



Teaching Guide

SEGMENT 2, WEBISODE 16

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



Segment Overview

The impeachment of Richard Nixon created distrust in the presidency. Although Gerald Ford helped restore confidence in the office, he could not secure his own election after he completed Nixon's term.

Jimmy Carter, the newly elected president, worked tirelessly to secure peace in the Middle East. He convinced Menachem Begin, the prime minister of Israel, and Anwar al-Sadat, the president of Egypt, to sign a peace treaty. Despite the tenuous peace between Israel and Egypt, trouble grew between the United States and Iran. Militant Muslim students, under the leadership of the Ayatollah Khomeini, assaulted the United States embassy in Tehran and took fifty-two hostages. Carter responded by refusing to import oil from Iran and attempting a military expedition to release the hostages, which failed. The Iran hostage crisis led to an oil shortage in the United States and caused difficulties abroad.

Teacher Directions

1. Students, in small teams, discuss the following questions.
 - Why were the Muslim students under the Ayatollah Khomeini angry at the United States?
 - What finally led to the release of the hostages?
 - What effects did the hostage crisis have on the United States?
2. Make sure the students understand the following points in discussing the questions.

Muslim students, under the leadership of the Ayatollah Khomeini, assaulted the United States embassy in Tehran and took fifty-two hostages. The United States' support for the Shah of Iran, who was disliked in that country, angered the students. The Shah encouraged oil exports to the United States that caused a disproportion of wealth in Iran. Many Iranians resented that the rich kept getting wealthier and none of the



Let's Discuss

money reached the other classes.

Muslim religious leaders also disliked the Shah because he supported Western thought and policies.

Carter put pressure on Iran by refusing to import oil. He also attempted a military expedition to release the hostages, which failed with American casualties. War between Iran and Iraq (in which the United States supported Iraqi leader Saddam Hessian) and international pressure finally led to the release of the hostages on the very day that Ronald Reagan took office as the next American president.

The hostage crisis left a strongly negative feeling for the United States in Muslim countries. The United States' support for Hussein also helped solidify his rule in Iraq, which contributed to the Persian Gulf War and future troubles in the region due to Hussein's attempts to build chemical, biological, and nuclear weapons.

Teacher Directions

Activity One

1. Briefly introduce presidents Gerald Ford, Jimmy Carter, Ronald Reagan, and George Bush and explain the jigsaw activity.
2. Distribute a set of the four Student Sheets: *Presidential History Cube* to each small learning team of four students. Each team member researches one of the four presidents using reference books, websites, and other resources such as Book 10: *All the People* of Joy Hakim's *A History of US* series. Students complete the information spaces on the History Cube.
3. **Expert Group Discussions:** All students researching the same president join together as an expert group. Split any expert group composed of more than six students into two smaller groups. The expert groups discuss the cube topics about their presidents.
4. **Team Report:** Students return from their expert group discussions to teach their teammates about their specific presidents. Using the *Presidential History Cube*, each student presents the information he or she learned from the expert group discussion.
5. Students discuss the domestic and foreign policies, greatest failures and contributions, and personal characteristics of presidents Gerald Ford, Jimmy Carter, Ronald Reagan, and George Bush, using their cubes to share information on each topic with the class.
6. If students previously created a President Nixon History Cube, they can compare and contrast the information on that cube with the four ones created in this activity.



History Sleuth

Note to the Teacher: The Presidential History Cubes can be enlarged or the students can use cardboard boxes for the cubes. By turning the cubes, the students can compare and contrast the presidents' domestic policies, foreign policies, greatest failures, greatest contributions, and personal characteristics.

