case could be made that it played a major role in making the integrated circuit commercially viable," he said.

In addition to encouraging the push toward the development of the personal computer, Bennett also credits the Apollo program for sowing the seeds of the Internet.

"I wouldn't attribute the technological advances solely to Apollo, but I do think that the inspiration of 'we're going to the moon' made things happen much more quickly than they would have happened otherwise," Bennett said.

## *Which Presidential Decisions Had the Greatest Impact on Society?*

### IMPACT SOURCE M: MOON LANDING & INVENTIONS

#### **Apollo 11 moon landing: top Nasa inventions**

Nasa scientists have pioneered more than 6,300 technologies during their bid to understand space that are now routinely used in day-to-day living.

Here are the top 15 space spin-offs: (excerpted)

1. **CAT scanner:** this cancer-detecting technology was first used to find imperfections in space components.
2. **Computer microchip;** modern microchips descend from integrated circuits used in the Apollo Guidance Computer
3. **Cordless tools:** power drills and vacuum cleaners use technology designed to drill for moon samples. . . .
5. **Freeze-dried food:** this reduces food weight and increases shelf life without sacrificing nutritional value.
6. **Insulation:** home insulation uses reflective material that protects spacecraft from radiation. . . .
8. **Joystick:** this computer gaming device was first used on the Apollo Lunar Rover.
9. **Memory foam:** created for aircraft seats to soften landing, this foam, which returns to its original shape, is found in mattresses and shock absorbing helmets.
10. **Satellite television:** technology used to fix errors in spacecraft signals helps reduce scrambled pictures and sound in satellite television signals.

Otto, Sasjia. "Apollo 11 Moon Landing: Top 15 Nasa Inventions." *The Telegraph*. Telegraph Media Group, 22 July 2009. Web. 01 May 2013. <<http://www.telegraph.co.uk/science/space/5893387/Apollo-11-moon-landing-top-15-Nasa-inventions.html>>.



## *Which Presidential Decisions Had the Greatest Impact on Society?*

### **PRESIDENTIAL DECISION SOURCE 6: LBJ AND THE 1964 CIVIL RIGHTS ACT (EXCERPTED)**



#### **Title I—Voting Rights**

Barred unequal application of voter registration requirements, but did not abolish literacy tests sometimes used to disqualify African Americans and poor white voters.

#### **Title II—Public Accommodations**

Outlawed discrimination in hotels, motels, restaurants, theaters, and all other public accommodations engaged in interstate commerce; exempted private clubs without defining "private," thereby allowing a loophole.

#### **Title III—Desegregation of Public Facilities**

Permitted Justice Department suits to secure desegregation of certain public facilities.

#### **Title IV—Desegregation of Public Education**

Encouraged the desegregation of public schools and authorized the U. S. Attorney General to file suits to force desegregation, but did not authorize busing as a means to overcome segregation based on residence.

#### **Title V—Civil Rights Commission**

Addressed procedures for the Commission, broadened its duties, and extended its life through January 1968.

#### **Title VI—Nondiscrimination in Federally Assisted Programs**

Authorized but did not require withdrawal of federal funds from programs which practiced discrimination.

#### **Title VII—Equal Employment Opportunity**

Outlawed discrimination in employment in any business exceeding twenty five people and creates an Equal Employment Opportunities Commission to review complaints, although it lacked meaningful enforcement powers.

#### **Title VIII—Registration and Voting Statistics**

Directed the Census Bureau to collect registration and voting statistics based on race, color and national origin but provided that individuals could not be compelled to disclose such information.

#### **Title IX—Intervention and Removal of Cases**

Made reviewable in high federal courts the action of federal district courts in remanding a civil rights case to state court and authorized the Attorney General to intervene in certain private suits.

#### **Title X—Community Relations Service**

Created the Service to aid communities in resolving disputes relating to discriminatory practices based on race, color, or national origin.

SOURCE: *Congress and the Nation, 1945-64* (Congressional Quarterly Service, 1965): 1638-41.

