



Teaching Guide

SEGMENT 3, WEBISODE 15

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview



Let's Discuss

President Lyndon Johnson, reelected in 1964 with the largest popular vote margin in history, used this momentum to push through programs to build his Great Society. In his State of the Union Address, he declared “unconditional war on poverty.” He signed the landmark Civil Rights Act banning discrimination, and the Voting Rights Act, which outlawed literacy tests used to keep African Americans from registering to vote. His Great Society programs included an expanded food stamp program, Medicaid, and several education programs to help the poor, aid to cities, and Medicare, which provided health care for the elderly. Johnson also signed a law ending narrow immigration quotas and conservation and beautification bills. His war on poverty, however, was soon eclipsed by another war—the war in Vietnam.

Teacher Directions

1. Display the following quote on the chalkboard, chart paper, or a transparency.

In March, 1964, Johnson declared a war on poverty by saying: “This administration today, here and now, declares an unconditional war on poverty in America....It will not be a short or easy struggle, no single weapon or strategy will suffice, but we shall not rest until that war is won.”

2. Discuss the quote with students. Use the following questions as a guideline.
 - What is a war on poverty?
 - How can people in the United States declare a war against poverty?
 - How would students suggest that the United States fight that war?
 - Is the war on poverty over?

3. Share the following quote with students.

President Johnson also said, “The man who is hungry, who cannot find work or educate his children, who is bowed by want, that man is not fully free.”

- What does bowed by want mean?
- Why is such a man not fully free?
- Do you agree with President Johnson?



History Sleuth

Teacher Directions

1. Distribute one copy of the Student Sheet: *All the Way with LBJ* to each team. Students use this sheet to guide their research and create a team collage.
2. Students read Chapter 23, “The Biggest Vote in History” and Chapter 24, “Salt and Pepper the Kids” in Joy Hakim’s *All the People* (Book 10 of *A History of US*), or other sources to learn more about Johnson’s Great Society programs.
3. Working with teammates, students create a collage describing these programs. Students organize information and use phrases, symbols, and drawings to explain each term on the Student Sheet. The collage may take any form that organizes and defines Johnson’s accomplishments. Each team member must have a well-defined task within the larger assignment.

Note to the Teacher: The teams, or the teacher, may assign the division of work

4. Visit each team to assist students with the reading and the collage assignment. Check that each team understands the assignment, that each team member has a specific task and is working on it, and that the teams are accomplishing the project in a timely and accurate manner.
5. Allow enough time for the students to share their collages and for the class to review Johnson’s accomplishments, especially his Great Society, the war on poverty, and his civil rights legislation.
6. Help the students identify Johnson’s programs that still operate such as Headstart, Medicare, and Medicaid.

Teacher Directions

1. Share the following information with students.

Several acts dating to the 1920s severely restricted the numbers of people who could move to the United States and become naturalized citizens. President Johnson’s Immigration Reform Act of 1965 abolished quotas and eliminated restrictions on Asian immigrants. Although limits were placed at 20,000 immigrants per country, no limits were placed on people coming from Central and South America. In 1973 alone, 62,000 Mexicans arrived.

2. If possible, show students a transparency of the Statue of Liberty. Tell students that the writing at the base of the Statue of Liberty welcomes immigrants with the words “Give me your tired, your poor, your huddled masses yearning to breathe free...”
3. Discuss the following questions with students.

What do you
Think?

What Do You Think,
Continued.



Moving Toward
Freedom

- Did the United States really want to admit people who were tired and poor?
- Should there be no limits on immigration?
- Should we let anyone in who wishes to come?
- What problems might the United States face if we had no laws regarding immigration?
- Do you know someone who has become a naturalized citizen? What did he or she have to do to become a citizen?
- How many people are allowed to come into the United States each year? (700,00)
- Is that too many? Too few?

Teacher Directions

1. Share with students the following information.

President Johnson's Immigration Reform Act of 1965 threw open the doors to immigrants from around the world. It abolished quotas and eliminated restrictions on Asian immigrants. This was a radical departure from previous immigration law, which had restricted or closed the door completely to immigration from certain countries.