Activity Two

1. Review the importance of the Bill of Rights and how the ten amendments safeguard individual rights and freedoms. Use a transparency of the Student Sheet: *Article I of the Bill of Rights* to focus the discussion on First Amendment rights: *Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.* When discussing the First Amendment, make sure the students understand that this is often considered the most important article of the Bill of Rights.
2. Create small teams of students. Assign each team one of the five rights protected by the First Amendment.
3. The teams discuss how that specific right personally affects them and others.
4. Each team creates a float using a cardboard box (such as a shoebox) to illustrate its specific right. For example, the floats might use photographs, magazine pictures, or student drawings that show people worshipping, speaking in a public gathering, reading newspapers and magazines, engaging in a town meeting or protest, or signing a petition. In like manner, the floats might display scenes with clay or paper figures that show people engaged in first amendment activities.
5. Display the shoebox floats in a First Amendment parade.

Teacher Directions

1. Discuss with the students:
 - What's the difference between democracy, monarchy, and theocracy? Help the students understand that all three are forms of government, but each one is run differently. A democracy is government run by the people (that's like the United States). A monarchy is government led by a king or queen. And a theocracy is government led by a religious leader.
 - What sets up and protects our plan of government? Be sure the



What Do You Think,
Continued.

students understand that the Constitution of the United States sets up and protects our plan of government.

2. With the students, examine how our Constitution sets up and protects our democratic plan of government. Examine the First Amendment protections with the students.
3. Solicit student opinions:
 - Why do they think the founding fathers established freedom of religion and the separation of church and state?
 - What dangers might exist in a theocracy?

Teacher Directions

1. Use the Student Sheet: A Look at Jefferson to introduce Thomas Jefferson and discuss his life and accomplishments with the students.
2. Review that Jefferson was a farmer, lawyer, architect, inventor, author, and statesmen (member of Virginia legislature, governor of Virginia, delegate to Continental Congress and Constitutional Convention, first secretary of state, and vice president). Emphasize his accomplishments as the author of the Declaration of Independence and the Virginia Statute for Religious Freedom and the founder of the University of Virginia.
3. Distribute the Student Sheet: Jefferson's Legacy and show a transparency of the Student Sheet: Jefferson's Legacy. Explain that each quote and commentary corresponds to one of the points in Jefferson's epitaph.
4. Share with the students that on his gravestone, Thomas Jefferson listed three accomplishments for which he most wanted to be remembered: drafting the Declaration of Independence, founding the University of Virginia, and writing the Virginia Statute for Religious Freedom. Help the students realize that each of these accomplishments had to do with freedom: political freedom, intellectual freedom, and religious freedom.
5. Mention that the Virginia Statute for Religious Freedom took Jefferson through a nine-year political struggle that he stated was "the severest contest in which I have ever been engaged." The statutes prohibited government interference or support for religion and became an inspiration for Article VI and the First Amendment to the United States Constitution, ensuring the freedom by law to worship as one wished.
6. Students work in small teams. Explain to the students that each team is a committee for the United States Treasury Department working on a new design for the nickel that has Thomas Jefferson's image on the front. Each committee is responsible for designing the back of the coin. This design



Moving Toward Freedom,
Continued.

should communicate the most important contribution of Thomas Jefferson to American freedom—political, intellectual, or religious freedom.

7. Distribute the Student Sheet: Jefferson Coin Design. Students draw and describe their teams' coin designs using information learned about Jefferson's contribution to American freedom.

Note to the Teacher: Students may research additional information on the Internet about Jefferson and in Joy Hakim's *A History of US* (Chapter 34: "A Man with Ideas" in *From Colonies to Country* and Chapter 10: "Meet Mr. Jefferson" in *The New Nation*).

8. Each team chooses a member to present the team's design and explain why they chose their specific theme or design to serve as a representative symbol of Thomas Jefferson and American freedom.
9. The teams display their coin designs on a class or school bulletin board.

Teacher Directions

Use the following activities with your students.

Research/Art — Students choose one of the four presidents—Gerald Ford, Jimmy Carter, Ronald Reagan, or George Bush. Students create a coin design such as the one in the Moving Toward Freedom activity for that president. Students write a paragraph explaining their coin design.

Language Arts — Students read a biography about Thomas Jefferson (or watch Ken Burns' Thomas Jefferson) and write a short descriptive paragraph about the man and his accomplishments.

