OBJECTIVE:
Students will utilize a primary source analysis process to compare and contrast the legislation of President George H.W. Bush.

TOPIC:
Impact of George H.W. Bush on the United States of America

SECONDARY SOCIAL STUDIES TEKS:

Social Studies TEKS reflect the NEW Streamlined TEKS that will be implemented in elementary schools in the 2020-2021 school year.

“We are a nation of communities... a brilliant diversity spread like stars, like a thousand points of light in a broad and peaceful sky.”–President George H.W. Bush
EDUCATOR’S GUIDE
BUSH “NEWS”
SECONDARY

TOPIC:
Domestic Legislation of President George H.W. Bush

CONNECTION TO PRESIDENT GEORGE H.W. BUSH:
Students will be analyzing and interacting with key legislation from the Presidency of George H.W. Bush.

CONSTITUTION CONNECTION:
Students will be outlining how laws are made by identifying the various roles of Congress and the President.

OBJECTIVE:
Students will research and analyze multiple events in the life of George H.W. Bush and determine the type of impact (economic, political, or social) this event has had on the United States of America.

PROGRAM MATERIALS:
PILLARS TO LIVE BY: PASSPORT RESOURCE (page E3): 1 per student or student group
PILLARS SORT CARDS (page E4): 1 per student or student group
SECURITY BRIEFING (page E5): 1 set per student or student group
SECURITY BRIEFING LETTER (page E6): 1 per student or student group
HOW ARE LAWS MADE? CARD SORT (page E7): 1 per student or student group
LEGISLATION CREATION: GRAPHIC ORGANIZER (page E8): 1 per student or student group
LEGISLATION CREATION: ANSWER KEY (page E9): 1 per student or student group
BUSH “NEWS” PRIMARY SOURCE INFORMATION (page E10-E16): 1 per student or student group
LEGISLATION REVIEW (page E17-E19): 1 per student or student group
PILLARS TO LIVE BY: CLOSURE SHEET (page E20): 1 per student or student group
THE BOTTOM LINE (page E21-E22): 1 per student or student group

PROGRAM INSTRUCTIONS:
1. Teachers will use the passport for learning slide to guide class discussion of the Pillars to Live By.
2. Divide students into groups, with 3-4 students in each group. Give each student or student group the LEGISLATION CREATION: GRAPHIC ORGANIZER and the LEGISLATION CREATION CARD SORT. Students will use the graphic organizer to discuss how legislation (laws) are made.
3. Review the graphic organizer with the students and explain the correct process for how a bill becomes a law.
4. Give each student or student group a set of LEGISLATION REVIEWS.
5. Give each student or student group a set of primary resources. Students will use their analysis handouts to determine which legislation each image and text BEST belong.
6. Teachers may require students to justify their answer with a specific amount of evidence from the primary source.
7. Use Pillar Sort Cards, have students sort images and text under the category where students feel they fit best.
8. Students may complete the BOTTOM LINE handout

STUDENT SKILLS ASSESSMENT:
• Have students (or student groups) complete THE BOTTOM LINE worksheet at the end of the activity.
• Students will complete their PILLARS TO LIVE BY: CLOSURE SHEET.
INSTRUCTIONS: Read through George H.W. Bush’s Pillars to Live By.

With your shoulder partner discuss which pillar you think is the most important for President of the United States to have:
- Lifetime of Service
- Putting People First in Decision Making
- Building Relationships to Better the World

INSTRUCTIONS: At the end of our program you will be asked to make a connection from your learning to one or all of George H.W. Bush’s Pillars to Live By.

"Any definition of a successful life must include serving others.” - George H.W. Bush

Student Learning Connections
Now that you have learned about George H.W. Bush, explain how President Bush demonstrated a pillar to live by. You will receive a sticker for each pillar connection you are able to make.
PROGRAM INSTRUCTIONS:

1. Use LEGISLATION CREATION: CARD SORT to complete the LEGISLATION CREATION: GRAPHIC ORGANIZER

2. Each student or student group will get a set of LEGISLATION REVIEWS

3. Categorize the images and documents with the legislation that you think they best belong

4. Justify your answer with evidence from the primary source

5. Use Pillar Sort Cards, to sort images and text under the category where students feel they best fit

6. Complete the BOTTOM LINE handout

7. Complete the PILLARS TO LIVE BY: CLOSURE SHEET

KEY VOCABULARY

**LEGISLATION** - laws

**BILL** - proposed legislation under consideration by a legislators

**DISABILITIES** - a physical or mental condition that limits a person’s movements, senses, or activities

**PRIVATE SECTOR** - the part of the national economy that is not under direct government control

**PUBLIC SECTOR** - the part of an economy that is controlled by the government
MEMORANDUM FOR MY FELLOW AMERICANS

Subject: The success of the United States is dependent upon you, the people.

