**Unit 11: Cold War (LBJ/Nixon Vietnam War) Activity Packet**

**Activity 1: How did Head Start, VISTA, Medicare, Medicaid, HUD, Job Core each seek to end poverty? Successful? Why/not?**

Read pages 610-615 to learn about these Great Society programs to end poverty. Then complete the chart in your notebook.

|  |  |  |  |
| --- | --- | --- | --- |
|  | How did the organization try to end poverty? | Successful? | Why/not? |
| Head Start | **1** | **2** | **3** |
| VISTA | **4** | **5** | **6** |
| Medicare | **7** | **8** | **9** |
| Medicaid | **10** | **11** | **12** |
| HUD | **13** | **14** | **15** |
| Job Core | **16** | **17** | **18** |

**Activity 2: Was the Great Society Successful?**

**DO NOW:** Read Great Society Speech, Lyndon B. Johnson, 1964 located below and answer the following questions.

1. **Source: What type of document is this and who is the audience?**
2. **Close reading: What is the message of this document?**
3. **Context: What sorts of government programs do you think President Johnson would support, based on this document?**

**Great Society Speech, Lyndon B. Johnson, 1964 (Modified)** I have come today from the turmoil of your Capital to the tranquility (peace) of your campus to speak about the future of your country. . . The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning. . . It is harder and harder to live the good life in American cities today. There is not enough housing for our people or transportation for our traffic. . . . Our society will never be great until our cities are great. . . A second place where we begin to build the Great Society is in our countryside. We have always prided ourselves on being not only America the strong and America the free, but America the beautiful. Today that beauty is in danger. The water we drink, the food we eat, the very air that we breathe, are threatened with pollution. Our parks are overcrowded, our seashores overburdened. Green fields and dense forests are disappearing. . . A third place to build the Great Society is in the classrooms of America. There your children's lives will be shaped. Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination. We are still far from that goal. . . Poverty must not be a bar to learning, and learning must offer an escape from poverty. . . For better or for worse, your generation has been appointed by history to deal with those problems and to lead America toward a new age. You have the chance never before afforded to any people in any age. You can help build a society where the demands of morality, and the needs of the spirit, can be realized in the life of the Nation. So, will you join in the battle to give every citizen the full equality which God enjoins and the law requires, whatever his belief, or race, or the color of his skin? Will you join in the battle to give every citizen an escape from the crushing weight of poverty? Will you join in the battle to build the Great Society, to prove that our material progress is only the foundation on which we will build a richer life of mind and spirit? Source: The speech above was delivered by President Johnson as a commencement (graduation) speech at the University of Michigan on May 22, 1964.

**DIRECTIONS: Read the following Major Great Society Programs. Discuss the questions with your pair partner and record your thoughts in your notebook:**

1. **Which of these programs have you heard of?**
2. **Which programs do you think have been successful?**
3. **How would you measure whether these programs were successful?**
4. **How is the Great Society like the New Deal? How is it different**?

**Major Great Society Programs**

* War on Poverty: forty programs that were intended to eliminate poverty by improving living conditions and enabling people to lift themselves out of the cycle of poverty.
* Education: sixty separate bills that provided for new and better-equipped classrooms, minority scholarships, and low-interest student loans.
* Medicare & Medicaid: guaranteed health care to every American over sixty-five and to low-income families.
* The Environment: introduced measures to protect clean air and water.
* National Endowment for the Arts and the Humanities: government funding for artists, writers and performers.
* Head Start: program for four- and five-year-old children from low-income families.

