

TEACHERS GUIDE

JOHNSON'S LEGACY TODAY: DO WE LIVE IN A GREAT SOCIETY?



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NOTE TO EDUCATORS

The following Lesson Plans are intended as extensions of the articles and accompanying discussion points which ran in The Seattle Times October 24 - November 26, 2014. Teachers are encouraged to modify the guide to fit their individual classroom needs.

THE SEATTLE TIMES NEWSPAPERS IN EDUCATION (NIE)

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WASHINGTON STATE SCIENCE STANDARDS

This guide addresses the following Washington State Social Studies Standards for grade 11:

History

- 4.1.2 Understands how the following themes and developments help to define eras in U.S. history:
Movements and domestic Issues (1945—1991).
- 4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890 – present).
- 4.2.3 Analyzes and evaluates how technology and ideas have shaped U.S. history (1890—present).
- 4.3.1 Analyzes differing interpretations of events in U.S. history (1890—present).
- 4.4.1 Analyzes how an understanding of United States history can help us prevent problems today.

Civics

- 1.1.2 Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States.
- 1.3.1 Analyzes and evaluates the causes and effects of U.S. foreign policy on people in the United States and the world in the past or present.
- 1.4.1 Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.

Social Studies

- 5.1.1 Analyzes the underlying assumptions of positions on an issue or event.
- 5.1.2 Evaluates the depth of a position on an issue or event.
- 5.2.1 Evaluates and revises research questions to refine inquiry on an issue or event.
- 5.3.1 Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.

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LBJ TIMELINE ORDER

Assign each student a different date and event to research. Have students write the event in bold on an index card. Without talking, have the students stand in a line in chronological order of events.

DATE	EVENT
8/27/1908	Lyndon Baines Johnson was born in Stonewall, Texas.
1927	Enrolled in Southwest Teachers College and taught at a Mexican American school in Cotulla, Texas.
1930	Taught high school in Pearsall and Houston, Texas. Led his debate team to win the district championship.
1931	Appointed as Texas Congressman Richard Kleberg's secretary.
1933	Elected speaker of the "Little Congress" of congressional staff.
1934	Attended Georgetown University Law School. Met and married Lady Bird Johnson.
1935	Accepted President Roosevelt's nomination as the Texas Director of the National Youth Administration (NYA).
1937	Resigned as Texas Director of the NYA to run for Congress and is elected.
1940	Appointed Lieutenant Commander in the U.S. Naval Reserve.
1948	Elected to the Senate by a narrow margin.
1953	Elected Senate Minority Leader.
1955	Elected Senate Majority Leader.
7/13/1960	Chosen as the Democratic party's candidate for Vice President of the United States
11/8/1960	Elected Vice President of the United States to President John F. Kennedy.
11/22/1963	President John F. Kennedy was assassinated. LBJ became president.
11/27/1963	In his first address to a joint session of Congress, LBJ vowed he would pass JFK's civil rights bill, which had been stalled in the House of Representatives.
5/22/1964	LBJ spoke of the Great Society in a speech at the University of Michigan.
7/2/1964	LBJ signed the Civil Rights Act of 1964 into law.
8/2/1964	The U.S.S. Maddox engaged three North Vietnamese torpedo boats in the Gulf of Tonkin off the coast of North Vietnam.
8/4/1964	The U.S.S. Maddox was involved in another incident in the Gulf of Tonkin; conflicting reports leave doubt as to whether any Vietnamese ships were present.
8/7/1964	Congress passed the Gulf of Tonkin Resolution, which granted LBJ broad powers to escalate America's involvement in the war in Vietnam.
8/20/1964	LBJ signed the Economic Opportunity Act as the foundation of the War on Poverty.
11/3/1964	Defeated Senator Barry Goldwater by 16 million votes in the presidential election. While LBJ's 61.1% of the popular vote is the largest percentage in history, Goldwater won five states in the historically Democratic "Solid South", signaling a shift in party alignment.
4/11/1965	Signed the Elementary and Secondary Education Act into law.
7/30/1965	Signed Medicare into law in Independence, Missouri.
3/31/1968	Announced he would not seek nor accept nomination for another term of presidency.
1969	Returned to the LBJ Ranch in Texas.
1/22/1973	Died at home on his ranch.