My fellow Americans, one of the most important jobs the presidents of the United States have, is to sign proposed legislation into law. I worked with Congress to create and compromise on legislative policies during my time as President of the United States. I had collected some important documents and photographs to show a class when Sully ran around my desk and knocked the box over. Now I need your help to put each picture and document back where it belongs. These laws made the news when I was in office and I don’t want to make the news for losing them!

Do your best to match the images and documents with the law you think they best fit. Thank you for your service to our country.

Good luck, the future of our foreign friendships is in your hands.

Sincerely,

[Signature]

DISCLAIMER: THIS IS NOT AN ORIGINAL PRIMARY SOURCE DOCUMENT.
**How Are Laws Made?**

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The Clean Air Act of 1963 is a United States federal law designed to control air pollution on a national level. It is one of the United States’ first and most influential modern environmental laws, and one of the most comprehensive air quality laws in the world. As with many other major U.S. federal environmental statutes, it is administered by the U.S. Environmental Protection Agency (EPA). Further amendments were made in 1990 under the presidency of George H.W. Bush, to address the problems of acid rain, ozone depletion, and toxic air pollution, and to establish a national permit program for stationary sources, and increased enforcement authority. It also established new auto gasoline requirements to control emissions. Reviewing his tenure as EPA Administrator under President George H.W. Bush, William K. Reilly characterized passage of the 1990 amendments to the Clean Air Act as his most notable accomplishment.
Americans with Disabilities Act of 1990

BACKGROUND INFORMATION

Passed by Congress in 1990, the Americans with Disabilities Act (ADA) is the nation’s first comprehensive civil rights law addressing the needs of people with disabilities, prohibiting discrimination in employment, public services, public accommodations, and telecommunications. The Americans with Disabilities Act of 1990 or ADA is a civil rights law that prohibits discrimination based on disability. In addition, unlike the Civil Rights Act, the ADA also requires covered employers to provide reasonable accommodations to employees with disabilities, and imposes accessibility requirements on public accommodations.

In 1986, the National Council on Disability had recommended enactment of an Americans with Disabilities Act (ADA) and drafted the first version of the bill which was introduced in the House and Senate in 1988. The final version of the bill was signed into law on July 26, 1990, by President George H.W. Bush.
Nutrition Labeling and Education Act

BACKGROUND INFORMATION

The Nutrition Labeling and Education Act was signed into law on November 8, 1990 by President George H. W. Bush. The law gives the Food and Drug Administration (FDA) authority to require nutrition labeling of most foods regulated by the Agency; and to require that all nutrient content claims (for example, ‘high fiber’, ‘low fat’, etc.) and health claims meet FDA regulations.

“This Act makes two significant changes in current law. First, it requires food manufacturers to include more nutrition information on their labels to assist consumers in selecting a healthful diet. Second, H.R. 3562 would prohibit food manufacturers from making health claims on their labels unless the claims are permitted by the Department of Health and Human Services.” - George H.W. Bush
BUSH "NEWS" RESOURCE CARDS

Nutrition Tips
Amount Per Serving
Calories 240
Total Fat 2g
Saturated Fat 0g
Cholesterol 0mg
Sugar 12g
Sodium 255mg

Original Label

New Label

Bush Moves To End Feud Over Labels
Associated Press
President Bush will try to end a quiet feud over food labeling next week when he calls two Cabinet members to the White House to work out their differences, an official said yesterday.

The dispute is over whether new rules would result in consumers getting too much fat in their diet or too much chalk on their food labels.