**Sampling of the laws passed during the Johnson administration to promote the Great Society.**

THE CLEAN AIR ACT DEC. 17, 1963

VOCATIONAL EDUCATION ACT DEC. 18, 1963

CIVIL RIGHTS ACT OF 1964 JULY 2, 1964

URBAN MASS TRANSPORTATION JULY 9, 1964

FEDERAL-AID HIGHWAY ACT OF 1964 AUG. 13, 1964

CRIMINAL JUSTICE ACT OF 1964 AUG. 20, 1964

FOOD STAMP ACT OF 1964 AUG. 31, 1964

NATIONAL ARTS CULTURAL DEVELOPMENT ACT OF 1964 SEPT. 3, 1964

SOCIAL SECURITY AMENDMENTS JULY 30, 1965

VOTING RIGHTS ACT OF 1965 AUG. 6, 1965

HOUSING AND URBAN DEVELOPMENT ACT AUG. 10, 1965

PUBLIC WORKS AND ECONOMIC DEVELOPMENT ACT AUG. 26, 1965

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT ACT SEPT. 9, 1965

NATIONAL FOUNDATION ON THE ARTS & THE HUMANITIES ACT SEPT. 29, 1965

HIGHER EDUCATION ACT OF 1965 NOV. 8, 1965

CHILD NUTRITION ACT OF 1966 OCT. 11, 1966

CHILD PROTECTION ACT OF 1966 NOV. 3, 1966

NATIONAL SCHOOL LUNCH ACT MAY 8, 1968

Source: <http://www.coloraodo.edu/AmStudies/lewis/2010/gresoc.htm>

**DIRECTIONS: Read the following PRO & CON. Discuss the questions with your pair partner and record your thoughts in your notebook:**

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| --- | --- | --- | --- |
|  | 1. **Who wrote this?** 2. **What is his perspective?** 3. **What do you predict the author will say?** | **What is the author’s main argument?** | **What is the strongest piece of evidence that the author uses to support his claim?** |
| **PRO**  **Great Society/War on Poverty** |  | **9.** | **10.** |
| **CON**  **Great Society/War on Poverty** | **11.** | **12.** | **13** |
| **Which author do you find more convincing and why? 14.** | | | |

**Discuss with your quad. Record your thoughts on #15:** What is Califano’s main argument? What is Sowell’s main argument? What evidence does each use to support his claim? Who do you find more convincing? Why?

**15. How are some of these arguments being played out in today’s debates over economic recovery?**

**PRO: What Was Really Great About The Great Society (Modified) By Joseph A. Califano Jr. The Washington Monthly (online), October 1999** If there is a prize for the political scam of the 20th century, it should go to the conservatives for [claiming that the] Great Society programs of the 1960s were a misguided and failed social experiment that wasted taxpayers' money. Nothing could be further from the truth. In fact, from 1963 when Lyndon Johnson took office until 1970 as the impact of his Great Society programs were felt, the portion of Americans living below the poverty line dropped from 22.2 percent to 12.6 percent, the most dramatic decline over such a brief period in this century. . . If the Great Society had not achieved that dramatic reduction in poverty, and the nation had not maintained it, 24 million more Americans would today be living below the poverty level. . . Since 1965 the federal government has provided more than a quarter of a trillion dollars in 86 million college loans to 29 million students, and more than $14 billion in work-study awards to 6 million students. Today nearly 60 percent of fulltime undergraduate students receive federal financial aid under Great Society programs. . . Head Start has served more than 16 million preschoolers in just about every city and county in the nation and today serves 800,000 children a year. . . . Lyndon Johnson knew that the rich had kindergartens and nursery schools; and he asked, why not the same benefits for the poor? Is revolution too strong a word? Since 1965, 79 million Americans have signed up for Medicare. In 1966, 19 million were enrolled; in 1998, 39 million. Since 1966, Medicaid has served more than 200 million needy Americans. In 1967, it served 10 million poor citizens; in 1997, 39 million. . . Closely related to these health programs were efforts to reduce malnutrition and hunger. Today, the Great Society's food stamp program helps feed more than 20 million men, women, and children in more than 8 million households. Since it was launched in 1967, the school breakfast program has provided a daily breakfast to nearly 100 million schoolchildren. The Voting Rights Act of 1965. . .opened the way for black Americans to strengthen their voice at every level of government. In 1964 there were 79 black elected officials in the South and 300 in the entire nation. By 1998, there were some 9,000 elected black officials across the nation, including 6,000 in the South. . . . Source: Joseph Califano, Jr., became a special assistant to President Johnson in July 1965, and served as President Johnson's senior domestic policy aide for the remainder of Johnson's term.