2. Ask students how people born in other nations can become citizens of the United States (naturalized citizens). Explain that immigrants who wish to become naturalized citizens must meet the following qualifications:
 - Be residents of the United States and be "physically present," meaning that they cannot reside here and in their native country as well
 - They must have resided here for at least five years
 - Be of good moral character
 - Understand the laws and the Constitution
 - Know the language reasonably well – unless physically incapable of doing so
 - Understand the workings of the government and reveal a basic knowledge of United States history
3. Explain to students that immigration law can be a difficult and emotional issue. In undertaking the following activity, encourage students to consider on what basis immigration decisions should be made. Divide the class into two groups for a class debate. Display the Student Sheet: *Should Marko Be Deported?* on the overhead. Students read the story and then argue the proposition.
4. If students decide that Marko should be allowed to defect to the United States, ask students what process he will have to go through to become a citizen. Allow students to respond.
5. To extend this activity, distribute the Student Sheet: *Sample Citizenship Test*.

6. Working with teammates, students take the test, discussing reasons why certain questions were selected. If students cannot answer all the questions, they may look up answers.
7. After finishing the test, students discuss it using the following questions as guidelines.
 - Why is it important that citizens have a basic knowledge of United States history and government?
 - Do you think any questions are too difficult? Unnecessary? Support your opinions.
8. Explain to students that when immigrants become citizens of the United States, they take an oath of allegiance. Distribute the Student Sheet: *Oath of Allegiance*. Working with teammates, students read the oath. Help students with any difficult vocabulary.
9. Using a similar format, have students write an “Oath of Allegiance” to their city or their school. Students share their writing with the class and discuss the following question.
 - How did President Johnson’s immigration reforms move our nation toward freedom?

Teacher Directions

Use the following activities with your students.

Math — The population of the United States is approximately 280,000,000. If 700,000 people are permitted to come into the U.S. each year, by how much will immigrants alone increase the population of the United States in the year 2010?

Math — Students research the percentage of various ethnic populations in the United States as found in our most recent census.

Art — In groups or individually, students design a large poster entitled “The War on Poverty – 2001.” The poster should highlight the major problems facing the poor today.

Language Arts — Students write a letter to a boy name Vlado who has just come to the United States. He wants to become a United States citizen. Students tell him what life is like in the United States. Be specific: discuss, schools, grocery stores, fast food restaurants, amusement parks, movies and other every-day aspects of life in the United States.



Connections

A Sample Citizenship Test

From the Immigration and Naturalization Service*



- What are the colors of our flag?
- How many stars are there in our flag?
- What color are the stars on our flag?
- What do the stars on our flag mean?
- How many stripes are there in the flag?
- What color are the stripes
- What do the stripes mean?
- How many states are there in the Union?
- Why is the 4th of July important?
- From whom did we gain Independence?
- What country did we fight during the Revolutionary War?
- For how long do we elect a president?
- What is the Constitution? Can it be changed? How?
- What are the three branches of our government?
- What is the Congress?
- How many senators are in congress?
- Name the two senators from your state.
- What does the Supreme Court do?
- Who becomes president if the president cannot complete his term?
- What do we call changes to the Constitution?
- What did the Fifteenth Amendment do?
- Who was the First President of the United States?
- Who is the President of the United States today?
- Who is the Vice-President of the United States today?

*Immigration and Naturalization Service: United States government agency that controls immigration and assists newcomers in becoming naturalized citizens.

The Story of Marko S.

Marko S. is a high school student from a small town in Albania. He came to the United States to attend a special camp with a non-immigrant visa that would expire after a month. His airplane ticket was paid for by a special agency that works with foreign students.

Albanians have faced many problems in the past, as well as today. There has been much fighting in Marko's country. Marko's parents have no money. He lives in a small, cramped tenement apartment. His school is poor. He has little to eat. He is very smart.

Four days before Marko was to go back to Albania, he defected (escaped) with the help of Albanian relatives in Cleveland, Ohio. Marko is now an illegal alien. He has no papers and no passport. Very soon, he will have to go to a hearing in front of a judge from the Immigration and Naturalization Service (INS). The INS usually deports (sends back) illegal aliens. Marko will be deported unless people can convince the judge that he should stay.

Once Marko goes back to Albania, he will have to wait five years before he can ask to enter the United States legally. Should Marko be allowed to defect to (and legally live in) the United States? Or should he be forced to return to Albania?