## *Which Presidential Decisions Had the Greatest Impact on Society?*

### **SOURCE 6: LBJ AND THE 1964 CIVIL RIGHTS ACT**

1. What is the first topic addressed by this piece of legislation?
2. What “loophole” exists regarding discrimination and public accommodations? What types of places are listed as public accommodations?
3. How will the government ensure these new laws are carried out?
4. Besides public accommodations, what other venues are specifically identified for desegregation?
5. Identify the stated and implied strengths and weaknesses within this legislation by completing the chart below:

Strengths	Weaknesses

6. What types of oversight groups are created to support this new landmark legislation?
7. Using these excerpted parts of the Civil Rights Act of 1964 and the additional resources, what impact did this presidential decision have on society?

## *Which Presidential Decisions Had the Greatest Impact on Society?*

### IMPACT SOURCE N: THE IMPACT OF CIVIL RIGHTS ON EDUCATION

#### **Removing Racial Barriers to Educational Opportunity**

- Dropout rate of African American students (age 16 to 24) declined from 20.5 percent in 1976 to 13.0 percent in 1996. [*Dropout Rates in the United States: 1996*, table A23, page 58.]
- In 1990, 66.2 percent of African Americans age 25 and over had completed high school. In 1997, 74.9 percent of African Americans age 25 and over had completed high school. [Bureau of the Census, *Educational Attainment in the United States: March 1997*]
- Overall student participation in advanced placement (AP) classes has increased dramatically since 1982, rising from 140,000 to 400,000 in 1997 high school graduates. Especially impressive is the growth in participation of minority students. In 1997, the percent of AP candidates who were minority students was 29 percent, compared to 11 percent in 1982. [Secretary Richard Riley: *Second Annual State of American Education Address*, February 1, 1995; and *News from the College Board*, August 26, 1997, page 7.]
- Math and verbal SAT scores increased across almost all race/ethnic groups from 1987 to 1998. For example, the average SAT score of Asian American students increased 19 points on the verbal section and 21 points on the mathematics section. The average score for American Indian students increased 9 points on the verbal section and 20 points on the mathematics section. The average score for African American students increased 6 points on the verbal section and 15 points on the mathematics section. All of these increases exceeded those achieved by white students. [*News from The College Board*, August 26, 1997; and *1998 College-Bound Seniors, National Report*.]
- Total minority enrollment at colleges and universities increased 61 percent between fall 1986 and fall 1996. [*Enrollment in Higher Education: Fall 1986 Through Fall 1994*, table 2, page 5; and unpublished data.]
- Since 1990, the number of Latino students enrolled in higher education increased by 47 percent; the number of African American students increased by 20 percent; and the number of American Indian students increased by 30 percent. [*Ibid.*]
- 60 percent of African American high school graduates (class of 1997) enrolled in college (2-year and 4-year colleges) immediately after their high school graduation. A decade earlier, only 52 percent of African American high school graduates went on to college without a break in their education. [*Digest of Education Statistics*, 1997 edition, table 183, page 194; and news release from the Bureau of Labor Statistics, May 1, 1998, page 4.]
- 65 percent of Latino high school graduates (class of 1997) enrolled in college (2-year and 4-year colleges) immediately after their high school graduation. A decade earlier, about 45 percent of Latino high school graduates went on to college without a break in their education. [*Ibid.*]
- 10.5 percent of all college students (undergraduate, graduate, and professional education) were African American in fall 1996. Four years earlier, only 9.6 percent of all college students were African American. [unpublished data from the survey of *Fall Enrollment in Postsecondary Education*, 1996.]
- 8.1 percent of all college students (undergraduate, graduate, and professional education) were Latino in Fall 1996. Four years earlier, only 6.6 percent of all college students were Latino. [*Ibid.*]

## *Which Presidential Decisions Had the Greatest Impact on Society?*

### IMPACT SOURCE O: THE CIVIL RIGHTS ACT 40 YEARS LATER

#### **The Civil Rights Act 40 Years Later (Excerpted)**

Like Brown, the Civil Rights Act of 1964 transformed the American landscape, although the reach of the Act extends far beyond education. The Civil Rights Act of 1964 laid the groundwork for the Voting Rights Act of 1965 by outlawing certain discriminatory voting practices (Title I); opened up places of public accommodation for people of color (Title II); gave the federal government additional tools to wage the school desegregation battles (Title IV); prohibited recipients of federal taxpayer dollars, such as hospitals, schools, and transportation agencies, from engaging in racial discrimination (Title VI); and outlawed not only racial discrimination in employment, but religious and sex discrimination as well (Title VII).