**CON: War on Poverty Revisited (Modified) By Thomas Sowell Capitalism Magazine (online), August 17, 2004** The War on Poverty represented the crowning triumph of the liberal vision of society -- and of government programs as the solution to social problems. . . In the liberal vision, slums bred crime. But brand-new government housing projects almost immediately became new centers of crime and quickly degenerated (declined) into new slums. . . Rates of teenage pregnancy and venereal disease had been going down for years before the new 1960s attitudes toward sex spread rapidly through the schools, helped by War on Poverty money. These downward trends suddenly reversed and skyrocketed. The murder rate had also been going down, for decades, and in 1960 was just under half of what it had been in 1934. Then the new 1960s policies toward curing the "root causes" of crime and creating new "rights" for criminals began. Rates of violent crime, including murder, skyrocketed. The black family, which had survived centuries of slavery and discrimination, began rapidly disintegrating in the liberal welfare state that subsidized (paid for) unwed pregnancy and changed welfare from an emergency rescue to a way of life. . . The economic rise of blacks began decades earlier, before any of the legislation and policies that are credited with producing that rise. The continuation of the rise of blacks out of poverty did not -- repeat, did not -- accelerate during the 1960s. The poverty rate among black families fell from 87 percent in 1940 to 47 percent in 1960, during an era of virtually no major civil rights legislation or anti-poverty programs. . . . In various skilled trades, the incomes of blacks relative to whites more than doubled between 1936 and 1959 -- that is, before the magic 1960s decade when supposedly all progress began. The rise of blacks in professional and other high-level occupations was greater in the five years preceding the Civil Rights Act of 1964 than in the five years afterwards. Source: Thomas Sowell is a conservative economist, author, and social commentator. He is currently a Senior Fellow at the Hoover Institution at Stanford University

**Activity 3: SAS #38 Should President Johnson increase the United States' troop commitment to South Vietnam in 1965?**

**DIRECTIONS: Record what you learn from the movies in the following Movie Notes:**

1. Lyndon Johnson**:**
2. North Vietnam:
3. South Vietnam:
4. Cold War:
5. Domino Theory:
6. U.S. military assistance to South Vietnam:
7. Gulf of Tonkin Resolution

**DIRECTIONS: Read About the Document and listen to the audio excerpt. Read the document and select a passage that addresses the question. Explain how your selection connects to the big question.**

|  |  |  |
| --- | --- | --- |
| **Document** | **Read the document and select a passage that addresses the question** | **Explain how your selection connects to the big question.** |
| **Document 1: Johnson's Private Conversation with the Secretary of Defense (June 1965)** | 8. | 9. |
| **Document 2: General Westmoreland Makes Recommendations (June 7, 1965)** | 10 | 11. |
| **Document 3: Johnson's Televised Address (April 7, 1965)** | 12. | 13. |
| **Document 4: Clifford Warns the President (July 25, 1965)** | 14. | 15. |
| **Document 5: Military Advisors Discuss Options (July 22, 1965)** | 16. | 17. |

**Document 1: Johnson's Private Conversation with the Secretary of Defense (June 1965)**  President Johnson: [I]t's going to be difficult for us to very long prosecute effectively a war that far away from home with the divisions we have here, particularly the potential divisions. And it's really had me concerned for a month, and I'm very depressed about it 'cause I see no program from either Defense or State that gives me much hope of doing anything except just praying and grasping to hold on during the monsoon and hope they'll quit. I don't believe they are ever going to quit. I don't see how, that we have any way of either a plan for victory militarily or diplomatically.