LBJ'S INFLUENTIAL PEOPLE IDENTIFICATION

Write the name of the influential person next to the matching description:

Richard Kleberg	George Wallace	Thurgood Marshall	Ho Chi Minh	Malcolm X
Harry S. Truman	Robert McNamara	Harry S. Truman	Richard Nixon	
Lady Bird Johnson	Richard Russell	John F. Kennedy	Dr. Robert Cooke	
Hubert Humphrey	Barry Goldwater	Franklin D. Roosevelt	Dr. Edward Zigler	

Elected President of the United States after Johnson in 1968

- _____ Johnson's wife
- _____ Proposed a national health care program in 1945 similar to what Johnson proposed and signed into law in 1965
- _____ Vice President of the United States from 1961-1963
- _____ Appointed by Johnson as the first African-American United States Solicitor General
- _____ Lost the 1964 presidential election to Johnson
- _____ Johnson served as his Congressional Secretary from 1931-1935
- _____ Johnsons' Vice-President
- _____ African American civil rights activist, assassinated in 1965
- _____ Pediatrician from Johns Hopkins whose expertise helped to create Head Start
- _____ North Vietnamese communist leader
- _____ Johnson accepted the position of Texas Director of the National Youth Administration under his presidency
- _____ Johnson's Secretary of Defense during the Vietnam War
- _____ Governor of Alabama who was in favor of segregation
- _____ Professor of Psychology from Yale whose expertise helped to create Head Start
- _____ Senator who supported Johnson in his early years in the Senate but later fought him on the issue of civil rights.

PROJECTS FOR RESEARCH

1. Research the history of the Democratic and Republican parties in the United States. Particularly note moments in both parties' timelines that revolve around the issues of slavery and civil rights.
2. Who was Dr. Martin Luther King, Jr.? Research his life and involvement in the United States civil rights movement.
3. Define 'civil rights'. Explore the background of the United States civil rights movement leading up to 1964. What year did African Americans get the right to vote? What was LBJ's stand on civil rights? Pay special attention to the impact and the failings of the Civil Rights Act of 1957.
4. What is the Southern Christian Leadership Conference? Who were its leaders? What happened during the Birmingham campaign of 1963? What happened at Birmingham's 16 Street Baptist Church on September 15, 1963?
5. Research the Student Nonviolent Coordinating Committee. Who were its leaders in 1964?
6. What is the National Association for the Advancement of Colored People (NAACP)? Who were its leaders in 1964?
7. What kind of pressure or obstacles did President Johnson encounter from Bob Moses, Fannie Lou Hamer, the Student Nonviolent Coordinating Committee (SNCC) and its Mississippi Freedom Democratic Party?
8. What kind of pressure or obstacles did President Johnson encounter from the Southern Caucus of the U.S. Congress? Pay special attention to four congressmen who appear in the play: Senator Dick Russell, Senator Strom Thurmond, Senator Jim Eastland and Representative Judge Smith.
9. Research the following people and their relationships to President Johnson: Walter Jenkins, Richard Russell, Hubert Humphrey, Robert (Bobby) Kennedy, Barry Goldwater, Katherine Graham, and Everett Dirksen.
10. Research Lady Bird Johnson. What did she accomplish prior to her husband becoming president? What did she accomplish as First Lady?
11. Who was J. Edgar Hoover? What was his relationship to President Johnson? To Dr. Martin Luther King?
12. What is a Senate filibuster? What is cloture? What is a discharge petition?

The above research project ideas were created by the Oregon Shakespeare Festival's Education Department as part of "Suggestions for Teaching *All the Way*." Copy write Oregon Shakespeare Festival.

DISCUSSION QUESTIONS AFTER SEEING “THE PLAYS”