The Act indelibly changed life in America. "Whites only" water fountains, pools and restaurants became illegal, and "no blacks need apply" job announcements became a violation of federal law. Title VI provided a major tool in the desegregation of hospitals, nursing homes, and other health care facilities.

As a result of Title VII, the Act was a major victory not only for minorities, but for women as well. "Male only" job notices became illegal for the first time. Women who had been fired because they became pregnant, or were not hired because they had small children, now had some way to "fight City Hall." The Equal Employment Opportunities Commission also grew out of this Act, giving women a workable "hammer" with which to shatter the glass ceiling. Overall, the Act was groundbreaking, and has given new hope, relief, and opportunity to countless Americans.

***Which Presidential Decisions Had the Greatest Impact on Society?***  
**IMPACT ANALYSIS OF \_\_\_\_\_**

	Positive	Negative
<b>Political</b> – within the US, globally, freedoms, military, courts		
<b>Economic</b> – personal finances, national budget, funding		
<b>Religious</b> – freedom or restriction		
<b>Social</b> – daily life, national life, quality of life, fashion, education		
<b>Intellectual</b> – technology, invention, discovery, self concept, ideas		
<b>Artistic</b> – popular culture, fashion, music, expression		
<b>Near</b> – territory, influence, relationships, landscape		

*Which Presidential Decisions Had the Greatest Impact on Society?*

PRESIDENTIAL DECISION NOTETAKER Name: \_\_\_\_\_

President	Decision	Impacts
Eisenhower		
FDR		
Nixon		
Truman		
Kennedy		
LBJ		

## *Which Presidential Decisions Had the Greatest Impact on Society?*

**PREPARING MY ARGUMENT** Name: \_\_\_\_\_

President: \_\_\_\_\_

Decision: \_\_\_\_\_

Work with your Presidential Decision Group to create a strong argument containing all three components below:

Claim: \_\_\_\_\_

\_\_\_\_\_

Reasoning: (Why?) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evidence: (refer to your source) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Take this with you when you re-group and function as the expert for your president.*

## *Which Presidential Decisions Had the Greatest Impact on Society?*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### **Jigsaw Discussion Student Assessment Rubric**

#### *Which Presidential Decision Had The Greatest Impact on Society?*

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Feedback</b>
<b>Content Mastery</b>	Student demonstrated in-depth understanding of all six presidential decision and their impacts and society	Student demonstrated understanding of most presidential decisions and their impacts on society	Student seemed to understand the main topic of some presidential decisions and their impacts on society	Student did not show an adequate understanding of presidential decisions and their impacts on society	
<b>Use of Primary and Secondary Source Evidence</b>	Every major point was well supported with multiple relevant facts, statistics, arguments and/or examples from all sources provided	Every major point was adequately supported with relevant facts, statistics, arguments and/or examples from all sources provided	Every major point was supported with facts, statistics and/or examples but some information was not relevant	Every major point was not supported with evidence OR no evidence was used OR evidence was irrelevant	
<b>Demonstration of Civil Discourse</b>	All statements, questions, body language, and responses were respectful and in appropriate language, emotions controlled	Statements and responses were respectful and used appropriate language, but one or twice body language was not	Most statements and responses were respectful and appropriate, but student struggled to control voice & emotions	Statements, responses, and/or body language were consistently disrespectful, outbursts, unable to maintain control of voice and emotions	
<b>Meaningful Interaction</b>	All engagement strategies were met, student participated in discussion in a balanced manner	Most engagement strategies were met, student participated in discussion in a balanced manner	Some engagement strategies were met, student struggled with balancing participation - dominated or silent	Few or none of the engagement strategies were met, student dominated or remained silent throughout	
<b>Awareness of Multiple Perspectives</b>	Student accurately interacted demonstrating awareness of multiple positive and negative impacts of all discussed decisions	Student accurately interacted demonstrating awareness of the perspectives of five more ways decisions impacted society	Student interacted demonstrating awareness of the perspectives of only three or four decisions, some inaccuracies	Student did not demonstrate awareness of multiple perspectives, one sided viewpoint throughout, many inaccuracies	
<b>Evidence of Learning</b>	Student generated multiple impacts and several clear claims, reasoning and evidence	Student contributed several impacts and two clear claims, reasoning and evidence	Student attempted to reflect / showed basic evidence of learning impacts and one claim, reasoning and evidence	Student did not reflect or demonstrate learning of impacts or claim, reasoning and evidence.	