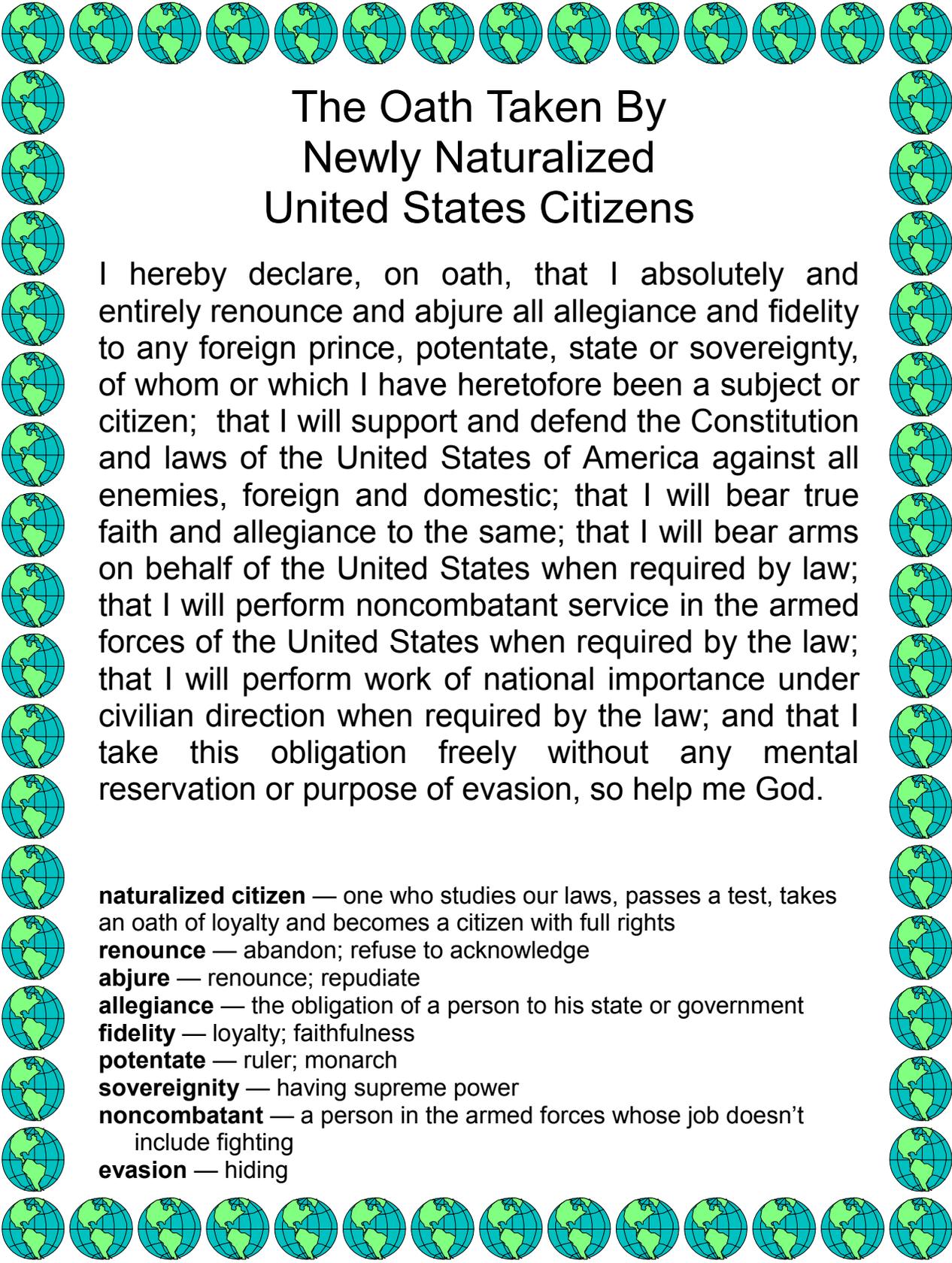
Argue for or against the following statement:
Marko S. should not be deported from the United States



All the Way with LBJ

Directions: Use these terms and phrases to guide the research for your team collage. Add to this list with others from your reading. Your team may assign specific ones to individual team members to research. Use the terms and phrases in your collage.

Great Society
War on Poverty
Voting Rights Act
Operation Headstart
Twenty-fourth Amendment
Job Corps
Upward Bound
Neighborhood Youth Corps
Teacher Corps
Medicare
Medicaid



The Oath Taken By Newly Naturalized United States Citizens

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by law; that I will perform noncombatant service in the armed forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion, so help me God.

naturalized citizen — one who studies our laws, passes a test, takes an oath of loyalty and becomes a citizen with full rights

renounce — abandon; refuse to acknowledge

abjure — renounce; repudiate

allegiance — the obligation of a person to his state or government

fidelity — loyalty; faithfulness

potentate — ruler; monarch

sovereignty — having supreme power

noncombatant — a person in the armed forces whose job doesn't include fighting

evasion — hiding