

the Gov

**Segment 9:
“A Historical Perspective on the
Inauguration”
Social Studies Curriculum**

the Gov
is a feature of

the News

**A daily news broadcast for High School and Middle School students
now under development by MacNeil/Lehrer Productions**



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Segment 9:
“A Historical Perspective on the Inauguration”
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the Gov



Winter 2009

Dear Educator,

the.Gov is the newest feature of *the.News*. After Election Day, leading up to the Inauguration and beyond, the series evolved from *the.Vote* to *the.Gov* and is now looking at the process of forming a new government as well as identifying key issues for the new administration and new Congress. These online video reports provide middle and high school students with a valuable exercise in democracy. This video report “A Historic Perspective on the Inauguration” (running 5 minutes, 35 seconds) is the ninth in the series. *the.Gov* is open captioned.

Each video report is supported by a social studies curriculum. All videos and curricula have been informed by *the.News* instructional design that can be found on the website www.pbs.org/newshour/thenews. The curriculum includes content-based standards, discussion questions, student activities, vocabulary, and primary reference sources. A complete transcript of each video report includes time codes to assist in isolating specific segments of the video. This material is presented as options to fit teachers’ instructional needs.

YOU.edit, to launch early in 2009, gives students an online tool to remix the content of *the.Gov* reports (as well as all the other *the.News* videos), so they can create their own multimedia presentations. This editing tool will reside on our website so that it will be available to all students with an internet connection. It will be password protected so that it can serve as a viable educational asset that allows classroom teachers to assign multimedia projects within the security and content safety of *the.News* website.

A companion multimedia feature, *YOU.report*, will provide an online home for student-generated content. The *YOU.report* feature will include a student competition. Details about the *YOU.report* competition are on the website at <http://www.pbs.org/newshour/thenews/youreport/index.php>. **The deadline for entries is March 31, 2009.**

Funding for *the.Gov* has been provided by Adobe through the PBS Foundation.

For more information and questions about this material contact Lisa Denny at ldenny@newshour.org.

Sincerely,

Karen W. Jaffe
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“Inauguration Day: An Event to Rally a Nation” Social Studies Curriculum

This lesson was designed to support *the.News* video “A Historical Perspective on the Inauguration.” The video can be found online at <http://www.pbs.org/newshour/thenews/thevote/> and clicking on “A Historical Perspective on the Inauguration” on the left side of the page.

Grade Level: Middle School/High School

Content Areas: Social Studies, Civics, Historical Understanding

Key Concept(s): Students will:

1. Recognize notable inaugural practices and precedents established during our nation’s history and the contributions each President has made to the Inaugural tradition.
2. Identify the key themes and issues contained in a Presidential Inaugural Address while examining the historical context surrounding each specific Inaugural event.
3. Examine the use of political rhetoric in Inaugural speeches and its impact on the audience.
4. Identify and analyze issues and controversies relating to the Inauguration of President-Elect Barack Obama

**McRel Learning Objectives www.mcrel.org - Civics:
Standard 9: Understands the importance of Americans sharing and supporting certain values, beliefs, and principals of American constitutional democracy**

Level III (Grades 6-8)

- **Benchmark 1:** Identifies fundamental values and principals that are expressed in basic documents (e.g. Declaration of Independence, United States Constitution), significant political speeches and writings (e.g. The Federalist, King’s “I have a Dream” speech), and individual and group actions that embody fundamental values and principals (e.g. suffrage and civil rights movements).

Level IV (Grades 9-12)

- **Benchmark 3:** Understands the significance of fundamental values and principals for the individual and society.

Key Vocabulary:

- **Administration:** (1) The performance of executive duties; (2) The term of office of an administrative officer or body.
- **Inaugural:** (1) Of or relating to an inauguration; (2) Marking a beginning: first in a projected series.
- **Oath:** A solemn usually formal calling upon God or a god to witness to the truth of what one says or to witness that one sincerely intends to do what one says.