Research/Library — Students research the first ladies of presidents Ford, Carter, Reagan, and Bush. What were the special interests and causes of each first lady?

Art — Students draw caricatures of presidents Ford, Carter, Bush, and Reagan.

Music/Dance — Students listen to the popular music of the seventies and eighties and learn some of the dances such as disco, break dancing, and the moonwalk.

Technology/Library — Students research in-depth some current issues such as gun control, capital punishment, censorship, or others. Students determine what the Constitution and the amendments say about these issues, follow the topics in the news, and share the information with fellow students.



Connections, Cont.

Language Arts/Library — Students read books or articles that contain information about the Constitution and the amendments. Excellent sources include *The Bill of Rights* by Milton Meltzer, *This Constitution* by Peter Sgroi, and many issues of *Cobblestone* Magazine.

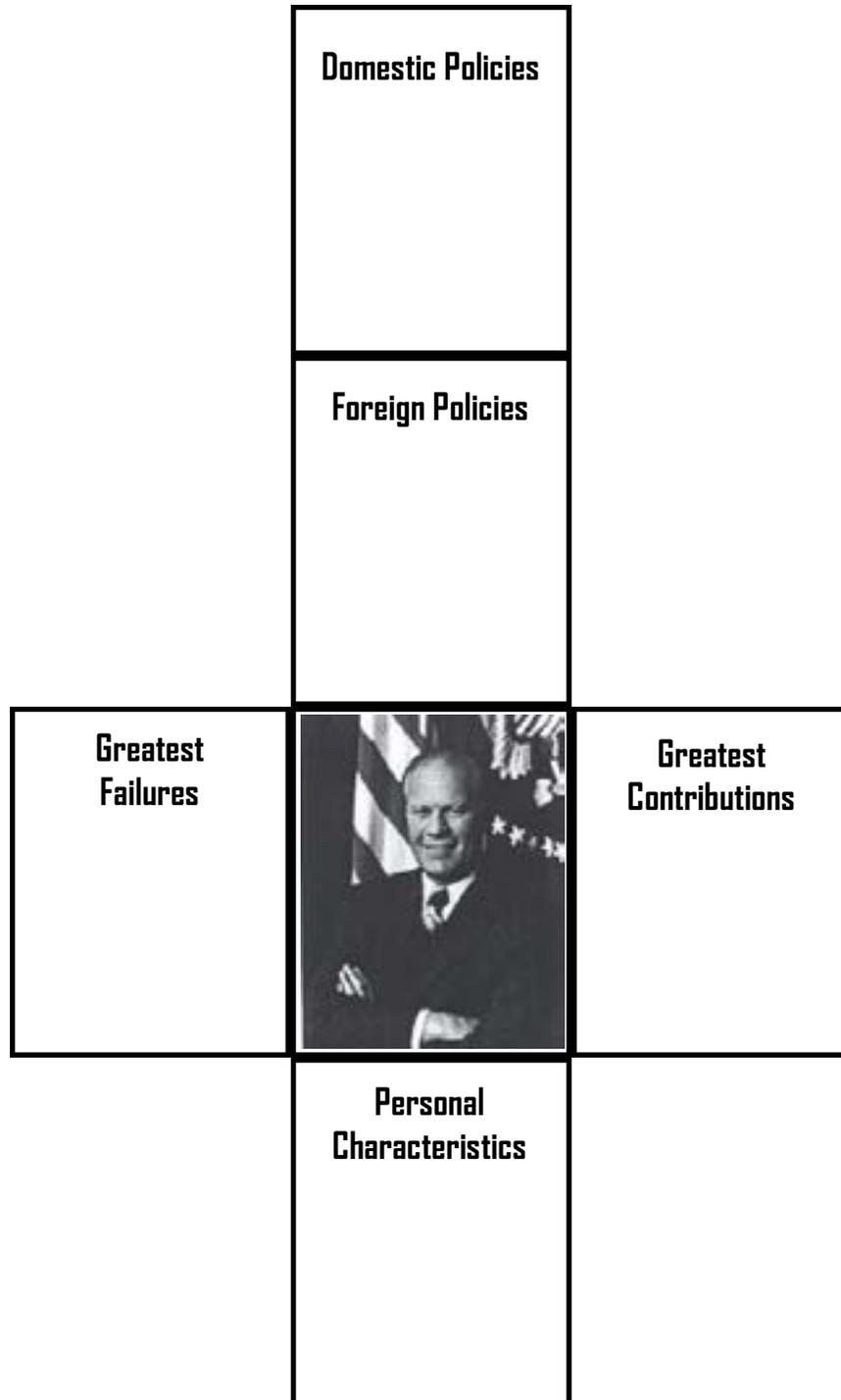
Local History — Students speak to local politicians to find out how the Bill of Rights impacts local issues and events.