**Document 2: General Westmoreland Makes Recommendations (June 7, 1965)** Saigon, 11:35 a.m. To: Joint Chiefs of Staff Fr: Commander, Military Assistance Command, Vietnam Subject: U.S. Troop Deployment to South Vietnam I believe that the DRV will commit whatever forces it deems necessary to tip the balance and that the GVN cannot stand up successfully to this kind of pressure without reinforcements. Even if DRV VC intentions are debatable, their capabilities must be acknowledged and faced. Additionally, it is prudent to consider possible enemy air action, leading to significant escalation and a broadening of the arena of conflict. We must be prepared to face such a contingency. In order to cope with the situation outlined above, I see no course of action open to us except to reinforce our efforts in SVN with additional U.S. or third country forces as rapidly as is practical during the critical weeks ahead. Additionally, studies must continue and plans [be] developed to deploy even greater forces, if and when required, to attain our objectives or counter enemy initiatives.

**Document 3: Johnson's Televised Address (April 7, 1965)** Why are we in South Vietnam? We are there because we have a promise to keep. Since 1954, every American president has offered support to the people of South Vietnam. We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Vietnam defend its independence. And I intend to keep that promise ... We are also there to strengthen world order. Around the globe, from Berlin to Thailand, are people whose well-being rests, in part, on the belief that they can count on us if they are attacked. To leave Vietnam to its fate would shake the confidence of all these people in the value of an American commitment and in the value of America's word. The result would be increased unrest and instability and even wider war.

**Document 4: Clifford Warns the President (July 25, 1965)** Don't believe we can win in SVN. If we send in 100,000 more, the NVN will meet us. If the NVN run out of men, the Chinese will send in volunteers. Russia and China don't intend for us to win the war. If we don't win, it is a catastrophe. If we lose 50,000+ it will ruin us. Five years, billions of dollars, 50,000 men, it is not for us. At the end of monsoon, quietly probe and search out with other countries—by moderating our position—to allow us to get out. Can't see anything but catastrophe for my country...

**Document 5: Military Advisors Discuss Options (July 22, 1965)**

President: I asked McNamara to invite you here to counsel with you ... ...

Adm. McDonald: ... If we continue the way we are it will be a slow, sure victory for the other side. By putting more men in it will turn the tide and let us know what further we need to do. I wish we had done this long before.

President: But you don't know if 100,000 will be enough. What makes you conclude that if you don't know where we are going—and what will happen—we shouldn't pause and find this out?

McDonald: Sooner or later we'll force them to the conference table ...

President: If we put 100,000 won't they put in an equal number?

McDonald: No. If we step up our bombing— President: Is this a chance we want to take?

McDonald: Yes, when I view the alternatives. Get out now or pour in more men. President: Is that all?

McDonald: I think our allies will lose faith in us. President: We have few allies really helping us. ...

President: What are our chances of success?

Nitze: If we want to turn the tide, by putting in more men, it would be about 60/40.

President: If we gave Westmoreland all he asked for, what are our chances? I don't agree that the NVN and China won't come in. ...

President: Any ideas on cost ... ?

McNamara: Yes—$12 billion [in] 1966[.]President: Any idea what effect this will have on our economy?

McNamara: It would not require wage and price controls in my judgment. Price index ought not go up more than one point or two.

McConnell: If you put in these requested forces and increase air and sea effort—we can at least turn the tide where we are not losing anymore ...

President: Have results of bombing actions been as fruitful and productive as we anticipated?

McConnell: No sir, they haven't been. Productive in SVN, but not as productive in NVN because we are not striking the targets that hurt them. President: Are you seriously concerned when we change targets we escalate the war? They might send more fighters down. Can't be certain if it will escalate their efforts on the ground. Would it hurt our chances at a conference if we started killing civilians? ...

President: Doesn't it really mean if we follow Westmoreland's requests we are in a new war...[?]