- **Precedent:** (1) An earlier occurrence of something similar; (2) Something done or said that may serve as an example of rule to authorize or justify a subsequent act of the same or an analogous kind; (3) A person or thing that serves as a model.
- **Rhetoric:** (1) Language that is impressive-sounding but not meaningful or sincere; (2) The art of power of speaking or writing in a forceful and convincing way.
- **Theme:** A subject or topic of discourse or of artistic representation.

* Source: Merriam- Webster.com, <http://www.merriam-webster.com/dictionary/inaugural>

Materials:

- Internet connection
- Segment 9 of *the.Gov* titled “A Historical Perspective on the Inauguration”
- Handout #1: “Background” (p.4)
- Handout #2: “Inaugural Timeline” (p.10-12)
- Handout #3: “Inaugural Quotations” (p.13)

Time Frame: All lessons require two 90 minute class periods

**McRel Learning Objectives www.mcrel.org -
Historical Understanding: Standard 1:
Understands and knows how to analyze
chronological relationships and patterns**

Level III (Grades 6-8)

- **Benchmark 2:** Knows how to construct and interpret multiple tier time lines (e.g. a time line that contains important social, economic, and political developments in colonial history; a time line that compares developments in the English, French, and Spanish colonies in North America)
- **Benchmark 5:** Knows how to impose temporal structure on their historical narratives (e.g. working backward from some issue, problem, or event to explain it’s causes that arose from some beginning and developed through subsequent transformations over time)

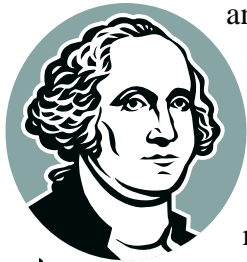
Level IV (Grades 9-12)

- **Benchmark 1:** Knows how to identify the temporal structure and connections disclosed in historical narratives



Handout #1: "Background"

What is an Inauguration and why do we need it? The answer to this question is simple. It is a national ritual celebrating the beginning of a new Presidential term. An Inauguration can signal four more years of the same administration or the dawn of a new one. Either way, the ceremony assures the American people that our democratic government and the principles supporting our Constitution remain strong and intact. Although the ceremony itself continues to evolve, we still rely on the practiced tradition of a Presidential Inaugural.



Washington

The nation's first Inaugural announced the birth of a new federal system of government and the election of its first President, George Washington. Article 2 Section 1 of the Constitution mandates that the President recite an oath affirming his duties and responsibilities as the chief executive. The 20th Amendment (ratified on January 23, 1933) further stipulates that this peaceful transfer of power must occur on the 20th day of January, every four years. It is important to note that not all forms of government transfer power in this specific manner. Therefore, the Founders must have realized that Presidents need to be reminded that they serve the purposes of a higher law and not their own ambitions.



Traditionally, Presidents take the oath of office outside of the U.S. Capitol Building. Along with taking the oath, the President is expected to deliver an address to the American people. The message usually conveys at least one major theme, raises relevant issues of the day, and promotes Presidential programs and priorities. Of the 54 inaugural speeches delivered to date, two



Lincoln

Presidents are most remembered, Abraham Lincoln and John F. Kennedy. In his second Inaugural address, Lincoln strikes a compassionate tone as the nation approached the task of reconstructing the Union; while Kennedy sought to inspire Americans and sell them his new domestic program called "The New Frontier."



Kennedy

Presidents John Tyler, Millard Fillmore, Andrew Johnson, and Chester Arthur were never inaugurated because they were administered the oath of office shortly after the death of their Presidential predecessors. Presidents Theodore Roosevelt, Calvin Coolidge, Harry S. Truman, and Lyndon B. Johnson took over from a deceased President but at the completion of their terms won their own election and then were inaugurated. Gerald Ford was never inaugurated as he became President upon the resignation of Richard Nixon in 1974.

People around the world anxiously await the Inauguration of President-Elect Obama. They are looking forward to the pomp and circumstance associated with an Inauguration: the large crowds, the parades, the balls, the celebrities. Americans will celebrate Obama's historic victory, with the assurance that our new President represents one more in a long line of great leaders whose job description will always be to defend the Constitution, promote national unity, and preserve our democratic way of life.