Bush's planned meeting Monday morning with Agriculture Secretary Edward R. Madigan and Health and Human Services Secretary Louis W. Sullivan is supposed to settle the
“I am deeply committed to these rules and to the successful completion of the food labeling initiative. This is an issue on which my Department and the Administration took leadership. It is one of our most important public health initiatives. The announcement of our proposal last year was received favorably by the public health community, the general public and the media...” - Louis W. Sullivan, M.D., Secretary of Health and Human Services

“During his 1988 campaign, the President vowed to amend the Nation’s clean air laws, saying that “every American expects and deserves to breathe clean air...” The Clean Air Act Amendments of 1990, signed into law today, fulfill that pledge. Through his leadership, submitting an environmental goals bill which will achieve the nation’s health goals in the most effective manner...” - EPA Administrator William K. Reilly
“During his 1988 campaign, the President vowed to amend the Nation’s clean air laws, saying that “every American expects and deserves to breathe clean air.” The Clean Air Act Amendments of 1990 signed into law today, triumphantly fulfill that pledge. Through his leadership, the President broke the 13-year clean air stalemate by submitting an innovative, market-based bill which will achieve the nation’s environmental goals in the most effective manner.” – EPA Administrator William K. Reilly

“The benefits of this bill are enormous. Acid rain emissions will be cut almost in half; 30 million tons of toxic chemicals will be prevented from fouling the air every year; and all areas of the country will finally have the means to attain air quality standards on a realistic schedule. As a result, air toxics risk will be slashed by three-quarters, and health problems will be reduced significantly, including cancer risk, respiratory disease, heart ailments and reproductive disorders. Damage to lakes, streams, parks and forests, as well as harm to buildings, monuments and other structures, will also be slowed or stopped. One of the most dramatic effects will be an increase in visibility: people will be able to see farther from Maine to Georgia, where sulfates are responsible for half the haze. As a final bonus, oil imports will be reduced significantly, enhancing our energy security.”

“Every American expects and deserves to breathe clean air, and as President, it is my mission to guarantee it - for this generation and for the generations to come. If we take this commitment seriously, if we believe that every American expects and deserves clean air, and then we act on that belief, then we will set an example for the rest of the world to follow.” – George H.W. Bush
AMERICANS WITH DISABILITIES ACT OF 1990

INFORMATION: The Americans with Disabilities Act (ADA) extended civil rights legislation to millions of Americans with disabilities. The ADA gained bipartisan support in late 1988 and early 1989. In early 1989 both Congress and the newly-inaugurated Bush White House worked separately, then jointly, to write legislation capable of expanding civil rights without imposing undue harm or costs on those already in compliance with existing rules and laws.

“People with disabilities represent a critical talent pool that is underserved and underutilized”. – Shirley Davis, director of Global Diversity and Inclusion at the Society for Human Resource Management

“This is an immensely important day, a day that belongs to all of you. Everywhere I look, I see people who have dedicated themselves to making sure that this day would come to pass: my friends from Congress, as I say, who worked so diligently with the best interest of all at heart, Democrats and Republicans; members of this administration - and I’m pleased to see so many top officials and members of my Cabinet here today who brought their caring and expertise to this fight; and then, the organizations - so many dedicated organizations for people with disabilities, who gave their time and their strength; and perhaps most of all, everyone out there and others - across the breadth of this nation are 43 million Americans with disabilities. You have made this happen. All of you have made this happen. To all of you, I just want to say your triumph is that your bill will now be law, and that this day belongs to you. On behalf of our nation, thank you very, very much.” – George H.W. Bush

Our success with this act proves that we are keeping faith with the spirit of our courageous forefathers who wrote in 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.” These words have been our guide for more than two centuries as we’ve labored to form our more perfect union. But tragically, for too many Americans, the blessings of liberty have been limited or even denied. The Civil Rights Act of '64 took a bold step towards righting that wrong. But the stark fact remained that people with disabilities were still victims of segregation and discrimination, and this was intolerable. Today’s legislation brings us closer to that day when no Americans will ever again be deprived of their basic guarantee of life, liberty, and the pursuit of happiness.” – George H.W. Bush

S18 BUSH NEWS
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Memorandum from the Food and Drug Administration

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Lifetime of Service

2ND PILLAR
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INSTRUCTIONS:
After completing the Pillars to Live By Card Sort, make a connection from your learning to one or all of George H.W. Bush’s Pillars to Live By.
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