## ***Which Presidential Decisions Had the Greatest Impact on Society?***

### **SAMPLE STUDENT ESSAY**

Presidential decisions represent turning points that both reflect and shape society. When examining the more recent history of the United States, presidents, as leaders of the most powerful nation in the world make decisions that have tremendous influence on everything from global politics to the daily life of individual citizens. Three modern presidential decisions greatly impacted society: Eisenhower's interstate highway system, Nixon's involvement in Watergate and Kennedy's Moon Speech.

One of these decisions was Eisenhower's determination to guide our country to establish an interstate highway system. As noted in Source 1, President Eisenhower's cross country journey across our large country brought him face to face with a disjointed, inconsistent and treacherous way to travel. As a veteran, Eisenhower realized that in order to respond quickly in a nation crisis, a common, organized system of interstate highways would need to be built. This is seen in the Highways for National Defense Advertisement in Source A. Source B depicts a functional highway system with multiple straightforward roads providing efficient travel from north to south and east to west. The interstate highway system provided national security and empowered the federal government to better protect its citizens. In addition, when one compares photos of early roads such as Route 6 in 1910, you can see unmarked, rather narrow, dirt roads. Mud plagued motorists, often bringing trips to a halt - making road travel inconvenient, stressful and time consuming. The highway system transformed everyday life of Americans by making roadway travel safer, faster and more reliable as seen in the photo of the 1-110. Cars can flow smoothly from north to south and east to west without having to stop. Improved roadways had far reaching effects on everything from economics to the environment and healthcare (Source C). The highway system improved the quality of life for the nation and its citizens.

All presidential decisions have consequences, some decisions are bad ones and bring harm. Another key decision was Nixon's unfortunate involvement in the Watergate scandal. Source 3 shows the sequence of unfortunate events related to Watergate from May 28, 1972 to August 8, 1974. Nixon's decision to lie about burglarizing the Democratic National Committee Headquarters Watergate Office destroyed citizen's trust in government. Source H clearly shows the largest drop in the public's trust in government occurred in response to Watergate and although trust has improved slightly since then, it still fails to return to pre-1964 levels. The timeline shows that Nixon tried to hide his wrongdoing when he told the American public on November 17, 1973 that he was "not a crook". Later the evidence proved his involvement and he eventually resigned rather than face impending impeachment. The political cartoons by Herblock in Source I illustrate the shame and disain the situation brought to American politics.

### ***Which Presidential Decisions Had the Greatest Impact on Society?***

On a more inspirational note, John F. Kennedy's famous "Moon Speech" in Source 5, changed American for the better. In his speech, Kennedy expressed the belief that the United States was capable of doing hard, challenging things that mankind had never done before. He expertly created a new goal for American's in the space race at a time when the country lagged behind Russia in space technology by selecting the moon as a target. In doing so, he shifted the United States from a defensive to an offensive position and inspired a nation. The accompanying inventions continue to benefit both the United States and the world today. The integrated circuit was designed for space technology, yet also led to the development of the personal computer and was a precursor to the internet used globally today (Source L). Byproducts of space research can be found in everyday things like cordless drills, memory foam and insulation as noted in Source M.

Every president longs to leave a legacy of prosperity, strength and stability for the country. As they face the pressures and realities of the real world, they must make decisions under pressure, some good and some bad, but none easily. A single decision can change the lives of not only Americans but the entire global community. Eisenhower's highway system paved the way for suburbs, vacations, coast to coast travel, increased business markets, large cities away from the coast and a lasting automobile culture that is the envy of the world. Nixon's Watergate shook citizen's trust in government that has yet to fully mend to this day and has subjected subsequent presidents to vicious media and public scrutiny. Kennedy's ability to inspire a nation in the midst of the Cold War has improved the quality life and established the foundations of today's technology revolution. Americans must continue to seek out excellent leaders to guide our nation into the future.