Lesson Plan:

Activity One: “Inaugural Facts”

1. Begin the lesson by distributing photocopies of the Handout #1: Background (p.4) for this lesson and providing students with sufficient time to read it. When they have finished reading, explain that the Constitution does not specifically require an Inaugural ceremony but that it does mandate that the President recite an Oath of Office.
2. Ask students to explain why the Founders required every President to recite an oath and ask them whether or not the constitutional mandate is a good idea. Allow time for discussion.
3. Distribute copies of Handout 2: “Inaugural Timeline” (p.10-12) to each student (we have left an extra space for you to add 2009 Barack Obama to this timeline - students can either anticipate themes and precedents or if used after January 20, 2009 add this historical information). Instruct students to review its contents. Explain that the worksheet is an Inaugural timeline that will help them organize and record information presented in *the.Gov* segment “A Historical Perspective on the Inauguration,” relating notable inaugural facts and firsts. You should also explain that not every Presidential Inaugural included on the timeline will be covered in the segment.
4. Have students watch *the .Gov* segment “A Historical Perspective on the Inauguration,” recording information on the worksheet as they view it.
5. When they finish watching the segment, students should form think pairs to compare and discuss their notes compiled during the viewing.
6. Next direct the student think pairs to the following websites: *Memory.loc.gov*, “I Do Solemnly Swear: Presidential Inaugurations,” <http://memory.loc.gov/ammem/pihtml/pihome.html> and *Inaugural.Senate.gov*, <http://inaugural.senate.gov/history/factsandfirsts/index.cfm>.
7. Students will complete the Handout 2: “Inaugural Timeline” (p.10-12) using the resources from these sites.
8. After completing the handout, each student pair will write and submit five questions to the teacher based on notable Inaugural facts and precedents.

**McRel Learning Objectives www.mcrel.org-
Thinking and Reasoning: Standard 3:
Effectively uses mental processes that are based
on identifying similarities and differences**

Level III (Grades 6-8)

- **Benchmark 4:** Orders information and events chronologically, based on frequency of occurrence or based on importance to a given criterion.
- **Benchmark 5:** Articulates abstract relationships between existing categories of information.

Level IV (Grades 9-12)

- **Benchmark 3:** Identifies abstract relationships between existing categories of information

Summative Assessment: Teacher will use student questions to create an Inaugural Jeopardy Power Point Game. Here are instructions for creating the Inaugural Jeopardy Power Point Game.

1. Use Power Point program to transfer the questions submitted by students onto Power Point slides.
2. Each question will require two slides.
3. One slide will contain the question and other slide will contain the answer.



4. Pre determine a value of 5, 10, or 15 points for each question.
5. The value of the question should be based on the perceived level of difficulty for each question.

Game Rules:

1. Students may compete as individuals or as teams.
2. The teacher displays the first slide and allows student/team 45 seconds to answer the question.
3. If the first team fails to answer the question in the allotted timeframe then the question passes to the next student/team who has 30 seconds to answer.
4. If the question is answered then that student/team receives the point value for that question and also has the opportunity to answer a second question for additional points.
5. If a question circulates throughout the entire class before it is answered, then the answer is disclosed and discussed with the class, no points are awarded and the teacher moves on to the next slide.
6. The questions and slides continue until all questions are exhausted.
7. The last round of the game is called



**McRel Learning Objectives www.mcrel.org-
Thinking and Reasoning: **Standard 5: Applies basic
trouble-shooting and problem-solving techniques**
Level IV (Grades 9-12)**

- **Benchmark 9:** Examines different options for solving problems of historical importance and determines why specific courses of action were taken.

Final Jeopardy.

8. In Final Jeopardy every student/team with points has the opportunity to wager points on one final question. (**Note: The question should be fairly difficult or challenging**)
9. All students/teams must submit the amount of their point wager in writing.
10. The answer to the final questions must also be submitted in writing.
11. Allow students 60 seconds to answer.
12. Tally final points and declare a winner.