McNamara: This is a major change in U.S. policy. We have relied on SVN to carry the brunt. Now we would be responsible for satisfactory military outcome.

**Activity 4: Why did so many Americans oppose the Vietnam War?**

The Gulf of Tonkin Resolution was passed in 1964, antiwar sentiment really grew after 1968.

**DIRECTIONS: Using the images and the timeline, fill in the graphic organizer and your initial hypothesis in response to the question: Why did many Americans oppose the Vietnam War?**

**Anti-Vietnam War Movement Timeline**

1965 180,000 American forces in Vietnam

1967 500, 000 American forces in Vietnam

Oct. 1967 75,000 protest against the Vietnam War in Washington D.C.

Jan. 1968 Tet Offensive: Surprise attack on South Vietnamese cities by Vietcong and North Vietnamese forces. Ultimately, it was a military loss for the

Communists. But Americans watched on TV and were shocked and horrified that the U.S. was caught off-guard. CBS news anchor, Walter Cronkite, famously said, “"We have been too often disappointed by the optimism of the American leaders, both in Vietnam and Washington,. . . [We] are mired in a stalemate that could only be ended by negotiation, not victory."

Feb. 1968 60% of Americans disapprove of Johnson’s handling of the war

April 4, 1968 Martin Luther King, Jr. assassinated

June 4, 1968 Robert F. Kennedy assassinated. Many believe that RFK would have been the Democratic nominee for president.

Jan-June 1968 221 college protests against the Vietnam war

Aug. 1968 Democratic National Convention: 10,000 anti-war protesters clash with policemen and National Guardsmen. The violence is caught on television.

Nov. 1969 My Lai Massacre: Americans first hear of the My Lai massacre, which occurred in March 1968, when U.S. troops brutally attacked 300-500 Vietnamese, mostly women and children. Knowledge of the incident sparks public outrage.

April 1970 Cambodia: President Nixon announces that American forces have bombed parts of the Ho Chi Minh trail throughout Laos and Cambodia. This announcement angers Americans because Nixon campaigned on the promise of ending the war.

May 1970 Kent State: Student protest at Kent State University against Nixon’s invasion of Cambodia. National Guardsmen are brought in to break up the protest. They wound 9 students and kill 4 (2 of whom were not involved in the protest).

June 1970 Jackson State: Student protest at an all-black college in Mississippi. National Guardsmen shoot and kill 2 students, wounding 12.

June 1971 Pentagon Papers: Top-secret military report that was leaked to the New York Times and revealed that the U.S. had drawn up plans to go to war with Vietnam even when President Johnson claimed he wouldn’t send troops.

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| **Initial Hypothesis:** 1. Based on information in the timeline, why did many Americans oppose the Vietnam War? | | |
| **Document A: Martin Luther King, Jr.** | | |
| **Source:**  2. Who gave this speech?  3. When was this speech delivered?  4. What do you predict he will say? |  |  |
| **Context:**  5. At this point what was happening in the United States? |  |  |
| 6. According to this document, why did many Americans oppose the Vietnam War? | | |
| **Document B: John Kerry** | | |
| **Source:**  7. Who gave this speech?  8. When was this speech delivered?  9. What do you predict he will say? |  |  |
| **Context:**  10. At this point what was happening in the United States? |  |  |
| 11. According to this document, why did many Americans oppose the Vietnam War? | | |
| 12. Why did MLK and John Kerry oppose the war? | | |
| 13. Why did anti-war sentiment grow after 1968? | | |
| 14. Based on what you read, who opposed the war in Vietnam? Was it mostly college kids? | | |
| 15. Using all the documents, why did many Americans oppose the Vietnam War? | | |
| 16. Considering the context, can you speculate what those Americans who supported the war said? | | |

