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

ELEMENTARY SOCIAL STUDIES TEKS:
4.13B, 4.15A, 4.16A, 4.16B, 4.19A, 4.19B, 4.19C,
5.15A, 5.15B, 5.18A, 5.18B, 5.23A, 5.23B, 5.23C,

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”**

**ELEMENTARY**

**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.
LEGISLATION CREATION: GRAPHIC ORGANIZER *(page E7)*: 1 per student or student group
BUSH “NEWS” PRIMARY SOURCE INFORMATION *(page E9-E12)*: 1 per student or student group
LEGISLATION REVIEW *(page E13-14)*: 1 per student or student group
PILLARS TO LIVE BY: CLOSURE SHEET *(page E15)*: 1 per student or student group
THE BOTTOM LINE *(page E16)*: 1 per student or student group
THE BOTTOM LINE ANSWER KEY *(page E17)*: 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
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

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

BILL- proposed legislation under consideration by a law-makers

WRAP UP:
Fill out THE BOTTOM LINE worksheet after you have completed the activity.
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.
Bill is Introduced

Hi! I'm House Bill also known as HR 2273

Hi! I'm Senate Bill 1989 (S.933). I used to be HR 2273. Nice to meet you!

HR 2273 now passes to the Senate for approval.

Does HR 2273 pass this committee and return to the House?

Ok, let's vote.
Yes
No, I don't like it
Yes

After taking a vote HR 2273 passes with 289 for the bill, 140 against the bill and 6 abstaining (not voting).

We agree with the wording!

I can't believe both groups agreed!

Should I sign this into law or veto it? President signs.
Clean Air Act

BACKGROUND INFORMATION

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.

American Disabilities

57 million people in the United States have disabilities, or 19% of the population.

- 8.1 million have difficulty seeing
- 2 million are blind or unable to see
- 31 million have difficulty walking or climbing stairs
- 7.6 million experience difficulty hearing
BUSH "NEWS" RESOURCE CARDS

INJUSTICE ANYWHERE IS A THREAT TO JUSTICE EVERYWHERE.

E10 BUSH NEWS
One Hundred First Congress of the United States of America
AT its 2nd Session
Began and held at the City of Washington on Monday, the twenty-sixth day of January, one thousand nine hundred and ninety-five.
“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…. Damage to lakes, streams, parks and forest, as well as harm to buildings, monuments and other structures, will also be slowed or stopped….”

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

“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

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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.

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“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
1ST PILLAR
Lifetime of Service

2ND PILLAR
Putting People First in Decision Making

3RD PILLAR
Building Relationships to Better the World

INSTRUCTIONS:
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INSTRUCTIONS:
Match the legislation with the correct information

AMERICANS WITH DISABILITIES ACT OF 1990

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CLEAN AIR ACT

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 durante su campaña de 1988, el Presidente prometió modificar las leyes del aire limpio de la Nación, diciendo que “cada Americano espera y merece respirar aire limpio.” Las Adiciones a las leyes del aire limpio del 1990, firmadas hoy, cumplen triunfante esa promesa. A través de su liderazgo, el Presidente rompió el estancamiento de 13 años en las leyes del aire limpio al presentar una propuesta innovadora, basada en el mercado, que logra los objetivos ambientales de la Nación de la manera más efectiva.” – Administrador del EPA William K. Reilly
INSTRUCTIONS:
Match the legislation with the correct information

**AMERICANS WITH DISABILITIES ACT OF 1990**

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**E17 BUSH NEWS**