Activity Two: “Inaugural Address Message”

1. Begin the lesson by reviewing the information contained in Handout 2: “Inaugural Timeline” (p.10-12) with your students.
2. Each student will select one Presidential Inaugural and the corresponding Presidential Address. Direct students to the website: *Bartleby.com*, “Inaugural Addresses of the Presidents of the United States, from George Washington to George Bush,” <http://www.bartleby.com/124/>.

**Information, Media, and Technology Skills -
Information Literacy (Literacy for the 21st Century
www.21stcenturyskills.org)**

- Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.



3. Remind students (see Handout #1: Background (p.4)) that the President’s message usually conveys at least one major theme, raises relevant issues of the day, and promotes Presidential programs and priorities.
4. Students will:
 - Research the political events and issues, relevant social and economic circumstances, as well as any catastrophic events occurring in the months and weeks leading up to the Inauguration.
 - Identify major issues and themes raised in the address.
 - Summarize the overall message to Americans.

Summative Assessment: Students will present their report orally to the class. The teacher can use a 7 point rubric:

- 2 points for identifying at least 2 influential historical events.
- 2 points for identifying at least 2 major issues.
- 2 points for identifying at least 2 major themes.
- 1 point for effective delivery.

Activity Three: “Inaugural Quotations”

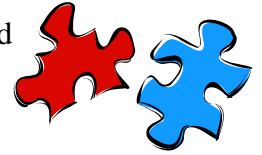
1. Begin by assigning the following reading for homework the night before this lesson:
Reuters.com, “Who is Inspiring Obama?”
[http://www.reuters.com/article/p
ressRelease/idUS102955+05-
Jan-
2009+PRN20090105?sp=true.](http://www.reuters.com/article/pressRelease/idUS102955+05-Jan-2009+PRN20090105?sp=true)
2. Begin the lesson by reviewing the five “seminal addresses” examined in the article with your students. The article uses these speeches to illustrate the effective use of literary devices to express a particular purpose or tone. The five purposes effectively expressed to the audience are: *humility, healing, confidence, compassion* and *inspiration*.
3. Once you have checked students’ understanding, distribute a copy of Handout #3: “Inaugural Quotations” (p.13) to each student.
4. Explain that Handout #3: “Inaugural Quotations” (p.13) contains excerpts from the Inaugural addresses of eight modern Presidents beginning with John Kennedy.
5. Place students in cooperative groups of 3 or 4.
6. Assign each group one or two excerpts to analyze.
7. Students will discuss their assigned excerpt; identifying the purpose and tone of each. Students are expected to cite examples of literary devices used by the author to establish purpose in the minds of their audience.

Learning Skills linked to Information and Communication Technology Literacy K-12 (Literacy for the 21st Century www.21stcenturyskills.org)

- Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy.
- Using technology as a tool to research, organize, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.



- After allowing each group sufficient time for discussion, bring all the groups together for a Jig-Saw activity (Game instructions: Have each group instruct and share their analysis of their excerpts with the entire class and answer questions).



Summative Assessment: Students will write an analysis of the Inaugural Address they selected in Activity Two. They must identify the purpose and tone of the speech and cite examples of literary devices used by the author to establish purpose in the minds of the audience.

Extension Assignment: “Inaugural Controversy” (Note: This extension assignment requires copies of the text We the People: The Citizen and the Constitution. Further information on this text is listed under the resource section)

Learning and Innovation Skills - Communication and Collaboration (Literacy for the 21st Century www.21stcenturyskills.org)

- Articulate thoughts and ideas clearly and effectively through speaking and writing.
- Demonstrating ability to work effectively with diverse teams.
- Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assuming shared responsibility for collaborative work.

Information, Media, and Technology Skills - Media Literacy (Literacy for the 21st Century www.21stcenturyskills.org)

- Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions

- Instruct students to read the article: “Atheists Sue to Get Prayer, God Out of Obama's Swearing-In,” *Washingtonpost.com*, <http://www.washingtonpost.com/wp-dyn/content/article/2008/12/30/AR2008123002858.html>.
- Ask students to take a position on the topic of government involvement in religion and religious practices then refer them to the First Amendment of the U.S. Constitution. Read the Amendment together.
- Explain that the establishment clause which reads: “Congress shall make no law effecting the establishment of religion,” contained in the First Amendment, is a very controversial clause and is subject to various interpretations. Give students the opportunity to offer their own interpretation of the clause.
- Next direct them to Read p. 203-204 in the text We the People: The Citizen and the Constitution.
- Review and discuss the various interpretations of the establishment clause covered in the reading.
- Instruct each student to evaluate their positions on the inaugural prayer controversy based on the new information provided in the reading.