Language Arts/Writing — Students write letters to their Congressional representatives concerning a matter of importance. Congress.org @ <http://www.congress.org/> identifies and provides contact information for elected government officials and representatives as well as current information on issues and actions.

Language Arts/Writing — Students rewrite the Bill of Rights in modern language.

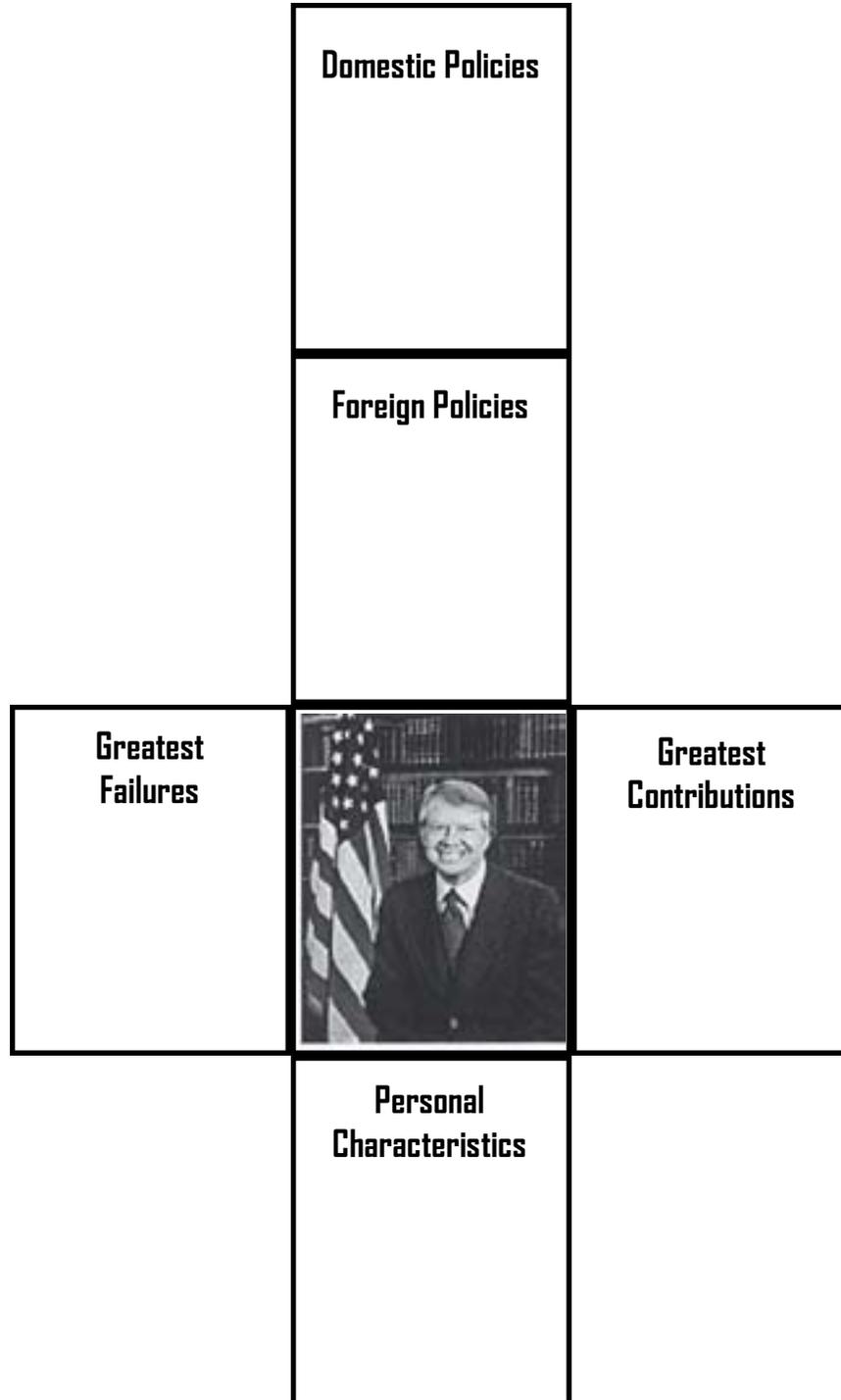
Presidential History Cube

Gerald Ford



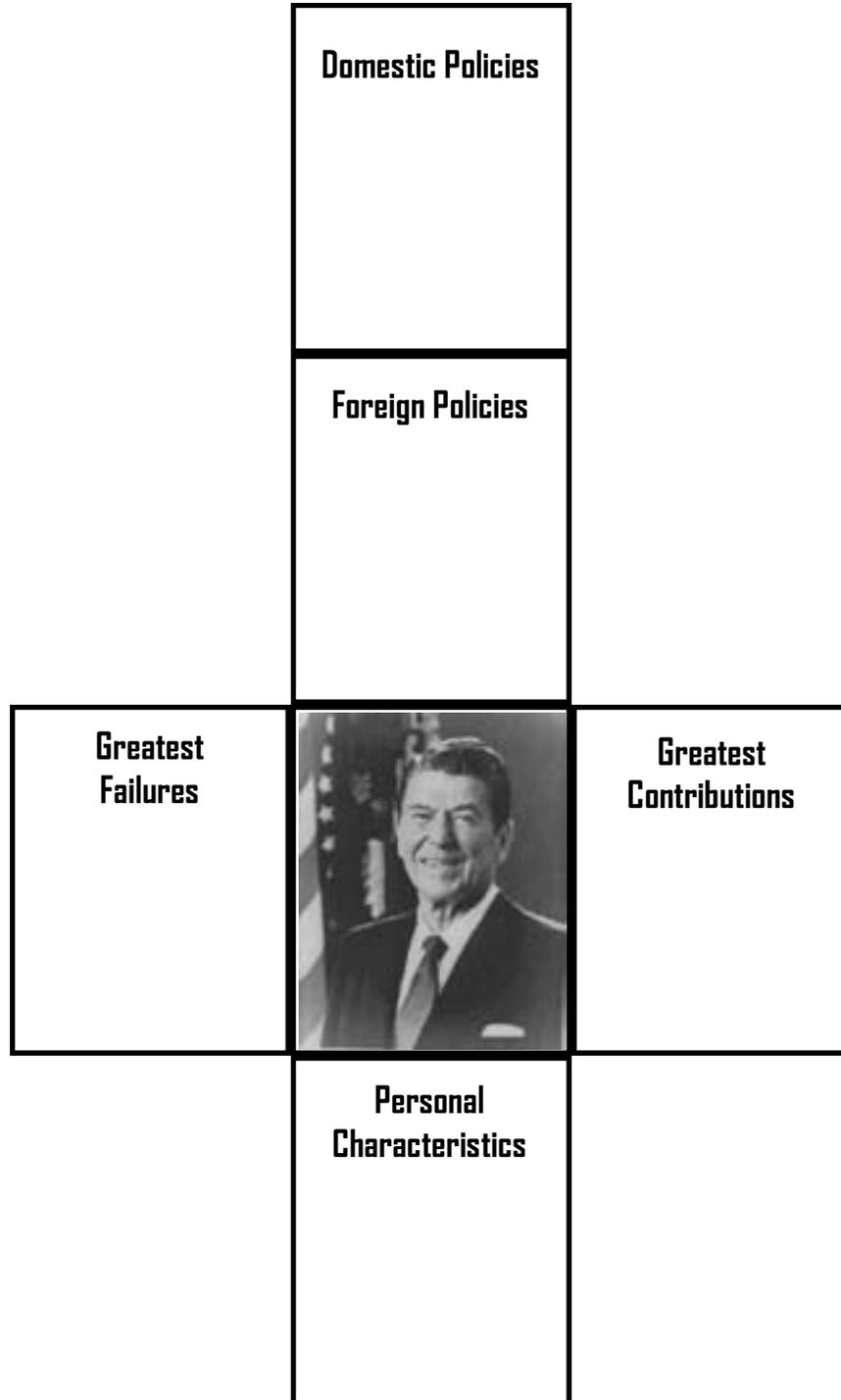
Presidential History Cube

Jimmy Carter



Presidential History Cube

Ronald Reagan



Presidential History Cube

George Bush

Domestic Policies

Foreign Policies

Greatest Failures



Greatest Contributions

Personal Characteristics

Article I of the Bill of Rights (First Amendment)



Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.



A LOOK AT JEFFERSON FOUR SPHERES OF INFLUENCE

Sphere 1 - Theories of Democracy

- Natural rights of man/Every man has certain unchangeable rights
- Universal equality/Every man is viewed as equal in the eyes of the law and in access to basic rights, regardless of birth or status
- Freedom of Religion/Every person should be able to choose how he or she wishes to practice religion free from government interference