**DIRECTIONS: Read Documents A and B and Graphic Organizer. Complete the Graphic Organizer for those two documents.**

**Document A: Martin Luther King, Jr.** I come to this platform tonight to make a passionate plea to my beloved nation. There is at the outset a very obvious . . . connection between the war in Vietnam and the struggle I and others have been waging in America. A few years ago. . .it seemed as if there was a real promise of hope for the poor, both black and white, through the poverty program. There were experiments, hopes, new beginnings. Then came the buildup in Vietnam, and I watched this program broken and eviscerated [gutted] . . . . And I knew that America would never invest the necessary funds or energies in rehabilitation of its poor so long as adventures like Vietnam continued to draw men and skills and money like some demonic, destructive suction tube. So I was increasingly compelled to see the war as an enemy of the poor and to attack it as such. Perhaps a more tragic recognition of reality took place when it became clear to me that the war was doing far more than devastating the hopes of the poor at home. . . . We were taking the black young men who had been crippled by our society and sending them eight thousand miles away to guarantee liberties in Southeast Asia which they had not found in southwest Georgia and East Harlem. So we have been repeatedly faced with the cruel irony of watching Negro and white boys on TV screens as they kill and die together for a nation that has been unable to seat them together in the same schools.. . . As I have walked among the desperate, rejected, and angry young men, I have told them that Molotov cocktails and rifles would not solve their problems. . . .But they asked, and rightly so, "What about Vietnam?" . . . Their questions hit home, and I knew that I could never again raise my voice against the violence of the oppressed in the ghettos without having first spoken clearly to the greatest purveyor [supplier] of violence in the world today: my own government. For the sake of those boys, for the sake of this government, for the sake of the hundreds of thousands trembling under our violence, I cannot be silent. Somehow this madness must cease. We must stop now. I speak as a child of God and brother to the suffering poor of Vietnam. I speak for those whose land is being laid waste, whose homes are being destroyed, whose culture is being subverted. I speak for the poor of America who are paying the double price of smashed hopes at home, and death and corruption in Vietnam. I speak as a citizen of the world, for the world as it stands aghast at the path we have taken. I speak as one who loves America, to the leaders of our own nation: The great initiative [power to take charge] in this war is ours; the initiative to stop it must be ours. Source: Martin Luther King’s speech, “Beyond Vietnam,” delivered April 4, 1967, at a meeting of Clergy and Laity Concerned at Riverside Church in New York City.

**Anti-Vietnam War Movement**

**Document B: John Kerry** I would like to talk on behalf of all those veterans. . . In our opinion and from our experience, there is nothing in South Vietnam which could happen that realistically threatens the United States of America. And to attempt to justify the loss of one American life in Vietnam, Cambodia or Laos by linking such loss to the preservation of freedom. . .is to us the height of criminal hypocrisy, and it is that kind of hypocrisy which we feel has torn this country apart. . . We found most people didn't even know the difference between communism and democracy. They only wanted to work in rice paddies without helicopters strafing [repeatedly attacking] them and bombs with napalm burning their villages and tearing their country apart. . . . We rationalized destroying villages in order to save them. . . .We learned the meaning of free fire zones, shooting anything that moves, and we watched while America placed a cheapness on the lives of orientals. . . Each day . . . someone has to give up his life so that the United States doesn't have to admit something that the entire world already knows, so that we can't say that we have made a mistake. Someone has to die so that President Nixon won't be, and these are his words, "the first President to lose a war." We are asking Americans to think about that because how do you ask a man to be the last man to die in Vietnam? How do you ask a man to be the last man to die for a mistake?. . . We are here to ask, and we are here to ask vehemently, where are the leaders of our country? Where is the leadership? We're here to ask where are McNamara, Rostow, Bundy, Gilpatrick, and so many others? Where are they now that we, the men they sent off to war, have returned? These are the commanders who have deserted their troops. And there is no more serious crime in the laws of war. We wish that a merciful God could wipe away our own memories of that service as easily as this administration has wiped away their memories of us. But all that they have done . . . is to make more clear than ever our own determination to undertake one last mission -- to search out and destroy . . .the hate and fear that have driven this country these last ten years and more. Source: John Kerry, testimony to the U.S. Senate Committee on Foreign Relations, April 23, 1971. John Kerry was a veteran who returned from Vietnam in April 1969, having won early transfer out of the conflict because of his three Purple Hearts. He joined a group called Vietnam Veterans Against the War.