Learning and Innovation Skills - Critical Thinking and Problem Solving Skills (Literacy for the 21st Century www.21stcenturyskills.org)

- Exercising sound reasoning in understanding.
- Making complex choices and decisions.
- Understanding the interconnections among systems.
- Identifying and asking significant questions that clarify various points of view and lead to better solutions.
- Framing, analyzing, and synthesizing information in order to solve problems and answer questions.



Formative Assessment: Students will complete the Critical Thinking Exercise in the text (p.204) in cooperative groups. The teacher will check for understanding during class discussion

Summative Assessment: Students will write a position paper on whether the inaugural prayer violates the establishment clause in the First Amendment. Students will have to use one of the three interpretations of the clause provided in the text We the People: The Citizen and the Constitution.

Core Subjects and 21st Century Themes - Civic Literacy (Literacy for the 21st Century
www.21stcenturyskills.org)

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Understanding the local and global implications of civic decisions

Resources: The following websites are recommended for further information:

- *Avalon.law.yale.edu*, http://avalon.law.yale.edu/18th_century/wash1.asp.
- *Bartleby.com*, "Inaugural Addresses of the Presidents of the United States, from George Washington to George Bush," <http://www.bartleby.com/124/>.
- *Center for Politics*, "Inauguration Past and Present," <http://www.centerforpolitics.org/crystalball/>.
- *Inaugural.Senate.gov*, <http://inaugural.senate.gov/history/factsandfirsts/index.cfm>
- *Memory.loc.gov*, "I Do Solemnly Swear: Presidential Inaugurations," <http://memory.loc.gov/ammem/pihtml/pihome.html>.
- *Newshour with Jim Lehrer*, "Setting a Tone," January 18, 2005 segment, http://www.pbs.org/newshour/bb/media/jan-june05/inauguration_1-18.html.
- *National PTA*, <http://www.pta.org/inauguration> or <http://www.pta.org/2524.asp>. This site includes inauguration facts, PTA inauguration connections and history, slideshows, videos, blogs, and polls. Material from this site will also be available on Twitter and Facebook.
- *Presidency.ucsb.edu*, <http://www.presidency.ucsb.edu/inaugurals.php>.
- *Reuters.com*, "Who is Inspiring Obama?" <http://www.reuters.com/article/pressRelease/idUS102955+05-Jan-2009+PRN20090105?sp=true>.
- *USAToday.com*, "Inauguration must strike right tone," http://www.usatoday.com/news/politics/2008-12-03-obama-tone_N.htm.
- *Washington.com*, "Atheists Sue to Get Prayer, God Out of Obama's Swearing-In," <http://www.washingtonpost.com/wp-dyn/content/article/2008/12/30/AR2008123002858.html>.
- We the People: The Citizen and the Constitution. Washington DC: Center for Civic Education, 2008.

Activity Designer: Winona Morrissette-Johnson,

Winona Morrissette-Johnson is a social studies teacher and educational media consultant.



Handout #2: "Inaugural Timeline"

Inauguration Date:	President:	Established Precedent or Notable Event:
1789	George Washington	
1793	George Washington	
1797	John Adams	
1801	Thomas Jefferson	
1805	Thomas Jefferson	
1809	James Madison	
1813	James Madison	
1817	James Monroe	
1821	James Monroe	
1825	John Q. Adams	
1829	Andrew Jackson	
1833	Andrew Jackson	
1837	Martin Van Buren	
1841	William H. Harrison	
Not inaugurated	John Tyler	
1845	James Polk	
1849	Zachary Taylor	
Not inaugurated	Millard Fillmore	
1853	Franklin Pierce	
1857	James Buchanan	