1. Refer to your research on LBJ’s public stance on civil rights. Compare LBJ’s public statements on race and race relations to his private comments in the play. To what extent do they coincide, and to what extent do they conflict? How strongly do you feel President Johnson felt about the importance of equal rights for African Americans? To what extent, based on your research and the evidence in the play, did he believe in complete equality of the races?
2. To what extent are J. Edgar Hoover’s tactics of wiretapping and of blackmailing people like James Harrison and Joe Alsop legal? Ethical? How much leeway did the FBI have in 1964 in matters deemed to relate to national security? What is the status of these issues concerning civilian surveillance today?
3. J. Edgar Hoover believed in keeping America safe. To that end, he broke laws that he was sworn to uphold. In what ways did his breaking laws harm people’s lives?
4. President Johnson may have broken some laws early in his political career. He certainly bent the rules and used every tactic he knew in the political playbook, ethical or not. The result was landmark and lasting civil rights legislation. Does the end ever justify the means? Does your answer depend on whether you side with the “end” in question? If the end can sometimes justify the means, where, exactly, does that line get drawn? Who gets to decide?
5. What characters in the play have their personal lives compromised in the name of public service? To what extent does a person’s private life impact their ability to serve their country in public office? Does your opinion change if that person uses their public office to try to legislate morality and public standards in ways that are not consistent with their private life?
6. Refer to your research on Dixiecrats. Discuss what Senator Russell means when he says “It’s high time the South rejoined the rest of the country.” In what ways might the South have felt like a separate entity from the rest of the United States?
7. Describe the ideological rift that split the Democratic Party in 1964. How does that split still affect the party today? In what ways might the Republican Party be dealing with a similar ideological split now?
8. Compare and contrast MLK with L.B.J. How are the two men similar? Different? What motivates them? What strategies do they use to get what they want? Describe their individual accomplishments throughout the play. Describe their failures.
9. Discuss LBJ’s character: his strengths and weaknesses, his hopes and fears, his ethics and immoralities. What type of President was he? What type of leader? What in the play leads you to believe he should hold the most powerful office of the United States? What leads you to doubt it?
10. When in the play is LBJ most vulnerable? When, of these moments, is Lady Bird present, and what do these scenes reveal about the Johnsons’ relationship?
11. The final scene of the play, “It’s just getting started” is spoken by LBJ and George Wallace. What is just getting started for each of these men?

Discussion questions on pages 5 and 7 from: <http://allthewaybroadway.com/pdf/ALL-THE%20WAY-Study-Guide.pdf>

LBJ POLITICAL CARTOON ANALYSIS

Search for political cartoons featuring LBJ and answer the following questions:

The following websites may be used as resources:

http://www.congresslink.org/cartoons/lessons/the_great_society.htm

<http://multimediatimeline.blogspot.com/2011/05/political-cartoons.html>

<http://www.dakinarchives.net/>

<http://www.teachingushistory.org/pdfs/vietnampoliticalcartoons.pdf>

1. Are any objects or physical features exaggerated in the cartoon? Why do you think that is?

2. Is symbolism or irony used in the cartoon? How so?

3. What words or numbers are shown in the cartoon? What historical people and/or events do they represent?

4. What is the cartoonist's opinion of the person or event depicted in the cartoon?

5. What individuals or groups might agree with this opinion?

6. What is your opinion of the event or person both before and after seeing this cartoon?

DISCUSSION QUESTIONS ON JOHNSON'S PRESIDENCY, CIVIL RIGHTS, AND VIETNAM

Johnson's Presidency

1. What are some ways in which Johnson's early life and upbringing were reflected in his later political career?
2. After Johnson was defeated by Kennedy in the primaries for the 1960 Democratic nomination, Kennedy and his advisors considered several possible choices for the vice-presidential slot on the ticket. What are some of the factors that presidential nominees consider when choosing vice-presidential nominees? What are some of the advantages and disadvantages that came from choosing Johnson?
3. Lyndon Johnson assumed the presidency after the assassination of John F. Kennedy in 1963. What are some of the unique challenges Johnson had to face by becoming president through the death of his predecessor rather than through election in his own right?

Civil Rights

1. What was the NAACP's main strategy for civil rights progress? Do you think it was effective? Why or why not?
2. What was Dr. Martin Luther King Jr.'s main strategy for civil rights progress? What are some of the main factors that led to its success in the 1950s and early 1960s?
3. What do you think were the biggest challenges faced by civil rights advocates before 1900? From 1900-1945? From 1945-1964?
4. Read Dr. Martin Luther King's Letter from a Birmingham Jail and answer the following questions. The full text of the Letter from Birmingham Jail can be found at the King Center: <http://www.thekingcenter.org/archive/document/letter-birmingham-city-jail-0>
 - Does King consider himself an "outsider" by staging a protest in Birmingham? What reasons does he give in response to this criticism?
 - List and explain the four-step process King outlines for the nonviolent campaign.
 - How does King justify breaking laws in order to change them?
 - What is King's response to the clergymen's approval of how the police kept order during the demonstrations?