- Abolition of Slavery/Practice of slavery must come to an end or the country would see ruin
- Public Education/All should have free access to education

Sphere 2 - Interests

- Botany/Introduced foreign plants for farming
- Food/Introduced various European foods into American dining
- Law/One of the brightest and most well read lawyers of the colonial era
- Architecture/Designed Virginia capitol in Richmond and his estate Monticello
- Book collecting/Kept one of the largest personal libraries of the colonial era
- Languages/Excelled in the study of French
- Music/Played the violin and imported many of the latest European compositions into America
- Animal care/Sought ways to improve care of livestock
- Agriculture/Sought methods, crops, and outlets for American farmers
- Inventing/First mechanical copy machine

Sphere 3 - Achievements

- Member of the Virginia bar
- Member of the Virginia House of Burgesses
- Author of the Declaration of Independence
- Revolutionary War governor of Virginia
- Founder of the University of Virginia
- Ambassador to France
- Secretary of State
- President of the United States

Sphere 4 - Controversy

- Opposed slavery but kept slaves until his death
- Fled from Richmond and abandoned Virginia in face of British conquest
- Accused of being involved with a slave named Sally Hemings



The lines in bold type are from Thomas Jefferson's epitaph. The lines underneath in italics are the legacy of Jefferson's work.

The author of the Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

The author of the Virginia Statute for Religious Freedom

Article 1 Bill of Rights, Constitution of the United States: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Father of the University of Virginia

To give every citizen the information he needs for the transaction of his own business;

To enable him to calculate for himself, and to express and preserve his ideas, his contracts and accounts, in writing;

To improve, by reading, his morals and faculties;

To form the statesmen, legislators and judges, on whom public prosperity and individual happiness are so much to depend;

To develop the reasoning faculties of our youth, enlarge their minds, cultivate their morals and instill into them the precepts of virtue and order.

Jefferson Coin Design

Directions: Your team is a committee for the United States Treasury Department working on a new design for the five-cent piece (nickel) that has President Jefferson's image on the front. Your committee is responsible for designing the back of the coin. This design should communicate the most important aspect of who Thomas Jefferson was and what he means to our American heritage.