1861	Abraham Lincoln	
1865	Abraham Lincoln	
Not inaugurated	Andrew Johnson	
1869	Ulysses S. Grant	
1873	Ulysses S. Grant	
1877	Rutherford H. Hayes	
1881	James Garfield	
Not inaugurated	Chester Arthur	
1885	Grover Cleveland	
1889	Benjamin Harrison	
1893	Grover Cleveland	
1897	William McKinley	
1901	William McKinley	
Not inaugurated	Theodore Roosevelt	
1905	Theodore Roosevelt	
1909	William H. Taft	
1913	Woodrow Wilson	
1917	Woodrow Wilson	
1921	Warren G. Harding	
Not inaugurated	Calvin Coolidge	
1925	Calvin Coolidge	
1929	Herbert Hoover	
1933	Franklin D. Roosevelt	



1937	Franklin D. Roosevelt	
1941	Franklin D. Roosevelt	
1945	Franklin D. Roosevelt	
Not inaugurated	Harry S. Truman	
1949	Harry S. Truman	
1953	Dwight D. Eisenhower	
1957	Dwight D. Eisenhower	
1961	John F. Kennedy	
Not inaugurated	Lyndon B. Johnson	
1965	Lyndon B. Johnson	
1969	Richard M. Nixon	
1973	Richard M. Nixon	
Not inaugurated	Gerald R. Ford	
1977	Jimmy Carter	
1981	Ronald Reagan	
1985	Ronald Reagan	
1989	George H. Bush	
1993	William Clinton	
1997	William Clinton	
2001	George W. Bush	
2005	George W. Bush	



Handout #3: “Inaugural Quotations”

1. “And if a beach-head of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.” **John F. Kennedy Inaugural Address (1961)**

2. “For this is what America is all about. It is the uncrossed desert and the unclimbed ridge. It is the star that is not reached and the harvest that is sleeping in the unplowed ground.” **Lyndon B. Johnson Inaugural Address (1965)**



3. “We have endured a long night of the American spirit. But as our eyes catch the dimness of the first rays of dawn, let us not curse the remaining dark. Let us gather the light. Our destiny offers, not the cup of despair, but the chalice of opportunity. So let us seize it...” **Richard Nixon Inaugural Address (1969)**

4. “Because we are free, we can never be indifferent to the fate of freedom elsewhere.” **Jimmy Carter Inaugural Address (1977)**

5. “Now we’re standing inside this symbol of our democracy and we see and hear again the echoes of our past: a general falls to his knees in the hard snow of Valley Forge; a lonely President paces the darkened halls and ponders his struggle to preserve the Union; the men of the Alamo call out encouragement to each other; a settler pushes west and sings a song and the song echoes out forever and fills the unknowing air. It is the American sound. It is hopeful, big-hearted, idealistic, daring, decent, and fair. That’s our heritage; that’s our song. We sing it still.” **Ronald Reagan Inaugural Address (1985)**

6. “For democracy belongs to us all, and freedom is like a beautiful kite that can go higher and higher with the breeze.” **George H. Bush Inaugural Address (1989)**

7. “Our democracy must be not only the envy of the world but the engine of our own renewal. There is nothing wrong with America that cannot be cured by what is right with America.” **William J. Clinton Inaugural Address (1993)**



8. “Yes, let us build our bridge. A bridge wide enough and strong enough for every American to cross over to a blessed land of new promise.” **William J. Clinton Inaugural Address (1997)**

9. “We felt the unity and fellowship of our nation when freedom came under attack, and our response came like a single hand over a single heart... freedom is the permanent hope of mankind, the hunger in dark places, the longing of the soul. When our Founders declared a new order of the ages; when soldiers died in wave upon wave for a union based on liberty; when citizens marched in peaceful outrage under the banner “Freedom Now,” they were acting on an ancient hope that is meant to be fulfilled. History has an ebb and flow of justice, but history also has a visible direction, set by liberty and the Author of Liberty.” **George W. Bush Inaugural Address (2005)**