**Activity 5: SAS #1262 What was the Watergate scandal, and how did it force President Nixon to resign?**

**Write the correct term next to the statement:** John Dean Smoking gun Saturday Night Massacre Impeachment Washington Post Whitewash Executive privilege Watergate break-in Watergate tapes United States v. Nixon

1. Haldeman, Ehrlichman, and Mitchell were close advisers to President Nixon who believed they should protect this presidential power.

2. This was part of an effort to assure Nixon would win re-election in the 1972 presidential race.

3. Reporters from this organization investigated the Watergate burglary aggressively.

4. Nixon and his advisers planned a cover-up of their involvement in the burglary, which they referred to as this.

5. In the Senate hearings, this man was the first to testify that Nixon knew about and was actively involved in the Watergate cover-up.

6. The Senate investigation committee found a way to determine if John Dean was telling the truth about Nixon’s involvement when it learned about these.

7. This was the final decision in determining whether President Nixon had to turn over the tapes or could withhold them as part of executive privilege.

8. The conversation heard on the tapes that forced President Nixon to resign became known as this.

9. Accusing Nixon of obstructing justice, abusing power, and refusing to cooperate with a Congressional investigation, Congress demanded this.

10. According to Attorney General Elliot Richardson, “a government of laws was on the verge of becoming a government of one man” after Nixon had the special prosecutor fired in this incident.

**DIRECTIONS: Read the professional sports scenario. Decide which key points from the narrative correspond to the details of the new scenario. Then explain the connections.** What you have learned Watergate tested the limits of executive privilege. After intense investigations by the news media and Congress, tape recordings of presidential conversations proved that many high-ranking White House officials were involved in a political cover-up. Although President Nixon resigned before he could be impeached by Congress, his misconduct was condemned by most Americans. The scandal changed how the media and the public view presidential power. Now apply what you have learned about Nixon and the Watergate Scandal to a fictional professional sports scenario.

**Professional Sports Scenario** Jesse Treat is a high-scoring guard for the Leopards, a professional basketball team. His coach finds out that the government is investigating Treat for taxes he failed to pay five years ago. The coach decides to pay Internal Revenue Service (IRS) officials hush money to keep the investigation quiet until the Leopards compete in the national championship playoffs next month. Decide which key point relates to the scenario below and write it in the space provided. Then, explain the connection.

**Related key points** Watergate Senate hearings Nixon’s resignation

John Dean’s testimony Watergate tapes Washington Post investigation

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| **Scenario** | **Related key point** | **Explain the connection** |
| A reporter from Athletics Today gets a tip from someone in the IRS that Jesse Treat is being investigated. The coach and Treat deny the story. | 11 | 12 |
| The tax evasion story gets covered by various newspapers. Pressure from the team set to play against Treat in the championship leads the Professional Basketball Association to set up its own investigation. | 13 | 14 |
| During questioning, a member of the Leopards administrative staff admits that he overheard conversations between the coach and Treat about covering up the tax evasion accusations until after the national championship. The coach says the employee is lying to get attention. | 15 | 16 |
| Police gather cell phone records that prove the coach called IRS agents. In addition they examine the coach’s computer hard drive and retrieve text from an erased e-mail message discussing the plan. The coach and Treat can no longer deny involvement in a cover-up attempt. | 17 | 18 |
| After dramatic media coverage, both the coach and Jesse Treat resign from the team and await legal action. The Leopards lose the national championship. | 19 | 20 |