Vietnam

Watch the video on Johnson's decision to escalate the war in Vietnam and answer the following questions:

<http://www.pbs.org/moyers/journal/11202009/watch.html>

1. How is situation similar to and/or different from Obama's presidency?
2. What does "neutralize" mean in this video?
3. What role does Secretary of Defense Robert McNamara play in this decision?
4. Why is the game of dominos an appropriate analogy for Vietnam War?
5. How does the 1964 Presidential election play into Johnson's decision?
6. What is Richard Russell's knowledge and opinion of the situation?
7. What is McGeorge Bundy's stance on the issue?
8. Why is Johnson and Robert Kennedy's relationship complicated?
9. Do you think Johnson still deserves to be blamed for Vietnam?
10. Why do you think history often picks one man to be either the hero or the villain?
11. How do you think the Vietnam War affected Johnson's decision not to run for president in 1968?

THE LEGISLATIVE PROCESS ROLE PLAY AND EVALUATION

Johnson signed more legislation into law than any other president. This lesson focuses on the legislative process of how a bill becomes a law. In small groups, review the Committee Briefing on the next page. Then write your bill on a separate piece of paper.

Briefing

The rise of the internet in the late 1990s and early 2000s raised many new issues for America, and one of the biggest is a citizen's right to privacy in an online world. After 9/11, legislation was passed that many claimed allows the government to violate that right in an attempt to protect its citizens. Revelations by whistleblowers like Edward Snowden have given the public new insight into the government's ability to monitor online activity.

Imagine you are a member of the Committee on Energy and Commerce, you will be addressing the issue of internet privacy. Should the government have the right to monitor its citizens' use of the internet? How far should that right extend? Should oversight of such a program come from within the federal government, and if so, which branch or agency? How should your chosen policy be implemented? Answer the following questions in a group and use them to guide your research.

1. Where is a citizen's right to privacy defined in the Constitution? Are there specific guarantees?
2. What do you see as the three most important questions about internet privacy? Write down your questions and then research your answers.
3. List three arguments for why the federal government should be allowed to monitor your online activity.
4. List three arguments for why the federal government should not be allowed to monitor your online activity.
5. Based on your research, list three elements you would like to see included in a bill about internet privacy, and briefly summarize why you think each element is important. Which of these points are you most passionate about? Which are you least passionate about?

Writing Your Bill

Your bill should consist of two parts: a Preamble and a Body. The Preamble should provide the reasoning for your bill – why should the government address your issue? What are the problems your bill is seeking to improve? The Body of your bill is where you list the provisions your committee decided on. Your bill should include at least 3-5 provisions; the issues you have been researching are complex, and should not be reduced to a simple “yes” or “no” vote. It's not enough to simply declare something legal or illegal – your bill should address the implementation of your solution as well.

Post Bill Writing Discussion Questions

1. Explain why you would vote yes or no on this bill. Which factors would you weigh in your decision? Do these factors apply when real Congressmen consider legislation?
2. What are some factors that Congressmen must consider that didn't come into play in this activity?
3. What compelling arguments would you use to present your bill to a committee? What would be a less compelling argument?
4. Describe your experience working with your committee. Did you find it easy for your group to work together to decide on a bill? Why or why not? Do you think these reasons apply to Congressmen from different parties attempting to work together? Why or why not?
5. What do you see as the single biggest obstacle that keeps members of different parties from working together? Can you think of a way around this problem?

The Legislative Process Activity courtesy of: <http://allthewaybroadway.com/pdf/ALL-THE%20WAY-Study-Guide.pdf>

Sources for Teachers Guide

http://www.lbjlib.utexas.edu/johnson/archives.hom/biographys.hom/lbj_bio.asp

<http://allthewaybroadway.com/pdf/ALL-THE%20WAY-Study-Guide.pdf>

http://www.dakinarchives.net/photo/00_classroom_docs/02_Analyzing_Political%20Cartoons.pdf

<http://ows.edb.utexas.edu/site/loewens-vietnam/lbj-lesson>